2025 HOUSE APPROPRIATIONS

HB 1013

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION
2025-27 BASE-LEVEL BUDGET

Base Budget - Summary

	Base Level
Salaries and wages	$19,964,765
Operating expenses	32,793,320
Integrated formula payments	2,299,674,851
Grants - special education	24,000,000
Grants - transportation	58,100,000
Grants - other grants	382,738,893
Grants - program grants	17,205,000
Grants - passthrough grants	3,569,000
PowerSchool	5,775,000
National board certification	176,290
Total all funds	$2,843,997,119
Less other funds	1,115,246,674
Total general fund	$1,728,750,445
Full-time equivalent (FTE) positions	86.25

The Department of Public Instruction is organized in three divisions--Superintendent's Office, Student Support and Innovation, and Information and Administration.

Selected Base Budget Information

	General Fund	Other Funds	Total
1. Includes salary and benefits funding for 86.25 FTE positions, including the Superintendent of Public Instruction's annual salary of $138,142, effective July 1, 2023, and $143,668, effective July 1, 2024	$7,572,946	$12,391,819	$19,964,765
2. Includes funding for operating expenses primarily related to professional fees and services ($20 million), operating fees and services ($3.7 million), information technology-related expenditures ($5.2 million), miscellaneous expenses ($1.9 million), and travel ($1.1 million)	$5,679,444	$27,113,876	$32,793,320
3. Includes funding for integrated formula payments, of which $1,617,821,765 is from the general fund, $157,000,000 is from the foundation aid stabilization fund, $510,860,000 is from the state tuition fund, and $13,993,086 is from the strategic investment and improvements fund (SIIF)	$1,617,821,765	$681,853,086	$2,299,674,851
4. Includes funding for special education contract grants	$24,000,000	$0	$24,000,000
5. Includes funding for transportation grants	$58,100,000	$0	$58,100,000
6. Includes funding for other grants, including grants from federal funds of $382,513,893, primarily related to United States Department of Education and United States Department of Agriculture funding for title programs and food programs, and the displaced homemaker program of $225,000	$0	$382,738,893	$382,738,893
7. Includes funding for program grants administered by the department[1]	$9,125,000	$8,080,000	$17,205,000
8. Includes funding for passthrough grants[2]	$500,000	$3,069,000	$3,569,000
9. Includes funding for PowerSchool	$5,775,000	$0	$5,775,000
10. Includes funding for national board certification	$176,290	$0	$176,290

[1]The following is a summary of program grants provided for the 2023-25 biennium, including the program grant pool:

	General Fund	Other Funds	Total
Adult education matching grants		$5,500,000	$5,500,000
Program grant pool		1,200,000	1,200,000
School food services matching grants		1,380,000	1,380,000
Free meal program	$6,000,000		6,000,000
Paraprofessional-to-teacher program	3,000,000		3,000,000
Administrative cost-sharing reimbursement	125,000		125,000
Total	$9,125,000	$8,080,000[a]	$17,205,000

[a]Special funds derived from general fund carryover deposited in the department's operating fund.

[2]The following is a summary of passthrough grants provided for the 2023-25 biennium:

	General Fund	Other Funds	Total
Mentoring program		$2,500,000	$2,500,000
National writing projects		40,000	40,000
Rural art outreach project		425,000	425,000
Governor's school grants	$500,000		500,000
"We the People" program		70,000	70,000
Cultural heritage grants		34,000	34,000
Total	$500,000	$3,069,000[b]	$3,569,000

[b]Special funds derived from general fund carryover deposited in the department's operating fund.

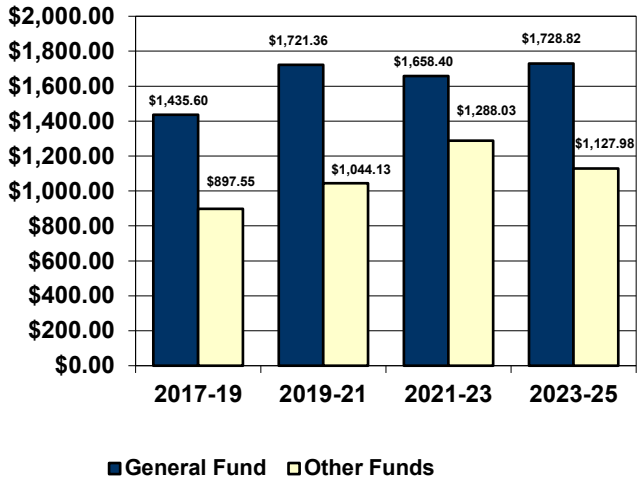
Continuing Appropriations

Displaced homemaker program - North Dakota Century Code Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers. For the 2021-23 biennium, the fund had $213,992 of revenues, $174,941 of expenditures, and a fund balance of $216,140 as of June 30, 2023.

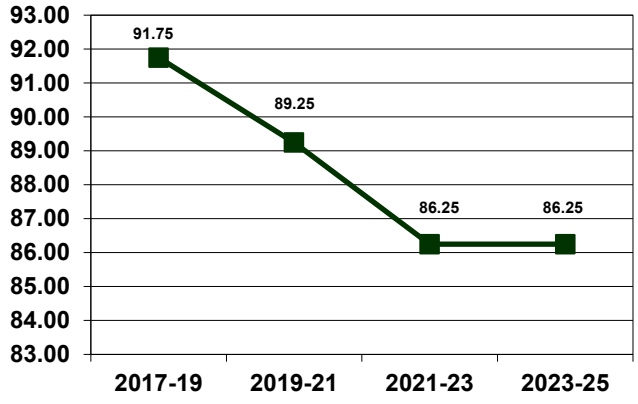
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
Ongoing general fund appropriations	$1,689,008,539	$1,435,601,984	$1,721,161,137	$1,658,196,873	$1,728,750,445
Increase (decrease) from previous biennium	N/A	($253,406,555)	$285,559,153	($62,964,264)	$70,553,572
Percentage increase (decrease) from previous biennium	N/A	(15.0%)	19.9%	(3.7%)	4.3%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(15.0%)	1.9%	(1.8%)	2.4%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1.	Removed 8 FTE positions from the base budget, of which funding for 3 FTE information technology programmer and research positions were transferred from the salaries and wages line item to the operating expenses line item to contract for services	($652,038)
2.	Reduced funding for operating expenses	($1,301,254)
3.	Increased funding for cost-to-continue state school aid	$18,864,163
4.	Adjusted the funding sources of integrated formula payments to provide for increased funding available from the state tuition fund	($86,412,905)
5.	Adjusted the funding sources of integrated formula payments to provide for a decrease in ongoing funding provided from the foundation aid stabilization fund to $110 million	$6,053,293
6.	Adjusted the funding sources of integrated formula payments to provide for one-time funding from the foundation aid stabilization fund	($185,000,000)
7.	Increased funding for special education contract grants to provide a total of $19.3 million from the general fund	$2,000,000
8.	Reduced funding for transportation grants to provide a total of $55.4 million from the general fund	($1,600,000)
9.	Added funding for a flexible funding pool for certain programs administered by the Superintendent of Public Instruction	$1,530,000
10.	Reduced funding for program grants	($1,179,022)
11.	Reduced funding for various passthrough grants	($2,887,500)
12.	Reduced funding for PowerSchool	($500,000)

2019-21 Biennium

1.	Removed 4 FTE positions from the base budget	($583,930)
2.	Restored 1 FTE division manager position	$272,692
3.	Added a .5 FTE position and related funding for salaries and wages ($76,000) and operating expenses ($189,000) for the administration of the Education Coordination Council established in Senate Bill No. 2215	$265,000
4.	Transferred the teacher shortage loan forgiveness program from the North Dakota University System	$2,103,393
5.	Added funding for operating expenses related to increases in the continuous improvement for schools contract with AdvancEd to provide a total of $1,112,000	$312,000
6.	Increased funding for operating expenses to correct an error in the department's budget request relating to its base budget adjustments	$1,000,000
7.	Added funding for operating expenses related to a Pre K-12 Education Vision Steering Committee to support the facilitation of stakeholder groups to continue developing education initiatives as provided in Senate Bill No. 2025	$300,000
8.	Increased funding for cost-to-continue state school aid	$53,625,374
9.	Adjusted funding for integrated formula payments for changes to the state school aid formula approved in Senate Bill No. 2265	$109,372,892
10.	Added funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	$185,000,000
11.	Adjusted the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund	($72,217,095)
12.	Increased funding for special education contract grants to provide a total of $24 million from the general fund	$4,700,000
13.	Increased funding for transportation grants to provide a total of $56.5 million from the general fund	$1,100,000
14.	Increased funding for adult education matching grants to provide a total of $4.4 million from the general fund	$1,300,000
15.	Added funding for leadership professional development program grants	$200,000
16.	Removed funding for the transportation efficiency line item and included transportation efficiency in the flexible funding pool	($30,000)
17.	Reduced funding for the Superintendent of Public Instruction's flexible funding pool to provide a total of $1.5 million from the general fund for certain programs and initiatives administered by the Superintendent	($30,000)
18.	Reduced funding for passthrough grants	($34,236)
19.	Reduced funding for national board certification to provide a total of $108,000 from the general fund	($12,000)

2021-23 Biennium

1.	Transferred 3 FTE positions and related salaries of $600,000 and operating expenses of $100,000 to the Department of Human Services pursuant to House Bill No. 1416 relating to the administration of an early childhood education program for 4-year olds	($300,000)
2.	Adjusted the funding source for professional fees related to accreditation support to provide funding from school district reimbursements for services	($1,012,000)
3.	Removed funding for ACT and WorkKeys testing fees pursuant to Senate Bill No. 2141	($780,000)
4.	Decreased funding for integrated formula payments for savings related to a reduction in the cost to continue	($16,868,441)
5.	Adjusted the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund	($55,256,000)
6.	Increased funding for integrated formula payments for changes to the state school aid formula approved in House Bill No. 1388	$12,036,512
7.	Added funding for the fiscal impact of increased participation in summer school related to House Bill No. 1436	$1,300,000
8.	Added funding for the fiscal impact of House Bill No. 1246 related to eliminating the deduction of tuition paid with federal impact aid	$3,700,000
9.	Increased funding for special education contract grants to provide a total of $27 million from the general fund	$3,000,000
10.	Increased funding for transportation grants, pursuant to reimbursement changes approved in House Bill No. 1027, to provide a total of $58.1 million from the general fund	$1,600,000

11. Reduced funding for the Superintendent of Public Instruction's flexible funding pool, included in the grants - program and passthrough line item, and adjusted the funding source to carryover	($1,500,000)
12. Increased funding for program grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover	($6,180,000)
13. Increased funding for passthrough grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover	($2,863,764)

2023-25 Biennium

1. Decreased funding for information technology charges based on total funding and required charges assessed by the Information Technology Department based on agency funding which may not include funding provided to the department for integrated formula payments, transportation grants, and special education contract grants	($175,000)
2. Added funding for operating expenses related to a new Capitol space rent model	$140,899
3. Increased funding for integrated formula payments, net of general fund reductions for a cost to continue reduction of $46.4 million and adjustments to the funding sources for integrated formula payments to increase funding from the state tuition fund/common schools trust fund ($77.84 million), the foundation aid stabilization fund ($13.5 million), and SIIF ($14 million)	$62,271,265
4. Increased funding in the integrated formula payments line item to increase grants to regional education associations to provide a total of $700,000	$200,000
5. Decreased funding for special education contract grants to provide a total of $24 million from the general fund	($3,000,000)
6. Added funding for program grants for a free meal program	$6,000,000
7. Added funding for program grants for a paraprofessional-to-teacher program	$3,000,000
8. Added funding for program grants for an administrative cost-sharing reimbursement program	$125,000
9. Added funding for a passthrough grant for the North Dakota Governor's school	$500,000
10. Increased funding for PowerSchool to provide a total of $5,775,000 from the general fund	$525,000

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
One-time general fund appropriations	$0	$0	$200,000	$200,000	$70,000

Major One-Time General Fund Appropriations

2017-19 Biennium

None	$0

2019-21 Biennium

Added one-time funding for operating expenses to rewrite the state school aid formula	$200,000

2021-23 Biennium

Added one-time funding for state automated reporting system (STARS) application maintenance	$200,000

2023-25 Biennium

Added one-time funding for program grants for regional education association merger incentive grants	$70,000

DEPARTMENT 204 - CENTER FOR DISTANCE EDUCATION
2025-27 BASE-LEVEL BUDGET

Base Budget - Summary

	Base Level
Center for Distance Education	$11,613,483
Total all funds	$11,613,483
Less special funds	4,550,000
Total general fund	$7,063,483
Full-time equivalent (FTE) positions	30.80

Selected Base Budget Information

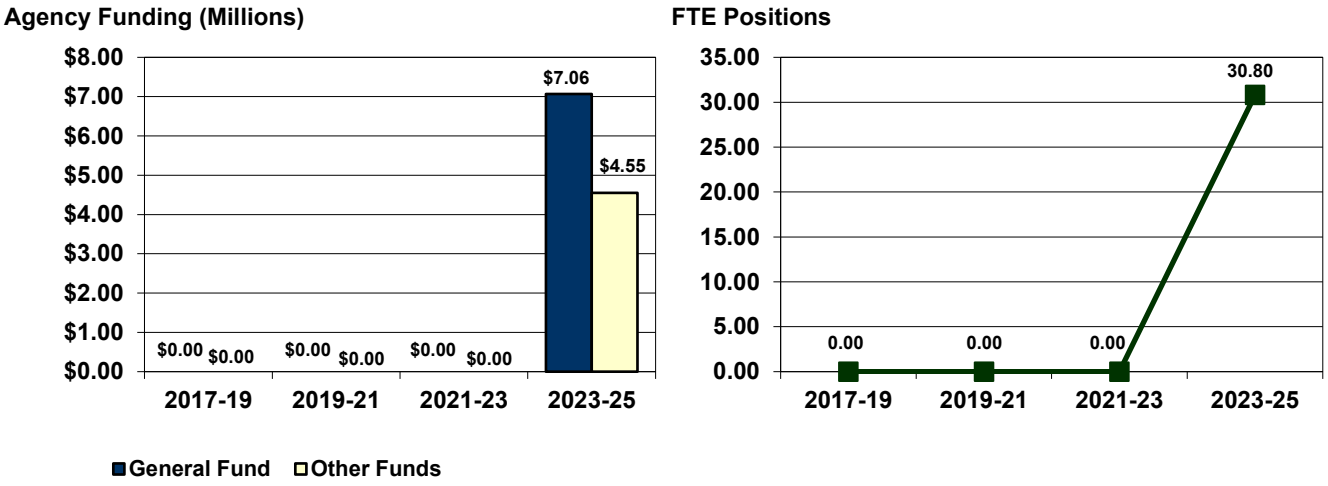
	General Fund	Other Funds	Total
1. Includes funding for salaries and wages for 30.8 FTE positions and $1,929,915 for temporary salaries	$7,063,483	$1,929,915	$8,993,398
2. Includes funding for operating expenses, including $202,854 for office lease costs and $1,319,743 for office supply costs	$0	$2,620,085	$2,620,085

Continuing Appropriations

There are no continuing appropriations for this agency.

Historical Appropriations Information

Agency Appropriations and FTE Positions[1]



[1]Prior to the 2023-25 biennium, funding and FTE positions for the Center for Distance Education were included in the Department of Career and Technical Education.

Ongoing General Fund Appropriations[2]

	2015-17	2017-19	2019-21	2021-23	2023-25
Ongoing general fund appropriations	$0	$0	$0	$0	$7,063,483
Increase (decrease) from previous biennium	N/A	N/A	N/A	N/A	N/A
Percentage increase (decrease) from previous biennium	N/A	N/A	N/A	N/A	N/A
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	N/A	N/A	N/A	N/A

[2]Prior to the 2023-25 biennium, funding for the Center for Distance Education was included in the Department of Career and Technical Education.

Major Increases (Decreases) in Ongoing General Fund Appropriations

2023-25 Biennium

1.	Added 1 FTE elementary teacher position	$165,000
2.	Added 1 FTE information technology position	$156,000

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
One-time general fund appropriations	$0	$0	$0	$0	$0

Major One-Time General Fund Appropriations

2023-25 Biennium

None	$0

DEPARTMENT 250 - STATE LIBRARY
2025-27 BASE-LEVEL BUDGET

Base Budget - Summary

	Base Level
Salaries and wages	$4,615,731
Operating expenses	2,282,298
Grants	2,283,528
Total all funds	$9,181,557
Less other funds	2,499,073
Total general fund	$6,682,484
Full-time equivalent (FTE) positions	26.75

Selected Base Budget Information

	General Fund	Other Funds	Total
1. Includes salaries and benefits funding for 26.75 FTE positions	$3,942,505	$673,226	$4,615,731
2. Includes funding for operating expenses primarily related to professional supplies and material, building rental, information technology data processing, and professional fees and services	$714,897	$1,567,401	$2,282,298
3. Includes funding for grants, including state aid to public libraries ($1,737,582) and library vision grants ($287,500)	$2,025,082	$258,446	$2,283,528

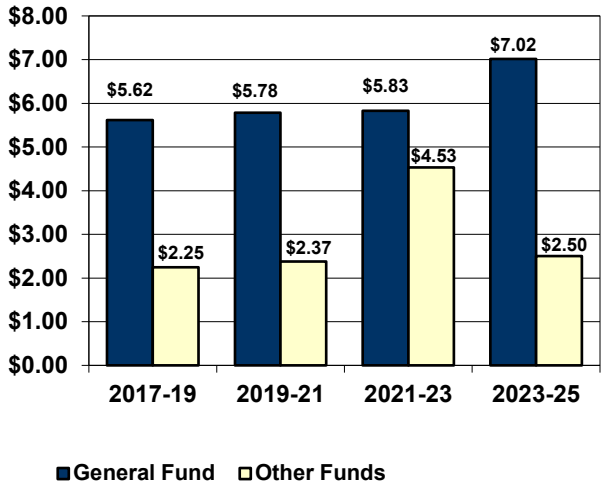
Continuing Appropriations

There are no continuing appropriations for this agency.

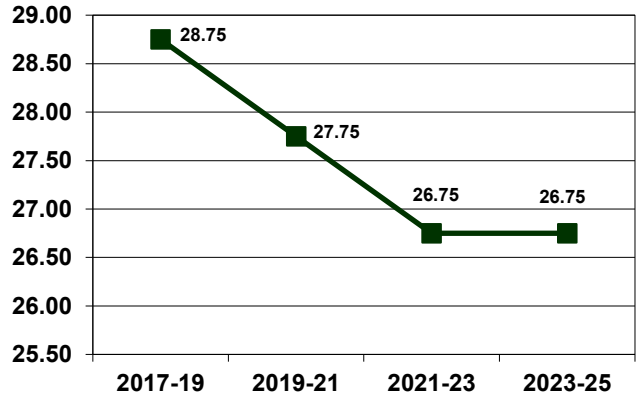
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
Ongoing general fund appropriations	$6,079,981	$5,618,301	$5,781,419	$5,831,721	$6,682,484
Increase (decrease) from previous biennium	N/A	($461,680)	$163,118	$50,302	$850,763
Percentage increase (decrease) from previous biennium	N/A	(7.6%)	2.9%	0.9%	14.6%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(7.6%)	(4.9%)	(4.1%)	9.9%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Restored salaries and wages funding reductions during the 2015-17 biennium	$61,341
2. Removed 1 FTE education program administrator II position	($142,296)
3. Reduced funding for online library resources	($182,239)
4. Reduced funding for state aid to libraries to provide a total of $1,737,582 from the general fund	($295,472)

2019-21 Biennium

1. Removed 2 FTE library associate I positions	($280,915)
2. Added 1 FTE librarian III position	$181,278
3. Adjusted funding for operating expenses	($29,959)

2021-23 Biennium

1. Removed 2 FTE unidentified positions	($308,462)
2. Added 1 FTE educational program administrator II position	$151,000

2023-25 Biennium

1. Increased funding for operating expenses	$65,559
2. Added funding for operating expenses related to a new Capitol space rent model	$264,635
3. Added funding for library vision grants to tribal libraries	$50,000

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
One-time general fund appropriations	$250,000	$0	$0	$0	$333,000

Major One-Time General Fund Appropriations

2017-19 Biennium

None $0

2019-21 Biennium

None $0

2021-23 Biennium

None $0

2023-25 Biennium

1. Added one-time funding for salaries and wages for retirement payouts $40,000
2. Added one-time funding for operating expenses to meet maintenance of effort requirements $100,000
3. Added one-time funding for operating expenses for information technology equipment $43,000
4. Added one-time funding for operating expenses for building renovations $150,000

DEPARTMENT 252 - SCHOOL FOR THE DEAF
2025-27 BASE-LEVEL BUDGET

Base Budget - Summary

	Base Level
Salaries and wages	$9,283,599
Operating expenses	1,705,586
Capital assets	158,678
Total all funds	$11,147,863
Less other funds	2,811,557
Total general fund	$8,336,306
Full-time equivalent (FTE) positions	45.36

Selected Base Budget Information

	General Fund	Other Funds	Total
1. Includes funding for salaries and benefits for 45.36 FTE positions, including temporary salaries and overtime	$8,095,999	$1,187,600	$9,283,599
2. Includes funding for operating expenses, primarily related to travel, information technology, supplies, utilities, equipment, and professional fees	$240,307	$1,465,279	$1,705,586
3. Includes base budget funding from trust fund distributions, rental income, and service revenue for capital projects, including repairs and maintenance	$0	$158,678	$158,678

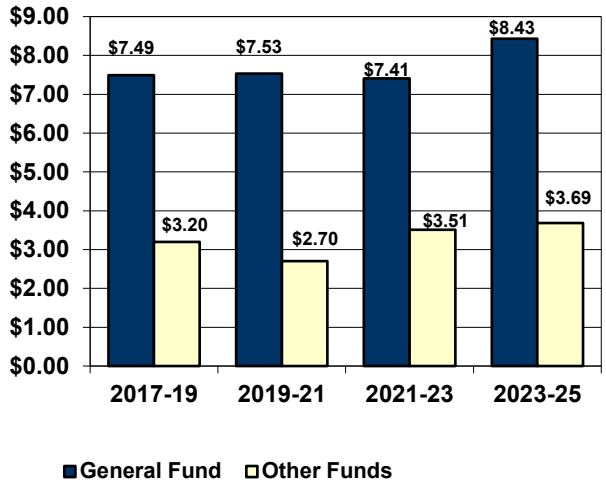
Continuing Appropriations

There are no continuing appropriations for this agency.

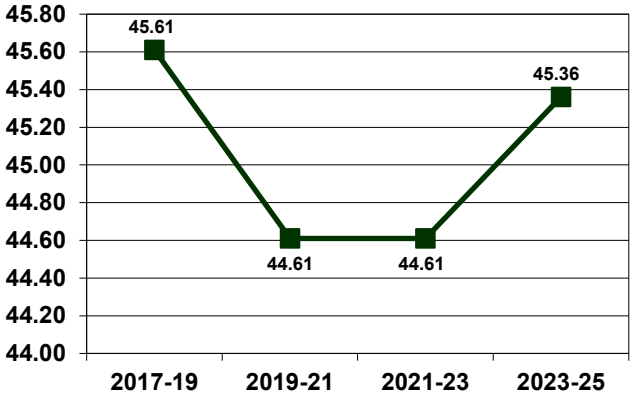
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
Ongoing general fund appropriations	$8,541,881	$7,488,526	$7,528,850	$7,406,556	$8,336,306
Increase (decrease) from previous biennium	N/A	($1,053,355)	$40,324	($122,294)	$929,750
Percentage increase (decrease) from previous biennium	N/A	(12.3%)	0.5%	(1.6%)	12.6%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(12.3%)	(11.9%)	(13.3%)	(2.4%)

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Removed funding for teacher composite pay increases ($151,193)
2. Adjusted the funding source for a portion of operating expenses to provide funding from special funds available from trust fund distributions, rents, and service revenue ($784,381)
3. Reduced funding for extraordinary repairs and adjusted the funding source to provide funding from special funds available from trust fund distributions, rents, and service revenue ($152,174)

2019-21 Biennium

1. Removed 1 FTE position and adjusted base payroll ($293,445)
2. Removed 1 FTE undesignated position and added 1 FTE adult services position funded by special funds ($117,654)
3. Increased funding for teacher salaries $144,153
4. Reduced funding for interpreter grants to state colleges and universities to provide a total of $40,000 from the general fund ($140,000)

2021-23 Biennium

1. Adjusted the funding source for salaries and wages to provide funding from special funds available from trust fund distributions, rents, and service revenue ($365,542)
2. Increased funding for teacher salaries $133,704
3. Removed funding for interpreter grants to state colleges and universities ($40,000)

2023-25 Biennium

1. Added funding for a 0.75 FTE education services position $115,294
2. Added funding for teacher salary increases $171,890

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
One-time general fund appropriations	$0	$0	$0	$0	$90,085

Major One-Time General Fund Appropriations

2017-19 Biennium

None $0

2019-21 Biennium

None $0

2021-23 Biennium

None $0

2023-25 Biennium

1. Added one-time funding for inflationary increases relating to operating expenses $90,085

DEPARTMENT 253 - SCHOOL FOR THE BLIND
2025-27 BASE-LEVEL BUDGET

Base Budget - Summary

	Base Level
Salaries and wages	$5,538,818
Operating expenses	869,686
Capital assets	39,192
Total all funds	$6,447,696
Less special funds	1,206,705
Total general fund	$5,240,991
Full-time equivalent (FTE) positions	27.75

Selected Base Budget Information

	General Fund	Other Funds	Total
1. Includes funding for salaries and benefits for 27.75 FTE positions, including temporary salaries and overtime	$5,175,711	$363,107	$5,538,818
2. Includes funding for operating expenses, primarily related to travel, information technology, utilities, equipment, and repairs	$65,280	$804,406	$869,686
3. Includes base budget funding from trust fund distributions, rental income, and service revenue for capital projects, including repairs and maintenance	$0	$39,192	$39,192

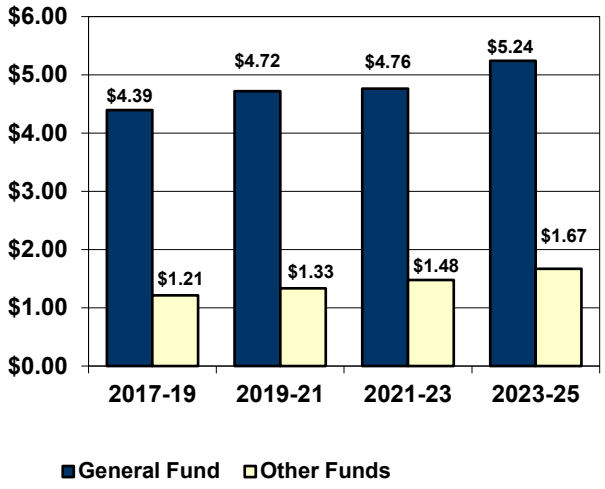
Continuing Appropriations

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.

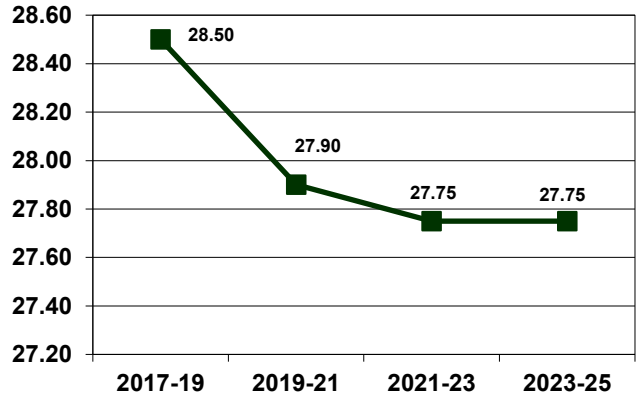
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
Ongoing general fund appropriations	$4,748,647	$4,394,146	$4,717,989	$4,761,879	$5,240,991
Increase (decrease) from previous biennium	N/A	($354,501)	$323,843	$43,890	$479,112
Percentage increase (decrease) from previous biennium	N/A	(7.5%)	7.4%	0.9%	10.1%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(7.5%)	(0.6%)	0.3%	10.4%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Removed a 0.5 FTE position and restored salaries and wages funding reductions made during the 2015-17 biennium — $105,800
2. Removed 1 FTE teacher position — ($154,216)
3. Restored funding for operating expenses, reduced as part of the August 2016 general fund budget reductions, and adjusted the funding source for a portion of operating expenses to provide funding from special funds available from trust fund distributions, rents, contributions, and service revenue — ($420,173)

2019-21 Biennium

1. Removed a 0.60 FTE systems administrator I position — ($73,069)
2. Increased funding for teacher salaries — $119,203

2021-23 Biennium

1. Removed a 0.15 FTE activity assistant position — ($9,370)
2. Reduced funding for salaries and wages — ($74,312)
3. Increased funding for teacher salaries — $72,610

2023-25 Biennium

1. Added funding for teacher salary increases — $93,838

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25
One-time general fund appropriations	$0	$0	$0	$0	$0

Major One-Time General Fund Appropriations

2017-19 Biennium

None $0

2019-21 Biennium

None $0

2021-23 Biennium

None $0

2023-25 Biennium

None $0

Department of Public Instruction
Department No. 201
2025 House Bill No. 1013

EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Executive budget recommendation	86.25	$1,655,425,216	$1,340,402,846	$2,995,828,062
Base level	86.25	1,728,750,445	1,115,246,674	2,843,997,119
Increase (decrease)	0.00	($73,325,229)	$225,156,172	$151,830,943
Percentage increase (decrease)	0.0%	(4.2%)	20.2%	5.3%

NOTE:
More detailed information on the executive budget recommendation is attached as Appendix A.

A copy of the draft appropriations bill reflecting the executive budget recommendation is attached as Appendix B.

Selected Highlights

- Salary increases of up to 4 percent effective July 1, 2025, and 3 percent effective July 1, 2026.
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee.
- Adds funding to replace 2023-25 biennium vacant FTE pool amounts.
- Increases funding from the general fund by $700,000 for operating expenses due to an increase in the cost of the accreditation contract.
- Adds $1 million from the general fund for operating expenses related to ND FIRST interventions for chronically low-performing schools.
- Increases funding by $2 million from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program.
- Adds $28.4 million from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant.
- Increases funding for integrated formula payments by $60 million to provide a total of $2.36 billion. Funding is provided to increase the per student payment rate by 2 percent each year of the 2025-27 biennium ($91 million). The increase is offset by cost-to-continue savings related to slower enrollment growth ($20 million) and by savings related to eliminating transition minimum adjustments ($6.7 million) and weighted student unit provisions for multiplant school districts ($4.3 million).
- Adjusts the funding source for integrated formula payments to decrease funding from the general fund by $78,824,264 and from the strategic investment and improvements fund by $13,993,086 and increase funding from special funds, including $84,817,350 from the state tuition fund and $68,000,000 from the foundation aid stabilization fund.
- Decreases funding from the general fund by $1.5 million for free meal program grants to provide a total of $4.5 million from the general fund.
- Adds funding from the general fund to increase total funding for passthrough grants for teacher mentoring to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from special funds made available from general fund carryover. The additional funds are proposed for ND RISE to expand the program to a 3-year mentorship.
- Adds one-time funding of $1.25 million from the general fund for operating expenses related to North Dakota Native American Essential Understandings contracts and work group costs and the production of a book series regarding the history and culture of indigenous people and for program grants for Indians into STEM.
- Adds one-time funding of $5 million from the foundation aid stabilization fund for program grants for school board training and a teacher retention program and for a passthrough grant for 2 Revolutions teacher training.

- Adds one-time funding of $50 million from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management pursuant to North Dakota Century Code Section 54-35-27, this agency has one fee. The agency did not recommend any changes to the fees.

Major Related Legislation

House Bill No. 1100 - Provides an exemption to allow the Department of Public Instruction to continue unused funds, provided for free school meals during the 2023-25 biennium, to the 2025-27 biennium to provide grants to reimburse school districts for delinquent meal debt. A fiscal note prepared by the Department of Public Instruction indicates approximately $2 million may remain at the end of the 2023-25 biennium and would be available for grants to school districts for delinquent meal debt.

Senate Bill No. 2104 - Requires the Superintendent of Public Instruction to promote compliance with education-related state and federal law and to verify school district compliance. If the Superintendent of Public Instruction issues guidance to a school district more than once, the superintendent must deduct 2 percent of the total state aid payments to which a school district is entitled for that school year from the subsequent payment distribution.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	Executive Budget			
	FTE Positions	General Fund	Other Funds	Total
2025-27 Biennium Base Level	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119
2025-27 Ongoing Funding Changes				
Base payroll changes		$21	$25	$46
Salary increase		366,573	586,183	952,756
Health insurance increase		192,649	353,831	546,480
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)
Base budget funding source change from federal to special funds for other grants				0
Increases funding for information technology rate increases		7,945		7,945
Increases funding for operating expenses due to an increase in the cost of the accreditation contract		700,000		700,000
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000
Adds funding for operating expenses to administer a summer food program		150,000		150,000
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(20,000,000)		(20,000,000)
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $225 million from the foundation aid stabilization fund		(68,000,000)	68,000,000	0
Increases funding for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium		91,000,000		91,000,000
Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula		(6,700,000)		(6,700,000)

Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions		(4,300,000)		(4,300,000)
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)
Adds funding for program grants for adult education integrated education and training grants		500,000		500,000
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027
Increases funding for passthrough grants for teacher mentoring to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from special funds made available from general fund carryover		2,000,000		2,000,000
Total ongoing funding changes	**0.00**	**($74,575,229)**	**$170,156,172**	**$95,580,943**
One-Time Funding Items				
Adds one-time funding for operating expenses related to ND Native American Essential Understandings contracts and work group costs		$300,000		$300,000
Adds one-time funding for operating expenses related to the production of a book series regarding the history and culture of indigenous people		650,000		650,000
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			$1,500,000	1,500,000
Adds one-time funding for program grants for Indians into STEM		300,000		300,000
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program			2,000,000	2,000,000
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training			1,500,000	1,500,000
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program			50,000,000	50,000,000
Total one-time funding changes	**0.00**	**$1,250,000**	**$55,000,000**	**$56,250,000**
Total Changes to Base Level Funding	**0.00**	**($73,325,229)**	**$225,156,172**	**$151,830,943**
2025-27 Total Funding	**86.25**	**$1,655,425,216**	**$1,340,402,846**	**$2,995,828,062**
Federal funds included in other funds			*$448,106,154*	
Total ongoing changes - Percentage of base level	*0.0%*	*(4.3%)*	*15.3%*	*3.4%*
Total changes - Percentage of base level	*0.0%*	*(4.2%)*	*20.2%*	*5.3%*

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Executive Budget
Full-time equivalent position adjustments	Section 3 would authorize the department to increase or decrease authorized FTE positions subject to the availability of funds.

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Executive Budget
Salary of the Superintendent of Public Instruction	Section 4 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $149,415, effective July 1, 2025, and to $153,897, effective July 1, 2026, to reflect recommended salary increases of 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium.
Tuition apportionment	Section 5 would provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund	Section 6 would provide $225,000,000, included in the estimated income line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments.
Payments for 2023-25 biennium special education services	Section 7 would provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.
Gifted and talented program and Medicaid matching funding distributions	Section 8 would provide that DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. The section also provides state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit.
Indirect cost allocation	Section 9 would provide that, notwithstanding Section 54-44.1-15, DPI 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.
Grants - Other grants	Section 11 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2026. (However, it appears that passthrough grants are provided in a separate line item in Subdivision 1 of Section 1 of the bill.)
Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding	Section 12 would require OMB transfer a total of $5 million from the foundation aid stabilization fund to DPI for school board training ($1.5 million), teacher retention ($2 million), and a 2 Revolutions teacher training program ($1.5 million).

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Executive Budget
Use of new money - Nonadministrative personnel compensation increases	Section 13 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2025-27 biennium.
Exemption - 2023-25 biennium funding exemption and transfer to the Department of Public Instruction operating fund	Section 14 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,149,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.
Exemption - Deposits into the department's operating account	Section 15 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.
Exemption - Unexpended ESSER fund appropriations	Section 16 would provide funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium.
State school aid formula changes	Sections 17 and 18 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would: •Remove school district size weighting factor provisions for school districts that operate multiple plants; •Increase the integrated per student payment rate from the current level of $11,072 to $11,293, effective for the 2025-26 school year, and to $11,519, effective for the 2026-27 school year, to reflect integrated per student payment rate increases of 2 percent each year of the 2025-27 biennium; •Remove transition minimum adjustments for state school aid payments; and •Update the year, from 2022 to 2024, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.

Sixty-ninth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1013
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, center for distance education, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; 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 provide for a transfer; to provide an exemption; to amend and reenact sections 15.1-27-03.2 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the department of public instruction, the center for distance education, the school for the deaf, North Dakota vision services - school for the blind, and the state library for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025 and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$19,964,765	$2,289,097	$22,253,862
Operating Expenses	32,793,320	5,705,819	38,499,139
Integrated Formula Payments	2,299,674,851	60,000,000	2,359,674,851
Grants-Special Education	24,000,000	0	24,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	382,738,893	27,000,000	409,738,893
Grants-Program Grants	17,205,000	3,336,027	20,541,027
Grants-Passthrough Grants	3,568,000	53,500,000	57,069,000
PowerSchool	5,775,000	0	5,775,000
National Board Certification	176,290	0	176,290
Total All Funds	$2,843,997,119	$151,830,943	$2,995,828,062
Less Estimated Income	1,115,246,674	225,156,172	1,340,402,846
Total General Fund	$1,728,750,445	($73,325,229)	$1,655,425,216
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
Center for Distance Education	$11,613,483	$3,815,560	$15,429,043
Total All Funds	$11,613,483	$3,815,560	$15,429,043
Less Estimated Income	4,550,000	2,298,138	6,848,138
Total General Fund	$7,063,483	$1,517,422	$8,580,905
Full-Time Equivalent Positions	30.80	2.20	33.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$4,515,731	$643,483	$5,259,214
Operating Expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total All Funds	$9,181,557	$1,351,260	$10,532,817
Less Estimated Income	2,499,073	317,565	2,816,638
Total General Fund	$6,682,484	$1,033,695	$7,716,179
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$9,283,599	$1,445,115	$10,728,714
Operating Expenses	1,705,586	250,839	1,956,425
Capital Assets	158,678	283,800	442,478
Total All Funds	$11,147,863	$1,979,754	$13,127,617
Less Estimated Income	2,811,557	386,754	3,198,311
Total General Fund	$8,336,306	$1,593,000	$9,929,306
Full-Time Equivalent Positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES – SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$5,538,818	$543,658	$6,082,476
Operating Expenses	869,686	406,571	1,276,257
Capital Assets	39,192	230,808	270,000
Total All Funds	$6,447,696	$1,181,037	$7,628,733
Less Estimated Income	1,206,705	536,981	1,743,686
Total General Fund	$5,240,991	$644,056	$5,885,047
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 6.

BILL TOTAL

	Base Level	Adjustments or Enhancements	Appropriation
Grand Total General Fund	$1,756,073,709	($68,537,056)	$1,687,536,653
Grant Total Special Funds	1,125,314,009	228,695,610	1,355,009,619
Grand Total All Funds	$2,882,387,718	$160,158,554	$3,042,546,272

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-eigth legislative assembly for the 2023-25 biennium and the 2025-27 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

One-Time Funding Description	2023-25	2025-27
Science center	$5,500,000	$0
Regional Education Association Grants	70,000	0
Be Legendary School Board Training	1,500,000	1,500,000
Statewide reading tool	1,600,000	0
Teacher retention program	2,300,000	2,000,000
Indians into STEM	0	300,000
ND Native American essential understandings	0	300,000
ND history and tribal textbook printing	0	650,000
2 revolutions	0	1,500,000
Educational savings account	0	50,000,000

Total Department of Public Instruction - All Fund	$10,970,000	$56,250,000
Total Department of Public Instruction - Special Funds	10,900,000	55,000,000
Total Department of Public Instruction - General Fund	$70,000	$1,250,000

CENTER FOR DISTANCE EDUCATION

One-Time Funding Description	2023-25	2025-27
Professional fees and IT equipment	$0	$100,250
Total Center for Distance Education - Special Funds	$0	$100,250

STATE LIBRARY

One-Time Funding Description	2023-25	2025-27
Funding for maintenance of effort	$100,000	$0
Retirement leave payout	40,000	0
IT equipment	43,000	0
Office renovation	150,000	0
Total State Library – General Fund	$333,000	$461,635

SCHOOL FOR THE DEAF

One-Time Funding Description	2023-25	2025-27
Extraordinary repairs	$800,000	$0
Inflationary expenses	120,171	0
Campus security system	0	238,800
Equipment	43,500	45,000
Total School for The Deaf – All Funds	$963,671	$283,800
Total School for The Deaf - Special Funds	873,586	$283,800
Total School for The Deaf – General Fund	$90,085	$0

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

One-Time Funding Description	2023-25	2025-27
Miscellaneous Repairs	$439,000	$65,000
Equipment	0	28,000
New parking lot	0	150,000
Cabinets and furniture for student rooms	26,000	55,000
Total School for the Blind - Special Funds	$465,000	$298,000

Grand Total - All Funds	$12,731,671	$56,932,050
Grand Total - Estimated Income	$12,238,586	$55,682,050
Grand Total - General Fund	$493,085	$1,250,000

The 2025-27 one-time funding amounts are not a part of the entity's base budget for the 2027-29 biennium. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the seventieth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 3. EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS. Notwithstanding any other provisions of law, the department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services may increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.

SECTION 4. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024~~ one hundred forty-nine thousand four hundred fifteen dollars through June 30, 2026 and ~~one hundred forty-three thousand six hundred sixty-eight dollars~~ one hundred fifty-three thousand eight hundred ninety-seven dollars thereafter.

SECTION 5. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 6. ESTIMATED INCOME – FOUNDATION STABILIZATION FUND. The estimated income line in subdivision 1 of section 1 of this Act includes the sum of $225,000,000 from the foundation aid stabilization fund for integrated formula payments.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants – special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING - DISTRIBUTION.

1. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.
2. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of human services on behalf of the school district or unit.

SECTION 9. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 10. STATE AID TO PUBLIC LIBRARIES. The line item entitled grants in subdivision 2 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half is to be expended during the fiscal year ending June 30, 2026.

SECTION 11. GRANTS – OTHER GRANTS. The line item entitled grants-other grants in subdivision 1 of section 1 of this Act contains pass-through grants, of which no more than one-half of the funding is to be expended during the fiscal year ending June 30, 2026.

SECTION 12. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer $5,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, $1,500,000 is for school board training, $2,000,000 is for teacher retention and $1,500,000 is for the 2 revolutions program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 13. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2025-27 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.

2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2025-27 biennium.

SECTION 14. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,149,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 15. EXEMPTION – GENERAL EDUCATOINAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 16. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-03.2 of the North Dakota Century Code is amended and reenacted as follows:

School district size weighting factor - Weighted student units. (Effective through June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately, with no adjustment for elementary schools. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

School district size weighting factor - Weighted student units. (Effective after June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For for school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

SECTION 18. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2023-24~~ 2025-26 school year, the superintendent shall calculate state aid ~~as the greater of~~:by multiplying ~~(1)T~~the district's weighted student units ~~multiplied~~ by ~~ten~~ eleven thousand ~~six~~

~~hundred forty-six dollars~~ two hundred ninety-three dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand six hundred forty-six dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by forty percent and then the difference added to the amount determined in paragraph 1.~~

b. For the ~~2024-25~~ 2026-27 school year and each school year thereafter, the superintendent shall calculate state aid ~~as the greater of:~~by multiplying ~~(1) T~~the district's weighted student units ~~multiplied~~ by eleven thousand ~~seventy-two~~ five hundred nineteen dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by eleven thousand seventy-two dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifty-five percent for the 2024-25 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.~~

4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:

a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, except the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and

b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:

(1) Tuition revenue shall be adjusted as follows:

(a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state Page No. 11 and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 202~~2~~4 by the school district for sinking and interest relative to the total mills levied in 202~~2~~4 by the school district for all purposes.

Center for Distance Education
Department No. 204
2025 House Bill No. 1013

EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Executive budget recommendation	33.00	$8,580,905	$6,848,138	$15,429,043
Base level	30.80	7,063,483	4,550,000	11,613,483
Increase (decrease)	2.20	$1,517,422	$2,298,138	$3,815,560
Percentage increase (decrease)	7.1%	21.5%	50.5%	32.9%

NOTE:
More detailed information on the executive budget recommendation is attached as Appendix A.

A copy of the draft appropriations bill reflecting the executive budget recommendation is attached as Appendix B.

Selected Highlights

- Salary increases of up to 4 percent effective July 1, 2025, and 3 percent effective July 1, 2026
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium new and vacant FTE pool amounts
- Adds $175,450 from the general fund for 1 FTE enrollment and office support specialist position
- Adds $232,188 from special funds derived from tuition for 1 FTE hybrid learning coordinator position
- Adds $50,410 from the general fund for .20 FTE information technology (IT) position to increase a current .80 FTE position to a full-time position
- Increases funding from special funds derived from tuition by $1,622,900 for temporary and other salaries to provide more adjunct hours and for hybrid teaching overload
- Increases funding from special funds derived from tuition by $319,038 for operating expenses related to fees, travel, information technology equipment, and supplies
- Adds $280,972 from the general fund for a virtual military pathway program for 150 students ($48,167) and a homeschool tuition program for 725 students ($232,805), including temporary salaries of $171,135 and operating expenses of $109,837
- Adds **one-time** funding of $25,000 from special funds derived from tuition for IT equipment
- Adds **one-time** funding of $75,250 from special funds derived from tuition for professional fees related to a student information system upgrade

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

For the biennium ended June 30, 2023, the Center for Distance Education (CDE) was audited as part of the Department of Career and Technical Education (CTE). There are no significant audit findings for CDE included in the report provided for CTE. Pursuant to Senate Bill No. 2269 (2023), CDE began reporting to the Superintendent of Public Instruction and the Legislative Assembly provided a separate budget for CDE for 2023-25 biennium.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has 3 fees. The agency did not recommend any changes to the fees.

Major Related Legislation

House Bill No. 1105 - Relates to virtual learning and school district policy regarding access and payment for virtual instruction.

House Bill No. 1172 - Relates to responsibility for payment for CDE courses.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration, which contain either a state revenue impact, an appropriation, or a state fiscal impact.

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

	Executive Budget			
	FTE Positions	**General Fund**	**Other Funds**	**Total**
2025-27 Biennium Base Level	30.80	$7,063,483	$4,550,000	$11,613,483
2025-27 Ongoing Funding Changes				
Base payroll changes				$0
Salary increase		$328,391	$10,694	339,085
Health insurance increase		175,354	6,005	181,359
Adds funding to replace 2023-25 biennium new FTE pool		321,000		321,000
Adds funding to replace 2023-25 biennium vacant FTE pool		164,655		164,655
Adds 1 FTE enrollment and office support specialist position	1.00	175,450		175,450
Adds 1 FTE hybrid learning coordinator position	1.00		232,188	232,188
Adds a .20 FTE IT position to increase a current .80 FTE position to full-time	0.20	50,410		50,410
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
Increases funding from special funds derived from tuition for operating expenses related to fees, travel, IT equipment, and supplies			319,038	319,038
Increases funding for IT rate increases		21,190	7,063	28,253
Adds funding for a virtual military pathway program and a homeschool tuition program, including temporary salaries of $171,135 and operating expenses of $109,837		280,972		280,972
Total ongoing funding changes	**2.20**	**$1,517,422**	**$2,197,888**	**$3,715,310**
One-Time Funding Items				
Adds one-time funding from special funds derived from tuition for IT equipment			$25,000	$25,000
Adds one-time funding from special funds derived from tuition for professional fees related to a student information system upgrade			75,250	75,250
Total one-time funding changes	**0.00**	**$0**	**$100,250**	**$100,250**
Total Changes to Base Level Funding	**2.20**	**$1,517,422**	**$2,298,138**	**$3,815,560**
2025-27 Total Funding	**33.00**	**$8,580,905**	**$6,848,138**	**$15,429,043**
Federal funds included in other funds			*$0*	
Total ongoing changes - Percentage of base level	*7.1%*	*21.5%*	*48.3%*	*32.0%*
Total changes - Percentage of base level	*7.1%*	*21.5%*	*50.5%*	*32.9%*

Other Sections in Center for Distance Education - Budget No. 204

Section Description	Executive Budget
FTE position adjustments	Section 3 would authorize the department to increase or decrease authorized FTE positions subject to the availability of funds.

Sixty-ninth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1013
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, center for distance education, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; 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 provide for a transfer; to provide an exemption; to amend and reenact sections 15.1-27-03.2 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the department of public instruction, the center for distance education, the school for the deaf, North Dakota vision services - school for the blind, and the state library for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025 and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$19,964,765	$2,289,097	$22,253,862
Operating Expenses	32,793,320	5,705,819	38,499,139
Integrated Formula Payments	2,299,674,851	60,000,000	2,359,674,851
Grants-Special Education	24,000,000	0	24,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	382,738,893	27,000,000	409,738,893
Grants-Program Grants	17,205,000	3,336,027	20,541,027
Grants-Passthrough Grants	3,568,000	53,500,000	57,069,000
PowerSchool	5,775,000	0	5,775,000
National Board Certification	176,290	0	176,290
Total All Funds	$2,843,997,119	$151,830,943	$2,995,828,062
Less Estimated Income	1,115,246,674	225,156,172	1,340,402,846
Total General Fund	$1,728,750,445	($73,325,229)	$1,655,425,216
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
Center for Distance Education	$11,613,483	$3,815,560	$15,429,043
Total All Funds	$11,613,483	$3,815,560	$15,429,043
Less Estimated Income	4,550,000	2,298,138	6,848,138
Total General Fund	$7,063,483	$1,517,422	$8,580,905
Full-Time Equivalent Positions	30.80	2.20	33.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$4,515,731	$643,483	$5,259,214
Operating Expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total All Funds	$9,181,557	$1,351,260	$10,532,817
Less Estimated Income	2,499,073	317,565	2,816,638
Total General Fund	$6,682,484	$1,033,695	$7,716,179
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$9,283,599	$1,445,115	$10,728,714
Operating Expenses	1,705,586	250,839	1,956,425
Capital Assets	158,678	283,800	442,478
Total All Funds	$11,147,863	$1,979,754	$13,127,617
Less Estimated Income	2,811,557	386,754	3,198,311
Total General Fund	$8,336,306	$1,593,000	$9,929,306
Full-Time Equivalent Positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES – SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$5,538,818	$543,658	$6,082,476
Operating Expenses	869,686	406,571	1,276,257
Capital Assets	39,192	230,808	270,000
Total All Funds	$6,447,696	$1,181,037	$7,628,733
Less Estimated Income	1,206,705	536,981	1,743,686
Total General Fund	$5,240,991	$644,056	$5,885,047
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 6.

BILL TOTAL

	Base Level	Adjustments or Enhancements	Appropriation
Grand Total General Fund	$1,756,073,709	($68,537,056)	$1,687,536,653
Grant Total Special Funds	1,125,314,009	228,695,610	1,355,009,619
Grand Total All Funds	$2,882,387,718	$160,158,554	$3,042,546,272

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-eigth legislative assembly for the 2023-25 biennium and the 2025-27 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

One-Time Funding Description	2023-25	2025-27
Science center	$5,500,000	$0
Regional Education Association Grants	70,000	0
Be Legendary School Board Training	1,500,000	1,500,000
Statewide reading tool	1,600,000	0
Teacher retention program	2,300,000	2,000,000
Indians into STEM	0	300,000
ND Native American essential understandings	0	300,000
ND history and tribal textbook printing	0	650,000
2 revolutions	0	1,500,000
Educational savings account	0	50,000,000

Total Department of Public Instruction - All Fund	$10,970,000	$56,250,000
Total Department of Public Instruction - Special Funds	10,900,000	55,000,000
Total Department of Public Instruction - General Fund	$70,000	$1,250,000

CENTER FOR DISTANCE EDUCATION

One-Time Funding Description	2023-25	2025-27
Professional fees and IT equipment	$0	$100,250
Total Center for Distance Education - Special Funds	$0	$100,250

STATE LIBRARY

One-Time Funding Description	2023-25	2025-27
Funding for maintenance of effort	$100,000	$0
Retirement leave payout	40,000	0
IT equipment	43,000	0
Office renovation	150,000	0
Total State Library – General Fund	$333,000	$461,635

SCHOOL FOR THE DEAF

One-Time Funding Description	2023-25	2025-27
Extraordinary repairs	$800,000	$0
Inflationary expenses	120,171	0
Campus security system	0	238,800
Equipment	43,500	45,000
Total School for The Deaf – All Funds	$963,671	$283,800
Total School for The Deaf - Special Funds	873,586	$283,800
Total School for The Deaf – General Fund	$90,085	$0

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

One-Time Funding Description	2023-25	2025-27
Miscellaneous Repairs	$439,000	$65,000
Equipment	0	28,000
New parking lot	0	150,000
Cabinets and furniture for student rooms	26,000	55,000
Total School for the Blind - Special Funds	$465,000	$298,000

Grand Total - All Funds	$12,731,671	$56,932,050
Grand Total - Estimated Income	$12,238,586	$55,682,050
Grand Total - General Fund	$493,085	$1,250,000

The 2025-27 one-time funding amounts are not a part of the entity's base budget for the 2027-29 biennium. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the seventieth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 3. EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS. Notwithstanding any other provisions of law, the department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services may increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.

SECTION 4. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024~~ one hundred forty-nine thousand four hundred fifteen dollars through June 30, 2026 and ~~one hundred forty-three thousand six hundred sixty-eight dollars~~ one hundred fifty-three thousand eight hundred ninety-seven dollars thereafter.

SECTION 5. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 6. ESTIMATED INCOME – FOUNDATION STABILIZATION FUND. The estimated income line in subdivision 1 of section 1 of this Act includes the sum of $225,000,000 from the foundation aid stabilization fund for integrated formula payments.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants – special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING - DISTRIBUTION.

1. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.
2. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of human services on behalf of the school district or unit.

SECTION 9. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 10. STATE AID TO PUBLIC LIBRARIES. The line item entitled grants in subdivision 2 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half is to be expended during the fiscal year ending June 30, 2026.

SECTION 11. GRANTS – OTHER GRANTS. The line item entitled grants-other grants in subdivision 1 of section 1 of this Act contains pass-through grants, of which no more than one-half of the funding is to be expended during the fiscal year ending June 30, 2026.

SECTION 12. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer $5,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, $1,500,000 is for school board training, $2,000,000 is for teacher retention and $1,500,000 is for the 2 revolutions program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 13. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2025-27 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.

2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2025-27 biennium.

SECTION 14. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,149,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 15. EXEMPTION – GENERAL EDUCATOINAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 16. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-03.2 of the North Dakota Century Code is amended and reenacted as follows:

School district size weighting factor - Weighted student units. (Effective through June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately, with no adjustment for elementary schools. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

School district size weighting factor - Weighted student units. (Effective after June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For for school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

SECTION 18. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2023-24~~ 2025-26 school year, the superintendent shall calculate state aid ~~as the greater of~~:by multiplying ~~(1)T~~the district's weighted student units ~~multiplied~~ by ~~ten~~ eleven thousand ~~six~~

~~hundred forty-six dollars~~ two hundred ninety-three dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand six hundred forty-six dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by forty percent and then the difference added to the amount determined in paragraph 1.~~

b. For the ~~2024-25~~ 2026-27 school year and each school year thereafter, the superintendent shall calculate state aid ~~as the greater of:~~by multiplying ~~(1) T~~the district's weighted student units ~~multiplied~~ by eleven thousand ~~seventy-two~~ five hundred nineteen dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by eleven thousand seventy-two dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifty-five percent for the 2024-25 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.~~

4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:

a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, except the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and

b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:

(1) Tuition revenue shall be adjusted as follows:

(a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state Page No. 11 and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 202~~2~~4 by the school district for sinking and interest relative to the total mills levied in 202~~2~~4 by the school district for all purposes.

State Library
Department No. 250
2025 House Bill No. 1013

EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Executive budget recommendation	26.75	$7,716,179	$2,816,638	$10,532,817
Base level	26.75	6,682,484	2,499,073	9,181,557
Increase (decrease)	0.00	$1,033,695	$317,565	$1,351,260
Percentage increase (decrease)	0.0%	15.5%	12.7%	14.7%

NOTE:
More detailed information on the executive budget recommendation is attached as Appendix A.

A copy of the draft appropriations bill reflecting the executive budget recommendation is attached as Appendix B.

Selected Highlights

- Salary increases of up to 4 percent effective July 1, 2025, and 3 percent effective July 1, 2026
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium vacant FTE pool amounts
- Adds $100,000 from the general fund for targeted salary increases ($80,000) and retirement payouts ($20,000)
- Increases funding for operating expenses by $257,777, of which $16,813 is from the general fund and $240,864 is from federal funds, for cost to continue, information technology (IT) rate increases, rent increases, and funding source adjustments that reduce funding from the general fund and increase funding from federal funds
- Adds $450,000 from the general fund for operating expenses related to an interlibrary loan bridge

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has 2 fees. The agency did not recommend any changes to the fees.

Major Related Legislation

As of the date of this report, there is no major related legislation for this agency.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	Executive Budget			
	FTE Positions	**General Fund**	**Other Funds**	**Total**
2025-27 Biennium Base Level	26.75	$6,682,484	$2,499,073	$9,181,557
2025-27 Ongoing Funding Changes				
Base payroll changes		$54,119	$9,086	$63,205
Salary increase		174,782	31,802	206,584
Health insurance increase		144,126	18,016	162,142
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552
Adds funding for targeted salary increases		80,000		80,000
Adds funding for salaries related to retirement payout		20,000		20,000
Base budget changes to operating expenses			138,535	138,535
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0
Adds funding for IT rate increases		76,543	28,310	104,853
Adds funding for rent increase		14,389		14,389
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000
Total ongoing funding changes	**0.00**	**$1,033,695**	**$317,565**	**$1,351,260**
One-Time Funding Items				
No one-time funding items				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,033,695**	**$317,565**	**$1,351,260**
2025-27 Total Funding	**26.75**	**$7,716,179**	**$2,816,638**	**$10,532,817**
Federal funds included in other funds			*$2,749,818*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.5%*	*12.7%*	*14.7%*
Total changes - Percentage of base level	*0.0%*	*15.5%*	*12.7%*	*14.7%*

Other Sections in State Library - Budget No. 250

Section Description	Executive Budget
FTE position adjustments	Section 3 would authorize the State Library to increase or decrease authorized FTE positions subject to the availability of funds.
State aid to public libraries	Section 10 would provide that of the $1,737,582 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.

Sixty-ninth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1013
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, center for distance education, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; 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 provide for a transfer; to provide an exemption; to amend and reenact sections 15.1-27-03.2 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the department of public instruction, the center for distance education, the school for the deaf, North Dakota vision services - school for the blind, and the state library for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025 and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$19,964,765	$2,289,097	$22,253,862
Operating Expenses	32,793,320	5,705,819	38,499,139
Integrated Formula Payments	2,299,674,851	60,000,000	2,359,674,851
Grants-Special Education	24,000,000	0	24,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	382,738,893	27,000,000	409,738,893
Grants-Program Grants	17,205,000	3,336,027	20,541,027
Grants-Passthrough Grants	3,568,000	53,500,000	57,069,000
PowerSchool	5,775,000	0	5,775,000
National Board Certification	176,290	0	176,290
Total All Funds	$2,843,997,119	$151,830,943	$2,995,828,062
Less Estimated Income	1,115,246,674	225,156,172	1,340,402,846
Total General Fund	$1,728,750,445	($73,325,229)	$1,655,425,216
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
Center for Distance Education	$11,613,483	$3,815,560	$15,429,043
Total All Funds	$11,613,483	$3,815,560	$15,429,043
Less Estimated Income	4,550,000	2,298,138	6,848,138
Total General Fund	$7,063,483	$1,517,422	$8,580,905
Full-Time Equivalent Positions	30.80	2.20	33.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$4,515,731	$643,483	$5,259,214
Operating Expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total All Funds	$9,181,557	$1,351,260	$10,532,817
Less Estimated Income	2,499,073	317,565	2,816,638
Total General Fund	$6,682,484	$1,033,695	$7,716,179
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$9,283,599	$1,445,115	$10,728,714
Operating Expenses	1,705,586	250,839	1,956,425
Capital Assets	158,678	283,800	442,478
Total All Funds	$11,147,863	$1,979,754	$13,127,617
Less Estimated Income	2,811,557	386,754	3,198,311
Total General Fund	$8,336,306	$1,593,000	$9,929,306
Full-Time Equivalent Positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES – SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$5,538,818	$543,658	$6,082,476
Operating Expenses	869,686	406,571	1,276,257
Capital Assets	39,192	230,808	270,000
Total All Funds	$6,447,696	$1,181,037	$7,628,733
Less Estimated Income	1,206,705	536,981	1,743,686
Total General Fund	$5,240,991	$644,056	$5,885,047
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 6.

BILL TOTAL

	Base Level	Adjustments or Enhancements	Appropriation
Grand Total General Fund	$1,756,073,709	($68,537,056)	$1,687,536,653
Grant Total Special Funds	1,125,314,009	228,695,610	1,355,009,619
Grand Total All Funds	$2,882,387,718	$160,158,554	$3,042,546,272

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-eigth legislative assembly for the 2023-25 biennium and the 2025-27 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

One-Time Funding Description	2023-25	2025-27
Science center	$5,500,000	$0
Regional Education Association Grants	70,000	0
Be Legendary School Board Training	1,500,000	1,500,000
Statewide reading tool	1,600,000	0
Teacher retention program	2,300,000	2,000,000
Indians into STEM	0	300,000
ND Native American essential understandings	0	300,000
ND history and tribal textbook printing	0	650,000
2 revolutions	0	1,500,000
Educational savings account	0	50,000,000

Total Department of Public Instruction - All Fund	$10,970,000	$56,250,000
Total Department of Public Instruction - Special Funds	10,900,000	55,000,000
Total Department of Public Instruction - General Fund	$70,000	$1,250,000

CENTER FOR DISTANCE EDUCATION

One-Time Funding Description	2023-25	2025-27
Professional fees and IT equipment	$0	$100,250
Total Center for Distance Education - Special Funds	$0	$100,250

STATE LIBRARY

One-Time Funding Description	2023-25	2025-27
Funding for maintenance of effort	$100,000	$0
Retirement leave payout	40,000	0
IT equipment	43,000	0
Office renovation	150,000	0
Total State Library – General Fund	$333,000	$461,635

SCHOOL FOR THE DEAF

One-Time Funding Description	2023-25	2025-27
Extraordinary repairs	$800,000	$0
Inflationary expenses	120,171	0
Campus security system	0	238,800
Equipment	43,500	45,000
Total School for The Deaf – All Funds	$963,671	$283,800
Total School for The Deaf - Special Funds	873,586	$283,800
Total School for The Deaf – General Fund	$90,085	$0

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

One-Time Funding Description	2023-25	2025-27
Miscellaneous Repairs	$439,000	$65,000
Equipment	0	28,000
New parking lot	0	150,000
Cabinets and furniture for student rooms	26,000	55,000
Total School for the Blind - Special Funds	$465,000	$298,000

Grand Total - All Funds	$12,731,671	$56,932,050
Grand Total - Estimated Income	$12,238,586	$55,682,050
Grand Total - General Fund	$493,085	$1,250,000

The 2025-27 one-time funding amounts are not a part of the entity's base budget for the 2027-29 biennium. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the seventieth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 3. EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS. Notwithstanding any other provisions of law, the department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services may increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.

SECTION 4. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024~~ one hundred forty-nine thousand four hundred fifteen dollars through June 30, 2026 and ~~one hundred forty-three thousand six hundred sixty-eight dollars~~ one hundred fifty-three thousand eight hundred ninety-seven dollars thereafter.

SECTION 5. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 6. ESTIMATED INCOME – FOUNDATION STABILIZATION FUND. The estimated income line in subdivision 1 of section 1 of this Act includes the sum of $225,000,000 from the foundation aid stabilization fund for integrated formula payments.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants – special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING - DISTRIBUTION.

1. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.
2. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of human services on behalf of the school district or unit.

SECTION 9. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 10. STATE AID TO PUBLIC LIBRARIES. The line item entitled grants in subdivision 2 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half is to be expended during the fiscal year ending June 30, 2026.

SECTION 11. GRANTS – OTHER GRANTS. The line item entitled grants-other grants in subdivision 1 of section 1 of this Act contains pass-through grants, of which no more than one-half of the funding is to be expended during the fiscal year ending June 30, 2026.

SECTION 12. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer $5,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, $1,500,000 is for school board training, $2,000,000 is for teacher retention and $1,500,000 is for the 2 revolutions program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 13. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2025-27 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.

2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2025-27 biennium.

SECTION 14. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,149,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 15. EXEMPTION – GENERAL EDUCATOINAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 16. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-03.2 of the North Dakota Century Code is amended and reenacted as follows:

School district size weighting factor - Weighted student units. (Effective through June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately, with no adjustment for elementary schools. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

School district size weighting factor - Weighted student units. (Effective after June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For for school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

SECTION 18. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2023-24~~ 2025-26 school year, the superintendent shall calculate state aid ~~as the greater of~~:by multiplying ~~(1)T~~the district's weighted student units ~~multiplied~~ by ~~ten~~ eleven thousand ~~six~~

~~hundred forty-six dollars~~ two hundred ninety-three dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand six hundred forty-six dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by forty percent and then the difference added to the amount determined in paragraph 1.~~

b. For the ~~2024-25~~ 2026-27 school year and each school year thereafter, the superintendent shall calculate state aid ~~as the greater of:~~by multiplying ~~(1) T~~the district's weighted student units ~~multiplied~~ by eleven thousand ~~seventy-two~~ five hundred nineteen dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by eleven thousand seventy-two dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifty-five percent for the 2024-25 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.~~

4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:

a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, except the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and

b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:

(1) Tuition revenue shall be adjusted as follows:

(a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state Page No. 11 and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 202~~2~~4 by the school district for sinking and interest relative to the total mills levied in 202~~2~~4 by the school district for all purposes.

School for the Deaf
Department No. 252
2025 House Bill No. 1013

EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Executive budget recommendation	46.86	$9,929,306	$3,198,311	$13,127,617
Base level	45.36	8,336,306	2,811,557	11,147,863
Increase (decrease)	1.50	$1,593,000	$386,754	$1,979,754
Percentage increase (decrease)	3.3%	19.1%	13.8%	17.8%

NOTE:
More detailed information on the executive budget recommendation is attached as Appendix A.

A copy of the draft appropriations bill reflecting the executive budget recommendation is attached as Appendix B.

Selected Highlights

- Salary increases of up to 4 percent effective July 1, 2025, and 3 percent effective July 1, 2026
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium new and vacant FTE pool amounts
- Adds $223,535 from the general fund for teacher salary increases
- Adds $118,474 from the general fund for a .75 FTE paraprofessional position for the preschool program
- Adds $106,116 from the general fund for a .75 FTE dormitory counselor position for the preschool program
- Increases funding for base budget operating expenses by $93,179 and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue
- Increases funding from the general fund by $122,880 for various operating expenses, including travel, food, maintenance, insurance, repairs, rent, and therapies
- Adds **one-time funding** of $45,000 from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement
- Adds **one-time funding** of $238,800 from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has one fee. The agency did not recommend any changes to the fees.

Major Related Legislation

As of the date of this report, there is no major related legislation for this agency.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	Executive Budget			
	FTE Positions	General Fund	Other Funds	Total
2025-27 Biennium Base Level	45.36	$8,336,306	$2,811,557	$11,147,863
2025-27 Ongoing Funding Changes				
Base payroll changes		$266,392	($337,071)	($70,679)
Salary increase		380,528	28,015	408,543
Health insurance increase		301,404	28,885	330,289
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543
Adds funding for teacher salary increases		223,535		223,535
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue		(266,392)	359,571	93,179
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780
Increases funding for various operating expenses		122,880		122,880
Total ongoing funding changes	**1.50**	**$1,593,000**	**$102,954**	**$1,695,954**
One-Time Funding Items				
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**
Total Changes to Base Level Funding	**1.50**	**$1,593,000**	**$386,754**	**$1,979,754**
2025-27 Total Funding	**46.86**	**$9,929,306**	**$3,198,311**	**$13,127,617**
Federal funds included in other funds			*$128,994*	
Total ongoing changes - Percentage of base level	*3.3%*	*19.1%*	*3.7%*	*15.2%*
Total changes - Percentage of base level	*3.3%*	*19.1%*	*13.8%*	*17.8%*

Other Sections in School for the Deaf - Budget No. 252

Section Description	Executive Budget
FTE position adjustments	Section 3 would authorize the department to increase or decrease authorized FTE positions subject to the availability of funds.

Sixty-ninth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1013
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, center for distance education, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; 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 provide for a transfer; to provide an exemption; to amend and reenact sections 15.1-27-03.2 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the department of public instruction, the center for distance education, the school for the deaf, North Dakota vision services - school for the blind, and the state library for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025 and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$19,964,765	$2,289,097	$22,253,862
Operating Expenses	32,793,320	5,705,819	38,499,139
Integrated Formula Payments	2,299,674,851	60,000,000	2,359,674,851
Grants-Special Education	24,000,000	0	24,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	382,738,893	27,000,000	409,738,893
Grants-Program Grants	17,205,000	3,336,027	20,541,027
Grants-Passthrough Grants	3,568,000	53,500,000	57,069,000
PowerSchool	5,775,000	0	5,775,000
National Board Certification	176,290	0	176,290
Total All Funds	$2,843,997,119	$151,830,943	$2,995,828,062
Less Estimated Income	1,115,246,674	225,156,172	1,340,402,846
Total General Fund	$1,728,750,445	($73,325,229)	$1,655,425,216
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
Center for Distance Education	$11,613,483	$3,815,560	$15,429,043
Total All Funds	$11,613,483	$3,815,560	$15,429,043
Less Estimated Income	4,550,000	2,298,138	6,848,138
Total General Fund	$7,063,483	$1,517,422	$8,580,905
Full-Time Equivalent Positions	30.80	2.20	33.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$4,515,731	$643,483	$5,259,214
Operating Expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total All Funds	$9,181,557	$1,351,260	$10,532,817
Less Estimated Income	2,499,073	317,565	2,816,638
Total General Fund	$6,682,484	$1,033,695	$7,716,179
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$9,283,599	$1,445,115	$10,728,714
Operating Expenses	1,705,586	250,839	1,956,425
Capital Assets	158,678	283,800	442,478
Total All Funds	$11,147,863	$1,979,754	$13,127,617
Less Estimated Income	2,811,557	386,754	3,198,311
Total General Fund	$8,336,306	$1,593,000	$9,929,306
Full-Time Equivalent Positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES – SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$5,538,818	$543,658	$6,082,476
Operating Expenses	869,686	406,571	1,276,257
Capital Assets	39,192	230,808	270,000
Total All Funds	$6,447,696	$1,181,037	$7,628,733
Less Estimated Income	1,206,705	536,981	1,743,686
Total General Fund	$5,240,991	$644,056	$5,885,047
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 6.

BILL TOTAL

	Base Level	Adjustments or Enhancements	Appropriation
Grand Total General Fund	$1,756,073,709	($68,537,056)	$1,687,536,653
Grant Total Special Funds	1,125,314,009	228,695,610	1,355,009,619
Grand Total All Funds	$2,882,387,718	$160,158,554	$3,042,546,272

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-eigth legislative assembly for the 2023-25 biennium and the 2025-27 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

One-Time Funding Description	2023-25	2025-27
Science center	$5,500,000	$0
Regional Education Association Grants	70,000	0
Be Legendary School Board Training	1,500,000	1,500,000
Statewide reading tool	1,600,000	0
Teacher retention program	2,300,000	2,000,000
Indians into STEM	0	300,000
ND Native American essential understandings	0	300,000
ND history and tribal textbook printing	0	650,000
2 revolutions	0	1,500,000
Educational savings account	0	50,000,000

Total Department of Public Instruction - All Fund	$10,970,000	$56,250,000
Total Department of Public Instruction - Special Funds	10,900,000	55,000,000
Total Department of Public Instruction - General Fund	$70,000	$1,250,000

CENTER FOR DISTANCE EDUCATION

One-Time Funding Description	2023-25	2025-27
Professional fees and IT equipment	$0	$100,250
Total Center for Distance Education - Special Funds	$0	$100,250

STATE LIBRARY

One-Time Funding Description	2023-25	2025-27
Funding for maintenance of effort	$100,000	$0
Retirement leave payout	40,000	0
IT equipment	43,000	0
Office renovation	150,000	0
Total State Library – General Fund	$333,000	$461,635

SCHOOL FOR THE DEAF

One-Time Funding Description	2023-25	2025-27
Extraordinary repairs	$800,000	$0
Inflationary expenses	120,171	0
Campus security system	0	238,800
Equipment	43,500	45,000
Total School for The Deaf – All Funds	$963,671	$283,800
Total School for The Deaf - Special Funds	873,586	$283,800
Total School for The Deaf – General Fund	$90,085	$0

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

One-Time Funding Description	2023-25	2025-27
Miscellaneous Repairs	$439,000	$65,000
Equipment	0	28,000
New parking lot	0	150,000
Cabinets and furniture for student rooms	26,000	55,000
Total School for the Blind - Special Funds	$465,000	$298,000

Grand Total - All Funds	$12,731,671	$56,932,050
Grand Total - Estimated Income	$12,238,586	$55,682,050
Grand Total - General Fund	$493,085	$1,250,000

The 2025-27 one-time funding amounts are not a part of the entity's base budget for the 2027-29 biennium. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the seventieth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 3. EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS. Notwithstanding any other provisions of law, the department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services may increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.

SECTION 4. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024~~ one hundred forty-nine thousand four hundred fifteen dollars through June 30, 2026 and ~~one hundred forty-three thousand six hundred sixty-eight dollars~~ one hundred fifty-three thousand eight hundred ninety-seven dollars thereafter.

SECTION 5. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 6. ESTIMATED INCOME – FOUNDATION STABILIZATION FUND. The estimated income line in subdivision 1 of section 1 of this Act includes the sum of $225,000,000 from the foundation aid stabilization fund for integrated formula payments.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants – special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING - DISTRIBUTION.

1. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.
2. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of human services on behalf of the school district or unit.

SECTION 9. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 10. STATE AID TO PUBLIC LIBRARIES. The line item entitled grants in subdivision 2 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half is to be expended during the fiscal year ending June 30, 2026.

SECTION 11. GRANTS – OTHER GRANTS. The line item entitled grants-other grants in subdivision 1 of section 1 of this Act contains pass-through grants, of which no more than one-half of the funding is to be expended during the fiscal year ending June 30, 2026.

SECTION 12. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer $5,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, $1,500,000 is for school board training, $2,000,000 is for teacher retention and $1,500,000 is for the 2 revolutions program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 13. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2025-27 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.

2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2025-27 biennium.

SECTION 14. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,149,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 15. EXEMPTION – GENERAL EDUCATOINAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 16. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-03.2 of the North Dakota Century Code is amended and reenacted as follows:

School district size weighting factor - Weighted student units. (Effective through June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately, with no adjustment for elementary schools. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

School district size weighting factor - Weighted student units. (Effective after June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For for school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

SECTION 18. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2023-24~~ 2025-26 school year, the superintendent shall calculate state aid ~~as the greater of~~:by multiplying ~~(1)T~~the district's weighted student units ~~multiplied~~ by ~~ten~~ eleven thousand ~~six~~

~~hundred forty-six dollars~~ two hundred ninety-three dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand six hundred forty-six dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by forty percent and then the difference added to the amount determined in paragraph 1.~~

b. For the ~~2024-25~~ 2026-27 school year and each school year thereafter, the superintendent shall calculate state aid ~~as the greater of:~~by multiplying ~~(1) T~~the district's weighted student units ~~multiplied~~ by eleven thousand ~~seventy-two~~ five hundred nineteen dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by eleven thousand seventy-two dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifty-five percent for the 2024-25 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.~~

4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:

a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, except the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and

b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:

(1) Tuition revenue shall be adjusted as follows:

(a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state Page No. 11 and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 202~~2~~4 by the school district for sinking and interest relative to the total mills levied in 202~~2~~4 by the school district for all purposes.

North Dakota Vision Services - School for the Blind
Department No. 253
2025 House Bill No. 1013

EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Executive budget recommendation	27.75	$5,885,047	$1,743,686	$7,628,733
Base level	27.75	5,240,991	1,206,705	6,447,696
Increase (decrease)	0.00	$644,056	$536,981	$1,181,037
Percentage increase (decrease)	0.0%	12.3%	44.5%	18.3%

NOTE:
More detailed information on the executive budget recommendation is attached as Appendix A.

A copy of the draft appropriations bill reflecting the executive budget recommendation is attached as Appendix B.

Selected Highlights

- Salary increases of up to 4 percent effective July 1, 2025, and 3 percent effective July 1, 2026
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium vacant FTE pool amounts
- Adds $108,950 from the general fund for teacher salary increases
- Increases funding by $50,000 from special funds available from trust fund distributions, rents, and service revenue for temporary salaries
- Base budget increases of $191,596 and funding source adjustments for operating expenses to increase funding from special funds available from trust fund distributions, rents, and service revenue by $197,304 and decrease funding from the general fund by $5,708
- Adds $20,000 from special funds available from trust fund distributions, rents, and service revenue for operating expenses for information technology (IT) costs related to a database
- Increases funding $142,500 from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising
- Decreases funding by $39,192 from special funds available from trust fund distributions, rents, and service revenue for capital assets to remove base funding for extraordinary repairs
- Adds **one-time funding** of $28,000 from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000
- Adds **one-time funding** of $120,000 from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door ($10,000) and kitchen cabinets ($55,000) and remodel breakroom areas ($55,000)
- Adds **one-time funding** of $150,000 from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has 2 fees. The agency did not recommend any changes to the fees.

Major Related Legislation

As of the date of this report, there is no major related legislation for this agency.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	Executive Budget			
	FTE Positions	General Fund	Other Funds	Total
2025-27 Biennium Base Level	27.75	$5,240,991	$1,206,705	$6,447,696
2025-27 Ongoing Funding Changes				
Base payroll changes		$5,708	($158,112)	($152,404)
Salary increase		236,291	6,592	242,883
Health insurance increase		156,137	6,005	162,142
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087
Adds funding for teacher salary increases		108,950		108,950
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)
Total ongoing funding changes	**0.00**	**$644,056**	**$238,981**	**$883,037**
One-Time Funding Items				
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000
Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**
Total Changes to Base Level Funding	**0.00**	**$644,056**	**$536,981**	**$1,181,037**

2025-27 Total Funding	**27.75**	**$5,885,047**	**$1,743,686**	**$7,628,733**
Federal funds included in other funds			*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*12.3%*	*19.8%*	*13.7%*
Total changes - Percentage of base level	*0.0%*	*12.3%*	*44.5%*	*18.3%*

Other Sections in North Dakota Vision Services - School for the Blind - Budget No. 253

Section Description	Executive Budget
FTE position adjustments	Section 3 would authorize the department to increase or decrease authorized FTE positions subject to the availability of funds.

Sixty-ninth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1013
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, center for distance education, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; 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 provide for a transfer; to provide an exemption; to amend and reenact sections 15.1-27-03.2 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the department of public instruction, the center for distance education, the school for the deaf, North Dakota vision services - school for the blind, and the state library for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025 and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$19,964,765	$2,289,097	$22,253,862
Operating Expenses	32,793,320	5,705,819	38,499,139
Integrated Formula Payments	2,299,674,851	60,000,000	2,359,674,851
Grants-Special Education	24,000,000	0	24,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	382,738,893	27,000,000	409,738,893
Grants-Program Grants	17,205,000	3,336,027	20,541,027
Grants-Passthrough Grants	3,568,000	53,500,000	57,069,000
PowerSchool	5,775,000	0	5,775,000
National Board Certification	176,290	0	176,290
Total All Funds	$2,843,997,119	$151,830,943	$2,995,828,062
Less Estimated Income	1,115,246,674	225,156,172	1,340,402,846
Total General Fund	$1,728,750,445	($73,325,229)	$1,655,425,216
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
Center for Distance Education	$11,613,483	$3,815,560	$15,429,043
Total All Funds	$11,613,483	$3,815,560	$15,429,043
Less Estimated Income	4,550,000	2,298,138	6,848,138
Total General Fund	$7,063,483	$1,517,422	$8,580,905
Full-Time Equivalent Positions	30.80	2.20	33.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$4,515,731	$643,483	$5,259,214
Operating Expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total All Funds	$9,181,557	$1,351,260	$10,532,817
Less Estimated Income	2,499,073	317,565	2,816,638
Total General Fund	$6,682,484	$1,033,695	$7,716,179
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$9,283,599	$1,445,115	$10,728,714
Operating Expenses	1,705,586	250,839	1,956,425
Capital Assets	158,678	283,800	442,478
Total All Funds	$11,147,863	$1,979,754	$13,127,617
Less Estimated Income	2,811,557	386,754	3,198,311
Total General Fund	$8,336,306	$1,593,000	$9,929,306
Full-Time Equivalent Positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES – SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and Wages	$5,538,818	$543,658	$6,082,476
Operating Expenses	869,686	406,571	1,276,257
Capital Assets	39,192	230,808	270,000
Total All Funds	$6,447,696	$1,181,037	$7,628,733
Less Estimated Income	1,206,705	536,981	1,743,686
Total General Fund	$5,240,991	$644,056	$5,885,047
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 6.

BILL TOTAL

	Base Level	Adjustments or Enhancements	Appropriation
Grand Total General Fund	$1,756,073,709	($68,537,056)	$1,687,536,653
Grant Total Special Funds	1,125,314,009	228,695,610	1,355,009,619
Grand Total All Funds	$2,882,387,718	$160,158,554	$3,042,546,272

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-eigth legislative assembly for the 2023-25 biennium and the 2025-27 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

One-Time Funding Description	2023-25	2025-27
Science center	$5,500,000	$0
Regional Education Association Grants	70,000	0
Be Legendary School Board Training	1,500,000	1,500,000
Statewide reading tool	1,600,000	0
Teacher retention program	2,300,000	2,000,000
Indians into STEM	0	300,000
ND Native American essential understandings	0	300,000
ND history and tribal textbook printing	0	650,000
2 revolutions	0	1,500,000
Educational savings account	0	50,000,000

Total Department of Public Instruction - All Fund	$10,970,000	$56,250,000
Total Department of Public Instruction - Special Funds	10,900,000	55,000,000
Total Department of Public Instruction - General Fund	$70,000	$1,250,000

CENTER FOR DISTANCE EDUCATION

One-Time Funding Description	2023-25	2025-27
Professional fees and IT equipment	$0	$100,250
Total Center for Distance Education - Special Funds	$0	$100,250

STATE LIBRARY

One-Time Funding Description	2023-25	2025-27
Funding for maintenance of effort	$100,000	$0
Retirement leave payout	40,000	0
IT equipment	43,000	0
Office renovation	150,000	0
Total State Library – General Fund	$333,000	$461,635

SCHOOL FOR THE DEAF

One-Time Funding Description	2023-25	2025-27
Extraordinary repairs	$800,000	$0
Inflationary expenses	120,171	0
Campus security system	0	238,800
Equipment	43,500	45,000
Total School for The Deaf – All Funds	$963,671	$283,800
Total School for The Deaf - Special Funds	873,586	$283,800
Total School for The Deaf – General Fund	$90,085	$0

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

One-Time Funding Description	2023-25	2025-27
Miscellaneous Repairs	$439,000	$65,000
Equipment	0	28,000
New parking lot	0	150,000
Cabinets and furniture for student rooms	26,000	55,000
Total School for the Blind - Special Funds	$465,000	$298,000

Grand Total - All Funds	$12,731,671	$56,932,050
Grand Total - Estimated Income	$12,238,586	$55,682,050
Grand Total - General Fund	$493,085	$1,250,000

The 2025-27 one-time funding amounts are not a part of the entity's base budget for the 2027-29 biennium. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the seventieth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 3. EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS. Notwithstanding any other provisions of law, the department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services may increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The department of public instruction, center for distance education, state library, school for the deaf, and north dakota vision services shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.

SECTION 4. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024~~ one hundred forty-nine thousand four hundred fifteen dollars through June 30, 2026 and ~~one hundred forty-three thousand six hundred sixty-eight dollars~~ one hundred fifty-three thousand eight hundred ninety-seven dollars thereafter.

SECTION 5. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 6. ESTIMATED INCOME – FOUNDATION STABILIZATION FUND. The estimated income line in subdivision 1 of section 1 of this Act includes the sum of $225,000,000 from the foundation aid stabilization fund for integrated formula payments.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants – special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING - DISTRIBUTION.

1. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.
2. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of human services on behalf of the school district or unit.

SECTION 9. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 10. STATE AID TO PUBLIC LIBRARIES. The line item entitled grants in subdivision 2 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half is to be expended during the fiscal year ending June 30, 2026.

SECTION 11. GRANTS – OTHER GRANTS. The line item entitled grants-other grants in subdivision 1 of section 1 of this Act contains pass-through grants, of which no more than one-half of the funding is to be expended during the fiscal year ending June 30, 2026.

SECTION 12. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer $5,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, $1,500,000 is for school board training, $2,000,000 is for teacher retention and $1,500,000 is for the 2 revolutions program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 13. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2025-27 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.

2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2025-27 biennium.

SECTION 14. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,149,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 15. EXEMPTION – GENERAL EDUCATOINAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 16. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2025 and ending June 30, 2027.

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-03.2 of the North Dakota Century Code is amended and reenacted as follows:

School district size weighting factor - Weighted student units. (Effective through June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately, with no adjustment for elementary schools. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

School district size weighting factor - Weighted student units. (Effective after June 30, 2028)

4. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units. ~~For for school districts that operate multiple kindergarten through grade twelve buildings at least fourteen miles [22.53 kilometers] apart, or multiple buildings at least fourteen miles [22.53 kilometers] apart with no replicated grades, the superintendent of public instruction shall determine the school size weighting factor for each building separately. The superintendent of public instruction shall multiply the school size weighting factor for each building by the school district's weighted average daily membership to determine each building's weighted student units. The superintendent of public instruction shall combine the weighted student units of all buildings in the school district to determine the school district's weighted student units.~~

SECTION 18. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2023-24~~ 2025-26 school year, the superintendent shall calculate state aid ~~as the greater of~~:by multiplying ~~(1)T~~the district's weighted student units ~~multiplied~~ by ~~ten~~ eleven thousand ~~six~~

~~hundred forty-six dollars~~ two hundred ninety-three dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand six hundred forty-six dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by forty percent and then the difference added to the amount determined in paragraph 1.~~

b. For the ~~2024-25~~ 2026-27 school year and each school year thereafter, the superintendent shall calculate state aid ~~as the greater of:~~by multiplying ~~(1) T~~the district's weighted student units ~~multiplied~~ by eleven thousand ~~seventy-two~~ five hundred nineteen dollars;

~~(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by eleven thousand seventy-two dollars; or~~

~~(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifty-five percent for the 2024-25 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.~~

4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:

a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, except the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and

b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:

(1) Tuition revenue shall be adjusted as follows:

(a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state Page No. 11 and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 202~~2~~4 by the school district for sinking and interest relative to the total mills levied in 202~~2~~4 by the school district for all purposes.

Department of Public Instruction
Department No. 201
2025 House Bill No. 1013

REVISED EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Burgum budget recommendation	86.25	$1,655,425,216	$1,340,402,846	$2,995,828,062
Revisions - Increase (decrease)	0.00	53,433,084	(59,857,014)	(6,423,930)
Armstrong budget recommendation	**86.25**	**$1,708,858,300**	**$1,280,545,832**	**$2,989,404,132**
Base level	86.25	1,728,750,445	1,115,246,674	2,843,997,119
Increase (decrease)	0.00	($19,892,145)	$165,299,158	$145,407,013
Percentage increase (decrease)	0.0%	(1.2%)	14.8%	5.1%

NOTE:
More detailed information on the revised executive budget recommendation is attached as an appendix.

Selected Highlights

- ***Salary increases of up to 3 percent effective July 1, 2025, and 3 percent effective July 1, 2026***
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium vacant FTE pool amounts
- Increases funding from the general fund by $700,000 for operating expenses due to an increase in the cost of the accreditation contract
- Adds $1 million from the general fund for operating expenses related to ND FIRST interventions for chronically low-performing schools
- Increases funding by $2 million from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program
- Adds $28.4 million from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant
- Increases funding for integrated formula payments by $60 million to provide a total of $2.36 billion. Funding is provided to increase the per student payment rate by 2 percent each year of the 2025-27 biennium ($91 million). The increase is offset by cost-to-continue savings related to slower enrollment growth ($20 million) and by savings related to eliminating transition minimum adjustments ($6.7 million) and weighted student unit provisions for multiplant school districts ($4.3 million).
- Adjusts the funding source for integrated formula payments to decrease funding from the general fund by $127,824,264 and from the strategic investment and improvements fund (SIIF) by $13,993,086 and increase funding from special funds, including $84,817,350 from the state tuition fund and $57,000,000 from the foundation aid stabilization fund
- Adds $44,250,000 from the general fund for passthrough grants for an educational savings account program
- Decreases funding from the general fund by $1.5 million for free meal program grants to provide a total of $4.5 million from the general fund
- Adds funding from the general fund to increase total funding for passthrough grants for teacher mentoring to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from special funds made available from general fund carryover. The additional funds are proposed for ND RISE to expand the program to a 3-year mentorship.
- Adds one-time funding of $950,000 from the foundation aid stabilization fund for operating expenses related to North Dakota Native American Essential Understandings contracts and work group costs and the production of a book series regarding the history and culture of indigenous people

- Adds one-time funding of $5.3 million from the foundation aid stabilization fund for program grants for school board training, a teacher retention program, dyslexia identification training, and for a passthrough grant for an Innovation Intermediary program

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has one fee. The agency did not recommend any changes to the fee.

Major Related Legislation

House Bill No. 1100 - Provides an exemption to allow the Department of Public Instruction (DPI) to continue unused funds, provided for free school meals during the 2023-25 biennium, to the 2025-27 biennium to provide grants to reimburse school districts for delinquent meal debt. A fiscal note prepared by DPI indicates approximately $2 million may remain at the end of the 2023-25 biennium and would be available for grants to school districts for delinquent meal debt.

House Bill No. 1129 - Provides $1,250,000 of one-time funding from the general fund to DPI to study student attendance and absenteeism in K-12 public schools.

House Bill No. 1130 - Allows school districts an alternative method to calculate the in lieu of property tax contribution in the foundation aid formula. A fiscal note prepared by DPI indicates additional expenditures of $48.3 million.

House Bill No. 1168 - Decreases the amount school districts can levy on residential property by 60 mills and eliminates the deduction in the foundation aid formula. A fiscal note prepared by DPI indicates additional expenditures of $292 million.

House Bill No. 1214 - Changes the transportation payment calculation for school districts. A fiscal note prepared by DPI indicates additional expenditures of $17.5 million.

House Bill No. 1358 - Authorizes pubic charter schools. A fiscal note prepared by DPI indicates the fiscal impact cannot be determined.

House Bill No. 1369 - Increases per student payment rates by 3 percent each year of the biennium and increases certain weighting factors in foundation aid formula. The bill also transfers $100 million from the foundation aid stabilization fund to the school construction revolving loan fund. A fiscal note prepared by DPI indicates additional expenditures of $158.6 million related to the foundation aid formula changes.

House Bill No. 1376 - Requires DPI reimburse school districts for cardiopulmonary resuscitation training for high school students. A fiscal note prepared by DPI indicates additional expenditures of $1.2 million.

House Bill No. 1381 - Adjusts the local revenue deduction in the state school aid formula and provides $34 million from SIIF for integrated formula payments to school districts.

House Bill No. 1456 - Provides $500,000 from the general fund to fund salaries, training, oversight, and governance of school chaplains and evaluate the efficacy of the program.

House Bill No. 1475 - Provides $140 million from the general fund to reimburse participating entities, including school districts, nonpublic schools, and tribal schools for providing breakfast and lunch to students at no cost to the student.

House Bill No. 1476 - Requires DPI to regularly assess school buildings and to develop and maintain a system for tracking the assessments and building maintenance. A fiscal note prepared by DPI indicates additional expenditures of $2.25 million.

House Bill No. 1492 - Provides $24 million from the general fund for a passthrough grant for matching funds for a science museum construction project.

House Bill No. 1494 - Increases the funding level for English language earners in the school district foundation aid formula. A fiscal note prepared by DPI indicates additional expenditures of $13 million.

House Bill No. 1536 - Provides $1.5 million from the general fund to implement a Native American history curriculum.

House Bill No. 1540 - Establishes education savings accounts at the Bank of North Dakota and requires DPI to administer the accounts. A fiscal note is pending from DPI.

House Bill No. 1553 - Provides $140 million from DPI operating fund to the department for meals free of charge for all students enrolled in public or nonpublic schools.

House Bill No. 1565 - Requires DPI provide grants to tribally controlled schools for nonbeneficiary students that attend their schools. A fiscal note prepared by DPI indicates additional expenditures of $1.7 million.

House Bill No. 1590 - Establishes a student education services account pilot program and provides $41.2 million from the general fund to the Bank of North Dakota to fund and administer the pilot program.

House Bill No. 1604 - Provides $600 million from the general fund for a new school building construction grant program.

House Bill No. 1607 - Establishes educational empowerment accounts and requires funding at the per student payment rate. A fiscal note is pending from DPI.

House Bill No. 1618 - Provides $1,387,256 from the general fund for a tribal school infrastructure grant.

Senate Bill No. 2030 - Provides for the Office of Management and Budget to transfer $200 million from the general fund to the housing incentive fund and for appropriations to the Housing Finance Agency for homeless grants ($10 million) and a homelessness study ($50,000), and to DPI for grants for homeless liaison services ($1 million).

Senate Bill No. 2104 - Requires the Superintendent of Public Instruction to promote compliance with education-related state and federal law and to verify school district compliance. If the Superintendent issues guidance to a school district more than once, the Superintendent must deduct 2 percent of the total state aid payments to which a school district is entitled for that school year from the subsequent payment distribution.

Senate Bill No. 2213 - Provides $1.2 million from the general fund for schools and regional education associations for kindergarten through grade eight mathematics curriculum and instruction improvements.

Senate Bill No. 2234 - Provides $2 million from the general fund for competitive choice ready grants to school districts to assist high school students in meeting the requirements of the choice ready framework.

Senate Bill No. 2241 - Provides for public charter schools and calculates the state aid for approved charter schools. A fiscal note prepared by DPI indicates the fiscal impact cannot be determined.

Senate Bill No. 2262 - Provides $250,000 from the general fund to pay contracts entered by the Kindergarten Through Grade Twelve Education Coordination Council.

Senate Bill No. 2263 - Provides $500,000 from the general fund for mastery framework training grants.

Senate Bill No. 2275 - Creates a pilot program to provide annual stipends to kindergarten through third grade teachers who provide students foreign language instruction and provides $25,000 from the general fund to defray the expenses of the program.

Senate Bill No. 2279 - Decreases the foundation aid formula local property tax deduction from 60 mills to 45 mills and decreases the school districts' levy authority by 15 mills. A fiscal note prepared by DPI indicates additional expenditures of $181 million.

Senate Bill No. 2295 - Changes the school district funding formula to fund school districts using the average cost per student and generates foundation aid payments for students enrolled in nonpublic schools and home school. A fiscal note prepared by DPI indicates additional expenditures of $2.152 billion.

Senate Bill No. 2300 - Provides $1.89 million from the general fund for secure containers for the storage of students' personal electronic devices during the school day.

Senate Bill No. 2303 - Establishes an education savings account program at the Bank of North Dakota and requires DPI to administer it. A fiscal note is pending from DPI.

Senate Bill No. 2330 - Provides $48,000 from the general fund to implement human trafficking and exploitation prevention and awareness education.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget			
	FTE Positions	General Fund	Other Funds	Total
2025-27 Biennium Base Level	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119
2025-27 Ongoing Funding Changes				
Base payroll changes		$21	$25	$46
Salary increase		299,641	479,159	778,800
Health insurance increase		192,665	353,841	546,506
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)
Base budget funding source change from federal to special funds for other grants				0
Increases funding for information technology rate increases		7,945		7,945
Increases funding for operating expenses due to an increase in the cost of the accreditation contract		700,000		700,000
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000
Adds funding for operating expenses to administer a summer food program		150,000		150,000
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(20,000,000)		(20,000,000)
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $225 million (Burgum) and $214 million (Armstrong)		(57,000,000)	57,000,000	0
Increases funding for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium		91,000,000		91,000,000
Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula		(6,700,000)		(6,700,000)
Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions		(4,300,000)		(4,300,000)
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)
Adds funding for program grants for adult education integrated education and training grants				0

Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027
Increases funding for passthrough grants for teacher mentoring to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from special funds made available from general fund carryover		2,000,000		2,000,000
Adds funding for passthrough grants for an educational savings account program		44,250,000		44,250,000
Total ongoing funding changes	**0.00**	**($19,892,145)**	**$159,049,158**	**$139,157,013**
One-Time Funding Items				
Adds one-time funding for operating expenses related to ND Native American Essential Understandings contracts and work group costs			$300,000	$300,000
Adds one-time funding for operating expenses related to the production of a book series regarding the history and culture of indigenous people			650,000	650,000
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			1,500,000	1,500,000
Adds one-time funding for program grants for Indians into STEM				0
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training			300,000	300,000
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program			2,000,000	2,000,000
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program			1,500,000	1,500,000
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program				0
Total one-time funding changes	**0.00**	**$0**	**$6,250,000**	**$6,250,000**
Total Changes to Base Level Funding	**0.00**	**($19,892,145)**	**$165,299,158**	**$145,407,013**
2025-27 Total Funding	**86.25**	**$1,708,858,300**	**$1,280,545,832**	**$2,989,404,132**
Federal funds included in other funds			*$447,999,434*	
Total ongoing changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.3%*	*4.9%*
Total changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.8%*	*5.1%*

Center for Distance Education
Department No. 204
2025 House Bill No. 1013

REVISED EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Burgum budget recommendation	33.00	$8,580,905	$6,848,138	$15,429,043
Revisions - Increase (decrease)	(1.00)	(59,953)	(248,888)	(308,841)
Armstrong budget recommendation	**32.00**	**$8,520,952**	**$6,599,250**	**$15,120,202**
Base level	30.80	7,063,483	4,550,000	11,613,483
Increase (decrease)	1.20	$1,457,469	$2,049,250	$3,506,719
Percentage increase (decrease)	3.9%	20.6%	45.0%	30.2%

NOTE:
More detailed information on the revised executive budget recommendation is attached as an appendix.

Selected Highlights

- ***Salary increases of up to 3 percent effective July 1, 2025, and 3 percent effective July 1, 2026***
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium new and vacant FTE pool amounts
- Adds $175,450 from the general fund for 1 FTE enrollment and office support specialist position
- Adds $50,410 from the general fund for .20 FTE information technology (IT) position to increase a current .80 FTE position to a full-time position
- Increases funding from special funds derived from tuition by $1,622,900 for temporary and other salaries to provide more adjunct hours and for hybrid teaching overload
- Increases funding from special funds derived from tuition by $319,038 for operating expenses related to fees, travel, IT equipment, and supplies
- Adds $280,972 from the general fund for a virtual military pathway program for 150 students ($48,167) and a homeschool tuition program for 725 students ($232,805), including temporary salaries of $171,135 and operating expenses of $109,837
- Adds one-time funding of $25,000 from special funds derived from tuition for IT equipment
- Adds one-time funding of $75,250 from special funds derived from tuition for professional fees related to a student information system upgrade

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

For the biennium ended June 30, 2023, the Center for Distance Education (CDE) was audited as part of the Department of Career and Technical Education (CTE). There are no significant audit findings for CDE included in the report provided for CTE. Pursuant to Senate Bill No. 2269 (2023), CDE began reporting to the Superintendent of Public Instruction and the Legislative Assembly provided a separate budget for CDE for the 2023-25 biennium.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has 3 fees. The agency did not recommend any changes to the fees.

Major Related Legislation

House Bill No. 1105 - Relates to virtual learning and school district policy regarding access and payment for virtual instruction.

House Bill No. 1172 - Relates to responsibility for payment for CDE courses.

House Bill No. 1269 - Removes a requirement that CDE use Office of Management and Budget for procurement of technology and educational content to deliver K-12 education and related services virtually.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

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

	Armstrong Executive Budget			
	FTE Positions	**General Fund**	**Other Funds**	**Total**
2025-27 Biennium Base Level	30.80	$7,063,483	$4,550,000	$11,613,483
2025-27 Ongoing Funding Changes				
Base payroll changes				$0
Salary increase		$268,445	($1)	268,444
Health insurance increase		175,347		175,347
Adds funding to replace 2023-25 biennium new FTE pool		321,000		321,000
Adds funding to replace 2023-25 biennium vacant FTE pool		164,655		164,655
Adds 1 FTE enrollment and office support specialist position	1.00	175,450		175,450
Adds 1 FTE hybrid learning coordinator position				0
Adds a .20 FTE IT position to increase a current .80 FTE position to full-time	0.20	50,410		50,410
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
Increases funding from special funds derived from tuition for operating expenses related to fees, travel, IT equipment, and supplies			319,038	319,038
Increases funding for IT rate increases		21,190	7,063	28,253
Adds funding for a virtual military pathway program and a homeschool tuition program, including temporary salaries of $171,135 and operating expenses of $109,837		280,972		280,972
Total ongoing funding changes	**1.20**	**$1,457,469**	**$1,949,000**	**$3,406,469**
One-Time Funding Items				
Adds one-time funding from special funds derived from tuition for IT equipment			$25,000	$25,000
Adds one-time funding from special funds derived from tuition for professional fees related to a student information system upgrade			75,250	75,250
Total one-time funding changes	**0.00**	**$0**	**$100,250**	**$100,250**
Total Changes to Base Level Funding	**1.20**	**$1,457,469**	**$2,049,250**	**$3,506,719**
2025-27 Total Funding	**32.00**	**$8,520,952**	**$6,599,250**	**$15,120,202**
Federal funds included in other funds			*$0*	
Total ongoing changes - Percentage of base level	*3.9%*	*20.6%*	*42.8%*	*29.3%*
Total changes - Percentage of base level	*3.9%*	*20.6%*	*45.0%*	*30.2%*

State Library
Department No. 250
2025 House Bill No. 1013

REVISED EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Burgum budget recommendation	26.75	$7,716,179	$2,816,638	$10,532,817
Revisions - Increase (decrease)	0.00	(31,911)	(5,807)	(37,718)
Armstrong budget recommendation	**26.75**	**$7,684,268**	**$2,810,831**	**$10,495,099**
Base level	26.75	6,682,484	2,499,073	9,181,557
Increase (decrease)	0.00	$1,001,784	$311,758	$1,313,542
Percentage increase (decrease)	0.0%	15.0%	12.5%	14.3%

NOTE:
More detailed information on the revised executive budget recommendation is attached as an appendix.

Selected Highlights

- ***Salary increases of up to 3 percent effective July 1, 2025, and 3 percent effective July 1, 2026***
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium vacant FTE pool amounts
- Adds $100,000 from the general fund for targeted salary increases ($80,000) and retirement payouts ($20,000)
- Increases funding for operating expenses by $257,777, of which $16,813 is from the general fund and $240,864 is from federal funds, for cost to continue, information technology (IT) rate increases, rent increases, and funding source adjustments that reduce funding from the general fund and increase funding from federal funds
- Adds $450,000 from the general fund for operating expenses related to an interlibrary loan bridge

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has two fees. The agency did not recommend any changes to the fees.

Major Related Legislation

House Bill No. 1254 - Requires the State Librarian to make library materials available to any North Dakota citizen, so would allow any citizen to have a State Library card.

House Bill No. 1420 - Clarifies that the Library Coordinating Council approves the distribution of state funded grants to libraries, except for the state aid to public libraries grant.

Senate Bill No. 2219 - Requires the State Librarian to disburse surplus library materials to libraries throughout the state and requires public libraries to complete and submit an annual report, required under section 54-24.2-06, related to detailing the expenditures of state aid funds and all other funds to be eligible for state aid.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget			
	FTE Positions	**General Fund**	**Other Funds**	**Total**
2025-27 Biennium Base Level	26.75	$6,682,484	$2,499,073	$9,181,557
2025-27 Ongoing Funding Changes				
Base payroll changes		$54,119	$9,086	$63,205
Salary increase		142,834	25,990	168,824
Health insurance increase		144,163	18,021	162,184
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552
Adds funding for targeted salary increases		80,000		80,000
Adds funding for salaries related to retirement payout		20,000		20,000
Base budget changes to operating expenses			138,535	138,535
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0
Adds funding for IT rate increases		76,543	28,310	104,853
Adds funding for rent increase		14,389		14,389
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000
Total ongoing funding changes	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**
One-Time Funding Items				
No one-time funding items				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**
2025-27 Total Funding	**26.75**	**$7,684,268**	**$2,810,831**	**$10,495,099**
Federal funds included in other funds			*$2,744,011*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*
Total changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*

Other Sections in State Library - Budget No. 250

School for the Deaf
Department No. 252
2025 House Bill No. 1013

REVISED EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Burgum budget recommendation	46.86	$9,929,306	$3,198,311	$13,127,617
Revisions - Increase (decrease)	0.00	(69,444)	(5,116)	(74,560)
Armstrong budget recommendation	**46.86**	**$9,859,862**	**$3,193,195**	**$13,053,057**
Base level	45.36	8,336,306	2,811,557	11,147,863
Increase (decrease)	1.50	$1,523,556	$381,638	$1,905,194
Percentage increase (decrease)	3.3%	18.3%	13.6%	17.1%

NOTE:
More detailed information on the revised executive budget recommendation is attached as an appendix.

Selected Highlights

- ***Salary increases of up to 3 percent effective July 1, 2025, and 3 percent effective July 1, 2026***
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium new and vacant FTE pool amounts
- Adds $223,535 from the general fund for teacher salary increases
- Adds $118,474 from the general fund for a .75 FTE paraprofessional position for the preschool program
- Adds $106,116 from the general fund for a .75 FTE dormitory counselor position for the preschool program
- Increases funding for base budget operating expenses by $93,179 and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue
- Increases funding from the general fund by $122,880 for various operating expenses, including travel, food, maintenance, insurance, repairs, rent, and therapies
- Adds one-time funding of $45,000 from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement
- Adds one-time funding of $238,800 from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has one fee. The agency did not recommend any changes to the fee.

Major Related Legislation

As of the date of this report, there is no major related legislation for this agency.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget			
	FTE Positions	**General Fund**	**Other Funds**	**Total**
2025-27 Biennium Base Level	45.36	$8,336,306	$2,811,557	$11,147,863
2025-27 Ongoing Funding Changes				
Base payroll changes		$266,392	($337,071)	($70,679)
Salary increase		311,091	22,901	333,992
Health insurance increase		301,397	28,883	330,280
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543
Adds funding for teacher salary increases		223,535		223,535
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue		(266,392)	359,571	93,179
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780
Increases funding for various operating expenses		122,880		122,880
Total ongoing funding changes	**1.50**	**$1,523,556**	**$97,838**	**$1,621,394**
One-Time Funding Items				
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**
Total Changes to Base Level Funding	**1.50**	**$1,523,556**	**$381,638**	**$1,905,194**
2025-27 Total Funding	**46.86**	**$9,859,862**	**$3,193,195**	**$13,053,057**
Federal funds included in other funds			*$128,489*	
Total ongoing changes - Percentage of base level	*3.3%*	*18.3%*	*3.5%*	*14.5%*
Total changes - Percentage of base level	*3.3%*	*18.3%*	*13.6%*	*17.1%*

North Dakota Vision Services - School for the Blind
Department No. 253
2025 House Bill No. 1013

REVISED EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

	FTE Positions	General Fund	Other Funds	Total
Burgum budget recommendation	27.75	$5,885,047	$1,743,686	$7,628,733
Revisions - Increase (decrease)	0.00	(43,131)	(1,203)	(44,334)
Armstrong budget recommendation	**27.75**	**$5,841,916**	**$1,742,483**	**$7,584,399**
Base level	27.75	5,240,991	1,206,705	6,447,696
Increase (decrease)	0.00	$600,925	$535,778	$1,136,703
Percentage increase (decrease)	0.0%	11.5%	44.4%	17.6%

NOTE:
More detailed information on the revised executive budget recommendation is attached as an appendix.

Selected Highlights

- ***Salary increases of up to 3 percent effective July 1, 2025, and 3 percent effective July 1, 2026***
- Health insurance increase of $250 per month (15.23 percent), from $1,643 to $1,893, per employee
- Adds funding to replace 2023-25 biennium vacant FTE pool amounts
- Adds $108,950 from the general fund for teacher salary increases
- Increases funding by $50,000 from special funds available from trust fund distributions, rents, and service revenue for temporary salaries
- Base budget increases of $191,596 and funding source adjustments for operating expenses to increase funding from special funds available from trust fund distributions, rents, and service revenue by $197,304 and decrease funding from the general fund by $5,708
- Adds $20,000 from special funds available from trust fund distributions, rents, and service revenue for operating expenses for information technology (IT) costs related to a database
- Increases funding $142,500 from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising
- Decreases funding by $39,192 from special funds available from trust fund distributions, rents, and service revenue for capital assets to remove base funding for extraordinary repairs
- Adds one-time funding of $28,000 from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000
- Adds one-time funding of $120,000 from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door ($10,000) and kitchen cabinets ($55,000) and remodel breakroom areas ($55,000)
- Adds one-time funding of $150,000 from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has 2 fees. The agency did not recommend any changes to the fees.

Major Related Legislation

As of the date of this report, there is no major related legislation for this agency.

NOTE:
Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget			
	FTE Positions	General Fund	Other Funds	Total
2025-27 Biennium Base Level	27.75	$5,240,991	$1,206,705	$6,447,696
2025-27 Ongoing Funding Changes				
Base payroll changes		$5,708	($158,112)	($152,404)
Salary increase		193,140	5,388	198,528
Health insurance increase		156,157	6,006	162,163
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087
Adds funding for teacher salary increases		108,950		108,950
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)
Total ongoing funding changes	**0.00**	**$600,925**	**$237,778**	**$838,703**
One-Time Funding Items				
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000
Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**
Total Changes to Base Level Funding	**0.00**	**$600,925**	**$535,778**	**$1,136,703**

2025-27 Total Funding	**27.75**	**$5,841,916**	**$1,742,483**	**$7,584,399**
Federal funds included in other funds			*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*11.5%*	*19.7%*	*13.0%*
Total changes - Percentage of base level	*0.0%*	*11.5%*	*44.4%*	*17.6%*

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

HB 1013
1/9/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

10:03 a.m. Chairman Vigesaa opened the hearing for HB 1013.

Members Present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Discussion Topics:

- Public Instruction
- Housing
- Public School
- Education within North Dakota

10:03 a.m. Kirsten Baesler, Superintendent of the ND Department of Public Instruction, testified neutral, submitted testimony #28320.

10:45 a.m. Adam Tesher, ND Department of Public Instruction School Finance Officer, testified neutral, and continued with testimony #28320.

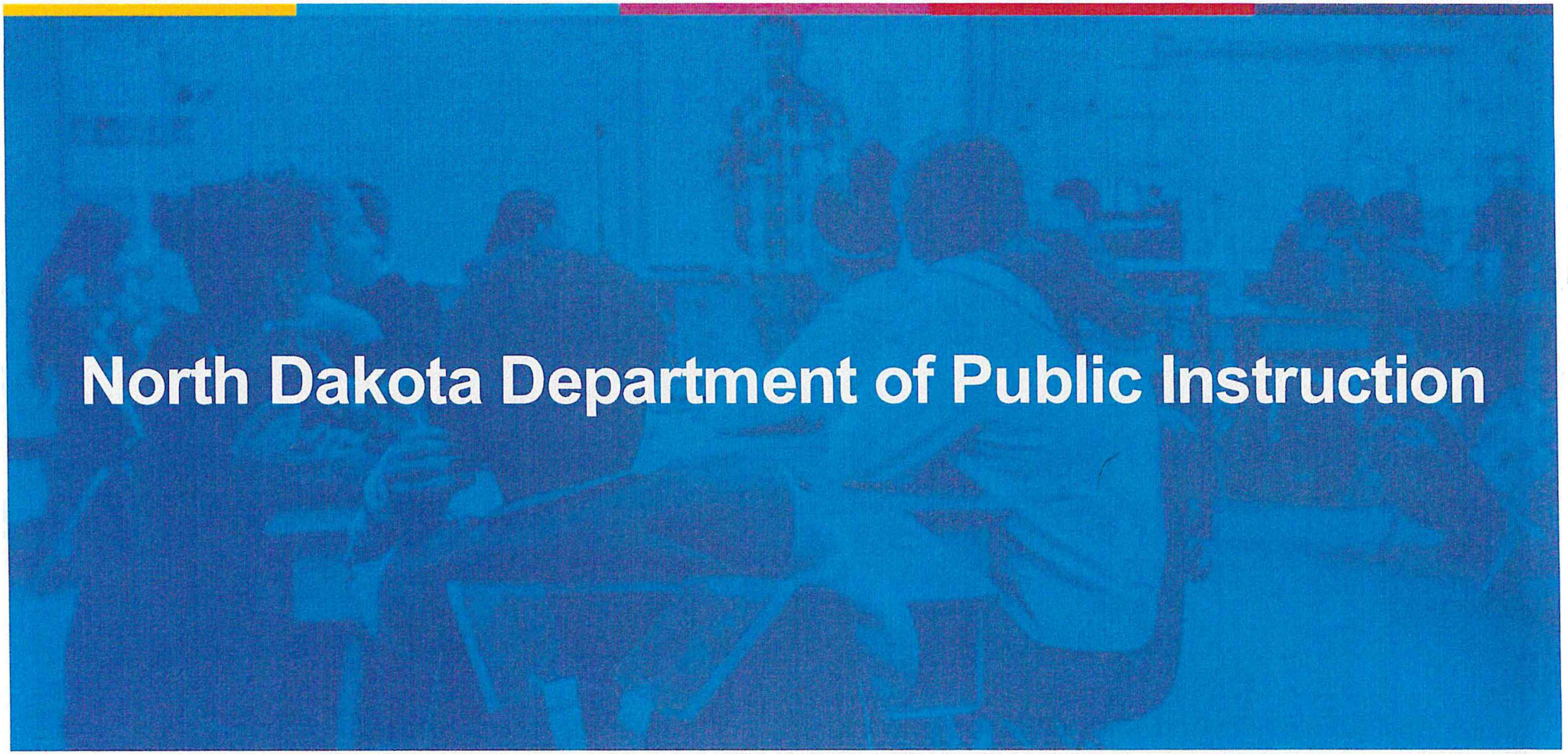
11:46 a.m. Chairman Vigesaa adjourned the meeting.

Sierra Schartz, Committee Clerk

House Appropriations Committee Hearing

January 9, 2025

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

WHO WE ARE

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Team Members

WHAT WE'RE ABOUT

Mission: NDDPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Vision: Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful.

Values: Build relationships; cultivate opportunity; inspire growth.

Goals/Objectives: Increase students who enter kindergarten prepared to learn, who demonstrate reading proficiency in 3rd grade, who meet expected learning gains each year, who engage in learning, and who graduate choice ready; reduce the disparity in the achievement for students with disabilities, living in poverty, and for Native American students.

WHO WE SERVE

Students (PK-12)

Total: 135,115
- *Public: 119,622
- *Non-Public: 9,956
  - BIE: 1,363
  - Institutions: 73
- **Home Educated: 5,537

**As of September 2024*
*** As of June 2024*

School Districts

Public: 168

Non-Public: 45

Bureau of Indian Ed: 6

State Institutions: 4

Teachers/Administrators
(public)

Teachers: 9,156

Other specialists: 1,107

Administrators: 683

HOW WE DO IT

2023-2025 Agency Budget: $2,966,722,553*
- General: $1,729,027,519
- Special: $719,386,727
- Federal: $518,308,307

**$2.8 billion goes directly to districts*

Salary	Operating
$20.6M	$33.6M

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

WHAT WE'RE PROUD OF

CHILD NUTRITION
NDDPI and NDHHS together administered Summer EBT benefits for 39,000 North Dakota students during the 2024 summer. Summer EBT is one of more than a dozen child nutrition and food distribution programs NDDPI administers.

ASSESSMENT & STANDARDS
ND A+, the state's one-of-a-kind comprehensive and customized assessment system, includes the statewide summative, state-provided interims, and a classroom formative that are all aligned to North Dakota state content standards.

GROW YOUR OWN
North Dakota has a registered teacher apprenticeship program and a state Grow Your Own program. We are the first state in the nation to offer a registered principal apprenticeship program.

91% Traditional graduation rate

84% GED pass rate

$427.1M in ESSER funding distributed to ND schools

150 Teacher Apprenticeship Program participants

WHAT WE DO

COMPUTER SCIENCE/CYBERSECURITY & AI
North Dakota is the first in the nation to create computer science and cybersecurity standards – which has been updated to included AI guidance – for each K-12 grade, as well as training and lessons for teachers across the state.

LEARNING SUPPORT
State law requires all teachers and principals serving K-3 students to be trained in scientifically-based reading instruction and to use "science of reading" instructional materials and approaches.

SUPPORTING SCHOOL BOARDS
The Be Legendary School Board Leadership Institute & Implementation is an intensive program designed for governing teams that are dedicated to continually sharpening and cultivating their focus on one primary objective: improving student outcomes.

CHOICE READY
Choice Ready measures a school's performance in preparing students to succeed beyond K-12. The Choice Ready rate for 2023-24 was 71%, up from 66% in 2022-23, and from 21% since the metric was adopted in 2017-18.

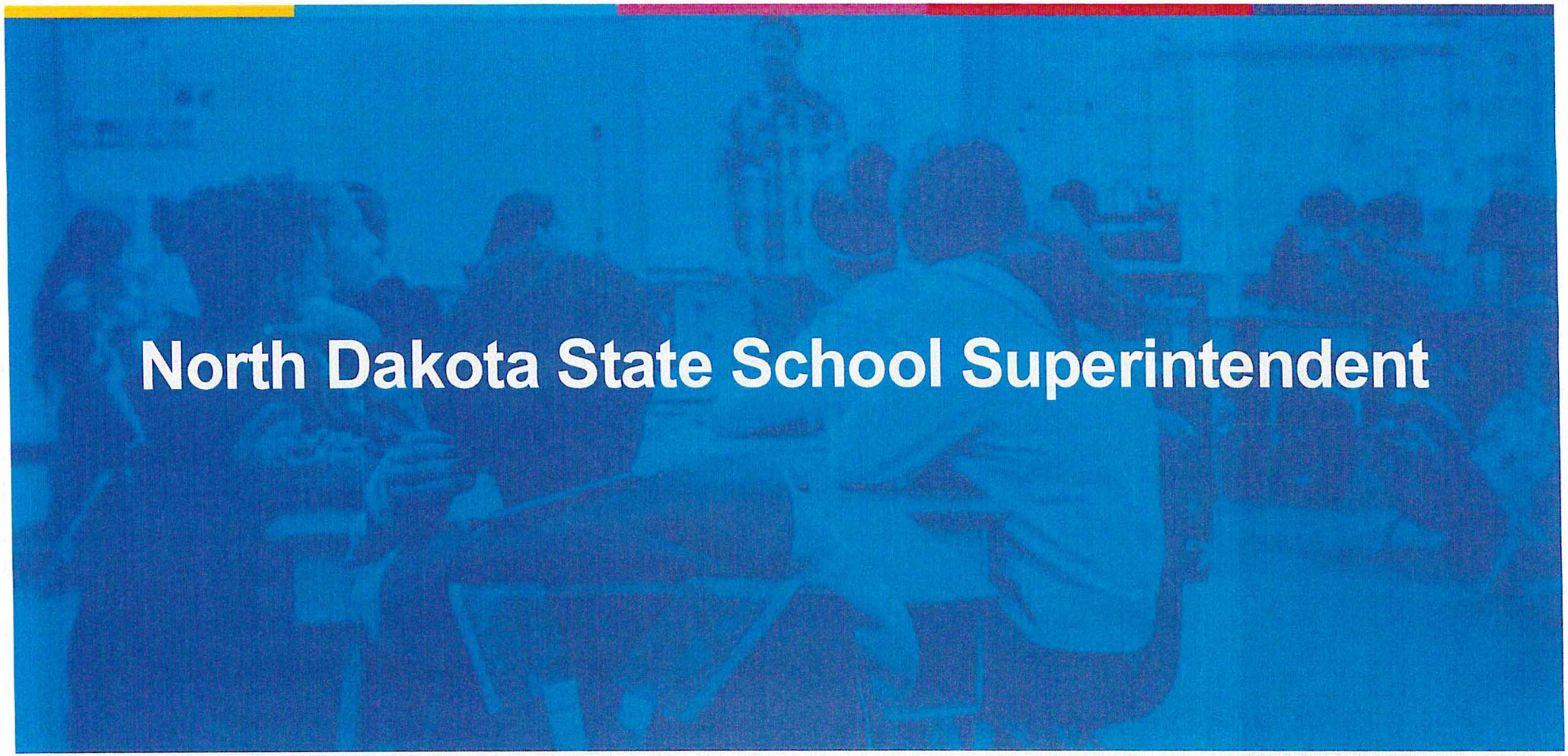
K-12 DATA MODERNIZATION
North Dakota is transitioning to a single enterprise system to streamline and simplify the state's K-12 data systems. The unified solution provides better integration, making data management more efficient and seamless for districts.

NETWORK FOR PERSONALIZED LEARNING
North Dakota is the first in the nation to create and recognize a learning continuum for graduation. The North Dakota NPL represents a growing group of individuals, teams, schools, and districts from across the state committed to making learning personal for all students.

HOW WE MEASURE SUCCESS

Increase Students Who Graduate Choice Ready *(grades 9-12)*	Increase Students Who Demonstrate NDSA ELA Proficiency in 3rd Grade	Increase Students Who Are Engaged In Learning	Increase Quality Education Personnel *(workplace engagement)*
2023-2024: 71%	2023-2024: 40%	2023-2024: 86%	2024 Gallup Q12: 58%
2022-2023: 66%	2022-2023: 40%	2022-2023: 86%	2023 Gallup Q12: 59%
2021-2022: 61%	2021-2022: 39%	2021-2022: 86%	2022 Gallup Q12: 41%
2020-2021: 45%	2020-2021: 39%	2020-2021: 87%	2021 Gallup Q12: 52%

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



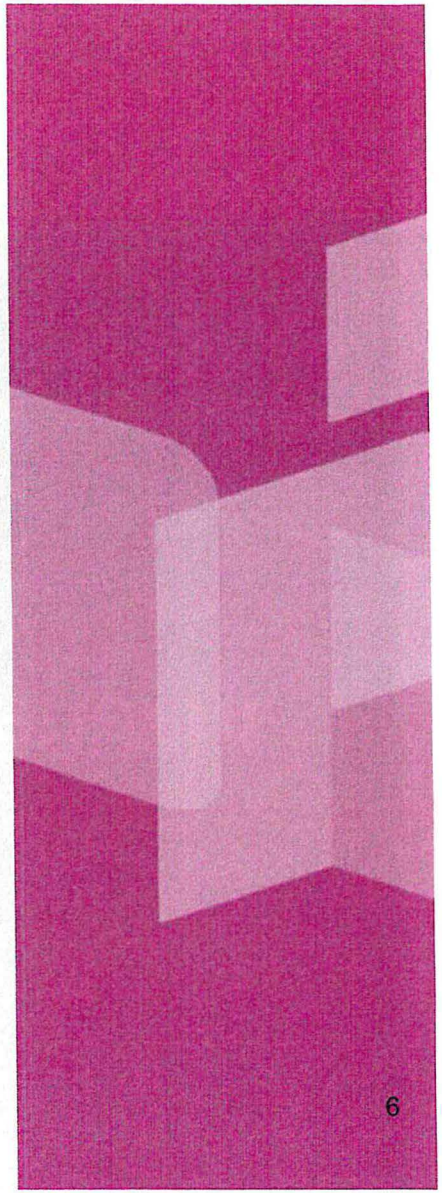
North Dakota State School Superintendent

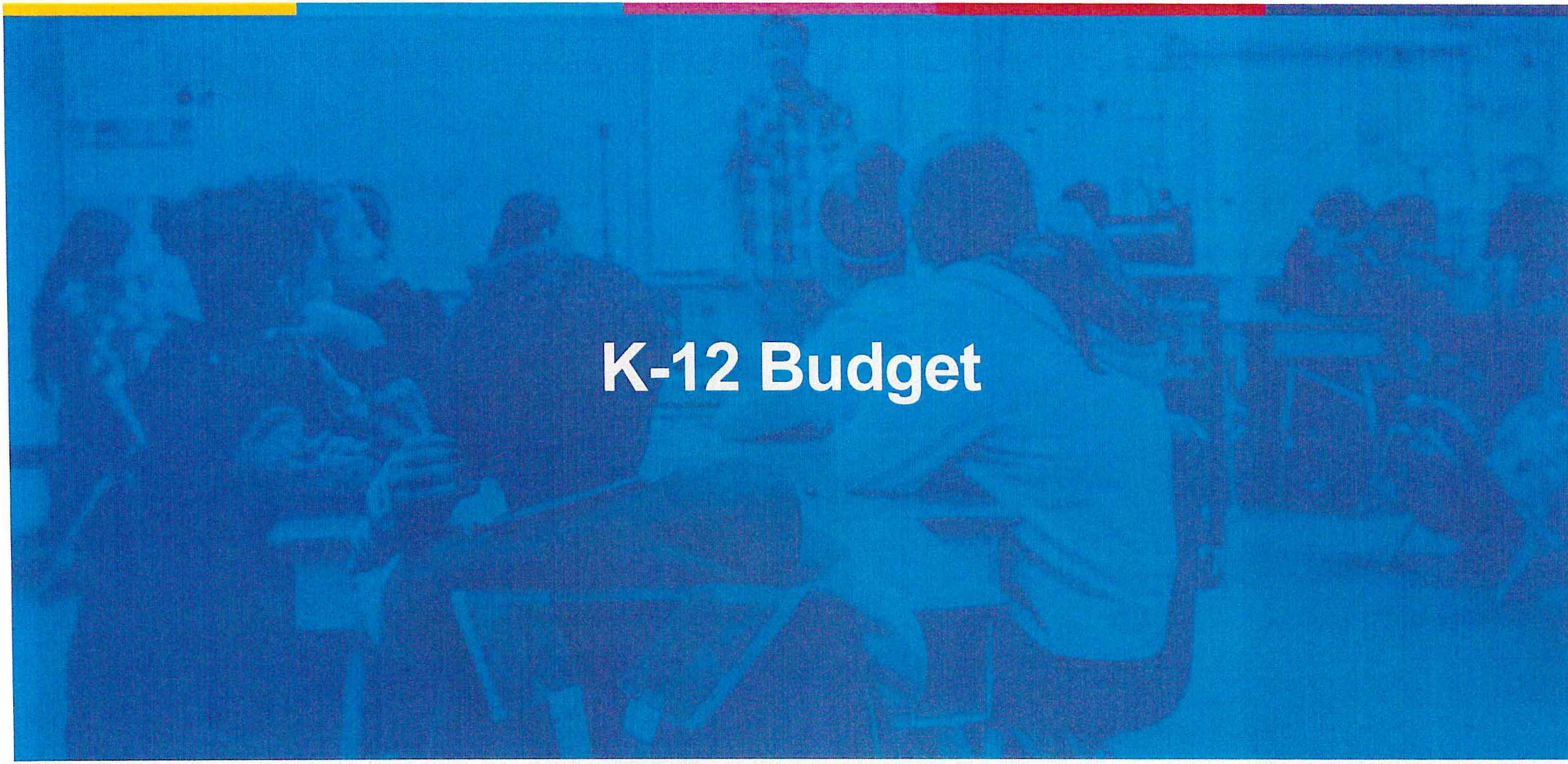
NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Authority of the State Superintendent

- The North Dakota Constitution specifies that the "powers and duties" of the superintendent of public instruction "must be prescribed by law." The office has only the authority that is granted by the Legislature.

- NDCC 15.1-02 outlines the duties of the superintendent of public instruction.

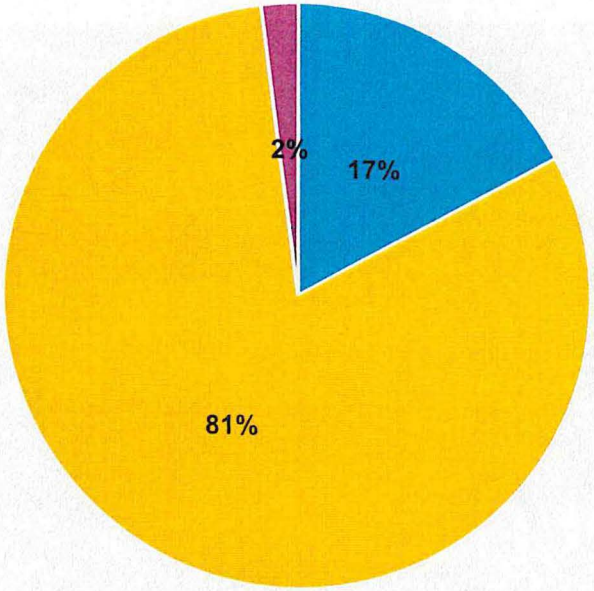




K-12 Budget

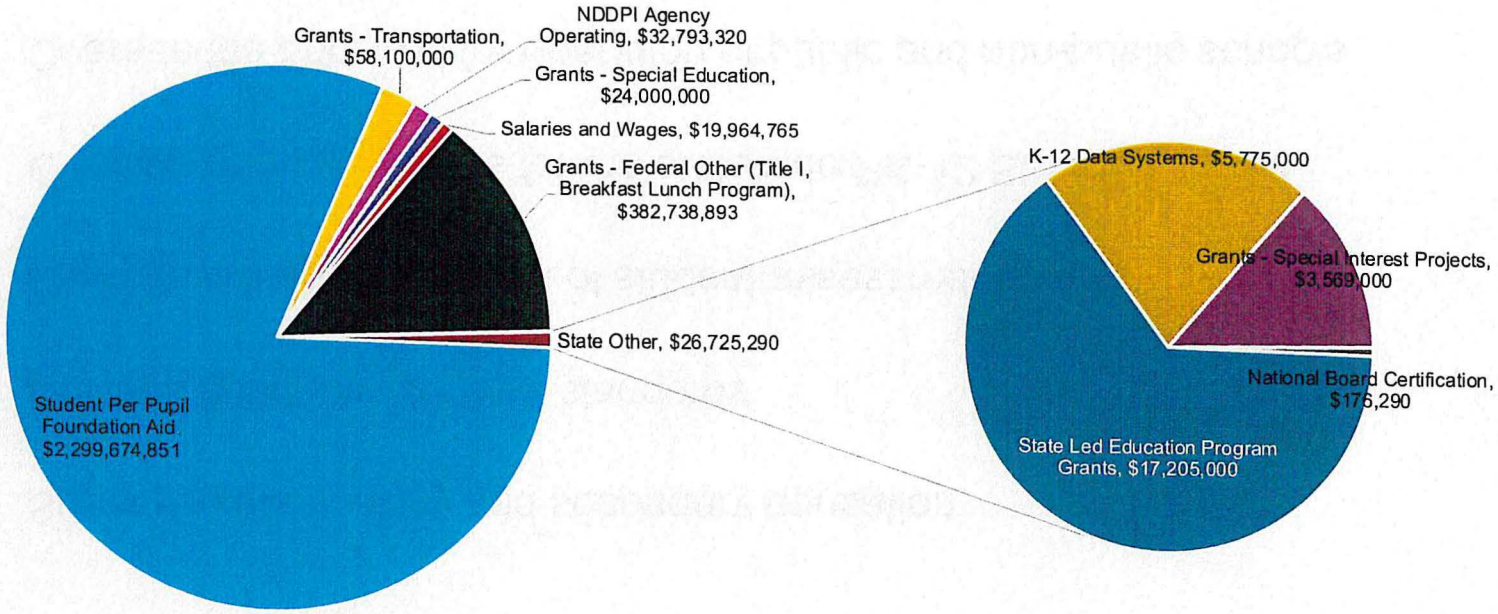
NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

K-12 2025-27 BASE BUDGET BY USE



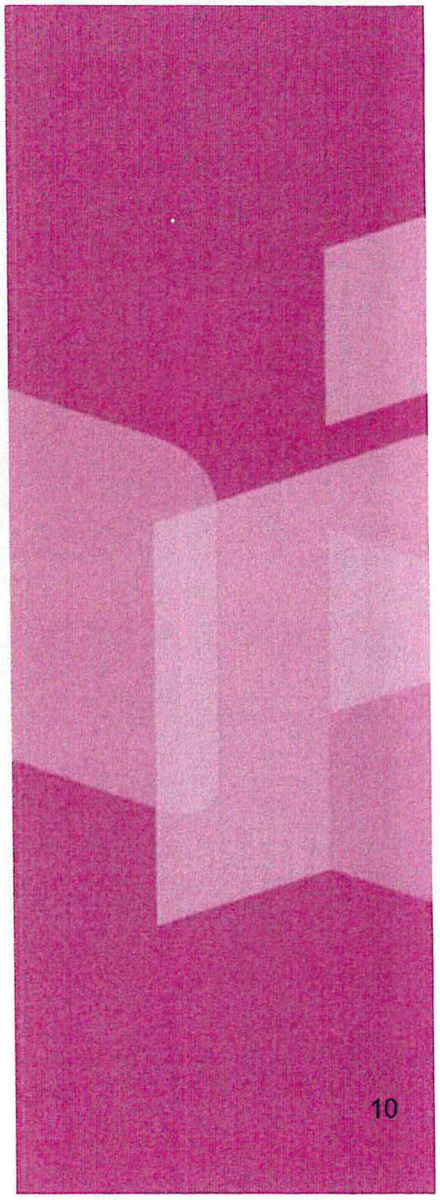
- Grants to LEAs, Special Education Units, Child/Adult Care Food Providers, Tribes, etc.: $485,789,183
- Student Per Pupil Foundation Aid: $2,299,674,851
- Agency Operating: $58,533,085

K-12 2025-27 BASE BUDGET: $2,843,997,119

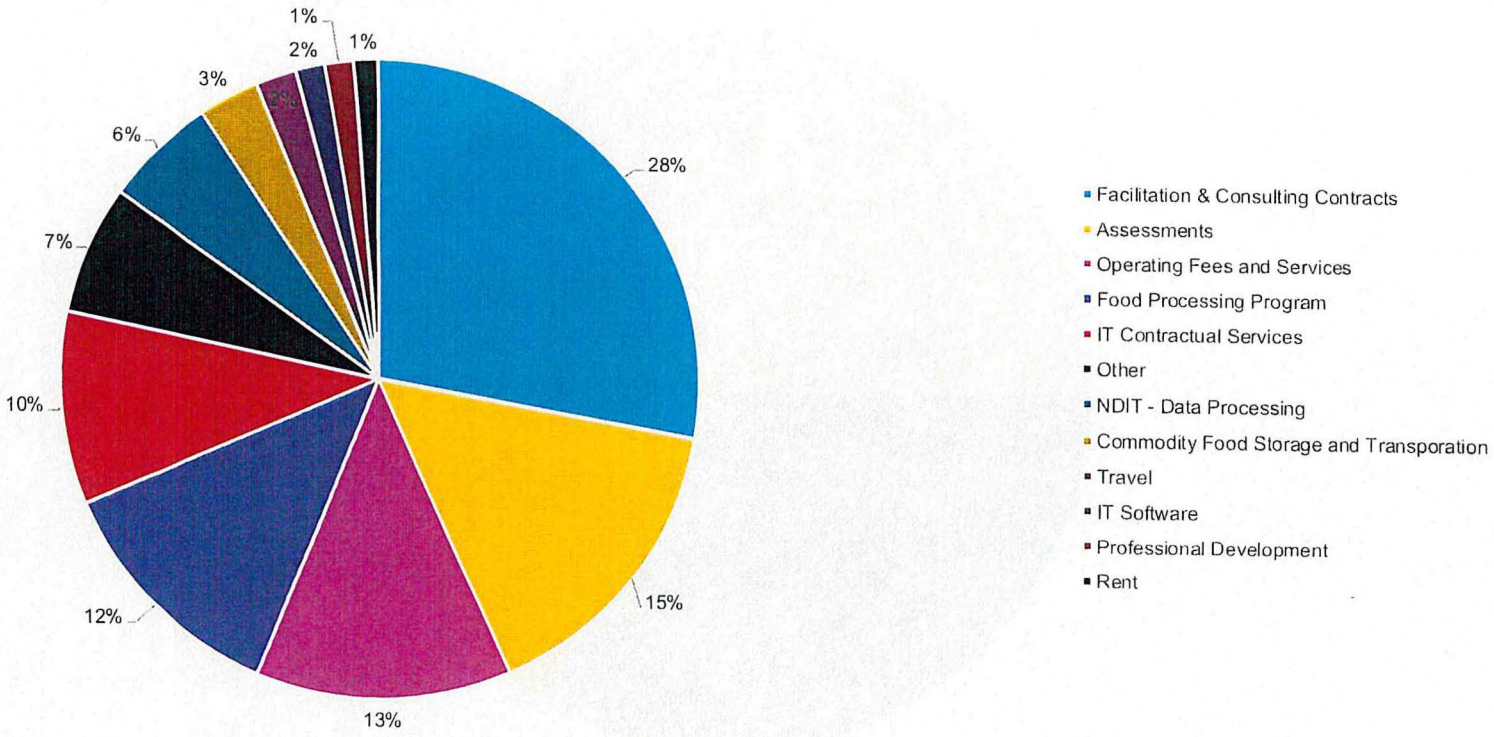


Examples of the State Superintendent's Duties

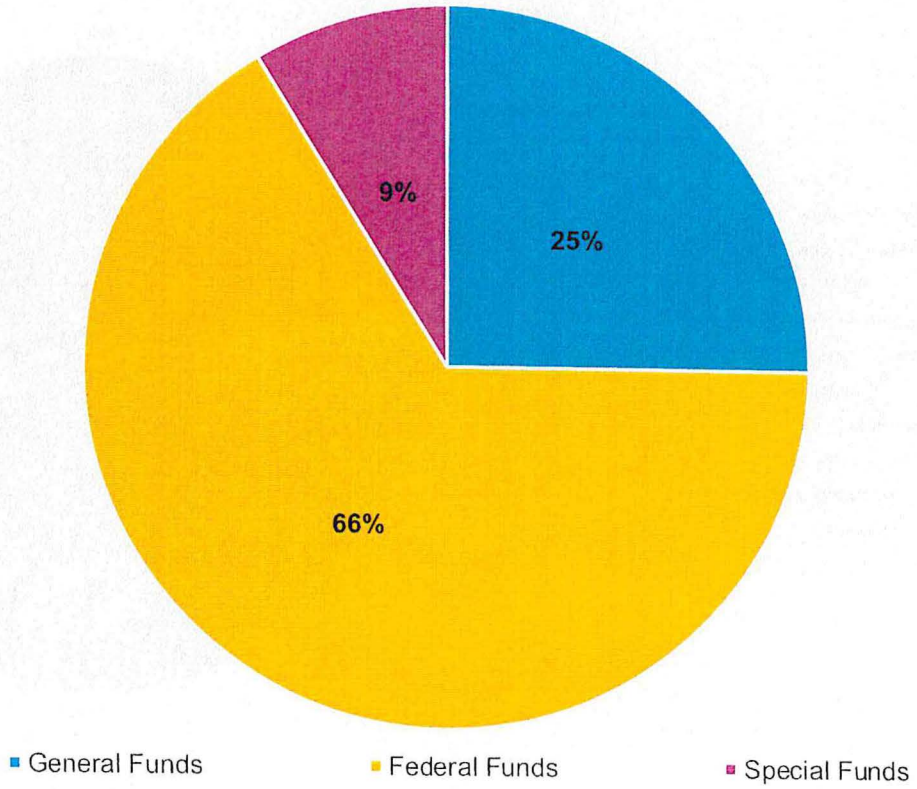
- Supervise elementary and secondary education
- Develop academic content standards
- Oversee the administration of student assessments
- Oversee annual updates for the statewide PK-12 Strategic Vision
- Oversee the approval for operation of public and non-public schools



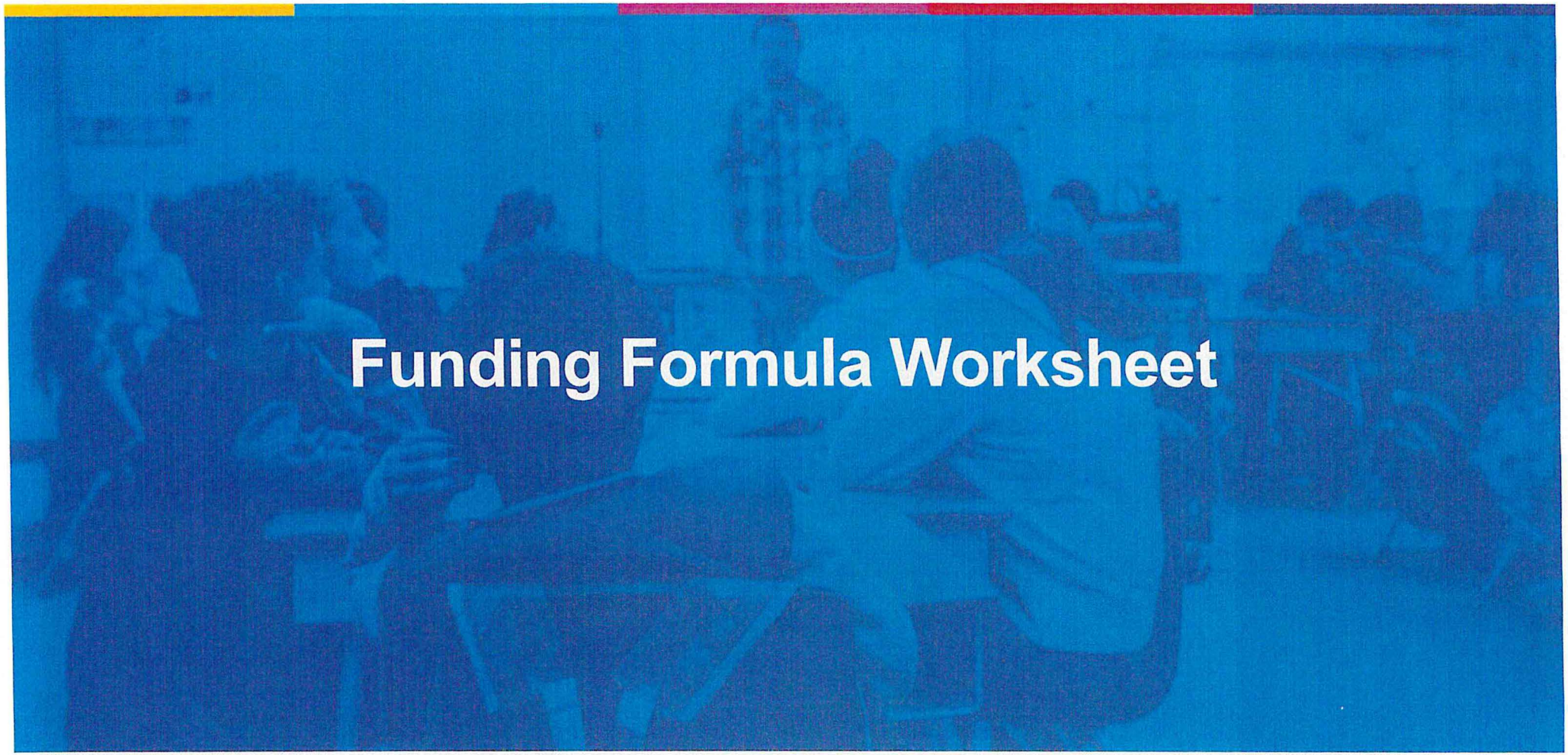
BREAKDOWN OF THE 2%
NDDPI OPERATING PERCENTAGES



REVENUE SOURCE OF 2% NDDPI OPERATING COSTS



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



Funding Formula Worksheet

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of Fiscal Management - SFO

District Name	County District Number	Payment Month	School Year
South Heart 9	45-009	January	2024-2025

A STATE AID FORMULA:

Student membership includes regular school year average daily membership (ADM). ADM for students attending school in Montana and Minnesota (NDCC 15.1-29.01), South Dakota students attending school in North Dakota (NDCC 15.1-29-02.1) under cross border attendance agreements, and students in private or out-of-state placements for purposes other than education (NDCC 15.1-29-14) are also included.

Student Membership	ADM	Weighting Factor	Weighted ADM
1 Pk Special Education	6.39	1.000	6.39
2 Kindergarten	26.65	1.000	26.65
3 Grade 1-6	199.82	1.000	199.82
4 Grade 7-8	56.18	1.000	56.18
5 Grade 9-12	112.76	1.000	112.76
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			401.80
Other Program Membership			
8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	401.80	0.088	35.36
10 PK Special Ed ADM (from line 1)	6.39	0.170	1.09
11 Regional Education Association (if member from line 7)	401.80	0.002	0.80
12 2024-25 Fall Enrollment above 2024 ADM	26.59	1.000	26.59
13 Spring 2024 ADM Adjustment	(1.59)	1.000	(1.59)
14 ELL Level 1	-	0.400	-
15 ELL Level 2	-	0.280	-
16 ELL Level 3	-	0.070	-
17 At Risk	45.40	0.025	1.14
18 Home-Education (district supervised)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	1.56	0.600	0.94
21 Special Ed ESY	-	1.000	-
Isolated School District			
22 >275 sq miles and <100 ADM	-	0.100	-
23 >600 sq miles and <50 ADM	-	1.100	-
24 Total Weighted Average Daily Membership (add lines 7 through 23)			466.13
25 Virtual Average Daily Membership			2.29
26 In Person Average Daily Membership			463.84
27 School District Size Weighting Factor			1.0254
28 In Person Weighted Student Units			475.62
29 Total Weighted Student Units (add lines 25 and 28)			477.91
30 Per Student Payment Rate			$11,072.00
31 Total Formula Payment			5,291,419.52

Formula Adjustments	45%		
32 Transition Minimum Adjustment (from line 72) with 55% Reduction	4,794,217.00	-	-
33 Total Adjusted Formula Amount (total lines 31, and 32)			5,291,419.52
34 Contribution from Property Tax (from line 50)			1,313,908.50
35 Contribution from Other Local Revenue (from line 43)			377,940.76
36 State Aid Payment (line 33 minus lines 34 and 35)			3,599,570.24

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 36)	3,599,570.24	-	3,599,570.24
2 Transportation (from line 62)	158,552.58	-	158,552.58
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	3,758,122.82	-	3,758,122.82

B CONTRIBUTION FROM OTHER LOCAL REVENUE	Total Revenue	Apportioned Revenue	Percent	
37 1300 Tuition	53,594.70	34,445.31	75%	25,833.98
38 2999 County	651,807.28	416,916.54	75%	314,187.41
39 US Flood	-	-	75%	-
40 Electric Generation, Distribution and Transmission Ta	40,084.58	25,762.36	75%	19,321.77
41 Mobile Home and Other In-Lieu Taxes	24,670.54	15,855.76	75%	11,891.82
42 Telecommunications	13,911.72	8,941.06	75%	6,705.80
43 Contribution from Other Local Revenue				377,940.78

	S & I Levy	Total Levy	Non S & I Percentage	
	32.09	89.82	64.27%	

C CONTRIBUTION FROM PROPERTY TAX			
44 District Taxable Valuation			21,898,475
45 Contribution Mill Rate			60
46 Contribution from Property Tax (line 44 times line 45 divided by 1000)			1,313,908.50
47 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)		-	-
48 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)		1,517,930.60	-
49 Local Effort Adjustment NDCC 15.1-27-04.3			-
50 Adjusted Contribution from Property Tax (total lines 46, 47 and 48)			1,313,908.50

E TRANSPORTATION WORKSHEET				
Transportation Statistics	Rate	Miles	Rides	Total
51 Small Bus Miles	0.520	0.0	xxxxx	-
52 Large Bus Miles	1.110	124,368.0	xxxxx	138,048.48
53 Rural Rides	0.300	xxxxx	68,347	20,504.10
54 Small In-City Miles	0.520	0.0	xxxxx	-
55 Large In-City Miles	1.110	0.0	xxxxx	-
56 In-City Rides	0.300	xxxxx	0	-
57 Family - To School	0.250	0.0	xxxxx	-
58 Family - To Bus	0.250	0.0	xxxxx	-
59 Not Reimbursable	-	0.0	0	
60 Total Transportation Reimbursement				158,552.58
61 Reimbursement Cap — 90% of transportation expenditures				349,190.69
62 Transportation Grant Total (lesser of 90% cap or total)				158,552.58

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS				
63 Baseline Funding (2018-19 Formula Payment)				3,889,460.12
64 Baseline Weighted Student Units (2018-19)				403.22
65 Baseline Funding Rate				$9,646.00
Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66 Minimum Increase Per Student	$9,646.00	102%	403.22	3,967,249.32
67 WSUs Above Baseline	$11,072.00		74.69	826,967.68
68 Basline Funding Per Student				4,794,217.00
69 Baseline Funding (from line 63)				3,889,460.12
70 Minimum Funding Percentage				100%
71 Minimum Funding Amount				3,889,460.12
72 Minimum Increase Amount (greater of line 68 or line 71)				4,794,217.00

G On Time Funding Calculation Lines 12 & 13	
73 2023-24 K-12 ADM (Lines 2-6)	395.41
74 2024-25 K-12 Fall Enrollment	422.00
75 Line 12 (Line 74 - 73 Can't fall below 0)	26.59
76 2023-24 On Time Funding (Line 12 2023-24 Worksheet)	9.50
77 2023-24 Fall Enrollment	397.00
78 2023-24 K-12 ADM (Lines 2-6)	395.41
79 Line 13	(1.59)

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52	Large Bus Miles	1.110	124,368.0	xxxxx	138,048.48
53	Rural Rides	0.300	xxxxx	68,347	20,504.10
54	Small In-City Miles	0.520	0.0	xxxxx	-
55	Large In-City Miles	1.110	0.0	xxxxx	-
56	In-City Rides	0.300	xxxxx	0	-
57	Family - To School	0.250	0.0	xxxxx	-
58	Family - To Bus	0.250	0.0	xxxxx	-
59	Not Reimbursable	-	0.0	0	
60	Total Transportation Reimbursement				158,552.58
61	Reimbursement Cap --- 90% of transportation expenditures				349,190.69
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79	Line 13	(1.59)

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
1/16/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

8:34 a.m. Vice Chairman Swiontek called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford and Hanson

Discussion Topics:

- PowerSchool
- EdTech
- ND IT
- Special Education Units
- State Library
- School for the Blind
- School for the Deaf

8:35 a.m. Kirsten Baesler, Superintendent, DPI, testified in favor and submitted testimony #29765 and 29345.

9:10 a.m. Krista Schulz, Human Resource Director, DPI, testified in favor and submitted #29329 and continued with #29765.

9:21 a.m. Jamie Mertz, Chief Financial Officer, DPI, testified in favor and submitted #29364 and continued with #29765.

10:08 a.m. Vice Chair Swiontek recessed the meeting

10:21 a.m. Vice Chair Swiontek reconvened the meeting.

10:21 a.m. Kirsten Baesler, Superintendent, DPI, testified in favor and submitted testimony #29765.

10:22 a.m. Jamie Mertz, Chief Financial Officer, DPI, testified in favor and continued with #29765 and 29364.

10:56 a.m. Mary Soucie, Librarian, North Dakota State Library, testified in neutral and submitted testimony #29356 and 29355.

Additional written testimony:

Erin Jacobson, Coordinator, ND RISE, submitted testimony in favor #29288.

Andrea Placher, Library Director, Williston, submitted testimony in favor #29280 and #29336.

Kandi Shape, Citizen, Washburn, submitted testimony in favor #29291.

Melissa Lloyd, Assistant Director, Valley City Barnes County Public Library, submitted testimony in favor #29297.

Kerrianne, Boetcher, Ward County Public Library, submitted testimony in favor #29340

Maddie Cummings, Library Director, Lake region Public Library, submitted testimony in favor #29357.

Jason Bedsaul, Director, ODIN, submitted testimony in neutral #29449.

Stacy Duffield, Director, Office of Teaching and Learing, ND State University submitted in

favor testimony #29419.

11:15 a.m. Chairman Swiontek closed the meeting.

Steven Riehl, Committee Clerk

CITY OF WILLISTON COMMUNITY LIBRARY

January 15, 2025

Representative Nathe and Members of the House Appropriations Education and Environment Division,

My name is Andrea Placher, and I am the Library Director of the Williston Community Library. I am writing to express my support for HB 1013, particularly regarding the North Dakota State Library budget. The state library plays a crucial role in assisting us by providing valuable resources for our staff and our entire community.

In the most recent biennium, our library received three grants totaling $11,413.82. These funds enabled us to introduce several exciting initiatives, including Wonderbooks (books that combine a physical book with a built-in audiobook), a teen makerspace, and a 9-hole miniature golf set. You may wonder how a miniature golf set relates to the library, and I assure you it connects perfectly to our mission.

As part of our strategic plan for 2022-2024, we aimed to attract more tweens and teens to the library. We consistently received feedback indicating that our programs were not sufficiently engaging for this age group. Our youth services team came together to brainstorm ideas and decided to take a bold approach. While the concept of a teen makerspace was well-received, we were uncertain how the North Dakota Coordinating Council would respond to our idea of a miniature golf set. To our delight, they embraced it wholeheartedly.

A few months later, we hosted our first summer reading sign-up event featuring the golf set. We registered 88 tweens and teens, a remarkable increase from last year's registration of only 25 participants. The community's reaction was overwhelmingly positive. Adults began asking when we would hold a golf event just for them, and the miniature golf set has since become a staple at all our major events and programs. We even featured it during our golf-themed 2024 Tables of Contents Fundraiser.

The State Library not only provides grant opportunities but also offers crucial state aid, which is essential for our library's revenue. Over the past three years (2022-2024), our library has received a total of $93,650.78, averaging $31,216.93 annually. This funding supports many vital services, including the salaries of three part-time staff members, which allows us to maintain evening and weekend hours; a year’s worth of heating and electricity for our building; and approximately one thousand new books to add to our collection. The benefits of this funding are numerous. Without state aid, our library and the community we serve would face significant challenges.

We are also excited about the State Library's recent initiative: the Interlibrary Loan (ILL) Bridge. Last year alone, we requested 348 items from other libraries, of which 181 were requested

from other states. We currently pay for ILL software, and I'm sure you are aware that postage costs have significantly increased in recent years. The cost savings and ease of use will free up resources that can be used for additional library services.

The funding, support, and enthusiasm from the State Library and its staff have greatly benefited the residents of Williams County.

Sincerely,



Andrea Placher
Library Director

Chairman Nathe and members of the House Appropriations Committee:

My name is Erin Jacobson and I have had the privilege of serving as the coordinator of the North Dakota Teacher Support system for the past 7 years. This past year, we renamed our program ND RISE; the RISE stands for Retaining, Inspiring and Supporting Educators.

Since 2009, the ND State Legislature has made critical investments in this teacher mentoring program. These investments have significantly contributed to improved teacher retention, enhanced student achievement and has empowered teacher leaders across the state.

The Task Force on Teacher Retention and Recruitment recently recommended the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This program will include measurable outcomes with annual reporting to ensure accountability and success.

In the upcoming slides, you will see the work that occurs across our state in over 100 districts each year. We will also share testimonials from administrators, mentors and beginning teachers.

For the 2023-25 biennium, ND RISE received $2.5 million in the form of a passthrough grant in the ND DPI budget, and we also secured an additional $1.3 million from the Governor's Emergency Education Relief (GEER) Fund. This total of $3.7 million allowed ND RISE to continue providing essential services to first- and second-year teachers, support instructional coaches, and fund Beginning Teacher Networks through Regional Education Associations (REAs) and districts.

To continue providing these services to all first- and second-year teachers, we need to secure $3.7 million in funding for the upcoming biennium. However, if ND RISE is expanded to include teachers in their third year, as recommended by the Task Force, a fully funded, graduated mentorship program would require $4.8 million.

This $4.8 million would:

- Allow us to provide mentoring for all first, second, and third-year teachers, as well as those transitioning into new roles at any public or non-public school in North Dakota.
- Ensure full funding of Beginning Teacher Network Grants to supplement mentoring efforts through REAs and districts.
- Provide necessary professional development for instructional coaches, mentors, and beginning teachers, fostering teacher leadership, and enhancing effectiveness.
- Continue to positively impact teacher retention, job satisfaction, and overall teacher quality.

At this time, I would like to invite my colleague, Marijke Leibel, to discuss how this investment is helping retain teachers across North Dakota.

Thank you.

NDRISE

RETAINING, INSPIRING, AND SUPPORTING EDUCATORS

House Appropriations
January 16th, 2025

NDRISE

NORTH DAKOTA STATE LEGISLATORS HAVE INVESTED IN TEACHER MENTORING SINCE 2009.

THIS INVESTMENT HAS

increased teacher retention, positively impacted student achievement, and empowered teacher leaders across the state.

ND.GOV/ESPB/WELCOME-ND-RISE

New Name

SAME GREAT OUTCOMES

ND RISE formally NDTSS



Retaining, Inspiring, and Supporting Educators

- ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.
- Statewide Structured Mentoring Program
- Coaches Academy & Continued Learning for Instructional Coaches
- Beginning Teacher Network Grants through REAs and Districts
- Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators.
- Over 4,000 new teachers and their mentors have been supported since 2009.
- New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- The rate of retention is consistently greater for ND RISE teachers.
- The greatest attrition rate occurs within the first two years of teaching.

RECOMMENDED BY THE GOVERNOR-APPOINTED TASK FORCE ON TEACHER RETENTION AND RECRUITMENT.

LEARN MORE!



FUND MENTORSHIP

The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession.

Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies and better classroom management. Data indicates that teachers who participate in NDRISE have higher retention rates compared to teachers not in the program. By expanding this program, new teachers can develop their presence in the classroom, increasing their likelihood of staying in the educational field.

North Dakota Century Code – Teacher Support Program

15.1-18.2-05. Teacher support program - Establishment.
The education standards and practices board shall:
1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3. a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development; or
b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
(1) Research-validated interventions; and
(2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.
The education standards and practices board may use any moneys 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; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.
The education standards and practices board may provide support services to teachers employed by:
1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.



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NDTSS Rebrand



ND RISE's rebranding journey has not only revitalized its image but also strengthened its mission and impact. By championing beginning teachers and transforming the future of education, ND RISE is truly rising to new heights, proving that with the right strategy, educators can change the world. The sky's the limit for ND RISE, and the future looks brighter than ever!

Mission and Objectives

ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.

- Statewide Structured Mentoring Program
- Coaches Academy & Continued Learning for Instructional Coaches
- Beginning Teacher Network Grants through REAs and Districts
- Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators



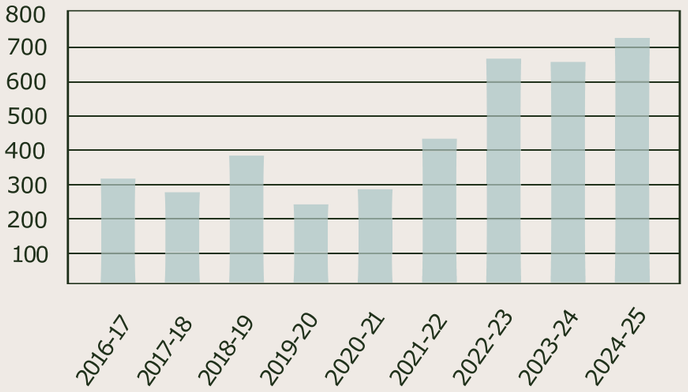
Program Overview

Signing up your 1st and 2nd year teachers in the ND RISE Mentoring Program allows the beginning teacher to gain:

- Effectiveness
- Confidence
- Satisfaction
- Likelihood of being retained

Performance Metrics

ENROLLMENT INTO THE ND RISE MENTORING PROGRAM



WHAT DOES IT COST YOU?

There is no cost for schools or districts. This is a program that is supported by state and federal funding to be able to offer equitable support to all beginning teachers in our state.

What does the mentor receive? A leadership opportunity, training and a stipend each semester for completed requirements.

ALIGNMENT WITH STATE EDUCATION GOALS

Our work aligns with the goal of providing "Quality Education Personnel."

Requirements and Structure

Education Strategic Vision Framework

Administrator Feedback

A survey of 78 administrators from 2024 showed positive reviews of the program:

92.3%

Participating in the ND Rise Mentoring Program provides valuable support for beginning teachers.

100%

Working with a mentor impacts the student learning in the beginning teachers classroom.

TESTIMONIALS

Powers Lake 27
"Having been both on the mentoring and administrator sides, I would highly recommend the mentor program. And for those that can, I would highly encourage schools to take advantage of both years for new teachers."

Stanley 2
"Our teachers mentioned how valuable this program was to their careers - both for the mentees and the mentors."

TGU 60
"It's an excellent program! Thank you."

Fargo 1
"Mentoring programs are vital to beginning teachers. Every interview, we have been asked about the mentoring offered to new or incoming teachers."

West Fargo 6
"What an asset this is to our school! We are fortunate for this opportunity for our teachers and students!"

Grand Forks 1
"Incredible program to support our new teachers! Mentoring could be the #1 reason teachers stay in the profession:)"

Bismarck 1
"This program continues to provide much needed support for teachers entering the profession!"

Minot 1
"Love having both Year 1 and Year 2!! I value this program exponentially."

West Fargo 6
"This program has increased the success of our new teachers to have direct support, mentorship, and develop positive relationships within the school. Of course, also a direct impact on learner instruction."

Roosevelt 18
"We are exceptionally satisfied! Our mentor and teacher are both here at the same school which has made the program even more beneficial! Thank you for all the work that goes into the mentoring program. I wish I would have had a mentor 27 years ago:)"

Grand Forks
"This program provides valuable conversations for the mentor and mentee to have throughout the school year. It has been a positive partnership! The new teachers are able to get direct feedback and questions answered immediately with a mentor."

Lisbon 19
"It is a great program and we are lucky to have it in our state."



OUTCOMES AND IMPACT

- New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- The rate of retention is consistently greater for ND RISE teachers.
- Data include stayers, leavers, and returners.
- ND RISE has a larger average of stayers for each year since 2010.
- The greatest attrition rate occurs within the first two years of teaching, for both ND RISE and Non-ND RISE.

ND Teacher Retention Report

Board Report On Retention

Mentor Feedback

A survey of 265 mentors from 2024 showed positive reviews of the program:

96.6%

Agree that mentoring impacts the beginning teachers experience considerably.

TESTIMONIALS

Fargo
"This is an extremely valuable program. I can't imagine our new teachers not having this program."

Manvel 125
"I feel that this program is so resourceful for new and Mentor Teachers alike. It allows everyone a chance to be reflective of their teaching and how to explore new ways to better themselves in this field."

Minot
"I think the way the program is set up clearly identifies the objectives. I like being able to do the triad meetings so administration can give their expectations, and in addition, the mentee can feel more comfortable asking the admin questions and share their successes."

Fargo 1
"The program is well run and the information is shared in a positive and easy to use way. It is nice to have so many forms and pieces of information for conversations, etc.. right at our fingertips."

Barnes County North 7
"I hope this program continues... we need new teachers coming into the field, as well as we need to keep the ones we have."

Mapleton 7
"2nd year mentoring is so important! It was great to see these teachers grow in academics this year! 1st year mentor has a heavy focus on classroom management, so seeing teachers grow in lesson plans,standards, assessing, and academics in their 2nd year has been so amazing!"

West Fargo 6
"The ND Rise Mentoring Program is very beneficial to beginning teachers. The support provided greatly helps beginning teachers as they are new to the profession and the building. There is no way to have all of their questions answered through new teacher training that happens at the beginning of the school year, and they need support as they go through the year."

Milnor 2
"I was impressed with the initial training. I feel like my classroom instruction also improved due to mentoring."

West Fargo 6
"Thank you for having the online version for the first time as a mentor class and helping me through this program. It helped me attach a "why" again to what I am doing each day with the students."

Jamestown 1
"The ND Rise Mentoring Program is monumental for a 1st year teacher. The amount of support given and knowing there will be a trusted and reliable "go to" for questions and guidance, develops confidence within the first year teacher. The rigorous expectations in our Public Schools today have increased and I can not imagine a first year teacher navigating this alone without the ND Rise Mentor Program."

Belfield 13
"I think it is very helpful for 1st year teachers. I'm not sure my mentee would have signed to come back next year without it."

Bismarck 1
"I think this is such a valuable program. Thank you for all you do!"

Milnor 2
"I truly wish this program would've been implemented in the school that I started out in. This program has not only helped first year teachers, but also helped me as a teacher. I love getting new ideas from them and bouncing ideas back and forth. It's a great way to build a long-lasting relationship with my mentees, so they feel comfortable coming to me with any questions in the future."

Wahpeton 37
"I loved being a mentor. I am retiring this year, and I will truly miss this program. Thank you for allowing me these wonderful opportunities. It is SO important to support our new teachers."

Bismarck 1
"Thank you for this opportunity, this program has allowed for a greater depth of development and I believe it is a huge benefit."

West Fargo 6
"As always, the mentoring program is a valuable resource and asset to not only new teachers, but also to mentors. Thank you for allowing me this experience."

TOP 4 FOCUS POINTS

During One On One Conferences

- Classroom Environment and Management (Establishing Respect, Rapport, and a Culture for Learning; Managing Classroom Behavior and Procedures)
- Professional Responsabilities (Reflecting on Teaching, Maintaining Records, Communicating with Families, Professional Developement)
- Classroom Instruction (Developing Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment to Guide Instruction
- Planning and Preparing for Instruction (Developing my Understanding of Content, Students, and Resources; Designing Coherent Lessons and Assessments)



Beginning Teacher Feedback

A survey of 161 beginning teachers from 2024 showed positive reviews of the program.

TESTIMONIALS

Fargo 1
"My mentor was invaluable in helping me navigate my first year of teaching."

Fargo 1
"This program creates and establishes an incredible foundation for beginning teachers. I'm excited to complete my second year in this program."

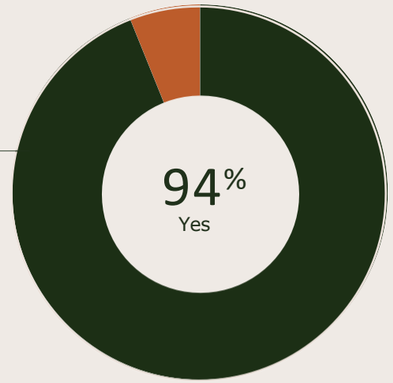
Grand Forks 1
"This was a much better experience than what I had in my first position in a different district within the state. I was paired with a teacher that knew nothing about my content or classroom environment and received minimal help.My experience this year was much better and beneficial!"

Menoken 33
"I think the structure you have set up holds us all accountable. It's so easy to let things go another day or another week but having a timeline to get tasks done is necessary."

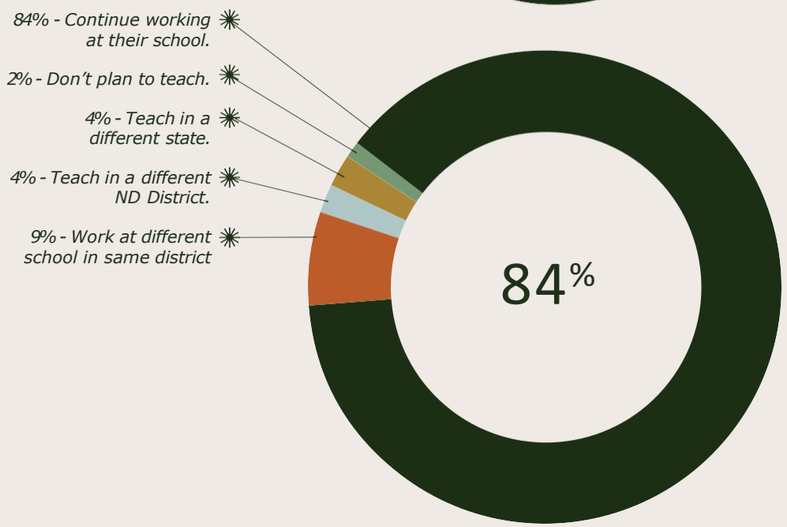
Minot 1
"As overwhelming as the first year is, having a mentor is such a blessing. I don't know what I would have done without my mentor."

Jamestown 1
"The mentoring program helped me tremendously. It formed me into a better teacher and a better person!"

94% of beginning teachers felt they received adequate support from their mentor.



Next year's plan for beginning teachers



Grand Forks 1
"I really enjoyed being a part of the program. It has made me feel more comfortable and feel okay to not be perfect in what I do."

Maddock 9
"This program is beyond wonderful. I think every first, second year teacher should be enrolled in this program."

Bismarck 1
"I enjoyed my time in the program. I felt like having that mentor teacher to go to is essential as a first and second year teacher."

Williston
"This program was a big help. I'm naturally shy (even as an adult) and asking other teachers to sit and talk with me about my teaching and the profession, in general, is intimidating. I don't want to waste anyone's time. It's not a waste of time, though. The NDTSS Mentoring Program gives new teachers permission to "bug" experienced teachers, to get to know the profession and coworkers better, and to strengthen the knowledge and the teaching team. It's a helpful program and can only serve to strengthen the ND education system."

MENTORING PROGRAM SUCCESSES:

- Enrollment continues to increase yearly
- Over 4,000 new teachers and their mentors supported to date

Expansion in 2022-2023:

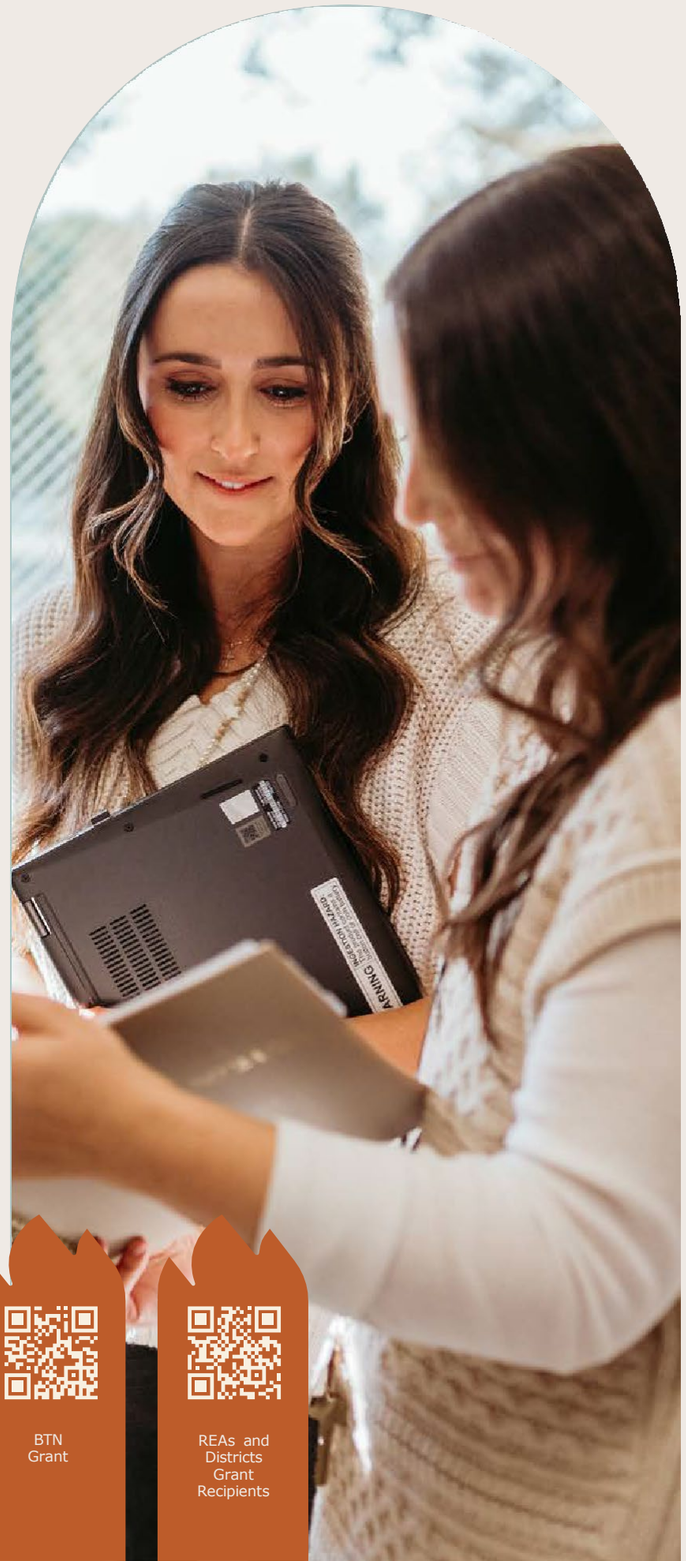
- Enrollment open to 1st and 2nd year teachers
- Offered additional learning opportunities
- Enrollment doubled (number includes both 1st and 2nd year teachers)

Coaches Academy

- Over 700 graduated ND Instructional Coaches
- Continued Learning Opportunities offered each year

Beginning Teacher Networks:

- Provided Grants through ND RISE
- Facilitated by REAs and Districts
- Supplement to one on one mentoring- includes new teachers to region/district, up to 5 years of teaching, offers region specific support.



Onboarding Playbook

Welcome To Teaching

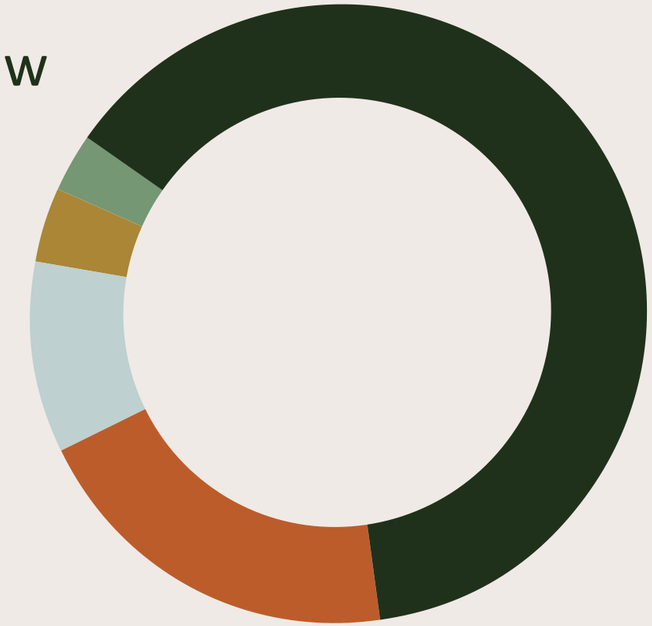
BTN Grant

REAs and Districts Grant Recipients

Financial Overview

% Per Budget

- 63.1% - Mentor stipends
- 19.82% - Staff and administrative costs
- 10.09% - Coaches Academy and beginning teacher professionla development
- 4.01% - Mentor training and professional development
- 2.78% - Technology data and record keeping



BEGINNING TEACHERS NETWORK GRANTS

REA or District	Ammount Granted 2023-2024	Ammount Granted 2024-2025
WERC	$10,250	$7,750
LRSE	$4,320	$4,990
BPS	$16,550	$9,625
SEEC	$9,625	$5,250
NCEC	$6,500	$6,500
FPS	$10,397	$13,887
NESC	$5,865	$5,875
CREA	Did Not Apply	$4,500
WFPS	$18,625	$18,625
RRVEC	$5,854	$4,000
NCEC Supporting Overseas Teachers	Not Applicable	$6,500
Total Awarded	**$87,986**	**$87,502**

Challenges and Lessons Learned

The challenge of offering supports that are flexible yet structured remains at the heart of our decisions. We strive to be able to be implemented in a variety of settings yet keep the rigor that has allowed for an impact on teacher retention.

We are also focused on the challenge of continuing to offer up to date training and materials. We are continuously looking for ways to improve the experiences our mentors, coaches and beginning teachers receive while engaging in our programming and training.

Future Goals and Plans

The Governor appointed Teacher Retention and Recruitment Task Force recommends the legislature fund a graduated mentorship through ND RISE for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and beresults-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession. Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies, and better classroom management. ***Data indicate that teachers who participate in the North Dakota Retaining, Inspiring, and Supporting Educators (ND RISE) have higher retention rates compared to teachers not in the program.*** Expansion of the ND RISE Mentoring Program will offer the necessary support to new teachers who are developing their presence in the classroom and allow mentor teachers an opportunity to gain a leadership role. The mentoring partnership fosters a supportive school climate, enhances job satisfaction and increases the likelihood of new teachers to stay in the educational field.

PROGRAM FUNDING & PARTICIPATION

Biennium	Amount Granted	Additional Funding	Number of Beginning Teachers	Number of Districts
2009 - 2011	$2,300,000	$0	246	40
2011 - 2013	$2,300,000	$0	457	61
2013 - 2015	$2,300,000	$0	655	77
2015 - 2017	$2,700,000	$0	686	71
2017 - 2019	$2,050,000	$0	646	69
2019 - 2021	$2,125,764	$0	681	71
2021 - 2023	$2,125,764	$1,366,348	1024	117
2023 - 2025	$2,500,000	$1,366,348	1388	101

Requested funding for the 2025-27 Biennium

If ND RISE is expanded to include teachers in their third year, as recommended by the Task Force, a fully funded, graduated mentorship program would require $4.8 million.

This $4.8 million would:

- Allow us to provide mentoring for all first, second, and third-year teachers, as well as those transitioning into new roles at any public or non-public school in North Dakota.

- Ensure full funding of Beginning Teacher Network Grants to supplement mentoring efforts through REAs and districts.

- Provide necessary professional development for instructional coaches, mentors, and beginning teachers, fostering teacher leadership, and enhancing effectiveness.

- Continue to positively impact teacher retention, job satisfaction, and overall teacher quality.

January 16, 2025

Chairman Nathe and Members of the Committee,

My name is Marijke Leibel and I am the Assistant Coordinator for the ND RISE State Mentoring Program.

Since beginning this position over six years ago, I have conducted an annual teacher retention study comparing retention rates between teachers who are mentored in the state mentoring program and teachers who are not. The longitudinal study starts during the academic year 2009-2010, which is also the inaugural year of the North Dakota Teacher Support System. Since the program began, the retention study consistently suggests that mentoring has a positive impact on teacher retention in North Dakota (North Dakota Teacher Support System, 2020).

For my part of this testimony, I am going to dig into the retention data and invite your questions as I go through the upcoming slides. My retention study explores several aspects of retention and the full report can be found on the ND RISE website under “North Dakota Teacher Retention Report, March 2024”.

The main points we have learned from analysis of the data are:

- According to all aspects in the study, teachers who are mentored in ND RISE are retained at a higher average rate than teachers who are not in the program.
- By years of experience, ND RISE teachers have a greater rate of retention.
- Cumulatively, ND RISE has had more teachers who stay in the classroom over the past 13 years when compared to Non-ND RISE teachers.
- ND RISE has more teacher “stayers” (consistency in MISO3 employment record) and less teacher “leavers” (no longer reported as employed in a school in the MISO3).

We know from research and anecdotal data that teacher retention has a positive impact on school climate, community relationships, employee satisfaction, and student success (Jacobson et al., 2020). These points are why it is important for structures to be intentionally placed in schools and districts to increase the capacity of teacher knowledge, skills, and effectiveness and support the retention of new teachers. A list of references is included in the written submitted testimony.

Thank you for your consideration and I am happy to answer your questions.

Marijke Leibel, Ed.D
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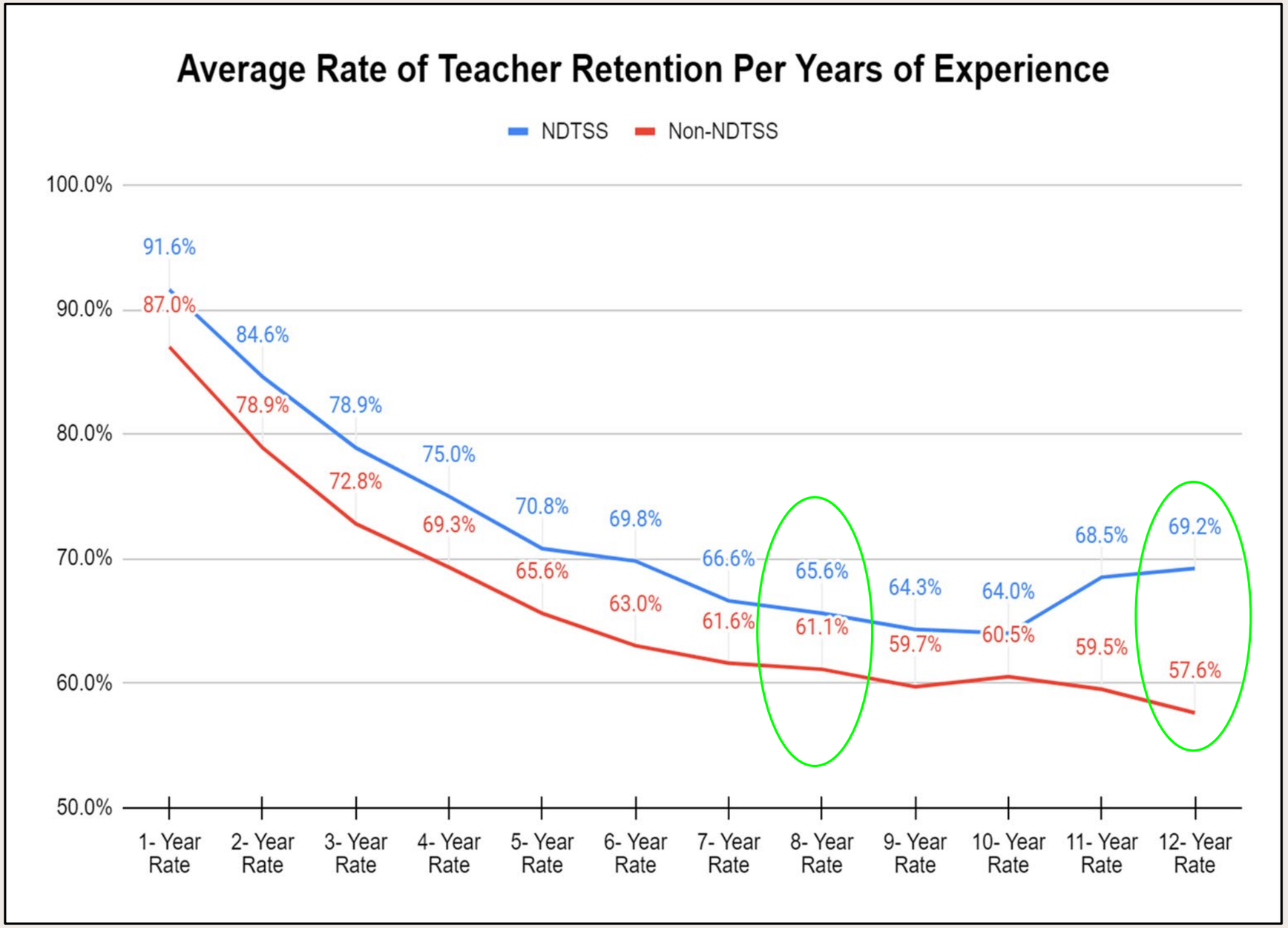
North Dakota
Teacher Retention Study
2024-25

ND Teacher Retention: Main Points

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program.

- **Years of Experience**
  - ND RISE has a higher retention rate each year.
- **Cumulative Retention**
  - ND RISE has a greater retention average over the past 13 years.
- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers compared to Non-ND RISE.



Retention by YOE

- ND RISE teachers are consistently retained at a higher rate than Non-ND RISE teachers.
- Differences between the two groups ranges from 3.5% (10-year rate) and 11.6% (12-year rate).
- For ND RISE teachers, the retention rate increases in year 11, but the Non-ND RISE teachers demonstrate a steady decrease in retention.

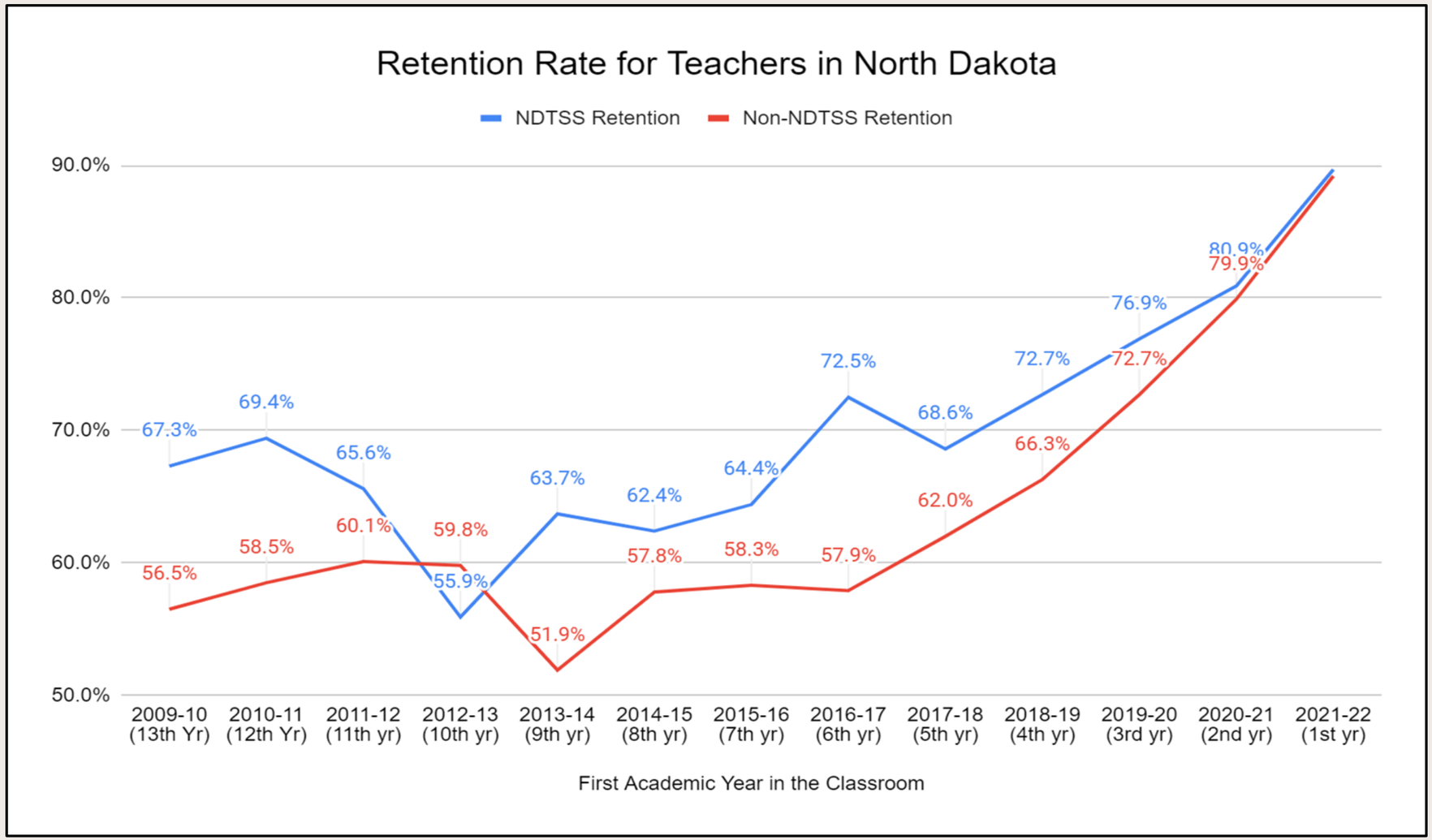
Page 6

Attrition Percentage Difference by Year of Experience						
	NDTSS	% Difference by Year	% Attrition Since Year One	Non-NDTSS	% Difference by Year	% Attrition Since Year One
1- Year Rate	91.6%	8.4%	8.4%	87.0%	13.0%	13.0%
2- Year Rate	84.6%	7.0%	15.4%	78.9%	8.1%	21.1%
3- Year Rate	78.9%	5.7%	21.1%	72.8%	6.1%	27.2%
4- Year Rate	75.0%	3.9%	25.0%	69.3%	3.5%	30.7%
5- Year Rate	70.8%	4.2%	29.2%	65.6%	3.7%	34.4%
6- Year Rate	69.8%	1.0%	30.2%	63.0%	2.6%	37.0%
7- Year Rate	66.6%	3.2%	33.4%	61.6%	1.4%	38.4%
8- Year Rate	65.6%	1.0%	34.4%	61.1%	0.5%	38.9%
9- Year Rate	64.3%	1.3%	35.7%	59.7%	1.4%	40.3%
10- Year Rate	64.0%	0.3%	36.0%	60.5%	-0.8%	39.5%
11- Year Rate	68.5%	-4.5%	31.5%	59.5%	1.0%	40.5%
12- Year Rate	69.2%	-0.7%	30.8%	57.6%	1.9%	42.4%

Attrition

- After the first two years of teaching, the percentage change is less each year until year 10 for Non-ND RISE and year 11 for ND RISE teachers.
- Non-ND RISE teachers experience a small increase in retention (.8%) in year 10 and decreases again until year 12.
- The rate of attrition for ND RISE teachers begins to plateau at year 10 and retention percentage increases during the 11th and 12 years.
- **There is critical need for building a stronger net of support during a teacher's first years in the classroom.**

ND Teacher Cumulative Retention Rate



- The cumulative retention rate sample includes all teachers who began their teaching career starting in 2009-2010 and adding to the sample each year.

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Stayers, Returners & Leavers Data for 2022-23 School Year						
	NDTSS "Stayers"	Non-NDTSS "Stayers"	NDTSS "Leavers"	Non-NDTSS "Leavers"	NDTSS "Returners"	Non-NDTSS "Returners"
2009-10	54.5%	45.2%	35.5%	43.5%	10.0%	11.2%
2010-11	55.0%	44.7%	32.4%	41.8%	12.6%	13.5%
2011-12	53.5%	45.8%	36.9%	43.1%	9.6%	11.1%
2012-13	46.1%	44.6%	44.1%	41.4%	9.8%	14.0%
2013-14	56.6%	45.0%	36.3%	48.1%	7.1%	6.9%
2014-15	56.7%	48.1%	37.6%	42.4%	5.6%	9.5%
2015-16	57.8%	51.1%	35.6%	41.7%	6.6%	7.2%
2016-17	66.7%	52.8%	27.5%	42.1%	5.8%	5.1%
2017-18	65.1%	55.6%	31.4%	38.0%	3.5%	6.3%
2018-19	69.1%	60.7%	27.3%	33.4%	3.6%	5.9%
2019-20	73.4%	71.5%	23.1%	27.3%	3.5%	1.1%
2020-21	80.5%	77.7%	19.1%	19.8%	0.3%	2.5%

Findings

- The percentage of stayers for individual school years was **consistently greater in the ND RISE group of teachers.**
- The percent difference between stayers identified as ND RISE and Non-ND RISE ranges from 13.9% (2016-17) and 1.5% (2012-13) with **all differences in favor of ND RISE teachers**.

ND Teacher Retention Summary

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program according to:

- **Years of Experience**
  - ND RISE has a higher retention rate each year.

- **Cumulative Retention**
  - ND RISE has a greater retention average over the past 13 years.

- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers.

North Dakota Teacher Retention Report,
March 2024

Teacher retention is essential to positive school culture, community relationships, and student success. Studies consistently demonstrate the importance of support of teachers early in their education career (Foster, 2023; Helmke, 2022). Mentoring and comprehensive induction programs for beginning teachers play an important role in recruiting and keeping teachers in the classroom.

North Dakota has a unique approach to supporting new teachers. The NDTSS State Mentoring Program is a statewide mentoring and instructional coaching program that prioritizes the physical, mental, emotional, and social needs of new teachers. In addition, the NDTSS State Mentoring Program builds capacity in educational leaders through the offering of numerous state-funded professional learning opportunities.

The NDTSS State Mentoring Program conducts an annual teacher retention study comparing retention rates between teachers who are mentored in the program and teachers who are not. The longitudinal study starts during the academic year 2009-2010, also the inaugural year of the North Dakota Teacher Support System. Since the program began, the retention study suggests that mentoring has a positive impact on teacher retention in North Dakota (North Dakota Teacher Support System, 2020).

In May 2024, the North Dakota Teacher Support System updated their name to ND*RISE*: Retaining, Inspiring, and Supporting Educators. Since this retention study was updated in March 2024, the name will remain NDTSS in this report. Future reports will reflect the name change to ND*Rise*.

This quantitative report presents numbers and percentages of the retention of licensed educators aggregated by participation in the NDTSS. The sample includes teachers, instructional coaches, strategists, directors of school and district programs, and administrators who are found in the North Dakota education state database MISO3.

Introduction

As defined by the North Dakota Department of Public Instruction in the *Instructional Manual for CompletIng MISO3 Personnel Forms*, “all contracted professional educational staff members working in North Dakota schools must complete an MIS03 (SFN 9111) form” (North Dakota Department of Public Instruction, 2023). The population of this study is the compilation of teachers in North Dakota taken from the MISO3 form.

Personnel in the following educational settings are required to annually complete the MISO3 form: public schools, career and technology academies, BIE schools, special education units, state institutional schools, and nonpublic schools. Educators who are classified as professional educational staff members are included in this retention report if their first year of reported teaching occurred in the 2009-2010 school year or thereafter.

For the purpose of this study, nonpublic school educators are excluded in the sample size until the academic year 2022-2023. Prior to 2022-2023, nonpublic school educators were not permitted to participate in the NDTSS State Mentoring Program per state century code (N.D.C.C 15.1-18.2-07).

First-year teachers are the focus of the retention study. A first-year teacher is defined as a contracted professional educational staff member who reported zero or one year of experience on the MISO3 form during the timespan of the study and has no prior reported employment on the MISO3 as determined in NDTeach (Figure 1). Although the instruction manual for completing the MISO3 states, “A staff member employed for the first time would enter a 0 in this block” (DPI, 2023, p. 4), new teachers often are entered with a 1 in years of experience. This trend was discovered by the NDTSS when comparing state teacher retention data using the MISO3 and NDTeach. To increase the reliability of the retention statistics, all teachers who indicated zero and one of experience on the MISO3 are deemed first-year teachers and cross referenced in NDTeach. If previous experience is found in NDTeach, the teacher is removed from the study.

Figure 1

First- Year Contracted Professional Education Staff Members by Academic Year 2009-2010 to 2021-2022

Academic Year	NDTSS *n*	Non-NDTSS *n*	NDTSS & Non-NDTSS *N (total)*	Percentage of First-Year Teachers who were mentored in the NDTSS
2009-10 (13th year)	110	356	466	23.6%
2010-11 (12th year)	111	371	482	23.0%
2011-12 (11th year)	157	288	445	35.3%
2012-13 (10th year)	256	336	592	43.2%
2013-14 (9th year)	267	389	656	40.7%
2014-15 (8th year)	319	296	615	51.9%
2015-16 (7th year)	303	362	665	45.6%
2016-17 (6th year)	291	335	626	46.5%
2017-18 (5th year)	255	284	539	47.3%
2018-19 (4th year)	333	356	689	48.3%
2019-20 (3rd year)	286	355	641	44.6%
2020-21 (2nd year)	298	278	576	51.7%
2021-22 (1st year)	331	342	673	49.2%
Cumulative *N*	3317	4348	7665 (average 590 per academic year)	43.3%

Study Sample

Data collected during the academic years starting in 2009-2010 show that North Dakota averages 590 (589.6) first-year teachers each year (Figure 2). It is important to note that the NDTSS State Mentoring Program began in the spring semester of 2009-2010. Data analyzed in this report represent numbers and percentages occurring during and after the 2009-2010 academic year.

Participation in the NDTSS State Mentoring Program is optional. The percentage of first-year teachers participating in the NDTSS varies each year with an average of 43.3% over 13 years. Participation in the program was limited due to funding until 2022-2023. A GEER II award was granted by the Governor of North Dakota in 2022 allowing the ND*RISE* to keep enrollment open to all first-year teachers. Additionally, in 2022-2023, the NDTSS expanded the mentoring program to both first- and second-year teachers. Data will be collected to demonstrate the

impact of the expansion of the program on teacher retention as the data for upcoming school years are reported.

Factors Influencing Teacher Attrition

Several factors influence a teacher's choice to stay, return to, or leave the classroom. Identifying reasons that teachers leave is complex and not always reliable. Teachers may leave the classroom for another career choice, to care for family members, to seek educational employment outside of the school system, or due to retirement. Examples of factors that contribute to teacher attrition in North Dakota are further explored in this section.

North Dakota welcomes many new teachers each year into the state from other countries. These teachers work with different organizations to obtain either H1B or J1 Visas. The H-1B Program works with individuals outside of the United States to grant non-immigrant visas to individuals who are seeking employment within a specialized field (U.S. Department of Labor, 2024). Exchange Visitors (or J-1 classification) is a program for "those who intend to participate in an approved program for the purpose of teaching, instructing or lecturing…" (U.S. Citizen and Immigration Services, 2024).

While international teachers play a role in helping with the issue of teacher shortage, other challenges may arise. These teachers are often limited in the amount of years they can teach in the United States before returning to their home country. Although the NDTSS supports many international teachers, the number of teachers not in the program during their first year is unknown. By providing additional and intentional support during the first years of teaching in the US, administrators may be more likely to retain international teachers.

Another factor relies on outside of school and district education employment opportunities. As educators gain experience in the classroom they are often presented with other leadership opportunities in education. When a teacher relocates to a position at a Regional Education Association (REA), higher education institute, government office, or other role in education, they are no longer included in the MISO3 and are tagged as leavers. Following up with leavers is difficult because school email addresses are most frequently reported in NDTeach. When a teacher leaves a school or district, the teacher's school email address is no longer in service.

Retirement is also a factor in teacher attrition and is much easier to track than previously described factors. For this study, the most experienced participants would have a maximum of 13 years of experience (first year of teacher employment in the 2009-2010 academic year). Therefore, retirement is not a known factor for attrition in the data presented in this report.

North Dakota educational leaders are looking for strategies to recruit and retain teachers. Unconventional pathways into the classroom have been established to help with teacher shortage, with a steady increase in permit or alternative licensure programs in the past few years. Programs often allow a teacher to work on a permit or alternate license for a specific number of years (usually two years) while earning credit toward a certification. All new teachers

who enter the classroom with alternate access are required to enroll in the NDTSS Mentoring Program. While many fulfill their commitment, some teachers do not complete the programs and leave the profession.

Contacting teachers who are considered leavers may provide more insight into why a teacher left the classroom or left the field of education altogether. To increase the reliability of the retention study and to be consistent with the purpose of the study, the NDTSS did not attempt to contact leavers. However, the NDTSS conducts an end-of-the-year program survey and asks for the intentions of new teachers regarding renewing or terminating teaching contracts into the following school year. This data is presented in the analysis section.

Methodology

The purpose of this study is to collect and analyze new teacher retention data from the state of North Dakota to determine the impact of early career teacher support in keeping teachers in classrooms in the state.

The quantitative data were aggregated to show a comparison of teacher retention based on participation or lack of participation in the NDTSS Mentoring Program. This study follows teachers who began their teaching career during the 2009-2010 through the 2022-2023 academic year.

To generate the research sample, the MISO3 annual report is collected from the North Dakota Department of Public Instruction. All educators on the MISO3 regardless of their year(s) of experience are included in the initial research population.

In order to determine the number of first-year teachers for individual years, teachers reporting zero or one year of experience are extricated from the MISO3 database and considered the secondary research population.

Teachers in the secondary population are coded in the following areas: public or nonpublic school educators, reported no previous experience in NDTeach prior to their zero or one year of experience on the MISO3, and participation in the NDTSS Mentoring Program. Nonpublic educators and those with previous experience are excluded from the sample.

The final sample is composed of two groups: first-year teachers who were enrolled in the NDTSS Mentoring Program and first-year teachers who were not enrolled in the NDTSS Mentoring Program. To determine the groups, the NDTSS utilizes the program Access database to consider teachers as “NDTSS”. Teachers who are not included in the NDTSS database are coded as “Non-NDTSS”.

NDTSS and Non-NDTSS teachers are searched for within NDTeach to verify their retention status for all years starting from their first-year of teaching until present. Teachers who are on a school contract are coded with “yes” and those not on contract are coded as “no”. Retention

rates and other statistical variables are calculated with regard to this data. Variables and inferences are further explored in the analysis section.

In addition to the data collected from the MISO3 and NDTeach, the NDTSS utilized a third party organization (Kickup) to survey NDTSS teachers regarding their intentions for the following school year. Data have been collected from May 2022 and May 2023. The analysis is included in this study.

Limitations

Several factors impact the validity and reliability of teacher retention data. The following limitations have been identified in this study.

1. Data reported in the MISO3 form are subject to human error. The MISO3 and NDTeach databases are updated by school personnel and information can be erroneous. To reduce the limitation, the NDTSS cross references the MISO3 data with NDTeach. Only teachers who have indicated zero or one year of experience and have no previous experience reported in the database are included in the study. This expectation is applied to both NDTSS and Non-NDTSS teachers.
2. The ratio between NDTSS and Non-NDTSS participants is greater during the first three years of programming. On average, 43.3% of new teachers over the past 13 years participated in the NDTSS Mentoring Program as a new teacher. Data may be skewed due to the difference in NDTSS and Non-NDTSS sample size. To moderate this limitation, the NDTSS has compiled data from 13 years, providing a large overall sample size of 7665.
3. Previous retention studies focused on cumulative teacher retention rates for all new teachers from 2009-10 until 2022-2023. Inferences can be made using the data, but a deeper dive into individual school years and years of experience presents a more comprehensive picture. This retention study offers various perspectives with different variables to provide a more accurate portrayal of teacher retention in North Dakota. This study only targets teachers beginning their teaching career in North Dakota from 2009-2010 to 2022-2023.

Analysis

Data were compared using three distinct variables: Retention rate determined by number of years of experience, cumulative retention average for all new teachers from the 2009-2010 school year until 2022-2023, and the percentages of “stayers”, “returners”, and “leavers” differentiated by academic year. Each identifier provides a different perspective of teacher retention rates.

Average Rate of Teacher Retention Per Years of Experience

Due to the complexity in calculating teacher retention, the NDTSS aggregated the data to show trends in attrition. One analysis based findings on the retention rate of teachers according to the number of years of experience. Findings represent the average teacher retention with one

year of experience, two years of experience, three years of experience, and so forth. This approach allows for targeted analysis of individual years of data thus providing data on critical support years for new teachers (Figure 2).

The graph in Figure 2 illustrates the difference in retention rate between teachers who participated in the NDTSS Mentoring Program during their first year of teaching and teachers who did not. Data points indicate the percentage for NDTSS (blue line) and Non-NDTSS (red line).

Figure 2

Average Rate of Teacher Retention Per Years of Experience

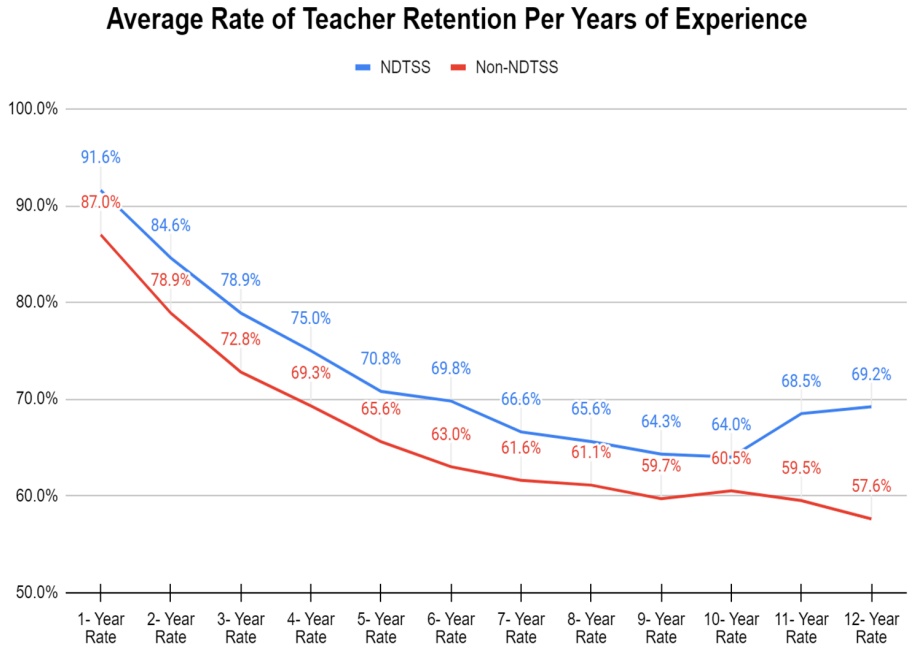


Figure 2 represents the data from the one-year retention rate to the 12-year retention rate. Teachers are considered retained in the first year if they have two consecutive employment records in NDTeach. For example, Teacher A has an employment record stating zero years of experience for the 2009-2010 academic year and one year of experience for the 2010-2011 academic year. Teacher A is considered retained during their first year of teaching. Teacher B has an employment record stating zero years of experience for the 2009-2010 academic year, but has no employment record in 2010-2011. Teacher B is not considered a retained teacher.

According to the MISO3 and NDTeach, teachers who are mentored in the NDTSS are consistently retained at a higher rate than Non-NDTSS teachers. The difference between the two groups ranges from 3.5% (10-year rate) and 11.6% (12-year rate). After 8 years of

experience, a gradual plateau is evident. For NDTSS teachers, the retention rate increases in year 11, but the Non-NDTSS teachers demonstrate a steady decrease in retention.

Attrition Percentage Change by Year of Experience

The attrition percentage change was also analyzed by academic year and teacher's participation in the NDTSS (Figure 3). For the first data set, the retention rate for NDTSS and Non-NDTSS was subtracted from 100% to determine the rate of change from total number of teachers to the number of teachers who reported renewing their contract into the second year of teaching. The yearly rate is then subtracted from the previous yearly rate to find the next percentage difference by year. This formula was continued into year 12.

To determine the percent attrition since year one, the retention rate by year of experience was subtracted by 100%. The same formula was used to determine the percent change for individual years until year 12. The data in the set represent the attrition rate by year of experience.

The data were used to look for emerging patterns, plateaus, peaks and valleys, and differences between NDTSS and Non-NDTSS teachers. Analysis of this data can provide valuable information to induction programs in order for them to target interventions to specific years and groups.

Figure 3

Attrition Percentage Difference by Year of Experience

Attrition Percentage Difference by Year of Experience						
	NDTSS	% Difference by Year	% Attrition Since Year One	Non-NDTSS	% Difference by Year	% Attrition Since Year One
1- Year Rate	91.6%	8.4%	8.4%	87.0%	13.0%	13.0%
2- Year Rate	84.6%	7.0%	15.4%	78.9%	8.1%	21.1%
3- Year Rate	78.9%	5.7%	21.1%	72.8%	6.1%	27.2%
4- Year Rate	75.0%	3.9%	25.0%	69.3%	3.5%	30.7%
5- Year Rate	70.8%	4.2%	29.2%	65.6%	3.7%	34.4%
6- Year Rate	69.8%	1.0%	30.2%	63.0%	2.6%	37.0%
7- Year Rate	66.6%	3.2%	33.4%	61.6%	1.4%	38.4%
8- Year Rate	65.6%	1.0%	34.4%	61.1%	0.5%	38.9%
9- Year Rate	64.3%	1.3%	35.7%	59.7%	1.4%	40.3%
10- Year Rate	64.0%	0.3%	36.0%	60.5%	-0.8%	39.5%
11- Year Rate	68.5%	-4.5%	31.5%	59.5%	1.0%	40.5%
12- Year Rate	69.2%	-0.7%	30.8%	57.6%	1.9%	42.4%

NDTSS teacher retention decreased 8.4% to a retention rate of 91.6% from year zero to year one (Figure 3). Non-NDTSS teacher retention rate decreased by 13.0% to an average retention rate of 87.0% during the same timeframe.

Notably, the greatest change in retention rate occurred during the first year of teaching, with the second largest drop in retention being between the first and second-year of teaching with NDTSS having a 7.1% decrease and Non-NDTSS having a decrease of 8.0% (Figure 3).

After the first two years of teaching, the percentage change is less each year until year 10 for Non-NDTSS and year 11 for NDTSS teachers. Non-NDTSS teachers experience a small increase in retention (.8%) in year 10 and decreases again until year 12 (the final year included in this study). The rate of attrition for NDTSS teachers begins to plateau at year 10 and retention percentage increases during the 11th and 12 years. This finding suggests the critical need for building a stronger net of support during a teacher's first years in the classroom in order to address new teacher turnover.

By all measures, retention according to years of experience indicates a higher percentage for teachers in the NDTSS Mentoring Program. An inference can be made that if all new teachers in North Dakota participate in the Mentoring Program, more teachers over the past 13 years would currently be teaching in the classroom today. Retaining more teachers would arguably benefit schools and districts financially, socially, and academically.

Cumulative Retention Rate for Teachers in North Dakota

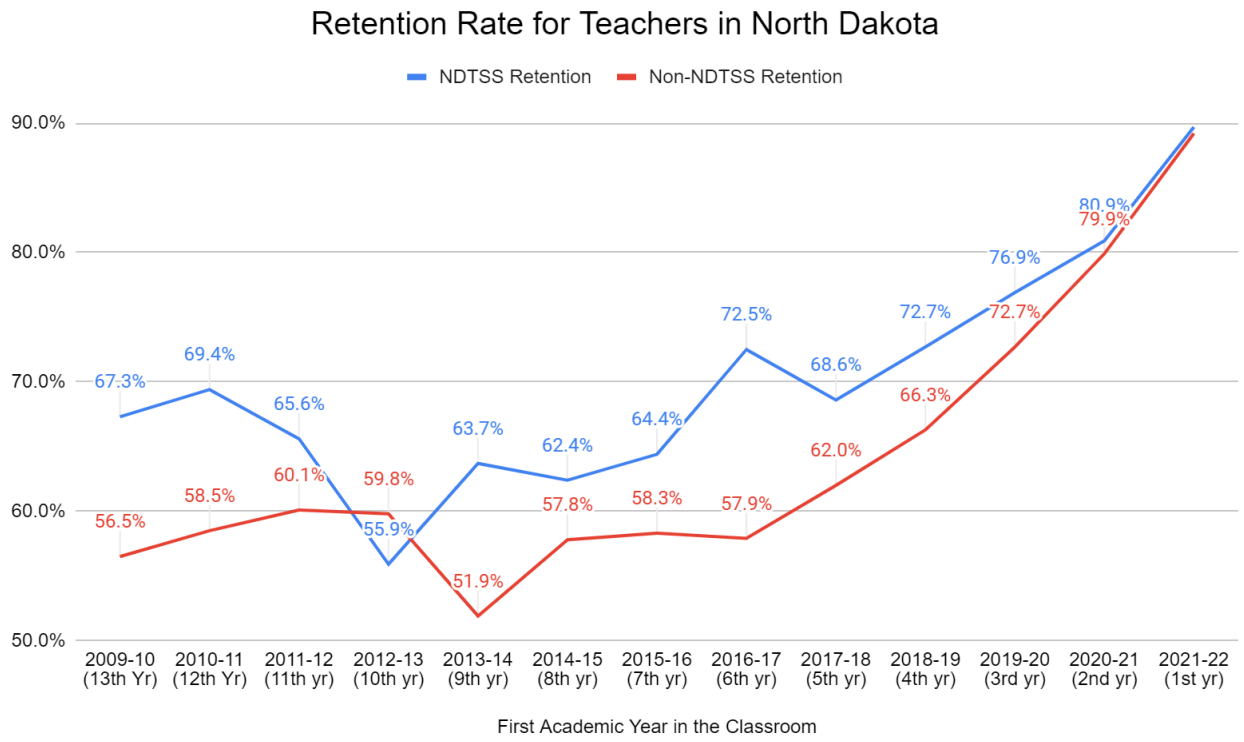
Teacher retention can be viewed in many ways and analyzed to show long or short-term trends. The cumulative retention rate sample includes all teachers who began their teaching career starting in 2009-2010 and adding to the sample each year. The study's sample is the sum of new teachers from 2009-2010 until 2022-2023 (Figure 4; Appendix A).

The limitation of this variable is that the retention rates are comparing teachers of different years in one chart. At first glance the graph seemingly demonstrates an increase in retention rate within the last four years of the study; regardless, time plays a role in this analysis. New teachers represented in the years on the right side of the graph have had less years of experience. Referring back to Figure 2, it should be noted that the overall retention rate per years of experience naturally decreases with time.

The drop in retention rate during years 2010-2011 through 2014-2015 is noteworthy. However, the data plots show retention at that moment in time, not taking into consideration the teachers who leave and return to the classroom. This variable is addressed in the next section.

Figure 4

Cumulative Retention Rate for Teachers in North Dakota



Stayers, Returners, and Leavers

Using the same sample of teachers, retention rate was determined based on consecutive years of educational experience. Three groups were created using the identifying terms: stayers, returners, and leavers. Percentages were calculated with respect to the groups (Figure 5).

Stayers are teachers who began their teaching career during or after the 2009-2010 academic year and have consecutive school or district employment reported in NDTeach. Stayers may be classroom teachers, instructional faculty, administrators, or another licensed position within a school or district.

Returners are educators who began their teaching career during or after the 2009-2010 academic year and have at least a one year gap in their school or district employment as reported in NDTeach. These educators have returned to teaching and were currently employed in a North Dakota school or district in the 2022-2023 school year. Returners are considered retained for the 2022-2023 school year, but were considered not retained during the year or years they did not report employment in NDTeach.

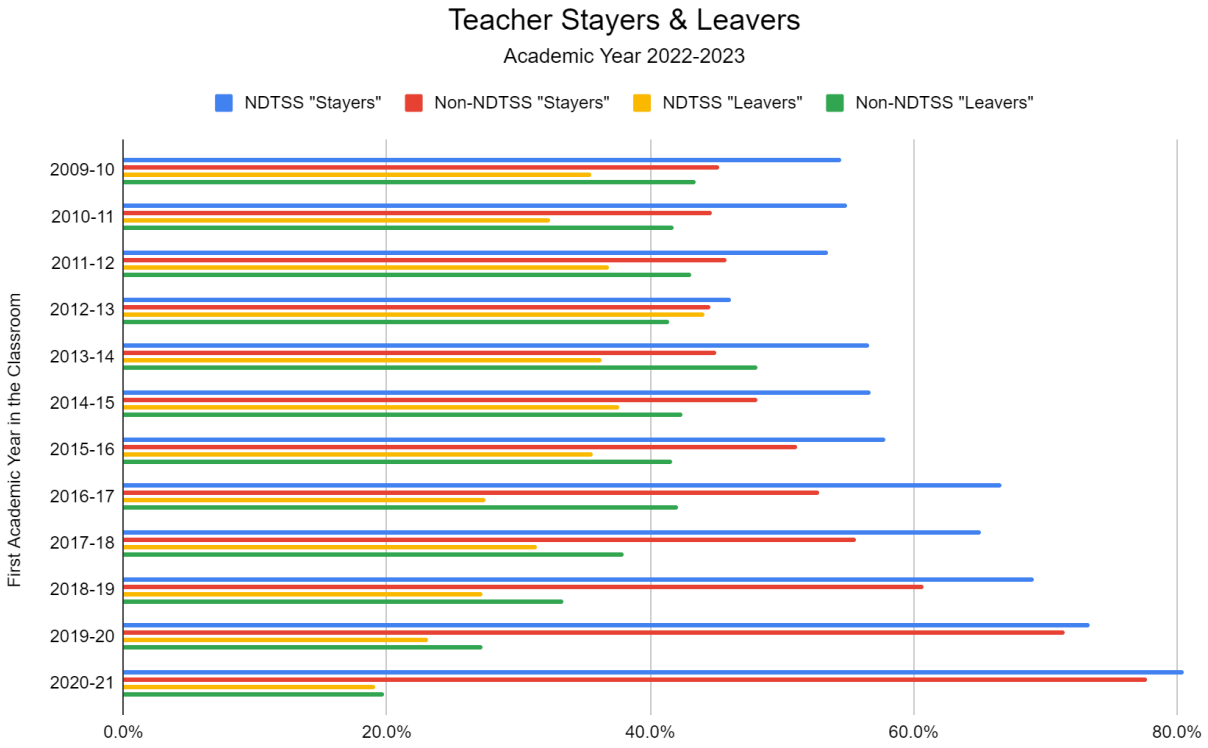
Leavers are defined as educators whose first year of teaching was during or after the 2009-2010 academic year and who are no longer teaching in the 2022-2023 school year. Leavers are considered not retained.

According to the MISO3 and NDTeach, the percentage of stayers for individual school years was consistently greater in the NDTSS group of teachers (Figure 5). The percent difference between stayers identified as NDTSS and Non-NDTSS ranges from 13.9% (2016-17) and 1.5% (2012-13) with all differences in favor of NDTSS teachers.

For each year in the study, the percentage of leavers is greater for the Non-NDTSS group with the exception of 2012-2013.

Figure 5

Stayers and Leavers



Additional Data

The NDTSS Mentoring Program conducts an end-of-the-year survey with its stakeholders. The survey compiles rich qualitative and quantitative data about the perceived effectiveness, efficiency, and organization of the program. Questions are directed to various stakeholders including administrators, legislators, mentor teachers, instructional coaches, and new teachers.

In addition to questions based on program impact, the survey asks for the new teachers to share their teaching plans for the following year (Appendix C). Data show that 98.31% in (2022) and 89.24% (2023) of new teachers in the NDTSS Mentoring Program reported they planned to continue teaching into their second year. Data were not collected from new teachers not in the NDTSS Mentoring Program. Future surveys are planned to include Non-NDTSS teachers if the data is available.

Findings

Drilling down the data allows educational leaders to identify trends and gaps that may imply areas of need for supporting new teachers. While this study emphasizes the quantitative data of teacher retention in North Dakota, it is critical to note the importance of qualitative data as well. Adding qualitative data is a suggestion for future consideration.

Emerging Themes

Themes emerging from this longitudinal retention study are similar to past retention studies conducted by the NDTSS. The current study adds different perspectives and includes variables not analyzed previously. The following themes were identified.

Data Implies Teacher Mentoring through the NDTSS Contributes to Teacher Retention

To gain a more comprehensive perspective of teacher retention in North Dakota, the data were analyzed in various ways. The major finding in this study is that teachers who are in the NDTSS Mentoring Program are consistently retained at a higher rate in comparison to Non-NDTSS teachers. The Figures and Appendices in this study provide a closer look at the raw data collected from NDTSS and Non-NDTSS teachers from 2009-2010 through 2022-2023.

On average, NDTSS teachers have a greater retention rate than Non-NDTSS teachers per year of experience. Percentage differences between NDTSS and Non-NDTSS are presented in Figure 3. The first-year and second-year rates have the most notable drops in retention. NDTSS retention rate dropped by 8.4% from the first to second year of teaching and 7.0% from the second to third year. Non-NDSS retention rates dropped by 13.0% from the first to second years and 8.1% from the second to third year. Teachers who stay into their third year of teaching experience less of a decrease in retention each year. This information provides insight into the importance of targeted teacher support interventions during a teacher's first three years of teaching.

An interesting trend in the average rate of teacher retention per years of experience data (Figure 2) occurs in the 10-year and beyond retention rate. According to Figure 2, the retention rate for NDTSS begins to increase at that point. Conversely, the Non-NDTSS rate continues to drop. This information could predict that NDTSS teachers stay in the profession longer and than Non-NDTSS especially after 10 years of experience. Further, if the trend continues in future retention studies it could indicate that NDTSS teachers are more likely to stay into the classroom until close to or retirement years.

Outlier

Academic year 2012-2013 appears to be an outlier in all data analysis categories for teacher retention. For cumulative rates of retention, the only year that an inverse of retention occurred is in 2012-2013 with NDTSS teachers dropping 3.9% below the Non-NDTSS rate (Figure 4). Meaning, NDTSS teachers who began their career in education in 2012-2013 (10th year of teaching in 2022-23) have a higher attrition rate than Non-NDTSS teachers. In every other retention measure analyzed in this variable, NDTSS teachers have a more favorable rate of retention.

In the analysis of stayers, returners, and leavers, a similar trend exists with 2012-2013 teachers (Figure 5; Appendix B). The average NDTSS stayers drastically dips to 46.1% in 2012-13, with the next lowest percentage of stayers being 53.3% in 2011-12 (7.2% difference). Likewise, in 2012-13 the percentage of NDSS leavers was 2.7% higher than Non-NDTSS. All other years in the study show NDTSS data to have fewer leavers (ranging from a .7% difference in 2020-21 to a 14.6% in 2016-17).

Exploring possible causes for the outlying data is a recommendation for future research.

Pandemic Wonderings

New teachers who began or were novice teachers during the most covid impacted school years may show trends that have yet been observed since the NDTSS Mentoring Program started. The data from 2019-2020 through 2022-2023 show consistency in the total number of new teachers. There was a small decrease in new teachers in the classroom in 2020-2021 compared to the previous year. However, the total falls within a normal range in the series of data.

It is too early to predict how long term retention rates will be affected by the pandemic. With data spanning over a 13 year period, trends occurring in retention after the 2019-2020 school year will be a variable studied more in the upcoming future.

Future Implications

A drastic drop in teacher retention occurs within the first two years a teacher is in the classroom. Educational researchers must explore the impact that initial support of teachers has on keeping teachers in the profession. Specifically, interventions and structures in teacher induction programming should aim for bridging gaps in content from teacher preparation programs to classroom application.

Questions for further exploration are as follows.

- Would two or more years of induction programming slow the curve on teacher retention?
- What information can be gathered by comparing attrition rate by region, population, gender, school, district, and race/ethnicity?
- What gaps can be identified in support for new teachers? When do these gaps occur?

- What meaningful supports can educational leaders and administrators provide to beginning teachers, while encouraging a balance of time and energy spent on professional growth and personal wellness?

The data in the North Dakota Teacher Retention Study show that being part of the NDTSS Mentoring Program has a positive impact on teacher retention. Continuing to encourage teachers to use aspects of the NDTSS mentoring model in their practice may contribute to the long-term advantages of the program. Teachers who are working closely with peers, regularly observing other teachers and being observed by colleagues, and focusing on professional growth using teaching standards may report higher job satisfaction. High job satisfaction is an indicator of teacher retention.

In addition to the instructional support outlined above, shifting the recent teacher narrative toward a more positive lens can prompt educators to reflect on what motivates them to teach. Tate (2022) encourages teachers to intentionally rekindle their passion for teaching by re-evaluating or redefining their purpose. When educators reflect on their purpose, they are reminded of the positive impact they are making on their students, families, and community (Leibel & Jacobson, 2022; Kanold, 2017; Tate, 2022). Recognizing that the work the teacher is doing is valuable and contributing to the greater good boosts teacher satisfaction.

Teacher wellness can also play a vital role in retaining teachers. High levels of stress and teacher burnout can be caused by working long hours particularly as a new teacher, limited time for collaboration with colleagues, teacher isolation, unrealistic expectations, lack of family support, uncertainty in ability to make a positive impact, student behaviors, and illness. Assessing and responding to the needs of educators within and outside the classroom is necessary. Traditionally, teacher needs have focused around classroom resources, professional learning, collaboration time, and compensation. An expansion on these needs would entail an emphasis on the physical, mental, social, and emotional dimensions of wellness (Kanold & Boogren, 2022). Challenges that affect teachers' decisions to stay in the classroom include affordable and reliable childcare, personal health or health of a loved one, feeling of social belonging, and lack of leadership or professional growth opportunities in schools. Focusing on authentic and realistic solutions should be prioritized in school, district, and statewide conversations.

North Dakota Educator Leaders are determinedly seeking strategies to recruit and retain effective teachers and the participation in the NDTSS Mentoring Program has consistently been successful in helping this mission. Continued funding for the expansion of the program and widespread participation of new teachers will be critical for tackling the issues of teacher shortage in North Dakota.

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Appendix A

North Dakota Cumulative Raw Data for Rate of Teacher Retention
2009-2010 to 2022-2023

First Academic Year in the Classroom	NDTSS Retention	*NDTSS n*	*Attrition*	Non-NDTSS Retention	Non-NDTSS *n*	*Attrition*	Retention Difference	*n (total)*	Total	% of FYTs in NDTSS
2009-10 (13th Yr)	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 (12th Yr)	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%	23.0%
2011-12 (11th yr)	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 (10th yr)	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 (9th yr)	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 (8th yr)	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.2%	51.9%
2015-16 (7th yr)	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 (6th yr)	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	65.0%	46.5%
2017-18 (5th yr)	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 (4th yr)	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 (3rd yr)	76.9%	220 / 286	23.1%	72.7%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 (2nd yr)	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463/ 576	80.2%	51.7%
2021-22 (1st yr)	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	.5 %	602 / 673	89.2%	49.2%
Total	70.8%	2347 / 3317	29.2%	63.6%	2767 / 4348	36.4%	7.2%	5114 / 7665	66.7%	43.3%

Appendix B

Stayers, Returners & Leavers Data for 2022-23 School Year						
	NDTSS "Stayers"	**Non-NDTSS "Stayers"**	**NDTSS "Leavers"**	**Non-NDTSS "Leavers"**	**NDTSS "Returners"**	**Non-NDTSS "Returners"**
2009-10	54.5%	45.2%	35.5%	43.5%	10.0%	11.2%
2010-11	55.0%	44.7%	32.4%	41.8%	12.6%	13.5%
2011-12	53.5%	45.8%	36.9%	43.1%	9.6%	11.1%
2012-13	46.1%	44.6%	44.1%	41.4%	9.8%	14.0%
2013-14	56.6%	45.0%	36.3%	48.1%	7.1%	6.9%
2014-15	56.7%	48.1%	37.6%	42.4%	5.6%	9.5%
2015-16	57.8%	51.1%	35.6%	41.7%	6.6%	7.2%
2016-17	66.7%	52.8%	27.5%	42.1%	5.8%	5.1%
2017-18	65.1%	55.6%	31.4%	38.0%	3.5%	6.3%
2018-19	69.1%	60.7%	27.3%	33.4%	3.6%	5.9%
2019-20	73.4%	71.5%	23.1%	27.3%	3.5%	1.1%
2020-21	80.5%	77.7%	19.1%	19.8%	0.3%	2.5%

Appendix C

2023 New Teacher End-of-the-Year Survey Responses
What are your plans for next year?

86%	I plan to teach in the same school.	**80**
3%	I plan to teach in a different school within my district.	**3**
3%	I do not plan to teach.	**3**
2%	I plan to teach in a different state.	**2**
1%	My plans for next year are not decided. I hope to continue to teach in the future, but I will be moving in January, so I might not teach next year.	**1**
1%	Sub or find a different position	**1**
1%	either not teach or find another kind of teaching position	**1**
1%	unsure	**1**
1%	I plan to long term sub next year for the same district.	**1**

2022 New Teacher End-of-the-Year Survey Responses
What are your plans for next year?

82%	I plan to teach in the same school.	**146**
7%	I plan to teach in a school in a different district in North Dakota.	**13**
5%	I plan to teach in a different school within my district.	**9**
3%	I plan to teach in a different state.	**5**
1%	I am getting deployed	**1**
1%	Uncertain	**1**
1%	I plan to teach at the same school unless a more desirable position opens up in a different building.	**1**
1%	Undecided--considering returning to my previous career (as an RN)	**1**

North Dakota Teacher Retention Rate for Schoolyear 2022-2023

13 year average new teachers in ND: 589.6
13 year percentage of new teachers in NDTSS Mentoring Program: 43.3%
* New years added to retention study are highlighted in blue

Academic Year	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n (total)*	Total	% of FYTs in NDTSS
2009-10 (13th Yr)	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 (12th Yr)	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%%	23.0%
2011-12 (11th yr)	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 (10th yr)	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 (9th yr)	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 (8th yr)	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.2%	51.9%
2015-16 (7th yr)	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 (6th yr)	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	65.0%	46.5%
2017-18 (5th yr)	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 (4th yr)	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 (3rd yr)	76.9%	220 / 286	23.1%	72.7%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 (2nd yr)	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463/ 576	80.2%	51.7%
2021-22 (1st yr)	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	.5 %	602 / 673	89.2%	49.2%
2022-23 (Current)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	70.8%	**2347 / 3317**	**29.20%**	**63.6%**	**2767 / 4348**	**36.40%**	**7.20%**	**5114 / 7665**	**66.70%**	**43.30%**

1-Year North Dakota Teacher Retention Rate (average)

* New years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2010-11	97.3%	107 / 110	2.7%	85.4%	304 / 356	14.6%	11.9%	411 / 466	88.2%	23.6%
2010-11 to 2011-12	91.0%	101 /111	9.0%	86.0%	319 / 371	14.0%	5.0%	420 / 482	87.1%	23.0%
2011-12 to 2012-13	94.3%	148 / 157	5.7%	92.0%	265 / 288	8.0%	2.3%	413 / 445	92.8%	35.3%
2012-13 to 2013-14	89.1%	228 / 256	10.9%	86.6%	291 / 336	13.4%	2.5%	519 / 592	87.7%	43.2%
2013-14 to 2014-15	93.3%	249 / 267	6.7%	89.5%	348 / 389	10.5%	3.8%	597 / 656	91.0%	40.7%
2014-15 to 2015-16	90.6%	289 / 319	9.4%	84.1%	249 / 296	15.9%	6.5%	538 / 615	87.5%	51.9%
2015-16 to 2016-17	88.8%	269 / 303	11.2%	86.5%	313 / 362	13.5%	2.3%	582 / 665	87.5%	45.6%
2016-17 to 2017-18	94.2%	274 / 291	5.8%	86.3%	289 / 335	13.7%	7.9%	563 / 626	89.9%	46.5%
2017-18 to 2018-19	92.5%	236 / 255	7.5%	87.0%	247 / 284	13.0%	5.5%	483 / 539	89.6%	47.3%
2018-19 to 2019-20	93.4%	311 / 333	6.6%	84.6%	301 / 356	15.4%	8.8%	612 / 689	88.9%	48.3%
2019-20 to 2020-21	91.3%	261 / 286	8.7%	88.2%	313 / 355	11.8%	3.1%	574 / 641	89.5%	44.6%
2020-21 to 2021-22	90.3%	269 / 298	9.7%	85.3%	237 / 278	14.7%	5.0%	506 / 576	87.8%	51.7%
2021-22 to 2022-23	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	0.5%	602 / 673	89.5%	49.2%
2022-23 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
One-Year Rate	**91.60%**	**3039 / 3317**	**8.40%**	**87.00%**	**3781 / 4348**	**13.00%**	**4.60%**	**6830 / 7665**	**89.10%**	**43.30%**

2-Year North Dakota Teacher Retention Rate (average)

* New years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2011-12	91.8%	101 / 110	8.2%	79.8%	284 / 356	20.2%	12.0%	385 / 466	82.6%	23.6%
2010-11 to 2012-13	86.5%	96 / 111	13.5%	79.2%	294 / 371	20.8%	7.3%	390/ 482	80.9%	23.0%
2011-12 to 2013-14	84.1%	132 / 157	15.9%	85.8%	247 / 288	14.2%	-1.7%	379 / 445	85.2%	35.3%
2012-13 to 2014-15	80.9%	207 / 256	19.1%	81.3%	273 / 336	18.7%	-0.4%	480 / 592	81.1%	43.2%
2013-14 to 2015-16	82.4%	220 / 267	17.6%	76.1%	296 / 389	23.9%	6.3%	516 / 656	78.7%	40.7%
2014-15 to 2016-17	83.4%	266 / 319	16.6%	74.3%	220 / 296	25.7%	9.1%	486 / 615	79.0%	51.9%
2015-16 to 2017-18	83.5%	253 / 303	16.5%	79.3%	287 / 362	20.7%	4.2%	540 / 665	81.2%	45.6%
2016-17 to 2018-19	90.0%	262 / 291	10.0%	76.4%	256 / 335	23.6%	13.6%	518 / 626	82.7%	46.5%
2017-18 to 2019-20	85.9%	219 / 255	14.1%	78.5%	223 / 284	21.5%	7.4%	442 / 539	82.0%	47.3%
2018-19 to 2020-21	86.5%	288 / 333	13.5%	78.1%	278 / 356	21.9%	8.4%	566 / 689	82.1%	48.3%
2019-20 to 2021-22	83.9%	240 / 286	16.1%	79.4%	282 / 355	20.6%	4.5%	522 / 641	81.4%	44.6%
2020-21 to 2022-23	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463 / 576	80.4%	51.7%
2021-22 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Two-Year Rate	**84.60%**	**2525 / 2986**	**15.40%**	**78.90%**	**3162 / 4006**	**21.10%**	**5.70%**	**5687 / 6992**	**81.30%**	**42.70%**

3-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2012-13	87.3%	96 / 110	8.2%	74.4%	265 / 356	25.6%	12.9%	361 / 466	77.5%	23.6%
2010-11 to 2013-14	80.2%	89 / 111	19.8%	74.1%	275 / 371	25.9%	6.1%	364 / 482	75.5%	23.0%
2011-12 to 2014-15	77.7%	122 / 157	22.3%	75.7%	218 / 288	24.3%	2.0%	340 / 445	76.4%	35.3%
2012-13 to 2015-16	73.4%	188 / 256	26.6%	76.2%	256 / 336	23.8%	-2.8%	444 / 592	75.0%	43.2%
2013-14 to 2016-17	77.9%	208 / 267	22.1%	69.2%	269 / 389	30.8%	8.7%	477 / 656	72.7%	40.7%
2014-15 to 2017-18	77.4%	247 / 319	22.6%	68.2%	202 / 296	31.8%	9.2%	449 / 615	73.0%	51.9%
2015-16 to 2018-19	78.2%	237 / 303	21.8%	71.5%	259 / 362	28.5%	6.7%	496 / 665	74.6%	45.6%
2016-17 to 2019-20	83.5%	243 / 291	16.5%	71.9%	241 / 335	28.1%	11.6%	484 / 626	77.3%	46.5%
2017-18 to 2020-21	82.7%	211 / 255	17.3%	72.3%	211 / 284	27.7%	10.5%	422 / 539	78.3%	47.3%
2018-19 to 2021-22	78.4%	261 / 333	21.6%	72.8%	259 / 356	27.2%	5.6%	520 / 689	75.5%	48.3%
2019-20 to 2022-23	76.9%	220 / 286	23.1%	72.70%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Three-Year Rate	**78.9%**	**2122 / 2688**	**21.10%**	**72.8%**	**2713 / 3728**	**27.2%**	**6.1%**	**4835 / 6416**	**75.40%**	**41.90%**

4-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2013-14	86.4%	95 / 110	13.6%	71.3%	254 / 356	28.7%	15.1%	349 / 466	74.9%	23.6%
2010-11 to 2014-15	76.6%	85 / 111	23.4%	71.7%	266 / 371	28.3%	4.9%	351 / 482	72.8%	23.0%
2011-12 to 2015-16	75.2%	118 / 157	24.8%	74.0%	213 / 288	26.0%	1.2%	331 / 445	74.4%	35.3%
2012-13 to 2016-17	70.7%	181 /256	29.3%	72.6%	244 / 336	27.4%	-1.9%	425 / 592	71.8%	43.2%
2013-14 to 2017-18	74.2%	198 / 267	25.8%	64.5%	251 / 389	62.9%	9.7%	449 / 656	64.4%	40.7%
2014-15 to 2018-19	75.2%	240 / 319	24.8%	67.9%	201 / 296	32.1%	7.3%	441 / 615	71.7%	51.9%
2015-16 to 2019-20	71.9%	218 / 303	28.1%	67.7%	245 / 362	32.3%	4.2%	463 / 665	69.6%	45.6%
2016-17 to 2020-21	80.4%	234 / 291	19.6%	66.6%	223 / 335	33.4%	13.8%	457 / 626	73.0%	46.5%
2017-18 to 2021-22	74.9%	191 / 255	25.1%	71.8%	204 / 284	28.2%	3.1%	395 / 539	73.3%	47.3%
2018-19 to 2022-23	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Four Year Rate	**75.00%**	**1802 / 2402**	**25.00%**	**69.30%**	**2337 / 3373**	**30.70%**	**5.70%**	**4139 / 5775**	**71.70%**	**41.60%**

5-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2014-15	79.10%	87 / 110	20.90%	68.5%	244 / 356	31.5%	10.6%	331 / 466	71.30%	23.6%
2010-11 to 2015-16	73.0%	81 / 111	27.0%	69.3%	257 / 371	30.7%	3.7%	338 / 482	70.10%	23.0%
2011-12 to 2016-17	70.7%	111 / 157	29.3%	70.1%	202 / 288	29.9%	0.6 %	313 / 445	70.3%	35.3%
2012-13 to 2017-18	65.2%	167 / 256	34.8%	68.5%	230 / 336	31.5%	-3.3%	397 / 592	67.1%	43.2%
2013-14 to 2018-19	72.7%	194 / 267	27.3%	62.2%	242 / 389	37.8%	10.5%	436 / 656	66.5%	40.7%
2014-15 to 2019-20	68.3%	218 / 319	31.7%	64.9%	192 / 296	35.1%	3.4%	410 / 615	66.7%	51.9%
2015-16 to 2020-21	70.0%	212 / 303	30.0%	64.1%	232 / 362	35.9%	5.9%	444 / 665	66.8%	45.6%
2016-17 to 2021-22	75.3%	219 / 291	24.7%	62.1%	208 / 335	37.9%	13.2%	427 / 626	68.2%	46.5%
2017-18 to 2022-23	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Five-Year Rate	**70.80%**	**1464 / 2069**	**32.30%**	**65.70%**	**1983 / 3017**	**34.30%**	**5.1%**	**3447 / 5086**	**67.80%**	**40.70%**

6-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2015-16	78.2%	86 / 110	21.80%	65.7%	234 / 356	34.3%	12.5%	320 / 466	68.7%	23.6%
2010-11 to 2016-17	69.4%	77 / 111	30.60%	66.6%	247 / 371	33.4%	2.8%	324 / 482	67.2%	23.0%
2011-12 to 2017-18	69.4%	109 / 157	30.6%	65.5%	189 / 288	34.5%	3.9%	298 / 445	67.0%	35.3%
2012-13 to 2018-19	64.5%	165 / 256	35.5%	65.8%	221 / 336	34.2%	-1.3%	386 / 592	65.2%	43.2%
2013-14 to 2019-20	72.3%	193 / 267	27.7%	59.1%	230 / 389	40.9%	13.2%	423 / 656	64.5%	40.7%
2014-15 to 2020-21	70.2%	224 / 319	29.8%	62.8%	186 / 296	37.2%	7.4%	410 / 615	66.7%	51.9%
2015-16 to 2021-22	66.3%	201 / 303	33.7%	60.8%	220 / 362	39.2%	5.5%	421 / 665	62.5%	45.6%
2016-17 to 2022-23	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	64.7%	46.5%
2017-18 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Six Year Rate	**69.8%**	**1266 / 1814**	**30.20%**	**63.0%**	**1721 / 2733**	**37.00%**	**6.8%**	**2987 / 4547**	**65.7%**	**39.90%**

7-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2016-17	77.3%	85 / 110	22.7%	62.6%	223 / 356	37.4%	14.7%	308 / 466	66.1%	23.6%
2010-11 to 2017-18	69.4%	77 / 111	30.6%	65.0%	241 / 371	35.0%	4.4%	318 / 482	66.0%	23.0%
2011-12 to 2018-19	68.8%	108 / 157	31.2%	64.9%	187 / 288	35.1%	3.9%	295 / 445	66.3%	35.3%
2012-13 to 2019-20	62.1%	159 / 256	37.9%	63.1%	212 / 336	36.9%	-1.0%	371 / 592	62.7%	43.2%
2013-14 to 2020-2021	67.8%	181 / 267	32.2%	57.8%	225 / 389	42.2%	10.0%	406 / 656	61.9%	40.7%
2014-15 to 2021-22	65.5%	209 / 319	34.5%	60.5%	179 / 296	39.5%	5.0%	388 / 615	63.1%	51.9%
2015-16 to 2022-23	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	46.5%
Seven Year Rate	**66.6%**	**1014 / 1523**	**33.40%**	**61.6%**	**1478 / 2398**	**38.40%**	**5.0%**	**2492 / 3921**	**63.6%**	**38.80%**

8-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2017-18	77.3%	85 / 110	22.7%	62.1%	221 / 356	37.9%	15.2%	306 / 466	65.7%	23.6%
2010-11 to 2018-19	69.4%	77 / 111	30.6%	64.4%	239 / 371	35.6%	5.0%	316 / 482	65.6%	23.0%
2011-12 to 2019-20	68.2%	107 / 157	31.8%	63.2%	182 / 288	36.8%	5.0%	289 / 445	64.9%	35.3%
2012-13 to 2020-21	61.3%	157 / 256	38.7%	62.8%	211 / 336	37.2%	-1.5%	368 / 592	62.2%	43.2%
2013-14 to 2021-22	65.5%	175 / 267	34.5%	56.3%	219 / 389	43.7%	9.2%	394 / 656	60.1%	40.7%
2014-15 to 2022-23	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.1%	51.9%
2015-16 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	45.6%
Eight Year Rate	**65.6%**	**800 / 1220**	**34.4**	**61.1%**	**1243 / 2036**	**38.90%**	**4.5%**	**2043 / 3256**	**62.7%**	**37.50%**

9-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2018-19	74.5%	82 / 110	25.5	61.5%	219 / 356	38.5%	13.0%	301 / 466	64.6%	23.6%
2010-11 to 2019-20	67.6%	75 / 111	32.4%	62.8%	233 / 371	37.2%	4.8%	308 / 482	63.9%	23.0%
2011-12 to 2020-21	67.5%	106 / 157	32.5%	61.8%	178 / 288	38.2%	5.7%	284 / 445	63.8%	35.3%
2012-13 to 2021-22	57.0%	146 / 256	43.0%	61.6%	207 / 336	38.4%	-4.6%	353 / 592	59.6%	43.2%
2013-14 to 2022-23	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	51.9%
Nine Year Rate	**64.3%**	**579 / 901**	**35.70%**	**59.7%**	**1039 / 1740**	**40.30%**	**4.6%**	**1618 / 2641**	**61.3%**	**34.10%**

10-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2019-20	72.7%	80 / 110	27.3	59.8%	213 / 356	40.2%	12.9%	293 / 466	62.9%	23.6%
2010-11 to 2020-21	70.3%	78 / 111	29.7	62.5%	232 / 371	37.5%	7.8%	310 / 482	64.3%	23.0%
2011-12 to 2021-22	66.9%	105 / 157	33.1%	59.7%	172 / 288	40.3%	7.2%	277 / 445	62.2%	35.3%
2012-13 to 2022-23	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	40.7%
10 Year Rate	**64.0%**	**406 / 634**	**36.00%**	**60.5%**	**818 / 1351**	**39.5**	**3.50%**	**1224 / 1985**	**61.7%**	**32.00%**

11-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2020-21	72.7%	80 / 110	27.3	58.1%	207 / 356	41.9%	14.6%	287 / 466	61.6%	23.6%
2010-11 to 2021-22	68.5%	76 / 111	31.5	60.4%	224 / 371	39.6%	8.1%	300 / 482	62.20%	23.0%
2011-12 to 2022-23	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	43.2%
11 Year Rate	**68.5%**	**259 / 378**	**31.50%**	**59.5%**	**604 / 1015**	**40.5**	**9.0%**	**863 / 1393**	**62.0%**	**27.2**

12-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2021-22	69.1%	76 / 110	30.9	56.7%	202 / 356	43.3%	12.4%	278 / 466	59.7%	23.6%
2010-11 to 2022-23	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%	23.0%
2011-12 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	35.3%
12 Year Rate	**69.2%**	**153 / 221**	**30.8**	**57.60%**	**419 / 727**	**42.40%**	**11.6%**	**572 / 948**	**60.3%**	**23.30%**

13-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2022-23	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	23.0%
13 Year Rate	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%

14-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	23.6%
14 Year Rate	TBD	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	TBD	**TBD**	**TBD**	**TBD**

I work as a library director in a small rural city in North Dakota. The North Dakota State Library has been absolutely invaluable to me in so many ways from help with IT issues to writing policy. Both in-person and virtual conferences have helped to further my understanding of best practices for North Dakota libraries and offered countless opportunities to share ideas with librarians from all over the state. Our library was awarded a $10,000 grant from the NDDPI after I attended a session that NDSL gave on grant writing tips and tricks. State Librarian Mary Soucie has visited our library twice as Librarian for a Day and helped with both a weeding project and a Summer Reading Program Touch-A-Truck event. We have a small budget and receiving State Aid the last few years has helped immensely with collection development and programming opportunities that we are able to offer to our community. In 2024 our patrons utilized the inter-library loan program to gain access to 48 unavailable titles in our system. The opportunity to have access to these materials makes our tiny library SO much bigger, and the ability to request items statewide would be fantastic!

Melissa Lloyd

Assistant Director

Valley City Barnes County Public Library

assistantdirector@vcbclibrary.org

410 Central AVE N

Valley City, ND 58072

www.vcbclibrary.org

1/14/2025

House Appropriations Committee,

I am reaching out to you to support HB 1013,

As a public library, we rely on the support of the North Dakota State Library (NDSL). They provide services such as Inter Library Loans (ILLs), online electronic resources, talking books, and most importantly library grants. These services are vital to providing access to resources that a smaller library such as ours couldn't afford to provide for our community.

Their grant funding is instrumental in making sure our library stays relevant to our community. We've received multiple grants from the NDSL, in 2023 we received a collection development grant. With these funds we were able to create memory care kits for our aging community to aid people with cognitive decline from dementia and Alzheimer's. In 2024 with a NDSL Vision grant we were able to purchase new shelves and furniture.

Inter Library Loans (ILLs) are absolutely necessary for our library. As a smaller public library, our budget and limited space do not support all of our patrons' desired items. The funding for the ILL bridge allows us to ensure that anyone in the community can still access materials we cannot afford. Including older titles, and book club kits.

Because of these grants, our budget funds from the city and the county can be utilized for other services such as programs, books, and outreach. The combination makes the VCBC Public Library more valuable and accessible to the community and serves them better.

Thank you for your time and consideration,

Sincerely,

Melissa Lloyd

Assistant Director

Valley City Barnes County Public Library

assistantdirector@vcbclibrary.org

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS – EDUCATION & ENVIRONMENT
January 16, 2025
By: Krista Schulz, Human Resources Manager
701-328-3298
North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Krista Schulz, and I am the Human Resources Manager with the Department of Public Instruction (DPI). I am here today to provide information on House Bill 1013, specifically regarding DPI's staffing information.

DPI is currently allocated 86.25 FTE within the agency. This allocation was unchanged from the 2021-2023 biennium, and we are requesting to maintain the same 86.25 FTE allocation for the upcoming 2025-2027 biennium.

Of the 86.25 allocated FTE, 82.5 are currently filled, leaving 3.75 vacancies. These vacancies are federally funded and remain open to provide flexibility in responding to ongoing changes in education programs or federal requirements. When these positions are filled, they will continue to be funded using federal resources.

The committee inquired about the FTE Funding Pool. For the 2023-2025 biennium, DPI did not receive any newly assigned FTE. As a result, funding for the FTE Funding Pool was determined based on the number of vacancies as of July 1, 2023, which totaled 8.75 FTE.

Since July 1, 2023, DPI has filled 7 of these vacant positions. For the FTE Funding Pool, DPI transferred $789,815 into the pool, consisting of $295,820 in general funds and $493,995 in federal funds. Under the provisions of the FTE Funding Pool, DPI was permitted to request 70% of these funds back as positions were filled. We have requested and received the allowable amount of $552,870.

For your reference, I have included data detailing July 1, 2023, vacancies, hire dates, and the funds recouped from the FTE Funding Pool. DPI has utilized all available funds from the pool.

Next, I will discuss DPI's employee turnover and vacancy trends during the current 2023-2025 biennium. To date, DPI has experienced a turnover rate of 6.1%. The accompanying data outlines the monthly total of FTE vacancies, as well as the number of new hires and filled positions.

Finally, I would like to address general fund savings associated with vacant positions. For the current biennium, DPI has $127,885 in savings from vacancies. These savings result from the lag time between a position becoming vacant and being filled, in addition to new hires starting at a lower salary than their predecessors.

To date, DPI has utilized $44,306 of these savings to fund leave payouts and temporary salary increases.

At this time, I am happy to answer any questions regarding DPI's staffing information. Following this, I will turn the presentation over to DPI's Chief Financial Officer, Jamie Mertz.

NDLA
North Dakota Library Association
Advocacy | Growth | Community

January 15, 2025

Representative Nathe and Members of the House Appropriations Education and Environment Division,

My name is Andrea Placher, and I serve as the President of the North Dakota Library Association. I am writing to express our strong support for HB 1013, particularly regarding the budget for the North Dakota State Library.

Libraries across the state greatly benefit from the resources provided by the State Library. Thanks to its financial assistance, community members in North Dakota have access to valuable online resources such as Mango Languages, Universal Class, and Overdrive.

Many academic, public, and school libraries have utilized the various grant opportunities offered by the State Library. Recent projects funded by these grants have included the installation of security cameras, updated public seating, a 9-hole miniature golf set, STEAM kits, maker spaces, and the creation and enhancement of book collections. For our smaller libraries, these grants represent the only opportunity to make such improvements.

The state aid received by libraries throughout North Dakota is essential for their financial stability. In some cases, these funds are what keep the lights on and the doors open for their communities. Without the support of the State Library, community members across the state would miss out on essential services.

The State Library's new initiative, the Interlibrary Loan (ILL) Bridge, will significantly enhance library services statewide by providing libraries with more efficient access to different collections. This initiative will also eliminate the fees that some libraries currently incur for interlibrary loan services on the OCLC platform.

Our role as an association is to advocate for libraries, their staff, and their communities. We have a long-standing and overwhelmingly positive relationship with the North Dakota State Library, which has been an essential partner in assisting us with our mission.

Thank you for your consideration.

Andrea Placher

Andrea Placher
President | North Dakota Library Association

WARD COUNTY PUBLIC LIBRARY

Phone 701-852-5388
Toll Free 1-800-932-8932
PO Box 5005
Minot, ND 58702
225 3rd St. SE
Minot, ND 58701

January 20, 2023

Chairman Nathe and the Members of the House Education and Environment Division,

I am writing to add my voice to those of my fellow librarians in stating how essential the North Dakota State Library is for our state's library system. I am asking you to support HB 1013, a bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption. While my letter is specific to the State Library, please know that I find all of these entities to be important.

Funding to our North Dakota State Library is so important to our local libraries including the financial support and the resources that it provides for the public and our library community. Libraries provide a nonjudgmental place to search for jobs, work on resumes, or to ask a question that you aren't sure how to answer. Patrons at the Ward County Public Library come in to use the internet for research, for help in getting out of tough situations, or just because they need access and some friendly faces. We can help with resumes, setting up email addresses, computer training, and so much more.

It is only with the help of the North Dakota State Library; that we are able to offer these services. Ryan with the North Dakota State Library was available to answer a technical question of mine the other day. It is through the interlibrary loan services offered through NDSL that we are able to expand our collections beyond what are smaller libraries are fiscally able to supply.

The Ward County Public Library is so thankful for the opportunity to receive two library vision grants during the previous biennium. The first grant allowed us to expand and update our makerspace that is available to our patrons. This is used by homeschool families to expand their curriculum, by families who are unable to purchase some of the projects/materials that are available, and by our young 4-H students who are looking for new projects with their organization. The other grant helped us in promoting our new bookmobile in Ward County and getting our young patrons excited about reading.

One of the aspects in the NDSL budget that I am most excited about is the ILL (interlibrary loan) Bridge. As I mentioned previously, it is only through the services currently offered that we are able to expand the collections that we offer to our patrons. A local bridge would make it easier to borrow from other ND libraries. This would mean shorter wait times for patrons allowing

them to receive materials faster. The extra costs of postage would go down for our libraries. There have been several times when we have requested a book through ILL that has been available in-state, but it comes from thousands of miles away. This delay has often meant the item did not arrive until after the patron needed it.

Libraries are a vital part of North Dakota and the State Library is a vital part of our network as a voice on a state and national level. I ask that you, too, support libraries in North Dakota and vote in favor of HB 1013 as proposed.

Respectfully,

Kerrianne Boetcher

Kerrianne Boetcher
Library Director
Ward County Public Library
kboetcher@wardnd.gov
701-857-6471

TESTIMONY ON HB 1013
OVERVIEW OF K12 EDUCATION & DEPARTMENT OF PUBLIC INSTRUCTION
HOUSE APPROPRIATIONS COMMITTEE
Thursday, Jan. 16, 2025
By: Kirsten Baesler, State Superintendent
701-328-4570

Chairman Nathe and members of the House Appropriations E & E Committee:

For the record, my name is Kirsten Baesler. I am the superintendent of the North Dakota Department of Public Instruction. I am here to provide an overview of House Bill 1013, the K12 budget, and the department's requests.

The Department of Public Instruction is the only constitutionally created K-12 education agency. However, it is just one of many entities that impact the success of our students. Other entities are governor-controlled, legislatively created, or non-government associations. We partner with numerous fellow educational stakeholders and legislative leaders and have established six student outcome goals that drive the work of K -12 education.

The Superintendent of Public Instruction is also responsible for supervising the North Dakota State Library, North Dakota Vision Services/School for the Blind in Grand Forks, the North Dakota School for the Deaf and Resource Center for the Deaf and Hard of Hearing in Devils Lake, and the North Dakota Center for Distance Education.

The Department of Public Instruction is divided into two divisions: Student Support & Innovation and Information & Administration. The next three slides provide a visual of the team and a breakdown of the structures.

The office of Superintendent of Public Instruction goes back to North Dakota's territorial days. We are proud to be one of the longest-existing state agencies. Our pioneer ancestors placed great importance on education, just as we do today. Once we became a state, the North Dakota Constitution says North Dakota must have a uniform system of free public schools throughout the state that are open to all children.

The North Dakota Constitution also specifies that the "powers and duties" of the superintendent of public instruction "must be prescribed by law."

The Legislature outlines the superintendent of public instruction's responsibilities and authority. The office has only the authority granted by the legislature. A complete list of the superintendent's duties is in Chapter 15.1-02 of the North Dakota Century Code.

The ND Legislature has required membership or representation from the State Superintendent on over 40 boards, councils or committees, and thus I was very pleased and excited to hear the announcement from Governor Armstrong that his administration would be reviewing the need for the existing 150+ boards with the legislature, because many of these board meetings overlap and the my attention to

them can oftentimes keep me from other responsibilities assigned to NDDPI by the legislature.

Our audit results found that "no errors, internal control weaknesses, or potential violations of law were identified." The full report is in your binder.

Our Vision states, "All students will graduate Choice Ready with the knowledge, skills, and disposition to be successful." We serve 135,115 students attending public, non-public, and home schools, a steady increase over the past decade and a half. We have a high graduation rate and a high GED pass rate, and we accomplish this through our commitment to continuous improvement. We are focused on preparing our young people for their future through partnerships, personalized learning, interventions, and support.

Our most recent accomplishments are Greater Math, Science of Reading, Personalized Learning Network, ND A+ comprehensive assessment system, ND FIRST for chronically low-performing schools, ND's Tribal History textbook update – the first update since the 1980s, supporting our schools with the federal funding cliff of the ESSER funds, Summer food programs, Modernizing our K12 Data and Reporting Systems, growing our teacher and principal apprenticeship programs, extraordinary growth in our Choice Ready graduation rate and the all-important training and professional development of our school board members across the state to focus on the reason public schools exist – to improve students' academic

outcomes. You will see many of these programs in our budget to continue because we have seen the **impact** they have on the **academic success** of our students.

Before I turn things over to NDDPI's Human Resource Director, Krista Schulz, to review our Staffing status, I want to share that as I have observed your work for the past 12 years, participating in - 7 regular and two special sessions - for a total of 9 legislative sessions of the legislature, I've seen that one of the Appropriation Committee's **primary** focuses is the state aid program for K12 education. The Department of Public Instruction uses a formula written by the Legislature to distribute funding to local public school districts, and almost all of the final K12 budget (98%) is delivered to local school districts.

You will see this funding bill integrated into this budget later in the session, but for now, it is important to know that North Dakota chooses to use a **per-pupil-**funded formula. In contrast, some states choose to use a **resource-based allocation** funding formula. In that case, the state distributes funds to schools based on the specific resources needed—such as teachers, support staff, leaders, materials, and facilities—determined by recognizing the most effective and efficient recommendations for educating students and their unique educational requirements. For those of you with good memories, you might remember when the Oddin & Picus report established some of those guidelines.

I've already mentioned Mrs. Krista Schauer, but Mr. Jamie Mertz, NDDPI Director of the Office of Fiscal Management, and Mr. Adam Tescher, the school finance officer within that office, are also with me today. Mr. Mertz has important information about the department's budget proposal, and Mr. Tescher is available to answer any questions.

Thank you for your time. I look forward to working with you during the session. Please do not hesitate to call upon me or the hard-working and amazing team in the Department of Public Instruction as a resource to help your work. And now I will turn it over to Ms. Schulz.

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TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS EDUCATION AND ENVIRONMENT DIVISION
January 16, 2025
By: Mary J. Soucie, State Librarian

Chairman Nathe and Members of the House Appropriations Education and Environment Division,

For the record, my name is Mary Soucie, North Dakota State Librarian. I am here to provide information about the North Dakota State Library's 2025-27 appropriation request.

Organization's purpose

The mission of the North Dakota State Library is providing pathways to information and innovation for North Dakota libraries, state government and residents. Our guiding principles are to provide leadership to the library community; enhance the value of libraries; deliver access to and assistance with credible information sources; enrich the lives of the people we serve and foster a welcoming and inclusive environment for all.

Our three constituency groups are the North Dakota library community, state agencies, and North Dakota citizens. NDSL supports 545 libraries across the state of ND, including academic, K-12, public, special and tribal, with 26.75 full-time equivalents. Our guiding principles are to provide leadership to the library community; enhance the value of libraries; deliver access to and assistance with credible information sources; enrich the lives of the people we serve and foster a welcoming and inclusive environment for all.

The State Library collection has over 288,700 items. The main collection includes large print fiction, general fiction, non-fiction, kits, and state documents. The agency has over 150 book club kits and over 200 Science, Technology, Engineering and Math (STEM) kits that can be borrowed by libraries, agencies, organizations and individuals. In addition, we have placed ten book vending machines in nine unserved locations throughout the state with a tenth at the capitol.

Our State Documents depository contains all publications by a state agency that are for the public. We have items that date back to territory days. The collection includes just over 192,000 physical items, 23,700 microfiche items and over 5,000 strictly electronic documents. The State Library keeps two copies, one to loan and one for the permanent collection. We send a copy to the State Historical Society for the archives collection. The remainder of the required copies are distributed to the North Dakota State University, the University of North Dakota, Minot State University, Valley City State University and the Library of Congress.

The State Library participates in the statewide e-book consortium with over 50 public libraries. Anyone with a library card from a local participating library or an NDSL card

has access to over 900,000 e-books, e-audiobooks and e-magazines. The collection has increased by 22% during this biennium.

Agency Overview

The agency is comprised of four divisions: Administrative and Fiscal Services, Library Services, Patron Services, and Technology Services.

The Administrative and Fiscal Services Division includes fiscal, human resources, procurement and contracts, marketing, and outreach for the agency. Our Marketing and Outreach Specialists provide services agency-wide as well as to the library community.

The Library Services Division provides direct support to the library community through the Library Development and Cataloging departments. The Library Specialists provide technical support, continuing education and training for public, school, academic and special libraries. In addition to cataloging materials for over twenty-five school and public libraries and eight state agencies, our cataloging department catalogs the physical items in the State Library's main collection housed in the Liberty Memorial Building and our Book Vending Machines which are spread throughout the state.

The Patron Services Division provides direct service to library patrons. The Information Services Department provides InterLibrary Loan, Reference, Circulation, and Reader's Advisory. The Talking Books department provides materials to patrons who are unable to read traditional physical books due to a visual, learning or physical disability.

The Technology Services Division includes IT and Digital Initiatives. In addition to coordinating the agency's technology needs, the IT department provides technology support to public libraries and patrons. The Digital Initiatives Department oversees the digitization of historical state documents, the Digital Horizons collection, as well as provides support to digitization programs at local libraries.

North Dakota Century Code

The next slide includes applicable Century Code. The North Dakota State Library operates under Chapter §54-24 *State Library Commission*. The major statutory requirements for our agency include:

- improving library service to citizens by providing assistance to librarians, staff, and trustees
- by encouraging the expansion of cooperation among libraries at the state and regional levels
- to make library materials available to state employees and citizens that do not have adequate access to library service
- compile statistics of all North Dakota public libraries
- coordinate Interlibrary Loan (ILL) which is the loaning of materials to North Dakota libraries from within and outside the state
- provide access to informational materials that supplement and support the needs of all libraries in the state, either by direct loan or through consultation

- provide technical assistance, continuing education and training programs to and for library personnel
- to distribute grants to libraries for the purposes of developing or improving library services or programs
- to provide services to the North Dakota Library Coordinating Council (NDLCC).

NDSL also operates under chapter §54-24.2 State Aid to Public Libraries. This chapter governs the disbursement of financial aid to public libraries. In order to be eligible to receive funds, public libraries must be established and operated in accordance with chapter §40-38.

North Dakota public libraries operate under §40-38. The State Library serves as a valuable resource for public libraries across the state, offering guidance and support on a wide range of issues, including interpretation of relevant statutes. However, it is important to emphasize that the State Library does not provide legal advice or represent individual libraries in legal matters. Our role is to assist libraries in understanding and navigating the statutory framework within which they operate.

The North Dakota Library Coordinating Council is the agency's Governor appointed advisory board; it operates under §54-24.4.

Biennial accomplishments:

I would like to highlight a few of our agency's accomplishments and challenges this biennium.

The State Library introduced a new continuing education series, *Today's Skills for Tomorrow's Libraries,* for all libraries. A total of 245 librarians and library staff attended the conferences in 2023 and 2024. We were the first state agency to use Teams Webinar to hold a virtual conference and other state agencies have been reaching out to us with questions and for assistance. The conference will be in-person during odd years and virtual during even years. The virtual events are open to anyone working in North Dakota libraries, but topics are geared toward different library types (public, academic and special, school) for each instance.

The State Library awarded 38 Library Vision grants totaling $237,248. Projects included security, spaces, makerspaces, programming and collections. In addition, 3 academic tribal libraries received grants totaling $30,000 for collection development, technology, and exploring native traditions. The State Library's Advisory Board, the North Dakota Library Coordinating Council (NDLCC), awards the grants. The NDSL adopted a new Library Vision Strategic Plan that will eliminate barriers, improve the application process and quality of grant applications and hopefully, increase the number of libraries applying for grants. There will be two additional grant rounds prior to the end of the biennium.

The State Library awarded $868,791 to date in State Aid to Public Libraries in the 2023-25 biennium. 71 libraries were awarded grants in the first year of the biennium. State

Aid is used by the local libraries to expand programming, increase technology, and develop their collections.

The IT Department provides outreach services to public libraries throughout the state. Through support, hands-on training, and technical assistance, our IT department assists library directors, staff, and boards in meeting the technology needs of the library and community. During the 2023-25 biennium, the IT team traveled over 6, 600 miles and visited 45 public libraries.

The Digitization Department hosted 3 Scan Days at libraries. State Library staff digitized 156 individual items, which resulted in a total of 262 images for 16 participants. NDSL will add the images collected to Digital Horizons, which is a statewide digital repository of North Dakota related images and documents.

NDSL coordinated the gathering of collection development and reconsideration policies from public libraries and provided a report to the Juvenile Justice Committee in accordance with Chapter §12.1-27.1-01. We provided support to the libraries in the development of policies and answered questions related to compliance with HB1205.

NDSL has focused on increasing our partnerships with state agencies and organizations. The agency directors of the sister agencies meet monthly to network and strategize. Our diligent work of building a stronger relationship with NDIT resulted in the West Fargo Public Library being included in a recommended federal grant to provide technology support to the community. We have partnered with HRMS to offer leadership book discussions for state employees. We continue to partner with the Bank of North Dakota which provides college savings to North Dakota students that complete a local summer reading program.

The State Library has launched a podcast entitled *Pathways Through the Prairie.* The idea of the podcast is to showcase the value of libraries and to share the innovative and engaging services and programs that libraries across the state offer to their community. The podcast can be accessed on the State Library's YouTube page.

Biennial challenges:

NDSL has experienced a 22% turnover this biennium. Although our turnover rate has decreased significantly from 46% in the previous biennium, turnover and specifically turnover due to salary has continued to be a challenge for our agency. With a higher turnover rate, we are spending time training new staff rather than focusing on maintaining and building on our initiatives and services. As you will see later in the presentation, NDSL is requesting an optional equity package.

An additional challenge was a break in the water main to the Liberty Memorial Building that resulted in several closures of the building to the public. Facilities Management was able to get the pipe replaced. There was a leak in the roof which we believe has been addressed. A new roof for the building has been identified as a critical need by OMB. There are ongoing water issues in the basement that affect the use of the space. Facilities Management is assessing the water issues and will determine the best way to address them.

The IT Review process has been burdensome to our small agency. While we understand it is a new process, and the intent of the process is to ensure cybersecurity, it has added additional time in the renewal of our resources. It would be helpful to see language clarifying what needs to be included in the review process as almost all of our resources have triggered the process. Depending on the workload at NDIT, the review process can bottleneck which causes us to reach out to vendors for an extension. We have appreciated the diligence and assistance of the NDIT staff as we navigate this together.

Audit:

We did not have any audit findings in our most recent audit.

Budget

Our appropriation for the 2023-25 biennium was $9,294,141 of which $6,822,098 is general fund with 26.75 FTE. Our agency currently has one time funding of $333,000 to support leave payouts, IT equipment, maintenance of effort and renovations.

Our legislative base budget for 2025-27 is $9,181,557 of which $6,682,484 is general fund with a maintained level of 26.75 FTE. This is an overall decrease of $112,584 from the current biennium. Within the base level fifty percent supports salaries, twenty-five percent supports operating, and twenty five percent supports grants. Our funding is made up of 73% general fund, 26% federal fund and 1 % other. It is important to note that while 26% of our funding is federal the majority of our general funding is attached to federal funding through match and maintenance of effort. Reduction of general funds has a direct impact on the federal funding we receive. Our salaries support the 26.75 FTE, of which 23.75 FTE directly support NDSL constituents.

The next slide shows a breakdown of our operating expenses. North Dakota State Library serves as the library for North Dakota libraries. 87% of our operating budget directly serves ND Libraries through online resources and materials, InterLibrary Loan, wireless access networks, technology support, professional development for staff and public library boards, and reference support.

Our State Aid to Public Libraries and the Library Vision funds are pass-through grants that go directly to support library service and programs in the state. The State Aid for Public Libraries is $1,737,582 in general fund for the biennium and the Library Vision grants are $287,500 in general fund for the biennium. The libraries use the funds to purchase materials, increase the type and number of programs, and to add or improve technology, including equipment, software, and programs. The formula for State Aid to Public Libraries is in §54-24.2.

The North Dakota Library Coordinating Council and the State Library create the Library Vision grant opportunities two to three times per year. Last biennium, the grants were limited to Tribal Academic colleges; this biennium they will be extended to all tribal

libraries. NDSL wants to support the tribal libraries in meeting the needs of their communities since they would classify as unserved. Serving the unserved is one of our agency priorities. Last biennium, eligibility for Library Vision grants was extended to include all tribal libraries in grant opportunities that are open to all publicly funded libraries. We are requesting the ability to extend the tribal library grants specifically to meet the varying needs of those libraries.

On this slide you will see the changes requested to the Legislative base that are in alignment with OMB's base budget:

Restoration of the FTE Funding Pool	$	111,552
Continuation of 2023-25 Salaries	$	63,205
Retirement Payouts	$	20,000
2023-25 IT Rate Increases	$	104,853
2023-25 Rent Increase	$	14,389
Federal Funding Increase	$	138,535

NDSL is additionally asking for optional funding packages including funding for a compensation package, an InterLibrary Loan bridge, and equity funding for nine positions classified at the 102 level. We originally included a request for the required spending for the PERS conversion but understand that OMB is putting forth a plan for this. NDSL is not requesting any onetime funding.

NDSL supports the OMB compensation package of $331,008 which is why it is included.

The InterLibrary Loan bridge will improve resource sharing across the state by connecting over 350 libraries, saving subscription costs at the local level, and decreasing the time needed to borrow materials from other libraries for patrons. The libraries will be able to access the collections of libraries across the state which will result in an increase in in-state borrowing versus out-of-state borrowing. The total cost for the ILL bridge is $702,000 made up of the optional request of $450,000 to be paid from general fund monies and the remaining from federal funds. The funds will support the implementation costs, software license, and one FTE. The ILL bridge will be a partnership with ODIN, which is part of NDUS CTC, who will be adding the FTE.

NDSL appreciates the equity package that was allocated to our agency during the last biennium. The formula was based off of filled FTEs so the high turnover rate that we experienced impacted the dollars received. Even with the additional funding, we are still the third-lowest paying state agency. While we would love to ask for a targeted equity for all NDSL employees, our biggest need is with our 102s. The equity funding package will bring our eight employees that are classified as a 102 to 95% of the market policy point (MPP). The average for state agencies for 102 positions is 1.11% of the MPP. A survey that we conducted of North Dakota public libraries in 2023 showed an average pay of $21.63 for similar positions; this will bring our staff to $18.80. We just lost a 102

to another agency who was able to pay higher than the amount we are requesting to move our current staff to. We had a candidate who identified that accepting our open position would result in a 10% pay cut.

This next slide shows all the adjustments to reach our agency request of **$10,495,099** which is in alignment with the Governor's recommendation.

We have had 22% turnover resulting in $169,338 in vacancy savings of which $5,152 has been utilized for annual leave payouts. We currently have two open positions. We plan to reassign the 0.75 FTE position after a current employee retires. Typically, we do not keep positions open for this extended period. We chose to use this position because it is classified as a 102 and is currently the lowest-level role within our current MMP. At the beginning of the biennium, $111,552 was not provided in our appropriation and held in the FTE pool. We had one vacant position at the beginning of the biennium and were able to transfer $78,087 into our appropriation. The remaining amount was not available to us. While we have experienced high turnover for the last two biennia, previously our agency averaged 5% turnover per biennium.

Agency Fees

The next slide will show the fees that NDSL collects. The fees are deposited into our special funds.

- interlibrary loan replacement fees from borrowing libraries and patrons
- copier fees
- reimbursements for cataloging services
- professional development exchanges and reimbursements

NDSL anticipates collecting $66,820 in 2025-27, which is the same level of appropriations as 2023-25.

Other Bills and potential fiscal impact

There are three impending bills impacting the State Library. We do not anticipate that any of them will have a fiscal impact.

- **HB1254**: this bill would update language in §54-24-03(4) that would allow any North Dakota citizen to have a NDSL library card
- **HB 1420**: amends §54-24.4-05(2) to clarify that the Library Coordinating Council approves the distribution of state funded grants excepting the State Aid to Public Libraries grant.

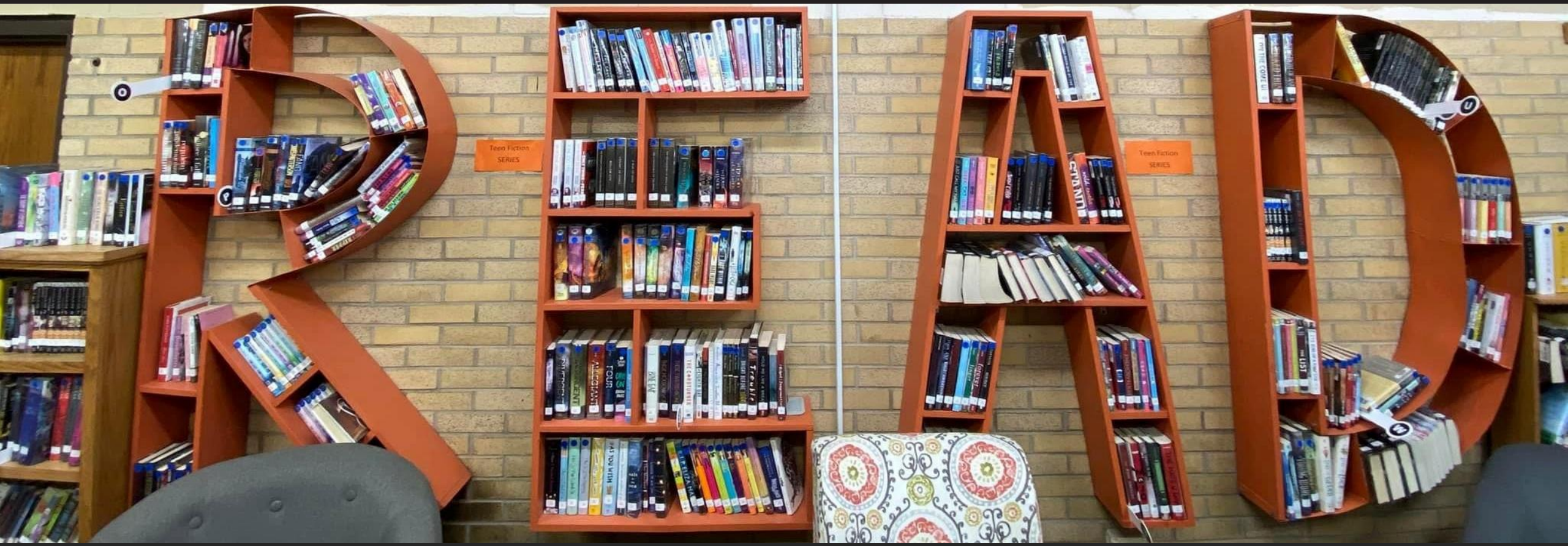
The next two items will be combined into one bill, but a bill number hasn't been assigned yet.

- State Aid: new language would be added to §54-24.2-01 to require libraries to submit the annual Public Library Survey to be eligible to receive State Aid. This clarifies that §54-24.2-06 is a requirement.
- Disposal of Surplus Library Materials: this would create a new section in §54-24-03 that would allow the State Library to send surplus library materials from our

collection directly to North Dakota libraries without having to inform state surplus. It restores an exemption that the State Library used to have when we were part of a different parent agency and is similar to an exemption that the State Archives has.

We have included additional materials in the binder for your information that will highlight the impact of libraries in the local communities across the state.

Chairman Nathe and members of the committee, this concludes my testimony. Thank you for your time and your support of North Dakota libraries, including the State Library. I would be happy to answer any questions the committee has.



Testimony HB1013
House Appropriations Committee
Education and Environment Division
January 16, 2025

North Dakota State Library





Mission

Providing pathways to information and innovation for North Dakota's libraries, state government and residents.

