

K12 COORDINATION COUNCIL

MAXIMIZING IMPACT

2022 REPORT

REPORT TO:

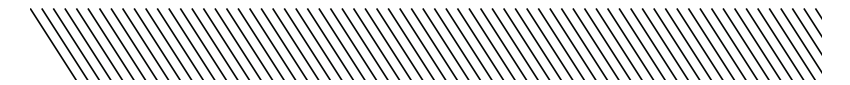
North Dakota Legislative Management
North Dakota State Board of Education
North Dakota House & Senate Education Committees

WHAT'S INSIDE

1. Letter from the Chairman
2. K12 Membership
3. Council Purpose
4. 2022 Highlights
5. Legislative Tasks
6. Collaboration
7. Coordination
8. Duplication & Replication
9. Operations
10. Legislative Recommendations



1 LETTER FROM THE CHAIRMAN



“The secret of getting ahead is getting started. The secret to getting started is breaking your overwhelming tasks into small manageable tasks, and then starting on the first one.”

- Mark Twain

Education is hard work. It can be easy to regress to the mean; a fancy way of saying fall into old habits instead of continually working to innovate. While the basics of education have remained the same for decades - reading, writing, arithmetic – school is full of people. It is the one constant that we can expect; people change.

Schools have long worked to accomplish the goal of our students being proficient in reading by third grade, which seems to be an overwhelming task. With recent legislative changes, schools are working diligently on increasing students’ ability to read by third grade. Teachers are attending professional development on the science of reading. Administrators are working on providing opportunities and coaching on enhanced teacher practices. They are working together to find curricula that focuses on the five critical areas of learning to read. Specialty teachers, like music and PE, are learning this as well so that they can assist in whatever way they can to help students read. This is all for just one content area! Work like this continues in other areas, as well. Teachers looking to improve their classroom. Principals looking to improve their school. Superintendents looking to improve their district. School Boards looking to improve their community. Paras are diligently working one-on-one to help students with individual plans built just for them. Cooks and bus drivers are learning about how they can keep students following the rules, all the while developing relationships to ensure kids feel safe and secure at school. These types of manageable tasks, I believe, are what Twain is referring to when he tells us to break those overwhelming tasks into smaller tasks that can be accomplished one at a time.

It has been no less difficult for the K12 Coordination Council to tackle their responsibilities. While wrestling with the many important and intentional tasks given to us by the legislature, we have encountered hurdles, barriers, and frustrations. We consist of many agencies, all with vastly different missions, yet we seek to find ways to coordinate to help education in North Dakota become the best in the United States. While each agency works to achieve its individual mission, together we see a chance to create efficiencies, but more importantly, more effective ways of providing ND students with a world-class education.

One of the chief barriers that we have heard of in schools stems from the mental health of students and staff. The deeper we dig into this issue, the more overwhelming it becomes. We hear of struggles in some areas of finding the right staff to assist students, the services needed for students with behavior challenges, the time necessary for staff to teach and help, and the burnout that can result from working to help all students when supports in the community or state aren’t yet available. And yet schools continue fighting the good fight.

This year, the Council has begun breaking down a seemingly overwhelming task like mental health into smaller, more manageable pieces. Sub-committees have been re-established in order to identify not only areas of concerns, but the steps that can be taken to improve them. Every district needs different types of support and so local autonomy is critical in this first step. However, coordination can occur across the state as community-building in a way that empowers each district and surrounding community to ensure service-provision is available, whether it be peer support, home services, or diversionary supports.

Having state, regional, and local representatives working collaboratively provides North Dakota with a unique opportunity; Collective intelligence and wisdom coupled with service providers and elected officials who can directly support schools. For there is no educator or administrator in our schools saying that this work is too hard. Nor is there any state official, elected or otherwise, saying that schools must abandon what they are doing to become effective. As long as we are asking the questions, “Is it working?” and “How can we get it to work even better?”, we will see improvements.

For these reasons, we must all in the state, whether it be teacher, janitor, politician, or parent, ask ourselves if we are working towards collective effectiveness for the future of North Dakota. By putting aside our differences, exemplifying humility, and seeking to understand, the children of North Dakota can rely on us to make a difference for them. Sir Edmund Hillary, the first confirmed mountaineer to have topped Mount Everest said it clearly. “It’s not the mountain we conquer, but ourselves.”



Sincerely,

Luke Schaefer
K12 Coordination
Council Chairman

2 INTRODUCTION TO THE K12 EDUCATION COORDINATION COUNCIL

The K12 Education Coordination Council was established through Senate Bill 2215 during the 2019 legislative session. The 18-member Council consists of legislators, executive branch leaders, and educators.



