2017 HOUSE APPROPRIATIONS

HB 1013

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
1/4/2017
26564

☐ Subcommittee
☐ Conference Committee

Donna Wetham

Explanation or reason for introduction of bill/resolution:

For defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind.

Minutes: Attachment 1-2

Chairman Monson: called the committee to order at 1:30 on 1-4-2017. Sanford joined us at this time.

Jerry Coleman: Director of the School Finance Organization within the Department of Public Instruction: gave a presentation on K-12 state school program. His prime area is Foundation aid. (See attachment 1)

Chairman Monson: We asked last session for REA'S in the teacher centers to merge and they said almost all of that has happened do you still have something to do with Them?

Mr. Coleman: I don't have anything to do with the REA's. We collect some financial data from them. They do get lots of state aid.

Rep Schatz: How much do they get?

Mr. Coleman: $50,000 a year for each REA to help support a regional coordinator. They also get 1.9 million through the formula which is generated looks like about 3.8 plus 8 hundred thousand.

Chairman Monson: The teacher center portion also do collect those membership fees as well. So they get some special funding on top of that. All the money for the teacher centers went away. I understand there is no more money there. When we merged them I thought the intend was that they would save money by merging and having one administration and still have some other expenditures and needs and never mend for all the money to go away.

Rep: Schatz: What do the teacher centers do?

Mr. Coleman: 5:13 They serve home schools, day cares, preschools, as well as k-12, they provide services are to help teachers. Sometimes the whole schools belong, sometimes only as individual teacher will belong by paying a membership.

Rep: Sanford: My recollection was that this merger would occur because there are similar admissions.

Chairman Monson: My understanding is that there is money in Governor Dalrymple's budget for the REA's but not the teacher centers.

Mr. Coleman: (See Attachment 2)

Rep: Monson: Is your presentation on line?

Mr. Coleman: It is not but it could be.

Rep: Streyle: Were these the exact numbers that were in the budget?

Mr. Coleman: Not exact numbers but exact basis we project that out to an average building and membership count but it is the foundation for the way we build our budget.

Rep: Monson: 22:50 Then OMB didn't change your numbers so what you gave them should be accurate

Mr. Coleman: That is correct. We do have one other piece of information and that is the taxable evaluation numbers for this currant year.

Rep: Monson: You still do have an increase projected for 2018 and 2019 despite the fact that it went down, so you are thinking that 2017 is normal?

Mr. Coleman: Yes, and that is what our numbers are telling us and our birth rates. You can see we have been adding 200 and 200 incrementally and those are going to be pushing in as we are dropping numbers off. If you look at the 201 school year that is the students enrolled full time in K-12. The lower grades run about 8800. If you look down that list. You can see how that is building up on the bottom.

Chairman Monson: Your graduating smaller classes and bringing in more kindergarten?

Mr. Coleman: 25:50 The big push on the bottom is starting to get into the middle schools. You will see reports in Bismarck where the Middle schools are packed and looking for new room. There's a lot of new kids in our system and we are graduating less. On page 10 there is we lost 25,000 students and we got 13,000 of them back.
We lost 70 school districts over that time period. Right now we have 178 school districts in the state. 150 are K-12 we still have 26 elementary and a couple non-operating which is our air force bases.

Chairman Monson: the 2 non-operating are the airbases?

Mr. Coleman: Yes, the two are airbases. Other school districts can go non-operating for 1 year than they have to dissolve. Right now we just have those 2.

27:20

Chairman Monson: The air bases are permanent though?

Mr. Coleman: Yes they are permanent so they excluded from the provision that they have to dissolve. The air bases educate their children in the public school districts so everything comes under the umbrella of the public school district.

Rep. Sanford: Impact aid or 874 money, is that what it is called?

Mr. Coleman: I know it as impact aid, there may other variations in that too.

Chairman Monson: Is that growing or keeping up with the need?

Mr. Coleman: I really don't know. Rep. Sanford might know he comes from a community that has one.

Rep Sanford: My recollection is that they used 3 year old data and they paid on the basis of percentage of impaction that you had. So the 2 bases that are in North Dakota because they are all of the children that attend those schools are base related. They are 100 percent impacted so they do not get a deduction. They get a federal rate whatever it is. I think it is still keeping up. A few years ago they were talking about a reduction of the partial payment but they were able to get that back up.

Chairman Monson: That's all federal so.

Mr. Coleman: I think that impact aid is driven by the number of students so if they are losing kids they will be losing funding. I don't know if they are relatively stable or not. Birth rates have been rising dramatically. Statistically I think we were considered an old state but now we are considered a young state. We based our predictions on that we are at least moderately increasing in students across the state.

31:01

Chairman Monson: A few sessions back some school districts complained that they were growing too fast and they were being hurt by the formula. Are they still being hurt by the formula or do we need an adjustment?

Mr. Coleman: I am sure you will hear from them. The foundation aid formula is given by statistics and the formula uses last year's numbers. The average daily attendance. All the data is a year old. The legislature has done in previous years is rapid growth enrollment grants. Governor's recommendation did not make an adjustment for the rapidly growing district. There might be some proposals to bring that back but the appropriation is around $14 million.

Chairman Monson: That is the way I remember it was at 2%. Say $14 million was appropriated how much is going to be used out of that?

Mr. Coleman: 33:48 There is some left, maybe a $1million. (See attachment #2).

Rep Streyle: If you take out the high cost areas, the top 6 out which we shouldn't be compared with because we are totally different. The average is 52,000. So we are right there where we should be excluding the high cost areas.

Rep Schatz: SD has 10,000 less than we do.

Rep Sanford: National data says the per pupil payment is above the national average. What is your take on the data used for education statistics?

Mr. Coleman: Methodology is fairly consistent across states but it is usually 4 years old before you get to use it. I haven't found comparing ND to other states isn't really that useful. The data you get from the states varies and it depends on what they are asking for.

Rep Schatz: 38:50 Do they have an estimated average annual salary of administrators?

Mr. Coleman: They have lot of data and it would be easy to find.

Chairman Monson: Would you like that information Rep Schatz?

Rep Schatz: I would.

Rep Sanford: I think just accessing AASA would provide that information.

Chairman Monson: Just to complicate things as was said the definition of administration sometimes can be called athletic director. Who knows what definition ends up in there?

Mr. Coleman: We do an annual data collection and you would be able to find administrator salaries for ND. (See Attachment #2) Overview of the formula.

Chairman Monson: The school district with 110 students or less is the most inefficient size?

52:30

Mr. Coleman: Yes. The still need to have the same number of classes and teachers. Small schools always will be a challenge in ND.

Chairman Monson: I know you haven't gone through your whole list, but are there some of these
numbers that need to be tweaked?

Mr. Coleman: You'll hear those kind of tweaks from those small school districts that will be affected. They will be coming in and making their case. The biggest push would be to extend the backers for small schools. Get that up a little bit. They are in a difficult position, finding ways to get the job done for those students. Students is what they need.

Rep Sanford: For the first part of the calculation or formula on page 15 you said the basis for this is research based. There was a lot of research into it and they calculated that there was certain amount of dollars for different areas. There is was dollars identified for professional development and there is other dollars in there that covered other specific pieces of curriculum. The based formula was supposed to cover the of the full cost of the student, but we do have other appropriations we make for special circumstances. Why do we have other special appropriations if they were supposed to be covered in the base?

Mr. Coleman: 56:48 They had the model but ND didn't adopt that or mandate that on school districts. Out of the base level there was a subtraction. We fund separately Vocational Education. That was not included in their model. There might be cases where it is doubled up but other cases where it is not funded appropriately. It does allow school districts to structure their programs to what they are working with.

Rep Sanford: How many of the districts use excess levy's for operations?

Mr. Coleman: 59:30 In terms of the ones that the public passes there are not many at one time there was 9 districts. You can see the levies the School Facts Finance Publication.

Chairman Monson: We had some school districts that could not increase in the formula fast enough to keep up with their rapidly increasing evaluations. Has that leveled off now so everyone on the formula is able to keep up?

Mr. Coleman: It's probably slowed down but over the period of a year it's hard to get everybody caught up. There'd be a few districts that are under that 60 mils. 1:02:53

Chairman Monson: There are a few still trying to get caught up?

Mr. Coleman: Quite a few.

Rep Sanford: We have some districts that have pent up mill levy increase if their taxable evaluation growth levels off or normalizes you could see a mill levy increase in order to get to 12%.

Mr. Coleman: 103:50 If it is right up to 60 mills they certainly have levy authority if they chose to use. It can go up to 70 mills or 12% a year. That would be additional revenue for the school district they could tap into.

Rep Sanford: The tax basis of these various local agencies have some significant differences in what comprises. Some of the school districts have an interesting growth pattern. Has the change in property values helped the schools?

Mr. Coleman: You are referring to those outside of the regular property tax system? There is a Board of Equalization out there that is supposed to make sure they are valuing their property consistently. It should reflect fair market value.

Rep Sanford: The tax base what is comprised of isn't what it used to be. The mix has changed.

Mr. Coleman: Theoretically in terms of the K-12 funding formula that shouldn't matter. The rate is 60 mills on the evaluation of that property.

Rep Sanford: My point is if they can't get to 60 mills and they are at 60 mills in another community you have levy difference.

Mr. Coleman: Because they are expected to 60 mills and if they are down at 40 mills but they will see their taxes go up each year until they get to 60 mills. There is a lag until that happens 1:07:40

Chairman Monson; If you have more questions we will see Mr. Coleman next Wednesday. Meeting adjourned.

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013/HB1073
1/11/2017
26799

☐ Subcommittee
☐ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind.

Minutes: Attachments 1- 12

Chairman Monson: Meeting was called to order, attendance taken, we have a quorum.

5:40-18:00 Kirsten Baesler: State Superintendent of the Department of Public Instruction. Testimony (Attachment 1)

11:45 Representative Martinson: Did we fund the 1-time funding to Leveraging the Senior Year (Attachment 1 page 4) and if we did then why isn't it funded now? HB 1013 should be exactly as we passed it?

Kirsten Baesler: Yes, it was funded last session

12:40: Sheila Sandness Legal Council: It was funded out of carry over funds from last biennium, it wasn't in their base budget, I believe it was in the policy bill that allowed them to use carry over funds. Yes, there is some turn back money, 33million dollars of funds that should be left. 3 million of that is directed to additional transportation funding. It is also addressed in the governor's bill.

Representative Martinson: Well then how much is it for this?

Kirsten Baesler: It was in the 2030 policy bill in 2015, there was 1.2 million appropriated to the advanced placement side and 250 thousand that is in our base budget.

Representative Monson: The 33 million from turn back, is some of that factored into balancing our budget.

Sheila Sandness: The 33 million is anticipated to be turned back to our budget and is part of the ending balance.

16:10 Kirsten Baesler: That program encourages students to take advanced placement exams and earning college credit while they are in high school. We only had that program one year and I would like to share some results: 21% increase in students taking the calculus AP exam, a 36% increase in students taking the English composition exam and a 114% increase on students taking the physics AP exam. In total 1,701 exams where paid for by the state for our student s to take. At $450 per credit for a college class averaging 3 credits per class this is a 2.295-million-dollar savings for our students and their families.

18:20 Representative Sanford: ND Scholarship program, how many of each where awarded?

Kirsten Baesler: The majority are academic but we do see career technical education scholarships as well. Career technology is increasing all the time.

Representative Sanford: Second question, what kind of results are there for teacher licensing, which ones would need more support?

Kirsten Baesler: June 2015, started a task force to explore what we can do to recruit and retain, we have met for the last 18 months and we have some proposals, we tried the emergency licensure of the community expert opportunity, didn't have much effect. The majority of shortages are in the rural areas. We are graduating enough teachers for those positions but they are choosing not to go there. We have some programs to provide support for those teachers who choose to go to those areas, one of these being student loan forgiveness. Teacher support systems, especially the first 3-5 years.

Representative Schatz: I know that retired teachers can teach 40% of the time and still draw their retirement, have we even considered allowing them to teach 100% of the time and is it the same for administrators?

Kirsten Baesler: Yes, it's 40%, yes we have discussed changes, I am on the TFFR Board and we would make that decision, we have had many discussions on this the last year. It's hard to keep that TFFR fund robust and fluent when you have a retired teacher coming back and filling full time slots. The employer side would pay into the fund but the employee side would not.

25:00 Representative Sanford: Tell us how communities go about getting The Early Childhood Grants and what is the success of that?

Kirsten Baesler: They are part of the Department of Commerce budget and it's a cooperative effort between the Department of Human Services, and the Department of Public Instruction, that resulted in the 2013 session when there where are a lot of bills for early childhood opportunities. 2015 bill was put forth for all 4 year olds that are finically challenged. If the community wants to apply for this, they must call a meeting of all those involved and come up with a plan of what they are going to do to educated this child. There about 44 communities over 900 4-year-old that have benefited from this.

29:50 Representative Streyle: Is there an update on the withdrawing from common core.

Kirsten Baesler: The teachers met all summer, they are now on the third draft, they will meet in February to review the final draft. Every teacher that was willing to help with the standard for math and English, was selected for the committee. It will be completed in March of 2017, they are very different from what they were the last six years. They will go into effect this fall.

Representative Streyle: Is there a document to compare this side by side?

Kirsten Baesler: The common core standards are still on the web site and our most recent draft is also on our web site if someone wanted to really look at it. The first draft from August also accepted public suggestion as well as business industries.

Representative Streyle: Has there been anyone involved that was strongly against common core?

Kirsten Baesler: None of them submitted an application to site on the board

Representative Monson: Was there any information coming in from home school or private school.

Kirsten Baesler: We did get information from everyone, parents, teachers, from anyone that has input.

41:00-58:40 Jamie Mertz, Director of NDDPI's Fiscal Management Office
(Attachment 2)

44:20 Representative Monson: How many FTEs do you have?

Jamie Mertz: 99.75

48:00 Representative Sanford: If you don't get the extra money for the food program what would happen?

Jamie Mertz: If it went past the 1 million already in our budget we would have to cut it off once we got that far. The districts could do it themselves.

Representative Monson: This is for the food service process? So if there's chicken you are paying for the processing to make it into chicken nuggets? Could the school just keep it as a chicken and use it that way?

Jamie Mertz: Yes, that is correct. It's the further processing of the food.

52:30 Representative Monson: What's the source of those special funds?

Jamie Mertz: Payments from the schools, so the schools are paying for this anyway.

53:00 Representative Schmidt: With regards to Leveraging the Senior year, do you have performance measures to judge that?

Jamie Mertz: Because this is the first year we don't have anything together as of yet.

Kirsten Baesler: That's the statics that I mentioned during my testimony.

1:02:00 Jerry Coleman: Department of Public Instruction: In the budget book, the tab "School finance tab" we covered a lot of it. (attachment 2 page 33) Also the green sheets (attachment 12)

1:08:45 Representative Sanford: How many districts do we have that don't get to the minimum mill levy and can we get a dollar value of what would happen if they all were at that required minimum?

Jerry Coleman: To clarify, property tax for school districts can levy in dollar at a mill rate of 70 but they can't increase that by more than 12% in any given year in dollars over the previous year, because of the explosion of property taxes in some school districts they are limited by that 12%, so the mill rate is lower, under 60. So to not penalize school districts for that there's a corresponding limit on the formula to keep things balanced. So if we removed that 12% I would have to get back to you with the fiscal impact that would have.

Chairman Monson: Is there a bill or anyone talking about removing that?

Jerry Coleman: Just conversations, no bill that I know of

1:16:00 Jerry Coleman: We did ask for a 1% raise per student, (page 44 attachment 2) breaks down the cost to continue.

1:20:20 Representative Sanford: So the 20 million on the green sheets (attachment 12)

Jerry Coleman: Yes, line 6 is no rate increases on foundation aid, that just the cost for the new biennium and new kids. We would need 20 million to fund the formula as measured from appropriation to appropriation.

1:25:30 Jerry Coleman: We think we will be coming up 1.2 million dollars' short and about 100 thousand on our transportation line, we'd like to be able to make good with the current appropriation but we need authority to do that.

Representative Monson: What happens if you are short on the Special Ed (line 10 attachment 12)

Jerry Coleman: If we can't meet the obligation, we have special authority in Century Code that allows us to request that money from Bank of North Dakota.

1:27:40 Becky Deichert, OMB: There is language in bill 1073 so that they can use excess money from foundation aid from the formula for cases like this.

Representative Monson: Out of the 33 million they can tap into that? We would have to amend that since it's in 1073 but not in 1013.

1:37:00-1:46:00 Chelsey Raymond, Instructional Strategist at Ely Elementary in Rugy (attachment 3)

Representative Schatz: Couldn't these districts offer this support without state support?

Chelsey Raymond: Our district does, they continue teacher mentoring through the second and third years. There's not the accountably without the program.

Representative Schatz: I'm still not hearing why the state has to be involved in this. I'm thinking the district could do this themselves.

Chelsey Raymond: If the state is involved, it would be more consistent.

Chairman Monson: And the new budget is taking it from 2.7 million down to 2 million?

1:48:30-2:03:00 Laurie Stenehjem, Coordinator of the ND Teacher Support System (attachment 4)

1:52:50 Representative Schatz: Why can't the system itself do this on a local level?

Laurie Stenehjem: There's training and structure to the program, more accountability.

Chairman Monson: Could this be part of the teacher's centers, the REAs?

Representative Sanford: This is very targeted, very specific to deal with the problems that first year teachers have, correct?

Laurie Stenehjem: Our intent is to provide the support that they need. We want to make sure this is everywhere, no matter where you are teaching.

Chairman Monson: I am asking again about the REAs or Teacher's centers? Can we look at some better efficacies and make sure that we don't have over laps?

Laurie Stenehjem: When we first started the program, that was the plan, after the first few months it was found that it wasn't the best place for it.

2:03:30-2:14:00 Vicki Peterson: Family Voices of ND (attachment 5)

Chairman Monson: So you are speaking on behalf of Pathfinder because you work with them?

Vicki Peterson: I am here to testify against the pass through dollars that you send through the Pathfinder center last session. They were there to provide direct support to families, due to the reconstruction, the people that provided that direct support are no longer working there.

Chairman Monson: What funding do you get?

Vicki Peterson: Federal funding from off of the maternal child and health.

Chairman Monson: So no state money

Vicki Peterson: No, not for education

2:14:15- Lyle Krueger, Executive Director, Missouri River Educational Cooperative (attachment 6)

Representative Martinson: Who are the REAs accountable to?

Lyle Krueger: First, to our local boards, we also provide an annual report to the Department of Public Instruction with regard to our finance and the programs that we are doing. There are 5 legislative mandated areas that we provide support to. 1) Professional Development 2) Curriculum Enrichment 3) Data 4) School Improvement 5) Technology and technology support.

Lyle Krueger: REAs have local boards made up but they can be made up differently depending on the size of the schools.

2:19:20 Representative Schatz: What year did the state start funding REAs?

Lyle Krueger: I believe it was 2005.

2:21:30 Representative Martinson: How did the teacher center money go away?

Chairman Monson: Because they were merged, so the name teacher centers went away so there's no line item anymore either.

Representative Martinson: Isn't that a decision that the REAs made then to not support them?

Lyle Krueger: No it was a mandated merge, and because of the wording for teacher centers, they are part of the REA, the funding can't be provided anymore because of the vocabulary.

The money is not there to fund them. The money is gone. We have the 800 thousand for the areas that I mentioned earlier. With the merger more teachers are realizing that we are here for them, some didn't even know.

Chairman Monson: Last session we asked them to merge, the intention wasn't for the money to disappear. We mandated for them to merge and because that name is gone all the funding for that is gone as well.

2:28:00 Dr. Andi Dulski- Bucholz, Director of the Mayville Teacher Center (see attachments 10 & 11)
There are 9 teacher centers. It's easy for the mergers to occur when the teacher centers and REAs are located in the same area, there's no doubt we can merge but that means the

Mayville area will end up merging with the Grand Forks area. We serve a very rural population. The other thing about us is there is a beautiful mix of efficiency and effectiveness because we are working with one the teacher center goals. We are supporting the new teachers. We also work with the REAs. 9 teacher centers and 8 regions.

2:35:20-2:38:00 Misti Werle, Director Missouri River Teacher Center (see attachment 7)

2:38:15- 2:43:00 June Herman, American Heart Association (see attachment 8)
HB 1013 page 3 line 19 $165,500 now it's zeroed out, it's not the funding that the program, we are looking for different way to teach CPR in the schools.

2:43:45 Dr. Jim Stenehjem Director ND Lead (see attachment 9)
The cost of $2500 was the reason that some of the schools were not participating.

Chairman Monson: If you don't get the money where would you get the funds?

Dr. Jim Stenehjem: We can get it from fees.

Representative Schatz: Do you do any screening to see if some aren't meant to be a teacher or an administrator?

Dr. Jim Stenehjem: We don't. There's other groups that do that. When their superintendent says they need some help, we can help them support the person.

Chairman Monson: Adjourned the meeting.

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013-HB1073.
1/12/2017
26847

☐ Subcommittee
☐ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:

Minutes: att:1-9

To provide an appropriation to defray the expenses of the department of public instruction, the state library, the school for the deaf and the school for the blind.

Chairman Monson: called the committee to order. We will work on HB1013 and start with the state library. Rep Boe is at a conference out of state. All other members present. There are 4 parts to this bill. We will start with the State Library then go into the School for the Deaf and then the School for the Blind.

2:19- 6:00 **Mary Soucie ND State Librarian** (see attachment 1)

6:00 **Chairman Monson**: Anyone can access that free to all those magazines?

Mary Soucie: That is correct. There are 22,000 hits on that site. 6:15-11:12

11:12 **Chairman Monson**: Is that 2,000,000 that actually physically enter the library or does that include those who go online?

Mary Soucie: That's 2,000,000 that actually physically entered the library.

Chairman Monson: Now we need to know your budget figures.

Mary Soucie: (see attachment 1 pg 7) 13:50-16:36

Cynthia Claremont Schmidt: The other funds are a collection of various services that we collect then pay the bill.

Representative Schatz: How many FTEs do you have? 17:00

Mary Soucie: We have 29.75 FTEs.

Chairman Monson: 18:00 Do you still get travelling trunks?

Mary Soucie: Those are from the Heritage Center. Those trunks go out with our historical displays. Our It staff also goes out to provide IT Services to libraries. Minnie Texts is a consortium of ND, SD, and Minn. We go together to buy our supplies to get reduced prices.

Chairman Monson: You pay rent to facilities management?

Mary Soucie: Yes. Our rent is based on the number of FTE. They are paid with federal dollars.

Rep Sanford: Under Salary increases on the green sheet can you tell me what the "other funds" would be?

Cynthia Schmidt: 21:43 That is federal funds we are using to be able to fully fund all of our staff.

Rep Sanford: On the green sheets, the federal funds are down $381,000?

Mary Soucie: The auditor had an informal recommendation in the 2013 audit that ongoing library resources should be reflected in the operating fund rather than the grant line. Offsets should have come from grants at that time, so we have lowered our federal fund authority for the 2017-2019 biennium to correct this. That lowered $300,000 was moving those funds out of grants and into operating as the audit suggested.

Chairman Monson: 23:35 The Governor's recommendation didn't cause a drop in FTEs?

Mary Soucie: Right. His recommended decrease came out of our on running library resources and we delayed hiring of two positions. We have two open positions, one has been filled and will start Feb.1. We did delay filling one of the positions as part of the allotment. We reclassified that position. We are hoping to hire the end of the school year.

Chairman Monson: 24:4 Right now you have 27.75 FTEs and you will fill them all by spring.

Mary Soucie: We took $10,000 out of our collection development budget as well. We took $10,000 out of equipment. We took $9733 out of our miscellaneous line. We asked all of the department heads to do an efficiency audit of their department, we applied those towards the allotment.

Chairman Monson: We are still short 300-400 million from the governor's budget. We're asking everyone where you can make further cuts. You might have better ideas than us saying cut this or that. We appreciate if you can tell us where you could cut further.

Mary Soucie: Would you like that emailed to you?

Chairman Monson: Please send it to all of the committee members. I've been having trouble with internet where we are staying.

Mary Soucie: We could help you figure out that It problem, too.

Chairman Monson: 29:40 We are now done talking about the state library. We have committee work most of next week and you can call to see when we will work on this. We will take a 5-minute break, make that 10 minutes. We will come back and work on The School for the Deaf. 30:52

Chairman Monson: For the record, you have a handout from yesterday from Rebecca Pitkin from ESPB (see attachment 3) She didn't come up to the podium.

Gary Striegel Director of ND Youth Entrepreneur Education Program: 32:39-41:20 He is a trainer of trainers for teachers. The past 4 or 5 biennium's the legislature has funded the program with $100,000-$150,000. I would like $100,000 again. I've learned how entrepreneur training opens students mind to every other area. 36:00-41:20 (attachment 4)

Chairman Monson: So you got $100,000 last time. What kind of attendance did you have?

Gary Striegel: I had 25-30 students, 9 to 13 year olds.

Chairman Monson: 43:30 No one has testified with the enthusiasm you have.

Gary Stiegel: U of Nevada at Reno and the U of California at Santa Cruz are a little angry that ND is ahead of them in college level, state level and the outreach we are doing with kids.

Chairman Monson: Which U has a school of entrepreneur ship? 45:27:00

Gary Striegel: UND has and U of Mary has a good leadership program.

Chairman Monson: Right now we will hear from School from the Deaf.

Dr. Connie Hovendick Superintendent of ND School for the Deaf: (see attachment 2 46:40-1:57:50) 46:50-58:49 We don't have any space just sitting there. We rent out our space. Head start rents our old school. We serve 102 kids lunch every day. The county rents a wing for students who don't need to be in jail but they need to be somewhere safe. It has gone well. It's generally not over 48 hours until they find a place for them such as foster care. We finally got our position in Bismarck filled after being open for 3 years because they would've had to take a $20,000 cut. Certification takes 4 years. We now have a program online so you can become an interpreter anywhere. It was a proactive thing we did with two colleges.

Chairman Monson: Do you have Ivan classes you can teach to students who want to go into this field?

Dr. Hovendick: If you look at appendix D you will see a list of Ivan sites at schools across the states. We do have a lockdown school now for safety. We have a flow through fund for kids that are deaf and blind, which is more complicated. We have 20 in ND that are certified in this now.

Chairman Monson: You have 45.6 FTEs?

Dr. Hovendick: Four years ago they testified that sharing the administration with School for the Blind was not manageable. There was an interim year where no one was hired and I took the job 3 years ago. I am doing it halftime.

Chairman Monson: How many of those FTEs are on your campus? I know you have people permanently in Fargo and Bismarck and I assume all over the state doing outreach. You have 16 kids you must have around the clock house mothers.

Dr. Hovendick: 32 FTEs. I have 5 people that work at the dorm. We've moved staff to outreach. It is also a learning center not just a residential center.

Chairman Monson: We have to find someplace to make some savings. If you can suggest some of those places it will help.

Dr. Hovendick: We serve 158 kids across the state and over 500 adults a year.

Rep Schmidt: How do you judge the success of your program?

Dr. Hovendick: Each of the programs are different. We send surveys. We use that info to change some things. It's hard to measure if the deaf are getting the help they need..

Rep Schmidt: To me it's a performance measure if these students can go out to get a job.

Dr. Hovendick: We test the kids every year when they come in. We use the programs to see if they are growing.1:05:20 – 1:14:19 continues

Chairman Monson: Do you use IPAT?

Dr. Hovendick: It's a combination. IPAT provides the equipment from a federal grant. We go out and set up the equipment. 1:16:00- 1:18:40 continues

Chairman Monson: Is that a residential facility?

Dr, Hovendick: No, they don't mix with the deaf. It's working well to rent that to the county.1:20:25-1:.25:.25 continue

Chairman Monson: Speaking of staff, did you increase 1 in 2015.

Dr. Hovendick: That was 3 years ago. I took that position and I'm doing it halftime right now.

Chairman Monson: Those 32 positions are cooks, janitors, dorm staff etc. Probably some around the clock. How many teachers do you have on the campus?

Dr. Hovendick: We have 5 teachers and a librarian. 1:29:50-1:31:10 continue

Chairman Monson: You've changed your mission from residential to a lot of outreach in recent years so you are a small school. You have only 16 residents there. We have to understand that whoever carries this bill to the floor has to have the information to explain your mission and outreach. Percentage wise we will cut 21% from last biennium, but we have to provide those services no matter what it costs. You need to help us find places to find some savings. IF you have anyone else to testify here today we will hear from him now.

Dr. Hovendick: Yes, Mike will go through the budget.

Michael Loff: 1:38:50-1:43:20 continue attachment 2

Chairman Monson: As long as LC and OMB understand where these numbers correlate to our numbers we will ask them. Stephanie and Levi, are you following these numbers? Yes.

Michael Loff: 1:44:40-1:48:00

Chairman Monson: Your special funds are from what source?

Michael Loff: They are from renting of the property, our Head Start Program, meals we supplied for that, and the biggest is the lands department. It made sense to tap in to those for funding, at least for the short term.

Chairman Monson: In order to make substantial cuts in the budget it will be programs or people cut, you'll have to take a look at that.

Michael Loff: The Governor's budget showed an increase in health benefits, 94% of our staff didn't show an increase. Three people showed an increase. I'm asking that if an amendment is made we should look at those increases if they are for all employees.

LC: Sheila Sandness from LC mentioned that she will adjust that moving forward. There was an error in the green sheet.

Michael Loff: 1:52:30-1:52:50 continue

Chairman Monson: You had plans to remove some buildings? You had plans to remodel your building and that is not going to happen.

Michael Loff: The museum is still there. With special onetime funds we'd like to continue to remodeling our main building, the Erick Smith Building, bringing it up to code. We have $1,500,000 in special funds that we'd like to continue to move forward with. We don't know if we'll have the federal funding for dual sensory students going forward.
1:56:10-1:56:30 continue

Michael Loff: 1:56:50-1:57:50 continue. I will turn it back to Connie.

Dr. Hovindeck: In closing I would ask for the funding with the addition of the health insurance and getting our teachers on the state salary schedule. We wanted to use our special funds and not use general fund dollars. Thank You.

Chairman Monson: You've been stockpiling your special funds, saving them up to do something. 1:59:28
That finishes up the school for the deaf this morning. We will take a break until 11 o'clock.

2:00:00 Chairman Monson: call EE session back to order. We have the last segment, school for the blind left.

Paul Olson Superintendent of Vision Services, School for the Blind: (see attachment 5) 2:02:16-2:40:40
2:17:00 He demonstrated The Dakota Disc he developed to replace the cane.

Representative Schmidt: How to you measure success from your programs?

Paul Olson: We developed a tool to measure. We chose 50 items to look at as a tool of growth. We were able to track 7-10% growth on the skills student perform. It is called The Indicators Checklist. All of our children will have that measurement. We work with vocational rehab on adults and I can go into their records. We want them to attain a job that they can support themselves on and they have kept it.

Rep Schmidt: If you can answer the "so what" question that is a performance measure.

Paul Olson: Our "so what" would be how many students got into college and got a job. Employment is what my goal is. 2:24:18-2:25:00 continue

Vice Chairman Streyle: On the green sheets there is shifting of funds, are those federal funds or just the authority for you to raise the funds?

Paul Olson: We are attempting to offset with some of the special funds we are receiving from the land department.

Vice Chairman Streyle: What is that total on a biennium basis?

Paul Olson: It is approximately $300,000.

Tami Pursell Business Manager at vision services: First of all, we are talking special funds, not federal funds. If you look at the bottom of page 9 there is a projection of our special funds. The land funds are going to increase $300,000 for this biennium for 2017-2019. We cut our operating and a half time position and we'd like to use some of our special funds to offset some of our other expenses.

Rep Streyle: Your special funds are a significant amount compared to your budget.

Paul Olson: 2:28 continues

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Chairman Monson: make sure the clerk gets that video link as part of the record.

Tami Pursell: 2:31:00 – 2:37:27 explains budget from attachment 5

Rep Streyle: Has there ever been discussions about DPI or other agencies sharing some services with the deaf, such as HR?

Tami Pursell: We did talk about that. You would still need the same amount of personnel. I do work in a lot of things.

Chairman Monson: I was in that discussion. Administrators had to be certified, if they shared, Paul would have to be certified in both vision and hearing impairment by federal requirements.

Tami Pursell: 2:40: -2:40:40

Rep Streyle: What do you see on the infant and student side, has it remained flat over the past 10 years or increased?

Paul Olson: It has increased slightly. The number of students with vision impairment is still one of the lowest at just ½ of 1%. The number of autism remains low, but the unusual diagnosis we haven't seen in the past has increased. So not a big increase except in more complicated diagnosis. Passed out a booklet. (see attachment 7) no testimony on this.

Zelda Gebhard President of the ND Association of the Blind: I am an ordinary person, I am blind, I am asking that you look at the quality of life when you look at the dollars and cents. Without all the services they've given me I would be sitting at home listening to recorded books. I see needs not being met and if the translation of lower dollars means lower services I am disheartened. It is already a meager budget. (see attachment 8) 2:45-2:50:00

(Attachments 6-9 added to record. No testimony given.)

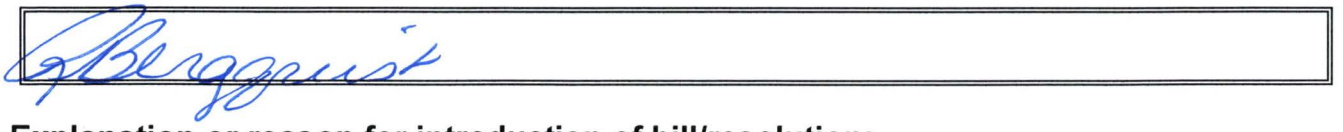
Chairman Monson: We will figure out a way to take care of the most vulnerable and the most pressing needs and still serve the taxpayers of ND. We are required to have a balanced budget. We will close our hearing on HB 1013. 2:51:59

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
1/12/2017
26857

☐ Subcommittee
☐ Conference Committee



Explanation or reason for introduction of bill/resolution:

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

Minutes:

Chairman Monson: called the committee to order on K-12 funding in HB 1013. Becky from OMB asked us to consider putting an amendment in from page 8 sec. 14. It's in HB 1073 but not in HB 1013. It deals with grants. It contains $7.9 million of which no more than one half is to be expended during the first year ending July 30, 2018. Our bill 1013 does not have the language stating that.

Becky Deichert OMB: It's in regards to all the pass through grants that go out. Rather than everyone getting that money July 1st of that year, they would get half of it and the next year they'd get the other half.

Chairman Monson: With this wording they couldn't get all of the money then spend it right away.

Rep Schmidt: This is lumping the money. Could we lump the money for all the people that were here today?

Chairman Monson: They were different, some had money to give back.

Rep Martinson: One of the problems with that is if they don't get your money right away and it gets cut they will lose it.

Chairman Monson: It does help cash flow for the state. They might need it early for contracting. Put it on our list to discuss Chris.

Rep Sanford: On page 5 of DPIs budget. Is that the governor's budget?

Ms. Deichert OMB: That's strictly what DPI did to get down to the 10%, it does not take into account the cuts that the governor proposed.

Chairman Monson: I can't find the heart fund appropriation in this budget.

Ms. Deichert OMB: I think that was a onetime appropriation.

Chairman Monson: If we take out 10% of pass through grants that would be $1.1 million from the $14 million pass through grants plus whatever else we would cut. When we started pre K we didn't fund it at all. We had some partnerships. Is it all done with pass through grants now? These are voluntary programs. I'm thinking we just take a percentage, 10-12%, make it deep enough and we can settle it in conference with the Senate if we need to.

Rep Martinson: I suggest that we cut Global Bridges in half and take it down to $125,000.

Chairman Monson: North Central Council of School TV is at $525,000, if we take them down to $450,000 I think they'd still be happy.

Rep Schmidt: How about $400,000 then?

Chairman Monson: I'm o.k. with that.

Rep Schmidt: Can we just go through and list dollar figures for those cuts then?

Chairman Monson: Chris make a list of those for us. When we started it was $1 per child, so that would be just $2 a child a biennium for about $110,000 kids. Can you find what we need for maintenance of effort and get that to Chris, please Jamie. We gave them more than they needed last time. What are the matching funds for Adult Education?

Kadrmas LC: Roughly $4.1 million.

Chairman Monson: We can drop that down and still meet maintenance of effort to get the matching funds.

Rep Sanford: I would suggest the first 5 go completely: Continuing Ed grants for preschool, grants for preschool space, continuing grants for counselor education, curriculum alignment grant, and Governor's School etc. I think continuing Ed is a district responsibility.

Chairman Monson: Displaced homemakers is line 5.

Jamie Mirtz DPI: I believe that is funded with a special fund.

Chairman Monson: Chris put those first 4 on your list. So Governor's School?

Kadrmas LC: That is in the governor's budget for $460,000.

Rep Schmidt: I'm going to take Rep Martinson's lead and say go half. 36:15

Chairman Monson: $230,000 then? Lead Consortium? Right now it's $265,500 for aspiring principles.

Rep Sanford: I think they need at least $200,000. That's for 2 years.

Rep Schmidt: Your saying Lead Consortium goes to $200,000 and line 37 Teacher Principle goes to zero? O.K. I'll buy that.

Chairman Monson: Teacher's Centers was zeroed out in the governor's budget. It's supposed to be part of the regional and that works for all of them except Mayville. We might be able to do something for Mayville in the Higher Ed formula. I don't think I would take them all the way to zero, they will have substantial savings from merging.

Deichert OMB: Jamie in HB 1013 wasn't that removed?

Mr. Mirtz: It is still in there.

Chairman Monson: Rep Schmidt is excused and we will run without a quorum for a bit. The Teacher Centers each get $20,000 per year, I think we can cut that in half, that would cut that to $180,000. Adult Education matching grants is at $4 million. Chris you will get us the number we need for the maintenance of effort. School Lunch matching funds?

Mr. Mirtz: We provide some of the matching funds the school districts need to get the federal funds.

Chairman Monson: If there is a maintenance of effort on that fund please get it to us.

Rep Sanders: I would be interested if there are any reserves in those funds.

Chairman Monson: Jerry will get us some numbers on this. ND Museum of Art pg. 3?

Mr. Mirtz: This is for travelling art exhibits they take to rural locations.

Chairman Monson: We'll cut that one in half.

Vice Chairman Streyle: So it's $217,500 then.

Chairman Monson: Northern Plains Driving Project, are you o.k. with cutting it in half-Chris. O.k. We'll cut the Red River project in half. North Central Council of School Television gets cut in half. We the People?

Mr. Mirtz: Groups meet to train for a congressional hearing.

Chairman Monson: Because that is only $25,000 let's leave it. Young Entrepreneur Training program we will cut in half. Gearing up for Kindergarten, we could cut that one in half?

Rep Sanford: It's a popular program for teachers and kids. It's very broad based. I think it should stay where it's at.

Chairman Monson: Pathfinders Parent Program, nobody came to testify for it, we did have a testimony against it. I've been told that almost all of their employees were let go and they operate a call service. We'll put zero in there. Teacher Support Systems- she left a paper yesterday but did not testify. Shall we cut it $2 million? O.k. then. The CPR grant was one time so it should be zeroed out, it is zeroed out already. Line 37 is zeroed out. Line 38 English Language Learners grant was a million dollars. There's a factor in our formula for that.

Jerry Coleman DPI: 1:06:56 Those grants go out to 4 districts that are serving the highest needs in ELL kids.

Rep Sanford: Fargo gets somewhere in the neighborhood of 450-500 families a year through Lutheran Social Services.

Chairman Monson: We have a suggestion from Rep Sanford that we leave it at a million, a suggestion from me to put it at $800,000 and Rep Streyle suggests we zero it out. Chris we'll put it in at $800,000. Medicaid matching grants, it must have a real purpose.

Mr. Mirtz: We actually get the funds from DHS and it flows through us. The number has to correspond with DHS.

Chairman Monson: Chris we'll wait for the number on that one. We don't do anything with the federal grants. We just give them authority to spend those funds. Pg. 8 of HB 1073 says they get only half the first year and half the second year. It helps the cash flow. Rep Martinson said we shouldn't do it because if they don't get all their funds in the beginning and there's an across the board cut they lose their funds.

Rep Sanford: Is there any monitoring if they get the money up front and it's intended to be a 2-year program?

Mr. Mirtz: We don't do any monitoring until the end when we have the annual report, then we ask what have you been doing with these funds.

Chairman Monson: There is no accountability. Chris at some point you can get us a tally of that list. I'd like to talk about The National Board of Certification on pg. 1 of the bill line 24.

Rep Sanford: It is a big commitment to go through that certification.

Chairman Monson: Once they start that program we are committed to seeing them through it. We need to get information on how many are in this program. ESPB is only $120,000.

Kadrmas LC: 1:27:18 You discussed $8,100,000 worth of items and you reduced that by $3,094,000.

Chairman Monson: So we have about 1% of what we need, and we are waiting for information on some so the number could grow.

Vice Chairman Streyle: Could we get some information on the IT staff left there and if it's support or technical?

Mr., Mirtz: Yes

Chairman Monson: Power School has a budget of $6 million. It's controversial. The information could be hacked so the students were in there by number rather than name.

Vice Chairman Streyle: It's a good product and a good service so we will do what we think is right. This is a critical piece. I love the emails I get with my kids grades.

Chairman Monson: It saves so much time, so much effort, and so much money.

Mr. Mirtz: The recommended number is down to $5.5 million.

Ms. Deichert: They said they could do it for $5 million this biennium and we expect a million turn back. Next biennium (17-19) it would be $5.5.

Vice Chairman Streyle: Did we force all schools to go on to this last session? This gives them a free ride and we should give them that.

Mr. Mirtz: All the schools except the reservation schools are using Power School. The reservations have a program similar so they didn't go on it.

Rep Sanford: Doesn't Higher Ed use the e transcript for scholarships? They know right away who qualifies.

Chairman Monson: We could go to $5,500,000 though. Chris make that note. Transportation Efficiency for $30,000, is anybody using that money?

Mr. Mirtz: We're using that to provide some professional development to our Transportation Liaison at the state level. So we are basically just using it to send him to a conference or two now. We couldn't provide that training if we didn't have it.

Chairman Monson: We'll let you keep it. How many vacant positions do you have? You have authority for almost 100 employees. Do the teachers at the school for the blind and the school for the deaf come through your department?

Mr. Mirtz: No, they have their own line budget. I think we have 9, we just filled one and are filling another one next week. I don't know how many are 100% federal, probably most.

Chairman Monson: We'll get that list. Tomorrow morning we'll work on the Ag Commission's budget during our Committee Work. Next Monday we have the hearings on the voting system. Tuesday will be on water. We'll get you down if we have time to talk on DPI next week. We are adjourned for the day. 1:44:59

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
1/13/2017
26880

☐ Subcommittee
☐ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:

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

Minutes:

Starting at 1:00:00 of recording 26880

Chairman Monson: Now, we are going through HB 1013 and 1073 looking at the budget for the Department of Public Instruction. We will be looking at salaries before programs. Roughly 2/3 of this budget is Federal or special, 1/3 is general funds. If we are trying to find a way to balance the budget it will be with general funds. We are trying to be consistent through the different departments. We are giving the agencies the opportunities the option of working with us and Levi. We were looking at cutting 7% of the line item salaries and wages. Tell us where cutting will work best for you rather than us making across the board cuts and we want the agencies to work with LC to help decide where the budget can be best cut. The line item cut may really hurt so it is better if you all have input. 1:04:41

Sheila Sandness, Senior Fiscal Analyst for Legislative Counsel: Now takes over for Levi as LC.

Chairman Monson: Anything to add or change committee?

Rep Streyle: I think the transportation is excessive and I think that should be cut back down. I think the $57 million in the Grants-Transportation should be cut.

Rep Martinson: Shouldn't we know the actual costs there?

Rep Streyle: The governor's budget had 10% reduction so $5.7 million to $51.3 is that. We can put that on the list to consider.

Chairman Monson: Is there money left over in the Transportation Grants that is money we could spend this biennium. I would like to know the results and you won't know until next summer what the actual cost is. Until the school districts submit their reports. Some costs

may have gone down, like the fuel, the cost of a bus or bus driver may have gone way up. I would like to know what it did cost last year even if the data is a year old. How much do you expect to have leftover this year?

Kirsten Baesler, North Dakota Superintendent of Public Instruction: At this point there probably will be no turn back. The school districts have to submit their costs and be reimbursed for that so we are expecting to have no turn back.

Chairman Monson: 1:12:29 I used to wonder why cities had to have school buses, this winter being in Bismarck, I can understand why. There is not even a sidewalk for them to walk on with all the snow.

Rep Sanford: Grand Forks provides transportation for the high school kids from the Air Force Base to get to town and back. Rep Boe could tell you about the buses from districts buses going by his house. I don't know if there are inefficiencies there. This last time we put a Special $3millon on a contingency basis that if there were funds left in the foundation payment they would go to transportation. I think there was $3million left.

Sheila Sandness LC: Yes that is correct. Last session there was $3 million left.

Rep Sanford: If it's there as a contingency and would utilize funds that would have been dedicated to per student payments could be a problem. A few years ago they underestimated and they had problems because of that. We should have a little leeway with the per student payment so schools aren't caught with too little money at the end of the year.

Sheila Sandness, LC: The $3 million dollars was added in the OMB actually at the end of session. The contingency was not in this bill. It stated that if there were leftover funds they would go to transportation. In DPI's bill they were given $57 million, Jerry said they were going to be short $1.2 million for transportation out of that $57 million. It would be actually $58.2 to meet those per mile additional costs. That is separate from the $3million. Technically the $3million could cover the $1.2 million that is short if you wanted to make that work.

Chairman Monson: So OMB has $3 million as a contingency fund but how would it go out.

Sheila Sandness LC: It was set up to be somewhat of a bonus payment if there was too much money.

Chairman Monson: 1:21:00 Rep Thorsen and now Rep Brandenburg committee went into $3 million out of the left over foundation aid money to pay bonuses. I don't know why they did that.

Rep Sanford: The rationale behind that was that in the base formula based on the student population. The districts that tend to have lost students are not benefitting, it is strictly a growth based distribution. How could you assist those people who aren't getting any more money. So the smaller schools Transportation was a big part of their budget. Those schools that lost students weren't getting enough through the per student formula.

Sheila Sandness LC: I want to correct the record. I said $1.2 million short that is actually specialized shortage. Transportation is only $100,000.

Chairman Monson: But there will be $3million dollars left over. 1:23:49

Rep Schatz: As a former bus driver, I thought one of the places When you trade an old bus in on a new one versus the cost of a trade in. You could trade in a $50,000 bus for $15,000. That doesn't make sense.

Chairman Monson: If you look to buy a used bus you have to be very careful. Some of those old buses weren't useable for anything. We found out that they'd give us $1500 or $3000 maximum for our bus that was better than nothing. Some of the old buses for sale are worth nothing.

Rep Sanford: 1:26:00 It wasn't part of our committee or the conference committee.

Rep Streyle: Have they sent the bonus money out?

Chairman Monson: I think not.

Rep Streyle: We should take that money back. I don't know why we are giving bonuses when we don't have the money to fund government as it is.

Chairman Monson: Even if they will only be $100,000 of doing what needs to be done in the formula, they are still going to give bonuses out of that $3million and it will be spent?

Sheila Sandness LC: Unless you amend the session law from last time they will get the $3 million dollars.

Rep Sanford: I agree with you Rep Streyle. That did not come from our committee. I don't know how I agreed to this last time.

Chairman Monson: It looks to me that DPI didn't know that this was happening either? Did you know this was happening Jerry?

Jerry Coleman: The last bill was the OMB bill. We knew about it. Our expectation was that the legislature would revisit that and take it out.

Chairman Monson: I have a problem with that $3 million but you need $100,000 out of there to make your obligation for what is in the formula, then I am ok for us to take $2.9 million of it back.

Jerry Coleman: The amount we are short on the transportation allocation is about $108,000 and on line 2 special education, in the executive recommendation we have some language that would allow us to pay the shortfall out of these integrated funds.
1:31:30

Chairman Monson: Sheila would you get the best estimate from Jerry so we will have an amendment to take back.

Rep Sanford: It has been clear we wouldn't have the number of students expected because of the economy. There could be some blow back because of lower student count. I would prefer taking the cut from personnel across the board and getting the money that way. I know what Jerry is projecting for next time maybe he could give us a sense of his historical accuracy rate is, that might help also. If Jerry has projected so many students, he might have $15 million leftover. If we wanted to capture the $3 million could we do it that way. He might have to bring down the number of students he is estimating.

Chairman Monson: Getting back to salary and wages, can you identify some general fund programs that are overlapping, work on general funds, special funds somewhere in the neighborhood of a 7% reduction in salaries. Report that to Sheila and if that isn't deep enough we can revisit it.

Rep Streyle: I would say we'll give you an amount and they can figure it out.

Chairman Monson: That's what I'm saying. We are the one to identify where it will come out and they will decide in the end. We will give you a flat amount.

Sheila Sandness LC: We have to know which line item to take it out, so can they take say a 5% in salaries and 2% from operating the net effect of 7% in reduction.

Chairman Monson: I'm thinking we are taking the 7% from salaries plus some from operating in addition to that. Stephanie OMB if you or Becky see something in HB 1073 that we should address let us know if there is something you can't live without, because HB 1013 will be the one we use as the vehicle. Are there any other line items you'd like to look at? We talked about Power School yesterday we thought it should be $5.5 million instead of $6million. We trimmed grants by approximately $3 million dollars.
We talked transportation grants going forward we will get the formula bill and then we can address that at that time. Special Education grants is a big target and that can be really expensive. Sheila we want to be sure those contracts are met.

Sheila Sandness LC: That was one that would increase by $2million dollars and it is also the one they are short $1.2 million dollars. If you want an amendment to address that.

Chairman Monson: I'm willing to take away bonus money, but if you have a contract, I want to keep the contract. We don't want to take from that. If they are short on the special-ed contracts, we need to take away from other line items instead.

Sheila Sandness LC: In the current Biennium?

Chairman Monson: Yes the current and the future biennium.

Sheila Sandness LC: I can add an amendment that would provide the $1.2 million dollars in the funding this time but I don't know how in the next biennium with the $2million dollar increase, how do you want that?

Chairman Monson: I want to make sure we stay on task here, TSC we take them out first and we do the same as what we are doing with the AG. We need to discuss this more.

Rep Streyle: Under your budget from 13-15 to 15-17 under fees for professional services, what does that all encompass? There was an $8 million increase in that from 13-15 to 15-17 biennium.

Superintendent Baesler, DPI: Professional services for Title contractual delivery of services and assessments. Statewide testing and federal programming.

Rep Sanford: 1:48:20 I looked at Jerry's email on food services. Historically the idea was that food services was a standalone program to be paid from the assistance you got from the Federal government and the prices you charge for the meal. There wasn't the intention that there would be state dollars. Each district could decide if they wanted to keep prices low or subsidizing through their general or operating fund. I'm wondering why we are subsidizing this fund when it was meant to be a standalone fund.

Superintendent Baesler: The state funds are a match for what we receive from USDA. The board made the decision that we have the state match to continue to get the federal funds.

Rep Sanford: Is that the flow through dollar amount in there or do you have that in the regular base budget?

Superintendent Baesler: The flow through is the state match.

Chairman Monson: We will now meet and discuss with the Public Service Commission. 1:53:32. Recessed on HB 1013/1073.

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
1/20/2017
27198

☐ Subcommittee
☐ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:
A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind.

Minutes: Attachment 1-3

51:35 of recording 27198

Chairman Monson: called the committee to order on discussion of HB 1013

Jamie Mertz, Director of Fiscal Management with DPI: (Attachment 1) Lined out DPI salary line reductions in general funds, percentage of decreases. Bring their salary line into reality working out to be a $54,000 reduction, 10.4%. of our current salary line. In line with last week's request for 7%, we are proposing to defund 3 FTE's; one is vacant and not being refilled, one is retiring in 2 weeks; and another is retiring in the next few months. That is a total of $400,000 – 6.97%.

Dr. Amy Copus: Educational Director of NDCEL: (see Attachment 3) 6:00-1:08:00

Chairman Monson: 1:04:00 Most of these priorities would be best addressed in Rep Owens bills. We don't get into policy, we do the budget and they would have to put in the amendments.

Ms. Copus: (see Attachment 3) 1:06-1:08:00

Rep. Schmidt: I would like to see standards, answer the "so what" question so we can justify why you should give more funds. Right now I don't know what the impact is.

Chairman Monson: How has this made things better for the students or for the teachers? We'd like to know the benefit to putting funds in a program.

Rep. Sanford: In the mentoring program, five years after those who have been mentored are still teaching. that's an example of a "so what".

Dr. Amy Copus: We can help you by doing this, that was a great suggestion to help us pass some of these things. I will get you answers to the "so what".

Vice Chairman Streyle: Do you really need 4 federally funded FTEs to oversee the hot lunch program?

Bob Christmann: We have 3 of them out in the state to see that all the schools are following the federal regulations.

Vice Chairman Streyle: Is it required that we have child nutritionist. They are 100% federally funded. Do we need that many?

Chairman Monson: We can thank Michelle Obama for the regulations, each serving has to have a certain amount of ounces. It may be a huge waste of federal tax money, but they can take away the free food if regulations aren't complied with. HB 1324 is the bill that needs to be amended.

Dr. Amy Copus: Some of it is in HB If you have questions we can run numbers for different pockets for you.

Rep. Schmidt: Does NDCEL represent the educational community and/ or does the educational community agree with your policies? I want to know who you represent or don't represent.

Dr. Copus: Our organization represents every aspect of your schools except teachers and school board members and we try to work really hard to achieve consensus with them.

Rep Schmidt: So we won't be going against what the teachers or school boards want?

Dr. Copy: You may have individuals who reach out to you who don't agree, but we represent the majority.

Rep. Sanford: 1:37:00 referring to Attachment 2.

Jamie Mertz: We took each line and tried to reduce it 10%.

Rep. Sanford: The top numbers are off. The 7% is just the salary line?

Jamie Mertz: Correct

Chairman Monson: Eventually we could work on the smaller budgets-library, school for the blind, and school for the deaf. We will do water on Wednesday and revisit DPI on Friday.

Rep Schmidt: 1:43:00 We need time for Rep. Streyle, and myself to get together to

Rep Martinson: The document DPI gave us is based on Dalrymple's budget, can we ask DPI to bring us a document using our budget. It's confusing to go back and forth between two budgets.

Chairman Monson: The final budget will be in HB 1013. This is what I asked them to do. We will be using our budget in the end. We may not have to go that deep. This will show us areas to look at. We will revisit this on Friday. 1:48:00 Meeting adjourned.

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
1/23/2017
27243

☐ Subcommittee
☐ Conference Committee

Donna Whetham

Explanation or reason for introduction of bill/resolution:

An appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind.

Minutes: Attachments 1-3.

Minutes:

Chairman Monson: called the committee to order on HB 1013 minor budgets in DPI; the library, school for the deaf and school for the blind. We will discuss the budget for school for the blind. Becky, is there anything in HB 1073 that should be in HB 1013?

Becky Deichert OMB: I made a list. I will print it out for you. (see attachment 2)

Chairman Monson: 2:50-3:34 (see attachment 1) from Connie Hovendick. If we take FTEs it would be difficult but if we take from programs she can probably get special funding.

Rep Schmidt: It's hard to say let's take FTEs because we don't know what their standards are. They have no performance standards so you can't measure the impact.

Chairman Monson: All of their FTEs are general funded.

Rep Sanford: What is the 'other funds'? I noticed that the governor had a couple million more than the previous biennium for school for the deaf.

Ms. Deichert OMB: They have funds from their rent and food program. We appropriated $1.5 million for them to use on repairs.

Chairman Monson: We have not put in funds for repairs, but at this time we are not in a position to do that. We need some more information on this one.

Sheila Sandness LC: I can print a list of their special funds for you, (see attachment 3)

Rep Sanford: It includes $1,750,000 for facility repairs out of other funds.

Rep Schmidt: The attachment Sheila just handed out has special funds beginning balance at $1.6 million and 2017 as $1.8 million.

Chairman Monson: They anticipate it going up by the end of the biennium. They state where the revenues are coming from to fill it up. What is Compon? (a typo)

Ms. Deichert OMB: It is Common Schools Trust Fund money.

Chairman Monson: They get their payment this way because they are in the constitution they aren't in Foundation Aid. They estimate that services and sales will go down slightly.

Rep Schmidt: Beginning balance is $1.67, revenues and transfers are $1.6 million, that is $3.28 million, correct? Take away $1.4 million and your ending balance is $1.8 million. There operating expenses double, how does that happen?

Ms. Deichert: To get to their 10% reduction they moved some expenses over. Their general fund is reduced, but their overall reductions aren't a lot.

Chairman Monson: Their general fund is reduced but their overall is reduced very little. This is a school that educates K-12 kids. The state K-12 didn't have to take that reduction. To be fair they shouldn't have to reduce that. They have a lot of adult education. They have a lot of outreach. They have all special needs kids.

Rep Sanford: It appears the compound is growing in special funds. Therefore, it has less of an impact on the general fund.

Chairman Monson: Are they using one time funds for ongoing expenses in operating? $1.8 last time, $1.6 this time? But they are growing their operating expenses by $1,400,000. Maybe we should help them figure out how to trim their operating expenses.

Ms. Sandness: The Common Schools is not different from Foundation Aid on DPI side. You are right that the dollar amount is not a guarantee. They are depending on the returns of that fund.

Rep Schmidt: The ending balance for 17 is $1.8 million. They are looking at doing all these operating things so they will be down to $800,000 which they will carry over to 2019 and beyond. They need to transfer in money from Common Schools to cover what they've spent already, but then their operating costs should be greatly reduced. Do they really need $800,000 for carryover?

Chairman Monson: They are planning on spending $900,000 more on capital projects. I know they need a lot of repair and updates to make it ADA compatible, but now is not the time. Nobody else got capital project expenses and some are even cutting maintenance.

Rep Schmidt: Why wouldn't they use that $1.8 million to do their capital projects before the end of the biennium and go into the next biennium with less requests?

Chairman Monson: We didn't give her the spending authority. If we don't give them authority to spend it they have to come to the budget section, which we don't like to do.

Rep Martinson: Maybe their operating has to be carried over like food services.

Chairman Monson: That could be because they are special funds.

Ms. Deichert OMB: In their handout the first page of appendix c shows what they would spend it on. It's the 2nd or 3rd green sheet in their booklet.

Chairman Monson: They need funds for fire safety, to update the telecom, for the sidewalks, for asbestos removal, and for the Smith project renovation which will cost $1.75 million. You have to do the safety things to meet code. They still have asbestos and you have to do that before you can renovate anything.

Rep Schmidt: With respect to the FTEs, if an agency needs them they would have to review with the governor. They have to take part of the hit just like every other agency.

Chairman Monson: They have to take care of safety issues. I think the asbestos is fine as long as it is not disturbed by renovations.

Rep Sanford: What if we just say we prefer that they make general fund reductions in salaries as they occur? She said they have some openings coming up.

Chairman Monson: They have 45.6 FTEs. They haven't reduced any. We could say 7% relates to 3 FTEs you need to cut.

Vice Chairman Streyle: Governor Burgum is asking for a reduction of one FTE, $120,000.

Chairman Monson: A 7% reduction would be about $500,000. We could reduce FTEs to 43. She reduced about $300,000 off the executive budget. If we do another 7% off of $8.2 we'd be at $600,000 we could leave the FTEs. Let them make the appropriate reductions. She has the special funds if she wants to use them for that.

Vice Chairman Streyle: If you start reducing the School for the Deaf and School for the Blind it would affect their outreach; then how effective would they be? These are highly specialized, extremely unique schools.

Rep Sanford: The critical thing would be to just lower the general funds and let them adjust accordingly. Their special funds are growing so that's a good news story.

Chairman Monson: Sheila put down a 7% reduction in general funds, leave their FTEs, leave them the ability to pay some of those FTES with special funds.

Ms. Sandness LC: They need spending authority from you to spend those special funds.

Rep Sanford: To clarify is it not 7% of the general funded salaries and wages. Can we get a copy of the special fund report for the school for the blind also?

Ms. Sandness: Are you saying 7% off of Dalrymple's budget?

Chairman Monson: We had a recommendation to take 7% off of Governor Dalrymple's budget because he will be about $400 million short of balancing the budget.

Ms. Sandness LC: 48:11 Front of the green sheet on the bottom. They are already under funded $121,950 on the salaries because they were underfunded on health insurance. So after adding back the health insurance the restored salaries and wages is $400,000. It's line item 3 and line item 4 is the reallocation to special funds.
Do you want to give them special funding authority on that? So you could reduce the general fund by $400,000 and give them back $280,000 in special funds, which would be a net reduction of $120,000.

Chairman Monson: We are shorting them by enough so that Governor Burgum should be happy, we're reducing the general fund by the 7% we asked for, and we are giving them the authority to use almost what we took out in special funds. We are not balancing this budget on reducing special funds. We are replacing general funds with special funds which they will get anyway. If they don't use it, they will carry it over. We could reduce FTEs by one and reduce them by $120,000.

Rep Boe: We have the outreach program and the home facilities. Which one do they use the most? I don't want to make that call.

Chairman Monson: O.k. Sheila put down a reduction of one FTE and a reduction of $120,000 in special authority plus the 7% reduction and put back the health insurance.

Ms. Sandness: I'll do that as two lines, that makes a net reduction of $120,000.

Chairman Monson: If we don't give spending authority and they have something really pressing they could come to budget section and request some special funds for that project.
Ms. Sandness: For special funds they could come to budget section. They intend to spend it all.

Chairman Monson: What number do we put in there. They are proposing$1,558,000. I think we limit it at $675,000 and they can bring a case to the budget section, if necessary.

Rep Sanford: Do we have detail on the 1.75 million the governor appropriated?

Ms. Deichert: Appendix C lays out what they would use it for.

Ms. Sandness: Becky's list is all inclusive of all the agencies. The only one that pertain to school for the deaf is sec 18.

Chairman Monson: They won't have enough to do the Smith Administration Building. Let's leave it at $675,000. Sec 18 adds funds to the School for the Deaf due to audit finding. If the audit says they need to do something, we have to leave that in.

Ms. Deichert. The audit finding said they should have specific language on their operating fund. The school for the blind had a similar finding.

Chairman Monson: O.k., I don't think we need to come back to this. Paul Olson sent a link for a testimony to be put in the record: https://you.tube/K18m3B080Zc . We'll have Sheila put in. If that's all we'll adjourn. 1:07:05

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB1013
1/24/2017
27314

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Donna Whetham

Explanation or reason for introduction of bill/resolution:

An appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind.

Minutes:

Chairman Monson: called the committee to order on the State Library budget. We took care of the school for the deaf and the school for the blind yesterday. Today we have the library budget. This budget does not get money from the common schools trust fund. Levi do you have a list going on state library? Sheila has that. We talked about pass through grants and decided to eliminate the ones to the other libraries. I see grants in HB 1013 page 2 line for almost $8 million and in HB 1073 the grants are $2.291 million. The governor's budget is quite a bit less than our budget which does not have a reduction. What are the grants that are in here?

Stephanie Gullickson OMB: The main thing they have is their state aid to libraries. Of that reduction $113,300 was general fund state aid to libraries, the other portion $381,000 was reducing their federal funds in their grant line.

Chairman Monson: state aid to libraries, is that county and city libraries? Is higher ed in there? I think ODEN grants mostly go to higher ed. State aid is $2,033,000 as a pass through grant. Salaries and wages says they have 29.75 FTEs. We have to take 7% of approximately $4 million. We don't know what portion of that is federal funds. Levi find out and we'll treat them the same. Does anyone see anything else? The auditor informally recommended that the online library resources should be in the grant line and offset should've come from grants, but it did not. 14:13

Ms. Gullickson: $4,019,839 is their salary line. $582,000 is federal funds. She identifies her $240,000 cut and the $10,000 from equipment.

Chairman Monson: $3.4 million times 7% would be about $240,649 cut to salaries. They've already cut their grants that are not federally funded. She says $10,000 can come out of equipment.

Rep Schmidt: The green sheets seem easier for the state library.

Chairman Monson: This would be in HB 1073. Mary Soucie did all the math. We checked it with Levi and it all coincides.

Rep Schmidt: How much of that $4 million is in federal funds?

Chairman Monson: $3,437,839. They are taking 7% of that off. She did all the math and it matches with Levi. She offered up $10,000 of equipment. There is no reason to look at the green sheets unless there is carryover.

Ms. Gullickson: No, there is no difference between the green sheets and HB 1013.

Chairman Monson: Levi has it under control. I think we're about done for this budget. 25:00

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
1/27/2017
27545

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Shirley Bachmeier

Explanation or reason for introduction of bill/resolution:

An appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind.

Minutes: Attachments 1-2

Chairman Monson: Called the committee to order on HB 1013 on DPI budget and the pass-through grants. Only the committee is getting the worksheet until things are solidified. Pathfinders is one of the pass-through grants. We had the CEO came in and convinced us that we should not do away with that. This year we had no one from Pathfinders show up. We did have people show up against pathfinders saying that they do all the work that Pathfinders do.

Tim Starks: Executive Director of Pathfinders: (see attachment 1) 6:50-9:06

Chairman Monson: We have your testimony so we can read it on our own. Can you summarize for us?

Mr, Starks: We are trying to reach the entire state by using part time and full time employees with these services.

Rep. Streyle: Do you partner with them or explain why the Individual with Disabilities in Education Act can't do some of what you do.

Mr, Starks: We do partner with them. We have a grant with them and we are providing services. We do an aspire grant with them where we bring parents in and work with them on how to work with their children; how to benefit children; provide information and how to give them what they need in order to work through the disabilities with their kids.

Chairman Monson: So you are funded through donations, through Minot State grant.

Mr. Starks: We have the grants and they work with us on them.

Chairman Monson: And they are federal grants I'm assuming too?

Mr. Starks: Yes.

Chairman Monson: So we give you $120,000 and you use that to do what with what result?

Mr. Starks: With PTI - (Parent Information Center) - so when parents have questions about IEP's or 504's, working with the education system, we provide all the resources and connections. A lot of parents don't know where to go when their child has a disability or there is a problem in school. They don't know what to do so we provide them with the information. It must be legal. We don't do it for them; we just provide the information.

Rep Schmidt: How do you measure success of your agency in what you do?

Mr. Starks: We gather a lot of data. We've contacted 1,300 different parents; they call us on the phone, they come in and talk to us; we provide them with resources; we collect all the data and show that we make a difference in what people need. In terms of DPI, they would get a lot more questions and a lot more parents and questions that would take up more of their time in wondering how to do things if we weren't there to provide that for them. They call us, we work things out, we make them feel good about what they're doing and where they're headed, we collect that data, we make sure everybody feels positive; the parents feel positive, the education system feels positive, and we work towards making a difference.

Rep Schmidt: What are your goals? What are your standards to say to the taxpayer, this is what you bought for your money to say that we have 28 parents that feel good to me isn't explaining what the taxpayer bought for their money?

Mr. Starks: We are providing a service.

Rep. Schmidt: I understand that.

Chairman Monson: Rep Schmidt understands that there needs to be data that shows results. So what can you accomplish?

Mr. Starks: We collect data and we show the state that these children with disabilities and these families that things are running smoothly. I worked in mental health for a while and the education system doesn't always know how to provide for some of these kids. The IEP's and the 504's, the parents are offset by something that happens in the school. The educators do not know how to fit them into educating them. This is what we need to do, this is what you guys need to do. This data is for educators too.

Chairman Monson: I was an administrator for years and I sat in on many IEP's. I watched our staff at special education, Lake Region Special Ed Unit. The parents came in we never got any complaints ever. We did what you say you do within the structure within the school at the IEP's and so on. There are other organizations that do what you do. We are duplicating what the schools are already doing. You would say a few of them have slipped

through the cracks and we didn't do our job at the schools. There is a procedure that helps parents get that information and have their grievance.

Rep Schmidt: If you are working with a child that didn't fit in the classroom because of behavioral issues or whatever the case may be, and because of the work that you do with the parents and the child, in three or four months that children is now able to go into the classroom. That would be a performance standard. You can measure that. Performance standard goals meet the goals. Very few of these pass through grant entities do that.

Mr. Starks: Basically our performance is to get the resources and the information out to the parents. I didn't know about Pathfinders when my children had problems. We are providing resources so parents can go and get what they need, provide someone to talk to. We are the information center for N.D. We provide vital information when it is needed by parents. How do we do this?

Rep Sanford: This is federally funded for the most part? What percentage of your total budget is federally funded?

Mr. Stark: 50%.

Rep Sanford: Do you have fee for services. Do you have grants other than that?

Mr. Stark: We have contributions and a few other grants that we have applied for. The biggest thing funding wise is we want to have each quadrant of the state covered so when there is an issue in a face to face meeting has to happen, I need to have somebody there to work with these parents. Previously there was focus on a certain part of the state. I want to get this information center so that every parent that has an issue has a place to go to, has information and resources.

Rep Sanford: So these would be folks who didn't get what they expected or wanted from the school system?

Mr. Stark: Yes, or even just resources if there is a question to be answered or a disability or hearing impaired disability. We know where to go for that and who to contact. We don't give them legal advice; we provide who to go to. The parents are in such a state that they don't know what to ask. We talk with them, we explain hey, we understand where you are coming from. We have children with disabilities; that have had trouble in school.

Rep Sanford: So who would they go to other than the school district?

Mr. Stark: For answers? There are parent advocacies are out there but the parents are in such a state that they often are not aware of them or their resources. They don't know to ask.

Rep. Martinson: My heart goes out to parents with children that have disabilities. I would guess that you don't know the results of what you do for many years. I understand that it's

hard to quantify your success. My heart goes out to those dealing with disabilities that don't know where to turn for help.

Chairman Monson: I know that DPI has resources to run these and the school districts have resources, probably more resources than you do. We are cutting budgets big time. We just can't fund everybody. You will have to be creative; you are going to get grants from the federal government or donations to keep going. You will have another shot at this when it goes to the senate.

Mr. Stark: I think one difference is that we have parents dealing with disabilities who feel more comfortable discussing with people that have been through themselves.

Rep Boe: Parents are looking for answers and I'm hearing that not everyone who is supposed to have the answers are doing their job.

Chairman Monson: We had Sheila handout new worksheet. Let's go through these a bit.

Sheila Sandness LC: Becky Deichert helped me with the pass through grants. (see Attachment 2) 27;00-32:50

Chairman Monson: In H B1517, these pass-through grants totaled $13.7 million, that is the 2nd column on the sheet. When Gov. Dalrymple told the agencies that you have to reduce your budgets, this is the proposed budget. Discussion continued. (Attachment 2)

Vice Chairman Streyle: What is the adult education matching funds and do we have to fund them for $3 Million? And also ESPD?

Chairman Monson: This is general fund money that is needed to leverage federal funds for Adult Education. Students that have dropped out of school and are seeking their GED; people who are not functioning well in a school system end up in an adult education program.

Vice Chairman Streyle: What is the REA total? It's not on this sheet. Couldn't we combine them with the Center for distance education? 34:26

Chairman Monson: That $3 million has to stay no matter who runs it.

Rep Sanford: The adult education centers give a second chance for people to get a GED and many go on to college. They play an important part in the success of these people later in life. This is called selective, general and essentially sharpens literacy paid for by fees Another part is older adults who need the skills to be more employable and again to meet the requirements. This can be a place to assign refugees who don't have language skills. This money takes them to GED all the way through these that have literacy needs. We could even have some ELL going on. Two years ago we did indicate in our budget that we thought teacher and center networks should be blended with REA's. We thought they were very similar in terms of mission; put everything in one banner and go to the experts which would be the Center for Distant Education on the learning piece to this. 34.55

Vice Chairman Streyle: Why couldn't we meld these together? You would have the Teacher Centers. The Student Distance Education piece, plus continuing education. It seems to me that that is the perfect model; put everything under banner and go to the experts which would be The Center for Distant Education on the learning piece to this.

Rep. Sanford: I think you are on to something Rep Streyle. I would like to see a study resolution on this and include EEL and distance learning, Adult Learning Centers. They are all a bit different but their mission is to help people, not just always kids but adults. This could be a really good place to discuss this and find efficiencies. The Adult Education Centers typically deal with the GED giving students a second chance. We have that in several communities in ND.

Rep. Streyle: I could draft an amendment for it or it may be worth reaching out to Center of Distance Education. I see it as a perfect fit and the right time to do it.

Rep Schatz: Continued discussion. (Attachment 2)

Chairman Monson: The Lead center is training for principals, superintendents, put on workshops, the Governor's School. But is it worth the budget amount of $450,000?

Rep Schatz: I would want to get rid of both Lead and the Governor's School. That should come out of their own pocket. Those programs don't benefit kids.

Chairman Monson: Lead we could get rid of completely as they do have other funds.

Rep Sanford: One of the things that is very clear in the research is that there are two pieces in the people business that make a difference. This emphasis on quality training for teachers is important; they are the center of what we do. The other piece is it is hard to have a good school without a good principle. These are focused, high quality programs; this is cutting edge development experiences for practicing principals. This program is focused, and it is high quality and highly respected since its inception; a stellar reputation. I think this is an important piece and fees can be part of the ongoing revenues for it.

Chairman Monson: I learned on the job under fire, I didn't know how to be a principle. Our school district sent me to LEAD. It was a great help.

Rep Schatz: Administrators today make much more than you did. Are there any recruitment programs to find good teachers? We do not have funds for teaching them but there is for mentoring them. Teacher centers that can supply them with things and there are Teacher support systems that would compare them to Lead.

Chairman Monson: Not to find them, but there are programs to tutor them.
Rep Schatz: It is probably a good program but I don't think the state should be paying for it.

Chairman Monson: We've taken them to half, does anyone else want to make a statement? Take them to zero?

Rep Martinson: I could go along with zeroing out LEAD if we put $60,000 back into Pathfinders.

Chairman Monson: Can you tell us why you need the pass through grants? They are in the formula.

Rep. Streyle: What about the piece on the transportation line? Gov. Burgum's budget shows a reduction of $10 million on this.

Chairman Monson: We are way above Gov. Burgum's budget. We are going to have to find it in some other places.

Rep. Streyle: Regarding the ERL grants, aren't these in the formula? Why do we have to give them money?

Chairman Monson: I think it was Gov. Dalrymple who zeroed them out, and Gov. Burgum agreed. It is the formula but probably doesn't cover as much as it should. Who do you write the check to?

Kirsten Baesler: Executive Director DPI: It was intended to be a supplemental to our school districts that had the highest number and percentages of our ELL students. At this time there are over 100 languages that are spoken other than English. It was based on percentages of the total student population. The grants went to Fargo, West Fargo and Grand Forks because they do have the highest percentage and largest numbers of English learners.

Chairman Monson: We've cut it down to $750,000

Rep. Streyle: I would take it to zero and they can make their case over to zero and they can make their case over that. If we want people who come here to assimilate and learn how to speak English.

Rep Martinson: I would say that if we want people to assimilate, you should help them. If we want people to come here from other countries to speak English, we should help them learn English.

Chairman Monson: Maybe that is where Adult Education portion comes although not all of them come into Adult Education Program. They can get some ELL as they are older.

Rep Sanford: This is for kids that are coming here. I have looked into this program for the Fargo school system which has most of them. You take the factor that's in the formula and the supplement that they get, you are not even in the ballpark with the costs.

Rep Schatz: You have a lot of immigrants in Fargo now but I think that won't continue with this new president.

Rep Boe: 59:00 It is my understanding that if we zeroed this out, it does not zero out the program. What is the number that the formula creates? How much money goes into it?

Chairman Monson: I think it is .03 now. This would target it to ELL; then it would be covered under Foundation Aid; then it is covered. This is out of general fund directly. If it comes though Foundation Aid, it is a lot cleaner. It goes where it is supposed to go. If we zero this out, we can have a look at that.

Vice Chairman Streyle: Why don't we tweak that a bit so we have a stable funding source instead of having to wonder whether or know they're going to get this money. Going forward I think it would be good to increase the factor a bit to help them cover their costs.

Chairman Monson: It's a complicated formula because there are different levels involved. There are those who don't know a word of English, and when they progress and learn, they get smaller amounts too. Before we move on, I think we have an agreement to zero it out. Rep. Martinson asks to give $60,000 to Pathfinders.

Rep Sanford: 1:02: I am fine with it as long as we get the formula down from the Education group that we would work on that. We will look at the actual costs of the Fargo District.

Chairman Monson: We talked about $60,000 for Family Voices; they are new. They claim they do what Pathfinders used to do. Take it out of Pathfinders which we are putting them at zero. I'm thinking we can't afford either one.

Rep Sanford: This is a federally granted program. There was an agreement that the feds would pay 60% and the state would pay 40%. Now the feds are paying 20%. I'm looking at this as having some federal money from the agency that created them. I can't quite get there. I want zero for both of them.

Vice Chairman Streyle: Where is Family Voices?

Chairman Monson: Family Voices says that they do the footwork and that Pathfinders was pretty much a call service or referral service that referred them to Family Voices.

Rep. Sanford: One of the things I struggle with is this is a federally granted program and one of the things that has happened with special education law is that it was put in place, it was a federal mandate. There was an agreement, there was a federal mandate, not necessarily in the law. The feds would pay 60% and the states 40%. They have a federal grant from the agency that allocated them. So you want zero on both? Yes.

Chairman Monson: O.k. put LEAD at zero. It's support for the teachers.

Rep Sanford: This program is mentoring for first year teachers. The data suggests that significant percentages nationally the first year teachers are unsuccessful. They quit, they're discouraged because they go into circumstances where it is very full day to day. They leave. This program works with a trained mentor for first year teachers. It is not adding FTEs or anything. They still have their full regular job. They help you with the actual first year bumps. Research shows over five years that 80% who are mentored in ND are still teaching in ND. That is significantly different than it used to be as well as in other states. Are you going to attract teachers? Why not keep the ones you've got?

Chairman Monson: I think we as a legislature we mandated mentoring. It could probably be done by REA. For every so many students, schools have to provide some mentoring for their teachers. If we talk this away, it is a non-funded mandate to school districts to provide mentoring. It probably could be delivered through REA's.

Supt. Baesler: Yes, it is a specific duty delegated in the Education, Standards and Practices in ND Code. So if it would be reallocated to OEA's, that would need to change (1:12:31)

Chairman Monson: It would be an unfunded mandate if we take it away. We do mandate it in order for accreditation purposes.

Vice Chairman Streyle: We have some issues in trying to keep teachers. I do think it is strange that it is in Education and Practice Board. I do say we wrap these up into one spot to make it more efficient.

Chairman Monson: I think we should ask for a study to look at possible combinations and services that can be combined. It isn't that efficient as it is. This is the reason that it is in ESPB. As far as Lead Centers, there is no mandate that we, or a school district's supplies, principals or superintendents with such mentoring, if zeroed out would be the end of the world.

Rep Boe: 1:14:55 How do we spend this money? ($2.3 million)

Chairman Monson: Maybe all of the above. There is a lot of mileage because these mentors in a small school don't have an in-house mentor. The REA's are probably coordinating getting the mentors trained, materials. We pay dues to belong to an REA. ESPB just happens to be the place that co-ordinates all this.

Rep. Boe: It sounds like the money is going to the wrong place then. It should be going to REA's. They are the ones administrating it.

Chairman Monson: I would say that a pass through grant goes from the general fund to the ESPB

Rep Schatz: I think this should be done locally by the districts. You have good, qualified teachers or retired teachers that could do this locally. You have administrators and it their job to make this work. You would want to mentor your young teachers.

Chairman Monson: I disagree. I knew nothing about music to mentor them. I had no time to mentor. We pooled our money, joined REA and obtained a good quality mentoring program. That is what the REA's do; they help the small school's way more than the big ones.

Rep Schatz: Was that before the state started funding in 05?

Chairman Monson: REAs were a way to consolidate a lot of stuff and do it efficiently.

Rep Sanford: These programs are out here as a target. I agree with Rep. Streyle that they should all be part of REA. Let's incorporate some of this and we could be doing this budget in two days. The school lunch program should not be in this budget.

Kirsten Baesler: This is how I inherited the budget. It does seem odd all of the matching grants alongside the governor's school or writing projects or those type of things. I surmised that past legislators wanted see that in isolation rather than rolled up into the budget.

Chairman Monson: There is no reason we couldn't put all the things on a grant one-line item.

Jamie Mertz: **Director of Physical Management with DPI** Absolutely we could incorporate this, have its own separate line and account for it that way.

Vice Chairman Streyle: We waste way too much time on these little programs. It should be an administrative deal, not a legislative one.

Rep. Martinson: Don't do it because we are not going to like your best judgement.

Rep Sanford: We probably wouldn't always like their best judgement, but they would be the closest to it. Times change. The basic question here is are we taking care of the programs before us today? They will make better decisions than we can.

Rep Boe: I like bundling these, but in the future there will be a group of legislators sitting around this table that will want this all separated out again so they can know where every dollar is being spent

Chairman Monson: Where do we stop and end?

Rep. Sanford: Here is a solution: we will not spend more than one hour on this next session.

Chairman Monson: What is our total here, Sheila?

Sheila Sandness: LC **$**7,667,500 which is $ 1,787,339 more than the Burgum budget.

Chairman Monson: I would like to put $1 per child in, **Ms. Sandness**: if you can get the number of students in K-12, in private schools, home schools, public schools, to her and we will make it $! per student, per year in this past-through grant. That is where it was when I inherited this as my pet when I became president of this organization. Their name now is North Central Council for Educational Media Services. We'll take a short break and come back to more on the DPI budget. 1:33:11

Chairman Monson: called the committee back to order on DPI budget. We asked Ms. Baesler if she could run her adult program on a million instead of 1.4 million and she said she could. We turned back $3 million but we turned around and are spending that million on a program. We are going to put Governor's School into the Governor's budget and let him figure out how he is going to fund his school.

Rep. Sanford: What happens to the yellow when it goes into the formula? Are we going to bundle these and put an amount on it?

Chairman Monson: If we do that someone will be here complaining about how Superintendent Baesler divided things and will be back asking the legislators for more. All of the things we discussed are in one-line item. I would still like a study to follow up on what Rep. Streyle proposed.

Vice Chairman Streyle: I'd like to go even farther than a study. It is ITE's budget too and is more complicated than just saying do it!

Chairman Monson: The best we can hope for is a study. Take out the Governor's School.

Vice Chairman Streyle: The travel line in operating. Some of this should be just pared back to pre-2011 or 2013 levels and not growing at all. What are you leasing or renting in building and land?

Jamie Mertz: The largest expense is our Cal-Nutrition Office in the Wells Fargo Building.

Chairman Monson: That line is a federal expenditure. Do the feds provide any cost share on this? They fund the staff but not a place to put them.

Mr. Mertz: That line is 85% federal 15% general. That travel is federally funded. 75% of it is not employee travel. We pay for teacher travel while on committee meetings. i.e. ND Standards Tests. School visits would be paid for with general funds. State Board of Education would be general funded and their travel would be general funded.

Chairman Monson: The smarter balance piece to this, what is the status on this? Is that money hidden in here somewhere?

Mr. Mertz: It would still be in the current budget request. This would be under Professional Services. I believe it is $2 Million. The majority is but we also budget teacher travel on committees etc.

Chairman Monson: What is the largest expense in Professional Services?

Mr. Mertz: Power School has its own line item. That would be separate. The majority would be some of the assessment trainings that we had to do. The conferences we have, to pay for the speakers, consulting fees. Currently we are going through a business process model to gain some efficiency. That is included in that line item.

Chairman Monson: We mandate that all schools be on Power School. Correct? That is how you gather your information or is that not truly a mandate?

Mr. Mertz: Yes, that is required. We budgeted $30 per student for 70,000 students.

Vice Chairman Streyle: Is Power School in here?

Chairman Monson: Is there any place you can trim on the line item for Power School now that you have trained the people.

Mr. Mertz: We've taken out a half a million dollars in that line item.

Vice Chairman Streyle: Could we contract for longer terms.

Mr. Mertz: Yes, especially with IT contracts we get good discounts. We usually don't try to exceed three years with our contracts to not tie up long term ones. We can definitely look into that.

Vice Chairman Streyle: What is the total on IT related staff?

Mr. Mertz: I believe there are currently seven and one who is retiring next week. We are not replacing that position at this time.

Chairman Monson: Gov. Burgum increases funding to provide a 1% increase in the per student rate during the 2nd year of the biennium. We are not doing that; we are zero and zero.

Ms. Sandness: The Dalrymple recommendation set on 1% and then make the changes of the Gov. Burgum which removed it. I left it there but just zeroed it out. Gov. Burgum does not included the 1% increase the second year.

Chairman Monson: Gov.Burgum's plan is the same as ours but the reason it's on here in bold because it was Gov. Burgum's idea to do that too.

Ms. Sandness: It was part of the revision and we wanted to pull it out but we wanted to make your aware that it was in there under Dalrymple so you can see both budgets.

Vice Chairman Streyle: One more piece on support of Computer Network Specialists: so are you 100% outsourced to ITD for Desktop Support or were you not in that bill last session?

Mr Mertz: I believe that we were not in that one. We do have internal support for that.

Chairman Monson: We have a 12:30 o'clock meeting so we will adjourn for today.
1:51:00

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
1/30/2017
27574

☐ Subcommittee
☐ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:
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 the North Dakota vision services - school for the blind.

Minutes: Attachments 1-3

Chairman Monson: Called the committee to order on HB 1013; DPI. ElRoy Burkle represents small organized schools and has some information on transportation.

4:10 -11:40 ElRoy Burkle Executive Director of ND Small Organized Schools:
(see attachment 1)

7:00 Rep Mike Schatz: About the price of new buses, why is there such a problem with trade-ins not being worth anything?

Mr. Burkle: I really don't have an answer for that.

12:00 Chairman Monson: I've been made aware of a $4.2 million fund just sitting in DPI's operating budget and they have not had authority to spend it. Sheila can you explain this?

Sheila Sandness Legislative Council: There's also a note on the green sheet on page 3, basically in 1013 for the 2013/2015 biennium the appropriated 130 million out of the tuition fund for state school aid, and then they also received 14 million from fines and fees. So that's 144 million; instead of transferring that trust common school's trust fund money into the tuition fund and then to DPI for state school aid, they were depositing it directly into DPI's operating account. We were thinking we could transfer those funds from the operating account back into the state tuition fund and then appropriate it out as part of that tuition fund and then we could reduce the general fund appropriation for state school aid by that same amount.

Representative Monson: So it'll just substitute this money for general fund money in the next per pupil payment to the schools.

17:00 Rep Schmidt: So if they were minus 4 million dollars, how did they operate without it?

Ms. Sandness: The state tuition fund is a collection of the money from common school trust fund and from fines and fees. The money is appropriated to DPI for state school aid out of there. The only appropriation out of there was for that $140 million. So it was short the $4 million we thought should be in there. Last summer we did tuition fund analysis. The balance in People Soft was $4 million less than we expected. Jerry helped me figure out where the money was spent. Instead of going into the tuition fund they went into the operating account. There was then $4 million left over in the operating account.

Chairman Monson: They couldn't spend it because they didn't have the authority to spend it. You said fines and other fees go into the tuition fund. Where are those fines generated? Years ago my friend Alice Olson got a fine for speeding and said she didn't mind paying that because the fines go into the common schools trust fund.

Ms. Sandness: I think, all net fees for state fines. Sec 15,1-28 says the tuition fund consists of net proceeds of all fines for violation of state laws and leasing of school lands.

Rep Schmidt: If you look at this wonderful table of all the funds that I have laminated and taped to my desk, it says fines and violations of $12 million going to the state tuition fund. It also has common schools trust fund at $206 million going there. When you look at the state highway funds there is nothing to the revenue to that fund that indicate fines.

Rep Boe: Is there any place in your chart where the supreme court system receives any of those fines?

Rep Schmidt: No nothing goes to the court system.

Ms. Sandness: They receive the common school's funds monthly.

Rep Martinson: What are we going to do with that money?

Chairman Monson: We have to put a section in this bill to transfer it back in to the tuition apportionment fund or the common schools trust fund. That money can come back in to the foundation aid line and free up $4.2 million in general fund. Have other legislators got their eye on that? The general fund will be $4.2 million richer.

Rep Boe: If this money was transferred without any authority, why do you have to give authority for them to spend it? They deposited it in the wrong place so for it to be corrected why, can't they just do it?

Chairman Monson: We need a paper trail and Alan told me to do it that way. O.k., we are done with the $4 million then. It's on our list. Let's go through our worksheet (see attachment 3) 27:10- Sheila will you explain tuition apportionment in section 3.

Ms. Sandness: 28:50 The $301,264 million is what is anticipated to be in the tuition fund available for this biennium it consists of fines and the common schools trust fund transfer. It is what is available for school aid. This section allows them to send money out to the districts if there are additional funds in the tuition fund.

Chairman Monson: $110 million is what our plan will call for. Another complication is that Senator Schaible has a bill 2272 in the senate that calls for use of these funds. Sheila get what you need written for sec 4 from Alan and make sure that coordinates with the house plan.

Rep Schmidt: How is the number $301 million calculated?

Becky Deichert OMB: That comes from the $288 that we expect to receive from the common schools trust and an estimated $13 million from fines which make up the tuition apportionment fund.

Chairman Monson: That tuition apportionment fund has been growing all the time. I thought it was income.

Ms. Deichert: The land department is the one that controls that.

Chairman Monson: When the state was set up we had I square mile in each township, number 36 and 16, set aside for education and a little country school was on most of them. When the country schools went away and the buildings and land were sold or rented it went into this fund and that fund generates interest income also. Now it's big enough so it's a pretty good chunk to the tuition payment. (see attachment 2)

Vice Chairman Streyle: This Tuition Apportionment on attachment 2 is 100% oil money.

Chairman Monson: There are lots of mineral rights in this fund and land rent. The big growth is from oil and leases for mineral rights. So this extra $4 million can go back into this fund.

Ms. Sandness: If you put it in as a transfer the intent will be clear.

Chairman Monson: (see attachment 3) continues. 39:40 Jerry will you explain this section on special ed?

Jerry Coleman DPI: That is what that language is there for. These special ed contracts come in in June and some cross over into the next fiscal year and get in later. That allows us authority to pay them when they come in.

Chairman Monson: There should be a fine if they are late. It makes your job harder. Do you recommend any changes?
Mr. Coleman: There are a lot of agencies involved. I do not recommend any changes.

Chairman Monson: Who wants to try to explain sec 6: the gifted and talented program?

Mr. Coleman: 42:40 The school districts can work with special ed students that are also on Medicaid. There is a match required from the districts state aid. It's a mechanism used to document and give us authority to deduct the amount of the district's match for these services from state aid. We forward it to DHS. It's set up in statute to do that. It ends up being a wash. You just need to put the language in. The gifted and talented is just a grant to provide funds to schools who provide those services for their students. There are about 10 schools, the largest school districts, who use these funds.

Chairman Monson: We only need to put the language in then. Sec 7 (see attachment 3) provides for up to $800,000 from the integrated formula payments for regional association grants to assist with the cost of compensating coordinators during the 2017-19 biennium. The maximum annual grant to a regional education association is the lesser of $50,000 or 70% of the total compensation of the coordinator. This is taken from the formula payments that go to a school.

Mr. Coleman: These REA grants provide for full time coordinators. It works out to $50,000 for each of the 8 regions. Each region has to employ a half time or full time coordinator and they have to be on the payroll for 12 months.

Chairman Monson: 48:00 So if a school decides to be a part of this they give up some of that per pupil funding to the REA.

Mr. Coleman: This is an additional $800,000. They still get all of their foundation aid. We just give them the additional authority so they can do it. It's built into the system.

Rep Schmidt: What do the coordinators do?

Mr. Coleman: They are a full time employee of the REA who act as an executive director.

Chairman Monson: We've gotten the REAs up and running to help the small schools to do teacher mentoring. Leave it in? (no response) Sheila, put it in. Transportation grants?

Rep Schatz: If we are deciding to leave things out or put them in? I'd like to get rid of the REAs.

Vice Chairman Streyle: I agree with Rep Schatz, or at least reduce the funds.

Rep Schatz: I had Sheila send me statistics on REAs. It started out in 09 as $400,000 then in 11 it went to $800,000 over the biennium. The total state funds are $4.9 million. There are also federal programs that are duplicates.

Vice Chairman Streyle: The factor generates some but the $800,000 is over and above the factor.1:02:25

Rep Sanford explains MAP and what a forward thinking piece it was to help students. Some of the investment was to get MAP out and used.

Rep Martinson: Hess gave $25 million, but said that if the REAs are not accountable to anyone they wouldn't be giving anymore.

Chairman Monson: Every kid had an individual test. The questions got harder until they got one wrong. The tests were way better than state tests. Instant feedback showed where the student needed help yet. One of our board members was designated to sit on the REA. The bylaws said it had to be an elected official.

Rep Schatz: How long ago was it that you were an administrator and you had this before REAs and without state money. I think that in a money crunch like this they can do it without state money leave it up to the district.

Rep Sanford: That board designated a lead administrator to report to the board. 1:15:11

Chairman Monson: So the REAs are accountable. There wouldn't always be all 25 board members at the meeting. The REAs took care of all the little grants here.

Rep Schmidt: How do they measure their success? Do they have goals for the year?

Rep Sanford: The first place the map assessment was used in Grand Forks. The first piece was easier and each computer piece that came up was more difficult. It was very forward thinking and innovative and became used across the state. It was started by 3 small schools. It gives the teachers instant access to the problem areas and what they need to emphasize.

Vice Chairman Streyle: So the states commitment is roughly $305,000. Why don't we fund it at $200,000 and just hire one director for the 8 areas? This makes no sense. The big schools can do this themselves. What is the money out of the actual local level school in this? They should have some skin in the game.

Chairman Monson: The teachers had to pay for the credit they earned and go on their own time during the summer. The school would pay for the transportation. The school had to have teachers continue their credits and get training to stay accredited.

Rep Sanford: The map assessment was available immediately to the elementary teachers, it was part of the working tools the teacher had access to. It helped them know what level their student was at and which mistakes they were making. This came out of the NW area.

Chairman Monson: What a tool! If you got the first question wrong you got an easier question, if you got it right the questions got harder, so it was very personal and the teachers could see where the students needed help.

Rep Schatz: The REAs have been in existence in your area since the 70s. You were doing the same thing without state money. My point isn't that they don't provide services, it's that they could do it without state services.

Chairman Monson: They still got money from the school at that time which got funds from foundation aid, or local taxes. So the state pools their money and the school sees their student's tuition reduced then. If they didn't have an REA they would get that money in their foundation aid payment.

Mr. Coleman: If they choose not to join the REAs that money would not be generated.

Rep Boe: I recommend put it on the list with an up or down and our emails will tell us what to do. We're spending a lot of time trying to justify what they do.

Chairman Monson: I'm saying the REAs play a vital role.

Rep Sanford: I think a study would be advised to see if the flow through, the REAs and all these items are in the right place or could they be unified, is there duplication?

Vice Chairman Streyle: 1:27:34 There is so much out there. Before there were 4 online contracts, now they will be in one. If you could combine 2 or 3 of these entities and fund one line and move on.

Rep Schmidt: There is no answer as to what are their measurements to justify this.

Chairman Monson: Rep Streyle and Sanford are saying we should combine things, Rep Schatz is saying "why do we need it at all?", Rep Martinson is saying "Why am I sitting here listening to this?" I think we need a break. 1:30:54

Chairman Monson: While we were on break I was thinking about Vice Chairman Streyle's suggestion to pay $200,000 and just have one in charge of the 8 areas and Rep Schmidt's question about accountability. In a way we are setting the salary by appropriating that much. I think we should take out the whole $800,000. There is no incentive in there for them to be frugal. If a school says we will hire them for $40,000 and they get $28,000 reimbursed is there an incentive for them to pay that? Because if they paid $80,000 and they get 70% back, they're getting $50,000. We are not making them accountable. Let them do their own thing. Take sec 7 out Sheila.

Chairman Monson: 1:33:00- (see attachment 3) I don't know if it's doable to reduce bus drivers rate to .75 a mile.

Ms. Sandness: You appropriate a fund for transportation, then Jerry figures out a per mile rate from that. This section is in to determine the rates that apply to the total that you appropriate.

Becky Deichert OMB: 1:36 Those numbers in sec 8 are from Dalrymple's budget.

Jerry Coleman: At those figures the rate would go down about 20 to25%. When I reduced transportation by 10% it reduced the bus drivers rate 13%.

Rep Schmidt: Some of the buses drive outside of their district. Why do 3 school buses from 3 different school districts travel the same route?

Mr. Coleman: The buses do go into other districts because of open enrollment. The providing school has to provide the bus service. They may provide open enrollment but they must provide the bus service.

Rep Boe: We are going to have to reduce it. We need to find a way for them to be efficient. We are poaching students and the state of ND pays the bill. In order to get these dollars shouldn't they file a map so we can see if it's a duplication of service?

Chairman Monson: Didn't Tom Decker have a master plan for bus routes?

Jerry Coleman: There was a study but it didn't pan out. It was deemed too hard to understand. They use a formula now, rides per mile. They report the attendance days, not the times they rode.

Chairman Monson: If we said you can't get paid for miles outside of your school district unless we mandate for special ed kids or higher grade student if that school only has lower grades.

Vice Chairman Streyle: It would be hard until the route is established and what the pay zone is, then it shouldn't be hard once the route is in place.

Rep Sanford: Jerry, if a student is open enrolled, what is the foundation aid payment?

Mr. Coleman: 1:54:10 It is the same as any other student. If the student moves to another school, the foundation aid follows him.

Chairman Monson: So it is about $9-10,000 per student for each open enrolled student.

Vice Chairman Streyle: Those costs are interesting as I send my kids to a private school and it costs me $5000 per student.

Rep Schmidt: Does each school have an approved route for each bus?

Mr. Coleman: That control is with the school board at the local level.

Rep Schmidt: Why can't we ask the school boards how many miles their buses drive through other school districts?

Jerry Coleman: I don't have that information. It would be hundreds of maps to go through.

Rep Boe: We don't subsidize any extracurricular miles do we?

Chairman Monson: No, the school district has to pay for that. If someone is putting in hundreds of extra miles it would show up. If we said you get this reimbursement rate for miles within your district, we could probably save a little bit.

Rep Sanford: In the Grand Forks district, it is open enrolled and it is up to the parents to get them there. The Manvel District doesn't have a high school so their kids are transported. We have to have correct language to allow for that.

Chairman Monson: We can put this in that they only get paid transportation within their own district except for the listed exceptions.

Rep Boe: Once that bus goes into the Grand Forks District, Grand Forks should cost share.

Chairman Monson: Grand Forks doesn't transport though. Continuing education grants (see attachment 3) continues 2:03:00-2:05:00 The teachers get $1200 per recipient for further education tuition. I see no reason for that.

Vice Chairman Streyle: Lets eliminate that.

Ms. Sandness: You actually eliminated that when you eliminated the pass through grants. 2:06-2:07:14

Chairman Monson: At the very least they shouldn't get more than half of it the first year. 2:09 continues This is if there is money leftover in special ed or transportation. Jerry you have a shortfall?

Mr. Coleman: 2:09:40 We were short in student contracts by $1.2 or $1.4 million and we were short on transportation. We are requesting that money this biennium.

Chairman Monson: So you would use your foundation aid to make up that difference? We've never done this before.

Jerry Coleman: It is in Dalrymple's plan. We have done this before; I'm thinking it was in 2009. We were short on our foundation aid line and long on our student contract line so it worked in reverse. There was enough to make up our shortfall so we were given that authority.

Rep Schmidt: What happens if you don't get the money?

Mr. Coleman: On the transportation line we would short the school districts the amount they would have been entitled to. We have a section in century code on student contracts that allows us to request the money from the BND out of their undivided profits. We are supposed to put it in our next budget request to replace that funding. We've never used that and prefer not to if the money is available. We'd probably have to go to deficiency funds.

Chairman Monson: 2:14 You are going to be short in special ed?

Mr. Coleman: $1.2 million is what we are expecting to be short on that line. We will be short about $108,000 on the transportation line.

Rep Sanford: What is the limit now on the local level of contribution to a contract?

Mr. Coleman: There are two liability thresholds. One is called an agency placement, usually the foster care. It's a little over $10,000. If it's a school placement for excess cost, there is a multiplier of 4x. So it is either $10,000 or $40,000 depending on the type of placement.

Rep Sanford: The concept that education is a state function. Students with special contracts, multiple disabilities, can be very expensive. This is a way of pooling the risk if a student had say a $million and a half contract, so one district wouldn't be responsible. Otherwise it could double the budget.

Chairman Monson: Federal mandate states the child has to be given the services. The Anne Carlsen school could cost hundreds of thousands of dollars to educate the child. The resident school district only gets $10,000; they have to pay $40,000 then this fund takes over.

Rep Schmidt: I don't understand why the state doesn't just pay for it.

Mr. Coleman: They do get foundation aid also. It keeps the resident school involved with that student.

Chairman Monson: It gets even more complicated if there is a divorce or the parents are in separate school districts. I think we need to leave these in place. What is your recommendation?

Mr. Coleman: I think it is the best way to handle it. Sheila may have a recommendation.

Ms. Sandness: Instead of a contingent appropriation it might be cleaner to add a section into the bill that transfers authority from one line to another. It would have to be an emergency clause, because they need the funding in the current biennium.

Chairman Monson: The contracts are federally mandated but what happens if we reduce the transportation? We are already taking away their bonus.

Mr. Coleman: We'd have to reduce their entitlements by about $108,000.

Chairman Monson: 2:26:40-2:27:45 (end attachment)

Rep Schmidt: I'd like to amend the DPI bill to establish performance measures to submit with their pass through grants to justify their dollars. We can determine if we want to fund them then.

Chairman Monson: No objections? O.k. Sheila, put together the wording on that.

Rep Sanford: Are we going to house some of these in DPI instead of putting them through as pass through grants? I like the accountability.

Chairman Monson: I talked to Kirsten about this. They are in the budget as pass through grants but they are administered by DPI. She has some new ones that she wants to put in: leveraging the senior year is one. She asked for $1.45 million. We cut it back to $1 million and she said it would work. We just called that a grant in her operating. We would expect the same performance measures. Another one, she wants to team up with extension on leadership. She wanted more, we cut it to $200,000. She said she could do that, too.

Rep Boe: I always ask for reports, but I loathe listening to all the reports.

Chairman Monson: We're not talking binders full, we are asking for one sheet. Sheila talk to Supt. Baesler about the Leadership Program, the $200,000. The money will be in her budget; she could get an accountability report for all of these grants.

Rep Sanford: If we combine some of these she could prioritize where she puts the money, we wouldn't have to decide.

Chairman Monson: These two new ones could be put together. If there is something on that list of pass through grants, we could put all the grants on our list into a bundle and let her decide where she puts the money. To summarize, if there is something on those pass through grants that she has her hands in we could clump them into a bundle and let her decide where she puts the money. We're done on DPI for the day.2:37:49

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
2/3/2017
27868

☐ Subcommittee
☐ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, and the school s for the deaf and the blind.