As North Dakota’s State Library, we strive to

Provide leadership to the library community

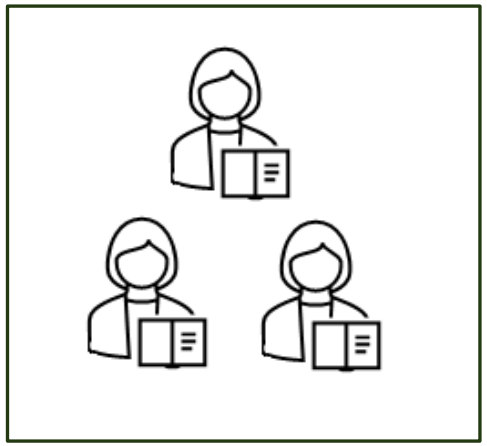
Enhance the value of libraries

Deliver access to and assistance with credible information sources

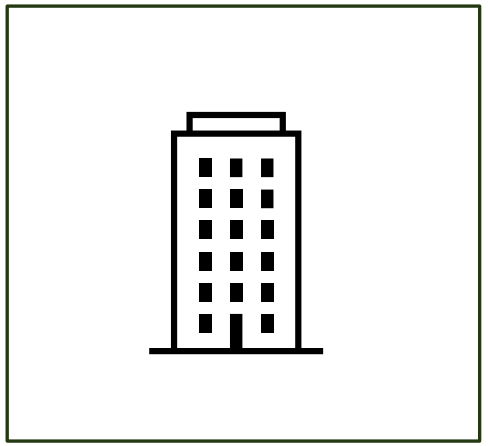
Enrich the lives of the people we serve

Foster a welcoming and inclusive environment for all

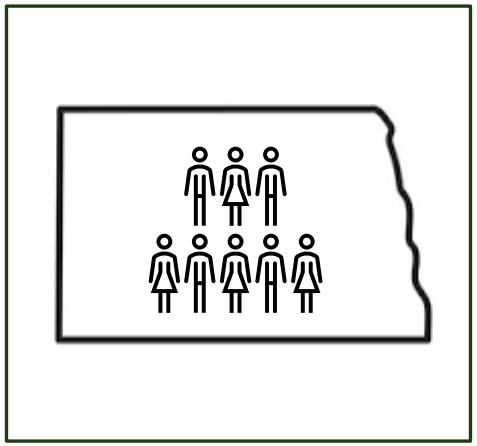
Who We Serve



Library Community



State Agencies



North Dakota Citizens

North Dakota State Library

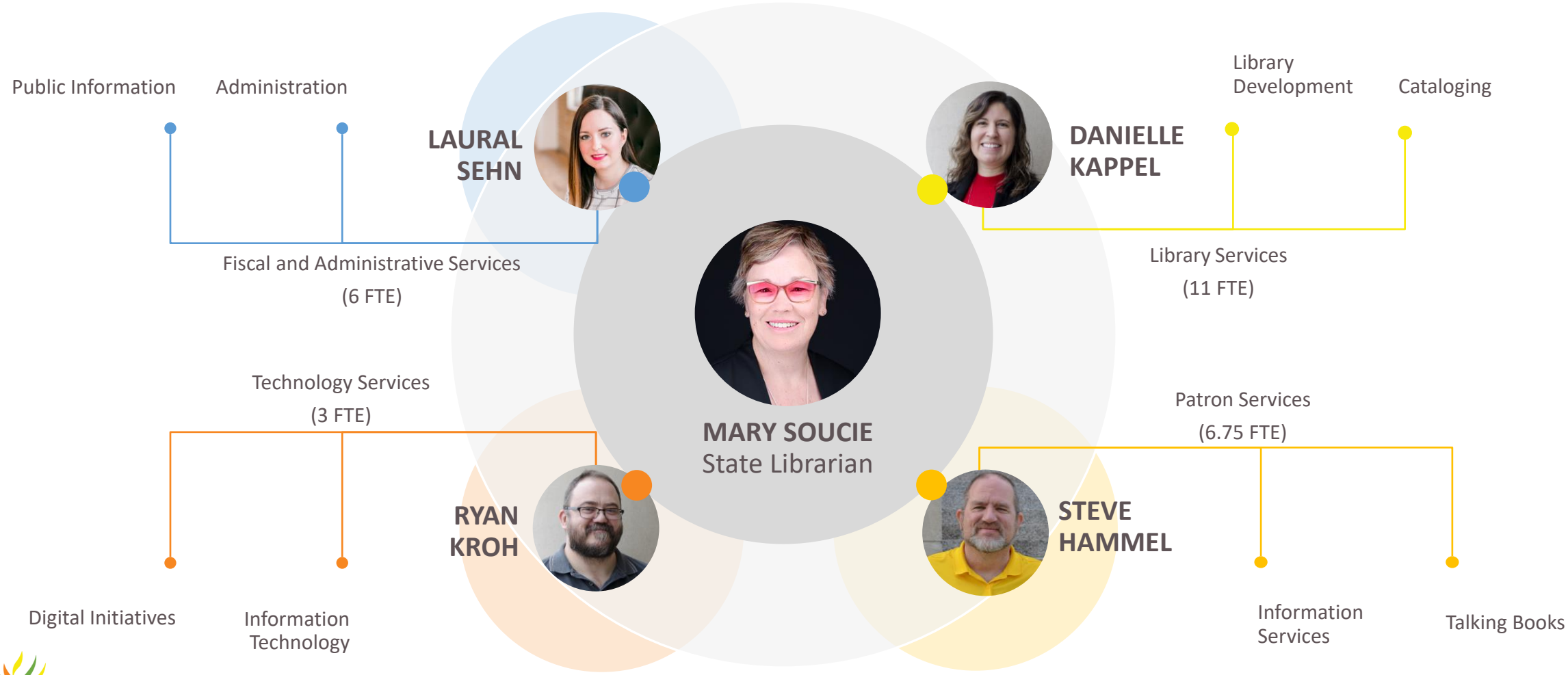




What We Do

Provide	access to materials and resources to meet informational and personal enrichments needs of North Dakotans
Coordinate	InterLibraryLoan, Online Library Resources (OLRs) and e-materials
Manage	access to documents created by state agencies for the public
Support	the library community through consulting services, professional development and technology support
Administer	State Aid to Public Libraries and Library Vision grant programs
Provide	materials to individuals with visual, physical and learning disabilities

Organizational Chart



ND Century Code Provisions

Chapter §54-24 State Library Commission

Chapter §54-24.2 State Aid to Public Libraries

Chapter §54-24.4 Library Coordinating Council

Chapter §40-38 Public Libraries



North Dakota State Library



Accomplishments and Challenges

North Dakota State Library





Accomplishments

- Continuing Education
- Library Vision Grants
- State Aid to Public Libraries
- Technology Support
- Legislative Support to Libraries
- Partnerships
- Podcast

Challenges



EMPLOYEE TURNOVER



BUILDING

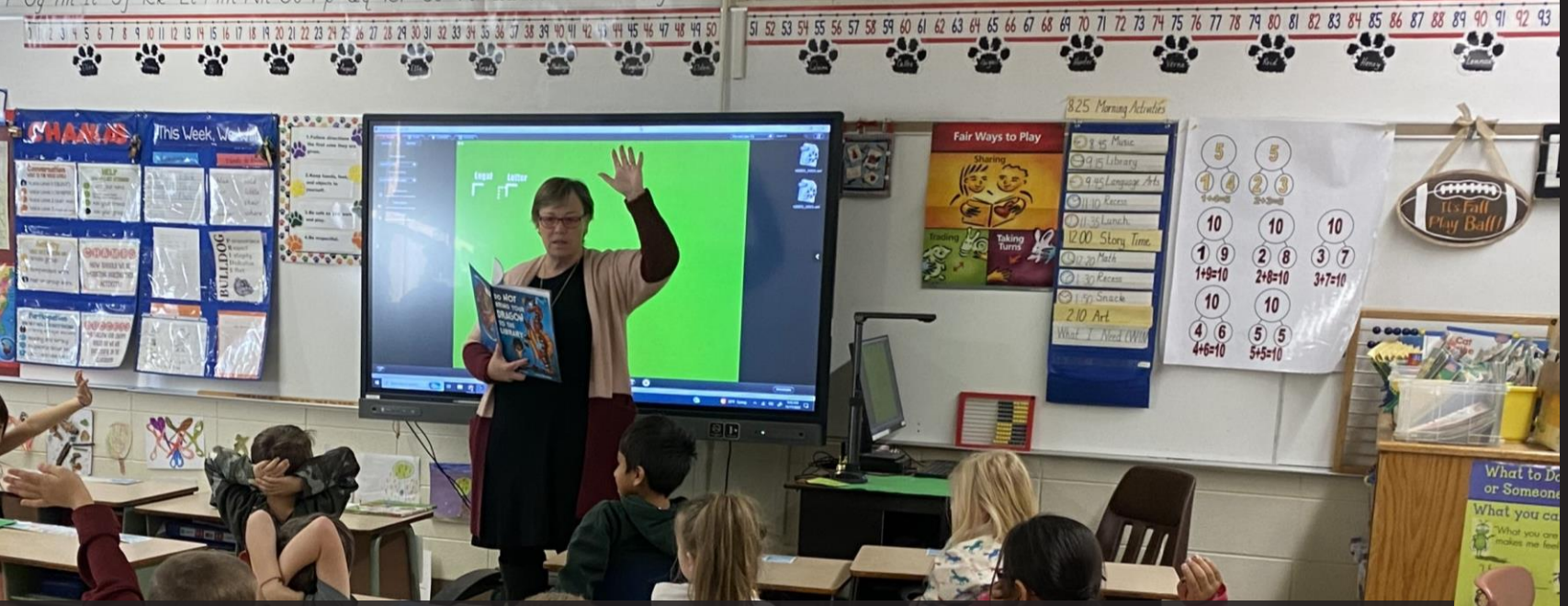


IT REVIEW PROCESS



Audit Findings

North Dakota State Library





Budget



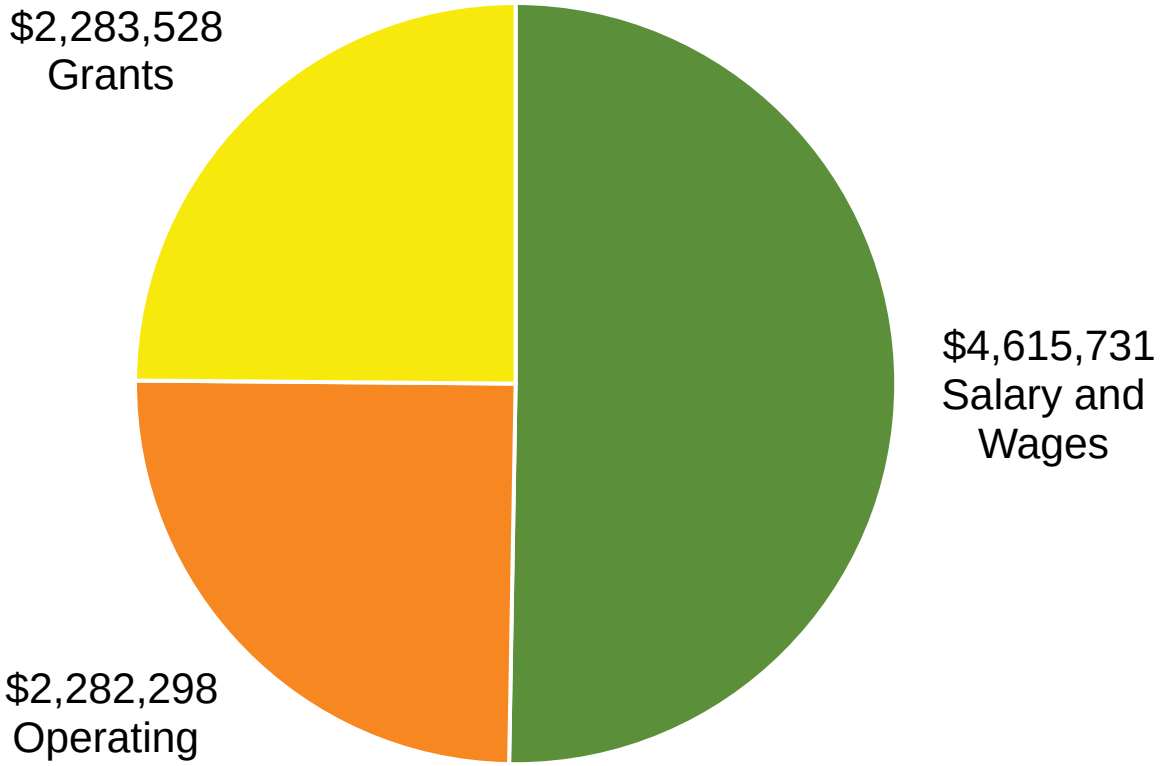
North Dakota State Library

	2023-25 Appropriations	2025-27 Legislative Base Level	2025-27 Agency Request
Salary and Wages	$ 4,435,315	$ 4,615,731	$ 5,221,496
Operating	2,575,298	2,282,298	2,990,075
Grants	2,283,528	2,283,528	2,283,528
Total	**$ 9,294,141**	**$ 9,181,557**	**$ 10,495,099**
General	$ 6,822,098	$ 6,682,484	$ 7,684,268
Federal	2,405,223	2,432,253	2,749,818
Other	66,820	66,820	66,820
Total	**$ 9,294,141**	**$ 9,181,557**	**$ 10,495,099**
FTE	**26.75**	**26.75**	**26.75**

North Dakota State Library

Changes from 2023-25 to 2025-27 Base Level Budget

	General Fund	Federal Fund	Special Funds	Total	FTE
2023-25 Legislative Appropriation	**$ 6,822,098**	**$ 2,405,223**	**$ 66,820**	**$ 9,294,141**	**26.75**
Onetime Funding					
Remove one-time for leave payouts	(40,000)			(40,000)	
Remove one-time for renovations	(150,000)			(150,000)	
Remove one-time for MOE	(100,000)			(100,000)	
Remove one-time for IT equipment	(43,000)			(43,000)	
Other Adjustments					
Add in target market equity funding	176,691	23,882		200,573	
Add in retirement funding from SB2393	16,695	3,148		19,843	
2025-27 Legislative Base Budget	**$ 6,682,484**	**$ 2,432,253**	**$ 66,820**	**$ 9,181,557**	**26.75**

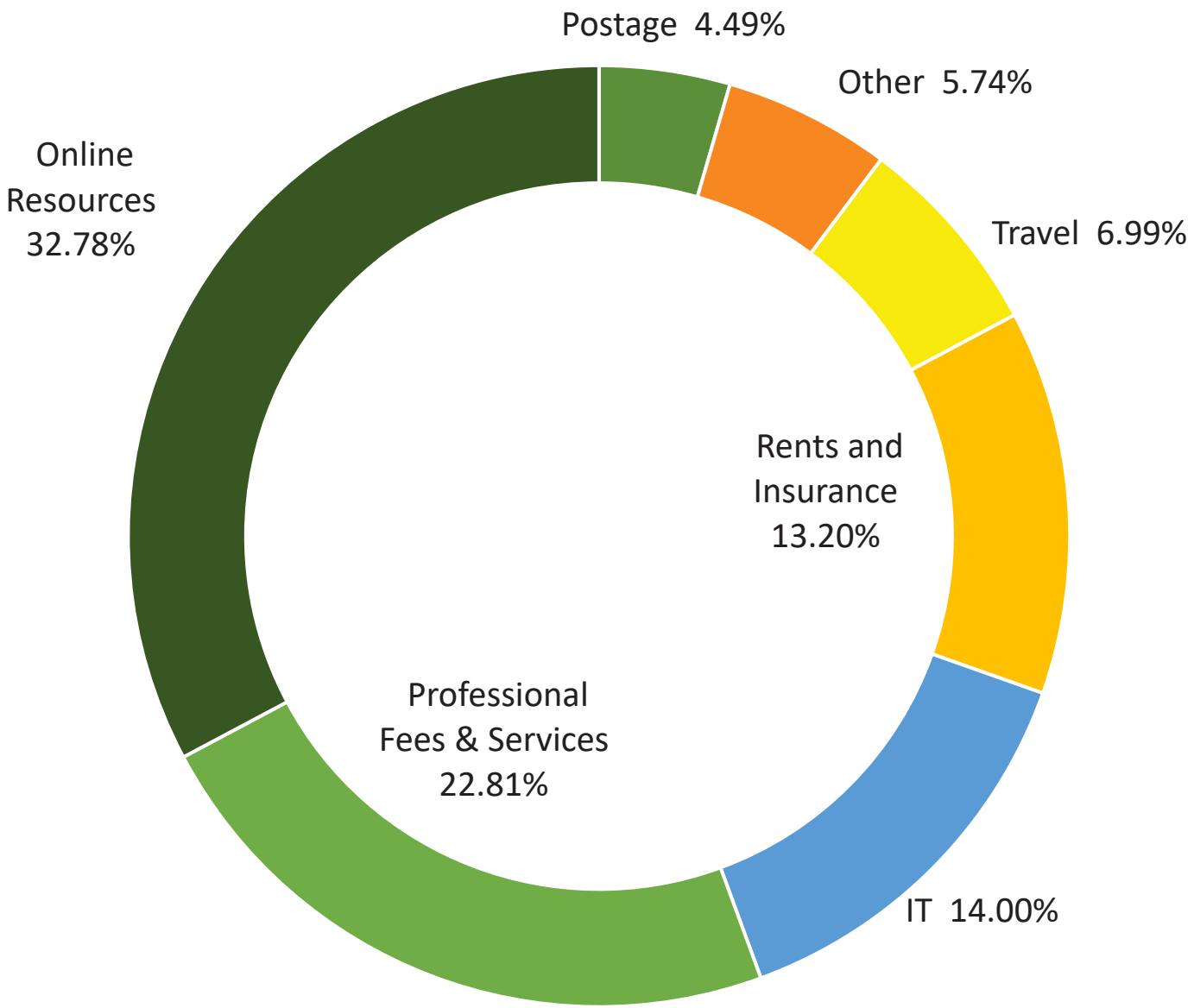


Base Budget 2025-27

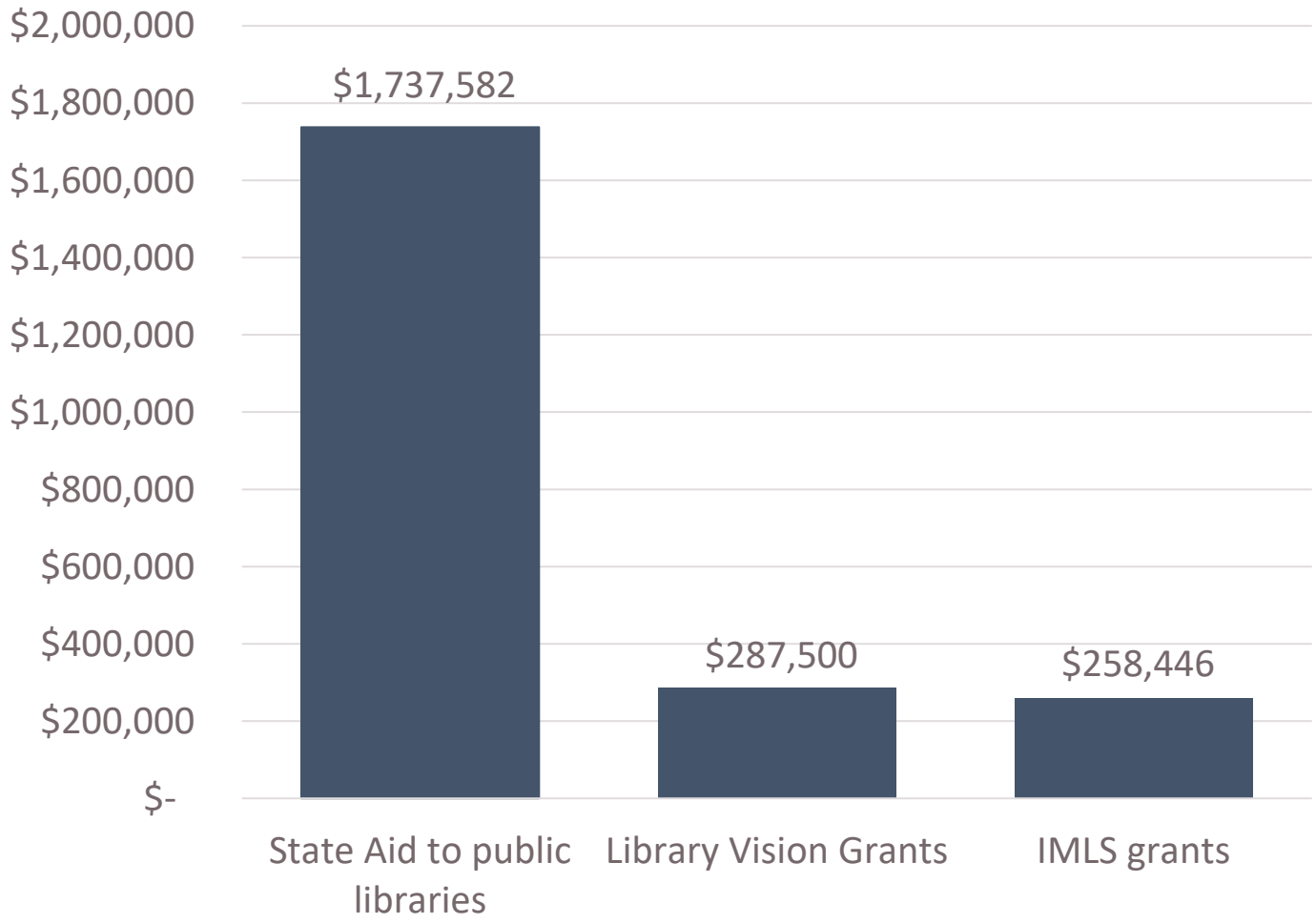
FTE	26.75
General	$6.7M
Federal	$2.4M
Other	$0.1M
Total	$9.2M

87% of the NDSL operating directly serves ND Libraries

Operating Expenditures



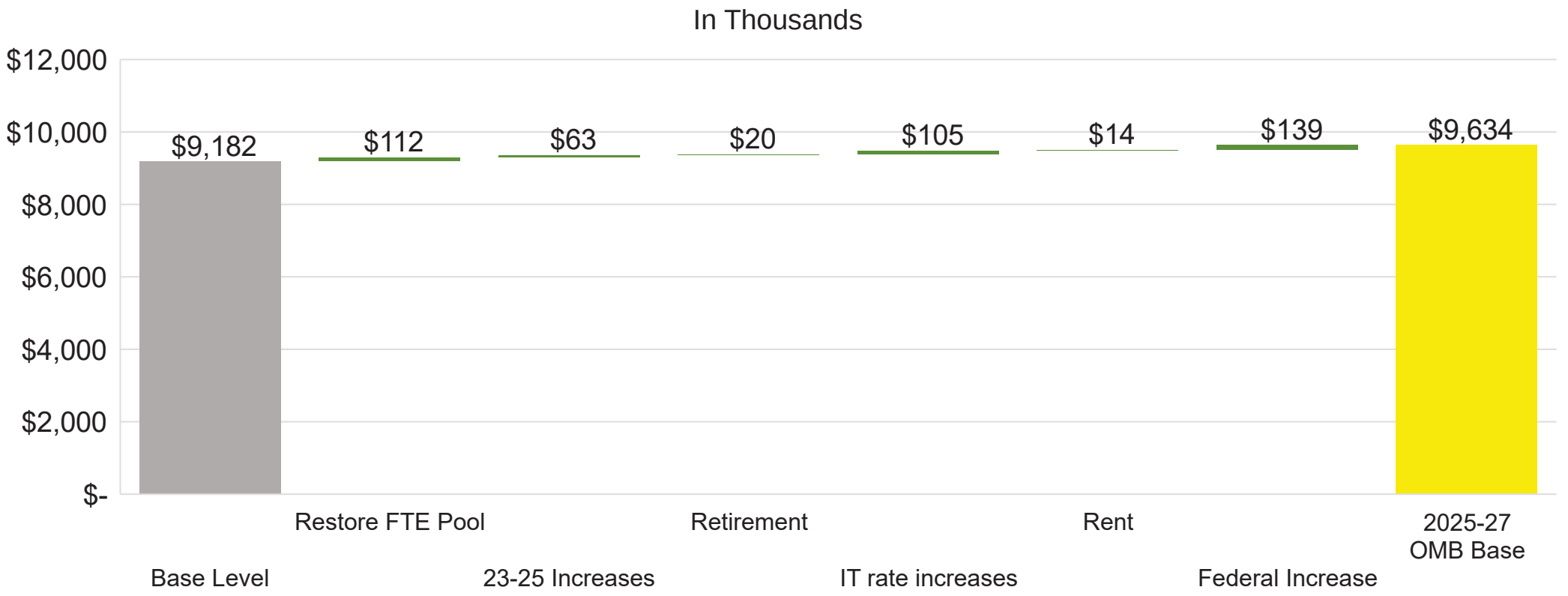
North Dakota State Library



Grants

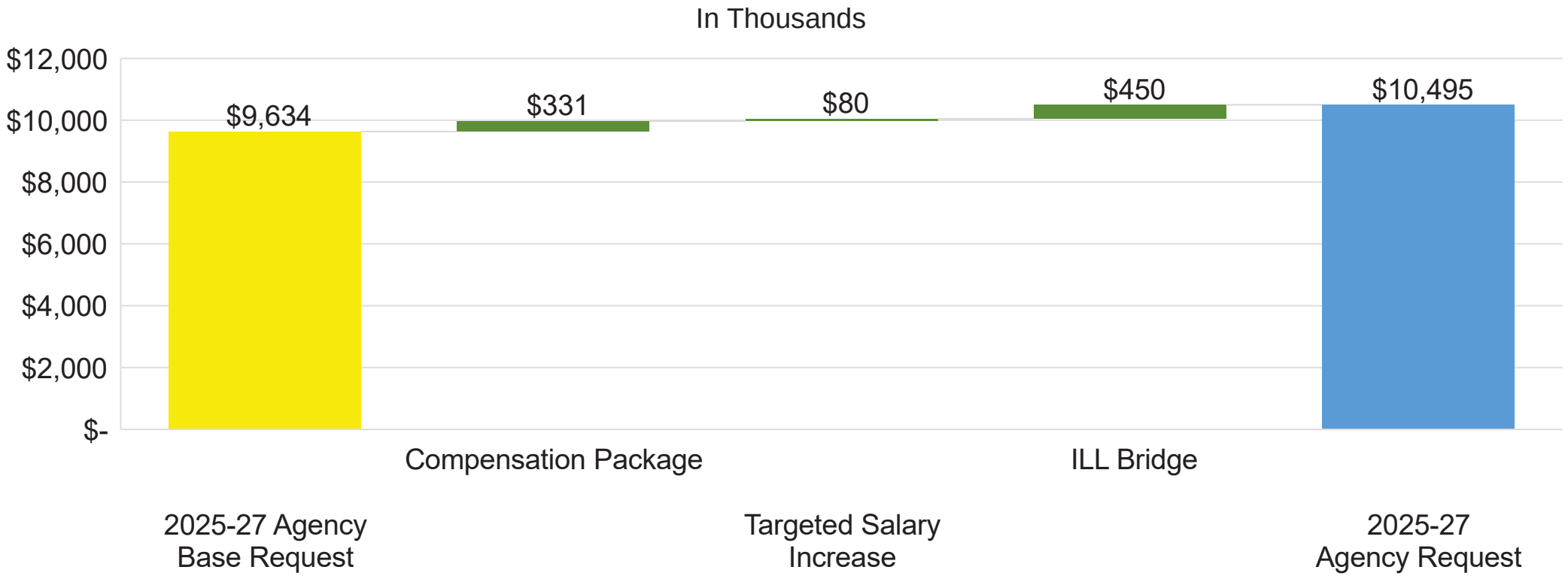
Every dollar provided to the public libraries provides $2.52 of savings to ND taxpayers for programs and services rendered.

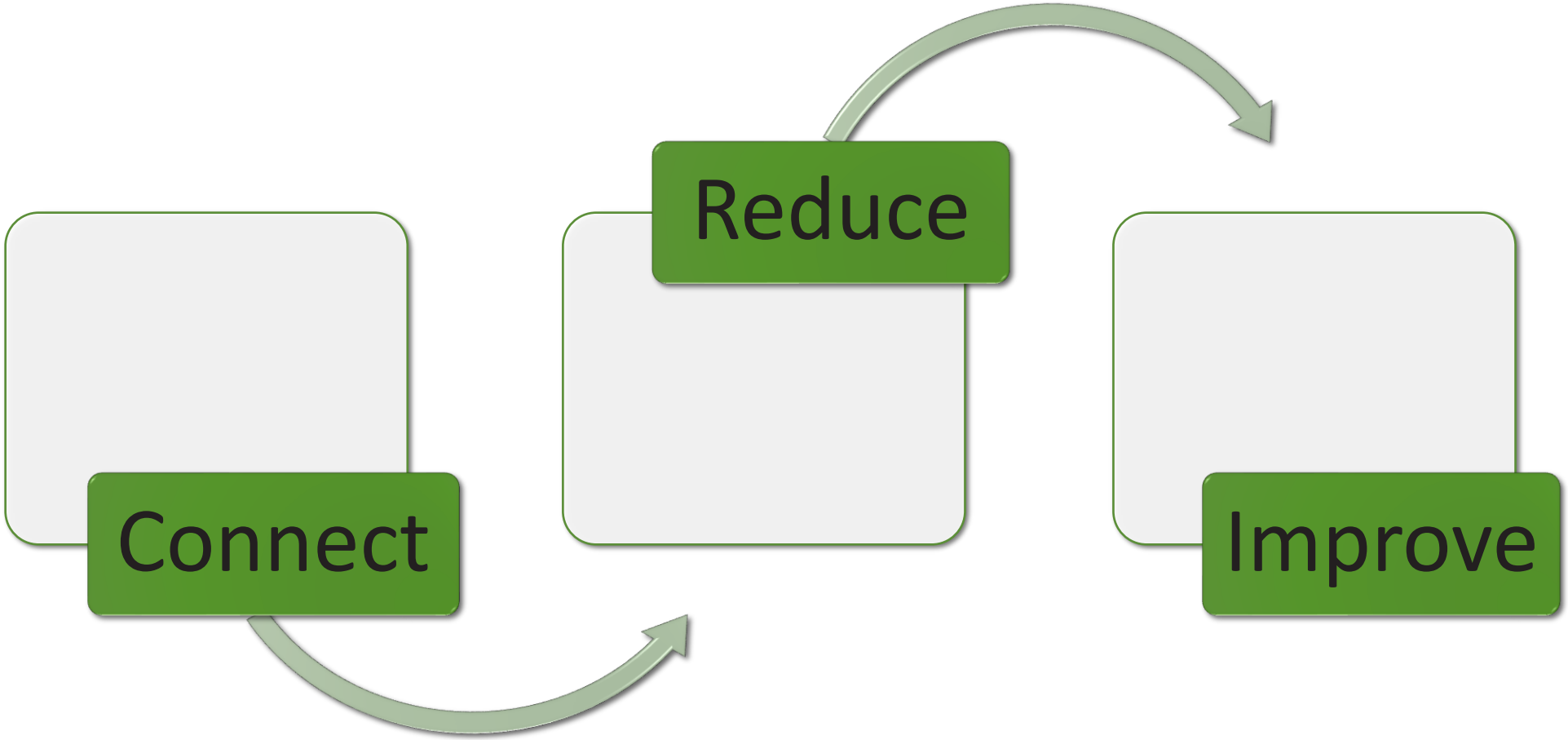
Ongoing Costs



North Dakota State Library

Optional funding requests





ILL Bridge (Optional Request)

An InterLibrary Loan Bridge is a resource sharing platform that allows libraries to access and share materials more efficiently.

North Dakota State Library

Target Equity
(Optional Request)

Request $80,000

- 8 FTE
- $18.80/hour
- 102 Classification

MPP 95%

- State Agencies average 1.11% of MPP

Competitors average hiring rate $18.97/hour

- ND Libraries
  - Salary survey from 2023 showed average pay of $21.63/hour
  - Current Candidate inquiry stated they would take a 10% pay cut to take the position
- State Agencies
  - $19.38/hour for a recently transitioned staff member

North Dakota State Library

	General Fund	Federal Fund	Special Funds	Total	FTE
2025-27 Legislative Base Budget	**$ 6,682,484**	**$ 2,432,253**	**$ 66,820**	**$ 9,181,557**	**26.75**
Salary and Wages					
Restore FTE Pool	93,855	17,697	-	111,552	
Cost to Continue 23-25 Salary Increases	54,119	9,086	-	63,205	
Retirement Payout	20,000	-	-	20,000	
Operating					
IT Rate Increases from 23-25	76,543	28,310	-	104,853	
Rent from 23-25	14,389	-	-	14,389	
Federal funding Increase		138,535	-	138,535	
Funding Switch	(74,119)	74,119	-	-	
2025-27 OMB Base Budget	**$ 6,867,271**	**$ 2,700,000**	**$ 66,820**	**$ 9,634,091**	**26.75**
Salary and Wages					
Compensation Package	286,997	44,011	-	331,008	
Targeted Salary (Optional Request #2)	80,000	-	-	80,000	
Operating					
ILL Bridge (Optional Request #1)	450,000	-	-	450,000	
2025-27 Agency Request	**$ 7,684,286**	**$ 2,744,011**	**$ 66,820**	**$ 10,495,099**	**26.75**

North Dakota State Library

Employee Turnover and Vacancies

22% 23-25	2 Vacant FTEs	$169,338 Vacancy Savings
$5,152 Annual Leave Payouts	$111,552 FTE pool	$78,087 Transferred

Agency Fees

NDSL fees are deposited into the special fund and anticipate the level of funding to remain consistent.



ILL Replacement Fees



Copier Fees



Cataloging Services

North Dakota State Library

Legislative Changes

- Library Cards §54-24-03(4)
- State Aid §54-24.2-01
- Disposal of Surplus Library Materials §54-24-03
- North Dakota Library Coordinating Council §54-24.4-05(2)

Zero Fiscal Impacts



Thank you

Mary Soucie

State Librarian

701-328-4654

msoucie@nd.gov

LAKE REGION public library

Phone:
701-662-2220

Address:
423 7th St NE
Devils Lake, ND 58301

Email:
maddie@lrpubliclibrary.org

January 15, 2025

Representative Nath and Members of the House Appropriations Education and Environment Division:

My name is Maddie Cummings, and I am the Library Director of the Lake Region Public Library in Devils Lake, North Dakota. I am writing today to express my support for HB 1013, especially regarding the North Dakota State Library budget. The State Library plays an incredibly crucial role in assisting our library by providing valuable resources for our staff, patrons, and entire community.

In the past biennium, the Lake Region Public Library has received three grants from the North Dakota State Library totaling $18,646.69. These funds were absolutely crucial in large-scale capital projects that we absolutely could not have afforded on our own, including painting the interior of the main library (which had not been done since the building was constructed more than 20 years prior), installing a remote entrance for secure entry to the building after regular library hours, installing accessible window coverings to our most exposed windows, as well as supplementing important aspects of our collection: resources for mental and social health, LGBTQIA2S+ materials, and books by and for Native authors.

In addition to these competitive grant opportunities, the North Dakota State Library also provides State Aid to public libraries, which has proven vital to the Lake Region Public Library's yearly revenue. Between 2022-2024, our library has received $37,911, which averages to $12,637 per year. This is the equivalent of electricity, heat, and telephone & internet for an entire year. Without this yearly funding (of which there are standards we strive to meet and exceed), our library would not be able to provide as many necessary programs, resources, and services to Devils Lake and Ramsey County.

Finally, patrons in Ramsey County consistently request materials from other libraries both in- and out-of-state, and with shipping costs continuing to rise, this may not be a reality for all patrons in the future. The Lake Region Public Library is extremely excited about the proposed ILL Bridge from the North Dakota State Library to promote interlibrary loans, where we will be able to request materials directly from the lending library as opposed to needing to go through a middle man and shipping an item four times instead of twice. Not only will this save money on shipping costs, but it will also save time- something we take for granted when our patrons can't wait to get their hands on a new book.

LAKE REGION public library

Phone:
701-662-2220

Address:
423 7th St NE
Devils Lake, ND 58301

Email:
maddie@lrpubliclibrary.org

The North Dakota State Library not only provides funding to the school, academic, public, tribal, and special libraries of North Dakota, but they are constantly offering support and passion for library science and information sharing. The State Library and staff have and will continue to benefit the residents of Ramsey County via the Lake Region Public Library, and we look forward to our continued partnership.

Sincerely,

Maddie Cummings
Library Director

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENTAL DIVISION
January 16, 2025
By: Jamie Mertz, Chief Financial Officer
701-328-2176
Department of Public Instruction

Mr. Chairman and Members of the Committee:

Good morning, for the record my name is Jamie Mertz, Chief Financial Officer for the Department of Public Instruction. I am here to provide you with information regarding the Department's 2025-27 appropriation request. This can be used in conjunction with the information presented to the full House Appropriation Committee on January 9th.

I will start out today with an overview of our budget. As you have heard before, 98% of our appropriation goes to entities outside of DPI in the form of per pupil foundation aid payments and grants. The remaining 2% goes towards the operations of the agency. Our operations are funded 66% with federal funds, 25% general funds and 9% special funds. The special funds are mainly for the School Food Processing Program which I'll touch on later.

Our salaries and wages appropriation funds 86.25 FTEs. You will often hear Superintendent Baesler say that we are a small but mighty team. I like to compare my office to our friendly neighbors directly south of us. They have 21 employees

in their fiscal department. I have 11. Does that mean I think we need more FTEs? No, I think I have the right number of people in my office now but I think it shows that the State is getting a great bang for its buck with the salaries paid to DPI employees.

One of the ways we have been able to operate with such a small staff is by utilizing outside experts with contracted work rather than hiring a permanent employee. Many times this can be more cost effective to the State. Twenty-eight percent of our operating line expenditures goes to towards consulting work. Our next highest expenditure category is for assessments. We expend fifteen percent of our operations on this important activity. These assessments provide valuable data on how well our students are doing academically and can identify areas of concern. Thirteen percent of our operating budget is for operating fees and services which covers multiple activities.

We expend twelve percent of our operations on the School Food Processing Program. With this program, we negotiate contracts with multiple companies to take raw food product and process further into things like hamburger patties, chicken strips, etc. We then place orders for these items on behalf of participating school districts who then reimburse us for the cost of the food. We do not charge the districts any fees to participate so they are able to save funds by not having to negotiate contracts on their own. This program has been extremely successful and

continues to grow. One of our additional requests is to increase the program by $2,000,000.

IT related costs make up approximately eighteen percent of our expenses. These costs continue to rise but we have been able to cover these increases by finding savings elsewhere. At some point in the future, we may need to request increased funding but not this biennium.

Our largest line item is the per pupil foundation aid payments at a current amount of $2.3 billion. Last week, Mr. Adam Tescher, our School Finance Officer, did a great job on explaining to the full appropriations committee on how these payments are calculated and I won't waste your time repeating that. I wouldn't even come close to matching his expertise anyway. In our agency request, we used the base budget number as we know it will change multiple times over the next four months.

We have six appropriation lines that are for grants to outside entities. The first is to districts to cover expenditures to educate special education students with high costs. These funds can also be used to cover the excess costs of students that are placed by state court, tribal court, juvenile services, or county/state social service agencies into a state-licensed foster home, state-licensed childcare home or facility, or a state-operated institution.

DPI also issues grants to school districts to assist with the costs of transporting students to and from school. There are multiple factors that are used to calculate the amount each district receives. The third group of grants are for state led program grants. These are for specific programs including Para-2 Professional, the Superintendent's Grant Pool, Adult Education, and others.

DPI also issues pass through grants that go to specific entities identified by the legislature. Some of the grantees include ND Museum of Art, NDSU and Minot State for writing projects, and Education Standards and Practices Board for their teacher support program. The fifth grant line is for the federal grants awarded to the State. We currently administer about 40 different programs including the education Title I programs, IDEA special education grants, school food programs and others. The final line is our smallest which is to provide grants to teachers to become nationally board certified.

The final line in our appropriation is PowerSchool which we would like changed to K-12 Data Management. Currently the entire amount of this line is paid to NDIT.

Our next slide identifies the one-time funding that we had for the 2023-25 biennium. The science experiment grants issued two grants; one to the Grand Forks Children's Museum for $5,000,000 and the other was $500,000 to the Fargo-Moorhead Science Museum. The Statewide Teacher Retention Program provides

grants to districts for its teachers to participate in a program provided by Vital Network. This organization 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. Approximately 5,000 of North Dakota educators have participated in the pilot program.

We had three one-time funded projects that were related to reading. The first was the Amira Statewide Reading Tool for $1.6 million. Amira is a tool that utilizes artificial intelligence to create individualized reading plans for users. We have spent just over $1 million for this project so far. The next project was the Science of Reading training with an appropriation of $1 million. Science of Reading is defined in North Dakota Century Code 15.1-21-12.1 as 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. The final project was Language Essentials for Teachers of Reading and Spelling or LETRS training with a $558,000 appropriation. This is a specific professional training program that uses the Science of Reading as its basis.

The next item was the Be Legendary School Board Training grants. This program is designed to sharpen school boards and their superintendents focus on

one primary objective: improving 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

To date, 30% of North Dakota districts have completed the training.

For the 2023-25 biennium, $279,000 was appropriated for the Dyslexia Training Program. With these funds we have contracted with AIM Institute to provide training that allows North Dakota educators to obtain a Dyslexia Credential at no cost. The final one time item was a $70,000 grant for Regional Education Associations to merge. The two western REAS did merge to form the Western Education Regional Coop.

Our next slide shows the fees we charge for GED items. We charge $10 for a duplicate certificate and $2 for a transcript. For the 2021-23 biennium we collected $6,400 which barely covers the cost of the credit card machine charged to us by Bank of North Dakota. We have been asked if the amount charged is adequate but there are multiple times individuals don't even have the $2. We have

a pool of money that has been donated by DPI employees to cover these costs. These are the only fees collected by DPI.

In December, we received a liquidation extension for ESSER funded projects that were obligated by September 30, 2024. For a project to be obligated, contracts or orders must have been in place by that date. No changes or new contracts can be made after that date. We only had one LEA request the extension which was Parshall Public Schools for a school bus and replacement of wireless hubs throughout their building. For State Discretionary Projects, we had multiple items including online courses, tutoring, professional development, dual credit opportunities and other educational options. In the binder there is a more comprehensive list of these items. We expect all discretionary funds to be expended by the end of 2025.

I will now move on to our requests for additional funding for the 2025-27 biennium. The first request is for salary increases for DPI employees. As has been mentioned before, we are the smallest state education agency in the nation. We are also one of the lowest paid agencies in the State. We have many employees who could work in area school districts and make much more. We're not asking for salaries equivalent to these districts but some equity increases to get us closer to them.

Our next request is for $6,000,000 for our School Improvement Contract. State law requires all public schools to participate in a continuous cycle of improvement to advance student achievement. Our contract is coming up for renewal and may have to go through the RFP process. We expect a significant increase to this contract when this takes place. We are also requesting $1.5 million for the implementation of ND FIRST. Last session, legislation was passed that allows NDDPI to intervene in chronically low-performing schools. We would need to contract for the resources to carry out this requirement.

We are requesting a $2,000,000 increase to the School Food Processing Program which I mentioned earlier. It seems that every biennium we go to the Emergency Commission to request an increase to this program as it continues to rapidly grow. We hope that this increase will resolve that issue. We are also requesting $150,000 for summer EBT administration which provides summer food assistance to households with school-age children who are eligible for free or reduced-priced school meals. While the benefit funds are federally provided, the administration costs are covered by the state.

The next three requests are for one-time funding items. The first is $650,000 for ND History and Tribal Textbook Printing. This initiative defrays the production costs for the five-book series covering the history and culture of Indigenous peoples in North Dakota, which supports the state's requirement for

schools to provide Native American history curriculum. The next request is for $2,729,140 federal finding in which the US Department of Education determined that the State's funding formula did not meet federal maintenance of equity requirements for five districts in fiscal year 2023. The last item in this group is for $1,350,000 in federal funds be added to our operating line for the administration of the Federal Comprehensive Literacy program.

Moving on to requests for our grants lines, our first two requests are for $2.3 million to continue the Teacher Retention Program and $1.5 million for the Be Legendary School Board Training. I've already spoke about each of these so I won't repeat myself. We are requesting $1,000,000 each for the Science of Math training and the Science of Reading training. The Science of Reading has already been discussed and the Science of Math follows very similar concepts.

We are also requesting $300,000 each for the Native American Essential Understandings and Indians into STEM programs. The Native American Essential Understandings aims to foster deeper understanding among North Dakotans from diverse cultural backgrounds. It supports the state's requirement for schools to provide Native American history. The Indians into STEM program was previously only available to New Town and Eight Mile students allowing them to attend STEM instruction at Valley City State during the summer. The initiative expands

this highly successful summer instruction to all North Dakota Native American students in grades 6 through 12.

Our next request is $300,000 is to continue the Dyslexia Identification Training program and make the funding permanent. I spoke about this program previously but wanted to mention this has been funded as one-time for the last three biennia. We would like to make this permanent and not have to come back each session to request funding for this highly effective program. The last two items are just funding movements in which we are moving $1,000,000 from the Free School Lunch Program for Adult Education IET grants and the Superintendent Grant Pool. This still leaves plenty of funds in the Free School Lunch Program to cover those expenditures.

The next two items are one-time increases to our Federal Grants line for federal programs. The first is $27,000,000 for the Federal Comprehensive Literacy Grant that we received in the current biennium. This is a five year grant in which we received Emergency Commission approval to expend the first year in the current biennium. The amount we are requesting is for years 2 and 3. This program specifically aligns to the ND PK-12 Strategic Vision related to literacy. The second item is for $2,705,709 for a Local Food for Schools and Child Care Providers Cooperative Agreement Program which gives subsidies to schools and childcare providers to purchase beef from local ranchers. We just found out that

we were awarded this grant a few weeks ago and think it is a win-win for both education and agriculture.

The last request is for $200,000 to be added to the National Board Certification. This initiative provides grant funding for Native American educators pursuing National Board certification, which is widely recognized as a key tool in enhancing teacher effectiveness and improving student outcomes.

My next topic will address a few sections that we are requesting be added to HB1013. The first is carry over language of unexpended funds for ESSER, the State Automated Reporting System or STARS project, and Leveraging the Senior Year. We are requesting to have FTE position adjustment language that was included in former Governor Burgum's version of HB1013. This would allow the Superintendent of Public Instruction to determine the number of FTEs needed depending on funding. And the final is to change the line that says PowerSchool to K-12 Data Management System. In the binder of information we have included language that could be used for these items.

The next slide shows the additional funding that we are asking compared to what was in Governor Burgum's proposed budget. I've spoken about all the items so I won't waste the committee's time going over them again. My final slide addresses bills that would impact our appropriation. We are aware of HB1369 which is the foundation aid bill and it would increase that line by $158.5 million.

HB1214 addresses the transportation formula and results in an additional $10 million. There are multiple bills being introduced and we are watching all of them that effect our budget. Some items that we know will have unknown potential impacts include universal free lunch, property tax relief, school construction and the administration of other new initiatives.

Mr. Chairman, this concludes my remarks and the agency's presentation. I thank you for the opportunity to discuss the budget of the Department of Public Instruction. I would be happy to take any questions from the committee and I know there are others in attendance that would like the opportunity to discuss various programs in our budget. Thank you.

North Dakota Governor's School
NDSU OFFICE OF TEACHING AND LEARNING

January 15, 2025

I am writing to support the continued funding for North Dakota Governor's School. Governor's School has a long and successful history in North Dakota, with over 30 years of past offerings that made an incredible difference for North Dakota students. As stated in the mission, "The mission of the North Dakota Governor's Schools is to serve academically talented high school students of North Dakota through programs of college-level instruction in an environment of academic excellence." North Dakota State University values being a part of this impactful program that celebrates and challenges the brightest and most talented students.

Summer 2024, the student scholars were part of NDGS at NDSU, with the opportunity to be challenged and learn, developing life-long friends and connections in the process. Included below are testimonies from several of the scholars that express how much they appreciated the Governor's School experience.

I will be present at the hearing on January 16th to answer questions and share additional information if needed.

Stacy Duffield, Ph.D.
Director, Office of Teaching and Learning
North Dakota State University

Testimonies from the Scholars

I truly appreciate the experience governor's school gave me this previous summer, something I could have got nowhere else. Being sponsored by the state opened the door for me to attend. Throughout my academic career I have been dedicated to the sciences and Governor's school showed me a new perspective of science in psychology. This gave me a new academic challenge to conquer never previously studying the psychological sciences. Living at NDSU made me contemplate my college decisions further knowing what I truly wanted in a college. Governor's school was a free place to be yourself and being supported by likeminded individuals who always had others best interest in mind. I am ever grateful to those who support this program as it will forever stay at the most beneficial and memorable summer of my high school years.

Blessings,

Elizabeth Voss

My name is Damien Haisley. I attended Governor's School in the summer of 2024 and was the leader of the technology pathway. When I first applied for Governor's School, I thought it was going to be a good learning opportunity, and it was, but what I didn't expect was the lifelong memories and friends I would create. Some of the people I met there, I still talk to every day. Going into this program I had a vague idea of what career path I wanted to go into, but no idea what to look for in colleges. Coming out of it, I gained a real appreciation for what I got to do but also had some college ideas set out for myself. I believe programs like this are important because students can get an experience similar to college while building relationships, camaraderie, and confidence that will last them a lifetime.

My name is Lydia Hestdalen. I was one of the participants in the 2024 North Dakota Governor's School. I was in the Science pathway. The experience last summer was something I will never forget. We had fun with different breakout sessions everyday, it was called Bison Time. On the weekends we were able to participate in bond forming activities with each other, for example we went canoeing and we even got to go play capture the flag.

Overall, I think being able to be in this program was highly beneficial to my learning. Not only did I get to further my education, I got to further it one on one with an undergraduate student. We worked in a lab together for weeks. I got to work in a college level lab which is beneficial because I am going to major in Forensic Science at UND starting the fall of 2025. The professor I worked with was even talking to me about how I should switch it so I could continue working in his lab.

This program is important to me because of the next level of understanding I got in my pathway. It was cool to find out that not all of the professors that wanted a student got one. That shows that not only is it beneficial to the students, the professors also really liked having us around. Governor's School really prepared me for college life by living in the dorms, I think others would benefit from the same.

I am saying this with a grateful heart. I am highly recommending this program to be funded again.

Thank you for your time,
Lydia Hestdalen
Senior at Fargo South

My name is Keaton Sauvageau, and I attended North Dakota Governor’s School in June of 2024 and I am currently a junior at Kindred High School. My discipline was engineering and I worked on the project where we used ultrasound to make 3D printing stronger. Governor’s school gave me the opportunity to experience what it is like to be an engineering student at NDSU that was much more in depth than any other camps I have been to. At NDSU I had a chance to meet some of the faculty working in the engineering department and got to work with many of them in different ways. I had the opportunity to be

part of an actual project where I was able to see how it works and I got to test the products we made. After completing the project, we were able to make a presentation on it and present it in front of many people.

After talking to some of the faculty members working there, I got a lot better of an understanding on what engineering careers were like, and what the different engineering fields are. The group I was part of focused mostly on mechanical engineering, but I was still exposed to many of the other fields while I was there. I was told by one of our group leaders that I should really consider industrial engineering as a possible career. Before Governor's School I didn't know about industrial engineering and I don't think I would have considered it as an option if it weren't for their feedback. And now that I have had hands on experience, I have a much better understanding of what career I want to go into.

Overall, North Dakota Governor's School has been a very useful and engaging experience that I am extremely glad I was able to participate in. It has given me a much better and deeper understanding of the field I want to go into, and has greatly impacted me as a student in a way that no other club or event has before. I also made many new friends while I was there that I still keep in touch with now. Governor's School was definitely the best decision I have made for my education. And I am so thankful that the experience was provided without any costs. If there was a big cost upfront, I don't think I would have decided to go, and I would have missed out on so much.

Sincerely,
Keaton Sauvageau

Governor's School was a once in a lifetime experience for me, literally as I was a junior when I joined, which meant unfortunately that it was my first and last time to be able to take part in Governor's School. During my time at the School, I had the opportunity to network and connect with people relating to the major I wanted to go into, I learned numerous things about my own abilities. I was able to realize that my anxiety would not hold me back in college, as being away from home for so long I thought I would be a wreck. This program changed my perspective on myself and my goals, it allowed me to see what college would be like and whether I was up for it. It strengthened my goal for the future, I know what I want to do even more now than before. This program is enormously important especially to sophomores and juniors because it can help them decide what they genuinely want to do and even show them new opportunities for the future. By allowing programs like this to grow, it paves the way for new generations to come to reach this level of success.

Sincerely,
Hannah Hanson

When I first signed up for Governor's School, I did not know what to expect. I was filled with feelings of both excitement and worry because I had heard many wonderful things about the program, but I was worried since I did not think I personally would measure up to the other people that signed up. I was excited when I heard that I had been accepted into the Technology path, so my past worry was lessened to a degree. I was not expecting at all what would become one of the greatest experiences of my entire lifetime. When I arrived on campus with my parents at Cater Hall (the dormitory at which I would stay for the month), I was greeted by

many polite faces who seemed eager to welcome all that entered the door. After I moved into my dorm, I met all my suitemates: Jack, Sam, and Memphis. These three became my close friends throughout the month-long program, as well as many others who were among the 48 students. All the residential assistants were cool people I also became friends with. Awkwardly, one of them was my sister, whom I had a good relationship with simply fine during the program. During the month I stayed at the NDSU campus, I learned many skills that I may never forget including how to live better independently, how to ask for help more often when I need it, how to use coding and other various IT skills, and many other traits that define me as a person today. Not only that, but Governor's School gave me a fine taste of college life and reassured me that when I go to college, I am more than capable of handling myself and prospering as an individual. Along with lots of learning opportunities, we did many entertaining activities and learning experiences as a group. The RAs would take us out to many fun places and let us participate in very entertaining activities that I will personally never forget. Some of these fun activities include canoe trips, sports games, hiking trails, and even visiting one of our teacher's homes and getting to play soccer with the local children. For fun learning experiences outside of classes, we had Bison Times, which provided fun activities that taught me about assorted topics including service dogs, creative writing, e-sports, electron microscopes, and many more that would take a whole page to list the details. To make a long story short, Governor's School was one of the best experiences I have ever had and taught me that I can succeed, and that I can have fun while doing so.

The specific field I chose, the Technology pathway, has helped me in using my skills in practice as a digital designer and programmer. In this pathway, I got to learn about the programming language known as "Python," which is a particularly useful language to learn since many companies utilize it in diverse ways. At the end of the class, near the end of the program, I got to design a videogame with my partner, whose name is Bobby (nickname). I was the main artistic designer for the game and got to utilize my designing skills to the maximum, which turned out fantastically. Our final game, dubbed "Husk," was a simple platformer game about collecting artifacts and reaching the end with all of them collected. I may not have access to this game anymore, but the memories of it being my first full game are permanently etched into my brain. The skills I learned through this class and Governor's school as a whole helped me complete my first college class and a coding with Python class with great success. These skills I have acquired through this program will last a lifetime.

The Governor's school program is a must-have for every single state in the country. Not only do you gain many skills that will help you overcome many obstacles not only if you pursue higher education through college, but life. Also, the program gave me fond memories that will stick with me until I die. Leaving the campus after Governor's school ended was like leaving a family that I may never see again, and this feeling makes me want to relive that month increasingly as time goes on. I am not alone in the belief that Governor's school is a program worth investing in, because the experiences you will have will alter your life for the better, guaranteed.

Aidan Zacher

Governor's School was an amazing experience, combined with high school and college life, this program pushed me to experience so much in such a short time. It consisted of activities, which all allowed me to get to know people much better than a traditional school assembly,

and also included classes that promoted my general knowledge and helped me to dive deeper into a specific topic, where a high school class might not. This program guided my education to a much higher level, seeing that now I can teach Computer Science as I used to simply learn it. This has also helped me to network with many people easily and retain those important relationships due to the simple reality of putting people in one area and letting them figure out how to be friends with each other. This meant you could try out new ideas with one's communication skills and thus could continue to learn how to communicate properly. This also meant furthering my adaptability skills as well as my communication skills due to the new environment and entirely new people. My future goals are to continue my education and then pursue a career in Technology and this program, which focused on STEM during the summer of 2024, directed and pushed me to dig deeper into this topic. I am also glad that I went through this program as it helped me to get a better understanding of Computer Science in general and got me to get farther with what I already knew. These programs that push students to try new things and meet new people are what I believe is the best solution for those who are doing well in their schools. It allows students to work on their networking skills and also get a much better education than what a high school might provide, as well as the choice to pick what they want to work on for a month or so.
Thank you,
-Cole Carpenter

ONLINE DAKOTA INFORMATION NETWORK

January 16, 2025

Representative Nathe and Members of the House Appropriations Education and Environment Division,

My name is Jason Bedsaul, and I am the Director of ODIN (Online Dakota Information Network), a subdivision of the North Dakota University System - Core Technology Services, and I appreciate the opportunity to share ODIN's perspective with you on the State Library's Budget request. As the two primary state agencies whose mission is to support and serve North Dakota libraries and their patrons, ODIN and the State Library regularly partner on strategic initiatives. I am writing today to provide some additional context and background for the Interlibrary Loan (ILL) Bridge initiative.

Current ILL Environment

The State Library has long supported libraries in the state with filling patron's requests for materials from other libraries in and beyond the state. ODIN's 53 Public, K-12, and Special Libraries share a common system along with the State Library. These libraries and their patrons can search and share materials directly with one another which saves on shipping time, allows more flexibility on collection decisions, and other benefits that come with pooling resources and unifying on a single solution. Unfortunately, that leaves out most libraries in the state who are on various other systems and severely inhibits our members from requesting materials directly from non-ODIN libraries. In the cases where a library can afford an independent solution, it is often easier to request materials from thousands of miles away than from ten due to this technology gap that exists statewide in our communities. Additionally, in our internal annual survey of system satisfaction – ILL is a commonly cited pain-point.

The Interlibrary Loan Bridge Initiative

A dedicated ILL "bridge" would change the current environment in several ways.

1. **Simplify Process for Patrons and Libraries**. With a single, unifying search, patrons can identify and borrow materials from a broader collection and have them delivered directly to their local library rather than passing through the state library first. A single, unifying search and request layer would be placed over the existing hodgepodge collection of disparate systems, spreadsheets, and additional manual mediation and reduce the need for libraries to manually search multiple other libraries.
2. **Expanded access to collections and rural communities**. The current process to deliver a digital request (journal articles, book chapters, etc.) is complicated and often incurs additional fees from third-party processing software. This initiative would allow greater access for patrons in towns small and large to the state's robust collections of electronic resources purchased annually by academic institutions.
3. **Improve Cost-Effectiveness:** By leveraging shared resources, libraries can reduce redundancy and save taxpayer dollars. A statewide, shared ILL system would maximize the value of existing collections while minimizing the need for additional purchases. We also anticipate there to be savings at the local level where the library has been paying for a similar system independently to gain access to libraries outside the state.
2. **Network and Collaborate Beyond North Dakota.** This type of system is common in many other states and regions - including Minnesota, South Dakota, Wisconsin, and Colorado to name a few within our region. When no libraries in the state own a requested title, many of these systems can 'forward' the request to another group without having to recreate the request and manually manage two separate systems.

To prepare for this request by the State Library, ODIN conducted a preliminary RFI and formed a task force to prepare the request and review existing solutions. We are prepared to continue supporting the State Library with technical and logistical needs and ongoing training and support for the service statewide regardless of membership status with ODIN.

The proposed ILL bridge system would strengthen collaboration among libraries of all types - public, academic, school, and special libraries - creating a seamless network for sharing resources. This initiative would eliminate barriers to access, ensuring that whether you are a researcher at UND, a high school student in Minot, or a family in Dickinson, you can obtain the materials you need quickly and efficiently.

Thank you for your time and consideration.

Best,

Jason Bedsaul
Director of Online Dakota Information Network (ODIN)
jason.bedsaul@ndus.edu | 701-969-9135
www.odin.nodak.edu

About ODIN



This map denotes the locations of ODIN's 67 member libraries across the state. The legend on the right indicates the type and quantity of libraries served.

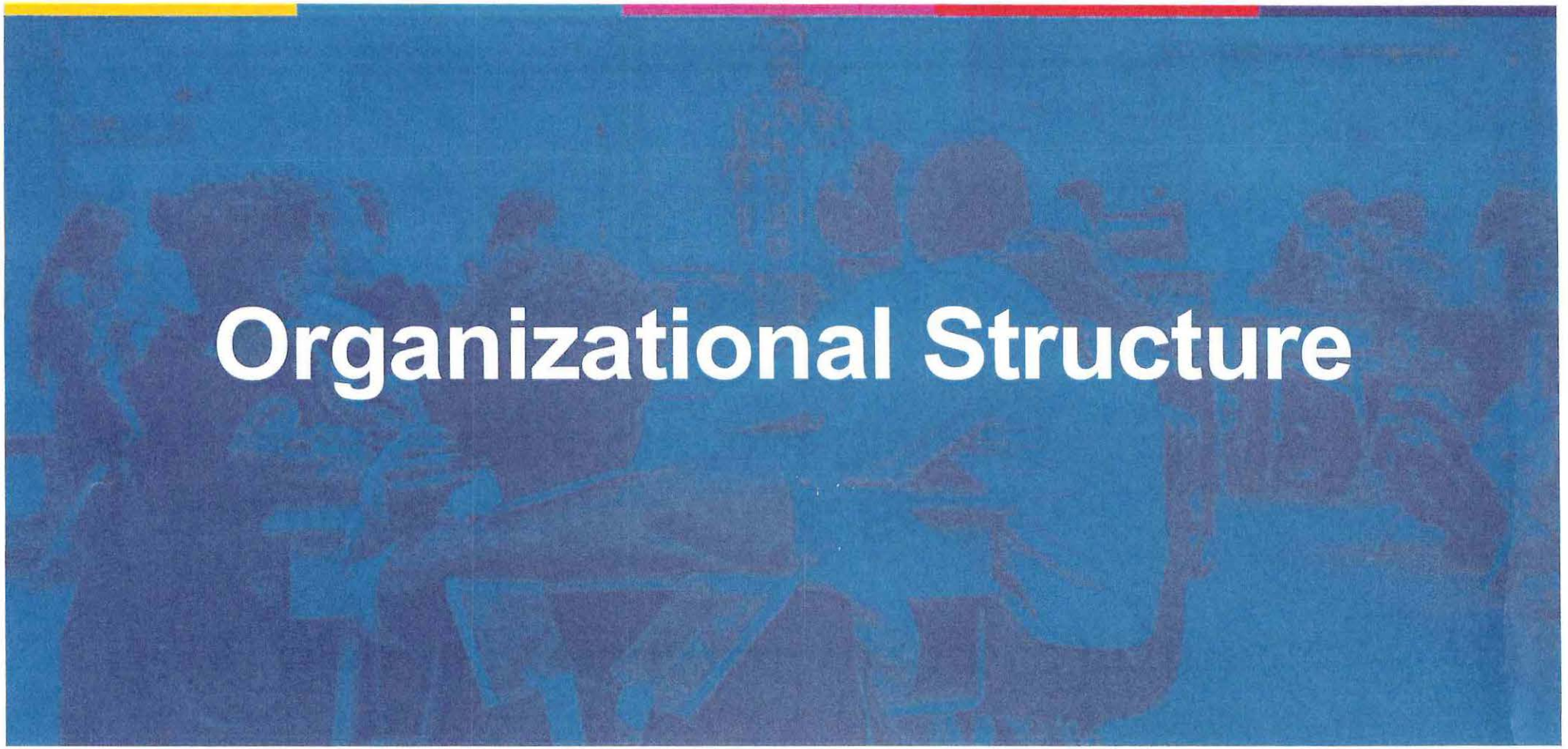
ODIN, a subdivision of the North Dakota University System Core Technology Services Division (NDUS CTS) provides library management services and system support for 67 member libraries across North Dakota, including the 11 NDUS institutions and the ND State Library. The remaining libraries served by ODIN are comprised of two private higher education institutions, K-12 schools, public libraries, and special libraries. The ODIN Office also provides authentication services for E-resource access to other ND libraries. In total, over 300 ND libraries and school districts benefit from ODIN's services.

North Dakota Department of Public Instruction

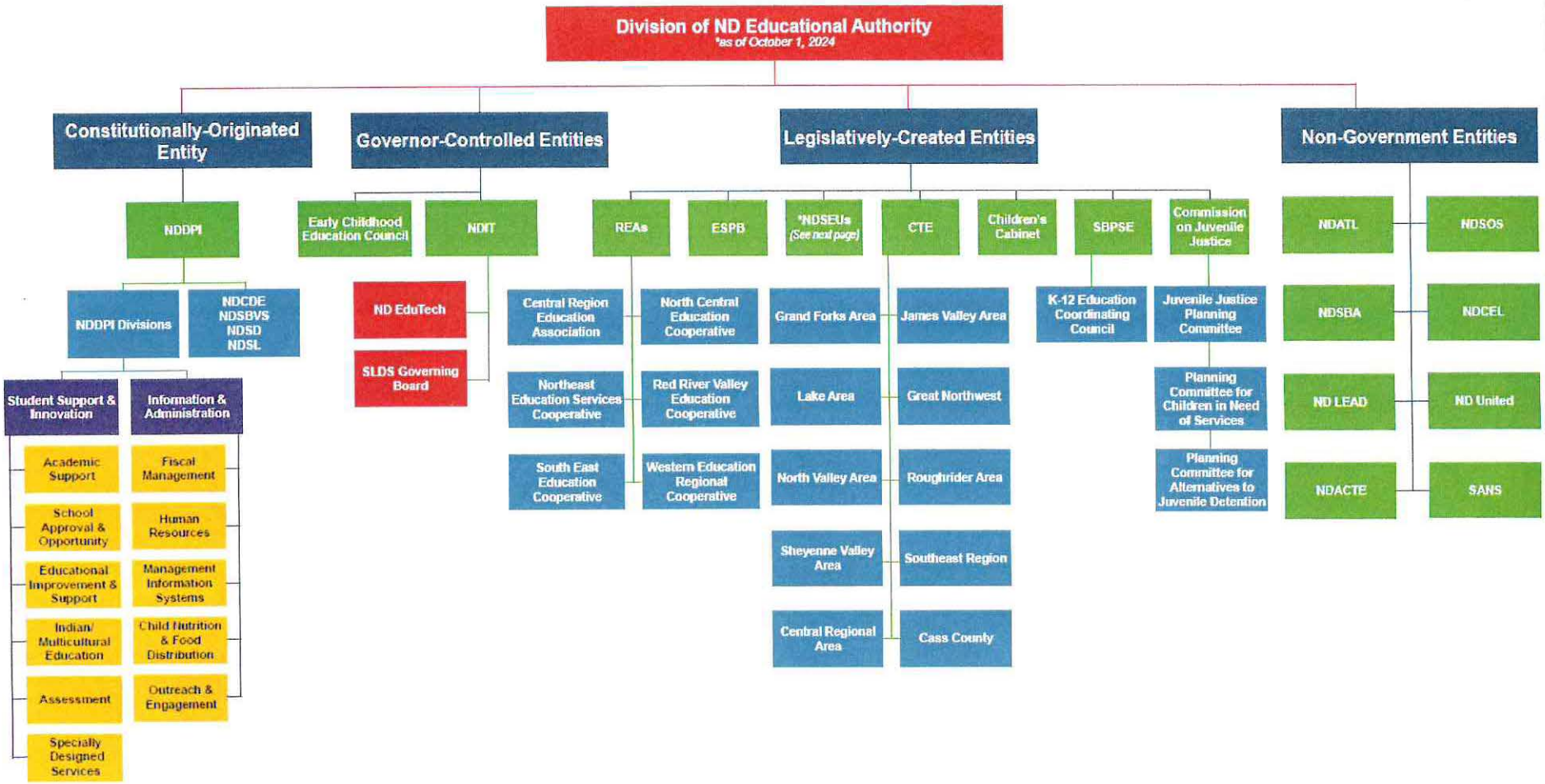
Presentation to the Budget Section – Education & Environment Division

Thursday, Jan. 16, 2025

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



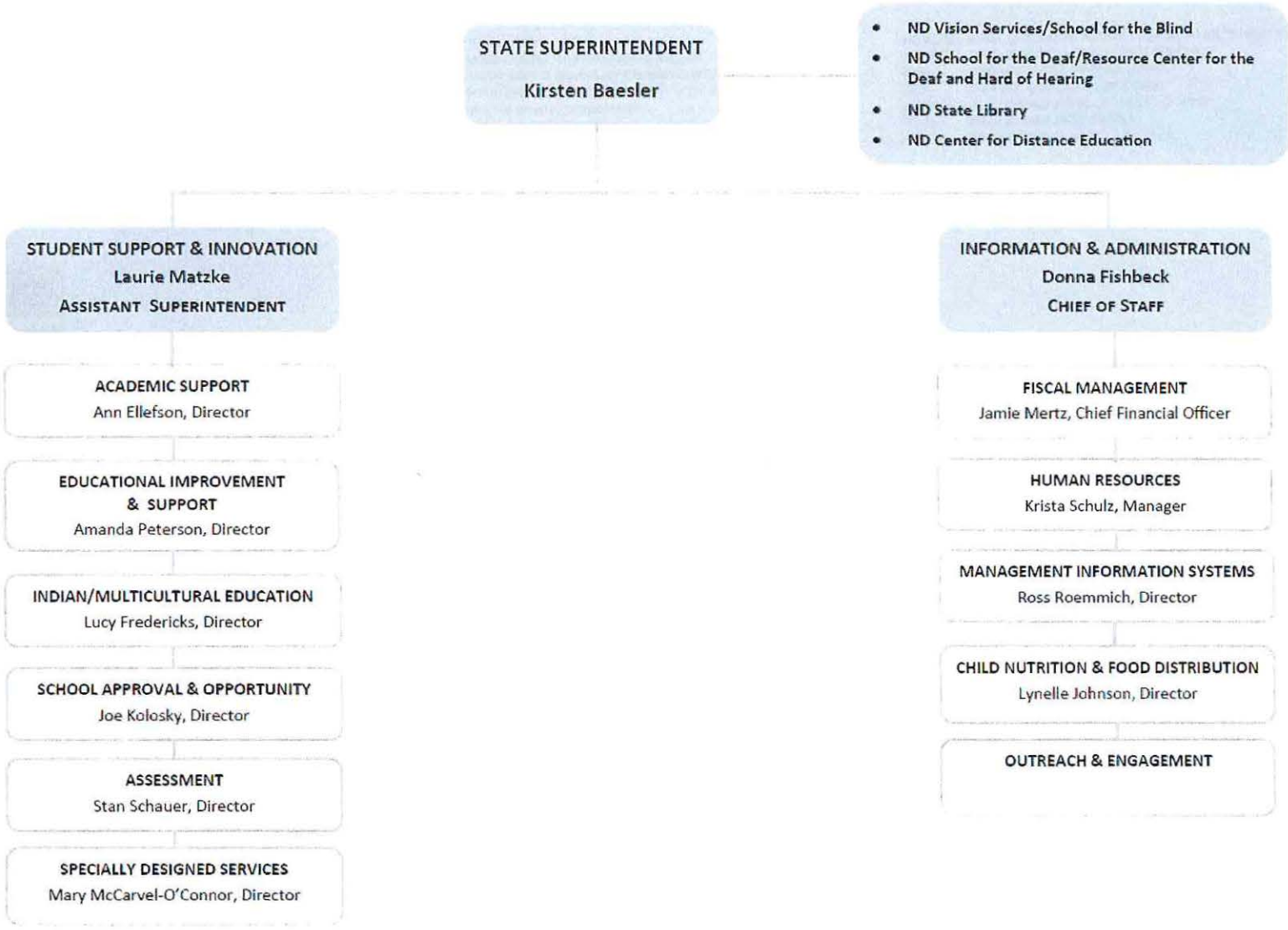
NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



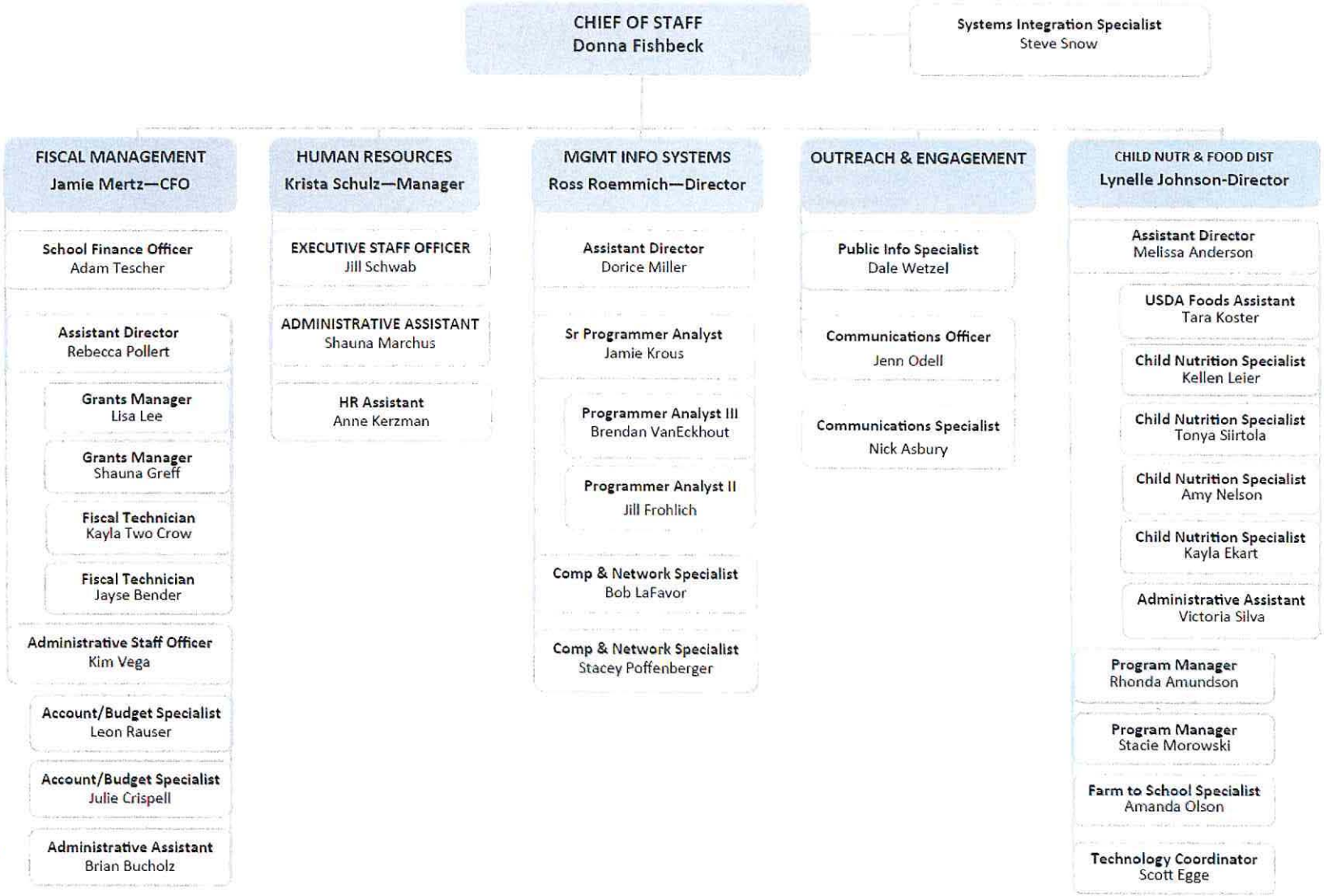
CDE: Center for Distance Education
CTE: Career and Technical Education
ESPB: Education Standards and Practices Board
ITD: Information Technology Department
NDATL: North Dakota Association of Technology Leaders
NDCEL: North Dakota Council of Educational Leaders

NDDPI: North Dakota Department of Public Instruction
ND LEAD: North Dakota Leadership and Educational Administration Development
NDSBA: North Dakota School Boards Association
NDSBVS: North Dakota School for the Blind/Vision Services
NDSEU: North Dakota Special Education Units

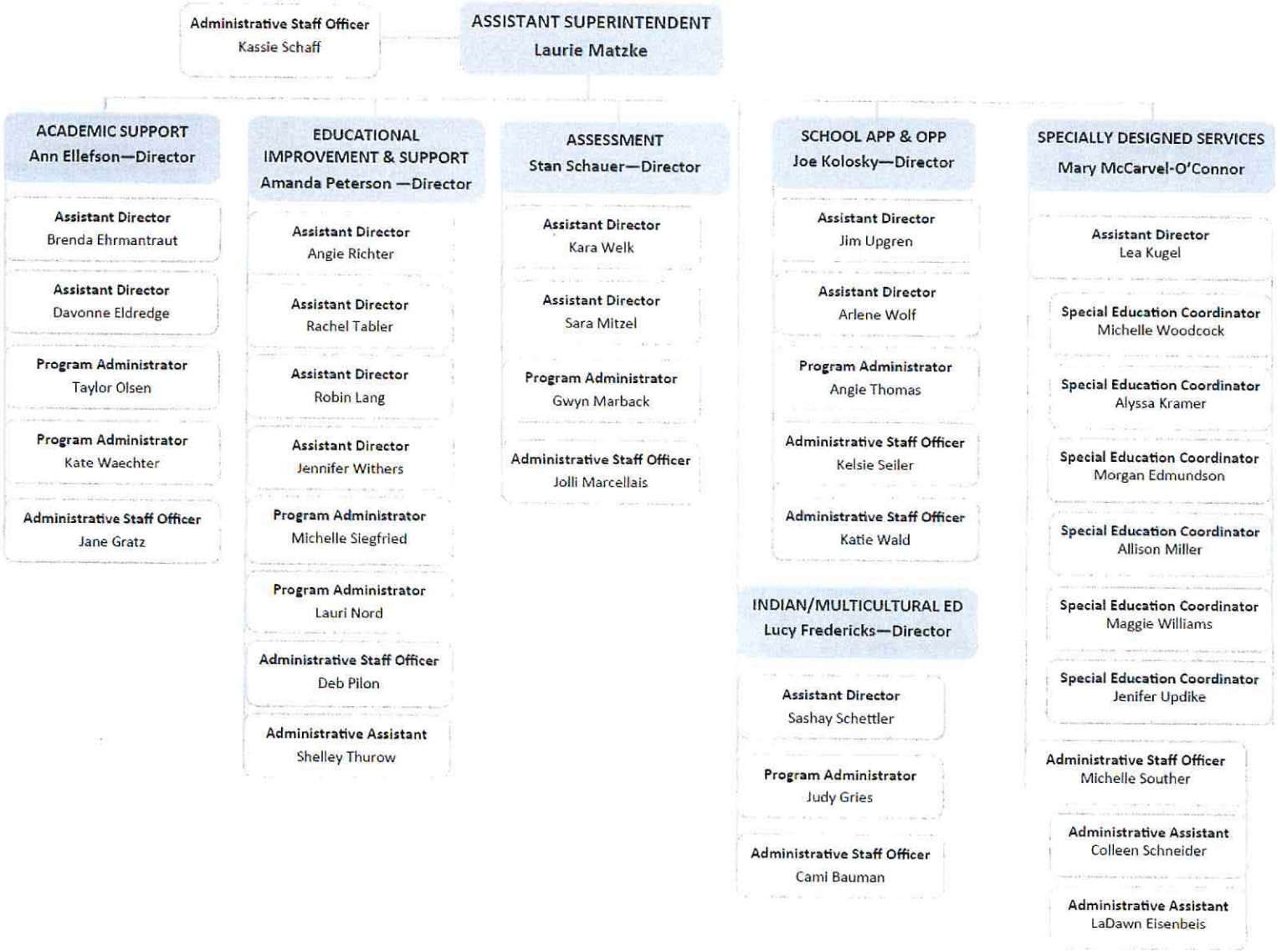
NDSD: North Dakota School for the Deaf
NDSL: North Dakota State Library
NDSOS: North Dakota Small Organized Schools
REA: Regional Education Association
SANS: SysAdmin Audit Network Security
SBPSE: State Board of Public School Education
NDACTE: North Dakota Association of Colleges for Teacher Education


STATE SUPERINTENDENT
Kirsten Baesler
ND Vision Services/School for the Blind
ND School for the Deaf/Resource Center for the Deaf and Hard of Hearing
ND State Library
ND Center for Distance Education
STUDENT SUPPORT & INNOVATION
Laurie Matzke
ASSISTANT SUPERINTENDENT
ACADEMIC SUPPORT
Ann Ellefson, Director
EDUCATIONAL IMPROVEMENT & SUPPORT
Amanda Peterson, Director
INDIAN/MULTICULTURAL EDUCATION
Lucy Fredericks, Director
SCHOOL APPROVAL & OPPORTUNITY
Joe Kolosky, Director
ASSESSMENT
Stan Schauer, Director
SPECIALLY DESIGNED SERVICES
Mary McCarvel-O'Connor, Director
INFORMATION & ADMINISTRATION
Donna Fishbeck
CHIEF OF STAFF
FISCAL MANAGEMENT
Jamie Mertz, Chief Financial Officer
HUMAN RESOURCES
Krista Schulz, Manager
MANAGEMENT INFORMATION SYSTEMS
Ross Roemmich, Director
CHILD NUTRITION & FOOD DISTRIBUTION
Lynelle Johnson, Director
OUTREACH & ENGAGEMENT

NDDPI CHIEF OF STAFF ORGANIZATIONAL CHART



NDDPI ASSISTANT SUPERINTENDENT ORGANIZATIONAL CHART



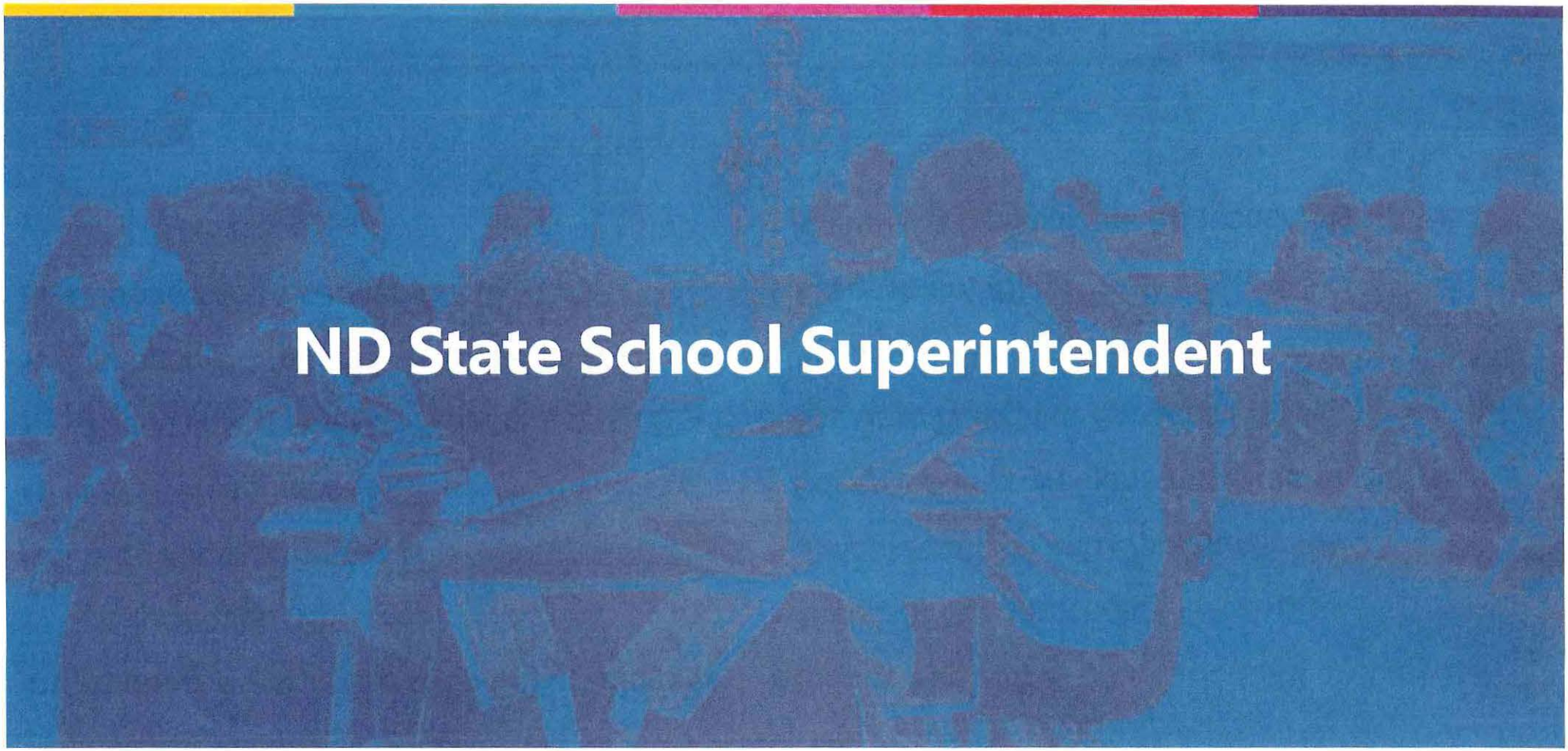
Organizational Structure

Information & Administration (39 employees)

- Administration (2)
- Fiscal Management (11)
- Human Resources (4)
- Child Nutrition and Food Distribution (12)
- Management Information Systems (7)
- Outreach and Engagement (3)

Student Support & Innovation (43 employees)

- Assistant Superintendent Office (2)
- School Approval and Opportunity (6)
- Education Improvement and Support (9)
- Specially Designed Services (11)
- Academic Support (6)
- Assessment (5)
- Indian and Multicultural Education (4)



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Authority of the State Superintendent

- The North Dakota Constitution specifies that the "powers and duties" of the superintendent of public instruction "must be prescribed by law." The office has only the authority that is granted by the Legislature.

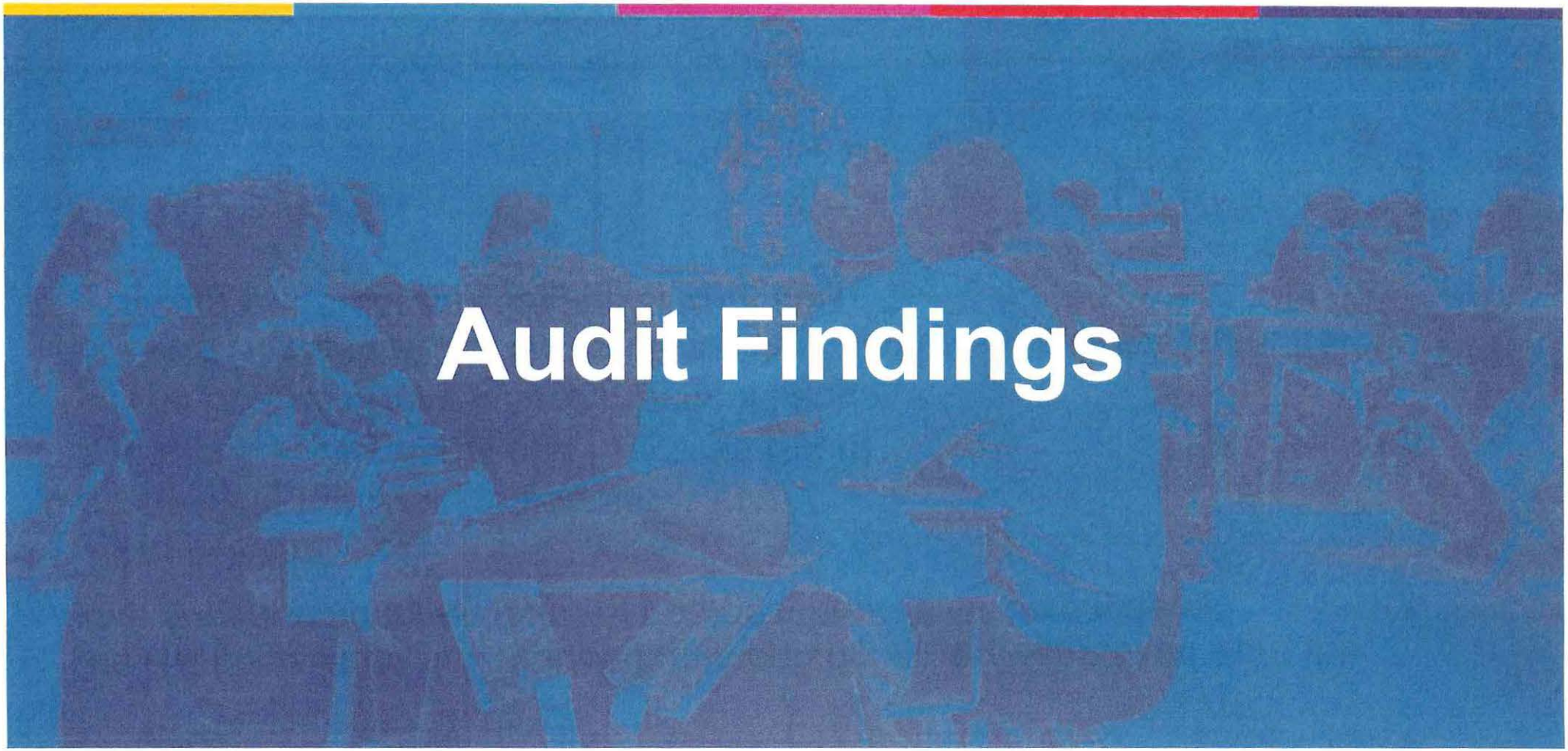
- NDCC 15.1-02 outlines the duties of the superintendent of public instruction.

Examples of the State Superintendent's Duties

- Supervise elementary and secondary education
- Develop academic content standards
- Oversee the administration of student assessments
- Oversee annual updates for the statewide PK-12 Strategic Vision
- Oversee the approval for operation of public and non-public schools

State Superintendent Board & Committee Assignments

- The ND Legislature has required membership or representation from the state superintendent on over 40 boards, councils, or committees.
- These include:
  - Teachers Fund for Retirement
  - Education Standards and Practices Board
  - The Board of University and School Lands
  - State Board of Public School Education and its subsidiary board, the Board of Career and Technical Education



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Audit Results

- **Conclusion:** no errors, internal control weaknesses, or potential violations of law were identified.

Audit Report for the Biennium Ended June 30, 2023, p. 4 (refer to binder)

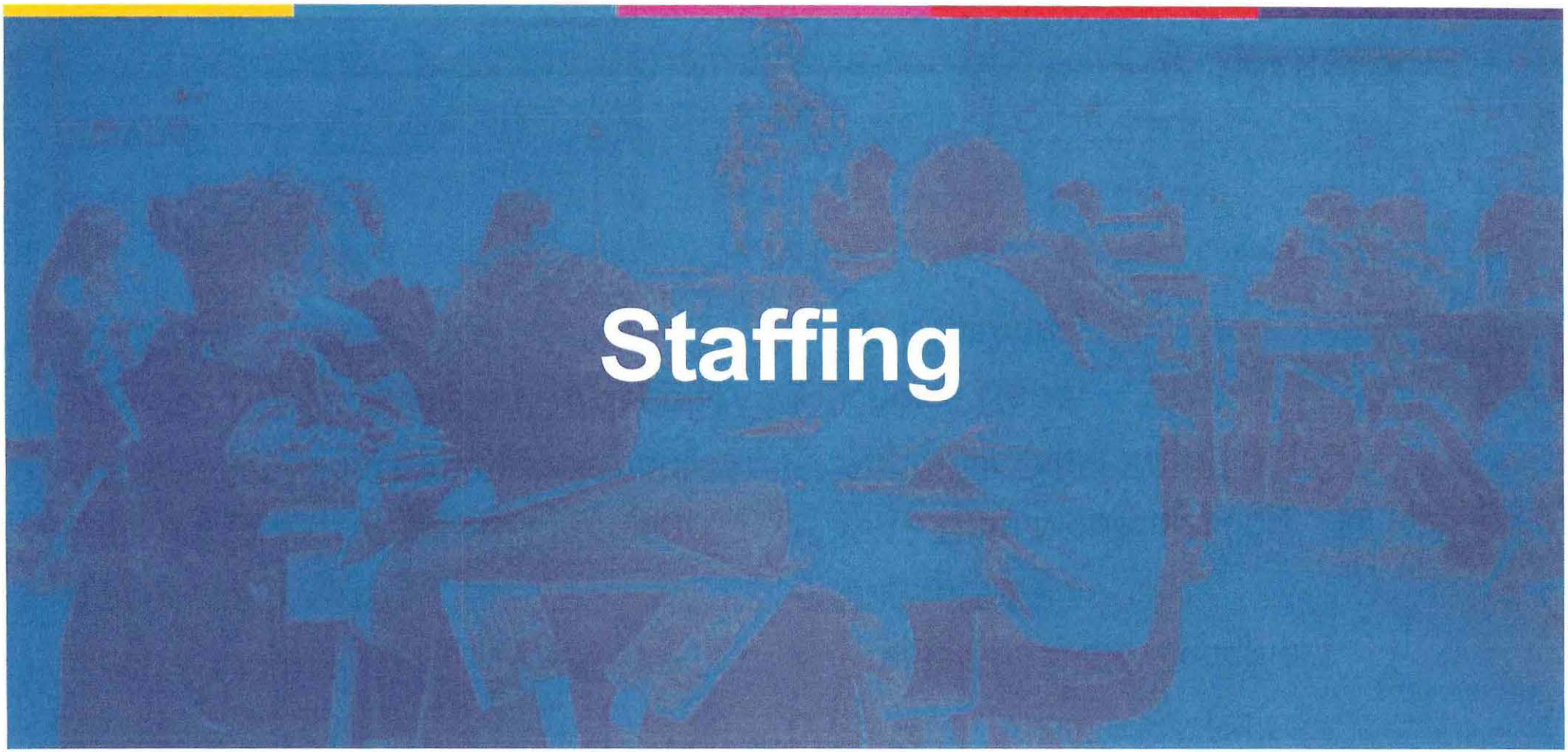


Biennium Accomplishments

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Biennium Accomplishments

- Greater Math
- Science of Reading
- Network for Personalized Learning
- ND A+/Aligned Interim Assessment
- Updated ND Tribal History Textbooks
- ND FIRST
- Braided Funding Document
- Summer EBT
- K-12 Data Modernization
- Apprenticeship Programs
- Choice Ready
- Be Legendary



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

NDDPI Staffing

Current Allocated FTE (2023-2025 Biennium)	Requested FTE (2025-2027 Biennium)
86.25 *(No change from 2021-2023 biennium)*	**86.25**

Filled FTE	**82.5**
Vacant FTE	**3.75**

FTE Funding Pool Overview

Transferred Funds to FTE Funding Pool	
State	$295,820.00
Federal	$493,995.00
Total	**$789,815.00**

Eligible Funds to Request from FTE Funding Pool (70%)	
State	$207,074.00
Federal	$345,796.00
Total	**$552,870.00**

Data for FTE Funding Pool – July Vacancies

July 1, 2023 Vacancies

Total Vacancies: 8.75 FTE

Status	Position Number	FTE	Classification	Hire Date	FTE Funding Pool General Funds	FTE Funding Pool Federal Funds	Total FTE Funding Pool Funds Received
Filled	00001314	1	Website Communications Specialist	7/10/2023	151,200.00	16,800.00	168,000.00
Filled	00001296	1	Assistant Director	7/17/2023	52,874.00	152,751.00	205,625.00
Filled	00001250	1	Administrative Assistant III	7/25/2023	-	-	-
Filled	00001288	1	Special Education Regional Coordinator	8/1/2023	3,000.00	176,245.00	179,245.00
Filled	00001290	1	Programmer Analyst II	8/1/2023	-	-	-
Filled	00001342	1	Systems Integration Specialist	9/1/2024	-	-	-
Filled	00001297	1	Program Administrator	10/1/2024	-	-	-
Unfilled	00001327	1	Admin Assistant III	N/A	N/A	N/A	N/A
Unfilled	00030161	0.5	Administrative Assistant	N/A	N/A	N/A	N/A
Unfilled	00001333	0.25	Office Assistant	N/A	N/A	N/A	N/A
					207,074.00	**345,796.00**	**552,870.00**

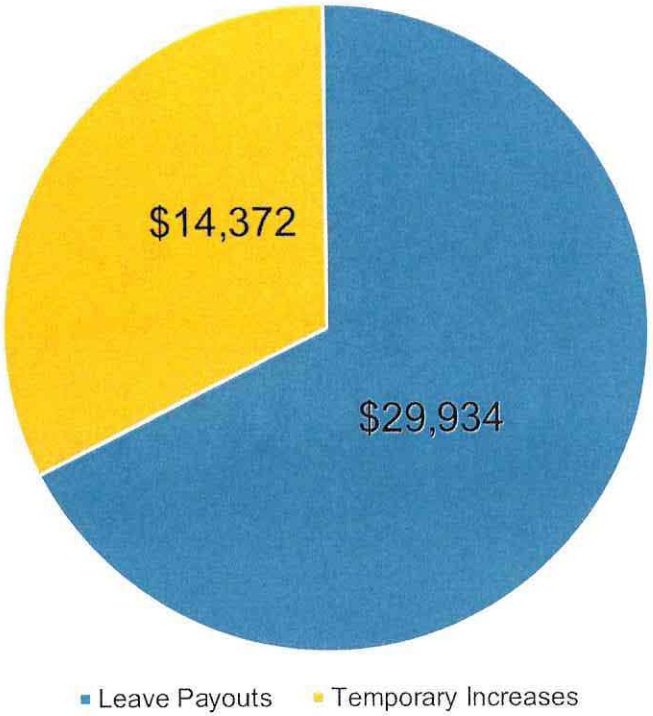
Agency Biennium Turnover

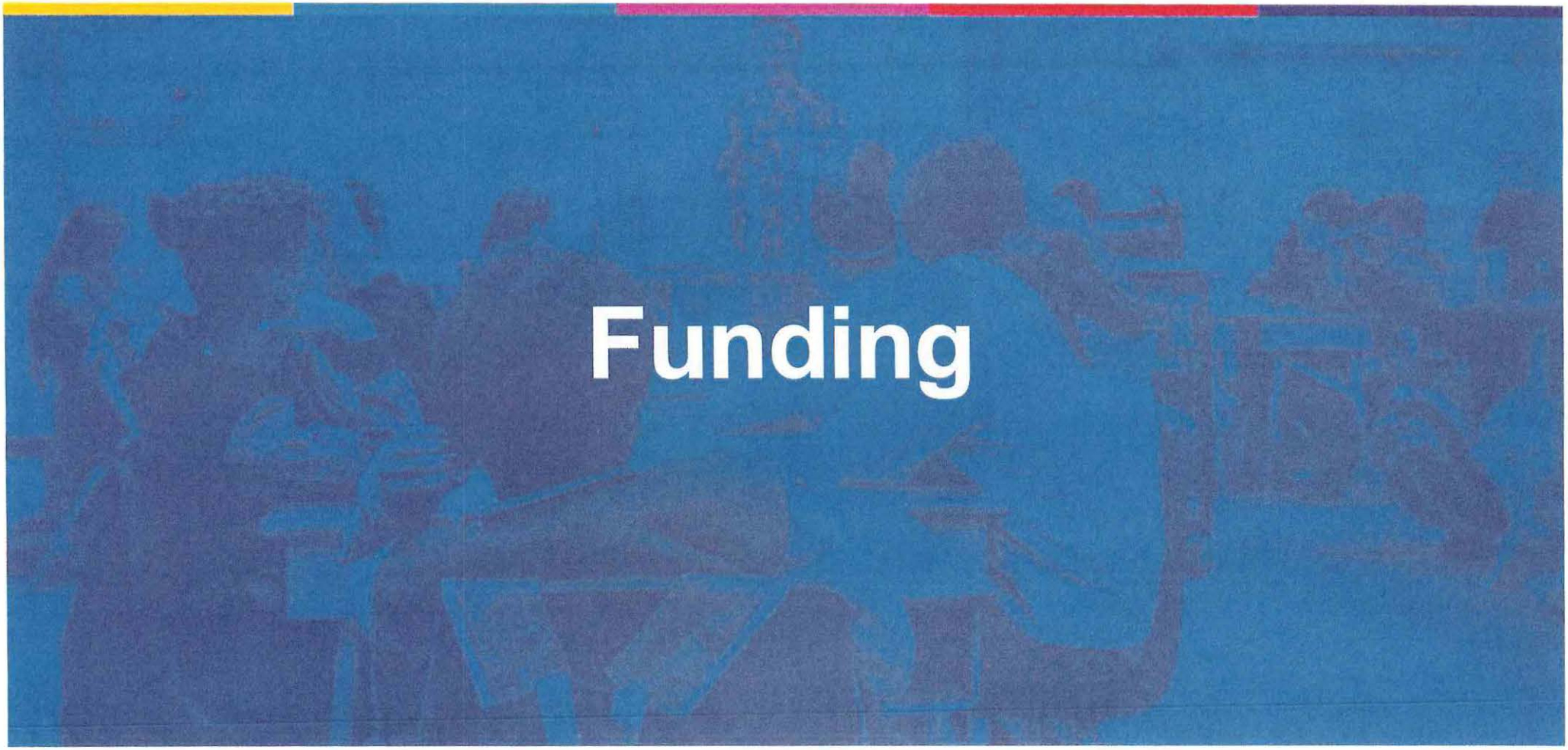
2023-2025 Turnover Rate	6.1%

Month	Total FTE Vacancies	Number of New FTE Vacancies from Prior Month	Number of Filled FTE Vacancies from Prior Month
July 1, 2023	8.75	-	-
August 1, 2023	4.75	1	5
September 1, 2023	4.75	0	0
October 1, 2023	5.75	1	0
November 1, 2023	4.75	0	1
December 1, 2023	4.75	1	1
January 1, 2024	4.75	0	0
February 1, 2024	4.75	0	0
March 1, 2024	4.75	0	0
April 1, 2024	5.75	1	0
May 1, 2024	6.75	1	0
June 1, 2024	4.75	0	2
July 1, 2024	4.75	0	0
August 1, 2024	5.75	1	0
September 1, 2024	5.75	1	1
October 1, 2024	4.75	0	1
November 1, 2024	3.75	0	1
December 1, 2024	3.75	0	0

Vacant Position General Fund Savings: $127,885

Use of Vacant Position Savings: $44,306





NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

K-12 Funding 2025-27 Budget Request

	2023-25 Appropriation	Base Budget	Agency Request
Salaries and wages	$ 20,517,635	$ 19,964,765	$ 21,778,077
Operating expenses	34,900,858	32,793,320	47,172,460
Integrated formula payments	2,299,674,851	2,299,674,851	2,299,674,851
Grants - special education	24,000,000	24,000,000	24,000,000
Grants - transportation	58,100,000	58,100,000	58,100,000
COVID relief funds	179,715,410	-	-
Grants - state program grants	24,512,000	17,205,000	23,405,000
Grants - passthrough grants	9,907,113	3,569,000	3,569,000
Grants - federal grants	311,486,676	382,738,893	412,444,602
K-12 data management	5,775,000	5,775,000	5,775,000
Reporting system rewrite	9,780,703	-	-
National board certification	176,290	176,290	376,290
	$ 2,978,546,536	$ 2,843,997,119	$ 2,896,295,280
General funds	$ 1,729,027,519	$ 1,728,750,445	$ 1,746,677,522
Federal funds	529,432,290	418,377,649	450,748,733
Special funds	720,086,727	696,869,025	698,869,025
	$ 2,978,546,536	$ 2,843,997,119	$ 2,896,295,280

2023-25 One-Time Funding

- Science Experiment Grants – $5,500,000
- Statewide Teacher Retention Program – $2,300,000
- Statewide Reading Tool – $1,600,000
- Be Legendary School Board Training Grants – $1,500,000
- Science of Reading – $1,000,000
- Reading Learning Program – $558,000
- Dyslexia Training Program – $279,000
- Regional Education Association Grants – $70,000

Agency Fees

- **GED – $6,400 collected in 2021-23 biennium**
  - $10 – Duplicate Certificate
  - $2 – Transcript

Encumbered ESSER Funds – 2026

- Parshall Public Schools – $372,352
- Reading Tool – $746,403
- NDCDE – $552,746
- KnowledgeWorks – $219,290
- Science of Reading – $264,824
- Native American EU – $187,500
- Dual Credit – $165,843
- High Impact Tutoring – $113,350
- ACT Tutoring – $90,000
- Other – $330,702

Requested Changes

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

2025-27 Additional Funding Requests

^increase
*new
~change

- **Salaries & Wages**
  - $1,023,497 – Salary Increases; General Fund 39%/Other Funds 61%
- **Agency Operating**
  - $6,000,000^ – School Improvement Contract; General Fund
  - $2,000,000^ – School Food Processing Program; Special Fund
  - $1,500,000* – ND FIRST Implementation; General Fund
  - $150,000* – Summer EBT Administration; General Fund
  - $650,000* – ND History and Tribal Textbook Printing; General Fund; One-Time
  - $2,729,140* – USED Maintenance of Equity Finding; General Fund; One-Time
  - $1,350,000* – Federal Comprehensive Literacy Administration; Federal Fund; One-Time

2025-27 Additional Funding Requests – cont'd

^increase
*new
~change

- **Grants – Program Grants**
  - $2,300,000 – Teacher Retention Program; General Fund
  - $1,500,000 – Be Legendary Board Training; General Fund
  - $1,000,000* – Science of Math; General Fund
  - $1,000,000 – Science of Reading; General Fund
  - $300,000* – Native American Essential Understandings; General Fund; One-Time
  - $300,000* – Indians into STEM; General Fund
  - $300,000^ – Dyslexia Identification Training; General Fund; One-Time
  - $500,000~ – Adult Education IET Grants; Funding Change
  - $500,000~ – Superintendent Grant Pool; Funding Change

2025-27 Additional Funding Requests – cont'd

- **Grants – Other Grants**
  - $27,000,000 – Federal Comprehensive Literacy Grant; Federal Fund; One-Time
  - $2,705,709 – Local Food for Schools and Child Care Providers Cooperative Agreement Program; Federal Fund; One-Time

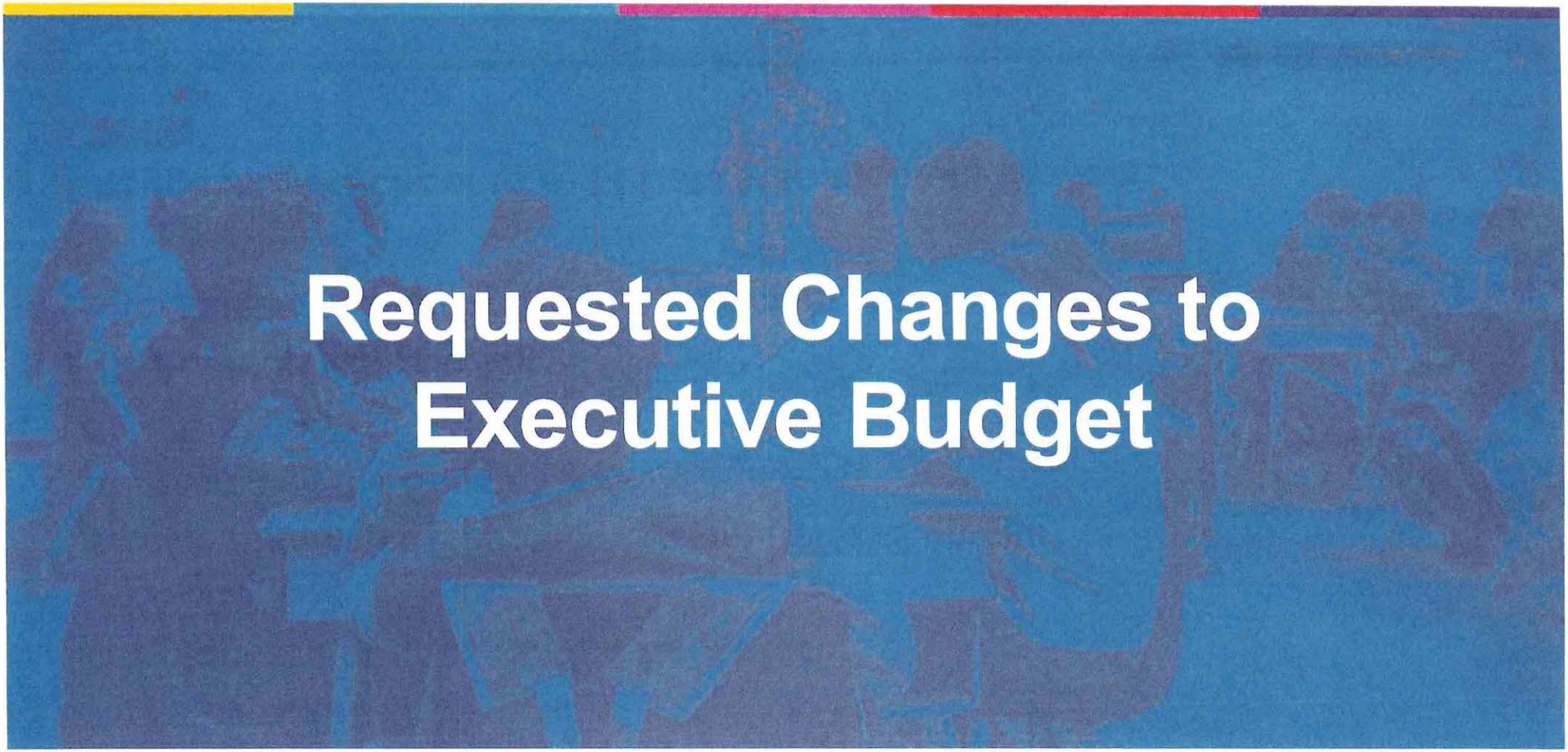
- **National Board Certification**
  - $200,000 – Increase in Funding

Additional Sections Requested

- **Carry forward of unexpended funds for:**
  - ESSER
  - State Automated Reporting System (STARS update)
  - Leveraging the Senior Year

- **FTE Position Adjustment**
  - Included in Governor Burgum version of HB1013

- **Change PowerSchool to K-12 Data Management System**

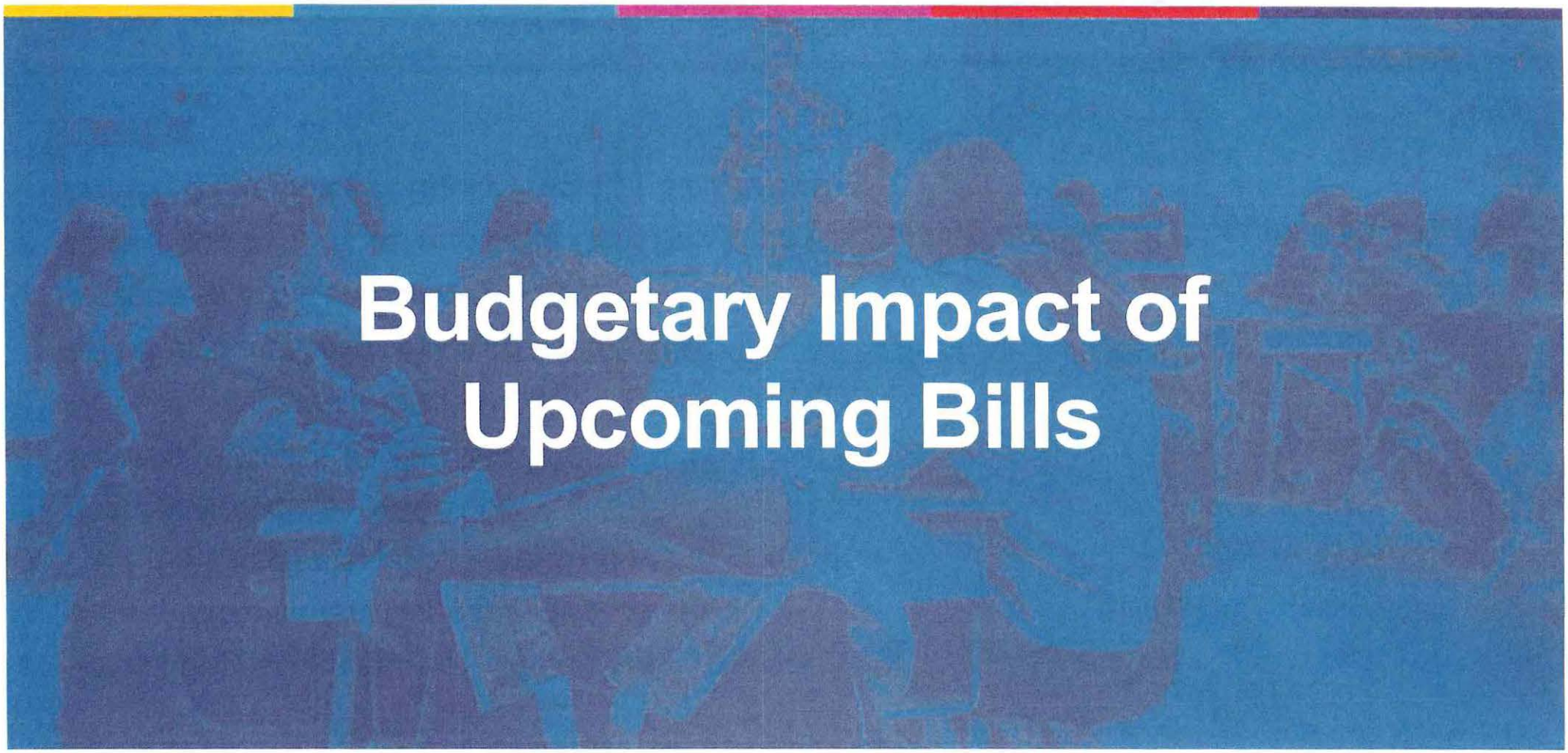


Requested Changes to Executive Budget

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Additional Funding Requests from Governor Burgum's Budget

- Targeted Salary Increases – $1,023,497
- School Improvement Contract – $5,300,000
- ND FIRST Implementation – $500,000
- Teacher Retention – $300,000
- Science of Math – $1,000,000
- Science of Reading – $1,000,000
- Dyslexia Identification Training – $300,000
- National Board Certification – $200,000
- Local Food for Schools and Child Care Providers Cooperative Agreement Program – $2,705,709
- USED Maintenance of Equity Finding – $2,729,140

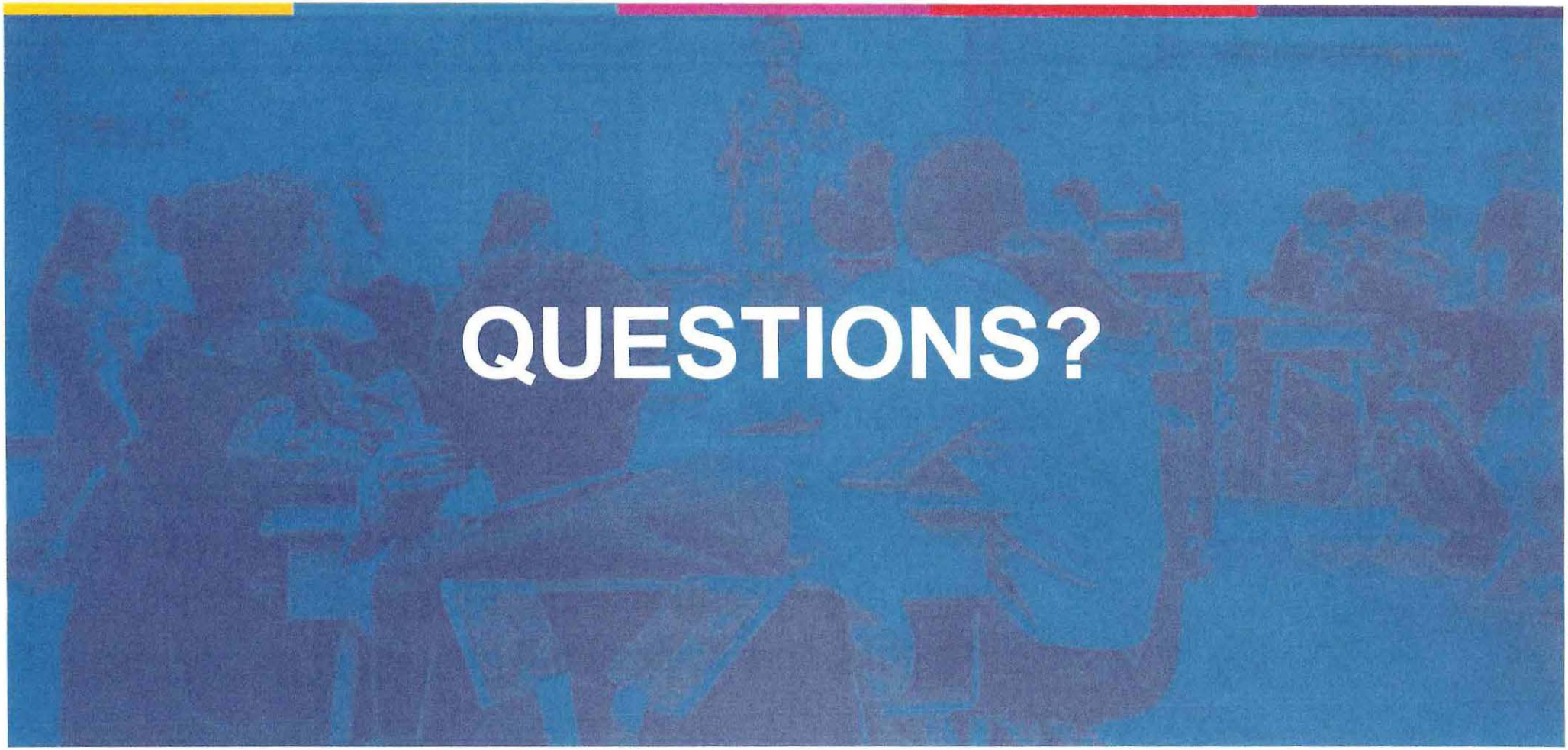


Budgetary Impact of Upcoming Bills

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Upcoming Bills

- Fiscal Impact of HB1369 (Foundation Aid): $158.5 million
- Fiscal Impact of HB1214 (Transportation): $10 million
- Potential impacts yet unknown
  - Universal free lunch
  - Property tax relief
  - School construction
  - Administration of potential new initiatives
    - School investigations
    - Multiple certification and training requirements
    - Etc.



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

K-12 FUNDING 2025-27 BUDGET REQUEST

	2023-25 Appropriation	Base Budget	Agency Request
Salaries and wages	$ 20,517,635	$ 19,964,765	$ 21,778,077
Operating expenses	34,900,858	32,793,320	47,172,460
Integrated formula payments	2,299,674,851	2,299,674,851	2,299,674,851
Grants-special education	24,000,000	24,000,000	24,000,000
Grants -transportation	58,100,000	58,100,000	58,100,000
COVID Relief Funds	179,715,410	-	-
Grants-program grants	24,512,000	17,205,000	23,405,000
Grants-passthrough grants	9,907,113	3,569,000	3,569,000
Grants-other grants	311,486,676	382,738,893	412,444,602
K-12 data management	5,775,000	5,775,000	5,775,000
Reporting System Rewrite	9,780,703	-	-
National board certification	176,290	176,290	376,290
	$ 2,978,546,536	$ 2,843,997,119	$ 2,896,295,280
General funds	$ 1,729,027,519	$ 1,728,750,445	$ 1,746,677,522
Federal funds	529,432,290	418,377,649	450,748,733
Special funds	720,086,727	696,869,025	698,869,025
	$ 2,978,546,536	$ 2,843,997,119	$ 2,896,295,280

Department of Public Instruction (201)
2025-2027 Bienniel Budget Request / Funding Analysis

	1 2023-2025 Appropriation	2 Base Level	3 Agency Request
1 **Administration:**			
2 Salaries & Wages	$ 20,517,634.88	$ 19,964,765.00	$ 21,778,077.00
3 Operating Expense	34,900,858.00	32,793,320.00	47,172,460.00
4 **Total**	**$ 55,418,492.88**	**$ 52,758,085.00**	**$ 68,950,537.00**
5 **Integrated Formula Payment**			
6 Funding : General	$ 1,617,821,765.00	$ 1,617,821,765.00	$ 1,617,821,765.00
7 Special	681,853,086.00	681,853,086.00	681,853,086.00
8 **Total**	**$ 2,299,674,851.00**	**$ 2,299,674,851.00**	**$ 2,299,674,851.00**
9 **Grants - Special Education**	$ 24,000,000.00	$ 24,000,000.00	$ 24,000,000.00
10 **Grants - Transportation**	$ 58,100,000.00	$ 58,100,000.00	$ 58,100,000.00
11 **COVID Relief Funds**	$ 179,715,410.41	$ -	$ -
12 **Grants - Program Grants**			
13 Adult Education Matching Funds	$ 5,500,000.00	$ 5,500,000.00	$ 6,000,000.00
14 Be Legendary School Board Training	1,500,000.00	-	1,500,000.00
15 Dyslexia Program	279,000.00	-	300,000.00
16 Free School Meals	6,000,000.00	6,000,000.00	4,500,000.00
17 Grant Pool	1,200,000.00	1,200,000.00	1,700,000.00
18 LEA Admin Sharing	125,000.00	125,000.00	125,000.00
19 Para-2-Professional	3,000,000.00	3,000,000.00	3,000,000.00
20 REA Merger Grants	70,000.00	-	-
21 Reading Learning Platform	558,000.00	-	-
22 School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00
23 Science of Reading	1,000,000.00	-	1,000,000.00
24 Statewide Reading Tool	1,600,000.00	-	-
25 Teacher Retention	2,300,000.00	-	2,300,000.00
26 Native American Essential Understandings	-	-	300,000.00
27 Indians into STEM	-	-	300,000.00
28 Science of Math	-	-	1,000,000.00
29 **Total**	**$ 24,512,000.00**	**$ 17,205,000.00**	**$ 23,405,000.00**

30	**Grants - Pass Thru Grants**			
31	Governor's School	$ 500,000.00	$ 500,000.00	$ 500,000.00
32	Heritage Grants	34,000.00	34,000.00	34,000.00
33	Minot Science Museum	838,113.17	-	-
34	ND Museum of Art	425,000.00	425,000.00	425,000.00
35	Northern Plains Writing Project	20,000.00	20,000.00	20,000.00
36	Red River Writing Porject	20,000.00	20,000.00	20,000.00
37	Science Experiment Grants	5,500,000.00	-	-
38	Teacher Support System (ESPB)	2,500,000.00	2,500,000.00	2,500,000.00
39	We the People	70,000.00	70,000.00	70,000.00
40	**Total**	**$ 9,907,113.17**	**$ 3,569,000.00**	**$ 3,569,000.00**
41	**Grants - Other Grants**			
42	Federal Program Grants	$ 311,312,927.00	$ 382,565,144.00	$ 412,219,602.00
43	Displaced Homemaker	173,749.00	173,749.00	225,000.00
44	**Total**	**$ 311,486,676.00**	**$ 382,738,893.00**	**$ 412,444,602.00**
45	**Special Line Items**			
46	K-12 Data Management	$ 5,775,000.00	$ 5,775,000.00	$ 5,775,000.00
47	Reporting System Rewrite	9,780,702.65	-	-
48	National Board Certification	176,290.00	176,290.00	376,290.00
49	**Total Appropriation**	**$ 2,978,546,536.11**	**$ 2,843,997,119.00**	**$ 2,896,295,280.00**
50	**Department Wide Funding Sources:**			
51	General Funds	$ 1,729,027,518.88	$ 1,728,750,445.00	$ 1,746,677,522.00
52	Federal Funds	529,432,289.85	418,377,649.00	450,748,733.00
53	Special Funds	720,086,727.38	696,869,025.00	698,869,025.00
54	**Total**	**$ 2,978,546,536.11**	**$ 2,843,997,119.00**	**$ 2,896,295,280.00**
48	**Full-time Equivalent Positions**	86.25	86.25	86.25

ADDITIONAL FUNDING REQUESTS

- SALARIES & WAGES
  - $1,023,497 – Salary Increases – General Fund 39%/Other Funds 61%

- AGENCY OPERATING
  - $6,000,000 - School Improvement Contract – General Fund
  - $2,000,000 – School Food Processing Program – Special Funds
  - $1,500,000 – ND FIRST Implementation – General Fund
  - $1,350,000 – Federal Comprehensive Literacy Grant – Federal Fund – One Time
  - $650,000 – ND History and Tribal Textbook Printing – General Fund – One Time
  - $150,000 – Summer EBT Administration – General Fund
  - $2,729,140 – USED Maintenance of Equity Finding - General Fund – One Time

- GRANTS – OTHER GRANTS
  - $27,000,000 - Federal Comprehensive Literacy Grant – Federal Fund – One Time
  - $2,705,709 – Local Food for Schools and Child Care Providers Cooperative Agreement Program – Federal Fund – One Time

- GRANTS – PROGRAM GRANTS
  - $2,300,000 – Teacher Retention – General Fund
  - $1,500,000 – Be Legendary Board Training – General Fund
  - $1,000,000 – Science of Math – General Fund
  - $1,000,000 – Science of Reading – General Fund
  - $500,000 – Adult Education IET Grants – General Fund
  - $300,000 – Native American Essential Understandings – General
  - $300,000 – Indians into STEM – General Fund
  - $300,000 – Dyslexia Identification Training – General Fund

- NATIONAL BOARD CERTIFICATION
  - $200,000 – Increase in Funding - General Fund

ESSER PROJECTS EXTENDED BEYOND 9/30/2024

ENTITY	AMOUNT	END DATE	PURPOSE
American Institute for Research	$ 47,136	6/30/2025	Early Warning System Intervention
Amira Learning	746,403	8/31/2025	Reading Tool
Black Hills Special Services Cooperative	187,500	12/31/2025	Native American Essential Understandings
BSC	6,153	8/31/2025	Dual Credit
Child Trends, Inc	50,000	6/30/2025	Chronically low performing school work
Dakota College	16,956	8/31/2025	Dual Credit
DavidShaferLLC	62,000	7/31/2025	Strategic alignment design and implementation
DSU	5,000	8/31/2025	Dual Credit
KnowledgeWorks	219,290	6/30/2025	Provides services to ND districts pursuing personalized, compentency-based learning
Lake Region SU	47,636	8/31/2025	Dual Credit
MSU	11,459	8/31/2025	Dual Credit
ND Tribal College System	80,000	12/30/2025	Adult Basic Computer Literacy
NDCDE	552,476	9/30/2025	Online Courses
NDSCS	45,000	8/31/2025	Dual Credit
Northeast Education Service Cooperative	113,350	12/30/2025	High impact tutoring
Odney Advertising	72,086	7/31/2025	Communication design services
Red River Valley Education Cooperative	11,600	7/31/2025	Greater Math
South East Education Cooperative	254,824	8/31/2025	Provide Science of Math professional development
South East Education Cooperative	188,513	8/31/2025	Support ND schools' development of standards-based learning frameworks
South East Education Cooperative	196,998	8/31/2025	Provide Science of Reading professional development
Sylvan Learning	90,000	8/31/2025	ACT Tutoring
UND	9,000	7/31/2025	ND Studies Tribal Curriculum ebooks
VCSU	18,639	8/31/2025	Dual Credit
Western Education Regional Cooperative	9,150	7/31/2025	Greater Math
WSC	15,000	8/31/2025	Dual Credit
Parshall Public Schools	372,352	9/30/2025	Purchase bus and replace wireless contact points in buildings

SECTIONS REQUESTED TO BE ADDED TO HB1013

EXEMPTION – UNEXPENDED APPROPRIATIONS. The following appropriations are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from federal funds appropriated in subsection 2 of section 6 of chapter 15 of the 2021 Session Laws, as amended in section 1 of chapter 548 of the 2021 Special Session Session laws; and
3. Any funds remaining from special funds appropriated in section 17 of chapter 549 of the 2021 Special Session Session laws to the department of public instruction for the state automated reporting system project; and
4. Up to $500,000 of remaining special funds appropriated for the Superintendent's Grant Pool in in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws may be continued in the 2025-21 biennium for the purpose of providing advanced placement examinations, advance placement teacher training, and the college ready English and mathematics programs.

EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS.
Notwithstanding any provisions of law, the superintendent of public instruction my increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.

APPROPRIATION LINE NAME CHANGE

Subdivision 1 of section 1: Change PowerSchool to K-12 Data Management

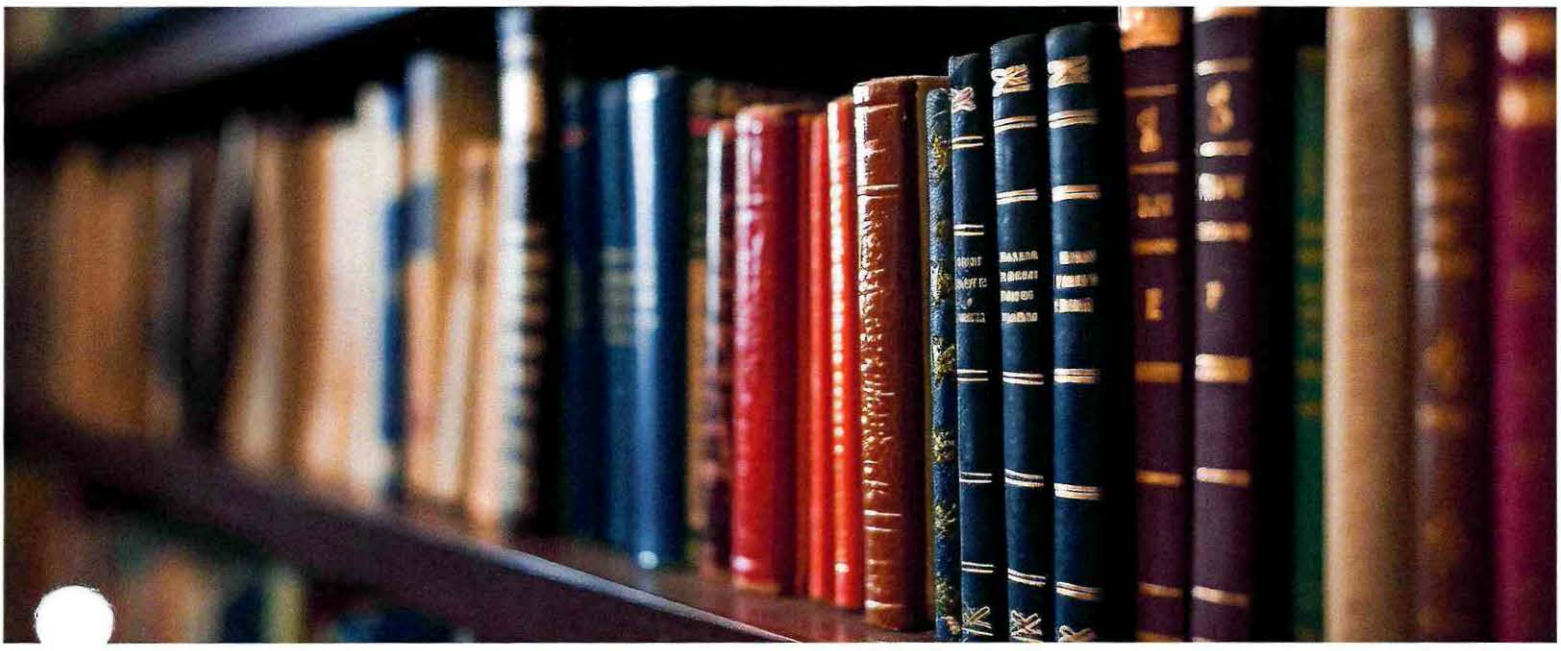
NORTH DAKOTA
OFFICE OF THE STATE AUDITOR

State Auditor Joshua C. Gallion

Department of Public Instruction

Audit Report for the Biennium Ended June 30, 2023

Client Code 201



This audit has been conducted by the Office of the State Auditor pursuant to authority within North Dakota Century Code Chapter 54-10

Office of the State Auditor

Office of the State Auditor

REPORT HIGHLIGHTS

Department of Public Instruction

Audit Report for the Biennium Ended June 30, 2023 | *Client Code 201*

WHAT WE LOOKED AT AND WHY

North Dakota state law requires that our team perform an audit once every two to four years. This included a review of financial transactions and determining that expenditures are correct. Our audit reports any errors, internal control weaknesses or potential violations of law identified in significant or high-risk functions of the agency.

WHAT WE FOUND

This audit did not identify any areas of concern.



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HAVE QUESTIONS? ASK US.

NORTH DAKOTA STATE AUDITOR'S OFFICE

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Introduction

Department of Public Instruction

December 13, 2023

We are pleased to submit this audit of the Department of Public Instruction for the biennium ended June 30, 2023. This audit resulted from the statutory responsibility of the State Auditor to audit or review each state agency once every two to four years. The same statute gives the State Auditor the responsibility to determine the contents of these audits.

The primary consideration in determining the contents of these audits is to produce informative audits to improve government. Statutory audit requirements are an important part of these audits and are addressed by our standard audit objective. Whenever possible, additional audit objectives are included to increase the responsiveness and effectiveness of state government.

Lindsey Slappy, CPA, was the audit manager. Inquiries or comments relating to this audit may be directed to the audit manager by calling (701) 328-2241. We wish to express our appreciation to the Department of Public Instruction staff for the courtesy, cooperation, and assistance they provided to us during this audit.

Respectfully submitted,

/S/

JOSHUA C. GALLION
NORTH DAKOTA STATE AUDITOR



TERMS USED IN REPORT

Appropriation: An amount authorized by the North Dakota Legislative Assembly to be spent for a specific purpose.

ConnectND: The accounting system for North Dakota.

Emergency Commission: Group of elected officials that have the authority to transfer or expend money appropriated by the North Dakota Legislative Assembly. Additional information can be found in N.D.C.C. Chapter 54-16.

Internal Control: Policies and procedures that ensure reliable financial reporting, safeguard assets, promote accountability and efficiency, and prevent fraud.

North Dakota Century Code (N.D.C.C.): Collection of all the statutes passed by the North Dakota Legislative Assembly.

Performance Audit: Engagements that provide objective analysis, findings, and conclusions to assist management and those charged with governance and oversight to improve program performance and operations, reduce costs, facilitate decision making, and contribute to public accountability.

Session Laws: Published after each regular and special legislative session and contain the laws enacted during that session.

Audit Results

PRIMARY OBJECTIVE

Are there any errors, internal control weaknesses, or potential violations of law for significant or high-risk functions of the agency?

CONCLUSION

No errors, internal control weaknesses, or potential violations of law were identified.

Audit Procedures

Primary Objective

INTERNAL CONTROL

We obtained an understanding of internal control through inquiries, observations, and inspection of documentation and electronic data records. We planned our audit work to assess the design, implementation, and operating effectiveness of those internal controls that were significant to our audit objectives.

The specific internal control testing completed for this audit objective is identified below:

- Expenditures were properly approved by the appropriate individuals.
- Monitoring procedures are being completed annually on transportation data.
- Procurement procedures were performed by an individual with the proper level of training.
- Travel related expenditure reimbursements were properly approved.

There were no deficiencies identified.

SCOPE

The Department of Public Instruction's sole location is its Bismarck office which was included in the audit scope.

METHODOLOGY

To meet this objective, we:

- Interviewed appropriate agency personnel.
- Observed the Department of Public Instruction's processes and procedures.
- Inspected documentary evidence.
- Analyzed financial data in ConnectND to determine areas of risk.
- Used non-statistical random sampling and the results were projected to the population. Where applicable, populations were stratified for efficiency and to ensure the population was adequately represented in the samples.
- Selected a random sample of operating expenditures to ensure expenditures were reasonable, properly coded, and supported.
- Analyzed expenditures paid out of the Displaced Homemakers Fund (Fund 235) to ensure expenditures were within legal restrictions (N.D.C.C. 14-06.1-14).
- Analyzed accounts charged to each appropriation line to determine that expenditures were not charged to an inappropriate line to circumvent appropriation spending authority (N.D.C.C. 54-16-03, N.D.C.C 54-44.1-09, N.D.C.C. 54-44.1-11).
- Reviewed non-appropriated fund activity to ensure the Department of Public Instruction had legislative approval for non-appropriated expenditures (N.D.C.C.54-44.1-09).
- Reviewed expenditures related to all appropriation adjustments, including those approved by the Emergency Commission, to ensure the Department of Public Instruction complied with the documented intent of the adjustment (N.D.C.C. 54-10-01.1, N.D.C.C. 54-16-03).
- Selected a random sample of travel related expenditure reimbursements to ensure reimbursements were within legal restrictions, reasonable, and properly coded and supported (N.D.C.C. 44-08-03, N.D.C.C. 44-08-04, N.D.C.C. 54-06-09).

- Analyzed expenditures and selected a random sample of purchases subject to procurement rules to ensure compliance with law (N.D.C.C. 54-44.4 and N.D.A.C. 4-12).

- Reviewed the annual physical inventory of property of sufficient value and permanence to ensure compliance with law (N.D.C.C. 44-04-07).

- Determined if the school district finance facts report was completed and submitted in accordance with legislative intent (N.D.C.C 15.1-02-09).

- Determined if new requirements for including instruction on Indian tribes and Native American history in North Dakota classrooms were implemented (2021 Session Laws Senate Bill 2304, Sections 1 and 2).

- Determined if the spending on one-time funding for science experiment grants, regional education association grants, and state-automated reporting system maintenance was used for its intended purpose (2021 Session Laws House Bill 1013, Section 2).

- Determined if $800,000 that was included in the integrated formula payments appropriation line was distributed to reimburse school districts or special education units for gifted and talented programs (2021 Session Laws House Bill 1013, Section 6).

- Selected a random sample of expenditures charged to the transportation grants appropriation line to determine if they were paid out using the approved rate of reimbursement (2021 Session Laws House Bill 1013, Section 8).

- Determined the salary of the Superintendent of Public Instruction was in accordance with legislative intent (2021 Session Laws House Bill 1013, Section 19).

- Determined the necessary reports on learning loss, accelerated learning, and the secondary school emergency relief fund were presented to legislative management in accordance with legislative intent (2021 Session Laws House Bill 1013, Section 24).

- Determined biennial reports on the academic performance metrics of students participating in virtual instruction presented to legislative management were accurate, reliable, and in accordance with legislative intent (2021 Session Laws House Bill 1388, Section 5).

- Selected a judgmental sample of state school aid payment vouchers to ensure the Foundation Aid Program system is correctly calculating the various payment lines to the school districts in accordance with legislative intent (2021 Session Laws House Bill 1027 and House Bill 1388, Sections 10, 11, and 12).

AUTHORITY AND STANDARDS

This biennial audit of the Department of Public Instruction has been conducted by the Office of the State Auditor pursuant to authority within North Dakota Century Code Chapter 54-10.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The standards used to evaluate internal control are published in the publication Standards for Internal Control in the Federal Government issued by the Comptroller General of the United States (Green Book, GAO-14- 704G).

Financials

evenues and Expenditures

REVENUES AND OTHER SOURCES	JUNE 30, 2023	JUNE 30, 2022
Revenue from Federal Government	$ 352,131,555	$ 340,030,658
Commodity Food Processing	2,156,249	1,088,272
Conference Registration Fees	103,241	45,279
Other Revenue	17,625	311,081
Transfers In	303,365,994	312,655,941
Total Revenue and Other Sources	**$ 657,774,664**	**$ 654,131,231**

Source: ConnectND Financials

Continued on the following page

Financials

Revenues and Expenditures

EXPENDITURES AND OTHER USES	JUNE 30, 2023	JUNE 30, 2022
Grants	$ 1,410,057,235	$ 1,419,290,089
Professional Fees and Services	14,876,816	13,103,239
Salaries and Benefits	7,993,404	7,741,449
IT Contractual Services and Repairs	2,658,539	933,475
Operating Fees and Services	1,027,296	956,288
Data Processing and Telecommunications	920,962	1,038,260
Professional Development	879,174	291,117
Travel	426,480	259,621
IT Software and Licenses	256,325	189,069
Supplies	198,021	82,874
Rent of Building Space	170,189	170,964
Purchase and Lease of Equipment	117,514	130,480
Printing	100,246	121,249
Other Operating Expenses	38,369	54,106
Transfers Out	18,476,966	4,755,155
Total Expenditures and Other Uses	**$ 1,458,197,536**	**$ 1,449,117,435**

Source: ConnectND Financials

Appropriations

or the Biennium Ended June 30, 2023

	FINAL APPROPRIATION	EXPENDITURES	UNEXPENDED APPROPRIATIONS
Expenditures by Line Item			
Salaries and Wages	$ 17,898,550	$ 14,735,440	$ 3,163,110
Operating Expenses	34,298,149	28,086,397	6,211,752
Integrated Formula Payments	2,131,325,000	2,068,033,841	63,291,159
Special Education Grants	27,000,000	18,803,871	8,196,129
Disabilities Education Act Grant	8,632,569	5,594,064	3,038,505
Transportation Grants	58,100,000	57,933,279	166,721
Pass-Through Grants	30,537,064	29,116,139	1,420,925
Other Grants	393,821,918	389,122,025	4,699,893
Power School	5,250,000	5,233,000	17,000
Emergency Education Relief - Schools	357,623,898	273,078,732	84,545,166
Emergency Education Relief - State	13,632,961	12,378,602	1,254,359
Assistance to Non-Public Schools	4,151,371	379,788	3,771,583
Homeless Children and Youth Program	1,999,661	847,681	1,151,980
State Automated Reporting System Rewrite	10,419,360	606,505	9,812,855
Governor's Emergency Education Relief Fund	3,989,324	3,035,507	953,817
National Board Certification	176,290	176,290	-
Totals	**$ 3,098,856,115**	**$ 2,907,161,161**	**$ 191,694,954**

Source: ConnectND Financials

Continued on the following page

Appropriations

For the Biennium Ended June 30, 2023

	FINAL APPROPRIATION	EXPENDITURES	UNEXPENDED APPROPRIATIONS
Expenditures by Source			
General	$ 1,658,669,393	$ 1,584,930,351	$ 73,739,042
Other	1,440,186,722	1,322,230,810	117,955,912
Totals	**$ 3,098,856,115**	**$ 2,907,161,161**	**$ 191,694,954**

Source: ConnectND Financials

Status of Prior Recommendations

Expenditures Not Approved by Emergency Commission (Finding 2021-01)

Implemented

Recommendation: We recommend the Department of Public Instruction develop procedures to track expenditures for Emergency Commission requests to ensure money is spent for the approved purpose or returned at the end of the biennium.

Status: Implemented. The department provided sufficient and appropriate evidence to support all elements of the recommendation.



Office of the
State Auditor

NORTH DAKOTA STATE AUDITOR
JOSHUA C. GALLION

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2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB1013
1/16/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

1:59 p.m. Chairman Nathe called the meeting to order

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford and Hanson

Discussion Topics:

- School of the Deaf
- Distance Education

2:00 p.m. Donna Sorensen, Superintendent, School for the Deaf, testified in favor and submitted testimony #29782.

2:35 p.m. Paul Olson, Superintendent, ND Vision Services School for the Blind, testified in favor and submitted testimony #29783.

3:20 p.m. Dr. Alyssa Martin North Dakota Center for Distance Education NDCDE State Director, testified in favor and submitted testimony #29785.

4:18 p.m. Chairman Nathe adjourned the meeting.

Steven Riehl, Committee Clerk

North Dakota School for the Deaf Resource Center

Celebrating 135 years!



Testimony to the House Education and Environment Division Appropriations Committee

House Bill #1013

January 16, 2025

The North Dakota School for the Deaf is a division of the North Dakota Department of Public Instruction, Kirsten Baesler, State Superintendent

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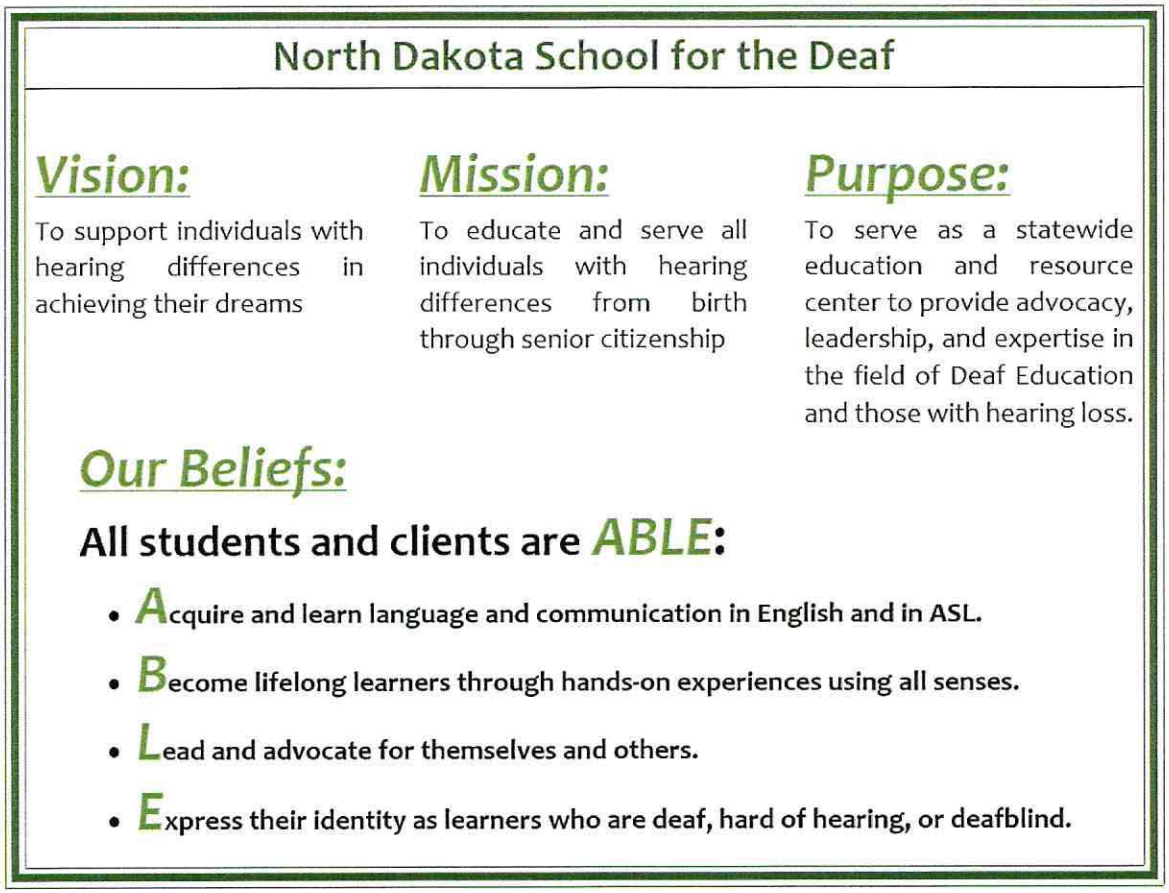
Testimony – Donna Sorensen

Chairman Mike Nathe and Members of the House Appropriations--Education and Environment Division:

My name is Donna Sorensen. I am the superintendent of North Dakota School for the Deaf/Resource Center. Diane Frelich, Business Manager, and I will provide testimony relative to House Bill 1013.

1. Purpose of agency and programs



Century Code

25-07-01. School for the deaf – Maintained – Location - Purpose. There must be maintained at Devils Lake, in Ramsey County, a school for the deaf, which may provide education and training and serve as a resource and referral center for individuals who are deaf or hearing impaired.

25-07-01.1. School for the deaf – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the school for the deaf is appointed by and

reports to the superintendent of public instruction. The school for the deaf must have a separate budget and separate staff from the department of public instruction.

25-07-02. Superintendent – Special duties. The superintendent of the school for the deaf may also act as superintendent of the North Dakota vision services – school for the blind.

25-07-02.1. Criminal history record checks. The school for the deaf may require any employee, final applicant for employment, or any individual otherwise providing services to the school to submit to a statewide and nationwide criminal history record check. The nationwide criminal history record check must be conducted in the manner provided in section 12-60-24. The school for the deaf may assess all costs associated with obtaining a criminal history record check to the individual upon whom the criminal history record check is conducted.

25-07-03. – Matron – Duties. Repealed by S.L. 1971, ch. 274, § 3.

25-06-04. Qualifications for admission to school for the deaf – Residents of state entitled to free education.

1. A child who is a resident of this state and who, because of deafness or a hearing impairment, is unable to receive an education in the public schools, is entitled to attend the school for the deaf at the expense of the state. A child is entitled to attend the school at any age up to twenty-one.
2. The school for the deaf shall provide application forms upon request. A child may not be admitted to the school until the child's application is completed and approved.
3. The school for the deaf shall provide transportation to any child who has been admitted, in accordance with the child's individual education plan.
4. Any child who is a resident of this state and who is deaf or hearing impaired is entitled to receive special education and related services in accordance with the child's individual education program. Each individual education program must address the child's academic, recreational, and leisure needs, as well as the acquisition of independent living skills and career and technical education opportunities.

25-07-05. Admission of nonresidents. 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 this state to the exclusion of a child who is a resident of this state.

25-07-06. Instruction at school for the deaf. The superintendent of the school for the deaf shall provide special education and related services designed to meet the unique needs of each child who is deaf or hearing-impaired, in accordance with the child's individual education program.

25-07-07. Transportation of indigent children to and from school for the deaf. Repealed by S.L. 1979, ch. 336, § 3.

25-07-08. Clothing may be furnished when necessary – Accounts for clothing. The school for the deaf shall provide clothing to a child who is enrolled in the school if the child does not have suitable clothing. If the child is a minor, the school shall charge the child's parent or legal guardian for any clothing provided to the child under this section and shall charge the individual for any clothing provided to the individual under this section if the individual has reached the age of majority. If the superintendent certifies any charges under this section as being correct, the charges are presumed correct in all courts.

25-07-09. Collection of clothing account. Repealed by S.L. 1999, ch. 106, § 18.

25-07-10. Deaf persons – Duty to report. It is the duty of every public school superintendent, physician, otologist, audiologist, nurse, clinic, hospital, and social and welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

25-07-11. Home intervention program. The school for the deaf may provide a home intervention program for children who are under the age of five and who are deaf or hearing impaired. The program must include information, counseling services, auditory training, and basic language development instruction for the parents of such children. This home intervention program must be carried out by college or university trained teachers of the deaf, speech pathologists, or audiologists.

25-07-12. Provision of services – Collaboration – Competition. The school for the deaf may collaborate with public and private entities for the provision of services to individuals who are deaf or hearing impaired. The school for the deaf may not compete with any public or private entity offering the same services within a region.

25-07-13. School for the deaf fund. The school for the deaf fund is a special fund in the state treasury. All moneys received pursuant to section 2 of article IX of the Constitution of North Dakota and all revenues received from the lease of buildings and the provision of meals and services, including interpreter services, must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for provision of services under this chapter.

North Dakota School for the Deaf/Resource Center Programs

Education Program

NDSD/RC offers special education programming for deaf, hard of hearing, and deafblind students on our Devils Lake Campus from preschool to 8th grade. High School students are mainstreamed in their home school districts or attend Devils Lake High School and live in our Residential Program.

Residential Program

NDSD/RC offers residential services for those students living too far to commute to the campus program on a daily basis. Transportation is provided to and from the students' home areas. Students PS through 12th grade live on campus during the school year from Sunday to Friday, going home on the weekends. Residential services include fun and educational learning activities on campus and in the Devils Lake community.

PIP / School-Age Outreach

NDSD/RC's Parent Infant Program and School-Age Outreach consists of regionally based Teachers of the Deaf who travel to homes and local schools on an intermittent basis to provide assessment, consultation, and instruction. A major focus is early intervention, providing information, advocacy, emotional support, and guidance for families and school districts.

Adult Outreach Services

NDSD/RC's Adult Outreach Services team offers training and support for adults who have hearing loss. They provide assistive equipment such as amplified telephones and light flashers for doorbells and phones as well as training in how to use the equipment. They provide community training to first responders and other groups to learn more about Deaf people and communicating with those who have a hearing difference.

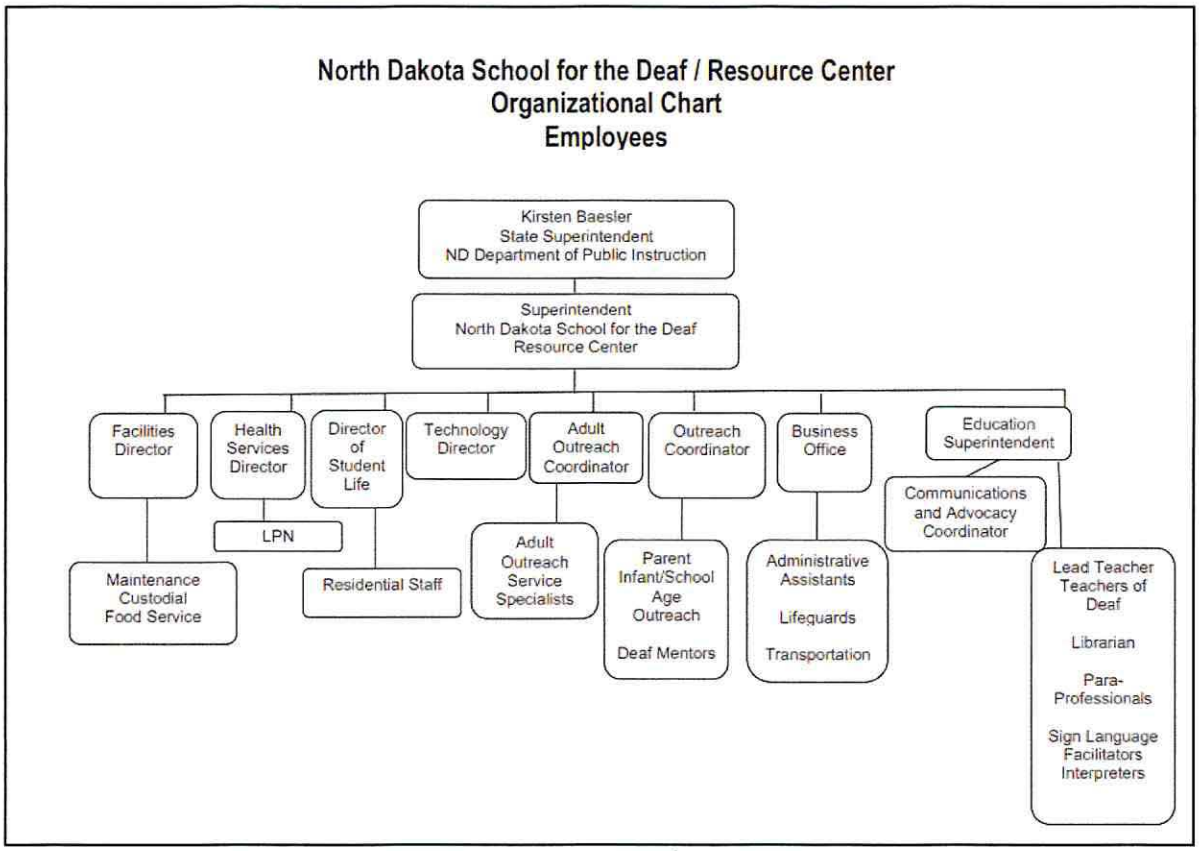
Communication and Advocacy

NDSD/RC's Communication and Advocacy Program continues to be in development. This program offers advocacy services to Deaf adults and is working to establish a systematized interpreting services in the Devils Lake area and possibly statewide.

Collaboration

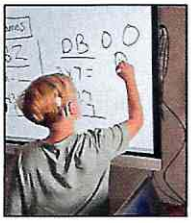
NDSD/RC partners with school districts across the state, North Dakota Dual Sensory Project, Minot State University, Regional Education Agencies, North Dakota Vision Services/School for the Blind, Audiologists, the Early Hearing Detection and Intervention (EHDI) program, Part C Providers, Voc. Rehab, Deaf organizations, etc.

Organizational Chart



2. Financial Audit Findings

SFY23 Audit of NDSD/RC, the audit did not identify any areas of concern. No errors, internal control weaknesses, or potential violations of law were identified. An electronic copy of the Office of State Auditor Report Highlights for North Dakota School for the Deaf for the Biennium Ended June 30, 2023, is available upon request.




3. Biennial Accomplishments & Challenges:

Accomplishments:

- **Personnel**
  - Hired a Director of Student Life
  - Hired 2 Facilities and Maintenance Workers
  - Hired 1 Teacher of the Deaf
  - Hired 1 Teacher of the Deaf Consultant
  - Hired a Librarian
  - Hired 3 Paraeducators (2 full-time permanent, one part-time temp)
  - Hired 3 Residential Student Life Counselors
  - Hired 2 Nightwatch Residential Counselors (one full-time permanent, one full-time temp)
  - Hired a temporary Paraeducator/Interpreter
  - Hired a Licensed Practical Nurse (evening residential services)
  - Hired a Communications and Advocacy Coordinator
  - Hired 4 Drivers in temporary positions
- **Education and Residential Programs**



  - Achieved Cognia Accreditation
  - 24 Total Students including 7 High School Students and 1 part-time High School Student
  - 18 Residential Students
  - 5-6 Potential New Students
  - Conscious Discipline Training
  - Crisis Prevention and Intervention Training
  - Teachers engaged in Ron Clark book study through Northeast Education Services Cooperative
  - Fairview Learning – Reading strategies for Deaf Children
  - Two Teachers attended American Society for Deaf Children's Literacy 2024: Creating Connections with Language conference in Charleston, SC
    - "This is the first training we have attended outside of the South Dakota Midwest Conference that is specifically designed for Deaf Education in our 25+ years at NDSD."
  - Attended the Conference for Educational Administrator of Schools and Programs for the Deaf (CEASD) Conference in South Carolina
  - Attended the bi-annual National Student Life for Deaf and Hard of Hearing (NSLDHH) for Residential Deaf Programs in New Mexico
  - Attended the Early Hearing Detection and Intervention Annual Conference in Denver, Colorado
- **Parent-Infant and School-Age Outreach Program**
  - Conducted Deaf Mentor Training and established the Deaf Mentor Program in North Dakota

  - Attended the Language First's Freeing the Butterfly Conference in North Carolina
  - Hosted and Co-Hosted Regional Pumpkin Patch events around ND in October 2023 and October 2024
  - Produced and facilitated "Growing Up Deaf" webinar events
  - Facilitated Virtual Deaf Santa events
  - Disseminated various Holiday packets with fun educational games and information about Deafhood, deafness, and hearing loss
  - Parent and community virtual American Sign Language (ASL) classes
  - Partners with the ND Early Hearing Detection and Intervention (EHDI) and serves on the ND EHDI Advisory Council
  - Partners with ND Hands & Voices (H&V) and serves on ND H&V Board
  - Hosts annual Summer Camp for students who are deaf or hard of hearing
- **Adult Hearing Outreach Program**
  - Hosts monthly Resource Groups to provide information and support to those with hearing loss (Wahpeton, Jamestown, Bismarck, Harvey, Fargo (2 groups), Minot, Valley City, Dickinson
  - Trainings for professionals working with those with hearing loss (Nursing Homes, Peace Officers, Senior Groups, Vocational Rehabilitation Staff, Senior Transit, Assisted Living Centers, First Responders)
  - Provided 1:1 consultation to those with hearing loss and their families
  - Professional Development related to augmentative and alternate communication, Conscious Discipline, hearing aids and prescription hearing aids, Meniere's Disease, Bluetooth connections and accessories, conferences on aging, smart phone technologies, dementia, and conferences such as the Association for Late-Deafened Adults and the Hearing Loss Association of America
  - Hosted information booths across the state
- **Facilities**
  - Resource Center Roofing and HVAC Project
  - Continued maintenance and upkeep of aging facility
- **Communications and Advocacy**
  - New Communications and Advocacy Coordinator
  - Advocacy and Interpreting for Court Cases
  - Supporting Deaf adults through various bureaucracies such as immigration, social security, banking, etc.
  - 2 staff engaged in Improving Rural Interpreter Skills (IRIS) Project
  - One Sign Language Facilitator passed the written National Interpreter Certification (NIC) exam
  - 3 staff trained in Mental Health Interpreting Training in Alabama
- **Retirements**
  - Michael Loff, Business Manager, 15 years, retired June 2023
  - Susan Schwab/Kjelland, Librarian, retired June 2023



- Cindy Schneider, Custodian, 40 years, retired September 2023
- Nancy Trottier, Sign Language Facilitator, 40 years, retired May 2024
- Jerry Allery, General Maintenance Worker, retired November 2024

Challenges:

- **Personnel** – It continues to be challenging to recruit and retain staff with the specialized skills to work with students and clients who are deaf, hard of hearing, or deafblind. When staff are absent from campus, it is difficult to provide continued streamlined educational services for our students as staff cover for each other. This leads to piecemeal educational services and staff overtime and burnout.
  - ***Solution:*** *Additional staff to provide coverage and to enhance and streamline our educational and residential services.*
- **Professional Development** – It continues to be a challenge to provide access to continued professional development to maintain and grow skills related to Deafhood, deafness, and Deaf Education as well as child development and adult learning. It is a challenge to maintain knowledge and use of changing accessibility technologies.
  - ***Solution:*** *Examining our budget and reprioritizing professional development for staff.*
- **High School Programming** – The North Dakota School for the Deaf/Resource Center (NDSD/RC) High School program was closed in 2010. The expectation was that high school students would return to their home districts or remain on campus in the residential program and attend Devils Lake High School with support from NDSD/RC. At the time, the belief was that teachers who were highly qualified to teach subject-matter high school courses would provide a better education for students. However, this is not typically the outcome. Many of our students struggle with direct instruction from staff who can sign and who can provide the required accommodations listed on the IEP specific to deaf and hard of hearing students. Now, we are asking them to access their education through sign language interpreters with varying skills in these subject-matter courses.
  - ***Solution:*** *Continued funding for the American School for the Deaf (ASD) Online Academy. This year, we piloted two online classes (Physical Science and Social Students/History) with ASD Online Academy. ASD Online Academy teachers are Deaf and/or fluent in American Sign Language (ASL) and skilled in providing the visual supports our deaf and hard of hearing students need to access their education.*
- **Facility Projects** – It has been a challenge completing our Resource Center Roofing and HVAC project due to unmet timelines by contractors. In general, maintenance and material costs have increased and delays in getting materials.
  - ***Solution:*** *Continued communication with contractors to ensure deadlines are met. Increased funding for major repairs to cover increased costs.*
- **Child Find and Tracking** – It continues to be a challenge to know and track individuals in North Dakota with a hearing difference. Century Code states:

  25-07-10. Deaf persons – Duty to report. It is the duty of every public school superintendent, physician, otologist, audiologist, nurse, clinic,

hospital, and social and welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

- ***Solution:*** *Continued partnership with the ND Early Hearing Detection and Intervention (ND-EHDI) program. Develop a system for professionals to report required information to the superintendent at the North Dakota School for the Deaf. Develop a database to house all reported information to ensure appropriate interventions and services are provided.*

- **Public Awareness and Relations** – It is a challenge to maintain statewide awareness of the services and programs the North Dakota School for the Deaf/Resource Center offers.
  - ***Solution:*** *Continued attendance and presentations across the state. Update materials and continue statewide distribution.*






Next Biennium Goals & Plans:

- Accreditation through the Conference of Educational Administrations for Schools and Programs for the Deaf (CEASD)
- Continued training in Fairview Learning, Bedrock Literacy Curriculum, and the Bilingual Grammar Curriculum, supplemental approaches to reading designed for students who are deaf and hard of hearing
- Training in child development for Residential Student Life staff
- Continued development of the Communications and Advocacy Program including a needs assessment of interpreting services needed across the state
- Continued dialogue with systems of higher education in addressing our personnel gaps and employment needs
- Replace secondary campus boiler and pneumatic controls in Trades building
- Growth of Deaf Mentor program
- Continued efforts in statewide information dissemination about our services and programs

4. Overview of Budget Changes

	2023-2025 Legislative Base Budget	Increase/ (Decrease)	2025-2027 Executive Budget
Salaries and Benefits	$9,283,599	$1,445,115	$10,728,714
Operating Expenses	1,705,586	250,839	1,956,425
Capital Assets	158,678	283,800	442,478
Total	**$11,147,863**	**$1,979,754**	**$13,127,617**
General Fund	$8,336,306	$1,593,000	$9,929,306
Federal Fund	124,542	4,452	128,994
Special Fund	2,687,015	382,302	3,069,317
Total	**$11,147,863**	**$1,979,754**	**$13,127,617**
FTE	**45.36**	**1.50**	**46.86**

Special Fund expenditure increases account for the increase in estimated income.

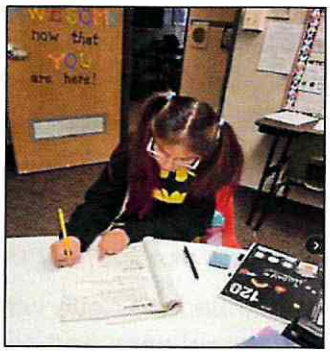
Executive change recommendation for Salaries and Benefits includes the cost to continue salary increases. In addition, executive budget changes include a compensation package, requested teacher contract composite scale increases, a Paraprofessional position, and a Dorm Counselor position.

Executive change Operating Expenses include requested inflationary adjustments.

Executive change Capital Assets include Campus Security System and Standard Operating Equipment Replacement.







5. Staffing/Full Time Equivalents

	2023-2025 Budget	Increase/ (Decrease)	2023-2025 Budget	Increase/ (Decrease)	2025-2027 Executive Budget
Education	6.75	.75	7.50	.75	8.25
Communications	4.83		4.83		4.83
Plant Services	9.50		9.50		9.50
Outreach Services	9.00		9.00		9.00
Residential Program	5.50		5.50	.75	6.25
Other	9.03		9.03		9.03
Total Regular FTE	**44.61**	**.75**	**45.36**	**1.50**	**46.86**

NDSD/RC requested an additional .75 FTE (Paraprofessional) for the 2023-2025 biennium. This position was approved and filled in August 2023 and $78,000 was transferred from the OMB New and Vacant Funding Pool.

A total of $328,837 was removed from the 2023-2025 budget to fund the New and Vacant Funding Pool. In August 2023, a request for funds from this pool was made that included $78,000 for the new Paraprofessional position along with $154,000 for the vacant Director of Student Life and $21,245 for the vacant LPN. All positions were filled in August 2023. In September 2023 a total of $253,245 was transferred from the OMB New and Vacant Funding Pool in September 2023. There is a balance of $75,592 remaining.

NDSD/RC has requested an additional two FTEs, Paraprofessional (.75 FTE) and Nightwatch Dormitory Counselor for the overnight shift (.75). NDSD/RC has received positive response from parents of young students citing noticeable growth in language development when they stay as a resident on the NDSD/RC campus. As the number of these young students grow, the need for the individualized instruction and supervision is growing.

6. 2023-2025 Agency Vacant Positions

Throughout the 2023-2025 biennium there have been 16 vacant positions, 14 positions were filled within a month of the initial job posting. As of December 31, 2024, there are two (2) vacant Teacher of the Deaf, faculty non-classified positions. There is an approximate savings of $322,933 as of December 31, 2024, from these two positions.

7. Program and Line-Item Funding

	2025-2027 General Fund	2025-2027 Special Fund	2025-2027 Federal Fund	2025-2027 Total Recommendation
Salaries and Benefits	$9,806,426	$856,794	$65,494	$10,728,714
Operating Expenses	122,880	1,770,045	63,500	1,956,425
Capital Assets	0	442,478	0	442,248
Total	**$9,929,306**	**$3,069,317**	**$128,994**	**$13,127,617**
FTE				**46.86**

NDSD/RC is a resource for all individuals with a hearing difference in North Dakota. We provide education and other services based upon specific needs of each individual. As a smaller agency, our budget is presented on a roll up by line basis.

Projected 2025-2027 special fund revenues are fully utilized by agency operations salary and operating expenditures. All capital assets are special fund projects.

8. Current Biennium One-Time Funding

One-Time Funding:	Total Special Funds 2023-25	
HVAC Resource Center from 21-23 – Carryover	$543,697	Completed December 2024
Snowplow for State Fleet Pickup	8,082	Completed April 2024
Boiler Replacement	650,000	Project to start April 2025
Pneumatic Controls & Fire Alarm Update	150,000	Project to start April 2025
Total One Time Funding	$ 1,351,779	

HVAC Resource Center Project – Carryover. This project was carried over from the 2021-2023 biennium and was completed in December 2024. As of 12/31/24, $85,009 remains from the carryover balance, all funds will be expended by February 2025.

Snowplow for State Fleet Pickup. Purchase of the snowplow for State Fleet pickup, $8,082, was applied to the one-time request of $43,500 for replacement of campus equipment. There is a balance of $35,418 remaining.

Boiler Replacement and Pneumatic Controls & Fire Alarm Update. These projects were approved in the 23-25 biennium. Due to the extended length of the HVAC Resource Center Project from 21-23 both projects were pushed back until the completion of the HVAC project. The bidding process for both the Boiler Replacement and Pneumatic Controls project will begin in the spring of 2025.

9. Optional Budget Requests

	2025-2027 Item	Amount Requested	Included in Executive Recommendation	Funding Source	One Time /Ongoing
1	2025-2027 Teacher Salary Increases	$223,535	$223,535	General	Ongoing
2	Inflationary Increases by Operating Expense Line	122,880	122,880	General	One-Time
3	Paraprofessional and Dormitory Counselor Positions	224,590	247,326	General	Ongoing
4	American School for the Deaf Online Courses	70,000	-	General	Ongoing
5	Campus Security System	238,800	238,800	Special	One-Time
6	Mill Patch and chip seal parking lots and roads	200,000	200,000	Special	One-Time
7	Standard Operating Equipment Replacement	45,000	45,000	Special	One-Time
	Total One Time Optional	$606,680	$606,680		
	Total Ongoing Optional	$518,125	$470,861		

Description of Optional Budget Changes/Requests

1. **Teacher Salary Increases (Contracted Employees) – $223,535.** HRMS has completed a Teacher Salary Schedule for 2025-2027. The above amount includes teachers advancing one step for each year of the biennium.

2. **Inflationary Increases by Operating Expense Line - $122,800.** To offset anticipated inflation or budget proposals provided by OMB, other state agencies and others. An aggregate increase of approximately 7% of total operating expenses.

3. **Paraprofessional and Dormitory Counselor Positions - $224,590.** NDSD/RC has received positive response from parents of 3- and 4-year-old students citing noticeable growth in language development when they stay as a resident on the NDSD/RC campus. As the number of these young students grow, the need for the individualized instruction is growing.

4. **American School for the Deaf Online Academy - $70,000**. ND Century code mandates NDSD/RC to provide services to deaf and hard of hearing individuals from birth to senior citizenship. NDSD/RC does not have a high school program and partners with Devils Lake Public Schools to provide special education services to deaf and hard of hearing students. NDSD/RC is working with the American School for the Deaf Online Academy to provide Teachers of the Deaf that will teach two online classes to the high school students. This funding will cover administrative fees and the four semesters of class for the 25-26 and 26-27 school years. **This amount is not included in the Executive Recommendation.**

5. **Campus Security System - $238,800.** To ensure campus safety, upgrades include replacement of outdated security cameras, additional cameras in areas not currently monitored, and update server to maintain camera system.

6. **Mill, patch and chip seal parking lots and roads - $200,000.** NDSD/RC campus needs parking lot and road repair. Deterioration due to age and weather poses a safety hazard for both people and vehicles. Addressing now will avoid future costly full replacement and savings from continued temporary repairs. **This request was removed and included in the funding for the deferred maintenance pool in OMB's budget.**

7. **Standard Operating Equipment Replacement - $45,000.** Potential replacement of campus equipment items over $5,000 each, large kitchen appliance, grounds and diagnostic audiology equipment.

10. Agency Collections or Special Funds

Special Fund	2023-2025 Projection	2023-2025 Budget	2025-2027 Executive
Land Department Trust Funds	$2,198,000	$2,198,000	$2,198,000
Meal Revenue	330,531	255,000	275,000
Misc. Sales and Service	191,150	72,000	90,000
Lease-Rental Income	201,548	186,984	190,000
Other	1,550	0	0
Total	**$2,922,779**	**$2,361,432**	**$2,753,000**

Most revenue is related to the campus-based head start program meal contract.

Misc. Sales and Services includes interpreter services provided to the ND school districts based upon staffing availability. This category of revenue also may include campus-based services provided to a leasing tenant.

The North Dakota Department of Land Trusts is the largest NDSD/RC special fund resource. After receiving notification from the department, the amount for the 2025-2027 budget should be increased to $2,388,000.

Lease-Rental Income is primarily Head Start revenue. It includes a private lease and rent from the local Park Board related to community swimming pool utilization.

All facilities on campus are being utilized.

Projected special funds are applied to operating expenditures and a portion of salaries and wages.

11. Federal Funding

NDSD/RC is not eligible for distribution received by school districts through the Department of Public Instruction.

NDSD/RC did receive small special education grants from the Department of Public Instruction. IDEA Preschool Grant $1,035.58, IDEA-B $27,504.30, and a Special Education Discretionary $10,000 to use for staff recruitment and retention.

12. Requested changes to be made to the Executive Recommendation

- Add as carryover $650,000 one-time capital asset request for the Boiler Replacement.
- Add as carryover $150,000 one-time capital asset request to update the Pneumatic Controls and Fire Alarms

13. Other Bills and Potential Budgetary Impact

- House Bill 1097 – a bill to study the accessibility of government agencies for individuals who are deaf, hard of hearing, or have hearing differences. There would be minimal to no budgetary impact.
- House Bill 1164 – a bill related to terms and definitions used in Special Education. There would be minimal to no budgetary impact.

14. Changes We Are Requesting to The Governor's Budget

In addition to the items listed above (carryover for Boiler Replacement and update Pneumatic Controls and Fire Alarms), the North Dakota School for the Deaf/Resource Center is requesting that $70,000 omitted from the Governor's budget be reinstated. This would ensure the continued high school course offerings through the American School for the Deaf (ASD) Online Academy. This program provides our deaf and hard of hearing high school students with direct access to their education directly from a Teacher of the Deaf certified and licensed in North Dakota who uses American Sign Language (ASL).

Conclusion

I am honored to serve as the Superintendent of North Dakota School for the Deaf / Resource Center. A lot of incredible work has been accomplished by the amazing staff and students at NDSD/RC since its beginning in 1890. I am thrilled to be a small part of that incredible work. I ask that you support the Executive Budget and include the additional small requests to help us continue to do this incredible work.

Our **vision**, our "why," is that all individuals in North Dakota with hearing differences will achieve their dreams. Our **mission**, our "how," is to educate and serve all individuals with hearing differences from birth through senior citizenship. Our **purpose**, our "what," is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss. With your support, all individuals in North Dakota with hearing differences can achieve their dreams.

Thank you, members of the North Dakota Legislature for your work and your ongoing support of our important and necessary work at the North Dakota School for the Deaf/Resource Center and your dedication to all individuals in ND with a hearing difference.

Inflationary Executive Operating Expense Adjustments by Line

	Base Level	Expenditure Changes	Executive
Operating Expenses			
Travel	330,396	35,000	365,396
Supplies - IT Software	13,288	0	13,288
Supply/Material - Professional	47,449	0	47,449
Food and Clothing	186,778	18,000	204,778
Bldg, Grounds, Vehicle Supply	148,679	10000	158,679
Miscellaneous Supplies	120,452	0	120,452
Office Supplies	11,238	0	11,238
Postage	10,159	0	10,159
Printing	7,781	0	7,781
IT Equipment under $5,000	91,719	0	91,719
Other Equip under $ 5,000	41,026	0	41,026
Office Equip & Furniture	24,934	0	24,934
Utilities	279,122	0	279,122
Insurance	29,802	4,880	34,682
Rentals/Leases-Equipment & 122Other	14,836	0	14,836
Rentals/Leases - Bldg/Land	60,730	24,000	84,730
Repairs	54,999	5000	59,999
IT - Data Processing	132,609	0	132,609
IT - Communications	68,755	0	68,755
IT Contractual Srvcs and Rprs	14,325	0	14,325
Professional Development	38,111	0	38,111
Operating Fees and Services	45,751	0	45,751
Professional Fees and Services	60,606	26000	86,606
Total Operating Expenses	1,833,545	122,880	1,956,425
General Fund	0	122,880	122,880
Federal Fund	63,500	0	63,500
Special Fund	1,770,045	0	1,770,045
Total By Fund: Operating Expense	1,833,545	122,880	1,956,425



NORTH DAKOTA SCHOOL FOR THE DEAF / RESOURCE CENTER

WHO WE ARE

49
Full-time Team Members

9
Temporary Team Members

5
Contractors

WHAT WE'RE ABOUT

Vision: To support individuals with hearing differences in achieving their dreams.

Mission: Fill To educate and serve all individuals with hearing differences from birth through senior citizenship.

Purpose: To serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss.

Goals/Objectives: We take **PRIDE** in our work!

1. **P**rovide quality access to information to all deaf and hard of hearing ND citizens.
2. **R**ecruitment and retainment of specialized employees to ensure future services.
3. **I**ncrease awareness about the needs of those with hearing differences.
4. **D**evelop employee knowledge, skills, and abilities to better serve DHH ND citizens.
5. **E**ngage with continuous school improvement and accreditation.

WHO WE SERVE

Citizen Focus 1
Birth to Five
Working with Early Hearing Detection and Intervention and Part C Early Intervention, NDSD/RC serves all families who have infants and toddlers with hearing differences.

Citizen Focus 2
NDSD Students
NDSD/RC provides educational services for students in preschool through 8th grade and residential services for students preschool to graduation.

Citizen Focus 3
Public Schools Students
PIP and School-Aged Outreach provides educational and social learning opportunities to students who have hearing differences and attend public schools.

Citizen Focus 4
Deaf Adults/Adults with Hearing Loss
Adult Hearing Outreach provides services to those who lost hearing later in life and to Deaf Adults.

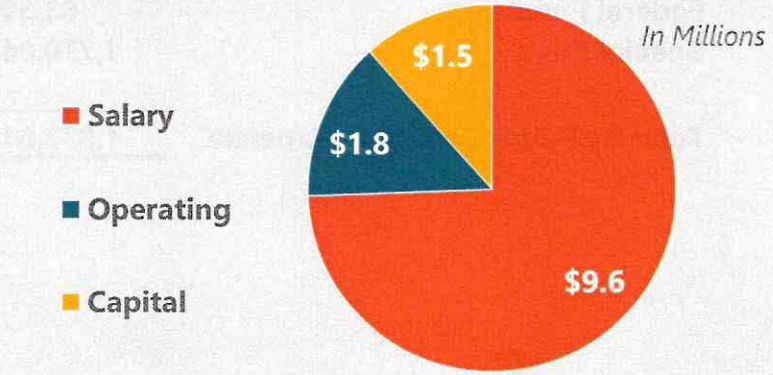
Citizen Focus 5
Professionals
NDSD/RC partners with all professionals who serve those with hearing differences including the DeafBlind Project, Audiologists, and Teachers of the Deaf across ND.

Citizen Focus 6
Interpreters
NDSD/RC provides mentoring support to and shares opportunities with Interpreters across ND. When available, NDSD/RC provides interpreting services.

HOW WE DO IT

Total Agency Budget: $12.9

- General: $8.7
- Special: $4.1
- Federal: $.1



NORTH DAKOTA SCHOOL FOR THE DEAF / RESOURCE CENTER

WHAT WE'RE PROUD OF

...ewide Resource Center
...ampus and residential numbers are up. We are reaching more families and schools. We are serving more adults with hearing loss. We are training community partners. **Our reach is statewide!**

Cognia Accreditation
The Education Dept complete the Cognia Accreditation review in October 2023. Our Progress Report will be submitted in 3 years. **Data shows "Supportive Learning" is highest!**

Statewide Miles
Education 11,494 miles
PIP/K-12 130,296 miles
Adult Outreach 48,092 miles
Transportation 169,056 miles
Travel providing services and support to North Dakotans!

Parent Infant Program **2,306** Service Encounters

Preschool to Grade 12 **2,439** Service Encounters

Adult Hearing Outreach **1,050** Service Encounters

Resources Shared **47,182** Facebook **119,040**

WHAT WE DO

Campus Education
Teachers and Support Staff provide robust educational services based on each student's IEP.

PIP and School-Aged Outreach
Teachers of the Deaf support families and students with hearing differences and staff in early intervention / public schools.

Residential Education
Students live on campus from Sunday to Friday during the school year and learn independent living skills.

Adult Hearing Outreach
Serves those who have lost hearing later in life and their families through resources and hearing / visual technologies.

Resource Center
Our library and various human resources provide support for the ND community interested in our services and in Deaf Culture and ASL.

Communications and Advocacy
Provides targeted advocacy education and support to Deaf adults. Provides Interpreting services as available.

HOW WE MEASURE SUCCESS

Measure of Success
"Our son attends school here at NDSD. I am so amazed that when you walk into the school, you can feel the family environment... from the Superintendent right ...wn to all the school and ...n staff. I would highly ...ommend this to school to any parent who has a child with a hearing loss."
-Parent on Annual Survey

Measure of Success
"Staff members take pride in working together to provide their learners with the best education possible."
-Cognia Accreditation Review Report, 2023

Measure of Success
"I worked with a couple that told me I probably saved their marriage because I brought equipment that helped one of them hear better."
-NDSD Employee

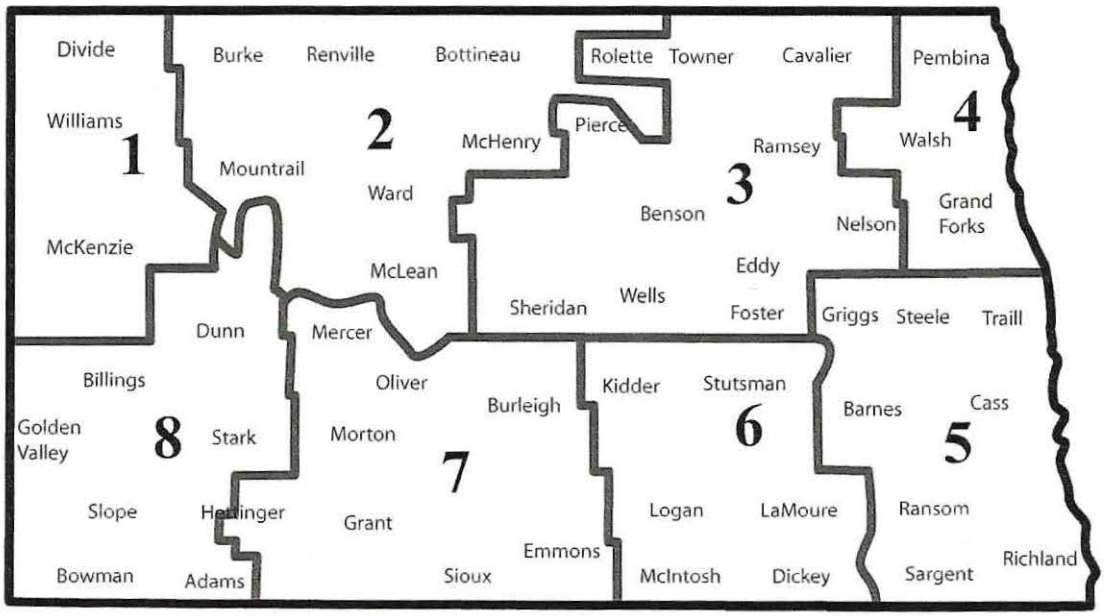
Measure of Success
"We saw a massive improvement with our daughter's signing sentences this weekend! She was putting together 5 and 6 words! We usually get 2-3 words. We were amazed at what four days did!"
-Parents from PIP Program, Deaf Mentor Program, and one week of school at NDSD

NDSD/RC Outreach and Education Services

Services Provided		2021-2023 Biennium	7/1/23-6/30/24 Annual
Outreach Services			
Parent Infant			
Persons Served (unduplicated)		49	48
Consultations		2,306	3,118
Evaluations		118	81
Direct Services		629	407
School Age			
Persons Served (unduplicated)		79	74
Consultations		2,417	2,934
Evaluations		97	63
Direct Services		106	35
Summer Camp		18	15
Adult Service			
Persons Served (unduplicated)		192	211
Consultations/Evaluations		1,050	1,109
Communications			
Sign Language Students		381	162
School Services	**2021-22**	**2022-23**	**2023-24**
Preschool/Kindergarten	5	7	9
Elementary	5	6	3
Middle	7	4	7
Secondary (Enrolled at DLHS)	2	4	5

Public Awareness	2021-2023 Biennium	7/1/23-6/30/24 Annual
"Banner" Yearbook (circulated annually)	722	406
"Tidbits" Newsletter (circulated monthly)	1,710	1,282
NDSD Resource Center web page	32,495	18,540
NDSD Facebook page	119,040	56,600
List-serve for Teachers of the Deaf in ND	8,152	4,267

Persons Served by Region
July 1, 2023 to June 30, 2024



Region 1 – Williston
Infants/Students: 20
Adults: 49
Total: 69

Region 2 – Minot
Infants/Students: 12
Adults: 87
Total: 99

Region 3 – Devils Lake
Infants/Students: 28
Adults: 144
Total: 172

Region 4 – Grand Forks
Infants/Students: 8
Adults: 121
Total: 129

Totals
Infants/Students: 113
Adults: 796
Persons: 909

Region 5 – Fargo
Infants/Students: 19
Adults: 159
Total: 178

Region 6 – Jamestown
Infants/Students: 9
Adults: 75
Total: 84

Region 7 – Bismarck
Infants/Students: 12
Adults: 133
Total: 145

Region 8 – Dickinson
Infants/Students: 5
Adults: 28
Total: 33

Big Hairy Audacious Goals (BHAG)

1. NDSD/RC provides early intervention services to every child age birth to five who has a hearing loss or difference. (PIP & K-12 Outreach)
2. NDSD/RC serves, in some way, every student in preschool through high school who has a hearing loss or hearing difference (PIP &K-12 Outreach, Campus Education, Residential Student Life)
3. NDSD/RC serves or partners with, in some way, every professional who works with infants, toddlers, students, and adults who have hearing loss or hearing difference. (PIP & K-12 Outreach, Campus Education, Residential Student Life, Communications & Advocacy)
4. Every family in ND who has a child with a hearing loss or hearing difference has access to specialized technologies, sign language access, etc.) to raise their child. (PIP & K-12 Outreach, Campus Education, Residential Student Life, Technology, Communications & Advocacy)
5. Every adult in North Dakota who has a hearing loss of hearing difference leads a fulfilling life as independently as they desire. (Adult Hearing Outreach, Communications & Advocacy)
6. Every ASL-English Interpreter in ND is qualified and certified to provide interpreting services to their students and clients. (Adult Hearing Outreach, Communications & Advocacy)
7. Every student with a hearing difference or hearing loss has access to a certified Teacher of the Deaf (TOD) who is knowledgeable in hearing technologies and American Sign Language (PIP & K-12 Outreach, Campus Education, Communications & Advocacy)
8. Campus facilities and technologies are state-of-the-art updated to meet Deaf needs including security and cameras, accessibility needs, and facility systems. (Administration, Facilities, Technology)

Historical Timetable

North Dakota School for the Deaf/Resource Center has a rich history of advocacy and education. NDSD/RC has also been home to world renown people. Below are some highlights:

1889 North Dakota was admitted into the Union as a state. **Anson Rudolph Spear**, a graduate (1878) of the Minnesota School for the Deaf came to Devils Lake and met with local leaders to impress upon them the importance of establishing a school for deaf children. They drafted a bill to present before North Dakota's first-ever legislative session. The bill passed the house and senate and was vetoed by the Governor.

1890 After a hard fight, the bill passed and became law. Anson Spear was named Superintendent at age 29, thought to be the youngest Superintendent of a state school. The school enrolled 23 students.

1891 The legislature appropriated $10,000 for a new building which was completed in 1893.

1891 Spear established a printing press program, and the school began publishing the North Dakota Banner, a newsletter printed every two weeks to share school events and student work.

1892 By the third year of operation, the school enrollment had doubled to 42 students.

1894 **John Lewis Clarke**, a deaf Blackfoot Indian attended the school until 1897. John moved to Montana School for the Deaf. He is well known for his wood carvings of wild animals and Native Americans. Many of his pieces are on display in museums around the country including the Smithsonian Museum in Washington DC.

1900 In June, a class of three students were the first graduating class.

1916 North Dakota Association for the Deaf was established.

1980 **Phyllis Frelich**, class of '62, became the first Deaf person to win a Tony Award for her performance on Broadway in Children of a Lesser God. In 1981, she was inducted into the North Dakota's Rough Rider Hall of Fame. Her portrait and bio are on display at the State Capitol in Bismarck.

1988 NDSD PIP/School Age Outreach Program was established.

2011 NDSD Adult Outreach Program was established.

For more information about NDSD's rich history, go to https://www.ndsd.nd.gov/about/history-and-banners



North Dakota School for the Deaf / Resource Center
is a division of the
Department of Public Instruction
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDSD/RC does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

January 16, 2025

NORTH DAKOTA VISION SERVICES/ SCHOOL FOR THE BLIND

A Division of the Department of Public Instruction

HOUSE BILL #1013



Testimony to the Education & Environment Division of House Appropriations

NDVS/SB

500 Stanford Rd
Grand Forks, ND 58203
www.ndvisionservices.com

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Testimony

Paul Olson

Chairman Nathe and Members of the House Education and Environment Committee:

My name is Paul Olson. I am the superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). Paula Solheim, Business Manager, and I will provide testimony relative to HB 1013.

North Dakota Century Code
25-06-01. North Dakota Vision Services-School for the Blind – Maintained – Location. There must be maintained at Grand Forks, in Grand Forks County, a statewide service, resource, and referral center for the education and training of all residents of this state who are blind or have a visual impairment, which must be known as the North Dakota Vision Services-School for the Blind.

25-06-01.1. Definitions. For purposes of this chapter, an individual who is blind means an individual who is totally blind or whose central visual acuity does not exceed twenty/two hundred in the better eye with corrective lenses, or the widest diameter of the visual field is no greater than twenty degrees; and an individual with a visual impairment means an individual with an impairment in vision that, even with correction, adversely affects the individual's functional ability.

25-06-02. Duties and responsibilities of North Dakota Vision Services–School for the Blind. Within the limits of legislative appropriation, North Dakota Vision Services-School for the Blind shall: Provide vision-specific services that include consultations, evaluations, information, training, and educational services, including instruction in orientation, mobility, Braille, Braille music, daily living skills, technology, vocational training, and recreation. Collect and distribute information on vision services and resources available in the state. Coordinate loans of adaptive devices, equipment, and materials. Maintain a database of residents who are blind or have a visual impairment. Facilitate collaboration with agencies and programs providing services to individuals who are blind or have a visual impairment. Assist residents to access appropriate services, including services available from the Vocational Rehabilitation division, independent living centers, infant development programs, developmental disabilities programs, the state library, local education programs, and advocacy programs.

25-06-02.1. North Dakota Vision Services–School for the Blind – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the North Dakota Vision Services-School for the Blind is appointed by and reports to the superintendent of public instruction. The North Dakota Vision Services-School for the Blind must have a separate budget and separate staff from the department of public instruction.

25-06-02.2. Superintendent – Special duties. The superintendent of the North Dakota Vision Services-School for the Blind may also be the superintendent of the School for the Deaf.

25-06-03. Superintendent to possess certain qualifications. The superintendent of the North Dakota Vision Services-School for the Blind must possess those qualifications, educational and otherwise, as in the opinion of the superintendent of public instruction, may qualify that person to instruct and minister to the needs of the blind persons.

25-06-04. Qualifications for admission to North Dakota Vision Services-School for the Blind – Residents of state entitled to free education. Repealed by S.L. 2001, Ch. 257, § 5.

25-06-05. Services to nonresidents. Individuals who are blind or have a visual impairment and are not residents of this state may receive services from North Dakota Vision Services–School for the Blind if the individuals pay the cost of the services as determined by the superintendent of public instruction. Nonresidents may not receive services to the exclusion of residents of this state.

25-06-06. Transportation of indigent persons. Repealed by S.L. 1979, Ch. 336, §3.

25-06-07. Instruction at school for the blind. Repealed by S.L. 2001, Ch.257, § 5.

25-06-08. Accounts for clothing – How collected. Repealed by S.L. 1997, Ch. 244, §4.

25-06-09. Blind person – Duty to report. Repealed by S.L. 2001, Ch. 257, § 5.

25-06-10. Purchase and resale of vision-specific adaptive aids, devices, and appliances – Revolving fund – Continuing appropriation. A revolving vision aids, devices, and appliances fund is hereby established in the state treasury to be used by the North Dakota Vision Services–School for the Blind to purchase and resell vision-specific adaptive aids, devices, and appliances to be used by blind and visually impaired persons resident in this state. The North Dakota Vision Services–School for the Blind may apply service charges when needed to cover the cost of purchasing, invoicing, and shipping, and all revenue from the sale of aids, appliances, devices, and shipping and postage fees must be deposited in the fund. The North Dakota Vision Services-School for the Blind may receive gifts, grants, and donations for deposit in and use by the fund. All moneys in the revolving fund are hereby appropriated to the North Dakota Vision Services–School for the Blind on a continuing basis for expenditure for the purposes of this section.

Mission

We are educators and advocates partnering with related agencies to provide individualized services and resources to infants, children, and adults with visual impairment to empower them in achieving their goals.



(Adult client learning Orientation & Mobility)

Outreach: Birth through High School

Regionally based teachers of the visually impaired travel to homes and local schools on an intermittent basis to provide assessment, consultation and instruction. A major focus of outreach is providing information, advocacy, emotional support, and guidance for families.

Center Base: Short-Term Programs for K-12

NDVS/SB offers individual and small group instruction in Grand Forks. Specialized learning in the Expanded Core Curriculum provides students with survival skills ranging from braille to technology instruction. These specialized areas of instruction are crucial if students are going to be independent and college/career ready.

Adult Services

Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals will do home visits to assess the needs of the adult client, provide instruction, and refer the client for center-based instruction. Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics, and their own unique visual functioning.

Five weeks of center-based training weeks are traditionally scheduled in Grand Forks each year to provide intensive one-on-one instruction to help individuals regain and maintain their independence. During these sessions it is typical for 4-6 adults to participate in individual lessons as well as in group instruction.

The Vision Resource Center (VRC)

The VRC is more than a library. Specialized materials are distributed to individuals, schools, and families statewide, including braille, large print, and audiobooks for leisure reading and educational purposes. All these services allow clients and their families to lead more independent and enjoyable lives.

Biennial Accomplishments:

- We take immense pride in delivering essential direct services to the citizens of North Dakota. Each year, over 500 children and adults benefit from our assistance with technology, mobility, and critical life skills. Helping these individuals achieve their goals represents our core mission and is a significant accomplishment.

- In May 2024, we hosted our first-ever community open house in Grand Forks to raise awareness about NDVS/SB's services. Over 100 attendees, including local citizens, legislators, Lions Club members, and other stakeholders, gained valuable insights into our work.

- Every two years, NDVS/SB organizes a conference for vision professionals in education and rehabilitation across North and South Dakota. In October 2023, this event was held in Grand Forks, providing essential professional development opportunities for public school teachers and vision specialists. National experts presented on a range of topics, ensuring that attendees, including our staff, stayed updated on the latest practices and skills.

- Our premier annual event, Family Weekend, continues to be a resounding success. The 2024 event in Grand Forks saw 14 families participate, with meaningful outcomes for all involved. We are eagerly preparing for the next Family Weekend, scheduled for April 4–5, 2025, in Minot.

- This year, we updated our ND Expanded Core Curriculum Assessment (NDECC), a vital tool for assessing and planning instruction in areas related to the Expanded Core Curriculum (ECC). The ECC supports students who are blind or have low vision in developing essential life skills beyond academics. The updated assessment was conducted during short-term programs, with positive feedback from IEP teams on its effectiveness in goal-setting.

- In April 2024, four high school students with low vision participated in an enriching trip to the Twin Cities, supported by a local church donation. This program targeted nine ECC areas, including orientation and mobility, social skills, and assistive technology. Highlights included navigating urban spaces, visiting Vision Loss Resources, and experiencing the total solar eclipse at the Science Museum.

- We also completed significant renovations to the west wing of our facility, enhancing both living and instructional spaces. These improvements expanded square footage for educational activities and modernized the environment, greatly benefiting students in short-term programs.

- Recruiting skilled professionals has been another key success. We filled critical roles, including a regional coordinator for the Devils Lake, Rugby, and Belcourt areas, and replaced our veteran business manager with an experienced professional skilled in HR and budget management.

Technology initiatives:

- Created a centralized SharePoint website for streamlined internal communication and record-keeping.
- Purchased and deployed updated assistive technology devices for students and adults, from laptops and magnifiers to cell phone apps.
- Automated the transfer of over 60,000 records and images into SharePoint, enhancing metadata tagging for efficient retrieval.
- Transitioned to GovDelivery for digital newsletter distribution, supported by NDIT.



(Adult learning computer skills)



(Family Weekend fun)



(Student using video magnifier)

Challenges:

- Maintaining a highly trained staff in strategic locations across the state remains a top priority. The national shortage of professionals in blindness services, coupled with anticipated retirements of 3–4 experienced team members in the next biennium, presents ongoing recruitment challenges.
- Raising public awareness about our services is another hurdle. As a small agency serving a niche population, traditional advertising has been cost prohibitive. This limits awareness in the general public about what is available to them. In addition, although collaboration with medical eye care professionals does yield referrals for service, we recognize there are citizens who do not get proper referral for low vision and blindness skills training. There are several reasons why this may occur, but a gap does exist that needs to be filled.
- Anticipating and preparing for future needs is critical but challenging. Emerging diagnoses such as Cortical Visual Impairment (a brain-based condition) have increased demand for specialized training and interventions, requiring us to continually adapt to meet these needs.

Next Biennium Goals & Plans:

- Implement recommendations from a current study to enhance assessment and instruction in assistive technology for the students and adults we serve statewide. The study's aim is to identify strengths and needs within the agency, identify staff training needs and to create a roadmap for meeting student needs in the near future.

- Proactively recruit professionals in the field to fill anticipated vacancies, focusing on key regions across the state. This will be approached by providing incentives and enhanced support to existing professionals who are positioned to take coursework leading to certifications or other recognized credentials.

- NDVS/SB will continue to increase public awareness through a broad range of media outlets and activities to reach citizens in both large and small communities throughout the state. In addition to mailings to eye care professionals, speaking engagements and active use of Facebook, the NDVS/SB Public Awareness Team will pursue additional activities to reach a broader audience. The number of adults who seek services for low vision or blindness has not increased significantly even though the population has increased substantially in the last decade. Increased efforts are aimed at reaching this underserved population.



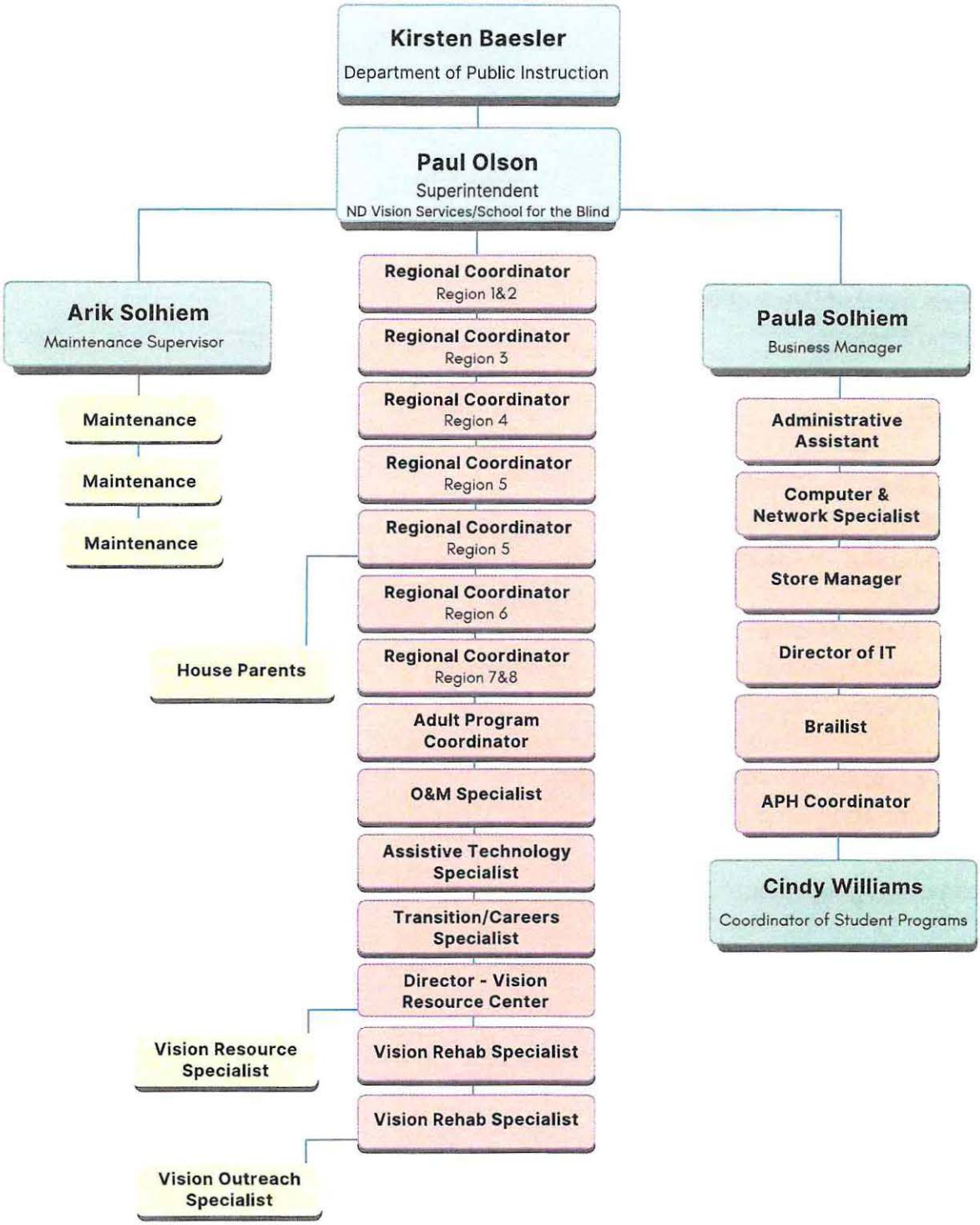
(Students explore the pumpkin patch)



(Senator Claire Cory & Representative Steve Vetter learn about braille)

ORGANIZATIONAL CHART

NDVS/SB



CLIENT SERVICES DATA

Services Provided	2021-2023 Biennium	7/1/23 - 6/30/24 Annual	7/1/23 - 12/31/24 18 Months
Clients Served (Unduplicated):			
Infants/Students	312	201	269
Adults	222	141	190
Total	534	342	459
Vision Resource Center:			
New Loans	1,125	270	427
"Reaching Out" Newsletter (Circulated Quarterly)	376	575	595
APH Federal Registry	314	270	346
Store Sales (Invoices)	388	171	231
Braille Access Center (pages)	14,146	3,589	5,841
Short-term Center Based Programs:			
Short Term Programming	134	63	94
Adult Week	38	19	25
Summer Programming	38	20	27
Evaluations, Consultations and Instructions (Services Provided):			
Consultations	1,849	838	1,451
Evaluations	383	210	263
Instruction	9,629	4,481	6,881
In-Service Training (Attendees)	1,512	564	763

Current Biennium One-Time Funding

Decision Package Summary	Special Fund	One-Time Funding	Status
Equipment Under 5,000	26,000	Yes	In progress
Update North Parking Lot	50,000	Yes	Finished – spent 55,780
Flooring – East Wing	45,000	Yes	Finished – spent 45,000
Update Student Commons	50,000	Yes	Mostly finished – spent 33,342.39
Update Front Entrance	55,000	Yes	In Progress
Misc. Repairs (Doors & AC Units)	29,000	Yes	Finished – spent 33,285.36
Roof Replacement & Repairs	150,000	Yes	Mostly finished – spent 111,930
Gutters for South Wing	50,000	Yes	Finished – spent 50,000
Replace Electrical Panel	10,000	Yes	In progress
Total	**465,000**		**329,337.75**



(Updated Student Commons Area)



(Newly remodeled Instruction Room)

Base Budget and Request

Line Item:	Expenditures 2021-2023	Biennium Appropriation 2023-2025	Base Budget Request 2025-2027	Optional Budget Request 2025-2027	Total Budget Request 2025-2027
Salaries & Wages	$4,992,194	$5,538,818.30	$5,383,669	$108,950	$5,492,619
Operating	825,671	895,686	895,686	365,223	1,260,909
Capital Assets	420,692	478,192	324,903	598,000	922,903
Total	**$6,238,557**	**$6,912,696.30**	**$6,604,258**	**$1,072,173**	**$7,676,431**
Funding Sources:					
General	$4,992,194	$5,240,991.30	$5,383,669	$108,950	$5,492,619
Federal	-	-	-	-	-
Special	1,246,363	1,671,705	1,220,589	963,223	2,183,812
Total	**$6,238,557**	**$6,912,696.30**	**$6,604,258**	**$1,072,173**	**$7,676,431**
FTE	27.75	27.75	27.75	-	27.75

Optional Requests

Decision Package Summary	General Fund	Special Fund	Total
Teacher Salary Increases	108,950		108,950
Temporary Salaries		50,000	50,000
Additional Operating		142,500	142,500
Equipment Under 5,000		28,000	28,000
Additional IT Costs		20,000	20,000
New South Parking Lot		150,000	150,000
Cabinets in Rooms		55,000	55,000
Fire Alarm System		300,000	300,000
Remodel Break Room		55,000	55,000
Misc. Repairs (Doors)		10,000	10,000
Access Technology Position		152,723	152,723
Total	**108,950**	**963,223**	**1,072,173**

Special Fund Projections	2025-27
Trust Land Funds	1,530,000
Rental Income	334,180
Charges for Services	32,000
Other	30,000
Total Projected Revenue	1,926,180

Optional Requests

1. **Teacher Salary Increases:** This is to place teachers on the Composite Salary Schedule developed by HRMS for 2025-27. This includes wages, retirement, and payroll taxes. They are not classified employees.
2. **Temporary Salaries:** This request is to increase houseparent wages to $16-18 per hour. We are anticipating 20% of staff to retire in the next 5 years. This will allow a cushion to hire temporary staff as vision professionals are in high demand and short supply nationwide.
3. **Additional Operating:** This request includes: $6,000 for programming purposes for an event called Family Weekend. This program is growing, and we want to be able to provide quality education to families about their child's vision loss. $40,000 for anticipated utility increases. $13,000 for inflationary increases for outreach services to students/adults. Our property is on 10 acres of land, and we hire someone to apply chemical application to control weeds, $5,500. We would like to add billboards to increase the number of adults/students we serve: $40,000 ($10,000 for six months). $38,000 for lost revenue from Mayville State CDP.
4. **Equipment under $5000:** This includes $13,000 for adaptive technology equipment. NDVS/SB needs to be the leader in adaptive technology in ND. This will allow us to demonstrate new products. This also includes $10,000 (2 new bottled water fountain fillers) These fountains are both used frequently. $5,000 New lawnmower (zero turn) as the one we currently have will be over 6 years old.
5. **IT Costs:** This will allow NDVS to maintain the database, Dataverse. Our lead IT team member has been working with NDIT on this project for over a year and suggest this for the most positive citizen outcome. This would also allow us to purchase a Smartboard on wheels to provide training to students/adults.
6. **New Parking Lot -South Side:** This lot is adjacent to UND parking. The parking lot that is currently there is over 25 years old and is very small and requires improvement in the driveway. Safety is a major concern for staff and visitors and when there are deliveries, given the current size and design.
7. **Cabinets/Furniture for Student Rooms:** This is to replace the kitchen cabinets (where the students reside) in the apartments, $55,000. These items will be over 25 years old at the time of replacement.
8. **Replace Fire Alarm System:** In April 2022, SiteLogig inspected our fire alarm system. The old system is approaching 45 years old and needs to be replaced, as it cannot be updated.
9. **Breakroom renovation:** This request is to update our breakroom areas, so it is more accessible to our employees. Currently there is no sink which will need to be added.
10. **Misc. Repairs (doors):** This request includes the replacement of one door (#6) – a double steel door. This is located on the north side of the building going into our compressor room. This door is difficult to open and is over 45 years old.
11. **Access Technology Position:** The need for instruction in the use of specialized technology for students who are blind or low vision has grown exponentially. This request will fill a need for appropriate assessment and instruction in western North Dakota where we struggle to provide high quality, equitable services for students and adults who are blind or have low vision.

Other Bills That May Affect NDVS/SB

HB 1040 – Closing of PERS Main Defined Benefit Plan

Closing the PERS Main Defined Benefit plan could have a negative impact on the recruitment and retention efforts of non-teaching employees.

Audit Findings

An audit was completed by the State Auditor's Office in 2023. This is what the report stated: WHAT WE FOUND - This audit did not identify any areas of concern.

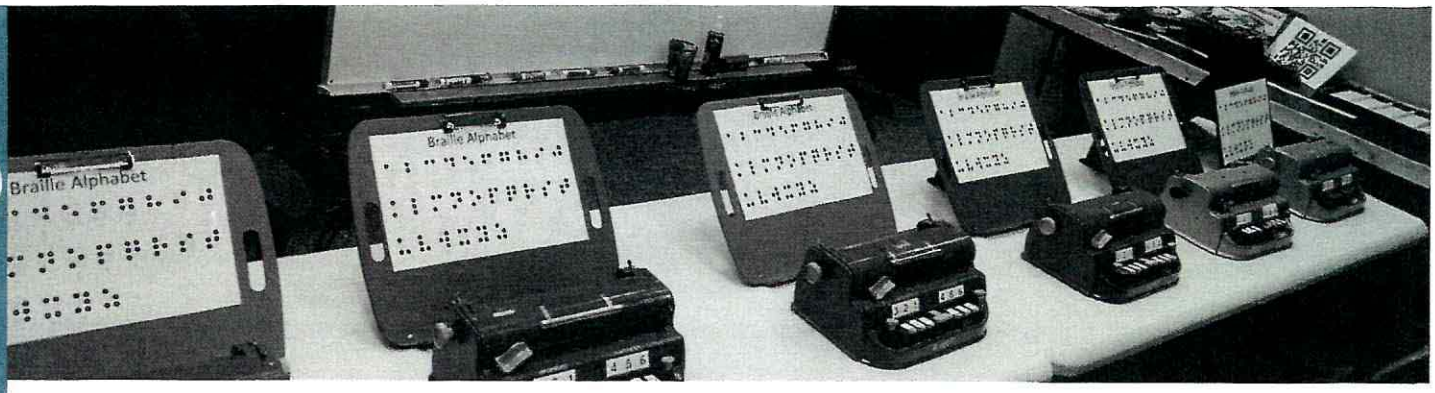
Changes to the Executive Budget Recommendation

1. Assistive Technology Position - $152,723.20

Creating another dedicated position at North Dakota Vision Services/School for the Blind to assess and teach assistive technology is essential to meet the growing needs of individuals who are blind or have low vision. Currently, the agency has only two staff members teaching assistive technology, which is insufficient to address the increasing demand for these critical services. This new role would provide students with personalized guidance in using tools such as screen readers, braille displays, and accessibility functions on smartphones, enabling them to succeed academically and prepare for higher education or employment. For adults, access to technology training can help them maintain or gain employment, ensuring they stay competitive in the workforce.

The total cost for this position, including salary and benefits, is $152,723.20 annually, but the return on investment is substantial. Expanding staff capacity will allow the agency to reach more individuals, ensuring students gain the skills and confidence needed to thrive in school while adults receive the support required to remain productive in their jobs. By focusing on teaching relevant, modern technologies, such as smartphone accessibility features, the position will help individuals stay connected and independent in today's digital world.

Funding this position will enable North Dakota Vision Services/School for the Blind to meet the rising demand for assistive technology instruction, empowering more individuals to achieve independence and success. This investment is a forward-thinking step toward greater inclusion, education, and economic opportunity.



Conclusion

At NDVS/SB, our mission is both straightforward and multifaceted: to address the unique needs of children and adults experiencing low vision or blindness. Achieving this mission requires a foundation of highly trained and dedicated professionals.

One of our main focuses is the active recruitment and retention of skilled staff. One of our most significant challenges over the next 2 to 4 years will be replacing retiring staff members who possess advanced degrees and decades of invaluable experience. Competitive salaries are a critical factor in this effort, but equally important is our ability to attract, develop, and shape future professionals in this specialized field.

In addition, meeting the complex needs of the individuals we serve demands an enhanced program for assessing and teaching the use of assistive technology for low vision and blindness. To better support citizens across the state, we are requesting funding to establish a new position dedicated to this vital area.

This total request of approximately $7.5 million includes over $2 million in special fund revenue, which significantly reduces reliance on taxpayer funding for ND Vision Services. We are fortunate to benefit from North Dakota's abundant mineral wealth, which contributes meaningfully to our budget.

Our strategy for success includes modest but strategic growth in our operating budget and funding for capital improvements designed to maximize impact. With the support of the North Dakota Information Technology Division, we have enhanced our business processes and service delivery, prioritizing efficiency at every level of our operations.

Serving the citizens of North Dakota is both an honor and a responsibility we take seriously.

Sincerely,
Paul Olson
Superintendent

Quick Facts about NDVS/SB

- Originally built in 1908 in Bathgate—Pembina County. The original appropriation to build was $25,000. The building was beautiful, but the location proved to be poor for transportation of students.
- In the Fall of 1961, the new school for the blind was ready for students in Grand Forks. Based on records enrollment was often 50-60 students in the 1960s and 1970s but a shift toward inclusion was already underway for students with visual impairment.
- 1994 the model changed to OUTREACH and SHORT-TERM PROGRAMS. We continue to be the only program like this in the United States. There are about 45 special schools for the blind in the U.S. NDVS/SB is considered a leader among schools and agencies.
- In 2001 the legislature changed our name from ND School for the Blind to ND Vision Services/School for the Blind and clarified that our mission is to serve all ages.
- We have regional offices in Fargo, Jamestown, Bismarck, Rugby, Dickinson, and Minot. Instructors in these offices spend nearly every day in public schools and in homes assessing, consulting, and providing instruction.
- Currently we serve over 300 students in a 2-year period and over 200 adults.
- Short-term Program weeks consist of 8 weeks for students plus 3 summer programs and 5 weeks for adult training.
- Some sources estimates 20,000 citizens in the state experience some level of reduced vision that is not correctable. Of those, the number of people who have severe visual impairments that negatively impact major life functions is estimated to between 4000 and 6000.
- NDVS/SB stands ready to assist those who seek our services to regain their independence and remain active and productive in their communities.
- We love what we do and are dedicated to helping students of all ages become CHOICE READY.

Citizen Testimony for HB1013

As an adult who has lived for many years with very limited vision, the people at the North Dakota Vision Services School for the Blind have been and will continue to be a valuable resource. When I call regarding a technology issue involving my computer or cell phone, they understand the importance of getting the problem addressed right away. The staff knows that without a working computer screen reader and cell phone, a person with sight loss is stuck. What they provide could never be given at the help desk of a computer store. When I retired after 35 years, I looked to NDVS to help me find and set up the same computer I had at my office. It happened. This was so very much appreciated.

It is the people there who understand adaptive equipment and who will let me know of a new product I might find useful. As a white cane user, I have received invaluable mobility training both while attending an adult week in Grand Forks and on site in my community. Confidence is built through successful training. During COVID, NDBS reached out across the state with weekly Zoom calls, focusing on the topics of technology, daily living skills and other areas brought up by those who participated. The staff share new ways to complete what may seem to be impossible tasks in working with someone who has newly lost their vision, or in my case, showed me a new way I had never considered. There is no one who willingly signs up for sight loss, but life happens and NDVS is a steadfast, soft place to land to receive support on the journey to acceptance. This is offered one-on-one or in a group. My life and the lives of countless others is better thanks to NDVS School for the Blind.

-Janelle F. Olson



North Dakota Vision Services/School for the Blind is a division of the Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

ND CDE
CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.
90TH ANNIVERSARY

69th Legislative Session Budget Hearing

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NORTH Dakota | Center for Distance Education

Be Legendary.™



OVERVIEW & BUDGET REQUEST

Presented by: Alyssa Martin,
NDCDE State Director

Date: January 16, 2025

https://www.cde.nd.gov/

AGENDA

ND CDE
CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.
90TH ANNIVERSARY

01. Agency Overview

02. 2023-25 Data & Outcomes

03. 2025-27 Priotities

04. Overview of Decision Packages

05. Comprehensive Budget

Use this QR Code or **link** to watch presentation videos and click on urls.



https://www.cde.nd.gov/

INTRODUCTION



90 YEARS OF EXCELLENCE IN PERSONALIZED LEARNING!

- Founded in 1935
- **Mission:** Supporting K-12 schools by delivering quality education that helps students achieve their goals and reach their potential.
- **Legacy of Innovation:** A pioneer in virtual education, continuously adapting to meet student needs and state priorities.

DELIVERY FORMAT

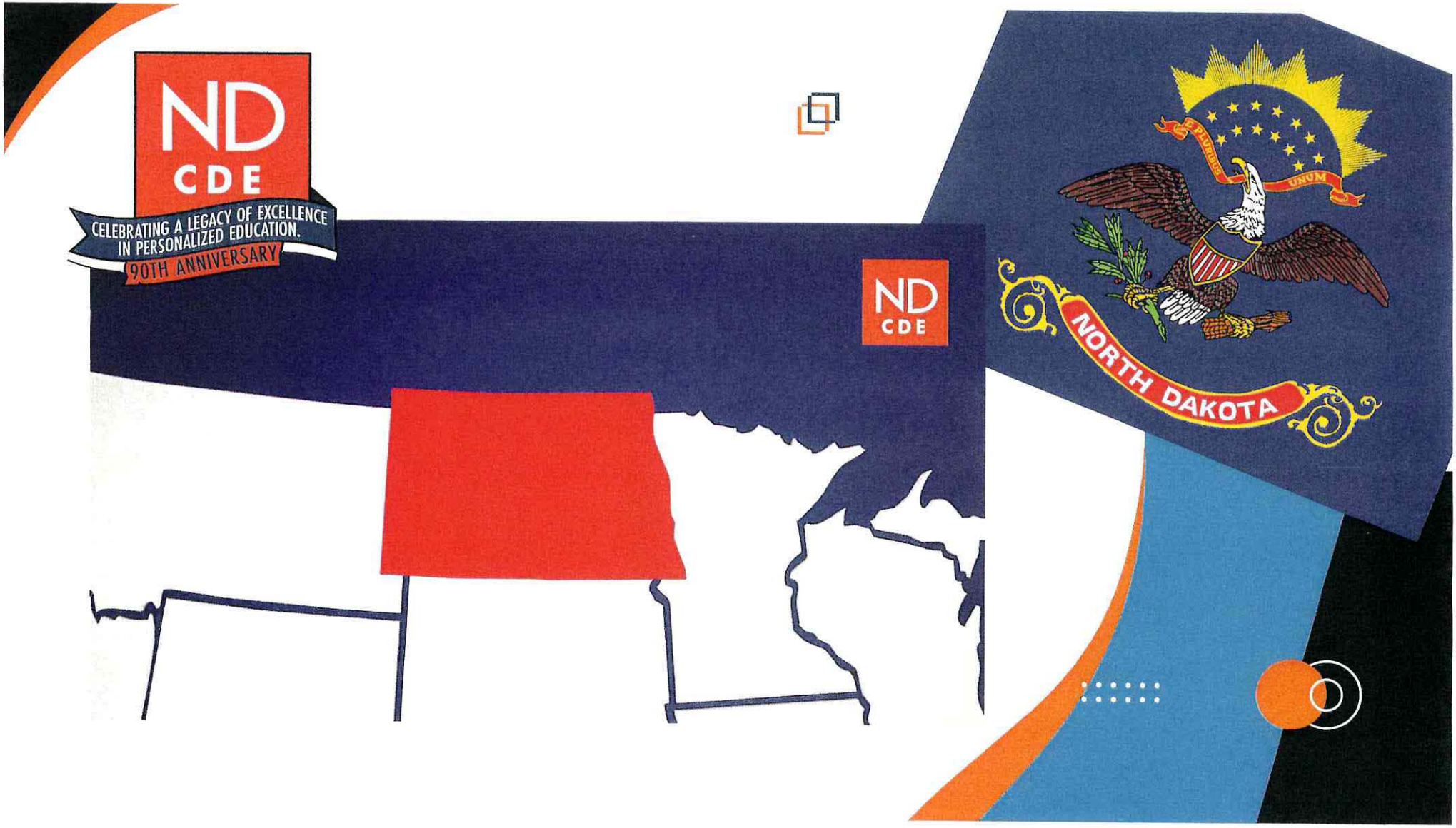
With origins as a correspondence school, NDCDE is now 100%:

- Virtual, self-paced

Each student is assigned a North Dakota teacher who monitors progress, provides feedback, and offers virtual meetings.

NDCDE is a **supplemental** educational provider.

ND CDE
CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.
90TH ANNIVERSARY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E PLURIBUS UNUM
NORTH DAKOTA

TERMINOLOGY

LEARNING COACH (LC)

On the ground proctor and educational support provider to a student. Learn more by scanning the QR Code.

ROLLING ENROLLMENT

Students can start courses at any time throughout the year, rather than following a fixed semester schedule. This flexibility is critical in a virtual setting where we support students on an individual learning timeline, often supplementing their local school coursework.

Because NDCDE plans course-by-course, enrollments are the more accurate measure for staffing and resource planning than headcount.

ENROLLMENT

Represent the total number of courses students are enrolled in. If a student takes three courses, that's three enrollments, even though it's just one student.

HEADCOUNT

Represent the number of unique students served. If a student takes multiple courses, they are still counted as just one headcount.

LMS: LEARNING MANAGEMENT SYSTEM

The virtual classroom where all teaching and learning take place in a virtual school. It's where students access their courses, complete assignments, receive feedback, and track their progress.

SIS: STUDENT INFORMATION SYSTEM

The platform we use to manage and track student data, including course enrollments, grades, attendance, and communication. It's essential for keeping records organized, ensuring accurate reporting, and supporting the management of a virtual school.

ASYNCHRONOUS

Students can access their coursework and complete assignments on their own schedule, rather than attending live, scheduled classes.

ND CDE

COURSE OFFERINGS



CORE

Offer all courses required by state law in grades K-12, including core subject areas: Math, English, PE, Science & Social Studies. Often, CDE's advanced courses in areas such as math are unavailable in rural schools.



ELECTIVES

Students in middle and high school can take courses ranging from music to coding.



CAREER & TECHNICAL EDUCATION (CTE)

A wide-variety of CTE courses are offered in fields such as health science, business, and technology.



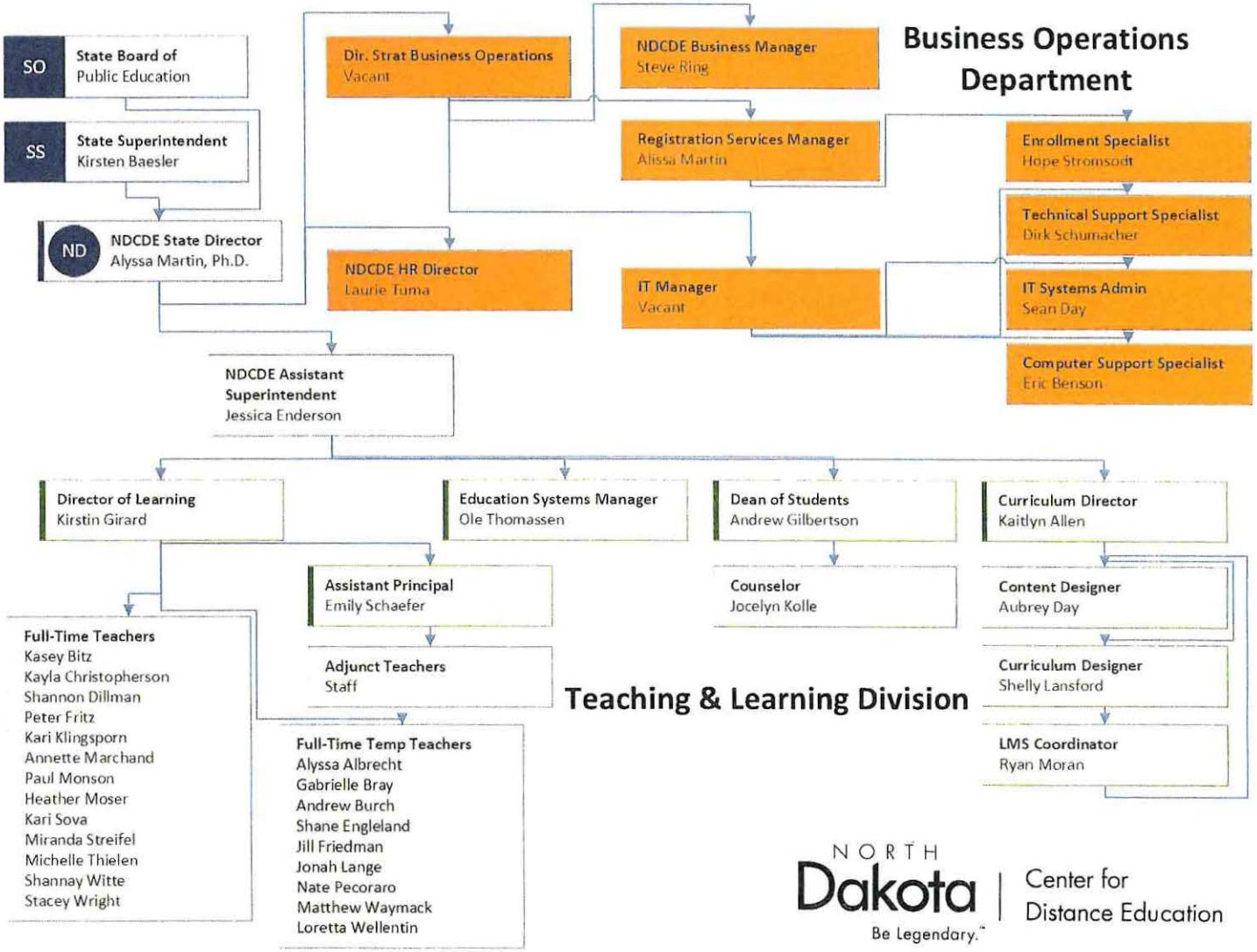
EVER EXPANDING

We strive to find curricular opportunities for students not found in their local schools.

BY THE NUMBERS

No	Category	Description
51	Diplomas Awarded	Self-pay homeschooled students
90	Years of Service	NDCDE has operated since 1935
104	Employees	29 FTEs (1.8 currently vacant; 3 new FTEs added in 2023-25), 11 FTTs (9 teachers), 64 PTTs (adjuncts)
305	ND Schools Served, 23-25	Unique schools (private and public), Based on 730 days
307	Courses Offered	28.3% elementary, 12.7% middle school, 59% high school
8803	Students Served, 23-25*	24,500 enrollments, 8350 North Dakota Students, based on 730 days
25.4%	Enrollment Increase (21-23) v. (23-25)	19,539 (21-23) to 24,500 (23-25), Based on 730 days





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REQUESTED FTE INFORMATION

Request	Description
Comparison of Request/Recommendation Totals (Including FTE Positions)	NDCDE is requesting an increase of 2.2 FTEs for the next biennium, bringing the total from the current 30.8 FTEs to 33 FTEs. This request is included in a decision package, which will be covered in greater detail later in the presentation.
New Positions Approved for the 2023-25 Biennium	The 2023 Legislative Assembly approved three new FTE positions for NDCDE for the 2023-25 biennium. Two positions were filled in early July 2023. One position was filled in early fall 2023. Additionally, one position (.8 FTE) was moved to the FTE pool at the end of the last biennium and was promptly filled at the beginning of the current biennium. Funds for this position were reclaimed from the OMB pool at that time.
Employee Turnover and Vacant Positions	During the 2023-25 biennium, NDCDE experienced turnover in administrative, teaching, and IT positions. This turnover allowed for a strategic restructuring of the organization, focusing on: • Reclassifying positions to strengthen administrative oversight. • Maintaining appropriate student-to-teacher ratios. Minimal cost savings resulted from vacancies, as vacant positions were either temporarily covered by paying overload to existing staff or through short-term consultant hires to maintain uninterrupted service levels. NDCDE currently has 1.8 open positions, both of which are expected to be filled between January and February 2025, concluding the business-side reorganization.

Note on Quantifying Savings: Due to the nature of staffing adjustments and temporary coverage strategies, quantifying savings from vacancies would be challenging as workloads were temporarily reallocated and consultants used as needed. NDCDE prioritized service continuity throughout the restructuring process, ensuring minimal disruption to students and partner schools.



NORTH Dakota | Center for Distance Education
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23-25 Tuition Rates

Effective Augst 1, 2023:

STANDARD

$259 /Course

- Paid by ND homeschool families and ND private and public schools, unless eligible for an NDSOS discount.
- Standard rate across all K-12 classes, except AG, EmpowerU, & certifications.

SOS* DISCOUNT

$229 /Course

- Must be a current member of ND Small Organized Schools and have fewer than 3,500 students.
- Price break intended to reduce access barriers.

SOS: ND Small Organized Schools

OUT OF STATE (OS)

$349/Course

- Paid by out-of-state families and schools.
- Subsidizes CDE revenue.
- Standard OS rate across all K-12 classes, except AG, EmpowerU, and certifications.

Benchmarking

State Virtual School	Tuition Charged Per Course
MT Digital (Peer)	$123
MI Virtual (Aspirational)	$335
National Average	$219

21-23 NDCDE Tuition Rates:

- $159 to $189 in-state
- $259 out-of-state

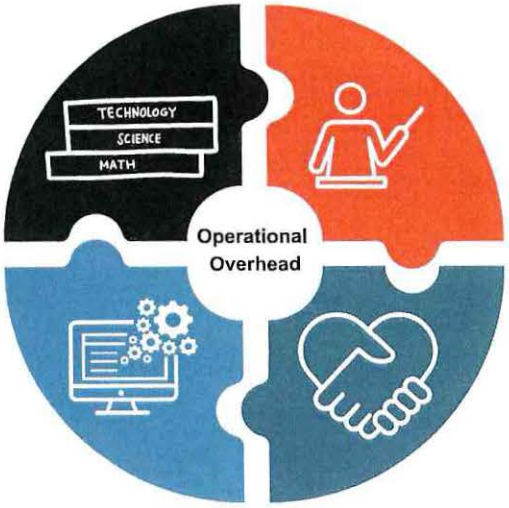
WHAT IS INCLUDED IN NDCDE'S TUITION?

Curriculum

Vendor purchased, aligned to state standards by NDCDE staff, integrated into NDCDE learning management system, nearly 98% digital.

Technology & Help Desk

NDCDE has a number of systems unique to it and needed to run an online school from an E-commerce platform to a learning management system that serves as our virtual classroom space. Four IT staff service all NDCDE technology infrastructure and a help desk.



ND Licensed Teachers

An NDCDE employed, North Dakota licensed teacher is assigned to every NDCDE student. The teacher is asked to monitor progress, hold student meetings, provide individual instruction, and give timely feedback on all assignments. Teachers are also responsible for classroom management and curricular review.

Student Support

NDCDE employs a licensed counselor to help connect students with resources to complement their learning and to ensure that IEPs/504s are on file and shared with teachers. A dean of students monitors academic risks and student conduct issues working with local schools to implement needed interventions.

NDCDE cost per enrollment: $469, State portion: 26% to 51%
***Based on spending and enrollments over 18 months of this biennium**

2023-25 OUTCOMES & IMPACTS

- Record Growth and Stakeholder Satisfaction
- Competency-Based Education
- Academic Integrity Safeguards
- Operational Improvements
- Cybersecurity Education, Curricular Reform, and Other New Courses
- New Partnerships



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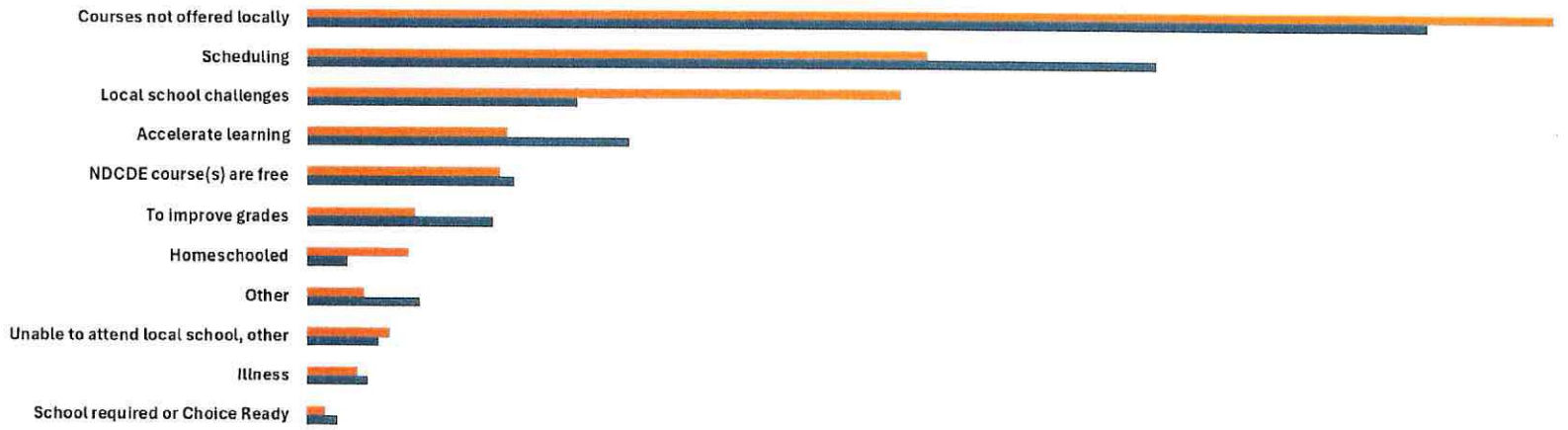
See testimonials

RAPID GROWTH AT NDCDE

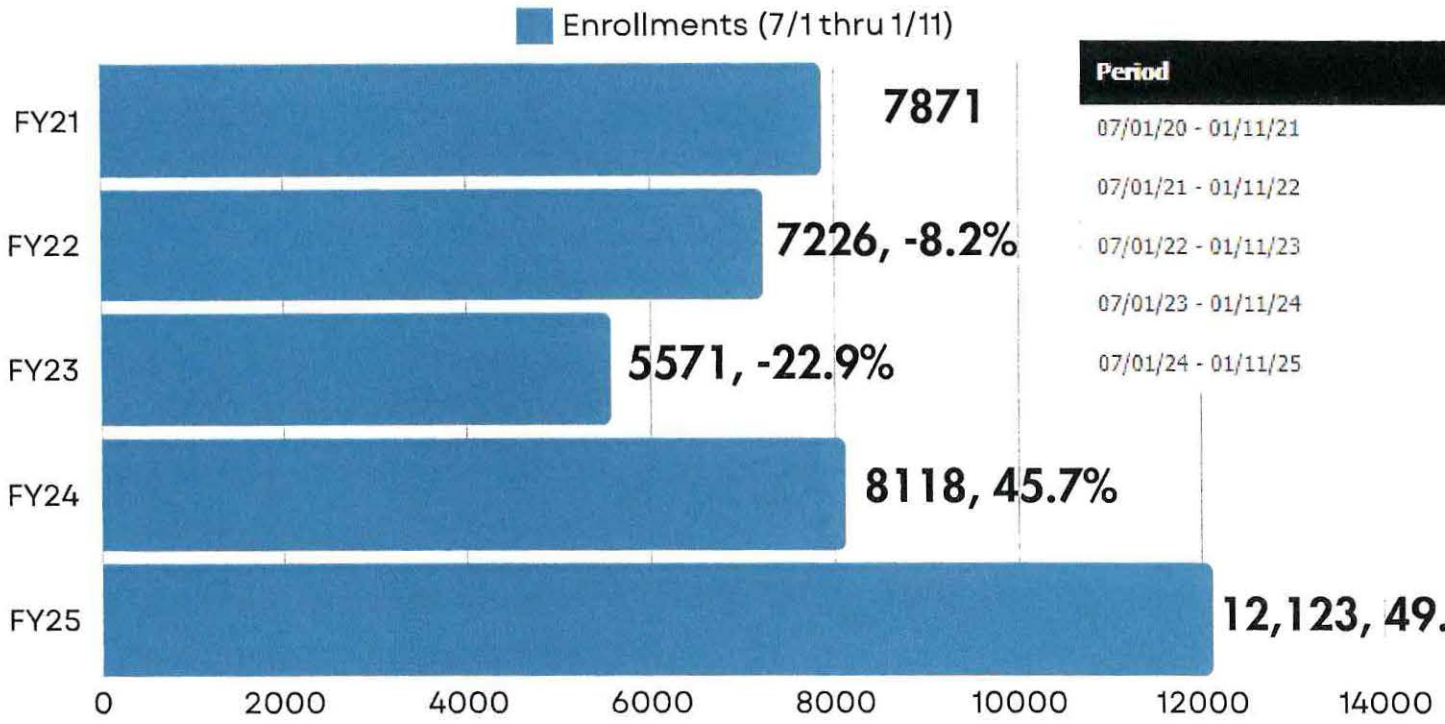
REASONS

- HB 1376 (68th Session)
- Parent and Student Need for Choice (See Survey Results, n=825, 508 parents/lcs and 317 students)



	School required or Choice Ready	Illness	Unable to attend local school, other	Other	Homeschooled	To improve grades	NDCDE course(s) are free	Accelerate learning	Local school challenges	Scheduling	Courses not offered locally
Parent/Learning Coach	0.59%	1.57%	2.56%	1.77%	3.15%	3.35%	5.91%	6.10%	18.11%	18.90%	37.99%
Student	0.95%	1.90%	2.22%	3.48%	1.27%	5.70%	6.33%	9.81%	8.23%	25.95%	34.18%

RAPID GROWTH, CONTINUED



Period	Enrollments
07/01/20 - 01/11/21	7871
07/01/21 - 01/11/22	7226
07/01/22 - 01/11/23	5571
07/01/23 - 01/11/24	8118
07/01/24 - 01/11/25	12123

RAPID GROWTH, CONTINUED
FINANCIAL IMPACT

Impact on State

- $0 in General Fund
- $2.5m Emergency Commission Request Made in Fall 2024 with $1.9m from tuition revenue and $600k from a grant

Impact on ND Schools

- 129 Districts Sent NDCDE Students
- 38 Districts Sent No Students to NDCDE
- Average expenditure by district size shown; districts with virtual academies included

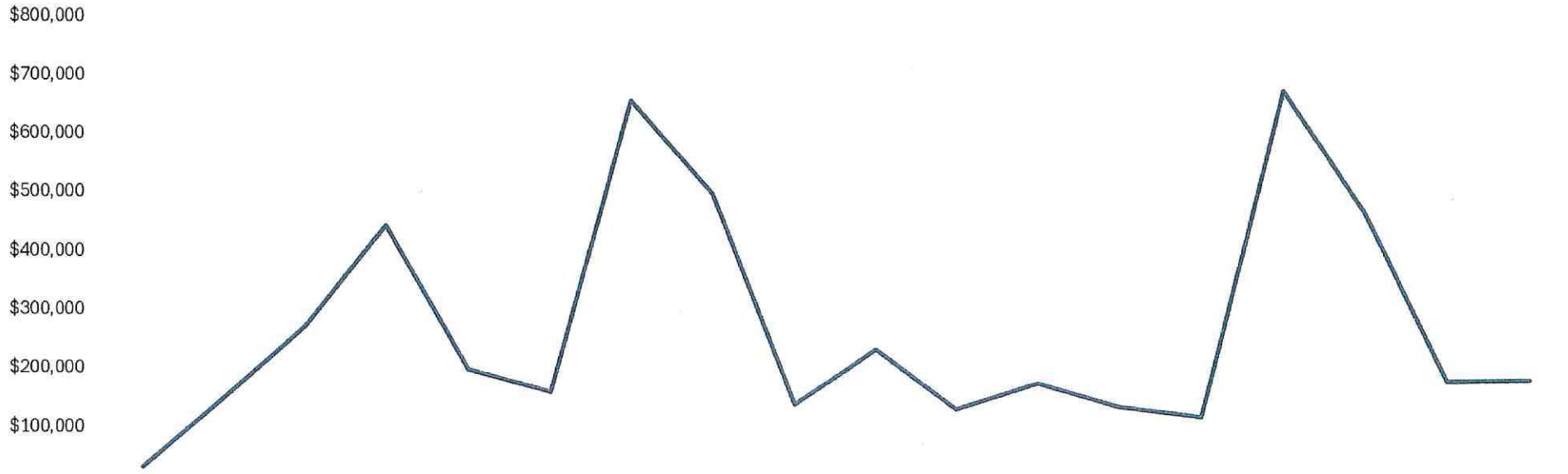
Impact on ND Schools

District Size Groups	Average NDCDE Spending FY 24	Average NDCDE Spending FY 25 (6 months remaining)	Average Total
<200 students	$5,494	$2,974	$7,801
200-500 students	$9,160	$5,392	$14,099
501-2000 students	$10,698	$6,456	$16,525
2001-6000 students	$67,564	$39,529	$107,093
>6000 students	$232,823	$117,098	$349,920
Overall Average	$18,960	$10,447	$28,024

RAPID GROWTH, CONTINUED

FINANCIAL IMPACT: $4.9m earned in 18 months

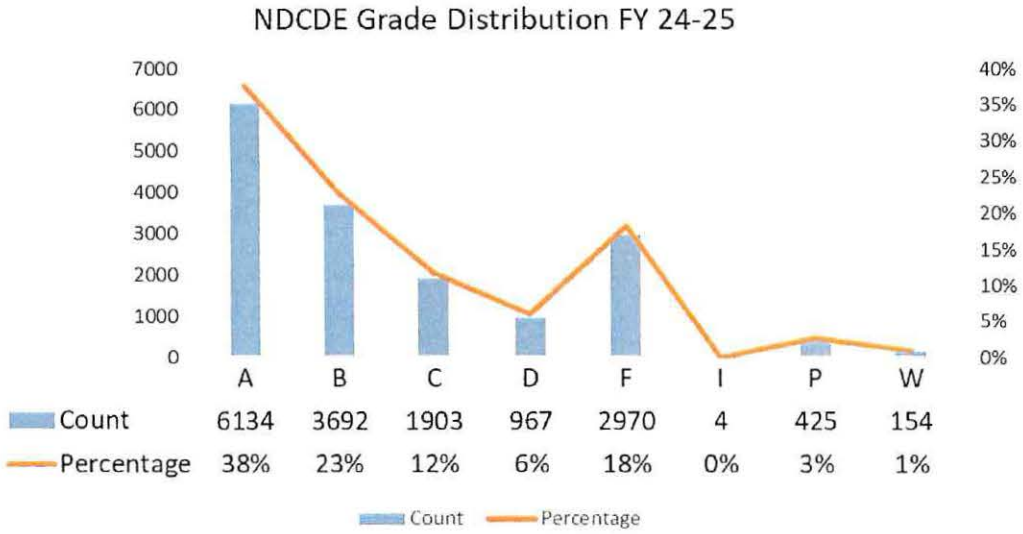
NDCDE Revenue Trends



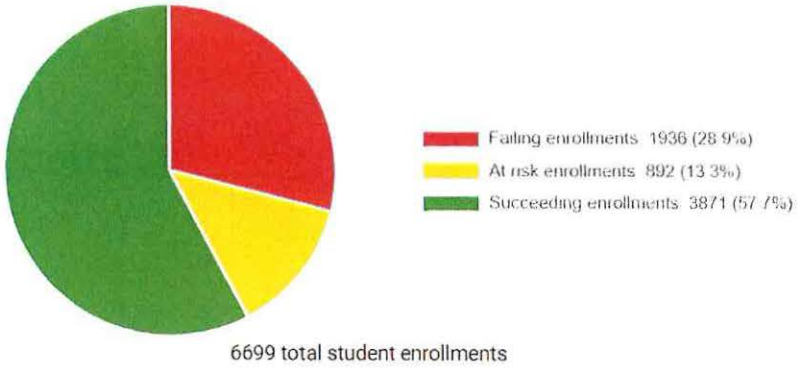
	July '23	Aug '23	Sept '23	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '24	June '24	Jul '24	Aug '24	Sept '24	Oct '24	Nov '24	Dec '24
Total	$31,708	$150,630	$272,271	$443,719	$199,561	$161,808	$656,882	$499,351	$141,437	$237,326	$135,254	$180,658	$141,871	$126,510	$681,668	$477,662	$188,772	$192,510

RAPID GROWTH, CONTINUED

Quality & Satisfaction

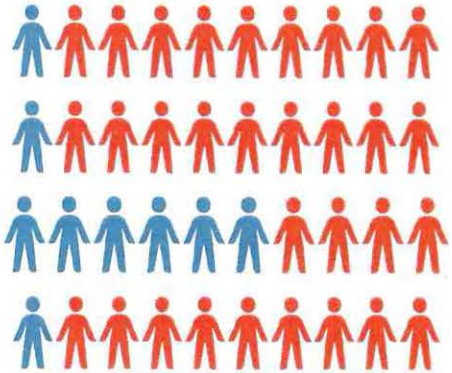


Active enrollment summary



6699 total student enrollments

Of students enrolling from 7/23 to 12/24:



13% active

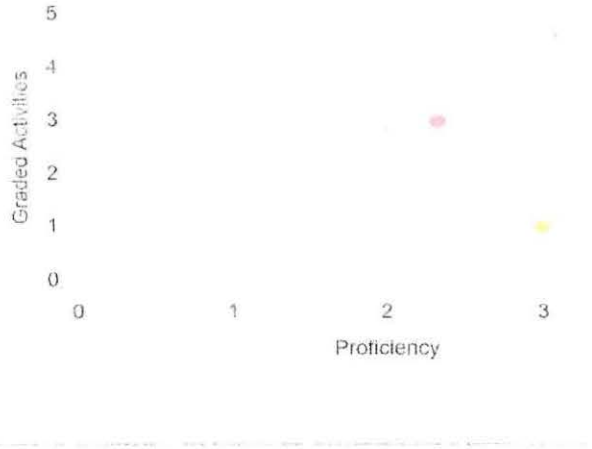
7% dropped

65% passed

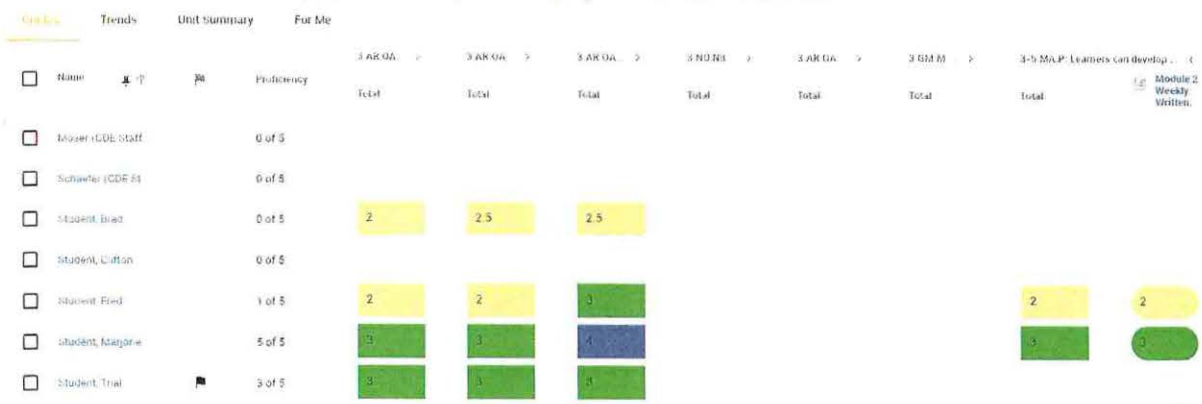
15% failed

NDCDE QUALITY: STUDENT OUTCOMES

5.NO.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors using place value strategies. Show and justify the calculation by using equations, rectangular arrays, and/or area models. Clarification: Division procedures, including the algorithm, are included in sixth grade.



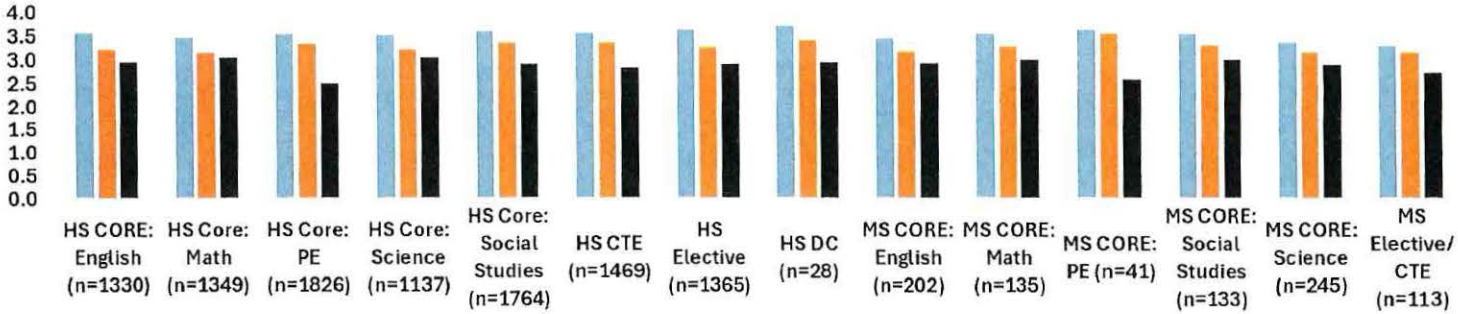




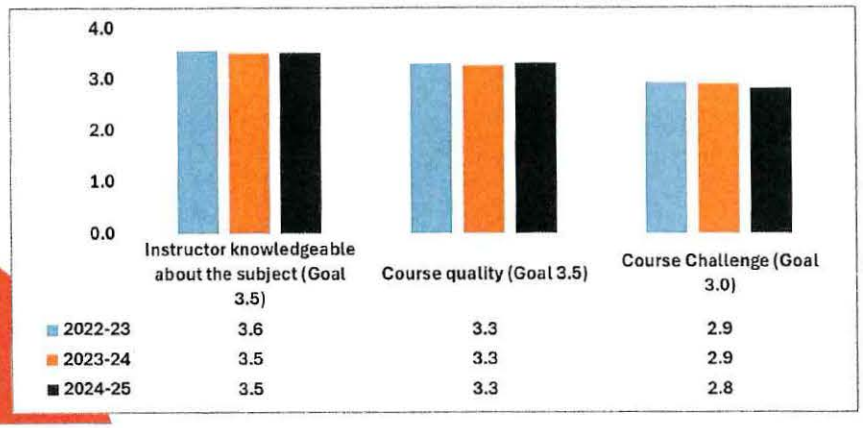
RAPID GROWTH, CONTINUED

Quality & Satisfaction

Student Ratings on Course Quality, 4.0 Scale, n= 11,137



	HS CORE: English (n=1330)	HS Core: Math (n=1349)	HS Core: PE (n=1826)	HS Core: Science (n=1137)	HS Core: Social Studies (n=1764)	HS CTE (n=1469)	HS Elective (n=1365)	HS DC (n=28)	MS CORE: English (n=202)	MS CORE: Math (n=135)	MS CORE: PE (n=41)	MS CORE: Social Studies (n=133)	MS CORE: Science (n=245)	MS Elective/ CTE (n=113)
Instructor knowledgeable about subject (Goal: 3.5)	3.6	3.5	3.5	3.5	3.6	3.6	3.6	3.7	3.4	3.5	3.6	3.5	3.4	3.3
Course quality overall (Goal 3.5)	3.2	3.2	3.4	3.2	3.4	3.4	3.3	3.4	3.2	3.3	3.6	3.3	3.2	3.2
Course challenge (Goal: 3.0)	3.0	3.0	2.5	3.1	2.9	2.8	2.9	3.0	2.9	3.0	2.6	3.0	2.9	2.7



	Instructor knowledgeable about the subject (Goal 3.5)	Course quality (Goal 3.5)	Course Challenge (Goal 3.0)
2022-23	3.6	3.3	2.9
2023-24	3.5	3.3	2.9
2024-25	3.5	3.3	2.8

Returning Student Data: FY 24-25

- 60% of students enrolled in at least two courses
- 36% of students enrolled in at least three courses
- 15% of students were enrolled in at least five courses

RAPID GROWTH, CONTINUED
Quality & Satisfaction

Parent Feedback (5.0 point scale, n=508)

- Teachers have high expectations for learning: 4.1
- Courses prepare students for the future: 4.1
- Overall instructional quality: 4.2
- Overall satisfaction: 4.2



NDCDE Teacher Feedback (5.0 scale, n=48)

- Teachers uphold high expectations for learning: 4.6
- All NDCDE staff know and perform their jobs well: 4.6
- NDCDE provides a learning environment where all learners thrive: 4.2
- Top activities someone would observe in our online classrooms:
  - **Learners activity engage with teachers about content (n=14)**
  - **Learnes solve problems (n=13)**
  - **Learners complete assigned work (n=13)**
- Top four words associated with teachers monitoring student progress:
  - **Grading (n=44)**
  - **Use of rubrics (n=33)**
  - **Have learners demonstrate progress (n=25)**
  - **One-on-one conversations (n=23)**

QUALITY: STATEWIDE & NATIONALLY


CONGRATULATIONS!
Digital Learning Collaborative's
2024 Individual Excellence in Digital Learning Award Winner

Recording from Today's Data-Driven Strategic Planning Meeting

Today's topical meeting on data-driven strategic planning was excellent! I would like to extend my sincere thanks to Jamey Fitzpatrick and Scott Watkins from Michigan Virtual, as well as Alyssa Martin from the North Dakota Center for Distance Education, for sharing their expertise with the VLLA membership.

For those who would like to revisit the insights shared, or for those unable to attend, the meeting recording and passcode are provided below, along with the two slide decks from today's presentations.

Zoom Recording:
Passcode: q%8dl!=#

Michigan Virtual's Slide Deck

North Dakota CDE Slide Deck

Thanks again to our presenters, and I hope everyone found the session as valuable!

Cindy

digital learning
COLLABORATIVE



EXECUTIVE COMMITTEE RETREAT AGENDA
October 28 and 29, 2024
Hyatt Regency Phoenix - 122 N 2nd St, Phoenix, AZ 85004

1:50 - 2:45 pm - Facilitated Table Talk Breakouts (Third Set)
Topics/Facilitators - Deliverables for DLAC

- Policy (Alyssa Martin & Alison Powell) - **Regency C**
- Research (Joe Freidhoff & Chris Vaccaro) - **Regency B**
- Practice (Kim Loomis & Katie Alison) - **Regency A**

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The Power of Educational Choice



0 52 Share on Facebook

by Alyssa Martin, Ph.D., NDCDE

On behalf of the North Dakota Center for Distance Education (NDCD as you prepare for the upcoming school year. As homeschool families often difficult decisions about curricula, delivery methods, daily schedule requirements, and finding opportunities to connect your students to activities in your community. I can relate I often assisted my mother educating my youngest brother. Through this direct experience, I gai power of educational choice

Press

NEWS LOCAL

NDCDE partners with Digital Learning Collaborative to enhance online education

New partnership aims to enhance digital education in North Dakota, providing educators and students with cutting-edge resources and support.




SHANNAY WITTE
HEATHER MOSER
ND DPI Celebrating Excellence in North Dakota Education Award Winners

VLLA CONFERENCE AGENDA
MONDAY, SEPTEMBER 30TH 2024

7:00-7:45 BREAKFAST & REGISTRATION
8:00 - 9:30 CONFERENCE OPENING

		BRODIE PAYNE 1	BRODIE PAYNE 2	BRODIE PAYNE 3	BRODIE PAYNE 4	ROUNDTABLE TRAMMEL
9:45-10:35 BREAKOUT SESSION 1	TITLE	Shaping the Future through Organizational Transformation: Fostering a Journey to Competency-Based Education	Regulatory Sandbox: Aim for Elevation of Virtual Advances	Seven Suggestions Update Data Talks: What is Enough?	Empowering Educator Through the Sun's Student Success Coaching Process	Worldwide Mass Pandemic? Stop Drifter Are Expressed First
	PRESENTER	Amanda Peterson, Director, Center for Distance Ed	Kyle Farney, Virtual Advances	Mary Steel, ACCESS Virtual Learning	Emily Hill, Georgia Virtual Learning	Jennifer Hobbs, Nicholas Virtual Public School
2:15-3:05 BREAKOUT SESSION 5	TITLE	We Can Do Better: Remaining Cookie Cutter Tech for Innovative Remote Solutions	The Big Pivot: Interventions That Work?	Customizing Assessments for Authentic Learning: Bridging Vendor Curriculum & GPS Customized Learning Opportunities	Virtual ESL Education: Innovative Approaches to Support Learners	
	PRESENTER	Christy O'Connor, Class Technologies	Dr. Nichole Lemmon, Launch Virtual Learning	Kathryn Allen, Nebraska Center for Distance Ed	Lorraine Kempston, Wisconsin Virtual School	

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

ESSA Implementation Committee Meeting
December 16, 2024, 1:00 PM – 4:00 PM CT
Microsoft Teams

AGENDA

Agenda Items

1:00 PM Welcome – Superintendent Boesler

Updates/Overview of Meeting - Laurie Matzke

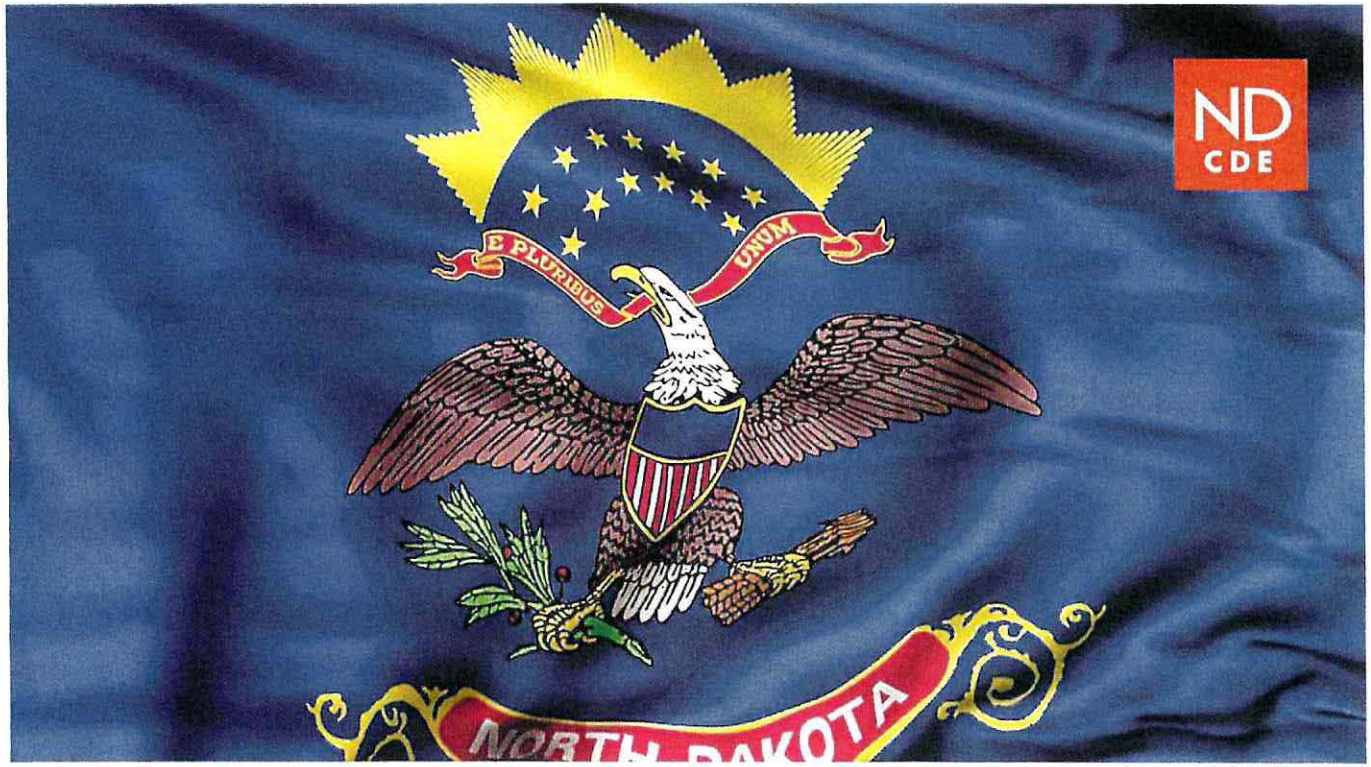
Presentations:

- Student Growth for 2025 Accountability – Stan Schauer
- Reports on Subcommittee work
  - ✓ Unique Schools – Amanda Peterson
  - ✓ Elementary/Middle School Accountability – Amanda Peterson
  - ✓ Choice Ready/Military – Kathryn Allen and CW4 Jess Willard

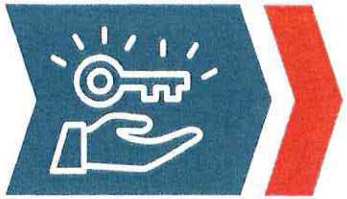
ADDITIONAL ACCOMPLISHMENTS

Area	Description
Competency-Based Education (CBE)	A model focusing on student mastery of skills rather than time spent in class. To make this shift, NDCDE aligned 25% of courses with state priority standards, with a goal of 70% by June 2025. We have and continue to expand teacher training and technology infrastructure to support personalized, proficiency-based learning, aiming for full implementation by Fall 2026.
Academic Integrity Safeguards	NDCDE has implemented a comprehensive academic integrity protocol that includes a Dean of Students to oversee weekly monitoring, a structured reporting system for violations, and the use of technology tools like TurnItIn and locked-down exam passwords. New guidelines for AI use and authentic assessments were introduced to deter cheating and a new virtual onboarding course is required to ensure students are informed of these requirements.
Operational Improvements	Significant organizational restructuring has improved efficiency, including the development of a strategic plan, staff role clarifications, and a focus on data-driven decision-making. The school expanded staffing to meet increased enrollments, adjusted tuition rates, and enhanced communication channels while phasing out underperforming programs to better allocate resources. Teacher workload models were changed to accommodate growth while maintaining high teacher satisfaction and NDCDE has seen significant improvements in employee satisfaction on the Gallup Survey, ranking higher than the state in 9/13 of the questions asked.
Curricular Changes	NDCDE has phased out approximately 62 courses after a detailed quality review, aligning remaining courses with state priority standards and adding authentic assessments. The new Curriculum Committee ensures that all new courses meet standards for content quality, industry relevance, and assessment rigor. The Military Pathway Program was added with a focus on increasing student interest in a specific branch and career aligned to ASVAB results. Additionally, a comprehensive evaluation of CTE courses has led to enhanced quality standards, including authentic assessments and the customization of vendor curriculum to align with state standards. NDCDE has also led in developing and offering cybersecurity and computer programming courses statewide in partnership with eduTech.
New Partnerships	NDCDE has established partnerships with the North Dakota State Library, the National Guard, EduTech, and Home on the Range. These collaborations focus on expanding access to educational resources, professional development, and curriculum enhancements

2025-27 PRIORITIES

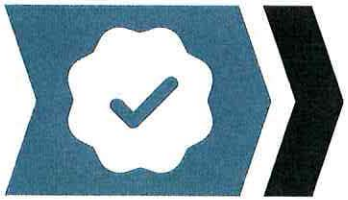


2025-27 PRIORITIES



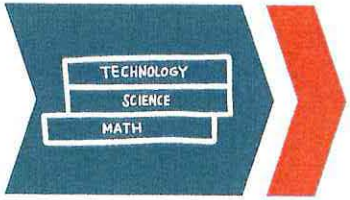
Ensure Students Have Accessible, Equitable Choice & Educational Access

By shifting the financial responsibility to districts, the 68th ND legislature allowed parents to choose NDCDE courses without direct financial barriers, ensuring greater equity in educational choice. To sustain this access, NDCDE will continue to advocate for students to take NDCDE courses with no out-of-pocket costs. We also seek to expand spending authority and tuition waivers to further remove barriers for homeschool and Military Program students while maintaining operational capacity through adequate staffing.



Accountability: CBE, Continuous Improvement & Assessment Outcomes

NDCDE is advancing CBE by focusing on student mastery of standards rather than seat time. We continue to strengthen instructional design, teacher training, and student data reporting systems to ensure personalized learning, assessment accuracy, and continuous quality improvement. We hope to bridge a connection to the state student reporting system to draw correlations between learning at NDCDE and state assessment results. We aim to improve our e-Comemrce site for families and schools.



Expand Curriculum to Align with State & Student Needs While Fostering Success

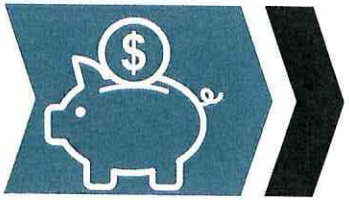
NDCDE has expanded its curriculum to meet state priorities, including the launch of the Military Program and cybersecurity courses. We have phased out approximately 17% of underperforming courses, while new content has been carefully selected and customized to align with state standards and incorporate authentic assessments. Additional staff capacity will support ongoing curriculum development and the scaling of specialized programs like the Military Program and courses in areas like technology, restorative justice, and innovative approaches to teaching the core, doubling down on student support through automated tutoring and predictive analytics.

LEGISLATION FINANICALLY IMPACTING US



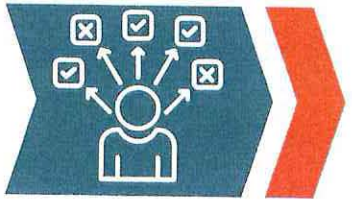
HB 1105

Establishes parameters on when students can participate in virtual education, including requiring students to pay the cost of virtual courses if they fail. The bill is forecasted to reduce NDCDE enrollments, but there is not an accurate method for estimating the impact.



HB 1172

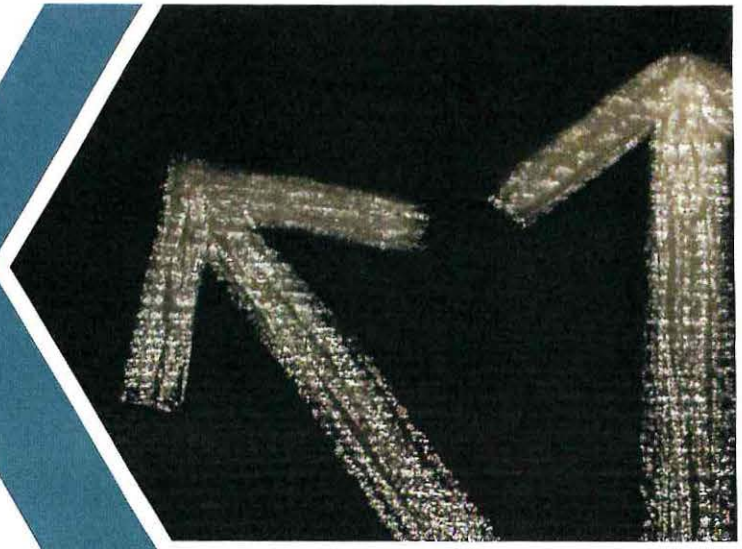
Requires parents to pay the cost of NDCDE courses with limited exceptions. If passed, this is forecasted to result in a substantial reduction in our enrollments.



OTHER PROPOSALS ON VOUCHERS & CHARTERS

Additional laws on school vouchers and public charter schools, if passed, will create a new marketplace of virtual education options for students. NDCDE supports expanding virtual options for students but is uncertain of the impact on our enrollments. With these bills yet to be released, we are unable to evaluate the scope and possible duplication of these services, preventing market analysis.

DECISION PACKAGE OVERIVEW



#1 INCREASED SPENDING AUTHORITY

Amount: $2,042,187
(Special Fund)

#2 ADDITIONAL FTES (2.2)

Amount: $489,628
(General Fund)

#3 TUITION PROGRAMS

Amount: $513,793
(General Fund)

#4 New LMS: Changed to New Enterprise Resource Planning (ERP) system: $350K (General Fund)

Equity wasn't included in our budget but may warrant legislative consideration due to compression

Requests submitted 7/24

EXECUTIVE BUDGET (BURGUM) RECOMMENDATIONS

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
Center for Distance Education	$11,613,483	$3,815,560	$15,429,043
Total All Funds	$11,613,483	$3,815,560	$15,429,043
Less Estimated Income	4,550,000	2,298,138	6,848,138
Total General Fund	$7,063,483	$1,517,422	$8,580,905
Full-Time Equivalent Positions	30.80	2.20	33.00

CENTER FOR DISTANCE EDUCATION

One-Time Funding Description	2023-25	2025-27
Professional fees and IT equipment	$0	$100,250
Total Center for Distance Education - Special Funds	$0	$100,250

All NDCDE Requests Funded:$15.5m, no changes requested

Agency: Center for Distance Education				Agency No: 20400	
Account	Description	2023-25 Biennium Appropriations	**2025-27 Base Budget Request**	**2025-27 Optional Budget Changes**	2025-27 Total Budget Request
511000	Salaries - Permanent	$4,716,300.00	$4,644,788.00	$306,340.00	$4,951,128.00
512000	Salaries - Other	$0.00	$0.00	$300,000	$300,000
513000	Temporary Salaries	$1,950,574.00	$2,212,093.00	$1,617,020.00	$3,829,113.00
516000	Fringe Benefits	$2,081,680.00	$2,199,220.00	$183,288.00	$2,382,508.00
521000	Travel	$57,762.00	$96,591.00	$15,000.00	$111,591.00
531000	Supplies - IT Software	$370,000.00	$200,000.00	$400,000.00	$600,000.00
532000	Supply/Material - Professional	$9,625.00	$5,000.00	$0.00	$5,000.00
536000	Office Supplies	$1,319,743.00	$1,972,399.00	$222,711.00	$2,195,110.00
541000	Postage	$4,600.00	$5,500.00	$0.00	$5,500.00
542000	Printing	$2,750.00	$3,000.00	$0.00	$3,000.00
551000	IT Equipment under $5,000	$30,000.00	$100,000.00	$75,000.00	$175,000.00
552000	Other Equipment under $5,000	$2,000.00	$1,000.00	$0.00	$1,000.00
561000	Utilities	$7,150.00	$6,500.00	$0.00	$6,500.00
571000	Insurance	$16,536.00	$16,200.00	$0.00	$16,200.00
581000	Rentals/Leases-Equipment&Other	$6,063.00	$4,500.00	$0.00	$4,500.00
582000	Rentals/Leases - Bldg/Land	$202,854.00	$215,000.00	$0.00	$215,000.00
591000	Repairs	$13,702.00	$16,000.00	$0.00	$16,000.00
601000	IT - Data Processing	$25,000.00	$25,000.00	$0.00	$25,000.00
602000	IT - Communications	$110,000.00	$90,000.00	$0.00	$90,000.00
603000	IT Contractual Services and Re	$100,000.00	$65,000.00	$0.00	$65,000.00
611000	Professional Development	$79,500.00	$80,100.00	$0.00	$80,100.00
621000	Operating Fees and Services	$80,000.00	$125,000.00	$19,500.00	$144,500.00
623000	Professional Fees and Services	$182,800.00	$44,500.00	$256,750.00	$301,250.00
TOTALS		$11,368,639.00	$12,127,391.00	$3,395,609.00	**$15,523,000.00**
General		$6,797,980.00	$7,570,328.00	$1,353,421.00	$8,923,750.00
Federal		$0.00	$0.00	$0.00	$0.00
Special		$4,570,659.00	$4,557,063.00	$2,042,188.00	$6,599,250.00

Salaries (Permanent)

- **Base:** Reduced because .8 FTE moved to a decision package to be converted to 1 FTE
- **Decision Package 2:** 3 FTEs requested, Convert .8 to 1 FTE, Convert two FTTs to 2 FTEs

Salaries (Temporary and Other): Adjuncts for 27,000 general enrollments, 1500 homeschool and Military Program enrollments, stipend for department heads and hybrid teachers

Travel:

- **Base:** $37,829 to accommodate annual staff planning meetings and increased national commitments
- **Decision Package 3:** $15k, Military Program

IT Software:

- **Base:** Decrease to fixed costs
- **Decision Packages 3 and 4:** ERP ($350k) and software for Military Program ($50k)

Office Supplies (Curriculum Supplies): 27,000 general enrollments and 1500 homeschool and Military Program enrollments, new curricular products for students (AI tutoring add-on in LMS)

IT Equipment Under $5k

- **Base:** $70k increase, docks and monitors for new laptops
- **Decision Package 1:** $75k increase, peripherals for teachers and students, adaptive technology, and additional academic integrity safeguards

Operating Fees

- **Base:** Increase in credit card processing costs
- **Decision Package 1:** Additional 13.5% to cover increase in credit card merchant fees

Professional Fees and Services

- **Base:** Shifted from GF to special spending
- **Decision Package 4:** Increase due to consulting for ERP transition, potential need for marketing consultant

ND CDE

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90TH ANNIVERSARY



Thank you for your support of NDCDE for 90 years!