Gov. Doug Burgum
9/5/2019-8/31/2023



Kirsten Baesler
State Superintendent
of Public Instruction
9/5/2019-8/31/2023



Luke Schaefer
Council Chairman, Regional
Education Association Director
9/5/2019-8/31/2023



Nick Archuleta
ND United President
9/5/2019-8/31/2023



Mark Bluestone Sr.
Tribal School
Representative
9/1/2021-8/31/2025



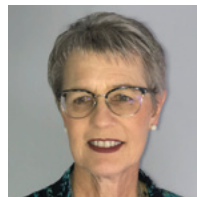
Dr. Aimee Copas
ND Council of Educational
Leaders President
9/5/2019-8/31/2023



State Sen. Kyle Davison
Senate Majority
Appointed



Brandt Dick
ND Small Organized
Schools Board Member
9/11/2019-8/31/2023



Sonia Meehl
State Board for Career
& Technical Education
7/20/2020-8/31/2023



Dr. Rupak Gandhi
Public School Administrator
Representative
9/5/2019-8/31/2023



State Rep. Pat Heinert
House Majority
Appointed



Dr. Sarah Ricks
Public School Principal
Representative
9/1/2022-8/31/2026



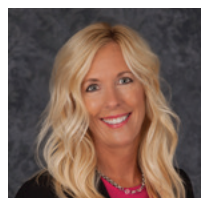
Karl Lembke
ND School Boards
Association
4/1/2021-8/31/2023



April Foth
ND School Counselor
Association
7/1/2020-8/31/2023



State Sen. JoNell Bakke
House & Senate
Minority Appointed



Sara Medalen
Public School Teacher
Representative
9/5/2019-8/31/2023



Melissa Vollmer
Special Education
Unit Representative
9/5/2019-8/31/2022



Dr. Jennifer Weber
Statewide Longitudinal Data
System Committee
9/5/2019-8/31/2021

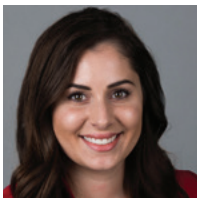
KEY CONTRIBUTORS



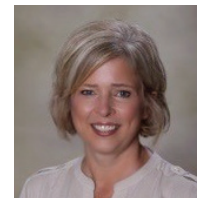
Wayde Sick
Career & Technical
Education Director



Maria Neset
Office of the Governor
Policy Advisor



Alexis Baxley
School Boards Association
Executive Director



Dawn Ulmer
Career & Technical Education
Strategic Project Manager

3 COUNCIL PURPOSE

The Council is composed of eighteen stakeholders from various backgrounds, including legislators, the governor, the state superintendent, school administration, teachers, and education associations. It is a diverse group that wrestles with the many important and intentional tasks given to us by the legislature. While each agency works to achieve its individual mission, together we see a chance to create efficiencies, but more importantly, more effective ways of providing ND students with a world-class education. Specifically, the Council is tasked with the following:



Assist in the implementation, dissemination, and communication of the statewide strategic vision and evaluate progress toward meeting the identified goals and strategies.



Perform a continuous review of the effectiveness and efficiency of access and delivery of education services and programs in the state.



Identify opportunities for increased collaboration among state education entities and stakeholders.



Identify gaps or duplications in education services and programs and provide recommendations for addressing those gaps or duplications.



Study and evaluate new and emerging educational initiatives and trends and provide recommendations for policy changes to state entities or the legislative assembly if necessary.



Support the implementation, dissemination, and communication of local or regional educational initiatives and practices, including innovative education programs, on a statewide level.



Establish a one - stop communication and information hub to provide the public and interested parties with seamless access to state entities that deliver education services and programs.

4

2022 HIGHLIGHTS



Innovation "Road Show"



Governor's Summit on Education Improvement



Council Retreat

The Council's work was kicked off with a retreat at Minot State doing a review of what worked well and a look forward to goals for the next year.



Joint Interim Policy Committee Meeting

"Teachers always say we want our voice at the table...I want to say thank you for this council because I'm a voice at the table for educators."

Sarah Medalan, Thursday, August 18, 2022 Joint Meeting.



Shadow a Student Challenge



Joint Meeting with the Workforce Development Council



5 LEGISLATIVE TASKS

In the fall of 2021, the Council retooled the subcommittees to align with the legislative tasks. This proved to be more efficient and allowed the Council to separate the analysis into buckets of Strategic Vision Framework Goal setting, reviewing statewide programs for duplication & replication, and learning about the innovative programs on the local and regional levels. Additionally, a committee was created to tackle the supplemental duties that were assigned in 4 additional bills in the 2021 legislative session.

- HB 1478: Alternative Education Certification—review policy for recommendation to DPI
- HB 1388: Study the membership of the K12 council
- SB 2196: Recommend the ND Learning Continuum
- SB 2141: Assessment system, collaboration with K12 Council



NORTH DAKOTA PK-12 EDUCATION STRATEGIC VISION FRAMEWORK LONG-TERM OUTCOMES: 2021-2022 PROGRESS UPDATE

North Dakota's K12 Education Coordination Council evaluates progress toward achieving the aspirational goals correlating to North Dakota's six long-term outcomes for students. This report is the first annual report on progress towards the aspirational goals. The data used to populate this report spans the 2018-19 to 2021-22 school years with the exception of the 2019-20 school year when COVID-19 learning disruptions occurred.

1

Long-term outcome

INCREASE STUDENTS WHO ENTER KINDERGARTEN PREPARED TO LEARN AND INCREASE THE NUMBER OF KINDERGARTEN CLASSROOMS THAT MEET THE NEEDS OF EVERY LEARNER

At this time, a measurable goal cannot be recommended due to the lack of a system of reliable and valid statewide measures to assess students who enter kindergarten prepared to learn, as well as a system to monitor early childhood experiences in the state. The ND K12 Education Coordination Council encourages the ND Department of Health and Human Services Early Learning Division to build a system of reliable and valid measures to aid kindergarten teachers in meeting the needs of every learner.