Minutes: Attachments 1-2

Chairman Monson: called the committee to order on the DPI budget. Jerry I was just told that rep Owens passed out the bill yesterday. Did they do anything with ELL?

Jerry Coleman DPI: It has some changes in language and removed 5.6 million in property tax in lieu of a long list of things. It will have a fiscal impact. It didn't have anything about ELL. Every school will benefit some from this.

Chairman Monson: Schaible's bill HB 2272 will have something on ELL. Sheila is going to put in some language. We decided we have to leave the health insurance in there but in each bill we will make clear that the budget in that line item would have been substantially less if it hadn't been for Sanford's substantial raise. I called Supt. Baesler about pass through grants and moving some of those into a line item in her grants. Two years ago we had the same conversation about accountability. She said in 2015 they tried to implement some of them and got a lot of push back from the agencies saying it is in law, they don't have to prove accountability. We will put in language that we need a one-page justification on accomplishment at the end. She agreed and we will meet next week to go through a list.

Rep Schmidt: Sheila do you have something drafted on that?

Ms. Sandness: Yes, I have. (Sheila reads the wording for getting pass through grants half each year and requiring performance measures.) That's the language I have now and we can change that.

Rep Schmidt: I'm not going to comment on getting only half the grant the first year, I'm more concerned about getting performance standards.

Ms. Sandness: The governor asked for that to be put in.

Chairman Monson: Global Bridges was a program for social studies teachers to go to Germany to learn about WWII and the holocaust. A group in Germany helped pay for that. A group of legislators went one year so we could see what the social studies teachers did. It was a phenomenal program. That would be one case where you wouldn't split the appropriation.

Ms. Sandness: Instead of saying half would be paid each year, you could do an application process.

Chairman Monson: She gets applications from the teachers. I can't say enough good about that program. We send about 10 teachers a year.

Rep Martinson: The year before last we sent 12 legislators for a week.

Rep Sanford: I would hope that we would do what you described, but if she would say we have a service responsibility for professional development with these grants she could combine those grants internally and we could appropriate a lump sum.

Chairman Monson: We should be funding a spelling bee and a geography bee. Nobody wants to do it anymore. Maybe if we put money in a pool she could stimulate it.

Rep Martinson: I would just as soon not have a group line. Who is going to get the money? She is going to get a lot of flak. I think we should carve it out and you put in funds for a spelling bee if that's what you want.

Chairman Monson: There are some we can't do a grouping with. We will get a group together with Ms. Baesler and whittle down these grants so we don't have to talk about 13 of them again next time.

Rep Sanford: What is our total now that we've whittled it down?

Ms. Sandness: Because the committee wanted the adult education and the school lunch pulled aside because of matching grants, we took $4.3 million out. You are left with $3,057,500 of what are truly pass through grants.

Chairman Monson: 25:00 I'm comfortable at leaving the ELL grant at zero. This bill will hold around until crossover. We have two shots at doing this HB 2272 and the formula bill that will be coming to us in a couple of days.

Rep Sanford: Here is a list of grants. For example, if you took Global Bridges, We the People, and the Young Entrepreneur Program, and leave those 3 as flow throughs, we said we'd leave the governor's school up to the governor, so that one comes out. Take out the food program, and the rest we would just do a block for anything dealing with professional development, that would be lead, teacher center network, gearing up for kindergarten, teacher support system, teacher-principle evaluation grants. (Lead and Teacher support system attachments 1 and 2 added) Those could be part of a group, take the money out for

the 3 stand alones and the food program. The rest would be available in a consolidated grant.

Chairman Monson: We are not alone on this. Rep Brandenburg is dealing with this on the ag committee and he has a bill on it. We can probably borrow some ideas from him. It may not pass on the floor because the corn growers and the genome center are against it. They get tax money so they should be held accountable. They have no strings attached right now. Does anybody want to bring up anything from our K-12 meeting yesterday? O.k.

Rep Streyle: How many FTEs do they have? I think we could take out up to 5.

Chairman Monson: We have 99.75 FTEs in the tower. I thought she had a document on the proposed 7% reduction. O.k. we have 5 in here so we are good. We are only going as deep as Dalrymple on transportation. I'm sure the Senate won't take out anymore.

ElRoy Burkle representing ND Small Organized Schools: I believe transportation is also in HB 2272. Is there any chance we will be held harmless?

Chairman Monson: We will get HB 2272 the second half. Before that we will have a new revenue forecast. Things will change. If we leave this at Dalrymple's budget it will be a reduction and we took out the bonus. The measure 2 money could reinstate it.

Rep Schatz: How much is in that measure 2 fund and how much are we using?

Ms. Sandness: 38:00 You are looking at a $430 million ending balance. You be at about $330 million available.

Chairman Monson: School construction loan fund is in Schaible's bill.

Rep Schatz: Could we get a worksheet on that?

Ms. Sandness: It's hard to do a worksheet because there are so many scenarios.

Rep Martinson: This changes almost daily. Wouldn't this be easier to do after crossover?

Ms. Sandness: You're right. There are a lot of bills out there on various things that we don't know if they will pass.

Rep Sanford: If we had something as a baseline even if it is based on assumption, it would be easier. Is there an analysis on the impact of that bill if it passes?

Ms. Sandness: The bill passed and it is in rereferral now in appropriations.

Chairman Monson: What we are asking is for Sheila to give us her best estimate. Obviously K12 didn't participate in the allotment or the 10% reduction. That would be a way to put back some of the allotment in measure 2 money. Anything else?

Ms. Sandness: Are there any items on the long sheet you want to move over?

Chairman Monson: (see attachment 3 from 1-30-2017 in HB 1013B) 50:20-59:40

Jerry Coleman: 59:40 Getting the extra 2 million for the high cost special ed contracts will still be very tight, as that is what we were short last year. If we are short, we can request it from the BND out of their undivided profits. We have not used it before.

Rep Schatz: Why is there a $2 million shortage?

Jerry Coleman: The number of contracts are up as well as the costs on those contracts. Most of the regulation comes through the IDEA and that is the American disabilities act.

Rep Sanford: Most of the students will still be there next year, so you are probably going to need the same level of funding next year.

Jerry Coleman: I follow you and you would think that but it actually doesn't work that way. There are two categories of student placement, one is called agency placed students and one is actually placed by the school for those services. Then there are categories for instate or out of state, in district and out of district. Both contracts are growing right now.

Rep Schatz: How much more does it cost to educate a special ed student?

Jerry Coleman: On average the high cost contracts are about $30,000. Most of the contracts don't come close to that though, it really varies on the degree of disability.

Chairman Monson: When you are doing in house it's not that expensive but these are contracts outside of your own school system when you can't provide the services. These are out of our control. We are required to provide that education.

Rep Schmidt: How long are we required to keep these students in Ann Carlsen School?

Chairman Monson: From the age of 3 until they graduate or become 21. Because of medical advancements some of these students wouldn't have lived to that age. Population increases also add to the number.

Rep Schmidt: Do private schools have to do this? It is a federal requirement.

Chairman Monson: We have to pay for it and the numbers are not going to go down. O.k. we'll give you $2 million there. 1:11:00-1:11:55

Ms. Sandness: So you would like me to look at the century code that is relevant to them borrowing the money and instead of them borrowing the money maybe get it from measure 2, or budget section or the deficiency fund.

Jerry Coleman: It is a request to the industrial commission and then they transfer from undivided profits at the bank. Then we are to build it into the next budget as a request to replace it.

Chairman Monson: Comes out of the banks' profits. That's why I think measure 2 is good. 1:14:15-1:16:30 We're done talking about DPI today.

Rep Schmidt: We did actually cut a program! 1:17:37

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
2/3/2017
27895

☐ Subcommittee
☐ Conference Committee

Virginia L Moch

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for School for the Deaf.

Minutes: Attachment 1

Chairman Monson: called the committee to order on school for the deaf. Sheila passed out a worksheet for School for the Deaf budget 252. We have to make sure all the language is in HB 1013 that is in 1073.

Sheila Sandness LC: The language is the same in both. We just have to change the dollar amounts.

(see attachment 1) 1:20-7:20

Chairman Monson: 7:20 We need to make sure we remember that the teachers for the deaf, the blind, and the Missouri correctional facility are state employees, in a very unique category.

Rep Martinson: We need to look at outreach more than the school. The kids at the school have multiple needs and they need caregivers.

Rep Schmidt: Do you have to pick up the costs from your district for a student who goes there?

Chairman Monson: No, there is no contract on this. It is a state school. They have an airplane to fly these kids home on weekends. Anne Carlsen School in Jamestown is a private facility that the school district contracts with them.

Rep Martinson: I think we should have the information on how many students they fly home.

Rep Schmidt: Where is that cost listed? Sheila can you find it?

Ms. Sandness: Their travel line is $462,000, but that has outreach travel also. Michael Loff made a comment last session that the student they flew home, graduated. There may not be any flown now.

Rep Schmidt: Do we do this for students from school for the blind?

Chairman Monson: There are no resident students at the school for the blind. They are mainstreamed.

Rep Boe: Are there individuals placed throughout the state for outreach?

Chairman Monson: It's required that we accommodate these students as well as other kids. continues 18:40-47:00

Ms. Deichert: That was removed with the 1% from state employees. They reduce to keep them in line with other teachers.

Chairman Monson: This is one of the places where we have to treat them the same as other teachers. Sheila, check to make sure we keep them whole.

Rep Martinson: Why shouldn't we just refer to them as state employees, then instead of teachers. What is the difference?

Rep Sanford: They don't negotiate.

Ms. Sandness: They reduced their budget They don't have the vacant positions to roll up that they had last time.

Vice Chairman Streyle: Let's check if they have any vacant positions now. 30:33 Their special fund grows every year.

Chairman Monson: The school for the deaf has probably 15 buildings and only 2 are in good shape. They are trying to get them in good shape so they can rent out the buildings.

Rep Boe: How big is the campus? Do we need all those buildings and what is their value? Is it entirely ADA compliant?

Chairman Monson: Where ever the students are is all ADA compliant. They need to do some improvements to the other buildings to be able to rent them out. $1.7 won't come close to that.

Chairman Monson: On page 2 of our sheet that Sheila gave us. Sec 18 creates a fund from and used for services. That makes it clear where the funds come from and how they can spend it.

Ms. Sandness: 38:00 They didn't spend it all. The balance in that account grew by $200,000

Vice Chairman Streyle: I'm not suggesting we drain the fund but we can probably do more from operating on the special funds

Ms. Sandness: 40:00 I got an email back from Michael Loff. No one is flying.

Ms. Sandness: They are increasing their use of their special funds.

Chairman Monson: They need more repairs than we can afford, maybe they can use some of those special funds to get that done, but we could take some of it.

Rep Sanford: I think we could move the fund for repairs over to other funds.

Vice Chairman Streyle: They should use some of their special funds for operating, too. That would shift probably a half million out of the general fund.

Ms. Deichert: We did reduce that 1.75 by $250,000 in the Dalrymple budget.

Vice Chairman Streyle: The far right column will have the net of everything.

Ms. Sandness: Whatever numbers we add will change the amounts in the middle. Just to confirm, we are moving over the bottom 3 items.

Chairman Monson: 47:00 When we made the common schools fund a part of the regular formula as foundation aid, we're telling the schools to use that in their operation, then these guys should, too. They don't get to levy taxes like regular schools.

Ms. Sandness: When we print this sec 18 it will be referenced as article 9 sec 2 instead of Department of Trust Lands.

Chairman Monson: O.k. we're done with this one. 49:17

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
2/3/2017
27874

☐ Subcommittee
☐ Conference Committee

Virginia L Moch

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf and the school for the blind.

Minutes: Attachment 1-2

Chairman Monson: called the committee to order on anything we might have missed on the state library and the school for the deaf and the school for the blind. Sheila Sandness passed out state library- budget 250 as attachment 1 and special fund report for school for the blind as attachment 2.
If we take the $$38,000 from the restores salaries and wages line along with the FTE Rep Streyle identified, we are at our 7% reduction.

Sheila Sandness LC: They didn't take all their reductions in the lines recommended so they took reductions in other lines. There were differences in the reductions for the allotment and what they took out moving forward so that restored some lines.

Vice Chairman Streyle: They just filled one vacant position and another will be advertised in February. Why don't we take one of those out? The educator programmer 2 has been vacant for 18 months.

Becky Deichert OMB: In removing that FTE you would be doubling what you're taking out. They used that vacant FTE as part of their savings for the allotment.

Vice Chairman Streyle: 12:05 They left that position in case they could roll up the dollars. We removed it. So we took the dollars for it. What is the ¾ position? Or do you have a list of the employees?

Ms. Sandness: It is a library associate 2 at the ¾ designation.

Ms. Deichert. It's already on the allotment but they put it back. If you remove the FTE, you also remove the salary for it.

Ms. Sandness: On the 4th page of the green sheet, there are savings from 3 vacant FTEs for $161,341.

Vice Chairman Streyle: To summarize: we do the health insurance piece, remove the restore salaries, keep the other 2 on online funding, and move the federal funding. They said they aren't going to get it anyway. The only other decision is do we go deeper?

Ms. Sandness: 17:10 The aid to public libraries was reduced 10% from the 15-17 budget by the Dalrymple budget and the Burgum budget reduced it more.

Ms. Deichert: I asked Mary which line she would be comfortable taking out. She said the grants. Because they are such a small agency they don't have a lot of room in operating.

Ms. Sandness: 21:00 In the 13-15 biennium they were at 70% of their budget, now they are at 100% again. You are removing the FTE and the funds for it.

Becky Deichert: You don't need the $161,000 if you take the FTE and its funds or you could take the $161,000 and you would have $20,000 extra.

Vice Chairman Streyle: Lets remove the FTE and 3% of the grant line.

Chairman Monson: I agree.

Ms. Deichert: To keep it simple I would remove the FTE and funding for it and move the $161,000 over in the restore funding line.

Chairman Monson: I'm o.k. with that.

Ms. Sandness: 26:55 The state library is reducing the number of online resources. They just moved it to the operating line, not in the grants line. The auditor recommended it.

Chairman Monson: Just move it out of grants into the operating line. O.k. are we done?

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
2/6/2017
27943

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Emmett

Explanation or reason for introduction of bill/resolution:

To defray the expenses of the department of public instruction, the state library, the school for the deaf and the school for the blind.

Minutes: 1

Chairman Monson: Called the committee to order on the school for the blind. Sheila passed out attachment 1. 1:10-1719 We will go through this line by line on our worksheet.

Vice Chairman Streyle: 4:00 One teacher position has been open for 18 months, Western mobility position vacancy due to allotments. I suggest we would remove that if they can go without it for 18 months. What The half FTE has been open since 2015 and the second one has been vacant since July of 2015. They can both be removed.

Chairman Monson: If we take away that FTE you have a dollar for that one?

Vice Chairman Streyle: It would be $154,000 -216

Chairman Monson: Why Shelia, Becky why did Dalrymple take away half and then add $105,800?

Shelia: that was part of the allotment and the fact that the Governor was working from the prior biennium and the base budget.

Chairman Monson: So it is an increase of to the allotment fund**?**

Shelia: They took reductions in other spots so that they were increasing their payroll in the Dalrymple budget.

Chairman Monson: Burgum remove funding for teacher composite what is a teacher composite?

Shelia: It is similar to the numbers that we had on the school of the deaf it has to do with it has to with the teacher contracts, and the increases in the contracts.

Chairman Monson: This involves just the teachers?

Shelia: Yes.

Chairman Monson: To reduce the funding for salaries and wages to provide an additional 2 % budget reduction.

Vice Chairman Streyle: I don't think we need to do that.

Chairman Monson: Just funding for operating expenses. What they appear to have been doing here is they reduced their budget to meet the Dalrymple 10% reduction, took away the general funds and then had special funds which are from their tuition portion.

Rep Sanford: What is the balance?

Vice Chairman Streyle: The ending fund balance is projected to be 1.119million at the end of the next biennium 1.2 million with the common schools trust fund money coming in at $835,000. The current biennium is at $536,000 and then there is some leases coming in of $343,000 and then some others small things.

Chairman Monson: The just funding source agency wide that is what they are doing is replacing the general fund expenditure with special funds from that common school trust fund or from rent or other sources. Do you have problems with that?
Remove funding 2015-2017 biennium extra ordinary repairs that Dalrymple did that was $24,000 should we move it over?

Vice Chairman Streyle: I don't have a problem with that. Why don't we remove the next funding and give them the authority to spend their special funds that $40,00 for extraordinary repairs.

Chairman Monson: In the line above they took out $24,00 that was left over from the last biennium that they didn't spend and then added 39. I don't have a problem moving it over into the special funds. Total ongoing funding changes we don't have a number yet. Funding for special assessments they must have some specials they owe the city of Grand Forks. Looks like they are using other special funds.

Vice Chairman Streyle: Even if they take $40,00 they still have 1.165 in their ending balance and the projected right now is 1.119 and I am sure there is some carryover here.

Chairman Monson: The health insurance will be in there like it is in all the other budgets.

Shelia: We are moving over everything except for the employee portion of the health insurance, the additional reduction that Burgum took for $93,00 and then we are changing thousands of extraordinary repairs to special funds and eliminating one teacher and 1/2.

Chairman Monson: We will close the meeting on HB 1013.

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
2/7/2017
27977

☐ Subcommittee
☐ Conference Committee

Virginia L Moch

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defray the expenses of the department of public instruction, the state library, the school for the deaf, and the school for the blind.

Minutes: Attachments 1-4

SCHOOL FOR THE BLIND

Chairman Monson: called the committee to order on school for the blind. We've taken out 1.5 FTEs (see attachment 1) 1:00-4:20 The intent of measure 2 is to keep education pretty much whole. We've made some small changes. Do we have an amendment prepared?

Sheila Sandness LC: No We will have one amendment covering all the entities in HB 1013. This is just one part of it.

Chairman Monson: We can do a **voice vote to approve everything on the list of proposed changes** here.

Representative Martinson makes the motion for the amendments to School for the blind HB 1013.

seconded by Representative Sanford.

VOICE VOTE: All in favor of amending our worksheet as prepared here by Sheila say aye

The motion carried, the bill is amended this far. 6:14

SCHOOL FOR THE DEAF

Chairman Monson: We now have another part of HB 1013, the school for the deaf. Sheila has passed out our budget worksheet.
(see attachment 2) 9:30-35:00

Becky Deichert OMB: IF you do both of these reductions they won't be able to pay salaries.

Chairman Monson: So it's one or the other. Do $400, cross out the $422. That gives them an extra $22,000. Anything else, Sheila?

Ms. Sandness: The master facilities plan repair, either fund the $1.5 or the $675,000. Which was half.

Rep Sanford: I believe the project involved opening walls, so would include more elements, such as electrical.

Becky Deichert OMB: You could refer to the attachment they printed on master facility repair. (attachment 3)

Ms. Sandness: Another thing to keep in mind is the funds available in the special funds.

Chairman Monson: I'm thinking we need to leave them a million of carryover or they will run short. 22:00

Rep Schmidt: What happens if they have embellished their needs and we cut them, will they still be kept whole?

Chairman Monson: No one will be kept entirely whole. It's fine to take a small cut. (continues attachment 3) 24:10 I don't want to run them out of special funds. Let's use the $675 and forget the $1.5. O.k. Sheila. Have we addressed everything? Continues on attachment 2.

Rep Streyle: I think we should leave them a million as a buffer. How long have we been doing the higher ed interpreter grant?

Ms. Sandness: It's been there for as long as I've been here.

Chairman Monson: It has been there as long as I've been here. O.k. committee, anyone want to make **a motion to accept our list of changes to the school for the deaf budget**?

Representative Streyle: I make the motion.

Chairman Monson: Streyle made the motion, **seconded by Representative Sanford.** The motion is to adopt the amendments on the worksheet with the changes we've discussed on the two special funds.

VOICE VOTE; All in favor

Motion carried

so Sheila now you can write up these. We are done with school for the blind. 36:10

STATE LIBRARY

Chairman Monson: We are back with HB 1013 dealing with the state library. and Sheila has passed out the worksheet. (attachment 4) 36:43-50:52

Ms. Sandness: The reduction from the base is $456,000.

Chairman Monson: All right, I think we are ready for a motion to approve what we've discussed and **approve the list of proposed changes to the state library budget**.

Representative Streyle made the motion,

Seconded by Representative Schatz.

VOICE VOTE: All in favor

Motion carried.

Chairman Monson: We finished the state library section of this.

Meeting ends

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
2/10/2017
28180

☐ Subcommittee
☐ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:

To provide an appropriation to defray the expenses of the department of public Instruction, the state library, and the schools for the deaf and for the blind.

Minutes: Attachments 1-4

Chairman Monson: called the committee to order on DPI budget, the tower portion. Rep Boe is meeting with the ag commissioner this morning. He joins us at 19:00.
(see attachment 1) 1:40-2:56

Sheila Sandness LC: (see attachment 2) 3:48-22:52 Sheila introduces (attachment 3) 22:54-26:10 Sheila goes over (attachment 4) 26:12-29:50

Vice Chairman Streyle: 30:00 Have we underfunded the salary line?

Chairman Monson: No. Anything to do with schools and kids will be made whole with measure 2 money.

Rep Sanford: The transportation fund is cut $5 million. I think if we are truly holding harmless we need to bring the transportation back up to its current level. We need to discuss if we are doing rapid enrollment or not. If we are it needs to be here. If we are having fewer students, you would think Rapid Enrollment would be less, too.

Adam Tescher DPI: The allotment was a little over $14 million Rapid Enrollment. I believe about $9 million was cut. The current biennium the budget is about $10 million. We are still seeing a large number of kindergartners coming in and a lower number of seniors going out so we are projecting between the last two numbers.

Chairman Monson: You had an allotment pf $14 million, $9 million went out the door, what happened to the other $5 million? Was that part of the turn back?

Mr. Tescher: That's correct, it was part of the allotment.

Ms. Sandness: 38:25 The allotment reduced the $14 million down to about $12.5 million. They are sending out roughly $10 million so there will be a little left over in that line that could be turned back. It is not included in the $33 million.

Becky Deichert LC: The turn back money is strictly the integrated formula line. The Rapid enrollment was onetime funding.

Chairman Monson: We'd have a little leftover money so we wouldn't need as much from Measure 2. It's covered in Schaible's bill. When we get that bill we'll discuss that. The thing about transportation is that we have to educate them but it's not mandated to provide transportation. So it is an area that we can cut.

Rep Sanford: What did we mean when we said education will be held harmless. I'm thinking that the consensus is that transportation would be a part of that.

Vice Chairman Streyle: Let's remember that Governor Burgum recommended cutting over $10 million on this line item, 20%, which I think is too much.

Rep Schmidt: Last session we were kicking around the idea that transportation was very inefficient. Maybe if you take away the money they will figure out how to be efficient.

Chairman Monson: I'm thinking we should leave it the way it is.

Rep Schatz: Leave it the way it was.

Vice Chairman Streyle: I don't really care.

Rep Schmidt: Leave it the way it is.

Rep Boe: I'm with Rosco.

Vice Chairman Streyle: Chairman Monson, you and Rep Sanford will be in the conference committee so you'll have to fight each other and the senate.

Rep Sanford: 46:18 I feel strongly we have a public commitment.

Chairman Monson: We aren't done with this so we will meet again Monday. We have to kick it out Tuesday. If there is anything glaring that we need to address, speak up. WE didn't bring up Rep Streyle's proposal. He met with Kirsten Baesler.

Vice Chairman Streyle: I'll leave the rest alone. I wanted to move 3 programmers, technicians, to ITD for SOBS. That would have to be a separate study in their research and IT department. I think we should take the vacant FTE and underfund the salary line and make them make some cuts. I think we should specify them, but I'm fine undercutting the salary line. It doesn't need to be 7 %, but it could be a quarter million or something.

Chairman Monson: Let's look at what Sheila got for us over the weekend. People spoke, they want education left whole. That doesn't mean we can't find efficiencies in the tower. We are done talking about HB 1013. 48:37

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

HB 1013
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☐ Subcommittee
☐ Conference Committee

Virginia L. Mock

Explanation or reason for introduction of bill/resolution:

For defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind.

Minutes:

Chairman Monson: called the committee to order on HB 1013 budget concerning the tower today. (see attachment 3 from HB 1013 H of 2-10-2017 budget 201 worksheet) 2:40-22:00

Rep Schatz: Where would that money have gone from HB1324?

Chairman Monson: back to the general fund.

Rep Sanford: We are still taking over 5 million from transportation. If we don't take that it will be a wash. There will be other places we can make up that money. We could pick that up when the other bill comes across and it will even out.

Chairman Monson: 13:45 We put a million into Leveraging the Senior Year. Kirsten has been doing this one. How have you been paying for it, Kirsten?

Kirsten Baesler Supt of Public Instruction: Yes, we've been doing it for the last biennium and paid for it from carryover funds. That is how we are paying for it this time.

Sheila Sandness LC: They have the turn back which goes back into the general fund and you also removed the $3 million transportation bonus. That is turn back and this is appropriated.

Kirsten Baesler: To answer Rep Schmidt's "so what" question: It saves students and parents a significant amount of money for eventual college credits.

Chairman Monson: There are 50 schools doing this through NDSU extension that teamed up with DPI. We have reduced 5 FTEs; we have ongoing of $68,349,000. We have switched some of that and more to special funds. Measure 2 money decreases the general fund and

changes the base level funding to $228,350,000 roughly. A net increase overall of $12.75 million. We did save the general fund almost $70 million. A total budget of $2,326,399,020. Not bad when you factor in $20 some million because of the increased number of students we are educating.

Ms. Sandness: 21:00 I moved the program grants into one line that she controls and the pass through grants into a separate line. Other grants now just has the federal funding and the displaced homemaker funding. The program grants are the adult education, the school food service, leveraging the senior year, the leadership program, you had some money for two types of continuing education grants, curriculum alignment, teacher principal evaluation and the breakfasts. Do you want a pool of money for the grants or each grant designated?

Chairman Monson: It will be a pool of money and she makes the decisions of where to put it. List the grants without a dollar amount. Sheila, draft the amendment as we discussed. Anything else on the tower?

Vice Chairman Streyle: 23:53 I'd like us to consider removing 3 positions, a programmer analyst, research technician, and research analyst.

Chairman Monson: Maybe we should finish this one. We'll do this as an amendment to the bill and then address what Rep Streyle is going to bring up.

Rep Schmidt makes the motion to have Sheila draft the amendment we just went through

Rep Sanford seconds it.

Any other discussion? I don't think we were on the record when we said "We do not need to get the number for Medicaid, it will come out of the foundation aid.

Voice vote, Motion carries

We've already adopted the amendments for school for the deaf, school for the blind, and the library.

Vice Chairman Streyle: 26:10 I'd like us to consider removing 3FTEs from the researcher, programmer analysts. Instead replace that with the same amount; federal funds would be $291, general funds $157 to allow them to contract with CTS which is Core Technology Services in the university system for the services these 3 provided. The positions would go but the dollar amount would stay.

Ms. Sandness: I think you are asking to bring the total from salaries line for the 3 removed to the operating line.

Chairman Monson: We wouldn't save any money but we should see savings from salaries and benefits.

Vice Chairman Streyle: If the numbers don't work we can cut back next biennium. This would consolidate IT and provide more flexibility. They are very good at CTS.

Chairman Monson: Are you moving that?

Vice Chairman Streyle: I so move.

Chairman Monson: **Second by Rep Schatz**.

Voice vote, motion carried

We have HB 1013 amended. As with the others, we don't have the amendments in front of us but we reserve the right to go back if they are not as we expect, or take it up in full committee.

Vice Chairman Streyle: **I make the motion do pass as amended**, subject to review.

Chairman Monson: Second by Rep Sanford. Do Pass as amended,

A Roll Call vote was taken. Yea: 6 Nay: 1 Absent: 0

Motion Carries

Representative Monson will carry the bill

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

HB1013
2/16/2017
Recording Job# 28460

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

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

Minutes:

Chairman Delzer called the committee to order.

Rep. Monson: Explained HB1013.

Chairman Delzer: That's basically the freed-up money from Measure Two. There is also $110 million of ongoing that's being used. The way the formula is at $48.00/barrel and 900,000 barrels; it creates $130 million to foundation aid. We are using $110 million of the ongoing. SB2272 which also deals with this; there will be some left, it's freed-up one-time but not a whole lot. We're using a total of about $340 million out of that.

Rep. Nathe: Does SB2272 have that specific language that we had talked about; to make sure foundation aid money going forward is only used for K-12?

Chairman Delzer: Yes it does.

Rep Monson continued with his explanation.

Chairman Delzer: What he was talking about was the common schools trust fund; it's constitutional what we get out of there. We realized the gains from oil that last biennium it $219,134.00 out of the common schools trust fund to $305,546.00. We might get that much in two years; but the growth won't be as much.

Rep. Monson continued with his explanation.

Rep. Nelson: Going back to the REA, that $800,000.00 which was funded through the formula, now is the responsibility of the local school districts?

Rep. Monson: I guess you could maybe say it that way. All of the other expenses of the REA are funded that way as well. The school districts pay per pupil, it goes through the formula in HB1324.

Rep. Streyle: This is a separate line item so it's not included in the formula. We just took that line item out and the formula stays the same.

Rep. Nelson: Give me the net cost. There is $800,000.00 that is identified in the bill.

Rep. Streyle: It was $4.9 million; this would reduce it $4.1 million.

Chairman Delzer: If they have more students, they would get a little more out of the formula?

Rep. Streyle: Correct.

Rep. Nelson: Imagine how that is going to affect rural schools?

Rep. Nathe: How much does the 20/20 pay for that administration; it has a grant? Is that $800,000.00 something that supplants that when the grant runs out?

Chairman Delzer: There was grants that they were given a number of years ago and there's still some money involved.

Rep. Monson: We did not talk about that grant at all. We just took the number that's in HB1324.

Rep. Monson: I don't think that grant was used much for administration; it was more for different programs that they were pushing. This is a $800,000.00 line item that was not in the formula in the budget. We decided that we were not going to keep funding that. We don't fund school administrators; that's kind of what these people are. We don't fund other organization's administration. They pay dues to belong and they get paid through the formula.

Rep. Delmore: Is there money in here for the gifted and talented program? Is that tied in with the other grants?

Rep. Sanford: That's in the special ed component.

Rep. Nelson: Is the administrative part of the REA getting out of line? Are we trying to create some type of control?

Rep. Monson: There is. There is no incentive the way it was worded. They would get paid 70% of their administrator's salary or $50,000, whichever was less. They were all going to be pretty high because there was no incentive for them to come down as long as they received at least their 70%; they all spent $200,000.00.

Rep. Holman: Did you get feedback from administrators regarding this when it came up? I did.

Rep. Monson: I don't think I really got a lot of negative feedback.

Rep. Holman: This is an important issue for rural schools. Schools where you only have one section per grade, like most of the rural schools, this allows teachers from other schools to work together.

Rep. Sanford: One of the things you look at in this budget and others is the multiple numbers of opportunities for professional development. Clearly there's a need to bring this all together and get it in one place.

Chairman Delzer: This is certainly a session where we need to look at more efficiencies.

Rep. Streyle: I'll point out some numbers. If you add up all the funding; federal funding and local funding, it's $44.8 million to the REA's for state programs and federal money of $28 million. The number we proposed is $4.1 million. In 2011 when it started it was a little under $3 million.

Rep. Nelson: That's great information. Are the duties the same as in 2014 as well that the REA's are doing?

Rep. Streyle: Last biennium, we moved the teacher center networks. There's got to be some reductions.

Rep Monson continued with his explanation.

Chairman Delzer: What are the repealers?

Rep. Monson explained the repealers in the different sections of the bill.

Chairman Delzer: That will increase the turn back by $3 million.

Rep. Monson: It would have but we used that to fund some other grants. The general fund will get some money back, but not as much.

Rep. Nelson: With that repealer out, the $5 million that was reduced from transportation payments, does that net out $8 million?

Chairman Delzer: No, it would net at $5 million; but they would not receive the bonus of $3 million.

Rep. Nelson: That $3 million was paid out.

Chairman Delzer: No, it was not paid out. If the money is there, they could pay it out.

Rep. Nelson: My understanding is that the money will be sufficient to pay that out.

Chairman Delzer: What they took was that, so it will not be paid out at the end of this biennium.

Rep. Streyle: In talking with the department, this was not a guarantee. This would have been an extra payment on top. With the budget shortfall, we felt it was fine to turn this back.

Chairman Delzer: We increased it $5 million last time.

Rep. Streyle: Correct.

Chairman Delzer: So we're going back to what we were the time before that.

Rep. Nelson: That's true. That was a promise that was in the 2015-2017 bill.

Chairman Delzer: That was not a promise, it was something that could happen. The promise was the other number.

Rep. Monson continued with his explanation.

Vice Chairman Kempenich: You left the $1.03? They just have to figure out what to do?

Rep. Monson: The numbers per student per mile are roughly $1.03.

Vice Chairman Kempenich: I was just wondering how you figure that out.

Rep. Monson: That was already in the Dalrymple proposal.

Rep. Monson continued with his explanation.

Chairman Delzer: What are your big numbers?

Rep. Monson: We are reducing the general fund by $228,019,867.00.

Chairman Delzer: And we're covering that with $270 million from foundation aid and an additional $82 million from the common schools trust fund. The student increase was $44 million.

Rep. Monson: That's correct.

Chairman Delzer: We have to remember the $160 million that we're using of freed up K-12 foundation aid stabilization money will not be available. The ongoing side will be. The other issue is there won't be as big of increase out of the common schools trust fund.

Rep. Nathe: With the increases going forward, what is the student increase?

Rep. Monson: It's 2,000 to 3,000.

Rep. Nathe: I know last biennium was 3,000 and it came in substantially lower than that. We're budgeting on a 3,000 increase?

Rep. Monson: It's a guess.

Chairman Delzer: We're looking at the $44 million. We haven't changed that. The other issue I wanted to bring up is that when we use the money out of the foundation aid stabilization fund and the common schools trust fund, it lowers the general fund portion. With the $1.5 million; with the 15% we'll still have more than enough to cover any expected needs if we did have another allotment as this one.

Rep. Monson: Made a motion to move amendment 17.0498.01001.

Rep. Streyle: Seconded the motion.

Rep. Nelson: The contingencies that were left over from the foundation aid; how many of them exist in the current bill and why were they not repealed?

Rep. Monson: You can look in the bill and see the ones that I did not mention. They are all carried forward.

Rep. Streyle discussed sections of the bill.

Rep. Monson: The contingency funding like we used to have is a thing of the past. We had very few contingencies.

Rep. Brandenburg: How much is coming out of the foundation aid stabilization fund, the common schools trust fund and the special funds?

Chairman Delzer: There is $270 million coming out of foundation aid, $110 million of the $270 million is ongoing. There would be $130 million available there based on $48.00/per barrel and 900,000 barrels per day flat. Of the freed up money from the passage of measure two, we are using $160 million here to cover general fund expenses. There was $116 million used out of the foundation aid stabilization fund for the allotment process. There's $44 million of new money that goes into the foundation aid for the number of students. We will use in SB2272, if it passes, a certain amount of money for the school construction loan. There's also $10 million for rapid enrollment, that would come from the foundation aid stabilization loan.

Rep. Brandenburg: That's where they're getting the $70 million to $80 million?

Chairman Delzer: $75 million would be for school construction, $10 million for rapid enrollment and $2.34 for CT&E.

Voice vote made.

Motion Carried.

Rep. Monson: Made a motion for a "Do Pass as Amended".

Rep. Boe: Seconded the motion.

Roll Call Vote: 19 Yeas 1 Nay 1 Absent

Motion Carried.

Rep. Monson carried the bill.

Chairman Delzer closed the discussion.

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment
February 7, 2017

HOUSE BILL NO. 1013
LISTING OF PROPOSED CHANGES TO BASE LEVEL

Department - School for the Blind

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Adjusts funding for base payroll changes		$175,148	$16,450	$191,598
2	Adds funding for health insurance increases		91,508	76	91,584
3	Removes a .5 FTE position and restores funding for salaries and wages	(0.50)	105,800		105,800
4	Removes 1 FTE teacher position and related salaries and wages	(1.00)	(154,216)		(154,216)
5	Removes funding for teacher composite		(121,691)		(121,691)
6	Adjusts funding for operating expenses		(250,173)	254,210	4,037
7	Adjusts funding source agencywide		(200,000)	200,000	0
8	Removes funding for 2015-17 biennium extraordinary repairs		(24,454)		(24,454)
9	Adds funding for 2017-19 biennium extraordinary repairs			39,192	39,192
10	Adds funding for special assessments			10,000	10,000
11	Adds funding for HVAC upgrade			27,000	27,000
12	Adds funding to replace water line, rooftop air unit, and update reception			98,500	98,500
	Total proposed funding changes	(1.50)	($378,078)	$645,428	$267,350

Other proposed changes:

1 A section is added to create a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received pursuant to Article IX, Section 2 of the North Dakota Constitution, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.

2 A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment
February 7, 2017

HOUSE BILL NO. 1013
LISTING OF PROPOSED CHANGES TO BASE LEVEL

Department - School for the Deaf

	Proposed funding changes:	**FTE**	**General Fund**	**Special Funds**	**Total**
	Description				
1	Adjusts funding for base payroll changes		($78,677)	$3,211	($75,466)
2	Adds funding for health insurance increases		126,672	3,864	130,536
* 3	Removes 1 FTE position and related salaries and wages	(1.00)	(120,000)		(120,000)
* 4	Adjusts the funding source for salaries and wages		(400,000)	400,000	0
5	Removes funding for teacher composite		(151,193)		(151,193)
6	Adjusts base budget funding sources for operating expenses		(489,484)	562,628	73,144
7	Restores operating expenses funding reductions made during the 2015-17 biennium			123,133	123,133
8	Adjusts funding for operating expenses		(300,000)	200,000	(100,000)
9	Reduces funding for operating expenses		(44,897)		(44,897)
10	Removes base funding for 2015-17 biennium capital assets and extraordinary repairs		(152,174)	(75,000)	(227,174)
11	Adds base funding for extraordinary repairs			158,678	158,678
12	Adds funding to replace Fargo office interactive video network equipment			10,000	10,000
13	Adds funding to replace kitchen equipment			12,000	12,000
14	Adds funding to replace lawn tractor			16,000	16,000
15	Adds funding for a database software program			20,000	20,000
16	Adds funding for master facility plan repairs			1,500,000	1,500,000
* 17	Adds funding for extraordinary repairs related to master facility plan repairs			675,000	675,000
18	Reduces funding for interpreter grants		(6,900)		(6,900)
	Total proposed funding changes	(1.00)	($1,616,653)	$3,609,514	$1,992,861

* Items included from January 23, 2017 proposed amendment worksheet.

Other proposed changes:

1 A section is added to create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received pursuant to Article IX, Section 2 of the North Dakota Constitution, 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 and used pursuant to legislative appropriation for services.

2 A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment
February 7, 2017

HOUSE BILL NO. 1013
LISTING OF PROPOSED CHANGES TO BASE LEVEL

Department - State Library

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Adjusts funding for base payroll changes		$37,239	$96,788	$134,027
2	Adds funding for health insurance increases		74,972	10,889	85,861
3	Restores salaries and wages funding reductions during the 2015-17 biennium		161,341		161,341
* 4	Reduces funding from the general fund for salaries		(240,649)		(240,649)
5	Removes 1 vacant education program administrator II FTE position	(1.00)	(142,296)		(142,296)
6	Reduces funding for online library resources		(182,239)	82,921	(99,318)
* 7	Reduces funding for equipment		(10,000)		(10,000)
8	Reduces funding for aid to public libraries		(295,472)		(295,472)
9	Removes federal funds from grants line item			(381,000)	(381,000)
	Total proposed funding changes	(1.00)	($597,104)	($190,402)	($787,506)

* Items included from January 23, 2017 proposed amendment worksheet.

Other proposed changes:

1 Section 11 is amended to provide that of the $1,737,528 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium.

2 A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

2/16/17 DA
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17.0498.01001
Title.02000

Fiscal No. 1

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment Division Committee
February 16, 2017

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, after "blind" insert "; to create and enact a new section to chapter 25-06 and a new section to chapter 25-07 of the North Dakota Century Code, relating to the school for the blind fund and the school for the deaf fund; to repeal section 6-09-45 of the North Dakota Century Code and section 13 of chapter 49 of the 2015 Session Laws, relating to a required transfer from the Bank of North Dakota and a contingent appropriation; to provide exemptions; to provide for a transfer; to provide for a legislative management study; and to declare an emergency"

Page 1, remove lines 16 through 24

Page 2, replace lines 1 through 4 with:

"Salaries and wages	$18,280,006	($815,828)	$17,464,178
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	23,655,041	1,940,295,041
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(5,700,000)	51,300,000
Grants - other grants	267,807,227	(13,744,522)	254,062,705
Grants - program grants	0	6,115,000	6,115,000
Grants - passthrough grants	0	2,378,000	2,378,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
Total general fund	$1,689,008,539	($228,019,867)	$1,460,988,672
Full-time equivalent positions	99.75	(8.00)	91.75"

Page 2, replace lines 9 through 15 with:

"Salaries and wages	$4,019,839	$138,933	$4,158,772
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
Total general fund	$6,079,981	($456,455)	$5,623,526
Full-time equivalent positions	29.75	(1.00)	28.75"

Page 2, replace lines 20 through 27 with:

"Salaries and wages	$7,291,854	$206,353	$7,498,207
Operating expenses	1,925,163	51,380	1,976,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
Total general fund	$8,541,881	($1,194,177)	$7,347,704
Full-time equivalent positions	45.61	(1.00)	44.61"

2/16/17 DC

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Page 3, replace lines 1 through 7 with:

"Salaries and wages	$4,554,349	$113,075	$4,667,424
Operating expenses	739,169	4,037	743,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$267,350	$5,585,322
Less estimated income	569,325	645,428	1,214,753
Total general fund	$4,748,647	($378,078)	$4,370,569
Full-time equivalent positions	30.00	(1.50)	28.50"

Page 3, replace lines 12 through 14 with:

"Grand total general fund	$1,708,379,048	($230,048,577)	$1,478,330,471
Grand total special funds	628,783,052	243,620,031	872,403,083
Grand total all funds	$2,337,162,100	$13,571,454	$2,350,733,554

SECTION 2. HEALTH INSURANCE INCREASE. The salaries and wages line item in subdivisions 1, 2, 3, and 4 of section 1 of this Act include funding from the general fund and special funds for increases in employee health insurance premiums from $1,130 to $1,249 per month. Total funding provided is as follows:

	General fund	Special funds	Total
Department of public instruction	$87,454	$195,878	$283,332
State library	74,972	10,889	85,861
School for the deaf	126,672	3,864	130,536
North Dakota vision services - school for the blind	91,508	76	91,584
Total	$380,606	$210,707	$591,313"

Page 3, line 15, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-SIXTH LEGISLATIVE ASSEMBLY**"

Page 3, line 16, after "biennium" insert "and the 2017-19 one-time funding items included in the appropriations in section 1 of this Act"

Page 3, remove lines 18 through 31

Page 4, replace lines 1 through 5 with:

"Department of public instruction

Cardiopulmonary resuscitation training grants	$165,500	$0
Free or reduced meals information technology	30,000	0
Rapid enrollment grants	12,504,530	0
Integrated formula payments	0	160,000,000
Total department of public instruction - all funds	$12,700,030	$160,000,000
Total department of public instruction - estimated income	0	160,000,000
Total department of public instruction - general fund	$12,700,030	$0
State library		
Library repair grants	$250,000	$0
Total state library - general fund	$250,000	$0
School for the deaf		
Extraordinary repairs	$600,000	$675,000
Equipment	0	28,000
Video equipment and software	0	30,000
Total school for the deaf - estimated income	$600,000	$733,000

North Dakota vision services - school for the blind		
Equipment	$21,000	$0
Special assessments payoff	19,000	10,000
Server and access points	16,000	0
Heating and cooling upgrade	0	35,500
Replace water line	0	60,000
Carpet and reception upgrade	0	30,000
Total school for the blind - estimated income	$56,000	$135,500
Grand total - all funds	$13,606,030	$160,868,500
Grand total - estimated income	656,000	160,868,500
Grand total - general fund	$12,950,030	$0

The 2017-19 one-time funding amounts are not a part of the entity's base budget for the 2019-21 biennium. The department of public instruction, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-sixth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 4. TRANSFER - PUBLIC INSTRUCTION FUND TO STATE TUITION FUND. During the biennium beginning July 1, 2017, and ending June 30, 2019, the office of management and budget shall transfer $4,282,905 from the public instruction fund to the state tuition fund for the purpose of providing funding for integrated formula payments.

Page 4, line 6, replace "$219,134,000" with "$305,546,905"

Page 4, after line 11, insert:

"**SECTION 6. ESTIMATED INCOME - FOUNDATION AID STABILIZATION FUND.** The estimated income line item in subdivision 1 of section 1 of this Act includes $270,000,000 from the foundation aid stabilization fund for integrated formula payments. Of the total provided, $160,000,000 is considered to be one-time funding.

SECTION 7. FUNDING TRANSFER - EXEMPTION - AUTHORIZATION. Notwithstanding section 54-16-04, the superintendent of public instruction may transfer up to $1,200,000 from the integrated formula payments line item to the grants - special education line item and up to $108,000 from the integrated formula payments line item to the grants - transportation line item, for the biennium beginning July 1, 2015, and ending June 30, 2017. The superintendent of public instruction shall notify the office of management and budget of any transfer made pursuant to this section."

Page 4, line 15, remove "contracts"

Page 4, line 17, after the period insert "To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2018.

SECTION 9. GRANTS - SPECIAL EDUCATION DEFICIENCY AUTHORIZATION. If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2017, and ending June 30, 2019, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-sixth legislative assembly."

Page 5, remove lines 3 through 15

Page 5, line 21, replace "eighteen" with "three"

Page 5, line 23, replace "Fifty-five" with "Forty-eight"

Page 5, line 25, replace "Fifty-four" with "Forty-eight"

Page 6, line 5, replace "Fifty-four" with "Forty-eight"

Page 6, line 12, replace "Thirty-two" with "Twenty-eight"

Page 6, remove lines 15 through 19

Page 6, line 20, replace "4." with "3."

Page 6, line 22, after the first boldfaced period insert "**PROGRAM GRANT POOL -**"

Page 6, line 22, remove "The"

Page 6, remove line 23

Page 6, line 24, replace "grants line item in subdivision 1 of section 1 of this Act is provided" with "The line item entitled grants-program grants included in subdivision 1 of section 1 of this Act includes $1,735,000 for a program grant pool. The superintendent of public instruction shall use the funding provided for various grant programs, including up to $75,000, or so much of the sum as may be necessary,"

Page 6, line 26, after "award" insert "continuing education"

Page 7, line 11, after the first boldfaced period insert "**EXEMPTION -**"

Page 7, line 14, replace "$2,033,000" with "$1,737,528"

Page 7, line 15, replace "is to" with "may"

Page 8, replace lines 13 through 16 with

"**SECTION 17. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING.** The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes $2,378,000 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

SECTION 18. LEGISLATIVE MANAGEMENT STUDY - EDUCATION PROGRAMS. During the 2017-18 interim, the legislative management shall consider studying the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, education technology services, continuing education for counselors, the North Dakota leadership and educational administration development center, and the teacher mentoring program. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-sixth legislative assembly.

SECTION 19. A new section to chapter 25-06 of the North Dakota Century Code is created and enacted as follows:

School for the blind fund.

The school for the blind 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, revenues received from services and leases, and contributions must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for the provision of services under this chapter.

SECTION 20. A new section to chapter 25-07 of the North Dakota Century Code is created and enacted as follows:

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.

SECTION 21. REPEAL. Section 6-09-45 of the North Dakota Century Code is repealed.

SECTION 22. REPEAL. Section 13 of chapter 49 of the 2015 Session Laws is repealed.

SECTION 23. EMERGENCY. Sections 7 and 22 of this Act are declared to be emergency measures."

Renumber accordingly

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	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
General fund	$1,689,008,539	($228,019,867)	$1,460,988,672
State Library			
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
General fund	$6,079,981	($456,455)	$5,623,526
School for the Deaf			
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
General fund	$8,541,881	($1,194,177)	$7,347,704
Vision Services - School for the Blind			
Total all funds	$5,317,972	$267,350	$5,585,322
Less estimated income	569,325	645,428	1,214,753
General fund	$4,748,647	($378,078)	$4,370,569
Bill total			
Total all funds	$2,337,162,100	$13,571,454	$2,350,733,554
Less estimated income	628,783,052	243,620,031	872,403,083
General fund	$1,708,379,048	($230,048,577)	$1,478,330,471

2/16/17 DP
6 of 13

House Bill No. 1013 - Department of Public Instruction - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$18,280,006	($815,828)	$17,464,178
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	23,655,041	1,940,295,041
Grants - Special education contracts	17,300,000	2,000,000	19,300,000
Grants - Transportation	57,000,000	(5,700,000)	51,300,000
Grants - Other grants	267,807,227	(13,744,522)	254,062,705
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000
Grants - Program grants		6,115,000	6,115,000
Grants - Passthrough grants		2,378,000	2,378,000
Total all funds	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
General fund	$1,689,008,539	($228,019,867)	$1,460,988,672
FTE	99.75	(8.00)	91.75

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

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Removes 2 FTE Positions from Base Budget[3]	Removes 3 Additional FTE Positions[4]	Removes 3 FTE Programmer and Research Positions[5]	Adjusts Funding for Operating Expenses[6]
Salaries and wages	$2,064	$283,332	($251,575)	($400,462)	($449,187)	
Operating expenses					449,187	(801,254)
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						
Grants - Passthrough grants						
Total all funds	$2,064	$283,332	($251,575)	($400,462)	$0	($801,254)
Less estimated income	0	195,878	1	0	0	500,000
General fund	$2,064	$87,454	($251,576)	($400,462)	$0	($1,301,254)
FTE	0.00	0.00	(2.00)	(3.00)	(3.00)	0.00

	Adjusts Funding for Integrated Formula Payments[7]	Increases Funding for Special Education Grants[8]	Reduces Funding for Transportation Grants[9]	Reduces Funding for Program and Passthrough Grants[10]	Reduces Funding for PowerSchool[11]	Total House Changes
Salaries and wages						($815,828)
Operating expenses						(352,067)
Integrated formula payments	23,655,041					23,655,041
Grants - Special education contracts		2,000,000				2,000,000
Grants - Transportation			(5,700,000)			(5,700,000)
Grants - Other grants				(13,744,522)		(13,744,522)
PowerSchool					(500,000)	(500,000)
Transportation efficiency						
National board certification						
Grants - Program grants				6,115,000		6,115,000
Grants - Passthrough grants				2,378,000		2,378,000
Total all funds	$23,655,041	$2,000,000	($5,700,000)	($5,251,522)	($500,000)	$13,035,624
Less estimated income	240,359,612	0	0	0	0	241,055,491
	($216,704,571)	$2,000,000	($5,700,000)	($5,251,522)	($500,000)	($228,019,867)

General fund						
FTE	0.00	0.00	0.00	0.00	0.00	(8.00)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Two FTE positions and related funding are removed from the base budget.

[4] Three additional FTE positions and related funding are removed.

[5] Three FTE information technology programmer and research positions are removed. Total funding of $449,187, of which $157,215 is from the general fund and $291,972 is from federal funds, is transferred from the salaries and wages line item to the operating expenses line item to contract for services.

[6] Funding for operating expenses is reduced by $1,301,254 from the general fund and increased by $500,000 from special funds from schools for food contracts.

[7] Funding for integrated formula payments is adjusted as follows:

	General Fund	Foundation Aid Stabilization Fund	State Tuition Fund	Total
Base budget - Integrated formula payments	$1,581,452,707	$116,053,293	$219,134,000	$1,916,640,000
Increases funds available from the state tuition fund	(82,130,000)		82,130,000	
Additional funds available due to a transfer from the public instruction fund to the state tuition fund	(4,282,905)		4,282,905	
Decreases ongoing funding provided from the foundation aid stabilization fund	6,053,293	(6,053,293)		
Provides one-time funding from the foundation aid stabilization fund	(160,000,000)	160,000,000		
Adds funding for cost-to-continue integrated formula payments	18,864,163			18,864,163
Adds funding to provide for changes in local revenue in the formula	5,590,878			5,590,878
Removes funding for regional education association coordinator grants	(800,000)			(800,000)
Total - Integrated formula payments	$1,364,748,136	$270,000,000	$305,546,905	$1,940,295,041

[8] Funding is increased for special education contract grants to provide a total of $19.3 million from the general fund.

[9] Funding for transportation grants is reduced to provide a total of $51.3 million from the general fund.

[10] Funding is transferred from the grants - other grants line item to a grants - program grants line item and a grants - passthrough grants line item.
Funding is reduced by $1,384,022 for **program grants** to provide a total of $6,115,000 from the general fund as follows:

- $3,000,000 for adult education matching grants;
- $1,380,000 for school food service matching grants; and
- $1,735,000 to provide a grant pool for programs, including Leveraging the Senior Year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, teacher and principal evaluation system grants, and the free breakfast program.

Funding is reduced by $3,867,500 for **passthrough grants** to provide the following grants from the general fund:

Mentoring program	$2,000,000
North Central Council for Educational Media Services	238,000
Global Bridges (Atlantik-Brucke) exchange	100,000
National writing projects	20,000
Rural art outreach project	10,000
"We the People" program	10,000
Total	$2,378,000

[11] Funding for PowerSchool is reduced to provide a total of $5.5 million from the general fund.

This amendment also adds or changes sections to:

- Identify additional funding provided for health insurance increases.
- Provide if special education contract obligations exceed funds provided for the 2017-19 biennium, the Superintendent of Public Instruction shall request a deficiency appropriation from the Sixty-sixth Legislative Assembly.
- Repeal North Dakota Century Code Section 6-09-45, relating to a required transfer from Bank of North Dakota undivided profits for special education contract costs.
- Provide $270 million from the foundation aid stabilization fund for integrated formula payments, of which $160 million is considered one-time funding.
- Transfer $4,282,905 from the public instruction fund to the state tuition fund.
- Amend the tuition apportionment appropriation to identify total funding of $305,546,905 provided from the state tuition fund, including $4,282,905 transferred from the public instruction fund, and to appropriate any additional amount that becomes available in the state tuition fund to the department for integrated formula payments.
- Allow the Superintendent of Public Instruction to transfer $1,308,000 in general fund authority from the integrated formula payments line item to the grants - special education line item ($1.2 million) and the transportation grants line item ($108,000) during the the 2015-17 biennium for anticipated obligations based on the special education and transportation formulas.
- Repeal Section 13 of Chapter 49 of the 2015 Session Laws relating to $3 million contingent transportation payments provided from excess state school aid funding during the 2015-17 biennium.
- Remove the distribution of regional education association coordinator grants.
- Amend the distribution of transportation grants to update reimbursement rates and remove the provision that allows the department to distribute excess funds appropriated for transportation grants.
- Amend the distribution of continuing education grants to provide for the distribution of up to $75,000 of the program grant pool for continuing education grants.
- Amend other grant reporting to provide for the Superintendent to determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2018. The Superintendent must provide a report to the 2019 Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.
- Provide for a Legislative Management study relating to the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, EduTech, continuing education for counselors, the North Dakota Leadership and Educational Administration Development Center, and the teacher mentoring program.
- Repeal sections allowing the Superintendent to transfer authority between various line items during the 2015-17 biennium; and to declare emergency measures.
- Amend the integrated formula payments and special education contracts expenditure authority.

House Bill No. 1013 - State Library - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,019,839	$138,933	$4,158,772
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
General fund	$6,079,981	($456,455)	$5,623,526
FTE	29.75	(1.00)	28.75

Department No. 250 - State Library - Detail of House Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Restores Funding for Salaries and Wages[3]	Reduces Funding for Salaries and Wages[4]	Removes Vacant FTE Position[5]	Adjusts Funding for Online Library Resouces[6]
Salaries and wages	$134,027	$85,861	$161,341	($100,000)	($142,296)	
Operating expenses						(99,318)
Grants						
Total all funds	$134,027	$85,861	$161,341	($100,000)	($142,296)	($99,318)
Less estimated income	96,788	10,889	0	0	0	82,921
General fund	$37,239	$74,972	$161,341	($100,000)	($142,296)	($182,239)
FTE	0.00	0.00	0.00	0.00	(1.00)	0.00

	Reduces Funding for Equipment[7]	Reduces Funding for Aid to Public Libraries[8]	Removes Federal Funds from Grants[9]	Total House Changes
Salaries and wages				$138,933
Operating expenses	(10,000)			(109,318)
Grants		(295,472)	(381,000)	(676,472)
Total all funds	($10,000)	($295,472)	($381,000)	($646,857)
Less estimated income	0	0	(381,000)	(190,402)
General fund	($10,000)	($295,472)	$0	($456,455)
FTE	0.00	0.00	0.00	(1.00)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[4] Salaries and wages are underfunded agencywide.

[5] One vacant education program administrator II FTE position and related salaries and wages is removed.

[6] Funding for online library resources is adjusted and reduced.

[7] Operating expenses funding is reduced for equipment purchases.

[8] Funding for aid to public libraries is reduced to provide $1,737,528 from the general fund.

[9] Federal funding in the grants line item is reduced because funds will be used for online library resources costs in the State Library's operating expenses line item.

This amendment also:

- Amends the section of the bill related to the distribution of aid to public libraries to provide no more than one-half is to be spent in the 1st year of the biennium.
- Adds a section identifying additional funding provided for health insurance increases.

House Bill No. 1013 - School for the Deaf - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$7,291,854	$206,353	$7,498,207
Operating expenses	1,925,163	51,380	1,976,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
General fund	$8,541,881	($1,194,177)	$7,347,704
FTE	45.61	(1.00)	44.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Removes 1 FTE Position[3]	Restores Funding for Salaries and Wages[4]	Adjusts Funding Source for Salaries and Wages[5]	Removes Funding for Teacher Composite[6]
Salaries and wages	($75,466)	$130,536	($120,000)	$422,476		($151,193)
Operating expenses						
Capital assets						
Grants						
Total all funds	($75,466)	$130,536	($120,000)	$422,476	$0	($151,193)
Less estimated income	3,211	3,864	0	0	400,000	0
General fund	($78,677)	$126,672	($120,000)	$422,476	($400,000)	($151,193)
FTE	0.00	0.00	(1.00)	0.00	0.00	0.00

	Restores Funding for Operating Expenses[7]	Adjusts Funding Source for Operating Expenses[8]	Adjusts Funding for Extrordinary Repairs[9]	Adds One-time Funding for Capital Assets[10]	Adds One-time Funding for Master Facility Repairs[11]	Reduces Funding for Interpreter Grants[12]
Salaries and wages						
Operating expenses	123,133	(71,753)				
Capital assets			(68,496)	58,000	675,000	
Grants						(6,900)
Total all funds	$123,133	($71,753)	($68,496)	$58,000	$675,000	($6,900)
Less estimated income	123,133	762,628	83,678	58,000	675,000	0
General fund	$0	($834,381)	($152,174)	$0	$0	($6,900)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$206,353
Operating expenses	51,380
Capital assets	664,504
Grants	(6,900)

Total all funds	$915,337
Less estimated income	2,109,514
General fund	($1,194,177)
FTE	(1.00)

[1] Funding is adjusted for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] One FTE position and related salaries and wages is removed.

[4] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[5] Funding for a portion of salaries and wages is changed to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[6] Funding for teacher composite pay increases is removed.

[7] Funding for operating expenses, reduced as part of the 2015-17 biennium budget reductions, is restored.

[8] Funding for a portion of operating expenses is changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[9] Funding for extraordinary repairs is reduced and changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[10] One-time funding is added for the following capital assets:
- Fargo office interactive video network equipment - $10,000;
- Kitchen equipment - $12,000;
- Lawn tractor - $16,000; and
- Database software program - $20,000.

[11] One-time funding from special funds is added for extraordinary repairs related to the School for the Deaf's master facility plan repairs.

[12] Funding for a grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired is reduced to provide a total of $180,000 from the general fund.

This amendment also adds sections to:
- Create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf.
- Identify additional funding provided for health insurance increases.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,554,349	$113,075	$4,667,424
Operating expenses	739,169	4,037	743,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$267,350	$5,585,322

Less estimated income	569,325	645,428	1,214,753
General fund	$4,748,647	($378,078)	$4,370,569
FTE	30.00	(1.50)	28.50

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

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Restores Funding for Salaries and Wages[3]	Removes a .5 FTE Position[4]	Removes 1 FTE Teacher Position[5]	Removes Funding for Teacher Composite[6]
Salaries and wages	$191,598	$91,584	$105,800		($154,216)	($121,691)
Operating expenses						
Capital assets						
Total all funds	$191,598	$91,584	$105,800	$0	($154,216)	($121,691)
Less estimated income	16,450	76	0	0	0	0
General fund	$175,148	$91,508	$105,800	$0	($154,216)	($121,691)
FTE	0.00	0.00	0.00	(0.50)	(1.00)	0.00

	Adjusts Funding for Operating Expenses[7]	Adjusts Funding for Extrordinary Repairs[8]	Adds One-time Funding for Extraordinary Repairs[9]	Total House Changes
Salaries and wages				$113,075
Operating expenses	4,037			4,037
Capital assets		14,738	135,500	150,238
Total all funds	$4,037	$14,738	$135,500	$267,350
Less estimated income	454,210	39,192	135,500	645,428
General fund	($450,173)	($24,454)	$0	($378,078)
FTE	0.00	0.00	0.00	(1.50)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[4] Removes a .50 FTE position. The related funding for this position was removed as part of the 2015-17 biennium budget reductions.

[5] One FTE teacher position and related salaries and wages is removed.

[6] Funding for teacher composite pay increases is removed.

[7] Funding for a portion of operating expenses is changed from the general fund to the School for the Blind's special funds available from trust fund distributions, rents, contributions, and service revenue.

[8] Base budget funding for extraordinary repairs is increased and changed from the general fund to the School for the Blind's special funds available from trust fund distributions, rents, contributions, and service revenue.

[9] One-time funding from special funds is added for the following extraordinary repairs:

Replace water line from the building to the street	$60,000
Carpet replacement and reception upgrade	30,000

Upgrade HVAC	27,000
Special assessments	10,000
Replace roof top air unit in the east wing	8,500
Total	$135,500

This amendment also adds sections to:

- Create a new section to Chapter 25-06 to establish a special fund for the School for the Blind.
- Identify additional funding provided for health insurance increases.

Date: 2-7-2017
Roll Call Vote #: 1

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☒ to approve list of proposed changes to budget for School for Blind so far.

Motion Made By Rep Martinson Seconded By Rep Sanford

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson			Rep Boe		
Vice Chairman Streyle					
Rep Martinson					
Rep Sanford					
Rep Schatz					
Rep Schmidt					

Voice Vote

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Motion Carries

Date: 2-7-2017
Roll Call Vote #: 2

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☒ to approve the list of proposed changes to the budget of School for the deaf with changes to two special funds

Motion Made By Rep Streyle Seconded By Rep Sanford

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson			Rep Boe		
Vice Chairman Streyle					
Rep Martinson					
Rep Sanford					
Rep Schatz					
Rep Schmidt					

Voice Vote

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Motion Carries

Date: 2-7-2017
Roll Call Vote #: 3

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. "Enter Bill/Resolution No." HB 1013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☒ to approve our list of proposed changes to the state library budget.

Motion Made By Rep Streyle Seconded By Rep Schatz

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson			Rep Boe		
Vice Chairman Streyle					
Rep Martinson					
Rep Sanford					
Rep Schatz					
Rep Schmidt					

Voice Vote

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Motion carries

Date: 2/14/2017
Roll Call Vote #: 1

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1013

House Appropriations Committee

☐ Subcommittee

Amendment LC# or Description: To amend HB 1013 budget

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Representative Schmidt Seconded By Representative Sanford

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson					
Representative Streyle					
Representative Martinson					
Representative Sanford					
Representative Schatz					
Representative Schmidt					
Representative Boe					

Voice Vote

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Motion Carries

Date: 2/14/2017
Roll Call Vote #: 2

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1013

House Appropriations Committee

☐ Subcommittee

Amendment LC# or Description: Remove 3 FTEs

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Representative Streyle Seconded By Representative Schatz

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson					
Representative Streyle					
Representative Martinson					
Representative Sanford					
Representative Schatz					
Representative Schmidt					
Representative Boe					

Voice Vote

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent: Removes 3 FTES from the researcher, programmer analysts replaces the same amount to allow for contracting with Core Technology. Consolidates IT/provides flexibility.

Motion Carries

Date: 2/14/2017
Roll Call Vote #: 3

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1013

House Appropriations Committee

☐ Subcommittee

Amendment LC# or Description: HB 1013

Recommendation: ☐ Adopt Amendment
☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☒ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Representative Streyle Seconded By Representative Sanford

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson	X				
Representative Streyle	X				
Representative Martinson	X				
Representative Sanford	X				
Representative Schatz		X			
Representative Schmidt	X				
Representative Boe	X				

Total (Yes) 6 No 1

Absent 0

Floor Assignment Representative Monson

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

Motion Carries

Date: 2/16/2017
Roll Call Vote #: 1

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013

House Appropriations Committee

☐ Subcommittee

Amendment LC# or Description: 17.0498.01001

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep Monson Seconded By Rep. Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Rep. Schatz		
Vice Chairman Kempenich			Rep. Schmidt		
Rep. Boehning			Rep. Streyle		
Rep. Brabandt			Rep. Vigesaa		
Rep. Brandenburg			Rep. Boe		
Rep. Kading			Rep. Delmore		
Rep. Kreidt			Rep. Holman		
Rep. Martinson					
Rep. Meier					
Rep. Monson					
Rep. Nathe					
Rep. Nelson					
Rep. Pollert					
Rep. Sanford					

VOICE VOTE

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Date: 2/16/2017
Roll Call Vote #: 2

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013

House Appropriations Committee

☐ Subcommittee

Amendment LC# or Description: 17.0498.01001

Recommendation: ☐ Adopt Amendment
☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☒ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep. Monson Seconded By Rep. Boe

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer	X		Rep. Schatz		X
Vice Chairman Kempenich	X		Rep. Schmidt	X	
Rep. Boehning	X		Rep. Streyle	X	
Rep. Brabandt	X		Rep. Vigesaa	X	
Rep. Brandenburg	X		Rep. Boe	X	
Rep. Kading	X		Rep. Delmore	X	
Rep. Kreidt	A		Rep. Holman	X	
Rep. Martinson	X				
Rep. Meier	X				
Rep. Monson	X				
Rep. Nathe	X				
Rep. Nelson	X				
Rep. Pollert	X				
Rep. Sanford	X				

Total (Yes) 19 No 1

Absent 1

Floor Assignment Rep. Monson

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

REPORT OF STANDING COMMITTEE

HB 1013: Appropriations Committee (Rep. Delzer, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (19 YEAS, 1 NAYS, 1 ABSENT AND NOT VOTING). HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 3, after "blind" insert "; to create and enact a new section to chapter 25-06 and a new section to chapter 25-07 of the North Dakota Century Code, relating to the school for the blind fund and the school for the deaf fund; to repeal section 6-09-45 of the North Dakota Century Code and section 13 of chapter 49 of the 2015 Session Laws, relating to a required transfer from the Bank of North Dakota and a contingent appropriation; to provide exemptions; to provide for a transfer; to provide for a legislative management study; and to declare an emergency"

Page 1, remove lines 16 through 24

Page 2, replace lines 1 through 4 with:

"Salaries and wages	$18,280,006	($815,828)	$17,464,178
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	23,655,041	1,940,295,041
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(5,700,000)	51,300,000
Grants - other grants	267,807,227	(13,744,522)	254,062,705
Grants - program grants	0	6,115,000	6,115,000
Grants - passthrough grants	0	2,378,000	2,378,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
Total general fund	$1,689,008,539	($228,019,867)	$1,460,988,672
Full-time equivalent positions	99.75	(8.00)	91.75"

Page 2, replace lines 9 through 15 with:

"Salaries and wages	$4,019,839	$138,933	$4,158,772
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
Total general fund	$6,079,981	($456,455)	$5,623,526
Full-time equivalent positions	29.75	(1.00)	28.75"

Page 2, replace lines 20 through 27 with:

"Salaries and wages	$7,291,854	$206,353	$7,498,207
Operating expenses	1,925,163	51,380	1,976,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
Total general fund	$8,541,881	($1,194,177)	$7,347,704
Full-time equivalent positions	45.61	(1.00)	44.61"

Page 3, replace lines 1 through 7 with:

"Salaries and wages	$4,554,349	$113,075	$4,667,424
Operating expenses	739,169	4,037	743,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$267,350	$5,585,322

Less estimated income	569,325	645,428	1,214,753
Total general fund	$4,748,647	($378,078)	$4,370,569
Full-time equivalent positions	30.00	(1.50)	28.50"

Page 3, replace lines 12 through 14 with:

"Grand total general fund	$1,708,379,048	($230,048,577)	$1,478,330,471
Grand total special funds	628,783,052	243,620,031	872,403,083
Grand total all funds	$2,337,162,100	$13,571,454	$2,350,733,554

SECTION 2. HEALTH INSURANCE INCREASE. The salaries and wages line item in subdivisions 1, 2, 3, and 4 of section 1 of this Act include funding from the general fund and special funds for increases in employee health insurance premiums from $1,130 to $1,249 per month. Total funding provided is as follows:

	General fund	Special funds	Total
Department of public instruction	$87,454	$195,878	$283,332
State library	74,972	10,889	85,861
School for the deaf	126,672	3,864	130,536
North Dakota vision services - school for the blind	91,508	76	91,584
Total	$380,606	$210,707	$591,313"

Page 3, line 15, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-SIXTH LEGISLATIVE ASSEMBLY**"

Page 3, line 16, after "biennium" insert "and the 2017-19 one-time funding items included in the appropriations in section 1 of this Act"

Page 3, remove lines 18 through 31

Page 4, replace lines 1 through 5 with:

"Department of public instruction

Cardiopulmonary resuscitation training grants	$165,500	$0
Free or reduced meals information technology	30,000	0
Rapid enrollment grants	12,504,530	0
Integrated formula payments	0	160,000,000
Total department of public instruction - all funds	$12,700,030	$160,000,000
Total department of public instruction - estimated income	0	160,000,000
Total department of public instruction - general fund	$12,700,030	$0
State library		
Library repair grants	$250,000	$0
Total state library - general fund	$250,000	$0
School for the deaf		
Extraordinary repairs	$600,000	$675,000
Equipment	0	28,000
Video equipment and software	0	30,000
Total school for the deaf - estimated income	$600,000	$733,000
North Dakota vision services - school for the blind		
Equipment	$21,000	$0
Special assessments payoff	19,000	10,000
Server and access points	16,000	0
Heating and cooling upgrade	0	35,500
Replace water line	0	60,000
Carpet and reception upgrade	0	30,000
Total school for the blind - estimated income	$56,000	$135,500
Grand total - all funds	$13,606,030	$160,868,500
Grand total - estimated income	656,000	160,868,500
Grand total - general fund	$12,950,030	$0

The 2017-19 one-time funding amounts are not a part of the entity's base budget for the 2019-21 biennium. The department of public instruction, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-sixth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 4. TRANSFER - PUBLIC INSTRUCTION FUND TO STATE TUITION FUND. During the biennium beginning July 1, 2017, and ending June 30, 2019, the office of management and budget shall transfer $4,282,905 from the public instruction fund to the state tuition fund for the purpose of providing funding for integrated formula payments.

Page 4, line 6, replace "$219,134,000" with "$305,546,905"

Page 4, after line 11, insert:

"**SECTION 6. ESTIMATED INCOME - FOUNDATION AID STABILIZATION FUND.** The estimated income line item in subdivision 1 of section 1 of this Act includes $270,000,000 from the foundation aid stabilization fund for integrated formula payments. Of the total provided, $160,000,000 is considered to be one-time funding.

SECTION 7. FUNDING TRANSFER - EXEMPTION - AUTHORIZATION. Notwithstanding section 54-16-04, the superintendent of public instruction may transfer up to $1,200,000 from the integrated formula payments line item to the grants - special education line item and up to $108,000 from the integrated formula payments line item to the grants - transportation line item, for the biennium beginning July 1, 2015, and ending June 30, 2017. The superintendent of public instruction shall notify the office of management and budget of any transfer made pursuant to this section."

Page 4, line 15, remove "contracts"

Page 4, line 17, after the period insert "To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2018.

SECTION 9. GRANTS - SPECIAL EDUCATION DEFICIENCY AUTHORIZATION. If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2017, and ending June 30, 2019, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-sixth legislative assembly."

Page 5, remove lines 3 through 15

Page 5, line 21, replace "eighteen" with "three"

Page 5, line 23, replace "Fifty-five" with "Forty-eight"

Page 5, line 25, replace "Fifty-four" with "Forty-eight"

Page 6, line 5, replace "Fifty-four" with "Forty-eight"

Page 6, line 12, replace "Thirty-two" with "Twenty-eight"

Page 6, remove lines 15 through 19

Page 6, line 20, replace "4." with "3."

Page 6, line 22, after the first boldfaced period insert "**PROGRAM GRANT POOL -**"

Page 6, line 22, remove "The"

Page 6, remove line 23

Page 6, line 24, replace "grants line item in subdivision 1 of section 1 of this Act is provided" with "The line item entitled grants-program grants included in subdivision 1 of section 1 of this Act includes $1,735,000 for a program grant pool. The superintendent of public instruction shall use the funding provided for various grant programs, including up to $75,000, or so much of the sum as may be necessary,"

Page 6, line 26, after "award" insert "continuing education"

Page 7, line 11, after the first boldfaced period insert "**EXEMPTION -**"

Page 7, line 14, replace "$2,033,000" with "$1,737,528"

Page 7, line 15, replace "is to" with "may"

Page 8, replace lines 13 through 16 with

"**SECTION 17. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING.** The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes $2,378,000 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

SECTION 18. LEGISLATIVE MANAGEMENT STUDY - EDUCATION PROGRAMS. During the 2017-18 interim, the legislative management shall consider studying the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, education technology services, continuing education for counselors, the North Dakota leadership and educational administration development center, and the teacher mentoring program. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-sixth legislative assembly.

SECTION 19. A new section to chapter 25-06 of the North Dakota Century Code is created and enacted as follows:

School for the blind fund.

The school for the blind 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, revenues received from services and leases, and contributions must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for the provision of services under this chapter.

SECTION 20. A new section to chapter 25-07 of the North Dakota Century Code is created and enacted as follows:

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.

SECTION 21. REPEAL. Section 6-09-45 of the North Dakota Century Code is repealed.

SECTION 22. REPEAL. Section 13 of chapter 49 of the 2015 Session Laws is repealed.

SECTION 23. EMERGENCY. Sections 7 and 22 of this Act are declared to be emergency measures."

Renumber accordingly

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	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
General fund	$1,689,008,539	($228,019,867)	$1,460,988,672
State Library			
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
General fund	$6,079,981	($456,455)	$5,623,526
School for the Deaf			
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
General fund	$8,541,881	($1,194,177)	$7,347,704
Vision Services - School for the Blind			
Total all funds	$5,317,972	$267,350	$5,585,322
Less estimated income	569,325	645,428	1,214,753
General fund	$4,748,647	($378,078)	$4,370,569
Bill total			
Total all funds	$2,337,162,100	$13,571,454	$2,350,733,554
Less estimated income	628,783,052	243,620,031	872,403,083
General fund	$1,708,379,048	($230,048,577)	$1,478,330,471

House Bill No. 1013 - Department of Public Instruction - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$18,280,006	($815,828)	$17,464,178
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	23,655,041	1,940,295,041
Grants - Special education contracts	17,300,000	2,000,000	19,300,000
Grants - Transportation	57,000,000	(5,700,000)	51,300,000
Grants - Other grants	267,807,227	(13,744,522)	254,062,705
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000
Grants - Program grants		6,115,000	6,115,000
Grants - Passthrough grants		2,378,000	2,378,000
Total all funds	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
	$1,689,008,539	($228,019,867)	$1,460,988,672

General fund			
FTE	99.75	(8.00)	91.75

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

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Removes 2 FTE Positions from Base Budget[3]	Removes 3 Additional FTE Positions[4]	Removes 3 FTE Programmer and Research Positions[5]	Adjusts Funding for Operating Expenses[6]
Salaries and wages	$2,064	$283,332	($251,575)	($400,462)	($449,187)	
Operating expenses					449,187	(801,254)
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						
Grants - Passthrough grants						
Total all funds	$2,064	$283,332	($251,575)	($400,462)	$0	($801,254)
Less estimated income	0	195,878	1	0	0	500,000
General fund	$2,064	$87,454	($251,576)	($400,462)	$0	($1,301,254)
FTE	0.00	0.00	(2.00)	(3.00)	(3.00)	0.00

	Adjusts Funding for Integrated Formula Payments[7]	Increases Funding for Special Education Grants[8]	Reduces Funding for Transportation Grants[9]	Reduces Funding for Program and Passthrough Grants[10]	Reduces Funding for PowerSchool[11]	Total House Changes
Salaries and wages						($815,828)
Operating expenses						(352,067)
Integrated formula payments	23,655,041					23,655,041
Grants - Special education contracts		2,000,000				2,000,000
Grants - Transportation			(5,700,000)			(5,700,000)
Grants - Other grants				(13,744,522)		(13,744,522)
PowerSchool					(500,000)	(500,000)
Transportation efficiency						
National board certification						
Grants - Program grants				6,115,000		6,115,000
Grants - Passthrough grants				2,378,000		2,378,000
Total all funds	$23,655,041	$2,000,000	($5,700,000)	($5,251,522)	($500,000)	$13,035,624
Less estimated income	240,359,612	0	0	0	0	241,055,491
General fund	($216,704,571)	$2,000,000	($5,700,000)	($5,251,522)	($500,000)	($228,019,867)
FTE	0.00	0.00	0.00	0.00	0.00	(8.00)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Two FTE positions and related funding are removed from the base budget.

[4] Three additional FTE positions and related funding are removed.

[5] Three FTE information technology programmer and research positions are removed. Total funding of $449,187, of which $157,215 is from the general fund and $291,972 is from federal funds, is transferred from the salaries and wages line item to the operating expenses line item to contract for services.

[6] Funding for operating expenses is reduced by $1,301,254 from the general fund and

increased by $500,000 from special funds from schools for food contracts.

[7] Funding for integrated formula payments is adjusted as follows:

	General Fund	Foundation Aid Stabilization Fund	State Tuition Fund	Total
Base budget - Integrated formula payments	$1,581,452,707	$116,053,293	$219,134,000	$1,916,640,000
Increases funds available from the state tuition fund	(82,130,000)		82,130,000	
Additional funds available due to a transfer from the public instruction fund to the state tuition fund	(4,282,905)		4,282,905	
Decreases ongoing funding provided from the foundation aid stabilization fund	6,053,293	(6,053,293)		
Provides one-time funding from the foundation aid stabilization fund	(160,000,000)	160,000,000		
Adds funding for cost-to-continue integrated formula payments	18,864,163			18,864,163
Adds funding to provide for changes in local revenue in the formula	5,590,878			5,590,878
Removes funding for regional education association coordinator grants	(800,000)			(800,000)
Total - Integrated formula payments	$1,364,748,136	$270,000,000	$305,546,905	$1,940,295,041

[8] Funding is increased for special education contract grants to provide a total of $19.3 million from the general fund.

[9] Funding for transportation grants is reduced to provide a total of $51.3 million from the general fund.

[10] Funding is transferred from the grants - other grants line item to a grants - program grants line item and a grants - passthrough grants line item.
Funding is reduced by $1,384,022 for **program grants** to provide a total of $6,115,000 from the general fund as follows:

- $3,000,000 for adult education matching grants;
- $1,380,000 for school food service matching grants; and
- $1,735,000 to provide a grant pool for programs, including Leveraging the Senior Year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, teacher and principal evaluation system grants, and the free breakfast program.

Funding is reduced by $3,867,500 for **passthrough grants** to provide the following grants from the general fund:

Mentoring program	$2,000,000
North Central Council for Educational Media Services	238,000
Global Bridges (Atlantik-Brucke) exchange	100,000
National writing projects	20,000
Rural art outreach project	10,000
"We the People" program	10,000
Total	$2,378,000

[11] Funding for PowerSchool is reduced to provide a total of $5.5 million from the general fund.

This amendment also adds or changes sections to:

- Identify additional funding provided for health insurance increases.
- Provide if special education contract obligations exceed funds provided for the 2017-19 biennium, the Superintendent of Public Instruction shall request a deficiency appropriation from the Sixty-sixth Legislative Assembly.
- Repeal North Dakota Century Code Section 6-09-45, relating to a required transfer from Bank of North Dakota undivided profits for special education contract costs.

- Provide $270 million from the foundation aid stabilization fund for integrated formula payments, of which $160 million is considered one-time funding.
- Transfer $4,282,905 from the public instruction fund to the state tuition fund.
- Amend the tuition apportionment appropriation to identify total funding of $305,546,905 provided from the state tuition fund, including $4,282,905 transferred from the public instruction fund, and to appropriate any additional amount that becomes available in the state tuition fund to the department for integrated formula payments.
- Allow the Superintendent of Public Instruction to transfer $1,308,000 in general fund authority from the integrated formula payments line item to the grants - special education line item ($1.2 million) and the transportation grants line item ($108,000) during the the 2015-17 biennium for anticipated obligations based on the special education and transportation formulas.
- Repeal Section 13 of Chapter 49 of the 2015 Session Laws relating to $3 million contingent transportation payments provided from excess state school aid funding during the 2015-17 biennium.
- Remove the distribution of regional education association coordinator grants.
- Amend the distribution of transportation grants to update reimbursement rates and remove the provision that allows the department to distribute excess funds appropriated for transportation grants.
- Amend the distribution of continuing education grants to provide for the distribution of up to $75,000 of the program grant pool for continuing education grants.
- Amend other grant reporting to provide for the Superintendent to determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2018. The Superintendent must provide a report to the 2019 Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.
- Provide for a Legislative Management study relating to the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, EduTech, continuing education for counselors, the North Dakota Leadership and Educational Administration Development Center, and the teacher mentoring program.
- Repeal sections allowing the Superintendent to transfer authority between various line items during the 2015-17 biennium; and to declare emergency measures.
- Amend the integrated formula payments and special education contracts expenditure authority.

House Bill No. 1013 - State Library - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,019,839	$138,933	$4,158,772
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
General fund	$6,079,981	($456,455)	$5,623,526
FTE	29.75	(1.00)	28.75

Department No. 250 - State Library - Detail of House Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Restores Funding for Salaries and Wages[3]	Reduces Funding for Salaries and Wages[4]	Removes Vacant FTE Position[5]	Adjusts Funding for Online Library Resouces[6]

Salaries and wages	$134,027	$85,861	$161,341	($100,000)	($142,296)	
Operating expenses						(99,318)
Grants						
Total all funds	$134,027	$85,861	$161,341	($100,000)	($142,296)	($99,318)
Less estimated income	96,788	10,889	0	0	0	82,921
General fund	$37,239	$74,972	$161,341	($100,000)	($142,296)	($182,239)
FTE	0.00	0.00	0.00	0.00	(1.00)	0.00

	Reduces Funding for Equipment[7]	Reduces Funding for Aid to Public Libraries[8]	Removes Federal Funds from Grants[9]	Total House Changes
Salaries and wages				$138,933
Operating expenses	(10,000)			(109,318)
Grants		(295,472)	(381,000)	(676,472)
Total all funds	($10,000)	($295,472)	($381,000)	($646,857)
Less estimated income	0	0	(381,000)	(190,402)
General fund	($10,000)	($295,472)	$0	($456,455)
FTE	0.00	0.00	0.00	(1.00)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[4] Salaries and wages are underfunded agencywide.

[5] One vacant education program administrator II FTE position and related salaries and wages is removed.

[6] Funding for online library resources is adjusted and reduced.

[7] Operating expenses funding is reduced for equipment purchases.

[8] Funding for aid to public libraries is reduced to provide $1,737,528 from the general fund.

[9] Federal funding in the grants line item is reduced because funds will be used for online library resources costs in the State Library's operating expenses line item.

This amendment also:

- Amends the section of the bill related to the distribution of aid to public libraries to provide no more than one-half is to be spent in the 1st year of the biennium.
- Adds a section identifying additional funding provided for health insurance increases.

House Bill No. 1013 - School for the Deaf - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$7,291,854	$206,353	$7,498,207
Operating expenses	1,925,163	51,380	1,976,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000

Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
General fund	$8,541,881	($1,194,177)	$7,347,704
FTE	45.61	(1.00)	44.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Removes 1 FTE Position[3]	Restores Funding for Salaries and Wages[4]	Adjusts Funding Source for Salaries and Wages[5]	Removes Funding for Teacher Composite[6]
Salaries and wages	($75,466)	$130,536	($120,000)	$422,476		($151,193)
Operating expenses						
Capital assets						
Grants						
Total all funds	($75,466)	$130,536	($120,000)	$422,476	$0	($151,193)
Less estimated income	3,211	3,864	0	0	400,000	0
General fund	($78,677)	$126,672	($120,000)	$422,476	($400,000)	($151,193)
FTE	0.00	0.00	(1.00)	0.00	0.00	0.00

	Restores Funding for Operating Expenses[7]	Adjusts Funding Source for Operating Expenses[8]	Adjusts Funding for Extrordinary Repairs[9]	Adds One-time Funding for Capital Assets[10]	Adds One-time Funding for Master Facility Repairs[11]	Reduces Funding for Interpreter Grants[12]
Salaries and wages						
Operating expenses	123,133	(71,753)				
Capital assets			(68,496)	58,000	675,000	
Grants						(6,900)
Total all funds	$123,133	($71,753)	($68,496)	$58,000	$675,000	($6,900)
Less estimated income	123,133	762,628	83,678	58,000	675,000	0
General fund	$0	($834,381)	($152,174)	$0	$0	($6,900)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$206,353
Operating expenses	51,380
Capital assets	664,504
Grants	(6,900)
Total all funds	$915,337
Less estimated income	2,109,514
General fund	($1,194,177)
FTE	(1.00)

[1] Funding is adjusted for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] One FTE position and related salaries and wages is removed.

[4] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[5] Funding for a portion of salaries and wages is changed to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[6] Funding for teacher composite pay increases is removed.

[7] Funding for operating expenses, reduced as part of the 2015-17 biennium budget reductions, is restored.

[8] Funding for a portion of operating expenses is changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[9] Funding for extraordinary repairs is reduced and changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[10] One-time funding is added for the following capital assets:

- Fargo office interactive video network equipment - $10,000;
- Kitchen equipment - $12,000;
- Lawn tractor - $16,000; and
- Database software program - $20,000.

[11] One-time funding from special funds is added for extraordinary repairs related to the School for the Deaf's master facility plan repairs.

[12] Funding for a grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired is reduced to provide a total of $180,000 from the general fund.

This amendment also adds sections to:

- Create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf.
- Identify additional funding provided for health insurance increases.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,554,349	$113,075	$4,667,424
Operating expenses	739,169	4,037	743,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$267,350	$5,585,322
Less estimated income	569,325	645,428	1,214,753
General fund	$4,748,647	($378,078)	$4,370,569
FTE	30.00	(1.50)	28.50

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

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Restores Funding for Salaries and Wages[3]	Removes a .5 FTE Position[4]	Removes 1 FTE Teacher Position[5]	Removes Funding for Teacher Composite[6]
Salaries and wages	$191,598	$91,584	$105,800		($154,216)	($121,691)
Operating expenses						
Capital assets						
Total all funds	$191,598	$91,584	$105,800	$0	($154,216)	($121,691)
Less estimated income	16,450	76	0	0	0	0
General fund	$175,148	$91,508	$105,800	$0	($154,216)	($121,691)
FTE	0.00	0.00	0.00	(0.50)	(1.00)	0.00

	Adjusts Funding for	Adjusts Funding for	Adds One-time Funding for	Total House Changes

	Operating Expenses[7]	Extrordinary Repairs[8]	Extraordinary Repairs[9]	
Salaries and wages				$113,075
Operating expenses	4,037			4,037
Capital assets		14,738	135,500	150,238
Total all funds	$4,037	$14,738	$135,500	$267,350
Less estimated income	454,210	39,192	135,500	645,428
General fund	($450,173)	($24,454)	$0	($378,078)
FTE	0.00	0.00	0.00	(1.50)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[4] Removes a .50 FTE position. The related funding for this position was removed as part of the 2015-17 biennium budget reductions.

[5] One FTE teacher position and related salaries and wages is removed.

[6] Funding for teacher composite pay increases is removed.

[7] Funding for a portion of operating expenses is changed from the general fund to the School for the Blind's special funds available from trust fund distributions, rents, contributions, and service revenue.

[8] Base budget funding for extraordinary repairs is increased and changed from the general fund to the School for the Blind's special funds available from trust fund distributions, rents, contributions, and service revenue.

[9] One-time funding from special funds is added for the following extraordinary repairs:

Replace water line from the building to the street	$60,000
Carpet replacement and reception upgrade	30,000
Upgrade HVAC	27,000
Special assessments	10,000
Replace roof top air unit in the east wing	8,500
Total	$135,500

This amendment also adds sections to:

- Create a new section to Chapter 25-06 to establish a special fund for the School for the Blind.
- Identify additional funding provided for health insurance increases.

2017 SENATE APPROPRIATIONS

HB 1013

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013 (1)
3/8/2017
Job # 28843

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Mary Munder for Rose Laning

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services – school for the blind.

Minutes:

Testimony Attached # 1 – 2.

Legislative Council: Brady Larson
OMB: Becky Deichert

Chairman Holmberg: Called the committee to order on HB 1013. Roll call was taken.

Sub-committee will be **Senators Holmberg, Krebsbach, and Robinson**.

Kirsten Baesler, State Superintendent, North Dakota Department of Public Instruction
North Dakota Department of Public Instruction - Testimony Attached # 1.
Testimony on HB1013 (By Kirsten Baesler) – Testimony Attached # 2.

Kirsten Baesler: See attachment #1. Read from testimony.

10:23 Chairman Holmberg: You have 3 different comments on the budget how it came from House. You want us to continue the funding appropriated for leveraging the senior year, also look at the elimination of FTEs, and also to look at the adult education program grants. This committee holds a candle to no one when it comes to having been supportive of adult education in the past, but you also point out that the budget numbers are a little different this year. You also commented on past due grants which come through your agency but folks in that situation have to make their own case. As far as the dollar amount appropriated, the only thing I've heard outside this room regarding the budget for the formula and the money for schools is a concern on the part of some regarding transportation as being an area that needs some further refinement. Does that encapsulate?

Kirsten Baesler: You captured the essence of my remarks and our desires from the Department of Public Instruction.

Chairman Holmberg: I also believe at some point there was a flirting idea to give you a block grant and you conduct pass through grants. That is really the Legislatures job.

Jamie Mertz, Director of Fiscal Management Office, NDDPI
Speaking from the NDDPI 2017-2019 Budget Request tab and the Testimony tab in Attachment #1.

20:27 Chairman Holmberg: Asking Brady a question; has that been part of the discussion in House appropriations university system budget?

Brady Larson: There hasn't been really any detailed discussions yet.

Chairman Holmberg: What the sub-committee has to do here is to monitor what university system is doing and how they view this interfacing together. We need to check that out as to what makes the most sense.

22:32 Chairman Holmberg: I have a question for you. Senator Heckaman and I and some others worked on a discussion regarding breakfast and free and reduced lunch folks, 2 questions, how did that work out and is that included in this budget or is it something the committee has to readdress?

Jamie Mertz: Those are included in our budget. One thing that was changed on House side was the reduced breakfast. It was moved to a pool that contained 7 other grants.

Chairman Holmberg: Is that one of those Sophie's choice that you decide?

Jamie Mertz: Yes.

Chairman Holmberg: What is the historic amount of (25:12) Is it listed here someplace?

Jamie Mertz: It is listed on page 1. Those are rolled into grant pool.

Senator Gary Lee: On the emergency request, how does that affect local school district and their cost to be involved in this program as opposed to buying it on their own?

Jamie Mertz: It decreases the cost for them. By us negotiating these larger contracts we can get a better deal so it's a benefit to them.

Senator Gary Lee: It lowers their cost on local level.

Jamie Mertz: Yes.

(27:31) Senator Mathern: You noted the change in organizational structure and the efficiencies. Can you elaborate? What are efficiencies and what do you do?

Jamie Mertz: We have done a business modelling project to look at efficiencies. Looked at structure and didn't have to fill vacant positions. We have 2 that we've not filled in this last year.

Senator Mathern: So you have been able to do more with the personnel?

Jamie Mertz: Yes, we've looked at our processes and we can do more without sacrificing the product that comes out.

Senator Mathern: On page 18 (Pathfinder Parent Project); Has that been kept whole in terms of dollars and House action?

Jamie Mertz: The House version of Pathfinder was cut completely.

Senator Mathern: Are you asking that be restored?

Jamie Mertz: We remain neutral in pass through grants. Look on page 2 you will see that Pathfinders is item #44. The narrative is what is in our current budget. What your committee does with it is up to you.

31:28 Senator Kilzer: Where are the anti-smoking dollars among those grants?

Jamie Mertz: The anti-smoking dollars, I'm not aware that we have any.

Senator Kilzer: I know you did in the past, but wanted to check.

Jamie Mertz: There are none that I know of.

Kirsten Baesler: Those grants were given to the ND Land Board for investment.

Chairman Holmberg: We haven't seen the formula numbers, but as far as 1013 is now, it tracks the student payments that are going out. And in the area of pass through there is still a concern about transportation. That's close to $6-millon and change?

Becky Deichert: $5.7M.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013 (2) Vision Services
3/8/2017
Job # 28851 & 28862

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature MJorcha for Rose Laning

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services – school for the blind.

Minutes:

Testimony Attached # 1 – 5.

Legislative Council: Brady Larson
OMB: Becky Deichert

Chairman Holmberg continued the hearing on HB 1013 with North Dakota Vision Services/School for the Blind (NDVS/SB).

Paul Olson, Superintendent, North Dakota Vision Services/School for the Blind (NDVS/SB) (1:00-14:53)
Testimony Attached # 1.
North Dakota Vision Services/School for the Blind brochure – Testimony Attached # 2.

Tami Purcell, Business Manager, Vision Services
Continuing on page 6 in attachment # 1. (15:19-18:57)

19:03 **Senator Robinson**: reference to 50,000 sq. feet of building space. How much of that space are you using for vision services, how much is rented to the public schools of Grand Forks, and is there space that is just unused?

Ms. Tami Purcell: We're using all of our space. Our building is divided into wings. Grand Forks Public is using west wing. On south wing – residential apartment for transitional. Head start is using 3 rooms on 2nd floor for early head start kids. The remaining of south wing is used by Vision Services and the east wing when we have adults and residents. It is like a dormitory setting. Roughly 50%.

Chairman Holmberg: Used to be a residential school. Has transformed into Vision services. Two sessions ago, we dumped money into that wing. Nothing had been done since 1960s. What is the length of your contract with school district? Didn't we change that, remember there was always the fear that they might walk away in the middle of a biennium of being left

holding the bag, and 25,000 square feet, so what is our status regarding how you interface with them and their budget?

Ms. Tami Purcell: We currently have lease agreement through 2020. After re-modeling, they've consistently said they will be there for the long run. They feel they are part of the whole big campus. They have 3 programs they run out of that particular, the transition program, the GED program and then Community high which is the alternative high school.

Chairman Holmberg: Your 10 acres is very valuable – right next to the university, right next to an elementary school, etc.

Ms. Tami Purcell: continued with her testimony (22:27-)

(27:25) **Senator Robinson**: HVAC upgrade on rooftop. It's listed on optional request. Did the House include funding for those three?

Ms. Tami Purcell: All three with special funds.

Senator Robinson: Special funds are you ok with special funds to do the HVAC?

Ms. Tami Purcell: Our projections in Special Fund Revenue are $1,261,597. We should be okay.

Senator Robinson: Current bids and that type of thing? **Ms. Purcell**: answered yes).
Senator Robinson: The water line replacement, how far of a distance do we have it? It seems like a lot of money but I know when you excavate and replace old and that type of thing, so what type of distance are we looking at?

Ms. Tami Purcell : It will be from the building on the east side to the street. Quite a few feet.

Chairman Holmberg: Grand Forks school district does your snow removal, correct? **Ms. Purcell** replied yes. **Chairman Holmberg**: They also do the lawn mowing? **Ms. Purcell** replied no. We do our own lawn care and we also do the sidewalks and we have a lot of sidewalks on our property.

Ms. Tami Purcell: Grand Forks Public Schools does the parking lot. She continued with her testimony.

Chairman Holmberg: Are you on steam system from University? **Ms. Tami Purcell**: Yes, we save a lot of money being on the UND system. (32:06) She continued with her testimony.

Chairman Holmberg: (34:30) You are looking at Rolette County is that the reservation that is in Region 3? Asked about Dunn County, in section 8 that fills in the reservation.

Senator Robinson: How do you handle food service or laundry, those types of services within the facility?

Ms. Tami Purcell: We do it. The students make their lunches. When we serve adults, they do their own meals. Our students come in Sunday evenings and there's usually a meal made by our staff. The adult clients take turns making meals.

Senator Robinson: Your clients are responsible for transportation?
Ms. Tami Purcell: Yes.

Mr. Paul Olson: We're like revolving door. Kids are off a week, then adults, constant rotation. We work with local schools and have all homework done and keep up with classes. We are teaching them the survival skills they are going to need.

(continued in testimony #1) (36:18-40:39)

Chairman Holmberg: If we need additional information, we'll contact you by phone. Don't expect you to come in again.
(Asking Brady Larson) Funding that has been utilized from Foundation Aid Stabilization Fund. Is that money reflected in this budget like what we did with CTE, we folded the money into the CTE budget? Where are we at regarding that money?

Brady Larson: SB 2272 Money from Foundation Aid Stabilization Fund to DPI and to CT and those amounts will not be reflected in the budget bills for these agencies, however in the overall budget, that money is appropriated to those agencies so it is included in the overall budget, but not in specific agencies.

Chairman Holmberg: gave the committee a 5- minute break.

Job # 28862

Allan Peterson, Legislative Liaison, North Dakota Association of the Blind (NDAB)
Testified in favor of HB 1013. (:16-8:01)
Personal Testimony - Testimony Attached # 3.
NDAB Resolution 2016-01 – Testimony Attached # 4.
Allan Peterson business card – Testimony Attached # 5.

(8:18) **Senator Mathern**: What do the Braille words on your business card say?

Allan Peterson: On the top line is my name, below that is an address and a phone number and below that is North Dakota Association of the Blind. In braille it's the acronym NDAB. Basically same info as you see.

Chairman Holmberg: Mr. Peterson thanked the committee for letting him testify.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013 (3)
3/8/2017
Job # 28856 & 28891

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Sandy Baumgartner for Rose Laning

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services – school for the blind.

Minutes:

Testimony Attached # 1 – 14.

Job # 28856

Legislative Council: Brady Larson
OMB: Becky Deichert

Chairman Holmberg continued the hearing on HB 1013 with the Pass Through Grants.

Vicki Peterson, Family Consultant for Family Voices of North Dakota
Testified in favor of HB 1013. Testimony Attached # 1.
Family Voices brochure – Testimony Attached # 2.

Chairman Holmberg: You're #45 and had $2.7M and House reduced it to $2M. Correct? (yes)

Chairman Holmberg: The Legislature has been giving money to the Pathfinder Parent Center for the last couple biennium to the tune of $120,000. The House removed the money from the budget and you are suggesting to reinstate the money, but we did earmark to your folks rather than Pathfinders.

Vicki Peterson: We are asking that to be restored to go to Family Voices directly.

Chairman Holmberg: You are asking what Pathfinder has had or from us to find the monies someplace else.

Vicki Peterson: Or split. We are just asking for more dollars to come into Family Voices and we are giving direct support.

Chairman Holmberg: Do you receive money from other state money or dependent on your own?

Vicki Peterson: We receive our money through a federal grant from Paternal Child Health Bureau. We receive a very small portion money from the Dept. of Human Services and from Department of Public Instruction. The increase in the families in North Dakota especially with special health care needs, this is like a drop in the bucket.

Written testimony also submitted in favor of HB 1013:
Roxane Romanick, parent of youth with disabilities
Testimony Attached # 3.

Job # 28891

Beth Slette, Assistant Superintendent for Elementary, West Fargo Schools
Testified in favor of HB 1013. Testimony Attached # 4.

Chairman Holmberg: Thanked her for coming in. West Fargo has unique challenges as far as numbers are concerned. In 2015-2016, you had 9 first year teachers in this one elementary school and now you have hired 64 in the district. Have you lost any of those 9 from last year? Did they go find another job?

Beth Slette: We did not lose those teachers, but sought help from a retired principal and intervened intensely and took care it. If we did not intervene, I believe we would have lost some of those.

Chairman Holmberg: We know historically there is a lot of attrition the first year. We get a number of folks that graduate in teacher education and if they don't get a job in Grand Forks or Bismarck or larger city, they go and do somewhere else and don't stay.

Senator Bowman: You are talking about that we have to have a coach. Are we lacking a class in college that isn't teaching them to cope? I have a degree in education myself. We didn't have anything like that when I graduated, but I felt I was ready to go into the classroom and teach and felt comfortable doing it. Are we missing something that's vitally important to education and classroom preparation?

Beth Slette: Our standards and our curriculum is very rigorous. Our universities are prepared them for the basics. When they come to a district, each has own flavor. The resources and curriculum are all different. We are working with universities to see what they need. In March I have universities are coming into our school and learning with me. I observe classrooms 20% of my time. I am looking at the classrooms of today and they are different from what we attended. We are working with the universities about that.

Senator Mathern: A number of years ago the Bush Foundation put a lot of money into teacher preparation and chose some schools in three state region to invest in. Some of the schools were Fargo, Valley City and some others schools in Minn. and SD. There was a 10-year commitment to assist in teacher preparation including mentoring and those kinds of

things. Has there been a difference in the graduates of the students who have participated in the training program from those universities and participated in the Bush Foundation compared to those who did not participate?

Beth Slette: I'm not able to answer that question. From what I see as the teachers are coming in, I believe they are receiving rigorous course work and the universities are doing a good job getting them prepared for the classroom. Once they get there, there is a gradual release. We don't want to throw them in and say sink or swim. I would say they all need support at this time.

Chairman Holmberg: When I was hired in my day, a collegiate was also hired and was one of those at the top of the class and involved in everything. I ended up with some of her students because she couldn't handle the kids in a classroom. It is not always easy. That was back in the day and children are different today as are parents.

Laurie Stenehjem, Coordinator, North Dakota Teacher Support System
Testified in favor of HB 1013. Testimony Attached # 5.
Center on Great Teachers & Leaders POLICY SNAPSHOT – Testimony Attached # 6.