Alyssa Martin, Ph.D.
NDCDE State Director
alyssa.martin@k12.nd.us
701-630-1234

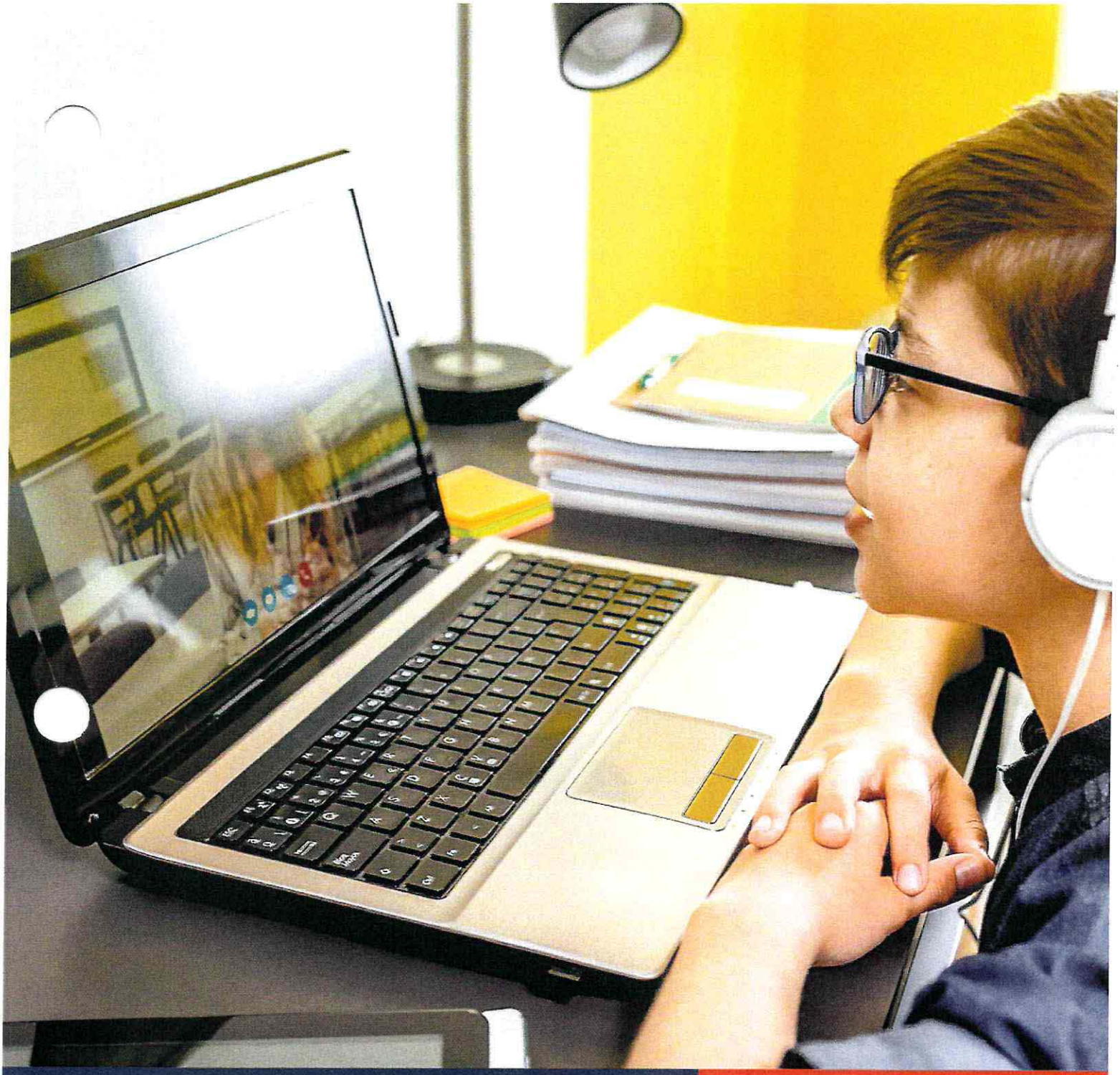
https://www.cde.nd.gov/

2023-2025 NDCDE Expenditures by District

District	FY 24	FY 25	Total	District Size	Size Group
Alexander Public School	$687.00	$2,072.00	$2,759.00	297	200-500
Ashley Public School	$358.00	$299.00	$657.00	112	<200
Barnes County North District	$16,540.04	$229.00	$16,769.04	219	200-500
Beach Public School	$2,776.00	$10,425.00	$13,201.00	249	200-500
Belfield Public School	$11,062.00	$14,346.00	$25,408.00	236	200-500
Bismarck Public School	$284,552.96	$112,132.00	$396,684.96	13,749	>6000
Bottineau Public School	$229.00	$229.00	$458.00	661	501-2000
Bowbells Public School	$2,990.00		$2,990.00	89	<200
Burke Central Public School	$3,367.00	$2,630.00	$5,997.00	95	<200
Cavalier Public School	$23,244.00	$17,791.00	$41,035.00	358	200-500
Center-Stanton Public School	$5,839.00	$2,968.00	$8,807.00	251	200-500
Central Cass Public School	$13,681.36	$10,975.00	$24,656.36	998	501-2000
Central Valley Public School	$229.00	$458.00	$687.00	202	200-500
Dakota Prairie Public School District	$2,540.00	$2,021.00	$4,561.00	268	200-500
Devils Lake Public Schools	$2,222.00	$10,763.00	$12,985.00	1,767	501-2000
Divide County School District	$2,705.00	$1,374.00	$4,079.00	378	200-500
Drake Anamoose School District	$8,012.00	$2,112.00	$10,124.00	75	<200
Drayton Public School	$12,163.00	$5,058.00	$17,221.00	172	<200
Dunseith Public School	$528.00	$458.00	$986.00	491	200-500
Edgeley Public School	$229.00	$2,927.00	$3,156.00	235	200-500
[illegible]e Public School	$16,631.00		$16,631.00	17	<200
[illegible]ille Public School	$1,832.00	$2,072.00	$3,904.00	318	200-500
Ellendale Public School	$15,438.00	$13,785.00	$29,223.00	296	200-500
Enderlin Public School	$12,946.00	$8,257.00	$21,203.00	298	200-500
Fairmount Public School	$4,272.00	$1,101.00	$5,373.00	97	<200
Fargo Public Schools	$130,867.00	$47,974.00	$178,841.00	11,281	>6000
Fessenden-Bowdon Public School	$7,911.00	$3,353.00	$11,264.00	178	<200
Flasher Public School	$2,418.00	$779.00	$3,197.00	266	200-500
Fordville-Lankin Public School	$518.00	$558.00	$1,076.00	50	<200
Gackle-Streeter Public School	$1,810.00	$1,145.00	$2,955.00	91	<200
Garrison Public School District	$15,400.00	$8,683.00	$24,083.00	366	200-500
Glen Ullin Public School	$13,829.18	$9,939.00	$23,768.18	123	<200
Glenburn Public School	$2,091.00	$1,673.00	$3,764.00	238	200-500
Grafton Public School	$13,052.00	$9,688.00	$22,740.00	880	501-2000
Grand Forks Public Schools	$85,274.00	$50,068.00	$135,342.00	7,679	>6000
Griggs County School	$20,472.00	$6,593.00	$27,065.00	261	200-500
Harvey Public School	$4,184.00	-$1,275.00	$2,909.00	380	200-500
Hatton Eielson Public School	$2,181.00	$2,659.00	$4,840.00	156	<200
Hazelton-Moffit-Braddock Public School	$4,921.00	$5,248.00	$10,169.00	134	<200
Hazen School District	$577.00	$1,821.00	$2,398.00	579	501-2000
Hebron Public School	$1,653.00	$1,673.00	$3,326.00	151	<200
Hettinger Public School	$3,885.00	$986.00	$4,871.00	285	200-500
Hillsboro Public Schools	$11,042.00	$9,918.00	$20,960.00	485	200-500
[illegible]-Page School District	$2,470.00	$3,505.00	$5,975.00	149	<200
[illegible] Creek School District	$229.00	$458.00	$687.00	11	<200
Jamestown Public Schools	$74,783.00	$57,473.00	$132,256.00	2,019	2001-6000

K[illegible]re Public School	$10,480.00	$5,447.00	$15,927.00	267	200-500
[illegible]County School District	$6,543.00	$12,390.00	$18,933.00	356	200-500
Killdeer Public School	$2,181.00	$458.00	$2,639.00	564	501-2000
Kindred School District	$1,921.00	$458.00	$2,379.00	860	501-2000
Kulm Public School	$11,487.00	$1,933.00	$13,420.00	114	<200
Lakota Public Schools	$3,664.00	$1,472.00	$5,136.00	189	<200
LaMoure School District	$10,106.00	$5,458.00	$15,564.00	283	200-500
Langdon Area School District	$12,803.00	$7,521.00	$20,324.00	428	200-500
Larimore School District	$18,899.00	$11,820.00	$30,719.00	398	200-500
Leeds Public School	$1,282.00	$2,977.00	$4,259.00	119	<200
Lewis and Clark School District	$18,262.00	$8,454.00	$26,716.00	381	200-500
Lidgerwood Public School	$17,192.00	$2,360.00	$19,552.00	173	<200
Linton Public Schools	$14,227.00	$3,724.00	$17,951.00	223	200-500
Lisbon Public School District	$6,893.00	$1,535.00	$8,428.00	599	501-2000
Litchville-Marion School District	$4,868.00	$916.00	$5,784.00	141	<200
Maddock Public School	$1,036.00	$1,044.00	$2,080.00	121	<200
Mandan Public School District	$10,616.00	$1,893.00	$12,509.00	4,395	2001-6000
Manning School District 45	-$896.00		-$896.00	12	<200
Max Public School	$4,809.00	$3,435.00	$8,244.00	126	<200
May-Port CG School District		$1,603.00	$1,603.00	513	501-2000
McClusky-Goodrich 29 Public School	$1,036.00	-$229.00	$807.00	106	<200
McKenzie County School District	$129,420.00	$76,954.00	$206,374.00	2,350	2001-6000
Medina Public School	$16,021.00	$11,344.00	$27,365.00	199	<200
M[illegible]ota School District	$13,997.00	$6,946.00	$20,943.00	169	<200
[illegible]/ Public School 128	$7,418.00	$1,414.00	$8,832.00	181	<200
M[illegible]or Public School	$31,409.00	$14,651.00	$46,060.00	214	200-500
Minot Public School District	$161,277.00	$51,340.00	$212,617.00	7,519	>6000
Minto Public School	$4,769.00	$229.00	$4,998.00	279	200-500
Mohall Lansford Sherwood Public School	$3,148.00	$886.00	$4,034.00	291	200-500
Montpelier Public School	$6,393.00	$1,444.00	$7,837.00	93	<200
Mott-Regent Public School	$1,295.00	$1,673.00	$2,968.00	225	200-500
Mt. Pleasant School District	$1,931.00	$2,977.00	$4,908.00	240	200-500
Munich Public School	$229.00	$259.00	$488.00	93	<200
Napoleon Public School 2		$458.00	$458.00	241	200-500
Nedrose School District	$15,684.00	$3,012.00	$18,696.00	534	501-2000
Nesson Public School	$1,036.00		$1,036.00	436	200-500
New England Public School	$42,263.00	$25,232.00	$67,495.00	258	200-500
New Rockford-Sheyenne Public School	$43,415.00	$2,589.00	$46,004.00	327	200-500
New Salem-Almont School District	$19,102.00	$8,683.00	$27,785.00	372	200-500
Newburg United Public School	$3,612.00	$1,101.00	$4,713.00	76	<200
North Border 100 School District	$1,594.00	$2,785.00	$4,379.00	305	200-500
North Sargent Public School	$10,148.00	$8,632.00	$18,780.00	183	<200
North Star Public School	$518.00	$229.00	$747.00	283	200-500
Northern Cass Public School	$16,511.82	$11,712.00	$28,223.82	692	501-2000
Northwood Public School	$5,109.00	$1,145.00	$6,254.00	337	200-500
Oakes Public School	$9,906.00	$6,412.00	$16,318.00	462	200-500
Park River School District	$4,888.00	$2,519.00	$7,407.00	438	200-500
[illegible]e-Buchanan School District	$6,214.00	$15,254.00	$21,468.00	147	<200
[illegible]rs Lake Public Schools	$777.00		$777.00	210	200-500

P[illegible]dton-Taylor Public Schools	$9,882.00	$3,626.00	$13,508.00	320	200-500
[illegible]d Public School District	$21,351.36	$7,071.00	$28,422.36	285	200-500
Rolette Public School District	$11,108.00	$5,103.00	$16,211.00	125	<200
Rugby School District	$22,613.00	$11,621.00	$34,234.00	561	501-2000
Sargent Central Public School	$2,072.00	$1,902.00	$3,974.00	173	<200
Sawyer Public Schools	$777.00	$1,679.00	$2,456.00	85	<200
Scranton Public School	$2,849.00	$1,295.00	$4,144.00	135	<200
Selfridge Public School	$2,320.00		$2,320.00	73	<200
Solen Public School District	$229.00		$229.00	202	200-500
South Heart Public School	$15,942.00	$9,039.00	$24,981.00	422	200-500
Stanley Public Schools	$13,001.00	$5,407.00	$18,408.00	776	501-2000
Starkweather Public School	$3,666.00	$1,036.00	$4,702.00	54	<200
Strasburg School District	$3,446.00		$3,446.00	104	<200
Surrey Public School	$6,701.00	$259.00	$6,960.00	415	200-500
Sweet Briar School		$458.00	$458.00	28	<200
TGU School District	$8,754.00	$11,258.00	$20,012.00	349	200-500
Thompson Public School	$6,993.00	$3,645.00	$10,638.00	679	501-2000
Tioga School District	$3,128.00	$1,155.00	$4,283.00	534	501-2000
Turtle Lake-Mercer Public Schools	$5,064.00	$588.00	$5,652.00	177	<200
Underwood Public School	$4,921.00	$3,008.00	$7,929.00	179	<200
Valley City Public Schools	$43,064.00	$33,818.00	$76,882.00	940	501-2000
Valley-Edinburg School District	$498.00	$1,902.00	$2,400.00	205	200-500
Velva Public School District	$458.00	$229.00	$687.00	435	200-500
W[illegible]eton Public School District	$9,417.00	$1,852.00	$11,269.00	1,199	501-2000
[illegible]k Public School		$4,582.00	$4,582.00	177	<200
Washburn Public School	$1,792.00	$1,215.00	$3,007.00	348	200-500
West Fargo Public School District	$502,141.86	$323,975.00	$826,116.86	12,995	>6000
Westhope Public School	$3,694.00	$2,628.00	$6,322.00	151	<200
Williston Basin School District	$55,438.00	$21,796.00	$77,234.00	5,339	2001-6000
Wilton Public School	$2,071.00	$1,145.00	$3,216.00	262	200-500
Wing Public School	$10,007.00	$2,360.00	$12,367.00	59	<200
Wishek Public School	$12,427.00	$10,416.00	$22,843.00	229	200-500
Wyndmere Public School	$5,108.00	$7,786.00	$12,894.00	245	200-500
Zeeland Public Schools		$229.00	$229.00	26	<200



Major Acommplishments

2023-2024

ND CDE

OVERVIEW OF MAJOR ACCOMPLISHMENTS

1

Competency-Based Education

2

Record Enrollments & Stakeholder Satisfaction

3

Enhanced Oversight

4

Organizational Restructuring

5

Cybersecurity & Computer Science Education

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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 standards-aligned 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 finalizing hiring 3 additional teachers and 4 staff positions 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 has raised this year to cover these additional staff.

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 are included as an attachment labeled Virtual School Choice Report.

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 -24 fiscal year, but in Fall , 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 ttract and retain top talent. fographic highlighting our ary 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 $4.5 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 accomplishments 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.

This restructuring has resulted in a unified culture with an administrative team committed to meeting organizational 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 data-informed culture, student proficiency data will drive our instructional and curricular goals, and we 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 cybersecurity and computer science standards are incorporated across 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.

343%

Increase in high school computer education

9

New computer education courses

80%

Of state, computer science and cybersecurity standards are covered in NDCDE courses.

NDCDE

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2023-25 NDCDE HUMAN RESOURCES

HIGHLIGHTS & TRENDS

Teacher Load

With seven months left in the biennium, NDCDE enrollments have reached 18,690, a 5.4% increase from 17,728 in the entire 2021-23 biennium, with workloads remaining steady through efficient management.

Unique Enrollments Per FTE		Unique Students Per FTE	
21-23	139.73	21-23	434.51
23-25	149.88	23-25	372.89

- Seven months of the 23-25 biennium remain

Impact of Equity & Merit Increases

Full-Time Teachers

With merit increases, the average salary for full-time teacher I and IIs at NDCDE is $66,348, which is 4.6% below the national average but nearly 17% above the state average for teacher pay.* Source: NEA Educator Pay Data 2024

17%

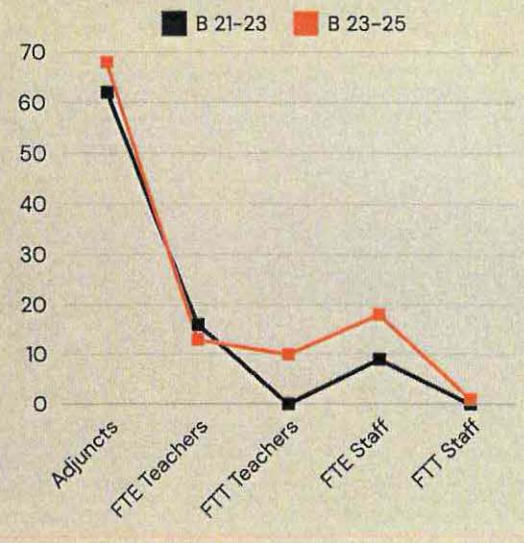
Employee Salary Grades

The average NDCDE salary is $75,664.20 in 2024. While CDE pays above the state average ($69,326), 56.7% of permanent employees are between their minimum and first quartile, and 36.7% are between their first and median quartile based on the state salary schedule, with 93% below the median overall.

93%

Employee Growth

This graph shows staffing increases, hired in response to HB 1376 and agency growth.



HR Accomplishments

During the 23-25 biennium, NDCDE:

- Adopted a policy manual tailored to its dual mission as a state agency and public school
- Launched a unified SharePoint and Teams Channel for improved transparency
- Developed a robust onboarding process for new hires
- Streamlined the teacher workload model to balance growth, quality, and capacity
- Implemented an Employee Engagement Plan featuring:
  - Transparent communication channels
  - PD opportunities for growth
  - Committees providing regular feedback to ensure transparency and organizational buy-in

Employee Satisfaction Ratings

Based on Gallup Data, between 2023 and 2024, response rates increased by 103%, and employee satisfaction rose 13% on average.

2024: Full Time	4.08
2024: Adjunct	4.08
2023: Full Time	3.30
2023: Adjunct	3.92

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Learning Department

Rigorous and Relevant Online Teaching and Learning:

NDCDE emphasizes best instructional strategies to deliver high-quality, student-centered learning experiences aligned with North Dakota standards. Teachers ensure curriculum rigor and relevance by integrating competency-based practices into lesson design and assessment. One-on-one meetings with students foster personalized support, enabling teachers to address individual needs, monitor progress, and build meaningful connections. Additionally, NDCDE leverages advanced technology tools, including document cameras and writing tablets, to create dynamic and interactive learning environments. These tools enhance instructional delivery, facilitate collaboration, and support diverse learning styles, ensuring students receive a comprehensive and engaging virtual education.





Professional Development:

The NDCDE 2024-2025 Professional Development Plan outlines various professional learning opportunities aligned with the Cognia Strategy Map to enhance teaching effectiveness and organizational wellness. It includes webinars and professional learning communities focused on integrating AI, learner engagement strategies, curriculum adaptation, and competency-based education. Additionally, the plan incorporates a wellness initiative promoting physical and mental health through activities like walking challenges. These offerings support strategic themes such as responding to internal and external needs, ensuring rigorous and relevant learning, and fostering a balanced work-life culture, with a total of 15 hours allocated per semester. One college credit is available each semester (fall, spring, summer) through the University of Mary.

Teacher Evaluation Tool Developed by NDCDE:

The Marzano Teacher Evaluation Model is a research-based framework grounded in publications like What Works in Schools (2003), Classroom Instruction That Works (2001), and The Art and Science of Teaching (2007), among others, all recognized as best practices for teaching and learning. The model includes four domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism. Widely adopted across states, districts, and schools, NDCDE has tailored this model for the virtual environment to support teacher growth, student-centered learning, and continuous improvement. It aligns with our Cognia Strategy Map - Strategic Theme 3: Effectively Responding to Internal and External Needs and Expectations.

ND CDE

For more information, please feel free to reach out to our Director of Learning, Kirstin Girard: kirstin.girard@k12.nd.us or our Assistant Principal, Emily G. Schaefer: emily.g.shchaefer@k12.nd.us or visit our website at https://www.cde.nd.gov/

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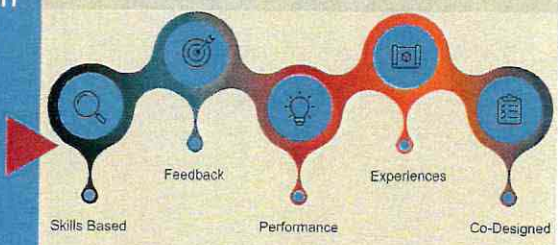
Competency Based Education

What is Competency Based Education (CBE)? CBE focuses on ensuring students master specific skills or competencies rather than progressing based on time spent in a class.

Key Features:
- Personalized learning tailored to each student's skills.
- Clear learning objectives that emphasize mastery.
- Flexibility to meet diverse learner needs.



Why CBE Matter for North Dakota Students

1. **Equity for All:** CBE ensures personalized support for students from diverse rural, urban, and tribal communities, enabling everyone to succeed.
2. **Workforce Readiness:** Prepares learners for careers in key ND industries like technology, agriculture, and healthcare.
3. **Student Empowerment:** Encourages ownership of learning through goal setting & critical thinking.
4. **Relevance:** Connects learning to practical, real-life applications, making education meaningful.
5. **Lifelong Learning:** Prepares students to adapt and grow in a changing world.
6. **State Goals:** Supports North Dakota's vision for improved outcomes, workforce preparation, & innovation.

Grade Level Timeline

- **Fall 2024-K-5 Math Courses**
- **Spring 2025-Expanded Elementary Courses**
- **Fall 2025-Middle School Courses**
- **Spring/Fall 2026-High School Courses**

How NDCDE Implements CBE:

- **Proficiency-Based Dashboards:** Students & families can track progress toward proficiency of standards instead of relying on traditional grades.
- **Flexible Learning:** Students advance as they demonstrate mastery, ensuring no one is held back or pushed ahead without readiness.
- **Teacher Support:** Targeted feedback & interventions to help every student succeed.

At NDCDE, we are transforming education to ensure that every learner has the tools & opportunities to succeed. Competency-Based Education is not just a method - it's a commitment to the future of North Dakota.

ND CDE

For more information, please feel free to reach out to our Assistant Superintendent, Jessica Enderson: Jessica.Enderson@k12.nd.us or visit our website at https://www.cde.nd.gov/

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Student Support Services

Academic Integrity: At NDCDE, academic integrity ensures achievements reflect effort and critical thinking. Policies like the Academic Honor Code and Student Conduct foster respect, honesty, and accountability, creating a fair and supportive learning environment. Upholding integrity empowers students with skills and values for lifelong learning and ethical decision-making.

AI Guidelines: NDCDE promotes responsible AI use for brainstorming, idea refinement, grammar checks, translations, image searches, and study support. Improper use can violate our Honor Code, so we educate students and stakeholders on appropriate practices. Our guidelines ensure AI enhances learning while upholding academic integrity.





Counselor: NDCDE's counselor, Jocelyn Kolle, supports academic integrity and student success by addressing mental health, special education needs, and collaborating with parents, students, and teachers. She also leads student concern meetings to help struggling students overcome challenges.

Weekly Student Success Reports:
NDCDE uses weekly reports to support student success and maintain academic integrity. The **Inactivity Report** identifies students who have been enrolled for eight days without completing an assignment, prompting outreach to address barriers and encourage engagement. The **Rapid Progression Report** flags students completing 25% or more of assignments in a week, allowing teachers to review work quality and communicate concerns with school districts if needed. These reports are vital for ensuring course integrity and fostering meaningful learning experiences.

Student Conduct Referral: NDCDE's referral system allows teachers to report conduct violations, reviewed by the Dean of Students in collaboration with learning coaches, school officials, and students to ensure fair and informed decisions. Its primary goal is to help students learn from mistakes and make better choices, emphasizing the importance of communication, transparency, and strong relationships in supporting student growth and accountability.

State-Wide Collaboration: At NDCDE, we believe that fostering strong relationships with educational professionals across the state is essential to ensuring student success and upholding academic integrity. Since our students are often also their students, we value the insights and connections school officials have built with them. Collaborating with those who know our students best helps us address challenges, tailor support, and provide consistent guidance that benefits all learners.

ND CDE

For more information, please feel free to reach out to our Dean of Students Andrew Gilbertson: andrew.t.gilbertson@k12.nd.us or visit our website at https://www.cde.nd.gov/

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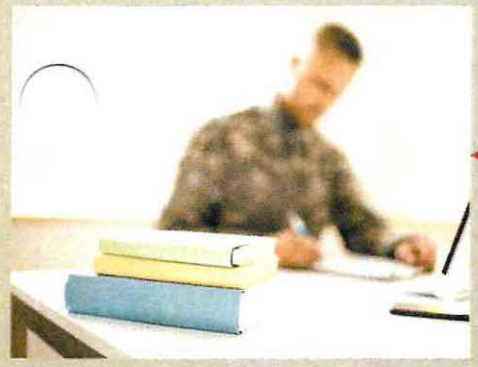
Military Pathway

Learning Coaches: Learning coaches are essential in supporting students' progress through the Military Pathway Program. Coaches should assist students in meeting program requirements, such as ASVAB preparation, leadership development, and completing the required community service hours. Learning coaches can include National Guardsmen, who bring valuable experience and mentorship to the program. It is recommended that learning coaches be adults outside the student's immediate household to foster independence and accountability. Learning Coach Expectations

District Designated Site Administrator: Ensure there is a district support representative that the NDCDE Dean of Students can work directly with on a weekly basis to monitor grades, pacing, and academic honesty. As site administrator, you will have access to view all students and enrollments within the SIS, Genius.





Courseload: We recommend students start with "Introduction to Military Careers" before progressing to other courses in the Military Pathway. This sequence helps students build foundational knowledge and skills essential for success in subsequent courses, including "ASVAB Essentials" and the "Military Leadership Capstone." Schools are encouraged to stagger course start dates to ensure manageable workloads for students. Course Loads / Holds and Extensions

Course Drop/Withdrawal, Hold, and Extension Policy: We suggest creating a policy that provides guidelines for handling student inactivity or lack of engagement. This policy should allow the school district to drop or withdraw students who are not engaging. Additionally, consider including options for partial refunds from NDCDE within specified timeframes, as well as provisions for parental reimbursement when students fail to meet course expectations. A review of NDCDE's policy on this topic is encouraged. (Linked above)

Learning Management System (LMS) / SIS: NDCDE uses its own platform, Buzz and Genius, so familiarize students with how to navigate the system by enrolling them in the NDCDE Introduction to Virtual Learning Course. Encourage students to complete this course before beginning any other NDCDE course work.

Technology: NDCDE recommends that for virtual academy students, the district provide a laptop or tablet, ensure that the student has access to WIFI, It is imperative that the student has their technology prior to the start date of their course.

ND CDE

For more information, please feel free to reach out to our Director of Curriculum and LMS, Kaitlyn Allen: Kaitlyn.d.allen@k12.nd.us or visit our website at https://www.cde.nd.gov/

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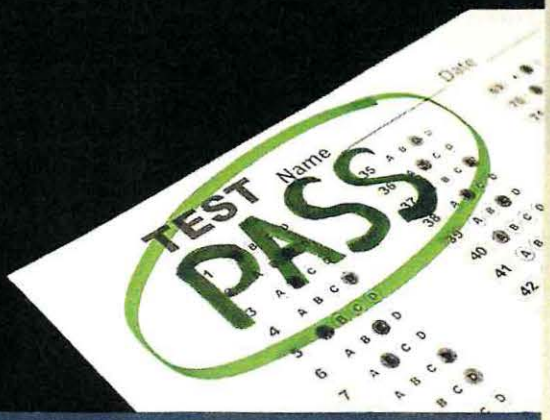
2025-27	State of North Dakota Budget Request Summary				
Agency: Center for Distance Education					Agency No: 20400
Account	**Description**	**2023-25 Biennium Appropriations**	**2025-27 Base Budget Request**	**2025-27 Optional Budget Changes**	**2025-27 Total Budget Request**
511000	Salaries - Permanent	$4,716,300.00	$4,644,788.00	$306,340.00	$4,951,128.00
512000	Salaries - Other	$0.00	$0.00	$300,000.00	$300,000.00
513000	Temporary Salaries	$1,950,574.00	$2,212,093.00	$1,617,020.00	$3,829,113.00
516000	Fringe Benefits	$2,081,680.00	$2,199,220.00	$183,288.00	$2,382,508.00
521000	Travel	$57,762.00	$96,591.00	$15,000.00	$111,591.00
531000	Supplies - IT Software	$370,000.00	$200,000.00	$400,000.00	$600,000.00
532000	Supply/Material - Professional	$9,625.00	$5,000.00	$0.00	$5,000.00
536000	Office Supplies	$1,319,743.00	$1,972,399.00	$222,711.00	$2,195,110.00
541000	Postage	$4,600.00	$5,500.00	$0.00	$5,500.00
542000	Printing	$2,750.00	$3,000.00	$0.00	$3,000.00
551000	IT Equipment under $5,000	$30,000.00	$100,000.00	$75,000.00	$175,000.00
552000	Other Equipment under $5,000	$2,000.00	$1,000.00	$0.00	$1,000.00
561000	Utilities	$7,150.00	$6,500.00	$0.00	$6,500.00
[illegible]00	Insurance	$16,536.00	$16,200.00	$0.00	$16,200.00
0	Rentals/Leases-Equipment&Other	$6,063.00	$4,500.00	$0.00	$4,500.00
582000	Rentals/Leases - Bldg/Land	$202,854.00	$215,000.00	$0.00	$215,000.00
591000	Repairs	$13,702.00	$16,000.00	$0.00	$16,000.00
601000	IT - Data Processing	$25,000.00	$25,000.00	$0.00	$25,000.00
602000	IT - Communications	$110,000.00	$90,000.00	$0.00	$90,000.00
603000	IT Contractual Services and Re	$100,000.00	$65,000.00	$0.00	$65,000.00
611000	Professional Development	$79,500.00	$80,100.00	$0.00	$80,100.00
621000	Operating Fees and Services	$80,000.00	$125,000.00	$19,500.00	$144,500.00
623000	Professional Fees and Services	$182,800.00	$44,500.00	$256,750.00	$301,250.00
	TOTALS	$11,368,639.00	$12,127,391.00	$3,395,609.00	$15,523,000.00
General		$6,797,980.00	$7,570,328.00	$1,353,421.00	$8,923,750.00
Federal		$0.00	$0.00	$0.00	$0.00
Special		$4,570,659.00	$4,557,063.00	$2,042,188.00	$6,599,250.00

PARENT TESTIMONIALS

"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



"My son was bullied starting his 9th-grade 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."

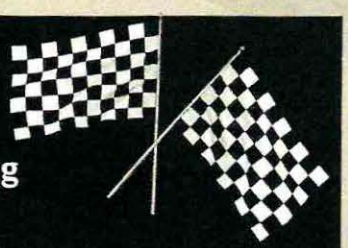
"I have recommended NDCDE to everyone that will listen. My daughter was bullied at school and needed to learn in a different space. This is her first semester, but she's starting to excel again in academics. Her teachers are amazing. They support her and me and will do anything, any time to help. The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

-Dr. Heather Kvilvang, 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



"I race sprint cars and late models. I have been racing for 12 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.

"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

"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.



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District	FY 24	FY 25	Total	District Size	Size Group	2022-23 Expenditures	% of Expenditures
Alexander Public School	$687	$2,072	$2,759	297	200-500	$6,319,560	0.01%
Ashley Public School	$358	$299	$657	112	<200	$2,764,692	0.01%
Barnes County North District	$16,540	$229	$16,769	219	200-500	$6,387,040	0.26%
Beach Public School	$2,776	$10,425	$13,201	249	200-500	$5,914,262	0.05%
Belfield Public School	$11,062	$14,346	$25,408	236	200-500	$3,912,033	0.28%
Bismarck Public School	$284,553	$112,132	$396,685	13,749	>6000	$205,366,505	0.14%
Bottineau Public School	$229	$229	$458	661	501-2000	$10,077,204	0.00%
Bowbells Public School	$2,990		$2,990	89	<200	$2,113,705	0.14%
Burke Central Public School	$3,367	$2,630	$5,997	95	<200	$2,269,211	0.15%
Cavalier Public School	$23,244	$17,791	$41,035	358	200-500	$5,928,120	0.39%
Center-Stanton Public School	$5,839	$2,968	$8,807	251	200-500	$4,169,284	0.14%
Central Cass Public School	$13,681	$10,975	$24,656	998	501-2000	$14,462,196	0.09%
Central Valley Public School	$229	$458	$687	202	200-500	$3,230,603	0.01%
Dakota Prairie Public School District	$2,540	$2,021	$4,561	268	200-500	$6,050,392	0.04%
Devils Lake Public Schools	$2,222	$10,763	$12,985	1,767	501-2000	$24,945,443	0.01%
Divide County School District	$2,705	$1,374	$4,079	378	200-500	$6,953,447	0.04%
Drake Anamoose School District	$8,012	$2,112	$10,124	75	<200	$3,782,040	0.21%
Drayton Public School	$12,163	$5,058	$17,221	172	<200	$4,360,543	0.28%
Dunseith Public School	$528	$458	$986	491	200-500	$17,650,182	0.00%
Edgeley Public School	$229	$2,927	$3,156	235	200-500	$3,739,395	0.01%
Edmore Public School	$16,631		$16,631	17	<200	$1,493,541	1.11%
Eight Mile Public School	$1,832	$2,072	$3,904	318	200-500	$6,071,683	0.03%
Ellendale Public School	$15,438	$13,785	$29,223	296	200-500	$4,644,688	0.33%
Enderlin Public School	$12,946	$8,257	$21,203	298	200-500	$4,801,013	0.27%
Fairmount Public School	$4,272	$1,101	$5,373	97	<200	$2,209,762	0.19%
Fargo Public Schools	$130,867	$47,974	$178,841	11,281	>6000	$200,417,303	0.07%
Fessenden-Bowdon Public School	$7,911	$3,353	$11,264	178	<200	$3,482,293	0.23%
Flasher Public School	$2,418	$779	$3,197	266	200-500	$4,043,083	0.06%
Fordville-Lankin Public School	$518	$558	$1,076	50	<200	$1,513,540	0.03%
Gackle-Streeter Public School	$1,810	$1,145	$2,955	91	<200	$2,324,316	0.08%
Garrison Public School District	$15,400	$8,683	$24,083	366	200-500	$5,757,461	0.27%
Glen Ullin Public School	$13,829	$9,939	$23,768	123	<200	$3,213,279	0.43%
Glenburn Public School	$2,091	$1,673	$3,764	238	200-500	$4,314,109	0.05%
Grafton Public School	$13,052	$9,688	$22,740	880	501-2000	$14,005,135	0.09%
Grand Forks Public Schools	$85,274	$50,068	$135,342	7,679	>6000	$119,678,630	0.07%
Griggs County School	$20,472	$6,593	$27,065	261	200-500	$4,223,577	0.48%
Harvey Public School	$4,184	-$1,275	$2,909	380	200-500	$5,976,546	0.07%
Hatton Eielson Public School	$2,181	$2,659	$4,840	156	<200	$3,200,614	0.07%
Hazelton-Moffit-Braddock Public School	$4,921	$5,248	$10,169	134	<200	$2,707,004	0.18%
Hazen School District	$577	$1,821	$2,398	579	501-2000	$7,172,777	0.01%

Hebron Public School	$1,653	$1,673	$3,326	151	<200	$2,736,663	0.06%
Hettinger Public School	$3,885	$986	$4,871	285	200-500	$4,748,859	0.08%
Hillsboro Public Schools	$11,042	$9,918	$20,960	485	200-500	$6,655,613	0.17%
Hope-Page School District	$2,470	$3,505	$5,975	149	<200	$4,000,222	0.06%
Horse Creek School District	$229	$458	$687	11	<200	$311,741	0.07%
Jamestown Public Schools	$74,783	$57,473	$132,256	2,019	2001-6000	$35,577,916	0.21%
Kenmare Public School	$10,480	$5,447	$15,927	267	200-500	$5,209,975	0.20%
Kidder County School District	$6,543	$12,390	$18,933	356	200-500	$6,542,848	0.10%
Killdeer Public School	$2,181	$458	$2,639	564	501-2000	$10,051,803	0.02%
Kindred School District	$1,921	$458	$2,379	860	501-2000	$11,060,760	0.02%
Kulm Public School	$11,487	$1,933	$13,420	114	<200	$2,782,512	0.41%
Lakota Public Schools	$3,664	$1,472	$5,136	189	<200	$2,889,498	0.13%
LaMoure School District	$10,106	$5,458	$15,564	283	200-500	$4,616,966	0.22%
Langdon Area School District	$12,803	$7,521	$20,324	428	200-500	$6,577,775	0.19%
Larimore School District	$18,899	$11,820	$30,719	398	200-500	$6,070,276	0.31%
Leeds Public School	$1,282	$2,977	$4,259	119	<200	$2,684,122	0.05%
Lewis and Clark School District	$18,262	$8,454	$26,716	381	200-500	$7,750,183	0.24%
Lidgerwood Public School	$17,192	$2,360	$19,552	173	<200	$3,056,020	0.56%
Linton Public Schools	$14,227	$3,724	$17,951	223	200-500	$4,047,818	0.35%
Lisbon Public School District	$6,893	$1,535	$8,428	599	501-2000	$4,047,818	0.17%
Litchville-Marion School District	$4,868	$916	$5,784	141	<200	$3,681,515	0.13%
Maddock Public School	$1,036	$1,044	$2,080	121	<200	$2,689,449	0.04%
Mandan Public School District	$10,616	$1,893	$12,509	4,395	2001-6000	$57,696,027	0.02%
Manning School District 45	-$896		-$896	12	<200	$347,609	-0.26%
Max Public School	$4,809	$3,435	$8,244	126	<200	$3,198,008	0.15%
May-Port CG School District	$0	$1,603	$1,603	513	501-2000	$7,471,867	0.00%
McClusky-Goodrich 29 Public School	$1,036	-$229	$807	106	<200	$2,390,785	0.04%
McKenzie County School District	$129,420	$76,954	$206,374	2,350	2001-6000	$32,981,657	0.39%
Medina Public School	$16,021	$11,344	$27,365	199	<200	$3,477,273	0.46%
Midkota School District	$13,997	$6,946	$20,943	169	<200	$3,423,179	0.41%
Midway Public School 128	$7,418	$1,414	$8,832	181	<200	$4,101,292	0.18%
Milnor Public School	$31,409	$14,651	$46,060	214	200-500	$3,849,997	0.82%
Minot Public School District	$161,277	$51,340	$212,617	7,519	>6000	$128,098,639	0.13%
Minto Public School	$4,769	$229	$4,998	279	200-500	$6,011,182	0.08%
Mohall Lansford Sherwood Public School	$3,148	$886	$4,034	291	200-500	$5,434,335	0.06%
Montpelier Public School	$6,393	$1,444	$7,837	93	<200	$2,158,299	0.30%
Mott-Regent Public School	$1,295	$1,673	$2,968	225	200-500	$4,081,661	0.03%
Mt. Pleasant School District	$1,931	$2,977	$4,908	240	200-500	$4,783,867	0.04%
Munich Public School	$229	$259	$488	93	<200	$2,387,024	0.01%
Napoleon Public School 2	$0	$458	$458	241	200-500	$3,768,100	0.00%
Nedrose School District	$15,684	$3,012	$18,696	534	501-2000	$7,973,334	0.20%
Nesson Public School	$1,036		$1,036	436	200-500	$7,749,642	0.01%
New England Public School	$42,263	$25,232	$67,495	258	200-500	$4,855,764	0.87%
New Rockford-Sheyenne Public School	$43,415	$2,589	$46,004	327	200-500	$5,065,679	0.86%
New Salem-Almont School District	$19,102	$8,683	$27,785	372	200-500	$5,324,571	0.36%
Newburg United Public School	$3,612	$1,101	$4,713	76	<200	$2,416,230	0.15%

North Border 100 School District	$1,594	$2,785	$4,379	305	200-500	$6,404,128	0.02%
North Sargent Public School	$10,148	$8,632	$18,780	183	<200	$3,737,203	0.27%
North Star Public School	$518	$229	$747	283	200-500	$3,911,160	0.01%
Northern Cass Public School	$16,512	$11,712	$28,224	692	501-2000	$9,430,344	0.18%
Northwood Public School	$5,109	$1,145	$6,254	337	200-500	$4,850,149	0.11%
Oakes Public School	$9,906	$6,412	$16,318	462	200-500	$6,496,367	0.15%
Park River School District	$4,888	$2,519	$7,407	438	200-500	$6,218,785	0.08%
Pingree-Buchanan School District	$6,214	$15,254	$21,468	147	<200	$3,022,515	0.21%
Powers Lake Public Schools	$777		$777	210	200-500	$4,032,029	0.02%
Richardton-Taylor Public Schools	$9,882	$3,626	$13,508	320	200-500	$5,378,493	0.18%
Richland Public School District	$21,351	$7,071	$28,422	285	200-500	$4,299,235	0.50%
Rolette Public School District	$11,108	$5,103	$16,211	125	<200	$3,486,213	0.32%
Rugby School District	$22,613	$11,621	$34,234	561	501-2000	$9,104,926	0.25%
Sargent Central Public School	$2,072	$1,902	$3,974	173	<200	$4,176,683	0.05%
Sawyer Public Schools	$777	$1,679	$2,456	85	<200	$2,264,231	0.03%
Scranton Public School	$2,849	$1,295	$4,144	135	<200	$2,468,356	0.12%
Selfridge Public School	$2,320		$2,320	73	<200	$2,443,081	0.09%
Solen Public School District	$229		$229	202	200-500	$6,651,745	0.00%
South Heart Public School	$15,942	$9,039	$24,981	422	200-500	$5,437,859	0.29%
Stanley Public Schools	$13,001	$5,407	$18,408	776	501-2000	$10,848,846	0.12%
Starkweather Public School	$3,666	$1,036	$4,702	54	<200	$1,500,115	0.24%
Strasburg School District	$3,446		$3,446	104	<200	$2,692,607	0.13%
Surrey Public School	$6,701	$259	$6,960	415	200-500	$5,538,149	0.12%
Sweet Briar School	$0	$458	$458	28	<200	$401,581	0.00%
TGU School District	$8,754	$11,258	$20,012	349	200-500	$6,772,259	0.13%
Thompson Public School	$6,993	$3,645	$10,638	679	501-2000	$8,037,309	0.09%
Tioga School District	$3,128	$1,155	$4,283	534	501-2000	$10,851,754	0.03%
Turtle Lake-Mercer Public Schools	$5,064	$588	$5,652	177	<200	$3,097,633	0.16%
Underwood Public School	$4,921	$3,008	$7,929	179	<200	$3,862,895	0.13%
Valley City Public Schools	$43,064	$33,818	$76,882	940	501-2000	$14,409,890	0.30%
Valley-Edinburg School District	$498	$1,902	$2,400	205	200-500	$3,888,613	0.01%
Velva Public School District	$458	$229	$687	435	200-500	$6,673,325	0.01%
Wahpeton Public School District	$9,417	$1,852	$11,269	1,199	501-2000	$16,681,413	0.06%
Warwick Public School	$0	$4,582	$4,582	177	<200	$8,021,729	0.00%
Washburn Public School	$1,792	$1,215	$3,007	348	200-500	$5,504,124	0.03%
West Fargo Public School District	$502,142	$323,975	$826,117	12,995	>6000	$182,189,744	0.28%
Westhope Public School	$3,694	$2,628	$6,322	151	<200	$3,560,903	0.10%
Williston Basin School District	$55,438	$21,796	$77,234	5,339	2001-6000	$79,201,851	0.07%
Wilton Public School	$2,071	$1,145	$3,216	262	200-500	$4,091,456	0.05%
Wing Public School	$10,007	$2,360	$12,367	59	<200	$1,840,069	0.54%
Wishek Public School	$12,427	$10,416	$22,843	229	200-500	$4,222,855	0.29%
Wyndmere Public School	$5,108	$7,786	$12,894	245	200-500	$4,945,581	0.10%
Zeeland Public Schools	$0	$229	$229	26	<200	$1,085,989	0.00%

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
1/24/2025

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

9:01 a.m. Chairman Nathe called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Louser, Martinson, Richter, Sanford and Hanson

Discussion Topics:

- Vital Network
- School AI
- ND RISE

9:01 a.m. Sheila M. Sandness, ND Legislative Council, reviewed budget sheet #31926.

9:04 a.m. Kirsten Baesler, Superintendent DPI, introduced presenters.

9:05 a.m. Krista Schulz, Human Resources Manager, Department of Public Instruction, testified in favor and submitted testimony #31278.

9:24 a.m. Kirsten Baesler, Superintendent, Department of Public Instruction, testified in favor and submitted testimony #31289 and #31290.

10:05 a.m. Nathan Eklund, Chief Executive Officer, Vital Network testified in favor and submitted testimony #31293.

10:11 a.m. Dr. Erin Raab, Chief Strategy and Impact Officer, Vital Network, testified in favor and continued testimony #31293.

10:21 a.m. Nathan Ecklund, CEO Vital Network continued testimony #31293.

10:42 a.m. Erin Jacobson, Coordinator, ND Retaining, Inspiring, Supporting Educators (RISE) testified in favor #31051.

10:49 a.m. Marijke Leibel, Assistant Coordinator, ND Retaining, Inspiring, Supporting Educators (RISE) testified in favor with previous testimony #29288 from 1/16/2025 and additional submitted testimony #31078 and #31079.

10:58 a.m. Joseph Siedlecki, Chief Impact Coordinator, Amira Learning, testified in favor #31340.

11:14 a.m. Brian Baggs, Chief Executive Officer, RoboKind, introduced presenters.

11:15 a.m. Shawna Hedgepath, ND Partnership Success Manager, RoboKind, introduced a budget request.

11:17 a.m. Dr. Sherry Tandeski, Administrator, Saint John Public School, testified in favor.

11:29 a.m. Matthew Wallace, Executive Director, ND Museum of Art, testified in favor of #31350.

11:35 a.m. Marty Bratrud, Superintendent, Westhope School, testified in favor #31274.

11:41 a.m. Dr. Stacy Duffield, Director, NDSU, testified in favor #31355.

11:45 a.m. Benjamin Melby, Director, Red River Valley Writing Project, testified in favor #30845.

11:51 a.m. Dr. Samuel Stinson, Director, Northern Plains Writing Project, testified in favor #31344.

11:54 a.m. Jennifer Kallenbach, Coordinator, We the People, testified in favor.

Additional written testimony:

#30783, #30807, #31052, #31061, #31082, #31105, #31109, #31153, #31157, #31159, #31163, #31167, #31203, #31204, #31214, #31230, #31243, #31254, #31263, #31081.

12:01 p.m. Chairman Nathe closed the meeting.

Steven Riehl, Committee Clerk

Shanley High School
Fr. Kyle Metzger, Principal
5600 25th Street South • Fargo, ND 58104
Voice: 701-893-3200 • Fax: 701-893-3277 • www.jp2schools.org
St. John Paul II Catholic Schools

Dear Chairman Nathe and Members of the Committee,

I am writing to you in reference to the HB1013, the Bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, and I would like to support DPI passthrough grant funding for North Dakota's writing project sites. As an educator, specifically a Secondary English teacher, it is vital for me to have these communities and programs to help foster and strengthen my skills to teach the youth how to develop the skills to write and critically think about the world around them.

This past summer, I was able to attend the APSI institute and engage with other teachers about the topic of AI and helping students learn how to navigate and responsibly use this tool for their learning. It was a great program to help us all understand our own perspectives, concerns, and excitement about various usages of these developing tools. It is crucial as a teacher to be able to have accessible programs like this, so we can grow and learn together. These conversations and learning opportunities helped me grow as an educator, and I have been able to bring back some of these ideas and practices not only to my classroom, but my fellow educators at my school as well.

Please vote in favor and pass the HB1013 Bill so that other educators like myself can continue to foster our skills as writing teachers. Thank you so much for your consideration.

Sincerely,

Elissa Berg
English Teacher
Shanley High School
elissa.berg@jp2schools.org

Dear Chairman Nathe and Members of the Committee,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant for North Dakota's writing project sites. As a member of this community, I have seen firsthand the positive impact this program has on our teachers and students.

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers. Since 2016 when I first started in the program as a student teacher, this professional development has transformed me professionally as an English teacher, and this has benefited my whole department at my high school. This last summer I was able to lead a summer workshop on AI and how it impacts writing instruction, and we were able to recruit teachers from K-12 all the way up to college professors. This professional development has been some of the best I have ever received in my career as an English teacher in North Dakota.

Furthermore, the Red River Valley Writing Project is a program that focuses on ensuring that all students have access to high-quality writing instruction. This is especially important for students from underrepresented communities who may face barriers to academic success. The program's emphasis on culturally responsive teaching practices ensures that all students feel valued and supported in their learning.

Unfortunately, the funding for the Red River Valley Writing Project is currently at risk. Without continued support, this valuable program may be forced to cut back on its services or even shut down entirely. This would be a tremendous loss for our community and for the students and teachers who rely on this program.

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our

community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,
Nathan Kurtti
North Dakota English teacher

Red River Valley Writing Project
Improving Literacy, K-College

Dear Chairman Nathe and Members of the Committee,

My name is Ben Melby, Director of the Red River Valley Writing Project (RRVWP), and I support funding for HB 1013, specifically a passthrough grant funding writing project work with North Dakota teachers and students.

Funds from this bill are necessary to sustain our non-profit organization that serves K-College educators and students across the entire state. Our partner organization, Northern Plains Writing Project (NPWP) is based in Minot and serves western North Dakota, while RRVWP serves primarily eastern North Dakota. Our organization's aims are:

1. To provide high-quality **teacher training** for writing instruction.
2. To increase the quality and quantity of **student writing** done both inside and outside of schools.
3. To enrich our communities and **civic life** through more opportunities to write together and share through writing.

The scope and impacts of our public service are detailed on an enclosed project summary. In the past biennium, we reached a total of **160 teachers**, with **164 hours of professional development training**. Additionally, we engaged **over 600 student writers** in our writing competitions, camps, workshops, and writing groups.

Passthrough grant funding from HB1013 will support:

1. Teacher professional development courses on **AI literacy, civic literacy, and digital literacy**.
2. Inservice teacher training on **writing across the curriculum** and workplace writing.
3. Youth programs such as **"Raising Rural Voices"** (an initiative to bring rural students' stories to a national audience) and the **Scholastic Art & Writing Awards** (the "state championships" for teen artists and writers).
4. Instructional coaching support and resource development for **rural, high needs ND schools**.

Our proposed budget outline for the 25-27 biennium can be found on the enclosed budget request.

Thank you for your important, time-intensive civic service. We hope to return the favor by working hard to support student writers and the teaching of writing in the state of North Dakota.

Sincerely,

Ben Melby, Director, Red River Valley Writing Project

RED RIVER VALLEY WRITING PROJECT
318 Minard Hall | NDSU Dept 2320 | PO Box 6050 | Fargo ND 58108-6050
701.630.9566 | Fax 701.231.1047 | benjamin.melby@ndsu.edu | michele.sherman@ndsu.edu |
https://sites.google.com/ndsu.edu/redrivervalleywritingproject/home

The Red River Valley Writing Project
DPI Project Summary, Scope of Work, and Specific Aims

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional development for teachers, leadership training, and direct work with student writers in youth writing camps, workshops, and competitions. To focus on writers as **informed, intentional, and innovative creators** who can boost North Dakota's economy and enrich civic life.

Project Summary & Scope of Work:

Grant-funded Programing

We obtain grant funding (e.g. MacArthur Foundation, American Institute of Research, National Writing Project) to run youth journalism workshops ("Raising Rural Voices"), support rural instructors in high needs schools ("Coach.Teach.Write."), and develop instructional resources to engage students in the rich cultural history of our state ("American Creed" and "Japanese-American Confinement Education").

Summer Invitational Leadership Institutes

We provide intensive, 45–60-hour professional development institutes to North Dakota writing teachers from K-College—led by veteran writing instructors, who demonstrate effective teaching practices and guide participants as they develop and refine their own teaching practices. Our current emphasis has been on AI writing, digital literacy, and civic literacy. We select the most talented, hard-working teacher participants who have great leadership potential. Our writing project trained teachers often go on to become literacy leaders and coaches for their local schools and districts.

Continuity & Community Writing Programs

We support the continued learning and engagement of both teachers and community members. Teachers who complete our Summer Institute go on to organize and lead writing groups, book discussions, and in-service teaching demonstrations. We also support the community with opportunities to connect and write—for example, our "Pens & Pints" writing pub crawl, "Warrior Words" for military veterans, "Grief and Bereavement" writing, "Novel Writing," and "Write Across America" writing marathons.

In-service Teacher Trainings and Conference Presentations

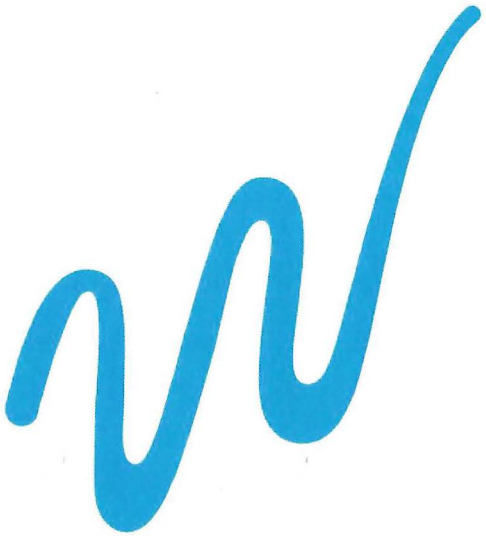
We partner with specific schools to evaluate and improve literacy and writing instruction (previous and ongoing partnerships include support of literacy objectives at Belcourt, Dunseith, Hatton-Eielson, Oakes, Beulah, Flasher, and Central Cass). We promote writing across the curriculum (not just in English classes) and give teachers strategies for using writing to enhance learning in all content areas. Our teachers also share these strategies at local and regional conferences, such as ND Council of Teachers of English, ND Multi-tier System of Supports, and the NWP Midwest conferences.

Teen Writing Camps & Workshops

Engages North Dakota's creative young voices in writing workshops, weekly "Word Herd" writing groups, and weeklong summer writing camps, where students work with our teacher-leaders, NDSU creative writing instructors, and guest writers (many top professional writers from our region lead workshops at the camps).

Scholastic Art & Writing Awards

Offers North Dakota's teens (grades 7-12) the opportunity to enter the country's most prestigious and competitive art & writing competition, with thousands of dollars of prize/scholarship money offered at both the state and national levels. We run fundraising, promotions, workshops, adjudication, and publication of student work. Additionally, our organization, in partnership with Plains Art Museum, hosts a literary reading event, art exhibition, and state awards ceremony each year to recognize the award recipients. We reach all corners of the state with this program.



red river valley writing project

"Teachers Teaching Teachers"

An educational non-profit dedicated to improving teaching and writing.

rrwp

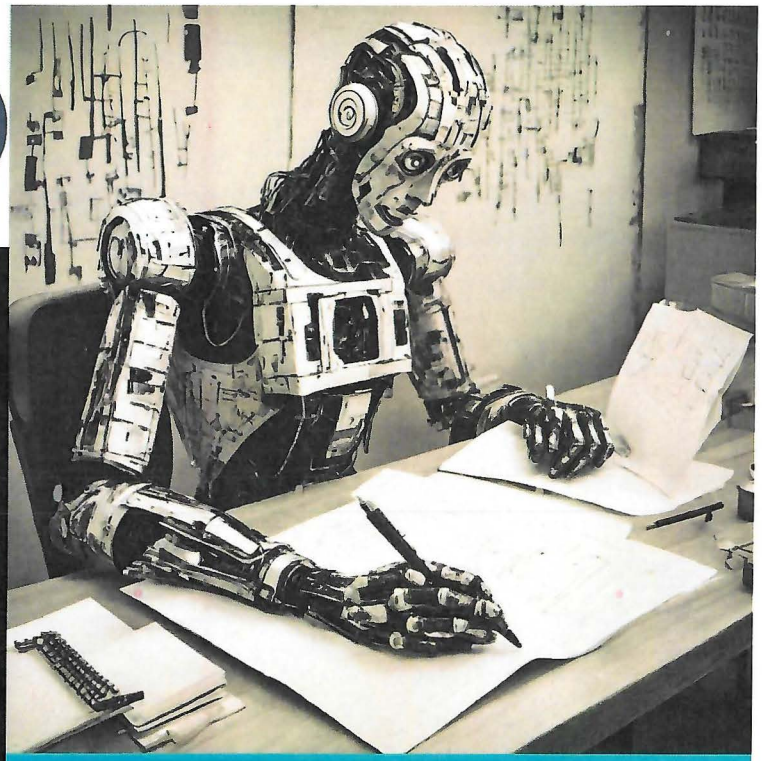
SUMMER INSTITUTE:

"TEACHERS TEACHING TEACHERS"

- 3 Grad Credits
- July 7-18
- In-person @ NDSU
- Participant Stipends

APPLY HERE:

https://forms.gle/r1T1GsBtTr891btR7



AI WRITING & CRITICAL THINKING

15 Teachers/Year

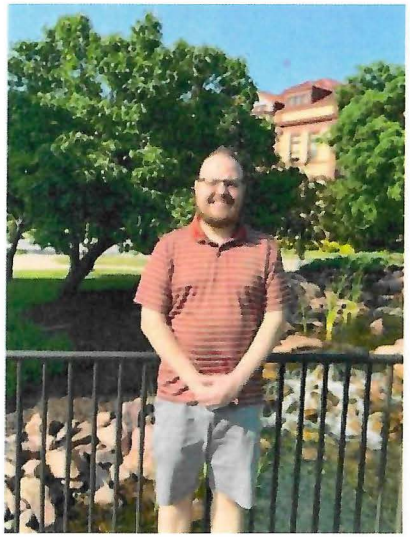
60 Training Hours

Innovation

Leadership

"AI literacy means understanding that AI is a tool that can help critical thinkers shape their ideas and provide suggestions for effective communication."

-Tanya Neumiller





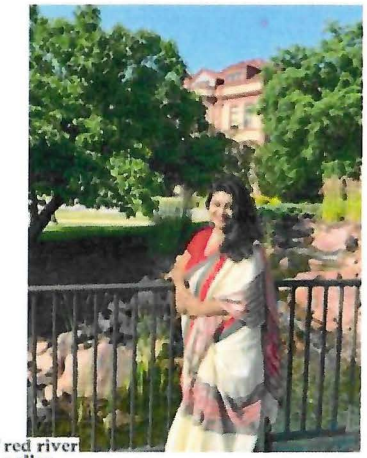
red river valley writing project

"A.I. Literacy to me means being open to innovation while practicing and teaching restraint in terms of relying on it fully, creating balance."

-Robert Hutton

red river valley writing project

red river valley writing project



red river valley writing project

We educators must shift our mindset to embrace AI literacy as the focus of our new digital learning era.

-Brandy O'Toole



"AI literacy means developing the knowledge, skills, and expertise to understand, evaluate, and use the right kind of AI tools ethically and responsibly for the right purposes in order to assist humans in achieving greater goals in creating and circulating knowledge in their own voices."

-Jainab Banu

Teacher Resources: Writing & Media Literacy

August: Back-to-School Prompt

Need a quick get-to-know-you writing prompt to help students introduce themselves? Use this TikTok video about birthdays to inspire students to tell you who they are. Added bonus: Use responses as a beginning writing sample.

The Thing About Birthdays

- TikTok Video
- Transcript

Use one idea or a combination for inspiration!

Writing Prompt Ideas:

- Tell me five things you enjoy doing and what age you were when you first began doing those things.
- Describe yourself in five words and what ages those descriptions started.
- Detail five events in your life that influenced who you are today.
- What parts of you are you the most proud of and what parts are you excited to grow out of?
- What about you now do you hope you never out grow?
- What were you like five years ago? How are you similar and how are you different? What do you think you will be like five years from now? What parts of you do you think will fade over time?
- Create a timeline of your life that tells the story of how your personality became what it is today.

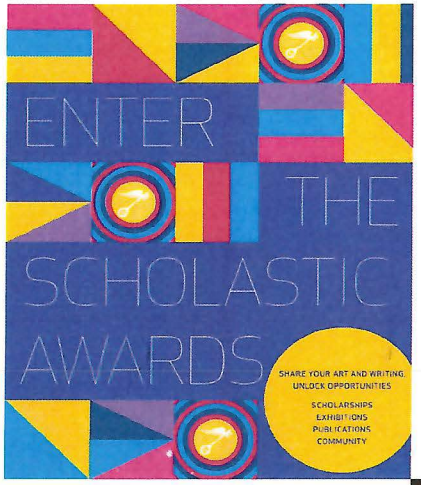
ChatGPT Writing Prompt Ideas:

- Imagine meeting the different versions of yourself from past birthdays at a party. Write a dialogue between you and one or more of these past selves. What would you learn from them? What advice would you give to them?
- Write a letter to yourself to be opened on your next birthday. Reflect on the past year's experiences and how they have added to the layers of who you are. What hopes and expectations do you have for the coming year?
- Explore how the different ages you've been influence who you are today. How do these different versions of yourself manifest in your daily life?
- Choose a memorable age from your past and write a story about a significant event that happened that year. How does that event still impact you today? In what ways does that year's version of you still exist within your current self?

Mentor Text Idea:

- Have students use the video as a mentor text to write about an important aspect of their lives. Try this template.

Statewide Art & Writing Competition

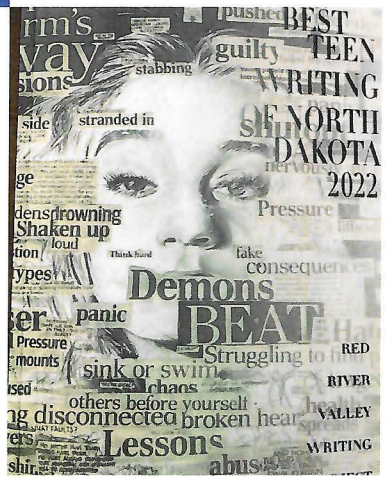


Over $3,000 in cash prizes for North Dakota teens!

NDSU Art & English Scholarships!

Get Published! "Best Teen Writing of North Dakota"!

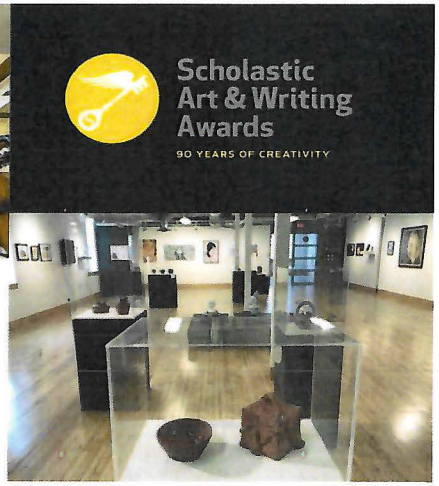
National Winners honored at Carnegie Hall in NYC!



How to ENTER

www.artandwriting.org/awards/how-to-enter/





WHAT: *North Dakota State Awards Ceremony*
WHEN: *Saturday March 23rd, 6:00-7:30 PM*
WHERE: *Plains Art Museum in Fargo, ND*

- Keynote speaker Anna Johnson, indigenous artist
- Cash Prizes courtesy of event sponsor, John Deere
- Scholarships from NDSU Art & English departments
- Digital Exibition of award-winning teen art & writing
- Refreshments provided

2024 National Medalists

Scholastic Art & Writing Awards



Allura Grey Bear (Minnewaukan, ND)
Gold Medal and American Voices Medal
Poetry, "Wiŋyaŋ"



Briar Olson (Fargo, ND)
Gold Medal
Flash Fiction, "The Trial Vignettes"

Raising Rural Voices: Civic Journalism

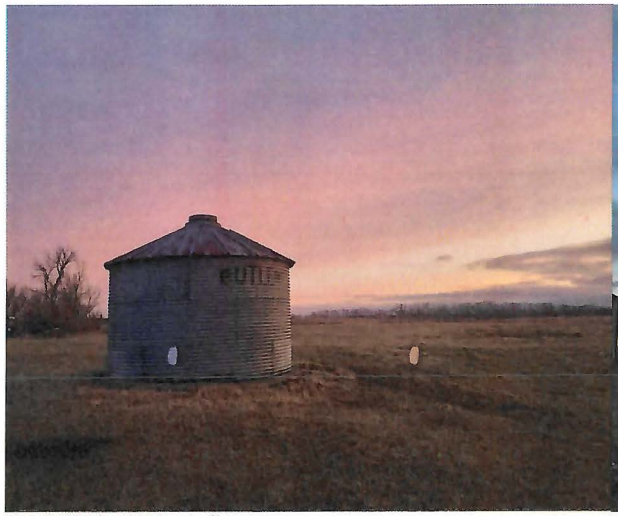


Photo by Katelyn H. Taken April 16, 2024.



Photo by Holly H. Taken November 14, 2023.



Pictured above (from left to right): Cindy Kingsbury, John Kingsbury, and Bonnie Uran. Picture by Easton G.

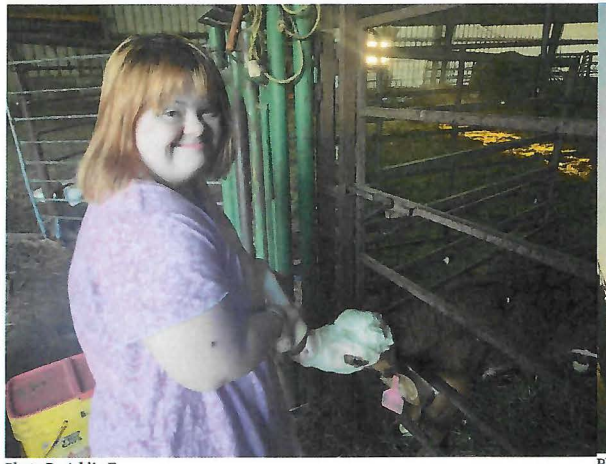


Photo By Addia E.



Photo By Addia E.



Picture by Claire E. on June 20, 2024



Picture by Claire E. on June 20, 2024

Scholastic Art & Writing Awards

Alliance for Young Artists & Writers

SCHOLASTIC WRITING WORKSHOP

✳ 7:00 PM

SUNDAY NOVEMBER 12TH!

This workshop will help students write and revise for the AWARDS!

ZOOM LINK:

North Dakota State University

CREATIVE WRITING CAMP

All students entering grades 7-12 may participate, regardless of skill level. Daily sessions include fiction, poetry, creative nonfiction, fantasy, screenwriting, song writing, and graphic novels.

SESSION #1: JUNE 24-28
SESSION #2: AUGUST 5-9
9:00 AM- 4:00 PM

$230 includes all supplies, a camp t-shirt, meals, and snacks. $180 for virtual. Scholarships are available.

NEW THIS YEAR: GRADES 4-6
JUNE 17-20 9:00 AM - 12:00 PM
$100

SAVE YOUR SPOT!

https://www.ndsu.edu/english/outreach/creative_writing_camp/

For more information: jamee.larson@ndsu.edu

Quantifiable Impact



160
Teachers



164
Training Hours



+600
Students

Teacher Testimonials

- "I loved this opportunity to work with and learn from other educators!"
- "Really excellent! I have got familiar with so many innovative ideas. It has opened up new avenues for me to rethink AI."
- "Demo sessions are really innovative. Group discussions are really helpful. Moreover, the way you organized each session is really excellent."
- "The discussions challenged me to think about different aspects of AI. I am realizing it is not a black and white issue, and I will need to work through some of the gray areas to develop my own policy and level of use in the classroom."

Teacher Testimonials

- "Our book discussions and activities were especially helpful, along with the demos. Actually getting the opportunity to DO the activities - to get practice in prompting, evaluating feedback from AI, and comparing human vs. AI writing was all very helpful!"
- "I loved the structure and format of the course. It really created high level thinking activities and a lot of great application to concepts. Definitely love this format."
- "Everything seemed organized from the beginning and end of each day which made it easy to follow the learning expectations of this course. This course has been very practical in using AI tools in the classroom for us to learn about the nuances of AI tools."

Chairman Nathe and members of the House Appropriations Committee:

My name is Erin Jacobson, and I have had the privilege of serving as the coordinator of the North Dakota Teacher Support System for the past seven years. Recently, we renamed our program ND RISE, which stands for Retaining, Inspiring, and Supporting Educators.

Since 2009, the ND State Legislature has made critical investments in this teacher mentoring program, significantly improving teacher retention, enhancing student achievement, and empowering teacher leaders statewide.

The Task Force on Teacher Retention and Recruitment has recommended funding a graduated mentorship program through ND RISE for teachers in their first three years in a new position. This program includes measurable outcomes and annual reporting to ensure accountability and success.

The Governor's Budget recommends increasing funding for the teacher mentorship program by $2 million, for a total of $4.5 million, to expand the program to three years.

In the upcoming slides, we will showcase the program's statewide impact across over 100 districts annually, along with testimonials from administrators, mentors, and beginning teachers.

For the 2023–25 biennium, ND RISE received $2.5 million through a passthrough grant in the ND DPI budget and $1.3 million from the Governor's Emergency Education Relief (GEER) Fund. This $3.7 million allowed ND RISE to support first- and second-year teachers, fund Beginning Teacher Networks through Regional Education Associations (REAs) and districts, and provide training for instructional coaches.

To maintain these services for all first- and second-year teachers, $3.7 million in funding is required for the next biennium. However, expanding ND RISE to include third-year teachers, as recommended by the Task Force and outlined in the Governor's Budget, would require $4.5 million.

This funding would:

- Provide mentoring for all first-, second-, and third-year teachers, as well as those transitioning to new roles in public or non-public schools across North Dakota.
- Fully fund Beginning Teacher Network Grants to supplement mentoring through REAs and districts.
- Support professional development for instructional coaches, mentors, and beginning teachers to enhance leadership and effectiveness.
- Continue improving teacher retention, job satisfaction, and overall teacher quality.

At this time, I invite my colleague, Marijke Leibel, to share how this investment is helping retain teachers across North Dakota.

Thank you.

NDRISE

RETAINING, INSPIRING, AND SUPPORTING EDUCATORS

House Appropriations
January 24th, 2025

NDRISE

NORTH DAKOTA STATE LEGISLATORS HAVE INVESTED IN TEACHER MENTORING SINCE 2009.

THIS INVESTMENT HAS

increased teacher retention, positively impacted student achievement, and empowered teacher leaders across the state.

ND.GOV/ESPB/WELCOME-ND-RISE

New Name

SAME GREAT OUTCOMES

ND RISE formally NDTSS



Retaining, Inspiring, and Supporting Educators

- ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.
- Statewide Structured Mentoring Program
- Coaches Academy & Continued Learning for Instructional Coaches
- Beginning Teacher Network Grants through REAs and Districts
- Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators.
- Over 4,000 new teachers and their mentors have been supported since 2009.
- New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- The rate of retention is consistently greater for ND RISE teachers.
- The greatest attrition rate occurs within the first two years of teaching.

RECOMMENDED BY THE GOVERNOR-APPOINTED TASK FORCE ON TEACHER RETENTION AND RECRUITMENT.

LEARN MORE!



FUND MENTORSHIP

The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession.

Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies and better classroom management. Data indicates that teachers who participate in NDRISE have higher retention rates compared to teachers not in the program. By expanding this program, new teachers can develop their presence in the classroom, increasing their likelihood of staying in the educational field.

ANALYSIS OF 2025-27 EXECUTIVE BUDGET

Supplement to the

Report of the Legislative Management

Budget Section

69th Legislative Assembly **January 2025**

A-3

10. Provides for an increase in the teacher mentorship program of $2 million from the general fund, to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from other funds made available from general fund carryover deposited in the department's operating fund, to expand the program to a 3-year mentorship.

https://ndlegis.gov/fiscal/69-2025 Governor’s Budget

North Dakota Century Code – Teacher Support Program

15.1-18.2-05. Teacher support program - Establishment.
The education standards and practices board shall:
1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3. a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development; or
b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
(1) Research-validated interventions; and
(2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.
The education standards and practices board may use any moneys 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; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.
The education standards and practices board may provide support services to teachers employed by:
1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.



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MARIJKE LEIBEL ED.D
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NDTSS Rebrand



ND RISE's rebranding journey has not only revitalized its image but also strengthened its mission and impact. By championing beginning teachers and transforming the future of education, ND RISE is truly rising to new heights, proving that with the right strategy, educators can change the world. The sky's the limit for ND RISE, and the future looks brighter than ever!

Mission and Objectives

ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.

- Statewide Structured Mentoring Program
- Coaches Academy & Continued Learning for Instructional Coaches
- Beginning Teacher Network Grants through REAs and Districts
- Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators

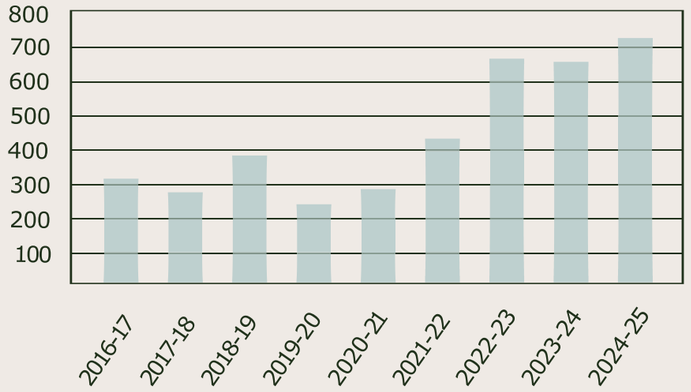
Program Overview

Signing up your 1st and 2nd year teachers in the ND RISE Mentoring Program allows the beginning teacher to gain:

- Effectiveness
- Confidence
- Satisfaction
- Likelihood of being retained

Performance Metrics

ENROLLMENT INTO THE ND RISE MENTORING PROGRAM





WHAT DOES IT COST YOU?

There is no cost for schools or districts. This is a program that is supported by state and federal funding to be able to offer equitable support to all beginning teachers in our state.

What does the mentor receive? A leadership opportunity, training and a stipend each semester for completed requirements.

ALIGNMENT WITH STATE EDUCATION GOALS

Our work aligns with the goal of providing "Quality Education Personnel."

Requirements and Structure

Education Strategic Vision Framework

Administrator Feedback

A survey of 78 administrators from 2024 showed positive reviews of the program:

92.3%

Participating in the ND Rise Mentoring Program provides valuable support for beginning teachers.

100%

Working with a mentor impacts the student learning in the beginning teachers classroom.

TESTIMONIALS

Powers Lake 27
"Having been both on the mentoring and administrator sides, I would highly recommend the mentor program. And for those that can, I would highly encourage schools to take advantage of both years for new teachers."

Stanley 2
"Our teachers mentioned how valuable this program was to their careers - both for the mentees and the mentors."

TGU 60
"It's an excellent program! Thank you."

Fargo 1
"Mentoring programs are vital to beginning teachers. Every interview, we have been asked about the mentoring offered to new or incoming teachers."

West Fargo 6
"What an asset this is to our school! We are fortunate for this opportunity for our teachers and students!"

Grand Forks 1
"Incredible program to support our new teachers! Mentoring could be the #1 reason teachers stay in the profession:)"

Bismarck 1
"This program continues to provide much needed support for teachers entering the profession!"

Minot 1
"Love having both Year 1 and Year 2!! I value this program exponentially."

West Fargo 6
"This program has increased the success of our new teachers to have direct support, mentorship, and develop positive relationships within the school. Of course, also a direct impact on learner instruction."

Roosevelt 18
"We are exceptionally satisfied! Our mentor and teacher are both here at the same school which has made the program even more beneficial! Thank you for all the work that goes into the mentoring program. I wish I would have had a mentor 27 years ago:)"

Grand Forks
"This program provides valuable conversations for the mentor and mentee to have throughout the school year. It has been a positive partnership! The new teachers are able to get direct feedback and questions answered immediately with a mentor."

Lisbon 19
"It is a great program and we are lucky to have it in our state."



OUTCOMES AND IMPACT

- New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- The rate of retention is consistently greater for ND RISE teachers.
- Data include stayers, leavers, and returners.
- ND RISE has a larger average of stayers for each year since 2010.
- The greatest attrition rate occurs within the first two years of teaching, for both ND RISE and Non-ND RISE.

ND Teacher Retention Report

Board Report On Retention

Mentor Feedback

A survey of 265 mentors from 2024 showed positive reviews of the program:

96.6%

Agree that mentoring impacts the beginning teachers experience considerably.

TESTIMONIALS

Fargo
"This is an extremely valuable program. I can't imagine our new teachers not having this program."

Manvel 125
"I feel that this program is so resourceful for new and Mentor Teachers alike. It allows everyone a chance to be reflective of their teaching and how to explore new ways to better themselves in this field."

Minot
"I think the way the program is set up clearly identifies the objectives. I like being able to do the triad meetings so administration can give their expectations, and in addition, the mentee can feel more comfortable asking the admin questions and share their successes."

Fargo 1
"The program is well run and the information is shared in a positive and easy to use way. It is nice to have so many forms and pieces of information for conversations, etc.. right at our fingertips."

Barnes County North 7
"I hope this program continues... we need new teachers coming into the field, as well as we need to keep the ones we have."

Mapleton 7
"2nd year mentoring is so important! It was great to see these teachers grow in academics this year! 1st year mentor has a heavy focus on classroom management, so seeing teachers grow in lesson plans,standards, assessing, and academics in their 2nd year has been so amazing!"

West Fargo 6
"The ND Rise Mentoring Program is very beneficial to beginning teachers. The support provided greatly helps beginning teachers as they are new to the profession and the building. There is no way to have all of their questions answered through new teacher training that happens at the beginning of the school year, and they need support as they go through the year."

Milnor 2
"I was impressed with the initial training. I feel like my classroom instruction also improved due to mentoring."

West Fargo 6
"Thank you for having the online version for the first time as a mentor class and helping me through this program. It helped me attach a "why" again to what I am doing each day with the students."

Jamestown 1
"The ND Rise Mentoring Program is monumental for a 1st year teacher. The amount of support given and knowing there will be a trusted and reliable "go to" for questions and guidance, develops confidence within the first year teacher. The rigorous expectations in our Public Schools today have increased and I can not imagine a first year teacher navigating this alone without the ND Rise Mentor Program."

Belfield 13
"I think it is very helpful for 1st year teachers. I'm not sure my mentee would have signed to come back next year without it."

Bismarck 1
"I think this is such a valuable program. Thank you for all you do!"

Milnor 2
"I truly wish this program would've been implemented in the school that I started out in. This program has not only helped first year teachers, but also helped me as a teacher. I love getting new ideas from them and bouncing ideas back and forth. It's a great way to build a long-lasting relationship with my mentees, so they feel comfortable coming to me with any questions in the future."

Wahpeton 37
"I loved being a mentor. I am retiring this year, and I will truly miss this program. Thank you for allowing me these wonderful opportunities. It is SO important to support our new teachers."

Bismarck 1
"Thank you for this opportunity, this program has allowed for a greater depth of development and I believe it is a huge benefit."

West Fargo 6
"As always, the mentoring program is a valuable resource and asset to not only new teachers, but also to mentors. Thank you for allowing me this experience."

TOP 4 FOCUS POINTS

During One On One Conferences

- Classroom Environment and Management (Establishing Respect, Rapport, and a Culture for Learning; Managing Classroom Behavior and Procedures)
- Professional Responsabilities (Reflecting on Teaching, Maintaining Records, Communicating with Families, Professional Developement)
- Classroom Instruction (Developing Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment to Guide Instruction
- Planning and Preparing for Instruction (Developing my Understanding of Content, Students, and Resources; Designing Coherent Lessons and Assessments)



Beginning Teacher Feedback

A survey of 161 beginning teachers from 2024 showed positive reviews of the program.

TESTIMONIALS

Fargo 1
"My mentor was invaluable in helping me navigate my first year of teaching."

Fargo 1
"This program creates and establishes an incredible foundation for beginning teachers. I'm excited to complete my second year in this program."

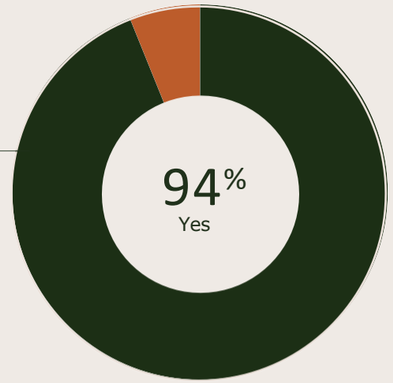
Grand Forks 1
"This was a much better experience than what I had in my first position in a different district within the state. I was paired with a teacher that knew nothing about my content or classroom environment and received minimal help.My experience this year was much better and beneficial!"

Menoken 33
"I think the structure you have set up holds us all accountable. It's so easy to let things go another day or another week but having a timeline to get tasks done is necessary."

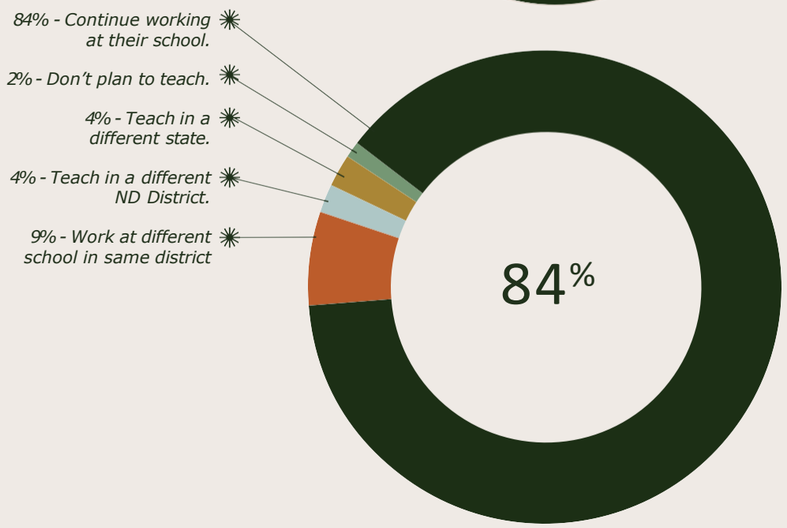
Minot 1
"As overwhelming as the first year is, having a mentor is such a blessing. I don't know what I would have done without my mentor."

Jamestown 1
"The mentoring program helped me tremendously. It formed me into a better teacher and a better person!"

94% of beginning teachers felt they received adequate support from their mentor.



Next year's plan for beginning teachers



Grand Forks 1
"I really enjoyed being a part of the program. It has made me feel more comfortable and feel okay to not be perfect in what I do."

Maddock 9
"This program is beyond wonderful. I think every first, second year teacher should be enrolled in this program."

Bismarck 1
"I enjoyed my time in the program. I felt like having that mentor teacher to go to is essential as a first and second year teacher."

Williston
"This program was a big help. I'm naturally shy (even as an adult) and asking other teachers to sit and talk with me about my teaching and the profession, in general, is intimidating. I don't want to waste anyone's time. It's not a waste of time, though. The NDTSS Mentoring Program gives new teachers permission to "bug" experienced teachers, to get to know the profession and coworkers better, and to strengthen the knowledge and the teaching team. It's a helpful program and can only serve to strengthen the ND education system."

MENTORING PROGRAM SUCCESSES:

- Enrollment continues to increase yearly
- Over 4,000 new teachers and their mentors supported to date

Expansion in 2022-2023:

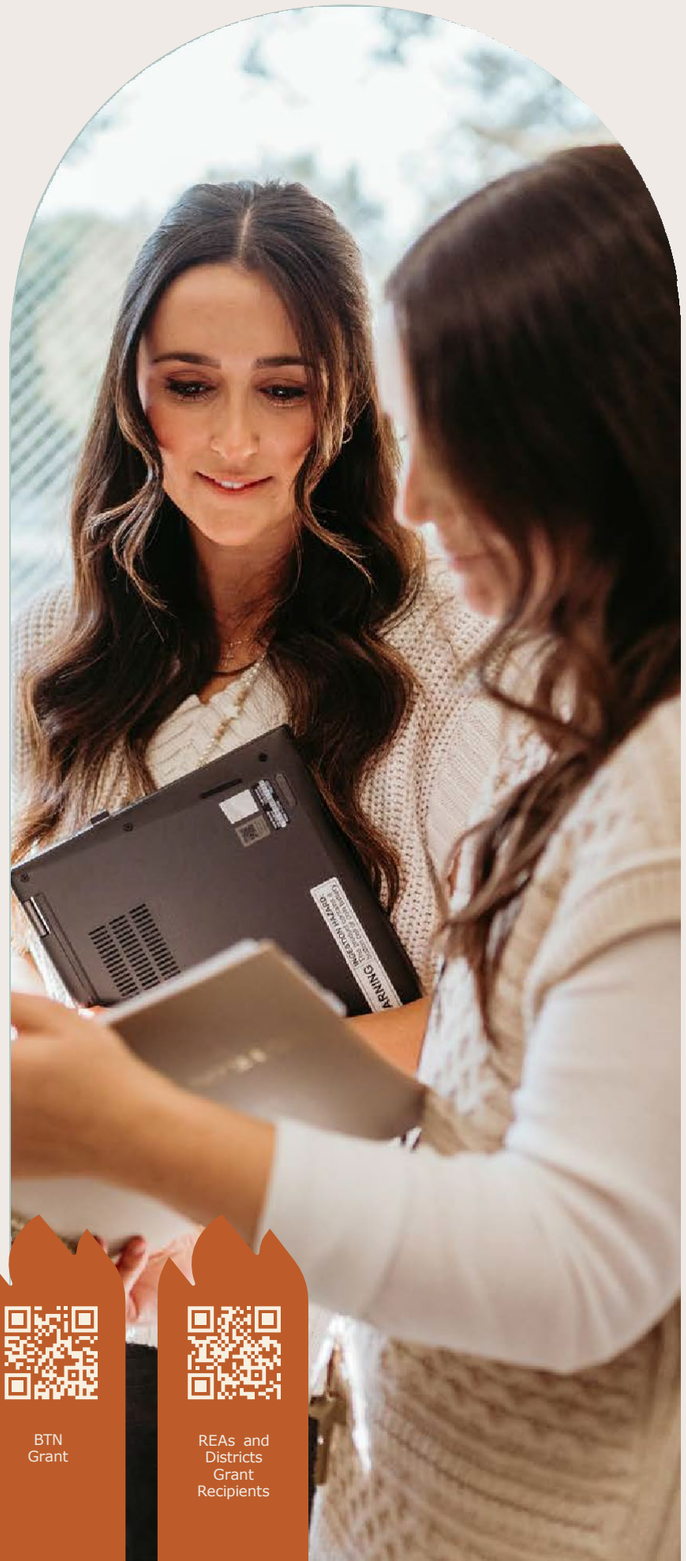
- Enrollment open to 1st and 2nd year teachers
- Offered additional learning opportunities
- Enrollment doubled (number includes both 1st and 2nd year teachers)

Coaches Academy

- Over 700 graduated ND Instructional Coaches
- Continued Learning Opportunities offered each year

Beginning Teacher Networks:

- Provided Grants through ND RISE
- Facilitated by REAs and Districts
- Supplement to one on one mentoring- includes new teachers to region/district, up to 5 years of teaching, offers region specific support.



Onboarding Playbook

Welcome To Teaching

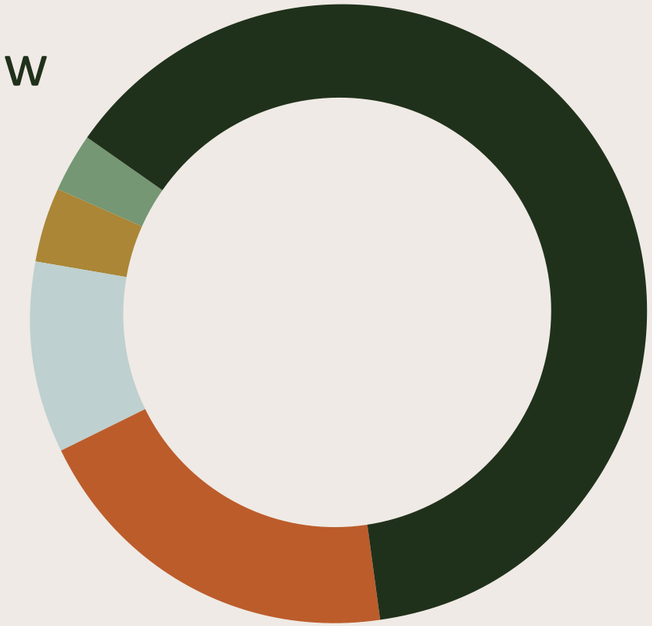
BTN Grant

REAs and Districts Grant Recipients

Financial Overview

% Per Budget

- 63.1% - Mentor stipends
- 19.82% - Staff and administrative costs
- 10.09% - Coaches Academy and beginning teacher professionla development
- 4.01% - Mentor training and professional development
- 2.78% - Technology data and record keeping



BEGINNING TEACHERS NETWORK GRANTS

REA or District	Ammount Granted 2023-2024	Ammount Granted 2024-2025
WERC	$10,250	$7,750
LRSE	$4,320	$4,990
BPS	$16,550	$9,625
SEEC	$9,625	$5,250
NCEC	$6,500	$6,500
FPS	$10,397	$13,887
NESC	$5,865	$5,875
CREA	Did Not Apply	$4,500
WFPS	$18,625	$18,625
RRVEC	$5,854	$4,000
NCEC Supporting Overseas Teachers	Not Applicable	$6,500
Total Awarded	**$87,986**	**$87,502**

Challenges and Lessons Learned

The challenge of offering supports that are flexible yet structured remains at the heart of our decisions. We strive to be able to be implemented in a variety of settings yet keep the rigor that has allowed for an impact on teacher retention.

We are also focused on the challenge of continuing to offer up to date training and materials. We are continuously looking for ways to improve the experiences our mentors, coaches and beginning teachers receive while engaging in our programming and training.

Future Goals and Plans

The Governor appointed Teacher Retention and Recruitment Task Force recommends the legislature fund a graduated mentorship through ND RISE for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and beresults-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession. Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies, and better classroom management. ***Data indicate that teachers who participate in the North Dakota Retaining, Inspiring, and Supporting Educators (ND RISE) have higher retention rates compared to teachers not in the program.*** Expansion of the ND RISE Mentoring Program will offer the necessary support to new teachers who are developing their presence in the classroom and allow mentor teachers an opportunity to gain a leadership role. The mentoring partnership fosters a supportive school climate, enhances job satisfaction and increases the likelihood of new teachers to stay in the educational field.

PROGRAM FUNDING & PARTICIPATION

Biennium	Amount Granted	Additional Funding	Number of Beginning Teachers	Number of Districts
2009 - 2011	$2,300,000	$0	246	40
2011 - 2013	$2,300,000	$0	457	61
2013 - 2015	$2,300,000	$0	655	77
2015 - 2017	$2,700,000	$0	686	71
2017 - 2019	$2,050,000	$0	646	69
2019 - 2021	$2,125,764	$0	681	71
2021 - 2023	$2,125,764	$1,366,348	1024	117
2023 - 2025	$2,500,000	$1,366,348	1388	101

Requested funding for the 2025-27 Biennium

If ND RISE is expanded to include teachers in their third year, as recommended by the Task Force, a fully funded, graduated mentorship program would require $4.8 million.

This $4.8 million would:

- Allow us to provide mentoring for all first, second, and third-year teachers, as well as those transitioning into new roles at any public or non-public school in North Dakota.

- Ensure full funding of Beginning Teacher Network Grants to supplement mentoring efforts through REAs and districts.

- Provide necessary professional development for instructional coaches, mentors, and beginning teachers, fostering teacher leadership, and enhancing effectiveness.

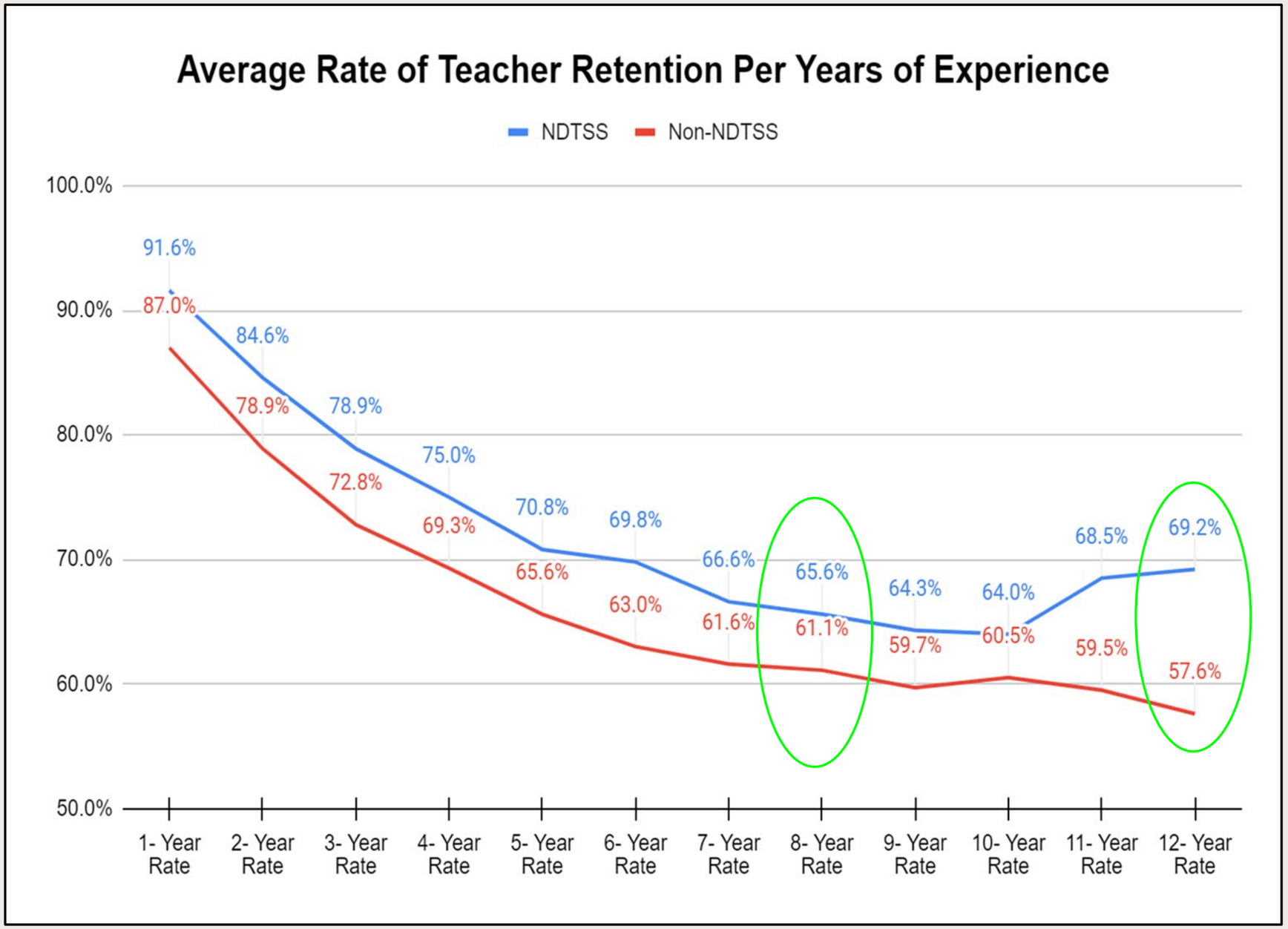
- Continue to positively impact teacher retention, job satisfaction, and overall teacher quality.

North Dakota
Teacher Retention Study
2024-25

ND Teacher Retention: Main Points

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program.

- **Years of Experience**
  - ND RISE has a higher retention rate each year.
- **Cumulative Retention**
  - ND RISE has a greater retention average over the past 13 years.
- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers compared to Non-ND RISE.



Retention by YOE

- ND RISE teachers are consistently retained at a higher rate than Non-ND RISE teachers.
- Differences between the two groups ranges from 3.5% (10-year rate) and 11.6% (12-year rate).
- For ND RISE teachers, the retention rate increases in year 11, but the Non-ND RISE teachers demonstrate a steady decrease in retention.

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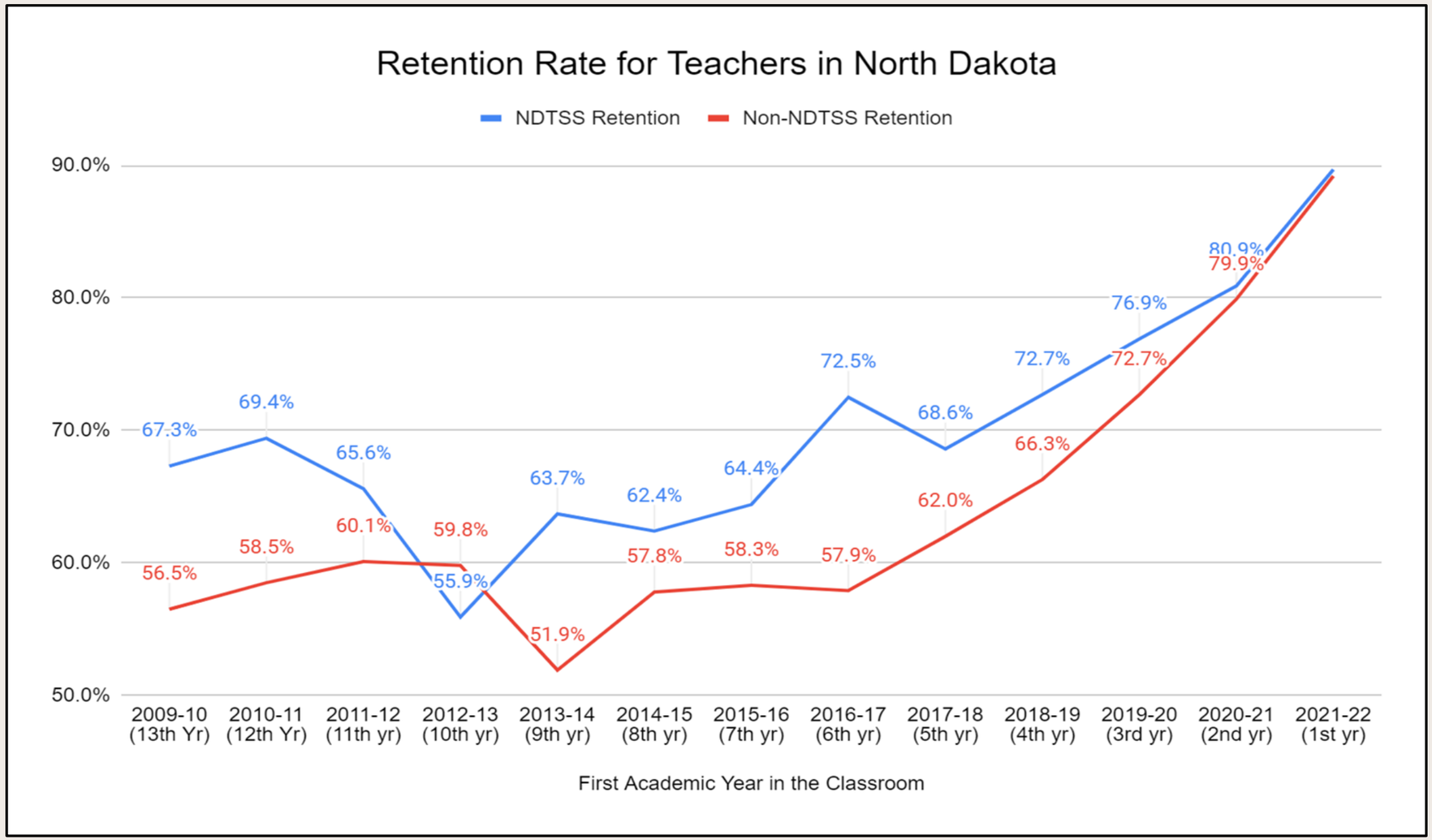
Attrition Percentage Difference by Year of Experience

	NDTSS	% Difference by Year	% Attrition Since Year One	Non-NDTSS	% Difference by Year	% Attrition Since Year One
1- Year Rate	91.6%	8.4%	8.4%	87.0%	13.0%	13.0%
2- Year Rate	84.6%	7.0%	15.4%	78.9%	8.1%	21.1%
3- Year Rate	78.9%	5.7%	21.1%	72.8%	6.1%	27.2%
4- Year Rate	75.0%	3.9%	25.0%	69.3%	3.5%	30.7%
5- Year Rate	70.8%	4.2%	29.2%	65.6%	3.7%	34.4%
6- Year Rate	69.8%	1.0%	30.2%	63.0%	2.6%	37.0%
7- Year Rate	66.6%	3.2%	33.4%	61.6%	1.4%	38.4%
8- Year Rate	65.6%	1.0%	34.4%	61.1%	0.5%	38.9%
9- Year Rate	64.3%	1.3%	35.7%	59.7%	1.4%	40.3%
10- Year Rate	64.0%	0.3%	36.0%	60.5%	-0.8%	39.5%
11- Year Rate	68.5%	-4.5%	31.5%	59.5%	1.0%	40.5%
12- Year Rate	69.2%	-0.7%	30.8%	57.6%	1.9%	42.4%

Attrition

- After the first two years of teaching, the percentage change is less each year until year 10 for Non-ND RISE and year 11 for ND RISE teachers.
- Non-ND RISE teachers experience a small increase in retention (.8%) in year 10 and decreases again until year 12.
- The rate of attrition for ND RISE teachers begins to plateau at year 10 and retention percentage increases during the 11th and 12 years.
- **There is critical need for building a stronger net of support during a teacher's first years in the classroom.**

ND Teacher Cumulative Retention Rate



- The cumulative retention rate sample includes all teachers who began their teaching career starting in 2009-2010 and adding to the sample each year.

Stayers, Returners & Leavers Data for 2022-23 School Year						
	NDTSS "Stayers"	Non-NDTSS "Stayers"	NDTSS "Leavers"	Non-NDTSS "Leavers"	NDTSS "Returners"	Non-NDTSS "Returners"
2009-10	54.5%	45.2%	35.5%	43.5%	10.0%	11.2%
2010-11	55.0%	44.7%	32.4%	41.8%	12.6%	13.5%
2011-12	53.5%	45.8%	36.9%	43.1%	9.6%	11.1%
2012-13	46.1%	44.6%	44.1%	41.4%	9.8%	14.0%
2013-14	56.6%	45.0%	36.3%	48.1%	7.1%	6.9%
2014-15	56.7%	48.1%	37.6%	42.4%	5.6%	9.5%
2015-16	57.8%	51.1%	35.6%	41.7%	6.6%	7.2%
2016-17	66.7%	52.8%	27.5%	42.1%	5.8%	5.1%
2017-18	65.1%	55.6%	31.4%	38.0%	3.5%	6.3%
2018-19	69.1%	60.7%	27.3%	33.4%	3.6%	5.9%
2019-20	73.4%	71.5%	23.1%	27.3%	3.5%	1.1%
2020-21	80.5%	77.7%	19.1%	19.8%	0.3%	2.5%

Findings

- The percentage of stayers for individual school years was **consistently greater in the ND RISE group of teachers.**
- The percent difference between stayers identified as ND RISE and Non-ND RISE ranges from 13.9% (2016-17) and 1.5% (2012-13) with **all differences in favor of ND RISE teachers**.

ND Teacher Retention Summary

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program according to:

- **Years of Experience**
  - ND RISE has a higher retention rate each year.

- **Cumulative Retention**
  - ND RISE has a greater retention average over the past 13 years.

- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers.

Chairman Nathe and Members of the Committee,

I am writing this in support of HB1013. I fully support the need for DPI to pass-through grant funding for ND's writing project sites.

This past summer I decided it was time to pursue my dream of getting a Master's degree. I received an email on behalf of Minot State University regarding the Northern Plains Writing Project, and I learned that the two summer courses could count toward a Master's degree.

Without the funding from this program to help cover the cost, I probably would not have been able to start working on this dream of mine. My two professors were absolutely incredible, and the knowledge I gained has helped me in my classroom. I have been teaching ELA for 10 years now.

Please consider keeping the funding for these programs. As an ELA teacher, I work every day to help students write better, and it is a difficult task. Learning new ways, having access to different programs, and engaging in new approaches to teaching writing is absolutely crucial.

Thank you for your consideration.

Courtney Wiesz
English Teacher, Carrington High School

To: Chair Nathe and Committee Members

Re: HB 1013

Date: January 23, 2025

From: Teresa Lyn Tande, retired 7-College Writing Teacher and **RRWP** member and participant

SHORT VERSION: Please continue to support funding for DPI special projects. My involvement with the Writing Projects in North Dakota set a positive course early on in my 44.5 years of teaching writing grades 7-College.

PERSONAL NARRATIVE: I retired from teaching after 44.5 years---(and all but one of them great years.) I attribute much of my joy in teaching to the National Writing Project. I attended my first summer institute very early in my teaching career (3 years in) and from it gained so much knowledge about teaching writing. Specific writing pedagogy had not been a part of my teacher training.

I repeated the institute in 1992, but with all new people and different backgrounds, it was a totally different experience but still rich with learning. Those conferences were both with the NPWP out of Minot. In 2000, I became part of the **Red River Writing Project** and in no time at all was very involved, but this time on the giving end---which was just as rich of an experience.

Although I have taught K-College, I have taught writing only to 7-College. What I learned with my involvement in the Writing Projects worked well with any of the age groups I taught. Also, because the entire set-up is different from a more traditional classroom, the knowledge gained is applicable not only to any grade level, but also to any teacher's experience level.

Funding for **RRWP** is essential to be able to offer this deep experience to other teachers throughout the state. As a site, they have been especially active and proactive dealing with the challenges of writing, especially in this age of AI. They had attendees research articles on how to deal with AI in the classroom. The final papers were shared with **RRWP** members. Because I am still a member, I received the articles, all of them rich in research, experience, and pedagogy. If money allows, that theme will be repeated in 2025.

The Writing Project is one of the long-standing education opportunities in North Dakota. You can help that continue by voting to support funding for DPI Special Projects such as **RRWP.**

Thank you for your time.

2024 March Retention Data Overview

North Dakota Teacher Retention Rate for Schoolyear 2022-2023

13 year average new teachers in ND: 589.6
13 year percentage of new teachers in NDTSS Mentoring Program: 43.3%
* New years added to retention study are highlighted in blue

Academic Year	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n (total)*	Total	% of FYTs in NDTSS
2009-10 (13th Yr)	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 (12th Yr)	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%%	23.0%
2011-12 (11th yr)	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 (10th yr)	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 (9th yr)	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 (8th yr)	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.2%	51.9%
2015-16 (7th yr)	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 (6th yr)	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	65.0%	46.5%
2017-18 (5th yr)	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 (4th yr)	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 (3rd yr)	76.9%	220 / 286	23.1%	72.7%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 (2nd yr)	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463/ 576	80.2%	51.7%
2021-22 (1st yr)	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	.5 %	602 / 673	89.2%	49.2%
2022-23 (Current)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	70.8%	**2347 / 3317**	**29.20%**	**63.6%**	**2767 / 4348**	**36.40%**	**7.20%**	**5114 / 7665**	**66.70%**	**43.30%**

1-Year North Dakota Teacher Retention Rate (average)

* New years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2010-11	97.3%	107 / 110	2.7%	85.4%	304 / 356	14.6%	11.9%	411 / 466	88.2%	23.6%
2010-11 to 2011-12	91.0%	101 /111	9.0%	86.0%	319 / 371	14.0%	5.0%	420 / 482	87.1%	23.0%
2011-12 to 2012-13	94.3%	148 / 157	5.7%	92.0%	265 / 288	8.0%	2.3%	413 / 445	92.8%	35.3%
2012-13 to 2013-14	89.1%	228 / 256	10.9%	86.6%	291 / 336	13.4%	2.5%	519 / 592	87.7%	43.2%
2013-14 to 2014-15	93.3%	249 / 267	6.7%	89.5%	348 / 389	10.5%	3.8%	597 / 656	91.0%	40.7%
2014-15 to 2015-16	90.6%	289 / 319	9.4%	84.1%	249 / 296	15.9%	6.5%	538 / 615	87.5%	51.9%
2015-16 to 2016-17	88.8%	269 / 303	11.2%	86.5%	313 / 362	13.5%	2.3%	582 / 665	87.5%	45.6%
2016-17 to 2017-18	94.2%	274 / 291	5.8%	86.3%	289 / 335	13.7%	7.9%	563 / 626	89.9%	46.5%
2017-18 to 2018-19	92.5%	236 / 255	7.5%	87.0%	247 / 284	13.0%	5.5%	483 / 539	89.6%	47.3%
2018-19 to 2019-20	93.4%	311 / 333	6.6%	84.6%	301 / 356	15.4%	8.8%	612 / 689	88.9%	48.3%
2019-20 to 2020-21	91.3%	261 / 286	8.7%	88.2%	313 / 355	11.8%	3.1%	574 / 641	89.5%	44.6%
2020-21 to 2021-22	90.3%	269 / 298	9.7%	85.3%	237 / 278	14.7%	5.0%	506 / 576	87.8%	51.7%
2021-22 to 2022-23	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	0.5%	602 / 673	89.5%	49.2%
2022-23 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
One-Year Rate	**91.60%**	**3039 / 3317**	**8.40%**	**87.00%**	**3781 / 4348**	**13.00%**	**4.60%**	**6830 / 7665**	**89.10%**	**43.30%**

2-Year North Dakota Teacher Retention Rate (average)

* New years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2011-12	91.8%	101 / 110	8.2%	79.8%	284 / 356	20.2%	12.0%	385 / 466	82.6%	23.6%
2010-11 to 2012-13	86.5%	96 / 111	13.5%	79.2%	294 / 371	20.8%	7.3%	390/ 482	80.9%	23.0%
2011-12 to 2013-14	84.1%	132 / 157	15.9%	85.8%	247 / 288	14.2%	-1.7%	379 / 445	85.2%	35.3%
2012-13 to 2014-15	80.9%	207 / 256	19.1%	81.3%	273 / 336	18.7%	-0.4%	480 / 592	81.1%	43.2%
2013-14 to 2015-16	82.4%	220 / 267	17.6%	76.1%	296 / 389	23.9%	6.3%	516 / 656	78.7%	40.7%
2014-15 to 2016-17	83.4%	266 / 319	16.6%	74.3%	220 / 296	25.7%	9.1%	486 / 615	79.0%	51.9%
2015-16 to 2017-18	83.5%	253 / 303	16.5%	79.3%	287 / 362	20.7%	4.2%	540 / 665	81.2%	45.6%
2016-17 to 2018-19	90.0%	262 / 291	10.0%	76.4%	256 / 335	23.6%	13.6%	518 / 626	82.7%	46.5%
2017-18 to 2019-20	85.9%	219 / 255	14.1%	78.5%	223 / 284	21.5%	7.4%	442 / 539	82.0%	47.3%
2018-19 to 2020-21	86.5%	288 / 333	13.5%	78.1%	278 / 356	21.9%	8.4%	566 / 689	82.1%	48.3%
2019-20 to 2021-22	83.9%	240 / 286	16.1%	79.4%	282 / 355	20.6%	4.5%	522 / 641	81.4%	44.6%
2020-21 to 2022-23	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463 / 576	80.4%	51.7%
2021-22 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Two-Year Rate	**84.60%**	**2525 / 2986**	**15.40%**	**78.90%**	**3162 / 4006**	**21.10%**	**5.70%**	**5687 / 6992**	**81.30%**	**42.70%**

3-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2012-13	87.3%	96 / 110	8.2%	74.4%	265 / 356	25.6%	12.9%	361 / 466	77.5%	23.6%
2010-11 to 2013-14	80.2%	89 / 111	19.8%	74.1%	275 / 371	25.9%	6.1%	364 / 482	75.5%	23.0%
2011-12 to 2014-15	77.7%	122 / 157	22.3%	75.7%	218 / 288	24.3%	2.0%	340 / 445	76.4%	35.3%
2012-13 to 2015-16	73.4%	188 / 256	26.6%	76.2%	256 / 336	23.8%	-2.8%	444 / 592	75.0%	43.2%
2013-14 to 2016-17	77.9%	208 / 267	22.1%	69.2%	269 / 389	30.8%	8.7%	477 / 656	72.7%	40.7%
2014-15 to 2017-18	77.4%	247 / 319	22.6%	68.2%	202 / 296	31.8%	9.2%	449 / 615	73.0%	51.9%
2015-16 to 2018-19	78.2%	237 / 303	21.8%	71.5%	259 / 362	28.5%	6.7%	496 / 665	74.6%	45.6%
2016-17 to 2019-20	83.5%	243 / 291	16.5%	71.9%	241 / 335	28.1%	11.6%	484 / 626	77.3%	46.5%
2017-18 to 2020-21	82.7%	211 / 255	17.3%	72.3%	211 / 284	27.7%	10.5%	422 / 539	78.3%	47.3%
2018-19 to 2021-22	78.4%	261 / 333	21.6%	72.8%	259 / 356	27.2%	5.6%	520 / 689	75.5%	48.3%
2019-20 to 2022-23	76.9%	220 / 286	23.1%	72.70%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Three-Year Rate	**78.9%**	**2122 / 2688**	**21.10%**	**72.8%**	**2713 / 3728**	**27.2%**	**6.1%**	**4835 / 6416**	**75.40%**	**41.90%**

4-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2013-14	86.4%	95 / 110	13.6%	71.3%	254 / 356	28.7%	15.1%	349 / 466	74.9%	23.6%
2010-11 to 2014-15	76.6%	85 / 111	23.4%	71.7%	266 / 371	28.3%	4.9%	351 / 482	72.8%	23.0%
2011-12 to 2015-16	75.2%	118 / 157	24.8%	74.0%	213 / 288	26.0%	1.2%	331 / 445	74.4%	35.3%
2012-13 to 2016-17	70.7%	181 /256	29.3%	72.6%	244 / 336	27.4%	-1.9%	425 / 592	71.8%	43.2%
2013-14 to 2017-18	74.2%	198 / 267	25.8%	64.5%	251 / 389	62.9%	9.7%	449 / 656	64.4%	40.7%
2014-15 to 2018-19	75.2%	240 / 319	24.8%	67.9%	201 / 296	32.1%	7.3%	441 / 615	71.7%	51.9%
2015-16 to 2019-20	71.9%	218 / 303	28.1%	67.7%	245 / 362	32.3%	4.2%	463 / 665	69.6%	45.6%
2016-17 to 2020-21	80.4%	234 / 291	19.6%	66.6%	223 / 335	33.4%	13.8%	457 / 626	73.0%	46.5%
2017-18 to 2021-22	74.9%	191 / 255	25.1%	71.8%	204 / 284	28.2%	3.1%	395 / 539	73.3%	47.3%
2018-19 to 2022-23	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Four Year Rate	**75.00%**	**1802 / 2402**	**25.00%**	**69.30%**	**2337 / 3373**	**30.70%**	**5.70%**	**4139 / 5775**	**71.70%**	**41.60%**

5-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2014-15	79.10%	87 / 110	20.90%	68.5%	244 / 356	31.5%	10.6%	331 / 466	71.30%	23.6%
2010-11 to 2015-16	73.0%	81 / 111	27.0%	69.3%	257 / 371	30.7%	3.7%	338 / 482	70.10%	23.0%
2011-12 to 2016-17	70.7%	111 / 157	29.3%	70.1%	202 / 288	29.9%	0.6 %	313 / 445	70.3%	35.3%
2012-13 to 2017-18	65.2%	167 / 256	34.8%	68.5%	230 / 336	31.5%	-3.3%	397 / 592	67.1%	43.2%
2013-14 to 2018-19	72.7%	194 / 267	27.3%	62.2%	242 / 389	37.8%	10.5%	436 / 656	66.5%	40.7%
2014-15 to 2019-20	68.3%	218 / 319	31.7%	64.9%	192 / 296	35.1%	3.4%	410 / 615	66.7%	51.9%
2015-16 to 2020-21	70.0%	212 / 303	30.0%	64.1%	232 / 362	35.9%	5.9%	444 / 665	66.8%	45.6%
2016-17 to 2021-22	75.3%	219 / 291	24.7%	62.1%	208 / 335	37.9%	13.2%	427 / 626	68.2%	46.5%
2017-18 to 2022-23	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Five-Year Rate	**70.80%**	**1464 / 2069**	**32.30%**	**65.70%**	**1983 / 3017**	**34.30%**	**5.1%**	**3447 / 5086**	**67.80%**	**40.70%**

6-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2015-16	78.2%	86 / 110	21.80%	65.7%	234 / 356	34.3%	12.5%	320 / 466	68.7%	23.6%
2010-11 to 2016-17	69.4%	77 / 111	30.60%	66.6%	247 / 371	33.4%	2.8%	324 / 482	67.2%	23.0%
2011-12 to 2017-18	69.4%	109 / 157	30.6%	65.5%	189 / 288	34.5%	3.9%	298 / 445	67.0%	35.3%
2012-13 to 2018-19	64.5%	165 / 256	35.5%	65.8%	221 / 336	34.2%	-1.3%	386 / 592	65.2%	43.2%
2013-14 to 2019-20	72.3%	193 / 267	27.7%	59.1%	230 / 389	40.9%	13.2%	423 / 656	64.5%	40.7%
2014-15 to 2020-21	70.2%	224 / 319	29.8%	62.8%	186 / 296	37.2%	7.4%	410 / 615	66.7%	51.9%
2015-16 to 2021-22	66.3%	201 / 303	33.7%	60.8%	220 / 362	39.2%	5.5%	421 / 665	62.5%	45.6%
2016-17 to 2022-23	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	64.7%	46.5%
2017-18 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Six Year Rate	**69.8%**	**1266 / 1814**	**30.20%**	**63.0%**	**1721 / 2733**	**37.00%**	**6.8%**	**2987 / 4547**	**65.7%**	**39.90%**

7-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2016-17	77.3%	85 / 110	22.7%	62.6%	223 / 356	37.4%	14.7%	308 / 466	66.1%	23.6%
2010-11 to 2017-18	69.4%	77 / 111	30.6%	65.0%	241 / 371	35.0%	4.4%	318 / 482	66.0%	23.0%
2011-12 to 2018-19	68.8%	108 / 157	31.2%	64.9%	187 / 288	35.1%	3.9%	295 / 445	66.3%	35.3%
2012-13 to 2019-20	62.1%	159 / 256	37.9%	63.1%	212 / 336	36.9%	-1.0%	371 / 592	62.7%	43.2%
2013-14 to 2020-2021	67.8%	181 / 267	32.2%	57.8%	225 / 389	42.2%	10.0%	406 / 656	61.9%	40.7%
2014-15 to 2021-22	65.5%	209 / 319	34.5%	60.5%	179 / 296	39.5%	5.0%	388 / 615	63.1%	51.9%
2015-16 to 2022-23	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	46.5%
Seven Year Rate	**66.6%**	**1014 / 1523**	**33.40%**	**61.6%**	**1478 / 2398**	**38.40%**	**5.0%**	**2492 / 3921**	**63.6%**	**38.80%**

8-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2017-18	77.3%	85 / 110	22.7%	62.1%	221 / 356	37.9%	15.2%	306 / 466	65.7%	23.6%
2010-11 to 2018-19	69.4%	77 / 111	30.6%	64.4%	239 / 371	35.6%	5.0%	316 / 482	65.6%	23.0%
2011-12 to 2019-20	68.2%	107 / 157	31.8%	63.2%	182 / 288	36.8%	5.0%	289 / 445	64.9%	35.3%
2012-13 to 2020-21	61.3%	157 / 256	38.7%	62.8%	211 / 336	37.2%	-1.5%	368 / 592	62.2%	43.2%
2013-14 to 2021-22	65.5%	175 / 267	34.5%	56.3%	219 / 389	43.7%	9.2%	394 / 656	60.1%	40.7%
2014-15 to 2022-23	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.1%	51.9%
2015-16 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	45.6%
Eight Year Rate	**65.6%**	**800 / 1220**	**34.4**	**61.1%**	**1243 / 2036**	**38.90%**	**4.5%**	**2043 / 3256**	**62.7%**	**37.50%**

9-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2018-19	74.5%	82 / 110	25.5	61.5%	219 / 356	38.5%	13.0%	301 / 466	64.6%	23.6%
2010-11 to 2019-20	67.6%	75 / 111	32.4%	62.8%	233 / 371	37.2%	4.8%	308 / 482	63.9%	23.0%
2011-12 to 2020-21	67.5%	106 / 157	32.5%	61.8%	178 / 288	38.2%	5.7%	284 / 445	63.8%	35.3%
2012-13 to 2021-22	57.0%	146 / 256	43.0%	61.6%	207 / 336	38.4%	-4.6%	353 / 592	59.6%	43.2%
2013-14 to 2022-23	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	51.9%
Nine Year Rate	**64.3%**	**579 / 901**	**35.70%**	**59.7%**	**1039 / 1740**	**40.30%**	**4.6%**	**1618 / 2641**	**61.3%**	**34.10%**

10-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2019-20	72.7%	80 / 110	27.3	59.8%	213 / 356	40.2%	12.9%	293 / 466	62.9%	23.6%
2010-11 to 2020-21	70.3%	78 / 111	29.7	62.5%	232 / 371	37.5%	7.8%	310 / 482	64.3%	23.0%
2011-12 to 2021-22	66.9%	105 / 157	33.1%	59.7%	172 / 288	40.3%	7.2%	277 / 445	62.2%	35.3%
2012-13 to 2022-23	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	40.7%
10 Year Rate	**64.0%**	**406 / 634**	**36.00%**	**60.5%**	**818 / 1351**	**39.5**	**3.50%**	**1224 / 1985**	**61.7%**	**32.00%**

11-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2020-21	72.7%	80 / 110	27.3	58.1%	207 / 356	41.9%	14.6%	287 / 466	61.6%	23.6%
2010-11 to 2021-22	68.5%	76 / 111	31.5	60.4%	224 / 371	39.6%	8.1%	300 / 482	62.20%	23.0%
2011-12 to 2022-23	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	43.2%
11 Year Rate	**68.5%**	**259 / 378**	**31.50%**	**59.5%**	**604 / 1015**	**40.5**	**9.0%**	**863 / 1393**	**62.0%**	**27.2**

12-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2021-22	69.1%	76 / 110	30.9	56.7%	202 / 356	43.3%	12.4%	278 / 466	59.7%	23.6%
2010-11 to 2022-23	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%	23.0%
2011-12 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	35.3%
12 Year Rate	**69.2%**	**153 / 221**	**30.8**	**57.60%**	**419 / 727**	**42.40%**	**11.6%**	**572 / 948**	**60.3%**	**23.30%**

13-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Retention Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2022-23	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	23.0%
13 Year Rate	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%

14-Year North Dakota Teacher Retention Rate (average)
* New academic years added to retention study are highlighted in blue

	NDTSS	*n*	*Attrition*	Non-NDTSS	*n*	*Attrition*	Difference	*n*	Total	% of FYTs in NDTSS
2009-10 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	23.6%
14 Year Rate	TBD	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	TBD	**TBD**	**TBD**	**TBD**

January 24, 2025

Chairman Nathe and Members of the Committee,

My name is Marijke Leibel and I am the Assistant Coordinator for the ND RISE State Mentoring Program.

Since beginning this position over six years ago, I have conducted an annual teacher retention study comparing retention rates between teachers who are mentored in the state mentoring program and teachers who are not. The longitudinal study starts during the academic year 2009-2010, which is also the inaugural year of the North Dakota Teacher Support System. Since the program began, the retention study consistently suggests that mentoring has a positive impact on teacher retention in North Dakota (North Dakota Teacher Support System, 2020).

For my part of this testimony, I am going to dig into the retention data and invite your questions as I go through the upcoming slides. My retention study explores several aspects of retention and the full report can be found on the ND RISE website under “North Dakota Teacher Retention Report, March 2024”.

The main points we have learned from analysis of the data are:

- According to all aspects in the study, teachers who are mentored in ND RISE are retained at a higher average rate than teachers who are not in the program.
- By years of experience, ND RISE teachers have a greater rate of retention.
- Cumulatively, ND RISE has had more teachers who stay in the classroom over the past 13 years when compared to Non-ND RISE teachers.
- ND RISE has more teacher “stayers” (consistency in MISO3 employment record) and less teacher “leavers” (no longer reported as employed in a school in the MISO3).

We know from research and anecdotal data that teacher retention has a positive impact on school climate, community relationships, employee satisfaction, and student success (Jacobson et al., 2020). These points are why it is important for structures to be intentionally placed in schools and districts to increase the capacity of teacher knowledge, skills, and effectiveness and support the retention of new teachers. A list of references is included in the written submitted testimony.

Thank you for your consideration and I am happy to answer your questions.

Marijke Leibel, Ed.D
mleibel@nd.gov

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NDAB Resolution 2024-01:

State 2025-2027 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, in 2022 population statistics indicate that there were 779,261 North Dakota residents. Conservative studies consistently demonstrate that 3.3% among the general population have medical conditions which mildly, moderately, or severely compromise their eyesight, meaning there is a significant number of North Dakotans affected by uncorrectable sight loss; and,

Whereas our state's population has risen by more than 50,000 over the last decade and the percentage of people in the older sectors of our population that do experience a higher incidence of eye maladies has risen significantly; and,

Whereas the loss of eyesight is a major life-altering disability that requires specialized and specific rehabilitation skills training to help people of any age cope with this condition; and,

Whereas, North Dakota Vision Services / School for the Blind in Grand Forks has the components for a comprehensive center-based blindness specific rehabilitation training program, is recognized regionally and nationally as a program of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e., has both children and adult oriented training programs); and,

Whereas children and adults with sight loss, who receive a regimen of specific, comprehensive, intensive center-based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a high degree of independence.

Now, therefore, be it resolved by North Dakota Association of the Blind, that we, in Convention assembled at the Enchanted Castle in Regent , ND on Sunday, June 9, 2024, strongly urge the newly elected Governor and the 69th North Dakota Legislative Assembly, scheduled to convene on January 7, 2025, to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind (HB1013) in the state budget which is adopted for the 2025 -2027 biennium so that the NDVS/SB appropriation will,

- Maintain funding for all the current professional positions serving children and adults across the state to ensure that the frequency and intensity of services required to attain their goals is met.
- To meet an increased demand for service, 1.5 FTE'S be added to the NDVS/SB NDVS/SB professional service staff.
- That Increased funding be provided for the temporary salary allotment to maintain the appropriate number of part-time employees that work evenings and overnight during short-term programs for students and adults who come to the training center for intensive instruction.
- Increase the operating portion of the NDVS/SB budget to appropriately adjust for greater costs of service-related travel, maintenance of the facility, purchase of modern technology, and for essential professional staff development.

Testimony for HB1013

To: Representative Mike Nathe, Chair, and Members of the ND House Appropriations Subcommittee on Education and the Environment, 69th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB). Home address: 7009 Horseshoe Bend, Horace, ND 58047.
H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for HB1013, specifically for the appropriation provided to North Dakota Vision Services / School for the Blind for the biennium of 2025 – 2027.

Greetings Chair Representative Nathe, Vice Chair Swiontek, and Representatives Hanson, Louser, Martinson, Richter, and Sanford, members of the North Dakota House Appropriations Subcommittee on Education and Environment.

I am testifying on my own behalf as well as for that of the **North Dakota Association of the Blind**, we are testifying in support of the budget request that has been submitted for North Dakota Vision Services / School for the Blind for its operation and capital expenditures for the next biennium of 2023 - 2025.

A resolution that supports the appropriation request of NDVS/SB, adopted by North Dakota Association of the Blind, is also included with this testimony and provides specifics about our advocacy on behalf of NDVS/SB.

To be clear, we are testifying not only to maintain but to strengthen the appropriation for NDVS/SB. We do support the budget for NDVS/SB as was proposed in the Governor's budget as has been submitted to the 69th North Dakota Legislative session. Further we are well aware that there are significant unmet needs and a great need for more resources that, if available, would help serve more people with sight loss in ND.

It cannot be over emphasized, just how important it is that people who lose some or all sight, be afforded the opportunity to receive appropriate quality blindness rehabilitation skills training to deal with this most serious life altering change. This training is really what makes all the difference in having a much better quality of life.

About North Dakota Association of the Blind (**NDAB**): You could say that North Dakota Association of the Blind is an organization of and for people who are blind or visually impaired. We are a statewide membership organization that was founded 89 years ago in 1936. A majority of our members are blind or sight impaired. We provide educational, mentorship, networking, social and recreational opportunities for members and nonmembers. As an organization, we strongly advocate for blindness specific rehabilitation skills training, employment opportunities, and adaptations that will enhance and improve the lives of people who are blind and visually impaired. We have no paid staff, and our services are provided through the work of unpaid volunteers.

As a person who lost his eyesight as an adult, I can testify to the importance and efficacy of the training that can be offered by NDVS-SB. The skills that I learned through what is known as “orientation and mobility” using a white cane, is an adaptation I use each day and is of immeasurable importance to my independence. The skill set of orientation and mobility is taught by a mobility instructor who has been certified to provide this training. Clients learn and perfect the skills of mobility and orientation over a period of several weeks and even months of training.

Besides the “orientation and mobility” skills that I have learned, I rely heavily on the use of a computer that has been equipped with a speech (audio) output program, which allows me to work productively as a person that has no functional eyesight.

The instruction that I have received from the NDVS-SB technology experts on using audio output from my computer has been vital in developing my skills to access this mode of communication. Many others in the population of people who are blind can provide similar testimonials on the absolute vital need for the services of the skilled technology instructors employed by NDVS/SB. Because the digital revolution is so vital to independence today, we desperately need specific training to allow us to be proficient in utilizing today’s latest electronic technology.

I have also gained unbelievably valuable skills on using an iPhone from instructors at NDVS/SB and am very thankful that this training can be offered via a phone call. Through software applications on my iPhone, it is possible for me to access AI and visual support that can improve my mobility and independence with my white cane.

Given the critical importance of technology training, we strongly support the addition of an instructor that can teach this vital skill set and that this individual be based somewhere in western North Dakota. The importance of technology training is critical not only to students but to adults for their employment and overall wellbeing as productive members of the community in which they live.

Another vital skill I have learned and used extensively with the aid of instruction from teachers at NDVS-SB is to read and write in Braille. I have found this skill to be particularly useful in writing notes and marking items; Braille is an adaptation comparable to the use of paper and pencil.

Whether they are children or are adults, learning the skills to deal with blindness are best done at a teaching facility that is equipped and has the professional staff needed to instruct their students, so they are better able to deal with the challenges that this disability imposes on a person. And North Dakota Vision services / School for the Blind is the only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment and It is absolutely imperative that this service be maintained and strengthened so that it is better able to continue to serve those of us who must deal with significant sight loss.

Bottineau County Public Library
314 5th Street West
Bottineau, ND 58318
701-228-2967

January 22, 2025

Dear Representative Nathe and members of the House of Appropriations Education and Enviroment Division;

My name is Beth Reitan and I am the director at the Bottineau County Public Library. I am writing to you today in support of HB 1013, regarding the budget of the North Dakota State Library. The North Dakota State Library provides all the libraries in the state of North Dakota many invaluable resources that we would otherwise not have access to, including, but not limited to, access to online books through Overdrive, language resources such as Mango Languages, homework help for our students, and continuing learning for our adult patrons. Without the State Library's resources, our patrons would otherwise not have access to these platforms, as we are simply not able to afford them with our budget alone. The funding we have received from the State Library over the years through state aid and grants have been absolutely necessary to provide the patrons of Bottineau County with not only access to the counties digitized newspapers, programming for all ages, story time, summer reading opportunities, and many fun "extras", but they allow us to provide the necessities needed to operate, such as books, building upkeep and maintenance, and basic supplies. Without the aid of the North Dakota State Library, the very core of what we do would be compromised.

Another huge part of the State Library is the Interlibrary Loan (ILL) program. The Bottineau County Public Library uses this program daily – in 2024 alone we requested over 175 titles to be loaned from other libraries across the state and beyond. We just do not have the space or funding for everything, including book club kits, and teen series, which can contain over 20 titles. The ILL service is one of our most utilized that the State Library offers, and while we offer this service free to our patrons, it is not free for our library. With the rising cost of shipping and complicated mailing logistics, to have the proposed Interlibrary Loan Bridge would be a huge advantage financially and is much more efficient to libraries both requesting and loaning materials library to library, as opposed to having to go through the State Library every time.

We look forward to serving our patrons as best we can in the future, with the North Dakota State Library's support.

Thank you very much for your time and consideration in support of HB 1013.
Sincerely,

HB 1013

Please pass HB1013, the state library is a great asset to the state and the local libraries that use it for loans on items that local libraries cannot afford to purchase. Our older generation and those that cannot read print material that use the talking books program will be at a loss if they cannot get the talking books from the state library. The state library is HUGE asset to everyone in the state.

Dear Chairman and Appropriations Committee Members,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a teacher in the Moorhead Public Schools District and member of the Red River Valley Writing Project (RRVWP) community, I have seen firsthand the positive impact this program has on our teachers and students.

Purpose

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, the Red River Valley Writing Project is a program that focuses on training teachers to increase North Dakota's voice in both written and spoken mediums, ensuring that all students have access to innovative and high-quality writing instruction. This is especially important for students from rural and low-income communities who may face barriers to academic success.

Impact

I first went through the summer institute in 2012. It was a grueling 3-week course. It was the best professional development I have ever had, and it hooked me. Since then, I have become the co-director of RRVWP. In this role, I have worked with teachers all over North Dakota. For three years, I mentored teachers in writing strategies on the Turtle Mountain Reservation. I have worked with teachers in rural cities around the state to help create a sense of community and develop a support network for teachers that are often the only teacher in their content at their school. North Dakota is an amazing state, but it is huge. Teachers are spread out across the state and that can be isolating. RRVWP is a way for teachers to find that community, to learn best practices, and to become teacher-leaders in their own schools.

Besides creating a community, I have seen how research-based teaching practices have improved not only writing instruction, but all instruction in the classrooms of the teachers who attend our professional development. Often professional development is done by outside groups who do not know our students and our demographic. The RRVWP is the only organization dedicated to teachers teaching teachers to further writing instruction. This gives our North Dakota teachers opportunities to lead and grow their skills in ways that hiring outside organizations cannot provide. These teacher-leaders become leaders in their school and often begin leading professional development on their own. This is the kind of success RRVWP is looking for: one where teachers' experiences and knowledge are honored. This can be seen in the number of alumni teachers who have become state and even national recognized.

The majority of our funding goes back to the teachers. This money compensates teachers for their time and expertise, provides travel to national conferences and events, gives scholarships to teachers attending writing institutes, and creates professional development. It allows North Dakota teachers opportunities to work within a national network of teachers and to represent all that North Dakota can offer, something that would not be feasible for teachers to do on their own.

And, I cannot talk about teacher impact without talking about students. The RRVWP is dedicated to improving student writing. We host the Scholastic Writing Contest and Awards at the Fargo Art Museum. Students from across the state compete for scholarships and awards, and the winners move on to the national competition. This is an opportunity for North Dakota students to shine on the big stage; these opportunities are rare for individuals in our state. The RRVWP hosts creative writing workshops for students in the summer, has worked with schools to provide grief writing workshops, and has provided game writing workshops to teens. These will all be lost without funding.

Finally, the RRVWP is dedicated to helping the community write. Warrior Words is a workshop for veterans. The Pens and Pints Writing Crawl is for community members to gather and write. Part of our mission is to bring people together through writing and give people the opportunity to be writers.

Removing this funding affects all teachers and students across this great state.

Request for Funding

Continued funding would allow the writing project to fulfill its aims and service to North Dakota's teachers, students, and citizens. Without funding from the DPI grant, this valuable program may be forced to cut back its services or even shut down entirely. This would be a tremendous loss for North Dakota and the students and teachers who rely on this program (at a time when our schools need **more and better writing, not less**).

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,
Angela Hase
English Teacher
Co-director of the Red River Valley Writing Project

PUBLIC LIBRARY
Valley City Barnes County

Valley City Barnes County Public Library
410 N Central Avenue
Valley City, ND 58072

January 23, 2025

Dear Representative Nathe and members of the House of Appropriations Education and Environment Division

My name is Anita Tulp and I am the Director at Valley City Barnes County Public Library. I am writing to you in support of HB 1013, concerning the budget of the North Dakota State Library.

The North Dakota State Library is an invaluable resource to our North Dakota libraries and particularly for smaller libraries such as ours. With our connection to the ND State Library, we have access to many resources and materials that our budget could not provide for our patrons on our own. It also provides a portion of our funding and the ability to apply for grant funds that can be used for growing library services in new areas for our patrons. For instance, we received a grant to create memory kits that can be checked out by care facilities and family members. These kits help those with memory loss and those trying to communicate with them find common subjects that stimulate memory and connections to their life experiences creating opportunities for conversation and interaction.

Our library also depends on the Inter-library loan system to provide items that our patrons need and desire that we do not own in our library. The ND State Library provides access to items in other libraries in our state as well as items that might be in a library out of state. The cost of this program is going up because of postage prices rising, however, I consider it a small price to pay when you can tell a patron that you found the book or resource they were looking for and see the joy on their face when they come to pick it up.

The ND State Library is also a great resource for us as librarians. The wealth of educational resources they offer for new librarians and new board members provides valuable information to ensure our libraries are well informed and can provide the best service possible to our patrons and communities.

Thank you for your time and consideration.

Anita Tulp, Director
Valley City Barnes County Public Library
410 Central Ave. N.
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Ph. 701-845-3821 – librarydirector@vcbclibrary.org

Senate Appropriations- Education and Environment Division Public Hearing on HB1013

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

January 23, 2025

Testimony of Adetutu Segun, Masters of Education Graduate Student

Good day, Chairman Nathe and Members of the Committee,

I am Adetutu Segun, an International Graduate Student of the Department of Education and Inclusive Services at Minot State University. I am writing to express my strong support for the Department of Public Instruction's grant funding for North Dakota's writing project sites, particularly the Northern Plains Writing Project (NPWP). As a graduate student of education at Minot State University, I have witnessed firsthand the transformative power of programs like NPWP in nurturing both educators and students in the art and skill of writing.

During my graduate studies, I had the privilege of engaging with offshoots of this program. The resources, mentorship, and collaborative environment it provided were pivotal in shaping my perspective on education and shaping my writing skills. As a business analyst that engages in communication (whether I am writing reports that persuade stakeholders or explaining project needs to cross-functional teams) and also as an aspiring educator, I have been equipped with innovative strategies to foster critical thinking, creativity, and communication skills in my future students' skills that are crucial in today's world.

One particular program focused on integrating writing across curriculums, profoundly influenced how I approach lesson planning. It helped me understand how writing can be a tool not just for communication but for learning itself. In another, I successfully wrote a paper titled '***Instructional Challenges and Strategies for Addressing Them – Experience from a Rural School in the Niger Delta State of Nigeria***' that has been submitted for publication.

Currently, I am writing my thesis, and the skills and support I gained through my involvement with an offshoot of the NPWP have made the process significantly easier. The program provided me with a strong foundation in writing and research, enabling me to approach this critical academic milestone with confidence and clarity.

The impact of the NPWP is not limited to my personal experience. Several of my fellow graduate students, many of whom are currently teaching in North Dakota schools, have also

been impacted by the program which has revitalized their teaching practices. Students and Educators that have participated in this program have commented on how it has helped improve their writing and communication skills. The result was a noticeable increase in students' confidence and ability to articulate their thoughts in writing. Programs like NPWP provide educators with the support they need to innovate and inspire, even in the face of limited resources.

Writing project programs are very important because they help students and teachers with writing. For students, especially those in areas with fewer resources, good writing instruction can make a big difference, help in their writing projects, create a passion for writing and learning. It helps them speak up for themselves and do well in school. For teachers, these programs offer useful training and support. They create communities where teachers can share ideas and improve their learning, writing and teaching.

By approving the grant to NPWP, you are not just investing in programs, you are investing in educators, students, and the future of our state of North Dakota. The NPWP has proven its ability to make a lasting impact, and its continued success hinges on your support.

Thank you for your time and consideration.



Sincerely,

Adetutu Segun

Graduate Student, Minot State University

HB1013--A BILL for an Act to provide an appropriation for defraying the expenses of the Department of Public Instruction

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

January 23, 2025

Testimony of
Angelia Muha
Secondary English Teacher

Good afternoon, Chairman Nathe and Members of the Committee. My name is Angelia Muha, and while I teach English 9 and English 12 at a high school in Virginia, I can attest to the overwhelming benefit of the NPWP Summer Institutes for teachers, students, and literacy advocates. I am in support of HB1013. More specifically, I am here to ask you to support DPI pass-through grant funding for North Dakota's writing project sites.

Last summer, I attended the NPWP Summer Institutes through Minot State University. This program provides teachers with resources and content specific professional development that tackles the domain specific aspects of teaching literacy and encouraging our students to find their voice as they grow as writers. Too often, professional development for teachers are too general to address the specific issues that English and literature teachers face in their classrooms. However, this institute gives teachers the opportunity to learn and collaborate with colleagues and respected scholars who provide a unique experience that is transformative for our English classrooms. My experience has not only influenced my approach to teaching literature and writing, but has also helped me to bring my curriculum into this digital age. Without this training, I would still struggle to incorporate the tools and strategies necessary to incorporate global technologies and aspects to my curriculum that our students in this global, digital age so desperately need. Additionally, the unique opportunity that this program provides opens the borders of the state for North Dakota teachers and connects them with colleagues throughout the nation allowing for collaboration and critical thinking to solve similar problems that many

English teachers are facing in their classrooms today. Frankly, this kind of collaboration and problem-solving is unlikely without the institute or like minded programs. It is no secret that students benefit when teachers have access to effective professional development, but budget and various other constraints, often, can be a deterrent for districts to engage in this type of specific pedagogical professional development for literacy, English, and literature teachers. Yet, this is the very type of professional development that catapults English teachers to the next level providing them with the resources, professional connections, and current and relevant content knowledge necessary to keep students globally marketable in this modern age. Thus, I urge you to support DPI pass-through grant funding for North Dakota's writing project sites.

Thank you for your time this afternoon, Chairman Nathe and Members of the Committee. Your consideration of this matter is sincerely appreciated.

HB1013

January 23, 2025

Dear Chair Nathe and Members of the Committee,

My name is Laura Zucca-Scott, and I am the Northern Plains Writing Project Co-Director and a Professor at Minot State University - Teacher Education and Inclusive Services Department. I am respectfully testifying today regarding HB1013 - - A BILL for an Act to provide an appropriation for defraying the expenses of the Department of Public Instruction." Specifically, I am writing to support DPI passthrough grant funding for North Dakota's writing project sites"

This funding has been crucial to our ability to support dedicated K-12 educators across the state. Educators invest their time and energy during our summer institutes, honing their skills and working collaboratively with their colleagues. K-12 educators may elect to take these courses as professional development hours or to receive up to six graduate credit hours each summer toward their M.Ed. coursework. These hours may also count toward the required eighteen subject hours in English for those educators teaching dual credit courses. Since we seek to increase the number of highly qualified teachers in North Dakota, this funding represents an investment in our prospective and current K-12 educators and students. Students greatly benefit from the experiences of the adults working alongside them daily in the classroom. For instance, one of our recent summer institute alumna enthusiastically shared how she was excited to implement her newly acquired multimedia strategies and resources with her students, resulting in increased student engagement in her writing courses. This is only one of the many examples of the reinvigorating effects of our writing project.

The Northern Plains Writing Project has been a vital part of our communities since 1978, and we are proud of the long-standing relationship we have with the State of North Dakota. We are very thankful for the state's continued support, providing a budget for each biennium supporting the writing project. It would be a significant loss for our communities if we could not fully and continuously support our educators at a crucial junction for the future of education in our state. However, with your help, we can continue to provide these essential services, ensuring a brighter future for our students and communities.

I would also like to express our profound gratitude for this Committee's past support, which has been instrumental in our work. Your support has been a cornerstone of our success, and we are deeply appreciative of the trust you have placed in us. This concludes my testimony concerning HB1013. Thank you very much for your time and consideration,

Warm regards,



Laura Zucca-Scott, Ph.D.
Professor
Minot State University
laura.zucca@ndus.edu

January 23, 2025

Martina Kranz
1115 32nd Avenue SE
Minot, ND 58701

SUBJECT: HB1013—A Bill for an Act to provide an appropriation for defraying the expenses of the Department of Public Instruction

Dear Chairman Nathe and Members of the Committee,

I am writing this letter to express my support for DPI pass-through grant funding for North Dakota's writing project sites.

I completed the Northern Plains Writing Project (NPWP) in the summers of 2020 and 2024, and these writing projects helped me immensely in my parti-time job as a middle school paraprofessional (and also as a trained librarian). Without the available scholarships, I wouldn't have been able to complete these courses, which have helped me so much in several ways.

Everyone learns in different ways. These summer institutes helped me to think and to teach more creatively—that there is more than one way to teach a subject to students—from elementary to high school students. The NPWP has also helped me with my confidence in teaching kids and writing for my own improvement. Kids also need to know that teachers—in my case, a paraprofessional—is willing to learn along with them.

Lastly, I pass along the knowledge I learned in the NPWP summer institutes to the students. Thanks to the NPWP, I had the opportunity, the resources, and the community to learn some important skills. Educators need the writing project programs!

Thank you for your time.

Sincerely,

Martina Kranz

House Appropriations - Education and Environment Division on HB1013

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

January 24, 2025

Testimony of Lauryn Heide
5th Grade Teacher

Good evening, Chairman Nathe and Members of the Committee. My name is Lauryn Heide. I am currently a 5th grade teacher at an elementary school in Williston. I am writing to express my strong support for the continuation of DPI pass-through grant funding for North Dakota's Writing Project sites. These grants have been instrumental not only in my own personal and professional growth but also in the development of many other educators across the state.

As a graduate student, I have benefited greatly from these grants, which have allowed me to complete credits toward my graduate degree in English, while simultaneously enhancing my teaching practice. The opportunities provided through the North Dakota Writing Project have been transformative, offering both the academic stimulation of rigorous coursework and the practical experience of collaborating with fellow educators. This balance has been invaluable, allowing me to better serve my students and continue advancing in my own academic journey.

More than just a tool for individual progress, the grant funding fosters a sense of community and collaboration among teachers. Through these grants, teachers are given the chance to come together, share ideas, and support each other in our common goal of improving student education. The professional development that results from these interactions is unmatched, as we not only refine our craft but also learn from one another’s experiences and expertise.

I have seen firsthand how these grants strengthen the structure of North Dakota's educational community. They enable teachers to become more innovative, more connected, and ultimately, more effective in the classroom. I believe this investment in educators has a ripple effect, positively impacting the students we serve and contributing to the growth of our state's education system as a whole.

I urge you to continue supporting the pass-through grant funding for the North Dakota Writing Project sites. It is an investment in the future of our educators, our students, and our state.

Thank you for your time and consideration.

Sincerely,

Lauryn Heide
Lauryn Heide

Now, therefore, be it resolved by North Dakota Association of the Blind, that we, in Convention assembled at the Enchanted Castle in Regent , ND on Sunday, June 9, 2024, strongly urge the newly elected Governor and the 69th North Dakota Legislative Assembly, scheduled to convene on January 7, 2025, to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind (HB1013) in the state budget which is adopted for the 2025 -2027 biennium so that the NDVS/SB appropriation will,

- Maintain funding for all the current professional positions serving children and adults across the state to ensure that the frequency and intensity of services required to attain their goals is met.
- To meet an increased demand for service, 1.5 FTE'S be added to the NDVS/SB NDVS/SB professional service staff.
- That Increased funding be provided for the temporary salary allotment to maintain the appropriate number of part-time employees that work evenings and overnight during short-term programs for students and adults who come to the training center for intensive instruction.
- Increase the operating portion of the NDVS/SB budget to appropriately adjust for greater costs of service-related travel, maintenance of the facility, purchase of modern technology, and for essential professional staff development.

Testimony for HB1013

To: Representative Mike Nathe, Chair, and Members of the ND House Appropriations Subcommittee on Education and Environment, 69th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB). Home address: 7009 Horseshoe Bend, Horace, ND 58047.
H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for SB2013, specifically for the appropriation to support the Talking Book Program in the ND State Library for the biennium of 2025 – 2027.

Greetings Chair Nathe, Vice Chair Swiontek, and Representatives Hanson Louser, Martinson, Richter, and Sanford, Members of the House Appropriations Subcommittee on Education and Environment.

I am testifying on my own behalf as well as for that of the **North Dakota Association of the Blind**, we are testifying in support of the budget request submitted for the Talking Book Program a division within the State Library in Bismarck for its services for the next biennium of 2025 - 2027.

Please note: A resolution in support of the biennial appropriation request for the Talking Book Program at the State Library adopted by North Dakota Association of the Blind, is also included with this testimony.

We are testifying in support of the Talking Book Program and strongly urge that it be maintained and strengthen in the budget for the 2023-2025 biennium.

The Talking Book Program at the North Dakota State Library continues as it has for the past 30 years to serve people with sight loss. Prior to 1995 when the program was instituted in North Dakota, North Dakotans who qualified for this program received their books from the State Library in South Dakota.

Talking Books is a nationwide federal program that produces audio books from printed books and materials. The program has been a part of the National Library Service (NLS) for decades.

Our Talking Book Program here in North Dakota has an impressive library of audio books and players that “can play “read” these books to people who are blind or visually impaired and others with reading disabilities who qualify for the program.

Over the many years of its existence, there have been thousands of people who are blind or visually impaired here in North Dakota who have relied on audio books from the talking book program at the State Library and have enjoyed countless hours of entertainment and has provided them with valuable information in their daily lives.

Below is a sample of people from around the state who have commented on and expressed their appreciation for our State's Talking Book Program:

- **"We are so impressed with the program and friendly service we receive from you. He would be lost without it. [He] uses it many times during the day and has it even in bed to listen. It is a wonderful gift for him." – Oakes**
- **"[The player] gave her hundreds of hours of pleasure. She listened to over 900 recordings. It was comforting to me and the rest of the family that she could continue to enjoy her stories. Thank you for providing the machine and tapes for her to enjoy." – Milnor**
- **"This service has been a lifeline to occupy her time while she is restricted to her room with the whole virus issues." – Watford City**
- **"I would like to personally THANK YOU for this program. It brought hours of joy to her and allowed her to discuss various books with her grandchildren. It was a big part of her later life, kept her mind sharp and filled her days." – Grand Forks**

Personally, I cannot express just how valuable this service has been to me. I like those whose comments are listed above, cannot fully express how valuable this service is to people who cannot read printed materials. Thankfully advances continue to be made in this program so the quality and quantity of available reading material continues to grow as well as the ways this material can be accessed.

State funding for the Talking Book program is vital to its existence, we strongly urge you to maintain and strengthen the Talking Book Program, without hyperbole it is and has been a life changer for many.

Briefly about North Dakota Association of the Blind (**NDAB**): You could say that North Dakota Association of the Blind is an organization of and for people who are blind or visually impaired. We are a statewide membership organization founded 89 years ago in 1936. A majority of our members are blind or sight impaired. We provide educational, mentorship, networking, social and recreational opportunities for members and nonmembers. As an organization, we strongly advocate for blindness specific rehabilitation skills training, employment opportunities, and adaptations that will enhance and improve the lives of people who are blind and visually impaired. We have no paid staff, and our services are provided through the work of unpaid volunteers.

To Chairman Nathe and Members of the Committee, regarding HB1013—A BILL for an Act to provide an appropriation for defraying the expenses of the Department of Public Instruction, I am submitting this testimony in support of DPI pass-through grant funding for North Dakota's writing project sites.

I recently completed both sections of the Northern Plains Writing Project at Minot State University. During my time in those four classes, I learned countless strategies that I could use in my middle and high school English classrooms. In fact, I created an entire writing unit for my 8th grade students based on instruction I received from the project this summer. As an educator working towards my Master's Degree, I found the program to be invaluable. Writing is one of the most fundamental tasks we ask our students to do, yet it takes the most time and often produces the lowest scores. As an educator, I am always looking for more effective ways to teach writing to my students. The guidance I received during my time in the Northern Plains Writing Project has proved to be critical to the success of my students. I am a much more effective writing teacher now than I was before I entered the project. To lose funding for such an effective asset for teachers would be detrimental to the success of grade 6-12 students across the state. Teachers need the tools, processes, and skillsets offered by such programs so they can pass that knowledge on to their students. I can think of few more catastrophic outcomes for students than their teachers losing access to resources that would help them provide better instruction. These programs must continue to be funded. The future of North Dakotan students depends on it.

NORTH Dakota | Center for Distance Education
Be Legendary.™

January 24, 2025

HB 1013 Testimony

Presented by Dr. Alyssa Martin, NDCDE State Director

Chair Nathe and distinguished members of the House Appropriations Education and Environment Division Committee:

Thank you for the opportunity to present to you today. My previous testimony outlined the core work, strategic priorities, and general resource needs for NDCDE. Today, I aim to provide updates based on last week's discussion and your requests.

Legislative Updates

Both HB 1105 and HB 1172 have had their initial hearings, and we expect amendments to at least one, potentially both. NDCDE opposed HB 1172 due to the limits it would place on students and families and the instability it would create in terms of staffing, curricular offerings, and our budget.

I have reviewed all bills introduced on public charters and educational savings accounts (ESAs). However, I cannot yet forecast how these bills might impact NDCDE. I plan to analyze these further and consult with colleagues in states with similar legislation to better understand their implications for virtual schools.

Updates on Optional Decision Packages

Last week, I presented decision packages to the committee. While doing so, I also highlighted concerns about compression and equity in retaining a dynamic leadership team. Based on your suggestion, I conducted an equity analysis and incorporated it into my budget request with only a slight total increase of $252.

To accommodate this equity package, I reviewed our original decision packages and made the following adjustments:

1. **Reduced the FTE request by one**, resulting in a cost savings of $120,000 based on an annual salary of $50,000 for this position and benefits.

2. **Reduced the tuition package request by $300,000**, leaving $213,000 to waive military program course costs and fund curriculum development. We anticipate that some form of ESAs will be available to students after this session, which will reduce the need for a tuition allocation for homeschooled students in our budget—an original part of this decision package.
3. **Reduced the enterprise resource planning (ERP) software migration package by $275,000**, as operational restructuring will likely delay this project until the second year of the biennium. This adjustment removes system maintenance costs for this biennium, which will instead be necessary in 2027 and beyond.

Equity and Compression Analysis

To conduct the equity analysis, I reviewed current salary data provided by our HR director and compared it with data collected annually by DPI. NDCDE is projected to serve an annual headcount comparable to Minot Public Schools (7,500+ students) by the end of this biennium while operating on an annual budget similar to Park River School District, which serves approximately 450 students. Given our growth and the number of students served, I thought it was fair to compare our salaries to the top seven largest districts in the state despite our lean budget.

Our teacher salaries average $1,500 higher than those in large districts, thanks to equity adjustments made in the last biennium. This has allowed us to recruit and retain high-quality educators. However, leadership salaries at NDCDE lag significantly, ranging from $40,000 to $97,000 below their counterparts in large districts.

While NDCDE's unique mission reduces the demands typically associated with physical facilities, special education services, meals, and transportation, this disparity in leadership salaries puts us at risk of losing key leaders to higher-paying roles elsewhere.

The proposed equity package includes:

- **A 28% average salary increase for leadership roles** to address disparities and compression issues.
- **Total biennium salary increases of $375,000**, with $120,000 for associated benefits, reflecting TFFR participation for many team members.

I have attached a spreadsheet with my testimony, providing a detailed breakdown of how these funds would be allocated, addressing both equity and severe compression at the senior leadership level.

Budget Breakdown

Salaries and Benefits

- **Base Adjustments:** A .8 FTE position was moved from our base budget into a decision package. If the FTE requests are denied, this position must be restored to the base budget as we plan to fill it next month.
- **Temporary Salaries:** Increased significantly to hire adjuncts in response to enrollment demands. Adjuncts are paid hourly and only when they have enrollments, ensuring these funds align with actual demand. This line also allows for potential increases to adjunct pay (currently averaging $28/hour) and additional temporary hires to support areas like our help desk and LMS team.
- **Fringe Benefits:** Adjusted to account for TFFR requirements for adjuncts, a change implemented this biennium, and for proposed leadership equity increases.

IT and Curriculum

- **ERP Migration:** The optional $275,000 allocation reflects an ERP migration project during FY27. Base IT software spending reflects reductions based on current and past budgets.
- **Curriculum Licensing Fees:** Projected at $1.9 million, reflecting 27,000 enrollments and vendor inflationary costs.
- **Military Program Development:** The optional $192,000 allocation supports the development and delivery of free military program courses to at least 400 students over the biennium.
- **IT Equipment:** Increased to $70,000 to cover peripherals such as docks, monitors, and adaptive devices for teachers and students. These devices are critical to delivering quality online education.

Operating Fees and Consulting Costs

- **Operating Fees:** Increased by 14% to account for anticipated credit card processing fee hikes.
- **Professional Services:** Moved to the optional column due to variability. This line covers enrollment processing staff hired through Kelly Services during peak periods and

consultant costs for ERP repairs, which are required regularly due to system malfunctions.

Summary of Budget Changes

Overall, NDCDE is requesting a **$1.3 million increase** to the general fund appropriation. The remaining increases are projected to be covered by tuition revenue, which is only expended once earned.

Special funds and revenue fluctuations mean that NDCDE's general fund must first cover salaries and benefits across all budget categories during the first and part of the second year of the biennium. While past data has yet to provide reliable enrollment projections due to factors such as the pandemic and legal changes regarding tuition requirements, we remain committed to aligning resources with actual needs and project based on demand and stakeholder satisfaction that our enrollments will remain high.

Thank you for the opportunity to present these updates and budget changes.

ND CDE

CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.

90TH ANNIVERSARY

NORTH DAKOTA CENTER FOR DISTANCE ED

BUDGET

REQUEST



LEGISLATION FINANICALLY IMPACTING US



HB 1105

Establishes parameters on when students can participate in virtual education, including requiring students to pay the cost of virtual courses if they fail. The bill is forecasted to reduce NDCDE enrollments, but there is not an accurate method for estimating the impact.



HB 1172

Requires parents to pay the cost of NDCDE courses with limited exceptions. If passed, this is forecasted to result in a substantial reduction in our enrollments.



OTHER PROPOSALS ON VOUCHERS & CHARTERS

Additional laws on school vouchers and public charter schools, if passed, will create a new marketplace of virtual education options for students. NDCDE supports expanding virtual options for students but is uncertain of the impact on our enrollments. HB 1358, HB 1540, HB 1507, HB 1607, SB 2241and SB 2303

DECISION PACKAGE OVERIVEW



#1 INCREASED SPENDING AUTHORITY

Amount: $2,042,187 (Special Fund)

#2 ADDITIONAL FTES (2.2)

Amount: $489,628 (General Fund, salaries and benefits)

#3 TUITION PROGRAMS

Amount: $513,793 (General Fund)

#4 New LMS: Changed to New Enterprise Resource Planning (ERP) system: $350K (General Fund)

Equity wasn't included in our budget but may warrant legislative consideration due to compression

Agency: Center for Distance Education				Agency No: 20400	
Account	Description	2023-25 Biennium Appropriations	**2025-27 Base Budget Request**	**2025-27 Optional Budget Changes**	2025-27 Total Budget Request
511000	Salaries - Permanent	$4,716,300.00	$4,644,788.00	$306,340.00	$4,951,128.00
512000	Salaries - Other	$0.00	$0.00	$300,000	$300,000
513000	Temporary Salaries	$1,950,574.00	$2,212,093.00	$1,617,020.00	$3,829,113.00
516000	Fringe Benefits	$2,081,680.00	$2,199,220.00	$183,288.00	$2,382,508.00
521000	Travel	$57,762.00	$96,591.00	$15,000.00	$111,591.00
531000	Supplies - IT Software	$370,000.00	$200,000.00	$400,000.00	$600,000.00
532000	Supply/Material - Professional	$9,625.00	$5,000.00	$0.00	$5,000.00
536000	Office Supplies	$1,319,743.00	$1,972,399.00	$222,711.00	$2,195,110.00
541000	Postage	$4,600.00	$5,500.00	$0.00	$5,500.00
542000	Printing	$2,750.00	$3,000.00	$0.00	$3,000.00
551000	IT Equipment under $5,000	$30,000.00	$100,000.00	$75,000.00	$175,000.00
552000	Other Equipment under $5,000	$2,000.00	$1,000.00	$0.00	$1,000.00
561000	Utilities	$7,150.00	$6,500.00	$0.00	$6,500.00
571000	Insurance	$16,536.00	$16,200.00	$0.00	$16,200.00
581000	Rentals/Leases-Equipment&Other	$6,063.00	$4,500.00	$0.00	$4,500.00
582000	Rentals/Leases - Bldg/Land	$202,854.00	$215,000.00	$0.00	$215,000.00
591000	Repairs	$13,702.00	$16,000.00	$0.00	$16,000.00
601000	IT - Data Processing	$25,000.00	$25,000.00	$0.00	$25,000.00
602000	IT - Communications	$110,000.00	$90,000.00	$0.00	$90,000.00
603000	IT Contractual Services and Re	$100,000.00	$65,000.00	$0.00	$65,000.00
611000	Professional Development	$79,500.00	$80,100.00	$0.00	$80,100.00
621000	Operating Fees and Services	$80,000.00	$125,000.00	$19,500.00	$144,500.00
623000	Professional Fees and Services	$182,800.00	$44,500.00	$256,750.00	$301,250.00
TOTALS		$11,368,639.00	$12,127,391.00	$3,395,609.00	**$15,523,000.00**
General		$6,797,980.00	$7,570,328.00	$1,353,421.00	$8,923,750.00
Federal		$0.00	$0.00	$0.00	$0.00
Special		$4,570,659.00	$4,557,063.00	$2,042,188.00	$6,599,250.00

Salaries (Permanent)

- **Base:** Reduced because .8 FTE moved to a decision package to be converted to 1 FTE
- **Decision Package 2 (GF):** 3 FTEs requested, Convert .8 to 1 FTE, Convert two FTTs to 2 FTEs; salaries average $51k per year

Salaries Other (SF, Decision Package 1): $300k, department head stipends, curriculum development/reviews, and hybrid teaching stipends

Salaries Temporary (Primarily SF, Decision Package 1):
Base: $261k to base
Decision Package 1 (SF): $1.4m to cover adjuncts and FTTs for increased enrollments
Decision Package 3 (GF): 1500 homeschool and Military Program enrollments (GF, $210k)

Travel:

- **Base:** $37,829 to accommodate annual staff planning meetings and increased national commitments
- **Decision Package 3 (GF):** $15k, Military Program

IT Software:

- **Base:** Decrease to reflect current spending
- **Decision Packages 3 and 4 (GF):** ERP ($350k) and software for Military Program ($50k)

Office Supplies (Curriculum Supplies):
Base: $642k increase based on projected enrollments
Decision Package 3: $222k, 1500 homeschool and Military Program enrollments (GF)

IT Equipment Under $5k

- **Base:** $70k increase, docks and monitors for new laptops
- **Decision Package 1 (SF):** $75k increase, peripherals for teachers and students, adaptive technology, and additional academic integrity safeguards

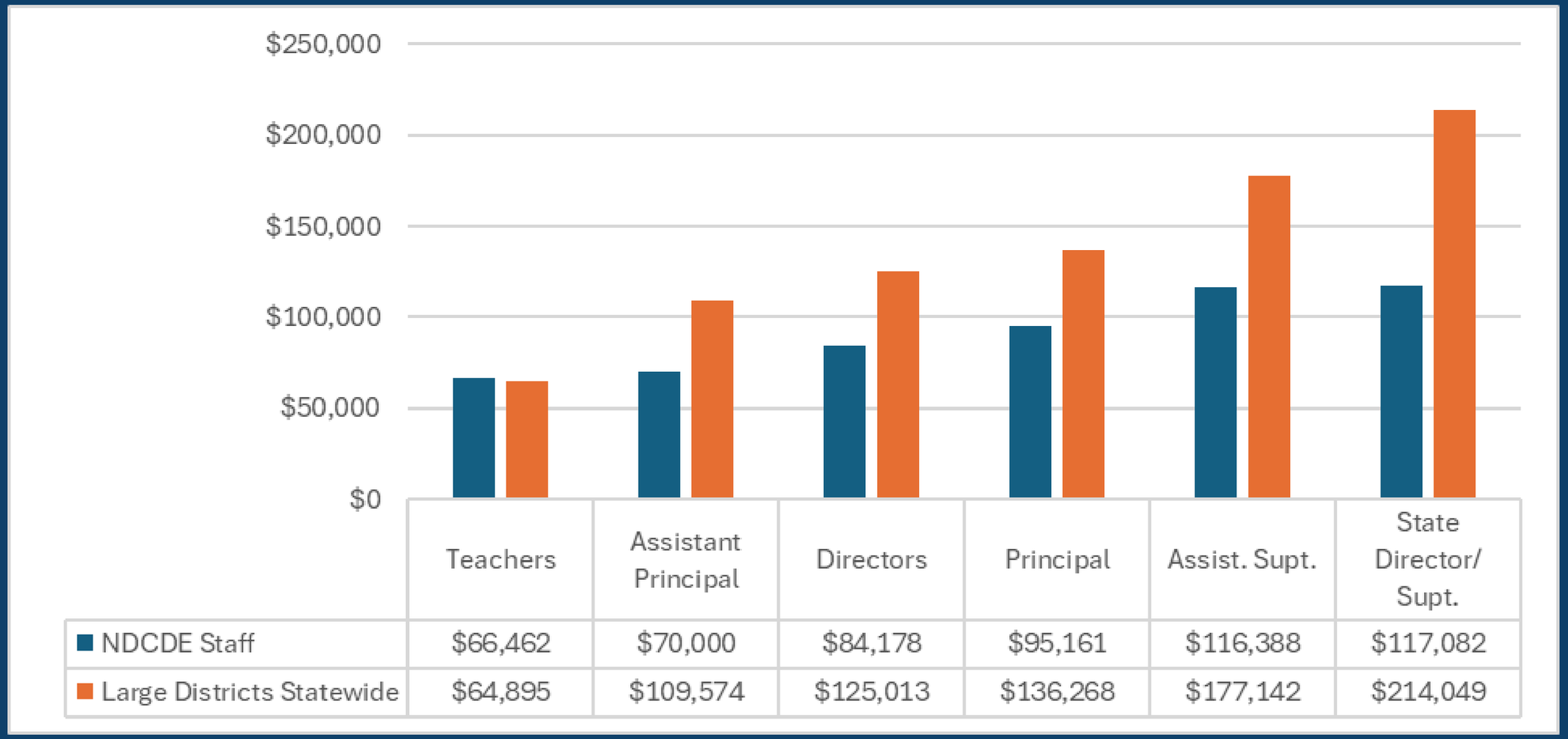
Operating Fees

- **Base:** Increase in credit card processing costs
- **Decision Package 1 (SF):** Additional 13.5% to cover increase in credit card merchant fees

Professional Fees and Services

- **Base:** Decrease
- **Decision Package 1 (SF):** Increase due to consulting software transition, temp services for enrollment, potential need for marketing consultant

Equity Need



	Teachers	Assistant Principal	Directors	Principal	Assist. Supt.	State Director/ Supt.
NDCDE Staff	$66,462	$70,000	$84,178	$95,161	$116,388	$117,082
Large Districts Statewide	$64,895	$109,574	$125,013	$136,268	$177,142	$214,049

Equity Request

Asking for an average increase of 28% in salaries for each member of the leadership team

$375k in salaries & $120k in benefits, recommended reduction to decision packages

Decision Package 1:	-$120k	**Remove 1FTE, $100k salary, and $20K benefits**
Decision Package 3:	-$300k	**Remove tuition waivers and reduce program development spending**
Decision Package 4:	-$75k	**ERP transition begins in 2026**

REVISED DECISION PACKAGES (REVISED)



#1 INCREASED SPENDING AUTHORITY

Amount: $2,042,187 (Special Fund)

#2 ADDITIONAL FTES (1.2)

Amount: $369,628 (General Fund, salaries and benefits)

#3 TUITION PROGRAMS

Amount: $213,793 (General Fund)

#4 New Enterprise Resource Planning (ERP) system: $275K (General Fund)

NEW

#5 Equity: $495k

Agency: Center for Distance Education				Agency No: 20400	
Account	Description	2023-25 Biennium Appropriations	**2025-27 Base Budget Request**	**2025-27 Optional Budget Changes**	2025-27 Total Budget Request
511000	Salaries - Permanent	$4,716,300.00	$4,644,788.00	$581,592,00	$4,951,128.00
512000	Salaries - Other	$0.00	$0.00	$300,000	$300,000
513000	Temporary Salaries	$1,950,574.00	$2,212,093.00	$1,407,020.00	$3,829,113.00
516000	Fringe Benefits	$2,081,680.00	$2,199,220.00	$303,288.00	$2,382,508.00
521000	Travel	$57,762.00	$96,591.00	$15,000.00	$111,591.00
531000	Supplies - IT Software	$370,000.00	$200,000.00	$275,000.00	$600,000.00
532000	Supply/Material - Professional	$9,625.00	$5,000.00	$0.00	$5,000.00
536000	Office Supplies	$1,319,743.00	$1,972,399.00	$192,711.00	$2,195,110.00
541000	Postage	$4,600.00	$5,500.00	$0.00	$5,500.00
542000	Printing	$2,750.00	$3,000.00	$0.00	$3,000.00
551000	IT Equipment under $5,000	$30,000.00	$100,000.00	$75,000.00	$175,000.00
552000	Other Equipment under $5,000	$2,000.00	$1,000.00	$0.00	$1,000.00
561000	Utilities	$7,150.00	$6,500.00	$0.00	$6,500.00
571000	Insurance	$16,536.00	$16,200.00	$0.00	$16,200.00
581000	Rentals/Leases-Equipment&Other	$6,063.00	$4,500.00	$0.00	$4,500.00
582000	Rentals/Leases - Bldg/Land	$202,854.00	$215,000.00	$0.00	$215,000.00
591000	Repairs	$13,702.00	$16,000.00	$0.00	$16,000.00
601000	IT - Data Processing	$25,000.00	$25,000.00	$0.00	$25,000.00
602000	IT - Communications	$110,000.00	$90,000.00	$0.00	$90,000.00
603000	IT Contractual Services and Re	$100,000.00	$65,000.00	$0.00	$65,000.00
611000	Professional Development	$79,500.00	$80,100.00	$0.00	$80,100.00
621000	Operating Fees and Services	$80,000.00	$125,000.00	$19,500.00	$144,500.00
623000	Professional Fees and Services	$182,800.00	$44,500.00	$226,750.00	$301,250.00
TOTALS		$11,368,639.00	$12,127,391.00	$3,395,861.00	**$15,523,252.00**
General		$6,797,980.00	$7,570,328.00	$1,353,673.00	$8,924,001.00
Federal		$0.00	$0.00	$0.00	$0.00
Special		$4,570,659.00	$4,557,063.00	$2,042,188.00	$6,599,251.00

Salaries (Permanent)

- **Base:** Reduced because .8 FTE moved to a decision package to be converted to 1 FTE
- **Decision Package 2 &5 (GF):** ~~3~~ 2 FTEs requested, Convert .8 to 1 FTE, Convert one FTT to one FTE @$206,340k ~~two FTTs to 2 FTEs~~; ~~salaries average $51k per year;~~ $375k equity

Salaries Other (SF, Decision Package 1): $300k, department head stipends, curriculum development/reviews, and hybrid teaching stipends

Salaries Temporary (Primarily SF, Decision Package 1):
Base: $261k to base (SF)
Decision Package 1 (SF): $1.4m to cover adjuncts and FTTs for increased enrollments
~~**Decision Package 3 (GF):** 1500 homeschool and Military Program enrollments (GF, $210k)~~

Fringes (GF): $100K in base; $303K FTE increase and equity (decision packages 2 and 5)

Travel:

- **Base:** $37,829 to accommodate annual staff planning meetings and increased national commitments (SF)
- **Decision Package 3 (GF):** $15k, Military Program

IT Software:

- **Base:** Decrease to reflect current spending
- **Decision Packages ~~3 and~~ 4 (GF):** ERP (~~$350k~~ $275k) ~~and software for Military Program ($50k)~~

Office Supplies (Curriculum Supplies):
Base: $642k increase based on projected enrollments (SF)
Decision Package 3: ~~$222k~~ $192k, ~~1500 homeschool and~~ Military Program enrollments (GF)

IT Equipment Under $5k

- **Base:** $70k increase, docks and monitors for new laptops (SF)
- **Decision Package 1 (SF):** $75k increase, peripherals for teachers and students, adaptive technology, and additional academic integrity safeguards

Operating Fees

- **Base:** $45k increase in credit card processing costs (SF)
- **Decision Package 1 (SF):** Additional 13.5% to cover increase in credit card merchant fees

Professional Fees and Services

- **Base:** Decrease due spending projections and shift to optional package
- **Decision Package 1 (SF):** Increase due to consulting software transition, temp services for enrollment, potential need for marketing consultant



Thank you!

ALYSSA.MARTIN@K12.ND.US

ND CDE
CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.
90TH ANNIVERSARY

NORTH Dakota | Center for Distance Education
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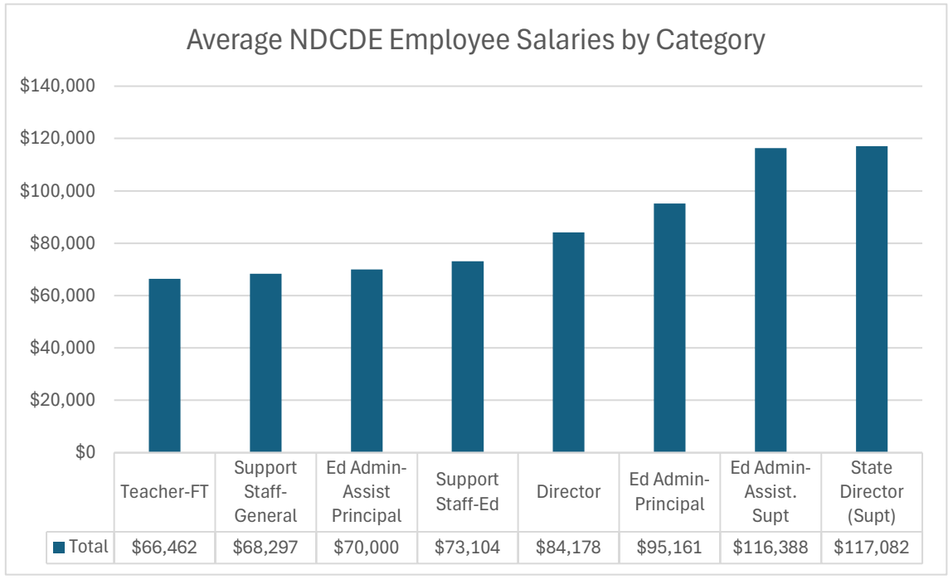
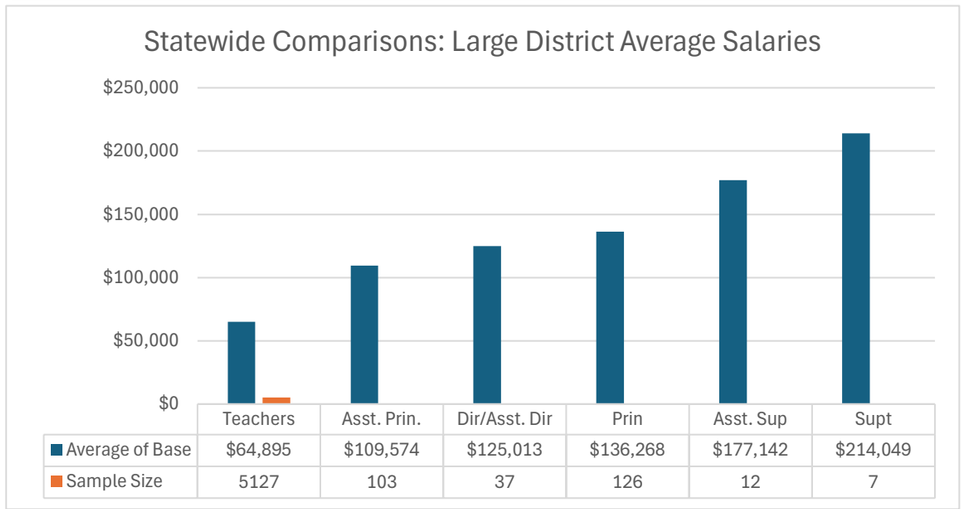
NDCDE STAFF SALARIES

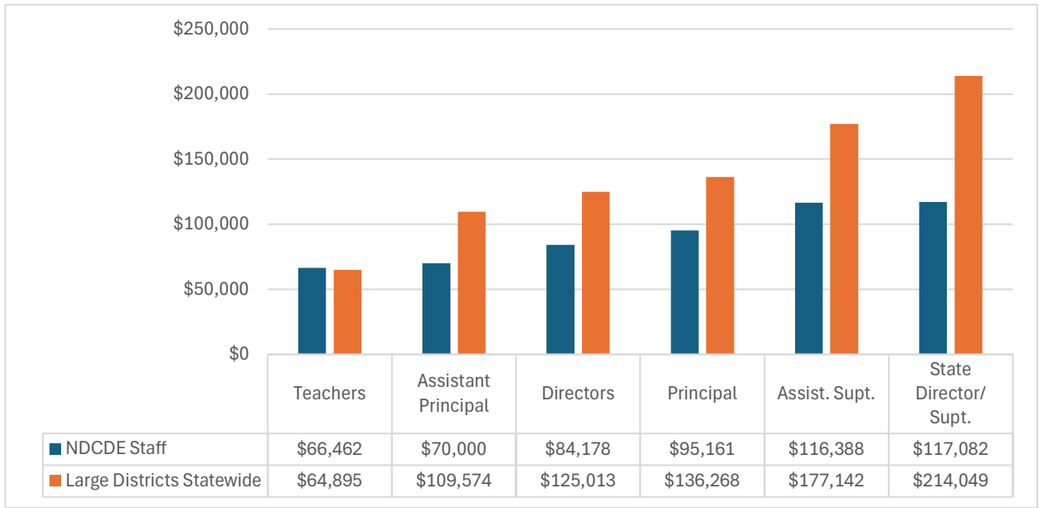
Unit	Dept ID	Name	Job Cod	Job Type	Job Title	Comp Rate (Monthly)	Comp Rate Annual (FT	Comp Fre	FTE	Dept ID	Job Cod	Reg/Temp
20400	204	Alissa Martin	SC0005	Support Staff-Genera	Admin Svcs V	5565.600000	$66,787.20	M	1.000000	204	SC0005	R
20400	204	Alyssa Martin	SC9003	State Director	Manager III	9756.810000	$117,081.72	M	1.000000	204	SC9003	R
20400	204	Andrew Gilbertson	SC3005	Director	Education Svcs V	7131.240000	$85,574.88	M	1.000000	204	SC3005	R
20400	204	Annette Marchand	SC3004	Teacher-FT	Education Svcs IV	6100.370000	$73,204.44	M	1.000000	204	SC3004	R
20400	204	Aubrey Day	SC3004	Support Staff-Ed	Education Svcs IV	5315.400000	$63,784.80	M	1.000000	204	SC3004	R
20400	204	Dirk Schumacher	SC8003	Support Staff-Genera	Information Svcs III	5513.950000	$66,167.40	M	1.000000	204	SC8003	R
20400	204	Emily Grace Schaefer	SC3003	Ed Admin-Assist Princ	Education Svcs III	5833.350000	$70,000.20	M	1.000000	204	SC3003	R
20400	204	Eric Benson	SC8003	Support Staff-Ed	Information Svcs III	5303.860000	$63,646.32	M	1.000000	204	SC8003	R
20400	204	Heather Moser	SC3004	Teacher-FT	Education Svcs IV	5190.470000	$62,285.64	M	1.000000	204	SC3004	R
20400	204	Jessica Enderson	SC3006	Ed Admin-Assist. Sup	Education Svcs VI	9699.000000	$116,388.00	M	1.000000	204	SC3006	R
20400	204	Jocelyn Kolle	SC3004	Teacher-FT	Education Svcs IV	6748.580000	$80,982.96	M	1.000000	204	SC3004	R
20400	204	Kaitlyn Allen	SC3005	Director	Education Svcs V	6514.000000	$78,168.00	M	1.000000	204	SC3005	R
20400	204	Kari Klingsporn Hitterdal	SC3003	Teacher-FT	Education Svcs III	4815.260000	$57,783.12	M	1.000000	204	SC3003	R
20400	204	Kari Sova	SC3004	Teacher-FT	Education Svcs IV	5779.020000	$69,348.24	M	1.000000	204	SC3004	R
20400	204	Kasey Bitz	SC3003	Teacher-FT	Education Svcs III	4944.940000	$59,339.28	M	1.000000	204	SC3003	R
20400	204	Kayla Christopherson	SC3004	Teacher-FT	Education Svcs IV	5796.260000	$69,555.12	M	1.000000	204	SC3004	R
20400	204	Kirstin Girard	SC9002	Ed Admin-Principal	Manager II	7930.120000	$95,161.44	M	1.000000	204	SC9002	R
20400	204	Laurie Tuma	SC1302	Director	Professional Svcs II	7399.260000	$88,791.12	M	1.000000	204	SC1302	R
20400	204	Michelle Thielen	SC3004	Teacher-FT	Education Svcs IV	5779.020000	$69,348.24	M	1.000000	204	SC3004	R
20400	204	Miranda Streifel	SC3003	Teacher-FT	Education Svcs III	4500.000000	$54,000.00	M	1.000000	204	SC3003	R
20400	204	Ole Thomassen	SC8004	Support Staff-Ed	Information Svcs IV	7679.690000	$92,156.28	M	1.000000	204	SC8004	R
20400	204	Paul Monson	SC3004	Teacher-FT	Education Svcs IV	5678.148000	$68,137.78	M	1.000000	204	SC3004	R
20400	204	Peter Fritz	SC3004	Teacher-FT	Education Svcs IV	5775.000000	$69,300.00	M	1.000000	204	SC3004	R
20400	204	Ryan Moran	SC8004	Support Staff-Ed	Information Svcs IV	6068.950000	$72,827.40	M	1.000000	204	SC8004	R
20400	204	Sean Day	SC8003	Support Staff-Genera	Information Svcs III	4958.140000	$59,497.68	M	1.000000	204	SC8003	R
20400	204	Shannay Witte	SC3004	Teacher-FT	Education Svcs IV	4600.000000	$55,200.00	M	1.000000	204	SC3004	R
20400	204	Shannon Dillman	SC3003	Teacher-FT	Education Svcs III	6149.980000	$73,799.76	M	1.000000	204	SC3003	R
20400	204	Stacia Wright	SC3003	Teacher-FT	Education Svcs III	5682.130000	$68,185.56	M	1.000000	204	SC3003	R
20400	204	Steven Ring	SC6005	Support Staff-Genera	Fiscal Svcs V	6727.960000	$80,735.52	M	1.000000	204	SC6005	R

NDCDE V. LARGE DISTRICT SALARY COMPARISONS





Category	NDCDE Staff	Large Districts Statewide	% Difference	Difference between large district & CDE
Teachers	$66,462	$64,895	2.40%	$1,567
Assistant Principal	$70,000	$109,574	44.10%	-$39,574
Directors	$84,178	$125,013	39.00%	-$40,835
Principal	$95,161	$136,268	35.50%	-$41,107
Assist. Supt.	$116,388	$177,142	41.40%	-$60,754
State Director/ Supt.	$117,082	$214,049	58.60%	-$96,967



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NDCDE EQUITY INCREASE RECOMMENDATIONS

Unit	Dept ID	Name	Job Code	Job Type	Job Title	Current Annual Salary	Biennial Salary	Annual Salary with Equity Recommendation	% Annual Increase	Biennial Salary w/ Increase	Addt'l Salary Cost to State	% Below State Averages with Equity
20400	204	Alyssa Martin	SC9003	State Director	Manager III	$117,082	$234,163	$157,000	34%	$314,000	$79,837	26.7%
20400	204	Andrew Gilbertson	SC3005	Director	Education Svcs V	$85,575	$171,150	$105,000	23%	$210,000	$38,850	16.0%
20400	204	Emily Grace Schaefer	SC3003	Assist Principal	Education Svcs III	$70,000	$140,000	$95,000	36%	$190,000	$50,000	13.3%
20400	204	Jessica Enderson	SC3006	Assist. Supt	Education Svcs VI	$116,388	$232,776	$143,000	23%	$286,000	$53,224	19.3%
20400	204	Kaitlyn Allen	SC3005	Director	Education Svcs V	$78,168	$156,336	$90,000	15%	$180,000	$23,664	28.0%
20400	204	Business Manager (Vacant)		Director-Finance & Operations	Manager II	$95,000	$190,000	$130,000	37%	$260,000	$70,000	**Data not available**
20400	204	Kirstin Girard	SC9002	Principal	Manager II	$95,161	$190,323	$125,000	31%	$250,000	$59,677	8.3%
					Totals	**$657,374**	**$1,314,748**	**$845,000**	**28%**	**$1,690,000**	**$375,252**	**18.6%**

Special Tech for Exceptional Connections

Foundational social and reading skills are critically essential for neurodiverse students, yet they can be challenging to master and even harder to teach. We envision a future where **ALL learners and their teachers celebrate the joy and success of learning together**. Our instructional models provide the flexibility and guidance needed to create meaningful, measurable outcomes for neurodiverse learners, early childhood classrooms, and learners with specialized support needs.

Through our Social Skills program, students learn **essential calm-down techniques, emotional understanding, and conversational dynamics**.

RoboKind Phonics integrates **play-based learning** as a cornerstone of instruction to equip young learners with the tools to **build confidence and proficiency in reading**, fostering lifelong literacy.

Leading the Way in North Dakota

St. John School District #3 lives their mission of "Every Student, Every Day" by driving the activities to meet their curriculum needs within their schools on a daily basis. RoboKind's Robots and Virtual Avatars are a part of their strategy, contributing to amazing success over the past few years. Learn more about St. John's success by visiting **robokind.com/recess/saint-john-elementary** or by scanning the QR code below.

North Dakota By the Numbers

3	Paticipating Sites
234	Active Students
63%	Student Lesson Mastery
95%	Lesson Engagement
90%	Students Completed Lessons feeling positive
20	Average Usage Minutes/Student/Week

"The humanoid robots from RoboKind have allowed us to teach self-regulation and calming skills to Pre-K-2nd grade students. The curriculum provides strategies we send home with them so they can practice there, as well."

Dr. Sherry Tandeski, Principal, St. John Elementary

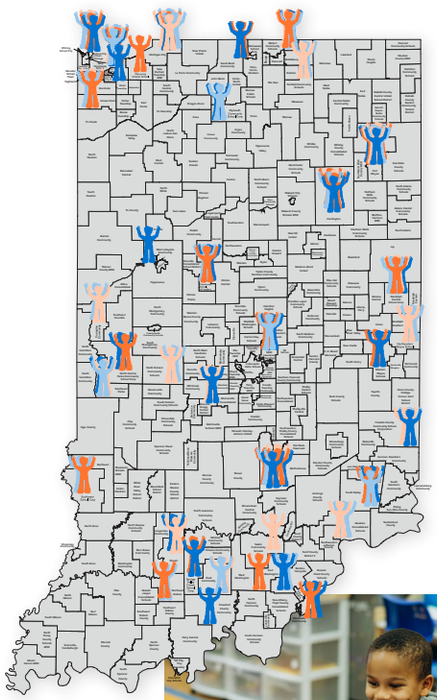


ROBOKIND®

Built For State Success

Example Impact in Indiana

With strong partnerships focused on product adoption, district support, and teacher delight, RoboKind now celebrates success with **37 school districts**, regional legislators, teachers, students, and their families!







Scan to View
Crown Point's Testimonial

Indiana By the Numbers

90	Paticipating Sites
80%	Sites using Virtual Avatar
70%	Student Lesson Mastery
90%	Lesson Engagement
92%	Students Completed Lessons feeling positive
20	Average Usage Minutes/Student/ Week

"[Milo] can reach [my students] at a level that I cannot as an adult... We have already seen such growth in many of our students"

Carey A Northcutt, Exceptional Learners Teacher
Metropolitan School District of Lawrence

"I love the program, we vhave students that we didn't know had this kind of academic capability!"

Casey Hutton, Special Education Teacher
South Ripley Community School Corporation

"We are very thankful to partner with the state and with RoboKind to deliver this to our classrooms. We're excited to see the growth our students will make."

Kelly Oost, Assist. Director of Exceptional Education
Crown Point Community School Corporation

Hello Chairman Nathe, Representative Richter, and Members of the House Appropriations Education and Environment Committee,

For the record, my name is Donna Sorensen. I have the pleasure of serving as the Superintendent of the North Dakota School for the Deaf/Resource Center (NDSD/RC). I am providing written testimony related to HB 1013 and the budget requests related to NDSD/RC. Budgetary information was compiled by NDSD/RC Business Manager, Diane Frelich.

Information was requested by Representative Richter and the committee related to teacher salaries, paraprofessional salaries, and any additional requests that NDSD/RC would like the committee to consider.

The 23-25 Report of Teacher Salary is a document compiled by the Human Resources Management Services (HRMS) related to contracted teachers employed by state agencies. On page 2, you will find the teacher salary schedule showing steps (years of experience) and degrees/education. This schedule is based on a 187-day calendar. NDSD/RC uses this schedule to create a schedule based on our number of contracted days ranging from 180-200 days. The NDSD/RC Teacher Lane & Step 24-25 shows salaries specific to our teacher based on education and years of experience.

The NDDPI Salary Ranges 2024-2025 shows salary ranges at the various grade levels. Paraprofessionals fall in the Grade 104 level. These Grade levels are based on a full year/12 months employment and our paraprofessionals work 9 months and have benefits for 12 months. Those calculations specific to NDSD/RC paraprofessionals are listed on the NDSD/RC Paraprofessional and Teacher Comparison, which is also attached.

In addition to the requests outlined in our testimony on January 16, 2025, I would like to request an additional $10,000 for Professional Development. In the current biennium, staff have engaged in Conscious Discipline, Crisis Prevention and Intervention, and Fairview Learning. Staff have attended regional and national conferences including the Midwest Conference on Deaf Education, Early Hearing Detection and Intervention (EHDI), Conference for Educational Administrators of Schools and programs for the Deaf (CEASD), Language First's Freeing the Butterfly conference, American Society of Deaf Children's annual conference, and many conferences related to hearing loss in adults and senior citizens. As a small state, staff at NDSD/RC are the experts on deafhood and deafness in the state. To continue our professional growth, staff must leave the state. Our original thought was to reprioritize some parts of our budget. After questions from the committee and relooking at our budget, an additional $10,000 would support NDSD/RC staff in continuing to maintain and grow skills in working with Deaf and Hard of Hearing individuals and those with hearing loss.

Thank you for your consideration of these requests and your continued support of our agency.

ND School for the Deaf/Resource Center

Comparison of Paraprofessional Classified Position with a Teacher of the Deaf Non-Classified Position

Based on 187 School Calendar

New Hire

	Annual Salary	Hourly Salary	Retirement Employee Contribution	Retirement Employer Contribution	Employer Paid Health Insurance	Employer Paid EAP	Employer Paid Life Insurance	Annual Leave Accrued	Sick Leave Accrued
Teacher	$ 45,467	$ 30.39	4%	16.75%	$ 19,716.96	$ 18.48	$ 3.36	48 hours	80 hours
Non-Classified/Contract				$ 7,615.72					
BA/BS									
Step 0 BA/BS									
Paraprofessional	$ 31,192	$ 20.85	3%	13.26%	$ 19,716.96	$ 18.48	$ 3.36	72 hours	72 hours
Classified				$ 4,136.06					
Grade 104									

The above amounts are based on initial hire, 9 months of work, and benefit totals of what the employee would earn for 12-month period.

Teachers are hired based on their degree (lane) and years of service (step) credited up to three years per the Combined Schools Advisory Committee (CSAC) teacher policy manual.
Superintendent may request exemption from State Superintendent to exceed the three year max.

Paraprofessionals are typically hired at the minimum quartile.



TEACHER SALARY STUDY REPORT
Conducted by Human Resource Management Services
July 2022

Purpose & Scope of Study

This study was conducted at the request of the Superintendent of Public Instruction (DPI) and the Director of the Division of Juvenile Services, Department of Corrections & Rehabilitation, to make a comparison of public-school teacher salaries and benefits with teacher salaries and benefits at North Dakota School for the Deaf (NDSD), North Dakota School for the Blind (NDSB), and the Youth Correctional Center (YCC). The resulting product is a Composite Salary Schedule recommendation for the next biennial budget.

Salary schedules and benefit information was gathered from the following public-school districts:

- Bismarck
- Fargo
- Mandan
- West Fargo
- Grand Forks
- Minot
- Dickinson (benefit information only)

Salary Schedule

The 2023-2025 Composite Salary Schedule was created using the 2022-2023 salary information from the public-school districts listed above.

The average percent of increases from 2021-2022 to 2022-2023 for all districts ranged from 0% - 4.1%.

The composite salary increase for all steps and all lanes for the six districts is 2.24%. Only one school district uses the MA+60/EDD lane.

HRMS recommends that the attached 2023-2025 Composite Salary Schedule be adopted.

During the analysis of the school districts included in this study we found that four of the six school districts have 25-27 steps, only one has 20 (as we currently do). Based on that we are recommending that we add four steps to our schedule increasing it from 20 to 24 steps to better align with what most of the districts do.

When doing our market analysis, we use lane one-step one as the starting point that all other salaries are based on. The average annual salary increase in our study at lane 1 Step 1 is 2.58%.

The 2023-2025 Composite Salary Schedule attempts to match the market throughout the biennium so the schedule covers two years, which don't begin until 2023. Trying to anticipate market salaries for teachers two years into the future is difficult, and our feeling is that matching the annual increase of 2.58% would be too conservative (remember, 2.58 is the increase from 21-22 to 22-23 and we are planning for 23-24 through 24-25). HRMS recommends a 3.0% increase across all lanes for the planning period.

The 2023-2025 Composite Salary Schedule below is based on a 3.0% increase at Lane 1 Step 1 and every lane thereafter. The schedule is based on 187 days.

Step	BA/BS	BA/BS+15	BA/BS+30	BA/BS+45	BA/BS+60 MA/MS	MA/MS+ 15	MA/MS+ 30	MA/MS +45	MA/MS+ 60/EDD
0	45467	46497	47527	48557	49613	50849	52085	53321	54557
1	46214	47244	48274	49304	50540	51776	53012	54248	55484
2	46961	47991	49021	50051	51467	52703	53939	55175	56411
3	47708	48738	49768	50798	52394	53630	54866	56102	57338
4	48454	49484	50514	51544	53321	54557	55793	57029	58265
5	49201	50231	51261	52291	54248	55484	56720	57956	59192
6	49948	50978	52008	53038	55175	56411	57647	58883	60119
7	50695	51725	52755	53785	56102	57338	58574	59810	61046
8	51441	52471	53501	54531	57029	58265	59501	60737	61973
9	52188	53218	54248	55278	57956	59192	60428	61664	62900
10	52935	53965	54995	56025	58883	60119	61355	62591	63827
11	53682	54712	55742	56772	59810	61046	62282	63518	64754
12	54428	55458	56488	57621	60840	62076	63518	64754	65990
13	55175	56205	57235	58471	61870	63106	64754	65990	67226
14	55922	56952	57982	59321	62900	64136	65990	67226	68462
15	56669	57699	58729	60171	63930	65166	67226	68462	69698
16	57415	58445	59475	61020	64960	66196	68462	69698	70934
17	58162	59192	60222	61870	65990	67226	69698	70934	72170
18	58909	59939	60969	62720	67020	68256	70934	72170	73406
19	59656	60686	61716	63570	68050	69286	72170	73406	74642
20	60402	61432	62462	64419	69080	70316	73406	74642	75878
21	61149	62179	63209	65269	70110	71346	74642	75878	77114
22	61896	62926	63956	66119	71140	72376	75878	77114	78350
23	62643	63673	64703	66969	72170	73406	77114	78350	79586
24	63389	64419	65449	67818	73200	74436	78350	79586	80822

HRMS recommends that teachers who reach the max Step in their appropriate Lane receive no additional increase in salary, with exception to the biennium schedule change. The recommendation remains consistent with most of the surveyed public-school districts.

Benefits

A table of Teacher Benefit Survey Information is **provided on the following page.** The survey results reflect what is in place at the present time for the 2022-2023 school year. The purpose of this information is only to show the various benefits that are provided by the school districts surveyed, not to compare the value or quality of one district's benefits to those of another.

Questions pertaining to this document, or the study may be directed to Chad Kourajian (328-1016) or Lynn Hart (328-4739) at Human Resource Management Services.

School	Health		Retirement		Life Ins.		Vision		Dental		EAP	Sick Days/ Yr	ST/LT Disability	Funeral Days	Personal Days/Yr	Other Leave*
	Dist	Emp	Dist	Emp	Offered	Coverage	Dist	Emp	Dist	Emp						
State of ND	100% all levels	0%	12.26% [8]	3%	Yes	$7,000	0%	100%	$0	100%	Yes	10	No	3	4	Yes
Bismarck	100%/100%/68% [6]	0%/0%/32% [6]	12.75%	11.75%	Yes	$50,000	$17	$10.5	$27/$52 [5]	$17/$60 [5]	Yes	12-14 [2]	Yes	[7]	2-5 [3]	Yes
Dickinson	80% all levels	20%	16.25%	8.25%	Yes	$50,000	0%	100%	80%	20%	Yes	13 [10]	Yes	No	0	No
Fargo	73%/67%/63% [6]	27%/33%/37%	12.75%	11.75%	Yes	$25,000	100%	0%	60	40%	Yes	12	yes	5	3	Yes
Grand Forks	78% all levels	22%	12.75%	11.75%	Yes	$15,000	0%	100%	0	100%	Yes	20	yes	No	2	Yes
Mandan	72% all levels	28%	12.75%	11.75%	Yes	$50,000	100%	0%	0%	100%	Yes	10-12 [2]	Yes	5	3	Yes
Minot	95.3/94.5/89.3% [6]	4.7/5.5/10.7% [6]	12.75%	11.75%	Yes	$10,000	0%	100%	0	100%	Yes	10	No	5	2-3	Yes
West Fargo	83.85%/83.85%/73.75% [6]	16.15%/16.15%/26.5% [6]	24.50%	0.00%	Yes	$25,000	100% [4]	0%	100% [4]	0%	Yes	10	Yes	5	2--4	Yes

*Educational Training, Professional Growth, Child care, Political Activity, Absence Due to Necessity, Adoption, Catastrophic/Emergency, jury duty, sabbatical, asso

(1) Information was not included in the school district contract
(2) Information is based on contract length (9-12 months)
(3) based on years of experience
(4) Single coverage
(5) Single/Family
(6) Single/Single plus Dependent/Family
(7) Deducted from sick leave
(8) Includes 7.12% employer contribution, 4% employee contribution (paid by the state), and 1.14% employer health insurance credit contribution
(9) One day for every month of work
(10) Combined all leave except annual leave in 13 days PTO

NDDPI Salary Ranges

July 1, 2024--June 30,2025

Grade	Monthly Salary Range					Annual Salary Range				
	Min	1st CP	MPP	3rd CP	Max	Min	1st CP	MPP	3rd CP	Max
101	**$2,181**	**$2,545**	**$2,908**	**$3,272**	**$3,635**	**$26,172**	**$30,540**	**$34,896**	**$39,264**	**$43,620**
101-1	$2,181	$2,463	$2,745	$3,027	$3,309	$26,172	$29,556	$32,940	$36,324	$39,708
101-2	$2,377	$2,691	$3,006	$3,320	$3,635	$28,518	$32,294	$36,069	$39,845	$43,620
102	**$2,572**	**$3,001**	**$3,430**	**$3,858**	**$4,287**	**$30,864**	**$36,012**	**$41,160**	**$46,296**	**$51,444**
102-1	$2,572	$2,919	$3,267	$3,614	$3,961	$30,864	$35,031	$39,198	$43,365	$47,532
102-2	$2,806	$3,176	$3,546	$3,917	$4,287	$33,666	$38,111	$42,555	$47,000	$51,444
103	**$3,039**	**$3,546**	**$4,052**	**$4,559**	**$5,065**	**$36,468**	**$42,552**	**$48,624**	**$54,708**	**$60,780**
103-1	$3,039	$3,448	$3,858	$4,267	$4,676	$36,468	$41,379	$46,290	$51,201	$56,112
103-2	$3,327	$3,761	$4,196	$4,630	$5,065	$39,918	$45,134	$50,349	$55,565	$60,780
104	**$3,614**	**$4,216**	**$4,818**	**$5,421**	**$6,023**	**$43,368**	**$50,592**	**$57,816**	**$65,052**	**$72,276**
104-1	$3,614	$4,097	$4,579	$5,062	$5,544	$43,368	$49,158	$54,948	$60,738	$66,528
104-2	$3,951	$4,469	$4,987	$5,505	$6,023	$47,412	$53,628	$59,844	$66,060	$72,276
105	**$4,288**	**$5,002**	**$5,717**	**$6,431**	**$7,146**	**$51,456**	**$60,024**	**$68,604**	**$77,172**	**$85,752**
105-1	$4,288	$4,862	$5,436	$6,010	$6,585	$51,456	$58,346	$65,235	$72,125	$79,014
105-2	$4,704	$5,315	$5,925	$6,536	$7,146	$56,448	$63,774	$71,100	$78,426	$85,752
106	**$5,120**	**$5,973**	**$6,827**	**$7,680**	**$8,533**	**$61,440**	**$71,676**	**$81,924**	**$92,160**	**$102,396**
106-1	$5,120	$5,800	$6,480	$7,160	$7,840	$61,440	$69,599	$77,757	$85,916	$94,074
106-2	$5,623	$6,350	$7,078	$7,805	$8,533	$67,470	$76,202	$84,933	$93,665	$102,396
107	**$6,125**	**$7,178**	**$8,203**	**$9,229**	**$10,254**	**$73,500**	**$86,136**	**$98,436**	**$110,748**	**$123,048**
107-1	$6,125	$6,942	$7,759	$8,576	$9,394	$73,500	$83,306	$93,111	$102,917	$112,722
107-2	$6,743	$7,620	$8,498	$9,376	$10,254	$80,910	$91,445	$101,979	$112,514	$123,048
108	**$7,360**	**$8,587**	**$9,813**	**$11,040**	**$12,267**	**$88,320**	**$103,044**	**$117,756**	**$132,480**	**$147,204**
108-1	$7,360	$8,335	$9,310	$10,285	$11,261	$88,320	$100,022	$111,723	$123,425	$135,126
108-2	$8,072	$9,121	$10,170	$11,218	$12,267	$96,864	$109,449	$122,034	$134,619	$147,204
109	**$8,784**	**$10,248**	**$11,711**	**$13,175**	**$14,639**	**$105,408**	**$122,976**	**$140,532**	**$158,100**	**$175,668**
109-1	$8,784	$9,951	$11,119	$12,286	$13,453	$105,408	$119,415	$133,422	$147,429	$161,436
109-2	$9,638	$10,888	$12,138	$13,389	$14,639	$115,650	$130,655	$145,659	$160,664	$175,668
110	**$10,491**	**$12,239**	**$13,988**	**$15,736**	**$17,485**	**$125,892**	**$146,868**	**$167,856**	**$188,832**	**$209,820**
110-1	$10,491	$11,884	$13,277	$14,669	$16,062	$125,892	$142,605	$159,318	$176,031	$192,744
110-2	$11,345	$12,880	$14,415	$15,950	$17,485	$136,134	$154,556	$172,977	$191,399	$209,820

Information Technology Salary Ranges

July 1, 2024--June 30,2025

Grade	Monthly Salary Range					Annual Salary Range				
	Min	1st CP	MPP	3rd CP	Max	Min	1st CP	MPP	3rd CP	Max
205	**$4,717**	**$5,503**	**$6,289**	**$7,075**	**$7,861**	**$56,604**	**$66,036**	**$75,468**	**$84,900**	**$94,332**
205-1	$4,717	$5,349	$5,980	$6,612	$7,243	$56,604	$64,182	$71,760	$79,338	$86,916
205-2	$5,175	$5,846	$6,518	$7,189	$7,861	$62,094	$70,154	$78,213	$86,273	$94,332
206	**$5,632**	**$6,571**	**$7,509**	**$8,448**	**$9,387**	**$67,584**	**$78,852**	**$90,108**	**$101,376**	**$112,644**
206-1	$5,632	$6,380	$7,128	$7,876	$8,624	$67,584	$76,560	$85,536	$94,512	$103,488
206-2	$6,200	$6,997	$7,794	$8,590	$9,387	$74,400	$83,961	$93,522	$103,083	$112,644
207	**$6,768**	**$7,896**	**$9,024**	**$10,151**	**$11,279**	**$81,216**	**$94,752**	**$108,288**	**$121,812**	**$135,348**
207-1	$6,768	$7,659	$8,551	$9,442	$10,333	$81,216	$91,911	$102,606	$113,301	$123,996
207-2	$7,432	$8,394	$9,356	$10,317	$11,279	$89,184	$100,725	$112,266	$123,807	$135,348
208	**$8,096**	**$9,445**	**$10,795**	**$12,144**	**$13,493**	**$97,152**	**$113,340**	**$129,540**	**$145,728**	**$161,916**
208-1	$8,096	$9,169	$10,241	$11,314	$12,386	$97,152	$110,022	$122,892	$135,762	$148,632
208-2	$8,879	$10,033	$11,186	$12,340	$13,493	$106,548	$120,390	$134,232	$148,074	$161,916
209	**$9,662**	**$11,272**	**$12,883**	**$14,493**	**$16,103**	**$115,944**	**$135,264**	**$154,596**	**$173,916**	**$193,236**
209-1	$9,662	$10,946	$12,230	$13,514	$14,798	$115,944	$131,352	$146,760	$162,168	$177,576
209-2	$10,601	$11,977	$13,352	$14,728	$16,103	$127,212	$143,718	$160,224	$176,730	$193,236
210	**$11,540**	**$13,463**	**$15,387**	**$17,310**	**$19,233**	**$138,480**	**$161,556**	**$184,644**	**$207,720**	**$230,796**
210-1	$11,540	$13,072	$14,604	$16,136	$17,668	$138,480	$156,864	$175,248	$193,632	$212,016
210-2	$12,479	$14,168	$15,856	$17,545	$19,233	$149,748	$170,010	$190,272	$210,534	$230,796

State of ND implemented modified set of salary ranges for positions classified in Information Services (technology), Engineering, and Trade Services (skilled trades).
DPI has incorporated this into the salary structure for salary ranges 205-210.

NDSD/RC **Teacher Composite Salary Schedule**

2024-2025

NDSD/RC Teachers identified with their Lane and Step.

Lane	BA/BS	BA/BS+15	BA/BS+30	BA/BS+45	BA/BS+60 MA/MS	MA/MS+15	MA/MS+30	MA/MS+45	MA/MS+ 60/EDD
Step									
0									
1									
2									
3		1							
4									
5									
6									
7									
8									
9									
10									
11									
12			1		1				
13									
14									
15									
16									
17		1							
18									
19									
20									
21							1		
22			1		3	1		1	1
23									
24									

Chairman Nathe, members of the Committee, my name is Marty Bratrud, Superintendent of Westhope School and certified ND Be Legendary School Board coach. I am here to testify in support of the full funding of ND Be Legendary School Board training within HB 1013.

I would like to share Westhope Public School's, and my story about the positive impact the Be Legendary Framework has brought to our school to support improving student outcomes.

Like many of our schools in North Dakota, Westhope School, and I as an educational leader personally struggled post covid with student engagement and achievement. It is humbling to have to admit, but as a school leader I failed my students and staff. I allowed us to relax student and staff expectations thinking that was the best strategy to transition back to school post covid. In short, I forgot our core mission and the reason schools exist....To improve Student Outcomes.

We saw our assessment scores drop slightly in SY 20-21 and I failed to respond thinking it was a temporary setback, and they would bounce back next year. Then in SY 21-22 they fell off the proverbial cliff. We identified we had a very real problem with learning loss that wasn't going to fix itself as we put together our NDSA data report in 21-22. I knew I had to act and act immediately. Then on August 12th, 2022, a date I have burnt into my brain, I went to my mail box and opened a letter from the Department that Westhope was put on the TSI/CSI watch list. I felt like I was just hit by a freight train, my heart fell from my chest and I realized I had failed my students, staff, board, and community as an educational leader. And... I didn't know where to start.

By fate, a week later in August of 2022 I saw a grant opportunity offered by the Department in the Weekly Blast for the Be Legendary School Board Institute. I wasn't sure exactly what it was, in fact I thought it was a strategic planning program, not understanding all of the nuances. I will admit freely, I was feeling desperate and reached out to my Board President to get her counsel. She encouraged me to research the training and report back to her. I circled back

to her a month later and recommended the 2 day institute as a starting point to stop our student learning decline and retool our instructional programming.

In April of 2023 Our Board and Administration completed the Be Legendary two-day institute. We all walked away humbled, renewed, inspired, and most importantly, reminded of why school systems exist...To Improve Student Outcomes.

We rolled up our sleeves and got to work immediately, First, my Board and I collaborated to establish 3 SMART student learning goals, aligned to the aspirational goals of the ND DPI State Strategic Vision, to increase our student outcomes in Reading, Math, and Reading for our Economically Disadvantaged student population.

We developed guideposts to support these goals:

1. A Theory of Action...What We are going to do. How we are going to do it. And what we expect those outcomes to be.

2. Established target goals for the next 5 years.
3. Developed progress measures to support each goal.
4. Developed guardrails to ensure adult behaviors did not become barriers to achieving the Board's goals.
5. Clearly defined Superintendent work and Board Work
6. Streamlined our Board meeting agenda and procedures to ensure our focus was on improving Student Outcomes. "We made THE most important thing OUR most important thing".
7. Re-established student, staff, and board expectations to align with the School Board's goals.

Paired with critical professional development and support services such as instructional coaching and data analysis support from the CREA REA and strategic fiscal planning to ensure we had aligned our resources to support the Board goals, we stopped our declining assessment score trend and realized significant first year gains in year one implementation of the Be Legendary Framework. We saw a 7% increase in reading outcomes on the NDSA assessment, 5% gain in math, and an 11% gain in reading score outcomes for our economically disadvantaged students.

This school year, based on data from the Fall and Winter ND A+ interim assessments, I am confident our district is positioned for more significant gains. And... I predict we will be On Track or ahead of our progress measure goals established two years ago. In fact, I recently shared with my Board I expect we will be raising the bar on our 5-year target goals during the annual review of our goals in June.

The mindset shift we made as a Board, staff and administration, is the difference. We changed our adult behaviors and committed to the integrity of the Be Legendary Mindset. We are now laser focused as a district to our mission and we are equally aligned in our commitment to improving student outcomes.

To circle back, I am here today to respectfully ask you all to please consider to fully fund the Be Legendary Framework. In 31 years of education, I have found, and learned, the mechanism to support student outcomes and to keep my students on a continuous improvement trajectory.

In fact, I am so bought into the Framework, I applied to be part of the first Be Legendary coaching cohort because I am committed to supporting and implementing this mindset across our state to positively impact not only my 157 kiddos in Westhope, but thousands of kiddos across North Dakota.

In conclusion, Be Legendary is not a program, it is a mindset shift in adult behavior to ensure school districts stay focused on the reason our schools exist.....To ensure each student, each year, continuously improves in what they know and are able to do, so they are prepared to be successful in whatever they choose to do after their K12 Journey.....In short, to Improve Student Outcomes.

Thank you for this opportunity to share mine and my District's story with you and I would enjoy the opportunity to answer any questions you may have for me.

Respectfully Submitted,

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

WHO WE ARE: 82.5 Team Members

Executive Leadership **3**	Office Leadership/Directors **10**	Education Program Administrators **34.50**
Management Information Systems **7**	Administrative Services *(Fiscal, Human Resources, Outreach & Engagement)* **16**	Education Program Administrative Support **12**

NDDPI SALARY RANGES

In 2020, the Office of Management and Budget (OMB) implemented a broadband paygrade system, consolidating multiple paygrades. In response, the North Dakota Department of Public Instruction (NDDPI) recognized the need to better reflect the various levels of program administration within our office. To address this, NDDPI divided the State of North Dakota's pay ranges into two levels per paygrade. This approach ensures our salary structure appropriately aligns with a more accurate Market Policy Point (MPP).

The MPP represents a 100% compa-ratio of the pay range. In consideration of available funding, NDDPI hires new employees within an 85%–88% compa-ratio of the salary range. Subsequent salary increases are determined through legislative appropriations.

With the equity funds allocated in 2023, NDDPI raised the agency's average compa-ratio to 95.7%. This allowed us to acknowledge the contributions of longstanding team members and reward high performers. Despite this progress, NDDPI remains the 16th lowest-paid agency out of the 53 state agencies managed under OMB's compensation system.

UPCOMING HIRING AND RETENTION CONCERNS

- Retaining highly qualified staff when the 2023-24 school district salary data highlights significantly higher wages for education-related positions.
- Attracting and hiring qualified team members with lower hiring rates than those offered in the broader field.
- Leveraging our current team to take on additional state or federal initiatives without compensation for increased responsibilities.
- Preparing for an upcoming retirement eligibility of 22% of our team in the 2025-2027 biennium.

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

HOW WE COMPARE

STAFFING (Last 10 years)

ND School District Industry Increase

+13.4%

NDDPI Decrease

-13.5%

SALARY

2023-2024
ND Largest Ten School Districts
Average Daily Salaries
(Bismarck, Dickinson, Fargo, Grand Forks, Jamestown, Mandan, McKenzie County, Minot, West Fargo, & Williston Basin)

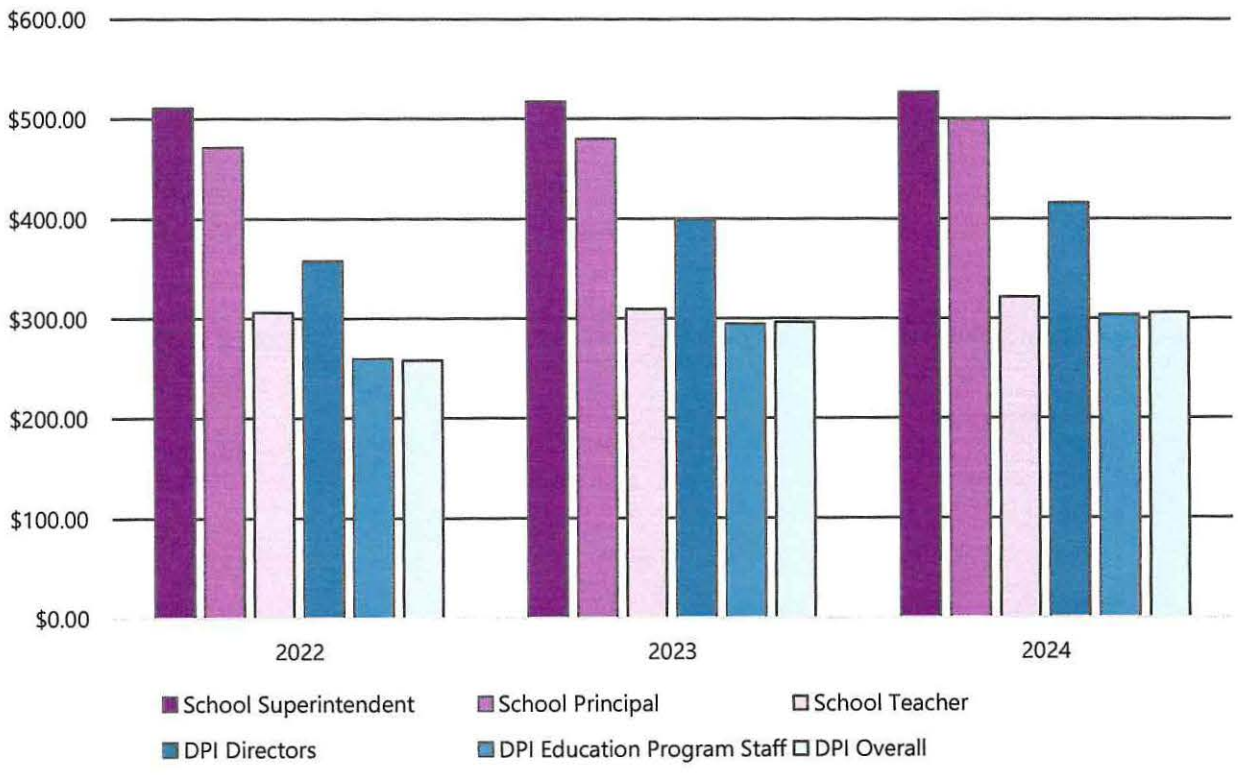
Teachers: $340
Assistant Principals: $515
Principals: $609
Superintendents: $894

2025
Average NDDPI Daily Salaries

NDDPI Overall: $306

Program Administrators: $302
Directors: $418

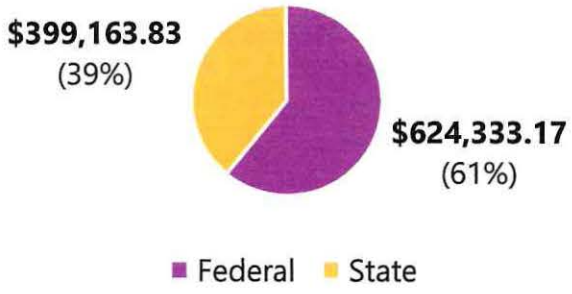
ALL ND SCHOOL DISTRICTS / AGENCY SALARY COMPARISON



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

REQUEST FOR ADDITIONAL SALARY FUNDING

Requested $1,023,497



DISTRIBUTION OF ADDITIONAL SALARY FUNDING

The NDDPI team is composed of high-performing professionals who consistently deliver exceptional results and are highly marketable across multiple industries. To retain top talent and remain competitive in the market, we are requesting additional equity increases for key team members and high performers.

The salary equity increase proposal would be distributed as follows:

Job Titles	Percentage Distributed	Federal	State
Education Program Administrators	51.0%	$422,250.00	$99,759.00
Education Directors	17.3%	$97,480.00	$79,470.00
Administration- *Fiscal, HR, Outreach & Engagement*	15.0%	$30,460.00	$123,190.00
Management Information Systems	9.6%	$24,628.00	$73,790.00
Education Program Administrative Support	5.9%	$48,270.00	$11,650.00
Executive Leadership	1.2%	$1,245.17	$11,304.83
		$624,333.17	**$399,163.83**
Total	**100.0%**	**$1,023,497.00**	

HOW WE COMPARE AFTER ADDITIONAL SALARY FUNDING

SALARY

2023-2024
ND Largest Ten School Districts
Average Daily Salaries

Teachers: $340
Assistant Principals: $515
Principals: $609
Superintendents: $894

2025
Average NDDPI Daily Salaries

NDDPI Overall: $328

Program Administrators: $325
Directors: $452

NDDPI Salary Ranges

July 1, 2024--June 30,2025

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105-2	$4,704	$5,315	$5,925	$6,536	$7,146	$56,448	$63,774	$71,100	$78,426	$85,752
106	**$5,120**	**$5,973**	**$6,827**	**$7,680**	**$8,533**	**$61,440**	**$71,676**	**$81,924**	**$92,160**	**$102,396**
106-1	$5,120	$5,800	$6,480	$7,160	$7,840	$61,440	$69,599	$77,757	$85,916	$94,074
106-2	$5,623	$6,350	$7,078	$7,805	$8,533	$67,470	$76,202	$84,933	$93,665	$102,396
107	**$6,125**	**$7,178**	**$8,203**	**$9,229**	**$10,254**	**$73,500**	**$86,136**	**$98,436**	**$110,748**	**$123,048**
107-1	$6,125	$6,942	$7,759	$8,576	$9,394	$73,500	$83,306	$93,111	$102,917	$112,722
107-2	$6,743	$7,620	$8,498	$9,376	$10,254	$80,910	$91,445	$101,979	$112,514	$123,048
108	**$7,360**	**$8,587**	**$9,813**	**$11,040**	**$12,267**	**$88,320**	**$103,044**	**$117,756**	**$132,480**	**$147,204**
108-1	$7,360	$8,335	$9,310	$10,285	$11,261	$88,320	$100,022	$111,723	$123,425	$135,126
108-2	$8,072	$9,121	$10,170	$11,218	$12,267	$96,864	$109,449	$122,034	$134,619	$147,204
109	**$8,784**	**$10,248**	**$11,711**	**$13,175**	**$14,639**	**$105,408**	**$122,976**	**$140,532**	**$158,100**	**$175,668**
109-1	$8,784	$9,951	$11,119	$12,286	$13,453	$105,408	$119,415	$133,422	$147,429	$161,436
109-2	$9,638	$10,888	$12,138	$13,389	$14,639	$115,650	$130,655	$145,659	$160,664	$175,668
110	**$10,491**	**$12,239**	**$13,988**	**$15,736**	**$17,485**	**$125,892**	**$146,868**	**$167,856**	**$188,832**	**$209,820**
110-1	$10,491	$11,884	$13,277	$14,669	$16,062	$125,892	$142,605	$159,318	$176,031	$192,744
110-2	$11,345	$12,880	$14,415	$15,950	$17,485	$136,134	$154,556	$172,977	$191,399	$209,820

Information Technology Salary Ranges

July 1, 2024--June 30,2025

Grade	Monthly Salary Range					Annual Salary Range				
	Min	1st CP	MPP	3rd CP	Max	Min	1st CP	MPP	3rd CP	Max
205	**$4,717**	**$5,503**	**$6,289**	**$7,075**	**$7,861**	**$56,604**	**$66,036**	**$75,468**	**$84,900**	**$94,332**
205-1	$4,717	$5,349	$5,980	$6,612	$7,243	$56,604	$64,182	$71,760	$79,338	$86,916
205-2	$5,175	$5,846	$6,518	$7,189	$7,861	$62,094	$70,154	$78,213	$86,273	$94,332
206	**$5,632**	**$6,571**	**$7,509**	**$8,448**	**$9,387**	**$67,584**	**$78,852**	**$90,108**	**$101,376**	**$112,644**
206-1	$5,632	$6,380	$7,128	$7,876	$8,624	$67,584	$76,560	$85,536	$94,512	$103,488
206-2	$6,200	$6,997	$7,794	$8,590	$9,387	$74,400	$83,961	$93,522	$103,083	$112,644
207	**$6,768**	**$7,896**	**$9,024**	**$10,151**	**$11,279**	**$81,216**	**$94,752**	**$108,288**	**$121,812**	**$135,348**
207-1	$6,768	$7,659	$8,551	$9,442	$10,333	$81,216	$91,911	$102,606	$113,301	$123,996
207-2	$7,432	$8,394	$9,356	$10,317	$11,279	$89,184	$100,725	$112,266	$123,807	$135,348
208	**$8,096**	**$9,445**	**$10,795**	**$12,144**	**$13,493**	**$97,152**	**$113,340**	**$129,540**	**$145,728**	**$161,916**
208-1	$8,096	$9,169	$10,241	$11,314	$12,386	$97,152	$110,022	$122,892	$135,762	$148,632
208-2	$8,879	$10,033	$11,186	$12,340	$13,493	$106,548	$120,390	$134,232	$148,074	$161,916
209	**$9,662**	**$11,272**	**$12,883**	**$14,493**	**$16,103**	**$115,944**	**$135,264**	**$154,596**	**$173,916**	**$193,236**
209-1	$9,662	$10,946	$12,230	$13,514	$14,798	$115,944	$131,352	$146,760	$162,168	$177,576
209-2	$10,601	$11,977	$13,352	$14,728	$16,103	$127,212	$143,718	$160,224	$176,730	$193,236
210	**$11,540**	**$13,463**	**$15,387**	**$17,310**	**$19,233**	**$138,480**	**$161,556**	**$184,644**	**$207,720**	**$230,796**
210-1	$11,540	$13,072	$14,604	$16,136	$17,668	$138,480	$156,864	$175,248	$193,632	$212,016
210-2	$12,479	$14,168	$15,856	$17,545	$19,233	$149,748	$170,010	$190,272	$210,534	$230,796

State of ND implemented modified set of salary ranges for positions classified in Information Services (technology), Engineering, and Trade Services (skilled trades).
DPI has incorporated this into the salary structure for salary ranges 205-210.

North Dakota Department of Public Instruction Agency Requests

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NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

	What it is?	How we know it works?	What was provided (23-25)?	What has been obligated/spent?	Why do need to keep funding it?	25-27 Request
1	**Continuous School Improvement** Currently, North Dakota uses Cognia state-wide for approval (NDCC 15.1-06-06) and as a system of improvement for all public schools. All schools are expected to participate in continuous school improvement through the Cognia process. All schools are also encouraged to implement improvement science which is an evidence-based strategy that can assist schools in reaching their school improvement goals.	Districts are provided a tool to draft and publish their strategic plans to the public. Feedback from the field indicates the tool helps them prioritize their strategic goals to benefit student outcomes. Districts have varying rates of success depending on their unique goals. No strategic plan is the same. In addition these funds facilitate the accreditation process. Currently all public schools including the NDDPI are accredited.	$1,287,615	$1,061,656	This is done through needs assessment, planning, implementation, and evaluation. Like any school improvement process, the continuous improvement cycle empowers systems to effectively plan and implement initiatives, while accumulating and analyzing data in order to apply necessary changes to improve practice.	$6,000,000
2	**School Food Processing Program -** This is pass through funding to allow the state to purchase commodity processed foods on the schools behalf. The schools are invoiced and pay NDDPI when the product is received at the school.	This allows schools to transfer a portion of their bulk commodity foods into further processed foods to add variety to their menu. The state's ability to purchase larger volumes allows for better pricing for schools. It's an efficient way to utilize USDA entitlement dollars.	$3,351,550	$3,351,550	The spending authority for this pass-through program allows the state to carry the burden of procurement so the products can be procured on the school's behalf until the school reimburses the state. This program continues to grow each year and allows schools more flexibility in their programs.	$2,000,000
3	**ND FIRST** - Senate Bill 2254, passed in 2023, mandates a rigorous intervention process aimed at supporting North Dakota's consistently lowest-performing schools. This bill specifically targets schools previously identified as Comprehensive Support and Improvement (CSI) schools, ensuring they receive enhanced support to improve performance.	The policy and shared agreements outlined in the bill are scheduled to go into effect in September 2025, providing a structured framework for intervention and support in these schools. Data and evidence will be collected and reported to the legislature.	$0	$0	In order to effectively oversee and manage the new framework intended to meet student outcomes and dictated by the legislature, NDDPI needs the funding to support implementation of the three potential interventions in the bill: 1.) Funds to be held in escrow for the school or school district or spent as designated by the superintendent of public instruction. 2.) Changes to curriculum, training, instruction, assessment, or the school calendar in the school or school district, and 3.) Reassignment or hiring of school or school district staff to fill roles associated with school or school district needs.	$1,500,000
4	**Summer EBT** - Annual program that provides food assistance to households with school-age children who are eligible for free or reduced-priced school meals. The benefit is provided during the summer months when students don't have access to school meals.	North Dakota issued 38,000 Summer EBT Benefit cards during summer 2024 totally over 4.8 million dollars.	$0		USDA requires that states match any funding provided federally to administer the Summer EBT program. NDDPI is responsible to administer the student eligibility and data matching portion. NDDPI needs the funding to support the administrative costs to carry out the program.	$150,000
5	**ND History and Tribal Textbook**	In partnership with the ND Tribes to teach students about the culture and History of ND Tribes.	One time funding		To provide ebooks and textbooks to all schools in ND, free to all students.	$650,000
6	**Federal CLSD** - The Comprehensive Literacy State Development program provides a discretionary grant to create a comprehensive literacy program to advance literacy skills.	CLSD grants are provided to 22 school districts serving 81,759 students. Educators are improving their instructional impact through CLSD supported avenues and reading scores are bouncing back.	Federally Funded	NA	The grant requires use of evidence-based programs and practices. With the end of ESSER funds, schools are searching for funds to support educators with best practice supports.	$28,350,000

North Dakota Department of Public Instruction Grants - State Program Grants

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NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

	What it is?	How we know it works?	What was provided (23-25)?	What has been obligated/spent?	Why do need to keep funding it?	25-27 Request
1	**Superintendent Grant Pool** - This pool of funding provides a variety of support to legislative and department priorities including: Leveraging the Senior Year (LSY CREAM and AP), Building Tomorrows Leaders (BTL), Family Engagement, etc.	For LSY-CREAM in 23-24, we had 341 students participate, providing a $205,056 savings to students in college expenses. For LSY-AP in 23-24, we had 3,060 exam participants, providing a $1,812,663 savings to students in college expenses. For both LSY-CREAM and AP the 24-25 numbers are trending upward. For BTL, 11 schools applied to do the program in SY 23-24 and 24-25. According to pre and post surveys, about 150 students participated and most demonstrated growth in the skills covered by the program.	$1,200,000	823,400 (AS only - not sure about others)	This grant pool allows the state superintendent to respond to fulfill legislative and department priorities that provide solid outcomes for students, schools, and families. BTL civics education prepares students for every pathway in the Choice Ready model. It sets students up to be well-informed and engaged members of society.	$1,700,000
2	**Adult Education Match Funds (IET Grants):** Program for ND citizens (established 1967) that provides, at no cost, educational and work-based classes/instruction to improve skills, prepare for GED testing, and increase employment opportunities. This "second chance" is orchestrated by 8 Regional Adult Learning Centers and 5 Correctional sites and is supported through partnership with other state agencies.	GED Pass Rate in ND is typically top 3- 5 in the country and 10% above national average. Over a 5 year span our major accountability metrics (Employment 2nd/ 4th Quarter after exit, Median Earnings 2nd Quarter after exit, and Measurable Skill Gains) are all trending up. Have gained 1000 additional students when comparing '20-'21 to '23-'24.	$5,500,000 ($500,000 specifically for IET grants)	21-23: $5,000,000 provided and all spent. 23-25: All obligated & $3,508,555.73 spent so far. (100% of funding is granted out)	Adult Education acts as a pressure valve for those students, year over year, who do not finish high school. It allows a second chance by providing an academic and workforce path, minding the ND in-demand occupations, for those who typically have multiple barriers. The studies on earnings by individuals with/without a high school education are astonishing. Adult Education creates a two-fold ROI: 1. remove folks from state services by increasing earned wages/better employment and 2. increase funding to the state tax base. We also assist folks who are still learning to speak, read, or write in English to assist them in earning employment/furthering their education. The majority of students are over 16, not enrolled in high school, and did not earn a high school diploma.	$6,000,000 (around 90% of budget is spent on salary and benefits for teachers/instrutors)
3	**Be Legendary School Board Training** - program designed for governing teams that are dedicated to continually sharpening and cultivating their focus on one objective: improving student outcomes.	30% of districts completed the two day training; of those 55% are participating in one and two year coaching. Boards have identified three goals and are monitoring progress. There is positive movement at the local level and the goals are aligned to the ND aspirational goals.	$1,500,000	$1,346,000	School board members are leaders in their school system and have the power to dramatically improve student achievement. We want to scale the program state-wide.	$1,500,000
4	**Dyslexia Training Program** - ND schools are required to screen for dyslexia characteristics. The Dyslexia training program provides teacher and leader training specific to the implementation of the law and serving students with dyslexia characteristics.	392 participants have increased their knowledge, alignment to science of reading, 6 dyslexia credentials issued, 12 individuals pursuing dyslexia credential	$279,000	$241,500	Of the schools participating there is a continued need for professional development and growth. We have not seen engagement from all schools/districts from across the state.	$300,000
5	**Free School Meals** - Expanded the eligibility level to 200% of the poverty level for those families to receive meals at no cost.	Approximately 1,700 additional students qualified to receive meals at no cost during the 23-24 school year. 7,250 students reduced-priced students had the .30 breakfast and .40 lunch fee paid by the State	$6,000,000	$2,300,000	This helps many working class families who fall just over the reduced priced guidelines. All families who earn up to 200% of the poverty level receive meals at no cost.	$4,500,000

6	**Para 2 Professional** - Due to the dire teacher shortage, SB 2032 was passed in the 2023 Legislative Session. This program provides NDDPI with 3 million to help paraprofessionals become licensed teachers. Any paraprofessional in a ND school can apply to NDDPI for a scholarship to attend an approved ND University to take online courses approved through ESPB that lead to a teaching degree.	This program has been extremely successful from its inception. Within three months of opening the application process, all funds were obligated. Our model uses a Grow Your Own approach, which allows paraprofessionals to remain in their home community, work in their school district to support themselves and their families, while they work on getting their teaching degree.	$3,000,000	$3,000,000	North Dakota, like most other states, continues to grapple with a severe teacher shortage, especially in the area of Special Education. We need to keep funding this program, as there is significant interest across the state from paraprofessional to participate in this program to become a licensed teacher. Continuing to fund this program will provide the state with a flood of new teachers over the next several years.	$3,000,000
7	**Science of Reading** - 2021-2024 funded through ESSER funds. 2023 session provided funding to support he professional learning specific to the science of reading and implementing systematic direct literacy instruction.	In partnership with the REAs, over 6,000 educators have participated in training opportunities. Over 50% of ND K-3 educators have been trained in LETRS.	$1,000,000	$758,826	During the NDDPI SOR report review, 90 of 172 schools continue to struggle with implementation of the SOR statute. The state's literacy rates continue to hover around 40%. Districts implementing strong science of reading practices are seeing growth locally. There is a continued need for educator assistance, leadership training, and implementation support.	$1,000,000
8	**Statewide Reading Tool** - Amira is the world's first, most widely used and most studied AI-powered reading assistant. Amira provides students with a hyper-personalized reading tutor and provides teachers with detailed data in student reading ability. Students read aloud to Amira, Amira listens and assesses, and when the student struggles Amira provides in-the-moment Science of Reading aligned tutoring support. At the conclusion of each reading session, Amira provides teachers with immediately updated data and links to instructional materials that can be used outside of the tool to further personalize learning. Amira also provides an approved dyslexia screener.	Independent evaluations consistently demonstrate the ability of Amira to match or exceed the impact of a human tutor (a 0.37 effect size, which is approximately 5 additional months of learning). A recent evaluation of Amira conducted by Columbia University found that students who worked with Amira regularly experienced an effect size 0.45. Another recent evaluation commissioned by the Utah State Board of Education found similarly large effect sizes ranging from 0.25 to 0.45. Most importantly, a recent efficacy analysis of Amira found that North Dakota students working regularly with Amira experienced significant performance increases in the NDSA reading tests in grades 3, 4 and 5. For example, 3rd grade students who read with Amira on a regular basis saw an average of a 15-point gain on NDSA, 4th grade regular users saw a 17-point NDSA gain and 5th grade regular users saw a 10-point NDSA gain.	$1,600,000	$1,410,000	First, the data show that Amira works. A recent analysis of Amira in North Dakota demonstrated significant gains for regular Amira users (up to 15 NDSA points in 3rd grade, 17 NDSA points in 4th grade and 10 NDSA points in 5th grade). Second, interest from districts remains high. In SY 23-24, 109 districts used Amira and in SY 24-25 103 districts continue to use Amira. The 95% retention rate of districts between SY 23-24 and SY 24-25 demonstrates continued demand. More than 44,000 students have benefited from Amira, with 33,000 users this school year. ND students have read more than 1.2 million minutes with Amira since August 2024. Third, we believe that once the new evidence of effectiveness for ND students is communicated to districts, more districts and students will make use of Amira and continue to increase usage levels. NDDPI has prioritized use of federal ESSER funds to continue Amira for SY25-26. State funding is requested to continue Amira for SY26-27.	$500,000

9	**Teacher Retention Program** - In the 2023-25 biennium, $2.3M was appropriated from carryover funds to address our state's teacher retention crisis through a statewide pilot through Vital Network. The statewide teacher retention program provides grants to districts to help them gather educator feedback to support districts in their journey to improve daily practices and enhance employee engagement. The educator retention program through Vital Network tackles educator burnout and helps retain talent through a collaborative and data-driven process designed around each school community's unique context. The pilot has been successful: more than 5,000 of North Dakota educators across 221 schools have participated, representing about half of the state's schools and educators.	Schools and districts that started in the fall or winter of 2023-24 are beginning to get their results back, and we are seeing improvements in their data. Full results of this cohort will be known when schools take the baseline again in Fall 2025. Research suggests it takes 3-5 years for any kind of extensive school improvement to take hold; results in the 2026–27 school year will thus be particularly useful for this interim outcome.The improvement of the working conditions of educators in partnering districts and schools is an interim outcome of this program. See baseline data for North Dakota here. The ultimate outcome will be the retention of educators in partnering districts in schools. This ultimate outcome takes 3-5 years to manifest, given that workforce decisions are often made over time. The 2026-27 and 2027-28 data will be particularly useful for assessing this outcome. A database has been created for merging data, and baseline data has been collected.	$2,300,000	$1,930,000	To achieve the ultimate outcome of educator retention statewide, continued funding is needed to enable the 221 schools in the pilot to continue to build cultures of retention over the necessary 3-5 year period and for the remaining 228 schools who have not yet opted into the pilot to participate. Expanded funding allows Vital Network to build a North Dakota field staff to serve participating schools. Finally, increased funding allows Vital to continue to innovate with districts to bring successful retention strategies being deployed into board oversight, HR and talent management, and district office operations.	$2,300,000
10	**Native American Essential Understandings**	Created in the Sring 2015 where we gathered NA elders from the ND Tribal Nations to develop the 7 EU. This initiative is closing the gap between Native and Non-Native students. The NDNAEU integrates NA perspectives into classrooms through culturally responsive teaching, lesson plans, elder interviews and training for educators, fostering cross-cultural understanding and improving educational outcomes	$300,000	EP scores and graduation rate for c	The teaching of our elders webiste has several resources that teachers can use in implementing culturally responsive practices. The trajectory of success continues to improve with the NDNAEU work. This model underscores that cultural identity enhances learning for all students.	$300,000
11	**Indians into STEM**	In partnership with VCSU to increase awareness and interest in STEM careers among ND Native American 7-12 students.	Previous funding was Philanthropy and ESSER			$300,000
12	**Science of Math** - Recognizing the decline in mathematics post pandemic, the NDDPI prioritized ESSER funding in fall 2023 to provide mathematics supports in a similar structure as science of reading. These training opportunities focused on explicit instruction strategies with modeling, procedural skill and fluency, and the instructional analysis of the current math textbook using the "Textbook Effective Math Instruction Scoring Rubric" developed by NDREA partners.	In partnership with the REAs, over 500 educators have participated in science of math training opportunities. Many of these educators have continued their learning to in-depth training opportunities. One district required all elementary staff to patriciate in the "Features of Effective Math Instruction" training and monitored implementation after the training saw a significant increase in elementary math achievement (from 20% proficient to 47% proficient) after one year of implementation.	$0	NA	The state's math proficiency rate continues to hover around 45% for grade 4 and 33% for grade 8. The conversation and training focused on effective math instruction is needed throughout the state in addition to educator assistance, leadership training, and implementation support. SB 2213 also references this funding to support mathematics programming and requirements.	$1,000,000

13	**National Board Certification Margins 2 Center Program**	So far the Margins 2 Center Program has supported 7 NA teachers out of a total of around 50 teachers. The program is designed to support teachers who serve in traditionally marginalized areas – Native American communities, rural or remote communities, teachers of color, etc. We have worked to support all teachers who wanted to participate in the program, as ND as a whole is very rural/remote.	We have used funding from the Margins 2 Center Grant that the National Board for Professional Teaching Standards received from the US Dep of Ed to support teachers serving in traditionally marginalized areas. Compass, Partners in Learning (Scott and Sharla with support of Joann Stephens) was chosen as a partner site by the NBPTS to provide this opportunity to teachers across ND. The funding from this grant has supported ND teachers in the 23-24 and 24-25 school year, and the funding ends in September 2025.		There is great interest from teachers across ND to continue to receive support through the mentoring, work retreats, etc. that we have offered the past two years. Students taught by NBCTs are 1-2 months ahead of their peers in academic progress. Quality instruction by NBCTs fosters higher student engagement, helping to meet North Dakota's goal of achieving a statewide behavioral engagement score of 150 points by 2025-26. By improving the quality of instruction and fostering deeper learning, NBCTs contribute to higher graduation rates and ensure students are Choice Ready, aligning with North Dakota's goal of all students graduating Choice Ready by 2029-30.	$200,000

North Dakota: Leading the Way on Educator Retention

Retaining Educators and Administrators by
Making Schools Great Places to Work

HB 1013

House Appropriations - Education & Environment Division
January 24th, 2025 - Vital Network: Nathan Eklund, M. Ed., Erin L. Raab, Ph.D.

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Why Educator Retention?

Educator Retention is Essential for a
World-Class Education System for North Dakota's Students

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According to the 2024 **North Dakota Teacher Retention and Recruitment Taskforce Report**, despite North Dakota being ranked in the top 25% nationally for teaching attractiveness,
61% of schools reported being unable to, or finding it very difficult to, fill teacher vacancies.

Turnover of one teacher costs
up to $20,000 & 1/2 year of student learning.

Vital Network is on a mission to ensure that every school is an **exceptional workplace** that **retains its talent** and contributes to a brighter future for the profession.

When schools are great places to work, they are **excellent places for learning.**

"As a rural school district that struggles with finding qualified teachers when we have openings, ***we know that teacher retention is important to our ability to have a quality school****.*

One of the aspects we appreciate so much about our work with Vital Network is that the work is focused on positivity and moving our school forward.

Vital Network is helping us become the best school we can be and that is very inspiring."

Phil Leitner, *Superintendent*
Montpelier Public School

How does Vital Network Improve ND Educator Retention?

Vital Partners with Districts and Schools to Create
Workplace Environments Where Educators Want to Stay

*"Our district, like many others, struggles with retention and recruitment of qualified educators and other key staff members. By making Vital Network a part of our district, **our educators feel like they have a voice and are being heard, something they have not always felt before.***

*Our Vital partnership **opens the door to meaningful conversations and collaboration between our administrators and educators to create strategies to improve all these areas.***

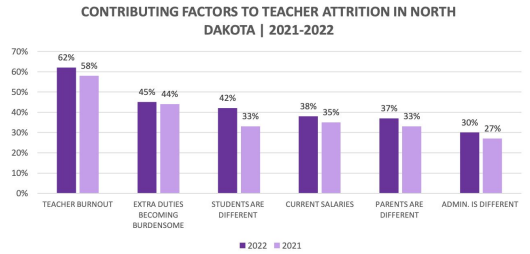
*In our time with Vital, **we have already seen improvement in employee morale and well-being.** We are excited to continue our work with Vital Network."*

Amanda Denevan, *Assistant Human Resources Director*
Williston Basin School District

ND Teacher Retention Task Force Finding

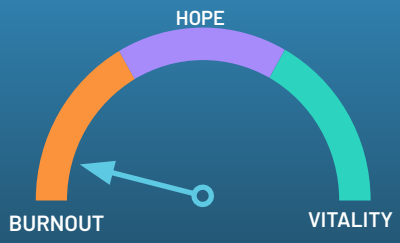
Workplace Environment and Burnout: Leading Causes of Attrition

NORTH DAKOTA EDUCATOR RETENTION
North Dakota Teacher Retention and Recruitment Task Force



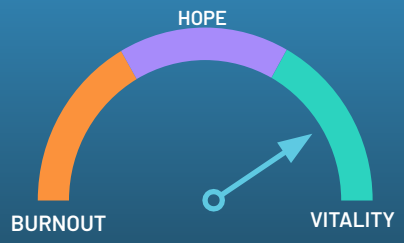
From **BURNOUT...**

A state of prolonged exhaustion **caused by negative external conditions** that no level of self care can overcome.

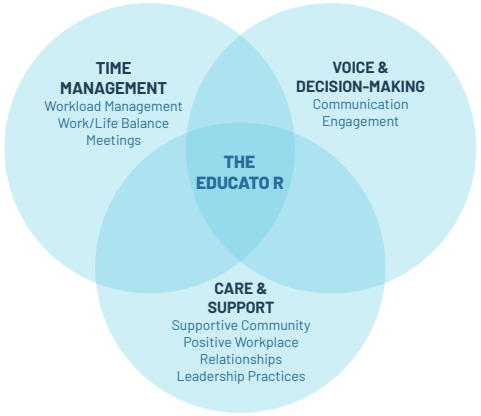


...To **VITALITY**

The **purpose and energy** experienced when working in an empowering community.



Conditions for Retention



Phases & Activities at a Glance

Prepare	Inquire	Ideate & Plan	Experiment	Reflect & Iterate
1	2	3	4	5
Align leadership and staff around a shared vision.	Discover your school's position to move forward with purpose.	Set clear goals and strategies to drive meaningful progress.	Test strategies in real time, gathering insights.	Examine progress and refine strategies for growth.
Kickoff	Vital Baseline Survey Data Review Workshop	Vital Actions	Vital Mid Year Survey	Vital End of Year Survey

Vital's Approach Aligns with the Teacher Retention Task Force Recommendation #3: Understand Supportive School Culture

"The Task Force recommends the state annually survey school employees to understand employee satisfaction. Job satisfaction is influenced by factors which maintain or encourage people in their role.

By incorporating employee satisfaction data in strategic goal setting, **schools and districts will identify key factors related to educator retention in plans for continuous improvement aimed at ensuring supportive school culture**."

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Furthermore, **the alignment of Vital Network's efforts with the North Dakota Teacher Retention and Recruitment Task Force** recommendations is evident.

By focusing on **improving working conditions and fostering a supportive school culture** through regular data collection and actionable insights, the JPS is proactively addressing key factors in teacher retention and recruitment, such as mentorship, workplace satisfaction, and professional development.

Dr. Rob Lech, *Superintendent*
Jamestown Public Schools

What Has Been Achieved this Biennium?

We had an extremely successful pilot 2023-2025.

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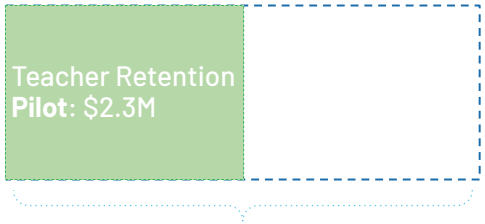
Initial Vision: Retention at Scale

House Appropriations - Education & Environment Division
Supported $4.3 for the 2023-25 Biennium

Initial Plan: Statewide Teacher Retention Initiative: $4.3M

Actuals

Appropriated Funds for the Current 2023-25 Biennium



$2.3 out of the initial $4.3 budgeted was ultimately allocated, which rescoped the initiative as a pilot.

2023-25: North Dakota Invested in a Successful Pilot

Building Partnerships

Key Achievement: 44% of ND educators being served (5,000+ across 128 schools in 20+ districts) joined the Vital Pilot.

Next Goal: Expand to reach 100% of educators by the end of 2026-27.

Improving Working Conditions

Early Results: Partnering schools show initial improvements; full data available Fall 2025.

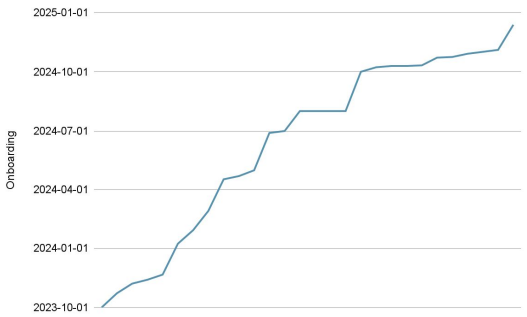
Medium-Term Impact: Significant results expected by the end of 2026-27.

Boosting Educator Retention

Baseline Data: Established partnership with NDDPI for comparing retention between participating and non-participating districts.

Medium-Term Impact: Retention trends will be assessed at the end of 2026-27.

Building Partnerships: District Engagement Momentum



Early Improving Workplace Environment Outcomes

from North Dakota Partners through the pilot

- **Strategic commitment to the working conditions of adults:** School and district-level reframing of priorities to support daily experiences of educators.
- **Targeted improvements in day-to-day operations**: For some schools this is a reduction in meetings, for others, the creation of better building leadership team practices.
- **Greater alignment between district leadership and school-level teams**: Improved district-level practices to respond to needs and voice of principals and teacher leaders.

Boosting Educator Retention: Explore Early Findings

www.vitalnetwork.com/ndakota



The work Vital has done thus far has exceeded our expectations. They are a true partner and fully understand a 'one size fits all' approach does not work for recruitment and retention of staff. *They recognize each organization has a unique culture and they have went above and beyond to understand our context.*

During the fall of 2024, Vital Network engaged Central Cass, Maple Valley, and our district in a cohort to do this work together. This cohort has provided us with thought partners and resources. We knew the districts before but now we are truly partners in this work. ***Before, we competed. Now, we work together to do what is best for our communities, educators, and learners. Vital Network was the catalyst for this unique partnership.***

Vital Network has helped us focus our attention on key areas to build a world class culture. ***With their vast resources, network of districts, and high quality staff, they are helping us to become the best version of ourselves.***

Dr. Cory J. Steiner, *Superintendent*
Northern Cass School District

What's Next?:
Building From the Successful Pilot

Opportunity to Elevate North Dakota Education
through Statewide, System-wide Impact

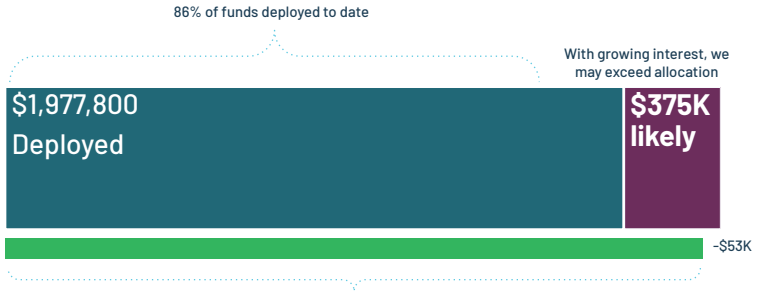
vital NETWORK

Actuals: Nearly $2M Deployed by December 2024



$2,300,000 in Appropriated Funds
2023-24 / 2024-25

Actuals: District Interest Continues to Rise



$2,300,000 in Appropriated Funds
2023-24 / 2024-25

Goals for the Next Biennium

Make ND ***the leader*** in the nation solving educator burnout.

1. **Scale educator retention impact statewide** by moving beyond the pilot to equip all 168 North Dakota districts with access to support and resources to make their schools great places to work.
2. **Increase retention of great school leaders** by piloting an administrator retention effort.
3. **Deepen partnerships with DPI, Higher Ed, and other entities** to improve the wider ecosystem in which K-12 leaders work.

vital NETWORK

Goal 1: Scale Educator Impact Statewide

- Expand to reach 100% of North Dakota's educators.
- Build state capacity to sustain this work by training REAs to deliver Vital-powered support to rural and small districts.
- Build state-level data systems and leadership in teacher retention and well-being.

RECOMMENDATION: Fully Invest in Educator Retention

For system-wide implementation that truly lifts all boats, we need to reach and improve the workplace environment of 100% of North Dakota schools and educators. If the pilot school districts continue to improve and be excellent in this work, they will get better at recruiting and retaining - potentially to the detriment of non-participating districts.

As noted in the 2024 ***North Dakota Teacher Retention and Recruitment Task Force Recommendations and Report***, "Teachers are the number one factor influencing student growth and achievement" and "retaining a high-quality educator workforce is pivotal for enhancing the well-being of North Dakota's students."

"Vital Network has created a system for North Dakota schools to understand and promote teachers' voices in our schools.

Having already customized support particularly well for larger districts, Vital developed and began implementing a plan to ***partner with the REAs to reach ND teachers in our smallest and most rural districts. Their presence in ND creates the opportunity for every teacher to be a part of the solutions in their school."***

Luke Schaefer, *CEO*
Central Regional Education Association

"Vital Network's work with schools ***leverages high-quality survey methods*** *and* ***objective teacher retention data to identify and foster the workplace factors that retain North Dakota's educators****.*

The collection of such ***high-quality data also enables strong evaluation*** *of Vital Network's programming and the reporting of outcomes to the legislature."*

Dr. Ellie Shockley, *NDUS Institutional Researcher*
Supporting NDDPI

Goal 2. Increase Retention of Great School Leaders

There is a crucial connection between school administrator retention and teacher retention. A key ingredient to improving working conditions for teachers and retaining teacher talent is the presence of effective and consistent school administrators.

Yet more than 1 in 3 North Dakota principals are expected to leave the profession in the next 3 years.[3]

- Pilot to reach 50% of North Dakota's school leaders.
- Align teacher and administrator retention strategies to maximize impact.
- Build strategic partnerships with other North Dakota entities invested in principal and leader development.

RECOMMENDATION: Invest in Administrator Retention Pilot

Given the growing body of research that empirically links teacher and principal retention, any effort seeking to **retain teachers** should also include parallel support for **school administrator retention and development**.

As noted in the 2024 ***North Dakota Teacher Retention and Recruitment Task Force Recommendations and Report***, "School administrators play a crucial role in supporting student and **staff success.**" Teacher retention strategies would benefit from Vital's additional layer and depth of support for school administrators.

Responding to Partner Request for School Leader Retention

"Beyond their exceptional work with our educators, I am excited to share that our district is partnering with Vital Network to roll out our first survey designed specifically for building leaders. In a district as large as BPS, it's essential to ensure that our building leaders feel heard and valued, with a clear voice in shaping the direction of the district. This leader-focused process aims to break down barriers of isolation and provide a platform for our leaders to share their perspectives, fostering stronger connections and alignment across the district.

BPS and I remain steadfast in our support of Vital and their mission. Thank you for joining us in recognizing and supporting the incredible impact of their work."

Jeff Fastnacht, *Superintendent*
Bismarck Public Schools

Goal 3: Greater State Systems Impact

- Deepen partnerships with other organizations serving educators and leaders (e.g. NDCEL and ND RISE).
- Explore innovations in HR and school board level supports that contribute to retention and well-being.
- Explore partnerships with Higher Education institutions.

The partnership between NDCEL and Vital Network has been instrumental in addressing the critical issue of teacher retention by aligning our shared commitment to supporting educators and school leaders.

With our established relationship and shared vision, there was an inherent level of trust from the start, which allowed administrators to confidently embrace the program. This trust not only facilitated a smoother implementation process but also created an environment where administrators felt supported in adopting new strategies to retain and empower their teachers.

Together, we are making meaningful strides in ensuring that North Dakota's schools remain strong and well-staffed for the future.

Dr. Aimee Copas, Executive Director
North Dakota Council of Education Leaders

Requesting $6.6M to Make North Dakota the #1 State Solving Educator Retention

Make ND ***the leader*** in the nation solving educator burnout.

1. **Scale educator retention impact statewide** by moving beyond the pilot to equip all 168 North Dakota districts with access to support and resources to make their schools great places to work.
2. **Increase retention of great school leaders** by piloting an administrator retention effort.
3. **Deepen partnerships with DPI, Higher Ed, and other entities** to improve the wider ecosystem in which K-12 leaders work.

Requested Funds for 2025-27 Biennium

Teacher Retention Pilot (Continuation): $2.3M	Teacher Retention Expansion: $2.3M	Administrator Retention Pilot: $2M
(to reach 50% of ND educators)	*(to expand to 100% of educators in ND)*	*(to reach 50% of administrators)*

$6,600,000 Ask

HB 1013's Current Recommendation
For the 2025-27 Biennium

Teacher Retention **Pilot Continuation**: $2.3M	

$2.3M out of the requested $6.6M

What we can do with $2.3M?

Sustain Pilot-Level Work

- **Pilot-Level Teacher Retention**
  - Maintain ongoing educator retention work with current partners.
  - Small expansion to reach around 50% of North Dakota's educators.
- **No Administrator Retention**
  - *N/A*
- **Some Systems Impact**
  - Continue partnership with DPI to track outcomes.
  - Maintain relationships with other organizations serving ND educators.

What can we achieve with a $6.6M investment?

Maintain, Expand, and Innovate to Make North Dakota the #1 State for Retention

- **Scale Teacher Retention**
  - Reach 100% of North Dakota's educators.
  - Build state capacity to sustain this work by training REAs to deliver Vital-powered support to rural and small districts.
  - Build state-level data systems and leadership in teacher retention and well-being.
- **Pilot Administrator Retention**
  - Reach 50% of North Dakota's administrators.
  - Develop and implement an administrator retention program with a continued emphasis on supporting teachers by improving working conditions.
- **Deepen Systems Impact**
  - Deepen partnerships with other organizations serving educators and leaders (e.g. NDCEL and ND RISE).
  - Explore innovations in HR and school board level supports that contribute to retention & well-being.
  - Explore partnerships with Higher Education institutions.

What becomes possible
when we create a culture of retention?



Nathan Eklund
Founder &
Chief Executive Officer
nate@vitalnetwork.com



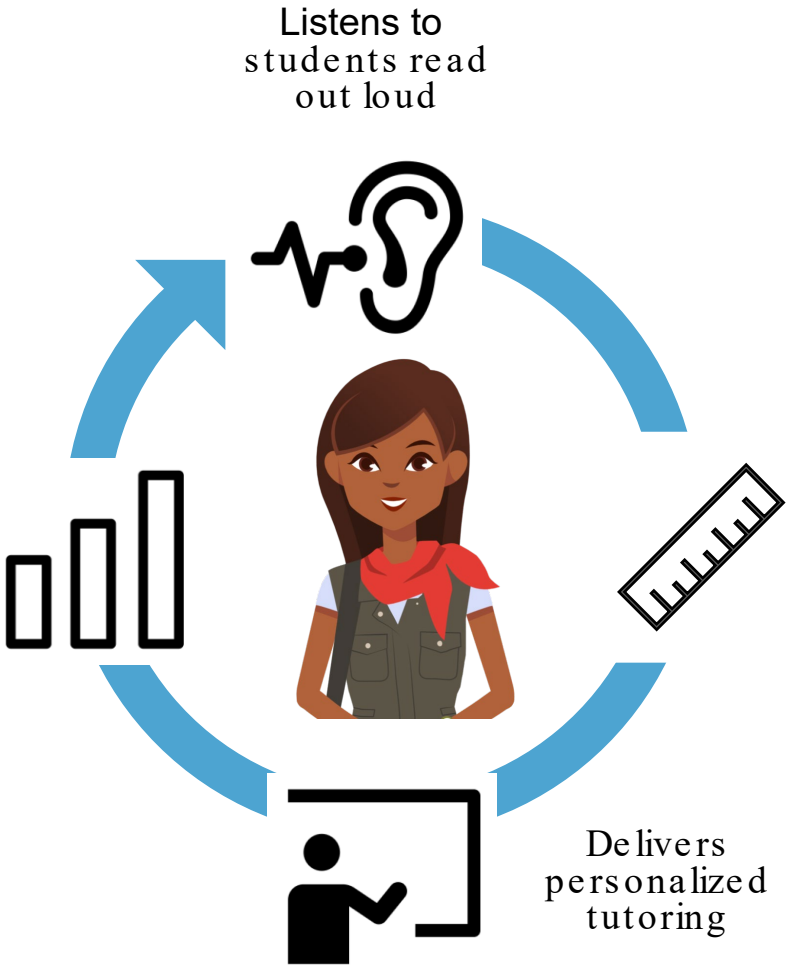
Dr. Erin Raab
Chief Strategy &
Impact Officer
erin@vitalnetwork.com

Amira LEARNING

The World's First AI-Powered Reading Assistant



How Amira Works



English and Spanish

Amira LEARNING

Most Important: Amira Works.

ANNENBERG BROWN UNIVERSITY — High Quality Human Tutoring — **0.37**

Carnegie Mellon University — Tier 1 STRONG ESSA EVIDENCE —  — **0.64**

COLUMBIA UNIVERSITY — SCCPSS —  — **0.45**

ETS — Utah State Board of Education —  — **0.45**

Multiple recebt evaluations have found Amira to be as or more effective than human tutoring prorams.

Amira LEARNING

District retention

SY23-24
109 school districts used Amira

SY24-25
103 school districts using Amira

95% retention rate of districts using Amira from one year to the next

Usage

44 ,768

Stuents have worked with Amira since project launch

33,341

Stuents working with Amira this school year (SY24-25)

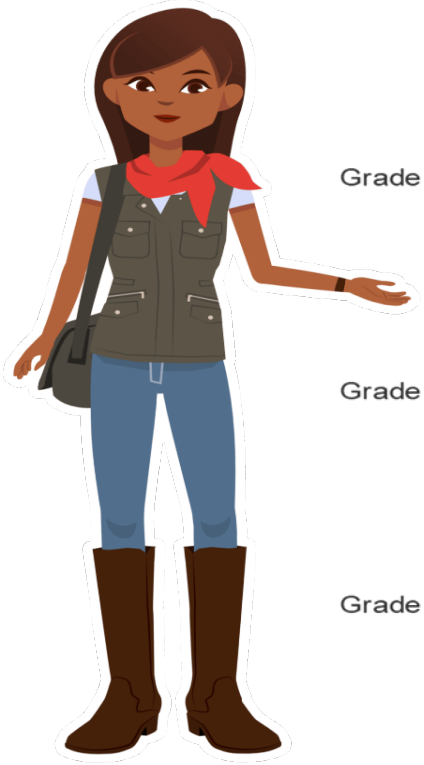
1,590,000

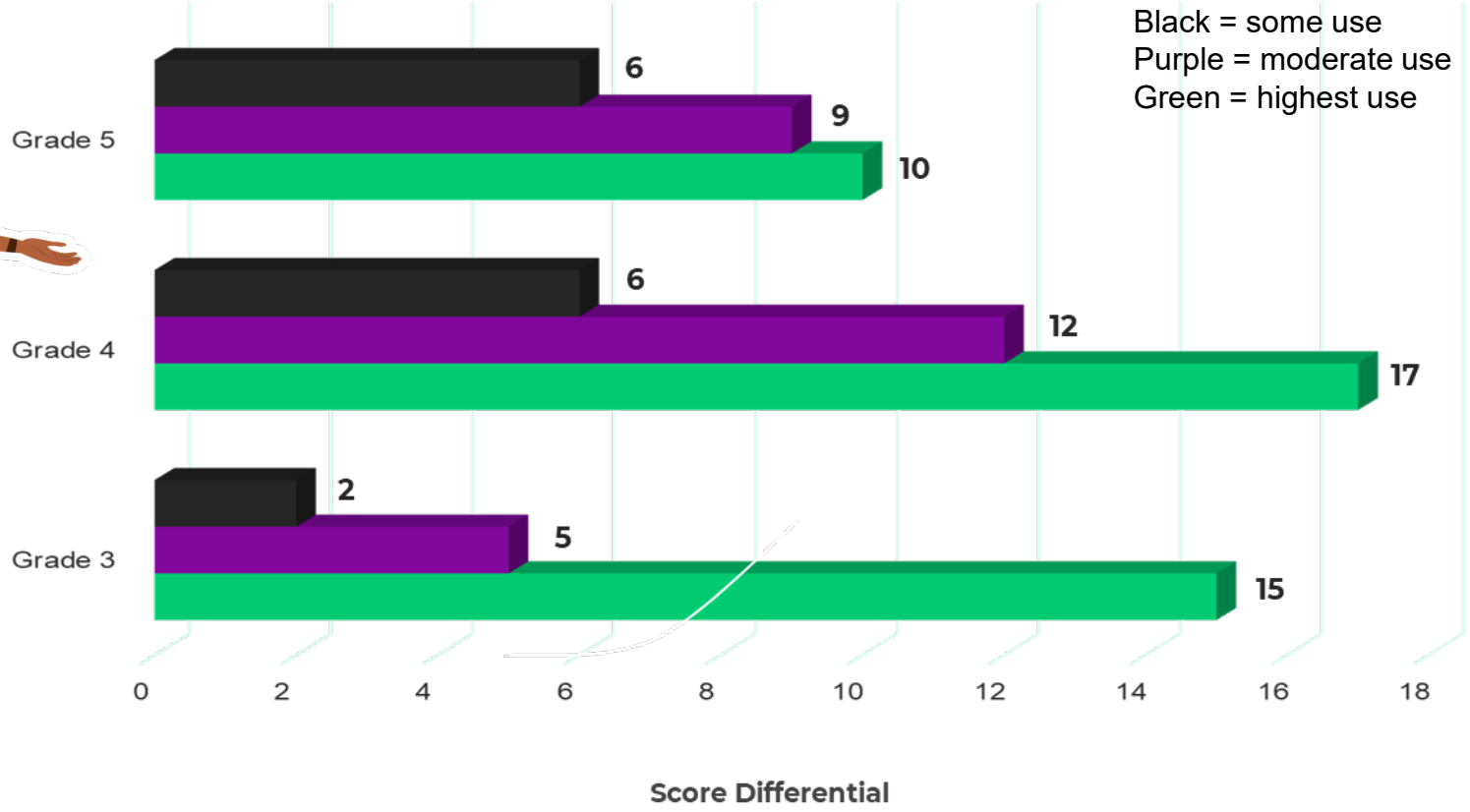
Minutes Read with Amira this School Year (SY24-25)

102,180,000

Words Read with Amira this School Year (SY24-25)

Results: Score Differential for NDSA ELA Scores by Amira Tutor Usage





Request

NDDPI request:

- The North Dakota Legislature appropriated $1.6M for SY23-24 and SY24-25, of that amount $1.41M has been expended and the remaining should be expended by the end of this school year
- NDDPI has allocated $753,000 of ESSER funds to support ND districts to continue using Amira through SY25-26
- NDDPI requested $500,000 to continue Amira for up to 25,000 students in SY26-27

Options to consider:

- **Increase students served** in SY26-27 to 35,000
  - Maintains the current level of service
  - $200,000 ($20 per student) in addition to NDDPI request of $500,000
- Increased **School Success Support** for SY25-26 and SY26-27 to **drive up usage**
  - Multiple onsite professional development events (coordinated w/ REAs), a North Dakota specific Amira Teacher Champions program, and a ND newsletter to share impact and encourage usage
  - $100,000 over two years
- Add the **Resilience Story Pack** for grades 3-4-5 in SY25-26 and SY26-27
  - Resilience is an additional library of stories curated from Dr. Bill Bennett's Book of Virtues and are organized thematically around nine core virtues: Honor, Courage, Friendship, Loyalty, Self-Discipline, Perseverance, Work, Compassion, Responsibility
  - Additional $10 per student per year
  - Assume 10,000 Grade 3-4-5 students per year ($100,000 per year, $200,000 over two years)

- "I'm excited for my students to read with Amira so they can have automatic feedback when they read and they will be able to correct their mistakes." - Katie, Kindergarten teacher at Westhope Elementary School (Westhope Public Schools)
- "I'm excited for students to have a one-on-one experience with a program that can support their reading. This will be helpful when running small groups." - Kaley, Extended Education Teacher at Westhope Public Schools
- "We love that the students are held accountable for their reading and they are reading out loud to someone as often as they can." - Heather, Literacy Coach, Bottineau School District 1
- “I have seen amazing reading growth with Amira!” - Jennifer, 5th grade teacher, Gackle-Streeter Public School #56
- “It will be a great way to gather data and easier than sitting with each individual student as Amira does the tracking for me.” - Ellie, Kindergarten teacher, Nedrose Public School District
- “One of the reasons I'm excited to use this this year is to see the growth and help fill those gaps before moving them on to first grade.” - Brandee, Kindergarten teacher, Williston Basin School District #7
- “We have students that don't have the support at home to be able to read to someone. This will be great for the students to read to Amira on a daily basis. Some days, I don't have the opportunity to listen to all of the students.” - Jill, K3 Student Performance Strategist, Valley City Public Schools
- “I like the intervention Amira can provide for students when reading. Compared to me giving a correction of the word to the student, Amira gives different directions on helping a student that struggled with a word.” - Lauren, Mckenzie County School District #1

Thank You



MINOT STATE UNIVERSITY | Humanities, Social Sciences, and Interdisciplinary Studies

Samuel Stinson
Humanities, Social Sciences, and Interdisciplinary Studies
Minot State University
500 University Ave W, Minot, ND 58707

January 24, 2025

Chair Nathe and Members of the Committee,

In my capacity as the director of the Northern Plains Writing Project (NPWP), I am requesting an increase in our support with respect to HB 1013 from $20,000 to $36,000 for the 2025-2027 biennium for NPWP. The included documents provide a project summary that overviews the efforts of NPWP and our plans going forward. We are a growing program that hopes to increase our footprint throughout the state of North Dakota with the mission and aim to reach K-12 teachers and assist in their professional development, growth in scholarship, and outreach in the classroom for writing.

During the past several biennia the NPWP has grown to include both a summer and advanced institute, a listserv connecting teacher-consultants (TCs), and participants from all around North Dakota. We have also featured guest speakers who are published authors and educators who have shared their writerly expertise. We are excited at the potential for growth during the next biennium. Your financial support is integral to our work.

Thank you for your consideration of this increase and for your continued support of our program.

Regards,

Samuel Stinson

Col. Samuel Stinson, Ph.D. (KY-COL)
samuel.stinson@ndus.edu
Associate Professor, Minot State University
English Program
Director, Northern Plains Writing Project
List Manager, WritingStudies-L

MINOT STATE UNIVERSITY

Learn Together with the Nothern Plains Writing Project Institutes This Summer!

Minot State University has redesigned its graduate English program to feature an online learning platform. The online model will help assist area teachers in working toward a master's degree or completing professional development hours.

Dr. Samuel Stinson and Dr. Laura Zucca-Scott will teach the courses in conjunction with the 2025 Northern Plains Writing Project (NPWP).

The NPWP offers:

- Financial awards that cover substantial costs for graduate tuition, books, and registration fees.
- Credits that can be used as part of the Master of Education program, with a concentration in English.
- Online meetings. All institutes meet virtually online during the summer in order to include participants from across the state and beyond.
- Opportunities to convene at the North Dakota Council of Teachers of English Conference, held Aug. 4 – 6, to discuss projects completed through the NPWP.
- Reimbursement of up to $100 for presenting in-service at your school.
- Community-building via networking and brainstorming with others.

Application Open:
April 1 – May 15

Class Dates:
May 27 – July 24

Learn More & Apply:
MinotStateU.edu/npwp/pages/form.shtml

Additional information:
Dr. Laura Zucca-Scott,
NPWP Co-Director
701-858-3043
laura.zucca@MinotStateU.edu



The Northern Plains Writing Project
DPI Project Summary, Scope of Work, and Mission and Aim

Mission and Aim:

To reach K-12 teachers and assist in their professional development, growth in scholarship, and outreach in the classroom for writing.

Project Summary & Scope of Work:

Our Summer and Advanced Institutes are located at Minot State University in the Graduate Program in English. Teacher-consultants (TCs) taking the institutes within NPWP have the option and opportunity to receive up to six graduate credits in the graduate program each summer with the listed courses in view. TCs may also elect to receive continuing education credits. The institutes run simultaneously for eight weeks in the summer, and TCs will typically take the summer institute during the first year, and the advanced institute during the second year.

Institutes include professional development training in the areas of digital literacy, generative artificial intelligence (GenAI), and project-based learning emphasizing knowledge and skills that can inform lesson plans for K-12 educators.

Summer Institute

English 516: Research in Teaching Writing. Readings in the research, theory, and practice of teaching writing. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from readings.

English 536: Enrich Reading in Content Area. Reading in the research, theory, and practice of teaching and using reading in the classroom. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from the readings.

Advanced Institute

English 525: Topics in Language Arts Pedagogy. Focused study in recent theoretical developments in language arts pedagogy for the English classroom. Emphasis on weaving language study into student-centered classroom approaches. Topics vary for each offering.

English 545: Topics in Teaching Writing. Focused study in teaching and using writing in the classroom. Topics vary for each offering.

DPI Budget Request for the 2025-2027 Biennium:
Northern Plains & Red River Valley Writing Project

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional training for teachers and direct work with students in youth writing camps, workshops, and competitions. To foster **informed, intentional, and innovative communication** that can boost North Dakota's economy and enrich civic life.

DPI Budget Request for the 2025-2027 Biennium:

Summer Leadership & Advanced Institutes $46,000

To support graduate tuition waivers and participant stipends for approximately 50 teachers per year to receive 8 weeks of intensive professional development and leadership training. For the next biennium, training will focus on AI writing, digital media literacy, and other pressing needs for today's teachers.

Instructional Workshops & Book Studies $10,000

To support approximately 20 teachers per year in studying, developing, and sharing innovative lesson plans, activities, and curricular materials for teaching writing in the ever-changing world of digital tools and writing situations.

Administrative Support $10,000

To support a programming director, whose duties include leading monthly planning meetings, applying for grants, managing budgets, submitting budget and grant reports, contracting services, overseeing teacher consultants, coordinating with larger organizational networks, and promoting services to increase engagement and visibility.

Conference Participation $2,000

To help support travel, lodging, and registration fees for up to 10 teachers attending regional conferences such as NDCTE in Mandan, ND.

Continuing Association Fee $2,000

To cover $1,000 annual association fees to the National Writing Project network.

Youth Programs $ 2,000

To help support statewide youth writing programs such as the North Dakota Art & Writing Awards (the state championships for teen artists and writers) and "Raising Rural Voices" (a teen journalism initiative).

TOTAL 2025-2027 Biennium Budget **$ 72,000**

North Dakota Museum of Art | Rural Arts Initiative **January 2025**

Mr. Chairman, members of the committee, thank you for allowing me to speak about the North Dakota Museum of Art's Rural Arts Initiative. My name is Matthew Wallace and I am the Executive Director of the Museum. I left North Dakota upon graduating from the University of North Dakota, but returned in 2004 to start this program.

The Rural Arts Initiative began as a pilot education program for rural schools throughout North Dakota. The first exhibition the Museum toured was *Snow Country Prison: Interned in North Dakota*. This exhibition tells the story of Germans and Japanese nationals interned in Ft. Lincoln, at what is today the United Tribes Technical College just south of Bismarck. The exhibition proved to be a valuable education tool for teachers in the Visual Arts, North Dakota and World History, and English.

It is the Museum's intent to travel exhibitions of original artwork relevant to rural communities throughout the State. For example, in 2005 the Museum launched a group exhibition titled *Shelterbelts*, an exhibition by three regional artists that examines the changing landscape and farming practices in the State. From 2005 - 2008, the demand for exhibitions was such that the Museum decided to bring back *Snow Country Prison* and curate a new exhibition, *Artists: Self Portraits,* to allow us to tour multiple exhibitions at the same time.

Since 2004, the Rural Arts Initiative has delivered 24 exhibitions relevant to North Dakota communities including *Marking the Land: Jim Dow in North Dakota*, documenting the folk art, architecture, religious life, and hunting and fishing practices in the State; *American Nile*, which tells the story of migrant farmers in the Red River Valley; and *In Our Own Words: Native Impressions*, a print exhibition by two North Dakota artists, exploring contemporary Native American perspectives. Recent additions to the Rural Arts Initiative include *Uff-Da: The Folk Art of Emily Lunde*, which celebrates the folk artist, whose works document early Scandinavian immigrant experiences in the Red River Valley. Another highlight is *The Great Open: Photographs from North Dakota*, which commissioned artists, Alex Webb and Rebecca Norris Webb, to weave their distinct photographic styles into a multifaceted portrait of North Dakota. The newest touring exhibition, *Crossroads*, examines the intersections of community, culture, and history. This thought-provoking collection highlights shared experiences and connections, offering a dynamic exploration of the diverse stories that shape the state.

Since this program's inception, the Museum has installed exhibitions in:
Ashley, Grafton, Crosby, Bowman, Washburn, Cavalier, Cooperstown, Valley City, Jamestown, Dickinson, Casselton, Minnewaukan, Rugby, Edinburg, LaMoure, Ft. Totten, McVille, Ellendale, Mayville, Stanley, Fargo, Steele, Bottineau, Dunseith, Linton, Hettinger, Ft. Yates, Cando, Pekin, Mohall, Langdon, Hankinson, Minot, Rolla, Westhope, Bismarck, New Rockford, Oakes, Wahpeton, Devils Lake, Enderlin, Williston, Fessenden, and Zeeland.

Many of these towns have hosted multiple exhibitions and numerous towns surrounding these communities have attended exhibitions.

Components:

- Museum staff works with community volunteers throughout the State to find a suitable space to host an exhibition.
- The Museum delivers, installs, and returns to take down the exhibition free-of-charge.

- Museum staff train community volunteers on exhibition content, conducting school tours, and on supplementary exhibition material.
- Museum Education staff creates numerous lesson plans for various school age groups and makes them available on-line.
- The Museum facilitates bringing area schools within a 50 – 60-mile radius of the exhibition site to the exhibition for educational purposes.
- Supply reimbursement money to schools for bussing, bus drivers, and substitute teachers.

Fiscal Year 2022-2023 Attendance: 5,901 – *Uff-Da! The Folk Art of Emily Lunde*

Medora - 4,000	(June 20) July 1 – August 26, 2022
Hettinger - 223	August 29 – September 9, 2022
Langdon - 236	September 12 – 23, 2022
Ellendale - 389	September 26 – October 31, 2022
Valley City - 252	November 1 – November 18, 2022
Fessenden - 202	February 13 – 27, 2023
Williston - 317	March 3 – 31, 2023
Bowman - 282	April 1 – April 24, 2023

Fiscal Year 2023-2024 Attendance: 7,649 – *Uff-Da! The Folk Art of Emily / The Great Open*

Dunseith - 1764	August 2 – 24, 2023
Jamestown - 287	October 2 – 20, 2023
Crosby -275	February 28 – March 12, 2024
Bismarck - 228	March 1 – 31, 2024
Fessenden - 322	March 14 – 28, 2024
Ellendale - 395	April 8 – 26, 2024
Dunseith - 4378	May 15 – June 27, 2024

Fiscal Year 2024-2025 Attendance: Ongoing – *The Great Open / Crossroads*

Fargo - 236	July 1 – 30, 2024
Minot - 623	August 8 – September 21, 2024
Langdon - 264	September 24 – October 3, 2024
Pekin - 219	October 8 – 18, 2024
Fort Totten - 205	November 5 – December 1, 2024
Valley City - 291	December 4, 2024 – January 3, 2025
Jamestown 187+	December 20, 2024 – January 30, 2025
Wahpeton	January 27 – March 3, 2025
Oakes	February 4 – 26, 2025
Crosby	March 4 – 18, 2025
Hebron	March 24 – April 2, 2025
Ellendale	April 4 – 25, 2025
Dunseith	May 14 – June 30, 2025

Praise for the Rural Arts Initiative:

We are incredibly appreciative that we were able to provide this fantastic artistic opportunity to our town and the other neighboring communities, and we eagerly anticipate collaborating with the North Dakota Museum of Art and Rural Arts Initiative in the future to bring even more art programs and experiences to our area. We believe that exposure to art at a young age is crucial in fostering creativity and appreciation for different forms of expression.

—**Allison Muncaster**, Art Teacher, Divide County High School

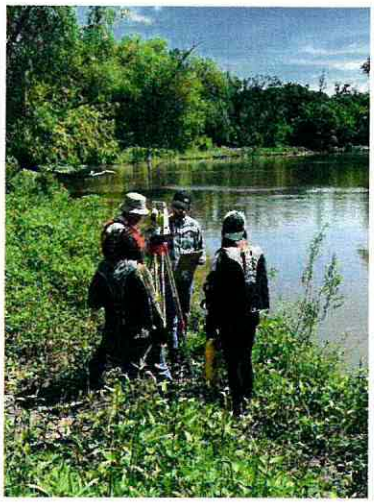
NDGS
NDSU UND

North Dakota Governor's School
NDSU OFFICE OF TEACHING AND LEARNING



North Dakota Governor's School 2024-NDSU

A Scholar's Day



The mission of the North Dakota Governor's Schools is to serve academically talented high school students of North Dakota through programs of college-level instruction in an environment of academic excellence.

Exploring, Learning, & Building Curiosity

The scholars began their days with breakfast at West Dining followed by the morning learning session with their pathway instructors in science, technology, engineering, and math. After lunch, the scholars continued with their pathways but worked in labs and on projects. Scholars designed and coded video games, engaged in cutting-edge research with NDSU scientists, and discovered how STEM applies in everyday life. See p. 6 for a listing of the NDGS-NDSU scholars' accomplishments.



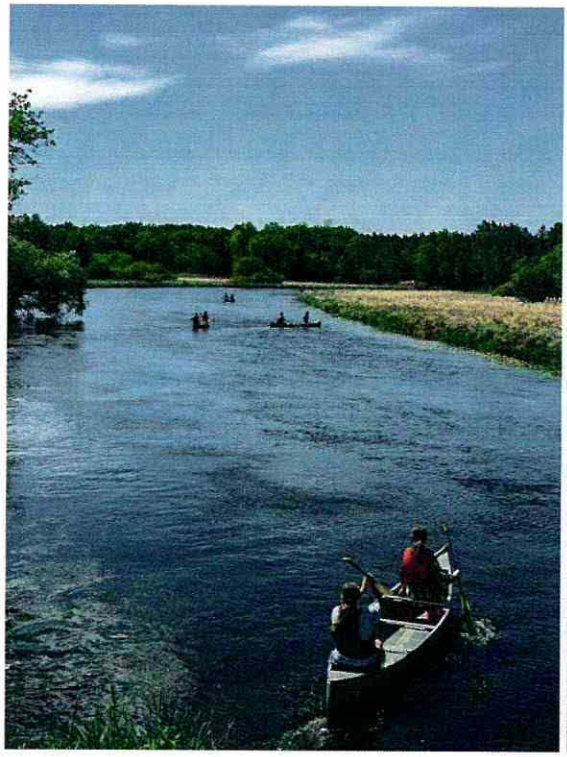
At the end of each day, scholars had the opportunity to explore and have fun during Bison Time from 3:00-5:00 weekdays, learning about animal sciences, photography, philosophy, theater, health sciences, and more.