2

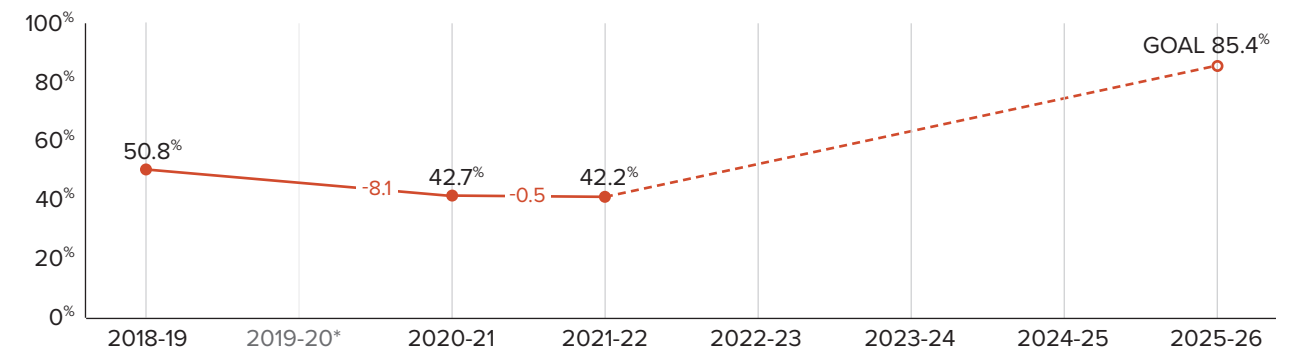
Long-term outcome

INCREASE STUDENTS WHO DEMONSTRATE READING PROFICIENCY IN 3RD GRADE

Aspirational goal:

By the 2025-26 school year, the percentage of students who are proficient or above on the North Dakota State Assessment (NDSA) reading subdomains will double from the 2020-21 school year.

Reading-Only Measure: Proficiency Levels



*2019-20 data are not available due to the COVID-19 pandemic disruptions.



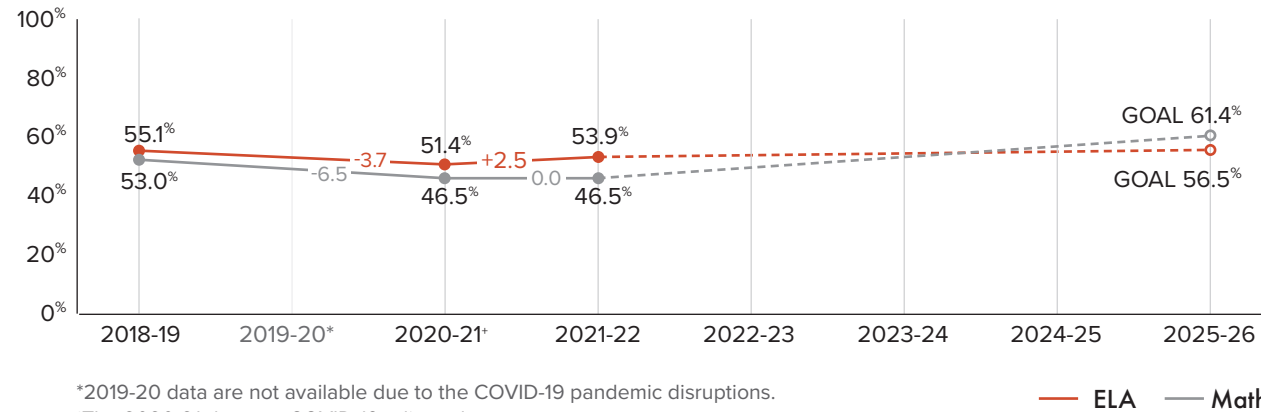
Long-term outcome

INCREASE STUDENTS WHO MEET EXPECTED LEARNING GAINS EACH YEAR

Aspirational goal:

By the 2025-26 school year, the percentage of students who meet expected learning gains in English language arts (ELA) and math will increase by 10 percentage points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed.

Percentage of students who met expected learning gains



*2019-20 data are not available due to the COVID-19 pandemic disruptions.
*The 2020-21 data are COVID-19 adjusted.