Bush Foundation money has resulted in good things. Money is being asked to continue these studies with the universities. There has been a lot of cooperation between the universities.

Chairman Holberg: There were millions of dollars put into that. Was it worthwhile?

Laurie Stenehjem: I think there was much good that was done and still happening because of the grant. We 2.3 million dollars per biennium from the time we were established in 2009 until the present biennium when we received 2.7 million. The House version of 1013 has 2 million dollars for our program which is a 26% cut from what we received for the present biennium. We can do good work with 2.3 million if it could be restored. If you give us 2 million we will do everything we can with that as well. I would like to address some of our data. Number one reason teachers leave their position is the lack of support. So providing mentoring and coaching is the best way to address the problem of recruitment and retention. Teachers in our program show a strong record of remaining in the teaching force within our state. I am asking you for funding for the teacher support system so we can continue to do the important work of growing the teachers our students need so they can continue to meet the challenges of the future and keep ND strong.

Senator Sorvaag: On your last page, some that were participating are no longer participating, is that because they are smaller schools and have no need?

Laurie Stenehjem: Smaller schools don't always have someone who qualifies for that.

Chairman Holmberg: Is there anyone else for teacher support? If not let's move onto another area?

Lyle Krueger, Executive Director, Missouri River Educational Cooperative (MREC)
Testified in favor of HB 1013.

ND Regional Education Association – Lyle Krueger – Testimony Attached # 7.
REA State Funding – Testimony Attached # 8. The teacher centers and REA's were asked to merge. There are 9 teacher centers and 8 REA's. We have merged. However, because the funding that had been allocated the $20,000 for teacher centers and now is looked at as a program of the REA's. That funding has been not continued.

Chairman Holmberg: The $360,000?

Lyle Krueger: Yes, the $360,000

Chairman Holmberg: That is line 35 in the Department of Public Instruction handout.

Lyle Krueger: According to OMB, that money is considered now because of the mergers. The teacher's centers are considered a program of the REA and therefore the funding cannot be provided to the teacher center because they are not its own entity anymore.
The REAs get two funding sources, we are part of the foundation aid program which we receive .002% of per student allocation. So we receive about $19.29 per student that is within this school district and well as we receive $50,000 from DPI a year for administrative costs if the director on a 12-month contract and their compensation was above $50,000. It was on a reimbursement.

Chairman Holmberg: The funding is in an integrated payments formula and the $50,000, is that a gross number or is that for each of the REA's?

Lyle Krueger: That's per REA. Again I am director of the MREC testifying on behalf of the ND Regional Education Association requesting an amendment to House Bill 1013 to specifically reinstate the budget cuts of state allocations of $50,000 per REA for administrative supports and $20,000 for teacher center programing. Currently the budget cuts result in a cumulative across the state $28.63% of the REA's state allocations state wide. Ranging from 9% reduction in one REA in Fargo or south east education cooperative to 48% in reduction for the REA in Dickinson. If you view the handout I previously provided, it provides the allocation reduction percentage for each REA. What do these reductions do for the REA's?

Chairman Holmberg: How was that formula put together at the end of the day? How did it go from 9% to 48%?

Lyle Krueger: How that was developed was taking the state allocation that the foundation formula allows based off student enrollment numbers. So that's a big piece of it. Fargo has the most student population. It's dispersed throughout the state, as well as the additional $50,000 and the $20,000. That is within the current funding allowed. That is the current allocation minus the $70,000 is the reduction there for the overall reduction percentage on the end.

Chairman Holmberg: It is driven by the number of students because that's your base?

Lyle Krueger: Yes, the base is the foundation formula, the 50 and 20 thousand dollars are again the grant formula dollars. The reductions would result in a cost shift to the districts

resulting in increased membership dues or service fees to recoup the lost funding to continue and operate at their current capacity. Loss of REA staff is dollars that would now be utilities for retention of leadership positions or reduction in programs and services available to member districts due to the loss of capacity.

Chairman Holmberg: What is the governance structure of the REAs? Is there a mother ship or are they on their own?

Lyle Krueger: Each REA has a governing board structure that either school members are elected representatives or administrators that act as their governing board. They oversee the entire programing and operations including monthly fiscal reports, as well as the other accountabilities like providing an annual report to the Department of Public Instruction for the allocations for which we receive, including to address those 5 point areas. And for the other grants which we receive, we provide feedback either to the private grant provider or for the federal grants we provide narrative as well financial reports in what they call as a G-5 system. We have an audit annually.

Chairman Holmberg: There is no direction from the state. You report to DPI with what you but they do not control you. You are controlled the 8 regional levels by an assortment of things that on this page?

Lyle Krueger: Yes, we are not mandated. We are governed by board and those we serve.

Chairman Holmberg: Thank you. There is someone going to testify on the Teacher Center.

Misti Werle, Director, Missouri River Teacher Center and Library Coordinator for Bismarck Public Schools. Testified in favor of HB 1013. Testimony Attached # 9.

Chairman Holmberg: That is the Section 360?

Misti Werle: That is correct, and I am not sure where we fit in at this time. We were merged. We couldn't get our own check so if that funding can go through REAs or can be added as a line item.

Dr. Aimee Copas, Executive Director, ND Council of Educational Leaders (NDCEL) Testified in favor of HB 1013. Testimony Attached # 10. I am here specifically about the $800,000 cut to the REA's. This session is a lot about streamlining and efficiency. REA's over the past years has become one of the most effective mechanisms available to help streamline and make efficient many aspects of education in our state. I thank you for your time.

Chairman Holmberg: The gross DPI budget is no way comparable to the other budgets that we are seeing 18-20% reductions. We're talking about $800,000. We are not talking about $65 million taking out of higher ed. and what they do is suck it up. Tomorrow we may have a better idea.

Aimee Copas: In 1994 our taxpayers of ND made a very wise decision in passage and creation of the foundation stabilization fund. It was going back to voters this last vote to get that money is the only reason that we held steady. If you look across and look at the $161 million that is coming across and being appropriated as well as SB 2272. It is to hold an education study and without that, the cuts to education that would be mirrored around the state. It is only because of measure 2 that we are lucky enough to held relatively harmless. I think the wise tax payers in 1994 for the foundation stabilization fund and we were able to partner with you to get this passed. Otherwise we would be in a much tougher place right now.

Chairman Holmberg: And the wise legislature that said we are not going to spend that money on higher ed. because it was raised for elementary and secondary education. That song is not being played anymore.

Aimee Copas: We appreciate it very much.

Senator Mathern: In terms of the long term planning of education finance and organization, could the REA's be the school district? Some states have really taken down the number of school districts. In 20-30 years from now could the REA's actually be the school district?

Aimee Copas: Our local communities love their schools, but you never know where education will go. What kind of out of the box thinking might we have?

Chairman Holmberg: Anyone else? Then we will speak on another area.

Jim Stenehjem, Director, North Dakota LEAD Center
Testified in favor of HB 1013. Testimony Attached # 11.
The ND LEAD Center plays a key role –Testimony Attached # 12.

Tamara Uselman, Superintendent of Schools, Bismarck, ND
Testified in favor of HB 1013. Testimony Attached # 13.

Senator Dever: Congratulations on the bond election yesterday.

Andrew Jordan, Superintendent, New Salem-Almont Public Schools
Testified in favor of HB 1013. Testimony Attached # 14.

Chairman Holmberg: Closed the hearing on HB 1013 and will continue this afternoon.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013 (4) School for the Deaf
3/8/2017
Job # 28870

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature amonson for Rose Laning

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services – school for the blind.

Minutes:

Testimony Attached # 1 – 8.

Legislative Council: Sheila Sandness
OMB: Becky Deichert

Chairman Holmberg continued the hearing on HB 1013 with the School for the Deaf.

Dr. Connie Hovendick, Superintendent, North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH).
ND School for the Deaf/ Resource Center for Deaf and Hard of Hearing – Testimony Attached # 1.
Appendix H (brochures):
North Dakota School for the Deaf Info Sheet - Testimony Attached # 2.
Model School for Children who are Deaf or Hard of Hearing – Testimony Attached # 3.
Professional Sign Language Interpreting – Testimony Attached # 4.
Interpreters in Schools – Testimony Attached # 5.
Communications Department – Testimony Attached # 6.
Adult Outreach Services - Testimony Attached # 7.
Parent-Infant Program – Testimony Attached # 8.

23:19 **Senator Oehlke**: Are the schools contacting you for interpretive services mainly colleges?

Connie Hovendick: The grant was specifically for colleges. It can't be used for public schools.

Senator Robinson: Commented on both programs, Vision Services and School for the Deaf. He said that Governor Burgum talked about re-inventing government. These two programs have been doing this for a long time and have done extremely well. Some have argued that there's no longer a place for these facilities but he felt quite the contrary. They

are a tremendous asset to the state. There is still a need for those critical situations such as children with acute multiple challenges. The care they are provided is above and beyond.

He told an emotional story he heard from one of the interpreters' years ago about a young boy being left behind when the other children were loaded on a bus to be taken back to their homes around the state at Christmas time.

He also told of his mother-in-law getting services and now being able to read her bible.

Senator Bowman: When you adjusted your funding source for salary and wages from the general fund to other funds, what were those other funds going to be used for?

Connie Hovendick: It was part of our special fund which is the rent and the money from Land Dept. Originally we hoped to use it for more renovations. Instead, it is moved into more operating costs.

Chairman Holmberg: It goes through Trust Lands. That has increased, so that was the point the Vision Services made. That bump was reflected in their budgets.

Connie Hovendick: She asked that the 1 FTE be changed to .75 or .8 FTE. Most of the positions are not 12 months because they are school positions. She was ok with the budget and said she understands the funding right now.

There were no further questions.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013 (5)
3/8/2017
JOB # 28909

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Mary Monson for Alicia Delzer

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the ND vision services – school for the blind

Minutes:

1.ElRoy Burkle, Executive Director, NDSOS testimony
2.Larry Striegel, NDYEEP) testimony

Chairman Holmberg: called the Committee back to order on HB 1013 at 2:00 pm in the Harvest Room. All committee members were present. Sheila M. Sandness, Legislative Council, and Becky Deichert, OMB, were also present. This portion of minutes (#5) will deal with Transportation grants and other testimony regarding grants.

(0.01.00) ElRoy Burkle, Executive Director, North Dakota Small Organized Schools (NDSOS) testified in favor of HB 1013 and presented written Testimony attached # 1, which states they support HB 1013 but are requesting consideration to amend HB 1013 to keep current transportation grant rates in place for the 2017-19 biennium. The points he shares from his testimony are #1. Increase in Wages; #2. Increases in repair costs; #3. New Bus Prices; #4. Contracted Services – new trend; #5. Current Fuel Prices; #6. Increases in both ridership and runs, stating Table C, page 5, of testimony gives that information. The chart on page #3 of testimony has been very helpful to follow the transportation data through the years. (0.08.53)

Chairman Holmberg: Would you have any problem if we took the money to make up the difference right out of the school foundation aid? Your answer would be no, that wouldn't excite you?

Mr. Burkle: No, it would not.

Senator Wanzek: In the funding formula bill they do change the percentage of the in lieu of payments that are deducted from the state payment. Does that have any connection to this?

Mr. Burkle: HB 1324 is the foundation aid factors and they did add an amendment of the in lieu. I prepared a spreadsheet that shows what the proposed rates were on transportation.

There is a column that says "reduction". The spreadsheet data goes on to show what each school district would gain with the in lieu. The data shows that 144 school districts would not be held harmless. About 35 school districts would come out ahead even with the loss of revenue for transportation. If treated separately, I support both. The 5.6m may look the same but, when you start breaking the data apart, they are not the same. There is one District I will state they get more in lieu. So they would lose $95,000 on the transportation, they get no in lieu so they don't get any change of recouping anything.

Chairman Holmberg: But in that equation there are some districts that make out quite well. What are some districts that would benefit by the 5.5 versus…

Mr. Burkle: With no disrespect to anybody here, I want to clarify that, Fargo would be a big winner, Grand Forks, Minot, Bismarck.

Chairman Holmberg: It's the larger districts that don't have the network of transportation that someone like the Central Valleys do or some of these other districts.

Mr. Burkle: The research of this has been very interesting because you might think that transportation is only rural districts with a lot of miles. Bismarck and West Fargo haul a lot of students. Transportation is not just a rural issue; it is a statewide issue. The in lieu works well for Bismarck and West Fargo but for Kidder County with a lot of miles it doesn't work out well. Even for Devils Lake it doesn't work out well. Yes, there are winners and losers with it. I am willing to come back for subcommittee work if needed but I would need to have notification because I don't live here.

Chairman Holmberg: We might use telephone conference calls also. Mr. Burkle said that would work also.

(0.14.04) Barry Striegel, Director, Youth Entrepreneurship Education Program for North Dakota: This is his 43rd year of teaching. He requested reinstatement of the flow through grant for the ND Youth Entrepreneurship Program. He testified in favor of HB 1013 and presented written Testimony attached # 2 – North Dakota Youth Entrepreneurship Education Program (NDYEEP). He spoke about how this organization can help the youth of North Dakota in their education program. WIIFM – What's in it for me? In his proposal he is trying to raise the replacements for all the jobs in North Dakota, a sustainable entrepreneurial community. He'd like to use the appropriation not only for summer camps, but it's also time to start teaching teachers about it so they can bring entrepreneurship into the classroom. Real entrepreneurship is recognizing an opportunity that other people overlook, finding the idea, how to make the world better in such a way that people are willing to pay you for it. He is committed to this and to the kids of ND. (0.23.01)

Chairman Holmberg asked him to leave his contact information in case they had questions. There was no further testimony. The hearing was closed.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013 (6)
3/8/2017
JOB # 28911

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to defray the expenses of the Department of Public Instruction (DPI) the state library, the school for the deaf and the school for the blind.

Minutes:

1.Mary Soucie, ND State Librarian Testimony
2.Christina Kujawa Testimony

Chairman Holmberg: called the Committee back to order at 2:35 pm in reference to HB 1013. This portion of the minutes is referring to the State Library. All committee members were present. Sheila M. Sandness, Legislative Council and Becky Deichert, OMB were also present.

Mary Soucie, North Dakota State Librarian testified in favor of HB 1013 and provided written Testimony attached # 1 – Budget Request for the State Library with several attached letters of support for funding for state aid for public libraries and funding for the 1.0 FTE to the State Library's budget. **(0.04.06)**

Christine Kujawa, Library Director, Bismarck Veteran Memorial Public Library and Co-Chair of ND Library Association's Legislative Committee testified in favor of HB 1013, particularly the state funding for the state library and submitted written Testimony attached # 2, asking for the Senate's support regarding HB 1013 relating to the North Dakota State Library budget as originally introduced by reinstating the money back to State Aid and returning their FT position that has been removed. **(0.07.23)**

Chairman Holmberg: Is there anyone else who wishes to speak? There was no one else to testify. The hearing on HB 1013 regarding the State Library appropriation was closed. The Subcommittee on HB 1013 are Chairman Holmberg; Senator Krebsbach and Senator Robinson.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013
3/16/2017
Job # 29365

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature AMonson for Rose Laning

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services – school for the blind.

Minutes:

Testimony Attached # 1 -
Amendment 17.0498.01001

Legislative Council: Sheila Sandness
OMB: Becky Deichert

Chairman Holmberg called the sub-committee to order on HB 1013. **Senators Krebsbach** and **Robinson** were also present.

Chairman Holmberg announced that they probably would not have another meeting until after the Foundation Aid Formula Bill because there are some changes there that would impact 1013 such as the issue of transportation. The changes would come first in the formula bill. Some will be happy and some not so happy. With the budget status, none of the major agencies will see increases in the total dollars in their budget from what the House has passed. He said to not expect them to go to the floor of the Senate asking for millions of dollars.

He referred to Jaime's presentation on page 5 concerning special funds and asked where those special funds come from.

Jamie Mertz said that those special funds come from the school districts. It's currently included in HB 1013. The House added it in. The request is for the Senate to agree with the House.

Chairman Holmberg: The second request then is leveraging the Senior year. That was part of a turn back that didn't get turned back and was spent. The odds of that happening with the new chairman are very slim. A lot of those things that happened in the past won't happen in the future.
The School for the Blind was fine with budget they had.
The School for the Deaf reduced the operating and the adult program was reduced.

Senator Robinson: The whole budget presentation was well done. Those from the Vision Services and the Deaf School did a good job. Those two programs are assets to the state of North Dakota. They are a must.

Chairman Holmberg: Is there anything in the projections that might be changed before the end of the session or are we pretty confident that projections are pretty good.

DPI felt they are pretty good on their numbers.

Chairman Holmberg: The numbers are what they are, and we will ride till the end.
Referring to the Pass Through Grants, Section 17, he said the actual lists are not in the bill. They are in the statement of purpose of the amendments.
The House was going to put it all into one big category and give you a block grant but decided not to.

Jamie: They split it into two different pots. Page 1 & 2 of his testimony addresses this and has a listing of the seven items that were funded.

Sheila Sandness: The Pass Through Grants are listed in the Statement of Purpose in the amendment. (Printed off amendment 17.0498.01001 – Testimony Attached # 1).

There was a discussion on the various sections of the department.
Chairman Holmberg: There is a lot of resistance to adding more FTEs. Are there any comments you want us to think about? We want to have the Foundation Aid bill first and then make sure the two balance.

Kirsten Baesler, State Superintendent, DPI:
She walked thru the program grants, the $1.735M allocated to the DPI for the State Supt. to determine which areas. She listed the areas that were included within that program. The portion of including the reduced breakfast grants was a surprise to her. It was a 2015 bill that went through partly in response to the 2013 milk bill. She wasn't sure that belonged in the program grants and thought maybe the legislature should determine if they want to continue the program instead of leaving it up to the discretion of the program grant for the State Supt.

Chairman Holmberg confirmed that it was a 2015 bill.

Kirsten: It was intended to give free breakfast to families with reduced meals. Is that something you want me to determine or is that something the legislature would want to do again. The other things, continuing education, counselors, etc. I think we have a better handle on them as far as return on investment and what type of advancement in education. I would ask the amount to stay the same but to not include that program grant in the pool.

Chairman Holmberg: We can take a look at that.

Chairman Holmberg: Closed the hearing on HB 1013.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013
3/28/2017
Job # 29762

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature Emmeny Scatterday for Rose Laning

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services – school for the blind.

Minutes: Testimony Attached # 1 – 2

Legislative Council: Sheila Sandness
OMB: Becky Deichert

Chairman Holmberg called the sub-committee to order on HB 1013. **Senator Krebsbach** and **Senator Robinson** were also present.

Chairman Holmberg: We have been working with the education committee and what the education committee did on the other bill. We are suggesting that we restore $4.1M into transportation and language having to do with imputation has been changed in the policy bill so this meshes with that. The committee has looked at restoring that money.
We have looked School for the Deaf – looked at restoring some funding for operating and an FTE.

Sheila Sandness: Provided the following information:

School for the Deaf - restore 1 FTE position and $100,000. The budget as it currently stands has one FTE removed at $120,000. You are putting back $100,000 and one FTE and increasing funding for operating expenses for $50,000 and there is also the health Insurance adjustment.

School for the Blind –
Chairman Holmberg: Looked at adding $30,000 to their operating. They said they could survive but they had some issues.

Senator Robinson: Their budget was very tight. I would like the committee to consider in addition to adult education of $100,000.

Chairman Holmberg: Adult education matching grants in the revised executive budget was $2.29M; the House had passed $3M; the Robinson suggestion was to add $100,000 to the adult education matching grants.

Senator Krebsbach: That is fine with me.

Chairman Holmberg: Let's add that. Program grants – the House had determined the would put together list of options for the department and they have $1.735M and they determined that would include reduced breakfast funds. We had a request from the superintendent that she would be grateful if we would remove the one item in that list that doesn't fit in with the curricular kinds of things and that is the reduced breakfast program funds. You recall last session the Senate had worked and had an addition. The $205,000 that would have come out of that list will be moved to its own line item with $200,000.
The top priority of the department was leveraging the senior year. But I think we thought we should continue that pool but we would add $100,000 not to leverage in the senior year but to the pool from which that might come. more dollars.

Senator Robinson: Is there interest in adding a token amount to the entrepreneurial program. The request was for $100,000. I would suggest we look at $25,000-30,000. That would be a significant reduction but it would enable to continue the program with support from the private sector.

Chairman Holmberg: We'll add that.

Senator Krebsbach: I think there was a good idea presented by the administrator of that program because it is going to be an online program and it is going to be targeted to middle school children and I think that sounds like a feasible plan.

Chairman Holmberg: Because of discussions we had with the education committee, we had made changes that need to be reflected in this budget regarding the teacher center network. They had $800,000, the House removed that money and in this budget, we are looking at recommending $500,000.

Sheila Sandness: The bill did not specify. It just said that it was $500,000 to superintendent of public instruction for the purpose of distribution of funds equally to the eight regional educational associations in the state annually in an equal amount. It didn't distinguish what the purpose was.

Chairman Holmberg: The Senators who worked on that the language was left loose. We also looked in order to take care of what many legislators feel is a problem that the teacher centers vary in their robustness and there is no structure for them. There is language that the policy bill has that sets up a loose structure.

Senator Krebsbach: Do you mean REAs; not teacher centers?

Chairman Holmberg: Yes. The $500,000 was for the REAs. And then an additional $100,000 for our consolidation of REAs and not all REAs will consolidate but I believe there will be some.

Senator Krebsbach: As I recall, it was $25,000 for each district so if the two districts merged it would be $50,000.

Sheila Sandness: I have a question about the $500,000; if that comes out equally and there is a merger, you may want to consider language. Because you are equal payment now, you have appropriated $500,000 which is $31,500 to each REA each year. Now if during the biennium there is a merger, do you want language to address that or is there a turn back?

Senator Krebsbach: I think there was another $100,000 added in for the enticement which is separate. The $500,000 is for 4 quadrants but there are 8 so it would be $75,000 per unit.

Senator Robinson: I'm recalling Senator Schaible addressing that any remaining balance would just amount to turnback?

Chairman Holmberg: That's a good catch. We need to think on this and check with the policy committee. The numbers of integrative payments are correct. The grants pass through – some took deductions up to 100%. I want to make sure we touch base on a couple of those but we will leave the rest of the pass through grants today.
One of the major requests of the department was already there and that had to do with the special fund authority, but it is already in budget status report. We are cognizant of coming out of Senate with less money in this budget than came over from the House. We are working from that premise. The health insurance adjustments of roughly eight-dollars per month per individual will be addressed. Do you have that total?

Sheila Sandness: The general fund portion: DPI - the reduction is $10,800. For the School for the Deaf – the reduction is $9,100. School for the Blind – the reduction is $6,400. Library – the reduction is $5,200.

Chairman Holmberg: That is roughly $40,000, so when our friends in the house look at the total general fund, that would have been removed from it.

Chairman Holmberg: Handed out information from Pathfinder Services – Testimony Attached # 1. Brochure – Testimony Attached # 2.

Senator Robinson: Wondered if the school of the deaf and school of the blind have been contacted and may need some things addressed.

Committee Discussion: Chairman Holmberg said he would consult with the policy committee before the committee made their recommendation.

Chairman Holmberg: Closed the hearing on HB 1013.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013
3/31/2017
JOB # 29868

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature Alexis Dalzer

Explanation or reason for introduction of bill/resolution:

A Subcommittee hearing for DPI

Minutes: No Testimony Submitted

Chairman Holmberg: called the Subcommittee to order on HB 1013 in the Senate Conference Room at 9;00 am on Friday, March 31, 2017. Let the record show that all subcommittee members were present: Chairman Holmberg; Senator Krebsbach and Senator Robinson. Becky Deichert, OMB and Sheila M. Sandness, Legislative Council were also present.

Chairman Holmberg: We want to make some additional adjustments and then ask Sheila to put together the actual amendments for the bill. we will have a short review of that on Monday. For those of you who have an interest, the Foundation Aid Bill was considered this morning, that is 1324 and that was passed out of appropriations with the Schaible amendments which mesh with 1013. That will not go up on the floor until 1013 is on the floor. We always make the Education Committee explain everything and we say we are just following what they do and we don't have to work as hard on carrying the bill. We have had a number of thoughts and changes. We had a question and discussion about the ACT issue, but it has to do with the transition to leveraging. There is $900,000, but about $400,000 will be cast out now, and they had a request for the $900,000 to carry over because schools, even though they are giving the ACT in April, they don't bill until into the next biennium. We checked on the actual numbers that would be used. One of the others suggestions that we will put into the bill, put that $500,000, make that a carry over into the pool where leveraging is located. We put that money there in the pool so that will be available in the pool so that there should be no problem in fully funding the ACT. And then we had talked about adding an additional $100,000 that we will take out and put that pool money that we took out of the pool into the mentoring program. The mentoring program had gone from 2.7m down to 2m and it was a program that beyond the education community. It had a great deal of support amongst our committee. They said that is a very important program so we would add the $100,000 there. (0.04.17) We also looked at adding some additional funding in the pass-through accounts. But what we are doing with the Lead Center is we are putting that into the pool, there's $100,000 associated with it, but it's going into the pool. There are transitions going on there. There will be a new leader, etc. We felt it made sense to put that in the pool.

If you recall the breakfast program was in the pool where the agency was supposed to decide whether we are going to do that or not. The pool is made up of curricular and leadership things, not breakfast. So we took that out and put it into its own line item with $200,000. It was originally $205,000 but we put $200,000 there. The advanced placement was mentioned at a pass meeting but with the school for the blind, we added $30,000 of operating. In the school for the deaf, we added an FTE and $100,000 for that FTE and we increased operating expenses by $50,000. Keep in mind there was no one on the committee from Devils Lake, we are being very magnanimous. They made the case and it made a lot of sense. The state library, the only thing we did with all of these agencies is change that minor adjustment for employee health insurance. **(0.06.49)** We looked at the pass-through areas, and we added back some money, I think the most were 20% reduction. We didn't add to all of them we added to a few of them, most of them at best took a 20% haircut. So if you were getting X last time and you were a pass-through that had support, you got a 20% cut. So those areas we left some of them alone. The Rural Art groups which brings art around the state was 435, they went to 350, so they got their 20% cut. Global Bridges got their 20% cut. The Young Entrepreneur Program, they had $100,000 last time and they were negotiating with themselves as to how much they should have and the committee members were felt that the $30,000 plus the contacts they had made in the area of industry, and it's not a bad program, in fact, it's a pretty good program, but that would be able to continue, they felt that they could continue at $30,000 which is more than the 20% cut obviously. With Pathfinders, we had most interest on hearing, but we settled on $70,000 for Pathfinders. The Transportation money that was already discussed and put into 1324 and that's the 4.1m. The budget at the end of the day will be $7,600 less than what the House passed. We couldn't' find a fair way to take that $7,600 and spread it out so we put it back in the general fund to help support the rest of the state government.

Senator Robinson: I think all of us realize what a tight budget we are in this session. I commend Chairman Holmberg and the other members of this committee. I think we have done well here, I've had people ask about all the reductions in the budget and the suggestion was made why is K – 12 treated so well. It's a high priority. I know with the three of us and on the Senate side this is a budget we place a lot of priority on. We'd like to do more. I have a forum tomorrow, and the first question they will ask is where are you at with K through 12.

Chairman Holmberg: When we have the language we want to make sure we run it by the Senate Education committee. If you recall the REA's had payments to the administration and that was some $800,000. We restored a line item for REA's at $500,000 and then we added another $100,000 for incentives for merging that the REAs would have an incentive if two of them wanted to get together. The language, how do we put that language in there. I did forget, that is Adult Education, we thought another $100,000 there, would be beneficial, that is a high priority and they do a very good job.

Senator Robinson: As a member of the minority, Senator Schaible and all the others involved have been great to work with. All people everyone is very much supportive of what we are doing and the association of small schools.

Chairman Holmberg: Sheila, do you have any questions?

Sheila M. Sandness, Legislative Council: had questions regarding the amount of money to go to the mentoring program and also inquired regarding the language the REA grants.

Chairman Holmberg: What I need to see is what you think we are saying, and we'll share it with those folks. Send an email and ask them to check it out and have it prepared for Monday. Anything else? Not that the House will concur. They have been , they won't do anything with this until they are satisfied with the foundation aid bill the policy bill. we did that this morning. We are done. Thank you all. I have to ask if the Superintendent has any comments.

Superintendent Beasler: I would like to thank you. We appreciate the priority that you do place on K-12. We appreciate your openness to have conversations with us. Thank you so much. We really appreciate it.

The Subcommittee hearing on HB 1013 was closed.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013
4/3/2017
JOB # 29893

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature Pam Dever for Alice Delzer

Explanation or reason for introduction of bill/resolution:

A Subcommittee hearing for DPI

Minutes: 1.Proposed Amendment # 17.0498.02001

Chairman Holmberg: called the Subcommittee to order on 1013 at 10:00 am in the Harvest Room. Let the record show that all 3 members were present. **Chairman Holmberg**, **V. Chairman Krebsbach**, and **Senator Robinson**. Sheila M. Sandness, Legislative Council and Becky Deichert, OMB were also present.

Chairman Holmberg: We have received Amendment # 17.0498.02001. (See Attachment # 1). They have a typo error and other one will not have the typo. Audience may have also. These amendments indicate whereas the House recommended a general fund an appropriation of $1.478330471 dollars for this budget. The Senate, being the more conservative body. Is recommending 1.478322957 dollars. This is less than the House. The easiest thing is to do is walk through the amendments. Turn to page 4, Dept. 201, just doing the footnotes. Adjusted funding for the health insurance, you will find that here which we have done in all budgets. Adjust funding for Integrated formula payments: If you recall the foundation aid bill, HB1324, they removed funding from transportation to pay for that. We made some changes, and we eliminated that integrated payment formula. If you look at the school districts, that change had winners and losers. There were 20 times more losers than winners. The Senate education committee felt it was more appropriate to restore money to transportation because in all of these areas that go out to schools. Transportation took a hit. We restored most of that. The 3rd one is funding for Regional Education Association grants. You recall in the original bill, there was $800,000 for the REAs, and the House had taken all that money out. The Senate Education committee was very strong and wanted to do something. They came up with a blended concept of restoring$500,000 for the REA's and also had carrot out there regarding the Merger grants. The Transportation money that was taken away from the schools, most of it was restored, and what was not restored, was used to fill in some of the holes and gaps made by the House. 1/3 of the money that didn't go to transportation, was used here. They should be happy, though. The next one adds one-time funding for regional education association merger grants. That is if the language, etc. and the philosophy is part of HB1324, but the money is here. In the budget for program grants, that is footnote # 6, look at the program grant pool. The House had determined to put a

number of items together and give the department a block grant, and had them determine how to spend the money. Within the department, the most popular and highest on the list of priorities, was the leveraging the senior year. Another thing they did was have all these education delated items that the department could use and move money around. They also threw in our free breakfast program. This did not make sense. We gave them their own line item and moved them out of that pool. We added money in this pool to the program grant to allow the superintendent to assume operations in management of the Lead Center. The money in this program is for leveraging the senior year leadership program, continuing education, etc. They are all listed here. The department can on the basis of need and of what is going to happen, has that opportunity to move that money around. Then, the major portion of leveraging the senior year has to do with paying for the ACT test. A problem is that students take it in April, and get one free. If they take it again, they have to pay themselves. The school districts don't bill for it until after the biennium has expired. We took the money that is in the pool, and we transferred it to the department for they could spend it this next biennium. That gives them a little cushion. We don't have a long history of the costs. I think we took care of that. We also did a little sprinkling for the adult education program. We added$100,000 of various programs that we were impressed with. Whether it's pass through grants or other grants. In both of them we made some additions. Next is pass-through grants, and we looked at all of them that had been there last session. Some of them we didn't hear nothing from. So we did nothing for them. What we did though, is the ones that had a history and had been around awhile and gave us information. We looked at those we considered continuing funding. They would start out with a 20% cut. Other agencies had such cuts. The House gave them $10,000. With teach mentoring, we cut them. The Senate was $2.7 and the house gave them 2, so we ended at 2.1. We were going to spend the difference. The rural outreach, is throughout the state, had $435 and they were reduced to $350.The House had given them $10. The global bridges, we reduced them the 20%. The young entrepreneurship program had $100,000. We went around the committee and determined that with continues support from corporate and put $30,000 there. program from industry, we put 30,000 there. The Pathfinders Program, a state program, but run out of Minot; we got info from them, but their director was gone. A competing group came, and we decided that we would continue our funding of the Pathfinders for $70,000. The remaining Pass-through grants were not funded in the executive branch either. The bottom of page 6, the state library, the only thing we did was the health insurance. School for the deaf, we did make some changes. We restored an FTE and $100,000, and we added $50,000 for operating expenses. Then in Grand Forks, we pushed $30,000 on the operation expenses. Both of these separate agencies gave very good testimony and reported on their statewide outreach. Unlike last session, we did not spend the number of students that are living at the school in Devils Lake. Now they each have a director. They were two different mission and did not work. We now have 2 directors. The school for the blind, we added the $30,00 there. They are working in conjunction with the school district. The school district rents part of the building and also clean up the snow. There is some language in here, because in the past we used to have items that were in the foundation aid bill that really were appropriation items. Early on this session, working with Sen.Schaible, they said they do policy, you do the money. They had to start with some money in their bill and that was transferred into here. But the policy language that you might see in here, is policy language from education committee. That has to do with the REAs. One of the beefs from REA's is that there was no overriding vision. Eight different directions. Some are strong, because they have 10s of thousands of students., of which they get payment. They were put under, in the other bill, governance in HB1324. The

policy is there; the money is here. We had the education committee help make some changes to make sure the two work together. (21.14)

Sheila M. Sandness, Legislative Council (0.21.33**)** We also have a language for the carry over on the advanced placement program. We updated the transportation rates. On page two, we will correct the typo. In 1013 that talks about the total funding from foundation and stabilization. We had to adjust from $270M to $27M100,000. The $100,00 is for the merger grants. $270M is for payment. We had to add zeros there. This will be .02002 when you bring it to full committee. (22.32)

Senator Robinson: I would move we approve the amendments as corrected.

V. Chairman Krebsbach: I second.

Chairman Holmberg: Call the roll on amendments as corrected.

A Roll Call vote was taken. Yea: 3; Nay: 0; Absent: 0.

The Subcommittee hearing was closed on HB 1013.

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1013
4/3/2017
JOB # 29903

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature	Alice Delzer

Explanation or reason for introduction of bill/resolution:

A DO PASS AS AMENDED for DPI.

Minutes:

1.Proposed Amendment # 17.0498.02002

Chairman Holmberg: called the Committee to order on HB 1013. All committee members were present. Sheila M. Sandness, Legislative Council and Becky Deichert, OMB were also present. **Chairman Holmberg:** Presented Attachment # 1- Amendment # 17.0498.02002. We made no changes in half of the sections. Many of those changes were made because we passed out HB 1324, which is the policy bill, to conform to what the policy is. He then explained what the amendments do in HB 1013. He made mention of the differences between the House and their decisions regarding this bill and what the subcommittee did. All in all, the difference in the total dollar amount was that the Senate version coming out of the subcommittee for the full committee's consideration is $700,514 less in the general fund than what the House had proposed. Some changes and actions taken by the subcommittee were done in Transportation, the teacher centers and REA's, ACT, Lead Center, Free Breakfast Program, grants, Leveraging, Adult Basic Education, Pass-through Grants, Teacher Mentoring, Rural Art Outreach Program, Global Bridges, Young Entrepreneurship Education Program and Pathfinder Parent's Project. In all of those areas anyone who is restored had at least a minimum of a 20% reduction. Other things we did in this budget State Library we did nothing but take care of the health insurance issue that we had before. The School for the Deaf made a strong case for an FTE that had been removed in the House and we restored that FTE and $100,000 and an additional $50,000 for operating expenses. They made such a good case, they do a great deal of outreach, we said you are doing a good job and we provided that recommendation. As you remember, 4 years ago, we had one director for both schools, now they each have their own director. They are each doing very well. The School for the Blind received another $30,000 in operating expenses. And both of those state agencies spent a lot of time in outreach around the state. Going back to page 2 and 3, that is the language about the Advanced Placement Program or the leveraging the Senior year. That was Section 8. Section 14 and 15 is language we stole, you recall in the past the education bill would come and then the foundation aid bill would be here and there would be a lot of money hidden in that bill and that made us very sad so this session all monies are in DPI's budget because that's the appropriation budget. So the language here about the

regional education associations are the language that came from the policy bill about those agencies. **(0.17.21)**

Sheila M. Sandness, Legislative Council: I don't think there is anything you missed. The transportation rate changes but that is just the dollar amount.

Chairman Holmberg: There's that section about transportation but that just conforms to the fact that we added money back in.

V. Chairman Krebsbach: Moved the Amendment. 2nd by Senator Robinson.

Senator Robinson: Good job, we did benefit at a great length with Senator Schaible and his group. That working relationship was very positive. When you mentioned additions to this budget, it is important to remind everyone that additions to the House version that were reduced significantly and we reinstated some of the dollars, but in many areas we are well below from where we would like to be but I feel good about this bill.

Chairman Holmberg: We will have a conference committee because this bill can't pass until the final version of 1324 has passed.

Senator Kilzer: Years ago, the ideal was said that foundation aid paid for 70% of the education costs. In recent years we've actually been higher than that, at 80%. Where would be if this was the final product?

Chairman Holmberg: The payments are the same as they are this year. There was no inflationary increase nor like most budgets there was no reduction and that's in the other bill. They put people payment, do you know that offhand. It's not in this bill. Its now called the integrated payments and that also includes the property tax issue that this budget is a huge underwriter of. You know, people always talk about the 12% property tax bill, but there's a lot more money here for property tax reductions than there is the money that is in the treasurer's office.

Sheila M. Sandness: Per people amount is $9,646 for the biennium.

Senator Kilzer: It does depend on what the local contribution to the cost is going to be. That will reverse the up or down of the steady figure you just gave. He was told that was correct but the percentages would remain the same.

Chairman Holmberg: Would you call the roll on the Amendment to 1013?

A Roll Call vote was taken on the Amendment: Yea:14; Nay: 0, Absent: 0.

V. Chairman Krebsbach: Moved a Do Pass as Amended. 2nd by Senator Robinson.

Chairman Holmberg: Call the roll on a Do Pass as Amended on HB 1013.

A Roll Call vote was taken. Yea: 14; Nay: 0; Absent: 0. Chairman Holmberg will carry the bill. The hearing was closed on HB 1013.

Prepared by the Legislative Council staff for
Senate Appropriations Committee
April 3, 2017

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	$18,280,006	($840,830)	$17,439,176
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	18,564,163	1,935,204,163
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(1,600,000)	55,400,000
Grants - other grants	267,807,227	(13,644,522)	254,162,705
Grants - program grants	0	6,310,000	6,310,000
Grants - passthrough grants	0	3,018,000	3,018,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$12,954,744	$2,326,649,049
Less estimated income	624,685,766	241,141,299	865,827,065
Total general fund	$1,689,008,539	($228,186,555)	$1,460,821,984"

Page 2, replace lines 17 through 22 with:

"Salaries and wages	$4,019,839	$132,919	$4,152,758
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($652,871)	$7,865,861
Less estimated income	2,438,751	(191,191)	2,247,560
Total general fund	$6,079,981	($461,680)	$5,618,301"

Page 2, remove lines 28 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$7,291,854	$296,895	$7,588,749
Operating expenses	1,925,163	101,380	2,026,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$1,055,879	$10,686,970
Less estimated income	1,089,210	2,109,234	3,198,444
Total general fund	$8,541,881	($1,053,355)	$7,488,526
Full-time equivalent positions	45.61	(0.00)	45.61"

Page 3, replace lines 9 through 14 with:

"Salaries and wages	$4,554,349	$106,646	$4,660,995
Operating expenses	739,169	34,037	773,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$290,921	$5,608,893
Less estimated income	569,325	645,422	1,214,747
Total general fund	$4,748,647	($354,501)	$4,394,146"

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Page 3, replace lines 20 through 22 with:

"Grand total general fund	$1,708,379,048	($230,056,091)	$1,478,322,957
Grand total special funds	628,783,052	243,704,764	872,487,816
Grand total all funds	$2,337,162,100	$13,648,673	$2,350,810,773"

Page 3, line 25, replace "$1,249" with "$1,241"

Page 3, remove lines 28 through 31

Page 4, replace lines 1 and 2 with:

"Department of public instruction	$65,196	$181,686	$246,882
State library	66,885	10,100	76,985
School for the deaf	117,494	3,584	121,078
North Dakota vision services - school for the blind	82,223	70	82,293
Total	$331,798	$195,440	$527,238"

Page 4, after line 11, insert:

"Regional education association merger grants	0	100,000"

Page 4, replace lines 13 through 15 with:

"Total department of public instruction - all funds	$12,700,030	$160,100,000
Total department of public instruction - estimated income	0	160,100,000
Total department of public instruction - general fund	$12,700,030	$0"

Page 5, replace lines 1 through 3 with:

"Grand total - all funds	$13,606,030	$160,968,500
Grand total - estimated income	656,000	160,968,500
Grand total - general fund	$12,950,030	$0"

Page 5, line 20, replace "$270,000,000" with "$270,100,000"

Page 5, line 21, after "fund" insert ". Of this amount, $100,000 is for regional education association merger grants and $270,000,000 is"

Page 5, line 22, replace "$160,000,000" with "$160,100,000"

Page 5, after line 29, insert:

"**SECTION 8. EXEMPTION - ADVANCED PLACEMENT PROGRAM FUNDING.** The unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as authorized in section 32 of chapter 137 of the 2015 Session Laws to enhance the delivery of and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of program grants, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants, and to assume the operation and management of the North Dakota leadership and educational administration development center."

Page 7, line 1, replace "three" with "eleven"

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Page 7, line 3, replace "Forty-eight" with "Fifty-two"

Page 7, line 5, replace "Forty-eight" with "Fifty"

Page 7, line 16, replace "Forty-eight" with "Fifty"

Page 7, line 23, replace "Twenty-eight" with "Thirty"

Page 7, line 30, replace "$1,735,000" with "$1,630,000"

Page 8, after line 17, insert:

"**SECTION 14. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION.** The line item entitled grants - other grants included in subdivision 1 of section 1 of this Act includes $100,000 from the foundation aid stabilization fund for the purpose of providing a one-time $25,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 15. REGIONAL EDUCATION ASSOCIATION GRANTS - DISTRIBUTION. The line item entitled integrated formula payments included in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing annual grants to regional education associations for the biennium beginning July 1, 2017, and ending June 30, 2019. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge during the 2017-19 biennium are entitled to the annual grants that would have been paid to each of the member associations."

Page 9, line 22, replace "$2,378,000" with "$3,018,000"

Page 10, line 25, replace "22" with "25"

Renumber accordingly

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	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
State Library				
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
School for the Deaf				
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
Vision Services - School for the Blind				
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
Bill total				
Total all funds	$2,337,162,100	$2,350,733,554	$77,219	$2,350,810,773

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Less estimated income	628,783,052	872,403,083	84,733	872,487,816
General fund	$1,708,379,048	$1,478,330,471	($7,514)	$1,478,322,957

House Bill No. 1013 - Department of Public Instruction - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$18,280,006	$17,464,178	($25,002)	$17,439,176
Operating expenses	30,517,072	30,165,005		30,165,005
Integrated formula payments	1,916,640,000	1,940,295,041	(5,090,878)	1,935,204,163
Grants - Special education contracts	17,300,000	19,300,000		19,300,000
Grants - Transportation	57,000,000	51,300,000	4,100,000	55,400,000
Grants - Other grants	267,807,227	254,062,705	100,000	254,162,705
PowerSchool	6,000,000	5,500,000		5,500,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Grants - Program grants		6,115,000	195,000	6,310,000
Grants - Passthrough grants		2,378,000	640,000	3,018,000
Total all funds	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
FTE	99.75	91.75	0.00	91.75

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

	Adjusts Funding for Health Insurance Increases[1]	Adjusts Funding for Integrated Formula Payments[2]	Restores Funding for Regional Education Association Grants[3]	Increases Funding for Transportation Grants[4]	Adds One-time Funding for Regional Education Association Merger Grants[5]	Adjusts Funding for the Program Grant Pool[6]
Salaries and wages	($25,002)					
Operating expenses						
Integrated formula payments		(5,590,878)	500,000			
Grants - Special education contracts						
Grants - Transportation				4,100,000		
Grants - Other grants					100,000	
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						95,000
Grants - Passthrough grants						
Total all funds	($25,002)	($5,590,878)	$500,000	$4,100,000	$100,000	$95,000
Less estimated income	(14,192)	0	0	0	100,000	0
General fund	($10,810)	($5,590,878)	$500,000	$4,100,000	$0	$95,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education Matching Grants[7]	Increases Funding for Passthrough Grants[8]	Total Senate Changes
Salaries and wages			($25,002)
Operating expenses			
Integrated formula payments			(5,090,878)
Grants - Special education contracts			
Grants - Transportation			4,100,000
Grants - Other grants			100,000
PowerSchool			
Transportation efficiency			
National board certification			

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Grants - Program grants	100,000		195,000
Grants - Passthrough grants		640,000	640,000
Total all funds	$100,000	$640,000	($80,880)
Less estimated income	0	0	85,808
General fund	$100,000	$640,000	($166,688)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for integrated formula payments is adjusted to remove funding for changes made by the House affecting local revenue calculations in the formula.

[3] Funding is restored for regional education association grants to provide a total of $500,000, $300,000 less than the base budget. The House removed funding for the regional education association coordinator grants. The Senate restored the grants as annual state aid to be distributed equally to all regional education associations that exist as of July 1, 2017 rather than grants for coordinators.

[4] Funding for transportation grants is increased to provide a total of $55.4 million, $1.6 million less than the base budget.

[5] One-time funding is added from the foundation aid stabilization fund for regional education association merger grants. This program was not included in the executive recommendation or the House version.

[6] Funding for the program grant pool is adjusted to remove the free breakfast program from the grant pool ($205,000) and provide a separate grant of $200,000 for the free breakfast program in the program grants line, $5,000 less than the House version. The Senate also added $100,000 to the program grant pool to allow the Superintendent of Public Instruction to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center to provide a total of $1,630,000 from the general fund for a grant pool for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants; and
- North Dakota Leadership and Educational Administration Development Center.

In addition, the Senate added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.

[7] Funding for adult education matching grants is increased to provide a total of $3,100,000 from the general fund, $1,010,411 less than the base budget.

[8] Funding for passthrough grants is increased as follows:

	Increase	Total
Teacher mentoring	$100,000	$2,100,000
Rural art outreach project	340,000	350,000
Global Bridges	100,000	200,000
Young entrepreneur education program	30,000	30,000

Pathfinders Parent Project	70,000	70,000
Total	$640,000	$2,750,000

The executive recommendation included $120,000 for the Pathfinders Parent Project. The remaining passthrough grants were not funded in the executive recommendation.

This amendment also:

- Adds a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.
- Amends the section related to the distribution of transportation grants to update reimbursement rates.
- Amends the section related to the distribution of the program grant pool to adjust the total of the grant pool. The Senate added $100,000 to the grant pool for the operation and management of the North Dakota Leadership and Educational Administration Development Center and removed the free breakfast program from the grant pool ($205,000) to provide a separate appropriation for the program.
- Adds a section related to the distribution of one-time regional education association merger grants.
- Adds a section related to the distribution of regional education association grants included in the integrated formula payments line.
- Amends the section related to the distribution of passthrough grants to increase funding for certain passthrough grants.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,019,839	$4,158,772	($6,014)	$4,152,758
Operating expenses	1,713,393	1,604,075		1,604,075
Grants	2,785,500	2,109,028		2,109,028
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
FTE	29.75	28.75	0.00	28.75

Department No. 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Total Senate Changes
Salaries and wages	($6,014)	($6,014)
Operating expenses		
Grants		
Total all funds	($6,014)	($6,014)
Less estimated income	(789)	(789)
General fund	($5,225)	($5,225)
FTE	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

House Bill No. 1013 - School for the Deaf - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$7,291,854	$7,498,207	$90,542	$7,588,749
Operating expenses	1,925,163	1,976,543	50,000	2,026,543
Capital assets	227,174	891,678		891,678
Grants	186,900	180,000		180,000
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
FTE	45.61	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Restores 1 FTE Position[2]	Increases Funding for Operating Expenses[3]	Total Senate Changes
Salaries and wages	($9,458)	$100,000		$90,542
Operating expenses			50,000	50,000
Capital assets				
Grants				
Total all funds	($9,458)	$100,000	$50,000	$140,542
Less estimated income	(280)	0	0	(280)
General fund	($9,178)	$100,000	$50,000	$140,822
FTE	0.00	1.00	0.00	1.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] One FTE position and related funding of $100,000 is restored. The executive recommendation and House version removed 1 FTE position and related funding of $120,000.

[3] Funding for operating expenses is restored. The executive recommendation and House version reduced funding for operating expenses by $100,000.

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,554,349	$4,667,424	($6,429)	$4,660,995
Operating expenses	739,169	743,206	30,000	773,206
Capital assets	24,454	174,692		174,692
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
FTE	30.00	28.50	0.00	28.50

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4/3/17
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Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Increases Funding for Operating Expenses[2]	Total Senate Changes
Salaries and wages	($6,429)		($6,429)
Operating expenses		30,000	30,000
Capital assets			
Total all funds	($6,429)	$30,000	$23,571
Less estimated income	(6)	0	(6)
General fund	($6,423)	$30,000	$23,577
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for operating expenses is increased. The executive recommendation and House version did not include this increase.

Date: 4-3-17

Roll Call Vote #: 1

2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Senate Appropriations Committee

☒ Subcommittee

Amendment LC# or Description:

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐

Motion Made By Robinson Seconded By Krebsbach

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		Senator Mathern		
Vice Chair Krebsbach	✓		Senator Grabinger		✓
Vice Chair Bowman			Senator Robinson	✓	
Senator Erbele					
Senator Wanzek					
Senator Kilzer					
Senator Lee					
Senator Dever					
Senator Sorvaag					
Senator Oehlke					
Senator Hogue					

Total (Yes) 3 No 0

Absent 0

Floor Assignment Amendment # 22001 As corrected

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

Date: 4-3-17

Roll Call Vote #: 1

2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Senate Appropriations Committee

☐ Subcommittee

Amendment LC# or Description: 17.0498.02002

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Krebsbach Seconded By Robinson

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		Senator Mathern	✓	
Vice Chair Krebsbach	✓		Senator Grabinger	✓	
Vice Chair Bowman	✓		Senator Robinson	✓	
Senator Erbele	✓				
Senator Wanzek	✓				
Senator Kilzer	✓				
Senator Lee	✓				
Senator Dever	✓				
Senator Sorvaag	✓				
Senator Oehlke	✓				
Senator Hogue	✓				

Total (Yes) 14 No 0

Absent 0

Floor Assignment _____

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

Date: 4-3-17

Roll Call Vote #: 2

2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Senate Appropriations Committee

☐ Subcommittee

Amendment LC# or Description:

Recommendation: ☐ Adopt Amendment
☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☒ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐

Motion Made By Krebsbach Seconded By Robinson

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		Senator Mathern	✓	
Vice Chair Krebsbach	✓		Senator Grabinger	✓	
Vice Chair Bowman	✓		Senator Robinson	✓	
Senator Erbele	✓				
Senator Wanzek	✓				
Senator Kilzer	✓				
Senator Lee	✓				
Senator Dever	✓				
Senator Sorvaag	✓				
Senator Oehlke	✓				
Senator Hogue	✓				

Total (Yes) 14 No 0

Absent 0

Floor Assignment Holmberg

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

REPORT OF STANDING COMMITTEE

HB 1013, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1013 was placed on the Sixth order on the calendar.

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	$18,280,006	($840,830)	$17,439,176
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	18,564,163	1,935,204,163
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(1,600,000)	55,400,000
Grants - other grants	267,807,227	(13,644,522)	254,162,705
Grants - program grants	0	6,310,000	6,310,000
Grants - passthrough grants	0	3,018,000	3,018,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$12,954,744	$2,326,649,049
Less estimated income	624,685,766	241,141,299	865,827,065
Total general fund	$1,689,008,539	($228,186,555)	$1,460,821,984"

Page 2, replace lines 17 through 22 with:

"Salaries and wages	$4,019,839	$132,919	$4,152,758
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($652,871)	$7,865,861
Less estimated income	2,438,751	(191,191)	2,247,560
Total general fund	$6,079,981	($461,680)	$5,618,301"

Page 2, remove lines 28 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$7,291,854	$296,895	$7,588,749
Operating expenses	1,925,163	101,380	2,026,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$1,055,879	$10,686,970
Less estimated income	1,089,210	2,109,234	3,198,444
Total general fund	$8,541,881	($1,053,355)	$7,488,526
Full-time equivalent positions	45.61	(0.00)	45.61"

Page 3, replace lines 9 through 14 with:

"Salaries and wages	$4,554,349	$106,646	$4,660,995
Operating expenses	739,169	34,037	773,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$290,921	$5,608,893
Less estimated income	569,325	645,422	1,214,747
Total general fund	$4,748,647	($354,501)	$4,394,146"

Page 3, replace lines 20 through 22 with:

"Grand total general fund	$1,708,379,048	($230,056,091)	$1,478,322,957
Grand total special funds	628,783,052	243,704,764	872,487,816
Grand total all funds	$2,337,162,100	$13,648,673	$2,350,810,773"

Page 3, line 25, replace "$1,249" with "$1,241"

Page 3, remove lines 28 through 31

Page 4, replace lines 1 and 2 with:

"Department of public instruction	$65,196	$181,686	$246,882
State library	66,885	10,100	76,985
School for the deaf	117,494	3,584	121,078
North Dakota vision services - school for the blind	82,223	70	82,293
Total	$331,798	$195,440	$527,238"

Page 4, after line 11, insert:

"Regional education association merger grants	0	100,000"

Page 4, replace lines 13 through 15 with:

"Total department of public instruction - all funds	$12,700,030	$160,100,000
Total department of public instruction - estimated income	0	160,100,000
Total department of public instruction - general fund	$12,700,030	$0"

Page 5, replace lines 1 through 3 with:

"Grand total - all funds	$13,606,030	$160,968,500
Grand total - estimated income	656,000	160,968,500
Grand total - general fund	$12,950,030	$0"

Page 5, line 20, replace "$270,000,000" with "$270,100,000"

Page 5, line 21, after "fund" insert ". Of this amount, $100,000 is for regional education association merger grants and $270,000,000 is"

Page 5, line 22, replace "$160,000,000" with "$160,100,000"

Page 5, after line 29, insert:

"**SECTION 8. EXEMPTION - ADVANCED PLACEMENT PROGRAM FUNDING.** The unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as authorized in section 32 of chapter 137 of the 2015 Session Laws to enhance the delivery of and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of program grants, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants, and to assume the operation and management of the North Dakota leadership and educational administration development center."

Page 7, line 1, replace "three" with "eleven"

Page 7, line 3, replace "Forty-eight" with "Fifty-two"

Page 7, line 5, replace "Forty-eight" with "Fifty"

Page 7, line 16, replace "Forty-eight" with "Fifty"

Page 7, line 23, replace "Twenty-eight" with "Thirty"

Page 7, line 30, replace "$1,735,000" with "$1,630,000"

Page 8, after line 17, insert:

"**SECTION 14. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION.** The line item entitled grants - other grants included in subdivision 1 of section 1 of this Act includes $100,000 from the foundation aid stabilization fund for the purpose of providing a one-time $25,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 15. REGIONAL EDUCATION ASSOCIATION GRANTS - DISTRIBUTION. The line item entitled integrated formula payments included in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing annual grants to regional education associations for the biennium beginning July 1, 2017, and ending June 30, 2019. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge during the 2017-19 biennium are entitled to the annual grants that would have been paid to each of the member associations."

Page 9, line 22, replace "$2,378,000" with "$3,018,000"

Page 10, line 25, replace "22" with "25"

Renumber accordingly

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	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
State Library				
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
School for the Deaf				
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
Vision Services - School for the Blind				
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
Bill total				
Total all funds	$2,337,162,100	$2,350,733,554	$77,219	$2,350,810,773
Less estimated income	628,783,052	872,403,083	84,733	872,487,816
General fund	$1,708,379,048	$1,478,330,471	($7,514)	$1,478,322,957

House Bill No. 1013 - Department of Public Instruction - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$18,280,006	$17,464,178	($25,002)	$17,439,176
Operating expenses	30,517,072	30,165,005		30,165,005
Integrated formula payments	1,916,640,000	1,940,295,041	(5,090,878)	1,935,204,163
Grants - Special education contracts	17,300,000	19,300,000		19,300,000
Grants - Transportation	57,000,000	51,300,000	4,100,000	55,400,000

Grants - Other grants	267,807,227	254,062,705	100,000	254,162,705
PowerSchool	6,000,000	5,500,000		5,500,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Grants - Program grants		6,115,000	195,000	6,310,000
Grants - Passthrough grants		2,378,000	640,000	3,018,000
Total all funds	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
FTE	99.75	91.75	0.00	91.75

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

	Adjusts Funding for Health Insurance Increases[1]	Adjusts Funding for Integrated Formula Payments[2]	Restores Funding for Regional Education Association Grants[3]	Increases Funding for Transportation Grants[4]	Adds One-time Funding for Regional Education Association Merger Grants[5]	Adjusts Funding for the Program Grant Pool[6]
Salaries and wages	($25,002)					
Operating expenses						
Integrated formula payments		(5,590,878)	500,000			
Grants - Special education contracts						
Grants - Transportation				4,100,000		
Grants - Other grants					100,000	
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						95,000
Grants - Passthrough grants						
Total all funds	($25,002)	($5,590,878)	$500,000	$4,100,000	$100,000	$95,000
Less estimated income	(14,192)	0	0	0	100,000	0
General fund	($10,810)	($5,590,878)	$500,000	$4,100,000	$0	$95,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education Matching Grants[7]	Increases Funding for Passthrough Grants[8]	Total Senate Changes
Salaries and wages			($25,002)
Operating expenses			
Integrated formula payments			(5,090,878)
Grants - Special education contracts			
Grants - Transportation			4,100,000
Grants - Other grants			100,000
PowerSchool			
Transportation efficiency			
National board certification			
Grants - Program grants	100,000		195,000
Grants - Passthrough grants		640,000	640,000
Total all funds	$100,000	$640,000	($80,880)
Less estimated income	0	0	85,808
General fund	$100,000	$640,000	($166,688)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for integrated formula payments is adjusted to remove funding for changes made by the House affecting local revenue calculations in the formula.

[3] Funding is restored for regional education association grants to provide a total of $500,000,

$300,000 less than the base budget. The House removed funding for the regional education association coordinator grants. The Senate restored the grants as annual state aid to be distributed equally to all regional education associations that exist as of July 1, 2017 rather than grants for coordinators.

[4] Funding for transportation grants is increased to provide a total of $55.4 million, $1.6 million less than the base budget.

[5] One-time funding is added from the foundation aid stabilization fund for regional education association merger grants. This program was not included in the executive recommendation or the House version.

[6] Funding for the program grant pool is adjusted to remove the free breakfast program from the grant pool ($205,000) and provide a separate grant of $200,000 for the free breakfast program in the program grants line, $5,000 less than the House version. The Senate also added $100,000 to the program grant pool to allow the Superintendent of Public Instruction to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center to provide a total of $1,630,000 from the general fund for a grant pool for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants; and
- North Dakota Leadership and Educational Administration Development Center.

In addition, the Senate added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.

[7] Funding for adult education matching grants is increased to provide a total of $3,100,000 from the general fund, $1,010,411 less than the base budget.

[8] Funding for passthrough grants is increased as follows:

	Increase	Total
Teacher mentoring	$100,000	$2,100,000
Rural art outreach project	340,000	350,000
Global Bridges	100,000	200,000
Young entrepreneur education program	30,000	30,000
Pathfinders Parent Project	70,000	70,000
Total	$640,000	$2,750,000

The executive recommendation included $120,000 for the Pathfinders Parent Project. The remaining passthrough grants were not funded in the executive recommendation.

This amendment also:

- Adds a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not

subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.

- Amends the section related to the distribution of transportation grants to update reimbursement rates.
- Amends the section related to the distribution of the program grant pool to adjust the total of the grant pool. The Senate added $100,000 to the grant pool for the operation and management of the North Dakota Leadership and Educational Administration Development Center and removed the free breakfast program from the grant pool ($205,000) to provide a separate appropriation for the program.
- Adds a section related to the distribution of one-time regional education association merger grants.
- Adds a section related to the distribution of regional education association grants included in the integrated formula payments line.
- Amends the section related to the distribution of passthrough grants to increase funding for certain passthrough grants.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,019,839	$4,158,772	($6,014)	$4,152,758
Operating expenses	1,713,393	1,604,075		1,604,075
Grants	2,785,500	2,109,028		2,109,028
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
FTE	29.75	28.75	0.00	28.75

Department No. 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Total Senate Changes
Salaries and wages	($6,014)	($6,014)
Operating expenses		
Grants		
Total all funds	($6,014)	($6,014)
Less estimated income	(789)	(789)
General fund	($5,225)	($5,225)
FTE	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

House Bill No. 1013 - School for the Deaf - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$7,291,854	$7,498,207	$90,542	$7,588,749
Operating expenses	1,925,163	1,976,543	50,000	2,026,543
Capital assets	227,174	891,678		891,678
Grants	186,900	180,000		180,000
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444

General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
FTE	45.61	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Restores 1 FTE Position[2]	Increases Funding for Operating Expenses[3]	Total Senate Changes
Salaries and wages	($9,458)	$100,000		$90,542
Operating expenses			50,000	50,000
Capital assets				
Grants				
Total all funds	($9,458)	$100,000	$50,000	$140,542
Less estimated income	(280)	0	0	(280)
General fund	($9,178)	$100,000	$50,000	$140,822
FTE	0.00	1.00	0.00	1.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] One FTE position and related funding of $100,000 is restored. The executive recommendation and House version removed 1 FTE position and related funding of $120,000.

[3] Funding for operating expenses is restored. The executive recommendation and House version reduced funding for operating expenses by $100,000.

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,554,349	$4,667,424	($6,429)	$4,660,995
Operating expenses	739,169	743,206	30,000	773,206
Capital assets	24,454	174,692		174,692
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
FTE	30.00	28.50	0.00	28.50

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

	Adjusts Funding for Health Insurance Increases[1]	Increases Funding for Operating Expenses[2]	Total Senate Changes
Salaries and wages	($6,429)		($6,429)
Operating expenses		30,000	30,000
Capital assets			
Total all funds	($6,429)	$30,000	$23,571
Less estimated income	(6)	0	(6)
General fund	($6,423)	$30,000	$23,577
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for operating expenses is increased. The executive recommendation and House version did not include this increase.

2017 CONFERENCE COMMITTEE

HB 1013

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee – Education and Environment Division
Roughrider Room, State Capitol

HB 1013
4/11/2017
#30067

☐ Subcommittee
☒ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 25-06 and a new section to chapter 25-07 of the North Dakota Century Code, relating to the school for the blind fund and the school for the deaf fund; to repeal section 6-09-45 of the North Dakota Century Code and section 13 of chapter 49 of the 2015 Session Laws, relating to a required transfer from the Bank of North Dakota and a contingent appropriation; to provide exemptions; to provide for a transfer; to provide for a legislative management study; and to declare an emergency.

Minutes: Attachments 1,2

Chairman Monson: Called the conference committee to order on HB 1013.

Shiela Sandness LC: Passed out a set of budgets (201,250, 252, and 253 for HB 1013) to reference base changes to the bill. ((attachment 1)

Senator Holmberg: We changed 13 sections of the 26 in the bill. I can walk through what we did. 1:45 If you go to Page 4 on amendment 02002, (attachment 2) the House in this budget spent $1,478,330,471, and the Senate spent $1,478,322,857, a net savings of $7,514. You'll see that we did not change the FTEs you reduced. We'll have one change in FTEs for the School for the Deaf. This bill tags off of 1324. (amendments at the middle of the page) The funding for integrated formula payments of $5.59 million was removed. Then $4.1 million of that money was put back into the transportation grants. If you recall, you made a change in the imputation 75/100%, and we went back and looked the total number of schools and worked with the Education Committee. The #3 footnote is the Regional Education Association. There had been $800,000, and we restored the $500,000 of that. More language was added. We also in footnote #5 took $100,000 from the Foundation Aid Stabilization Fund as an incentive for the mergers for the REAs. It gives them each $31,250 per year.

Chairman Monson: Is the $100,000 in footnote #5 from general fund?

Chairman Holmberg: No, that is from the Foundation Aid Stabilization Fund, one-time funding. It was an incentive for them to merge. If they merge, they get a one-time payment of $25,000. If they don't merge, then the money goes back.
Chairman Monson: The last time we told them to merge with the teacher centers, most of them did that. This time, if this sticks, you would tell them to merge eight down to four?

Chairman Holmberg: You could; but you might end up with seven or six. Only two might merge. The Education Committee felt it would be helpful. If it was taken out of the Foundation Aid Stabilization Fund, it meant that it would still be in the fund if it wasn't used.

Chairman Monson: Potentially, you could end up with four REAs which are all quite different. Some provide special ed. services, some don't, some have other focuses. I'm thinking if you end up with four REAs, you could have a lot of distance between them. That makes more travel.

7:25 **Senator Robinson** joins the meeting.

Chairman Holmberg: We made some changes in the program grant pool on Page 5. You had put in the pool some education related programs, but you had also put in the $205,000 for breakfast program. We visited with the Department, and they had a sense that that is really not in the same ballpark. So, we reduced it by $5000 and put it in its own line item, $200.000 for the free breakfast program.

Chairman Monson: Will the $200,000 be adequate, and if it isn't then it just gets prorated down?

Chairman Holmberg: Yes.

Chairman Monson: We did have similar thoughts on that.

Chairman Holmberg: We added an item too that pool. We added $100,000 that was the LEAD program. It was in its own line item before and had $200,000. We reduced it to $100,000 and put it in the line item under the fiscal agent of the Department of Public Instruction. If we go in this direction, there will be an amendment to clean up the language on that, if we agree on it. Item #7: We increased the amount of funding for adult education by $100,000. The pass through grants, some you had reduced to zero and some had reduced quite a bit. We did some enhancements, but all of the grants that were passed through had at least a 20% reduction. We decided to reduce the Pathfinders to $70,000, and we gave the alternative group nothing. We only changed the health insurance in the state library. We increased one FTE and added $100,000 for the FTE and $50,000 for operating expenses for School for the Deaf. Vision Services…

Chairman Monson: What is the role of the FTE you added for the School for the Deaf?

Senator Robinson: They felt that this would be sufficient for someone to continue the work in this area. The travel will be in the budget. Their outreach is not only travel. They do a lot with interactive video and other things. They have been stretching their dollars pretty far for a long time.
16:29

Senator Holmberg: Leveraging the Senior Year was the top priority of the Department. This is on Page 2 in Section 8. Leveraging the Senior Year is essentially the state assuming the payment and the cost of the advanced placement program and the ACT. They had some carryover money, but they made a case that the carryover money is because the schools bill them after the biennium is over. We took that money and rolled it into the pool that you created. It would allow the Department to move the money in that pool around. That is why Section 8 is there. Section 14 and 15 have to do with the Regional Education Association merger grants and the grant distribution. It makes it clear that an annual grant is provided to each of the eight REAs during the year. In the old language that we had before, the legislature said that the payments that went out would go for the boss to pay for the personnel. We changed that to say that it goes for the operations of the REA. It was suggested by the Education Committee in the Senate, that it should not be tied to a person. Then if they were to merge, they would only have one boss. If we end up with the LEAD Center in the pool you created, we'll need language for that. We have an amendment prepared. How was the testimony on the Governor's School when you had that item before you?

Chairman Monson: We spent a lot of time discussing that, and **no one** ever came forth to advocate for the Governor's School. Someone dropped the ball, because from all the e-mails that we are getting; it was a big hit. It is a good program. We don't have that as a difference, however. The rules of conference committee are to stick to the differences.

Chairman Holmberg: You are correct in that we've had a number of inquiries since deleting that. In a time of tight budget, we dropped it, but it was a good program. You are correct in the rules.

Chairman Monson: There are a number of great causes we couldn't fund. There are many good programs, so where do we draw the line? I guess you are advocating for it, so we can talk about it.

Chairman Holmberg: We could talk about it and see how comfortable we are.

Chairman Monson: We can talk about it later. You have explained your differences well.

Chairman Monson ended the meeting.

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee – Education and Environment Division
Roughrider Room, State Capitol

HB 1013
4/13/2017
#30123

☐ Subcommittee
☒ Conference Committee

Jeanette Cook

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 25-06 and a new section to chapter 25-07 of the North Dakota Century Code, relating to the school for the blind fund and the school for the deaf fund; to repeal section 6-09-45 of the North Dakota Century Code and section 13 of chapter 49 of the 2015 Session Laws, relating to a required transfer from the Bank of North Dakota and a contingent appropriation; to provide exemptions; to provide for a transfer; to provide for a legislative management study; and to declare an emergency.

Minutes: Attachment #1-2

Chairman Monson: Called the conference committee to order on HB 1013. I passed out two amendments that Superintendent Baesler proposed (Attachment # 1 - 02003 and Attachment #2 - 02004). 02004 is a management study for school district calendars. I don't see any problem with it.

Chairman Holmberg: There is a comprehensive study in progress. I have no problem with it because Legislative Management will meld them together anyway.

Chairman Monson: The 02003 is about North Dakota United and the convention. We won't act on either one today. Look them over.

We went through everything the senate had done. We did nothing with Vision Services?

Chairman Holmberg: We restored $30,000 in the operating budget for the School for Vision, and that was general fund.

Chairman Monson: We took some money from the School Land Trust Funds, so they get a payment. It has been growing, so we gave them permission to use some of that for operating, wages and salaries. You put it into the general fund, why did you do that?

Chairman Holmberg: After listening to their presentation we felt that they could utilize the money. They have a tight budget, and felt that we should include the $30,000, so we put it in.

Chairman Monson: We can talk about that later. You put an FTE and restored funding of $100,000 to School for the Deaf. The Executive recommendation and House version had removed one FTE and related funding of $120,000. You made them within $20,000 of being whole?

Senator Robinson: I will send you an e-mail from the director of the School for the Deaf. She details the responsibilities this person will have. They've have significant growth in adult outreach. They do have sufficient dollars for travel and will be able to work that into their budget.

Chairman Monson: So, you've added $100,000 of general fund into here and added $30,000 of general fund into the School for the Blind. Were there any other changes that you made?

Senator Robinson: For the School for the Deaf there is $50,000 in operating.

Chairman Monson: You have added $180,000 of general fund spending. That was made up by reducing the formula... That was 4.1, and you took the extra 1.5 and spread it out. Then $180,000 of this was used here.

A couple things on the pass through grants; you added $70,000 for the Pathfinders. We had funded them before. No one showed up to talk in favor of that in the beginning. We were told that they just referred people to other places, and didn't do any hands on work anymore. That is why we decided to take them out. After that, someone showed up and spoke for it; then you put them back in.

Chairman Holmberg: We put in $70,000.

Representative Schmidt: Could you explain Section 20 in pass through grants? The House had $2.3 million dollars for the (inaudible word) variance, and you upped it to $3 million. Can you explain the reasoning for the increase over ours?

Chairman Monson: $70,000 was the Pathfinder grants.

Chairman Holmberg: There are 2 categories of pass through grants. Are you asking about the true pass throughs, or grants that are pooled?

Representative Schmidt: I will explain the reason that I asked the question about pass through grants, and the reason that we had it at the figure that we did. I'm referring to Section 20 in the Christmas Tree bill. (2.378) Line 9.

Chairman Holmberg: The department had money in there Leveraging the Senior year for the testing that was going to be carryover money, since they hadn't gotten the vouchers until the biennium was over. We just moved the money that they would be spending into the same pass through grant where the other items are. We didn't increase it, we just moved the money.

Representative Schmidt: When we had the pass through grant people here, I asked the people how do the taxpayers know they are getting their money's worth. Their response was that they provide technical service. Many had no standards of performance to justify giving them money. There was no ability to measure their performance, and that is why we cut them back, and added in language in Section 20. No standards of performance do not help us justify giving the dollars them the dollars they want.

Chairman Holmberg: Section 20 is about applying those standards to the grants the Department has control over, this block of $3 million. Then there are the earmarked grants, the Pathfinders was one of those. So, it wasn't in that category. They had $120,000. You went to 0, we went to $70,000. We could be convinced....

Chairman Monson: We weren't impressed with them, or the new one that wanted to come in and take their place. We did put that in to the list of grants for $100,000. We have no problem funding that. We left that at $2 million. With LEAD we wondered if ND United would come in to provide funding for teacher in-services, would we treat them the same? No, we wouldn't. Wo, we had taken that out. Some in our section were very adamant about that. You added some to the pass through grants for the rural arts. Can you explain that?

Chairman Holmberg: They utilize real art in local school districts or local communities to bring in their art. School children go there and are exposed to art that they wouldn't have access to. We dropped them by 20%.

Chairman Monson: Senator Holmberg and I have had a visit about what they do, but until you can answer Representative Schmidt's "so what" question, you're on shaky ground.

Senator Krebsbach: The area I would like to see this continued is the rural areas in our state. It means a lot to them to get extra funding for some of these special programs. We have to have art in our world, because a lot of people enjoy it.

Chairman Holmberg: Towns they went to last year: Jamestown, Linton, Minot, Fessenden, Bottineau, Cando, Pekin, Hankinson, Zeeland, Crosby, and Wahpeton. They also partner with the zoo in Wahpeton. Right now they have a program on the internment camps. It's very interesting. It is history and art.

Chairman Holmberg: Maybe we should talk about Governor's School again.

Chairman Monson: That is not a difference in our budgets. We are supposed to stick to conference differences, but will be brought up at OMB if we don't talk about it here. We can have that discussion next time.

I have another meeting at 3, we will call this meeting to an end.

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee – Education and Environment Division
Roughrider Room, State Capitol

HB 1013
4/18/2017
Job 30185

☐ Subcommittee
☒ Conference Committee

Virginia L Mock

Explanation or reason for introduction of bill/resolution:

To provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 25-06 and a new section to chapter 25-07 of the North Dakota Century Code, relating to the school for the blind fund and the school for the deaf fund; to repeal section 6-09-45 of the North Dakota Century Code and section 13 of chapter 49 of the 2015 Session Laws, relating to a required transfer from the Bank of North Dakota and a contingent appropriation; to provide exemptions; to provide for a transfer; to provide for a legislative management study; and to declare an emergency.

Minutes: Attachment 1

Chairman Monson called the conference committee to order.

Sheila Sandness, LC: The amendments are the Senate would recede and further amend. Reviewed handouts (attachment 1 and attachment 1 from 04/11/2017 minutes, job 30067).

Chairman Monson reviewed changes to section 22.

Senator Holmberg: The primary purpose of Title 2 is for training. They can utilize it for class size reduction but they have to go through the department for administerial function.

Chairman Monson: As long as they use it for one of the stated purposes.

Senator Holmberg: The difference in dollar amount between the House and Senate is miniscule; other than the $25 million which came from above. There is some language on the Governor's school.

Sheila Sandness: The Governor's school is included as one-time funding. It is on page 2 of the amendment.

Chairman Monson: I would hope by putting this language in, they would concentrate their smaller number of dollars into those areas where it was supposed to be. Engineering and STEM-type things are what we put in here to be their concentration.

Senator Holmberg: When you look at the classes offered in 2016, they are all clearly within the STEM area. We don't dictate what their curriculum might be; we're telling them we'll spend the state money on STEM.

Chairman Monson: Some of the sections dealing with REAs were already covered by the formula bill. There was incentive for REAs to merge, but we used that formula the same as you did to carry into this. Rep. Schmidt had a question about the $800,000 for REA administration that we took out in the House.

Senator Holmberg: There was $1.6 million floating around. After the transportation issue, they had $5.6 million and $4.1 million of that was put back in to transportation. We internally funded the other changes we made. The biggest internal change was the $800,000 for REA operating, not administration. That was language the policy committee worked on. The $100,000 for the merger grants was one-time funding from the foundation aid stabilization fund. That's section 15 of the amendments.

Representative Schmidt: How many total dollars are the REAs receiving in this budget?

Sheila Sandness: About $4 million, then the additional $500,000 put back in for operating and the $100,000 one-time grants. In the 2015-17 biennium, it was about $4.9 million.

Senator Holmberg: Is there language in here on the governance of REAs?

Chairman Monson: No.

Senator Holmberg: That is in the other bill. I'm not thrilled about zeroing out the LEAD center. At the end of the day, I know what's going to happen; we'll vote for the amendments.

Senator Holmberg: I move the amendment.

The Senate recedes from Senate amendments and amend as follows

Representative Boe: I second it.

A roll call vote was taken. Yea: 6 Nay: 0 Absent: 0

Chairman Monson adjourned the committee.

17.0498.02007
Title.04000
Fiscal No. 2

Prepared by the Legislative Council staff for
Conference Committee
April 17, 2017

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

That the Senate recede from its amendments as printed on pages 1438-1445 of the House Journal and pages 1158-1165 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 8, after the first semicolon insert "to provide a statement of legislative intent;"

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	$18,280,006	($840,830)	$17,439,176
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	18,564,163	1,935,204,163
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(1,600,000)	55,400,000
Grants - other grants	267,807,227	(13,424,522)	254,382,705
Grants - program grants	0	6,210,000	6,210,000
Grants - passthrough grants	0	2,898,000	2,898,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$12,954,744	$2,326,649,049
Less estimated income	624,685,766	266,361,299	891,047,065
Total general fund	$1,689,008,539	($253,406,555)	$1,435,601,984"

Page 2, replace lines 17 through 22 with:

"Salaries and wages	$4,019,839	$132,919	$4,152,758
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($652,871)	$7,865,861
Less estimated income	2,438,751	(191,191)	2,247,560
Total general fund	$6,079,981	($461,680)	$5,618,301"

Page 2, remove lines 28 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$7,291,854	$296,895	$7,588,749
Operating expenses	1,925,163	101,380	2,026,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$1,055,879	$10,686,970
Less estimated income	1,089,210	2,109,234	3,198,444
Total general fund	$8,541,881	($1,053,355)	$7,488,526
Full-time equivalent positions	45.61	(0.00)	45.61"

Page 3, replace lines 9 through 14 with:

"Salaries and wages	$4,554,349	$106,646	$4,660,995
Operating expenses	739,169	34,037	773,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$290,921	$5,608,893
Less estimated income	569,325	645,422	1,214,747
Total general fund	$4,748,647	($354,501)	$4,394,146"

Page 3, replace lines 20 through 22 with:

"Grand total general fund	$1,708,379,048	($255,276,091)	$1,453,102,957
Grand total special funds	628,783,052	268,924,764	897,707,816
Grand total all funds	$2,337,162,100	$13,648,673	$2,350,810,773"

Page 3, line 25, replace "$1,249" with "$1,241"

Page 3, remove lines 28 through 31

Page 4, replace lines 1 and 2 with:

"Department of public instruction	$65,196	$181,686	$246,882
State library	66,885	10,100	76,985
School for the deaf	117,494	3,584	121,078
North Dakota vision services - school for the blind	82,223	70	82,293
Total	$331,798	$195,440	$527,238"

Page 4, replace lines 12 through 15 with:

"Regional education association merger grants	0	100,000
North Dakota governor's school science, technology, engineering, and mathematics programs	0	220,000
Integrated formula payments	0	185,000,000
Total department of public instruction - all funds	$12,700,030	$185,320,000
Total department of public instruction - estimated income	0	185,320,000
Total department of public instruction - general fund	$12,700,030	$0"

Page 5, replace lines 1 through 3 with:

"Grand total - all funds	$13,606,030	$186,188,500
Grand total - estimated income	656,000	186,188,500
Grand total - general fund	$12,950,030	$0"

Page 5, line 20, replace "$270,000,000" with "$295,100,000"

Page 5, line 21, after "fund" insert ". Of this amount, $100,000 is for regional education association merger grants and $295,000,000 is"

Page 5, line 22, replace "$160,000,000" with "$185,100,000"

Page 5, after line 22, insert:

"**SECTION 7. ESTIMATED INCOME - ONE-TIME FUNDING - STUDENT LOAN TRUST FUND.** The estimated income line item in subdivision 1 of section 1 of this Act includes $220,000 from the student loan trust fund for the purpose of providing a one-time grant for North Dakota governor's school science, technology, engineering, and mathematics programs."

Page 5, after line 29, insert:

"**SECTION 9. EXEMPTION - ADVANCED PLACEMENT PROGRAM FUNDING.** The unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as authorized in section 32 of chapter 137 of the 2015 Session Laws to enhance the delivery of and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of program grants, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants."

Page 7, line 1, replace "three" with "eleven"

Page 7, line 3, replace "Forty-eight" with "Fifty-two"

Page 7, line 5, replace "Forty-eight" with "Fifty"

Page 7, line 16, replace "Forty-eight" with "Fifty"

Page 7, line 23, replace "Twenty-eight" with "Thirty"

Page 7, line 30, replace "$1,735,000" with "$1,530,000"

Page 8, after line 17, insert:

"**SECTION 15. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION.** The grants - other grants line item included in subdivision 1 of section 1 of this Act includes $100,000 from the foundation aid stabilization fund for the purpose of providing a one-time $25,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 16. REGIONAL EDUCATION ASSOCIATION GRANTS - DISTRIBUTION. The integrated formula payments line item included in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing annual grants to regional education associations for the biennium beginning July 1, 2017, and ending June 30, 2019. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge during the 2017-19 biennium are entitled to the annual grants that would have been paid to each of the member associations."

Page 9, line 22, replace "$2,378,000" with "$2,100,000"

Page 9, line 22, after "grants" insert "for writing projects, an entrepreneur program, and a mentoring program"

Page 9, after line 29, insert:

"**SECTION 22. LEGISLATIVE INTENT - TEACHER AND ADMINISTRATOR MENTORING.** It is the intent of the sixty-fifth legislative assembly that school districts, in addition to mentoring services provided by the state, use federal title II funding for teacher and administrator mentoring."

Page 10, line 4, remove "the North Dakota leadership in educational administration the North Dakota leadership in educational administration"

Page 10, line 5, replace "development center" with "educational leadership"

Page 10, line 25, replace "7" with "8"

Page 10, line 25, replace "22" with "27"

Renumber accordingly

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	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049	$2,326,649,049	$0
Less estimated income	624,685,766	865,741,257	25,305,808	891,047,065	865,827,065	25,220,000
General fund	$1,689,008,539	$1,460,988,672	($25,386,688)	$1,435,601,984	$1,460,821,984	($25,220,000)
State Library						
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861	$7,865,861	$0
Less estimated income	2,438,751	2,248,349	(789)	2,247,560	2,247,560	0
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301	$5,618,301	$0
School for the Deaf						
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970	$10,686,970	$0
Less estimated income	1,089,210	3,198,724	(280)	3,198,444	3,198,444	0
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526	$7,488,526	$0
Vision Services - School for the Blind						
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893	$5,608,893	$0
Less estimated income	569,325	1,214,753	(6)	1,214,747	1,214,747	0
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146	$4,394,146	$0
Bill total						
Total all funds	$2,337,162,100	$2,350,733,554	$77,219	$2,350,810,773	$2,350,810,773	$0
Less estimated income	628,783,052	872,403,083	25,304,733	897,707,816	872,487,816	25,220,000
General fund	$1,708,379,048	$1,478,330,471	($25,227,514)	$1,453,102,957	$1,478,322,957	($25,220,000)

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	$18,280,006	$17,464,178	($25,002)	$17,439,176	$17,439,176	
Operating expenses	30,517,072	30,165,005		30,165,005	30,165,005	
Integrated formula payments	1,916,640,000	1,940,295,041	(5,090,878)	1,935,204,163	1,935,204,163	
Grants - Special education contracts	17,300,000	19,300,000		19,300,000	19,300,000	
Grants - Transportation	57,000,000	51,300,000	4,100,000	55,400,000	55,400,000	
Grants - Other grants	267,807,227	254,062,705	320,000	254,382,705	254,162,705	220,000
PowerSchool	6,000,000	5,500,000		5,500,000	5,500,000	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	120,000	120,000		120,000	120,000	
Grants - Program grants		6,115,000	95,000	6,210,000	6,310,000	(100,000)
Grants - Passthrough grants		2,378,000	520,000	2,898,000	3,018,000	(120,000)
Total all funds	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049	$2,326,649,049	$0
Less estimated income	624,685,766	865,741,257	25,305,808	891,047,065	865,827,065	25,220,000
General fund	$1,689,008,539	$1,460,988,672	($25,386,688)	$1,435,601,984	$1,460,821,984	($25,220,000)
FTE	99.75	91.75	0.00	91.75	91.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Increases[1]	Adjusts Funding for Integrated Formula Payments[2]	Adjusts Funding Source for Integrated Formula Payments[3]	Restores Funding for Regional Education Association Grants[4]	Increases Funding for Transportation Grants[5]	Adds One-time Funding for Regional Education Association Merger Grants[6]
Salaries and wages	($25,002)					
Operating expenses						
Integrated formula payments		(5,590,878)		500,000		
Grants - Special education contracts						
Grants - Transportation					4,100,000	
Grants - Other grants						100,000
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						
Grants - Passthrough grants						
Total all funds	($25,002)	($5,590,878)	$0	$500,000	$4,100,000	$100,000
Less estimated income	(14,192)	0	25,000,000	0	0	100,000
General fund	($10,810)	($5,590,878)	($25,000,000)	$500,000	$4,100,000	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for the Program Grant Pool[7]	Increases Funding for Adult Education Matching Grants[8]	Increases Funding for Passthrough Grants[9]	Adds One-time Funding for the Governor's School Program[10]	Total Conference Committee Changes
Salaries and wages					($25,002)
Operating expenses					
Integrated formula payments					(5,090,878)
Grants - Special education contracts					
Grants - Transportation					4,100,000
Grants - Other grants				220,000	320,000
PowerSchool					
Transportation efficiency					
National board certification					
Grants - Program grants	(5,000)	100,000			95,000
Grants - Passthrough grants			520,000		520,000
Total all funds	($5,000)	$100,000	$520,000	$220,000	($80,880)
Less estimated income	0	0	0	220,000	25,305,808
General fund	($5,000)	$100,000	$520,000	$0	($25,386,688)
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for integrated formula payments is adjusted to remove funding for changes made by the House affecting local revenue calculations in the formula, the same as the Senate version.

[3] One-time funding from the foundation aid stabilization fund for integrated formula payments is increased by $25 million and funding from the general fund is decreased, to provide total funding from the foundation aid stabilization fund of $295 million for integrated formula payments, of which $185 million is considered one-time funding.

[4] Funding is restored for regional education association grants to provide a total of $500,000, $300,000 less than the base budget, and the same as the Senate version. The House removed funding for the regional education association coordinator grants. The Senate restored the grants as annual state aid to be distributed equally to all regional education associations that exist as of July 1, 2017, rather than grants for coordinators.

[5] Funding for transportation grants is increased to provide a total of $55.4 million, $1.6 million less than the base budget, the same as the Senate version.

[6] One-time funding is added from the foundation aid stabilization fund for regional education association merger grants, the same as the Senate version. This program was not included in the executive recommendation or the House version.

[7] Funding for the program grant pool is adjusted to remove the free breakfast program from the grant pool ($205,000) and provide a separate grant of $200,000 for the free breakfast program in the program grants line item, the same as the Senate version, and $5,000 less than the House version.

A total of $1,530,000 from the general fund is provided for a grant pool for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants; and
- Teacher and principal evaluation system grants.

The Conference Committee did not include $100,000 added to the program grant pool by the Senate to allow the Superintendent of Public Instruction to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center.

In addition, the Conference Committee added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool, the same as the Senate version.

[8] Funding for adult education matching grants is increased to provide a total of $3,100,000 from the general fund, $1,010,411 less than the base budget and the same as the Senate version.

[9] Funding for certain passthrough grants is increased as follows to provide a total of $2,898,000 from the general fund for passthrough grants.

	Increase	**Total**
Teacher mentoring	$50,000	$2,050,000
Rural art outreach project	340,000	350,000
Global Bridges	100,000	200,000
Young entrepreneur education program	30,000	30,000
Total	$520,000	$2,630,000

The Senate version included $2,100,000 for teacher mentoring and $70,000 for the Pathfinders Parent project.

[10] One-time funding is provided from the student loan trust fund for the Governor's school program. Funding provided by the state for the Governor's school must be used for science, technology, engineering, and mathematics programs. Funding for this program was not included in the House or Senate version.

This amendment also:

- Amends the section related to funding provided from the foundation aid stabilization fund to provide for a $25.1 million increase in one-time funding from the fund for integrated formula payments ($25 million) and regional education association merger grants ($100,000). The increase in funding from the foundation aid stabilization fund for integrated formula payments was not included in the House or Senate version. The Senate version included $100,000 of

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one-time funding from the foundation aid stabilization fund for regional education association merger grants not included in the House version.

- Adds a section identifying one-time funding provided from the student loan trust fund for the Governor's school programs. The section was not included in the House or Senate version.
- Adds a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool, the same as the Senate version.
- Amends the section related to the distribution of transportation grants to update reimbursement rates, the same as the Senate version.
- Amends the section related to the distribution of the program grant pool to adjust the total of the grant pool. The Conference Committee removed the free breakfast program from the grant pool ($205,000) to provide a separate appropriation for the program, the same as the Senate version. The Conference Committee did not add $100,000 to the grant pool for the operation and management of the North Dakota Leadership and Educational Administration Development Center included in the Senate version.
- Adds a section related to the distribution of one-time regional education association merger grants, the same as the Senate version.
- Adds a section related to the distribution of regional education association grants included in the integrated formula payments line item, the same as the Senate version.
- Amends the section related to the distribution of passthrough grants to provide certain grantees, as a condition of receiving the grant, are required to establish performance measures. The House and Senate versions both included the requirement to establish performance measures.
- Adds a section to provide it is the intent of the Legislative Assembly that school districts, in addition to mentoring services provided by the state, use federal Title II funding for teacher and administrator mentoring.
- Amends the section related to the Legislative Management study to adjust the service providers included in the study.

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	$4,019,839	$4,158,772	($6,014)	$4,152,758	$4,152,758	
Operating expenses	1,713,393	1,604,075		1,604,075	1,604,075	
Grants	2,785,500	2,109,028		2,109,028	2,109,028	
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861	$7,865,861	$0
Less estimated income	2,438,751	2,248,349	(789)	2,247,560	2,247,560	0
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301	$5,618,301	$0
FTE	29.75	28.75	0.00	28.75	28.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Increases[1]	Total Conference Committee Changes
Salaries and wages	($6,014)	($6,014)
Operating expenses		
Grants		
Total all funds	($6,014)	($6,014)
Less estimated income	(789)	(789)
General fund	($5,225)	($5,225)

FTE	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

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	$7,291,854	$7,498,207	$90,542	$7,588,749	$7,588,749	
Operating expenses	1,925,163	1,976,543	50,000	2,026,543	2,026,543	
Capital assets	227,174	891,678		891,678	891,678	
Grants	186,900	180,000		180,000	180,000	
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970	$10,686,970	$0
Less estimated income	1,089,210	3,198,724	(280)	3,198,444	3,198,444	0
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526	$7,488,526	$0
FTE	45.61	44.61	1.00	45.61	45.61	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Increases[1]	Restores 1 FTE Position[2]	Increases Funding for Operating Expenses[3]	Total Conference Committee Changes
Salaries and wages	($9,458)	$100,000		$90,542
Operating expenses			50,000	50,000
Capital assets				
Grants				
Total all funds	($9,458)	$100,000	$50,000	$140,542
Less estimated income	(280)	0	0	(280)
General fund	($9,178)	$100,000	$50,000	$140,822
FTE	0.00	1.00	0.00	1.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

[2] One FTE position and related funding of $100,000 is restored, the same as the Senate version. The executive recommendation and House version removed 1 FTE position and related funding of $120,000.

[3] Funding for operating expenses is restored, the same as the Senate version. The executive recommendation and House version reduced funding for operating expenses by $100,000.

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	$4,554,349	$4,667,424	($6,429)	$4,660,995	$4,660,995	
Operating expenses	739,169	743,206	30,000	773,206	773,206	
Capital assets	24,454	174,692		174,692	174,692	
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893	$5,608,893	$0
Less estimated income	569,325	1,214,753	(6)	1,214,747	1,214,747	0
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146	$4,394,146	$0
FTE	30.00	28.50	0.00	28.50	28.50	0.00

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

	Adjusts Funding for Health Insurance Increases[1]	Increases Funding for Operating Expenses[2]	Total Conference Committee Changes
Salaries and wages	($6,429)		($6,429)
Operating expenses		30,000	30,000
Capital assets			
Total all funds	($6,429)	$30,000	$23,571
Less estimated income	(6)	0	(6)
General fund	($6,423)	$30,000	$23,577
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for operating expenses is increased, the same as the Senate version. The executive recommendation and House version did not include this increase.

Date: 4/18/2017
Roll Call Vote #: ___1_____

2017 HOUSE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. HB 1013 as (re) engrossed

House Appropriations Education and Environment Committee

Action Taken
- ☐ **HOUSE accede to Senate Amendments**
- ☐ **HOUSE accede to Senate Amendments and further amend**
- ☐ **SENATE recede from Senate amendments**
- ☒ **SENATE recede from Senate amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Sen. Holmberg Seconded by: Rep. Boe

Representatives	4/11	4/13	4/18	Yes	No	Senators	4/11	4/13	4/18	Yes	No
Chairman Dave Monson	X	X	X	X		Chairman Ray Holmberg	X	X	X	X	
Representative Jim Schmidt	X	X	X	X		Senator Karen Krebsbach	X	X	X	X	
Representative Tracy Boe	X	X	X	X		Senator Larry Robinson	ab	X	X	X	
Total Rep. Vote				3	0	Total Senate Vote				3	0

Vote Count Yes: 6 No: 0 Absent: 0

House Carrier _____ Senate Carrier _____

LC Number 17.0498.02007 . _____ of amendment

LC Number 17.0498.04000 . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Motion Carries

Insert LC: 17.0498.02007
House Carrier: Monson
Senate Carrier: Holmberg

REPORT OF CONFERENCE COMMITTEE

HB 1013, as engrossed: Your conference committee (Sens. Holmberg, Krebsbach, Robinson and Reps. Monson, Schmidt, Boe) recommends that the **SENATE RECEDE** from the Senate amendments as printed on HJ pages 1438-1445, adopt amendments as follows, and place HB 1013 on the Seventh order:

That the Senate recede from its amendments as printed on pages 1438-1445 of the House Journal and pages 1158-1165 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 8, after the first semicolon insert "to provide a statement of legislative intent;"

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	$18,280,006	($840,830)	$17,439,176
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	18,564,163	1,935,204,163
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(1,600,000)	55,400,000
Grants - other grants	267,807,227	(13,424,522)	254,382,705
Grants - program grants	0	6,210,000	6,210,000
Grants - passthrough grants	0	2,898,000	2,898,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$12,954,744	$2,326,649,049
Less estimated income	624,685,766	266,361,299	891,047,065
Total general fund	$1,689,008,539	($253,406,555)	$1,435,601,984"

Page 2, replace lines 17 through 22 with:

"Salaries and wages	$4,019,839	$132,919	$4,152,758
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($652,871)	$7,865,861
Less estimated income	2,438,751	(191,191)	2,247,560
Total general fund	$6,079,981	($461,680)	$5,618,301"

Page 2, remove lines 28 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$7,291,854	$296,895	$7,588,749
Operating expenses	1,925,163	101,380	2,026,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$1,055,879	$10,686,970
Less estimated income	1,089,210	2,109,234	3,198,444
Total general fund	$8,541,881	($1,053,355)	$7,488,526
Full-time equivalent positions	45.61	(0.00)	45.61"

Page 3, replace lines 9 through 14 with:

"Salaries and wages	$4,554,349	$106,646	$4,660,995
Operating expenses	739,169	34,037	773,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$290,921	$5,608,893

Less estimated income	569,325	645,422	1,214,747
Total general fund	$4,748,647	($354,501)	$4,394,146"

Page 3, replace lines 20 through 22 with:

"Grand total general fund	$1,708,379,048	($255,276,091)	$1,453,102,957
Grand total special funds	628,783,052	268,924,764	897,707,816
Grand total all funds	$2,337,162,100	$13,648,673	$2,350,810,773"

Page 3, line 25, replace "$1,249" with "$1,241"

Page 3, remove lines 28 through 31

Page 4, replace lines 1 and 2 with:

"Department of public instruction	$65,196	$181,686	$246,882
State library	66,885	10,100	76,985
School for the deaf	117,494	3,584	121,078
North Dakota vision services - school for the blind	82,223	70	82,293
Total	$331,798	$195,440	$527,238"

Page 4, replace lines 12 through 15 with:

"Regional education association merger grants	0	100,000
North Dakota governor's school science, technology, engineering, and mathematics programs	0	220,000
Integrated formula payments	0	185,000,000
Total department of public instruction - all funds	$12,700,030	$185,320,000
Total department of public instruction - estimated income	0	185,320,000
Total department of public instruction - general fund	$12,700,030	$0"

Page 5, replace lines 1 through 3 with:

"Grand total - all funds	$13,606,030	$186,188,500
Grand total - estimated income	656,000	186,188,500
Grand total - general fund	$12,950,030	$0"

Page 5, line 20, replace "$270,000,000" with "$295,100,000"

Page 5, line 21, after "fund" insert ". Of this amount, $100,000 is for regional education association merger grants and $295,000,000 is"

Page 5, line 22, replace "$160,000,000" with "$185,100,000"

Page 5, after line 22, insert:

"**SECTION 7. ESTIMATED INCOME - ONE-TIME FUNDING - STUDENT LOAN TRUST FUND.** The estimated income line item in subdivision 1 of section 1 of this Act includes $220,000 from the student loan trust fund for the purpose of providing a one-time grant for North Dakota governor's school science, technology, engineering, and mathematics programs."

Page 5, after line 29, insert:

"**SECTION 9. EXEMPTION - ADVANCED PLACEMENT PROGRAM FUNDING.** The unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as authorized in section 32 of chapter 137 of the 2015 Session Laws to enhance the delivery of and the participation of students and

teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of program grants, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants."

Page 7, line 1, replace "three" with "eleven"

Page 7, line 3, replace "Forty-eight" with "Fifty-two"

Page 7, line 5, replace "Forty-eight" with "Fifty"

Page 7, line 16, replace "Forty-eight" with "Fifty"

Page 7, line 23, replace "Twenty-eight" with "Thirty"

Page 7, line 30, replace "$1,735,000" with "$1,530,000"

Page 8, after line 17, insert:

"**SECTION 15. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION.** The grants - other grants line item included in subdivision 1 of section 1 of this Act includes $100,000 from the foundation aid stabilization fund for the purpose of providing a one-time $25,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 16. REGIONAL EDUCATION ASSOCIATION GRANTS - DISTRIBUTION. The integrated formula payments line item included in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing annual grants to regional education associations for the biennium beginning July 1, 2017, and ending June 30, 2019. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge during the 2017-19 biennium are entitled to the annual grants that would have been paid to each of the member associations."

Page 9, line 22, replace "$2,378,000" with "$2,100,000"

Page 9, line 22, after "grants" insert "for writing projects, an entrepreneur program, and a mentoring program"

Page 9, after line 29, insert:

"**SECTION 22. LEGISLATIVE INTENT - TEACHER AND ADMINISTRATOR MENTORING.** It is the intent of the sixty-fifth legislative assembly that school districts, in addition to mentoring services provided by the state, use federal title II funding for teacher and administrator mentoring."

Page 10, line 4, remove "the North Dakota leadership in educational administration the North Dakota leadership in educational administration"

Page 10, line 5, replace "development center" with "educational leadership"

Page 10, line 25, replace "7" with "8"

Page 10, line 25, replace "22" with "27"

Renumber accordingly

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	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049	$2,326,649,049	$0
Less estimated income	624,685,766	865,741,257	25,305,808	891,047,065	865,827,065	25,220,000
General fund	$1,689,008,539	$1,460,988,672	($25,386,688)	$1,435,601,984	$1,460,821,984	($25,220,000)
State Library						
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861	$7,865,861	$0
Less estimated income	2,438,751	2,248,349	(789)	2,247,560	2,247,560	0
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301	$5,618,301	$0
School for the Deaf						
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970	$10,686,970	$0
Less estimated income	1,089,210	3,198,724	(280)	3,198,444	3,198,444	0
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526	$7,488,526	$0
Vision Services - School for the Blind						
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893	$5,608,893	$0
Less estimated income	569,325	1,214,753	(6)	1,214,747	1,214,747	0
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146	$4,394,146	$0
Bill total						
Total all funds	$2,337,162,100	$2,350,733,554	$77,219	$2,350,810,773	$2,350,810,773	$0
Less estimated income	628,783,052	872,403,083	25,304,733	897,707,816	872,487,816	25,220,000
General fund	$1,708,379,048	$1,478,330,471	($25,227,514)	$1,453,102,957	$1,478,322,957	($25,220,000)

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	$18,280,006	$17,464,178	($25,002)	$17,439,176	$17,439,176	
Operating expenses	30,517,072	30,165,005		30,165,005	30,165,005	
Integrated formula payments	1,916,640,000	1,940,295,041	(5,090,878)	1,935,204,163	1,935,204,163	
Grants - Special education contracts	17,300,000	19,300,000		19,300,000	19,300,000	
Grants - Transportation	57,000,000	51,300,000	4,100,000	55,400,000	55,400,000	
Grants - Other grants	267,807,227	254,062,705	320,000	254,382,705	254,162,705	220,000
PowerSchool	6,000,000	5,500,000		5,500,000	5,500,000	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	120,000	120,000		120,000	120,000	
Grants - Program grants		6,115,000	95,000	6,210,000	6,310,000	(100,000)
Grants - Passthrough grants		2,378,000	520,000	2,898,000	3,018,000	(120,000)
Total all funds	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049	$2,326,649,049	$0
Less estimated income	624,685,766	865,741,257	25,305,808	891,047,065	865,827,065	25,220,000
General fund	$1,689,008,539	$1,460,988,672	($25,386,688)	$1,435,601,984	$1,460,821,984	($25,220,000)
FTE	99.75	91.75	0.00	91.75	91.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Increases[1]	Adjusts Funding for Integrated Formula Payments[2]	Adjusts Funding Source for Integrated Formula Payments[3]	Restores Funding for Regional Education Association Grants[4]	Increases Funding for Transportation Grants[5]	Adds One-time Funding for Regional Education Association Merger Grants[6]
Salaries and wages	($25,002)					

Operating expenses						
Integrated formula payments		(5,590,878)		500,000		
Grants - Special education contracts						
Grants - Transportation					4,100,000	
Grants - Other grants						100,000
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						
Grants - Passthrough grants						
Total all funds	($25,002)	($5,590,878)	$0	$500,000	$4,100,000	$100,000
Less estimated income	(14,192)	0	25,000,000	0	0	100,000
General fund	($10,810)	($5,590,878)	($25,000,000)	$500,000	$4,100,000	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for the Program Grant Pool[7]	Increases Funding for Adult Education Matching Grants[8]	Increases Funding for Passthrough Grants[9]	Adds One-time Funding for the Governor's School Program[10]	Total Conference Committee Changes
Salaries and wages					($25,002)
Operating expenses					
Integrated formula payments					(5,090,878)
Grants - Special education contracts					
Grants - Transportation					4,100,000
Grants - Other grants				220,000	320,000
PowerSchool					
Transportation efficiency					
National board certification					
Grants - Program grants	(5,000)	100,000			95,000
Grants - Passthrough grants			520,000		520,000
Total all funds	($5,000)	$100,000	$520,000	$220,000	($80,880)
Less estimated income	0	0	0	220,000	25,305,808
General fund	($5,000)	$100,000	$520,000	$0	($25,386,688)
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for integrated formula payments is adjusted to remove funding for changes made by the House affecting local revenue calculations in the formula, the same as the Senate version.