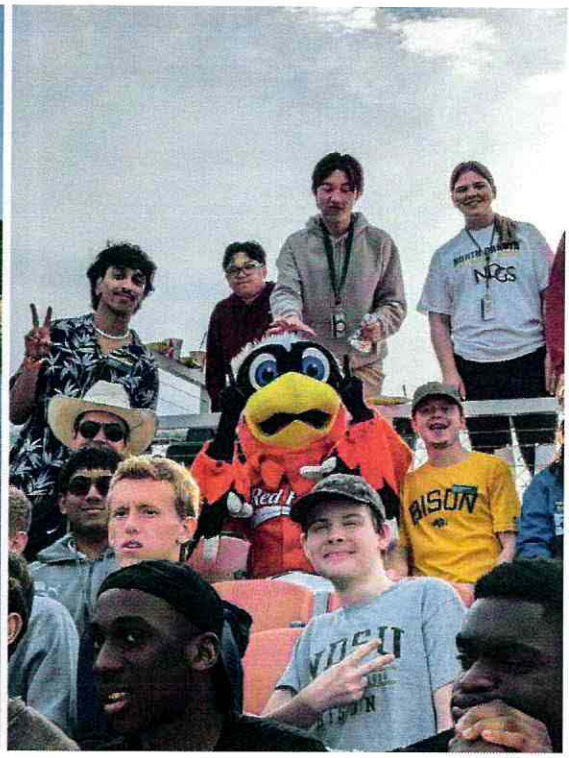
Quick Facts	
38	Scholars
29	Schools Represented
17	Counties Represented
4	Learning Pathways
37	Bison Time Activities
27	Evening & Weekend Group Activities
40+	Instructors and Researchers
15	Staff for NDGS



Budget at a Glance	
Instructional Faculty and Staff	$56,400
Supervisory Staff (Coordinator and Assistants)	$59,600
Subtotal Salary and Benefits	**$116,000**
Room & Board (Resident Assistants and Scholars)	$66,000
Learning Experience Related Costs	$16,600
Subtotal Operating Costs	**$82,600**
Total Academic Expenditures	**$198,600**

What the Scholars Said	
My learning pathway allowed me to learn more than I knew before.	3.67
NDGS allowed me to learn more than I could learn at my high school.	3.81
See appendices for additional statements from the scholars	



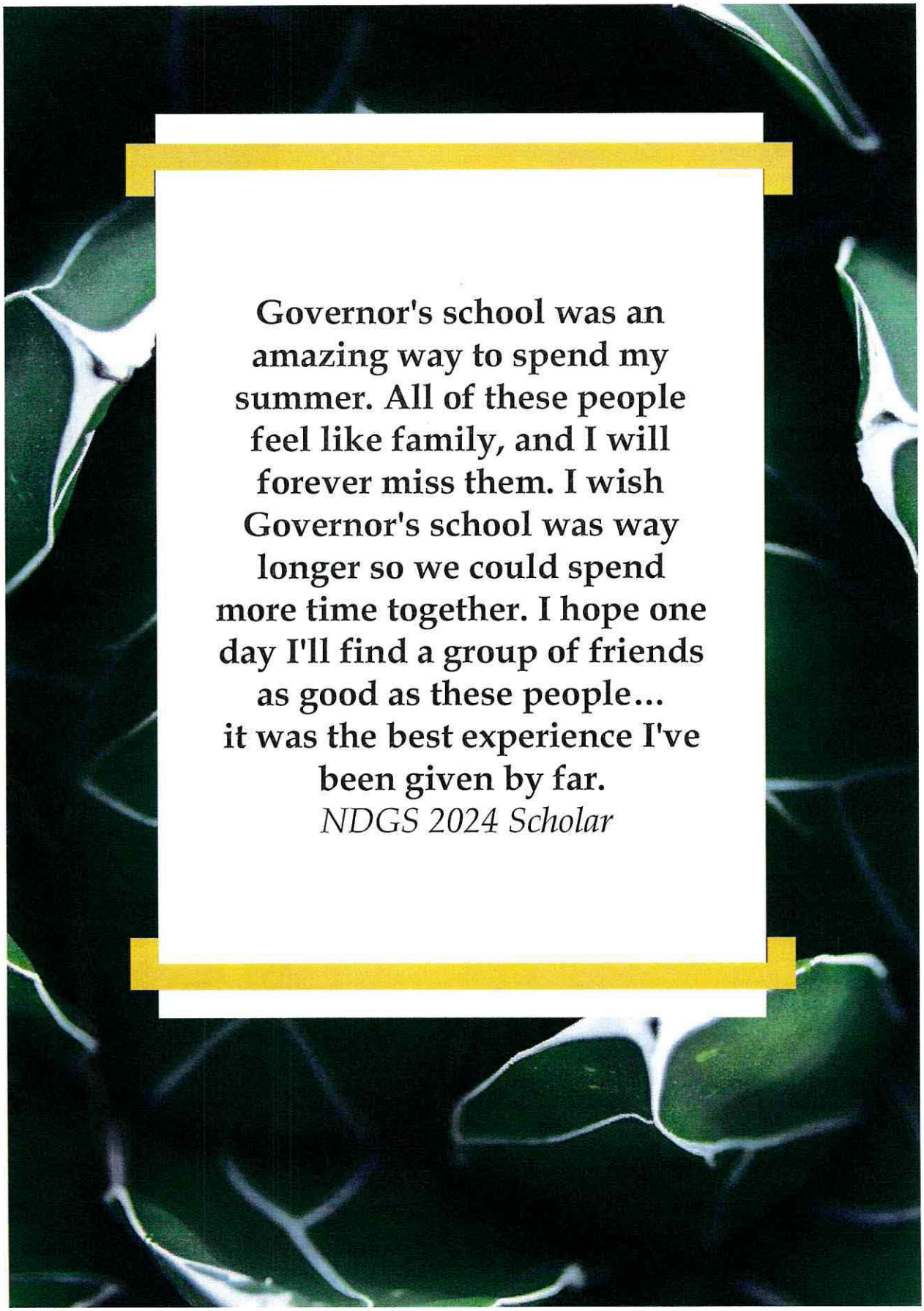


Time for Fun

Evenings and weekends were time for fun and building life-long friendships. The scholars canoed the Crow Wing, hiked Maplewood, cheered on the Red Hawks and much more. (Legislated funds were not used for non-academic activities.)







Governor's school was an amazing way to spend my summer. All of these people feel like family, and I will forever miss them. I wish Governor's school was way longer so we could spend more time together. I hope one day I'll find a group of friends as good as these people... it was the best experience I've been given by far.

NDGS 2024 Scholar

Scholar Project and Research Titles



Science

- Addison Grayson - Metal Organic Framework (MOF) Time Dependent Co-Crystallization Synthesis
- Alecia Jorud - Successful Improvement of Multiplex Genotyping by Polymerase Chain Reaction
- Ashley Ellis - Characterizing the Saline Soil Microbiome
- Elizabeth Nelson - The Visual Ecology of Minecraft
- Elizabeth Voss - Executive Function Measures in College Students
- Hannah Hanson - Role of Estrogen and Its By-Product in Asthma
- Harleigh Higdem - Colloidal 2D- Layered SiC Quantum Dots from a Liquid Precursor
- Justin Jiang - Generating Prostate Cancer 2D Model System (with David Ha)
- Lydia Hestdalen - Injectable Hydrogels Made by Soy Protein Isolates and Modified Cellulose Nanofiber

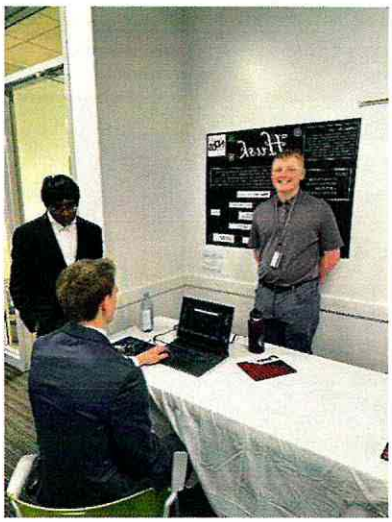


Technology

- Aidan Zacher, Bobby Shaik - Husk
- Alexia Schaible, Annyka Armstrong, Briley Zhang - Simon Game
- Anna Armstrong, Park Narkhede - Wordle
- Cole Carpenter, Damien Haisley - Portal 3
- Jack Hoberg, Kartheek Chapra - Sword and Scale

Engineering

- Elizabeth Mahli, Savannah McKay - Flood Mapping the Red River of the North
- Caiden Quinlivan, Memphis Hanson - Power Analysis of Digital Combinational Circuits & Implementation of Traffic Light System using FPGA
- David Ha- Generating Prostate Cancer 2D Model System (with Justin Jiang)
- Keaton Sauvageau, Trapper Smith - 3D Printing with Ultrasound
- Keegan Nelson, Michael Nwaigwe - Hardware and Machine Learning



Math Demonstrations

- Alessandra Simmons
- Alisha Twogood
- Braden Li
- Erube Asogwa
- Emily Helsper
- Jacob Logan
- Sam Simons
- Signe Nagle
- Tambrey Brossart

Submitted Testimony from Scholars

I truly appreciate the experience governor's school gave me this previous summer, something I could have got nowhere else. Being sponsored by the state opened the door for me to attend. Throughout my academic career I have been dedicated to the sciences and Governor's school showed me a new perspective of science in psychology. This gave me a new academic challenge to conquer never previously studying the psychological sciences. Living at NDSU made me contemplate my college decisions further knowing what I truly wanted in a college. Governor's school was a free place to be yourself and being supported by likeminded individuals who always had others best interest in mind. I am ever grateful to those who support this program as it will forever stay at the most beneficial and memorable summer of my high school years.

Blessings,

Elizabeth Voss

My name is Damien Haisley. I attended Governor's School in the summer of 2024 and was the leader of the technology pathway. When I first applied for Governor's School, I thought it was going to be a good learning opportunity, and it was, but what I didn't expect was the lifelong memories and friends I would create. Some of the people I met there, I still talk to every day. Going into this program I had a vague idea of what career path I wanted to go into, but no idea what to look for in colleges. Coming out of it, I gained a real appreciation for what I got to do but also had some college ideas set out for myself. I believe programs like this are important because students can get an experience similar to college while building relationships, camaraderie, and confidence that will last them a lifetime.

My name is Lydia Hestdalen. I was one of the participants in the 2024 North Dakota Governor's School. I was in the Science pathway. The experience last summer was something I will never forget. We had fun with different breakout sessions everyday, it was called Bison Time. On the weekends we were able to participate in bond forming activities with each other, for example we went canoeing and we even got to go play capture the flag.

Overall, I think being able to be in this program was highly beneficial to my learning. Not only did I get to further my education, I got to further it one on one with an undergraduate student. We worked in a lab together for weeks. I got to work in a college level lab which is beneficial because I am going to major in Forensic Science at UND starting the fall of 2025. The professor I worked with was even talking to me about how I should switch it so I could continue working in his lab.

This program is important to me because of the next level of understanding I got in my pathway. It was cool to find out that not all of the professors that wanted a student got one. That shows that not only is it beneficial to the students, the

professors also really liked having us around. Governor's School really prepared me for college life by living in the dorms, I think others would benefit from the same.

I am saying this with a grateful heart. I am highly recommending this program to be funded again.

Thank you for your time,
Lydia Hestdalen
Senior at Fargo South

My name is Keaton Sauvageau, and I attended North Dakota Governor's School in June of 2024 and I am currently a junior at Kindred High School. My discipline was engineering and I worked on the project where we used ultrasound to make 3D printing stronger. Governor's school gave me the opportunity to experience what it is like to be an engineering student at NDSU that was much more in depth than any other camps I have been to. At NDSU I had a chance to meet some of the faculty working in the engineering department and got to work with many of them in different ways. I had the opportunity to be part of an actual project where I was able to see how it works and I got to test the products we made. After completing the project, we were able to make a presentation on it and present it in front of many people.

After talking to some of the faculty members working there, I got a lot better of an understanding on what engineering careers were like, and what the different engineering fields are. The group I was part of focused mostly on mechanical engineering, but I was still exposed to many of the other fields while I was there. I was told by one of our group leaders that I should really consider industrial engineering as a possible career. Before Governor's School I didn't know about industrial engineering and I don't think I would have considered it as an option if it weren't for their feedback. And now that I have had hands on experience, I have a much better understanding of what career I want to go into.

Overall, North Dakota Governor's School has been a very useful and engaging experience that I am extremely glad I was able to participate in. It has given me a much better and deeper understanding of the field I want to go into, and has greatly impacted me as a student in a way that no other club or event has before. I also made many new friends while I was there that I still keep in touch with now. Governor's School was definitely the best decision I have made for my education. And I am so thankful that the experience was provided without any costs. If there was a big cost upfront, I don't think I would have decided to go, and I would have missed out on so much.

Sincerely,
Keaton Sauvageau

Governor's School was a once in a lifetime experience for me, literally as I was a junior when I joined, which meant unfortunately that it was my first and last time to be able to take part in Governor's School. During my time at the School, I had the opportunity to network and connect with people relating to the major I wanted to go into, I learned numerous things about my own abilities. I was able to realize that my

anxiety would not hold me back in college, as being away from home for so long I thought I would be a wreck. This program changed my perspective on myself and my goals, it allowed me to see what college would be like and whether I was up for it. It strengthened my goal for the future, I know what I want to do even more now than before. This program is enormously important especially to sophomores and juniors because it can help them decide what they genuinely want to do and even show them new opportunities for the future. By allowing programs like this to grow, it paves the way for new generations to come to reach this level of success.

Sincerely,
Hannah Hanson

When I first signed up for Governor's School, I did not know what to expect. I was filled with feelings of both excitement and worry because I had heard many wonderful things about the program, but I was worried since I did not think I personally would measure up to the other people that signed up. I was excited when I heard that I had been accepted into the Technology path, so my past worry was lessened to a degree. I was not expecting at all what would become one of the greatest experiences of my entire lifetime. When I arrived on campus with my parents at Cater Hall (the dormitory at which I would stay for the month), I was greeted by many polite faces who seemed eager to welcome all that entered the door. After I moved into my dorm, I met all my suitemates: Jack, Sam, and Memphis. These three became my close friends throughout the month-long program, as well as many others who were among the 48 students. All the residential assistants were cool people I also became friends with. Awkwardly, one of them was my sister, whom I had a good relationship with simply fine during the program. During the month I stayed at the NDSU campus, I learned many skills that I may never forget including how to live better independently, how to ask for help more often when I need it, how to use coding and other various IT skills, and many other traits that define me as a person today. Not only that, but Governor's School gave me a fine taste of college life and reassured me that when I go to college, I am more than capable of handling myself and prospering as an individual. Along with lots of learning opportunities, we did many entertaining activities and learning experiences as a group. The RAs would take us out to many fun places and let us participate in very entertaining activities that I will personally never forget. Some of these fun activities include canoe trips, sports games, hiking trails, and even visiting one of our teacher's homes and getting to play soccer with the local children. For fun learning experiences outside of classes, we had Bison Times, which provided fun activities that taught me about assorted topics including service dogs, creative writing, e-sports, electron microscopes, and many more that would take a whole page to list the details. To make a long story short, Governor's School was one of the best experiences I have ever had and taught me that I can succeed, and that I can have fun while doing so.

The specific field I chose, the Technology pathway, has helped me in using my skills in practice as a digital designer and programmer. In this pathway, I got to learn about the programming language known as "Python," which is a particularly useful language to learn since many companies utilize it in diverse ways. At the end of the class, near the end of the program, I got to design a videogame with my partner, whose name is Bobby (nickname). I was the main artistic designer for the game and

got to utilize my designing skills to the maximum, which turned out fantastically. Our final game, dubbed "Husk," was a simple platformer game about collecting artifacts and reaching the end with all of them collected. I may not have access to this game anymore, but the memories of it being my first full game are permanently etched into my brain. The skills I learned through this class and Governor's school as a whole helped me complete my first college class and a coding with Python class with great success. These skills I have acquired through this program will last a lifetime.

The Governor's school program is a must-have for every single state in the country. Not only do you gain many skills that will help you overcome many obstacles not only if you pursue higher education through college, but life. Also, the program gave me fond memories that will stick with me until I die. Leaving the campus after Governor's school ended was like leaving a family that I may never see again, and this feeling makes me want to relive that month increasingly as time goes on. I am not alone in the belief that Governor's school is a program worth investing in, because the experiences you will have will alter your life for the better, guaranteed.

Aidan Zacher

Governor's School was an amazing experience, combined with high school and college life, this program pushed me to experience so much in such a short time. It consisted of activities, which all allowed me to get to know people much better than a traditional school assembly, and also included classes that promoted my general knowledge and helped me to dive deeper into a specific topic, where a high school class might not. This program guided my education to a much higher level, seeing that now I can teach Computer Science as I used to simply learn it. This has also helped me to network with many people easily and retain those important relationships due to the simple reality of putting people in one area and letting them figure out how to be friends with each other. This meant you could try out new ideas with one's communication skills and thus could continue to learn how to communicate properly. This also meant furthering my adaptability skills as well as my communication skills due to the new environment and entirely new people. My future goals are to continue my education and then pursue a career in Technology and this program, which focused on STEM during the summer of 2024, directed and pushed me to dig deeper into this topic. I am also glad that I went through this program as it helped me to get a better understanding of Computer Science in general and got me to get farther with what I already knew. These programs that push students to try new things and meet new people are what I believe is the best solution for those who are doing well in their schools. It allows students to work on their networking skills and also get a much better education than what a high school might provide, as well as the choice to pick what they want to work on for a month or so.
Thank you,
-Cole Carpenter

January 23, 2025

Legislative Council

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	Burgum Budget				Armstrong Budget				Armstrong Budget Compared to Burgum Budget 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	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$21	$25	$46		$21	$25	$46				$0
Salary increase		366,573	586,183	952,756		299,641	479,159	778,800		($66,932)	($107,024)	(173,956)
Health insurance increase		192,649	353,831	546,480		192,665	353,841	546,506		16	10	26
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815		295,820	493,995	789,815				0
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)			(452,126)	(452,126)				0
Base budget funding source change from federal to special funds for other grants				0				0				0
Increases funding for information technology rate increases		7,945		7,945		7,945		7,945				0
Increases funding for operating expenses due to an increase in the cost of the accreditation contract		700,000		700,000		700,000		700,000				0
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000		1,000,000		1,000,000				0
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000			2,000,000	2,000,000				0
Adds funding for operating expenses to administer a summer food program		150,000		150,000		150,000		150,000				0
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000			28,350,000	28,350,000				0
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(20,000,000)		(20,000,000)		(20,000,000)		(20,000,000)				0
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0		13,993,086	(13,993,086)	0				0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0		(84,817,350)	84,817,350	0				0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $225 million (Burgum) and $214 million (Armstrong) from the fund		(68,000,000)	68,000,000	0		(57,000,000)	57,000,000	0		11,000,000	(11,000,000)	0

Increases funding for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium		91,000,000		91,000,000		91,000,000		91,000,000				0
Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula		(6,700,000)		(6,700,000)		(6,700,000)		(6,700,000)				0
Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions		(4,300,000)		(4,300,000)		(4,300,000)		(4,300,000)				0
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)		(1,500,000)		(1,500,000)				0
Adds funding for program grants for adult education integrated education and training grants		500,000		500,000				0		(500,000)		(500,000)
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027		536,027		536,027				0
Increases funding for passthrough grants for teacher mentoring to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from special funds made available from general fund carryover		2,000,000		2,000,000		2,000,000		2,000,000				0
Adds funding for passthrough grants for an educational savings account program				0		44,250,000		44,250,000		44,250,000		44,250,000
Total ongoing funding changes	**0.00**	**($74,575,229)**	**$170,156,172**	**$95,580,943**	**0.00**	**($19,892,145)**	**$159,049,158**	**$139,157,013**	**0.00**	**$54,683,084**	**($11,107,014)**	**$43,576,070**
One-Time Funding Items												
Adds one-time funding from the general fund or from the foundation aid stabilization fund for operating expenses related to a ND Native American Essential Understandings program		$300,000		$300,000			$300,000	$300,000		($300,000)	$300,000	$0
Adds one-time funding from the general fund or from the foundation aid stabilization fund for operating expenses related to the production of a book series regarding the history and culture of indigenous people		650,000		650,000			650,000	650,000		(650,000)	650,000	0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			$1,500,000	1,500,000			1,500,000	1,500,000				0
Adds one-time funding for program grants for Indians into STEM		300,000		300,000				0		(300,000)		(300,000)
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training				0			300,000	300,000			300,000	300,000
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program			2,000,000	2,000,000			2,000,000	2,000,000				0

Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training			1,500,000	1,500,000				0			(1,500,000)	(1,500,000)
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program				0			1,500,000	1,500,000			1,500,000	1,500,000
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program			50,000,000	50,000,000				0			(50,000,000)	(50,000,000)
Total one-time funding changes	**0.00**	**$1,250,000**	**$55,000,000**	**$56,250,000**	**0.00**	**$0**	**$6,250,000**	**$6,250,000**	**0.00**	**($1,250,000)**	**($48,750,000)**	**($50,000,000)**
Total Changes to Base Level Funding	**0.00**	**($73,325,229)**	**$225,156,172**	**$151,830,943**	**0.00**	**($19,892,145)**	**$165,299,158**	**$145,407,013**	**0.00**	**$53,433,084**	**($59,857,014)**	**($6,423,930)**
2025-27 Total Funding	**86.25**	**$1,655,425,216**	**$1,340,402,846**	**$2,995,828,062**	**86.25**	**$1,708,858,300**	**$1,280,545,832**	**$2,989,404,132**	**0.00**	**$53,433,084**	**($59,857,014)**	**($6,423,930)**
Federal funds included in other funds			*$448,106,154*				*$447,999,434*				*($106,720)*	
Total ongoing changes - Percentage of base level	*0.0%*	*(4.3%)*	*15.3%*	*3.4%*	*0.0%*	*(1.2%)*	*14.3%*	*4.9%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*(4.2%)*	*20.2%*	*5.3%*	*0.0%*	*(1.2%)*	*14.8%*	*5.1%*	*N/A*	*N/A*	*N/A*	*N/A*

Legislative Council

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$21	$25	$46				$0		($21)	($25)	($46)
Salary increase		299,641	479,159	778,800				0		(299,641)	(479,159)	(778,800)
Health insurance increase		192,665	353,841	546,506				0		(192,665)	(353,841)	(546,506)
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815				0		(295,820)	(493,995)	(789,815)
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)				0			452,126	452,126
Base budget funding source change from federal to special funds for other grants				0				0				0
Increases funding for information technology rate increases		7,945		7,945				0		(7,945)		(7,945)
Increases funding for operating expenses due to an increase in the cost of the accreditation contract		700,000		700,000				0		(700,000)		(700,000)
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000				0		(1,000,000)		(1,000,000)
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000				0			(2,000,000)	(2,000,000)
Adds funding for operating expenses to administer a summer food program		150,000		150,000				0		(150,000)		(150,000)
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000				0			(28,350,000)	(28,350,000)
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(20,000,000)		(20,000,000)				0		20,000,000		20,000,000
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0				0		(13,993,086)	13,993,086	0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0				0		84,817,350	(84,817,350)	0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $225 million (Burgum) and $214 million (Armstrong)		(57,000,000)	57,000,000	0				0		57,000,000	(57,000,000)	0
Increases funding for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium		91,000,000		91,000,000				0		(91,000,000)		(91,000,000)
Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula		(6,700,000)		(6,700,000)				0		6,700,000		6,700,000

Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions		(4,300,000)		(4,300,000)				0		4,300,000		4,300,000
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)				0		1,500,000		1,500,000
Adds funding for program grants for adult education integrated education and training grants				0				0				0
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027				0		(536,027)		(536,027)
Increases funding for passthrough grants for teacher mentoring to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from special funds made available from general fund carryover		2,000,000		2,000,000				0		(2,000,000)		(2,000,000)
Adds funding for passthrough grants for an educational savings account program		44,250,000		44,250,000				0		(44,250,000)		(44,250,000)
Total ongoing funding changes	**0.00**	**($19,892,145)**	**$159,049,158**	**$139,157,013**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$19,892,145**	**($159,049,158)**	**($139,157,013)**
One-Time Funding Items												
Adds one-time funding for operating expenses related to ND Native American Essential Understandings contracts and work group costs			$300,000	$300,000				$0			($300,000)	($300,000)
Adds one-time funding for operating expenses related to the production of a book series regarding the history and culture of indigenous people			650,000	650,000				0			(650,000)	(650,000)
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			1,500,000	1,500,000				0			(1,500,000)	(1,500,000)
Adds one-time funding for program grants for Indians into STEM				0				0				0
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training			300,000	300,000				0			(300,000)	(300,000)
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program			2,000,000	2,000,000				0			(2,000,000)	(2,000,000)
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training				0				0				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program			1,500,000	1,500,000				0			(1,500,000)	(1,500,000)
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program				0				0				0
Total one-time funding changes	**0.00**	**$0**	**$6,250,000**	**$6,250,000**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**($6,250,000)**	**($6,250,000)**
Total Changes to Base Level Funding	**0.00**	**($19,892,145)**	**$165,299,158**	**$145,407,013**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$19,892,145**	**($165,299,158)**	**($145,407,013)**
2025-27 Total Funding	**86.25**	**$1,708,858,300**	**$1,280,545,832**	**$2,989,404,132**	**86.25**	**$1,728,750,445**	**$1,115,246,674**	**$2,843,997,119**	**0.00**	**$19,892,145**	**($165,299,158)**	**($145,407,013)**
Federal funds included in other funds			*$447,999,434*				*$418,377,649*				*($29,621,785)*	
Total ongoing changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.3%*	*4.9%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.8%*	*5.1%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*

STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
2023-25 BIENNIUM APPROPRIATION AND 2025-27 BIENNIUM REVISED EXECUTIVE BUDGET
COMPARED TO THE 2025-27 BIENNIUM BASE BUDGET

	2023-25 Appropriation	2025-27 Base Budget	2025-27 Executive Budget	2025-27 Revised Executive Budget	2025-27 Revised Executive Budget Increase (Decrease) Compared to Base Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,299,674,851	$2,359,674,851	$2,359,674,851	$60,000,000
Transportation aid payments	58,100,000	58,100,000	58,100,000	58,100,000	0
Special education - Contracts	24,000,000	24,000,000	24,000,000	24,000,000	0
Total - State school aid program	$2,381,774,851	$2,381,774,851	$2,441,774,851	$2,441,774,851	$60,000,000
General fund	$1,699,921,765	$1,699,921,765	$1,621,097,501	$1,632,097,501	($67,824,264)
Foundation aid stabilization fund	157,000,000	157,000,000	225,000,000	214,000,000	57,000,000
Strategic investment and improvements fund	13,993,086	13,993,086		0	(13,993,086)
State tuition fund	510,860,000	510,860,000	595,677,350	595,677,350	84,817,350
Total - State school aid program	$2,381,774,851	$2,381,774,851	$2,441,774,851	$2,441,774,851	$60,000,000
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$5,500,000	$0
Adult education integrated education and training grants			500,000	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	1,380,000	0
Free meal program	6,000,000	6,000,000	4,500,000	4,500,000	(1,500,000)
Program grant pool, including leveraging the senior year	1,200,000	1,200,000			(1,200,000)
Leveraging the senior year			1,536,027	1,536,027	1,536,027
Building tomorrow's leaders			50,000	50,000	50,000
Family engagement			150,000	150,000	150,000
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	3,000,000	0
Science of reading and literacy instruction	1,000,000				0
Dyslexia identification training (one-time)	279,000			300,000	300,000
Reading learning platform training	558,000				0
Administrative cost-sharing reimbursement	125,000	125,000	125,000	125,000	0
Regional education association merger incentive grants	70,000				0
Amira reading tool	1,600,000				0
Teacher retention program - Vital Network (one-time)	2,300,000		2,000,000	2,000,000	2,000,000
Indians into STEM (one-time)			300,000		0
School board training (one-time)	1,500,000		1,500,000	1,500,000	1,500,000
Total - Program grants	$24,512,000	$17,205,000	$20,541,027	$20,041,027	$2,836,027
General fund	$9,195,000	$9,125,000	$8,961,027	$8,161,027	($963,973)
Other funds - Foundation aid stabilization fund	0		3,500,000	3,800,000	3,800,000
Other funds - Public instruction fund/carryover	15,317,000	8,080,000	8,080,000	8,080,000	0
Total - Program grants	$24,512,000	$17,205,000	$20,541,027	$20,041,027	$2,836,027
Other grants - Other funds					
Federal grants	$382,513,893	$382,513,893	$409,513,893	$409,513,893	$27,000,000
Displaced homemaker program	225,000	225,000	225,000	225,000	0
Total - Other grants - Other funds	$382,738,893	$382,738,893	$409,738,893	$409,738,893	$27,000,000
Total state school aid and other grants - All funds	$2,789,025,744	$2,781,718,744	$2,872,054,771	$2,871,554,771	$89,836,027

	2023-25 Appropriation	2025-27 Base Budget	2025-27 Executive Budget	2025-27 Revised Executive Budget	2025-27 Executive Budget Increase (Decrease) Compared to Base Budget
Agency administration					
Administration - General fund	$12,672,389	$13,252,390	$16,915,398	$15,898,482	$2,646,092
Administration - Other funds	38,941,517	39,505,695	43,837,603	43,730,589	4,224,894
Native American program and text book (one-time) - Foundation aid stabilization fund				950,000	950,000
Total - Agency administration	$51,613,906	$52,758,085	$60,753,001	$60,579,071	$7,820,986
Passthrough grants, PowerSchool, and national board certification					
National writing projects	$40,000	$40,000	$40,000	$40,000	$0
Rural art outreach project	425,000	425,000	425,000	425,000	0
Mentoring program/ND Rise	2,500,000	2,500,000	4,500,000	4,500,000	2,000,000
Governor's school grants	500,000	500,000	500,000	500,000	0
Science center grants	5,500,000				0
"We the People" program	70,000	70,000	70,000	70,000	0
Cultural heritage grants	34,000	34,000	34,000	34,000	0
Innovation intermediary (one-time)				1,500,000	1,500,000
2Revolutions program (one-time)			1,500,000		0
Educational savings accounts			50,000,000	44,250,000	44,250,000
Total - Passthrough grants	$9,069,000	$3,569,000	$57,069,000	$51,319,000	$47,750,000
PowerSchool	5,775,000	5,775,000	5,775,000	5,775,000	0
National board certification	176,290	176,290	176,290	176,290	0
Total - Passthrough grants, PowerSchool, and national board certification	$15,020,290	$9,520,290	$63,020,290	$57,270,290	$47,750,000
General fund	$6,451,290	$6,451,290	$8,451,290	$52,701,290	$46,250,000
Other funds - Foundation aid stabilization fund			1,500,000	$1,500,000	1,500,000
Other funds - Strategic investment and improvements fund	5,500,000		50,000,000		0
Other funds - Public instruction fund/carryover	3,069,000	3,069,000	3,069,000	3,069,000	0
Total - Passthrough grants, PowerSchool, and national board certification	$15,020,290	$9,520,290	$63,020,290	$57,270,290	$47,750,000
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	$66,634,196	$62,278,375	$123,773,291	$117,849,361	$55,570,986
Total Department of Public Instruction - All funds	$2,855,659,940	$2,843,997,119	$2,995,828,062	$2,989,404,132	$145,407,013
Department of Public Instruction - Funding					
Total - General fund	$1,728,240,444	$1,728,750,445	$1,655,425,216	$1,708,858,300	($19,892,145)
Total - Other funds	1,127,419,496	1,115,246,674	1,340,402,846	1,280,545,832	165,299,158
Total Department of Public Instruction - All funds	$2,855,659,940	$2,843,997,119	$2,995,828,062	$2,989,404,132	$145,407,013
FTE positions	86.25	86.25	86.25	86.25	0.00

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
1/27/2025

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

9:00 a.m. Chairman Nathe called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford and Hanson

Discussion Topics:

- TeenPact
- State Library
- Governor's budget
- Distance learning

9:02 a.m. Stacy Fleckenstein, ND State Coordinator, TeenPact, testified in favor and submitted testimony #31731.

9:15 a.m. Laurel Sehn, Fiscal Director, ND State Library, testified in favor and submitted testimony. #31376.

9:27 a.m. Mary Soucie, State Librarian, continued to testify in favor. #31376.

9:36 a.m. Maria Neset, Chief of Staff to Lt. Governor, Office of the Governor, testified in favor and submitted testimony #31564 and additional testimony #31563.

9:42 a.m. Alyssa Martin, State Director, NDCDE, testified in favor with previous testimony #31243 testimony from 1/24/25.

10:24 a.m. Kirsten Baesler, Superintendent DPI, reviewed budget sheet #31926 from previous testimony from 1/24/25.

Additional written testimony:

Pamela Carswe, Parent, Minot Public Schools, submitted in favor testimony #31282.

Michele Seil, Carrington City Library, submitted in favor testimony #31285.

Wendy Wendt, Director, Grand Forks Public Library, submitted in favor testimony #31339.

Anita Tulp, Director, Valley City Barnes County Public Library, submitted in favor testimony #31351.

Rachel Kercher, Youth Services Librarian, Leach Public Library, submitted in favor testimony #31356.

Janet Anderson, Burlington, submitted in favor testimony #31383.

Jennifer Kallenbach, Coordinator, We the People, submitted in favor testimony #31437, #31438.

Mariah Ralston, Bismarck submitted in favor testimony #31624.

Rachel Waldo, Dickinson submitted in favor testimony #31659.

Sheila Sandness, Senior Fiscal Analyst, ND Legislative Council submitted neutral testimony #33784, #33786, #33788, #33789, #35392.

11:24 a.m. Chairman Nathe closed the meeting.

Steven Riehl, Committee Clerk

I fully support Bill 1013. A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

Why do I support this bill? Because the State Library is instrumental in assisting North Dakotans to live better lives with their outreach, library loan kits, and excellent staff. Our children with special needs must be looked after properly with appropriately trained staff. The state library in conjunction with the Schools of the Deaf and the Blind do that. Support this bill for the betterment of all North Dakotans.

Pamela Carswell

Parent of special needs student

Minot ND

Carrington City Library
For the Love of Reading

87 8th Avenue N, Carrington, ND 58421
701-653-5763
cgtnlib1@outlook.com
www.carringtonlibrary.org

January 14, 2025

North Dakota House Appropriations Committee
ND State Capitol
600 E Boulevard Avenue
Bismarck, ND 58505

Dear Committee Members:

As the Director of the Carrington City Library, I submit testimony in favor of HB 1013. Providing funding for public education and public libraries is essential, especially in our rural North Dakota community.

As I am currently the public library director in Carrington, I am even more aware of the vital need we have for the North Dakota State Library. Over the past five years as director, my appreciation for the work of this agency and my awareness of the vast resources they provide has grown exponentially. Carrington City Library is essentially a one-man operation, and without the tools and resources provided through the State Library, we would not be able to offer the range of programs and services we are able to offer. We utilize the Overdrive consortium; summer reading, talking books, and state park pass programs. The State Library provides inter-library loan services so that our patrons can acquire needed books from across the state and beyond. The State Library provides our Internet access and our E-Rate filtering system so that our child patrons are protected. Without the State Library, we would not have received grants to develop a collection of children's audiobooks and STEM-to-Go kits, and a Makerspace with 3D printer and Lego Robotics kits. We are able to make a significant difference in our community because of the resources provided through the North Dakota State Library

The Department of Public Instruction has provided Summer Reading grants which have provided funding to build and grow our summer reading program. Through these grants, we have acquired many popular books to support reading throughout the summer. We offer a weekly variety of programs to offer our children engaging activities including robotics, arts and crafts and science-based learning. We are deeply appreciative of these grant opportunities.

Please consider fully and generously funding the North Dakota State Library and the Department of Public Instruction to ensure that small, rural North Dakota libraries can continue their role as vital and vibrant community resources.

Sincerely

Michele Seil
Director
Carrington City Library

HB 1013 - In Favor

January 23, 2025

Chairman Nathe and the Members of the House Appropriations Committee,

I am asking you to support HB 1013, which will continue to fund the essential services of the State Library, the School for the Deaf, the School for the Blind, the Center for Distance Education, and the Department of Public Instruction. These agencies are essential to the well-being of all residents of North Dakota and the quality of life for residents of all income levels. They provide critical resources including online electronic databases and books, talking books, inter-library borrowing of materials, and other materials not available nor affordable to smaller libraries.

In particular, I am asking you to fully fund the State Library. This organization is critical to the success of libraries, as well as North Dakota citizens, by providing much-needed resources and access that otherwise would not be possible. Homeschooling families, job seekers, taxpayers, new parents, pre-kindergarten learners, teens, the elderly, the lonely, and more all depend on libraries and the support provided by the State Library In addition, the State Library helps train and support libraries, library staff members, and library board members in all aspects of library services and management.

A critical project in the ND State Library's budget is the ILL (Interlibrary Loan) Bridge, which would enable all libraries in the state to borrow from other ND libraries and, in turn, expand all libraries' collections to our library users. Many of the smallest libraries in the state struggle to cover the costs of interlibrary loans and this funding would make that much more reasonable.

Thank you so much for your time and consideration. North Dakota citizens and libraries ask that you vote in favor of HB 1013.

Sincerely,

Wendy Wendt, Director
Grand Forks Public Library
2110 Library Circle
Grand Forks, ND 58201
(701) 772-8116
Wendy.wendt@gflibrrary.com

PUBLIC LIBRARY
Valley City Barnes County

Valley City Barnes County Public Library
410 N Central Avenue
Valley City, ND 58072

January 23, 2025

Dear Representative Nathe and members of the House of Appropriations Education and Environment Division

My name is Anita Tulp and I am the Director at Valley City Barnes County Public Library. I am writing to you in support of HB 1013, concerning the budget of the North Dakota State Library.

The North Dakota State Library is an invaluable resource to our North Dakota libraries and particularly for smaller libraries such as ours. With our connection to the ND State Library, we have access to many resources and materials that our budget could not provide for our patrons on our own. It also provides a portion of our funding and the ability to apply for grant funds that can be used for growing library services in new areas for our patrons. For instance, we received a grant to create memory kits that can be checked out by care facilities and family members. These kits help those with memory loss and those trying to communicate with them find common subjects that stimulate memory and connections to their life experiences creating opportunities for conversation and interaction.

Our library also depends on the Inter-library loan system to provide items that our patrons need and desire that we do not own in our library. The ND State Library provides access to items in other libraries in our state as well as items that might be in a library out of state. The cost of this program is going up because of postage prices rising, however, I consider it a small price to pay when you can tell a patron that you found the book or resource they were looking for and see the joy on their face when they come to pick it up.

The ND State Library is also a great resource for us as librarians. The wealth of educational resources they offer for new librarians and new board members provides valuable information to ensure our libraries are well informed and can provide the best service possible to our patrons and communities.

Thank you for your time and consideration.

Anita Tulp, Director
Valley City Barnes County Public Library
410 Central Ave. N.
Valley City, ND 58072
Ph. 701-845-3821 – librarydirector@vcbclibrary.org

Leach Public Library

417 2nd Ave N.
Wahpeton, North Dakota 58075
(701) 642-5732
www.leachlibrarywahpeton.org

Your window to the world.

January 24, 2025

Members of the House Appropriations Committee:

I am writing in support of HB 1013, with special consideration of the North Dakota State Library. The State Library and its staff are a valuable resource to libraries around the state. They provide a variety of services that we would not be able to offer on our own.

At my own small library, the State Library provides our IT support, which helps us with connectivity issues, all server and modem updates including on-site updates, and troubleshooting for when we and our patrons have issues. The State Library also catalogs all our new materials, as we are unable to maintain a dedicated cataloger on our small staff. The NDSL also provides the book kits that we use for our book club, as we do not have the funds or space to purchase multiple copies of a single title. We also receive database access through the State Library, which supports everyone from amateur genealogists to homeschool families writing research papers. We also benefit from the staff training opportunities offered by the NDSL, as well as the resources they provided to help us with our Summer Reading Programs.

My library has received several grants from the State Library during my tenure, including grants that have helped us create new collections such as our circulation STEM kits, fund programs like our book clubs and Summer Reading Program, and remodel our Children's Area to make it safe for our youngest patrons. In the last biennium, we received a technology grant that allowed us to add new iPads that our patrons can check out, as well as a laptop for in-house use that is frequently used for zoom meetings, drivers permit testing, and proctored exams.

Finally, the State Library is instrumental in helping us bring in books from other libraries through Interlibrary Loan. Because our library is small, and our space and budget is limited, bringing in books from other libraries is necessary to ensure that our patrons are getting access to all the materials they want and need. In the last year, we borrowed almost 300 items through the State Library. This includes items from their own collection and items that they helped us borrow from other libraries in the state that we don't have access to. They also borrowed over 40 items from us to send out to other libraries in North Dakota. The proposed ILL Bridge will make this process easier and more efficient, so that we can provide more needed materials to our patrons and community members.

I urge you to continue funding that North Dakota State Library so that our patrons and library users throughout North Dakota can continue to benefit from that wonderful range of services that they provide.

Yours,

Rachel Kercher

Youth Services Librarian
Leach Public Library

North Dakota State Library

HB 1013
Education and Environment Division
NDSL Additional Information
January 24, 2025

North Dakota State Library

Targeted Equity Request

NDSL is the third lowest paying agency of all state agencies. While we are extremely grateful for the equity package provided in the 23-25 biennium, the formula of the package focused on long-term employees while we were undergoing our largest turnover rate. NDSL would love to request an equity package for all staff, however, we recognize our Information Service Assistants are the most in need.

Our Information Service Assistants provide direct service to our library patrons through Interlibrary Loan, Reference Services, Talking Books, and Cataloging. Turnover within these positions creates service disruptions as staff are focused on training new hires rather than maintaining and enhancing our services. Of these eight positions we have one currently open and five with less than three years of experience.

These positions are responsible for complying with patron confidentiality laws, medical information for talking books patrons, and internal controls for receivables and inventory. They are also expected to provide ND citizens with exemplary service. The team members in these positions can walk away to retail or fast-food positions for similar wages with less responsibility or accountability.

The targeted equity package request of $80,000 (in total) is to increase 8 Information Service Assistants from $34,990.40 annually to $39,102.00 annually. In 2023 NDSL completed a survey that indicated positions with similar responsibilities at local public libraries are paying on average $44,989.53. NDSL recently reviewed the hiring ranges of posted positions with similar responsibilities. The average hiring salary is currently $39,457.00 annual.

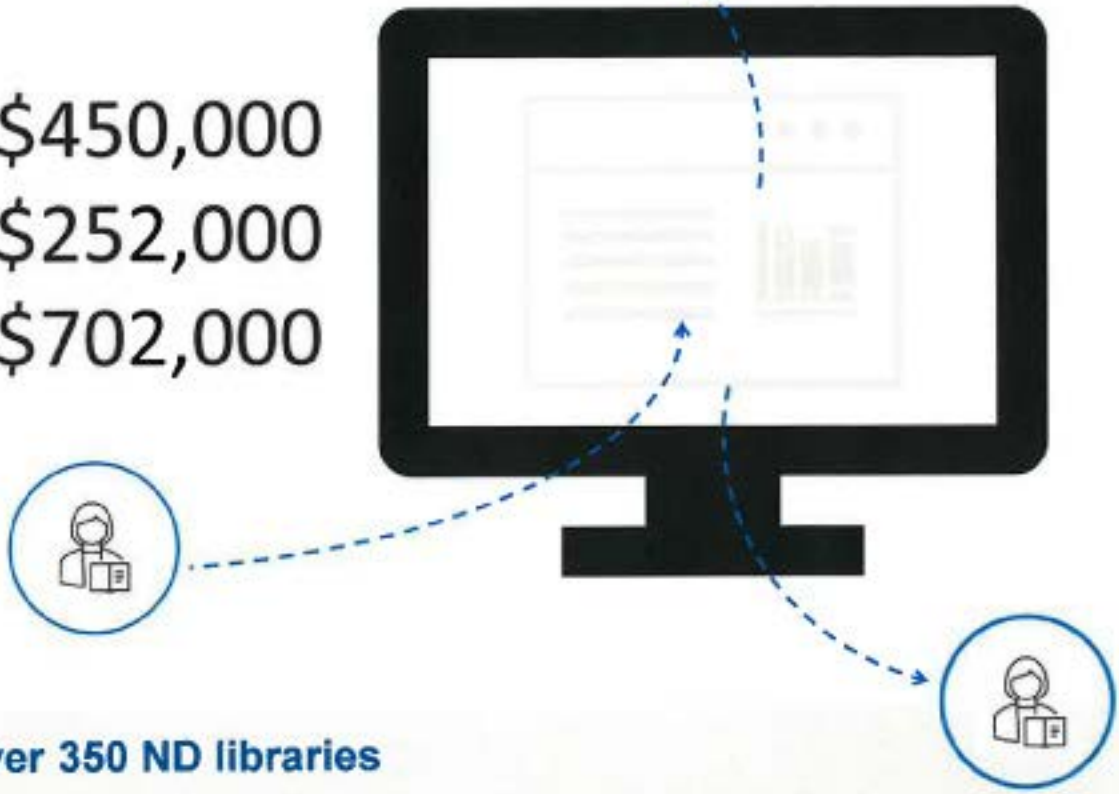
$16.82/Hour $2,915.87/Month $34,990.40/Annual	$18.80/Hour $3,258.50/Month $39,102.00/Annual	$21.63/Hour $3,749.13/Month $44,989.53/Annual
Current (average)	After Equity	ND Public Libraries (2023 Survey)

ILL Bridge

Bringing North Dakota library collections together.

North Dakota State Library

General $450,000
Federal $252,000
Total $702,000



Connecting over 350 ND libraries

The InterLibrary Loan bridge will improve resource sharing across the state by connecting over 350 libraries, saving subscription costs at the local level, and decreasing the time needed to borrow materials from other libraries for patrons. The libraries will be able to access the collections of libraries across the state which will result in an increase in in-state borrowing versus out-of-state borrowing.



Implement Software Support

NDSL reprioritized $252,000 federal funds of which $113,465 was withing the base level that previously supported online resources.

North Dakota State Library

Legislation Update

North Dakota State Library bills:

These are the bills that were filed on behalf of the state library by Representative Murphy and Senator Cleary

1254 Allow all North Dakota citizens to apply for an NDSL library card. This bill has been referred to the Political Subdivision committee with a hearing scheduled on 01/30.

1420 This bill clarifies that the Library Coordinating Council approves state funded grants, other than State Aid to Public Libraries. This bill passed on the floor 92-2.

2219 This bill is related to surplus library materials and State Aid for Public Libraries requirements. The bill received a Do-Pass recommendation from the committee.

No fiscal impacts are anticipated

Other library related bills:

These are bills that will impact either the State Library or the North Dakota library community if they pass.

2278 To provide a legislative management study relating to the retention of library materials. Impacts the State Library and agencies under the control of the state board of higher education. Referred to the education committee with a hearing scheduled for 01/28.

2307 Relating to the definition of a public library, required safety policies and technology protection measures, and the attorney general's review of public libraries, school districts and state agencies for compliance with statutes protecting minors from explicit sexual materials. NDSL is excluded from this bill. We anticipate a fiscal cost for North Dakota public and school libraries to comply with sections 1-4. Section 6 will impact public, school and academic libraries and will also have a fiscal impact.

North Dakota State Library

Carry Over Request

Building Renovations

NDSL was appropriated $150,000 in the 2023-25 biennium. To date we have spent $3,050 on architect fees. We have been working with Facilities Management and the architect to implement. However, we are concerned the project will cross into 2025-27. We are asking for carry over appropriation for any unspent funds.



January 24, 2025

Chairman Nathe and members of the House Appropriations - Education and Environment Division:

I am writing to ask that you vote to support HB 1013 related to the funding of the North Dakota State Library and other important entities.

As a citizen, I am extremely grateful for the services I can access through the State Library and, more importantly, all of the programs and services available at my local public libraries thanks to funding from the State Library.

Further, I am grateful to you and to previous leaders in North Dakota who have acknowledged the value of organizations such as DPI, the State Library, the School for the Deaf, and the other organizations included in HB 1013. It shows that you value education and it is appreciated by many.

Please continue this support by approving the funding listed in HB 1013.

Respectfully submitted,

Janet Anderson

Burlington, ND

Chairman Nathe and committee members, thank you for your time. My name is Jennifer Kallenbach. For the past 6 months, I have had the honor of serving as the State Coordinator for the North Dakota We the People program. However, my true passion and connection to this program stem from my role as a high school social studies teacher at Kidder County High School in Steele, North Dakota, where I actively use this program with my students. I would like to express my gratitude to the legislature for its ongoing support of civic education and the continued backing of the We the People program.

We the People was originally created in 1987 by the Congressional Commission on the Bicentennial of the U.S. Constitution. It was unveiled as their principal educational program to celebrate the Constitution's anniversary. Since its inception, We the People has been utilized by teachers and students in all 50 states and has been consistently used by North Dakota educators since the late 1980s.

Thanks to the support of the North Dakota legislature, we have been able to offer teachers access to textbooks, resources, and summer training opportunities. Additionally, we have successfully organized an annual We the People simulated congressional hearing competition for students. It's important to stress that participation in the program is entirely voluntary, and educators have full autonomy over how they use the provided materials in their classrooms. All materials used in the program are bipartisan and directly align with North Dakota civics content standards. By offering these resources and continuing education opportunities, we aim to support teachers as professionals, trusting them and their schools to determine how best to utilize this information with their students. Most importantly, We the People equips students to understand their role as active and engaged citizens. As my colleague Chris Cavanaugh often says, "We the People doesn't give students the answers; it just helps them learn to make better arguments."

Since the 1980s, We the People has impacted countless North Dakota teachers and thousands of students. The program has been or is currently being implemented in rural Class B schools such as Kidder County, Edgeley, and Ellendale, as well as in larger schools in Bismarck and Minot. Both public and private school educators have voluntarily chosen to use the program's textbooks and attend the summer teacher training sessions.

In 2010, as a new North Dakota resident and first-year teacher, I had the opportunity to attend a We the People summer institute. That experience is one of the primary reasons I am still teaching in North Dakota today. Not only did I earn a much-needed continuing education credit and gain meaningful content knowledge about our nation's history and principles, but I also connected with a community of social studies teachers whose support and friendship have been invaluable over the years. I am committed to continuing this program to provide similar support to educators across our state. A lack of mentorship and support is a significant reason why many teachers leave the profession within their first five years. While We the People is designed to help students grow into engaged citizens, its secondary goal of supporting teachers is equally important.

Last week, we held our 2025 We the People Congressional Hearing competition, with nearly 150 North Dakota students participating. During the closing ceremony, Governor Armstrong addressed the students, emphasizing that their generation would be tasked with solving the challenges created by his generation. We the People is a great way to prepare our students for that responsibility.

Thank you for your continued support of civic education and the We the People program. Please review the attached proposed budget. If you have any questions, please feel free to contact me.

Schools that have used We the People

Wishek Public School
Our Redeemer's Christian School/Minot
Ellendale High School/Ellendale Public Schools
Bishop Ryan
Mott-Regent
Dakota Prairie/Petersburg
Griggs County Central
Belfield Public School
Center-Stanton Public School
South Prairie / Minot
YCC/Marmont
Wachter Middle School/Bismarck
South Heart Public
St. Mary's/ Bismarck
Kidder County / Steele
Edgely Public School
Century High School / Bismarck
Bismarck Public Schools
Napoleon
Washburn
Hillsboro
Litchville Marion
Four Winds
Dakota Adventist Academy
Munich
Williston
Edmore
Hazelton-Moffit-Braddock
Milnor
Tioga

Avery - During the We the People program, I think some benefits were getting more comfortable publicly speaking, using your time given wisely to your advantage, answering on-the-spot questions which can prepare you for future interviews, and overall confidence because you didn't want to show the judges you were nervous while presenting and answering follow up questions.

Elayna - In my personal experience with the We The People competition, I found it very educational and useful. My class spent part of the first semester preparing for the competition, and in doing so, I learned so much about government and the importance of participating in government. This was a valuable experience that overall made me a better citizen.

Tori - In my experience, the We The People program was an excellent way to learn life skills such as teamwork, time management, and public speaking.

Cody - As a student who participated in this competition, I believe that We The People is a great event for schools to be able to participate in, as it helps with many great skills that are required in everyday life. These skills include: organization, teamwork, being able to look and sound confident and professional, being prepared for anything in case something unexpectedly goes wrong, and, most importantly, public speaking.

Isabella - College update: I suppose the point I wanted to make with all this is that I am truly grateful for your teaching. I’m really happy that I am able to go into my classes already having some knowledge of the topics being discussed.

Humanities North Dakota
We the People: The Citizen and the Constitution

	2025-26 Budget	
SOURCES OF SUPPORT		
State of North Dakota	$50,000	Requested
Humanities North Dakota	$68,956	Individual Donors and Outside Grants (in progress)
State Bar Foundation	$10,000	Secured
TOTAL SOURCES	$128,956	
EXPENSES		
Summer Teacher Training Institute		4 day training for 40 in-person teachers
Space Rental	$1,600	Meeting rooms for 4 days, plus AV ($400/day x 4)
Congressional Scholar Honorarium	$3,200	$800 x 4
Congressional Scholar Travel	$2,000	Roundtrip coach class airfare $700 x 2 + milleage $200 x 2 = 400 (2 in-state scholars + 2 out-of-state scholars)
Congressional Scholar Hotel	$1,800	$150 x 4 x 3 nights
Congressional Scholar Meals	$896	$56/day x4 scholars x 4 days
Mentor Teacher Honorarium	$2,000	$500 x 4
Classroom set of textbooks & supplemental materials for 20 classrooms	$32,000	$40/book x 800 books (for new classrooms and to replace worn books)
Mileage for teachers	$7,236	36 out of town teachers x $0.67/mile x 300 miles (average)
Hotel for teachers	$16,200	36 out of town teachers x $150 x 3 nights
Meals for teachers	$8,064	36 teachers x $56/day x 4 days
Professional Development Credits	$260	$65 x 40 teachers
Supplemental Materials	$4,000	Pocket Constitutions ($2 each) for classrooms and additional books requested by teachers for classroom research
Operating Expenses / Overhead		
Staff Time to Coordinate	$20,000	HND staff and contract teacher
State Competition (200 students)		
Facility Rental	Donated	Main room and 8 breakout rooms
Meals	$8,000	$20 x 400 students/teachers/judgest/volunteers
Supplies & Materials	$500	Awards, paper, pens, name tents
Water/Snacks	$1,200	$3 x 400
National Competition in Washington DC	$20,000	Humanities ND provides $20,000 in seed money. The school/students raise the additional funding.
TOTAL EXPENSES	$128,956	

Notes: Additional fundraising is being persued to close the funding gap.

HB 1013/1510
House Appropriations - Education & Environment Committee
Rep. Mike Nathe, chair
January 27, 2025
Prairie Room, State Capitol

Good morning, Chairman Nathe and members of the House Appropriations - Education and Environment Committee. For the record, my name is Maria Neset and I serve as Chief of Staff to Lt. Gov. Michell Strinden and Senior Advisor to Gov. Kelly Armstrong. I am here to provide testimony that supports the Teacher Retention & Recruitment Task Force report and the funding requested to support our educators.

Before I go straight into the funding requests, I would like to provide some background on the launch of the task force and the final report. And we would like to extend our gratitude to Rep. Swiontek in addition to the other members for their willingness to serve on the task force and share their expertise. Thank you.

In the summer of 2023, Gov. Burgum received an emergency rules request from the Education Standards and Practices Board (ESPB) related to teacher shortages. The solution provided from some administrators was to give school districts additional flexibility that temporarily allowed expanded use of student teachers. It was shared that the teacher shortage had been a common concern for administrators in the summer as they were hiring for the start of the school year.

While not an ideal situation, Gov. Burgum granted the request for emergency rule making with the caveat that a task force related to teacher retention and recruitment to study the larger issue would be initiated. Executive Order 2023-08 established the task force, and members were appointed from across various stakeholder groups. The task force met multiple times throughout the next several months to determine focus areas and finalized a report with recommendations to be delivered to the

Governor and State Superintendent for consideration by the 69th Legislative Assembly.

I will quickly walk through the recommendations and specifically discuss the programs funded in the Armstrong executive budget proposal. The recommendations are a combination of policy, studies and budgetary requests. Please see the handout titled "North Dakota Teacher Retention & Recruitment Task Force Report." This has also been uploaded as online testimony. I do want to make the committee aware House Bill 1510 is supporting aspects of this report as well. The bill has not yet been scheduled for an initial hearing.

The task force supported seven recommendations:

- Provide a safe and supportive environment for educators and learners in every building.
- Reduce barriers for schools that wish to provide child care.
- Understand supportive school culture.
- Fund mentorship for educators and administrators.
- Fund educator pathways.
- Maximize benefits for educators.
- Optimize educator earnings.

The task force was committed to ensuring the work environment was a key focus. We recognize work is already underway to drive improvements through a statewide effort. The Armstrong budget recommends $2 million be appropriated to DPI to continue the statewide teacher retention program. This program is making remarkable efforts in districts across the state, and we need to sustain these efforts. Vital Network provided data and impact through their testimony last Friday. Our learners thrive when teachers and leaders are in a supportive work environment.

The task force recognized the long-standing impact from the teacher mentorship program, formerly known as the Teacher Support System, now known as ND Rise. Administered through ESPB, this program shows

measurable outcomes that are driving educator retention efforts. Thanks to Erin Jacobson for sharing the impact data last week during her testimony.

We have seen firsthand the importance of mentorship beyond just the first year. Knowing this, the Armstrong budget proposes a $2 million appropriation to DPI (above their base allocation of $2.5 million) as a pass-through grants line to support ND Rise. The program shall include supports and resources for all first- to third-year teachers who meet the requirements outlined in NDCC or program guidance, as determined by ESPB.

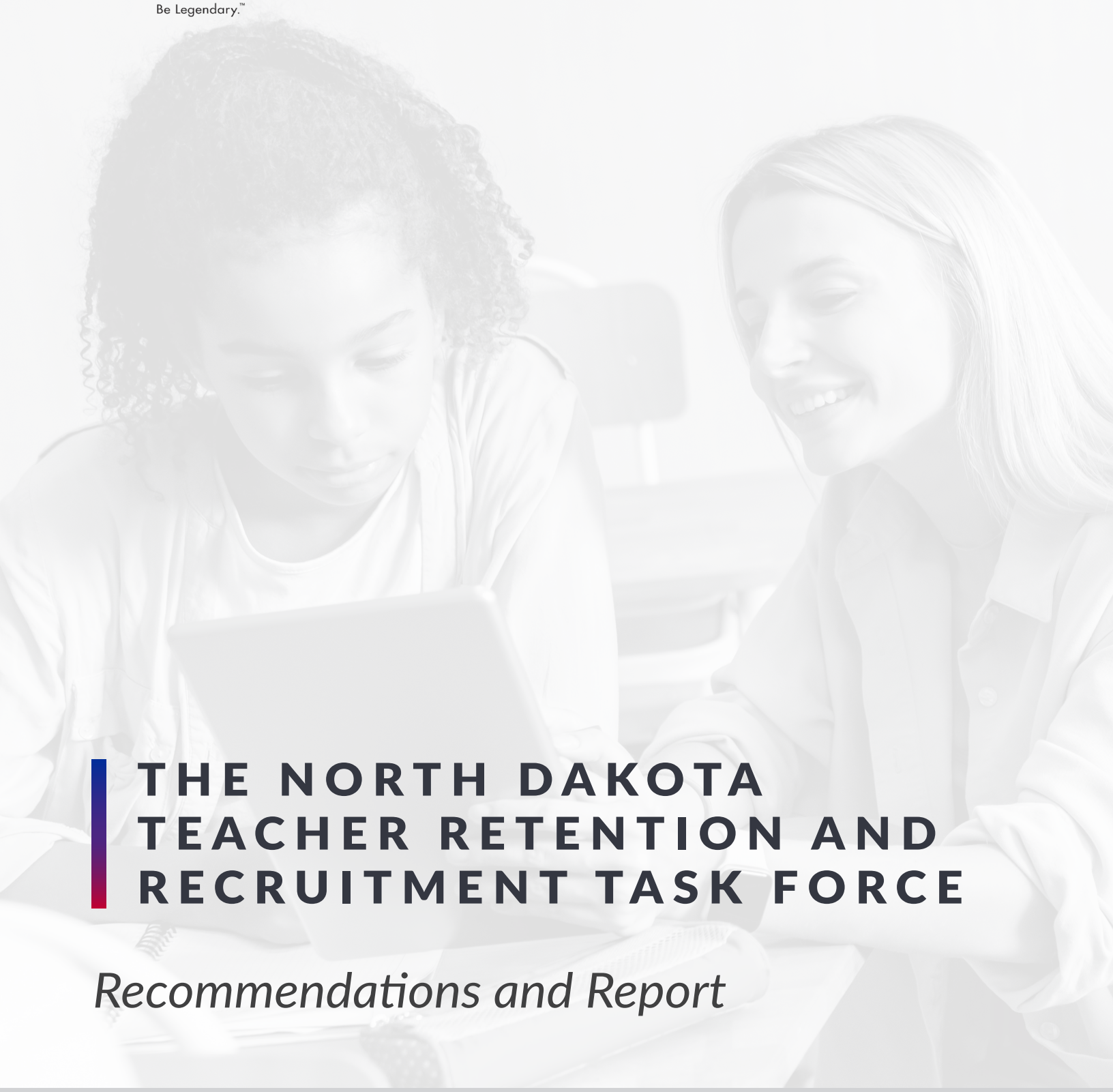
I would like to highlight another line item proposed in the DPI budget and how these three efforts combined support a multi-layered approach that is critical when the state is contributing nearly $2.5 billion dollars to our public schools. I often refer to this as the three legs of the stool. These three programs are critical to supporting the foundations of student well-being and academic growth.

- **Be Legendary School Board Training**: The focus on student outcomes is critical to supporting school board members in understanding how programming, policy and budget need to align with student-centered instruction.
- **ND Rise:** While a "new" teacher has a license to teach, there is a lot that a beginning educator needs during their first few years in the classroom. Mentorship provides a safe and supportive peer or master teacher who can encourage, coach and guide a new professional, supporting the learning curve and reducing burnout.
- **Statewide Teacher Retention**: There needs to be a continued focus on school culture and providing processes for teachers to feel supported and recognized for their efforts.

We need all three legs of this stool to create a solid foundation for our students to improve in all measures of well-being and academic attainment. Thank you for your time and I'd welcome any questions.

	21-23	23-25	25-27
ND Rise (mentorship)	State funds: $2.1 million	State funds: $2.5 million	State Funds (Base): $2.5 million
	GEER funds: $1.3 million	GEER funds: $1.3 million	Armstrong proposed increase: $2 million
	TOTAL: $3.4 million	**TOTAL: $3.8 million**	**TOTAL: $4.5 million**
	21-23	**23-25**	**25-27**
Vital Network	Not Applicable	**TOTAL: $2.3 million** *(allocated out of $4.3 million)*	**Armstrong proposed amount: $2 million**

NORTH Dakota
Be Legendary.™
Office of the Governor



THE NORTH DAKOTA TEACHER RETENTION AND RECRUITMENT TASK FORCE

Recommendations and Report

OCTOBER 2024

THE hunt institute



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LETTER FROM THE GOVERNOR



North Dakota has the opportunity to lead the nation in providing world-class learning experiences for all K-12 students in our great state. Our administration recognizes the importance of quality educators in delivering relevant and personalized education to ensure all students graduate choice-ready for college, career or the military with the knowledge, skills and disposition to be successful in life, work and community.

The Office of the Governor received a request in July 2023 from the state Education Standards and Practices Board to approve emergency rules that would allow an undergraduate student who has yet to complete their student teaching experience and higher education degree to be considered a teacher of record for a semester. The Governor has the authority to approve emergency rules, and our administration supported that request. This request was seen as a quick, short-term fix and did not address broader issues regarding retention and recruitment within the field of education.

This emergency rule provided the launching point for the North Dakota Teacher Retention and Recruitment Task Force led by our office in partnership with appointed members and stakeholders. Recognizing that our future workforce is fostered and inspired by educators and school district staff, this Task Force underscores the critical importance of our current and future education workforce as essential to the state's economy and success.

This Task Force represents a range of experts across the educational landscape: school board members, teachers, administrators, higher education faculty, teacher support staff and other critical voices. The work of this Task Force was not designed to provide "the" solution to teacher retention and recruitment but rather to spark a conversation about steps we can take to best support our education workforce.

The Task Force met four times as a full group with stakeholder listening sessions and working groups to take a deeper dive into specific focus areas. Executive Order 2023-08 established the Task Force and required a report of recommendations to the Office of the Governor and the Superintendent of Public Instruction.

We look forward to sharing this list of prioritized recommendations and encourage policymakers to partner on solutions with long-term impact to the retention and recruitment of educators.

We are deeply grateful for the dedication and tireless work of the Task Force members. Through their passion for ensuring the success of our students and educators, they have achieved what we strive to do every day in state government: Empower People, Improve Lives and Inspire Success.

With Gratitude,



Governor Doug Burgum

(2016–Current)

A SPECIAL THANK YOU

Significant consideration was given to ensure teacher voices were incorporated into the Teacher Retention and Recruitment Task Force recommendation process. Thank you to the Task Force members and the participants of the listening sessions, especially the teachers who made this possible.

North Dakota Teacher Retention and Recruitment Task Force Members

- **The Honorable Kirsten Baesler**, Superintendent of Public Instruction | North Dakota Department of Public Instruction
- **The Honorable Steve Swiontek,** State Representative | Fargo, North Dakota
- **The Honorable Dean Rummel**, State Senator | Dickinson, North Dakota
- **Maria Neset**, Senior Policy Advisor | North Dakota Office of the Governor
- **Luke Schaefer**, CEO of the Central Regional Education Association | Minot, North Dakota; Task Force Chair
- **Patti Stedman**, School Board Member | West Fargo, North Dakota; Education Standards and Practice Board Member
- **Bret Dockter**, Middle School Teacher | Harvey, North Dakota; 2022 State Teacher of the Year
- **Ashley Seykora**, Instructional Coach | Rugby Public Schools, North Dakota
- **Abby DuBord**, Elementary School Teacher | Bismarck Public Schools, North Dakota; 2023 State Teacher of the Year Finalist
- **Dr. Robert Lech**, Superintendent | Jamestown Public Schools, North Dakota
- **John Porter**, Executive Director of South East Education Cooperative; Co-Director of the South Valley/Rural Cass Special Education Units | Fargo, North Dakota
- **James Green**, High School Principal | McKenzie County Public Schools, Watford City, North Dakota
- **Dr. Sherry Tandeski**, Elementary School Principal | St. John Public Schools, North Dakota
- **Jenny Bladow**, Director of Teacher Education | College of Education & Human Development, Northwood, North Dakota; Education Standards and Practice Board Member
- **Erin Jacobson**, Coordinator of the North Dakota Teacher Support System | Bismarck, North Dakota

Listening Session Organizations

- North Dakota State Teacher of the Year
- North Dakota United
- North Dakota School Board Association
- North Dakota Council of Educational Leaders

TEACHER RETENTION AND RECRUITMENT: A CALL TO ACTION

In recognition of the impact teachers have on student growth, Governor Doug Burgum decided to address the issue of teacher retention and recruitment in the state of North Dakota. Teachers are the number one factor influencing student growth and achievement. Yet, across the country, district and school leaders struggle to retain educators and fill vacant classrooms. In many states, the challenges of the COVID-19 pandemic exacerbated educator attrition, leading states to examine not only how to fill vacancies, but how to strengthen and diversify weakened educator pathways.

North Dakota is not immune to these challenges, despite the Roughrider State being ranked in the top 25 percent of states for teaching attractiveness. 61 percent of schools reported being unable or finding it very difficult to fill teacher vacancies. The North Dakota University System reported a six percent shortage of qualified educators across disciplines.

Retaining, and by extension, recruiting, a high-quality educator workforce is pivotal for enhancing the well-being of North Dakota's students. Evidence shows that highly effective educators can alter the trajectory of a child's future. When evaluating the most influential factors related to student performance in reading and math assessments, teachers were found to have a two to three times greater influence than any other aspect of schooling, including services, facilities, and school leadership. Students assigned to highly effective teachers are more likely to pursue higher education, earn higher salaries, and less likely to experience early parenthood. Students who benefit from teachers focused on improving behavior and other hireable skills display increased rates of high school graduation, SAT participation, and intentions of college attendance.

To address the educator retention crisis in the state, the Governor issued an Executive Order to create the North Dakota Teacher Retention and Recruitment Task Force (the Task Force) to provide recommendations through a final report to the Governor and the Superintendent of Public Instruction no later than September 30, 2024. The recommendations must include pathways to:

- Increasing recruitment to the teaching profession;
- Improving teacher preparation programs across the state;
- Reviewing and evaluating current pathways to licensure and a review of new opportunities around teacher licensure;
- Reevaluate teacher compensation and contracts;
- Enhancing working conditions and supports to improve retention in the teaching profession;
- Identifying best practices from other jurisdictions and potential impact to long-term positive outcomes related to teacher recruitment and retention.

The Task Force will also identify partners to sponsor legislation based on the report's recommendations during the 69th Legislative Assembly and conduct stakeholder meetings and roundtable discussions across the state to gather feedback from pertinent stakeholder groups.

TASK FORCE RECOMMENDATIONS

This report aims to provide insight into the current state of teacher recruitment and retention in North Dakota, highlighting successes and identifying opportunities for strengthening policy and practice. Based on this understanding, the Task Force developed the following recommendations to guide key education stakeholders in supporting a high-quality educator workforce in North Dakota that is able to effectively provide all students with an opportunity to succeed.

Recommendation #1: Provide a Safe and Supportive Environment for Educators and Learners in Every Building

The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building, as measured by a statewide system of student behavior metrics.

Recommendation #2: Reduce Barriers for Schools that Wish to Provide Child Care

The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.

Recommendation #3: Understand Supportive School Culture

The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.

Recommendation #4: Fund Mentorship

a. The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position.

b. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns.

Recommendation #5: Fund Educator Pathways

a. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.

b. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.

Recommendation #6: Maximize Benefits for Educators

The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training.

Recommendation #7: Optimize Educator Earnings

The Task Force recommends a legislative study to explore the feasibility, impact and process of:

a. Creating a health insurance pool for school employees.

b. Analyzing compensation structures to maximize lifetime earnings.

TASK FORCE RECOMMENDATIONS

RECOMMENDATION #1. PROVIDE A SAFE AND SUPPORTIVE ENVIRONMENT FOR EDUCATORS AND LEARNERS IN EVERY BUILDING

The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building as measured by a statewide system of student behavior metrics.

This recommendation aims to support a safe and supportive working environment for all North Dakota educators. The Task Force specifies measuring improvement in addressing system gaps, leveraging opportunities and activating continua of support by utilizing statewide data systems focused on student behavior. Positive school cultures and healthy learning environments have a significant impact on student outcomes and educator retention. Strong school environments result in higher engagement and attendance for students and staff, reduced office referrals and decreased teacher turnover. Safe and supportive learning environments may be measured through student metrics such as risky or unsafe behavior which are shown to be reduced within positive learning environments.

RECOMMENDATION #2. REDUCE BARRIERS FOR SCHOOLS THAT WISH TO PROVIDE CHILD CARE

The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.

North Dakota is home to 64,000 children under 5 years of age, with around 10,000 babies born in the state every year. For children, the earliest years of life are a critical window of development with long-lasting implications for their success in school and life. For North Dakota parents and employers, however, lack of quality, affordable and available child care poses a threat to workforce participation. With 72 percent of North Dakota's parents in the workforce, the Task Force recommends improving access to quality, affordable child care as part of efforts to remove workforce barriers across schools, especially in areas of critical need.

RECOMMENDATION #3. UNDERSTAND SUPPORTIVE SCHOOL CULTURE

The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.

This recommendation aims to increase awareness and planning to support employee satisfaction through data collection. Job satisfaction is influenced by factors which maintain or encourage people in their role. This recommendation supports data collection to inform planning and improvement of workplace satisfaction including factors such as compensation, school policies and relationships. This includes achievement, recognition and career advancement. By incorporating employee satisfaction data in strategic goal setting, schools and districts will identify key factors related to educator retention in plans for continuous improvement aimed at ensuring supportive school culture.

RECOMMENDATION #4. FUND MENTORSHIP

A. The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Specifically, lack of teacher support is cited as a top reason for leaving the profession.

Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies and better classroom management. Data indicates that teachers who participate in NDRISE have higher retention rates compared to teachers not in the program. By expanding this program, new teachers can develop their presence in the classroom, increasing their likelihood of staying in the educational field.

B. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

School administrators play a crucial role in supporting student and staff success by shaping the vision of their school community, fostering a positive culture and effectively managing resources. Research shows dissatisfaction with school leadership is one of the leading factors why educators choose to leave the profession. Alternatively, educators who are involved in decision-making and feel a greater sense of autonomy in their roles are more likely to remain in the classroom and feel a stronger sense of connection to their school communities. Teachers identify the quality of support from school administration as more important than salary. Additionally, support quality has a strong relationship to teacher turnover.

RECOMMENDATION #5. FUND EDUCATOR PATHWAYS

A. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.

Strengthening early career pathways for high school students is a strategy used to recruit teachers within local communities. Currently, CTE educator programs receive the lowest rate of reimbursement from the state of North Dakota. Programs that target students for educator candidates have the potential to address teacher shortages in key areas and diversify the educator workforce. Local teacher programs may also address teacher retention and effectiveness by drawing on their support network and connection to the surrounding community. As the number of degrees in education continues to decline, strengthening pathways into the profession offers opportunities to improve retention and recruitment.

B. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.

Providing teachers with leadership opportunities can improve teacher retention by enhancing job satisfaction, reducing burnout and expanding professional growth. However, increasing leadership opportunities should encourage teachers to remain in the classroom rather than pulling them into administration. Teachers who are involved in decision-making are more likely to stay in the profession long-term. Shared decision-making is one of the top cited working conditions that impact teacher retention. Opportunities for enhancing teacher leadership may include supporting existing Teacher Leadership Academies, exploring opportunities for strategic staffing such as Next Education Workforce, or implementing advanced or lead teacher models.

RECOMMENDATION #6. MAXIMIZE BENEFITS FOR EDUCATORS

The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training. These resources should include information on the salary matrix framework, differences in health insurance plans, contract benefits, 457 deferred plans, TFFR plans and other related benefits. These resources should be made available to preservice providers and schools for the benefit of preservice teachers, new district hires and teachers within their first three years in the profession.

The Task Force unanimously approved this recommendation for strengthening training for teachers regarding total benefits and compensation packages available to them. This support enables new educators to understand and manage the benefits associated with the transition into the profession. This information also builds capacity for long-term career training for educators with the potential for improving educator retention. Financial literacy is shown to decrease financial strain and improve long-term financial planning and decision-making, which is particularly impactful for educators.

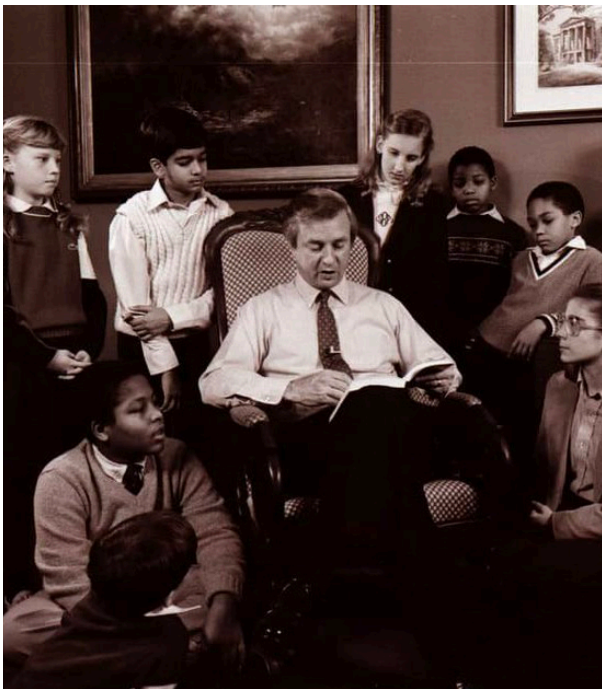
RECOMMENDATION #7. OPTIMIZE EDUCATOR EARNINGS

The Task Force recommends a legislative study to explore the feasibility, impact and process of:

- **Creating a health insurance pool for school employees**
- **Analyzing compensation structures to maximize lifetime earnings.**

This study should include a cost-benefit analysis, plan designs and coverage, administrative structures, an analysis of the impact on educator salaries, and a comparative analysis of similar approaches in other states.

This recommendation proposes a legislative study to examine opportunities for maximizing benefits for educators. Competitive health benefits and compensation structures are critical for attracting and retaining quality educators. By exploring options for insurance pools and shifts in pay structure, legislators will receive information on promising practices from other states and current research on improving benefit options for educators and maximizing return.



Established in 2001, The Hunt Institute honors the legacy of James B. Hunt, Jr., the former governor of North Carolina who distinguished himself as an ardent champion of education.

The Hunt Institute brings together people and resources to inspire and inform elected officials and policymakers about key issues in education, resulting in visionary leaders who are prepared to take strategic action for greater educational outcomes and student success.

In 2016, The Hunt Institute became an independent, nonprofit entity and joined forces with Duke University's Sanford School of Public Policy to pursue research, educational partnerships, and events related to improving education policy.

Learn more at www.hunt-institute.org.

THE hunt institute

4000 Centregreen Way | Suite 301 | Cary, NC 27513 | 984-377-5200

January 26, 2025

Dear Chair Nathe and members of the House Appropriations Education and Environment Division Committee,

I writing today in support of HB 1013.

All of the agencies represented in this bill do immeasurable good work for North Dakotans of all ages, abilities, and demographics.

The State Library for instance, helps connect rural populations with educational resources, as well as helps public libraries across the state with technology support and training. My father grew up near Petersburg, ND and was voted by his high school as "class bookworm." This no doubt came about because as a young boy, he was able to access large quantities of reading materials by receiving books through the State Library's interlibrary loan program. This was facilitated by former ND State Librarian - Hazel Webster Byrnes, who was a neighbor and family friend.

I also want to mention the Talking Book program through the State Library, which is an especially important piece of the State Library's work and makes reading accessible for hundreds of vision impaired North Dakotans. One such North Dakotan is my great-aunt, who has been dealing with macular degeneration for years. She has been borrowing books through the State Library for over ten years now, and she has expressed to me on several occasions that the program has helped improve her quality of life.

Thank you for your time and consideration. I ask that you vote in favor of HB 1013.

Respectfully,
Mariah Ralston

January 26, 2025

Dear Representative Nathe and members of the House Appropriations Education and Environment Division,

My name is Rachel Waldo, and I am writing in support of House Bill No. 1013, with specific focus on funding the North Dakota State Library. I have been working in the field of librarianship for approximately two years in the state of North Dakota, and in that time, it has become abundantly clear the multitude of ways in which the State Library supports our communities.

First, the North Dakota State Library provides many direct services for library patrons that many rural libraries across the state would not otherwise be able to afford. These services include, but are not limited to, digital access to Kanopy's vast archives of documentaries, and Mango Languages which has proven especially vital to the large number of Ukrainian immigrants being welcomed into our communities. Further, the State Library also has access to many materials the common rural library does not, like book club kits to support local literary discussion and social outlets for adults, and these materials are frequently checked out to smaller libraries through the Interlibrary Loan (ILL) program.

Second, the library staff of North Dakota rely on the State Library for access to webinars, written guides, and training. Each year, the North Dakota State Library provides countless hours of invaluable training to better equip library staff to tackle the myriad challenges libraries face in our rapidly evolving world. From programming attendance to marketing, example policies for unhoused people or translation services, the State Library is an invaluable repository of knowledge for every library across our state. This is not even to mention the grants they provide!

Lastly, the staff employed by the North Dakota State Library are some of the brightest stars in the field of librarianship within the state of North Dakota. While I know there are many more rising in libraries throughout the state, the knowledge and drive presented by the current staff are second to none. They support the rural libraries of North Dakota as unsung heroes to thousands of patrons that will never know their names.

For these reasons, I strongly urge your support of HB 1013. Thank you for considering my testimony.

Sincerely,
Rachel Waldo



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EXIT



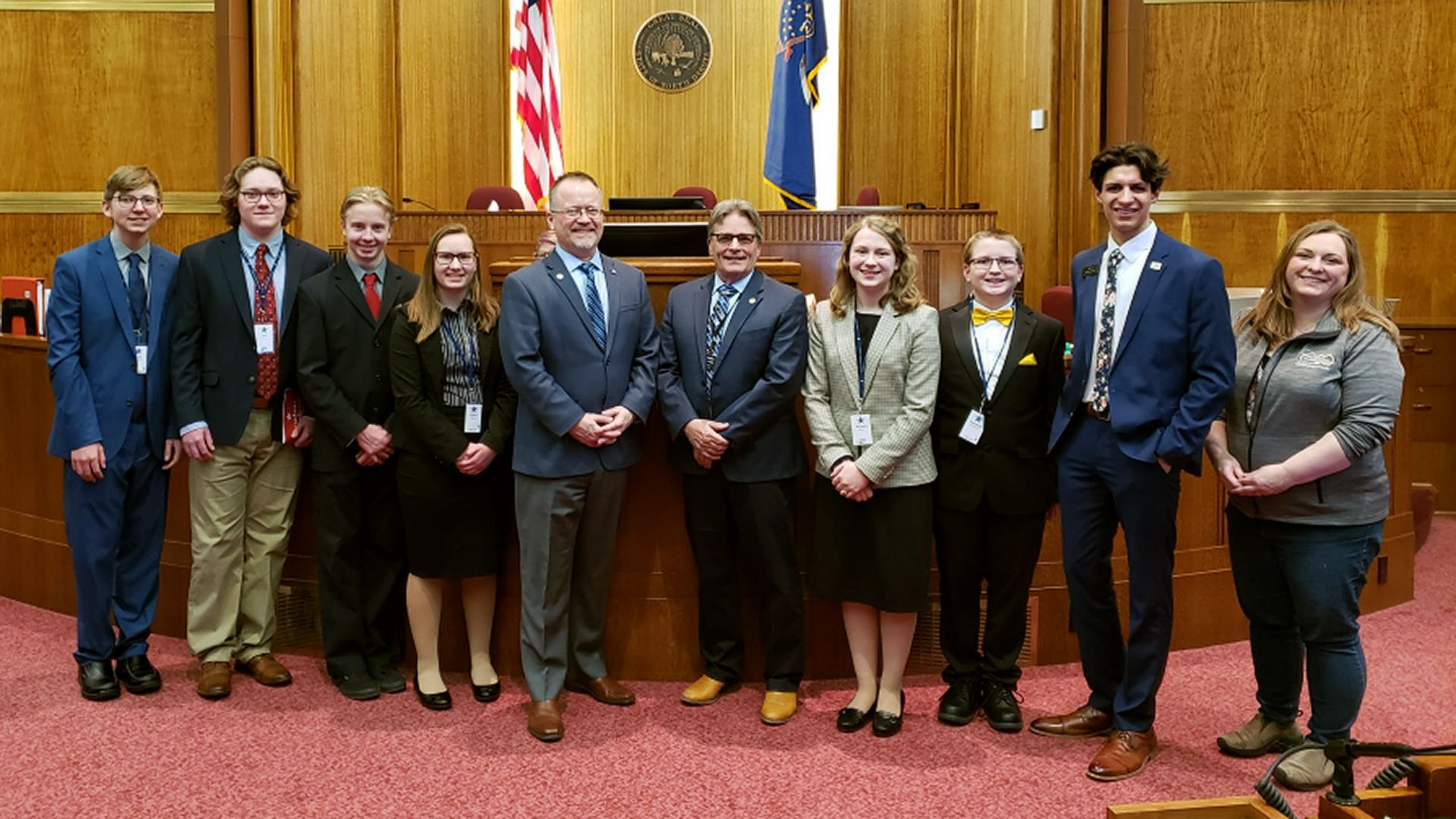

If you could go back and relive any year of your life, which year would it be and why?
Student Notebook



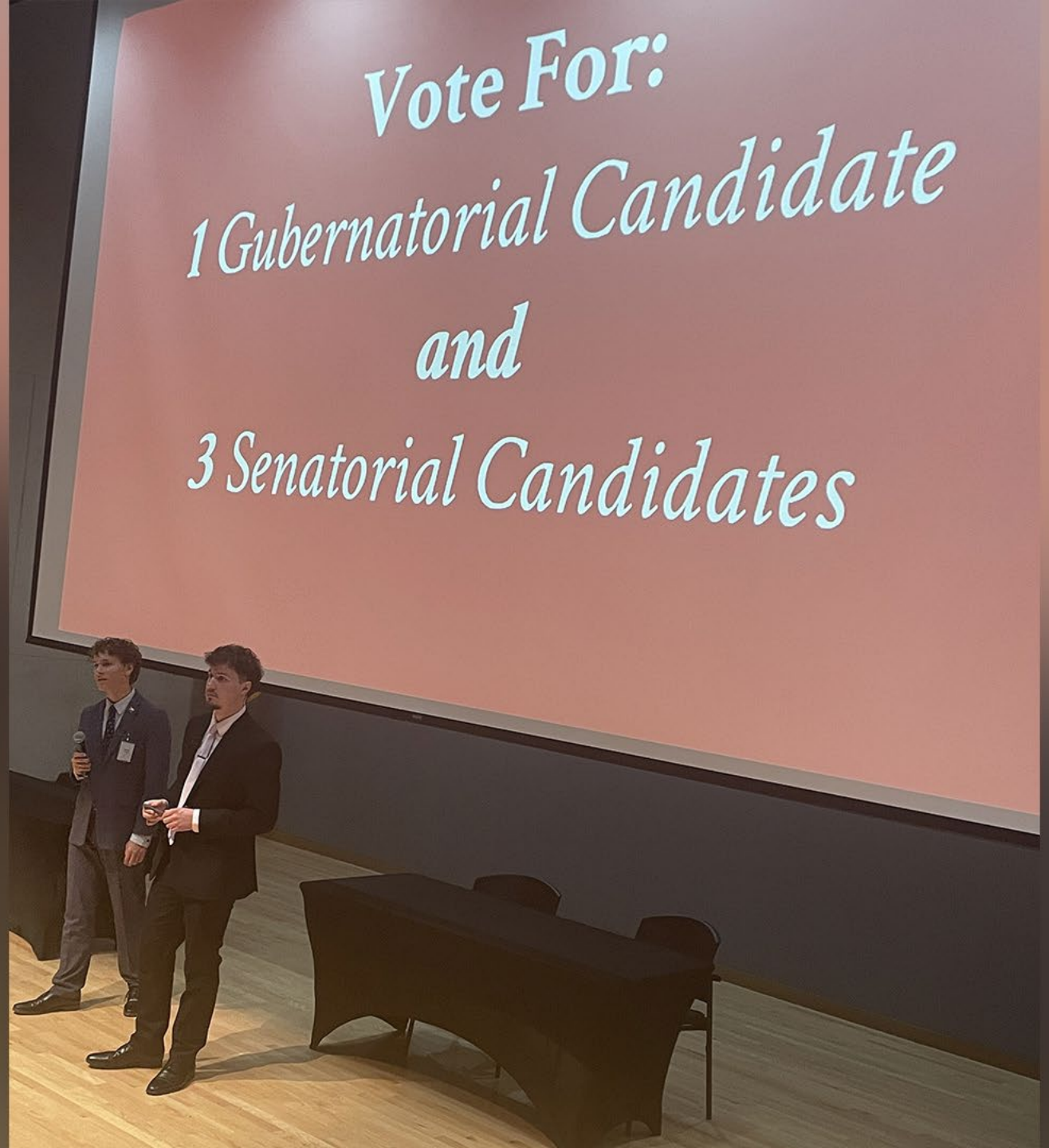









Given your party stance, how do you plan on increasing tourism in the state of North Dakota?


Vote For:
1 Gubernatorial Candidate
and
3 Senatorial Candidates



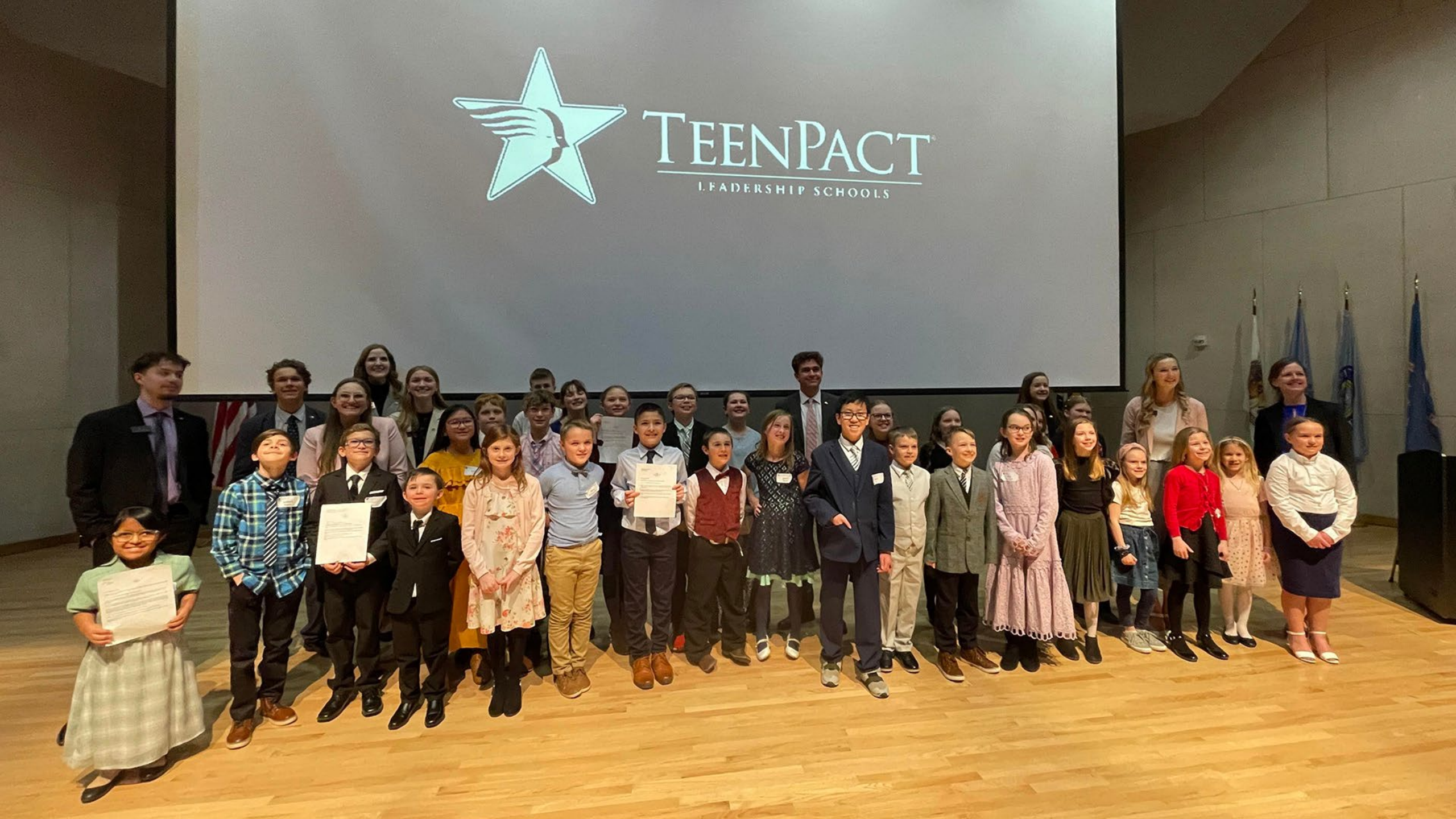

EXIT


ARCHIVES





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January 23, 2025

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 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												
Base payroll changes				$0				$0				$0
Salary increase		$268,445	($1)	268,444				0		($268,445)	$1	(268,444)
Health insurance increase		175,347		175,347				0		(175,347)		(175,347)
Adds funding to replace 2023-25 biennium new FTE pool		321,000		321,000				0		(321,000)		(321,000)
Adds funding to replace 2023-25 biennium vacant FTE pool		164,655		164,655				0		(164,655)		(164,655)
Adds 1 FTE enrollment and office support specialist position	1.00	175,450		175,450				0	(1.00)	(175,450)		(175,450)
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	(0.20)	(50,410)		(50,410)
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				0			(1,622,900)	(1,622,900)
Increases funding from special funds derived from tuition for operating expenses related to fees, travel, IT equipment, and supplies			319,038	319,038				0			(319,038)	(319,038)
Increases funding for IT rate increases		21,190	7,063	28,253				0		(21,190)	(7,063)	(28,253)
Adds funding for a virtual military pathway program and a homeschool tuition program, including temporary salaries of $171,135 and operating expenses of $109,837		280,972		280,972				0		(280,972)		(280,972)
Total ongoing funding changes	**1.20**	**$1,457,469**	**$1,949,000**	**$3,406,469**	**0.00**	**$0**	**$0**	**$0**	**(1.20)**	**($1,457,469)**	**($1,949,000)**	**($3,406,469)**
One-Time Funding Items												
Adds one-time funding from special funds derived from tuition for IT equipment			$25,000	$25,000				$0			($25,000)	($25,000)
Adds one-time funding from special funds derived from tuition for professional fees related to a student information system upgrade			75,250	75,250				0			(75,250)	(75,250)
Total one-time funding changes	**0.00**	**$0**	**$100,250**	**$100,250**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**($100,250)**	**($100,250)**
Total Changes to Base Level Funding	**1.20**	**$1,457,469**	**$2,049,250**	**$3,506,719**	**0.00**	**$0**	**$0**	**$0**	**(1.20)**	**($1,457,469)**	**($2,049,250)**	**($3,506,719)**
2025-27 Total Funding	**32.00**	**$8,520,952**	**$6,599,250**	**$15,120,202**	**30.80**	**$7,063,483**	**$4,550,000**	**$11,613,483**	**(1.20)**	**($1,457,469)**	**($2,049,250)**	**($3,506,719)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*3.9%*	*20.6%*	*42.8%*	*29.3%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.9%*	*20.6%*	*45.0%*	*30.2%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*

Legislative Council

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

	Burgum Budget				Armstrong Budget				Armstrong Budget Compared to Burgum Budget 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												
Base payroll changes				$0				$0				$0
Salary increase		$328,391	$10,694	339,085		$268,445	($1)	268,444		($59,946)	($10,695)	(70,641)
Health insurance increase		175,354	6,005	181,359		175,347		175,347		(7)	(6,005)	(6,012)
Retirement contribution increase				0				0				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
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	1.00		232,188	232,188				0	(1.00)		(232,188)	(232,188)
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
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				0
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				0
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, including temporary salaries of $171,135 and operating expenses of $109,837		280,972		280,972		280,972		280,972				0
Total ongoing funding changes	**2.20**	**$1,517,422**	**$2,197,888**	**$3,715,310**	**1.20**	**$1,457,469**	**$1,949,000**	**$3,406,469**	**(1.00)**	**($59,953)**	**($248,888)**	**($308,841)**
One-Time Funding Items												
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 from special funds derived from tuition for professional fees related to a student information system upgrade			75,250	75,250			75,250	75,250				0
Total one-time funding changes	**0.00**	**$0**	**$100,250**	**$100,250**	**0.00**	**$0**	**$100,250**	**$100,250**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**2.20**	**$1,517,422**	**$2,298,138**	**$3,815,560**	**1.20**	**$1,457,469**	**$2,049,250**	**$3,506,719**	**(1.00)**	**($59,953)**	**($248,888)**	**($308,841)**
2025-27 Total Funding	**33.00**	**$8,580,905**	**$6,848,138**	**$15,429,043**	**32.00**	**$8,520,952**	**$6,599,250**	**$15,120,202**	**(1.00)**	**($59,953)**	**($248,888)**	**($308,841)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*7.1%*	*21.5%*	*48.3%*	*32.0%*	*3.9%*	*20.6%*	*42.8%*	*29.3%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*7.1%*	*21.5%*	*50.5%*	*32.9%*	*3.9%*	*20.6%*	*45.0%*	*30.2%*	*N/A*	*N/A*	*N/A*	*N/A*

Legislative Council

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	27.75	$5,240,991	$1,206,705	$6,447,696	27.75	$5,240,991	$1,206,705	$6,447,696	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$5,708	($158,112)	($152,404)				$0		($5,708)	$158,112	$152,404
Salary increase		193,140	5,388	198,528				0		(193,140)	(5,388)	(198,528)
Health insurance increase		156,157	6,006	162,163				0		(156,157)	(6,006)	(162,163)
Retirement contribution increase				0				0				0
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087				0		(124,322)	(7,765)	(132,087)
Adds funding for teacher salary increases		108,950		108,950				0		(108,950)		(108,950)
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000				0			(50,000)	(50,000)
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596				0		5,708	(197,304)	(191,596)
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475				0		(18,356)	(6,119)	(24,475)
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000				0			(20,000)	(20,000)
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500				0			(142,500)	(142,500)
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)				0			39,192	39,192
Total ongoing funding changes	**0.00**	**$600,925**	**$237,778**	**$838,703**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**($600,925)**	**($237,778)**	**($838,703)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000				$0			($28,000)	($28,000)
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000				0			(10,000)	(10,000)
Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000				0			(55,000)	(55,000)

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000				0			(55,000)	(55,000)
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000				0			(150,000)	(150,000)
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**($298,000)**	**($298,000)**
Total Changes to Base Level Funding	**0.00**	**$600,925**	**$535,778**	**$1,136,703**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**($600,925)**	**($535,778)**	**($1,136,703)**
2025-27 Total Funding	**27.75**	**$5,841,916**	**$1,742,483**	**$7,584,399**	**27.75**	**$5,240,991**	**$1,206,705**	**$6,447,696**	**0.00**	**($600,925)**	**($535,778)**	**($1,136,703)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*11.5%*	*19.7%*	*13.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*11.5%*	*44.4%*	*17.6%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*

January 23, 2025

Legislative Council

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	45.36	$8,336,306	$2,811,557	$11,147,863	45.36	$8,336,306	$2,811,557	$11,147,863	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$266,392	($337,071)	($70,679)				$0		($266,392)	$337,071	$70,679
Salary increase		311,091	22,901	333,992				0		(311,091)	(22,901)	(333,992)
Health insurance increase		301,397	28,883	330,280				0		(301,397)	(28,883)	(330,280)
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294				0		(115,294)		(115,294)
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543				0		(198,684)	(14,859)	(213,543)
Adds funding for teacher salary increases		223,535		223,535				0		(223,535)		(223,535)
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474				0	(0.75)	(118,474)		(118,474)
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116				0	(0.75)	(106,116)		(106,116)
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue		(266,392)	359,571	93,179				0		266,392	(359,571)	(93,179)
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780				0		(26,085)	(8,695)	(34,780)
Increases funding for various operating expenses		122,880		122,880				0		(122,880)		(122,880)
Total ongoing funding changes	**1.50**	**$1,523,556**	**$97,838**	**$1,621,394**	**0.00**	**$0**	**$0**	**$0**	**(1.50)**	**($1,523,556)**	**($97,838)**	**($1,621,394)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000				$0			($45,000)	($45,000)
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800				0			(238,800)	(238,800)
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**($283,800)**	**($283,800)**
Total Changes to Base Level Funding	**1.50**	**$1,523,556**	**$381,638**	**$1,905,194**	**0.00**	**$0**	**$0**	**$0**	**(1.50)**	**($1,523,556)**	**($381,638)**	**($1,905,194)**
2025-27 Total Funding	**46.86**	**$9,859,862**	**$3,193,195**	**$13,053,057**	**45.36**	**$8,336,306**	**$2,811,557**	**$11,147,863**	**(1.50)**	**($1,523,556)**	**($381,638)**	**($1,905,194)**
Federal funds included in other funds			*$128,489*				*$100,643*				*($27,846)*	
Total ongoing changes - Percentage of base level	*3.3%*	*18.3%*	*3.5%*	*14.5%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.3%*	*18.3%*	*13.6%*	*17.1%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*

Legislative Council

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	Burgum Budget				Armstrong Budget				Armstrong Budget Compared to Burgum Budget 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	45.36	$8,336,306	$2,811,557	$11,147,863	45.36	$8,336,306	$2,811,557	$11,147,863	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$266,392	($337,071)	($70,679)		$266,392	($337,071)	($70,679)				$0
Salary increase		380,528	28,015	408,543		311,091	22,901	333,992		($69,437)	($5,114)	(74,551)
Health insurance increase		301,404	28,885	330,289		301,397	28,883	330,280		(7)	(2)	(9)
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294		115,294		115,294				0
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543		198,684	14,859	213,543				0
Adds funding for teacher salary increases		223,535		223,535		223,535		223,535				0
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474	0.75	118,474		118,474				0
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116	0.75	106,116		106,116				0
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and		(266,392)	359,571	93,179		(266,392)	359,571	93,179				0
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780		26,085	8,695	34,780				0
Increases funding for various operating expenses		122,880		122,880		122,880		122,880				0
Total ongoing funding changes	**1.50**	**$1,593,000**	**$102,954**	**$1,695,954**	**1.50**	**$1,523,556**	**$97,838**	**$1,621,394**	**0.00**	**($69,444)**	**($5,116)**	**($74,560)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000			$45,000	$45,000				$0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800			238,800	238,800				0
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**1.50**	**$1,593,000**	**$386,754**	**$1,979,754**	**1.50**	**$1,523,556**	**$381,638**	**$1,905,194**	**0.00**	**($69,444)**	**($5,116)**	**($74,560)**
2025-27 Total Funding	**46.86**	**$9,929,306**	**$3,198,311**	**$13,127,617**	**46.86**	**$9,859,862**	**$3,193,195**	**$13,053,057**	**0.00**	**($69,444)**	**($5,116)**	**($74,560)**
Federal funds included in other funds			*$128,994*				*$128,489*				*($505)*	
Total ongoing changes - Percentage of base level	*3.3%*	*19.1%*	*3.7%*	*15.2%*	*3.3%*	*18.3%*	*3.5%*	*14.5%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.3%*	*19.1%*	*13.8%*	*17.8%*	*3.3%*	*18.3%*	*13.6%*	*17.1%*	*N/A*	*N/A*	*N/A*	*N/A*

January 23, 2025

Legislative Council

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	26.75	$6,682,484	$2,499,073	$9,181,557	26.75	$6,682,484	$2,499,073	$9,181,557	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$54,119	$9,086	$63,205				$0		($54,119)	($9,086)	($63,205)
Salary increase		142,834	25,990	168,824				0		(142,834)	(25,990)	(168,824)
Health insurance increase		144,163	18,021	162,184				0		(144,163)	(18,021)	(162,184)
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552				0		(93,855)	(17,697)	(111,552)
Adds funding for targeted salary increases		80,000		80,000				0		(80,000)		(80,000)
Adds funding for salaries related to retirement payout		20,000		20,000				0		(20,000)		(20,000)
Base budget changes to operating expenses			138,535	138,535				0			(138,535)	(138,535)
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0				0		74,119	(74,119)	0
Adds funding for IT rate increases		76,543	28,310	104,853				0		(76,543)	(28,310)	(104,853)
Adds funding for rent increase		14,389		14,389				0		(14,389)		(14,389)
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000				0		(450,000)		(450,000)
Total ongoing funding changes	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**($1,001,784)**	**($311,758)**	**($1,313,542)**
One-Time Funding Items												
No one-time funding items				$0				$0				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**($1,001,784)**	**($311,758)**	**($1,313,542)**
2025-27 Total Funding	**26.75**	**$7,684,268**	**$2,810,831**	**$10,495,099**	**26.75**	**$6,682,484**	**$2,499,073**	**$9,181,557**	**0.00**	**($1,001,784)**	**($311,758)**	**($1,313,542)**
Federal funds included in other funds			*$2,744,011*				*$2,432,253*				*($311,758)*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*N/A*	*N/A*	*N/A*	*N/A*

Legislative Council

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	Burgum Budget				Armstrong Budget				Armstrong Budget Compared to Burgum Budget 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	26.75	$6,682,484	$2,499,073	$9,181,557	26.75	$6,682,484	$2,499,073	$9,181,557	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$54,119	$9,086	$63,205		$54,119	$9,086	$63,205				$0
Salary increase		174,782	31,802	206,584		142,834	25,990	168,824		($31,948)	($5,812)	(37,760)
Health insurance increase		144,126	18,016	162,142		144,163	18,021	162,184		37	5	42
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552		93,855	17,697	111,552				0
Adds funding for targeted salary increases		80,000		80,000		80,000		80,000				0
Adds funding for salaries related to retirement payout		20,000		20,000		20,000		20,000				0
Base budget changes to operating expenses			138,535	138,535			138,535	138,535				0
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0		(74,119)	74,119	0				0
Adds funding for IT rate increases		76,543	28,310	104,853		76,543	28,310	104,853				0
Adds funding for rent increase		14,389		14,389		14,389		14,389				0
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000		450,000		450,000				0
Total ongoing funding changes	**0.00**	**$1,033,695**	**$317,565**	**$1,351,260**	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**($31,911)**	**($5,807)**	**($37,718)**
One-Time Funding Items												
No one-time funding items				$0				$0				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,033,695**	**$317,565**	**$1,351,260**	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**($31,911)**	**($5,807)**	**($37,718)**
2025-27 Total Funding	**26.75**	**$7,716,179**	**$2,816,638**	**$10,532,817**	**26.75**	**$7,684,268**	**$2,810,831**	**$10,495,099**	**0.00**	**($31,911)**	**($5,807)**	**($37,718)**
Federal funds included in other funds			*$2,749,818*				*$2,744,011*				*($5,807)*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.5%*	*12.7%*	*14.7%*	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*15.5%*	*12.7%*	*14.7%*	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*

January 22, 2025

Legislative Council

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	Burgum Budget				Armstrong Budget				Armstrong Budget Compared to Burgum Budget 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	27.75	$5,240,991	$1,206,705	$6,447,696	27.75	$5,240,991	$1,206,705	$6,447,696	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$5,708	($158,112)	($152,404)		$5,708	($158,112)	($152,404)				$0
Salary increase		236,291	6,592	242,883		193,140	5,388	198,528		($43,151)	($1,204)	(44,355)
Health insurance increase		156,137	6,005	162,142		156,157	6,006	162,163		20	1	21
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087		124,322	7,765	132,087				0
Adds funding for teacher salary increases		108,950		108,950		108,950		108,950				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000			50,000	50,000				0
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596		(5,708)	197,304	191,596				0
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475		18,356	6,119	24,475				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000			20,000	20,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500			142,500	142,500				0
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)			(39,192)	(39,192)				0
Total ongoing funding changes	**0.00**	**$644,056**	**$238,981**	**$883,037**	**0.00**	**$600,925**	**$237,778**	**$838,703**	**0.00**	**($43,131)**	**($1,203)**	**($44,334)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000			$28,000	$28,000				$0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000			10,000	10,000				0
Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000			55,000	55,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000			55,000	55,000				0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000			150,000	150,000				0
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$644,056**	**$536,981**	**$1,181,037**	**0.00**	**$600,925**	**$535,778**	**$1,136,703**	**0.00**	**($43,131)**	**($1,203)**	**($44,334)**
2025-27 Total Funding	**27.75**	**$5,885,047**	**$1,743,686**	**$7,628,733**	**27.75**	**$5,841,916**	**$1,742,483**	**$7,584,399**	**0.00**	**($43,131)**	**($1,203)**	**($44,334)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*12.3%*	*19.8%*	*13.7%*	*0.0%*	*11.5%*	*19.7%*	*13.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*12.3%*	*44.5%*	*18.3%*	*0.0%*	*11.5%*	*44.4%*	*17.6%*	*N/A*	*N/A*	*N/A*	*N/A*

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
1/30/2025

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

2:44 p.m. Chairman Nathe called meeting to Order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford, Hanson

Discussion Topics:

- Statewide Student Incentive Data
- Choice Ready Data

2:45 p.m. Staney Schauer JR- Assessment Director of ND DPI- Testified in favor of HB 1013. (Testimony # 33279).

3:10 p.m. Chairman Nathe closed the meeting.

Steven Riehl, Committee Clerk

Student Achievement Data

Statewide Summative and Choice Ready 1-30-2025

Contents

- Definitions
- Current student achievement data (2023-2024)
- Trend data: 2017-2018 to 2023-2024
- Cohort data example
- Choice Ready

Definitions

- North Dakota State Assessment (NDSA) produces a score for each student, which places the student at a performance level.

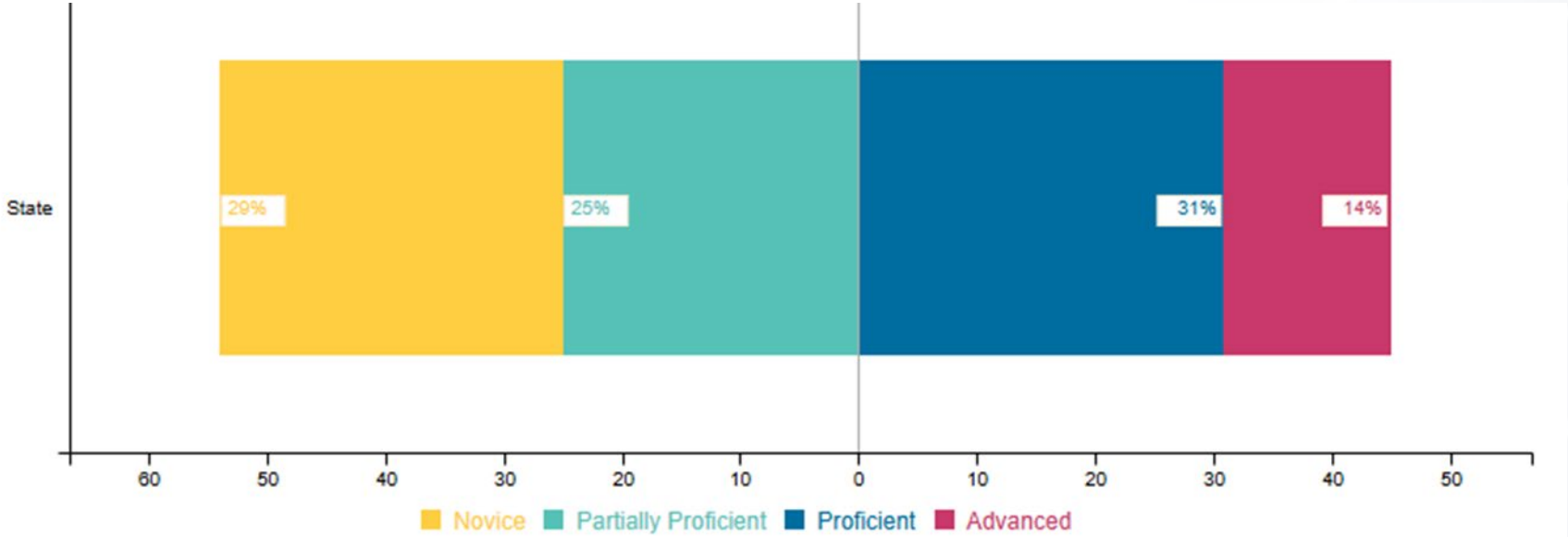
- Student achievement is defined by four performance levels:
    1. Advanced: above the standard, highly proficient
    2. Proficient: at the grade level standard
    3. Partially Proficient: slightly below the standard
    4. Novice: below proficient, below the standard

- Met = Advanced + Proficient students
- Not Met= Partially Proficient + Novice students

*The level and score relationship can be found **HERE**.*

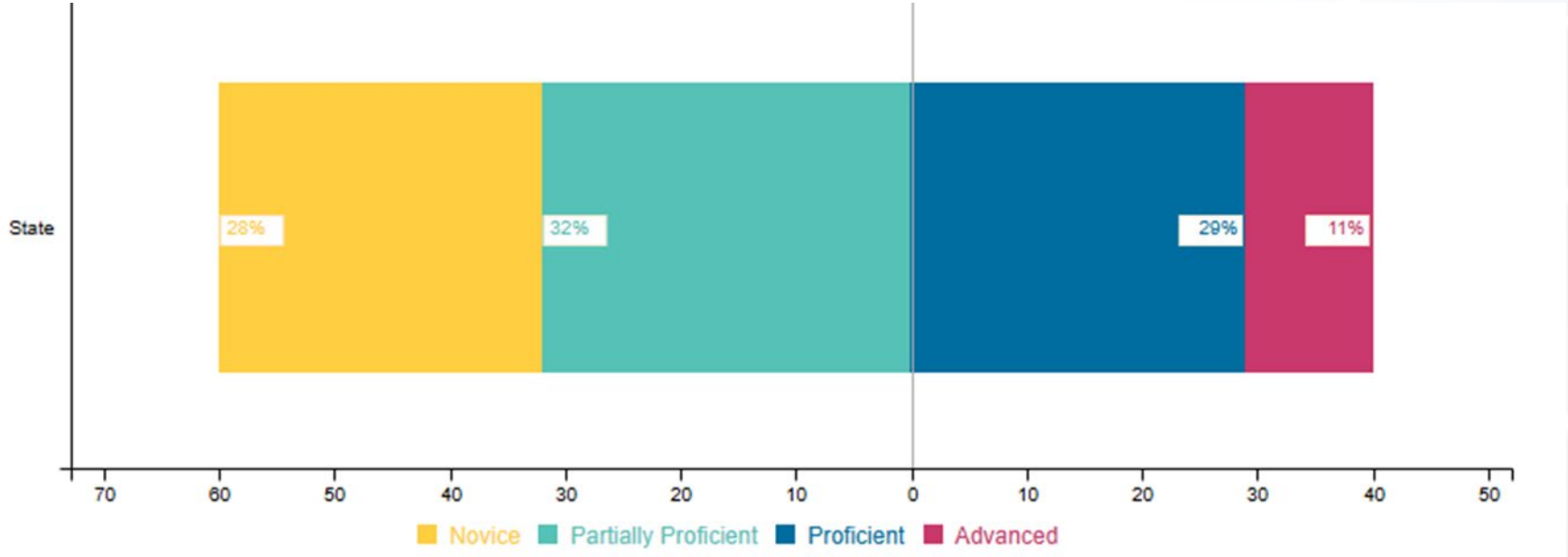
2023-2024 English Language Arts (ELA)

- Met = 45%
- Not Met = 54%

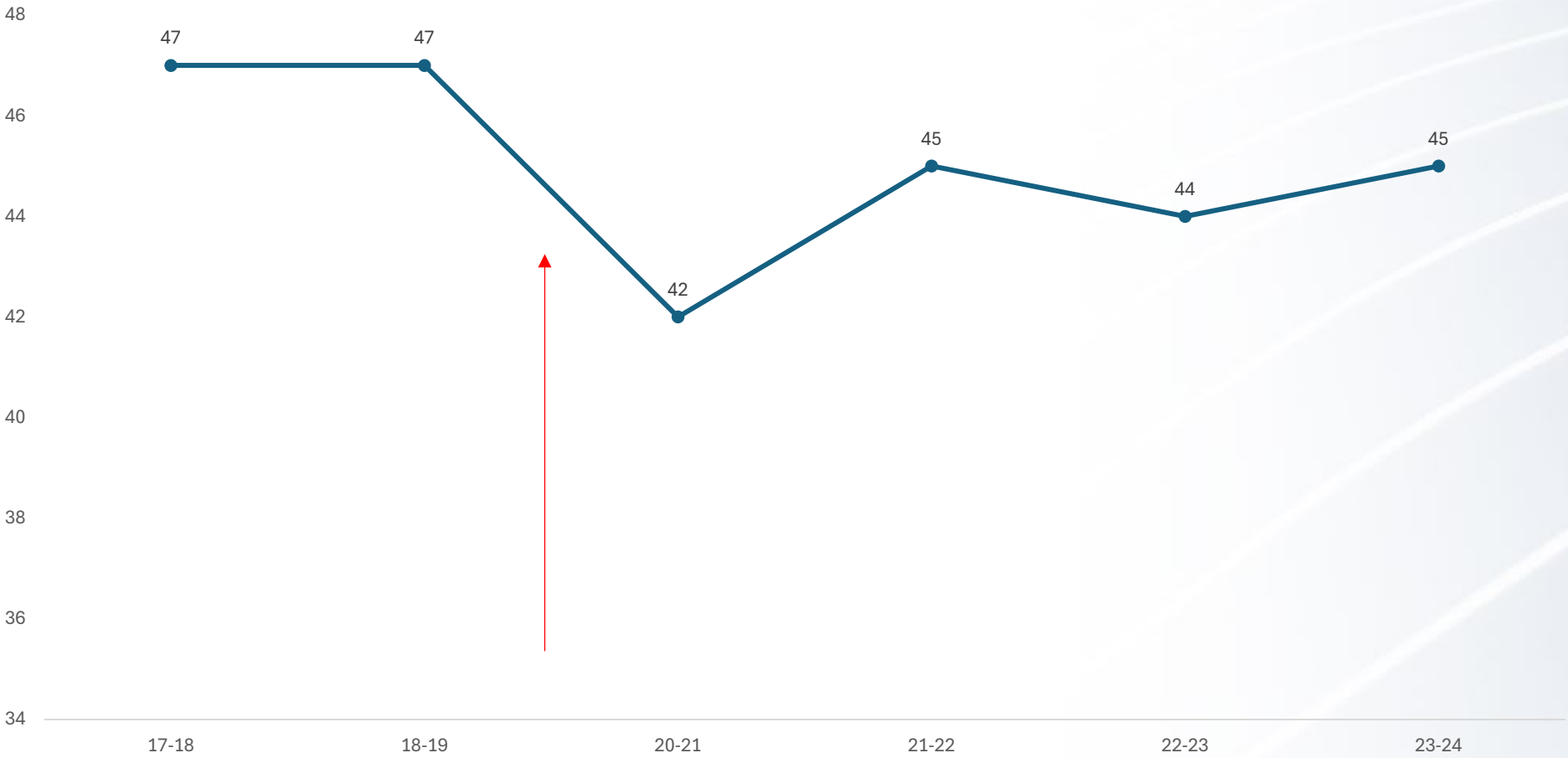


2023-2024 Math

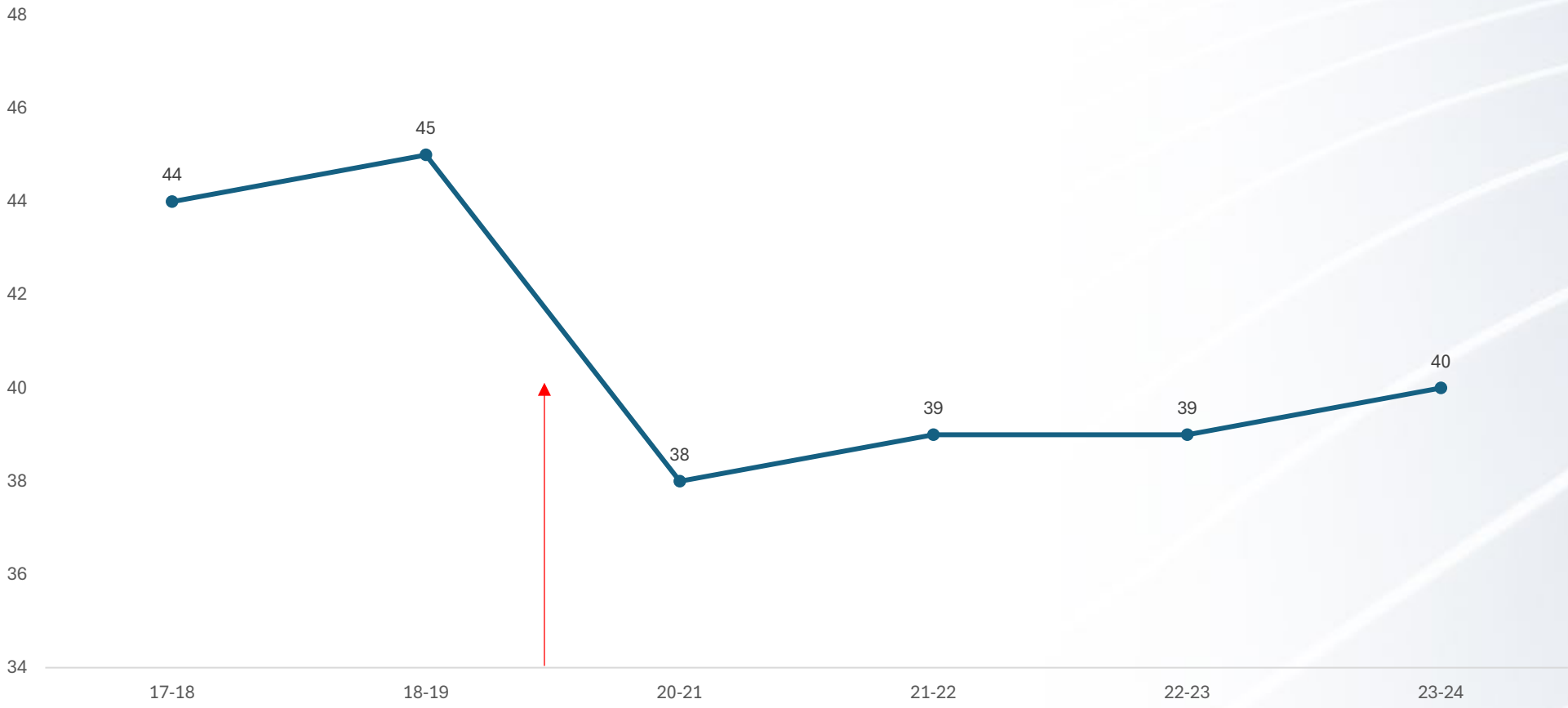
- Met = 40%
- Not Met = 60%



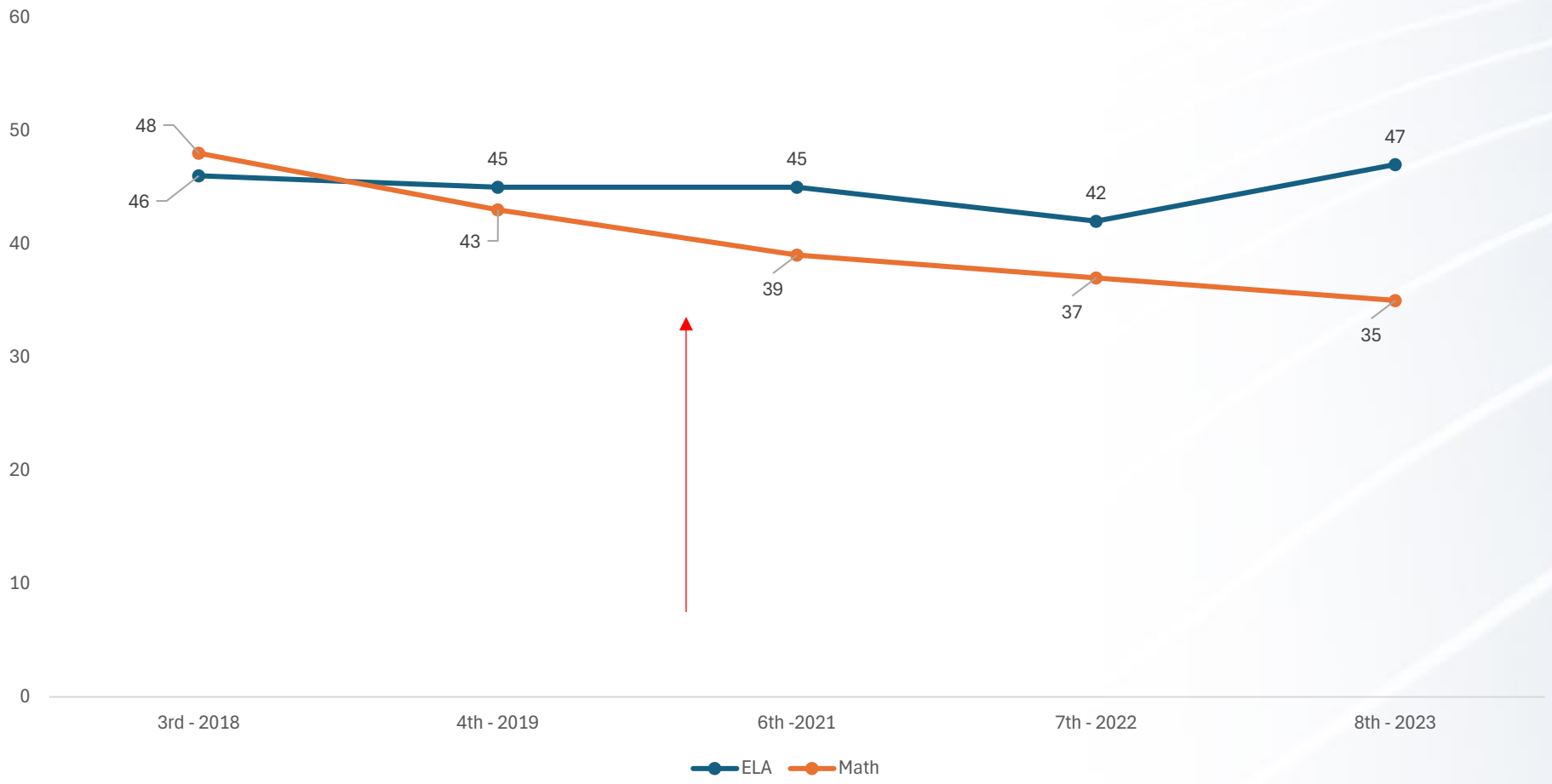
Trend Data: 2017/18 – 2023/24 ELA (% Met)



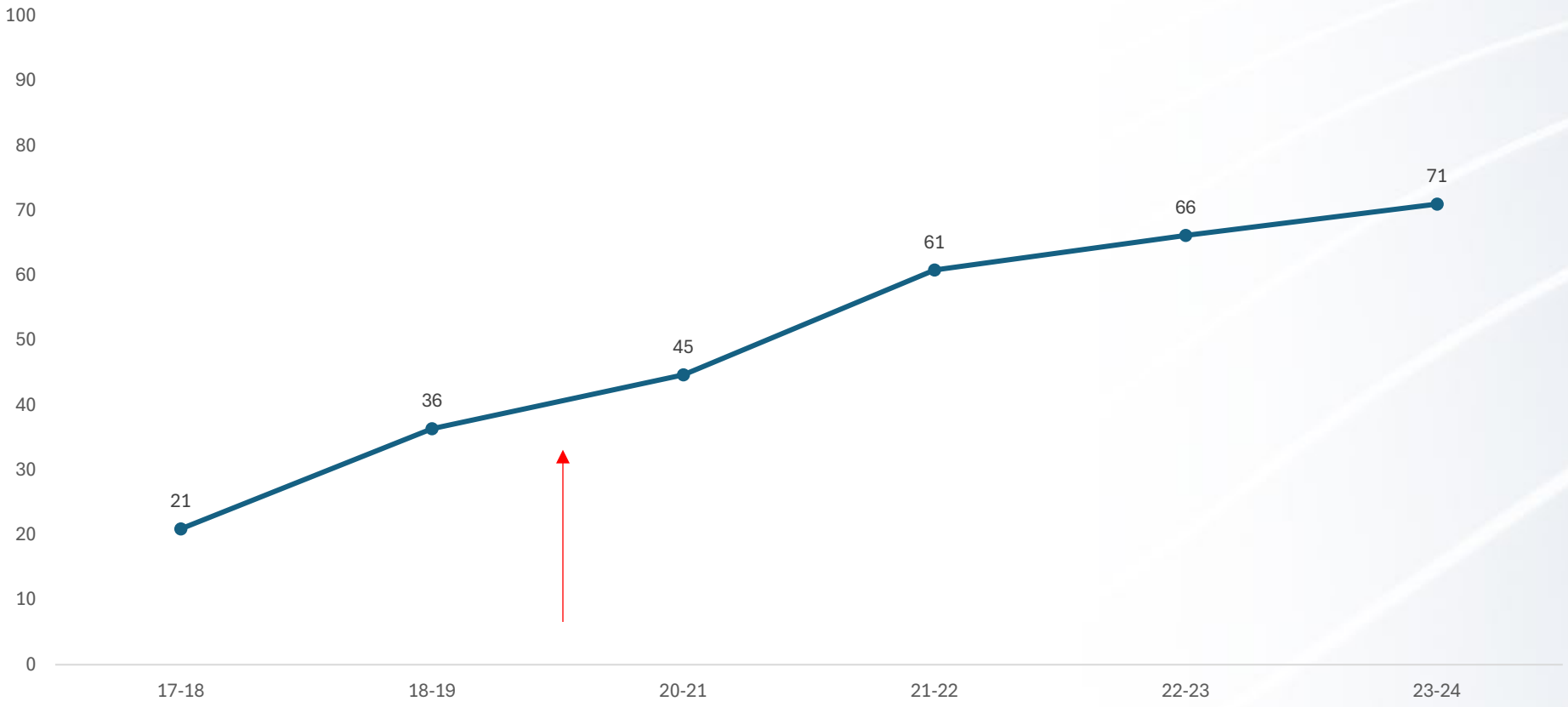
Trend Data: 2017/18 – 2023/24 Math (% Met)



Cohort View: ELA and Math (% Met)



Choice Ready (Percent)



2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
2/4/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

10:27 a.m. Chairman Nathe opened the meeting.

Members Present: Chairman Nathe, Representatives Hanson, Louser, Martinson, Richter, Sanford
Members Absent: Vice Chairman Swiontek

Discussion Topics:

- School for the Blind
- Upgraded fire alarm system
- One-time funding
- School for the Deaf
- Statement of purpose
- State Library

10:28 a.m. Representative Richter discussed testimony #34522.

10:37 a.m. Representative Richter discussed testimony #34521.

10:40 a.m. Representative Richter discussed testimony #34523.

Additional Testimony:

Sheila Sandness, Senior Fiscal Analyst, ND Legislative Assembly, submitted neutral testimony #34521, #34522, and #34523.

10:43 a.m. Chairman Nathe Adjourned the meeting.

Janae Pinks, Committee Clerk for Steven Riehl, Committee Clerk

Legislative Council

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	45.36	$8,336,306	$2,811,557	$11,147,863	45.36	$8,336,306	$2,811,557	$11,147,863	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$266,392	($337,071)	($70,679)		$266,392	($337,071)	($70,679)				$0
Salary increase		311,091	22,901	333,992		311,091	22,901	333,992				0
Removes duplicated salary increases				0		(107,307)	(2,267)	(109,574)		($107,307)	($2,267)	(109,574)
Health insurance increase		301,397	28,883	330,280		301,397	28,883	330,280				0
Adds funding for teacher salary increases		223,535		223,535		223,535		223,535				0
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474	0.75	118,474		118,474				0
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116	0.75	106,116		106,116				0
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294		115,294		115,294				0
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543		198,684	14,859	213,543				0
Transfers funding for 2025-27 biennium new FTE pool				0		(22,459)		(22,459)		(22,459)		(22,459)
Transfers funding for 2025-27 biennium vacant FTE pool				0		(84,746)	(6,727)	(91,473)		(84,746)	(6,727)	(91,473)
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue		(266,392)	359,571	93,179		(266,392)	359,571	93,179				0
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780		26,085	8,695	34,780				0
Increases funding for various operating expenses		122,880		122,880		122,880		122,880				0
Total ongoing funding changes	**1.50**	**$1,523,556**	**$97,838**	**$1,621,394**	**1.50**	**$1,309,044**	**$88,844**	**$1,397,888**	**0.00**	**($214,512)**	**($8,994)**	**($223,506)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000			$45,000	$45,000				$0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800			238,800	238,800				0
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**1.50**	**$1,523,556**	**$381,638**	**$1,905,194**	**1.50**	**$1,309,044**	**$372,644**	**$1,681,688**	**0.00**	**($214,512)**	**($8,994)**	**($223,506)**
2025-27 Total Funding	**46.86**	**$9,859,862**	**$3,193,195**	**$13,053,057**	**46.86**	**$9,645,350**	**$3,184,201**	**$12,829,551**	**0.00**	**($214,512)**	**($8,994)**	**($223,506)**
Federal funds included in other funds			*$128,489*				*$125,637*				*($2,852)*	
Total ongoing changes - Percentage of base level	*3.3%*	*18.3%*	*3.5%*	*14.5%*	*3.3%*	*15.7%*	*3.2%*	*12.5%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.3%*	*18.3%*	*13.6%*	*17.1%*	*3.3%*	*15.7%*	*13.3%*	*15.1%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in School for the Deaf - Budget No. 252

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section regarding the use of funding in the new and vacant FTE pool line item.	

Legislative Council

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	27.75	$5,240,991	$1,206,705	$6,447,696	27.75	$5,240,991	$1,206,705	$6,447,696	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$5,708	($158,112)	($152,404)		$5,708	($158,112)	($152,404)				$0
Salary increase		193,140	5,388	198,528		193,140	5,388	198,528				0
Removes duplicated salary increases				0		(83,982)		(83,982)		($83,982)		(83,982)
Health insurance increase		156,157	6,006	162,163		156,157	6,006	162,163				0
Adds funding for teacher salary increases		108,950		108,950		108,950		108,950				0
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087		124,322	7,765	132,087				0
Transfers funding for 2025-27 biennium vacant FTE pool				0		(50,740)	(1,539)	(52,279)		(50,740)	($1,539)	(52,279)
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000			50,000	50,000				0
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596		(5,708)	197,304	191,596				0
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475		18,356	6,119	24,475				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000			20,000	20,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500			142,500	142,500				0
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)			(39,192)	(39,192)				0
Total ongoing funding changes	**0.00**	**$600,925**	**$237,778**	**$838,703**	**0.00**	**$466,203**	**$236,239**	**$702,442**	**0.00**	**($134,722)**	**($1,539)**	**($136,261)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000			$28,000	$28,000				$0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000			10,000	10,000				0
Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000			55,000	55,000				0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000			55,000	55,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000			150,000	150,000				0
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$600,925**	**$535,778**	**$1,136,703**	**0.00**	**$466,203**	**$534,239**	**$1,000,442**	**0.00**	**($134,722)**	**($1,539)**	**($136,261)**
2025-27 Total Funding	**27.75**	**$5,841,916**	**$1,742,483**	**$7,584,399**	**27.75**	**$5,707,194**	**$1,740,944**	**$7,448,138**	**0.00**	**($134,722)**	**($1,539)**	**($136,261)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*11.5%*	*19.7%*	*13.0%*	*0.0%*	*8.9%*	*19.6%*	*10.9%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*11.5%*	*44.4%*	*17.6%*	*0.0%*	*8.9%*	*44.3%*	*15.5%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in North Dakota Vision Services - School for the Blind - Budget No. 253

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	

January 30, 2025

Legislative Council

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	26.75	$6,682,484	$2,499,073	$9,181,557	26.75	$6,682,484	$2,499,073	$9,181,557	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$54,119	$9,086	$63,205		$54,119	$9,086	$63,205				$0
Salary increase		142,834	25,990	168,824		142,834	25,990	168,824				0
Health insurance increase		144,163	18,021	162,184		144,163	18,021	162,184				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552		93,855	17,697	111,552				0
Transfers funding for 2025-27 biennium vacant FTE pool				0		(39,474)	(6,619)	(46,093)		($39,474)	($6,619)	(46,093)
Adds funding for targeted salary increases		80,000		80,000		128,000		128,000		48,000		48,000
Adds funding for salaries related to retirement payout		20,000		20,000		20,000		20,000				0
Base budget changes to operating expenses			138,535	138,535			138,535	138,535				0
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0		(74,119)	74,119	0				0
Adds funding for IT rate increases		76,543	28,310	104,853		76,543	28,310	104,853				0
Adds funding for rent increase		14,389		14,389		14,389		14,389				0
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000		450,000		450,000				0
Total ongoing funding changes	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$8,526**	**($6,619)**	**$1,907**
One-Time Funding Items												
No one-time funding items				$0				$0				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$8,526**	**($6,619)**	**$1,907**
2025-27 Total Funding	**26.75**	**$7,684,268**	**$2,810,831**	**$10,495,099**	**26.75**	**$7,692,794**	**$2,804,212**	**$10,497,006**	**0.00**	**$8,526**	**($6,619)**	**$1,907**
Federal funds included in other funds			*$2,744,011*				*$2,737,392*				*($6,619)*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in State Library - Budget No. 250

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section regarding the use of funding in the new and vacant FTE pool line item.	
State aid to public libraries		Includes a section to provide that of the $1,737,582 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.	
Exemption - Unexpended library building improvements appropriation		Adds a section to allow the State Library to continue 2023-25 biennium funding for library building improvements	

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
2/5/2025

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

2:32 p.m. Chairman Nathe called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford and Hanson

Discussion Topics:

- Center for Distance Education
- FTE's

2:33 p.m. Representative Richter reviewed long sheet #35462.

Additional written testimony:

Sheila Sandness, Legislative Council, neutral testimony #35470.

2:41 p.m. Chairman Nathe closed the meeting.

Steven Riehl, Committee Clerk

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 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												
Base payroll changes				$0				$0				$0
Salary increase		$268,445	($1)	268,444		$268,445	($1)	268,444				0
Health insurance increase		175,347		175,347		175,347		175,347				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 for salary equity for certain positions				0		333,371		333,371		$333,371		333,371
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				0
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				0
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**	**$1,611,659**	**$1,949,000**	**$3,560,659**	**0.00**	**$154,190**	**$0**	**$154,190**
One-Time Funding Items												
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**	**$1,686,909**	**$1,974,000**	**$3,660,909**	**0.00**	**$229,440**	**($75,250)**	**$154,190**
2025-27 Total Funding	**32.00**	**$8,520,952**	**$6,599,250**	**$15,120,202**	**32.00**	**$8,750,392**	**$6,524,000**	**$15,274,392**	**0.00**	**$229,440**	**($75,250)**	**$154,190**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*3.9%*	*20.6%*	*42.8%*	*29.3%*	*3.9%*	*22.8%*	*42.8%*	*30.7%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.9%*	*20.6%*	*45.0%*	*30.2%*	*3.9%*	*23.9%*	*43.4%*	*31.5%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Center for Distance Education - Budget No. 204

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	

State School Aid Formula Projection

North Dakota Department of Public Instruction
School Finance

School Year 2025-2026
Date 2/5/2025
Version -

			$11,072	102%	60	75%		
CoDist	Entity Name	ADM	Total Formula Amount	Transition Minimum	Contribution from Property Tax	Contribution from In-Lieu	Total State Aid	Total State/Local Funding
01-013	Hettinger 13	292	4,143,032	-	(928,027)	(212,479)	3,002,526	4,143,032
08-001	Bismarck 1	13,946	177,462,459	-	(38,801,527)	(1,169,758)	137,491,174	177,462,459
09-001	Fargo 1	11,455	143,476,733	-	(34,176,140)	(1,488,616)	107,811,977	143,476,733
09-006	West Fargo 6	13,187	164,217,136	-	(36,637,275)	(418,034)	127,161,827	164,217,136
13-016	Killdeer 16	574	7,305,859	97,503	(4,455,167)	(1,761,392)	1,186,803	7,403,362
18-001	Grand Forks 1	7,794	96,501,559	-	(18,054,321)	(1,264,669)	77,182,568	96,501,559
27-001	McKenzie Co 1	2,352	30,637,110	-	(17,380,169)	(2,446,339)	10,810,602	30,637,110
29-027	Beulah 27	747	9,286,751	-	(1,935,070)	(587,950)	6,763,731	9,286,751
30-013	Hebron 13	151	2,658,055	-	(550,104)	(138,632)	1,969,320	2,658,055
31-002	Stanley 2	777	9,679,364	35,770	(4,165,638)	(1,021,745)	4,527,751	9,715,134
39-037	Wahpeton 37	1,208	15,015,846	-	(2,919,731)	(149,679)	11,946,437	15,015,846
53-002	Nesson 2	437	5,505,220	-	(3,672,177)	(842,824)	990,219	5,505,220
53-007	Williston Basin 7	5,386	69,298,098	-	(16,006,207)	(3,378,759)	49,913,133	69,298,098

01-013	Hettinger 13	292	4,143,032	-	(928,027)	(212,479)	3,002,526	4,143,032
08-001	Bismarck 1	13,946	177,462,459	-	(38,801,527)	(1,169,758)	137,491,174	177,462,459
09-001	Fargo 1	11,455	143,476,733	-	(34,176,140)	(1,488,616)	107,811,977	143,476,733
09-006	West Fargo 6	13,187	164,217,136	-	(36,637,275)	(418,034)	127,161,827	164,217,136
13-016	Killdeer 16	574	7,305,859	97,503	(4,455,167)	(1,761,392)	1,186,803	7,403,362
18-001	Grand Forks 1	7,794	96,501,559	-	(18,054,321)	(1,264,669)	77,182,568	96,501,559
27-001	McKenzie Co 1	2,352	30,637,110	-	(17,380,169)	(2,446,339)	10,810,602	30,637,110
29-027	Beulah 27	747	9,286,751	-	(1,935,070)	(587,950)	6,763,731	9,286,751
30-013	Hebron 13	151	2,658,055	-	(550,104)	(138,632)	1,969,320	2,658,055
31-002	Stanley 2	777	9,679,364	35,770	(4,165,638)	(1,021,745)	4,527,751	9,715,134
39-037	Wahpeton 37	1,208	15,015,846	-	(2,919,731)	(149,679)	11,946,437	15,015,846
53-002	Nesson 2	437	5,505,220	-	(3,672,177)	(842,824)	990,219	5,505,220
53-007	Williston Basin 7	5,386	69,298,098	-	(16,006,207)	(3,378,759)	49,913,133	69,298,098

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
2/7/2025

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

10:50 a.m. Chairman Nathe called the meeting to order

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford, Hanson

Discussion Topics:

- RoboKind

10:51 a.m. Representative Richter, reviewed long sheet #36222

10:51 a.m. Sheila Sandness, Senior Fiscal Analyst, ND Legislative Council, provided long sheet #36223

11:07 a.m. Chairman Nathe closed the meeting.

Steven Riehl, Committee Clerk

February 6, 2025

Legislative Council

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$21	$25	$46		$21	$25	$46				$0
Salary increase		299,641	479,159	778,800		299,641	479,159	778,800				0
Health insurance increase		192,665	353,841	546,506		192,665	353,841	546,506				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815		295,820	493,995	789,815				0
Transfers funding for 2025-27 biennium vacant FTE pool				0		(112,870)	(185,199)	(298,069)		($112,870)	($185,199)	(298,069)
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)			(452,126)	(452,126)				0
Base budget funding source change from federal to special funds for other grants				0				0				0
Increases funding for information technology rate increases		7,945		7,945		7,945		7,945				0
Increases funding for operating expenses due to an increase in the cost of the school approval and improvement contract		700,000		700,000		4,712,385		4,712,385		4,012,385		4,012,385
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000		1,000,000		1,000,000				0
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000			2,000,000	2,000,000				0
Adds funding for operating expenses to administer a summer food program		150,000		150,000		150,000		150,000				0
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000			28,350,000	28,350,000				0
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(20,000,000)		(20,000,000)		(20,000,000)		(20,000,000)				0
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0		13,993,086	(13,993,086)	0				0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0		(84,817,350)	84,817,350	0				0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $214 million from the fund		(57,000,000)	57,000,000	0		(57,000,000)	57,000,000	0				0
Increases funding for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium		91,000,000		91,000,000		91,000,000		91,000,000				0

Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula		(6,700,000)		(6,700,000)		(6,700,000)		(6,700,000)				0
Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions		(4,300,000)		(4,300,000)		(4,300,000)		(4,300,000)				0
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)		(1,500,000)		(1,500,000)				0
Adds funding for program grants for adult education integrated education and training grants				0				0				0
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027		536,027		536,027				0
Adjusts funding for various base budget program grants				0		(125,000)	500,000	375,000		(125,000)	500,000	375,000
Adds funding for various new program grants				0		4,300,000		4,300,000		4,300,000		4,300,000
Increases funding for passthrough grants for teacher mentoring to provide a total of $4 million, of which $1.5 million is from the general fund and $2.5 million is from special funds made available from general fund carryover		2,000,000		2,000,000		1,500,000		1,500,000		(500,000)		(500,000)
Adjusts funding for various base budget passthrough grants				0			(4,000)	(4,000)			(4,000)	(4,000)
Adds funding for passthrough grants for an educational savings account program		44,250,000		44,250,000		44,250,000		44,250,000				0
Total ongoing funding changes	**0.00**	**($19,892,145)**	**$159,049,158**	**$139,157,013**	**0.00**	**($12,317,630)**	**$159,359,959**	**$147,042,329**	**0.00**	**$7,574,515**	**$310,801**	**$7,885,316**
One-Time Funding Items												
Adds one-time funding from the foundation aid stabilization fund for operating expenses related to ND Native American Essential Understandings contracts and work group costs			$300,000	$300,000			$300,000	$300,000				$0
Adds one-time funding from the foundation aid stabilization fund for operating expenses related to the production of a book series regarding the history and culture of indigenous people			650,000	650,000			650,000	650,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			1,500,000	1,500,000			1,500,000	1,500,000				0
Adds one-time funding for program grants for Indians into STEM				0				0				0
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training			300,000	300,000			300,000	300,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program			2,000,000	2,000,000			2,000,000	2,000,000				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training				0				0				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program			1,500,000	1,500,000				0			($1,500,000)	(1,500,000)
Adds one-time funding for an Amira reading program grant				0		$500,000		500,000		$500,000		500,000
Adds funding for a RoboKind pilot project				0		500,000		500,000		500,000		500,000

Adds one-time funding from the strategic investment and improvements fund for science center grants				0			5,000,000	5,000,000			5,000,000	5,000,000
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program				0				0				0
Total one-time funding changes	0.00	$0	$6,250,000	$6,250,000	0.00	$1,000,000	$9,750,000	$10,750,000	0.00	$1,000,000	$3,500,000	$4,500,000
Total Changes to Base Level Funding	**0.00**	**($19,892,145)**	**$165,299,158**	**$145,407,013**	**0.00**	**($11,317,630)**	**$169,109,959**	**$157,792,329**	**0.00**	**$8,574,515**	**$3,810,801**	**$12,385,316**
2025-27 Total Funding	**86.25**	**$1,708,858,300**	**$1,280,545,832**	**$2,989,404,132**	**86.25**	**$1,717,432,815**	**$1,284,356,633**	**$3,001,789,448**	**0.00**	**$8,574,515**	**$3,810,801**	**$12,385,316**
Federal funds included in other funds			*$447,999,434*				*$447,814,760*				*($184,674)*	
Total ongoing changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.3%*	*4.9%*	*0.0%*	*(0.7%)*	*14.3%*	*5.2%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.8%*	*5.1%*	*0.0%*	*(0.7%)*	*15.2%*	*5.5%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	
Tuition apportionment		Includes a section to provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	
Foundation aid stabilization fund		Includes a section to provide $218,750,000, included in the other funds line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.	
Strategic investment and improvements fund		Includes a section to provide $5,000,000, included in the other funds line item of Section 1, is provided from the strategic investment and improvements fund for science center grants.	
Payments for 2023-25 biennium special education services		Includes a section to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.	
Gifted and talented program funding		Includes a section to require DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units.	
Medicaid matching funding - School approval - Withholding and distribution		Includes a section to provide state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit. In addition, the section authorizes the department to withhold funds required to be paid by school districts for school approval.	
Regional education association grants		Includes a section to provide that DPI use $700,000 of the 2025-27 legislative appropriation for integrated formula payments to provide annual grants of $50,000 to each regional education association.	
Student meal grants - Distribution		Includes a section to provide the grants - program grants line item includes $4.5 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 200 percent of poverty.	

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Armstrong Executive Budget	House Version	
Paraprofessional to teacher program grants - Distribution		Includes a section to provide the grants - program grants line item includes $3 million for grants to institutions of higher education to assist paraprofessionals to become teachers.	
North Dakota Governor's school grants - Distribution		Includes a section to provide the grants - passthrough grants line item includes $500,000 for North Dakota Governor's schools at NDSU and UND and provides for the distribution of the grants.	
Exemption - Deposits into the department's operating account		Includes a section to provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	
Exemption - 2023-25 biennium funding exemption and transfer to the Department of Public Instruction operating fund		Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,645,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.	
Exemption - Unexpended ESSER fund appropriations		Adds a section to provide funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium	
Exemption - Unexpended appropriations STARS/SLEDS upgrades		Adds a section to provide funds appropriated to the department for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. The Department of Public Instruction retained $5 million for STARS upgrades and transferred $4.8 million to the Information Technology Department for SLEDS upgrades during the 2023-25 biennium.	
Salary of the Superintendent of Public Instruction		Adds a section to amend Section 15.1-02-02 to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.	

STATE SCHOOL AID, OTHER GRANTS, AND DEPA[illegible]ENT OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM BASE BUDGET AND REVISED EXECUTIVE BUDGET
COMPARED TO THE 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,359,674,851	$2,359,674,851	$60,000,000	$0
Transportation aid payments	58,100,000	58,100,000	58,100,000	0	0
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,441,774,851	$60,000,000	$0
General fund	$1,699,921,765	$1,632,097,501	$1,632,097,501	($67,824,264)	$0
Foundation aid stabilization fund	157,000,000	214,000,000	214,000,000	57,000,000	0
Strategic investment and improvements fund	13,993,086	0	0	(13,993,086)	0
State tuition fund	510,860,000	595,677,350	595,677,350	84,817,350	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,441,774,851	$60,000,000	$0
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$6,000,000	$500,000	$500,000
Adult education integrated education and training grants		0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	4,500,000	(1,500,000)	0
Program grant pool, including leveraging the senior year	1,200,000			(1,200,000)	0
Leveraging the senior year		1,536,027	1,536,027	1,536,027	0
Building tomorrow's leaders		50,000	50,000	50,000	0
Family engagement		150,000	150,000	150,000	0
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program			3,000,000	3,000,000	3,000,000
Science of reading and literacy instruction			1,000,000	1,000,000	1,000,000
Dyslexia identification training (one-time)		300,000	300,000	300,000	0
Reading learning platform training				0	0
Administrative cost-sharing reimbursement	125,000	125,000	0	(125,000)	(125,000)
Regional education association merger incentive grants				0	0
Amira reading tool (one-time)			500,000	500,000	500,000
Teacher retention program - Vital Network (one-time)		2,000,000	2,000,000	2,000,000	0
Indians into STEM			300,000	300,000	300,000
School board training (one-time)		1,500,000	1,500,000	1,500,000	0
Total - Program grants	$17,205,000	$20,041,027	$25,216,027	$8,011,027	$5,175,000
General fund	$9,125,000	$8,161,027	$12,836,027	$3,711,027	$4,675,000
Other funds - Foundation aid stabilization fund		3,800,000	3,800,000	3,800,000	0
Other funds - Strategic investment and improvements fund			0	0	0
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	8,580,000	500,000	500,000
Total - Program grants	$17,205,000	$20,041,027	$25,216,027	$8,011,027	$5,175,000
Other grants - Other funds					
Federal grants	$382,513,893	$409,513,893	$409,513,893	$27,000,000	$0
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$409,738,893	$409,738,893	$27,000,000	$0
Total state school aid and other grants - All funds	$2,781,718,744	$2,871,554,771	$2,876,729,771	$95,011,027	$5,175,000

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
Agency administration					
Administration - General fund	$13,252,390	$15,898,482	$19,797,997	$6,545,607	$3,899,515
Administration - Other funds	39,505,695	43,730,589	43,545,390	4,039,695	(185,199)
Native American program and text book (one-time) - Foundation aid stabilization fund		950,000	950,000	950,000	0
Total - Agency administration	$52,758,085	$60,579,071	$64,293,387	$11,535,302	$3,714,316
Passthrough grants, PowerSchool, and national board certification					
National writing projects	$40,000	$40,000	$70,000	$30,000	$30,000
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	4,000,000	1,500,000	(500,000)
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)			5,000,000	5,000,000	5,000,000
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants	34,000	34,000	0	(34,000)	(34,000)
Robokind pilot project (one-time)			500,000	500,000	500,000
Innovation intermediary (one-time)		1,500,000	0	0	(1,500,000)
2Revolutions program (one-time)				0	0
Educational savings accounts		44,250,000	44,250,000	44,250,000	0
Total - Passthrough grants	$3,569,000	$51,319,000	$54,815,000	$51,246,000	$3,496,000
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$57,270,290	$60,766,290	$51,246,000	$3,496,000
General fund	$6,451,290	$52,701,290	$52,701,290	$46,250,000	$0
Other funds - Foundation aid stabilization fund		1,500,000	0	0	(1,500,000)
Other funds - Strategic investment and improvements fund			5,000,000	5,000,000	5,000,000
Other funds - Public instruction fund/carryover	3,069,000	3,069,000	3,065,000	(4,000)	(4,000)
Total - Passthrough grants, PowerSchool, and national board certification	$9,520,290	$57,270,290	$60,766,290	$51,246,000	$3,496,000
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	$62,278,375	$117,849,361	$125,059,677	$62,781,302	$7,210,316
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,001,789,448	$157,792,329	$12,385,316
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,708,858,300	$1,717,432,815	($11,317,630)	$8,574,515
Total - Other funds	1,115,246,674	1,280,545,832	1,284,356,633	169,109,959	3,810,801
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,001,789,448	$157,792,329	$12,385,316
FTE positions	86.25	86.25	86.25	0.00	0.00

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
2/11/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

9:04 a.m. Chairman Nathe opened the meeting.

Members Present: Chairman Nathe, Vice Chairman Swiontek, Representatives Rose Hanson, Louser, Martinson, Richter, Sanford

Discussion Topics:

- Education budgeting
- Educational grants

9:06 a.m. Representative Richter reviewed previous long sheet #36222.

9:54 a.m. Chairman Nathe closed the meeting.

Joseph Reed, Committee Clerk for Steven Riehl, Committee Clerk

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
2/19/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; relating to the salary of the superintendent of public instruction; to provide for a transfer; to provide a report; and to provide an exemption.

8:32 a.m. Chairman Nathe called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford, Hanson

Members Absent: Representative Swiontek

Discussion Topics:

- Committee action

8:33 a.m. Representative Richter Explains changes on the long sheet #38021.

8:41 a.m. Representative Martinson Move to change 5 million to 10 million.

8:41 a.m. Representative Hanson seconded the motion.

Representatives	Vote
Representative Mike Nathe	N
Representative Steve Swiontek	A
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y

Motion carries 5-1-1.

8:44 a.m. Representative Martinson moved to amend Team Pac 20 and 14 for Cultural Heritage this would change the money from 0 to 20,000.

8:45 a.m. Representative Louser seconded the motion

Representatives	Vote
Representative Mike Nathe	N
Representative Steve Swiontek	A
Representative Karla Rose Hanson	Y

Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative David Richter	N
Representative Mark Sanford	Y

Motion carries 4-2-1.

8:46 a.m. Senator Boschee testified in favor and submitted testimony #38029.

Additional written testimony:

Sheila Sandness, Fiscal Analyst, Legislative Council, submitted neutral testimony #38023.

8:52 a.m. Chairman Nathe closed the meeting.

Risa Berube, Committee Clerk

STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM BASE BUDGET AND REVISED EXECUTIVE BUDGET
COMPARED TO THE 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,359,674,851	$2,359,674,851	$60,000,000	$0
Transportation aid payments	58,100,000	58,100,000	58,100,000	0	0
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,441,774,851	$60,000,000	$0
General fund	$1,699,921,765	$1,632,097,501	$1,632,097,501	($67,824,264)	$0
Foundation aid stabilization fund	157,000,000	214,000,000	214,000,000	57,000,000	0
Strategic investment and improvements fund	13,993,086	0	0	(13,993,086)	0
State tuition fund	510,860,000	595,677,350	595,677,350	84,817,350	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,441,774,851	$60,000,000	$0
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$0	$0
Adult education integrated education and training grants		0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	4,500,000	(1,500,000)	0
Program grant pool, including leveraging the senior year	1,200,000			(1,200,000)	0
Leveraging the senior year		1,536,027	1,536,027	1,536,027	0
Building tomorrow's leaders		50,000	50,000	50,000	0
Family engagement		150,000	150,000	150,000	0
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program			2,000,000	2,000,000	2,000,000
Science of reading and literacy instruction			1,000,000	1,000,000	1,000,000
Dyslexia identification training (one-time)		300,000	300,000	300,000	0
Reading learning platform training				0	0
Administrative cost-sharing reimbursement	125,000	125,000	0	(125,000)	(125,000)
Regional education association merger incentive grants				0	0
Amira reading tool (one-time)			500,000	500,000	500,000
Teacher retention program - Vital Network (one-time)		2,000,000	2,500,000	2,500,000	500,000
Indians into STEM			300,000	300,000	300,000
School board training (one-time)		1,500,000	1,500,000	1,500,000	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
General fund	$9,125,000	$8,161,027	$11,836,027	$2,711,027	$3,675,000
Other funds - Foundation aid stabilization fund		3,800,000	4,300,000	4,300,000	500,000
Other funds - Strategic investment and improvements fund			0	0	0
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	8,080,000	0	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
Other grants - Other funds					
Federal grants	$382,513,893	$409,513,893	$412,219,602	$29,705,709	$2,705,709
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$409,738,893	$412,444,602	$29,705,709	$2,705,709
Total state school aid and other grants - All funds	$2,781,718,744	$2,871,554,771	$2,878,435,480	$96,716,736	$6,880,709

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
Agency administration					
Administration - General fund	$13,252,390	$15,898,482	$19,797,997	$6,545,607	$3,899,515
Administration - Other funds	39,505,695	43,730,589	43,545,390	4,039,695	(185,199)
Native American program and text book (one-time) - Foundation aid stabilization fund		950,000	950,000	950,000	0
Total - Agency administration	$52,758,085	$60,579,071	$64,293,387	$11,535,302	$3,714,316
Passthrough grants, PowerSchool, and national board certification					
National writing projects	$40,000	$40,000	$70,000	$30,000	$30,000
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	3,500,000	1,000,000	(1,000,000)
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)			5,000,000	5,000,000	5,000,000
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants	34,000	34,000	0	(34,000)	(34,000)
Robokind pilot project (one-time)			250,000	250,000	250,000
Innovation intermediary (one-time)		1,500,000	0	0	(1,500,000)
2Revolutions program (one-time)				0	0
Educational savings accounts		44,250,000		0	(44,250,000)
Total - Passthrough grants	$3,569,000	$51,319,000	$9,815,000	$6,246,000	($41,504,000)
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$57,270,290	$15,766,290	$6,246,000	($41,504,000)
General fund	$6,451,290	$52,701,290	$7,701,290	$1,250,000	($45,000,000)
Other funds - Foundation aid stabilization fund		1,500,000	0	0	(1,500,000)
Other funds - Strategic investment and improvements fund			5,000,000	5,000,000	5,000,000
Other funds - Public instruction fund/carryover	3,069,000	3,069,000	3,065,000	(4,000)	(4,000)
Total - Passthrough grants, PowerSchool, and national board certification	$9,520,290	$57,270,290	$15,766,290	$6,246,000	($41,504,000)
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	$62,278,375	$117,849,361	$80,059,677	$17,781,302	($37,789,684)
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$2,958,495,157	$114,498,038	($30,908,975)
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,708,858,300	$1,671,432,815	($57,317,630)	($37,425,485)
Total - Other funds	1,115,246,674	1,280,545,832	1,287,062,342	171,815,668	6,516,510
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$2,958,495,157	$114,498,038	($30,908,975)
FTE positions	86.25	86.25	86.25	0.00	0.00

Legislative Council

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$21	$25	$46		$21	$25	$46				$0
Salary increase		299,641	479,159	778,800		299,641	479,159	778,800				0
Health insurance increase		192,665	353,841	546,506		192,665	353,841	546,506				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815		295,820	493,995	789,815				0
Transfers funding for 2025-27 biennium vacant FTE pool				0		(112,870)	(185,199)	(298,069)		($112,870)	($185,199)	(298,069)
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)			(452,126)	(452,126)				0
Base budget funding source change from federal to special funds for other grants				0				0				0
Increases funding for information technology rate increases		7,945		7,945		7,945		7,945				0
Increases funding for operating expenses due to an increase in the cost of the school approval and improvement contract		700,000		700,000		4,712,385		4,712,385		4,012,385		4,012,385
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000		1,000,000		1,000,000				0
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000			2,000,000	2,000,000				0
Adds funding for operating expenses to administer a summer food program		150,000		150,000		150,000		150,000				0
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000			28,350,000	28,350,000				0
Adds funding for USDA program				0			2,705,709	2,705,709			2,705,709	2,705,709
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(20,000,000)		(20,000,000)		(20,000,000)		(20,000,000)				0
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0		13,993,086	(13,993,086)	0				0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0		(84,817,350)	84,817,350	0				0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $214 million from the fund		(57,000,000)	57,000,000	0		(57,000,000)	57,000,000	0				0
Increases funding for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium		91,000,000		91,000,000		91,000,000		91,000,000				0

Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula		(6,700,000)		(6,700,000)		(6,700,000)		(6,700,000)				0
Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions		(4,300,000)		(4,300,000)		(4,300,000)		(4,300,000)				0
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)		(1,500,000)		(1,500,000)				0
Adds funding for program grants for adult education integrated education and training grants				0				0				0
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027		536,027		536,027				0
Adjusts funding for various base budget program grants				0		(125,000)		(125,000)		(125,000)		(125,000)
Adds funding for various new program grants				0		3,300,000		3,300,000		3,300,000		3,300,000
Increases funding for passthrough grants for teacher mentoring to provide a total of $3.5 million, of which $1 million is from the general fund and $2.5 million is from special funds made available from general fund carryover		2,000,000		2,000,000		1,000,000		1,000,000		(1,000,000)		(1,000,000)
Adjusts funding for various base budget passthrough grants				0			(4,000)	(4,000)			(4,000)	(4,000)
Adds funding for passthrough grants for an educational savings account program		44,250,000		44,250,000				0		(44,250,000)		(44,250,000)
Total ongoing funding changes	**0.00**	**($19,892,145)**	**$159,049,158**	**$139,157,013**	**0.00**	**($58,067,630)**	**$161,565,668**	**$103,498,038**	**0.00**	**($38,175,485)**	**$2,516,510**	**($35,658,975)**
One-Time Funding Items												
Adds one-time funding from the foundation aid stabilization fund for operating expenses related to ND Native American Essential Understandings contracts and work group costs			$300,000	$300,000			$300,000	$300,000				$0
Adds one-time funding from the foundation aid stabilization fund for operating expenses related to the production of a book series regarding the history and culture of indigenous people			650,000	650,000			650,000	650,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			1,500,000	1,500,000			1,500,000	1,500,000				0
Adds one-time funding for program grants for Indians into STEM				0				0				0
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training			300,000	300,000			300,000	300,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program			2,000,000	2,000,000			2,500,000	2,500,000			$500,000	500,000
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training				0				0				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program			1,500,000	1,500,000				0			(1,500,000)	(1,500,000)
Adds one-time funding for an Amira reading program grant				0		$500,000		500,000		$500,000		500,000
Adds funding for a RoboKind pilot project				0		250,000		250,000		250,000		250,000

Adds one-time funding from the strategic investment and improvements fund for science center grants				0			5,000,000	5,000,000			5,000,000	5,000,000
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program				0				0				0
Total one-time funding changes	**0.00**	**$0**	**$6,250,000**	**$6,250,000**	**0.00**	**$750,000**	**$10,250,000**	**$11,000,000**	**0.00**	**$750,000**	**$4,000,000**	**$4,750,000**
Total Changes to Base Level Funding	**0.00**	**($19,892,145)**	**$165,299,158**	**$145,407,013**	**0.00**	**($57,317,630)**	**$171,815,668**	**$114,498,038**	**0.00**	**($37,425,485)**	**$6,516,510**	**($30,908,975)**
2025-27 Total Funding	**86.25**	**$1,708,858,300**	**$1,280,545,832**	**$2,989,404,132**	**86.25**	**$1,671,432,815**	**$1,287,062,342**	**$2,958,495,157**	**0.00**	**($37,425,485)**	**$6,516,510**	**($30,908,975)**
Federal funds included in other funds			*$447,999,434*				*$450,520,469*				*$2,521,035*	
Total ongoing changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.3%*	*4.9%*	*0.0%*	*(3.4%)*	*14.5%*	*3.6%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.8%*	*5.1%*	*0.0%*	*(3.3%)*	*15.4%*	*4.0%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	
Tuition apportionment		Includes a section to provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	
Foundation aid stabilization fund		Includes a section to provide $219,250,000, included in the other funds line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.	
Strategic investment and improvements fund		Includes a section to provide $5,000,000, included in the other funds line item of Section 1, is provided from the strategic investment and improvements fund for science center grants.	
Payments for 2023-25 biennium special education services		Includes a section to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.	
Gifted and talented program funding		Includes a section to require DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units.	
Medicaid matching funding		Includes a section to provide state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit.	
Regional education association grants		Includes a section to provide that DPI use $700,000 of the 2025-27 legislative appropriation for integrated formula payments to provide annual grants of $50,000 to each regional education association.	
Student meal grants - Distribution		Includes a section to provide the grants - program grants line item includes $4.5 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 200 percent of poverty.	
Paraprofessional to teacher program grants - Distribution		Includes a section to provide the grants - program grants line item includes $3 million for grants to institutions of higher education to assist paraprofessionals to become teachers.	

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Armstrong Executive Budget	House Version	
North Dakota Governor's school grants - Distribution		Includes a section to provide the grants - passthrough grants line item includes $500,000 for North Dakota Governor's schools at NDSU and UND and provides for the distribution of the grants.	
Exemption - Deposits into the department's operating account		Includes a section to provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	
Exemption - 2023-25 biennium funding exemption and transfer to the Department of Public Instruction operating fund		Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,145,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.	
Exemptions - Unexpended ESSER fund and STARS/SLEDS upgrades appropriations		Adds a section to provide: Funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. Funds appropriated to DPI for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. The Department of Public Instruction retained $5 million for STARS upgrades and transferred $4.8 million to the Information Technology Department for SLEDS upgrades during the 2023-25 biennium.	
Salary of the Superintendent of Public Instruction		Adds a section to amend Section 15.1-02-02 to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.	

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Districts with the Highest Numbers of Students Experiencing Homelessness

District	2024-25*	2023-24	2022-23	2021-22	2020-21
Bismarck Public Schools**	311	423	333	328	322
McKenzie Co. Public Schools	306	304	336	223	199
Williston-Basin Public Schools	266	315	293	229	295
Fargo Public Schools	246	366	326	287	206
West Fargo Public School	198	301	270	222	169
Minot Public Schools	172	162	155	109	119
Grand Forks Public Schools**	133	191	87	98	84
Solen Public Schools	91	74	55	49	59
Dickinson Public Schools	66	107	75	66	55
Devils Lake Public Schools	54	90	82	111	NA
Total for the 10 Districts	1843	2333	2012	1722	1508
Total for the State of North Dakota	2154	2802	2408	2021	1788

**July 1, 2024 - February 12, 2025*

***currently has a 100% full-time employee serving as the district's Homeless Liaison*

Job Duties of Liaisons

Per federal law district homeless liaison duties include twelve mandated duties. This is not an exhaustive list to the position, just what is required.

- identify homeless children and youths by school personnel through outreach and coordination with other agencies;
- ensure homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in school;
- ensure homeless families, children, and youths have access to and receive educational services for which they are eligible, including Head Start programs, early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by the district;
- ensure homeless families, children, and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
- confirm parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- confirm public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to parents and guardians and unaccompanied youth;
- ensure enrollment disputes are mediated according to 42 U.S.C. § 11432(g)(3)(E);

- confirm the parent or guardian of a homeless child or youth, and any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to the school of origin;
- ensure school personnel who serve homeless children and youths receive professional development and other support;
- ensure unaccompanied homeless youths are enrolled in school, have opportunities to meet the same challenging State academic standards established for other students, and are informed of their status as independent students and assisted to receive verification of their status for completing the Free Application for Federal Student Aid (FAFSA);
- knowledge of the exact language of the McKinney Vento Act; demonstrate sufficient time and capacity to carry out the required duties based on needs of homeless children, youth and unaccompanied homeless youth; and
- knowledge of trends in poverty and homelessness, the amount of support from community agencies and other entities serving homeless families and youth, the level of awareness in both the schools and the community of homeless student needs and related legal requirements, and the level of implementation that has occurred in the district.

Funding Sources and Allowable Uses of Funds

Current educational funding sources for students experiencing homelessness include:

- The purpose of Title I-A funds is to provide all children significant opportunities to receive a fair, equitable and high-quality education, and to close educational achievement gaps. Funds ensure children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments, supplement educational opportunities for students in high-poverty schools, provide professional learning for school staff, and implement other strategies for raising student academic achievement.
  Title I-A Homeless Set-Aside: any district that reported students experiencing homelessness during the previous school year (2023-24) must set aside funds for the current school year (2024-25). There are currently no federal guidelines on what that should look like per student or per district. The North Dakota Department of Public Instructions encourages districts to review student need(s) in addition to what the district set aside and spent over the past two or three school years. Schools receive Title I-A funds every school year.
- The McKinney-Vento Assistance Act is the primary federal law dealing with the education of children and youth in homeless situations. The McKinney-Vento Act protects the right of homeless children and youth to get to, stay in, and be successful in school while they or their families are homeless. The law focuses on maintaining school stability and school access and providing support for academic success for homeless kids. The law also requires schools and states to use child-centered, best-interest decision making when working with homeless children and their families to choose a homeless child's school, services, and other needed resources. The McKinney-Vento Education of Homeless Children and Youth Subgrants (EHCY) allows districts to supplement homeless children and youth's academic services, supplies, and other needed resources. The EHCY is competitive grant application, open for application every three

(3) years (i.e. May 2024, May 2027, etc.). Districts are allocated funds each year in the grant cycle as long as they are working toward and meeting goals. And utilizing funds in an appropriate manner. Previously, North Dakota had five – six districts that would apply for this grant. May 2024 saw a record-high 14 applications. The increased applications (and districts funded) are attributed to the expiration of American Rescue Plan-Homeless Children and Youth Funds (COVID relief) September 2024. Districts receiving the relief funds saw the impact they had on students through the services, supports, and professional development for administrators and teachers.

- There are sixteen allowable uses of funds for Title I-A Homeless Set-Aside and the McKinney-Vento Subgrant.
    - Tutoring, supplemental instruction, and other educational services that help homeless children and youths reach the same challenging State academic standards the State establishes for other children and youths. (Section 723(d)(1))
    - Expedited evaluations of eligible students to measure their strengths and needs. Evaluations may also determine a homeless child or youth's possible need or eligibility for other programs and services. (Section 723(d)(2))
    - Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths. (Section 723(d)(3))
    - Referrals of eligible students to medical, dental, mental, and other health services. (Section723(d)(4))
    - Assistance to defray the excess cost of transportation not otherwise provided through Federal, State, or local funds, to enable students to remain in their schools of origin. (Section 723(d)(5))
    - Developmentally appropriate early childhood education programs for preschool-aged homeless children that are not provided through other Federal, State, or local funds. (Section 723(d)(6))
    - Services and assistance to attract, engage, and retain homeless children and youths. (Section 723(d)(7))
    - Before-and after-school, mentoring, and summer programs for homeless children and youths in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities. (Section 723(d)(8))
    - Payment of fees and costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school. The records may include birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs and services. (Section 723(d)(9))
    - Education and training for parents and guardians of homeless children and youths about the rights of, and resources available to increase the meaningful involvement of parents and guardians of homeless children or youths in the education.
    - Coordination between schools and agencies providing services to homeless children and youths in order to expand and enhance such services. Coordination with programs

funded under the Runaway and Homeless Youth Act must be included in this effort. (Section 722(g)(5)(A)(i)).

- Specialized instructional support services, including violence prevention counseling, and referrals for such services. (Section 723(d)(12))
- Programs addressing the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems. (Section 723(d)(13))
- Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services. (Section 723(d)(14))
- Providing school supplies, including those to be distributed at shelters or temporary housing facilities, or other appropriate locations. (Section 723(d)(15))
- Providing extraordinary or emergency services needed to enable homeless children and youths to attend school and participate fully in school activities. (Section 723(d)(16))

Gaps in Support and Funding

In order to address gaps in support and funding the barriers our students experiencing homelessness and district homeless liaisons face need to be highlighted.

Issue	Barriers
Chronic Absenteeism	• Mobility • Poverty • Truancy • Trauma • Emotional/physical health • Hygiene • Lack of academic competence Lack of educational preparedness/being ready to learn Low test scores Homework/lack of safe space to complete homework Higher drop-out rate Lack of educational supports/services • Transportation/Unreliable transportation • Climate and environment • Relationships • Enrollment delays • Lack of training for staff
School Supports and Transportation	• Lack tools • Lack technology • Lack of academic competence Lack of educational preparedness/being ready to learn Low test scores Homework/lack of safe space to complete homework Higher drop-out rate Lack of educational supports/services

Issue	Barriers
	• Lack healthy relationship(s) with adults/mentors • Stigmatism • Chronic Absenteeism • Bullying • Lack of counseling services • Lack of health services (including vision/dental) • Lack of access to school supplies • Lack of access to advanced or remedial coursework • Transfer of records/credits • Differing district course requirements • School policies • Limited funds/resources • District's budget/resources • Lack of public transit in rural areas • Safety • Time • Feeling of embarrassment
Behavioral and Mental Health	• Addiction – students • Addiction – family member(s) • Increased behavioral health issues • Truancy • Lack of access to providers • Struggling with anxiety or depression • Lack of friends, relationships, and separation • Safe and healthy behaviors • Higher rates of depression, stress and anxiety • Lower self-esteem • Higher rates of behavioral issues • Higher rates of alcohol/drug use • Access to medical care • Lack of knowledge/understanding of available supports • Isolation self-induced stigmatism(s)
Socioeconomics, Food Insecurities, and Housing Stability	• Basic needs not being met – food, housing, clothing, etc. – lack of consistent access to enough food for an active, healthy life • Parents who may not have finished high school/value education • Language barriers • Reliance on child labor • Lack of supplies/materials • Discrimination pregnant teenagers single parents being in poverty

Issue	Barriers
	• Lack of food programs or other services in community • Society fails to cultivate a future for them, but also promotes the cycle of poverty • Higher rates of depression, stress and anxiety • Lower self-esteem • Lower academic performance • Higher drop-out rate • Poorer health/eat less healthy • School is the only place the student eats • Not knowing when/where next meal will come • Stigmatism • Lack of finances • Lack of consistent access to enough food for an active, healthy life • Housing/Program rules
Sustaining Knowledge and Skills of Laws/Resources re: Youth Homelessness to school personnel	• Teachers/administrators not knowing the impact being homeless has on students – for homeless students school could be the one safe place in their day-to-day lives and appreciate the safety and security of its routine. Students experiencing homelessness are forced to deal with significant, difficult, and interrelated challenges outside the classroom that inevitably impact their academic performance and participation. And, these challenges are out of their control. • Turnover of staff • Lack of experience with youth homelessness • Lack of available resources within many communities, urban and rural • Teachers/administrators lacking the knowledge to both identify and to assist • Teachers/administrators sticking to rigid policies re: -homework/being lenient with deadlines -tests/because of lack of sleep, absenteeism • Need for skill building • Lack of staff development/training to understand homelessness and strategies for discussing this topic • Lack of family involvement to provide a safe space for concerns • Judgmental people/no support system in place • Lack of awareness of the hardships of homelessness • Limited amount of people who care or know how to help • Ignorant of education rights of homeless students
Trauma	• Disruption • Eviction/Loss of housing lack of affordable housing • Domestic violence

Issue	Barriers
	• Abuse • Neglect/dysfunction • Death • Divorce • Financial hardship • Disaster (fire, tornado, etc.) • Truancy • Mental Health Crisis/Behavioral issues • More vulnerable to other forms of trauma (assault, trafficking, etc.) • Constant fight/flight mode • Bullying
LGBTQ+	• Stigmatism • Prejudice • Bullying • Needs not being understood or met • Non-inclusive environment • Family rejection • Lack of knowledge/understanding of available supports • Lack of friends/relationships
Stigmatism	• Dirty • Deviant/criminals • Scam artists • Unwell • Abusive • Lazy • Anit-Homeless Laws • Technology • Bullying • Uneducated • Not a good fit for college • Hopeless • Helpless
Disabilities	• Mobility • Interruptions of services • Delays in records transfer • Absence of consistent teacher, interventions, and support • Access to professionals and resources • Access to medical care • Chronic Absenteeism • Bullying • Access to counseling and tutoring services
Trafficking	• Basic needs not being met • Language barriers • Lack of awareness/education

Issue	Barriers
Unaccompanied	• Lack of access to parental financial information and support • Lack of financial means to live independently AND safely • Very limited housing options, especially in our rural areas • Struggle to balance school and other responsibilities • Lack of adult guidance • Lack of access to vital documentation • Lack of access to medical care • Lack of knowledge/understanding of available supports • Weak academic foundation/academic challenges • Enrollment delays • Continuity of schooling • Untimely access to appropriate educational and support services • Limited clothing, shoes, and products for hygiene • Lack of stability and continuity in educational services • Lack of or limited access to transportation, tutoring or other services • Fatigue, lack of sleep, food, nutrition, and basic needs for a healthy life
Access to Higher Education	• Lack of access to parental financial information and support • Lack of financial means to live independently AND safely • Very limited housing options, especially in our rural areas • Inability to be financially self-sufficient when enrolled in college • Failure to meet state residency requirements • Struggle to balance school and other responsibilities • Lack of adult guidance (applications/paperwork, recommendations, etc.) • Lack of knowledge/understanding of available supports • Weak academic foundation/academic challenges • Food, transportation, and technology insecurity • Ongoing academic, health, and counseling support or services available • Homework help • Financial aid rules • Transfer of records/credits

Homeless liaisons across North Dakota have provided insight into their duties as outlined below:

1- ***What do you do as a homeless liaison:***

a. I am a dedicated point of contact that facilitates communication and collaboration between [redacted] Public School District and external stakeholders like community organizations, government agencies, parents, youth and other school districts. I ensure smooth operations, address concerns promptly and advocate for the needs of the district by maintaining strong relationships and navigating complex issues within our community. I actively build and maintain strong relationships with key community

partners, ensuring necessary support and collaboration on initiatives. I have the ability to meet with families and students immediately and assist with school enrollment. THIS IS THE BIGGEST IMPACT!!! I receive a phone call from a Community Partner and I am able to meet with that family if not the same day, but the next day. I walk with them through the enrollment process and ensure that their child has everything that is needed to be successful at school. This is extremely important especially when we are working with our Special Education Department - I have become the point of contact for both the school district and the family. ALSO IMPORTANT!!! Our Community Partners trust they can call me and I trust that I can call them. We have strong community involvement to wrap around our families/students and take action.

b. First and foremost, I Identify Homeless Students within our District by working with community organizations, local shelters, social services, and school staff. I ensure that the students can enroll in school immediately, even if they lack required documents (e.g., birth certificates, proof of residence, immunization records). Once that process is complete, I coordinate what form of transportation is needed to get the student to school. We have multiple options for transportation and somedays, 60% of my job is developing plans on how to get these students to school. Once the students educational needs are met, we focus on the family's current situation and what services they could benefit from. We connect families and students with resources such as school supplies, meals, clothing, and tutoring, laundry vouchers, gas cards, phone cards, and anything that the family mentions as a barrier. We assist with filling out housing apps, insurance apps, Service apps, (Food Stamps, Medicaid, etc).

   One of the many hats we wear is being an advocate for the student's rights. This can be educating District staff, community members, organizations, and anyone else that is involved in this child's education. We make sure the students are not stigmatized due to their homeless status.

   We pride ourselves on our relationships within the community and working with other agencies to better the lives of our families. We provide support through housing procedures and try and prepare the family for the next steps in their journey.

   I have been in this position for 9 years, 7 of those years I was on my own, no staff, no help. I recently was able to hire 2 System Navigators that work with certain feeders and provide services at a more intense and direct level something I could have never done on my own. There is too much need in this area of youth homelessness that most don't know about, or could even wrap their head around.

2- What does a typical workday look like when the liaison position is an "other duty as assigned":

a. 7:00 Difficulty with van fob, contact all students on Van 2 route of 10 minute delay in pickup time.

   7-8:30 Several calls and texts between dispatch, families, and driver to notify of exact pickup due to fob malfunction and not wanting students to stand out in the -15 weather.

   8:30 Email, send out new referrals for McKinney-Vento to team so that they can contact immediately.

9:00 Request PO for student and parent bus passes, send information to MAT, pick up bus pass when ready.
9:30 Discussion with team member regarding eligibility of a family due to fire. Also resources, etc. to offer.
10:00 Started to work on Title I assignment from Associate Superintendent, was interrupted with McKinney-Vento needs.
10:15 Meeting with parent room coordinator, social worker, and myself regarding needs and readmitting to school options.
11:00 Attempted Title I work, interrupted. Student at door with needs.
11:15 Processed Credit Card purchases and receipts.
11:45-12:15 Lunch
12:15-1 Address issue with a parent and needs - Social worker out on medical leave this week.
1:30-3 Coordinator's Meeting at District Office
While at coordinator's meeting social worker texting, calling, and changing vans to pick up 3 more students for the next morning.
3:00 Confirm with Valley Bus changes for the next morning.
3-3:30 Lawyer meeting to get McKinney-Vento student registered ASAP, brainstormed plan of action.

This is just a sample of my day. On the back side, the 2.5 FTE social workers are working in the trenches assisting with registration of students, meeting basic needs of clothing, food, safety, etc. Attending truancy/expulsion meetings, IEPs, assisting with SNAP and housing applications and meetings. There is never enough time in the day for us to get our work done. With additional help we could be more proactive as a team instead of reactive with emergencies.

b. A normal day consists of the following
    i. Welcoming new students
        1. assisting with enrollment documents
    ii. Handling transportation requests
        1. updating routes for students with residential changes
        2. establishing transportation for new requests
    iii. Delivering necessary school supplies
    iv. Purchasing winter clothing as requested
    v. Updating student records
    vi. Providing a list of community resources as needed
    vii. Communicating with counselors regarding needs of students
    viii. Monitoring attendance, if applicable

With the number of MKV students in our district, time constraints are inevitable. Due to other responsibilities, I may not be able to handle matters immediately or communications may be delayed.

3- ***What would happen if Title I-A set-aside or the McKinney-Vento subgrant did not exist:***

a. If the federal funding of McKinney Vento would be eliminated, so would the Students in Transition program. Hundreds of local homeless youth would lose their voice that they have now through our program. We have helped and even saved HUNDREDS of homeless youth from terrible situations they felt they deserved to live in. No child deserves that, they deserve a home.
b. The funding provided through these grants allows ease of access to items and/or services that normally would not be allowed due to financial constraints.
c. I utilize everything that is provided to us and if there is a barrier, I find a way to work around it. Long Term Case Management is a need for our families/students. If we lose these additional dollars, we will no longer have access to make sure students experiencing homelessness are able to graduate and attend college or career academy, additional testing, mental health care, etc. Our community does NOT have the additional agencies, businesses, resources that larger communities may have access to.

4- ***What would the potential of a matching grant be able to provide a liaison or their district's students experiencing homelessness?***

a. A matching grant could have significant impact on students experiencing homelessness because it could help assist their immediate needs and provide long-term support. We would be able to better secure community partnerships to maximize student impact.
b. Funds could be used to enhance direct student support, temporary housing and stability, academic needs, mental health and counseling services, technology and connectivity, parent and family support, professional development for district personnel.
c. Additional funds would allow me to better serve students and provide training to staff to better understand and assist students who are experiencing homelessness. We could increase staff capacity, enhance identification efforts, and provide more immediate assistance, which could reduce student absences and increase grades.

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
2/24/2025

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

8:33 a.m. Chairman Nathe called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Martinson, Richter, Sanford, Hanson

Discussion Topics:

- Amendments
- Emergency clause

8:34 a.m. Representative Richter- Explains the final amendment 25.0157.01002 and the statement of purpose. Testimony # 38345

8:56 a.m. Representative Richter- moved to adopt amendment.

8:56 a.m. Representative Martinson seconded.

9:04 a.m. Adam Tescher, School Finance Officer, DPI, answered questions.

9:17 a.m. Roll call vote.

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y

9:17 a.m. Motion passed 7-0-0.

9:17 a.m. Representative Swiontek moved to add $1,000,000.00 to ND RISE.

9:18 a.m. Representative Sanford seconded.

9:21 a.m. Roll call vote.

Representatives	Vote
Representative Mike Nathe	N
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y

9:21 a.m. Motion passed 6-1-0.

9:22 a.m. Representative Richter moved Do Pass as amended.

9:22 a.m. Representative Hanson seconded.

9:23 a.m. Roll call vote.

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y

9:23 a.m. Motion passed 7-0-0.

Additional written testimony:

Sheila Sandness, Senior Fiscal Analyst, Legislative Council, submitted testimony

#38345 and #38346.

9:23 a.m. Chairman Nathe adjourned.

Steven Riehl, Committee Clerk

25.0157.01002
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for House Appropriations Committee
February 21, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$0~~	~~$19,964,765~~
~~Operating expenses~~	~~32,793,320~~	~~0~~	~~32,793,320~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~0~~	~~2,299,674,851~~

~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~0~~	~~58,100,000~~
~~Grants - other grants~~	~~382,738,893~~	~~0~~	~~382,738,893~~
~~Grants - program grants~~	~~17,205,000~~	~~0~~	~~17,205,000~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~0~~	~~3,569,000~~
~~PowerSchool~~	~~5,775,000~~	~~0~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$0~~	~~$2,843,997,119~~
~~Less other funds~~	~~1,115,246,674~~	~~0~~	~~1,115,246,674~~
~~Total general fund~~	~~$1,728,750,445~~	~~$0~~	~~$1,728,750,445~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	116,655,489	2,416,330,340
Grants - special education	24,000,000	0	24,000,000
Grants - transportation	58,100,000	5,400,000	63,500,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	7,011,027	24,216,027
Grants - passthrough grants	3,569,000	11,266,000	14,835,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$181,573,527	$3,025,570,646
Less other funds	1,115,246,674	176,835,668	1,292,082,342
Total general fund	$1,728,750,445	$4,737,859	$1,733,488,304
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$0~~	~~$11,613,483~~

~~Total all funds~~	~~$11,613,483~~	~~$0~~	~~$11,613,483~~
~~Less other funds~~	~~4,550,000~~	~~0~~	~~4,550,000~~
~~Total general fund~~	~~$7,063,483~~	~~$0~~	~~$7,063,483~~
~~Full-time equivalent positions~~	~~30.80~~	~~0.00~~	~~30.80~~
Center for distance education	$11,613,483	$2,966,477	$14,579,960
New and vacant FTE pool	0	361,061	361,061
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less other funds	4,550,000	1,974,000	6,524,000
Total general fund	$7,063,483	$1,353,538	$8,417,021
Full-time equivalent positions	30.80	1.20	32.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$4,615,731~~	~~$0~~	~~$4,615,731~~
~~Operating expenses~~	~~2,282,298~~	~~0~~	~~2,282,298~~
~~Grants~~	~~2,283,528~~	~~0~~	~~2,283,528~~
~~Total all funds~~	~~$9,181,557~~	~~$0~~	~~$9,181,557~~
~~Less other funds~~	~~2,499,073~~	~~0~~	~~2,499,073~~
~~Total general fund~~	~~$6,682,484~~	~~$0~~	~~$6,682,484~~
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$9,283,599~~	~~$0~~	~~$9,283,599~~
~~Operating expenses~~	~~1,705,586~~	~~0~~	~~1,705,586~~
~~Capital assets~~	~~158,678~~	~~0~~	~~158,678~~
~~Total all funds~~	~~$11,147,863~~	~~$0~~	~~$11,147,863~~
~~Less other funds~~	~~2,811,557~~	~~0~~	~~2,811,557~~
~~Total general fund~~	~~$8,336,306~~	~~$0~~	~~$8,336,306~~
~~Full-time equivalent positions~~	~~45.36~~	~~0.00~~	~~45.36~~
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$0~~	~~$5,538,818~~
~~Operating expenses~~	~~869,686~~	~~0~~	~~869,686~~
~~Capital assets~~	~~39,192~~	~~0~~	~~39,192~~
~~Total all funds~~	~~$6,447,696~~	~~$0~~	~~$6,447,696~~
~~Less other funds~~	~~1,206,705~~	~~0~~	~~1,206,705~~
~~Total general fund~~	~~$5,240,991~~	~~$0~~	~~$5,240,991~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	121,985	121,985
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000

Total all funds	$6,447,696	$1,000,442	$7,448,138
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$466,203	$5,707,194
Full-time equivalent positions	27.75	0.00	27.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation
~~Grand total all funds~~	~~$2,882,387,718~~	~~$0~~	~~$2,882,387,718~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~0~~	~~1,126,314,009~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$0~~	~~$1,756,073,709~~
Grand total all funds	$2,882,387,718	$188,972,391	$3,071,360,109
Less grand total other funds	1,126,314,009	180,009,232	1,306,323,241
Grand total general fund	$1,756,073,709	$8,963,159	$1,765,036,868

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
Department of Pubic Instruction			
Science center grants	$0	$10,000,000	$10,000,000
Teacher retention program	0	2,500,000	2,500,000
School board training	0	1,500,000	1,500,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	500,000	0	500,000
Dyslexia training		300,000	300,000
Assistive technology and curriculum pilot	250,000	0	250,000
Total department of public instruction	$750,000	$15,250,000	$16,000,000

Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
Kitchen cabinet replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
Grand total	$825,250	$15,856,800	$16,682,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of ~~$510,860,000~~$595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 5. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$157,000,000~~$219,250,000 from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.

SECTION 6. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$13,993,086~~$10,000,000 from the strategic investment and improvements fund for ~~integrated formula payments~~science center grants.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 9. MEDICAID MATCHING FUNDING ~~AND SCHOOL APPROVAL~~ - WITHHOLDING AND DISTRIBUTION.

~~1.~~ State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program for the biennium beginning July 1, 2025, and ending June 30, 2027. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must

be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

~~2. State school aid payments for integrated formula payments must be reduced by the amount of funds required to be paid by school districts for school approval for the biennium beginning July 1, 2025, and ending June 30, 2027.~~

SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes $700,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 11. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$6,000,000~~$4,500,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred percent of the federal poverty guideline, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 12. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 13. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's

schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 14. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 15. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program

and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 16. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 20. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Base Budget	House Changes	House Version
Department of Public Instruction			
Total all funds	$2,843,997,119	$181,573,527	$3,025,570,646
Less estimated income	1,115,246,674	176,835,668	1,292,082,342
General fund	$1,728,750,445	$4,737,859	$1,733,488,304
FTE	86.25	0.00	86.25
Center for Distance Education			
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less estimated income	4,550,000	1,974,000	6,524,000
General fund	$7,063,483	$1,353,538	$8,417,021
FTE	30.80	1.20	32.00
State Library			
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less estimated income	2,499,073	305,139	2,804,212
General fund	$6,682,484	$1,010,310	$7,692,794
FTE	26.75	0.00	26.75
School for the Deaf			
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less estimated income	2,811,557	360,186	3,171,743
General fund	$8,336,306	$1,395,249	$9,731,555
FTE	45.36	1.50	46.86
Vision Services - School for the Blind			
Total all funds	$6,447,696	$1,000,442	$7,448,138
Less estimated income	1,206,705	534,239	1,740,944
General fund	$5,240,991	$466,203	$5,707,194
FTE	27.75	0.00	27.75
Bill total			
Total all funds	$2,882,387,718	$188,972,391	$3,071,360,109
Less estimated income	1,126,314,009	180,009,232	1,306,323,241
General fund	$1,756,073,709	$8,963,159	$1,765,036,868
FTE	216.91	2.70	219.61

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

	Base Budget	House Changes	House Version
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool		695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	116,655,489	2,416,330,340
Grants - Special education contracts	24,000,000		24,000,000
Grants - Transportation	58,100,000	5,400,000	63,500,000
Grants - Other grants	382,738,893	29,705,709	412,444,602
Grants - Program grants	17,205,000	7,011,027	24,216,027
Grants - Passthrough grants	3,569,000	11,266,000	14,835,000
PowerSchool	5,775,000	(5,775,000)	
Student information systems		5,775,000	5,775,000
National board certification	176,290		176,290
Total all funds	$2,843,997,119	$181,573,527	$3,025,570,646
Less estimated income	1,115,246,674	176,835,668	1,292,082,342
General fund	$1,728,750,445	$4,737,859	$1,733,488,304
FTE	86.25	0.00	86.25

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

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[3]	Transfers Funding for 2025-27 New and Vacant FTE Pool[4]	Adjusts Base Budget Funding for Operating Expenses[5]	Adds Funding for IT Rate Increases[6]
Salaries and wages	$46	$1,325,306	$789,815	($993,564)		
New and vacant FTE pool				695,495		
Operating expenses					($452,126)	$7,945
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$46	$1,325,306	$789,815	($298,069)	($452,126)	$7,945
Less estimated income	25	833,000	493,995	(185,199)	(452,126)	0
General fund	$21	$492,306	$295,820	($112,870)	$0	$7,945
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for School Improvement Contract[7]	Adds Funding for Low-Performing School Interventions[8]	Increases Funding for School Food Processing[9]	Adds Funding for Summer Food Program[10]	Adds Funding for Comprehensive Literacy State Development Grant[11]	Adds Funding for USDA Local Foods Program[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$4,712,385	$1,000,000	$2,000,000	$150,000	$1,350,000	
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants					27,000,000	$2,705,709
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$4,712,385	$1,000,000	$2,000,000	$150,000	$28,350,000	$2,705,709
Less estimated income	0	0	2,000,000	0	28,350,000	2,705,709
General fund	$4,712,385	$1,000,000	$0	$150,000	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding Sources for Other Grants[13]	Adjusts Funding Source of Integrated Formula Payments[14]	Increases Funding for Integrated Formula Payments[15]	Increases Funding for Transportation Grants[16]	Adjusts Funding for Ongoing Program Grants[17]	Adjusts Funding for Ongoing Passthrough Grants[18]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments			$116,655,489			
Grants - Special education contracts						
Grants - Transportation				$5,400,000		
Grants - Other grants						
Grants - Program grants					$2,211,027	
Grants - Passthrough grants						$1,016,000
PowerSchool						
Student information systems						
National board certification						
Total all funds	$0	$0	$116,655,489	$5,400,000	$2,211,027	$1,016,000
Less estimated income	0	127,824,264	0	0	0	16,000
General fund	$0	($127,824,264)	$116,655,489	$5,400,000	$2,211,027	$1,000,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Transfers Funding from PowerSchool Line to Student Information Systems Line[19]	Adds One-time Funding for Program Grants[20]	Adds One-time Funding for Assistive Technology and Curriculum[21]	Adds One-time Funding for Science Center Grants[22]	Adds One-time Funding for a Native American Program and Textbook[23]	Total House Changes
Salaries and wages						$1,121,603
New and vacant FTE pool						695,495
Operating expenses					$950,000	9,718,204
Integrated formula payments						116,655,489
Grants - Special education contracts						
Grants - Transportation						5,400,000
Grants - Other grants						29,705,709
Grants - Program grants		$4,800,000				7,011,027
Grants - Passthrough grants			$250,000	$10,000,000		11,266,000
PowerSchool	($5,775,000)					(5,775,000)
Student information systems	5,775,000					5,775,000
National board certification						
Total all funds	$0	$4,800,000	$250,000	$10,000,000	$950,000	$181,573,527
Less estimated income	0	4,300,000	0	10,000,000	950,000	176,835,668
General fund	$0	$500,000	$250,000	$0	$0	$4,737,859
FTE	0.00	0.00	0.00	0.00	0.00	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$299,641	$479,159	$778,800
Health insurance increase	192,665	353,841	546,506
Total	$492,306	$833,000	$1,325,306

[3] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$295,820	$493,995	$789,815
New FTE positions	0	0	0
Total	$295,820	$493,995	$789,815

[4] Funding of $993,564 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $695,495 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(376,235)	(617,329)	(993,564)
Total	($376,235)	($617,329)	($993,564)
Funding pool line item	263,365	432,130	695,495
Net savings	($112,870)	($185,199)	($298,069)

[5] Base budget funding for operating expenses is reduced, including federal funds ($66) and special funds related to school food processing ($452,060).

[6] Funding is added for information technology (IT) rate increases.

[7] Funding is increased for operating expenses due to an increase in the cost of the school improvement contract to provide a total of $6 million for the contract.

[8] Funding is added for operating expenses related to ND FIRST interventions for chronically low-performing schools.

[9] Funding from special funds derived from food processing reimbursements is increased for increases in the food processing program.

[10] Funding is added for operating expenses to administer a summer food program.

[11] Funding from federal funds is added for operating expenses and other grants related to a federal comprehensive literacy state development grant.

[12] Funding from federal funds is added for a USDA local food program to allow schools to purchase food from local sources.

[13] Base budget funding for other grants is adjusted to increase funding from special funds and decrease funding from federal funds by $51,251.

[14] Funding sources for integrated formula payments are adjusted to reduce funding from the general fund by $141,817,350, which is offset by increases in funding from the state tuition fund and the common schools trust fund of $84,817,350, to provide a total of $595,677,350, and from the foundation aid stabilization fund of $57,000,000, to provide a total of $214,000,000. Funding from the general fund is increased by $13,993,086 to replace base budget funding from the strategic improvement and investments fund (SIIF).

[15] Funding for integrated formula payments is adjusted as follows:

	General Fund
Savings related to cost to continue integrated formula payments	($9,312,607)
Increases the integrated formula payment rate 2 percent each year of the 2025-27 biennium (House Bill No. 1369)	91,968,096
Adjusts the determination of average daily membership to allow for a rolling 3-year average (House Bill No. 1369)	8,000,000
Increases local revenue exempted from deduction in the state school aid formula to be used for bonded debt payments (House Bill No. 1130)	12,500,000
Reduces the percentage of local revenue contributed to the state school aid formula from 75 percent to 65 percent (House Bill No. 1381)	13,500,000
Total increase in integrated formula payments	$116,655,489

[16] Funding is increased for transportation grants pursuant to a transportation grant formula adopted in House Bill No. 1214.

[17] Ongoing funding for program grants is adjusted to provide the following ongoing program grants from the general fund and from other funds made available from carryover funds continued from the 2023-25 biennium and deposited in the department's operating fund:

	General Fund	Other Funds	Total
Adult education matching grants	$0	$5,500,000	$5,500,000
School food service matching grants	0	1,380,000	1,380,000
Free meal program	4,500,000	0	4,500,000
Leveraging the senior year program	536,027	1,000,000	1,536,027
Building tomorrow's leaders program	0	50,000	50,000
Family engagement program	0	150,000	150,000
Paraprofessional-to-teacher program	3,000,000	0	3,000,000
Centers of excellence program	2,000,000	0	2,000,000
Science of reading and literacy training program	1,000,000	0	1,000,000
Indians into STEM program	300,000	0	300,000
Total	$11,336,027	$8,080,000	$19,416,027

[18] Ongoing funding for passthrough grants is adjusted to provide the following ongoing passthrough grants from the general fund and from other funds made available from carryover funds continued from the 2023-25 biennium and deposited in the department's operating fund:

	General Fund	Other Funds	Total
National writing projects	$0	$70,000	$70,000
Rural art outreach	0	425,000	425,000
ND RISE teacher mentoring program	1,000,000	2,500,000	3,500,000
Governor's School	500,000	0	500,000
"We the People" program	0	70,000	70,000
TeenPact program	0	20,000	20,000
Total	$1,500,000	$3,085,000	$4,585,000

[19] Funding is transferred from the PowerSchool line item to a student information systems line item to reflect a contract change.

[20] One-time funding from the general fund and other funds from the foundation aid stabilization fund is added for the following one-time program grants:

	General Fund	Other Funds	Total
Statewide reading tool	$500,000	$0	$500,000
Dyslexia identification training	0	300,000	300,000
Statewide teacher retention program	0	2,500,000	2,500,000
School board training	0	1,500,000	1,500,000
Total	$500,000	$4,300,000	$4,800,000

[21] One-time funding is added for a RoboKind pilot project related to assistive technology and curriculum.

[22] One-time funding of $10 million from SIIF is added for science center grants.

[23] One-time funding from the foundation aid stabilization fund is added for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000).

This amendment also adds and adjusts sections to:

- Provide for the use of funding in the new and vacant FTE pool line item;
- Identify funding from the state tuition fund of $595,677,350;
- Identify funding from the foundation aid stabilization fund of $219,250,000;
- Identify $10 million from SIIF for science center grants;
- Eliminates state withholding for school improvement;
- Provide $4.5 million for the free meals program;
- Provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and the Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants. This change will reduce the estimated July 1, 2025, general fund balance by $11,165,000;
- Provide COVID-19-related funds appropriated to the department from the ESSER Fund and other federal funds during the 2021-23 biennium, and continued to the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium and that funds appropriated to the department for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium; and
- Provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.

House Bill No. 1013 - Center for Distance Education - House Action

	Base Budget	House Changes	House Version
New and vacant FTE pool		$361,061	$361,061
Center for Distance Education	$11,613,483	2,966,477	14,579,960
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less estimated income	4,550,000	1,974,000	6,524,000
General fund	$7,063,483	$1,353,538	$8,417,021
FTE	30.80	1.20	32.00

Department 204 - Center for Distance Education - Detail of House Changes

	Adds Funding for Salary and Benefit Increases[1]	Adds 1 FTE Support Specialist Position[2]	Adds .20 FTE Information Technology Position[3]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[4]	Transfers Funding for 2025-27 New and Vacant FTE Pool[5]	Increases Funding for Temporary Salaries[6]
New and vacant FTE pool					$361,061	
Center for Distance Education	$443,791	$175,450	$50,410	$485,655	(451,270)	$1,622,900
Total all funds	$443,791	$175,450	$50,410	$485,655	($90,209)	$1,622,900
Less estimated income	(1)	0	0	0	0	1,622,900
General fund	$443,792	$175,450	$50,410	$485,655	($90,209)	$0
FTE	0.00	1.00	0.20	0.00	0.00	0.00

	Increases Funding for Operating Expenses[7]	Adds Funding for Virtual Military and Homeschool Programs[8]	Adds One-time Funding for IT Equipment[9]	Adds One-time Funding for a Student Information System Upgrade[10]	Total House Changes
New and vacant FTE pool					$361,061
Center for Distance Education	$347,291	$192,000	$25,000	$75,250	2,966,477
Total all funds	$347,291	$192,000	$25,000	$75,250	$3,327,538
Less estimated income	326,101	0	25,000	0	1,974,000
General fund	$21,190	$192,000	$0	$75,250	$1,353,538
FTE	0.00	0.00	0.00	0.00	1.20

[1] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$268,445	($1)	$268,444
Health insurance increase	175,347	0	175,347
Total	$443,792	($1)	$443,791

[2] Funding is added for 1 FTE enrollment and office support specialist position.

[3] Funding is added for a .20 FTE IT position to increase a current .80 FTE position to a full-time position.

[4] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	Total General Fund
Vacant FTE positions	$164,655
New FTE positions	321,000
Total	$485,655

[5] Funding of $451,270 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $361,061 is added for a 2025-27 new and vacant FTE pool line item as follows:

	Total General Fund
New FTE positions	($225,860)
Vacant FTE positions	(225,410)
Total	($451,270)
Funding pool line item	361,061
Net savings	($90,209)

[6] Funding from special funds derived from tuition is increased for temporary and other salaries to provide more adjunct hours and for hybrid teaching overload.

[7] Funding, including funding from special funds derived from tuition, is increased for operating expenses related to fees, travel, IT rate increases, IT equipment, and supplies.

[8] Funding is added for a virtual military pathway program and a homeschool tuition program.

[9] One-time funding from special funds derived from tuition is added for IT equipment.

[10] One-time funding is added for professional fees related to a student information system upgrade.

A section is added regarding the use of funding in the new and vacant FTE pool line item.

House Bill No. 1013 - State Library - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool		107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528		2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less estimated income	2,499,073	305,139	2,804,212
General fund	$6,682,484	$1,010,310	$7,692,794
FTE	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[3]	Transfers Funding for 2025-27 New and Vacant FTE Pool[4]	Adds Funding for Targeted Market Equity[5]	Adds Funding for Retirement Payouts[6]
Salaries and wages	$63,205	$331,008	$111,552	($153,645)	$128,000	$20,000
New and vacant FTE pool				107,552		
Operating expenses						
Grants						
Total all funds	$63,205	$331,008	$111,552	($46,093)	$128,000	$20,000
Less estimated income	9,086	44,011	17,697	(6,619)	0	0
General fund	$54,119	$286,997	$93,855	($39,474)	$128,000	$20,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Operating Expenses[7]	Adds Funding for IT Rate Increases[8]	Adds Funding for Rent Increase[9]	Adds Funding for an Interlibrary Loan Bridge[10]	Total House Changes
Salaries and wages					$500,120
New and vacant FTE pool					107,552
Operating expenses	$138,535	$104,853	$14,389	$450,000	707,777
Grants					
Total all funds	$138,535	$104,853	$14,389	$450,000	$1,315,449
Less estimated income	212,654	28,310	0	0	305,139
General fund	($74,119)	$76,543	$14,389	$450,000	$1,010,310
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$142,834	$25,990	$168,824
Health insurance increase	144,163	18,021	162,184
Total	$286,997	$44,011	$331,008

[3] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$93,855	$17,697	$111,552
New FTE positions	0	0	0
Total	$93,855	$17,697	$111,552

[4] Funding of $153,645 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $107,552 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(131,580)	(22,065)	(153,645)
Total	($131,580)	($22,065)	($153,645)
Funding pool line item	92,106	15,446	107,552
Net savings	($39,474)	($6,619)	($46,093)

[5] Funding is added for targeted salary increases.

[6] Funding is added for anticipated retirement payouts.

[7] Funding is adjusted for operating expenses, including an increase in funding from federal funds.

[8] Funding is added for IT rate increases.

[9] Funding is added for increased rent.

[10] Funding is added for expenses related to an interlibrary loan bridge.

This amendment also adds sections to:

- Provide for the use of funding in the new and vacant FTE pool line item.
- Allow the State Library to continue 2023-25 biennium funding provided for library building improvements.

House Bill No. 1013 - School for the Deaf - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool		415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less estimated income	2,811,557	360,186	3,171,743
General fund	$8,336,306	$1,395,249	$9,731,555
FTE	45.36	1.50	46.86

Department 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Teacher Salaries[3]	Adds .75 FTE Paraprofessional Position[4]	Adds .75 FTE Dormitory Counselor Position[5]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[6]
Salaries and wages	($70,679)	$558,445	$223,535	$118,474	$106,116	$328,837
New and vacant FTE pool						
Operating expenses						
Capital assets						
Total all funds	($70,679)	$558,445	$223,535	$118,474	$106,116	$328,837
Less estimated income	(337,071)	37,059	0	0	0	14,859
General fund	$266,392	$521,386	$223,535	$118,474	$106,116	$313,978
FTE	0.00	0.00	0.00	0.75	0.75	0.00

	Transfers Funding for 2025-27 New and Vacant FTE Pool[7]	Adds Funding for IT Rate Increases[8]	Increases Funding for Operating Expenses[9]	Adds Funding for Online Courses[10]	Adds One-time Funding for Equipment Replacement[11]	Adds One-time Funding for Security Upgrades[12]
Salaries and wages	($529,503)					
New and vacant FTE pool	415,571					
Operating expenses		$34,780	$216,059	$70,000		
Capital assets					$45,000	$238,800
Total all funds	($113,932)	$34,780	$216,059	$70,000	$45,000	$238,800
Less estimated income	(6,727)	8,695	359,571	0	45,000	238,800
General fund	($107,205)	$26,085	($143,512)	$70,000	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$735,225
New and vacant FTE pool	415,571
Operating expenses	320,839
Capital assets	283,800
Total all funds	$1,755,435
Less estimated income	360,186
General fund	$1,395,249
FTE	1.50

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$219,989	$8,176	$228,165
Health insurance increase	301,397	28,883	330,280
Total	$521,386	$37,059	$558,445

[3] Funding for teacher salaries is increased.

[4] Funding is added for a .75 FTE paraprofessional position for the preschool program.

[5] Funding is added for a .75 FTE dormitory counselor position for the preschool program.

[6] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$198,684	$14,859	$213,543
New FTE positions	115,294	0	115,294
Total	$313,978	$14,859	$328,837

[7] Funding of $529,503 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $415,571 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	($224,590)	$0	($224,590)
Vacant FTE positions	(282,488)	(22,425)	(304,913)
Total	($507,078)	($22,425)	($529,503)
Funding pool line item	399,873	15,698	415,571
Net savings	($107,205)	($6,727)	($113,932)

[8] Funding, including special funds available from trust fund distributions, rents, and service revenue, is increased for operating expenses related to IT rate increases.

[9] Funding for operating expenses is increased, including an increase in funding from special funds available from trust fund distributions, rents, and service revenue, and decreases in funding from the general fund and federal funds.

[10] Funding is added to provide online courses.

[11] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for capital assets for equipment replacement.

[12] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for capital assets for campus security upgrades.

This amendment also add sections to:

- Provide for the use of funding in the new and vacant FTE pool line item.
- Allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool		121,985	121,985
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,000,442	$7,448,138
Less estimated income	1,206,705	534,239	1,740,944
General fund	$5,240,991	$466,203	$5,707,194
FTE	27.75	0.00	27.75

Department 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Teacher Salaries[3]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[4]	Transfers Funding for 2025-27 New and Vacant FTE Pool[5]	Increases Funding for Temporary Salaries[6]
Salaries and wages	($152,404)	$276,709	$108,950	$132,087	($174,264)	$50,000
New and vacant FTE pool					121,985	
Operating expenses						
Capital assets						
Total all funds	($152,404)	$276,709	$108,950	$132,087	($52,279)	$50,000
Less estimated income	(158,112)	11,394	0	7,765	(1,539)	50,000
General fund	$5,708	$265,315	$108,950	$124,322	($50,740)	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for IT Rate Increases[7]	Increases Funding for Operating Expenses[8]	Adds Funding for a Database[9]	Removes Base Funding for Capital Assets[10]	Adds One-time Funding for Equipment Less Than $5,000[11]	Adds One-time Funding for Capital Assets[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$24,475	$334,096	$20,000		$28,000	
Capital assets				($39,192)		$270,000
Total all funds	$24,475	$334,096	$20,000	($39,192)	$28,000	$270,000
Less estimated income	6,119	339,804	20,000	(39,192)	28,000	270,000
General fund	$18,356	($5,708)	$0	$0	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$241,078
New and vacant FTE pool	121,985
Operating expenses	406,571
Capital assets	230,808
Total all funds	$1,000,442
Less estimated income	534,239
General fund	$466,203
FTE	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$109,158	$5,388	$114,546
Health insurance increase	156,157	6,006	162,163
Total	$265,315	$11,394	$276,709

[3] Funding for teacher salaries is increased.

[4] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$124,322	$7,765	$132,087
New FTE positions	0	0	0
Total	$124,322	$7,765	$132,087

[5] Funding of $174,264 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $121,985 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(169,134)	(5,130)	(174,264)
Total	($169,134)	($5,130)	($174,264)
Funding pool line item	118,394	3,591	121,985
Net savings	($50,740)	($1,539)	($52,279)

[6] Funding from special funds available from trust fund distributions, rents, and service revenue is increased for temporary salaries.

[7] Funding, including funding from special funds available from trust fund distributions, rents, and service revenue, is added for IT rate increases.

[8] Funding for operating expenses is increased, including an increase in funding from special funds available from trust fund distributions, rents, and service revenue, and a decrease in funding from the general fund.

[9] Funding from special funds available from trust fund distributions, rents, and service revenue is added for IT costs related to a database.

[10] Base budget funding from special funds available from trust fund distributions, rents, and service revenue for capital assets is removed.

[11] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for equipment less than $5,000.

[12] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for the following capital projects:

	Other Funds
Door replacement	$10,000
Breakroom remodel	55,000
Kitchen cabinet replacement	55,000
South parking lot	150,000
Total	$270,000

This amendment also adds a section regarding the use of funding in the new and vacant FTE pool line item.

STATE SCHOOL AID, OTHER GRANTS, AND DEPA[illegible]ENT OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM BASE BUDGET AND REVISED EXECUTIVE BUDGET
COMPARED TO THE 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,359,674,851	$2,416,330,340	$116,655,489	$56,655,489
Transportation aid payments	58,100,000	58,100,000	63,500,000	5,400,000	5,400,000
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,503,830,340	$122,055,489	$62,055,489
General fund	$1,699,921,765	$1,632,097,501	$1,694,152,990	($5,768,775)	$62,055,489
Foundation aid stabilization fund	157,000,000	214,000,000	214,000,000	57,000,000	0
Strategic investment and improvements fund	13,993,086	0	0	(13,993,086)	0
State tuition fund	510,860,000	595,677,350	595,677,350	84,817,350	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,503,830,340	$122,055,489	$62,055,489
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$0	$0
Adult education integrated education and training grants		0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	4,500,000	(1,500,000)	0
Program grant pool, including leveraging the senior year	1,200,000			(1,200,000)	0
Leveraging the senior year		1,536,027	1,536,027	1,536,027	0
Building tomorrow's leaders		50,000	50,000	50,000	0
Family engagement		150,000	150,000	150,000	0
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program			2,000,000	2,000,000	2,000,000
Science of reading and literacy instruction			1,000,000	1,000,000	1,000,000
Dyslexia identification training (one-time)		300,000	300,000	300,000	0
Reading learning platform training				0	0
Administrative cost-sharing reimbursement	125,000	125,000	0	(125,000)	(125,000)
Regional education association merger incentive grants				0	0
Amira reading tool (one-time)			500,000	500,000	500,000
Teacher retention program - Vital Network (one-time)		2,000,000	2,500,000	2,500,000	500,000
Indians into STEM			300,000	300,000	300,000
School board training (one-time)		1,500,000	1,500,000	1,500,000	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
General fund	$9,125,000	$8,161,027	$11,836,027	$2,711,027	$3,675,000
Other funds - Foundation aid stabilization fund		3,800,000	4,300,000	4,300,000	500,000
Other funds - Strategic investment and improvements fund			0	0	0
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	8,080,000	0	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
Other grants - Other funds					
Federal grants	$382,513,893	$409,513,893	$412,219,602	$29,705,709	$2,705,709
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$409,738,893	$412,444,602	$29,705,709	$2,705,709
Total state school aid and other grants - All funds	$2,781,718,744	$2,871,554,771	$2,940,490,969	$158,772,225	$68,936,198

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
Agency administration					
Administration - General fund	$13,252,390	$15,898,482	$19,797,997	$6,545,607	$3,899,515
Administration - Other funds	39,505,695	43,730,589	43,545,390	4,039,695	(185,199)
Native American program and text book (one-time) - Foundation aid stabilization fund		950,000	950,000	950,000	0
Total - Agency administration	$52,758,085	$60,579,071	$64,293,387	$11,535,302	$3,714,316
Passthrough grants, PowerSchool, and national board certification					
National writing projects	$40,000	$40,000	$70,000	$30,000	$30,000
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	3,500,000	1,000,000	(1,000,000)
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)			10,000,000	10,000,000	10,000,000
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants/TeenPact	34,000	34,000	20,000	(14,000)	(14,000)
Robokind pilot project (one-time)			250,000	250,000	250,000
Innovation intermediary (one-time)		1,500,000	0	0	(1,500,000)
2Revolutions program (one-time)				0	0
Educational savings accounts		44,250,000		0	(44,250,000)
Total - Passthrough grants	$3,569,000	$51,319,000	$14,835,000	$11,266,000	($36,484,000)
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$57,270,290	$20,786,290	$11,266,000	($36,484,000)
General fund	$6,451,290	$52,701,290	$7,701,290	$1,250,000	($45,000,000)
Other funds - Foundation aid stabilization fund		1,500,000	0	0	(1,500,000)
Other funds - Strategic investment and improvements fund			10,000,000	10,000,000	10,000,000
Other funds - Public instruction fund/carryover	3,069,000	3,069,000	3,085,000	16,000	16,000
Total - Passthrough grants, PowerSchool, and national board certification	$9,520,290	$57,270,290	$20,786,290	$11,266,000	($36,484,000)
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	$62,278,375	$117,849,361	$85,079,677	$22,801,302	($32,769,684)
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,025,570,646	$181,573,527	$36,166,514
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,708,858,300	$1,733,488,304	$4,737,859	$24,630,004
Total - Other funds	1,115,246,674	1,280,545,832	1,292,082,342	176,835,668	11,536,510
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,025,570,646	$181,573,527	$36,166,514
FTE positions	86.25	86.25	86.25	0.00	0.00

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

HB 1013
2/25/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

9:34 a.m. Chairman Vigesaa opened the meeting.

Members Present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Martinson, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Member absent: Representative Louser

Discussion Topics:

- Committee Action

9:34 a.m. Representative Richter introduced the amendment LC #25.0157.01003, #38382.

10:01 a.m. Representative Richter moved to adopt the amendment LC #25.0157.01003.

10:02 a.m. Representative Swiontek Seconded the motion

Roll call vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Mike Berg	Y
Representative Glen Bosch	Y
Representative Mike Brandenburg	Y
Representative Jay Fisher	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	AB
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	AB
Representative David Monson	Y
Representative Eric J. Murphy	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y

Representative Gregory Stemen	Y
Representative Steve Swiontek	Y
Representative Scott Wagner	Y

Motion passed 21-0-2.

10:03 a.m. Representative Brandenburg moved to further amend by changing the poverty level from 200 to 225% for school lunches.

10:03 a.m. Representative Meier seconded the motion.

Roll call vote

Representatives	Vote
Representative Don Vigesaa	N
Representative Keith Kempenich	N
Representative Bert Anderson	N
Representative Mike Berg	N
Representative Glen Bosch	N
Representative Mike Brandenburg	Y
Representative Jay Fisher	N
Representative Karla Rose Hanson	Y
Representative Scott Louser	AB
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative David Monson	N
Representative Eric J. Murphy	Y
Representative Mike Nathe	N
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Gregory Stemen	N
Representative Steve Swiontek	Y
Representative Scott Wagner	Y

Motion Passed 13-9-1.

10:17 a.m. Representative Monson moved to further amend to add Art Camp Grant Funds.

10:17 a.m. Motion failed for lack of a second.

10:22 a.m. Representative Richter Moved a Do Pass as amended.

10:22 a.m. Representative Sandford Seconded the motion.

Roll call vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Mike Berg	Y
Representative Glen Bosch	Y
Representative Mike Brandenburg	Y
Representative Jay Fisher	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	AB
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative David Monson	Y
Representative Eric J. Murphy	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Gregory Stemen	Y
Representative Steve Swiontek	Y
Representative Scott Wagner	Y

Motion passed 22-0-1.

Representative Richter will carry the bill.

10:24 a.m. Chairman Vigesaa adjourned the meeting.

Krystal Eberle for *Risa Berube, Committee Clerk*

25.0157.01004
Title.02000
Fiscal No. 4

Prepared by the Legislative Council staff for House Appropriations Committee
February 25, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

2-25-25

HOUSE BILL NO. 1013

HB 1013

Introduced by

Appropriations Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$0~~	~~$19,964,765~~
~~Operating expenses~~	~~32,793,320~~	~~0~~	~~32,793,320~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~0~~	~~2,299,674,851~~

~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~0~~	~~58,100,000~~
~~Grants - other grants~~	~~382,738,893~~	~~0~~	~~382,738,893~~
~~Grants - program grants~~	~~17,205,000~~	~~0~~	~~17,205,000~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~0~~	~~3,569,000~~
~~PowerSchool~~	~~5,775,000~~	~~0~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$0~~	~~$2,843,997,119~~
~~Less other funds~~	~~1,115,246,674~~	~~0~~	~~1,115,246,674~~
~~Total general fund~~	~~$1,728,750,445~~	~~$0~~	~~$1,728,750,445~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	116,655,489	2,416,330,340
Grants - special education	24,000,000	0	24,000,000
Grants - transportation	58,100,000	5,400,000	63,500,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	7,011,027	24,216,027
Grants - passthrough grants	3,569,000	12,266,000	15,835,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$182,573,527	$3,026,570,646
Less other funds	1,115,246,674	176,835,668	1,292,082,342
Total general fund	$1,728,750,445	$5,737,859	$1,734,488,304
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$0~~	~~$11,613,483~~

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~~Total all funds~~	~~$11,613,483~~	~~$0~~	~~$11,613,483~~
~~Less other funds~~	~~4,550,000~~	~~0~~	~~4,550,000~~
~~Total general fund~~	~~$7,063,483~~	~~$0~~	~~$7,063,483~~
~~Full-time equivalent positions~~	~~30.80~~	~~0.00~~	~~30.80~~
Center for distance education	$11,613,483	$2,966,477	$14,579,960
New and vacant FTE pool	0	361,061	361,061
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less other funds	4,550,000	1,974,000	6,524,000
Total general fund	$7,063,483	$1,353,538	$8,417,021
Full-time equivalent positions	30.80	1.20	32.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$4,615,731~~	~~$0~~	~~$4,615,731~~
~~Operating expenses~~	~~2,282,298~~	~~0~~	~~2,282,298~~
~~Grants~~	~~2,283,528~~	~~0~~	~~2,283,528~~
~~Total all funds~~	~~$9,181,557~~	~~$0~~	~~$9,181,557~~
~~Less other funds~~	~~2,499,073~~	~~0~~	~~2,499,073~~
~~Total general fund~~	~~$6,682,484~~	~~$0~~	~~$6,682,484~~
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

4 of 24

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$9,283,599~~	~~$0~~	~~$9,283,599~~
~~Operating expenses~~	~~1,705,586~~	~~0~~	~~1,705,586~~
~~Capital assets~~	~~158,678~~	~~0~~	~~158,678~~
~~Total all funds~~	~~$11,147,863~~	~~$0~~	~~$11,147,863~~
~~Less other funds~~	~~2,811,557~~	~~0~~	~~2,811,557~~
~~Total general fund~~	~~$8,336,306~~	~~$0~~	~~$8,336,306~~
~~Full-time equivalent positions~~	~~45.36~~	~~0.00~~	~~45.36~~
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$0~~	~~$5,538,818~~
~~Operating expenses~~	~~869,686~~	~~0~~	~~869,686~~
~~Capital assets~~	~~39,192~~	~~0~~	~~39,192~~
~~Total all funds~~	~~$6,447,696~~	~~$0~~	~~$6,447,696~~
~~Less other funds~~	~~1,206,705~~	~~0~~	~~1,206,705~~
~~Total general fund~~	~~$5,240,991~~	~~$0~~	~~$5,240,991~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	121,985	121,985
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000

Total all funds	$6,447,696	$1,000,442	$7,448,138
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$466,203	$5,707,194
Full-time equivalent positions	27.75	0.00	27.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation
~~Grand total all funds~~	~~$2,882,387,718~~	~~$0~~	~~$2,882,387,718~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~0~~	~~1,126,314,009~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$0~~	~~$1,756,073,709~~
Grand total all funds	$2,882,387,718	$189,972,391	$3,072,360,109
Less grand total other funds	1,126,314,009	180,009,232	1,306,323,241
Grand total general fund	$1,756,073,709	$9,963,159	$1,766,036,868

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
Department of Pubic Instruction			
Science center grants	$0	$10,000,000	$10,000,000
Teacher retention program	0	2,500,000	2,500,000
School board training	0	1,500,000	1,500,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	500,000	0	500,000
Dyslexia training		300,000	300,000
Assistive technology and curriculum pilot	250,000	0	250,000
Total department of public instruction	$750,000	$15,250,000	$16,000,000

Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
Kitchen cabinet replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
Grand total	$825,250	$15,856,800	$16,682,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of ~~$510,860,000~~$595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 5. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$157,000,000~~$219,250,000 from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.

SECTION 6. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$13,993,086~~$10,000,000 from the strategic investment and improvements fund for ~~integrated formula payments~~science center grants.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 9. MEDICAID MATCHING FUNDING ~~AND SCHOOL APPROVAL~~ - WITHHOLDING AND DISTRIBUTION.

~~1.~~ State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program for the biennium beginning July 1, 2025, and ending June 30, 2027. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of

public instruction to the department of health and human services on behalf of the school district or unit.

~~2. State school aid payments for integrated formula payments must be reduced by the amount of funds required to be paid by school districts for school approval for the biennium beginning July 1, 2025, and ending June 30, 2027.~~

SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes $700,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 11. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$6,000,000~~$4,500,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below ~~two hundred~~two hundred twenty-five percent of the federal poverty guideline, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 12. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 13. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's

schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 14. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 15. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program

and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 16. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 20. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

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STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Base Budget	House Changes	House Version
Department of Public Instruction			
Total all funds	$2,843,997,119	$182,573,527	$3,026,570,646
Less estimated income	1,115,246,674	176,835,668	1,292,082,342
General fund	$1,728,750,445	$5,737,859	$1,734,488,304
FTE	86.25	0.00	86.25
Center for Distance Education			
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less estimated income	4,550,000	1,974,000	6,524,000
General fund	$7,063,483	$1,353,538	$8,417,021
FTE	30.80	1.20	32.00
State Library			
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less estimated income	2,499,073	305,139	2,804,212
General fund	$6,682,484	$1,010,310	$7,692,794
FTE	26.75	0.00	26.75
School for the Deaf			
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less estimated income	2,811,557	360,186	3,171,743
General fund	$8,336,306	$1,395,249	$9,731,555
FTE	45.36	1.50	46.86
Vision Services - School for the Blind			
Total all funds	$6,447,696	$1,000,442	$7,448,138
Less estimated income	1,206,705	534,239	1,740,944
General fund	$5,240,991	$466,203	$5,707,194
FTE	27.75	0.00	27.75
Bill total			
Total all funds	$2,882,387,718	$189,972,391	$3,072,360,109
Less estimated income	1,126,314,009	180,009,232	1,306,323,241
General fund	$1,756,073,709	$9,963,159	$1,766,036,868
FTE	216.91	2.70	219.61

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

	Base Budget	House Changes	House Version
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool		695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	116,655,489	2,416,330,340
Grants - Special education contracts	24,000,000		24,000,000
Grants - Transportation	58,100,000	5,400,000	63,500,000
Grants - Other grants	382,738,893	29,705,709	412,444,602
Grants - Program grants	17,205,000	7,011,027	24,216,027
Grants - Passthrough grants	3,569,000	12,266,000	15,835,000
PowerSchool	5,775,000	(5,775,000)	
Student information systems		5,775,000	5,775,000
National board certification	176,290		176,290
Total all funds	$2,843,997,119	$182,573,527	$3,026,570,646
Less estimated income	1,115,246,674	176,835,668	1,292,082,342
General fund	$1,728,750,445	$5,737,859	$1,734,488,304
FTE	86.25	0.00	86.25

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

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[3]	Transfers Funding for 2025-27 New and Vacant FTE Pool[4]	Adjusts Base Budget Funding for Operating Expenses[5]	Adds Funding for IT Rate Increases[6]
Salaries and wages	$46	$1,325,306	$789,815	($993,564)		
New and vacant FTE pool				695,495		
Operating expenses					($452,126)	$7,945
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$46	$1,325,306	$789,815	($298,069)	($452,126)	$7,945
Less estimated income	25	833,000	493,995	(185,199)	(452,126)	0
General fund	$21	$492,306	$295,820	($112,870)	$0	$7,945
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for School Improvement Contract[7]	Adds Funding for Low-Performing School Interventions[8]	Increases Funding for School Food Processing[9]	Adds Funding for Summer Food Program[10]	Adds Funding for Comprehensive Literacy State Development Grant[11]	Adds Funding for USDA Local Foods Program[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$4,712,385	$1,000,000	$2,000,000	$150,000	$1,350,000	
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants					27,000,000	$2,705,709
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$4,712,385	$1,000,000	$2,000,000	$150,000	$28,350,000	$2,705,709
Less estimated income	0	0	2,000,000	0	28,350,000	2,705,709
General fund	$4,712,385	$1,000,000	$0	$150,000	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding Sources for Other Grants[13]	Adjusts Funding Source of Integrated Formula Payments[14]	Increases Funding for Integrated Formula Payments[15]	Increases Funding for Transportation Grants[16]	Adjusts Funding for Ongoing Program Grants[17]	Adjusts Funding for Ongoing Passthrough Grants[18]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments			$116,655,489			
Grants - Special education contracts						
Grants - Transportation				$5,400,000		
Grants - Other grants						
Grants - Program grants					$2,211,027	
Grants - Passthrough grants						$2,016,000
PowerSchool						
Student information systems						
National board certification						
Total all funds	$0	$0	$116,655,489	$5,400,000	$2,211,027	$2,016,000
Less estimated income	0	127,824,264	0	0	0	16,000
General fund	$0	($127,824,264)	$116,655,489	$5,400,000	$2,211,027	$2,000,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Transfers Funding from PowerSchool Line to Student Information Systems Line[19]	Adds One-time Funding for Program Grants[20]	Adds One-time Funding for Assistive Technology and Curriculum[21]	Adds One-time Funding for Science Center Grants[22]	Adds One-time Funding for a Native American Program and Textbook[23]	Total House Changes
Salaries and wages						$1,121,603
New and vacant FTE pool						695,495
Operating expenses					$950,000	9,718,204
Integrated formula payments						116,655,489
Grants - Special education contracts						
Grants - Transportation						5,400,000
Grants - Other grants						29,705,709
Grants - Program grants		$4,800,000				7,011,027
Grants - Passthrough grants			$250,000	$10,000,000		12,266,000
PowerSchool	($5,775,000)					(5,775,000)
Student information systems	5,775,000					5,775,000
National board certification						
Total all funds	$0	$4,800,000	$250,000	$10,000,000	$950,000	$182,573,527
Less estimated income	0	4,300,000	0	10,000,000	950,000	176,835,668
General fund	$0	$500,000	$250,000	$0	$0	$5,737,859
FTE	0.00	0.00	0.00	0.00	0.00	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$299,641	$479,159	$778,800
Health insurance increase	192,665	353,841	546,506
Total	$492,306	$833,000	$1,325,306

[3] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$295,820	$493,995	$789,815
New FTE positions	0	0	0
Total	$295,820	$493,995	$789,815

[4] Funding of $993,564 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $695,495 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(376,235)	(617,329)	(993,564)
Total	($376,235)	($617,329)	($993,564)
Funding pool line item	263,365	432,130	695,495
Net savings	($112,870)	($185,199)	($298,069)

[5] Base budget funding for operating expenses is reduced, including federal funds ($66) and special funds related to school food processing ($452,060).

[6] Funding is added for information technology (IT) rate increases.

[7] Funding is increased for operating expenses due to an increase in the cost of the school improvement contract to provide a total of $6 million for the contract.

[8] Funding is added for operating expenses related to ND FIRST interventions for chronically low-performing schools.

[9] Funding from special funds derived from food processing reimbursements is increased for increases in the food processing program.

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[10] Funding is added for operating expenses to administer a summer food program.

[11] Funding from federal funds is added for operating expenses and other grants related to a federal comprehensive literacy state development grant.

[12] Funding from federal funds is added for a USDA local food program to allow schools to purchase food from local sources.

[13] Base budget funding for other grants is adjusted to increase funding from special funds and decrease funding from federal funds by $51,251.

[14] Funding sources for integrated formula payments are adjusted to reduce funding from the general fund by $141,817,350, which is offset by increases in funding from the state tuition fund and the common schools trust fund of $84,817,350, to provide a total of $595,677,350, and from the foundation aid stabilization fund of $57,000,000, to provide a total of $214,000,000. Funding from the general fund is increased by $13,993,086 to replace base budget funding from the strategic improvement and investments fund (SIIF).

[15] Funding for integrated formula payments is adjusted as follows:

	General Fund
Savings related to cost to continue integrated formula payments	($9,312,607)
Increases the integrated formula payment rate 2 percent each year of the 2025-27 biennium (House Bill No. 1369)	91,968,096
Adjusts the determination of average daily membership to allow for a rolling three-year average (House Bill No. 1369)	8,000,000
Increases local revenue exempted from deduction in the state school aid formula to be used for bonded debt payments (House Bill No. 1130)	12,500,000
Reduces the percentage of local revenue contributed to the state school aid formula from 75 percent to 65 percent (House Bill No. 1381)	13,500,000
Total increase in integrated formula payments	$116,655,489

[16] Funding is increased for transportation grants pursuant to a transportation grant formula adopted in House Bill No. 1214.

[17] Ongoing funding for program grants is adjusted to provide the following ongoing program grants from the general fund and from other funds made available from carryover funds continued from the 2023-25 biennium and deposited in the department's operating fund:

	General Fund	Other Funds	Total
Adult education matching grants	$0	$5,500,000	$5,500,000
School food service matching grants	0	1,380,000	1,380,000
Free meal program	4,500,000	0	4,500,000
Leveraging the senior year program	536,027	1,000,000	1,536,027
Building tomorrow's leaders program	0	50,000	50,000
Family engagement program	0	150,000	150,000
Paraprofessional-to-teacher program	3,000,000	0	3,000,000
Centers of excellence program	2,000,000	0	2,000,000
Science of reading and literacy training program	1,000,000	0	1,000,000
Indians into STEM program	300,000	0	300,000
Total	$11,336,027	$8,080,000	$19,416,027

[18] Ongoing funding for passthrough grants is adjusted to provide the following ongoing passthrough grants from the general fund and from other funds made available from carryover funds continued from the 2023-25 biennium and deposited in the department's operating fund:

	General Fund	Other Funds	Total
National writing projects	$0	$70,000	$70,000
Rural art outreach	0	425,000	425,000
ND RISE teacher mentoring program	2,000,000	2,500,000	4,500,000
Governor's School	500,000	0	500,000
"We the People" program	0	70,000	70,000
TeenPact program	0	20,000	20,000
Total	$2,500,000	$3,085,000	$5,585,000

[19] Funding is transferred from the PowerSchool line item to a student information systems line item to reflect a contract change.

[20] One-time funding from the general fund and other funds from the foundation aid stabilization fund is added for the following one-time program grants:

	General Fund	Other Funds	Total
Statewide reading tool	$500,000	0$	$500,000
Dyslexia identification training	0	300,000	300,000
Statewide teacher retention program	0	2,500,000	2,500,000
School board training	0	1,500,000	1,500,000
Total	$500,000	$4,300,000	$4,800,000

[21] One-time funding is added for a RoboKind pilot project related to assistive technology and curriculum.

[22] One-time funding of $10 million from SIIF is added for science center grants.

[23] One-time funding from the foundation aid stabilization fund is added for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000).

This amendment also adds and adjusts sections to:

- Provide for the use of funding in the new and vacant FTE pool line item;
- Identify funding from the state tuition fund of $595,677,350;
- Identify funding from the foundation aid stabilization fund of $219,250,000;
- Identify $10 million from SIIF for science center grants;
- Eliminate state withholding for school improvement;
- Provide $4.5 million for the free meals program;
- Provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and the Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants. This change will reduce the estimated July 1, 2025, general fund balance by $11,165,000;
- Provide COVID-19-related funds appropriated to the department from the ESSER Fund and other federal funds during the 2021-23 biennium, and continued to the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium and that funds appropriated to the department for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium; and
- Provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.

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House Bill No. 1013 - Center for Distance Education - House Action

	Base Budget	House Changes	House Version
New and vacant FTE pool		$361,061	$361,061
Center for Distance Education	$11,613,483	2,966,477	14,579,960
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less estimated income	4,550,000	1,974,000	6,524,000
General fund	$7,063,483	$1,353,538	$8,417,021
FTE	30.80	1.20	32.00

Department 204 - Center for Distance Education - Detail of House Changes

	Adds Funding for Salary and Benefit Increases[1]	Adds 1 FTE Support Specialist Position[2]	Adds .20 FTE Information Technology Position[3]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[4]	Transfers Funding for 2025-27 New and Vacant FTE Pool[5]	Increases Funding for Temporary Salaries[6]
New and vacant FTE pool					$361,061	
Center for Distance Education	$443,791	$175,450	$50,410	$485,655	(451,270)	$1,622,900
Total all funds	$443,791	$175,450	$50,410	$485,655	($90,209)	$1,622,900
Less estimated income	(1)	0	0	0	0	1,622,900
General fund	$443,792	$175,450	$50,410	$485,655	($90,209)	$0
FTE	0.00	1.00	0.20	0.00	0.00	0.00

	Increases Funding for Operating Expenses[7]	Adds Funding for Virtual Military and Homeschool Programs[8]	Adds One-time Funding for IT Equipment[9]	Adds One-time Funding for a Student Information System Upgrade[10]	Total House Changes
New and vacant FTE pool					$361,061
Center for Distance Education	$347,291	$192,000	$25,000	$75,250	2,966,477
Total all funds	$347,291	$192,000	$25,000	$75,250	$3,327,538
Less estimated income	326,101	0	25,000	0	1,974,000
General fund	$21,190	$192,000	$0	$75,250	$1,353,538
FTE	0.00	0.00	0.00	0.00	1.20

[1] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$268,445	($1)	$268,444
Health insurance increase	175,347	0	175,347
Total	$443,792	($1)	$443,791

[2] Funding is added for 1 FTE enrollment and office support specialist position.

[3] Funding is added for a .20 FTE IT position to increase a current .80 FTE position to a full-time position.

[4] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	Total General Fund
Vacant FTE positions	$164,655
New FTE positions	321,000
Total	$485,655

[5] Funding of $451,270 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $361,061 is added for a 2025-27 new and vacant FTE pool line item as follows:

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	Total General Fund
New FTE positions	($225,860)
Vacant FTE positions	(225,410)
Total	($451,270)
Funding pool line item	361,061
Net savings	($90,209)

[6] Funding from special funds derived from tuition is increased for temporary and other salaries to provide more adjunct hours and for hybrid teaching overload.

[7] Funding, including funding from special funds derived from tuition, is increased for operating expenses related to fees, travel, IT rate increases, IT equipment, and supplies.

[8] Funding is added for a virtual military pathway program and a homeschool tuition program.

[9] One-time funding from special funds derived from tuition is added for IT equipment.

[10] One-time funding is added for professional fees related to a student information system upgrade.

A section is added regarding the use of funding in the new and vacant FTE pool line item.

House Bill No. 1013 - State Library - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool		107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528		2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less estimated income	2,499,073	305,139	2,804,212
General fund	$6,682,484	$1,010,310	$7,692,794
FTE	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[3]	Transfers Funding for 2025-27 New and Vacant FTE Pool[4]	Adds Funding for Targeted Market Equity[5]	Adds Funding for Retirement Payouts[6]
Salaries and wages	$63,205	$331,008	$111,552	($153,645)	$128,000	$20,000
New and vacant FTE pool				107,552		
Operating expenses						
Grants						
Total all funds	$63,205	$331,008	$111,552	($46,093)	$128,000	$20,000
Less estimated income	9,086	44,011	17,697	(6,619)	0	0
General fund	$54,119	$286,997	$93,855	($39,474)	$128,000	$20,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Adjusts Funding for Operating Expenses[7]	Adds Funding for IT Rate Increases[8]	Adds Funding for Rent Increase[9]	Adds Funding for an Interlibrary Loan Bridge[10]	Total House Changes
Salaries and wages					$500,120
New and vacant FTE pool					107,552
Operating expenses	$138,535	$104,853	$14,389	$450,000	707,777
Grants					
Total all funds	$138,535	$104,853	$14,389	$450,000	$1,315,449
Less estimated income	212,654	28,310	0	0	305,139
General fund	($74,119)	$76,543	$14,389	$450,000	$1,010,310
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$142,834	$25,990	$168,824
Health insurance increase	144,163	18,021	162,184
Total	$286,997	$44,011	$331,008

[3] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$93,855	$17,697	$111,552
New FTE positions	0	0	0
Total	$93,855	$17,697	$111,552

[4] Funding of $153,645 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $107,552 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(131,580)	(22,065)	(153,645)
Total	($131,580)	($22,065)	($153,645)
Funding pool line item	92,106	15,446	107,552
Net savings	($39,474)	($6,619)	($46,093)

[5] Funding is added for targeted salary increases.

[6] Funding is added for anticipated retirement payouts.

[7] Funding is adjusted for operating expenses, including an increase in funding from federal funds.

[8] Funding is added for IT rate increases.

[9] Funding is added for increased rent.

[10] Funding is added for expenses related to an interlibrary loan bridge.

This amendment also adds sections to:

- Provide for the use of funding in the new and vacant FTE pool line item.
- Allow the State Library to continue 2023-25 biennium funding provided for library building improvements.

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House Bill No. 1013 - School for the Deaf - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool		415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less estimated income	2,811,557	360,186	3,171,743
General fund	$8,336,306	$1,395,249	$9,731,555
FTE	45.36	1.50	46.86

Department 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Teacher Salaries[3]	Adds .75 FTE Paraprofessional Position[4]	Adds .75 FTE Dormitory Counselor Position[5]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[6]
Salaries and wages	($70,679)	$558,445	$223,535	$118,474	$106,116	$328,837
New and vacant FTE pool						
Operating expenses						
Capital assets						
Total all funds	($70,679)	$558,445	$223,535	$118,474	$106,116	$328,837
Less estimated income	(337,071)	37,059	0	0	0	14,859
General fund	$266,392	$521,386	$223,535	$118,474	$106,116	$313,978
FTE	0.00	0.00	0.00	0.75	0.75	0.00

	Transfers Funding for 2025-27 New and Vacant FTE Pool[7]	Adds Funding for IT Rate Increases[8]	Increases Funding for Operating Expenses[9]	Adds Funding for Online Courses[10]	Adds One-time Funding for Equipment Replacement[11]	Adds One-time Funding for Security Upgrades[12]
Salaries and wages	($529,503)					
New and vacant FTE pool	415,571					
Operating expenses		$34,780	$216,059	$70,000		
Capital assets					$45,000	$238,800
Total all funds	($113,932)	$34,780	$216,059	$70,000	$45,000	$238,800
Less estimated income	(6,727)	8,695	359,571	0	45,000	238,800
General fund	($107,205)	$26,085	($143,512)	$70,000	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$735,225
New and vacant FTE pool	415,571
Operating expenses	320,839
Capital assets	283,800
Total all funds	$1,755,435
Less estimated income	360,186
General fund	$1,395,249
FTE	1.50

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

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	General Fund	Other Funds	Total
Salary increase	$219,989	$8,176	$228,165
Health insurance increase	301,397	28,883	330,280
Total	$521,386	$37,059	$558,445

[3] Funding for teacher salaries is increased.

[4] Funding is added for a .75 FTE paraprofessional position for the preschool program.

[5] Funding is added for a .75 FTE dormitory counselor position for the preschool program.

[6] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$198,684	$14,859	$213,543
New FTE positions	115,294	0	115,294
Total	$313,978	$14,859	$328,837

[7] Funding of $529,503 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $415,571 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	($224,590)	$0	($224,590)
Vacant FTE positions	(282,488)	(22,425)	(304,913)
Total	($507,078)	($22,425)	($529,503)
Funding pool line item	399,873	15,698	415,571
Net savings	($107,205)	($6,727)	($113,932)

[8] Funding, including special funds available from trust fund distributions, rents, and service revenue, is increased for operating expenses related to IT rate increases.

[9] Funding for operating expenses is increased, including an increase in funding from special funds available from trust fund distributions, rents, and service revenue, and decreases in funding from the general fund and federal funds.

[10] Funding is added to provide online courses.

[11] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for capital assets for equipment replacement.

[12] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for capital assets for campus security upgrades.

This amendment also add sections to:

- Provide for the use of funding in the new and vacant FTE pool line item.
- Allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool		121,985	121,985
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,000,442	$7,448,138
Less estimated income	1,206,705	534,239	1,740,944
General fund	$5,240,991	$466,203	$5,707,194
FTE	27.75	0.00	27.75

Department 253 - Vision Services - School for the Blind - Detail of House Changes

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	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Teacher Salaries[3]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[4]	Transfers Funding for 2025-27 New and Vacant FTE Pool[5]	Increases Funding for Temporary Salaries[6]
Salaries and wages	($152,404)	$276,709	$108,950	$132,087	($174,264)	$50,000
New and vacant FTE pool					121,985	
Operating expenses						
Capital assets						
Total all funds	($152,404)	$276,709	$108,950	$132,087	($52,279)	$50,000
Less estimated income	(158,112)	11,394	0	7,765	(1,539)	50,000
General fund	$5,708	$265,315	$108,950	$124,322	($50,740)	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for IT Rate Increases[7]	Increases Funding for Operating Expenses[8]	Adds Funding for a Database[9]	Removes Base Funding for Capital Assets[10]	Adds One-time Funding for Equipment Less Than $5,000[11]	Adds One-time Funding for Capital Assets[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$24,475	$334,096	$20,000		$28,000	
Capital assets				($39,192)		$270,000
Total all funds	$24,475	$334,096	$20,000	($39,192)	$28,000	$270,000
Less estimated income	6,119	339,804	20,000	(39,192)	28,000	270,000
General fund	$18,356	($5,708)	$0	$0	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$241,078
New and vacant FTE pool	121,985
Operating expenses	406,571
Capital assets	230,808
Total all funds	$1,000,442
Less estimated income	534,239
General fund	$466,203
FTE	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$109,158	$5,388	$114,546
Health insurance increase	156,157	6,006	162,163
Total	$265,315	$11,394	$276,709

[3] Funding for teacher salaries is increased.

[4] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

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	General Fund	Other Funds	Total
Vacant FTE positions	$124,322	$7,765	$132,087
New FTE positions	0	0	0
Total	$124,322	$7,765	$132,087

[5] Funding of $174,264 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $121,985 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(169,134)	(5,130)	(174,264)
Total	($169,134)	($5,130)	($174,264)
Funding pool line item	118,394	3,591	121,985
Net savings	($50,740)	($1,539)	($52,279)

[6] Funding from special funds available from trust fund distributions, rents, and service revenue is increased for temporary salaries.

[7] Funding, including funding from special funds available from trust fund distributions, rents, and service revenue, is added for IT rate increases.

[8] Funding for operating expenses is increased, including an increase in funding from special funds available from trust fund distributions, rents, and service revenue, and a decrease in funding from the general fund.

[9] Funding from special funds available from trust fund distributions, rents, and service revenue is added for IT costs related to a database.

[10] Base budget funding from special funds available from trust fund distributions, rents, and service revenue for capital assets is removed.

[11] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for equipment less than $5,000.

[12] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for the following capital projects:

	Other Funds
Door replacement	$10,000
Breakroom remodel	55,000
Kitchen cabinet replacement	55,000
South parking lot	150,000
Total	$270,000

This amendment also adds a section regarding the use of funding in the new and vacant FTE pool line item.

REPORT OF STANDING COMMITTEE
HB 1013

Appropriations Committee (Rep. Vigesaa, Chairman) recommends **AMENDMENTS (25.0157.01004)** and when so amended, recommends **DO PASS** (22 YEAS, 0 NAYS, 1 ABSENT OR EXCUSED AND NOT VOTING). HB 1013 was placed on the Sixth order on the calendar.

25.0157.01003
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for House Appropriations - Education and Environment Division Committee
February 24, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$0~~	~~$19,964,765~~
~~Operating expenses~~	~~32,793,320~~	~~0~~	~~32,793,320~~

~~Integrated formula payments~~	~~2,299,674,851~~	~~0~~	~~2,299,674,851~~
~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~0~~	~~58,100,000~~
~~Grants - other grants~~	~~382,738,893~~	~~0~~	~~382,738,893~~
~~Grants - program grants~~	~~17,205,000~~	~~0~~	~~17,205,000~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~0~~	~~3,569,000~~
~~PowerSchool~~	~~5,775,000~~	~~0~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$0~~	~~$2,843,997,119~~
~~Less other funds~~	~~1,115,246,674~~	~~0~~	~~1,115,246,674~~
~~Total general fund~~	~~$1,728,750,445~~	~~$0~~	~~$1,728,750,445~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	116,655,489	2,416,330,340
Grants - special education	24,000,000	0	24,000,000
Grants - transportation	58,100,000	5,400,000	63,500,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	7,011,027	24,216,027
Grants - passthrough grants	3,569,000	12,266,000	15,835,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$182,573,527	$3,026,570,646
Less other funds	1,115,246,674	176,835,668	1,292,082,342
Total general fund	$1,728,750,445	$5,737,859	$1,734,488,304
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation

~~Center for distance education~~	~~$11,613,483~~	~~$0~~	~~$11,613,483~~
~~Total all funds~~	~~$11,613,483~~	~~$0~~	~~$11,613,483~~
~~Less other funds~~	~~4,550,000~~	~~0~~	~~4,550,000~~
~~Total general fund~~	~~$7,063,483~~	~~$0~~	~~$7,063,483~~
~~Full-time equivalent positions~~	~~30.80~~	~~0.00~~	~~30.80~~
Center for distance education	$11,613,483	$2,966,477	$14,579,960
New and vacant FTE pool	0	361,061	361,061
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less other funds	4,550,000	1,974,000	6,524,000
Total general fund	$7,063,483	$1,353,538	$8,417,021
Full-time equivalent positions	30.80	1.20	32.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$4,615,731~~	~~$0~~	~~$4,615,731~~
~~Operating expenses~~	~~2,282,298~~	~~0~~	~~2,282,298~~
~~Grants~~	~~2,283,528~~	~~0~~	~~2,283,528~~
~~Total all funds~~	~~$9,181,557~~	~~$0~~	~~$9,181,557~~
~~Less other funds~~	~~2,499,073~~	~~0~~	~~2,499,073~~
~~Total general fund~~	~~$6,682,484~~	~~$0~~	~~$6,682,484~~
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$9,283,599~~	~~$0~~	~~$9,283,599~~
~~Operating expenses~~	~~1,705,586~~	~~0~~	~~1,705,586~~
~~Capital assets~~	~~158,678~~	~~0~~	~~158,678~~
~~Total all funds~~	~~$11,147,863~~	~~$0~~	~~$11,147,863~~
~~Less other funds~~	~~2,811,557~~	~~0~~	~~2,811,557~~
~~Total general fund~~	~~$8,336,306~~	~~$0~~	~~$8,336,306~~
~~Full-time equivalent positions~~	~~45.36~~	~~0.00~~	~~45.36~~
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$0~~	~~$5,538,818~~
~~Operating expenses~~	~~869,686~~	~~0~~	~~869,686~~
~~Capital assets~~	~~39,192~~	~~0~~	~~39,192~~
~~Total all funds~~	~~$6,447,696~~	~~$0~~	~~$6,447,696~~
~~Less other funds~~	~~1,206,705~~	~~0~~	~~1,206,705~~
~~Total general fund~~	~~$5,240,991~~	~~$0~~	~~$5,240,991~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	121,985	121,985
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000

Total all funds	$6,447,696	$1,000,442	$7,448,138
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$466,203	$5,707,194
Full-time equivalent positions	27.75	0.00	27.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation
~~Grand total all funds~~	~~$2,882,387,718~~	~~$0~~	~~$2,882,387,718~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~0~~	~~1,126,314,009~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$0~~	~~$1,756,073,709~~
Grand total all funds	$2,882,387,718	$189,972,391	$3,072,360,109
Less grand total other funds	1,126,314,009	180,009,232	1,306,323,241
Grand total general fund	$1,756,073,709	$9,963,159	$1,766,036,868

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
Department of Pubic Instruction			
Science center grants	$0	$10,000,000	$10,000,000
Teacher retention program	0	2,500,000	2,500,000
School board training	0	1,500,000	1,500,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	500,000	0	500,000
Dyslexia training		300,000	300,000
Assistive technology and curriculum pilot	250,000	0	250,000
Total department of public instruction	$750,000	$15,250,000	$16,000,000

Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
Kitchen cabinet replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
Grand total	$825,250	$15,856,800	$16,682,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of ~~$510,860,000~~$595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 5. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$157,000,000~~$219,250,000 from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.

SECTION 6. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$13,993,086~~$10,000,000 from the strategic investment and improvements fund for ~~integrated formula payments~~science center grants.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 9. MEDICAID MATCHING FUNDING ~~AND SCHOOL APPROVAL~~ - WITHHOLDING AND DISTRIBUTION.

~~1.~~ State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program for the biennium beginning July 1, 2025, and ending June 30, 2027. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must

be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

~~2. State school aid payments for integrated formula payments must be reduced by the amount of funds required to be paid by school districts for school approval for the biennium beginning July 1, 2025, and ending June 30, 2027.~~

SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes $700,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 11. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$6,000,000~~$4,500,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred percent of the federal poverty guideline, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 12. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 13. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's

schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 14. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 15. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program

and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 16. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 20. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Base Budget	House Changes	House Version
Department of Public Instruction			
Total all funds	$2,843,997,119	$182,573,527	$3,026,570,646
Less estimated income	1,115,246,674	176,835,668	1,292,082,342
General fund	$1,728,750,445	$5,737,859	$1,734,488,304
FTE	86.25	0.00	86.25
Center for Distance Education			
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less estimated income	4,550,000	1,974,000	6,524,000
General fund	$7,063,483	$1,353,538	$8,417,021
FTE	30.80	1.20	32.00
State Library			
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less estimated income	2,499,073	305,139	2,804,212
General fund	$6,682,484	$1,010,310	$7,692,794
FTE	26.75	0.00	26.75
School for the Deaf			
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less estimated income	2,811,557	360,186	3,171,743
General fund	$8,336,306	$1,395,249	$9,731,555
FTE	45.36	1.50	46.86
Vision Services - School for the Blind			
Total all funds	$6,447,696	$1,000,442	$7,448,138
Less estimated income	1,206,705	534,239	1,740,944
General fund	$5,240,991	$466,203	$5,707,194
FTE	27.75	0.00	27.75
Bill total			
Total all funds	$2,882,387,718	$189,972,391	$3,072,360,109
Less estimated income	1,126,314,009	180,009,232	1,306,323,241
General fund	$1,756,073,709	$9,963,159	$1,766,036,868
FTE	216.91	2.70	219.61

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

	Base Budget	House Changes	House Version
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool		695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	116,655,489	2,416,330,340
Grants - Special education contracts	24,000,000		24,000,000
Grants - Transportation	58,100,000	5,400,000	63,500,000
Grants - Other grants	382,738,893	29,705,709	412,444,602
Grants - Program grants	17,205,000	7,011,027	24,216,027
Grants - Passthrough grants	3,569,000	12,266,000	15,835,000
PowerSchool	5,775,000	(5,775,000)	
Student information systems		5,775,000	5,775,000
National board certification	176,290		176,290
Total all funds	$2,843,997,119	$182,573,527	$3,026,570,646
Less estimated income	1,115,246,674	176,835,668	1,292,082,342
General fund	$1,728,750,445	$5,737,859	$1,734,488,304
FTE	86.25	0.00	86.25

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

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[3]	Transfers Funding for 2025-27 New and Vacant FTE Pool[4]	Adjusts Base Budget Funding for Operating Expenses[5]	Adds Funding for IT Rate Increases[6]
Salaries and wages	$46	$1,325,306	$789,815	($993,564)		
New and vacant FTE pool				695,495		
Operating expenses					($452,126)	$7,945
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$46	$1,325,306	$789,815	($298,069)	($452,126)	$7,945
Less estimated income	25	833,000	493,995	(185,199)	(452,126)	0
General fund	$21	$492,306	$295,820	($112,870)	$0	$7,945
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for School Improvement Contract[7]	Adds Funding for Low-Performing School Interventions[8]	Increases Funding for School Food Processing[9]	Adds Funding for Summer Food Program[10]	Adds Funding for Comprehensive Literacy State Development Grant[11]	Adds Funding for USDA Local Foods Program[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$4,712,385	$1,000,000	$2,000,000	$150,000	$1,350,000	
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants					27,000,000	$2,705,709
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$4,712,385	$1,000,000	$2,000,000	$150,000	$28,350,000	$2,705,709
Less estimated income	0	0	2,000,000	0	28,350,000	2,705,709
General fund	$4,712,385	$1,000,000	$0	$150,000	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding Sources for Other Grants[13]	Adjusts Funding Source of Integrated Formula Payments[14]	Increases Funding for Integrated Formula Payments[15]	Increases Funding for Transportation Grants[16]	Adjusts Funding for Ongoing Program Grants[17]	Adjusts Funding for Ongoing Passthrough Grants[18]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments			$116,655,489			
Grants - Special education contracts						
Grants - Transportation				$5,400,000		
Grants - Other grants						
Grants - Program grants					$2,211,027	
Grants - Passthrough grants						$2,016,000
PowerSchool						
Student information systems						
National board certification						
Total all funds	$0	$0	$116,655,489	$5,400,000	$2,211,027	$2,016,000
Less estimated income	0	127,824,264	0	0	0	16,000
General fund	$0	($127,824,264)	$116,655,489	$5,400,000	$2,211,027	$2,000,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Transfers Funding from PowerSchool Line to Student Information Systems Line[19]	Adds One-time Funding for Program Grants[20]	Adds One-time Funding for Assistive Technology and Curriculum[21]	Adds One-time Funding for Science Center Grants[22]	Adds One-time Funding for a Native American Program and Textbook[23]	Total House Changes
Salaries and wages						$1,121,603
New and vacant FTE pool						695,495
Operating expenses					$950,000	9,718,204
Integrated formula payments						116,655,489
Grants - Special education contracts						
Grants - Transportation						5,400,000
Grants - Other grants						29,705,709
Grants - Program grants		$4,800,000				7,011,027
Grants - Passthrough grants			$250,000	$10,000,000		12,266,000
PowerSchool	($5,775,000)					(5,775,000)
Student information systems	5,775,000					5,775,000
National board certification						
Total all funds	$0	$4,800,000	$250,000	$10,000,000	$950,000	$182,573,527
Less estimated income	0	4,300,000	0	10,000,000	950,000	176,835,668
General fund	$0	$500,000	$250,000	$0	$0	$5,737,859
FTE	0.00	0.00	0.00	0.00	0.00	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$299,641	$479,159	$778,800
Health insurance increase	192,665	353,841	546,506
Total	$492,306	$833,000	$1,325,306

[3] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$295,820	$493,995	$789,815
New FTE positions	0	0	0
Total	$295,820	$493,995	$789,815

[4] Funding of $993,564 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $695,495 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(376,235)	(617,329)	(993,564)
Total	($376,235)	($617,329)	($993,564)
Funding pool line item	263,365	432,130	695,495
Net savings	($112,870)	($185,199)	($298,069)

[5] Base budget funding for operating expenses is reduced, including federal funds ($66) and special funds related to school food processing ($452,060).

[6] Funding is added for information technology (IT) rate increases.

[7] Funding is increased for operating expenses due to an increase in the cost of the school improvement contract to provide a total of $6 million for the contract.

[8] Funding is added for operating expenses related to ND FIRST interventions for chronically low-performing schools.

[9] Funding from special funds derived from food processing reimbursements is increased for increases in the food processing program.

[10] Funding is added for operating expenses to administer a summer food program.

[11] Funding from federal funds is added for operating expenses and other grants related to a federal comprehensive literacy state development grant.

[12] Funding from federal funds is added for a USDA local food program to allow schools to purchase food from local sources.

[13] Base budget funding for other grants is adjusted to increase funding from special funds and decrease funding from federal funds by $51,251.

[14] Funding sources for integrated formula payments are adjusted to reduce funding from the general fund by $141,817,350, which is offset by increases in funding from the state tuition fund and the common schools trust fund of $84,817,350, to provide a total of $595,677,350, and from the foundation aid stabilization fund of $57,000,000, to provide a total of $214,000,000. Funding from the general fund is increased by $13,993,086 to replace base budget funding from the strategic improvement and investments fund (SIIF).

[15] Funding for integrated formula payments is adjusted as follows:

	General Fund
Savings related to cost to continue integrated formula payments	($9,312,607)
Increases the integrated formula payment rate 2 percent each year of the 2025-27 biennium (House Bill No. 1369)	91,968,096
Adjusts the determination of average daily membership to allow for a rolling three-year average (House Bill No. 1369)	8,000,000
Increases local revenue exempted from deduction in the state school aid formula to be used for bonded debt payments (House Bill No. 1130)	12,500,000
Reduces the percentage of local revenue contributed to the state school aid formula from 75 percent to 65 percent (House Bill No. 1381)	13,500,000
Total increase in integrated formula payments	$116,655,489

[16] Funding is increased for transportation grants pursuant to a transportation grant formula adopted in House Bill No. 1214.

[17] Ongoing funding for program grants is adjusted to provide the following ongoing program grants from the general fund and from other funds made available from carryover funds continued from the 2023-25 biennium and deposited in the department's operating fund:

	General Fund	Other Funds	Total
Adult education matching grants	$0	$5,500,000	$5,500,000
School food service matching grants	0	1,380,000	1,380,000
Free meal program	4,500,000	0	4,500,000
Leveraging the senior year program	536,027	1,000,000	1,536,027
Building tomorrow's leaders program	0	50,000	50,000
Family engagement program	0	150,000	150,000
Paraprofessional-to-teacher program	3,000,000	0	3,000,000
Centers of excellence program	2,000,000	0	2,000,000
Science of reading and literacy training program	1,000,000	0	1,000,000
Indians into STEM program	300,000	0	300,000
Total	$11,336,027	$8,080,000	$19,416,027

[18] Ongoing funding for passthrough grants is adjusted to provide the following ongoing passthrough grants from the general fund and from other funds made available from carryover funds continued from the 2023-25 biennium and deposited in the department's operating fund:

	General Fund	Other Funds	Total
National writing projects	$0	$70,000	$70,000
Rural art outreach	0	425,000	425,000
ND RISE teacher mentoring program	2,000,000	2,500,000	4,500,000
Governor's School	500,000	0	500,000
"We the People" program	0	70,000	70,000
TeenPact program	0	20,000	20,000
Total	$2,500,000	$3,085,000	$5,585,000

[19] Funding is transferred from the PowerSchool line item to a student information systems line item to reflect a contract change.

[20] One-time funding from the general fund and other funds from the foundation aid stabilization fund is added for the following one-time program grants:

	General Fund	Other Funds	Total
Statewide reading tool	$500,000	0$	$500,000
Dyslexia identification training	0	300,000	300,000
Statewide teacher retention program	0	2,500,000	2,500,000
School board training	0	1,500,000	1,500,000
Total	$500,000	$4,300,000	$4,800,000

[21] One-time funding is added for a RoboKind pilot project related to assistive technology and curriculum.

[22] One-time funding of $10 million from SIIF is added for science center grants.

[23] One-time funding from the foundation aid stabilization fund is added for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000).

This amendment also adds and adjusts sections to:

- Provide for the use of funding in the new and vacant FTE pool line item;
- Identify funding from the state tuition fund of $595,677,350;
- Identify funding from the foundation aid stabilization fund of $219,250,000;
- Identify $10 million from SIIF for science center grants;
- Eliminate state withholding for school improvement;
- Provide $4.5 million for the free meals program;
- Provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and the Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants. This change will reduce the estimated July 1, 2025, general fund balance by $11,165,000;
- Provide COVID-19-related funds appropriated to the department from the ESSER Fund and other federal funds during the 2021-23 biennium, and continued to the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium and that funds appropriated to the department for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium; and
- Provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.

House Bill No. 1013 - Center for Distance Education - House Action

	Base Budget	House Changes	House Version
New and vacant FTE pool		$361,061	$361,061
Center for Distance Education	$11,613,483	2,966,477	14,579,960
Total all funds	$11,613,483	$3,327,538	$14,941,021
Less estimated income	4,550,000	1,974,000	6,524,000
General fund	$7,063,483	$1,353,538	$8,417,021
FTE	30.80	1.20	32.00

Department 204 - Center for Distance Education - Detail of House Changes

	Adds Funding for Salary and Benefit Increases[1]	Adds 1 FTE Support Specialist Position[2]	Adds .20 FTE Information Technology Position[3]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[4]	Transfers Funding for 2025-27 New and Vacant FTE Pool[5]	Increases Funding for Temporary Salaries[6]
New and vacant FTE pool					$361,061	
Center for Distance Education	$443,791	$175,450	$50,410	$485,655	(451,270)	$1,622,900
Total all funds	$443,791	$175,450	$50,410	$485,655	($90,209)	$1,622,900
Less estimated income	(1)	0	0	0	0	1,622,900
General fund	$443,792	$175,450	$50,410	$485,655	($90,209)	$0
FTE	0.00	1.00	0.20	0.00	0.00	0.00

	Increases Funding for Operating Expenses[7]	Adds Funding for Virtual Military and Homeschool Programs[8]	Adds One-time Funding for IT Equipment[9]	Adds One-time Funding for a Student Information System Upgrade[10]	Total House Changes
New and vacant FTE pool					$361,061
Center for Distance Education	$347,291	$192,000	$25,000	$75,250	2,966,477
Total all funds	$347,291	$192,000	$25,000	$75,250	$3,327,538
Less estimated income	326,101	0	25,000	0	1,974,000
General fund	$21,190	$192,000	$0	$75,250	$1,353,538
FTE	0.00	0.00	0.00	0.00	1.20

[1] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$268,445	($1)	$268,444
Health insurance increase	175,347	0	175,347
Total	$443,792	($1)	$443,791

[2] Funding is added for 1 FTE enrollment and office support specialist position.

[3] Funding is added for a .20 FTE IT position to increase a current .80 FTE position to a full-time position.

[4] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	Total General Fund
Vacant FTE positions	$164,655
New FTE positions	321,000
Total	$485,655

[5] Funding of $451,270 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $361,061 is added for a 2025-27 new and vacant FTE pool line item as follows:

	Total General Fund
New FTE positions	($225,860)
Vacant FTE positions	(225,410)
Total	($451,270)
Funding pool line item	361,061
Net savings	($90,209)

[6] Funding from special funds derived from tuition is increased for temporary and other salaries to provide more adjunct hours and for hybrid teaching overload.

[7] Funding, including funding from special funds derived from tuition, is increased for operating expenses related to fees, travel, IT rate increases, IT equipment, and supplies.

[8] Funding is added for a virtual military pathway program and a homeschool tuition program.

[9] One-time funding from special funds derived from tuition is added for IT equipment.

[10] One-time funding is added for professional fees related to a student information system upgrade.

A section is added regarding the use of funding in the new and vacant FTE pool line item.

House Bill No. 1013 - State Library - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool		107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528		2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less estimated income	2,499,073	305,139	2,804,212
General fund	$6,682,484	$1,010,310	$7,692,794
FTE	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[3]	Transfers Funding for 2025-27 New and Vacant FTE Pool[4]	Adds Funding for Targeted Market Equity[5]	Adds Funding for Retirement Payouts[6]
Salaries and wages	$63,205	$331,008	$111,552	($153,645)	$128,000	$20,000
New and vacant FTE pool				107,552		
Operating expenses						
Grants						
Total all funds	$63,205	$331,008	$111,552	($46,093)	$128,000	$20,000
Less estimated income	9,086	44,011	17,697	(6,619)	0	0
General fund	$54,119	$286,997	$93,855	($39,474)	$128,000	$20,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Operating Expenses[7]	Adds Funding for IT Rate Increases[8]	Adds Funding for Rent Increase[9]	Adds Funding for an Interlibrary Loan Bridge[10]	Total House Changes
Salaries and wages					$500,120
New and vacant FTE pool					107,552
Operating expenses	$138,535	$104,853	$14,389	$450,000	707,777
Grants					
Total all funds	$138,535	$104,853	$14,389	$450,000	$1,315,449
Less estimated income	212,654	28,310	0	0	305,139
General fund	($74,119)	$76,543	$14,389	$450,000	$1,010,310
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$142,834	$25,990	$168,824
Health insurance increase	144,163	18,021	162,184
Total	$286,997	$44,011	$331,008

[3] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$93,855	$17,697	$111,552
New FTE positions	0	0	0
Total	$93,855	$17,697	$111,552

[4] Funding of $153,645 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $107,552 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(131,580)	(22,065)	(153,645)
Total	($131,580)	($22,065)	($153,645)
Funding pool line item	92,106	15,446	107,552
Net savings	($39,474)	($6,619)	($46,093)

[5] Funding is added for targeted salary increases.

[6] Funding is added for anticipated retirement payouts.

[7] Funding is adjusted for operating expenses, including an increase in funding from federal funds.

[8] Funding is added for IT rate increases.

[9] Funding is added for increased rent.

[10] Funding is added for expenses related to an interlibrary loan bridge.

This amendment also adds sections to:

- Provide for the use of funding in the new and vacant FTE pool line item.
- Allow the State Library to continue 2023-25 biennium funding provided for library building improvements.

House Bill No. 1013 - School for the Deaf - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool		415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less estimated income	2,811,557	360,186	3,171,743
General fund	$8,336,306	$1,395,249	$9,731,555
FTE	45.36	1.50	46.86

Department 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Teacher Salaries[3]	Adds .75 FTE Paraprofessional Position[4]	Adds .75 FTE Dormitory Counselor Position[5]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[6]
Salaries and wages	($70,679)	$558,445	$223,535	$118,474	$106,116	$328,837
New and vacant FTE pool						
Operating expenses						
Capital assets						
Total all funds	($70,679)	$558,445	$223,535	$118,474	$106,116	$328,837
Less estimated income	(337,071)	37,059	0	0	0	14,859
General fund	$266,392	$521,386	$223,535	$118,474	$106,116	$313,978
FTE	0.00	0.00	0.00	0.75	0.75	0.00

	Transfers Funding for 2025-27 New and Vacant FTE Pool[7]	Adds Funding for IT Rate Increases[8]	Increases Funding for Operating Expenses[9]	Adds Funding for Online Courses[10]	Adds One-time Funding for Equipment Replacement[11]	Adds One-time Funding for Security Upgrades[12]
Salaries and wages	($529,503)					
New and vacant FTE pool	415,571					
Operating expenses		$34,780	$216,059	$70,000		
Capital assets					$45,000	$238,800
Total all funds	($113,932)	$34,780	$216,059	$70,000	$45,000	$238,800
Less estimated income	(6,727)	8,695	359,571	0	45,000	238,800
General fund	($107,205)	$26,085	($143,512)	$70,000	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$735,225
New and vacant FTE pool	415,571
Operating expenses	320,839
Capital assets	283,800
Total all funds	$1,755,435
Less estimated income	360,186
General fund	$1,395,249
FTE	1.50

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$219,989	$8,176	$228,165
Health insurance increase	301,397	28,883	330,280
Total	$521,386	$37,059	$558,445

[3] Funding for teacher salaries is increased.

[4] Funding is added for a .75 FTE paraprofessional position for the preschool program.

[5] Funding is added for a .75 FTE dormitory counselor position for the preschool program.

[6] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$198,684	$14,859	$213,543
New FTE positions	115,294	0	115,294
Total	$313,978	$14,859	$328,837

[7] Funding of $529,503 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $415,571 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	($224,590)	$0	($224,590)
Vacant FTE positions	(282,488)	(22,425)	(304,913)
Total	($507,078)	($22,425)	($529,503)
Funding pool line item	399,873	15,698	415,571
Net savings	($107,205)	($6,727)	($113,932)

[8] Funding, including special funds available from trust fund distributions, rents, and service revenue, is increased for operating expenses related to IT rate increases.

[9] Funding for operating expenses is increased, including an increase in funding from special funds available from trust fund distributions, rents, and service revenue, and decreases in funding from the general fund and federal funds.

[10] Funding is added to provide online courses.

[11] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for capital assets for equipment replacement.

[12] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for capital assets for campus security upgrades.

This amendment also add sections to:

- Provide for the use of funding in the new and vacant FTE pool line item.
- Allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool		121,985	121,985
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,000,442	$7,448,138
Less estimated income	1,206,705	534,239	1,740,944
General fund	$5,240,991	$466,203	$5,707,194
FTE	27.75	0.00	27.75

Department 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Teacher Salaries[3]	Adds Funding to Replace 2023-25 New and Vacant FTE Pool[4]	Transfers Funding for 2025-27 New and Vacant FTE Pool[5]	Increases Funding for Temporary Salaries[6]
Salaries and wages	($152,404)	$276,709	$108,950	$132,087	($174,264)	$50,000
New and vacant FTE pool					121,985	
Operating expenses						
Capital assets						
Total all funds	($152,404)	$276,709	$108,950	$132,087	($52,279)	$50,000
Less estimated income	(158,112)	11,394	0	7,765	(1,539)	50,000
General fund	$5,708	$265,315	$108,950	$124,322	($50,740)	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for IT Rate Increases[7]	Increases Funding for Operating Expenses[8]	Adds Funding for a Database[9]	Removes Base Funding for Capital Assets[10]	Adds One-time Funding for Equipment Less Than $5,000[11]	Adds One-time Funding for Capital Assets[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$24,475	$334,096	$20,000		$28,000	
Capital assets				($39,192)		$270,000
Total all funds	$24,475	$334,096	$20,000	($39,192)	$28,000	$270,000
Less estimated income	6,119	339,804	20,000	(39,192)	28,000	270,000
General fund	$18,356	($5,708)	$0	$0	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$241,078
New and vacant FTE pool	121,985
Operating expenses	406,571
Capital assets	230,808
Total all funds	$1,000,442
Less estimated income	534,239
General fund	$466,203
FTE	0.00

[1] Funding is adjusted for base payroll changes.

[2] The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from $1,643 to $1,893 per month:

	General Fund	Other Funds	Total
Salary increase	$109,158	$5,388	$114,546
Health insurance increase	156,157	6,006	162,163
Total	$265,315	$11,394	$276,709

[3] Funding for teacher salaries is increased.

[4] Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

	General Fund	Other Funds	Total
Vacant FTE positions	$124,322	$7,765	$132,087
New FTE positions	0	0	0
Total	$124,322	$7,765	$132,087

[5] Funding of $174,264 for new FTE positions and estimated savings from vacant FTE positions is removed and funding of $121,985 is added for a 2025-27 new and vacant FTE pool line item as follows:

	General Fund	Other Funds	Total
New FTE positions	$0	$0	$0
Vacant FTE positions	(169,134)	(5,130)	(174,264)
Total	($169,134)	($5,130)	($174,264)
Funding pool line item	118,394	3,591	121,985
Net savings	($50,740)	($1,539)	($52,279)

[6] Funding from special funds available from trust fund distributions, rents, and service revenue is increased for temporary salaries.

[7] Funding, including funding from special funds available from trust fund distributions, rents, and service revenue, is added for IT rate increases.

[8] Funding for operating expenses is increased, including an increase in funding from special funds available from trust fund distributions, rents, and service revenue, and a decrease in funding from the general fund.

[9] Funding from special funds available from trust fund distributions, rents, and service revenue is added for IT costs related to a database.

[10] Base budget funding from special funds available from trust fund distributions, rents, and service revenue for capital assets is removed.

[11] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for equipment less than $5,000.

[12] One-time funding from special funds available from trust fund distributions, rents, and service revenue is added for the following capital projects:

	Other Funds
Door replacement	$10,000
Breakroom remodel	55,000
Kitchen cabinet replacement	55,000
South parking lot	150,000
Total	$270,000

This amendment also adds a section regarding the use of funding in the new and vacant FTE pool line item.

2025 SENATE APPROPRIATIONS

HB 1013

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013
3/5/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

8:37 a.m. Chairman Bekkedahl opened the hearing.

Members Present: Chairman Bekkedahl, Vice-Chairman Erbele, and Senators Burckhard, Cleary, Conley, Dever, Magrum, Mathern, Meyer, Schaible, Sickler, Sorvaag, Thomas.
Members Absent: Senators Davison, Dwyer, Wanzek.

Discussion Topics:

- DPI Mission, Goals, and Accomplishments
- K-12 Data Modernization
- NAP Scores Comparison
- Increased Proficiency Implementations
- Parental Involvement in Student Success
- K-12 Budget
- State Superintendent's Duties
- Assessments Department and Contracted Services
- State Aids to Schools Funding Formula
- Teacher Salaries
- Mill Levies and Taxable Valuation
- Average Cost Per Pupil

8:37 a.m. Kirsten Baesler, ND Dept. of Public Instruction Superintendent, testified in favor and submitted testimony #38828.

9:20 a.m. Adam Tescher, DPI School Finance Officer, testified in favor and submitted testimony #38843 and #39206.

10:15 a.m. Chairman Bekkedahl closed the hearing.

Elizabeth Reiten, Committee Clerk

Senate Appropriations Committee Hearing

March 5, 2025

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



North Dakota Department of Public Instruction

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

WHO WE ARE

83
Team Members

WHAT WE'RE ABOUT

Mission: NDDPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Vision: Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful.

Values: Build relationships; cultivate opportunity; inspire growth.

Goals/Objectives: Increase students who enter kindergarten prepared to learn, who demonstrate reading proficiency in 3rd grade, who meet expected learning gains each year, who engage in learning, and who graduate choice ready; reduce the disparity in the achievement for students with disabilities, living in poverty, and for Native American students.