— ELA — Math



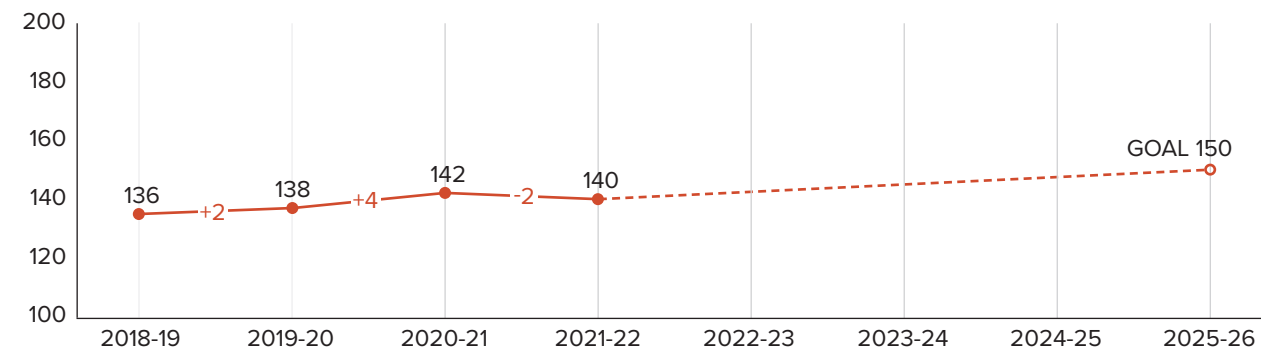
Long-term outcome

INCREASE STUDENTS WHO ENGAGE IN LEARNING

Aspirational goal:

By the 2025-26 school year, the statewide behavioral engagement score will be 150 points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed. Two points were awarded for the percentage of Committed students and one point was awarded for the percentage of Compliant students.

Statewide behavioral engagement score



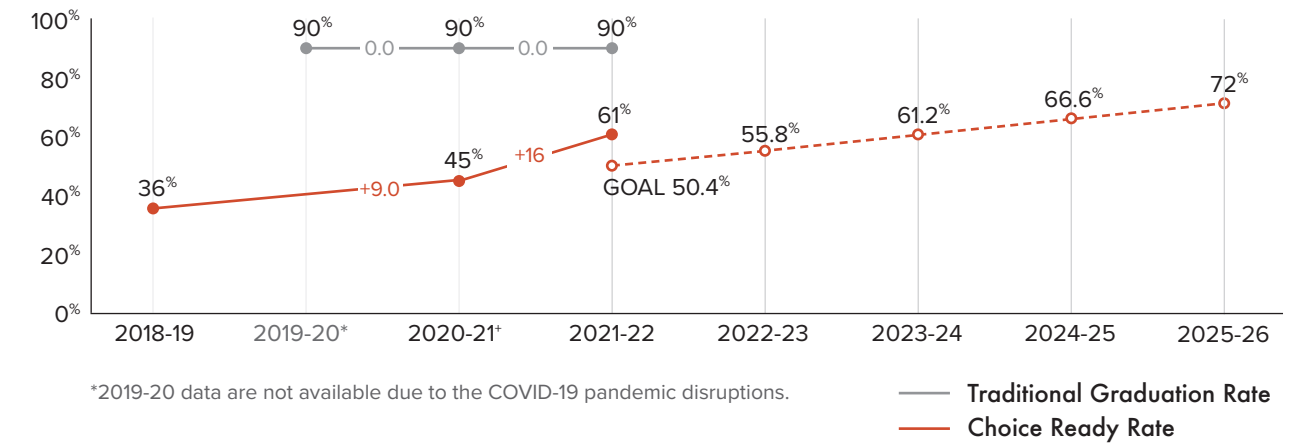
Long-term outcome

INCREASE STUDENTS WHO GRADUATE CHOICE READY

Aspirational goal:

By the 2029-30 school year, all students graduating high school with the traditional diploma will graduate Choice Ready. The Choice Ready rate will increase 5.4 percentage points each school year for 10 years to match the traditional graduation rate.

Choice Ready Metric Performance Rate and Traditional Graduation Rate 2019-2022



*2019-20 data are not available due to the COVID-19 pandemic disruptions.

— Traditional Graduation Rate
— Choice Ready Rate



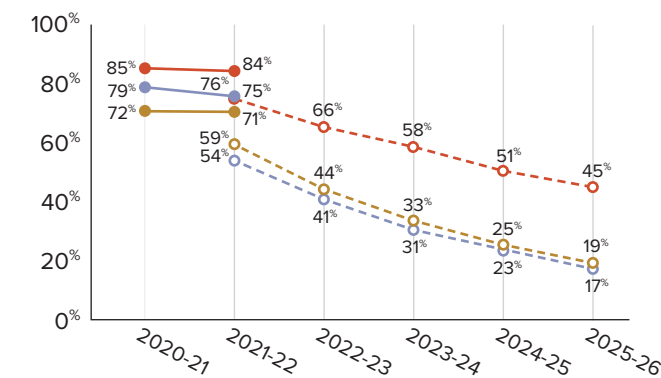
Long-term outcome

REDUCE THE DISPARITY IN ACHIEVEMENT FOR STUDENTS WITH DISABILITIES, STUDENTS IN POVERTY, AND NATIVE AMERICAN STUDENTS

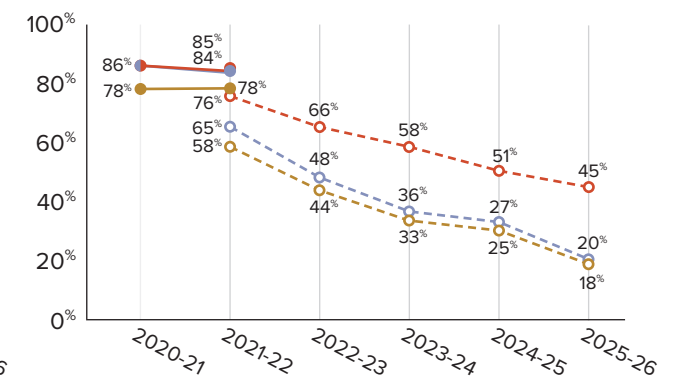
Aspirational goal:

Reduce the number of students in Novice and Partially Proficient for students with disabilities by 12% each year for 5 years and for Native American and low-income students by 25% each year for 5 years.