[3] One-time funding from the foundation aid stabilization fund for integrated formula payments is increased by $25 million and funding from the general fund is decreased, to provide total funding from the foundation aid stabilization fund of $295 million for integrated formula payments, of which $185 million is considered one-time funding.

[4] Funding is restored for regional education association grants to provide a total of $500,000, $300,000 less than the base budget, and the same as the Senate version. The House removed funding for the regional education association coordinator grants. The Senate restored the grants as annual state aid to be distributed equally to all regional education associations that exist as of July 1, 2017, rather than grants for coordinators.

[5] Funding for transportation grants is increased to provide a total of $55.4 million, $1.6 million less than the base budget, the same as the Senate version.

[6] One-time funding is added from the foundation aid stabilization fund for regional education

association merger grants, the same as the Senate version. This program was not included in the executive recommendation or the House version.

[7] Funding for the program grant pool is adjusted to remove the free breakfast program from the grant pool ($205,000) and provide a separate grant of $200,000 for the free breakfast program in the program grants line item, the same as the Senate version, and $5,000 less than the House version.

A total of $1,530,000 from the general fund is provided for a grant pool for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants; and
- Teacher and principal evaluation system grants.

The Conference Committee did not include $100,000 added to the program grant pool by the Senate to allow the Superintendent of Public Instruction to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center.

In addition, the Conference Committee added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool, the same as the Senate version.

[8] Funding for adult education matching grants is increased to provide a total of $3,100,000 from the general fund, $1,010,411 less than the base budget and the same as the Senate version.

[9] Funding for certain passthrough grants is increased as follows to provide a total of $2,898,000 from the general fund for passthrough grants.

	Increase	Total
Teacher mentoring	$50,000	$2,050,000
Rural art outreach project	340,000	350,000
Global Bridges	100,000	200,000
Young entrepreneur education program	30,000	30,000
Total	$520,000	$2,630,000

The Senate version included $2,100,000 for teacher mentoring and $70,000 for the Pathfinders Parent project.

[10] One-time funding is provided from the student loan trust fund for the Governor's school program. Funding provided by the state for the Governor's school must be used for science, technology, engineering, and mathematics programs. Funding for this program was not included in the House or Senate version.

This amendment also:

- Amends the section related to funding provided from the foundation aid stabilization fund to provide for a $25.1 million increase in one-time funding from the fund for

integrated formula payments ($25 million) and regional education association merger grants ($100,000). The increase in funding from the foundation aid stabilization fund for integrated formula payments was not included in the House or Senate version. The Senate version included $100,000 of one-time funding from the foundation aid stabilization fund for regional education association merger grants not included in the House version.

- Adds a section identifying one-time funding provided from the student loan trust fund for the Governor's school programs. The section was not included in the House or Senate version.
- Adds a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool, the same as the Senate version.
- Amends the section related to the distribution of transportation grants to update reimbursement rates, the same as the Senate version.
- Amends the section related to the distribution of the program grant pool to adjust the total of the grant pool. The Conference Committee removed the free breakfast program from the grant pool ($205,000) to provide a separate appropriation for the program, the same as the Senate version. The Conference Committee did not add $100,000 to the grant pool for the operation and management of the North Dakota Leadership and Educational Administration Development Center included in the Senate version.
- Adds a section related to the distribution of one-time regional education association merger grants, the same as the Senate version.
- Adds a section related to the distribution of regional education association grants included in the integrated formula payments line item, the same as the Senate version.
- Amends the section related to the distribution of passthrough grants to provide certain grantees, as a condition of receiving the grant, are required to establish performance measures. The House and Senate versions both included the requirement to establish performance measures.
- Adds a section to provide it is the intent of the Legislative Assembly that school districts, in addition to mentoring services provided by the state, use federal Title II funding for teacher and administrator mentoring.
- Amends the section related to the Legislative Management study to adjust the service providers included in the study.

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	$4,019,839	$4,158,772	($6,014)	$4,152,758	$4,152,758	
Operating expenses	1,713,393	1,604,075		1,604,075	1,604,075	
Grants	2,785,500	2,109,028		2,109,028	2,109,028	
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861	$7,865,861	$0
Less estimated income	2,438,751	2,248,349	(789)	2,247,560	2,247,560	0
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301	$5,618,301	$0
FTE	29.75	28.75	0.00	28.75	28.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Increases[1]	Total Conference Committee Changes
Salaries and wages	($6,014)	($6,014)
Operating expenses		
Grants		
Total all funds	($6,014)	($6,014)
Less estimated income	(789)	(789)
General fund	($5,225)	($5,225)
FTE	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

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	$7,291,854	$7,498,207	$90,542	$7,588,749	$7,588,749	
Operating expenses	1,925,163	1,976,543	50,000	2,026,543	2,026,543	
Capital assets	227,174	891,678		891,678	891,678	
Grants	186,900	180,000		180,000	180,000	
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970	$10,686,970	$0
Less estimated income	1,089,210	3,198,724	(280)	3,198,444	3,198,444	0
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526	$7,488,526	$0
FTE	45.61	44.61	1.00	45.61	45.61	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Increases[1]	Restores 1 FTE Position[2]	Increases Funding for Operating Expenses[3]	Total Conference Committee Changes
Salaries and wages	($9,458)	$100,000		$90,542
Operating expenses			50,000	50,000
Capital assets				
Grants				
Total all funds	($9,458)	$100,000	$50,000	$140,542
Less estimated income	(280)	0	0	(280)
General fund	($9,178)	$100,000	$50,000	$140,822
FTE	0.00	1.00	0.00	1.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

[2] One FTE position and related funding of $100,000 is restored, the same as the Senate version. The executive recommendation and House version removed 1 FTE position and related funding of $120,000.

[3] Funding for operating expenses is restored, the same as the Senate version. The executive recommendation and House version reduced funding for operating expenses by $100,000.

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	$4,554,349	$4,667,424	($6,429)	$4,660,995	$4,660,995	
Operating expenses	739,169	743,206	30,000	773,206	773,206	
Capital assets	24,454	174,692		174,692	174,692	
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893	$5,608,893	$0
Less estimated income	569,325	1,214,753	(6)	1,214,747	1,214,747	0
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146	$4,394,146	$0
FTE	30.00	28.50	0.00	28.50	28.50	0.00

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

	Adjusts Funding for Health Insurance Increases[1]	Increases Funding for Operating Expenses[2]	Total Conference Committee Changes
Salaries and wages	($6,429)		($6,429)
Operating expenses		30,000	30,000
Capital assets			
Total all funds	($6,429)	$30,000	$23,571
Less estimated income	(6)	0	(6)
General fund	($6,423)	$30,000	$23,577
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month, the same as the Senate version. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for operating expenses is increased, the same as the Senate version. The executive recommendation and House version did not include this increase.

Engrossed HB 1013 was placed on the Seventh order of business on the calendar.

2017 TESTIMONY

HB 1013

HB1013 1-4-17 #1

K-12 Funding Update

Jerry Coleman – Director
School Finance and Organization

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DEPARTMENT OF PUBLIC INSTRUCTION
Kirsten Baesler, Superintendent
600 East Boulevard Avenue Dept. 201
Bismarck, North Dakota 58505-0440

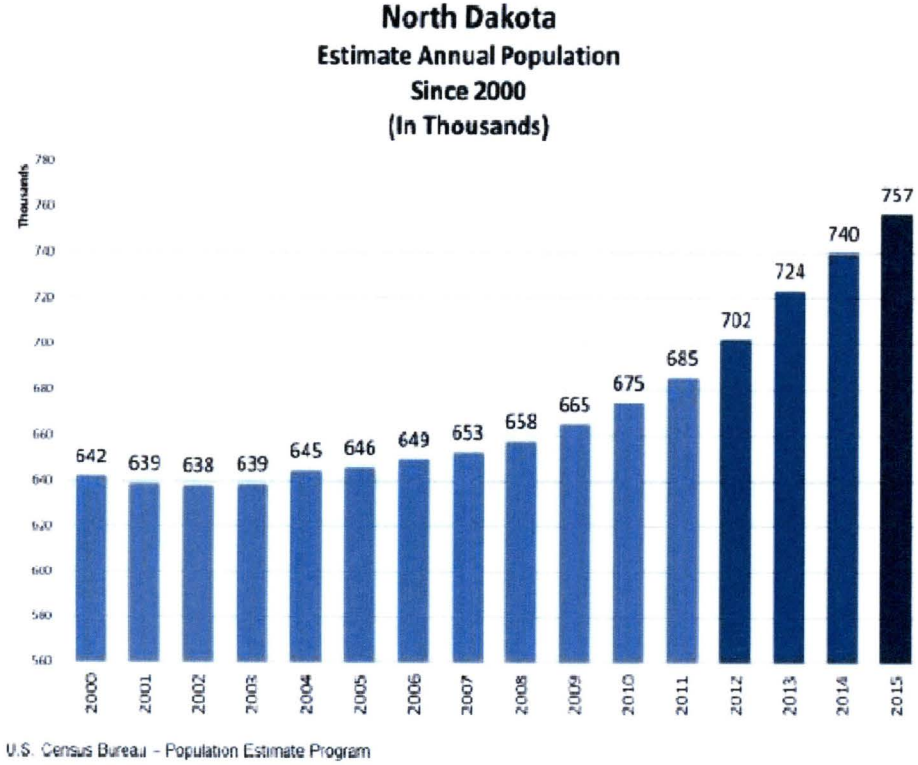
ND K-12
2016-17 Statistics

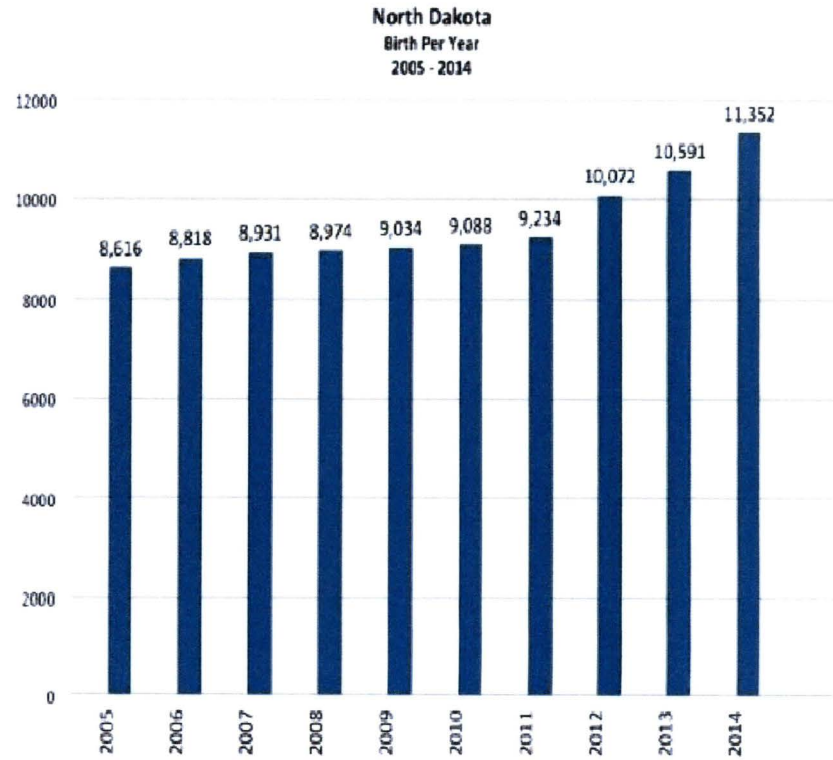
	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	178	43	4	5	32	13	275
Schools	373	53	4	6	-	-	436
K-12 Enrollment	106,863	6,573	35	1,532	-	-	115,003
Licensed Staff	10,452	708	76	227	380	128	11,971
Non-Licensed Staff	6,518	337	75	180	227	46	7,383
Graduates	6,817	323	4	43	-	-	7,187

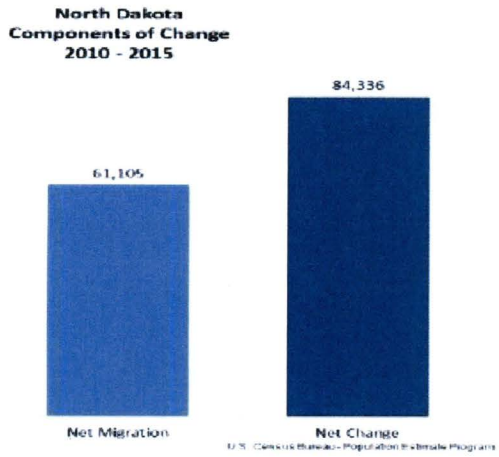
ND Population Historical Overview

1870	2,405
1880	36,909
1890	190,983
1900	319,146
1910	577,056
1920	646,872
1930	680,845
1940	641,935
1950	619,636
1960	632,446
1970	617,761
1980	652,717
1990	638,800
2000	642,200
2010	672,591
2015 est.	757,000

3



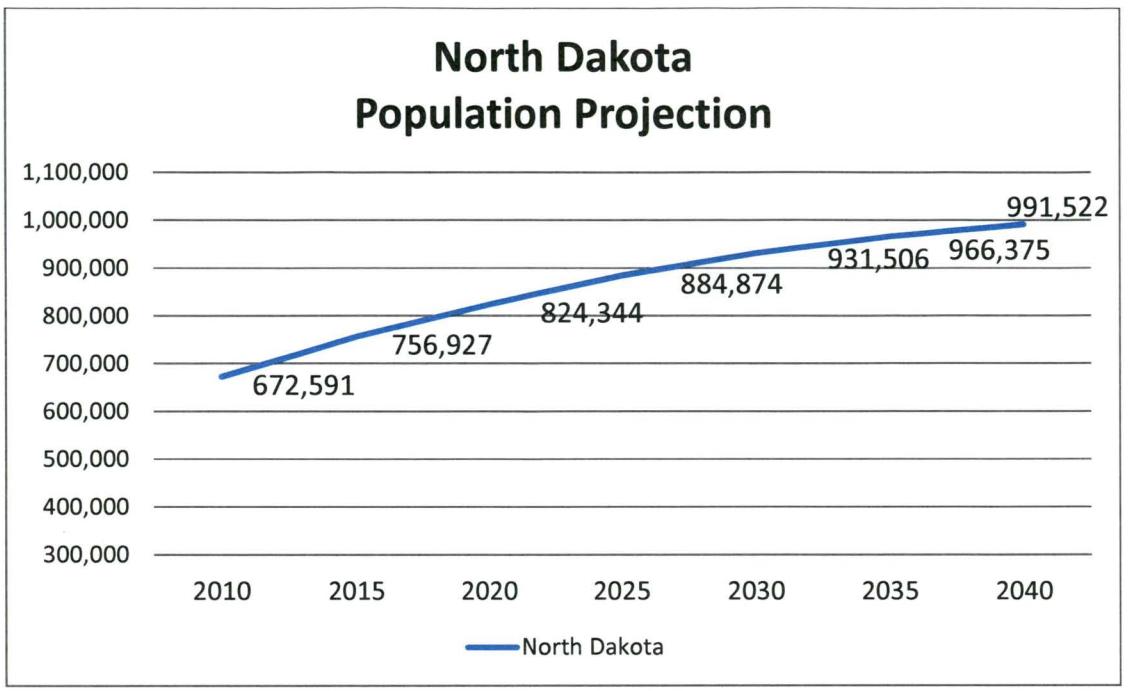




source: North Dakota Census Office

EXPECTED MIGRATION SCENARIO

The population of the state is expected to grow continuously from now to 2040, but begin to slow after 2030.

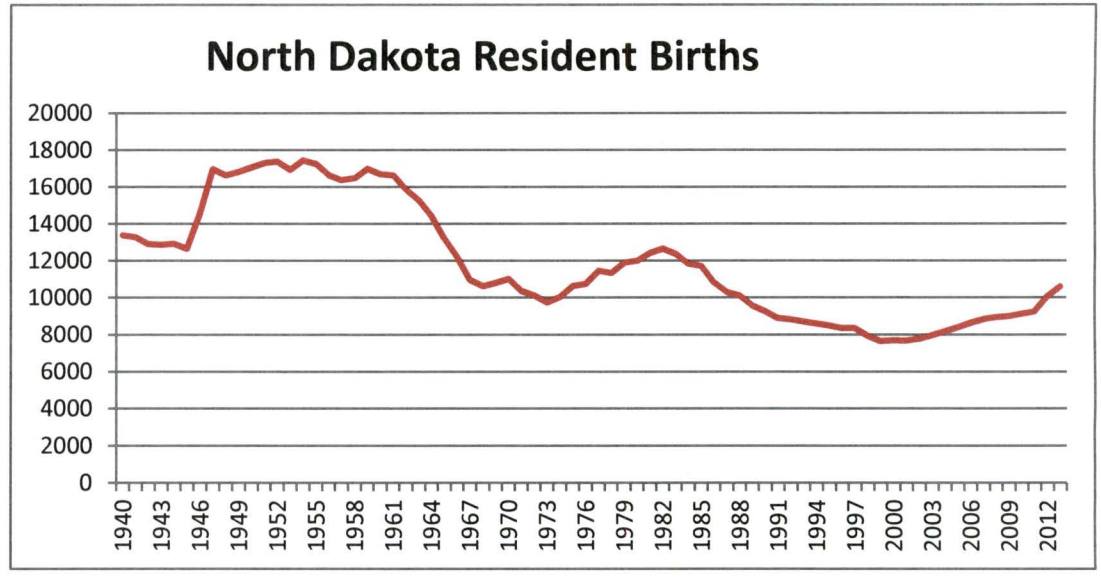


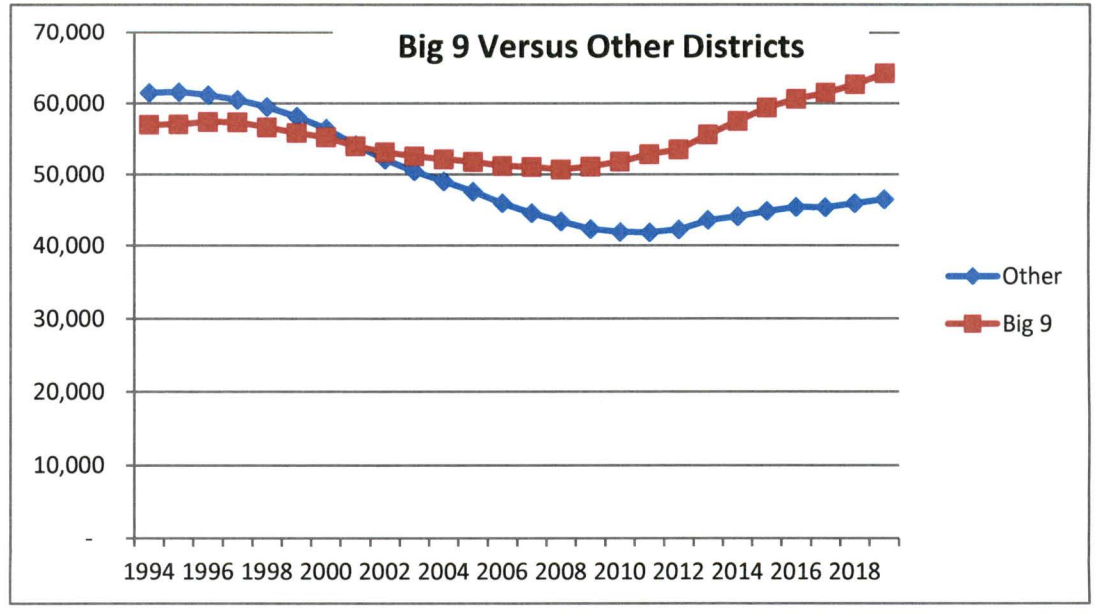
COMPONENTS OF CHANGE

Population change is generally counted in two ways: natural growth (births minus deaths) and net migration. There is a high level of interaction between these two components as the age groups most likely to migrate are those of, or near, child bearing ages and young children. Increased migration into the state has resulted in a significant increase in childbirths within the past few years. Under our expected migration scenario, this component is expected to continue to be a factor in the state's population growth between now and 2025. Afterwards, natural growth is expected to surpass migration as the primary driver in the growth of the state's population. Natural growth is expected to reach its highest level of contribution to the state's population increase during the timeframe from 2026 and 2030 and slowly taper off afterwards, but remain positive.

North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,116	57,540	101,656
2015	44,839	59,439	104,278
2016	45,423	60,647	106,070
2017	45,373	61,490	106,863
2018	45,928	62,676	108,604
2019	46,480	64,212	110,692





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 11/2016

2018 and 2019 projected using 3 year cohort survival routine

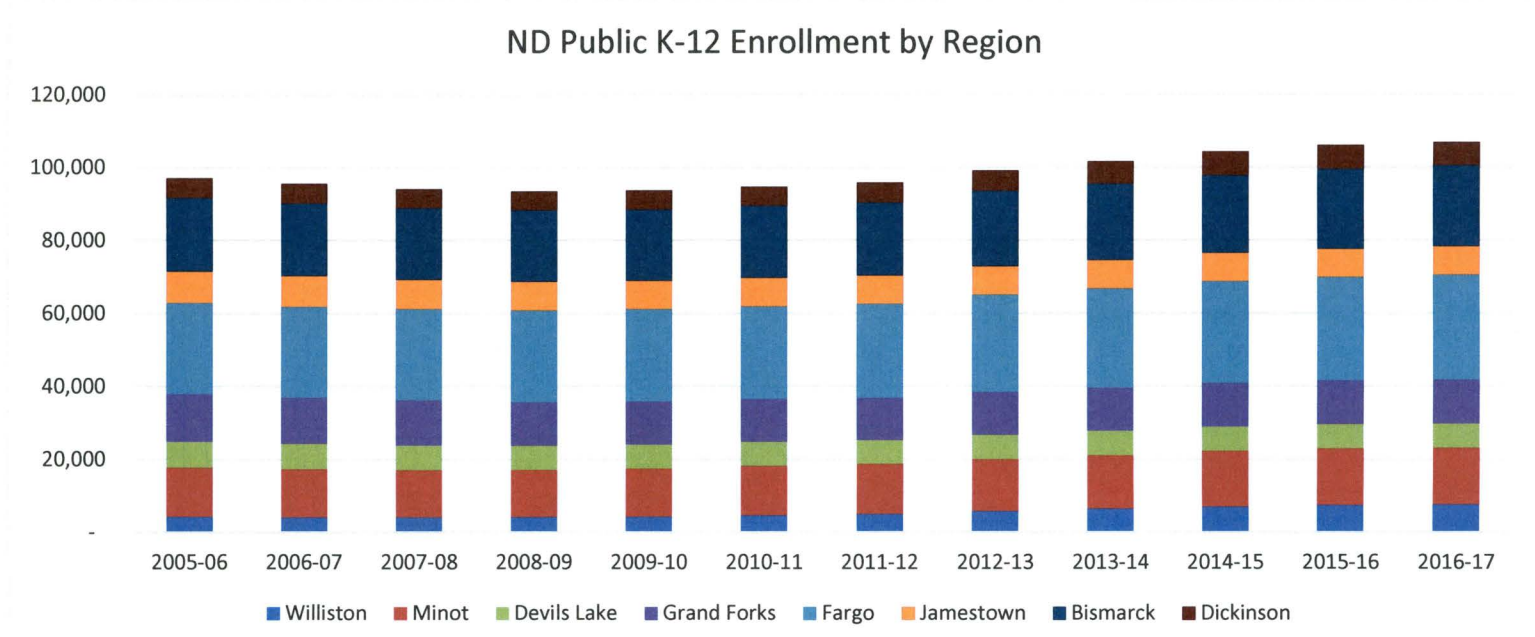
2017 finalized November 1, 2016

ND Public K-12 Enrollment by Region

State planning regions

Finalized November 1, 2016

Region Number	Region Name	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2010-11	
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Students	Percent
1	Williston	4,209	4,056	4,061	4,123	4,236	4,583	5,013	5,721	6,457	7,052	7,502	7,668	166	2.2%	3,085	67.3%
2	Minot	13,448	13,177	12,944	12,959	13,177	13,640	13,650	14,246	14,578	15,294	15,406	15,373	(33)	-0.2%	1,733	12.7%
3	Devils Lake	7,200	6,982	6,765	6,621	6,627	6,612	6,572	6,714	6,719	6,672	6,716	6,767	51	0.8%	155	2.3%
4	Grand Forks	13,023	12,666	12,420	11,963	11,849	11,691	11,579	11,755	11,781	11,864	11,940	12,020	80	0.7%	329	2.8%
5	Fargo	25,027	25,012	24,964	25,126	25,257	25,400	25,837	26,673	27,262	27,889	28,348	28,732	384	1.3%	3,332	13.1%
6	Jamestown	8,555	8,269	7,963	7,812	7,732	7,760	7,702	7,719	7,648	7,678	7,656	7,656	-	0.0%	(104)	-1.3%
7	Bismarck	20,119	19,982	19,686	19,647	19,586	19,815	19,975	20,634	21,066	21,367	21,927	22,222	295	1.3%	2,407	12.1%
8	Dickinson	5,539	5,456	5,254	5,155	5,251	5,228	5,450	5,730	6,145	6,462	6,575	6,425	(150)	-2.3%	1,197	22.9%
	Total	97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	793	0.7%	12,134	12.8%
	Change		(1,520)	(1,543)	(651)	309	1,014	1,049	3,414	2,464	2,622	1,792	793				



Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)											PRELIM	One Year				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Frontier	Oil Prod	Big 10
53	Williams	3,079	3,009	3,015	3,081	3,165	3,430	3,695	4,106	4,627	4,913	5,287	5,447	160	2.9%		x	x
08	Burleigh	10,761	10,872	10,873	10,918	10,936	11,102	11,264	11,675	11,926	12,244	12,575	12,936	361	2.8%			x
09	Cass	18,851	18,991	19,066	19,403	19,751	19,974	20,434	21,295	21,912	22,562	23,090	23,542	452	1.9%			x
18	Grand Forks	9,183	8,996	8,797	8,500	8,458	8,415	8,342	8,506	8,587	8,720	8,818	8,908	90	1.0%			x
40	Rolette	2,855	2,790	2,727	2,715	2,775	2,802	2,780	2,904	2,877	2,881	2,923	2,928	5	0.2%			x
30	Morton	4,131	4,073	3,987	3,989	4,028	4,134	4,102	4,223	4,391	4,398	4,522	4,530	8	0.2%			x
51	Ward	8,713	8,607	8,398	8,435	8,673	9,090	8,992	9,428	9,708	10,119	10,155	10,110	(45)	-0.4%		x	x
39	Richland	2,570	2,487	2,423	2,337	2,260	2,282	2,287	2,250	2,251	2,234	2,228	2,217	(11)	-0.5%			x
47	Stutsman	2,831	2,724	2,645	2,617	2,607	2,555	2,575	2,558	2,548	2,591	2,613	2,592	(21)	-0.8%			x
45	Stark	3,318	3,295	3,199	3,160	3,228	3,272	3,404	3,562	3,897	4,209	4,265	4,208	(57)	-1.4%		x	x
20	Griggs	462	415	407	392	377	375	365	370	368	376	385	413	28	6.8%	x		
14	Eddy	468	421	385	353	322	341	320	340	319	312	296	315	19	6.0%	x		
52	Wells	664	638	589	566	546	568	542	548	544	543	531	560	29	5.2%	x		
48	Towner	353	322	297	301	281	271	265	261	272	269	273	286	13	4.5%	x		
22	Kidder	435	408	397	400	400	402	375	370	368	353	350	366	16	4.4%	x		
31	Mountrail	1,347	1,327	1,380	1,370	1,433	1,491	1,564	1,616	1,591	1,787	1,817	1,873	56	3.0%	x	x	
43	Sioux	436	399	360	350	384	397	413	421	424	438	469	478	9	1.9%	x		
32	Nelson	524	490	494	462	468	443	449	443	455	439	414	419	5	1.2%	x		
02	Barnes	1,608	1,557	1,521	1,512	1,523	1,540	1,506	1,492	1,471	1,475	1,424	1,441	17	1.2%			
36	Ramsey	1,985	1,922	1,861	1,800	1,832	1,791	1,743	1,759	1,764	1,748	1,772	1,790	18	1.0%			
10	Cavalier	580	555	521	479	458	437	442	428	435	438	472	476	4	0.8%	x		
26	McIntosh	457	430	391	374	381	390	379	377	384	374	359	361	2	0.6%	x		
19	Grant	317	304	286	255	247	243	238	237	221	212	225	226	1	0.4%	x		
29	Mercer	1,459	1,403	1,342	1,333	1,251	1,254	1,241	1,276	1,312	1,282	1,289	1,294	5	0.4%		x	
05	Bottineau	902	857	816	852	785	765	761	795	820	861	844	847	3	0.4%	x	x	
27	McKenzie	865	810	813	814	839	927	1,038	1,275	1,476	1,783	1,875	1,881	6	0.3%	x	x	
34	Pembina	1,413	1,333	1,328	1,247	1,224	1,309	1,260	1,231	1,195	1,147	1,130	1,132	2	0.2%			
12	Divide	265	237	233	228	232	226	280	340	354	356	340	340	-	0.0%	x	x	
44	Slope	13	16	16	15	21	19	15	16	23	22	21	21	-	0.0%	x	x	
25	McHenry	1,006	962	904	875	862	853	857	909	954	953	969	969	-	0.0%	x	x	
01	Adams	336	312	282	279	283	258	248	280	277	266	268	267	(1)	-0.4%	x	x	
23	LaMoure	671	658	647	613	625	630	631	650	653	643	644	641	(3)	-0.5%	x		
41	Sargent	804	799	759	740	708	671	664	649	638	615	608	605	(3)	-0.5%	x		
49	Traill	1,507	1,454	1,437	1,396	1,331	1,311	1,274	1,329	1,315	1,329	1,302	1,293	(9)	-0.7%			
03	Benson	959	972	974	973	959	970	1,022	1,022	1,052	1,024	980	972	(8)	-0.8%	x		
50	Walsh	1,903	1,847	1,801	1,754	1,699	1,524	1,528	1,575	1,544	1,558	1,578	1,561	(17)	-1.1%			
24	Logan	335	346	327	328	331	340	343	355	345	342	341	337	(4)	-1.2%	x		
38	Renville	623	577	578	575	572	577	604	596	601	607	630	615	(15)	-2.4%	x	x	

Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)											PRELIM	One Year				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Frontier	Oil Prod	Big 10
16	Foster	647	616	583	573	529	518	539	543	520	520	517	502	(15)	-3.0%	x		
35	Pierce	594	574	625	610	613	612	603	583	573	604	613	595	(18)	-3.0%	x		
06	Bowman	590	605	587	559	551	525	548	595	612	593	604	585	(19)	-3.2%	x	x	
28	McLean	1,518	1,497	1,454	1,436	1,433	1,410	1,484	1,582	1,546	1,600	1,623	1,569	(54)	-3.4%	x	x	
37	Ransom	989	990	994	972	947	920	945	929	955	963	952	918	(34)	-3.7%	x		
21	Hettinger	418	411	386	360	373	379	409	421	424	451	468	451	(17)	-3.8%	x	x	
07	Burke	263	273	243	242	239	252	269	319	331	363	378	364	(14)	-3.8%	x	x	
11	Dickey	880	885	853	837	813	844	822	826	815	814	842	809	(33)	-4.1%	x		
15	Emmons	659	628	618	621	588	571	548	544	548	528	535	505	(30)	-5.9%	x		
13	Dunn	473	447	429	438	437	434	452	476	516	527	534	504	(30)	-6.0%	x	x	
42	Sheridan	138	143	132	137	123	106	100	106	103	104	115	108	(7)	-6.5%	x		
04	Billings	50	48	46	42	44	38	55	67	76	73	80	75	(5)	-6.7%	x	x	
33	Oliver	265	255	237	208	196	196	210	200	227	208	224	210	(14)	-6.7%	x		
17	Golden Valley	341	322	309	302	314	303	319	313	320	321	335	314	(21)	-6.7%	x	x	
46	Steele	306	291	285	278	260	242	233	221	191	186	168	157	(11)	-7.0%	x		
Total		97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	793	0.7%	37	19	10

														One Year Change		Change from 2010-11	
														Students	Percent	Students	Percent
Non Frontier Counties	76,167	75,360	74,420	74,197	74,741	75,785	76,427	79,169	81,325	83,410	84,971	85,929	958	1.1%	10,144	13.4%
[1]Frontier Counties	20,953	20,240	19,637	19,209	18,974	18,944	19,351	20,023	20,331	20,868	21,099	20,934	(165)	-0.8%	1,990	10.5%

[1]Counties with less than seven persons per square mile (U.S. Census Bureau 2010).

													One Year Change		Change from 2010-11	
													Students	Percent	Students	Percent
[2]Oil Producing Counties	25,579	25,015	24,430	24,396	24,735	25,503	26,235	27,972	29,465	31,086	31,782	31,734	(48)	-0.2%	6,231	24.4%
Non-Oil Producing Coun	71,541	70,585	69,627	69,010	68,980	69,226	69,543	71,220	72,191	73,192	74,288	75,129	841	1.1%	5,903	8.5%

[2]Members of ND Association of Oil & Gas Producing Counties.

													One Year Change		Change from 2010-11	
													Students	Percent	Students	Percent
[3]Largest 10 Counties	66,292	65,844	65,130	65,155	65,881	67,056	67,875	70,507	72,724	74,871	76,476	77,418	942	1.2%	10,362	15.5%
All Other Counties	30,828	29,756	28,927	28,251	27,834	27,673	27,903	28,685	28,932	29,407	29,594	29,445	(149)	-0.5%	1,772	6.4%

[3] Counties containing school districts with enrollment exceeding 2,000 students.

ND Public K-12 Enrollment Cohorts
Unduplicated Fall Enrollment Count

	School Year											---> projected	
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Kindergarten	6,578	6,648	6,729	7,214	7,470	7,445	8,236	8,575	8,822	9,033	8,925	8,841	9,078	9,270
Grade 1	6,907	6,704	6,827	6,744	7,147	7,478	7,517	8,366	8,605	8,901	9,051	8,719	8,770	8,991
Grade 2	6,916	6,747	6,511	6,748	6,725	7,195	7,487	7,707	8,401	8,642	8,871	8,843	8,616	8,663
Grade 3	6,913	6,907	6,787	6,541	6,839	6,914	7,225	7,723	7,853	8,417	8,663	8,758	8,804	8,582
Grade 4	7,014	6,929	6,931	6,812	6,547	6,972	7,025	7,379	7,817	7,989	8,433	8,671	8,774	8,821
Grade 5	7,077	7,001	6,983	6,962	6,904	6,675	7,023	7,291	7,531	7,953	7,984	8,454	8,686	8,790
Grade 6	7,299	7,130	7,036	7,074	7,089	7,140	6,884	7,338	7,462	7,809	8,096	8,119	8,658	8,861
Grade 7	7,877	7,465	7,289	7,218	7,249	7,367	7,320	7,254	7,585	7,661	7,948	8,190	8,259	8,806
Grade 8	7,987	7,868	7,467	7,360	7,301	7,297	7,421	7,496	7,335	7,638	7,694	7,925	8,198	8,277
Grade 9	8,461	8,262	8,045	7,670	7,572	7,578	7,462	7,796	7,776	7,672	7,931	7,985	8,216	8,509
Grade 10	8,235	8,174	8,002	7,855	7,683	7,682	7,517	7,515	7,707	7,678	7,607	7,763	7,897	8,126
Grade 11	7,992	7,961	7,802	7,620	7,563	7,415	7,354	7,414	7,414	7,458	7,434	7,251	7,460	7,592
Grade 12	7,864	7,804	7,643	7,588	7,626	7,563	7,308	7,338	7,348	7,427	7,433	7,344	7,188	7,404
Total	97,120	95,600	94,052	93,406	93,715	94,721	95,779	99,192	101,656	104,278	106,070	106,863	108,604	110,692
Change		(1,520)	(1,548)	(646)	309	1,006	1,058	3,413	2,464	2,622	1,792	793	1,741	2,088

2016-17 Enrollment Observations

Enrollment in public schools declined by 25,000 students over a 15 year period ending 2010.

- Since 2010 enrollment has increased 13,127.
- The fall public K-12 enrollment for 2016-17 is estimated at 106,863.

School Districts declined by 70 over the same period.

- 178 districts ... 150 k-12; 26 elementary; 2 non-operating in 2016-17.
- 175 districts educate students.

The number of teachers remained relatively constant.

- Since 2010 licensed staff have increased 12%.
- Since 2010 enrollment has increased 14%.

More students are entering than exiting.

- Births reached a record low in 2001 and have been rising since then.
  - Births in 2001 were 7,664
  - Births in 2010 were 9,088
  - Births in 2013 were 10,591
  - Births in 2014 were 11,352
  - Births in 2015 were 11,265
- Grades K-4 average 8,760, Grades 4-12 average 7,880.
- Entering Kindergarten are 8,770, exiting seniors are 7,340.

Statewide projections show moderate enrollment increases over the next decade.

- We had been expecting enrollments to increase by 2,000-3,000 annually.
- We have adjusted that to 1,000 to 2,000 annually.

60% of ND students are served in ND's major cities where enrollments are expected to steadily increase.

- 64% of ND students are enrolled in 14 school districts with enrollment over 1,000.
- 58% of ND students are enrolled in 9 school districts with enrollment over 2,000.

Many small rural school districts will continue to experience declines.

- 95 districts lost an average of 14 students.
- 80 districts gained an average 25 students.

Impact from rapid oil development is real and unpredictable.

- The Minot, Williston and Dickinson regions showed no growth in students in 2016-17.
- Fargo and Bismarck regions increased 1.4% over the previous year.

North Dakota Census Office population projections presented as of January 19, 2016:

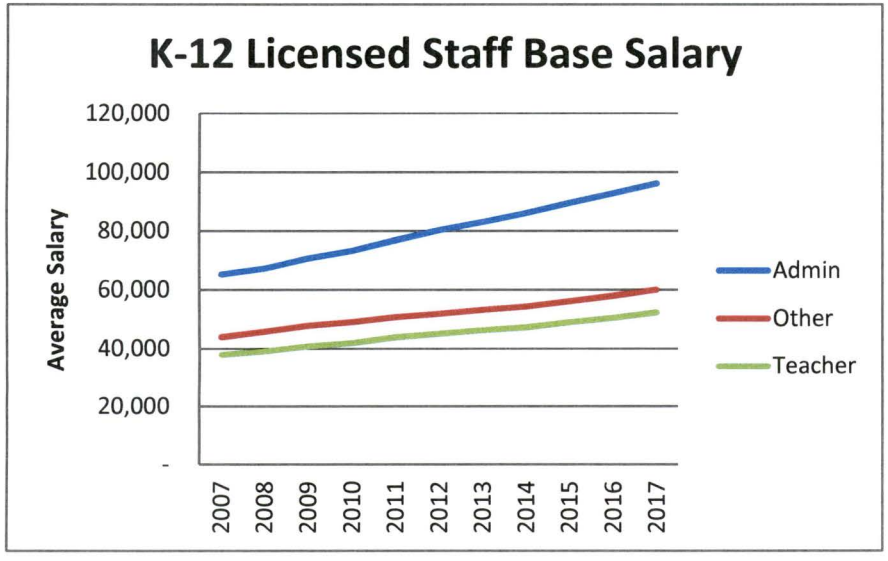
- Since 2010 the state has gained an estimated 84,000 residents.
- On July 1, 2015 the state's population was estimated at 757,000.
- The state's population is estimated to be between 800,000 and 849,000 by 2020, a growth of 23% since 2010.
- A significant reversal of out-migration, an influx in the number of adults of childbearing age and corresponding increase in the number of child births has changed the make-up of the state's population the past few years.

ND Teacher Base Salary and FTE History

School Year	Licensed FTE Admin fte	Other fte	Teacher fte	Average Salary Admin	Other	Teacher	K-12 Enr	Enr/FTE Ratio
2007	516	882	7,568	65,118	43,887	37,840	95,600	10.7
2008	511	875	7,609	67,120	45,725	39,137	94,057	10.5
2009	517	866	7,697	70,608	47,794	40,750	93,406	10.3
2010	521	902	7,829	73,156	48,923	41,977	93,715	10.1
2011	528	1,006	7,881	76,885	50,635	43,852	94,729	10.1
2012	535	1,017	7,911	80,268	51,711	45,072	95,778	10.1
2013	533	1,045	8,076	83,074	53,124	46,275	99,192	10.3
2014	552	1,039	8,192	86,115	54,245	47,231	101,656	10.4
2015	565	1,100	8,330	89,534	56,004	48,893	104,278	10.4
2016	577	1,145	8,474	92,826	57,842	50,455	106,070	10.4
2017	585	1,176	8,575	96,175	59,917	52,239	106,863	10.3

Licensed personnnel (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.



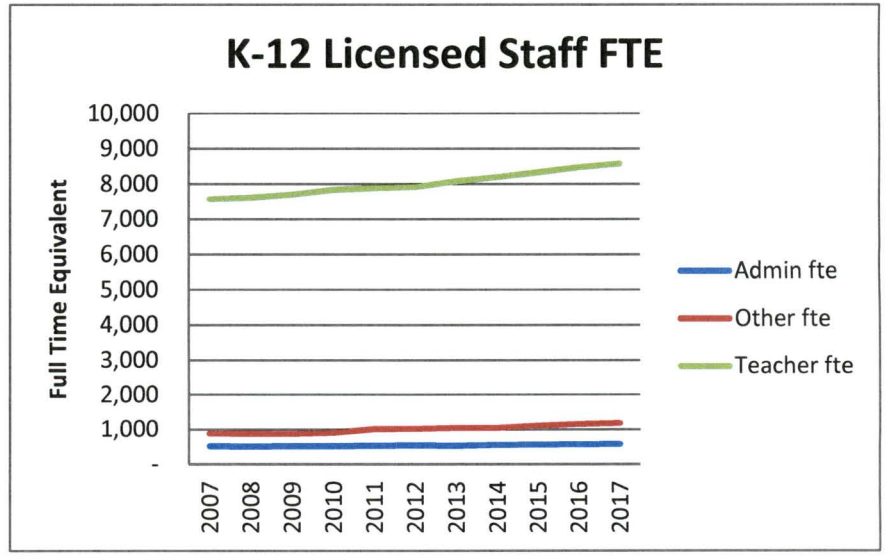


Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2014-15

	Current dollars							Constant 2014-15 dollars[1]							
State	1969-70	1979-80	1989-90	1999-2000	2009-10	2013-14	2014-15	1969-70	1979-80	1989-90	1999-2000	2009-10	2013-14	2014-15	Percent change, 1999-2000 to 2014-15
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	**$8,626**	**$15,970**	**$31,367**	**$41,807**	**$55,202**	**$56,610**	**$57,379**	**$54,046**	**$48,687**	**$58,467**	**$58,448**	**$60,281**	**$57,022**	**$57,379**	**-1.8**
Alabama	6,818	13,060	24,828	36,689	47,571	48,720	49,497	42,718	39,815	46,278	51,293	51,948	49,075	49,497	-3.5
Alaska	10,560	27,210	43,153	46,462	59,672	65,891	66,755	66,163	82,954	80,436	64,956	65,162	66,371	66,755	2.8
Arizona	8,711	15,054	29,402	36,902	46,952	45,335	45,406	54,578	45,894	54,804	51,590	51,272	45,665	45,406	-12.0
Arkansas	6,307	12,299	22,352	33,386	46,700	47,319	48,017	39,516	37,495	41,663	46,675	50,997	47,664	48,017	2.9
California	10,315	18,020	37,998	47,680	68,203	71,396	72,535	64,628	54,937	70,827	66,659	74,478	71,916	72,535	8.8
Colorado	7,761	16,205	30,758	38,163	49,202	49,615	49,828	48,626	49,403	57,332	53,353	53,729	49,976	49,828	-6.6
Connecticut	9,262	16,229	40,461	51,780	64,350	70,583	71,709	58,030	49,476	75,418	72,391	70,271	71,097	71,709	-0.9
Delaware	9,015	16,148	33,377	44,435	57,080	59,305	59,195	56,483	49,230	62,213	62,122	62,332	59,737	59,195	-4.7
District of Columbia	10,285	22,190	38,402	47,076	64,548	73,162	75,490	64,440	67,649	71,580	65,814	70,487	73,695	75,490	14.7
Florida	8,412	14,149	28,803	36,722	46,708	47,780	48,992	52,705	43,135	53,688	51,339	51,006	48,128	48,992	-4.6
Georgia	7,276	13,853	28,006	41,023	53,112	52,924	53,382	45,587	42,233	52,202	57,352	57,999	53,309	53,382	-6.9
Hawaii	9,453	19,920	32,047	40,578	55,063	56,291	57,189	59,227	60,729	59,734	56,730	60,129	56,701	57,189	0.8
Idaho	6,890	13,611	23,861	35,547	46,283	44,465	45,218	43,169	41,495	44,476	49,696	50,541	44,789	45,218	-9.0
Illinois	9,569	17,601	32,794	46,486	62,077	60,124	61,083	59,954	53,659	61,127	64,989	67,789	60,562	61,083	-6.0
Indiana	8,833	15,599	30,902	41,850	49,986	50,289	50,502	55,343	47,556	57,600	58,508	54,585	50,655	50,502	-13.7
Iowa	8,355	15,203	26,747	35,678	49,626	52,032	52,862	52,348	46,349	49,855	49,879	54,192	52,411	52,862	6.0
Kansas	7,612	13,690	28,744	34,981	46,657	48,221	48,990	47,692	41,736	53,578	48,905	50,950	48,572	48,990	0.2
Kentucky	6,953	14,520	26,292	36,380	49,543	50,560	51,093	43,564	44,266	49,007	50,861	54,101	50,928	51,093	0.5
Louisiana	7,028	13,760	24,300	33,109	48,903	49,067	47,886	44,033	41,949	45,294	46,288	53,402	49,424	47,886	3.5
Maine	7,572	13,071	26,881	35,561	46,106	49,232	50,017	47,442	39,849	50,105	49,716	50,348	49,590	50,017	0.6
Maryland	9,383	17,558	36,319	44,048	63,971	64,546	64,845	58,789	53,528	67,697	61,581	69,857	65,016	64,845	5.3
Massachusetts	8,764	17,253	34,712	46,580	69,273	73,195	74,805	54,910	52,598	64,702	65,121	75,647	73,728	74,805	14.9
Michigan	9,826	19,663	37,072	49,044	57,958	62,166	62,778	61,564	59,946	69,101	68,565	63,291	62,619	62,778	-8.4
Minnesota	8,658	15,912	32,190	39,802	52,431	54,752	56,670	54,246	48,510	60,001	55,645	57,255	55,151	56,670	1.8
Mississippi	5,798	11,850	24,292	31,857	45,644	42,187	42,564	36,327	36,126	45,279	44,537	49,844	42,494	42,564	-4.4
Missouri	7,799	13,682	27,094	35,656	45,317	46,750	47,394	48,864	41,712	50,502	49,849	49,487	47,090	47,394	-4.9
Montana	7,606	14,537	25,081	32,121	45,759	49,893	50,999	47,655	44,318	46,750	44,906	49,969	50,256	50,999	13.6
Nebraska	7,375	13,516	25,522	33,237	46,227	49,539	50,318	46,208	41,206	47,572	46,467	50,480	49,900	50,318	8.3
Nevada	9,215	16,295	30,590	39,390	51,524	55,813	56,703	57,736	49,678	57,019	55,069	56,265	56,219	56,703	3.0
New Hampshire	7,771	13,017	28,986	37,734	51,443	57,057	58,554	48,689	39,684	54,029	52,754	56,176	57,472	58,554	11.0
New Jersey	9,130	17,161	35,676	52,015	65,130	68,238	69,038	57,203	52,318	66,499	72,719	71,123	68,735	69,038	-5.1
New Mexico	7,796	14,887	24,756	32,554	46,258	45,727	46,003	48,845	45,385	46,144	45,512	50,514	46,060	46,003	1.1
New York	10,336	19,812	38,925	51,020	71,633	76,409	77,628	64,759	60,400	72,555	71,328	78,224	76,965	77,628	8.8
North Carolina	7,494	14,117	27,883	39,404	46,850	44,990	47,783	46,953	43,038	51,973	55,088	51,161	45,318	47,783	-13.3
North Dakota	6,696	13,263	23,016	29,863	42,964	48,666	50,025	41,953	40,434	42,901	41,750	46,917	49,020	50,025	19.8
Ohio	8,300	15,269	31,218	41,436	55,958	55,913	56,172	52,003	46,550	58,189	57,929	61,107	56,320	56,172	-3.0
Oklahoma	6,882	13,107	23,070	31,298	47,691	44,549	44,628	43,119	39,959	43,002	43,756	52,079	44,873	44,628	2.0
Oregon	8,818	16,266	30,840	42,336	55,224	58,638	59,811	55,249	49,589	57,485	59,187	60,305	59,065	59,811	1.1
Pennsylvania	8,858	16,515	33,338	48,321	59,156	63,701	64,717	55,499	50,348	62,141	67,555	64,599	64,165	64,717	-4.2
Rhode Island	8,776	18,002	36,057	47,041	59,686	64,696	65,918	54,985	54,882	67,209	65,765	65,178	65,167	65,918	0.2
South Carolina	6,927	13,063	27,217	36,081	47,508	48,430	48,709	43,401	39,824	50,731	50,443	51,879	48,783	48,709	-3.4
South Dakota	6,403	12,348	21,300	29,071	38,837	40,023	40,661	40,118	37,645	39,702	40,642	42,410	40,314	40,661	#
Tennessee	7,050	13,972	27,052	36,328	46,290	47,742	48,503	44,171	42,596	50,424	50,788	50,549	48,090	48,503	-4.5
Texas	7,255	14,132	27,496	37,567	48,261	49,690	50,576	45,456	43,083	51,252	52,520	52,701	50,052	50,576	-3.7
Utah	7,644	14,909	23,686	34,946	45,885	45,695	45,848	47,893	45,452	44,150	48,856	50,107	46,028	45,848	-6.2
Vermont	7,968	12,484	29,012	37,758	49,084	55,958	57,642	49,923	38,059	54,077	52,787	53,600	56,365	57,642	9.2
Virginia	8,070	14,060	30,938	38,744	50,015	49,826	50,620	50,562	42,864	57,667	54,166	54,617	50,189	50,620	-6.5
Washington	9,225	18,820	30,457	41,043	53,003	52,969	53,714	57,799	57,376	56,771	57,380	57,880	53,355	53,714	-6.4
West Virginia	7,650	13,710	22,842	35,009	45,959	45,086	45,647	47,931	41,797	42,577	48,944	50,188	45,414	45,647	-6.7
Wisconsin	8,963	16,006	31,921	41,153	51,264	53,679	54,535	56,157	48,797	59,500	57,534	55,981	54,070	54,535	-5.2
Wyoming	8,232	16,012	28,141	34,127	55,861	56,583	57,715	51,577	48,815	52,454	47,711	61,001	56,995	57,715	21.0

#Rounds to zero.

[1] Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.

SOURCE: National Education Association, *Estimates of School Statistics*, 1969-70 through 2014-15. (This table was prepared September 2015.)

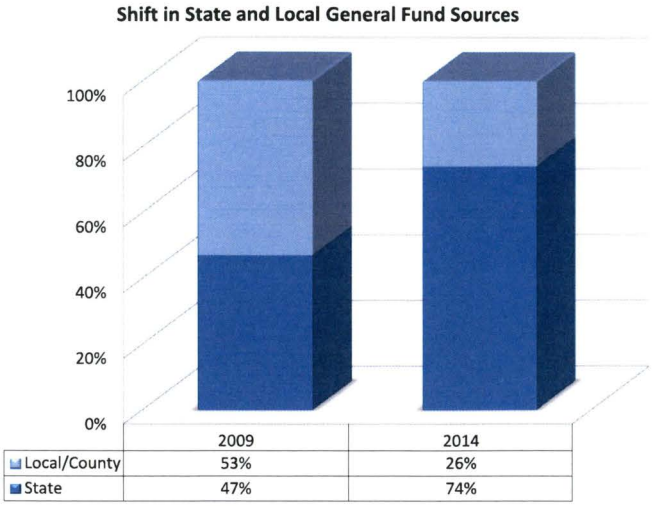
State Aid To Schools

	Biennial Appropriation 2001-2003	Biennial Appropriation 2003-2005	Biennial Appropriation 2005-2007	Biennial Appropriation 2007-2009	Biennial Appropriation 2009-2011	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Biennial Appropriation 2015-2017	Exec Rec 2017-2019
*Grants - State school aid	437,971,648	454,579,490	484,053,759	726,165,879	808,370,295	918,459,478	1,752,100,000	1,916,640,000	1,947,120,547
Grants - Transportation	36,000,000	34,800,000	33,500,000	33,500,000	43,500,000	48,500,000	53,500,000	57,000,000	51,300,000
Grants - Special education aid	49,898,695	49,898,695	52,500,000	17,500,000	15,500,000	16,000,000	16,500,000	17,300,000	19,300,000
Grants - Teacher compensation payment	35,036,000	51,854,000	50,912,120						
Grants - Tuition apportionment	67,239,025	69,495,371	71,600,000						
Grants - Revenue supplement payments	2,200,000	5,000,000	5,000,000						
Grants - Supplemental operations					16,795,584				
K-12 State Aid Formula Payments	**628,345,368**	**665,627,556**	**697,565,879**	**777,165,879**	**884,165,879**	**982,959,478**	**1,822,100,000**	**1,990,940,000**	**2,017,720,547**
Other Appropriations									
ITD Powerschool								6,000,000	5,500,000
Grants - Mill Levy Reduction					295,000,000	341,790,000			
Grants - Supplemental one-time					85,644,337				
Grants - Federal one-time Education Jobs Fund						21,517,716			
Grants - Rapid Enrollment						5,000,000	13,600,000	14,800,000	
Grants - Safety Grants							3,000,000		
Grants - ELL								1,000,000	
Grants - ADM supplemental pmt									
Grants - declining enrollment supp pmt									
Grants - Reorganization bonuses	1,665,000	500,000	759,000						
Grants - JPA incentives (SB 2200)			1,000,000						
Supplemental Appropriations									
Additional Tuition Apportionment					322,360	2,214,423			
Deferred Maintenance and Physical Improvement Grants				5,000,000					
Supplemental Transportation Payments					5,000,000				
Deficiency Appropriation - Mill Levy Reduction					4,444,264				
Total Appropriated	630,010,368	666,127,556	695,724,879	785,765,879	1,265,576,840	1,362,481,617	1,847,700,000	2,012,740,000	2,023,220,547

*Grants - State school aid in 2009-2011 included $85,644,337 in federal ARRA Education Stabilization funds.

North Dakota K-12 School Funding Formula

In 2013, the state implemented a K-12 funding formula tied to the cost of providing an adequate education and funded it with a combination of state and local taxes. Local property tax levy authority was decreased significantly with statewide taxes making up the difference. Statewide taxes are now funding approximately 75% of the cost of education.



The local share is 60 mills on taxable valuation and 75%-100% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

In the end, North Dakota's K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

K-12 School Funding Formula		
Part One: Calculate Base Funding Amount		Example
	Student Membership (ADM)	300
+	Other Program Weighted ADM	30
=	Weighted ADM	330
x	School District Size Factor	1.13
=	Weighted Student Units	373
x	Per Student Rate	9,092
=	Total Formula Amount	3,391,316
+/-	Transition Adjustments	-
=	Total Adjusted Formula Amount	3,391,316
Part Two: Determine State Aid Payment		
Local Share	60 mills times taxable valuation	600,000
	75%-100% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	2,731,316

The Legislature, through the interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

The consultants use an evidenced – based (EB) model to determine the resources necessary to educate students to college and career ready proficiency. Included in the model are all of the components necessary to meet the standards. This includes core staffing, administration, operations, professional development, technology and instruction materials. Their report was presented to the Interim Education Funding Committee in June, 2014. The report can be found in the meeting minutes at http://www.legis.nd.gov/assembly/63-2013/interim/15-5088-03000-meeting-minutes.pdf?20141016152129.

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of School Finance and Organization

District Name	County District Number	Payment Month	School Year
Bismarck 1	08-001	December	2016-2017

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	135.90	1.000	135.90
2 Kindergarten	997.79	1.000	997.79
3 Grade 1-6	5,967.73	1.000	5,967.73
4 Grade 7-8	1,819.47	1.000	1,819.47
5 Grade 9-12	3,396.66	1.000	3,396.66
6 Alternative High School	114.87	1.000	114.87
7 Total Average Daily Membership (ADM)			12,432.42
Other Program Membership			
8 Alt High School (from line 6)	114.87	0.250	28.72
9 Special Ed ADM (from line 7)	12,432.42	0.082	1,019.46
10 PK Special Ed ADM (from line 1)	135.90	0.170	23.10
11 Regional Education Association (if member from line 7)	12,432.42	0.002	24.86
12 ELL Level 1	17.01	0.330	5.61
13 ELL Level 2	23.59	0.220	5.19
14 ELL Level 3	42.09	0.070	2.95
15 At Risk	3,244.86	0.025	81.12
16 Home-Education (district supervised)	-	0.200	-
17 Alt Middle School	-	0.150	-
Summer Programs			
18 Summer School	536.96	0.600	322.18
19 Special Ed ESY	1.36	1.000	1.36
Isolated School District			
20 >275 sq miles and <100 ADM	-	0.100	-
21 >600 sq miles and <50 ADM	-	1.100	-
22 Total Weighted Average Daily Membership (add lines 7 through 21)			13,946.97
23 School District Size Weighting Factor			1.0000
24 Total Weighted Student Units			13,946.97
25 Per Student Payment Rate			$9,646.00
26 Total Formula Payment			134,532,472.62
Formula Adjustments			
27 Transition Maximum Adjustment (from line 65)		162,375,422.50	-
28 Transition Minimum Adjustment (from line 70)		125,261,040.21	-
29 Total Adjusted Formula Amount (total lines 26, 27 and 28)			134,532,472.62
30 Contribution from Property Tax (from line 45)			23,484,637.36
31 Contribution from Other Local Revenue (from line 39)			1,951,911.98
32 State Aid Payment (line 29 minus lines 30 and 31)			109,095,923.28

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 32)	109,095,923.28	-	109,095,923.28
2 Transportation (from line 61)	1,268,002.76	-	1,268,002.76
3 State Child Placement	89,049.56	-	89,049.56
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	110,452,975.60	-	110,452,975.60
Excess Fund Balance Offset (from line 49)		-	

B CONTRIBUTION FROM OTHER LOCAL REVENUE

		Total Revenue	Percent	
33	1300 Tuition	660,581.64	75%	495,436.23
34	2999 County	-	75%	-
35	US Flood	-	75%	-
36	Electric Generation, Distribution and Transmission Tax	83,441.00	75%	62,580.75
37	Mobile Home and Other In-Lieu Taxes	1,010,924.00	100%	1,010,924.00
38	Telecommunications	382,971.00	100%	382,971.00
39	Contribution from Other Local Revenue			1,951,911.98

C CONTRIBUTION FROM PROPERTY TAX

40	District Taxable Valuation		408,476,930
41	Contribution Mill Rate		60
42	Contribution from Property Tax (line 40 times line 41 divided by 1000)		24,508,615.80
43	Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
44	Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	23,484,637.36	(1,023,978.44)
45	Adjusted Contribution from Property Tax (total lines 42, 43 and 44)		23,484,637.36

D EXCESS FUND BALANCE OFFSET

46	General Fund Ending Balance	12,308,357.90
47	General Fund Expenditures	153,712,602.27
48	40% of General Fund Expenditures + $20,000	61,505,040.91
49	Excess Fund Balance Offset (line 46 minus line 48, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET

	Transportation Statistics	Rate	Miles	Rides	Total
50	Small Bus Miles	0.550	0.0	xxxxx	-
51	Large Bus Miles	1.180	506,902.0	xxxxx	598,144.36
52	Rural Rides	0.320	xxxxx	843,446	269,902.72
53	Small In-City Miles	0.550	0.0	xxxxx	-
54	Large In-City Miles	1.180	152,936.0	xxxxx	180,464.48
55	In-City Rides	0.320	xxxxx	684,425	219,016.00
56	Family - To School	0.270	1,760.0	xxxxx	475.20
57	Family - To Bus	0.270	0.0	xxxxx	-
58	Not Reimbursable	-	0.0	0	
59	Total Transportation Reimbursement				1,268,002.76
60	Reimbursement Cap --- 90% of transportation expenditures				4,459,056.08
61	Transportation Grant Total (lesser of 90% cap or total)				1,268,002.76

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS

62	Baseline Funding (2012-13 State Aid Formula Payment, MLRG, GF levies and 75%-100% In-lieu)	103,120,773.57
63	Baseline Weighted Student Units (2012-13)	12,400.35
64	Baseline Funding Rate	$8,315.96

	Adjustment for Maximum	Baseline Funding Rate	Maximum Percent	Weighted Student Units	
65	Maximum Increase Amount	$8,315.96	140%	13,946.97	162,375,422.50

	Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66	Minimum Increase Per Student	$8,315.96	108%	13,946.97	125,261,040.21
67	Baseline Funding (from line 62)				103,120,773.57
68	Minimum Funding Percentage				100%
69	Minimum Funding Amount				103,120,773.57
70	Minimum Increase Amount (greater of line 66 or line 69)				125,261,040.21

Statewide Statistical Summary
North Dakota Department of Public Instruction
Office of School Finance
Foundation Aid - Fnd Aid 5.0c

For discussion purposes only

	Actual Year 2015-16 Statewide		Status est. @ Nov 2016 Year 2016-17 Statewide		Preliminary Budget Projections Year 2017-18 Statewide		Year 2018-19 Statewide	
Student Membership	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
1 Pk Special Education	993.84	9,307,312	1,151.09	11,103,414	1,151.09	11,103,414	1,151.09	11,213,919
2 Kindergarten	9,036.15	84,623,545	8,977.25	86,594,554	8,906.45	85,911,617	9,149.59	89,135,306
3 Grade 1-6	50,025.74	468,491,055	51,221.63	494,083,843	51,953.51	501,143,557	52,699.31	513,396,678
4 Grade 7-8	15,350.34	143,755,934	15,631.41	150,780,581	16,165.08	155,928,362	16,514.33	160,882,603
5 Grade 9-12	29,059.57	272,142,873	29,171.76	281,390,797	29,639.40	285,901,652	30,061.65	292,860,594
6 Alternative High School	729.19	6,828,864	775.05	7,476,132	775.05	7,476,132	775.05	7,550,537
7 Total Average Daily Membership (ADM)	105,194.83	985,149,583	106,928.19	1,031,429,321	108,590.58	1,047,464,735	110,351.02	1,075,039,637
			1.6%		1.6%		1.6%	
Other Program Membership								
8 Alt High School	182.31	1,707,333	193.79	1,869,298	193.79	1,869,298	193.79	1,887,902
9 Special Ed ADM	8,626.03	80,782,771	8,768.11	84,577,189	8,904.41	85,891,939	9,048.82	88,153,604
10 PK Special Ed ADM	169.01	1,582,779	195.67	1,887,433	195.67	1,887,433	195.67	1,906,217
11 Regional Education Association	203.47	1,905,497	206.88	1,995,564	210.18	2,027,396	213.80	2,082,840
12 ELL Level 1	70.41	659,390	94.38	910,389	114.38	1,103,309	114.38	1,114,290
13 ELL Level 2	71.79	672,313	98.21	947,334	124.94	1,205,171	124.94	1,217,165
14 ELL Level 3	57.80	541,297	57.28	552,523	57.28	552,523	57.28	558,022
15 At Risk	897.85	8,408,365	999.62	9,642,335	1,015.72	9,797,635	1,032.18	10,055,498
16 Home-Education (district supervised)	12.41	116,220	9.87	95,206	9.87	95,206	9.87	96,154
17 Alternative Middle School	2.65	24,817	2.26	21,800	2.26	21,800	2.26	22,017
Summer Programs								
18 - Summer School	1,179.23	11,043,489	1,178.26	11,365,496	1,178.26	11,365,496	1,178.26	11,478,609
19 - Special Ed ESY	39.48	369,730	41.99	405,036	41.99	405,036	41.99	409,067
Isolated Schools								
20 >275 sq miles and < 100 ADM	95.83	897,448	99.86	963,250	105.61	1,018,714	109.42	1,065,970
21 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
22 Total Weighted Average Daily Membership	116,803.10	1,093,861,032	118,874.37	1,146,662,173	120,744.94	1,164,705,691	122,673.68	1,195,086,991
23 School Size Adjustment Factor	5,385.69	50,436,987	5,315.56	51,273,892	5,257.40	50,712,880	5,240.72	51,055,094
24 Total Weighted Student Units	122,188.79		124,189.93		126,002.34		127,914.40	
Per Student Payment Rate	$9,365		$9,646		**$9,646**		**$9,742**	
Rate Increase			3.0%		0.0%		1.0%	
Total Formula Amount		1,144,298,018		1,197,933,171		1,215,418,572		1,246,142,085
Transition Maximum Adjustment	1.30	(13,792,224)	1.40	(12,448,052)	1.40	(12,606,567)	1.40	(13,319,003)
Transition Minimum Adjustment	1.06	42,396,997	1.08	42,675,850	1.08	44,510,150	1.08	43,284,617
Adjusted Formula Amount		1,172,902,791		1,228,160,969		1,247,322,156		1,276,107,699
Contribution from Property Tax	60	(200,372,189)	60	(219,723,221)	60	(236,947,552)	60	(252,850,501)
Contribution from In-Lieu of Property Tax	75%-100%	(50,491,948)	75%-100%	(53,716,355)	75%-100%	(53,664,765)	75%-100%	(53,407,650)
Ending Fund Balance Offset	45%	(1,581,680)	45%	(1,148,391)	40%		40%	
State Aid Payment		920,456,974		953,573,002		956,709,838		969,849,548
								52,529,410

Projection Notes
1. ADM is projected using a three year cohort survival routine with 2016-17 fall enrollment as the base year.
2. Taxable valuation increases were projected using survey of the largest districts and 3% for the remainder.
3. Other statistical data was based on data supporting the 2016-17 payment year.

Cost to Continue ... Increase Estimates ... revised at November 17, 2016

For discussion purposes only

	State	Local	Total
2nd year rate, students, taxable valuation increase	14,383,863	38,512,857	52,896,721
Add 2017-19 student, taxable valuation increase	28,400,000	31,321,943	59,721,943
Cost to Continue - 2017-19	42,783,863	69,834,800	112,618,663
*Add formula adjustments	9,745,547	1,884	9,747,431
	52,529,410	69,836,685	122,366,095
- Base adjustments for unobligated 2015-17 appropriation	(22,048,863)		
Total increase from 2015-17 appropriation	30,480,547		

* Increase per student rate 1% the second year.

Based on 3 year cohort survival routine (two changes) and 6% taxable valuation increases

HB 1013 1-4-2017

#2

FUNDING OF ELEMENTARY AND SECONDARY EDUCATION - STATE AND LOCAL RESPONSIBILITY - ACCOUNTABILITY

Section 58 of 2013 House Bill No. 1013 (Appendix A) directed the appointment of a committee to examine and clarify state-level and local-level responsibility for the equitable and adequate funding of elementary and secondary education in this state. Specifically, the legislation mandated that the committee:

- Define what constitutes "education" for purposes of meeting the state's constitutional requirements;
- Examine the distribution of financial and managerial responsibility for transportation, athletics and activities, course offerings beyond those that are statutorily required, and other nonmandatory offerings and services;
- Examine the distribution of financial and managerial responsibility for school construction;
- Examine the organizational structure for educational delivery in this state, in light of demographic changes, to ensure effectiveness and efficiency;
- Examine the benefits and detriments of statutorily limiting school districts in their ability to generate and expend property tax dollars; and
- Define what constitutes "adequacy" for purposes of funding education.

In addition to directing that the committee examine education funding responsibilities, the legislation also prescribed that the committee:

- Examine concepts of accountability in elementary and secondary education;
- Examine the performance of North Dakota students in state and national assessments to determine whether recent legislative efforts have effected measurable improvements in student achievement; and
- Examine high school curricular requirements, content standards, and teacher training and qualifications to determine whether North Dakota students are being adequately prepared for the various assessments and for their first year of enrollment in institutions of higher education.

FUNDING OF ELEMENTARY AND SECONDARY EDUCATION - A HISTORICAL PERSPECTIVE

North Dakota Constitutional Directives

Article VIII, Section 1, of the Constitution of North Dakota, provides:

> A high degree of intelligence, patriotism, integrity and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, the legislative assembly shall make provision for the establishment and maintenance of a system of public schools which shall be open to all children of the state of North Dakota and free from sectarian control. This legislative requirement shall be irrevocable without the consent of the United States and the people of North Dakota.

The words in Section 1 have been unchanged since their enactment in 1889.

Article VIII, Section 2, of the Constitution of North Dakota, follows with the directive that:

> The legislative assembly shall provide for a uniform system of free public schools throughout the state, beginning with the primary and extending through all grades up to and including schools of higher education, except that the legislative assembly may authorize tuition, fees and service charges to assist in the financing of public schools of higher education.

Article VIII, Section 3, of the Constitution of North Dakota, further requires that "instruction shall be given as far as practicable in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit, and respect for honest labor of every kind."

Article VIII, Section 4, of the Constitution of North Dakota, directs the Legislative Assembly to "take such other steps as may be necessary to prevent illiteracy, secure a reasonable degree of uniformity in course of study, and to promote industrial, scientific, and agricultural improvements."

Since the 1930s, the state has attempted to meet its constitutional directives by providing some level of financial assistance to local school districts. In the mid-1950s, a legislative interim Education Committee

determined that the state assistance was set at arbitrary levels. The committee also noted that existing statutes did not require "uniform minimum local efforts through the taxation of all property by the local school districts in an effort to support their own education systems, to the degree that is believed desirable by the Committee." It was the 1957-58 interim Education Committee that recommended passage of a state foundation aid program.

Foundation Aid - Initial Program

A foundation aid program designed to provide financial assistance to local school districts has been in effect in North Dakota since 1959, when the Legislative Assembly enacted a uniform 21-mill county levy and provided a supplemental state appropriation to ensure that school districts would receive 60 percent of the cost of education from nonlocal sources. This initial program was adopted in part because the Legislative Assembly recognized that property valuations, demographics, and educational needs varied from school district to school district. The Legislative Assembly embraced the broad policy objective that some higher-cost school districts in the state must continue to operate regardless of future school district reorganization plans. Taking into account the financial burdens suffered by the low valuation, high per student cost school districts, the Legislative Assembly forged a system of weighted aid payments that favored districts with lower enrollments and higher costs. This initial program also allocated higher weighting factors to districts that provided high school services.

The 1970s

For the next several years, the foundation aid program remained essentially unchanged. However, federal and state courts were beginning to address issues of spending levels for elementary and secondary education and whether those levels should be dependent upon the wealth of the school district in which a student resides. The Legislative Assembly, in an attempt to preempt the issue in North Dakota, responded by amending the foundation aid program in a way that evidenced a higher level of sophistication. The state more than doubled the per student payments and replaced the flat weighting factor with one that recognized four classes of high schools. Elementary weighting factors were altered as well. Adjustments continued to be made during the mid-1970s. A new category encompassing seventh and eighth grade students was created and fiscal protection was instituted for school districts experiencing declining enrollment. For the 1975-77 biennium, the foundation aid appropriation was $153.4 million. In 1979, the Legislative Assembly appropriated $208.4 million for the foundation aid program and added an additional appropriation of $1 million to pay for free public kindergartens.

The 1980s

The next major development affecting education finance occurred with the approval of initiated measure No. 6 at the general election in November 1980. This measure imposed a 6.5 percent oil extraction tax and provided that 45 percent of the funds derived from the tax must be used to make possible state funding of elementary and secondary education at the 70 percent level. To meet this goal, the 1981 Legislative Assembly allocated 60 percent of the oil extraction tax revenues to the school aid program. Initiated measure No. 6 also provided for a tax credit that made the 21-mill county levy inapplicable to all but the owners of extremely high-value properties. The Legislative Assembly eliminated the 21-mill county levy and increased state aid to compensate for the revenues that would otherwise have been derived from the levy.

During the early 1980s, discussions continued to center around purported funding inequities. Districts spending similar amounts per student and having similarly assessed valuations were not levying similar amounts in property taxes to raise the local portion of education dollars. It was alleged that the system encouraged some districts to levy much smaller amounts than their spending levels and assessed valuations would seem to justify.

In response, during the 1981-82 interim, the Legislative Council's Education Finance Committee examined a method of funding education known as the "70-30" concept. This proposal was a significant departure from the existing foundation aid formula in that it took into account the cost of providing an education in each school district. The formula required a determination of the adjusted cost of education and then required the computation of a 30 percent equalization factor, to arrive at each district's entitlement. It was contemplated that a local mill levy would be employed to raise the district's share of the cost of education.

Proponents touted this approach as one that included a comprehensive equalization mechanism and which recognized local variances in the cost of education. Opponents argued it did nothing more than award high-spending districts and penalize those that had been operating on restricted budgets. The interim committee did not recommend the concept.

Discussions regarding the many aspects of education finance continued through the 1980s. Legislative Council interim committees explored weighting factors, considered the effects of increasing the equalization factor, and explored the excess mill levy grant concept. During the 1987-88 interim, the Education Finance Committee established specific goals and guidelines within which the committee would deliberate matters of

education finance. While numerous interim committees articulated the need to alter the state's education funding system, little agreement was reached beyond recommending increases in the level of per student aid.

Litigation - *Bismarck Public School District No. 1 v. State of North Dakota*

In 1989, legal action was initiated for the purpose of declaring North Dakota's system of public school finance unconstitutional. The complaint in *Bismarck Public School District No. 1 v. State of North Dakota* charged that disparities in revenue among the school districts had caused corresponding disparities in educational uniformity and opportunity and that these disparities were directly and unconstitutionally based upon property wealth.

On February 4, 1993, after hearing 35 witnesses and examining over 250 exhibits, the district court issued 593 findings of fact and 32 conclusions of law. The court listed these "constitutionally objectionable" features of the school financing system:

- Disparities in current revenue per student are the result of variations in school district taxable wealth;
- The equalization factor in the foundation aid formula fails to equalize for variations in district wealth because the equalization factor is below the state average school district tax rate for current revenue and leaves much of the school millage outside the foundation formula;
- The low level of foundation educational support fails to ensure substantial equality of resources for students in similarly situated school districts;
- The use of cost weightings that are inaccurate unjustifiably benefits districts with large amounts of taxable wealth;
- The flat grant allocation of tuition apportionment ignores the vast differences in taxable wealth among school districts and operates as a minimum guarantee for wealthy districts;
- The transportation aid program exacerbates existing resource disparities by reimbursing some, often wealthy, districts for more than the actual cost of transportation and requires other, often poorer, districts to fund a substantial share of transportation costs from other revenue sources;
- The special education funding program exacerbates existing resource disparities by giving higher-spending districts an advantage in obtaining state reimbursement of special education costs and requiring school districts to fund a large share of the excess costs of special education programs from their disparate tax bases;
- The state aid for vocational education exacerbates existing resource disparities;
- The state system for funding school facilities relies on the unequal taxable wealth of school districts;
- The payment of state aid to wealthy districts enables them to maintain large ending fund balances; and
- The failure of the state to ensure that resource differences among school districts are based on factors relevant to the education of North Dakota students, rather than on the unequal taxable wealth of North Dakota school districts.

The district court declared the North Dakota school financing system to be in violation of Article VIII, Sections 1 and 2, and Article I, Sections 21 and 22, of the Constitution of North Dakota. The Superintendent of Public Instruction was directed to prepare and present to the Governor and the Legislative Assembly, during the 1993 legislative session, plans and proposals for the elimination of the wealth-based disparities among North Dakota school districts.

Response to the Litigation

In response to the district court's order, the Superintendent of Public Instruction presented the following recommendations to the Legislative Assembly:

- Raise the per student payment to $3,134;
- Fund special education by dividing the 13 disabilities categories into three broad categories and assigning weighting factors to each;
- Fund vocational education by assigning weighting factors to high-cost and moderate-cost programs;
- Provide transportation reimbursements based on six categories of density;
- Provide state funding of education at the 70 percent level;

- Establish a uniform county levy of 180 mills;
- Distribute tuition apportionment in the same manner as foundation aid;
- Provide that federal and mineral revenues in lieu of property taxes and districts' excess fund balances be part of a guaranteed foundation aid amount;
- Allow districts the option of levying 25 mills above the 180-mill uniform county levy;
- Require that all land be part of a high school district and that districts having fewer than 150 students become part of a larger administrative unit; and
- Provide $25 million for a revolving school construction fund.

The Legislative Assembly offered its response by way of 1993 House Bill No. 1003. The bill was the appropriations bill for the Superintendent of Public Instruction. As the bill progressed through the legislative process, the bill became the principal 1993 education funding enactment. The bill:

- Set the state support for education at $1,572 per student for the first year of the 1993-95 biennium and at $1,636 for the second year;
- Raised the equalization factor from 21 to 23 mills and then to 24 mills;
- Set weighting factors at 25 percent of the difference between the prior statutory amount and the five-year average cost of education per student, as determined by the Superintendent of Public Instruction, for the first year of the biennium and at 50 percent of the difference for the second year of the biennium;
- Capped state transportation payments at 100 percent for the first year of the 1993-95 biennium and at 90 percent for the second year of the biennium and directed that any savings resulting from imposition of the 90 percent cap during the second year of the biennium be used by the Superintendent of Public Instruction to increase the per student transportation payments;
- Reiterated the existing statutory requirement that school districts admitting nonresident students charge tuition but exempted school districts that admit nonresident students from other districts offering the same grade level services; and
- Directed the Legislative Council to conduct another study of education finance and appropriated $70,000 for purposes associated with the study, including necessary travel and consultant fees.

1993-94 Interim Study

The Legislative Council's interim Education Finance Committee began its efforts during the 1993-94 interim before an appeal of *Bismarck Public School District No. 1* was taken to the North Dakota Supreme Court. The committee was aware that many of the issues addressed by the trial court had been the subject of interim studies and legislative deliberations for many years. However, the committee also realized that the requisite number of Supreme Court justices might not necessarily agree with the lower court's determination that the state's system of funding education was unconstitutional.

The North Dakota Supreme Court issued its decision on January 24, 1994--*Bismarck Public School District No. 1 v. State of North Dakota*, 511 N.W.2d 247 (N.D. 1994). Although three of the five justices held that the state's education funding system was unconstitutional, Article VI, Section 4, of the Constitution of North Dakota requires four members of the court to declare a statute unconstitutional.

A majority of the Supreme Court indicated that there were three principal areas in need of attention--in lieu of revenues, equalization factors, and transportation payments. The court did not, however, mandate specific legislative action. The court indicated the areas of concern and left it up to the Legislative Assembly to determine how those areas should be addressed. In a dissenting opinion, Chief Justice Gerald W. VandeWalle stated:

> . . . [T]he present funding system is fraught with funding inequities which I believe have not yet transgressed the rational-basis standard of review but which appear to me to be on a collision course with even that deferential standard.

The Supreme Court decision was issued midway through the 1993-94 interim. By the time the Education Finance Committee had completed its work, the committee had considered 35 bill drafts and 3 resolution drafts. Twenty-seven pieces of legislation were recommended to the Legislative Council for introduction during the 1995 legislative session.

The committee's recommendations included increases in the minimum high school curriculum; establishment of an additional Governor's School; appropriation of funds for elementary summer school programs, professional development programs, professional development centers, and refugee student assistance; placement of all land in a high school district; alteration of the weighting categories; a variable equalization factor; reclassification of special education categories; distribution of tuition apportionment according to average daily membership; an increase in transportation payments from 28 cents to $1 per day for all students transported by schoolbuses; and an $80 million increase in the level of foundation aid over that appropriated during the 1993-95 biennium.

Education Finance - 1995 Legislative Session

Although the Legislative Assembly in 1995 enacted a variety of bills dealing with education and education finance, the most significant provisions were found in three bills--Senate Bill Nos. 2059, 2063, and 2519.

Senate Bill No. 2059 dealt with the funding of transportation. The bill maintained the per mile payment of 25 cents for small buses and 67 cents for large buses and added a payment for in-city transportation of 25 cents per mile. The per head payment for in-city students riding schoolbuses or commercial buses was increased from 17.5 cents to 20 cents per one-way trip. The 90 percent cap on payments, which was instituted by the Legislative Assembly in 1993, was left in place.

Senate Bill No. 2063 dealt with the funding of special education. The bill provided that $10 million must be used to reimburse school districts for excess costs incurred on contracts for students with disabilities, for low incidence or severely disabled students, and for certain boarding care. The bill also provided that $400,000 must be used to reimburse school districts for gifted and talented programs approved by the Superintendent of Public Instruction, and $500,000 must be used to reimburse school districts with above-average numbers of moderately or severely disabled students. Any amount remaining in the special education line item must be distributed to each school district in accordance with the number of students in average daily membership. The line item for special education was $36,850,000. The bill also provided that, during the 1995-96 school year, no district or special education unit could receive less than 95 percent of the amount it received during the 1993-94 school year, excluding reimbursements for student contracts, boarding care, and gifted and talented programs. During the 1996-97 school year, no district or special education unit could receive less than 90 percent of that amount.

Senate Bill No. 2519 provided an increase in the per student payment for isolated elementary schools and high schools and increased by 20 percent the weighting factors applied to students attending school out of state. The bill raised the equalization factor from 24 to 28 mills for the first year of the biennium and to 32 mills for the second year of the biennium, and provided that thereafter the equalization factor would be tied by a mathematical formula to increases in the level of foundation aid. The equalization factor would not be permitted to fall below 32 mills nor rise above 25 percent of the statewide average school district general fund mill levy. Weighting factors, which had been set at 50 percent of the difference between the factor stated in statute and the five-year average cost of education per categorical student, were left at 50 percent of the difference for the first year of the biennium and then raised to 65 percent of the difference for the second year. High school districts whose taxable valuation per student and whose cost of education per student were both below the statewide average could receive a supplemental payment, again based on a mathematical formula. The sum of $2,225,000 was appropriated for supplemental payments. Per student payments were set at $1,757 for the first year of the biennium and at $1,862 thereafter.

In 1995, the Legislative Assembly appropriated $517,598,833 for foundation aid, transportation aid, supplemental payments, tuition apportionment, and special education. That figure exceeded the 1993-95 appropriation by $41,561,941.

Education Finance - 1997 Legislative Session

In 1997, the Legislative Assembly incorporated the substantive provisions of its education finance package within Senate Bill No. 2338. That bill set the per student payments at $1,954 for the 1997-98 school year and at $2,032 for the 1998-99 school year. The equalization factor, which was raised to 32 mills by 1995 legislative action and thereafter tied by a mathematical formula to future increases in the level of foundation aid, was left at 32 mills. All references to formulated increases were removed. Weighting factors, which were set at 65 percent of the difference between the statutory factor and the five-year average cost of education per categorical student, remained at 65 percent for the 1997-98 school year and increased to 75 percent for the 1998-99 school year.

Supplemental payments to high school districts whose taxable valuation per student and average cost of education are below the statewide average were maintained by House Bill No. 1393, but the mill range for eligible districts was raised from the 1995 level of 135 to 200 mills to the 1997 level of 150 to 210 mills. Payments to school districts for the provision of services to students with special needs were increased from the 1995-97

appropriation of $36,850,000 to $40,550,000. Ten million dollars of this amount was set aside for student contracts, $400,000 for the provision of services to gifted students, and the remainder was to be distributed on a per student basis. The total amount appropriated for foundation aid, transportation aid, supplemental payments, tuition apportionment, and special education was $559,279,403. That figure exceeded the 1995-97 appropriation by $41,680,570.

Education Finance - 1999 Legislative Session

In 1999, the Legislative Assembly appropriated $479,006,259 for foundation aid and transportation aid, $3,100,000 for supplemental payments, $53,528,217 for tuition apportionment payments, and $46,600,000 for special education payments. The per student payments were set at $2,145 for the first year of the 1999-2001 biennium and at $2,230 for the second year. The total appropriation was $582,234,476, i.e., a biennial increase of $22,955,073.

Directional Changes - Exploring Alternatives in the Mid- and Latter 1990s

Initial Discussions

Although significant changes to the foundation aid program were still several years away, the mid- and latter 1990s heralded a directional shift in the discourse surrounding education funding. Much of that discourse was generated by demographic data. For the most part, the Baby Boom Generation had finished having children and their successors had chosen to delay starting families and to have significantly smaller families. This decline had been especially noteworthy in an area covering 279 counties in six states. The area included the states of Wyoming and Montana, one-half of Kansas, approximately three-fourths of Nebraska, and most of South Dakota and North Dakota.

In this state, much of the demographic decline had been attributed to changes in agriculture. What was once a highly labor-intensive industry was rapidly becoming a highly capital-intensive industry. People who at one time resided in rural areas because of their involvement in agriculture had to move elsewhere to take advantage of job opportunities. In 1900, over 90 percent of this state's population resided in rural areas. By the waning years of the 20th century, over two-thirds were residing in the 17 "urban" communities having more than 2,500 residents.

Birthrates were examined, death rates were examined, and outmigration rates were examined. Best estimates indicated that the state's elementary and secondary student population would decline from a 1997 level of 121,708 to 100,152 by the year 2007. Legislators were told that fewer children and fewer taxpayers would affect the number of school closures, the number of school district consolidations, and the educational opportunities for children. The legislative discourse, therefore, focused on three evolving topics:

- The reliance on property taxes as a principal funding source for education;
- The multitude of school districts; and
- The ability to provide quality educational services into the future.

Reliance on Property Taxes

The 1995-96 interim Education Finance Committee was told that school districts receive revenue from two primary sources--the state general fund and local property taxes. The committee was also told that property taxes were traditionally favored as a significant component in the funding of elementary and secondary education because they were a stable source of dollars. Unlike income taxes, energy taxes, or sales taxes, property taxes were not subject to economic fluctuations. They were, however, becoming subject to concerns regarding the continued ability of property owners to meet the ever-increasing demands being placed on that form of taxation.

In response, the Superintendent of Public Instruction proposed placing a 2 percent earmarked tax on North Dakota taxable income. Seventy-five percent of the amount raised was to be returned to school districts so that they could lower property taxes, and the remaining 25 percent was to be retained by the state and redistributed through the foundation aid formula. The school district mill levy cap would have been lowered from 185 to 110 mills. Proponents of this concept suggested that issues of sales tax regressivity would be avoided, cities levying sales taxes would not be as opposed to an income tax hike as they would to a state sales tax hike, and the Legislative Assembly could change the distribution percentage to provide less property tax relief but a higher state-level investment in education. At the time, the state share of education revenues was 42 percent, and the local share was 46 percent. This proposal would have increased the state share to 62 percent.

Opponents suggested that the proposal would have no impact on districts that had unlimited taxing authority and stated there was no guarantee that the money raised would not be redirected by the Legislative Assembly to

other state needs, as opposed to being dedicated to elementary and secondary education. They stated that the end result could in fact be an increase in income taxes with no long-term reduction in property taxes.

The North Dakota Stockmen's Association also had proposed an increase in the personal income tax rate, together with an increase in the corporate tax rate. Like the Superintendent of Public Instruction's proposal, this too would have raised $100 million annually. It was suggested that 20 percent could be considered new money for education while 80 percent could be returned in the form of property tax relief. School districts would have had their mill levies lowered by the property tax replacement funding, and they would be allowed to increase their mill levies by only 2 percent each year. The committee again dismissed this proposal as merely a way of shifting the burden of taxation from those who own property to those who are generating income.

The committee did, however, discuss the possibility of capping school district mill rates, provided the state appropriation grew by a certain percentage each biennium. This too was rejected. The belief was that while a specific state appropriation would serve to prevent school districts from increasing their mill levies, nothing was being done to prevent other local taxing entities from laying claim to property tax revenues for their purposes.

Multitude of School Districts

The 1997-98 interim Education Finance Committee was told that a declining student population results in a declining budget. A declining budget results in a declining number of staff. A declining number of staff results in a declining number of programs and services. A declining number of programs and services results in declining educational quality and opportunity and eventually leads to a further decline in the number of students. Research at the time pointed to 12 factors that signaled the need to restructure a school district:

- A small critical mass of students;
- Declining student enrollment;
- Declining fund balances;
- Prior or projected budgetary reductions;
- Escalating property taxes;
- Inflation;
- Class sizes that were not cost-effective;
- Minimal or declining course offerings and programs;
- Minimal or declining educational support services;
- Staff members teaching multiple preparations;
- Antiquated facilities and equipment; and
- Physical plants that were not cost-effective.

Research at the time also listed the potential benefits of reorganization:

- Reduced tax rates or more equalized tax rates and therefore greater equity;
- Expansion of or improvement in the quality of courses, programs, and services;
- Fewer course preparations per teacher and therefore greater specialization and enhanced teaching quality;
- Cost-effective class sizes;
- Higher quality facilities;
- Greater access to more modern equipment, textbooks, references, and computer technology;
- Enhanced curricular development;
- Enhanced professional development;
- Increased instructional support personnel;
- Higher levels of compensation; and
- A more attractive atmosphere for businesses and homeowners.

Research at the time defined a viable school district as one having at least 120 students in grades 9 through 12. In 1998, the state had 228 operating school districts, 180 of which were high school districts. Only 66 school districts had at least 120 students in grades 9 through 12. In other words, in 1998, only 28.9 percent of the state's total school districts had the student enrollment necessary to be considered "viable." While it was predicted that the number could drop to as few as 37 districts by the 2010-11 school year, in fact that year, 46 districts met the viability threshold. (As of June 2012, however, 122 or 68.2 percent of the state's 179 operating school districts met the definition of viability.)

Although the interim committee considered a variety of ways in which cost-savings could be achieved through administrative consolidation, and even recommended such a path in the interest of educational equity and adequacy, concerns were voiced regarding the distance that students might have to travel if certain schools were closed and the amount by which property taxes would be increased if those in low-taxing districts were forced to join neighboring districts.

Quality Educational Services

North Dakota legislators recognized that the most significant factor affecting student achievement was the quality of the teacher. They believed that each teacher had to have a command of the subject matter and strong pedagogical skills. They began to express concern about the anticipated number of teacher retirements and the need to recruit and retain teachers. Discussions centered around five potential initiatives:

- Increasing teacher salaries, with particular attention to rural areas that tended to be less competitive than their urban counterparts;
- Offering student loans and other incentives to individuals who made a commitment to teach in needed academic areas or in rural areas;
- Supporting teacher mentoring programs, particularly for first-year teachers attempting to make the transition from the expectations of a college-based environment to the expectations of a school system;
- Supporting the licensing and oversight functions of the Education Standards and Practices Board; and
- Supporting professional development activities for teachers in all stages of their careers.

North Dakota legislators acknowledged that the pursuit of quality and the challenges of recruitment and retention did not stop at the classroom teacher, but in fact extended into the ranks of school administrators. Legislators recognized that school districts needed to make available early career workshops and aspiring administrator workshops. They recognized that participation in instructional leadership classes must be encouraged so that individuals in administrative roles would be better able to develop the supervisory relationships that were necessary with both new and experienced teachers. They also recognized that providing opportunities for growth, recognition for achievement, and professional advancement must be promoted as ways of attracting individuals to administration and motivating those individuals to remain in administration.

Education Finance - 2001 Legislative Session

In 2001, the Legislative Assembly increased per student payments, transportation payments, supplemental payments, tuition apportionment payments, and special education payments by $11,074,892 over the previous biennium. The Legislative Assembly also provided an additional $35,036,000 for teacher compensation. As enacted, school districts could be reimbursed up to $1,000 for each teacher who received an increase in compensation during the first year of the biennium and up to $3,000 per teacher during the second year of the biennium. In addition, the Legislative Assembly set minimum base salaries of $18,500 and $20,000 during the respective years of the biennium.

Teacher Compensation

Teacher compensation continued to be a topic of discussion during the 2001-02 interim. In the earliest times, teacher compensation rarely involved anything more than the provision of room and board by the community. This arrangement was reflective of the barter economy and had the added benefit of providing the teacher with a strong incentive to maintain positive relations in the community.

In the 1900s, the preparation of teachers became more uniform and just as society had progressed from a barter economy into one that was industrially focused and cash-based, so too did the compensation of teachers move from the provision of room and board to a position-based salary system. Initially, this system paid elementary teachers less than secondary teachers, arguably because different levels of preparation were required for these positions. It also paid women and minority teachers less than nonminority male teachers.

As the century progressed, opposition to salary discrimination increased. In addition, greater skills were required for the job of teaching, regardless of the grade level taught or the gender or race of the teacher. Out of this recognition emerged the single salary schedule. Contrary to its name, the single salary schedule did not compensate every teacher in a like fashion or amount. Those with greater years of experience, educational units, and educational degrees received higher compensation than those with fewer. Likewise, those who coached sports, advised clubs, and coordinated various activities received higher compensation than those who did not. The rationale for the salary amounts was objective, measurable, and appropriate given the nature of the school systems at the time.

However, as the 20th century was approaching its denouement, the educational sector was facing increased demands for high standards and accountability. Teachers were being expected to develop and maintain high levels of instructional skills, managerial skills, and leadership skills. Within this environment, it was becoming recognized that while the traditional single salary schedule may feature fairness, equity, and ease of administration, it did not recognize results, nor did it provide incentives for any long-term career development that is linked to the knowledge and skills needed to teach in today's environment.

Legislators explored merit pay as a possible alternative to the single salary compensation system, but found themselves without answers to the same questions that plagued merit pay plans across the country--How does one determine who is a good teacher? How does one demonstrate competence in teaching? What precisely is meant by accountability? To whom must a teacher be accountable? For what? What is the applicable criteria?

Legislators also examined performance-based pay. In the private sector, compensation is frequently used as a management tool to achieve organizational goals. Payment for a specified performance level is a reward that may be given to individuals, groups, or entire organizations. When applied to an educational setting, performance-based pay generally refers to a salary structure that ties financial rewards to student achievement. Some performance-based pay models tie the financial rewards to an increase in an individual teacher's skills and abilities on the assumption that such assets have a direct correlation to students' learning and achievement. Other models combine both skill and performance-based incentives for teachers or for schools.

The committee reviewed the performance-based teacher pay plan that was being tried in Iowa at the time. The program consisted of four major elements:

- Mentoring and induction programs to support beginning teachers;
- Career paths with compensation levels designed to strengthen the recruitment and retention of teachers;
- Professional development designed to directly support best teaching practices; and
- Team-based variable pay that provides additional compensation when student performance improves.

The evaluation component of the Iowa program was based on a teacher's:

- Ability to enhance academic performance;
- Competence in content knowledge;
- Competence in planning and preparing for instruction;
- Strategies for delivering instruction that meet the learning needs of multiple students;
- Methods for monitoring student learning;
- Competence in classroom management;
- Demonstration of professional growth; and
- Fulfillment of professional responsibilities established by the school district.

The 2001-02 interim committee considered a bill draft that would have appropriated $340,000 for the implementation of a knowledge and skills-based pay system in two school districts having enrollments in excess of 2,500 students. Ultimately, the draft was not recommended by the committee. Some believed that such an appropriation would not be prudent given existing concerns about the state's ability to sustain its new commitment to providing dollars for teacher compensation. Others pointed out that nothing precluded a school district from implementing a knowledge and skills-based pay system on its own.

Education Finance - 2003 Legislative Session

In 2003, the Legislative Assembly set state school aid at $489,379,990--an increase of $15,400,000 over the previous biennium--and likewise increased teacher compensation payments by more than $16,800,000 to $51,854,000. With the addition of special education payments, tuition apportionment payments, and supplemental payments, the state's commitment to education funding was $665,628,056--a biennial increase of 5.9 percent.

Litigation - *Williston Public School District No. 1 v. State of North Dakota*

The state was providing educational services to 99,174 public school students--50 percent of whom were being educated in the state's eight largest school districts. The remaining students were distributed across 205 other districts. Best estimates indicated that within 10 years, by 2013, the number of enrolled students could fall to 89,980. (The June 2012 fall enrollment was 99,192.) Against a backdrop of continuing decline in the number of students, coupled with increased expectations for services and a belief that the available resources were both insufficient and inequitably distributed, another lawsuit was instigated. The plaintiff school districts were Williston, Devils Lake, Grafton, Hatton, Larimore, Surrey, Thompson, United, and Valley City.

Allegations

The plaintiff school districts alleged that the state's system of funding education was inadequate and that it unfairly and arbitrarily resulted in widely disparate funding, inequitable and inadequate educational opportunities, and unequal and inequitable tax burdens. The districts also alleged that:

- State funding for education is constitutionally inadequate, as evidenced by a 2003 Department of Public Instruction study, and further evidenced by the fact that school districts are forced to make up the difference through increased taxation;
- The No Child Left Behind Act requires states to adopt challenging academic content standards and student achievement standards and to develop an accountability system, and the plaintiff districts lack adequate funds to operate and administer the programs and services necessary to meet these standards;
- Per student spending in a majority of school districts falls below the level needed to provide an adequate education to students;
- Plaintiff districts have lower than average costs per student and therefore fall below the standard of adequacy imposed by the state's constitution;
- Plaintiff districts lack adequate funds to purchase necessary textbooks, equipment, and supplies;
- The state provides no aid for the capital costs of school facilities other than through a low-interest state loan fund;
- Even districts with high property values are unable to generate sufficient revenue to meet the adequacy standards imposed by the state's constitution;
- Plaintiff districts have significantly less taxable valuation per student and must therefore tax at a higher rate than property wealthy neighbors;
- Mill levies vary significantly from district to district;
- Some districts have the authority to levy unlimited amounts while others cannot exceed 185 mills without a vote of the people or legislative authorization;
- The equalization factor does not sufficiently equalize or provide for the maintenance of an adequate and uniform system of public education;
- Each mill of school tax above the deduct contributes to inequities in school spending based on taxable wealth;
- Certain types of taxable wealth, such as revenues from oil, gas, and coal taxes paid in lieu of property taxes, are not subject to any equalization;
- The disparity in taxable valuation among districts is increasing;
- Disparities in average costs per student are not adequately equalized;
- Wealthy and poor districts receive the same tuition apportionment payment per student;
- North Dakota students are at risk of failing to become active and productive citizens; and

- Property poor districts are not as able as property wealthy districts to meet their students' educational needs and to prepare them for college and the world of work.

The complaint included the following constitutionally objectionable features:

- Inadequate state funding;
- Disparities in costs per student;
- An equalization factor that fails to equalize;
- Low levels of state aid that fail to ensure adequacy and equality of resources;
- Inaccurate weighting factors;
- A flat-grant tuition apportionment payment that fails to recognize differences in taxable wealth;
- A special education funding formula that gives higher spending districts an advantage in obtaining state reimbursements;
- A vocational education funding formula that exacerbates existing resource disparities;
- A school facilities funding system that relies on the unequal taxable wealth of the districts;
- The payment of state aid to wealthy districts that maintain large ending fund balances; and
- The failure of the state to ensure that resource differences among school districts are based on factors relevant to the education of students and not on the unequal taxable wealth of districts.

Claim for Relief

In their claim for relief, the plaintiff school districts suggested that:

- The state has a duty to establish an educational system and to maintain and adequately fund that system;
- Because of inadequate funding, the plaintiff districts cannot provide the educational opportunities mandated by the Constitution of North Dakota;
- The right to an adequate and equal educational opportunity is a constitutionally guaranteed fundamental right; and
- The present school finance system is constitutionally inadequate and infringes upon a student's right to an adequate and equal education.

Education Finance - 2005 Legislative Session

With another education funding lawsuit scheduled for trial in February 2006, the Legislative Assembly in 2005 largely maintained the existing method of funding elementary and secondary education. The 2005-07 appropriation was $702,605,996, which included $33,500,000 for transportation aid, $52,500,000 for special education, and $71,600,000 for tuition apportionment. It was an increase of 5.5 percent over the previous biennium and 34.8 percent since 10 years earlier. During that same period, student numbers had gone from 118,553 to 97,120--a decrease of 18.1 percent.

Agreement to Stay Litigation - Terms

One month before the start of the trial, the plaintiffs and the defendants in *Williston Public School District No. 1 v. State of North Dakota* determined that:

> [I]t is desirable and beneficial for them and for the citizens of the State of North Dakota to stay this Act and provide the North Dakota Legislative Assembly the opportunity to settle, compromise, and resolve this Action in the manner and on the terms and conditions set forth in this Agreement. The terms and conditions required that the Governor, by executive order, create the North Dakota Commission on Education Improvement and submit to the Legislative Assembly in 2007 an executive budget that includes at least $60 million more in funding for elementary and secondary education than the amount appropriated by the Legislative Assembly in 2005.

In return, the plaintiffs agreed to stay the litigation until the close of the 2007 legislative session and at that time to dismiss the action without prejudice, if the Legislative Assembly appropriated at least the additional $60 million and approved a resolution adopting the North Dakota Commission on Education Improvement as a vehicle for proposing improvements in the system of delivering and financing public elementary and secondary

education. The plaintiffs also agreed that if the conditions were met, they would not commence another action based upon the same or similar allegations before the conclusion of the 2009 legislative session.

North Dakota Commission on Education Improvement

The North Dakota Commission on Education Improvement, as initially configured, consisted of the Lieutenant Governor--in his capacity as the Governor's designee, the Superintendent of Public Instruction, four members of the Legislative Assembly, four school district administrators, and three nonvoting members representing education interest groups. The commission was instructed to recommend ways in which the state's system of delivering and financing public elementary and secondary education could be improved and, within that charge, to specifically address the adequacy of education, the equitable distribution of funding, and the allocation of funding. The commission's recommendations became the basis for 2007 Senate Bill No. 2200.

Education Finance - 2007 Legislative Session

2007 Senate Bill No. 2200 was a revolutionary new education funding formula. The bill consolidated education dollars that had been assigned to a variety of previously existing funding categories and established new weighting factors that reflected the added costs of providing education to certain categories of students and the added costs of providing various statutorily mandated services. In addition, the new formula factored in the variable cost of providing services and programs in small, medium, and large school districts.