WHO WE SERVE

Students (PK-12)

Total: 135,115
- *Public: 119,622
- *Non-Public: 9,956
  - BIE: 1,363
  - Institutions: 73
- **Home Educated: 5,537

**As of September 2024*
*** As of June 2024*

School Districts

Public: 168

Non-Public: 45

Bureau of Indian Ed: 6

State Institutions: 4

Teachers/Administrators *(public)*

Teachers: 9,156

Other specialists: 1,107

Administrators: 683

HOW WE DO IT

2023-2025 Agency Budget: $2,966,722,553*
- General: $1,729,027,519
- Special: $719,386,727
- Federal: $518,308,307

**$2.8 billion goes directly to districts*

Salary **Operating**

$20.6M **$33.6M**

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

WHAT WE'RE PROUD OF

CHILD NUTRITION
NDDPI and NDHHS together administered Summer EBT benefits for 39,000 North Dakota students during the 2024 summer. Summer EBT is one of more than a dozen child nutrition and food distribution programs NDDPI administers.

ASSESSMENT & STANDARDS
ND A+, the state's one-of-a-kind comprehensive and customized assessment system, includes the statewide summative, state-provided interims, and a classroom formative that are all aligned to North Dakota state content standards.

GROW YOUR OWN
North Dakota has a registered teacher apprenticeship program and a state Grow Your Own program. We are the first state in the nation to offer a registered principal apprenticeship program.

91% Traditional graduation rate

84% GED pass rate

$427.1M in ESSER funding distributed to ND schools

150 Teacher Apprenticeship Program participants

WHAT WE DO

COMPUTER SCIENCE/CYBERSECURITY & AI
North Dakota is the first in the nation to create computer science and cybersecurity standards – which has been updated to included AI guidance – for each K-12 grade, as well as training and lessons for teachers across the state.

LEARNING SUPPORT
State law requires all teachers and principals serving K-3 students to be trained in scientifically-based reading instruction and to use "science of reading" instructional materials and approaches.

SUPPORTING SCHOOL BOARDS
The Be Legendary School Board Leadership Institute & Implementation is an intensive program designed for governing teams that are dedicated to continually sharpening and cultivating their focus on one primary objective: improving student outcomes.

CHOICE READY
Choice Ready measures a school's performance in preparing students to succeed beyond K-12. The Choice Ready rate for 2023-24 was 71%, up from 66% in 2022-23, and from 21% since the metric was adopted in 2017-18.

K-12 DATA MODERNIZATION
North Dakota is transitioning to a single enterprise system to streamline and simplify the state's K-12 data systems. The unified solution provides better integration, making data management more efficient and seamless for districts.

NETWORK FOR PERSONALIZED LEARNING
North Dakota is the first in the nation to create and recognize a learning continuum for graduation. The North Dakota NPL represents a growing group of individuals, teams, schools, and districts from across the state committed to making learning personal for all students.

HOW WE MEASURE SUCCESS

Increase Students Who Graduate Choice Ready *(grades 9-12)*	Increase Students Who Demonstrate NDSA ELA Proficiency in 3rd Grade	Increase Students Who Are Engaged in Learning	Increase Quality Education Personnel *(workplace engagement)*
2023-2024: 71%	2023-2024: 40%	2023-2024: 86%	2024 Gallup Q12: 58%
2022-2023: 66%	2022-2023: 40%	2022-2023: 86%	2023 Gallup Q12: 59%
2021-2022: 61%	2021-2022: 39%	2021-2022: 86%	2022 Gallup Q12: 41%
2020-2021: 45%	2020-2021: 39%	2020-2021: 87%	2021 Gallup Q12: 52%

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



North Dakota State School Superintendent

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Authority of the State Superintendent

- The North Dakota Constitution specifies that the “powers and duties” of the superintendent of public instruction “must be prescribed by law.” The office has only the authority that is granted by the Legislature.

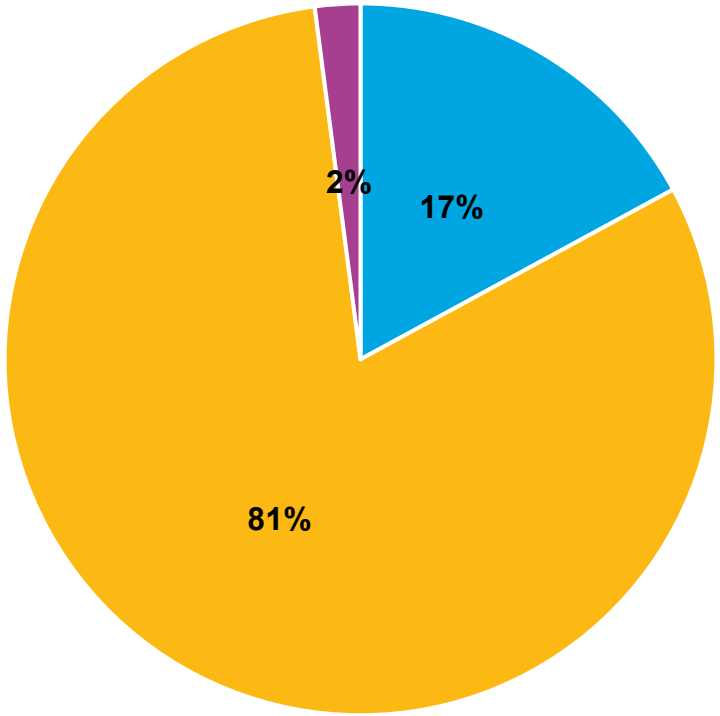
- NDCC 15.1-02 outlines the duties of the superintendent of public instruction.



K-12 Budget

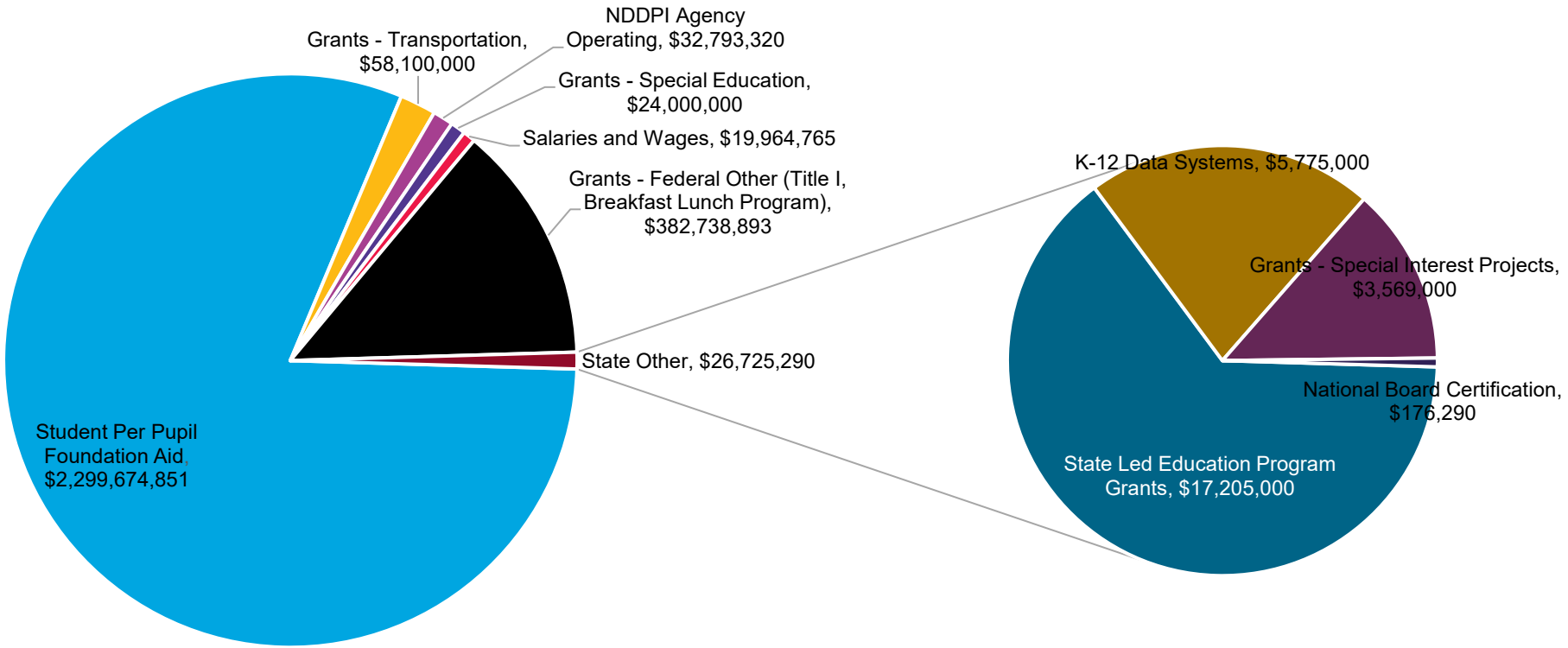
NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

K-12 2025-27 BASE BUDGET BY USE



- Grants to LEAs, Special Education Units, Child/Adult Care Food Providers, Tribes, etc.: $485,789,183
- Student Per Pupil Foundation Aid: $2,299,674,851
- Agency Operating: $58,533,085

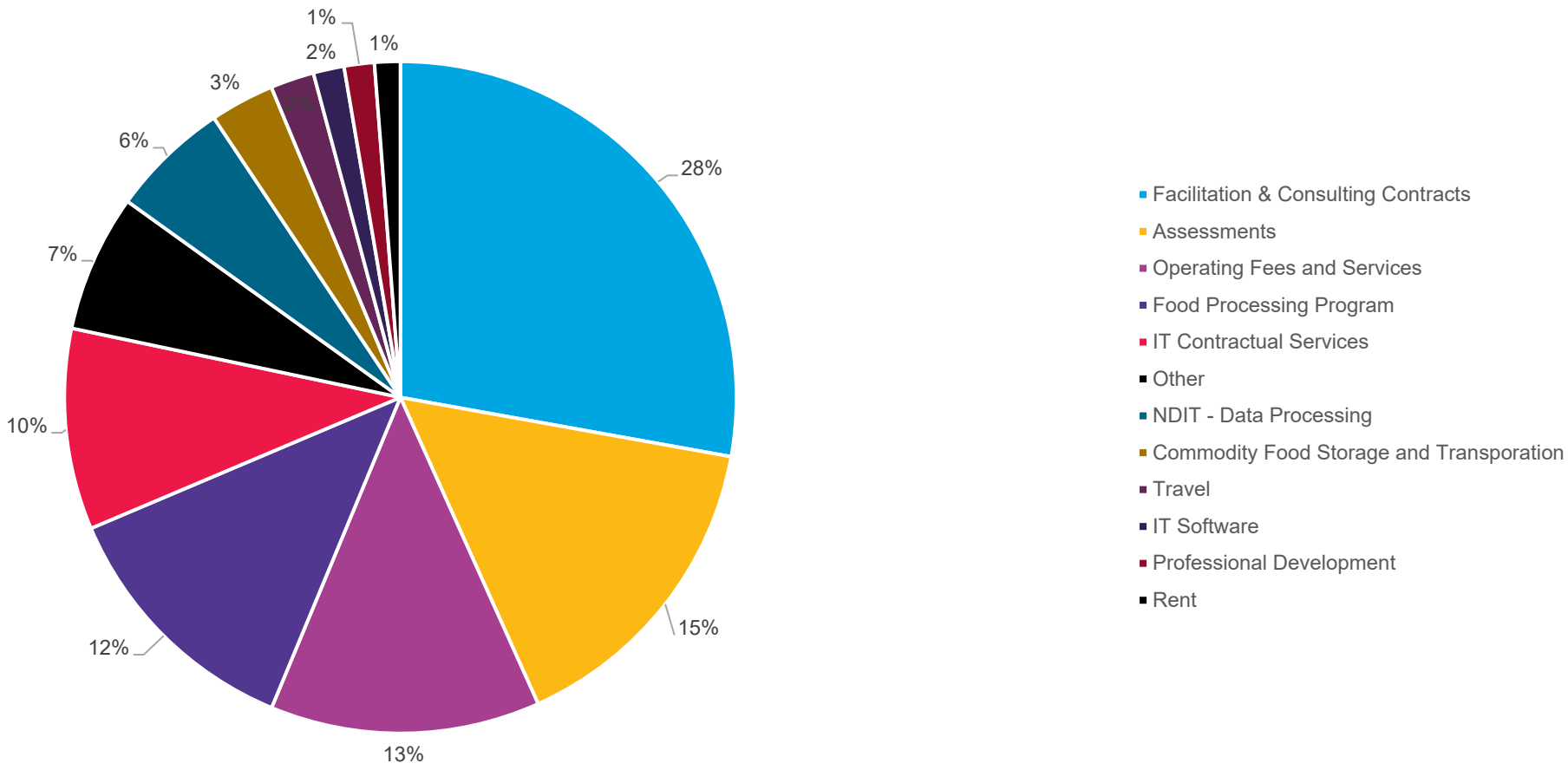
K-12 2025-27 BASE BUDGET: $2,843,997,119



Examples of the State Superintendent's Duties

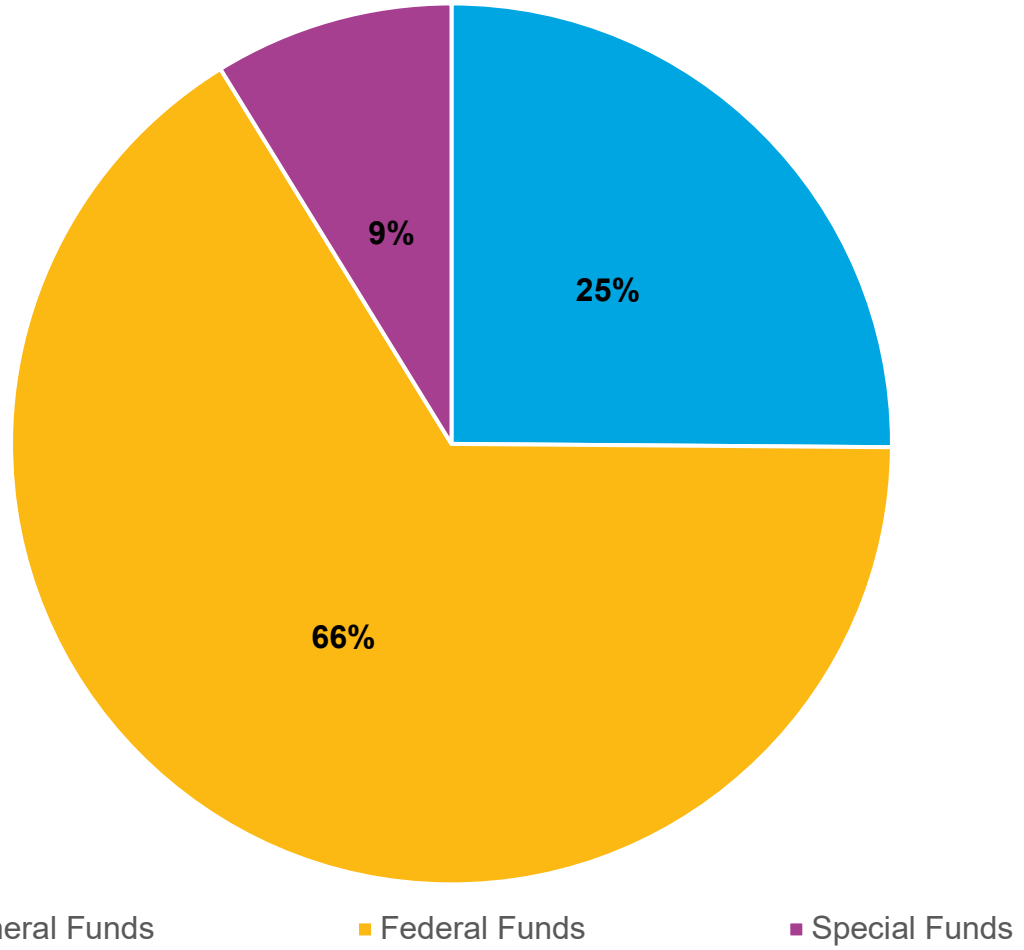
- Supervise elementary and secondary education
- Develop academic content standards
- Oversee the administration of student assessments
- Oversee annual updates for the statewide PK-12 Strategic Vision
- Oversee the approval for operation of public and non-public schools

BREAKDOWN OF THE 2% NDDPI OPERATING PERCENTAGES



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

REVENUE SOURCE OF 2% NDDPI OPERATING COSTS



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



Funding Formula Worksheet

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of Fiscal Management - SFO

District Name	County District Number	Payment Month	School Year
South Heart 9	45-009	January	2024-2025

A STATE AID FORMULA:

Student membership includes regular school year average daily membership (ADM). ADM for students attending school in Montana and Minnesota (NDCC 15.1-29.01), South Dakota students attending school in North Dakota (NDCC 15.1-29-02.1) under cross border attendance agreements, and students in private or out-of-state placements for purposes other than education (NDCC 15.1-29-14) are also included.

Student Membership	ADM	Weighting Factor	Weighted ADM
1 Pk Special Education	6.39	1.000	6.39
2 Kindergarten	26.65	1.000	26.65
3 Grade 1-6	199.82	1.000	199.82
4 Grade 7-8	56.18	1.000	56.18
5 Grade 9-12	112.76	1.000	112.76
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			401.80
Other Program Membership			
8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	401.80	0.088	35.36
10 PK Special Ed ADM (from line 1)	6.39	0.170	1.09
11 Regional Education Association (if member from line 7)	401.80	0.002	0.80
12 2024-25 Fall Enrollment above 2024 ADM	26.59	1.000	26.59
13 Spring 2024 ADM Adjustment	(1.59)	1.000	(1.59)
14 ELL Level 1	-	0.400	-
15 ELL Level 2	-	0.280	-
16 ELL Level 3	-	0.070	-
17 At Risk	45.40	0.025	1.14
18 Home-Education (district supervised)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	1.56	0.600	0.94
21 Special Ed ESY	-	1.000	-
Isolated School District			
22 >275 sq miles and <100 ADM	-	0.100	-
23 >600 sq miles and <50 ADM	-	1.100	-
24 Total Weighted Average Daily Membership (add lines 7 through 23)			466.13
25 Virtual Average Daily Membership			2.29
26 In Person Average Daily Membership			463.84
27 School District Size Weighting Factor			1.0254
28 In Person Weighted Student Units			475.62
29 Total Weighted Student Units (add lines 25 and 28)			477.91
30 Per Student Payment Rate			$11,072.00
31 Total Formula Payment			5,291,419.52

Formula Adjustments	45%		
32 Transition Minimum Adjustment (from line 72) with 55% Reduction	4,794,217.00	-	-
33 Total Adjusted Formula Amount (total lines 31, and 32)			5,291,419.52
34 Contribution from Property Tax (from line 50)			1,313,908.50
35 Contribution from Other Local Revenue (from line 43)			377,940.78
36 State Aid Payment (line 33 minus lines 34 and 35)			3,599,570.24

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 36)	3,599,570.24	-	3,599,570.24
2 Transportation (from line 62)	158,552.58	-	158,552.58
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	3,758,122.82	-	3,758,122.82

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

	B CONTRIBUTION FROM OTHER LOCAL REVENUE	Total Revenue	Apportioned Revenue	Percent	
37	1300 Tuition	53,594.70	34,445.31	75%	25,833.98
38	2999 County	651,807.28	418,916.54	75%	314,187.41
39	US Flood	-	-	75%	-
40	Electric Generation, Distribution and Transmission Ta	40,084.58	25,762.36	75%	19,321.77
41	Mobile Home and Other In-Lieu Taxes	24,670.54	15,855.76	75%	11,891.82
42	Telecommunications	13,911.72	8,941.06	75%	6,705.80
43	Contribution from Other Local Revenue				377,940.78

	S & I Levy	Total Levy	Non S & I Percentage	
	32.09	89.82	64.27%	

	C CONTRIBUTION FROM PROPERTY TAX		
44	District Taxable Valuation		21,898,475
45	Contribution Mill Rate		60
46	Contribution from Property Tax (line 44 times line 45 divided by 1000)		1,313,908.50
47	Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
48	Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	1,517,980.60	-
49	Local Effort Adjustment NDCC 15.1-27-04.3		-
50	Adjusted Contribution from Property Tax (total lines 46, 47 and 48)		1,313,908.50

	E TRANSPORTATION WORKSHEET				
	Transportation Statistics	Rate	Miles	Rides	Total
51	Small Bus Miles	0.520	0.0	xxxxx	-
52	Large Bus Miles	1.110	124,368.0	xxxxx	138,048.48
53	Rural Rides	0.300	xxxxx	68,347	20,504.10
54	Small In-City Miles	0.520	0.0	xxxxx	-
55	Large In-City Miles	1.110	0.0	xxxxx	-
56	In-City Rides	0.300	xxxxx	0	-
57	Family - To School	0.250	0.0	xxxxx	-
58	Family - To Bus	0.250	0.0	xxxxx	-
59	Not Reimbursable	-	0.0	0	
60	Total Transportation Reimbursement				158,552.58
61	Reimbursement Cap --- 90% of transportation expenditures				349,190.69
62	Transportation Grant Total (lesser of 90% cap or total)				158,552.58

	F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS	
63	Baseline Funding (2018-19 Formula Payment)	3,889,460.12
64	Baseline Weighted Student Units (2018-19)	403.22
65	Baseline Funding Rate	$9,646.00

	Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66	Minimum Increase Per Student	$9,646.00	102%	403.22	3,967,249.32
67	WSUs Above Baseline	$11,072.00		74.69	826,967.68
68	Basline Funding Per Student				4,794,217.00
69	Baseline Funding (from line 63)				3,889,460.12
70	Minimum Funding Percentage				100%
71	Minimum Funding Amount				3,889,460.12
72	Minimum Increase Amount (greater of line 68 or line 71)				4,794,217.00

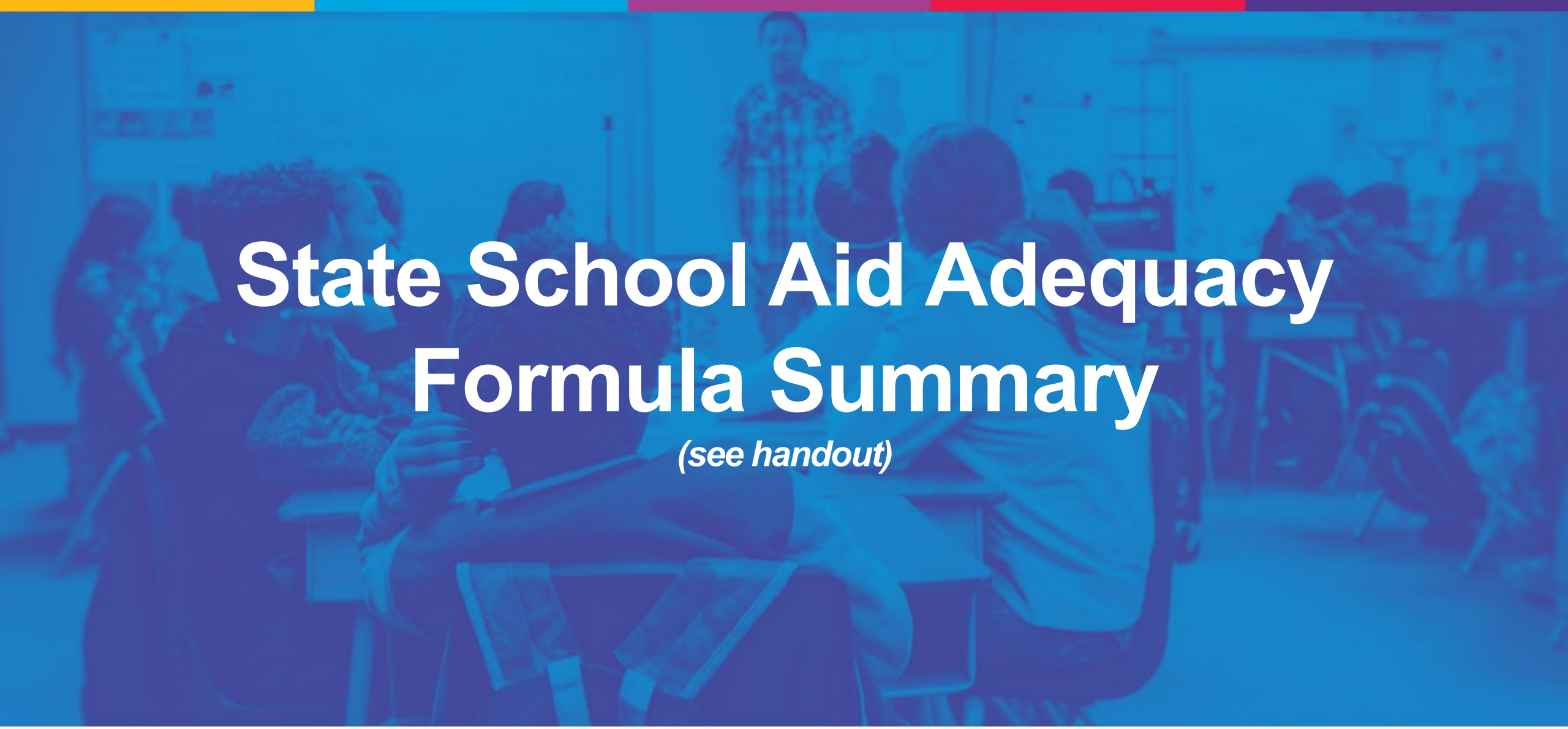
	G On Time Funding Calculation Lines 12 & 13	
73	2023-24 K-12 ADM (Lines 2-6)	395.41
74	2024-25 K-12 Fall Enrollment	422.00
75	Line 12 (Line 74 - 73 Can't fall below 0)	26.59
76	2023-24 On Time Funding (Line 12 2023-24 Worksheet)	9.50
77	2023-24 Fall Enrollment	397.00
78	2023-24 K-12 ADM (Lines 2-6)	395.41
79	Line 13	(1.59)

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



Finance Facts

(see handout)



State School Aid Adequacy Formula Summary

(see handout)

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of Fiscal Management - SFO

District Name	County District Number	Payment Month	School Year
South Heart 9	45-009	March	2024-2025

A STATE AID FORMULA:

Student membership includes regular school year average daily membership (ADM). ADM for students attending school in Montana and Minnesota (NDCC 15.1-29.01), South Dakota students attending school in North Dakota (NDCC 15.1-29-02.1) under cross border attendance agreements, and students in private or out-of-state placements for purposes other than education (NDCC 15.1-29-14) are also included.

Student Membership	ADM	Weighting Factor	Weighted ADM
1 Pk Special Education	6.39	1.000	6.39
2 Kindergarten	26.65	1.000	26.65
3 Grade 1-6	199.82	1.000	199.82
4 Grade 7-8	56.18	1.000	56.18
5 Grade 9-12	112.76	1.000	112.76
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			401.80
Other Program Membership			
8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	401.80	0.088	35.36
10 PK Special Ed ADM (from line 1)	6.39	0.170	1.09
11 Regional Education Association (if member from line 7)	401.80	0.002	0.80
12 2024-25 Fall Enrollment above 2024 ADM	26.59	1.000	26.59
13 Spring 2024 ADM Adjustment	(1.59)	1.000	(1.59)
14 ELL Level 1	-	0.400	-
15 ELL Level 2	-	0.280	-
16 ELL Level 3	-	0.070	-
17 At Risk	45.40	0.025	1.14
18 Home-Education (district supervised)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	1.56	0.600	0.94
21 Special Ed ESY	-	1.000	-
Isolated School District			
22 >275 sq miles and <100 ADM	-	0.100	-
23 >600 sq miles and <50 ADM	-	1.100	-
24 Total Weighted Average Daily Membership (add lines 7 through 23)			466.13
25 Virtual Average Daily Membership			2.29
26 In Person Average Daily Membership			463.84
27 School District Size Weighting Factor			1.0254
28 In Person Weighted Student Units			475.62
29 Total Weighted Student Units (add lines 25 and 28)			477.91
30 Per Student Payment Rate			$11,072.00
31 Total Formula Payment			5,291,419.52

Formula Adjustments	45%		
32 Transition Minimum Adjustment (from line 72) with 55% Reduction	4,794,217.00	-	-
33 Total Adjusted Formula Amount (total lines 31, and 32)			5,291,419.52
34 Contribution from Property Tax (from line 50)			1,313,908.50
35 Contribution from Other Local Revenue (from line 43)			377,940.78
36 State Aid Payment (line 33 minus lines 34 and 35)			3,599,570.24

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 36)	3,599,570.24	-	3,599,570.24
2 Transportation (from line 62)	158,552.58	-	158,552.58
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	3,758,122.82	-	3,758,122.82

B CONTRIBUTION FROM OTHER LOCAL REVENUE	Total Revenue	Apportioned Revenue	Percent	
37 1300 Tuition	53,594.70	34,445.31	75%	25,833.98
38 2999 County	651,807.28	418,916.54	75%	314,187.41
39 US Flood	-	-	75%	-
40 Electric Generation, Distribution and Transmission Ta	40,084.58	25,762.36	75%	19,321.77
41 Mobile Home and Other In-Lieu Taxes	24,670.54	15,855.76	75%	11,891.82
42 Telecommunications	13,911.72	8,941.06	75%	6,705.80
43 Contribution from Other Local Revenue				377,940.78

	S & I Levy	Total Levy	Non S & I Percentage
	32.09	89.82	64.27%

C CONTRIBUTION FROM PROPERTY TAX		
44 District Taxable Valuation		21,898,475
45 Contribution Mill Rate		60
46 Contribution from Property Tax (line 44 times line 45 divided by 1000)		1,313,908.50
47 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
48 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	1,517,980.60	-
49 Local Effort Adjustment NDCC 15.1-27-04.3		-
50 Adjusted Contribution from Property Tax (total lines 46, 47 and 48)		1,313,908.50

E TRANSPORTATION WORKSHEET				
Transportation Statistics	Rate	Miles	Rides	Total
51 Small Bus Miles	0.520	0.0	xxxxx	-
52 Large Bus Miles	1.110	124,368.0	xxxxx	138,048.48
53 Rural Rides	0.300	xxxxx	68,347	20,504.10
54 Small In-City Miles	0.520	0.0	xxxxx	-
55 Large In-City Miles	1.110	0.0	xxxxx	-
56 In-City Rides	0.300	xxxxx	0	-
57 Family - To School	0.250	0.0	xxxxx	-
58 Family - To Bus	0.250	0.0	xxxxx	-
59 Not Reimbursable	-	0.0	0	
60 Total Transportation Reimbursement				158,552.58
61 Reimbursement Cap --- 90% of transportation expenditures				349,190.69
62 Transportation Grant Total (lesser of 90% cap or total)				158,552.58

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS	
63 Baseline Funding (2018-19 Formula Payment)	3,889,460.12
64 Baseline Weighted Student Units (2018-19)	403.22
65 Baseline Funding Rate	$9,646.00

Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66 Minimum Increase Per Student	$9,646.00	102%	403.22	3,967,249.32
67 WSUs Above Baseline	$11,072.00		74.69	826,967.68
68 Basline Funding Per Student				4,794,217.00
69 Baseline Funding (from line 63)				3,889,460.12
70 Minimum Funding Percentage				100%
71 Minimum Funding Amount				3,889,460.12
72 Minimum Increase Amount (greater of line 68 or line 71)				4,794,217.00

G On Time Funding Calculation Lines 12 & 13	
73 2023-24 K-12 ADM (Lines 2-6)	395.41
74 2024-25 K-12 Fall Enrollment	422.00
75 Line 12 (Line 74 - 73 Can't fall below 0)	26.59
76 2023-24 On Time Funding (Line 12 2023-24 Worksheet)	9.50
77 2023-24 Fall Enrollment	397.00
78 2023-24 K-12 ADM (Lines 2-6)	395.41
79 Line 13	(1.59)

State School Aid Adequacy Formula
North Dakota Department of Public Instruction
School Finance

School Year 2024-2025
Payment Month March

							$11,072	102%	60	75%			
CoDist	Entity Name	ADM	On Time WSU	Spring ADM Adj	wsu	Tax Base per wsu	Total Formula Amount	Transition Minimum	Contribution from Property Tax	Contribution from In-Lieu	Total State Aid	Total State/Local Funding	State /Local Funding per wsu
01-013	Hettinger 13	279.59	12.35	-	379.55	41,303	4,202,378	-	(940,585)	(318,718)	2,943,075	4,202,378	11,072
02-002	Valley City 2	968.47	-	-	1,082.65	42,927	11,987,101	-	(2,788,488)	(163,514)	9,035,098	11,987,101	11,072
02-007	Barnes County North 7	236.62	-	(2.17)	314.72	107,034	3,484,580	467,504	(2,021,148)	(416,320)	1,514,616	3,952,084	12,557
02-046	Litchville-Marion 46	129.57	11.44	(0.44)	232.01	80,098	2,568,815	211,687	(1,115,007)	(26,014)	1,639,481	2,780,502	11,984
03-005	Minnewaukan 5	255.13	-	-	342.42	12,230	3,791,274	-	(251,271)	(12,173)	3,527,830	3,791,274	11,072
03-006	Leeds 6	119.11	2.01	(3.01)	200.14	65,236	2,215,950	-	(783,382)	(21,595)	1,410,973	2,215,950	11,072
03-009	Maddock 9	123.48	-	(0.55)	208.36	54,043	2,306,962	-	(675,620)	(32,253)	1,599,089	2,306,962	11,072
03-016	Oberon 16	56.07	-	0.77	99.29	27,506	1,099,339	-	(163,863)	(6,230)	929,246	1,099,339	11,072
03-029	Warwick 29	192.59	-	-	272.66	11,823	3,018,892	-	(193,413)	(13,304)	2,812,175	3,018,892	11,072
03-030	Ft Totten 30	168.11	-	-	260.08	8,510	2,879,606	-	(132,797)	(12,381)	2,734,428	2,879,606	11,072
04-001	Billings Co 1	90.98	-	-	151.32	137,948	1,675,415	512,707	(1,252,458)	(935,664)	-	2,188,122	14,460
05-001	Bottineau 1	662.60	7.28	-	747.53	49,854	8,276,652	-	(2,236,045)	(605,374)	5,435,233	8,276,652	11,072
05-017	Westhope 17	148.68	4.32	(0.32)	240.87	38,462	2,666,913	-	(555,866)	(114,338)	1,996,709	2,666,913	11,072
05-054	Newburg-United 54	86.70	-	0.54	164.22	65,624	1,818,244	340,614	(646,607)	(73,034)	1,439,218	2,158,858	13,146
06-001	Bowman Co 1	487.45	-	8.05	555.40	43,559	6,149,389	282,010	(1,451,546)	(1,274,468)	3,705,385	6,431,399	11,580
06-033	Scranton 33	137.94	-	-	220.66	42,933	2,443,148	-	(568,410)	(242,822)	1,631,916	2,443,148	11,072
07-014	Bowbells 14	97.25	-	0.25	183.45	46,085	2,031,158	189,893	(507,260)	(268,966)	1,444,825	2,221,051	12,107
07-027	Powers Lake 27	209.42	0.87	-	287.48	32,512	3,182,979	40,703	(560,800)	(633,733)	2,029,149	3,223,682	11,214
07-036	Burke Central 36	88.34	8.66	(0.66)	179.07	60,220	1,982,663	28,847	(647,019)	(579,038)	785,453	2,011,511	11,233
08-001	Bismarck 1	13,864.72	81.21	(64.21)	15,854.54	38,985	175,541,467	-	(37,085,702)	(1,754,637)	136,701,128	175,541,467	11,072
08-025	Naughton 25	17.77	-	-	30.41	25,703	336,700	41,881	(46,898)	(2,706)	328,977	378,581	12,449
08-028	Wing 28	69.39	-	-	136.54	43,100	1,511,771	-	(353,092)	(20,538)	1,138,141	1,511,771	11,072
08-033	Menoken 33	50.08	-	-	85.99	49,015	952,081	20,788	(252,888)	(9,546)	710,436	972,870	11,314
08-035	Sterling 35	19.00	1.00	-	34.59	198,332	382,980	102,753	(411,618)	(22,177)	51,939	485,733	14,043
08-039	Apple Creek 39	76.97	0.03	(1.03)	127.84	51,221	1,415,444	-	(392,885)	(19,672)	1,002,887	1,415,444	11,072
08-045	Manning 45	13.40	-	-	23.05	22,287	255,210	-	(30,823)	(10,034)	214,353	255,210	11,072
09-001	Fargo 1	11,379.65	75.67	(113.67)	12,792.08	43,084	141,633,910	-	(32,693,905)	(2,232,924)	106,707,080	141,633,910	11,072
09-002	Kindred 2	892.24	-	-	989.11	37,610	10,951,426	-	(2,232,000)	(73,368)	8,646,058	10,951,426	11,072
09-004	Maple Valley 4	234.23	-	(2.97)	311.61	78,863	3,450,146	267,453	(1,474,469)	(70,287)	2,172,842	3,717,599	11,930
09-006	West Fargo 6	12,868.98	317.72	1.28	14,726.85	39,244	163,055,683	-	(34,291,637)	(627,051)	128,136,995	163,055,683	11,072
09-007	Mapleton 7	201.15	19.93	1.07	266.73	53,799	2,953,235	73,361	(860,992)	(37,227)	2,128,376	3,026,595	11,347
09-017	Central Cass 17	1,015.87	-	1.89	1,123.64	37,787	12,440,942	-	(2,547,169)	(220,101)	9,673,672	12,440,942	11,072
09-085	Hope Page 85	148.20	1.43	-	257.98	93,601	2,856,355	551,097	(1,448,828)	(60,846)	1,897,777	3,407,452	13,208

State School Aid Adequacy Formula
North Dakota Department of Public Instruction
School Finance

School Year 2024-2025
Payment Month March

							$11,072	102%	60	75%			
CoDist	Entity Name	ADM	On Time WSU	Spring ADM Adj	wsu	Tax Base per wsu	Total Formula Amount	Transition Minimum	Contribution from Property Tax	Contribution from In-Lieu	Total State Aid	Total State/Local Funding	State /Local Funding per wsu
09-097	Northern Cass 97	683.89	9.79	(1.79)	766.48	37,541	8,486,467	-	(1,726,454)	(82,601)	6,677,412	8,486,467	11,072
10-019	Munich 19	90.03	4.01	(0.01)	176.78	78,010	1,957,308	246,213	(827,442)	(10,121)	1,365,959	2,203,522	12,465
10-023	Langdon Area 23	423.70	6.39	(4.39)	477.25	86,107	5,284,112	-	(2,465,667)	(58,015)	2,760,430	5,284,112	11,072
11-040	Ellendale 40	301.68	-	-	378.39	53,851	4,189,534	-	(1,219,360)	(143,590)	2,826,584	4,189,534	11,072
11-041	Oakes 41	471.41	-	-	551.00	42,251	6,100,672	-	(1,396,829)	(98,354)	4,605,489	6,100,672	11,072
12-001	Divide County 1	361.63	16.72	-	440.65	73,360	4,878,877	-	(1,939,559)	(1,319,717)	1,619,600	4,878,877	11,072
13-016	Killdeer 16	568.13	5.87	-	649.18	104,194	7,187,721	146,254	(3,985,752)	(2,705,393)	642,831	7,333,975	11,297
13-037	Twin Buttes 37	54.76	0.24	(0.24)	94.55	8,510	1,046,858	-	(37,900)	(249,139)	759,818	1,046,858	11,072
14-002	New Rockford-Sheyenne 2	307.00	21.25	(1.25)	397.19	44,290	4,397,688	-	(1,055,500)	(42,812)	3,299,375	4,397,688	11,072
15-006	Hazelton-Moffit-Braddock 6	134.38	-	-	220.88	53,579	2,445,583	-	(710,073)	(67,075)	1,668,435	2,445,583	11,072
15-015	Strasburg 15	112.70	-	-	191.55	48,675	2,120,842	-	(559,417)	(47,516)	1,513,909	2,120,842	11,072
15-036	Linton 36	230.25	-	(2.13)	317.01	47,101	3,509,935	-	(895,884)	(50,554)	2,563,497	3,509,935	11,072
16-049	Carrington 49	551.01	11.80	-	628.68	51,528	6,960,745	-	(1,943,682)	(72,512)	4,944,551	6,960,745	11,072
17-003	Beach 3	270.40	-	(2.28)	351.80	35,119	3,895,130	-	(741,299)	(489,961)	2,663,870	3,895,130	11,072
17-006	Lone Tree 6	25.16	5.00	-	51.31	64,985	568,104	348	(200,063)	(35,044)	333,345	568,452	11,079
18-001	Grand Forks 1	7,616.25	188.62	-	8,711.00	32,714	96,448,192	-	(17,098,296)	(2,311,379)	77,038,517	96,448,192	11,072
18-044	Larimore 44	379.91	22.29	(2.29)	464.95	39,486	5,147,926	-	(1,101,554)	(131,487)	3,914,886	5,147,926	11,072
18-061	Thompson 61	668.68	11.31	(0.31)	748.19	23,348	8,283,960	-	(1,048,125)	(238,066)	6,997,769	8,283,960	11,072
18-125	Manvel 125	169.24	6.76	-	241.28	33,325	2,671,452	-	(482,439)	(52,616)	2,136,396	2,671,452	11,072
18-127	Emerado 127	92.07	-	-	141.60	35,455	1,567,795	-	(301,223)	(37,429)	1,229,144	1,567,795	11,072
18-128	Midway 128	172.05	9.43	(17.43)	250.14	51,961	2,769,550	107,512	(779,849)	(51,511)	2,045,702	2,877,062	11,502
18-129	Northwood 129	341.00	-	-	408.12	33,400	4,518,705	-	(817,873)	(33,923)	3,666,909	4,518,705	11,072
19-018	Roosevelt 18	45.75	16.62	(9.62)	97.28	64,878	1,077,084	186,230	(378,679)	(21,839)	862,796	1,263,314	12,986
19-049	Elgin-New Leipzig 49	161.44	-	4.12	246.22	51,479	2,726,148	29,789	(760,503)	(52,407)	1,943,027	2,755,937	11,193
20-007	Midkota 7	161.24	7.90	-	290.97	54,334	3,221,620	271,775	(948,580)	(40,486)	2,504,329	3,493,395	12,006
20-018	Griggs County Central 18	259.39	1.86	5.14	351.94	48,625	3,896,680	-	(1,023,440)	(72,494)	2,800,746	3,896,680	11,072
21-001	Mott-Regent 1	227.53	-	-	309.98	52,709	3,432,099	-	(980,332)	(20,533)	2,431,234	3,432,099	11,072
21-009	New England 9	257.51	8.64	-	352.61	37,441	3,904,098	-	(792,131)	(629,334)	2,482,634	3,904,098	11,072
22-001	Kidder County 1	361.15	-	(2.91)	427.79	55,906	4,736,491	-	(1,434,949)	(111,884)	3,189,658	4,736,491	11,072
23-003	Edgeley 3	240.50	-	-	335.55	46,711	3,715,210	-	(940,431)	(25,629)	2,749,149	3,715,210	11,072
23-007	Kulm 7	115.85	-	(1.39)	193.95	61,182	2,147,414	131,371	(711,973)	(175,443)	1,391,370	2,278,786	11,749
23-008	LaMoure 8	263.80	19.78	(0.78)	372.71	46,046	4,126,645	-	(1,029,705)	(41,153)	3,055,787	4,126,645	11,072
24-002	Napoleon 2	241.69	-	(3.50)	320.48	37,240	3,548,355	-	(716,083)	(69,838)	2,762,434	3,548,355	11,072

State School Aid Adequacy Formula
North Dakota Department of Public Instruction
School Finance

School Year 2024-2025
Payment Month March

							$11,072	102%	60	75%			
CoDist	Entity Name	ADM	On Time WSU	Spring ADM Adj	wsu	Tax Base per wsu	Total Formula Amount	Transition Minimum	Contribution from Property Tax	Contribution from In-Lieu	Total State Aid	Total State/Local Funding	State /Local Funding per wsu
24-056	Gackle-Streeter 56	91.12	0.78	-	172.70	72,718	1,912,134	-	(753,508)	(34,060)	1,124,567	1,912,134	11,072
25-001	Velva 1	433.39	3.66	-	489.16	40,096	5,415,980	-	(1,176,797)	(270,506)	3,968,676	5,415,980	11,072
25-014	Anamoose 14	70.51	2.62	0.38	123.97	40,701	1,372,596	-	(302,744)	(26,074)	1,043,778	1,372,596	11,072
25-057	Drake 57	76.30	-	(0.70)	142.85	68,157	1,581,635	3,329	(584,174)	(21,813)	978,977	1,584,964	11,095
25-060	TGU 60	340.69	8.66	(4.66)	507.19	43,135	5,615,608	167,523	(1,312,662)	(97,693)	4,372,775	5,783,131	11,402
26-004	Zeeland 4	26.51	-	-	46.94	115,518	519,720	122,618	(325,346)	(18,603)	298,389	642,338	13,684
26-009	Ashley 9	124.89	-	(3.15)	207.21	47,658	2,294,229	-	(592,517)	(164,821)	1,536,891	2,294,229	11,072
26-019	Wishek 19	220.91	8.54	(1.54)	310.41	36,020	3,436,860	-	(670,865)	(82,824)	2,683,171	3,436,860	11,072
27-001	McKenzie Co 1	2,117.03	235.37	9.63	2,623.31	106,428	29,045,288	-	(16,751,555)	(3,694,459)	8,599,275	29,045,288	11,072
27-002	Alexander 2	315.06	-	(7.76)	375.13	98,527	4,153,439	-	(2,217,627)	(1,031,551)	904,262	4,153,439	11,072
27-014	Yellowstone 14	175.42	5.63	31.37	250.41	52,638	2,772,540	-	(551,024)	(227,665)	1,993,851	2,772,540	11,072
27-018	Earl 18	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
27-032	Horse Creek 32	5.01	5.99	(2.99)	13.27	375,261	146,925	-	(146,925)	-	-	146,925	11,072
27-036	Mandaree 36	201.24	1.92	4.08	290.54	46,912	3,216,859	-	(817,785)	(441,875)	1,957,199	3,216,859	11,072
28-001	Wilton 1	272.06	-	0.94	352.88	39,275	3,907,087	-	(831,562)	(155,959)	2,919,566	3,907,087	11,072
28-004	Washburn 4	346.50	9.30	7.70	431.40	38,996	4,776,461	-	(1,009,384)	(235,243)	3,531,834	4,776,461	11,072
28-008	Underwood 8	186.59	-	-	261.50	59,580	2,895,328	86,781	(934,817)	(176,733)	1,870,559	2,982,109	11,404
28-050	Max 50	135.24	-	-	222.25	44,619	2,460,752	9,307	(594,989)	(154,483)	1,720,586	2,470,059	11,114
28-051	Garrison 51	370.06	2.94	(6.94)	426.27	59,935	4,719,661	-	(1,532,901)	(274,346)	2,912,415	4,719,661	11,072
28-072	Turtle Lake-Mercer 72	181.67	-	(1.64)	256.10	58,716	2,835,539	-	(902,237)	(114,231)	1,819,071	2,835,539	11,072
28-085	White Shield 85	184.51	-	(12.49)	248.22	8,510	2,748,292	-	(126,741)	(102,098)	2,519,453	2,748,292	11,072
29-003	Hazen 3	567.97	17.42	-	655.94	25,715	7,262,568	-	(1,012,062)	(574,608)	5,675,897	7,262,568	11,072
29-027	Beulah 27	745.12	1.64	-	830.40	38,296	9,194,189	-	(1,908,051)	(874,009)	6,412,129	9,194,189	11,072
30-001	Mandan 1	4,363.07	97.25	(70.25)	4,935.43	37,000	54,645,081	-	(10,765,250)	(929,550)	42,950,281	54,645,081	11,072
30-004	Little Heart 4	28.40	-	(2.60)	44.53	60,131	493,036	33,841	(160,657)	(5,581)	360,639	526,877	11,832
30-013	Hebron 13	157.45	-	-	237.93	40,968	2,634,361	-	(584,845)	(206,534)	1,842,983	2,634,361	11,072
30-017	Sweet Briar 17	30.00	-	-	51.34	28,689	568,436	-	(88,374)	(2,273)	477,790	568,436	11,072
30-039	Flasher 39	247.78	19.22	-	351.49	24,653	3,891,697	-	(519,907)	(17,844)	3,353,946	3,891,697	11,072
30-048	Glen Ullin 48	134.65	-	-	221.48	55,819	2,452,227	-	(741,768)	(492,526)	1,217,932	2,452,227	11,072
30-049	New Salem-Almont 49	374.91	1.09	(1.09)	436.59	39,126	4,833,924	-	(1,024,916)	(593,747)	3,215,262	4,833,924	11,072
31-001	New Town 1	923.30	2.36	(21.36)	1,050.91	60,524	11,635,676	3,061,964	(3,816,290)	(10,881,350)	-	14,697,640	13,986
31-002	Stanley 2	758.71	18.08	(9.08)	863.28	79,172	9,558,236	53,655	(4,100,840)	(1,354,950)	4,156,102	9,611,891	11,134
31-003	Parshall 3	246.25	16.75	(24.75)	321.40	63,807	3,558,541	-	(1,230,451)	(462,253)	1,865,837	3,558,541	11,072

State School Aid Adequacy Formula
North Dakota Department of Public Instruction
School Finance

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Payment Month March

						$11,072	102%	60	75%			
CoDist	Entity Name	ADM	On Time WSU	Spring ADM Adj	wsu	Tax Base per wsu	Total Formula Amount	Transition Minimum	Contribution from Property Tax	Contribution from In-Lieu	Total State Aid	Total State/Local Funding	State /Local Funding per wsu
32-001	Dakota Prairie 1	270.29	1.96	-	431.47	57,897	4,777,236	293,625	(1,498,855)	(55,768)	3,516,238	5,070,860	11,753
32-066	Lakota 66	175.76	14.24	-	272.76	43,824	3,019,999	-	(717,208)	(37,366)	2,265,425	3,019,999	11,072
33-001	Center-Stanton 1	258.40	-	1.76	344.32	41,956	3,812,311	-	(866,784)	(318,918)	2,626,609	3,812,311	11,072
34-006	Cavalier 6	363.71	-	-	424.25	41,602	4,697,296	-	(1,058,987)	(58,238)	3,580,071	4,697,296	11,072
34-019	Drayton 19	147.46	24.59	-	263.32	51,763	2,915,479	67,353	(817,675)	(26,254)	2,138,903	2,982,832	11,328
34-100	North Border 100	299.33	6.04	(3.04)	461.59	69,317	5,110,724	780,350	(1,919,773)	(69,849)	3,901,452	5,891,074	12,763
34-118	Valley-Edinburg 118	194.32	12.83	(6.83)	280.11	54,657	3,101,378	200,446	(918,603)	(46,978)	2,336,243	3,301,824	11,788
35-005	Rugby 5	577.91	-	(6.82)	642.48	49,424	7,113,539	-	(1,905,227)	(115,029)	5,093,283	7,113,539	11,072
36-001	Devils Lake 1	1,764.69	14.74	6.26	2,007.73	26,672	22,229,587	-	(3,213,063)	(253,163)	18,763,361	22,229,587	11,072
36-002	Edmore 2	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
36-044	Starkweather 44	47.45	6.55	-	99.68	69,749	1,103,657	63,943	(417,154)	(10,073)	740,373	1,167,600	11,713
37-006	Ft Ransom 6	14.48	-	-	24.92	175,631	275,914	80,074	(262,604)	(16,435)	76,949	355,989	14,285
37-019	Lisbon 19	603.52	-	-	684.55	32,438	7,579,338	-	(1,332,328)	(61,954)	6,185,056	7,579,338	11,072
37-024	Enderlin Area 24	311.22	-	(2.16)	381.48	48,382	4,223,747	-	(1,107,401)	(60,344)	3,056,001	4,223,747	11,072
38-001	Mohall-Lansford-Sherwood 1	293.58	-	(1.64)	366.37	67,653	4,056,449	93,474	(1,487,153)	(355,178)	2,307,591	4,149,922	11,327
38-026	Glenburn 26	241.95	0.36	(0.36)	325.74	35,518	3,606,593	-	(694,185)	(225,851)	2,686,557	3,606,593	11,072
39-008	Hankinson 8	243.12	1.23	0.77	335.96	44,507	3,719,749	-	(897,147)	(148,328)	2,674,274	3,719,749	11,072
39-018	Fairmount 18	92.50	6.08	-	173.20	39,220	1,917,670	-	(407,570)	(32,048)	1,478,052	1,917,670	11,072
39-028	Lidgerwood 28	176.44	-	-	260.10	34,849	2,879,827	-	(543,854)	(76,077)	2,259,897	2,879,827	11,072
39-037	Wahpeton 37	1,180.38	27.52	(13.52)	1,336.05	35,057	14,792,746	-	(2,810,301)	(224,518)	11,757,927	14,792,746	11,072
39-042	Wyndmere 42	263.53	-	2.53	358.99	42,796	3,974,737	-	(921,803)	(96,206)	2,956,728	3,974,737	11,072
39-044	Richland 44	283.84	2.17	(1.17)	366.75	42,070	4,060,656	-	(925,757)	(29,229)	3,105,670	4,060,656	11,072
40-001	Dunseith 1	446.77	44.80	-	565.82	8,510	6,264,759	101,790	(288,908)	(21,889)	6,055,752	6,366,549	11,252
40-003	St John 3	419.46	18.86	-	496.23	8,510	5,494,259	-	(253,375)	(62,752)	5,178,132	5,494,259	11,072
40-004	Mt Pleasant 4	235.98	4.29	(13.29)	307.04	49,555	3,399,547	-	(912,923)	(200,244)	2,286,381	3,399,547	11,072
40-007	Belcourt 7	1,676.50	-	-	1,874.50	8,510	20,754,464	-	(957,120)	-	19,797,344	20,754,464	11,072
40-029	Rolette 29	132.61	-	-	216.46	33,413	2,396,645	8,761	(433,959)	(23,144)	1,948,303	2,405,406	11,112
41-002	Milnor 2	215.55	-	3.70	305.14	29,880	3,378,510	-	(547,049)	(11,050)	2,820,410	3,378,510	11,072
41-003	North Sargent 3	177.91	7.38	-	270.02	32,866	2,989,661	-	(532,468)	(8,340)	2,448,854	2,989,661	11,072
41-006	Sargent Central 6	178.43	-	(1.70)	251.42	77,549	2,783,722	236,251	(1,169,846)	(42)	1,850,086	3,019,973	12,012
42-029	McClusky-Goodrich 29	94.05	11.95	-	197.35	57,624	2,185,059	65,466	(682,325)	(46,339)	1,521,861	2,250,525	11,404
43-003	Solen 3	196.96	5.04	-	284.94	9,307	3,154,856	-	(159,117)	(33,970)	2,961,769	3,154,856	11,072
43-004	Ft Yates 4	57.41	-	4.14	115.33	13,397	1,276,934	287,761	(92,701)	(23,078)	1,448,916	1,564,695	13,567

State School Aid Adequacy Formula
North Dakota Department of Public Instruction
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Payment Month March

								$11,072	102%	60	75%			
CoDist	Entity Name	ADM	On Time WSU	Spring ADM Adj	wsu	Tax Base per wsu	Total Formula Amount	Transition Minimum	Contribution from Property Tax	Contribution from In-Lieu	Total State Aid	Total State/Local Funding	State /Local Funding per wsu
43-008	Selfridge 8	60.08	15.92	-	146.98	30,567	1,627,363	-	(269,562)	(9,724)	1,348,077	1,627,363	11,072
44-012	Marmarth 12	29.26	-	-	54.73	56,449	605,971	-	(181,472)	(75,159)	349,341	605,971	11,072
45-001	Dickinson 1	4,058.07	102.34	7.66	4,657.40	36,814	51,566,733	-	(10,121,831)	(2,682,766)	38,762,136	51,566,733	11,072
45-009	South Heart 9	401.80	26.59	(1.59)	477.91	46,042	5,291,420	-	(1,313,909)	(377,941)	3,599,570	5,291,420	11,072
45-013	Belfield 13	255.59	-	(11.92)	324.31	41,625	3,590,760	-	(809,973)	(404,785)	2,376,003	3,590,760	11,072
45-034	Richardton-Taylor 34	313.71	11.60	(3.60)	389.77	37,844	4,315,533	-	(885,018)	(414,856)	3,015,659	4,315,533	11,072
46-019	Finley-Sharon 19	84.54	3.61	-	165.45	76,593	1,831,862	295,611	(760,341)	(29,965)	1,337,168	2,127,474	12,859
47-001	Jamestown 1	2,038.77	-	-	2,280.46	38,115	25,249,253	-	(5,215,224)	(386,287)	19,647,742	25,249,253	11,072
47-003	Medina 3	189.66	9.72	-	278.98	37,049	3,088,867	-	(620,154)	(30,492)	2,438,220	3,088,867	11,072
47-010	Pingree-Buchanan 10	153.29	-	(1.67)	230.27	44,128	2,549,549	-	(609,683)	(21,755)	1,918,112	2,549,549	11,072
47-014	Montpelier 14	96.35	-	-	166.97	45,304	1,848,692	-	(453,867)	(10,473)	1,384,352	1,848,692	11,072
47-019	Kensal 19	25.51	0.54	-	44.82	130,370	496,247	126,722	(350,590)	(24,047)	248,332	622,969	13,899
48-010	North Star 10	287.81	-	3.68	367.87	56,679	4,073,057	-	(1,251,028)	(9,568)	2,812,461	4,073,057	11,072
49-003	Central Valley 3	212.24	-	-	291.96	56,861	3,232,581	-	(996,060)	(46,211)	2,190,309	3,232,581	11,072
49-007	Hatton Eielson 7	162.78	-	-	241.82	42,867	2,677,431	-	(621,966)	(36,349)	2,019,117	2,677,431	11,072
49-009	Hillsboro 9	482.49	3.05	-	542.98	46,320	6,011,875	-	(1,509,046)	(88,294)	4,414,534	6,011,875	11,072
49-014	May-Port CG 14	507.01	6.59	2.41	578.16	47,486	6,401,388	-	(1,647,279)	(112,681)	4,641,427	6,401,388	11,072
50-005	Fordville-Lankin 5	49.13	0.87	(3.87)	80.21	82,212	888,085	236,655	(395,654)	(15,760)	713,325	1,124,740	14,022
50-008	Park River Area 8	442.52	-	-	505.00	32,287	5,591,360	-	(978,307)	(59,507)	4,553,546	5,591,360	11,072
50-018	Grafton 18	887.60	24.24	(21.24)	1,082.11	23,642	11,981,122	-	(1,535,010)	(80,976)	10,365,136	11,981,122	11,072
50-020	Minto 20	274.88	9.12	(15.12)	352.56	21,978	3,903,544	-	(464,922)	(18,244)	3,420,378	3,903,544	11,072
51-001	Minot 1	7,555.27	86.14	-	8,511.61	28,439	94,240,546	-	(14,407,603)	(2,188,260)	77,644,683	94,240,546	11,072
51-004	Nedrose 4	572.82	-	2.00	647.35	40,577	7,167,459	-	(1,576,035)	(40,375)	5,551,050	7,167,459	11,072
51-007	United 7	696.23	-	(2.34)	767.74	29,556	8,500,417	-	(1,361,457)	(64,617)	7,074,343	8,500,417	11,072
51-016	Sawyer 16	67.35	17.81	-	144.57	53,043	1,600,679	514,193	(460,109)	(44,679)	1,610,085	2,114,872	14,629
51-028	Kenmare 28	260.63	16.37	-	363.93	53,179	4,029,433	-	(1,161,197)	(153,434)	2,714,802	4,029,433	11,072
51-041	Surrey 41	406.19	9.42	2.58	466.97	24,982	5,170,292	-	(699,946)	(51,194)	4,419,152	5,170,292	11,072
51-070	South Prairie 70	543.31	6.69	1.31	619.68	23,852	6,861,097	-	(886,820)	(89,176)	5,885,101	6,861,097	11,072
51-161	Lewis and Clark 161	373.54	9.46	-	525.54	58,580	5,818,779	45,775	(1,847,163)	(209,026)	3,808,365	5,864,554	11,159
52-025	Fessenden-Bowdon 25	183.08	-	3.00	262.70	75,078	2,908,614	135,641	(1,183,374)	(30,369)	1,830,513	3,044,255	11,588
52-038	Harvey 38	392.80	-	-	451.66	53,271	5,000,780	-	(1,443,617)	(105,826)	3,451,337	5,000,780	11,072
53-002	Nesson 2	436.89	-	(3.00)	487.75	123,338	5,400,368	-	(3,586,121)	(1,332,030)	482,218	5,400,368	11,072
53-006	Eight Mile 6	325.67	-	(1.53)	389.18	29,379	4,309,001	-	(686,015)	(535,317)	3,087,670	4,309,001	11,072

State School Aid Adequacy Formula
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								$11,072	102%	60	75%			
CoDist	Entity Name	ADM	On Time WSU	Spring ADM Adj	wsu	Tax Base per wsu	Total Formula Amount	Transition Minimum	Contribution from Property Tax	Contribution from In-Lieu	EFB Offset	Total State Aid	Total State/Local Funding	State /Local Funding per wsu
53-007	Williston Basin 7	5,236.93	149.36	(8.36)	6,240.02	39,420	69,089,501	-	(14,759,038)	(5,115,990)		49,214,474	69,089,501	11,072
53-015	Tioga 15	515.96	18.56	(17.56)	579.22	176,432	6,413,124	263,298	(6,054,847)	(621,575)		-	6,676,422	11,527
53-099	Grenora 99	160.70	0.65	(6.65)	232.93	92,778	2,579,001	155,377	(1,296,652)	(426,743)		1,010,984	2,734,378	11,739
	Statewide	116,579.22	2,116.70	(440.32)	139,270.37	42,554	1,542,001,537	11,842,376	(353,909,208)	(62,914,271)		1,137,020,433	1,553,843,912	11,157
	Counts							50	166	164		162		

Notes:

CoDist	District State Issued ID
Entity Name	District Name
ADM	Average Daily Membership
On Time WSU	Number of students the fall enollment exceeds the previous year's ADM
Spring ADM Adj	Adjusting fall enrollment funding to spring ADM
wsu	Weighted students units generated in the state school aid formula.
Tax Base per wsu	The school district's taxable valuation divided by wsu, if less than 20% of the state average Tax Base per wsu then the state average is used.
Total Formula Amount	$11,072 adequacy rate times wsu.
Transition Minimum	Minimum funding per weighted student unit adjustment based on the baseline State/Local funding level. Cannot be less than baseline state/local funding.
Contribution from Property Tax	60 mill assumed contribution times Taxable Valuation.
Contribution from In-Lieu	0.75 of Tuition, County, REC, Telecommunications, Mobile Home and Other Local In-lieu revenue.
EFB Offset	Excess Ending Fund Balance offset.
Total State Aid	Total State Aid payment.
Total State/Local Funding	Total State Aid, Contribution from Property Tax and Contribution from In-Lieu
State /Local Funding per wsu	Total State/Local Funding divided by wsu.

THE STATE OF NORTH DAKOTA
Department of Public Instruction
Kirsten Baesler, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440

School Finance Facts

- Mill Levies and Taxable Valuation
- General Fund Revenue and Expenditures
- Student Enrollment and Average Daily Membership
- Teacher FTE and Average Salary

February 2025

NOTICE OF NONDISCRIMINATION

North Dakota Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

For inquiries regarding nondiscrimination policies, please contact: Lucy Fredericks, Director of Indian/Multicultural Education, Department of Public Instruction, 600 East Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440, 701-328-1718

Foreword

The School Finance Facts contains statistical information about the public schools of the state of North Dakota. The financial and average daily membership reports (Sections D, E, F, G, H, J) are for the 2023-2024 school year. The taxable valuation, mill levy, fall enrollment and teacher reports (sections B, C, I) are for the 2024-2025 school year.

The data are presented in the following sequence:

Summary of Facts ..... A
Rank Order of School Districts by Total Mill Levy ..... B
School District Mill Levies by Fund by County C
Fund Group 1 Revenue and Expenditures and Average Cost Per Pupil by Grade Level ..... D
Fund Group 1 Expenditures by Function (State) ..... E
Fund Group 1 Expenditures by Function (District) ..... F
Current Expenditures by Type of District ..... G
Rank Order of School Districts by Average Cost Per Pupil ..... H
Fall Enrollment, Teachers and Teacher Salaries I
State Aid Formula and Other Statistics ..... J

Data sources are the annual school district financial reports, fall MIS collection, and the December taxable valuation and mill levy reports. Corrections made by school district personnel after February 23, 2025 may not be incorporated in the data presented.

Inquiries concerning data contained in this publication should be directed to the School Finance Officer at (701) 328-3291.

To obtain copies of this publication, contact the School Finance Officer at (701) 328-3291. The address is Department of Public Instruction, 600 E. Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440. This information is also available on our website.

Visit DPI's Web Site
http://www.nd.gov/dpi

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

SUMMARY OF FACTS

Type of School Districts (Fall of 2024)

High School Districts	145
Graded Elementary Districts	17
One-Room Rural Districts	4
Districts not operating schools	4
Total Number of School Districts	170

Type of Schools in Session (Fall of 2024)

Elementary Schools	181
Middle Level/Junior High Schools	33
Senior High Schools	44
Elem/Sec Combination	137
One Teacher Schools	7

Type of Units and Centers in Session (Fall of 2024)

Special Education Units	31
Career and Technology Centers	17
Regional Education Associations	7

Enrollment by Type of Schools (Fall of 2024)

Kindergarten	8,759
One-Room Rural Schools	67
Elementary Schools	72,956
Secondary Schools	34,816
Total K-12 Public Enrollment	116,598

Graduates

High School Districts	7,283

Non-Public Schools (Fall of 2024)

Approved Non-Public Schools	58
K-12 Enrollment	7,904
Licensed Staff	910

Licensed Personnel (Fall of 2024)

	Staff(FTE)	Average Salary
All Teachers	9,169	60,442
Other Licensed	1,389	70,442
Administrators	666	112,754

Cost of Education and Average Cost Per Pupil in ADM

	Cost of Education	Cost Per Pupil
Presch Sp. Ed	23,806,211	19,165.33
Kindergarten	115,736,145	13,208.93
Elementary 1-6	826,437,582	14,781.00
Elementary 7-8	282,182,112	16,176.48
Elementary 1-8	1,108,619,694	15,112.85
Elementary K-8	1,224,355,839	14,909.70
Secondary 9-12	552,608,614	16,055.82
All Pupils	1,800,770,664	15,289.51

Cost of education figures include per pupil cost expenditures from public school districts, multi-district special education units and career and technology education centers. Based on average daily membership.

Average Daily Membership	117,778.19
State average for tuition purposes:	
Capital Outlay	1,707.48
Gen Fund Extracurricular Activities	523.07

Transportation

Number of Pupils Transported*	39,802
Cost of Transportation	86,866,379
Average Transportation Cost Per Pupil	2,182.48
Average Transportation Cost Per Mile	4.04
Total Annual Mileage*	21,522,477

*Estimated

Taxable Valuation

2022-23	5,595,295,907
2023-24	5,899,339,614
2024-25	6,109,477,446

Valuation of Buildings and Equipment (Fall of 2024)

8,129,720,216

As of June 2024

FUND GROUP 1

Revenue

Local Sources 26.58%	
Taxes	460,315,944
Tuition	17,164,958
Transportation	335,332
In Lieu of Taxes	15,292,456
Other Revenue	54,952,600
Total	548,061,291
County Sources 2.15%	
Oil and Gas	40,960,776
Coal Production	1,879,919
Coal Conversion	1,104,890
Other Revenue	323,481
Total	44,269,067
State Sources 54.68%	
Pupil Aid	1,071,802,141
Transportation	24,352,888
Career & Technical Education	9,762,872
Special Education	12,016,775
Other Revenue	9,398,235
Total	1,127,332,911
Federal Sources 15.72%	
Federal Sources	324,008,799
Other Sources 0.88%	
Other Sources	18,082,677

Expenditure

Regular Instructional Programs	
Kindergarten	51,691,216
Elementary	408,250,404
7th and 8th Grade	160,290,359
Secondary (9-12)	248,894,694
Total	869,126,673
Federal Programs	
Title I	55,393,109
Bilingual	1,364,340
Title II	7,519,719
Nutrition Ed. & Training Program	142,318
Indian Education	2,422,276
Other Federal	97,465,352
Drug Free	2,078,461
Total	166,385,575
Undistributed	
Improvement of Instruction	21,207,947
Instructional Media	33,334,193
Other Support Staff Service	14,021,994
School Board	22,574,776
Exec. Administration	36,403,497
Special Area Admin.	6,101,462
Support Service Business	34,555,167
Operation and Maintenance	181,575,756
Central Support	26,858,109
Other Support	15,767,562
Total	392,400,463
Other Programs/Services	
Student Transportation	75,918,310
Facility/Construction	25,789,063
Services Provided for Another LEA	4,599,394
Extracurricular Activities	44,507,088
Extracurricular Transportation	7,998,030
Adult Education	2,670,301
Community Services	6,136,760
Food Services	10,155,477
Other Enterprise Service	885,243
Early Childhood	10,010,042
Total	188,669,708
Tuition/Assessments	
Preschool Special Ed. Tuition	116,272
Kindergarten Tuition	319,954
Elementary (1-6) Tuition	2,834,056
7th & 8th Grade Tuition	965,354
Secondary (9-12) Tuition	4,510,915
Special Education Tuition	31,055,473
Career & Tech Education Tuition	4,463,848
Special Education Transportation	13,751
Career & Tech Education Transportation	-
Regional Education Association Assessments	2,812,862
Total	47,092,485
Other Uses	
Debt Service	11,860,981
Transfers	35,901,362
Other	-
Total	47,762,343
Special Programs	
Special Education	247,436,379
Career & Technical Education	60,082,878
Total	307,519,258

Recap - Fund Group 1

Beginning Balance	448,242,561
Revenue	2,061,754,745
Expenditure	2,018,956,504
Ending Balance	491,040,802

Cooperative Programs

Special Education - Multi-district Units	
Beginning Balance	7,880,475
Revenue	68,206,770
Expenditure	67,565,803
Ending Balance	8,521,442
Career & Technical Education Centers	
Beginning Balance	2,769,507
Revenue	19,223,205
Expenditure	17,203,510
Ending Balance	4,789,202

Indebtness

Bonds	925,467,510
Cert. Of Indebtness	45,279,686
Construction Fund	343,026,223
Total Indebtness	1,313,773,419

FUND GROUP 1 - SPECIAL EDUCATION EXPENDITURES

		District	Multi-district Units	Total
	Preschool Special Education	17,159,381	2,739,899	19,899,280
	Intellectual Disabilities	41,049,529	4,316,496	45,366,025
	Hearing Impaired	2,150,286	474,695	2,624,981
	Deaf and Deaf-Blind	371,880	13,464	385,344
	Visually Impaired	1,133,207	323,170	1,456,377
	Speech Impaired	23,805,836	5,581,547	29,387,383
	Physically Impaired	1,211,904	153,522	1,365,426
	Autism	7,121,868	1,958,561	9,080,428
	Traumatic Brain Injury	10,977	26,640	37,617
	Other Health Impaired	5,251,664	613,718	5,865,382
	Emotionally Disturbed	22,980,498	2,082,605	25,063,103
	Learning Disabled	51,919,570	13,383,919	65,303,490
	Multiple Handicapped	18,319,802	1,379,035	19,698,837
	Gifted and Talented	3,098,075	-	3,098,075
Undistributed	Social Work	5,646,361	1,101,884	6,748,245
	Counseling Services	789,545	51,590	841,134
	Adaptive Physical Education	335,004	-	335,004
	Psychological Service/Testing	6,025,329	3,094,293	9,119,622
	Audiology	148,248	39,383	187,631
	Speech Pathology	1,169,264	3,704,688	4,873,952
	Medical Service Diagnosis and Evaluation	465,756	64,213	529,969
	Occupational Therapy	4,255,410	2,676,758	6,932,168
	Physical Therapy	1,375,943	1,344,639	2,720,583
	Other Student Support Service	7,492,853	1,509,744	9,002,596
	Support Service Instructional Staff	5,064,718	2,810,106	7,874,824
	Governance Board	69,688	845,455	915,143
	Special Area Admin. Service	7,588,478	5,674,701	13,263,179
	Support Service - Business	122,116	1,502,385	1,624,501
	Operation & Maintenance of Plant	407,384	266,951	674,336
	Support Service - Central	458,407	575,588	1,033,995
	Other Support Services	216,519	768,085	984,604
	Boarding Care Service	6,933	-	6,933
	Services Provided for Another LEA	-	763,911	763,911
	Facility Acquisition/Construction	-	21,671	21,671
	Special Education Tuition	-	7,455,441	7,455,441
	Student Transportation Service	10,213,944	247,047	10,460,991
	Total Expenditures	247,436,379	67,565,803	315,002,182

FUND GROUP 1 - CAREER & TECHNICAL EDUCATION EXPENDITURES

		District	Area Centers	Total
	Agriculture	9,532,792	1,678,059	11,210,851
	Distributive Education - Marketing	2,002,606	431,703	2,434,309
	Health Careers	2,907,260	1,300,008	4,207,268
	Family & Consumer Science	11,925,555	289,875	12,215,431
	Technology & Engineering Education	8,075,278	327,247	8,402,525
	Office Technology	7,801,511	157,951	7,959,461
	Trades and Industrial Occupation	7,013,026	2,398,952	9,411,978
	Career Development	4,470,478	1,950,038	6,420,515
	Diversified Coop Programs	1,751,245	-	1,751,245
	WIA (Classroom)	43,555	-	43,555
	Special Projects	632,583	4,245,157	4,877,740
	Special Needs Programs	1,518,580	112,119	1,630,699
Undistributed	Improvement of Instruction	520,753	51,958	572,711
	Governance Board	-	447,136	447,136
	Special Area Administration	1,069,024	1,438,367	2,507,391
	Support Service - Business	1,146	211,117	212,263
	Operations/Maintenance	240,824	1,832,527	2,073,351
	Other Support Service	135,250	51,038	186,288
	Student Transportation Service	441,413	45,665	487,077
	Adult Education	-	99,314	99,314
	Payments to Member District	-	84,334	84,334
	Construction Services	-	50,944	50,944
	Total Expenditures	60,082,878	17,203,510	77,286,388

FUND GROUPS 2-7

Fund Group 2 - Special Reserve

Beginning Balance	32,385,538
Revenue	
Special Reserve Levy	6,035,318
Other Tax Revenue	851
Lieu of Taxes	30,690
Interest on Investments	862,341
Interfund Transfers	999,400
Loan Repayments	-
Total	7,928,601
Expenditure	
Transfer to Other Funds	4,396,666
Ending Balance	35,917,474

Fund Group 3 - Capital Projects

Beginning Balance	346,330,861
Revenue	
Building Fund	59,223,501
P.L. 81-815 Construction Aid	5,035,383
Special Assessments	5,029,579
Other Tax Revenue	524,506
Other Local Revenue	45,112,322
In Lieu of Taxes	1,043,684
Interest on Investments	8,816,631
Sale of Bonds	54,221,889
Interfund Transfers	23,244,477
School Construction Loans	21,680,489
Grants	4,913,581
Other	25,726,032
Total	254,572,075
Expenditure	
Fac. Acquisition/Construction	281,073,088
School Construction Repayments	28,247,281
Transfer to Other Funds	19,590,207
Total	328,910,576
Ending Balance	271,992,360

Fund Group 4 - Debt Service

Beginning Balance	85,327,379
Revenue	
Sinking and Interest	96,964,673
Bond Judgment	-
Other Tax Revenue	985,533
Other Local Revenue	14,745,052
Interest on Investments	2,012,373
Interfund Transfers	17,898,107
Sale of Bonds	-
Total	132,605,738
Expenditure	
Debt Service	116,091,854
Transfer to Other Funds	439,121
Bond Refunding Transactions	8,243,486
Total	124,774,461
Ending Balance	93,158,656

Fund Group 5 - Food Service

Beginning Balance	34,892,473
Revenue	
Interest on Investments	665,355
Receipts - Local	38,444,424
Receipts - State	2,025,762
Receipts - Federal	38,724,187
Other Local Revenue	1,386,724
Interfund Transfers	2,013,875
Total	83,260,326
Expenditure	
Food Service	88,380,104
Transfer to Other Funds	2,335,492
Total	90,715,596
Ending Balance	27,437,204

Fund Group 6 - Student Activities

Beginning Balance	30,884,333
Revenue	
Interest on Investments	265,914
Student Activity	47,418,886
Other Local Revenue	6,537,555
Interfund Transfers	11,760,864
Total	65,983,219
Expenditure	
Student Transportation Service	1,108,134
Student Activities	63,170,280
Transfer to Other Funds	336,875
Total	64,615,289
Ending Balance	32,252,262

Fund Group 7 - Trust and Agency

Beginning Balance	7,840,286
Revenue	
Interest on Investments	90,073
Other Local Revenue	15,560,854
State Sources	837,128
Federal Sources	7,101,754
Interfund Transfers	(175,000)
Total	23,414,810
Expenditure	
Consortium Instructional	2,942,091
Consortium Support Service	13,082,421
Trust and Agency	6,804,370
Transfer to Other Funds	7,095
Total	22,835,977
Ending Balance	8,419,118

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2024-2025

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	03	030	Ft Totten 30	182.99
2	09	001	Fargo 1	154.13
3	09	002	Kindred 2	148.35
4	45	001	Dickinson 1	146.79
5	53	006	Eight Mile 6	145.94
6	51	070	South Prairie 70	143.32
7	45	034	Richardton-Taylor 34	138.01
8	51	004	Nedrose 4	137.07
9	28	001	Wilton 1	136.73
10	51	001	Minot 1	136.35
11	28	004	Washburn 4	135.54
12	36	001	Devils Lake 1	133.05
13	39	037	Wahpeton 37	130.98
14	18	001	Grand Forks 1	130.50
15	50	020	Minto 20	130.00
16	51	161	Lewis and Clark 161	129.60
17	09	006	West Fargo 6	129.42
18	34	019	Drayton 19	128.32
19	30	001	Mandan 1	128.14
20	51	007	United 7	127.07
21	50	018	Grafton 18	126.40
22	30	039	Flasher 39	125.10
23	49	007	Hatton Eielson 7	122.67
24	51	041	Surrey 41	121.90
25	07	027	Powers Lake 27	119.45
26	53	099	Grenora 99	118.43
27	02	046	Litchville-Marion 46	118.41
28	01	013	Hettinger 13	118.13
29	12	001	Divide County 1	117.68
30	21	001	Mott-Regent 1	115.01
31	50	008	Park River Area 8	114.72
32	53	007	Williston Basin 7	113.89
33	09	017	Central Cass 17	113.63
34	05	017	Westhope 17	112.71
35	47	003	Medina 3	112.42
36	35	005	Rugby 5	112.38
37	16	049	Carrington 49	112.06
38	51	016	Sawyer 16	110.99
39	23	007	Kulm 7	110.37
40	39	042	Wyndmere 42	110.15
41	18	129	Northwood 129	108.00
42	08	001	Bismarck 1	107.19
43	39	044	Richland 44	106.50
44	18	044	Larimore 44	106.46
45	11	041	Oakes 41	105.53

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2024-2025

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
46	09	097	Northern Cass 97	105.29
47	26	009	Ashley 9	104.80
48	05	054	Newburg-United 54	104.00
49	40	029	Rolette 29	103.29
50	25	001	Velva 1	103.00
51	41	002	Milnor 2	102.98
52	45	013	Belfield 13	102.98
53	03	009	Maddock 9	102.90
54	34	006	Cavalier 6	102.86
55	51	028	Kenmare 28	102.27
56	39	028	Lidgerwood 28	102.00
57	47	001	Jamestown 1	102.00
58	19	049	Elgin-New Leipzig 49	100.50
59	28	051	Garrison 51	100.00
60	39	018	Fairmount 18	99.00
61	37	019	Lisbon 19	98.21
62	18	128	Midway 128	98.16
63	20	007	Midkota 7	98.03
64	02	002	Valley City 2	97.92
65	41	003	North Sargent 3	97.76
66	05	001	Bottineau 1	97.57
67	37	024	Enderlin Area 24	96.76
68	08	028	Wing 28	96.69
69	20	018	Griggs County Central 18	96.31
70	38	026	Glenburn 26	96.12
71	39	008	Hankinson 8	96.00
72	15	015	Strasburg 15	95.15
73	40	004	Mt Pleasant 4	95.11
74	29	027	Beulah 27	95.09
75	34	118	Valley-Edinburg 118	95.02
76	46	019	Finley-Sharon 19	95.00
77	23	008	LaMoure 8	94.88
78	33	001	Center-Stanton 1	94.82
79	49	009	Hillsboro 9	94.00
80	26	004	Zeeland 4	93.35
81	06	001	Bowman Co 1	93.31
82	53	002	Nesson 2	93.20
83	27	002	Alexander 2	93.16
84	14	002	New Rockford-Sheyenne 2	92.88
85	28	050	Max 50	92.16
86	28	008	Underwood 8	92.05
87	47	010	Pingree-Buchanan 10	92.00
88	47	019	Kensal 19	92.00
89	11	040	Ellendale 40	91.78
90	03	006	Leeds 6	91.52

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2024-2025

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
91	10	023	Langdon Area 23	91.00
92	49	014	May-Port CG 14	91.00
93	45	009	South Heart 9	90.40
94	40	001	Dunseith 1	90.03
95	31	002	Stanley 2	90.00
96	31	003	Parshall 3	90.00
97	50	005	Fordville-Lankin 5	90.00
98	13	016	Killdeer 16	89.60
99	06	033	Scranton 33	89.05
100	41	006	Sargent Central 6	89.00
101	18	061	Thompson 61	88.71
102	24	002	Napoleon 2	88.46
103	22	001	Kidder County 1	88.00
104	32	066	Lakota 66	87.11
105	02	007	Barnes County North 7	87.00
106	30	049	New Salem-Almont 49	86.97
107	07	036	Burke Central 36	86.49
108	38	001	Mohall-Lansford-Sherwood 1	86.02
109	40	003	St John 3	85.88
110	24	056	Gackle-Streeter 56	85.65
111	28	072	Turtle Lake-Mercer 72	85.62
112	30	013	Hebron 13	85.15
113	52	038	Harvey 38	85.11
114	09	004	Maple Valley 4	85.00
115	30	048	Glen Ullin 48	84.86
116	21	009	New England 9	84.78
117	29	003	Hazen 3	84.37
118	09	085	Hope-Page 85	84.00
119	10	019	Munich 19	84.00
120	52	025	Fessenden-Bowdon 25	83.88
121	26	019	Wishek 19	82.38
122	32	001	Dakota Prairie 1	81.80
123	23	003	Edgeley 3	81.00
124	47	014	Montpelier 14	79.77
125	53	015	Tioga 15	79.65
126	48	010	North Star 10	78.75
127	25	060	TGU 60	78.29
128	36	044	Starkweather 44	77.71
129	15	006	Hazelton-Moffit-Braddock 6	76.65
130	42	029	McClusky-Goodrich 29	76.00
131	15	036	Linton 36	74.95
132	27	001	McKenzie Co 1	73.29
133	07	014	Bowbells 14	71.95
134	25	057	Drake 57	70.74
135	17	003	Beach 3	70.28

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2024-2025

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
136	03	029	Warwick 29	70.00
137	34	100	North Border 100	69.06
138	43	003	Solen 3	63.88
139	49	003	Central Valley 3	63.00
140	31	001	New Town 1	56.60
141	03	005	Minnewaukan 5	51.08
142	43	008	Selfridge 8	44.39
143	28	085	White Shield 85	4.51
144	27	036	Mandaree 36	3.61
145	40	007	Belcourt 7	-

RANK ORDER OF GRADED ELEMENTARY DISTRICTS BY TOTAL MILL LEVY FOR 2024-2025

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	09	007	Mapleton 7	132.10
2	17	006	Lone Tree 6	124.52
3	18	127	Emerado 127	110.06
4	18	125	Manvel 125	97.82
5	19	018	Roosevelt 18	85.99
6	08	035	Sterling 35	81.67
7	37	006	Ft Ransom 6	77.00
8	08	039	Apple Creek 39	76.07
9	27	014	Yellowstone 14	73.18
10	25	014	Anamoose 14	69.97
11	30	004	Little Heart 4	63.43
12	08	033	Menoken 33	60.64
13	03	016	Oberon 16	60.29
14	04	001	Billings Co 1	60.00
15	43	004	Ft Yates 4	56.33
16	44	012	Marmarth 12	53.50
17	13	037	Twin Buttes 37	-

RANK ORDER OF RURAL DISTRICTS BY TOTAL MILL LEVY FOR 2024-2025

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	08	045	Manning 45	84.63
2	08	025	Naughton 25	81.78
3	30	017	Sweet Briar 17	66.47
4	27	032	Horse Creek 32	22.48

RANK ORDER OF NONOPERATING DISTRICTS BY TOTAL MILL LEVY FOR 2024-2025

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	27	018	Earl 18	16.77
2	18	140	Grand Forks AFB 140	-
3	36	002	Edmore 2	-
4	51	160	Minot AFB 160	-

MILL LEVY SUMMARY FOR 2024-2025

The following is a summary of the taxable valuation and the number of mills levied by school district and by county. Taxable valuation per enrolled student is calculated by dividing the total taxable valuation by K-12 fall enrollment. The statewide average taxable valuation per enrolled student for the current school year is $52,398.

To determine the amount of revenue that a mill levy will raise, multiply the taxable valuation of the school district by the number of mills levied. (Example: taxable valuation $1,500,000 x 40 mills / 1000 = $60,000.)

The type of General Fund levy is denoted by use of the following codes: R = regular mill levy authorized by statute and set by the school board and S = specified mill levy authorized by the electors of the school district.

Of the school districts reporting a mill levy type, 162 districts have a regular mill levy and three districts have a specified levy. Five districts did not make a levy for the 2024-2025 school year. 19 districts levied less than 60 mills for general fund purposes. Five districts made no levy for general fund purposes. The total average levy for 2024-2025 is 111.80 mills.

The county and state totals were determined by totaling the taxable valuations for the school districts and calculating the number of mills required to raise the same amount of revenue if there were only a single county or state levy for each of the funds.

			Fund 1				Fund 2	Fund 3		Fund 4		
	Taxable Valuation	Value Per Enrolled Student	General	Tuition	Safety	Misc.	Special Reserve	Building Fund	Special Assessment	Sinking & Interest	Judgment	Total
STATEWIDE TOTALS	6,109,477,446	52,398	72.57	1.29	0.00	7.82	1.11	10.67	1.44	16.90	-	111.80

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
01 - ADAMS													
013	Hettinger 13	15,467,113	54,271	70.00 -R	4.48		12.00	3.00	15.00		13.65		118.13
	COUNTY TOTALS	15,467,113	54,271	70.00	4.48		12.00	3.00	15.00		13.65		118.13
02 - BARNES													
002	Valley City 2	46,477,017	49,444	70.00 -R	2.20		12.00	3.00	10.00	0.72			97.92
007	Barnes County North 7	33,718,014	153,964	70.00 -R			12.00		5.00				87.00
046	Litchville-Marion 46	18,255,337	129,470	68.23 -R							50.18		118.41
	COUNTY TOTALS	98,450,368	75,731	69.67	1.04		9.77	1.42	6.43	0.34	9.30		97.98
03 - BENSON													
005	Minnewaukan 5	4,187,055	16,952	49.39 -R					1.69				51.08
006	Leeds 6	13,155,307	110,549	68.45 -R			6.82	2.92	4.87		8.46		91.52
009	Maddock 9	11,248,232	92,961	80.00 -S			11.90	1.00	10.00				102.90
016	Oberon 16	2,708,060	53,099	60.29 -R									60.29
029	Warwick 29	3,197,574	18,065	70.00 -R									70.00
030	Ft Totten 30	200,100	1,258	63.86 -R	119.13								182.99
	COUNTY TOTALS	34,696,328	39,698	69.37	0.69		6.44	1.43	5.29		3.21		86.44
04 - BILLINGS													
001	Billings Co 1	21,939,394	246,510	60.00 -R									60.00
	COUNTY TOTALS	21,939,394	246,510	60.00									60.00
05 - BOTTINEAU													
001	Bottineau 1	39,014,312	59,023	60.00 -R			12.00	3.00	10.00		12.57		97.57
017	Westhope 17	9,396,204	62,227	70.00 -R			12.00	3.00	10.00	0.79	16.92		112.71
054	Newburg-United 54	10,885,095	143,225	69.95 -R			11.90	2.93	19.22				104.00
	COUNTY TOTALS	59,295,611	66,774	63.41			11.98	2.99	11.69	0.13	10.95		101.15
06 - BOWMAN													
001	Bowman Co 1	23,917,487	50,459	75.66 -R	0.63		7.02		10.00				93.31
033	Scranton 33	9,425,830	69,821	65.13 -R			11.51	2.86	9.55				89.05
	COUNTY TOTALS	33,343,317	54,751	72.68	0.45		8.29	0.81	9.87				92.11
07 - BURKE													
014	Bowbells 14	8,368,010	94,023	64.96 -R			4.02	.59	2.38				71.95
027	Powers Lake 27	9,808,514	46,707	69.68 -R			11.94	2.99	14.93		19.91		119.45
036	Burke Central 36	10,395,678	109,428	70.00 -R			3.10	3.00	10.39				86.49
	COUNTY TOTALS	28,572,202	72,518	68.41			6.40	2.29	9.60		6.83		93.55

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
08 - BURLEIGH													
001	Bismarck 1	646,692,118	47,036	70.00 -R			10.45		10.00	1.00	15.74		107.19
025	Naughton 25	798,518	49,907	70.00 -R	11.78								81.78
028	Wing 28	5,732,714	97,165	71.75 -R			11.97	2.99	9.98				96.69
033	Menoken 33	4,241,906	84,838	60.64 -R									60.64
035	Sterling 35	6,680,552	334,028	65.70 -R	11.07		4.90						81.67
039	Apple Creek 39	6,928,837	89,985	60.19 -R	13.93			1.95					76.07
045	Manning 45	524,834	43,736	64.90 -R	19.73								84.63
	COUNTY TOTALS	671,599,479	48,030	69.81	0.28		10.21	0.05	9.71	0.96	15.16		106.18
09 - CASS													
001	Fargo 1	569,602,338	50,492	126.78 -S					26.35	1.00			154.13
002	Kindred 2	38,363,547	44,609	61.39 -R			12.00		9.48	0.60	64.88		148.35
004	Maple Valley 4	24,081,075	105,158	70.00 -R			12.00	3.00					85.00
006	West Fargo 6	610,621,242	46,989	68.73 -R	4.38		12.00	3.00	10.00	7.12	24.19		129.42
007	Mapleton 7	15,671,797	72,220	58.42 -R	23.69		8.22		6.33	0.70	34.74		132.10
017	Central Cass 17	44,520,023	44,609	70.00 -R			12.00	3.00		1.90	26.73		113.63
085	Hope-Page 85	23,225,371	155,875	70.00 -R			4.00	3.00	7.00				84.00
097	Northern Cass 97	29,361,355	42,430	70.00 -R		5.00	12.00	3.00	10.00		5.29		105.29
	COUNTY TOTALS	1,355,446,748	49,431	92.91	2.25	0.11	6.78	1.62	16.26	3.72	14.13		137.76
10 - CAVALIER													
019	Munich 19	13,682,651	147,125	70.00 -R			4.00	3.00	7.00				84.00
023	Langdon Area 23	40,941,906	95,659	70.00 -R			12.00	3.00	3.00	3.00			91.00
	COUNTY TOTALS	54,624,557	104,846	70.00			10.00	3.00	4.00	2.25			89.25
11 - DICKEY													
040	Ellendale 40	22,141,630	74,803	69.90 -R			5.98		2.99		12.91		91.78
041	Oakes 41	23,179,464	50,172	70.22 -R			12.04	3.00	20.06	0.21			105.53
	COUNTY TOTALS	45,321,094	59,790	70.06			9.08	1.53	11.72	0.11	6.31		98.81
12 - DIVIDE													
001	Divide County 1	32,882,015	86,989	70.00 -R	0.94		11.99	2.99	10.00		21.76		117.68
	COUNTY TOTALS	32,882,015	86,989	70.00	0.94		11.99	2.99	10.00		21.76		117.68
13 - DUNN													
016	Killdeer 16	74,252,775	131,654	59.60 -R					10.00		20.00		89.60
037	Twin Buttes 37	50,873	925	0.00 -N									.00
	COUNTY TOTALS	74,303,648	120,038	59.56					9.99		19.99		89.54

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
14 - EDDY													
002	New Rockford-Sheyenne 2	15,239,499	46,604	70.00 -R			5.78		10.00		7.10		92.88
	COUNTY TOTALS	15,239,499	46,604	70.00			5.78		10.00		7.10		92.88
15 - EMMONS													
006	Hazelton-Moffit-Braddock 6	12,055,403	89,966	70.00 -R					6.65				76.65
015	Strasburg 15	13,582,953	130,605	69.02 -R			2.96		2.96		20.21		95.15
036	Linton 36	15,115,699	67,783	69.95 -R			5.00						74.95
	COUNTY TOTALS	40,754,055	88,404	69.65			2.84		2.95		6.74		82.19
16 - FOSTER													
049	Carrington 49	32,947,208	58,729	70.00 -R				3.00	5.00		34.06		112.06
	COUNTY TOTALS	32,947,208	58,729	70.00				3.00	5.00		34.06		112.06
17 - GOLDEN VALLEY													
003	Beach 3	12,280,751	49,320	70.28 -R									70.28
006	Lone Tree 6	3,388,462	112,949	60.14 -R	64.38								124.52
	COUNTY TOTALS	15,669,213	56,162	68.09	13.92								82.01
18 - GRAND FORKS													
001	Grand Forks 1	300,905,357	39,185	69.91 -R	3.99		11.98	3.00	19.97	1.00	20.65		130.50
044	Larimore 44	18,586,080	46,699	69.97 -R			11.99	3.00	10.00	1.50	10.00		106.46
061	Thompson 61	18,281,072	26,924	60.08 -R			5.01		20.00	3.62			88.71
125	Manvel 125	8,260,884	47,205	65.70 -R	26.90				5.01	0.21			97.82
127	Emerado 127	5,143,907	59,813	60.03 -R	36.02				14.01				110.06
128	Midway 128	13,061,928	72,165	70.00 -R	6.16		12.00		10.00				98.16
129	Northwood 129	13,964,488	41,438	62.00 -R				3.00	10.00		33.00		108.00
140	Grand Forks AFB 140	5,120		0.00 -N									.00
	COUNTY TOTALS	378,208,836	39,665	68.92	4.46		10.78	2.65	18.36	1.05	18.14		124.36
19 - GRANT													
018	Roosevelt 18	6,314,162	101,841	69.99 -R			5.00		10.00	1.00			85.99
049	Elgin-New Leipzig 49	12,557,183	78,976	70.00 -R	1.50		12.00	2.00	15.00				100.50
	COUNTY TOTALS	18,871,345	85,391	70.00	1.00		9.66	1.33	13.33	0.33			95.65
20 - GRIGGS													
007	Midkota 7	14,318,054	84,722	70.00 -R	16.03		12.00						98.03
018	Griggs County Central 18	15,214,472	58,293	70.00 -R	1.69		10.89	2.42	9.68	1.63			96.31
	COUNTY TOTALS	29,532,526	68,680	70.00	8.64		11.43	1.25	4.99	0.84			97.14

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
21 - HETTINGER													
001	Mott-Regent 1	16,058,440	71,371	70.00 -R			3.00		10.00	32.01			115.01
009	New England 9	13,005,957	50,411	69.78 -R					15.00				84.78
	COUNTY TOTALS	29,064,397	60,175	69.90			1.66		12.24	17.69			101.48
22 - KIDDER													
001	Kidder County 1	24,068,264	67,607	70.00 -R			8.00		10.00				88.00
	COUNTY TOTALS	24,068,264	67,607	70.00			8.00		10.00				88.00
23 - LAMOURE													
003	Edgeley 3	15,715,333	66,874	60.00 -R				3.00	3.00		15.00		81.00
007	Kulm 7	11,792,758	103,445	65.78 -R			4.45		8.52		31.62		110.37
008	LaMoure 8	17,251,485	60,959	70.00 -R			12.00	2.88	10.00				94.88
	COUNTY TOTALS	44,759,576	70,822	65.38			5.80	2.16	7.15		13.60		94.09
24 - LOGAN													
002	Napoleon 2	11,965,934	49,651	68.36 -R			10.05		10.05				88.46
056	Gackle-Streeter 56	12,425,813	136,547	70.44 -R			12.00		3.01	0.20			85.65
	COUNTY TOTALS	24,391,747	73,469	69.42			11.04		6.46	0.10			87.03
25 - MCHENRY													
001	Velva 1	19,339,407	44,458	65.00 -R			12.00	3.00	10.00		13.00		103.00
014	Anamoose 14	4,892,559	67,021	67.54 -R					2.43				69.97
057	Drake 57	9,540,074	127,201	69.49 -R					1.25				70.74
060	TGU 60	22,023,267	63,104	66.17 -R					12.12				78.29
	COUNTY TOTALS	55,795,307	59,866	66.45			4.16	1.04	8.68		4.51		84.83
26 - MCINTOSH													
004	Zeeland 4	5,525,912	212,535	68.35 -R			12.00	3.00	10.00				93.35
009	Ashley 9	9,823,494	87,710	66.72 -R	2.01				2.51		33.56		104.80
019	Wishek 19	11,185,718	48,846	69.07 -R			8.87		4.44				82.38
	COUNTY TOTALS	26,535,124	72,303	68.05	0.74		6.24	0.62	4.88		12.42		92.96
27 - MCKENZIE													
001	McKenzie Co 1	289,669,487	123,264	60.01 -R						0.63	12.65		73.29
002	Alexander 2	39,004,113	131,327	65.01 -R			4.40		20.00		3.75		93.16
014	Yellowstone 14	10,790,626	59,617	61.00 -R	2.52						9.66		73.18
018	Earl 18	4,471,530		5.59 -R	11.18								16.77
032	Horse Creek 32	5,214,789	474,072	15.78 -R	6.70								22.48
036	Mandaree 36	12,693,680	62,530	3.61 -R									3.61
	COUNTY TOTALS	361,844,225	118,949	57.29	0.31		0.47		2.16	0.50	10.82		71.55

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
28 - MCLEAN													
001	Wilton 1	13,542,644	51,689	67.00 -R			11.50	3.00	9.25		45.98		136.73
004	Washburn 4	15,915,042	45,733	73.55 -R			12.00		15.47		34.52		135.54
008	Underwood 8	15,893,318	88,789	70.00 -R	2.50		8.50		10.00	1.05			92.05
050	Max 50	9,740,819	77,308	71.10 -R			8.02	3.01	10.03				92.16
051	Garrison 51	26,435,841	72,229	70.00 -R	5.00		12.00	3.00	10.00				100.00
072	Turtle Lake-Mercer 72	15,055,778	85,061	67.59 -R					6.56		11.47		85.62
085	White Shield 85	936,726	5,383	4.51 -R									4.51
	COUNTY TOTALS	97,520,168	59,755	69.27	1.76		8.99	1.53	10.16	0.17	13.79		105.68
29 - MERCER													
003	Hazen 3	17,333,381	29,937	62.07 -R				3.00	12.86	1.30	5.14		84.37
027	Beulah 27	32,251,163	43,701	64.43 -R					16.30		14.36		95.09
	COUNTY TOTALS	49,584,544	37,650	63.61				1.05	15.10	0.45	11.14		91.34
30 - MORTON													
001	Mandan 1	188,133,858	42,806	60.45 -R			11.08		18.13	2.77	35.71		128.14
004	Little Heart 4	2,588,764	103,551	60.35 -R	3.08								63.43
013	Hebron 13	9,168,393	60,718	69.83 -R			9.64		5.35	0.33			85.15
017	Sweet Briar 17	1,414,116	50,504	41.52 -R	17.33		7.62						66.47
039	Flasher 39	8,493,585	31,931	64.55 -R			4.69		3.63		52.23		125.10
048	Glen Ullin 48	11,886,431	96,638	72.48 -R			12.38						84.86
049	New Salem-Almont 49	16,804,359	45,173	69.78 -R	1.01		6.07		10.11				86.97
	COUNTY TOTALS	238,489,506	44,494	62.10	0.21		10.37		15.35	2.20	30.03		120.25
31 - MOUNTRAIL													
001	New Town 1	68,384,400	74,089	46.03 -R					10.57				56.60
002	Stanley 2	69,427,306	89,468	70.00 -R					20.00				90.00
003	Parshall 3	20,404,330	77,583	70.00 -R							20.00		90.00
	COUNTY TOTALS	158,216,036	80,640	59.64					13.34		2.58		75.56
32 - NELSON													
001	Dakota Prairie 1	25,306,950	94,429	67.88 -R			11.00	2.92					81.80
066	Lakota 66	12,147,291	64,271	70.00 -R			5.31	2.85	8.95				87.11
	COUNTY TOTALS	37,454,241	81,957	68.57			9.15	2.90	2.90				83.52
33 - OLIVER													
001	Center-Stanton 1	14,058,316	56,009	69.82 -R	5.00		12.00	3.00	5.00				94.82
	COUNTY TOTALS	14,058,316	56,009	69.82	5.00		12.00	3.00	5.00				94.82

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
34 - PEMBINA													
006	Cavalier 6	17,397,275	48,596	70.24 -R			12.04	3.01	9.03		8.54		102.86
019	Drayton 19	13,467,175	78,298	89.52 -S	4.97		3.98	2.98	10.97		15.90		128.32
100	North Border 100	32,056,332	105,103	64.13 -R					4.93				69.06
118	Valley-Edinburg 118	15,084,594	73,583	70.02 -R			12.00	3.00	10.00				95.02
	COUNTY TOTALS	78,005,376	75,005	71.02	0.86		5.69	1.77	7.87		4.65		91.85
35 - PIERCE													
005	Rugby 5	30,927,507	55,129	70.87 -R			12.15	3.04	5.06		21.26		112.38
	COUNTY TOTALS	30,927,507	55,129	70.87			12.15	3.04	5.06		21.26		112.38
36 - RAMSEY													
001	Devils Lake 1	55,801,755	31,580	70.00 -R			12.00	3.00	10.00		38.05		133.05
002	Edmore 2	10,449,214		0.00 -N									.00
044	Starkweather 44	6,931,052	128,353	68.99 -R			5.53	1.00	2.19				77.71
	COUNTY TOTALS	73,182,021	40,188	59.91			9.67	2.38	7.83		29.01		108.81
37 - RANSOM													
006	Ft Ransom 6	4,481,805	407,437	66.00 -R	5.00		6.00						77.00
019	Lisbon 19	23,197,590	38,727	66.21 -R			12.00		20.00				98.21
024	Enderlin Area 24	18,752,655	62,928	70.00 -R			10.60		10.10		6.06		96.76
	COUNTY TOTALS	46,432,050	51,137	67.72	0.48		10.86		14.07		2.45		95.58
38 - RENVILLE													
001	Mohall-Lansford-Sherwood 1	24,889,896	85,532	70.00 -R			6.02		10.00				86.02
026	Glenburn 26	11,660,124	48,992	64.08 -R					18.31		13.73		96.12
	COUNTY TOTALS	36,550,020	69,093	68.11			4.10		12.65		4.38		89.24
39 - RICHLAND													
008	Hankinson 8	16,599,538	69,165	69.00 -R			5.00	2.00	20.00				96.00
018	Fairmount 18	6,768,862	69,782	70.00 -R			12.00	3.00	14.00				99.00
028	Lidgerwood 28	9,022,633	52,154	70.00 -R			12.00		20.00				102.00
037	Wahpeton 37	48,662,187	40,586	70.00 -R			10.50	1.00	10.00	0.98	38.50		130.98
042	Wyndmere 42	15,447,150	63,050	69.77 -R			9.97		19.94	10.47			110.15
044	Richland 44	15,941,755	55,936	62.00 -R			4.00	.50	10.00		30.00		106.50
	COUNTY TOTALS	112,442,125	50,220	68.69			8.90	0.98	13.89	1.86	20.92		115.23

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
40 - ROLETTE													
001	Dunseith 1	3,357,762	6,839	66.09 -R			11.42	2.89	9.63				90.03
003	St John 3	2,502,578	5,714	70.14 -R					15.74				85.88
004	Mt Pleasant 4	15,120,695	63,003	70.00 -R			9.99	2.98	11.97	0.17			95.11
007	Belcourt 7	1,024,216	701	0.00 -N									.00
029	Rolette 29	7,614,630	60,917	68.29 -R			12.00	3.00	20.00				103.29
	COUNTY TOTALS	29,619,881	10,747	66.71			9.48	2.62	13.67	0.09			92.57
41 - SARGENT													
002	Milnor 2	9,538,814	44,574	67.98 -R			12.00	3.00	20.00				102.98
003	North Sargent 3	9,029,530	49,342	67.48 -R	6.46		11.06	2.76	10.00				97.76
006	Sargent Central 6	19,725,617	114,021	70.00 -R	4.00		12.00	3.00					89.00
	COUNTY TOTALS	38,293,961	67,182	68.90	3.58		11.78	2.94	7.34				94.55
42 - SHERIDAN													
029	McClusky-Goodrich 29	10,827,624	102,147	60.00 -R			3.00	3.00	10.00				76.00
	COUNTY TOTALS	10,827,624	102,147	60.00			3.00	3.00	10.00				76.00
43 - SIOUX													
003	Solen 3	965,331	4,779	63.88 -R									63.88
004	Ft Yates 4	1,564,693	34,015	56.33 -R									56.33
008	Selfridge 8	4,665,216	63,907	44.39 -R									44.39
	COUNTY TOTALS	7,195,240	22,415	49.60									49.60
44 - SLOPE													
012	Marmarth 12	2,465,772	821,924	53.50 -R									53.50
	COUNTY TOTALS	2,465,772	821,924	53.50									53.50
45 - STARK													
001	Dickinson 1	181,657,758	44,448	70.00 -R			12.00		10.00		54.79		146.79
009	South Heart 9	23,148,162	54,853	58.55 -R			1.95				29.90		90.40
013	Belfield 13	13,907,724	58,931	70.00 -R			12.00	3.00	17.98				102.98
034	Richardton-Taylor 34	14,943,549	46,699	70.00 -R			12.00		10.00		46.01		138.01
	COUNTY TOTALS	233,657,193	46,132	68.87			11.00	0.18	9.48		48.50		138.03
46 - STEELE													
019	Finley-Sharon 19	12,104,916	137,556	70.00 -R			12.00	3.00	10.00				95.00
	COUNTY TOTALS	12,104,916	137,556	70.00			12.00	3.00	10.00				95.00

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
47 - STUTSMAN													
001	Jamestown 1	90,813,077	44,979	70.00 -R	7.00		12.00		10.00	3.00			102.00
003	Medina 3	10,251,339	51,514	70.00 -R					20.00		22.42		112.42
010	Pingree-Buchanan 10	10,091,638	68,651	70.00 -R			12.00		7.00	3.00			92.00
014	Montpelier 14	7,621,951	81,956	70.00 -R			6.51		3.26				79.77
019	Kensal 19	5,783,492	222,442	70.00 -R			12.00		10.00				92.00
	COUNTY TOTALS	124,561,497	50,146	70.00	5.10		10.68		10.17	2.43	1.85		100.22
48 - TOWNER													
010	North Star 10	20,900,229	73,852	69.09 -R	0.24		2.52		6.90				78.75
	COUNTY TOTALS	20,900,229	73,852	69.09	0.24		2.52		6.90				78.75
49 - TRAILL													
003	Central Valley 3	17,156,159	84,931	60.00 -R					3.00				63.00
007	Hatton Eielson 7	10,506,007	67,346	60.00 -R			12.00	3.00	10.00		37.67		122.67
009	Hillsboro 9	25,340,319	52,248	70.00 -R			12.00	3.00	2.00		7.00		94.00
014	May-Port CG 14	27,777,810	54,148	69.00 -R			12.00		10.00				91.00
	COUNTY TOTALS	80,780,295	59,572	66.23			9.45	1.33	6.00		7.10		90.11
50 - WALSH													
005	Fordville-Lankin 5	6,659,027	133,181	69.23 -R			11.87	2.97	5.93				90.00
008	Park River Area 8	16,934,578	38,663	65.00 -R				3.00	10.00		36.72		114.72
018	Grafton 18	26,279,855	29,863	64.28 -R			10.08		10.00		42.04		126.40
020	Minto 20	7,977,386	28,593	65.00 -R			5.00		20.00		40.00		130.00
	COUNTY TOTALS	57,850,846	35,125	65.16			6.63	1.22	10.91		35.36		119.29
51 - WARD													
001	Minot 1	245,868,547	32,700	70.00 -R	1.20		12.00	2.70		0.44	50.01		136.35
004	Nedrose 4	26,691,715	49,984	65.58 -R	1.82				8.57		61.10		137.07
007	United 7	22,722,223	33,514	70.00 -R			5.00		12.01	0.02	40.04		127.07
016	Sawyer 16	7,579,335	89,169	69.93 -R	14.02		12.02		15.02				110.99
028	Kenmare 28	18,711,948	70,082	68.36 -R			11.66	2.91	19.34				102.27
041	Surrey 41	11,321,983	27,282	69.39 -R	19.24		11.41	2.85	19.01				121.90
070	South Prairie 70	15,031,484	27,733	61.03 -R			12.21				70.08		143.32
160	Minot AFB 160			0.00 -N									.00
161	Lewis and Clark 161	29,662,091	77,853	72.61 -R	1.07		12.45		10.37		33.10		129.60
	COUNTY TOTALS	377,589,326	36,234	69.43	1.85		10.74	1.99	3.97	0.29	44.68		132.96

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2024-2025

No.	Name	Taxable Valuation	Value Per Enrolled Student	Fund 1 General	Fund 1 Tuition	Fund 1 Safety	Fund 1 Misc.	Fund 2 Special Reserve	Fund 3 Building Fund	Fund 3 Special Assessment	Fund 4 Sinking & Interest	Fund 4 Judgment	Total
52 - WELLS													
025	Fessenden-Bowdon 25	20,062,496	112,711	70.00 -R			4.96	.99	7.93				83.88
038	Harvey 38	23,743,095	62,482	70.00 -R			7.05	1.01	7.05				85.11
	COUNTY TOTALS	43,805,591	78,505	70.00			6.09	1.00	7.45				84.55
53 - WILLIAMS													
002	Nesson 2	61,202,943	140,374	58.40 -R			11.92	2.98			19.90		93.20
006	Eight Mile 6	11,520,687	36,229	68.75 -R	3.45		12.00		10.00		51.74		145.94
007	Williston Basin 7	266,770,110	49,966	70.00 -R	0.65		12.00		10.00	2.46	18.78		113.89
015	Tioga 15	111,008,252	207,881	60.00 -R							19.65		79.65
099	Grenora 99	22,837,977	143,635	69.00 -R			11.73	2.93	9.77		25.00		118.43
	COUNTY TOTALS	473,339,969	69,752	66.08	0.45		9.16	0.53	6.35	1.39	20.23		104.18

REPORT OF FUND GROUP 1 REVENUE AND EXPENDITURES AND AVERAGE COST PER PUPIL FOR 2023-2024

The following report contains a summary of the revenue by source, total expenditures, the June 30, 2024 ending balance for Fund Group 1 and average cost per pupil by grade level. The column headed local/county revenue contains revenue from county sources including dollars from mineral severance and conversion taxes. The total revenue column may be greater than the total revenue for local, state and federal sources because revenue from other sources was not listed separately but was included in the total revenue column. The average cost per pupil is computed by dividing the reported costs for instruction, administration, and operation and maintenance of plant for each of the grade levels by the appropriate average daily membership. The value in the last column is the percent the ending balance was of the total Fund Group 1 expenditures.

			- - - 2023-2024 FUND GROUP 1 REVENUE AND EXPENDITURES - - - -						- - - 2023-2024 AVERAGE COST PER PUPIL - - -						
CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND-ITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
ADAMS															
01	013	Hettinger 13	1,840,892.56	2,819,601.96	194,733.68	4,855,228.20	5,541,931.65	1,255,446.96	-	16,489	12,809	10,904	17,566	14,161	23
BARNES															
02	002	Valley City 2	3,908,715.93	8,875,001.83	543,080.45	13,960,905.09	15,431,569.85	1,972,385.49	11,353	10,624	13,367	26,956	5,111	12,807	13
02	007	Barnes County North 7	3,145,495.85	1,770,856.35	621,095.89	5,537,448.09	5,150,693.29	2,152,325.47	-	11,845	14,373	10,636	13,911	13,388	42
02	046	Litchville-Marion 46	1,279,837.34	1,480,475.38	354,941.94	3,115,254.66	3,330,791.21	341,345.25	-	19,792	20,056	21,390	24,938	21,267	10
BENSON															
03	005	Minnewaukan 5	526,302.44	3,391,385.21	5,817,428.39	10,242,408.92	10,262,792.99	3,507,319.73	-	31,059	35,846	34,092	37,292	35,567	34
03	006	Leeds 6	924,197.40	1,397,721.08	285,122.38	2,605,022.23	2,566,361.61	531,547.05	-	13,063	19,113	20,239	21,008	19,105	21
03	009	Maddock 9	1,057,757.53	1,519,620.12	213,430.37	2,790,808.02	2,989,693.79	1,178,791.77	-	15,528	18,088	15,977	17,825	17,530	39
03	016	Oberon 16	213,722.22	812,185.14	2,166,542.90	3,168,306.87	2,862,854.39	2,959,079.20	-	56,981	36,077	31,333	-	36,390	103
03	029	Warwick 29	289,184.60	2,752,143.41	6,321,105.29	9,367,387.53	9,483,029.85	1,207,029.70	79,699	36,268	43,583	50,839	40,333	43,045	13
03	030	Ft Totten 30	130,165.16	2,766,669.56	4,013,869.17	6,910,703.89	4,807,129.45	7,543,445.39	44,243	-	-	-	22,958	23,488	157
BILLINGS															
04	001	Billings Co 1	3,383,486.07	241,442.73	404,672.43	4,049,207.51	3,304,816.60	5,286,509.55	-	39,156	24,183	29,501	-	26,376	160
BOTTINEAU															
05	001	Bottineau 1	3,545,298.18	5,290,049.53	1,103,235.92	9,979,460.18	9,936,710.91	2,474,890.63	-	5,358	13,109	11,460	13,535	12,409	25
05	017	Westhope 17	1,042,485.93	2,003,315.56	266,047.97	3,354,849.46	3,286,107.18	707,015.41	-	7,893	21,215	15,540	18,593	18,314	22
05	054	Newburg-United 54	1,083,417.91	1,556,437.19	170,342.14	2,892,696.40	2,838,694.97	927,697.56	-	18,812	23,982	27,722	30,364	25,482	33
BOWMAN															
06	001	Bowman Co 1	3,753,653.15	3,891,237.18	495,294.34	8,141,725.01	8,056,323.28	3,039,231.62	6,417	13,977	15,318	12,961	12,842	13,953	38
06	033	Scranton 33	1,132,883.82	1,640,202.62	119,949.68	2,893,036.12	2,657,895.33	1,902,293.87	-	17,914	15,748	14,372	17,969	16,247	72
BURKE															
07	014	Bowbells 14	988,158.89	1,500,668.33	164,923.84	2,655,929.25	2,294,993.53	1,259,885.02	13,861	13,652	21,510	16,590	22,542	19,707	55
07	027	Powers Lake 27	1,889,710.49	2,185,096.34	209,664.10	4,364,327.84	4,174,436.89	1,431,142.49	73,902	14,560	15,056	15,233	18,100	16,111	34
07	036	Burke Central 36	1,772,022.83	601,180.65	69,440.00	2,437,054.49	2,338,260.11	1,349,904.21	12,232	27,005	19,155	29,470	27,677	23,286	58

			--- 2023-2024 FUND GROUP 1 REVENUE AND EXPENDITURES ----						--- 2023-2024 AVERAGE COST PER PUPIL ---					
CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND-ITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
BURLEIGH															
08	001	Bismarck 1	52,895,772.89	135,021,526.60	19,274,923.41	207,212,885.69	206,238,688.03	16,066,918.16	15,721	10,692	12,109	15,585	13,302	12,915	8
08	025	Naughton 25	62,846.08	413,047.58	22,341.00	498,234.66	372,725.13	249,761.21	-	18,941	19,444	18,962	-	19,260	67
08	028	Wing 28	678,547.80	1,201,234.79	66,865.06	1,983,647.65	1,881,077.97	171,280.49	-	17,152	21,043	34,569	24,938	23,305	9
08	033	Menoken 33	316,370.81	780,891.90	37,858.44	1,135,121.15	951,806.15	431,811.58	-	12,683	12,701	12,369	-	12,662	45
08	035	Sterling 35	573,991.98	92,296.81	50,244.83	716,533.62	610,326.26	344,626.36	-	24,068	23,854	22,995	-	23,842	56
08	039	Apple Creek 39	632,443.77	910,294.47	34,681.77	1,577,420.01	1,387,901.88	1,228,981.82	-	12,322	12,452	-	-	12,420	89
08	045	Manning 45	58,761.90	308,260.39	20,000.00	387,022.29	291,009.41	149,591.47	-	15,179	19,074	37,445	-	19,938	51
CASS															
09	001	Fargo 1	74,932,807.31	110,842,056.71	27,200,817.29	213,428,131.58	215,445,626.48	39,060,554.86	22,968	15,647	17,281	16,510	18,230	17,432	18
09	002	Kindred 2	2,476,556.65	8,782,271.35	164,871.53	11,481,193.46	11,708,555.13	3,535,452.54	2,436	9,042	10,382	9,051	10,009	9,861	30
09	004	Maple Valley 4	3,502,464.55	2,296,621.09	0.00	5,799,085.64	5,817,811.94	1,497,490.11	-	10,753	12,489	8,966	18,449	13,433	26
09	006	West Fargo 6	50,244,425.12	124,025,402.37	20,372,020.19	197,162,929.29	195,526,430.87	24,433,850.31	14,409	13,619	12,416	16,012	12,387	13,040	12
09	007	Mapleton 7	1,470,936.72	1,901,892.01	675,155.37	4,056,804.11	4,416,750.75	90,939.13	-	15,642	19,617	-	-	19,023	2
09	017	Central Cass 17	4,275,105.76	9,731,346.05	555,941.31	14,562,393.12	14,334,010.81	1,328,958.01	-	9,927	11,353	10,499	10,576	10,849	9
09	085	Hope-Page 85	1,850,561.54	2,125,738.40	151,393.49	4,177,393.43	3,978,607.09	1,619,801.11	-	23,602	17,257	24,576	21,733	19,888	41
09	097	Northern Cass 97	2,547,332.05	6,928,395.12	479,130.09	9,954,857.26	9,945,503.90	2,030,227.54	-	7,823	9,816	16,330	11,136	11,006	20
CAVALIER															
10	019	Munich 19	1,034,662.27	1,271,613.06	24,550.72	2,330,826.05	2,472,512.31	559,812.58	7,382	24,102	22,978	17,605	32,489	23,801	23
10	023	Langdon Area 23	3,428,787.43	2,547,711.97	315,485.88	6,404,550.78	6,867,773.24	1,616,698.11	43,937	12,538	14,627	12,505	15,786	14,613	24
DICKEY															
11	040	Ellendale 40	1,711,525.01	2,625,761.30	705,531.66	5,160,666.70	5,305,013.35	1,896,596.86	-	9,439	12,656	11,532	15,980	13,123	36
11	041	Oakes 41	1,992,418.53	4,834,719.52	299,742.94	7,205,212.44	7,326,598.67	1,075,410.71	3,812	6,275	13,209	10,217	8,175	10,455	15
DIVIDE															
12	001	Divide County 1	4,928,004.24	1,564,459.82	633,359.09	7,280,736.64	7,389,951.26	2,195,403.61	-	10,243	20,176	14,200	16,841	17,697	30
DUNN															
13	016	Killdeer 16	8,719,979.31	2,295,038.93	1,762,541.39	12,777,559.63	10,892,219.16	6,371,683.63	7,024	13,349	14,965	13,959	17,967	15,389	58
13	037	Twin Buttes 37	483,404.94	490,855.54	0.00	974,260.48	2,196,872.91	196,055.50	-	35,957	32,268	37,203	-	33,695	9
EDDY															
14	002	New Rockford-Sheyenne 2	1,355,417.32	3,077,462.65	363,045.04	4,795,925.01	4,948,529.41	584,812.18	-	9,199	11,651	15,484	12,790	12,297	12
EMMONS															
15	006	Hazelton-Moffit-Braddock 6	894,981.46	1,693,713.91	223,185.10	2,811,880.47	2,827,863.78	517,035.96	-	24,286	15,678	18,084	18,411	17,210	18
15	015	Strasburg 15	809,273.28	1,670,838.57	324,602.41	2,804,714.26	2,669,012.42	1,209,215.98	-	26,449	22,213	12,742	20,555	19,792	45
15	036	Linton 36	1,386,568.86	2,560,295.73	190,729.03	4,137,593.62	4,353,044.01	1,199,265.66	-	14,830	14,337	17,958	16,465	15,622	28

CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND-ITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
		- - - 2023-2024 FUND GROUP 1 REVENUE AND EXPENDITURES - - - -								- - - 2023-2024 AVERAGE COST PER PUPIL - - -					
FOSTER															
16	049	Carrington 49	2,519,531.91	5,017,401.94	289,458.86	7,878,026.57	8,076,074.62	2,784,470.69	-	7,017	11,394	10,165	12,587	11,212	34
GOLDEN VALLEY															
17	003	Beach 3	2,440,627.09	2,743,056.03	1,277,216.09	6,460,899.21	5,706,547.23	2,483,696.38	6,118	17,168	16,091	15,231	17,936	16,389	44
17	006	Lone Tree 6	497,714.44	250,302.92	462,962.66	1,210,980.02	1,218,746.51	1,001,176.04	-	28,646	28,985	25,706	-	27,999	82
GRAND FORKS															
18	001	Grand Forks 1	31,761,786.00	73,877,270.29	21,423,236.38	129,168,328.75	128,623,684.59	10,874,202.54	12,273	12,272	14,592	19,634	16,621	15,746	8
18	044	Larimore 44	1,879,370.56	3,717,414.28	606,755.09	6,297,539.93	6,234,473.18	1,580,102.17	-	10,251	12,262	9,111	10,830	11,175	25
18	061	Thompson 61	1,661,438.64	6,857,599.50	49,182.99	8,568,221.13	7,989,024.23	2,104,197.28	-	8,619	8,954	12,126	10,457	9,737	26
18	125	Manvel 125	994,681.94	1,804,394.58	501,937.92	3,397,646.00	3,112,837.99	1,712,862.78	-	8,740	10,485	13,313	-	10,808	55
18	127	Emerado 127	597,857.40	1,415,776.79	662,066.56	2,713,852.73	2,547,407.39	1,090,629.91	-	16,671	14,124	40,783	-	18,023	43
18	128	Midway 128	1,207,679.42	2,413,167.71	557,922.87	4,219,605.49	4,133,924.84	1,749,622.49	-	15,622	20,725	7,969	21,210	18,448	42
18	129	Northwood 129	991,152.13	3,425,897.76	577,886.48	5,237,845.52	5,120,784.35	1,723,964.40	-	9,395	12,535	9,325	12,438	11,766	34
GRANT															
19	018	Roosevelt 18	513,108.42	958,973.55	168,396.06	1,717,398.81	1,588,426.77	1,122,803.36	-	19,447	25,763	122,113	-	25,633	71
19	049	Elgin-New Leipzig 49	1,265,620.91	2,012,795.81	569,874.98	4,029,239.76	3,553,401.36	948,758.50	-	11,941	16,695	12,502	22,700	16,945	27
GRIGGS															
20	007	Midkota 7	1,609,085.88	2,400,247.37	356,643.24	4,365,976.49	4,145,456.35	1,505,747.79	-	19,319	19,706	12,137	21,650	18,924	36
20	018	Griggs County Central 18	1,393,640.43	2,571,326.03	270,903.92	4,235,870.38	4,234,257.07	1,329,571.77	-	10,550	12,060	12,019	13,171	12,304	31
HETTINGER															
21	001	Mott-Regent 1	1,279,236.33	2,233,910.49	199,879.46	3,843,038.44	4,129,543.34	950,126.00	-	11,111	12,854	13,211	14,629	13,225	23
21	009	New England 9	1,756,216.94	2,573,941.34	538,870.65	4,869,438.93	4,974,292.04	1,521,751.53	14,481	15,311	12,441	10,695	20,581	14,537	31
KIDDER															
22	001	Kidder County 1	1,963,033.47	3,477,684.90	332,394.54	5,780,739.91	5,667,997.75	1,786,927.88	-	10,970	14,326	9,942	16,251	13,899	32
LAMOURE															
23	003	Edgeley 3	1,278,961.80	2,571,458.34	518,327.27	4,368,747.41	3,846,545.99	1,520,153.64	-	11,241	15,763	10,657	15,429	14,432	40
23	007	Kulm 7	1,067,178.52	1,380,864.23	349,325.91	2,797,368.66	2,857,893.67	1,287,010.11	-	15,346	22,861	19,196	19,533	20,601	45
23	008	LaMoure 8	1,535,550.55	2,681,519.07	441,493.38	4,665,743.19	4,619,575.65	811,122.38	-	9,687	15,534	12,436	19,478	15,525	18
LOGAN															
24	002	Napoleon 2	939,309.70	2,854,612.53	331,112.38	4,125,034.61	3,754,072.67	1,984,128.58	-	6,773	12,725	11,826	18,326	13,513	53
24	056	Gackle-Streeter 56	1,032,908.77	1,250,837.17	252,850.38	2,674,197.07	2,600,425.26	947,960.33	5,658	26,098	22,935	14,021	27,784	21,303	36

CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND-ITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
			- - - 2023-2024 FUND GROUP 1 REVENUE AND EXPENDITURES - - - -						- - - 2023-2024 AVERAGE COST PER PUPIL - - -						
MCHENRY															
25	001	Velva 1	1,810,354.30	3,992,604.75	280,858.86	6,083,817.91	6,129,133.70	883,193.44	18,826	8,347	11,749	3,722	17,806	12,101	14
25	014	Anamoose 14	333,340.57	1,038,194.51	262,489.69	1,914,005.26	2,064,481.96	675,014.36	8,282	19,508	22,277	-	-	21,837	33
25	057	Drake 57	654,973.94	1,086,368.07	147,768.07	2,031,660.94	1,931,128.66	564,193.19	-	-	-	17,817	21,937	20,468	29
25	060	TGU 60	1,729,843.78	4,610,909.49	533,660.40	6,874,413.67	6,286,311.76	3,200,548.63	3,676	19,598	16,270	11,083	16,733	15,603	51
MCINTOSH															
26	004	Zeeland 4	413,226.53	417,339.04	93,690.03	930,755.60	1,090,578.01	-221.33	-	23,339	36,403	34,793	46,458	38,201	0
26	009	Ashley 9	826,196.63	1,717,665.32	328,494.93	2,882,139.09	2,785,854.06	1,094,982.61	6,694	9,958	16,046	26,760	21,152	18,302	39
26	019	Wishek 19	912,949.30	2,753,318.72	749,096.79	4,415,364.81	3,970,475.06	919,470.34	-	14,710	13,748	10,861	22,162	15,594	23
MCKENZIE															
27	001	McKenzie Co 1	20,509,393.12	5,915,814.38	9,178,300.89	35,603,508.39	36,571,892.44	13,803,011.54	-	10,004	11,379	17,107	14,225	12,779	38
27	002	Alexander 2	4,364,826.79	634,561.12	11,013,712.42	16,018,500.89	10,584,822.17	6,910,943.76	-	9,879	11,645	17,980	14,325	13,031	65
27	014	Yellowstone 14	974,761.60	1,219,943.06	2,219,260.83	4,413,965.49	2,892,809.28	1,794,741.56	-	17,384	16,530	17,189	-	16,771	62
27	032	Horse Creek 32	223,263.10	4,583.40	720,808.93	948,655.43	422,243.13	1,706,122.01	-	-	40,525	39,578	-	40,407	404
27	036	Mandaree 36	904,196.47	1,593,287.44	6,941,218.85	11,386,652.84	7,067,510.47	6,181,171.82	-	36,509	33,680	28,204	30,445	31,978	87
MCLEAN															
28	001	Wilton 1	1,219,226.93	2,975,453.50	101,327.02	4,351,385.98	4,137,064.93	1,207,582.23	-	9,684	11,293	8,651	12,410	10,858	29
28	004	Washburn 4	1,774,708.80	3,303,370.70	92,059.23	5,170,138.73	5,312,569.10	256,242.88	17,617	9,872	13,772	11,720	15,603	13,763	5
28	008	Underwood 8	1,382,391.18	2,195,436.98	112,088.64	3,716,748.37	3,946,553.89	736,666.22	-	16,773	21,177	11,596	13,472	16,783	19
28	050	Max 50	935,351.92	1,902,704.80	146,291.85	3,047,041.81	3,040,324.44	1,308,933.73	41,234	15,392	19,032	16,116	18,805	18,182	43
28	051	Garrison 51	2,465,120.13	3,138,117.20	319,588.52	6,025,462.50	6,084,390.57	1,962,729.03	5,525	10,309	15,655	9,341	16,682	14,388	32
28	072	Turtle Lake-Mercer 72	1,149,734.99	2,039,606.91	101,746.84	3,321,687.33	3,242,608.09	1,087,239.92	6,201	13,871	13,893	9,433	19,165	14,268	34
28	085	White Shield 85	193,392.08	2,793,649.16	75,953.91	3,062,995.15	3,326,739.99	1,552,869.98	-	18,154	9,284	16,359	16,025	12,985	47
MERCER															
29	003	Hazen 3	2,055,125.09	4,811,889.02	781,861.03	8,002,811.36	7,279,153.54	2,279,446.69	-	11,087	9,865	8,254	13,149	10,637	31
29	027	Beulah 27	3,407,202.36	5,811,522.37	424,695.08	9,643,419.81	9,836,949.76	2,020,096.05	-	8,287	10,458	10,187	13,884	11,171	21
MORTON															
30	001	Mandan 1	14,763,184.28	43,339,546.44	3,216,492.67	61,349,407.91	60,818,023.65	9,104,458.93	13,847	10,857	11,696	15,907	12,511	12,488	15
30	004	Little Heart 4	165,277.13	404,772.06	5,145.46	575,194.65	493,754.23	214,104.60	-	4,076	14,297	19,697	-	14,065	43
30	013	Hebron 13	967,340.49	1,929,789.80	207,240.66	3,104,370.95	2,952,279.21	1,541,350.03	-	12,512	15,528	13,414	20,171	16,289	52
30	017	Sweet Briar 17	97,125.05	495,799.72	60,603.39	744,920.41	544,791.61	554,347.55	-	11,086	10,919	10,751	-	10,908	102
30	039	Flasher 39	681,412.10	3,299,315.87	353,920.86	4,575,910.96	4,279,294.31	2,090,089.96	-	11,023	11,330	11,426	13,491	11,990	49
30	048	Glen Ullin 48	1,694,725.45	1,413,359.93	206,663.65	3,314,749.03	3,106,017.90	1,122,070.02	74,473	19,141	17,930	23,378	17,116	18,245	36
30	049	New Salem-Almont 49	2,044,848.33	3,426,232.96	-347,929.12	5,123,152.17	5,646,764.17	780,488.30	-	10,258	12,952	9,505	16,921	13,215	14

CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND-ITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
			- - - 2023-2024 FUND GROUP 1 REVENUE AND EXPENDITURES - - - -						- - - 2023-2024 AVERAGE COST PER PUPIL - - -						
MOUNTRAIL															
31	001	New Town 1	6,100,547.76	294,737.62	27,858,823.27	34,254,108.65	18,605,210.38	40,133,928.09	21,572	15,559	17,543	21,302	21,129	18,998	216
31	002	Stanley 2	6,463,385.72	4,306,143.70	410,794.95	11,191,307.25	11,182,000.37	3,907,091.91	85,304	9,707	11,215	10,783	14,365	11,953	35
31	003	Parshall 3	2,910,333.55	3,252,189.58	2,157,344.20	8,319,867.33	5,874,280.04	5,160,662.94	-	16,635	21,627	19,587	17,395	19,600	88
NELSON															
32	001	Dakota Prairie 1	2,044,570.58	3,736,070.75	440,114.32	6,220,755.65	6,133,131.69	1,758,014.66	6,978	14,856	17,693	13,268	23,747	18,358	29
32	066	Lakota 66	858,810.65	1,962,993.49	171,644.48	2,993,448.62	3,109,091.82	1,127,685.34	64,189	11,634	12,490	17,618	18,156	14,775	36
OLIVER															
33	001	Center-Stanton 1	1,591,180.48	2,487,153.84	178,676.56	4,372,244.04	4,214,600.37	506,662.62	-	10,252	12,894	14,787	15,469	13,730	12
PEMBINA															
34	006	Cavalier 6	1,635,590.07	3,821,675.32	627,081.20	6,093,846.59	6,051,360.17	1,308,358.23	-	12,743	11,277	14,389	14,648	12,768	22
34	019	Drayton 19	1,211,739.93	2,040,491.02	272,351.69	3,604,497.64	4,044,260.72	592,036.65	-	30,502	22,681	21,591	22,697	22,931	15
34	100	North Border 100	2,179,889.41	4,361,531.68	350,324.70	6,960,245.79	6,733,694.55	3,131,827.18	-	19,803	17,030	11,923	21,330	17,860	47
34	118	Valley-Edinburg 118	1,296,230.53	2,479,450.41	279,370.38	4,177,051.32	3,936,738.29	1,645,172.01	18,684	11,178	11,360	27,356	21,657	16,081	42
PIERCE															
35	005	Rugby 5	2,943,066.31	5,511,739.34	967,267.01	9,641,838.29	9,386,471.83	1,479,651.29	-	10,483	13,161	11,935	14,808	13,371	16
RAMSEY															
36	001	Devils Lake 1	5,049,260.75	18,320,336.97	3,032,320.67	26,404,798.29	25,758,696.55	10,368,914.28	20,768	14,003	12,408	13,554	12,912	12,917	40
36	002	Edmore 2	666,126.88	322,977.43	134,978.87	1,229,239.32	1,414,094.76	914,607.71	-	81,358	64,834	67,155	72,322	68,691	65
36	044	Starkweather 44	561,748.63	655,249.68	190,781.69	1,427,780.00	1,539,019.56	204,698.92	-	41,349	25,791	26,539	24,691	26,512	13
RANSOM															
37	006	Ft Ransom 6	386,773.90	200,011.27	62,542.69	658,853.00	613,563.85	412,539.53	-	32,184	31,089	-	-	31,183	67
37	019	Lisbon 19	1,918,623.28	6,434,828.58	453,783.31	8,977,733.97	8,806,565.02	2,248,582.79	-	12,171	12,006	12,771	11,770	12,028	26
37	024	Enderlin Area 24	1,544,343.97	3,132,354.60	1,643,590.17	6,326,972.58	6,180,636.48	788,880.01	-	16,261	13,897	10,688	12,994	13,130	13
RENVILLE															
38	001	Mohall-Lansford-Sherwood 1	2,165,881.03	2,604,438.36	291,992.79	5,091,606.41	5,049,130.86	2,090,799.54	49,818	10,796	14,168	12,151	17,680	14,653	41
38	026	Glenburn 26	1,196,529.92	2,756,044.95	719,960.79	4,684,391.71	4,679,410.40	963,220.76	-	12,838	15,339	16,929	20,932	16,811	21
RICHLAND															
39	008	Hankinson 8	1,274,184.03	2,500,425.05	105,885.00	3,880,494.08	3,861,025.35	1,827,558.89	-	9,864	13,315	13,865	13,243	13,110	47
39	018	Fairmount 18	639,832.48	1,379,972.74	837,097.50	2,856,902.72	2,207,433.48	1,807,815.83	-	20,671	20,253	16,621	19,283	19,524	82
39	028	Lidgerwood 28	773,056.11	2,354,013.22	188,110.74	3,315,180.07	3,237,711.69	1,318,907.88	-	15,400	16,038	14,612	15,722	15,680	41
39	037	Wahpeton 37	3,824,637.91	11,743,587.44	2,469,414.80	18,037,640.15	17,139,003.71	6,162,407.08	16,317	13,859	11,877	14,597	11,992	12,509	36
39	042	Wyndmere 42	1,284,123.20	2,906,803.15	107,152.00	4,298,078.35	4,121,947.57	1,308,663.86	-	9,832	12,630	12,532	15,560	13,141	32
39	044	Richland 44	1,083,554.05	3,341,303.68	183,815.71	4,608,673.44	4,481,849.37	942,375.88	-	12,869	13,660	10,352	13,301	12,974	21

CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND-ITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
			- - - 2023-2024 FUND GROUP 1 REVENUE AND EXPENDITURES - - - -						- - - 2023-2024 AVERAGE COST PER PUPIL - - -						
ROLETTE															
40	001	Dunseith 1	834,871.55	9,237,487.21	11,028,431.39	21,101,509.59	25,712,609.30	1,485,493.87	18,518	24,560	26,629	19,302	19,975	22,460	6
40	003	St John 3	757,235.41	5,176,939.48	5,696,533.88	11,630,708.77	10,809,362.57	3,792,255.37	71,098	26,014	17,496	25,754	20,453	20,054	35
40	004	Mt Pleasant 4	1,429,276.91	2,620,995.11	1,112,288.16	5,162,560.18	5,064,611.47	1,198,838.29	151,583	14,893	17,791	15,270	23,730	19,044	24
40	007	Belcourt 7	901,474.49	20,780,573.15	32,166,634.53	53,868,199.85	49,218,482.45	22,772,365.37	246,159	15,155	24,610	23,445	26,712	25,331	46
40	029	Rolette 29	634,224.57	1,993,250.07	260,038.65	2,946,717.29	2,997,698.89	1,282,944.85	-	18,344	20,136	15,063	13,842	16,524	43
SARGENT															
41	002	Milnor 2	771,508.84	2,660,695.62	573,078.36	4,175,282.82	4,228,980.52	445,121.41	-	14,292	18,919	12,254	20,286	17,964	11
41	003	North Sargent 3	811,862.83	2,333,453.31	467,639.42	3,647,255.56	3,593,461.07	1,108,324.96	-	18,059	20,153	12,514	19,835	18,262	31
41	006	Sargent Central 6	1,663,007.95	2,063,489.63	117,022.23	4,261,101.06	4,283,064.14	1,142,819.92	-	13,835	19,168	17,212	25,475	19,631	27
SHERIDAN															
42	029	McClusky-Goodrich 29	775,117.19	1,495,318.18	176,106.67	2,478,878.15	2,547,655.66	347,236.78	-	19,780	23,022	25,716	26,795	24,231	14
SIOUX															
43	003	Solen 3	271,759.66	3,144,167.78	3,851,857.12	7,267,784.56	6,028,562.95	3,338,781.80	-	19,256	24,794	17,789	26,640	24,016	55
43	004	Ft Yates 4	191,859.04	1,556,095.14	2,702,886.41	4,450,840.59	4,803,112.00	1,453,217.87	38,355	-	78,069	69,862	-	70,510	30
43	008	Selfridge 8	215,005.77	1,294,231.77	5,686,912.65	7,196,150.19	6,518,999.92	2,470,623.58	-	101,278	58,833	39,696	54,980	57,646	38
SLOPE															
44	012	Marmarth 12	272,061.73	407,938.31	67,434.00	747,434.04	411,543.38	862,149.76	-	36,643	31,716	30,528	-	31,964	209
STARK															
45	001	Dickinson 1	20,032,216.07	36,800,457.87	7,617,070.32	64,449,744.26	64,144,765.59	8,267,180.57	14,868	12,296	13,690	17,856	14,849	14,508	13
45	009	South Heart 9	2,328,548.53	3,309,204.85	143,121.83	5,780,964.12	5,757,919.26	980,136.07	13,411	11,970	11,381	10,269	13,526	11,906	17
45	013	Belfield 13	1,644,818.20	2,609,011.87	368,734.65	4,623,030.41	4,546,561.57	1,384,317.75	35,651	17,477	15,985	9,835	16,386	15,650	30
45	034	Richardton-Taylor 34	1,964,322.75	3,016,073.17	1,005,337.41	5,987,170.13	5,419,918.21	1,477,688.57	5,682	11,860	15,137	13,058	17,649	14,973	27
STEELE															
46	019	Finley-Sharon 19	1,162,220.78	1,323,135.10	198,640.54	2,683,996.42	2,514,884.20	1,007,565.12	-	12,178	28,651	24,188	29,610	26,007	40
STUTSMAN															
47	001	Jamestown 1	8,760,476.67	20,674,692.28	3,089,358.08	32,527,208.15	32,455,303.55	6,438,719.95	21,625	14,688	13,858	14,603	12,986	13,746	20
47	003	Medina 3	812,963.54	2,438,660.82	414,639.20	3,737,940.47	3,493,871.90	1,741,975.83	-	18,194	14,966	15,727	15,804	15,508	50
47	010	Pingree-Buchanan 10	1,036,481.77	1,929,184.80	231,875.61	3,198,278.05	3,219,453.05	306,880.46	-	11,585	16,676	21,715	20,596	17,857	10
47	014	Montpelier 14	523,034.12	1,424,600.15	297,925.18	2,250,559.45	2,159,734.67	772,331.34	-	16,596	17,082	16,330	19,204	17,548	36
47	019	Kensal 19	521,824.73	304,011.85	51,904.23	904,281.43	829,459.30	596,473.00	-	10,627	28,652	-	25,464	25,762	72
TOWNER															
48	010	North Star 10	1,465,692.26	2,547,558.81	271,025.58	4,284,276.65	4,042,664.46	1,646,163.18	9,184	12,024	11,269	11,765	14,477	12,264	41

CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND-ITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
			- - - 2023-2024 FUND GROUP 1 REVENUE AND EXPENDITURES - - - -						- - - 2023-2024 AVERAGE COST PER PUPIL - - -						
TRAILL															
49	003	Central Valley 3	1,139,704.22	2,091,911.98	147,807.40	3,423,455.01	3,348,320.54	1,251,638.00	-	10,815	13,457	12,053	16,023	13,787	37
49	007	Hatton Eielson 7	927,175.96	2,003,676.18	447,049.25	3,429,296.39	3,534,632.69	1,066,718.97	-	14,802	18,484	16,235	17,686	17,554	30
49	009	Hillsboro 9	1,980,464.73	3,895,454.84	617,816.41	6,493,735.98	7,162,702.15	597,581.13	-	10,785	12,421	11,376	13,979	12,715	8
49	014	May-Port CG 14	2,451,070.05	3,996,503.20	171,475.82	6,619,049.07	6,766,017.40	1,051,570.30	-	9,379	10,227	12,948	12,759	11,307	16
WALSH															
50	005	Fordville-Lankin 5	554,471.75	877,027.58	0.00	1,489,144.33	1,500,928.06	335,781.24	-	11,233	24,477	23,840	34,147	25,679	22
50	008	Park River Area 8	1,191,021.88	4,571,415.51	799,598.49	6,614,634.39	6,414,078.21	1,555,031.54	-	10,163	11,389	9,926	11,039	11,004	24
50	018	Grafton 18	2,323,101.47	10,038,341.10	2,594,751.84	15,391,332.77	13,539,101.53	5,724,359.89	4,371	9,723	12,064	9,674	9,272	10,390	42
50	020	Minto 20	582,493.69	3,422,569.55	558,497.23	4,563,560.47	4,516,475.93	1,166,641.38	-	13,085	11,732	17,861	14,539	13,401	26
WARD															
51	001	Minot 1	31,691,243.89	77,115,238.94	9,483,476.06	121,371,740.89	122,867,195.97	21,026,470.22	18,324	12,860	15,004	14,994	14,049	14,612	17
51	004	Nedrose 4	1,600,946.77	5,514,576.04	981,711.07	8,097,233.88	8,132,478.14	2,691,663.77	-	10,697	11,752	13,306	12,213	12,017	33
51	007	United 7	1,830,080.13	7,150,872.56	192,113.40	9,173,134.34	9,166,004.06	988,764.41	20,880	8,154	11,793	8,887	11,882	11,227	11
51	016	Sawyer 16	817,804.03	1,448,650.93	206,895.01	2,495,705.50	2,485,074.43	1,199,729.73	-	19,976	33,644	24,809	30,299	29,291	48
51	028	Kenmare 28	1,809,082.96	2,729,004.76	707,300.79	5,245,388.51	5,134,020.76	1,024,911.30	3,795	10,457	14,899	13,745	18,772	15,294	20
51	041	Surrey 41	1,184,735.35	4,280,409.91	286,787.57	5,811,928.83	5,968,447.64	108,884.87	-	17,208	13,015	11,605	11,685	12,605	2
51	070	South Prairie 70	1,483,861.65	5,675,909.43	407,572.93	7,567,344.01	6,973,626.57	3,851,045.53	17,652	11,412	9,943	10,125	11,587	10,680	55
51	160	Minot AFB 160	236,094.32	0.00	10,384,318.00	11,186,430.75	7,948,457.15	8,833,645.32	-	-	-	-	-	0	111
51	161	Lewis and Clark 161	2,979,266.96	4,157,947.65	554,091.41	7,791,292.68	7,715,115.48	2,227,492.64	42,402	11,806	17,901	14,340	19,663	17,517	29
WELLS															
52	025	Fessenden-Bowdon 25	1,391,541.43	1,887,995.39	253,554.67	3,533,091.49	3,517,135.90	1,152,487.77	-	14,534	14,462	12,859	14,688	14,255	33
52	038	Harvey 38	1,786,222.63	3,520,347.72	638,630.22	6,022,376.20	6,151,086.57	1,730,337.19	-	9,760	14,084	9,790	15,516	13,647	28
WILLIAMS															
53	002	Nesson 2	6,912,910.48	1,087,839.55	101,617.55	8,217,367.58	8,141,363.98	1,900,674.66	-	10,755	12,457	13,274	14,208	12,927	23
53	006	Eight Mile 6	2,216,556.25	2,984,018.80	912,082.57	6,112,657.62	5,843,151.55	2,290,188.92	-	13,415	16,669	6,979	18,117	15,514	39
53	007	Williston Basin 7	29,056,572.17	39,390,242.57	1,766,869.72	70,213,684.46	77,288,461.26	6,085,143.38	6,303	9,943	13,642	15,574	12,478	13,252	8
53	015	Tioga 15	8,297,147.32	755,473.45	2,793,016.86	11,848,045.63	11,415,991.18	4,907,364.36	-	12,362	15,481	14,925	16,687	15,491	43
53	099	Grenora 99	2,490,381.85	1,445,086.82	720,303.02	4,655,771.69	4,211,805.95	779,609.56	-	26,996	22,266	17,004	25,700	22,434	19

2023-2024 FUND GROUP 1 EXPENDITURES BY FUNCTION

The following summary table and the accompanying data reported by school district personnel are provided in response to the many requests for data aggregations.

The following table contains a summary of the reported Fund Group 1 expenditures by function categorized by average daily high school membership. Also presented are the average expenditures per pupil and percent of expenditures by function for each size category. Each column contains the aggregated expenditure and average expenditure per pupil in average daily membership by function and the percent the aggregated expenditure for that function or group of functions was of the total Fund Group 1 expenditure for all purposes.

Columns headed: SALARY/BENEFITS TEACHERS contains only the reported expenditures for salaries and benefits for teachers. SALARY/BENEFITS SUPPORT contains only the reported salary and benefits expenditures for support staff including librarians, counselors and other support staff. OTHER INSTRUCTIONAL contains the reported expenditures for instructional supplies, books and equipment including audio visual equipment and computers. SCHOOL ADMINISTRATION contains the reported expenditures for the school principal's office. GENERAL ADMINISTRATION contains the reported expenditures for the school board, superintendent's office, business office and other general administrative purposes.

OPERATION AND MAINTENANCE OF PLANT contains the reported expenditures for the operation and maintenance of school plants in the school district.

STUDENT TRANSPORTATION contains the total reported expenditures for transporting students to and from school and home. CAPITAL PROJECTS contains the total reported expenditures of Fund Group 1 money for capital projects such as the purchase of land for school sites and remodeling projects. EXTRA CURRICULAR contains the reported Fund Group 1 expenditures for extra curricular activities including transportation for extra curricular activities. ALL OTHER EXPENDITURES contains the reported expenditures for debt service, transfers, tuition and other programs. TOTAL EXPENDITURES contains the total reported Fund Group 1 expenditures for all functions.

COST PER PUPIL FUND GROUP 1 contains the average Fund Group 1 expenditures per pupil in average daily membership for all purposes. AVERAGE COST PER PUPIL is computed by dividing the reported costs for instruction, administration, and operation and maintenance of plant by the total average daily membership for the appropriate grouping of school districts.

The reported school district data for these categories are found on the following pages.

STATEWIDE SUMMARY OF 2023-2024 FUND GROUP 1 EXPENDITURES BY FUNCTION

NO. DIST.	ENROLLMENT IN H.S.	TOTAL ADM	INSTRUCTION SALARY/ BENEFITS TEACHERS	INSTRUCTION SALARY/ BENEFITS SUPPORT	INSTRUCTION OTHER INSTRUCTIONAL	ADMINISTRATION SCHOOL ADMINISTRATION	ADMINISTRATION GENERAL ADMINISTRATION	OPERATION AND MAINTENANCE OF PLANT
12	500 AND UP	75,499.97	675,564,888.80	88,892,293.86	80,287,003.58	65,205,214.41	81,230,604.79	99,902,444.45
			8,947.88	1,177.38	1,063.40	863.65	1,075.90	1,323.21
			55.60%	7.32%	6.61%	5.37%	6.69%	8.22%
4	300 - 399	4,108.08	27,155,809.17	3,795,982.05	3,004,814.23	2,524,231.60	5,776,944.00	5,757,879.27
			6,610.34	924.03	731.44	614.46	1,406.24	1,401.60
			44.93%	6.28%	4.97%	4.18%	9.56%	9.53%
9	200 - 299	6,562.50	49,594,590.06	4,877,249.86	7,724,236.36	4,675,122.35	6,791,366.21	8,889,492.84
			7,557.27	743.20	1,177.03	712.40	1,034.87	1,354.59
			50.31%	4.95%	7.84%	4.74%	6.89%	9.02%
12	150 - 199	6,121.22	48,227,478.78	3,459,401.65	5,940,025.30	4,088,952.58	8,510,717.58	9,448,103.64
			7,878.74	565.15	970.40	668.00	1,390.36	1,543.50
			44.17%	3.17%	5.44%	3.75%	7.80%	8.65%
7	120 - 149	3,033.99	25,472,627.70	1,807,842.57	3,365,250.92	2,112,297.95	3,700,649.61	5,760,048.66
			8,395.75	595.86	1,109.18	696.21	1,219.73	1,898.51
			47.31%	3.36%	6.25%	3.92%	6.87%	10.70%
11	100 - 119	4,039.90	35,420,135.46	2,282,647.10	4,794,076.81	3,648,278.63	5,998,235.06	5,791,027.02
			8,767.58	565.03	1,186.68	903.06	1,484.75	1,433.46
			49.71%	3.20%	6.73%	5.12%	8.42%	8.13%
23	75 - 99	6,664.10	52,274,864.09	3,667,717.20	8,345,379.42	6,774,105.12	10,973,416.75	12,365,526.82
			7,844.25	550.37	1,252.29	1,016.51	1,646.65	1,855.54
			43.08%	3.02%	6.88%	5.58%	9.04%	10.19%
29	50 - 74	6,109.11	54,279,093.58	4,013,935.96	15,063,754.58	6,473,921.55	12,975,732.48	16,294,126.64
			8,884.94	657.04	2,465.79	1,059.72	2,124.00	2,667.19
			40.54%	3.00%	11.25%	4.84%	9.69%	12.17%
26	25 - 49	3,538.59	36,094,653.19	2,894,620.61	6,042,181.81	4,077,197.23	8,501,044.41	8,339,719.67
			10,200.29	818.02	1,707.51	1,152.21	2,402.38	2,356.79
			44.72%	3.59%	7.49%	5.05%	10.53%	10.33%
13	24 OR LESS	803.47	11,901,485.40	302,090.46	3,308,644.14	1,241,941.74	3,519,618.30	2,413,083.39
			14,812.61	375.98	4,117.94	1,545.72	4,380.52	3,003.33
			40.05%	1.02%	11.13%	4.18%	11.84%	8.12%
146	HS TOTAL	116,480.93	1,015,985,626.23	115,993,781.32	137,875,367.15	100,821,263.16	147,978,329.19	174,961,452.40
			8,722.33	995.82	1,183.67	865.56	1,270.41	1,502.06
			51.47%	5.88%	6.98%	5.11%	7.50%	8.86%
17	ELEM TOTAL	1,228.09	13,128,795.37	1,110,306.68	3,525,049.53	1,240,206.63	3,765,019.20	4,401,483.43
			10,690.42	904.09	2,870.35	1,009.87	3,065.75	3,584.01
			37.01%	3.13%	9.94%	3.50%	10.61%	12.41%
4	RURAL TOTAL	69.17	704,766.81	40,945.33	130,647.23	67,757.06	126,878.84	188,907.50
			10,188.91	591.95	1,888.78	979.57	1,834.30	2,731.06
			43.22%	2.51%	8.01%	4.15%	7.78%	11.58%
1	NONOPERATING		0.00	-	-	-	50,974.01	2,672,121.08
			-	-	-	-	.64%	33.62%
168	GRAND TOTAL	117,778.19	1,029,819,188.41	117,145,033.33	141,531,063.91	102,129,226.85	151,921,201.24	182,223,964.41
			8,743.72	994.62	1,201.67	867.13	1,289.89	1,547.18
			51.01%	5.80%	7.01%	5.06%	7.52%	9.03%

STATEWIDE SUMMARY OF 2023-2024 FUND GROUP 1 EXPENDITURES BY FUNCTION

NO. DIST.	ENROLLMENT IN H.S.	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	COST PER PUPIL FUND GROUP 1	AVERAGE COST PER PUPIL
12	500 AND UP	37,470,551.49	8,139,577.53	25,278,044.96	52,986,627.56	1,214,957,251.43	16,092.16	14,451.43
		496.30	107.81	334.81	701.81			
		3.08%	0.67%	2.08%	4.36%			
4	300 - 399	3,196,513.01	-	2,424,865.28	6,806,647.29	60,443,685.90	14,713.37	11,688.10
		778.10	-	590.27	1,656.89			
		5.29%	-	4.01%	11.26%			
9	200 - 299	5,502,790.79	161,225.08	3,441,637.13	6,916,260.68	98,573,971.36	15,020.80	12,579.36
		838.52	24.57	524.44	1,053.91			
		5.58%	0.16%	3.49%	7.02%			
12	150 - 199	5,599,125.08	10,387,706.96	3,760,104.77	9,752,340.17	109,173,956.51	17,835.33	13,016.14
		914.71	1,697.00	614.27	1,593.20			
		5.13%	9.51%	3.44%	8.93%			
7	120 - 149	2,551,695.77	1,769,858.07	1,599,094.42	5,699,894.05	53,839,259.72	17,745.36	13,915.25
		841.04	583.34	527.06	1,878.68			
		4.74%	3.29%	2.97%	10.59%			
11	100 - 119	6,295,819.44	256,728.93	2,434,478.65	4,326,624.15	71,248,051.25	17,636.09	14,340.55
		1,558.41	63.55	602.61	1,070.97			
		8.84%	0.36%	3.42%	6.07%			
23	75 - 99	6,848,807.79	964,594.14	5,108,438.86	14,015,332.95	121,338,183.14	18,207.74	14,165.61
		1,027.72	144.74	766.56	2,103.11			
		5.64%	0.79%	4.21%	11.55%			
29	50 - 74	8,485,565.13	470,071.06	4,770,158.99	11,058,664.88	133,885,024.85	21,915.63	17,858.67
		1,389.00	76.95	780.83	1,810.19			
		6.34%	0.35%	3.56%	8.26%			
26	25 - 49	5,794,018.03	180,267.48	3,113,318.56	5,684,283.19	80,721,304.18	22,811.71	18,637.20
		1,637.38	50.94	879.82	1,606.37			
		7.18%	0.22%	3.86%	7.04%			
13	24 OR LESS	1,872,053.78	2,993,602.45	369,884.86	1,796,172.61	29,718,577.13	36,987.79	28,236.11
		2,329.96	3,725.84	460.36	2,235.52			
		6.30%	10.07%	1.24%	6.04%			
146	HS TOTAL	83,616,940.31	25,323,631.70	52,300,026.48	119,042,847.53	1,973,899,265.47	16,946.12	14,539.85
		717.86	217.41	449.00	1,021.99			
		4.24%	1.28%	2.65%	6.03%			
17	ELEM TOTAL	2,694,961.54	329,355.54	197,986.40	5,084,847.98	35,478,012.30	28,888.77	22,124.49
		2,194.43	268.19	161.21	4,140.45			
		7.60%	.93%	.56%	14.33%			
4	RURAL TOTAL	36,403.50	136,076.20	7,105.11	191,281.70	1,630,769.28	23,576.25	18,214.58
		526.29	1,967.27	102.72	2,765.39			
		2.23%	8.34%	.44%	11.73%			
1	NONOPERATING	225,362.06	-	-	5,000,000.00	7,948,457.15		
		2.84%	-	-	62.91%			
168	GRAND TOTAL	86,573,667.41	25,789,063.44	52,505,117.99	129,318,977.21	2,018,956,504.20	17,142.02	14,644.22
		735.06	218.96	445.80	1,097.99			
		4.29%	1.28%	2.60%	6.41%			

COUNTY/DISTRICT NUMBER	NAME	AVERAGE DAILY MEMBERSHIP HIGH SCHOOL	AVERAGE DAILY MEMBERSHIP TOTAL	INSTRUCTION SALARY/ BENEFITS TEACHERS	INSTRUCTION SALARY/ BENEFITS SUPPORT	INSTRUCTION OTHER INSTRUCTIONAL	ADMINISTRATION SCHOOL ADMINISTRATION	ADMINISTRATION GENERAL ADMINISTRATION	OPERATION AND MAINTENANCE OF PLANT
27 002	Alexander 2	94.00	338.00	2,340,908.20	349,400.46	307,988.51	257,237.87	722,121.93	426,939.68
				6,925.76	1,033.73	911.21	761.06	2,136.46	1,263.14
				22.12%	3.30%	2.91%	2.43%	6.82%	4.03%
25 014	Anamoose 14	-	70.51	854,212.11	-	222,850.37	90,261.56	182,639.05	189,788.60
				12,114.77	-	3,160.55	1,280.12	2,590.26	2,691.66
				41.38%	-	10.79%	4.37%	8.85%	9.19%
08 039	Apple Creek 39	-	76.97	570,839.18	-	87,053.38	110,188.68	95,502.65	92,411.34
				7,416.39	-	1,131.00	1,431.58	1,240.78	1,200.62
				41.13%	-	6.27%	7.94%	6.88%	6.66%
26 009	Ashley 9	39.21	124.89	1,374,219.23	17,711.41	142,283.14	134,674.91	298,664.35	318,174.15
				11,003.44	141.82	1,139.27	1,078.35	2,391.42	2,547.64
				49.33%	.64%	5.11%	4.83%	10.72%	11.42%
02 007	Barnes County North 7	73.67	235.83	1,837,615.02	55,891.85	349,279.47	218,325.97	452,673.74	243,556.28
				7,792.12	237.00	1,481.06	925.78	1,919.49	1,032.76
				35.68%	1.09%	6.78%	4.24%	8.79%	4.73%
17 003	Beach 3	94.22	270.40	2,608,158.67	231,193.05	288,750.77	392,846.50	385,750.34	524,913.18
				9,645.56	855.00	1,067.87	1,452.83	1,426.59	1,941.25
				45.70%	4.05%	5.06%	6.88%	6.76%	9.20%
40 007	Belcourt 7	521.62	1,675.85	21,184,175.89	1,657,888.95	5,817,880.59	1,414,809.06	9,386,606.99	2,989,121.13
				12,640.85	989.28	3,471.60	844.23	5,601.10	1,783.64
				43.04%	3.37%	11.82%	2.87%	19.07%	6.07%
45 013	Belfield 13	93.34	255.59	2,088,136.96	44,810.06	538,432.10	261,324.19	297,425.74	769,963.10
				8,169.87	175.32	2,106.62	1,022.44	1,163.68	3,012.49
				45.93%	.99%	11.84%	5.75%	6.54%	16.94%
29 027	Beulah 27	200.28	736.36	4,644,264.88	746,208.78	444,744.84	461,810.21	883,533.40	1,045,153.39
				6,307.06	1,013.37	603.98	627.15	1,199.87	1,419.35
				47.21%	7.59%	4.52%	4.69%	8.98%	10.62%
04 001	Billings Co 1	-	90.98	1,146,078.45	15,965.98	286,056.73	252,239.07	351,067.18	348,305.34
				12,597.04	175.49	3,144.17	2,772.47	3,858.73	3,828.37
				34.68%	.48%	8.66%	7.63%	10.62%	10.54%
08 001	Bismarck 1	4,407.59	14,438.00	119,928,459.58	17,323,139.67	8,266,113.55	11,295,066.29	12,526,552.34	17,133,047.31
				8,306.45	1,199.83	572.52	782.32	867.61	1,186.66
				58.15%	8.40%	4.01%	5.48%	6.07%	8.31%
05 001	Bottineau 1	212.16	660.25	5,450,462.68	372,039.21	647,722.87	373,906.53	584,106.17	765,068.08
				8,255.15	563.48	981.03	566.31	884.67	1,158.76
				54.85%	3.74%	6.52%	3.76%	5.88%	7.70%
07 014	Bowbells 14	24.66	97.25	1,087,516.32	-	271,036.66	96,291.18	212,882.74	248,825.40
				11,182.69	-	2,787.01	990.14	2,189.03	2,558.62
				47.39%	-	11.81%	4.20%	9.28%	10.84%

COUNTY/DISTRICT NUMBER		NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
27	002	Alexander 2	294,776.33	-	175,068.50	5,710,380.69	10,584,822.17	31,316.04	13,031.35
			872.12	-	517.95	16,894.62			
			2.78%	-	1.65%	53.95%			
25	014	Anamoose 14	218,124.42	-	32,530.47	274,075.38	2,064,481.96	29,279.28	21,837.35
			3,093.52	-	461.36	3,887.04			
			10.57%	-	1.58%	13.28%			
08	039	Apple Creek 39	1,562.50	-	-	430,344.15	1,387,901.88	18,031.73	12,420.36
			20.30	-	-	5,591.06			
			.11%	-	-	31.01%			
26	009	Ashley 9	115,334.10	-	166,592.24	218,200.53	2,785,854.06	22,306.46	18,301.92
			923.49	-	1,333.91	1,747.14			
			4.14%	-	5.98%	7.83%			
02	007	Barnes County North 7	399,276.01	19,234.00	107,855.32	1,466,985.63	5,150,693.29	21,840.70	13,388.21
			1,693.07	81.56	457.34	6,220.52			
			7.75%	.37%	2.09%	28.48%			
17	003	Beach 3	282,982.77	88,648.81	194,131.22	709,171.92	5,706,547.23	21,104.09	16,389.10
			1,046.53	327.84	717.94	2,622.68			
			4.96%	1.55%	3.40%	12.43%			
40	007	Belcourt 7	2,099,886.88	380,415.94	3,047,118.11	1,240,578.91	49,218,482.45	29,369.26	25,330.72
			1,253.03	227.00	1,818.25	740.27			
			4.27%	.77%	6.19%	2.52%			
45	013	Belfield 13	124,602.58	-	259,473.92	162,392.92	4,546,561.57	17,788.50	15,650.43
			487.51	-	1,015.20	635.36			
			2.74%	-	5.71%	3.57%			
29	027	Beulah 27	973,047.16	-	370,024.59	268,162.51	9,836,949.76	13,358.89	11,170.78
			1,321.43	-	502.51	364.17			
			9.89%	-	3.76%	2.73%			
04	001	Billings Co 1	407,766.01	-	23,005.53	474,332.31	3,304,816.60	36,324.65	26,376.27
			4,481.93	-	252.86	5,213.59			
			12.34%	-	.70%	14.35%			
08	001	Bismarck 1	5,891,311.26	497,223.72	7,215,506.10	6,162,268.21	206,238,688.03	14,284.44	12,915.39
			408.04	34.44	499.76	426.81			
			2.86%	.24%	3.50%	2.99%			
05	001	Bottineau 1	628,214.63	-	344,107.30	771,083.44	9,936,710.91	15,049.92	12,409.40
			951.48	-	521.18	1,167.87			
			6.32%	-	3.46%	7.76%			
07	014	Bowbells 14	105,249.40	-	35,612.01	237,579.82	2,294,993.53	23,598.91	19,707.48
			1,082.26	-	366.19	2,442.98			
			4.59%	-	1.55%	10.35%			

COUNTY/DISTRICT NUMBER	NAME	AVERAGE DAILY MEMBERSHIP HIGH SCHOOL	AVERAGE DAILY MEMBERSHIP TOTAL	INSTRUCTION SALARY/ BENEFITS TEACHERS	INSTRUCTION SALARY/ BENEFITS SUPPORT	INSTRUCTION OTHER INSTRUCTIONAL	ADMINISTRATION SCHOOL ADMINISTRATION	ADMINISTRATION GENERAL ADMINISTRATION	OPERATION AND MAINTENANCE OF PLANT
06 001	Bowman Co 1	159.35	487.45	4,154,292.64	104,055.07	606,808.49	398,812.64	749,839.24	787,817.04
				8,522.50	213.47	1,244.86	818.16	1,538.29	1,616.20
				51.57%	1.29%	7.53%	4.95%	9.31%	9.78%
07 036	Burke Central 36	23.68	88.34	1,168,846.76	-	232,034.87	-	463,599.27	192,578.72
				13,231.23	-	2,626.61	-	5,247.90	2,179.97
				49.99%	-	9.92%	-	19.83%	8.24%
16 049	Carrington 49	159.80	549.26	4,003,515.82	255,102.65	354,487.70	324,852.72	431,940.34	788,409.95
				7,288.93	464.45	645.39	591.44	786.40	1,435.40
				49.57%	3.16%	4.39%	4.02%	5.35%	9.76%
34 006	Cavalier 6	110.53	363.57	2,988,123.42	222,956.74	375,914.62	182,140.84	493,414.50	379,681.31
				8,218.84	613.24	1,033.95	500.98	1,357.14	1,044.31
				49.38%	3.68%	6.21%	3.01%	8.15%	6.27%
33 001	Center-Stanton 1	83.75	254.60	2,042,448.26	-	218,567.26	340,680.61	451,728.25	442,159.71
				8,022.18	-	858.47	1,338.10	1,774.27	1,736.68
				48.46%	-	5.19%	8.08%	10.72%	10.49%
09 017	Central Cass 17	320.31	1,018.42	5,728,278.83	973,511.43	367,930.54	461,594.26	1,731,043.81	1,786,748.32
				5,624.67	955.90	361.28	453.25	1,699.73	1,754.43
				39.96%	6.79%	2.57%	3.22%	12.08%	12.47%
49 003	Central Valley 3	59.39	203.67	1,528,406.65	240,401.69	155,839.13	109,816.03	495,577.33	277,966.58
				7,504.33	1,180.35	765.16	539.19	2,433.24	1,364.79
				45.65%	7.18%	4.65%	3.28%	14.80%	8.30%
32 001	Dakota Prairie 1	76.47	271.22	2,682,936.53	252,046.51	264,771.63	436,837.54	354,656.56	987,720.25
				9,892.10	929.31	976.22	1,610.64	1,307.63	3,641.77
				43.74%	4.11%	4.32%	7.12%	5.78%	16.10%
36 001	Devils Lake 1	545.49	1,770.77	13,501,473.65	3,253,081.06	1,606,274.06	1,480,816.62	1,130,318.69	1,900,241.28
				7,624.63	1,837.10	907.10	836.26	638.32	1,073.12
				52.42%	12.63%	6.24%	5.75%	4.39%	7.38%
45 001	Dickinson 1	1,097.80	4,062.05	35,134,921.36	4,384,560.18	5,428,409.12	3,671,201.07	5,545,617.53	4,767,728.79
				8,649.55	1,079.40	1,336.37	903.78	1,365.23	1,173.72
				54.77%	6.84%	8.46%	5.72%	8.65%	7.43%
12 001	Divide County 1	101.93	361.28	3,781,514.83	355,548.82	568,414.70	376,313.37	687,592.37	624,220.73
				10,466.99	984.14	1,573.34	1,041.61	1,903.21	1,727.80
				51.17%	4.81%	7.69%	5.09%	9.30%	8.45%
25 057	Drake 57	49.30	76.63	710,433.72	91,353.12	208,549.53	89,670.40	281,130.53	187,307.48
				9,270.96	1,192.13	2,721.51	1,170.17	3,668.67	2,444.31
				36.79%	4.73%	10.80%	4.64%	14.56%	9.70%
34 019	Drayton 19	48.10	150.41	1,475,465.91	198,538.40	884,281.80	108,491.22	466,432.72	315,854.57
				9,809.63	1,319.98	5,879.14	721.30	3,101.08	2,099.96
				36.48%	4.91%	21.87%	2.68%	11.53%	7.81%

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06 001	Bowman Co 1	454,571.01	-	480,445.67	319,681.48	8,056,323.28	16,527.49	13,953.48
		932.55	-	985.63	655.82			
		5.64%	-	5.96%	3.97%			
07 036	Burke Central 36	131,139.21	-	75,122.92	74,938.36	2,338,260.11	26,468.87	23,285.71
		1,484.48	-	850.38	848.29			
		5.61%	-	3.21%	3.20%			
16 049	Carrington 49	570,591.67	-	341,394.53	1,005,779.24	8,076,074.62	14,703.56	11,212.01
		1,038.84	-	621.55	1,831.15			
		7.07%	-	4.23%	12.45%			
34 006	Cavalier 6	279,764.43	-	226,724.05	902,640.26	6,051,360.17	16,644.28	12,768.47
		769.49	-	623.60	2,482.71			
		4.62%	-	3.75%	14.92%			
33 001	Center-Stanton 1	243,146.64	-	213,833.87	262,035.77	4,214,600.37	16,553.81	13,729.71
		955.01	-	839.88	1,029.21			
		5.77%	-	5.07%	6.22%			
09 017	Central Cass 17	772,643.56	-	707,405.97	1,804,854.09	14,334,010.81	14,074.75	10,849.26
		758.67	-	694.61	1,772.21			
		5.39%	-	4.94%	12.59%			
49 003	Central Valley 3	155,081.84	-	204,863.61	180,367.68	3,348,320.54	16,439.93	13,787.04
		761.44	-	1,005.86	885.59			
		4.63%	-	6.12%	5.39%			
32 001	Dakota Prairie 1	575,284.15	-	260,604.32	318,274.20	6,133,131.69	22,613.12	18,357.68
		2,121.10	-	960.86	1,173.49			
		9.38%	-	4.25%	5.19%			
36 001	Devils Lake 1	1,065,681.60	-	1,120,409.49	700,400.10	25,758,696.55	14,546.61	12,916.53
		601.82	-	632.72	395.53			
		4.14%	-	4.35%	2.72%			
45 001	Dickinson 1	2,078,619.03	-	1,554,943.79	1,578,764.72	64,144,765.59	15,791.23	14,508.05
		511.72	-	382.80	388.66			
		3.24%	-	2.42%	2.46%			
12 001	Divide County 1	679,303.73	-	187,655.75	129,386.96	7,389,951.26	20,454.91	17,697.09
		1,880.27	-	519.42	358.13			
		9.19%	-	2.54%	1.75%			
25 057	Drake 57	187,598.60	-	63,083.87	112,001.41	1,931,128.66	25,200.69	20,467.76
		2,448.11	-	823.23	1,461.59			
		9.71%	-	3.27%	5.80%			
34 019	Drayton 19	97,858.71	-	162,167.09	335,170.30	4,044,260.72	26,888.24	22,931.09
		650.61	-	1,078.17	2,228.38			
		2.42%	-	4.01%	8.29%			

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40 001	Dunseith 1	195.77	518.24	6,732,962.70	210,141.62	1,381,170.88	337,241.85	1,586,400.36	1,391,945.40
				12,991.98	405.49	2,665.12	650.74	3,061.13	2,685.91
				26.19%	.82%	5.37%	1.31%	6.17%	5.41%
23 003	Edgeley 3	65.38	235.50	1,583,256.95	174,115.40	480,226.35	234,369.94	402,749.12	524,018.94
				6,722.96	739.34	2,039.18	995.20	1,710.19	2,225.13
				41.16%	4.53%	12.48%	6.09%	10.47%	13.62%
36 002	Edmore 2	5.00	17.00	477,589.90	8,134.24	92,522.82	66,749.42	345,468.62	177,280.71
				28,093.52	478.48	5,442.52	3,926.44	20,321.68	10,428.28
				33.77%	.58%	6.54%	4.72%	24.43%	12.54%
53 006	Eight Mile 6	105.36	325.47	2,910,178.61	237,864.90	649,339.01	327,544.54	405,255.67	519,118.47
				8,941.46	730.84	1,995.08	1,006.37	1,245.14	1,594.98
				49.80%	4.07%	11.11%	5.61%	6.94%	8.88%
19 049	Elgin-New Leipzig 49	40.72	161.12	1,287,358.26	99,305.39	264,937.98	190,066.86	357,972.33	530,552.25
				7,990.06	616.34	1,644.35	1,179.66	2,221.77	3,292.90
				36.23%	2.79%	7.46%	5.35%	10.07%	14.93%
11 040	Ellendale 40	85.65	308.71	1,989,414.83	131,383.37	789,172.31	249,260.61	436,991.00	455,001.34
				6,444.28	425.59	2,556.35	807.43	1,415.54	1,473.88
				37.50%	2.48%	14.88%	4.70%	8.24%	8.58%
18 127	Emerado 127	-	92.07	1,034,551.51	63,559.76	98,705.62	-	323,720.03	138,853.49
				11,236.58	690.34	1,072.07	-	3,516.02	1,508.13
				40.61%	2.50%	3.87%	-	12.71%	5.45%
37 024	Enderlin Area 24	102.07	306.43	2,601,894.79	321,811.37	209,192.11	245,047.95	313,823.54	331,683.84
				8,490.99	1,050.20	682.68	799.69	1,024.13	1,082.41
				42.10%	5.21%	3.38%	3.96%	5.08%	5.37%
39 018	Fairmount 18	28.63	93.92	1,144,974.57	17,117.47	172,673.24	132,865.44	219,074.80	147,026.26
				12,190.96	182.26	1,838.51	1,414.67	2,332.57	1,565.44
				51.87%	.78%	7.82%	6.02%	9.92%	6.66%
09 001	Fargo 1	3,500.32	11,387.40	123,859,700.21	15,061,205.58	12,921,884.94	12,401,590.25	14,333,772.15	19,926,662.46
				10,876.91	1,322.62	1,134.75	1,089.06	1,258.74	1,749.89
				57.49%	6.99%	6.00%	5.76%	6.65%	9.25%
52 025	Fessenden-Bowdon 25	52.47	182.00	1,305,619.54	51,902.95	321,563.33	126,340.13	424,168.61	364,886.48
				7,173.73	285.18	1,766.83	694.18	2,330.60	2,004.87
				37.12%	1.48%	9.14%	3.59%	12.06%	10.37%
46 019	Finley-Sharon 19	24.13	83.82	1,289,604.63	-	185,143.43	227,795.22	301,458.88	175,911.34
				15,385.40	-	2,208.82	2,717.67	3,596.50	2,098.68
				51.28%	-	7.36%	9.06%	11.99%	6.99%
30 039	Flasher 39	76.14	246.78	1,489,771.16	135,602.06	222,935.99	222,369.65	336,711.22	551,486.55
				6,036.84	549.49	903.38	901.08	1,364.42	2,234.73
				34.81%	3.17%	5.21%	5.20%	7.87%	12.89%

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40	001	Dunseith 1	593,328.45	10,323,545.02	560,910.05	2,594,962.97	25,712,609.30	49,615.25	22,460.37
			1,144.89	19,920.39	1,082.34	5,007.26			
			2.31%	40.15%	2.18%	10.09%			
23	003	Edgeley 3	218,853.96	-	220,601.20	8,354.13	3,846,545.99	16,333.53	14,432.00
			929.32	-	936.74	35.47			
			5.69%	-	5.74%	.22%			
36	002	Edmore 2	119,626.13	-	49,640.26	77,082.66	1,414,094.76	83,182.04	68,690.92
			7,036.83	-	2,920.02	4,534.27			
			8.46%	-	3.51%	5.45%			
53	006	Eight Mile 6	253,816.17	-	138,507.52	401,526.66	5,843,151.55	17,952.97	15,513.88
			779.85	-	425.56	1,233.68			
			4.34%	-	2.37%	6.87%			
19	049	Elgin-New Leipzig 49	336,260.76	-	110,969.77	375,977.76	3,553,401.36	22,054.38	16,945.09
			2,087.02	-	688.74	2,333.53			
			9.46%	-	3.12%	10.58%			
11	040	Ellendale 40	263,123.87	490,553.88	215,766.88	284,345.26	5,305,013.35	17,184.46	13,123.07
			852.33	1,589.04	698.93	921.08			
			4.96%	9.25%	4.07%	5.36%			
18	127	Emerado 127	216,122.23	206,820.00	3,010.00	462,064.75	2,547,407.39	27,668.16	18,023.14
			2,347.37	2,246.33	32.69	5,018.62			
			8.48%	8.12%	.12%	18.14%			
37	024	Enderlin Area 24	1,730,936.09	-	349,596.37	76,650.42	6,180,636.48	20,169.82	13,130.09
			5,648.72	-	1,140.87	250.14			
			28.01%	-	5.66%	1.24%			
39	018	Fairmount 18	47,018.73	23,740.00	113,082.35	189,860.62	2,207,433.48	23,503.34	19,524.40
			500.63	252.77	1,204.03	2,021.51			
			2.13%	1.08%	5.12%	8.60%			
09	001	Fargo 1	7,518,310.06	85,095.30	296,322.86	9,041,082.67	215,445,626.48	18,919.65	17,431.97
			660.23	7.47	26.02	793.95			
			3.49%	.04%	.14%	4.20%			
52	025	Fessenden-Bowdon 25	229,898.19	-	157,776.82	534,979.85	3,517,135.90	19,324.92	14,255.39
			1,263.18	-	866.91	2,939.45			
			6.54%	-	4.49%	15.21%			
46	019	Finley-Sharon 19	113,502.78	12,745.51	22,067.44	186,654.97	2,514,884.20	30,003.39	26,007.08
			1,354.13	152.06	263.27	2,226.85			
			4.51%	.51%	.88%	7.42%			
30	039	Flasher 39	620,180.65	-	168,772.48	531,464.55	4,279,294.31	17,340.52	11,989.94
			2,513.09	-	683.90	2,153.60			
			14.49%	-	3.94%	12.42%			

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50 005	Fordville-Lankin 5	14.09	49.13	614,965.86	47,301.90	51,788.47	115,136.35	285,766.42	146,657.12
				12,517.12	962.79	1,054.11	2,343.50	5,816.54	2,985.08
				40.97%	3.15%	3.45%	7.67%	19.04%	9.77%
37 006	Ft Ransom 6	-	14.48	269,174.34	-	15,020.66	16,249.56	98,275.17	52,804.22
				18,589.39	-	1,037.34	1,122.21	6,786.96	3,646.70
				43.87%	-	2.45%	2.65%	16.02%	8.61%
03 030	Ft Totten 30	177.09	181.61	2,946,603.55	142,811.28	354,719.91	210,794.86	415,552.07	195,153.84
				16,224.90	786.36	1,953.20	1,160.70	2,288.16	1,074.58
				61.30%	2.97%	7.38%	4.39%	8.64%	4.06%
43 004	Ft Yates 4	-	61.83	1,818,709.39	126,050.68	704,712.22	54,046.96	318,085.82	1,338,052.86
				29,414.68	2,038.67	11,397.58	874.12	5,144.52	21,640.84
				37.87%	2.62%	14.67%	1.13%	6.62%	27.86%
24 056	Gackle-Streeter 56	26.00	96.68	1,232,418.40	13,032.00	175,447.45	101,556.17	298,304.88	238,832.75
				12,747.40	134.80	1,814.72	1,050.44	3,085.49	2,470.34
				47.39%	.50%	6.75%	3.91%	11.47%	9.18%
28 051	Garrison 51	103.00	370.06	2,719,234.91	344,939.81	379,775.21	429,878.22	966,881.66	483,689.23
				7,348.09	932.12	1,026.25	1,161.64	2,612.77	1,307.06
				44.69%	5.67%	6.24%	7.07%	15.89%	7.95%
30 048	Glen Ullin 48	54.79	149.43	1,484,183.38	22,020.47	220,280.60	137,414.03	464,993.22	397,401.85
				9,932.30	147.36	1,474.14	919.59	3,111.78	2,659.45
				47.78%	.71%	7.09%	4.42%	14.97%	12.79%
38 026	Glenburn 26	60.19	239.64	2,202,357.04	113,508.90	740,132.21	240,939.48	406,812.34	324,848.68
				9,190.27	473.66	3,088.52	1,005.42	1,697.60	1,355.57
				47.06%	2.43%	15.82%	5.15%	8.69%	6.94%
50 018	Grafton 18	304.50	928.41	5,490,931.08	539,702.13	641,067.56	596,418.53	1,046,624.53	1,331,117.98
				5,914.34	581.32	690.50	642.41	1,127.33	1,433.76
				40.56%	3.99%	4.73%	4.41%	7.73%	9.83%
18 001	Grand Forks 1	2,256.44	7,563.15	75,915,637.60	10,961,119.50	7,922,150.39	6,391,079.28	7,903,334.83	9,994,121.40
				10,037.57	1,449.28	1,047.47	845.03	1,044.98	1,321.42
				59.02%	8.52%	6.16%	4.97%	6.14%	7.77%
53 099	Grenora 99	48.80	157.72	1,947,917.65	296,238.38	171,442.93	139,319.78	507,275.07	476,024.03
				12,350.48	1,878.26	1,087.01	883.34	3,216.30	3,018.16
				46.25%	7.03%	4.07%	3.31%	12.04%	11.30%
20 018	Griggs County Central 18	81.02	261.14	1,589,871.31	217,522.80	171,963.40	257,124.89	528,479.60	447,982.00
				6,088.20	832.97	658.51	984.62	2,023.74	1,715.49
				37.55%	5.14%	4.06%	6.07%	12.48%	10.58%
39 008	Hankinson 8	73.50	240.37	1,859,592.33	34,703.19	216,279.99	285,849.97	343,866.40	411,017.35
				7,736.37	144.37	899.78	1,189.21	1,430.57	1,709.94
				48.16%	.90%	5.60%	7.40%	8.91%	10.65%

COUNTY/DISTRICT NUMBER		NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
50	005	Fordville-Lankin 5	126,763.83	-	18,312.63	94,235.48	1,500,928.06	30,550.13	25,679.14
			2,580.17	-	372.74	1,918.08			
			8.45%	-	1.22%	6.28%			
37	006	Ft Ransom 6	80,414.04	-	-	81,625.86	613,563.85	42,373.19	31,182.59
			5,553.46	-	-	5,637.15			
			13.11%	-	-	13.30%			
03	030	Ft Totten 30	378,022.28	-	114,412.50	49,059.16	4,807,129.45	26,469.52	23,487.89
			2,081.51	-	629.99	270.13			
			7.86%	-	2.38%	1.02%			
43	004	Ft Yates 4	92,700.38	-	100,470.58	250,283.11	4,803,112.00	77,682.55	70,510.40
			1,499.28	-	1,624.95	4,047.92			
			1.93%	-	2.09%	5.21%			
24	056	Gackle-Streeter 56	324,161.54	-	76,094.70	140,577.37	2,600,425.26	26,897.24	21,303.18
			3,352.93	-	787.08	1,454.05			
			12.47%	-	2.93%	5.41%			
28	051	Garrison 51	413,997.42	-	188,892.08	157,102.03	6,084,390.57	16,441.63	14,387.93
			1,118.73	-	510.44	424.53			
			6.80%	-	3.10%	2.58%			
30	048	Glen Ullin 48	116,809.12	-	152,939.01	109,976.22	3,106,017.90	20,785.77	18,244.62
			781.70	-	1,023.48	735.97			
			3.76%	-	4.92%	3.54%			
38	026	Glenburn 26	516,689.09	-	-	134,122.66	4,679,410.40	19,526.83	16,811.04
			2,156.11	-	-	559.68			
			11.04%	-	-	2.87%			
50	018	Grafton 18	502,311.82	-	459,591.23	2,931,336.67	13,539,101.53	14,583.11	10,389.66
			541.05	-	495.03	3,157.37			
			3.71%	-	3.39%	21.65%			
18	001	Grand Forks 1	2,002,873.38	2,291,301.92	1,025,679.85	4,216,386.44	128,623,684.59	17,006.63	15,745.75
			264.82	302.96	135.62	557.49			
			1.56%	1.78%	.80%	3.28%			
53	099	Grenora 99	183,760.29	-	160,503.73	329,324.09	4,211,805.95	26,704.32	22,433.54
			1,165.10	-	1,017.65	2,088.03			
			4.36%	-	3.81%	7.82%			
20	018	Griggs County Central 18	305,390.79	-	158,983.12	556,939.16	4,234,257.07	16,214.51	12,303.53
			1,169.45	-	608.80	2,132.72			
			7.21%	-	3.75%	13.15%			
39	008	Hankinson 8	170,157.54	-	194,008.22	345,550.36	3,861,025.35	16,062.84	13,110.24
			707.90	-	807.12	1,437.58			
			4.41%	-	5.02%	8.95%			

COUNTY/DISTRICT NUMBER	NAME	AVERAGE DAILY MEMBERSHIP HIGH SCHOOL	AVERAGE DAILY MEMBERSHIP TOTAL	INSTRUCTION SALARY/ BENEFITS TEACHERS	INSTRUCTION SALARY/ BENEFITS SUPPORT	INSTRUCTION OTHER INSTRUCTIONAL	ADMINISTRATION SCHOOL ADMINISTRATION	ADMINISTRATION GENERAL ADMINISTRATION	OPERATION AND MAINTENANCE OF PLANT
52 038	Harvey 38	115.92	388.29	3,402,401.92	251,683.55	392,388.53	371,251.00	378,636.78	502,517.87
				8,762.53	648.18	1,010.56	956.12	975.14	1,294.18
				55.31%	4.09%	6.38%	6.04%	6.16%	8.17%
49 007	Hatton Eielson 7	47.76	165.62	1,692,390.81	64,956.16	301,503.28	188,670.47	260,011.11	399,840.83
				10,218.52	392.20	1,820.45	1,139.18	1,569.93	2,414.21
				47.88%	1.84%	8.53%	5.34%	7.36%	11.31%
15 006	Hazelton-Moffit-Braddock 6	37.36	134.26	1,441,751.44	31,573.51	55,533.79	136,530.74	292,822.22	352,427.87
				10,738.50	235.17	413.63	1,016.91	2,181.01	2,624.97
				50.98%	1.12%	1.96%	4.83%	10.35%	12.46%
29 003	Hazen 3	162.83	561.58	3,278,043.59	348,750.05	244,029.95	440,884.46	864,191.96	797,765.54
				5,837.18	621.02	434.54	785.08	1,538.86	1,420.57
				45.03%	4.79%	3.35%	6.06%	11.87%	10.96%
30 013	Hebron 13	43.01	157.44	1,433,867.71	94,722.99	297,599.99	124,360.62	309,359.93	304,679.84
				9,107.39	601.65	1,890.24	789.89	1,964.94	1,935.21
				48.57%	3.21%	10.08%	4.21%	10.48%	10.32%
01 013	Hettinger 13	80.50	279.80	2,327,840.54	165,455.79	181,810.67	298,943.94	288,410.16	699,653.29
				8,319.66	591.34	649.79	1,068.42	1,030.77	2,500.55
				42.00%	2.99%	3.28%	5.39%	5.20%	12.62%
49 009	Hillsboro 9	162.04	481.95	3,467,899.13	562,371.41	572,829.95	407,022.86	452,175.28	665,839.20
				7,195.56	1,166.87	1,188.57	844.53	938.22	1,381.55
				48.42%	7.85%	8.00%	5.68%	6.31%	9.30%
09 085	Hope-Page 85	39.00	150.34	1,507,782.88	171,954.71	195,087.99	177,806.74	521,116.86	416,277.64
				10,029.15	1,143.77	1,297.65	1,182.70	3,466.26	2,768.91
				37.90%	4.32%	4.90%	4.47%	13.10%	10.46%
27 032	Horse Creek 32	-	8.00	86,420.01	23,809.44	41,361.12	14,197.91	22,113.43	135,351.16
				10,802.50	2,976.18	5,170.14	1,774.74	2,764.18	16,918.90
				20.47%	5.64%	9.80%	3.36%	5.24%	32.06%
47 001	Jamestown 1	726.28	2,044.41	16,958,009.86	1,992,523.36	3,093,219.80	2,174,937.01	2,003,640.74	1,879,387.69
				8,294.82	974.62	1,513.01	1,063.85	980.06	919.28
				52.25%	6.14%	9.53%	6.70%	6.17%	5.79%
51 028	Kenmare 28	87.13	260.63	2,366,875.89	88,506.72	293,226.51	328,427.52	378,468.68	530,635.31
				9,081.36	339.59	1,125.07	1,260.13	1,452.13	2,035.97
				46.10%	1.72%	5.71%	6.40%	7.37%	10.34%
47 019	Kensal 19	.46	25.46	303,289.06	-	40,766.67	93,793.72	120,555.60	97,504.39
				11,912.37	-	1,601.20	3,683.96	4,735.10	3,829.71
				36.56%	-	4.91%	11.31%	14.53%	11.76%
22 001	Kidder County 1	96.14	360.09	2,961,032.97	182,472.42	539,019.79	263,037.79	654,931.00	404,506.60
				8,223.04	506.74	1,496.90	730.48	1,818.80	1,123.35
				52.24%	3.22%	9.51%	4.64%	11.55%	7.14%

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52	038	Harvey 38	385,888.28	-	234,902.89	231,415.75	6,151,086.57	15,841.48	13,646.71
			993.81	-	604.97	595.99			
			6.27%	-	3.82%	3.76%			
49	007	Hatton Eielson 7	181,375.79	-	157,004.24	288,880.00	3,534,632.69	21,341.82	17,554.48
			1,095.13	-	947.98	1,744.23			
			5.13%	-	4.44%	8.17%			
15	006	Hazelton-Moffit-Braddock 6	303,183.82	-	83,562.28	130,478.11	2,827,863.78	21,062.59	17,210.19
			2,258.18	-	622.39	971.83			
			10.72%	-	2.95%	4.61%			
29	003	Hazen 3	533,859.83	-	253,444.72	518,183.44	7,279,153.54	12,961.92	10,637.25
			950.64	-	451.31	922.72			
			7.33%	-	3.48%	7.12%			
30	013	Hebron 13	181,450.84	-	146,874.39	59,362.90	2,952,279.21	18,751.77	16,289.32
			1,152.51	-	932.89	377.05			
			6.15%	-	4.97%	2.01%			
01	013	Hettinger 13	229,318.05	341,915.26	306,465.45	702,118.50	5,541,931.65	19,806.76	14,160.52
			819.58	1,222.00	1,095.30	2,509.36			
			4.14%	6.17%	5.53%	12.67%			
49	009	Hillsboro 9	277,329.87	-	335,118.85	422,115.60	7,162,702.15	14,861.92	12,715.30
			575.43	-	695.34	875.85			
			3.87%	-	4.68%	5.89%			
09	085	Hope-Page 85	279,163.09	-	328,515.47	380,901.71	3,978,607.09	26,464.06	19,888.43
			1,856.88	-	2,185.15	2,533.60			
			7.02%	-	8.26%	9.57%			
27	032	Horse Creek 32	33,488.36	11,168.20	-	54,333.50	422,243.13	52,780.39	40,406.63
			4,186.05	1,396.03	-	6,791.69			
			7.93%	2.64%	-	12.87%			
47	001	Jamestown 1	1,012,638.12	-	651,931.03	2,689,015.94	32,455,303.55	15,875.14	13,745.64
			495.32	-	318.88	1,315.30			
			3.12%	-	2.01%	8.29%			
51	028	Kenmare 28	314,306.67	-	255,720.66	577,852.80	5,134,020.76	19,698.50	15,294.25
			1,205.95	-	981.16	2,217.14			
			6.12%	-	4.98%	11.26%			
47	019	Kensal 19	50,148.78	-	3,591.70	119,809.38	829,459.30	32,578.92	25,762.35
			1,969.71	-	141.07	4,705.79			
			6.05%	-	.43%	14.44%			
22	001	Kidder County 1	589,838.89	-	-	73,158.29	5,667,997.75	15,740.50	13,899.30
			1,638.03	-	-	203.17			
			10.41%	-	-	1.29%			

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13 016	Killdeer 16	159.15	568.13	5,241,933.40	205,645.59	1,057,042.46	386,070.10	903,271.06	949,049.87
				9,226.64	361.97	1,860.56	679.55	1,589.90	1,670.48
				48.13%	1.89%	9.70%	3.54%	8.29%	8.71%
09 002	Kindred 2	268.57	892.24	5,783,953.39	77,511.58	446,543.52	521,822.75	671,415.98	1,297,041.48
				6,482.51	86.87	500.47	584.85	752.51	1,453.69
				49.40%	.66%	3.81%	4.46%	5.73%	11.08%
23 007	Kulm 7	41.46	115.61	1,253,535.25	156,923.19	200,283.79	216,078.69	314,955.00	239,869.26
				10,842.79	1,357.35	1,732.41	1,869.03	2,724.29	2,074.81
				43.86%	5.49%	7.01%	7.56%	11.02%	8.39%
32 066	Lakota 66	47.26	178.35	1,407,662.57	56,021.00	201,946.10	315,500.66	266,178.45	387,852.56
				7,892.70	314.11	1,132.30	1,769.00	1,492.45	2,174.67
				45.28%	1.80%	6.50%	10.15%	8.56%	12.47%
23 008	LaMoure 8	71.16	263.80	2,104,982.72	284,674.88	458,900.89	284,699.77	296,883.62	665,259.06
				7,979.46	1,079.13	1,739.58	1,079.23	1,125.41	2,521.83
				45.57%	6.16%	9.93%	6.16%	6.43%	14.40%
10 023	Langdon Area 23	132.02	423.26	3,512,640.20	252,478.70	256,646.02	241,334.29	408,672.62	1,513,483.77
				8,299.01	596.51	606.36	570.18	965.54	3,575.78
				51.15%	3.68%	3.74%	3.51%	5.95%	22.04%
18 044	Larimore 44	128.79	384.40	2,323,796.19	410,355.15	288,994.08	139,718.04	525,968.63	606,969.18
				6,045.26	1,067.52	751.81	363.47	1,368.28	1,579.00
				37.27%	6.58%	4.64%	2.24%	8.44%	9.74%
03 006	Leeds 6	32.00	117.53	1,372,464.39	38,556.26	156,058.16	128,018.18	216,562.23	333,697.60
				11,677.57	328.05	1,327.82	1,089.24	1,842.61	2,839.25
				53.48%	1.50%	6.08%	4.99%	8.44%	13.00%
51 161	Lewis and Clark 161	102.46	373.54	3,807,933.15	163,045.11	585,567.72	539,795.70	591,020.55	855,859.94
				10,194.18	436.49	1,567.62	1,445.08	1,582.21	2,291.21
				49.36%	2.11%	7.59%	7.00%	7.66%	11.09%
39 028	Lidgerwood 28	67.19	187.49	1,356,160.93	440,399.12	262,930.44	205,546.52	315,873.48	359,021.94
				7,233.24	2,348.92	1,402.37	1,096.31	1,684.75	1,914.89
				41.89%	13.60%	8.12%	6.35%	9.76%	11.09%
15 036	Linton 36	82.59	241.32	1,700,264.56	142,038.66	433,067.63	327,294.02	330,925.59	836,211.51
				7,045.68	588.59	1,794.58	1,356.27	1,371.31	3,465.16
				39.06%	3.26%	9.95%	7.52%	7.60%	19.21%
37 019	Lisbon 19	223.71	626.59	4,247,395.77	459,736.56	714,691.08	586,890.43	709,252.56	818,922.80
				6,778.59	733.71	1,140.60	936.64	1,131.92	1,306.95
				48.23%	5.22%	8.12%	6.66%	8.05%	9.30%
02 046	Litchville-Marion 46	27.66	129.56	1,339,256.32	78,426.23	217,472.13	226,440.69	569,882.39	323,875.93
				10,336.96	605.33	1,678.54	1,747.77	4,398.60	2,499.81
				40.21%	2.35%	6.53%	6.80%	17.11%	9.72%

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13 016	Killdeer 16	689,571.54	-	454,625.75	1,005,009.39	10,892,219.16	19,172.05	15,389.11
		1,213.76	-	800.21	1,768.98			
		6.33%	-	4.17%	9.23%			
09 002	Kindred 2	456,451.79	-	719,265.19	1,734,549.45	11,708,555.13	13,122.65	9,860.90
		511.58	-	806.13	1,944.04			
		3.90%	-	6.14%	14.81%			
23 007	Kulm 7	222,413.96	-	112,151.11	141,683.42	2,857,893.67	24,720.13	20,600.68
		1,923.83	-	970.08	1,225.53			
		7.78%	-	3.92%	4.96%			
32 066	Lakota 66	228,509.81	-	108,819.46	136,601.21	3,109,091.82	17,432.53	14,775.22
		1,281.24	-	610.15	765.92			
		7.35%	-	3.50%	4.39%			
23 008	LaMoure 8	233,212.25	-	219,962.82	70,999.64	4,619,575.65	17,511.66	15,524.64
		884.05	-	833.82	269.14			
		5.05%	-	4.76%	1.54%			
10 023	Langdon Area 23	297,061.75	-	335,395.04	50,060.85	6,867,773.24	16,225.90	14,613.37
		701.84	-	792.41	118.27			
		4.33%	-	4.88%	.73%			
18 044	Larimore 44	324,698.76	495,857.17	246,016.96	872,099.02	6,234,473.18	16,218.71	11,175.34
		844.69	1,289.95	640.00	2,268.73			
		5.21%	7.95%	3.95%	13.99%			
03 006	Leeds 6	71,488.03	-	65,826.48	183,690.28	2,566,361.61	21,835.80	19,104.54
		608.25	-	560.08	1,562.92			
		2.79%	-	2.56%	7.16%			
51 161	Lewis and Clark 161	474,705.90	185,911.51	211,571.70	299,704.20	7,715,115.48	20,654.05	17,516.79
		1,270.83	497.70	566.40	802.33			
		6.15%	2.41%	2.74%	3.88%			
39 028	Lidgerwood 28	181,200.28	-	17,671.43	98,907.55	3,237,711.69	17,268.72	15,680.48
		966.45	-	94.25	527.54			
		5.60%	-	.55%	3.05%			
15 036	Linton 36	226,887.93	-	202,941.20	153,412.91	4,353,044.01	18,038.47	15,621.59
		940.20	-	840.96	635.72			
		5.21%	-	4.66%	3.52%			
37 019	Lisbon 19	354,294.40	161,225.08	316,712.89	437,443.45	8,806,565.02	14,054.75	12,028.42
		565.43	257.31	505.45	698.13			
		4.02%	1.83%	3.60%	4.97%			
02 046	Litchville-Marion 46	471,969.07	-	66,115.61	37,352.84	3,330,791.21	25,708.48	21,267.01
		3,642.86	-	510.31	288.31			
		14.17%	-	1.98%	1.12%			

COUNTY/DISTRICT NUMBER	NAME	AVERAGE DAILY MEMBERSHIP HIGH SCHOOL	AVERAGE DAILY MEMBERSHIP TOTAL	INSTRUCTION SALARY/ BENEFITS TEACHERS	INSTRUCTION SALARY/ BENEFITS SUPPORT	INSTRUCTION OTHER INSTRUCTIONAL	ADMINISTRATION SCHOOL ADMINISTRATION	ADMINISTRATION GENERAL ADMINISTRATION	OPERATION AND MAINTENANCE OF PLANT
30 004	Little Heart 4	-	28.40	265,758.85	-	17,927.34	-	36,517.78	79,236.27
				9,357.71	-	631.24	-	1,285.84	2,790.01
				53.82%	-	3.63%	-	7.40%	16.05%
17 006	Lone Tree 6	-	25.00	370,169.55	13,995.56	69,756.53	112,637.48	64,217.97	69,196.49
				14,806.78	559.82	2,790.26	4,505.50	2,568.72	2,767.86
				30.37%	1.15%	5.72%	9.24%	5.27%	5.68%
03 009	Maddock 9	42.35	122.45	1,045,048.35	89,924.91	185,438.59	54,552.71	309,873.40	461,652.09
				8,534.49	734.38	1,514.40	445.51	2,530.61	3,770.13
				34.96%	3.01%	6.20%	1.82%	10.36%	15.44%
30 001	Mandan 1	1,296.58	4,495.60	35,131,463.96	3,700,693.14	2,561,679.91	3,352,840.13	5,023,298.45	6,372,506.44
				7,814.63	823.18	569.82	745.80	1,117.38	1,417.50
				57.76%	6.08%	4.21%	5.51%	8.26%	10.48%
27 036	Mandaree 36	55.59	201.24	3,253,202.87	351,120.51	659,959.27	178,985.42	775,290.90	1,216,732.20
				16,165.79	1,744.78	3,279.46	889.41	3,852.57	6,046.17
				46.03%	4.97%	9.34%	2.53%	10.97%	17.22%
08 045	Manning 45	-	13.40	179,402.60	17,135.89	20,011.96	20,000.00	18,309.99	12,303.13
				13,388.25	1,278.80	1,493.43	1,492.54	1,366.42	918.14
				61.65%	5.89%	6.88%	6.87%	6.29%	4.23%
18 125	Manvel 125	-	193.14	1,323,274.92	97,605.24	202,005.24	190,595.31	156,522.25	117,465.66
				6,851.38	505.36	1,045.90	986.82	810.41	608.19
				42.51%	3.14%	6.49%	6.12%	5.03%	3.77%
09 004	Maple Valley 4	66.77	234.03	1,449,689.29	139,702.57	236,419.41	329,638.06	545,514.00	442,876.92
				6,194.46	596.94	1,010.21	1,408.53	2,330.96	1,892.39
				24.92%	2.40%	4.06%	5.67%	9.38%	7.61%
09 007	Mapleton 7	-	197.07	1,763,863.14	311,453.81	725,178.13	-	731,503.74	216,769.56
				8,950.44	1,580.42	3,679.80	-	3,711.90	1,099.96
				39.94%	7.05%	16.42%	-	16.56%	4.91%
44 012	Marmarth 12	-	12.12	91,678.22	131,464.98	31,811.21	66,029.09	29,245.65	37,172.08
				7,564.21	10,846.95	2,624.69	5,447.94	2,413.01	3,067.00
				22.28%	31.94%	7.73%	16.04%	7.11%	9.03%
28 050	Max 50	45.51	135.24	1,443,137.54	166,310.50	183,334.28	121,207.21	303,996.36	240,954.48
				10,670.94	1,229.74	1,355.62	896.24	2,247.83	1,781.68
				47.47%	5.47%	6.03%	3.99%	10.00%	7.93%
49 014	May-Port CG 14	153.84	511.97	3,801,281.46	133,539.09	163,864.95	420,370.47	750,088.54	519,827.03
				7,424.81	260.83	320.07	821.08	1,465.10	1,015.35
				56.18%	1.97%	2.42%	6.21%	11.09%	7.68%
42 029	McClusky-Goodrich 29	28.18	94.05	1,382,451.99	-	301,713.48	155,493.35	247,876.46	191,343.75
				14,699.12	-	3,208.01	1,653.31	2,635.58	2,034.49
				54.26%	-	11.84%	6.10%	9.73%	7.51%

COUNTY/DISTRICT NUMBER		NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
30	004	Little Heart 4	12,752.78	-	-	81,561.21	493,754.23	17,385.71	14,064.80
			449.04	-	-	2,871.87			
			2.58%	-	-	16.52%			
17	006	Lone Tree 6	189,673.80	-	610.30	328,488.83	1,218,746.51	48,749.86	27,998.94
			7,586.95	-	24.41	13,139.55			
			15.56%	-	.05%	26.95%			
03	009	Maddock 9	235,863.65	-	92,015.26	515,324.83	2,989,693.79	24,415.63	17,529.52
			1,926.20	-	751.45	4,208.45			
			7.89%	-	3.08%	17.24%			
30	001	Mandan 1	2,311,848.83	-	1,678,798.80	684,893.99	60,818,023.65	13,528.34	12,488.32
			514.25	-	373.43	152.35			
			3.80%	-	2.76%	1.13%			
27	036	Mandaree 36	256,931.96	-	179,954.28	195,333.06	7,067,510.47	35,119.81	31,978.19
			1,276.74	-	894.23	970.65			
			3.64%	-	2.55%	2.76%			
08	045	Manning 45	-	-	-	23,845.84	291,009.41	21,717.12	19,937.58
			-	-	-	1,779.54			
			-	-	-	8.19%			
18	125	Manvel 125	373,997.16	-	6,124.35	645,247.86	3,112,837.99	16,117.00	10,808.06
			1,936.40	-	31.71	3,340.83			
			12.01%	-	.20%	20.73%			
09	004	Maple Valley 4	241,175.16	212,837.06	262,046.70	1,957,912.77	5,817,811.94	24,859.26	13,433.49
			1,030.53	909.44	1,119.71	8,366.08			
			4.15%	3.66%	4.50%	33.65%			
09	007	Mapleton 7	47,296.20	-	-	620,686.17	4,416,750.75	22,412.09	19,022.52
			240.00	-	-	3,149.57			
			1.07%	-	-	14.05%			
44	012	Marmarth 12	12,388.60	-	-	11,753.55	411,543.38	33,955.72	31,963.80
			1,022.16	-	-	969.76			
			3.01%	-	-	2.86%			
28	050	Max 50	249,289.95	-	91,943.24	240,150.88	3,040,324.44	22,480.96	18,182.05
			1,843.32	-	679.85	1,775.74			
			8.20%	-	3.02%	7.90%			
49	014	May-Port CG 14	307,738.77	-	178,898.72	490,408.37	6,766,017.40	13,215.65	11,307.25
			601.09	-	349.43	957.88			
			4.55%	-	2.64%	7.25%			
42	029	McClusky-Goodrich 29	170,152.37	-	97,939.35	684.91	2,547,655.66	27,088.31	24,230.51
			1,809.17	-	1,041.35	7.28			
			6.68%	-	3.84%	.03%			

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27 001	McKenzie Co 1	512.75	2,098.10	16,899,379.83	1,299,509.00	2,560,929.92	1,404,974.35	975,117.46	3,671,235.16
				8,054.61	619.37	1,220.59	669.64	464.76	1,749.79
				46.21%	3.55%	7.00%	3.84%	2.67%	10.04%
47 003	Medina 3	63.17	189.28	1,791,441.07	97,685.30	257,549.98	-	523,492.47	265,253.27
				9,464.50	516.09	1,360.68	-	2,765.70	1,401.38
				51.27%	2.80%	7.37%	-	14.98%	7.59%
08 033	Menoken 33	-	50.08	374,474.48	-	72,161.33	30,100.00	54,941.68	102,429.82
				7,477.53	-	1,440.92	601.04	1,097.08	2,045.32
				39.34%	-	7.58%	3.16%	5.77%	10.76%
20 007	Midkota 7	51.03	161.10	1,483,713.30	238,225.16	342,081.07	240,499.36	344,518.57	399,661.37
				9,209.89	1,478.74	2,123.41	1,492.86	2,138.54	2,480.83
				35.79%	5.75%	8.25%	5.80%	8.31%	9.64%
18 128	Midway 128	48.91	171.57	1,837,080.34	153,031.55	198,170.91	212,640.03	284,830.90	479,408.28
				10,707.47	891.95	1,155.04	1,239.38	1,660.14	2,794.24
				44.44%	3.70%	4.79%	5.14%	6.89%	11.60%
41 002	Milnor 2	54.15	214.70	2,190,559.44	164,164.94	631,764.33	233,182.13	388,425.90	248,840.08
				10,202.89	764.62	2,942.54	1,086.08	1,809.16	1,159.01
				51.80%	3.88%	14.94%	5.51%	9.18%	5.88%
03 005	Minnewaukan 5	64.41	249.79	3,065,246.73	-	4,284,844.90	283,934.34	602,764.81	647,592.22
				12,271.29	-	17,153.79	1,136.69	2,413.09	2,592.55
				29.87%	-	41.75%	2.77%	5.87%	6.31%
51 001	Minot 1	2,128.50	7,652.33	71,769,532.40	6,939,263.19	8,449,006.49	7,285,296.61	5,964,959.14	11,404,351.07
				9,378.78	906.82	1,104.11	952.04	779.50	1,490.31
				58.41%	5.65%	6.88%	5.93%	4.85%	9.28%
51 160	Minot AFB 160	-	-	-	-	-	-	50,974.01	2,672,121.08
				-	-	-	-	-	-
				-	-	-	-	.64%	33.62%
50 020	Minto 20	85.63	269.88	1,757,274.21	320,555.61	446,895.49	210,592.03	397,104.36	484,177.97
				6,511.32	1,187.77	1,655.90	780.32	1,471.41	1,794.05
				38.91%	7.10%	9.89%	4.66%	8.79%	10.72%
38 001	Mohall-Lansford-Sherwood 1	87.55	293.24	2,462,305.99	177,482.17	408,950.05	279,249.40	455,168.15	513,798.46
				8,396.90	605.25	1,394.59	952.29	1,552.20	1,752.14
				48.77%	3.52%	8.10%	5.53%	9.01%	10.18%
47 014	Montpelier 14	28.67	96.32	1,004,419.92	57,414.30	121,712.54	150,487.47	208,254.58	147,913.30
				10,427.95	596.08	1,263.63	1,562.37	2,162.11	1,535.64
				46.51%	2.66%	5.64%	6.97%	9.64%	6.85%
21 001	Mott-Regent 1	66.53	226.98	1,524,916.33	110,971.31	226,130.16	292,414.79	375,232.51	472,153.13
				6,718.29	488.90	996.26	1,288.28	1,653.15	2,080.15
				36.93%	2.69%	5.48%	7.08%	9.09%	11.43%

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27	001	McKenzie Co 1	3,471,512.73	4,011,720.08	800,519.93	1,476,993.98	36,571,892.44	17,430.96	12,778.77
			1,654.60	1,912.07	381.55	703.97			
			9.49%	10.97%	2.19%	4.04%			
47	003	Medina 3	398,363.28	-	-	160,086.53	3,493,871.90	18,458.75	15,508.36
			2,104.62	-	-	845.77			
			11.40%	-	-	4.58%			
08	033	Menoken 33	143,616.96	-	-	174,081.88	951,806.15	19,005.71	12,661.89
			2,867.75	-	-	3,476.08			
			15.09%	-	-	18.29%			
20	007	Midkota 7	155,562.53	-	162,599.25	778,595.74	4,145,456.35	25,732.19	18,924.26
			965.63	-	1,009.31	4,833.00			
			3.75%	-	3.92%	18.78%			
18	128	Midway 128	264,343.38	-	126,698.72	577,720.73	4,133,924.84	24,094.68	18,448.23
			1,540.73	-	738.47	3,367.26			
			6.39%	-	3.06%	13.98%			
41	002	Milnor 2	180,447.44	-	134,283.79	57,312.47	4,228,980.52	19,697.16	17,964.31
			840.46	-	625.45	266.94			
			4.27%	-	3.18%	1.36%			
03	005	Minnewaukan 5	573,325.46	-	142,820.05	662,264.48	10,262,792.99	41,085.68	35,567.41
			2,295.23	-	571.76	2,651.28			
			5.59%	-	1.39%	6.45%			
51	001	Minot 1	2,106,537.89	873,270.57	3,485,366.25	4,589,612.36	122,867,195.97	16,056.18	14,611.55
			275.28	114.12	455.46	599.77			
			1.71%	.71%	2.84%	3.74%			
51	160	Minot AFB 160	225,362.06	-	-	5,000,000.00	7,948,457.15	-	-
			-	-	-	-			
			2.84%	-	-	62.91%			
50	020	Minto 20	239,714.04	-	126,872.97	533,289.25	4,516,475.93	16,735.13	13,400.77
			888.22	-	470.11	1,976.02			
			5.31%	-	2.81%	11.81%			
38	001	Mohall-Lansford-Sherwood 1	326,831.78	-	261,762.92	163,581.94	5,049,130.86	17,218.42	14,653.37
			1,114.55	-	892.66	557.84			
			6.47%	-	5.18%	3.24%			
47	014	Montpelier 14	303,495.50	51,180.69	30,882.88	83,973.49	2,159,734.67	22,422.49	17,547.78
			3,150.91	531.36	320.63	871.82			
			14.05%	2.37%	1.43%	3.89%			
21	001	Mott-Regent 1	383,668.64	-	215,576.81	528,479.66	4,129,543.34	18,193.42	13,225.03
			1,690.32	-	949.76	2,328.31			
			9.29%	-	5.22%	12.80%			

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40 004	Mt Pleasant 4	70.93	235.98	2,579,363.59	82,537.27	178,717.57	307,046.28	375,483.54	970,957.28
				10,930.43	349.76	757.34	1,301.15	1,591.17	4,114.57
				50.93%	1.63%	3.53%	6.06%	7.41%	19.17%
10 019	Munich 19	21.37	91.37	1,353,511.85	41,501.02	105,855.10	133,330.05	283,704.36	256,808.76
				14,813.53	454.21	1,158.53	1,459.23	3,105.01	2,810.65
				54.74%	1.68%	4.28%	5.39%	11.47%	10.39%
24 002	Napoleon 2	67.13	241.50	2,018,445.81	118,025.22	174,076.96	290,996.30	322,410.96	339,340.75
				8,357.95	488.72	720.82	1,204.95	1,335.04	1,405.14
				53.77%	3.14%	4.64%	7.75%	8.59%	9.04%
08 025	Naughton 25	-	17.77	208,426.26	-	30,290.37	33,559.15	41,883.93	28,086.59
				11,729.11	-	1,704.58	1,888.53	2,357.00	1,580.56
				55.92%	-	8.13%	9.00%	11.24%	7.54%
51 004	Nedrose 4	161.66	572.00	4,377,699.70	565,316.75	182,433.63	278,875.10	781,367.82	688,304.44
				7,653.32	988.32	318.94	487.54	1,366.03	1,203.33
				53.83%	6.95%	2.24%	3.43%	9.61%	8.46%
53 002	Nesson 2	119.24	436.00	3,507,913.51	155,038.14	556,012.53	277,202.69	649,845.24	490,009.15
				8,045.67	355.59	1,275.26	635.79	1,490.47	1,123.87
				43.09%	1.90%	6.83%	3.40%	7.98%	6.02%
21 009	New England 9	70.14	257.51	1,886,243.58	128,287.08	676,991.06	171,964.88	394,802.16	485,121.92
				7,324.93	498.18	2,628.99	667.80	1,533.15	1,883.90
				37.92%	2.58%	13.61%	3.46%	7.94%	9.75%
14 002	New Rockford-Sheyenne 2	82.98	303.78	1,950,249.70	120,362.86	356,992.23	268,870.04	665,553.63	373,640.71
				6,419.94	396.22	1,175.17	885.08	2,190.91	1,229.97
				39.41%	2.43%	7.21%	5.43%	13.45%	7.55%
30 049	New Salem-Almont 49	102.01	370.91	2,885,501.11	74,591.28	712,774.70	258,036.89	405,665.42	564,966.35
				7,779.52	201.10	1,921.69	695.69	1,093.70	1,523.19
				51.10%	1.32%	12.62%	4.57%	7.18%	10.01%
31 001	New Town 1	270.37	928.49	9,762,534.95	1,476,598.06	3,035,143.86	814,469.79	1,025,166.03	1,525,799.81
				10,514.42	1,590.32	3,268.90	877.20	1,104.12	1,643.31
				52.47%	7.94%	16.31%	4.38%	5.51%	8.20%
05 054	Newburg-United 54	23.77	86.54	1,083,604.66	57,380.98	279,134.91	160,464.99	386,053.65	238,602.74
				12,521.43	663.06	3,225.50	1,854.23	4,460.99	2,757.14
				38.17%	2.02%	9.83%	5.65%	13.60%	8.41%
34 100	North Border 100	91.53	302.92	3,430,830.33	62,855.63	407,734.51	446,333.86	406,638.10	655,623.87
				11,325.86	207.50	1,346.01	1,473.44	1,342.39	2,164.35
				50.95%	.93%	6.06%	6.63%	6.04%	9.74%
41 003	North Sargent 3	62.19	177.91	1,667,613.56	82,469.99	422,553.92	277,962.76	487,745.19	310,611.59
				9,373.35	463.55	2,375.10	1,562.38	2,741.53	1,745.89
				46.41%	2.30%	11.76%	7.74%	13.57%	8.64%

COUNTY/DISTRICT NUMBER		NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
40	004	Mt Pleasant 4	124,534.88	-	206,040.01	239,931.05	5,064,611.47	21,462.04	19,044.43
			527.73	-	873.12	1,016.74			
			2.46%	-	4.07%	4.74%			
10	019	Munich 19	164,281.23	-	53,018.50	80,501.44	2,472,512.31	27,060.44	23,801.15
			1,797.98	-	580.26	881.05			
			6.64%	-	2.14%	3.26%			
24	002	Napoleon 2	290,036.60	-	168,514.91	32,225.16	3,754,072.67	15,544.81	13,512.61
			1,200.98	-	697.78	133.44			
			7.73%	-	4.49%	.86%			
08	025	Naughton 25	-	-	-	30,478.83	372,725.13	20,974.97	19,259.78
			-	-	-	1,715.18			
			-	-	-	8.18%			
51	004	Nedrose 4	491,008.26	59,228.91	374,053.41	334,190.12	8,132,478.14	14,217.62	12,017.48
			858.41	103.55	653.94	584.25			
			6.04%	.73%	4.60%	4.11%			
53	002	Nesson 2	797,443.15	-	133,660.98	1,574,238.59	8,141,363.98	18,672.85	12,926.65
			1,829.00	-	306.56	3,610.64			
			9.79%	-	1.64%	19.34%			
21	009	New England 9	532,891.37	-	226,994.02	470,995.97	4,974,292.04	19,316.89	14,536.95
			2,069.40	-	881.50	1,829.04			
			10.71%	-	4.56%	9.47%			
14	002	New Rockford-Sheyenne 2	207,908.12	-	321,441.61	683,510.51	4,948,529.41	16,289.85	12,297.28
			684.40	-	1,058.14	2,250.02			
			4.20%	-	6.50%	13.81%			
30	049	New Salem-Almont 49	468,098.84	-	277,129.58	-	5,646,764.17	15,224.08	13,214.89
			1,262.03	-	747.16	-			
			8.29%	-	4.91%	-			
31	001	New Town 1	671,867.81	-	286,776.71	6,853.36	18,605,210.38	20,038.14	18,998.28
			723.61	-	308.86	7.38			
			3.61%	-	1.54%	.04%			
05	054	Newburg-United 54	323,984.58	-	61,775.25	247,693.21	2,838,694.97	32,802.11	25,482.34
			3,743.76	-	713.83	2,862.18			
			11.41%	-	2.18%	8.73%			
34	100	North Border 100	217,648.52	-	753,749.35	352,280.38	6,733,694.55	22,229.28	17,859.55
			718.50	-	2,488.28	1,162.95			
			3.23%	-	11.19%	5.23%			
41	003	North Sargent 3	99,929.56	-	134,270.74	110,303.76	3,593,461.07	20,198.20	18,261.80
			561.69	-	754.71	620.00			
			2.78%	-	3.74%	3.07%			

COUNTY/DISTRICT NUMBER	NAME	AVERAGE DAILY MEMBERSHIP HIGH SCHOOL	AVERAGE DAILY MEMBERSHIP TOTAL	INSTRUCTION SALARY/ BENEFITS TEACHERS	INSTRUCTION SALARY/ BENEFITS SUPPORT	INSTRUCTION OTHER INSTRUCTIONAL	ADMINISTRATION SCHOOL ADMINISTRATION	ADMINISTRATION GENERAL ADMINISTRATION	OPERATION AND MAINTENANCE OF PLANT
48 010	North Star 10	77.26	287.75	2,189,850.40	125,584.68	114,520.64	244,930.82	449,219.40	404,754.16
				7,610.25	436.44	397.99	851.19	1,561.14	1,406.62
				54.17%	3.11%	2.83%	6.06%	11.11%	10.01%
09 097	Northern Cass 97	203.51	686.26	4,482,561.87	469,892.83	862,281.73	443,989.92	587,797.55	706,326.31
				6,531.87	684.72	1,256.49	646.97	856.52	1,029.24
				45.07%	4.72%	8.67%	4.46%	5.91%	7.10%
18 129	Northwood 129	96.17	346.43	2,652,992.63	137,909.30	213,857.26	223,513.54	328,348.94	519,382.45
				7,658.09	398.09	617.32	645.19	947.81	1,499.24
				51.81%	2.69%	4.18%	4.36%	6.41%	10.14%
11 041	Oakes 41	159.82	478.00	2,622,171.59	293,784.44	376,364.28	314,246.57	540,080.89	850,723.46
				5,485.71	614.61	787.37	657.42	1,129.88	1,779.76
				35.79%	4.01%	5.14%	4.29%	7.37%	11.61%
03 016	Oberon 16	-	55.77	938,624.74	71,753.59	201,290.21	81,244.98	346,644.00	389,902.17
				16,830.28	1,286.60	3,609.29	1,456.79	6,215.60	6,991.25
				32.79%	2.51%	7.03%	2.84%	12.11%	13.62%
50 008	Park River Area 8	133.14	448.54	2,771,977.24	336,377.70	584,682.85	273,965.49	425,125.50	543,435.65
				6,180.00	749.94	1,303.52	610.79	947.80	1,211.57
				43.22%	5.24%	9.12%	4.27%	6.63%	8.47%
31 003	Parshall 3	78.82	246.25	2,281,720.18	181,951.36	646,434.04	384,441.67	749,667.08	582,377.05
				9,265.87	738.89	2,625.11	1,561.18	3,044.33	2,364.98
				38.84%	3.10%	11.00%	6.54%	12.76%	9.91%
47 010	Pingree-Buchanan 10	40.97	152.33	1,428,528.15	184,853.20	471,777.69	150,063.10	188,518.72	296,459.19
				9,377.85	1,213.50	3,097.08	985.12	1,237.57	1,946.16
				44.37%	5.74%	14.65%	4.66%	5.86%	9.21%
07 027	Powers Lake 27	67.04	209.44	2,062,051.69	-	480,444.02	180,282.63	350,231.52	301,317.17
				9,845.55	-	2,293.95	860.78	1,672.23	1,438.68
				49.40%	-	11.51%	4.32%	8.39%	7.22%
45 034	Richardton-Taylor 34	75.89	313.71	2,479,152.26	83,125.29	651,274.65	240,312.79	795,310.46	447,899.96
				7,902.69	264.97	2,076.04	766.03	2,535.18	1,427.75
				45.74%	1.53%	12.02%	4.43%	14.67%	8.26%
39 044	Richland 44	86.40	290.39	2,180,307.43	260,364.35	278,196.74	309,664.60	322,098.18	417,011.33
				7,508.20	896.60	958.01	1,066.37	1,109.19	1,436.04
				48.65%	5.81%	6.21%	6.91%	7.19%	9.30%
40 029	Rolette 29	56.73	132.52	1,393,289.00	92,989.28	89,866.32	130,268.90	280,443.35	202,901.97
				10,513.80	701.70	678.13	983.01	2,116.23	1,531.10
				46.48%	3.10%	3.00%	4.35%	9.36%	6.77%
19 018	Roosevelt 18	-	45.38	474,208.49	13,783.48	49,271.61	131,492.15	178,037.85	316,453.08
				10,449.72	303.73	1,085.76	2,897.58	3,923.27	6,973.40
				29.85%	.87%	3.10%	8.28%	11.21%	19.92%

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48	010	North Star 10	138,419.03	-	179,450.24	195,935.09	4,042,664.46	14,049.22	12,263.63
			481.04	-	623.63	680.92			
			3.42%	-	4.44%	4.85%			
09	097	Northern Cass 97	634,702.95	-	361,736.83	1,396,213.91	9,945,503.90	14,492.33	11,005.81
			924.87	-	527.11	2,034.53			
			6.38%	-	3.64%	14.04%			
18	129	Northwood 129	306,867.47	-	209,514.96	528,397.80	5,120,784.35	14,781.58	11,765.74
			885.80	-	604.78	1,525.27			
			5.99%	-	4.09%	10.32%			
11	041	Oakes 41	412,218.00	4,709.73	32,511.62	1,879,788.09	7,326,598.67	15,327.61	10,454.75
			862.38	9.85	68.02	3,932.61			
			5.63%	.06%	.44%	25.66%			
03	016	Oberon 16	267,670.62	108,026.89	12,273.97	445,423.22	2,862,854.39	51,333.23	36,389.81
			4,799.54	1,937.01	220.08	7,986.79			
			9.35%	3.77%	.43%	15.56%			
50	008	Park River Area 8	284,326.13	-	243,545.00	950,642.65	6,414,078.21	14,299.90	11,003.62
			633.89	-	542.97	2,119.42			
			4.43%	-	3.80%	14.82%			
31	003	Parshall 3	329,671.93	-	143,576.12	574,440.61	5,874,280.04	23,854.94	19,600.37
			1,338.77	-	583.05	2,332.75			
			5.61%	-	2.44%	9.78%			
47	010	Pingree-Buchanan 10	152,478.58	-	83,126.78	263,647.64	3,219,453.05	21,134.73	17,857.28
			1,000.98	-	545.70	1,730.77			
			4.74%	-	2.58%	8.19%			
07	027	Powers Lake 27	367,907.32	-	142,126.35	290,076.19	4,174,436.89	19,931.42	16,111.19
			1,756.62	-	678.60	1,385.01			
			8.81%	-	3.40%	6.95%			
45	034	Richardton-Taylor 34	300,001.66	-	302,923.19	119,917.95	5,419,918.21	17,276.84	14,972.67
			956.30	-	965.62	382.26			
			5.54%	-	5.59%	2.21%			
39	044	Richland 44	244,704.26	-	189,884.04	279,618.44	4,481,849.37	15,433.90	12,974.42
			842.67	-	653.89	962.91			
			5.46%	-	4.24%	6.24%			
40	029	Rolette 29	289,147.93	-	148,565.87	370,226.27	2,997,698.89	22,620.73	16,523.99
			2,181.92	-	1,121.08	2,793.74			
			9.65%	-	4.96%	12.35%			
19	018	Roosevelt 18	226,837.29	-	14,846.01	183,496.81	1,588,426.77	35,002.79	25,633.47
			4,998.62	-	327.15	4,043.56			
			14.28%	-	.93%	11.55%			

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35 005	Rugby 5	205.02	577.32	4,244,994.36	795,542.09	571,544.04	442,443.85	892,061.91	773,036.99
				7,352.93	1,377.99	990.00	766.38	1,545.18	1,339.01
				45.22%	8.48%	6.09%	4.71%	9.50%	8.24%
41 006	Sargent Central 6	41.76	185.14	1,533,852.29	582,755.47	121,579.73	285,307.82	599,285.85	511,703.36
				8,284.82	3,147.65	656.69	1,541.04	3,236.93	2,763.87
				35.81%	13.61%	2.84%	6.66%	13.99%	11.95%
51 016	Sawyer 16	14.59	66.19	1,085,111.05	94,370.94	152,737.88	145,550.09	267,072.21	193,926.04
				16,393.88	1,425.76	2,307.57	2,198.97	4,034.93	2,929.84
				43.67%	3.80%	6.15%	5.86%	10.75%	7.80%
06 033	Scranton 33	40.00	137.94	1,335,723.09	61,233.91	114,590.00	201,033.20	240,796.47	287,743.24
				9,683.36	443.92	830.72	1,457.40	1,745.66	2,086.00
				50.25%	2.30%	4.31%	7.56%	9.06%	10.83%
43 008	Selfridge 8	16.35	57.08	1,089,871.89	5,116.85	1,528,667.00	103,807.70	288,682.95	274,278.94
				19,093.76	89.64	26,781.13	1,818.64	5,057.51	4,805.17
				16.72%	.08%	23.45%	1.59%	4.43%	4.21%
43 003	Solen 3	60.83	196.96	2,181,819.51	47,625.92	482,344.60	432,474.04	527,536.83	1,058,380.28
				11,077.48	241.81	2,448.95	2,195.75	2,678.40	5,373.58
				36.19%	.79%	8.00%	7.17%	8.75%	17.56%
45 009	South Heart 9	114.62	403.66	3,264,488.50	56,239.32	225,225.36	260,066.68	560,903.39	439,156.43
				8,087.22	139.32	557.96	644.27	1,389.54	1,087.94
				56.70%	.98%	3.91%	4.52%	9.74%	7.63%
51 070	South Prairie 70	165.44	543.31	3,999,694.15	101,041.80	301,505.40	277,563.84	545,735.46	576,915.20
				7,361.72	185.97	554.94	510.88	1,004.46	1,061.85
				57.35%	1.45%	4.32%	3.98%	7.83%	8.27%
40 003	St John 3	126.46	419.46	4,484,124.96	303,289.04	1,054,716.47	444,649.94	905,193.76	1,219,672.07
				10,690.23	723.05	2,514.46	1,060.05	2,158.00	2,907.72
				41.48%	2.81%	9.76%	4.11%	8.37%	11.28%
31 002	Stanley 2	206.26	758.74	5,829,261.29	388,616.13	719,453.15	509,465.62	651,263.70	971,009.73
				7,682.82	512.19	948.22	671.46	858.35	1,279.77
				52.13%	3.48%	6.43%	4.56%	5.82%	8.68%
36 044	Starkweather 44	17.45	47.45	750,686.51	40,183.68	111,020.32	46,555.39	186,381.68	123,171.08
				15,820.58	846.86	2,339.73	981.15	3,927.96	2,595.81
				48.78%	2.61%	7.21%	3.03%	12.11%	8.00%
08 035	Sterling 35	-	19.00	287,166.62	-	42,512.01	27,391.89	47,495.90	48,437.36
				15,114.03	-	2,237.47	1,441.68	2,499.78	2,549.33
				47.05%	-	6.97%	4.49%	7.78%	7.94%
15 015	Strasburg 15	40.00	105.12	1,327,975.50	11,438.91	222,820.30	91,550.18	189,837.44	236,911.48
				12,632.95	108.82	2,119.68	870.91	1,805.91	2,253.72
				49.76%	.43%	8.35%	3.43%	7.11%	8.88%

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35	005	Rugby 5	609,083.05	-	476,286.19	581,479.35	9,386,471.83	16,258.70	13,371.48
			1,055.02	-	825.00	1,007.20			
			6.49%	-	5.07%	6.19%			
41	006	Sargent Central 6	227,498.63	-	164,014.66	257,066.33	4,283,064.14	23,134.19	19,631.01
			1,228.79	-	885.90	1,388.50			
			5.31%	-	3.83%	6.00%			
51	016	Sawyer 16	129,260.95	-	22,699.02	394,346.25	2,485,074.43	37,544.56	29,290.95
			1,952.88	-	342.94	5,957.79			
			5.20%	-	.91%	15.87%			
06	033	Scranton 33	166,109.81	105,346.79	117,934.24	27,384.58	2,657,895.33	19,268.49	16,247.06
			1,204.22	763.71	854.97	198.53			
			6.25%	3.96%	4.44%	1.03%			
43	008	Selfridge 8	146,285.16	2,972,636.32	15,394.39	94,258.72	6,518,999.92	114,208.13	57,645.85
			2,562.81	52,078.42	269.70	1,651.34			
			2.24%	45.60%	.24%	1.45%			
43	003	Solen 3	508,742.58	238,000.00	133,063.64	418,575.55	6,028,562.95	30,608.06	24,015.95
			2,582.97	1,208.37	675.59	2,125.18			
			8.44%	3.95%	2.21%	6.94%			
45	009	South Heart 9	374,349.40	-	284,659.97	292,830.21	5,757,919.26	14,264.28	11,906.26
			927.39	-	705.20	725.44			
			6.50%	-	4.94%	5.09%			
51	070	South Prairie 70	558,090.44	223.30	259,862.91	352,994.07	6,973,626.57	12,835.45	10,679.83
			1,027.20	.41	478.30	649.71			
			8.00%	- %	3.73%	5.06%			
40	003	St John 3	555,618.58	1,122,018.90	257,437.99	462,640.86	10,809,362.57	25,769.71	20,053.51
			1,324.60	2,674.91	613.74	1,102.94			
			5.14%	10.38%	2.38%	4.28%			
31	002	Stanley 2	575,200.66	-	301,934.49	1,235,795.60	11,182,000.37	14,737.59	11,952.80
			758.10	-	397.94	1,628.75			
			5.14%	-	2.70%	11.05%			
36	044	Starkweather 44	201,894.49	8,220.62	12,650.74	58,255.05	1,539,019.56	32,434.55	26,512.09
			4,254.89	173.25	266.61	1,227.71			
			13.12%	.53%	.82%	3.79%			
08	035	Sterling 35	60,999.00	-	-	96,323.48	610,326.26	32,122.43	23,842.30
			3,210.47	-	-	5,069.66			
			9.99%	-	-	15.78%			
15	015	Strasburg 15	198,993.42	-	125,440.77	264,044.42	2,669,012.42	25,390.15	19,791.99
			1,893.01	-	1,193.31	2,511.84			
			7.46%	-	4.70%	9.89%			

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51 041	Surrey 41	134.54	405.58	3,488,215.43	179,095.96	310,924.69	110,982.52	602,700.50	420,237.12
				8,600.56	441.58	766.62	273.64	1,486.02	1,036.14
				58.44%	3.00%	5.21%	1.86%	10.10%	7.04%
30 017	Sweet Briar 17	-	30.00	230,517.94	-	38,983.78	-	44,571.49	13,166.62
				7,683.93	-	1,299.46	-	1,485.72	438.89
				42.31%	-	7.16%	-	8.18%	2.42%
25 060	TGU 60	102.68	340.69	3,550,950.71	98,928.06	139,472.32	381,000.75	545,195.94	600,123.70
				10,422.82	290.38	409.38	1,118.32	1,600.27	1,761.49
				56.49%	1.57%	2.22%	6.06%	8.67%	9.55%
18 061	Thompson 61	167.07	667.72	3,601,381.05	536,841.90	344,767.70	292,217.11	490,074.56	1,236,352.67
				5,393.55	803.99	516.34	437.63	733.95	1,851.60
				45.08%	6.72%	4.32%	3.66%	6.13%	15.48%
53 015	Tioga 15	134.14	515.96	5,474,313.55	-	539,224.28	494,576.77	456,616.15	1,027,811.16
				10,609.96	-	1,045.09	958.56	884.98	1,992.04
				47.95%	-	4.72%	4.33%	4.00%	9.00%
28 072	Turtle Lake-Mercer 72	44.84	181.67	1,449,145.09	161,227.64	226,560.14	112,414.29	369,652.58	272,996.37
				7,976.80	887.48	1,247.10	618.78	2,034.75	1,502.70
				44.69%	4.97%	6.99%	3.47%	11.40%	8.42%
13 037	Twin Buttes 37	-	54.76	622,472.66	81,628.99	111,304.57	77,729.90	283,313.34	668,707.48
				11,367.29	1,490.67	2,032.59	1,419.46	5,173.73	12,211.60
				28.33%	3.72%	5.07%	3.54%	12.90%	30.44%
28 008	Underwood 8	60.45	186.58	1,617,142.39	35,590.87	254,441.06	273,048.62	496,402.73	454,714.48
				8,667.29	190.75	1,363.71	1,463.44	2,660.54	2,437.10
				40.98%	.90%	6.45%	6.92%	12.58%	11.52%
51 007	United 7	210.08	696.25	5,149,160.87	91,104.62	282,111.27	520,323.25	786,768.91	987,134.25
				7,395.56	130.85	405.19	747.32	1,130.01	1,417.79
				56.18%	.99%	3.08%	5.68%	8.58%	10.77%
02 002	Valley City 2	302.48	957.79	6,941,897.73	694,384.99	908,686.66	564,549.45	2,210,519.63	946,643.87
				7,247.83	724.99	948.73	589.43	2,307.94	988.36
				44.99%	4.50%	5.89%	3.66%	14.32%	6.13%
34 118	Valley-Edinburg 118	54.15	194.32	1,858,438.78	138,440.42	144,582.67	218,966.92	387,986.58	376,473.48
				9,563.81	712.44	744.04	1,126.84	1,996.64	1,937.39
				47.21%	3.52%	3.67%	5.56%	9.86%	9.56%
25 001	Velva 1	135.51	436.79	3,417,560.13	326,246.02	330,062.53	407,070.90	376,372.45	428,439.71
				7,824.26	746.92	755.65	931.96	861.68	980.88
				55.76%	5.32%	5.39%	6.64%	6.14%	6.99%
39 037	Wahpeton 37	385.80	1,203.46	8,994,701.53	1,588,383.50	1,087,129.47	901,669.36	788,756.03	1,693,369.10
				7,474.03	1,319.85	903.34	749.23	655.41	1,407.08
				52.48%	9.27%	6.34%	5.26%	4.60%	9.88%

COUNTY/DISTRICT NUMBER	NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
51 041	Surrey 41	202,916.71	-	200,291.59	453,083.12	5,968,447.64	14,715.83	12,604.56
		500.31	-	493.84	1,117.12			
		3.40%	-	3.36%	7.59%			
30 017	Sweet Briar 17	2,915.14	124,908.00	7,105.11	82,623.53	544,791.61	18,159.72	10,907.99
		97.17	4,163.60	236.84	2,754.12			
		.54%	22.93%	1.30%	15.17%			
25 060	TGU 60	437,516.03	70,817.42	201,177.76	261,129.07	6,286,311.76	18,451.71	15,602.66
		1,284.21	207.86	590.50	766.47			
		6.96%	1.13%	3.20%	4.15%			
18 061	Thompson 61	332,794.96	-	374,426.04	780,168.24	7,989,024.23	11,964.63	9,737.07
		498.40	-	560.75	1,168.41			
		4.17%	-	4.69%	9.77%			
53 015	Tioga 15	549,752.23	-	31,493.25	2,842,203.79	11,415,991.18	22,125.73	15,490.62
		1,065.49	-	61.04	5,508.57			
		4.82%	-	.28%	24.90%			
28 072	Turtle Lake-Mercer 72	316,347.96	-	130,707.40	203,556.62	3,242,608.09	17,848.89	14,267.61
		1,741.33	-	719.48	1,120.47			
		9.76%	-	4.03%	6.28%			
13 037	Twin Buttes 37	203,163.82	-	6,865.19	141,686.96	2,196,872.91	40,118.21	33,695.34
		3,710.08	-	125.37	2,587.42			
		9.25%	-	.31%	6.45%			
28 008	Underwood 8	138,505.69	-	196,332.95	480,375.10	3,946,553.89	21,152.07	16,782.83
		742.34	-	1,052.27	2,574.63			
		3.51%	-	4.97%	12.17%			
51 007	United 7	599,928.34	-	264,792.94	484,679.61	9,166,004.06	13,164.82	11,226.72
		861.66	-	380.31	696.13			
		6.55%	-	2.89%	5.29%			
02 002	Valley City 2	1,347,679.92	-	534,912.06	1,282,295.54	15,431,569.85	16,111.64	12,807.28
		1,407.07	-	558.49	1,338.81			
		8.73%	-	3.47%	8.31%			
34 118	Valley-Edinburg 118	391,147.19	-	104,613.07	316,089.18	3,936,738.29	20,259.05	16,081.15
		2,012.90	-	538.35	1,626.64			
		9.94%	-	2.66%	8.03%			
25 001	Velva 1	337,321.61	151,982.00	284,914.59	69,163.76	6,129,133.70	14,032.22	12,101.36
		772.27	347.95	652.29	158.35			
		5.50%	2.48%	4.65%	1.13%			
39 037	Wahpeton 37	573,877.71	-	722,956.02	788,160.99	17,139,003.71	14,241.44	12,508.94
		476.86	-	600.73	654.91			
		3.35%	-	4.22%	4.60%			

COUNTY/DISTRICT NUMBER	NAME	AVERAGE DAILY MEMBERSHIP HIGH SCHOOL	AVERAGE DAILY MEMBERSHIP TOTAL	INSTRUCTION SALARY/ BENEFITS TEACHERS	INSTRUCTION SALARY/ BENEFITS SUPPORT	INSTRUCTION OTHER INSTRUCTIONAL	ADMINISTRATION SCHOOL ADMINISTRATION	ADMINISTRATION GENERAL ADMINISTRATION	OPERATION AND MAINTENANCE OF PLANT
03 029	Warwick 29	56.81	192.59	2,377,128.65	211,219.55	774,168.54	246,838.35	1,185,075.27	3,495,517.18
				12,342.95	1,096.73	4,019.78	1,281.68	6,153.36	18,150.05
				25.07%	2.23%	8.16%	2.60%	12.50%	36.86%
28 004	Washburn 4	93.31	346.50	2,850,550.52	144,607.08	330,992.47	266,761.05	631,372.02	544,505.37
				8,226.70	417.34	955.25	769.87	1,822.14	1,571.44
				53.66%	2.72%	6.23%	5.02%	11.88%	10.25%
09 006	West Fargo 6	3,657.89	13,112.97	105,967,210.46	18,218,670.93	15,836,457.71	9,460,737.71	8,169,962.08	13,340,280.28
				8,081.10	1,389.36	1,207.69	721.48	623.04	1,017.33
				54.20%	9.32%	8.10%	4.84%	4.18%	6.82%
05 017	Westhope 17	46.47	146.68	1,685,791.82	-	249,382.85	132,396.30	378,378.78	240,341.11
				11,492.99	-	1,700.18	902.62	2,579.62	1,638.54
				51.30%	-	7.59%	4.03%	11.51%	7.31%
28 085	White Shield 85	60.68	184.51	871,439.40	83,969.08	902,280.72	118,569.24	291,686.66	127,839.31
				4,722.99	455.09	4,890.15	642.62	1,580.87	692.86
				26.19%	2.52%	27.12%	3.56%	8.77%	3.84%
53 007	Williston Basin 7	1,330.97	5,199.34	39,314,924.00	4,100,639.30	5,822,997.10	4,871,866.03	8,267,424.39	6,523,761.44
				7,561.52	788.68	1,119.95	937.02	1,590.09	1,254.73
				50.87%	5.31%	7.53%	6.30%	10.70%	8.44%
28 001	Wilton 1	75.93	314.97	1,851,970.56	112,486.97	239,824.77	264,050.19	606,336.36	345,182.97
				5,879.83	357.14	761.42	838.33	1,925.06	1,095.92
				44.77%	2.72%	5.80%	6.38%	14.66%	8.34%
08 028	Wing 28	24.51	67.39	990,108.58	-	165,856.11	35,129.38	235,303.93	144,098.10
				14,692.22	-	2,461.14	521.28	3,491.67	2,138.27
				52.64%	-	8.82%	1.87%	12.51%	7.66%
26 019	Wishek 19	59.09	220.91	2,071,037.47	131,469.17	258,169.48	146,737.96	367,808.32	469,687.04
				9,375.03	595.13	1,168.66	664.24	1,664.97	2,126.15
				52.16%	3.31%	6.50%	3.70%	9.26%	11.83%
39 042	Wyndmere 42	63.99	263.53	1,674,136.56	341,823.87	380,936.13	276,808.73	349,282.35	440,177.84
				6,352.74	1,297.10	1,445.51	1,050.39	1,325.40	1,670.31
				40.62%	8.29%	9.24%	6.72%	8.47%	10.68%
27 014	Yellowstone 14	-	140.53	923,538.72	183,044.61	587,432.37	-	467,289.14	195,497.61
				6,571.83	1,302.53	4,180.12	-	3,325.19	1,391.15
				31.93%	6.33%	20.31%	-	16.15%	6.76%
26 004	Zeeland 4	8.45	26.45	606,778.33	8,100.85	92,079.90	17,338.25	142,687.99	143,440.05
				22,940.58	306.27	3,481.28	655.51	5,394.63	5,423.06
				55.64%	.74%	8.44%	1.59%	13.08%	13.15%
	GRAND TOTALS	34,417.97	117,778.19	1,029,819,188.41	117,145,033.33	141,531,063.91	102,129,226.85	151,921,201.24	182,223,964.41
				8,743.72	994.62	1,201.67	867.13	1,289.89	1,547.18
				51.01%	5.80%	7.01%	5.06%	7.52%	9.03%

COUNTY/DISTRICT NUMBER	NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
03 029	Warwick 29	720,116.01	-	201,185.04	271,781.26	9,483,029.85	49,239.47	43,044.54
		3,739.11	-	1,044.63	1,411.19			
		7.59%	-	2.12%	2.87%			
28 004	Washburn 4	272,331.07	-	165,582.17	105,867.35	5,312,569.10	15,332.09	13,762.74
		785.95	-	477.87	305.53			
		5.13%	-	3.12%	1.99%			
09 006	West Fargo 6	4,773,298.74	-	1,490,785.56	18,269,027.40	195,526,430.87	14,910.92	13,040.01
		364.01	-	113.69	1,393.20			
		2.44%	-	.76%	9.34%			
05 017	Westhope 17	277,897.64	-	131,252.47	190,666.21	3,286,107.18	22,403.24	18,313.95
		1,894.58	-	894.82	1,299.88			
		8.46%	-	3.99%	5.80%			
28 085	White Shield 85	11,108.00	-	466,563.50	453,284.08	3,326,739.99	18,030.13	12,984.58
		60.20	-	2,528.66	2,456.69			
		.33%	-	14.02%	13.63%			
53 007	Williston Basin 7	3,138,032.97	550.00	2,910,663.19	2,337,602.84	77,288,461.26	14,865.05	13,251.99
		603.54	.11	559.81	449.60			
		4.06%	- %	3.77%	3.02%			
28 001	Wilton 1	194,870.59	43,476.19	41,919.67	436,946.66	4,137,064.93	13,134.79	10,857.71
		618.70	138.03	133.09	1,387.26			
		4.71%	1.05%	1.01%	10.56%			
08 028	Wing 28	208,152.23	-	-	102,429.64	1,881,077.97	27,913.31	23,304.59
		3,088.77	-	-	1,519.95			
		11.07%	-	-	5.45%			
26 019	Wishek 19	252,368.97	-	159,723.88	113,472.77	3,970,475.06	17,973.27	15,594.18
		1,142.41	-	723.03	513.66			
		6.36%	-	4.02%	2.86%			
39 042	Wyndmere 42	348,476.28	-	109,205.70	201,100.11	4,121,947.57	15,641.28	13,141.45
		1,322.34	-	414.40	763.10			
		8.45%	-	2.65%	4.88%			
27 014	Yellowstone 14	139,875.73	14,508.65	-1,750.00	383,372.45	2,892,809.28	20,584.99	16,770.81
		995.34	103.24	-12.45	2,728.05			
		4.84%	.50%	-.06%	13.25%			
26 004	Zeeland 4	51,765.01	-	-	28,387.63	1,090,578.01	41,231.68	38,201.34
		1,957.09	-	-	1,073.26			
		4.75%	-	-	2.60%			
	GRAND TOTALS	86,573,667.41	25,789,063.44	52,505,117.99	129,318,977.21	2,018,956,504.20	17,142.02	14,644.22
		735.06	218.96	445.80	1,097.99			
		4.29%	1.28%	2.60%	6.41%			

COST OF EDUCATION EXPENDITURES BY TYPE OF DISTRICT FOR 2023-2024

TYPE OF DISTRICT	NUMBER OF DISTRICTS	EXPENDITURES	ADM	ADM COST PER PUPIL	ADA	ADA COST PER PUPIL	RATIO*
Non-operating	1	2,723,095.09					
Rural (1-6)	4	915,768.83	47.62	19,230.76	45.33	20,202.27	1.31
Rural (7-8)	4	235,792.87	13.56	17,388.85	12.32	19,139.03	1.19
Preschool	55	21,066,312.16	1,242.15	16,959.56	1,235.65	17,048.77	1.16
Kindergarten	163	112,031,502.58	8,761.96	12,786.12	8,192.06	13,675.62	0.87
Graded Elementary (1-6) < 100	15	14,178,085.86	597.89	23,713.54	570.20	24,865.11	1.62
Graded Elementary (1-6) > 100	2	4,697,888.92	302.10	15,550.77	291.78	16,100.79	1.06
Graded Elementary (7-8)	13	5,255,043.52	169.68	30,970.32	159.76	32,893.36	2.11
High School (1-6) < 100	53	64,977,448.34	3,260.90	19,926.23	3,088.60	21,037.83	1.36
High School (1-6) 100-999	82	253,603,554.44	18,242.01	13,902.17	17,253.78	14,698.43	0.95
High School (1-6) > 1000	9	458,887,982.75	33,461.62	13,713.86	31,440.71	14,595.34	0.94
High School (7-8)	144	267,658,799.86	17,260.73	15,506.81	16,004.51	16,723.96	1.06
High School (9-12)							
500 and up	12	321,992,295.29	21,982.23	14,647.84	20,459.72	15,737.86	1.00
300-399	4	12,383,356.94	1,313.09	9,430.70	1,246.13	9,937.45	0.64
200-299	9	27,447,340.77	1,999.96	13,723.94	1,899.16	14,452.36	0.94
150-199	12	28,207,303.00	1,983.86	14,218.39	1,817.91	15,516.34	0.97
120-149	7	13,758,440.82	924.60	14,880.42	859.67	16,004.33	1.02
110-119	11	18,791,022.12	1,179.82	15,927.02	1,106.02	16,989.77	1.09
75-99	23	31,491,422.33	1,962.42	16,047.24	1,838.06	17,132.97	1.10
50-74	29	35,636,401.86	1,809.55	19,693.52	1,680.35	21,207.73	1.34
25-49	26	21,858,915.54	1,043.93	20,939.06	983.06	22,235.59	1.43
24 or less	13	6,971,904.26	218.51	31,906.57	203.29	34,295.36	2.18
HS Total	146	518,538,402.93	34,417.97	15,065.92	32,093.37	16,157.18	1.03
Districts	171	1,724,769,678.15	117,778.19	14,644.22	110,388.07	15,624.60	
Career & Technical Education Centers	7	16,923,253.09					
Special Education Multidistrict Units	22	59,077,733.17					
Grand Total		1,800,770,664.41		15,289.51		16,313.09	

* The ratio is calculated by dividing the ADM cost per pupil for each category by the ADM average cost per student for all students (excluding career and technical education centers and special education multidistrict units).

EXPENDITURE CALCULATION OF AVERAGE COST PER PUPIL FOR 2023-2024

The cost of education (instruction) is calculated by adding the general fund expenditures for regular instructional programs for pre-kindergarten through grade 12, special education, career and technical education (CTE), federal programs, administration, and plant operation and maintenance. The total expenditures including cooperative special education and CTE expenditures for the above functions are then divided by the average daily membership to determine the average cost per pupil.

The average cost for 2023-2024 was as follows: Kindergarten, $13,208.93; Elementary 1-6, $14,781.00; Elementary 7-8, $16,176.48; Elementary 1-8, $15,112.85; Elementary K-8, $14,909.70; Secondary 9-12, $16,055.82; and all pupils $15,289.51. The rank order of school districts by average cost per pupil is presented in the following tables.

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2023-2024 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
1	36	002	Edmore 2	17	68,691
2	43	008	Selfridge 8	57	57,646
3	03	029	Warwick 29	193	43,045
4	26	004	Zeeland 4	26	38,201
5	03	005	Minnewaukan 5	250	35,567
6	27	036	Mandaree 36	201	31,978
7	51	016	Sawyer 16	66	29,291
8	36	044	Starkweather 44	47	26,512
9	46	019	Finley-Sharon 19	84	26,007
10	47	019	Kensal 19	25	25,762
11	50	005	Fordville-Lankin 5	49	25,679
12	05	054	Newburg-United 54	87	25,482
13	40	007	Belcourt 7	1,676	25,331
14	42	029	McClusky-Goodrich 29	94	24,231
15	43	003	Solen 3	197	24,016
16	10	019	Munich 19	91	23,801
17	03	030	Ft Totten 30	182	23,488
18	08	028	Wing 28	67	23,305
19	07	036	Burke Central 36	88	23,286
20	34	019	Drayton 19	150	22,931
21	40	001	Dunseith 1	518	22,460
22	53	099	Grenora 99	158	22,434
23	24	056	Gackle-Streeter 56	97	21,303
24	02	046	Litchville-Marion 46	130	21,267
25	23	007	Kulm 7	116	20,601
26	25	057	Drake 57	77	20,468
27	40	003	St John 3	419	20,054
28	09	085	Hope-Page 85	150	19,888
29	15	015	Strasburg 15	105	19,792
30	07	014	Bowbells 14	97	19,707
31	41	006	Sargent Central 6	185	19,631
32	31	003	Parshall 3	246	19,600
33	39	018	Fairmount 18	94	19,524
34	03	006	Leeds 6	118	19,105

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2023-2024 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
35	40	004	Mt Pleasant 4	236	19,044
36	31	001	New Town 1	928	18,998
37	20	007	Midkota 7	161	18,924
38	18	128	Midway 128	172	18,448
39	32	001	Dakota Prairie 1	271	18,358
40	05	017	Westhope 17	147	18,314
41	26	009	Ashley 9	125	18,302
42	41	003	North Sargent 3	178	18,262
43	30	048	Glen Ullin 48	149	18,245
44	28	050	Max 50	135	18,182
45	41	002	Milnor 2	215	17,964
46	34	100	North Border 100	303	17,860
47	47	010	Pingree-Buchanan 10	152	17,857
48	12	001	Divide County 1	361	17,697
49	49	007	Hatton Eielson 7	166	17,554
50	47	014	Montpelier 14	96	17,548
51	03	009	Maddock 9	122	17,530
52	51	161	Lewis and Clark 161	374	17,517
53	09	001	Fargo 1	11,387	17,432
54	15	006	Hazelton-Moffit-Braddock 6	134	17,210
55	19	049	Elgin-New Leipzig 49	161	16,945
56	38	026	Glenburn 26	240	16,811
57	28	008	Underwood 8	187	16,783
58	40	029	Rolette 29	133	16,524
59	17	003	Beach 3	270	16,389
60	30	013	Hebron 13	157	16,289
61	06	033	Scranton 33	138	16,247
62	07	027	Powers Lake 27	209	16,111
63	34	118	Valley-Edinburg 118	194	16,081
64	18	001	Grand Forks 1	7,563	15,746
65	39	028	Lidgerwood 28	187	15,680
66	45	013	Belfield 13	256	15,650
67	15	036	Linton 36	241	15,622
68	25	060	TGU 60	341	15,603

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2023-2024 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
69	26	019	Wishek 19	221	15,594
70	23	008	LaMoure 8	264	15,525
71	53	006	Eight Mile 6	325	15,514
72	47	003	Medina 3	189	15,508
73	53	015	Tioga 15	516	15,491
74	13	016	Killdeer 16	568	15,389
75	51	028	Kenmare 28	261	15,294
76	45	034	Richardton-Taylor 34	314	14,973
77	32	066	Lakota 66	178	14,775
78	38	001	Mohall-Lansford-Sherwood 1	293	14,653
79	10	023	Langdon Area 23	423	14,613
80	51	001	Minot 1	7,652	14,612
81	21	009	New England 9	258	14,537
82	45	001	Dickinson 1	4,062	14,508
83	23	003	Edgeley 3	236	14,432
84	28	051	Garrison 51	370	14,388
85	28	072	Turtle Lake-Mercer 72	182	14,268
86	52	025	Fessenden-Bowdon 25	182	14,255
87	01	013	Hettinger 13	280	14,161
88	06	001	Bowman Co 1	487	13,953
89	22	001	Kidder County 1	360	13,899
90	49	003	Central Valley 3	204	13,787
91	28	004	Washburn 4	347	13,763
92	47	001	Jamestown 1	2,044	13,746
93	33	001	Center-Stanton 1	255	13,730
94	52	038	Harvey 38	388	13,647
95	24	002	Napoleon 2	242	13,513
96	09	004	Maple Valley 4	234	13,433
97	50	020	Minto 20	270	13,401
98	02	007	Barnes County North 7	236	13,388
99	35	005	Rugby 5	577	13,371
100	53	007	Williston Basin 7	5,199	13,252
101	21	001	Mott-Regent 1	227	13,225
102	30	049	New Salem-Almont 49	371	13,215
103	39	042	Wyndmere 42	264	13,141
104	37	024	Enderlin Area 24	306	13,130
105	11	040	Ellendale 40	309	13,123
106	39	008	Hankinson 8	240	13,110
107	09	006	West Fargo 6	13,113	13,040
108	27	002	Alexander 2	338	13,031
109	28	085	White Shield 85	185	12,985
110	39	044	Richland 44	290	12,974
111	53	002	Nesson 2	436	12,927

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2023-2024 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
112	36	001	Devils Lake 1	1,771	12,917
113	08	001	Bismarck 1	14,438	12,915
114	02	002	Valley City 2	958	12,807
115	27	001	McKenzie Co 1	2,098	12,779
116	34	006	Cavalier 6	364	12,768
117	49	009	Hillsboro 9	482	12,715
118	51	041	Surrey 41	406	12,605
119	39	037	Wahpeton 37	1,203	12,509
120	30	001	Mandan 1	4,496	12,488
121	05	001	Bottineau 1	660	12,409
122	20	018	Griggs County Central 18	261	12,304
123	14	002	New Rockford-Sheyenne 2	304	12,297
124	48	010	North Star 10	288	12,264
125	25	001	Velva 1	437	12,101
126	37	019	Lisbon 19	627	12,028
127	51	004	Nedrose 4	572	12,017
128	30	039	Flasher 39	247	11,990
129	31	002	Stanley 2	759	11,953
130	45	009	South Heart 9	404	11,906
131	18	129	Northwood 129	346	11,766
132	49	014	May-Port CG 14	512	11,307
133	51	007	United 7	696	11,227
134	16	049	Carrington 49	549	11,212
135	18	044	Larimore 44	384	11,175
136	29	027	Beulah 27	736	11,171
137	09	097	Northern Cass 97	686	11,006
138	50	008	Park River Area 8	449	11,004
139	28	001	Wilton 1	315	10,858
140	09	017	Central Cass 17	1,018	10,849
141	51	070	South Prairie 70	543	10,680
142	29	003	Hazen 3	562	10,637
143	11	041	Oakes 41	478	10,455
144	50	018	Grafton 18	928	10,390
145	09	002	Kindred 2	892	9,861
146	18	061	Thompson 61	668	9,737

RANK ORDER OF GRADED ELEMENTARY DISTRICTS
BY 2023-2024 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
1	43	004	Ft Yates 4	62	70,510
2	03	016	Oberon 16	56	36,390
3	13	037	Twin Buttes 37	55	33,695
4	44	012	Marmarth 12	12	31,964
5	37	006	Ft Ransom 6	14	31,183
6	17	006	Lone Tree 6	25	27,999
7	04	001	Billings Co 1	91	26,376
8	19	018	Roosevelt 18	45	25,633
9	08	035	Sterling 35	19	23,842
10	25	014	Anamoose 14	71	21,837
11	09	007	Mapleton 7	197	19,023
12	18	127	Emerado 127	92	18,023
13	27	014	Yellowstone 14	141	16,771
14	30	004	Little Heart 4	28	14,065
15	08	033	Menoken 33	50	12,662
16	08	039	Apple Creek 39	77	12,420
17	18	125	Manvel 125	193	10,808

RANK ORDER OF RURAL DISTRICTS
BY 2023-2024 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
1	27	032	Horse Creek 32	8	40,407
2	08	045	Manning 45	13	19,938
3	08	025	Naughton 25	18	19,260
4	30	017	Sweet Briar 17	30	10,908

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2024-2025

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
01-013	Hettinger 13	24	139	44	78	285	25.4	4.2	2.0	31.5	41,356	45,574	87,250	32,644,626	861
02-002	Valley City 2	54	410	159	317	940	58.7	6.0	4.0	68.7	68,116	72,539	104,618	48,984,843	358
02-007	Barnes County North 7	17	102	26	74	219	19.9	3.0	2.9	25.8	53,641	65,733	101,196	17,896,962	720
02-046	Litchville-Marion 46	11	78	23	29	141	15.8	0.3	2.0	18.0	49,427	48,134	94,750	21,540,000	512
03-005	Minnewaukan 5	28	115	33	71	247	23.2	2.8	3.0	29.0	65,773	62,629	98,467	11,333,357	230
03-006	Leeds 6	12	63	14	30	119	16.3	0.7	1.5	18.5	47,326	47,636	72,800	9,572,761	397
03-009	Maddock 9	9	54	20	38	121	14.2	0.4	1.5	16.0	43,947	27,250	81,667	12,390,944	397
03-016	Oberon 16	2	36	13	-	51	8.7	1.3	0.8	10.8	48,852	62,708	112,000	5,650,004	93
03-029	Warwick 29	20	84	25	48	177	17.9	3.5	1.6	23.0	54,323	58,728	117,014	15,277,472	231
03-030	Ft Totten 30	-	-	-	159	159	16.9	3.5	1.5	21.9	64,334	89,118	98,538	7,177,000	34
04-001	Billings Co 1	9	56	24	-	89	12.5	2.4	1.6	16.5	49,147	58,024	92,669	25,464,695	1,152
05-001	Bottineau 1	44	297	106	214	661	52.5	6.5	3.0	62.0	54,421	63,705	65,575	81,963,672	644
05-017	Westhope 17	12	58	30	51	151	17.9	0.1	2.0	20.0	52,046	61,450	99,350	14,591,628	346
05-054	Newburg-United 54	3	38	15	20	76	12.5	0.9	1.7	15.0	49,523	48,197	100,612	12,525,788	383
06-001	Bowman Co 1	35	208	70	161	474	39.5	10.2	3.0	52.7	52,055	60,433	103,589	29,346,000	1,416
06-033	Scranton 33	13	60	22	40	135	16.3	1.9	1.9	20.0	45,931	49,520	95,957	12,136,778	489
07-014	Bowbells 14	3	44	14	28	89	12.3	0.6	1.0	13.9	46,239	19,399	101,018	10,752,694	342
07-027	Powers Lake 27	16	96	29	69	210	16.6	4.5	1.9	23.0	50,295	61,458	103,568	11,746,003	396
07-036	Burke Central 36	9	43	15	28	95	13.6	0.3	1.2	15.0	59,595	61,346	107,148	8,094,498	399
08-001	Bismarck 1	917	6,418	2,125	4,289	13,749	931.6	174.5	49.5	1,155.6	68,173	78,560	142,656	683,260,046	221
08-025	Naughton 25	-	13	3	-	16	3.0	1.0	-	4.0	49,712	30,000	-	180,500	32
08-028	Wing 28	4	23	10	22	59	9.8	0.2	1.0	11.0	51,579	43,000	105,000	10,026,150	408
08-033	Menoken 33	6	33	11	-	50	3.9	-	0.1	4.0	58,691	-	66,576	1,033,490	144
08-035	Sterling 35	1	16	3	-	20	3.0	0.1	-	3.0	67,697	85,900	-	1,037,910	182
08-039	Apple Creek 39	12	65	-	-	77	7.0	-	0.5	7.5	52,315	-	67,000	2,313,200	24
08-045	Manning 45	2	8	2	-	12	1.9	0.1	-	2.0	72,736	92,442	-	1,444,000	28
09-001	Fargo 1	841	5,215	1,700	3,525	11,281	966.5	153.8	55.9	1,176.2	67,873	79,761	135,581	648,233,869	57
09-002	Kindred 2	70	391	141	258	860	61.0	11.0	5.0	77.0	56,839	66,588	103,074	93,277,240	399
09-004	Maple Valley 4	11	101	43	74	229	20.2	1.8	3.0	25.0	48,831	52,753	101,407	16,544,773	504
09-006	West Fargo 6	1,003	6,341	1,917	3,734	12,995	1,012.5	168.4	49.4	1,230.3	53,540	63,986	111,606	708,083,780	127
09-007	Mapleton 7	33	184	-	-	217	20.0	4.0	1.0	25.0	56,669	57,983	124,600	13,784,000	70
09-017	Central Cass 17	62	425	192	319	998	67.5	8.9	3.6	80.0	54,054	67,169	115,548	91,649,130	401
09-085	Hope-Page 85	13	71	28	37	149	18.5	1.9	1.6	22.0	57,730	79,149	111,919	14,834,845	490
09-097	Northern Cass 97	48	326	113	205	692	52.3	7.7	4.0	64.0	51,810	66,373	104,950	48,470,968	421
10-019	Munich 19	6	39	18	30	93	13.5	1.8	1.7	17.0	66,732	61,352	84,908	6,922,449	493
10-023	Langdon Area 23	36	211	61	120	428	33.0	2.9	2.9	38.8	59,022	63,559	108,948	27,389,668	920
11-040	Ellendale 40	22	133	61	80	296	23.3	3.1	2.6	29.0	52,780	59,621	99,946	38,278,786	504
11-041	Oakes 41	25	209	73	155	462	30.9	1.0	2.0	33.9	52,781	60,290	82,099	35,488,444	498
12-001	Divide County 1	34	183	56	105	378	34.6	4.5	2.9	42.0	58,581	68,894	107,674	40,436,031	1,032
13-016	Killdeer 16	37	264	100	163	564	45.3	9.8	2.9	58.0	56,523	59,805	102,901	76,073,294	1,049
13-037	Twin Buttes 37	6	37	12	-	55	9.0	-	2.0	11.0	59,417	-	103,688	9,997,000	102
14-002	New Rockford-Sheyenne 2	29	157	45	96	327	23.0	2.8	2.0	27.8	49,806	52,514	92,500	18,156,593	353

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2024-2025

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
15-006	Hazelton-Moffit-Braddock 6	8	68	19	39	134	16.6	1.5	2.0	20.0	51,815	52,950	99,760	25,018,009	506
15-015	Strasburg 15	7	34	23	40	104	14.6	0.9	1.5	17.0	50,927	32,380	57,000	10,765,657	439
15-036	Linton 36	13	101	36	73	223	20.6	3.4	3.0	27.0	49,623	46,164	88,025	31,091,781	447
16-049	Carrington 49	41	266	84	170	561	38.2	5.8	3.0	47.0	54,698	58,916	65,000	26,801,217	778
17-003	Beach 3	18	115	39	77	249	28.8	2.4	2.8	34.0	50,386	53,152	93,127	32,678,280	765
17-006	Lone Tree 6	6	19	5	-	30	5.5	-	0.6	6.0	48,883	-	93,000	3,487,200	243
18-001	Grand Forks 1	589	3,561	1,151	2,378	7,679	638.7	123.6	30.0	792.3	64,334	70,692	139,065	525,912,210	77
18-044	Larimore 44	25	169	56	148	398	31.0	2.0	2.0	35.0	49,877	50,150	86,050	43,999,225	330
18-061	Thompson 61	43	356	105	175	679	39.1	3.9	3.0	46.0	54,360	65,234	104,667	40,323,886	117
18-125	Manvel 125	20	124	31	-	175	11.8	2.3	2.0	16.0	53,958	64,419	95,192	7,811,070	136
18-127	Emerado 127	10	66	10	-	86	12.1	2.0	0.9	15.0	50,653	50,350	86,000	4,217,777	104
18-128	Midway 128	16	83	28	54	181	18.8	2.3	2.8	23.9	52,960	62,295	77,214	5,432,500	297
18-129	Northwood 129	23	154	59	101	337	26.5	3.1	2.4	32.0	56,243	64,333	105,114	44,257,454	257
18-140	Grand Forks AFB 140	-	-	-	-	-	-	-	-	0.0	-	-	-	-	8
19-018	Roosevelt 18	8	43	11	-	62	6.6	0.5	1.0	8.0	48,562	48,261	74,000	10,490,592	471
19-049	Elgin-New Leipzig 49	14	77	30	38	159	16.1	3.6	2.3	22.0	44,568	54,910	95,245	18,372,122	692
20-007	Midkota 7	13	70	31	55	169	18.0	2.2	1.8	22.0	46,725	42,963	83,111	15,747,739	594
20-018	Griggs County Central 18	21	116	41	83	261	19.1	2.1	2.6	23.7	48,593	59,271	83,832	13,180,849	423
21-001	Mott-Regent 1	19	117	19	70	225	18.8	2.4	2.8	24.0	51,488	58,535	89,125	9,387,101	880
21-009	New England 9	20	113	52	73	258	11.9	2.0	2.0	15.9	53,073	51,362	102,500	25,706,956	701
22-001	Kidder County 1	25	176	58	97	356	29.9	2.9	3.0	35.8	56,155	65,735	102,150	17,200,000	1,321
23-003	Edgeley 3	25	111	33	66	235	17.0	2.1	3.0	22.0	50,886	61,263	89,646	11,998,954	414
23-007	Kulm 7	11	52	15	36	114	13.1	2.0	1.5	16.6	52,910	62,858	97,420	10,124,621	497
23-008	LaMoure 8	30	129	45	79	283	23.0	3.4	2.9	29.3	56,300	57,962	67,382	16,655,000	426
24-002	Napoleon 2	22	112	38	69	241	17.9	2.1	3.0	23.0	56,520	52,443	85,855	15,663,756	552
24-056	Gackle-Streeter 56	7	38	16	30	91	16.5	1.0	1.5	19.0	48,030	74,253	93,718	13,578,141	605
25-001	Velva 1	26	187	70	152	435	35.6	4.4	3.0	43.0	55,691	58,207	111,570	27,522,690	553
25-014	Anamoose 14	15	58	-	-	73	9.3	0.2	1.5	11.0	51,245	59,629	81,034	7,896,990	205
25-057	Drake 57	-	-	26	49	75	8.0	1.2	0.7	9.9	49,966	50,594	77,650	13,863,632	435
25-060	TGU 60	21	154	60	114	349	34.6	4.4	4.0	43.0	54,810	54,504	99,066	39,402,210	1,043
26-004	Zeeland 4	-	12	5	9	26	8.2	0.6	0.9	9.7	47,729	28,838	69,486	9,293,266	156
26-009	Ashley 9	9	56	18	29	112	16.5	1.5	1.3	19.3	51,115	59,533	91,624	40,754,952	477
26-019	Wishek 19	19	113	31	66	229	17.7	3.3	2.0	23.0	52,280	47,148	108,763	24,137,818	473
27-001	McKenzie Co 1	211	1,178	338	623	2,350	144.1	11.2	8.8	164.1	62,624	80,715	107,645	156,337,060	1,679
27-002	Alexander 2	21	162	33	81	297	26.3	2.0	2.8	31.0	58,534	72,490	107,470	29,122,741	323
27-014	Yellowstone 14	22	131	28	-	181	11.2	0.8	1.0	13.0	53,536	58,000	86,000	18,740,793	147
27-018	Earl 18	-	-	-	-	-	-	-	-	0.0	-	-	-	-	270
27-032	Horse Creek 32	2	7	2	-	11	0.8	1.3	-	2.0	56,500	75,773	-	201,000	223
27-036	Mandaree 36	20	89	27	67	203	21.0	2.0	2.0	25.0	62,647	79,234	102,696	32,321,615	395
28-001	Wilton 1	16	134	32	80	262	27.6	2.9	3.0	33.5	47,595	52,230	101,549	17,684,841	323
28-004	Washburn 4	32	174	48	94	348	32.2	2.0	2.9	37.0	57,432	56,860	106,259	28,021,354	244
28-008	Underwood 8	10	71	35	63	179	18.2	3.3	3.0	24.5	44,150	48,238	92,500	18,929,461	199

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2024-2025

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
28-050	Max 50	7	56	23	40	126	18.5	3.0	2.0	23.5	51,490	55,915	77,500	12,946,215	341
28-051	Garrison 51	18	177	70	101	366	32.8	3.7	3.0	39.4	53,931	72,342	120,944	22,585,518	393
28-072	Turtle Lake-Mercer 72	9	83	29	56	177	19.3	1.5	2.0	22.8	50,451	52,989	90,250	13,472,196	531
28-085	White Shield 85	6	82	29	57	174	22.8	3.3	3.0	29.0	52,613	58,562	89,522	10,500,000	191
29-003	Hazen 3	43	275	94	167	579	37.3	4.2	3.0	44.5	53,484	56,597	107,204	48,896,045	303
29-027	Beulah 27	64	357	108	209	738	53.0	7.0	4.0	64.0	58,734	64,999	115,416	28,333,202	683
30-001	Mandan 1	325	2,156	640	1,274	4,395	311.0	52.0	16.0	379.0	65,685	74,154	144,263	227,208,403	908
30-004	Little Heart 4	-	22	3	-	25	2.9	-	0.1	3.0	61,207	-	78,000	1,457,500	85
30-013	Hebron 13	10	73	24	44	151	16.7	1.3	2.0	20.0	60,157	59,212	93,371	17,295,770	394
30-017	Sweet Briar 17	3	21	4	-	28	2.9	0.1	-	3.0	69,724	78,000	-	1,284,919	39
30-039	Flasher 39	11	123	45	87	266	18.7	2.3	3.0	24.0	48,139	46,924	79,167	27,432,101	632
30-048	Glen Ullin 48	13	48	18	44	123	17.0	1.0	2.0	20.0	51,089	62,981	69,550	14,426,108	426
30-049	New Salem-Almont 49	29	178	58	107	372	28.7	4.4	2.9	36.0	50,131	50,726	108,293	10,477,600	461
31-001	New Town 1	79	459	126	259	923	87.0	6.1	4.9	98.0	63,736	66,412	96,143	77,095,717	317
31-002	Stanley 2	68	388	104	216	776	51.6	6.5	5.0	63.0	56,042	65,307	96,920	61,901,397	766
31-003	Parshall 3	14	130	41	78	263	23.9	1.1	3.0	28.0	51,853	65,674	99,333	10,324,000	358
32-001	Dakota Prairie 1	20	118	48	82	268	26.9	4.0	2.8	33.7	52,688	66,689	102,464	16,573,265	907
32-066	Lakota 66	14	99	31	45	189	15.4	0.8	1.8	18.0	49,592	112,748	76,090	16,289,925	401
33-001	Center-Stanton 1	15	117	38	81	251	21.5	2.6	3.0	27.0	50,131	61,308	84,353	15,588,259	539
34-006	Cavalier 6	26	182	58	92	358	26.0	1.3	2.7	30.0	53,291	63,269	86,019	33,894,283	339
34-019	Drayton 19	12	77	21	62	172	19.5	3.1	1.9	24.5	55,919	56,806	104,053	13,548,217	192
34-100	North Border 100	20	139	51	95	305	37.0	3.3	3.7	43.9	53,253	61,083	95,546	42,827,336	552
34-118	Valley-Edinburg 118	10	118	24	53	205	23.4	2.2	3.0	28.5	52,415	44,330	91,000	14,028,720	294
35-005	Rugby 5	36	221	104	200	561	42.6	9.4	3.0	55.0	54,205	59,945	121,295	51,722,895	937
36-001	Devils Lake 1	148	786	281	552	1,767	120.5	20.5	7.5	148.5	55,926	64,857	121,570	200,243,759	473
36-002	Edmore 2	-	-	-	-	-	-	-	-	0.0	-	-	-	-	394
36-044	Starkweather 44	4	25	6	19	54	8.5	0.5	1.1	10.0	57,566	67,485	67,316	7,309,345	278
37-006	Ft Ransom 6	-	11	-	-	11	2.0	-	0.3	2.3	58,795	-	17,700	280,147	67
37-019	Lisbon 19	42	269	106	182	599	44.8	11.2	4.0	60.0	54,595	61,758	110,380	44,421,123	429
37-024	Enderlin Area 24	16	126	54	102	298	30.8	3.3	2.9	37.0	48,387	55,153	93,803	24,043,792	416
38-001	Mohall-Lansford-Sherwood 1	16	135	43	97	291	23.1	2.9	3.0	29.0	51,050	55,921	98,922	16,867,362	814
38-026	Glenburn 26	20	113	39	66	238	26.0	1.1	3.0	30.0	49,931	53,069	86,583	6,150,000	348
39-008	Hankinson 8	24	108	42	66	240	21.1	0.9	3.0	25.0	60,630	56,192	96,058	23,517,374	240
39-018	Fairmount 18	5	47	18	27	97	13.0	0.6	1.4	14.9	51,544	56,374	77,031	14,250,663	92
39-028	Lidgerwood 28	17	80	28	48	173	17.0	1.5	2.0	20.4	50,743	56,113	92,770	18,154,165	190
39-037	Wahpeton 37	94	559	182	364	1,199	86.1	11.3	5.2	102.5	54,617	62,862	103,971	121,207,873	257
39-042	Wyndmere 42	10	115	45	75	245	19.1	0.9	3.0	23.0	55,986	61,986	98,778	18,821,363	311
39-044	Richland 44	25	134	45	81	285	26.0	5.0	3.0	34.0	49,887	51,145	105,000	27,696,723	222
40-001	Dunseith 1	31	182	76	202	491	49.8	3.3	3.0	56.0	54,252	66,225	96,166	33,114,328	199
40-003	St John 3	31	213	57	137	438	38.5	6.1	4.0	48.6	60,489	66,323	111,563	26,237,394	109
40-004	Mt Pleasant 4	12	96	49	83	240	25.0	2.1	3.0	30.0	55,962	53,970	95,167	40,232,057	467
40-007	Belcourt 7	88	603	214	557	1,462	129.7	24.9	7.5	162.0	73,324	98,225	131,408	15,805,374	72

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2024-2025

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
40-029	Rolette 29	11	47	16	51	125	16.8	1.6	2.0	20.3	47,951	45,361	86,500	18,012,402	322
41-002	Milnor 2	21	103	38	52	214	21.5	3.1	1.4	26.0	47,163	48,790	64,350	15,282,931	193
41-003	North Sargent 3	14	72	33	64	183	18.8	2.2	3.0	24.0	47,561	57,347	93,200	13,357,620	117
41-006	Sargent Central 6	12	87	29	45	173	21.7	3.4	3.0	28.0	48,243	57,045	100,992	16,073,258	476
42-029	McClusky-Goodrich 29	5	55	17	29	106	16.7	0.2	1.7	18.6	46,351	77,910	89,659	19,749,771	693
43-003	Solen 3	24	96	23	59	202	21.0	4.0	3.0	28.0	51,695	58,178	88,333	14,417,732	315
43-004	Ft Yates 4	-	14	32	-	46	1.9	1.1	2.0	5.0	59,500	65,045	78,750	30,804,878	338
43-008	Selfridge 8	10	33	12	18	73	14.0	1.2	2.0	17.2	53,573	12,567	87,500	6,566,425	295
44-012	Marmarth 12	-	2	1	-	3	1.8	0.8	0.5	3.0	48,286	76,667	90,000	3,143,100	348
45-001	Dickinson 1	321	2,024	634	1,108	4,087	276.5	53.7	17.8	348.0	64,386	71,725	134,917	200,846,846	498
45-009	South Heart 9	36	206	64	116	422	35.4	4.5	2.5	42.4	55,361	64,061	83,613	32,939,720	304
45-013	Belfield 13	15	99	36	86	236	22.3	1.8	3.0	27.0	53,650	57,722	88,695	11,743,150	144
45-034	Richardton-Taylor 34	24	157	47	92	320	27.0	2.7	2.4	32.0	47,446	60,601	91,408	22,251,119	580
46-019	Finley-Sharon 19	9	44	9	26	88	17.0	1.0	2.0	20.0	49,082	51,520	90,878	16,183,255	293
47-001	Jamestown 1	125	848	324	722	2,019	160.5	28.4	10.1	199.0	64,342	75,606	132,999	168,288,815	472
47-003	Medina 3	14	82	32	71	199	16.4	1.9	1.8	20.1	57,025	65,418	102,499	10,368,083	406
47-010	Pingree-Buchanan 10	12	77	24	34	147	13.1	1.0	3.0	17.0	50,762	44,276	73,324	8,353,547	335
47-014	Montpelier 14	8	41	15	29	93	13.1	1.1	2.0	16.2	49,560	39,673	98,137	9,047,850	217
47-019	Kensal 19	2	24	-	-	26	4.3	0.1	1.7	6.0	49,815	43,500	40,977	6,997,943	170
48-010	North Star 10	16	142	49	76	283	27.0	1.0	2.0	30.0	51,723	62,787	87,500	21,499,350	658
49-003	Central Valley 3	9	92	38	63	202	17.8	1.3	1.9	21.0	53,997	49,066	94,083	22,952,377	243
49-007	Hatton Eielson 7	12	70	19	55	156	17.7	1.4	2.0	21.0	54,645	49,270	93,000	18,863,444	153
49-009	Hillsboro 9	30	219	76	160	485	32.7	5.1	2.8	40.5	62,907	70,832	108,879	44,095,032	278
49-014	May-Port CG 14	32	249	89	143	513	35.5	3.5	3.0	42.0	62,490	68,951	111,900	25,618,822	444
50-005	Fordville-Lankin 5	2	25	9	14	50	8.7	0.8	1.3	10.8	52,789	80,096	91,388	4,564,078	201
50-008	Park River Area 8	34	209	69	126	438	29.8	5.8	3.0	38.6	55,751	59,966	102,546	35,620,388	405
50-018	Grafton 18	60	399	137	284	880	50.8	10.2	5.0	65.9	56,553	62,030	111,822	325,661,799	317
50-020	Minto 20	20	146	37	76	279	19.7	1.9	2.9	24.5	54,314	55,453	91,724	16,206,500	158
51-001	Minot 1	619	3,566	1,158	2,176	7,519	550.0	98.5	31.0	679.5	69,613	81,299	133,751	345,439,439	130
51-004	Nedrose 4	35	251	91	157	534	40.2	5.7	3.0	48.9	65,842	68,311	108,633	100,550,000	30
51-007	United 7	58	326	91	203	678	51.9	6.1	2.9	60.9	54,388	62,644	104,254	84,995,387	346
51-016	Sawyer 16	12	37	16	20	85	11.2	2.8	2.0	16.0	58,647	51,938	75,808	9,482,786	201
51-028	Kenmare 28	16	112	38	101	267	23.0	2.0	3.0	28.0	51,821	47,825	92,105	18,085,000	600
51-041	Surrey 41	27	182	68	138	415	35.8	3.2	3.0	42.0	50,750	59,474	101,622	9,617,167	129
51-070	South Prairie 70	36	258	93	155	542	34.2	8.8	4.0	47.0	54,081	54,812	105,348	27,500,000	174
51-160	Minot AFB 160	-	-	-	-	-	-	-	-	0.0	-	-	-	-	7
51-161	Lewis and Clark 161	30	173	59	119	381	35.4	4.0	3.6	43.0	50,955	65,398	98,061	54,814,516	864
52-025	Fessenden-Bowdon 25	11	82	29	56	178	16.6	2.0	2.0	20.6	47,942	51,888	91,625	13,952,637	562
52-038	Harvey 38	32	165	63	120	380	26.4	4.6	2.9	33.9	46,436	46,609	98,931	18,429,138	707
53-002	Nesson 2	34	213	70	119	436	31.4	6.4	3.0	40.8	66,650	65,601	126,264	33,978,433	568
53-006	Eight Mile 6	15	147	51	105	318	22.6	2.4	3.0	28.0	66,731	59,065	101,852	28,517,789	87
53-007	Williston Basin 7	473	2,674	785	1,407	5,339	318.3	37.5	23.0	378.8	66,242	83,508	131,813	334,047,828	693

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2024-2025

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
53-015	Tioga 15	44	270	86	134	534	37.5	6.6	3.0	47.0	68,447	77,429	131,073	42,266,117	499
53-099	Grenora 99	14	62	28	55	159	15.8	1.8	1.8	19.4	62,173	63,757	112,935	19,932,900	821
	North Dakota	8,766	55,121	17,895	34,816	116,598	9,168.7	1,388.6	665.9	11,223.2	60,442	70,442	112,754	8,129,720,216	69,229

Data sources: Fall MIS reports for 2024-2025

1. Fall Enrollment

The number of students enrolled full time in the school district on the September 10th count date.