ELA



Math



— Students with disabilities
— Native American students
— Students in poverty

For more information contact

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kayla@olsoneffertz.com, 701-595-1844

6 COLLABORATION

The Council has spent a considerable time around the topic of innovation, as it is mentioned frequently in the legislation. One of the key visions in the creation of the K12 Council was to “SEE” different innovations at work. The Council started this review first by diving into programs that self-proclaim innovation simply by the title.

In the past a video was provided to summarize the Council’s activities. This year the Council was able to highlight videos of successful programs in North Dakota schools. One of the videos that was highlighted was created by STUDENTS who are enrolled in the Bismarck Career Academy EmpowerEd program. The video they created was a tremendous way to show many stakeholders what they do and why they do it. The EmpowerEd is a program that is operating under the State’s Innovation Waiver.

Council members also had a few innovation lessons learned along the way; such as not every school is thrilled to have you come show and tell. A great example of this is the great innovation found in the Northern Plains Special Education unit. There, a program called the Practical Assessment Exploration System, or “PAES” program, gives students in the special education program an opportunity to develop their skills and go into the community and start working. This program is funded through the federal Perkins Innovation dollars, however because of the disruption to the classroom and day, there wasn’t an easy way to come in and “see” the program.

Another lesson learned is that there is innovation happening in many schools that aren’t participating in a program that has the title innovation in it. This next year, Dr. Rupak Gandhi is leading his subcommittee into chapter 2 of innovation—uncovering what the barriers and promoters of innovative activities in a school are by diving deeper into the process and cultures that nurture innovation on a daily basis.

Many of the programs reviewed by the Council were recommended to be highlighted as a presentation at the Governor’s Summit on Education.

7 COORDINATION

Coordination and communication of initiatives is an area that the Council has not taken a focus on; however one example of a role that the Council played recently is in the assistance of the “Shadow A Student” challenge the Governor issued in November. The challenge was brought to the Council and with some light communication, the NDCEL and ND School Boards Association were able to play a part in enhancing participation for the challenge. As you can see here, it looks like Rep. Heinert visited St. Mary’s. In advance of the hearing, Rep. Heinert asked if that if any legislators participated in a shadow, we take this time to share a little bit about your experience.

8 DUPLICATION & REPLICATION

One of the guiding factors in reviewing programs as the legislation states is to take a common sense approach. It’s easy to get caught up in peer reviews and research methodology—however a baseline is needed to help the committee evaluate and compare. An easy to follow self assessment was created and adopted for the program review. A SWOT analysis was conducted and recommendations were provided back to the state agency who administered the program. On pages 11-15 is a review that was conducted and provided to the CTE agency and CTE board.

SWOT Analysis & Recommendations for CTE Virtual Education

Background of CTE Virtual Options for Education

Career and Technical Education courses offer students the chance to experience learning through hands-on experiences. Students can access CTE education in five different ways:

1. Their local school district program
2. Virtual CTE Center
3. CTE Center
4. A participating Career Academy/Area Career & Technical Center
5. Center for Distance Education

The above options offer CTE education virtually and in person. However, the key to a successful course is *applying* the learning, which creates challenges in a virtual environment. The Career and Technical Education (CTE) state agency has funded 5 Virtual Centers since 2008. These Virtual CTE Centers have developed a system to deliver online education with the benefit of hands-on experience throughout the state. CTE brick and mortar Centers also offer virtual courses when there is a need. Delivery of virtual education takes many forms:

- Four Virtual CTE Centers and three Area CTE Centers offer ITV courses which allow virtual learners to work and interact with a teacher, students from other schools, and an in-class facilitator.
- Virtual learners in some centers meet during the semester to participate in an entire day of hands-on skill development with their instructor and students from other schools. Some programs have 5 hands-on workdays per semester. Some incorporate hands-on learning daily.
- Several virtual centers use technology that allow students in remote areas the opportunity to experience hands-on skill development. One example is North Valley’s precision welding program.
- The following are the names of the Virtual CTE Centers, the state appropriation, number of students served and the cost per student. (Based on enrollments as of October)
- The CTE policy states state funding provides “40% of all approved costs at State at the Area Career and Technical Centers.” CTE Centers, Career Academies, Virtual Centers all qualify as Area Career and Technology Centers.

CTE VirtualCenter Name	Student Enrollment	Total State Appropriation By Center	Cost per Student
Central Region Area	1125	\$592,472.41	\$526.64
Cass County	469	\$519,616.76	\$1,132.06
Grand Forks	155	\$348,187.71	\$2,246.37
Great Northwest Area	70	\$132,589.36	\$1,894.13
Roughrider	334	\$266,402.63	797.63
Totals	Total Students	Total Appropriations	Average cost per student
	2143	\$1,859,268.87	\$867.60

Below is a SWOT analysis of the delivery of virtual CTE offerings for North Dakota students. This analysis does not address virtual courses offered by local districts.