To ensure a relatively consequence-free transition from the prior formula to the new formula, provisions were inserted to require a minimum percentage growth in the per student payment and to likewise cap a potential windfall in a district's per student payment. The mill levy equalization factor, also known as the mill deduct, was repealed, as were supplemental payments. In their stead, the new formula required equity payments, which accounted for deficiencies in a district's imputed taxable valuation, and special provisions accommodating districts with abnormally low taxable valuations. The formula also included a reduction for districts that levied fewer than 150 mills during the first year of the biennium and fewer than 155 mills during the second year of the biennium.

Special education payments were increased and the state took on the full obligation of paying any amount over 4.5 percent of the average cost per student for the most costly 1 percent of special education students statewide.

Based on the commission's recommendations, the Legislative Assembly also increased the availability of capital improvement loans for needy school districts, provided increased funding for new career and technical education centers and programs, and provided funding for full-day kindergarten programs. Finally, the Legislative Assembly reauthorized the North Dakota Commission on Education Improvement and directed that it focus its attention on developing recommendations regarding educational adequacy.

The 2007-09 funding for elementary and secondary education had been increased by more than $92 million over the previous biennium.

Funding Schools Adequately in North Dakota: Resources to Double Student Performance - Picus Report and Recommendations

After the 2007 legislative session, the North Dakota Commission on Education Improvement contracted with Lawrence O. Picus and Associates (Picus) to identify the resources needed in order to ensure an adequate education for all students. Picus began with the premise that adequacy requires all students to be taught the state's curriculum and that strategies must be deployed to use resources in ways that will double student performance on state tests over the coming four to six years. Picus determined very early in its efforts that, while North Dakota students perform reasonably well on state tests, only 30 to 40 percent of North Dakota students perform at or above the proficiency standard measured by the national assessment of educational progress. It was Picus' determination that North Dakota students would need to achieve at much higher levels if they were to be deemed fully prepared, upon high school graduation, for either college or the workplace. Picus concluded that existing state per student payments, coupled with the yield of 185 mills on 88.5 percent of the state average imputed valuation per student, amounted to approximately $7,024 per student, whereas, in order to achieve adequacy, the expenditure per student would need to be $7,293.

Picus also insisted that expending a specific dollar amount per student would not achieve the desired results unless the expenditures were linked to certain programmatic strategies that guaranteed the desired results. Without such linkages the final effect would be nothing other than the existing education system at a much higher cost to taxpayers. Picus' recommendations, therefore, included the following:

- Class sizes for core courses (English language arts, mathematics, science, social studies, and foreign languages) should not exceed 15 students in kindergarten through grade 3 and should not exceed 25 students in the remaining grades;
- Specialists and elective teachers (art, music, physical education, health, etc.) should constitute at least 20 percent of the core instructional staff in kindergarten through grade 8 and at least 33 percent in the remaining grades;
- Instructional coaches for professional development should number at least 1 full-time equivalent (FTE) position for every 200 students;
- Tutors to assist students who are struggling academically should number at least 1 FTE position per prototypical school (kindergarten through grade 5, 432 students; grades 6 through 8, 450 students; and grades 9 through 12, 600 students) plus 1 FTE position for every 125 at-risk students;
- The weight applied to new English language learners should be increased to 1.0;
- Extended day programs should be funded;
- Each district should include $25 per student in average daily membership to cover the cost of increasing services to gifted and talented students;
- Substitute teachers should be funded by the state at the rate of 10 days per regular teacher;
- Guidance counselors should be provided at the rate of one for each prototypical elementary school and at the rate of one for every 250 students in prototypical middle schools and high schools;
- One FTE support position should be included for every 125 at-risk students and allocated according to a school's needs--social workers, nurses, psychologists, family outreach persons, caseworkers, or additional guidance counselors;
- Two noninstructional aides should be included for each prototypical elementary school and middle school and three noninstructional aides should be included for each prototypical high school;
- One librarian should be included for each prototypical school;
- Administrative staff should include one principal for each elementary school, one principal and one half-time assistant principal for each prototypical middle school, and one principal and one assistant principal for each prototypical high school;
- Clerical staff should include two positions for each prototypical elementary school and middle school and four positions for each prototypical high school;
- Professional development days should be extended from the current 2 days to 10 days, and $100 per student should be included for the cost of training and related expenses;
- Technology funding should be included at the rate of $250 per student to cover the cost of computers, software, hardware, and supplies;
- Student activity funding should be included at the rate of $200 per elementary student and $250 per middle school and high school student;
- Central office personnel and service funding should be included at the rate of $600 per student; and
- School and school district maintenance and operations funding should be included at the rate of $600 per student.

Whereas Picus' definition of adequacy would have required that all students be taught the state's curriculum and that resources be used in ways that would double student performance on state tests over the coming four to six years, the definition of adequacy used by the commission would require that all students complete a rigorous core curriculum established by the state, demonstrate proficiency on state assessments, and score above the national average on the ACT, the SAT, or WorkKeys.

Education Finance - 2009 Legislative Session

After reviewing the Picus report, the North Dakota Commission on Education Improvement made its own recommendations to the North Dakota Legislative Assembly. 2009 House Bill No. 1400 was the vehicle by which many of the policy recommendations were enacted. 2009 House Bill No. 1013 contained many of the appropriations.

North Dakota Commission on Education Improvement - Recommendations	2009 Legislation (House Bill Nos. 1400 and 1013)
Provide education funding "adequacy" by increasing the appropriation for elementary and secondary education funding by $100 million	Enacted
Provide $10 million for deferred maintenance	$85.6 million was appropriated as one-time state grants for maintenance
Increase the special education weighting factor from .067 to .07	Enacted
Establish an "at-risk" factor of .05	A factor of .25 was enacted (effective July 1, 2011)
Establish three levels of English language proficiency and assign weighting factors of .20, .05, and .02	Factors of .30, .20, and .07 were enacted
Discontinue the minimum mill levy offset, which was triggered at 155 mills	Enacted
Apply the school district ending fund balance deduct after all other calculations except those specifically excluded by law (and if depleted, apply the deduct to transportation payments)	Enacted (by statute and through rule)
Provide that the state aid per weighted student unit in 2009-10 should be no less than 108 percent of the baseline funding per weighted student unit and no less than 112.5 percent thereafter	Enacted
Provide that the state aid per weighted student unit in 2009-10 should not exceed 120 percent of the baseline funding per weighted student unit and should not exceed 134 percent thereafter	Enacted
Reauthorize school district planning grants	Enacted
Reauthorize the membership and duties of the North Dakota Commission on Education Improvement	Enacted
Continue the requirement that 70 percent of new money be used to increase teacher compensation	Enacted with an exclusion for one-time state grants for maintenance
Provide that if a district experienced an abnormal reduction in federal funds during the 2006-07 base year, that district could use a two-year average to compute its base year	Enacted
Retain the equity payments and provide that reorganized districts and those that receive property through dissolution should not have their equity payments reduced for two years	Enacted
Beginning in 2010, require one licensed tutor for every 400 students in kindergarten through grade 3, in addition to those funded through Title I and authorize the substitution of instructional coaches	Enacted (referred to as student performance strategists)
Increase staffing levels for counselors in accredited schools from 1 FTE position per 450 students to 1 FTE position per 300 students in grades 7 through 12 and authorize one-third of these positions to be filled by career advisors	Enacted
Appropriate $390,000 to the Department of Career and Technical Education for the training, certification, and supervision of career advisors	Enacted
Appropriate $123,618 to the Superintendent of Public Instruction for 1 FTE position to monitor career advisors	Enacted
Fund elementary summer programs for remedial mathematics and remedial reading and beginning July 1, 2010, fund summer science and social studies courses, as well as mathematics and reading, for grades 5 through 8	Enacted
Create a merit diploma that requires three years of mathematics, three years of science, and three years of focused electives emphasizing languages, fine arts, and career and technical education for a total of 22 units	Enacted (requirements for a high school diploma)
Authorize certain students to select an optional high school curriculum that requires two years of mathematics, two years of science, and three years of focused electives, for a total of 21 units	Enacted

North Dakota Commission on Education Improvement - Recommendations	2009 Legislation (House Bill Nos. 1400 and 1013)
Provide a scholarship in the amount of $750 for students who meet stated academic and assessment requirements	Enacted
Require a formative or an interim assessment such as the measures of academic progress for all students in grades 2 through 10	Enacted as a requirement for all students in grades 2 through 10 at least once each year
Require that a Career Interest Inventory be given to all students at least once in grades 7 through 10	Enacted as a requirement for all students at least once in grades 7 and 8 and once in grades 9 and 10
Require and fund the cost of a summative assessment before graduation	Enacted
Provide $560,000 in state aid for the summative assessments and $535,000 in state aid for the interim assessments	Provided additional state aid to reimburse districts for the cost of the required assessments
Require that all schools use PowerSchool by the beginning of the 2010-11 school year	Enacted without a specific date
Establish a North Dakota Early Learning Council	Enacted
Provide a factor of .20 for any four-year old attending an approved program for at least two half days per week	Not enacted
Provide $25,000 annually to each of the eight regional education associations and $2.6 million via a factor of .004 for each participating student	Enacted
Adjust the special education multiplier from 4.5 to 4.0 times the state average cost of education for the 1 percent of special education students requiring the greatest expenditures and appropriate $15.5 million	Enacted
Transfer savings from the special education contracts line item to the state aid line item at the conclusion of the 2007-09 biennium and at the conclusion of the 2009-11 biennium	Enacted
Authorize a transfer from the Bank of North Dakota to guarantee funding for special education contracts	Enacted
Authorize four early dismissal days beginning with the 2010-11 school year to provide for two hours of teacher collaboration	Enacted
Increase the number of instructional days from 173 to 174	Enacted
Increase the number of instructional days from 174 to 175 if resources allow	Enacted effective July 1, 2011
Add a third day for professional development activities	Not enacted
Require each school district to adopt a professional development plan and have it reviewed by the Superintendent of Public Instruction and a professional development advisory committee	Enacted
Appropriate $219,032 to the Superintendent of Public Instruction for individuals who will review and propose improvements to the professional development plans, manage instructional coaching grants, and oversee compliance with curricular requirements	Enacted
Provide $2.3 million to the Education Standards and Practices Board for the mentoring of first-year teachers	Enacted
Provide $500,000 for three pilot programs pertaining to model instructional coaching	Not enacted
Provide transportation funding at 81 cents per mile for large schoolbuses, 42 cents per mile for small school vehicles, and 22 cents per ride for students transported	Enacted at funding rates of 92 cents per mile for large schoolbuses, 42 cents per mile for small school vehicles, and 24 cents per ride for students transported
Increase transportation grants by $5 million	Enacted with a $10 million increase for transportation grants plus an additional $5 million, depending on the forecasted ending fund balance

At the conclusion of the 2009 legislative session, the North Dakota Commission on Education Improvement began its third and final interim effort. The makeup of the commission had been statutorily changed to remove the school district business manager and to add the Director of the Department of Career and Technical Education as a voting member. In addition, the list of nonvoting members, which had previously included representatives of the North Dakota Council of Educational Leaders, the North Dakota Education Association, and

the North Dakota School Boards Association, was expanded with the addition of the President of a private four-year institution of higher education, the owner or manager of a business, and the Commissioner of Higher Education.

The commission's recommendations to the 2011 Legislative Assembly included the following:

- Replace the .002 technology factor with a .006 data collection factor and provide that the money so raised would be forwarded directly to the Information Technology Department on behalf of individual school districts to assist with the costs of purchasing, installing, and supporting PowerSchool;
- Authorize the Superintendent of Public Instruction to waive the PowerSchool requirement for reservation schools that are required to use a specific program by federal law;
- Require that the state assume the cost of having every 11th grade student take either the ACT (including the writing portion) or WorkKeys;
- Require each school district to report the number of students who took either the ACT or the WorkKeys and explain the circumstances surrounding those students who took neither assessment;
- Clarify that the divisor referenced in North Dakota Century Code Section 15.1-27-11(6)(b) for the purpose of computing imputed taxable valuation is the district's general fund levy for the taxable year 2008;
- Reduce the volatility in determinations of statewide average imputed taxable valuation per student by disregarding any district having an imputed taxable valuation per student that is greater than three times the statewide average or less than one-fifth of the statewide average;
- Redefine an isolated school district as one that has fewer than 100 students in average daily membership and encompasses an area greater than 275 square miles and provide a weighting factor of .10 for qualifying districts;
- Provide a transition payment for school districts that currently have isolated schools but would not qualify for payment under the newly proposed definition;
- Increase the special education weighting factor from .07 to .073;
- Increase the funding for special education contracts by $500,000;
- Provide that for the 2011-12 school year, the total amount of state aid payable to a district per weighted student unit may not exceed 142 percent of the baseline funding and remove the maximum restriction thereafter;
- Increase transportation funding by $5 million so that the payment for large schoolbuses increases from $0.92 to $1.03 per mile, the payment for small buses increases from $0.44 to $0.46 per mile, the rate per student ride increases from $0.24 to $0.26 per mile, and family transportation increases to $0.46 for each mile over two miles per one-way trip, assuming that the $5 million contingent appropriation enacted in 2009 would not be triggered; and
- Increase the per student payment by $100 per student for the first year of the biennium and by an additional $100 per student for the second year.

Education Finance - 2011 Legislative Session

As its predecessors, 2011 Senate Bill No. 2150 incorporated the recommendations put forth by the North Dakota Commission on Education Improvement and with the enactment of 2011 Senate Bill No. 2013, the amount appropriated for the grants - state school aid line item was $918,459,478. In addition, Senate Bill No. 2013 contained $16 million for special education contracts, $48.5 million for transportation, and $304 million in the grants - other grants line item. During the course of the 2011 legislative session, concerns were articulated about the school district mill levy reduction program and about the state's ability to sustain its involvement in the program.

Property Tax Relief Legislation

Property tax relief is an issue that has received significant focus from the Legislative Assembly, at least since the 2007 session. 2007 Senate Bill No. 2032, as introduced, provided a general fund appropriation of approximately $74 million for property tax relief and provided for allocation of the appropriated amount among school districts. The bill provided adjustments to reduce school district property tax levy authority by the amount of property tax relief to be received by each school district. The bill also established an allocation process based on the number of mills levied by each school district above the threshold of 111 mills.

As enacted, however, Senate Bill No. 2032 was substantially different. The bill addressed income eligibility for the homestead property tax credit, addressed notices for assessment increases, capped the length of time for which voters could authorize unlimited levies, and required that a three-year comparative report be included with real estate and mobile home tax statements. The bill also provided an income tax marriage penalty credit, a homestead income tax credit, and a commercial property income tax credit.

For the 2007-09 biennium, the Legislative Assembly appropriated $3.6 million to the Tax Commissioner for the expansion of the homestead tax credit and $1.1 million for administrative costs related to the legislation's property tax and income tax changes. In addition, the Legislative Assembly transferred $115 million from the permanent oil tax trust fund to the state general fund to offset the anticipated revenue loss resulting from the income tax credits. The Tax Commissioner encountered various difficulties in administering the income tax credits and ultimately concluded that income taxation is not an appropriate vehicle for the provision of property tax relief.

2009 Senate Bill No. 2199 embodied the Governor's conceptualization for providing property tax relief through statewide school district mill levy reductions. At a cost of $295 million for the 2009-11 biennium, Senate Bill No. 2199 reduced school district property tax levies by up to 75 mills and replaced the revenue that the school districts would have lost through direct grants. The bill also required each school district with an unlimited or excess mill levy to obtain voter approval for their levy's continuation, at a specified number of mills, by 2015, and instituted statutory alternatives in the event that permission was not obtained. In 2010, $295 million was transferred from the permanent oil tax trust fund to the property tax relief sustainability fund for allocations that would occur after the 2009-11 biennium.

During the 2011 session, the legislative effort to continue providing property tax relief culminated with the passage of 2011 House Bill No. 1047. Originally recommended by the interim Taxation Committee, House Bill No. 1047 provided $341.7 million to extend the 75 mill school district property tax reduction concept through the 2011-13 biennium. The statutory parameters were similar to the 2009 enactment, except that the grant amount to which a school district was entitled was limited. A grant could not exceed the preceding year's grant by more than the percentage increase in statewide taxable valuation. The bill did make provisions for certain types of property that are not subject to traditional property taxes but which nevertheless provide revenue to school districts.

The legislative effort during the 2011 session was not able to allay existing concerns about the overall effectiveness of the mill levy reduction grant program as a mechanism for property tax relief, concerns about its potential to result in the rededication of locally generated revenues to other purposes also deemed meritorious, and concerns regarding long-term sustainability. One proposed alternative came in the form of initiated measure No. 2, which would have prohibited the Legislative Assembly and all political subdivisions from levying a tax on the assessed value of real or personal property. The measure provided that:

1. Taxes upon real property which were used before 2012 to fund the operations of counties, cities, townships, school districts, park districts, water districts, irrigation districts, fire protection districts, soil conservation districts, and other political subdivisions with authority to levy property taxes must be replaced with revenues from the proceeds of state sales taxes, individual and corporate income taxes, oil and gas production and extraction taxes, tobacco taxes, lottery revenues, financial institutions taxes, and other state resources.
2. The legislative assembly shall direct as much oil and gas production and extraction tax, tobacco tax, lottery revenue, and financial institutions tax as necessary to fund the share of elementary and secondary education not funded through state revenue sources before 2012. The state cannot condition the expenditure of this portion of elementary and secondary education funding in any manner and school boards have sole discretion in how to allocate the expenditure of this portion of the elementary and secondary funding provided.

Even though the measure was rejected by 76.54 percent of those voting in the June 2012 primary election, the circumstances that gave rise to the measure continued to retain their prominence up to and during the ensuing legislative session.

Education Finance - 2013 Legislative Session

When the Legislative Assembly convened in January 2013, the principal education funding package placed before it again came with the imprimatur of the Governor. Introduced as House Bill No. 1319, the new proposal for funding elementary and secondary education was defeated on the morning of the 80th day of the legislative session. Later that day, the content was attached as an amendment to House Bill No. 1013 and enacted.

Conceptually, the legislation provides for a district's weighted student units to be multiplied by $8,810 during the first year of the biennium and $9,092 during the second year. Minimum and maximum payment levels are established using a statutorily defined baseline funding level that includes:

- All state aid received by the district in accordance with Chapter 15.1-27 during the 2012-13 school year;
- The district's 2012-13 mill levy reduction grant, as determined in accordance with Chapter 57-64, as it existed on June 30, 2013;
- An amount equal to that raised by the district's 2012 general fund levy or that raised by 110 mills of the district's 2012 general fund levy, whichever is less;
- An amount equal to that raised by the district's 2012 long-distance learning and educational technology levy;
- An amount equal to that raised by the district's 2012 alternative education program levy; and
- An amount equal to:

  75 percent of all revenue received by the school district and reported under code 2000 of the *North Dakota School District Financial Accounting and Reporting Manual*, as developed by the Superintendent of Public Instruction in accordance with Section 15.1-02-08;

  75 percent of all mineral revenue received by the school district through direct allocation from the state treasurer and not reported under code 2000 of the *North Dakota School District Financial Accounting and Reporting Manual*, as developed by the Superintendent of Public Instruction in accordance with Section 15.1-02-08;

  75 percent of all tuition received by the school district and reported under code 1300 of the *North Dakota School District Financial Accounting and Reporting Manual*, as developed by the Superintendent of Public Instruction in accordance with Section 15.1-02-08, with the exception of revenue received specifically for the operation of an educational program provided at a residential treatment facility and tuition received for the provision of an adult farm management program;

  75 percent of all revenue received by the school district from payments in lieu of taxes on the distribution and transmission of electric power;

  75 percent of all revenue received by the school district from payments in lieu of taxes on electricity generated from sources other than coal;

  All revenue received by the school district from mobile home taxes;

  75 percent of all revenue received by the school district from the leasing of land acquired by the United States for which compensation is allocated to the state under 33 U.S.C. 701(c)(3);

  All telecommunications tax revenue received by the school district; and

  All revenue received by the school district from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans' credit.

From the aforementioned calculation, the legislation calls for a subtraction of 60 mills multiplied by the district's taxable valuation and a subtraction of the "in lieu of" revenues listed in the preceding paragraph.

Until the enactment of House Bill No. 1013, the board of a school district was authorized by Section 57-15-14.2 to levy "an amount sufficient to cover [the following] general" expenses:

- Board and lodging for high school students as provided in Section 15.1-30-04;
- The teachers' retirement fund as provided in Section 15-39.1-28;
- Tuition for students in grades 7 through 12 as provided in Section 15.1-29-15;
- Special education program as provided in Section 15.1-32-20;
- The establishment and maintenance of an insurance reserve fund for insurance purposes as provided in Section 32-12.1-08;
- A final judgment obtained against a school district;
- The district's share of contribution to the old-age survivors' fund and matching contribution for the Social Security fund as provided by Chapter 52-09 and to provide the district's share of contribution to the old-age

survivors' fund and matching contribution for the Social Security fund for contracted employees of a multidistrict special education board;

- The rental or leasing of buildings, property, or classroom space;
- Unemployment compensation benefits;
- The removal of asbestos substances from school buildings or the abatement of asbestos substances in school buildings under any method approved by the United States Environmental Protection Agency and any repair, replacement, or remodeling that results from such removal or abatement, any remodeling required to meet specifications set by the Americans with Disabilities Act accessibility guidelines for buildings and facilities as contained in the appendix to 28 CFR 36, any remodeling required to meet requirements set by the State Fire Marshal during the inspection of a public school, and for providing an alternative education program as provided in Section 57-15-17.1;
- Participating in cooperative career and technical education programs approved by the state board;
- Maintaining a career and technical education program approved by the state board and established only for that school district;
- Paying the cost of purchasing, contracting, operating, and maintaining schoolbuses;
- Establishing and maintaining school library services;
- Equipping schoolbuses with two-way communications and central station equipment and providing for the installation and maintenance of such equipment;
- Establishing free public kindergartens in connection with the public schools of the district for the instruction of resident children below school age during the regular school term;
- Establishing, maintaining, and conducting a public recreation system; and
- The district's share of contribution to finance an interdistrict cooperative agreement authorized by Section 15.1-09-40.

House Bill No. 1013 provided for a consolidation of these levies. The bill authorized the board of a school district to levy:

- A tax not exceeding the amount in dollars that the school district levied for the prior year, plus 12 percent, up to a levy of 70 mills on the taxable valuation of the district, for any purpose related to the provision of educational services;
- No more than 12 mills on the taxable valuation of the district, for miscellaneous purposes and expenses;
- No more than three mills on the taxable valuation of the district for deposit into a special reserve fund, in accordance with Chapter 57-19; and
- No more than the number of mills necessary, on the taxable valuation of the district, for the payment of tuition, in accordance with Section 15.1-29-15.

The limitations listed in the preceding paragraph do not affect mills levied for a building fund, as permitted in Sections 15.1-09-49 and 57-15-16, nor mills necessary to pay the principal and interest on bonded debt of the district, including the mills necessary to pay principal and interest on any bonded debt incurred under Section 57-15-17.1 before July 1, 2013. Districts that were authorized to maintain excess levies before the 2009 taxable year must reduce their levies by 115 mills as a precondition of receiving state aid and districts that were authorized to maintain excess levies during or after the 2009 taxable year must reduce their levies by 40 mills.

The dollar amount by which the weighted student units are to be multiplied ($8,810 during the first year of the biennium and $9,092 during the second year), was an inflationary increase based on the dollar figure suggested by Lawrence O. Picus and Associates during the aforementioned study conducted for the North Dakota Commission on Education Improvement. (The report that resulted from the Picus study is attached as Appendix B.)

During the 2013 legislative session, the dollar figures set forth in the preceding paragraph were not otherwise examined with respect to their applicability, given the passage of time and circumstances since their recommendation by Picus.

ATTACH:2

HB 1013
1073 1/11/17 Att: 1

TESTIMONY ON HB1013 and HB1073
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENT DIVISION
Jan. 11, 2017
By Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Monson and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to provide information and to testify in support of the Department of Public Instruction's budget and optional request.

The Superintendent of Public Instruction is required to enforce all state statutes and federal laws pertaining to the establishment and maintenance of public schools and related programs. The North Dakota Department of Public Instruction distributes state aid to local public school districts. In fact, almost all of our budget is allocated to local schools to fulfill North Dakota Constitution's mandate of providing for "a uniform system of free public schools throughout the state."

The Superintendent of Public Instruction is also responsible for the supervision of the operation of the North Dakota School for the Blind and Vision Services 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 State Library.

Today I would like to highlight just some of the department's major accomplishments of the past biennium to achieve those priorities for success. They include:

- Administered the ND Scholarship Program and awarded scholarships to over 10,557 resident students to date.
- Developed a partnership with the National Math and Science Initiative (NMSI), a nonprofit organization, to assist our teachers to improve teaching and learning in the areas of math, science and English.
- Matched North Dakota high schools with the School Improvement Network to offer coaching and support to high school principals and school improvement teams to improve teaching and learning.
- Partnered with the Rural Education Laboratory Central to create a Rural Education Research Alliance, which currently includes 23 rural school districts and two educational organizations.
- Implemented the newly mandated mental health & suicide prevention training and resource awareness requirement.
- Created the formation of the State Superintendent's Student Cabinet, to provide a forum for our North Dakota students by giving them a greater role and voice in education policy creation.

- Worked with representatives of teachers, education training programs and ND's teacher licensing board to explore new ways to keep excellent teachers in the profession and develop new educators in our state.
- Began updating the state's academic content standards in English and math, which will be completed in the first quarter of 2017.
- Began process of preparing the request for proposal for a new state test that will be administered in 2018
- Established a "Leveraging the Senior Year" initiative to motivate students to continue to improve and advance during their senior year of high school so they won't need remediation at college and can earn college credits while still in high school.
- Partnered with large and diverse stakeholders from across the state to write our new state accountability plan for the Every Student Succeeds Act enacted by Congress in December 2015.
- First time in our state's history we awarded early childhood education grants to 44 of communities to provide Preschool to 978 four year olds.

Today's hearing references two different appropriations bills – HB1013 and HB1073.

HB1073 includes some budget suggestions that were made by former Governor Dalrymple and HB1013 is NDDPI's 2015 budget minus the reductions made by the legislature in August 2016 during the special session and minus any one-time funding that was in the 2015 budget.

I understand the committee will be using HB1013 as its working draft. Since HB 1013 removes the one-time funding appropriated to Leveraging the Senior Year that I spoke of as one of our major accomplishments for students, I respectfully request this funding be placed in our budget to ensure the continuation of this successful program. Mr. Mertz will provide additional testimony on this request and others during his testimony and I will be available for questions following his testimony.

Our budget bill also historically includes a number of grants that are called "pass-through grants." At the request of the legislature, NDDPI distributes the grants appropriated by the legislature to various organizations and agencies for different initiatives. Many individuals representing those pass through grants are also here today.

This hearing represents the first step on a long road. We know you have difficult budget choices to make in this session. I want to emphasize that I and any

member of our staff are available to answer your questions or provide information for you as you work through the details of this budget.

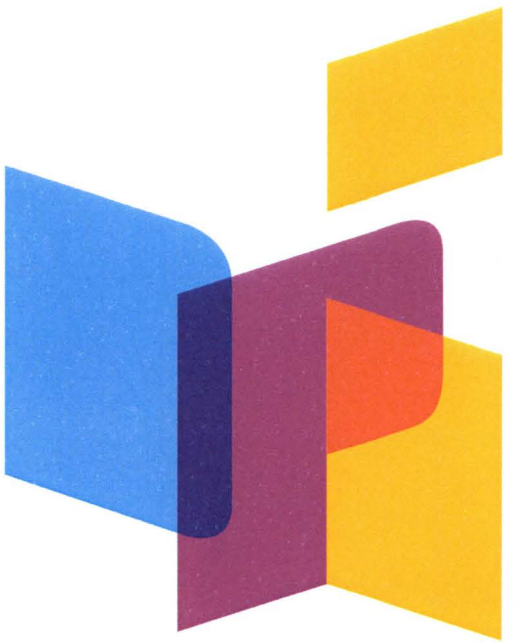
Mr. Chairman, this concludes my introductory remarks. I will now introduce Jamie Mertz, Director of NDDPI's Fiscal Management Office, to provide testimony on the Department of Public Instruction's administrative funding requests. Also, there are several staff members from the department here to answer questions you may have.

Att:2 1/11/17 HB 1013 HB 1073

North Dakota Department of Public Instruction

Kirsten Baesler
State Superintendent

Testimony to the House Appropriations Committee



January 2017

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.nd.gov/dpi

Department of Public Instruction

Kirsten Baesler, State Superintendent

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Testimony on HB 1013/1073 - House Appropriations

January 11th – 12th, 2017

ND Department of Public Instruction

Kirsten Baesler, State Superintendent

Agenda

Opening Remarks – State Superintendent Kirsten Baesler

Administrative Funding – Jamie Mertz

State Library – Mary Soucie, State Librarian
Cynthia Clairmont-Schmidt, Assistant State Librarian

School for the Deaf – Connie Hovendick, Superintendent
Michael Loff, Business Manager

Vision Services – Paul Olson, Superintendent
Tami Purcell, Business Manager

State Flow-Thru Grants	Contact Person
ESPB – National Board Certification	Dr. Becky Pitkin
ESPB Teacher Support Program	Laurie Stenehjem
Gearing Up for Kindergarten	Deb Gebeke
Global Bridges	Jon Martinson
North Central Council of School Televisions	John Gast
ND Governor's School	Jeff Boyer
ND LEAD Center	Jim Stenehjem
ND Museum of Art	Laurel Reuter
Northern Plains Writing Project	Ash Bowen
Pathfinders Parent Project	Jacki Harsym
Red River Writing Project	Kelly Sassi
We the People Program	Donna Pearson
Young Entrepreneur Program	Barry Striegel

Department of Public Instruction (201)
2017-2019 Bienniel Budget Request / Funding Analysis

	1 2015-2017 Appropriation	2 One-Time Funding	3 SB 2379 Reductions	4 2017-2019 Base Level
Administration:				
Salaries & Wages	$ 18,282,070.00	$ (2,064.00)	$ -	$ 18,280,006.00
Operating Expense	30,828,192.00	(30,000.00)	(281,120.00)	30,517,072.00
Total	**$ 49,110,262.00**	**$ (32,064.00)**	**$ (281,120.00)**	**$ 48,797,078.00**
Integrated Formula Payment				
Funding : General	$ 1,697,506,000.00	$ -	$ -	$ 1,697,506,000.00
Total Special	219,134,000.00	-	-	219,134,000.00
	$ 1,916,640,000.00	**$ -**	**$ -**	**$ 1,916,640,000.00**
Special Education Contracts	$ 17,300,000.00	$ -	$ -	$ 17,300,000.00
Transportation Grants	$ 57,000,000.00	$ -	$ -	$ 57,000,000.00
Rapid Enrollment Grants	$ 14,800,000.00	$ (12,504,530.00)	$ (2,295,470.00)	$ -
Powerschool	$ 6,000,000.00	$ -	$ -	$ 6,000,000.00
Grants - Other Grants				
Continuing Ed Grants for Pre-School	$ 150,000.00	$ -	$ -	$ 150,000.00
Grants for Pre-Kindergarten Space	125,000.00	-	-	125,000.00
Continuing Ed Grants for Counselor	150,000.00	-	-	150,000.00
Curriculum Alignment Grant	100,000.00	-	-	100,000.00
Displaced Homemaker Program	225,000.00	-	-	225,000.00
Governor's School	460,000.00	-	-	460,000.00
LEAD Consortium	267,500.00	-	-	267,500.00
Teacher Center Network	360,000.00	-	-	360,000.00
Adult Education Matching Funds	4,110,411.00	-	-	4,110,411.00
School Lunch Matching Funds	1,380,000.00	-	-	1,380,000.00
Reduced Breakfast Program Funds	205,000.00	-	-	205,000.00

25	North Dakota Museum of Art	435,000.00	-	-	435,000.00
26	Northern Plains Writing Project	93,000.00	-	-	93,000.00
27	Red River Writing Project	100,000.00	-	-	100,000.00
28	North Central Council for School Television	535,000.00	-	-	535,000.00
29	Global Bridges	250,000.00	-	-	250,000.00
30	We the People	25,000.00	-	-	25,000.00
31	Young Entrepreneur Education Program	100,000.00	-	-	100,000.00
32	Gearing Up for Kindergarten	675,000.00	-	-	675,000.00
33	Pathfinders Parent Program	120,000.00	-	-	120,000.00
34	Teacher Support System (ESPB)	2,700,000.00	-	-	2,700,000.00
35	CPR Grants (One-Time)	450,000.00	(165,500.00)	(284,500.00)	-
36	Civic Education Grant (One-Time)	200,000.00	-	(200,000.00)	-
37	Teacher/Principal Evaluation Grants	240,000.00	-	-	240,000.00
38	English Language Learner Grants	1,000,000.00	-	-	1,000,000.00
39	Medicaid Matching Grants	323,611.00	-	(160,000.00)	163,611.00
40	Federal Program Grants	253,837,705.00	-	-	253,837,705.00
41	**Total**	**$ 268,617,227.00**	**$ (165,500.00)**	**$ (644,500.00)**	**$ 267,807,227.00**
					-
42	**Special Line Items**				-
43	Transporation Efficiency	$ 30,000.00	$ -	$ -	$ 30,000.00
44	National Board Certification	120,000.00	-	-	120,000.00
45	AP Courses (2013-2015 Turnback)	1,252,627.00	(1,252,627.00)	-	-
46	Early Childhood Education Study (2013-2015 Turnback)	200,000.00	(200,000.00)	-	-
47	REA Review Process (2013-2015 Turnback)	50,000.00	(50,000.00)	-	-
48	Open Educational Resouces (2013-2015 Turnback)	100,000.00	(100,000.00)	-	-
49	School Safety Grants	849,130.17	(849,130.17)	-	-
					-
50	**Total Appropriation**	**$ 2,332,069,246.17**	**$ (15,153,851.17)**	**$ (3,221,090.00)**	**$ 2,313,694,305.00**
51	**Department Wide Funding Sources:**				
52	General Funds	$ 1,823,436,773.17	$ (15,153,851.17)	$ (3,221,090.00)	$ 1,805,061,832.00
53	Federal Funds	288,125,283.00	-	-	288,125,283.00
54	Special Funds	220,507,190.00	-	-	220,507,190.00
55	**Total**	**$ 2,332,069,246.17**	**$ (15,153,851.17)**	**$ (3,221,090.00)**	**$ 2,313,694,305.00**

North Dakota Department of Public Instruction
How is the Money Spent?

Salaries
$18,391,170

Operating
$30,204,230

State Aid
$1,947,120,547

Spec Ed Contracts
$19,300,000

Transportation
$51,300,000

Grants to Schools
$259,712,705

Flow-Through Grants
$7,965,661

Total Budget: $2,333,994,313

Department of Public Instruction
2017-2019 Base Level Major Components

Expense Type	Amount	Main Items included in this Expense
Salaries and Benefits	$ 18,269,070	Department Employees
Professional Services	18,221,147	Assessment Testing Child Nutrition Food Services Committee Fees Consulting
Operating Fees and Services	4,749,223	Storage and Handling of Food
IT Expenses	4,102,566	ITD IT expenses
Supply/Material - Professional	1,092,170	Assessment Testing Materials
Travel	1,087,670	Non-employee - 75% Employee - 25%

Department of Public Instruction
Proposed Reductions for 90% Budget Request

Salaries	$	654,120
Operating Expenses		764,464
Pass Thru Grants		1,951,111
	$	3,369,695

Salaries Breakdown

Turn back 2 FTEs	$	275,849
Adjust funding distribution		378,271
	$	654,120

Operating Breakdown

IT Contractual Services	$	200,000
Professional Services		235,000
Operating Fees		329,464
	$	764,464

Pass Thru Grants	15-17 Appropriation	17-19 Proposed	Proposed Cut
Continuing Ed Grants for Pre-school	$ 150,000	$ 150,000	$ -
Grants for Pre-K Space	125,000	125,000	-
Continuing Ed Grants for Counselor	150,000	125,000	(25,000)
Curriculum Alignment Grant	100,000	100,000	-
Governor's School	460,000	460,000	-
LEAD Consortium	267,500	260,000	(7,500)
Teacher Center Network	360,000	-	(360,000)
Adult Education Matching Funds	4,110,411	4,070,411	(40,000)
School Lunch Matching Program	1,380,000	1,380,000	-
Reduced Breakfast Program Grants	205,000	205,000	-
North Dakota Museum of Art	435,000	415,000	(20,000)
Northern Plains Writing Project	93,000	83,000	(10,000)
Red River Writing Project	100,000	90,000	(10,000)
North Central Council for School Television	535,000	500,000	(35,000)
Global Bridges	250,000	200,000	(50,000)
We the People	25,000	20,000	(5,000)
Young Entrepreneur Education Program	100,000	100,000	-
Gearing Up for Kindergarten	675,000	600,000	(75,000)
Pathfinders Parent Program	120,000	120,000	-
Teacher Support System (ESPB)	2,700,000	2,000,000	(700,000)
Teacher/Principal Eval Grants	240,000	200,000	(40,000)
ELL Grants	1,000,000	750,000	(250,000)
Medicaid Matching Grants	323,611	-	(323,611)
	$ 13,904,522	$ 11,953,411	$ (1,951,111)

Department of Public Instruction
2017-2019 Governor's Recommended Budget Changes

Interegrated Formula Payments		
Funding: General	$	(51,649,453)
Special		82,130,000
	$	30,480,547
Special Education Contracts - General Fund	$	2,000,000
Transportation Grants - General Fund	$	(5,700,000)
Powerschool - General Fund	$	(500,000)
Other Grants - General Fund		
Curriculum Alignment Grant	$	(20,000)
LEAD Consortium		(19,250)
Adult Education Matching Funds		(400,000)
North Dakota Museum of Art		(23,500)
North Central Council for School Television		(500,000)
Global Bridges		(200,000)
Gearing Up for Kindergarten		(50,000)
Teacher Support System (ESPB)		(2,000,000)
Teacher/Principal Eval Grants		(25,000)
ELL Grants		(750,000)
	$	(3,987,750)

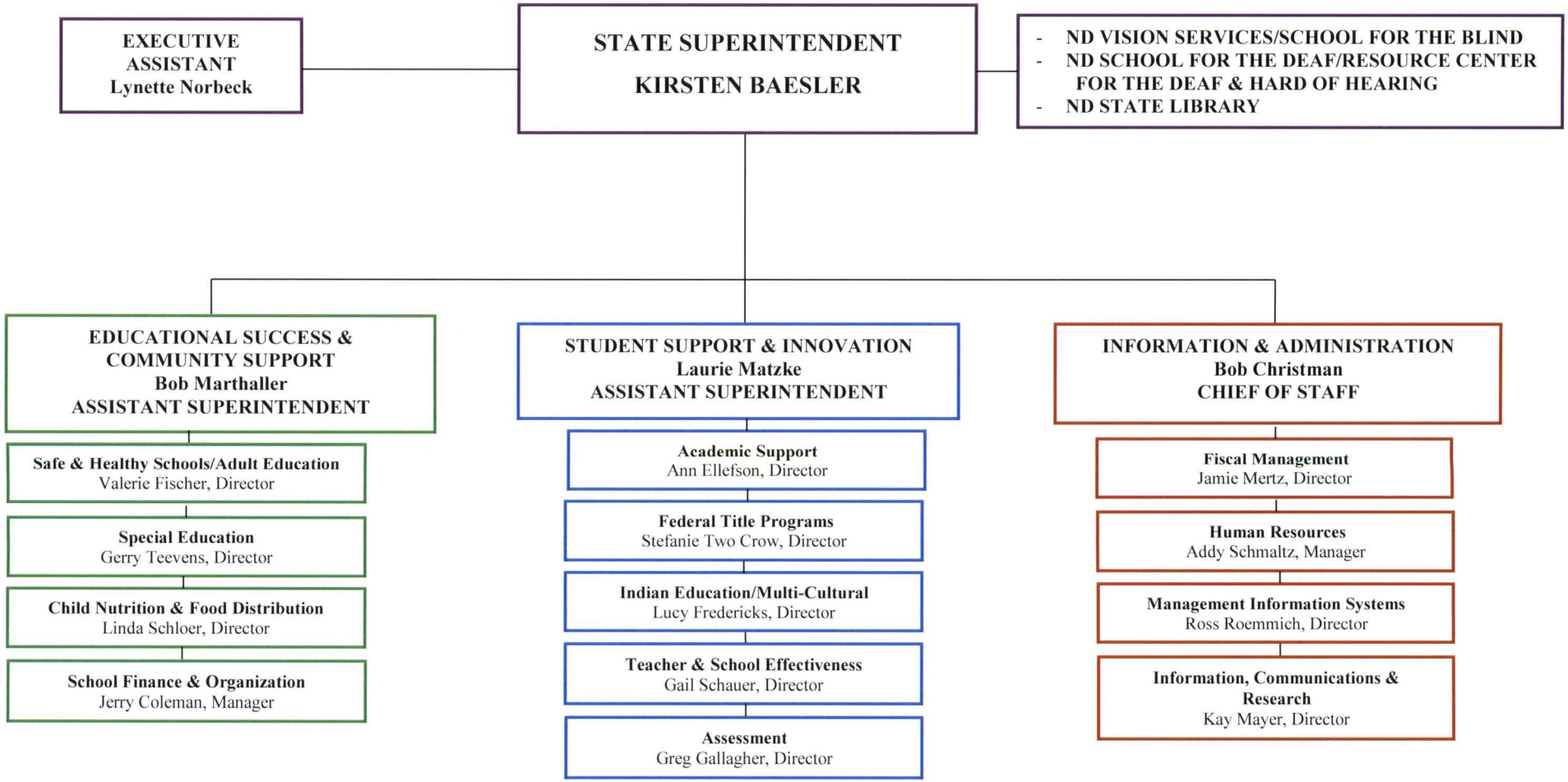
6.11

Department of Public Instruction
2015-2017 Adjusted Appropriation and Estimated Expenditures

	2015-17 Adjusted Appropriation	2015-17 Estimated Expenditures
State school aid program		
State school aid - Integrated formula payments	$1,916,640,000	$1,883,640,000
Transportation aid payments	57,000,000	57,000,000
Rapid enrollment grants	12,504,530	11,504,530
Special education - Contracts	17,300,000	17,300,000
Total - State school aid program	$2,003,444,530	$1,969,444,530
General fund	$1,668,257,237	$1,634,257,237
Foundation aid stabilization fund	116,053,293	$116,053,293
State tuition fund	219,134,000	219,134,000
Total	$2,003,444,530	$1,969,444,530
Other grants - General fund		
Teacher center network	$360,000	$360,000
School food services	1,380,000	1,380,000
Adult education grants	4,110,411	4,110,411
LEAD Center	267,500	267,500
Governor's School	460,000	460,000
National writing projects	193,000	193,000
Rural art outreach project	435,000	435,000
North Central Council for School Television	535,000	535,000
Mentoring program	2,700,000	2,700,000
Continuing education grants	150,000	150,000
Global Bridges (Atlantik-Brucke) exchange	250,000	250,000
Young entrepreneur education program	100,000	100,000
"We the People" program	25,000	25,000
Teacher and principal evaluation system	240,000	230,000
Curriculum alignment grants	100,000	20,000
Preschool continuing education grants	150,000	150,000
Prekindergarten space grants	125,000	125,000
Gearing Up for Kindergarten	675,000	675,000
Pathfinders Parent Project	120,000	120,000
Cardiopulmonary resuscitation (CPR) training grants	165,500	50,000
Free breakfast program	205,000	205,000
English language learner grants	1,000,000	900,000
PowerSchool	6,000,000	5,000,000

Civics education grant	0	0
Medicaid matching grants	163,611	163,611
National board certification	120,000	120,000
Total - Other grants - General fund	$20,030,022	$18,724,522
Other grants - Other funds		
Federal grants	$253,837,705	$253,837,705
Displaced homemaker program	225,000	225,000
Total - Other grants - Other funds	$254,062,705	$254,062,705
Total state school aid and other grants - All funds	$2,277,537,257	$2,242,231,757
Agency administration		
Administration - General fund	$13,421,310	$13,421,310
Administration - Other funds	35,435,768	35,435,768
Total - Agency administration - All funds	$48,857,078	$48,857,078
Total Department of Public Instruction - All funds	$2,326,394,335	$2,291,088,835
General fund	$1,701,708,569	$1,666,403,069
Other funds	$624,685,766	$508,632,473
Total	$2,326,394,335	$2,175,035,542

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
ORGANIZATIONAL CHART – JANUARY 2017



ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2015-2016				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)	$ 236,340.83	$ 35,622,228.25	$ -	$ 35,858,569.08
10.558	Child and Adult Care Food Program Cash in Lieu	-	340,111.24	-	340,111.24
10.558	Child and Adult Care Food Program Sponsor Administrative Funds	-	1,065,342.00	-	1,065,342.00
10.560	State Administrative Expenses for Nutrition Programs	1,039,467.98	-	-	1,039,467.98
10.565	Commodity Supplemental Food Program	77,380.41	51,675.00	-	129,055.41
10.567	Food Distribution Program on Indian Reservations	350,069.94	890,847.32	-	1,240,917.26
10.568	The Emergency Food Assistance Program	87,993.77	27,862.75	-	115,856.52
10.582	Fresh Fruits & Vegetables	54,810.20	1,795,967.71	-	1,850,777.91
10.574	Team Nutrition	143,664.80	62,640.35	-	206,305.15
10.575	Farm to School	9,751.82	-	-	9,751.82
10.579	Equipment Assistance	933.77	36,624.94	-	37,558.71
10.579	Method II Art	141,191.68	-	-	141,191.68
17.267	Workforce Investment	27,742.82	796,460.54	-	824,203.36
84.002	Adult Education	83,526.93	1,002,518.23	-	1,086,045.16
84.010	Title I, Part A Improving Education for the Disadvantaged	521,292.93	34,931,153.51	-	35,452,446.44
84.011	Migrant Programs	83,057.76	309,677.96	-	392,735.72
84.013	Neglected/Delinquent	-	112,928.22	-	112,928.22
84.326	Deaf-Blind Grant	-	65,000.00	-	65,000.00
84.027	IDEA-B (Special Education)	1,892,058.23	26,738,956.97	852,451.16	29,483,466.36
84.173	Preschool (IDEA)	36,074.23	782,040.26	-	818,114.49
84.196	Homeless Children	80,170.09	71,616.40	-	151,786.49
84.287	21st Century Community Learning Centers	241,649.11	5,996,001.83	57,791.25	6,295,442.19
84.323	State Personnel Development Grant	231,884.69	287,293.63	-	519,178.32
84.358	Rural, Low Income Schools	1,524.77	50,058.83	-	51,583.60
84.365	Title III, English Language Learners	186,027.68	610,564.73	-	796,592.41
84.366	Title IIB, Math & Science Partnerships	23,842.73	590,818.58	-	614,661.31
84.367	Title IIA, Teacher Quality	190,868.49	9,737,592.75	178,816.34	10,107,277.58
84.367	TIIA, Higher Education Partnerships	17,237.70		-	17,237.70
84.369	State Assessments	3,732,182.90	510,801.65	-	4,242,984.55
93.079	School-Based Surveillance	64,292.68	-	-	64,292.68
93.576	Refugee Children School Impact Grant	6,006.22	169,466.14	-	175,472.36
93.945	School Health	97,462.06	139,116.39	-	236,578.45
84.372	SLDS	-	-	1,639,528.29	1,639,528.29
	NCES/NAEP	104,748.18	-	-	104,748.18
	Total Federal	$ 9,658,507.22	$ 122,795,366.18	$ 2,728,587.04	$ 135,182,460.44

ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2014-2015				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)	$ 181,774.46	$ 33,951,669.95	$ -	$ 34,133,444.41
10.558	Child and Adult Care Food Program Cash in Lieu	-	333,621.38	-	333,621.38
10.558	Child and Adult Care Food Program Sponsor Administrative Funds	-	1,012,872.00	-	1,012,872.00
10.560	State Administrative Expenses for Nutrition Programs	1,000,139.90	-	-	1,000,139.90
10.565	Commodity Supplemental Food Program	108,985.83	51,332.00	-	160,317.83
10.567	Food Distribution Program on Indian Reservations	381,375.46	728,395.96	-	1,109,771.42
10.568	The Emergency Food Assistance Program	106,831.15	11,500.00	-	118,331.15
10.582	Fresh Fruits & Vegetables	80,705.39	1,815,469.58	-	1,896,174.97
10.574	Team Nutrition	135,073.23	26,000.50	-	161,073.73
10.579	Direct Certification	10,704.60	1,537.07	-	12,241.67
10.579	Equipment Assistance	-	56,315.00	-	56,315.00
10.579	Method II Art	13,601.31	-	-	13,601.31
84.002	Adult Education	93,273.40	1,322,164.67	-	1,415,438.07
84.010	Title I, Part A Improving Education for the Disadvantaged	499,659.57	33,685,710.51	-	34,185,370.08
84.011	Migrant Programs	59,002.35	246,030.35	-	305,032.70
84.013	Neglected/Delinquent	-	140,118.80	-	140,118.80
84.326	Deaf-Blind Grant	-	74,740.14	-	74,740.14
84.027	IDEA-B (Special Education)	1,851,015.66	23,844,237.84	836,403.96	26,531,657.46
84.173	Preschool (IDEA)	84,291.18	650,891.71	-	735,182.89
84.184	School Emergency Management	22,271.67	43,883.61	-	66,155.28
84.196	Homeless Children	62,496.83	100,532.98	-	163,029.81
84.287	21st Century Community Learning Centers	448,008.46	5,405,267.04	52,931.73	5,906,207.23
84.323	State Personnel Development Grant	279,482.01	(11,649.83)	-	267,832.18
84.358	Rural, Low Income Schools	812.86	32,491.96	-	33,304.82
84.365	Title III, English Language Learners	185,566.71	554,057.63	-	739,624.34
84.366	Title IIB, Math & Science Partnerships	33,601.22	567,294.06	-	600,895.28
84.367	Title IIA, Teacher Quality	294,966.68	10,425,316.84	187,711.05	10,907,994.57
84.367	TIIA, Higher Education Partnerships	17,391.00	-	-	17,391.00
84.369	State Assessments	2,022,613.44	139,174.09	-	2,161,787.53
93.079	School-Based Surveillance	66,456.90	-	-	66,456.90
93.576	Refugee Children School Impact Grant	3,996.78	87,144.20	-	91,140.98
93.945	School Health	54,697.42	-	-	54,697.42
84.372	SLDS	-	-	951,273.24	951,273.24
	NAEP	102,554.61	-	-	102,554.61
	Total Federal	$ 8,098,795.47	$ 115,296,120.04	$ 2,028,319.98	$ 125,423,235.49

Department of Public Instruction
2017-2019 Optional Budget Requests

1	2	3
Item	Optional Package Description	Requested Amount
1	Include Emergency Commision request 1879 in base budget - Special Funds	$ 500,000.00
2	Include Leveraging the Senior Year in base budget - General Funds	1,450,000.00
	Total	$ 1,950,000.00

DPI 2017-2019 Biennial Budget Optional Requests

1. Emergency Commission request 1879

Schools that participate in the USDA National School Lunch Program (NSLP) receive an annual entitlement value of USDA Commodity foods that are used in the preparation of school meals. DPI administers the USDA Commodity Foods program for schools that participate in the NSLP. Schools are surveyed for the preferences of USDA foods annually and DPI then purchases, warehouses and distributes the USDA foods to the schools. Common USDA Foods that are requested and ordered are ground beef, canned fruits and vegetables, cheese, frozen vegetables, etc. Frequently, schools find it difficult to use all of their USDA Foods entitlement by requesting the standard USDA Foods through DPI. DPI has expanded the school options for using their USDA Foods entitlement by contracting with food processors who take bulk USDA Foods, such as beef, chicken, turkey, eggs, etc. and process them into foods that schools frequently serve to students such as hamburger patties, chick nuggets and French toast sticks. The value of the commodity food used in the processed form is subtracted from the school's entitlement and the processing fees are billed to the schools.

The processing contracts are done on behalf of the schools and DPI serves as a pass-through agency for the processing fees. The processing fees are listed under the Special Funds funding line. During the 2015-2017 biennium, DPI processing contracts expense will total approximately $1.5 million. As part of our 2015-2017 appropriation request we had requested $1 million for these contracts. In June 2016, we went before the Emergency Commission and the Budget Section Committee to request an additional $500,000 in spending authority for the shortfall. This request was approved by both committees.

The Department hereby requests an additional $500,000 in Special Funds to provide this service to schools.

2. Leveraging the Senior Year

Leveraging the Senior Year is a two-pronged approach to ensure all students grow academically during their senior year of high school. The first addresses the need for students to take college remediation courses. The second is to increase opportunities for students to participate in advanced coursework.

Reduce Remediation

Ensures that students who are not on track to take credit bearing classes their first year of college can get the extra instruction they need their senior year.

- Schools identify high school students who may need remedial math and English instruction in college based on their ACT scores.
- Provides students with additional opportunity to obtain the knowledge and skills to make them college ready through Pearson's MyFoundationsLab®.
- Students who complete the program are able to earn high school math and English credits toward high school graduation.
- The North Dakota University System has adopted policy (402.1.2 Student Placement into College Courses) accepting successful completion of the Pearson MyFoundationsLab® as proof that remediation is unnecessary.

Increases Opportunity for Advanced Coursework

Ensures that students who have taken all of the available courses at their high school have greater options for advanced coursework.

- Professional learning through participation in Advanced Placement (AP) Summer Institutes is provided to North Dakota teachers to prepare more instructors to teach AP classes.
- One-day, content focused workshops were provided for current AP teachers, prospective AP teachers, and building administrators to strengthen their content area skills and offer opportunities to engage with other North Dakota AP educators.
- Funding was provided to buy-down the cost of students' AP exam fees.
    - Economically Disadvantaged Students: The entire exam fee for up to four (4) qualifying exams over the student's high school career.
    - All Other Students: The entire exam fee for one (1) qualifying exam; 50% of the exam fee for the following three (3) exams over the student's high school career.

The Department hereby requests an additional $1,450,000 in General Funds to continue providing these services to students.

Flow-thru Grants

Education Standards & Practices Board – National Board Certification

North Dakota Century Code 15.1-18.1-02 (1) (c) (1) provides authority for ESPB to approve no more than seventeen national board applications per year. The State share of this fee is $1250 with the federal government match those dollars for a total cost of $2500. If 17 applications were received at $1250 each, this assessment would cost $21,250 dollars or a total of $42,500 for the biennium.

Under NDCC 15.1-18.1-02 (2), ESPB is authorized to pay for no more than three "recertification scholarships for national board certification." Each of these scholarships for recertification cost $1150 or a total of $3450 each year or a total of $6,900 for the biennium.

Under NDCC 15.1-18.1-02 (5) (a), the Board is authorized to pay $1000 to each individual teacher employed during the school year as a full-time classroom teacher. This number varies a bit each year as teachers move in and out of the classroom and the state. We have approximately 30 teachers that are nationally certified. This will cost the State approximately $30,000 each year or a total of $60,000 for the biennium. Our total request for National Board certification, recertification, and stipends is $120,000.

Education Standards & Practices Board – Teacher Support Program

North Dakota Century Code 15.1-18.2-05, 15.1-18.2-06 and 15.1-18.2-07 requires the Education Standards and Practices Board to administer the Teacher Support Program. As state in this section of the Century Code, the ND TSS provides two services, a Mentoring Program for first-year teachers and a program providing training and support for Instructional Coaches.

The Mentoring Program provides ongoing instructional, classroom-based support for new teachers by carefully selected and well-prepared mentors who use accepted models of good teaching and Program protocols to support instructional skills and development. Since 2010, 2007 first-year teachers have been supported by 1430 trained mentors.

The Coach Support Program includes a Coaches Academy providing training in foundational coaching skills as well as ongoing networking and skills development opportunities for Academy graduates. Since 2011, 395 Instructional Coaches have participated in our Academies.

The initial appropriation in 2009 of $2,300,000 was planned to support mentoring for 250 first-year teachers. During the 2016-2017 school year, ND TSS is providing mentoring for 326 new teachers in 72 districts as well as support for 287 Instructional Coaches with an appropriation of $2,700,000.

Gearing Up for Kindergarten

Gearing Up for Kindergarten is a parent involvement and school readiness program, with seven years of North Dakota research supporting its development. The research documents multiple positive impacts of this school readiness program for parents, students and schools/teachers. Reports can be reviewed at www.gearingupnd.org.

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some level of difficulty upon entering kindergarten and another 16 percent have greater issues impacting learning when entering kindergarten (combined total of 48 percent having concerns). There is no other school readiness program in ND that targets all interested 4 year-olds and their parents.

High quality early education programs are shown to produce more successful students, to ease the transition between home and school, and to increase social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together can help to reduce the "readiness gap" that troubles many children who enter kindergarten.

A total of $625,000 was appropriated during the 2011 legislative session to initiate the Gearing Up for Kindergarten program in North Dakota. That amount increased to $675,000 during the 2013 legislative session, with the intent to expand to new sites. The NDSU Extension Service has worked in partnership with DPI to expand the program across the state; currently the demand for the program throughout the state exceeds funds available to provide the program.

A partnership between the North Dakota Department of Public Instruction and the NDSU Extension Service made program implementation possible. During the 2015-2017 biennium a total of $675,000 was appropriated with $540,000 budgeted for direct reimbursements to schools offering the program and meeting criteria for implementation standards. The intent of the reimbursement is to support the budget necessary to reimburse teacher salaries. Additional costs are covered by the school. The remaining $135,000 covers the salary costs of the program coordinator, part-time support staff, travel expenses, school training expenses and evaluation research and reporting.

Global Bridges

In the past, study tours of Germany were organized by Atlantik-Brucke. However, in 2012, members of Atlantik-Brucke voted to establish "Global Bridges" to better reflect its expanded focus on Asia (particularly China), Israel, and Eastern Europe. Global Bridges, a private non-partisan organization based in Berlin, Germany, seeks to strengthen German/American relations. The organization accomplishes this goal by organizing conferences, study trips, and managing online communication that allows its members and participants in programs to maintain contact with one another.

North Central Council of School Television

The North Central Council for School Television (NCCST) is a 56-year-old non-profit organization of North Dakota schools that put public broadcasting on the air to support and enhance school curriculum, from the beginning providing multimedia resources for classroom use and professional development in integrating those resources. Today, the NCCST contracts with Prairie Public to provide to provide a service unit to address unmet needs of its member schools and the families they serve:

- easily accessible, multimedia instructional resources available by broadcast and the Web
- professional development for teachers integrating multimedia resources
- cost effective programs that address literacy and school readiness deficiencies
- digital access to thousands of resources and lesson plans consistent with state education standards
- ndstudies.org, a multimedia website to support ND Studies and cross-curricular applications.

Through its partnership with Prairie Public, the NCCST is able to leverage the vast resources of both local and national public broadcasting, tap into public media grant opportunities, and establish relationships with other regional agencies to provide services advancing the engaging and enriching experiences motivating students to experience success. Going forward, the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, continue these services, provide for the future, but still be cognizant of the legislature's need to contain costs, the NCCST will continue with the current budget of $535,000 and is not seeking an increase. The budget continues support for obtaining engaging student learning activities, providing downloadable instructional video, accessing a wealth of other teacher and family resources, providing support for early childhood readiness trainings and initiatives, preK-12 professional development, and continued investment in the ndstudies.org multi-media website. As schools invest in more interactive technologies, projection systems, tablets, and other new technologies, and as more preK-12 educators look online for their teaching and learning opportunities, this service will provide the additional relevant resources and services easily accessible and readily available to all those involved in educating the youth of North Dakota both for success in school and in life.

North Dakota Governor's School

North Dakota Governor's School (NDGS) is a six-week academic residential program for scholastically motivated North Dakota high school students who have completed their sophomore or junior years. During the program, NDGS scholars participate in one discipline, such as Laboratory Science, Mathematics, Information Technology, English Studies, Engineering, Architecture, and Visual or Performing Arts. NDGS offers high quality, concentrated instruction and guidance from knowledgeable and experienced NDSU faculty and staff through classroom experiences, discussion groups, labs, field trips, and other activities. The learning experiences within NDGS are neither acceleration nor an anticipation of particular course work in high school or college. NDGS scholars participate in a variety of individual and group projects that highlight many of the most exciting areas of design, innovation, research, and performance. NDGS activities are designed to provide a learning environment that is not duplicated at scholars' home high schools.

Nearly 100 NDSU faculty and staff and local community members interact with NDGS scholars during this six-week program. A residence staff team develops strong relationships with scholars and supports them throughout this intense learning experience. Coordinators and instructors for each discipline provide enriching, meaningful, and relevant opportunities to learn dynamic content. Fine arts instructors, ethics lecturers, and design thinking facilitators push scholars beyond their current abilities and knowledge to pursue novel ideas. Finally, the administrative team works behind the scenes to ensure all stakeholders have what they need to ensure the successful operation of NDGS.

North Dakota LEAD Center

The mission of the ND LEAD Center is to "develop excellence in educational leadership" and the need for instructional leadership has risen over the past few years. With the new emphasis on teacher and principal evaluations, ND LEAD will play a significant role in developing the necessary critical leadership skills to support this transition.

North Dakota Museum of the Art

In the fall of 2004, the North Dakota Museum of Art launched a pilot education outreach program to encourage and empower rural school children, their teachers, their families, and their communities to actively participate in learning through the Museum's exhibitions and programs. Because most students live far from the Museum in Grand Forks, and have limited access to the arts in their own communities, the Museum takes exhibitions to them.

The art exhibitions are created to be relevant to local communities and can be integrated into school curricula. The Museum provides educational material targeted at specific age groups within the K-12 spectrum but the entire community in encouraged to participate. Visiting artists often accompany the exhibitions.

Northern Plains Writing Project

The Northern Plains Writing Project continues to be a center for continued training ground for area educators. Each summer the NPWP offers public school teachers the opportunity to meet with other area educators to share successful teaching strategies, conducting mini teacher in-services, while reading and conducting research on new and/or emerging models of effective classroom management, instruction and classroom community-building.

Pathfinders Parent Project

The Pathfinder Parent Center is partially funded by the US Department of Education, Office of Special Education Programs to support ND families of children with disabilities ages birth through 26. During the 64th Legislative Session we were awarded state dollars to enhance our early dispute resolution services, assist special education units with parent engagement and provide improved outreach to American Indian families.

Pathfinder continues to provide a viable service to families and schools that saves the ND thousands of dollars not only by helping teams resolve problems early and avoid excess costs but by helping families to see that they have other options besides filing complaints or due process hearings.

Red River Writing Project

The Red River Valley Writing Project (RRVWP) is one of two National Writing Project (NWP) sites in North Dakota. Its mission is to improve the teaching of writing, K-16, in all subject areas. To meet the challenges of Writing Standards, to successfully compete for federal funds, and expand our services throughout the Red River Valley, the RRVWP plans to use state funding in 2017-19 for these activities:

- Multiple one to three-week summer workshops, for specific groups of teachers, on improving the use and teaching of writing to boost student achievement.
- An annual "Young Author Summer Workshop" aimed at at-risk youth
- Evening, one-day, and weekend workshops during the school year on specific aspects of writing instruction and the best uses of writing in the classroom.
- Professional study groups that meet monthly or bi-weekly during the school year to apply best practices research on the teaching and use of writing directly to the classroom.
- School- or district-requested in-service programs, including follow-up.
- Partnerships with specific schools to evaluate and improve the use and teaching of writing in those schools.
- Identifying teachers engaged in the best practices for the use and teaching of writing and developing their leadership potential within their schools and districts through travel support to national and regional conferences. These teachers are required to bring back what they learned as part of in-service programs for schools in the RRVWP region.

We the People Program

The We the People Program funding provides for North Dakota high school students to attend the State WTP competition and for the teacher training of government and/or social studies teachers. Held annually, teams from across the state compete in Bismarck and engage in a simulated congressional hearing competition. As students continue to engage in the congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. The teacher professional development provides teachers with intensive pedagogical and content knowledge designed specifically to create and facilitate learning opportunities for North Dakota students. Funding will defray costs associated with conducting the State We The People competition as well was the professional development.

Young Entrepreneur Education Program

Since beginning in 2007, The North Dakota Youth Entrepreneurship Education Program has established itself as a regular summer event in eight ND communities: Bismarck, Wahpeton, Cavalier, Grafton, Jamestown, Williston, Belcourt and Grand Forks. In each community the Program partners with school districts, chambers of commerce, regional economic development groups, area campuses and local entrepreneurs to provide young, emerging entrepreneurs the opportunity to practice the skills associated with business creation, use of business-related technologies and start-up management.

The assessment and evaluation data we've collected indicate our success in increasing adolescents' knowledge about entrepreneurial skills, economics and personal finance plus enhancing their positive attitudes towards their own hometowns. Youth, parents and communities recognize the importance of these skills and attitudes as essential components for continuing economic development.

The 8 communities, in which we are established, are expected to contribute their fair share towards the operating budget of their local 1-week summer camp. The Legislative appropriation covers the remaining local costs and most of the program's statewide costs: Director's salary, office expenses and travel throughout the year to solidify and grow the Program.

Flow Through Grant Required Annual Report

Report period: July 1, 2015 through June 30, 2016

PASS-THROUGH GRANTS DESCRIPTION	Total Cost	Grant funds requested thru NDDPI	Cost per Participant	Program Summary/Outcomes
ESPB - National Board Certification	$33,450	$33,450	$1,454.32	The outcome if the program is that teachers receive their National Board Certification. This provides an additional level of training and expertise, and increases their competence in the classroom which impacts and influences student achievement. Recognized as the gold standard in teacher certification, the National Board believes higher standards for teachers means better learning for students. The founding mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by: •Maintaining high and rigorous standards for what accomplished teachers should know and be able to do; •Providing a national voluntary system certifying teachers who meet these standards; •Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers. This funding enables North Dakota teachers to participate in the above mission.
ESPB - Teacher Support Program	$1,265,479	$900,000	$3,057 per first-year teacher; $1,042 per coach	The Teacher Support System provided mentoring support for 343 first-year teachers and training for 208 instructional coaches and administrators during the 2015-16 school year. Results of our induction survey show very high levels of satisfaction with the program for first-year teachers and their mentors and principals. Of those teachers who participated in our program as mentees during the 2014-15 school year, 94% were still teaching in North Dakota last year (2015-16). Of those mentored in our program during the spring of 2010, 75% of them were still teaching in North Dakota in their 7th year of teaching in 2015-16. The number of instructional coaches in the state is growing and we continue to provide initial training while expanding our offerings of advanced training for them. We sincerely hope to have the opportunity to continue this research-supported and important work in the future.

Gearing Up for Kindergarten	$315,436	$315,436	$135 per person or $270 per family	Program participation – 89% of participants indicated involvement in 75% or more of the program sessions of the program during the year (very high rate). Value of the program - Participants expressed very positive feelings with 74% indicating it was very or extremely useful to them. Program value versus other sources - participants rated the school (3.63), preschool/Head Start/child care (3.72), and parents with children of a similar age (3.58) as the most useful sources for them on parenting and preparing their child for school. However, Gearing Up for Kindergarten was rated higher than all other sources with a mean score of 4.02, indicating that participants felt the class was most useful to them overall. Increases in school readiness - Among 19 indicators of school readiness, significant differences were measured on all of the 19 indicators. This means that all indicators for school readiness showed positive growth in children participating in five primary areas: (1) social skills and positive interaction (2) ability to function more independently, (3) development of specific pre-academic skills or knowledge that applies to a school setting, (4) ability to express themselves through creative activities; and (5) ability to manage emotions and adapt in a new environment. Increases in children's academic readiness - Children overall made significant progress increasing their number counting ability, number identification ability, letter identification ability, and sound identification ability. Children are making progress with regard to early literacy and early numeracy.

North Central Council of School Television	$429,000	$267,500	$3.44/child

We logged thousands of miles in North Dakota to bring resources and knowledge to children, parents, care-providers, teachers, administrators and community members. This included 8 professional development trainings for educators and 11 educational conferences, including our most comprehensive training, the annual Teacher Training Institute in June, attended by 62 educators. This year featured a collaborative event with two educational service cooperatives in Minnesota. Participants learned from master teachers and other presenters who modeled classroom lessons and other sessions on technology-related topics, including how to use digital media to integrate STEAM, history, and culture into the classroom. We awarded grants to host Family Literacy Events in 15 different schools. These are intended to engage families in their children's learning through educational events that feature our mobile lab, a popular PBS character, and the distribution of free books and resources for parenting and early childhood. In addition, Education Services coordinated or participated in 21 Community Events and Pop Ups within the state and region. Our staff maintained resources on the ndstudies.org website, and continued to provide access to digital media through our website prairiepubliceducation.org, PBS LearningMedia and several other sources.

North Dakota Governor's School	$311,000	$230,000	$3,840

The North Dakota Governor's School (NDGS) strives to provide a meaningful five-week residential interdisciplinary summer program of study to intellectually develop and challenge academically able high school juniors and seniors. We aim to provide a means of academic and social growth that will develop leaders who possess the confidence and vision to excel in the areas of knowledge, community, and personal responsibility. NDGS successfully provides a rigorous learning experience. 79% of scholars reported that they learned much more about a subject at NDGS than at their home schools. An additional 17% reported that they learned somewhat more about a subject. Also, 59% of scholars indicate that their study skills improved somewhat or a lot while at NDGS. In addition, 90% of scholars reported that their interest in learning was somewhat more or much more at NDGS than compared to their home schools. When asked to grade NDGS on a traditional letter scale (e.g., A = 4) by our scholars, NDGS earned a 3.87. The strong majority of scholars (87%) rate their overall NDGS experience as excellent (an A grade). The remaining scholars rate their experience as good (a B grade).

North Dakota LEAD Center	$322,116	$133,750	overall $404/participant or DPI Grant $167/participant	Some of the workshops provided include: Collaborate 21, Effective Communication, Professional Learning Communities, Leading Effective Change, Instructional Leadership Academy, Principal Leadership Series, Services provided include: Principal and Teacher Evaluation System Support (PTESS) presentations, online 360 Evaluations for school leaders, and assistance with development of the PTESS ND Guidelines.
North Dakota Museum of Art	$271,500, plus $38,000 from communities	$271,500	$14.70	1) K-12 and college students are exposed to excellent art in a real museum-like setting. 2) These students are exposed to art and ideas from around the world 3) According to teachers throughout North Dakota, this is the first experience of its kind for many of their students 4) Through the lesson plans, visual arts are incorporated into core subject drawing teachers from classes such as biology, history, social studies, and language arts. 5) This is the only art many of these students and their families ever see. 6) Through the workshops students meet practicing artist, many for the first time. 7) The program helps teachers understand the role that arts can play within their curriculum.

North Dakota Teacher Center Network	$216,380 expenses + $211,908 in-kind	$180,000	$50.57	The nine Teacher Centers in the state served 6,730 teachers and 1,739 pre-service teachers with 81,219 students impacted during the 2015-2016 school year. Through newsletters and other electronic updates, center directors shared information regarding upcoming professional activities (workshops, classes and non-credit classes) available in the immediate area, information on materials available through the center and feedback from the center's policy board. Eight statewide newsletters were distributed with monthly circulation of more than 6,400. The nine centers serve as repositories of various types of library/instructional resources, more than 13,000 in all. All of the resources located at each center are loaned to teachers and administrators from membership schools. Materials available at each center may include but are not limited to sample textbooks, professional literature, audio/visual materials and resource kits distributed by such agencies as the North Dakota Game and Fish Department. The nine centers sponsored or co-sponsored multiple professional development programs during Fiscal Year 2015-2016. There were 8,484 participants in 230 courses. The centers also supported numerous additional activities throughout the year with more than 9,000 participants. The nine centers have cooperative arrangements with almost 70 different non-school agencies/organizations/groups within North Dakota and Minnesota. These agencies partnered with the centers to offer services to North Dakota educators. They may have used the center as a means to publicize events, provide assistance in developing projects and distribute materials. Organizations utilizing the statewide newsletter to advertise are assessed a fee established by the network. Pursuant to a directive from the ND State Legislature in 2015, Teacher Centers are either fully merged or in the process of merger with their local Regional Education Association (REA).
Northern Plains Writing Project	$93,000	$20,000	$2,000	The outcome of the Northern Plains Writing Project continues to be a center for continued training ground for area educators. Each summer the NPWP offers public school teachers the opportunity to meet with other area educators to share successful teaching strategies, conducting mini teacher in-services, while reading and conducting research on new and/or emerging models of effective classroom management, instruction, and classroom community-building.

Red River Writing Project	$80,829	$53,889	$46.37

The Red River Valley Writing Project conducted summer workshops for teachers and academic year professional development presentations, study, and writing groups, totaling 3,362 educator contact hours. We also led Youth/student/community writing activities, through partnerships with the Plains Art Museum and Turtle Mountain Schools, totaling 2,114 contact hours. All data come from the RRVWP's annual site reports to the National Writing Project, available upon request. Educator programs included one-week and intensive summer/fall workshops focusing on aspects of the Common Core State Standards for writing; specifically argument writing through the National Writing Project's new College-Ready Writers Program; and professional development for teachers who work with veterans and high-needs students. We reached teachers in 20 different counties and 77 different schools, providing professional development to all teachers, but especially to rural teachers of our state. The Teacher Consultants in the RRVWP also took a leadership role in providing professional development presentations at the North Dakota Council for Teachers of English.

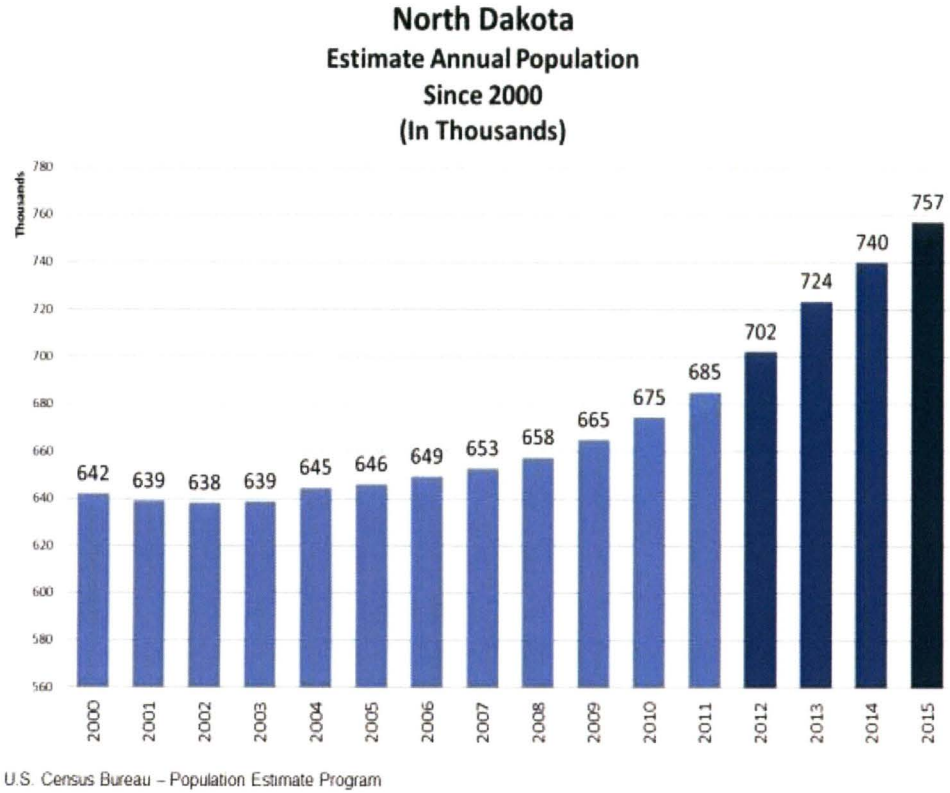
Did not respond to requests for information:
Global Bridges
Pathfinders Parent Project
We the People Program
Young Entrepreneur Education Program

ND K-12
2016-17 Statistics

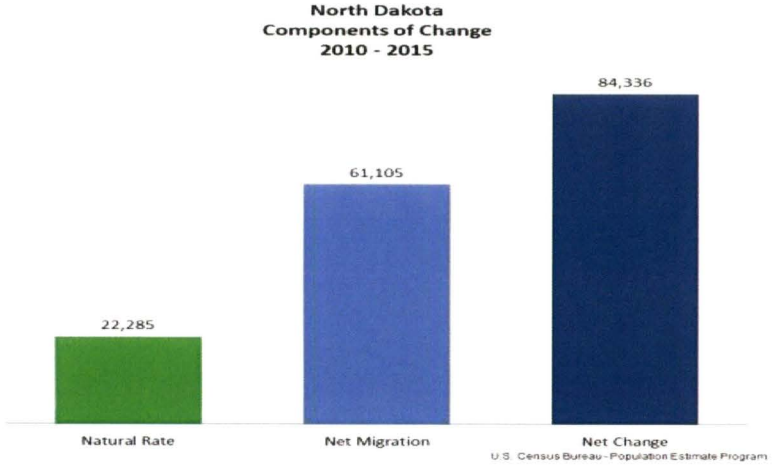
	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	178	43	4	5	32	13	275
Schools	373	53	4	6	-	-	436
K-12 Enrollment	106,863	6,573	35	1,532	-	-	115,003
Licensed Staff	10,452	708	76	227	380	128	11,971
Non-Licensed Staff	6,518	337	75	180	227	46	7,383
Graduates	6,817	323	4	43	-	-	7,187

ND Population Historical Overview

1870	2,405
1880	36,909
1890	190,983
1900	319,146
1910	577,056
1920	646,872
1930	680,845
1940	641,935
1950	619,636
1960	632,446
1970	617,761
1980	652,717
1990	638,800
2000	642,200
2010	672,591
2015 est.	757,000



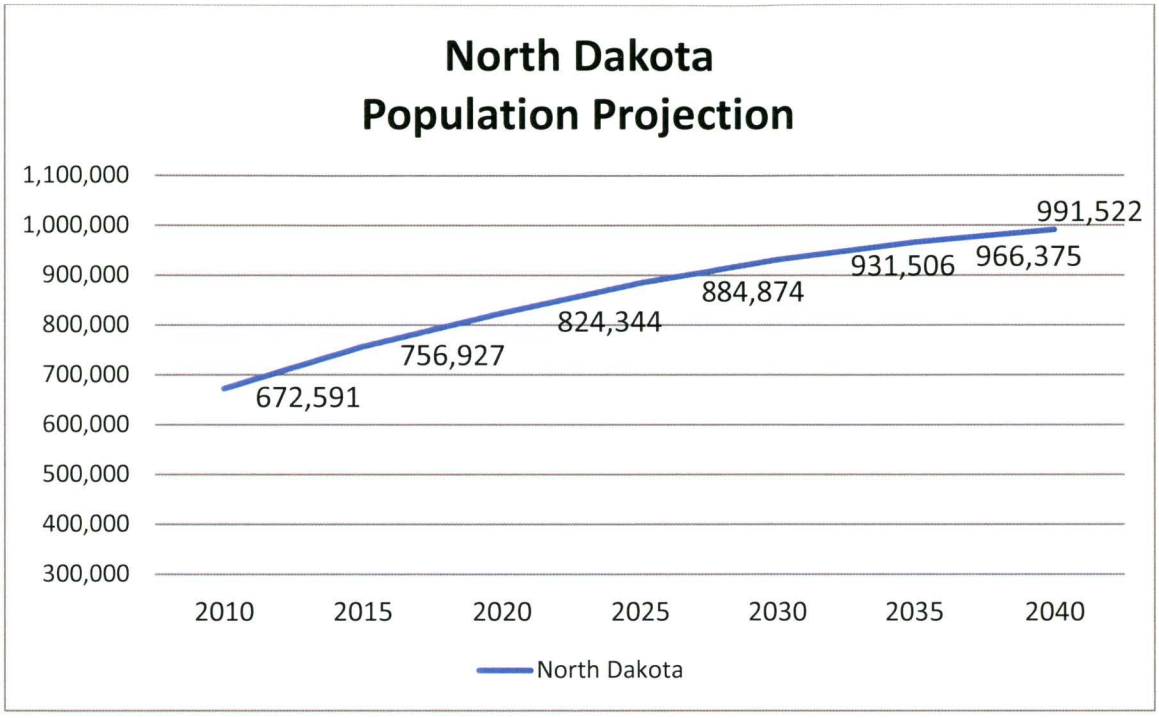
U.S. Census Bureau – Population Estimate Program



source: North Dakota Census Office

EXPECTED MIGRATION SCENARIO

The population of the state is expected to grow continuously from now to 2040, but begin to slow after 2030.

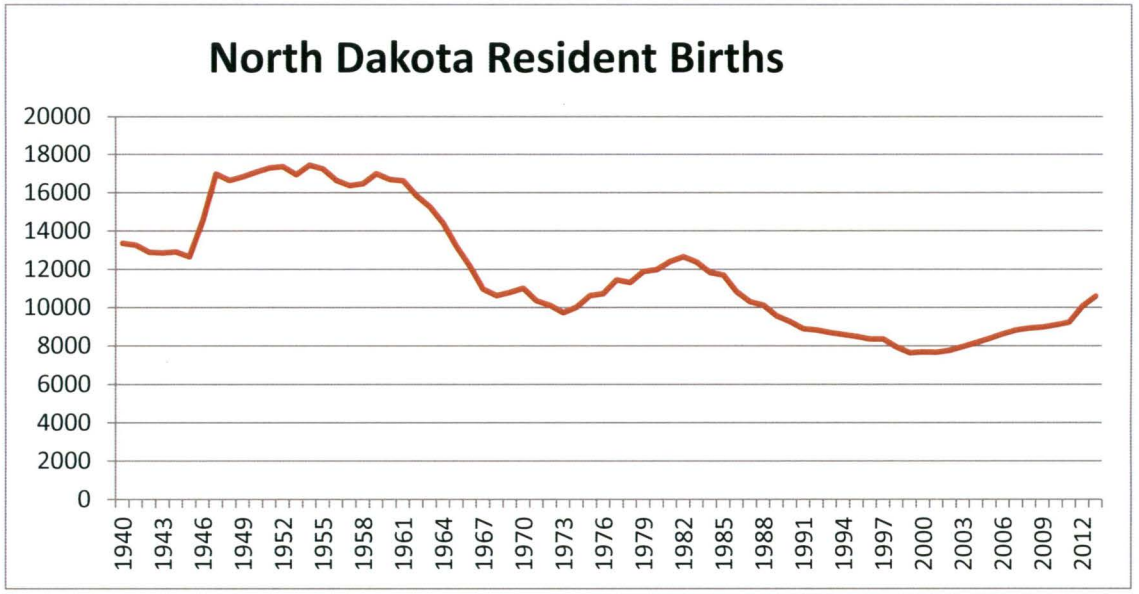


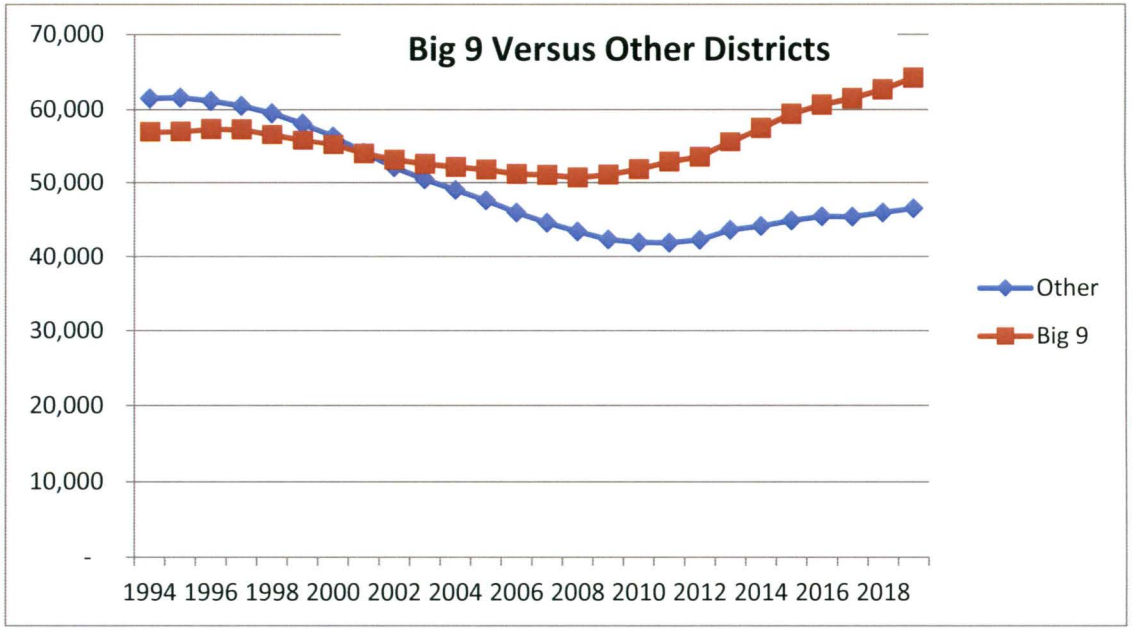
COMPONENTS OF CHANGE

Population change is generally counted in two ways: natural growth (births minus deaths) and net migration. There is a high level of interaction between these two components as the age groups most likely to migrate are those of, or near, child bearing ages and young children. Increased migration into the state has resulted in a significant increase in childbirths within the past few years. Under our expected migration scenario, this component is expected to continue to be a factor in the state's population growth between now and 2025. Afterwards, natural growth is expected to surpass migration as the primary driver in the growth of the state's population. Natural growth is expected to reach its highest level of contribution to the state's population increase during the timeframe from 2026 and 2030 and slowly taper off afterwards, but remain positive.

North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,116	57,540	101,656
2015	44,839	59,439	104,278
2016	45,423	60,647	106,070
2017	45,373	61,490	106,863
2018	45,928	62,676	108,604
2019	46,480	64,212	110,692





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 11/2016

2018 and 2019 projected using 3 year cohort survival routine

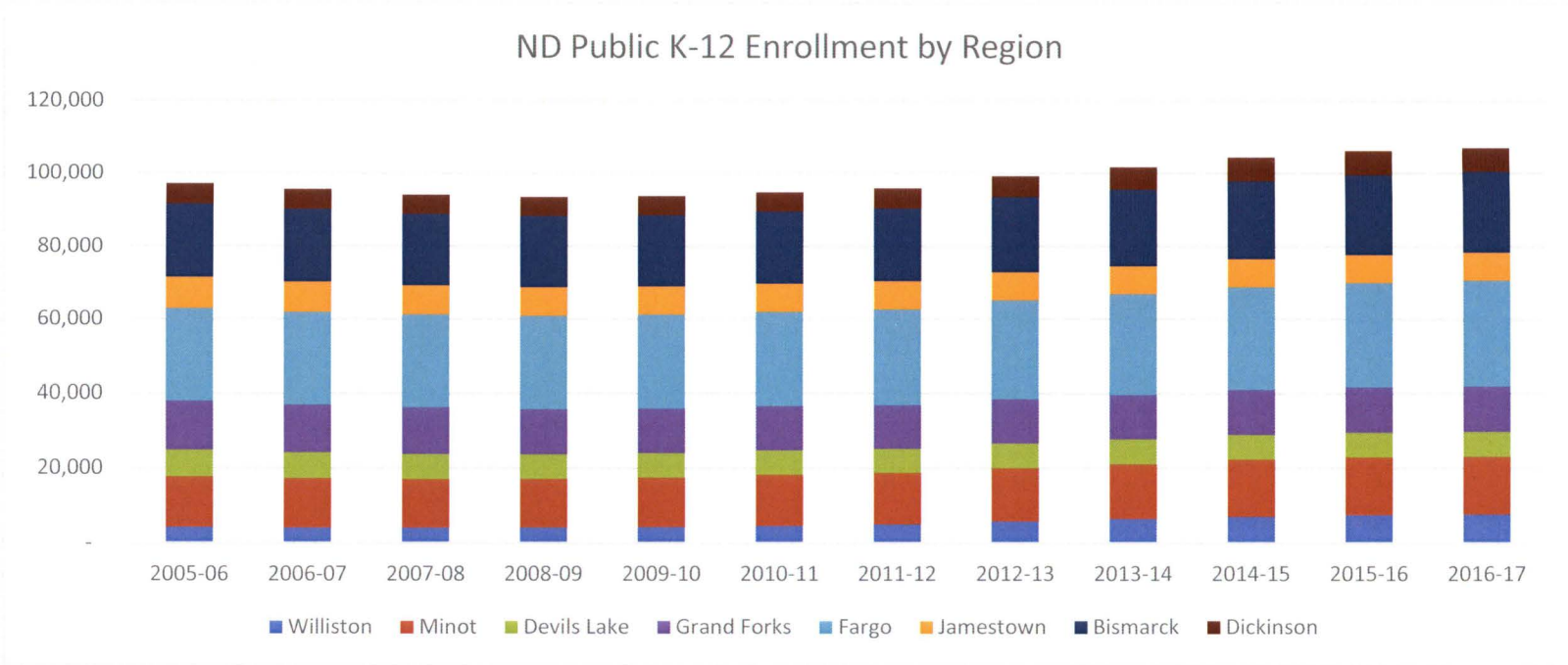
2017 finalized November 1, 2016

ND Public K-12 Enrollment by Region

State planning regions

Finalized November 1, 2016

Region Number	Region Name	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2010-11	
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Students	Percent
1	Williston	4,209	4,056	4,061	4,123	4,236	4,583	5,013	5,721	6,457	7,052	7,502	7,668	166	2.2%	3,085	67.3%
2	Minot	13,448	13,177	12,944	12,959	13,177	13,640	13,650	14,246	14,578	15,294	15,406	15,373	(33)	-0.2%	1,733	12.7%
3	Devils Lake	7,200	6,982	6,765	6,621	6,627	6,612	6,572	6,714	6,719	6,672	6,716	6,767	51	0.8%	155	2.3%
4	Grand Forks	13,023	12,666	12,420	11,963	11,849	11,691	11,579	11,755	11,781	11,864	11,940	12,020	80	0.7%	329	2.8%
5	Fargo	25,027	25,012	24,964	25,126	25,257	25,400	25,837	26,673	27,262	27,889	28,348	28,732	384	1.3%	3,332	13.1%
6	Jamestown	8,555	8,269	7,963	7,812	7,732	7,760	7,702	7,719	7,648	7,678	7,656	7,656	-	0.0%	(104)	-1.3%
7	Bismarck	20,119	19,982	19,686	19,647	19,586	19,815	19,975	20,634	21,066	21,367	21,927	22,222	295	1.3%	2,407	12.1%
8	Dickinson	5,539	5,456	5,254	5,155	5,251	5,228	5,450	5,730	6,145	6,462	6,575	6,425	(150)	-2.3%	1,197	22.9%
	Total	97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	793	0.7%	12,134	12.8%
	Change		(1,520)	(1,543)	(651)	309	1,014	1,049	3,414	2,464	2,622	1,792	793				



Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)											PRELIM	One Year				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Frontier	Oil Prod	Big 10
53	Williams	3,079	3,009	3,015	3,081	3,165	3,430	3,695	4,106	4,627	4,913	5,287	5,447	160	2.9%		x	x
08	Burleigh	10,761	10,872	10,873	10,918	10,936	11,102	11,264	11,675	11,926	12,244	12,575	12,936	361	2.8%			x
09	Cass	18,851	18,991	19,066	19,403	19,751	19,974	20,434	21,295	21,912	22,562	23,090	23,542	452	1.9%			x
18	Grand Forks	9,183	8,996	8,797	8,500	8,458	8,415	8,342	8,506	8,587	8,720	8,818	8,908	90	1.0%			x
40	Rolette	2,855	2,790	2,727	2,715	2,775	2,802	2,780	2,904	2,877	2,881	2,923	2,928	5	0.2%			x
30	Morton	4,131	4,073	3,987	3,989	4,028	4,134	4,102	4,223	4,391	4,398	4,522	4,530	8	0.2%			x
51	Ward	8,713	8,607	8,398	8,435	8,673	9,090	8,992	9,428	9,708	10,119	10,155	10,110	(45)	-0.4%		x	x
39	Richland	2,570	2,487	2,423	2,337	2,260	2,282	2,287	2,250	2,251	2,234	2,228	2,217	(11)	-0.5%			x
47	Stutsman	2,831	2,724	2,645	2,617	2,607	2,555	2,575	2,558	2,548	2,591	2,613	2,592	(21)	-0.8%			x
45	Stark	3,318	3,295	3,199	3,160	3,228	3,272	3,404	3,562	3,897	4,209	4,265	4,208	(57)	-1.4%		x	x
20	Griggs	462	415	407	392	377	375	365	370	368	376	385	413	28	6.8%	x		
14	Eddy	468	421	385	353	322	341	320	340	319	312	296	315	19	6.0%	x		
52	Wells	664	638	589	566	546	568	542	548	544	543	531	560	29	5.2%	x		
48	Towner	353	322	297	301	281	271	265	261	272	269	273	286	13	4.5%	x		
22	Kidder	435	408	397	400	400	402	375	370	368	353	350	366	16	4.4%	x		
31	Mountrail	1,347	1,327	1,380	1,370	1,433	1,491	1,564	1,616	1,591	1,787	1,817	1,873	56	3.0%	x	x	
43	Sioux	436	399	360	350	384	397	413	421	424	438	469	478	9	1.9%	x		
32	Nelson	524	490	494	462	468	443	449	443	455	439	414	419	5	1.2%	x		
02	Barnes	1,608	1,557	1,521	1,512	1,523	1,540	1,506	1,492	1,471	1,475	1,424	1,441	17	1.2%			
36	Ramsey	1,985	1,922	1,861	1,800	1,832	1,791	1,743	1,759	1,764	1,748	1,772	1,790	18	1.0%			
10	Cavalier	580	555	521	479	458	437	442	428	435	438	472	476	4	0.8%	x		
26	McIntosh	457	430	391	374	381	390	379	377	384	374	359	361	2	0.6%	x		
19	Grant	317	304	286	255	247	243	238	237	221	212	225	226	1	0.4%	x		
29	Mercer	1,459	1,403	1,342	1,333	1,251	1,254	1,241	1,276	1,312	1,282	1,289	1,294	5	0.4%		x	
05	Bottineau	902	857	816	852	785	765	761	795	820	861	844	847	3	0.4%	x	x	
27	McKenzie	865	810	813	814	839	927	1,038	1,275	1,476	1,783	1,875	1,881	6	0.3%	x	x	
34	Pembina	1,413	1,333	1,328	1,247	1,224	1,309	1,260	1,231	1,195	1,147	1,130	1,132	2	0.2%			
12	Divide	265	237	233	228	232	226	280	340	354	356	340	340	-	0.0%	x	x	
44	Slope	13	16	16	15	21	19	15	16	23	22	21	21	-	0.0%	x	x	
25	McHenry	1,006	962	904	875	862	853	857	909	954	953	969	969	-	0.0%	x	x	
01	Adams	336	312	282	279	283	258	248	280	277	266	268	267	(1)	-0.4%	x	x	
23	LaMoure	671	658	647	613	625	630	631	650	653	643	644	641	(3)	-0.5%	x		
41	Sargent	804	799	759	740	708	671	664	649	638	615	608	605	(3)	-0.5%	x		
49	Traill	1,507	1,454	1,437	1,396	1,331	1,311	1,274	1,329	1,315	1,329	1,302	1,293	(9)	-0.7%			
03	Benson	959	972	974	973	959	970	1,022	1,022	1,052	1,024	980	972	(8)	-0.8%	x		
50	Walsh	1,903	1,847	1,801	1,754	1,699	1,524	1,528	1,575	1,544	1,558	1,578	1,561	(17)	-1.1%			
24	Logan	335	346	327	328	331	340	343	355	345	342	341	337	(4)	-1.2%	x		
38	Renville	623	577	578	575	572	577	604	596	601	607	630	615	(15)	-2.4%	x	x	

Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)											PRELIM	One Year				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Frontier	Oil Prod	Big 10
16	Foster	647	616	583	573	529	518	539	543	520	520	517	502	(15)	-3.0%	x		
35	Pierce	594	574	625	610	613	612	603	583	573	604	613	595	(18)	-3.0%	x		
06	Bowman	590	605	587	559	551	525	548	595	612	593	604	585	(19)	-3.2%	x	x	
28	McLean	1,518	1,497	1,454	1,436	1,433	1,410	1,484	1,582	1,546	1,600	1,623	1,569	(54)	-3.4%	x	x	
37	Ransom	989	990	994	972	947	920	945	929	955	963	952	918	(34)	-3.7%	x		
21	Hettinger	418	411	386	360	373	379	409	421	424	451	468	451	(17)	-3.8%	x	x	
07	Burke	263	273	243	242	239	252	269	319	331	363	378	364	(14)	-3.8%	x	x	
11	Dickey	880	885	853	837	813	844	822	826	815	814	842	809	(33)	-4.1%	x		
15	Emmons	659	628	618	621	588	571	548	544	548	528	535	505	(30)	-5.9%	x		
13	Dunn	473	447	429	438	437	434	452	476	516	527	534	504	(30)	-6.0%	x	x	
42	Sheridan	138	143	132	137	123	106	100	106	103	104	115	108	(7)	-6.5%	x		
04	Billings	50	48	46	42	44	38	55	67	76	73	80	75	(5)	-6.7%	x	x	
33	Oliver	265	255	237	208	196	196	210	200	227	208	224	210	(14)	-6.7%	x		
17	Golden Valley	341	322	309	302	314	303	319	313	320	321	335	314	(21)	-6.7%	x	x	
46	Steele	306	291	285	278	260	242	233	221	191	186	168	157	(11)	-7.0%	x		
Total		97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	793	0.7%	37	19	10

													One Year Change		Change from 2010-11	
													Students	Percent	Students	Percent
Non Frontier Counties	76,167	75,360	74,420	74,197	74,741	75,785	76,427	79,169	81,325	83,410	84,971	85,929	958	1.1%	10,144	13.4%
[1]Frontier Counties	20,953	20,240	19,637	19,209	18,974	18,944	19,351	20,023	20,331	20,868	21,099	20,934	(165)	-0.8%	1,990	10.5%

[1]Counties with less than seven persons per square mile (U.S. Census Bureau 2010).

													One Year Change		Change from 2010-11	
													Students	Percent	Students	Percent
[2]Oil Producing Counties	25,579	25,015	24,430	24,396	24,735	25,503	26,235	27,972	29,465	31,086	31,782	31,734	(48)	-0.2%	6,231	24.4%
Non-Oil Producing Coun	71,541	70,585	69,627	69,010	68,980	69,226	69,543	71,220	72,191	73,192	74,288	75,129	841	1.1%	5,903	8.5%

[2]Members of ND Association of Oil & Gas Producing Counties.

													One Year Change		Change from 2010-11	
													Students	Percent	Students	Percent
[3]Largest 10 Counties	66,292	65,844	65,130	65,155	65,881	67,056	67,875	70,507	72,724	74,871	76,476	77,418	942	1.2%	10,362	15.5%
All Other Counties	30,828	29,756	28,927	28,251	27,834	27,673	27,903	28,685	28,932	29,407	29,594	29,445	(149)	-0.5%	1,772	6.4%

[3] Counties containing school districts with enrollment exceeding 2,000 students.

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ND Public K-12 Enrollment Cohorts
Unduplicated Fall Enrollment Count

	School Year											---> projected	
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Kindergarten	6,578	6,648	6,729	7,214	7,470	7,445	8,236	8,575	8,822	9,033	8,925	8,841	9,078	9,270
Grade 1	6,907	6,704	6,827	6,744	7,147	7,478	7,517	8,366	8,605	8,901	9,051	8,719	8,770	8,991
Grade 2	6,916	6,747	6,511	6,748	6,725	7,195	7,487	7,707	8,401	8,642	8,871	8,843	8,616	8,663
Grade 3	6,913	6,907	6,787	6,541	6,839	6,914	7,225	7,723	7,853	8,417	8,663	8,758	8,804	8,582
Grade 4	7,014	6,929	6,931	6,812	6,547	6,972	7,025	7,379	7,817	7,989	8,433	8,671	8,774	8,821
Grade 5	7,077	7,001	6,983	6,962	6,904	6,675	7,023	7,291	7,531	7,953	7,984	8,454	8,686	8,790
Grade 6	7,299	7,130	7,036	7,074	7,089	7,140	6,884	7,338	7,462	7,809	8,096	8,119	8,658	8,861
Grade 7	7,877	7,465	7,289	7,218	7,249	7,367	7,320	7,254	7,585	7,661	7,948	8,190	8,259	8,806
Grade 8	7,987	7,868	7,467	7,360	7,301	7,297	7,421	7,496	7,335	7,638	7,694	7,925	8,198	8,277
Grade 9	8,461	8,262	8,045	7,670	7,572	7,578	7,462	7,796	7,776	7,672	7,931	7,985	8,216	8,509
Grade 10	8,235	8,174	8,002	7,855	7,683	7,682	7,517	7,515	7,707	7,678	7,607	7,763	7,897	8,126
Grade 11	7,992	7,961	7,802	7,620	7,563	7,415	7,354	7,414	7,414	7,458	7,434	7,251	7,460	7,592
Grade 12	7,864	7,804	7,643	7,588	7,626	7,563	7,308	7,338	7,348	7,427	7,433	7,344	7,188	7,404
Total	97,120	95,600	94,052	93,406	93,715	94,721	95,779	99,192	101,656	104,278	106,070	106,863	108,604	110,692
Change		(1,520)	(1,548)	(646)	309	1,006	1,058	3,413	2,464	2,622	1,792	793	1,741	2,088

2016-17 Enrollment Observations

Enrollment in public schools declined by 25,000 students over a 15 year period ending 2010.

- Since 2010 enrollment has increased 13,127.
- The fall public K-12 enrollment for 2016-17 is estimated at 106,863.

School Districts declined by 70 over the same period.

- 178 districts … 150 k-12; 26 elementary; 2 non-operating in 2016-17.
- 175 districts educate students.

The number of teachers remained relatively constant.

- Since 2010 licensed staff have increased 12%.
- Since 2010 enrollment has increased 14%.

More students are entering than exiting.

- Births reached a record low in 2001 and have been rising since then.
  - Births in 2001 were 7,664
  - Births in 2010 were 9,088
  - Births in 2013 were 10,591
  - Births in 2014 were 11,352
  - Births in 2015 were 11,265
- Grades K-4 average 8,760, Grades 4-12 average 7,880.
- Entering Kindergarten are 8,770, exiting seniors are 7,340.

Statewide projections show moderate enrollment increases over the next decade.

- We had been expecting enrollments to increase by 2,000-3,000 annually.
- We have adjusted that to 1,000 to 2,000 annually.

60% of ND students are served in ND's major cities where enrollments are expected to steadily increase.