2. Licensed personnel (FTE)

- Teachers include classroom teachers, MR special education, SLD and ED, physical education, music, art, career and technology, Title I and any other type of teacher.
- Other licensed staff includes assistant directors, coordinators, counselors or counselor designates, county superintendents and assistant or deputy county superintendents, directors, instructional programmers. library media specialist, pupil personnel, school psychologist, speech pathologist and supervisors.
- Administrators include principals and assistant principals, superintendents and assistant or deputy superintendents.
- All data for the Licensed Personnel (FTE) category is taken from MISO3 reports for staff licensed through the Education Standards and Practices Board (ESPB).

3. Average Salary

The average full time equivalent (FTE) salaries for the licensed personnel categories.

4. Valuation of Bldg/Equip.

The reported valuation of school district buildings and equipment.

5. District square miles

The number of land sections in the school district.

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2024-2025

No.	District Name	1. State Aid Formula Statistics				2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
01-013	Hettinger 13	279.59	324.40	1.1700	379.55	53	82	4	12	100%
02-002	Valley City 2	968.47	1,082.65	1.0000	1,082.65	208	56	40	39	96%
02-007	Barnes County North 7	236.62	257.97	1.2200	314.72	199	45	23	52	93%
02-046	Litchville-Marion 46	129.57	153.65	1.5100	232.01	95	59	8	33	94%
03-005	Minnewaukan 5	255.13	285.35	1.2000	342.42	121	50	201	2	91%
03-006	Leeds 6	119.11	129.96	1.5400	200.14	39	59	0	2	98%
03-009	Maddock 9	123.48	135.30	1.5400	208.36	44	41	4	10	94%
03-016	Oberon 16	56.07	63.24	1.5700	99.29	41	48	0	26	86%
03-029	Warwick 29	192.59	214.69	1.2700	272.66	195	59	25	38	87%
03-030	Ft Totten 30	168.11	197.03	1.3200	260.08	108	32	51	162	84%
04-001	Billings Co 1	90.98	108.49	1.3948	151.32	85	62	6	19	96%
05-001	Bottineau 1	662.60	740.13	1.0100	747.53	325	56	50	4	94%
05-017	Westhope 17	148.68	170.83	1.4100	240.87	66	93	14	2	95%
05-054	Newburg-United 54	86.70	104.60	1.5700	164.22	67	67	21	37	92%
06-001	Bowman Co 1	487.45	544.51	1.0200	555.40	172	61	6	11	94%
06-033	Scranton 33	137.94	151.14	1.4600	220.66	85	50	13	3	96%
07-014	Bowbells 14	97.25	116.85	1.5700	183.45	31	22	14	17	95%
07-027	Powers Lake 27	209.42	229.98	1.2500	287.48	119	53	30	0	96%
07-036	Burke Central 36	88.34	114.06	1.5700	179.07	44	48	0	16	95%
08-001	Bismarck 1	13,864.72	15,854.54	1.0000	15,854.54	340	28	4	135	95%
08-025	Naughton 25	17.77	19.37	1.5700	30.41	-	-	0	12	90%
08-028	Wing 28	69.39	86.97	1.5700	136.54	46	78	8	2	94%
08-033	Menoken 33	50.08	54.77	1.5700	85.99	34	90	12	16	96%
08-035	Sterling 35	19.00	22.03	1.5700	34.59	16	47	7	18	98%
08-039	Apple Creek 39	76.97	84.66	1.5100	127.84	-	-	9	0	94%
08-045	Manning 45	13.40	14.68	1.5700	23.05	-	-	0	0	96%
09-001	Fargo 1	11,379.65	12,792.08	1.0000	12,792.08	60	34	172	167	94%
09-002	Kindred 2	892.24	979.32	1.0100	989.11	515	52	69	36	96%
09-004	Maple Valley 4	234.23	255.42	1.2200	311.61	153	51	33	34	95%
09-006	West Fargo 6	12,868.98	14,726.85	1.0000	14,726.85	1,511	13	146	385	95%
09-007	Mapleton 7	201.15	244.89	1.0892	266.73	8	24	13	19	99%
09-017	Central Cass 17	1,015.87	1,123.64	1.0000	1,123.64	470	44	37	27	96%
09-085	Hope-Page 85	148.20	164.32	1.5700	257.98	207	29	21	48	93%
09-097	Northern Cass 97	683.89	758.89	1.0100	766.48	558	52	259	10	95%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2024-2025

No.	District Name	1. State Aid Formula Statistics				2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
10-019	Munich 19	90.03	112.60	1.5700	176.78	37	53	10	1	94%
10-023	Langdon Area 23	423.70	467.89	1.0200	477.25	81	59	8	9	94%
11-040	Ellendale 40	301.68	336.85	1.1237	378.39	122	60	11	17	94%
11-041	Oakes 41	471.41	540.20	1.0200	551.00	176	47	27	14	92%
12-001	Divide County 1	361.63	413.72	1.0651	440.65	133	69	8	2	93%
13-016	Killdeer 16	568.13	636.45	1.0200	649.18	411	27	63	11	93%
13-037	Twin Buttes 37	54.76	60.22	1.5700	94.55	9	74	0	25	90%
14-002	New Rockford-Sheyenne 2	307.00	356.96	1.1127	397.19	112	104	24	26	94%
15-006	Hazelton-Moffit-Braddock 6	134.38	149.24	1.4800	220.88	91	42	32	10	96%
15-015	Strasburg 15	112.70	124.38	1.5400	191.55	83	58	5	17	95%
15-036	Linton 36	230.25	255.94	1.2386	317.01	124	84	28	6	94%
16-049	Carrington 49	551.01	616.35	1.0200	628.68	121	53	80	16	95%
17-003	Beach 3	270.40	296.08	1.1882	351.80	47	55	9	8	93%
17-006	Lone Tree 6	25.16	32.68	1.5700	51.31	64	19	3	8	95%
18-001	Grand Forks 1	7,616.25	8,711.00	1.0000	8,711.00	88	33	64	142	92%
18-044	Larimore 44	379.91	442.81	1.0500	464.95	133	43	27	32	94%
18-061	Thompson 61	668.68	740.78	1.0100	748.19	224	50	152	23	96%
18-125	Manvel 125	169.24	207.75	1.1614	241.28	158	46	40	16	93%
18-127	Emerado 127	92.07	102.61	1.3800	141.60	68	31	10	43	94%
18-128	Midway 128	172.05	189.50	1.3200	250.14	164	52	14	37	94%
18-129	Northwood 129	341.00	377.89	1.0800	408.12	153	76	70	18	96%
18-140	Grand Forks AFB 140	0.00	0.00	-	0.00	-	-	0	6	0%
19-018	Roosevelt 18	45.75	61.96	1.5700	97.28	41	48	5	49	99%
19-049	Elgin-New Leipzig 49	161.44	182.68	1.3478	246.22	123	61	26	4	95%
20-007	Midkota 7	161.24	185.33	1.5700	290.97	145	56	26	31	94%
20-018	Griggs County Central 18	259.39	293.28	1.2000	351.94	132	62	24	22	92%
21-001	Mott-Regent 1	227.53	249.98	1.2400	309.98	105	78	13	14	93%
21-009	New England 9	257.51	293.84	1.2000	352.61	-	69	58	15	93%
22-001	Kidder County 1	361.15	401.08	1.0666	427.79	279	82	21	44	97%
23-003	Edgeley 3	240.50	275.04	1.2200	335.55	99	62	20	7	94%
23-007	Kulm 7	115.85	125.94	1.5400	193.95	44	60	6	6	96%
23-008	LaMoure 8	263.80	313.20	1.1900	372.71	122	88	27	11	95%
24-002	Napoleon 2	241.69	262.69	1.2200	320.48	99	63	19	9	95%
24-056	Gackle-Streeter 56	91.12	110.00	1.5700	172.70	60	73	3	35	92%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2024-2025

No.	District Name	1. State Aid Formula Statistics				2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
25-001	Velva 1	433.39	479.57	1.0200	489.16	152	52	38	10	94%
25-014	Anamoose 14	70.51	80.50	1.5400	123.97	43	30	6	3	94%
25-057	Drake 57	76.30	90.99	1.5700	142.85	69	33	3	7	91%
25-060	TGU 60	340.69	379.01	1.3382	507.19	249	71	13	36	94%
26-004	Zeeland 4	26.51	29.90	1.5700	46.94	13	36	5	7	94%
26-009	Ashley 9	124.89	134.55	1.5400	207.21	49	71	8	8	95%
26-019	Wishek 19	220.91	250.33	1.2400	310.41	66	77	7	8	96%
27-001	McKenzie Co 1	2,117.03	2,623.31	1.0000	2,623.31	266	51	36	36	92%
27-002	Alexander 2	315.06	341.03	1.1000	375.13	109	40	42	13	93%
27-014	Yellowstone 14	175.42	228.90	1.1406	250.41	45	28	97	1	98%
27-018	Earl 18	0.00	0.00	-	0.00	-	-	0	0	0%
27-032	Horse Creek 32	5.01	8.46	1.5700	13.28	3	38	0	9	96%
27-036	Mandaree 36	201.24	230.20	1.2621	290.54	48	48	2	49	94%
28-001	Wilton 1	272.06	298.80	1.1810	352.88	168	56	42	9	96%
28-004	Washburn 4	346.50	399.44	1.0800	431.40	120	63	30	3	96%
28-008	Underwood 8	186.59	204.46	1.2790	261.50	52	25	2	14	99%
28-050	Max 50	135.24	150.44	1.4773	222.25	85	63	17	18	94%
28-051	Garrison 51	370.06	402.22	1.0598	426.27	214	59	42	8	95%
28-072	Turtle Lake-Mercer 72	181.67	198.53	1.2900	256.10	104	64	1	8	95%
28-085	White Shield 85	184.51	192.42	1.2900	248.22	-	-	0	15	89%
29-003	Hazen 3	567.97	643.08	1.0200	655.94	190	58	54	8	95%
29-027	Beulah 27	745.12	822.18	1.0100	830.40	85	74	15	8	93%
30-001	Mandan 1	4,363.07	4,935.43	1.0000	4,935.43	354	56	91	49	92%
30-004	Little Heart 4	28.40	28.36	1.5700	44.53	6	9	8	17	96%
30-013	Hebron 13	157.45	174.95	1.3600	237.93	16	61	11	16	94%
30-017	Sweet Briar 17	30.00	32.70	1.5700	51.34	-	30	16	14	96%
30-039	Flasher 39	247.78	291.38	1.2063	351.49	220	72	84	6	95%
30-048	Glen Ullin 48	134.65	149.65	1.4800	221.48	84	74	5	17	94%
30-049	New Salem-Almont 49	374.91	415.80	1.0500	436.59	192	88	22	12	95%
31-001	New Town 1	923.30	1,050.91	1.0000	1,050.91	178	92	26	42	99%
31-002	Stanley 2	758.71	854.73	1.0100	863.28	254	43	9	2	94%
31-003	Parshall 3	246.25	264.79	1.2138	321.40	61	118	0	45	90%
32-001	Dakota Prairie 1	270.29	300.09	1.4378	431.47	227	52	28	47	93%
32-066	Lakota 66	175.76	207.55	1.3142	272.76	112	49	15	12	94%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2024-2025

No.	District Name	1. State Aid Formula Statistics				2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
33-001	Center-Stanton 1	258.40	286.93	1.2000	344.32	103	66	2	68	94%
34-006	Cavalier 6	363.71	400.24	1.0600	424.25	147	64	21	29	94%
34-019	Drayton 19	147.46	186.75	1.4100	263.32	3	41	19	4	100%
34-100	North Border 100	299.33	332.13	1.3898	461.59	6	51	7	17	94%
34-118	Valley-Edinburg 118	194.32	220.56	1.2700	280.11	111	61	29	32	96%
35-005	Rugby 5	577.91	629.88	1.0200	642.48	178	64	3	7	95%
36-001	Devils Lake 1	1,764.69	2,007.73	1.0000	2,007.73	499	56	0	67	92%
36-002	Edmore 2	0.00	0.00	-	0.00	15	42	0	9	97%
36-044	Starkweather 44	47.45	63.49	1.5700	99.68	2	59	0	6	96%
37-006	Ft Ransom 6	14.48	15.87	1.5700	24.92	22	42	0	14	96%
37-019	Lisbon 19	603.52	675.10	1.0140	684.55	222	45	45	28	95%
37-024	Enderlin Area 24	311.22	345.04	1.1056	381.48	155	54	32	36	95%
38-001	Mohall-Lansford-Sherwood 1	293.58	321.38	1.1400	366.37	180	66	3	21	94%
38-026	Glenburn 26	241.95	267.00	1.2200	325.74	186	44	65	4	92%
39-008	Hankinson 8	243.12	275.38	1.2200	335.96	77	44	9	14	95%
39-018	Fairmount 18	92.50	110.32	1.5700	173.20	24	41	7	18	93%
39-028	Lidgerwood 28	176.44	198.67	1.3092	260.10	87	46	6	11	94%
39-037	Wahpeton 37	1,180.38	1,336.05	1.0000	1,336.05	216	49	20	31	94%
39-042	Wyndmere 42	263.53	301.67	1.1900	358.99	109	50	30	21	94%
39-044	Richland 44	283.84	316.16	1.1600	366.75	153	43	41	21	95%
40-001	Dunseith 1	446.77	554.73	1.0200	565.82	271	44	0	26	88%
40-003	St John 3	419.46	486.50	1.0200	496.23	363	91	0	2	93%
40-004	Mt Pleasant 4	235.98	251.67	1.2200	307.04	49	68	12	9	94%
40-007	Belcourt 7	1,676.50	1,874.50	1.0000	1,874.50	947	49	0	14	87%
40-029	Rolette 29	132.61	146.25	1.4801	216.46	96	65	12	5	92%
41-002	Milnor 2	215.55	244.74	1.2468	305.14	69	48	13	10	95%
41-003	North Sargent 3	177.91	207.96	1.2984	270.02	10	75	20	8	93%
41-006	Sargent Central 6	178.43	194.21	1.2946	251.42	172	57	10	20	94%
42-029	McClusky-Goodrich 29	94.05	125.70	1.5700	197.35	26	51	2	7	95%
43-003	Solen 3	196.96	224.36	1.2700	284.94	84	44	3	28	87%
43-004	Ft Yates 4	57.41	73.46	1.5700	115.33	12	67	9	20	100%
43-008	Selfridge 8	60.08	93.62	1.5700	146.98	45	60	0	6	88%
44-012	Marmarth 12	29.26	34.86	1.5700	54.73	-	-	0	2	94%
45-001	Dickinson 1	4,058.07	4,657.40	1.0000	4,657.40	134	37	34	169	93%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2024-2025

No.	District Name	1. State Aid Formula Statistics				2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
45-009	South Heart 9	401.80	466.13	1.0254	477.91	195	73	114	17	94%
45-013	Belfield 13	255.59	270.26	1.2000	324.31	54	57	7	22	93%
45-034	Richardton-Taylor 34	313.71	354.34	1.1000	389.77	140	55	55	13	94%
46-019	Finley-Sharon 19	84.54	105.38	1.5700	165.45	33	50	0	19	95%
47-001	Jamestown 1	2,038.77	2,280.46	1.0000	2,280.46	203	48	59	165	96%
47-003	Medina 3	189.66	219.67	1.2700	278.98	148	71	77	3	95%
47-010	Pingree-Buchanan 10	153.29	166.86	1.3800	230.27	120	38	87	28	97%
47-014	Montpelier 14	96.35	106.35	1.5700	166.97	96	51	47	16	95%
47-019	Kensal 19	25.51	28.55	1.5700	44.82	17	56	3	26	96%
48-010	North Star 10	287.81	319.89	1.1500	367.87	71	60	6	5	94%
49-003	Central Valley 3	212.24	233.57	1.2500	291.96	212	50	8	51	95%
49-007	Hatton Eielson 7	162.78	180.46	1.3400	241.82	48	43	5	39	94%
49-009	Hillsboro 9	482.49	532.33	1.0200	542.98	149	47	17	8	95%
49-014	May-Port CG 14	507.01	566.82	1.0200	578.16	160	58	11	47	93%
50-005	Fordville-Lankin 5	49.13	51.09	1.5700	80.21	27	65	16	28	95%
50-008	Park River Area 8	442.52	495.10	1.0200	505.00	131	63	53	19	92%
50-018	Grafton 18	887.60	1,014.92	1.0662	1,082.11	167	67	25	81	94%
50-020	Minto 20	274.88	298.78	1.1800	352.56	121	34	75	19	94%
51-001	Minot 1	7,555.27	8,511.61	1.0000	8,511.61	220	38	24	277	93%
51-004	Nedrose 4	572.82	634.66	1.0200	647.35	389	36	87	33	95%
51-007	United 7	696.23	760.14	1.0100	767.74	824	40	72	18	94%
51-016	Sawyer 16	67.35	92.08	1.5700	144.57	68	47	20	57	94%
51-028	Kenmare 28	260.63	304.01	1.1971	363.93	97	57	27	15	94%
51-041	Surrey 41	406.19	457.81	1.0200	466.97	193	61	31	28	94%
51-070	South Prairie 70	543.31	607.53	1.0200	619.68	503	74	137	11	94%
51-160	Minot AFB 160	0.00	0.00	-	0.00	-	-	0	0	0%
51-161	Lewis and Clark 161	373.54	420.43	1.2500	525.54	202	53	61	25	93%
52-025	Fessenden-Bowdon 25	183.08	203.64	1.2900	262.70	67	60	11	10	93%
52-038	Harvey 38	392.80	437.40	1.0326	451.66	224	100	13	15	95%
53-002	Nesson 2	436.89	478.19	1.0200	487.75	203	50	43	5	94%
53-006	Eight Mile 6	325.67	357.05	1.0900	389.18	161	27	7	1	94%
53-007	Williston Basin 7	5,236.93	5,989.65	1.0418	6,240.02	316	48	5	69	90%
53-015	Tioga 15	515.96	567.86	1.0200	579.22	206	53	2	22	92%
53-099	Grenora 99	160.70	172.03	1.3540	232.93	83	27	4	10	96%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2024-2025

No.	District Name	1. State Aid Formula Statistics				2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
	Statewide Total	116,579.22	132,274.20		139,270.38	24,318	51	4,671	4,671	94%

Data sources: The most recent data available as of the date of this publication.

1. State Aid Formula Statistics

ADM is the average daily membership for state aid purposes.

Weighted ADM is ADM plus additional weighted units included in the state aid formula for special populations, summer programs and isolated schools.

School Size Factor is the school district size factor applied based on district ADM. The factors range between 1.57 and 1.00.

Weighted Student Units is determined by multiplying the school district size factor times the weighted student units.

2. Other District Statistics

Rural Students Transported is the estimated number of rural students transported in the district.

Average Route Miles is the average bus route in miles.

Open Enrolled In is the number of students attending the district under open enrollment.

Open Enrolled Out is the number of resident students attending another district under open enrollment.

ADA percent is the average daily attendance rate for the school district. This number is taken from school district financial reports.

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
3/10/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

8:30 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas.

Discussion Topics:

- Organizational Structure of Educational Unites.
- Biennium Accomplishments.
- FTE Funding Pool.
- Use of Vacant Position Savings.
- Budget Request.
- Use of Discretionary Funds.
- DPI Salary Equity Request.
- State Library Accomplishments.
- State library Funding Request.
- Services Provided by ND School of the Deaf.

8:31 a.m. Kirsten Baesler, State Superintendent, ND Dept. of Public Instruction, testified in favor and submitted testimony #39953 and #39954 and #40060.

8:58 a.m. Krista Schulz, Human Resources Director, DPI, continued testimony #39953.

9:02 a.m. Jamie Mertz, CFO, DPI, continued testimony #39953.

9:22 a.m. Kirsten Baesler, State Superintendent, ND DPI, continued testimony #39953.

9:37 a.m. Scott Egge, Tech Coordinator, DPI, answered committee questions.

9:40 a.m. Kirsten Baesler, State Superintendent, ND DPI, continued testimony #39953 and answered committee questions.

9:45 a.m. Scott Egge, Tech Coordinator, DPI, answered committee questions.

9:47 a.m. Kirsten Baesler, State Superintendent, ND DPI, continued testimony #39953 and referenced testimony #40232.

9:52 a.m. Krista Schulz, Human Resources Director, DPI, continued testimony #39953.

10:07 a.m. Kirsten Baesler, State Superintendent, ND DPI, continued testimony #39953.

10:10 a.m. Chairman Sorvaag recessed the meeting.

10:21 a.m. Chairman Sorvaag reconvened the meeting.

10:21 a.m. Mary Soucie, State Librarian, ND State Library, testified in favor and submitted testimony #39645 and #39644 and #40061.

10:50 a.m. Donna Sorenson, Superintendent, ND School of the deaf, testified in favor.

11:13 a.m. Stacy Duffield, ND Governors School Organizer, NDSU, testified in favor and submitted testimony #39570 and #40018.

11:18 a.m. Ben Melby, Director, Red River Valley Writing Project, testified in favor and submitted testimony #39571 and #40047.

11:30 a.m. Samuel Stinson, Director, Northern Plains Writing Project, testified in favor and submitted testimony #39686.

11:35 a.m. Erin Jacobson, Coordinator, ND RISE Program, testified in favor and submitted testimony #39786 and #40066.

11:41 a.m. Marijke Leibel, Assistant Coordinator, ND RISE Program, testified in favor and submitted testimony #39757.

Additional written testimony:

Martin Bratrud, Superintendent, Westhope Public School District, submitted testimony in favor #39594.

Nathan Kurtti, English teacher submitted testimony in favor #39711.

Lillian Long, ND citizen, submitted testimony in favor #39740.

Laura Zucca-Scott, Minot State Professor, submitted testimony in favor #39796.

Gail Reiten, Advocacy Chair, Right to Read ND, submitted testimony in favor #39799.

Erin Raab, Chief Strategy and Impact Officer, Vital Impact, submitted testimony in favor #39821.

Diane Frelich, Business Manager, School for the Deaf, submitted testimony in favor #39851.

Sheila Sandness, Fiscal Analyst, Legislative Council, submitted tesrtimony in neutral #40227 and #40228 and #40230 and #40231 and #40232.

11:58 a.m. Chairman Sorvaag closed the meeting.

Steven Hall, Committee Clerk



North Dakota Governor's School
NDSU OFFICE OF TEACHING AND LEARNING

March 7, 2025

I am writing to support the continued funding for North Dakota Governor's School, which is a pass-through grant in the DPI budget bill, HB1013. Governor's School has a long and successful history in North Dakota, with over 30 years of past offerings that made a tremendous impact for North Dakota students. As stated in the mission, "The mission of the North Dakota Governor's Schools is to serve academically talented high school students of North Dakota through programs of college-level instruction in an environment of academic excellence." North Dakota State University values being a part of this incredible program that celebrates and challenges the brightest and most talented students.

Summer 2024, the student scholars were part of NDGS at NDSU, with the opportunity to be challenged and learn, developing life-long friends and connections in the process. Included below are testimonies from several of the scholars that express how much they appreciated the Governor's School experience. The scholars were on the NDSU campus June 2-28, living in our residence halls and experiencing both the rigor and fun of college.

Also included below on P.6, is a request to make minor modifications to the wording for Section 13 of HB1013 for clear and consistent management of the North Dakota Governor's School programs.

I will be present at the hearing on March 10th to present information about the 2024 Governor's School at NDSU and to answer questions and share additional information if needed.

Stacy Duffield, Ph.D.
Director, Office of Teaching and Learning
North Dakota State University

Testimonies from the Scholars

I truly appreciate the experience governor's school gave me this previous summer, something I could have got nowhere else. Being sponsored by the state opened the door for me to attend. Throughout my academic career I have been dedicated to the sciences and Governor's school showed me a new perspective of science in psychology. This gave me a new academic challenge to conquer never previously studying the psychological sciences. Living at NDSU

made me contemplate my college decisions further knowing what I truly wanted in a college. Governor's school was a free place to be yourself and being supported by likeminded individuals who always had others best interest in mind. I am ever grateful to those who support this program as it will forever stay at the most beneficial and memorable summer of my high school years.

Blessings,

Elizabeth Voss

My name is Damien Haisley. I attended Governor's School in the summer of 2024 and was the leader of the technology pathway. When I first applied for Governor's School, I thought it was going to be a good learning opportunity, and it was, but what I didn't expect was the lifelong memories and friends I would create. Some of the people I met there, I still talk to every day. Going into this program I had a vague idea of what career path I wanted to go into, but no idea what to look for in colleges. Coming out of it, I gained a real appreciation for what I got to do but also had some college ideas set out for myself. I believe programs like this are important because students can get an experience similar to college while building relationships, camaraderie, and confidence that will last them a lifetime.

My name is Lydia Hestdalen. I was one of the participants in the 2024 North Dakota Governor's School. I was in the Science pathway. The experience last summer was something I will never forget. We had fun with different breakout sessions everyday, it was called Bison Time. On the weekends we were able to participate in bond forming activities with each other, for example we went canoeing and we even got to go play capture the flag.

Overall, I think being able to be in this program was highly beneficial to my learning. Not only did I get to further my education, I got to further it one on one with an undergraduate student. We worked in a lab together for weeks. I got to work in a college level lab which is beneficial because I am going to major in Forensic Science at UND starting the fall of 2025. The professor I worked with was even talking to me about how I should switch it so I could continue working in his lab.

This program is important to me because of the next level of understanding I got in my pathway. It was cool to find out that not all of the professors that wanted a student got one. That shows that not only is it beneficial to the students, the professors also really liked having us around. Governor's School really prepared me for college life by living in the dorms, I think others would benefit from the same.

I am saying this with a grateful heart. I am highly recommending this program to be funded again.

Thank you for your time,
Lydia Hestdalen
Senior at Fargo South

My name is Keaton Sauvageau, and I attended North Dakota Governor's School in June of 2024 and I am currently a junior at Kindred High School. My discipline was engineering and I worked on the project where we used ultrasound to make 3D printing stronger. Governor's school gave me the opportunity to experience what it is like to be an engineering student at NDSU that was much more in depth than any other camps I have been to. At NDSU I had a chance to meet some of the faculty working in the engineering department and got to work with many of them in different ways. I had the opportunity to be part of an actual project where I was able to see how it works and I got to test the products we made. After completing the project, we were able to make a presentation on it and present it in front of many people.

After talking to some of the faculty members working there, I got a lot better of an understanding on what engineering careers were like, and what the different engineering fields are. The group I was part of focused mostly on mechanical engineering, but I was still exposed to many of the other fields while I was there. I was told by one of our group leaders that I should really consider industrial engineering as a possible career. Before Governor's School I didn't know about industrial engineering and I don't think I would have considered it as an option if it weren't for their feedback. And now that I have had hands on experience, I have a much better understanding of what career I want to go into.

Overall, North Dakota Governor's School has been a very useful and engaging experience that I am extremely glad I was able to participate in. It has given me a much better and deeper understanding of the field I want to go into, and has greatly impacted me as a student in a way that no other club or event has before. I also made many new friends while I was there that I still keep in touch with now. Governor's School was definitely the best decision I have made for my education. And I am so thankful that the experience was provided without any costs. If there was a big cost upfront, I don't think I would have decided to go, and I would have missed out on so much.

Sincerely,
Keaton Sauvageau

Governor's School was a once in a lifetime experience for me, literally as I was a junior when I joined, which meant unfortunately that it was my first and last time to be able to take part in Governor's School. During my time at the School, I had the opportunity to network and connect with people relating to the major I wanted to go into, I learned numerous things about my own abilities. I was able to realize that my anxiety would not hold me back in college, as being away from home for so long I thought I would be a wreck. This program changed my perspective on myself and my goals, it allowed me to see what college would be like and whether I was up for it. It strengthened my goal for the future, I know what I want to do even more now than before. This program is enormously important especially to sophomores and juniors because it can help them decide what they genuinely want to do and even show them new opportunities for the future. By allowing programs like this to grow, it paves the way for new generations to come to reach this level of success.

Sincerely,
Hannah Hanson

When I first signed up for Governor's School, I did not know what to expect. I was filled with feelings of both excitement and worry because I had heard many wonderful things about the program, but I was worried since I did not think I personally would measure up to the other people that signed up. I was excited when I heard that I had been accepted into the Technology path, so my past worry was lessened to a degree. I was not expecting at all what would become one of the greatest experiences of my entire lifetime. When I arrived on campus with my parents at Cater Hall (the dormitory at which I would stay for the month), I was greeted by many polite faces who seemed eager to welcome all that entered the door. After I moved into my dorm, I met all my suitemates: Jack, Sam, and Memphis. These three became my close friends throughout the month-long program, as well as many others who were among the 48 students. All the residential assistants were cool people I also became friends with. Awkwardly, one of them was my sister, whom I had a good relationship with simply fine during the program. During the month I stayed at the NDSU campus, I learned many skills that I may never forget including how to live better independently, how to ask for help more often when I need it, how to use coding and other various IT skills, and many other traits that define me as a person today. Not only that, but Governor's School gave me a fine taste of college life and reassured me that when I go to college, I am more than capable of handling myself and prospering as an individual. Along with lots of learning opportunities, we did many entertaining activities and learning experiences as a group. The RAs would take us out to many fun places and let us participate in very entertaining activities that I will personally never forget. Some of these fun activities include canoe trips, sports games, hiking trails, and even visiting one of our teacher's homes and getting to play soccer with the local children. For fun learning experiences outside of classes, we had Bison Times, which provided fun activities that taught me about assorted topics including service dogs, creative writing, e-sports, electron microscopes, and many more that would take a whole page to list the details. To make a long story short, Governor's School was one of the best experiences I have ever had and taught me that I can succeed, and that I can have fun while doing so.

The specific field I chose, the Technology pathway, has helped me in using my skills in practice as a digital designer and programmer. In this pathway, I got to learn about the programming language known as "Python," which is a particularly useful language to learn since many companies utilize it in diverse ways. At the end of the class, near the end of the program, I got to design a videogame with my partner, whose name is Bobby (nickname). I was the main artistic designer for the game and got to utilize my designing skills to the maximum, which turned out fantastically. Our final game, dubbed "Husk," was a simple platformer game about collecting artifacts and reaching the end with all of them collected. I may not have access to this game anymore, but the memories of it being my first full game are permanently etched into my brain. The skills I learned through this class and Governor's school as a whole helped me complete my first college class and a coding with Python class with great success. These skills I have acquired through this program will last a lifetime.

The Governor's school program is a must-have for every single state in the country. Not only do you gain many skills that will help you overcome many obstacles not only if you pursue higher education through college, but life. Also, the program gave me fond memories that will stick with me until I die. Leaving the campus after Governor's school ended was like leaving a family that I may never see again, and this feeling makes me want to relive that month increasingly as time goes on. I am not alone in the belief that Governor's school is a

program worth investing in, because the experiences you will have will alter your life for the better, guaranteed.

Aidan Zacher

Governor's School was an amazing experience, combined with high school and college life, this program pushed me to experience so much in such a short time. It consisted of activities, which all allowed me to get to know people much better than a traditional school assembly, and also included classes that promoted my general knowledge and helped me to dive deeper into a specific topic, where a high school class might not. This program guided my education to a much higher level, seeing that now I can teach Computer Science as I used to simply learn it. This has also helped me to network with many people easily and retain those important relationships due to the simple reality of putting people in one area and letting them figure out how to be friends with each other. This meant you could try out new ideas with one's communication skills and thus could continue to learn how to communicate properly. This also meant furthering my adaptability skills as well as my communication skills due to the new environment and entirely new people. My future goals are to continue my education and then pursue a career in Technology and this program, which focused on STEM during the summer of 2024, directed and pushed me to dig deeper into this topic. I am also glad that I went through this program as it helped me to get a better understanding of Computer Science in general and got me to get farther with what I already knew. These programs that push students to try new things and meet new people are what I believe is the best solution for those who are doing well in their schools. It allows students to work on their networking skills and also get a much better education than what a high school might provide, as well as the choice to pick what they want to work on for a month or so.
Thank you,
-Cole Carpenter

Requested wording modifications for
HB 1013. SECTION 11. NORTH DAKOTA GOVERNOR'S SCHOOLS – GRANTS – DISTRIBUTION.

P. 6, Lines 10, 11

Current

4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.

Requested Modifications

4. North Dakota state university and the university of North Dakota shall name directors at each university and ensure collaboration of the schools at both campuses.

P. 6, Lines 12, 13, 14

Current

5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

Requested Modifications

5. Funds may be used only for delivering the academic program for students including housing, dining, resident assistants, program directors, instructors, faculty research sponsors, and academic materials.

Red River Valley Writing Project
Improving Literacy, K-College

March 10, 2025

Dear Chairman Sorvaag and Members of the Committee,

My name is Ben Melby, Director of the Red River Valley Writing Project (RRVWP), and I support HB 1013 passthrough grant funding for the **North Dakota Writing Projects**—a local, grassroots organization that serves K-College educators and students across the entire state of North Dakota.

We aim to support teacher retention, youth literacy, and community engagement by providing:

1. High-quality **teacher training** and mentoring support for improved writing instruction.
2. Writing camps, workshops, and competitions to improve the quantity and quality of **student writing**.
3. **Community events** that use writing to enrich our civic life.

The scope and impacts of our public service are detailed on an enclosed project summary. During the last biennium, our writing projects combined to reach **240 teachers**, with **434 hours of mentoring and training**. Additionally, we engaged **over 600 student writers** in our writing competitions, camps, workshops, and writing groups.

Specfically, passthrough grant funding from HB1013 will support:

1. Teacher professional learning courses on **AI literacy, civic literacy, and digital literacy**.
2. Inservice teacher training on **writing across the curriculum** and writing in the workplace.
3. Youth programs such as **"Raising Rural Voices"** (an initiative to bring rural students' stories to a national audience) and the **Scholastic Art & Writing Awards** (the "state championships" for teen artists and writers).
4. Instructional coaching and resource development for **rural, high needs ND schools** to serve our state's **teacher retention** goals.

Our proposed budget outline for the 25-27 biennium is enclosed (see below) along with detailed project summaries for both writing project sites.

Thank you for your important, time-intensive civic service. We hope to return the favor by working hard to support student writers and the teaching of writing in the state of North Dakota.

Sincerely,

Ben Melby, Director, Red River Valley Writing Project

RED RIVER VALLEY WRITING PROJECT
318 Minard Hall | NDSU Dept 2320 | PO Box 6050 | Fargo ND 58108-6050
701.630.9566 | Fax 701.231.1047 | benjamin.melby@ndsu.edu | michele.sherman@ndsu.edu |
https://sites.google.com/ndsu.edu/redrivervalleywritingproject/home

2025-2027 Biennium DPI Budget Request:
Northern Plains & Red River Valley Writing Project

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional training for teachers and direct work with students in youth writing camps, workshops, and competitions. To foster **informed, intentional, and innovative communication** that can boost North Dakota's economy and enrich civic life.

DPI Budget Request for the 2025-2027 Biennium:

Summer Leadership & Advanced Institutes $46,000

To support graduate tuition waivers and participant stipends for approximately 50 teachers per year to receive 8 weeks of intensive professional development and leadership training. For the next biennium, training will focus on AI writing, digital media literacy, and other pressing needs for today's teachers.

Instructional Workshops & Book Studies $10,000

To support approximately 20 teachers per year in studying, developing, and sharing innovative lesson plans, activities, and curricular materials for teaching writing in the ever-changing world of digital tools and writing situations.

Administrative Support $10,000

To support a programming director, whose duties include leading monthly planning meetings, applying for grants, managing budgets, submitting budget and grant reports, contracting services, overseeing teacher consultants, coordinating with larger organizational networks, and promoting services to increase engagement and visibility.

Conference Participation $2,000

To help support travel, lodging, and registration fees for up to 10 teachers attending regional conferences such as NDCTE in Mandan, ND.

Continuing Association Fee $2,000

To cover $1,000 annual association fees to the National Writing Project network.

Youth Programs $2,000

To help support statewide youth writing programs such as the North Dakota Art & Writing Awards (the state championships for teen artists and writers) and "Raising Rural Voices" (a teen journalism initiative).

TOTAL 2025-2027 Biennium Budget **$72,000**

North Dakota Writing Projects
DPI Project Summary, Scope of Work, and Specific Aims

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional development for teachers, leadership training, and direct work with student writers in youth writing camps, workshops, and competitions. To focus on writers as **informed, intentional, and innovative creators** who can boost North Dakota's economy and enrich civic life.

Project Summary & Scope of Work:

Grant-funded Programing

We obtain grant funding (e.g. MacArthur Foundation, American Institute of Research, National Writing Project) to run youth journalism workshops ("Raising Rural Voices"), support rural instructors in high needs schools ("Coach.Teach.Write."), and develop instructional resources to engage students in the rich cultural history of our state ("American Creed" and "Japanese-American Confinement Education").

Summer Leadership & Advanced Institutes

We provide intensive, 8-week (60-90 hour) professional development institutes to North Dakota writing teachers from K-College—led by veteran writing instructors, who demonstrate effective teaching practices and guide participants as they develop and refine their own teaching. Our current emphasis has been on AI writing, digital literacy, and civic literacy. We select the most talented, hard-working teacher participants who have great leadership potential. Our writing project teachers go on to become literacy leaders and instructional coaches, providing workshops for their local schools and districts.

Continuity & Community Writing Programs

We support teacher retention through the continued learning and engagement of both teachers and community members. Teachers who complete our Summer Institute go on to organize and lead writing groups, mentoring groups, book discussions, and in-service teaching demonstrations. We also support the community with opportunities to connect and write—for example, our "Pens & Pints" writing pub crawl, "Warrior Words" for military veterans, "Grief and Bereavement" writing, "Novel Writing," and "Write Across America" writing marathons.

In-service Teacher Trainings and Conference Presentations

We partner with specific schools to evaluate and improve literacy and writing instruction (previous and ongoing partnerships include support of literacy objectives at Belcourt, Dunseith, Hatton-Eielson, Oakes, Beulah, Flasher, and Central Cass). We promote writing across the curriculum (not just in English classes) and give teachers strategies for using writing to enhance learning in all content areas. Our teachers also share these strategies at local and regional conferences, such as ND Council of Teachers of English, ND Multi-tier System of Supports, and the NWP Midwest conferences.

Teen Writing Camps & Workshops

Engages North Dakota's creative young voices in writing workshops, weekly "Word Herd" writing groups, and weeklong summer writing camps, where students work with our teacher-leaders, NDSU creative writing instructors, and guest writers (many top professional writers from our region lead workshops at the camps).

Scholastic Art & Writing Awards

Offers North Dakota's teens (grades 7-12) the opportunity to enter the country's most prestigious and competitive art & writing competition, with thousands of dollars of prize/scholarship money offered at both the state and national levels. We run fundraising, promotions, workshops, adjudication, and publication of student work. Additionally, our organization, in partnership with Plains Art Museum, hosts a literary reading event, art exhibition, and state awards ceremony each year to recognize the award recipients. We reach all corners of the state with this program.

Chairman Sorvaag, members of the Committee, my name is Marty Bratrud, Superintendent of Westhope School and certified ND Be Legendary School Board coach. I am here to testify in support of the full funding of ND Be Legendary School Board training within HB 1013.

I would like to share Westhope Public School's, and my story about the positive impact the Be Legendary Framework has brought to our school to support improving student outcomes.

Like many of our schools in North Dakota, Westhope School, and I as an educational leader personally struggled post covid with student engagement and achievement. It is humbling to have to admit, but as a school leader I failed my students and staff. I allowed us to relax student and staff expectations thinking that was the best strategy to transition back to school post covid. In short, I forgot our core mission and the reason schools exist....To improve Student Outcomes.

We saw our assessment scores drop slightly in SY 20-21 and I failed to respond thinking it was a temporary setback, and they would bounce back next year. Then in SY 21-22 they fell off the proverbial cliff. We identified we had a very real problem with learning loss that wasn't going to fix itself as we put together our NDSA data report in 21-22. I knew I had to act and act immediately. Then on August 12th, 2022, a date I have burnt into my brain, I went to my mail box and opened a letter from the Department that Westhope was put on the TSI/CSI watch list. I felt like I was just hit by a freight train, my heart fell from my chest and I realized I had failed my students, staff, board, and community as an educational leader. And… I didn't know where to start.

By fate, a week later in August of 2022 I saw a grant opportunity offered by the Department in the Weekly Blast for the Be Legendary School Board Institute. I wasn't sure exactly what it was, in fact I thought it was a strategic planning program, not understanding all of the nuances. I will admit freely, I was feeling desperate and reached out to my Board President to get her counsel. She encouraged me to research the training and report back to her. I circled back

to her a month later and recommended the 2-day institute as a starting point to stop our student learning decline and retool our instructional programming.

In April of 2023 Our Board and Administration completed the Be Legendary two-day institute. We all walked away humbled, renewed, inspired, and most importantly, reminded of why school systems exist…To Improve Student Outcomes.

We rolled up our sleeves and got to work immediately, First, my Board and I collaborated to establish 3 SMART student learning goals, aligned to the aspirational goals of the ND DPI State Strategic Vision, to increase our student outcomes in Reading, Math, and Reading for our Economically Disadvantaged student population.

We developed guideposts to support these goals:

1. A Theory of Action…What We are going to do. How we are going to do it. And what we expect those outcomes to be.

2. Established target goals for the next 5 years.
3. Developed progress measures to support each goal.
4. Developed guardrails to ensure adult behaviors did not become barriers to achieving the Board's goals.
5. Clearly defined Superintendent work and Board Work
6. Streamlined our Board meeting agenda and procedures to ensure our focus was on improving Student Outcomes. "We made THE most important thing OUR most important thing".
7. Re-established student, staff, and board expectations to align with the School Board's goals.

Paired with critical professional development and support services such as instructional coaching and data analysis support from the CREA REA and strategic fiscal planning to ensure we had aligned our resources to support the Board goals, we stopped our declining assessment score trend and realized significant first year gains in year one implementation of the Be Legendary Framework. We saw a 7% increase in reading outcomes on the NDSA assessment, 5% gain in math, and an 11% gain in reading score outcomes for our economically disadvantaged students.

This school year, based on data from the Fall and Winter ND A+ interim assessments, I am confident our district is positioned for more significant gains. And… I predict we will be On Track or ahead of our progress measure goals established two years ago. In fact, I recently shared with my Board I expect we will be raising the bar on our 5-year target goals during the annual review of our goals in June.

The mindset shift we made as a Board, staff and administration, is the difference. We changed our adult behaviors and committed to the integrity of the Be Legendary Mindset. We are now laser focused as a district to our mission and we are equally aligned in our commitment to improving student outcomes.

To circle back, I am here today to respectfully ask you all to please consider to fully fund the Be Legendary Framework. In 31 years of education, I have found, and learned, the mechanism to support student outcomes and to keep my students on a continuous improvement trajectory.

In fact, I am so bought into the Framework, I applied to be part of the first Be Legendary coaching cohort because I am committed to supporting and implementing this mindset across our state to positively impact not only my 157 kiddos in Westhope, but thousands of kiddos across North Dakota.

In conclusion, Be Legendary is not a program, it is a mindset shift in adult behavior to ensure school districts stay focused on the reason our schools exist.....To ensure each student, each year, continuously improves in what they know and are able to do, so they are prepared to be successful in whatever they choose to do after their K12 Journey.....In short, to Improve Student Outcomes.

Thank you for this opportunity to share mine and my District's story with you and I would enjoy the opportunity to answer any questions you may have for me.

Respectfully Submitted,

Marty Bratrud

Superintendent

Westhope Public School

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS EDUCATION AND ENVIRONMENT DIVISION
March 10, 2025
By: Mary J. Soucie, State Librarian

Chairman Sorvaag and Members of the Senate Appropriations Education and Environment Division,

For the record, my name is Mary Soucie, North Dakota State Librarian. I am here to provide information about the North Dakota State Library's 2025-27 appropriation request.

Organization's purpose

The vision of the North Dakota State Library is providing pathways to knowledge and opportunities. The mission of the North Dakota State Library is to strengthen and enhance ND libraries, connect people to reliable resources, and ignite lifelong learning. Our guiding principles are to: providing leadership and expertise to the North Dakota Library Community, delivering access to and assistance with credible information sources, fostering a welcoming environment to all, and collaborating with state government to meet the needs of North Dakota

Our three constituency groups are the North Dakota library community, state agencies, and North Dakota citizens. NDSL supports 545 libraries across the state of ND, including academic, K-12, public, special and tribal, with 26.75 full-time equivalent.

The State Library collection has over 288,700 items. The main collection includes large print fiction, general fiction, non-fiction, kits, and state documents. The agency has over 150 book club kits and over 200 Science, Technology, Engineering and Math (STEM) kits that can be borrowed by libraries, agencies, organizations and individuals. In addition, we have placed ten book vending machines in nine unserved locations throughout the state with a tenth at the capitol.

Our State Documents depository contains all publications by a state agency that are for the public. We have items that date back to territory days. The collection includes just over 192,000 physical items, 23,700 microfiche items and over 5,000 strictly electronic documents. The State Library keeps two copies, one to loan and one for the permanent collection. We send a copy to the State Historical Society for the archives collection. The remainder of the required copies are distributed to the North Dakota State University, the University of North Dakota, Minot State University, Valley City State University and the Library of Congress.

The State Library participates in the statewide e-book consortium with over 50 public libraries. Anyone with a library card from a local participating library or an NDSL card has access to over 900,000 e-books, e-audiobooks and e-magazines. The collection has increased by 22% during this biennium.

Agency Overview

The agency is comprised of four divisions: Administrative and Fiscal Services, Library Services, Patron Services, and Technology Services.

The Administrative and Fiscal Services Division includes fiscal, human resources, procurement and contracts, marketing, and outreach for the agency. Our Marketing and Outreach Specialists provide services agency-wide as well as to the library community.

The Library Services Division provides direct support to the library community through the Library Development and Cataloging departments. The Library Specialists provide technical support, continuing education and training for public, school, academic and special libraries. In addition to cataloging materials for over twenty-five school and public libraries and eight state agencies, our cataloging department catalogs the physical items in the State Library's main collection housed in the Liberty Memorial Building and our Book Vending Machines which are spread throughout the state.

The Patron Services Division provides direct service to library patrons. The Information Services Department provides InterLibrary Loan, Reference, Circulation, and Reader's Advisory. The Talking Books department provides materials to patrons who are unable to read traditional physical books due to a visual, learning or physical disability.

The Technology Services Division includes IT and Digital Initiatives. In addition to coordinating the agency's technology needs, the IT department provides technology support to public libraries and patrons. The Digital Initiatives Department oversees the digitization of historical state documents, the Digital Horizons collection, as well as provides support to digitization programs at local libraries.

North Dakota Century Code

The next slide includes applicable Century Code. The North Dakota State Library operates under Chapter §54-24 *State Library Commission*. The major statutory requirements for our agency include:

- improving library service to citizens by providing assistance to librarians, staff, and trustees
- by encouraging the expansion of cooperation among libraries at the state and regional levels
- to make library materials available to state employees and citizens that do not have adequate access to library service
- compile statistics of all North Dakota public libraries
- coordinate Interlibrary Loan (ILL) which is the loaning of materials to North Dakota libraries from within and outside the state
- provide access to informational materials that supplement and support the needs of all libraries in the state, either by direct loan or through consultation
- provide technical assistance, continuing education and training programs to and for library personnel
- to distribute grants to libraries for the purposes of developing or improving library services or programs
- to provide services to the North Dakota Library Coordinating Council (NDLCC).

NDSL also operates under chapter §54-24.2 State Aid to Public Libraries. This chapter governs the disbursement of financial aid to public libraries. In order to be eligible to receive funds, public libraries must be established and operated in accordance with chapter §40-38.

North Dakota public libraries operate under §40-38. The State Library serves as a valuable resource for public libraries across the state, offering guidance and support on a wide range of issues, including interpretation of relevant statutes. However, it is important to emphasize that the State Library does not provide legal advice or represent individual libraries in legal matters. Our role is to assist libraries in understanding and navigating the statutory framework within which they operate.

The North Dakota Library Coordinating Council is the agency's Governor appointed advisory board; it operates under §54-24.4.

Biennial accomplishments:

I would like to highlight a few of our agency's accomplishments and challenges this biennium.

The State Library introduced a new continuing education series, *Today's Skills for Tomorrow's Libraries,* for all libraries. A total of 245 librarians and library staff attended the conferences in 2023 and 2024. We were the first state agency to use Teams Webinar to hold a virtual conference and other state agencies have been reaching out to us with questions and for assistance. The conference will be in-person during odd years and virtual during even years. The virtual events are open to anyone working in North Dakota libraries, but topics are geared toward different library types (public, academic and special, school) for each instance.

The State Library awarded 38 Library Vision grants totaling $237,248. Projects included security, spaces, makerspaces, programming and collections. In addition, 3 academic tribal libraries received grants totaling $30,000 for collection development, technology, and exploring native traditions. The State Library's Advisory Board, the North Dakota Library Coordinating Council (NDLCC), awards the grants. The NDSL adopted a new Library Vision Strategic Plan that will eliminate barriers, improve the application process and quality of grant applications and hopefully, increase the number of libraries applying for grants. There will be two additional grant rounds prior to the end of the biennium.

The State Library awarded $868,791 to date in State Aid to Public Libraries in the 2023-25 biennium. 71 libraries were awarded grants in the first year of the biennium. State Aid is used by the local libraries to expand programming, increase technology, and develop their collections.

The IT Department provides outreach services to public libraries throughout the state. Through support, hands-on training, and technical assistance, our IT department assists library directors, staff, and boards in meeting the technology needs of the library and community. During the 2023-25 biennium, the IT team traveled over 6, 600 miles and visited 45 public libraries.

The Digitization Department hosted 3 Scan Days at libraries. State Library staff digitized 156 individual items, which resulted in a total of 262 images for 16 participants. NDSL will add the images collected to Digital Horizons, which is a statewide digital repository of North Dakota related images and documents.

NDSL coordinated the gathering of collection development and reconsideration policies from public libraries and provided a report to the Juvenile Justice Committee in accordance with Chapter §12.1-27.1-01. We provided support to the libraries in the development of policies and answered questions related to compliance with HB1205.

NDSL has focused on increasing our partnerships with state agencies and organizations. The agency directors of the sister agencies meet monthly to network and strategize. Our diligent work of building

a stronger relationship with NDIT resulted in the West Fargo Public Library being included in a recommended federal grant to provide technology support to the community. We have partnered with HRMS to offer leadership book discussions for state employees. We continue to partner with the Bank of North Dakota which provides college savings to North Dakota students that complete a local summer reading program.

The State Library has launched a podcast entitled *Pathways Through the Prairie.* The idea of the podcast is to showcase the value of libraries and to share the innovative and engaging services and programs that libraries across the state offer to their community. The podcast can be accessed on the State Library's YouTube page.

Biennial challenges:

NDSL has experienced a 26% turnover this biennium. Although our turnover rate has decreased significantly from 46% in the previous biennium, turnover and specifically turnover due to salary has continued to be a challenge for our agency. With a higher turnover rate, we are spending time training new staff rather than focusing on maintaining and building on our initiatives and services. As you will see later in the presentation, NDSL is requesting an optional equity package.

An additional challenge was a break in the water main to the Liberty Memorial Building that resulted in several closures of the building to the public. Facilities Management was able to get the pipe replaced. There was a leak in the roof which we believe has been addressed. A new roof for the building has been identified as a critical need by OMB. There are ongoing water issues in the basement that affect the use of the space. Facilities Management is assessing the water issues and will determine the best way to address them.

The IT Review process has been burdensome to our small agency. While we understand it is a new process, and the intent of the process is to ensure cybersecurity, it has added additional time in the renewal of our resources. It would be helpful to see language clarifying what needs to be included in the review process as almost all of our resources have triggered the process. Depending on the workload at NDIT, the review process can bottleneck which causes us to reach out to vendors for an extension. We have appreciated the diligence and assistance of the NDIT staff as we navigate this together.

2025-27 Goals

The State Library is in the process of updating our strategic plan. We have identified several goals within the plan. We are going to focus on promoting statewide resource sharing information with North Dakota libraries, state employees, and citizens about InterLibrary Loan, the e-books collection, and other digital resources.

The State Library is also going to focus on sharing information about credible information sources including our Online Library Resources, or databases. We will create materials and short instructional videos on how to use the resources as well as focus on training newer librarians on using the OLRs when providing research assistance to patrons.

Our third goal is to partner with two state agencies to meet the needs of North Dakota citizens by utilizing local libraries to share information about available resources from state agencies and also to support the state agencies research and information needs.

Audit
We did not have any audit findings in our most recent audit.

Budget
I will now dive into our budget.

Our appropriation for the 2023-25 biennium was $9,294,141 of which $6,822,098 is general fund with 26.75 FTE. Our agency currently has one time funding of $333,000 to support leave payouts, IT equipment, maintenance of effort and renovations.

Our legislative base budget for 2025-27 is $9,181,557 of which $6,682,484 is general fund with a maintained level of 26.75 FTE. This is an overall decrease of $112,584 from the current biennium.

Within the base level fifty percent supports salaries, twenty-five percent supports operating, and twenty five percent supports grants. Our funding is made up of 73% general fund, 26% federal fund and 1 % other. It is important to note that while 26% of our funding is federal the majority of our general funding is attached to federal funding through match and maintenance of effort. Reduction of general funds has a direct impact on the federal funding we receive. Our salaries support the 26.75 FTE, of which 23.75 FTE directly support NDSL constituents.

The next slide shows a breakdown of our operating expenses. North Dakota State Library serves as the library for North Dakota libraries. 87% of our operating budget directly serves ND Libraries through online resources and materials, InterLibrary Loan, wireless access networks, technology support, professional development for staff and public library boards, and reference support.

Our State Aid to Public Libraries and the Library Vision funds are pass-through grants that go directly to support library service and programs in the state. The State Aid for Public Libraries is $1,737,582 in general fund for the biennium and the Library Vision grants are $287,500 in general fund for the biennium. The libraries use the funds to purchase materials, increase the type and number of programs, and to add or improve technology, including equipment, software, and programs. The formula for State Aid to Public Libraries is in §54-24.2.

The North Dakota Library Coordinating Council and the State Library create the Library Vision grant opportunities two to three times per year. Last biennium, the grants were limited to Tribal Academic colleges; this biennium they will be extended to all tribal libraries. NDSL wants to support the tribal libraries in meeting the needs of their communities since they would classify as unserved. Serving the unserved is one of our agency priorities. Last biennium, eligibility for Library Vision grants was extended to include all tribal libraries in grant opportunities that are open to all publicly funded libraries. We are requesting the ability to extend the tribal library grants specifically to meet the varying needs of those libraries.

On this slide you will see the changes requested to the Legislative base that are in alignment with House’s Recommendation:

Compensation Package	$	331,008
New FTE Funding Pool	$	65,549
Continuation of 2023-25 Salaries	$	63,205
Retirement Payouts	$	20,000
2023-25 IT Rate Increases	$	104,853
2023-25 Rent Increase	$	14,389
Federal Funding Increase	$	138,535

NDSL is additionally asking for optional funding packages including funding for a compensation package, an InterLibrary Loan bridge, and equity funding for nine positions classified at the 102 level. We originally included a request for the required spending for the PERS conversion but understand that OMB is putting forth a plan for this. NDSL is not requesting any onetime funding.

The InterLibrary Loan bridge will improve resource sharing across the state by connecting over 350 libraries, saving subscription costs at the local level, and decreasing the time needed to borrow materials from other libraries for patrons. The libraries will be able to access the collections of libraries across the state which will result in an increase in in-state borrowing versus out-of-state borrowing. The total cost for the ILL bridge is $702,000 made up of the optional request of $450,000 to be paid from general fund monies and the remaining from redirected federal funds. The funds will support the implementation costs, software license, and one FTE. The ILL bridge will be a partnership with ODIN, which is part of NDUS CTC, who will be adding the FTE. The house supported this funding request.

NDSL appreciates the equity package that was allocated to our agency during the last biennium. The formula was based off of filled FTEs so the high turnover rate that we experienced impacted the dollars received. Even with the additional funding, we are still the third-lowest paying state agency. While we would love to ask for a targeted equity for all NDSL employees, our biggest need is with our 102s. The equity funding package will bring our eight employees that are classified as a 102 to 1.01% of the market policy point (MPP). The average for state agencies for 102 positions is 1.11% of the MPP. A survey that we conducted of North Dakota public libraries in 2023 showed an average pay of $21.63 for similar positions; this will bring our staff to $20.00. We just lost a 102 to another agency who was able to pay a higher rate. We additionally had a candidate indicate accepting our open position would result in a 10% pay cut for a role with similar responsibilities at the local level. The house not only supported our request but increased the amount from $80,000 to $128,000 to make the $20.00/hour wage possible. NDSL appreciates the legislative support for staff and would be grateful for the Senate's support.

This next slide shows all the adjustments to reach our agency request of **$10,497,006** which is in alignment with the House's recommendation.

We have had 26% turnover resulting in $180,338 in vacancy savings of which $5,142 has been utilized for annual leave payouts. We currently have two open positions. We plan to reassign the 0.75 FTE position after a current employee retires. Typically, we do not keep positions open for this extended period. We chose to use this position because it is classified as a 102 and is currently the lowest-level role within our current MMP. At the beginning of the biennium, $111,552 was not provided in our appropriation and held in the FTE pool. We had one vacant position at the beginning

of the biennium and were able to transfer $78,087 into our appropriation. The remaining amount was not available to us. While we have experienced high turnover for the last two biennia, previously our agency averaged 5% turnover per biennium.

Carry Over

NDSL was appropriated $150,000 in the 2023-25 biennium. To date we have spent $3,050 on architect fees. We have been working with Facilities Management and the architect to implement the project. However, we are concerned the project will cross into 2025-27. We requested carry over language be added in HB 1013 and this was supported and is now in Section 17.

Agency Fees

The next slide will show the fees that NDSL collects. The fees are deposited into our special funds.

- interlibrary loan replacement fees from borrowing libraries and patrons
- copier fees
- reimbursements for cataloging services
- professional development exchanges and reimbursements

NDSL anticipates collecting $66,820 in 2025-27, which is the same level of appropriations as 2023-25.

Other Bills and potential fiscal impact

There are four bills impacting the State Library. We do not anticipate that there will be a fiscal impact for the first three bills below. All four bills passed the chamber of origin.

- **HB1254**: this bill will update language in §54-24-03(4) that would allow any North Dakota citizen to have a NDSL library card
- **HB 1420**: amends §54-24.4-05(2) to clarify that the Library Coordinating Council approves the distribution of state funded grants excepting the State Aid to Public Libraries grant.
- **SB2219:** this bill will add language to §54-24.2-01 to require libraries to submit the annual Public Library Survey to be eligible to receive State Aid and will create a new section in §54-24-03 that would allow the State Library to send surplus library materials from our collection directly to North Dakota libraries without having to inform state surplus. It restores an exemption that the State Library used to have when we were part of a different parent agency and is similar to an exemption that the State Archives has.
- **SB2278:** this bill provides for a study on the retention of library materials for state agency libraries, including the State Library,

We have included additional materials in the binder for your information that will highlight the impact of libraries in the local communities across the state.

Chairman Sorvaag and members of the committee, this concludes my testimony. Thank you for your time and your support of North Dakota libraries, including the State Library. I would be happy to answer any questions the committee has.



Testimony HB1013
Senate Appropriations Committee
Education and Environment Division
March 10, 2025

North Dakota State Library

Vision

Providing pathways to knowledge and opportunities

Mission

The North Dakota State Library strengthens and enhances North Dakota libraries, connects people to reliable resources, and ignites lifelong learning

Guiding Principles

The North Dakota State Library is committed to:

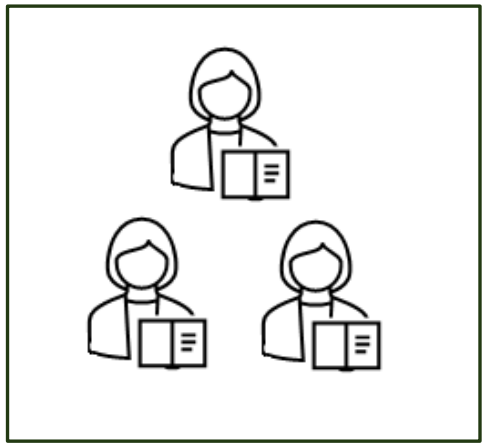
Providing leadership and expertise to the library community

Delivering access to and assistance with credible information sources

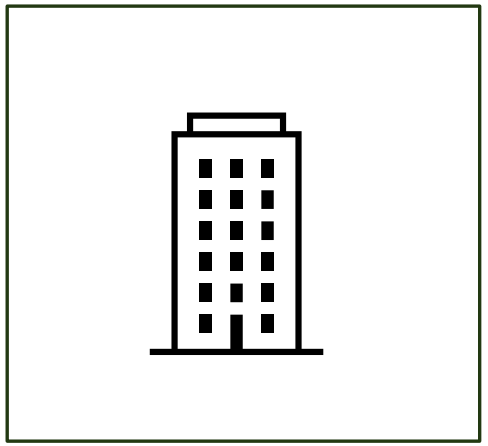
Fostering a welcoming environment for all

Collaborating with state government to meet the needs of North Dakota

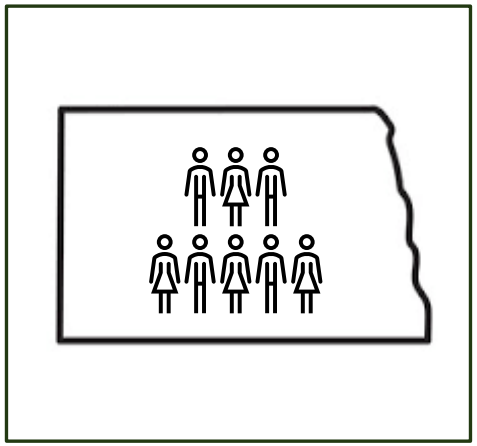
Who We Serve



Library Community



State Agencies



North Dakota Citizens

North Dakota State Library

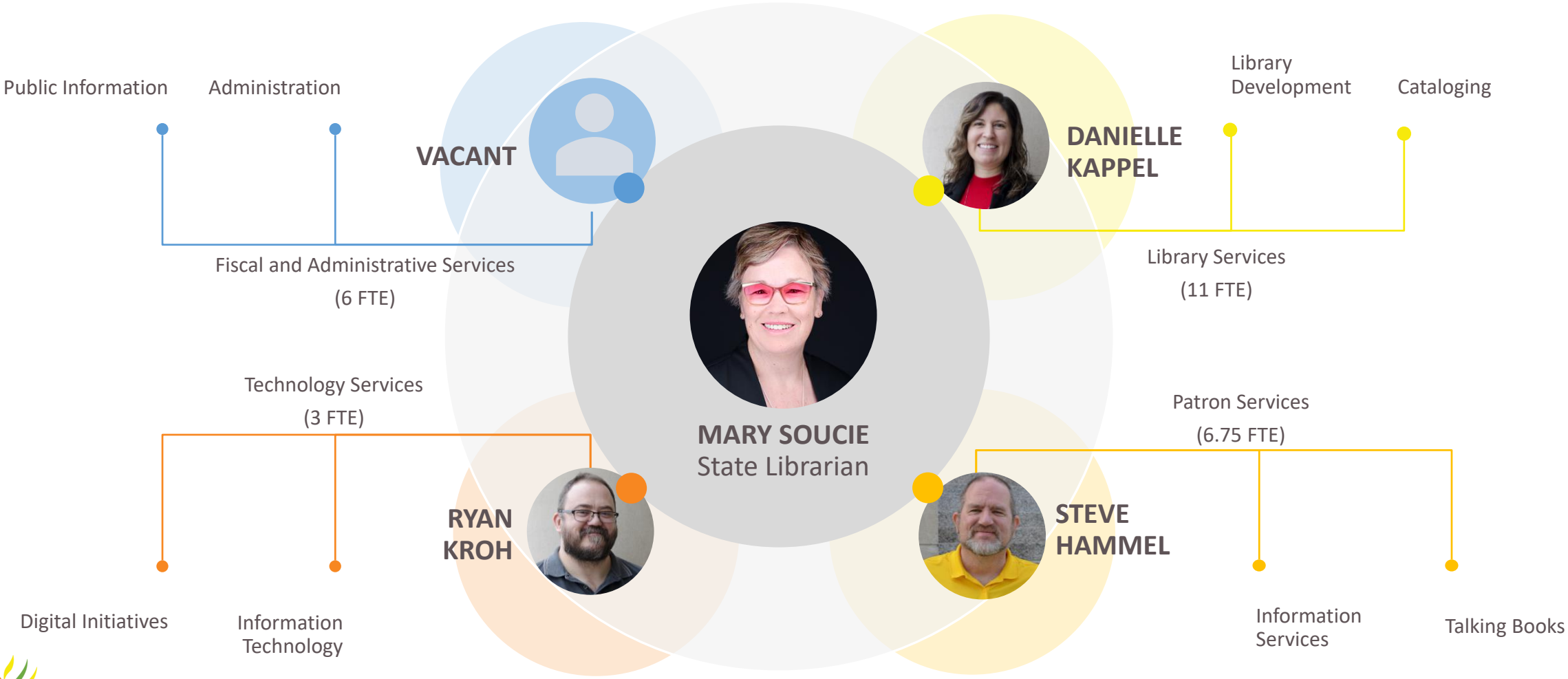




What We Do

Provide	access to materials and resources to meet informational and personal enrichment needs of North Dakotans
Coordinate	InterLibrary Loan, Online Library Resources (OLRs) and e-materials
Manage	access to documents created by state agencies for the public
Support	the library community through consulting services, professional development and technology support
Administer	State Aid to Public Libraries and Library Vision grant programs
Provide	materials to individuals with visual, physical and learning disabilities

Organizational Chart



ND Century Code Provisions

Chapter §54-24 State Library Commission

Chapter §54-24.2 State Aid to Public Libraries

Chapter §54-24.4 Library Coordinating Council

Chapter §40-38 Public Libraries



North Dakota State Library



Accomplishments and Challenges

North Dakota State Library





Accomplishments

- Continuing Education
- Library Vision Grants
- State Aid to Public Libraries
- Technology Support
- Legislative Support to Libraries
- Partnerships
- Podcast

Challenges



EMPLOYEE TURNOVER



BUILDING



IT REVIEW PROCESS

2025-27 Goals and Plans



Promote statewide resource sharing



Improve access to credible resources



Partner with two state agencies



Audit Findings

North Dakota State Library

Budget

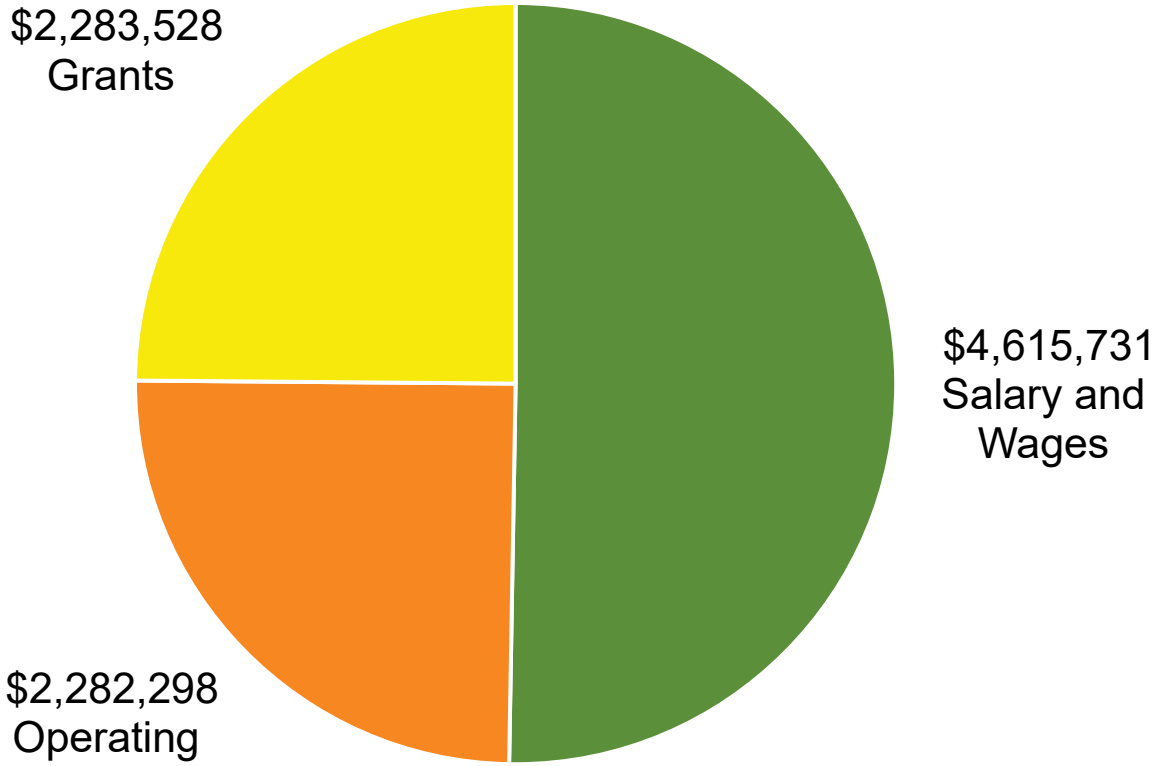
North Dakota State Library

	2023-25 APPROPRIATIONS	2025-27 LEGISLATIVE BASE LEVEL	2025-27 HOUSE RECOMMENDATION	2025-27 AGENCY REQUEST
Salary and Wages	$ 4,435,315	$ 4,615,731	$ 5,115,851	$ 5,115,851
FTE Pool	-	-	107,552	107,552
Operating	2,575,298	2,282,298	2,990,075	2,990,075
Grants	2,283,528	2,283,528	2,283,528	2,283,528
Total	$ 9,294,141	$ 9,181,557	$ 10,497,006	$ 10,497,006
General	$ 6,822,098	$ 6,682,484	$ 7,692,794	$ 7,692,794
Federal	2,405,223	2,432,253	2,737,392	2,737,392
Other	66,820	66,820	66,820	66,820
Total	$ 9,294,141	$ 9,181,557	$ 10,497,006	$ 10,497,006
FTE	26.75	26.75	26.75	26.75

North Dakota State Library

Changes from 2023-25 to 2025-27 Base Level Budget

	General Fund	Federal Fund	Special Funds	Total	FTE
2023-25 Legislative Appropriation	**$ 6,822,098**	**$ 2,405,223**	**$ 66,820**	**$ 9,294,141**	**26.75**
Onetime Funding					
Remove one-time for leave payouts	(40,000)			(40,000)	
Remove one-time for renovations	(150,000)			(150,000)	
Remove one-time for MOE	(100,000)			(100,000)	
Remove one-time for IT equipment	(43,000)			(43,000)	
Other Adjustments					
Add in target market equity funding	176,691	23,882		200,573	
Add in retirement funding from SB2393	16,695	3,148		19,843	
2025-27 Legislative Base Budget	**$ 6,682,484**	**$ 2,432,253**	**$ 66,820**	**$ 9,181,557**	**26.75**



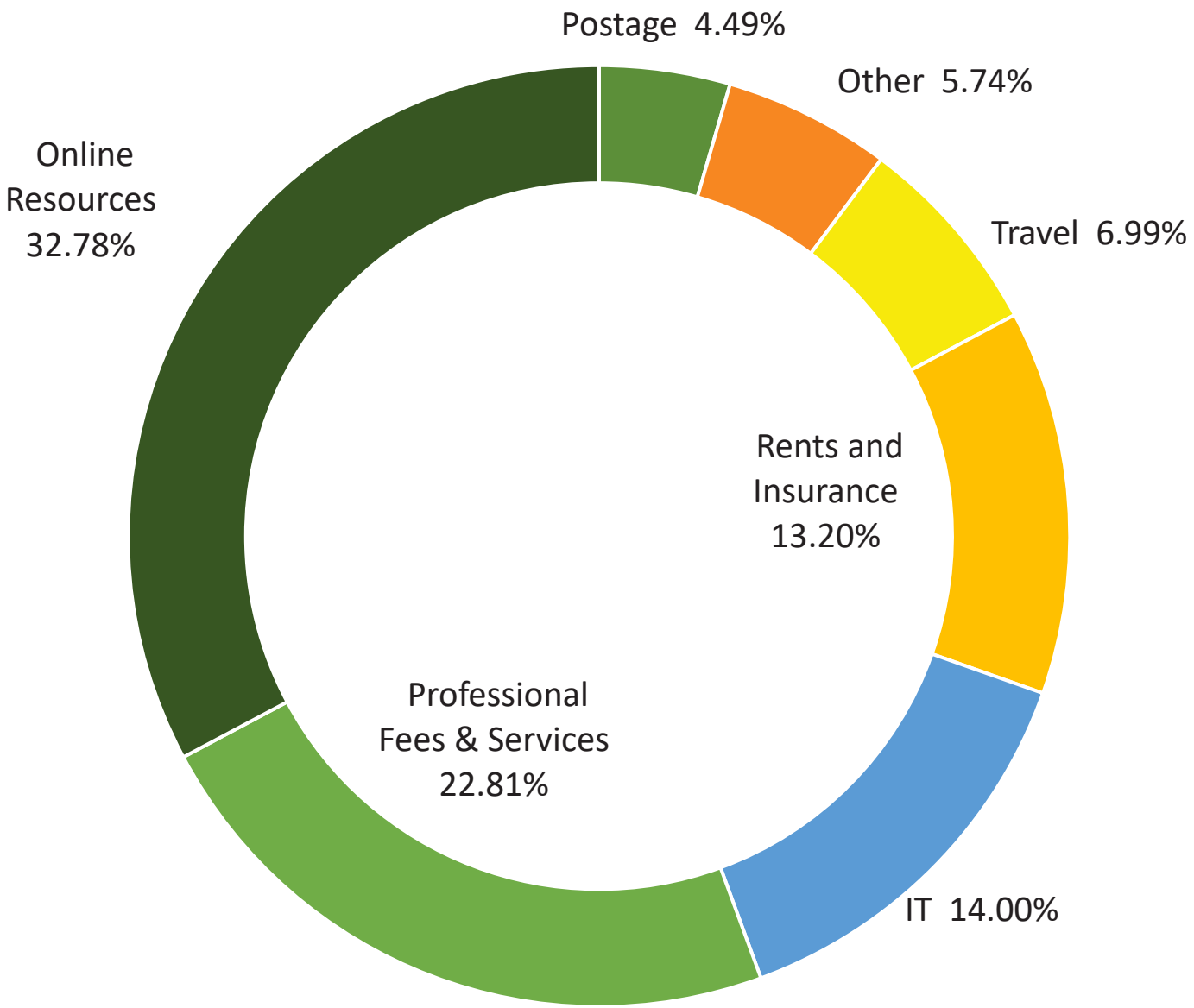
Base Budget 2025-27

FTE	26.75
General	$6.7M
Federal	$2.4M
Other	$0.1M
Total	$9.2M

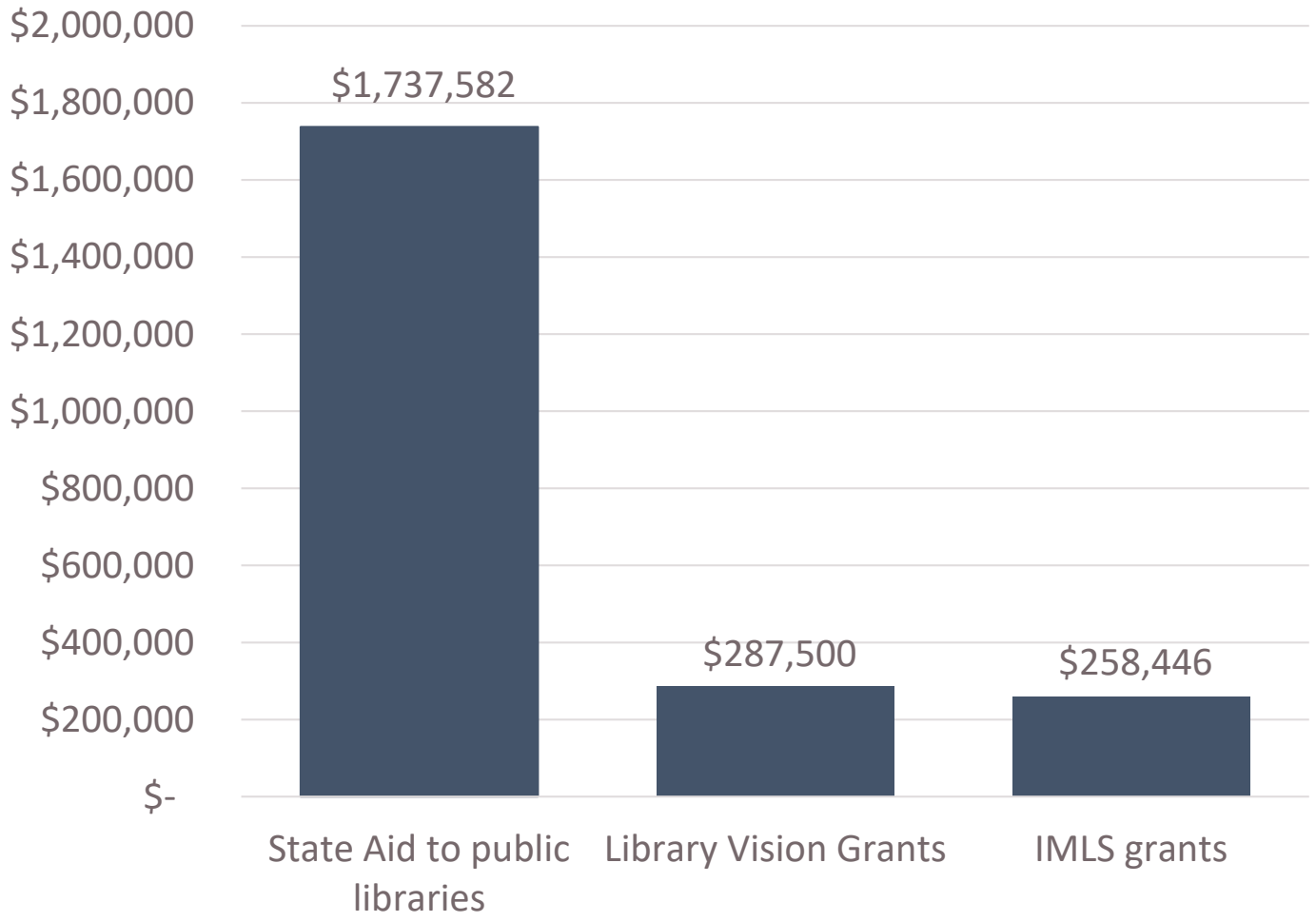
North Dakota State Library

87% of the NDSL operating directly serves ND Libraries

Operating Expenditures



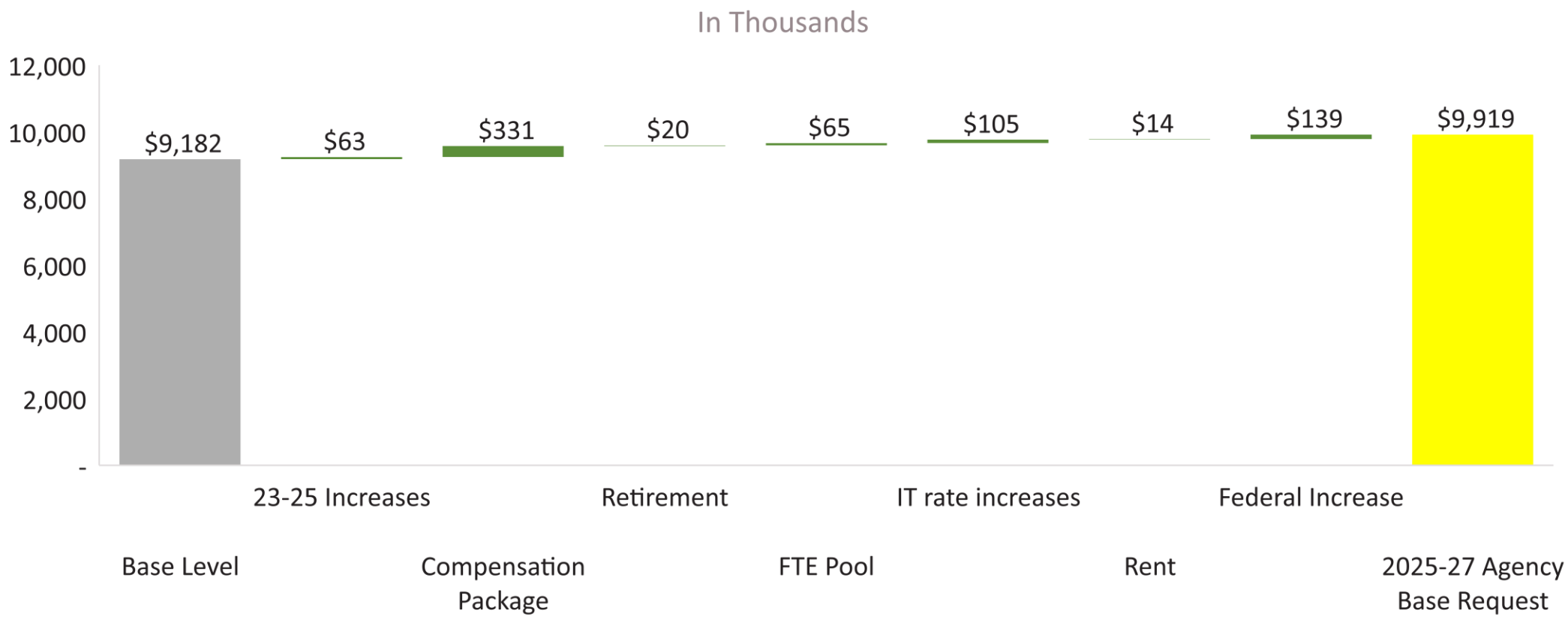
North Dakota State Library



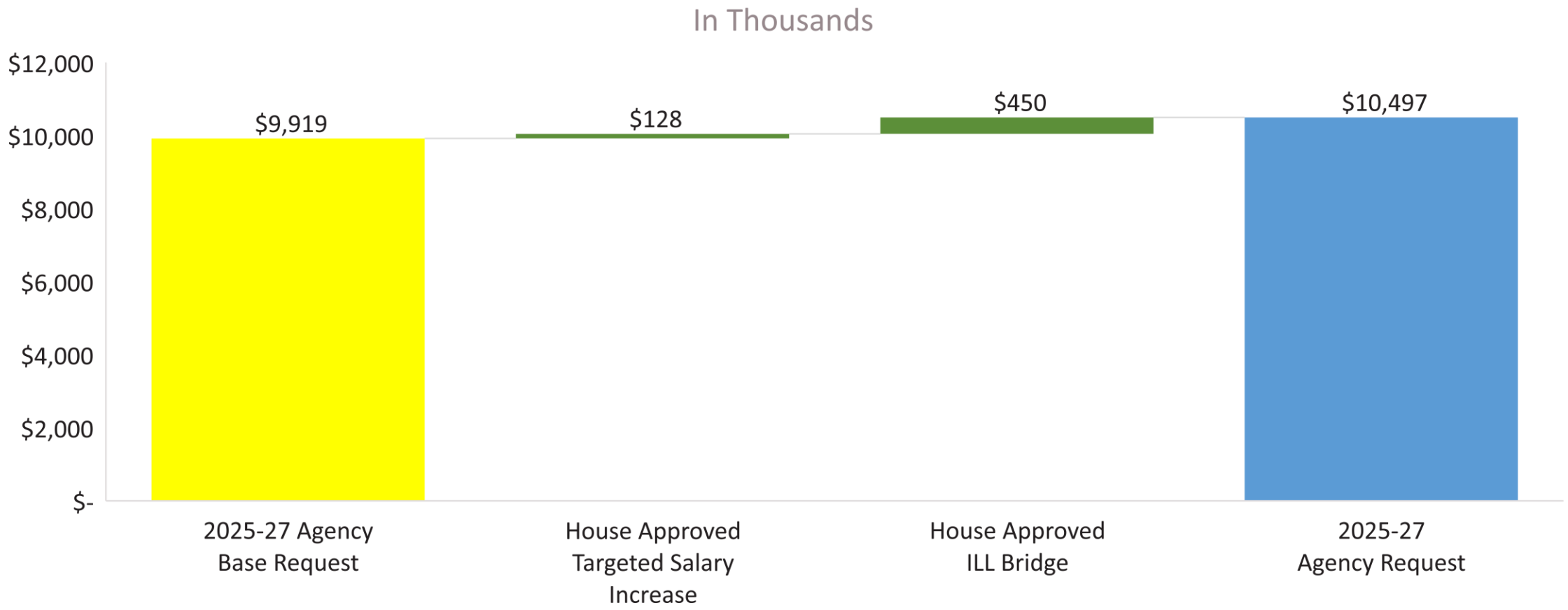
Grants

Every dollar provided to the public libraries provides $2.52 of savings to ND taxpayers for programs and services rendered.

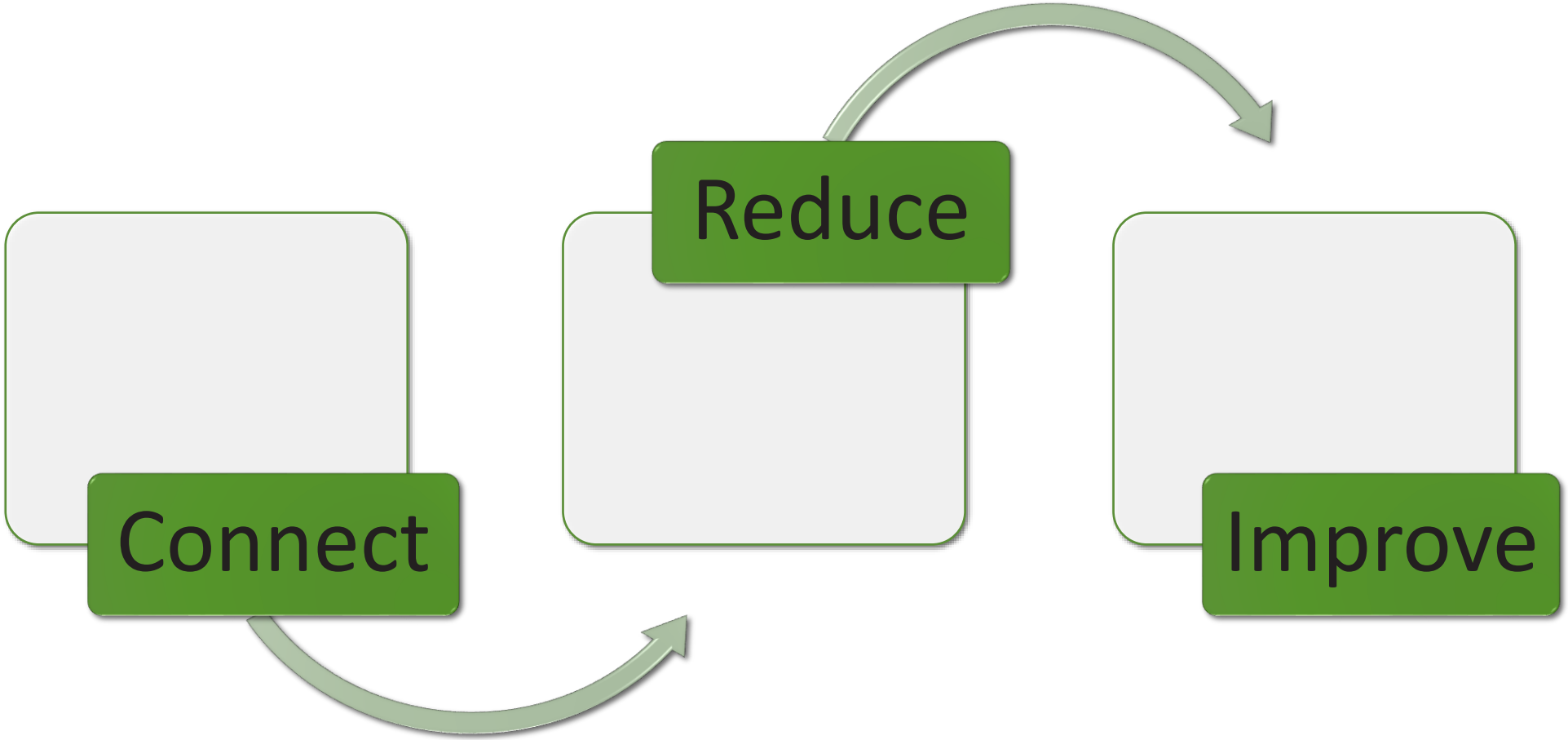
Ongoing Costs



Approved Optional Funding



North Dakota State Library



ILL Bridge (House Approved Optional Funding)

An InterLibrary Loan Bridge is a resource sharing platform that allows libraries to access and share materials more efficiently.

North Dakota State Library

Target Equity (House Approved Optional Funding)

Current Salaries (Average)	After Targeted Equity Increase	ND Public Libraries (2023 Survey)
$16.82/Hour $2,915.41/Month $34,990.40/Annual	$20.00/Hour $3,466.60/Month $41,599.20/Annual	$21.63/Hour $3,749.13/Month $44,989.53/Annual

Equity for 8 Information Service Assistants within 102 Classification

Changes from 2025-27 Base Level to Request

		GENERAL FUND	FEDERAL FUND	SPECIAL FUNDS	TOTAL
	2025-27 Legislative Base Budget	**$ 6,682,484**	**$ 2,432,253**	**$ 66,820**	**$ 9,181,557**
	Salary and Wages				
Ongoing	FTE Pool	54,381	11,078	-	65,459
Ongoing	Cost to Continue 23-25 Salary Increases	54,119	9,086	-	63,205
Ongoing	Retirement Payout	20,000	-	-	20,000
Ongoing	Compensation Package (3%/3%)	286,997	44,011		331,008
Optional	Targeted Equity (House Approved)	128,000	-	-	128,000
	Operating				-
Ongoing	IT Rate Increases from 23-25	76,543	28,310	-	104,853
Ongoing	Rent from 23-25	14,389	-	-	14,389
Ongoing	Federal funding Increase Supports ILL Bridge		138,535	-	138,535
Ongoing	Funding Switch	(74,119)	74,119	-	-
Optional	ILL Bridge (House Approved)	450,000	-	-	450,000
	2025-27 Agency Request	**$ 7,692,794**	**$ 2,737,392**	**$ 66,820**	**$ 10,497,006**
	Total Change	**$ 1,010,310**	**$ 305,139**	**$ -**	**$ 1,315,449**



Carry Over

Building Renovations

NDSL was appropriated $150,000 in the 2023-25 biennium. To date we have spent $3,050 on architect fees. We have been working with Facilities Management and the architect to implement the project. However, we are concerned the project will cross into 2025-27. We requested carry over language be added in HB 1013 and this was supported and is now in Section 17.

North Dakota State Library

Employee Turnover and Vacancies

26% 23-25	2 Vacant FTEs	$180,062 Vacancy Savings
$5,142 Annual Leave Payouts	$111,552 FTE pool	$78,087 Transferred

Agency Fees

NDSL fees are deposited into the special fund and we anticipate the level of funding to remain consistent.



ILL Replacement Fees



Copier Fees



Cataloging Services

North Dakota State Library

Legislative Changes

- Library Cards §54-24-03(4)
- State Aid §54-24.2-01
- Disposal of Surplus Library Materials §54-24-03
- North Dakota Library Coordinating Council §54-24.4-05(2)

Zero Fiscal Impacts



Thank you

Mary Soucie

State Librarian

701-328-4654

msoucie@nd.gov

MINOT STATE UNIVERSITY

Humanities, Social Sciences, and Interdisciplinary Studies

Samuel Stinson
Humanities, Social Sciences, and Interdisciplinary Studies
Minot State University
500 University Ave W, Minot, ND 58707

March 10, 2025

Chairman Sorvaag and Members of the Committee,

In my capacity as the director of the Northern Plains Writing Project (NPWP), I am requesting an increase in our support with respect to HB 1013 from $20,000 to $36,000 for the 2025-2027 biennium for NPWP. The included documents provide a project summary that overviews the efforts of NPWP and our plans going forward. We are a growing program that hopes to increase our footprint throughout the state of North Dakota with the mission and aim to reach K-12 teachers and assist in their professional development, growth in scholarship, and outreach in the classroom for writing.

During the past several biennia the NPWP has grown to include both a summer and advanced institute, a listserv connecting teacher-consultants (TCs), and participants from all around North Dakota. We have also featured guest speakers who are published authors and educators who have shared their writerly expertise. We are excited at the potential for growth during the next biennium. Your financial support is integral to our work.

Thank you for your consideration of this increase and for your continued support of our program.

Regards,



Col. Samuel Stinson, Ph.D. (KY-COL)
samuel.stinson@ndus.edu
Associate Professor, Minot State University
English Program
Director, Northern Plains Writing Project
List Manager, WritingStudies-L

The Northern Plains Writing Project
DPI Project Summary, Scope of Work, and Mission and Aim

Mission and Aim:

To reach K-12 teachers and assist in their professional development, growth in scholarship, and outreach in the classroom for writing.

Project Summary & Scope of Work:

Our Summer and Advanced Institutes are located at Minot State University in the Graduate Program in English. Teacher-consultants (TCs) taking the institutes within NPWP have the option and opportunity to receive up to six graduate credits in the graduate program each summer with the listed courses in view. TCs may also elect to receive continuing education credits. The institutes run simultaneously for eight weeks in the summer, and TCs will typically take the summer institute during the first year, and the advanced institute during the second year.

Institutes include professional development training in the areas of digital literacy, generative artificial intelligence (GenAI), and project-based learning emphasizing knowledge and skills that can inform lesson plans for K-12 educators.

Summer Institute

English 516: Research in Teaching Writing. Readings in the research, theory, and practice of teaching writing. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from readings.

English 536: Enrich Reading in Content Area. Reading in the research, theory, and practice of teaching and using reading in the classroom. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from the readings.

Advanced Institute

English 525: Topics in Language Arts Pedagogy. Focused study in recent theoretical developments in language arts pedagogy for the English classroom. Emphasis on weaving language study into student-centered classroom approaches. Topics vary for each offering.

English 545: Topics in Teaching Writing. Focused study in teaching and using writing in the classroom. Topics vary for each offering.

Dear Chairman Sorvaag and Members of the Committee,

I am writing to urge you to support HB1013—A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction. I am writing to support DPI passthrough grant funding for North Dakota's writing project sites. This would allow continue funding for the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As an English teacher and member of the Red River Valley Writing Project (RRVWP) community, I have seen firsthand the positive impact this program has on our teachers and students.

Purpose

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, the Red River Valley Writing Project is a program that focuses on training teachers to increase North Dakota's voice in both written and spoken mediums, ensuring that all students have access to innovative and high-quality writing instruction. This is especially important for students from rural and low-income communities who may face barriers to academic success.

Impact

Personally, from my experience in the Red River Valley Writing Project, I have taken away worthwhile skills that I have applied to my classroom. I have participated in the Summer Institute funded by the writing project two times and both times they were some of the best professional development I have ever received. I was not only able to receive professional development credit to help me learn new teaching practices as a teacher, but I was also able to receive credit to help renew my teaching license. I was able to work with multiple teachers from around the state in the institute. From working with so many different teachers from K-12, I was able to learn how to better teach writing lessons and know how to make more inspiring connections for my students in the classroom. This funding should be continued and is absolutely necessary to help provide teachers from around the state of North Dakota some of the best writing instruction professional development around. I urge the North Dakota Senate to pass this bill to help continue the funding for the Red River Valley Writing Project. This has helped me benefit as a teacher to help me better teach writing to my students.

Request for Funding

Continued funding would allow the writing project to fulfill its aims and service to North Dakota's teachers, students, and citizens. Without funding from the DPI grant, this valuable program may be forced to cut back its services or even shut down entirely. This would be a tremendous loss for North Dakota and the students and teachers who rely on this program (at a time when our schools need **more and better writing, not less**).

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,
Nathan Kurtti
English teacher

I am writing to ask you to amend HB 1013 to include funding for free school meals, ensuring North Dakota students have the nutrition they need to learn and thrive. A hungry child can't focus on learning. Feeding our students will help the students, their families and, in the long run, our whole state.

Sister Lillian Long
9349 72nd St. SE
Berlin, ND 58415

March 2025

Chairman Bekkedahl and Members of the Committee,

My name is Dr. Marijke Leibel and I am the Assistant Coordinator for the ND RISE State Mentoring Program.

Thank you for your continued support for the North Dakota State Mentoring Program. With your support, ND RISE has succeeded in retaining more teachers in North Dakota than any other program since 2009.

Since beginning this position six years ago, our program has conducted an annual North Dakota teacher retention study comparing retention rates between teachers who are mentored in the state mentoring program and teachers who are not. The longitudinal study started during the academic year 2009-2010, the inaugural year of the North Dakota Teacher Support System (now known as ND RISE). Since the program began, the retention study consistently suggests that mentoring has a positive impact on teacher retention in North Dakota (North Dakota Teacher Support System, 2020).

For my part of this testimony, I will dig into the retention data and invite your questions as I go through the main points of the study. Our retention study explores several aspects of retention and the full report can be found on the ND RISE website under “North Dakota Teacher Retention Report, March 2024”.

The main points we have learned from analysis of the data are:

- According to all aspects in the study, teachers who are mentored in ND RISE are retained at a higher average rate than teachers who are not in the program.
- By years of experience, ND RISE teachers have a greater rate of retention.
- Cumulatively, ND RISE has had more teachers who have stayed in the classroom over the past 13 years when compared to Non-ND RISE teachers.
- ND RISE has more teacher “stayers” (consistency in MISO3 employment record) and less teacher “leavers” (no longer reported as employed in a school in the MISO3).

We know from research and anecdotal data that teacher retention has a positive impact on school climate, community relationships, employee satisfaction, and student success (Helmke, 2022; Jacobson et al., 2020). These points are why it is important for structures to be intentionally placed in schools and districts to increase the capacity of teacher knowledge, skills, and effectiveness and support the retention of new teachers. A list of references is included in the written submitted testimony.

Thank you for your consideration and I am happy to answer your questions.

Marijke Leibel, Ed.D
mleibel@nd.gov

References

Guha, R., Hyler, M., & Darling-Hammond, L. (2017). The teacher residency: A practical path to recruitment and retention. *American Educator, 41*(1), 31-34, 44.

Helmke, S. (2022, August). To make a difference for every student, give every new teacher a mentor. *The Learning Professional, 43*(4), 26-32.

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Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve retention? *Journal of Teacher Education*, *68*(4), 394-410.



North Dakota Teacher Retention Study

2024-25

Dr. Marijke Leibel

March 2025

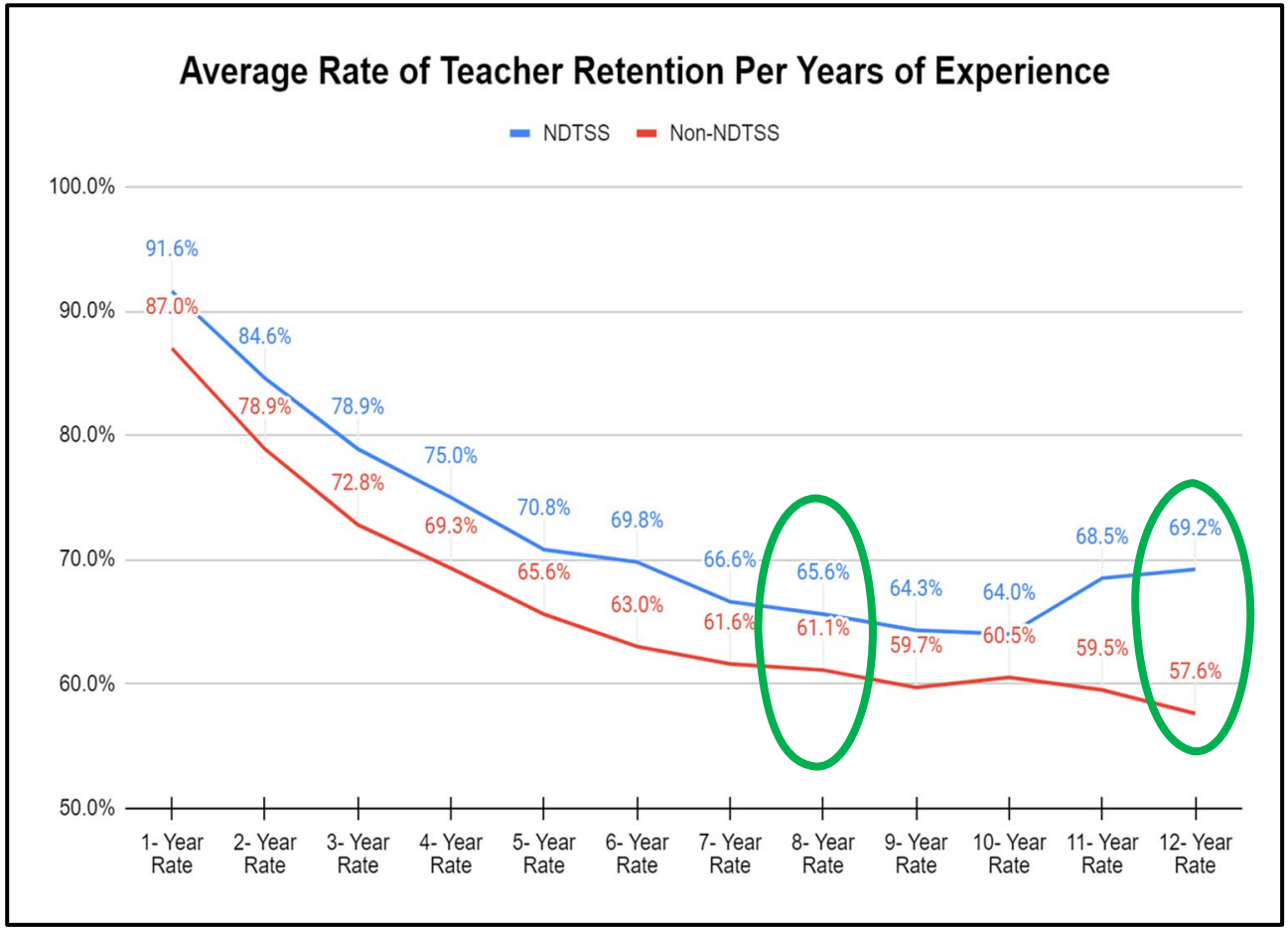
ND Teacher Retention: Main Points

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program.

- **Years of Experience**
  - ND RISE has a higher retention rate each year.

- **Cumulative Retention**
  - ND RISE has a greater retention average over the past 13 years.

- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers compared to Non-ND RISE.



Retention by YOE

- ND RISE teachers are consistently retained at a higher rate than Non-ND RISE teachers.
- Differences between the two groups range from 3.5% (10-year rate) and 11.6% (12-year rate).
- For ND RISE teachers, the retention rate increases in year 11, but the Non-ND RISE teachers demonstrate a steady decline in retention.

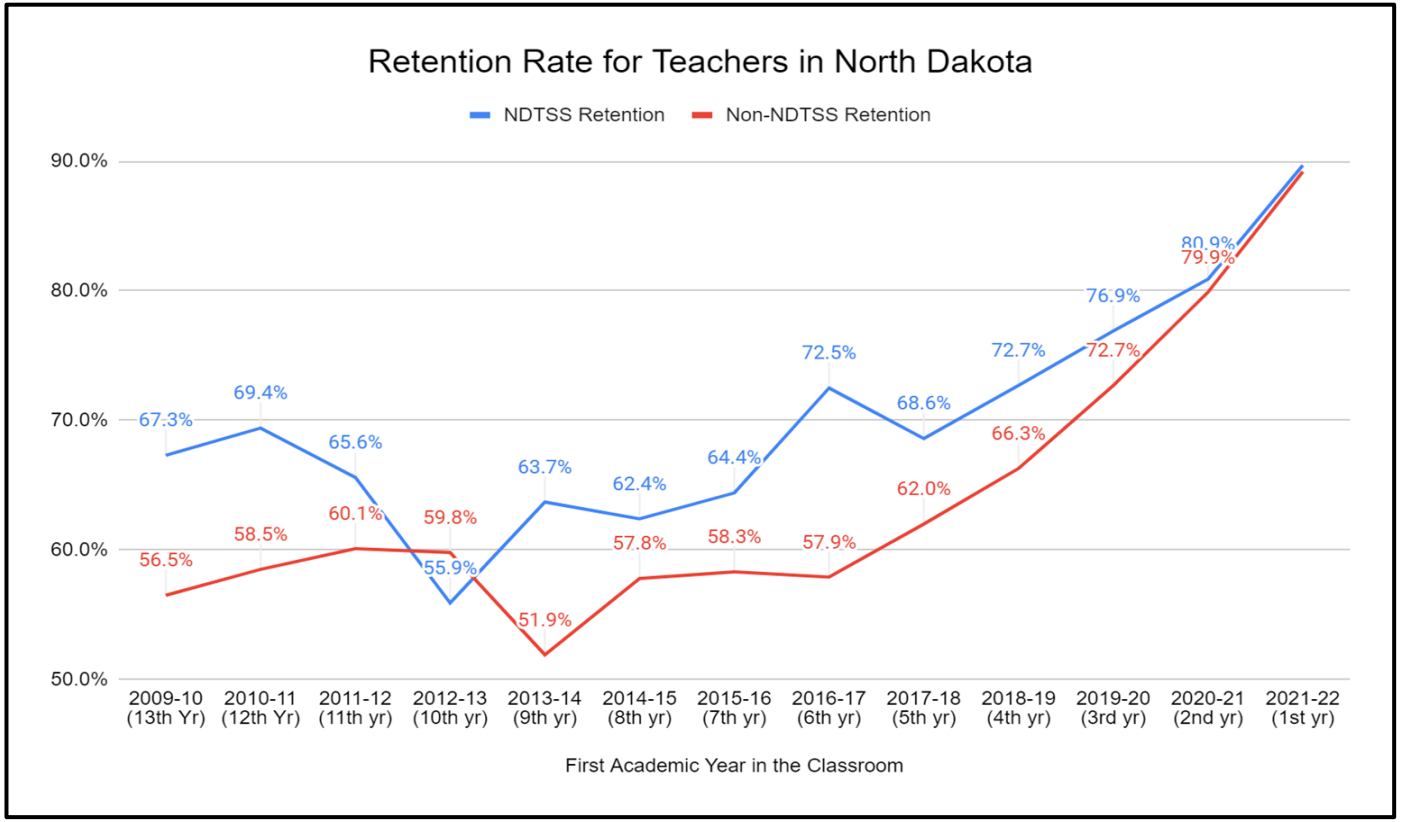
Attrition Percentage Difference by Year of Experience

	NDTSS	% Difference by Year	% Attrition Since Year One	Non-NDTSS	% Difference by Year	% Attrition Since Year One
1- Year Rate	91.6%	8.4%	8.4%	87.0%	13.0%	13.0%
2- Year Rate	84.6%	7.0%	15.4%	78.9%	8.1%	21.1%
3- Year Rate	78.9%	5.7%	21.1%	72.8%	6.1%	27.2%
4- Year Rate	75.0%	3.9%	25.0%	69.3%	3.5%	30.7%
5- Year Rate	70.8%	4.2%	29.2%	65.6%	3.7%	34.4%
6- Year Rate	69.8%	1.0%	30.2%	63.0%	2.6%	37.0%
7- Year Rate	66.6%	3.2%	33.4%	61.6%	1.4%	38.4%
8- Year Rate	65.6%	1.0%	34.4%	61.1%	0.5%	38.9%
9- Year Rate	64.3%	1.3%	35.7%	59.7%	1.4%	40.3%
10- Year Rate	64.0%	0.3%	36.0%	60.5%	-0.8%	39.5%
11- Year Rate	68.5%	-4.5%	31.5%	59.5%	1.0%	40.5%
12- Year Rate	69.2%	-0.7%	30.8%	57.6%	1.9%	42.4%

Attrition

- After the first two years of teaching, the percentage change is less each year until year 10 for Non-ND RISE and year 11 for ND RISE teachers.
- Non-ND RISE teachers experience a small increase in retention (.8%) in year 10 and decrease again until year 12.
- The rate of attrition for ND RISE teachers begins to plateau at year 10 and retention percentage increases during the 11th and 12 years.
- **There is critical need for building a stronger net of support during a teacher's first years in the classroom.**

ND Teacher Cumulative Retention Rate



*Sample includes all teachers who began their teaching career starting in 2009-2010 and adding to the sample each year.

Stayers, Returners & Leavers Data for 2022-23 School Year						
	NDTSS "Stayers"	Non-NDTSS "Stayers"	NDTSS "Leavers"	Non-NDTSS "Leavers"	NDTSS "Returners"	Non-NDTSS "Returners"
2009-10	54.5%	45.2%	35.5%	43.5%	10.0%	11.2%
2010-11	55.0%	44.7%	32.4%	41.8%	12.6%	13.5%
2011-12	53.5%	45.8%	36.9%	43.1%	9.6%	11.1%
2012-13	46.1%	44.6%	44.1%	41.4%	9.8%	14.0%
2013-14	56.6%	45.0%	36.3%	48.1%	7.1%	6.9%
2014-15	56.7%	48.1%	37.6%	42.4%	5.6%	9.5%
2015-16	57.8%	51.1%	35.6%	41.7%	6.6%	7.2%
2016-17	66.7%	52.8%	27.5%	42.1%	5.8%	5.1%
2017-18	65.1%	55.6%	31.4%	38.0%	3.5%	6.3%
2018-19	69.1%	60.7%	27.3%	33.4%	3.6%	5.9%
2019-20	73.4%	71.5%	23.1%	27.3%	3.5%	1.1%
2020-21	80.5%	77.7%	19.1%	19.8%	0.3%	2.5%

Findings

- The percentage of stayers for individual school years was **consistently greater in the ND RISE group of teachers.**
- The percent difference between stayers identified as ND RISE and Non-ND RISE ranges from 13.9% (2016-17) and 1.5% (2012-13) with **all differences in favor of ND RISE teachers**.

ND Teacher Retention Summary

Teachers who are mentored in ND RISE are retained at a higher rate than teachers who are not in the program according to:

- **Years of Experience**
  - ND RISE has a higher retention rate each year.
- **Cumulative Retention**
  - ND RISE has had a greater retention rate over the past 13 years.
- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers.

Chairman Sorvaag and members of the Senate Appropriations Education and Environment Committee,

My name is Erin Jacobson, and I have had the privilege of coordinating North Dakota's teacher mentoring program for the past seven years. Recently, we rebranded as **ND RISE**—**Retaining, Inspiring, and Supporting Educators**—to reflect our mission.

Since 2009, the **ND State Legislature** has made critical investments in this program, improving **teacher retention, student achievement, and leadership development** statewide. The **Task Force on Teacher Retention and Recruitment, the Governor's Executive Budget, and the House Education and Environment Appropriations Committee** all support funding ND RISE at **$4.5 million** to implement a **graduated mentorship program** for teachers in their first three years in a new position, with **measurable outcomes and annual reporting** for accountability.

This funding would:

- Provide mentoring for all **first-, second-, and third-year teachers**, as well as those transitioning to new roles in North Dakota's public and non-public schools.
- Fully fund **Beginning Teacher Network Grants** to supplement mentoring through **REAs and districts**.
- Support **professional development** for instructional coaches, mentors, and beginning teachers to enhance leadership and effectiveness.
- Continue improving **teacher retention, job satisfaction, and overall teacher quality**.

The **program review** distributed today highlights ND RISE's impact across **100+ districts annually**, with testimonials from **administrators, mentors, and new teachers**.

At this time, I invite my colleague, **Marijke Leibel**, to share how this investment is helping **retain teachers across North Dakota**.



NDRISE

RETAINING, INSPIRING, AND SUPPORTING EDUCATORS

Senate Appropriations
March, 2025

NDRISE

NORTH DAKOTA STATE LEGISLATORS HAVE INVESTED IN TEACHER MENTORING SINCE 2009.

THIS INVESTMENT HAS

increased teacher retention, positively impacted student achievement, and empowered teacher leaders across the state.

ND.GOV/ESPB/WELCOME-ND-RISE

New Name

SAME GREAT OUTCOMES

ND RISE formally NDTSS



Retaining, Inspiring, and Supporting Educators

- ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.
- Statewide Structured Mentoring Program
- Coaches Academy & Continued Learning for Instructional Coaches
- Beginning Teacher Network Grants through REAs and Districts
- Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators.
- Over 4,000 new teachers and their mentors have been supported since 2009.
- New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- The rate of retention is consistently greater for ND RISE teachers.
- The greatest attrition rate occurs within the first two years of teaching.

RECOMMENDED BY THE GOVERNOR-APPOINTED TASK FORCE ON TEACHER RETENTION AND RECRUITMENT.

LEARN MORE!

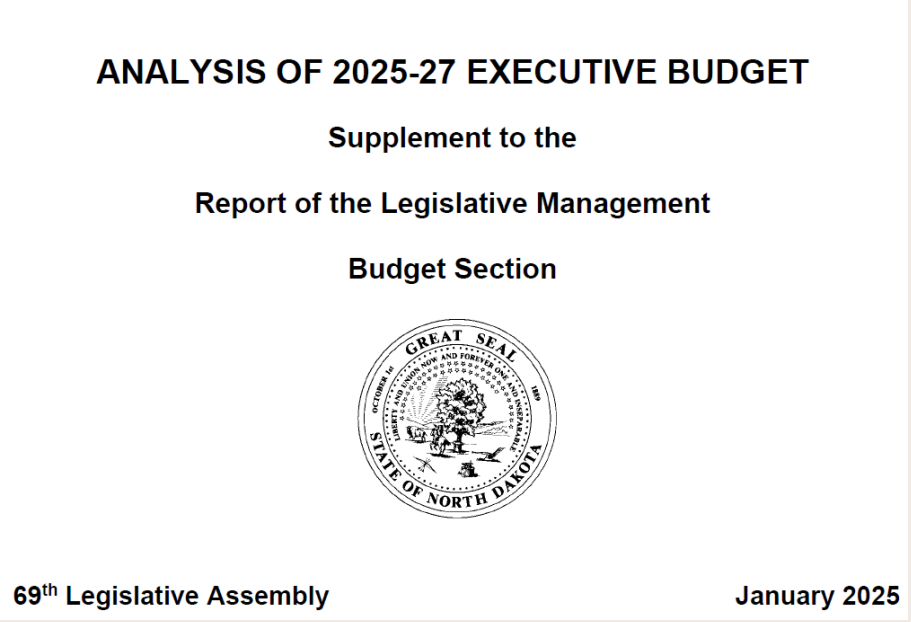


FUND MENTORSHIP

The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession.

Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies and better classroom management. Data indicates that teachers who participate in NDRISE have higher retention rates compared to teachers not in the program. By expanding this program, new teachers can develop their presence in the classroom, increasing their likelihood of staying in the educational field.



A-3

10. Provides for an increase in the teacher mentorship program of $2 million from the general fund, to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from other funds made available from general fund carryover deposited in the department's operating fund, to expand the program to a 3-year mentorship.

https://ndlegis.gov/fiscal/69-2025 Governor’s Budget

North Dakota Century Code – Teacher Support Program

15.1-18.2-05. Teacher support program - Establishment.
The education standards and practices board shall:
1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3. a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development; or
   b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
   (1) Research-validated interventions; and
   (2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.
The education standards and practices board may use any moneys 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; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.
The education standards and practices board may provide support services to teachers employed by:
1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.

Requested funding for the 2025-27 Biennium

If ND RISE is expanded to include teachers in their third year, as recommended by the Task Force and outlined in the Governor's Budget, a fully funded, graduated mentorship program would require $4.5 million.

This $4.5 million would:

- Allow us to provide mentoring for all first, second, and third-year teachers, as well as those transitioning into new roles at any public or non-public school in North Dakota.
- Ensure full funding of Beginning Teacher Network Grants to supplement mentoring efforts through REAs and districts.
- Provide necessary professional development for instructional coaches, mentors, and beginning teachers, fostering teacher leadership, and enhancing effectiveness.
- Continue to positively impact teacher retention, job satisfaction, and overall teacher quality.

Senate Appropriations Testimony: HB1013, DPI Passthrough Grant. 2025-2027 Biennium

Dear Chairman Sorvaag and Members of the Committee,

My name is Laura Zucca-Scott, and I am the Northern Plains Writing Project Co-Director and a Professor at Minot State University - Teacher Education and Inclusive Services Department. I am respectfully testifying today regarding HB1013 - - A BILL for an Act to provide an appropriation for defraying the expenses of the Department of Public Instruction. Specifically, I am writing to support DPI passthrough grant funding for North Dakota's writing project sites.

This funding has been crucial to our ability to support dedicated K-12 educators across the state. During our summer institutes, educators invest their time and energy in honing their skills and working collaboratively with their colleagues. These experiences are essential to support and retain qualified educators.

I would also like to express our profound gratitude for this Committee's past support, which has been instrumental in our work. Your support has been a cornerstone of our success, and we recognize the crucial role you play in the advancement of education in our state. We sincerely appreciate the trust you have placed in us. This concludes my personal testimony concerning HB1013. Thank you very much for your time and consideration.

With this testimony, I am including a joint support statement of a group of seven present and aspiring NPWP Scholars and Educators:

We appreciate the work of the Northern Plains Writing Project and endorse their request for continued and increased funding to $36,000 for the 2025-2027 biennium. Several of us have taken the summer and advanced institutes of this writing project and have benefited greatly from the content and discussions of this professional development. As K-12 educators, citizens of North Dakota, and lifelong learners, we appreciate opportunities such as the writing project provides for community outreach.

The institutes we have been involved in have provided a roadmap for greater understanding and currency of topics such as generative artificial intelligence and writing, teaching writing in new and dynamic ways in digital environments, working with learners from multiple language backgrounds, and developing new lesson planning approaches. These institutes have influenced the way we teach and engage with our own students. We cannot speak highly enough of this request. Thank you for your consideration.

Kelsey Fardella
Traci Hair
Lauryn Heide
Meera Ostrom
Tutu Segun
Rhaspede Logan
Courtney Weisz

Testimony in Support of HB 1013
Senate Appropriations Committee - March 10, 2025

Chairman Sorvaag and members of the Senate Appropriations Committee, my name is Gail Reiten and I'm the advocacy chair for Right to Read ND. We are writing in support of HB 1013, which includes the budget for the North Dakota State Library.

The State Library provides valuable library resources to community members across North Dakota. They do this in many ways: whether it's through providing financial assistance, facilitating interlibrary loans, providing IT support, offering professional development opportunities, or assisting patrons with physical, visual, and learning disabilities.

The State Library has a direct positive impact on libraries throughout North Dakota and is vital to the North Dakota library ecosystem. Without the support of the State Library, community members across the state would miss out on essential services.

We ask you to give HB 1013 a Do Pass recommendation. Thank you for your consideration of our testimony.

Gail Reiten
Right to Read ND, Advocacy Chair
righttoreadnd@gmail.com

North Dakota: Leading the Way on Educator Retention

Retaining Educators by Making Schools Great Places to Work

HB 1013

Senate Appropriations - Education & Environment Division

March 10, 2025 - Vital Network: Erin L. Raab, Ph.D., Chief Strategy & Impact Officer

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Why Educator Retention?

Educator Retention is Essential for a
World-Class Education System for North Dakota's Students

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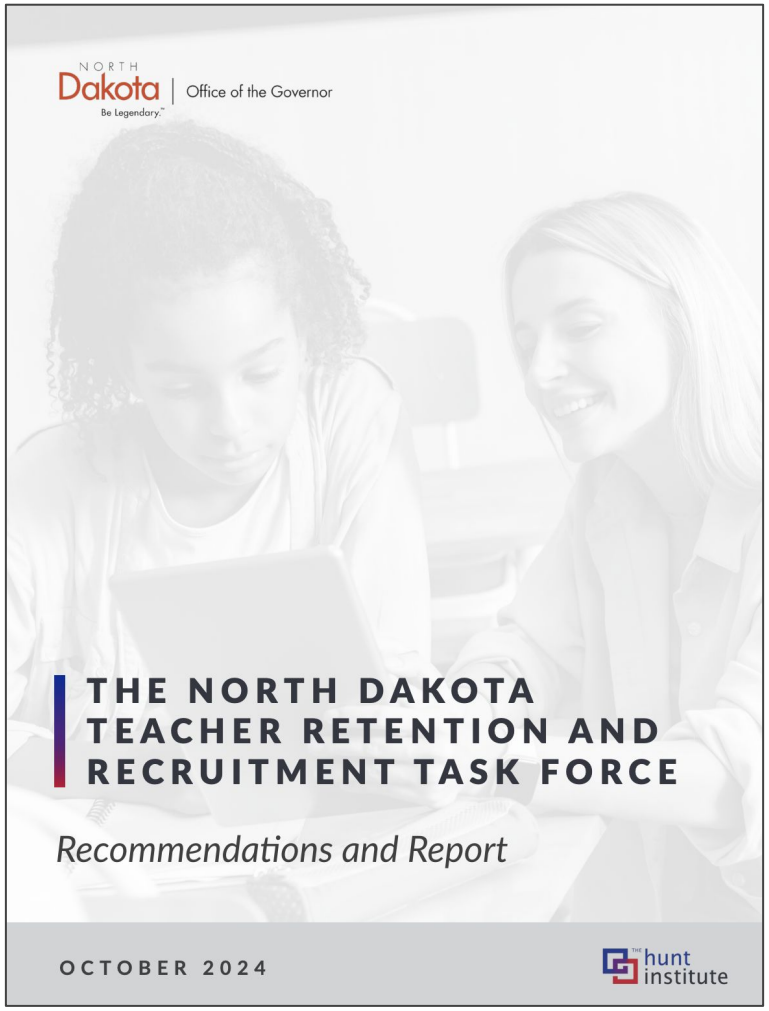

According to the 2024 North Dakota Teacher Retention and Recruitment Task Force Report— despite ND being ranked in the top 25% nationally for teaching attractiveness—

61% of schools reported being unable to, or finding it very difficult to, fill teacher vacancies.

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Turnover of one teacher costs

up to $20,000 & 1/2 year of student learning.

Vital Network is on a mission to ensure that every school is an **exceptional workplace** that **retains its talent** and contributes to a brighter future for the profession.

When schools are great places to work,
they are **excellent places for learning.**

Collaborative and systematized guardrails have been the centerpiece of Vital Network's work with **Grand Forks Public Schools**.

There is authenticity in their approach and infinite reflection from school-level to district-level alignment. **Vital Network's approach is open and honest and is a "walk with you" perspective that is refreshing and difference-making**.

Dr. Terry Brenner
Superintendent
Grand Forks Public Schools

Fargo Public Schools is pleased to continue our partnership with Vital Network for the second consecutive year.

Their expertise in administering the survey and supporting the implementation of the data has been instrumental in enhancing our staff's well-being. **We highly recommend Vital for their professionalism and dedication to improving organizational health.** They are more than a vendor; they are a true partner in the work!

Dr. Jeff McCanna, *Chief Human Capital Officer*
Fargo Public Schools

Vital has been instrumental in supporting Jamestown Public Schools' strategic goals by providing valuable insights into staff perceptions of care and support, time management, and voice in decision-making. What makes the Vital Network process different is the framework and consultation that is embedded into ensuring staff voice is heard and action plans are collaboratively developed with a focus on improving the working and learning environment. JPS saw **measurable increases in all key areas between our baseline survey in December 2023 and the October 2024 survey, and we attribute that to Vital Networks processes and supports.**

Furthermore, the **alignment of Vital Network's efforts with the North Dakota Teacher Retention and Recruitment Task Force recommendations is evident**. By focusing on improving working conditions and fostering a supportive school culture through regular data collection and actionable insights, the JPS is proactively addressing key factors in teacher retention and recruitment, such as mentorship, workplace satisfaction, and professional development.

Dr. Rob Lech, *Superintendent*
Jamestown Public Schools

How does Vital Network Improve ND Educator Retention?

Vital Partners with Districts and Schools to Create
Workplace Environments Where Educators Want to Stay

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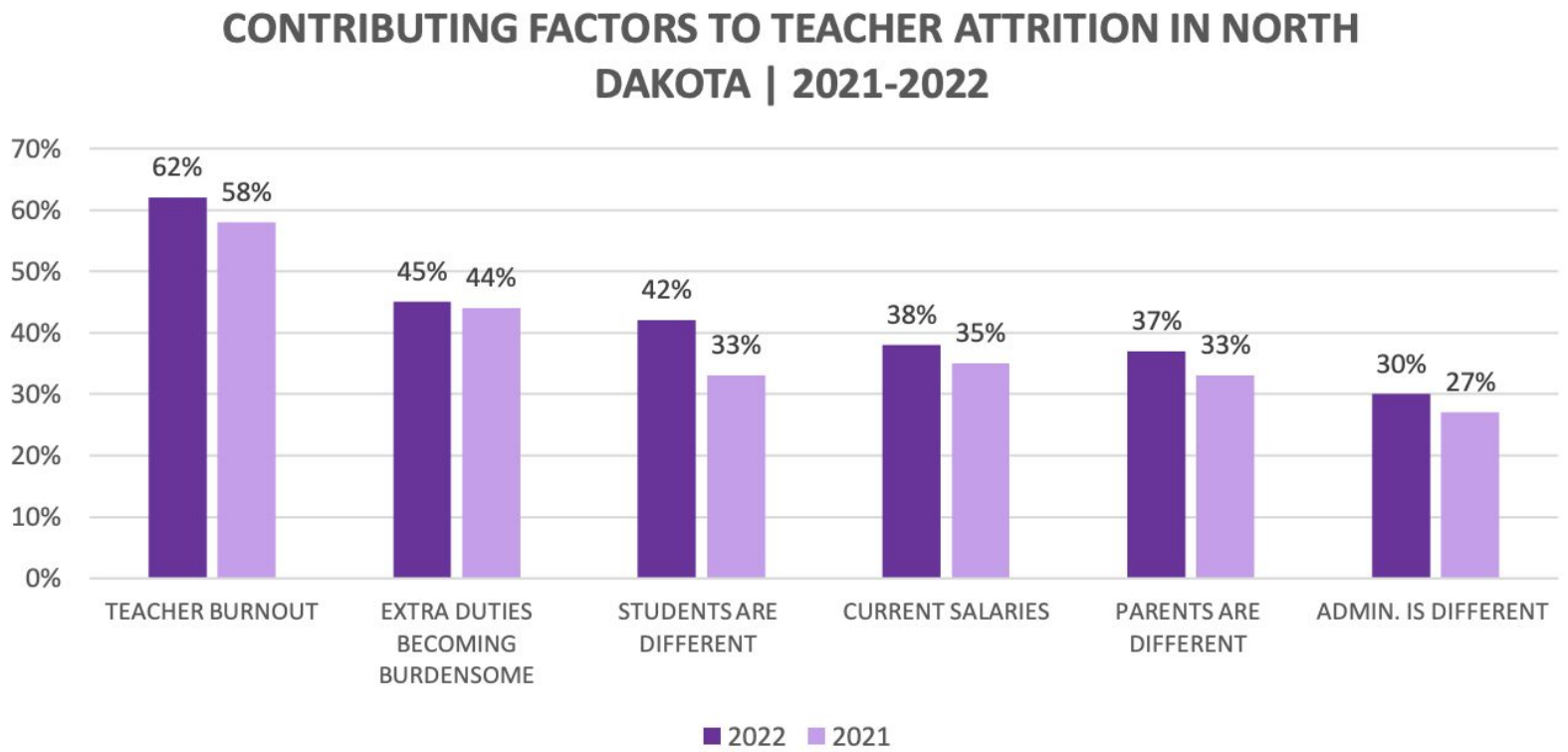
ND Teacher Retention Task Force Finding

Workplace Environment and Burnout: Leading Causes of Attrition

NORTH DAKOTA EDUCATOR RETENTION

North Dakota Teacher Retention and Recruitment Task Force

THE hunt institute



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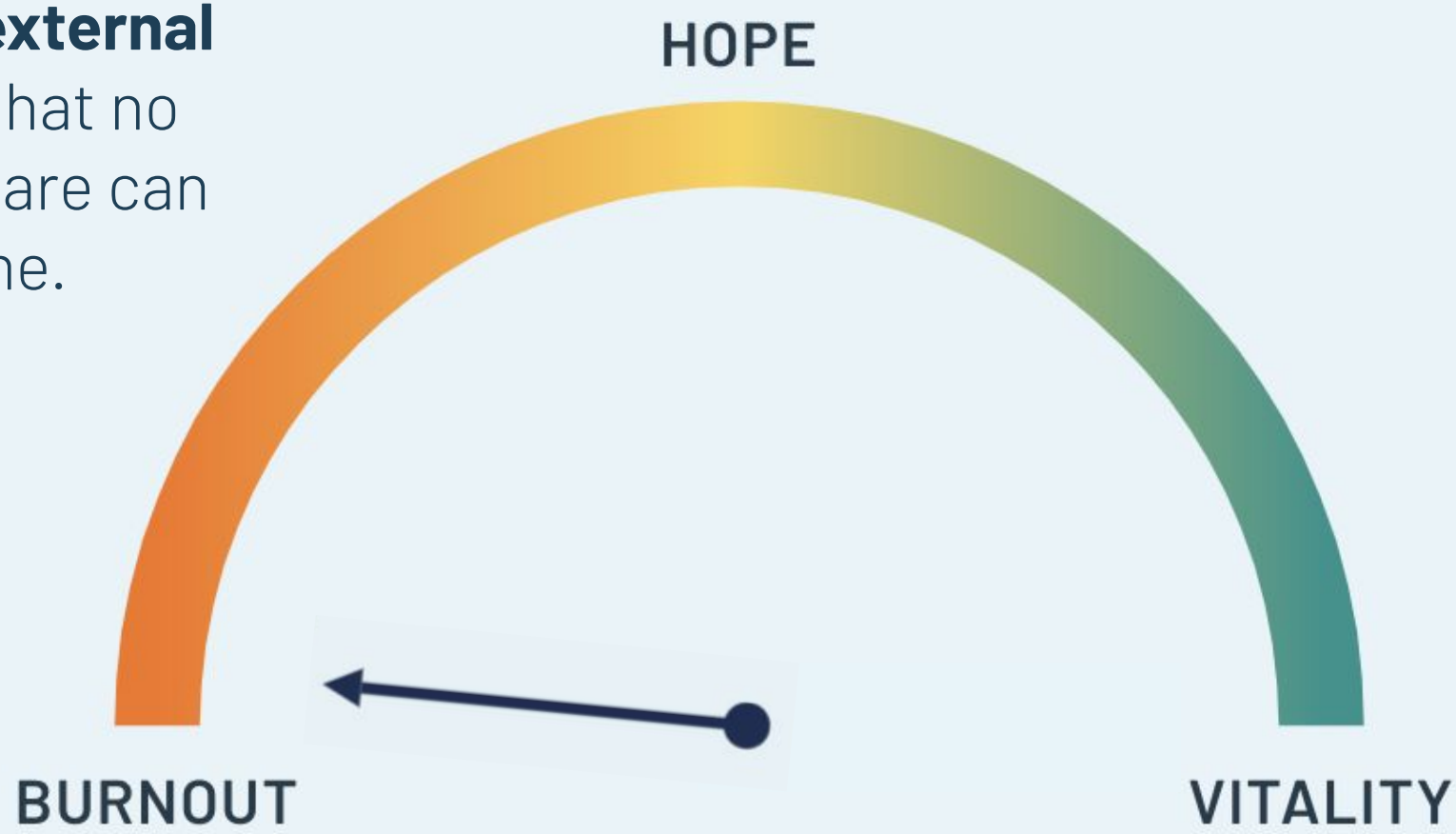
A state of prolonged exhaustion caused **by negative external conditions** that no level of self-care can overcome.





The **purpose and energy** experienced when working in an empowering community.

Conditions for Retention



Phases & Activities at a Glance

Prepare	Inquire	Ideate & Plan	Experiment	Reflect & Iterate
1	2	3	4	5
Align leadership and staff around a shared vision.	Discover your school's position to move forward with purpose.	Set clear goals and strategies to drive meaningful progress.	Test strategies in real time, gathering insights.	Examine progress and refine strategies for growth.
Kickoff	Vital Baseline Survey Data Review Workshop	Prioritize & Plan Vital Actions	Vital Actions	Vital Mid & End of Year Pulse Checks

Aligned to Recommendations #3 and #4 of the Teacher Retention Task Force

TASK FORCE RECOMMENDATIONS

#3) "The Task Force recommends the state **annually survey school employees** to understand employee satisfaction."

#4) "The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program, **with an emphasis on supporting teachers by improving working conditions.**"

WE PROVIDE

- Annual Survey that measures educators' experiences of the workplace conditions that research says matter most to retention and well-being.
- Data and continuous improvement tools that help administrators improve working conditions.

What Has Been Achieved this Biennium?

Reflections on the successful pilot.

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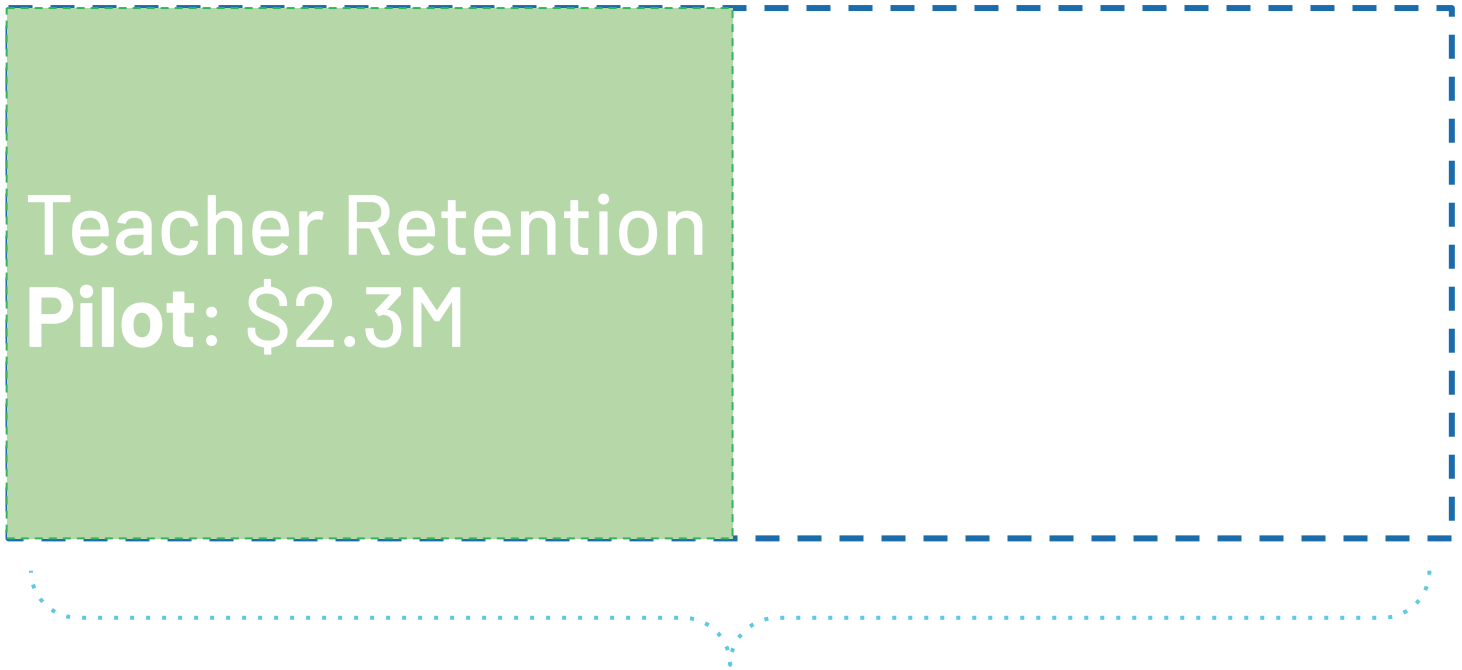
Initial Vision: Retention at Scale

House Appropriations - Education & Environment
Supported $4.3 for the 2023-25 Biennium

Initial Plan: Statewide Teacher Retention Initiative: $4.3M

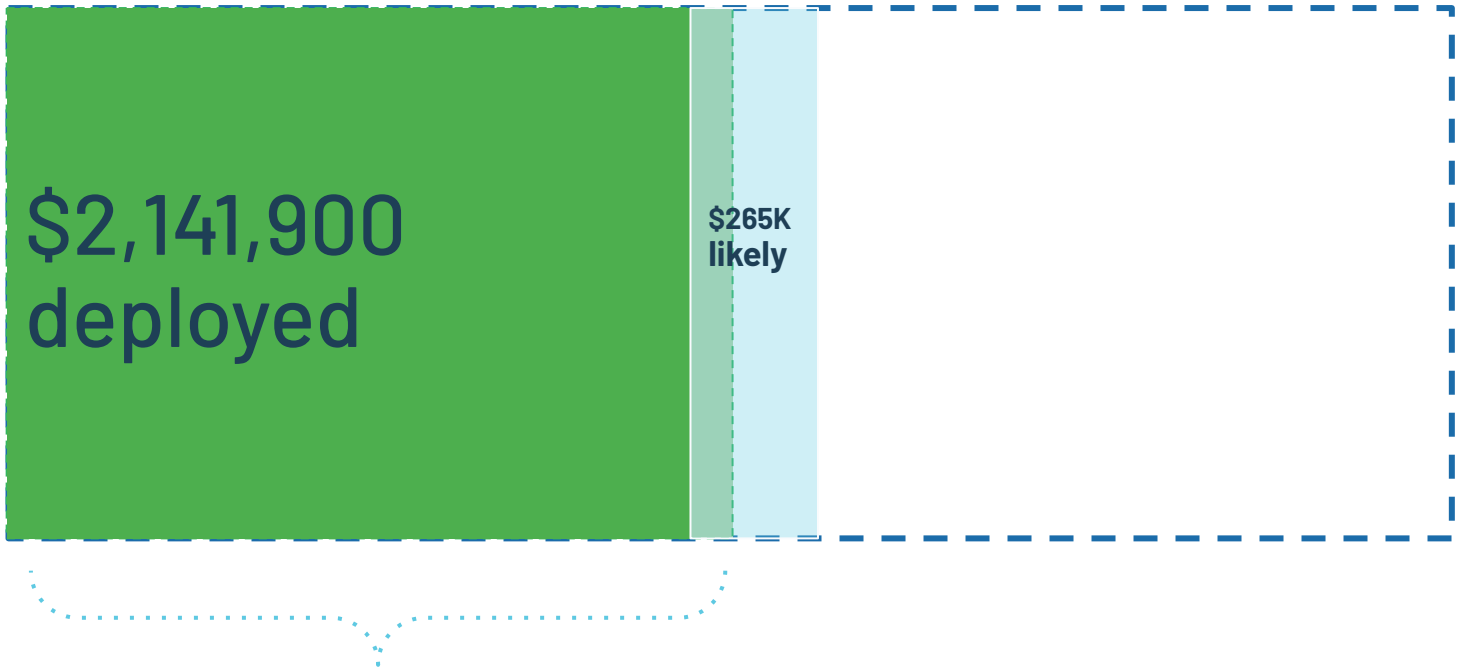
Actuals

Appropriated Funds for the Current 2023-25 Biennium



$2.3 out of the initial $4.3 budgeted was ultimately allocated, which rescoped the initiative as a pilot.

Actuals: 2.14M Deployed *(as of 3/7/25)*



93% of the $2.3M allocation has been deployed.
With an additional $265,000 likely - exceeding allocated funds.

2023-25: North Dakota Invested in a Successful Pilot



Building Partnerships

Key Achievement: 55% of ND educators being served (5,000+ across 199 schools in 30+ districts) joined the Vital Pilot.

Next Goal: Expand to reach 100% of educators by the end of 2026-27.



Improving Working Conditions

Early Results: Partnering schools show initial improvements; full data available Fall 2025.

Medium-Term Impact: Significant results expected by the end of 2026-27.



Boosting Educator Retention

Baseline Data: Established a partnership with NDDPI for comparing retention between participating and non-participating districts.

Medium-Term Impact: Retention trends will be assessed at the end of 2026-27.

Successful Pilot

Engaged more than half of the state's educators



54% Teachers — 4,940 of 9,100

52% Students — 70,800 of 135,000



40% Schools — 199 of 509

20% Districts — 34 of 168

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North Dakota District & Regional Partners

Last Updated March 3, 2025

Alexander Public Schools
Apple Creek Elementary School
Belfield Public School
Bismarck Public Schools
Bowbells Public School
Central Cass School District
C.R.E.A
Devils Lake Public School District
Dickinson Public Schools
Divide County School District
Ellendale Public Schools
Fargo Public Schools
Grand Forks Public Schools
Glenburn Public School
Jamestown Public Schools
Lake Region Special Edu. Unit
Little Heart Elementary
Mandan Public Schools
Manning Elementary School
Maple Valley School District
McKenzie County Public Schools
Menoken Elementary School
Minot Public Schools
Mohall-Lansford-Sherwood
Montpelier Public School
Naughton Elementary School
New England Public Schools
NESC
Northern Cass School District
Pingree-Buchanan Public Schools
Ray Public Schools
Richardton-Taylor
Richmond #44
SEEC
Sterling Elementary School
Sweet Briar 17
Wahpeton Public Schools
WERC
Williston Basin School District

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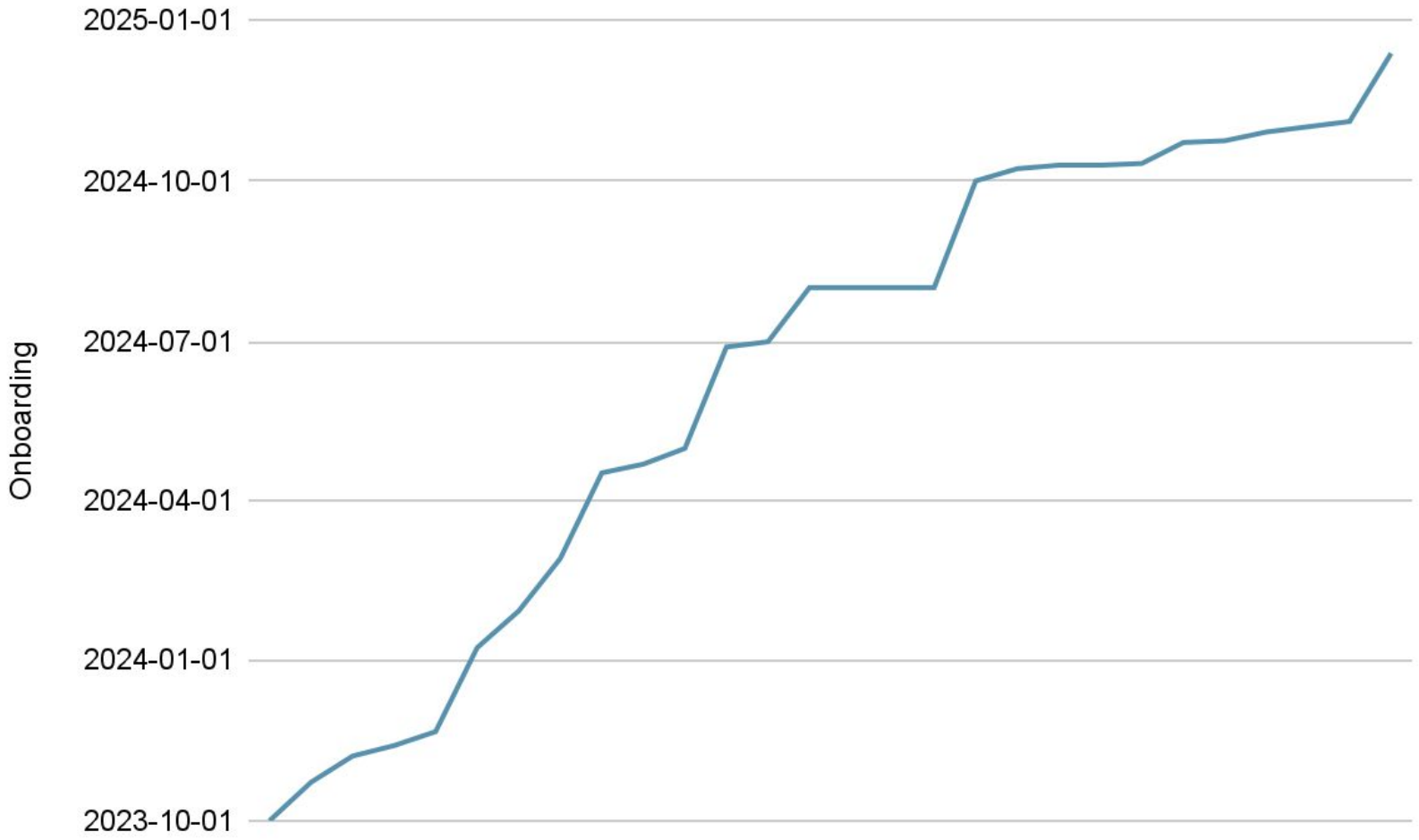
Building Partnerships: District Engagement Momentum



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Early Improving Workplace Environment Outcomes

from North Dakota Partners through the pilot

- **Strategic commitment to the working conditions of adults:** School and district-level reframing of priorities to support daily experiences of educators.
- **Targeted improvements in day-to-day operations**: For some schools, this is a reduction in meetings; for others, the creation of better building leadership team practices.
- **Greater alignment between district leadership and school-level teams**: Improved district-level practices to respond to the needs and voice of principals and teacher leaders.

Boosting Educator Retention: Explore Early Findings on the North Dakota Microsite

www.vitalnetwork.com/ndakota



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What's Next?: Building From the Successful Pilot

Opportunity to Elevate North Dakota Education
through Statewide, System-wide Impact

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Requesting $6.6M to Make North Dakota the #1 State Solving Educator Retention

Make ND ***the leader*** in the nation solving educator burnout.

1. **Scale educator retention impact statewide** by moving beyond the pilot to equip all 168 North Dakota districts with access to support and resources to make their schools great places to work.

2. **Increase support & retention of great school leaders** who keep great educators teaching.

3. **Deepen partnerships with DPI, Higher Ed, and other entities** to improve the wider ecosystem in which K-12 leaders work.

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Goal 1: Scale Educator Impact Statewide

- Expand to reach 100% of North Dakota's educators.
- Build state capacity to sustain this work by training REAs to deliver Vital-powered support to rural and small districts.
- Build state-level data systems and leadership in teacher retention and well-being.

RECOMMENDATION: Fully Invest in Educator Retention

For system-wide implementation that truly lifts all boats, we need to reach and improve the workplace environment of 100% of North Dakota schools and educators. If the pilot school districts continue to improve and be excellent in this work, they will get better at recruiting and retaining - potentially to the detriment of non-participating districts.

As noted in the 2024 ***North Dakota Teacher Retention and Recruitment Task Force Recommendations and Report***, "Teachers are the number one factor influencing student growth and achievement" and "retaining a high-quality educator workforce is pivotal for enhancing the well-being of North Dakota's students."

Goal 2. Increase Retention of Great School Leaders

There is a crucial connection between school administrator retention and teacher retention. A key ingredient to improving working conditions for teachers and retaining teacher talent is the presence of effective and consistent school administrators.

Yet more than 1 in 3 North Dakota principals are expected to leave the profession in the next 3 years.[3]

- Pilot to reach 50% of North Dakota's school leaders.
- Align teacher and administrator retention strategies to maximize impact.
- Build strategic partnerships with other North Dakota entities invested in principal and leader development.

RECOMMENDATION: Invest in School Leader Retention Pilot

Given the growing body of research that empirically links teacher and principal retention, any effort seeking to **retain teachers** should also include parallel support for **school administrator retention and development**.

As noted in the 2024 ***North Dakota Teacher Retention and Recruitment Task Force Recommendations and Report***, "School administrators play a crucial role in supporting student and **staff success**." Teacher retention strategies would benefit from Vital's additional layer and depth of support for school administrators.

We are Responding to Partner Request for School Leader Retention

"Beyond their exceptional work with our educators, I am excited to share that our district is partnering with Vital Network to roll out our first survey designed specifically for building leaders. In a district as large as BPS, it's essential to ensure that our building leaders feel heard and valued, with a clear voice in shaping the direction of the district. This leader-focused process aims to break down barriers of isolation and provide a platform for our leaders to share their perspectives, fostering stronger connections and alignment across the district.

BPS and I remain steadfast in our support of Vital and their mission. Thank you for joining us in recognizing and supporting the incredible impact of their work."

Jeff Fastnacht, *Superintendent*
Bismarck Public Schools

Goal 3: Greater State Systems Impact

- Deepen partnerships with other organizations serving educators and leaders (e.g. DPI data team, NDCEL, ND United, ND School Boards Association, and ND RISE, among others).
- Explore innovations in HR and school board level supports that contribute to retention and well-being.
- Explore partnerships with Higher Education institutions.

Requesting $6.6M to Make North Dakota the #1 State Solving Educator Retention

Make ND ***the leader*** in the nation solving educator burnout.

1. **Scale educator retention impact statewide** by moving beyond the pilot to equip all 168 North Dakota districts with access to support and resources to make their schools great places to work.

2. **Increase support & retention of great school leaders** who keep great educators teaching.

3. **Deepen partnerships with DPI, Higher Ed, and other entities** to improve the wider ecosystem in which K-12 leaders work.

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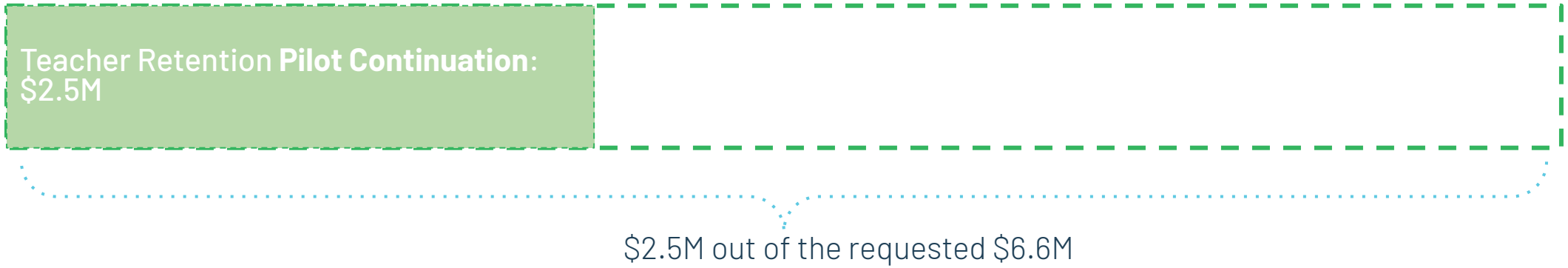
What we can do with $2.5M?

Sustain Pilot-Level Work + Minimal Expansion



- **Pilot-Level Teacher Retention**
  - Maintain ongoing educator retention work with current partners.
  - Small expansion to reach around 60% of North Dakota's educators.
- **No School Leader Retention**
  - *N/A*
- **Some Systems Impact**
  - Continue partnership with DPI data team to track outcomes.
  - Maintain relationships with other organizations serving ND educators.

What we can do with $6.6M?

Maintain, Expand, and Innovate to Make North Dakota the #1 State for Retention

Statewide Expansion of Teacher Retention Program

(to reach 100% of ND educators)

School Leader Retention Pilot

(to reach 50% of school leaders)

Deepen

Partnerships to create an entire system that fosters & measures retention.

$6,600,000 Ask

What can we achieve with a $6.6M investment?

Maintain, Expand, and Innovate to Make North Dakota the #1 State for Retention

- **Scale Teacher Retention**
  - Reach 100% of North Dakota's educators.
  - Build state capacity to sustain this work by training REAs to deliver Vital-powered support to rural and small districts.
  - Build state-level data systems and leadership in teacher retention and well-being.
- **Pilot School Leader Retention**
  - Reach 50% of North Dakota's administrators.
  - Develop and implement an administrator retention program with a continued emphasis on supporting teachers by improving working conditions.
- **Deepen Systems Impact**
  - Deepen partnerships with other organizations serving educators and leaders (e.g. ND Rise, ND United, ND School Boards Association, and NDCEL, among others).
  - Explore innovations in HR and school board level supports that contribute to retention & well-being.
  - Explore partnerships with Higher Education institutions.

What becomes possible

when North Dakota creates a statewide culture of educator retention?



Nathan Eklund
Founder &
Chief Executive Officer
nate@vitalnetwork.com



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Chief Strategy &
Impact Officer
erin@vitalnetwork.com

North Dakota School for the Deaf Resource Center

Celebrating 135 years!



Testimony to the Senate Education and Environment Division Appropriations Committee
House Bill #1013
March 10, 2025

The North Dakota School for the Deaf is a division of the North Dakota Department of Public Instruction, Kirsten Baesler, State Superintendent

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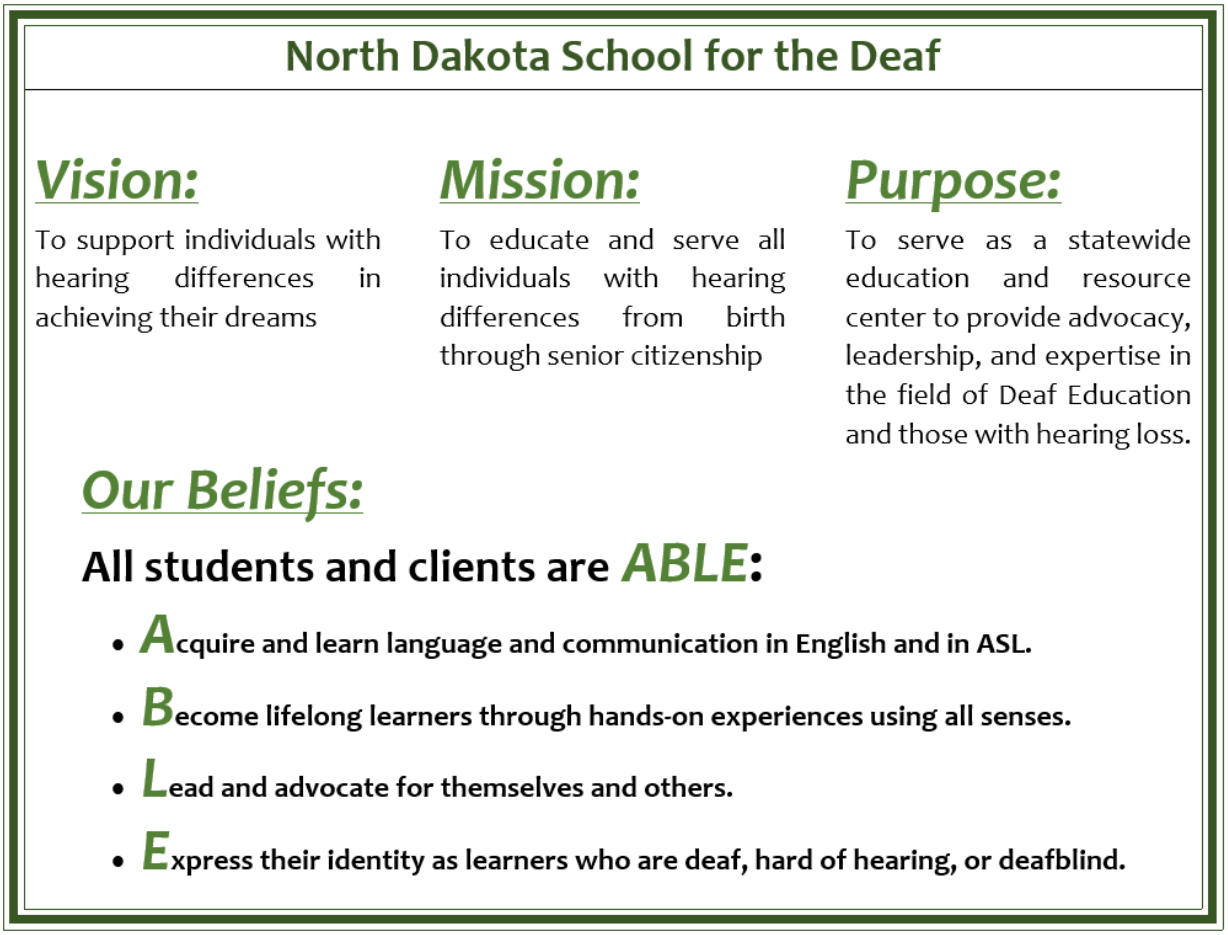
Testimony – Donna Sorensen

Chairman Ronald Sorvaag and Members of the Senate Appropriations--Education and Environment Division:

My name is Donna Sorensen. I am the superintendent of North Dakota School for the Deaf/Resource Center. Diane Frelich, Business Manager, and I will provide testimony relative to House Bill 1013.

1. Purpose of agency and programs



Century Code

25-07-01. School for the deaf – Maintained – Location - Purpose. There must be maintained at Devils Lake, in Ramsey County, a school for the deaf, which may provide education and training and serve as a resource and referral center for individuals who are deaf or hearing impaired.

25-07-01.1. School for the deaf – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the school for the deaf is appointed by and

reports to the superintendent of public instruction. The school for the deaf must have a separate budget and separate staff from the department of public instruction.

25-07-02. Superintendent – Special duties. The superintendent of the school for the deaf may also act as superintendent of the North Dakota vision services – school for the blind.

25-07-02.1. Criminal history record checks. The school for the deaf may require any employee, final applicant for employment, or any individual otherwise providing services to the school to submit to a statewide and nationwide criminal history record check. The nationwide criminal history record check must be conducted in the manner provided in section 12-60-24. The school for the deaf may assess all costs associated with obtaining a criminal history record check to the individual upon whom the criminal history record check is conducted.

25-07-03. – Matron – Duties. Repealed by S.L. 1971, ch. 274, § 3.

25-06-04. Qualifications for admission to school for the deaf – Residents of state entitled to free education.

1. A child who is a resident of this state and who, because of deafness or a hearing impairment, is unable to receive an education in the public schools, is entitled to attend the school for the deaf at the expense of the state. A child is entitled to attend the school at any age up to twenty-one.
2. The school for the deaf shall provide application forms upon request. A child may not be admitted to the school until the child's application is completed and approved.
3. The school for the deaf shall provide transportation to any child who has been admitted, in accordance with the child's individual education plan.
4. Any child who is a resident of this state and who is deaf or hearing impaired is entitled to receive special education and related services in accordance with the child's individual education program. Each individual education program must address the child's academic, recreational, and leisure needs, as well as the acquisition of independent living skills and career and technical education opportunities.

25-07-05. Admission of nonresidents. 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 this state to the exclusion of a child who is a resident of this state.

25-07-06. Instruction at school for the deaf. The superintendent of the school for the deaf shall provide special education and related services designed to meet the unique needs of each child who is deaf or hearing-impaired, in accordance with the child's individual education program.

25-07-07. Transportation of indigent children to and from school for the deaf. Repealed by S.L. 1979, ch. 336, § 3.

25-07-08. Clothing may be furnished when necessary – Accounts for clothing. The school for the deaf shall provide clothing to a child who is enrolled in the school if the child does not have suitable clothing. If the child is a minor, the school shall charge the child's parent or legal guardian for any clothing provided to the child under this section and shall charge the individual for any clothing provided to the individual under this section if the individual has reached the age of majority. If the superintendent certifies any charges under this section as being correct, the charges are presumed correct in all courts.

25-07-09. Collection of clothing account. Repealed by S.L. 1999, ch. 106, § 18.

25-07-10. Deaf persons – Duty to report. It is the duty of every public school superintendent, physician, otologist, audiologist, nurse, clinic, hospital, and social and welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

25-07-11. Home intervention program. The school for the deaf may provide a home intervention program for children who are under the age of five and who are deaf or hearing impaired. The program must include information, counseling services, auditory training, and basic language development instruction for the parents of such children. This home intervention program must be carried out by college or university trained teachers of the deaf, speech pathologists, or audiologists.

25-07-12. Provision of services – Collaboration – Competition. The school for the deaf may collaborate with public and private entities for the provision of services to individuals who are deaf or hearing impaired. The school for the deaf may not compete with any public or private entity offering the same services within a region.

25-07-13. School for the deaf fund. The school for the deaf fund is a special fund in the state treasury. All moneys received pursuant to section 2 of article IX of the Constitution of North Dakota and all revenues received from the lease of buildings and the provision of meals and services, including interpreter services, must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for provision of services under this chapter.

North Dakota School for the Deaf/Resource Center Programs

Education Program

NDSD/RC offers special education programming for deaf, hard of hearing, and deafblind students on our Devils Lake Campus from preschool to 8th grade. High School students are mainstreamed in their home school districts or attend Devils Lake High School and live in our Residential Program.

Residential Program

NDSD/RC offers residential services for those students living too far to commute to the campus program on a daily basis. Transportation is provided to and from the students' home areas. Students PS through 12th grade live on campus during the school year from Sunday to Friday, going home on the weekends. Residential services include fun and educational learning activities on campus and in the Devils Lake community.

PIP / School-Age Outreach

NDSD/RC's Parent Infant Program and School-Age Outreach consists of regionally based Teachers of the Deaf who travel to homes and local schools on an intermittent basis to provide assessment, consultation, and instruction. A major focus is early intervention, providing information, advocacy, emotional support, and guidance for families and school districts.

Adult Outreach Services

NDSD/RC's Adult Outreach Services team offers training and support for adults who have hearing loss. They provide assistive equipment such as amplified telephones and light flashers for doorbells and phones as well as training in how to use the equipment. They provide community training to first responders and other groups to learn more about Deaf people and communicating with those who have a hearing difference.

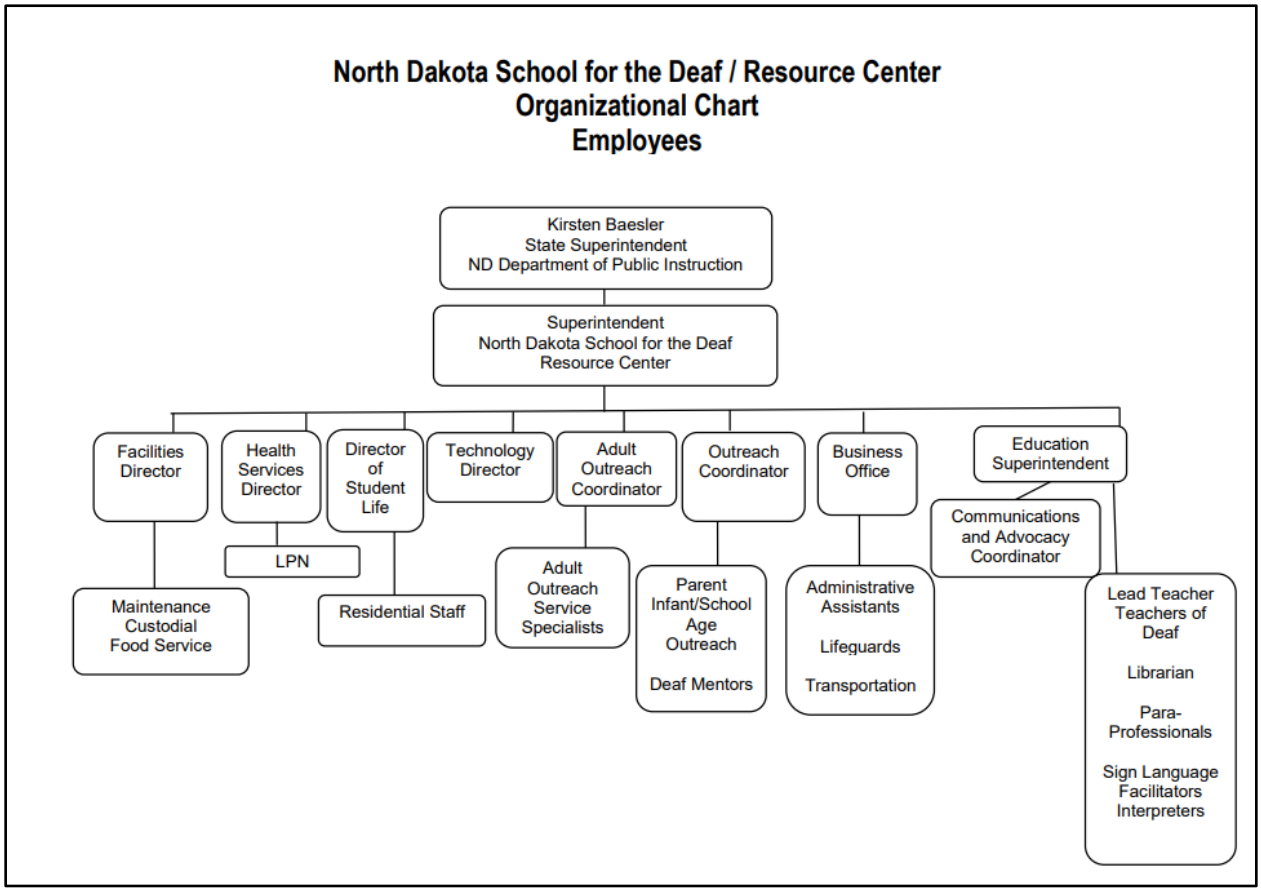
Communication and Advocacy

NDSD/RC's Communication and Advocacy Program continues to be in development. This program offers advocacy services to Deaf adults and is working to establish a systematized interpreting services in the Devils Lake area and possibly statewide.

Collaboration

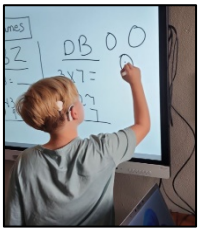
NDSD/RC partners with school districts across the state, North Dakota Dual Sensory Project, Minot State University, Regional Education Agencies, North Dakota Vision Services/School for the Blind, Audiologists, the Early Hearing Detection and Intervention (EHDI) program, Part C Providers, Voc. Rehab, Deaf organizations, etc.

Organizational Chart



2. Financial Audit Findings

SFY23 Audit of NDSD/RC, the audit did not identify any areas of concern. No errors, internal control weaknesses, or potential violations of law were identified. An electronic copy of the Office of State Auditor Report Highlights for North Dakota School for the Deaf for the Biennium Ended June 30, 2023, is available upon request.




3. Biennial Accomplishments & Challenges:

Accomplishments:

- **Personnel**
  - Hired a Director of Student Life
  - Hired 2 Facilities and Maintenance Workers
  - Hired 1 Teacher of the Deaf
  - Hired 1 Teacher of the Deaf Consultant
  - Hired a Librarian
  - Hired 3 Paraeducators (2 full-time permanent, one part-time temp)
  - Hired 3 Residential Student Life Counselors
  - Hired 2 Nightwatch Residential Counselors (one full-time permanent, one full-time temp)
  - Hired a temporary Paraeducator/Interpreter
  - Hired a Licensed Practical Nurse (evening residential services)
  - Hired a Communications and Advocacy Coordinator
  - Hired 4 Drivers in temporary positions
- **Education and Residential Programs**



  - Achieved Cognia Accreditation
  - 24 Total Students including 7 High School Students and 1 part-time High School Student
  - 18 Residential Students
  - 5-6 Potential New Students
  - Conscious Discipline Training
  - Crisis Prevention and Intervention Training
  - Teachers engaged in Ron Clark book study through Northeast Education Services Cooperative
  - Fairview Learning – Reading strategies for Deaf Children
  - Two Teachers attended American Society for Deaf Children's Literacy 2024: Creating Connections with Language conference in Charleston, SC
    - "This is the first training we have attended outside of the South Dakota Midwest Conference that is specifically designed for Deaf Education in our 25+ years at NDSD."
  - Attended the Conference for Educational Administrator of Schools and Programs for the Deaf (CEASD) Conference in South Carolina
  - Attended the bi-annual National Student Life for Deaf and Hard of Hearing (NSLDHH) for Residential Deaf Programs in New Mexico
  - Attended the Early Hearing Detection and Intervention Annual Conference in Denver, Colorado
- **Parent-Infant and School-Age Outreach Program**
  - Conducted Deaf Mentor Training and established the Deaf Mentor Program in North Dakota

  - Attended the Language First's Freeing the Butterfly Conference in North Carolina
  - Hosted and Co-Hosted Regional Pumpkin Patch events around ND in October 2023 and October 2024
  - Produced and facilitated "Growing Up Deaf" webinar events
  - Facilitated Virtual Deaf Santa events
  - Disseminated various Holiday packets with fun educational games and information about Deafhood, deafness, and hearing loss
  - Parent and community virtual American Sign Language (ASL) classes
  - Partners with the ND Early Hearing Detection and Intervention (EHDI) and serves on the ND EHDI Advisory Council
  - Partners with ND Hands & Voices (H&V) and serves on ND H&V Board
  - Hosts annual Summer Camp for students who are deaf or hard of hearing
- **Adult Hearing Outreach Program**
  - Hosts monthly Resource Groups to provide information and support to those with hearing loss (Wahpeton, Jamestown, Bismarck, Harvey, Fargo (2 groups), Minot, Valley City, Dickinson
  - Trainings for professionals working with those with hearing loss (Nursing Homes, Peace Officers, Senior Groups, Vocational Rehabilitation Staff, Senior Transit, Assisted Living Centers, First Responders)
  - Provided 1:1 consultation to those with hearing loss and their families
  - Professional Development related to augmentative and alternate communication, Conscious Discipline, hearing aids and prescription hearing aids, Meniere's Disease, Bluetooth connections and accessories, conferences on aging, smart phone technologies, dementia, and conferences such as the Association for Late-Deafened Adults and the Hearing Loss Association of America
  - Hosted information booths across the state
- **Facilities**
  - Resource Center Roofing and HVAC Project
  - Continued maintenance and upkeep of aging facility
- **Communications and Advocacy**
  - New Communications and Advocacy Coordinator
  - Advocacy and Interpreting for Court Cases
  - Supporting Deaf adults through various bureaucracies such as immigration, social security, banking, etc.
  - 2 staff engaged in Improving Rural Interpreter Skills (IRIS) Project
  - One Sign Language Facilitator passed the written National Interpreter Certification (NIC) exam
  - 3 staff trained in Mental Health Interpreting Training in Alabama
- **Retirements**
  - Michael Loff, Business Manager, 15 years, retired June 2023
  - Susan Schwab/Kjelland, Librarian, retired June 2023



- Cindy Schneider, Custodian, 40 years, retired September 2023
- Nancy Trottier, Sign Language Facilitator, 40 years, retired May 2024
- Jerry Allery, General Maintenance Worker, retired November 2024

Challenges:

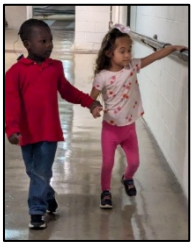
- **Personnel** – It continues to be challenging to recruit and retain staff with the specialized skills to work with students and clients who are deaf, hard of hearing, or deafblind. When staff are absent from campus, it is difficult to provide continued streamlined educational services for our students as staff cover for each other. This leads to piecemeal educational services and staff overtime and burnout.
  - ***Solution:*** *Additional staff to provide coverage and to enhance and streamline our educational and residential services.*
- **Professional Development** – It continues to be a challenge to provide access to continued professional development to maintain and grow skills related to Deafhood, deafness, and Deaf Education as well as child development and adult learning. It is a challenge to maintain knowledge and use of changing accessibility technologies.
  - ***Solution:*** *Examining our budget and reprioritizing professional development for staff.*
- **High School Programming** – The North Dakota School for the Deaf/Resource Center (NDSD/RC) High School program was closed in 2010. The expectation was that high school students would return to their home districts or remain on campus in the residential program and attend Devils Lake High School with support from NDSD/RC. At the time, the belief was that teachers who were highly qualified to teach subject-matter high school courses would provide a better education for students. However, this is not typically the outcome. Many of our students struggle with direct instruction from staff who can sign and who can provide the required accommodations listed on the IEP specific to deaf and hard of hearing students. Now, we are asking them to access their education through sign language interpreters with varying skills in these subject-matter courses.
  - ***Solution:*** *Continued funding for the American School for the Deaf (ASD) Online Academy. This year, we piloted two online classes (Physical Science and Social Students/History) with ASD Online Academy. ASD Online Academy teachers are Deaf and/or fluent in American Sign Language (ASL) and skilled in providing the visual supports our deaf and hard of hearing students need to access their education.*
- **Facility Projects** – It has been a challenge completing our Resource Center Roofing and HVAC project due to unmet timelines by contractors. In general, maintenance and material costs have increased and delays in getting materials.
  - ***Solution:*** *Continued communication with contractors to ensure deadlines are met. Increased funding for major repairs to cover increased costs.*
- **Child Find and Tracking** – It continues to be a challenge to know and track individuals in North Dakota with a hearing difference. Century Code states:

  25-07-10. Deaf persons – Duty to report. It is the duty of every public school superintendent, physician, otologist, audiologist, nurse, clinic,

hospital, and social and welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

- ***Solution:*** *Continued partnership with the ND Early Hearing Detection and Intervention (ND-EHDI) program. Develop a system for professionals to report required information to the superintendent at the North Dakota School for the Deaf. Develop a database to house all reported information to ensure appropriate interventions and services are provided.*

- **Public Awareness and Relations** – It is a challenge to maintain statewide awareness of the services and programs the North Dakota School for the Deaf/Resource Center offers.
  - ***Solution:*** *Continued attendance and presentations across the state. Update materials and continue statewide distribution.*



Next Biennium Goals & Plans:

- Accreditation through the Conference of Educational Administrations for Schools and Programs for the Deaf (CEASD)
- Continued training in Fairview Learning, Bedrock Literacy Curriculum, and the Bilingual Grammar Curriculum, supplemental approaches to reading designed for students who are deaf and hard of hearing
- Training in child development for Residential Student Life staff
- Continued development of the Communications and Advocacy Program including a needs assessment of interpreting services needed across the state
- Continued dialogue with systems of higher education in addressing our personnel gaps and employment needs
- Replace secondary campus boiler and pneumatic controls in Trades building
- Growth of Deaf Mentor program
- Continued efforts in statewide information dissemination about our services and programs

4. Overview of Budget Changes

	2023-2025 Legislative Base Budget	Increase/ (Decrease)	2025-2027 House Recommendation
Salaries and Benefits	$9,283,599	$735,225	$10,018,824
New & Vacant FTE Pool	0	415,571	415,571
Operating Expenses	1,705,586	320,839	2,026,425
Capital Assets	158,678	283,800	442,478
Total	**$11,147,863**	**$1,755,435**	**$12,903,298**
General Fund	$8,336,306	$1,395,249	$9,731,555
Federal Fund	124,542	0	124,542
Special Fund	2,687,015	360,186	3,047,201
Total	**$11,147,863**	**$1,755,435**	**$12,903,298**
FTE	**45.36**	**1.50**	**46.86**

Special Fund expenditure increases account for an increase in estimated income.

House change recommendation for Salaries and Benefits includes the cost to continue salary increases. In addition, house budget changes include a compensation package, requested teacher contract composite scale increases, a Paraprofessional position, and a Dorm Counselor position.

House change Operating Expenses include requested inflationary adjustments.

House change Capital Assets include Campus Security System and Standard Operating Equipment Replacement.







5. Staffing/Full Time Equivalents

	2023-2025 Budget	Increase/ (Decrease)	2023-2025 Budget	Increase/ (Decrease)	2025-2027 House Version
Education	6.75	.75	7.50	.75	8.25
Communications	4.83		4.83		4.83
Plant Services	9.50		9.50		9.50
Outreach Services	9.00		9.00		9.00
Residential Program	5.50		5.50	.75	6.25
Other	9.03		9.03		9.03
Total Regular FTE	**44.61**	**.75**	**45.36**	**1.50**	**46.86**

NDSD/RC requested an additional .75 FTE (Paraprofessional) for the 2023-2025 biennium. This position was approved and filled in August 2023 and $78,000 was transferred from the OMB New and Vacant Funding Pool.

A total of $328,837 was removed from the 2023-2025 budget to fund the New and Vacant Funding Pool. In August 2023, a request for funds from this pool was made that included $78,000 for the new Paraprofessional position along with $154,000 for the vacant Director of Student Life and $21,245 for the vacant LPN. All positions were filled in August 2023. In September 2023 a total of $253,245 was transferred from the OMB New and Vacant Funding Pool in September 2023. There is a balance of $75,592 remaining.

NDSD/RC has requested an additional two FTEs, Paraprofessional (.75 FTE) and Nightwatch Dormitory Counselor for the overnight shift (.75 FTE). NDSD/RC has received positive response from parents of young students citing noticeable growth in language development when they stay as a resident on the NDSD/RC campus. As the number of these young students grows, the need for individualized instruction and supervision is growing.

6. 2023-2025 Agency Vacant Positions

Throughout the 2023-2025 biennium there have been 16 vacant positions, 14 positions were filled within a month of their initial job posting. As of December 31, 2024, there are two (2) vacant Teacher of the Deaf, faculty non-classified positions. There is approximate savings of $322,933 as of December 31, 2024, from these two positions.

7. Program and Line-Item Funding

	2025-2027 General Fund	2025-2027 Special Fund	2025-2027 Federal Fund	2025-2027 Total House Recommendation
Salaries and Benefits	$8,995,145	$958,185	$65,494	$10,018,824
New & Vacant Pool	415,571	0	0	415,571
Operating Expenses	320,839	1,642,086	63,500	2,026,425
Capital Assets	0	442,478	0	442,478
Total	**$9,731,555**	**$3,042,749**	**$128,994**	**$12,903,298**
FTE				**46.86**

NDSD/RC is a resource for all individuals with a hearing difference in North Dakota. We provide education and other services based upon specific needs of each individual. As a smaller agency, our budget is presented on a roll up by line basis.

Projected 2025-2027 special fund revenues are fully utilized by agency operations salary and operating expenditures. All capital assets are special fund projects.

8. Current Biennium One-Time Funding

One-Time Funding:	Total Special Funds 2023-25	
HVAC Resource Center from 21-23 – Carryover	$543,697	Completed December 2024
Snowplow for State Fleet Pickup	8,082	Completed April 2024
Boiler Replacement	650,000	Project to start April 2025
Pneumatic Controls & Fire Alarm Update	150,000	Project to start April 2025
Total One Time Funding	$ 1,351,779	

HVAC Resource Center Project – Carryover. This project was carried over from the 2021-2023 biennium and was completed in December 2024. As of 12/31/24, $85,009 remains from the carryover balance, all funds will be expended by February 2025.

Snowplow for State Fleet Pickup. Purchase of the snowplow for State Fleet pickup, $8,082, was applied to the one-time request of $43,500 for replacement of campus equipment. There is a balance of $35,418 remaining.

Boiler Replacement and Pneumatic Controls & Fire Alarm Update. These projects were approved in the 23-25 biennium. Due to the extended length of the HVAC Resource Center Project from 21-23 both projects were pushed back until the completion of the HVAC project. The bidding process for both the Boiler Replacement and Pneumatic Controls project will begin in the spring of 2025.

9. Optional Budget Requests

	2025-2027 Item	Amount Requested	Included in House Recommendation	Funding Source	One Time /Ongoing
1	2025-2027 Teacher Salary Increases	$223,535	$223,535	General	Ongoing
2	Inflationary Increases by Operating Expense Line	122,880	122,880	General	One-Time
3	Paraprofessional and Dormitory Counselor Positions	224,590	224,590	General	Ongoing
4	American School for the Deaf Online Courses	70,000	70,000	General	Ongoing
5	Campus Security System	238,800	238,800	Special	One-Time
6	Mill Patch and chip seal parking lots and roads	200,000	Moved to OMB Deferred Maintenance Pool	Special	One-Time
7	Standard Operating Equipment Replacement	45,000	45,000	Special	One-Time
	Total One Time Optional	$606,680	$406,680		
	Total Ongoing Optional	$518,125	$518,125		

Description of Optional Budget Changes/Requests

1. **Teacher Salary Increases (Contracted Employees) – $223,535.** HRMS has completed a Teacher Salary Schedule for 2025-2027. The above amount includes teachers advancing one step for each year of the biennium.

2. **Inflationary Increases by Operating Expense Line - $122,800.** To offset anticipated inflation or budget proposals provided by OMB, other state agencies and others. An aggregate increase of approximately 7% of total operating expenses.

3. **Paraprofessional and Dormitory Counselor Positions - $224,590.** NDSD/RC has received positive response from parents of 3- and 4-year-old students citing noticeable growth in language development when they stay as a resident on the NDSD/RC campus. As the number of these young students grow, the need for the individualized instruction is growing.

4. **American School for the Deaf Online Academy - $70,000**. ND Century code mandates NDSD/RC to provide services to deaf and hard of hearing individuals from birth to senior citizenship. NDSD/RC does not have a high school program and partners with Devils Lake Public Schools to provide special education services to deaf and hard of hearing students. NDSD/RC is working with the American School for the Deaf Online Academy to provide Teachers of the Deaf that will teach two online classes to the high school students. This funding will cover administrative fees and the four semesters of class for the 25-26 and 26-27 school years.

5. **Campus Security System - $238,800.** To ensure campus safety, upgrades include replacement of outdated security cameras, additional cameras in areas not currently monitored, and update the server to maintain camera system.

6. **Mill, patch and chip seal parking lots and roads - $200,000.** NDSD/RC campus needs parking lot and road repair. Deterioration due to age and weather poses a safety hazard for both people and vehicles. Addressing now will avoid future costly full replacement and savings from continued temporary repairs. **This request was removed and included in the funding for the deferred maintenance pool in OMB's budget.**

7. **Standard Operating Equipment Replacement - $45,000.** Potential replacement of campus equipment items over $5,000 each, large kitchen appliance, grounds and diagnostic audiology equipment.

10. Agency Collections or Special Funds

Special Fund	2023-2025 Projection	2023-2025 Budget	2025-2027 Executive
Land Department Trust Funds	$2,198,000	$2,198,000	$2,388,000
Meal Revenue	330,531	255,000	275,000
Misc. Sales and Service	191,150	72,000	90,000
Lease-Rental Income	201,548	186,984	190,000
Other	1,550	0	0
Total	**$2,922,779**	**$2,361,432**	**$2,943,000**

The North Dakota Department of Land Trusts is the largest NDSD/RC special fund resource.

Meal revenue is related to the campus-based head start program meal contract.

Misc. Sales and Services includes interpreter services provided to the ND school districts based upon staffing availability. This category of revenue also may include campus-based services provided to a leasing tenant.

Lease-Rental Income is primarily Head Start revenue. It includes a private lease and rent from the local Park Board related to community swimming pool utilization.

All facilities on campus are being utilized.

Projected special funds are applied to operating expenditures and a portion of salaries and wages.

11. Federal Funding

NDSD/RC is not eligible for distribution received by school districts through the Department of Public Instruction.

NDSD/RC did receive small special education grants from the Department of Public Instruction. IDEA Preschool Grant $1,035.58, IDEA-B $27,504.30, and a Special Education Discretionary $10,000 to use for staff recruitment and retention.

12. Requested changes to be made to the Appropriation Bill

- We are not asking for any additional sections to be added to the appropriation bill.
- As recommended by the House continue carryover $650,000 one-time capital asset request for the Boiler Replacement.
- As recommended by the House continue carryover $150,000 one-time capital asset request to update the Pneumatic Controls and Fire Alarms

13. Other Bills and Potential Budgetary Impact

- House Bill 1097 – a bill to study the accessibility of government agencies for individuals who are deaf, hard of hearing, or have hearing differences. There would be minimal to no budgetary impact.
- House Bill 1164 – a bill related to terms and definitions used in Special Education. There would be minimal to no budgetary impact.

14. Changes We Are Requesting to the House Recommendations

We are asking you to consider a $10,000 increase in Operating Expenses for Professional Development. Due to our specific expertise our professional development opportunities are limited in North Dakota and require out-of-state travel.

We ask that you consider maintaining what is included in the House Version House Bill #1013.

Conclusion

I am honored to serve as the Superintendent of North Dakota School for the Deaf / Resource Center. A lot of incredible work has been accomplished by the amazing staff and students at NDSD/RC since its beginning in 1890. I am thrilled to be a small part of that incredible work. I ask that you support the House Version of House Bill #1013 and include the additional small requests to help us continue to do this incredible work.

Our **vision**, our “why,” is that all individuals in North Dakota with hearing differences will achieve their dreams. Our **mission**, our “how,” is to educate and serve all individuals with hearing differences from birth through senior citizenship. Our **purpose**, our “what,” is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss. With your support, all individuals in North Dakota with hearing differences can achieve their dreams.

Thank you, members of the North Dakota Legislature for your work and your ongoing support of our important and necessary work at the North Dakota School for the Deaf/Resource Center and your dedication to all individuals in ND with a hearing difference.

Inflationary Executive Operating Expense Adjustments by Line

	Base Level	Expenditure Changes	House Recommendation
Operating Expenses			
Travel	330,396	35,000	365,396
Supplies - IT Software	13,288	0	13,288
Supply/Material - Professional	47,449	0	47,449
Food and Clothing	186,778	18,000	204,778
Bldg, Grounds, Vehicle Supply	148,679	10,000	158,679
Miscellaneous Supplies	120,452	0	120,452
Office Supplies	11,238	0	11,238
Postage	10,159	0	10,159
Printing	7,781	0	7,781
IT Equipment under $5,000	91,719	0	91,719
Other Equip under $ 5,000	41,026	0	41,026
Office Equip & Furniture	24,934	0	24,934
Utilities	279,122	0	279,122
Insurance	29,802	4,880	34,682
Rentals/Leases-Equipment & 122Other	14,836	0	14,836
Rentals/Leases - Bldg/Land	60,730	24,000	84,730
Repairs	54,999	5,000	59,999
IT - Data Processing	132,609	0	132,609
IT - Communications	68,755	0	68,755
IT Contractual Srvcs and Rprs	14,325	0	14,325
Professional Development	38,111	0	38,111
Operating Fees and Services	45,751	0	45,751
Professional Fees and Services	60,606	26,000	86,606
Total Operating Expenses	**1,833,545**	**122,880**	**1,956,425**
General Fund	0	122,880	122,880
Federal Fund	63,500	0	63,500
Special Fund	1,770,045	0	1,770,045
Total By Fund: Operating Expense	**1,833,545**	**122,880**	**1,956,425**



NORTH DAKOTA SCHOOL FOR THE DEAF / RESOURCE CENTER

WHO WE ARE

49
Full-time Team Members

9
Temporary Team Members

5
Contractors

WHAT WE'RE ABOUT

Vision: To support individuals with hearing differences in achieving their dreams.

Mission: Fill To educate and serve all individuals with hearing differences from birth through senior citizenship.

Purpose: To serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss.

Goals/Objectives: We take **PRIDE** in our work!

1. **P**rovide quality access to information to all deaf and hard of hearing ND citizens.
2. **R**ecruitment and retainment of specialized employees to ensure future services.
3. **I**ncrease awareness about the needs of those with hearing differences.
4. **D**evelop employee knowledge, skills, and abilities to better serve DHH ND citizens.
5. **E**ngage with continuous school improvement and accreditation.

WHO WE SERVE

Citizen Focus 1
Birth to Five
Working with Early Hearing Detection and Intervention and Part C Early Intervention, NDSD/RC serves all families who have infants and toddlers with hearing differences.

Citizen Focus 2
NDSD Students
NDSD/RC provides educational services for students in preschool through 8th grade and residential services for students preschool to graduation.

Citizen Focus 3
Public Schools Students
PIP and School-Aged Outreach provides educational and social learning opportunities to students who have hearing differences and attend public schools.

Citizen Focus 4
Deaf Adults/Adults with Hearing Loss
Adult Hearing Outreach provides services to those who lost hearing later in life and to Deaf Adults.

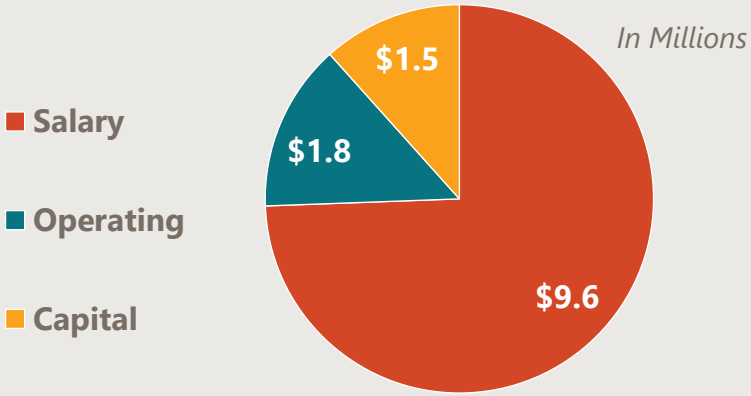
Citizen Focus 5
Professionals
NDSD/RC partners with all professionals who serve those with hearing differences including the DeafBlind Project, Audiologists, and Teachers of the Deaf across ND.

Citizen Focus 6
Interpreters
NDSD/RC provides mentoring support to and shares opportunities with Interpreters across ND. When available, NDSD/RC provides interpreting services.

HOW WE DO IT

Total Agency Budget: $12.9

- General: $8.7
- Special: $4.1
- Federal: $.1



NORTH DAKOTA SCHOOL FOR THE DEAF / RESOURCE CENTER

WHAT WE'RE PROUD OF

Statewide Resource Center
Campus and residential numbers are up. We are reaching more families and schools. We are serving more adults with hearing loss. We are training community partners. **Our reach is statewide!**

Cognia Accreditation
The Education Dept complete the Cognia Accreditation review in October 2023. Our Progress Report will be submitted in 3 years. **Data shows "Supportive Learning" is highest!**

Statewide Miles
Education 11,494 miles
PIP/K-12 130,296 miles
Adult Outreach 48,092 miles
Transportation 169,056 miles
Travel providing services and support to North Dakotans!

Parent Infant Program
2,306
Service Encounters

Preschool to Grade 12
2,439
Service Encounters

Adult Hearing Outreach
1,050
Service Encounters

Resources Shared
47,182
Facebook
119,040

WHAT WE DO

Campus Education
Teachers and Support Staff provide robust educational services based on each student's IEP.

Residential Education
Students live on campus from Sunday to Friday during the school year and learn independent living skills.

Resource Center
Our library and various human resources provide support for the ND community interested in our services and in Deaf Culture and ASL.

PIP and School-Aged Outreach
Teachers of the Deaf support families and students with hearing differences and staff in early intervention / public schools.

Adult Hearing Outreach
Serves those who have lost hearing later in life and their families through resources and hearing / visual technologies.

Communications and Advocacy
Provides targeted advocacy education and support to Deaf adults. Provides Interpreting services as available.

HOW WE MEASURE SUCCESS

Measure of Success
"Our son attends school here at NDSD. I am so amazed that when you walk into the school, you can feel the family environment... from the Superintendent right down to all the school and dorm staff. I would highly recommend this to school to any parent who has a child with a hearing loss."
-Parent on Annual Survey

Measure of Success
"Staff members take pride in working together to provide their learners with the best education possible."
-Cognia Accreditation Review Report, 2023

Measure of Success
"I worked with a couple that told me I probably saved their marriage because I brought equipment that helped one of them hear better."
-NDSD Employee

Measure of Success
"We saw a massive improvement with our daughter's signing sentences this weekend! She was putting together 5 and 6 words! We usually get 2-3 words. We were amazed at what four days did!"
-Parents from PIP Program, Deaf Mentor Program, and one week of school at NDSD

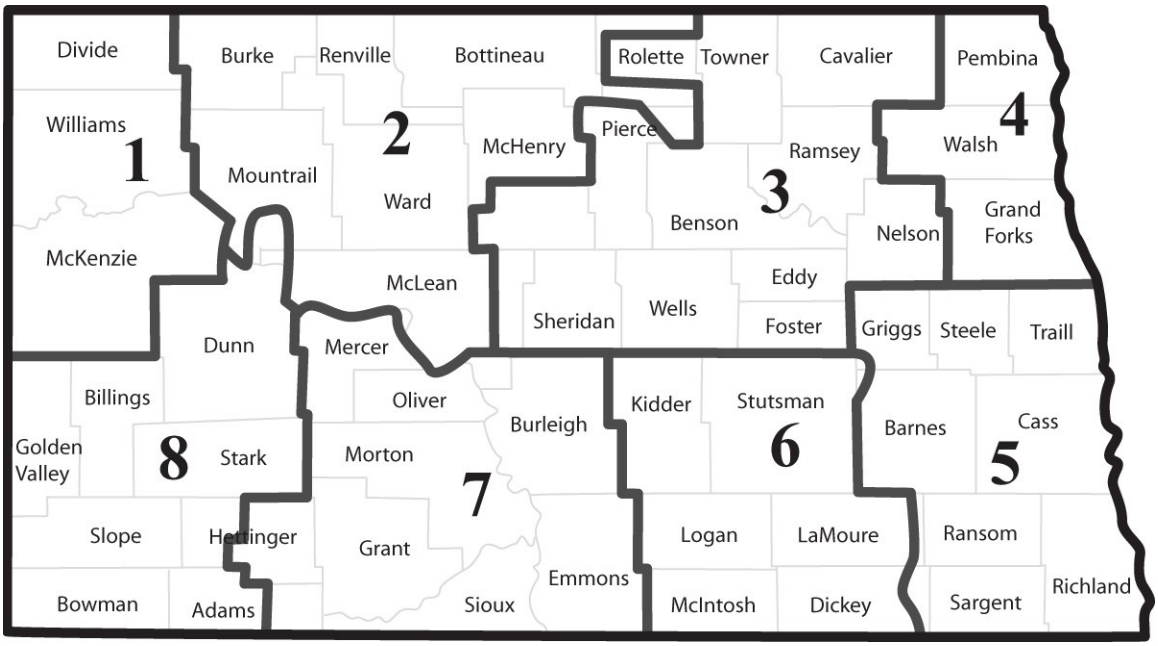
NDSD/RC Outreach and Education Services

Services Provided	2021-2023 Biennium	7/1/23-6/30/24 Annual
Outreach Services		
Parent Infant		
Persons Served (unduplicated)	49	48
Consultations	2,306	3,118
Evaluations	118	81
Direct Services	629	407
School Age		
Persons Served (unduplicated)	79	74
Consultations	2,417	2,934
Evaluations	97	63
Direct Services	106	35
Summer Camp	18	15
Adult Service		
Persons Served (unduplicated)	192	211
Consultations/Evaluations	1,050	1,109
Communications		
Sign Language Students	381	162

School Services	**2021-22**	**2022-23**	**2023-24**
Preschool/Kindergarten	5	7	9
Elementary	5	6	3
Middle	7	4	7
Secondary (Enrolled at DLHS)	2	4	5

Public Awareness	2021-2023 Biennium	7/1/23-6/30/24 Annual
"Banner" Yearbook (circulated annually)	722	406
"Tidbits" Newsletter (circulated monthly)	1,710	1,282
NDSD Resource Center web page	32,495	18,540
NDSD Facebook page	119,040	56,600
List-serve for Teachers of the Deaf in ND	8,152	4,267

Persons Served by Region
July 1, 2023 to June 30, 2024



Region 1 – Williston
Infants/Students: 20
Adults: 49
Total: 69

Region 2 – Minot
Infants/Students: 12
Adults: 87
Total: 99

Region 3 – Devils Lake
Infants/Students: 28
Adults: 144
Total: 172

Region 4 – Grand Forks
Infants/Students: 8
Adults: 121
Total: 129

Totals
Infants/Students: 113
Adults: 796
Persons: 909

Region 5 – Fargo
Infants/Students: 19
Adults: 159
Total: 178

Region 6 – Jamestown
Infants/Students: 9
Adults: 75
Total: 84

Region 7 – Bismarck
Infants/Students: 12
Adults: 133
Total: 145

Region 8 – Dickinson
Infants/Students: 5
Adults: 28
Total: 33

Big Hairy Audacious Goals (BHAG)

1. NDSD/RC provides early intervention services to every child age birth to five who has a hearing loss or difference. (PIP & K-12 Outreach)
2. NDSD/RC serves, in some way, every student in preschool through high school who has a hearing loss or hearing difference (PIP &K-12 Outreach, Campus Education, Residential Student Life)
3. NDSD/RC serves or partners with, in some way, every professional who works with infants, toddlers, students, and adults who have hearing loss or hearing difference. (PIP & K-12 Outreach, Campus Education, Residential Student Life, Communications & Advocacy)
4. Every family in ND who has a child with a hearing loss or hearing difference has access to specialized technologies, sign language access, etc.) to raise their child. (PIP & K-12 Outreach, Campus Education, Residential Student Life, Technology, Communications & Advocacy)
5. Every adult in North Dakota who has a hearing loss of hearing difference leads a fulfilling life as independently as they desire. (Adult Hearing Outreach, Communications & Advocacy)
6. Every ASL-English Interpreter in ND is qualified and certified to provide interpreting services to their students and clients. (Adult Hearing Outreach, Communications & Advocacy)
7. Every student with a hearing difference or hearing loss has access to a certified Teacher of the Deaf (TOD) who is knowledgeable in hearing technologies and American Sign Language (PIP & K-12 Outreach, Campus Education, Communications & Advocacy)
8. Campus facilities and technologies are state-of-the-art updated to meet Deaf needs including security and cameras, accessibility needs, and facility systems. (Administration, Facilities, Technology)

Historical Timetable

North Dakota School for the Deaf/Resource Center has a rich history of advocacy and education. NDSD/RC has also been home to world renown people. Below are some highlights:

1889 North Dakota was admitted into the Union as a state. **Anson Rudolph Spear**, a graduate (1878) of the Minnesota School for the Deaf came to Devils Lake and met with local leaders to impress upon them the importance of establishing a school for deaf children. They drafted a bill to present before North Dakota's first-ever legislative session. The bill passed the house and senate and was vetoed by the Governor.

1890 After a hard fight, the bill passed and became law. Anson Spear was named Superintendent at age 29, thought to be the youngest Superintendent of a state school. The school enrolled 23 students.

1891 The legislature appropriated $10,000 for a new building which was completed in 1893.

1891 Spear established a printing press program, and the school began publishing the North Dakota Banner, a newsletter printed every two weeks to share school events and student work.

1892 By the third year of operation, the school enrollment had doubled to 42 students.

1894 **John Lewis Clarke**, a deaf Blackfoot Indian attended the school until 1897. John moved to Montana School for the Deaf. He is well known for his wood carvings of wild animals and Native Americans. Many of his pieces are on display in museums around the country including the Smithsonian Museum in Washington DC.

1900 In June, a class of three students were the first graduating class.

1916 North Dakota Association for the Deaf was established.

1980 **Phyllis Frelich**, class of '62, became the first Deaf person to win a Tony Award for her performance on Broadway in Children of a Lesser God. In 1981, she was inducted into the North Dakota's Rough Rider Hall of Fame. Her portrait and bio are on display at the State Capitol in Bismarck.

1988 NDSD PIP/School Age Outreach Program was established.

2011 NDSD Adult Outreach Program was established.

For more information about NDSD's rich history, go to https://www.ndsd.nd.gov/about/history-and-banners



North Dakota School for the Deaf / Resource Center
is a division of the
Department of Public Instruction
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

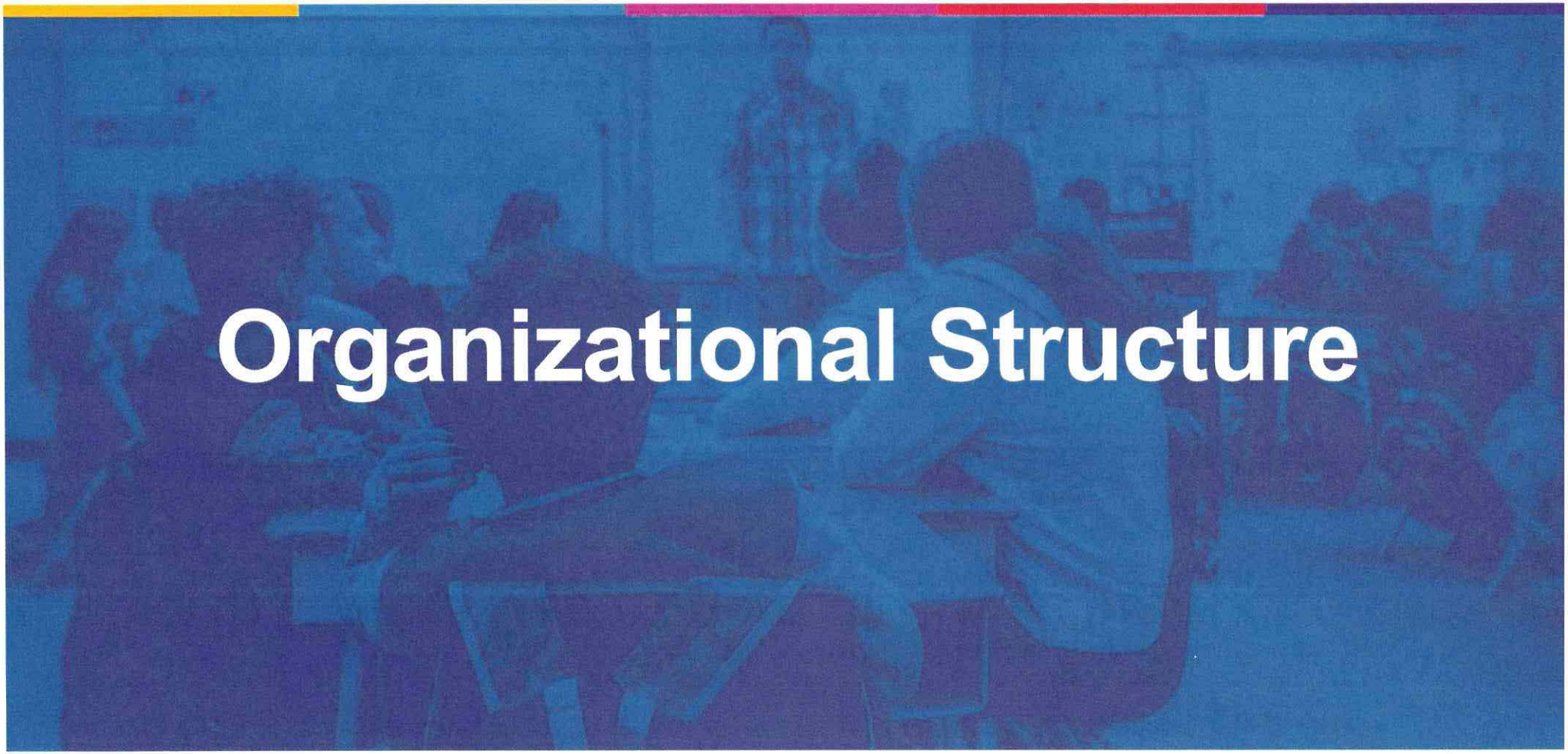
NDSD/RC does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

North Dakota Department of Public Instruction

Senate Appropriations: Education & Environment

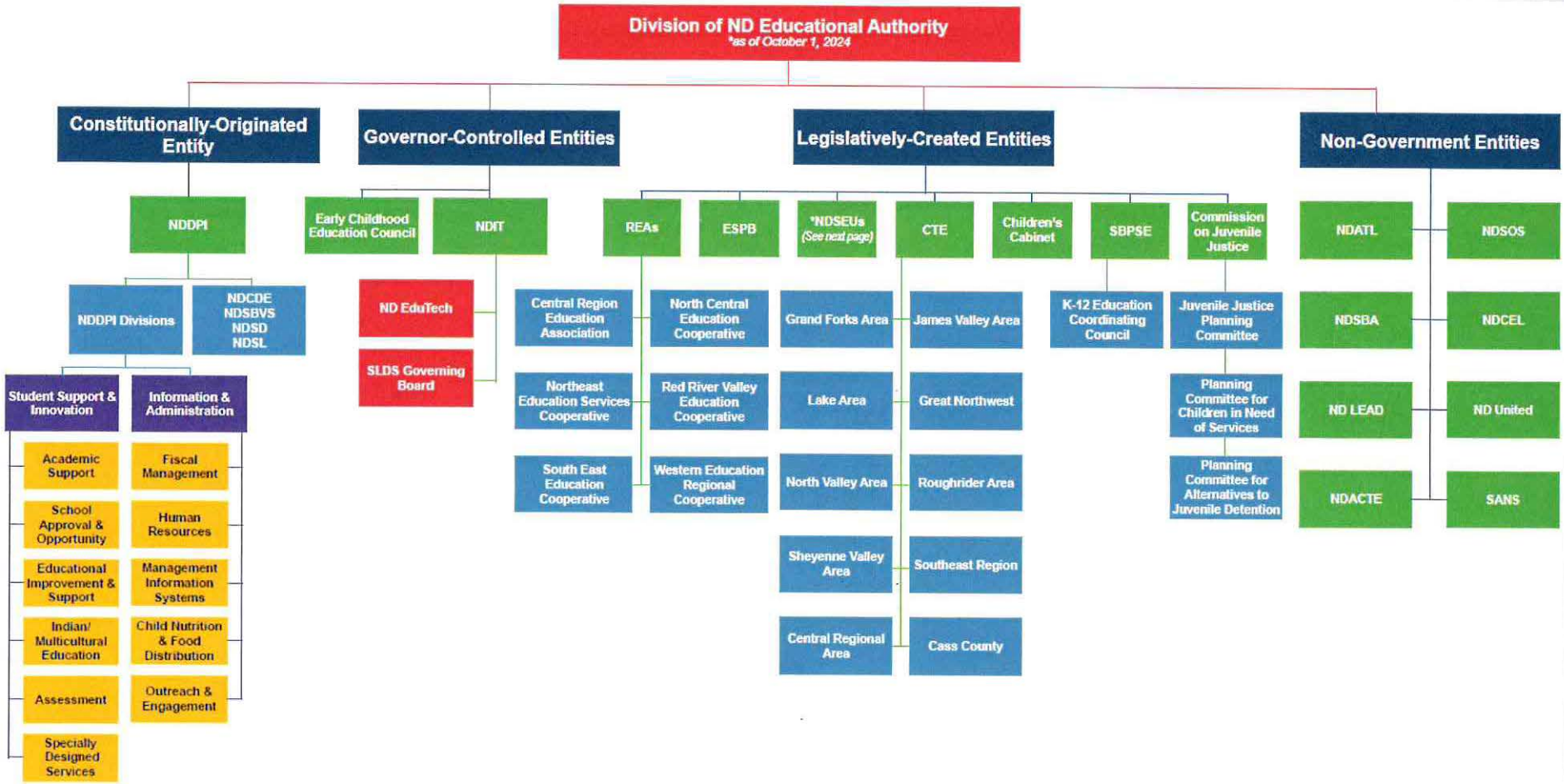
March 10, 2025

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION



Organizational Structure

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

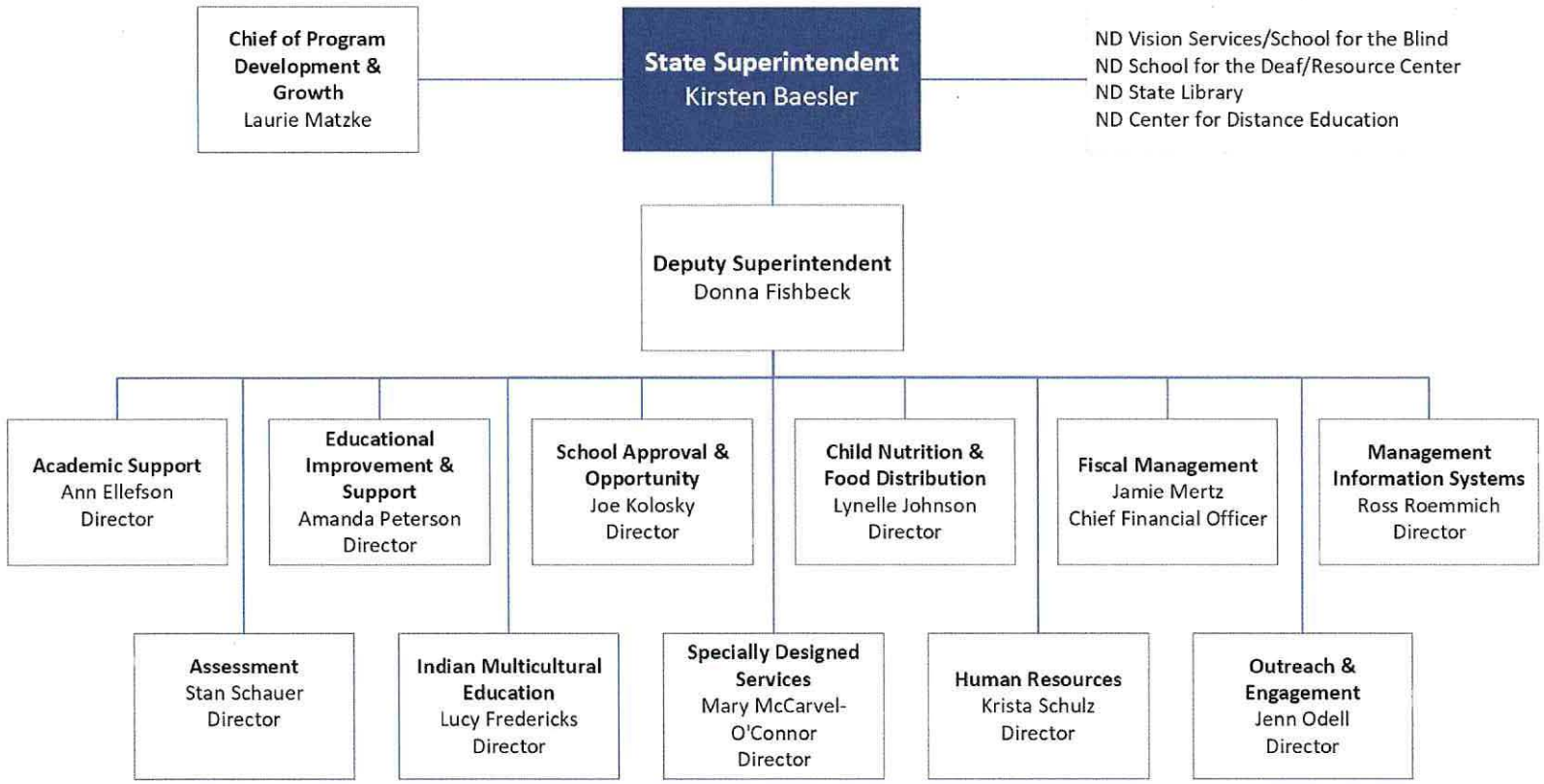


CDE: Center for Distance Education
CTE: Career and Technical Education
ESPB: Education Standards and Practices Board
ITD: Information Technology Department
NDATL: North Dakota Association of Technology Leaders
NDCEL: North Dakota Council of Educational Leaders

NDDPI: North Dakota Department of Public Instruction
ND LEAD: North Dakota Leadership and Educational Administration Development
NDSBA: North Dakota School Boards Association
NDSBVS: North Dakota School for the Blind/Vision Services
NDSEU: North Dakota Special Education Units

NDSD: North Dakota School for the Deaf
NDSL: North Dakota State Library
NDSOS: North Dakota Small Organized Schools
REA: Regional Education Association
SANS: SysAdmin Audit Network Security
SBPSE: State Board of Public School Education
NDACTE: North Dakota Association of Colleges for Teacher Education

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

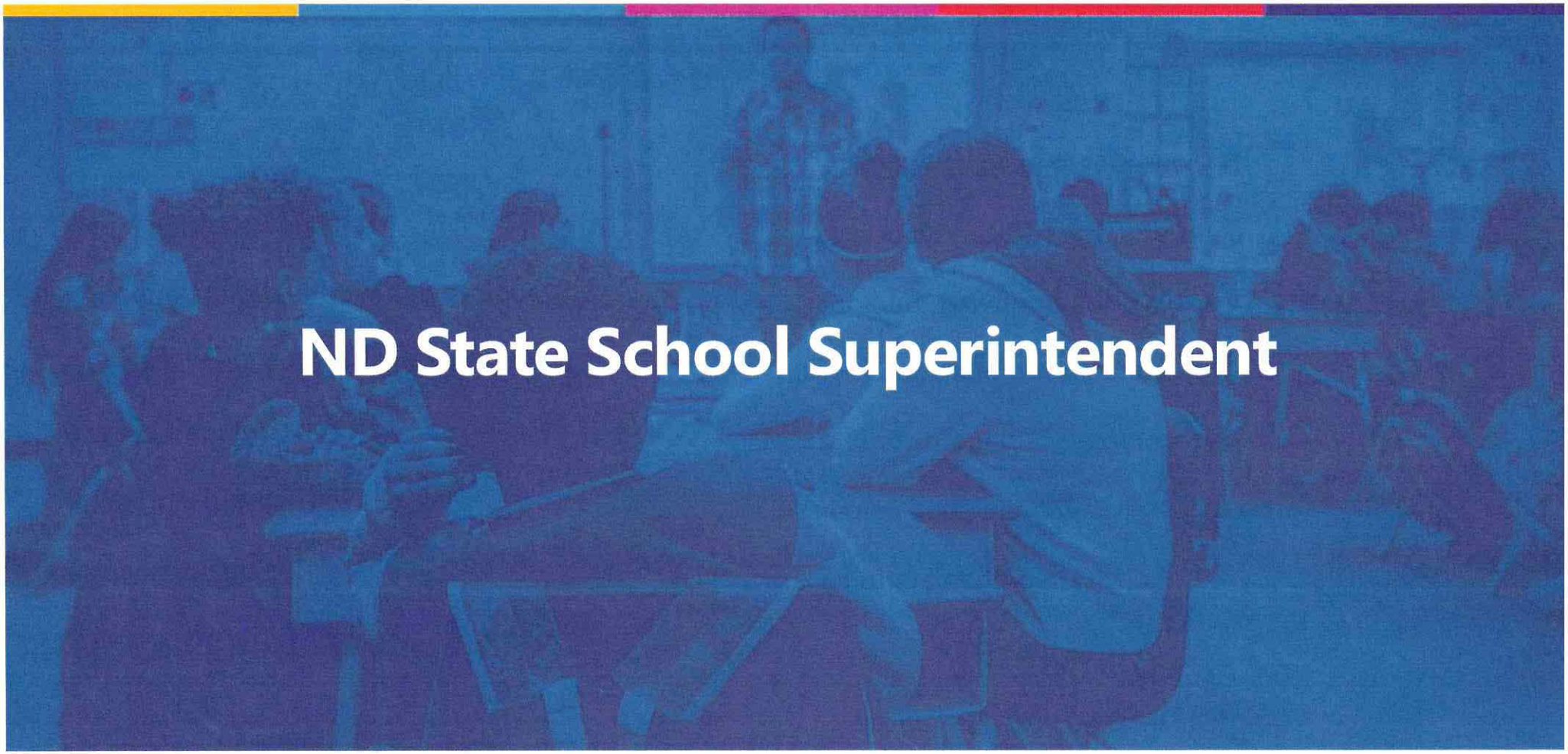


NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Organizational Structure

83 NDDPI Employees

- Administration (2)
- Academic Support (6)
- Assessment (5)
- Child Nutrition and Food Distribution (12)
- Education Improvement and Support (9)
- Fiscal Management (11)
- Human Resources (4)
- Indian and Multicultural Education (4)
- Management Information Systems (8)
- Outreach and Engagement (3)
- Program Development & Growth (2)
- School Approval and Opportunity (6)
- Specially Designed Services (11)



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Authority of the State Superintendent

- The North Dakota Constitution specifies that the "powers and duties" of the superintendent of public instruction "must be prescribed by law." The office has only the authority that is granted by the Legislature.

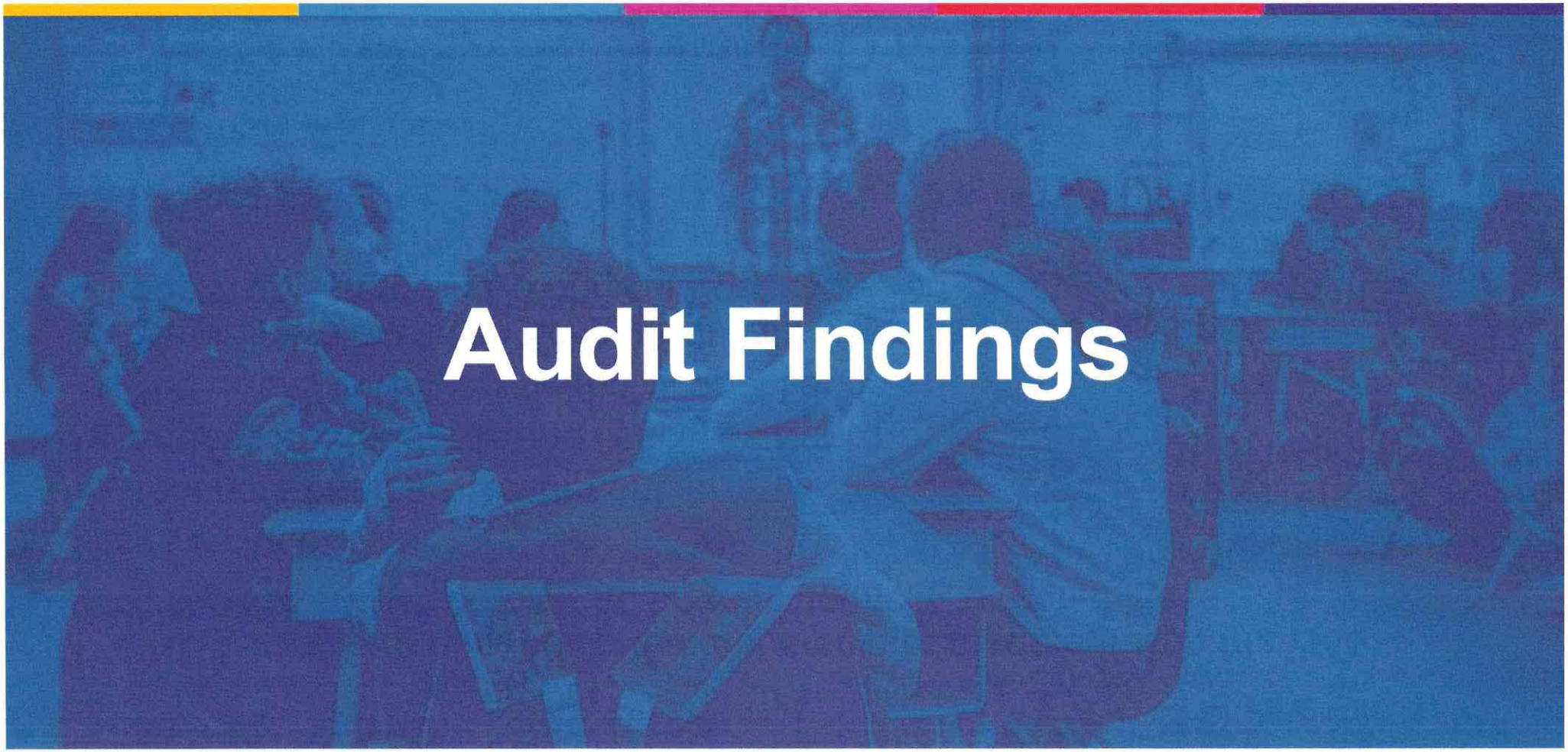
- NDCC 15.1-02 outlines the duties of the superintendent of public instruction.

Examples of the State Superintendent's Duties

- Supervise elementary and secondary education
- Develop academic content standards
- Oversee the administration of student assessments
- Oversee annual updates for the statewide PK-12 Strategic Vision
- Oversee the approval for operation of public and non-public schools

State Superintendent Board & Committee Assignments

- The ND Legislature has required membership or representation from the state superintendent on over 40 boards, councils, or committees.
- These include:
  - Teachers Fund for Retirement
  - Education Standards and Practices Board
  - The Board of University and School Lands
  - State Board of Public School Education and its subsidiary board, the Board of Career and Technical Education



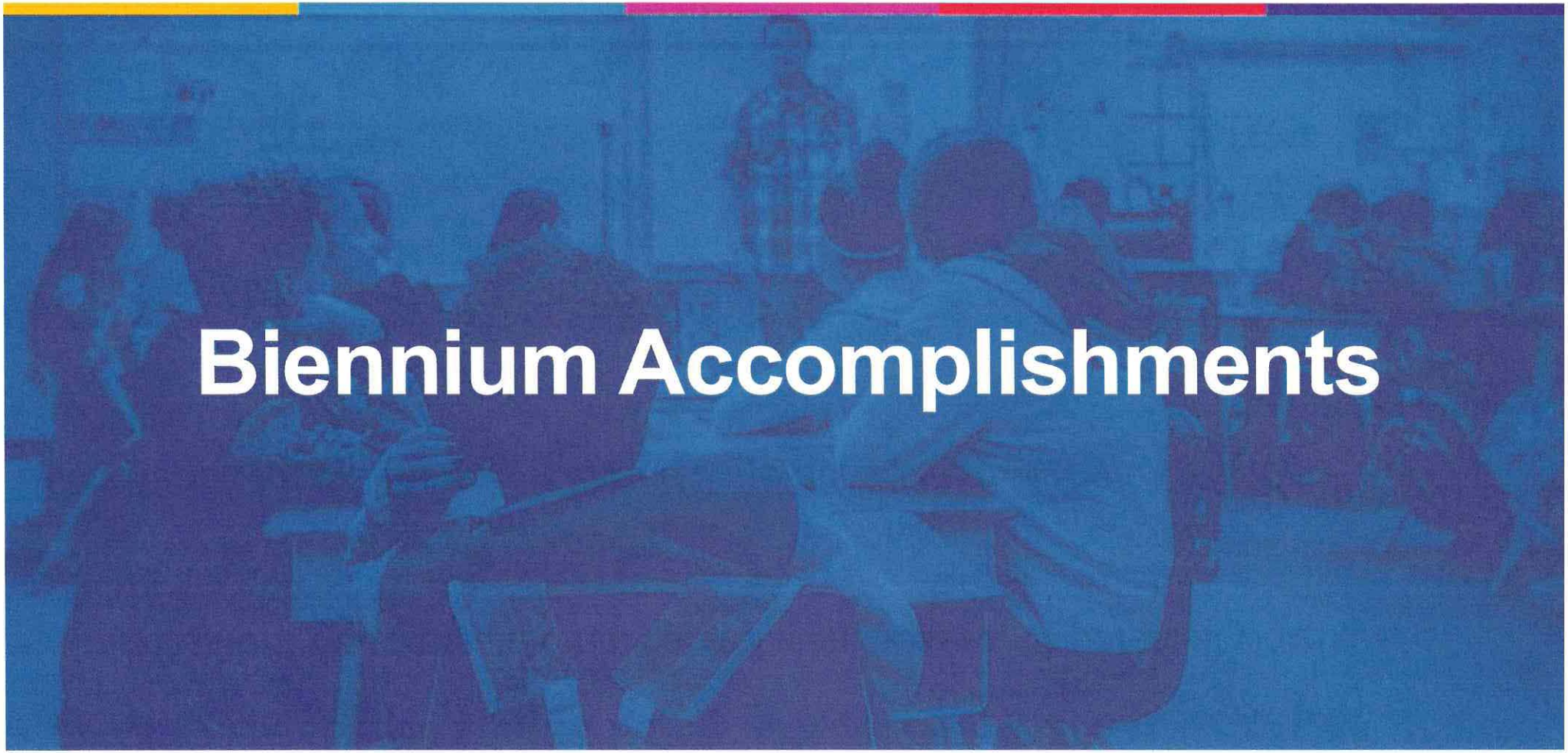
Audit Findings

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Audit Results

- **Conclusion:** no errors, internal control weaknesses, or potential violations of law were identified.

Audit Report for the Biennium Ended June 30, 2023, p. 4 (refer to binder)

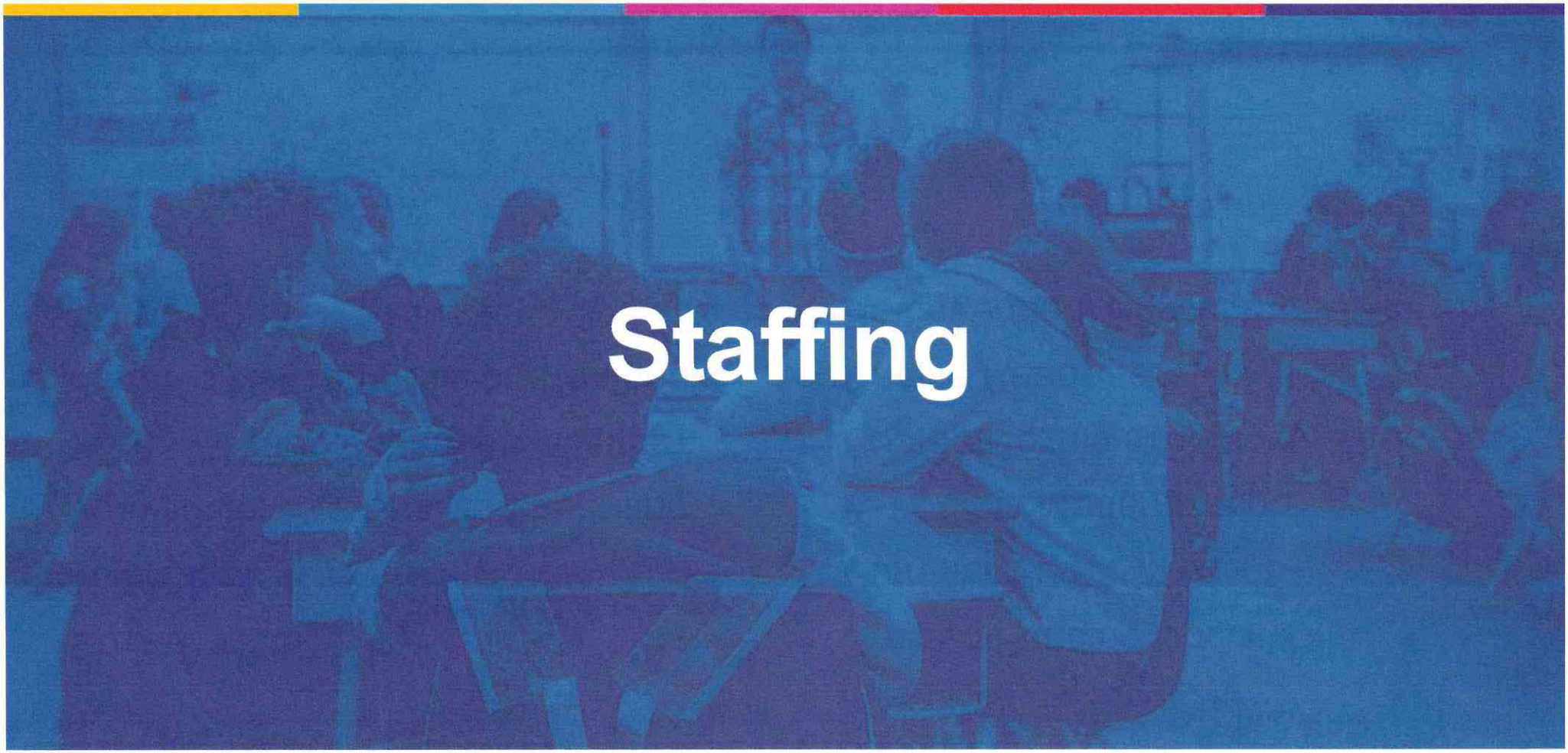


Biennium Accomplishments

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Biennium Accomplishments

- Greater Math
- Science of Reading
- Network for Personalized Learning
- ND A+/Aligned Interim Assessment
- Updated ND Tribal History Textbooks
- ND FIRST
- Braided Funding Document
- Summer EBT
- K-12 Data Modernization
- Apprenticeship Programs
- Choice Ready
- Be Legendary School Board Training



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

NDDPI Staffing

Current Allocated FTE (2023-2025 Biennium)	Requested FTE (2025-2027 Biennium)
86.25 *(No change from 2021-2023 biennium)*	**86.25**

Filled FTE	**82.5**
Vacant FTE	**3.75**

FTE Funding Pool Overview

Transferred Funds to FTE Funding Pool	
State	$295,820.00
Federal	$493,995.00
Total	**$789,815.00**

Eligible Funds to Request from FTE Funding Pool (70%)	
State	$207,074.00
Federal	$345,796.00
Total	**$552,870.00**

FTE Funding Pool Data: July 2023 Vacancies

July 1, 2023 Vacancies

Total Vacancies: 8.75 FTE

Status	Position Number	FTE	Classification	Hire Date	FTE Funding Pool General Funds	FTE Funding Pool Federal Funds	Total FTE Funding Pool Funds Received
Filled	00001314	1	Website Communications Specialist	7/10/2023	151,200.00	16,800.00	168,000.00
Filled	00001296	1	Assistant Director	7/17/2023	52,874.00	152,751.00	205,625.00
Filled	00001250	1	Administrative Assistant III	7/25/2023	-	-	-
Filled	00001288	1	Special Education Regional Coordinator	8/1/2023	3,000.00	176,245.00	179,245.00
Filled	00001290	1	Programmer Analyst II	8/1/2023	-	-	-
Filled	00001342	1	Systems Integration Specialist	9/1/2024	-	-	-
Filled	00001297	1	Program Administrator	10/1/2024	-	-	-
Unfilled	00001327	1	Admin Assistant III	N/A	N/A	N/A	N/A
Unfilled	00030161	0.5	Administrative Assistant	N/A	N/A	N/A	N/A
Unfilled	00001333	0.25	Office Assistant	N/A	N/A	N/A	N/A
					207,074.00	**345,796.00**	**552,870.00**

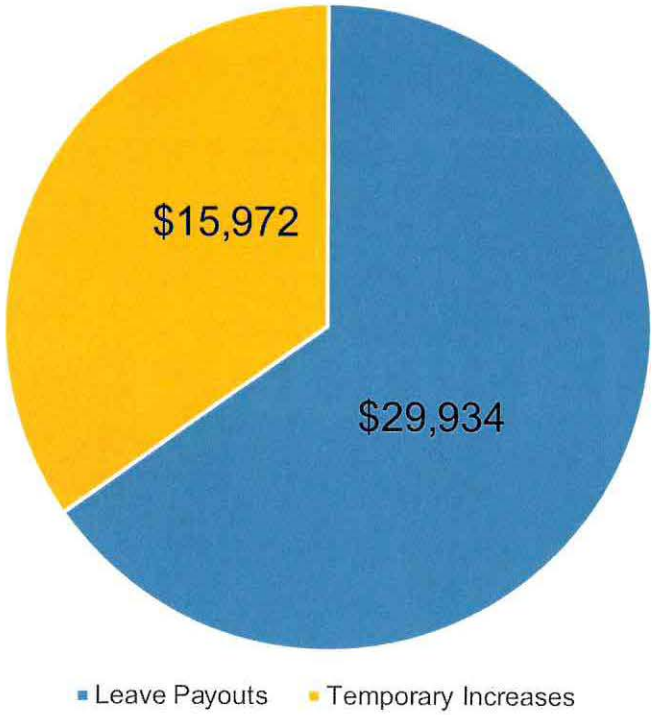
Agency Biennium Turnover

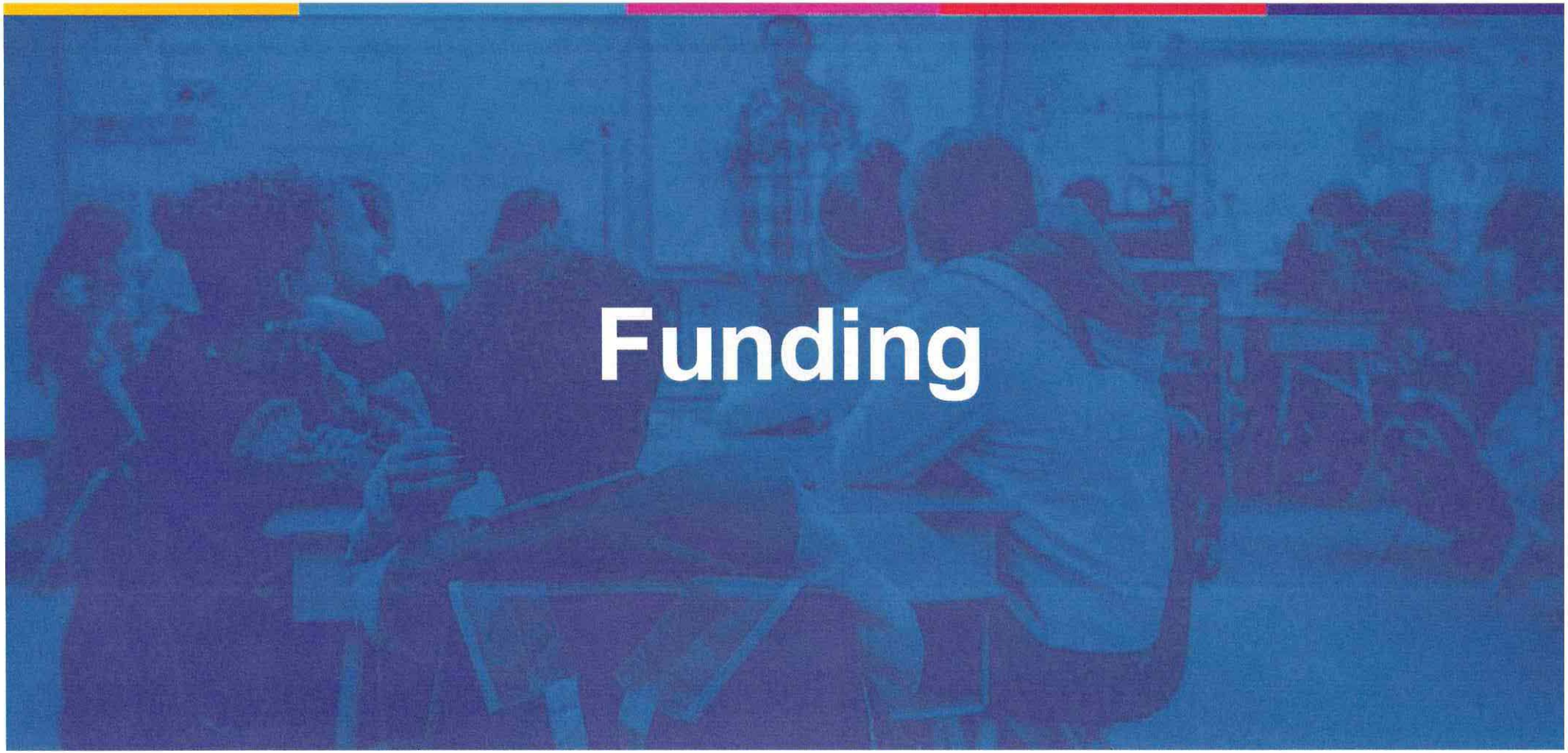
2023-2025 Turnover Rate	7.3%

Month	Total FTE Vacancies	Number of New FTE Vacancies from Prior Month	Number of Filled FTE Vacancies from Prior Month
July 1, 2023	8.75	-	-
August 1, 2023	4.75	1	5
September 1, 2023	4.75	0	0
October 1, 2023	5.75	1	0
November 1, 2023	4.75	0	1
December 1, 2023	4.75	1	1
January 1, 2024	4.75	0	0
February 1, 2024	4.75	0	0
March 1, 2024	4.75	0	0
April 1, 2024	5.75	1	0
May 1, 2024	6.75	1	0
June 1, 2024	4.75	0	2
July 1, 2024	4.75	0	0
August 1, 2024	5.75	1	0
September 1, 2024	5.75	1	1
October 1, 2024	4.75	0	1
November 1, 2024	3.75	0	1
December 1, 2024	3.75	0	0
January 1, 2025	3.75	0	0
February 1, 2025	4.75	1	0
March 1, 2025	3.75	0	1

Vacant Position General Fund Savings: $150,578

Use of Vacant Position Savings: $45,906





Funding

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

K-12 Funding 2025-27 Budget Request

	2023-25 Appropriation	Base Budget	Agency Request
Salaries and wages	$ 20,517,635	$ 19,964,765	$ 22,805,360,
Operating expenses	34,900,858	32,793,320	47,872,460
Integrated formula payments	2,299,674,851	2,299,674,851	2,299,674,851
Grants - special education	24,000,000	24,000,000	24,000,000
Grants - transportation	58,100,000	58,100,000	58,100,000
COVID relief funds	179,715,410	-	-
Grants - state program grants	24,512,000	17,205,000	26,616,027
Grants - passthrough grants	9,907,113	3,569,000	5,535,000
Grants - federal grants	311,486,676	382,738,893	412,444,602
K-12 data management	5,775,000	5,775,000	5,775,000
Reporting system rewrite	9,780,703	-	-
National board certification	176,290	176,290	376,290
	$ 2,978,546,536	$ 2,843,997,119	$ 2,902,999,590
General funds	$ 1,729,027,519	$ 1,728,750,445	$ 1,752,268,031
Federal funds	529,432,290	418,377,649	451,396,534
Special funds	720,086,727	696,869,025	699,335,025
	$ 2,978,546,536	$ 2,843,997,119	$ 2,902,999,590

2023-25 One-Time Funding

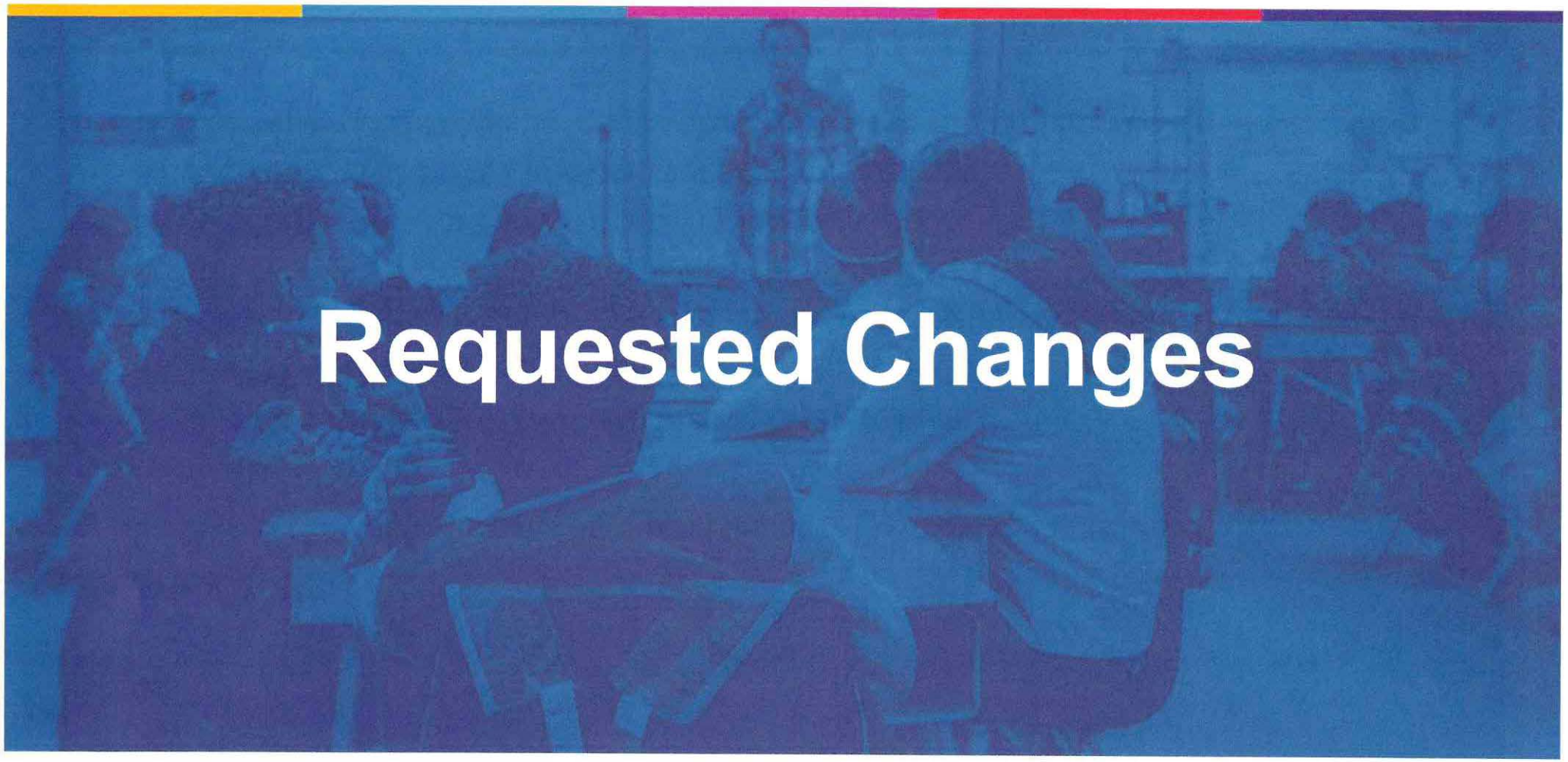
- Science Experiment Grants – $5,500,000
- Statewide Teacher Retention Program – $2,300,000
- Statewide Reading Tool – $1,600,000
- Be Legendary School Board Training Grants – $1,500,000
- Science of Reading – $1,000,000
- Reading Learning Program – $558,000
- Dyslexia Training Program – $279,000
- Regional Education Association Grants – $70,000

Agency Fees

- **GED – $6,400 collected in 2021-23 biennium**
  - $10 – Duplicate Certificate
  - $2 – Transcript

Encumbered ESSER Funds – 2026

- Parshall Public Schools – $372,352
- Reading Tool – $746,403
- NDCDE – $552,746
- KnowledgeWorks – $219,290
- Science of Reading – $264,824
- Native American EU – $187,500
- Dual Credit – $165,843
- High Impact Tutoring – $113,350
- ACT Tutoring – $90,000
- Other – $330,702



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

2025-27 Funding Requests

^funded
~partially funded
*not funded

- **Salaries & Wages**
  - $1,023,497* – Salary Equity Increases; General Fund 39%/Other Funds 61%
- **Agency Operating**
  - $150,000^ – Summer EBT Administration; General Fund
  - $650,000^ – ND History and Tribal Textbook Printing; General Fund; One-Time
  - $1,350,000^ – Federal Comprehensive Literacy Administration; Federal Fund; One-Time
  - $6,000,000~ – School Improvement Contract; General Fund
  - $2,500,000~ – School Food Processing Program; Special Fund
  - $1,500,000~ – ND FIRST Implementation; General Fund
  - $2,729,140* – USED Maintenance of Equity Finding; General Fund; One-Time

2025-27 Funding Requests – cont'd

^funded
~partially funded
*not funded

- **Grants – Program Grants**
  - $2,300,000^ – Teacher Retention Program (Vital Network); General Fund
  - $1,500,000^ – Be Legendary Board Training; General Fund
  - $1,000,000^ – Science of Reading; General Fund
  - $300,000^ – Native American Essential Understandings; General Fund; One-Time
  - $300,000^ – Indians into STEM; General Fund
  - $300,000^ – Dyslexia Identification Training; General Fund; One-Time
  - $500,000* – Adult Education IET Grants; Funding Change
  - $500,000* – Superintendent Grant Pool; Funding Change
    - $1,536,027~ – Leveraging the Senior Year
    - $50,000~ – Building Tomorrow's Leaders
    - $150,000~ – Family Engagement
  - $200,000* – National Board Certification Cohort Program

2025-27 Funding Requests – cont'd

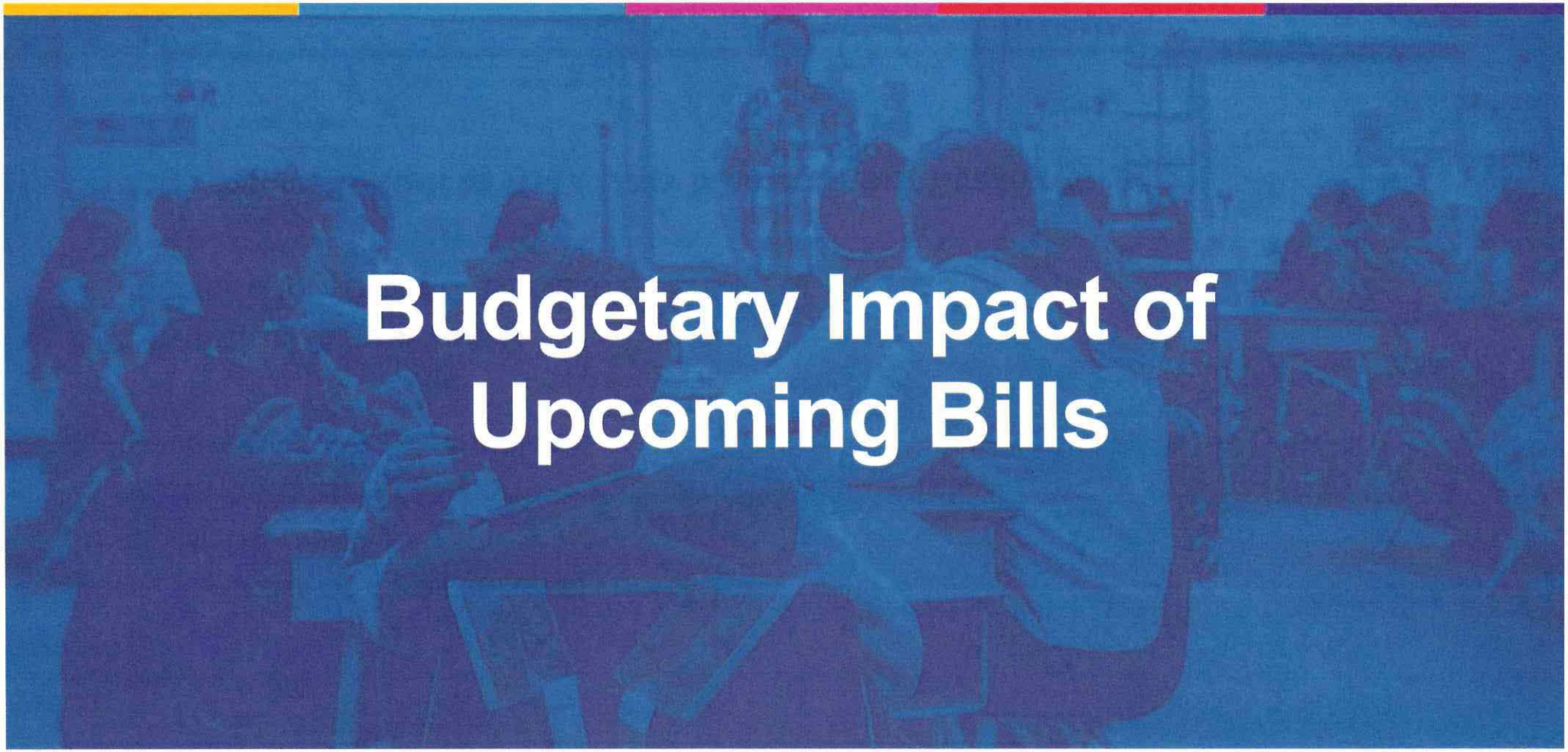
^funded
~partially funded
*not funded

- **Grants – Other Grants (Federal Funds)**
  - $27,000,000^ – Federal Comprehensive Literacy Grant; Federal Fund; One-Time
  - $2,705,709^ – Local Food for Schools and Child Care Providers Cooperative Agreement Program; Federal Fund; One-Time

Additional Sections Requested

^included
~partially included
*not included

- **Carry forward of unexpended funds for:**
  - ESSER^
  - State Automated Reporting System (STARS update)^
  - Leveraging the Senior Year*
- **FTE Position Adjustment***
  - Included in Governor Burgum's version of HB1013
- **Change PowerSchool to K-12 Data Management System~**



Budgetary Impact of Upcoming Bills

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Potential Significant Fiscal Impact from Other Bills

- HB1130 (Foundation Aid): $12.5 million
- HB1168 (Foundation Aid): $120.7 million
- HB1214 (Transportation): $10 million
- HB1369 (Foundation Aid): $175 million
- SB2213 (Math Grants): $1.2 million
- HB2234 (Choice Ready Grants): $2 million

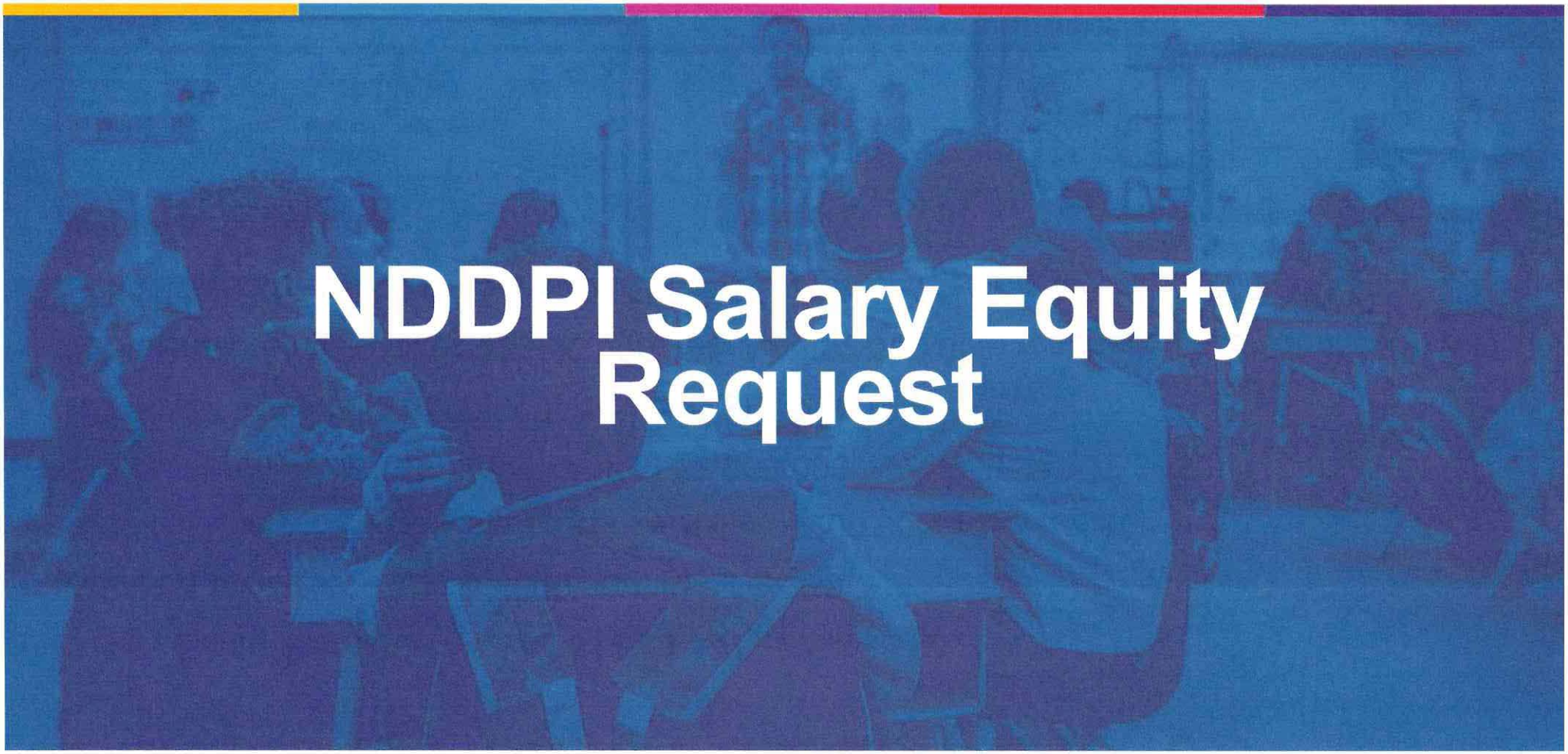


Requested Changes to First Chamber's Action

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Changes to House Passed HB1013

- Salary Equity Increase – Asked $1,023,497; received $0
- Adult Ed Increase – Asked $500,000; received $0
- National Board Cert Cohort Program – Asked $200,000; received $0
- School Improvement Contract– Asked $6,000,000; received $4,712,385
- ND FIRST – Asked $1,500,000; received $1,000,000
- Food Processing – Asked $2,000,000; received $2,000,000; requesting additional $500,000
- School Lunch – With increase to 225% poverty level; need additional $2,800,000
- Return to Grant Pool



NDDPI Salary Equity Request

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

NDDPI Salary Ranges
July 1, 2024--June 30,2025

Grade	Monthly Salary Range					Annual Salary Range				
	Min	1st CP	MPP	3rd CP	Max	Min	1st CP	MPP	3rd CP	Max
101	**$2,181**	**$2,545**	**$2,908**	**$3,272**	**$3,635**	**$26,172**	**$30,540**	**$34,896**	**$39,264**	**$43,620**
101-1	$2,181	$2,463	$2,745	$3,027	$3,309	$26,172	$29,556	$32,940	$36,324	$39,708
101-2	$2,377	$2,691	$3,006	$3,320	$3,635	$28,518	$32,294	$36,069	$39,845	$43,620
102	**$2,572**	**$3,001**	**$3,430**	**$3,858**	**$4,287**	**$30,864**	**$36,012**	**$41,160**	**$46,296**	**$51,444**
102-1	$2,572	$2,919	$3,267	$3,614	$3,961	$30,864	$35,031	$39,198	$43,365	$47,532
102-2	$2,806	$3,176	$3,546	$3,917	$4,287	$33,666	$38,111	$42,555	$47,000	$51,444
103	**$3,039**	**$3,546**	**$4,052**	**$4,559**	**$5,065**	**$36,468**	**$42,552**	**$48,624**	**$54,708**	**$60,780**
103-1	$3,039	$3,448	$3,858	$4,267	$4,676	$36,468	$41,379	$46,290	$51,201	$56,112
103-2	$3,327	$3,761	$4,196	$4,630	$5,065	$39,918	$45,134	$50,349	$55,565	$60,780
104	**$3,614**	**$4,216**	**$4,818**	**$5,421**	**$6,023**	**$43,368**	**$50,592**	**$57,816**	**$65,052**	**$72,276**
104-1	$3,614	$4,097	$4,579	$5,062	$5,544	$43,368	$49,158	$54,948	$60,738	$66,528
104-2	$3,951	$4,469	$4,987	$5,505	$6,023	$47,412	$53,628	$59,844	$66,060	$72,276
105	**$4,288**	**$5,002**	**$5,717**	**$6,431**	**$7,146**	**$51,456**	**$60,024**	**$68,604**	**$77,172**	**$85,752**
105-1	$4,288	$4,862	$5,436	$6,010	$6,585	$51,456	$58,346	$65,235	$72,125	$79,014
105-2	$4,704	$5,315	$5,925	$6,536	$7,146	$56,448	$63,774	$71,100	$78,426	$85,752
106	**$5,120**	**$5,973**	**$6,827**	**$7,680**	**$8,533**	**$61,440**	**$71,676**	**$81,924**	**$92,160**	**$102,396**
106-1	$5,120	$5,800	$6,480	$7,160	$7,840	$61,440	$69,599	$77,757	$85,916	$94,074
106-2	$5,623	$6,350	$7,078	$7,805	$8,533	$67,470	$76,202	$84,933	$93,665	$102,396
107	**$6,125**	**$7,178**	**$8,203**	**$9,229**	**$10,254**	**$73,500**	**$86,136**	**$98,436**	**$110,748**	**$123,048**
107-1	$6,125	$6,942	$7,759	$8,576	$9,394	$73,500	$83,306	$93,111	$102,917	$112,722
107-2	$6,743	$7,620	$8,498	$9,376	$10,254	$80,910	$91,445	$101,979	$112,514	$123,048
108	**$7,360**	**$8,587**	**$9,813**	**$11,040**	**$12,267**	**$88,320**	**$103,044**	**$117,756**	**$132,480**	**$147,204**
108-1	$7,360	$8,335	$9,310	$10,285	$11,261	$88,320	$100,022	$111,723	$123,425	$135,126
108-2	$8,072	$9,121	$10,170	$11,218	$12,267	$96,864	$109,449	$122,034	$134,619	$147,204
109	**$8,784**	**$10,248**	**$11,711**	**$13,175**	**$14,639**	**$105,408**	**$122,976**	**$140,532**	**$158,100**	**$175,668**
109-1	$8,784	$9,951	$11,119	$12,286	$13,453	$105,408	$119,415	$133,422	$147,429	$161,436
109-2	$9,638	$10,888	$12,138	$13,389	$14,639	$115,650	$130,655	$145,659	$160,664	$175,668
110	**$10,491**	**$12,239**	**$13,988**	**$15,736**	**$17,485**	**$125,892**	**$146,868**	**$167,856**	**$188,832**	**$209,820**
110-1	$10,491	$11,884	$13,277	$14,669	$16,062	$125,892	$142,605	$159,318	$176,031	$192,744
110-2	$11,345	$12,880	$14,415	$15,950	$17,485	$136,134	$154,556	$172,977	$191,399	$209,820

Hiring Compa-Ratio: 85-88%

Average Compa-Ratio: 95.7%

16th lowest-paid agency out of 53 agencies managed under OMB's compensation system

Who We Are

Executive Leadership **2**	Office Leadership/Directors **12**	Education Program Administrators **34.50**
Management Information Systems **7**	Administrative Services *(Fiscal, Human Resources, Outreach & Engagement)* **15**	Education Program Administrative Support **12**

Upcoming Hiring and Retention Concerns

- Retaining highly qualified staff when significantly lower wages for education-related positions.
- Attracting and hiring at lower hiring rates.
- Leveraging the current NDDPI team to take on additional state and federal initiatives.
- Preparing for upcoming retirement eligibility of 22% of the NDDPI team.

How We Compare

STAFFING (Last 10 years)

ND School District Industry Increase

+13.4%

NDDPI Decrease

-13.5%

SALARY

2023-2024
ND Largest Ten School Districts
Average Daily Salaries
(Bismarck, Dickinson, Fargo, Grand Forks, Jamestown, Mandan, McKenzie County, Minot, West Fargo, & Williston Basin)

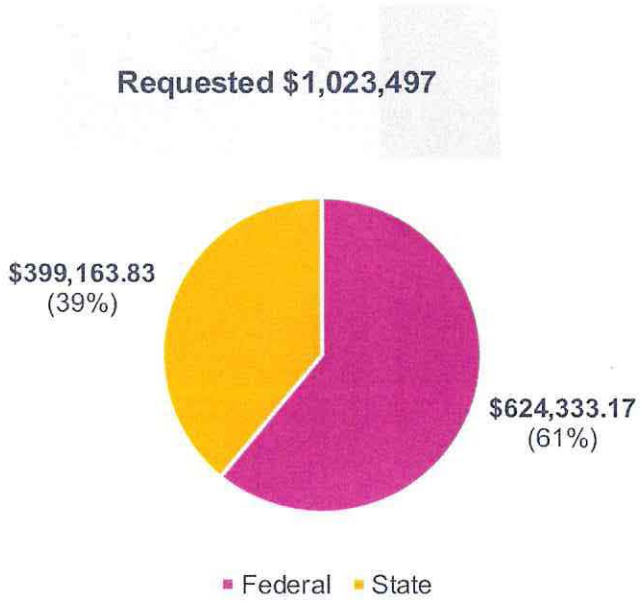
Teachers: $340
Assistant Principals: $515
Principals: $609
Superintendents: $894

2025
Average NDDPI Daily Salaries

NDDPI Overall: $306

Program Administrators: $302
Directors: $418

Request for Salary Equity Funding



Job Titles	Percentage Distributed	Federal	State
Education Program Administrators	51.0%	$422,250.00	$99,759.00
Education Directors	17.3%	$97,480.00	$79,470.00
Administration- *Fiscal, HR, Outreach & Engagement*	15.0%	$30,460.00	$123,190.00
Management Information Systems	9.6%	$24,628.00	$73,790.00
Education Program Administrative Support	5.9%	$48,270.00	$11,650.00
Executive Leadership	1.2%	$1,245.17	$11,304.83
		$624,333.17	**$399,163.83**
Total	**100.0%**	**$1,023,497.00**	

How We Compare After Equity Adjustments

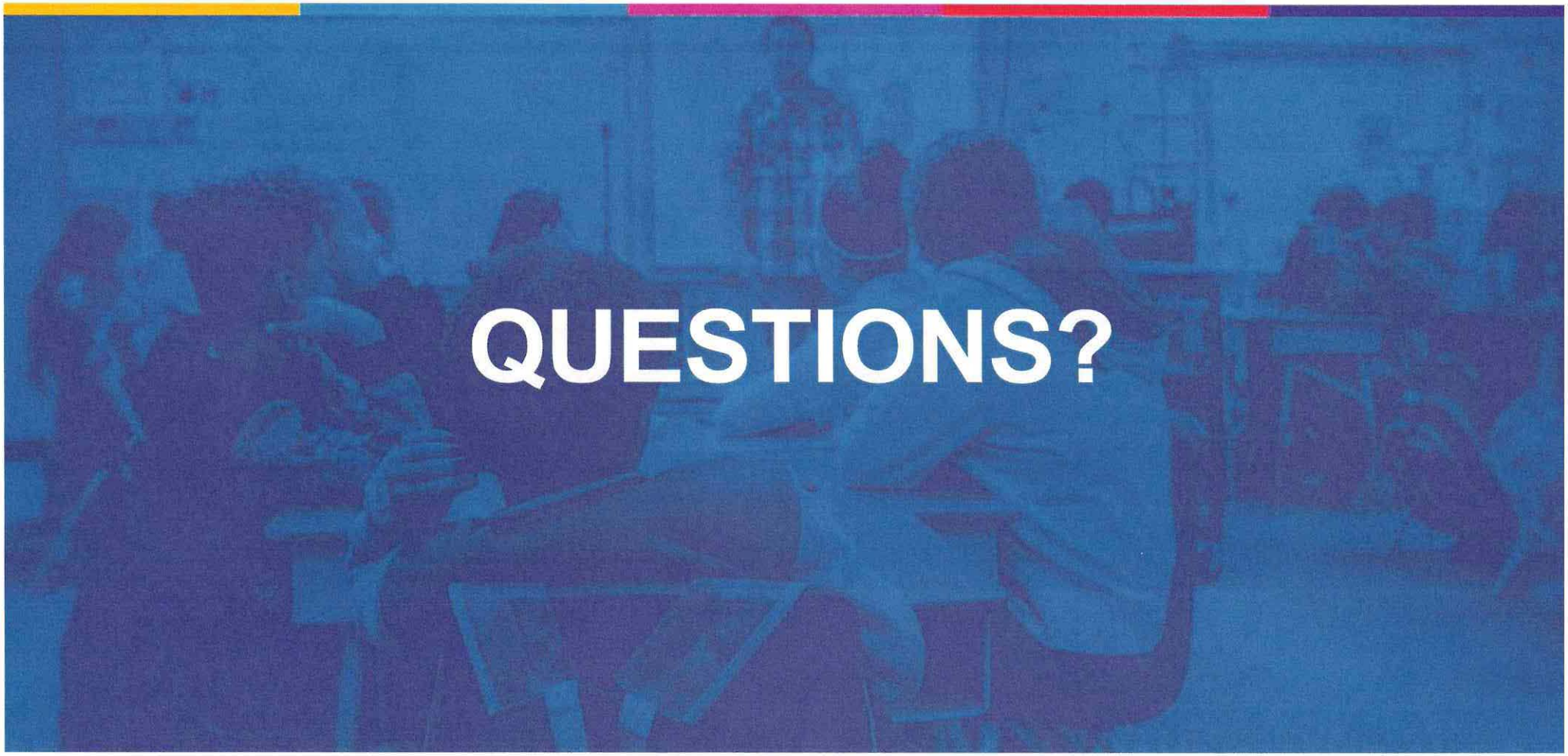
2023-2024
ND Largest Ten School Districts
Average Daily Salaries

Teachers: $340
Assistant Principals: $515
Principals: $609
Superintendents: $894

2025
Average NDDPI Daily Salaries

NDDPI Overall: $328

Program Administrators: $325
Directors: $452



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Senate Bill 2254 (SB 2254), mandates a rigorous and robust intervention process aimed at supporting North Dakota's consistently lowest-performing schools. This bill specifically targets schools previously identified as Comprehensive Support and Improvement (CSI) schools, ensuring they receive enhanced support to improve performance. The bill's policy provisions are scheduled to go into effect in September 2025. The bill outlines three potential interventions in identified schools, including:

- "Funds to be held in escrow for the school or school district or spent as designated by the superintendent of public instruction.
- Changes to curriculum, training, instruction, assessment, or the school calendar in the school or school district.
- Reassignment or hiring of school or school district staff to fill roles associated with school or school district needs."

Currently, these schools would only receive a federal grant between $60,000-$75,000. All other identified support needed to carry out this work would have to be accomplished and paid for through the identified school's current budget unless additional funds are added.

Planned Use of Funds

Additional funds are needed to support schools that are identified as needing further oversight and support through the accountability process. The ND FIRST teams will execute and operate statewide supports for ND FIRST schools and districts while working collaboratively with and being overseen by NDDPI. Schools will establish a project management plan that outlines the implementation expectations in the initial 18 months. Funds would be used to procure contracts for the below teams to support schools' goals and objectives.

Team	Purpose
Executive Improvement Specialist (EIS)	The primary purpose of the EIS is to provide intensive, individualized support to identified ND FIRST schools and districts. The EIS employs a focused approach on outcomes by eliminating duplicate services and providing timely and effective support while taking into consideration the unique context and needs of each ND FIRST school and district. The EIS is the primary point of contact between the school/district and NDDPI. See Appendix A for more information on the EIS' role and responsibilities.
Transformational Operationalized Partners (TOPs)	The TOPs are a group of vetted external consultants dedicated to supporting, guiding, and nurturing ND FIRST district superintendents and principals. The TOPs will be comprised of a cadre of former school and district leaders who are local and national experts. The TOPs' strategic objective is to design, deploy, and implement a pool of principal and superintendent partners who have demonstrated success in improving student performance and building leadership capacity at the district level. Their primary role is to serve as leadership coaches and mentors, with an emphasis on building capacities to support transformational leadership in ND FIRST schools and districts. See Appendix B for more information on the TOPs' roles and responsibilities.
Research & Evaluation (R&E)	The R&E team develops and implements the accountability and measurement systems aligned with Senate Bill 2254 and state policy. This team serves the dual role of evaluating progress of each ND FIRST school/district while simultaneously evaluating the implementation of the ND FIRST statewide system of support. See Appendix C for more information on the R&E team's role and responsibilities.

Links for more information:

ND FIRST

ND FIRST Project Charter

School Improvement Process Map

ND FIRST MOU Template

ND FIRST Project Brief

ND FIRST
Fostering Improved Results for School Transformation

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Senate Bill 2254 (**SB 2254**), signed into law on April 24, 2023, mandates a rigorous and robust intervention process aimed at supporting North Dakota's consistently lowest-performing schools. This bill specifically targets schools previously identified as Comprehensive Support and Improvement (CSI) schools, providing them with additional oversight and guidance to strengthen performance management and monitoring of school improvement initiatives. The bill's policy provisions are scheduled to go into effect in September 2025. The bill outlines three potential interventions in identified schools, including:

- "Funds to be held in escrow for the school or school district or spent as designated by the superintendent of public instruction.
- Changes to curriculum, training, instruction, assessment, or the school calendar in the school or school district.
- Reassignment or hiring of school or school district staff to fill roles associated with school or school district needs."

In June of 2023, the North Dakota Department of Public Instruction (NDDPI) began collecting feedback from public school staff, community members, and other relevant education partners across the state. This consultation process was not required by the legislation itself but helped inform the design of a statewide intervention process to support schools in their second cycle of CSI. The fundamental tenets of NDDPI's proposed intervention process were to ensure that districts with low-performing schools:

- engage in purposeful school renewal processes,
- address school- and district-level systemic improvement, and
- engage multiple stakeholders or "partners" in the school renewal process.

SB 2254 → ND FIRST
Fostering Improved Results for School Transformation

The system of support established under SB 2254 to perform these tenets is called **North Dakota Fostering Improvement Results for School Transformation (ND FIRST)**. ND FIRST is positioned within the broader school improvement infrastructure that supports ND public schools. Schools in their second cycle of CSI will enter ND FIRST, through which they receive an additional layer of oversight and guidance not offered to schools under Targeted Support and Improvement (TSI) or the first cycle of CSI status. Rather than operating in isolation, ND FIRST builds on the school improvement efforts schools initiated during their TSI or first-cycle CSI designations, providing additional resources to continue and strengthen that progress. Throughout the multi-year process, schools undergo continuous evaluations with the goals of tracking progress, adapting strategies, and eventually exiting ND FIRST based on success metrics co-developed between the school or district and NDDPI.

Theory of Action

IF ND FIRST teams reduce barriers and connect partnership districts to resources

↓

and **IF** the partnering district commits to the process

↓

THEN every partnership district can achieve identified student outcomes

Goals and Objectives

The primary goal of ND FIRST is to provide a comprehensive system of support for second-cycle CSI schools and to improve outcomes for all students. To accomplish this mission, NDDPI is committed to achieving the following objectives:

- Collaborate with ND FIRST schools and districts using best practices and highly customized supports.
- Design, deploy, and implement a system for disbursing and evaluating the use of federal funds that support ND FIRST schools and districts.
- Develop resources and technical assistance programs, services, and guidance that are utilized by ND FIRST schools and districts.
- Develop a multi-faceted evaluation system that will reliably and validly measure the effectiveness of ND FIRST.
- Develop and implement methods, tools, and mechanisms for determining district and school-level readiness for implementation of evidence-based practices and research-based policies.
- Design, deploy, and implement a leadership coaching contractor pool that builds capacity for ND First schools and districts.
- Ensure transparent and appropriate communication and consultation with families.
- Recognize and prioritize the local beliefs, values, and behaviors of ND FIRST schools and districts.