STRENGTHS

CTE Virtual Centers

1. CTE Virtual centers use a variety of methods to serve students in underserved areas and help them develop the skills industry requires. These methods include, but are not limited to;
 - a. ITV;
 - b. Simulation Activities;
 - c. Interactive Technology;
 - d. In-person instructor visits to schools;
 - e. In-person hands-on days where students from several schools come together to learn industry skills;
 - f. Work experiences;
 - g. Industry speakers.
2. Three centers have been reaching across the membership borders to share resources and collaborate on registration. This practice will expand until all centers can offer courses across the state providing students the opportunity to explore a variety of CTE programs without leaving their local area. Instructors visit, deliver equipment, and provide quality CTE education.
3. Qualified Certified CTE instructors with industry experience teach CTE courses and are evaluated by CTE Program Supervisors.
4. Each CTE program instructor carefully chooses an Advisory Board, based on recommendations from their CTE training and under the guidance of State CTE Supervisors. Advisory Boards serve educators and students by providing industry information related to technology, workforce needs, skill development and career readiness. The advisory boards give advice to educators to develop course work that fits the most recent industry needs.
5. Programs follow the guidance in the CTE MISO3 Code Descriptions and listen to the counsel from Advisory Committees, industry representatives, and State CTE Supervisors for minimum hands-on experience recommendations.
6. CTE collaborates with post-Secondary Institutions. Dual credit courses and industry certifications are available in specific courses.
7. Virtual CTE Centers provide equipment, curriculum, hands-on learning days, hands-on learning labs/classroom materials, in-person teacher visits, and certified instructors.

Center for Distance Education

1. The Center for Distance Education has a plethora of online virtual education opportunities for all levels of students.
2. CDE fills the gaps for areas that are missing in the K-12 system to meet graduation requirements and enrich learning.
3. Classes are flexible, students can sign up anytime to complete the 20-week course. If students don't finish in a semester, an extension may be purchased, and another 20-week timeline is granted.
4. Most teachers provide written feedback.
5. CDE has received consistent legislative funding to decrease the cost of courses for schools, providing courses at a lower cost than the private market.
6. CDE Administration evaluates teaching staff.
7. CDE uses a prepared curriculum for all teachers providing consistency to the students and

WEAKNESSES

Virtual CTE Centers

1. State funding to the virtual centers does not cover equipment, therefore each center may have a different type of equipment which creates some inconsistency. CTE Virtual Centers use other funding sources for equipment.
2. CTE Programs are funded differently under [The State Board for Career and Technical Education Policy for Reimbursement of State Funded Programs](#) which may result in the perception of inequity for per-student payments.
3. Hands-on experiences vary across the state, although as mentioned previously programs follow the guidance in the CTE MISO3 Code Descriptions and recommendations from Advisory Committees, Industry and State CTE Supervisors.
4. Low enrollment in some CTE Virtual Center courses.

Center for Distance Education

1. While CDE is an excellent resource for credit recovery and elective choices, the CTE courses they offer are not part of an approved CTE Program. Center for Distance Education Courses do not provide the level of applied skill development and teacher interaction that is required for CTE approved programs.
2. Center for Distance Education CTE Courses are not evaluated by State CTE Supervisors.
3. CDE courses that are not approved CTE program courses create the following consequences that that students, parents, and school officials may not be made aware of:
 - a. The student cannot participate in a CTSO unless he/she is attending a school that provides a CTSO.
 - b. Students may not develop the skills necessary to move on to advanced courses or Work-based Learning.
4. Approximately 19 of the CDE CTE MISO3 codes have been duplicated and are being used for multiple courses that do not fit the official course Code Description. The [MISO3 Course Code Descriptions](#) ensure CTE courses are accurately recorded on high school transcripts. (see attached document for CTE MISO3 code duplication examples.)
 - a. Duplicated codes can affect students attempting to complete a program of study for CTE.
 - b. If the MISO3 Code description labels a course as a prerequisite course, it is important that all course standards align with the MISO3 code description.
5. There is a maximum number of credits allowed for each CTE MISO3 course code. If the code is used for multiple courses the student may exceed the maximum credits which diminishes the value of the course.

Overall Weaknesses:

1. Duplication between CDE and CTE Virtual Centers is not an equitable education opportunity for students.
2. Different learning platforms are used throughout the various Virtual CTE Centers and CDE.
3. The inability to understand the CDE funding breakdown of state share and local share collected does not allow for funding comparability to CTE Virtual Centers.

OPPORTUNITIES

1. Increase efficiency by increasing collaboration between Virtual Centers across the state. While there is minimal duplication in the courses offered by the Virtual CTE Centers, there is also room for new opportunities to share resources providing equity across the state.
2. Create a process to eliminate course duplications between CTE Virtual Centers and CDE. This will make better use of CTE funding and streamline the system for educators and students to identify the right opportunities.
3. Eliminate incorrect code duplication by Center for Distance Education to record cleaner data, produce more accurate transcripts and protect the integrity of CTE Courses.
4. Monitor enrollment to identify duplications between Center for Distance Education CTE students and CTE Virtual Centers.
5. State CTE has adequate staffing levels to review, record and report data.