- 64% of ND students are enrolled in 14 school districts with enrollment over 1,000.
- 58% of ND students are enrolled in 9 school districts with enrollment over 2,000.

Many small rural school districts will continue to experience declines.

- 95 districts lost an average of 14 students.
- 80 districts gained an average 25 students.

Impact from rapid oil development is real and unpredictable.

- The Minot, Williston and Dickinson regions showed no growth in students in 2016-17.
- Fargo and Bismarck regions increased 1.4% over the previous year.

North Dakota Census Office population projections presented as of January 19, 2016:

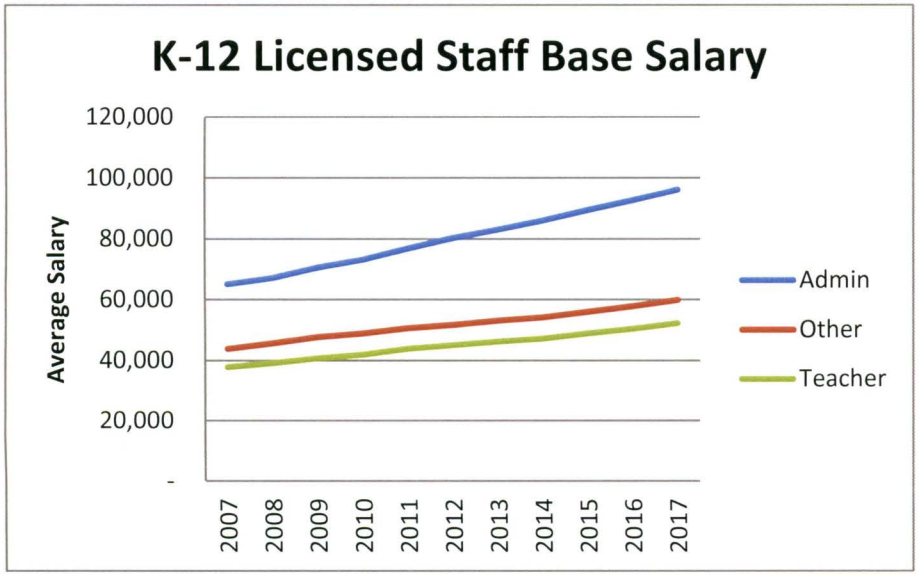
- Since 2010 the state has gained an estimated 84,000 residents.
- On July 1, 2015 the state's population was estimated at 757,000.
- The state's population is estimated to be between 800,000 and 849,000 by 2020, a growth of 23% since 2010.
- A significant reversal of out-migration, an influx in the number of adults of childbearing age and corresponding increase in the number of child births has changed the make-up of the state's population the past few years.

ND Teacher Base Salary and FTE History

School Year	Licensed FTE Admin fte	Other fte	Teacher fte	Average Salary Admin	Other	Teacher	K-12 Enr	Enr/FTE Ratio
2007	516	882	7,568	65,118	43,887	37,840	95,600	10.7
2008	511	875	7,609	67,120	45,725	39,137	94,057	10.5
2009	517	866	7,697	70,608	47,794	40,750	93,406	10.3
2010	521	902	7,829	73,156	48,923	41,977	93,715	10.1
2011	528	1,006	7,881	76,885	50,635	43,852	94,729	10.1
2012	535	1,017	7,911	80,268	51,711	45,072	95,778	10.1
2013	533	1,045	8,076	83,074	53,124	46,275	99,192	10.3
2014	552	1,039	8,192	86,115	54,245	47,231	101,656	10.4
2015	565	1,100	8,330	89,534	56,004	48,893	104,278	10.4
2016	577	1,145	8,474	92,826	57,842	50,455	106,070	10.4
2017	585	1,176	8,575	96,175	59,917	52,239	106,863	10.3

Licensed personnnel (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.



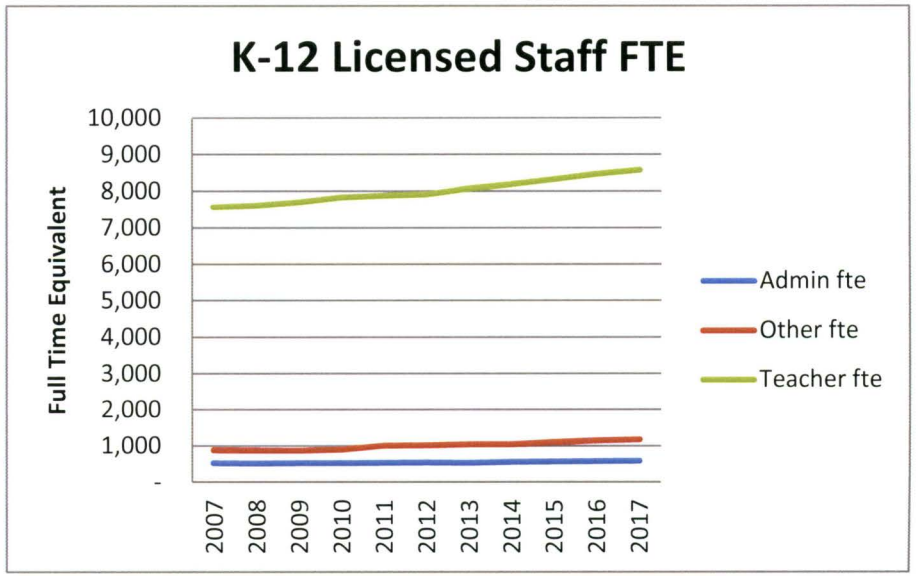


Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2014-15

	Current dollars							Constant 2014-15 dollars[1]							
State	1969-70	1979-80	1989-90	1999-2000	2009-10	2013-14	2014-15	1969-70	1979-80	1989-90	1999-2000	2009-10	2013-14	2014-15	Percent change, 1999-2000 to 2014-15
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	**$8,626**	**$15,970**	**$31,367**	**$41,807**	**$55,202**	**$56,610**	**$57,379**	**$54,046**	**$48,687**	**$58,467**	**$58,448**	**$60,281**	**$57,022**	**$57,379**	**-1.8**
Alabama	6,818	13,060	24,828	36,689	47,571	48,720	49,497	42,718	39,815	46,278	51,293	51,948	49,075	49,497	-3.5
Alaska	10,560	27,210	43,153	46,462	59,672	65,891	66,755	66,163	82,954	80,436	64,956	65,162	66,371	66,755	2.8
Arizona	8,711	15,054	29,402	36,902	46,952	45,335	45,406	54,578	45,894	54,804	51,590	51,272	45,665	45,406	-12.0
Arkansas	6,307	12,299	22,352	33,386	46,700	47,319	48,017	39,516	37,495	41,663	46,675	50,997	47,664	48,017	2.9
California	10,315	18,020	37,998	47,680	68,203	71,396	72,535	64,628	54,937	70,827	66,659	74,478	71,916	72,535	8.8
Colorado	7,761	16,205	30,758	38,163	49,202	49,615	49,828	48,626	49,403	57,332	53,353	53,729	49,976	49,828	-6.6
Connecticut	9,262	16,229	40,461	51,780	64,350	70,583	71,709	58,030	49,476	75,418	72,391	70,271	71,097	71,709	-0.9
Delaware	9,015	16,148	33,377	44,435	57,080	59,305	59,195	56,483	49,230	62,213	62,122	62,332	59,737	59,195	-4.7
District of Columbia	10,285	22,190	38,402	47,076	64,548	73,162	75,490	64,440	67,649	71,580	65,814	70,487	73,695	75,490	14.7
Florida	8,412	14,149	28,803	36,722	46,708	47,780	48,992	52,705	43,135	53,688	51,339	51,006	48,128	48,992	-4.6
Georgia	7,276	13,853	28,006	41,023	53,112	52,924	53,382	45,587	42,233	52,202	57,352	57,999	53,309	53,382	-6.9
Hawaii	9,453	19,920	32,047	40,578	55,063	56,291	57,189	59,227	60,729	59,734	56,730	60,129	56,701	57,189	0.8
Idaho	6,890	13,611	23,861	35,547	46,283	44,465	45,218	43,169	41,495	44,476	49,696	50,541	44,789	45,218	-9.0
Illinois	9,569	17,601	32,794	46,486	62,077	60,124	61,083	59,954	53,659	61,127	64,989	67,789	60,562	61,083	-6.0
Indiana	8,833	15,599	30,902	41,850	49,986	50,289	50,502	55,343	47,556	57,600	58,508	54,585	50,655	50,502	-13.7
Iowa	8,355	15,203	26,747	35,678	49,626	52,032	52,862	52,348	46,349	49,855	49,879	54,192	52,411	52,862	6.0
Kansas	7,612	13,690	28,744	34,981	46,657	48,221	48,990	47,692	41,736	53,578	48,905	50,950	48,572	48,990	0.2
Kentucky	6,953	14,520	26,292	36,380	49,543	50,560	51,093	43,564	44,266	49,007	50,861	54,101	50,928	51,093	0.5
Louisiana	7,028	13,760	24,300	33,109	48,903	49,067	47,886	44,033	41,949	45,294	46,288	53,402	49,424	47,886	3.5
Maine	7,572	13,071	26,881	35,561	46,106	49,232	50,017	47,442	39,849	50,105	49,716	50,348	49,590	50,017	0.6
Maryland	9,383	17,558	36,319	44,048	63,971	64,546	64,845	58,789	53,528	67,697	61,581	69,857	65,016	64,845	5.3
Massachusetts	8,764	17,253	34,712	46,580	69,273	73,195	74,805	54,910	52,598	64,702	65,121	75,647	73,728	74,805	14.9
Michigan	9,826	19,663	37,072	49,044	57,958	62,166	62,778	61,564	59,946	69,101	68,565	63,291	62,619	62,778	-8.4
Minnesota	8,658	15,912	32,190	39,802	52,431	54,752	56,670	54,246	48,510	60,001	55,645	57,255	55,151	56,670	1.8
Mississippi	5,798	11,850	24,292	31,857	45,644	42,187	42,564	36,327	36,126	45,279	44,537	49,844	42,494	42,564	-4.4
Missouri	7,799	13,682	27,094	35,656	45,317	46,750	47,394	48,864	41,712	50,502	49,849	49,487	47,090	47,394	-4.9
Montana	7,606	14,537	25,081	32,121	45,759	49,893	50,999	47,655	44,318	46,750	44,906	49,969	50,256	50,999	13.6
Nebraska	7,375	13,516	25,522	33,237	46,227	49,539	50,318	46,208	41,206	47,572	46,467	50,480	49,900	50,318	8.3
Nevada	9,215	16,295	30,590	39,390	51,524	55,813	56,703	57,736	49,678	57,019	55,069	56,265	56,219	56,703	3.0
New Hampshire	7,771	13,017	28,986	37,734	51,443	57,057	58,554	48,689	39,684	54,029	52,754	56,176	57,472	58,554	11.0
New Jersey	9,130	17,161	35,676	52,015	65,130	68,238	69,038	57,203	52,318	66,499	72,719	71,123	68,735	69,038	-5.1
New Mexico	7,796	14,887	24,756	32,554	46,258	45,727	46,003	48,845	45,385	46,144	45,512	50,514	46,060	46,003	1.1
New York	10,336	19,812	38,925	51,020	71,633	76,409	77,628	64,759	60,400	72,555	71,328	78,224	76,965	77,628	8.8
North Carolina	7,494	14,117	27,883	39,404	46,850	44,990	47,783	46,953	43,038	51,973	55,088	51,161	45,318	47,783	-13.3
North Dakota	6,696	13,263	23,016	29,863	42,964	48,666	50,025	41,953	40,434	42,901	41,750	46,917	49,020	50,025	19.8
Ohio	8,300	15,269	31,218	41,436	55,958	55,913	56,172	52,003	46,550	58,189	57,929	61,107	56,320	56,172	-3.0
Oklahoma	6,882	13,107	23,070	31,298	47,691	44,549	44,628	43,119	39,959	43,002	43,756	52,079	44,873	44,628	2.0
Oregon	8,818	16,266	30,840	42,336	55,224	58,638	59,811	55,249	49,589	57,485	59,187	60,305	59,065	59,811	1.1
Pennsylvania	8,858	16,515	33,338	48,321	59,156	63,701	64,717	55,499	50,348	62,141	67,555	64,599	64,165	64,717	-4.2
Rhode Island	8,776	18,002	36,057	47,041	59,686	64,696	65,918	54,985	54,882	67,209	65,765	65,178	65,167	65,918	0.2
South Carolina	6,927	13,063	27,217	36,081	47,508	48,430	48,709	43,401	39,824	50,731	50,443	51,879	48,783	48,709	-3.4
South Dakota	6,403	12,348	21,300	29,071	38,837	40,023	40,661	40,118	37,645	39,702	40,642	42,410	40,314	40,661	#
Tennessee	7,050	13,972	27,052	36,328	46,290	47,742	48,503	44,171	42,596	50,424	50,788	50,549	48,090	48,503	-4.5
Texas	7,255	14,132	27,496	37,567	48,261	49,690	50,576	45,456	43,083	51,252	52,520	52,701	50,052	50,576	-3.7
Utah	7,644	14,909	23,686	34,946	45,885	45,695	45,848	47,893	45,452	44,150	48,856	50,107	46,028	45,848	-6.2
Vermont	7,968	12,484	29,012	37,758	49,084	55,958	57,642	49,923	38,059	54,077	52,787	53,600	56,365	57,642	9.2
Virginia	8,070	14,060	30,938	38,744	50,015	49,826	50,620	50,562	42,864	57,667	54,166	54,617	50,189	50,620	-6.5
Washington	9,225	18,820	30,457	41,043	53,003	52,969	53,714	57,799	57,376	56,771	57,380	57,880	53,355	53,714	-6.4
West Virginia	7,650	13,710	22,842	35,009	45,959	45,086	45,647	47,931	41,797	42,577	48,944	50,188	45,414	45,647	-6.7
Wisconsin	8,963	16,006	31,921	41,153	51,264	53,679	54,535	56,157	48,797	59,500	57,534	55,981	54,070	54,535	-5.2
Wyoming	8,232	16,012	28,141	34,127	55,861	56,583	57,715	51,577	48,815	52,454	47,711	61,001	56,995	57,715	21.0

#Rounds to zero.

[1] Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.

SOURCE: National Education Association, *Estimates of School Statistics*, 1969-70 through 2014-15. (This table was prepared September 2015.)

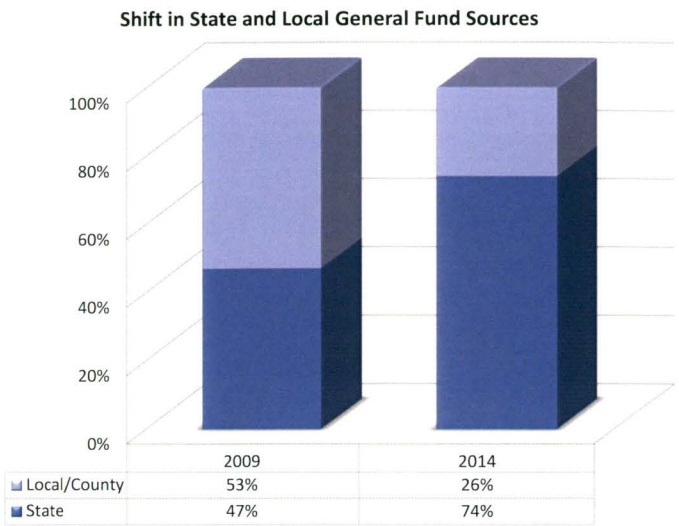
State Aid To Schools

	iennial Appropriation 2001-200	iennial Appropriation 200 -2005	iennial Appropriation 2005-2007	iennial Appropriation 2007-200	iennial Appropriation 200 -2011	iennial Appropriation 2011-201	iennial Appropriation 201 -2015	iennial Appropriation 2015-2017	Exec ec 2017-201
*Grants - State school aid	437,971,648	454,579,490	484,053,759	726,165,879	808,370,295	918,459,478	1,752,100,000	1,916,640,000	1,947,120,547
Grants - Transportation	36,000,000	34,800,000	33,500,000	33,500,000	43,500,000	48,500,000	53,500,000	57,000,000	51,300,000
Grants - Special education aid	49,898,695	49,898,695	52,500,000	17,500,000	15,500,000	16,000,000	16,500,000	17,300,000	19,300,000
Grants - Teacher compensation payment	35,036,000	51,854,000	50,912,120						
Grants - Tuition apportionment	67,239,025	69,495,371	71,600,000						
Grants - Revenue supplement payments	2,200,000	5,000,000	5,000,000						
Grants - Supplemental operations					16,795,584				
-12 State Aid ormula Payments	**2 5**	**5 27 55**	**7 5 5 7**	**777 1 5 7**	**1 5 7**	**2 5 7**	**1 22 100 000**	**1 0 0 000**	**2 017 720 5 7**
Other Appropriations									
ITD Powerschool								6,000,000	5,500,000
Grants - Mill Levy Reduction					295,000,000	341,790,000			
Grants - Supplemental one-time					85,644,337				
Grants - Federal one-time Education Jobs Fund						21,517,716			
Grants - Rapid Enrollment						5,000,000	13,600,000	14,800,000	
Grants - Safety Grants							3,000,000		
Grants - ELL								1,000,000	
Grants - ADM supplemental pmt									
Grants - declining enrollment supp pmt									
Grants - Reorganization bonuses	1,665,000	500,000	759,000						
Grants - JPA incentives (SB 2200)			1,000,000						
Supplemental Appropriations									
Additional Tuition Apportionment					322,360	2,214,423			
Deferred Maintenance and Physical Improvement Grants				5,000,000					
Supplemental Transportation Payments					5,000,000				
Deficiency Appropriation - Mill Levy Reduction					4,444,264				
Total Appropriated	630,010,368	666,127,556	695,724,879	785,765,879	1,265,576,840	1,362,481,617	1,847,700,000	2,012,740,000	2,023,220,547

*Grants - State school aid in 2009-2011 included $85,644,337 in federal ARRA Education Stabilization funds.

North Dakota K-12 School Funding Formula

In 2013, the state implemented a K-12 funding formula tied to the cost of providing an adequate education and funded it with a combination of state and local taxes. Local property tax levy authority was decreased significantly with statewide taxes making up the difference. Statewide taxes are now funding approximately 75% of the cost of education.



The local share is 60 mills on taxable valuation and 75%-100% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

In the end, North Dakota's K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

The Legislature, through the interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

K-12 School Funding Formula

	Part One: Calculate Base Funding Amount	Example
	Student Membership (ADM)	300
+	Other Program Weighted ADM	30
=	Weighted ADM	330
x	School District Size Factor	1.13
=	Weighted Student Units	373
x	Per Student Rate	9,092
=	Total Formula Amount	3,391,316
+/-	Transition Adjustments	-
=	Total Adjusted Formula Amount	3,391,316
	Part Two: Determine State Aid Payment	
Local Share	60 mills times taxable valuation	600,000
	75%-100% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	2,731,316

The consultants use an evidenced – based (EB) model to determine the resources necessary to educate students to college and career ready proficiency. Included in the model are all of the components necessary to meet the standards. This includes core staffing, administration, operations, professional development, technology and instruction materials. Their report was presented to the Interim Education Funding Committee in June, 2014. The report can be found in the meeting minutes at http://www.legis.nd.gov/assembly/63-2013/interim/15-5088-03000-meeting-minutes.pdf?20141016152129.

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of School Finance and Organization

District Name	County District Number	Payment Month	School Year
Bismarck 1	0 -001	December	2016-2017

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	135.90	1.000	135.90
2 Kindergarten	997.79	1.000	997.79
3 Grade 1-6	5,967.73	1.000	5,967.73
4 Grade 7-8	1,819.47	1.000	1,819.47
5 Grade 9-12	3,396.66	1.000	3,396.66
6 Alternative High School	114.87	1.000	114.87
7 Total Average Daily Membership (ADM)			12,432.42
Other Program Membership			
8 Alt High School (from line 6)	114.87	0.250	28.72
9 Special Ed ADM (from line 7)	12,432.42	0.082	1,019.46
10 PK Special Ed ADM (from line 1)	135.90	0.170	23.10
11 Regional Education Association (if member from line 7)	12,432.42	0.002	24.86
12 ELL Level 1	17.01	0.330	5.61
13 ELL Level 2	23.59	0.220	5.19
14 ELL Level 3	42.09	0.070	2.95
15 At Risk	3,244.86	0.025	81.12
16 Home-Education (district supervised)	-	0.200	-
17 Alt Middle School	-	0.150	-
Summer Programs			
18 Summer School	536.96	0.600	322.18
19 Special Ed ESY	1.36	1.000	1.36
Isolated School District			
20 >275 sq miles and <100 ADM	-	0.100	-
21 >600 sq miles and <50 ADM	-	1.100	-
22 Total Weighted Average Daily Membership (add lines 7 through 21)			13,946.97
23 School District Size Weighting Factor			1.0000
24 Total Weighted Student Units			13,946.97
25 Per Student Payment Rate			$9,646.00
26 Total Formula Payment			134,532,472.62

Formula Adjustments		
27 Transition Maximum Adjustment (from line 65)	162,375,422.50	-
28 Transition Minimum Adjustment (from line 70)	125,261,040.21	-
29 Total Adjusted Formula Amount (total lines 26, 27 and 28)		134,532,472.62
30 Contribution from Property Tax (from line 45)		23,484,637.36
31 Contribution from Other Local Revenue (from line 39)		1,951,911.98
32 State Aid Payment (line 29 minus lines 30 and 31)		109,095,923.28

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 32)	109,095,923.28	-	109,095,923.28
2 Transportation (from line 61)	1,268,002.76	-	1,268,002.76
3 State Child Placement	89,049.56	-	89,049.56
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	110,452,975.60	-	110,452,975.60
Excess Fund Balance Offset (from line 49)		-	

49

B CONTRIBUTION FROM OTHER LOCAL REVENUE 33

		Total Revenue	Percent	
1300	Tuition	660,581.64	75%	495,436.23
34	2999 County	-	75%	-
35	US Flood	-	75%	-
36	Electric Generation, Distribution and Transmission Tax	83,441.00	75%	62,580.75
37	Mobile Home and Other In-Lieu Taxes	1,010,924.00	100%	1,010,924.00
38	Telecommunications	382,971.00	100%	382,971.00
39	Contribution from Other Local Revenue			1,951,911.98

C CONTRIBUTION FROM PROPERTY TAX

40	District Taxable Valuation		408,476,930
41	Contribution Mill Rate		60
42	Contribution from Property Tax (line 40 times line 41 divided by 1000)		24,508,615.80
43	Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
44	Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	23,484,637.36	(1,023,978.44)
45	Adjusted Contribution from Property Tax (total lines 42, 43 and 44)		23,484,637.36

D EXCESS FUND BALANCE OFFSET

46	General Fund Ending Balance	12,308,357.90
47	General Fund Expenditures	153,712,602.27
48	40% of General Fund Expenditures + $20,000	61,505,040.91
49	Excess Fund Balance Offset (line 46 minus line 48, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET

	Transportation Statistics	Rate	Miles	Rides	Total
50	Small Bus Miles	0.550	0.0	xxxxx	-
51	Large Bus Miles	1.180	506,902.0	xxxxx	598,144.36
52	Rural Rides	0.320	xxxxx	843,446	269,902.72
53	Small In-City Miles	0.550	0.0	xxxxx	-
54	Large In-City Miles	1.180	152,936.0	xxxxx	180,464.48
55	In-City Rides	0.320	xxxxx	684,425	219,016.00
56	Family - To School	0.270	1,760.0	xxxxx	475.20
57	Family - To Bus	0.270	0.0	xxxxx	-
58	Not Reimbursable	-	0.0	0	
59	Total Transportation Reimbursement				1,268,002.76
60	Reimbursement Cap --- 90% of transportation expenditures				4,459,056.08
61	Transportation Grant Total (lesser of 90% cap or total)				1,268,002.76

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS

62	Baseline Funding (2012-13 State Aid Formula Payment, MLRG, GF levies and 75%-100% In-lieu)	103,120,773.57
63	Baseline Weighted Student Units (2012-13)	12,400.35
64	Baseline Funding Rate	$8,315.96

Adjustment for Maximum		Baseline Funding Rate	Maximum Percent	Weighted Student Units	
65	Maximum Increase Amount	$8,315.96	140%	13,946.97	162,375,422.50

Adjustment for Minimum		Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66	Minimum Increase Per Student	$8,315.96	108%	13,946.97	125,261,040.21
67	Baseline Funding (from line 62)				103,120,773.57
68	Minimum Funding Percentage				100%
69	Minimum Funding Amount				103,120,773.57
70	Minimum Increase Amount (greater of line 66 or line 69)				125,261,040.21

Statewide Statistical Summary
North Dakota Department of Public Instruction
Office of School Finance
Foundation Aid - Fnd Aid 5.0c

For discussion purposes only

	Actual Year 2015-16 Statewide		Status est. @ Nov 2016 Year 2016-17 Statewide		Preliminary Budget Projections Year 2017-18 Statewide		Year 2018-19 Statewide	
Student Membership	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
1 Pk Special Education	993.84	9,307,312	1,151.09	11,103,414	1,151.09	11,103,414	1,151.09	11,213,919
2 Kindergarten	9,036.15	84,623,545	8,977.25	86,594,554	8,906.45	85,911,617	9,149.59	89,135,306
3 Grade 1-6	50,025.74	468,491,055	51,221.63	494,083,843	51,953.51	501,143,557	52,699.31	513,396,678
4 Grade 7-8	15,350.34	143,755,934	15,631.41	150,780,581	16,165.08	155,928,362	16,514.33	160,882,603
5 Grade 9-12	29,059.57	272,142,873	29,171.76	281,390,797	29,639.40	285,901,652	30,061.65	292,860,594
6 Alternative High School	729.19	6,828,864	775.05	7,476,132	775.05	7,476,132	775.05	7,550,537
7 Total Average Daily Membership (ADM)	105,194.83	985,149,583	106,928.19	1,031,429,321	108,590.58	1,047,464,735	110,351.02	1,075,039,637
			1.6%		1.6%		1.6%	
Other Program Membership								
8 Alt High School	182.31	1,707,333	193.79	1,869,298	193.79	1,869,298	193.79	1,887,902
9 Special Ed ADM	8,626.03	80,782,771	8,768.11	84,577,189	8,904.41	85,891,939	9,048.82	88,153,604
10 PK Special Ed ADM	169.01	1,582,779	195.67	1,887,433	195.67	1,887,433	195.67	1,906,217
11 Regional Education Association	203.47	1,905,497	206.88	1,995,564	210.18	2,027,396	213.80	2,082,840
12 ELL Level 1	70.41	659,390	94.38	910,389	114.38	1,103,309	114.38	1,114,290
13 ELL Level 2	71.79	672,313	98.21	947,334	124.94	1,205,171	124.94	1,217,165
14 ELL Level 3	57.80	541,297	57.28	552,523	57.28	552,523	57.28	558,022
15 At Risk	897.85	8,408,365	999.62	9,642,335	1,015.72	9,797,635	1,032.18	10,055,498
16 Home-Education (district supervised)	12.41	116,220	9.87	95,206	9.87	95,206	9.87	96,154
17 Alternative Middle School	2.65	24,817	2.26	21,800	2.26	21,800	2.26	22,017
Summer Programs								
18 - Summer School	1,179.23	11,043,489	1,178.26	11,365,496	1,178.26	11,365,496	1,178.26	11,478,609
19 - Special Ed ESY	39.48	369,730	41.99	405,036	41.99	405,036	41.99	409,067
Isolated Schools								
20 >275 sq miles and < 100 ADM	95.83	897,448	99.86	963,250	105.61	1,018,714	109.42	1,065,970
21 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
22 Total Weighted Average Daily Membership	116,803.10	1,093,861,032	118,874.37	1,146,662,173	120,744.94	1,164,705,691	122,673.68	1,195,086,991
23 School Size Adjustment Factor	5,385.69	50,436,987	5,315.56	51,273,892	5,257.40	50,712,880	5,240.72	51,055,094
24 Total Weighted Student Units	122,188.79		124,189.93		126,002.34		127,914.40	
Per Student Payment Rate	$9,365		$9,646		$9,646		$9,742	
Rate Increase			3.0%		0.0%		1.0%	
Total Formula Amount		1,144,298,018		1,197,933,171		1,215,418,572		1,246,142,085
Transition Maximum Adjustment	1.30	(13,792,224)	1.40	(12,448,052)	1.40	(12,606,567)	1.40	(13,319,003)
Transition Minimum Adjustment	1.06	42,396,997	1.08	42,675,850	1.08	44,510,150	1.08	43,284,617
Adjusted Formula Amount		1,172,902,791		1,228,160,969		1,247,322,156		1,276,107,699
Contribution from Property Tax	60	(200,372,189)	60	(219,723,221)	60	(236,947,552)	60	(252,850,501)
Contribution from In-Lieu of Property Tax	75%-100%	(50,491,948)	75%-100%	(53,716,355)	75%-100%	(53,664,765)	75%-100%	(53,407,650)
Ending Fund Balance Offset	45%	(1,581,680)	45%	(1,148,391)	40%		40%	
State Aid Payment		920,456,974		953,573,002		956,709,838		969,849,548
								52,529,410

Projection Notes
1. ADM is projected using a three year cohort survival routine with 2016-17 fall enrollment as the base year.
2. Taxable valuation increases were projected using survey of the largest districts and 3% for the remainder.
3. Other statistical data was based on data supporting the 2016-17 payment year.

Cost to Continue ... Increase Estimates ... revised at November 17, 2016

For discussion purposes only

	State	Local	Total
2nd year rate, students, taxable valuation increase	14,383,863	38,512,857	52,896,721
Add 2017-19 student, taxable valuation increase	28,400,000	31,321,943	59,721,943
Cost to Continue - 2017-19	42,783,863	69,834,800	112,618,663
*Add formula adjustments	9,745,547	1,884	9,747,431
	52,529,410	69,836,685	122,366,095
- Base adjustments for unobligated 2015-17 appropriation	(22,048,863)		
Total increase from 2015-17 appropriation	30,480,547		

* Increase per student rate 1% the second year.

Based on 3 year cohort survival routine (two changes) and 6% taxable valuation increases

Testimony

TESTIMONY ON HB 1013/1073
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENT DIVISION
January 11th-12th 2017
By: Jamie Mertz, Director Fiscal Management
701-328-2176
Department of Public Instruction

Mr. Chairman and Members of the Committee:

Good morning, my name is Jamie Mertz, Director of Fiscal Management for the Department of Public Instruction. I am here to provide you information regarding the Department's 2017-2019 appropriation request. I refer you to the budget book that you have been given this morning.

The Department's budget is large and includes three outlying agencies, the budget documents are separated by pre-printed tabs. The first tab includes information relative to the Department's 2017-2019 budget request including a funding analysis worksheet, major components and optional budget requests.

The second tab labeled 'Flow-Thru State Grants' has information related to the State flow-thru grants including narratives and legislatively required annual reports. Tab number three is labeled 'School Finance Statistics' and covers areas including enrollments, resident births, teacher salary information and the Integrated Funding Formula narrative and worksheets. Jerry Coleman presented this information before the committee last week.

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There are also tabs for the outlying agencies; ND School for the Deaf, ND State Library and ND Vision Services. Each of these agencies will be providing their own information and testimony tomorrow morning.

The first two pages of the budget book are agendas listing the speakers for today and tomorrow's hearings. The second page of the agenda lists the Pass-Thru Grants along with their contacts. The following page lists each of the informational pieces included in the Department's budget document.

Page 1 of the budget book is a spreadsheet giving the overview of the Department's Administrative Funding. On the left side of the pages, the budget is broken down into categories such as Administration (which includes salaries and operating), Integrated Formula Payment, Other Grants, Special Line Items and finally totals the budget by funding source. Column 1 is the current 2015-2017 Legislative Appropriation. Our one-time funding items are listed in column 2. Column 3 identifies the reductions that were made to satisfy our portion of SB 2379. The last column is the breakdown of our 2017-2019 base level budget.

On Page 3 is a graphic that depicts how our budget is expended. The majority of NDDPI's budget is funding that is delivered to school districts through the State Aid formula, Transportation funding or federal grants to school districts for programs such as Title I, Special Education or USDA Nutrition Programs.

Page 4 identifies the major components of our base level budget outside of grants to other entities. The largest line item is salaries and benefits for department employees. The department currently has 99.75 FTEs. This is the same number of FTEs the department has had since 2009. The next line item is professional services which includes assessment testing, child nutrition food services, committee fees and consulting. Operating fees and services are our third highest line which is mainly storage and handling of food. IT expenses are next with most of these funds going to ND ITD. Assessment testing materials are the majority of our fifth largest line item and travel makes up our last largest line. As you can see seventy-five percent of this expense is for non-employee travel.

Pages 5 and 6 are related to HB 1073.

Pages 7 and 8 shows the department's 2015-2017 adjusted appropriation and our projected expenditures for that time period. We are currently projecting $35.3 million in General Funds to be turned back at the end of the biennium.

On page 9 is the department's organizational chart. We have made significant organizational changes in the last biennium which we believe has made us a more efficient organization.

Pages 10 and 11 identifies the Federal Funding the department has received in the last two fiscal years. We currently don't expect the Federal Funding we receive to change significantly under the Every Student Succeeds Act, also known

as ESSA. Some of the grants we do receive will be consolidated into one large block grant and will allow the department along with other state and local entities to address the needs that are determined to be most important.

We do have a couple of optional budget requests that are identified on page 12 for a total of $1.95 million.

Our first request is for $500,000 in Special Funds be included in our base budget. These funds are for a service in which we negotiate contracts with food processors on behalf of local school districts. Because we can do this on a larger scale than a single school district we get these foods at lower costs. We pay the processing fees to the processors and get reimbursed by the school districts. The department performs this service for the school districts at no additional cost to them. For the 2015-2017 appropriation we requested $1 million for these contracts. The service was more popular than we anticipated and we went before the Emergency Commission and the Budget Section Committee to get approval for an additional $500,000 in Special Fund spending authority. We are requesting this spending authority to become part of our base level funding.

Our second request is to make the Leveraging the Senior Year a part of our base budget at a cost of $1.45 million in General Funds. This program is a two-pronged approach to ensure all students grow academically during their senior year of high school. The first addresses the need for students to take college

remediation courses. This ensures that students who are not on track to take credit bearing classes their first year of college can get the extra instruction they need their senior year. The second part of this program increases opportunities for students to participate in advanced coursework. This ensures that students who have taken all of the available courses at their high school have greater options for advanced coursework. Part of this funding is used to assist with the cost of students' Advanced Placement exams.

The funding for Leveraging the Senior Year during the current biennium was from 2013-2015 unused State Aid to School Districts that was to be turned back. We are requesting that this funding be made part of our base budget.

The 2nd tab in the binder holds information relative to the State Flow-Thru Grant Requests from the various agencies that are included in the Department's budget. For your review, pages 15-20 has narrative detailing each of the respective programs.

Last session, SB 2013, Section 14 required the State Superintendent to develop a format for reporting on the cost per participant and the outcomes of the State Flow-Thru grants. We have completed this requirement and the annual reporting results for the first year of the biennium are included in the budget book starting on page 21.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget priorities of the Department of Public Instruction. I would be happy to take any additional questions from the committee. Please feel free to contact me or other Department personnel to answer any questions or provide further information. Thank you.

North Dakota School for the Deaf

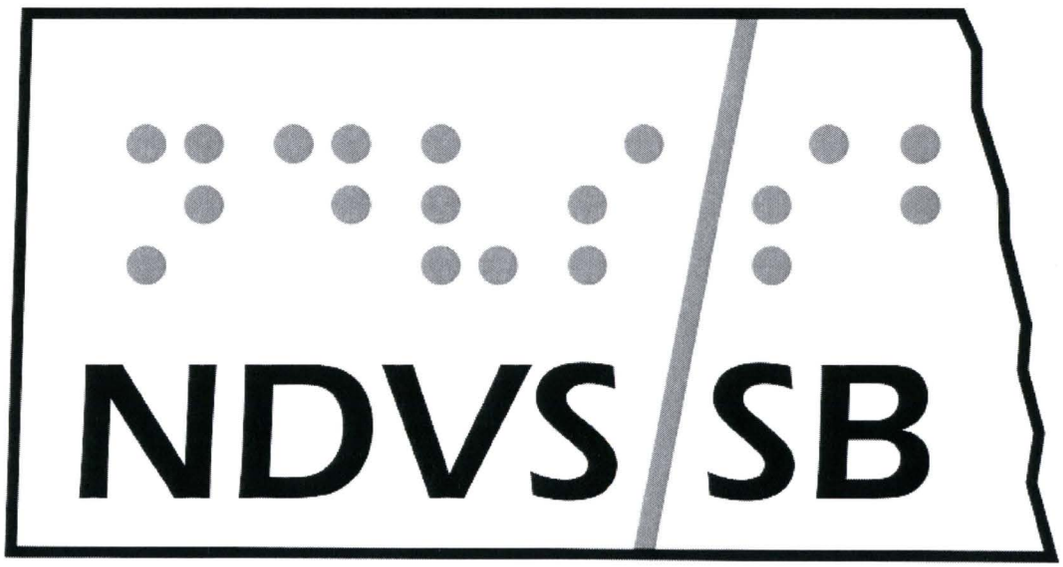
Resource Center for Deaf & Hard of Hearing

"Serving all North Dakotans with Hearing Loss"

ND School for the Deaf

ND State Library

North Dakota
STATE LIBRARY


NDVS SB

att 3 1/11/17 HB 1013
HB 1073

House Appropriations- Education and Environment Division

January 11, 2017

Chairman Monson and Members of the Committee,

My name is Chelsey Raymond and I am an instructional strategist at Ely Elementary in Rugby. I am here today to encourage your continued support for the **North Dakota Teacher Support System**.

The Teacher Support System has two areas of responsibility: mentoring for first-year teachers and training and support for instructional coaches. I have been fortunate enough to be personally involved with TSS in both of these areas. In 2010 I accepted my first full-time teaching position in Crosby. With the exception of one other first-year teacher who I had gone to college with, I didn't know a soul. The first-year teacher mentoring program was a great asset to my success as a new teacher. I knew there was another teacher who was dedicated to helping me succeed. I was able to observe my mentor teacher as well as other teachers around the state. My mentor teacher was also able to observe me, which led me to better understand how I could improve my own teaching practice.

Several years later, I was offered the chance to be on the other side of the program, this time as a mentor to a first-year teacher. Recalling what a positive experience it had been for me as a new teacher, I willingly accepted. I truly believe that I got just as much out of the program being a mentor as I did a first-year teacher. Being a mentor teacher has greatly broadened my professional network, which I believe is a huge asset as a teacher. It has also allowed me to continue to develop my teaching and leadership skills through mentoring first-year teachers. It has been a wonderful means of professional growth for me and other teachers who have mentored through this program. I am currently mentoring my second and third first-year teachers.

I could continue discussing how the First-Year Teacher Mentoring Program benefits teachers, but those who are most affected are the students of our state. Teachers will improve their practice through experience no doubt, but the support offered by this program ensures that teachers have the opportunity to get better, faster. Teachers who are provided support from a mentor are better able to adjust instruction to meet student needs, maintain a positive classroom atmosphere, and demonstrate effective classroom management. All of these things lead to higher student achievement and increased

motivation to become lifelong learners. The students of our great state deserve the best education we can give them, and the First-Year Teacher Mentoring Program is an important part of making sure they get just that.

The other area of the Teacher Support System that I mentioned was support for instructional coaches. Last year, I moved from the classroom and accepted a position as an instructional strategist. This was an opportunity I was very excited for, but also didn't know much about. I was able to receive training and support through the Teacher Support System. As I am the only one in my school with this job, this was a true necessity in order for me to succeed in this new position. Without the instructional coach training offered by the TSS, I would have been on my own. The training I was able to receive gave me a better idea of how to handle my new responsibilities.

It is difficult to say what type of mentoring first-year teachers might receive without the Teacher Support System. Districts may have their own mentoring programs, and that is a good start, but what will be missing is the consistent support for mentors and accountability of the programs. This is especially true in smaller districts that may not have the means to adequately train their own mentors. As it is now, we can be assured that all mentors are provided adequate training and support to positively impact the experiences and practices of first-year teachers, and in turn the learning of our students. It is more likely that both mentor and first-year teachers will have a deeper understanding of their district's selected standards of effective teaching and evaluation model, which is necessary in directing improvement priorities.

Research shows that the majority of teachers who leave the profession leave due to a lack of support. We are experiencing a time where many schools are struggling to recruit and retain quality teachers. The continued support for the North Dakota Teacher Support System is one way we can ensure teachers are getting the necessary support that they need. I ask you to please consider the continued funding of the North Dakota Teacher Support System. Thank you.

Sincerely,

Chelsey Raymond
318 4th St. SW, Rugby ND 58368

Att:4 1/11/17 HB 1013 1073

North Dakota Teacher Support System

2718 Gateway Ave., Suite 204
Bismarck ND 58503
701.328.9644
lstenehj@nd.gov
January 11, 2017

Chairman Monson and Members of the Committee,

My name is Laurie Stenehjem and I am the Coordinator of the North Dakota Teacher Support System. I am here today to thank you for your past support and to request continued funding for our program as a flow-through grant within HB 1013.

Chelsey has done a nice job of telling you about our program from the point of view of our users. I'd like to address some of our data. I have provided you with an aqua colored sheet with some information about our program.

As Chelsey mentioned, according to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches. The front of this sheet provides some numbers for both the Instructional Coaching Program at the top and the Mentoring Program at the bottom, including numbers of participants and cost per participant

The back side of the page gives you a breakdown of how the money is spent for each program. The New Teacher Center, a non-profit organization, suggests that the cost to mentor a new teacher in a comprehensive program would be about $6000 per teacher and you can see that we provide a strong and successful program for a little over $3000 for each new teacher.

An independent survey of our program shows very strong support for our work. We make every effort to ask for feedback, listen to our stakeholders and adapt to their needs.

On the second piece of paper, we have listed the districts who have participated in our mentor program over the years. You will see that districts of all sizes and locations across the state have made use of our services.

Recruitment and retention of teachers has been an area of concern in our state in recent times. The last blue sheet I have provided has data about the retention rates of teachers who have been mentored in our program since we began in 2010. You can see that our teachers have a good record of remaining in the teaching force within the state.

What we do for teachers, we do for their students. Our children are the future of our state. I am asking you to consider full funding for the Teacher Support System so we can continue to do the important work of growing the teachers our students need so they can be prepared to meet the challenges of the future and keep North Dakota strong.

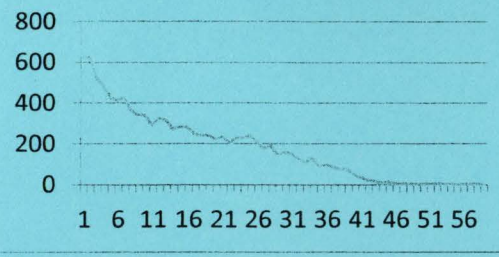
I'm happy to answer any questions you have.

North Dakota
Teacher
Support
System

2718 Gateway Ave., Suite 204, Bismarck ND 58503 701.328.9644 lstenehj@nd.gov

Teacher Support System Instructional Coaching Program by the Numbers

Number of Teachers in North Dakota in 2015-16 by years of experience (Public and Nonpublic)



59 Participants in the Coaches Academy this year (2016-17)

$1,042 Total cost per participant in our coaches activities last year

25 Participated in Crucial Accountability training last year

129 Principals and Coaches participated in Coaching Matters: Principal/Coach Training last year

395 Coaches have participated in our Academies since 2011

116 Coaches have participated in Crucial Accountability Training

Support for teachers to be constantly improving their practice should be at the heart of what districts think about. It's what makes schools work!

Teacher Support System Mentoring Program by the Numbers

312 NEW TEACHERS ENROLLED IN THE PROGRAM FOR THIS SCHOOL YEAR

64 DISTRICTS PARTICIPATING IN THE PROGRAM THIS YEAR

2000 NEW TEACHERS HAVE BEEN MENTORED SINCE THE PROGRAM BEGAN IN 2010

1423 MENTORS HAVE BEEN TRAINED SINCE THE PROGRAM BEGAN

$3,057 TOTAL COST TO MENTOR A NEW TEACHER LAST YEAR

72% OF TEACHERS MENTORED IN 2010 WERE STILL TEACHING IN NORTH DAKOTA IN THEIR 8TH YEAR LAST YEAR

88% OF TEACHERS MENTORED IN 2015-16 WERE STILL TEACHING IN NORTH DAKOTA IN THEIR 2ND YEAR LAST YEAR

97% OF NEW TEACHERS SAY THEIR MENTOR MEETS THEIR NEEDS AS A GROWING PROFESSIONAL

94% OF MENTORS SAY MENTORING HAS POSITIVELY IMPACTED LEARNING IN THEIR OWN CLASSROOMS

98% OF ADMINISTRATORS ARE SATISFIED WITH THE NORTH DAKOTA TEACHER SUPPORT SYSTEM

So what does North Dakota get for $3,057? Mentoring Program

2 days of face-to-face initial training of Mentors

At least 30 hours of one-on-one conferencing with mentors and new teachers

Mentors observe the new teacher at least 6 times per year

Beginning teachers record themselves teaching and discuss with their mentors 2 times per year

New teachers spend 9 hours observing other teachers in action

The new teacher, mentor and administrator meet at least 2 times per year

Mentors attend a half day seminar

Beginning teachers can earn up to 4 credits of online work

Mentors participate in four courses over three years to reach Advanced Mentor Status (Initial Mentor Training, Observing and Conferencing, Using Data to Improve Instruction and Designing Effective Lessons). These courses are a hybrid of face-to-face and online.

All principals complete an online Administrator Mentor Training

An independent survey of all participants is done by a third party biannually

Mentors are compensated; travel and all materials are provided

Program coordination and oversight

And what does North Dakota get for $1,042? Instructional Coaching Program

INSTRUCTIONAL COACHES PARTICIPATE IN 6 DAYS OF THE *COACHES ACADEMY* FROM THE LEARNING FORWARD ORGANIZATION

COACHES CAN PARTICIPATE IN 2 DAYS OF *CRUCIAL ACCOUNTABILITY* TRAINING

COACHES CAN PARTICIPATE IN A 1 DAY *COACHES RETREAT* (THIS YEAR FOCUSED ON COACHING OF TEAMS OF TEACHERS SUCH AS PROFESSIONAL LEARNING COMMUNITIES)

COACHES AND PRINCIPALS CAN PARTICIPATE IN A 1 DAY *COACHING MATTERS* TRAINING

Districts Participating in the NDTSS Mentor Program Spring 2010- Spring 2017

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
[redacted]ms				x				
Alexander				x	x	x		
Anamoose-Drake	x		x	x	x	x	x	
Apple Creek						x		
Ashley		x	x	x	x		x	
Beach							x	x
Belcourt								x
Belfield			x	x	x	x	x	x
Berthold	x							
Beulah			x	x	x	x		
Bismarck	x	x	x	x	x	x	x	x
Bottineau	x							
Bowbells				x	x	x	x	
Burke Central		x	x	x	x	x		
Cannonball/Solen	x	x	x	x	x			
Carrington		x	x	x	x	x	x	x
Carson					x	x		
Cavalier					x	x		
Center-Stanton	x		x	x	x		x	
Central Cass							x	
Central Valley	x	x						
[redacted]ils Lake				x	x	x	x	x
[redacted]nson					x		x	
Divide County		x	x		x		x	x
Drayton			x					x
Dunseith	x	x	x	x	x	x	x	
East Central Sp Ed					x			x
Edmore								x
Eight Mile District			x					
Elgin/New Leipzig						x	x	x
Emerado			x				x	
Enderlin					x	x	x	x
Fargo			x	x	x	x	x	x
Fessendon-Bowdon				x	x			x
Finley-Sharon						x		x
Flasher	x				x	x	x	x
Fordville-Lankin			x	x	x	x		x
Fort Ransom								x
Four Winds (Tate Topa)				x	x	x	x	x
Garrison					x	x		
Glen Ullin			x	x	x	x		
[redacted]burn	x	x			x			
[redacted]oodrich	x							

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grafton	x			x	x	x	x	x
Grand Forks			x	x	x	x	x	
Grenora				x				
Griggs County Central					x	x	x	
Halliday	x							
Hankinson			x	x				x
Hatton		x	x	x	x	x	x	x
Hazen	x	x		x	x	x	x	
Hebron		x	x		x	x		x
Hettinger			x		x			
Hillsboro	x	x		x			x	
HMB	x	x			x			
Hope				x			x	x
Jamestown	x	x	x	x	x	x	x	
Kenmare	x							
Kensal								
Kidder County							x	
Lakota						x	x	x
LaMoure			x		x	x	x	x
Langdon						x	x	
Larimore	x	x		x	x	x	x	x
Leeds					x			
Linton		x						
Lisbon			x	x	x	x	x	
Little Heart Distict 4	x						x	x
Litchville-Marion								x
Lone Tree			x	x				
Maddock		x	x	x	x		x	x
Mandan	x	x	x	x	x	x	x	x
Manvel	x					x		x
Maple Valley					x	x		x
Mapleton				x		x	x	
Marmat (Youth Correctional)							x	
Max							x	x
McClusky		x	x	x	x	x	x	
McKenzie County				x				x
Menoken							x	x
Midkota			x	x	x	x		x
Midway	x	x			x	x	x	
Milnor	x			x	x			x
Minot	x	x	x	x	x	x	x	
Minto			x		x	x		
Mohall Lansford Sherwood			x				x	

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Montpelier			x		x	x	x	x
Mott/Regent			x		x	x	x	x
Mt. Pleasant		x	x					x
Munich					x	x		
Napoleon					x		x	x
Naughton						x		
Nesson			x			x	x	
New Public District #8			x	x	x	x	x	x
New Rockford						x		
New Salem-Almont	x		x	x	x	x	x	x
New Town			x	x				
North Border	x	x		x		x		
North Sargent		x				x		x
North Star					x	x	x	x
Northern Cass				x	x	x	x	
Northwood	x			x		x		x
Oakes					x	x	x	x
Page								x
Park River	x	x		x	x	x	x	x
Pingree-Buchanan					x			
Powers Lake				x				
Richardton-Taylor		x		x		x		
Richland	x	x		x	x			
Rolette						x	x	x
Rugby		x	x	x		x	x	x
Sargent Central								x
Sawyer			x	x				
Selfridge	x	x		x	x			
South Heart		x					x	
St. John Public	x	x		x		x	x	x
Standing Rock	x		x	x		x		
Stanley				x		x		
Sterling	x				x			x
Strasburg				x	x			
Surrey					x	x	x	x
Thompson						x	x	x
Tioga	x	x	x	x		x	x	x
Towner-Granville-Upham	x		x		x	x	x	x
Turtle Lake-Mercer				x	x	x	x	x
Twin Buttes							x	
Underwood	x			x		x		
Valley City	x			x			x	x
Valley-Edinburg								x

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Velva	x	x	x	x		x		x
Wahpeton				x	x	x	x	
Warwick	x	x	x	x		x		
Washburn		x	x	x	x			
West Fargo		x	x	x	x	x	x	x
White Shield			x		x	x	x	
Williston	x	x	x	x	x	x	x	x
Wilmac				x				
Wilton			x	x		x	x	
Wing	x	x		x	x	x		
Yellowstone			x		x	x		x

North Dakota Teacher Support System

Retention Study – First Year Teachers in Mentoring Program

(updated 11.15.16)

First Year Teachers in Program Spring 2010 - now in their 8th year of teaching

In Program Spring 2010	Still teaching in ND in 2016-17	Not teaching in ND	Retention
123	89	34	72%

First Year Teachers in Program 2010- 2011 - now in their 7th year of teaching

In Program 2010-2011	Still teaching in ND in 2016-17	Not teaching in ND	Retention
123	85	38	69%

First Year Teachers in Program 2011- 2012 - now in their 6th year of teaching

In Program 2011-2012	Still teaching in ND in 2016-17	Not teaching in ND	Retention
175	126	49	72%

First Year Teachers in Program 2012- 2013 - now in their 5th year of teaching

In Program 2012-2013	Still teaching in ND in 2016-17	Not teaching in ND	Retention
276	195	81	71%

First Year Teachers in Program 2013-2014 - now in their 4rd year of teaching

In Program 2013-2014	Still teaching in ND in 2016-17	Not teaching in ND	Retention
291	220	71	76%

First Year Teachers in Program 2014-2015 - now in their 3nd year of teaching

In Program 2014-15	Still teaching in ND in 2016-17	Not teaching in ND	Retention
352	296	56	84%

First Year Teachers in Program 2015-2016 - now in their 2nd year of teaching

In Program 2015-16	Still teaching in ND in 2016-17	Not teaching in ND	Retention
336	297	39	88%

All First Year Teachers in Mentoring Program through Spring 2016

Total	Still teaching in ND in 2015-16	Not teaching in ND	Retention
1676	1308	368	78%

Att 5: 1/13/21 1/11/17
HB1013
1073

Testimony on House Bill HB1013
2017 Legislative Session
January 10, 2017
Representative Monson ED Appropriations and Environment Chairperson

Representative Monson and Committee Members,

My name is Vicki Peterson, Family Consultant for Family Voices of North Dakota and a single parent of a child with autism and intellectual disability. Thank you for the opportunity to testify on behalf of HB 1013.

Family Voices of North Dakota is the statewide health information and education center who serves families of children with disabilities, chronic health issues and special health care needs, in ND. We provide emotional and informational support, training and education to many families across North Dakota who have a child who has an ongoing medical diagnosis or special heath care need, such as asthma, heart conditions, disabilities, and emotional/behavioral issues. Our staff provides assistance to families by helping them access and navigate services, understand what these services mean, how systems work, by providing emotional, informational and educational support information to assist with their unique and individual needs.

In addition to being the statewide health information and education center, we also offer two additional programs. The North Dakota Parent to Parent program which provides connection with a volunteer parent as a mentor for emotional support. Volunteer parents receive training on listening skills, emotional support and community resources. We utilize family volunteers from across all of North Dakota.

In partnership with other groups we provide support through a project called Project Carson. Project Carson provides emotional and informational support to families who may receive a prenatal diagnosis or an at birth diagnosis. We began this program in 2012 and have assisted over 150 families who have received a prenatal or at birth diagnosis ranging from cleft palate, Down Syndrome, Spina Bifida and congenital anomalies to name a few.

Family organizations exist in all states. FVND is affiliated with two national organizations: Parent to Parent USA and the Family Voices National organization, who provide ongoing technical assistance to all states across the country.

In addition to the support and services we provide to families and professionals 1:1, we also provide much training, development of educational materials, weekly e-newsletter and hard copy newsletter. Our mailing list has steadily increased to almost 6000 across the state.

Referrals come to us in a variety of ways. Through physician offices, county social services, DD case management, Early Intervention, schools, teachers, Pathfinder Parent Center and other parent organizations to name a few.

1

In the last two legislative sessions, $120,000 has been appropriated to Pathfinder Parent Center. In the past year, there was restructuring which was done. In that process, three outreach staff were dismissed in Grand Forks, Fargo and Bismarck. This outreach staff provided much needed support to families, especially in areas of need where a parent may also have a disability, cultural competency and in our most rural settings in ND.

When this restructuring occurred families were in crisis mode and our referrals on education issues increased dramatically due to the fact they had no direct staff who would be able to provide the assistance under this restructure.

We collect much data for reporting to our funders and monitor changes that are occurring to adequately report areas of systems change.

The table below identifies the ongoing increase in the number of calls that are received by our office. The second chart will show you our total calls on education. Please note some calls do not begin with education but further detail in the communication with the parent may reveal educational issues. As you can see from 2011 we have had a steady increase in the number of contacts to staff on total of all calls and on educational issues from families and professionals.

Total Encounters of all calls	2011	2012	2013	**2014**	**2015**	**2016**
Families	1232	2411	2,467	**2584**	**2865**	**3260**
Professional	1387	1619	1,766	**2061**	**2339**	**2499**

Total Encounters regarding Educational Issues	2014	2015	**2016**
Families	478	502	**972**
Professionals	132	154	**362**

Encounters with families are typically in crisis mode. Meaning there are many more issues being presented by families than ever before with increasing complexity. The amount of time ten years ago averaged 42 minutes per call. Today on average per call we are spending 151 minutes with families and 121 minutes with providers. Many of these families are accessing and utilizing different and numerous programs and services for their children with special health care needs.

Our staff work with a large number of families whom have children that may not be able to access services due to gaps, families whose children have autism and new to services; or have children that are medically fragile, complex chronic health conditions, that we may spend weeks and months providing ongoing support. Individual education program issues that families may be facing are many. We also assist with those who are medically

fragile and those with chronic health issues that need to include health information in the IEP process or help with an individual health care plan on an IEP or 504 plan.

National prevalence data estimates from the National Survey obtained through the Data Resource Center indicate there is an estimated 19,748 Children and Youth with Special Health Care Needs (CYSHCN) in ND. **One in five families** in North Dakota has a child with special health care needs. As a visual this number would fill the Fargo dome. These children attend or will be attending school for years to come. 2015 data indicates children ages 3-18 enrolled in special education programs were 13,987.

We know and can identify as best practice that families thrive when supported by others with lived experience. That families build capacity, strength and confidence through support and coaching from another parent. Active engagement with families through responsive listening from others who have walked in the same shoes assists families in a manner that allows them to receive services necessary to meet their family and child's needs. Regardless of family income or background, students with involved parents are more likely to: earn higher grades and test score, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school and graduate and go on to postsecondary education. In ND currently, the State Systemic Improvement Plan (SSIP) is; Graduation Rates for students identified with Emotional Disturbance. Research evidence indicates that when parents play a major role in the IEP process that school-parent partnerships improve greatly, children learn better and behaviors decrease which leads to success and further education. Educating and supporting families in this role is key to the future success of all of our children.

We hear from families on a daily basis. Families need to access services, in a timely basis, and furthermore to utilize the services that already exist but are unknown to them. They may experience difficulty at times in communication with providers through various agencies, and not understanding how programs work. We hear families feel as though they are not part of the IEP process for their child, and school staff talks to each other and not the parents, whom are a critical part of the IEP team. Families may often be told of one resource, but not necessarily all of the resources needed. Part of this may be that the provider has limited access and knowledge to what does exist. We find that many times providers know and are familiar with what is under the preview of their daily work, but may not have access or know the additional resources that may be out there. This leaves families to search for answers on their own and often feel alienated by the professionals who serve them when they discover other programs that may have assisted with their family's needs.

Professionals contact us at times to "connect the dots". I , as a Family Consultant, receive many calls on ; 'what opportunities are available for parents to seek support", " children whom have integrated in our community from other states and even other countries who are struggling" " "asking for help communicating with families who have children with special needs during an IEP meeting" and many other reasons.

Because of this, FVND supports health and education issues. When a family calls in crisis, we can't **not** assist them to the best of our ability. As such, we are making you aware of this situation. Having Pathfinder unavailable at times, has added many more calls to our offices across the state. We have eight staff across the state, several whom are part time, of which has caused strain for us as an organization. Family support is vital, we support the continuation of those dollars within the DPI budget, we would like to encourage you to consider more than one entity for those dollars as the support is being provided as evidence based direct support, beyond Pathfinders.

Thank you for your time and consideration.

Vicki L Peterson
Family Voices of ND
701-258-2237
701-493-2634 Office

FAMILY VOICES
OF NORTH DAKOTA®
Navigating Crossroads to Hope

North Dakota Teacher Center Network

Att: 6 HB1013 HB1073 1/11/17

www.sendit.nodak.edu/tcn
sdt-tcn@listserv.nodak.edu
701.857.4467

Testimony offering support of HB 1013/1073 with request
Relating to North Dakota Teacher Center Funding
Lyle Krueger, Executive Director, Missouri River Educational Cooperative
January 11, 2017

Chairman Monson and Members of the Committee:

My name is Lyle Krueger, the executive director of the Missouri River Educational Cooperative (MREC), the regional education association (REA) based out of Mandan and I appreciate the opportunity to speak on behalf of the North Dakota Teacher Center Network.

Since their inception almost 40 years ago, North Dakota Teacher Centers have been providing professional development, instructional resources and educational equipment to educators throughout North Dakota. Teachers can find anything from textbooks to a $35,000 portable planetarium system.

There are currently nine Teacher Centers strategically placed throughout the state of North Dakota. These Centers serve as a clearinghouse for resources and professional development for all school districts in North Dakota. They collaborate with many agencies to provide information, professional development activities and resource materials for teachers. Examples of collaborative efforts include:

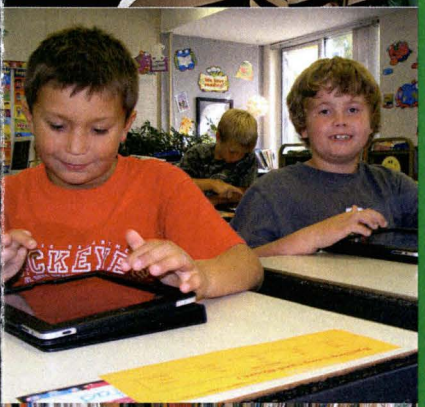
- Previously collaborating and now merging with Regional Education Associations (REAs) to grow professional development opportunities for educators.
- Partnering with the North Dakota Game and Fish Department to provide hands-on wildlife boxes for classroom use and teacher training.
- Partnering with the North Dakota Forest Service for training and classroom materials.

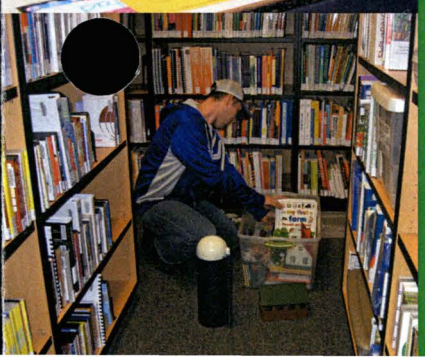
In the accompanying brochure, you will find:

- The Teacher Center Network mission statement.
- Who are served and the types of activities we provide.
- Financial support.
- A listing of all nine Teacher Center locations and contact information.

With the required merger from SB2013 (2015-2017), Teacher Center Funding was removed from the DPI Budget. We are requesting that that funding be restored with a 11% reduction to reflect the efficiencies found in the merger with the REA's. Our funding request for the 2017-2019 biennium is $320,000. This would provide each Teacher Center merged with an REA $20,000 per year, which would allow the directors to continue services to teachers and students. I ask that you continue to support the Teacher Center Network. We can assure you it will be used to benefit education in North Dakota. As you can see from the graph on page one of the brochure, students are the ones who really benefit the most.

Through our resources and professional development services, we help teachers stay on top of their profession so they can provide the best education to tomorrow's leaders.





North Dakota Teacher Center Network

Informational Report Prepared for 2017 Legislative Session

As required by the 64th Legislative Assembly, mergers between the NDTCN and the regional education associations have been completed by six Teacher Centers and the remaining three are in process for completion by June 30, 2017.

Mission

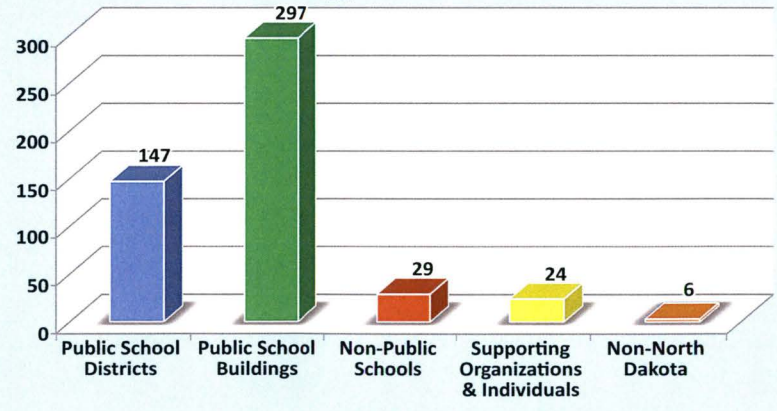
The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve the learning of students.

Results

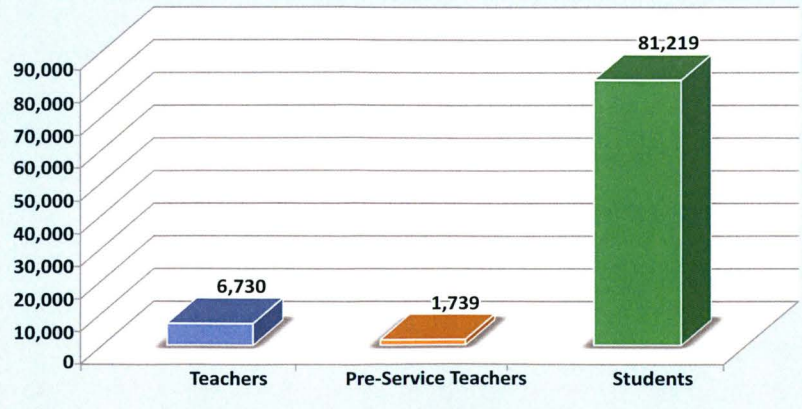
For almost 40 years, the NDTCN has been providing quality professional development and services to educators throughout North Dakota. During the 2015-2016 school year, the NDTCN:

- Served 6,730 teachers, 1,739 pre-service teachers and 81,219 students.
- Offered 220 educational courses to 8,577 participants.
- Supported numerous additional educational opportunities such as teacher collaborations and student camps to more than 9,000 participants.
- Partnered with almost 70 non-school educational agencies within North Dakota and Minnesota.
- Supported 503 members, including public school districts, non-public schools and individuals.
- Made available thousands of educational resources for educators to use in classrooms and for professional learning requirements or needs.

Types of Members



Clients Served



2

Network Impact

Teacher Centers have helped practicing teachers, education students and other educational personnel increase their knowledge and skills to improve student learning for almost 40 years.

- Teacher Centers provide professional development and access to instructional resources, hands-on materials and educational equipment.
- Teacher Centers collaborate with other organizations and serve as a facilitator between K-12 schools, regional education associations, state and federal agencies, and institutions of higher education.

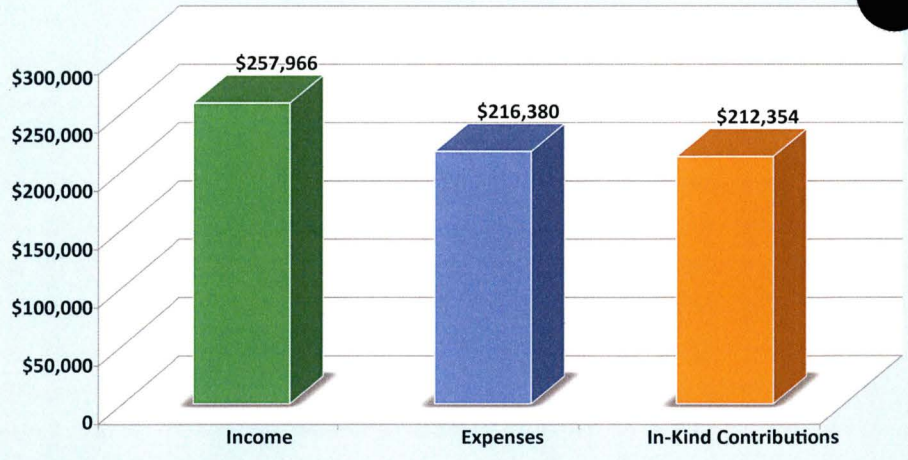
Each of the nine Teacher Centers has evolved to best meet the needs of the teachers and students in its region. Some Centers are based at universities; others are located within regional education associations or school districts.

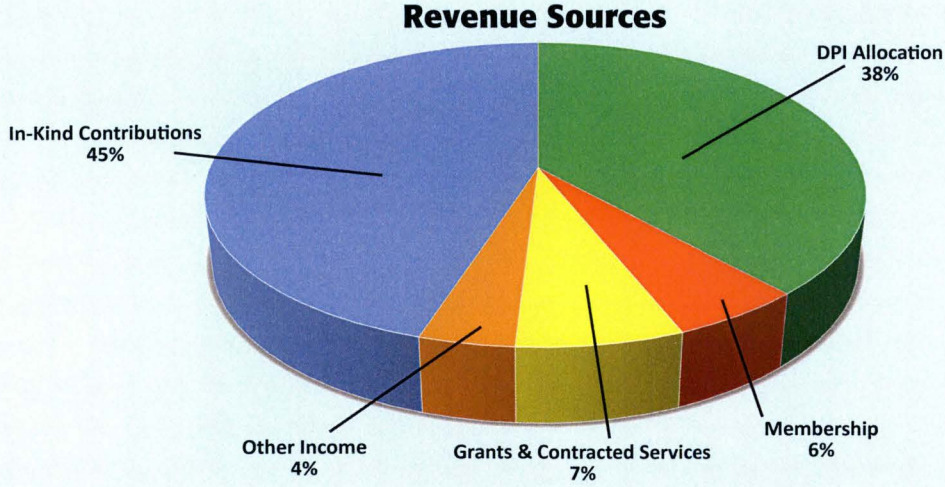
Teacher Centers offer much more than workshops and classes for teachers and education students. Centers help teachers learn best practices and implement new knowledge and skills in their classrooms.

State funds are used by the Teacher Centers to leverage significant additional resources to serve teachers and students. Centers raise 17 percent of their revenue through membership dues, program fees and grants, while another 45 percent of their revenue is in-kind contributions.

Financial Support

The Teacher Centers rely on two types of financial support: income and in-kind contributions. In 2015-2016, nine Centers reported combined income and in-kind contributions of $470,320. Both sources are critical to the continued operation of the Centers.



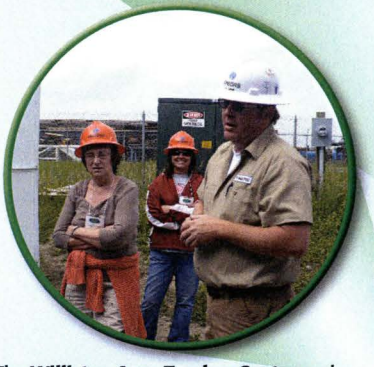


Network Activities

The **Mid-Dakota Teacher Center** in conjunction with the Mid-Dakota Education Cooperative REA has provided National Geographic Giant Traveling Maps to member schools for the last four years (North America, Asia, Africa and Europe). The oversized vinyl floor maps are the largest maps ever produced by National Geographic and require a school gym or large room for use. Each map is accompanied by teacher resources (i.e., set of activities and materials).

The **North Central Teacher Center** hosts an annual Water Festival with Dakota College at Bottineau. Regional middle school students engage in STEM/STEAM learning activities that are facilitated by state experts, professors and college students.

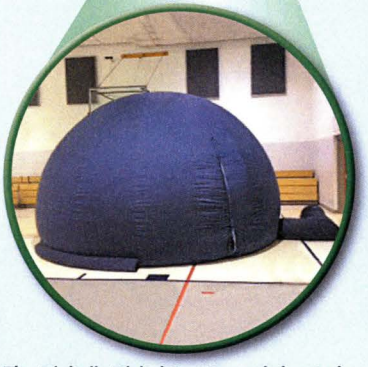
The **Lake Region Teacher Center** co-ops with the Northeast Education Services Cooperative to be awarded a grant to provide Spark PE workshops and classroom materials for its member schools.



The **Williston Area Teacher Center** and the Great Northwest Education Cooperative worked together to host the North Dakota Geographic Alliance Summer Institute. T[redacted]rom all over the state spent f[redacted]earning about North Dakota agriculture, geography, history and energy.

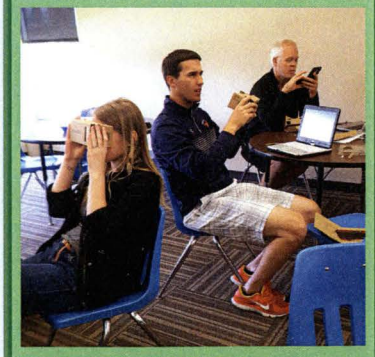
The **Grand Forks Area Teacher Center** provides professional development and resources for educators. Recent activities include Breakout EDU, VEX robotics, expeditions, and collaborative book studies followed by presentations with authors.

The **West River Teacher Center** (WRTC) supports the efforts of the Dickinson State University Department of Natural Sciences to bring science to the K-12 schools. The WRTC has purchased programs for the Discovery Dome. In addition, the WRTC supports professional development for K-12 teachers, serves as the informational resource for STEM activities and camps, and offers resources for teachers use in the classroom.



The Digitalis Digital Star Dome is located at **Valley City Area Teacher Center** and available for teachers to check out. The Digitalis system consists of a fabric dome, projector, fan, computer and Nightshade software, which is available for weekly rentals. The Digitalis spent 60 days in schools in just five months in the first half of 2014, and 80 teachers were trained in 15 schools.

The **Missouri River Teacher Center** hosts many groups of education professionals each year including public/private schools, pre-service college students, pre-schools, daycares, home-school and other area constituents. This wide range of professionals becomes familiar with the Center while developing curriculum, resources and lesson plans to serve their local students.



During the Teacher Time Summer Workshop hosted by the **Mayville Area Teacher Center**, teachers investigated the use of Google Cardboard during one of many breakout sessions of a two-day technology-oriented workshop held on the Mayville State University campus.

Network Contact Information

Teacher Centers

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NDTCN

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Telephone: 701-662-7650

Published January 2017

North Dakota Teacher Center Network

Att: 7 1/11/17 HB 1013 HB 1023

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Testimony of Misti Werle, Director, Missouri River Teacher Center
Teacher Center Funding
In Support of HB 1013 with request
January 11, 2017

Chairman Monson and Members of the Committee:

My name is Misti Werle, and I appreciate the opportunity to speak on behalf of the Missouri River Teacher Center. I am the director of the Missouri River Teacher Center and Library Media Coordinator for Bismarck Public Schools.

During the 2015 legislative session Senate Bill 2013 mandated, "The North Dakota teacher center network merge with regional education associations (REAs) and that the mergers be complete by July 1, 2017." Our center will be fully merged with our local REA, the Missouri River Educational Cooperative (MREC) by the end of January.

Currently the Missouri River Teacher Center partners with Bismarck Public School's Library Media Office to provide materials and equipment to area teachers, while partnering with the MREC to provide additional professional development opportunities and resource/information to area entities. The teacher center serves more than 1,300 teachers and over 21,000 area students. Currently, we have twenty-five (25) public school district members throughout south central North Dakota, seven (7) private school memberships within the Bismarck-Mandan area, eight (8) educational organization memberships including pre-schools and daycare centers, three (3) university memberships, and a growing number of individual memberships including parents who homeschool their children. It is through this eclectic membership of public, private, and parochial entities that we are able to maintain and share access to a plethora of costly materials few of us could afford on our own. As an example, the teacher center provides materials specifically for teachers and pre-service teachers from pre-schools to college classrooms including STEM materials, Starlab, robotics kits, classroom instructional materials, and services such as lamination and spiral binding. Additionally, the teacher center serves as a liaison for many agencies including The National Geographic Alliance, North Dakota Game and Fish, State Historical Society, local businesses, Council of the Arts, Gateway to Science, and other agencies to distribute information and materials.

An unfortunate and perhaps unintended consequence of SB2013 is the loss to the Missouri River Teacher Center and all North Dakota Teacher Centers annual funding from the North Dakota Department of Public Instruction's biennial budget. Although daily operation costs are currently covered with annual membership fees and in-kind donations from Bismarck Public Schools, it is the previous funding allocations to Teacher Centers that provided for the purchase of educational materials and needed hours for staffing.

We respectfully request that SB2013 be examined to determine if its intent was to reduce the state payment to Teacher Centers or if that was an unfortunate oversight. Loss of funding for the Missouri River Teacher Center means a significant and substantial reduction to many educators, students, and families. We ask that if the loss of funding was an oversight, you consider drafting and supporting new legislation to allow funding to be re-instated to sustain what has become a necessary relevant educational resource for so many!

I am available for questions and please feel free to contact me at your convenience with any further questions in the future.

AH: 8

HB 1013
HB 1073

American Heart Association | American Stroke Association
life is why™

you're the cure

1/11/17

House Bill 1013

Testimony – June Herman, American Heart Association

Good morning Chairman Monson and members of the House Appropriation Education and Environment Division. For the record, I am June Herman, Regional Vice President of Advocacy for the American Heart Association.

I am here today to speak to a very small element of HB 1013 – the CPR in schools funding grants listed on page 3, under "One Time Grants". Funding for this initiative started during the 63rd legislative session in 2013, with Senate and House leadership support. This committee worked to refine and shape the proposal, with the goal to enhance the number of trained by-stander responders across the state with the ability to perform CPR. The grant intent was to support training to ensure every student would be trained prior to graduating from high school.

In both 2013 and 2015, $450,000 was appropriated to support this effort. In addition, the Department of Public Instruction included CPR skill instruction within model PE course curriculum, and given that PE is a required course for graduation, North Dakota was well poised to graduate a generation of community responders.

Unfortunately, the funds were not tapped as anticipated. Either most training was occurring without needed funding resources, or not occurring for a variety of reasons. I commend DPI for its work to include CPR in model PE curriculum and in promoting use of the funds throughout the past 4 years.

With early agency cuts, and so much of the grant fund untapped, much of the initial appropriation was cut. Unlike 2015, when we advocated for continuation of this grant program, this time we are not seeking renewal within the education funding bill. While schools are still a very important targeted venue for training, the mechanics of providing the training may work better with a shared community effort through community partnerships of EMS, schools and local leaders, and provide our schools and students with simple pathways for skill introduction. School CPR instruction is a criteria measurement that has been built into a cardiac initiative, through which the state will award Cardiac Ready Community designation.

AH: 9 1/11/17 HB 1013 1073

North Dakota LEAD CENTER

Leadership & Educational Administration Development
125 Slate Drive, Suite 7 • Bismarck, ND 58503 • 701-258-3022 • Fax: 701-258-9826

Testimony on HB 1013 and HB 1073

By
Dr. Jim Stenehjem, Director—ND LEAD

Chairman Monson and members of the Committee, for the record my name is Jim Stenehjem and I am the Director of the ND LEAD Center and I am here to testify in support of funding for the ND LEAD Center during the 2017-19 biennium.

The North Dakota Leadership & Educational Administration Development (ND LEAD) is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. You won't have effective schools without effective leaders. The LEAD Center is funded by grants from the state legislature, grants from sponsors, additional grants, and user fees.

I have provided you with some key initiatives that the ND LEAD Center has been involved in the past year, as well as information on the history of the ND legislative funding to ND LEAD over the past 12 year. I'd like to just cover some highlights of our efforts from this past year.

- Conducted an **Aspiring Principals Conference**.
- Conducted the **ID21 Assessment Centers for UND and NDSU** as a portion of final degree requirements in Ed Leadership.
- Developed and implemented a **new principal mentoring program** with support from the ND DPI, NDAESP, NDASSP, Teacher Support System, and local school systems. (17/28 first year principals in the program.) The cost per school for this program is $2,500, which covers the cost of the mentors and the mentor's travel.
- Helped coordinated statewide the implementation of the new **North Dakota Principal and Teacher Evaluation Guidelines.** Coordinate the ND Principal and Teacher Evaluation Support System (PTESS) Committee for the ND DPI.

- Conducted online **360 Surveys** for principals and superintendents.
- Conducted a **Professional Learning Communities** (PLC) Summit
- Participated in **Coaching Matters** regional workshops in the state with the North Dakota Teacher Support Network,
- Conducted **31 workshops and presentations** for almost 800 participants developing leadership skills

I've attached a funding list that shows you the grant levels since the 2005-7 biennium. Our present level is $267,500. If we revert back to the 2013-15 funding level we would be at $260,000. If we receive a 10% cut, it will put us at $240,750 or below the 2007-09 grant level. We recommend providing funding at the present level. ND LEAD has received support from NDCEL Delegate Assembly as a high priority for funding.

Thank you to the members of the legislature for your support since 1987 over the history of the ND LEAD Center. We believe that the ND LEAD Center has made a significant different in the quality of school leaders over the years of its existence.

Chairman Monson and members of the House Appropriations Committee, this concludes my testimony. I have attached additional information about the ND LEAD Center to my testimony that you may read at your convenience. At this time I would be happy to answer any questions that you have in regard to my testimony.

"Developing Excellence in Educational Leadership"

ND LEAD Snapshot of the 2015-16 Year in Review

Conducted an Aspiring Principals Conference for prospective principals in the state with 17 participants. Five of the participants are serving as principals this year.

Conducted the ID21 Assessment Centers for UND and NDSU as a portion of final degree requirements in Ed Leadership, and began a combined assessment center with NDSU and UND collaborating with students from each school participating. The ID21 Assessment Center stands for "Interactive 21st Century Principal Development Program" and is a simulation of being a principal, where trained assessors score participants on a list of 21st Century Skills, based on their performance in the simulation. Many of the participants who have completed the ID21 Assessment report it as one the most valuable portions of their Educational Leadership programs.

Developed and implemented a new principal mentoring program. Sixty percent (17/28) of the new principals during the 2016-17 school year are participating in the program. Most of the cost of the program is being covered by the local school districts, with the major reason for schools who are not participating in the program is the cost. The program involves new principals meeting with an assigned mentor almost weekly online, or over the phone. The mentor conducts two visits at the school site during the school year, and a principal 360 Survey is provided to each new principal at the end of the year. ND LEAD was provided $10,000 from the ND DPI last year to develop and pilot this program for one half a year with six participants and $15,000 during the 2016-17 year to provide the full year program.

Coordinated statewide the implementation of the new North Dakota Principal and Teacher Evaluation Guidelines by coordinating the **PTESS Committee** for the North Dakota DPI during past two years by creating websites with resources for each evaluation model, listservs for each model, information about the North Dakota guidelines, and supported training on the different principal and teacher models. Completed follow-up surveys with teachers, principals, and superintendents indicating a high rate of involvement in the implementation process.

Conducted online 360 Surveys for principals and superintendents. A method of receiving feedback from supervisors, peers, and those the person supervises.

Conducted a Professional Learning Communities (PLC) Summit for the state of North Dakota with 140 participants. Research is showing the power of teacher collaboration to make a difference in teaching and student learning. There was a very positive response from the 2016 Summit with 98 % of participants expressing a desire to attend a PLC Summit in 2017. A PLC listserv was created to assist with future collaboration. This was a joint project with the ND DPI and ND LEAD.

Participated in Coaching Matters regional workshops in the state **with the North Dakota Teacher Support Network**, where principals and academic coaches attended and reviewed elements of an effective Academic Coaching Programs. Responses from principals and academic coaches were very positive, with new tools to assess their present programs and academic coaches.

Conducted 31 workshops for almost 800 participants developing leadership skills.

Examples of Courses Covered:

- Crucial Accountability
- Effective Communications
- Instructional Leadership Academy
- Leading Change
- Leading Professional Learning Communities
- Marshall Evaluation Model
- Teacher Observation Rounds
- Time Management
- Teacher and Principal Evaluation Workshops and Presentations

ND LEAD Funding from ND Legislature past 12 years

Year	Grant Total
2015-17	$ 267,500
2013-15	$ 260,000
2011-13	$ 260,000
2009-11	$ 260,000
2007-09	$ 245,000
2005-07	$ 236,650

Present Funding **$267, 500**

ND DPI Recommendation for funding: $267,500

Governor's Recommendation for funding: $240,750

North Dakota LEAD CENTER

The North Dakota LEAD Center is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center provides professional development programs and services to public and nonpublic school leaders and individuals preparing to become educational leaders. LEAD's energies are focused in three areas: ***professional development programs, support services and technical assistance*** *to schools including a* ***resource library****, and collaborating with universities in an* ***early career and future leader development*** *program to identify and develop beginning school leaders.*

ABOUT ND LEAD

The North Dakota **L**eadership & **E**ducational **A**dministration **D**evelopment (LEAD) Center was established in 1987 as part of a national educational improvement initiative. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees. LEAD's governing body is a twelve-member board of directors. The board is comprised of representatives of the North Dakota Council of Educational Leaders (NDCEL), the Department of Public Instruction (DPI), the ND Department of Career and Technical Education (NDCTE), the University of North Dakota (UND), Tri-College University (TCU), the University of Mary, and minorities.

ONLINE TOOLS

A number of online assessment tools have been developed and are available to North Dakota Educational Leaders. These are available for free in paper versions, or at a minimal fee of $50 for online versions. The following is a list of online tools available.

- How Well Do We Serve Each Student
- Academic Rigor and Support
- Breaking Ranks II Recommendations
- Core 1 - Collaborative Leadership and Professional Learning Communities
- Core 2 - Personalization and the School Environment
- Core 3 - Curriculum, Instruction, and Assessment
- Parent Survey
- Faculty Survey
- Student 7-12 Survey
- Student 3-6 Survey
- Transforming Concepts of a World-Class Organization (WCO) Survey: Quality Concepts (QC) Survey
- Test Support and Deterrent Analysis
- 21st Century School Administrator Skills (SAS)
- Educational Leadership Profile (ELP)
- Superintendent Leadership Assessment (SLA)
- Marshall Principal Evaluation 360 Survey
- Marzano Principal Evaluation 360 Survey
- North Dakota Principal Evaluation 360

PROGRAMS AND SERVICES

Breaking Ranks II – (One two-day session) This program aims to improve the learning experience of every high school student by providing high school principals and high school leadership teams with strategies for implementing successful school improvement initiatives.

Breaking Ranks In the Middle – (One two-day session) This program aims to improve the learning experience of every middle level school student by providing middle level principals and middle level school leadership teams with strategies for implementing successful school improvement initiatives.

Communication Styles – People develop habits of communicating and interacting with others by repeating behaviors that make them feel comfortable or meet their needs. Understanding these habits and behavior patterns, understanding why people affect each other the way they do, and learning how to use this information for more effective communication and more productive teams are the themes emphasized in the Communication Styles program. Participants discover their own tendencies and strengths and weaknesses, along with those of others, using the DiSC Personal Profile System, a nationally recognized instrument for identifying interpersonal behavior patterns. Participants expand their interpersonal communication skills through simulations and role-plays

Communications for Effective Leaders – (One two day session) This workshop is based on Crucial Confrontations Training which directly addresses gaps between expectations and performance with a model that ensures individual, team, and organizational effectiveness. Participants learn to hold people accountable, master face-to-face performance discussions, motivate without using power, enable without taking over, and move to action. Crucial Confrontations Training will improve results and enhance relationships.

Data, Standards, & Learning – (Two two-day sessions) This two part workshop is developed to sharpen leader's understanding of the research on effective schools, the use of data to assess student performance and programs, and the skills to communicate results.

Instructional Leadership Academy – (45 hours over three sessions) The most important job of a school leader is providing leadership that results in improved student learning. Effective instructional leaders possess knowledge and skills in three major areas: curriculum, instruction, and assessments. The Instructional Leadership Academy focuses primarily on the knowledge and skill base required to improve instruction in a school.

LEAD State Assessment STARS Data Workshop – (One-day session) In this workshop participants work with ND LEAD produced pivotTables to provide an analysis of the state assessment results from last year, broken down by subgroups, grades, and gender. You will receive tools to help produce charts that show your trend data by grades. It's great to have a team of administrators and staff attend who will be working with the school state assessment results.

Leading Professional Learning Communities – (One two-day session) This workshop is designed to provide school leaders and leadership teams the knowledge of what a professional learning community is, and how to get started implementing the concepts in your school or district. Professional Learning Communities provide great potential to really improve student performance and may be the most logical step for North Dakota schools to move from good to great.

Legal Situations in Education – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in responding to situations in a school setting that may have legal implications. Participants will learn to analyze and interpret complex issues, become more confident in

decision-making, use sensitivity and judgment in responding to situations, and sharpen their oral and written communication skills.

Legal Situations in Education II: Preparing for Non-renewal and Dismissal – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in preparing for the non-renewal and dismissal process regarding teacher contracts. Participants will learn the legal requirements to sustain a charge for non-renewal and dismissal, develop competency in preparing documentation to support a charge for non-renewal and dismissal, and develop confidence in making decisions about whether or not to proceed with the process of non-renewal or dismissal.

Strategic Exploration – (One or two-day session) This process has been developed to help schools and organizations plan for the future. The Joel Barker Implications Wheel is utilized with participants as future implications are developed around a central question. The Implications Wheel® is one of Joel Barker's Strategic Exploration Tools and one that best exemplifies the use of the "Scouting" metaphor. It is designed to explore the implications, positive and negative, an event, a trend, an innovation, or a new strategic objective. It is designed to be fast, qualitative, scout in many directions, and provide decision-enhancing information.

Team Dimensions – (One or two-day session) The purpose of this program is to help educational leaders to better understand the various strengths and approaches individuals bring to a team and how these factors influence individual's attitudes and receptiveness to change. Participants learn about the change cycle and typical patterns of behavior people exhibit while they experience change. Participants also learn about people's preferences and natural tendencies that might enhance or detract from an innovation team's efforts to create, advance, refine, and execute a new idea. Team Dimensions participants discover their own preferences and strengths and weaknesses, along with those of others, using the Team Dimensions Profile, a nationally recognized instrument for identifying one's aptitude and attitude for innovation and change. Participants expand their skills for leading and managing change through simulations and role-plays.

Time Management – (One two-day session) School Leaders continually are challenged to make the most effective and efficient use of their time while balancing the demands of their professional and personal lives. This program is designed to help participants exercise greater control over their time and their lives by understanding and applying universal time management principles and strategies. Program participants receive materials and instruction in use of the Franklin Day Planner System, recognized worldwide as a comprehensive, whole-life time management system. Time Management is offered as a one-day seminar with individual follow-up.

EARLY CAREER & FUTURE LEADER DEVELOPMENT

In a cooperative effort with three universities, the ND LEAD Center aims to promote better-trained school leaders and more effective schools through identifying and developing aspiring school leaders and supporting them through mentoring relationships with practitioners in the field. Major components of the project include: 1) an activity to identify and recruit school leaders (Aspiring School Leaders Conference), 2) assessment activities to identify, select, and develop school leaders (Developmental Assessment Center; Developing the 21st Century Principal), and 3) development and support activities (Mentoring and Coaching; Early-Career School Leaders Conference).

Aspiring School Leaders' Conference – This program aims to provide information and assistance to help aspiring school leaders address two questions: 1) "Is school leadership right for me?" and 2) "Am I right for school leadership?" During this program, participants interact with successful school principals and experience "what it's like to be a principal" through job-like simulations. Participants also receive information about credentialing requirements, graduate school preparation programs, and current trends in professional development for school administrators.

Developing the 21st Century Principal (D21) – D21 is a comprehensive assessment process that identifies performance abilities in three general areas of educational leadership and nine specific skill dimensions identified as critical for success in the principalship. The process serves as an authentic performance demonstration at the end of graduate students' preparation programs in educational leadership. It also provides participants with objective information about their leadership strengths and improvement needs to be used in preparing for on-the-job performance and planning future professional development activities.

D21 Assessor Training – The D21 program is staffed by experienced practitioners, called "assessors," who have been specially trained to observe, record, and analyze behavior; provide

For more information, write or call:

Jim Stenehjem, EdD
Director
ND LEAD Center
121 East Rosser Avenue
Bismarck, ND 58501
701-258-3022
jim.stenehjem@ndlead.org

First Year Principal Mentoring Program 2016-2017

Support for new principals to the profession is being provided by the ND LEAD Center, with assistance from the Department of Public Instruction, NDAESP, and others.

The program is **designed for principals new to the profession, with no experience.**

Program Description and Expectations

1. The ND LEAD Center has selected and **trained a group** of recently retired school leaders as **mentors**.

2. The expectation is that the mentor will **complete two school visits**. One visit will be to meet the new principal and get a sense of the school and agree on how and when they will meet for the remainder of the year. A second visit will happen later in the school year.

3. The mentor will **meet almost weekly (other than vacation weeks and will be arranged between the mentor and principal) with the new principal over the phone** or **computer** for 30-45 minutes. (The length of time may be shorter based on the needs of the new principal.) They will talk about hot topics from the week or goals that the principal is working on. Topics might include such things as:
   - Dealing with difficult staff, students, or parents
   - Teacher evaluation and observation
   - Time management issues
   - Leading meetings effectively
   - Communication skills
   - Something came up, and what do I do?
   - This didn't go well, how might you have handled it?

4. **Mentors are not meant to replace superintendents**, but rather to provide additional support. Mentors will remind new principals about the importance of communication and collaboration with their superintendents.

5. **Superintendents can contact mentors, but mentors will maintain a confidence** between the principal and mentor, so therefore, won't contact superintendents.

6. There will be **no additional work** for the new principal, other than sharing their background, goals, and plans with their mentor.

7. The program will run from **August, 2016 to May, 2017.**

8. A **360 Principal Survey** will be provided for feedback to the new principal near the end of the first year **at no cost**.

9. A list of timelines for reports to state-level agencies is being developed to assist new principals.

10. The **program for the most part is not funded** by any **outside sources**, so **each school district will need to pay for the mentorship**. **The cost is $2,500** for the school year. This will cover the mentor payments for meetings and mentor travel to the site.

11. **NDAESP and NASSP** have generously **offered to provide support** to **reduce** the **cost** of the program, and if other sources of funding are secured, they will be used also to reduce the cost of the program to school districts. **Therefore**, based on the total number of new principals, **the cost will be less than the $2,500.**

12. Payment will go to the ND LEAD Center, and LEAD will pay the mentors.

13. Schools can sign up for the principal mentoring program by contacting Jim Stenehjem at 701-258-3022 or jim.stenehjem@ndlead.org

14. For questions contact Jim Stenehjem.

North Dakota
LEAD CENTER

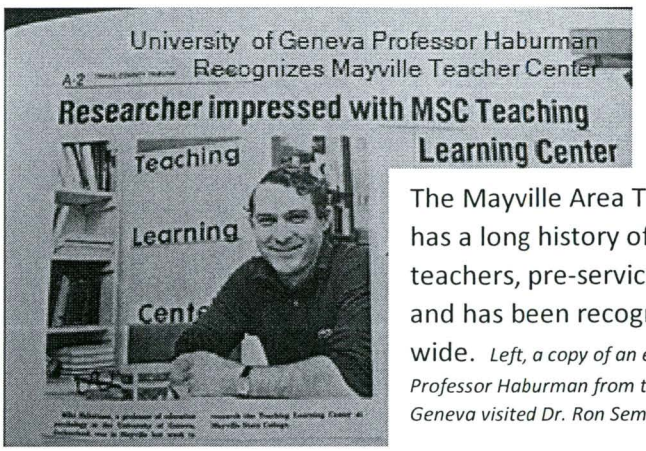
Leadership & Educational Administration Development

First Year Principal Mentoring Program
2016-2017

125 Slate Drive, Suite 7 • Bismarck, ND 58503
701-258-3022 • Fax: 701-258-9826

Att: 10 HB 1013 1/11/17
HB 1073

North Dakota Teacher Center Network: Mayville Area Teacher Center


University of Geneva Professor Haburman Recognizes Mayville Teacher Center

Researcher impressed with MSC Teaching Learning Center

The Mayville Area Teacher Center has a long history of serving teachers, pre-service educators, and has been recognized world-wide. *Left, a copy of an editorial when Professor Haburman from the University of Geneva visited Dr. Ron Semmens at the MATC.*

The Mayville Area Teacher Center:

-is located at Mayville State University and offers professional development workshops, teacher-led learning, support for REA events, and provides instructional resources and support services to area teachers

- hosts a STEM resource center with easily accessible item checkout.

- allows teachers and pre-service teachers to work alongside each other during professional development activities.

-uses state funding ***efficiently and effectively*** with the connection to Mayville State University that supplies significant in-kind support. Funding is used for teachers!

- Of the $20,000 allocated to the Mayville Area Teacher Center, only $5,436.90 goes to the coordinator's salary. Remaining funds are used to support teachers, PD events and instructional resources. Some Teacher Centers use significantly more for salary.

In 2015-2016 the Mayville Area Teacher Center:

- Served 616 area Teachers and Pre-Service Teachers in professional development activities
- Supported and organized or co-organized 26 PD events with Mayville State University, area schools and the RRVEC.
  - The majority of PD activities supports teachers working in small, rural schools

Budgetary Issue:

-Funding has been removed to ND Teacher Centers.
-Requests are being made to support re-establishing funding.
-It is important to note there are **9** active teacher centers, and 8 REAs.
Senate Bill 2013 – Section 23 of the 64th legislative assembly indicates a **merger** of teacher centers with REAs, **not** a dissolution of teacher centers.

AH #11 1/11/17
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Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

AIR
AMERICAN INSTITUTES FOR RESEARCH

POLICY SNAPSHOT

BY AMY POTEMSKI and LAUREN MATLACH | May 2014

Supporting New Teachers: What Do We Know About Effective State Induction Policies?

Finding effective ways to support all teachers—especially new and struggling teachers—has never been more critical. According to the U.S. Department of Education, approximately 419,000 new teachers will be hired in 2015 (National Center for Education Statistics, 2011). Estimates suggest that between 40 percent and 50 percent of these new teachers will leave the education workforce within five years (Ingersoll, 2012). Research suggests that induction programs can increase teacher retention rates—but this impact depends on the quality of supports provided (Ingersoll, 2012; Smith & Ingersoll, 2004).

A systematic approach to induction ensures that new teachers have the resources and supports they need to be effective in the classroom. Although this topic has gained much traction in the literature and in states and districts across the country, states continue to seek guidance on how to leverage their resources to create high-quality induction and mentoring programs. In this Policy Snapshot, we summarize existing research about induction and identify important state policy considerations for building a systematic, comprehensive approach to teacher induction. This brief also provides considerations for differentiating supports for special educators and teachers of English language learners (ELLs), which are often hard-to-staff positions. Although federal and local policies also have potential for positive impact, this policy snapshot focuses on the role of state education agencies. To help support states in making policy decisions, we also include practical examples of mentoring policies and programs. That said, we do not endorse any of the programs featured.

What Is the Difference Between Mentoring and Induction?

The terms mentoring and induction are often used interchangeably. However, mentoring is one-on-one support and feedback provided by an experienced veteran teacher to a new or struggling teacher. An induction program is a larger system of support that often includes mentoring but also includes additional supports, such as help with curriculum planning and professional development.

Quote to Note

"Teachers are not 'finished products' when they complete a teacher preparation program. Strong residency and mentored induction experiences during their initial years in the classroom provide beginning teachers with invaluable support as they lay the groundwork to become accomplished teachers. A well-planned, systematic induction program for new teachers is vital to maximize their chances of being successful in any school setting."

(National Commission on Teaching and America's Future, 2003, p. 20)

What Does the Research Say About Effective Induction Programs?

High-quality induction programs, when implemented well, can increase not only retention but also teacher effectiveness and can improve student learning; for example, receiving high-quality induction and mentoring has been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). In 2007, Villar and Strong calculated the return on investment of an induction program in California after five years to be $1.66 for every dollar spent. Both novice teachers and experienced teachers who are new to the district can benefit from induction programs.

Mentoring is a critical part of induction programs. Research suggests that states and districts should set criteria for mentor selection and assignment, including the following:

- Interpersonal skills
- Instructional effectiveness
- Leadership
- Work experience
- Content-area and grade-level expertise similar to the mentee's assignment (Alliance for Excellent Education, 2004; Goldrick, Osta, Barlin, & Burn, 2012; Hobson, Ashby, Malderez, & Tomlinson, 2009; Ingersoll & Strong, 2011; Johnson, 2009; Wechsler, Caspary, Humphrey, & Matsko, 2010)

Research Spotlight

From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum

A new report released by the National Network of State Teachers of the Year and the Center on Great Teachers and Leaders found that among the surveyed National and State Teachers of the Year, access to an assigned or informal mentor was ranked higher than any other support during the novice career stage in terms of its impact on their effectiveness. Only 37 percent of respondents overall had an assigned mentor, but among those who did, the most important mentor characteristics included modeling effective teaching practices and providing helpful support and advice—more than 60 percent of respondents ranked these two characteristics as among the three most important characteristics of a mentor.

Source: http://www.gtlcenter.org/sites/default/files/Good_to_Great_Report.pdf

Like teachers, mentors should receive ongoing professional development. Mentors should receive compensation for their additional responsibilities but also be held accountable for their coaching and support (Alliance for Excellent Education, 2004; Goldrick et al., 2012; Ingersoll & Strong, 2011; Johnson, 2009; Wechsler et al., 2010).

Effective induction programs provide more than just mentoring. A comprehensive induction program should include the following:

- An orientation to the district and school culture through effective principal leadership and communication

- Instructional support that includes data-driven conversations between mentors and through peer-based professional learning communities
- A set of professional expectations that are aligned with school, district, or state standards
- Ongoing professional development based on individual teacher needs (Alliance for Excellent Education, 2004; Goldrick et al., 2012; Ingersoll & Strong, 2011; Johnson, 2009; Wechsler et al., 2010)

Strategies for Setting Effective Policy Related to Induction Programs

States play a crucial role in ensuring that teachers have access to high-quality induction programs. The following sections highlight state policy strategies that your state should consider.

1. **Set Program Requirements.** State policies can set minimum expectations for induction programs, such as who must participate and for how long, the standards guiding the programs, and who may serve as mentors.

   Participation. Policies outlining required participation in an induction program ensure that all novice teachers receive some support. As of 2012, 27 states required some form of induction or mentoring for all beginning teachers (Goldrick et al., 2012). One way to require participation is to tie successful completion of the induction program to recertification requirements. For example, Colorado and Massachusetts both require successful completion of an induction program in order to obtain a professional license.

   Clear Expectations for the Induction Team. Each member of the induction team (teacher, mentor, and administrator) must clearly understand the expectations of the induction program. Program staff should provide clear and effective communication about the roles and responsibilities of the mentors and principals (Humphrey, Koppich, Bland, & Bosetti, 2011; Humphrey, Wechsler, Bosetti, Park, & Tiffany-Morales, 2008; Kapadia & Coca, 2007; Wechsler et al., 2010).

   Length of Teacher Induction. Only six states required induction for more than two years (Goldrick et al., 2012). Setting the length of teacher induction at two or more years ensures that teachers not only are provided support to thrive in their first year of teaching but also can reinforce and refine their practice throughout their second year in the classroom. A recent Institute of Education Sciences study found no impact on student achievement when teachers were offered one year of comprehensive induction support, but there were significant, demonstrated impacts by the third year of teaching when teachers were offered two years of induction support (Glazerman et al., 2010).

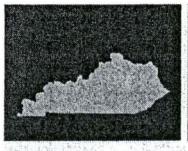
TIP

LOOKING FOR an overview of state induction and mentoring policies? Check out the New Teacher Center's 2012 Review of State Policies on Teacher Induction.

LOOKING FOR a state discussion guide? The National Association of State Boards of Education Discussion Guide provides a summary of research and best practice as well as policy frameworks and exercises to guide state-level discussions about induction policies.

Program Standards. Program standards establish a consistent expectation for mentoring and induction activities. The New Teacher Center identifies three sets of standards that should be included:

- Foundational standards that address the program vision and goals, program assessment, evaluation, and accountability and information on leader engagement
- Structural standards focused on mentor roles and responsibilities, professional development, and teacher assessment
- Instructional standards focused on "instructional practice, equity, and universal access" (New Teacher Center, n.d.)