ND FIRST
Fostering Improved Results for School Transformation

ND FIRST Timeline

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

May - October 2023

- NDDPI engages in consultation and feedback to receive input on the development of policies and procedures around SB 2254

January - March 2024

- ND FIRST process is communicated to partner groups
- Public comment period for ND citizens to provide feedback on the process

September 2024

- CSI schools are presented with growth and trend data
- NDDPI provides a status update and final public comment period regarding ND FIRST process and procedures

September - December 2024

- ND FIRST Advisory Team reflects and responds to public comments and feedback on the ND FIRST guiding documents

January 2025

- NDDPI publicly posts drafts of ND FIRST guiding documents
- NDDPI provides an informational update to current CSI schools

February - September 2025

- ND FIRST Advisory Team continues to refine the project to prepare for the 2025-2026 school year
- Updates and announcements are provided via the BLAST and NDDPI website

Fall 2025 - September 2028

- NDDPI identifies a new cohort of CSI schools based on accountability data
- CSI schools are presented with data that show their overall growth and trends and will be asked to continue to refine their change practices and improvement plans
- Any CSI school identified in the second consecutive cycle in Fall 2025 moves into ND FIRST Partnership Agreement implementation

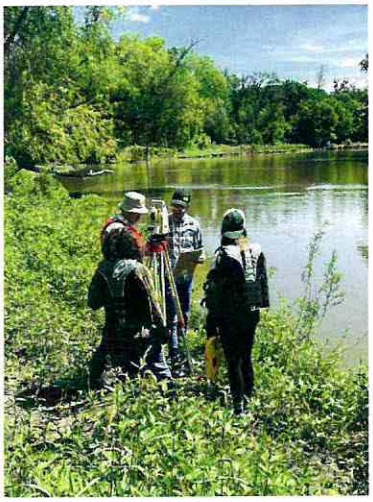
NDGS
NDSU UND

North Dakota Governor's School
NDSU OFFICE OF TEACHING AND LEARNING



North Dakota Governor's School 2024-NDSU

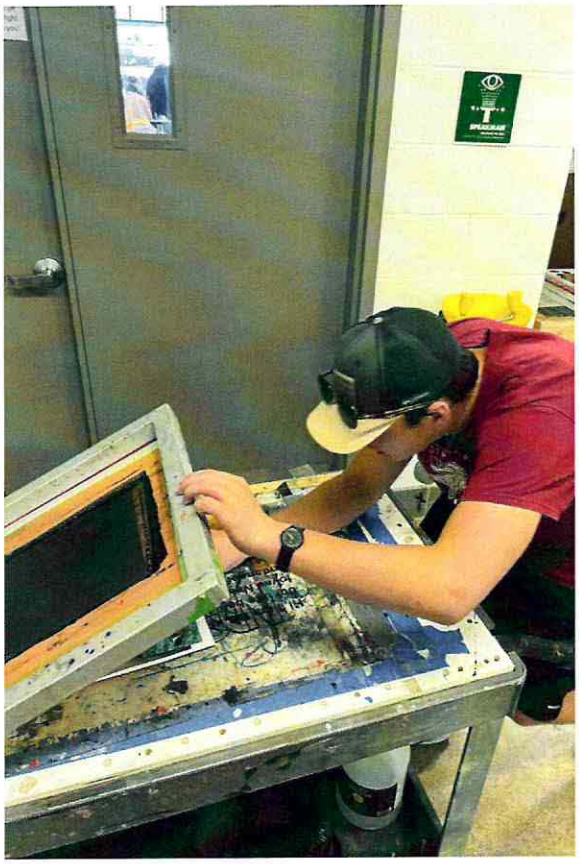
A Scholar's Day



The mission of the North Dakota Governor's Schools is to serve academically talented high school students of North Dakota through programs of college-level instruction in an environment of academic excellence.

Exploring, Learning, & Building Curiosity

The scholars began their days with breakfast at West Dining followed by the morning learning session with their pathway instructors in science, technology, engineering, and math. After lunch, the scholars continued with their pathways but worked in labs and on projects. Scholars designed and coded video games, engaged in cutting-edge research with NDSU scientists, and discovered how STEM applies in everyday life. See p. 6 for a listing of the NDGS-NDSU scholars' accomplishments.



At the end of each day, scholars had the opportunity to explore and have fun during Bison Time from 3:00-5:00 weekdays, learning about animal sciences, photography, philosophy, theater, health sciences, and more.

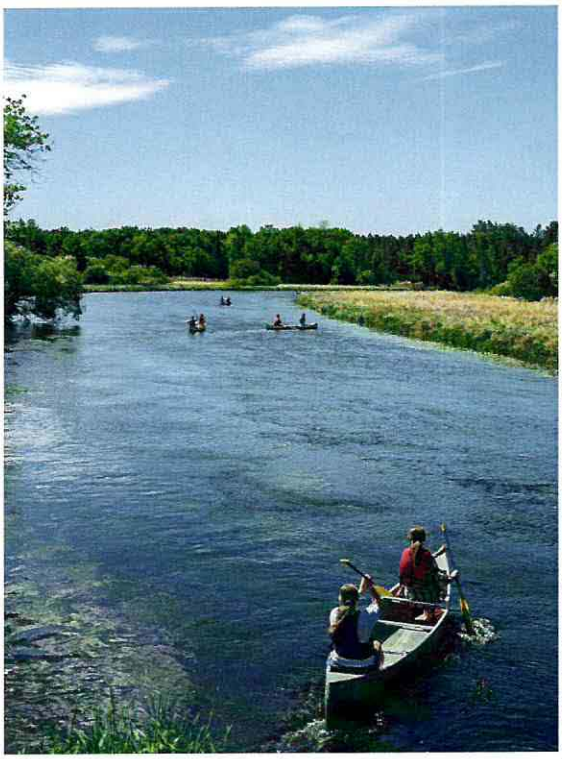
Quick Facts	
38	Scholars stayed in Cater Hall
29	Schools Represented
17	Counties Represented
4	Learning Pathways
37	Bison Time Activities
27	Evening & Weekend Group Activities
40+	Instructors and Researchers
15	Full and Part-Time Staff



Budget at a Glance	
Instructional Faculty and Staff	$56,400
Supervisory Staff (Coordinator and Assistants)	$59,600
Subtotal Salary and Benefits	**$116,000**
Room & Board (Resident Assistants and Scholars)	$66,000
Learning Experience Related Costs	$16,600
Subtotal Operating Costs	**$82,600**
Total Academic Expenditures	**$198,600**

What the Scholars Said	
My learning pathway allowed me to learn more than I knew before.	3.67*
NDGS allowed me to learn more than I could learn at my high school.	3.81*
See appendices for additional statements from the scholars	

**On a 4-point scale*



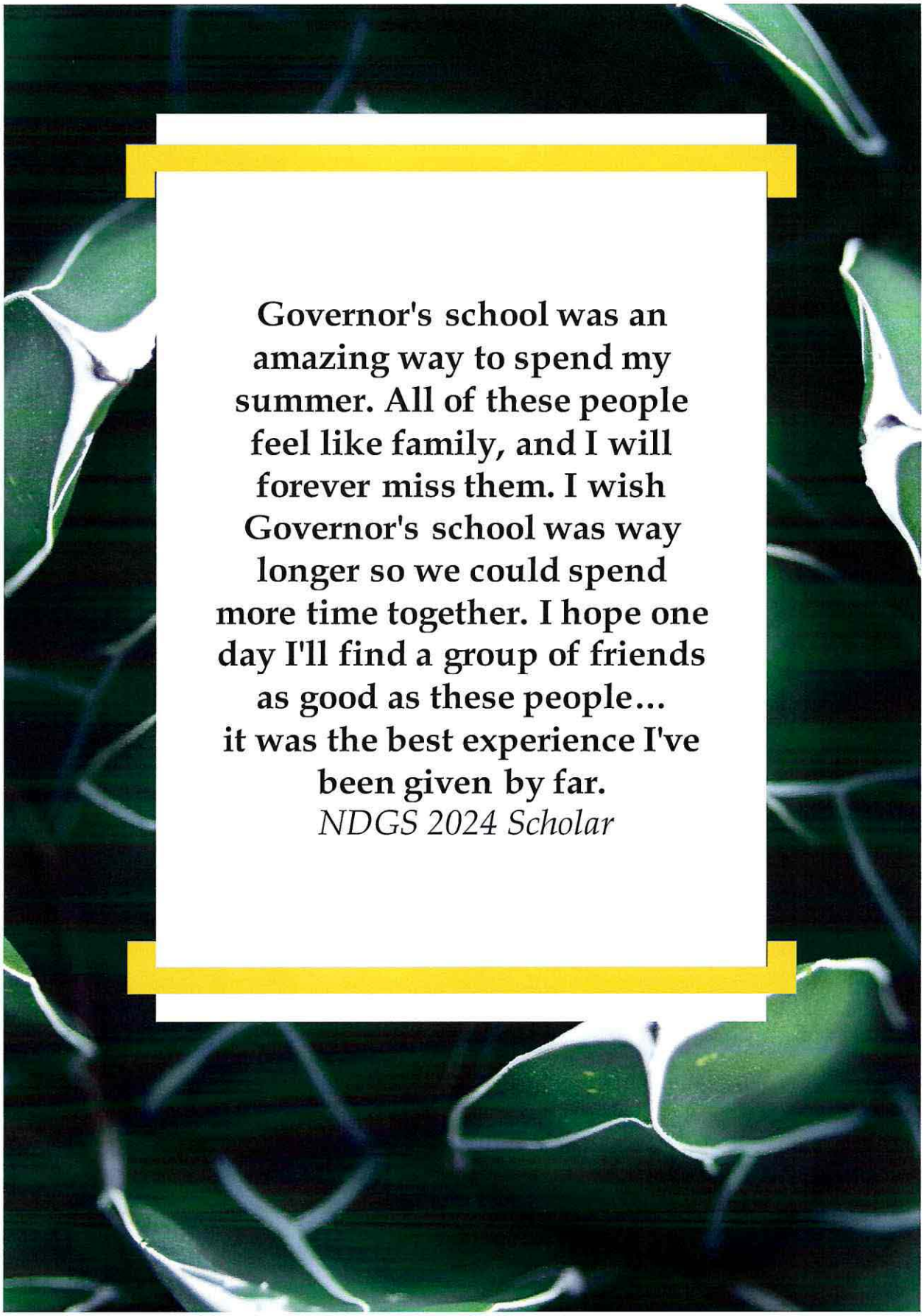


Time for Fun

Evenings and weekends were time for fun and building life-long friendships. The scholars canoed the Crow Wing, hiked Maplewood, cheered on the Red Hawks and much more. (Legislated funds were not used for non-academic activities.)







Governor's school was an amazing way to spend my summer. All of these people feel like family, and I will forever miss them. I wish Governor's school was way longer so we could spend more time together. I hope one day I'll find a group of friends as good as these people... it was the best experience I've been given by far.

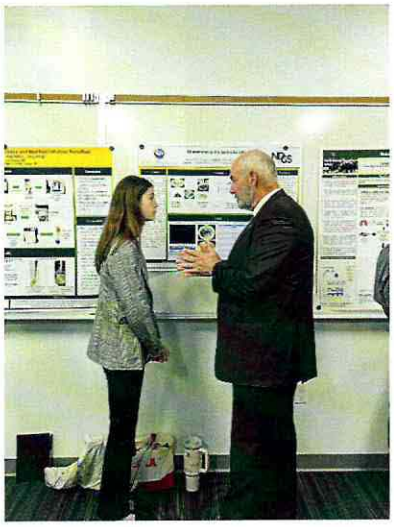
NDGS 2024 Scholar

Scholar Project and Research Titles



Science

- Addison Grayson - Metal Organic Framework (MOF) Time Dependent Co-Crystallization Synthesis
- Alecia Jorud - Successful Improvement of Multiplex Genotyping by Polymerase Chain Reaction
- Ashley Ellis - Characterizing the Saline Soil Microbiome
- Elizabeth Nelson - The Visual Ecology of Minecraft
- Elizabeth Voss - Executive Function Measures in College Students
- Hannah Hanson - Role of Estrogen and Its By-Product in Asthma
- Harleigh Higdem - Colloidal 2D- Layered SiC Quantum Dots from a Liquid Precursor
- Justin Jiang - Generating Prostate Cancer 2D Model System (with David Ha)
- Lydia Hestdalen - Injectable Hydrogels Made by Soy Protein Isolates and Modified Cellulose Nanofiber

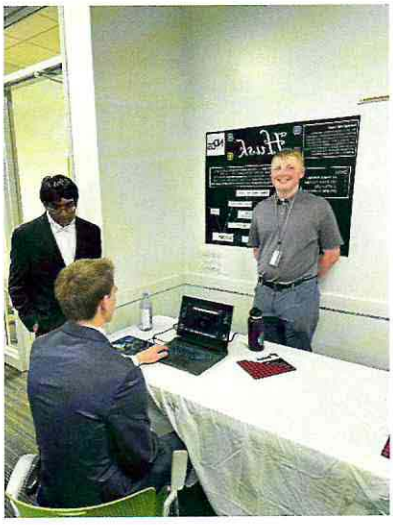


Technology

- Aidan Zacher, Bobby Shaik - Husk
- Alexia Schaible, Annyka Armstrong, Briley Zhang - Simon Game
- Anna Armstrong, Park Narkhede - Wordle
- Cole Carpenter, Damien Haisley - Portal 3
- Jack Hoberg, Kartheek Chapra - Sword and Scale

Engineering

- Elizabeth Mahli, Savannah McKay - Flood Mapping the Red River of the North
- Caiden Quinlivan, Memphis Hanson - Power Analysis of Digital Combinational Circuits & Implementation of Traffic Light System using FPGA
- David Ha- Generating Prostate Cancer 2D Model System (with Justin Jiang)
- Keaton Sauvageau, Trapper Smith - 3D Printing with Ultrasound
- Keegan Nelson, Michael Nwaigwe - Hardware and Machine Learning



Math Demonstrations

- Alessandra Simmons
- Alisha Twogood
- Braden Li
- Erube Asogwa
- Emily Helsper
- Jacob Logan
- Sam Simons
- Signe Nagle
- Tambrey Brossart

Submitted Testimony from Scholars

I truly appreciate the experience governor's school gave me this previous summer, something I could have got nowhere else. Being sponsored by the state opened the door for me to attend. Throughout my academic career I have been dedicated to the sciences and Governor's school showed me a new perspective of science in psychology. This gave me a new academic challenge to conquer never previously studying the psychological sciences. Living at NDSU made me contemplate my college decisions further knowing what I truly wanted in a college. Governor's school was a free place to be yourself and being supported by likeminded individuals who always had others best interest in mind. I am ever grateful to those who support this program as it will forever stay at the most beneficial and memorable summer of my high school years.

Blessings,

Elizabeth Voss

My name is Damien Haisley. I attended Governor's School in the summer of 2024 and was the leader of the technology pathway. When I first applied for Governor's School, I thought it was going to be a good learning opportunity, and it was, but what I didn't expect was the lifelong memories and friends I would create. Some of the people I met there, I still talk to every day. Going into this program I had a vague idea of what career path I wanted to go into, but no idea what to look for in colleges. Coming out of it, I gained a real appreciation for what I got to do but also had some college ideas set out for myself. I believe programs like this are important because students can get an experience similar to college while building relationships, camaraderie, and confidence that will last them a lifetime.

My name is Lydia Hestdalen. I was one of the participants in the 2024 North Dakota Governor's School. I was in the Science pathway. The experience last summer was something I will never forget. We had fun with different breakout sessions everyday, it was called Bison Time. On the weekends we were able to participate in bond forming activities with each other, for example we went canoeing and we even got to go play capture the flag.

Overall, I think being able to be in this program was highly beneficial to my learning. Not only did I get to further my education, I got to further it one on one with an undergraduate student. We worked in a lab together for weeks. I got to work in a college level lab which is beneficial because I am going to major in Forensic Science at UND starting the fall of 2025. The professor I worked with was even talking to me about how I should switch it so I could continue working in his lab.

This program is important to me because of the next level of understanding I got in my pathway. It was cool to find out that not all of the professors that wanted a student got one. That shows that not only is it beneficial to the students, the

professors also really liked having us around. Governor's School really prepared me for college life by living in the dorms, I think others would benefit from the same.

I am saying this with a grateful heart. I am highly recommending this program to be funded again.

Thank you for your time,
Lydia Hestdalen
Senior at Fargo South

My name is Keaton Sauvageau, and I attended North Dakota Governor's School in June of 2024 and I am currently a junior at Kindred High School. My discipline was engineering and I worked on the project where we used ultrasound to make 3D printing stronger. Governor's school gave me the opportunity to experience what it is like to be an engineering student at NDSU that was much more in depth than any other camps I have been to. At NDSU I had a chance to meet some of the faculty working in the engineering department and got to work with many of them in different ways. I had the opportunity to be part of an actual project where I was able to see how it works and I got to test the products we made. After completing the project, we were able to make a presentation on it and present it in front of many people.

After talking to some of the faculty members working there, I got a lot better of an understanding on what engineering careers were like, and what the different engineering fields are. The group I was part of focused mostly on mechanical engineering, but I was still exposed to many of the other fields while I was there. I was told by one of our group leaders that I should really consider industrial engineering as a possible career. Before Governor's School I didn't know about industrial engineering and I don't think I would have considered it as an option if it weren't for their feedback. And now that I have had hands on experience, I have a much better understanding of what career I want to go into.

Overall, North Dakota Governor's School has been a very useful and engaging experience that I am extremely glad I was able to participate in. It has given me a much better and deeper understanding of the field I want to go into, and has greatly impacted me as a student in a way that no other club or event has before. I also made many new friends while I was there that I still keep in touch with now. Governor's School was definitely the best decision I have made for my education. And I am so thankful that the experience was provided without any costs. If there was a big cost upfront, I don't think I would have decided to go, and I would have missed out on so much.

Sincerely,
Keaton Sauvageau

Governor's School was a once in a lifetime experience for me, literally as I was a junior when I joined, which meant unfortunately that it was my first and last time to be able to take part in Governor's School. During my time at the School, I had the opportunity to network and connect with people relating to the major I wanted to go into, I learned numerous things about my own abilities. I was able to realize that my

anxiety would not hold me back in college, as being away from home for so long I thought I would be a wreck. This program changed my perspective on myself and my goals, it allowed me to see what college would be like and whether I was up for it. It strengthened my goal for the future, I know what I want to do even more now than before. This program is enormously important especially to sophomores and juniors because it can help them decide what they genuinely want to do and even show them new opportunities for the future. By allowing programs like this to grow, it paves the way for new generations to come to reach this level of success.

Sincerely,
Hannah Hanson

When I first signed up for Governor's School, I did not know what to expect. I was filled with feelings of both excitement and worry because I had heard many wonderful things about the program, but I was worried since I did not think I personally would measure up to the other people that signed up. I was excited when I heard that I had been accepted into the Technology path, so my past worry was lessened to a degree. I was not expecting at all what would become one of the greatest experiences of my entire lifetime. When I arrived on campus with my parents at Cater Hall (the dormitory at which I would stay for the month), I was greeted by many polite faces who seemed eager to welcome all that entered the door. After I moved into my dorm, I met all my suitemates: Jack, Sam, and Memphis. These three became my close friends throughout the month-long program, as well as many others who were among the 48 students. All the residential assistants were cool people I also became friends with. Awkwardly, one of them was my sister, whom I had a good relationship with simply fine during the program. During the month I stayed at the NDSU campus, I learned many skills that I may never forget including how to live better independently, how to ask for help more often when I need it, how to use coding and other various IT skills, and many other traits that define me as a person today. Not only that, but Governor's School gave me a fine taste of college life and reassured me that when I go to college, I am more than capable of handling myself and prospering as an individual. Along with lots of learning opportunities, we did many entertaining activities and learning experiences as a group. The RAs would take us out to many fun places and let us participate in very entertaining activities that I will personally never forget. Some of these fun activities include canoe trips, sports games, hiking trails, and even visiting one of our teacher's homes and getting to play soccer with the local children. For fun learning experiences outside of classes, we had Bison Times, which provided fun activities that taught me about assorted topics including service dogs, creative writing, e-sports, electron microscopes, and many more that would take a whole page to list the details. To make a long story short, Governor's School was one of the best experiences I have ever had and taught me that I can succeed, and that I can have fun while doing so.

The specific field I chose, the Technology pathway, has helped me in using my skills in practice as a digital designer and programmer. In this pathway, I got to learn about the programming language known as "Python," which is a particularly useful language to learn since many companies utilize it in diverse ways. At the end of the class, near the end of the program, I got to design a videogame with my partner, whose name is Bobby (nickname). I was the main artistic designer for the game and

got to utilize my designing skills to the maximum, which turned out fantastically. Our final game, dubbed "Husk," was a simple platformer game about collecting artifacts and reaching the end with all of them collected. I may not have access to this game anymore, but the memories of it being my first full game are permanently etched into my brain. The skills I learned through this class and Governor's school as a whole helped me complete my first college class and a coding with Python class with great success. These skills I have acquired through this program will last a lifetime.

The Governor's school program is a must-have for every single state in the country. Not only do you gain many skills that will help you overcome many obstacles not only if you pursue higher education through college, but life. Also, the program gave me fond memories that will stick with me until I die. Leaving the campus after Governor's school ended was like leaving a family that I may never see again, and this feeling makes me want to relive that month increasingly as time goes on. I am not alone in the belief that Governor's school is a program worth investing in, because the experiences you will have will alter your life for the better, guaranteed.

Aidan Zacher

Governor's School was an amazing experience, combined with high school and college life, this program pushed me to experience so much in such a short time. It consisted of activities, which all allowed me to get to know people much better than a traditional school assembly, and also included classes that promoted my general knowledge and helped me to dive deeper into a specific topic, where a high school class might not. This program guided my education to a much higher level, seeing that now I can teach Computer Science as I used to simply learn it. This has also helped me to network with many people easily and retain those important relationships due to the simple reality of putting people in one area and letting them figure out how to be friends with each other. This meant you could try out new ideas with one's communication skills and thus could continue to learn how to communicate properly. This also meant furthering my adaptability skills as well as my communication skills due to the new environment and entirely new people. My future goals are to continue my education and then pursue a career in Technology and this program, which focused on STEM during the summer of 2024, directed and pushed me to dig deeper into this topic. I am also glad that I went through this program as it helped me to get a better understanding of Computer Science in general and got me to get farther with what I already knew. These programs that push students to try new things and meet new people are what I believe is the best solution for those who are doing well in their schools. It allows students to work on their networking skills and also get a much better education than what a high school might provide, as well as the choice to pick what they want to work on for a month or so.
Thank you,
Cole Carpenter

red river valley writing project

"Teachers Teaching Teachers"

An educational non-profit dedicated to improving teaching and writing.

rrvwp

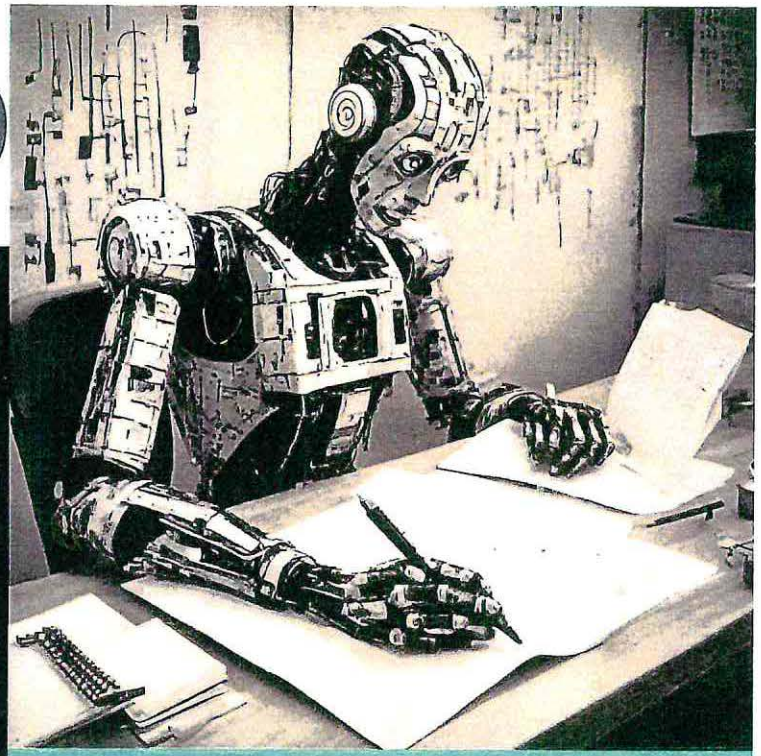
SUMMER INSTITUTE:

"TEACHERS TEACHING TEACHERS"

- 3 Grad Credits
- July 7-18
- In-person @ NDSU
- Participant Stipends

APPLY HERE:

https://forms.gle/r1T1GsBtTr891btR7



AI WRITING & CRITICAL THINKING

15 Teachers/Year

60 Training Hours

Innovation

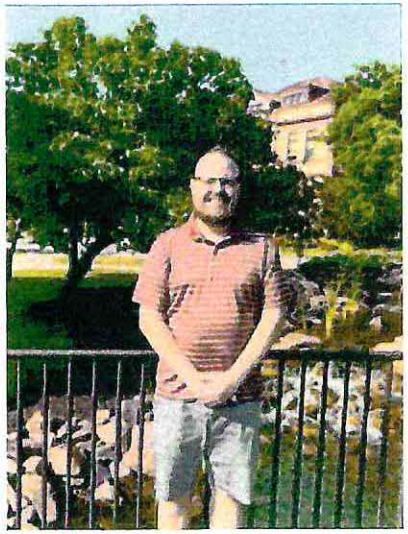
Leadership

"AI literacy means understanding that AI is a tool that can help critical thinkers shape their ideas and provide suggestions for effective communication."

-Tanya Neumiller



red river valley writing project



"A.I. Literacy to me means being open to innovation while practicing and teaching restraint in terms of relying on it fully, creating balance."

-Robert Hutton

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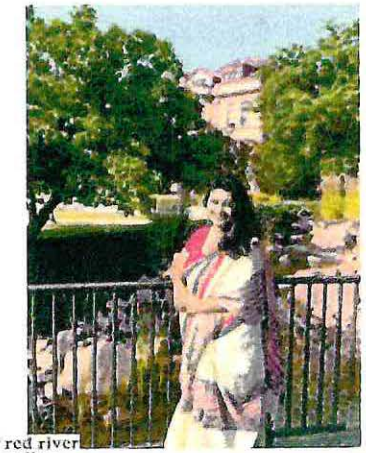
We educators must shift our mindset to embrace AI literacy as the focus of our new digital learning era.

-Brandy O'Toole





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red river valley writing project

"AI literacy means developing the knowledge, skills, and expertise to understand, evaluate, and use the right kind of AI tools ethically and responsibly for the right purposes in order to assist humans in achieving greater goals in creating and circulating knowledge in their own voices."

-Jainab Banu

Teacher Resources: Writing & Media Literacy

August: Back-to-School Prompt

Need a quick get-to-know-you writing prompt to help students introduce themselves? Use this TikTok video about birthdays to inspire students to tell you who they are. Added bonus: Use responses as a beginning writing sample.

The Thing About Birthdays

- TikTok Video
- Transcript

Use one idea or a combination for inspiration!

Writing Prompt Ideas:

- Tell me five things you enjoy doing and what age you were when you first began doing those things.
- Describe yourself in five words and what ages those descriptions started.
- Detail five events in your life that influenced who you are today.
- What parts of you are you the most proud of and what parts are you excited to grow out of?
- What about you now do you hope you never out grow?
- What were you like five years ago? How are you similar and how are you different? What do you think you will be like five years from now? What parts of you do you think will fade over time?
- Create a timeline of your life that tells the story of how your personality became what it is today.

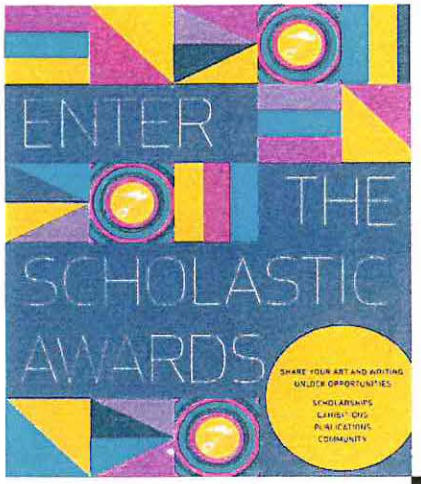
ChatGPT Writing Prompt Ideas:

- Imagine meeting the different versions of yourself from past birthdays at a party. Write a dialogue between you and one or more of these past selves. What would you learn from them? What advice would you give to them?
- Write a letter to yourself to be opened on your next birthday. Reflect on the past year's experiences and how they have added to the layers of who you are. What hopes and expectations do you have for the coming year?
- Explore how the different ages you've been influence who you are today. How do these different versions of yourself manifest in your daily life?
- Choose a memorable age from your past and write a story about a significant event that happened that year. How does that event still impact you today? In what ways does that year's version of you still exist within your current self?

Mentor Text Idea:

- Have students use the video as a mentor text to write about an important aspect of their lives. Try this template.

Statewide Art & Writing Competition



Over $3,000 in cash prizes for North Dakota teens!

NDSU Art & English Scholarships!

Get Published! "Best Teen Writing of North Dakota"!

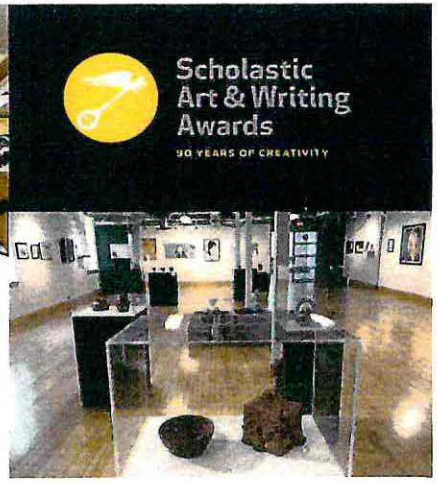
National Winners honored at Carnegie Hall in NYC!



How to ENTER

www.artandwriting.org/awards/how-to-enter/





WHAT: *North Dakota State Awards Ceremony*
WHEN: *Saturday March 23rd, 6:00-7:30 PM*
WHERE: *Plains Art Museum in Fargo, ND*

- Keynote speaker Anna Johnson, indigenous artist
- Cash Prizes courtesy of event sponsor, John Deere
- Scholarships from NDSU Art & English departments
- Digital Exibition of award-winning teen art & writing
- Refreshments provided

2024 National Medalists

Scholastic Art & Writing Awards



Allura Grey Bear (Minnewaukan, ND)
Gold Medal and American Voices Medal
Poetry, "Winyan"



Briar Olson (Fargo, ND)
Gold Medal
Flash Fiction, "The Trial Vignettes"

Raising Rural Voices: Civic Journalism

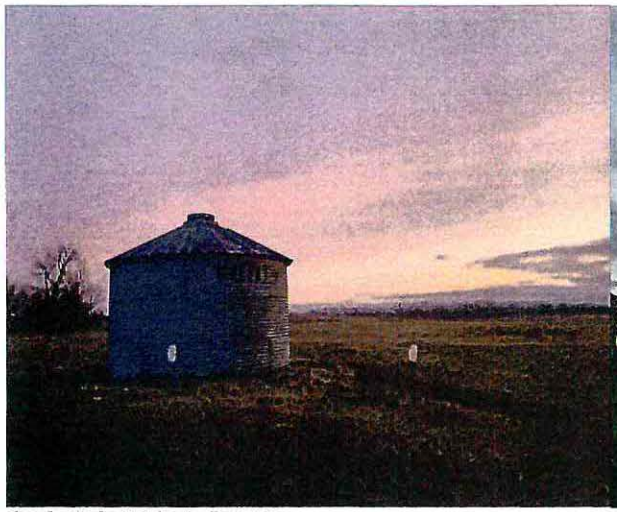


Photo by Katelyn H. Taken April 16, 2024.



Photo by Holly H. Taken November 14, 2023.



Pictured above (from left to right): Cindy Kingsbury, John Kingsbury, and Bonnie Uran. Picture by Easton G.

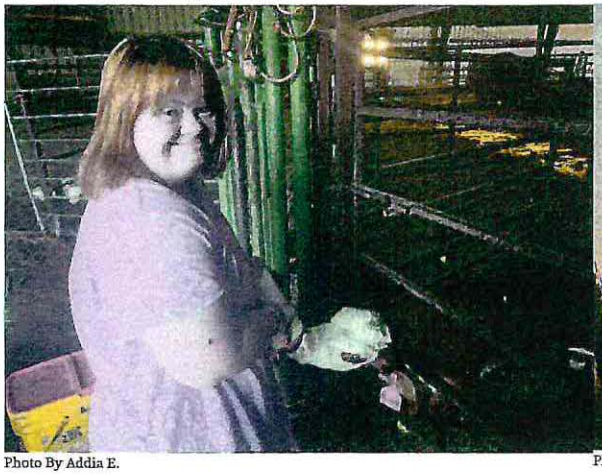


Photo By Addia E.



Photo By Addia E.



Picture by Claire E. on June 20, 2024



Picture by Claire E. on June 20, 2024

Scholastic Art & Writing Awards

Alliance for Young Artists & Writers

SCHOLASTIC WRITING WORKSHOP

✳ 7:00 PM

SUNDAY NOVEMBER 12TH!

This workshop will help students write and revise for the AWARDS!

ZOOM LINK:

North Dakota State University

THUNDERHERD

CREATIVE WRITING CAMP

All students entering grades 7-12 may participate, regardless of skill level. Daily sessions include fiction, poetry, creative nonfiction, fantasy, screenwriting, song writing, and graphic novels.

SESSION #1: JUNE 24-28
SESSION #2: AUGUST 5-9
9:00 AM- 4:00 PM

$230 includes all supplies, a camp t-shirt, meals, and snacks. $180 for virtual. Scholarships are available.

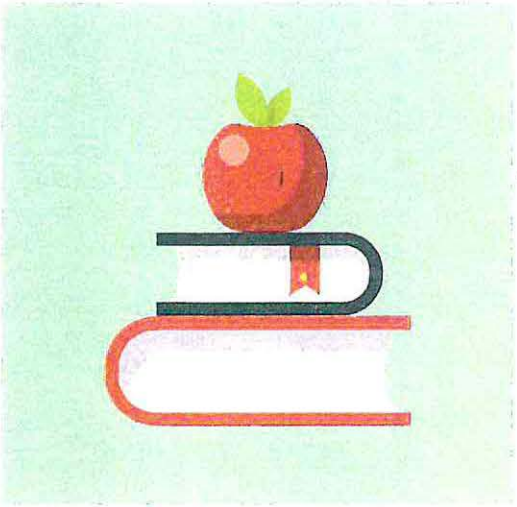
NEW THIS YEAR: GRADES 4-6
JUNE 17-20 9:00 AM - 12:00 PM
$100

SAVE YOUR SPOT!

https://www.ndsu.edu/english/outreach/creative_writing_camp/

For more information: jamee.larson@ndsu.edu

Quantifiable Impact



160
Teachers



164
Training Hours



+600
Students

Teacher Testimonials

- "I loved this opportunity to work with and learn from other educators!"
- "Really excellent! I have got familiar with so many innovative ideas. It has opened up new avenues for me to rethink AI."
- "Demo sessions are really innovative. Group discussions are really helpful. Moreover, the way you organized each session is really excellent."
- "The discussions challenged me to think about different aspects of AI. I am realizing it is not a black and white issue, and I will need to work through some of the gray areas to develop my own policy and level of use in the classroom."

Teacher Testimonials

- "Our book discussions and activities were especially helpful, along with the demos. Actually getting the opportunity to DO the activities - to get practice in prompting, evaluating feedback from AI, and comparing human vs. AI writing was all very helpful!"
- "I loved the structure and format of the course. It really created high level thinking activities and a lot of great application to concepts. Definitely love this format."
- "Everything seemed organized from the beginning and end of each day which made it easy to follow the learning expectations of this course. This course has been very practical in using AI tools in the classroom for us to learn about the nuances of AI tools."

Red River Valley Writing Project
Improving Literacy, K-College

Dear Chairman Sorvaag and Members of the Committee,

My name is Ben Melby, Director of the Red River Valley Writing Project (RRVWP), and I support funding for SB 1013, specifically a passthrough grant funding writing project work with North Dakota teachers and students.

Funds from this bill are necessary to sustain our non-profit organization that serves K-College educators and students across the entire state. Our partner organization, Northern Plains Writing Project (NPWP) is based in Minot and serves western North Dakota, while RRVWP serves primarily eastern North Dakota. Our organization's aims are:

1. To provide high-quality **teacher training** for writing instruction.
2. To increase the quality and quantity of **student writing** done both inside and outside of schools.
3. To enrich our communities and **civic life** through more opportunities to write together and share through writing.

The scope and impacts of our public service are detailed on an enclosed project summary. In the past biennium, we reached a total of **160 teachers**, with **164 hours of professional development training**. Additionally, we engaged **over 600 student writers** in our writing competitions, camps, workshops, and writing groups.

Passthrough grant funding from SB1013 will support:

1. Teacher professional development courses on **AI literacy, civic literacy, and digital literacy**.
2. Inservice teacher training on **writing across the curriculum** and workplace writing.
3. Youth programs such as **"Raising Rural Voices"** (an initiative to bring rural students' stories to a national audience) and the **Scholastic Art & Writing Awards** (the "state championships" for teen artists and writers).
4. Instructional coaching support and resource development for **rural, high needs ND schools**.

Our proposed budget outline for the 25-27 biennium can be found on the enclosed budget request.

Thank you for your important, time-intensive civic service. We hope to return the favor by working hard to support student writers and the teaching of writing in the state of North Dakota.

Sincerely,

Ben Melby, Director, Red River Valley Writing Project

RED RIVER VALLEY WRITING PROJECT
318 Minard Hall | NDSU Dept 2320 | PO Box 6050 | Fargo ND 58108-6050
701.630.9566 | Fax 701.231.1047 | benjamin.melby@ndsu.edu | michele.sherman@ndsu.edu |
https://sites.google.com/ndsu.edu/redrivervalleywritingproject/home

The Red River Valley Writing Project
DPI Project Summary, Scope of Work, and Specific Aims

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional development for teachers, leadership training, and direct work with student writers in youth writing camps, workshops, and competitions. To focus on writers as **informed, intentional, and innovative creators** who can boost North Dakota's economy and enrich civic life.

Project Summary & Scope of Work:

Grant-funded Programing

We obtain grant funding (e.g. MacArthur Foundation, American Institute of Research, National Writing Project) to run youth journalism workshops ("Raising Rural Voices"), support rural instructors in high needs schools ("Coach.Teach.Write."), and develop instructional resources to engage students in the rich cultural history of our state ("American Creed" and "Japanese-American Confinement Education").

Summer Invitational Leadership Institutes

We provide intensive, 45–60-hour professional development institutes to North Dakota writing teachers from K-College—led by veteran writing instructors, who demonstrate effective teaching practices and guide participants as they develop and refine their own teaching practices. Our current emphasis has been on AI writing, digital literacy, and civic literacy. We select the most talented, hard-working teacher participants who have great leadership potential. Our writing project trained teachers often go on to become literacy leaders and coaches for their local schools and districts.

Continuity & Community Writing Programs

We support the continued learning and engagement of both teachers and community members. Teachers who complete our Summer Institute go on to organize and lead writing groups, book discussions, and in-service teaching demonstrations. We also support the community with opportunities to connect and write—for example, our "Pens & Pints" writing pub crawl, "Warrior Words" for military veterans, "Grief and Bereavement" writing, "Novel Writing," and "Write Across America" writing marathons.

In-service Teacher Trainings and Conference Presentations

We partner with specific schools to evaluate and improve literacy and writing instruction (previous and ongoing partnerships include support of literacy objectives at Belcourt, Dunseith, Hatton-Eielson, Oakes, Beulah, Flasher, and Central Cass). We promote writing across the curriculum (not just in English classes) and give teachers strategies for using writing to enhance learning in all content areas. Our teachers also share these strategies at local and regional conferences, such as ND Council of Teachers of English, ND Multi-tier System of Supports, and the NWP Midwest conferences.

Teen Writing Camps & Workshops

Engages North Dakota's creative young voices in writing workshops, weekly "Word Herd" writing groups, and weeklong summer writing camps, where students work with our teacher-leaders, NDSU creative writing instructors, and guest writers (many top professional writers from our region lead workshops at the camps).

Scholastic Art & Writing Awards

Offers North Dakota's teens (grades 7-12) the opportunity to enter the country's most prestigious and competitive art & writing competition, with thousands of dollars of prize/scholarship money offered at both the state and national levels. We run fundraising, promotions, workshops, adjudication, and publication of student work. Additionally, our organization, in partnership with Plains Art Museum, hosts a literary reading event, art exhibition, and state awards ceremony each year to recognize the award recipients. We reach all corners of the state with this program.

DPI Budget Request for the 2025-2027 Biennium:
Northern Plains & Red River Valley Writing Project

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional training for teachers and direct work with students in youth writing camps, workshops, and competitions. To foster **informed, intentional, and innovative communication** that can boost North Dakota's economy and enrich civic life.

DPI Budget Request for the 2025-2027 Biennium:

Summer Leadership & Advanced Institutes $46,000

To support graduate tuition waivers and participant stipends for approximately 50 teachers per year to receive 8 weeks of intensive professional development and leadership training. For the next biennium, training will focus on AI writing, digital media literacy, and other pressing needs for today's teachers.

Instructional Workshops & Book Studies $10,000

To support approximately 20 teachers per year in studying, developing, and sharing innovative lesson plans, activities, and curricular materials for teaching writing in the ever-changing world of digital tools and writing situations.

Administrative Support $10,000

To support a programming director, whose duties include leading monthly planning meetings, applying for grants, managing budgets, submitting budget and grant reports, contracting services, overseeing teacher consultants, coordinating with larger organizational networks, and promoting services to increase engagement and visibility.

Conference Participation $2,000

To help support travel, lodging, and registration fees for up to 10 teachers attending regional conferences such as NDCTE in Mandan, ND.

Continuing Association Fee $2,000

To cover $1,000 annual association fees to the National Writing Project network.

Youth Programs $ 2,000

To help support statewide youth writing programs such as the North Dakota Art & Writing Awards (the state championships for teen artists and writers) and "Raising Rural Voices" (a teen journalism initiative).

TOTAL 2025-2027 Biennium Budget **$ 72,000**

TESTIMONY ON HB 1013
OVERVIEW OF K12 EDUCATION & DEPARTMENT OF PUBLIC INSTRUCTION
SENATE APPROPRIATIONS COMMITTEE: E & E DIVISION
Monday, March 10, 2025
By: Kirsten Baesler, State Superintendent
701-328-4570

Chairman Sorvaag and members of the Senate Appropriations Committee, E & E Division:

For the record, my name is Kirsten Baesler. I am the superintendent of the North Dakota Department of Public Instruction. I am here to provide an overview of House Bill 1013, the K12 budget, and the department's requests.

The Department of Public Instruction is the only constitutionally created K-12 education agency. However, it is just one of many entities that impact the success of our students. Other entities are governor-controlled, legislatively created, or non-government associations. We partner with numerous fellow educational stakeholders and legislative leaders and have established six student outcome goals that drive the work of K -12 education.

The Superintendent of Public Instruction is also responsible for supervising the North Dakota State Library, North Dakota Vision Services/School for the Blind in Grand Forks, the North Dakota School for the Deaf and Resource Center for the Deaf

and Hard of Hearing in Devils Lake, and the North Dakota Center for Distance Education.

The Department of Public Instruction is divided into two divisions: Student Support & Innovation and Information & Administration. The next three slides provide a visual of the team and a breakdown of the structures.

The office of Superintendent of Public Instruction goes back to North Dakota's territorial days. We are proud to be one of the longest-existing state agencies. Our pioneer ancestors placed great importance on education, just as we do today. Once we became a state, the North Dakota Constitution says North Dakota must have a uniform system of free public schools throughout the state that are open to all children.

The North Dakota Constitution also specifies that the "powers and duties" of the superintendent of public instruction "must be prescribed by law."

The Legislature outlines the superintendent of public instruction's responsibilities and authority. The office has only the authority granted by the legislature. A complete list of the superintendent's duties is in Chapter 15.1-02 of the North Dakota Century Code.

The ND Legislature has required membership or representation from the State Superintendent on over 40 boards, councils or committees, and thus I was very pleased and excited to hear the announcement from Governor Armstrong that his

administration would be reviewing the need for the existing 150+ boards with the legislature, because many of these board meetings overlap and the my attention to them can oftentimes keep me from other responsibilities assigned to NDDPI by the legislature.

Our audit results found that "no errors, internal control weaknesses, or potential violations of law were identified." The full report is in your binder.

Our Vision states, "All students will graduate Choice Ready with the knowledge, skills, and disposition to be successful." We serve 135,115 students attending public, non-public, and home schools, a steady increase over the past decade and a half. We have a high graduation rate and a high GED pass rate, and we accomplish this through our commitment to continuous improvement. We are focused on preparing our young people for their future through partnerships, personalized learning, interventions, and support.

Our most recent accomplishments are Greater Math, Science of Reading, Personalized Learning Network, ND A+ comprehensive assessment system, ND FIRST for chronically low-performing schools, ND's Tribal History textbook update – the first update since the 1980s, supporting our schools with the federal funding cliff of the ESSER funds, Summer food programs, Modernizing our K12 Data and Reporting Systems, growing our teacher and principal apprenticeship programs, extraordinary growth in our Choice Ready graduation rate and the all-important

training and professional development of our school board members across the state to focus on the reason public schools exist – to improve students' academic outcomes. You will see many of these programs in our budget to continue because we have seen the **impact** they have on the **academic success** of our students.

Before I turn things over to NDDPI's Human Resource Director, Krista Schulz, to review our Staffing status, I want to share that as I have observed your work for the past 12 years, participating in - 7 regular and two special sessions - for a total of 9 legislative sessions of the legislature, I've seen that one of the Appropriation Committee's **primary** focuses is the state aid program for K12 education. The Department of Public Instruction uses a formula written by the Legislature to distribute funding to local public school districts, and almost all of the final K12 budget (98%) is delivered to local school districts.

You will see this funding bill integrated into this budget later in the session, but for now, it is important to know that North Dakota chooses to use a **per-pupil-funded** formula. In contrast, some states choose to use a **resource-based allocation** funding formula. In that case, the state distributes funds to schools based on the specific resources needed—such as teachers, support staff, leaders, materials, and facilities—determined by recognizing the most effective and efficient recommendations for educating students and their unique educational requirements.

For those of you with good memories, you might remember when the Oddin & Picus report established some of those guidelines.

I've already mentioned Mrs. Krista Schauer, but Mr. Jamie Mertz, NDDPI Director of the Office of Fiscal Management, and Mr. Adam Tescher, the school finance officer within that office, are also with me today. Mr. Mertz has important information about the department's budget proposal, and Mr. Tescher is available to answer any questions.

Thank you for your time. I look forward to working with you during the session. Please do not hesitate to call upon me or the hard-working and amazing team in the Department of Public Instruction as a resource to help your work. And now I will turn it over to Ms. Schulz.

###

K-12 FUNDING 2025-27 BUDGET REQUEST

	2023-25 Appropriation	Base Budget	Agency Request
Salaries and wages	$ 20,517,635	$ 19,964,765	$ 22,805,360
Operating expenses	34,900,858	32,793,320	47,872,460
Integrated formula payments	2,299,674,851	2,299,674,851	2,299,674,851
Grants-special education	24,000,000	24,000,000	24,000,000
Grants -transportation	58,100,000	58,100,000	58,100,000
COVID Relief Funds	179,715,410	-	-
Grants-program grants	24,512,000	17,205,000	26,616,027
Grants-passthrough grants	9,907,113	3,569,000	5,535,000
Grants-other grants	311,486,676	382,738,893	412,444,602
K-12 data management	5,775,000	5,775,000	5,775,000
Reporting system rewrite	9,780,703	-	-
National board certification	176,290	176,290	176,290
	$ 2,978,546,536	$ 2,843,997,119	$ 2,902,999,590
General funds	$ 1,729,027,519	$ 1,728,750,445	$ 1,752,268,031
Federal funds	529,432,290	418,377,649	451,396,534
Special funds	720,086,727	696,869,025	699,335,025
	$ 2,978,546,536	$ 2,843,997,119	$ 2,902,999,590

Department of Public Instruction (201)
2025-2027 Bienniel Budget Request / Funding Analysis

	1 2023-2025 Appropriation	2 Base Budget	3 Agency Request
Administration:			
Salaries & Wages	$ 20,517,634.88	$ 19,964,765.00	$ 22,805,360.00
Operating Expense	34,900,858.00	32,793,320.00	47,872,460.00
Total	**$ 55,418,492.88**	**$ 52,758,085.00**	**$ 70,677,820.00**
Integrated Formula Payment			
Funding : General	$ 1,617,821,765.00	$ 1,617,821,765.00	$ 1,617;821,765.00
Special	681,853,086.00	681,853,086.00	681,853,086.00
Total	**$ 2,299,674,851.00**	**$ 2,299,674,851.00**	**$ 2,299,674,851.00**
Grants - Special Education	$ 24,000,000.00	$ 24,000,000.00	$ 24,000,000.00
Grants - Transportation	$ 58,100,000.00	$ 58,100,000.00	$ 58,100,000.00
COVID Relief Funds	$ 179,715,410.41	$ -	$ -
Grants - Program Grants			
Adult Education Matching Funds	$ 5,500,000.00	$ 5,500,000.00	$ 6,000,000.00
Be Legendary School Board Training	1,500,000.00	-	1,500,000.00
Dyslexia Program	279,000.00	-	300,000.00
Free School Meals	6,000,000.00	6,000,000.00	7,300,000.00
Grant Pool	1,200,000.00	1,200,000.00	1,736,027.00
LEA Admin Sharing	125,000.00	125,000.00	-
Para-2-Professional	3,000,000.00	3,000,000.00	3,000,000.00
REA Merger Grants	70,000.00	-	-
Reading Learning Platform	558,000.00	-	-
School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00
Science of Reading	1,000,000.00	-	1,000,000.00
Statewide Reading Tool	1,600,000.00	-	500,000.00
Teacher Retention	2,300,000.00	-	2,300,000.00
Native American Essential Understandings	-	-	300,000.00
Indians into STEM	-	-	300,000.00
Science of Math	-	-	1,000,000.00
Total	**$ 24,512,000.00**	**$ 17,205,000.00**	**$ 26,616,027.00**

Grants - Pass Thru Grants			
Governor's School	$ 500,000.00	$ 500,000.00	$ 500,000.00
Heritage Grants	34,000.00	34,000.00	-
Minot Science Museum	838,113.17	-	-
ND Museum of Art	425,000.00	425,000.00	425,000.00
Northern Plains Writing Project	20,000.00	20,000.00	20,000.00
Red River Writing Porject	20,000.00	20,000.00	20,000.00
Science Experiment Grants	5,500,000.00	-	-
Teacher Support System (ESPB)	2,500,000.00	2,500,000.00	4,500,000.00
We the People	70,000.00	70,000.00	70,000.00
Total	**$ 9,907,113.17**	**$ 3,569,000.00**	**$ 5,535,000.00**
Grants - Other Grants			
Federal Program Grants	$ 311,312,927.00	$ 382,565,144.00	$ 412,219,602.00
Displaced Homemaker	173,749.00	173,749.00	225,000.00
Total	**$ 311,486,676.00**	**$ 382,738,893.00**	**$ 412,444,602.00**
Special Line Items			
K-12 Data Management	$ 5,775,000.00	$ 5,775,000.00	$ 5,775,000.00
Reporting System Rewrite	9,780,702.65	-	-
National Board Certification	176,290.00	176,290.00	176,290.00
Total Appropriation	**$ 2,978,546,536.11**	**$ 2,843,997,119.00**	**$ 2,902,999,590.00**
Department Wide Funding Sources:			
General Funds	$ 1,729,027,518.88	$ 1,728,750,445.00	$ 1,752,268,031.00
Federal Funds	529,432,289.85	418,377,649.00	451,396,534.00
Special Funds	720,086,727.38	696,869,025.00	699,335,025.00
Total	**$ 2,978,546,536.11**	**$ 2,843,997,119.00**	**$ 2,902,999,590.00**
Full-time Equivalent Positions	86.25	86.25	86.25

ESSER PROJECTS EXTENDED BEYOND 9/30/2024

ENTITY	AMOUNT	END DATE	PURPOSE
American Institute for Research	$ 47,136	6/30/2025	Early Warning System Intervention
Amira Learning	746,403	8/31/2025	Reading Tool
Black Hills Special Services Cooperative	187,500	12/31/2025	Native American Essential Understandings
BSC	6,153	8/31/2025	Dual Credit
Child Trends, Inc	50,000	6/30/2025	Chronically low performing school work
Dakota College	16,956	8/31/2025	Dual Credit
DavidShaferLLC	62,000	7/31/2025	Strategic alignment design and implementation
DSU	5,000	8/31/2025	Dual Credit
KnowledgeWorks	219,290	6/30/2025	Provides services to ND districts pursuing personalized, compentency-based learning
Lake Region SU	47,636	8/31/2025	Dual Credit
MSU	11,459	8/31/2025	Dual Credit
ND Tribal College System	80,000	12/30/2025	Adult Basic Computer Literacy
NDCDE	552,476	9/30/2025	Online Courses
NDSCS	45,000	8/31/2025	Dual Credit
Northeast Education Service Cooperative	113,350	12/30/2025	High impact tutoring
Odney Advertising	72,086	7/31/2025	Communication design services
Red River Valley Education Cooperative	11,600	7/31/2025	Greater Math
South East Education Cooperative	254,824	8/31/2025	Provide Science of Math professional development
South East Education Cooperative	188,513	8/31/2025	Support ND schools' development of standards-based learning frameworks
South East Education Cooperative	196,998	8/31/2025	Provide Science of Reading professional development
Sylvan Learning	90,000	8/31/2025	ACT Tutoring
UND	9,000	7/31/2025	ND Studies Tribal Curriculum ebooks
VCSU	18,639	8/31/2025	Dual Credit
Western Education Regional Cooperative	9,150	7/31/2025	Greater Math
WSC	15,000	8/31/2025	Dual Credit
Parshall Public Schools	372,352	9/30/2025	Purchase bus and replace wireless contact points in buildings

SECTIONS REQUESTED TO BE ADDED TO HB1013

EXEMPTION – UNEXPENDED APPROPRIATIONS. The following appropriations are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from federal funds appropriated in subsection 2 of section 6 of chapter 15 of the 2021 Session Laws, as amended in section 1 of chapter 548 of the 2021 Special Session Session laws; and
3. Any funds remaining from special funds appropriated in section 17 of chapter 549 of the 2021 Special Session Session laws to the department of public instruction for the state automated reporting system project; and
4. Up to $500,000 of remaining special funds appropriated for the Superintendent's Grant Pool in in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws may be continued in the 2025-21 biennium for the purpose of providing advanced placement examinations, advance placement teacher training, and the college ready English and mathematics programs.

EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS.
Notwithstanding any provisions of law, the superintendent of public instruction my increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.

APPROPRIATION LINE NAME CHANGE

Subdivision 1 of section 1: Change PowerSchool to K-12 Data Management

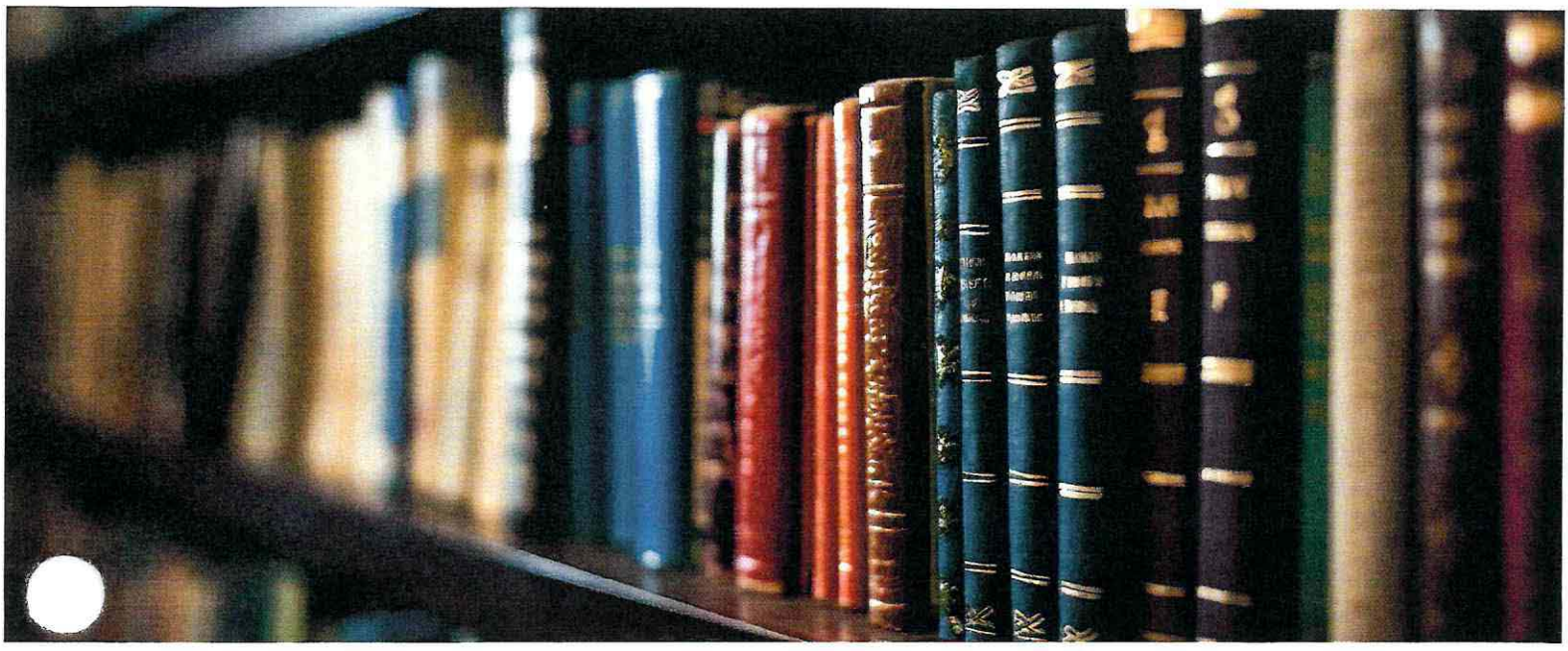
NORTH DAKOTA
OFFICE OF THE STATE AUDITOR

State Auditor Joshua C. Gallion

Department of Public Instruction

Audit Report for the Biennium Ended June 30, 2023

Client Code 201



This audit has been conducted by the Office of the State Auditor pursuant to authority within North Dakota Century Code Chapter 54-10

Office of the State Auditor

Office of the State Auditor

REPORT HIGHLIGHTS

Department of Public Instruction

Audit Report for the Biennium Ended June 30, 2023 | *Client Code 201*

WHAT WE LOOKED AT AND WHY

North Dakota state law requires that our team perform an audit once every two to four years. This included a review of financial transactions and determining that expenditures are correct. Our audit reports any errors, internal control weaknesses or potential violations of law identified in significant or high-risk functions of the agency.

WHAT WE FOUND

This audit did not identify any areas of concern.



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HAVE QUESTIONS? ASK US.

NORTH DAKOTA STATE AUDITOR'S OFFICE

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Introduction

Department of Public Instruction

December 13, 2023

We are pleased to submit this audit of the Department of Public Instruction for the biennium ended June 30, 2023. This audit resulted from the statutory responsibility of the State Auditor to audit or review each state agency once every two to four years. The same statute gives the State Auditor the responsibility to determine the contents of these audits.

The primary consideration in determining the contents of these audits is to produce informative audits to improve government. Statutory audit requirements are an important part of these audits and are addressed by our standard audit objective. Whenever possible, additional audit objectives are included to increase the responsiveness and effectiveness of state government.

Lindsey Slappy, CPA, was the audit manager. Inquiries or comments relating to this audit may be directed to the audit manager by calling (701) 328-2241. We wish to express our appreciation to the Department of Public Instruction staff for the courtesy, cooperation, and assistance they provided to us during this audit.

Respectfully submitted,

/S/

JOSHUA C. GALLION
NORTH DAKOTA STATE AUDITOR

TERMS USED IN REPORT

Appropriation: An amount authorized by the North Dakota Legislative Assembly to be spent for a specific purpose.

ConnectND: The accounting system for North Dakota.

Emergency Commission: Group of elected officials that have the authority to transfer or expend money appropriated by the North Dakota Legislative Assembly. Additional information can be found in N.D.C.C. Chapter 54-16.

Internal Control: Policies and procedures that ensure reliable financial reporting, safeguard assets, promote accountability and efficiency, and prevent fraud.

North Dakota Century Code (N.D.C.C.): Collection of all the statutes passed by the North Dakota Legislative Assembly.

Performance Audit: Engagements that provide objective analysis, findings, and conclusions to assist management and those charged with governance and oversight to improve program performance and operations, reduce costs, facilitate decision making, and contribute to public accountability.

Session Laws: Published after each regular and special legislative session and contain the laws enacted during that session.

Audit Results

PRIMARY OBJECTIVE

Are there any errors, internal control weaknesses, or potential violations of law for significant or high-risk functions of the agency?

CONCLUSION

No errors, internal control weaknesses, or potential violations of law were identified.

Audit Procedures

Primary Objective

INTERNAL CONTROL

We obtained an understanding of internal control through inquiries, observations, and inspection of documentation and electronic data records. We planned our audit work to assess the design, implementation, and operating effectiveness of those internal controls that were significant to our audit objectives.

The specific internal control testing completed for this audit objective is identified below:

- Expenditures were properly approved by the appropriate individuals.
- Monitoring procedures are being completed annually on transportation data.
- Procurement procedures were performed by an individual with the proper level of training.
- Travel related expenditure reimbursements were properly approved.

There were no deficiencies identified.

SCOPE

The Department of Public Instruction's sole location is its Bismarck office which was included in the audit scope.

METHODOLOGY

To meet this objective, we:

- Interviewed appropriate agency personnel.
- Observed the Department of Public Instruction's processes and procedures.
- Inspected documentary evidence.
- Analyzed financial data in ConnectND to determine areas of risk.
- Used non-statistical random sampling and the results were projected to the population. Where applicable, populations were stratified for efficiency and to ensure the population was adequately represented in the samples.
- Selected a random sample of operating expenditures to ensure expenditures were reasonable, properly coded, and supported.
- Analyzed expenditures paid out of the Displaced Homemakers Fund (Fund 235) to ensure expenditures were within legal restrictions (N.D.C.C. 14-06.1-14).
- Analyzed accounts charged to each appropriation line to determine that expenditures were not charged to an inappropriate line to circumvent appropriation spending authority (N.D.C.C. 54-16-03, N.D.C.C 54-44.1-09, N.D.C.C. 54-44.1-11).
- Reviewed non-appropriated fund activity to ensure the Department of Public Instruction had legislative approval for non-appropriated expenditures (N.D.C.C.54-44.1-09).
- Reviewed expenditures related to all appropriation adjustments, including those approved by the Emergency Commission, to ensure the Department of Public Instruction complied with the documented intent of the adjustment (N.D.C.C. 54-10-01.1, N.D.C.C. 54-16-03).
- Selected a random sample of travel related expenditure reimbursements to ensure reimbursements were within legal restrictions, reasonable, and properly coded and supported (N.D.C.C. 44-08-03, N.D.C.C. 44-08-04, N.D.C.C. 54-06-09).

- Analyzed expenditures and selected a random sample of purchases subject to procurement rules to ensure compliance with law (N.D.C.C. 54-44.4 and N.D.A.C. 4-12).

- Reviewed the annual physical inventory of property of sufficient value and permanence to ensure compliance with law (N.D.C.C. 44-04-07).

- Determined if the school district finance facts report was completed and submitted in accordance with legislative intent (N.D.C.C 15.1-02-09).

- Determined if new requirements for including instruction on Indian tribes and Native American history in North Dakota classrooms were implemented (2021 Session Laws Senate Bill 2304, Sections 1 and 2).

- Determined if the spending on one-time funding for science experiment grants, regional education association grants, and state-automated reporting system maintenance was used for its intended purpose (2021 Session Laws House Bill 1013, Section 2).

- Determined if $800,000 that was included in the integrated formula payments appropriation line was distributed to reimburse school districts or special education units for gifted and talented programs (2021 Session Laws House Bill 1013, Section 6).

- Selected a random sample of expenditures charged to the transportation grants appropriation line to determine if they were paid out using the approved rate of reimbursement (2021 Session Laws House Bill 1013, Section 8).

- Determined the salary of the Superintendent of Public Instruction was in accordance with legislative intent (2021 Session Laws House Bill 1013, Section 19).

- Determined the necessary reports on learning loss, accelerated learning, and the secondary school emergency relief fund were presented to legislative management in accordance with legislative intent (2021 Session Laws House Bill 1013, Section 24).

- Determined biennial reports on the academic performance metrics of students participating in virtual instruction presented to legislative management were accurate, reliable, and in accordance with legislative intent (2021 Session Laws House Bill 1388, Section 5).

- Selected a judgmental sample of state school aid payment vouchers to ensure the Foundation Aid Program system is correctly calculating the various payment lines to the school districts in accordance with legislative intent (2021 Session Laws House Bill 1027 and House Bill 1388, Sections 10, 11, and 12).

AUTHORITY AND STANDARDS

This biennial audit of the Department of Public Instruction has been conducted by the Office of the State Auditor pursuant to authority within North Dakota Century Code Chapter 54-10.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The standards used to evaluate internal control are published in the publication Standards for Internal Control in the Federal Government issued by the Comptroller General of the United States (Green Book, GAO-14- 704G).

Financials

Revenues and Expenditures

REVENUES AND OTHER SOURCES	JUNE 30, 2023	JUNE 30, 2022
Revenue from Federal Government	$ 352,131,555	$ 340,030,658
Commodity Food Processing	2,156,249	1,088,272
Conference Registration Fees	103,241	45,279
Other Revenue	17,625	311,081
Transfers In	303,365,994	312,655,941
Total Revenue and Other Sources	**$ 657,774,664**	**$ 654,131,231**

Source: ConnectND Financials

Continued on the following page

Financials

Revenues and Expenditures

EXPENDITURES AND OTHER USES	JUNE 30, 2023	JUNE 30, 2022
Grants	$ 1,410,057,235	$ 1,419,290,089
Professional Fees and Services	14,876,816	13,103,239
Salaries and Benefits	7,993,404	7,741,449
IT Contractual Services and Repairs	2,658,539	933,475
Operating Fees and Services	1,027,296	956,288
Data Processing and Telecommunications	920,962	1,038,260
Professional Development	879,174	291,117
Travel	426,480	259,621
IT Software and Licenses	256,325	189,069
Supplies	198,021	82,874
Rent of Building Space	170,189	170,964
Purchase and Lease of Equipment	117,514	130,480
Printing	100,246	121,249
Other Operating Expenses	38,369	54,106
Transfers Out	18,476,966	4,755,155
Total Expenditures and Other Uses	**$ 1,458,197,536**	**$ 1,449,117,435**

Source: ConnectND Financials

Appropriations

For the Biennium Ended June 30, 2023

	FINAL APPROPRIATION	EXPENDITURES	UNEXPENDED APPROPRIATIONS
Expenditures by Line Item			
Salaries and Wages	$ 17,898,550	$ 14,735,440	$ 3,163,110
Operating Expenses	34,298,149	28,086,397	6,211,752
Integrated Formula Payments	2,131,325,000	2,068,033,841	63,291,159
Special Education Grants	27,000,000	18,803,871	8,196,129
Disabilities Education Act Grant	8,632,569	5,594,064	3,038,505
Transportation Grants	58,100,000	57,933,279	166,721
Pass-Through Grants	30,537,064	29,116,139	1,420,925
Other Grants	393,821,918	389,122,025	4,699,893
Power School	5,250,000	5,233,000	17,000
Emergency Education Relief - Schools	357,623,898	273,078,732	84,545,166
Emergency Education Relief - State	13,632,961	12,378,602	1,254,359
Assistance to Non-Public Schools	4,151,371	379,788	3,771,583
Homeless Children and Youth Program	1,999,661	847,681	1,151,980
State Automated Reporting System Rewrite	10,419,360	606,505	9,812,855
Governor's Emergency Education Relief Fund	3,989,324	3,035,507	953,817
National Board Certification	176,290	176,290	-
Totals	**$ 3,098,856,115**	**$ 2,907,161,161**	**$ 191,694,954**

Source: ConnectND Financials

Continued on the following page

Appropriations

For the Biennium Ended June 30, 2023

	FINAL APPROPRIATION	EXPENDITURES	UNEXPENDED APPROPRIATIONS
Expenditures by Source			
General	$ 1,658,669,393	$ 1,584,930,351	$ 73,739,042
Other	1,440,186,722	1,322,230,810	117,955,912
Totals	**$ 3,098,856,115**	**$ 2,907,161,161**	**$ 191,694,954**

Source: ConnectND Financials

Status of Prior Recommendations

Expenditures Not Approved by Emergency Commission (Finding 2021-01)

Implemented

Recommendation: We recommend the Department of Public Instruction develop procedures to track expenditures for Emergency Commission requests to ensure money is spent for the approved purpose or returned at the end of the biennium.

Status: Implemented. The department provided sufficient and appropriate evidence to support all elements of the recommendation.

Office of the
State Auditor

NORTH DAKOTA STATE AUDITOR
JOSHUA C. GALLION

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North Dakota State Library

HB 1013
Senate Appropriations
Education and Environment Division
NDSL Additional Information
March 10, 2025

Compensation

NDSL is the 3rd lowest paid agency with an average compa ratio of 88%

Grade	# of Staff	NDSL Average of Annual Salary	NDSL Average of Compa Ratio	MPP Annual Salary	ND State Agency Average Salary	ND State Agencies Average Compa ratio
102	9	33,675	0.82	41,154	45,821	1.11
103	1	44,039	0.91	48,624	48,106	0.99
104	1	52,360	0.91	57,822	56,124	0.97
204	1	53,348	0.84	63,600	64,907	1.02

99.7%

ND State Agencies average compa ratio

Qualifications

102-103 High School Diploma or GED plus one year of experience
104 Associates Degree plus two years experience

NDSL divides each grade into two tiers based on the level of responsibility. Within funding availability, NDSL tries to hire tier 1 positions at 85% MPP and tier 2 positions at 90% MPP.

Grade	North Dakota Annual Salary Range						
	Min	1st CP	MPP	3rd CP	Max	85%	90%
101	26,172	30,540	34,896	39,264	43,620	29,662	31,406
102	30,864	36,012	41,160	46,296	51,444	34,986	37,044
103	36,468	42,552	48,624	54,708	60,780	41,330	43,762
104	43,368	50,592	57,816	65,052	72,276	49,144	52,034
105	51,456	60,024	68,604	77,172	85,752	58,313	61,744
106	61,440	71,676	81,924	92,160	102,396	69,635	73,732

11 Positions Require a Master in Library Science

Grade	# of Staff	NDSL Average of Annual Salary	NDSL Average of Compa Ratio	MPP Annual Salary	ND State Agency Average Salary	ND State Agencies Average Compa ratio
105	9	61,910	0.90	68,604	66,271	0.97
106	2	76,138	0.93	81,918	78,873	0.96
206	1	77,177	0.86	90,114	86,862	0.96

These positions directly support ND libraries with

Policy Assistance
Century Code Guidance
Training
Continuing Education
Grant writing
Cataloging
IT

North Dakota State Library

Targeted Equity Request

NDSL is the third lowest paying agency of all state agencies. While we are extremely grateful for the equity package provided in the 23-25 biennium, the formula of the package focused on long-term employees while we were undergoing our largest turnover rate. NDSL would love to request an equity package for all staff, however, we recognize our Information Service Assistants are the most in need.

Our Information Service Assistants provide direct service to our library patrons through Interlibrary Loan, Reference Services, Talking Books, and Cataloging. Turnover within these positions creates service disruptions as staff are focused on training new hires rather than maintaining and enhancing our services. Of these eight positions we have one currently open and five with less than three years of experience.

These positions are responsible for complying with patron confidentiality laws, medical information for Talking Books patrons, and internal controls for receivables and inventory. They are also expected to provide ND citizens with exemplary service. The team members in these positions can walk away to retail or fast-food positions for similar wages with less responsibility or accountability.

The targeted equity package request of $128,000 (in total) is to increase 8 Information Service Assistants from $34,990.40 annually to $41,599.20 annually. In 2023 NDSL completed a survey that indicated positions with similar responsibilities at local public libraries are paying on average $44,989.53. NDSL recently reviewed the hiring ranges of posted positions with similar responsibilities. The average hiring salary is currently $39,457.00 annual.

Current Salaries (Average)	After Targeted Equity Increase	ND Public Libraries (2023 Survey)
$16.82/Hour $2,915.41/Month $34,990.40/Annual	$20.00/Hour $3,466.60/Month $41,599.20/Annual	$21.63/Hour $3,749.13/Month $44,989.53/Annual

The information services positions are classified as a 102 within the 10 grade levels of the state salary range, as shown below. The positions are currently paid at an average of 83% of the MPP while other state agencies on average are paying 1.11% of the MPP. We recently lost one of our Information Service Assistants to a different state agency who was able to pay $40,310.40 which is 98% of the MPP.

Grade	Annual Salary Range				
	Min	1st CP	MPP	3rd CP	Max
101	26,172	30,540	34,896	39,264	43,620
102	30,864	36,012	41,160	46,296	51,444
103	36,468	42,552	48,624	54,708	60,780
104	43,368	50,592	57,816	65,052	72,276
105	51,456	60,024	68,604	77,172	85,752
106	61,440	71,676	81,924	92,160	102,396
107	73,824	86,136	98,436	110,748	123,048
108	88,320	103,044	117,756	132,480	147,204
109	105,408	122,976	140,532	158,100	175,668
110	125,892	146,868	167,856	188,832	209,820

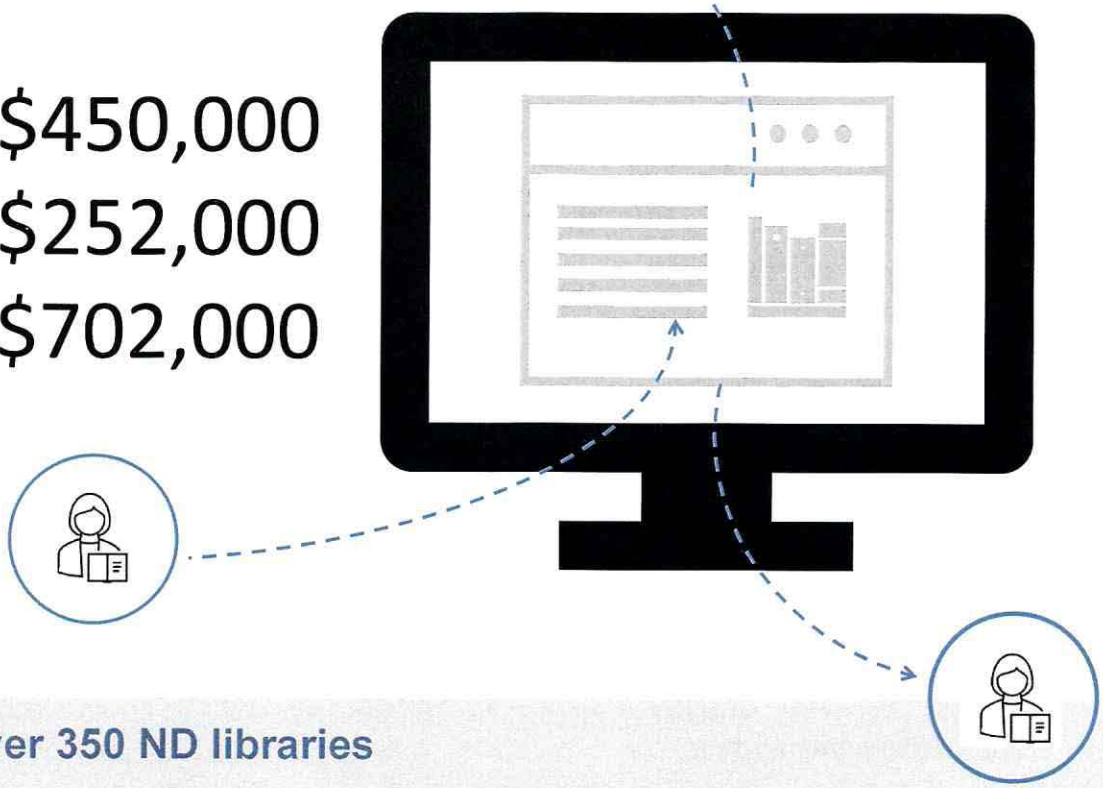
ND Salary Ranges July 1, 2022 -- June 30, 2023. The OMB pay scale does not include at step schedule as you may see in school pay scales. Additionally, NDSL is not in the position to offer permanent salary increases based off our funding levels like other agencies.

ILL Bridge

Bringing North Dakota library collections together.

North Dakota State Library

General $450,000
Federal $252,000
Total $702,000



Connecting over 350 ND libraries

The InterLibrary Loan bridge will improve resource sharing across the state by connecting over 350 libraries, saving subscription costs at the local level, and decreasing the time needed to borrow materials from other libraries for patrons. The libraries will be able to access the collections of libraries across the state which will result in an increase in in-state borrowing versus out-of-state borrowing.



Implement



Software



Support

NDSL reprioritized $252,000 federal funds of which $113,465 was within the base level that previously supported online resources.

North Dakota State Library

Legislation Update

North Dakota State Library bills:

These are the bills that were filed on behalf of the State Library by Representative Murphy and Senator Cleary

1254 Allow all North Dakota citizens to apply for an NDSL library card. This bill has been referred to the Political Subdivision committee with a hearing scheduled on 01/30.

1420 This bill clarifies that the Library Coordinating Council approves state funded grants, other than State Aid to Public Libraries. This bill passed on the floor 92-2.

2219 This bill is related to surplus library materials and State Aid for Public Libraries requirements. The bill received a Do-Pass recommendation from the committee.

No fiscal impacts are anticipated

Other library related bills:

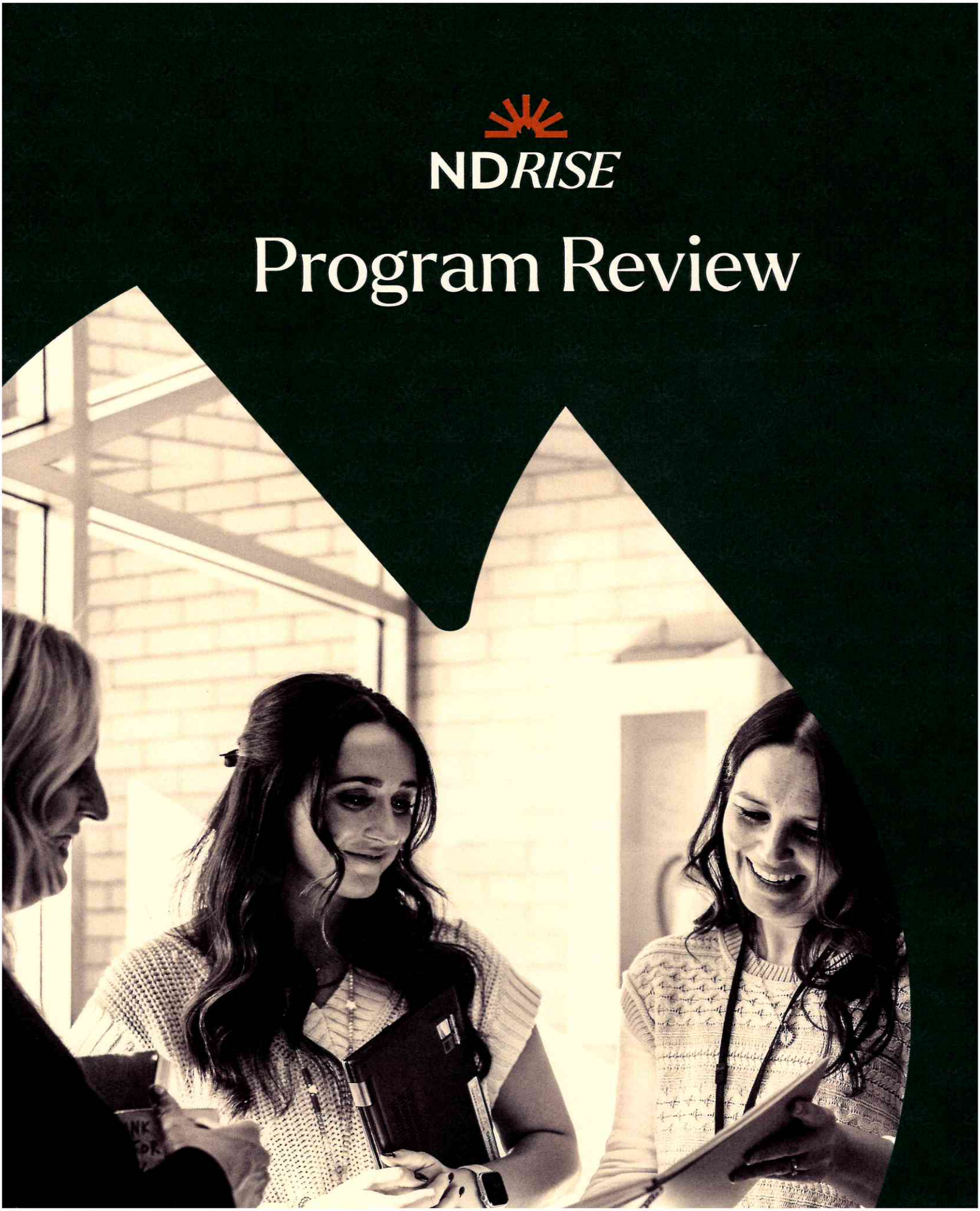
These are bills that will impact either the State Library or the North Dakota library community if they pass.

2278 To provide a legislative management study relating to the retention of library materials. Impacts the State Library and agencies under the control of the state board of higher education. Referred to the education committee with a hearing scheduled for 01/28.

2307 Relating to the definition of a public library, required safety policies and technology protection measures, and the attorney general's review of public libraries, school districts and state agencies for compliance with statutes protecting minors from explicit sexual materials. NDSL is excluded from this bill. We anticipate a fiscal cost for North Dakota public and school libraries to comply with sections 1-4. Section 6 will also impact state agencies except NDSL and higher ed and will also have a fiscal impact.

NDRISE

Program Review





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NDTSS Rebrand

ND RISE's rebranding journey has not only revitalized its image but also strengthened its mission and impact. By championing beginning teachers and transforming the future of education, ND RISE is truly rising to new heights, proving that with the right strategy, educators can change the world. The sky's the limit for ND RISE, and the future looks brighter than ever!



Mission and Objectives



ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.

- Statewide Structured Mentoring Program
- Coaches Academy & Continued Learning for Instructional Coaches
- Beginning Teacher Network Grants through REAs and Districts
- Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators

WHAT DOES IT COST YOU?

There is no cost for schools or districts. This is a program that is supported by state and federal funding to be able to offer equitable support to all beginning teachers in our state.

What does the mentor receive? A leadership opportunity, training and a stipend each semester for completed requirements.

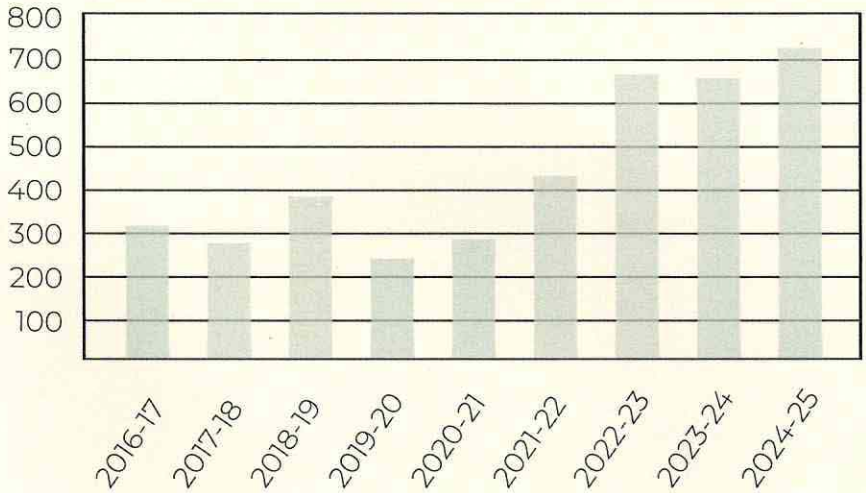
Program Overview

Signing up your 1st and 2nd year teachers in the ND RISE Mentoring Program allows the beginning teacher to gain:

- Effectiveness
- Confidence
- Satisfaction
- Likelihood of being retained

Performance Metrics

ENROLLMENT INTO THE ND RISE MENTORING PROGRAM



ALIGNMENT WITH STATE EDUCATION GOALS

Our work aligns with the goal of providing "Quality Education Personnel."

Requirements and Structure

Education Strategic Vision Framework

Administrator Feedback

A survey of 78 administrators from 2024 showed positive reviews of the program:

92.3%

Participating in the ND Rise Mentoring Program provides valuable support for beginning teachers.

100%

Working with a mentor impacts the student learning in the beginning teachers classroom.

TESTIMONIALS

Powers Lake 27
"Having been both on the mentoring and administrator sides, I would highly recommend the mentor program. And for those that can, I would highly encourage schools to take advantage of both years for new teachers."

Stanley 2
"Our teachers mentioned how valuable this program was to their careers - both for the mentees and the mentors."

TGU 60
"It's an excellent program! Thank you."

Fargo 1
"Mentoring programs are vital to beginning teachers. Every interview, we have been asked about the mentoring offered to new or incoming teachers."

West Fargo 6
"What an asset this is to our school! We are fortunate for this opportunity for our teachers and students!"

Grand Forks 1
"Incredible program to support our new teachers! Mentoring could be the #1 reason teachers stay in the profession:)"

Bismarck 1
"This program continues to provide much needed support for teachers entering the profession!"

Minot 1
"Love having both Year 1 and Year 2!! I value this program exponentially."

West Fargo 6
"This program has increased the success of our new teachers to have direct support, mentorship, and develop positive relationships within the school. Of course, also a direct impact on learner instruction."

Roosevelt 18
"We are exceptionally satisfied! Our mentor and teacher are both here at the same school which has made the program even more beneficial! Thank you for all the work that goes into the mentoring program. I wish I would have had a mentor 27 years ago:)"

Grand Forks
"This program provides valuable conversations for the mentor and mentee to have throughout the school year. It has been a positive partnership! The new teachers are able to get direct feedback and questions answered immediately with a mentor."

Lisbon 19
"It is a great program and we are lucky to have it in our state."





OUTCOMES AND IMPACT

- New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- The rate of retention is consistently greater for ND RISE teachers.
- Data include stayers, leavers, and returners.
- ND RISE has a larger average of stayers for each year since 2010.
- The greatest attrition rate occurs within the first two years of teaching, for both ND RISE and Non-ND RISE.

ND Teacher Retention Report

Board Report On Retention

Mentor Feedback

A survey of 265 mentors from 2024 showed positive reviews of the program:

96.6%

Agree that mentoring impacts the beginning teachers experience considerably.

TESTIMONIALS

Fargo
"This is an extremely valuable program. I can't imagine our new teachers not having this program."

Manvel 125
"I feel that this program is so resourceful for new and Mentor Teachers alike. It allows everyone a chance to be reflective of their teaching and how to explore new ways to better themselves in this field."

Minot
"I think the way the program is set up clearly identifies the objectives. I like being able to do the triad meetings so administration can give their expectations, and in addition, the mentee can feel more comfortable asking the admin questions and share their successes."

Fargo 1
"The program is well run and the information is shared in a positive and easy to use way. It is nice to have so many forms and pieces of information for conversations, etc.. right at our fingertips."

Barnes County North 7
"I hope this program continues... we need new teachers coming into the field, as well as we need to keep the ones we have."

Mapleton 7
"2nd year mentoring is so important! It was great to see these teachers grow in academics this year! 1st year mentor has a heavy focus on classroom management, so seeing teachers grow in lesson plans,standards, assessing, and academics in their 2nd year has been so amazing!"

West Fargo 6
"The ND Rise Mentoring Program is very beneficial to beginning teachers. The support provided greatly helps beginning teachers as they are new to the profession and the building. There is no way to have all of their questions answered through new teacher training that happens at the beginning of the school year, and they need support as they go through the year."

Milnor 2
"I was impressed with the initial training. I feel like my classroom instruction also improved due to mentoring."

West Fargo 6
"Thank you for having the online version for the first time as a mentor class and helping me through this program. It helped me attach a "why" again to what I am doing each day with the students."

Jamestown 1
"The ND Rise Mentoring Program is monumental for a 1st year teacher. The amount of support given and knowing there will be a trusted and reliable "go to" for questions and guidance, develops confidence within the first year teacher. The rigorous expectations in our Public Schools today have increased and I can not imagine a first year teacher navigating this alone without the ND Rise Mentor Program."

Belfield 13
"I think it is very helpful for 1st year teachers. I'm not sure my mentee would have signed to come back next year without it."

Bismarck 1
"I think this is such a valuable program. Thank you for all you do!"

TOP 4 FOCUS POINTS

During One On One Conferences

- Classroom Environment and Management (Establishing Respect, Rapport, and a Culture for Learning; Managing Classroom Behavior and Procedures)
- Professional Responsabilities (Reflecting on Teaching, Maintaining Records, Communicating with Families, Professional Developement)
- Classroom Instruction (Developing Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment to Guide Instruction
- Planning and Preparing for Instruction (Developing my Understanding of Content, Students, and Resources; Designing Coherent Lessons and Assessments)

Milnor 2
"I truly wish this program would've been implemented in the school that I started out in. This program has not only helped first year teachers, but also helped me as a teacher. I love getting new ideas from them and bouncing ideas back and forth. It's a great way to build a long-lasting relationship with my mentees, so they feel comfortable coming to me with any questions in the future."

Wahpeton 37
"I loved being a mentor. I am retiring this year, and I will truly miss this program. Thank you for allowing me these wonderful opportunities. It is SO important to support our new teachers."

Bismarck 1
"Thank you for this opportunity, this program has allowed for a greater depth of development and I believe it is a huge benefit."

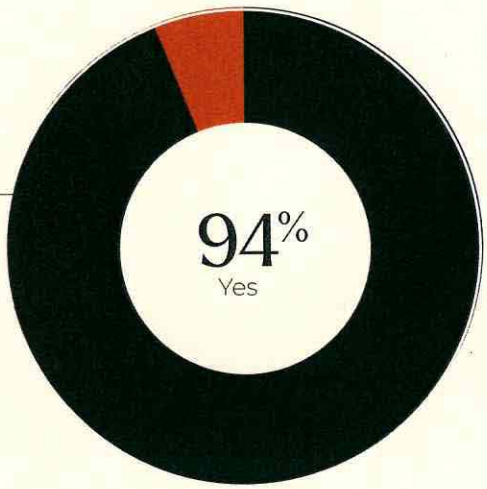
West Fargo 6
"As always, the mentoring program is a valuable resource and asset to not only new teachers, but also to mentors. Thank you for allowing me this experience."



Beginning Teacher Feedback

A survey of 161 beginning teachers from 2024 showed positive reviews of the program.

94% of beginning teachers felt they received adequate support from their mentor.



Next year's plan for beginning teachers

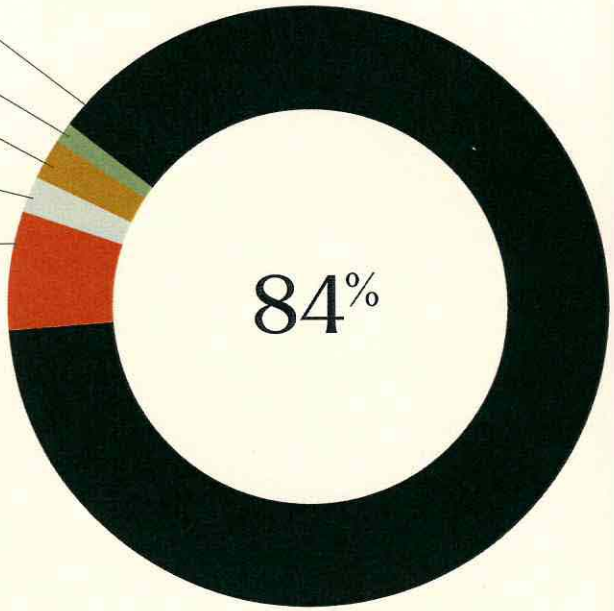
84% - Continue working at their school.

2% - Don't plan to teach.

4% - Teach in a different state.

4% - Teach in a different ND District.

9% - Work at different school in same district



TESTIMONIALS

Fargo 1
"My mentor was invaluable in helping me navigate my first year of teaching."

Fargo 1
"This program creates and establishes an incredible foundation for beginning teachers. I'm excited to complete my second year in this program."

Grand Forks 1
"This was a much better experience than what I had in my first position in a different district within the state. I was paired with a teacher that knew nothing about my content or classroom environment and received minimal help.My experience this year was much better and beneficial!"

Menoken 33
"I think the structure you have set up holds us all accountable. It's so easy to let things go another day or another week but having a timeline to get tasks done is necessary."

Minot 1
"As overwhelming as the first year is, having a mentor is such a blessing. I don't know what I would have done without my mentor."

Jamestown 1
"The mentoring program helped me tremendously. It formed me into a better teacher and a better person!"

Grand Forks 1
"I really enjoyed being a part of the program. It has made me feel more comfortable and feel okay to not be perfect in what I do."

Maddock 9
"This program is beyond wonderful. I think every first, second year teacher should be enrolled in this program."

Bismarck 1
"I enjoyed my time in the program. I felt like having that mentor teacher to go to is essential as a first and second year teacher."

Williston
"This program was a big help. I'm naturally shy (even as an adult) and asking other teachers to sit and talk with me about my teaching and the profession, in general, is intimidating. I don't want to waste anyone's time. It's not a waste of time, though. The NDTSS Mentoring Program gives new teachers permission to "bug" experienced teachers, to get to know the profession and coworkers better, and to strengthen the knowledge and the teaching team. It's a helpful program and can only serve to strengthen the ND education system."

MENTORING PROGRAM SUCCESSES:

- Enrollment continues to increase yearly
- Over 4,000 new teachers and their mentors supported to date

Expansion in 2022-2023:

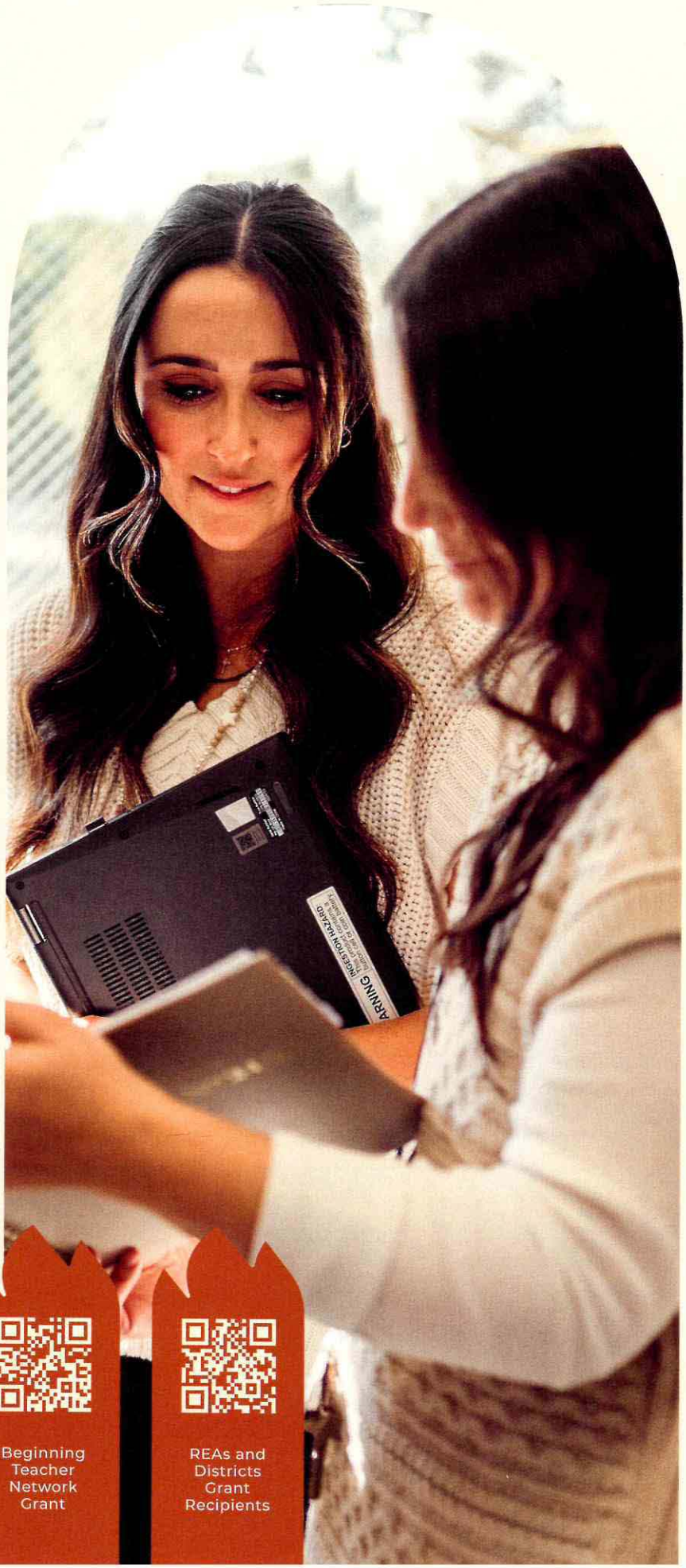
- Enrollment open to 1st and 2nd year teachers
- Offered additional learning opportunities
- Enrollment doubled (number includes both 1st and 2nd year teachers)

Coaches Academy

- Over 700 graduated ND Instructional Coaches
- Continued Learning Opportunities offered each year

Beginning Teacher Networks:

- Provided Grants through ND RISE
- Facilitated by REAs and Districts
- Supplement to one on one mentoring- includes new teachers to region/district, up to 5 years of teaching, offers region specific support.



Onboarding Playbook

Welcome To Teaching

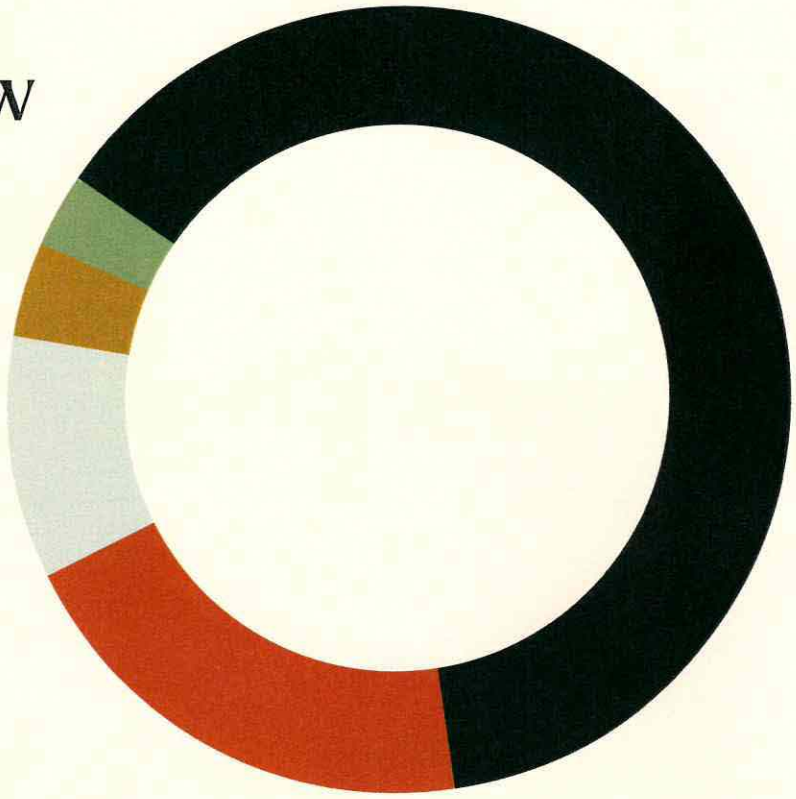
Beginning Teacher Network Grant

REAs and Districts Grant Recipients

Financial Overview

% Per Budget

- 63.1% - Mentor stipends
- 19.82% - Staff and administrative costs
- 10.09% - Coaches Academy and beginning teacher professionla development
- 4.01% - Mentor training and professional development
- 2.78% - Technology data and record keeping



BEGINNING TEACHERS NETWORK GRANTS

REA or District	Ammount Granted 2023-2024	Ammount Granted 2024-2025
WERC	$10,250	$7,750
LRSE	$4,320	$4,990
BPS	$16,550	$9,625
SEEC	$9,625	$5,250
NCEC	$6,500	$6,500
FPS	$10,397	$13,887
NESC	$5,865	$5,875
CREA	Did Not Apply	$4,500
WFPS	$18,625	$18,625
RRVEC	$5,854	$4,000
NCEC Supporting Overseas Teachers	Not Applicable	$6,500
Total Awarded	**$87,986**	**$87,502**

Challenges and Lessons Learned

The challenge of offering supports that are flexible yet structured remains at the heart of our decisions. We strive to be able to be implemented in a variety of settings yet keep the rigor that has allowed for an impact on teacher retention.

We are also focused on the challenge of continuing to offer up to date training and materials. We are continuously looking for ways to improve the experiences our mentors, coaches and beginning teachers receive while engaging in our programming and training.

Future Goals and Plans

The Governor appointed Teacher Retention and Recruitment Task Force recommends the legislature fund a graduated mentorship through ND RISE for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and beresults-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession. Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies, and better classroom management. ***Data indicate that teachers who participate in the North Dakota Retaining, Inspiring, and Supporting Educators (ND RISE) have higher retention rates compared to teachers not in the program.*** Expansion of the ND RISE Mentoring Program will offer the necessary support to new teachers who are developing their presence in the classroom and allow mentor teachers an opportunity to gain a leadership role. The mentoring partnership fosters a supportive school climate, enhances job satisfaction and increases the likelihood of new teachers to stay in the educational field.

PROGRAM FUNDING & PARTICIPATION

Biennium	Amount Granted	Additional Funding	Number of Beginning Teachers	Number of Districts
2009 - 2011	$2,300,000	$0	246	40
2011 - 2013	$2,300,000	$0	457	61
2013 - 2015	$2,300,000	$0	655	77
2015 - 2017	$2,700,000	$0	686	71
2017 - 2019	$2,050,000	$0	646	69
2019 - 2021	$2,125,764	$0	681	71
2021 - 2023	$2,125,764	$1,366,348	1024	117
2023 - 2025	$2,500,000	$1,366,348	1388	101

NDRISE

Get In Touch

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BISMARCK, ND 58503

March 5, 2025

Legislative Council

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	26.75	$6,682,484	$2,499,073	$9,181,557	26.75	$6,682,484	$2,499,073	$9,181,557	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$54,119	$9,086	$63,205		$54,119	$9,086	$63,205				$0
Salary increase		142,834	25,990	168,824		142,834	25,990	168,824				0
Health insurance increase		144,163	18,021	162,184		144,163	18,021	162,184				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552		93,855	17,697	111,552				0
Transfers funding for 2025-27 biennium vacant FTE pool				0		(39,474)	(6,619)	(46,093)		($39,474)	($6,619)	(46,093)
Adds funding for targeted salary increases		80,000		80,000		128,000		128,000		48,000		48,000
Adds funding for salaries related to retirement payout		20,000		20,000		20,000		20,000				0
Base budget changes to operating expenses			138,535	138,535			138,535	138,535				0
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0		(74,119)	74,119	0				0
Adds funding for IT rate increases		76,543	28,310	104,853		76,543	28,310	104,853				0
Adds funding for rent increase		14,389		14,389		14,389		14,389				0
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000		450,000		450,000				0
Total ongoing funding changes	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$8,526**	**($6,619)**	**$1,907**
One-Time Funding Items												
No one-time funding items				$0				$0				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,001,784**	**$311,758**	**$1,313,542**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$8,526**	**($6,619)**	**$1,907**
2025-27 Total Funding	**26.75**	**$7,684,268**	**$2,810,831**	**$10,495,099**	**26.75**	**$7,692,794**	**$2,804,212**	**$10,497,006**	**0.00**	**$8,526**	**($6,619)**	**$1,907**
Federal funds included in other funds			*$2,744,011*				*$2,737,392*				*($6,619)*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*15.0%*	*12.5%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in State Library - Budget No. 250

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section regarding the use of funding in the new and vacant FTE pool line item.	
State aid to public libraries		Includes a section to provide that of the $1,737,582 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.	
Exemption - Unexpended library building improvements appropriation		Adds a section to allow the State Library to continue 2023-25 biennium funding for library building improvements	



North Dakota Legislative Council

Prepared for the Senate Appropriations Committee
March 10, 2025

MAJOR RELATED LEGISLATION AFFECTING THE STATE LIBRARY AS OF CROSSOVER

This memorandum provides information on major related legislation affecting the State Library as of Crossover:

House Bill No. 1254 - Library materials - This bill requires the State Librarian to make library materials available to North Dakota citizens.

House Bill No. 1420 - Library Coordinating Council - This bill clarifies that the Library Coordinating Council approves the distribution of state funded grants to libraries, except for the state aid to public libraries grant.

Senate Bill No. 2219 - Annual report - This bill requires the State Librarian to disburse surplus library materials to libraries throughout the state and requires public libraries to complete and submit an annual report, required under section 54-24.2-06, related to detailing the expenditures of state aid funds and all other funds to be eligible for state aid.

March 5, 2025

Legislative Council

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	45.36	$8,336,306	$2,811,557	$11,147,863	45.36	$8,336,306	$2,811,557	$11,147,863	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$266,392	($337,071)	($70,679)		$266,392	($337,071)	($70,679)				$0
Salary increase		311,091	22,901	333,992		311,091	22,901	333,992				0
Removes duplicated salary increases				0		(91,102)	(14,725)	(105,827)		($91,102)	($14,725)	(105,827)
Health insurance increase		301,397	28,883	330,280		301,397	28,883	330,280				0
Adds funding for teacher salary increases		223,535		223,535		223,535		223,535				0
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474	0.75	118,474		118,474				0
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116	0.75	106,116		106,116				0
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294		115,294		115,294				0
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543		198,684	14,859	213,543				0
Transfers funding for 2025-27 biennium new FTE pool				0		(22,459)		(22,459)		(22,459)		(22,459)
Transfers funding for 2025-27 biennium vacant FTE pool				0		(84,746)	(6,727)	(91,473)		(84,746)	(6,727)	(91,473)
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue		(266,392)	359,571	93,179		(266,392)	359,571	93,179				0
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780		26,085	8,695	34,780				0
Increases funding for various operating expenses		122,880		122,880		122,880		122,880				0
Adds funding for online courses				0		70,000		70,000		70,000		70,000
Total ongoing funding changes	**1.50**	**$1,523,556**	**$97,838**	**$1,621,394**	**1.50**	**$1,395,249**	**$76,386**	**$1,471,635**	**0.00**	**($128,307)**	**($21,452)**	**($149,759)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000			$45,000	$45,000				$0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800			238,800	238,800				0
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**1.50**	**$1,523,556**	**$381,638**	**$1,905,194**	**1.50**	**$1,395,249**	**$360,186**	**$1,755,435**	**0.00**	**($128,307)**	**($21,452)**	**($149,759)**
2025-27 Total Funding	**46.86**	**$9,859,862**	**$3,193,195**	**$13,053,057**	**46.86**	**$9,731,555**	**$3,171,743**	**$12,903,298**	**0.00**	**($128,307)**	**($21,452)**	**($149,759)**
Federal funds included in other funds			*$128,489*				*$125,637*				*($2,852)*	
Total ongoing changes - Percentage of base level	*3.3%*	*18.3%*	*3.5%*	*14.5%*	*3.3%*	*16.7%*	*2.7%*	*13.2%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.3%*	*18.3%*	*13.6%*	*17.1%*	*3.3%*	*16.7%*	*12.8%*	*15.7%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in School for the Deaf - Budget No. 252

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section regarding the use of funding in the new and vacant FTE pool line item.	
Exemption - Unexpended appropriations for boiler replacement and fire alarm and controls		Adds a section to allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.	

Legislative Council

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$21	$25	$46		$21	$25	$46				$0
Salary increase		299,641	479,159	778,800		299,641	479,159	778,800				0
Health insurance increase		192,665	353,841	546,506		192,665	353,841	546,506				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815		295,820	493,995	789,815				0
Transfers funding for 2025-27 biennium vacant FTE pool				0		(112,870)	(185,199)	(298,069)		($112,870)	($185,199)	(298,069)
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)			(452,126)	(452,126)				0
Base budget funding source change from federal to special funds for other grants				0				0				0
Increases funding for information technology rate		7,945		7,945		7,945		7,945				0
Increases funding for operating expenses due to an increase in the cost of the school approval and improvement contract		700,000		700,000		4,712,385		4,712,385		4,012,385		4,012,385
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000		1,000,000		1,000,000				0
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000			2,000,000	2,000,000				0
Adds funding for operating expenses to administer a summer food program		150,000		150,000		150,000		150,000				0
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000			28,350,000	28,350,000				0
Adds federal funding for USDA local food program				0			2,705,709	2,705,709			2,705,709	2,705,709
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0		13,993,086	(13,993,086)	0				0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of		(84,817,350)	84,817,350	0		(84,817,350)	84,817,350	0				0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $214 million from the fund		(57,000,000)	57,000,000	0		(57,000,000)	57,000,000	0				0
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(20,000,000)		(20,000,000)		(9,312,607)		(9,312,607)		10,687,393		10,687,393
Increases funding, pursuant to House Bill No. 1130, for integrated formula payments related to an increase in local revenue exempted from deduction in the state school aid formula to be used for bonded debt payments				0		12,500,000		12,500,000		12,500,000		12,500,000

Increases funding, pursuant to House Bill No. 1369, for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium		91,000,000		91,000,000		91,968,096		91,968,096		968,096		968,096
Increases funding, pursuant to House Bill No. 1369, for integrated formula payments related to changes in the determination of average daily membership				0		8,000,000		8,000,000		8,000,000		8,000,000
Increases funding, pursuant to House Bill No. 1381, related to a reduction in the percentage of local revenue contributed to the state school aid formula				0		13,500,000		13,500,000		13,500,000		13,500,000
Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula		(6,700,000)		(6,700,000)				0		6,700,000		6,700,000
Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions		(4,300,000)		(4,300,000)				0		4,300,000		4,300,000
Increases funding, pursuant to House Bill No. 1214, related to the adoption of a transportation grant formula				0		5,400,000		5,400,000		5,400,000		5,400,000
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)		(1,500,000)		(1,500,000)				0
Adds funding for program grants for adult education integrated education and training grants				0				0				0
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027		536,027		536,027				0
Adjusts funding for various base budget program grants				0		(125,000)		(125,000)		(125,000)		(125,000)
Adds funding for various new program grants				0		3,300,000		3,300,000		3,300,000		3,300,000
Increases funding for passthrough grants for teacher mentoring to provide a total of $4.5 million, of which $2 million is from the general fund and $2.5 million is from special funds made available from general fund carryover		2,000,000		2,000,000		2,000,000		2,000,000				0
Adjusts funding for various base budget passthrough grants				0			16,000	16,000			16,000	16,000
Adds funding for passthrough grants for an educational savings account program		44,250,000		44,250,000				0		(44,250,000)		(44,250,000)
Transfers funding from the PowerSchool line item to a student information systems line item				0				0				0
Total ongoing funding changes	**0.00**	**($19,892,145)**	**$159,049,158**	**$139,157,013**	**0.00**	**$4,987,859**	**$161,585,668**	**$166,573,527**	**0.00**	**$24,880,004**	**$2,536,510**	**$27,416,514**
One-Time Funding Items												
Adds one-time funding from the foundation aid stabilization fund for operating expenses related to ND Native American Essential Understandings contracts and work group costs			$300,000	$300,000			$300,000	$300,000				$0
Adds one-time funding from the foundation aid stabilization fund for operating expenses related to the production of a book series regarding the history and culture of indigenous people			650,000	650,000			650,000	650,000				0

Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			1,500,000	1,500,000			1,500,000	1,500,000				0
Adds one-time funding for program grants for Indians into STEM				0				0				0
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training			300,000	300,000			300,000	300,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program			2,000,000	2,000,000			2,500,000	2,500,000			$500,000	500,000
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training				0				0				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program			1,500,000	1,500,000				0			(1,500,000)	(1,500,000)
Adds one-time funding for an Amira reading program grant				0		$500,000		500,000		$500,000		500,000
Adds funding for a RoboKind pilot project				0		250,000		250,000		250,000		250,000
Adds one-time funding from the strategic investment and improvements fund for science center grants				0			10,000,000	10,000,000			10,000,000	10,000,000
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program				0				0				0
Total one-time funding changes	**0.00**	**$0**	**$6,250,000**	**$6,250,000**	**0.00**	**$750,000**	**$15,250,000**	**$16,000,000**	**0.00**	**$750,000**	**$9,000,000**	**$9,750,000**
Total Changes to Base Level Funding	**0.00**	**($19,892,145)**	**$165,299,158**	**$145,407,013**	**0.00**	**$5,737,859**	**$176,835,668**	**$182,573,527**	**0.00**	**$25,630,004**	**$11,536,510**	**$37,166,514**
2025-27 Total Funding	**86.25**	**$1,708,858,300**	**$1,280,545,832**	**$2,989,404,132**	**86.25**	**$1,734,488,304**	**$1,292,082,342**	**$3,026,570,646**	**0.00**	**$25,630,004**	**$11,536,510**	**$37,166,514**
Federal funds included in other funds			*$447,999,434*				*$450,520,469*				*$2,521,035*	
Total ongoing changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.3%*	*4.9%*	*0.0%*	*0.3%*	*14.5%*	*5.9%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*(1.2%)*	*14.8%*	*5.1%*	*0.0%*	*0.3%*	*15.9%*	*6.4%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	
Tuition apportionment		Includes a section to provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	
Foundation aid stabilization fund		Includes a section to provide $219,250,000, included in the other funds line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.	
Strategic investment and improvements fund		Includes a section to provide $10,000,000, included in the other funds line item of Section 1, is provided from the strategic investment and improvements fund for science center grants.	
Payments for 2023-25 biennium special education services		Includes a section to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.	
Gifted and talented program funding		Includes a section to require DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units.	

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	Armstrong Executive Budget	House Version	
Medicaid matching funding		Includes a section to provide state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit.	
Regional education association grants		Includes a section to provide that DPI use $700,000 of the 2025-27 legislative appropriation for integrated formula payments to provide annual grants of $50,000 to each regional education association.	
Student meal grants - Distribution		Includes a section to provide the grants - program grants line item includes $4.5 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty.	
Paraprofessional to teacher program grants - Distribution		Includes a section to provide the grants - program grants line item includes $3 million for grants to institutions of higher education to assist paraprofessionals to become teachers.	
North Dakota Governor's school grants - Distribution		Includes a section to provide the grants - passthrough grants line item includes $500,000 for North Dakota Governor's schools at NDSU and UND and provides for the distribution of the grants.	
Exemption - Deposits into the department's operating account		Includes a section to provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	
Exemption - 2023-25 biennium funding exemption and transfer to the Department of Public Instruction operating fund		Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.	
Exemptions - Unexpended ESSER fund and STARS/SLEDS upgrades appropriations		Adds a section to provide: Funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. Funds appropriated to DPI for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. The Department of Public Instruction retained $5 million for STARS upgrades and transferred $4.8 million to the Information Technology Department for SLEDS upgrades during the 2023-25 biennium.	
Salary of the Superintendent of Public Instruction		Adds a section to amend Section 15.1-02-02 to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.	

North Dakota Legislative Council

Prepared for the Senate Appropriations Committee
March 10, 2025

MAJOR RELATED LEGISLATION AFFECTING THE DEPARTMENT OF PUBLIC INSTRUCTION AS OF CROSSOVER

This memorandum provides information on major related legislation affecting the Department of Public Instruction as of Crossover:

House Bill No. 1024 - Deficiency - This bill provides a deficiency appropriation for the 2023-25 biennium of $30 million from federal funds to the Department of Public Instruction to increase federal funds authority which was reduced when the department transferred authority from the grants - other grants line item to the ESSER - school grants line item.

House Bill No. 1130 - In lieu of property tax contribution - This bill allows school districts an alternative method to calculate the in lieu of property tax contribution in the foundation aid formula. A fiscal note prepared by DPI indicates additional expenditures of $12.5 million. Funding for this change is included in the House version of House Bill No. 1013.

House Bill No. 1168 - Contribution from property taxes - This bill reduces the contribution from property taxes in the state school aid integrated formula payment from 60 mills to 50 mills and adds a $121 million allocation from the legacy earnings fund to state tuition fund to fund the additional cost. A fiscal note prepared by DPI indicates additional expenditures of $120.7 million.

House Bill No. 1214 - Transportation aid - This bill changes the transportation aid payment calculation for school districts. A fiscal note prepared by DPI indicates additional expenditures of $10 million. Funding for this change is included in the House version of House Bill No. 1013.

House Bill No. 1369 - State school aid formula - This bill increases per student payment rates by 2 percent each year of the biennium and allows for a rolling average calculation for average daily membership. The bill also transfers $75 million from the foundation aid stabilization fund to the school construction assistance revolving loan fund. A fiscal note prepared by DPI indicates additional expenditures of $100 million related to the foundation aid formula changes. Funding for the formula changes is included in the House version of House Bill No. 1013.

House Bill No. 1381 - In lieu of property tax contribution - This bill reduces the local in lieu of property tax contribution in the state school aid formula from 75 percent of eligible revenue to 65 percent of eligible revenue. A fiscal note prepared by DPI indicates additional expenditures of $13.5 million. Funding for this change is included in the House version of House Bill No. 1013.

House Bill No. 1476 - School district building assessments and maintenance - This bill requires school districts conduct regular building assessments and requires DPI develop and maintain a system for tracking school district building assessments and maintenance. A fiscal note prepared by DPI indicates a system can be set up and maintained by DPI staff.

House Bill No. 1540 - Education savings accounts - This bill establishes education savings accounts at the Bank of North Dakota effective July 1, 2026; requires DPI to administer the accounts; and appropriates $40 million from the general fund to the Bank of North Dakota for an education savings account program. A fiscal note prepared by DPI estimates additional expenditures of $36.1 million in the second year of the 2025-27 biennium.

Senate Bill No. 2104 - School district compliance with state law - This bill requires the Superintendent of Public Instruction to review school districts to verify compliance with education-related state law. If a school district fails to comply with a corrective action within 30 days after the issuance of a written warning, the Superintendent of Public Instruction may impose sanctions against the school district, including deducting up to 2 percent of the total state payments to which a school district is entitled for that school year from the subsequent payment distribution.

Senate Bill No. 2149 - Construction loan funding for air base schools - This bill designates, until June 30, 2027, $20 million from the school construction assistance revolving loan fund for matching funds for the construction of facilities on an air force base.

Senate Bill No. 2213 - Kindergarten through grade 8 mathematics curriculum - This bill provides $1.2 million from the general fund to the Department of Public Instruction to support schools and regional education associations to improve kindergarten through grade 8 mathematics curriculum, instruction, and student achievement.

Senate Bill No. 2234 - Choice ready grants - This bill provides $2 million from the general fund to the Department of Public Instruction to provide competitive choice ready grants to school districts.

Senate Bill No. 2241 - Public charter schools - This bill establishes public charter schools and requires the state provide funding to approved charter schools. A fiscal note prepared by DPI indicates the fiscal impact cannot be determined.

Senate Bill No. 2262 - Kindergarten Through Grade Twelve Education Coordination Council - This bill provides $120,000 from the general fund to the Superintendent of Public Instruction for Kindergarten Through Grade Twelve Education Coordination Council contracts.

Senate Bill No. 2275 - Kindergarten through grade 3 foreign language - This bill provides $49,500 from the general fund to the Department of Public Instruction for a pilot program to provide grants to schools providing instruction in a foreign language to students in kindergarten through grade 3.

Senate Bill No. 2330 - Human trafficking and exploitation prevention and awareness education - This bill provides $48,000 from the general fund to the Superintendent of Public Instruction to implement human trafficking and exploitation prevention and awareness education.

Senate Bill No. 2362 - Accreditation of schools - This bill requires the Superintendent of Public Instruction to contract with an accreditation organization or vendor to create state-provided accreditation to offer to each public school district at no charge.

Senate Bill No. 2367 - Agricultural land value - This bill requires assessors to use modifiers to reduce the value of agricultural land. A fiscal note prepared by the Department of Public Instruction indicates the fiscal impact of the reduction in agricultural land value on the cost of the state school aid formula cannot be determined.

Senate Bill No. 2400 - Education savings accounts - This bill establishes an education savings account program; requires the Superintendent of Public Instruction administer the program; and appropriates $3 million from the general fund to the Superintendent of Public Instruction to administer the program. A fiscal note prepared by the Department of Public Instruction indicates increased expenditures of $58.1 million, including the $3 million provided for administration.

STATE SCHOOL AID, OTHER GRANTS, AND DEPA ENT OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM BASE BUDGET AND REVISED EXECUTIVE BUDGET
COMPARED TO THE 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,359,674,851	$2,416,330,340	$116,655,489	$56,655,489
Transportation aid payments	58,100,000	58,100,000	63,500,000	5,400,000	5,400,000
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,503,830,340	$122,055,489	$62,055,489
General fund	$1,699,921,765	$1,632,097,501	$1,694,152,990	($5,768,775)	$62,055,489
Foundation aid stabilization fund	157,000,000	214,000,000	214,000,000	57,000,000	0
Strategic investment and improvements fund	13,993,086	0	0	(13,993,086)	0
State tuition fund	510,860,000	595,677,350	595,677,350	84,817,350	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,503,830,340	$122,055,489	$62,055,489
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$0	$0
Adult education integrated education and training grants		0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	4,500,000	(1,500,000)	0
Program grant pool, including leveraging the senior year	1,200,000			(1,200,000)	0
Leveraging the senior year		1,536,027	1,536,027	1,536,027	0
Building tomorrow's leaders		50,000	50,000	50,000	0
Family engagement		150,000	150,000	150,000	0
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program			2,000,000	2,000,000	2,000,000
Science of reading and literacy instruction			1,000,000	1,000,000	1,000,000
Dyslexia identification training (one-time)		300,000	300,000	300,000	0
Reading learning platform training				0	0
Administrative cost-sharing reimbursement	125,000	125,000	0	(125,000)	(125,000)
Regional education association merger incentive grants				0	0
Amira reading tool (one-time)			500,000	500,000	500,000
Teacher retention program - Vital Network (one-time)		2,000,000	2,500,000	2,500,000	500,000
Indians into STEM			300,000	300,000	300,000
School board training (one-time)		1,500,000	1,500,000	1,500,000	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
General fund	$9,125,000	$8,161,027	$11,836,027	$2,711,027	$3,675,000
Other funds - Foundation aid stabilization fund		3,800,000	4,300,000	4,300,000	500,000
Other funds - Strategic investment and improvements fund			0	0	0
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	8,080,000	0	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
Other grants - Other funds					
Federal grants	$382,513,893	$409,513,893	$412,219,602	$29,705,709	$2,705,709
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$409,738,893	$412,444,602	$29,705,709	$2,705,709
Total state school aid and other grants - All funds	$2,781,718,744	$2,871,554,771	$2,940,490,969	$158,772,225	$68,936,198

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
Agency administration					
Administration - General fund	$13,252,390	$15,898,482	$19,797,997	$6,545,607	$3,899,515
Administration - Other funds	39,505,695	43,730,589	43,545,390	4,039,695	(185,199)
Native American program and text book (one-time) - Foundation aid stabilization fund		950,000	950,000	950,000	0
Total - Agency administration	$52,758,085	$60,579,071	$64,293,387	$11,535,302	$3,714,316
Passthrough grants, PowerSchool, and national board certification					
National writing projects	$40,000	$40,000	$70,000	$30,000	$30,000
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	4,500,000	2,000,000	0
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)			10,000,000	10,000,000	10,000,000
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants/TeenPact	34,000	34,000	20,000	(14,000)	(14,000)
Robokind pilot project (one-time)			250,000	250,000	250,000
Innovation intermediary (one-time)		1,500,000	0	0	(1,500,000)
2Revolutions program (one-time)				0	0
Educational savings accounts		44,250,000		0	(44,250,000)
Total - Passthrough grants	$3,569,000	$51,319,000	$15,835,000	$12,266,000	($35,484,000)
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$57,270,290	$21,786,290	$12,266,000	($35,484,000)
General fund	$6,451,290	$52,701,290	$8,701,290	$2,250,000	($44,000,000)
Other funds - Foundation aid stabilization fund		1,500,000	0	0	(1,500,000)
Other funds - Strategic investment and improvements fund			10,000,000	10,000,000	10,000,000
Other funds - Public instruction fund/carryover	3,069,000	3,069,000	3,085,000	16,000	16,000
Total - Passthrough grants, PowerSchool, and national board certification	$9,520,290	$57,270,290	$21,786,290	$12,266,000	($35,484,000)
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	$62,278,375	$117,849,361	$86,079,677	$23,801,302	($31,769,684)
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,026,570,646	$182,573,527	$37,166,514
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,708,858,300	$1,734,488,304	$5,737,859	$25,630,004
Total - Other funds	1,115,246,674	1,280,545,832	1,292,082,342	176,835,668	11,536,510
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,026,570,646	$182,573,527	$37,166,514
FTE positions	86.25	86.25	86.25	0.00	0.00

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
3/10/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

2:32 p.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas.

Discussion Topics:

- Services Offered through ND Vision Services.
- Biennial Accomplishments.
- Organizational Challenges.
- Funding Request.
- Enrollment Vs Headcount.
- Center for Distance Learning Course Offerings.
- Retention Concerns for CDL.
- Teacher Retention Methods.

2:32 p.m. Paul Olson, Superintendent, ND Vision Services/School for the Blind, testified in favor and submitted testimony #40215 and #40219.

3:15 p.m. Allen Peterson, ND Citizen, testified in favor.

3:22 p.m. Dr. Alyssa Martin, State Director, ND Center for Distance Education, testified in favor and submitted testimony #39826 and #40242 and #40241 and referenced Long Sheet #40234.

4:08 p.m. Erin Raab, Chief Strategy and Impact officer, Vital Network, testified in favor and submitted testimony #40210.

4:30 p.m. Bill Daggett, Co-Founder, Delta Advisory Group, testified in favor and submitted testimony #40205.

4:39 p.m. Shane Goettle, Co-Founder, Dakota Strategies, testified in favor and submitted testimony #39800.

4:46 a.m. Maria Neset, Lieutenant Governor Chief of Staff, testified in favor and submitted testimony #40208.

Additional written testimony:

Sheila Sandness, Fiscal Analyst, Legislative Council, submitted testimony in neutral #40234 and #40235 and #40237

Krista Schulz, HR Director, ND Dept. of Public Instruction, submitted testimony in favor #39598.

5:07 p.m. Chairman Sorvaag Adjourned the meeting.

Steven Hall, Committee Clerk

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS – EDUCATION & ENVIRONMENT
March 10, 2025
By: Krista Schulz, Human Resources Manager
701-328-3298
North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Krista Schulz, and I am the Human Resources Director with the North Dakota Department of Public Instruction (NDDPI). I am here today to provide information on House Bill 1013, specifically regarding NDDPI's staffing information.

NDDPI is currently allocated 86.25 FTE within the agency. This allocation was unchanged from the 2021-2023 biennium, and we are requesting to maintain the same 86.25 FTE allocation for the upcoming 2025-2027 biennium.

Of the 86.25 allocated FTE, 82.5 are currently filled, leaving 3.75 vacancies. These vacancies are federally funded and remain open to provide flexibility in responding to ongoing changes in education programs or federal requirements. When these positions are filled, they will continue to be funded using federal resources.

The committee inquired about the 2023-2025 FTE Funding Pool. As part of this legislative initiative, budgets were reduced, with 70% of the reductions placed into the FTE Funding Pool. Agencies could request these funds upon hiring either

newly assigned FTE positions, which NDDPI did not have, or refilling positions that were vacant as of July 1, 2023. For NDDPI, our July 1, 2023 vacancies equated to 8.75 FTE. To date, NDDPI has filled 7 of the July vacant positions.

We transferred $789,815 into the pool, consisting of $295,820 in general funds and $493,995 in federal funds. Under the provisions of the FTE Funding Pool, NDDPI was permitted to request 70% of these funds back as positions were filled. We have requested and received the allowable amount of $552,870.

For your reference, I have included data detailing July 1, 2023 vacancies, hire dates, and the funds recouped from the FTE Funding Pool. NDDPI has received all available funds from the pool.

Next, I will discuss NDDPI's employee turnover and vacancy trends during the current 2023-2025 biennium. To date, NDDPI has experienced a turnover rate of 7.3%. The accompanying data outlines the monthly total of FTE vacancies, as well as the number of new hires and filled positions.

Finally, I would like to address general fund savings associated with vacant positions. For the current biennium, NDDPI has $150,578 in savings from vacancies. These savings result from the lag time between a position becoming vacant and being filled, in addition to new hires starting at a lower salary than their predecessors.

To date, NDDPI has utilized $45,906 of these savings to fund leave payouts and temporary salary increases.

At this time, I am happy to answer any questions regarding NDDPI's staffing information. Following this, I will turn the presentation over to NDDPI's Chief Financial Officer, Jamie Mertz to discuss the agency's funding.

Mr. Chairman and Members of the Committee:

For the record, my name is Krista Schulz, and I am the Human Resources Director with the North Dakota Department of Public Instruction (NDDPI). I will be discussing NDDPI's salary equity request.

First, I would like to explain our salary range structure by outlining the Office of Management and Budget's (OMB) broadband salary ranges. In 2020, OMB implemented a broadband pay structure for state employees. When this was done, it consolidated multiple paygrades. To better reflect the diverse complexity of roles at NDDPI, we divided the broadband pay grades into two levels per pay grade. This allowed us to recognize the different levels of work and align with an appropriate market policy point (MPP), which represents a midpoint for comparable positions in the broader market.

The State of North Dakota uses compa-ratios to measure how an employee's salary compares to the market rate for similar jobs. A compa-ratio is expressed as a percentage. For example:

- 100% compa-ratio means the employee is paid at the market rate, (MPP).
- A compa-ratio below 100% means the employee is paid under the market rate.
- A compa-ratio above 100% means the employee is paid above the market rate.

The State of North Dakota's broadband salary ranges typically range from 75% compa-ratio to 125% compa-ratio. Under this system, NDDPI's average compa-ratio is 95.7%, placing us as the 16th lowest-paid agency out of 53 state agencies managed under the Office of Management and Budget's compensation system. At NDDPI, we typically hire employees at 85-88% compa-ratio, with salary increases determined through legislative appropriations.

NDDPI operates with a lean team of 82.5 FTE. As we look to the future, we recognize that we will have the following concerns when it comes to hiring and retention.

1. Retaining highly qualified staff when North Dakota school district salaries from the 2023-2024 school year outpace NDDPI's projected 2025 salaries.

2. Attracting and hiring qualified new team members at lower hiring rates than those offered in the broader field.
3. Leveraging the current NDDPI team to take on additional state and federal initiatives.
4. Preparing for upcoming retirement eligibility of 22% of the NDDPI team.

Next, I will discuss how NDDPI compares to the field. Over the last ten years, ND school district staffing has grown by 13.4% while NDDPI's staffing has decreased by 13.5%.

Additionally, when analyzing school district salary data from a year ago, the 2023-2024 school year, we found that salaries were higher than what we can offer in 2025. We specifically highlighted the top ten largest school districts because their staff face similar challenges to ours. Our program administrators and directors manage 168 school districts, which encompasses 480 buildings. They also experience the same cost-of-living pressures, including housing, childcare, and general living expenses.

When comparing our agency's 2025 salaries to the 2023-2024 school district salaries, you can see that the average daily rates are:

- $340 per day for teachers,
- $515 per day for assistant principals,

- $609 per day for principals,
- $894 per day for superintendents.

For NDDPI comparisons, our average daily rates of pay are:

- $306 per day for agency-wide overall salary,
- $302 per day for program administrators,
- $418 per day for directors.

NDDPI is requesting a biennium salary equity increase of $1,023,497. This amount includes the spending authority to move $624,333 of federal funds to our salary line and an additional $399,163 of state funds. This funding will provide targeted equity increases to better align salaries more closely with the market. Our intent is to retain our high-performing professionals who consistently deliver exceptional results and are highly marketable across multiple industries.

We will prioritize salary adjustments as noted in the PowerPoint presentation. Our priority will be to bring our education professionals closer to school district salaries. The priority areas are as follows:

1. Education Program Administrators—These professionals consistently exceed expectations in managing statewide programs across North Dakota. We aim to align their salaries closer to those of teachers in large school districts.

2. Education Directors— Senior leaders who oversee statewide programs and education offices within NDDPI. Our goal is to bring their salaries closer to school district administrators.
3. Administrative Support Offices (Fiscal Management, HR, and Outreach & Engagement)— Teams responsible for supporting agency operations, grant management, communications, and statewide recognition or coordination efforts.
4. Management Information Systems–Information technology staff dedicated to addressing the evolving technology needs of North Dakota's education entities.
5. Education Administrative Support positions—Staff who provide essential assistance to education program administrators and directors in carrying out education initiatives and programs.
6. Executive Leadership—A small portion of the funding will support NDDPI's executive leadership, who strategically guides the agency's offices.

If approved, these adjustments will reduce the compensation gap while still remaining below the previous year's school district salary benchmarks. More importantly, it will allow us to retain the dedicated professionals who manage

North Dakota's essential education programs and ensure continued success for our schools and students.

At this time, I am happy to answer any questions regarding NDDPI's salary equity request.

Testimony of Shane Goettle
on behalf of Solving Hunger, Tusk Philanthropies

Chairman Ron Sorvaag
North Dakota Senate on Appropriations Education and Environment Division
March 10, 2025

HB 1013

Chairman Sorvaag and members of the Senate Appropriations Education and Environment Committee,my name is Shane Goettle and today I am presenting testimony for *Solving Hunger*, a project of Tusk Philanthropies, that is dedicated to ending child hunger.

Solving Hunger is working in North Dakota because of our state's decision to expand school meals last session, and its interest this year in doing more, as indicated by what the House has done in HB 1013 you have before you.

Solving Hunger has been involved with this work for nearly ten years, in 27 states. In addition to North Dakota, the organization is working this year in Arkansas, Ohio, and Kansas, among others. Last year, they helped expand school meals in South Carolina, where over 85% of kids there are now being fed for free.

Universal school meals are a proven solution to child hunger. In states that have implemented free school meals for every child, kids are healthier, attendance in school improves, test scores rise, graduation rates increase, and kids are happier since they no longer face stigma. Their parents are saving around $1,000 per child per school year, which also makes school meals an answer to the affordability issues that families face today.

While **universal** school meals is one way to address child hunger, simply **expanding** school meals is a step in the right direction, and it can be accomplished in a variety of ways.

Solving Hunger applauds what the state of North Dakota has already done to expand meals to families living at 200% of the federal poverty level. The House's proposal this year to expand that further – to 225% – at a cost of an additional $4.5 million, is another welcome solution that is worthy of the Senate's attention.

Solving Hunger is also supportive of language in the ESA bill that is being considered in this body that would allow parents to direct their educational funds, at their discretion, to school meal programs. Either approach impacts kids who are in need of better and reliable nourishment. And either approach allows North Dakota education tax dollars to work with greater efficiency. No matter the investment, hungry kids can't learn.

Because Solving Hunger works to pass laws to expand school meals throughout the country, it might help members of this committee to have additional information that could provide context as you consider what's best for North Dakota children – and what's affordable for its taxpayers.

First, there is another expansion approach being used by states that also has the benefit of being universal: guaranteed ***breakfast*** for every child. This approach not only removes the stigma out of one meal, but breakfast typically costs 20%-25% of the cost of full breakfast and lunch. It is a solid "stepping stone" to universal school meals. Governor Sarah Huckabee Sanders of Arkansas just signed a universal breakfast bill in her state three weeks ago. All 475,000 Arkansas school children will begin receiving free breakfast at school in the fall, at a cost of $14.7 million annually.

Second, if the committee was interested in funding both breakfast and lunch, we hope that Senators might consider the possibility that current estimates of $70 million per year is a much higher estimate than what the actual costs are in states with comparable K-12 census'. Smaller states might have particular challenges concerning economies of scale that aren't faced by bigger states, but consider the following states – both with similar populations – who are both providing universal school meals:

> – Maine has 50% more K-12 students than North Dakota, and a child poverty rate that is 3.5 points higher than here. To feed far more children, it costs Maine $64 million annually.
>
> – Vermont has a comparable child poverty rate, and 40% fewer K-12 students. The cost to Vermont is $24 million annually.

In other words, using census data and actual costs in those states, those comparable population states are paying between $287-372 per year to feed each child breakfast and lunch. Based on estimates here of $70 million annually, it would cost $592 per year to feed each child breakfast and lunch. This is way outside of the norm in other states, and we would encourage another look at estimates that the committee has been provided. Even if North Dakota spent as much as Maine – the highest in the country – to do universal meals, that would equate to $44 million, not $70 million. If free breakfast in North Dakota tracked with costs in Arkansas that would be equivalent to just under $4 million in North Dakota.

Whatever approach you choose, *Solving Hunger* can assure you that it will be popular. The philanthropy regularly polls the popularity of school meals, and receives consistent results: feeding kids is enormously popular across states, no matter size, urban/rural characteristics of a state, or political differences. In poll after poll across the nation, red states and blue, more than 80% of voters want to make sure kids don't go hungry. And the best way to do that is by making sure they eat at school.

Thank you for giving us the opportunity to testify, and thank you for your work on behalf of North Dakota's children.

NORTH Dakota | Center for Distance Education
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HB 1013: North Dakota Center for Distance Education

Testimony Provided by: Dr. Alyssa Martin, State Director

03/10/2025

Senator Sorvaag and members of the Senate Appropriations Education and Environment Division:

For the record, my name is Dr. Alyssa Martin, and I am the State Director of the North Dakota Center for Distance Education. I appreciate the opportunity to speak with you today and to present an updated and comprehensive picture of NDCDE's impact, accomplishments, and budget priorities for the 2025-27 biennium.

Slide 2: More specifically, my presentation will cover:

1. An overview of NDCDE's mission and history.
2. Data and outcomes from the 2023-25 biennium.
3. Priorities for the 2025-27 biennium.
4. A breakdown of decision packages; and
5. A comprehensive budget request.

Slide 3: Since 1935, NDCDE has been a leader in personalized education, evolving from a correspondence school to a fully virtual education provider. As we celebrate a milestone anniversary this year—90 years of excellence in education—we continue to evolve to provide flexible, self-paced courses that meet the unique needs of North Dakota students.

As a 100% virtual, asynchronous education provider, we offer students the option of enrolling anytime and progressing at their own pace within a 20-week completion window—or a timeframe of a district's choosing. As a supplemental education provider, our mission is to complement—not replace—the work of local schools. Most students who enroll in NDCDE courses remain district-enrolled, typically taking one or two courses through us to help them with scheduling or to access courses not offered locally. Even our diploma-seeking students are classified as homeschooled.

The supplemental model changes how we measure student outcomes. Grades are the primary way that we have demonstrated student growth and learning for much of our history. This limitation was a key factor in our recent shift toward competency-based education, a significant initiative I will explain further, as it directly ties to one of our major accountability goals for the future.

Slide 4: The next slide features a short video designed to introduce stakeholders to the services offered by NDCDE.

Slide 5: I've provided you with a short glossary associated with my presentation today, and I'd like to point out a few key terms. The first is *learning coach*. As you saw in the video, a learning coach acts as a proctor and guide, providing students with accountability and support in ways we simply cannot as a fully virtual school. NDCDE has established policies on learning coaches, including recommendations for districts on selecting appropriate individuals for this role to help maintain academic integrity—generally advising against the use of parents. A brief video explaining the learning coach role can be accessed via the QR code provided.

Another important term on this slide is ***competency-based education***. This approach measures student progress based on their ability to demonstrate mastery of specific skills and concepts, rather than simply completing coursework or spending a set amount of time on tasks. It allows students to focus more time on areas where they need additional support while advancing once they've proven proficiency. NDCDE is transitioning to this model across all courses while continuing to report both percentage grades and student proficiency by standard, using pre- and post-assessments to show learning growth.

Another important distinction is the difference between enrollments and headcount:

- Headcount refers to the unique number of students served by NDCDE. For example, if a student takes multiple courses, they are counted as one individual in the headcount.
- Enrollment reflects the total number of courses in which students are registered. A student taking three courses generates three enrollments.

This distinction is vital for budgeting and staffing purposes. While headcount captures the breadth of students we serve, enrollments reflect the actual workload for teachers and the resources required to support our operations. Enrollments, therefore, are the more accurate measure for planning and resource allocation because depending on the course, we may need to activate an adjunct who would otherwise not be teaching or pay for a higher curricular vendor cost because of the unique nature of the course.

Slide 6: NDCDE currently offers 307 courses for grades K-12, covering all subjects required by NDCC Chapter 15.1-21: Curriculum and Testing. Our courses span the traditional categories of core academics, electives, and career and technical education (CTE). Each course we offer undergoes a careful vetting and evaluation process. This typically begins with a stakeholder request for a new course. NDCDE then researches online curriculum vendors offering content in that subject area and arranges demos for our content experts. A subject-matter expert (NDCDE teacher) then conducts a detailed review, aligning the course to North Dakota state standards and customizing the content as needed. One of the key ways we are currently enhancing courses is by replacing multiple-choice and fill-in-the-blank exams with project-based, authentic assignments to promote deeper learning and deter cheating.

Slide 7: During the 2023-25 biennium, NDCDE has served 9,568 students with over 30,500 enrollments and counting, including over 9,100 North Dakota students. This reach reflects the agency's strong presence across the state, serving 305 unique public and private schools during this period. The demand for virtual education has continued to grow significantly. NDCDE saw a 56% increase in enrollments from the previous biennium, rising from 19,539 enrollments in 2021-23 to over 30,500 enrollments in 2023-25. This growth highlights both the expanding interest in virtual education and the agency's ability to meet evolving educational needs across

the state. It's important to emphasize, as we present budget requests, that we anticipate sustaining and potentially increasing this growth in the next biennium.

NDCDE is also proud to have awarded 51 diplomas to self-pay homeschooled students, providing a pathway for students seeking a flexible, high-quality education while meeting graduation requirements.

This success is supported by a dedicated team of 106 employees, including 30 full-time staff (13 permanent teachers), 11 full-time temporary teachers hired to assist with growth, and 65 part-time adjunct instructors who are essential in ensuring personalized instruction and support for all students. Together, these figures reflect NDCDE's continued commitment to expanding educational access, ensuring quality instruction, and meeting the needs of North Dakota's diverse student population. It's essential to pause here and emphasize that 11 FTTs and over 21 adjuncts have been hired by NDCDE in response to HB 1376—we received no general fund appropriation to hire these individuals; they are hired with tuition revenue.

Slide 8: This slide shows our current organizational structure. NDCDE has completely restructured departments and reporting structures from 2022 to the present for operational efficiency and increased collaboration. The majority of the leadership team are new to their roles—hired through internal promotions or externally, and they are world-class. You will get to hear about some of their work and accomplishments later in the presentation.

Slide 9: During the 2023-25 biennium, NDCDE successfully onboarded three new Full-Time Equivalent (FTE) positions approved by the Legislative Assembly. These included:

- **Dean of Students:** This role has been instrumental in monitoring academic progress, addressing student concerns, collaborating with school districts, and implementing academic integrity safeguards.
- **Elementary Teacher:** This addition expanded our capacity to serve younger students, ensuring personalized instruction for our growing elementary population.
- **IT Support Desk Position:** This role has provided crucial technical support to students and staff, ensuring smooth operation of our virtual learning systems.

For the 2025-27 biennium, NDCDE originally requested 2.2 additional FTE positions. This request reflected:

1. **Conversion of Two Full-Time Temporary Positions (FTTs) to FTEs, including:**
    a. **An Enrollment Support Position:** This role is essential for processing our ever-increasing rolling enrollments, responding to all registration needs (drops, adds, withdrawals, medical holds, and issuing completion certificates) and ensuring timely responses to student and school inquiries.
    b. **A Curriculum Support Position:** This position supports the ongoing alignment of our courses with state standards and competency-based education initiatives, which will be highlighted later in the presentation.
2. **Addition of 0.2 FTE to an Existing 0.8 FTE:** This increase will allow us to convert a part-time position into a full-time role, enabling us to retain a highly qualified employee for the long term. The expanded role will focus on IT supervision, ensuring robust oversight of our critical technology infrastructure.

These requested changes were designed to address current operational needs, improve efficiency, and ensure that NDCDE remains well-positioned to meet the increasing demand for its services. The requests for these positions were submitted with our overall budget in July 2024. At that time, we could not have anticipated the level of growth we would experience in the second year of the biennium.

As we entered the legislative session, it became clear that our growth was not leveling off. In fact, we saw an additional 60% increase in enrollments from year one to year two of the biennium. Given this continued acceleration, we decided to advocate for both what we originally requested—2.2 FTEs—and a new administrative equity package to recognize the significant additional workload and hours our administrative team is managing to support this growth. This was despite the governor's recommendation of 1.2 FTEs for NDCDE, which is what appears on the budget long sheet before the committee today.

Upon presenting both requests to the House, we were advised to find room for equity within our original budget request. In response, we scaled back our FTE request from 2.2 to 1.2 in hopes of making space for equity consideration. Despite these efforts, the equity portion was not approved in the House, though we continue to advocate for it given the more than 50% increase in our agency's responsibilities over the biennium—an increase that is even more dramatic when viewed year over year.

As part of this presentation, we were also asked to identify any cost savings from turnover. We have had little because we quickly fill any vacant positions. We have only one vacancy currently—the 0.8 FTE that needs to be converted to a 1.0 FTE to attract and retain a high-quality candidate.

Slides 10: NDCDE is partially state-funded and partially tuition-funded, with NDCC Ch. 15-19 authorizing the agency to charge a fee for its courses. In 2023, we undertook a comprehensive review of 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.

Slide 11: NDCDE provides districts with far more than just access to curriculum despite virtual academies often referring to receiving their "curriculum" through NDCDE—our tuition covers a comprehensive, high-quality educational service designed to support student success and meet the needs of North Dakota schools. Every student enrolled at NDCDE is assigned a North Dakota-licensed teacher employed by NDCDE. These teachers provide personalized instruction, monitor progress, hold virtual meetings with students, offer timely feedback on all assignments, and manage both classroom engagement and ongoing curricular review. This live instructional component ensures students receive direct, qualified support—not just access to self-paced material.

Additionally, NDCDE maintains the technology infrastructure necessary to operate a fully online school. This includes a dedicated learning management system, a student information system, and an e-commerce platform for course registration—all maintained by a four-member IT team and help desk to assist students, families, and districts with technical issues. NDCDE also prioritizes student support services to ensure that all learners have access to the resources they need. A licensed school counselor works to connect students with academic support, manages IEPs and 504 plans, and ensures accommodations are properly communicated to

teachers. A dean of students actively monitors academic risk and student conduct, collaborating with local districts to implement interventions when needed.

It is worth emphasizing that at a cost per enrollment of $229-$259 to schools, districts receive a complete, student-centered educational service—not just curriculum, but certified instruction, technical support, and student services that reflect the full spectrum of what it takes to deliver quality virtual education. This comprehensive approach ensures that students have access to the tools and support necessary for meaningful academic progress, while districts benefit from a reliable, standards-aligned educational partner.

Slide 12: The next set of slides highlights NDCDE's significant accomplishments over the past two years, showcasing both our remarkable growth and the intentional steps we've taken to maintain and improve quality during this expansion. As enrollment surged, we made a concerted effort to measure educational quality carefully, ensuring that our standards remained high even as the number of students we served increased dramatically. This section also emphasizes the major initiatives we've implemented as part of our ongoing commitment to continuous improvement—guided by data analysis and direct feedback from stakeholders—to better serve North Dakota students and schools.

Slide 13: As this slide illustrates, NDCDE's enrollment has grown significantly in recent years. The data displayed reflects enrollment figures over the same set of dates across five years, along with the percentage increases or decreases from the previous year. Notably, in just the last few days alone, our enrollments for FY 25 have surged to **17,834**—over a 60% increase from the previous year with these numbers continuing to climb daily as students register to take courses this spring and summer.

Slide 14: The question is: *What is driving this growth?*

- A key factor is HB 1376, passed by the 68th Legislative Assembly, which expanded access to NDCDE by allowing parents to enroll their public school students in our courses, with the district covering the cost. This legislation removed financial barriers that had previously prevented some families from considering virtual education.
- However, our data suggests that free access alone is not the primary reason families are turning to NDCDE. To date, 825 parents, learning coaches, and students have responded to our online engagement survey, with the top reason for enrollment being that courses were not available locally. The second most common reason cited was scheduling conflicts, ranging from students wanting to take additional courses to those prioritizing core subjects in school while exploring electives in their free time.
- The third reason families choose NDCDE is due to local school challenges, including bullying and mismatches between a student's learning style and a teacher's instructional approach.
- Some school officials have suggested that families are choosing NDCDE because they believe the courses are easier. However, in our survey of 317 student respondents, only one student cited lower rigor as a reason for enrolling. While it's reasonable to consider that some students may not fully disclose this motivation, the perception of academic challenge is reinforced not only by our anonymous end-of-course student surveys but also by data from both our parent and teacher surveys.

Slides 15: NDCDE's financial impact under HB 1376 has been widely misunderstood. Contrary to some perceptions, the vast majority of districts are not paying hundreds of thousands of dollars to NDCDE.

As shown in the data, the average total spending per district across FY 2024 and FY 2025 combined (a 20-month period) is just over $31,000—or approximately $1,550 per month. Smaller districts are spending as little as $7,700 over 20 months, which equates to just $385 per month. Even the largest districts—many of which operate their own virtual academies while receiving Foundation Aid for those enrollments—have spent an average of just over $490,000 during this same period, a small fraction of their nine-figure budgets.

For virtual academies, partnering with NDCDE can even result in a financial advantage. With course tuition set at $259, the annual cost per student for a full course load is approximately $2,590. That amount covers not only course content, but also instruction by a state-certified teacher, instructional support, technology infrastructure, and student services. Meanwhile, the virtual academy retains the remaining Foundation Aid—about $8,482—to cover ancillary costs.

Districts have an opportunity to collaborate strategically with NDCDE by monitoring enrollment trends and leveraging its services where it makes sense to phase out duplicative offerings. By working together, districts can take advantage of the affordable, high-quality educational support NDCDE provides, ensuring students have access to expanded learning opportunities while protecting local resources. This partnership approach allows schools to focus on core priorities while relying on NDCDE's established infrastructure and instructional expertise to meet diverse student needs.

Slide 16: The revenue generated through tuition has been reinvested directly into managing the increasing NDCDE enrollments, ensuring students receive the highest quality education possible. This reinvestment has included hiring additional staff, adjusting teacher workloads, and expanding student support services.

When HB 1376 expanded access, no additional state funding was provided. NDCDE responded with internal efficiency measures and tuition revenue, not general fund appropriations. This included strategic course reductions, workload adjustments, and a $2.5 million Emergency Commission request, funded primarily through $1.9 million in tuition revenue and $600,000 from a grant.

Slide 17: NDCDE closely monitors student performance to ensure both rigor and quality remain central to its educational model, even as enrollment has grown significantly. The data presented highlights how NDCDE balances academic challenges with appropriate support, using grade distribution trends, feedback surveys, and predictive tools for continuous improvement. Notably, only 38.6% of students earned an A, indicating that NDCDE's courses are designed with high standards, avoiding the trend of grade inflation often seen in less rigorous virtual models. To maintain this level of rigor while improving outcomes, NDCDE uses real-time dashboards within its learning management system (LMS) to monitor student progress closely. These tools help identify struggling students early, enabling intervention strategies that balance high expectations with necessary academic support.

NDCDE is committed to reducing failure rates through proactive strategies in the next biennium, including:

- Enhanced dashboards and predictive analytics to identify at-risk students earlier; and
- AI tutoring tools designed to offer immediate, personalized assistance when students struggle.

Slide 18: Another way that we are tracking student progress is through new competency-based education (CBE) dashboards. They offer a powerful tool for tracking and improving student learning. Already in use for elementary math, these dashboards provide real-time insights into student performance by standard, clearly showing where students are excelling and where additional support is needed.

The dashboards serve multiple purposes:

- Identify Learning Gaps: By displaying student proficiency by standard, the dashboards help pinpoint areas where curricular adjustments may be needed.
- Support Personalized Learning: Teachers can use the data to tailor instruction and provide targeted interventions based on individual student needs.
- Guide Data-Driven Decisions: School leaders can use aggregated proficiency data to monitor trends, ensuring continuous instructional improvement across grade levels and subjects.

Leading this transformative shift is NDCDE's Assistant Superintendent, an internationally recognized consultant on competency-based education, who has guided schools worldwide through the transition to CBE. She is at the forefront of this effort at NDCDE, working directly with teachers to help them understand and implement CBE principles while also advising the instructional technology team on how to integrate and report CBE data effectively within NDCDE's systems. To expand the impact of these tools, NDCDE's in-house developer is actively integrating the CBE dashboards with its student information system (SIS), Genius. This integration will allow proficiency data to be reported directly to parents, students, and schools, providing transparent insights into student progress. Notably, NDCDE is the first virtual school using Genius to achieve this type of CBE reporting. Once finalized, the development code will be available nationwide, giving other virtual schools the ability to adopt and report competency-based education for the first time. These efforts reinforce NDCDE's commitment to high standards, instructional excellence, and continuous improvement, ensuring all stakeholders have the tools and information necessary to support student success.

Slide 19: NDCDE requires students to complete an end-of-course survey in each course. Student feedback continues to offer valuable insight into the quality and rigor of NDCDE courses. Based on 11,137 student responses from the end-of-course survey, results show that the challenge of NDCDE courses averaged 3.0 on a 4.0 scale, reflecting an appropriate challenge level to foster growth without causing frustration due to rigor. Core academic courses align with expectations for rigor, while Physical Education, Career & Technical Education (CTE), and elective courses scored lower, which is consistent with trends seen in both virtual and in-person settings where these courses often emphasize skill-building and creativity rather than academic complexity.

A key indicator of student and family confidence in NDCDE's services is its high rate of returning students, a major factor contributing to sustained growth, specifically over this biennium to date:

- 60% of students enrolled in at least two courses.
- 36% enrolled in three or more courses.
- 15% enrolled in five or more courses.

These return rates demonstrate positive student experiences and continued trust in NDCDE as a reliable, high-quality educational partner.

Slide 20: Feedback from both parents and NDCDE teachers closely aligns with what we're hearing from students, further reinforcing that our courses maintain high expectations while still identifying areas where we can continue to grow. From our parent survey, which had over 500 responses, parents agreed that NDCDE teachers uphold high expectations for learning, rating this 4.1 out of 5. They also gave high marks for instructional quality and overall satisfaction, both scoring 4.2 out of 5.

Our teachers—48 of whom participated in the survey—rated expectations for learning even higher, at 4.6 out of 5. They described their classrooms as places where students are actively engaged, solving problems, and completing meaningful work.

These teacher insights match what research tells us about best practices for online instruction: students benefit most when they're actively participating, tackling real problems, and receiving timely, individualized feedback—whether that's through a rubric, written comments, or one-on-one conversations.

Slide 21: NDCDE has made significant strides over the past two years across multiple areas of its operations. These accomplishments, detailed further in the NDCDE Major Accomplishments Report included in our budget packet, demonstrate a clear focus on quality, accountability, and student success. (Please note that the figures in the Major Accomplishments Report, written in July 2024, have since been surpassed as NDCDE continues to make progress.)

- Competency-Based Education (CBE): NDCDE has shifted toward a mastery-based model, aligning more than 50% of courses with priority state standards, with a goal of reaching 70% by June 2025 and full implementation by Fall 2026. Expanded teacher training and enhanced technology infrastructure continue to support this transition.
- Academic Integrity Safeguards: To reinforce academic integrity, NDCDE has implemented a Dean of Students-led monitoring system, TurnItIn plagiarism detection, locked-down exam passcodes, and structured violation reporting. New policies on AI use and academic integrity have also been introduced, along with a required virtual onboarding course to clarify expectations upfront.
- Operational Improvements: NDCDE has undergone strategic restructuring, clarifying staff roles, expanding staffing for increased enrollments, and adjusting tuition rates while maintaining high teacher satisfaction. Teacher workload models were revised, and NDCDE now outperforms state averages in 9 of 13 Gallup Survey measures—an instrument used by the State of ND to benchmark employee satisfaction across agencies.
- Curricular Changes: A detailed quality review led to the phasing out of 62 courses and aligning remaining content with state priority standards. Authentic assessments have been expanded, and the Curriculum Committee now reviews all new courses for content quality, industry relevance, and assessment rigor. The Military Preparation Program and cybersecurity and computer programming courses have also been added, emphasizing career readiness and state standard alignment.

- New Partnerships: NDCDE has established key collaborations with the ND State Library, National Guard, EduTech, and Home on the Range, focusing on expanding educational access, professional development, and curriculum innovation.

These accomplishments reflect NDCDE's ongoing commitment to continuous improvement, data-driven decision-making, and providing high-quality virtual education to North Dakota students.

Slide 22: NDCDE's commitment to quality improvement has garnered both state and national recognition. The organization has been frequently invited to present on topics ranging from curricular reform to competency-based education by leading national virtual education organizations, including the Virtual Learning Leadership Alliance (VLLA) and the Digital Learning Collaborative (DLC). Notably, Assistant Superintendent Enderson received the DLC's top individual honor last year for her leadership in competency-based education. NDCDE's impact extends beyond its leadership team. NDCDE teachers have earned state-level awards and serve on committees and boards that influence North Dakota's educational policies and priorities. The organization is also establishing itself as a state leader in course design and program development, with its Military Preparation Program recently being added to the Choice Ready Framework for military readiness. This slide highlights the many ways NDCDE is making a statewide and national impact, advancing the field of virtual education through innovation, collaboration, and leadership.

Slide 23: With all this momentum, the NDCDE leadership team has devised a comprehensive strategic plan to help the organization continue to evolve. This short video outlines this plan, with our additional priorities for the biennium, the resources needed to support them, and the possible barriers to our success and hence the ability to extend more quality virtual education opportunities to students outlined in the slides that follow.

Slides 24: NDCDE's 2025-27 biennium priorities and budget are strategically aligned to ensure continued quality, growth, and equitable access to virtual education across North Dakota. Our major priorities for next biennium are as follows, and you'll see in a later slide that our budget priorities align:

- **Equitable Access:** NDCDE is committed to ensuring that every student, regardless of socioeconomic status or geographic location, has access to high-quality education. Our strategic plan focuses on expanding partnerships like the one with Home on the Range, which provides portable education solutions for children in foster care or residential placements. These students often require flexibility and personalized support to maintain academic continuity during periods of transition. We are also exploring opportunities to serve students who have been barred from attending traditional schools due to disciplinary issues. By providing them with a structured yet flexible virtual learning environment, we can help them continue their education and work toward successful reintegration into the traditional school system or alternative pathways like graduation through NDCDE. These initiatives are critical to ensuring that all students, including those in the most challenging circumstances, have access to the educational resources they need to succeed.
- **Accountability:** NDCDE is advancing CBE by focusing on student mastery of standards rather than seat time. This approach emphasizes accountability and ensures that learning outcomes are clearly defined and measurable. To support this transition, we continue to strengthen instructional design, teacher training, and student data reporting systems. These enhancements ensure assessment

accuracy, continuous quality improvement, and the delivery of actionable insights to educators and families. As part of accountability efforts, NDCDE also aims to bridge a connection to the state student reporting system, enabling us to draw correlations between learning at NDCDE and state assessment results. This integration will provide valuable data to evaluate the effectiveness of our programs and demonstrate their alignment with statewide educational goals. Additionally, we are working to improve our e-commerce platform to streamline enrollment processes for families and schools, making access to education more seamless. All these improvements require significant investments of time by our administrative team, which is a key reason why we seek an equity package to retain this dynamic team.

- **Curriculum Expansion:** NDCDE has expanded its curriculum to align with state priorities and better meet the needs of students and schools. This includes the successful launch of the first course in the Military Preparation Program and cybersecurity courses, both of which address critical workforce needs and provide students with valuable skills. Approximately 17% of underperforming courses have been phased out, allowing us to focus on developing and customizing new content that aligns with state standards and incorporates authentic assessments. Additional instructional staffing paid through our special spending authority will enable ongoing curriculum development while targeted funding for the Military Preparation Program will allow us to fully develop and deploy it while waiving tuition for students interested in enrolling. We are also advancing courses in areas such as technology, restorative justice, and innovative approaches to teaching core subjects. These efforts are complemented by enhanced student support systems, including automated tutoring and predictive analytics, ensuring that students receive the personalized assistance they need to succeed in an effort to improve pass rates.

Slide 25: Shown on the screen are several bills that, if passed, will directly impact NDCDE.

We worked closely with members of the House Education Committee and school stakeholders to shape reasonable amendments to HB 1105. This bill allows schools to adopt local policies on virtual education—helping them manage virtual enrollments more efficiently while ensuring that public funds are used responsibly. It includes provisions such as requiring students to complete any necessary prerequisites before enrolling in an online course and allows schools to set policies for when families are responsible for the cost of retaking a virtual course. NDCDE testified in support of these amendments earlier today.

HB 1269 is another important bill. It allows NDCDE to purchase curriculum and educational technology that integrates with our unique learning environment without the delay of submitting an alternative procurement request each time. It also waives the state forms requirement, as our learning management system cannot conform to NDIT's current state forms rules. This bill has the support of both NDIT and the state procurement office and will help streamline our operations and improve efficiency.

HB 1404 adds our new Military Preparation Program to the list of qualifying options under the state scholarship criteria, aligning it with the Choice Ready Framework where the program is already recognized.

Perhaps the biggest variable remaining is the outcome of the voucher legislation. Amendments are currently being considered that would allow families to apply vouchers toward NDCDE courses. This is especially critical for our diploma program students—self-pay homeschool families who may spend up to $2,500 per year to complete their coursework. Last year alone, 40 students dropped out of the program due to cost.

Originally, we included a $200,000 request in our budget to waive tuition for these students. However, once it became clear that multiple voucher bills would be introduced, we withdrew that request in hopes that support for these families could instead be provided through this legislation. We continue to seek avenues to help our diploma program students with tuition costs.

Slide 26: Our 2025–27 budget request is centered around four carefully designed decision packages. Each one targets a critical area to help NDCDE continue growing responsibly while enhancing quality and access. These aren't just budget items—they're strategic investments that reflect where we are today and where we're going as a statewide provider of virtual education.

Decision Package 1: Increased Spending Authority ($2.27 million, Special Funds): This package recognizes our dramatic enrollment growth and the rising demand for high-quality virtual learning. It allows us to sustain and expand our operations using tuition-generated revenue. Here's what it includes:

- **Adjunct Staffing and Temporary Salaries:** With over 30,000 enrollments anticipated, adjunct instructors are key to maintaining personalized instruction and manageable workloads for our full-time staff. We also plan to retain and grow the full-time temporary support staff brought on during the 2023–25 biennium to keep pace with demand.
- **Technology Upgrades:** We're investing in adaptive technologies and software tools—including AI-supported systems—to strengthen academic integrity and support customized, student-centered learning.
- **Curricular Licensing and Credit Card Fees:** We use tuition revenue to cover per-student licensing fees for digital curriculum and to pay operational costs such as merchant fees on credit card transactions.
- **Department Head Stipends:** We plan to issue stipends to experienced teachers serving as department heads. These leaders mentor adjuncts, review courses for quality, and lead professional learning communities that keep instruction strong.
- **CTE Grant Spending Authority:** We recently received a grant from DPI to strengthen our career and technical education pathways. This includes new, industry-recognized certifications in areas ranging from technology to agriculture. We're asking to add that grant to our spending authority as it will take effect during the next biennium.

Decision Package 2: Additional Full-Time Equivalents (1.2 FTEs, $225,000 General Funds): This package addresses the staffing needs driven by our growth. We're proposing the conversion of one full-time temporary role into a permanent position and the expansion of a current 0.8 FTE to a full 1.0 FTE. Specifically:

- **Curriculum Support Specialist:** This role supports alignment with North Dakota standards and helps advance our shift toward competency-based education.
- **IT Oversight Role:** Expanding this part-time position will provide stronger supervision over our growing IT infrastructure—critical to our ability to scale without compromising performance.

These staffing changes are necessary to maintain quality as we grow. As I mentioned earlier, we originally requested 2.2 FTEs to reflect more than 50% growth in services during the biennium. This revised request reflects our need to also incorporate an equity package in our budget.

Decision Package 3: Tuition Waivers and Program Expansion ($192,000 General Funds)

This package supports the expansion of our *Military Preparation Program*—a comprehensive, in-house initiative. The funding will help cover both the internal cost of developing the five-course program and tuition waivers for up to 100 students, totaling around 500 enrollments. This ensures that the program remains accessible to students who are considering military careers but may not have the resources to pay out of pocket.

Decision Package 4: Equity Package ($375,000 plus benefits)

As we've shown throughout this presentation, NDCDE's growth has been nothing short of transformational: a 51% enrollment increase from FY 2023 to FY 2024, and another 60% increase from FY 2024 to FY 2025—figures that are still climbing.

Managing this growth has required significant administrative oversight, yet we haven't expanded our administrative team. Instead, we've made the conscious decision to prioritize students by directing tuition revenue toward instruction. In the meantime, our administrators have taken on dramatically increased responsibilities and hours to keep the organization running smoothly—and to lead the many new initiatives that have benefited students statewide.

For that reason, we are requesting one major addition to our budget: an equity package for the administrative team totaling $375,000 plus benefits. We believe this is a necessary and well-justified investment in the people who are making this growth and success possible.

Slides 27-28: To further support our request for an administrative equity increase, I've included comparative data on the next few slides. First, consider the scale of NDCDE's operations: with 30,500 course enrollments this biennium, we are serving the equivalent of approximately 4,553 North Dakota students per year—and that number continues to grow. This makes NDCDE the seventh largest public school in the state, just behind Williston. On the screen, you'll see the budgets of comparable school districts alongside NDCDE's spending. While we don't maintain physical infrastructure like traditional schools, we are educating more students than Mandan—and doing so on just 11% of their budget, based on our expenditures to date, with four months still remaining in the biennium. This level of efficiency is only possible because of the extraordinary efforts of our administrative team. They have absorbed the demands of a rapidly growing virtual school without expanding staff, taking on increased workloads, extended hours, and additional responsibilities to ensure smooth operations and high-quality student experiences. The return on this investment speaks for itself—but continued success at this scale requires that we recognize and retain the people who are making it happen.

Retention is a growing concern when we compare the compensation of NDCDE's administrative team to that of administrators in North Dakota's seven largest school districts. Our team's salaries trail those of their peers by at least $40,000, despite the fact that their responsibilities are wide-ranging and demanding.

This team is not only supporting a large and growing student body—they're also managing teacher onboarding and supervision, working directly with families and schools, responding to increasing stakeholder demands, running a state agency, maintaining compliance with state approval and accreditation requirements, and leading major initiatives like CBE implementation and the Military Preparation Program.

These responsibilities require significant time and dedication. Most of the administrative team consistently works 50-hour weeks or more, not because they're asked to, but because they're committed to doing what it takes to keep NDCDE running at the highest level.

Without some form of recognition—particularly as growth accelerates—retaining this talent will become more difficult. The reality is that district positions with significantly higher pay will become increasingly attractive, and we risk losing the very team that has driven our success.

It's worth noting that while our teacher salaries are above the state average—thanks to our decision to prioritize them in our last equity increase—we have not yet had the opportunity to make similar adjustments for administration. This request is an important step toward addressing that imbalance.

Slide 29: This brings us to the budget long sheet, which is included in your packets. I've circled the key items that relate directly to our equity request. As noted earlier, our FTE request remains aligned with the Governor's recommendation of 1.2, despite NDCDE experiencing more than 50% growth in just one biennium. This demonstrates our continued commitment to measured and responsible staffing, even as demand for our services accelerates. Second, the general fund allocation originally recommended by the Governor was $280,000, but at the request of the House, we scaled that back to $192,000 to identify internal cost savings in support of equity. To achieve this, we removed nearly $100,000 that had been intended to support administrative work on our Military Preparation Program, hoping those dollars could instead be redirected toward an equity package. Despite this concession, the House did not approve the equity request. We are still advocating for it here today because the need has only grown—alongside our enrollments, responsibilities, and the demands on our administrative team. Finally, you'll also see a request to increase our special funds spending authority by $250,000 to accommodate a new DPI grant awarded for CTE course expansion, which begins next biennium.

Each of these adjustments reflects NDCDE's commitment to working collaboratively through the budget process while continuing to advocate for the resources required to sustain growth and uphold the quality North Dakota families and schools expect from us.

Closing

Thank you for the opportunity to present today. As shown, NDCDE is requesting $15.67 million for the 2025–27 biennium, with $6.77 million—over 40%—generated from tuition revenue. Our requested increase of $1.83 million in state general funds reflects targeted, essential investments: a small but important FTE adjustment to convert part-time and temporary roles to permanent, full-time positions; and dedicated funding to build and offer tuition waivers for our in-house Military Preparation Program—a critical initiative supporting student readiness and workforce development. We are also seeking a $375,000 equity package (plus benefits) for our

administrative team, who have managed over 50% enrollment growth, led statewide initiatives, and maintained high-quality service to over 305 schools and more than 30,000 enrollments.

These strategic investments will allow NDCDE to remain responsive, efficient, and student-focused—ensuring that North Dakota students have access to high-quality virtual education wherever they live. A further affirmation of this quality is demonstrated through the parent and student testimonials included in the NDCDE budget packet.

Thank you for your time and continued support. We are proud to serve the state and look forward to working with you in the biennium ahead.

DAG
delta advisory group

C.A.R.E. - Community Aerial Response Ecosystem

"Safeguarding Our Schools, Protecting Our Communities."



A Schools Based Drones as a First Responder (DFR) Whitepaper

10 March 2025

Prepared For:
North Dakota State Legislature

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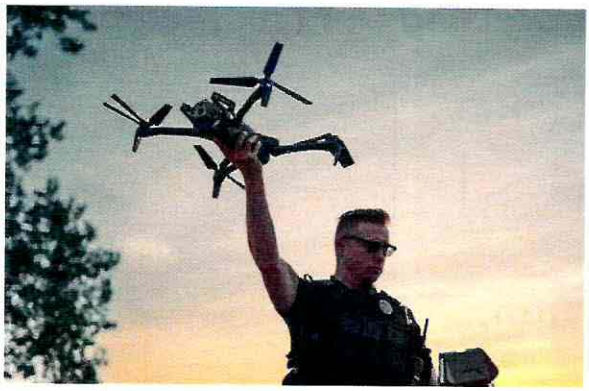
DUNS number: 098975276

Purpose

This whitepaper outlines a strategic initiative to enhance school safety in Grand Forks, North Dakota and surrounding rural areas, by integrating Drone as First Responder (DFR) overwatch technology into the school system. This "Drone in a Box" capability will be a Community Aerial Response Ecosystem (C.A.R.E.). DFR is already operational in police departments across the country such as NYPD, SFPD, OKPD, and a dozen more. Its proven technology will offer real-time situational awareness and rapid response capabilities, ensuring the safety of students, staff, and the broader community. If implemented, this dual use school overwatch and DFR concept would be the first of its kind in the country.





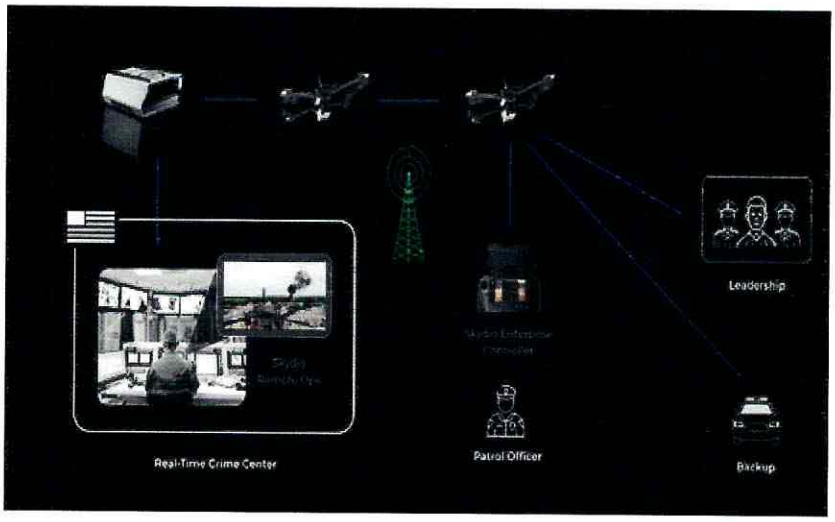
*Some images and information were obtained from Skydio DFR Command: Software Solution for DFR Programs | Skydio

Problem Statement

Traditional methods of security and emergency response are no longer adequate to address emergent threats to our schools. Current systems often lack real-time situational awareness and rapid response capabilities. School administrators and local police will gain significant, immediate, high definition, and mobile situational awareness by incorporating proven technology such as, all-weather drones, remotely operated docking systems, perching drone overwatch (non-flying camera use), spotlights, speakers, and AI behavior assessment tools without the expense and slow response time of a police helicopter unit.

Establishing the Desired End State

DAG proposes a collaborative effort with state and local stakeholders to develop, establish, and sustain a C.A.R.E program across a few strategically chosen school districts. This initiative will create a network of centrally controlled and remotely operated drone docks that will provide both scheduled and on-demand situational awareness for school safety personnel and first responders.



Key Benefits

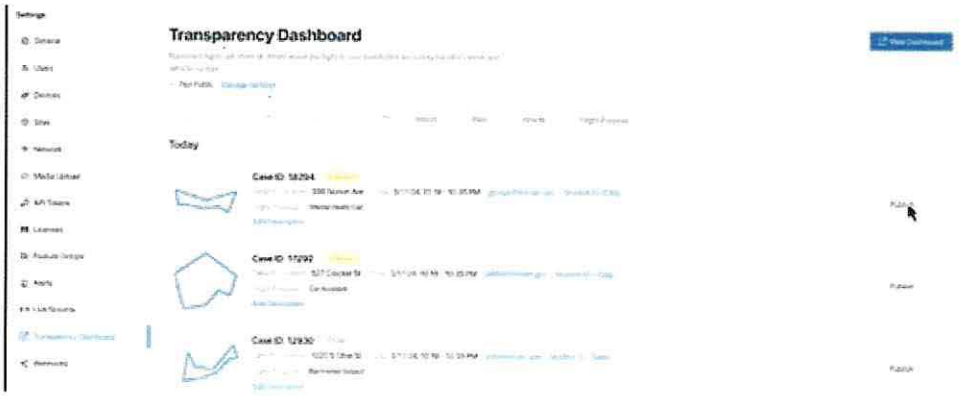
- **Improve School Safety Through Better Situational Awareness**: Utilize drones to provide real-time overwatch of school events (e.g., pickup/drop-off, recess, sporting events), and facilitate better decision-making for emergency response personnel. With authorized access, the Remote Pilot can share the live drone feed with local leadership via cell phone, tablet, or computer. Onboard police lights, sirens, speakers, and spotlights can diffuse situations before officers arrive.
- **Enhance Community Emergency Response Times**: When required, local Police and Fire Departments could use the drones for 9/11 calls across the greater community.
- **Reduce Use of Force Incidents**: Drones arriving ahead of officers to gain awareness of emergency events have been proven to reduce use of force incidents due to confusion. They also reduce the need for dangerous car chases.
- **Reduce or Fill in For Resource Requirements**: While there is no replacement for emergency response professionals, drones have filled in police recruiting gaps and are less costly than extra sworn officers, vehicles, and helicopter programs.
- **Crash And Crime Scene 3D Model Reconstruction**: Drones have 3D modeling software that can reconstruct crash or crime scenes in high definition.
- **Integrate with Regulatory Programs**: Demonstrate political and financial alignment with relevant federal and state grant programs and public safety policies.



Guiding Principles

To ensure the program's success, it is essential that all stakeholders follow these guiding principles:

1. **Operational Excellence**: Maintain disciplined planning, communication, training, with experienced professionals.
2. **Community Engagement**: Involve stakeholders early and maintain transparency to build trust and foster program support within the community.
3. **Regulatory Compliance**: Adhere to FAA regulations (Part 91/107 COAs and BVLOS waivers), privacy laws, and data security requirements to ensure lawful operations.
4. **Data and Evidence Management**: Establish clear policies for data retention, storage, and access in compliance with local and federal guidelines.



Framework of a C.A.R.E Program

Ready:

- Professionally trained staff
- Airspace awareness, risk mitigation practices, and regulatory compliance
- Strategically positioned technologies (docks, dispatch, and remote operations center)

Respond:

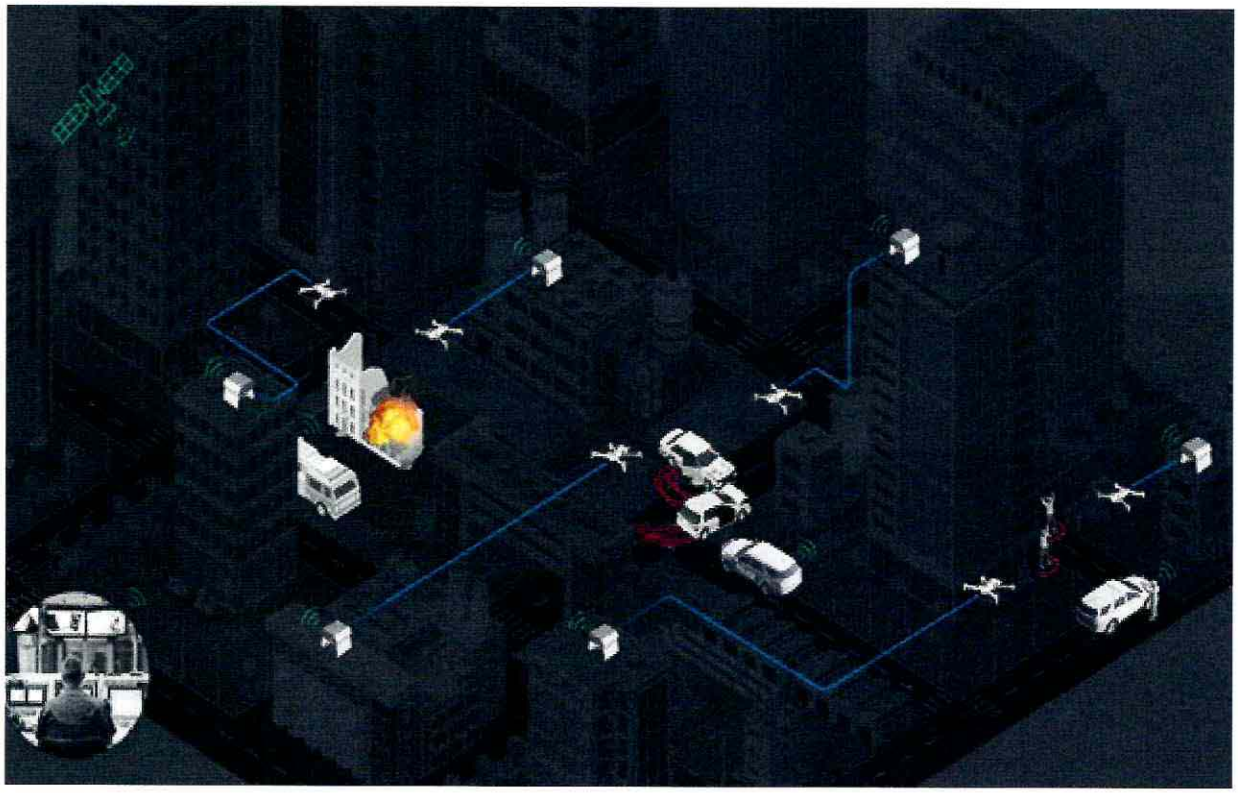
- Remotely piloted and live streaming
- On scene within 2 minutes
- Standoff sensors
- All weather – day and night
- Autonomous obstacle avoidance and return to home capability

Resolve:

- Evidence and data offload to a secure cloud
- Community transparency
- Data analysis and reporting

Grow:

- Scale to meet community needs
- Obtain more robust and flexible airspace waivers (Beyond Visual Line of Site "BVLOS")



Program Management

Effective program management is key to the success of the DFR initiative. This includes:

- **Staffing**: Designate a Program Manager to oversee operations, establish policies, and coordinate training. Supplement with tactical team leads and operational analysts as needed.
- **Standard Operating Procedures (SOPs)**: Develop detailed SOPs for pre-flight, inflight, and post-flight operations, including safety protocols, risk mitigation, and emergency procedures.
- **Training**: Partner with training experts to provide initial and recurrent training, including FAA Part 107 certification and DFR-specific operational training.
- **Remote Operations Center (ROC)**: Establish a centralized command center for managing live drone operations, data analysis, and evidence management.

Financial Considerations

Implementing the C.A.R.E. program requires a strategic investment to ensure its effectiveness and sustainability. The proposed budget not only covers the initial procurement of drones and infrastructure but also allocates resources for training, regulatory compliance, and ongoing operational support for several years. This section outlines the anticipated costs and provides a roadmap for phased implementation. *The total investment for the pilot program is anticipated to be ≈$1.46M, broken down as follows:*

Total Project Investment: $1,469,300

Total Labor Costs: $786,800
Total Equipment Costs: $600,000
Total Operational Costs: $ 67,500
Miscellaneous Costs: $15,000

Labor expenses represent a key portion of the budget, totaling **$786,800** over the project period. The key roles include:

- **Program Manager:** Responsible for overseeing all aspects of the program and leading community outreach.
- **DFR SME (Subject Matter Expert):** Provides expertise in DFR operations
- **Operations Center Manager:** Manages the operations center and coordinates missions
- **Lead Pilot and Remote Pilots (RPICs):** Ensure compliance with FAA regulations and execute missions
- **Visual Observers (VOs):** Assist pilots during missions and fulfilling FAA requirements.

These roles are essential for maintaining operational readiness and ensuring that all missions adhere to safety and regulatory standards.

Equipment and Infrastructure

The budget allocates resources for the procurement of DFR systems and support equipment, totaling **$600,000**:

- **DFR Systems:**
  - **Four DFR systems** at **$150,000 each**, deployed in phases across different sites and timeframes to maximize coverage and responsiveness.
- **Operations Center Fit-Out:**
  - A one-time expense of **$35,000** for infrastructure upgrades, ensuring the facility can handle real-time mission data and command operations.
- **Personnel Safety Equipment:**
  - **$3,000 per phase** to equip staff with necessary protective gear during deployment and maintenance operations.

This investment aims to build a robust operational backbone capable of supporting both **BVLOS (Beyond Visual Line of Sight)** and **VLOS (Visual Line of Sight)** missions.

Operational Expenses

Operational costs, including insurance, safety, and contingency funds, are projected at **$67,500**:

- **Insurance:**
  - Starting at **$500 per month**, increasing to **$1,000 per month** to cover liability for both drones and ground operations.
- **Miscellaneous Costs:**
  - Includes **LTE connectivity, software licenses, and communication tools** to support remote operations and site-to-center communications.

These expenses ensure uninterrupted operations and a proactive approach to risk management.

Phased Deployment

The budget is structured for phased deployment to maximize the opportunity for the project to develop lessons learned and best practices for this concept:

- **Spring 2025 – Summer 2025:**
  - Program startup and initiation.
- **Summer 2025 – Winter 2025:**
  - Deployment of **one DFR system**. This system will be operational for approximately 8 months to generate data to inform roll out of future systems.
- **Winter 2025- Spring 2027:**
  - Deployment of **three additional systems** with at least one system allocated for a rural, remote community to gather as much data as possible.
- **Spring 2027 - Summer 2027:**
  - Program wind down or transfer.
  - Report generation: Promulgation of lessons learned and best practices.

Operational Efficiency and Cost Savings

The investment in remote operations software and DFR training aims to reduce emergency response times and minimize personnel requirements, offering a cost-effective alternative to traditional methods such as helicopters and additional personnel.

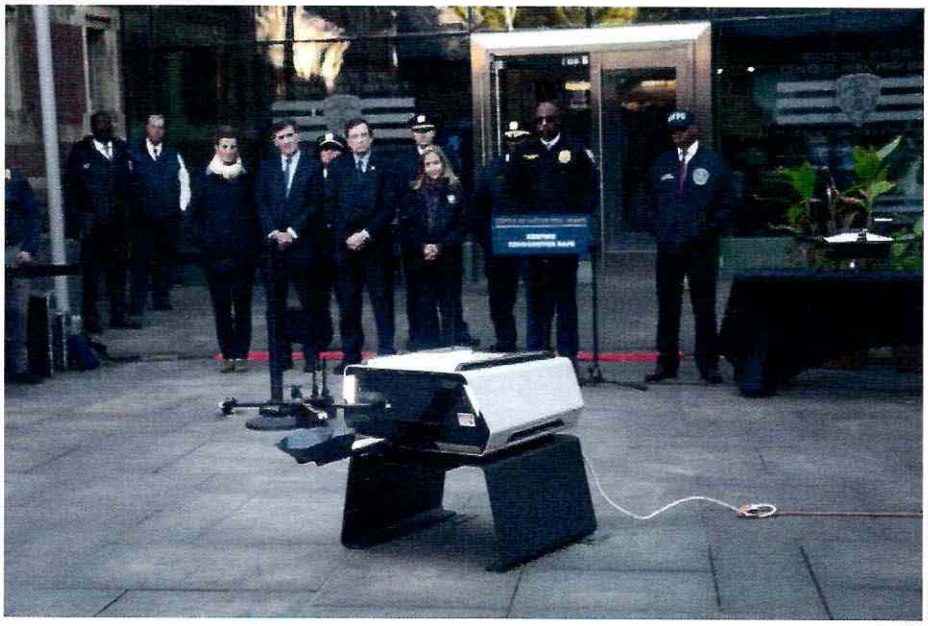
The proposed budget not only addresses the immediate requirements for launching the C.A.R.E. program but also ensures long-term sustainability through phased investments and diversified funding sources. By adopting this budget plan, North Dakota can lead the way in school safety innovation.

Desired Outcome

At the end of this project, North Dakota will have the data available to make an informed decision of the best way to institute DFR programs throughout the state. This will decrease the risk of a piecemeal approach as more and more communities desire to initiate DFR programs. This will also further cement North Dakota's roll in leading the UAS industry by leading the nation in its innovation and adoption of new and emerging technologies.

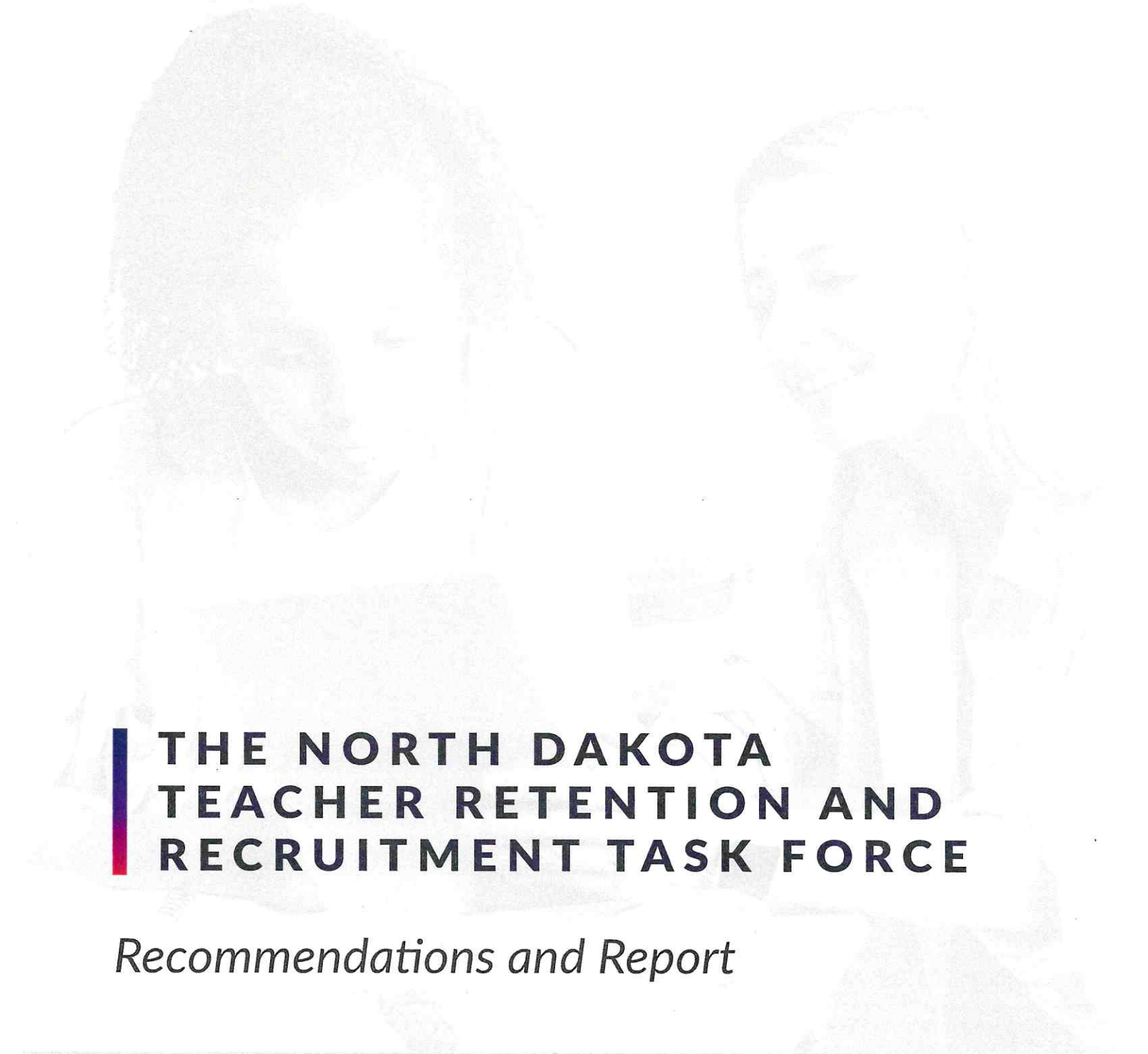
A Call to Action

The Delta Advisory Group invites city and state leadership to partner in implementing this cutting-edge initiative. By adopting the C.A.R.E program, North Dakota has an opportunity to lead the way in modern school safety and public safety innovation. Together, we can ensure a safer future for students, staff, and communities throughout North Dakota.



Mayor Adams and NYPD officials unveiled the department's "Drones as First Responders" program in Central Park on Nov. 13, 2024.

NORTH Dakota | Office of the Governor
Be Legendary.



THE NORTH DAKOTA TEACHER RETENTION AND RECRUITMENT TASK FORCE

Recommendations and Report

OCTOBER 2024

THE hunt institute



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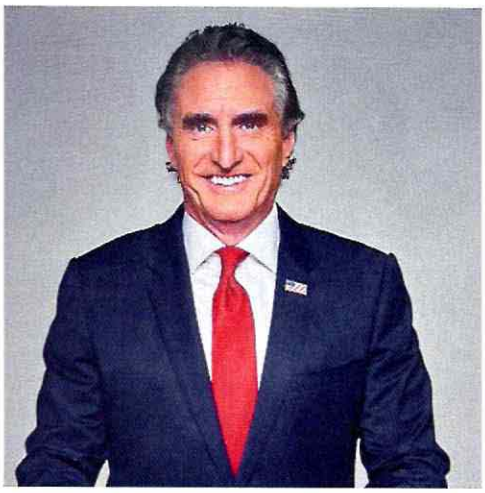
LETTER FROM THE GOVERNOR



North Dakota has the opportunity to lead the nation in providing world-class learning experiences for all K-12 students in our great state. Our administration recognizes the importance of quality educators in delivering relevant and personalized education to ensure all students graduate choice-ready for college, career or the military with the knowledge, skills and disposition to be successful in life, work and community.

The Office of the Governor received a request in July 2023 from the state Education Standards and Practices Board to approve emergency rules that would allow an undergraduate student who has yet to complete their student teaching experience and higher education degree to be considered a teacher of record for a semester. The Governor has the authority to approve emergency rules, and our administration supported that request. This request was seen as a quick, short-term fix and did not address broader issues regarding retention and recruitment within the field of education.

This emergency rule provided the launching point for the North Dakota Teacher Retention and Recruitment Task Force led by our office in partnership with appointed members and stakeholders. Recognizing that our future workforce is fostered and inspired by educators and school district staff, this Task Force underscores the critical importance of our current and future education workforce as essential to the state's economy and success.

This Task Force represents a range of experts across the educational landscape: school board members, teachers, administrators, higher education faculty, teacher support staff and other critical voices. The work of this Task Force was not designed to provide "the" solution to teacher retention and recruitment but rather to spark a conversation about steps we can take to best support our education workforce.

The Task Force met four times as a full group with stakeholder listening sessions and working groups to take a deeper dive into specific focus areas. Executive Order 2023-08 established the Task Force and required a report of recommendations to the Office of the Governor and the Superintendent of Public Instruction.

We look forward to sharing this list of prioritized recommendations and encourage policymakers to partner on solutions with long-term impact to the retention and recruitment of educators.

We are deeply grateful for the dedication and tireless work of the Task Force members. Through their passion for ensuring the success of our students and educators, they have achieved what we strive to do every day in state government: Empower People, Improve Lives and Inspire Success.

With Gratitude,

Governor Doug Burgum

(2016–Current)

A SPECIAL THANK YOU

Significant consideration was given to ensure teacher voices were incorporated into the Teacher Retention and Recruitment Task Force recommendation process. Thank you to the Task Force members and the participants of the listening sessions, especially the teachers who made this possible.

North Dakota Teacher Retention and Recruitment Task Force Members

- **The Honorable Kirsten Baesler**, Superintendent of Public Instruction | North Dakota Department of Public Instruction
- **The Honorable Steve Swiontek,** State Representative | Fargo, North Dakota
- **The Honorable Dean Rummel**, State Senator | Dickinson, North Dakota
- **Maria Neset**, Senior Policy Advisor | North Dakota Office of the Governor
- **Luke Schaefer**, CEO of the Central Regional Education Association | Minot, North Dakota; Task Force Chair
- **Patti Stedman**, School Board Member | West Fargo, North Dakota; Education Standards and Practice Board Member
- **Bret Dockter**, Middle School Teacher | Harvey, North Dakota; 2022 State Teacher of the Year
- **Ashley Seykora**, Instructional Coach | Rugby Public Schools, North Dakota
- **Abby DuBord**, Elementary School Teacher | Bismarck Public Schools, North Dakota; 2023 State Teacher of the Year Finalist
- **Dr. Robert Lech**, Superintendent | Jamestown Public Schools, North Dakota
- **John Porter**, Executive Director of South East Education Cooperative; Co-Director of the South Valley/Rural Cass Special Education Units | Fargo, North Dakota
- **James Green**, High School Principal | McKenzie County Public Schools, Watford City, North Dakota
- **Dr. Sherry Tandeski**, Elementary School Principal | St. John Public Schools, North Dakota
- **Jenny Bladow**, Director of Teacher Education | College of Education & Human Development, Northwood, North Dakota; Education Standards and Practice Board Member
- **Erin Jacobson**, Coordinator of the North Dakota Teacher Support System | Bismarck, North Dakota

Listening Session Organizations

- North Dakota State Teacher of the Year
- North Dakota United
- North Dakota School Board Association
- North Dakota Council of Educational Leaders

TEACHER RETENTION AND RECRUITMENT: A CALL TO ACTION

In recognition of the impact teachers have on student growth, Governor Doug Burgum decided to address the issue of teacher retention and recruitment in the state of North Dakota. Teachers are the number one factor influencing student growth and achievement. Yet, across the country, district and school leaders struggle to retain educators and fill vacant classrooms. In many states, the challenges of the COVID-19 pandemic exacerbated educator attrition, leading states to examine not only how to fill vacancies, but how to strengthen and diversify weakened educator pathways.

North Dakota is not immune to these challenges, despite the Roughrider State being ranked in the top 25 percent of states for teaching attractiveness. 61 percent of schools reported being unable or finding it very difficult to fill teacher vacancies. The North Dakota University System reported a six percent shortage of qualified educators across disciplines.

Retaining, and by extension, recruiting, a high-quality educator workforce is pivotal for enhancing the well-being of North Dakota's students. Evidence shows that highly effective educators can alter the trajectory of a child's future. When evaluating the most influential factors related to student performance in reading and math assessments, teachers were found to have a two to three times greater influence than any other aspect of schooling, including services, facilities, and school leadership. Students assigned to highly effective teachers are more likely to pursue higher education, earn higher salaries, and less likely to experience early parenthood. Students who benefit from teachers focused on improving behavior and other hireable skills display increased rates of high school graduation, SAT participation, and intentions of college attendance.

To address the educator retention crisis in the state, the Governor issued an Executive Order to create the North Dakota Teacher Retention and Recruitment Task Force (the Task Force) to provide recommendations through a final report to the Governor and the Superintendent of Public Instruction no later than September 30, 2024. The recommendations must include pathways to:

- Increasing recruitment to the teaching profession;
- Improving teacher preparation programs across the state;
- Reviewing and evaluating current pathways to licensure and a review of new opportunities around teacher licensure;
- Reevaluate teacher compensation and contracts;
- Enhancing working conditions and supports to improve retention in the teaching profession;
- Identifying best practices from other jurisdictions and potential impact to long-term positive outcomes related to teacher recruitment and retention.

The Task Force will also identify partners to sponsor legislation based on the report's recommendations during the 69th Legislative Assembly and conduct stakeholder meetings and roundtable discussions across the state to gather feedback from pertinent stakeholder groups.

TASK FORCE RECOMMENDATIONS

This report aims to provide insight into the current state of teacher recruitment and retention in North Dakota, highlighting successes and identifying opportunities for strengthening policy and practice. Based on this understanding, the Task Force developed the following recommendations to guide key education stakeholders in supporting a high-quality educator workforce in North Dakota that is able to effectively provide all students with an opportunity to succeed.

Recommendation #1: Provide a Safe and Supportive Environment for Educators and Learners in Every Building

The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building, as measured by a statewide system of student behavior metrics.

Recommendation #2: Reduce Barriers for Schools that Wish to Provide Child Care

The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.

Recommendation #3: Understand Supportive School Culture

The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.

Recommendation #4: Fund Mentorship

a. The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position.

b. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns.

Recommendation #5: Fund Educator Pathways

a. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.

b. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.

Recommendation #6: Maximize Benefits for Educators

The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training.

Recommendation #7: Optimize Educator Earnings

The Task Force recommends a legislative study to explore the feasibility, impact and process of:

a. Creating a health insurance pool for school employees.

b. Analyzing compensation structures to maximize lifetime earnings.

TASK FORCE RECOMMENDATIONS

RECOMMENDATION #1. PROVIDE A SAFE AND SUPPORTIVE ENVIRONMENT FOR EDUCATORS AND LEARNERS IN EVERY BUILDING

The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building as measured by a statewide system of student behavior metrics.

This recommendation aims to support a safe and supportive working environment for all North Dakota educators. The Task Force specifies measuring improvement in addressing system gaps, leveraging opportunities and activating continua of support by utilizing statewide data systems focused on student behavior. Positive school cultures and healthy learning environments have a significant impact on student outcomes and educator retention. Strong school environments result in higher engagement and attendance for students and staff, reduced office referrals and decreased teacher turnover. Safe and supportive learning environments may be measured through student metrics such as risky or unsafe behavior which are shown to be reduced within positive learning environments.

RECOMMENDATION #2. REDUCE BARRIERS FOR SCHOOLS THAT WISH TO PROVIDE CHILD CARE

The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.

North Dakota is home to 64,000 children under 5 years of age, with around 10,000 babies born in the state every year. For children, the earliest years of life are a critical window of development with long-lasting implications for their success in school and life. For North Dakota parents and employers, however, lack of quality, affordable and available child care poses a threat to workforce participation. With 72 percent of North Dakota's parents in the workforce, the Task Force recommends improving access to quality, affordable child care as part of efforts to remove workforce barriers across schools, especially in areas of critical need.

RECOMMENDATION #3. UNDERSTAND SUPPORTIVE SCHOOL CULTURE

The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.

This recommendation aims to increase awareness and planning to support employee satisfaction through data collection. Job satisfaction is influenced by factors which maintain or encourage people in their role. This recommendation supports data collection to inform planning and improvement of workplace satisfaction including factors such as compensation, school policies and relationships. This includes achievement, recognition and career advancement. By incorporating employee satisfaction data in strategic goal setting, schools and districts will identify key factors related to educator retention in plans for continuous improvement aimed at ensuring supportive school culture.

RECOMMENDATION #4. FUND MENTORSHIP

A. The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Specifically, lack of teacher support is cited as a top reason for leaving the profession.

Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies and better classroom management. Data indicates that teachers who participate in NDRISE have higher retention rates compared to teachers not in the program. By expanding this program, new teachers can develop their presence in the classroom, increasing their likelihood of staying in the educational field.

B. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

School administrators play a crucial role in supporting student and staff success by shaping the vision of their school community, fostering a positive culture and effectively managing resources. Research shows dissatisfaction with school leadership is one of the leading factors why educators choose to leave the profession. Alternatively, educators who are involved in decision-making and feel a greater sense of autonomy in their roles are more likely to remain in the classroom and feel a stronger sense of connection to their school communities. Teachers identify the quality of support from school administration as more important than salary. Additionally, support quality has a strong relationship to teacher turnover.

RECOMMENDATION #5. FUND EDUCATOR PATHWAYS

A. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.

Strengthening early career pathways for high school students is a strategy used to recruit teachers within local communities. Currently, CTE educator programs receive the lowest rate of reimbursement from the state of North Dakota. Programs that target students for educator candidates have the potential to address teacher shortages in key areas and diversify the educator workforce. Local teacher programs may also address teacher retention and effectiveness by drawing on their support network and connection to the surrounding community. As the number of degrees in education continues to decline, strengthening pathways into the profession offers opportunities to improve retention and recruitment.

B. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.

Providing teachers with leadership opportunities can improve teacher retention by enhancing job satisfaction, reducing burnout and expanding professional growth. However, increasing leadership opportunities should encourage teachers to remain in the classroom rather than pulling them into administration. Teachers who are involved in decision-making are more likely to stay in the profession long-term. Shared decision-making is one of the top cited working conditions that impact teacher retention. Opportunities for enhancing teacher leadership may include supporting existing Teacher Leadership Academies, exploring opportunities for strategic staffing such as Next Education Workforce, or implementing advanced or lead teacher models.

RECOMMENDATION #6. MAXIMIZE BENEFITS FOR EDUCATORS

The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training. These resources should include information on the salary matrix framework, differences in health insurance plans, contract benefits, 457 deferred plans, TFFR plans and other related benefits. These resources should be made available to preservice providers and schools for the benefit of preservice teachers, new district hires and teachers within their first three years in the profession.

The Task Force unanimously approved this recommendation for strengthening training for teachers regarding total benefits and compensation packages available to them. This support enables new educators to understand and manage the benefits associated with the transition into the profession. This information also builds capacity for long-term career training for educators with the potential for improving educator retention. Financial literacy is shown to decrease financial strain and improve long-term financial planning and decision-making, which is particularly impactful for educators.

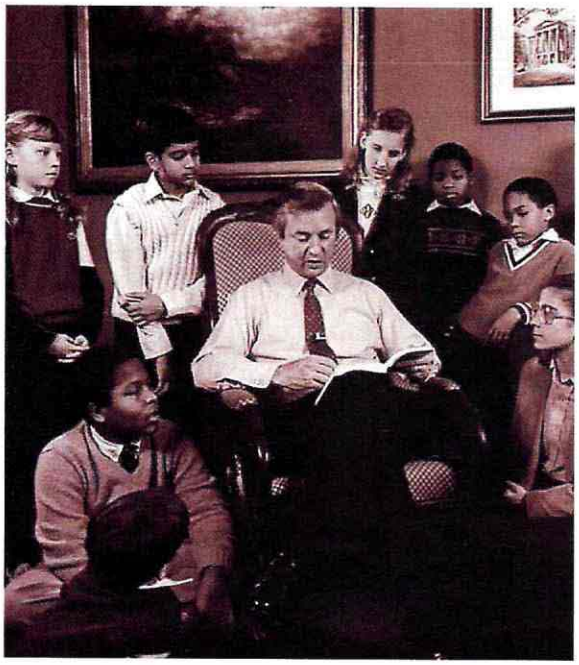
RECOMMENDATION #7. OPTIMIZE EDUCATOR EARNINGS

The Task Force recommends a legislative study to explore the feasibility, impact and process of:

- **Creating a health insurance pool for school employees**
- **Analyzing compensation structures to maximize lifetime earnings.**

This study should include a cost-benefit analysis, plan designs and coverage, administrative structures, an analysis of the impact on educator salaries, and a comparative analysis of similar approaches in other states.

This recommendation proposes a legislative study to examine opportunities for maximizing benefits for educators. Competitive health benefits and compensation structures are critical for attracting and retaining quality educators. By exploring options for insurance pools and shifts in pay structure, legislators will receive information on promising practices from other states and current research on improving benefit options for educators and maximizing return.



Established in 2001, The Hunt Institute honors the legacy of James B. Hunt, Jr., the former governor of North Carolina who distinguished himself as an ardent champion of education.

The Hunt Institute brings together people and resources to inspire and inform elected officials and policymakers about key issues in education, resulting in visionary leaders who are prepared to take strategic action for greater educational outcomes and student success.

In 2016, The Hunt Institute became an independent, nonprofit entity and joined forces with Duke University's Sanford School of Public Policy to pursue research, educational partnerships, and events related to improving education policy.

Learn more at www.hunt-institute.org.

THE hunt institute

4000 Centregreen Way | Suite 301 |
Cary, NC 27513 | 984-377-5200

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EMPOWERED BY ENDORSEMENTS

ND Leaders Speak on Vital Network's Influence

Education leaders across North Dakota endorse Vital Network for its early transformative impact on schools and educators. From amplifying teacher voices to improving retention and well-being, these testimonials highlight Vital's role as a trusted partner in creating meaningful, lasting change.

WWW.VITALNETWORK.COM/NDAKOTA

IMPROVING SCHOOL CULTURE
THROUGH COLLABORATION

As the Superintendent of Bismarck Public Schools (PBS), I wish to express my wholehearted support for Vital Network and the transformative work they are doing to support educators. Vital Network's initiatives **have not only driven meaningful conversations in our buildings** but have also e**mpowered our leaders to truly listen to and uplift the voices of educators**. When educators and leaders collaborate effectively to address the complex challenges our schools face, extraordinary progress becomes possible.

Beyond their exceptional work with our educators, I am excited to share that our district is partnering with Vital Network to roll out our first survey designed specifically for building leaders. In a district as large as BPS, **it's essential to ensure that our building leaders feel heard and valued**, with a clear voice in shaping the direction of the district. This survey aims to break down barriers of isolation and provide a platform for our leaders to share their perspectives, fostering stronger connections and alignment across the district.

BPS and I remain steadfast in our support of Vital and their mission.
Thank you for joining us in recognizing and supporting the incredible impact of their work.

Jeff Fastnacht, *Superintendent*
Bismarck Public Schools

A CATALYST FOR **PARTNERSHIPS & PROGRESS**

Northern Cass began their partnership with Vital Network in the spring of 2024. The partnership has continued throughout this year. The work they have done thus far has exceeded our expectations. **They are a true partner in the work and fully understand a 'one size fits all' approach does not work for recruitment and retention of staff. They recognize each organization has a unique culture, and they have gone above and beyond to understand our context.**

During the fall of 2024, Vital Network engaged Central Cass, Maple Valley, and our district in a cohort to do this work together. This cohort has provided us with thought partners and resources. We knew the districts before, but now we are truly partners in this work. Before, we competed. **Now, we work together to do what is best for our communities, educators, and learners. Vital Network was the catalyst for this unique partnership.**

Vital Network has helped us focus our attention on key areas to **build a world-class culture**. With their vast resources, network of districts, and high-quality staff, **they are helping us to become the best version of ourselves.**

Dr. Cory J. Stenier, Superintendent
Northern Cass School District

POSITIVITY DRIVES **PROGRESS IN RURAL SCHOOLS**

As a rural school district that struggles with finding qualified teachers when we have openings, we know that teacher retention is important to our ability to have a quality school.

One of the aspects we appreciate so much about our work with Vital Network is that the work is focused on positivity and moving our school forward.

Vital Network is helping us become the best school we can be and that is very inspiring.

Phil Leitner, *Superintendent*
Montpelier Public School

AMPLIFYING **EDUCATOR VOICES & MORALE**

Our district, like many others, struggles with retention and recruitment of qualified educators and other key staff members. **By making Vital Network a part of our district, our educators feel like they have a voice and are being heard, something they have not always felt before.**

The Vital platform provides valuable insight into key areas such as job satisfaction, workplace culture, time management, and overall well-being, and opens the door to meaningful conversations and collaboration between our administrators and educators to create strategies to improve all these areas.

In our short time with Vital, we have already seen improvement in employee morale and well-being. We are excited to continue our work with Vital Network and encourage anyone who is on the fence to try it and see how it can improve their district.

Amanda Denevan, *Assistant HR Director*
Williston Basin School District

A PARTNER IN **ENHANCING STAFF WELL-BEING**

Fargo Public Schools is pleased to continue our partnership with Vital Network for the second consecutive year to conduct our staff well-being survey. **Their expertise in administering the survey and supporting the implementation of the data has been instrumental in enhancing our staff's well-being.**

We highly recommend Vital for their professionalism and dedication to improving organizational health.

They are more than a Vendor, they are a true partner in the work!

Dr. Jeff McCanna, *Chief Human Capital Officer*
Fargo Public Schools

A VALUABLE TOOL FOR **FOR RURAL SCHOOLS**

Vital Network has been a valuable asset in helping our Burleigh County Schools to see what we are doing well and how we can improve.

They have provided resources for us to survey, and **we look forward to continuing the process of what levers we should pull to assure we keep the excellent staff we have in place.**

It has been **a valuable tool for our districts,** and even though we are early in the process, we look forward to being able to achieve the quality discussions needed to assure continuation of the excellent rural schools in Burleigh County.

Brandt J. Dick, *CFO*
Burleigh County Superintendent of Schools, **C.R.E.A**

AUTHENTICITY AND **SYSTEMATIC ALIGNMENT**

Regardless of efforts to communicate with transparency, sustaining trust, and fostering a culture of care and concern, districts leaders can always improve.

As a superintendent, collaborative and systematized guardrails have been the centerpiece of Vital Network's work with Grand Forks Public Schools.

There is authenticity in their approach and infinite reflection from school-level to district-level alignment. **Vital Network's approach is open, honest and is a "walk with you" perspective that is refreshing and difference-making.**

Dr. Terry Brenner, *Superintendent*
Grand Forks Public Schools

DRIVING MEASURABLE **GROWTH IN KEY AREAS**

Vital Network has been instrumental in supporting Jamestown Public Schools' strategic goals by providing valuable insights into staff perceptions of care and support, time management, and voice in decision-making. **What makes the Vital Network process different is the framework and consultation that is embedded into ensuring staff voice is heard** and action plans are collaboratively developed with a focus on improving the working and learning environment. JPS saw measurable increases in all key areas between our baseline survey in December 2023 and the October 2024 survey and we attribute that to Vital Networks process and supports.

Furthermore, the alignment of Vital Network's efforts with the North Dakota Teacher Retention and Recruitment Task Force recommendations is evident. By focusing on improving working conditions and fostering a supportive school culture through regular data collection and actionable insights, the **JPS is proactively addressing key factors in teacher retention and recruitment**, such as mentorship, workplace satisfaction, and professional development.

Dr. Rob Lech, *Superintendent*
Jamestown Public Schools

EMPOWERING ADMINISTRATORS **TO RETAIN TEACHERS**

Vital Network has created a system for North Dakota schools to understand and promote teachers' voices in our schools.

Having already customized support particularly well for larger districts, Vital developed and began implementing a plan to partner with the REAs to reach ND teachers in our smallest and most rural districts. Their presence in ND creates the opportunity for every teacher to be a part of the solutions in their school.

Dr. Aimee Copas, *Executive Director*
North Dakota Council of Education Leaders

A DATA DRIVEN APPROACH **TO TEACHER RETENTION**

Vital Network's work with schools **leverages high-quality survey methods and objective teacher retention data to identify and foster the workplace factors that retain North Dakota's educators.**

The collection of such high-quality data also enables strong evaluation of Vital Network's programming and the reporting of outcomes to the legislature.

Dr. Ellie Shockley, *NDUS Institutional* Researcher
Supporting NDDPI

BRINGING EVERY TEACHER
INTO THE CONVERSATION

Vital Network has created a system for North Dakota schools to understand and promote teachers' voices in our schools.

Having already customized support particularly well for larger districts, Vital developed and began implementing a plan to partner with the REAs to reach ND teachers in our smallest and most rural districts. Their presence in ND creates the opportunity for every teacher to be a part of the solutions in their school.

Luke Schaefer, *CEO*
Central Regional Education Association

Vital Network is on a mission to ensure that every school is an exceptional workplace that retains its talent and contributes to a brighter future for the profession.

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For more information visit

www.vitalnetwork.com

March 10, 2025

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

Testimony to the Senate Appropriations Committee

NDVS/SB

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Grand Forks, ND 58203
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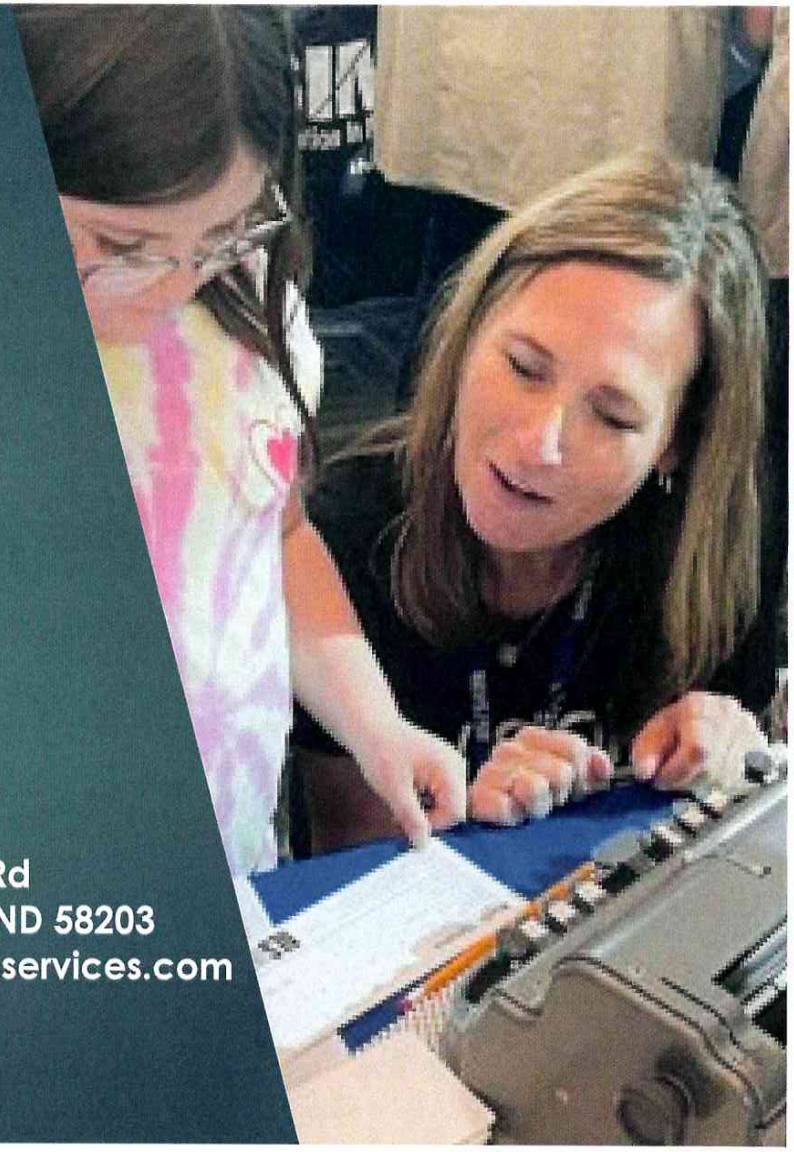

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MISSION

We are educators and advocates partnering with related agencies to provide individualized services and resources to infants, children, and adults with visual impairment to empower them in achieving their goals.

OUTREACH: BIRTH THROUGH HIGH SCHOOL

Regionally based teachers for the visually impaired travel to homes and local schools on an intermittent basis to provide assessment, consultation and instruction. A major focus of outreach is providing information, advocacy, emotional support, and guidance for families.

CENTER BASE: SHORT-TERM PROGRAMS FOR K-12

NDVS/SB offers individual and small group instruction in Grand Forks. Specialized learning in the Expanded Core Curriculum provides students with survival skills ranging from braille to technology instruction. These specialized areas of instruction are crucial if students are going to be independent and college/career ready.

ADULT SERVICES

Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals will do home visits to assess the needs of the adult client, provide instruction, and refer the client for center-based instruction. Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics, and their own unique visual functioning. Five weeks of center-based training weeks are traditionally scheduled in Grand Forks each year to provide intensive one-on-one instruction to help individuals regain and maintain their independence. During these sessions it is typical for 4-6 adults to participate in individual lessons as well as in group instruction.

THE VISION RESOURCE CENTER (VRC)

The VRC is more than a library. Specialized materials are distributed to individuals, schools, and families statewide, including braille, large print, and audiobooks for leisure reading and educational purposes. All these services allow clients and their families to lead more independent and enjoyable lives.



Adult Client learning Orientation & Mobility

BIENNIAL ACCOMPLISHMENT

We take immense pride in delivering essential direct services to the citizens of North Dakota. Each year, over 500 children and adults benefit from our assistance with technology, mobility, and critical life skills. Helping these individuals achieve their goals represents our core mission and is a significant accomplishment.

In May 2024, we hosted our first-ever community open house in Grand Forks to raise awareness about NDVS/SB's services. Over 100 attendees, including local citizens, legislators, Lions Club members, and other stakeholders, gained valuable insights into our work.

Our premier annual event, Family Weekend, continues to be a resounding success. The 2024 event in Grand Forks saw 14 families participate, with meaningful outcomes for all involved. We are eagerly preparing for the next Family Weekend, scheduled for April 4– 5, 2025, in Minot.

We also completed significant renovations to the west wing of our facility, enhancing both living and instructional spaces. These improvements expanded square footage for educational activities and modernized the environment, greatly benefiting students in short-term programs.

Recruiting skilled professionals has been another key success. We filled critical roles, including a regional coordinator for the Devils Lake, Rugby, and Belcourt areas, and replaced our veteran business manager with an experienced professional skilled in HR and budget management.

Technology initiatives:

Created a centralized SharePoint website for streamlined internal communication and record-keeping.

Purchased and deployed updated assistive technology devices for students and adults, from laptops and magnifiers to cell phone apps.

Automated the transfer of over 60,000 records and images into SharePoint, enhancing metadata tagging for efficient retrieval.

Transitioned to GovDelivery for digital newsletter distribution, supported by NDIT.



Adult learning computer skills



Family Weekend Fun



Student using video magnifier

CHALLENGES

Maintaining a highly trained staff in strategic locations across the state remains a top priority. The national shortage of professionals in blindness services, coupled with anticipated retirements of 3–4 experienced team members in the next biennium, presents ongoing recruitment challenges.

Raising public awareness about our services is another hurdle. As a small agency serving a niche population, traditional advertising has been cost prohibitive. This limits awareness in the general public about what is available to them. In addition, although collaboration with medical eye care professionals does yield referrals for service, we recognize there are citizens who do not get proper referral for low vision and blindness skills training. There are several reasons why this may occur, but a gap does exist that needs to be filled.

Anticipating and preparing for future needs is critical but challenging. Emerging diagnoses such as Cortical Visual Impairment (a brain-based condition) have increased demand for specialized training and interventions, requiring us to continually adapt to meet these needs.

NEXT BIENNIUM GOALS & PLANS

- Implement recommendations from a current study to enhance assessment and instruction in assistive technology for the students and adults we serve statewide. The study's aim is to identify strengths and needs within the agency, identify staff training needs and to create a roadmap for meeting student needs in the near future.
- Proactively recruit professionals in the field to fill anticipated vacancies, focusing on key regions across the state. This will be approached by providing incentives and enhanced support to existing professionals who are positioned to take coursework leading to certifications or other recognized credentials.
- NDVS/SB will continue to increase public awareness through a broad range of media outlets and activities to reach citizens in both large and small communities throughout the state. In addition to mailings to eye care professionals, speaking engagements and active use of Facebook, the NDVS/SB Public Awareness Team will pursue additional activities to reach a broader audience. The number of adults who seek services for low vision or blindness has not increased significantly even though the population has increased substantially in the last decade. Increased efforts are aimed at reaching this underserved population.

CURRENT BIENNIUM ONE-TIME FUNDING



Decision Package Summary	Special Fund	One-Time Funding	Status
Equipment Under 5,000	26,000	Yes	In progress
Update North Parking Lot	50,000	Yes	Finished – spent 55,780
Flooring – East Wing	45,000	Yes	Finished – spent 45,000
Update Student Commons	50,000	Yes	Mostly finished – spent 33,342.39
Update Front Entrance	55,000	Yes	In Progress
Misc. Repairs (Doors & AC Units)	29,000	Yes	Finished – spent 33,285.36
Roof Replacement & Repairs	150,000	Yes	Mostly finished – spent 111,930
Gutters for South Wing	50,000	Yes	Finished – spent 50,000
Replace Electrical Panel	10,000	Yes	Finished – spent $2,000
Total	465,000		331,337.75

BASE BUDGET AND REQUEST

Line Item:	Expenditures 2021-2023	Biennium Appropriation 2023-2025	Base Budget Request 2025-2027	Optional Budget Request 2025-2027	Total Budget Request 2025-2027
Salaries & Wages	$4,992,194	$5,538,818.30	$5,299,687	$108,950	$5,408,637
Operating	825,671	895,686	895,686	365,223	1,260,909
Capital Assets	420,692	478,192	324,903	598,000	922,903
Total	**$6,238,557**	**$6,912,696.30**	**$6,520,276**	**$1,072,173**	**$7,592,449**
Funding Sources:					
General	$4,992,194	$5,240,991.30	$5,299,687	$108,950	$5,492,619
Federal	-	-	-	-	-
Special	1,246,363	1,671,705	1,220,589	963,223	2,183,812
Total	**$6,238,557**	**$6,912,696.30**	**$6,520,276**	**$1,072,173**	**$7,592,449**
FTE	27.75	27.75	27.75	-	27.75

OPTIONAL REQUESTS



Decision Package Summary	General Fund	Special Fund	Total
Teacher Salary Increases	108,950		108,950
Temporary Salaries		50,000	50,000
Additional Operating		142,500	142,500
Equipment Under 5,000		28,000	28,000
Additional IT Costs		20,000	20,000
New South Parking Lot		150,000	150,000
Cabinets in Rooms		55,000	55,000
Fire Alarm System		300,000	300,000
Remodel Break Room		55,000	55,000
Misc. Repairs (Doors)		10,000	10,000
Access Technology Position		152,723	152,723
Total	**108,950**	**963,223**	**1,072,173**

CHANGES TO THE EXECUTIVE BUDGET RECOMMENDATION

Assistive Technology Position - $152,723.20

Creating another dedicated position at North Dakota Vision Services/School for the Blind to assess and teach assistive technology is essential to meet the growing needs of individuals who are blind or have low vision. Currently, the agency has only two staff members teaching assistive technology, which is insufficient to address the increasing demand for these critical services. This new role would provide students with personalized guidance in using tools such as screen readers, Braille displays, and accessibility functions on smartphones, enabling them to succeed academically and prepare for higher education or employment. For adults, access to technology training can help them maintain or gain employment, ensuring they stay competitive in the workforce.

The total cost for this position, including salary and benefits, is $152,723.20 annually, but the return on investment is substantial. Expanding staff capacity will allow the agency to reach more individuals, ensuring students gain the skills and confidence needed to thrive in school while adults receive the support required to remain productive in their jobs. By focusing on teaching relevant, modern technologies, such as smartphone accessibility features, the position will help individuals stay connected and independent in today's digital world.

Funding this position will enable North Dakota Vision Services/School for the Blind to meet the rising demand for assistive technology instruction, empowering more individuals to achieve independence and success. This investment is a forward-thinking step toward greater inclusion, education, and economic opportunity.

CONCLUSION

At NDVS/SB, our mission is both straightforward and multifaceted: to address the unique needs of children and adults experiencing low vision or blindness. Achieving this mission requires a foundation of highly trained and dedicated professionals.

This budget request is focused on the active recruitment and retention of skilled staff. One of our most significant challenges over the next 2 to 4 years will be replacing retiring staff members who possess advanced degrees and decades of invaluable experience. Competitive salaries are a critical factor in this effort, but equally important is our ability to attract, develop, and shape future professionals in this specialized field.

In addition, meeting the complex needs of the individuals we serve demands an enhanced program for assessing and teaching the use of assistive technology for low vision and blindness. To better support citizens across the state, we are requesting funding to establish a new position dedicated to this vital area.

This total request of approximately $7.5 million includes over $2 million in special fund revenue, which significantly reduces reliance on taxpayer funding for ND Vision Services. We are fortunate to benefit from North Dakota's abundant mineral wealth, which contributes meaningfully to our budget.

Our strategy for success includes modest but strategic growth in our operating budget and funding for capital improvements designed to maximize impact. With the support of the North Dakota Information Technology Division, we have enhanced our business processes and service delivery, prioritizing efficiency at every level of our operations.

Serving the citizens of North Dakota is both an honor and a responsibility we take seriously.

Sincerely, Paul Olson

Superintendent



Cindy Williams explains what Assistive Technology can do for our students



March 10, 2025

NORTH DAKOTA VISION SERVICES/ SCHOOL FOR THE BLIND

A Division of the Department of Public Instruction

HOUSE BILL #1013



Testimony to the Senate Appropriations Committee

NDVS/SB

500 Stanford Rd
Grand Forks, ND 58203
www.ndvisionservices.com

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Testimony

Paul Olson

Chairman Sorvaag and Members of the Senate Appropriations Education and Environment Division:

My name is Paul Olson. I am the superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). Paula Solheim, Business Manager, and I will provide testimony relative to HB 1013.

North Dakota Century Code
25-06-01. North Dakota Vision Services-School for the Blind – Maintained – Location. There must be maintained at Grand Forks, in Grand Forks County, a statewide service, resource, and referral center for the education and training of all residents of this state who are blind or have a visual impairment, which must be known as the North Dakota Vision Services-School for the Blind.

25-06-01.1. Definitions. For purposes of this chapter, an individual who is blind means an individual who is totally blind or whose central visual acuity does not exceed twenty/two hundred in the better eye with corrective lenses, or the widest diameter of the visual field is no greater than twenty degrees; and an individual with a visual impairment means an individual with an impairment in vision that, even with correction, adversely affects the individual's functional ability.

25-06-02. Duties and responsibilities of North Dakota Vision Services–School for the Blind. Within the limits of legislative appropriation, North Dakota Vision Services-School for the Blind shall: Provide vision-specific services that include consultations, evaluations, information, training, and educational services, including instruction in orientation, mobility, Braille, Braille music, daily living skills, technology, vocational training, and recreation. Collect and distribute information on vision services and resources available in the state. Coordinate loans of adaptive devices, equipment, and materials. Maintain a database of residents who are blind or have a visual impairment. Facilitate collaboration with agencies and programs providing services to individuals who are blind or have a visual impairment. Assist residents to access appropriate services, including services available from the Vocational Rehabilitation division, independent living centers, infant development programs, developmental disabilities programs, the state library, local education programs, and advocacy programs.

25-06-02.1. North Dakota Vision Services–School for the Blind – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the North Dakota Vision Services-School for the Blind is appointed by and reports to the superintendent of public instruction. The North Dakota Vision Services-School for the Blind must have a separate budget and separate staff from the department of public instruction.

25-06-02.2. Superintendent – Special duties. The superintendent of the North Dakota Vision Services-School for the Blind may also be the superintendent of the School for the Deaf.

25-06-03. Superintendent to possess certain qualifications. The superintendent of the North Dakota Vision Services-School for the Blind must possess those qualifications, educational and otherwise, as in the opinion of the superintendent of public instruction, may qualify that person to instruct and minister to the needs of the blind persons.

25-06-05. Services to nonresidents. Individuals who are blind or have a visual impairment and are not residents of this state may receive services from North Dakota Vision Services–School for the Blind if the individuals pay the cost of the services as determined by the superintendent of public instruction. Nonresidents may not receive services to the exclusion of residents of this state.

25-06-06. Transportation of indigent persons. Repealed by S.L. 1979, Ch. 336, §3.

25-06-07. Instruction at school for the blind. Repealed by S.L. 2001, Ch.257, § 5.

25-06-08. Accounts for clothing – How collected. Repealed by S.L. 1997, Ch. 244, §4.

25-06-10. Purchase and resale of vision-specific adaptive aids, devices, and appliances – Revolving fund – Continuing appropriation. A revolving vision aids, devices, and appliances fund is hereby established in the state treasury to be used by the North Dakota Vision Services–School for the Blind to purchase and resell vision-specific adaptive aids, devices, and appliances to be used by blind and visually impaired persons resident in this state. The North Dakota Vision Services–School for the Blind may apply service charges when needed to cover the cost of purchasing, invoicing, and shipping, and all revenue from the sale of aids, appliances, devices, and shipping and postage fees must be deposited in the fund. The North Dakota Vision Services-School for the Blind may receive gifts, grants, and donations for deposit in and use by the fund. All moneys in the revolving fund are hereby appropriated to the North Dakota Vision Services–School for the Blind on a continuing basis for expenditure for the purposes of this section.

Mission

We are educators and advocates partnering with related agencies to provide individualized services and resources to infants, children, and adults with visual impairment to empower them in achieving their goals.



(Adult client learning Orientation & Mobility)

Outreach: Birth through High School

Regionally based teachers of the visually impaired travel to homes and local schools on an intermittent basis to provide assessment, consultation and instruction. A major focus of outreach is providing information, advocacy, emotional support, and guidance for families.

Center Base: Short-Term Programs for K-12

NDVS/SB offers individual and small group instruction in Grand Forks. Specialized learning in the Expanded Core Curriculum provides students with survival skills ranging from braille to technology instruction. These specialized areas of instruction are crucial if students are going to be independent and college/career ready.

Adult Services

Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals will do home visits to assess the needs of the adult client, provide instruction, and refer the client for center-based instruction. Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics, and their own unique visual functioning.

Five weeks of center-based training weeks are traditionally scheduled in Grand Forks each year to provide intensive one-on-one instruction to help individuals regain and maintain their independence. During these sessions it is typical for 4-6 adults to participate in individual lessons as well as in group instruction.

The Vision Resource Center (VRC)

The VRC is more than a library. Specialized materials are distributed to individuals, schools, and families statewide, including braille, large print, and audiobooks for leisure reading and educational purposes. All these services allow clients and their families to lead more independent and enjoyable lives.

Biennial Accomplishments:

- We take immense pride in delivering essential direct services to the citizens of North Dakota. Each year, over 500 children and adults benefit from our assistance with technology, mobility, and critical life skills. Helping these individuals achieve their goals represents our core mission and is a significant accomplishment.

- In May 2024, we hosted our first-ever community open house in Grand Forks to raise awareness about NDVS/SB's services. Over 100 attendees, including local citizens, legislators, Lions Club members, and other stakeholders, gained valuable insights into our work.

- Every two years, NDVS/SB organizes a conference for vision professionals in education and rehabilitation across North and South Dakota. In October 2023, this event was held in Grand Forks, providing essential professional development opportunities for public school teachers and vision specialists. National experts presented on a range of topics, ensuring that attendees, including our staff, stayed updated on the latest practices and skills.

- Our premier annual event, Family Weekend, continues to be a resounding success. The 2024 event in Grand Forks saw 14 families participate, with meaningful outcomes for all involved. We are eagerly preparing for the next Family Weekend, scheduled for April 4–5, 2025, in Minot.

- This year, we updated our ND Expanded Core Curriculum Assessment (NDECC), a vital tool for assessing and planning instruction in areas related to the Expanded Core Curriculum (ECC). The ECC supports students who are blind or have low vision in developing essential life skills beyond academics. The updated assessment was conducted during short-term programs, with positive feedback from IEP teams on its effectiveness in goal-setting.

- In April 2024, four high school students with low vision participated in an enriching trip to the Twin Cities, supported by a local church donation. This program targeted nine ECC areas, including orientation and mobility, social skills, and assistive technology. Highlights included navigating urban spaces, visiting Vision Loss Resources, and experiencing the total solar eclipse at the Science Museum.

- We also completed significant renovations to the west wing of our facility, enhancing both living and instructional spaces. These improvements expanded square footage for educational activities and modernized the environment, greatly benefiting students in short-term programs.

- Recruiting skilled professionals has been another key success. We filled critical roles, including a regional coordinator for the Devils Lake, Rugby, and Belcourt areas, and replaced our veteran business manager with an experienced professional skilled in HR and budget management.

Technology initiatives:

- Created a centralized SharePoint website for streamlined internal communication and record-keeping.
- Purchased and deployed updated assistive technology devices for students and adults, from laptops and magnifiers to cell phone apps.
- Automated the transfer of over 60,000 records and images into SharePoint, enhancing metadata tagging for efficient retrieval.
- Transitioned to GovDelivery for digital newsletter distribution, supported by NDIT.



(Adult learning computer skills)



(Family Weekend fun)



(Student using video magnifier)

Challenges:

- Maintaining a highly trained staff in strategic locations across the state remains a top priority. The national shortage of professionals in blindness services, coupled with anticipated retirements of 3–4 experienced team members in the next biennium, presents ongoing recruitment challenges.
- Raising public awareness about our services is another hurdle. As a small agency serving a niche population, traditional advertising has been cost prohibitive. This limits awareness in the general public about what is available to them. In addition, although collaboration with medical eye care professionals does yield referrals for service, we recognize there are citizens who do not get proper referral for low vision and blindness skills training. There are several reasons why this may occur, but a gap does exist that needs to be filled.
- Anticipating and preparing for future needs is critical but challenging. Emerging diagnoses such as Cortical Visual Impairment (a brain-based condition) have increased demand for specialized training and interventions, requiring us to continually adapt to meet these needs.

Next Biennium Goals & Plans:

- Implement recommendations from a current study to enhance assessment and instruction in assistive technology for the students and adults we serve statewide. The study's aim is to identify strengths and needs within the agency, identify staff training needs and to create a roadmap for meeting student needs in the near future.

- Proactively recruit professionals in the field to fill anticipated vacancies, focusing on key regions across the state. This will be approached by providing incentives and enhanced support to existing professionals who are positioned to take coursework leading to certifications or other recognized credentials.

- NDVS/SB will continue to increase public awareness through a broad range of media outlets and activities to reach citizens in both large and small communities throughout the state. In addition to mailings to eye care professionals, speaking engagements and active use of Facebook, the NDVS/SB Public Awareness Team will pursue additional activities to reach a broader audience. The number of adults who seek services for low vision or blindness has not increased significantly even though the population has increased substantially in the last decade. Increased efforts are aimed at reaching this underserved population.



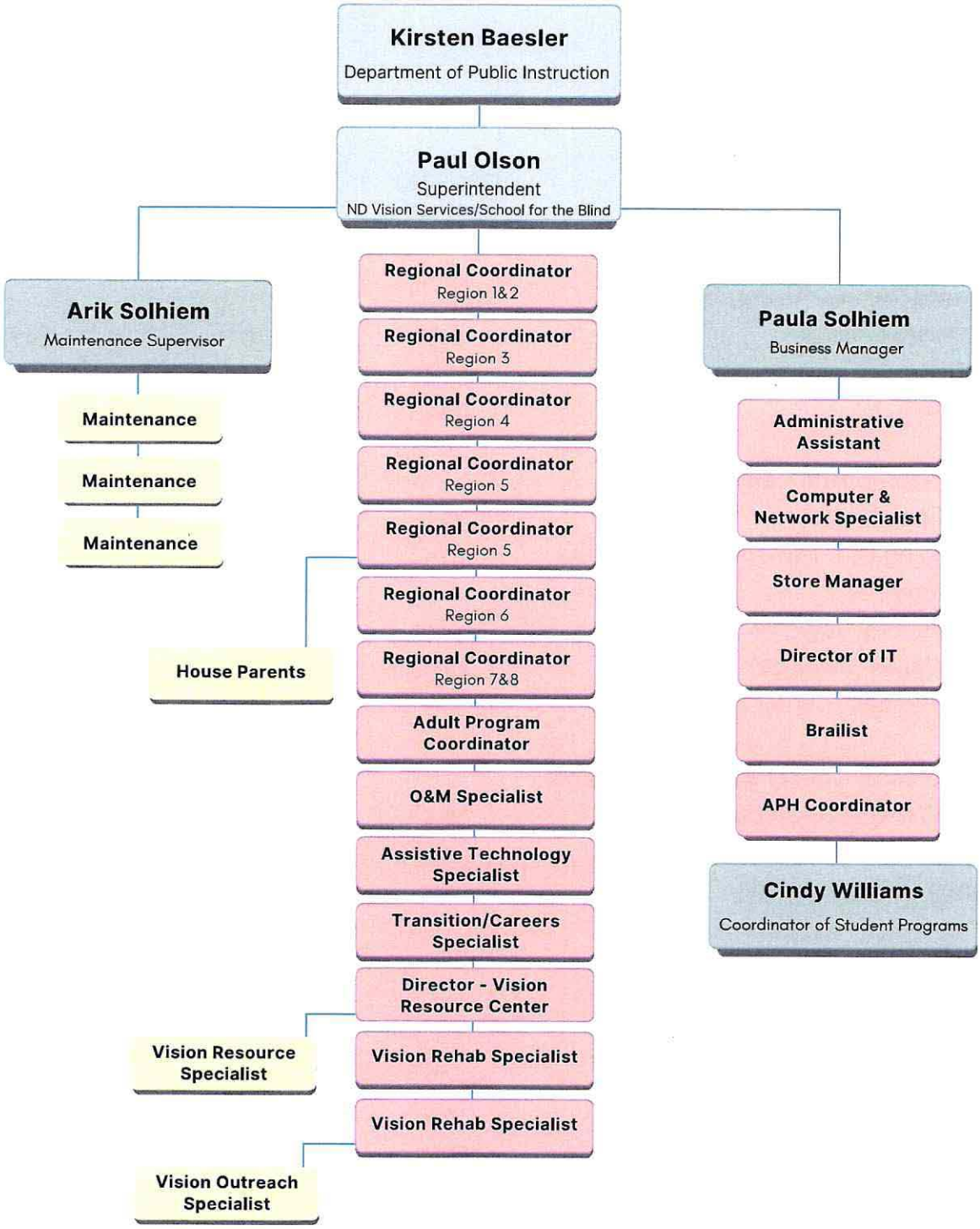
(Students explore the pumpkin patch)



(Senator Claire Cory & Representative Steve Vetter learn about braille)

ORGANIZATIONAL CHART

NDVS/SB



CLIENT SERVICES DATA

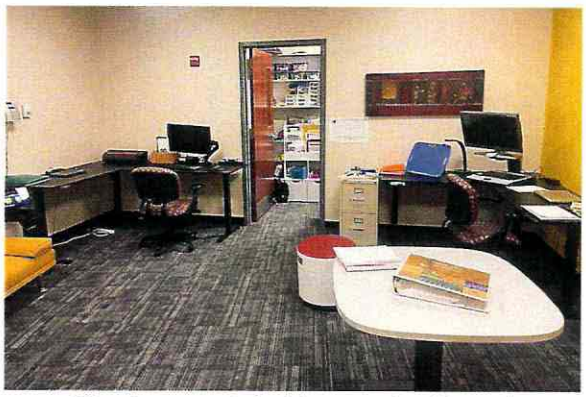
Services Provided	2021-2023 Biennium	7/1/23 - 6/30/24 Annual	7/1/23 - 12/31/24 18 Months
Clients Served (Unduplicated):			
Infants/Students	312	201	269
Adults	222	141	190
Total	534	342	459
Vision Resource Center:			
New Loans	1,125	270	427
"Reaching Out" Newsletter (Circulated Quarterly)	376	575	595
APH Federal Registry	314	270	346
Store Sales (Invoices)	388	171	231
Braille Access Center (pages)	14,146	3,589	5,841
Short-term Center Based Programs:			
Short Term Programming	134	63	94
Adult Week	38	19	25
Summer Programming	38	20	27
Evaluations, Consultations and Instructions (Services Provided):			
Consultations	1,849	838	1,451
Evaluations	383	210	263
Instruction	9,629	4,481	6,881
In-Service Training (Attendees)	1,512	564	763

Current Biennium One-Time Funding

Decision Package Summary	Special Fund	One-Time Funding	Status
Equipment Under 5,000	26,000	Yes	In progress
Update North Parking Lot	50,000	Yes	Finished – spent 55,780
Flooring – East Wing	45,000	Yes	Finished – spent 45,000
Update Student Commons	50,000	Yes	Mostly finished – spent 33,342.39
Update Front Entrance	55,000	Yes	In Progress
Misc. Repairs (Doors & AC Units)	29,000	Yes	Finished – spent 33,285.36
Roof Replacement & Repairs	150,000	Yes	Mostly finished – spent 111,930
Gutters for South Wing	50,000	Yes	Finished – spent 50,000
Replace Electrical Panel	10,000	Yes	Finished – spent 2,000
Total	**465,000**		**331,337.75**



(Updated Student Commons Area)



(Newly remodeled Instruction Room)

Base Budget and Request

	1	2	3	4	5
Line Item:	**Expenditures 2021-2023**	**Biennium Appropriation 2023-2025**	**Base Budget Request 2025-2027**	**Optional Budget Request 2025-2027**	**Total Budget Request 2025-2027**
Salaries & Wages	$4,992,194	$5,538,818.30	$5,299,687	$108,950	$5,408,637
Operating	825,671	895,686	895,686	365,223	1,260,909
Capital Assets	420,692	478,192	324,903	598,000	922,903
Total	**$6,238,557**	**$6,912,696.30**	**$6,520,276**	**$1,072,173**	**$7,592,449**
Funding Sources:					
General	$4,992,194	$5,240,991.30	$5,299,687	$108,950	$5,408,637
Federal	-	-	-	-	-
Special	1,246,363	1,671,705	1,220,589	963,223	2,183,812
Total	**$6,238,557**	**$6,912,696.30**	**$6,520,276**	**$1,072,173**	**$7,592,449**
FTE	27.75	27.75	27.75	-	27.75

Optional Requests

Decision Package Summary	General Fund	Special Fund	Total
Teacher Salary Increases	108,950		108,950
Temporary Salaries		50,000	50,000
Additional Operating		142,500	142,500
Equipment Under 5,000		28,000	28,000
Additional IT Costs		20,000	20,000
New South Parking Lot		150,000	150,000
Cabinets in Rooms		55,000	55,000
Fire Alarm System		300,000	300,000
Remodel Break Room		55,000	55,000
Misc. Repairs (Doors)		10,000	10,000
Access Technology Position		152,723	152,723
Total	**108,950**	**963,223**	**1,072,173**

Special Fund Projections	2025-27
Trust Land Funds	1,530,000
Rental Income	334,180
Charges for Services	32,000
Other	30,000
Total Projected Revenue	1,926,180

Optional Requests

1. **Teacher Salary Increases:** This is to place teachers on the Composite Salary Schedule developed by HRMS for 2025-27. This includes wages, retirement, and payroll taxes. They are not classified employees.
2. **Temporary Salaries:** This request is to increase houseparent wages to $16-18 per hour. We are anticipating 20% of staff to retire in the next 5 years. This will allow a cushion to hire temporary staff as vision professionals are in high demand and short supply nationwide.
3. **Additional Operating:** This request includes: $6,000 for programming purposes for an event called Family Weekend. This program is growing, and we want to be able to provide quality education to families about their child's vision loss. $40,000 for anticipated utility increases. $13,000 for inflationary increases for outreach services to students/adults. Our property is on 10 acres of land, and we hire someone to apply chemical application to control weeds, $5,500. We would like to add billboards to increase the number of adults/students we serve: $40,000 ($10,000 for six months). $38,000 for lost revenue from Mayville State CDP.
4. **Equipment under $5000:** This includes $13,000 for adaptive technology equipment. NDVS/SB needs to be the leader in adaptive technology in ND. This will allow us to demonstrate new products. This also includes $10,000 (2 new bottled water fountain fillers) These fountains are both used frequently. $5,000 New lawnmower (zero turn) as the one we currently have will be over 6 years old.
5. **IT Costs:** This will allow NDVS to maintain the database, Dataverse. Our lead IT team member has been working with NDIT on this project for over a year and suggest this for the most positive citizen outcome. This would also allow us to purchase a Smartboard on wheels to provide training to students/adults.
6. **New Parking Lot -South Side:** This lot is adjacent to UND parking. The parking lot that is currently there is over 25 years old and is very small and requires improvement in the driveway. Safety is a major concern for staff and visitors and when there are deliveries, given the current size and design.
7. **Cabinets/Furniture for Student Rooms:** This is to replace the kitchen cabinets (where the students reside) in the apartments, $55,000. These items will be over 25 years old at the time of replacement.
8. **Replace Fire Alarm System:** In April 2022, SiteLogig inspected our fire alarm system. The old system is approaching 45 years old and needs to be replaced, as it cannot be updated.
9. **Breakroom renovation:** This request is to update our breakroom areas, so it is more accessible to our employees. Currently there is no sink which will need to be added.
10. **Misc. Repairs (doors):** This request includes the replacement of one door (#6) – a double steel door. This is located on the north side of the building going into our compressor room. This door is difficult to open and is over 45 years old.
11. **Access Technology Position:** The need for instruction in the use of specialized technology for students who are blind or low vision has grown exponentially. This request will fill a need for appropriate assessment and instruction in western North Dakota where we struggle to provide high quality, equitable services for students and adults who are blind or have low vision.

Other Bills That May Affect NDVS/SB

HB 1040 – Closing of PERS Main Defined Benefit Plan

Closing the PERS Main Defined Benefit plan could have a negative impact on the recruitment and retention efforts of non-teaching employees.

Audit Findings

An audit was completed by the State Auditor's Office in 2023. This is what the report stated: WHAT WE FOUND - This audit did not identify any areas of concern.

Changes to the Executive Budget Recommendation

1. Assistive Technology Position - $152,723.20

Creating another dedicated position at North Dakota Vision Services/School for the Blind to assess and teach assistive technology is essential to meet the growing needs of individuals who are blind or have low vision. Currently, the agency has only two staff members teaching assistive technology, which is insufficient to address the increasing demand for these critical services. This new role would provide students with personalized guidance in using tools such as screen readers, braille displays, and accessibility functions on smartphones, enabling them to succeed academically and prepare for higher education or employment. For adults, access to technology training can help them maintain or gain employment, ensuring they stay competitive in the workforce.

The total cost for this position, including salary and benefits, is $152,723.20 annually, but the return on investment is substantial. Expanding staff capacity will allow the agency to reach more individuals, ensuring students gain the skills and confidence needed to thrive in school while adults receive the support required to remain productive in their jobs. By focusing on teaching relevant, modern technologies, such as smartphone accessibility features, the position will help individuals stay connected and independent in today's digital world.

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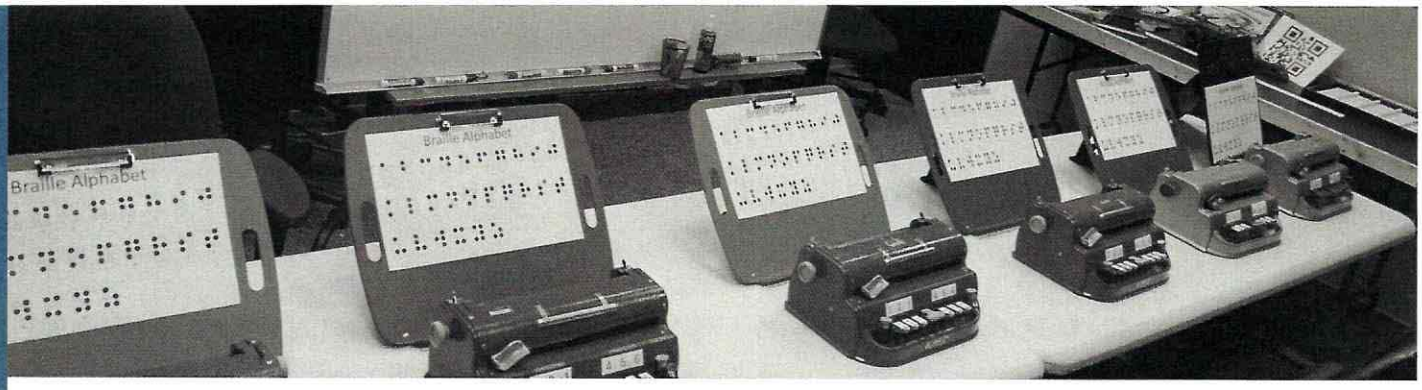

Conclusion

At NDVS/SB, our mission is both straightforward and multifaceted: to address the unique needs of children and adults experiencing low vision or blindness. Achieving this mission requires a foundation of highly trained and dedicated professionals.

One of our main focuses is the active recruitment and retention of skilled staff. One of our most significant challenges over the next 2 to 4 years will be replacing retiring staff members who possess advanced degrees and decades of invaluable experience. Competitive salaries are a critical factor in this effort, but equally important is our ability to attract, develop, and shape future professionals in this specialized field.

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Serving the citizens of North Dakota is both an honor and a responsibility we take seriously.

Sincerely,
Paul Olson
Superintendent

Quick Facts about NDVS/SB

- Originally built in 1908 in Bathgate—Pembina County. The original appropriation to build was $25,000. The building was beautiful, but the location proved to be poor for transportation of students.
- In the Fall of 1961, the new school for the blind was ready for students in Grand Forks. Based on records enrollment was often 50-60 students in the 1960s and 1970s but a shift toward inclusion was already underway for students with visual impairment.
- 1994 the model changed to OUTREACH and SHORT-TERM PROGRAMS. We continue to be the only program like this in the United States. There are about 45 special schools for the blind in the U.S. NDVS/SB is considered a leader among schools and agencies.
- In 2001 the legislature changed our name from ND School for the Blind to ND Vision Services/School for the Blind and clarified that our mission is to serve all ages.
- We have regional offices in Fargo, Jamestown, Bismarck, Rugby, Dickinson, and Minot. Instructors in these offices spend nearly every day in public schools and in homes assessing, consulting, and providing instruction.
- Currently we serve over 300 students in a 2-year period and over 200 adults.
- Short-term Program weeks consist of 8 weeks for students plus 3 summer programs and 5 weeks for adult training.
- Some sources estimates 20,000 citizens in the state experience some level of reduced vision that is not correctable. Of those, the number of people who have severe visual impairments that negatively impact major life functions is estimated to between 4000 and 6000.
- NDVS/SB stands ready to assist those who seek our services to regain their independence and remain active and productive in their communities.
- We love what we do and are dedicated to helping students of all ages become CHOICE READY.

Citizen Testimony for HB1013

As an adult who has lived for many years with very limited vision, the people at the North Dakota Vision Services School for the Blind have been and will continue to be a valuable resource. When I call regarding a technology issue involving my computer or cell phone, they understand the importance of getting the problem addressed right away. The staff knows that without a working computer screen reader and cell phone, a person with sight loss is stuck. What they provide could never be given at the help desk of a computer store. When I retired after 35 years, I looked to NDVS to help me find and set up the same computer I had at my office. It happened. This was so very much appreciated.

It is the people there who understand adaptive equipment and who will let me know of a new product I might find useful. As a white cane user, I have received invaluable mobility training both while attending an adult week in Grand Forks and on site in my community. Confidence is built through successful training. During COVID, NDBS reached out across the state with weekly Zoom calls, focusing on the topics of technology, daily living skills and other areas brought up by those who participated. The staff share new ways to complete what may seem to be impossible tasks in working with someone who has newly lost their vision, or in my case, showed me a new way I had never considered. There is no one who willingly signs up for sight loss, but life happens and NDVS is a steadfast, soft place to land to receive support on the journey to acceptance. This is offered one-on-one or in a group. My life and the lives of countless others is better thanks to NDVS School for the Blind.

-Janelle F. Olson



North Dakota Vision Services/School for the Blind is a division of the Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

March 5, 2025

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 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												
Base payroll changes				$0				$0				$0
Salary increase		$268,445	($1)	268,444		$268,445	($1)	268,444				0
Health insurance increase		175,347		175,347		175,347		175,347				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				0
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				0
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												
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*				*$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 - Budget No. 204

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	



North Dakota Legislative Council

Prepared for the Senate Appropriations Committee
March 10, 2025

MAJOR RELATED LEGISLATION AFFECTING THE CENTER FOR DISTANCE EDUCATION AS OF CROSSOVER

This memorandum provides information on major related legislation affecting the Center for Distance Education as of Crossover:

House Bill No. 1105 - Virtual instruction - This bill relates to virtual learning and school district policy regarding access and payment for virtual instruction.

House Bill No. 1269 - State procurement of technology and educational content - This bill removes a requirement that CDE use Office of Management and Budget for procurement of technology and educational content to deliver K-12 education and related services virtually.

March 5, 2025

Legislative Council

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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	27.75	$5,240,991	$1,206,705	$6,447,696	27.75	$5,240,991	$1,206,705	$6,447,696	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$5,708	($158,112)	($152,404)		$5,708	($158,112)	($152,404)				$0
Salary increase		193,140	5,388	198,528		193,140	5,388	198,528				0
Removes duplicated salary increases				0		(83,982)		(83,982)		($83,982)		(83,982)
Health insurance increase		156,157	6,006	162,163		156,157	6,006	162,163				0
Adds funding for teacher salary increases		108,950		108,950		108,950		108,950				0
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087		124,322	7,765	132,087				0
Transfers funding for 2025-27 biennium vacant FTE pool				0		(50,740)	(1,539)	(52,279)		(50,740)	($1,539)	(52,279)
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000			50,000	50,000				0
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596		(5,708)	197,304	191,596				0
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475		18,356	6,119	24,475				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000			20,000	20,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500			142,500	142,500				0
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)			(39,192)	(39,192)				0
Total ongoing funding changes	**0.00**	**$600,925**	**$237,778**	**$838,703**	**0.00**	**$466,203**	**$236,239**	**$702,442**	**0.00**	**($134,722)**	**($1,539)**	**($136,261)**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000			$28,000	$28,000				$0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000			10,000	10,000				0
Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000			55,000	55,000				0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000			55,000	55,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000			150,000	150,000				0
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$600,925**	**$535,778**	**$1,136,703**	**0.00**	**$466,203**	**$534,239**	**$1,000,442**	**0.00**	**($134,722)**	**($1,539)**	**($136,261)**
2025-27 Total Funding	**27.75**	**$5,841,916**	**$1,742,483**	**$7,584,399**	**27.75**	**$5,707,194**	**$1,740,944**	**$7,448,138**	**0.00**	**($134,722)**	**($1,539)**	**($136,261)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*11.5%*	*19.7%*	*13.0%*	*0.0%*	*8.9%*	*19.6%*	*10.9%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*11.5%*	*44.4%*	*17.6%*	*0.0%*	*8.9%*	*44.3%*	*15.5%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in North Dakota Vision Services - School for the Blind - Budget No. 253

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	

NORTH Dakota | Center for Distance Education

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OVERVIEW & BUDGET REQUEST

Presented by: Alyssa Martin,
NDCDE State Director

Date: March 10, 2025

https://www.cde.nd.gov/

AGENDA

ND CDE
CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.
90TH ANNIVERSARY

01. Agency Overview

02. 2023-25 Data & Outcomes

03. 2025-27 Priotities

04. Overview of Decision Packages

05. Comprehensive Budget

Use this QR Code or **link** to watch presentation videos and click on urls.



https://www.cde.nd.gov/

INTRODUCTION



90 YEARS OF EXCELLENCE IN PERSONALIZED LEARNING!

- Founded in 1935
- **Mission:** Supporting K-12 schools by delivering quality education that helps students achieve their goals and reach their potential.
- **Legacy of Innovation:** A pioneer in virtual education, continuously adapting to meet student needs and state priorities.
- Governed by NDCC Ch. 15-19
- Cognia Accrediated

DELIVERY FORMAT

With origins as a correspondence school, NDCDE is now 100% virtual and self-paced

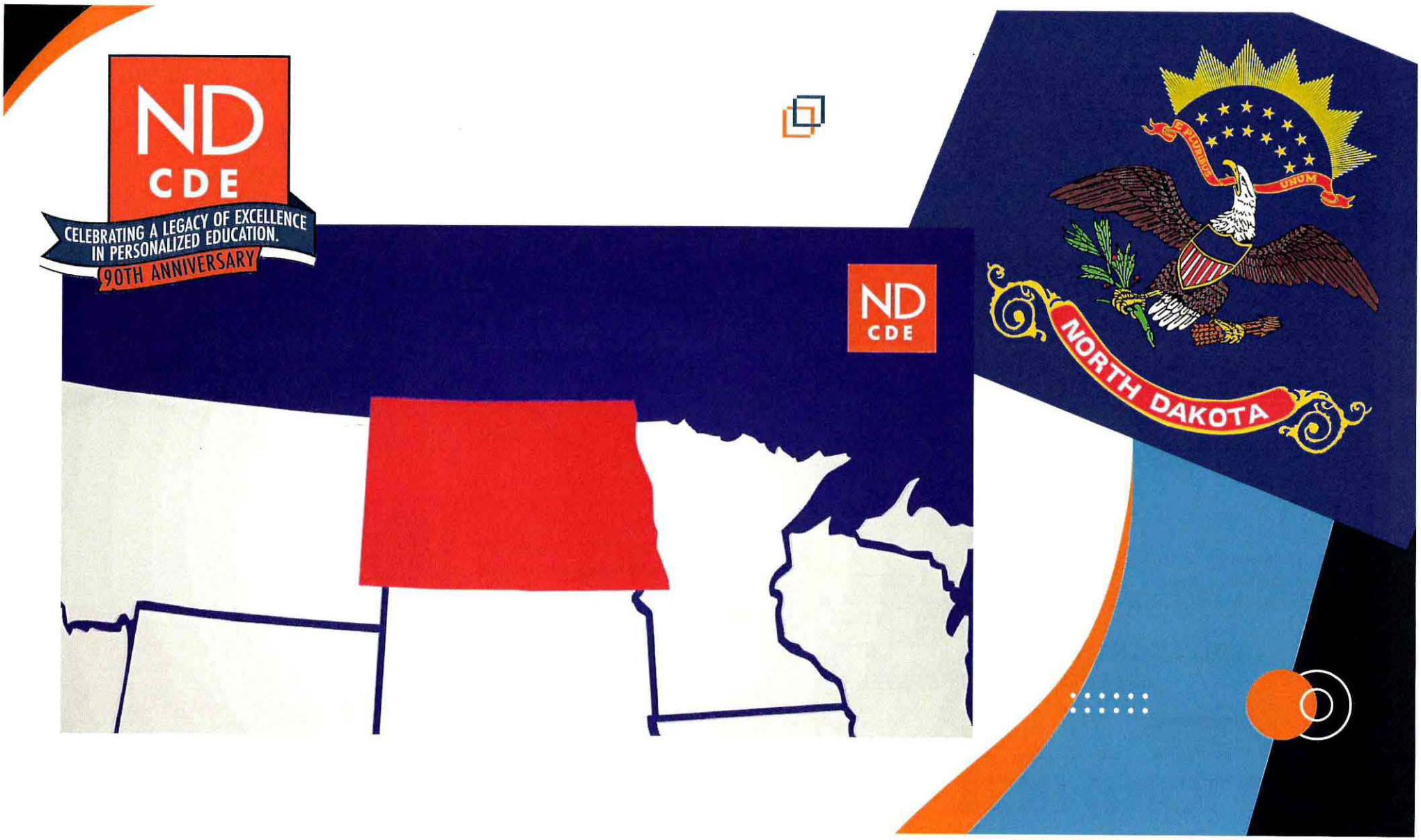
Each student is assigned a North Dakota teacher who monitors progress, provides feedback, and offers virtual meetings.

NDCDE is a **supplemental** educational provider.

ND CDE

CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.

90TH ANNIVERSARY


ND
CDE
CELEBRATING A LEGACY OF EXCELLENCE
IN PERSONALIZED EDUCATION.
90TH ANNIVERSARY
ND
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E PLURIBUS UNUM
NORTH DAKOTA

TERMINOLOGY

LEARNING COACH (LC)

On the ground proctor and educational support provider to a student. Learn more by scanning the QR Code.

ROLLING ENROLLMENT

Students can start courses at any time throughout the year, rather than following a fixed semester schedule. This flexibility is critical in a virtual setting where we support students on an individual learning timeline, often supplementing their local school coursework.

Because NDCDE plans course-by-course, enrollments are the more accurate measure for staffing and resource planning than headcount.

ENROLLMENT

Represent the total number of courses students are enrolled in. If a student takes three courses, that's three enrollments, even though it's just one student.

HEADCOUNT

Represent the number of unique students served. If a student takes multiple courses, they are still counted as just one headcount.

LMS: LEARNING MANAGEMENT SYSTEM

The virtual classroom where all teaching and learning take place in a virtual school. It's where students access their courses, complete assignments, receive feedback, and track their progress.

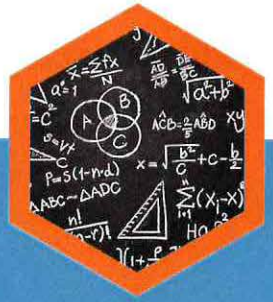
SIS: STUDENT INFORMATION SYSTEM

The platform we use to manage and track student data, including course enrollments, grades, attendance, and communication. It's essential for keeping records organized, ensuring accurate reporting, and supporting the management of a virtual school.

ASYNCHRONOUS

Students can access their coursework and complete assignments on their own schedule, rather than attending live, scheduled classes.

COURSE OFFERINGS



CORE

Offer all courses required by state law in grades K-12, including core subject areas: Math, English, PE, Science & Social Studies. Often, CDE's advanced courses in areas such as math are unavailable in rural schools.



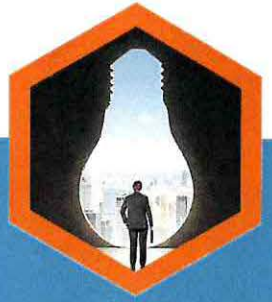
ELECTIVES

Students in middle and high school can take courses ranging from music to coding.



CAREER & TECHNICAL EDUCATION (CTE)

A wide-variety of CTE courses are offered in fields such as health science, business, and technology.



EVER EXPANDING

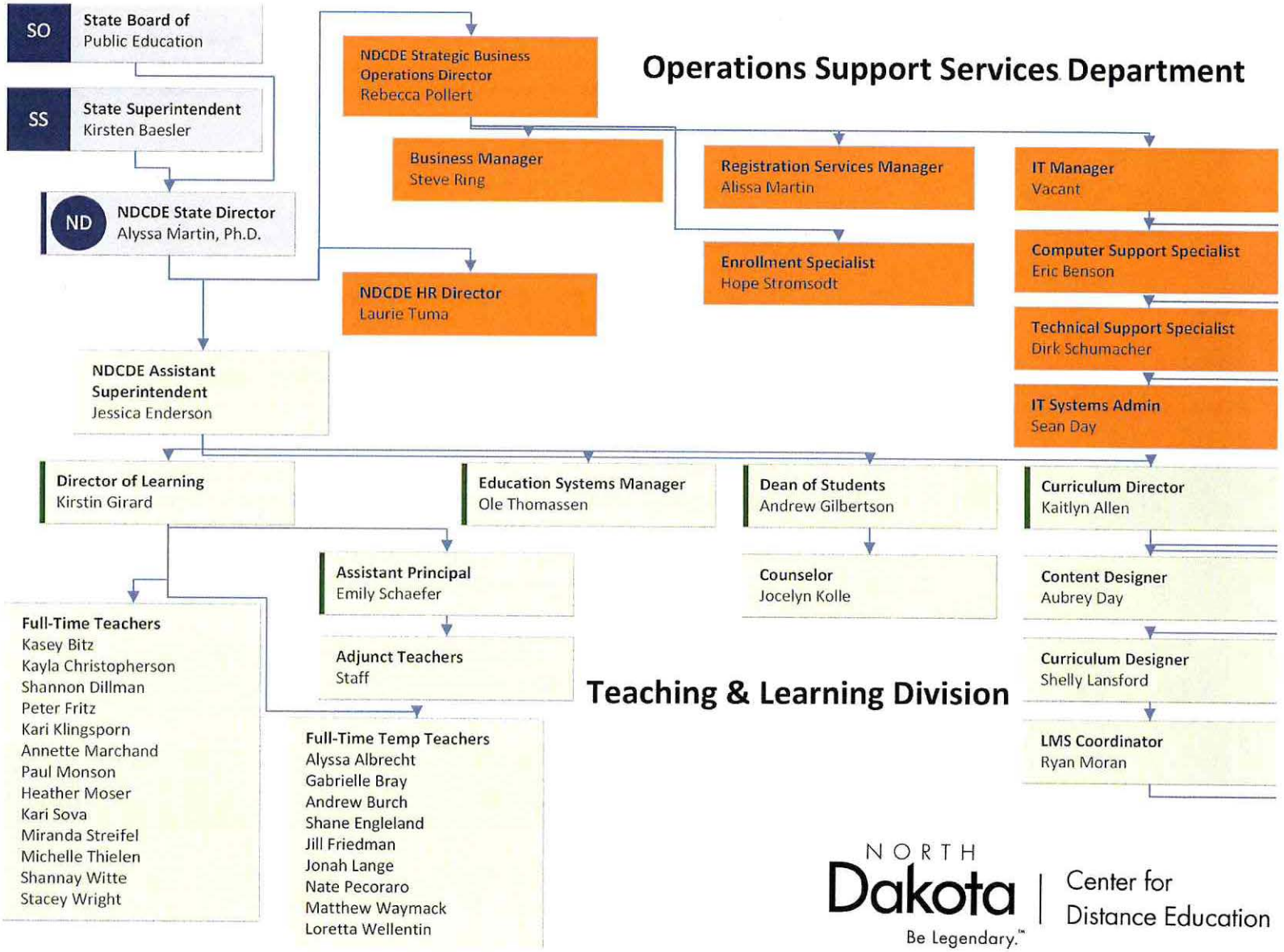
We strive to find curricular opportunities for students not found in their local schools.

BY THE NUMBERS

lo	Category	Description
51	Diplomas Awarded	Self-pay homeschooled students
90	Years of Service	NDCDE has operated since 1935
104	Employees	29 FTEs (1.8 currently vacant; 3 new FTEs added in 2023-25), 11 FTTs (9 teachers), 64 PTTs (adjuncts)
305	ND Schools Served, 23-25	Unique schools (private and public), Based on 730 days
307	Courses Offered	28.3% elementary, 12.7% middle school, 59% high school
9568	Students Served, 23-25*	30,505 enrollments, 9106 North Dakota Students to date, more enrollments expected from March-June, approx. 4553 ND students per year, 7th largest school in the state
56%	Enrollment Increase (21-23) v. (23-25)	19,539 (21-23) to 30,505 (23-25)
0	Audit Findings	Last audited under Career & Technical Education, 2023



Organization Chart



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REQUESTED FTE INFORMATION

Request	Description
Comparison of Request/Recommendation Totals (Including FTE Positions)	NDCDE is requesting an increase of 1.2 FTEs for the next biennium, bringing the total from the current 30.8 FTEs to 32 FTEs. This request is included in a decision package, which will be covered in greater detail later in the presentation.
New Positions Approved for the 2023-25 Biennium	The 2023 Legislative Assembly approved three new FTE positions for NDCDE for the 2023-25 biennium. Two positions were filled in early July 2023. One position was filled in early fall 2023. Additionally, one position (.8 FTE) was moved to the FTE pool at the end of the last biennium and was promptly filled at the beginning of the current biennium. Funds for this position were reclaimed from the OMB pool at that time.
Employee Turnover and Vacant Positions	During the 2023-25 biennium, NDCDE experienced turnover in administrative, teaching, and IT positions. This turnover allowed for a strategic restructuring of the organization, focusing on: • Reclassifying positions to strengthen administrative oversight. • Maintaining appropriate student-to-teacher ratios. Minimal cost savings resulted from vacancies, as vacant positions were either temporarily covered by paying overload to existing staff or through short-term consultant hires to maintain uninterrupted service levels. NDCDE currently has a 0.8 open position, which is expected to be filled before the end of the biennium

Note on Quantifying Savings: Due to the nature of staffing adjustments and temporary coverage strategies, quantifying savings from vacancies would be challenging as workloads were temporarily reallocated and consultants used as needed. NDCDE prioritized service continuity throughout the restructuring process, ensuring minimal disruption to students and partner schools.



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23-25 Tuition Rates

Effective Augst 1, 2023:

STANDARD

$259 /Course

- Paid by ND homeschool families and ND private and public schools, unless eligible for an NDSOS discount.
- Standard rate across all K-12 classes, except AG, EmpowerU, & certifications.

SOS* DISCOUNT

$229 /Course

- Must be a current member of ND Small Organized Schools and have fewer than 3,500 students.
- Price break intended to reduce access barriers.

SOS: ND Small Organized Schools

OUT OF STATE (OS)

$349/Course

- Paid by out-of-state families and schools.
- Subsidizes CDE revenue.
- Standard OS rate across all K-12 classes, except AG, EmpowerU, and certifications.

Benchmarking

State Virtual School	Tuition Charged Per Course
MT Digital (Peer)	$123
MI Virtual (Aspirational)	$335
National Average	$219

21-23 NDCDE Tuition Rates:

- $159 to $189 in-state
- $259 out-of-state

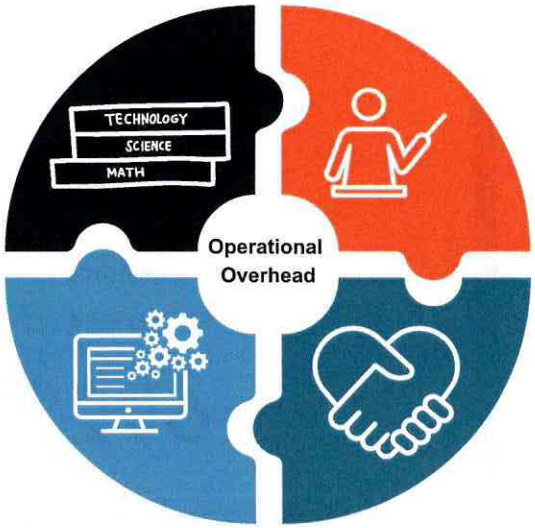
WHAT IS INCLUDED IN NDCDE'S TUITION?

Curriculum

Vendor purchased, aligned to state standards by NDCDE staff, integrated into NDCDE learning management system, nearly 98% digital.

Technology & Help Desk

NDCDE has a number of systems unique to it and needed to run an online school from an E-commerce platform to a learning management system that serves as our virtual classroom space. Four IT staff service all NDCDE technology infrastructure and a help desk.



ND Licensed Teachers

An NDCDE employed, North Dakota licensed teacher is assigned to every NDCDE student. The teacher is asked to monitor progress, hold student meetings, provide individual instruction, and give timely feedback on all assignments. Teachers are also responsible for classroom management and curricular review.

Student Support

NDCDE employs a licensed counselor to help connect students with resources to complement their learning and to ensure that IEPs/504s are on file and shared with teachers. A dean of students monitors academic risks and student conduct issues working with local schools to implement needed interventions.