THREATS

1. The Center for Distance Education can offer CTE courses at a lower cost to schools than the Virtual CTE Centers due to the funding structure that is in place which means some schools will choose CDE CTE courses for the price value. Some students aren't aware that their school already pays for Virtual CTE courses. If these students sign up for Center for Distance Education CTE courses, it may result in an extra unnecessary cost to the school. This also decreases the CTE Virtual Center enrollment in many areas.

	Courses offered within CTE Membership Area	CDE Courses that duplicate CTE Virtual Center Courses
Central Region Area	31	11
Cass County	12	3
Grand Forks	11	2
Roughrider	16	4
Great Northwest Area	7	4
<p>Conclusion – Virtual overlap mainly relates to CDE. This can easily be overcome.</p> <ul style="list-style-type: none"> ● CDE effectively offers a wide array of courses in addition to CTE. ● CTE composes a small percentage of the total CDE courses. ● CDE can focus on the educational gaps in ND and interesting electives. Virtual CTE Centers can focus on CTE Courses since they are already equipped for the hands-on learning component or CTE Program Supervisors can evaluate Center of Distance Education CTE Courses. 		

2. Employers will be provided transcripts with a false impression of the students' competencies if the incorrect MISO3 code is used, and courses do not meet [State CTE Standards](#).
3. While there are recommended "hands-on" days for each CTE course, there are no requirements, making the application portion of the course vulnerable to inequitable education opportunities.

RECOMMENDATIONS to the

ND STATE BOARD OF CAREER & TECHNICAL EDUCATION & CTE STATE AGENCY

1. Establish a central registration for all CTE virtual courses. This process will be supervised by the CTE Agency.
 - a. Virtual Career and Technical Education Centers will continue to collaborate and offer courses state-wide sharing teachers and resources as necessary.
2. CTE courses that do not meet the MISO3 applied course code requirements will not be allowed to use the CTE MISO3 code for courses. Explore a "CTE Theory" code to indicate the courses that are not approved CTE courses with applied learning.
3. Monitor enrollment shifts between in-person CTE Centers and CTE Virtual Centers to establish baseline and create enrollment goals that support workforce needs.
4. Utilize the newly funded CTE centers to support equity, supply hands on experiences, as well as meet standards and requirements across the state reaching more students.

Recommendations Discussed but Not Recommended

1. Implement a policy that Virtual Centers will be the sole provider of state funded CTE virtual courses and state funding will only be provided for state approved CTE programs. (CTE State Board)

Discussion Point:

This set of recommendations were produced addressing the opportunities for improvement within CTE Virtual Centers and CDE. A topic outstanding are the virtual courses offered at the brick and mortar CTE Centers/Career Academies, as they are also supported by the State reimbursement policy.

9 OPERATIONS

In year one, an operations guidelines document was developed for consistency and organization of the Council. This has been continuously updated and more recently a set of agreed upon vocabulary was established to direct the Council on role and process. This creates enormous efficiencies in determining the process to execute something such as “review” or “evaluation.” These definitions have created consistency in process and guidance to the legislative process to ensure expectations of the work of the council is met.

10 LEGISLATIVE RECOMMENDATIONS

One of the key elements of the full council meetings is to conclude with a section on “timely topics.” This is 20-30 minutes dedicated to discussing the most timely or concerning issues of the day. These topics were used in a joint legislative interim Education Policy committee policy meeting. This was an insightful discussion with legislators scratching the surface of the current challenges and proposed solutions, such as teacher retention and recruitment strategies.

K12 COUNCIL STUDY OF MEMBERSHIP RECOMMENDATIONS:

Finally, the Council presents for your consideration legislative recommendations. Under the category of Educator Attraction & Retention:

1. Continue and expand first and second year support for the ESPB Mentoring Program.
2. Support an additional appropriation for the mentoring of administrators.
3. Conduct a research study of leading indicators of education attraction and retention:
 - A. Current education college students in North Dakota;
 - B. Current teacher’s scope of work and current attitudes towards the profession of teaching;
 - C. Alternate pathways for teacher licensure;
4. Study the training and other requirements that are required by state agencies of educators.

Legislatively, the Council was also charged with evaluating the membership and scope of work. In December of 2021, the Legislative Initiative Sub-Committee of the K12 Education Coordination Council met to review N.D.C.C. § 15.1-01-04, which governs the makeup and duties of the Council. The final recommendations were made through a lens of efficiency, fairness, and practicality and approved by the full Council before being presented to you today.

The proposed changes to the makeup of the body include:

- Adding an additional member from the legislature, for a total of 4 sitting legislators - two from each party as chosen by the respective leaders.
- Modifying the language to broaden the applicant pool for tribal school interests.
 - The previous language required a representative of “a tribal school” and the committee proposed new language to an individual representing “tribal school interests.”
- Changing from one public school teacher to two public school teachers - one each from the elementary and secondary levels.
 - The “frontline” insight from educators is very appreciated within the council, and because the needs of elementary and secondary schools can vary, the committee thought it would be useful to include a teacher from both the elementary and secondary public schools.