Sample Regulatory Text Concerning Mentor/ Mentee Matching

Kentucky

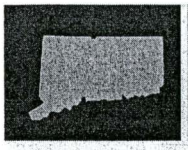
"Priority shall be given to resource teachers in the following order...

1. **Teachers with the same certification in the same school;**
2. **Teachers with the same certification in the same district;**
3. **Teachers in the same school;**
4. **Teachers in the same district; and**
5. **Teachers in an adjacent school district."**

Mentor Qualifications. Establish mentor eligibility requirements, such as being rated highly effective on performance evaluations, demonstrated understanding of adult learning, years of experience, minimum years of instructional experience, and leadership qualities (Curtis, 2013). A screening process using these eligibility requirements can help ensure that mentors have the qualifications, characteristics, and skills needed to support new and struggling teachers.

Criteria for Assignment. In addition to articulating mentor qualifications, states can provide guidance or requirements related to the assignment of mentors. For example, Kentucky regulations prescribe priorities for selecting and matching mentors to teachers on the basis of location and certification. In New Jersey, the mentor cannot directly supervise the new teacher or conduct teacher evaluations; this requirement reinforces that conversations between the mentor and mentee should be constructive and not perceived as punitive.

2. **Allocate Enough Time for Induction Work.** Set time requirements to emphasize that your state values induction and mentoring and that the allocation of staff time for induction activities is a priority at the state and district levels. Policies can include minimum amounts of contact time, the provision of regular release time for teachers and mentors, and provisions enabling beginning teachers to have a reduced workload. In addition, policies related to mentor assignment (within the same grade level or content team, at the same school, and so on) can help ensure that teachers and mentors have opportunities to meet.



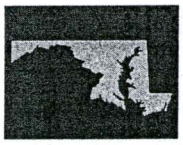
Sample Regulatory Text Related to Release Time

Connecticut

Local and regional school boards of education must "ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan."

Minimum Amounts of Contact Time. Setting a minimum amount of contact time establishes clear expectations for how much and how frequently mentors and teachers must work together. For example, Kentucky requires each mentor to spend a minimum of 70 hours total with a beginning teacher, and Arkansas requires two hours of weekly contact time between mentors and new teachers (Goldrick et al., 2012). Regulations in New Jersey require that mentors provide support during the course of the year but also specifically require that the mentor teacher and novice provisional teacher meet at least once per week during the first four weeks of school, and for the first eight weeks of school if the teacher has not had prior clinical experience; this

requirement recognizes the need to differentiate supports based on preparation and also acknowledges the critical need for support at the beginning of the year (New Jersey State Board of Education, 2014).



Sample Regulatory Text Related to Workloads of New Teachers

Maryland

"To the extent practicable given staffing and fiscal concerns, local school systems shall consider the following options for first-year teachers:

1. **A reduction in the teaching schedule; and**
2. **A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support."**

Regular Release Time. Regular release time for both mentors and teachers can assist with the relationship development needed for a strong connection between mentor and mentee. This release time should be sanctioned as specifically for induction work (Humphrey et al., 2008; Humphrey et al., 2011; Kapadia & Coca, 2007; Wechsler et al., 2010). State policy options include the following:

- Requiring districts or local boards of education to provide release time or offering funds to pay for the release time that districts provide to mentors and mentees
- Hiring full- or part-time mentors or providing funding that districts can use to employ full- or part-time mentors

Manageable Load. Providing schools the flexibility to assign new teachers a reduced teaching schedule while they acclimate to the new job will reduce the likelihood of teachers feeling overwhelmed and increase the efficacy of the induction program's implementation (Humphrey et al., 2008; Humphrey et al., 2011; Kapadia & Coca, 2007; Wechsler et al., 2010). A positive experience early in a teacher's career, ultimately, could lead to better teacher retention rates and increased teaching effectiveness.

Similarly, state policies can also ensure that mentors have manageable caseloads. For example, states such as Delaware, Kansas, Kentucky, and Mississippi limit the number of teachers a mentor may support in a year (Goldrick et al., 2012).

Program Spotlight

Maryland Teacher Induction Program

In April 2010, the Maryland State Board of Education approved regulations to create an induction program that provides new teachers with the following:

- An orientation program
- Support from a mentor
- Observation and coteaching opportunities
- Professional development
- Formative review of new teacher performance
- Reduced workload for new teachers and mentors (to the extent practical)
- Evaluation of the induction program

All teachers must participate in the program until they achieve tenure, and veteran teachers new to a school district participate for one year. Each school system has an induction coordinator. The state also provides full-release mentors to teachers.

3. **Allocate and Secure Resources to Support and Sustain Implementation.** Providing sustainable funding and resources is critical to the continued success of induction programs. States should provide dedicated funding to support induction. In 2010–11, 17 states provided funding for teacher induction, but only 11 provided funding to all school districts (Goldrick et al., 2012). Research on best practices indicates that states should consider providing induction and mentoring funds to all districts as opposed to funding through competitive grant programs (Humphrey et al., 2008; Humphrey et al., 2011; Kapadia & Coca, 2007; Wechsler et al., 2010). The costs per teacher vary, partly dependent on whether the state partially or fully funds the program. State-supported mentor stipends range from $500 to $1,200 per year, but some states provide additional funding to support induction activities. For example, Iowa provides $1,300 per new teacher ($1,000 for a mentor stipend plus an additional $300 for program costs), whereas Oregon's grant program allocates up to $5,000 for each novice teacher (Goldrick et al., 2012).

4. **Provide Ongoing Professional Development for Teachers and Mentors.** Professional development for new teachers should expand content knowledge, focus on instructional practice, encourage collaboration, and provide opportunities to ask questions and seek answers (Sun, 2012). In addition, professional development should provide mentors with important information about the program as well as help mentors develop coaching skills and pedagogical expertise. For example, the Office of Superintendent of Public Instruction in Washington provides a four-day mentor academy that covers a variety of topics ranging from new teacher development and meeting the needs of adult learners to classroom management and assessments. This summer academy is followed by a two-day academy that further develops mentors' skills and gives mentors an opportunity to discuss their work. Other supports include mentor tune-ups, during which mentors practice their coaching, collaborating, and consulting skills, mentor roundtables, and an annual symposium (Washington Office of Superintendent of Public Instruction, n.d.).

Connecticut Teacher Education and Mentoring Program

The Connecticut Teacher Education and Mentoring Program is a two-year induction program for beginning teachers that includes both mentoring and professional development.

Mentors. Each beginning teacher receives a mentor who has demonstrated effective teaching practice, ability to work cooperatively as a team member, professional commitment to improving teacher induction, ability to relate to adult learners, and ability to be reflective about the art of teaching.

Professional Growth. With the teachers, mentors develop individualized growth plans that are aligned with the Connecticut Common Core of Teaching. On the basis of these growth plans, mentors work with teachers to identify professional development opportunities, or modules, based on the Connecticut Common Core of Teaching. Through this process, teachers establish performance goals, develop an action plan, and reflect on their progress. For each module, the teachers write a reflection paper detailing what they learned, and they identify any changes in teacher practice and student outcomes resulting from their professional development.

Required Participation. Teachers must complete the Teacher Education and Mentoring Program to advance from an Initial Educator Certificate to a Provisional Educator Certificate.

Funding. In 2010–11, Connecticut allocated $4.2 million of state funds for mentor stipends, mentor and administrator training, and training for reviewers of Teacher Education and Mentoring reflection papers.

Sources: http://www.ctteam.org/
http://www.newteachercenter.org/sites/default/files/ntc/main/resources/brf-ntc-policy-state-teacher-induction.pdf

"States must allow districts to adapt programs to meet local needs and to encourage innovation and commitment. States that restrain districts from making local modifications risk diminishing commitment to the program and promoting procedural compliance in lieu of more purposeful implementation."

(Hrsch et al., 2009, p. 6)

5. **Consider the Variation in Needs by Experience and Context.**

Balance Requirements With Flexibility. Setting state policy is essential, but the policy should emphasize important components of induction programs and refrain from being too prescriptive. District resources, individual teacher needs, and teacher preparation all vary within and across districts; state policy should be flexible enough to allow districts to differentiate support as needed. Given this need for balance, clearly articulating policies and guidelines so that districts know what is required and where flexibility exists is critical to the quality of implementation across districts (Hirsch et al., 2009).

Consider Needs of Special Educators and ELL Teachers. All mentoring and induction policies should allow and encourage differentiation of supports for unique needs. Special educators and teachers of ELLs may be in particular need of specific supports. A 2009 review of the literature highlighted common needs and concerns of novice special educators (Billingsley, Griffin, Smith, Kamman, & Israel, 2009). These needs are not unique to special educators but, given the unique contexts in which special educators work, different supports may be needed to address the following:

- Collaborating with general educators in inclusion situations
- Working with administrators, paraprofessionals, and parents
- Pedagogical concerns, including concerns about materials, curriculum, and student behavior
- Managing workload, including time and scheduling, caseloads, and paperwork

Similarly, teachers working with ELLs may need support to address the following challenges:

- Differentiating instruction on the basis of English language and academic levels (Gándara, Maxwell-Jolly, & Driscoll, 2005)
- Communicating with parents and connecting with students (Gándara et al., 2005)
- Implementing collaborative models for English as a second language (ESL) (Baecher, 2012)
- Meeting literacy needs of students and managing academic demands (Baecher, 2012)
- Managing placement, testing, and compliance of the school's ESL program with federal, state, and local policies (Baecher, 2012)
- Addressing the needs of ELL students with disabilities (Baecher, 2012; Christensen, Liu, & Thurlow, 2010).

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I WANT TO KNOW MORE!

For more information or resources on teacher induction programs, please contact gtlcenter@air.org.

Resources on Induction for Special Educators

Induction insights: Ensuring strong induction policies and support
http://ncipp.education.ufl.edu/files_9/policymakers/PII-6%20Ensuring%20Strong%20Induction%20Policies%20and%20Support.pdf

A review of teacher induction in special education: Research, practice, and technology solutions
http://ncipp.education.ufl.edu/files_6/NCIPP_Induc_010310.pdf

State policies to improve the mentoring of beginning special education teachers
http://ncipp.education.ufl.edu//files_5/NCIPP%20POLICY%20final.pdf

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Prepared for the House Appropriations Committee

Attach 12 HB 1013 1073 1/11/17

Department 201 - Department of Public Instruction
House Bill Nos. 1013 and 1073

Executive Budget Comparison to Prior Biennium Appropriations

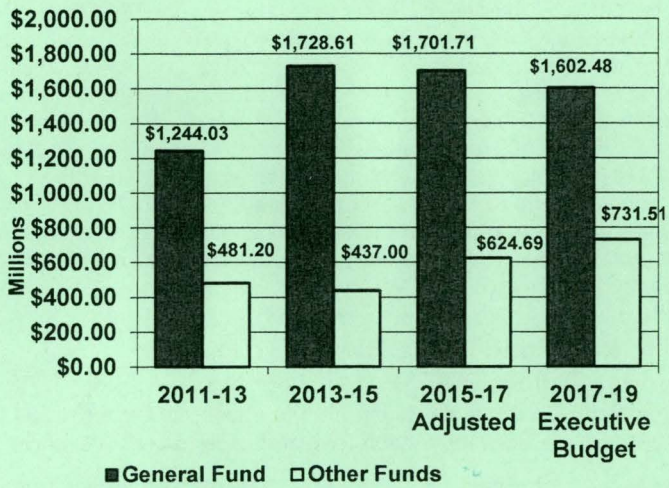
	FTE Positions	General Fund	Other Funds	Total
2017-19 Executive Budget	97.75	$1,602,482,491	$731,511,822	$2,333,994,313
2015-17 Adjusted Legislative Appropriations[1]	99.75	1,701,708,569	624,685,766	2,326,394,335
Increase (Decrease)	(2.00)	($99,226,078)	$106,826,056	$7,599,978

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions and funding changes made in August 2016, but do not include additional special funds authority of $500,000 resulting from Emergency Commission action during the 2015-17 biennium.

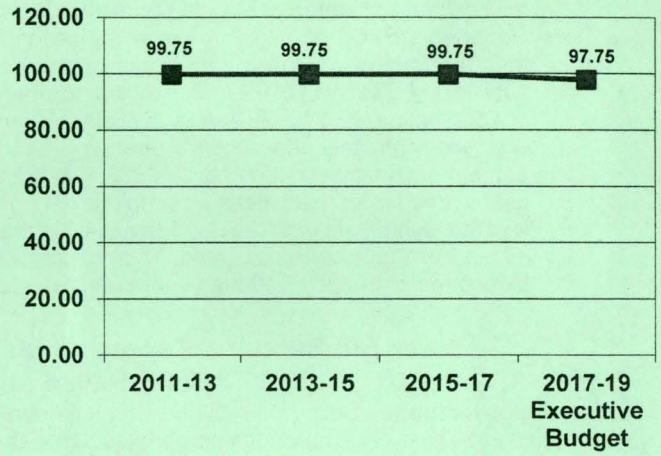
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Executive Budget	$1,602,482,491	$0	$1,602,482,491
2015-17 Adjusted Legislative Appropriations	1,689,008,539	12,700,030	1,701,708,569
Increase (Decrease)	($86,526,048)	($12,700,030)	($99,226,078)

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Executive Budget	$1,602,482,491	$731,511,822	$2,333,994,313
2017-19 Base Level	1,689,008,539	624,685,766	2,313,694,305
Increase (Decrease)	($86,526,048)	$106,826,056	$20,300,008

Executive Budget Highlights

	General Fund	Other Funds	Total
Salaries and wages			
1. Provides funding for state employee salary and benefit increases, of which $77,343 is for salary increases, and $283,332 is for health insurance increases	$111,327	$249,348	$360,675
2. Increases base payroll	$2,064		$2,064
3. Removes 2 FTE positions from base budget	($251,576)	$1	($251,575)
Operating expenses			
4. Increases funding for food service contracts		$500,000	$500,000
5. Reduces funding for operating expenses	($812,842)		($812,842)
Grants			
6. Increases funding for cost-to-continue state school aid	$20,735,000		$20,735,000

7. Increases funding to provide a 1 percent increase in the per-student rate during the 2nd year of the biennium	$9,745,547		$9,745,547
8. Increases funding from the state tuition fund for state school aid to provide a total of $301,264,000	($82,130,000)	$82,130,000	$0
9. Increases funding from the foundation aid stabilization fund for state school aid to provide a total of $140 million	($23,946,707)	$23,946,707	$0
10. Increases funding for special education grants to provide a total of $19.3 million	$2,000,000		$2,000,000
11. Reduces funding for transportation aid grants to provide a total of $51.3 million	($5,700,000)		($5,700,000)
12. Reduces funding for various passthrough grants	($5,778,861)		($5,778,861)
Other			
13. Reduces funding for PowerSchool	($500,000)		($500,000)

NOTE:

1. **Appropriation correction** - Based on executive budget supporting documents, the funding source allocation included in House Bill No. 1073 should be adjusted to increase funding from the general fund and decrease funding from estimated income by $441,269.

2. **State tuition fund** - North Dakota Century Code Section 15.1-28-01 provides distributions received from the common schools trust fund must be paid into the state treasury and, with the net proceeds of fines for the violation of state laws, constitute the state tuition fund. In 2013 the Legislative Assembly appropriated $140,326,000 from the state tuition fund for state school aid payments during the 2013-15 biennium. In addition, Section 4 of 2013 House Bill No. 1013 provided that any money available in the state tuition fund in excess of the $140,326,000 is appropriated to the Department of Public Instruction for distribution to school districts. However, the 2013 Legislative Assembly suspended Section 15.1-27-22.1 relating to the payment of excess funds appropriated for state school aid and, in 2015, Section 15.1-27-22.1 was repealed. During the 2013-15 biennium, common schools trust fund distributions deposited into the department's operating fund of $130,326,000 and transfers from the state tuition fund to the department's operating fund of $14,282,905 totaled $144,608,905, $4,282,905 more than appropriated from the state tuition fund for state school aid during the 2013-15 biennium. The funding in excess of the $140,326,000 appropriated for state school aid of $4,282,905 remained in the department's operating account at the end of the 2013-15 biennium instead of the state tuition fund. This funding was not included in the department's appropriation for the 2015-17 biennium nor the 2017-19 biennium executive recommendation.

Other Bill Sections Recommended to be Added in the Executive Budget (As Detailed in House Bill No. 1073)

Tuition apportionment - Section 3 provides that any money available in the state tuition fund in excess of the $301,264,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.

Foundation aid stabilization fund transfer - Section 4 provides for the transfer, on a quarterly basis, of $140 million from the foundation aid stabilization fund to the operating fund of the Department of Public Instruction for the purpose of providing integrated formula payments during the 2017-19 biennium.

Payments for 2015-17 biennium educational services - Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium, but not filed with the department until the 2017-19 biennium.

Gifted and talented program funding and Medicaid matching grants - Section 6 provides that the Department of Public Instruction use $800,000 of the 2017-19 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The Department of Public Instruction 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 the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.

Regional education association grants - Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2017-19 biennium. The maximum annual grant to a regional education association is the lesser of $50,000 or 70 percent of the total compensation of the coordinator.

Transportation grants - Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of:

- $1.03 per mile for schoolbuses having a capacity of 10 or more passengers.
- $0.48 per mile for vehicles having a capacity of nine or fewer passengers.

- $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence.
- $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends.
- $0.28 per student for each one-way trip.

Section 8 also provides if any funds appropriated for transportation aid for the 2017-19 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.

Continuing education grants - Section 9 provides for the distribution of up to $125,000 from the grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.

Indirect cost allocation - Section 10 provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.

State school aid program - Section 13 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including a 1 percent increase in the per-student payment rate effective July 1, 2018. The current per-student payment rate of $9,646 would remain in effect for the 2017-18 academic year and increase to $9,742 for the 2018-19 academic year. Changes to the per-student payment rate require a statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.

Grants - Other grants distribution - Section 14 requires no more than one-half of the $7,965,661 provided to the department in Section 1 for passthrough grants may be distributed during the 1st year of the biennium.

Contingent appropriation - Special education grants and transportation grants - Section 15 provides if any funds appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2015, and ending June 30, 2017, the Superintendent shall:

1. Use the funds to pay any state obligations in excess of the amount appropriated for grants - special education contracts for the biennium beginning July 1, 2015, and ending June 30, 2017.
2. Use any remaining funds to pay state obligations in excess of the amount appropriated for grants - transportation for the biennium beginning July 1, 2015, and ending June 30, 2017.

Superintendent of Public Instruction salary - Section 16 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary will increase from the current level of $120,410 to $121,614, effective July 1, 2018, to reflect a 1 percent recommended salary increase the 2nd year of the biennium.

Continuing Appropriations

Instructional materials revolving printing fund - Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Estimated Turnback

The Department of Public Instruction estimates general fund turnback totaling $34 million as follows:

- $33 million - Integrated formula payments, including a contingent appropriation of $3 million provided by Section 13 of 2015 Senate Bill No. 2015. The 2015 Legislative Assembly provided if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the 2015-17 biennium, the Superintendent must provide up to $3 million of the funds remaining for additional transportation grants. Legislation has not yet been proposed to change this contingent appropriation; therefore, if the provision remains the turnback estimate will decrease by $3 million.
- $1 million - PowerSchool.

Significant Audit Findings

There were no significant audit findings for this agency.

Major Related Legislation

House Bill No. 1051 - Repeals Section 15.1-21-15 requiring those providing elementary or high school courses electronically to a student, school, or school district in this state, the person must obtain annual approval from the Superintendent of Public Instruction.

Senate Bill No. 2058 - Relates to funding for regional education associations that provide English language learner services.

Department of Public Instruction - Budget No. 201
House Bill Nos. 1013 and 1073
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	99.75	$1,689,008,539	$624,685,766	$2,313,694,305
2017-19 Ongoing Funding Changes				
Base payroll changes		$2,064		$2,064
Salary increase - Performance		23,873	$53,470	77,343
Health insurance increase		87,454	195,878	283,332
Removes 2 FTE positions from base budget	(2.00)	(251,576)	1	(251,575)
Increases funding for food service contracts			500,000	500,000
Reduces funding for operating expenses		(812,842)		(812,842)
Increases funding for cost-to-continue state school aid		20,735,000		20,735,000
Increases funding to provide a 1 percent increase in the per student rate during the 2nd year of the biennium		9,745,547		9,745,547
Increases funding from the state tuition fund for state school aid		(82,130,000)	82,130,000	0
Increases funding from the foundation aid stabilization fund for state school aid		(23,946,707)	23,946,707	0
Increases funding for special education grants		2,000,000		2,000,000
Reduces funding for transportation aid grants		(5,700,000)		(5,700,000)
Reduces funding for various passthrough grants		(5,778,861)		(5,778,861)
Reduces funding for PowerSchool		(500,000)		(500,000)
Total ongoing funding changes	(2.00)	($86,526,048)	$106,826,056	$20,300,008
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	(2.00)	($86,526,048)	$106,826,056	$20,300,008
2017-19 Total Funding	97.75	$1,602,482,491	$731,511,822	$2,333,994,313

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

	Executive Budget Recommendation
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the $301,264,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.
Foundation aid stabilization fund transfer	Section 4 provides for the transfer, on a quarterly basis, of $140 million from the foundation aid stabilization fund to the operating fund of the Department of Public Instruction for the purpose of providing integrated formula payments during the 2017-19 biennium.

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

	Executive Budget Recommendation
Payments for 2015-17 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium but not filed with the department until the 2017-19 biennium.
Gifted and talented program funding and Medicaid matching grants	Section 6 provides that the Department of Public Instruction use $800,000 of the 2017-19 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 the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2017-19 biennium. The maximum annual grant to a regional education association is the lesser of $50,000 or 70 percent of the total compensation of the coordinator.
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • $1.03 per mile for schoolbuses having a capacity of 10 or more passengers. • $0.48 cents per mile for vehicles having a capacity of nine or fewer passengers. • $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends. • $0.28 cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2017-19 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.

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

	Executive Budget Recommendation
Continuing education grants	Section 9 provides for the distribution of up to $125,000 from the grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.
Indirect cost allocation	Section 10 provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.
State school aid program	Section 13 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including a 1 percent increase in the per-student payment rate effective July 1, 2018. The current per-student payment rate of $9,646 would remain in effect for the 2017-18 academic year and increase to $9,742 for the 2018-19 academic year. Changes to the per-student payment rate require statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.
Grants - Other grants distribution	Section 14 requires no more than one-half of the $7,965,661 provided to the department in Section 1 for passthrough grants may be distributed during the 1st year of the biennium.
Contingent appropriation - Special education grants and transportation grants	Section 15 provides if any funds appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2015, and ending June 30, 2017, the Superintendent shall: 1. Use the funds to pay any state obligations in excess of the amount appropriated for grants - special education contracts for the biennium beginning July 1, 2015, and ending June 30, 2017. 2. Use any remaining funds to pay state obligations in excess of the amount appropriated for grants - transportation for the biennium beginning July 1, 2015, and ending June 30, 2017.
Superintendent of Public Instruction salary	Section 16 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary will increase from the current level of $120,410 to $121,614, effective July 1, 2018, to reflect a 1 percent recommended salary increase the 2nd year of the biennium.

Department 201 - Department of Public Instruction

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$1,805,502,952	$15,480,000	$1,820,982,952
General fund reductions	(116,494,413)	(2,779,970)	(119,274,383)
Adjusted 2015-17 appropriations	$1,689,008,539	$12,700,030	$1,701,708,569
Executive Budget changes	(86,526,048)	(12,700,030)	(99,226,078)
2017-19 Executive Budget	$1,602,482,491	$0	$1,602,482,491

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Reduced operating expenses, including information technology and professional fees	($281,120)		($281,120)
Reduced Medicaid matching grants	(160,000)		(160,000)
Adjusted the funding source for integrated formula payments to provide funding from the foundation aid stabilization fund	(116,053,293)		(116,053,293)
Reduced funding for rapid enrollment grants		($2,295,470)	(2,295,470)
Reduced funding for cardiopulmonary resuscitation grants		(284,500)	(284,500)
Removed funding for a civics education grant		(200,000)	(200,000)
Total reductions	($116,494,413)	($2,779,970)	($119,274,383)
Percentage reduction to ongoing and one-time general fund appropriations	6.45%	17.96%	6.55%

2017-19 Executive Budget Changes to the Original and Adjusted Base Budgets

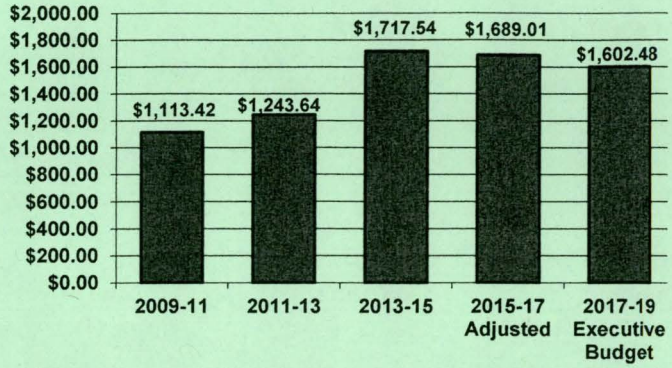
	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$111,327		$111,327
Increases base payroll	2,064		2,064
Removes 2 FTE positions from base budget	(251,576)		(251,576)
Reduces funding for operating expenses	(1,093,962)	$281,120	(812,842)
Increases funding for cost-to-continue state school aid	20,735,000		20,735,000
Increases funding to provide a 1 percent increase in the per-student rate during the 2nd year of the biennium	9,745,547		9,745,547
Adjusts the funding source for integrated formula payment to provide additional funding from the state tuition fund for state school aid	(82,130,000)		(82,130,000)
Adjusts the funding source for integrated formula payment to provide additional funding from the foundation aid stabilization fund for state school aid	(140,000,000)	116,053,293	(23,946,707)
Increases funding for special education grants	2,000,000		2,000,000
Reduces funding for transportation aid grants	(5,700,000)		(5,700,000)
Reduces funding for various passthrough grants	(5,938,861)	160,000	(5,778,861)
Reduces funding for PowerSchool	(500,000)		(500,000)
Total	($203,020,461)	$116,494,413	($86,526,048)

Department 201 - Department of Public Instruction

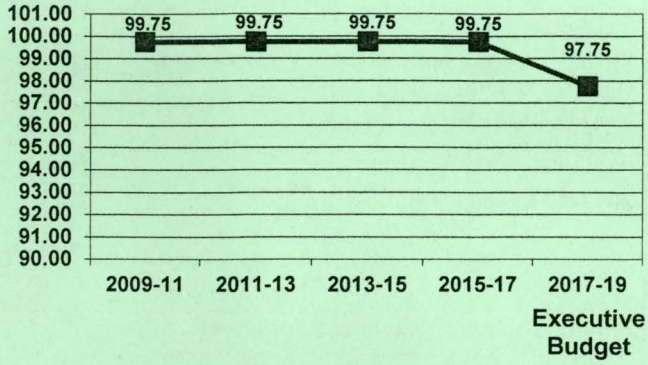
Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Executive Budget
Ongoing general fund appropriations	$1,113,415,854	$1,243,641,651	$1,717,543,325	$1,689,008,539	$1,602,482,491
Increase (decrease) from previous biennium	N/A	$130,225,797	$473,901,674	($28,534,786)	($86,526,048)
Percentage increase (decrease) from previous biennium	N/A	11.7%	38.1%	(1.7%)	(5.1%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	11.7%	54.3%	51.7%	43.9%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. Provided funding for estimated costs of administering the ACT test to all 11th grade students.	$678,400
2. Provided funding for contracted grant writing consultants.	$200,000
3. Provided funding for increased charges by the Information Technology Department.	$185,880
4. Provided funding for inflationary increases in other operating expenses.	$100,000
5. Increased funding for the state assessment program to provide a total of $2.2 million.	$763,586
6. Increased funding for special education from $15.5 million to $16 million.	$500,000
7. Increased funding for state school aid to provide for cost to continue, changes to the per-student payment rates, and formula weighting factors.	$94,751,183
8. Provided funding for mill levy reduction grants.	$341,790,000
9. Increased funding for other passthrough grants.	$2,744,411

2013-15 Biennium

1. Increased funding for ACT and WorkKeys testing to provide a total of $867,300 from the general fund.	$188,900
2. Removed funding for mill levy reduction grants.	($341,790,000)
3. Increased funding for state school aid to provide for a new per-student integrated formula payment that provides an adequate base level of support necessary to educate students and includes property tax relief.	$794,952,522
4. Increased funding for transportation grants from $48.5 million to $53.5 million.	$5,000,000
5. Increased funding for special education from $16 million to $16.5 million.	$500,000
6. Increased funding for other passthrough grants.	$944,106

2015-17 Biennium (Original Amounts)

1. Added funding for market equity related to attrition in the director of school finance position.	$100,000
2. Increased funding for salaries and wages to support content positions in mathematics and science. The department planned to convert FTE positions.	$277,351
3. Increased funding for the administration of the Safe and Healthy Schools Unit, including salaries and wages ($500,034) and operating expenses ($97,640).	$597,674
4. Increased funding for information technology maintenance to update the state automated reporting system ($112,000) and updates to the department's website ($48,000).	$160,000
5. Added funding for operating expenses to support the statewide accreditation system.	$799,750
6. Added funding for operating expenses to support a college and career readiness program, including the cost of advanced placement teacher professional development and related expenses.	$250,000
7. Added funding to support statewide training and implementation activities to advance the deployment of principal and teacher evaluation programs, including $60,000 for operating costs and $240,000 for grants.	$300,000
8. Increased funding for integrated formula payments. (Due to budget allotments declared by the Governor, the funding source for integrated formula payments was adjusted to provide additional funds from the foundation aid stabilization fund.)	$85,732,000
9. Increased funding for transportation grants to provide a total of $57 million from the general fund.	$3,500,000
10. Increased funding for special education contract grants to provide a total of $17.3 million from the general fund.	$800,000
11. Increased funding for the mentorship grant program to provide $2.7 million from the general fund for an expanded teacher, principal, and instructional coach mentoring program.	$400,000
12. Increased funding for adult education grants to provide a total of $4,110,411 from the general fund.	$1,000,000
13. Increased funding for other passthrough grants.	$121,394
14. Added funding for grants to provide free breakfast to students eligible for reduced meals to provide a total of $205,000 from the general fund.	$205,000
15. Added funding for English language learner grants to provide a total of $1 million from the general fund.	$1,000,000
16. Added funding for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services to provide a total of $323,611 from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.)	$323,611
17. Added funding for PowerSchool to provide a total of $6 million from the general fund in a separate line of the department's appropriation and removed the PowerSchool factor from the state school aid formula.	$6,000,000

2017-19 Biennium (Executive Budget Recommendation)

1. Removes 2 FTE positions from base budget.	($251,576)
2. Reduces funding for operating expenses.	($812,842)
3. Increases funding for cost-to-continue state school aid.	$20,735,000
4. Increases funding to provide a 1 percent increase in the per-student rate during the 2nd year of the biennium.	$9,745,547
5. Adjusts the funding source for integrated formula payments to provide additional funding from the state tuition fund for state school aid.	($82,130,000)
6. Adjusts the funding source for integrated formula payments to provide additional funding from the foundation aid stabilization fund for state school aid.	($23,946,707)
7. Increases funding for special education grants.	$2,000,000
8. Reduces funding for transportation aid grants.	($5,700,000)
9. Reduces funding for various passthrough grants.	($5,778,861)
10. Reduces funding for PowerSchool.	($500,000)

Department 250 - State Library
House Bill Nos. 1013 and 1073

Executive Budget Comparison to Prior Biennium Appropriations

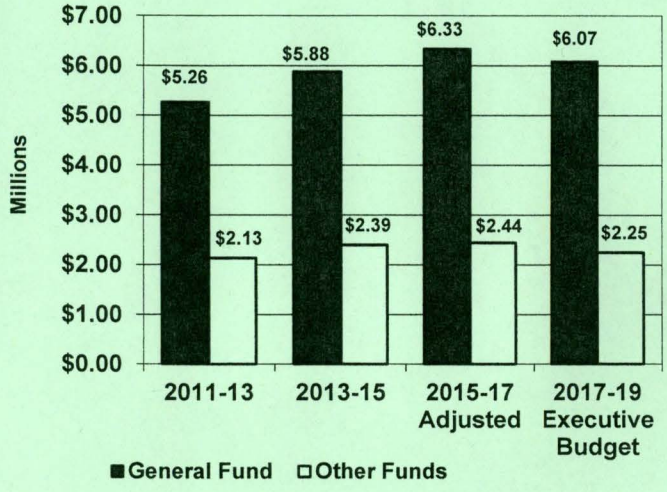
	FTE Positions	General Fund	Other Funds	Total
2017-19 Executive Budget	29.75	$6,072,404	$2,250,442	$8,322,846
2015-17 Adjusted Legislative Appropriations[1]	29.75	6,329,981	2,438,751	8,768,732
Increase (Decrease)	0.00	($257,577)	($188,309)	($445,886)

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions made in August 2016.

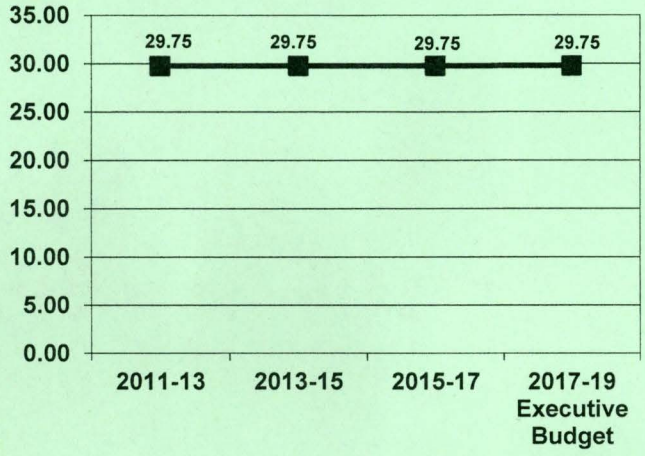
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Executive Budget	$6,072,404	$0	$6,072,404
2015-17 Adjusted Legislative Appropriations	6,079,981	250,000	6,329,981
Increase (Decrease)	($7,577)	($250,000)	($257,577)

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Executive Budget	$6,072,404	$2,250,442	$8,322,846
2017-19 Base Level	6,079,981	2,438,751	8,518,732
Increase (Decrease)	($7,577)	($188,309)	($195,886)

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $16,503 is for salary increases and $85,861 is for health insurance increases	$89,382	$12,982	$102,364
2. Increases base payroll	$37,239	$96,788	$134,027
3. Restores salaries and wages funding reductions during the 2015-17 biennium	$161,341		$161,341
4. Reduces funding for online library resources	($182,239)	$82,921	($99,318)
5. Reduces funding for state aid to libraries to provide a total of $1,919,700 from the general fund	($113,300)		($113,300)
6. Removes federal funds from grants line item. Some federal funding will be used to provide online library resources.		($381,000)	($381,000)

Other Bill Sections Recommended to be Added in the Executive Budget (As Detailed in House Bill No. 1073)

State aid to public libraries - Section 11 provides that of the $1,919,700 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium.

Continuing Appropriations

There are no continuing appropriations for this agency.

Significant Audit Findings

There were no significant audit findings for the State Library.

Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

State Library - Budget No. 250
House Bill Nos. 1013 and 1073
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Position	General Fund	Other Funds	Total
2017-19 Biennium Base Level	29.75	$6,079,981	$2,438,751	$8,518,732
2017-19 Ongoing Funding Changes				
Base payroll changes		$37,239	$96,788	$134,027
Salary increase - Performance		14,410	2,093	16,503
Health insurance increase		74,972	10,889	85,861
Restores salaries and wages funding reductions during the 2015-17 biennium		161,341		161,341
Reduces funding for online library resources		(182,239)	82,921	(99,318)
Reduces funding for aid to public libraries		(113,300)		(113,300)
Removes federal funds from grants line item			(381,000)	(381,000)
Total ongoing funding changes	0.00	($7,577)	($188,309)	($195,886)
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	($7,577)	($188,309)	($195,886)
2017-19 Total Funding	29.75	$6,072,404	$2,250,442	$8,322,846

Other Sections in State Library - Budget No. 250

	Executive Budget Recommendation
State aid to public libraries	Section 11 provides that of the $1,919,700 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium.

Department 250 - State Library

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$6,523,655	$250,000	$6,773,655
General fund reductions	(443,674)	0	(443,674)
Adjusted 2015-17 appropriations	$6,079,981	$250,000	$6,329,981
Executive Budget changes	(7,577)	(250,000)	(257,577)
2017-19 Executive Budget	$6,072,404	$0	$6,072,404

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Savings from 3 vacant FTE positions	($161,341)	$0	($161,341)
Savings from nonrenewal of online library resources for fiscal year 2017	(182,333)		(182,333)
Reduction in state aid to public libraries	(100,000)		(100,000)
Total reductions	($443,674)	$0	($443,674)
Percentage reduction to ongoing and one-time general fund appropriations	6.80%	0.00%	6.55%

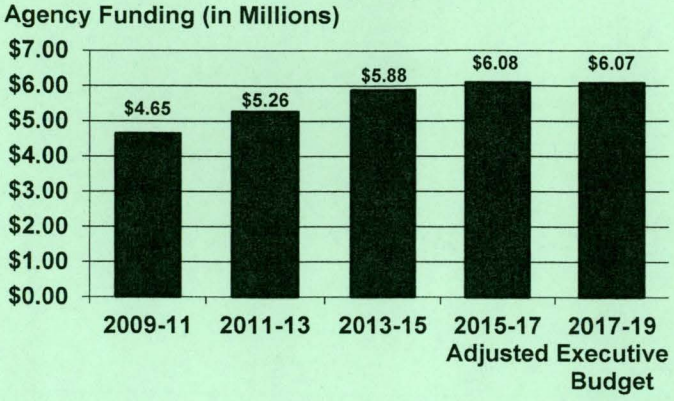
2017-19 Executive Budget Changes to the Original and Adjusted Base Budgets

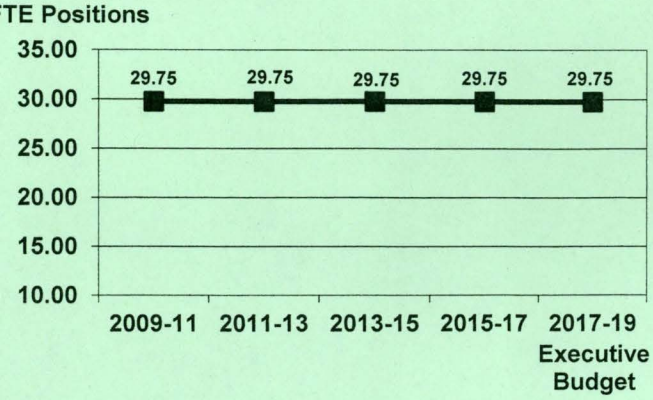
	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$89,382	$0	$89,382
Base payroll changes	37,239		37,239
Restores salaries and wages funding reductions during the 2015-17 biennium		161,341	161,341
Reduces funding for online library resources	(364,572)	182,333	(182,239)
Reduces funding for state aid to libraries	(213,300)	100,000	(113,300)
Total	($451,251)	$443,674	($7,577)

Department 250 - State Library

Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11





Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Executive Budget
Ongoing general fund appropriations	$4,651,028	$5,263,975	$5,875,988	$6,079,981	$6,072,404
Increase (decrease) from previous biennium	N/A	$612,947	$612,013	$203,993	($7,577)
Percentage increase (decrease) from previous biennium	N/A	13.2%	11.6%	3.5%	(0.1%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	13.2%	26.3%	30.7%	30.6%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. Transferred funding from the Information Technology Department to the State Library to continue to provide Internet connectivity to 32 public libraries. $128,240
2. Increased funding to continue the Internet connectivity to libraries and to provide filtering services to 15 public libraries. $75,946
3. Increased state aid to public libraries to provide a total of $1.5 million. $200,000

2013-15 Biennium

1. Increased state aid to libraries to provide a total of $1,766,500. $266,500

2015-17 Biennium (Original Amount)

1. Increased state aid to libraries to provide a total of $2,133,000 from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.) $366,500

2017-19 Biennium (Executive Budget Recommendation)

1. Restores salaries and wages funding reductions during the 2015-17 biennium. $161,341
2. Reduces funding for online library resources. ($182,239)
3. Reduces funding for state aid to libraries to provide a total of $1,919,700 from the general fund. ($113,300)

Department 252 - School for the Deaf
House Bill Nos. 1013 and 1073

Executive Budget Comparison to Prior Biennium Appropriations

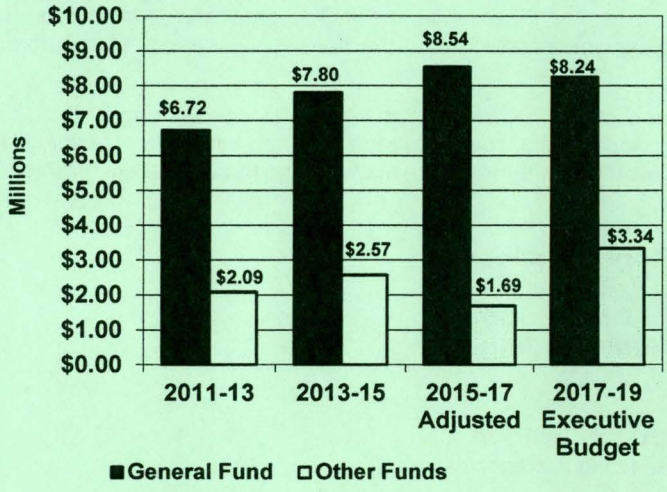
	FTE Positions	General Fund	Other Funds	Total
2017-19 Executive Budget	45.61	$8,244,864	$3,338,825	$11,583,689
2015-17 Adjusted Legislative Appropriations[1]	45.61	8,541,881	1,689,210	10,231,091
Increase (Decrease)	0.00	($297,017)	$1,649,615	$1,352,598

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions made in August 2016.

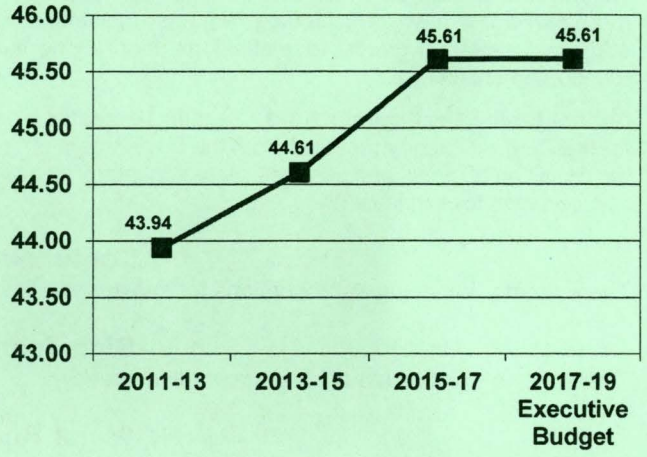
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Executive Budget	$8,244,864	$0	$8,244,864
2015-17 Adjusted Legislative Appropriations	8,541,881	0	8,541,881
Increase (Decrease)	($297,017)	$0	($297,017)

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Executive Budget	$8,244,864	$3,338,825	$11,583,689
2017-19 Base Level	8,541,881	1,089,210	9,631,091
Increase (Decrease)	($297,017)	$2,249,615	$1,952,598

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $18,121 is for salary increases and $8,586 is for health insurance increases. (Due to a budget software error, the executive recommendation has underfunded the health insurance increase.)	$25,931	$776	$26,707
2. Adjusts base payroll	($78,677)	$3,211	($75,466)
3. Restores salaries and wages funding reductions made during the 2015-17 biennium	$422,476		$422,476
4. Adjusts base budget funding sources for operating expenses	($489,484)	$562,628	$73,144
5. Reduces funding for operating expenses and extraordinary repairs	($300,000)	($50,000)	($350,000)
6. Restores operating expenses funding reductions made during the 2015-17 biennium	$123,133		$123,133

7. Removes funding for 2015-17 biennium capital assets and extraordinary repairs	($152,174)	($75,000)	($227,174)
8. Adds funding for extraordinary repairs	$158,678		$158,678
9. Adds one-time funding to replace Fargo office interactive video network equipment		$10,000	$10,000
10. Adds one-time funding to replace kitchen equipment		$12,000	$12,000
11. Adds one-time funding to replace lawn tractor		$16,000	$16,000
12. Adds one-time funding for master facility plan repairs		$1,750,000	$1,750,000
13. Adds one-time funding for a database software program		$20,000	$20,000
14. Reduces funding for interpreter grants to provide a total of $180,000 from the general fund	($6,900)		($6,900)

Other Bill Sections Recommended to be Added in the Executive Budget (As Detailed in House Bill No. 1073)

Higher education interpreter grant program - Section 12 provides that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

School for the Deaf special fund - Section 18 creates a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received from the Department of Trust Lands, 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 and used pursuant to legislative appropriation for services.

Continuing Appropriations

There are no continuing appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

School for the Deaf - Budget No. 252
House Bill Nos. 1013 and 1073
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Position	General Fund	Other Funds	Total
2017-19 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091
2017-19 Ongoing Funding Changes				
Base payroll changes		($78,677)	$3,211	($75,466)
Salary increase - Performance		17,594	527	18,121
Health insurance increase		8,337	249	8,586
Restores salaries and wages funding reductions made during the 2015-17 biennium		422,476		422,476
Adjusts base budget funding sources for operating expenses		(489,484)	562,628	73,144
Reduces funding for operating expenses and extraordinary repairs		(300,000)	(50,000)	(350,000)
Restores operating expenses funding reductions made during the 2015-17 biennium		123,133		123,133
Removes funding for 2015-17 biennium capital assets and extraordinary repairs		(152,174)	(75,000)	(227,174)
Adds funding for extrordinary repairs		158,678		158,678
Reduces funding for interpreter grants		(6,900)		(6,900)
Total ongoing funding changes	0.00	($297,017)	$441,615	$144,598
One-time funding items				
Adds funding to replace Fargo office interactive video network equipment			$10,000	$10,000
Adds funding to replace kitchen equipment			12,000	12,000
Adds funding to replace lawn tractor			16,000	16,000
Adds funding for master facility plan repairs			1,750,000	1,750,000
Adds funding for a database software program			20,000	20,000
Total one-time funding changes	0.00	$0	$1,808,000	$1,808,000
Total Changes to Base Level Funding	0.00	($297,017)	$2,249,615	$1,952,598
2017-19 Total Funding	45.61	$8,244,864	$3,338,825	$11,583,689

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

	Executive Budget Recommendation

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

	Executive Budget Recommendation
Higher education interpreter grant program	Section 12 provides that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.
School for the Deaf special fund	Section 18 creates a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received from the Department of Trust Lands, 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 and used pursuant to legislative appropriation for services.

Department 252 - School for the Deaf

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$9,140,590	$0	$9,140,590
General fund reductions	(598,709)	0	(598,709)
Adjusted 2015-17 appropriations	$8,541,881	$0	$8,541,881
Executive Budget changes	(297,017)	0	(297,017)
2017-19 Executive Budget	$8,244,864	$0	$8,244,864

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Salaries and wages savings related to reductions in temporary salaries, vacant positions, and position reclassifications	($422,476)	$0	($422,476)
Operating expense savings, including travel, insurance, supplies, rent expense, and professional fees	(123,133)		(123,133)
Reduction to extraordinary repairs related to a delay in improvements	(40,000)		(40,000)
Reduction in interpreter grants	(13,100)		(13,100)
Total reductions	($598,709)	$0	($598,709)
Percentage reduction to ongoing and one-time general fund appropriations	6.55%	0.00%	6.55%

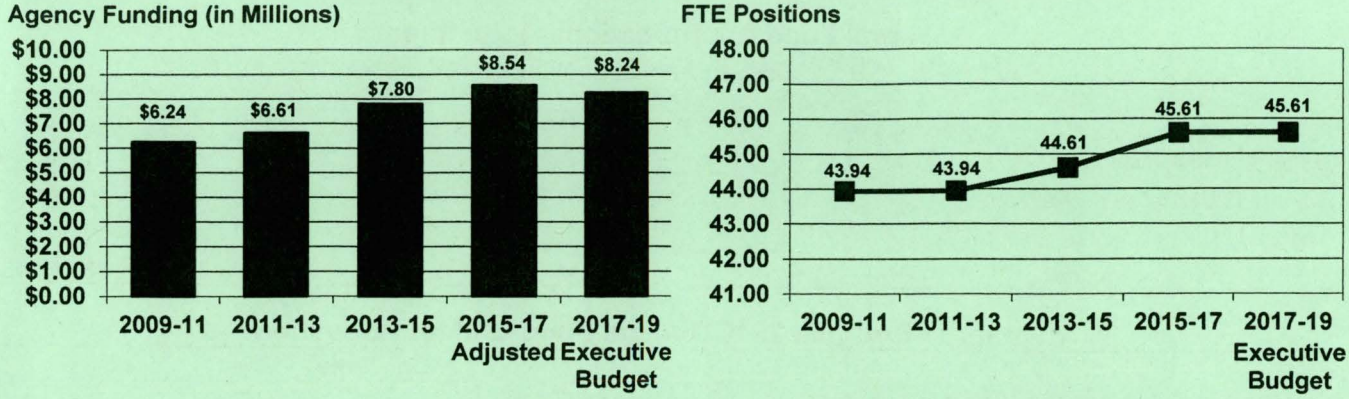
2017-19 Executive Budget Changes to the Original and Adjusted Base Budgets

	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$25,931		$25,931
Base payroll changes	(78,677)		(78,677)
Restores salaries and wages funding reductions made during the 2015-17 biennium		$422,476	422,476
Adjusts base budget funding sources for operating expenses	(489,484)		(489,484)
Reduces funding for operating expenses and extraordinary repairs	(300,000)		(300,000)
Restores operating expenses funding reductions made during the 2015-17 biennium		123,133	123,133
Removes funding for 2015-17 biennium capital assets and extraordinary repairs	(192,174)	40,000	(152,174)
Adds funding for extraordinary repairs	158,678		158,678
Reduces funding for interpreter grants	(20,000)	13,100	(6,900)
Total	($895,726)	$598,709	($297,017)

Department 252 - School for the Deaf

Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11



Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Executive Budget
Ongoing general fund appropriations	$6,238,896	$6,614,972	$7,799,379	$8,541,881	$8,244,864
Increase (decrease) from previous biennium	N/A	$376,076	$1,184,407	$742,502	($297,017)
Percentage increase (decrease) from previous biennium	N/A	6.0%	17.9%	9.5%	(3.5%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	6.0%	25.0%	36.9%	32.2%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. No major changes.

2013-15 Biennium

1. Added funding for 1 superintendent FTE position contingent on the retirement of the current superintendent shared with the North Dakota Vision Services - School for the Blind.	$142,242

2015-17 Biennium (Original Amounts)

1. Added funding for 1 adult services FTE position for the western part of the state.	$129,600
2. Adjusted the funding source of operating expenses to increase funding from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.)	$500,000

2017-19 Biennium (Executive Budget Recommendation)

1. Restores funding reductions made during the 2015-17 biennium in salaries and wages.	$422,476
2. Adjusts base budget funding sources for operating expenses.	($489,484)
3. Reduces funding for operating expenses and extraordinary repairs.	($300,000)
4. Restores funding reductions made during the 2015-17 biennium in operating expenses.	$123,133

Department 253 - North Dakota Vision Services - School for the Blind
House Bill Nos. 1013 and 1073

Executive Budget Comparison to Prior Biennium Appropriations

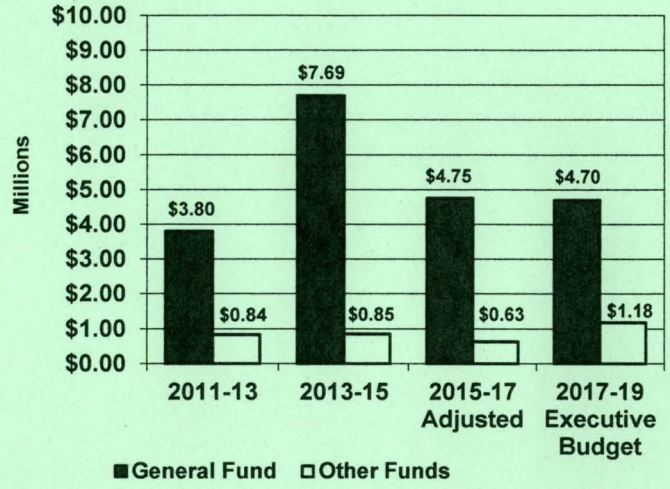
	FTE Positions	General Fund	Other Funds	Total
2017-19 Executive Budget	29.50	$4,695,358	$1,175,569	$5,870,927
2015-17 Adjusted Legislative Appropriations[1]	30.00	4,748,647	625,325	5,373,972
Increase (Decrease)	(0.50)	($53,289)	$550,244	$496,955

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions made in August 2016.

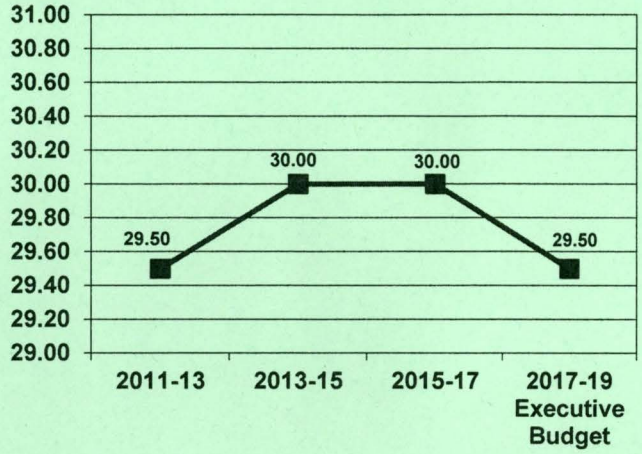
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Executive Budget	$4,695,358	$0	$4,695,358
2015-17 Adjusted Legislative Appropriations	4,748,647	0	4,748,647
Increase (Decrease)	($53,289)	$0	($53,289)

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Executive Budget	$4,695,358	$1,175,569	$5,870,927
2017-19 Base Level	4,748,647	569,325	5,317,972
Increase (Decrease)	($53,289)	$606,244	$552,955

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $9,698 is for salary increases and $91,584 is for health insurance increases	$101,198	$84	$101,282
2. Adjusts base payroll	$175,148	$16,450	$191,598
3. Removes a .5 FTE position and restores funding reductions made during the 2015-17 biennium in salaries and wages	$105,800		$105,800
4. Adjusts funding for operating expenses	($250,173)	$254,210	$4,037
5. Adjusts funding source agencywide	($200,000)	$200,000	$0
6. Removes funding for 2015-17 biennium extraordinary repairs	($24,454)		($24,454)
7. Adds funding for extraordinary repairs	$39,192		$39,192
8. Adds one-time funding to payoff special assessment		$10,000	$10,000
9. Adds one-time funding for HVAC upgrade		$27,000	$27,000
10. Adds one-time funding to replace water line		$60,000	$60,000

11. Adds one-time funding to replace roof top air unit	$8,500	$8,500
12. Adds one-time funding to update reception area	$30,000	$30,000

Other Bill Sections Recommended to be Added in the Executive Budget (As Detailed in House Bill No. 1073)

School for the Blind special fund - Section 17 creates a new section to North Dakota Century Code Chapter 25-06 to establish a special fund for the School for the Blind. All money received from the Department of Trust Lands, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.

Continuing Appropriations

Visual aid and appliance fund - Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

North Dakota Vision Services - School for the Blind - Budget No. 253
House Bill Nos. 1013 and 1073
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Position	General Fund	Other Funds	Total
2017-19 Biennium Base Level	30.00	$4,748,647	$569,325	$5,317,972
2017-19 Ongoing Funding Changes				
Base payroll changes		$175,148	$16,450	$191,598
Salary increase - Performance		9,690	8	9,698
Health insurance increase		91,508	76	91,584
Removes a .5 FTE position and restores funding for salaries and wages	(0.50)	105,800		105,800
Adjusts funding for operating expenses		(250,173)	254,210	4,037
Adjusts funding source agencywide		(200,000)	200,000	0
Removes funding for 2015-17 biennium extraordinary repairs		(24,454)		(24,454)
Adds funding for 2017-19 biennium extraordinary repairs		39,192		39,192
Total ongoing funding changes	(0.50)	($53,289)	$470,744	$417,455
One-time funding items				
Adds funding for special assessments			$10,000	$10,000
Adds funding for HVAC upgrade			27,000	27,000
Adds funding to replace water line, rooftop air unit, and update reception			98,500	98,500
Total one-time funding changes	0.00	$0	$135,500	$135,500
Total Changes to Base Level Funding	(0.50)	($53,289)	$606,244	$552,955
2017-19 Total Funding	29.50	$4,695,358	$1,175,569	$5,870,927

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

	Executive Budget Recommendation
School for the Blind special fund	Section 17 creates a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received from the Department of Trust Lands, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.

Department 253 - North Dakota Vision Services - School for the Blind

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$5,081,484	$0	$5,081,484
General fund reductions	(332,837)	0	(332,837)
Adjusted 2015-17 appropriations	$4,748,647	$0	$4,748,647
Executive Budget changes	(53,289)	0	(53,289)
2017-19 Executive Budget	$4,695,358	$0	$4,695,358

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Salaries and wages savings related to vacant positions and reduced hours	($205,800)	$0	($205,800)
Operating expense savings, including travel, supplies, office equipment, and telephone expense	(102,037)		(102,037)
Reduction in extraordinary repairs	(25,000)		(25,000)
Total reductions	($332,837)	$0	($332,837)
Percentage reduction to ongoing and one-time general fund appropriations	6.55%	0.00%	6.55%

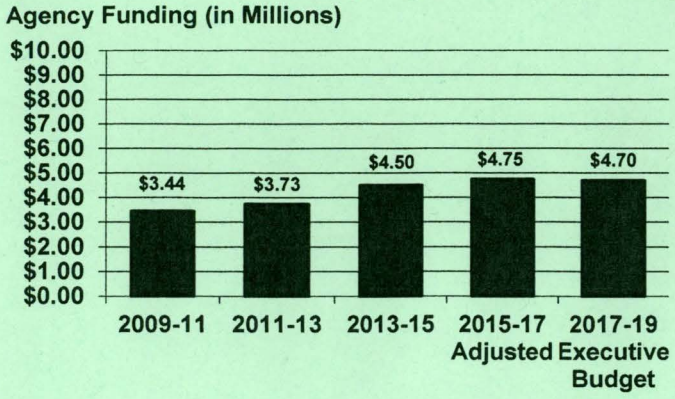
2017-19 Executive Budget Changes to the Original and Adjusted Base Budgets

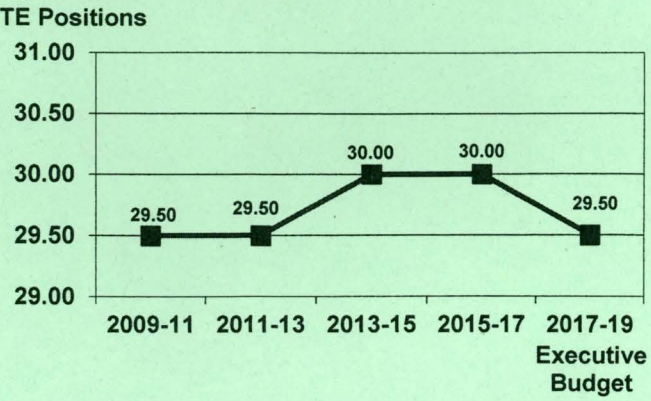
	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$101,198		$101,198
Base payroll changes	175,148		175,148
Removes a .5 FTE position and restores salaries and wages funding reductions made during the 2015-17 biennium	(100,000)	$205,800	105,800
Adjusts base budget funding sources for operating expenses	(352,210)	102,037	(250,173)
Adjusts funding source agency wide	(200,000)		(200,000)
Removes funding for 2015-17 biennium extraordinary repairs	(49,454)	25,000	(24,454)
Adds funding for extraordinary repairs	39,192		39,192
Total	($386,126)	$332,837	($53,289)

Department 253 - North Dakota Vision Services - School for the Blind

Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11





Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Executive Budget
Ongoing general fund appropriations	$3,439,868	$3,727,240	$4,501,586	$4,748,647	$4,695,358
Increase (decrease) from previous biennium	N/A	$287,372	$774,346	$247,061	($53,289)
Percentage increase (decrease) from previous biennium	N/A	8.4%	20.8%	5.5%	(1.1%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	8.4%	30.9%	38.0%	36.5%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. Removed a .5 FTE position and related funding for the superintendent position shared with the School for the Deaf. ($135,082)
2. Added a .5 Braille music instructor FTE position. $69,499
3. Increased funding for operating expenses related to utilities, repairs, maintenance, supplies, and data processing. $40,000

2013-15 Biennium

1. Added a .5 superintendent FTE position to provide for a full-time superintendent position and additional funding contingent on the retirement of the current superintendent shared with the School for the Deaf. $144,670
2. Increased funding for extraordinary repairs, including a rooftop air conditioner and carpet replacement. $35,371

2015-17 Biennium (Original Amounts)

1. Added funding to convert an existing vision assistant position to an orientation and mobility specialist position serving the western part of the state, including salaries and wages and operating expenses. $49,960
2. Increased funding for operating expenses. (This funding was reduced as part of the general fund budget reductions approved in August 2016.) $107,200

2017-19 Biennium (Executive Budget Recommendation)

1. Removes a .5 FTE position and restores salaries and wages funding reductions made during the 2015-17 biennium. $105,800
2. Adjusts funding for operating expenses. ($250,173)
3. Adjusts funding source agencywide. ($200,000)

Att 1 HB 1013
1-12-17

TESTIMONY ON HB1013
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENT DIVISION
BY: MARY J. SOUCIE, STATE LIBRARIAN
(701) 328-2492
NORTH DAKOTA STATE LIBRARY

Representative Monson and members of the Committee,

My name is Mary Soucie and I am the North Dakota State Librarian. The mission of the North Dakota State Library is "making connections, strengthening communities, impacting lives." We achieve our mission in a three pronged approach: services to the North Dakota Library Community, services to State Government and services to all North Dakota citizens.

The State Library supports local libraries in many ways. An important one for our public libraries is through State Aid. The formula in Century Code is a per capita based formula. We have a variety of public libraries in North Dakota. While all public libraries are municipal libraries, we have libraries that are city libraries, joint school-public libraries, and libraries that serve the whole county/counties. The formula is $1 per capita for city libraries and $1 per capita plus $5 per square mile for county libraries. We provide Interlibrary Loan services to all libraries in the state; Interlibrary Loan means materials being loaned from one library to another. Last year, the State Library facilitated over 21,000 ILL's. This includes materials sent from our collection to other libraries or directly to patrons and materials that we help get from one library to another.

We serve both the library community and citizens of North Dakota with the online resources that we provide. The online resources support students of all levels with homework help and research through reference materials. TutorND.com is an online tutoring service that anyone in North Dakota can access; for adults, this includes career-based resources such as a resume review service.

We have three professional librarians in our Library Development Department that work directly with our public libraries to advise, train and provide technical assistance to the librarians and staff so as to improve their service to their communities.

We do a number of outreach activities for state government employees where we bring books to the capitol for checkout. Employees that work at the capitol as well as legislators during session can have State Library materials sent directly to them through interoffice mail.

We have 22 counties that don't have county-wide library service and three counties that have no library service. For the citizens that live in these communities, we serve as their public library. Any citizen in North Dakota is eligible for a State Library card. Along with access to our physical collection, the card will give you access to our online resources. In addition to the research databases, the ND State Library provides access to Universal Class, which has over five hundred self-paced classes on everything from Microsoft Office and Accounting to Cooking and Scrapbooking. We also provide all citizens with

access to Zinio, an online magazine database; our Zinio subscription currently has over 140 magazines. The potential savings for North Dakota citizens who no longer have to pay for these magazines is pretty extensive. Last year, Zinio had 22,948 uses.

The State Library also serves citizens through our Talking Books program which provides materials, along with a player, free of charge to patrons with vision and/or physical disabilities. We partner with the North Dakota School for the Blind/Vision Services for the distribution of the machines.

The State Library has a public computing lab that is accessed by state employees and the public. Our computers are used throughout the day by job seekers and researchers.

The State Library, in conjunction with the North Dakota Library Coordinating Council, our advisory board which is appointed by the Governor, oversees the Library Vision grant program. We have increased our libraries' ability to share resources via Interlibrary Loan by adding them to OCLC, a nationwide database of library materials. The State Library catalogs library materials for sixty school and public libraries that have received Library Vision grants to join the statewide online library catalog, and in more recent years OCLC. In addition, Library Vision funds have been used to increase technology across the state through additional computers, tablets, printers and wireless access points. Currently, all but two North Dakota public libraries that receive a mill levy offer WiFi access; for some communities, the library is the only source for computer

and WiFi access. In our current biennium, Library Vision grants included a collection development grant. Libraries that received the grants added non-fiction materials; for some of the libraries, it was the first time in a long time that new non-fiction books were added. Library Vision grants include a local match, thereby making the monies go even further.

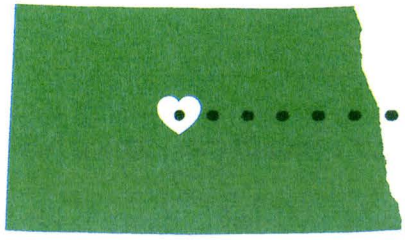
In the current biennium, the State Library was given a one-time appropriation of $250,000 for Repair and Renovation Grants for Public Libraries. We received $319,000 in requests. The grants included a local match. One of our recipients was able to pair the grant with a federal USDA grant and was able to double the size of the library, which also serves as the local history museum. Many libraries were able to use the grant money to leverage local funding far beyond the required match.

Libraries are as vital today as they've ever been. In 2015, 2,099,474 people visited North Dakota public libraries and the libraries computers were used 583,395 times. In addition to providing recreational reading material, our libraries provide important community meeting space and access to online resources that citizens would otherwise not be able to afford. Libraries are serving their communities in new and traditional ways. We like to say that Google will bring you a million answers while a librarian will bring you the right answer.

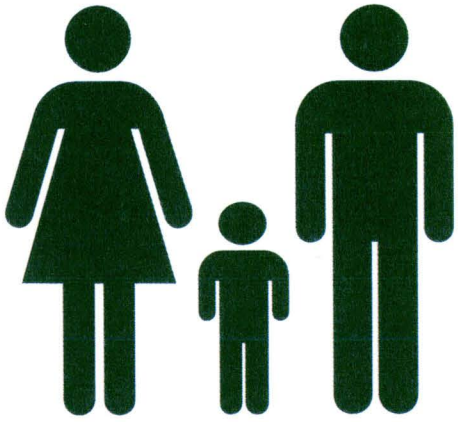
The North Dakota State Library provides and coordinates unique statewide services; we provide leadership, continuing education and technical assistance so libraries throughout North Dakota can develop, inform, and better serve citizens

and students in their communities, which positively impacts the lives of North Dakota. If you haven't visited a library lately, I encourage you to visit the State Library and your local public, school or academic library to learn all the different ways that libraries serve their communities.

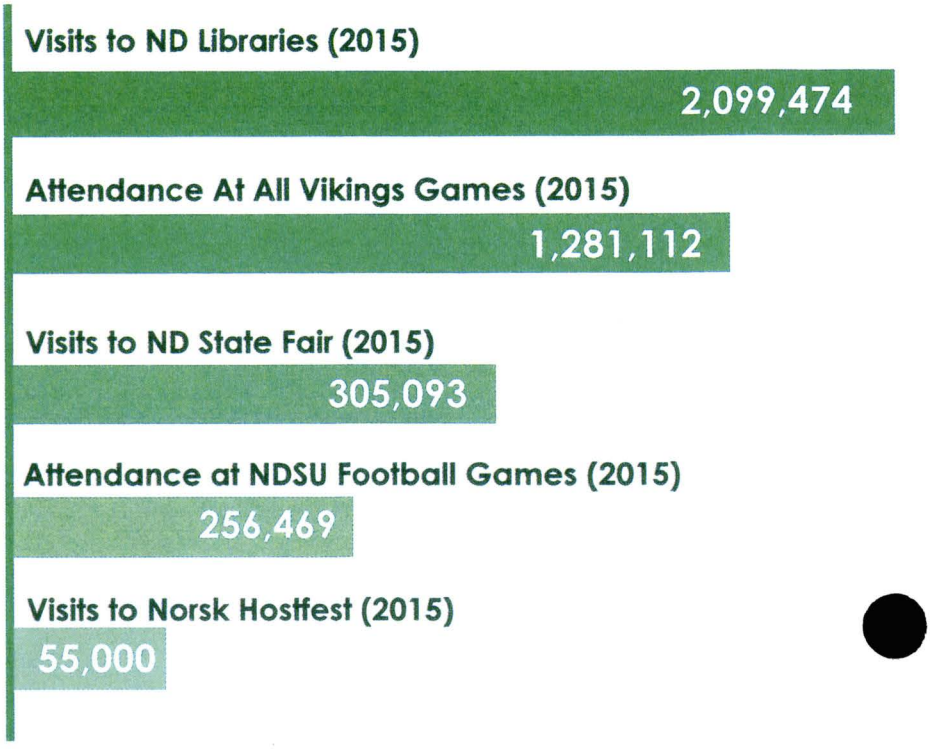
NORTH DAKOTA PUBLIC LIBRARIES BY THE NUMBERS



272,208
1 IN 3 ND CITIZENS HAS A LIBRARY CARD



2,099,474
VISITS TO ND LIBRARIES



201,519
LIBRARY PROGRAM ATTENDEES

$13.21
MEDIAN COST TO TAXPAYERS

3,940,883
TOTAL NUMBER OF CIRCULATIONS

THAT IS 6 CIRCULATIONS PER RESIDENT SERVED.

583,463
USES OF PUBLIC COMPUTERS

$0.65
MATERIALS EXPENDITURES PER CIRCULATION

252,778
EBOOK CIRCULATIONS

STATISTICS WERE PULLED FROM THE NORTH DAKOTA PUBLIC LIBRARY 2015 ANNUAL REPORT

ND State Library - Budget

	2013/2015	2015/2017	2015/2017	2015/2017	2017/2019
	Appropriated	Original	Adjusted	Base Level	HB1013
Total Appropriation Amt.	**$8,270,133**	**$9,212,406**	**$8,768,732**	**$8,518,732**	**$8,518,732**
	$8,270,133	*$9,212,406*	*$8,768,732*	*$8,518,732*	*$8,518,732*
S & W	$3,855,407	$4,181,180	$4,019,839	$4,019,839	$4,019,839
RENO GRANT	$0	$250,000	$250,000	$0	$0
STATE AID	$1,766,500	$2,133,000	$2,033,000	$2,033,000	$2,033,000
LV2020 GRANT	$237,500	$237,500	$237,500	$237,500	$237,500
LSTA GRANT / OLR	$515,000	$515,000	$515,000	$515,000	$515,000
OPERATING TOTAL	$1,895,726	$1,895,726	$1,713,393	$1,713,393	$1,713,393
Minitex	$130,000	$120,000	$120,000	$120,000	$120,000
Resources	$157,756	$180,000	$180,000	$180,000	$180,000
Postage	$51,396	$50,764	$50,000	$50,000	$50,000
ITD	$282,784	$242,784	$242,784	$242,784	$242,784
ODIN	$122,117	$127,335	$127,335	$127,335	$127,335
Employee Travel	$109,664	$94,064	$94,064	$94,064	$94,064
Supplies / Printing	$80,132	$71,758	$71,758	$71,758	$71,758
NDLCC Meetings	$11,789	$11,789	$11,789	$11,789	$11,789
Rent	$29,634	$25,102	$25,102	$25,102	$25,102
Equipment / Equip Rental	$78,682	$51,631	$51,631	$51,631	$51,631
Memberships / CE	$43,261	$38,261	$38,261	$38,261	$38,261
Ins / Risk Mgmt	$26,113	$14,106	$14,106	$14,106	$14,106
Databases	$342,733	$412,335	$230,766	$230,766	$230,766
Other Fees / Misc	$129,665	$55,797	$55,797	$55,797	$55,797
LSTA Authority Unused	$300,000	$400,000	$400,000	$400,000	$400,000
Oper Total (auto-sum)	$1,895,726	$1,895,726	$1,713,393	$1,713,393	$1,713,393
	$8,270,133	*$9,212,406*	*$8,768,732*	*$8,518,732*	*$8,518,732*
GENERAL FUNDS	$5,875,988	$6,773,655	$6,329,981	$6,079,981	$6,079,981
FEDERAL FUNDS	$2,302,293	$2,346,899	$2,346,899	$2,346,899	$2,346,899
OTHER FUNDS	$91,852	$91,852	$91,852	$91,852	$91,852

Ongoing funding increases/decreases

2013-2015 Biennium

25060 Grants	Increase to State Aid for Public Libraries	$266,500
25030 Operating	Increase in spending authority	$200,000

Auditor informally recommended that online library resources (OLR) should be in the operating rather than grant line. An offset should have come from grants but it did not

2015-2017

25060 Grants	Increase to State Aid for Public Libraries	$366,500

This increase brought State Aid to fully funded per statute

25060	Increase to Grants	$250,000

One-time appropriation for Repair and Renovation Grants for public libraries

2015-20 ENNIUM
NDSL AGE Y BUDGET

	Original 2015-2017		4.05 Allotment	Additional 5.95	90% Total	Unfund Ren/Rep	New Total	
TOTAL BUDGET 2015-2017	**8,400,881**							
S & W	4,181,180		32,000	58,462	90,462			
RENOVATION & REPAIR	250,000				0	-250,000		
STATE AID	2,133,000		60,000	153,300	213,300		1,919,700 (GF)	
LSTA GRANTS / OLR	515,000				0		515,000 (FF)	
LV2020 GRANTS	237,500				0		237,000 (GF)	
OPERATING (TOTAL)	**1,084,201**		**182,333**	**122,741**	**305,074**			
	180,000	Reference / Resource	10,000		10,000			
	40,000	Equipment (GF)	10,000		10,000			
	81,068	Misc ($9,733 GF)	9,733		9,733			
	342,733	OLR (GF)	152,600	122,741	275,341			
	59,400	Freegal ($59,400 FF)			0			
	381,000	LSTA Appropriation Authority			0			
INCOME								
GF	6,773,655		274,333	334,503	608,836	-250,000	5,914,819	
FED LSTA OPERATING	1,450,899							
ADDITIONAL APPROPRIATION	381,000							
FED/LSTA OLR & MLS GRANTS	515,000							
MISC	91,852							

ND State Library - Budget

	2017/19	Enhancements	2017/2019	Explanation
	Base Level		HB1073	
S & W	$4,019,839	397,732	$4,417,571	Cost to continue, health ins., 1.5% raise year 2 of biennium
OPERATING TOTAL	1,713,393	(99,318)	1,614,075	Not renewing an online library resource
Grants	2,785,500	(494,300)	2,291,200	Dec. in State Aid ($213,300), dec. in Fed. Fund ($281,000)
Total all funds	8,518,732	(195,886)	8,322,846	
Less estimated income	2,438,751	(188,309)	2,250,442	Decrease in Federal Spending Authority. See note below
Total general fund	6,079,981	(7,577)	$6,072,404	
Full-time equivalent positions	29.75	0	29.75	
Note:				
Auditor informally reccomended that online library resources (OLR) should be in the operating rather than grant line. An offset should have come from grants but it did not. We lowered our Federal fund authority for the 2017-2019 biennium to correct this.				

January 9, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

As a school librarian, my students depend upon resources provided by the North Dakota State Library. One of the most oft-used resources is their collection of database such as *Academic Search Premier*, *Business Source Premier*, *Health Source*, and *Science Reference Center*. These databases provide free access to reliable, scholarly resources that students use in plethora of classes. These are invaluable tools as they are peer-reviewed and not influenced by advertisers.

Inter-Library Loan is another indispensable service that is provided by the North Dakota State Library. Book club kits and makerpace materials are just a few the materials that our teachers are able to utilize through inter-library loan. Their ability to share resources across the state is a cost-saving measure that benefits all schools and public libraries in the entire state.

My students are fortunate that they live in Bismarck and are able to visit the State Library, check out materials for personal and academic use, and participate in their programming events. Many of our students participated in their Pokemon Go Safari that was held over summer break.

Please understand my reasons and see the many ways the ND State Library supports the people of North Dakota. They reach young, aged, rural and urban patrons throughout the state. They support small libraries as well as the large ones. They are and should continue to be a mainstay. **I ask that you, too, support libraries in North Dakota and vote in favor of HB1013 as proposed.**

Sincerely,

Maggie Townsend

Maggie Townsend
Library Media Specialist
Legacy High School
Bismarck, ND

Bismarck
Veterans Memorial
Public Library

January 12, 2016

To: House Appropriations Committee

Dear Chairman Delzer and Members of the House Appropriations Committee:

I request that you support HB 1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979. The State Library's budget cites a 10% decrease from the 64th Legislative Assembly, as directed by the State.

In 2018-19, we anticipate losing $10,500 in state aid for our Library and Bookmobile services, which reflects this 10% decrease. In 2016, we also lost $70,000 in revenue from the State Aid Distribution Fund and anticipate losing additional funding on top of this in 2018-19.

I would be remiss not to state that I support full funding of state aid to public libraries as it was approved during the 64th Legislative Assembly. However, given the fiscal climate of our State, it is understood that we must all equally sacrifice our funding to an extent. **My request is that you vote in favor of HB 1013 as recommended, without further cuts.**

The ND State Library provides several online databases at no cost to libraries. We also receive State aid to North Dakota's public libraries, which allows funding for additional resources and programs. At our Library we utilize these databases, resources, and funds not only for developing our collections, but also to continue important services that meet important community needs such as:

- Training related to job searching, résumé writing, and interviewing skills
- Computer skills classes
- Mental health and human services information for community members in need, which increases chances of life success, and decreases the odds of committing crimes and jail time
- Resources for small businesses, including print and online grant information
- Online real-time, one-on-one tutor assistance for students of all ages on a myriad of subjects

The Committee has recognized the importance of public libraries and the need for state aid in the past. I ask that you continue to show your support by voting in favor of HB 1013.

Sincerely,

CKujawa

Christine Kujawa MS, MM
Library Director
Bismarck Veterans Memorial Public Library
Email: ckujawa@bismarcklibrary.org
Phone: 701-355-1482

Bottineau Public Library
314 5th Street West
Bottineau, ND 58318

701-228-2967

January 6, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 East Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

The North Dakota State Library provides many excellent and invaluable resources to all libraries across North Dakota for no additional costs to them. The Bottineau County Public Library patrons are able to access free, reliable resources, that without funding from the state of North Dakota, we wouldn't be able to provide. Patrons regularly use online tools such as Ancestry, Zinio, and Tutor ND, just to name a few. State aid to North Dakota libraries also provides so many of us with the funding for additional resources and programs for our libraries , such as story times, book clubs, summer reading programs, teen programming, adult continuing education opportunities and online classes. However, these funds are not only used for programming and online resources, but the very basics of our libraries, including books, audio books, supplies, building maintenance and operating costs. Decreasing the State aid means a decrease in the excellent resources we are able to provide to our cities and counties. Libraries today offer so much more than just books – they are community meeting spaces, employment seeking centers, child development areas, a safe haven for teens, and a welcoming space for people of all walks of life. They continue to be an extremely crucial and important part of our North Dakota communities, and have such a positive impact on the people that they serve. **I ask that you support our libraries in North Dakota and vote in favor of HB1013 as proposed.**
Thank you very much for your consideration.
Sincerely,

Beth Reitan, Director
Bottineau County Public Library
bottineaulibrary@yahoo.com

January 4, 2017

Dear Representative Jeff Delzer:

On behalf of school libraries across the state, I ask you to please appropriately fund the North Dakota State Library. The resources offered to patrons in the state of North Dakota are fantastic. I know that they make very difficult decisions every year in regard to their budget and do not spend money wastefully.

As a school, we benefit from a variety of resources from the North Dakota State Library. These are resources we would not be able to provide students with if not for the State Library.

1) Interlibrary Loan (ILL). We are able to utilize the ODIN system to find books that we do not have and are requested by students. In addition, we use the ILL system for professional resources, as well as student research projects.
2) Databases. Research is a prominent skill that students must acquire before leaving high school. Databases are an integral part of that education. As a school library, I would probably be able to purchase a few for our school to utilize. However, through the State Library, we are able to access a large number. I use these almost weekly with classes and different research projects.
3) Trainings. The NDSL is wonderful about providing training opportunities for educators. They even send trainers to work with students on research topics.

I truly appreciate all the services offered by the NDSL because that means I utilize my budget in a more meaningful way as well.

Thank you for reading my letter.

Sincerely,

Alysa Palmer

Alysa Palmer
Librarian
Bottineau Public School

From the Desk of Michele Seil

Carrington High School, P.O. Box 48, Carrington, ND 58421
Phone: 701/652-3136 michele.seil@k12.nd.us

January 7, 2017

Representative Jeff Delzer, Chairman
House Appropriations Committee
ND State Capitol
600 E. Boulevard
Bismarck, ND 58505-0360

Dear Representative Delzer:

Libraries in North Dakota are extremely vital resources, and I support the work that our North Dakota State Library does to assist all libraries across the state.

First, the State Library provides access to valuable print and technology resources that my school uses on a regular basis. By providing access to databases, our students are able to access reliable sources of information to further their research. When we had students who needed to learn the English language, we used Rocket Languages to help them. Their improvement while using this resource was significant, and it wouldn't have been have been possible without the help of the state library. Also, TutorND is a valuable learning resource that our students have used. Another very important resource the state library provides is the coordination of the inter-library loan program. We frequently lend and borrow a variety of materials from books teachers need to enhance their curriculum, to Book Club kits, to nonfiction books that students use in their research projects. Our school library collection is not limited to the titles we have on our shelves; instead, our "collection" includes all the materials housed in other libraries who participate in inter-library loan. We would not be able to afford or to build a collection that is this extensive, so this resource-sharing is very important to our library.

In addition, our district has received grants through the North Dakota Library Coordinating Council. These grants have been used to update and enhance our library collection. Most recently we were able to update our nonfiction to provide more timely and relevant books to our readers. This was possible because of a grant that we received. We further benefit from the state library's electronic circulation system (Aleph). The staff at the state library catalogs our materials, so we can ensure that our electronic catalog is up-to-date.

Finally, the State Library provides a large number of programs and resources, which are available to all citizens of North Dakota. For example, they are available to teach our students about the databases: what they are and how to access them. Staff members are available to help train new libraries, and they offer a variety of workshops across the state to ensure that all types of libraries can further their missions in their local areas. The State Library coordinate the summer reading programs and encourages reading throughout North Dakota. The knowledge and helpfulness of the staff at the State Library is only of the most valuable resources that a library has at its disposable.

In this digital age, it is more important than ever that the citizens of North Dakota, including all of its students, have access to a wide range of resources. The North Dakota State Library continues to ensure that this access is available to all of us. Libraries are not just shelves full of books: They are vital additions to the communities they serve. I fully support the role of the State Library in our state, and I ask that you continue to fully support it as well.

Sincerely,

Michele Seil
Carrington High School Teacher Librarian

Sheila Krueger
PO Box 40
Casselton, ND 58012

Tuesday, January 10, 2017

The Honorable Representative Jeff Delzer
Chairman, House Appropriations Committee

Dear Representative Delzer:

I am very fortunate to have the opportunity to serve as Director of the Casselton Public Library. This position has allowed me to visibly make a difference in our community by providing services that work towards fulfilling our mission of inspiring our community to Read, Learn, Meet and Discover.

I am writing a letter of support for HB 1013 which includes the Department of Public Instruction's 2017 Budget and therefore the budget for the ND State Library. It is through the works of the North Dakota State Library that we in Casselton are able to provide Interlibrary Loans, allow patrons to access Ansestry.com, have a website presence, and are able to increase our online collection through databases such as Zinio. We also have resources and templates available that have empowered us to be able to accomplish strategic planning, marketing initiatives, and policy development. We are also able to provide a top notch Summer Reading programs for patrons of all ages through the support of our State Library through the Collaborative Summer Reading Program. These services at our library would not be available without the financial support and the support of the Library Development Specialists either through their financial expenditures or through the State Aid for Public Libraries that we receive annually. It is also though the North Dakota State Library that we are able to attend continuing education workshops and training. These opportunities allow for educational enhancement and colleague support on all issues related to library services which ensures that our public library will not only advance within our community by will also thrive.

I ask that you support HB 1013. This is a very small price to invest in the future of our North Dakota towns. Everyone within our state, regardless of age, should have the opportunity to achieve and develop skills necessary for the future and that is exactly what is brought to communities through libraries. I believe that by supporting this bill you will impact the lives of countless North Dakota residents.

Thank you for your time and considering my request.

Sincerely,

Sheila Krueger
Director Casselton Public Library

January 9,2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee

North Dakota State Capitol

600 E. Boulevard Avenue

Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Susie Sharp and I'm the Librarian at the Eddy-New Rockford Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because the State Library provides so much more than just books through Inter Library Loan (which is very important in and of itself) however the importance of educating our rural librarians cannot be dismissed the State Library provided training is one of the most important things our State Library does, be it education on how to do IT, run programming and any other question a ND Librarian would have our State Library is always there with an answer. Also being a rural librarian has its challenges especially when it comes to our budget and without the State Aid for Libraries I fear I would lose some of that funding I am getting without that incentive to our City and County, these funds help us pay for an automated circulation program and access to downloadable eBooks and it would be a huge loss for all rural libraries if these funds were cut.

I have also received grants from the NDLCC for computers and to revitalize my non-fiction books these grants mean more to rural ND than you can imagine. I am also a member of the NDLCC and this last year we were able to give out a one-time renovation grant and I can say with all honesty that some of these grant submissions were heartbreaking our rural librarians are struggling with no money to fix roofs, doors that don't lock and much more. The ND State Library is there for these libraries but without funding will find it harder to do their job.

The ND State Library does so much behind the scenes that many don't realize how much hard work they are doing so please vote in favor of the bill and in support of ND libraries.

Sincerely,

Susie Sharp, Librarian

Eddy-New Rockford Library

10 8th St. N, New Rockford, ND

nrpubliclibrary@gmail.com

Ellendale Public School

321 N 1st St, PO Box 400
Ellendale, ND 58436-0400

Phone: (701) 349-3232
Fax: (701) 349-3447
www.ellendale.k12.nd.us

Superintendent
Jeff G. Fastnacht

High School Principal
Matthew Herman
Elementary Principal
Dan Girard
Business Manager
Lana Norton

Board of Education
Cay Durheim, President
Scott Wertz, Vice Pres
Kent Schimke, Director
Charlene Kinzler, Director
Michele Thorpe, Director

January 4, 2017

To Whom This May Concern:

My name is Allison Radermacher and I am the Library-Media Director at Ellendale Public School (EPS) and I also serve as the secretary of the Ellendale Public Library Board. I would like to take a moment to let you know of the many benefits the North Dakota State Library provides to libraries across the state.

First and foremost, EPS benefits each and every day from the ODIN online databases and the Interlibrary Loan system. With research and critical thinking being two skills that are necessary for all students, the ODIN online databases have allowed me to teach research skills to students very easily and cost effectively as well. The plethora of knowledge that comes from the databases is easily dispensed to the students and they know they are not wasting their time when they use the resources given to them.

Additionally, the Interlibrary Loan (ILL) system has proved very beneficial for our library as well. I do teach at a small school, but by no means feel I give a small education to our students. We are able to give them the education they deserve, because we have cost-effective ways to get them materials they need. The ILL system allows me to get books and videos that teachers need in the classroom quickly, so their learning projects can progress. Many schools do not have money in the budget for ordering lots of extra library materials. ILL allows me to check out the books, get them into the hands of teachers and/or students and really decipher if our money would be well spent in purchasing those materials for the library.

Furthermore, the ND State Library has also been allowed through support of DPI and the ND Legislature to come out to the schools and teach the teachers. Employees of the ND State Library have been to our school in the past and spent a few hours instructing teachers on how they could best utilize the services they offer in the classroom. The presentation was well received by our staff and things they taught are now used day in and day out at EPS.

Lastly, I can speak on behalf of the Ellendale Public Library Board. They too reap the benefits of the ILL system as they are a small library that runs on a very small budget. They have also utilized the book club boxes which has increased patronage at our local library. The staff and patrons of the library are very much appreciative of the services they are allowed from the ND State Library.

Please understand my reasons and see the many ways the ND State Library supports the people of North Dakota. They reach young, aged, rural and urban patrons throughout the state. They support small libraries as well as the large ones. They are and should continue to be a mainstay. I ask that you, the ND State Legislature, support them monetarily so they can continue to be a mainstay for all ND libraries.

Sincerely,

Allison Radermacher

Allison Radermacher, M. Ed

AN EQUAL OPPORTUNITY EMPLOYER
The Ellendale School District does not discriminate on the basis of race, national origin, sex, or handicap in its educational program, activities, and employment practices.

January 5, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

The North Dakota State Library provides excellent resources to all libraries for no additional costs. Garrison resident's accessed free, reliable, resources such as public computer & Wi-Fi well as audio books, children's materials, & DVD's. These resources are invaluable to our community. Garrison Public Library patrons also use *Overdrive* to read electronic books. Magazines were accessed using *Zinio* which is accessible to library users through the ND State Library. State aid to North Dakota's public libraries allows funding for resources and programs. In 2017, the Garrison Public Library anticipates receiving $ 1,400 in state aid for our Library services. These funds are used not just for developing our collections (books, audio books, DVDs, eBooks, etc.), but also for our programs. Programs supported by state aid include:

- Summer Reading Program!
- Adult Programing: Book Club – Coloring Group
- Family Programing: Family Friendly Events – Movies – Crafts
- Children's Programing: Lego Club & Story Time

Libraries help people in the community through many life transition; we assist people in locating housing community resources (utility or food assistance), creating résumés, applying for jobs, tax forms and meeting other information needs they may have. Sometimes the Library helps by simply offering movies (we are the only place in our town that has movies other than Red Box machine in Garrison). We also have cookbooks for families to check out at no cost. Our patrons also enjoy board games & puzzles we offer for in library use only.

As City and State revenues decrease the Library staff is being stretched thin and can only assist people to a certain degree. This is why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support libraries in North Dakota and vote in favor of HB1013 as proposed.**

Sincerely,

J. Michels

Janelle Michels – Director
Garrison Public Library
PO Box 67 - 32 S Main St.
Garrison, ND. 58540
garplib@gmail.com
(701) 463-7336
garrisonndlibrary.com

January 9, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

The North Dakota State Library provides excellent resources to all libraries for no additional costs. All North Dakota citizens benefit from reliable, scholarly resources such as: *Academic Search Premiere*, *Business Source Premiere*, *Health Source* and *Science Reference Center* These resources are invaluable tools as they are peer-reviewed and not influenced by advertisers. The library edition of *Ancestry* is invaluable to those trying to connect with family and complete genealogical research. Digital magazines (*Zinio*) are accessible to those who cannot afford their own subscriptions. Both *Ancestry* and *Zinio* are accessible to library users through the ND State Library. State aid to North Dakota's public libraries allows funding for resources and programs. If you are asking why we need libraries, you might as well ask why we need to learn to read. And if we have learned nothing else through the last election process, we should have learned that everyone can benefit by learning to tell fake news from real news. One place to learn this is the library.

Governor Burgum's Main Street initiative "will focus on utilizing existing infrastructure to its fullest potential to reduce costs and create vibrant, healthy cities". Libraries are an infrastructure already in place and already focusing on creating vibrant, healthy citizens. Cites are comprised of citizens. Libraries help people in the community through many life transitions. Libraries and librarians assist people in locating affordable housing, creating résumés, applying for jobs, social security, homework and various other information needs they may have. Sometimes the Library helps by simply offering movies and cookbooks for families to check out at no cost. However, as City and State revenues decrease the Library staff are being stretched thin and can only assist people to a certain degree. This is why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support libraries in North Dakota and vote in favor of HB1013 as proposed.**

Sincerely,

Laurie L. McHenry, Librarian and Patron of Libraries
Member of Grand Forks Public Friends of the Library

Grand Forks Public Library

January 6, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee,

I am writing to urge you to support HB 1013, relating to funding for the North Dakota State Library (NDSL), which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Funding for HB 1013 is important because the North Dakota State Library provides all residents of North Dakota access to important resources, including one-on-one tutoring through TutorND, online e-resources such as downloadable books and magazines. In addition, through NDSL, residents can use computer databases that allow access to dictionaries, ancestry.com and magazines such as Consumer Reports, Highlights for Children, Annals of Internal Medicine, and hundreds more. The North Dakota State Library services ensure equal access to all residents of the state, regardless of location or population of their community. It brings the world to our state.

I ask that you support all libraries in North Dakota, including the State Library, by voting in favor of HB 1013. Thank you for your hard work on behalf of the citizens of North Dakota.

Sincerely,

Wendy Wendt

Wendy Wendt, Director

2110 Library Circle
Grand Forks, ND 58201
tel: 701.772.8116
fax: 701.772.1379
www.gflibrary.com

Griggs County Public Library

PO Box 546

Cooperstown, ND 58425

(701) 797-2214

gcpubliclibrary@mlgc.com www.griggscountypubliclibrary.com

January 9, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I, Bonnie Krenz, Griggs County Public Library Director, urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

The Griggs County Public Library uses the State Aid to Public Libraries fund that it receives each year to supplement the mill levy received from Griggs County and the City of Cooperstown. Without the State Aid funds the library would be need to find different funding for the summer reading program as those dollars are earmarked to fund that program. The State Aid funds have allowed the library to start some STEM programs for students. This past summer the library was able to offer a different STEM program for 7 weeks. State Aid funds allowed the library to purchase materials for those programs. The goal is to add a different variety of STEM programs for children in grades 1 to 3 and grades 4 to 6 this summer.

This past year the Griggs County Public Library raised funds to completely renovate the interior of the building. This allowed the library to make a small computer lab where technology class will be offered. The library was able to upgrade a room to become a public meeting room. The meeting room, completed in September, has offered a class on winterizing your home and car, a meeting space for a local organization, adult coloring classes, and adult book discussions groups. There will be quilting class, informational classes by the NDSU Extension Service on gardening, and the Master Garden leaders are planning classes. There has not been space in Cooperstown for these classes to be offered in the past. The library received a $10,000 building grant from the ND State Library to help fund this project.

As a small rural library with limited staff that has little or no formal library science education, the cataloging service the State Library offers to the Griggs County has provided a defined collection. I am able to decide what areas of our collection needs to be updated to provide the best information for our patrons.

I would ask that you support the State Library's budget in the amounts requested.

Bonnie Krenz
Griggs County Public Library Director

January 4, 2017

Representative Jeff Delzer

Chairman, House of Appropriations Committee

North Dakota Legislature

Mr. Delzer,

This is a letter of support for the North Dakota State Library (NDSL) and its staff.

As the K – 12 librarian at Hankinson Public School, I know firsthand about the work of the North Dakota State Library (NDSL) staff. Their help has proven to be very beneficial to our students and staff.

Ways (but not all) the NDSL staff has helped over the years:

-Online Library Resources (esp. Britannica databases and NoveList)

-Interlibrary Loans (ILL) - This is a cost-effective method of obtaining materials for student / staff use. Interlibrary loans are especially important for students who need current information for research projects.

-Educational Displays - In the last six months, I have utilized several in our library.

-Continuous Updates - Staff will travel to our schools for student / staff informational presentations. I am especially glad that Mary Soucie has attended the SELMA (South East Library Media Association) annual meeting to keep us informed about library trends. She regularly contributes information through our state-wide Listserv for librarians.

Grants - Our library has been the recipient of grants that have included the acquisition of computers (both desktop and laptop), ebook tablets, and, most recently, a much-needed grant for updating our nonfiction collection.

I urge continued adequate funding to support the ND State Library and its programs.

Sincerely,

Julie Fischer

Hankinson Public School Librarian

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

The North Dakota State Library provides excellent resources to all libraries for no additional costs. University of Jamestown students and faculty accessed free, reliable, scholarly resources such as *Academic Search Premiere*, *Business Source Premiere*, *Health Source* and *Science Reference Center* frequently in 2016 and our education majors used the children's resources to help learn to build lesson plans. These resources are made available to library users through the ND State Library and are invaluable tools as they are peer-reviewed and not influenced by advertisers. Without them, students would need to rely on Google searches for their information – an often unreliable source – or would have to pay $ 35.00 or more for each individual article they needed for their research, adding a great deal to the cost of obtaining a degree, impacting their ability to attend an institution of higher education, and adding to their long-term student debt.

State Aid provides funds for public libraries to purchase materials that are loaned freely throughout North Dakota; this is one of the most valuable aspects of state funding for libraries from an academic point of view. Academic libraries do not receive state aid, but they participate in lending library materials throughout the state, and so benefit at second hand. Through interlibrary loan, libraries in communities with fewer resources have access to the same materials that are available to those in larger communities. Raugust Library is a net lender in interlibrary loan – we provide more to other libraries than we borrow – but we still rely on this network to help our students and faculty members with their work.

All academic libraries are affected by changes in funding to their parent institutions. State aid to public libraries helps to mitigate some of the uncertainty around the ability to continue to provide quality resources to our students, which will have long term impact on the quality of the education we provide our students and their ability to find good jobs and to compete in the workplace. This is why maintaining state aid is so important for us – if funding is further reduced we are less able to help our students and community.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support libraries in North Dakota and vote in favor of HB1013 as proposed.**

Sincerely,

Phyllis Ann K. Bratton
Director, Raugust Library
University of Jamestown
6070 College Lane
Jamestown, ND 58405

January 9, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Rachel Kercher and I am the Children's and Youth Services Librarian at the Leach Public Library in Wahpeton, ND. I urge you to support HB 1013, relating to funding for the North Dakota State Library.

The State Library provides free, high quality services and support to every library in the state. Because of the databases the State Library offers, such as TutorND, children in Wahpeton are able to access the free, reliable homework and research help that they need to succeed. The State Library also provides us with programming support. Our library frequently uses the Kit Keeper program which enables us to run book clubs. We have also received educational displays and kits, such as Little Bits, to help supplement the STEM programming that we offer the children in our community. Additionally, the State Library provides Summer Reading resources to librarians throughout the state, and brings us together to discuss, collaborate and improve the quality of our youth programs.

We have been given financial support as well. Grants that we have received from the North Dakota Library Coordinating Council have allowed us to begin circulating iPads, which has been an incredibly popular addition to our collection. We have also been able to update and improve our non-fiction collections and make much needed repairs to our library because of monies we have received.

Without the support of the State Library and the North Dakota Library Coordinating Council, many libraries, including my own, would be unable to provide the quality library services our communities deserve. Please show your support for North Dakota libraries by voting in favor of HB1013.

Sincerely,

Rachel Kercher
Children's and Youth Services Librarian
Leach Public Library
Wahpeton, ND

January 9, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is **Melissa Bakken** and I'm the **Library Director** at **Leach Public Library in Wahpeton ND.** I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because while I may have been an employee here for the past 25 years, our City Administration chose not to replace the position of the exiting Library Director due to cuts in the aid to cities of North Dakota, instead asking me to step-up to the plate as acting Director.

The funds we receive through state aid and the North Dakota Coordinating Council help us tremendously in our ability to increase programming. We believe that offering our patrons and community up to date programming, especially STEM and computer classes, and other available resources such as Lynda.com, a technology refresher database for job seekers, help bring new and existing patrons through our door.

We also highly rely on our strong North Dakota Interlibrary Loan system, because "every" library cannot own "every" item, therefore the sharing of items only makes sense in the library world. Without the ILL system, and funding to support it, our patrons will be forced to do without items we could not have access to through other libraries.

We, here in Wahpeton, strongly urge your support of HB 1013, to maintain the support of our rural libraries in North Dakota.

Sincerely,

Melissa Bakken
Library Director
Leach Public Library
701-642-5732
melissa.leachplib@midconetwork.com

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is **Priscilla Backstrom** and I'm the **Director** at **Maddock Community Library**. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because we are a small rural library, indicative of many of the libraries that service the rural communities. We rely on the State Library to bring information, support and especially the services of the interlibrary loans where our budgets could never cover the books and materials requested by our patrons. I could not run this community library which brings programs and services to many people without the support of the State Library and the funds that come from the State of North Dakota to keep us growing and learning. If our state is to continue being a leader, it has to provide for the information and education that can be found at the local library.

Please vote in favor of the bill that supports ND libraries.

Sincerely,

Priscilla Backstrom
Director
Maddock Community Library
701-438-2235 madcomlib@gmail.com

MINOT PUBLIC LIBRARY
CONNECT. ENRICH. INSPIRE

www.minotlibrary.org ♦ (701) 852-1045
516 2nd Ave SW Minot, ND 58701

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

State aid to North Dakota's public libraries allows funding for resources and programs. In 2017, the Minot Public Library anticipates receiving $45,000 in state aid for our Library services. These funds are used not just for developing our collections (books, audio books, DVDs, eBooks, etc.), but also for our programs. Programs supported by state aid include:

- Baby Play for children between the ages of 1 and 3 and their caregivers
- STEM programs for children from 3 to 19
- Technology education sessions at the Parker Senior Center
- Free health education courses and online resources

Several years ago, people from all over the country moved to Minot and many have decided to stay and call Minot "home." As a Hub City, Minot has been greatly impacted by the recent decline in oil-related jobs and the Minot Public Library continues to help people in the community through this transition; we assist people in locating affordable housing, creating résumés, applying for jobs and meeting other information needs they may have. Sometimes the Library helps by simply offering movies and cookbooks for families to check out at no cost. However, as City and State revenues decrease the Library staff are being stretched thin and can only assist people to a certain degree. This is why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

In addition to the state aid public libraries receive, the North Dakota State Library provides excellent resources to all libraries for no additional feels. Minot area residents accessed free, reliable, scholarly resources such as: *Academic Search Premiere*, *Business Source Premiere*, *Health Source* and *Science Reference Center* **more than 8,400** times in 2016. These resources are invaluable tools as they are peer-reviewed and not influenced by advertisers. While results on *WebMD* may contain advertisements and feature content sponsored by advertisers, *Health Source: Consumer Editions* features unbiased and reliable resources.

In 2016, Minot Public Library patrons also used the library edition of *Ancestry* to complete more than **14,000** searches and digital magazines were accessed **1,916** times using *Zinio*. Both *Ancestry* and *Zino* are accessible to library users through the ND State Library.

The North Dakota State Library also offers training and networking for all libraries throughout the state. Annual workshops, Summer Reading training, technology support, assistance with promotions and much more are available through the State Library. In 2016, more than half of the Minot Public Library staff participated in some sort of training through the State Library and we also utilized State Library staff to help us with computer server issues, Photoshop training and archival input to name a few.