NDCDE cost per enrollment: $360, State portion: $11-$101
***Based on spending and enrollments from 7/2023 to 1/2025**

2023-25 OUTCOMES & IMPACTS

- Record Growth and Stakeholder Satisfaction
- Competency-Based Education
- Academic Integrity Safeguards
- Operational Improvements
- Cybersecurity Education, Curricular Reform, and Other New Courses
- New Partnerships



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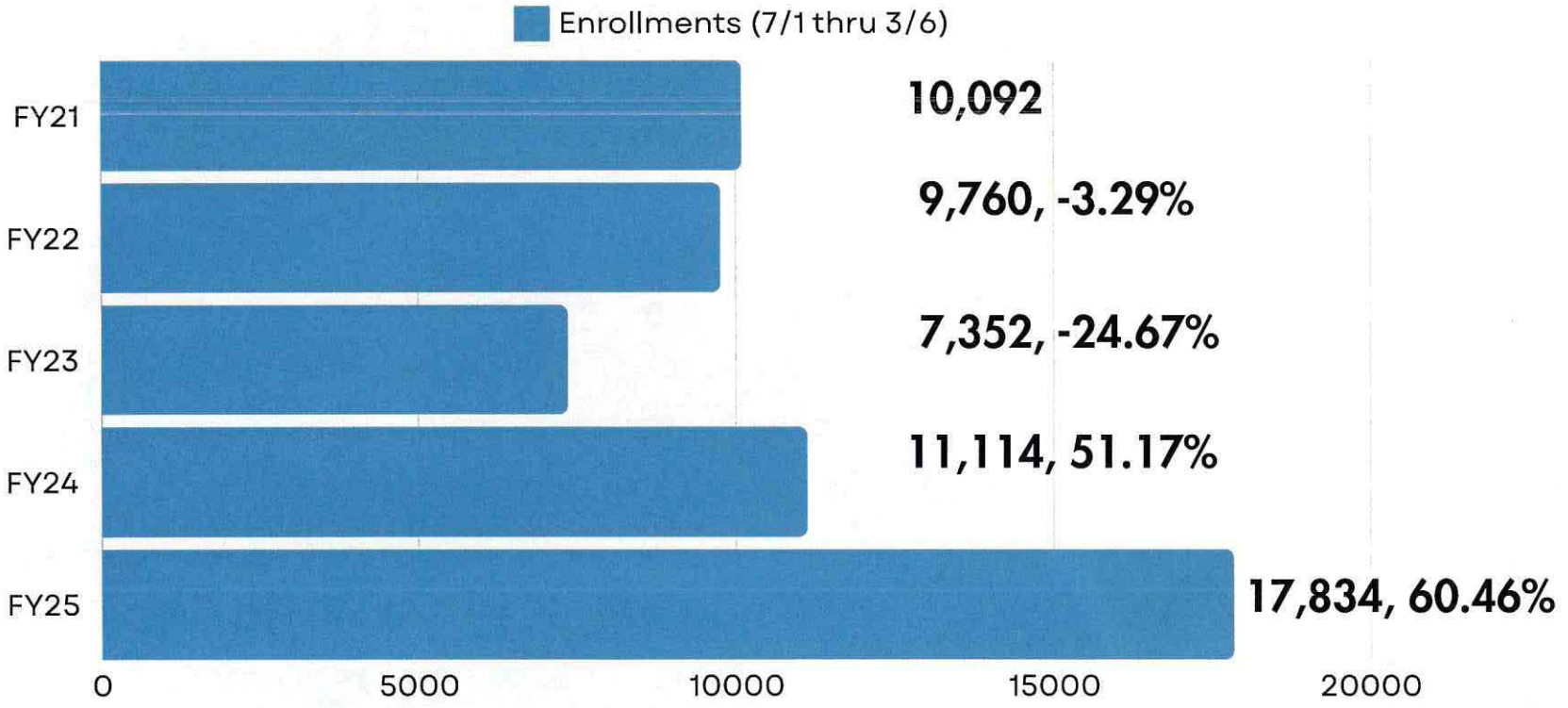
RAPID GROWTH

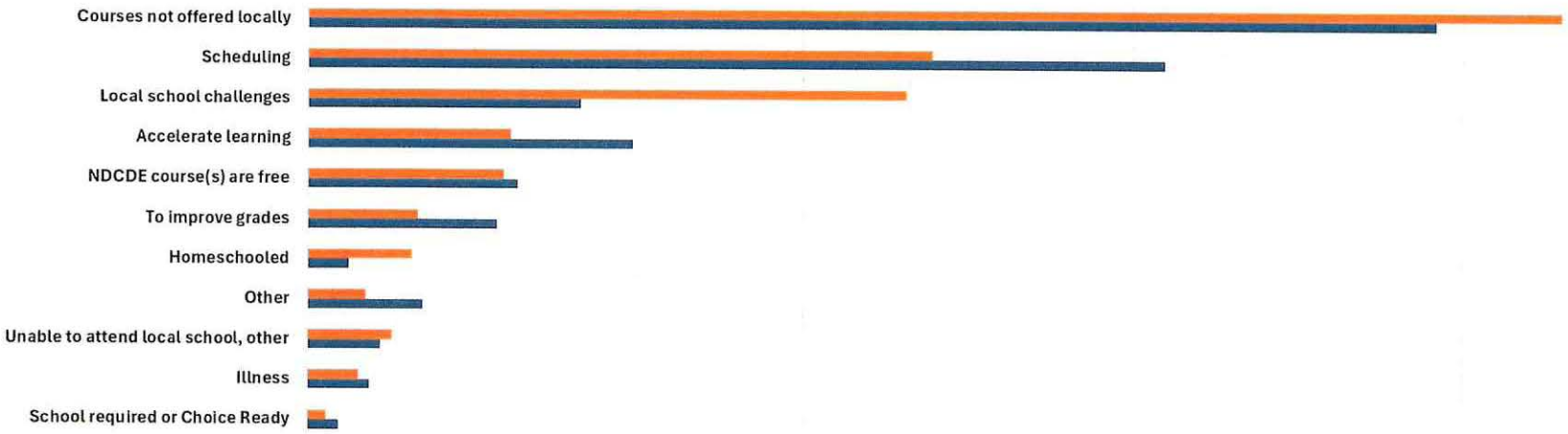


See testimonials

RAPID GROWTH AT NDCDE

REASONS

- HB 1376 (68th Session)
- Parent and Student Need for Choice (See Survey Results, n=825, 508 parents/lcs and 317 students)



	School required or Choice Ready	Illness	Unable to attend local school, other	Other	Homeschooled	To improve grades	NDCDE course(s) are free	Accelerate learning	Local school challenges	Scheduling	Courses not offered locally
Parent/Learning Coach	0.59%	1.57%	2.56%	1.77%	3.15%	3.35%	5.91%	6.10%	18.11%	18.90%	37.99%
Student	0.95%	1.90%	2.22%	3.48%	1.27%	5.70%	6.33%	9.81%	8.23%	25.95%	34.18%

RAPID GROWTH, CONTINUED

FINANCIAL IMPACT

Impact on State

- $0 in General Fund
- $2.5m Emergency Commission Request Made in Fall 2024 with $1.9m from tuition revenue and $600k from a grant

Impact on ND Schools

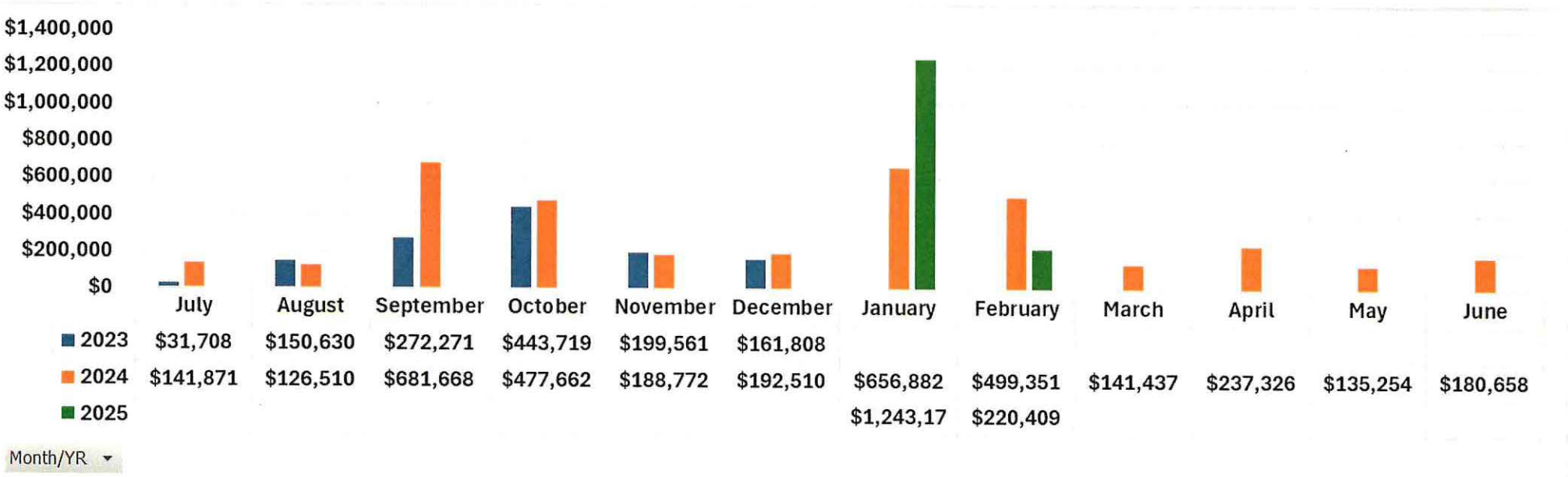
- 130 Districts Sent NDCDE Students
- 37 Districts Sent No Students to NDCDE
- Average expenditure by district size shown; districts with virtual academies included

Impact on ND Schools

District Size Groups	Average Spending (20 months)	Average % of Revenue Budget (20 months)
<200 students	$7,697	0.16%
200-500 students	$17,698	0.21%
501-2000 students	$17,975	0.09%
2001-6000 students	$140,287	0.23%
>6000 students	$490,404	0.86%
Overall Average	$31,286	0.17%

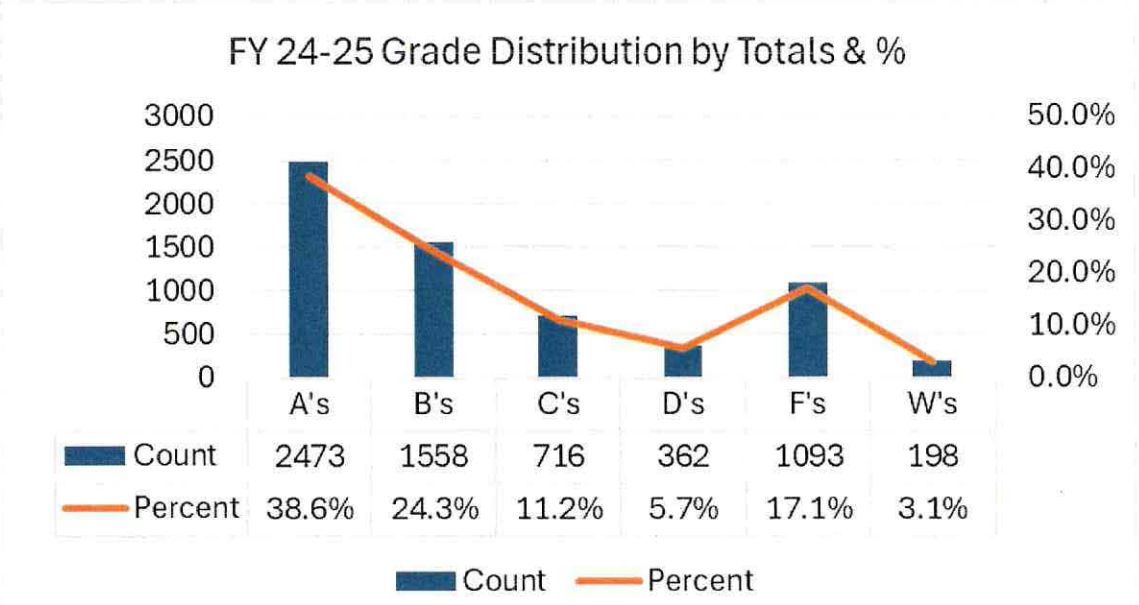
RAPID GROWTH, CONTINUED

FINANCIAL IMPACT: $6.38m earned in 20 months

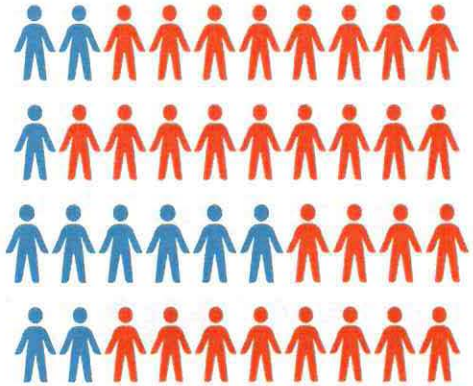


RAPID GROWTH, CONTINUED

Quality & Satisfaction



Of students enrolling from 7/23 to 02/25:



21.4% active

6.4% dropped

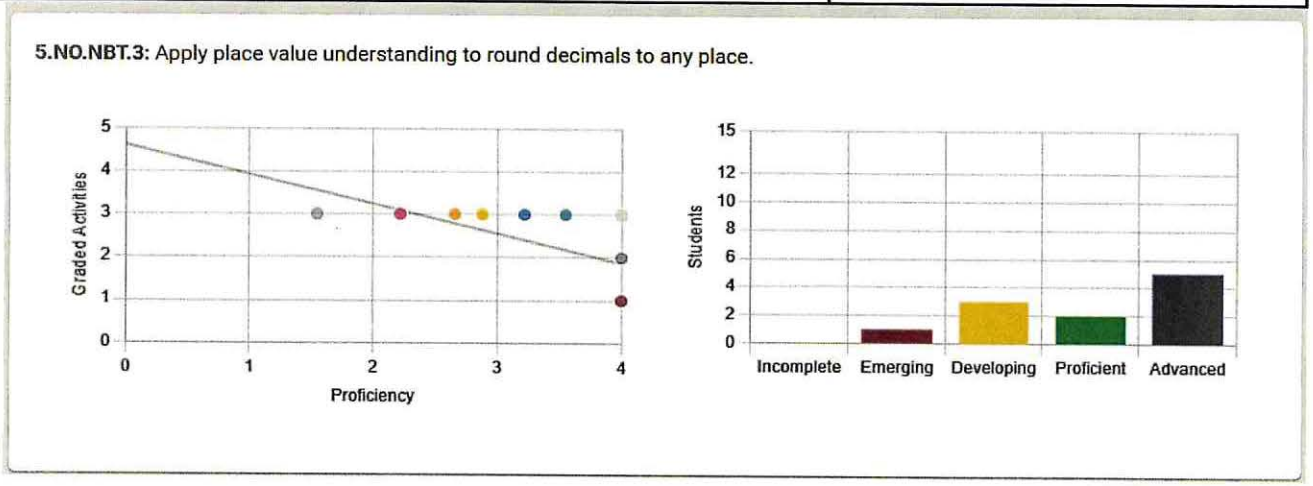
78% passed

22% failed

NDCDE QUALITY: STUDENT OUTCOMES

Elementary Math Pre & Post Test Results			
Learner	Pre-Proficiency	Post-Proficiency	Difference
Kindergartener	77.8%	94.4%	16.6%
Second Grader	73.3%	100.0%	26.7%
Fourth Grader	55.6%	88.9%	33.3%

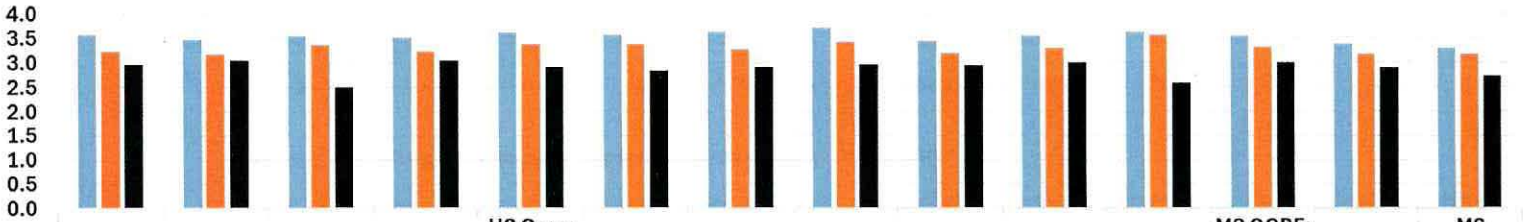
Competency-Based Reporting Samples



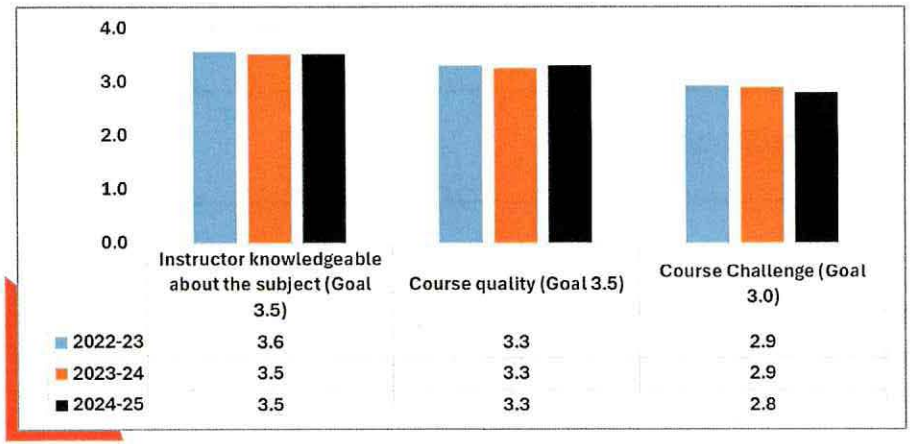
RAPID GROWTH, CONTINUED

Quality & Satisfaction

Student Ratings on Course Quality, 4.0 Scale, n= 11,137



	HS CORE: English (n=1330)	HS Core: Math (n=1349)	HS Core: PE (n=1826)	HS Core: Science (n=1137)	HS Core: Social Studies (n=1764)	HS CTE (n=1469)	HS Elective (n=1365)	HS DC (n=28)	MS CORE: English (n=202)	MS CORE: Math (n=135)	MS CORE: PE (n=41)	MS CORE: Social Studies (n=133)	MS CORE: Science (n=245)	MS Elective/ CTE (n=113)
Instructor knowledgeable about subject (Goal: 3.5)	3.6	3.5	3.5	3.5	3.6	3.6	3.6	3.7	3.4	3.5	3.6	3.5	3.4	3.3
Course quality overall (Goal 3.5)	3.2	3.2	3.4	3.2	3.4	3.4	3.3	3.4	3.2	3.3	3.6	3.3	3.2	3.2
Course challenge (Goal: 3.0)	3.0	3.0	2.5	3.1	2.9	2.8	2.9	3.0	2.9	3.0	2.6	3.0	2.9	2.7



Returning Student Data: FY 24-25

- 60% of students enrolled in at least two courses
- 36% of students enrolled in at least three courses
- 15% of students were enrolled in at least five courses

RAPID GROWTH, CONTINUED

Quality & Satisfaction

Parent Feedback (5.0 point scale, n=508)

- Teachers have high expectations for learning: 4.1
- Courses prepare students for the future: 4.1
- Overall instructional quality: 4.2
- Overall satisfaction: 4.2



NDCDE Teacher Feedback (5.0 scale, n=48)

- Teachers uphold high expectations for learning: 4.6
- All NDCDE staff know and perform their jobs well: 4.6
- NDCDE provides a learning environment where all learners thrive: 4.2
- Top activities someone would observe in our online classrooms:
  - **Learners activity engage with teachers about content (n=14)**
  - **Learnes solve problems (n=13)**
  - **Learners complete assigned work (n=13)**
- Top four words associated with teachers monitoring student progress:
  - **Grading (n=44)**
  - **Use of rubrics (n=33)**
  - **Have learners demonstrate progress (n=25)**
  - **One-on-one conversations (n=23)**

ADDITIONAL ACCOMPLISHMENTS

Area	Description
Competency-Based Education (CBE)	A model focusing on student mastery of skills rather than time spent in class. To make this shift, NDCDE aligned over 50% of courses with state priority standards, with a goal of reaching 70% by June 2025. We have and continue to expand teacher training and technology infrastructure to support personalized, proficiency-based learning, aiming for full implementation by Fall 2026.
Academic Integrity Safeguards	NDCDE has implemented a comprehensive academic integrity protocol that includes a Dean of Students to oversee weekly monitoring, a structured reporting system for violations, and the use of technology tools like TurnItIn and locked-down exam passwords. New guidelines for AI use and authentic assessments were introduced to deter cheating and a new virtual onboarding course is required to ensure students are informed of these requirements.
Operational Improvements	Significant organizational restructuring has improved efficiency, including the development of a strategic plan, staff role clarifications, and a focus on data-driven decision-making. The school expanded staffing to meet increased enrollments, adjusted tuition rates, and enhanced communication channels while phasing out underperforming programs to better allocate resources. Teacher workload models were changed to accommodate growth while maintaining high teacher satisfaction and NDCDE has seen significant improvements in employee satisfaction on the Gallup Survey, ranking higher than the state in 9/13 of the questions asked.
Curricular Changes	NDCDE has phased out approximately 62 courses after a detailed quality review, aligning remaining courses with state priority standards and adding authentic assessments. The new Curriculum Committee ensures that all new courses meet standards for content quality, industry relevance, and assessment rigor. The Military Pathway Program was added with a focus on increasing student interest in a specific branch and career aligned to ASVAB results. Additionally, a comprehensive evaluation of CTE courses has led to enhanced quality standards, including authentic assessments and the customization of vendor curriculum to align with state standards. NDCDE has also led in developing and offering cybersecurity and computer programming courses statewide in partnership with eduTech.
New Partnerships	NDCDE has established partnerships with the North Dakota State Library, the National Guard, EduTech, and Home on the Range. These collaborations focus on expanding access to educational resources, professional development, and curriculum enhancements

QUALITY: STATEWIDE & NATIONALLY



Recording from Today's Data-Driven Strategic Planning Meeting

Today's topical meeting on data-driven strategic planning was excellent! I would like to extend my sincere thanks to Jamey Fitzpatrick and Scott Watkins from Michigan Virtual, as well as Alyssa Martin from the North Dakota Center for Distance Education, for sharing their expertise with the VLLA membership.

For those who would like to revisit the insights shared, or for those unable to attend, the meeting recording and passcode are provided below, along with the two slide decks from today s presentations.

Zoom Recording:
Passcode: q%8dl!=#

Michigan Virtual's Slide Deck

North Dakota CDE Slide Deck

Thanks again to our presenters, and I hope everyone found the session as valuable!

Cindy

digital learning COLLABORATIVE



EXECUTIVE COMMITTEE RETREAT AGENDA
October 28 and 29, 2024
Hyatt Regency Phoenix - 122 N 2nd St, Phoenix, AZ 85004

1:50 - 2:45 pm - Facilitated Table Talk Breakouts (Third Set)
Topics/Facilitators - Deliverables for DLAC

- Policy (Alyssa Martin & Allison Powell) - **Regency C**
- Research (Joe Freidhoff & Chris Vaglica) - **Regency B**
- Practice (Kim Loomis & Katie Allison) - **Regency A**

HOMESCHOOL Magazine.com

Science | Family Life | Read Current Issue! | Montessori | Homeschooling Styles



The Power of Educational Choice



0 52 Share on Facebook

by Alyssa Martin, Ph.D., NDCDE

On behalf of the North Dakota Center for Distance Education (NDCD as you prepare for the upcoming school year. As homeschool familie often difficult decisions about curricula, delivery methods, daily schec requirements, and finding opportunities to connect your students to c activities in your community. I can relate. I often assisted my mother v educating my youngest brother. Through this direct experience, I gair power of educational choice.

The Press

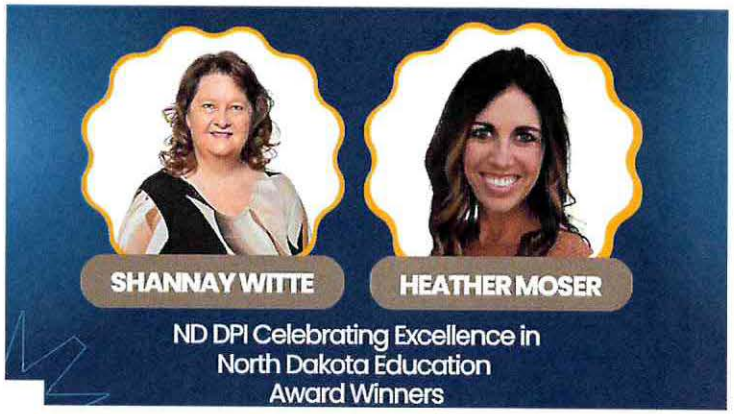
NEWS LOCAL

NDCDE partners with Digital Learning Collaborative to enhance online education

New partnership aims to enhance digital education in North Dakota, providing educators and students with cutting-edge resources and support.

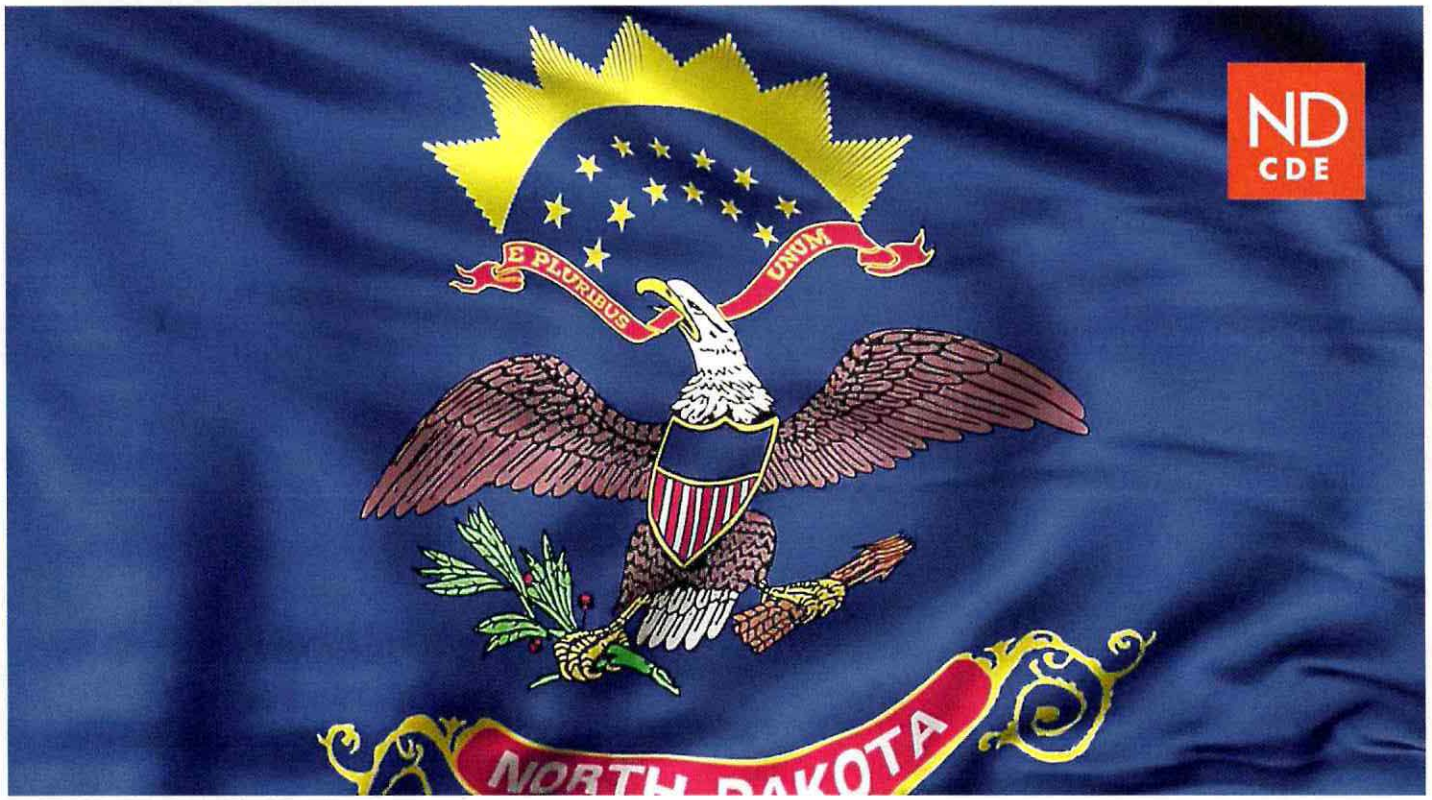


Across many types of participating parents found it difficult to balance their children's use of technology for education purposes, according to Power Homeschool. (credit: DAVIDCAVAGNARO/iStock.com)





2025-27 PRIORITIES



2025-27 PRIORITIES



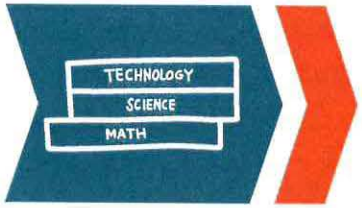
Ensure Students Have Accessible, Equitable Choice & Educational Access

By shifting the financial responsibility to districts, the 68th ND legislature allowed parents to choose NDCDE courses without direct financial barriers, ensuring greater equity in educational choice. To sustain this access, NDCDE will continue to advocate for students to take NDCDE courses with no out-of-pocket costs. We also seek to expand spending authority and tuition waivers to further remove barriers for homeschool through vouchers and Military Program students through an appropriation while maintaining operational capacity through adequate staffing.



Accountability: CBE, Continuous Improvement & Assessment Outcomes

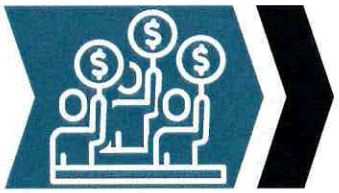
NDCDE is advancing CBE by focusing on student mastery of standards rather than seat time. We continue to strengthen instructional design, teacher training, and student data reporting systems to ensure personalized learning, assessment accuracy, and continuous quality improvement. We hope to bridge a connection to the state student reporting system to draw correlations between learning at NDCDE and state assessment results. We aim to improve our e-Comemrce site for families and schools. NDCDE also seeks an equity package to retain its administrative team to carry out this initiative.



Expand Curriculum to Align with State & Student Needs While Fostering Success

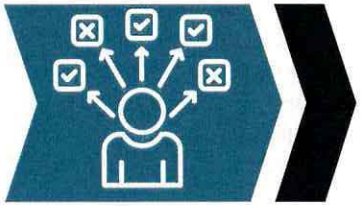
NDCDE has expanded its curriculum to meet state priorities, including the launch of the Military Program and cybersecurity courses. We have phased out approximately 17% of underperforming courses, while new content has been carefully selected and customized to align with state standards and incorporate authentic assessments. Additional staff capacity will support ongoing curriculum development and the scaling of specialized programs like the Military Program and courses in areas like technology, restorative justice, and innovative approaches to teaching the core, doubling down on student support through automated tutoring and predictive analytics.

LEGISLATION WITH NDCDE IMPACTS



HB 1269

Grants CDE a state procurement exemption for curriculum and related educational services and exempts NDCDE from state form requirements.



HB 1540 & SB 2400

NDCDE may participate in the voucher program under SB 2400 but not 1540--it will advocate to be a provider under both bills, allowing our homeschooled, diploma program students to attend at a significantly reduced out-of-pocket cost.



HB 1105

llows districts to enact policies on udent access and use of virtual ducation courses. NDCDE is reparing guidance to assist schools ith developing these rules.



HB 1404

Adds the Military Program (created by NDCDE) to state scholarship criteria.

DECISION PACKAGE OVERIVEW



#1 INCREASED SPENDING AUTHORITY

Amount: $2.27m (Special Fund)

NDCDE is receiving a $250k grant for CTE courses

NEW

#3 TUITION PROGRAMS

Amount: $192k (General Fund)

#2 ADDITIONAL FTES (1.2)

Amount: $ 225k (General Fund)

#4 Admin Equity

Amount: $375k (General Funds), Not in current budget

DISTRICT V. CDE BUDGET BY SIZE

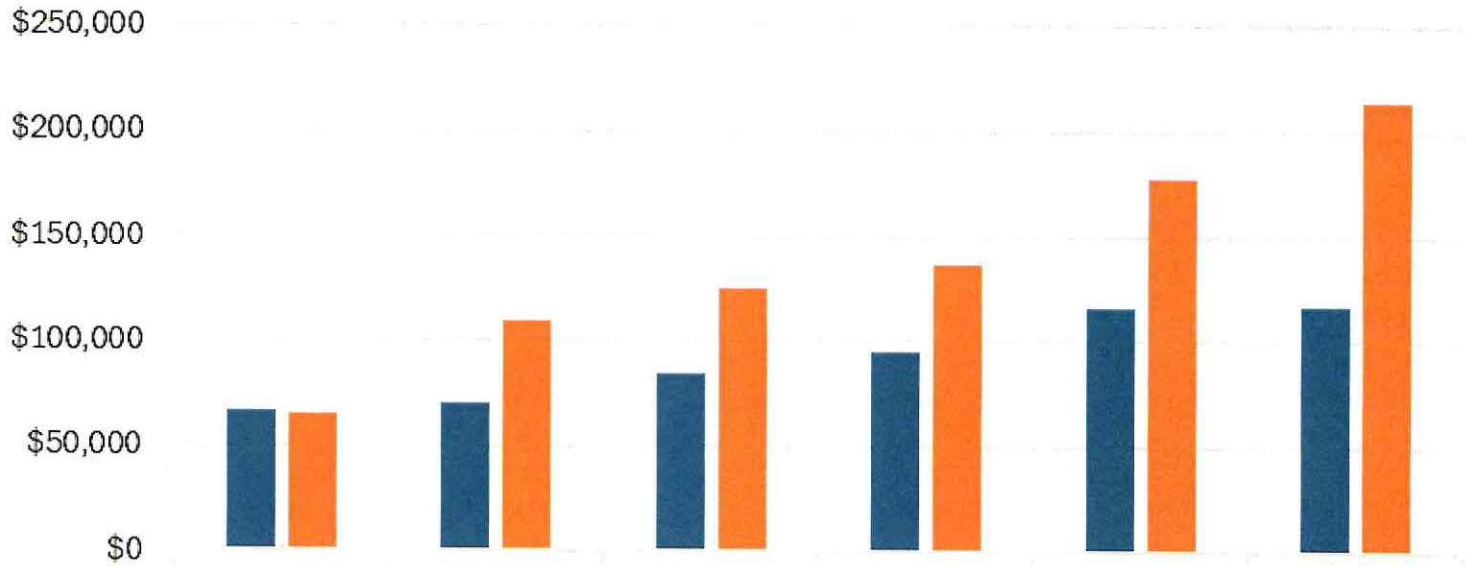
District	Headcount FY 24	2022-23 Expenditures
Bismarck Public School	13,749	$205,366,505
West Fargo Public School District	12,995	$182,189,744
Fargo Public Schools	11,281	$200,417,303
Grand Forks Public Schools	7,679	$119,678,630
Minot Public School District	7,519	$128,098,639
Williston Basin School District	5,339	$79,201,851
Mandan Public School District	4,395	$57,696,027
McKenzie County School District	2,350	$32,981,657
Jamestown Public Schools	2,019	$35,577,916
Devils Lake Public Schools	1,767	$24,945,443
Wahpeton Public School District	1,199	$16,681,413

NDCDE ND headcount per year: 4553 (estimated)

Spending per year: $6.38m

NDCDE

NDCDE Administrator Inequity: Request $375k in additional salary



	Teachers	Assistant Principal	Directors	Principal	Assist. Supt.	State Director/ Supt.
NDCDE Staff	$66,462	$70,000	$84,178	$95,161	$116,388	$117,082
Large Districts Statewide	$64,895	$109,574	$125,013	$136,268	$177,142	$214,049
% NDCDE is below	**2.4%+**	-44%, $40k	-39%, $41k	-35.5%, $41k	-41.4%, $61k	-58.6%, $97k

gislative Council

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

	Armstrong Executive Budget				House Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
)25-27 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
)25-27 Ongoing Funding Changes								
Base payroll changes				$0				$0
Salary increase		$268,445	($1)	268,444		$268,445	($1)	268,444
Health insurance increase		175,347		175,347		175,347		175,347
Adds 1 FTE enrollment and office support specialist position	1.00	175,450		175,450	1.00	175,450		175,450
Adds 1 FTE hybrid learning coordinator position				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
Adds funding to replace 2023-25 biennium new FTE pool		321,000		321,000		321,000		321,000
Adds funding to replace 2023-25 biennium vacant FTE pool		164,655		164,655		164,655		164,655
Transfers funding for 2025-27 biennium new FTE pool				0		(22,586)		(22,586)
Transfers funding for 2025-27 biennium vacant FTE pool				0		(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
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
Increases funding for IT rate increases		~~21,190~~	7,063	28,253		~~21,190~~	7,063	28,253
Adds funding for a virtual military pathway program and a homeschool tuition program		280,972		280,972		192,000		192,000
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**
ne-Time Funding Items								
Adds one-time funding from special funds derived from tuition for IT equipment			$25,000	$25,000			$25,000	$25,000

Requesting $375k in salaries approx. $100k in benefits for admin equity

Originally requested 2.2 FTEs help with 60% growth, reduce this request due to admin equ need

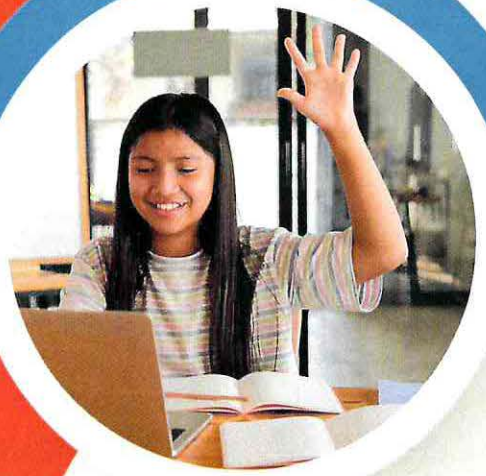
Requesting $250k by added t other funds to include CTE gra

Adjusted this line for the House help offset admin equity considerations, but no equity w allocated while line was still reduced. Admin will be taking additional responsibilities to deliver the Military Program.

ND CDE

CELEBRATING A LEGACY OF EXCELLENCE IN PERSONALIZED EDUCATION.

90TH ANNIVERSARY



QUESTIONS

Alyssa Martin, Ph.D.
NDCDE State Director
alyssa.martin@k12.nd.us
701-630-1234

https://www.cde.nd.gov/

February 19, 2025

Legislative Council

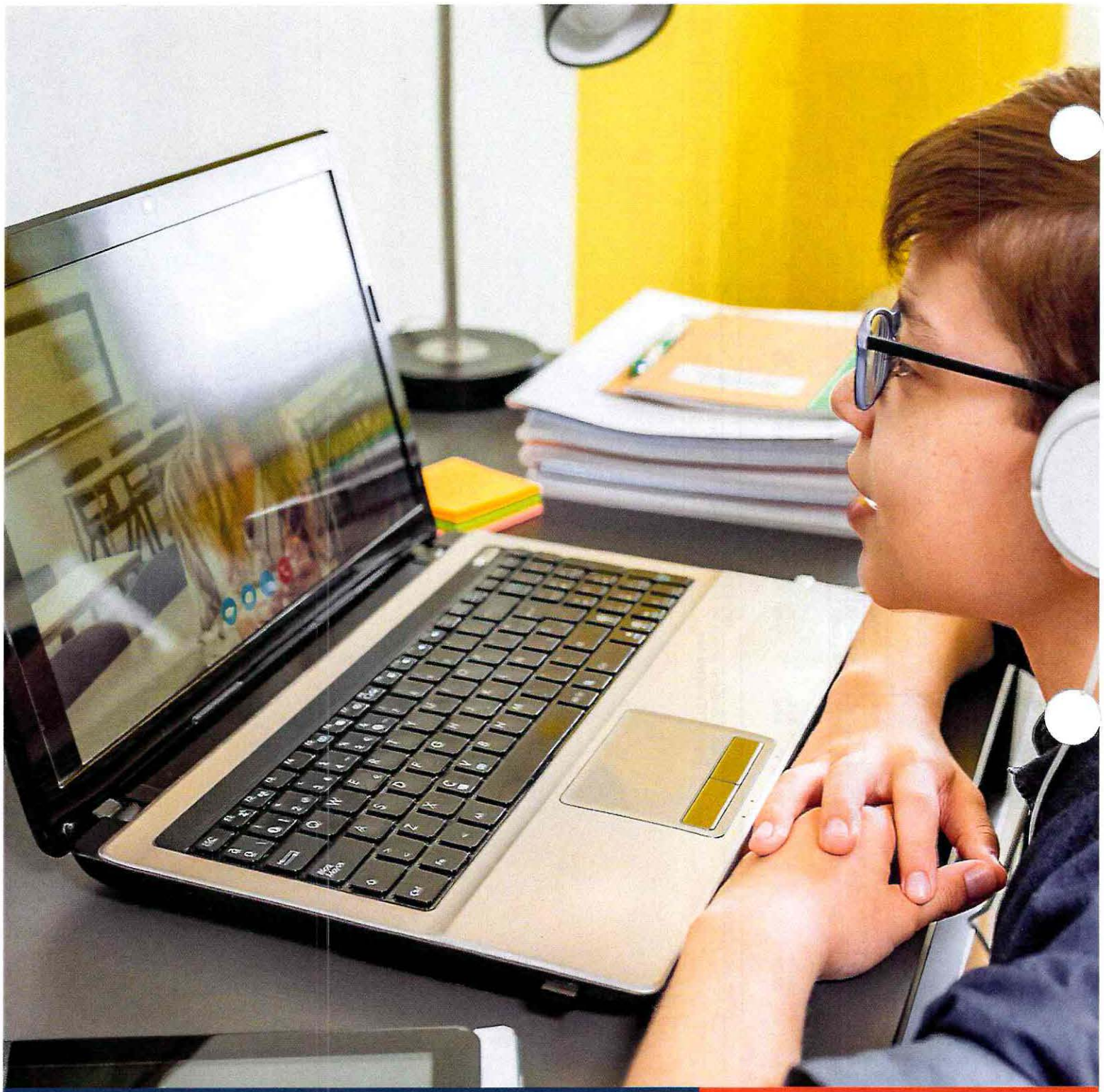
Center for Distance Education - Budget No. 204
Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget				House Version				House Compared to Executive Budget 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												
Base payroll changes				$0				$0				$0
Salary increase		$268,445	($1)	268,444		$268,445	($1)	268,444				0
Health insurance increase		175,347		175,347		175,347		175,347				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				0
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				0
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												
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*				*$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 - Budget No. 204

Section Description	Armstrong Executive Budget	House Version	
New and vacant FTE pool line item		Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	



Major Acommplishments

FY2023-2024

ND CDE

OVERVIEW OF MAJOR ACCOMPLISHMENTS

1

Competency-Based Education

2

Record Enrollments & Stakeholder Satisfaction

3

Enhanced Oversight

4

Organizational Restructuring

5

Cybersecurity & Computer Science Education

NORTH Dakota | Center for Distance Education

Be Legendary.™

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 standards-aligned 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 finalizing hiring 3 additional teachers and 4 staff positions 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 has raised this year to cover these additional staff.

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 are included as an attachment labeled Virtual School Choice Report.

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 $4.5 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 accomplishments 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 anizational 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 data-informed culture, student proficiency data will drive our instructional and curricular goals, and we 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 cybersecurity and computer science standards are incorporated across 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.

343%

Increase in high school computer education

9

New computer education courses

80%

Of state, computer science and cybersecurity standards are covered in NDCDE courses.

NDCDE

NORTH Dakota

Be Legendary.™

Center for Distance Education

DISTRICT SPENDING AT NDCDE: JULY 2023 TO FEBRUARY 2025

District	Amount Spent at CDE 7/23 to 2/25	% of Approx Budget Revenue Spent at CDE	District Size	Size Group
Apple Creek Public Schools	$0	0.00%	77	<200
Anamoose Public Schools	$0	0.00%	73	
Bakker Public Schools	$0	0.00%	0	<200
Belcourt Public Schools	$0	0.00%	1462	501-2000
Beulah Public Schools	$0	0.00%	738	501-2000
Billings Co Public Schools	$0	0.00%	89	<200
Bowman Co Public Schools	$0	0.00%	474	200-500
Carrington Public Schools	$0	0.00%	561	501-2000
Dickinson Public Schools	$0	0.00%	4087	2001-7500
Elgin-New Leipzig Public Schools	$0	0.00%	159	<200
Emerado Public Schools	$0	0.00%	86	<200
Finley-Sharon Public Schools	$0	0.00%	88	<200
Fort Ransom Public Schools	$0	0.00%	11	<200
Fort Totten Public Schools	$0	0.00%	159	<200
Fort Yates Public Schools	$0	0.00%	46	<200
Halliday Public Schools	$0	0.00%	0	<200
Kensal Public Schools	$0	0.00%	26	<200
Little Heart Public Schools	$0	0.00%	25	<200
Lone Tree Public Schools	$0	0.00%	30	<200
Mandaree Public Schools	$0	0.00%	203	200-500
Manvel Public Schools	$0	0.00%	175	<200
Maple Valley Public Schools	$0	0.00%	229	200-500
Mapleton Public Schools	$0	0.00%	217	200-500
Marmath Public Schools	$0	0.00%	3	<200
McClusky Public Schools	$0	0.00%	106	<200
Menoken Public Schools	$0	0.00%	50	<200
Minnewaukan Public Schools	$0	0.00%	247	200-500
Naughton Public Schools	$0	0.00%	16	<200
New Town Public Schools	$0	0.00%	923	501-2000
Oberon Public Schools	$0	0.00%	51	<200
Parshall Public Schools	$0	0.00%	263	200-500
Roosevelt Public Schools	$0	0.00%	62	<200
South Prairie Public Schools	$0	0.00%	542	501-2000
St. John Public Schools	$0	0.00%	438	200-500
Sterling Public Schools	$0	0.00%	20	<200
Twin Butts	$0	0%	55	<200
White Shield Public Schools	$0	0.00%	174	<200
Yellowstone Public Schools	$0	0.00%	181	<200
Hankinson Public School	$229	0.00%	240	200-500
Zeeland Public Schools	$229	0.01%	26	<200
Bottineau Public School	$687	0.00%	661	501-2000
North Star Public School	$747	0.01%	283	200-500
Powers Lake Public Schools	$777	0.01%	210	200-500
Central Valley Public School	$916	0.02%	202	200-500
Horse Creek School District	$916	0.18%	11	<200
Napoleon Public School 2	$916	0.01%	241	200-500

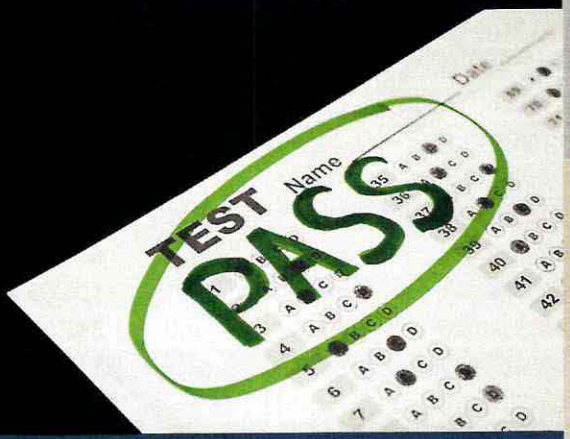
Sweet Briar School	$916	0.11%	28	<200
Public School District	$916	0.01%	435	200-500
ed School District	$1,036	0.01%	678	501-2000
Manning School District 45	$1,165	0.18%	12	<200
Munich Public School	$1,175	0.03%	93	<200
Ashley Public School	$1,991	0.05%	112	<200
Kindred High School	$2,061	0.01%	860	501-2000
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
wood Public School	$7,997	0.10%	337	200-500
wood 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

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
boro 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

"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



"My son was bullied starting his 9th-grade 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."

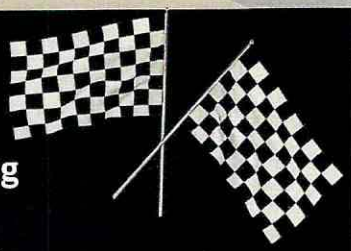
"I have recommended NDCDE to everyone that will listen. My daughter was bullied at school and needed to learn in a different space. This is her first semester, but she's starting to excel again in academics. Her teachers are amazing. They support her and me and will do anything, any time to help. The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



"I race sprint cars and late models. I have been racing for 12 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."



"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

"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.



2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
3/19/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an

2:01 p.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas.

Discussion Topics:

- One-Time Funding Sources.
- Placement of Carry-Over Funds.
- Foundation Aid Stabilization Fund.
- Program Grants.

2:01 p.m. Senator Schaible testified in favor and submitted testimony #43066.

2:14 p.m. Kirsten Baesler, State Superintendent, ND Dept. of Public Instruction, answered committee questions.

2:49 p.m. Chairman Sorvaag adjourned the meeting.

Steven Hall, Committee Clerk

STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM BASE BUDGET AND REVISED EXECUTIVE BUDGET
COMPARED TO THE 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,359,674,851	$2,416,330,340	$116,655,489	$56,655,489
Transportation aid payments	58,100,000	58,100,000	63,500,000	5,400,000	5,400,000
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,503,830,340	$122,055,489	$62,055,489
General fund	$1,699,921,765	$1,632,097,501	$1,694,152,990	($5,768,775)	$62,055,489
Foundation aid stabilization fund	157,000,000	214,000,000	214,000,000	57,000,000	0
Strategic investment and improvements fund	13,993,086	0	0	(13,993,086)	0
State tuition fund	510,860,000	595,677,350	595,677,350	84,817,350	0
Total - State school aid program	$2,381,774,851	$2,441,774,851	$2,503,830,340	$122,055,489	$62,055,489
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$0	$0
Adult education integrated education and training grants		0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	4,500,000	(1,500,000)	0
Program grant pool, including leveraging the senior year	1,200,000			(1,200,000)	0
Leveraging the senior year		1,536,027	1,536,027	1,536,027	0
Building tomorrow's leaders		50,000	50,000	50,000	0
Family engagement		150,000	150,000	150,000	0
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program			2,000,000	2,000,000	2,000,000
Science of reading and literacy instruction			1,000,000	1,000,000	1,000,000
Dyslexia identification training (one-time)		300,000	300,000	300,000	0
Reading learning platform training				0	0
Administrative cost-sharing reimbursement	125,000	125,000	0	(125,000)	(125,000)
Regional education association merger incentive grants				0	0
Amira reading tool (one-time)			500,000	500,000	500,000
Teacher retention program - Vital Network (one-time)		2,000,000	2,500,000	2,500,000	500,000
Indians into STEM			300,000	300,000	300,000
School board training (one-time)		1,500,000	1,500,000	1,500,000	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
General fund	$9,125,000	$8,161,027	$11,836,027	$2,711,027	$3,675,000
Other funds - Foundation aid stabilization fund		3,800,000	4,300,000	4,300,000	500,000
Other funds - Strategic investment and improvements fund			0	0	0
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	8,080,000	0	0
Total - Program grants	$17,205,000	$20,041,027	$24,216,027	$7,011,027	$4,175,000
Other grants - Other funds					
Federal grants	$382,513,893	$409,513,893	$412,219,602	$29,705,709	$2,705,709
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$409,738,893	$412,444,602	$29,705,709	$2,705,709
Total state school aid and other grants - All funds	$2,781,718,744	$2,871,554,771	$2,940,490,969	$158,772,225	$68,936,198

	2025-27 Base Budget	2025-27 Revised Executive Budget	2025-27 House Version	2025-27 House Version Increase (Decrease) Compared to Base Budget	2025-27 House Version Increase (Decrease) Compared to Revised Executive Budget
Agency administration					
Administration - General fund	$13,252,390	$15,898,482	$19,797,997	$6,545,607	$3,899,515
Administration - Other funds	39,505,695	43,730,589	43,545,390	4,039,695	(185,199)
Native American program and text book (one-time) - Foundation aid stabilization fund		950,000	950,000	950,000	0
Total - Agency administration	$52,758,085	$60,579,071	$64,293,387	$11,535,302	$3,714,316
Passthrough grants, PowerSchool, and national board certification					
National writing projects	$40,000	$40,000	$70,000	$30,000	$30,000
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	4,500,000	2,000,000	0
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)			10,000,000	10,000,000	10,000,000
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants/TeenPact	34,000	34,000	20,000	(14,000)	(14,000)
Robokind pilot project (one-time)			250,000	250,000	250,000
Innovation intermediary (one-time)		1,500,000	0	0	(1,500,000)
2Revolutions program (one-time)				0	0
Educational savings accounts		44,250,000		0	(44,250,000)
Total - Passthrough grants	$3,569,000	$51,319,000	$15,835,000	$12,266,000	($35,484,000)
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$57,270,290	$21,786,290	$12,266,000	($35,484,000)
General fund	$6,451,290	$52,701,290	$8,701,290	$2,250,000	($44,000,000)
Other funds - Foundation aid stabilization fund		1,500,000	0	0	(1,500,000)
Other funds - Strategic investment and improvements fund			10,000,000	10,000,000	10,000,000
Other funds - Public instruction fund/carryover	3,069,000	3,069,000	3,085,000	16,000	16,000
Total - Passthrough grants, PowerSchool, and national board certification	$9,520,290	$57,270,290	$21,786,290	$12,266,000	($35,484,000)
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	$62,278,375	$117,849,361	$86,079,677	$23,801,302	($31,769,684)
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,026,570,646	$182,573,527	$37,166,514
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,708,858,300	$1,734,488,304	$5,737,859	$25,630,004
Total - Other funds	1,115,246,674	1,280,545,832	1,292,082,342	176,835,668	11,536,510
Total Department of Public Instruction - All funds	$2,843,997,119	$2,989,404,132	$3,026,570,646	$182,573,527	$37,166,514
FTE positions	86.25	86.25	86.25	0.00	0.00

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
3/25/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to amend and reenact the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to provide for a transfer; to provide a report; and to provide an exemption.

10:22 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Donald Schaible, Senator Paul J. Thomas, Senator Scott Meyer.

Discussion Topics:

- Funding Schedule for biennium.
- Request for increased equity.

10:23 a.m. Senator Schaible testified in neutral and referenced previous Long Sheet #40227 03/10/25 and #40230 03/10/25.

10:23 a.m. Mary Soucie, State Librarian, ND State Library, testified in favor and answered committee questions.

10:33 a.m. Donna Sorenson, Superintendent, ND School for the Deaf, testified in favor and answered committee questions.

10:37 a.m. Paul Olson, Superintendent, ND School for the Blind, testified in favor and answered committee questions.

10:55 a.m. Dr. Alyssa Martin, State Director, ND Center for Distance Education, submitted testimony in favor #43756 and answered committee questions.

11:09 a.m. Chairman Sorvaag closed the meeting.

Steven Hall, Committee Clerk

ND
CDE

MILITARY PREPARTION PROGRAM



Explore military careers and build real-world skills with hands-on experiences in leadership, fitness, and career preparation. Start your journey today!

Prepare for Your Future with the Military Preparation Program

Get Ready for Success in Military Careers and Beyond!

Developed by the North Dakota Center for Distance Education, this program gives high school students real-world insights into military careers while building skills valuable in any field. Through hands-on experiences like volunteer work and job shadowing, you'll explore different roles in the U.S. military, strengthen leadership skills, and learn to manage stress. With personal fitness goals and ASVAB prep included, you'll be prepared for what's next—whether that's the military, college, a career, or a combination of the three.

QUESTIONS?

Visit the North Dakota Center for Distance Education: https://www.cde.nd.gov/

PROGRAM COMPLETION REQUIREMENTS

Program recommended for grades 11-12

Introduction to Military Careers
(1/2 credit)

ASVAB Essentials: Skills for Military Success
(1/2 credit, Pre-req: Introduction to Military Careers)

Military Health & Fitness
(1/2 credit)

Career Foundations in Military Leadership
(1/2 credit, Pre-req: ASVAB Essentials)

Military Leadership Capstone: Skills for Success
(1/2 credit, Pre-req: Completed three other MPP courses)

Total Credits: 2.5

See the standards

CHOICE READY INTEGRATION:

Prepared for Service, Skilled for Success: Essential Training for Military and Workforce Readiness

- ***Essential Skills:*** *Any course in the program will allow students to gain at least two essential skills. By completing all five courses, students learn six essential skills.*
- ***Military Ready:*** *Students who complete two credits, meet citizenship and physical fitness requirements, and score 31 or above on the ASVAB satisfy the "Military Ready" requirements in the Choice Ready Framework.*
- ***Workforce Ready:*** *Through courses such as ASVAB Essentials and Career Foundations in Military Leadership, students can make more informed choices about which CTE*

CHOICE-READY

For more information on th Choice-Ready Framework visit:

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
4/2/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

9:35 a.m. Vice-Chairman Schaible called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Donald Schaible, Senator Paul J. Thomas, Senator Scott Meyer.

Discussion Topics:

- Program Grants.
- Agency Administration.
- Passthrough Grants.
- Addition of FTE's.

9:37 a.m. Vice-Chairman Schaible testified in favor and submitted testimony #44559

9:41 a.m. Kirsten Baesler, Superintendent, ND Department Public Instruction answered committee questions.

9:44 a.m. Vice-Chairman Schaible referenced Long Sheet from previous testimony #40230 on 03/10/25 and suggested changes.

9:48 a.m. Vice-Chairman Schaible closed the meeting.

Steven Hall, Committee Clerk

STATE SCHOOL AID, GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM SENATE VERSION
COMPARED TO THE BASE BUDGET AND 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 House Version	2025-27 Senate Version	2025-27 Senate Version Increase (Decrease) Compared to House Version	2025-27 Senate Version Increase (Decrease) Compared to Base Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,416,330,340	$2,463,030,340	$46,700,000	$163,355,489
Transportation aid payments	58,100,000	63,500,000	63,500,000	0	5,400,000
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,503,830,340	$2,550,530,340	$46,700,000	$168,755,489
General fund	$1,699,921,765	$1,694,152,990	$1,810,852,990	$116,700,000	$110,931,225
Foundation aid stabilization fund	157,000,000	214,000,000	133,000,000	(81,000,000)	(24,000,000)
Public instruction fund/carryover	0	0	11,000,000	11,000,000	11,000,000
Strategic investment and improvements fund	13,993,086	0	0	0	(13,993,086)
State tuition fund	510,860,000	595,677,350	595,677,350	0	84,817,350
Total - State school aid program	$2,381,774,851	$2,503,830,340	$2,550,530,340	$46,700,000	$168,755,489
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$0	$0
Adult education integrated education and training grants	0	0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	7,300,000	2,800,000	1,300,000
Program grant pool, including leveraging the senior year	1,200,000	0	0	0	(1,200,000)
Leveraging the senior year	0	1,536,027	1,536,027	0	1,536,027
Building tomorrow's leaders	0	50,000	50,000	0	50,000
Family engagement	0	150,000	150,000	0	150,000
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program	0	2,000,000	2,000,000	0	2,000,000
Science of reading and literacy instruction	0	1,000,000	1,000,000	0	1,000,000
Dyslexia identification training (one-time)	0	300,000	300,000	0	300,000
Reading learning platform training	0	0	0	0	0
Administrative cost-sharing reimbursement	125,000	0	0	0	(125,000)
Regional education association merger incentive grants	0	0	0	0	0
Amira reading tool (one-time)	0	500,000	500,000	0	500,000
Teacher retention program - Vital Network (one-time)	0	2,500,000	2,500,000	0	2,500,000
Indians into STEM	0	300,000	300,000	0	300,000
School board training (one-time)	0	1,500,000	1,500,000	0	1,500,000
Total - Program grants	$17,205,000	$24,216,027	$27,016,027	$2,800,000	$9,811,027
General fund	$9,125,000	$11,836,027	$22,216,027	$10,380,000	$13,091,027
Other funds - Foundation aid stabilization fund		4,300,000	0	(4,300,000)	0
Other funds - Strategic investment and improvements fund		0	4,800,000	4,800,000	4,800,000
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	0	(8,080,000)	(8,080,000)
Total - Program grants	$17,205,000	$24,216,027	$27,016,027	$2,800,000	$9,811,027
Other grants - Other funds					
Federal grants	$382,513,893	$412,219,602	$412,219,602	$0	$29,705,709
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$412,444,602	$412,444,602	$0	$29,705,709
Total state school aid and other grants - All funds	$2,781,718,744	$2,940,490,969	$2,989,990,969	$49,500,000	$208,272,225

	2025-27 Base Budget	2025-27 House Version	2025-27 Senate Version	2025-27 Senate Version Increase (Decrease) Compared to House Version	2025-27 Senate Version Increase (Decrease) Compared to Base Budget
Agency administration					
Administration - General fund	$13,252,390	$19,797,997	$19,797,997	$0	$6,545,607
Administration - Other funds	39,505,695	43,545,390	43,545,390	0	4,039,695
Native American program and text book (one-time) - Foundation aid stabilization fund (House) SIIF (Senate)		950,000	950,000	0	950,000
Total - Agency administration	$52,758,085	$64,293,387	$64,293,387	$0	$11,535,302
Passthrough grants, student information systems, and national board certification					
National writing projects	$40,000	$70,000	$70,000	$0	$30,000
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	4,500,000	0	2,000,000
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)	0	10,000,000	10,000,000	0	10,000,000
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants/TeenPact	34,000	20,000	20,000	0	(14,000)
Robokind pilot project (one-time)	0	250,000	250,000	0	250,000
Innovation intermediary (one-time)	0	0	0	0	0
2Revolutions program (one-time)	0	0	0	0	0
Educational savings accounts	0	0	0	0	0
Total - Passthrough grants	$3,569,000	$15,835,000	$15,835,000	$0	$12,266,000
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$21,786,290	$21,786,290	$0	$12,266,000
General fund	$6,451,290	$8,701,290	$11,536,290	$2,835,000	$5,085,000
Other funds - Foundation aid stabilization fund		0	0	0	0
Other funds - Strategic investment and improvements fund		10,000,000	10,250,000	250,000	10,250,000
Other funds - Public instruction fund/carryover	3,069,000	3,085,000	0	(3,085,000)	(3,069,000)
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$21,786,290	$21,786,290	$0	$12,266,000
Total - Agency administration, passthrough grants, student information systems, and national board certification - All funds	$62,278,375	$86,079,677	$86,079,677	$0	$23,801,302
Total Department of Public Instruction - All funds	$2,843,997,119	$3,026,570,646	$3,076,070,646	$49,500,000	$232,073,527
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,734,488,304	$1,864,403,304	$129,915,000	$135,652,859
Total - Other funds	1,115,246,674	1,292,082,342	1,211,667,342	(80,415,000)	96,420,668
Total Department of Public Instruction - All funds	$2,843,997,119	$3,026,570,646	$3,076,070,646	$49,500,000	$232,073,527
FTE positions	86.25	86.25	86.25	0.00	0.00

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
4/2/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

10:58 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Donald Schaible, Senator Paul J. Thomas, Senator Scott Meyer.

Discussion Topics:

- Program Grants.
- Passthrough Grants.
- Financial Aid Stabilization Fund.

10:58 a.m. Sheila Sandness, Fiscal analyst, Legislative Council, answered committee questions and referenced previous testimony #44559 from 04/02/25.

11:08 a.m. Chairman Sorvaag closed the meeting.

Steven Hall, Committee Clerk

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
4/9/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

10:10 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Donald Schaible, Senator Paul J. Thomas, Senator Scott Meyer.

Discussion Topics:

- Increase to Salaries of School for the Blind.
- Increase in One-Time Funding.
- Ongoing Funding Changes to School for the Deaf.
- Center for Distance Education.
- Changes in FTE Positions.

10:11 a.m. Senator Schaible referenced Long Sheet #44862

10:12 a.m. Mary Soucie, State Librarian, ND State Library, answered committee questions.

10:15 a.m. Senator Schaible referenced Long Sheet #44858 and #44859 and #44860 and #44861.

10:33 a.m. Senator Meyer testified in favor of additional Grand Forks funding.

10:34 a.m. Senator Schaible continued to reference testimony #44861.

10:37 a.m. Sheila Sandness, Fiscal Analyst, Legislative Council, referenced Long Sheet #44862

10:43 a.m. Senator Meyer moved proposed amendment to include $10 million in science centers' budget

10:43 a.m. Senator Conley seconded the motion.

Senators	Vote
Senator Ronald Sorvaag	N
Senator Cole Conley	Y
Senator Scott Meyer	Y

Senator Donald Schaible	N
Senator Paul J. Thomas	N

Motion Failed: 2-3-0

10:50 a.m. Kirsten Baesler, State Superintendent, answered committee questions.

Additional written testimony:

Sheila Sandness, Fiscal Analyst, Legislative Council, submitted testimony in neutral #44856 and #44858 and #44859 and #44860 and #44862.

11:00 a.m. Chairman Sorvaag closed the meeting.

Steven Hall, Committee Clerk

Legislative Council

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version 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	26.75	$6,682,484	$2,499,073	$9,181,557	26.75	$6,682,484	$2,499,073	$9,181,557	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$54,119	$9,086	$63,205		$54,119	$9,086	$63,205				$0
Salary increase		142,834	25,990	168,824		142,834	25,990	168,824				0
Health insurance increase		144,163	18,021	162,184		144,163	18,021	162,184				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552		93,855	17,697	111,552				0
Transfers funding for 2025-27 biennium vacant FTE pool		(39,474)	(6,619)	(46,093)		(39,474)	(6,619)	(46,093)				0
Adds funding for targeted salary increases		128,000		128,000		128,000		128,000				0
Adds funding for salaries related to retirement payout		20,000		20,000		20,000		20,000				0
Base budget changes to operating expenses			138,535	138,535			138,535	138,535				0
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0		(74,119)	74,119	0				0
Adds funding for IT rate increases		76,543	28,310	104,853		76,543	28,310	104,853				0
Adds funding for rent increase		14,389		14,389		14,389		14,389				0
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000		450,000		450,000				0
Total ongoing funding changes	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$0**	**$0**	**$0**
One-Time Funding Items												
No one-time funding items				$0				$0				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$0**	**$0**	**$0**
2025-27 Total Funding	**26.75**	**$7,692,794**	**$2,804,212**	**$10,497,006**	**26.75**	**$7,692,794**	**$2,804,212**	**$10,497,006**	**0.00**	**$0**	**$0**	**$0**
Federal funds included in other funds			*$2,737,392*				*$2,737,392*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in State Library - Budget No. 250

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section regarding the use of funding in the new and vacant FTE pool line item.	Includes a section regarding the use of funding in the new and vacant FTE pool line item.	
State aid to public libraries	Includes a section to provide that of the $1,737,582 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.	Includes a section to provide that of the $1,737,582 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.	
Exemption - Unexpended library building improvements appropriation	Adds a section to allow the State Library to continue 2023-25 biennium funding for library building improvements	Includes a section to allow the State Library to continue 2023-25 biennium funding for library building improvements	

April 2, 2025

Legislative Council

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version			
									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	45.36	$8,336,306	$2,811,557	$11,147,863	45.36	$8,336,306	$2,811,557	$11,147,863	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$266,392	($337,071)	($70,679)		$266,392	($337,071)	($70,679)				$0
Salary increase		311,091	22,901	333,992		311,091	22,901	333,992				0
Removes duplicated salary increases		(91,102)	(14,725)	(105,827)		(91,102)	(14,725)	(105,827)				0
Health insurance increase		301,397	28,883	330,280		301,397	28,883	330,280				0
Adds funding for teacher salary increases		223,535		223,535		223,535		223,535				0
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474	0.75	118,474		118,474				0
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116	0.75	106,116		106,116				0
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294		115,294		115,294				0
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543		198,684	14,859	213,543				0
Transfers funding for 2025-27 biennium new FTE pool		(22,459)		(22,459)		(22,459)		(22,459)				0
Transfers funding for 2025-27 biennium vacant FTE pool		(84,746)	(6,727)	(91,473)		(84,746)	(6,727)	(91,473)				0
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue		(266,392)	359,571	93,179		(266,392)	359,571	93,179				0
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780		26,085	8,695	34,780				0
Increases funding for various operating expenses		122,880		122,880		122,880		122,880				0
Adds funding for online courses		70,000		70,000		70,000		70,000				0
Total ongoing funding changes	**1.50**	**$1,395,249**	**$76,386**	**$1,471,635**	**1.50**	**$1,395,249**	**$76,386**	**$1,471,635**	**0.00**	**$0**	**$0**	**$0**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000			$45,000	$45,000				$0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800			238,800	238,800				0
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**1.50**	**$1,395,249**	**$360,186**	**$1,755,435**	**1.50**	**$1,395,249**	**$360,186**	**$1,755,435**	**0.00**	**$0**	**$0**	**$0**
2025-27 Total Funding	**46.86**	**$9,731,555**	**$3,171,743**	**$12,903,298**	**46.86**	**$9,731,555**	**$3,171,743**	**$12,903,298**	**0.00**	**$0**	**$0**	**$0**
Federal funds included in other funds			*$125,637*				*$125,637*				*$0*	
Total ongoing changes - Percentage of base level	*3.3%*	*16.7%*	*2.7%*	*13.2%*	*3.3%*	*16.7%*	*2.7%*	*13.2%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.3%*	*16.7%*	*12.8%*	*15.7%*	*3.3%*	*16.7%*	*12.8%*	*15.7%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in School for the Deaf - Budget No. 252

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section regarding the use of funding in the new and vacant FTE pool line item.	Includes a section regarding the use of funding in the new and vacant FTE pool line item.	
Exemption - Unexpended appropriations for boiler replacement and fire alarm and controls	Adds a section to allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.	Includes a section to allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.	

Legislative Council

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version 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	27.75	$5,240,991	$1,206,705	$6,447,696	27.75	$5,240,991	$1,206,705	$6,447,696	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$5,708	($158,112)	($152,404)		$5,708	($158,112)	($152,404)				$0
Salary increase		193,140	5,388	198,528		193,140	5,388	198,528				0
Removes duplicated salary increases		(83,982)		(83,982)		(83,982)		(83,982)				0
Health insurance increase		156,157	6,006	162,163		156,157	6,006	162,163				0
Adds 1 FTE assistive technology position				0	1.00	152,723		152,723	1.00	$152,723		152,723
Adds funding for teacher salary increases		108,950		108,950		108,950		108,950				0
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087		124,322	7,765	132,087				0
Transfers funding for 2025-27 biennium new FTE pool				0		(15,272)		(15,272)		(15,272)		(15,272)
Transfers funding for 2025-27 biennium vacant FTE pool		(50,740)	(1,539)	(52,279)		(50,740)	(1,539)	(52,279)				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000			50,000	50,000				0
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596		(5,708)	197,304	191,596				0
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475		18,356	6,119	24,475				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000			20,000	20,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500			142,500	142,500				0
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)			(39,192)	(39,192)				0
Total ongoing funding changes	**0.00**	**$466,203**	**$236,239**	**$702,442**	**1.00**	**$603,654**	**$236,239**	**$839,893**	**1.00**	**$137,451**	**$0**	**$137,451**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000			$28,000	$28,000				$0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000			10,000	10,000				0

Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000			55,000	55,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000			0	0			($55,000)	(55,000)
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a lawn/snow tractor				0			55,000	55,000			55,000	55,000
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$466,203**	**$534,239**	**$1,000,442**	**1.00**	**$603,654**	**$534,239**	**$1,137,893**	**1.00**	**$137,451**	**$0**	**$137,451**
2025-27 Total Funding	**27.75**	**$5,707,194**	**$1,740,944**	**$7,448,138**	**28.75**	**$5,844,645**	**$1,740,944**	**$7,585,589**	**1.00**	**$137,451**	**$0**	**$137,451**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*8.9%*	*19.6%*	*10.9%*	*3.6%*	*11.5%*	*19.6%*	*13.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*8.9%*	*44.3%*	*15.5%*	*3.6%*	*11.5%*	*44.3%*	*17.6%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in North Dakota Vision Services - School for the Blind - Budget No. 253

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	Includes a section to provide for the use of funding in the new and vacant FTE pool line item.	

April 2, 2025

Legislative Council

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

	House Version				Senate Version				Senate Compared to House Version 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												
Base payroll changes				$0				$0				$0
Salary increase		$268,445	($1)	268,444		$268,445	($1)	268,444				0
Health insurance increase		175,347		175,347		175,347		175,347				0
Adds 1 FTE enrollment and office support specialist position	1.00	175,450		175,450	0.00	0		0	(1.00)	($175,450)		(175,450)
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		(22,586)		(22,586)		(5,041)		(5,041)		17,545		17,545
Transfers funding for 2025-27 biennium vacant FTE pool		(67,623)		(67,623)		(67,623)		(67,623)				0
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				0
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				0
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		192,000		192,000		192,000		192,000				0
Total ongoing funding changes	**1.20**	**$1,278,288**	**$1,949,000**	**$3,227,288**	**0.20**	**$1,120,383**	**$1,949,000**	**$3,069,383**	**(1.00)**	**($157,905)**	**$0**	**($157,905)**
One-Time Funding Items												
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				0
Total one-time funding changes	**0.00**	**$75,250**	**$25,000**	**$100,250**	**0.00**	**$75,250**	**$25,000**	**$100,250**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**1.20**	**$1,353,538**	**$1,974,000**	**$3,327,538**	**0.20**	**$1,195,633**	**$1,974,000**	**$3,169,633**	**(1.00)**	**($157,905)**	**$0**	**($157,905)**
2025-27 Total Funding	**32.00**	**$8,417,021**	**$6,524,000**	**$14,941,021**	**31.00**	**$8,259,116**	**$6,524,000**	**$14,783,116**	**(1.00)**	**($157,905)**	**$0**	**($157,905)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*3.9%*	*18.1%*	*42.8%*	*27.8%*	*0.6%*	*15.9%*	*42.8%*	*26.4%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.9%*	*19.2%*	*43.4%*	*28.7%*	*0.6%*	*16.9%*	*43.4%*	*27.3%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Center for Distance Education - Budget No. 204

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	Includes a section to provide for the use of funding in the new and vacant FTE pool line item.	

STATE SCHOOL AID, GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM SENATE VERSION
COMPARED TO THE BASE BUDGET AND 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 House Version	2025-27 Senate Version	2025-27 Senate Version Increase (Decrease) Compared to House Version	2025-27 Senate Version Increase (Decrease) Compared to Base Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,416,330,340	$2,437,221,483	$20,891,143	$137,546,632
Transportation aid payments	58,100,000	63,500,000	60,100,000	(3,400,000)	2,000,000
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,503,830,340	$2,521,321,483	$17,491,143	$139,546,632
General fund	$1,699,921,765	$1,694,152,990	$1,781,644,133	$87,491,143	$81,722,368
Foundation aid stabilization fund	157,000,000	214,000,000	133,000,000	(81,000,000)	(24,000,000)
Public instruction fund/carryover	0	0	11,000,000	11,000,000	11,000,000
Strategic investment and improvements fund	13,993,086	0	0	0	(13,993,086)
State tuition fund	510,860,000	595,677,350	595,677,350	0	84,817,350
Total - State school aid program	$2,381,774,851	$2,503,830,340	$2,521,321,483	$17,491,143	$139,546,632
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$0	$0
Adult education integrated education and training grants	0	0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	4,500,000	0	(1,500,000)
Program grant pool, including leveraging the senior year	1,200,000	0	0	0	(1,200,000)
Leveraging the senior year	0	1,536,027	1,536,027	0	1,536,027
Building tomorrow's leaders	0	50,000	50,000	0	50,000
Family engagement	0	150,000	150,000	0	150,000
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program	0	2,000,000	0	(2,000,000)	0
Science of reading and literacy instruction	0	1,000,000	1,000,000	0	1,000,000
Dyslexia identification training (one-time)	0	300,000	300,000	0	300,000
Reading learning platform training	0	0	0	0	0
Administrative cost-sharing reimbursement	125,000	0	0	0	(125,000)
Regional education association merger incentive grants	0	0	0	0	0
Amira reading tool (one-time)	0	500,000	500,000	0	500,000
Teacher retention program - Vital Network (one-time)	0	2,500,000	2,500,000	0	2,500,000
Indians into STEM	0	300,000	300,000	0	300,000
School board training (one-time)	0	1,500,000	1,500,000	0	1,500,000
Total - Program grants	$17,205,000	$24,216,027	$22,216,027	($2,000,000)	$5,011,027
General fund	$9,125,000	$11,836,027	$17,416,027	$5,580,000	$8,291,027
Other funds - Foundation aid stabilization fund		4,300,000	0	(4,300,000)	0
Other funds - Strategic investment and improvements fund		0	4,800,000	4,800,000	4,800,000
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	0	(8,080,000)	(8,080,000)
Total - Program grants	$17,205,000	$24,216,027	$22,216,027	($2,000,000)	$5,011,027
Other grants - Other funds					
Federal grants	$382,513,893	$412,219,602	$412,219,602	$0	$29,705,709
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$412,444,602	$412,444,602	$0	$29,705,709
Total state school aid and other grants - All funds	$2,781,718,744	$2,940,490,969	$2,955,982,112	$15,491,143	$174,263,368

	2025-27 Base Budget	2025-27 House Version	2025-27 Senate Version	2025-27 Senate Version Increase (Decrease) Compared to House Version	2025-27 Senate Version Increase (Decrease) Compared to Base Budget
Agency administration					
Administration - General fund	$13,252,390	$19,797,997	$19,797,997	$0	$6,545,607
Administration - Other funds	39,505,695	43,545,390	43,545,390	0	4,039,695
Native American program and text book (one-time) - Foundation aid stabilization fund (House) SIIF (Senate)		950,000	950,000	0	950,000
Total - Agency administration	$52,758,085	$64,293,387	$64,293,387	$0	$11,535,302
Passthrough grants, student information systems, and national board certification					
National writing projects	$40,000	$70,000	$40,000	($30,000)	$0
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	3,700,000	(800,000)	1,200,000
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)	0	10,000,000	0	(10,000,000)	0
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants/TeenPact	34,000	20,000	0	(20,000)	(34,000)
Robokind pilot project (one-time)	0	250,000	0	(250,000)	0
Innovation intermediary (one-time)	0	0	0	0	0
2Revolutions program (one-time)	0	0	0	0	0
Educational savings accounts	0	0	0	0	0
Total - Passthrough grants	$3,569,000	$15,835,000	$4,735,000	($11,100,000)	$1,166,000
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$21,786,290	$10,686,290	($11,100,000)	$1,166,000
General fund	$6,451,290	$8,701,290	$10,686,290	$1,985,000	$4,235,000
Other funds - Foundation aid stabilization fund		0	0	0	0
Other funds - Strategic investment and improvements fund		10,000,000	0	(10,000,000)	0
Other funds - Public instruction fund/carryover	3,069,000	3,085,000	0	(3,085,000)	(3,069,000)
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$21,786,290	$10,686,290	($11,100,000)	$1,166,000
Total - Agency administration, passthrough grants, student information systems, and national board certification - All funds	$62,278,375	$86,079,677	$74,979,677	($11,100,000)	$12,701,302
Total Department of Public Instruction - All funds	$2,843,997,119	$3,026,570,646	$3,030,961,789	$4,391,143	$186,964,670
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,734,488,304	$1,829,544,447	$95,056,143	$100,794,002
Total - Other funds	1,115,246,674	1,292,082,342	1,201,417,342	(90,665,000)	86,170,668
Total Department of Public Instruction - All funds	$2,843,997,119	$3,026,570,646	$3,030,961,789	$4,391,143	$186,964,670
FTE positions	86.25	86.25	86.25	0.00	0.00

April 4, 2025

Legislative Council

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version			
									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	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$21	$25	$46		$21	$25	$46				$0
Salary increase		299,641	479,159	778,800		299,641	479,159	778,800				0
Health insurance increase		192,665	353,841	546,506		192,665	353,841	546,506				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815		295,820	493,995	789,815				0
Transfers funding for 2025-27 biennium vacant FTE pool		(112,870)	(185,199)	(298,069)		(112,870)	(185,199)	(298,069)				0
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)			(452,126)	(452,126)				0
Base budget funding source change from federal to special funds for other grants				0				0				0
Increases funding for information technology rate increases		7,945		7,945		7,945		7,945				0
Increases funding for operating expenses due to an increase in the cost of the school approval and improvement contract		4,712,385		4,712,385		4,712,385		4,712,385				0
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000		1,000,000		1,000,000				0
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000			2,000,000	2,000,000				0
Adds funding for operating expenses to administer a summer food program		150,000		150,000		150,000		150,000				0
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000			28,350,000	28,350,000				0
Adds federal funding for USDA local food program			2,705,709	2,705,709			2,705,709	2,705,709				0
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0		13,993,086	(13,993,086)	0				0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0		(84,817,350)	84,817,350	0				0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $214 million from the fund. The Senate provided $133 million from the general fund.		(57,000,000)	57,000,000	0		24,000,000	(24,000,000)	0		$81,000,000	($81,000,000)	0
Adjusts the funding source for integrated formula payments in the base budget from the general fund to special funds from carryover				0		(11,000,000)	11,000,000	0		(11,000,000)	11,000,000	0
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(9,312,607)		(9,312,607)		(11,212,607)		(11,212,607)		(1,900,000)		(1,900,000)

Increases funding, pursuant to House Bill No. 1130, for integrated formula payments related to an increase in local revenue exempted from deduction in the state school aid formula to be used for bonded debt payments		12,500,000		12,500,000		10,500,000		10,500,000		(2,000,000)		(2,000,000)
Increases funding, pursuant to House Bill No. 1369, for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium. The Senate provided 3 percent each year.		91,968,096		91,968,096		138,259,239		138,259,239		46,291,143		46,291,143
Increases funding, pursuant to House Bill No. 1369, for integrated formula payments related to changes in the determination of average daily membership		8,000,000		8,000,000		0		0		(8,000,000)		(8,000,000)
Increases funding, pursuant to House Bill No. 1381, related to a reduction in the percentage of local revenue contributed to the state school aid formula		13,500,000		13,500,000		0		0		(13,500,000)		(13,500,000)
Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula				0				0				0
Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions				0				0				0
Increases funding, pursuant to House Bill No. 1214, related to the adoption of a transportation grant formula		5,400,000		5,400,000		2,000,000		2,000,000		(3,400,000)		(3,400,000)
Decreases funding for free meal program grants		(1,500,000)		(1,500,000)		(1,500,000)		(1,500,000)				0
Adds funding for program grants for adult education integrated education and training grants				0				0				0
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027		536,027		536,027				0
Adjusts funding for various base budget program grants. The Senate provided funding for ongoing program grants from the general fund		(125,000)		(125,000)		7,955,000	(8,080,000)	(125,000)		8,080,000	(8,080,000)	0
Adds funding for various new program grants		3,300,000		3,300,000		1,300,000		1,300,000		(2,000,000)		(2,000,000)
Increases funding for teacher mentoring to provide $2 million from the general fund and $2.5 million is from special funds made available from general fund carryover. The Senate provided $3.7 million from the general fund		2,000,000		2,000,000		3,700,000	(2,500,000)	1,200,000		1,700,000	(2,500,000)	(800,000)
Adjusts funding for various base budget passthrough grants			16,000	16,000		535,000	(569,000)	(34,000)		535,000	(585,000)	(50,000)
Adds funding for passthrough grants for an educational savings account program				0				0				0
Transfers funding from the PowerSchool line item to a student information systems line item				0				0				0
Total ongoing funding changes	**0.00**	**$4,987,859**	**$161,585,668**	**$166,573,527**	**0.00**	**$100,794,002**	**$80,420,668**	**$181,214,670**	**0.00**	**$95,806,143**	**($81,165,000)**	**$14,641,143**

One-Time Funding Items												
Adds one-time funding from the foundation aid stabilization fund for ND Native American Essential Understandings contracts and work group costs. The Senate provided funding from SIIF			$300,000	$300,000			$300,000	$300,000				$0
Adds one-time funding from the foundation aid stabilization fund for the production of a book series regarding the history and culture of indigenous people. The Senate provided funding from SIIF			650,000	650,000			650,000	650,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training. The Senate provided the funding from SIIF			1,500,000	1,500,000			1,500,000	1,500,000				0
Adds one-time funding for program grants for Indians into STEM				0				0				0
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training. The Senate provided the funding from SIIF			300,000	300,000			300,000	300,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program. The Senate provided the funding from SIIF			2,500,000	2,500,000			2,500,000	2,500,000				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training				0				0				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program				0				0				0
Adds one-time funding for an Amira reading program grant. The Senate provided the funding from SIIF		$500,000		500,000		$0	500,000	500,000		($500,000)	$500,000	0
Adds funding for a RoboKind pilot project		250,000		250,000		0		0		(250,000)		(250,000)
Adds one-time funding from the strategic investment and improvements fund for science center grants			10,000,000	10,000,000			0	0			(10,000,000)	(10,000,000)
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program				0				0				0
Total one-time funding changes	**0.00**	**$750,000**	**$15,250,000**	**$16,000,000**	**0.00**	**$0**	**$5,750,000**	**$5,750,000**	**0.00**	**($750,000)**	**($9,500,000)**	**($10,250,000)**
Total Changes to Base Level Funding	**0.00**	**$5,737,859**	**$176,835,668**	**$182,573,527**	**0.00**	**$100,794,002**	**$86,170,668**	**$186,964,670**	**0.00**	**$95,056,143**	**($90,665,000)**	**$4,391,143**
2025-27 Total Funding	**86.25**	**$1,734,488,304**	**$1,292,082,342**	**$3,026,570,646**	**86.25**	**$1,829,544,447**	**$1,201,417,342**	**$3,030,961,789**	**0.00**	**$95,056,143**	**($90,665,000)**	**$4,391,143**
Federal funds included in other funds			*$450,520,469*				*$450,520,469*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*0.3%*	*14.5%*	*5.9%*	*0.0%*	*5.8%*	*7.2%*	*6.4%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*0.3%*	*15.9%*	*6.4%*	*0.0%*	*5.8%*	*7.7%*	*6.6%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	Includes a section to provide for the use of funding in the new and vacant FTE pool line item.	
Tuition apportionment	Includes a section to provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	Includes a section to provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	
Foundation aid stabilization fund	Includes a section to provide $219,250,000, included in the other funds line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.	Includes a section to provide $133,000,000, included in the other funds line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments.	

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	House Version	Senate Version	
Strategic investment and improvements fund	Includes a section to provide $10,000,000, included in the other funds line item of Section 1, is provided from the strategic investment and improvements fund for science center grants.	Includes a section to provide $5,750,000, included in the other funds line item of Section 1, is provided from the strategic investment and improvements fund for various program grants and a Native American program and textbook.	
Payments for 2023-25 biennium special education services	Includes a section to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.	Includes a section to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.	
Gifted and talented program funding	Includes a section to require DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units.	Includes a section to require DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units.	
Medicaid matching funding	Includes a section to provide state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit.	Includes a section to provide state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit.	
Regional education association grants	Includes a section to provide that DPI use $700,000 of the 2025-27 legislative appropriation for integrated formula payments to provide annual grants of $50,000 to each regional education association.	Includes a section to provide that DPI use $700,000 of the 2025-27 legislative appropriation for integrated formula payments to provide annual grants of $50,000 to each regional education association.	
Student meal grants - Distribution	Includes a section to provide the grants - program grants line item includes $4.5 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty.	Includes a section to provide the grants - program grants line item includes $4.5 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty.	
Paraprofessional to teacher program grants - Distribution	Includes a section to provide the grants - program grants line item includes $3 million for grants to institutions of higher education to assist paraprofessionals to become teachers.	Includes a section to provide the grants - program grants line item includes $3 million for grants to institutions of higher education to assist paraprofessionals to become teachers.	
North Dakota Governor's school grants - Distribution	Includes a section to provide the grants - passthrough grants line item includes $500,000 for North Dakota Governor's schools at NDSU and UND and provides for the distribution of the grants.	Includes a section to provide the grants - passthrough grants line item includes $500,000 for North Dakota Governor's schools at NDSU and UND and provides for the distribution of the grants.	
Exemption - Deposits into the department's operating account	Includes a section to provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	Includes a section to provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	
Exemption - 2023-25 biennium funding exemption and transfer to the Department of Public Instruction operating fund	Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.	Includes a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,000,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments.	

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	House Version	Senate Version	
Exemptions - Unexpended ESSER fund and STARS/SLEDS upgrades appropriations	Adds a section to provide: Funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. Funds appropriated to DPI for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. The Department of Public Instruction retained $5 million for STARS upgrades and transferred $4.8 million to the Information Technology Department for SLEDS upgrades during the 2023-25 biennium.	Includes a section to provide: Funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. Funds appropriated to DPI for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. The Department of Public Instruction retained $5 million for STARS upgrades and transferred $4.8 million to the Information Technology Department for SLEDS upgrades during the 2023-25 biennium.	
Salary of the Superintendent of Public Instruction	Adds a section to amend Section 15.1-02-02 to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.	Includes a section to amend Section 15.1-02-02 to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.	

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Sakakawea Room, State Capitol

HB 1013
4/11/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

10:24 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Donald Schaible, Senator Paul J. Thomas, Senator Scott Meyer.

Discussion Topics:

- Changes to FTE's and Salaries.
- Transportation Grant Formula.
- Free and Reduced Meals Funding.
- Para-Professional Teachers Program.

10:24 a.m. Senator Schaible discussed statement of purpose of proposed amendments and submitted testimony in favor #44946.

10:39 a.m. Senator Schaible moved amendment to change appropriations, to change funding formulas, and to change FTE's LC# 25.0157.02004.

10:39 a.m. Senator Conley seconded the motion.

Senators	Vote
Senator Ronald Sorvaag	Y
Senator Cole Conley	Y
Senator Scott Meyer	N
Senator Donald Schaible	Y
Senator Paul J. Thomas	Y

Motion Passed: 4-1-0.

10:39 a.m. Senator Schaible moved a Do Pass as amended.

10:39 a.m. Senator Conley seconded the motion.

Senators	Vote
Senator Ronald Sorvaag	Y
Senator Cole Conley	Y
Senator Scott Meyer	Y

Senator Donald Schaible	Y
Senator Paul J. Thomas	Y

Motion Passed: 5-0-0.

Senator Schaible will carry the bill.

10:40 a.m. Chairman Sorvaag adjourned the meeting.

Steven Hall, Committee Clerk

25.0157.02004
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for Senate Appropriations - Education and Environment Division Committee
April 10, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$1,121,603~~	~~$21,086,368~~
~~New and vacant FTE pool~~	~~0~~	~~695,495~~	~~695,495~~

~~Operating expenses~~	~~32,793,320~~	~~9,718,204~~	~~42,511,524~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~116,655,489~~	~~2,416,330,340~~
~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~5,400,000~~	~~63,500,000~~
~~Grants - other grants~~	~~382,738,893~~	~~29,705,709~~	~~412,444,602~~
~~Grants - program grants~~	~~17,205,000~~	~~7,011,027~~	~~24,216,027~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~12,266,000~~	~~15,835,000~~
~~PowerSchool~~	~~5,775,000~~	~~(5,775,000)~~	~~0~~
~~Student information systems~~	~~0~~	~~5,775,000~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$182,573,527~~	~~$3,026,570,646~~
~~Less other funds~~	~~1,115,246,674~~	~~176,835,668~~	~~1,292,082,342~~
~~Total general fund~~	~~$1,728,750,445~~	~~$5,737,859~~	~~$1,734,488,304~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	137,546,632	2,437,221,483
Grants - special education	24,000,000	0	24,000,000
Grants - transportation	58,100,000	2,000,000	60,100,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	7,811,027	25,016,027
Grants - passthrough grants	3,569,000	1,166,000	4,735,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$189,764,670	$3,033,761,789
Less other funds	1,115,246,674	86,170,668	1,201,417,342
Total general fund	$1,728,750,445	$103,594,002	$1,832,344,447
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$2,966,477~~	~~$14,579,960~~
~~New and vacant FTE pool~~	~~0~~	~~361,061~~	~~361,061~~
~~Total all funds~~	~~$11,613,483~~	~~$3,327,538~~	~~$14,941,021~~
~~Less other funds~~	~~4,550,000~~	~~1,974,000~~	~~6,524,000~~
~~Total general fund~~	~~$7,063,483~~	~~$1,353,538~~	~~$8,417,021~~
~~Full-time equivalent positions~~	~~30.80~~	~~1.20~~	~~32.00~~
Center for distance education	$11,613,483	$2,966,477	$14,579,960
New and vacant FTE pool	0	203,156	203,156
Total all funds	$11,613,483	$3,169,633	$14,783,116
Less other funds	4,550,000	1,974,000	6,524,000
Total general fund	$7,063,483	$1,195,633	$8,259,116
Full-time equivalent positions	30.80	0.20	31.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$9,283,599	$735,225	$10,018,824

New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$241,078~~	~~$5,779,896~~
~~New and vacant FTE pool~~	~~0~~	~~121,985~~	~~121,985~~
~~Operating expenses~~	~~869,686~~	~~406,571~~	~~1,276,257~~
~~Capital assets~~	~~39,192~~	~~230,808~~	~~270,000~~
~~Total all funds~~	~~$6,447,696~~	~~$1,000,442~~	~~$7,448,138~~
~~Less other funds~~	~~1,206,705~~	~~534,239~~	~~1,740,944~~
~~Total general fund~~	~~$5,240,991~~	~~$466,203~~	~~$5,707,194~~
~~Full-time equivalent positions~~	~~27.75~~	~~0.00~~	~~27.75~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	259,436	259,436
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,137,893	$7,585,589
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$603,654	$5,844,645
Full-time equivalent positions	27.75	1.00	28.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation

~~Grand total all funds~~	~~$2,882,387,718~~	~~$189,972,391~~	~~$3,072,360,109~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~180,009,232~~	~~1,306,323,241~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$9,963,159~~	~~$1,766,036,868~~
Grand total all funds	$2,882,387,718	$197,143,080	$3,079,530,798
Less grand total other funds	1,126,314,009	89,344,232	1,215,658,241
Grand total general fund	$1,756,073,709	$107,798,848	$1,863,872,557

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
~~Department of Pubic Instruction~~			
~~Science center grants~~	~~$0~~	~~$10,000,000~~	~~$10,000,000~~
~~Teacher retention program~~	~~0~~	~~2,500,000~~	~~2,500,000~~
~~School board training~~	~~0~~	~~1,500,000~~	~~1,500,000~~
~~Native American essential understandings and book series~~	~~0~~	~~950,000~~	~~950,000~~
~~Statewide reading tool~~	~~500,000~~	~~0~~	~~500,000~~
~~Dyslexia training~~		~~300,000~~	~~300,000~~
~~Assistive technology and curriculum pilot~~	~~250,000~~	~~0~~	~~250,000~~
~~Total department of public instruction~~	~~$750,000~~	~~$15,250,000~~	~~$16,000,000~~
Department of Pubic Instruction			
Teacher retention program	$0	$2,500,000	$2,500,000
School board training	0	1,500,000	1,500,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	0	500,000	500,000
Dyslexia training	0	300,000	300,000
Total department of public instruction	$0	$5,750,000	$5,750,000

Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
~~Kitchen cabinet replacement~~	~~0~~	~~55,000~~	~~55,000~~
Tractor replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
~~Grand total~~	~~$825,250~~	~~$15,856,800~~	~~$16,682,050~~
Grand total	$75,250	$6,356,800	$6,432,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of

public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 5. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$219,250,000~~$133,000,000 from the foundation aid stabilization fund for integrated formula payments~~, various program grants, and a Native American program and textbook~~.

SECTION 6. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$10,000,000~~$5,750,000 from the strategic investment and improvements fund for ~~science center grants~~one-time program grants, relating to dyslexia training, a statewide reading tool, a teacher retention program, and school board training, and a Native American essential understandings program and book series.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 9. MEDICAID MATCHING FUNDING - WITHHOLDING AND DISTRIBUTION. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes $700,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 11. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$4,500,000~~$7,300,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred twenty-five percent of the federal poverty guideline, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 12. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 13. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 14. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 15. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of ~~$11,165,000~~$11,000,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing ~~program and passthrough grants~~integrated formula payments as appropriated in subdivision 1

of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 16. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 20. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Department of Public Instruction				
Total all funds	$2,843,997,119	$3,026,570,646	$7,191,143	$3,033,761,789
Less estimated income	1,115,246,674	1,292,082,342	(90,665,000)	1,201,417,342
General fund	$1,728,750,445	$1,734,488,304	$97,856,143	$1,832,344,447
FTE	86.25	86.25	0.00	86.25
Center for Distance Education				
Total all funds	$11,613,483	$14,941,021	($157,905)	$14,783,116
Less estimated income	4,550,000	6,524,000	0	6,524,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116
FTE	30.80	32.00	(1.00)	31.00
State Library				
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006
Less estimated income	2,499,073	2,804,212	0	2,804,212
General fund	$6,682,484	$7,692,794	$0	$7,692,794
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298
Less estimated income	2,811,557	3,171,743	0	3,171,743
General fund	$8,336,306	$9,731,555	$0	$9,731,555
FTE	45.36	46.86	0.00	46.86
Vision Services - School for the Blind				
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589
Less estimated income	1,206,705	1,740,944	0	1,740,944
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645
FTE	27.75	27.75	1.00	28.75
Bill total				
Total all funds	$2,882,387,718	$3,072,360,109	$7,170,689	$3,079,530,798
Less estimated income	1,126,314,009	1,306,323,241	(90,665,000)	1,215,658,241
General fund	$1,756,073,709	$1,766,036,868	$97,835,689	$1,863,872,557
FTE	216.91	219.61	0.00	219.61

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

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$19,964,765	$21,086,368		$21,086,368
New and vacant FTE pool		695,495		695,495
Operating expenses	32,793,320	42,511,524		42,511,524
Integrated formula payments	2,299,674,851	2,416,330,340	$20,891,143	2,437,221,483
Grants - Special education contracts	24,000,000	24,000,000		24,000,000
Grants - Transportation	58,100,000	63,500,000	(3,400,000)	60,100,000
Grants - Other grants	382,738,893	412,444,602		412,444,602
Grants - Program grants	17,205,000	24,216,027	800,000	25,016,027
Grants - Passthrough grants	3,569,000	15,835,000	(11,100,000)	4,735,000
PowerSchool	5,775,000			
Student information systems		5,775,000		5,775,000
National board certification	176,290	176,290		176,290
Total all funds	$2,843,997,119	$3,026,570,646	$7,191,143	$3,033,761,789
Less estimated income	1,115,246,674	1,292,082,342	(90,665,000)	1,201,417,342
General fund	$1,728,750,445	$1,734,488,304	$97,856,143	$1,832,344,447
FTE	86.25	86.25	0.00	86.25

Department 201 - Department of Public Instruction - Detail of Senate Changes

	Adjusts Funding Source of Integrated Formula Payments[1]	Increases Funding for Integrated Formula Payments[2]	Decreases Funding for Transportation Grants[3]	Increases Funding for the Free Meal Program[4]	Adjusts Funding for Ongoing Program Grants[5]	Adjusts Funding for Ongoing Passthrough Grants[6]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments		$20,891,143				
Grants - Special education contracts						
Grants - Transportation			($3,400,000)			
Grants - Other grants						
Grants - Program grants				$2,800,000	($2,000,000)	
Grants - Passthrough grants						($850,000)
PowerSchool						
Student information systems						
National board certification						
Total all funds	$0	$20,891,143	($3,400,000)	$2,800,000	($2,000,000)	($850,000)
Less estimated income	(70,000,000)	0	0	0	(8,080,000)	(3,085,000)
General fund	$70,000,000	$20,891,143	($3,400,000)	$2,800,000	$6,080,000	$2,235,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for One-time Program Grants[7]	Removes One-time Funding for Assistive Technology and Curriculum[8]	Removes One-time Funding for Science Center Grants[9]	Adjusts Funding for a Native American Program and Textbook[10]	Total Senate Changes
Salaries and wages					
New and vacant FTE pool					
Operating expenses					
Integrated formula payments					$20,891,143
Grants - Special education contracts					
Grants - Transportation					(3,400,000)
Grants - Other grants					
Grants - Program grants					800,000
Grants - Passthrough grants		($250,000)	($10,000,000)		(11,100,000)
PowerSchool					
Student information systems					
National board certification					
Total all funds	$0	($250,000)	($10,000,000)	$0	$7,191,143
Less estimated income	500,000	0	(10,000,000)	0	(90,665,000)
General fund	($500,000)	($250,000)	$0	$0	$97,856,143
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding for integrated formula payments from the foundation aid stabilization fund is reduced by $81 million to provide a total of $133 million from the foundation aid stabilization fund for integrated formula payments. The reduction is offset by increases in funding from the general fund of $70 million and from special funds from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, of $11 million.

[2] Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments	($1,900,000)
Increases the integrated formula payment rate 3 percent each year of the 2025-27 biennium. The House provided increases of 2 percent each year of the biennium. (House Bill No. 1369)	46,291,143
Removes the rolling 3-year average for the determination of average daily membership included by the House. (House Bill No. 1369)	(8,000,000)
Adjusts the increase in local revenue exempted from deduction in the state school aid formula. (House Bill No. 1130)	(2,000,000)
Removes the fiscal impact of a reduction in the percentage of local revenue contributed to the state school aid formula from 75 to 65 percent. (House Bill No. 1381 was not approved by the Senate)	(13,500,000)
Total increase in integrated formula payments	$20,891,143

[3] Funding is decreased for transportation grants pursuant to Senate amendments to the transportation grant formula in House Bill No. 1214.

[4] Funding for the free meal program is increased to provide a total of $7.3 million from the general fund and to expand eligibility to all students enrolled in public or nonpublic school at or below 225 percent of the federal poverty guideline, an increase from 200 percent of the federal poverty guideline and the same federal poverty guideline as the House version.

[5] Funding of $2,000,000 from the general fund, added by the House for a centers of excellence program, is removed. Funding for ongoing program grants totaling $8,080,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund.

Total funding for ongoing program grants is provided as follows:

Ongoing Program Grants	General Fund
Adult education matching grants	$5,500,000
School food service matching grants	1,380,000
Free meal program	7,300,000
Leveraging the senior year	1,536,027
Building tomorrow's leaders program	50,000
Family engagement program	150,000
Paraprofessional-to-teacher program	3,000,000
Science of reading and literacy training program	1,000,000
Indians into STEM program	300,000
Total general fund	$20,216,027

[6] Funding for ongoing passthrough grants from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, added by the House for national writing projects ($30,000) and TeenPact ($20,000) is removed. In addition, remaining funding for ongoing passthrough grants of $3,035,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund. Funding from the general fund, increased for teacher mentoring (ND Rise) by the House, is reduced $800,000 to provide an increase of $1.2 million from the base budget.

Total funding for ongoing passthrough grants is provided as follows:

Ongoing Passthrough Grants	General Fund
National writing projects	$40,000
Rural art outreach	425,000
ND RISE teacher mentoring program	3,700,000
Governor's School	500,000
"We the People" program	70,000
Total general fund	$4,735,000

[7] One-time funding of $500,000 from the general fund for the Amira statewide reading tool is adjusted to provide one-time funding the strategic investment and improvements fund (SIIF). In addition, one-time funding from the foundation aid stabilization fund for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) is adjusted to provide funding from SIIF.

Total funding for one-time program grants is provided as follows:

One-time Program Grants	Strategic Investment and Improvements Fund
Statewide reading tool	$500,000
Dyslexia identification training	300,000
Statewide teacher retention program	2,500,000
School board training	1,500,000
Total SIIF	$4,800,000

[8] One-time funding for a passthrough grant for a RoboKind pilot project related to assistive technology and curriculum, added by the House, is removed.

[9] One-time funding of $10 million from SIIF, added for science center grants by the House, is removed.

[10] One-time funding for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000) from the foundation aid stabilization fund is adjusted to provide funding from SIIF.

This amendment also adjusts sections to:

- Identify funding from the foundation aid stabilization fund of $133 million for integrated formula payments;
- Identify funding from SIIF of $5.75 million for various one-time program grants and one-time funding for a Native American program and textbook;
- Provide $7.3 million for the free meals program; and
- Require the Superintendent of Public Instruction continue the lesser of $11,000,000, or the funding remaining in the integrated formula payments line item at the end of the 2023-25 biennium, into the 2025-27 biennium. The

Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments. This change will reduce the estimated July 1, 2025, general fund balance by $11,000,000. The House version reduced the July 1, 2025, general fund balance by $11,165,000.

House Bill No. 1013 - Center for Distance Education - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
New and vacant FTE pool		$361,061	($157,905)	$203,156
Center for Distance Education	$11,613,483	14,579,960		14,579,960
Total all funds	$11,613,483	$14,941,021	($157,905)	$14,783,116
Less estimated income	4,550,000	6,524,000	0	6,524,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116
FTE	30.80	32.00	(1.00)	31.00

Department 204 - Center for Distance Education - Detail of Senate Changes

	Removes 1 FTE Support Specialist Position[1]	Total Senate Changes
New and vacant FTE pool	($157,905)	($157,905)
Center for Distance Education		
Total all funds	($157,905)	($157,905)
Less estimated income	0	0
General fund	($157,905)	($157,905)
FTE	(1.00)	(1.00)

[1] Funding for 1 FTE enrollment and office support specialist position is removed ($175,450) and estimated savings in the new and vacant FTE pool is adjusted by $17,545.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,615,731	$5,115,851		$5,115,851
New and vacant FTE pool		107,552		107,552
Operating expenses	2,282,298	2,990,075		2,990,075
Grants	2,283,528	2,283,528		2,283,528
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006
Less estimated income	2,499,073	2,804,212	0	2,804,212
General fund	$6,682,484	$7,692,794	$0	$7,692,794
FTE	26.75	26.75	0.00	26.75

House Bill No. 1013 - School for the Deaf - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$9,283,599	$10,018,824		$10,018,824
New and vacant FTE pool		415,571		415,571
Operating expenses	1,705,586	2,026,425		2,026,425
Capital assets	158,678	442,478		442,478
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298
Less estimated income	2,811,557	3,171,743	0	3,171,743
General fund	$8,336,306	$9,731,555	$0	$9,731,555
FTE	45.36	46.86	0.00	46.86

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$5,538,818	$5,779,896		$5,779,896
New and vacant FTE pool		121,985	$137,451	259,436
Operating expenses	869,686	1,276,257		1,276,257
Capital assets	39,192	270,000		270,000
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589
Less estimated income	1,206,705	1,740,944	0	1,740,944
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645
FTE	27.75	27.75	1.00	28.75

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adds 1 FTE Assistive Technology Position[1]	Total Senate Changes
Salaries and wages		
New and vacant FTE pool	$137,451	$137,451
Operating expenses		
Capital assets		
Total all funds	$137,451	$137,451
Less estimated income	0	0
General fund	$137,451	$137,451
FTE	1.00	1.00

[1] Funding of $152,723 is added for 1 FTE assistive technology position in the second year of the biennium and funding for the new and vacant FTE pool is adjusted for estimated savings ($15,272).

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013
4/14/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; and to provide an exemption.

8:39 a.m. Chairman Bekkedahl opened the hearing.

Members Present: Chairman Bekkedahl, Vice-Chairman Erbele, and Senators Burckhard, Cleary, Conley, Dever, Dwyer, Magrum, Mathern, Meyer, Schaible, Sickler, Sorvaag, Thomas, Wanzek.
Members Absent: Senator Davison.

Discussion Topics:

- Free and Reduced Meal Program
- Regional Educational Association
- Federal Funding for Free and Reduced Meals
- Turnback Amount
- Rural Art Outreach

8:40 a.m. Senator Schaible introduced the bill and submitted testimony #44962.

9:09 a.m. Senator Schaible moved amendment LC 25.0157.02005.

9:09 a.m. Senator Sorvaag seconded the motion.

Senators	Vote
Senator Brad Bekkedahl	A
Senator Robert Erbele	Y
Senator Randy A. Burckhard	Y
Senator Sean Cleary	Y
Senator Cole Conley	Y
Senator Kyle Davison	A
Senator Dick Dever	Y
Senator Michael Dwyer	Y
Senator Jeffery J. Magrum	Y
Senator Tim Mathern	Y
Senator Scott Meyer	N
Senator Donald Schaible	Y
Senator Jonathan Sickler	Y
Senator Ronald Sorvaag	Y
Senator Paul J. Thomas	Y
Senator Terry M. Wanzek	Y

Motion Passed 13-1-2.

9:10 a.m. Senator Schaible moved a Do Pass as Amended.

9:10 a.m. Senator Sorvaag seconded the motion.

Senators	Vote
Senator Brad Bekkedahl	A
Senator Robert Erbele	Y
Senator Randy A. Burckhard	Y
Senator Sean Cleary	Y
Senator Cole Conley	Y
Senator Kyle Davison	A
Senator Dick Dever	Y
Senator Michael Dwyer	Y
Senator Jeffery J. Magrum	Y
Senator Tim Mathern	Y
Senator Scott Meyer	Y
Senator Donald Schaible	Y
Senator Jonathan Sickler	Y
Senator Ronald Sorvaag	Y
Senator Paul J. Thomas	Y
Senator Terry M. Wanzek	Y

Motion Passed 14-0-2.

Senator Schaible will carry the bill.

9:11 a.m. Vice-Chairman Erbele closed the hearing.

Elizabeth Reiten, Committee Clerk

25.0157.02005
Title.03000
Fiscal No. 2

Prepared by the Legislative Council staff for Senate Appropriations - Education and Environment Division Committee

April 11, 2025

CO
4/14/25
1 of 17

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$1,121,603~~	~~$21,086,368~~
~~New and vacant FTE pool~~	~~0~~	~~695,495~~	~~695,495~~

~~Operating expenses~~	~~32,793,320~~	~~9,718,204~~	~~42,511,524~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~116,655,489~~	~~2,416,330,340~~
~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~5,400,000~~	~~63,500,000~~
~~Grants - other grants~~	~~382,738,893~~	~~29,705,709~~	~~412,444,602~~
~~Grants - program grants~~	~~17,205,000~~	~~7,011,027~~	~~24,216,027~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~12,266,000~~	~~15,835,000~~
~~PowerSchool~~	~~5,775,000~~	~~(5,775,000)~~	~~0~~
~~Student information systems~~	~~0~~	~~5,775,000~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$182,573,527~~	~~$3,026,570,646~~
~~Less other funds~~	~~1,115,246,674~~	~~176,835,668~~	~~1,292,082,342~~
~~Total general fund~~	~~$1,728,750,445~~	~~$5,737,859~~	~~$1,734,488,304~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	137,446,632	2,437,121,483
Grants - special education	24,000,000	0	24,000,000
Grants - transportation	58,100,000	2,000,000	60,100,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	7,811,027	25,016,027
Grants - passthrough grants	3,569,000	1,166,000	4,735,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$189,664,670	$3,033,661,789
Less other funds	1,115,246,674	86,170,668	1,201,417,342
Total general fund	$1,728,750,445	$103,494,002	$1,832,244,447
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$2,966,477~~	~~$14,579,960~~
~~New and vacant FTE pool~~	~~0~~	~~361,061~~	~~361,061~~
~~Total all funds~~	~~$11,613,483~~	~~$3,327,538~~	~~$14,941,021~~
~~Less other funds~~	~~4,550,000~~	~~1,974,000~~	~~6,524,000~~
~~Total general fund~~	~~$7,063,483~~	~~$1,353,538~~	~~$8,417,021~~
~~Full-time equivalent positions~~	~~30.80~~	~~1.20~~	~~32.00~~
Center for distance education	$11,613,483	$2,966,477	$14,579,960
New and vacant FTE pool	0	203,156	203,156
Total all funds	$11,613,483	$3,169,633	$14,783,116
Less other funds	4,550,000	1,974,000	6,524,000
Total general fund	$7,063,483	$1,195,633	$8,259,116
Full-time equivalent positions	30.80	0.20	31.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$9,283,599	$735,225	$10,018,824

New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$241,078~~	~~$5,779,896~~
~~New and vacant FTE pool~~	~~0~~	~~121,985~~	~~121,985~~
~~Operating expenses~~	~~869,686~~	~~406,571~~	~~1,276,257~~
~~Capital assets~~	~~39,192~~	~~230,808~~	~~270,000~~
~~Total all funds~~	~~$6,447,696~~	~~$1,000,442~~	~~$7,448,138~~
~~Less other funds~~	~~1,206,705~~	~~534,239~~	~~1,740,944~~
~~Total general fund~~	~~$5,240,991~~	~~$466,203~~	~~$5,707,194~~
~~Full-time equivalent positions~~	~~27.75~~	~~0.00~~	~~27.75~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	259,436	259,436
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,137,893	$7,585,589
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$603,654	$5,844,645
Full-time equivalent positions	27.75	1.00	28.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation

~~Grand total all funds~~	~~$2,882,387,718~~	~~$189,972,391~~	~~$3,072,360,109~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~180,009,232~~	~~1,306,323,241~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$9,963,159~~	~~$1,766,036,868~~
Grand total all funds	$2,882,387,718	$197,043,080	$3,079,430,798
Less grand total other funds	1,126,314,009	89,344,232	1,215,658,241
Grand total general fund	$1,756,073,709	$107,698,848	$1,863,772,557

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
~~Department of Pubic Instruction~~			
~~Science center grants~~	~~$0~~	~~$10,000,000~~	~~$10,000,000~~
~~Teacher retention program~~	~~0~~	~~2,500,000~~	~~2,500,000~~
~~School board training~~	~~0~~	~~1,500,000~~	~~1,500,000~~
~~Native American essential understandings and book series~~	~~0~~	~~950,000~~	~~950,000~~
~~Statewide reading tool~~	~~500,000~~	~~0~~	~~500,000~~
~~Dyslexia training~~		~~300,000~~	~~300,000~~
~~Assistive technology and curriculum pilot~~	~~250,000~~	~~0~~	~~250,000~~
~~Total department of public instruction~~	~~$750,000~~	~~$15,250,000~~	~~$16,000,000~~
Department of Pubic Instruction			
Teacher retention program	$0	$2,500,000	$2,500,000
School board training	0	1,500,000	1,500,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	0	500,000	500,000
Dyslexia training	0	300,000	300,000
Total department of public instruction	$0	$5,750,000	$5,750,000

Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
~~Kitchen cabinet replacement~~	~~0~~	~~55,000~~	~~55,000~~
Tractor replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
~~Grand total~~	~~$825,250~~	~~$15,856,800~~	~~$16,682,050~~
Grand total	$75,250	$6,356,800	$6,432,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of

public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 5. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$219,250,000~~$133,000,000 from the foundation aid stabilization fund for integrated formula payments~~, various program grants, and a Native American program and textbook~~.

SECTION 6. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$10,000,000~~$5,750,000 from the strategic investment and improvements fund for ~~science center grants~~one-time program grants, relating to dyslexia training, a statewide reading tool, a teacher retention program, school board training, and a Native American essential understandings program and book series.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 9. MEDICAID MATCHING FUNDING - WITHHOLDING AND DISTRIBUTION. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes ~~$700,000~~$600,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 11. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$4,500,000~~$7,300,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred twenty-five percent of the federal poverty guideline, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 12. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 13. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 14. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 15. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of ~~$11,165,000~~$11,000,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing ~~program and passthrough grants~~integrated formula payments as appropriated in subdivision 1

of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 16. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 20. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

11 04 17

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

12-8-17

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Department of Public Instruction				
Total all funds	$2,843,997,119	$3,026,570,646	$7,091,143	$3,033,661,789
Less estimated income	1,115,246,674	1,292,082,342	(90,665,000)	1,201,417,342
General fund	$1,728,750,445	$1,734,488,304	$97,756,143	$1,832,244,447
FTE	86.25	86.25	0.00	86.25
Center for Distance Education				
Total all funds	$11,613,483	$14,941,021	($157,905)	$14,783,116
Less estimated income	4,550,000	6,524,000	0	6,524,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116
FTE	30.80	32.00	(1.00)	31.00
State Library				
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006
Less estimated income	2,499,073	2,804,212	0	2,804,212
General fund	$6,682,484	$7,692,794	$0	$7,692,794
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298
Less estimated income	2,811,557	3,171,743	0	3,171,743
General fund	$8,336,306	$9,731,555	$0	$9,731,555
FTE	45.36	46.86	0.00	46.86
Vision Services - School for the Blind				
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589
Less estimated income	1,206,705	1,740,944	0	1,740,944
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645
FTE	27.75	27.75	1.00	28.75
Bill total				
Total all funds	$2,882,387,718	$3,072,360,109	$7,070,689	$3,079,430,798
Less estimated income	1,126,314,009	1,306,323,241	(90,665,000)	1,215,658,241
General fund	$1,756,073,709	$1,766,036,868	$97,735,689	$1,863,772,557
FTE	216.91	219.61	0.00	219.61

130417

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

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$19,964,765	$21,086,368		$21,086,368
New and vacant FTE pool		695,495		695,495
Operating expenses	32,793,320	42,511,524		42,511,524
Integrated formula payments	2,299,674,851	2,416,330,340	$20,791,143	2,437,121,483
Grants - Special education contracts	24,000,000	24,000,000		24,000,000
Grants - Transportation	58,100,000	63,500,000	(3,400,000)	60,100,000
Grants - Other grants	382,738,893	412,444,602		412,444,602
Grants - Program grants	17,205,000	24,216,027	800,000	25,016,027
Grants - Passthrough grants	3,569,000	15,835,000	(11,100,000)	4,735,000
PowerSchool	5,775,000			
Student information systems		5,775,000		5,775,000
National board certification	176,290	176,290		176,290
Total all funds	$2,843,997,119	$3,026,570,646	$7,091,143	$3,033,661,789
Less estimated income	1,115,246,674	1,292,082,342	(90,665,000)	1,201,417,342
General fund	$1,728,750,445	$1,734,488,304	$97,756,143	$1,832,244,447
FTE	86.25	86.25	0.00	86.25

Department 201 - Department of Public Instruction - Detail of Senate Changes

	Adjusts Funding Source of Integrated Formula Payments[1]	Increases Funding for Integrated Formula Payments[2]	Decreases Funding for Transportation Grants[3]	Increases Funding for the Free Meal Program[4]	Adjusts Funding for Ongoing Program Grants[5]	Adjusts Funding for Ongoing Passthrough Grants[6]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments		$20,791,143				
Grants - Special education contracts						
Grants - Transportation			($3,400,000)			
Grants - Other grants						
Grants - Program grants				$2,800,000	($2,000,000)	
Grants - Passthrough grants						($850,000)
PowerSchool						
Student information systems						
National board certification						
Total all funds	$0	$20,791,143	($3,400,000)	$2,800,000	($2,000,000)	($850,000)
Less estimated income	(70,000,000)	0	0	0	(8,080,000)	(3,085,000)
General fund	$70,000,000	$20,791,143	($3,400,000)	$2,800,000	$6,080,000	$2,235,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

140417

	Adjusts Funding for One-time Program Grants[7]	Removes One-time Funding for Assistive Technology and Curriculum[8]	Removes One-time Funding for Science Center Grants[9]	Adjusts Funding for a Native American Program and Textbook[10]	Total Senate Changes
Salaries and wages					
New and vacant FTE pool					
Operating expenses					
Integrated formula payments					$20,791,143
Grants - Special education contracts					
Grants - Transportation					(3,400,000)
Grants - Other grants					
Grants - Program grants					800,000
Grants - Passthrough grants		($250,000)	($10,000,000)		(11,100,000)
PowerSchool					
Student information systems					
National board certification					
Total all funds	$0	($250,000)	($10,000,000)	$0	$7,091,143
Less estimated income	500,000	0	(10,000,000)	0	(90,665,000)
General fund	($500,000)	($250,000)	$0	$0	$97,756,143
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding for integrated formula payments from the foundation aid stabilization fund is reduced by $81 million to provide a total of $133 million from the foundation aid stabilization fund for integrated formula payments. The reduction is offset by increases in funding from the general fund of $70 million and from special funds from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, of $11 million.

[2] Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments	($1,900,000)
Increases the integrated formula payment rate 3 percent each year of the 2025-27 biennium. The House provided increases of 2 percent each year of the biennium. (House Bill No. 1369)	46,291,143
Removes the rolling 3-year average for the determination of average daily membership included by the House. (House Bill No. 1369)	(8,000,000)
Adjusts the increase in local revenue exempted from deduction in the state school aid formula. (House Bill No. 1130)	(2,000,000)
Removes the fiscal impact of a reduction in the percentage of local revenue contributed to the state school aid formula from 75 to 65 percent. (House Bill No. 1381 was not approved by the Senate)	(13,500,000)
Decreases funding for annual grants to regional education association due to reduction in the number of regional education associations in the state	(100,000)
Total increase in integrated formula payments	$20,791,143

[3] Funding is decreased for transportation grants pursuant to Senate amendments to the transportation grant formula in House Bill No. 1214.

[4] Funding for the free meal program is increased to provide a total of $7.3 million from the general fund and to expand eligibility to all students enrolled in public or nonpublic school at or below 225 percent of the federal poverty guideline, an increase from 200 percent of the federal poverty guideline and the same federal poverty guideline as the House version.

[5] Funding of $2,000,000 from the general fund, added by the House for a centers of excellence program, is removed. Funding for ongoing program grants totaling $8,080,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund.

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Total funding for ongoing program grants is provided as follows:

Ongoing Program Grants	General Fund
Adult education matching grants	$5,500,000
School food service matching grants	1,380,000
Free meal program	7,300,000
Leveraging the senior year	1,536,027
Building tomorrow's leaders program	50,000
Family engagement program	150,000
Paraprofessional-to-teacher program	3,000,000
Science of reading and literacy training program	1,000,000
Indians into STEM program	300,000
Total general fund	$20,216,027

[6] Funding for ongoing passthrough grants from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, added by the House for national writing projects ($30,000) and TeenPact ($20,000) is removed. In addition, remaining funding for ongoing passthrough grants of $3,035,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund. Funding from the general fund, increased for teacher mentoring (ND Rise) by the House, is reduced $800,000 to provide an increase of $1.2 million from the base budget.

Total funding for ongoing passthrough grants is provided as follows:

Ongoing Passthrough Grants	General Fund
National writing projects	$40,000
Rural art outreach	425,000
ND RISE teacher mentoring program	3,700,000
Governor's School	500,000
"We the People" program	70,000
Total general fund	$4,735,000

[7] One-time funding of $500,000 from the general fund for the Amira statewide reading tool is adjusted to provide one-time funding the strategic investment and improvements fund (SIIF). In addition, one-time funding from the foundation aid stabilization fund for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) is adjusted to provide funding from SIIF.

Total funding for one-time program grants is provided as follows:

One-time Program Grants	Strategic Investment and Improvements Fund
Statewide reading tool	$500,000
Dyslexia identification training	300,000
Statewide teacher retention program	2,500,000
School board training	1,500,000
Total SIIF	$4,800,000

[8] One-time funding for a passthrough grant for a RoboKind pilot project related to assistive technology and curriculum, added by the House, is removed.

[9] One-time funding of $10 million from SIIF, added for science center grants by the House, is removed.

[10] One-time funding for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000) from the foundation aid stabilization fund is adjusted to provide funding from SIIF.

This amendment also adjusts sections to:

- Identify funding from the foundation aid stabilization fund of $133 million for integrated formula payments;
- Identify funding from SIIF of $5.75 million for various one-time program grants and one-time funding for a Native American program and textbook;
- Reduce funding for annual grants to regional education associations (REAs), due to a reduction in the number

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of REAs in the state, to provide a total of $600,000 for annual grants of $50,000 to each of the six remaining REAs;

- Provide $7.3 million for the free meals program; and
- Require the Superintendent of Public Instruction continue the lesser of $11,000,000, or the funding remaining in the integrated formula payments line item at the end of the 2023-25 biennium, into the 2025-27 biennium. The Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments. This change will reduce the estimated July 1, 2025, general fund balance by $11,000,000. The House version reduced the July 1, 2025, general fund balance by $11,165,000.

House Bill No. 1013 - Center for Distance Education - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
New and vacant FTE pool		$361,061	($157,905)	$203,156
Center for Distance Education	$11,613,483	14,579,960		14,579,960
Total all funds	$11,613,483	$14,941,021	($157,905)	$14,783,116
Less estimated income	4,550,000	6,524,000	0	6,524,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116
FTE	30.80	32.00	(1.00)	31.00

Department 204 - Center for Distance Education - Detail of Senate Changes

	Removes 1 FTE Support Specialist Position[1]	Total Senate Changes
New and vacant FTE pool	($157,905)	($157,905)
Center for Distance Education		
Total all funds	($157,905)	($157,905)
Less estimated income	0	0
General fund	($157,905)	($157,905)
FTE	(1.00)	(1.00)

[1] Funding for 1 FTE enrollment and office support specialist position is removed ($175,450) and estimated savings in the new and vacant FTE pool is adjusted by $17,545.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,615,731	$5,115,851		$5,115,851
New and vacant FTE pool		107,552		107,552
Operating expenses	2,282,298	2,990,075		2,990,075
Grants	2,283,528	2,283,528		2,283,528
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006
Less estimated income	2,499,073	2,804,212	0	2,804,212
General fund	$6,682,484	$7,692,794	$0	$7,692,794
FTE	26.75	26.75	0.00	26.75

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House Bill No. 1013 - School for the Deaf - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$9,283,599	$10,018,824		$10,018,824
New and vacant FTE pool		415,571		415,571
Operating expenses	1,705,586	2,026,425		2,026,425
Capital assets	158,678	442,478		442,478
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298
Less estimated income	2,811,557	3,171,743	0	3,171,743
General fund	$8,336,306	$9,731,555	$0	$9,731,555
FTE	45.36	46.86	0.00	46.86

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$5,538,818	$5,779,896		$5,779,896
New and vacant FTE pool		121,985	$137,451	259,436
Operating expenses	869,686	1,276,257		1,276,257
Capital assets	39,192	270,000		270,000
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589
Less estimated income	1,206,705	1,740,944	0	1,740,944
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645
FTE	27.75	27.75	1.00	28.75

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adds 1 FTE Assistive Technology Position[1]	Total Senate Changes
Salaries and wages		
New and vacant FTE pool	$137,451	$137,451
Operating expenses		
Capital assets		
Total all funds	$137,451	$137,451
Less estimated income	0	0
General fund	$137,451	$137,451
FTE	1.00	1.00

[1] Funding of $152,723 is added for 1 FTE assistive technology position in the 2nd year of the biennium and funding for the new and vacant FTE pool is adjusted for estimated savings ($15,272).

REPORT OF STANDING COMMITTEE
ENGROSSED HB 1013

Appropriations Committee (Sen. Bekkedahl, Chairman) recommends **AMENDMENTS (25.0157.02005)** and when so amended, recommends **DO PASS** (14 YEAS, 0 NAYS, 2 ABSENT OR EXCUSED AND NOT VOTING). Engrossed HB 1013 was placed on the Sixth order on the calendar. This bill does not affect workforce development.

25.0157.02005
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for Senate Appropriations - Education and Environment Division Committee
April 11, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$1,121,603~~	~~$21,086,368~~
~~New and vacant FTE pool~~	~~0~~	~~695,495~~	~~695,495~~

~~Operating expenses~~	~~32,793,320~~	~~9,718,204~~	~~42,511,524~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~116,655,489~~	~~2,416,330,340~~
~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~5,400,000~~	~~63,500,000~~
~~Grants - other grants~~	~~382,738,893~~	~~29,705,709~~	~~412,444,602~~
~~Grants - program grants~~	~~17,205,000~~	~~7,011,027~~	~~24,216,027~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~12,266,000~~	~~15,835,000~~
~~PowerSchool~~	~~5,775,000~~	~~(5,775,000)~~	~~0~~
~~Student information systems~~	~~0~~	~~5,775,000~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$182,573,527~~	~~$3,026,570,646~~
~~Less other funds~~	~~1,115,246,674~~	~~176,835,668~~	~~1,292,082,342~~
~~Total general fund~~	~~$1,728,750,445~~	~~$5,737,859~~	~~$1,734,488,304~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	9,718,204	42,511,524
Integrated formula payments	2,299,674,851	137,446,632	2,437,121,483
Grants - special education	24,000,000	0	24,000,000
Grants - transportation	58,100,000	2,000,000	60,100,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	7,811,027	25,016,027
Grants - passthrough grants	3,569,000	1,166,000	4,735,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$189,664,670	$3,033,661,789
Less other funds	1,115,246,674	86,170,668	1,201,417,342
Total general fund	$1,728,750,445	$103,494,002	$1,832,244,447
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$2,966,477~~	~~$14,579,960~~
~~New and vacant FTE pool~~	~~0~~	~~361,061~~	~~361,061~~
~~Total all funds~~	~~$11,613,483~~	~~$3,327,538~~	~~$14,941,021~~
~~Less other funds~~	~~4,550,000~~	~~1,974,000~~	~~6,524,000~~
~~Total general fund~~	~~$7,063,483~~	~~$1,353,538~~	~~$8,417,021~~
~~Full-time equivalent positions~~	~~30.80~~	~~1.20~~	~~32.00~~
Center for distance education	$11,613,483	$2,966,477	$14,579,960
New and vacant FTE pool	0	203,156	203,156
Total all funds	$11,613,483	$3,169,633	$14,783,116
Less other funds	4,550,000	1,974,000	6,524,000
Total general fund	$7,063,483	$1,195,633	$8,259,116
Full-time equivalent positions	30.80	0.20	31.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$9,283,599	$735,225	$10,018,824

New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$241,078~~	~~$5,779,896~~
~~New and vacant FTE pool~~	~~0~~	~~121,985~~	~~121,985~~
~~Operating expenses~~	~~869,686~~	~~406,571~~	~~1,276,257~~
~~Capital assets~~	~~39,192~~	~~230,808~~	~~270,000~~
~~Total all funds~~	~~$6,447,696~~	~~$1,000,442~~	~~$7,448,138~~
~~Less other funds~~	~~1,206,705~~	~~534,239~~	~~1,740,944~~
~~Total general fund~~	~~$5,240,991~~	~~$466,203~~	~~$5,707,194~~
~~Full-time equivalent positions~~	~~27.75~~	~~0.00~~	~~27.75~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	259,436	259,436
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,137,893	$7,585,589
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$603,654	$5,844,645
Full-time equivalent positions	27.75	1.00	28.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation

~~Grand total all funds~~	~~$2,882,387,718~~	~~$189,972,391~~	~~$3,072,360,109~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~180,009,232~~	~~1,306,323,241~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$9,963,159~~	~~$1,766,036,868~~
Grand total all funds	$2,882,387,718	$197,043,080	$3,079,430,798
Less grand total other funds	1,126,314,009	89,344,232	1,215,658,241
Grand total general fund	$1,756,073,709	$107,698,848	$1,863,772,557

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
~~Department of Pubic Instruction~~			
~~Science center grants~~	~~$0~~	~~$10,000,000~~	~~$10,000,000~~
~~Teacher retention program~~	~~0~~	~~2,500,000~~	~~2,500,000~~
~~School board training~~	~~0~~	~~1,500,000~~	~~1,500,000~~
~~Native American essential understandings and book series~~	~~0~~	~~950,000~~	~~950,000~~
~~Statewide reading tool~~	~~500,000~~	~~0~~	~~500,000~~
~~Dyslexia training~~		~~300,000~~	~~300,000~~
~~Assistive technology and curriculum pilot~~	~~250,000~~	~~0~~	~~250,000~~
~~Total department of public instruction~~	~~$750,000~~	~~$15,250,000~~	~~$16,000,000~~
Department of Pubic Instruction			
Teacher retention program	$0	$2,500,000	$2,500,000
School board training	0	1,500,000	1,500,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	0	500,000	500,000
Dyslexia training	0	300,000	300,000
Total department of public instruction	$0	$5,750,000	$5,750,000

Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
~~Kitchen cabinet replacement~~	~~0~~	~~55,000~~	~~55,000~~
Tractor replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
~~Grand total~~	~~$825,250~~	~~$15,856,800~~	~~$16,682,050~~
Grand total	$75,250	$6,356,800	$6,432,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of

public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 5. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$219,250,000~~$133,000,000 from the foundation aid stabilization fund for integrated formula payments~~, various program grants, and a Native American program and textbook~~.

SECTION 6. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$10,000,000~~$5,750,000 from the strategic investment and improvements fund for ~~science center grants~~one-time program grants, relating to dyslexia training, a statewide reading tool, a teacher retention program, school board training, and a Native American essential understandings program and book series.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 9. MEDICAID MATCHING FUNDING - WITHHOLDING AND DISTRIBUTION. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program, for the biennium beginning July 1, 2025, and ending June 30, 2027.

Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes ~~$700,000~~$600,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 11. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$4,500,000~~$7,300,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred twenty-five percent of the federal poverty guideline, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 12. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 13. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 14. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 15. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of ~~$11,165,000~~$11,000,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing ~~program and passthrough grants~~integrated formula payments as appropriated in subdivision 1

of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 16. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 20. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Department of Public Instruction				
Total all funds	$2,843,997,119	$3,026,570,646	$7,091,143	$3,033,661,789
Less estimated income	1,115,246,674	1,292,082,342	(90,665,000)	1,201,417,342
General fund	$1,728,750,445	$1,734,488,304	$97,756,143	$1,832,244,447
FTE	86.25	86.25	0.00	86.25
Center for Distance Education				
Total all funds	$11,613,483	$14,941,021	($157,905)	$14,783,116
Less estimated income	4,550,000	6,524,000	0	6,524,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116
FTE	30.80	32.00	(1.00)	31.00
State Library				
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006
Less estimated income	2,499,073	2,804,212	0	2,804,212
General fund	$6,682,484	$7,692,794	$0	$7,692,794
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298
Less estimated income	2,811,557	3,171,743	0	3,171,743
General fund	$8,336,306	$9,731,555	$0	$9,731,555
FTE	45.36	46.86	0.00	46.86
Vision Services - School for the Blind				
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589
Less estimated income	1,206,705	1,740,944	0	1,740,944
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645
FTE	27.75	27.75	1.00	28.75
Bill total				
Total all funds	$2,882,387,718	$3,072,360,109	$7,070,689	$3,079,430,798
Less estimated income	1,126,314,009	1,306,323,241	(90,665,000)	1,215,658,241
General fund	$1,756,073,709	$1,766,036,868	$97,735,689	$1,863,772,557
FTE	216.91	219.61	0.00	219.61

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

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$19,964,765	$21,086,368		$21,086,368
New and vacant FTE pool		695,495		695,495
Operating expenses	32,793,320	42,511,524		42,511,524
Integrated formula payments	2,299,674,851	2,416,330,340	$20,791,143	2,437,121,483
Grants - Special education contracts	24,000,000	24,000,000		24,000,000
Grants - Transportation	58,100,000	63,500,000	(3,400,000)	60,100,000
Grants - Other grants	382,738,893	412,444,602		412,444,602
Grants - Program grants	17,205,000	24,216,027	800,000	25,016,027
Grants - Passthrough grants	3,569,000	15,835,000	(11,100,000)	4,735,000
PowerSchool	5,775,000			
Student information systems		5,775,000		5,775,000
National board certification	176,290	176,290		176,290
Total all funds	$2,843,997,119	$3,026,570,646	$7,091,143	$3,033,661,789
Less estimated income	1,115,246,674	1,292,082,342	(90,665,000)	1,201,417,342
General fund	$1,728,750,445	$1,734,488,304	$97,756,143	$1,832,244,447
FTE	86.25	86.25	0.00	86.25

Department 201 - Department of Public Instruction - Detail of Senate Changes

	Adjusts Funding Source of Integrated Formula Payments[1]	Increases Funding for Integrated Formula Payments[2]	Decreases Funding for Transportation Grants[3]	Increases Funding for the Free Meal Program[4]	Adjusts Funding for Ongoing Program Grants[5]	Adjusts Funding for Ongoing Passthrough Grants[6]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments		$20,791,143				
Grants - Special education contracts						
Grants - Transportation			($3,400,000)			
Grants - Other grants						
Grants - Program grants				$2,800,000	($2,000,000)	
Grants - Passthrough grants						($850,000)
PowerSchool						
Student information systems						
National board certification						
Total all funds	$0	$20,791,143	($3,400,000)	$2,800,000	($2,000,000)	($850,000)
Less estimated income	(70,000,000)	0	0	0	(8,080,000)	(3,085,000)
General fund	$70,000,000	$20,791,143	($3,400,000)	$2,800,000	$6,080,000	$2,235,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for One-time Program Grants[7]	Removes One-time Funding for Assistive Technology and Curriculum[8]	Removes One-time Funding for Science Center Grants[9]	Adjusts Funding for a Native American Program and Textbook[10]	Total Senate Changes
Salaries and wages					
New and vacant FTE pool					
Operating expenses					
Integrated formula payments					$20,791,143
Grants - Special education contracts					
Grants - Transportation					(3,400,000)
Grants - Other grants					
Grants - Program grants					800,000
Grants - Passthrough grants		($250,000)	($10,000,000)		(11,100,000)
PowerSchool					
Student information systems					
National board certification					
Total all funds	$0	($250,000)	($10,000,000)	$0	$7,091,143
Less estimated income	500,000	0	(10,000,000)	0	(90,665,000)
General fund	($500,000)	($250,000)	$0	$0	$97,756,143
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding for integrated formula payments from the foundation aid stabilization fund is reduced by $81 million to provide a total of $133 million from the foundation aid stabilization fund for integrated formula payments. The reduction is offset by increases in funding from the general fund of $70 million and from special funds from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, of $11 million.

[2] Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments	($1,900,000)
Increases the integrated formula payment rate 3 percent each year of the 2025-27 biennium. The House provided increases of 2 percent each year of the biennium. (House Bill No. 1369)	46,291,143
Removes the rolling 3-year average for the determination of average daily membership included by the House. (House Bill No. 1369)	(8,000,000)
Adjusts the increase in local revenue exempted from deduction in the state school aid formula. (House Bill No. 1130)	(2,000,000)
Removes the fiscal impact of a reduction in the percentage of local revenue contributed to the state school aid formula from 75 to 65 percent. (House Bill No. 1381 was not approved by the Senate)	(13,500,000)
Decreases funding for annual grants to regional education association due to reduction in the number of regional education associations in the state	(100,000)
Total increase in integrated formula payments	$20,791,143

[3] Funding is decreased for transportation grants pursuant to Senate amendments to the transportation grant formula in House Bill No. 1214.

[4] Funding for the free meal program is increased to provide a total of $7.3 million from the general fund and to expand eligibility to all students enrolled in public or nonpublic school at or below 225 percent of the federal poverty guideline, an increase from 200 percent of the federal poverty guideline and the same federal poverty guideline as the House version.

[5] Funding of $2,000,000 from the general fund, added by the House for a centers of excellence program, is removed. Funding for ongoing program grants totaling $8,080,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund.

Total funding for ongoing program grants is provided as follows:

Ongoing Program Grants	General Fund
Adult education matching grants	$5,500,000
School food service matching grants	1,380,000
Free meal program	7,300,000
Leveraging the senior year	1,536,027
Building tomorrow's leaders program	50,000
Family engagement program	150,000
Paraprofessional-to-teacher program	3,000,000
Science of reading and literacy training program	1,000,000
Indians into STEM program	300,000
Total general fund	$20,216,027

[6] Funding for ongoing passthrough grants from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, added by the House for national writing projects ($30,000) and TeenPact ($20,000) is removed. In addition, remaining funding for ongoing passthrough grants of $3,035,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund. Funding from the general fund, increased for teacher mentoring (ND Rise) by the House, is reduced $800,000 to provide an increase of $1.2 million from the base budget.

Total funding for ongoing passthrough grants is provided as follows:

Ongoing Passthrough Grants	General Fund
National writing projects	$40,000
Rural art outreach	425,000
ND RISE teacher mentoring program	3,700,000
Governor's School	500,000
"We the People" program	70,000
Total general fund	$4,735,000

[7] One-time funding of $500,000 from the general fund for the Amira statewide reading tool is adjusted to provide one-time funding the strategic investment and improvements fund (SIIF). In addition, one-time funding from the foundation aid stabilization fund for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) is adjusted to provide funding from SIIF.

Total funding for one-time program grants is provided as follows:

One-time Program Grants	Strategic Investment and Improvements Fund
Statewide reading tool	$500,000
Dyslexia identification training	300,000
Statewide teacher retention program	2,500,000
School board training	1,500,000
Total SIIF	$4,800,000

[8] One-time funding for a passthrough grant for a RoboKind pilot project related to assistive technology and curriculum, added by the House, is removed.

[9] One-time funding of $10 million from SIIF, added for science center grants by the House, is removed.

[10] One-time funding for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000) from the foundation aid stabilization fund is adjusted to provide funding from SIIF.

This amendment also adjusts sections to:

- Identify funding from the foundation aid stabilization fund of $133 million for integrated formula payments;
- Identify funding from SIIF of $5.75 million for various one-time program grants and one-time funding for a Native American program and textbook;
- Reduce funding for annual grants to regional education associations (REAs), due to a reduction in the number

of REAs in the state, to provide a total of $600,000 for annual grants of $50,000 to each of the six remaining REAs;

- Provide $7.3 million for the free meals program; and
- Require the Superintendent of Public Instruction continue the lesser of $11,000,000, or the funding remaining in the integrated formula payments line item at the end of the 2023-25 biennium, into the 2025-27 biennium. The Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments. This change will reduce the estimated July 1, 2025, general fund balance by $11,000,000. The House version reduced the July 1, 2025, general fund balance by $11,165,000.

House Bill No. 1013 - Center for Distance Education - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
New and vacant FTE pool		$361,061	($157,905)	$203,156
Center for Distance Education	$11,613,483	14,579,960		14,579,960
Total all funds	$11,613,483	$14,941,021	($157,905)	$14,783,116
Less estimated income	4,550,000	6,524,000	0	6,524,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116
FTE	30.80	32.00	(1.00)	31.00

Department 204 - Center for Distance Education - Detail of Senate Changes

	Removes 1 FTE Support Specialist Position[1]	Total Senate Changes
New and vacant FTE pool	($157,905)	($157,905)
Center for Distance Education		
Total all funds	($157,905)	($157,905)
Less estimated income	0	0
General fund	($157,905)	($157,905)
FTE	(1.00)	(1.00)

[1] Funding for 1 FTE enrollment and office support specialist position is removed ($175,450) and estimated savings in the new and vacant FTE pool is adjusted by $17,545.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,615,731	$5,115,851		$5,115,851
New and vacant FTE pool		107,552		107,552
Operating expenses	2,282,298	2,990,075		2,990,075
Grants	2,283,528	2,283,528		2,283,528
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006
Less estimated income	2,499,073	2,804,212	0	2,804,212
General fund	$6,682,484	$7,692,794	$0	$7,692,794
FTE	26.75	26.75	0.00	26.75

House Bill No. 1013 - School for the Deaf - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$9,283,599	$10,018,824		$10,018,824
New and vacant FTE pool		415,571		415,571
Operating expenses	1,705,586	2,026,425		2,026,425
Capital assets	158,678	442,478		442,478
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298
Less estimated income	2,811,557	3,171,743	0	3,171,743
General fund	$8,336,306	$9,731,555	$0	$9,731,555
FTE	45.36	46.86	0.00	46.86

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$5,538,818	$5,779,896		$5,779,896
New and vacant FTE pool		121,985	$137,451	259,436
Operating expenses	869,686	1,276,257		1,276,257
Capital assets	39,192	270,000		270,000
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589
Less estimated income	1,206,705	1,740,944	0	1,740,944
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645
FTE	27.75	27.75	1.00	28.75

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adds 1 FTE Assistive Technology Position[1]	Total Senate Changes
Salaries and wages		
New and vacant FTE pool	$137,451	$137,451
Operating expenses		
Capital assets		
Total all funds	$137,451	$137,451
Less estimated income	0	0
General fund	$137,451	$137,451
FTE	1.00	1.00

[1] Funding of $152,723 is added for 1 FTE assistive technology position in the 2nd year of the biennium and funding for the new and vacant FTE pool is adjusted for estimated savings ($15,272).

2025 CONFERENCE COMMITTEE

HB 1013

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
4/22/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

4:02 p.m. Chairman Richter called the meeting to order.

Members present: Chairman Richter, Representatives Louser, Nathe and Senators Conkey, Scheible and Sorvaag.

Discussion Topics:

- Department of Public Instruction
- ND State Library
- School for Deaf
- School for Blind

4:03 p.m. Chairman Richter introduced long sheet #45136.

4:03 p.m. Senator Schaible presented Senate version of HB 1013.

4:23 p.m. Senator Schaible talked about an 80/20 Federal Grant for Air Bases in a separate bill (HB 1369) that may become available.

4:44 p.m. Chairman Richter adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk

Legislative Council

Department of Public Instruction - Budget No. 201
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version 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	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	86.25	$1,728,750,445	$1,115,246,674	$2,843,997,119	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$21	$25	$46		$21	$25	$46				$0
Salary increase		299,641	479,159	778,800		299,641	479,159	778,800				0
Health insurance increase		192,665	353,841	546,506		192,665	353,841	546,506				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		295,820	493,995	789,815		295,820	493,995	789,815				0
Transfers funding for 2025-27 biennium vacant FTE pool		(112,870)	(185,199)	(298,069)		(112,870)	(185,199)	(298,069)				0
Base budget operating expense reductions, including federal funds ($66) and special funds related to school food processing ($452,060)			(452,126)	(452,126)			(452,126)	(452,126)				0
Base budget funding source change from federal to special funds for other grants				0				0				0
Increases funding for information technology rate increases		7,945		7,945		7,945		7,945				0
Increases funding for operating expenses due to an increase in the cost of the school approval and improvement contract		4,712,385		4,712,385		4,712,385		4,712,385				0
Adds funding for operating expenses related to ND FIRST interventions for chronically low-performing schools		1,000,000		1,000,000		1,000,000		1,000,000				0
Increases funding from special funds derived from food processing reimbursements for operating expenses related to increases in the food processing program			2,000,000	2,000,000			2,000,000	2,000,000				0
Adds funding for operating expenses to administer a summer food program		150,000		150,000		150,000		150,000				0
Adds funding from federal funds for operating expenses and other grants related to a federal comprehensive literacy state development grant			28,350,000	28,350,000			28,350,000	28,350,000				0
Adds federal funding for USDA local food program			2,705,709	2,705,709			2,705,709	2,705,709				0
Adjusts the funding source for integrated formula payments in the base budget from the strategic investment and improvements fund to the general fund		13,993,086	(13,993,086)	0		13,993,086	(13,993,086)	0				0
Adjusts the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund to provide a total of $595,677,350 from the fund		(84,817,350)	84,817,350	0		(84,817,350)	84,817,350	0				0
Adjusts the funding source for integrated formula payments from the general fund to the foundation aid stabilization fund to provide a total of $214 million from the fund. The Senate provided $133 million from the general fund.		(57,000,000)	57,000,000	0		24,000,000	(24,000,000)	0		$81,000,000	($81,000,000)	0
Adjusts the funding source for integrated formula payments in the base budget from the general fund to special funds from carryover				0		(11,000,000)	11,000,000	0		(11,000,000)	11,000,000	0
Decreases funding for integrated formula payments for savings related to a reduction in the cost to continue		(9,312,607)		(9,312,607)		(11,212,607)		(11,212,607)		(1,900,000)		(1,900,000)

Increases funding, pursuant to House Bill No. 1130, for integrated formula payments related to an increase in local revenue exempted from deduction in the state school aid formula to be used for bonded debt payments		12,500,000		12,500,000		10,500,000		10,500,000		(2,000,000)		(2,000,000)
Increases funding, pursuant to House Bill No. 1369, for integrated formula payments to provide increases in the per student payment rate of 2 percent each year of the 2025-27 biennium. The Senate provided 3 percent each year.		91,968,096		91,968,096		138,259,239		138,259,239		46,291,143		46,291,143
Increases funding, pursuant to House Bill No. 1369, for integrated formula payments related to changes in the determination of average daily membership		8,000,000		8,000,000		0		0		(8,000,000)		(8,000,000)
Increases funding, pursuant to House Bill No. 1381, related to a reduction in the percentage of local revenue contributed to the state school aid formula		13,500,000		13,500,000		0		0		(13,500,000)		(13,500,000)
Decreases funding for integrated formula payments for savings related to removing transition minimum adjustments from the formula				0				0				0
Decreases funding for integrated formula payments for savings related to adjusting multiplant school district funding provisions				0				0				0
Increases funding, pursuant to House Bill No. 1214, related to the adoption of a transportation grant formula		5,400,000		5,400,000		2,000,000		2,000,000		(3,400,000)		(3,400,000)
Decreases funding for annual grants to regional education associations				0		(100,000)		(100,000)		(100,000)		(100,000)
Adjusts funding for free meal program grants		(1,500,000)		(1,500,000)		1,300,000		1,300,000		2,800,000		2,800,000
Adds funding for program grants for adult education integrated education and training grants				0				0				0
Removes funding from special funds, made available from general fund carryover, for the program grant pool and provides funding from carryover and the general fund for certain program grants		536,027		536,027		536,027		536,027				0
Adjusts funding for various base budget program grants. The Senate provided funding for ongoing program grants from the general fund		(125,000)		(125,000)		7,955,000	(8,080,000)	(125,000)		8,080,000	(8,080,000)	0
Adds funding for various new program grants		3,300,000		3,300,000		1,300,000		1,300,000		(2,000,000)		(2,000,000)
Increases funding for teacher mentoring to provide $2 million from the general fund and $2.5 million is from special funds made available from general fund carryover. The Senate provided $3.7 million from the general fund		2,000,000		2,000,000		3,700,000	(2,500,000)	1,200,000		1,700,000	(2,500,000)	(800,000)
Adjusts funding for various base budget passthrough grants			16,000	16,000		535,000	(569,000)	(34,000)		535,000	(585,000)	(50,000)
Adds funding for passthrough grants for an educational savings account program				0				0				0
Transfers funding from the PowerSchool line item to a student information systems line item				0				0				0
Total ongoing funding changes	**0.00**	**$4,987,859**	**$161,585,668**	**$166,573,527**	**0.00**	**$103,494,002**	**$80,420,668**	**$183,914,670**	**0.00**	**$98,506,143**	**($81,165,000)**	**$17,341,143**

One-Time Funding Items												
Adds one-time funding from the foundation aid stabilization fund for ND Native American Essential Understandings contracts and work group costs. The Senate provided funding from SIIF			$300,000	$300,000			$300,000	$300,000				$0
Adds one-time funding from the foundation aid stabilization fund for the production of a book series regarding the history and culture of indigenous people. The Senate provided funding from SIIF			650,000	650,000			650,000	650,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training. The Senate provided the funding from SIIF			1,500,000	1,500,000			1,500,000	1,500,000				0
Adds one-time funding for program grants for Indians into STEM				0				0				0
Adds one-time funding from the foundation aid stabilization fund for program grants related to dyslexia identification training. The Senate provided the funding from SIIF			300,000	300,000			300,000	300,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for a teacher retention program. The Senate provided the funding from SIIF			2,500,000	2,500,000			2,500,000	2,500,000				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for 2 Revolutions teacher training				0				0				0
Adds one-time funding from the foundation aid stabilization fund for a passthrough grant for an Innovation Intermediary program				0				0				0
Adds one-time funding for an Amira reading program grant. The Senate provided the funding from SIIF		$500,000		500,000		$0	500,000	500,000		($500,000)	$500,000	0
Adds funding for a RoboKind pilot project		250,000		250,000		0		0		(250,000)		(250,000)
Adds one-time funding from the strategic investment and improvements fund for science center grants			10,000,000	10,000,000			0	0			(10,000,000)	(10,000,000)
Adds one-time funding from the strategic investment and improvements fund for passthrough grants for an educational savings account pilot program				0				0				0
Total one-time funding changes	**0.00**	**$750,000**	**$15,250,000**	**$16,000,000**	**0.00**	**$0**	**$5,750,000**	**$5,750,000**	**0.00**	**($750,000)**	**($9,500,000)**	**($10,250,000)**
Total Changes to Base Level Funding	**0.00**	**$5,737,859**	**$176,835,668**	**$182,573,527**	**0.00**	**$103,494,002**	**$86,170,668**	**$189,664,670**	**0.00**	**$97,756,143**	**($90,665,000)**	**$7,091,143**
2025-27 Total Funding	**86.25**	**$1,734,488,304**	**$1,292,082,342**	**$3,026,570,646**	**86.25**	**$1,832,244,447**	**$1,201,417,342**	**$3,033,661,789**	**0.00**	**$97,756,143**	**($90,665,000)**	**$7,091,143**
Federal funds included in other funds			*$450,520,469*				*$450,520,469*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*0.3%*	*14.5%*	*5.9%*	*0.0%*	*6.0%*	*7.2%*	*6.5%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*0.3%*	*15.9%*	*6.4%*	*0.0%*	*6.0%*	*7.7%*	*6.7%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	Includes a section to provide for the use of funding in the new and vacant FTE pool line item.	
Tuition apportionment	Includes a section to provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	Includes a section to provide that any money available in the state tuition fund in excess of the $595,677,350 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	
Foundation aid stabilization fund	Includes a section to provide $219,250,000, included in the other funds line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments, various program grants, and a Native American program and textbook.	Includes a section to provide $133,000,000, included in the other funds line item of Section 1, is provided from the foundation aid stabilization fund for integrated formula payments.	

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	House Version	Senate Version	
Strategic investment and improvements fund	Includes a section to provide $10,000,000, included in the other funds line item of Section 1, is provided from the strategic investment and improvements fund for science center grants.	Includes a section to provide $5,750,000, included in the other funds line item of Section 1, is provided from the strategic investment and improvements fund for various program grants and a Native American program and textbook.	
Payments for 2023-25 biennium special education services	Includes a section to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.	Includes a section to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2025-27 biennium to pay claims due during the 2023-25 biennium, but not filed with the department until the 2025-27 biennium. Claims related to the 2023-25 biennium must be filed by June 30, 2026.	
Gifted and talented program funding	Includes a section to require DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units.	Includes a section to require DPI use $800,000 of the 2025-27 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units.	
Medicaid matching funding	Includes a section to provide state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit.	Includes a section to provide state school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by DPI to the Department of Health and Human Services on behalf of the school district or unit.	
Regional education association grants	Includes a section to provide that DPI use $700,000 of the 2025-27 legislative appropriation for integrated formula payments to provide annual grants of $50,000 to each regional education association.	Includes a section to provide that DPI use $600,000 of the 2025-27 legislative appropriation for integrated formula payments to provide annual grants of $50,000 to each regional education association.	
Student meal grants - Distribution	Includes a section to provide the grants - program grants line item includes $4.5 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty.	Includes a section to provide the grants - program grants line item includes $7.3 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty.	
Paraprofessional to teacher program grants - Distribution	Includes a section to provide the grants - program grants line item includes $3 million for grants to institutions of higher education to assist paraprofessionals to become teachers.	Includes a section to provide the grants - program grants line item includes $3 million for grants to institutions of higher education to assist paraprofessionals to become teachers.	
North Dakota Governor's school grants - Distribution	Includes a section to provide the grants - passthrough grants line item includes $500,000 for North Dakota Governor's schools at NDSU and UND and provides for the distribution of the grants.	Includes a section to provide the grants - passthrough grants line item includes $500,000 for North Dakota Governor's schools at NDSU and UND and provides for the distribution of the grants.	
Exemption - Deposits into the department's operating account	Includes a section to provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	Includes a section to provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	
Exemption - 2023-25 biennium funding exemption and transfer to the Department of Public Instruction operating fund	Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,165,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.	Includes a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, any money remains in the integrated formula payments line item, the lesser of $11,000,000 or the remaining amount must be continued into the 2025-27 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments.	

Other Sections in Department of Public Instruction - Budget No. 201

Section Description	House Version	Senate Version	
Exemptions - Unexpended ESSER fund and STARS/SLEDS upgrades appropriations	Adds a section to provide: Funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. Funds appropriated to DPI for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. The Department of Public Instruction retained $5 million for STARS upgrades and transferred $4.8 million to the Information Technology Department for SLEDS upgrades during the 2023-25 biennium.	Includes a section to provide: Funds appropriated to DPI from the ESSER fund during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. Funds appropriated to DPI for upgrades to the STARS and SLEDS systems during the 2021-23 biennium, and continued into the 2023-25 biennium, are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2025-27 biennium. The Department of Public Instruction retained $5 million for STARS upgrades and transferred $4.8 million to the Information Technology Department for SLEDS upgrades during the 2023-25 biennium.	
Salary of the Superintendent of Public Instruction	Adds a section to amend Section 15.1-02-02 to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.	Includes a section to amend Section 15.1-02-02 to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of $143,668 to $147,978, effective July 1, 2025, and to $152,417, effective July 1, 2026, to reflect salary increases of 3 percent each year of the biennium.	

STATE SCHOOL AID, GRANTS, AND DEPARTM OF PUBLIC INSTRUCTION ADMINISTRATION
2025-27 BIENNIUM SENATE VERSION
COMPARED TO THE BASE BUDGET AND 2025-27 BIENNIUM HOUSE VERSION

	2025-27 Base Budget	2025-27 House Version	2025-27 Senate Version	2025-27 Senate Version Increase (Decrease) Compared to House Version	2025-27 Senate Version Increase (Decrease) Compared to Base Budget
State school aid program					
State school aid - Integrated formula payments	$2,299,674,851	$2,416,330,340	$2,437,121,483	$20,791,143	$137,446,632
Transportation aid payments	58,100,000	63,500,000	60,100,000	(3,400,000)	2,000,000
Special education - Contracts	24,000,000	24,000,000	24,000,000	0	0
Total - State school aid program	$2,381,774,851	$2,503,830,340	$2,521,221,483	$17,391,143	$139,446,632
General fund	$1,699,921,765	$1,694,152,990	$1,781,544,133	$87,391,143	$81,622,368
Foundation aid stabilization fund	157,000,000	214,000,000	133,000,000	(81,000,000)	(24,000,000)
Public instruction fund/carryover	0	0	11,000,000	11,000,000	11,000,000
Strategic investment and improvements fund	13,993,086	0	0	0	(13,993,086)
State tuition fund	510,860,000	595,677,350	595,677,350	0	84,817,350
Total - State school aid program	$2,381,774,851	$2,503,830,340	$2,521,221,483	$17,391,143	$139,446,632
Program grants					
Adult education matching grants	$5,500,000	$5,500,000	$5,500,000	$0	$0
Adult education integrated education and training grants	0	0	0	0	0
School food services matching grants	1,380,000	1,380,000	1,380,000	0	0
Free meal program	6,000,000	4,500,000	7,300,000	2,800,000	1,300,000
Program grant pool, including leveraging the senior year	1,200,000	0	0	0	(1,200,000)
Leveraging the senior year	0	1,536,027	1,536,027	0	1,536,027
Building tomorrow's leaders	0	50,000	50,000	0	50,000
Family engagement	0	150,000	150,000	0	150,000
Paraprofessional-to-teacher program	3,000,000	3,000,000	3,000,000	0	0
Centers of excellence program	0	2,000,000	0	(2,000,000)	0
Science of reading and literacy instruction	0	1,000,000	1,000,000	0	1,000,000
Dyslexia identification training (one-time)	0	300,000	300,000	0	300,000
Reading learning platform training	0	0	0	0	0
Administrative cost-sharing reimbursement	125,000	0	0	0	(125,000)
Regional education association merger incentive grants	0	0	0	0	0
Amira reading tool (one-time)	0	500,000	500,000	0	500,000
Teacher retention program - Vital Network (one-time)	0	2,500,000	2,500,000	0	2,500,000
Indians into STEM	0	300,000	300,000	0	300,000
School board training (one-time)	0	1,500,000	1,500,000	0	1,500,000
Total - Program grants	$17,205,000	$24,216,027	$25,016,027	$800,000	$7,811,027
General fund	$9,125,000	$11,836,027	$20,216,027	$8,380,000	$11,091,027
Other funds - Foundation aid stabilization fund		4,300,000	0	(4,300,000)	0
Other funds - Strategic investment and improvements fund		0	4,800,000	4,800,000	4,800,000
Other funds - Public instruction fund/carryover	8,080,000	8,080,000	0	(8,080,000)	(8,080,000)
Total - Program grants	$17,205,000	$24,216,027	$25,016,027	$800,000	$7,811,027
Other grants - Other funds					
Federal grants	$382,513,893	$412,219,602	$412,219,602	$0	$29,705,709
Displaced homemaker program	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$382,738,893	$412,444,602	$412,444,602	$0	$29,705,709
Total state school aid and other grants - All funds	$2,781,718,744	$2,940,490,969	$2,958,682,112	$18,191,143	$176,963,368

	2025-27 Base Budget	2025-27 House Version	2025-27 Senate Version	2025-27 Senate Version Increase (Decrease) Compared to House Version	2025-27 Senate Version Increase (Decrease) Compared to Base Budget
Agency administration					
Administration - General fund	$13,252,390	$19,797,997	$19,797,997	$0	$6,545,607
Administration - Other funds	39,505,695	43,545,390	43,545,390	0	4,039,695
Native American program and text book (one-time) - Foundation aid stabilization fund (House) SIIF (Senate)		950,000	950,000	0	950,000
Total - Agency administration	$52,758,085	$64,293,387	$64,293,387	$0	$11,535,302
Passthrough grants, student information systems, and national board certification					
National writing projects	$40,000	$70,000	$40,000	($30,000)	$0
Rural art outreach project	425,000	425,000	425,000	0	0
Mentoring program/ND Rise	2,500,000	4,500,000	3,700,000	(800,000)	1,200,000
Governor's school grants	500,000	500,000	500,000	0	0
Science center grants (one-time)	0	10,000,000	0	(10,000,000)	0
"We the People" program	70,000	70,000	70,000	0	0
Cultural heritage grants/TeenPact	34,000	20,000	0	(20,000)	(34,000)
Robokind pilot project (one-time)	0	250,000	0	(250,000)	0
Innovation intermediary (one-time)	0	0	0	0	0
2Revolutions program (one-time)	0	0	0	0	0
Educational savings accounts	0	0	0	0	0
Total - Passthrough grants	$3,569,000	$15,835,000	$4,735,000	($11,100,000)	$1,166,000
Student information systems	5,775,000	5,775,000	5,775,000	0	0
National board certification	176,290	176,290	176,290	0	0
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$21,786,290	$10,686,290	($11,100,000)	$1,166,000
General fund	$6,451,290	$8,701,290	$10,686,290	$1,985,000	$4,235,000
Other funds - Foundation aid stabilization fund		0	0	0	0
Other funds - Strategic investment and improvements fund		10,000,000	0	(10,000,000)	0
Other funds - Public instruction fund/carryover	3,069,000	3,085,000	0	(3,085,000)	(3,069,000)
Total - Passthrough grants, student information systems, and national board certification	$9,520,290	$21,786,290	$10,686,290	($11,100,000)	$1,166,000
Total - Agency administration, passthrough grants, student information systems, and national board certification - All funds	$62,278,375	$86,079,677	$74,979,677	($11,100,000)	$12,701,302
Total Department of Public Instruction - All funds	$2,843,997,119	$3,026,570,646	$3,033,661,789	$7,091,143	$189,664,670
Department of Public Instruction - Funding					
Total - General fund	$1,728,750,445	$1,734,488,304	$1,832,244,447	$97,756,143	$103,494,002
Total - Other funds	1,115,246,674	1,292,082,342	1,201,417,342	(90,665,000)	86,170,668
Total Department of Public Instruction - All funds	$2,843,997,119	$3,026,570,646	$3,033,661,789	$7,091,143	$189,664,670
FTE positions	86.25	86.25	86.25	0.00	

Legislative Council

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

	House Version				Senate Version				Senate Compared to House Version			
									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												
Base payroll changes				$0				$0				$0
Salary increase		$268,445	($1)	268,444		$268,445	($1)	268,444				0
Health insurance increase		175,347		175,347		175,347		175,347				0
Adds 1 FTE enrollment and office support specialist position	1.00	175,450		175,450	0.00	0		0	(1.00)	($175,450)		(175,450)
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		(22,586)		(22,586)		(5,041)		(5,041)		17,545		17,545
Transfers funding for 2025-27 biennium vacant FTE pool		(67,623)		(67,623)		(67,623)		(67,623)				0
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				0
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				0
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		192,000		192,000		192,000		192,000				0
Total ongoing funding changes	**1.20**	**$1,278,288**	**$1,949,000**	**$3,227,288**	**0.20**	**$1,120,383**	**$1,949,000**	**$3,069,383**	**(1.00)**	**($157,905)**	**$0**	**($157,905)**
One-Time Funding Items												
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				0
Total one-time funding changes	**0.00**	**$75,250**	**$25,000**	**$100,250**	**0.00**	**$75,250**	**$25,000**	**$100,250**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**1.20**	**$1,353,538**	**$1,974,000**	**$3,327,538**	**0.20**	**$1,195,633**	**$1,974,000**	**$3,169,633**	**(1.00)**	**($157,905)**	**$0**	**($157,905)**
2025-27 Total Funding	**32.00**	**$8,417,021**	**$6,524,000**	**$14,941,021**	**31.00**	**$8,259,116**	**$6,524,000**	**$14,783,116**	**(1.00)**	**($157,905)**	**$0**	**($157,905)**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*3.9%*	*18.1%*	*42.8%*	*27.8%*	*0.6%*	*15.9%*	*42.8%*	*26.4%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.9%*	*19.2%*	*43.4%*	*28.7%*	*0.6%*	*16.9%*	*43.4%*	*27.3%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in Center for Distance Education - Budget No. 204

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	Includes a section to provide for the use of funding in the new and vacant FTE pool line item.	

Legislative Council

State Library - Budget No. 250
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version			
									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	26.75	$6,682,484	$2,499,073	$9,181,557	26.75	$6,682,484	$2,499,073	$9,181,557	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$54,119	$9,086	$63,205		$54,119	$9,086	$63,205				$0
Salary increase		142,834	25,990	168,824		142,834	25,990	168,824				0
Health insurance increase		144,163	18,021	162,184		144,163	18,021	162,184				0
Adds funding to replace the 2023-25 biennium vacant FTE pool		93,855	17,697	111,552		93,855	17,697	111,552				0
Transfers funding for 2025-27 biennium vacant FTE pool		(39,474)	(6,619)	(46,093)		(39,474)	(6,619)	(46,093)				0
Adds funding for targeted salary increases		128,000		128,000		128,000		128,000				0
Adds funding for salaries related to retirement payout		20,000		20,000		20,000		20,000				0
Base budget changes to operating expenses			138,535	138,535			138,535	138,535				0
Adjusts base budget funding sources for operating expenses		(74,119)	74,119	0		(74,119)	74,119	0				0
Adds funding for IT rate increases		76,543	28,310	104,853		76,543	28,310	104,853				0
Adds funding for rent increase		14,389		14,389		14,389		14,389				0
Adds funding for operating expenses related to an interlibrary loan bridge		450,000		450,000		450,000		450,000				0
Total ongoing funding changes	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$0**	**$0**	**$0**
One-Time Funding Items												
No one-time funding items				$0				$0				$0
Total one-time funding changes	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$1,010,310**	**$305,139**	**$1,315,449**	**0.00**	**$0**	**$0**	**$0**
2025-27 Total Funding	**26.75**	**$7,692,794**	**$2,804,212**	**$10,497,006**	**26.75**	**$7,692,794**	**$2,804,212**	**$10,497,006**	**0.00**	**$0**	**$0**	**$0**
Federal funds included in other funds			*$2,737,392*				*$2,737,392*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*0.0%*	*15.1%*	*12.2%*	*14.3%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in State Library - Budget No. 250

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section regarding the use of funding in the new and vacant FTE pool line item.	Includes a section regarding the use of funding in the new and vacant FTE pool line item.	
State aid to public libraries	Includes a section to provide that of the $1,737,582 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.	Includes a section to provide that of the $1,737,582 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.	
Exemption - Unexpended library building improvements appropriation	Adds a section to allow the State Library to continue 2023-25 biennium funding for library building improvements	Includes a section to allow the State Library to continue 2023-25 biennium funding for library building improvements	

Legislative Council

School for the Deaf - Budget No. 252
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version 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	45.36	$8,336,306	$2,811,557	$11,147,863	45.36	$8,336,306	$2,811,557	$11,147,863	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$266,392	($337,071)	($70,679)		$266,392	($337,071)	($70,679)				$0
Salary increase		311,091	22,901	333,992		311,091	22,901	333,992				0
Removes duplicated salary increases		(91,102)	(14,725)	(105,827)		(91,102)	(14,725)	(105,827)				0
Health insurance increase		301,397	28,883	330,280		301,397	28,883	330,280				0
Adds funding for teacher salary increases		223,535		223,535		223,535		223,535				0
Adds a .75 FTE paraprofessional position for the preschool program	0.75	118,474		118,474	0.75	118,474		118,474				0
Adds a .75 FTE dormitory counselor position for the preschool program	0.75	106,116		106,116	0.75	106,116		106,116				0
Adds funding to replace 2023-25 biennium new FTE pool		115,294		115,294		115,294		115,294				0
Adds funding to replace 2023-25 biennium vacant FTE pool		198,684	14,859	213,543		198,684	14,859	213,543				0
Transfers funding for 2025-27 biennium new FTE pool		(22,459)		(22,459)		(22,459)		(22,459)				0
Transfers funding for 2025-27 biennium vacant FTE pool		(84,746)	(6,727)	(91,473)		(84,746)	(6,727)	(91,473)				0
Increases funding for base budget operating expenses and adjusts funding sources from the general fund and federal funds to special funds available from trust fund distributions, rents, and service revenue		(266,392)	359,571	93,179		(266,392)	359,571	93,179				0
Increases funding, including special funds available from trust fund distributions, rents, and service revenue, for operating expenses related to IT rate increases		26,085	8,695	34,780		26,085	8,695	34,780				0
Increases funding for various operating expenses		122,880		122,880		122,880		122,880				0
Adds funding for online courses		70,000		70,000		70,000		70,000				0
Total ongoing funding changes	**1.50**	**$1,395,249**	**$76,386**	**$1,471,635**	**1.50**	**$1,395,249**	**$76,386**	**$1,471,635**	**0.00**	**$0**	**$0**	**$0**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for equipment replacement			$45,000	$45,000			$45,000	$45,000				$0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for campus security upgrades			238,800	238,800			238,800	238,800				0
Total one-time funding changes	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$283,800**	**$283,800**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**1.50**	**$1,395,249**	**$360,186**	**$1,755,435**	**1.50**	**$1,395,249**	**$360,186**	**$1,755,435**	**0.00**	**$0**	**$0**	**$0**
2025-27 Total Funding	**46.86**	**$9,731,555**	**$3,171,743**	**$12,903,298**	**46.86**	**$9,731,555**	**$3,171,743**	**$12,903,298**	**0.00**	**$0**	**$0**	**$0**
Federal funds included in other funds			*$125,637*				*$125,637*				*$0*	
Total ongoing changes - Percentage of base level	*3.3%*	*16.7%*	*2.7%*	*13.2%*	*3.3%*	*16.7%*	*2.7%*	*13.2%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*3.3%*	*16.7%*	*12.8%*	*15.7%*	*3.3%*	*16.7%*	*12.8%*	*15.7%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in School for the Deaf - Budget No. 252

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section regarding the use of funding in the new and vacant FTE pool line item.	Includes a section regarding the use of funding in the new and vacant FTE pool line item.	
Exemption - Unexpended appropriations for boiler replacement and fire alarm and controls	Adds a section to allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.	Includes a section to allow the School for the Deaf to continue 2023-25 funding for the boiler replacement and fire alarm and controls to the 2025-27 biennium.	

Legislative Council

North Dakota Vision Services - School for the Blind - Budget No. 253
Agency Worksheet - House Bill No. 1013

	House Version				Senate Version				Senate Compared to House Version 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	27.75	$5,240,991	$1,206,705	$6,447,696	27.75	$5,240,991	$1,206,705	$6,447,696	0.00	$0	$0	$0
2025-27 Ongoing Funding Changes												
Base payroll changes		$5,708	($158,112)	($152,404)		$5,708	($158,112)	($152,404)				$0
Salary increase		193,140	5,388	198,528		193,140	5,388	198,528				0
Removes duplicated salary increases		(83,982)		(83,982)		(83,982)		(83,982)				0
Health insurance increase		156,157	6,006	162,163		156,157	6,006	162,163				0
Adds 1 FTE assistive technology position				0	1.00	152,723		152,723	1.00	$152,723		152,723
Adds funding for teacher salary increases		108,950		108,950		108,950		108,950				0
Adds funding to replace 2023-25 biennium vacant FTE pool		124,322	7,765	132,087		124,322	7,765	132,087				0
Transfers funding for 2025-27 biennium new FTE pool				0		(15,272)		(15,272)		(15,272)		(15,272)
Transfers funding for 2025-27 biennium vacant FTE pool		(50,740)	(1,539)	(52,279)		(50,740)	(1,539)	(52,279)				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			50,000	50,000			50,000	50,000				0
Base budget increases and funding source adjustments for operating expenses to provide additional funding from special funds available from trust fund distributions, rents, and service revenue		(5,708)	197,304	191,596		(5,708)	197,304	191,596				0
Increases funding for operating expenses related to IT rate increases		18,356	6,119	24,475		18,356	6,119	24,475				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT costs related to a database			20,000	20,000			20,000	20,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to programming, utilities, outreach, maintenance, and advertising			142,500	142,500			142,500	142,500				0
Removes base funding for capital assets for extraordinary repairs			(39,192)	(39,192)			(39,192)	(39,192)				0
Total ongoing funding changes	**0.00**	**$466,203**	**$236,239**	**$702,442**	**1.00**	**$603,654**	**$236,239**	**$839,893**	**1.00**	**$137,451**	**$0**	**$137,451**
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to equipment less than $5,000			$28,000	$28,000			$28,000	$28,000				$0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a door			10,000	10,000			10,000	10,000				0

Adds one-time funding special funds available from trust fund distributions, rents, and service revenue for capital assets to remodel breakroom areas			55,000	55,000			55,000	55,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace kitchen cabinets			55,000	55,000			0	0			($55,000)	(55,000)
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace the south parking lot			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace a lawn/snow tractor				0			55,000	55,000			55,000	55,000
Total one-time funding changes	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$298,000**	**$298,000**	**0.00**	**$0**	**$0**	**$0**
Total Changes to Base Level Funding	**0.00**	**$466,203**	**$534,239**	**$1,000,442**	**1.00**	**$603,654**	**$534,239**	**$1,137,893**	**1.00**	**$137,451**	**$0**	**$137,451**
2025-27 Total Funding	**27.75**	**$5,707,194**	**$1,740,944**	**$7,448,138**	**28.75**	**$5,844,645**	**$1,740,944**	**$7,585,589**	**1.00**	**$137,451**	**$0**	**$137,451**
Federal funds included in other funds			*$0*				*$0*				*$0*	
Total ongoing changes - Percentage of base level	*0.0%*	*8.9%*	*19.6%*	*10.9%*	*3.6%*	*11.5%*	*19.6%*	*13.0%*	*N/A*	*N/A*	*N/A*	*N/A*
Total changes - Percentage of base level	*0.0%*	*8.9%*	*44.3%*	*15.5%*	*3.6%*	*11.5%*	*44.3%*	*17.6%*	*N/A*	*N/A*	*N/A*	*N/A*

Other Sections in North Dakota Vision Services - School for the Blind - Budget No. 253

Section Description	House Version	Senate Version	
New and vacant FTE pool line item	Adds a section to provide for the use of funding in the new and vacant FTE pool line item.	Includes a section to provide for the use of funding in the new and vacant FTE pool line item.	

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
4/23/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

11:32 a.m. Chairman Richter called the meeting to order.

Members present: Chairman Richter, Representatives Louser, Nathe and Senators Conley, Schaible and Sorvaag.

Discussion Topics:

- School Lunch Meals

11:33 a.m. Chairman Richter went over budget, previous testimony #45136 from 4/22/2025.

11:38 a.m. Senator Schaible introduced amendment #45156.

11:40 a.m. Representative Louser moved amendment allowing electronic forms for eligibility for free and reduced meals #45156.

11:40 a.m. Representative Nathe seconded the motion.

11:40 a.m. Roll Call Vote. Motion passed 6-0-0.

11:42 a.m. Discussion

11:56 a.m. Chairman Richter adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk

HB 1013 042325 2234 PM Roll Call Vote

Amendment

HB 1013

Date Submitted: April 23, 2025, 11:40 p.m.

Action: Passed

Amendment LC #: Pending LC #

Motioned By: Louser, Scott

Seconded By: Nathe, Mike

Emergency Clause: None

Vote Results: 6 - 0 - 0

Description: Schaible Amendment

Rep. Richter, David	Yea
Rep. Nathe, Mike	Yea
Rep. Louser, Scott	Yea
Sen. Schaible, Donald	Yea
Sen. Sorvaag, Ronald	Yea
Sen. Conley, Cole	Yea

A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

Section 1. Electronic Collection of Free and Reduced-Price Meal Eligibility Information – Requirement.

1. Each school district shall annually provide an electronic form to all parents or guardians of enrolled students to collect household income information necessary to determine eligibility for free and reduced-price meals under the National School Lunch Program and other relevant federal and state assistance programs.
2. The electronic form must be made available to all parents or guardians at the beginning of the eligibility period or beginning of each school year and must be designed to facilitate ease of completion and submission.
3. A school district shall offer a paper form upon request of a parent or guardian who prefers a non-electronic submission method.

SECTION 2. EFFECTIVE DATE.
This Act becomes effective for the ~~2025-2026~~ 26-27 school year.

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
4/24/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

8:36 a.m. Chairman Richter called the meeting to order.

Members present: Chairman Richter, Representative Louser, Nathe, Senators Conley, Schaible, Sorvaag.

Discussion Topics:

- DPI
- Grants
- Adult Education

8:37 a.m. Kristen Baesler, State Superintendent, Department of Public Instruction answered questions #45159.

8:59 p.m. Chairman Richter closed the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk

ND NETWORK for PERSONALIZED LEARNING

1.) Personalized Learning Workshops—

These educational provided opportunities for educators, coaches, and leaders to come together for a full day of learning, collaboration, and sharing. Each workshop will focus on a specific topic such as "Utilizing Standards in a Learner-Centered Vision" and include breakout sessions led by ND district educators.

1.	Bismarck Public Schools	10.	Oakes Public School
2.	Bowman County Public School	11.	Richland Public School
3.	Dickinson Public Schools	12.	SEEC
4.	Eight Mile Public School	13.	Theodore Jamerson Elementary School
5.	Fargo Public Schools	14.	UND
6.	Jamestown Public Schools	15.	University of Mary
7.	Linton Public School	16.	Valley City Public Schools
8.	Mandan Public Schools	17.	Valley City State University
9.	Northern Cass Public School	18.	West Fargo Public Schools

2.) Personalized Learning Site Visits—

The collaborative, district-led site visits, which occur multiple times throughout the school year, allow schools and districts to experience personalized learning through classroom walk-throughs, panel discussions, and reflections on best practices for their own school environments. Site visits encourage districts to learn from and support each other as they shift to a more personalized approach.

1.	Fargo Public Schools	5.	Northern Cass Public School
2.	Jamestown Public Schools	6.	Oakes Public School
3.	Milnor Public School	7.	West Fargo Public Schools
4.	North Border Public School		

3.) Learning Cycles for Personalized Learning—

This learning opportunity allowed district and building-level teams of 3-4 educators to participate in a 6-week Learning Cycle designed to empower each with the skills and strategies needed to personalize learning. Through collaborative coaching and hands-on support, team members will design and implement innovative practices that meet the diverse needs of all learners.

1.	Northern Cass Public School	3.	Richland Public School
2.	Oakes Public School	4.	West Fargo Public Schools

4.) Personalized Learning Community of Practice through 2Revolutions—

This focused learning experience for educators, by educators, is designed to empower teachers to create a more learner-centered classroom. The community of practice framework offers both face-to-face and online professional learning to support teachers in implementing personalized learning strategies.

1. Alexander Public Schools	5. Northern Cass Public Schools
2. Bismarck Public Schools	6. Oakes Public Schools
3. Dickinson Public Schools	7. Solen Public Schools
4. Jamestown Public Schools	8. YCC

5.) ND Personalized Learning Network Newsletter—

The ND Network for Personalized Learning provided a customized, regularly distributed publication sharing information and resources to all network participants. This tool highlighted practices occurring across North Dakota, opportunities for learning and connecting with others, and shared emerging innovations across schools and districts.

Schools/Districts		Colleges/Universities	Other
1. Bismarck	19. Mt. Pleasant	34. Cankdeska Cikana Community College	43. CREA
2. Devils Lake	20. New England	35. Dickinson State	44. ESPB
3. Dickinson	21. North Border	36. Mayville State	45. NCEC
4. Emerado	22. North Sargent	37. Minot State	46. ND United
5. Fargo	23. Northern Cass	38. NDSCS	47. NDDPI
6. Fort Yates	24. Oakes	39. NDSU	48. NESC
7. Hankinson	25. Richardton-Taylor	40. UND	49. RRVEC
8. Jamestown	26. Richland	41. University of Mary	50. SEEC
9. John Paul II	27. Rolla	42. Valley City State	51. WERC
10. Kenmare	28. Rugby		52. YCC
11. Larimore	29. St. Catherine		
12. Linton	30. Tioga		
13. Mandan	31. Valley City		
14. Maple Valley	32. Warwick		
15. McClusky-Goodrich	33. West Fargo		
16. Minnewaukan			
17. Minot			
18. Mohall-Lansford-Sherwood			

Intermediary Structure

- Authority to create and fund a "Center for Excellence in Innovative Education"
- Advisory Board – Similar to Center for Excellence structure
  - Visionary partners
  - Ensuring integrity to the goal
- RFP application structure

Intermediary Focus

LEARN	SHARE	LEADERSHIP	IMPACT & IMPROVEMENT
Prof. Learning Sessions & Learning Cycles	Storytelling	Leadership coaching and direct support	Data Collection Instruments
District Site Visits	Facebook	Change management, instructional leadership and development	Structure for Continuous Improvement
PL in Action Videos	Newsletter	Lead for Learners - Portrait of a Leader - Emerging Leaders	Reports
Resource Development (State-level docs, toolkits, etc.)	Website	Leadership Certification	Findings & Dissemination
Teacher Preparation		Varied entry points for support	

Key Findings – Implementation

- Focus on Shared Visioning Pays Off
- Classroom practices that grow student agency allow for early wins
- Fostering transparency is critical for shifting systems

Overall Lessons Learned

- Context makes a difference
- Leadership sets the stage for success
- School culture is critical
- Leverage the power of networks and cohorts
- Personalized, competency-based learning takes time

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
4/24/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

3:30 p.m. Chairman Richter called the meeting to order.

Members present: Chairman Richter, Representatives Louser, Nathe and Senators Conley, Schaible and Sorvaag.

Discussion Topics:

- Budget Requests
- Department of Public Instruction

3:33 p.m. Dr. Alyssa Martin, Director, ND Center for Distance Education answered questions.

3:43 p.m. Chairman Richter discussed previous testimony #45136 from 4/22/2025.

3:50 p.m. Jamie Mertz, Director of Fiscal Management, Department of Public Instruction answered questions.

3:58 p.m. Chairman Richter adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
4/30/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

1:31 p.m. Chairman Richter called the meeting to order.

Members present: Chairman Richter, Representatives Louser, Nathe, Senators Conley, Schaible, Sorvaag.

Discussion Topics:

- Budget Request
- Wording of "Teachers"

1:33 p.m. Representative Richter, covered budget, previously submitted testimony #45136 from 4/22/25.

1:37 p.m. Kirsten Baesler, Administrator, Department of Public Instruction, answered questions.

2:02 p.m. Chairman Richter adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
5/1/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

2:00 p.m. Chairman Richter called the meeting to order.

Members present: Chairman Richter, Representatives Louser, Nathe, Senators Conley, Schaible, Sorvaag.

Discussion Topics:

- Committee Action

2:04 p.m. Chairman Richter went over budget long sheet, previously submitted testimony #45136 from 4/22/2025.

2:05 p.m. Representative Nathe moved to amend equity pay to $100,000.

2:05 p.m. Senator Conley seconded the motion.

2:06 p.m. Roll Call Vote. Motion passed 5-1-0.

2:27 p.m. Representative Nathe moved to adopt the amendment.

2:27 p.m. Senator Conly seconded the motion.

2:27 p.m. Roll Call Vote. Motion passed 5-1-0.

2:27 p.m. Representative Nathe moved amendments In Place of LC #25.0157.02005.

2:28 p.m. Senator Conley seconded the motion.

2:28 p.m. Roll Call Vote. Motion passed 6-0-0. Representative Richter and Senator Schaible will carry the bill.

2:28 p.m. Chairman Richter adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk

25.0157.02006
Title.04000
Fiscal No. 1

Prepared by the Legislative Council staff for Conference Committee

May 2, 2025

CO
5/2/25
1 of 22

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

In place of amendment (25.0157.02005) adopted by the Senate, Engrossed House Bill No. 1013 is amended by amendment (25.0157.02006) as follows:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to create and enact a new section to chapter 15.1-07 of the North Dakota Century Code, relating to the collection of free or reduced-price meal eligibility information; to amend and reenact ~~section~~sections 15.1-02-02 and 15.1-27-16 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and administrative cost-sharing; to provide for a transfer; to provide a report; ~~and~~ to provide an exemption; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$1,121,603~~	~~$21,086,368~~
~~New and vacant FTE pool~~	~~0~~	~~695,495~~	~~695,495~~
~~Operating expenses~~	~~32,793,320~~	~~9,718,204~~	~~42,511,524~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~116,655,489~~	~~2,416,330,340~~
~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~5,400,000~~	~~63,500,000~~
~~Grants - other grants~~	~~382,738,893~~	~~29,705,709~~	~~412,444,602~~
~~Grants - program grants~~	~~17,205,000~~	~~7,011,027~~	~~24,216,027~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~12,266,000~~	~~15,835,000~~
~~PowerSchool~~	~~5,775,000~~	~~(5,775,000)~~	~~0~~
~~Student information systems~~	~~0~~	~~5,775,000~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$182,573,527~~	~~$3,026,570,646~~
~~Less other funds~~	~~1,115,246,674~~	~~176,835,668~~	~~1,292,082,342~~
~~Total general fund~~	~~$1,728,750,445~~	~~$5,737,859~~	~~$1,734,488,304~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	10,618,819	43,412,139
Integrated formula payments	2,299,674,851	114,602,852	2,414,277,703
Grants - special education	24,000,000	(2,000,000)	22,000,000
Grants - transportation	58,100,000	2,000,000	60,100,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	8,511,027	25,716,027
Grants - passthrough grants	3,569,000	1,166,000	4,735,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$166,421,505	$3,010,418,624
Less other funds	1,115,246,674	187,164,012	1,302,410,686

Total general fund	$1,728,750,445	($20,742,507)	$1,708,007,938
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$2,966,477~~	~~$14,579,960~~
~~New and vacant FTE pool~~	~~0~~	~~361,061~~	~~361,061~~
~~Total all funds~~	~~$11,613,483~~	~~$3,327,538~~	~~$14,941,021~~
~~Less other funds~~	~~4,550,000~~	~~1,974,000~~	~~6,524,000~~
~~Total general fund~~	~~$7,063,483~~	~~$1,353,538~~	~~$8,417,021~~
~~Full-time equivalent positions~~	~~30.80~~	~~1.20~~	~~32.00~~
Center for distance education	$11,613,483	$3,066,477	$14,679,960
New and vacant FTE pool	0	203,156	203,156
Total all funds	$11,613,483	$3,269,633	$14,883,116
Less other funds	4,550,000	2,074,000	6,624,000
Total general fund	$7,063,483	$1,195,633	$8,259,116
Full-time equivalent positions	30.80	0.20	31.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$241,078~~	~~$5,779,896~~
~~New and vacant FTE pool~~	~~0~~	~~121,985~~	~~121,985~~
~~Operating expenses~~	~~869,686~~	~~406,571~~	~~1,276,257~~
~~Capital assets~~	~~39,192~~	~~230,808~~	~~270,000~~
~~Total all funds~~	~~$6,447,696~~	~~$1,000,442~~	~~$7,448,138~~
~~Less other funds~~	~~1,206,705~~	~~534,239~~	~~1,740,944~~
~~Total general fund~~	~~$5,240,991~~	~~$466,203~~	~~$5,707,194~~
~~Full-time equivalent positions~~	~~27.75~~	~~0.00~~	~~27.75~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	259,436	259,436
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,137,893	$7,585,589
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$603,654	$5,844,645
Full-time equivalent positions	27.75	1.00	28.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation
~~Grand total all funds~~	~~$2,882,387,718~~	~~$189,972,391~~	~~$3,072,360,109~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~180,009,232~~	~~1,306,323,241~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$9,963,159~~	~~$1,766,036,868~~
Grand total all funds	$2,882,387,718	$173,899,915	$3,056,287,633
Less grand total other funds	1,126,314,009	190,437,576	1,316,751,585
Grand total general fund	$1,756,073,709	($16,537,661)	$1,739,536,048

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
~~Department of Pubic Instruction~~			
~~Science center grants~~	~~$0~~	~~$10,000,000~~	~~$10,000,000~~
~~Teacher retention program~~	~~0~~	~~2,500,000~~	~~2,500,000~~
~~School board training~~	~~0~~	~~1,500,000~~	~~1,500,000~~
~~Native American essential understandings and book series~~	~~0~~	~~950,000~~	~~950,000~~
~~Statewide reading tool~~	~~500,000~~	~~0~~	~~500,000~~
~~Dyslexia training~~		~~300,000~~	~~300,000~~
~~Assistive technology and curriculum pilot~~	~~250,000~~	~~0~~	~~250,000~~
~~Total department of public instruction~~	~~$750,000~~	~~$15,250,000~~	~~$16,000,000~~
Department of Pubic Instruction			
Teacher retention program	$0	$2,000,000	$2,000,000
School board training	0	1,500,000	1,500,000
Early learning program	0	1,500,000	1,500,000

Centers of excellence	0	1,000,000	1,000,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	0	500,000	500,000
Dyslexia training	0	300,000	300,000
Total department of public instruction	$0	$7,750,000	$7,750,000
Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
~~Kitchen cabinet replacement~~	~~0~~	~~55,000~~	~~55,000~~
Tractor replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
~~Grand total~~	~~$825,250~~	~~$15,856,800~~	~~$16,682,050~~
Grand total	$75,250	$8,356,800	$8,432,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each

respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 5. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$219,250,000~~$233,000,000 from the foundation aid stabilization fund for integrated formula payments~~, various program grants, and a Native American program and textbook~~.

SECTION 6. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$10,000,000~~$6,250,000 from the strategic investment and improvements fund for ~~science center grants~~one-time program grants, relating to dyslexia training, a statewide reading tool, a teacher retention program, a centers of excellence program, school board training, and a Native American essential understandings program and book series.

SECTION 7. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 8. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction

shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 9. MEDICAID MATCHING FUNDING - WITHHOLDING AND DISTRIBUTION. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program, for the biennium beginning July 1, 2025, and ending June 30, 2027. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes ~~$700,000~~$600,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 11. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$4,500,000~~$6,000,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred twenty-five percent of the federal poverty guideline, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 12. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and

scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 13. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 14. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 15. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public

instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of ~~$11,165,000~~$11,000,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing ~~program and passthrough grants~~integrated formula payments as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 16. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended

funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 20. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

SECTION 21. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

Electronic collection of free or reduced-price meal eligibility information - Requirements.

1. Each school district shall annually provide an electronic form to all parents or guardians of enrolled students to collect household income information necessary to determine eligibility for free or reduced-price meals under the national school lunch program and other relevant federal and state assistance programs.
2. The electronic form must be made available to all parents or guardians at the beginning of the eligibility period or the beginning of each school year and must be designed to facilitate ease of completion and submission.
3. A school district shall offer a paper form upon request of a parent or guardian who prefers a nonelectronic submission method.

SECTION 22. AMENDMENT. Section 15.1-27-16 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-16. ~~Per student payments - Administrative cost-sharing - Cooperating districts and special education units. (Effective through June 30, 2026)~~

~~1. If any school district receiving payments under this chapter cooperates with another school district for the joint provision of educational services under a plan approved by~~

~~the superintendent of public instruction, the superintendent of public instruction shall, notwithstanding the provisions of section 15.1-27-03.2, create and assign a separate weighting factor that allows the cooperating districts to receive, for a period of four years, a payment rate equivalent to that which each district would have received had the cooperative plan not taken effect. The superintendent of public instruction shall compute the separate weighting factor to four decimal places and that weighting factor is effective for the duration of the cooperative plan.~~

~~2. A school district that is cooperating with another school district under a cooperative plan approved by the superintendent of public instruction, and which has taxable property located in the same city as the other school district under the cooperative plan, may not be required as part of the cooperative plan to:~~

~~a. Provide unduplicated grade level services; or~~

~~b. Share administrative personnel.~~

~~3. If any school district in the state receiving payments under this chapter or any special education unit in the state cooperates with another school district or special education unit to jointly employ or contract with a superintendent or a school district business manager, or both, or to jointly employ or contract with a special education unit director or a special education unit business manager, or both, the superintendent of public instruction shall provide partial reimbursement of the salary of the superintendent or the school district business manager, or both, or partial reimbursement of the salary of the special education unit director or the special education unit business manager, or both, as follows:~~

~~a. If the salary exceeds two hundred thousand dollars, the amount of the reimbursement must be calculated based upon two hundred thousand dollars. Each cooperating school district or special education unit shall receive a prorated share of the reimbursement percentages listed below each year for four years. The prorated reimbursement is based on the percentage of full-time equivalency that the superintendent or school district business manager, or both, or the special education unit director or special education unit business manager, or both, are employed or contracted by each district or special education unit. The percentage of reimbursement for the salary of the jointly hired superintendent or~~

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~~school district business manager, or both, or of the jointly hired special education unit director or special education unit business manager, or both, must be as follows:~~

~~(1) If two schools or special education units are cooperating, ten percent of the salary;~~

~~(2) If three schools or special education units are cooperating, fifteen percent of the salary;~~

~~(3) If four schools or special education units are cooperating, twenty percent of the salary; and~~

~~(4) If five or more schools or special education units are cooperating, twenty-five percent of the salary.~~

~~b. To be eligible for reimbursement under this subsection, the cooperating school districts or special education units must:~~

~~(1) Have been approved by the superintendent of public instruction and have implemented their administrative cost-sharing program after June 30, 2022; and~~

~~(2) Submit the salary of the superintendent or school district business manager, or both, or the salary of the special education unit director or special education unit business manager, or both, to the superintendent of public instruction by June first of each year.~~

~~**Per student payments - Cooperating districts. (Effective after June 30, 2026)**~~

1. If any school district receiving payments under this chapter cooperates with another school district for the joint provision of educational services under a plan approved by the superintendent of public instruction, the superintendent of public instruction shall, notwithstanding the provisions of section 15.1-27-03.2, create and assign a separate weighting factor that allows the cooperating districts to receive, for a period of four years, a payment rate equivalent to that which each district would have received had the cooperative plan not taken effect. The superintendent of public instruction shall compute the separate weighting factor to four decimal places and that weighting factor is effective for the duration of the cooperative plan.

2. A school district that is cooperating with another school district under a cooperative plan approved by the superintendent of public instruction, and which has taxable property located in the same city as the other school district under the cooperative plan, may not be required as part of the cooperative plan to:
   a. Provide unduplicated grade level services; or
   b. Share administrative personnel.

SECTION 23. EFFECTIVE DATE. Section 21 of this Act becomes effective July 1, 2026.

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STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Department of Public Instruction						
Total all funds	$2,843,997,119	$3,026,570,646	($16,152,022)	$3,010,418,624	$3,033,661,789	($23,243,165)
Less estimated income	1,115,246,674	1,292,082,342	10,328,344	1,302,410,686	1,201,417,342	100,993,344
General fund	$1,728,750,445	$1,734,488,304	($26,480,366)	$1,708,007,938	$1,832,244,447	($124,236,509)
FTE	86.25	86.25	0.00	86.25	86.25	0.00
Center for Distance Education						
Total all funds	$11,613,483	$14,941,021	($57,905)	$14,883,116	$14,783,116	$100,000
Less estimated income	4,550,000	6,524,000	100,000	6,624,000	6,524,000	100,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116	$8,259,116	$0
FTE	30.80	32.00	(1.00)	31.00	31.00	0.00
State Library						
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006	$10,497,006	$0
Less estimated income	2,499,073	2,804,212	0	2,804,212	2,804,212	0
General fund	$6,682,484	$7,692,794	$0	$7,692,794	$7,692,794	$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00
School for the Deaf						
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298	$12,903,298	$0
Less estimated income	2,811,557	3,171,743	0	3,171,743	3,171,743	0
General fund	$8,336,306	$9,731,555	$0	$9,731,555	$9,731,555	$0
FTE	45.36	46.86	0.00	46.86	46.86	0.00
Vision Services - School for the Blind						
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589	$7,585,589	$0
Less estimated income	1,206,705	1,740,944	0	1,740,944	1,740,944	0
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645	$5,844,645	$0
FTE	27.75	27.75	1.00	28.75	28.75	0.00
Bill total						
Total all funds	$2,882,387,718	$3,072,360,109	($16,072,476)	$3,056,287,633	$3,079,430,798	($23,143,165)
Less estimated income	1,126,314,009	1,306,323,241	10,428,344	1,316,751,585	1,215,658,241	101,093,344
General fund	$1,756,073,709	$1,766,036,868	($26,500,820)	$1,739,536,048	$1,863,772,557	($124,236,509)
FTE	216.91	219.61	0.00	219.61	219.61	0.00

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

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$19,964,765	$21,086,368		$21,086,368	$21,086,368	
New and vacant FTE pool		695,495		695,495	695,495	
Operating expenses	32,793,320	42,511,524	$900,615	43,412,139	42,511,524	$900,615
Integrated formula payments	2,299,674,851	2,416,330,340	(2,052,637)	2,414,277,703	2,437,121,483	(22,843,780)
Grants - Special education contracts	24,000,000	24,000,000	(2,000,000)	22,000,000	24,000,000	(2,000,000)
Grants - Transportation	58,100,000	63,500,000	(3,400,000)	60,100,000	60,100,000	
Grants - Other grants	382,738,893	412,444,602		412,444,602	412,444,602	
Grants - Program grants	17,205,000	24,216,027	1,500,000	25,716,027	25,016,027	700,000
Grants - Passthrough grants	3,569,000	15,835,000	(11,100,000)	4,735,000	4,735,000	
PowerSchool	5,775,000					
Student information systems		5,775,000		5,775,000	5,775,000	
National board certification	176,290	176,290		176,290	176,290	
Total all funds	$2,843,997,119	$3,026,570,646	($16,152,022)	$3,010,418,624	$3,033,661,789	($23,243,165)
Less estimated income	1,115,246,674	1,292,082,342	10,328,344	1,302,410,686	1,201,417,342	100,993,344
General fund	$1,728,750,445	$1,734,488,304	($26,480,366)	$1,708,007,938	$1,832,244,447	($124,236,509)
FTE	86.25	86.25	0.00	86.25	86.25	0.00

Department 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Increases Funding for School Improvement Contract[1]	Adjusts Funding Source of Integrated Formula Payments[2]	Decreases Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Decreases Funding for Special Education Contract Grants[5]	Increases Funding for the Free Meal Program[6]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$900,615					
Integrated formula payments			($2,052,637)			
Grants - Special education contracts					($2,000,000)	
Grants - Transportation				($3,400,000)		
Grants - Other grants						
Grants - Program grants						$1,500,000
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$900,615	$0	($2,052,637)	($3,400,000)	($2,000,000)	$1,500,000
Less estimated income	(1,006,656)	30,000,000	0	0	0	0
General fund	$1,907,271	($30,000,000)	($2,052,637)	($3,400,000)	($2,000,000)	$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Ongoing Program Grants[7]	Adjusts Funding for Ongoing Passthrough Grants[8]	Adjusts Funding for One-time Program Grants[9]	Removes One-time Funding for Assistive Technology and Curriculum[10]	Removes One-time Funding for Science Center Grants[11]	Adjusts One-Time Funding for a Native American Program and Textbook[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants	($2,000,000)		$500,000			
Grants - Passthrough grants		($850,000)		($250,000)	($10,000,000)	
PowerSchool						
Student information systems						
National board certification						
Total all funds	($2,000,000)	($850,000)	$500,000	($250,000)	($10,000,000)	$0
Less estimated income	(8,080,000)	(3,085,000)	1,000,000	0	(10,000,000)	0
General fund	$6,080,000	$2,235,000	($500,000)	($250,000)	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Early Learning Program Grant[13]	Total Conference Committee Changes
Salaries and wages		
New and vacant FTE pool		
Operating expenses		$900,615
Integrated formula payments		(2,052,637)
Grants - Special education contracts		(2,000,000)
Grants - Transportation		(3,400,000)
Grants - Other grants		
Grants - Program grants	$1,500,000	1,500,000
Grants - Passthrough grants		(11,100,000)
PowerSchool		
Student information systems		
National board certification		
Total all funds	$1,500,000	($16,152,022)
Less estimated income	1,500,000	10,328,344
General fund	$0	($26,480,366)
FTE	0.00	0.00

[1] Base budget funding of $1,006,656 for a school improvement contract is adjusted from special funds withheld from school districts' state aid to the general fund and is increased by $900,615 from the general fund to provide a total of $6,900,000 from the general fund, including funding from the general fund in the base budget of $280,344 and funding of $4,712,385 added in the House and Senate versions.

[2] Funding for integrated formula payments from the general fund is decreased by $30 million. The reduction is offset by an increase in funding from the foundation aid stabilization fund of $19 million, to provide a total of $233 million from the foundation aid stabilization fund, and by $11 million of funding from special funds from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund. The House provided $214 million, and the Senate provided $133 million, from the foundation aid stabilization fund for integrated formula payments.

[3] Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments, the same as the Senate version. The House included a reduction of $9,312,607 for cost to continue savings.	($1,900,000)
Increases the integrated formula payment rate 2.5 percent each year of the 2025-27 biennium. The House provided increases of 2 percent each year of the biennium and the Senate provided increases of 3 percent each year of the biennium. (House Bill No. 1369)	23,447,363
Removes the rolling 3-year average for the determination of average daily membership included by the House. The same as the Senate version. (House Bill No. 1369)	(8,000,000)
Adjusts the estimated increase in local revenue exempted from deduction in the state school aid formula, the same as the Senate version. The House included an increase of $12.5 million for the fiscal impact of the local revenue adjustment.	(2,000,000)
Removes the fiscal impact, included by the House, of a reduction in the percentage of local revenue contributed to the state school aid formula from 75 to 65 percent. The same as the Senate version. (House Bill No. 1381 was not approved by the Senate)	(13,500,000)
Decreases funding for annual grants to regional education associations due a to reduction in the number of regional education associations in the state. The same as the Senate version. The House did not reduce annual grants to regional education associations.	(100,000)
Total decrease in integrated formula payments	($2,052,637)

[4] Funding is decreased for transportation grants pursuant to Conference Committee amendments to the transportation grant formula approved in House Bill No. 1214 and for a reduction in the integrated formula payment rate increases provided in House Bill No. 1369, to provide a total of $60.1 million, the same as the Senate version. The House provided $63.5 million for transportation grants.

[5] Funding for special education contract grants is reduced to provide a total of $22 million. The House and Senate provided $24 million for special education contract grants.

[6] Funding for the free meal program is increased to provide a total of $6 million from the general fund and to expand eligibility to all students enrolled in public or nonpublic school at or below 225 percent of the federal poverty guideline, an increase from 200 percent of the federal poverty guideline and the same federal poverty guideline as the House and Senate versions. The House provided $4.5 million, and the Senate provided $7.3 million for the free meal program.

[7] Funding of $2,000,000 from the general fund, added by the House for a centers of excellence program, is removed the same as the Senate version. Funding for ongoing program grants totaling $8,080,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund, the same as the Senate version.

Total funding for ongoing program grants is provided as follows:

Ongoing Program Grants	General Fund
Adult education matching grants	$5,500,000
School food service matching grants	1,380,000
Free meal program	6,000,000
Leveraging the senior year	1,536,027
Building tomorrow's leaders program	50,000
Family engagement program	150,000
Paraprofessional-to-teacher program	3,000,000
Science of reading and literacy training program	1,000,000
Indians into STEM program	300,000
Total general fund	$18,916,027

[8] Funding for ongoing passthrough grants from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, added by the House for national writing projects ($30,000) and TeenPact ($20,000) is removed, the same as the Senate version. In addition, remaining funding for ongoing passthrough grants of $3,035,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund, the same as the Senate version. Funding from the general fund,

increased for teacher mentoring (ND Rise) by the House, is reduced $800,000 to provide an increase of $1,200,000 from the base budget, the same as the Senate version.

Total funding for ongoing passthrough grants is provided as follows:

Ongoing Passthrough Grants	General Fund
National writing projects	$40,000
Rural art outreach	425,000
ND RISE teacher mentoring program	3,700,000
Governor's School	500,000
"We the People" program	70,000
Total general fund	$4,735,000

[9] One-time funding of $500,000 from the general fund for the Amira statewide reading tool is adjusted to provide one-time funding the strategic investment and improvements fund (SIIF), the same as the Senate. The House provided one-time funding for the Amira statewide reading tool from the general fund. In addition, one-time funding from the foundation aid stabilization fund for dyslexia identification training ($300,000), a statewide teacher retention program ($2 million), and school board training ($1.5 million) is adjusted to provide funding from SIIF, a reduction to the statewide teacher retention program of $500,000 from the House and Senate versions.

The House provided one-time funding for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) from the foundation aid stabilization fund. The Senate provided one-time funding for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) from SIIF.

The Conference Committee added one-time funding of $1 million from SIIF for centers of excellence program grants. The House provided ongoing funding from the general fund for centers of excellence grants however the Senate removed the funding.

The Conference Committee provided the following one-time program grants from SIIF:

One-time Program Grants	SIIF
Statewide reading tool	$500,000
Dyslexia identification training	300,000
Statewide teacher retention program	2,000,000
Centers of excellence program	1,000,000
School board training	1,500,000
Total SIIF	$5,300,000

[10] One-time funding for a passthrough grant for a RoboKind pilot project related to assistive technology and curriculum, added by the House, is removed, the same as the Senate version.

[11] One-time funding of $10 million from SIIF, added for science center grants by the House, is removed, the same as the Senate version.

[12] One-time funding for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000) from the foundation aid stabilization fund is adjusted to provide funding from SIIF.

[13] The Conference Committee added one-time funding of $1.5 million from a grant provided by the Department of Health and Human Services for the Upstart Waterford project early learning program. This funding was identified as a grant to the Department of Public Instruction in the Conference Committee report for House Bill No. 1012 but was not included in the House or Senate versions.

This amendment also:

- Identifies $233,000,000 is provided from the foundation aid stabilization fund for integrated formula payments. The House provided $219,250,000 from the fund for integrated formula payments, various program grants, and a Native American program and textbook and the Senate provided $133,000,000 from the fund for integrated formula payments;
- Identifies $6,250,000 is provided from SIIF for various program grants and a Native American program and textbook. The House provided $10,000,000 from the fund for science center grants and the Senate provided $5,750,000 from the fund for various program grants and a Native American program and textbook;
- Reduces funding identified for annual grants to regional education associations (REAs), due to a reduction in

the number of REAs in the state, to provide a total of $600,000 for annual grants of $50,000 to each of the six remaining REAs, the same as the Senate. The House provided $700,000 for annual grants to REAs;

- Provides for the distribution of $6 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty. The House provided $4.5 million and increased eligibility from below 200 percent of poverty to below 225 percent of poverty. The Senate provided $7.3 million for grants to students below 225 percent of poverty;
- Requires the Superintendent of Public Instruction continue the lesser of $11,000,000, or the funding remaining in the integrated formula payments line item at the end of the 2023-25 biennium, into the 2025-27 biennium, the same as the Senate. The Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments. This change will reduce the estimated July 1, 2025, general fund balance by $11,000,000. The House version reduced the July 1, 2025, general fund balance by $11,165,000 and provided the funding for various program and passthrough grants;
- Creates a new section to Chapter 15.1-07, effective July 1, 2026, to require school districts to establish electronic collection of free or reduced-price meal eligibility information. This section was not included by the House or Senate; and
- Amends Section 15.1-27-16, related to administrative cost-sharing, to provide state reimbursement for administrative cost-sharing expires June 30, 2025, rather than June 30, 2026. This provision was not included in the House or Senate version. The House and Senate both removed $125,000 included in the base budget for one year of the administrative cost-sharing program.

House Bill No. 1013 - Center for Distance Education - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
New and vacant FTE pool		$361,061	($157,905)	$203,156	$203,156	
Center for Distance Education	$11,613,483	14,579,960	100,000	14,679,960	14,579,960	$100,000
Total all funds	$11,613,483	$14,941,021	($57,905)	$14,883,116	$14,783,116	$100,000
Less estimated income	4,550,000	6,524,000	100,000	6,624,000	6,524,000	100,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116	$8,259,116	$0
FTE	30.80	32.00	(1.00)	31.00	31.00	0.00

Department 204 - Center for Distance Education - Detail of Conference Committee Changes

	Removes 1 FTE Support Specialist Position[1]	Adds Funding for Market Equity Salary Increases[2]	Total Conference Committee Changes
New and vacant FTE pool	($157,905)		($157,905)
Center for Distance Education		$100,000	100,000
Total all funds	($157,905)	$100,000	($57,905)
Less estimated income	0	100,000	100,000
General fund	($157,905)	$0	($157,905)
FTE	(1.00)	0.00	(1.00)

[1] Funding for 1 FTE enrollment and office support specialist position is removed ($175,450) and estimated savings in the new and vacant FTE pool is adjusted by $17,545, The same as the Senate version.

[2] Funding from special funds from tuition revenue is provided for market equity salary increases. This funding was not included by the House or Senate.

House Bill No. 1013 - State Library - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$4,615,731	$5,115,851		$5,115,851	$5,115,851	
New and vacant FTE pool		107,552		107,552	107,552	
Operating expenses	2,282,298	2,990,075		2,990,075	2,990,075	
Grants	2,283,528	2,283,528		2,283,528	2,283,528	
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006	$10,497,006	$0
Less estimated income	2,499,073	2,804,212	0	2,804,212	2,804,212	0
General fund	$6,682,484	$7,692,794	$0	$7,692,794	$7,692,794	$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00

Department 250 - State Library - Detail of Conference Committee Changes

The Conference Committee did not change the House appropriation for the State Library, which was the same as the Senate version.

House Bill No. 1013 - School for the Deaf - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$9,283,599	$10,018,824		$10,018,824	$10,018,824	
New and vacant FTE pool		415,571		415,571	415,571	
Operating expenses	1,705,586	2,026,425		2,026,425	2,026,425	
Capital assets	158,678	442,478		442,478	442,478	
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298	$12,903,298	$0
Less estimated income	2,811,557	3,171,743	0	3,171,743	3,171,743	0
General fund	$8,336,306	$9,731,555	$0	$9,731,555	$9,731,555	$0
FTE	45.36	46.86	0.00	46.86	46.86	0.00

Department 252 - School for the Deaf - Detail of Conference Committee Changes

The Conference Committee did not change the House appropriation for the School for the Deaf, which was the same as the Senate version.

House Bill No. 1013 - Vision Services - School for the Blind - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$5,538,818	$5,779,896		$5,779,896	$5,779,896	
New and vacant FTE pool		121,985	$137,451	259,436	259,436	
Operating expenses	869,686	1,276,257		1,276,257	1,276,257	
Capital assets	39,192	270,000		270,000	270,000	
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589	$7,585,589	$0
Less estimated income	1,206,705	1,740,944	0	1,740,944	1,740,944	0
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645	$5,844,645	$0
FTE	27.75	27.75	1.00	28.75	28.75	0.00

Department 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adds 1 FTE Assistive Technology Position[1]	Total Conference Committee Changes
Salaries and wages		
New and vacant FTE pool	$137,451	$137,451
Operating expenses		
Capital assets		
Total all funds	$137,451	$137,451
Less estimated income	0	0
General fund	$137,451	$137,451
FTE	1.00	1.00

[1] Funding of $152,723 is added for 1 FTE assistive technology position in the 2nd year of the biennium and funding for the new and vacant FTE pool is adjusted for estimated savings ($15,272), the same as the Senate version. The House did not include the 1 FTE assistive technology position.

HB 1013 050125 1406 PM Roll Call Vote

Amendment

HB 1013

Date Submitted: May 1, 2025, 2:06 p.m.

Action: Passed

Amendment LC #: Pending LC #

Motioned By: Nathe, Mike

Seconded By: Conley, Cole

Emergency Clause: None

Vote Results: 5 - 1 - 0

Description: Amendment

Rep. Richter, David	Yea
Rep. Nathe, Mike	Yea
Rep. Louser, Scott	Nay
Sen. Schaible, Donald	Yea
Sen. Sorvaag, Ronald	Yea
Sen. Conley, Cole	Yea

HB 1013 050125 1427 PM Roll Call Vote

Amendment

HB 1013

Date Submitted: May 1, 2025, 2:27 p.m.

Action: Passed

Amendment LC #: Pending LC #

Motioned By: Nathe, Mike

Seconded By: Conley, Cole

Emergency Clause: None

Vote Results: 5 - 1 - 0

Description: Amendment

Rep. Richter, David	Yea
Rep. Nathe, Mike	Yea
Rep. Louser, Scott	Nay
Sen. Schaible, Donald	Yea
Sen. Sorvaag, Ronald	Yea
Sen. Conley, Cole	Yea

HB 1013 050125 1428 PM Roll Call Vote

Final Recommendation

HB 1013

Date Submitted: May 1, 2025, 2:28 p.m.

Recommendation: In Place Of

Amendment LC #: 25.0157.02006

Engrossed LC #: N/A

Motioned By: Nathe, Mike

Seconded By: Conley, Cole

House Carrier: Richter, David

Senate Carrier: Schaible, Donald

Emergency Clause: None

Vote Results: 6 - 0 - 0

Description: Amendment

Rep. Richter, David	Yea
Rep. Nathe, Mike	Yea
Rep. Louser, Scott	Yea
Sen. Schaible, Donald	Yea
Sen. Sorvaag, Ronald	Yea
Sen. Conley, Cole	Yea

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1013
5/2/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; 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 provide for a transfer; to provide a report; and to provide an exemption.

6:36 p.m. Chairman Richter called the meeting to order.

Members present: Chairman Richter, Representatives Louser, Nathe, Senators Conley, Schaible, Sorvaag.

Discussion Topics:

- Committee Action

6:36 p.m. Representative Nathe motioned to reconsider HB 1013.

6:36 p.m. Representative Schaible seconded the motion.

6:36 p.m. Roll Call Vote. Motion passed 6-0-0.

6:40 p.m. Representative Louser moved Amendment LC #25.0157.02007, #45378 in place of LC #25.0157.02005.

6:40 p.m. Senator Schaible seconded the motion.

6:40 p.m. Roll Call Vote. Motion passed 6-0-0. Representative Richter and Senator Schaible will carry the bill.

6:41 p.m. Chairman Richter adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk

25.0157.02007
Title.05000
Fiscal No. 2

Prepared by the Legislative Council staff for Conference Committee

May 2, 2025

VC 5/2/25
1 of 22

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

In place of amendment (25.0157.02005) adopted by the Senate, Engrossed House Bill No. 1013 is amended by amendment (25.0157.02007) as follows:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to create and enact a new section to chapter 15.1-07 of the North Dakota Century Code, relating to the collection of free or reduced-price meal eligibility information; to amend and reenact ~~section~~sections 15.1-02-02 and 15.1-27-16 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and administrative cost-sharing; to provide for a transfer; to provide a report; ~~and~~ to provide an exemption; to provide an effective date; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$1,121,603~~	~~$21,086,368~~
~~New and vacant FTE pool~~	~~0~~	~~695,495~~	~~695,495~~
~~Operating expenses~~	~~32,793,320~~	~~9,718,204~~	~~42,511,524~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~116,655,489~~	~~2,416,330,340~~
~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~5,400,000~~	~~63,500,000~~
~~Grants - other grants~~	~~382,738,893~~	~~29,705,709~~	~~412,444,602~~
~~Grants - program grants~~	~~17,205,000~~	~~7,011,027~~	~~24,216,027~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~12,266,000~~	~~15,835,000~~
~~PowerSchool~~	~~5,775,000~~	~~(5,775,000)~~	~~0~~
~~Student information systems~~	~~0~~	~~5,775,000~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$182,573,527~~	~~$3,026,570,646~~
~~Less other funds~~	~~1,115,246,674~~	~~176,835,668~~	~~1,292,082,342~~
~~Total general fund~~	~~$1,728,750,445~~	~~$5,737,859~~	~~$1,734,488,304~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	10,618,819	43,412,139
Integrated formula payments	2,299,674,851	114,602,852	2,414,277,703
Grants - special education	24,000,000	(2,000,000)	22,000,000
Grants - transportation	58,100,000	2,000,000	60,100,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	8,511,027	25,716,027
Grants - passthrough grants	3,569,000	1,166,000	4,735,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$166,421,505	$3,010,418,624
Less other funds	1,115,246,674	187,164,012	1,302,410,686

Total general fund	$1,728,750,445	($20,742,507)	$1,708,007,938
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$2,966,477~~	~~$14,579,960~~
~~New and vacant FTE pool~~	~~0~~	~~361,061~~	~~361,061~~
~~Total all funds~~	~~$11,613,483~~	~~$3,327,538~~	~~$14,941,021~~
~~Less other funds~~	~~4,550,000~~	~~1,974,000~~	~~6,524,000~~
~~Total general fund~~	~~$7,063,483~~	~~$1,353,538~~	~~$8,417,021~~
~~Full-time equivalent positions~~	~~30.80~~	~~1.20~~	~~32.00~~
Center for distance education	$11,613,483	$3,066,477	$14,679,960
New and vacant FTE pool	0	203,156	203,156
Total all funds	$11,613,483	$3,269,633	$14,883,116
Less other funds	4,550,000	2,074,000	6,624,000
Total general fund	$7,063,483	$1,195,633	$8,259,116
Full-time equivalent positions	30.80	0.20	31.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$241,078~~	~~$5,779,896~~
~~New and vacant FTE pool~~	~~0~~	~~121,985~~	~~121,985~~
~~Operating expenses~~	~~869,686~~	~~406,571~~	~~1,276,257~~
~~Capital assets~~	~~39,192~~	~~230,808~~	~~270,000~~
~~Total all funds~~	~~$6,447,696~~	~~$1,000,442~~	~~$7,448,138~~
~~Less other funds~~	~~1,206,705~~	~~534,239~~	~~1,740,944~~
~~Total general fund~~	~~$5,240,991~~	~~$466,203~~	~~$5,707,194~~
~~Full-time equivalent positions~~	~~27.75~~	~~0.00~~	~~27.75~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	259,436	259,436
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,137,893	$7,585,589
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$603,654	$5,844,645
Full-time equivalent positions	27.75	1.00	28.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation
~~Grand total all funds~~	~~$2,882,387,718~~	~~$189,972,391~~	~~$3,072,360,109~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~180,009,232~~	~~1,306,323,241~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$9,963,159~~	~~$1,766,036,868~~
Grand total all funds	$2,882,387,718	$173,899,915	$3,056,287,633
Less grand total other funds	1,126,314,009	190,437,576	1,316,751,585
Grand total general fund	$1,756,073,709	($16,537,661)	$1,739,536,048

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
~~Department of Pubic Instruction~~			
~~Science center grants~~	~~$0~~	~~$10,000,000~~	~~$10,000,000~~
~~Teacher retention program~~	~~0~~	~~2,500,000~~	~~2,500,000~~
~~School board training~~	~~0~~	~~1,500,000~~	~~1,500,000~~
~~Native American essential understandings and book series~~	~~0~~	~~950,000~~	~~950,000~~
~~Statewide reading tool~~	~~500,000~~	~~0~~	~~500,000~~
~~Dyslexia training~~		~~300,000~~	~~300,000~~
~~Assistive technology and curriculum pilot~~	~~250,000~~	~~0~~	~~250,000~~
~~Total department of public instruction~~	~~$750,000~~	~~$15,250,000~~	~~$16,000,000~~
Department of Pubic Instruction			
Teacher retention program	$0	$2,000,000	$2,000,000
School board training	0	1,500,000	1,500,000
Early learning program	0	1,500,000	1,500,000

Centers of excellence	0	1,000,000	1,000,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	0	500,000	500,000
Dyslexia training	0	300,000	300,000
Total department of public instruction	$0	$7,750,000	$7,750,000
Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
~~Kitchen cabinet replacement~~	~~0~~	~~55,000~~	~~55,000~~
Tractor replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
~~Grand total~~	~~$825,250~~	~~$15,856,800~~	~~$16,682,050~~
Grand total	$75,250	$8,356,800	$8,432,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each

respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - 2023-25 BIENNIUM - CONTRACT REIMBURSEMENTS. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $500,000, or so much of the sum as may be necessary, to the department of public instruction for the purpose of providing contract reimbursements, for the period beginning with the effective date of this section, and ending June 30, 2025. The department of public instruction may use up to $500,000 to reimburse vendors for services related to federal elementary and secondary school emergency relief fund contracts which have been denied payment by the United States department of education. Reimbursement may be made only for services provided through May 2, 2025.

SECTION 5. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 6. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$219,250,000~~$233,000,000 from the foundation aid stabilization fund for integrated formula payments~~, various program grants, and a Native American program and textbook~~.

SECTION 7. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$10,000,000~~$6,250,000 from the strategic investment and improvements fund for ~~science center grants~~one-time program grants, relating to dyslexia training, a statewide reading tool, a teacher retention program, a centers of excellence program, school board training, and a Native American essential understandings program and book series.

SECTION 8. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational

services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 9. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 10. MEDICAID MATCHING FUNDING - WITHHOLDING AND DISTRIBUTION. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program, for the biennium beginning July 1, 2025, and ending June 30, 2027. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

SECTION 11. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes ~~$700,000~~$600,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 12. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$4,500,000~~$6,000,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred twenty-five percent of the federal poverty guideline, for the biennium

beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 13. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 14. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 15. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 16. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of ~~$11,165,000~~$11,000,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing ~~program and passthrough grants~~integrated formula payments as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 20. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 21. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

SECTION 22. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

Electronic collection of free or reduced-price meal eligibility information - Requirements.

1. Each school district shall annually provide an electronic form to all parents or guardians of enrolled students to collect household income information necessary to determine eligibility for free or reduced-price meals under the national school lunch program and other relevant federal and state assistance programs.

2. The electronic form must be made available to all parents or guardians at the beginning of the eligibility period or the beginning of each school year and must be designed to facilitate ease of completion and submission.

3. A school district shall offer a paper form upon request of a parent or guardian who prefers a nonelectronic submission method.

SECTION 23. AMENDMENT. Section 15.1-27-16 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-16. ~~Per student payments - Administrative cost-sharing - Cooperating districts and special education units. (Effective through June 30, 2026)~~

~~1. If any school district receiving payments under this chapter cooperates with another school district for the joint provision of educational services under a plan approved by the superintendent of public instruction, the superintendent of public instruction shall, notwithstanding the provisions of section 15.1-27-03.2, create and assign a separate weighting factor that allows the cooperating districts to receive, for a period of four years, a payment rate equivalent to that which each district would have received had the cooperative plan not taken effect. The superintendent of public instruction shall compute the separate weighting factor to four decimal places and that weighting factor is effective for the duration of the cooperative plan.~~

~~2. A school district that is cooperating with another school district under a cooperative plan approved by the superintendent of public instruction, and which has taxable property located in the same city as the other school district under the cooperative plan, may not be required as part of the cooperative plan to:~~

~~a. Provide unduplicated grade level services; or~~

~~b. Share administrative personnel.~~

~~3. If any school district in the state receiving payments under this chapter or any special education unit in the state cooperates with another school district or special education unit to jointly employ or contract with a superintendent or a school district business manager, or both, or to jointly employ or contract with a special education unit director or a special education unit business manager, or both, the superintendent of public instruction shall provide partial reimbursement of the salary of the superintendent or the school district business manager, or both, or partial reimbursement of the salary of~~

~~the special education unit director or the special education unit business manager, or both, as follows:~~

~~a. If the salary exceeds two hundred thousand dollars, the amount of the reimbursement must be calculated based upon two hundred thousand dollars. Each cooperating school district or special education unit shall receive a prorated share of the reimbursement percentages listed below each year for four years. The prorated reimbursement is based on the percentage of full-time equivalency that the superintendent or school district business manager, or both, or the special education unit director or special education unit business manager, or both, are employed or contracted by each district or special education unit. The percentage of reimbursement for the salary of the jointly hired superintendent or school district business manager, or both, or of the jointly hired special education unit director or special education unit business manager, or both, must be as follows:~~

~~(1) If two schools or special education units are cooperating, ten percent of the salary;~~

~~(2) If three schools or special education units are cooperating, fifteen percent of the salary;~~

~~(3) If four schools or special education units are cooperating, twenty percent of the salary; and~~

~~(4) If five or more schools or special education units are cooperating, twenty-five percent of the salary.~~

~~b. To be eligible for reimbursement under this subsection, the cooperating school districts or special education units must:~~

~~(1) Have been approved by the superintendent of public instruction and have implemented their administrative cost-sharing program after June 30, 2022; and~~

~~(2) Submit the salary of the superintendent or school district business manager, or both, or the salary of the special education unit director or special education unit business manager, or both, to the superintendent of public instruction by June first of each year.~~

14.122

Per student payments - Cooperating districts. ~~**(Effective after June 30, 2026)**~~

1. If any school district receiving payments under this chapter cooperates with another school district for the joint provision of educational services under a plan approved by the superintendent of public instruction, the superintendent of public instruction shall, notwithstanding the provisions of section 15.1-27-03.2, create and assign a separate weighting factor that allows the cooperating districts to receive, for a period of four years, a payment rate equivalent to that which each district would have received had the cooperative plan not taken effect. The superintendent of public instruction shall compute the separate weighting factor to four decimal places and that weighting factor is effective for the duration of the cooperative plan.
2. A school district that is cooperating with another school district under a cooperative plan approved by the superintendent of public instruction, and which has taxable property located in the same city as the other school district under the cooperative plan, may not be required as part of the cooperative plan to:
   a. Provide unduplicated grade level services; or
   b. Share administrative personnel.

SECTION 24. EFFECTIVE DATE. Section 22 of this Act becomes effective July 1, 2026.

SECTION 25. EMERGENCY. Section 4 of the Act is declared to be an emergency measure.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Department of Public Instruction						
Total all funds	$2,843,997,119	$3,026,570,646	($16,152,022)	$3,010,418,624	$3,033,661,789	($23,243,165)
Less estimated income	1,115,246,674	1,292,082,342	10,328,344	1,302,410,686	1,201,417,342	100,993,344
General fund	$1,728,750,445	$1,734,488,304	($26,480,366)	$1,708,007,938	$1,832,244,447	($124,236,509)
FTE	86.25	86.25	0.00	86.25	86.25	0.00
Center for Distance Education						
Total all funds	$11,613,483	$14,941,021	($57,905)	$14,883,116	$14,783,116	$100,000
Less estimated income	4,550,000	6,524,000	100,000	6,624,000	6,524,000	100,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116	$8,259,116	$0
FTE	30.80	32.00	(1.00)	31.00	31.00	0.00
State Library						
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006	$10,497,006	$0
Less estimated income	2,499,073	2,804,212	0	2,804,212	2,804,212	0
General fund	$6,682,484	$7,692,794	$0	$7,692,794	$7,692,794	$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00
School for the Deaf						
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298	$12,903,298	$0
Less estimated income	2,811,557	3,171,743	0	3,171,743	3,171,743	0
General fund	$8,336,306	$9,731,555	$0	$9,731,555	$9,731,555	$0
FTE	45.36	46.86	0.00	46.86	46.86	0.00
Vision Services - School for the Blind						
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589	$7,585,589	$0
Less estimated income	1,206,705	1,740,944	0	1,740,944	1,740,944	0
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645	$5,844,645	$0
FTE	27.75	27.75	1.00	28.75	28.75	0.00
Bill total						
Total all funds	$2,882,387,718	$3,072,360,109	($16,072,476)	$3,056,287,633	$3,079,430,798	($23,143,165)
Less estimated income	1,126,314,009	1,306,323,241	10,428,344	1,316,751,585	1,215,658,241	101,093,344
General fund	$1,756,073,709	$1,766,036,868	($26,500,820)	$1,739,536,048	$1,863,772,557	($124,236,509)
FTE	216.91	219.61	0.00	219.61	219.61	0.00

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

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$19,964,765	$21,086,368		$21,086,368	$21,086,368	
New and vacant FTE pool		695,495		695,495	695,495	
Operating expenses	32,793,320	42,511,524	$900,615	43,412,139	42,511,524	$900,615
Integrated formula payments	2,299,674,851	2,416,330,340	(2,052,637)	2,414,277,703	2,437,121,483	(22,843,780)
Grants - Special education contracts	24,000,000	24,000,000	(2,000,000)	22,000,000	24,000,000	(2,000,000)
Grants - Transportation	58,100,000	63,500,000	(3,400,000)	60,100,000	60,100,000	
Grants - Other grants	382,738,893	412,444,602		412,444,602	412,444,602	
Grants - Program grants	17,205,000	24,216,027	1,500,000	25,716,027	25,016,027	700,000
Grants - Passthrough grants	3,569,000	15,835,000	(11,100,000)	4,735,000	4,735,000	
PowerSchool	5,775,000					
Student information systems		5,775,000		5,775,000	5,775,000	
National board certification	176,290	176,290		176,290	176,290	
Total all funds	$2,843,997,119	$3,026,570,646	($16,152,022)	$3,010,418,624	$3,033,661,789	($23,243,165)
Less estimated income	1,115,246,674	1,292,082,342	10,328,344	1,302,410,686	1,201,417,342	100,993,344
General fund	$1,728,750,445	$1,734,488,304	($26,480,366)	$1,708,007,938	$1,832,244,447	($124,236,509)
FTE	86.25	86.25	0.00	86.25	86.25	0.00

Department 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Increases Funding for School Improvement Contract[1]	Adjusts Funding Source of Integrated Formula Payments[2]	Decreases Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Decreases Funding for Special Education Contract Grants[5]	Increases Funding for the Free Meal Program[6]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$900,615					
Integrated formula payments			($2,052,637)			
Grants - Special education contracts					($2,000,000)	
Grants - Transportation				($3,400,000)		
Grants - Other grants						
Grants - Program grants						$1,500,000
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$900,615	$0	($2,052,637)	($3,400,000)	($2,000,000)	$1,500,000
Less estimated income	(1,006,656)	30,000,000	0	0	0	0
General fund	$1,907,271	($30,000,000)	($2,052,637)	($3,400,000)	($2,000,000)	$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Ongoing Program Grants[7]	Adjusts Funding for Ongoing Passthrough Grants[8]	Adjusts Funding for One-time Program Grants[9]	Removes One-time Funding for Assistive Technology and Curriculum[10]	Removes One-time Funding for Science Center Grants[11]	Adjusts One-Time Funding for a Native American Program and Textbook[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants	($2,000,000)		$500,000			
Grants - Passthrough grants		($850,000)		($250,000)	($10,000,000)	
PowerSchool						
Student information systems						
National board certification						
Total all funds	($2,000,000)	($850,000)	$500,000	($250,000)	($10,000,000)	$0
Less estimated income	(8,080,000)	(3,085,000)	1,000,000	0	(10,000,000)	0
General fund	$6,080,000	$2,235,000	($500,000)	($250,000)	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Early Learning Program Grant[13]	Total Conference Committee Changes
Salaries and wages		
New and vacant FTE pool		
Operating expenses		$900,615
Integrated formula payments		(2,052,637)
Grants - Special education contracts		(2,000,000)
Grants - Transportation		(3,400,000)
Grants - Other grants		
Grants - Program grants	$1,500,000	1,500,000
Grants - Passthrough grants		(11,100,000)
PowerSchool		
Student information systems		
National board certification		
Total all funds	$1,500,000	($16,152,022)
Less estimated income	1,500,000	10,328,344
General fund	$0	($26,480,366)
FTE	0.00	0.00

[1] Base budget funding of $1,006,656 for a school improvement contract is adjusted from special funds withheld from school districts' state aid to the general fund and is increased by $900,615 from the general fund to provide a total of $6,900,000 from the general fund, including funding from the general fund in the base budget of $280,344 and funding of $4,712,385 added in the House and Senate versions.

[2] Funding for integrated formula payments from the general fund is decreased by $30 million. The reduction is offset by an increase in funding from the foundation aid stabilization fund of $19 million, to provide a total of $233 million from the foundation aid stabilization fund, and by $11 million of funding from special funds from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund. The House provided $214 million, and the Senate provided $133 million, from the foundation aid stabilization fund for integrated formula payments.

[3] Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments, the same as the Senate version. The House included a reduction of $9,312,607 for cost to continue savings.	($1,900,000)
Increases the integrated formula payment rate 2.5 percent each year of the 2025-27 biennium. The House provided increases of 2 percent each year of the biennium and the Senate provided increases of 3 percent each year of the biennium. (House Bill No. 1369)	23,447,363
Removes the rolling 3-year average for the determination of average daily membership included by the House. The same as the Senate version. (House Bill No. 1369)	(8,000,000)
Adjusts the estimated increase in local revenue exempted from deduction in the state school aid formula, the same as the Senate version. The House included an increase of $12.5 million for the fiscal impact of the local revenue adjustment.	(2,000,000)
Removes the fiscal impact, included by the House, of a reduction in the percentage of local revenue contributed to the state school aid formula from 75 to 65 percent. The same as the Senate version. (House Bill No. 1381 was not approved by the Senate)	(13,500,000)
Decreases funding for annual grants to regional education associations due a to reduction in the number of regional education associations in the state. The same as the Senate version. The House did not reduce annual grants to regional education associations.	(100,000)
Total decrease in integrated formula payments	($2,052,637)

[4] Funding is decreased for transportation grants pursuant to Conference Committee amendments to the transportation grant formula approved in House Bill No. 1214 and for a reduction in the integrated formula payment rate increases provided in House Bill No. 1369, to provide a total of $60.1 million, the same as the Senate version. The House provided $63.5 million for transportation grants.

[5] Funding for special education contract grants is reduced to provide a total of $22 million. The House and Senate provided $24 million for special education contract grants.

[6] Funding for the free meal program is increased to provide a total of $6 million from the general fund and to expand eligibility to all students enrolled in public or nonpublic school at or below 225 percent of the federal poverty guideline, an increase from 200 percent of the federal poverty guideline and the same federal poverty guideline as the House and Senate versions. The House provided $4.5 million, and the Senate provided $7.3 million for the free meal program.

[7] Funding of $2,000,000 from the general fund, added by the House for a centers of excellence program, is removed the same as the Senate version. Funding for ongoing program grants totaling $8,080,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund, the same as the Senate version.

Total funding for ongoing program grants is provided as follows:

Ongoing Program Grants	General Fund
Adult education matching grants	$5,500,000
School food service matching grants	1,380,000
Free meal program	6,000,000
Leveraging the senior year	1,536,027
Building tomorrow's leaders program	50,000
Family engagement program	150,000
Paraprofessional-to-teacher program	3,000,000
Science of reading and literacy training program	1,000,000
Indians into STEM program	300,000
Total general fund	$18,916,027

[8] Funding for ongoing passthrough grants from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, added by the House for national writing projects ($30,000) and TeenPact ($20,000) is removed, the same as the Senate version. In addition, remaining funding for ongoing passthrough grants of $3,035,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund, the same as the Senate version. Funding from the general fund,

increased for teacher mentoring (ND Rise) by the House, is reduced $800,000 to provide an increase of $1,200,000 from the base budget, the same as the Senate version.

Total funding for ongoing passthrough grants is provided as follows:

Ongoing Passthrough Grants	General Fund
National writing projects	$40,000
Rural art outreach	425,000
ND RISE teacher mentoring program	3,700,000
Governor's School	500,000
"We the People" program	70,000
Total general fund	$4,735,000

[9] One-time funding of $500,000 from the general fund for the Amira statewide reading tool is adjusted to provide one-time funding the strategic investment and improvements fund (SIIF), the same as the Senate. The House provided one-time funding for the Amira statewide reading tool from the general fund. In addition, one-time funding from the foundation aid stabilization fund for dyslexia identification training ($300,000), a statewide teacher retention program ($2 million), and school board training ($1.5 million) is adjusted to provide funding from SIIF, a reduction to the statewide teacher retention program of $500,000 from the House and Senate versions.

The House provided one-time funding for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) from the foundation aid stabilization fund. The Senate provided one-time funding for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) from SIIF.

The Conference Committee added one-time funding of $1 million from SIIF for centers of excellence program grants. The House provided ongoing funding from the general fund for centers of excellence grants however the Senate removed the funding.

The Conference Committee provided the following one-time program grants from SIIF:

One-time Program Grants	SIIF
Statewide reading tool	$500,000
Dyslexia identification training	300,000
Statewide teacher retention program	2,000,000
Centers of excellence program	1,000,000
School board training	1,500,000
Total SIIF	$5,300,000

[10] One-time funding for a passthrough grant for a RoboKind pilot project related to assistive technology and curriculum, added by the House, is removed, the same as the Senate version.

[11] One-time funding of $10 million from SIIF, added for science center grants by the House, is removed, the same as the Senate version.

[12] One-time funding for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000) from the foundation aid stabilization fund is adjusted to provide funding from SIIF.

[13] The Conference Committee added one-time funding of $1.5 million from a grant provided by the Department of Health and Human Services for the Upstart Waterford project early learning program. This funding was identified as a grant to the Department of Public Instruction in the Conference Committee report for House Bill No. 1012 but was not included in the House or Senate versions.

This amendment also:

- Provides a general fund deficiency appropriation of up to $500,000 to reimburse vendors for services related to federal Elementary and Secondary School Emergency Relief Fund contracts which have been denied payment;
- Identifies $233,000,000 is provided from the foundation aid stabilization fund for integrated formula payments. The House provided $219,250,000 from the fund for integrated formula payments, various program grants, and a Native American program and textbook and the Senate provided $133,000,000 from the fund for integrated formula payments;
- Identifies $6,250,000 is provided from SIIF for various program grants and a Native American program and textbook. The House provided $10,000,000 from the fund for science center grants and the Senate provided

$5,750,000 from the fund for various program grants and a Native American program and textbook;

- Reduces funding identified for annual grants to regional education associations (REAs), due to a reduction in the number of REAs in the state, to provide a total of $600,000 for annual grants of $50,000 to each of the six remaining REAs, the same as the Senate. The House provided $700,000 for annual grants to REAs;
- Provides for the distribution of $6 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty. The House provided $4.5 million and increased eligibility from below 200 percent of poverty to below 225 percent of poverty. The Senate provided $7.3 million for grants to students below 225 percent of poverty;
- Requires the Superintendent of Public Instruction continue the lesser of $11,000,000, or the funding remaining in the integrated formula payments line item at the end of the 2023-25 biennium, into the 2025-27 biennium, the same as the Senate. The Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments. This change will reduce the estimated July 1, 2025, general fund balance by $11,000,000. The House version reduced the July 1, 2025, general fund balance by $11,165,000 and provided the funding for various program and passthrough grants;
- Creates a new section to Chapter 15.1-07, effective July 1, 2026, to require school districts to establish electronic collection of free or reduced-price meal eligibility information. This section was not included by the House or Senate; and
- Amends Section 15.1-27-16, related to administrative cost-sharing, to provide state reimbursement for administrative cost-sharing expires June 30, 2025, rather than June 30, 2026. This provision was not included in the House or Senate version. The House and Senate both removed $125,000 included in the base budget for one year of the administrative cost-sharing program.

House Bill No. 1013 - Center for Distance Education - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
New and vacant FTE pool		$361,061	($157,905)	$203,156	$203,156	
Center for Distance Education	$11,613,483	14,579,960	100,000	14,679,960	14,579,960	$100,000
Total all funds	$11,613,483	$14,941,021	($57,905)	$14,883,116	$14,783,116	$100,000
Less estimated income	4,550,000	6,524,000	100,000	6,624,000	6,524,000	100,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116	$8,259,116	$0
FTE	30.80	32.00	(1.00)	31.00	31.00	0.00

Department 204 - Center for Distance Education - Detail of Conference Committee Changes

	Removes 1 FTE Support Specialist Position[1]	Adds Funding for Market Equity Salary Increases[2]	Total Conference Committee Changes
New and vacant FTE pool	($157,905)		($157,905)
Center for Distance Education		$100,000	100,000
Total all funds	($157,905)	$100,000	($57,905)
Less estimated income	0	100,000	100,000
General fund	($157,905)	$0	($157,905)
FTE	(1.00)	0.00	(1.00)

[1] Funding for 1 FTE enrollment and office support specialist position is removed ($175,450) and estimated savings in the new and vacant FTE pool is adjusted by $17,545, The same as the Senate version.

[2] Funding from special funds from tuition revenue is provided for market equity salary increases. This funding was not included by the House or Senate.

House Bill No. 1013 - State Library - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$4,615,731	$5,115,851		$5,115,851	$5,115,851	
New and vacant FTE pool		107,552		107,552	107,552	
Operating expenses	2,282,298	2,990,075		2,990,075	2,990,075	
Grants	2,283,528	2,283,528		2,283,528	2,283,528	
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006	$10,497,006	$0
Less estimated income	2,499,073	2,804,212	0	2,804,212	2,804,212	0
General fund	$6,682,484	$7,692,794	$0	$7,692,794	$7,692,794	$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00

Department 250 - State Library - Detail of Conference Committee Changes

The Conference Committee did not change the House appropriation for the State Library, which was the same as the Senate version.

House Bill No. 1013 - School for the Deaf - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$9,283,599	$10,018,824		$10,018,824	$10,018,824	
New and vacant FTE pool		415,571		415,571	415,571	
Operating expenses	1,705,586	2,026,425		2,026,425	2,026,425	
Capital assets	158,678	442,478		442,478	442,478	
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298	$12,903,298	$0
Less estimated income	2,811,557	3,171,743	0	3,171,743	3,171,743	0
General fund	$8,336,306	$9,731,555	$0	$9,731,555	$9,731,555	$0
FTE	45.36	46.86	0.00	46.86	46.86	0.00

Department 252 - School for the Deaf - Detail of Conference Committee Changes

The Conference Committee did not change the House appropriation for the School for the Deaf, which was the same as the Senate version.

House Bill No. 1013 - Vision Services - School for the Blind - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$5,538,818	$5,779,896		$5,779,896	$5,779,896	
New and vacant FTE pool		121,985	$137,451	259,436	259,436	
Operating expenses	869,686	1,276,257		1,276,257	1,276,257	
Capital assets	39,192	270,000		270,000	270,000	
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589	$7,585,589	$0
Less estimated income	1,206,705	1,740,944	0	1,740,944	1,740,944	0
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645	$5,844,645	$0
FTE	27.75	27.75	1.00	28.75	28.75	0.00

Department 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adds 1 FTE Assistive Technology Position[1]	Total Conference Committee Changes
Salaries and wages		
New and vacant FTE pool	$137,451	$137,451
Operating expenses		
Capital assets		
Total all funds	$137,451	$137,451
Less estimated income	0	0
General fund	$137,451	$137,451
FTE	1.00	1.00

[1] Funding of $152,723 is added for 1 FTE assistive technology position in the 2nd year of the biennium and funding for the new and vacant FTE pool is adjusted for estimated savings ($15,272), the same as the Senate version. The House did not include the 1 FTE assistive technology position.

HB 1013 050225 1840 PM Roll Call Vote

Final Recommendation

HB 1013
Date Submitted: May 2, 2025, 6:40 p.m.
Recommendation: In Place Of
Amendment LC #: 25.0157.02007
Engrossed LC #: N/A

Motioned By: Louser, Scott

Seconded By: Schaible, Donald

House Carrier: Richter, David

Senate Carrier: Schaible, Donald

Emergency Clause: None

Vote Results: 6 - 0 - 0

Description: N/A

Rep. Richter, David	Yea
Rep. Nathe, Mike	Yea
Rep. Louser, Scott	Yea
Sen. Schaible, Donald	Yea
Sen. Sorvaag, Ronald	Yea
Sen. Conley, Cole	Yea

Insert LC: 25.0157.02007
House Carrier: Richter
Senate Carrier: Schaible

REPORT OF CONFERENCE COMMITTEE
ENGROSSED HB 1013

Your conference committee (Sens. Schaible, Sorvaag, Conley and Reps. Richter, Nathe, Louser) recommends that in place of amendment 25.0157.02005 adopted by the Senate, Engrossed HB 1013 is amended by amendment 25.0157.02007.

Engrossed HB 1013 was placed on the Seventh order of business on the calendar.

25.0157.02007
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for Conference Committee

May 2, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED HOUSE BILL NO. 1013

Introduced by

Appropriations Committee

In place of amendment (25.0157.02005) adopted by the Senate, Engrossed House Bill No. 1013 is amended by amendment (25.0157.02007) as follows:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to create and enact a new section to chapter 15.1-07 of the North Dakota Century Code, relating to the collection of free or reduced-price meal eligibility information; to amend and reenact ~~section~~sections 15.1-02-02 and 15.1-27-16 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and administrative cost-sharing; to provide for a transfer; to provide a report; ~~and~~ to provide an exemption; to provide an effective date; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from other funds derived from special funds and federal funds, to the department of public instruction, the center for distance education, the state library, the school for the deaf, and North Dakota vision services - school for the blind for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2025, and ending June 30, 2027, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$19,964,765~~	~~$1,121,603~~	~~$21,086,368~~
~~New and vacant FTE pool~~	~~0~~	~~695,495~~	~~695,495~~
~~Operating expenses~~	~~32,793,320~~	~~9,718,204~~	~~42,511,524~~
~~Integrated formula payments~~	~~2,299,674,851~~	~~116,655,489~~	~~2,416,330,340~~
~~Grants - special education~~	~~24,000,000~~	~~0~~	~~24,000,000~~
~~Grants - transportation~~	~~58,100,000~~	~~5,400,000~~	~~63,500,000~~
~~Grants - other grants~~	~~382,738,893~~	~~29,705,709~~	~~412,444,602~~
~~Grants - program grants~~	~~17,205,000~~	~~7,011,027~~	~~24,216,027~~
~~Grants - passthrough grants~~	~~3,569,000~~	~~12,266,000~~	~~15,835,000~~
~~PowerSchool~~	~~5,775,000~~	~~(5,775,000)~~	~~0~~
~~Student information systems~~	~~0~~	~~5,775,000~~	~~5,775,000~~
~~National board certification~~	~~176,290~~	~~0~~	~~176,290~~
~~Total all funds~~	~~$2,843,997,119~~	~~$182,573,527~~	~~$3,026,570,646~~
~~Less other funds~~	~~1,115,246,674~~	~~176,835,668~~	~~1,292,082,342~~
~~Total general fund~~	~~$1,728,750,445~~	~~$5,737,859~~	~~$1,734,488,304~~
Salaries and wages	$19,964,765	$1,121,603	$21,086,368
New and vacant FTE pool	0	695,495	695,495
Operating expenses	32,793,320	10,618,819	43,412,139
Integrated formula payments	2,299,674,851	114,602,852	2,414,277,703
Grants - special education	24,000,000	(2,000,000)	22,000,000
Grants - transportation	58,100,000	2,000,000	60,100,000
Grants - other grants	382,738,893	29,705,709	412,444,602
Grants - program grants	17,205,000	8,511,027	25,716,027
Grants - passthrough grants	3,569,000	1,166,000	4,735,000
PowerSchool	5,775,000	(5,775,000)	0
Student information systems	0	5,775,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	$2,843,997,119	$166,421,505	$3,010,418,624
Less other funds	1,115,246,674	187,164,012	1,302,410,686

Total general fund	$1,728,750,445	($20,742,507)	$1,708,007,938
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	Base Level	Adjustments or Enhancements	Appropriation
~~Center for distance education~~	~~$11,613,483~~	~~$2,966,477~~	~~$14,579,960~~
~~New and vacant FTE pool~~	~~0~~	~~361,061~~	~~361,061~~
~~Total all funds~~	~~$11,613,483~~	~~$3,327,538~~	~~$14,941,021~~
~~Less other funds~~	~~4,550,000~~	~~1,974,000~~	~~6,524,000~~
~~Total general fund~~	~~$7,063,483~~	~~$1,353,538~~	~~$8,417,021~~
~~Full-time equivalent positions~~	~~30.80~~	~~1.20~~	~~32.00~~
Center for distance education	$11,613,483	$3,066,477	$14,679,960
New and vacant FTE pool	0	203,156	203,156
Total all funds	$11,613,483	$3,269,633	$14,883,116
Less other funds	4,550,000	2,074,000	6,624,000
Total general fund	$7,063,483	$1,195,633	$8,259,116
Full-time equivalent positions	30.80	0.20	31.00

Subdivision 3.

STATE LIBRARY

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$4,615,731	$500,120	$5,115,851
New and vacant FTE pool	0	107,552	107,552
Operating expenses	2,282,298	707,777	2,990,075
Grants	2,283,528	0	2,283,528
Total all funds	$9,181,557	$1,315,449	$10,497,006
Less other funds	2,499,073	305,139	2,804,212
Total general fund	$6,682,484	$1,010,310	$7,692,794
Full-time equivalent positions	26.75	0.00	26.75

Subdivision 4.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	$9,283,599	$735,225	$10,018,824
New and vacant FTE pool	0	415,571	415,571
Operating expenses	1,705,586	320,839	2,026,425
Capital assets	158,678	283,800	442,478
Total all funds	$11,147,863	$1,755,435	$12,903,298
Less other funds	2,811,557	360,186	3,171,743
Total general fund	$8,336,306	$1,395,249	$9,731,555
Full-time equivalent positions	45.36	1.50	46.86

Subdivision 5.

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

	Base Level	Adjustments or Enhancements	Appropriation
~~Salaries and wages~~	~~$5,538,818~~	~~$241,078~~	~~$5,779,896~~
~~New and vacant FTE pool~~	~~0~~	~~121,985~~	~~121,985~~
~~Operating expenses~~	~~869,686~~	~~406,571~~	~~1,276,257~~
~~Capital assets~~	~~39,192~~	~~230,808~~	~~270,000~~
~~Total all funds~~	~~$6,447,696~~	~~$1,000,442~~	~~$7,448,138~~
~~Less other funds~~	~~1,206,705~~	~~534,239~~	~~1,740,944~~
~~Total general fund~~	~~$5,240,991~~	~~$466,203~~	~~$5,707,194~~
~~Full-time equivalent positions~~	~~27.75~~	~~0.00~~	~~27.75~~
Salaries and wages	$5,538,818	$241,078	$5,779,896
New and vacant FTE pool	0	259,436	259,436
Operating expenses	869,686	406,571	1,276,257
Capital assets	39,192	230,808	270,000
Total all funds	$6,447,696	$1,137,893	$7,585,589
Less other funds	1,206,705	534,239	1,740,944
Total general fund	$5,240,991	$603,654	$5,844,645
Full-time equivalent positions	27.75	1.00	28.75

Subdivision 6.

TOTAL - SECTION 1

	Base Level	Adjustments or Enhancements	Appropriation
~~Grand total all funds~~	~~$2,882,387,718~~	~~$189,972,391~~	~~$3,072,360,109~~
~~Less grand total other funds~~	~~1,126,314,009~~	~~180,009,232~~	~~1,306,323,241~~
~~Grand total general fund~~	~~$1,756,073,709~~	~~$9,963,159~~	~~$1,766,036,868~~
Grand total all funds	$2,882,387,718	$173,899,915	$3,056,287,633
Less grand total other funds	1,126,314,009	190,437,576	1,316,751,585
Grand total general fund	$1,756,073,709	($16,537,661)	$1,739,536,048

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in each entity's base budget for the 2027-29 biennium and which each entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

One-Time Funding Description	General Fund	Other Funds	Total Funds
~~Department of Pubic Instruction~~			
~~Science center grants~~	~~$0~~	~~$10,000,000~~	~~$10,000,000~~
~~Teacher retention program~~	~~0~~	~~2,500,000~~	~~2,500,000~~
~~School board training~~	~~0~~	~~1,500,000~~	~~1,500,000~~
~~Native American essential understandings and book series~~	~~0~~	~~950,000~~	~~950,000~~
~~Statewide reading tool~~	~~500,000~~	~~0~~	~~500,000~~
~~Dyslexia training~~		~~300,000~~	~~300,000~~
~~Assistive technology and curriculum pilot~~	~~250,000~~	~~0~~	~~250,000~~
~~Total department of public instruction~~	~~$750,000~~	~~$15,250,000~~	~~$16,000,000~~
Department of Pubic Instruction			
Teacher retention program	$0	$2,000,000	$2,000,000
School board training	0	1,500,000	1,500,000
Early learning program	0	1,500,000	1,500,000

Centers of excellence	0	1,000,000	1,000,000
Native American essential understandings and book series	0	950,000	950,000
Statewide reading tool	0	500,000	500,000
Dyslexia training	0	300,000	300,000
Total department of public instruction	$0	$7,750,000	$7,750,000
Center for Distance Education			
Information technology equipment	$0	$25,000	$25,000
Student information system upgrade	75,250	0	75,250
Total center for distance education	$75,250	$25,000	$100,250
School for the Deaf			
Equipment replacement	$0	$45,000	$45,000
Campus security upgrades	0	238,800	238,800
Total school for the deaf	$0	$283,800	$283,800
North Dakota vision services - School for the Blind			
Equipment less than $5,000	$0	$28,000	$28,000
Door replacement	0	10,000	10,000
Breakroom remodel	0	55,000	55,000
~~Kitchen cabinet replacement~~	~~0~~	~~55,000~~	~~55,000~~
Tractor replacement	0	55,000	55,000
South parking lot replacement	0	150,000	150,000
Total school for the blind	$0	$298,000	$298,000
~~Grand total~~	~~$825,250~~	~~$15,856,800~~	~~$16,682,050~~
Grand total	$75,250	$8,356,800	$8,432,050

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of public instruction, center for distance education, state library, school for the deaf, and North Dakota vision services - school for the blind may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item or the center for distance education line item within each

respective subdivision in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. APPROPRIATION - 2023-25 BIENNIUM - CONTRACT REIMBURSEMENTS. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $500,000, or so much of the sum as may be necessary, to the department of public instruction for the purpose of providing contract reimbursements, for the period beginning with the effective date of this section, and ending June 30, 2025. The department of public instruction may use up to $500,000 to reimburse vendors for services related to federal elementary and secondary school emergency relief fund contracts which have been denied payment by the United States department of education. Reimbursement may be made only for services provided through May 2, 2025.

SECTION 5. APPROPRIATION - TUITION APPORTIONMENT. The sum of $595,677,350, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 6. OTHER FUNDS - FOUNDATION AID STABILIZATION FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$219,250,000~~$233,000,000 from the foundation aid stabilization fund for integrated formula payments~~, various program grants, and a Native American program and textbook~~.

SECTION 7. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The other funds line item in subdivision 1 of section 1 of this Act includes the sum of ~~$10,000,000~~$6,250,000 from the strategic investment and improvements fund for ~~science center grants~~one-time program grants, relating to dyslexia training, a statewide reading tool, a teacher retention program, a centers of excellence program, school board training, and a Native American essential understandings program and book series.

SECTION 8. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY. The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational

services that were due in the 2023-25 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2025. To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2026.

SECTION 9. GIFTED AND TALENTED PROGRAM. The sum of $800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed 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. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.

SECTION 10. MEDICAID MATCHING FUNDING - WITHHOLDING AND DISTRIBUTION. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program, for the biennium beginning July 1, 2025, and ending June 30, 2027. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the superintendent of public instruction to the department of health and human services on behalf of the school district or unit.

SECTION 11. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION. The integrated formula payments line item in subdivision 1 of section 1 of this Act includes ~~$700,000~~$600,000 from the general fund for the purpose of providing annual grants to regional education associations, for the biennium beginning July 1, 2025, and ending June 30, 2027. An annual grant of $50,000 is provided to each regional education association that exists as of July 1, 2025. Regional education associations that merge during the 2025-27 biennium are entitled to the annual grants that would have been paid to each of the member associations.

SECTION 12. STUDENT MEALS - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes ~~$4,500,000~~$6,000,000 from the general fund for the purpose of providing grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic school at or below two hundred twenty-five percent of the federal poverty guideline, for the biennium

beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction shall develop guidelines and reporting requirements for the grants.

SECTION 13. PARAPROFESSIONAL-TO-TEACHER PROGRAM - GRANTS - DISTRIBUTION. The grants - program grants line item in subdivision 1 of section 1 of this Act includes $3,000,000 from the general fund for the purpose of providing grants to accredited institutions of higher education to assist paraprofessionals to become qualified teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027. The superintendent of public instruction may award up to $20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The superintendent of public instruction may establish policies and procedures to administer this program.

SECTION 14. NORTH DAKOTA GOVERNOR'S SCHOOLS - GRANTS - DISTRIBUTION. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing grants for North Dakota governor's schools at North Dakota state university and university of North Dakota, for the biennium beginning July 1, 2025, and ending June 30, 2027.

1. The superintendent of public instruction shall conduct North Dakota governor's schools once a summer alternating annually between North Dakota state university and university of North Dakota.
2. The superintendent of public instruction shall award the grants based on providing an average cost of $5,000 per student attending the schools each year not to exceed a total of $250,000 to each university for each year of the biennium.
3. The governor's schools program must provide programs related to science, technology, engineering, mathematics, energy law, mental health, education, and health sciences.
4. The superintendent of public instruction shall name codirectors at each university to ensure continued collaboration of the schools at both campuses.
5. Funds may be used only for defraying expenses for students while on campus, including housing, dining, resident assistants, program directors, instructors, and faculty research sponsors.

SECTION 15. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 16. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2023-25 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 45 of the 2023 Session Laws, the lesser of ~~$11,165,000~~$11,000,000 or the remaining amount must be continued into the 2025-27 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing ~~program and passthrough grants~~integrated formula payments as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2025-27 biennium to the general fund.

SECTION 17. EXEMPTION - UNEXPENDED APPROPRIATIONS - DEPARTMENT OF PUBLIC INSTRUCTION. The following appropriations to the department of public instruction are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated in section 17 of chapter 549 of the 2021 Special Session Session Laws.

SECTION 18. EXEMPTION - UNEXPENDED APPROPRIATION - STATE LIBRARY. The sum of $150,000, appropriated from the general fund to the state library for building renovations in subdivision 3 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for building renovations during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 19. EXEMPTION - UNEXPENDED APPROPRIATIONS - SCHOOL FOR THE DEAF. The sum of $800,000, appropriated from special funds, derived from trust fund distributions, rents, and service revenue, to the school for the deaf for boiler replacement, pneumatic controls, and a fire alarm system in subdivision 4 of section 1 of chapter 45 of the 2023 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available for boiler replacement, pneumatic controls, and a fire alarm system during the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 20. STATE AID TO PUBLIC LIBRARIES. The grants line item in subdivision 3 of section 1 of this Act includes $1,737,582 for aid to public libraries, of which no more than one-half may be expended during the fiscal year ending June 30, 2026.

SECTION 21. AMENDMENT. Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-02. Salary.

The annual salary of the superintendent of public instruction is ~~one hundred thirty-eight thousand one hundred forty-two~~one hundred forty-seven thousand nine hundred seventy-eight dollars through June 30, ~~2024~~2026, and ~~one hundred forty-three thousand six hundred sixty-eight~~one hundred fifty-two thousand four hundred seventeen dollars thereafter.

SECTION 22. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

Electronic collection of free or reduced-price meal eligibility information - Requirements.

1. Each school district shall annually provide an electronic form to all parents or guardians of enrolled students to collect household income information necessary to determine eligibility for free or reduced-price meals under the national school lunch program and other relevant federal and state assistance programs.

2. The electronic form must be made available to all parents or guardians at the beginning of the eligibility period or the beginning of each school year and must be designed to facilitate ease of completion and submission.

3. A school district shall offer a paper form upon request of a parent or guardian who prefers a nonelectronic submission method.

SECTION 23. AMENDMENT. Section 15.1-27-16 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-16. ~~Per student payments - Administrative cost-sharing - Cooperating districts and special education units. (Effective through June 30, 2026)~~

~~1. If any school district receiving payments under this chapter cooperates with another school district for the joint provision of educational services under a plan approved by the superintendent of public instruction, the superintendent of public instruction shall, notwithstanding the provisions of section 15.1-27-03.2, create and assign a separate weighting factor that allows the cooperating districts to receive, for a period of four years, a payment rate equivalent to that which each district would have received had the cooperative plan not taken effect. The superintendent of public instruction shall compute the separate weighting factor to four decimal places and that weighting factor is effective for the duration of the cooperative plan.~~

~~2. A school district that is cooperating with another school district under a cooperative plan approved by the superintendent of public instruction, and which has taxable property located in the same city as the other school district under the cooperative plan, may not be required as part of the cooperative plan to:~~

~~a. Provide unduplicated grade level services; or~~

~~b. Share administrative personnel.~~

~~3. If any school district in the state receiving payments under this chapter or any special education unit in the state cooperates with another school district or special education unit to jointly employ or contract with a superintendent or a school district business manager, or both, or to jointly employ or contract with a special education unit director or a special education unit business manager, or both, the superintendent of public instruction shall provide partial reimbursement of the salary of the superintendent or the school district business manager, or both, or partial reimbursement of the salary of~~

~~the special education unit director or the special education unit business manager, or both, as follows:~~

~~a. If the salary exceeds two hundred thousand dollars, the amount of the reimbursement must be calculated based upon two hundred thousand dollars. Each cooperating school district or special education unit shall receive a prorated share of the reimbursement percentages listed below each year for four years. The prorated reimbursement is based on the percentage of full-time equivalency that the superintendent or school district business manager, or both, or the special education unit director or special education unit business manager, or both, are employed or contracted by each district or special education unit. The percentage of reimbursement for the salary of the jointly hired superintendent or school district business manager, or both, or of the jointly hired special education unit director or special education unit business manager, or both, must be as follows:~~

~~(1) If two schools or special education units are cooperating, ten percent of the salary;~~

~~(2) If three schools or special education units are cooperating, fifteen percent of the salary;~~

~~(3) If four schools or special education units are cooperating, twenty percent of the salary; and~~

~~(4) If five or more schools or special education units are cooperating, twenty-five percent of the salary.~~

~~b. To be eligible for reimbursement under this subsection, the cooperating school districts or special education units must:~~

~~(1) Have been approved by the superintendent of public instruction and have implemented their administrative cost-sharing program after June 30, 2022; and~~

~~(2) Submit the salary of the superintendent or school district business manager, or both, or the salary of the special education unit director or special education unit business manager, or both, to the superintendent of public instruction by June first of each year.~~

Per student payments - Cooperating districts. ~~**(Effective after June 30, 2026)**~~

1. If any school district receiving payments under this chapter cooperates with another school district for the joint provision of educational services under a plan approved by the superintendent of public instruction, the superintendent of public instruction shall, notwithstanding the provisions of section 15.1-27-03.2, create and assign a separate weighting factor that allows the cooperating districts to receive, for a period of four years, a payment rate equivalent to that which each district would have received had the cooperative plan not taken effect. The superintendent of public instruction shall compute the separate weighting factor to four decimal places and that weighting factor is effective for the duration of the cooperative plan.
2. A school district that is cooperating with another school district under a cooperative plan approved by the superintendent of public instruction, and which has taxable property located in the same city as the other school district under the cooperative plan, may not be required as part of the cooperative plan to:
   a. Provide unduplicated grade level services; or
   b. Share administrative personnel.

SECTION 24. EFFECTIVE DATE. Section 22 of this Act becomes effective July 1, 2026.

SECTION 25. EMERGENCY. Section 4 of the Act is declared to be an emergency measure.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Department of Public Instruction						
Total all funds	$2,843,997,119	$3,026,570,646	($16,152,022)	$3,010,418,624	$3,033,661,789	($23,243,165)
Less estimated income	1,115,246,674	1,292,082,342	10,328,344	1,302,410,686	1,201,417,342	100,993,344
General fund	$1,728,750,445	$1,734,488,304	($26,480,366)	$1,708,007,938	$1,832,244,447	($124,236,509)
FTE	86.25	86.25	0.00	86.25	86.25	0.00
Center for Distance Education						
Total all funds	$11,613,483	$14,941,021	($57,905)	$14,883,116	$14,783,116	$100,000
Less estimated income	4,550,000	6,524,000	100,000	6,624,000	6,524,000	100,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116	$8,259,116	$0
FTE	30.80	32.00	(1.00)	31.00	31.00	0.00
State Library						
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006	$10,497,006	$0
Less estimated income	2,499,073	2,804,212	0	2,804,212	2,804,212	0
General fund	$6,682,484	$7,692,794	$0	$7,692,794	$7,692,794	$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00
School for the Deaf						
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298	$12,903,298	$0
Less estimated income	2,811,557	3,171,743	0	3,171,743	3,171,743	0
General fund	$8,336,306	$9,731,555	$0	$9,731,555	$9,731,555	$0
FTE	45.36	46.86	0.00	46.86	46.86	0.00
Vision Services - School for the Blind						
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589	$7,585,589	$0
Less estimated income	1,206,705	1,740,944	0	1,740,944	1,740,944	0
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645	$5,844,645	$0
FTE	27.75	27.75	1.00	28.75	28.75	0.00
Bill total						
Total all funds	$2,882,387,718	$3,072,360,109	($16,072,476)	$3,056,287,633	$3,079,430,798	($23,143,165)
Less estimated income	1,126,314,009	1,306,323,241	10,428,344	1,316,751,585	1,215,658,241	101,093,344
General fund	$1,756,073,709	$1,766,036,868	($26,500,820)	$1,739,536,048	$1,863,772,557	($124,236,509)
FTE	216.91	219.61	0.00	219.61	219.61	0.00

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

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$19,964,765	$21,086,368		$21,086,368	$21,086,368	
New and vacant FTE pool		695,495		695,495	695,495	
Operating expenses	32,793,320	42,511,524	$900,615	43,412,139	42,511,524	$900,615
Integrated formula payments	2,299,674,851	2,416,330,340	(2,052,637)	2,414,277,703	2,437,121,483	(22,843,780)
Grants - Special education contracts	24,000,000	24,000,000	(2,000,000)	22,000,000	24,000,000	(2,000,000)
Grants - Transportation	58,100,000	63,500,000	(3,400,000)	60,100,000	60,100,000	
Grants - Other grants	382,738,893	412,444,602		412,444,602	412,444,602	
Grants - Program grants	17,205,000	24,216,027	1,500,000	25,716,027	25,016,027	700,000
Grants - Passthrough grants	3,569,000	15,835,000	(11,100,000)	4,735,000	4,735,000	
PowerSchool	5,775,000					
Student information systems		5,775,000		5,775,000	5,775,000	
National board certification	176,290	176,290		176,290	176,290	
Total all funds	$2,843,997,119	$3,026,570,646	($16,152,022)	$3,010,418,624	$3,033,661,789	($23,243,165)
Less estimated income	1,115,246,674	1,292,082,342	10,328,344	1,302,410,686	1,201,417,342	100,993,344
General fund	$1,728,750,445	$1,734,488,304	($26,480,366)	$1,708,007,938	$1,832,244,447	($124,236,509)
FTE	86.25	86.25	0.00	86.25	86.25	0.00

Department 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Increases Funding for School Improvement Contract[1]	Adjusts Funding Source of Integrated Formula Payments[2]	Decreases Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Decreases Funding for Special Education Contract Grants[5]	Increases Funding for the Free Meal Program[6]
Salaries and wages						
New and vacant FTE pool						
Operating expenses	$900,615					
Integrated formula payments			($2,052,637)			
Grants - Special education contracts					($2,000,000)	
Grants - Transportation				($3,400,000)		
Grants - Other grants						
Grants - Program grants						$1,500,000
Grants - Passthrough grants						
PowerSchool						
Student information systems						
National board certification						
Total all funds	$900,615	$0	($2,052,637)	($3,400,000)	($2,000,000)	$1,500,000
Less estimated income	(1,006,656)	30,000,000	0	0	0	0
General fund	$1,907,271	($30,000,000)	($2,052,637)	($3,400,000)	($2,000,000)	$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Ongoing Program Grants[7]	Adjusts Funding for Ongoing Passthrough Grants[8]	Adjusts Funding for One-time Program Grants[9]	Removes One-time Funding for Assistive Technology and Curriculum[10]	Removes One-time Funding for Science Center Grants[11]	Adjusts One-Time Funding for a Native American Program and Textbook[12]
Salaries and wages						
New and vacant FTE pool						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants	($2,000,000)		$500,000			
Grants - Passthrough grants		($850,000)		($250,000)	($10,000,000)	
PowerSchool						
Student information systems						
National board certification						
Total all funds	($2,000,000)	($850,000)	$500,000	($250,000)	($10,000,000)	$0
Less estimated income	(8,080,000)	(3,085,000)	1,000,000	0	(10,000,000)	0
General fund	$6,080,000	$2,235,000	($500,000)	($250,000)	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Early Learning Program Grant[13]	Total Conference Committee Changes
Salaries and wages		
New and vacant FTE pool		
Operating expenses		$900,615
Integrated formula payments		(2,052,637)
Grants - Special education contracts		(2,000,000)
Grants - Transportation		(3,400,000)
Grants - Other grants		
Grants - Program grants	$1,500,000	1,500,000
Grants - Passthrough grants		(11,100,000)
PowerSchool		
Student information systems		
National board certification		
Total all funds	$1,500,000	($16,152,022)
Less estimated income	1,500,000	10,328,344
General fund	$0	($26,480,366)
FTE	0.00	0.00

[1] Base budget funding of $1,006,656 for a school improvement contract is adjusted from special funds withheld from school districts' state aid to the general fund and is increased by $900,615 from the general fund to provide a total of $6,900,000 from the general fund, including funding from the general fund in the base budget of $280,344 and funding of $4,712,385 added in the House and Senate versions.

[2] Funding for integrated formula payments from the general fund is decreased by $30 million. The reduction is offset by an increase in funding from the foundation aid stabilization fund of $19 million, to provide a total of $233 million from the foundation aid stabilization fund, and by $11 million of funding from special funds from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund. The House provided $214 million, and the Senate provided $133 million, from the foundation aid stabilization fund for integrated formula payments.

[3] Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments, the same as the Senate version. The House included a reduction of $9,312,607 for cost to continue savings.	($1,900,000)
Increases the integrated formula payment rate 2.5 percent each year of the 2025-27 biennium. The House provided increases of 2 percent each year of the biennium and the Senate provided increases of 3 percent each year of the biennium. (House Bill No. 1369)	23,447,363
Removes the rolling 3-year average for the determination of average daily membership included by the House. The same as the Senate version. (House Bill No. 1369)	(8,000,000)
Adjusts the estimated increase in local revenue exempted from deduction in the state school aid formula, the same as the Senate version. The House included an increase of $12.5 million for the fiscal impact of the local revenue adjustment.	(2,000,000)
Removes the fiscal impact, included by the House, of a reduction in the percentage of local revenue contributed to the state school aid formula from 75 to 65 percent. The same as the Senate version. (House Bill No. 1381 was not approved by the Senate)	(13,500,000)
Decreases funding for annual grants to regional education associations due a to reduction in the number of regional education associations in the state. The same as the Senate version. The House did not reduce annual grants to regional education associations.	(100,000)
Total decrease in integrated formula payments	($2,052,637)

[4] Funding is decreased for transportation grants pursuant to Conference Committee amendments to the transportation grant formula approved in House Bill No. 1214 and for a reduction in the integrated formula payment rate increases provided in House Bill No. 1369, to provide a total of $60.1 million, the same as the Senate version. The House provided $63.5 million for transportation grants.

[5] Funding for special education contract grants is reduced to provide a total of $22 million. The House and Senate provided $24 million for special education contract grants.

[6] Funding for the free meal program is increased to provide a total of $6 million from the general fund and to expand eligibility to all students enrolled in public or nonpublic school at or below 225 percent of the federal poverty guideline, an increase from 200 percent of the federal poverty guideline and the same federal poverty guideline as the House and Senate versions. The House provided $4.5 million, and the Senate provided $7.3 million for the free meal program.

[7] Funding of $2,000,000 from the general fund, added by the House for a centers of excellence program, is removed the same as the Senate version. Funding for ongoing program grants totaling $8,080,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund, the same as the Senate version.

Total funding for ongoing program grants is provided as follows:

Ongoing Program Grants	General Fund
Adult education matching grants	$5,500,000
School food service matching grants	1,380,000
Free meal program	6,000,000
Leveraging the senior year	1,536,027
Building tomorrow's leaders program	50,000
Family engagement program	150,000
Paraprofessional-to-teacher program	3,000,000
Science of reading and literacy training program	1,000,000
Indians into STEM program	300,000
Total general fund	$18,916,027

[8] Funding for ongoing passthrough grants from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, added by the House for national writing projects ($30,000) and TeenPact ($20,000) is removed, the same as the Senate version. In addition, remaining funding for ongoing passthrough grants of $3,035,000 is adjusted from carryover funds, continued from the 2023-25 biennium and deposited in the department's operating fund, to the general fund, the same as the Senate version. Funding from the general fund,

increased for teacher mentoring (ND Rise) by the House, is reduced $800,000 to provide an increase of $1,200,000 from the base budget, the same as the Senate version.

Total funding for ongoing passthrough grants is provided as follows:

Ongoing Passthrough Grants	General Fund
National writing projects	$40,000
Rural art outreach	425,000
ND RISE teacher mentoring program	3,700,000
Governor's School	500,000
"We the People" program	70,000
Total general fund	$4,735,000

[9] One-time funding of $500,000 from the general fund for the Amira statewide reading tool is adjusted to provide one-time funding the strategic investment and improvements fund (SIIF), the same as the Senate. The House provided one-time funding for the Amira statewide reading tool from the general fund. In addition, one-time funding from the foundation aid stabilization fund for dyslexia identification training ($300,000), a statewide teacher retention program ($2 million), and school board training ($1.5 million) is adjusted to provide funding from SIIF, a reduction to the statewide teacher retention program of $500,000 from the House and Senate versions.

The House provided one-time funding for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) from the foundation aid stabilization fund. The Senate provided one-time funding for dyslexia identification training ($300,000), a statewide teacher retention program ($2.5 million), and school board training ($1.5 million) from SIIF.

The Conference Committee added one-time funding of $1 million from SIIF for centers of excellence program grants. The House provided ongoing funding from the general fund for centers of excellence grants however the Senate removed the funding.

The Conference Committee provided the following one-time program grants from SIIF:

One-time Program Grants	SIIF
Statewide reading tool	$500,000
Dyslexia identification training	300,000
Statewide teacher retention program	2,000,000
Centers of excellence program	1,000,000
School board training	1,500,000
Total SIIF	$5,300,000

[10] One-time funding for a passthrough grant for a RoboKind pilot project related to assistive technology and curriculum, added by the House, is removed, the same as the Senate version.

[11] One-time funding of $10 million from SIIF, added for science center grants by the House, is removed, the same as the Senate version.

[12] One-time funding for operating expenses related to North Dakota Native American Essential Understandings contracts and workgroup costs ($300,000) and for the production of a book series regarding the history and culture of indigenous people ($650,000) from the foundation aid stabilization fund is adjusted to provide funding from SIIF.

[13] The Conference Committee added one-time funding of $1.5 million from a grant provided by the Department of Health and Human Services for the Upstart Waterford project early learning program. This funding was identified as a grant to the Department of Public Instruction in the Conference Committee report for House Bill No. 1012 but was not included in the House or Senate versions.

This amendment also:

- Provides a general fund deficiency appropriation of up to $500,000 to reimburse vendors for services related to federal Elementary and Secondary School Emergency Relief Fund contracts which have been denied payment;
- Identifies $233,000,000 is provided from the foundation aid stabilization fund for integrated formula payments. The House provided $219,250,000 from the fund for integrated formula payments, various program grants, and a Native American program and textbook and the Senate provided $133,000,000 from the fund for integrated formula payments;
- Identifies $6,250,000 is provided from SIIF for various program grants and a Native American program and textbook. The House provided $10,000,000 from the fund for science center grants and the Senate provided

$5,750,000 from the fund for various program grants and a Native American program and textbook;

- Reduces funding identified for annual grants to regional education associations (REAs), due to a reduction in the number of REAs in the state, to provide a total of $600,000 for annual grants of $50,000 to each of the six remaining REAs, the same as the Senate. The House provided $700,000 for annual grants to REAs;
- Provides for the distribution of $6 million for grants to school districts to provide free meals to students in public or nonpublic schools at or below 225 percent of poverty. The House provided $4.5 million and increased eligibility from below 200 percent of poverty to below 225 percent of poverty. The Senate provided $7.3 million for grants to students below 225 percent of poverty;
- Requires the Superintendent of Public Instruction continue the lesser of $11,000,000, or the funding remaining in the integrated formula payments line item at the end of the 2023-25 biennium, into the 2025-27 biennium, the same as the Senate. The Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing integrated formula payments. This change will reduce the estimated July 1, 2025, general fund balance by $11,000,000. The House version reduced the July 1, 2025, general fund balance by $11,165,000 and provided the funding for various program and passthrough grants;
- Creates a new section to Chapter 15.1-07, effective July 1, 2026, to require school districts to establish electronic collection of free or reduced-price meal eligibility information. This section was not included by the House or Senate; and
- Amends Section 15.1-27-16, related to administrative cost-sharing, to provide state reimbursement for administrative cost-sharing expires June 30, 2025, rather than June 30, 2026. This provision was not included in the House or Senate version. The House and Senate both removed $125,000 included in the base budget for one year of the administrative cost-sharing program.

House Bill No. 1013 - Center for Distance Education - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
New and vacant FTE pool		$361,061	($157,905)	$203,156	$203,156	
Center for Distance Education	$11,613,483	14,579,960	100,000	14,679,960	14,579,960	$100,000
Total all funds	$11,613,483	$14,941,021	($57,905)	$14,883,116	$14,783,116	$100,000
Less estimated income	4,550,000	6,524,000	100,000	6,624,000	6,524,000	100,000
General fund	$7,063,483	$8,417,021	($157,905)	$8,259,116	$8,259,116	$0
FTE	30.80	32.00	(1.00)	31.00	31.00	0.00

Department 204 - Center for Distance Education - Detail of Conference Committee Changes

	Removes 1 FTE Support Specialist Position[1]	Adds Funding for Market Equity Salary Increases[2]	Total Conference Committee Changes
New and vacant FTE pool	($157,905)		($157,905)
Center for Distance Education		$100,000	100,000
Total all funds	($157,905)	$100,000	($57,905)
Less estimated income	0	100,000	100,000
General fund	($157,905)	$0	($157,905)
FTE	(1.00)	0.00	(1.00)

[1] Funding for 1 FTE enrollment and office support specialist position is removed ($175,450) and estimated savings in the new and vacant FTE pool is adjusted by $17,545, The same as the Senate version.

[2] Funding from special funds from tuition revenue is provided for market equity salary increases. This funding was not included by the House or Senate.

House Bill No. 1013 - State Library - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$4,615,731	$5,115,851		$5,115,851	$5,115,851	
New and vacant FTE pool		107,552		107,552	107,552	
Operating expenses	2,282,298	2,990,075		2,990,075	2,990,075	
Grants	2,283,528	2,283,528		2,283,528	2,283,528	
Total all funds	$9,181,557	$10,497,006	$0	$10,497,006	$10,497,006	$0
Less estimated income	2,499,073	2,804,212	0	2,804,212	2,804,212	0
General fund	$6,682,484	$7,692,794	$0	$7,692,794	$7,692,794	$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00

Department 250 - State Library - Detail of Conference Committee Changes

The Conference Committee did not change the House appropriation for the State Library, which was the same as the Senate version.

House Bill No. 1013 - School for the Deaf - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$9,283,599	$10,018,824		$10,018,824	$10,018,824	
New and vacant FTE pool		415,571		415,571	415,571	
Operating expenses	1,705,586	2,026,425		2,026,425	2,026,425	
Capital assets	158,678	442,478		442,478	442,478	
Total all funds	$11,147,863	$12,903,298	$0	$12,903,298	$12,903,298	$0
Less estimated income	2,811,557	3,171,743	0	3,171,743	3,171,743	0
General fund	$8,336,306	$9,731,555	$0	$9,731,555	$9,731,555	$0
FTE	45.36	46.86	0.00	46.86	46.86	0.00

Department 252 - School for the Deaf - Detail of Conference Committee Changes

The Conference Committee did not change the House appropriation for the School for the Deaf, which was the same as the Senate version.

House Bill No. 1013 - Vision Services - School for the Blind - Conference Committee Action

	Base Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$5,538,818	$5,779,896		$5,779,896	$5,779,896	
New and vacant FTE pool		121,985	$137,451	259,436	259,436	
Operating expenses	869,686	1,276,257		1,276,257	1,276,257	
Capital assets	39,192	270,000		270,000	270,000	
Total all funds	$6,447,696	$7,448,138	$137,451	$7,585,589	$7,585,589	$0
Less estimated income	1,206,705	1,740,944	0	1,740,944	1,740,944	0
General fund	$5,240,991	$5,707,194	$137,451	$5,844,645	$5,844,645	$0
FTE	27.75	27.75	1.00	28.75	28.75	0.00

Department 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adds 1 FTE Assistive Technology Position[1]	Total Conference Committee Changes
Salaries and wages		
New and vacant FTE pool	$137,451	$137,451
Operating expenses		
Capital assets		
Total all funds	$137,451	$137,451
Less estimated income	0	0
General fund	$137,451	$137,451
FTE	1.00	1.00

[1] Funding of $152,723 is added for 1 FTE assistive technology position in the 2nd year of the biennium and funding for the new and vacant FTE pool is adjusted for estimated savings ($15,272), the same as the Senate version. The House did not include the 1 FTE assistive technology position.