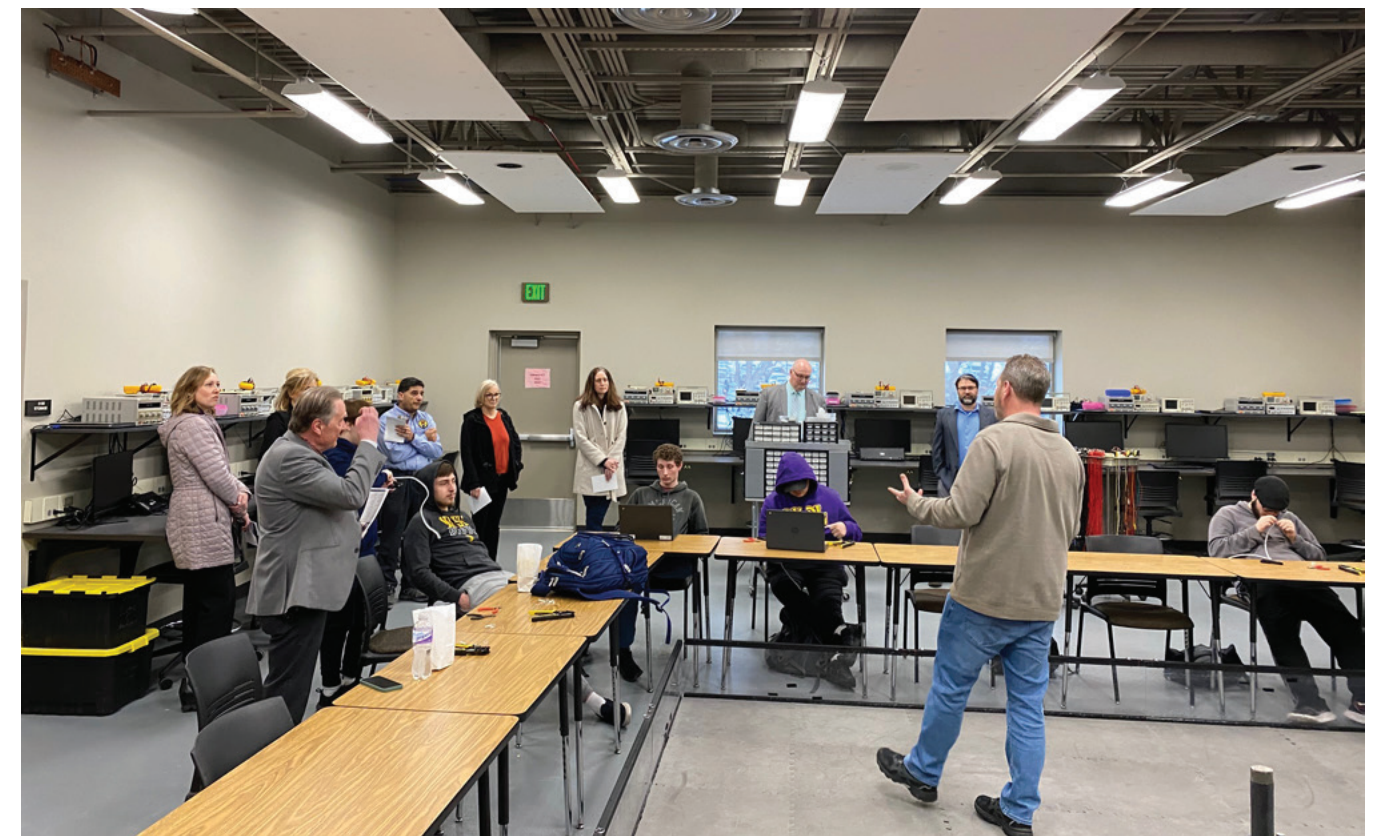
In addition to the changes in the makeup of the committee, it was further proposed that:

- The requirement to establish a one-stop communication and information hub be removed, as this would be a duplication of other widely-available resources.
- The required number of full council meetings be modified from four times per calendar year to six times per biennium. This allows for flexibility during the busy legislative session and around school calendars.
- It was also identified that the legislation also doesn’t enable the Council to identify large barriers and the Council ends up focusing on practices and not successful outcomes.
- Additionally, the language does not provide authority to spend the appropriated dollars other than for the executive director. The requirements of our activities make it difficult to execute. Example: The strategic vision subject experts or facilitators.

GOVERNOR, ND DEPARTMENT OF COMMERCE WORKFORCE DEVELOPMENT DIVISION & WORKFORCE DEVELOPMENT COUNCIL RECOMMENDATIONS

In the final drafts of creating legislative recommendations, there were insights and ideas that rose to the top of the Council’s priorities and seemed appropriate to highlight and forward to the Governor, ND Department of Commerce Workforce Development Division & Workforce Development Council. The following recommendations were forwarded for consideration:

- Appropriate dollars to market the education profession
 - Request for funding: \$300,000
- Expand ND Insights to include a Strategic Vision Dashboard.
 - Support state funding for the Statewide Longitudinal Data System (SLDS). Request SLDS governance to prioritize the expansion of ND Insights within the total appropriation.
 - Support the continued full funding of SLDS.





K12
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