During National Library Week in 2016, the Minot Public Library asked patrons to tell us how the Library transforms their lives. Dozens of people took the time to write down their thoughts on colorful butterflies which we displayed in our lobby. I am enclosing a small sample of these responses for you to see how libraries transform North Dakota residents.

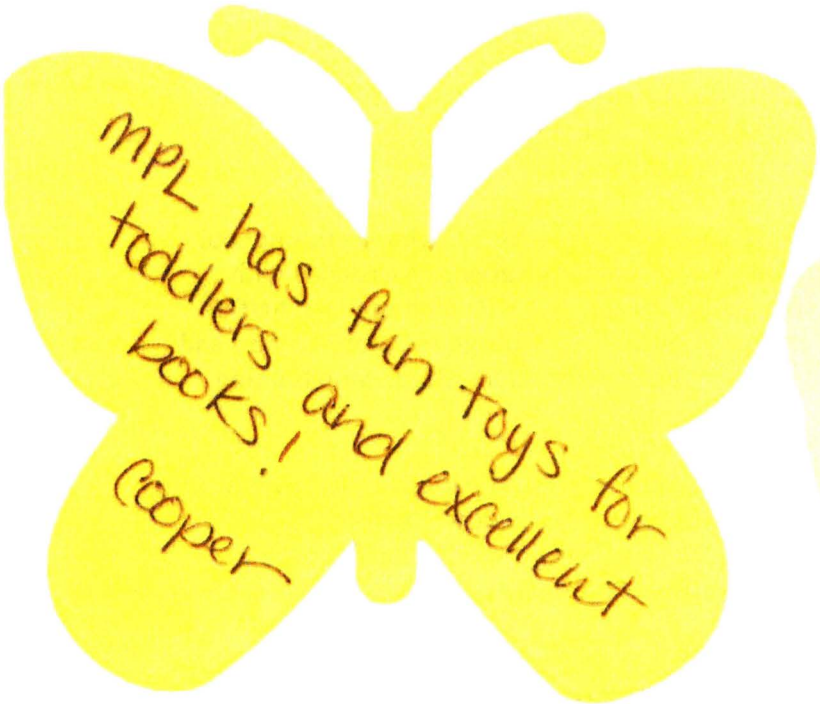
In 2017, the Minot Public Library is kicking off a community engagement campaign called "Build Minot" which will help bring people together to build a better city. As a part of this campaign, the Minot Public Library intends to offer free safety workshops, free educational courses, resources for small businesses and town hall-style meetings to help improve communication between citizens and decision-makers. Without the state aid and resources offered by the ND State Library these things may not be possible.

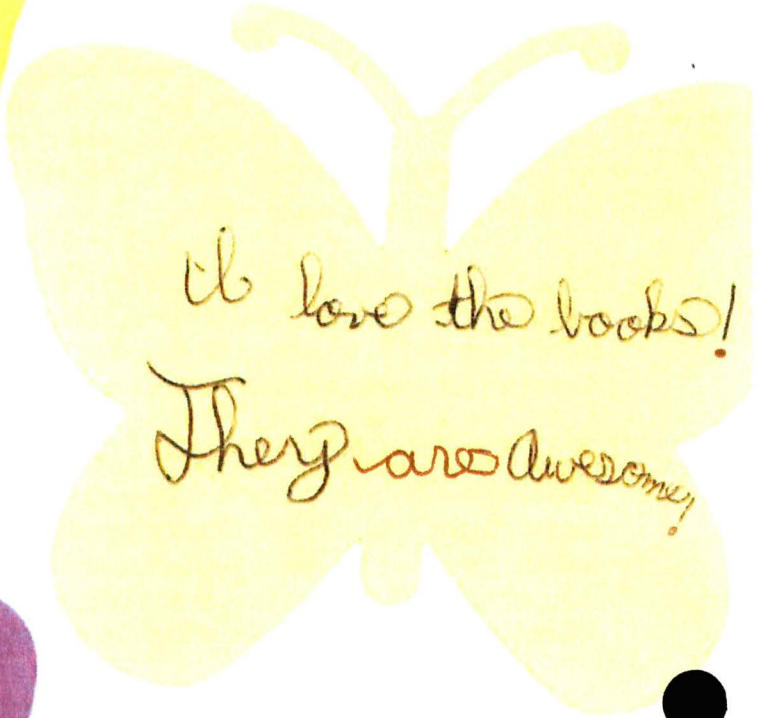
The people of North Dakota know the importance of public libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support public libraries in North Dakota and vote in favor of HB1013 as proposed.**

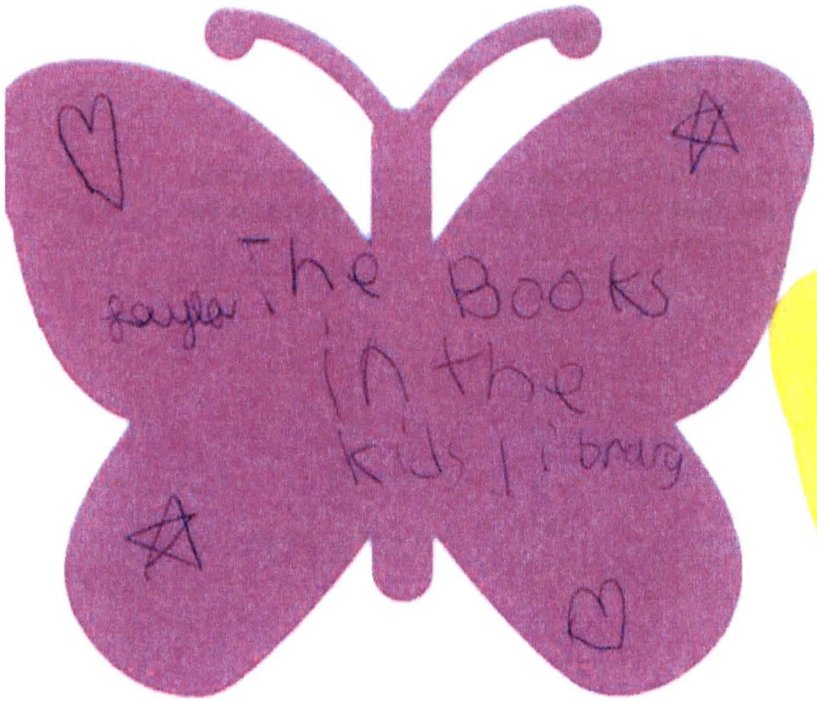
Sincerely,

Janet Anderson

Janet Anderson, MLS
Library Director
Minot Public Library
701-852-1045
janet.anderson@minotnd.org


NPL has fun toys for toddlers and excellent books!
Cooper


I love the books!
They are awesome!


The Books in the kids library

I like the library
it has Cool and

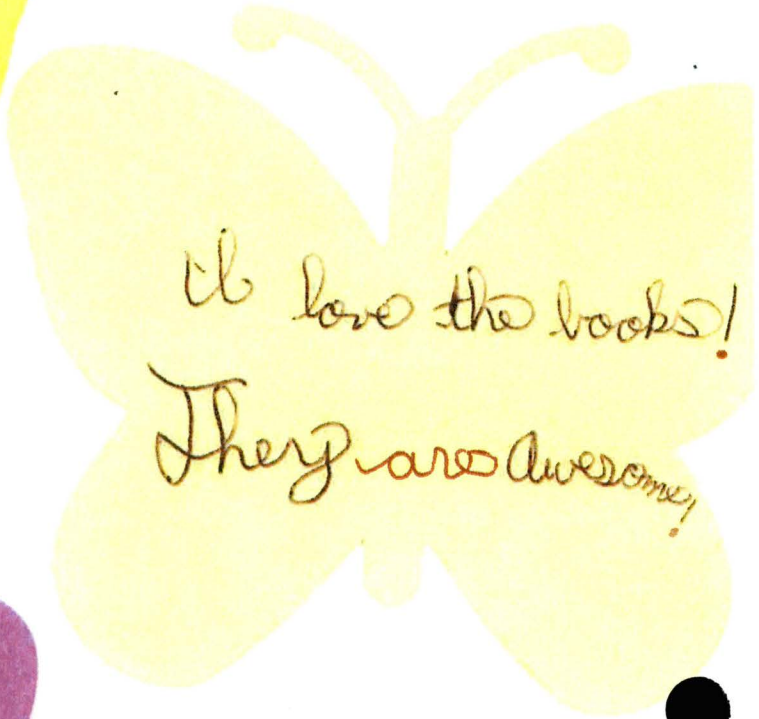
Offering Computer help!

I love their Imaginat. Station activities!! I also love the Diary of a wimpy Kid Books!!

How it brings me into a new world

Children's Programs!

MPL has fun toys for toddlers and excellent books!
Cooper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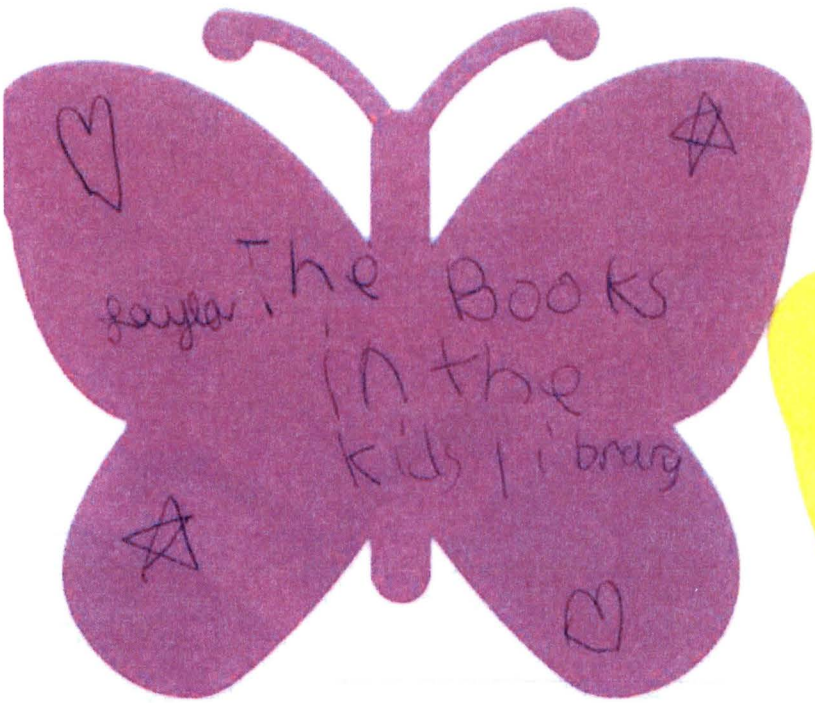
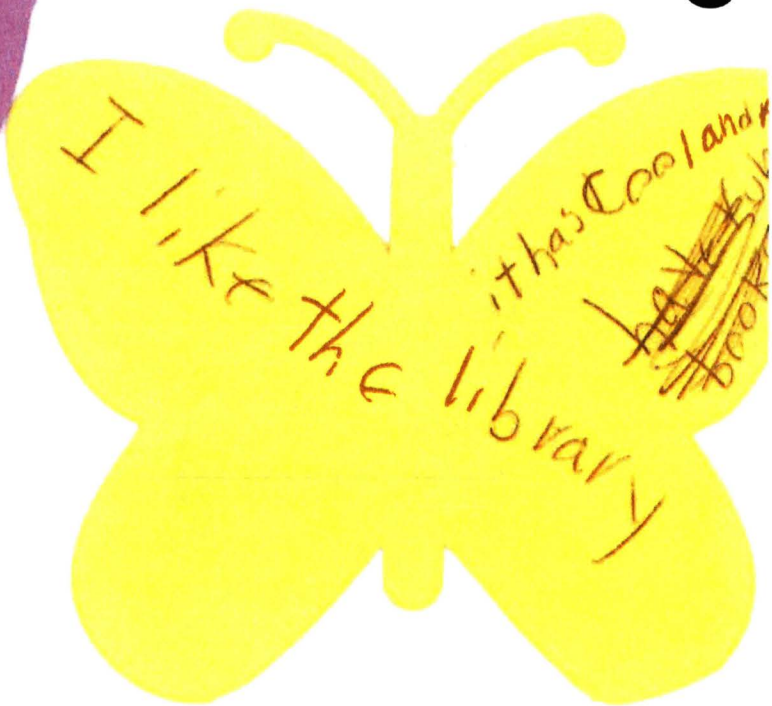
They are awesome!


Kayla: The Books in the kids library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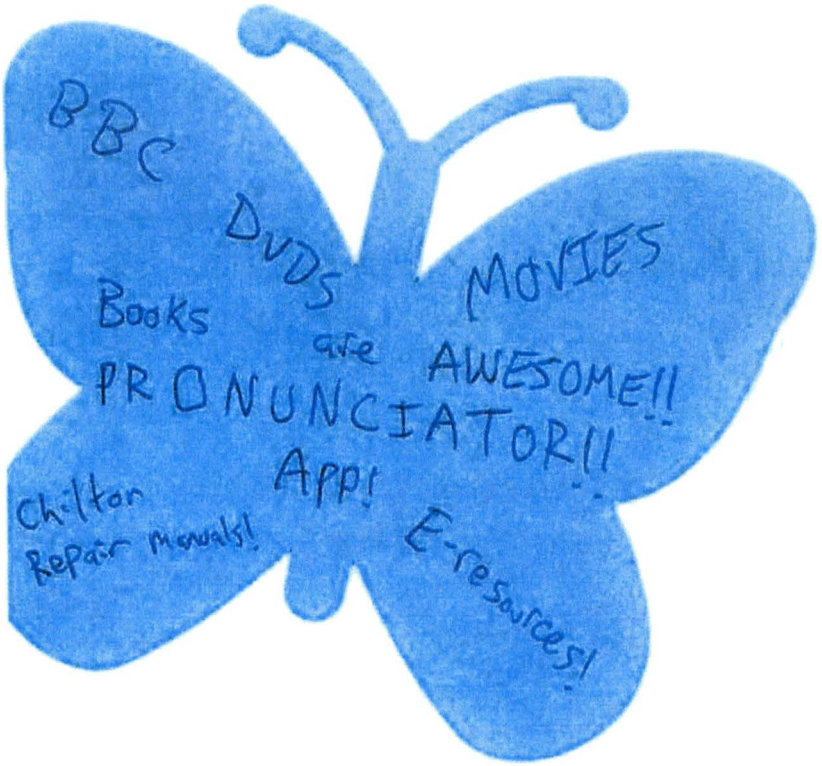
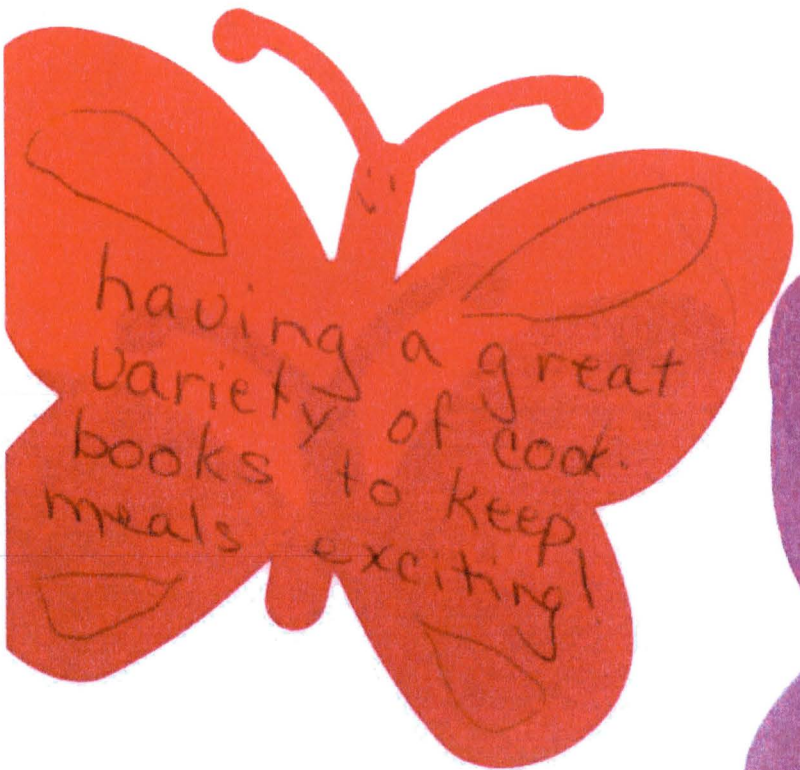
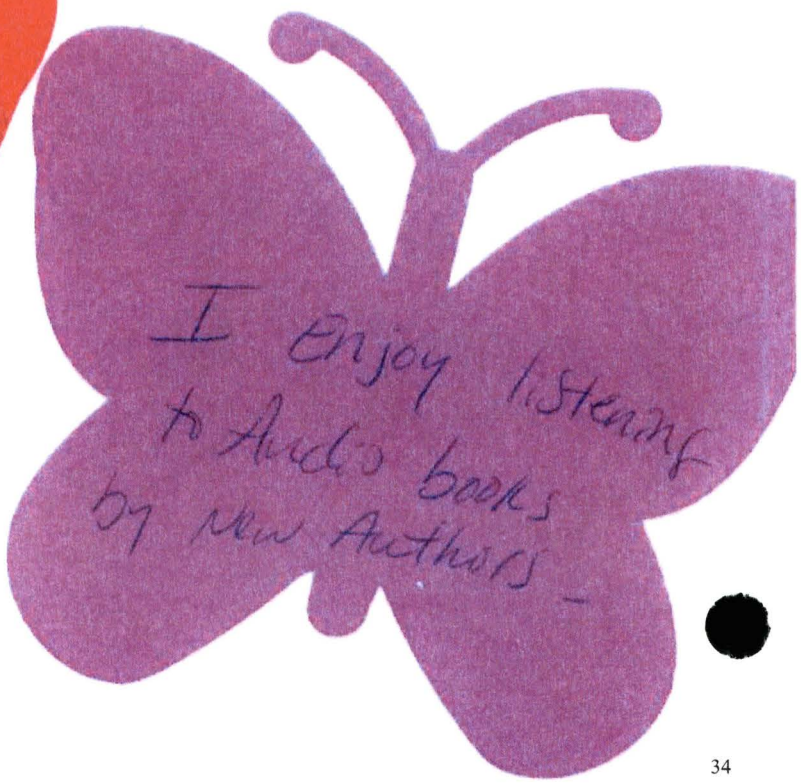
How it brings me into a new world

Children's Programs!

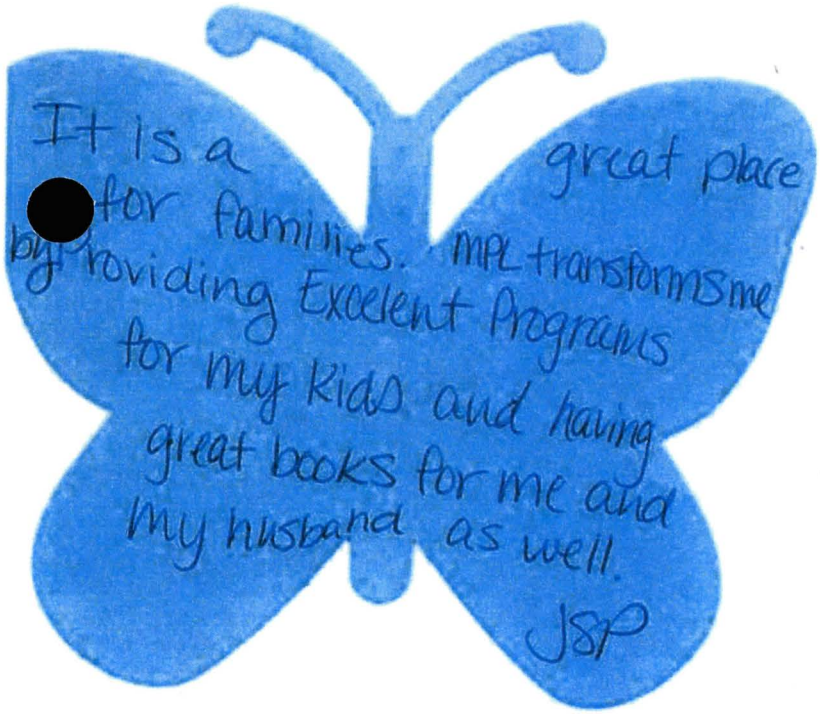


The 30 mins of quiet during Maker Monday and the Smiles on my Kids faces after !!

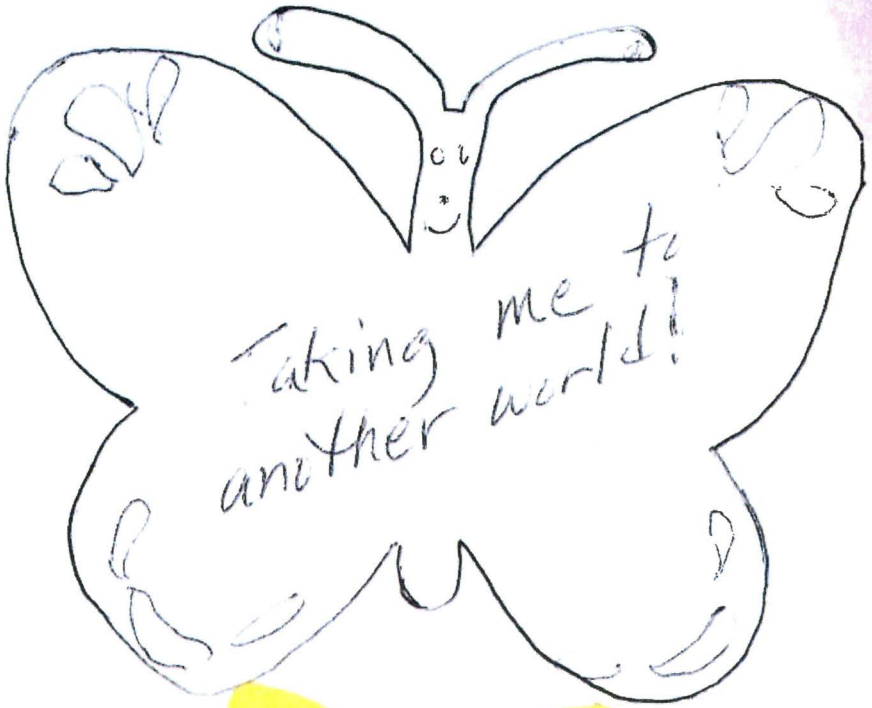




Great, fun, & quality family time with my kids are spent here ☺♥



I Love the library area very much ☺



the Love I'm growing within my 3 boys for Books, learning & creativity!

"I ♡ to Read & the Computer & lego Clubs"

"P.S. The movie too!"

-Alicia age 10

I LOVE BEING ABLE TO COME IN AND DO CREATIVE WRITING!

I LOVE LEGO TUESDAY

I LOVE CHECKING OUT VIDEOS + BOOKS!

January 9, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Marci Julson and I'm a Library Associate II at Minot Public Library, and I also am the Interlibrary Loan Specialist and a Training Associate there. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because there are still hundreds of thousands of people in North Dakota without the funds to purchase their own books to read or computers to access the internet, and they rely solely on their local public library to fill that need. Not only do we have books and computers, but many public libraries also offer electronic readers for check-out for those patrons who might be a little more tech-savvy.

Books will never die out completely. There is always someone who will object to learning something new using electronics, or simply like the feel of a "real" book in their hands.

Many people believe that you can find the answer to any question using the internet. But can you decipher between a reputable website and a non-reputable one? We can help with that too.

We also teach classes that help people better navigate the internet, or write a resume; use digital resources provided for free; borrow materials from other libraries if there is something they want that we don't own; and don't forget that we provide help on the computers on a daily basis to anyone using our computers.

Public libraries are safe havens to hang out after school, or to enjoy a hot cup of coffee on a cold winter day. And there's always magazines and newspapers to read. Pick a study room for a little more quiet while studying. Use the Skype room for business interviews or chatting with a loved one in the military.

There are endless possibilities at your local public library.

Please vote in favor of HB 1013 and support North Dakota libraries.

Sincerely,

Marci Julson
Library Associate II/Interlibrary Loan Clerk
Minot Public Library
516 2nd Ave. SW
Minot, ND 58701
marci.julson@minotnd.org
www.minotlibrary.org

January 9, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Joshua Pikka and I'm the Technology Coordinator at Minot Public Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because libraries are very important to North Dakota's communities. It may seem that the rise of technology makes libraries less important, but the opposite is true. Libraries have become a vital place for citizens who do not have these devices or do not know how to use them. Although it is easy for many people to find information they need on their smartphone or tablet, this is not possible if you do not own a smartphone or tablet or do not know how to use one. I spend one morning a month at the local senior center teaching local citizens how to use their technology. Senior citizens, and other members of the community, do rely on the library in order to use their technology. Although technology is making finding information easier, without someone to teach users about this technology it is wasted. The library is one of the only organizations that helps to bridge the digital divide, this is why it is so necessary for the North Dakota communities.

I hope that you will support HB 1013.

Sincerely,

Joshua Pikka
Technology Coordinator
Minot Public Library
516 2nd Ave SW
Minot, ND 58701
701-420-4544

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Owen Carswell. (My mom is typing this for me.) I'm a third grader at Roosevelt Elementary School in Minot ND. I want you to support HB 1013, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council because my dad says he will not buy me every audiobook or video game I want to try. I like to check out video games and audio books from Minot Public Library.

Passage of this bill is important because my mom and dad can't afford to buy me every audiobook I want to read. I have dyslexia which makes reading harder. I love to listen and read along with my library books and it helps me get better at reading. Buying the audiobook and the paper book gets expensive so please support HB103 so I can continue to improve my reading at the library. I really want to go to fourth grade as a good reader so please help me learn how to read better!

Support HB 103 so I can go to Minot Public Library and get my audiobooks and paper books and my video games because I like to play them after I read!

Sincerely,

Owen Carswell
3rd grader
Minot ND
701-721-8064 for mom's cell

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is **Sylvia Carswell.** (My mom is typing this for me.) I'm a first grader at Roosevelt Elementary School in Minot ND. I want you to support HB 1013, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council because my mom says she will not buy me every Fancy Nancy book and I want to read them ALL!.

Passage of this bill is important because my mom and dad can't afford to buy me every book I want to read. I'm in first grade and I really want to go to second so please help me learn how to read!

Support HB 103 so I can go to Minot Public Library and get Fancy Nancy books!

Sincerely,

Sylvia Carswell
1st grader
Minot ND
701-721-8064 for mom's cell

January 6, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Paul Amberg and I'm a Library Assistant at the Minot Public Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because public libraries continue and will always be the prime source for information. There are those, our Governor included, who believe that all the information in the world is free and readily available on the Internet. I am here to tell you that nothing could be further from the truth. Ask anyone who goes into Ancestry research for example. Although there is a lot of information of websites like ancestry.com, to truly research your family history, you will need to go to local libraries as they have resources and documents that are not available online. This isn't something that is only relevant to this one area as well. Every library in the world has information that is only available if you go to that library or request it from them.

Although there is a lot of information available online, how factual is that information? To know for sure you really need to go to the source. The source is the book or document housed at a local library. Many teachers will not let you cite an internet source when writing papers. You must instead cite it from the actual book or document. Even if everything was available and factual online, you still need ways for people to access that information. It is a common belief of those with personal internet access, that everyone has that same access. Again, this thought process couldn't be further from the truth. Many people do not have personal internet access. They rely on their public library for this.

Public libraries are not just about books. We are a place for kids to go after school, whether it be to learn, wait for their parents to get off work or as a refuge from the troubles of life. Libraries provide meeting spaces for groups. They provide educational seminars for patrons. Many older patrons who are not Internet savvy, use the library for their sources of information. We provide LARGE PRINT books for those that are visually impaired. We provide access to databases that would cost the individual substantially to purchase on their own, which would most likely then prohibit them from doing so.

The assumption that information is free on the Internet is erroneous for another reason as well. The Internet is not FREE. In order to access the Internet, you need to pay a service provider a monthly fee to be able to get on the Internet. Then, on top of that, many sites like Ancestry.com charge a fee to be able to access their information. Much of which is actually available for free at a local Public Library. An example of this at the Minot Public Library are Passenger Lists and U.S. and ND censuses that are available on microfilm at no charge.
What the State Library helps use with at the local public library level is provide resources to our patrons virtually free of charge. If North Dakota wants to compete with other states as the best place to live, work, grow and play, then we need as much education and knowledge as possible, not less.

So once again, I urge you to support **HB 1013** relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Sincerely,

Paul Amberg
Library Assistant
Minot Public Library
516 2nd Ave SW
Minot, ND 58701
701-852-1045

MINOT PUBLIC LIBRARY
CONNECT.ENRICH.INSPIRE

www.minotlibrary.org ♦ (701) 852-1045
516 2nd Ave SW Minot, ND 58701

January 6, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Paulette Nelson and I'm the Children's Librarian at the Minot Public Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

In today's age of technology and computers, Libraries Transform Lives. Libraries across the state are providing a wide array of services for the citizens of North Dakota. Local libraries provide computers and internet service to those who do not have access. Because of funding received through the state library we are able to provide our patrons with databases like Zinio, which is a magazine database and Ancestry, which is a genealogy database. Both of these databases are very popular with our patrons. In addition, the state library provides interlibrary loan services so that local libraries can borrow books from them, they schedule various trainings for librarians across the state, and most importantly they provide State Aid to public libraries which in the case of the Minot Public Library is $45,000 for 2017. This figure is lower than the $60,000 that we have received for last year but because of cuts in the State Library budget we will be receiving less State Aid. Because the State Library had to make budget cuts in 2016, libraries across the state lost database access to some of the resources provided by the North Dakota State Library. If State Aid is cut local libraries may have to start making adjustments to purchasing and programming as well.

Through grants provided by the state library many local libraries have been able to upgrade their technology and purchase items that many people would not otherwise have access to. Many libraries have used the grant money to buy new computers, Ipads, and other technology for their library. Because of these grants people in rural areas are able to stay connected.

I urge you and the rest of the committee to support HB1013 and provide the funding that is requested in the bill.

Sincerely,

Paulette Nelson
Children's Librarian
Minot Public Library
paulette.nelson@minotnd.org

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Randi Monley and I'm the Children's Library Associate at Minot Public Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because libraries are the hub of a strong community. We are beginning our new Build Minot campaign in two weeks that will give a voice to all of the Minot residents. People will be able to tell their city officials what they want to see in our community. We will be building Minot into the place we have maybe lost a little bit of during the flood. The library will be compiling the data and giving it to the city and private entities. At Minot Public Library we offer the resources for small businesses to succeed. We also have an amazing Makerspace area available for our patrons, which gives patrons access to technology that they otherwise would not have available to them.

Please support North Dakota libraries. For many people we are the only internet, technology, social outlet, reference center, warm place and safe haven that they have.

Sincerely,

Randi Monley
Children's Library Associate
Minot Public Library
701-852-0606
randi.monley@minotnd.org

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Pam Carswell and I'm the Teen Librarian at Minot Public Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because we have many patrons with needs only a library can provide. I put on over 130 FREE formal and informal programs a year for teens that no other recreational or educational institution provides. We do video gaming, technology education, board game creation, candle making, glass etching, video creation and editing, movie watching, social media education, Manga Club and indoor mini golf, just to name a few fun activities coming up. In 2016, I served 2751 attendees at these programs. Libraries serve teens who are using our library for educational, recreational, and social support.

I respectfully request that the committee vote in favor of the bill and in support of ND libraries. Libraries rock!

Sincerely,

Pam Carswell

Teen Services Librarian
Minot Public Library
516 2nd Ave. SW
Minot, ND 58701
(701) 852-1045

January 8, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Kari Kvigne and I'm a Library Board Member at The Minot Public Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because our library provides an important service to our citizens. The Children's and Teen Programs are crucial in establishing life long learners. Some of these programs include story hours, After School Kids, Lego Clubs, Makerspace, and STEM outreach. The Adult Programs include TNT: Tacos 'N' Technology classes, book clubs and adult coloring clubs, all of which build a strong sense of community. The library also offers computers that are important to the public in job searches and internet usage.

Thank you for your time. Please support HB 1013. Libraries are a valuable resource for communities, a gathering place for families and job seekers and book lovers alike.

Sincerely,

Kari Kvigne
Library Board Member
Minot Public Library
305 24 St NW
Minot, ND 58703

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

The North Dakota State Library provides excellent resources to all libraries for no additional costs. Morton County residents accessed free, reliable, scholarly resources such as: *Academic Search Premiere*, *Business Source Premiere*, *Health Source* and *Science Reference Center* **more than 174** times in 2016. These resources are invaluable tools as they are peer-reviewed and not influenced by advertisers. Morton Mandan Public Library patrons also used the library edition of *Ancestry* to complete more than **869** searches and digital magazines were accessed **209** times using *Zinio*. Both *Ancestry* and *Zinio* are accessible to library users through the ND State Library. State aid to North Dakota's public libraries allows funding for resources and programs. In 2017, the Morton Mandan Library anticipates receiving $43,497 in state aid for our Library services. These funds are used not just for developing our collections (books, audio books, DVDs, eBooks, etc.), but also for our programs. Programs supported by state aid include:

- Annual Summer Reading Program
- Weekly Story Times
- Lego Club
- Books 'n Brews adult book club

Libraries help people in the community through many life transition; we assist people in locating affordable housing, creating résumés, applying for jobs and meeting other information needs they may have. Sometimes the Library helps by simply offering movies and cookbooks for families to check out at no cost. However, as City and State revenues decrease the Library staff are being stretched thin and can only assist people to a certain degree. This is why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support libraries in North Dakota and vote in favor of HB1013 as proposed.**

Sincerely,

Sarah Warneke

Sarah Warneke, Acting Director, Morton Mandan Public Library
609 West Main Street
Mandan, ND 58554
701-667-5365
swarneke@cdln.info

January 9, 2017
The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
[redacted]orth Dakota State Capitol
[redacted]00 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Carol Kunnerup. I'm the Director/Librarian at the Mott Public Library. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council. Passage of this bill is important because we rely on this funding for support of all learners in our rural service area.

The Mott Public Library is the heart of the Mott service area. I am a new Librarian, who counts on North Dakota State Library services. No charge training has expanded the services I can provide to this community. Adult informal science learning, Book Clubs (book club kits), Author visits, After school programs, now occur due to inspiration from Summer Summit training, Summer Reading Program training, and Library Development support.. The use of this small rural library has grown over the last 2.5 years due to the training and support we have received from the ND State Library. I knew these are priorities, I just didn't know how to make them happen and our tiny budget does not provide for costly travel and trainings.

30% of the children who attend our children's programming are english language learners. These children and their parents have demonstrated a 60% increase in participation and use of Library services over the past 12 months.

38% of the children who utilize the STEAM POWER After School programs participate in the Free or Reduced School Lunch program and enjoy fun learning experiences and a snack twice weekly at the [redacted]ott Public Library.

[redacted]TEAM POWER After School program participation has increased by 65% over the past 18 months. I attribute this to the Summer Reading program no charge training the NDSL provides.The Summer reading program has not only **increased in program participation by 75%,** but has also affected adult and teen volunteerism. Adult volunteer hours were **up by 55%** compared to the previous 12 months.
Teen volunteer hours increased by 70% over the last 12 months.

A grant from the ND State Library Coordinating Council provided 3 computers, a 300% increase in computers for patron use. They are used for homework help through TutorND, genealogy searches through Ancestry Library editions, to check or print emails, acquire hunting or firearms licences/permits, for job searches and resume building.

Adults and children in North Dakota count on us to be there when they need information, a means for communication and a place to belong.

Please support HB 1013 relating to funding for the ND State Library which includes state aid for public libraries and grant funding through the ND Library Coordinating Council. These funds are much needed to continue to support this community of learners.

Carol Kunnerup, Director
Mott Public Library
[redacted]2 E. 3rd St
[redacted]ott, ND 58646

January 10, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Ave.
Bismarck ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013. This Bill relates to funding for the North Dakota State Library and providing state aid for public libraries.

The New Town City Library appreciates the assistance of the North Dakota State Library both in terms of support and in the resources available to the library and community. Through Inter Library Loan and internet connections, the library can assist patrons in accessing books, CD's, DVD's, digital magazines, or articles from other collections, searching databases, and through Webinars, obtain online training. Cognizant that many of these resources are available through other means, it is important to have a statewide network to assure that all citizens throughout the state have access.

The state aid allocated to the New Town City Library has been put to good use in the advancement of the library's mission and goals. Linked with other finances, the library is able to purchase additional materials; provide internet, computer, and printing services to patrons who may not access them at home; and host a number of activities including children's story hour, summer reading programs, and book club. In 2015, the state aid was approximately three percent of the total budget. In a very small library, even that amount can make quite an impact.

As a person new to librarianship, I am amazed at the vast array of informational quests – ranging from creating resumes and helping oil workers and community members find and apply for jobs (due to job service closing their doors in New Town ND), find housing to remodeling, gardening, bird watching, etc. As I meet with area citizens, I also see many unmet needs, which is why additional funds via state aid are so important for us.

As we look to the future of the New Town City Library and with assistance from the State library, plans include supporting Governor Burgum's Main Street initiative, re-locating the library to main street, remodeling the library, provide continuing education, seek means to make the library more visible, and increase library participation. With these goals, continued receipt of state aid is so important for us.

Therefore, we ask that you support libraries in North Dakota and vote in favor of HB1013 as proposed.

Respectfully,

Julie Herbel
Librarian
New Town City Library
ntcitylibrary1@ymail.com
701-627-4846

January 4, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979.

The North Dakota State Library provides excellent resources to all libraries for no additional costs. Valley City and Barnes County residents accessed free, reliable, scholarly resources such as: *Academic Search Premiere*, *Business Source Premiere*, *Health Source* and *Science Reference Center* more than 334 times in 2016. These resources are invaluable tools as they are peer-reviewed and not influenced by advertisers. Valley City Barnes County Public Library patrons also used the library edition of *Ancestry* to complete more than 322 searches and digital magazines were accessed 199 times using *Zinio*. Both *Ancestry* and *Zinio* are accessible to library users through the ND State Library. State aid to North Dakota's public libraries allows funding for resources and programs. In 2017, the Valley City Barnes County Public Library anticipates receiving $ 20,000 in state aid for our Library services. These funds are used not just for developing our collections (books, audio books, DVDs, eBooks, etc.), but also for our programs. Programs supported by state aid include: our annual Summer Learning program for all ages. We also have monthly programs for local youth such as Lego club and Storytime for children and teen programs which includes a Manga club and crafting projects. Additionally, we have monthly programs for adults and seniors as well such as book club, genealogy, and crafts.
Libraries help people in the community through many life transition; we assist people in locating affordable housing, creating résumés, applying for jobs and meeting other information needs they may have. Sometimes the Library helps by simply offering movies and cookbooks for families to check out at no cost. However, as City and State revenues decrease the Library staff are being stretched thin and can only assist people to a certain degree. Due to a budget reduction of almost $18,000 from Barnes County for 2017 the library had to eliminate one part-time position and reduce hours for almost every other member of staff. This is why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support libraries in North Dakota and vote in favor of HB1013 as proposed.**

Sincerely,

Steve Hammel, library director
Valley City Barnes County Public Library

January 10, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Justin S. Anderson and I'm the vice chair for the Ward County Public Library Board, a library user and a parent. In my role as all three I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Maintaining funding for the North Dakota State Library is critical to the continued success of libraries across our state. The role of libraries is as important in today's digital age as it ever was. Libraries provide a valuable resource for their communities. In Ward County, patrons are able to receive one-on-one training on digital resources and new technology, use state of the art maker spaces, and attend programs and clubs on coding, technology, and robotics giving children of the community an introduction to important technological knowledge.

Thanks to state funding, the North Dakota State Library also provides excellent resources to all libraries for no additional cost; free, reliable, scholarly resources such as *Academic Search Premiere*, genealogy resources such as *Ancestry* and access digital magazines for research or enjoyment using *Zinio*. The State Library also provides cataloging and technology support for the Ward County Library which serves a population of 32,156, yet only employes 7 staff members.

Thanks to the State Library my children and I can also receive books from libraries throughout the state through Interlibrary Loan. My children attend a small elementary school with limited access to their school library, so the monthly visit from the Ward County Bookmobile is invaluable to them as they look to learn about new things or prepare for their Accelerated Reading tests.

Whether people take advantage of meeting spaces, computer and internet access, the wide range of informational resources and professional search help, or the vast array of technology available, libraries are an important cornerstone to our communities and the funding you will help provide through HB1013 is essential to the continued success of North Dakota's libraries.

Sincerely,

Justin S. Anderson
Ward County Public Library Board
Minot, ND
jsander311@yahoo.com

January 5, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the North Dakota State Library and state aid for public libraries, a formula first enacted in 1979.

The North Dakota State Library provides excellent resources to all libraries for no additional costs. Ward and Mountrail County residents accessed free, reliable, scholarly resources such as: Academic Search Premiere, Business Source Premiere, Health Source and Science Reference Center more than 200 times in 2016. These resources are invaluable tools as they are peer-reviewed and not influenced by advertisers. Ward County Public Library patrons also used the library edition of Ancestry to complete more than 879 searches and digital magazines were accessed multiple times using Zinio. Both Ancestry and Zinio are accessible to library users through the ND State Library. State aid to North Dakota's public libraries allows funding for resources and programs. In 2017, the Ward County Public Library anticipates receiving $45,000.00 in state aid for our Library services. These funds are used not just for developing our collections (books, audio books, DVDs, eBooks, etc.), but also for our programs. Programs supported by state aid include:

- Summer Reading Programs
- Robotics and other STEM/STEAM programs
- A teen book club at our Kenmare Branch Library
- A bookmobile which brings books to our rural areas
- Adult programming such as speakers, classes, and more.

Libraries help people in the community through many life transition; we assist people in locating affordable housing, creating résumés, applying for jobs and meeting other information needs they may have. Sometimes the Library helps by simply offering movies and cookbooks for families to check out at no cost. However, as Local and State revenues decrease the Library staff are being stretched thin and can only assist people to a certain degree. This is why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. I ask that you, too, support libraries in North Dakota and vote in favor of HB1013 as proposed.

Sincerely,

Kerrianne Tyler
Library Administrator
Ward County Public Library
225 3rd St SE
Minot, ND 58701
701-857-6471
kerrianne.tyler@co.ward.nd.us

WEST FARGO PUBLIC LIBRARY

January 10, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

I urge you to support HB1013, relating to funding for the North Dakota State Library and state aid for public libraries, a formula first enacted in 1979.

The North Dakota State Library supports North Dakota residents and their libraries in so many ways.

Our patrons benefit from the State Library's provision of valuable online resources which libraries would be unable to afford through individual subscriptions. In 2016, for example, West Fargo patrons checked out well over 1,000 magazines through the State Library's Zinio subscription, and their Ancestry database was used regularly during our library's Saturday genealogy sessions.

The State Library's role in Interlibrary Loan services fosters substantial sharing of materials. In 2016, West Fargo library patrons were able to check out 469 items through Interlibrary loan, many through the intermediary of the State Library.

In addition, West Fargo library staff have turned to State Library for professional guidance and learning opportunities, whether through formal workshops and/or webinars or by simply turning to the State Library experts for advice and information. They make us better librarians and help us provide better services to our patrons.

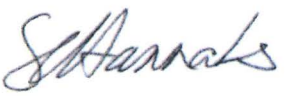
State aid also assists us in providing better services to our patrons. Governor Burgum's Main Street initiative proposes a new vision for North Dakota cities. Many West Fargo library activities support that initiative, often relying on the State Library or state aid to libraries for at least partial support.

- Skilled workforce – The West Fargo library provides afterschool programming for children, including regular STEM activities (sometimes using technology kits checked out from the State Library). For teens and adults, we offer instructor-led online classes on topics ranging from accounting to coding.
- Smart, efficient infrastructure – Our library offers high speed Internet to the surprising number of West Fargo patrons who are unable to afford their own Internet services, and we check out a wide range of devices for accessing it (iPads, laptops, launchpads [tablet computers designed specifically for use by children]) in addition to the public computers available on site.
- Healthy, vibrant communities – The library is a safe, welcoming gathering place for all West Fargo residents. People come together for educational events, cultural activities, and opportunities to socialize. We help make West Fargo a good place to live.

109 Third Street East • West Fargo, ND 580
(701) 433-5460 • Fax: (701) 433-5479
www.westfargolibrary.org

The West Fargo library relies on state aid and on the services of the State Library in order to provide the best possible services to our community. In light of the positive role libraries play in our communities, I ask that you support libraries in North Dakota and vote in favor of HB1013 as proposed.

Sincerely,



Sandra Hannahs, Director
West Fargo Public Library
109 3rd St E.
West Fargo, ND 58078

January 10, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Kathy Jo Cline and I'm the Library Media Specialist at the Beulah Public School District. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

Passage of this bill is important because Beulah students and staff depend upon the North Dakota State Library to provide them with materials not available or accessible to us. Beulah School Libraries are part of CDLN; which is a consortium of about twenty libraries. Many times I have needed to request materials from the State Library because they are not available within my consortium.

Beulah students and staff also depend upon the electronic databases, which the State Library offers for free. Our school district does not have enough funds to purchase such databases for educational use. If the State Library is not given enough funding to provide databases our students will not be ready for the college world ahead of them. I can not prepare my students for the next step of their education if the resources to do so are not available to me. I utilize the State Library databases in grades 5-12 as I prepare them to be college and career ready.

I strongly encourage you to support the education of our North Dakota students by supporting HB 1013. Funding for the North Dakota State Library is crucial for children to be career and college ready when they graduate from high school.

Sincerely,

Kathy Jo Cline
Library Media Specialist
Beulah Public Schools
kathy.cline@k12.nd.us

January 8, 2017

The Honorable Jeff Delzer, Chairman of the House Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Delzer and Members of the House Appropriations Committee:

My name is Lesley Allan and I'm the Library Media Specialist at Osgood Kindergarten center in West Fargo, ND. I am also the North Dakota Library Association President for 2016/17. I urge you to support HB 1013, relating to funding for the North Dakota State Library, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council.

My library serves some of the Kindergarten (and first grade) students of West Fargo. In my daily lessons, I teach from the ND State standards for Library and Technology. We learn about genre and technology, plagiarism and internet safety, authors and illustrators, reference and online resources. I create community outreaches in the form of family reading nights and book fairs. We also reach beyond the curriculum and have FUNdamental time where a handful of students come to the library and we learn about STEAM (Science, Technology, Engineering, Art, Math), inquiry, and problem solving. I have utilized the State Library not only to enhance my lessons with their resources, including technology resources and STEAM projects, but to help me stay current with library trends and issues as they hold workshops and classes for all librarians across the state.

Yet for me, the importance of libraries can be wrapped up in one moment. Have you ever watched a child select a book from the library? When ***they*** get to select it. You can see it happen if you watch for it, although it is different for everyone. That joy from finding the perfect book just for them and as a librarian I know – they have just started the path to becoming a lifelong reader. The children who are my patrons are from all walks of life: poor, middle class, wealthy, racially diverse family backgrounds, divorced parents, married parents, grandparents-as-parents, disabilities…but they are all equal individuals in the library and that is empowering. If we can continue to foster that reading habit, these students will suffer less from anxiety and stress, increase their vocabulary, boost their analytical thinking, develop their empathy, and expand their knowledge base. All from the experience of finding that just right book.

The quality of our libraries, how they are funded and supported, reflect our ideals and goals of who we want to be as a society. How YOU choose to support HB1013 will reflect what goals and values YOU want reflected on our lovely state of North Dakota.

Sincerely,

Lesley Gunderson
Library Media Specialist
Osgood Kindergarten Center, West Fargo ND
NDLA President 2016/17
librarylesley40@gmail.com
701-330-6817

Att:2 HB 1013 1-12-17

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing

The North Dakota School for the Deaf is a division of The North Dakota Department of Public Instruction, Kirsten Baesler, State Superintendent

Dr. Connie Hovendick, Superintendent
And
Michael Loff, Business Manager

Testimony to the House Education and Environment Division
Appropriations Committee House Bill #1013 and 1073
January 12, 2017

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Testimony

Chairman David Monson and Members of the House Education and Environment Division Appropriations Committee:

My name is Dr. Connie Hovendick. I am the superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH). I have been a special education teacher, coordinator and director in the Lake Region Area. In this capacity I have always been an advocate for NDSD/RCDHH. I am honored to have the opportunity to serve as superintendent. Michael Loff, Business Manager, and I will provide testimony relative to House Bills #1013 and #1073.

Mission: **Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.**

Philosophy: **Assist all individuals who are deaf and hard of hearing lead full and active lives. Emphasis is placed on meeting the unique needs of individuals by providing education, information, social opportunities, and community involvement.**

Guiding Principles
Within the scope of the *Deaf Children's Bill of Rights Law (effective July, 2015);*

NDSD/RCDHH shall collaborate with school districts to ensure that children who are deaf or hearing impaired and families of children who are deaf or hearing impaired receive appropriate services and have access to appropriate resources including:

- Screening and assessment of hearing capabilities and communication and language needs at the earliest possible age, and continuation of screening services throughout the child's educational experience;
- Early intervention to provide for acquisition of solid language bases at the earliest age possible;
- The opportunity to interact in person or through technological mediums with adult role models and peers who are deaf or hearing impaired;

- Qualified teachers, interpreters, and resource personnel, who communicate effectively with the child in the child's mode of communication; and
- Placement best suited to the child's needs such as social, communication, style of learning, motivational level, and family support.

The School for the Deaf shall:
Make information available to parents of children who are deaf or hearing impaired;
Provide awareness information to the public concerning medical, cultural, and linguistic issues of deafness and hearing loss.

Beyond the scope of the **Deaf Children's Bill of Rights**, NDSD/RCDHH promotes:

- Leadership in the recruitment and retention of trained professionals.
- Professional Development as a priority for all staff.
- Deaf Pride and an awareness of positive, productive role models who are deaf or hard of hearing.
- Development of the individual's ability to achieve self-sufficiency in society.
- Safe and healthy environments.
- Comprehensive services designed to meet the individual's unique educational, vocational and personal/social developmental needs.
- Early Intervention Services statewide through the Parent/Infant Program.

Historical Information:
NDSD/RCDHH has a strong heritage having been at its original site since 1890. In 2015 the 125th Anniversary was celebrated. Historical information is included as Appendix F, our Deaf Awareness Week Newsletter.

This biennium has seen the school serve students and adults across the state while maintaining a state of the art model residential school in Devils Lake.

NDSD/RCDHH Programming and Services

NDSD/Resource Center for Deaf and Hard of Hearing

Educate and advocate on behalf of individuals who are deaf or hard of hearing and their families to promote safety, opportunity and independence.

To assure that quality interpreting services are being provided to North Dakota individuals who are deaf and hard of hearing.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
American Sign/Basic Sign Language Class	244 individuals	142 individuals	284 individuals
Statewide Interpreter Services	2,451 individuals	2,172 individuals	2,607 individuals
Library Circulation	1,576 items	1,613 items	1,747 items

"This is Lyle Rasmussen from Bismarck/Mandan. I really enjoy your class and you make it easy to learn. I thank God that I found you and the class. I cannot express how much I love the class and you and the way you teach the class. You make it easy for an older person to follow you. I want to thank you for taking time from your schedule and life to teach and help me and others. You are making a difference in my life and I thank you."
--Basic Sign Language Student

Parent Infant Program

Provide family support and education centered programming for young children who are deaf or hard of hearing.

Provide assistance in developing Individual Family Service Plans and Individual Education Plans in collaboration with agencies and school personnel.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
Persons Served	47	35	34
Consultations	918	920	1000
Evaluations	61	68	58
Direct Service	777	497	650

"Your genuine concern and excitement for Wyatt is evident in your message. I am touched and inspired that you would give so much energy to my little son and my family. Through this experience I believe that you are giving as much attention to many other families. Please be encouraged to continue and even increase in your care toward others by the gratitude and recognition that I am attempting to give back to you!

You have been a great help and encouragement to us. We appreciate you as I know many others do."
--Mark Pursell

Model Residential School

Provide early access to and the acquisition of language to ensure students' progress at the highest level of which they are capable through intensive speech, language and auditory instruction.
Provide a diverse bilingual community in a nurturing, engaging and challenging environment that is open to observations from teachers of the deaf, families and other interested professionals.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
Students Served	20	22	16

"I want you to know how much it means to have you in all of our lives. This is quite a journey to be on but you help make it easier. Thank you for your interest in our family and in helping me learn to sign."
--Family Member

School Age Outreach

Provide assistance with assessment in the areas of: auditory, language, speech, academics, sign language, developmental and transition.
Provide consultations on programming and IEP, 504 planning, classroom strategies, modifications, accommodations, and transition.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
Persons Served	45	75	137
Consultations	805	1128	1054
Evaluations	42	124	44
Direct Service	262	219	250

"I believe it is important for the North Dakota School for the Deaf and Hard of Hearing Outreach Department to continue to serve deaf and hard of hearing kids like me. The outreach department has come to my school to do an in-service for all of the teachers in my local schools. Without the outreach department, I never would have known about the Communications Contest for the Deaf and Hard of Hearing. They were able to find a sponsor for me to participate in the CCDHH. The Bismarck Optimist Club was more than happy to support me for the CCDHH that I won in May 2016. My sister and I were able to go to a summer camp with other deaf and hard of hearing kids. The NDSD Outreach Department worked hard to find a sponsor for us to get a scholarship for the camp. It was the first time I was around other kids like me. The NDSD Outreach is always willing to lend a

hand on suggestions to get the teachers to adjust to a hard of hearing student, finding the latest gadgets to make life easier and help out in finding more opportunities for my siblings and me. I hope the NDSD Outreach department is around to help all kids who are deaf and hard of hearing like me."
--High School Student

"I am writing this letter to express our appreciation for the services provided through the outreach department of NDSD. When we were without a teacher of the deaf, the NDSD outreach teacher, Nicole Swartwout, made bimonthly visits to our district. She provided teacher training, worked directly with students, consulted and observed in the classrooms, evaluated students and participated in IEP meetings. Presently we have a teacher who is working towards becoming a teacher of the deaf, and Nicole's role has become one of a teacher and mentor for her as they work together to meet the needs of our children who are deaf and hard of hearing. In the next year and a half, when this teacher finishes, we will have a teacher of the deaf on our staff. This would not have been possible without the guidance and support of the outreach staff at NDSD."
--Teresa Kyllo, Wilmac Program Coordinator (see Appendix E)

Adult Services

Educate and support individuals and community agencies statewide regarding resources available to adults with hearing loss.
Collaborate with statewide agencies to provide individuals who are deaf and hard of hearing with comprehensive, non-duplicative services.

	7/13 – 6/14	**7/14 – 6/15**	**7/15 – 6/16**
Persons Served	123	142	150
Consults/Evaluations/Direct Service	607	808	863

"The Devils Lake Hearing Loss Resource Group meeting has become a support group for me. I look forward to the monthly meeting and like the reminder card that comes in the mail. Kathy gives encouragement and is very eager to offer help and guidance in ways to adjust."
--Aaron Newcomb

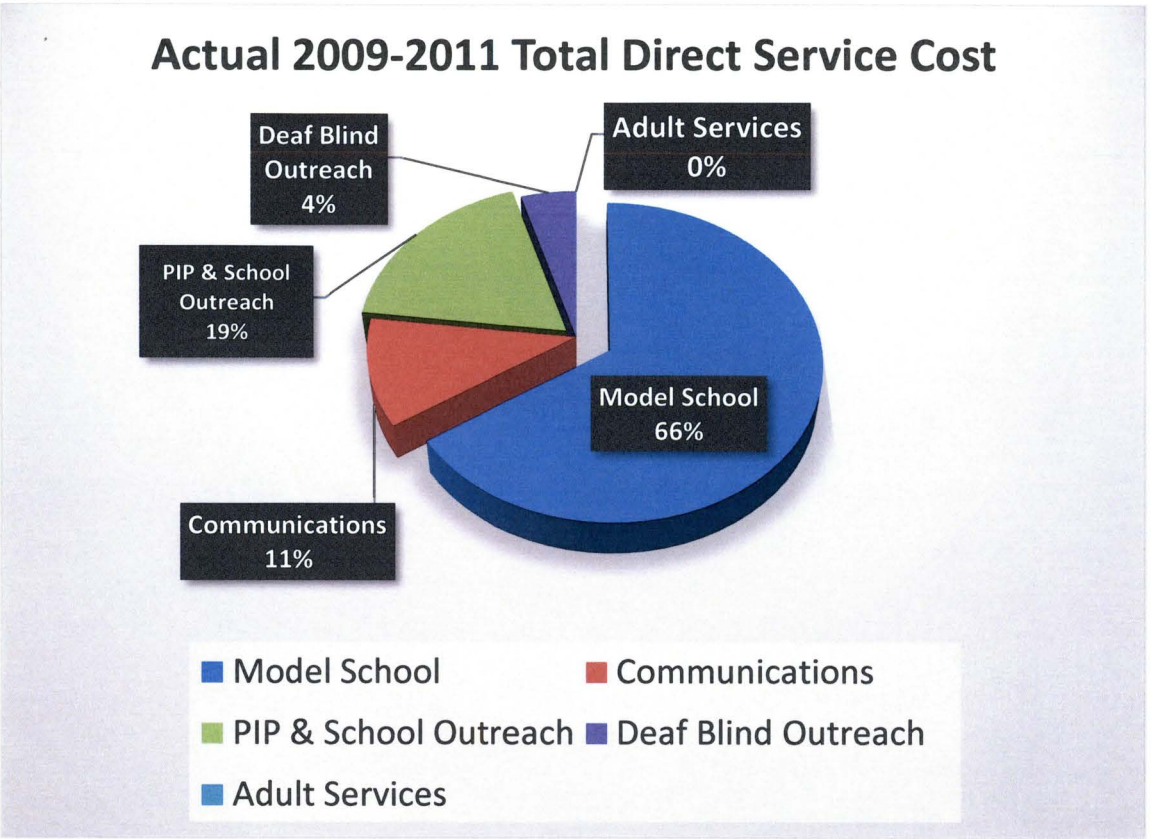
"I was helped a lot with your service alarm system in bed and door bell and the head phone is very good for hearing TV. Kathy Frelich was very good at explaining use of all items."
--Mary Jane Eidsness

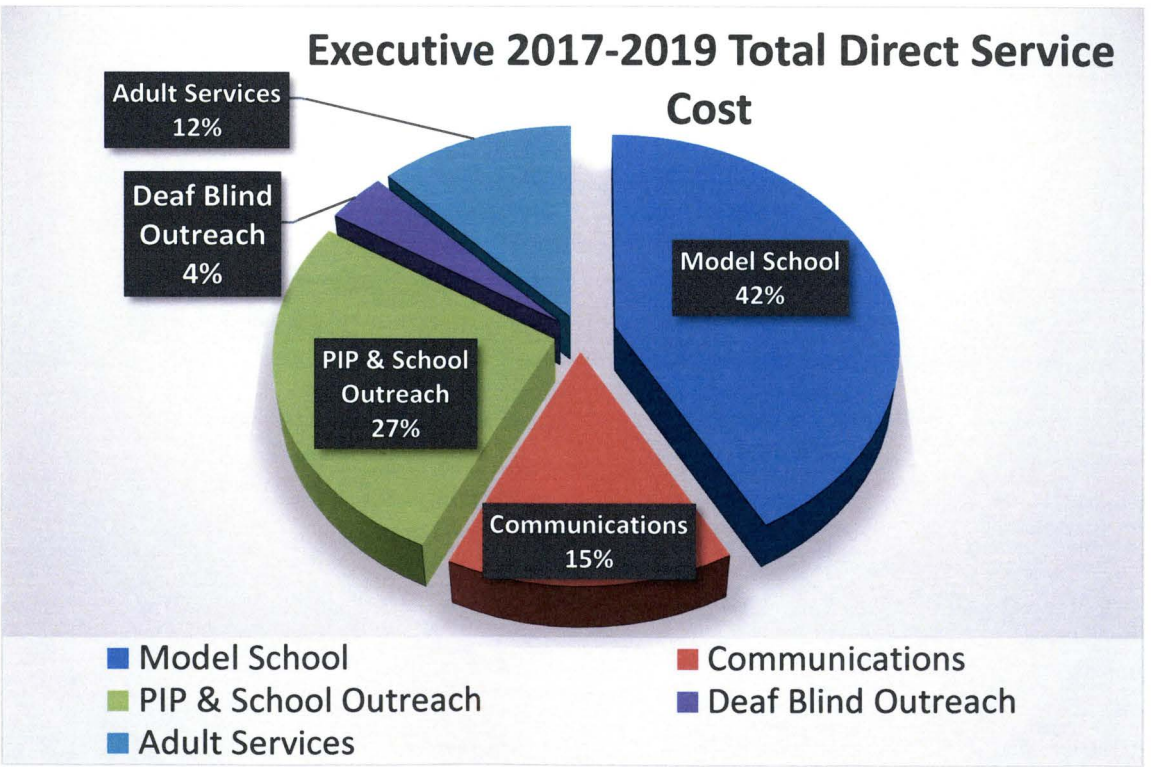
Major Accomplishments:

1. Completed Strategic Planning for 2017-2021. (see Appendix B)
2. Replaced coal boiler with a new gas boiler and in the Smith building the kitchen cooler/freezer was replaced and added two ADA bathrooms.
3. All facilities at NDSD/RCDHH are used for administrative offices, residential model school, or rented to other agencies.
4. Filled 3 positions specific for outreach specialist services statewide.
5. Provided training for professional working with adults who are deaf or hard of hearing for agencies and conferences such as Voc. Rehab., directors of assistive living facilities, and hospitals.
6. Partnered with Lake Region State College and Minot State University to develop a four year program for sign language/interpreters.
7. Refocused the residential school as a Model Residential School with teachers working in a professional learning community for students who are deaf or hard of hearing in North Dakota.
8. Implemented a second Interactive Video Network (ITV) outreach American Sign Language site in Fargo to increase classes provided to families and North Dakota communities. (see Appendix D)
9. Provided support and professional development for educational interpreters in the state through the partnership of NDSD/RCDHH and Lake Region State College.
10. The NDSD/RSCDHH has an active Wellness Committee that has been promoting exercise and healthy eating for students and staff.
11. School Outreach has expanded opportunities for students who are deaf or hard of hearing to participate in activities with other students who are deaf or hard of hearing.
12. The residential facility has increased its focus on language and social skills development of the students by participation in a variety of community activities.
13. The model school has an increased focus on parent involvement and trainings resulting in over 250 individuals attending activities.
14. NDSD/Resource for Deaf and Hard of Hearing promotes a safe environment and became a lock down facility with updated crisis management training.
15. The North Dakota Dual Sensory Program has over 20 professionals who completed the deaf blind modules preparing them to work with students with multiple handicaps. (see Appendix G)

NDSD/RCDHH Future Critical Issues

1. To recruit and retain qualified staff and personnel.
2. Implement research based practices to enhance the Model Residential School.
3. Expand and promote the Outreach Programs and services offered by NDSD/RCDHH to infants and school age students.
4. Increase awareness through education that promotes independence, access to communication, and appropriate representation for adults with hearing loss.
5. Continued development and maintenance of a coordinated statewide communication network.
6. Continue to implement the Facility Master Plan assuring ADA Compliance and safety for all persons. (see Appendix C)


Actual 2009-2011 Total Direct Service Cost
Deaf Blind Outreach 4%
Adult Services 0%
PIP & School Outreach 19%
Model School 66%
Communications 11%
Model School
Communications
PIP & School Outreach
Deaf Blind Outreach
Adult Services


Executive 2017-2019 Total Direct Service Cost
Adult Services 12%
Deaf Blind Outreach 4%
Model School 42%
PIP & School Outreach 27%
Communications 15%
Model School
Communications
PIP & School Outreach
Deaf Blind Outreach
Adult Services

NDSD/RCDHH 2017-2019 Budget Request

Narrative Description Summary

Section 17 of HB 1073 includes legislation per State Auditor request to include the School for the Deaf fund in century code. The fund has been in use by the agency for an extended period of time.

Base Level

NDSD/RCDHH 25200 — **Detailed Appropriation by Line by Fund**

	Appropriation 2015-2017 Biennium	Allotment Reductions	One time	Base Level
Salaries (General Fund)	$7,477,568	($422,477)		$7,055,091
Salaries (Federal Fund)	$236,762	$0		$236,762
Total Salary Appropriation	$7,714,330	($422,477)		$7,291,853
Operating (General Fund)	$1,270,849	($123,132)		$1,147,717
Operating (Special Fund)	$677,666			$677,666
Operating (Federal Fund)	$99,781			$99,781
Total Operating Appropriation	$2,048,296	($123,132)		$1,925,164
Capital Assets (General Fund)	$192,174	($40,000)		$152,174
Capital Assets (Special Fund)	$675,000	$0	($600,000)	$75,000
Total Capital Asset Appropriation	$867,174	($40,000)		$227,174
Grants (General Fund)	$200,000	($13,100)		$186,900
Total Expenditures	$10,829,800	($598,709)		$9,631,091
Federal Funds	$336,543	$0		$336,543
General Fund	$9,140,591	($598,709)		$8,541,882
Special Funds	$1,352,666	$0	($600,000)	$752,666
Total Funding	$10,829,800	($598,709)		$9,631,091
FTE	45.61	0.00	0.00	45.61

The major components of the base level budget are salaries, operating expenses, capital assets, and grants.

Allotment reductions in the salary line were applied to temporary salaries and open positions that were not filled until the second year of the current biennium. All positions were filled in the second year of the biennium. One of these was reclassified from a contract position to a classified position. The new position was relocated from our model school to the adult services program.

Allotment reductions in the operating line were applied as follows. Travel expenditures $41,632, food and clothing $12,000, insurance $12,900, office rental $31,000, professional development $4,750, and professional fees and services $20,850 totaling $123,132.

Allotment reductions in the capital line total $40,000 reflect a reduction in planned extraordinary repairs.

Allotment reduction in the grant line is proportionate reduction in funding provided for interpreter services. The total amount is $13,100

Executive Budget Recommendation December 7, 2016

School for the Deaf-Budget 252
House Bill No 1013 & 1073
Base Level Funding Changes

		Executive Budget Recommendation		
	FTE Positions	General Fund	Other Funds	Total
2015-2017 Base Level(After Allotment Reductions)	45.61	$8,541,881	$1,089,210	$9,631,091
Payroll difference from Allotment Base to Executive Recommendation (Payroll difference is estimate since IBARS detail is not available)		$200,203	($4,386)	$195,817
2017-2019 Cost to maintain teachers on composite schedule		$151,193		$151,193
1% Salary increase 2nd year of 2017-2019 biennium classified employees		$15,086		$15,086
Benefit increase on 1% salary increase		$3,035		$3,035
Health increase (NDSD will request OMB to submit amendment)		$8,586		$8,586
(Health increase understatement $151,686-$8,586 = $143,100)				
(Add Health Breakdown Gen $139,485 + Other $3,615 = $143,100)				
Operating Expenses (see narrative description summary)		($674,724)	$771,001	$96,277
Capital Assets remove Base Level grounds maintenance equipment			($75,000)	($75,000)
Capital Assets remove balance of 15-17 OMB extraordinary repairs		($152,174)		($152,174)
Capital Assets add 17-19 OMB extraordinary repairs allocation		$158,678		$158,678
Capital Assets extraordinary repairs per Smith Building Analysis			$1,500,000	$1,500,000
Capital Assets add kitchen equipment and maintenance equipment			$28,000	$28,000
Capital Assets IVN Room in Fargo and data base software			$30,000	$30,000
Grants to adjust interpreter grant to reflect 10% reductions		($6,900)		($6,900)
Total Executive Budget Recommendation	45.61	$8,244,864	$3,338,825	$11,583,689

The initial executive budget total general fund recommendation is lower than the 10% reduction threshold identified by OMB for agency budget proposal submission.

The salary line includes $151,193 to maintain teachers on the 2017-2019 composite salary schedule.

The executive budget did not include health insurance increases for 94% of NDSD employees.

The payroll difference from the base to the executive recommendation includes a reduction in temporary salary from the previous biennium. Also as noted in the base level narrative all positions are filled reflecting current classified wage scales.

Salary line expenditures are the primary use of general funds in the executive budget.

In order to meet or exceed the general fund reduction target, special funds applied to operating expense expenditures increased from 35% to 71%. These are;

Travel $388,553, Building Grounds Vehicle Supply $111,500, Miscellaneous Supplies $98,425, Utilities $289,800, Rentals/Leases-Equipment, $9,815, Rental/Leases-Building Land $71,148, IT-Data Processing $113,512, IT-Communications $68,500, Professional Development $38,999, Operating Fees and Services $108,304, and Professional Fees and Services $141,737.

Capital Asset expenditures related to the OMB general extraordinary repairs of $158,678 would be applied to sidewalk and parking lot improvements $85,000, exterior door replacements $35,000, and floor covering or asbestos removal as need dictates.

Capital Asset expenditure relate to special funds include kitchen equipment $12,000. Replacement of a lawn tractor valued at $16,000. Replacement of an IVN room in our Fargo office and data base software $30,000.

Capital Asset expenditure for extraordinary repairs from special funds propose continuation of master facility plan improvements based upon the Smith Building Analysis. The Smith Building is our main campus building. Prioritized extraordinary repair improvements total $1,500,000.

Funding may not be renewed for the dual sensory program. The federal funding per biennium is $210,000.

Conclusion

I am honored to serve as the superintendent of NDSD/RCDHH. This is an exciting time of growth and change for NDSD/RCDHH.

I ask that you please allocate the funds as included in the Executive Recommendation with the addition of health insurance for state employees, maintain teachers on the composite salary schedule, and increase special funds applied to operating expense. This would allow us to continue to enhance our parent infant program, model residential school, school age outreach, adult outreach, and communication services.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of North Dakota. With your support, we can continue to make this happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing.

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing

is a division of the

Department of Public Instruction,

Kirsten Baesler, State Superintendent

www.dpi.nd.gov

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Appendix A

Detailed Appropriations

NDSD/RCDHH 25200

Detailed Appropriation by Line by Fund

	Appropriation 2015-2017 Biennium	Allotment Reductions	One time	Base Level	Variance To executive Budget	Released Executive December 7, 2016 Budget	Net General Fund Reduction
Salaries (General Fund)	$7,477,568	($422,477)		$7,055,091	$378,102	$7,433,193	($44,375)
Salaries (Federal Fund)	$236,762	$0		$236,762	($4,384)	$232,378	
Total Salary Appropriation	$7,714,330	($422,477)		$7,291,853	$373,718	$7,665,571	
Operating (General Fund)	$1,270,849	($123,132)		$1,147,717	($674,724)	$472,993	($797,856)
Operating (Special Fund)	$677,666			$677,666	$762,627	$1,440,293	
Operating (Federal Fund)	$99,781			$99,781	$8,373	$108,154	
Total Operating Appropriation	$2,048,296	($123,132)		$1,925,164	$96,276	$2,021,440	
Capital Assets (General Fund)	$192,174	($40,000)		$152,174	$6,504	$158,678	($33,496)
Capital Assets (Special Fund)	$675,000	$0	($600,000)	$75,000	$1,483,000	$1,558,000	
Total Capital Asset Appropriation	$867,174	($40,000)		$227,174	$1,489,504	$1,716,678	
Grants (General Fund)	$200,000	($13,100)		$186,900	($6,900)	$180,000	($20,000)
Total Expenditures	$10,829,800	($598,709)		$9,631,091	$1,952,598	$11,583,689	($895,727)
Federal Funds	$336,543	$0		$336,543	$3,989	$340,532	
General Fund	$9,140,591	($598,709)		$8,541,882	($297,018)	$8,244,864	($895,727)
Special Funds	$1,352,666	$0	($600,000)	$752,666	$2,245,627	$2,998,293	
Total Funding	$10,829,800	($598,709)		$9,631,091	$1,952,598	$11,583,689	
FTE	45.61	0.00	0.00	45.61		45.61	

Appendix B

Strategic Plan

ND School for the Deaf/Resource Center for Deaf and Hard of Hearing

Strategic Plan

2016 to 2021

Revised Mission

The *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH)* shall serve as a State Resource Center to provide advocacy, leadership and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

The current mission is: to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.
Revised Mission statement

Current Philosophy:

The current philosophy is: The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing.

Definition of Terms:

GOAL: A desired outcome the organization wishes to achieve.

In this plan, the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) desired to change its mission from a Residential School *to become a Resource/Outreach Center for anyone who is deaf or hard hearing with a Residential/Model School.*

OBJECTIVE: A desired outcome associated with a goal.

In this plan, there are five objectives associated with the goal. (1) to write new Mission Statement (see revised statement above) and Philosophy statements, (2) to transition into a Model school for deaf and hard of hearing education, (3) to expand the Resource/Outreach Center for children who are deaf or hard of hearing age 0 to 21 or graduation, (4) to expand a Resource/Outreach Center for adults, age 22 to death, who are deaf or hard of hearing, and (5) to address the problem of recruiting and retaining quality staff.

STRATEGY: An action associated with an Objective.

In this plan, there are a varied number of strategies or action steps intended to increase the likelihood an Objective will be achieved.

Strategic Planning Process

In March and again in May 2016, the school leadership team, consisting of the department heads, met to identify the main focus the school needed to pay attention to and plan for during the next five years. Input was also received from the NDSD/RCDHH Advisory Council on May 26, 2016 and from the NDSD/RCDHH staff on August 22, 2016. It was decided that the next strategic plan would have just one broad goal (Main Thing), which is to change its mission from a residential school to *become a Resource/Outreach Center for anyone who is deaf or hard hearing with a Residential/Model School.* The group decided that five objectives were necessary to achieve the goal as follows:

1. The NDSD/RCDHH will write new Mission and Philosophy statements.
2. The NDSD/RCDHH will become a Model school for deaf and hard of hearing education.
3. The NDSD/RCDHH will become a Resource/Outreach Center for deaf or hard of hearing children, age 0 to 21.
4. The NDSD/RCDHH will become a Resource/Outreach Center for deaf or hard of hearing adults, age 22 to death.
5. The NDSD/RCDHH will address the problem of recruiting and retaining quality staff.

First Drafts of strategies or action steps for how to achieve each of the objectives were presented at the May meeting.

It was decided that "promotion" should be a strategy for each of the objectives rather than a separate objective.

The goal, objectives, and strategies listed are intended to address the main thing the NDSD/RCDHH will pay attention to and plan for during the next five years.

Appendix C

2017-2019 Smith Building Renovations

Building Space Distribution

2017-2019 NDSD/RCDHH PROPOSAL
SMITH BUILDING RENOVATIONS

Scope – We request funding to continue renovations outlined in 2014 Smith Building Analysis.

Improvement to delivery of educational services

1. This renovation would provide a healthier learning environment providing proper HVAC systems for comfort and fresh air requirements.
2. Would provide a safer environment for emergency situations; including, but not limited to ADA requirements and fire safety.
3. Update power systems and telecomm for new technology improvements for educational services.

Smith Administration Building - Probable Costs $1,750,000

Focus on HVAC, Fire Safety, roof, and finish updates to Smith Admin Building.

Extraordinary Repairs - $158,678

Focus on ADA sidewalk and parking improvements, asbestos abatement related to Smith projects, carpet replacement, and entrance door replacement for kitchen area.

Smith Administration Building

1. Roofing system - roofing system is beyond its life cycle. New roofing with additional insulation would improve the R-value to decrease energy costs. Also, roof drainage needs to be evaluated to provide additional flow to meet new code requirements for water runoff.

2. Fire Alarm/Sprinkler – Installation of new fire protection system and fire alarm system for monitoring and protection of classrooms and offices in the Smith Building. This project would bring the Smith building up to National Fire Protection Association and North Dakota Life Safety Code building code requirements.

3. HVAC System – HVAC system is obsolete/non-existent and doesn't meet fresh air requirements. New HVAC system throughout, currently little to no fresh air in the facility and obsolete system. Include A/C with new system design to provide dehumidification and interior climate control.

Since these types of improvement (2 & 3) requires major demolition, it would be the time to also upgrade interior ceiling finishes and lighting to bring facility up to date.

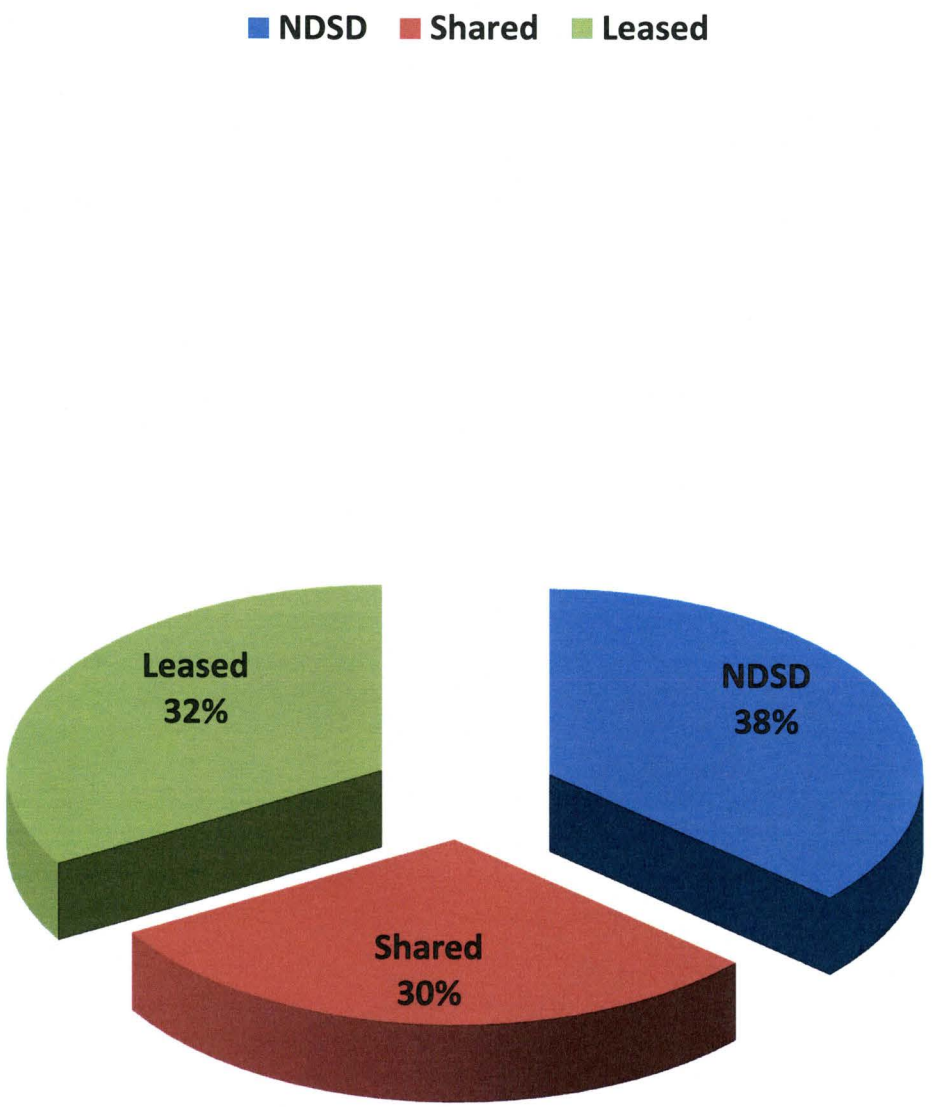
Extraordinary Repairs

1. ADA Sidewalk/Parking Lot - Repair and replacement of sidewalks and areas of parking lot to meet ADA requirements.

2. Asbestos Abatement – Asbestos abatement of areas affected by renovations.

3. Admin Carpeting and Entrance Door Replacement – Carpet update/replacement to needed areas. Entry doors to kitchen areas need updating due to age and efficiency.

NDSD/RCDHH Useable Campus Space



Appendix D

Map of IVN Sites

American Sign Language ITV sites since January, 2004

(Map updated: January, 2017)

Since January, 2004, the schools/communities identified on the map have linked into **interactive television network (IVN)** at the **ND School for the Deaf /Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH)** to receive instruction in American Sign Language (ASL). Classes are taught from the Communications Department on the campus of the North Dakota School for the Deaf. Courses provided by NDSD/RCDHH include: American Sign Language I, American Sign Language II, and Basic Sign Language, Levels 1 and 2.

Appendix E

Letters of Support

WilMac Multidistrict Special Education Unit

Mailing Address PO BOX 2397 ▪ Williston, ND 58802-2397
Physical Address 222 University Avenue ▪ Williston, ND 58801
Phone 701-572-6757 ▪ Fax 701-774-3532 ▪ Email information@wilmac.org

Director
Shawn Huss
Business Manager
Craig Storseth
Program Coordinators
Teresa Kyllo
Karla Sundhagen
Nicole Johnsrud

Board Members
Leslie Bieber
Steve Holen
Viola LaFontaine
Marilyn McGinley
Brion Norby
Ben Schafer
Troy Walters

September 2, 2016

To Whom it may concern:

I am writing this letter to express our appreciation for the services provided through the outreach department of NDSD. As a program coordinator for WILMAC Special Education Unit, I have had the opportunity to work with the outreach department since 2008. The services have evolved as our needs have changed. When we were without a TOD, the NDSD outreach teacher, Nicole Swartwout, made bimonthly visits to our district. She provided teacher training, worked directly with students, consulted and observed in classrooms, evaluated students and participated in IEP meetings. Presently we have a teacher who is working towards becoming a TOD, and Nicole's role has become one of a teacher and mentor for her as they work together to meet the needs of our children who are deaf and hard of hearing. In the next year and a half, when this teacher finishes, we will have a TOD on our staff. This would not have been possible without the guidance and support of the outreach staff at NDSD.

The changing role from working with the children to teaching, mentoring, and guiding new teachers is one that requires continual growth, and professional development. Our Unit has benefitted greatly from the high quality staff that the NDSD has and hope they are able to continue the programs that they offer throughout the state of ND.

Respectfully yours,

Teresa Kyllo
Wilmac Program Coordinator

EARLY EXPLORERS
Head Start & Early Head Start

Phone: 701-665-4449
1401 College Drive North
Devils Lake, ND 58301
www.earlyexplorers.org

January 7, 2015

Dear Members of the Senate Appropriations Committee,

This letter is in support of SB 2013 requesting an appropriation for defraying the expenses for the Department of Public Instruction, State Library, School for the Deaf and North Dakota Vision Services- School for the Blind. This recommendation focuses primarily on the proposed budget of the North Dakota School for the Deaf operations and renovations.

Early Explorers Head Start and Early Head Start serve over 125 low-income children in the Devils Lake community. Early Explorers rents a three story building on the classroom that houses five infant toddler rooms, four preschool classrooms and home visitation programming. The program employees over 20 employees and is a lab school/practicum experience for students in early childhood education, nursing, education and other work experience programs. Early Explorers and the School for the Deaf had a strong partnership for the past ten-year maximizing resources (facilities, services & personnel) to serve vulnerable populations.

As part of the rental agreement, Early Explores contracts the ND School for the Deaf to provide daily food service. Early Explorers operates full day programming requiring breakfast, lunch and snack. Head Start requires that staff eat with children and that children living in poverty must be given enough food to meet their nutritional needs requiring the purchasing of additional meals. 160 meals are prepared for breakfast, lunch and snack equaling 480 meals per day. Between August and May 76,800 meals will be served to low income children in addition to serving students of the North Dakota School for the Deaf. This requires kitchen and cafeteria facilities that meet health and safety requirements, maximize workspace and storage and provide an optimal environment for the students.

I ask that the committee fully fund SB 2013 including the necessary renovations to the North Dakota School for the Deaf.

Sincerely,

Allison Dybing-Driessen

Allison Dybing-Driessen,
Program Director

January 6, 2015

To Whom It May Concern;

I am writing to show my support of North Dakota School for the Deaf & Resource Center for the Deaf and Hard of Hearing.

Our daughter was a late diagnosis of mild sloping to profound loss bilaterally and she currently wears behind-the-ear hearing aids. If it wasn't for the staff at the school, I don't know what we would have done. We had exhausted all avenues of finding out why our daughter seemed not to be hearing us and then all of a sudden, she was hearing just fine. It wasn't until after having a sedated ABR done and the ENT telling us, she is fine, she is just slow, and you need to accept that. Well, that set something off in me and I was not just going to accept anything, I started asking around and most told me that I couldn't take her to the deaf school, that was just for deaf kids and they won't help you. Well, everyone was wrong. The school helped us tremendously, from first observation to having hearing tests done, to supporting our decision to enroll her in the school and not in mainstream. Since then, we have decided with the help of some excellent teachers to mainstream her for part of her day and the results have been amazing. She has excelled in the public classroom because of the extra help that she receives in the morning and afternoons at NDSD. They work with the public school teacher to reinforce writing techniques, spelling, and grammar that otherwise left on her own in the public school, would cause her to struggle.

North Dakota needs this school in the state, it covers services from "birth to death", which translates to outreach staff placed throughout the state to assist families from birth to three years old, the school is residential and has a deaf education program for preschool through eighth grade, and support throughout their high school years, then there is adult outreach services for those individuals that want it.

Sincerely,

Deanna Anderson

Deanna Anderson
5119 77th Ave Ne
Devils Lake, ND 58301

Appendix F

NDSD/RCDHH Deaf Awareness Newsletter

September 2016

Deaf Awareness Week

North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

The Start of North Dakota School for the Deaf

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing has been serving individual with hearing loss since September 1890. Back when North Dakota was becoming a state, Anson R. Spear, a deaf man from Minneapolis area came to North Dakota to establish a school for the deaf. His political backers, Senator Swanston and Mr. McCormick of the House of Representatives, introduced a bill in the Legislature for the immediate establishment of the proposed school in Devils Lake. It was passed on March 15, 1890 over the veto of the first North Dakota Governor, John Miller.

The people of Devils Lake furnished a free building for two years at the corner of Third Avenue and Fifth Street. Mr. Spear was appointed superintendent and the first term began September 10, 1890. By the end of the year, 23 children were enrolled. In 1891, funds were appropriated for a permanent building and for expenses for a biennium. The Great Northern Railroad donated an 18-acre tract of land one mile north of the heart of Devils Lake for the permanent site of NDSD. The main part of the first building, Old Main, and one wing were finished during the fall of 1893. Old Main was designed by Olaf Hanson, a rising deaf architect from Minneapolis.

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing has a school component using specialized methods of instruction for youth with hearing loss. The school provides a comprehensive academic program for preschool through grade eight. In order to educate students with hearing loss in accordance with Individualized Education Plans (IEP), they may participate in mainstream programs with their hearing peers for part of the day in the Devils Lake Public Schools including academic and vocational classes.

High school students (Grades 9-12) are enrolled at Devils Lake High School and receive support services from NDSD/RCDHH as per their IEP. NDSD/RCDHH offers sign language instruction to Devils Lake High School students. Students from NDSD/RCDHH may participate in community activities and in co-op athletic programs with the public schools.

NDSD/RCDHH has residential programming for students from Sunday evening through Friday afternoon with numerous opportunities for extra-curricular activities, social interactions, and development of independent living and community skills. Students are transported home each weekend and for school holidays so there is plenty of family interaction.

The Outreach Department offers assessments, consultations, and direct services to school age students in mainstream settings for school districts and special education units upon request. NDSD/RCDHH is accredited through the North Dakota Department of Public Instruction (NDDPI) and the North Central Association/Commission on Accreditation and School Improvement (NCA/CASI) K-8.

NDSD/RCDHH supports a parent/infant program for the children with hearing loss from birth to three years. Through this program children and their families throughout North Dakota receive specialized instruction in their homes.

NDSD/RCDHH also has the adult services department for individuals with hearing loss once they graduate from high school and any other adults who have lost their hearing in later life.

1890

Today

North Dakota School for the Deaf

Compliments of North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing Outreach Department

Landmarks on NDSD campus

From 1992 to 1997, the North Dakota Association of the Deaf (NDAD) worked with former superintendent Jaime Galloway, of the North Dakota School for the Deaf (NDSD), on a Very Important Person (VIP) landmark project. The purpose was to dedicate buildings and landmarks on campus in honor of former employees who had achieved ranks of high esteem for their accomplishments at NDSD. Since 1890, there have been thousands of devoted individuals who have left their imprint on the school's history. Narrowing the list of candidates was no easy task, however, the following are some of the landmarks that were dedicated. The pictures and information were taken from a presentation, which has more details, put together by Lilia Bakken, coordinator of the Communications Department.

The Spear School Building is now occupied by Head Start and Early Head Start.

A.R. Spear School Building

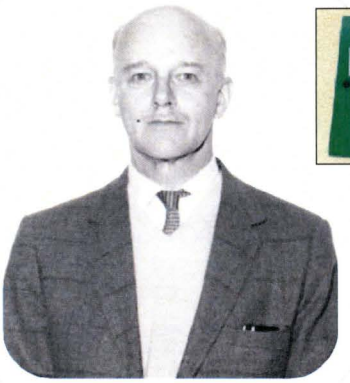
Built in 1911, it was dedicated in 1992 in memory of Anson Spear who was a deaf man that started the North Dakota School for the Deaf and became its first superintendent. He was superintendent from 1890 to1895 (5 years)

Anson Spear

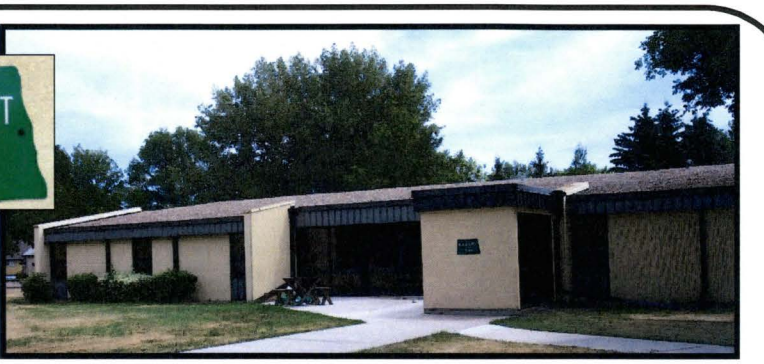
L. Dwight Rafferty Field

Dedicated in 1994 in memory of Dwight Rafferty who was deaf and coached track at North Dakota School for the Deaf for 31 years (1945-1976). The field is currently used by Devils Lake Athletic Department. Rafferty also taught in the academic department and from 1955-1985 taught Printing and Graphic Arts (42 total years of teaching)

Landmarks on NDSD campus

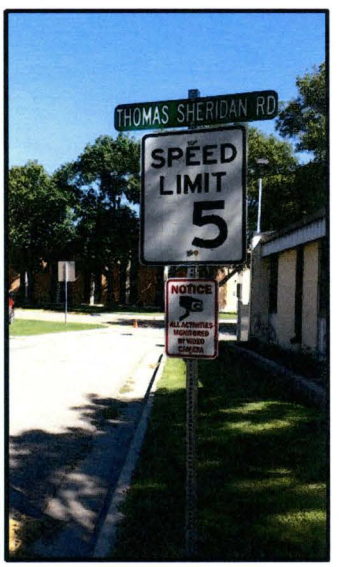


Kenneth Blackhurst



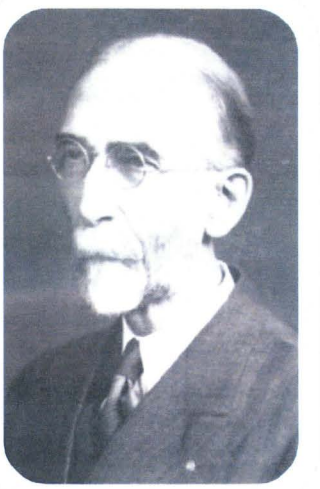
Blackhurst Dormitory

Built in 1981, it was dedicated in 1995 in memory of Kenneth Blackhurst, housefather and dormitory counselor who was deaf, from 1960-1984 (24 years).



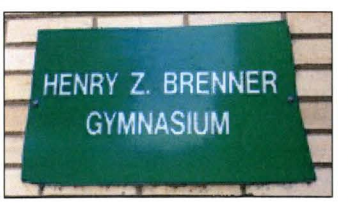
Thomas Sheridan Road

As you turn into the driveway of the North Dakota School for the Deaf campus you will see a road sign saying Thomas Sheridan Road. This road was dedicated in 1994 in memory of Thomas Sheridan, a teacher who was deaf who worked at North Dakota School for the Deaf for 39 years, from 1908 to 1947. He walked to school every day, even on the stormiest weather.



Thomas Sheridan

Henry Brenner



Henry Z Brenner Gymnasium

Dedicated in 1996 in memory of Henry Brenner, a man who was deaf and coached at North Dakota School for the Deaf from 1956 to 1992. He coached cross country, track, football and basketball. He also taught at the school

Landmarks on NDSD campus

Frelich Playground

A playground was dedicated on August 24, 1997, in memory of Philip and Esther Frelich and their family. It was made in cooperation with the North Dakota Friends of Deaf Children Foundation and the North Dakota School for the Deaf. All eleven members of the Frelich family graduated from NDSD and were a part of the school for 76 years (1923 to1999).

Landmarks on North Dakota School for the Deaf campus

ACROSS:

4. Who was a teacher who was deaf at the North Dakota School for the Deaf with a street named after him?

6. Who had all eleven members of their family attend the North Dakota School for the Deaf and has a playground named after them?

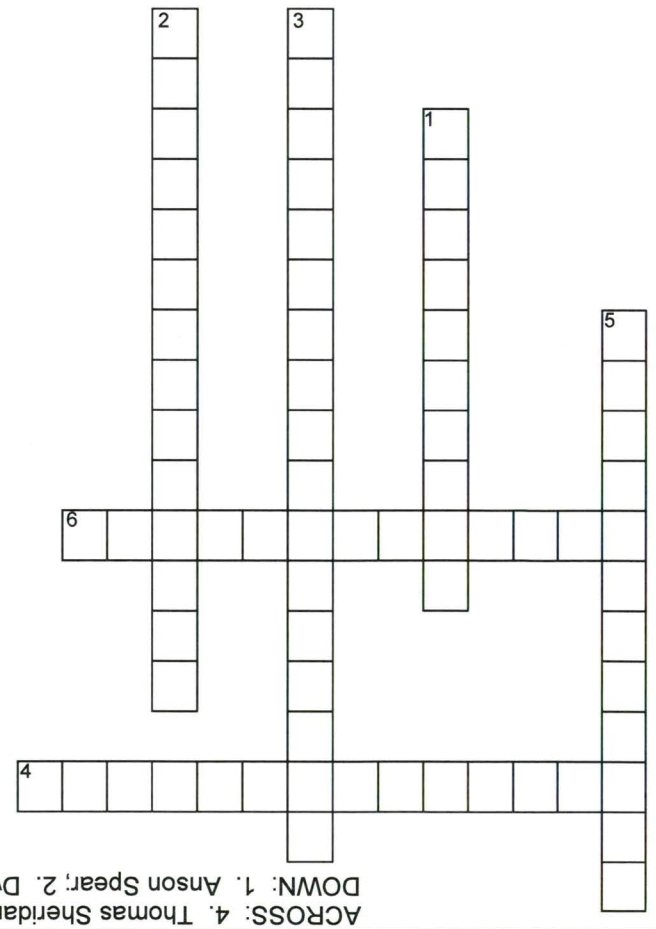
DOWN:

1. Who was the man who was deaf and started the North Dakota School for the Deaf?

2. Who was a track coach and deaf at the North Dakota School for the Deaf with a field named after him?

3. Who was a housefather and dormitory counselor who was deaf with a dorm named after him?

5. Who was deaf and a coach of several sports at the North Dakota School for the Deaf that has a gymnasium named after him?

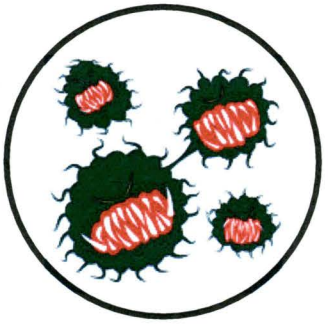


ACROSS: 4. Thomas Sheridan; 6. Frelich Family.
DOWN: 1. Anson Spear; 2. Dwight Rafferty; 3. Kenneth Blackhurst; 5. Henry Brenner

Causes of hearing loss

Hearing loss can be caused by:

Heredity Conditions



Infectious Diseases

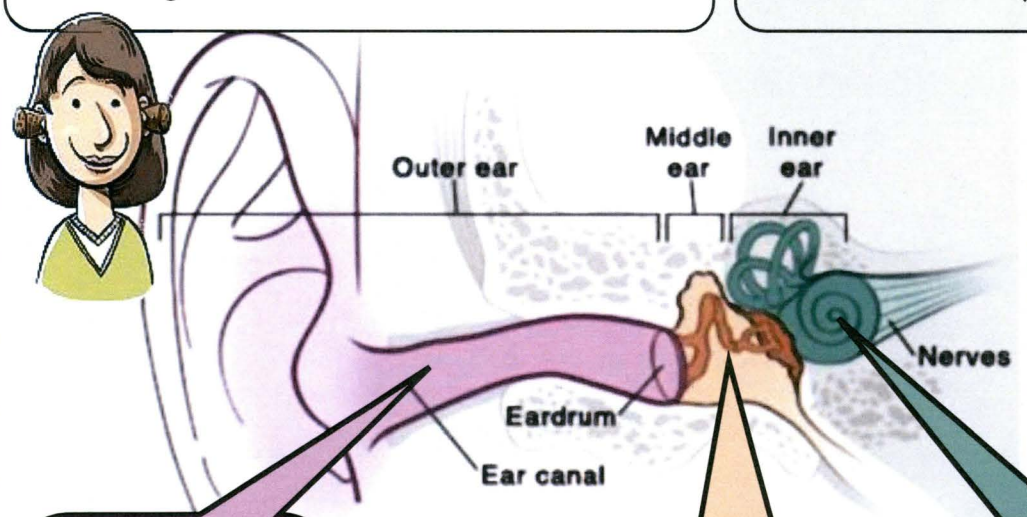
Prolonged Exposure to Excessive Noise

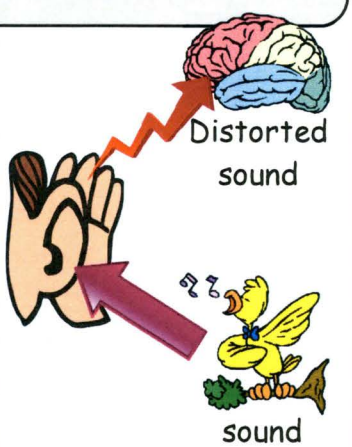
The Effects of Aging

Hearing loss

Conductive Hearing Loss: Occurs in the outer and middle ears. Sound is impaired from being conducted to the inner ear.

Sensorineural Hearing Loss: Occurs in the inner ear. Sound may be heard but cannot be correctly interpreted.





Outer Ear Problems:
- Wax impaction
- Foreign bodies
- External otitis

Middle Ear Problems:
- Otitis media
- Serous otitis
- Otosclerosis

Inner Ear Problems:
- Meniere's disease
- Noise exposure
- Ototoxicity

Taken from http://www.scholastic.com/

Inside the Ear

Adapted from EASY MAKE AND LEARN PROJECTS: HUMAN BODY by Patricia J. Wynne and Donald Silver. Copyright © 1999 by Patricia J. Wynne and Donald Silver. Reprinted by permission of Scholastic Inc.

Time Required: 40-minute

Materials: *I'm All Ears* student worksheet, plastic wrap, bowl or pot with wide opening, uncooked rice, scissors, tape or glue, metal cookie sheet or pan (optional)

This lesson helps you understand the parts of the ear that work together to process sound.

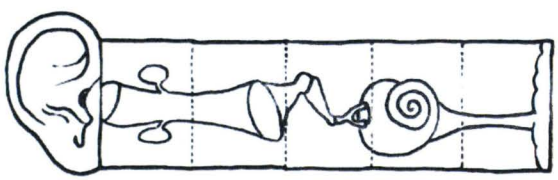
Activity Steps:

1. The ear is a complex organ that detects sound and maintains balance. Using the diagram on the following worksheet, discuss the functions of the parts of the ear:
   - **Pinna**—the outer portion of the external ear: sound travels through the outer ear to the ear canal.
   - **Auditory Canal**—the open passage through which sound waves travel to the middle ear.
   - **Eardrum**—a taut, circular piece of skin that vibrates when hit by sound waves.
   - **Malleus (Hammer), Incus (Anvil), Stapes (Stirrup)**—tiny bones that vibrate to amplify sound waves. These are the smallest bones in the body.
   - **Eustachian Tube**—the passageway that connects the ear to the back of the nose to maintain equal air pressure on both sides of the eardrum.
   - **Cochlea**—coiled, fluid-filled structure of the inner ear that contains hair cells called cilia. Cilia sway in response to sound waves, transmitting signals toward the brain.
   - **Semicircular Canals**—fluid-filled structures in the inner ear that detect movement and function as balance organs.
   - **Auditory Nerve**—bundle of nerve cells that carry signals from the sensory fibers to the brain.

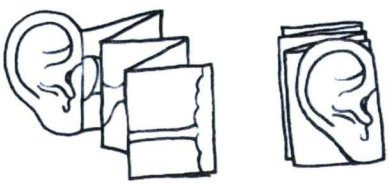
2. Demonstrate how the eardrum works with this simple activity. Stretch plastic wrap tightly over the opening of a large bowl or pot and sprinkle a teaspoon of rice over the plastic. Clap your hands close to the plastic wrap. Also try to create louder noises (such as banging a metal cookie sheet or pan). What happens to the rice?

3. Sounds travel in waves. Those waves make the plastic wrap vibrate, similar to the way that your eardrum vibrates in response to sound. The rice "jumps" when the plastic wrap vibrates. Like the rice, the tiny bones of the middle ear move in response to vibrations in the eardrum.

4. Begin putting together their ear accordion models. The first step is cutting the three pieces of paper along the black lines. Tape or glue the pieces together to make one strip (Ill.#1). Afterward, fold the paper like an accordion along the dotted lines so the outer ear is at the top (Ill.#2)



Ill.#1



Ill.#2

Is lip-reading an effective way to talk to people who have a hearing loss?

Not really. Forty to sixty percent of English sounds look alike when spoken. Thirty percent of what is said is actually discernable or visible on the lips, and the other seventy percent is guesswork. This sets up the perfect situation for miscommunication and misunderstanding

A look at Lip Reading

We've all lip read once upon a time. Whether it was to tell a friend where to meet after class or whether you saw someone say "I love you" on TV while muted, most of us have dabbled in lip reading without knowing it.

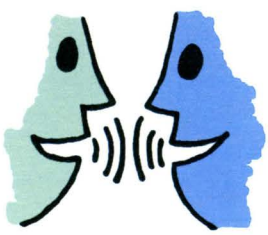
Lip reading, also known as speech reading, is more than looking at the lips of the speaker. Aside from the lips, the movements of the tongue, the jaw, the eyes, the face, the hands and the body are also followed. Knowing the context in which the speaker is speaking makes it easier for a person with a hearing loss to fill in the gaps about what is being said.

Drawbacks of Lip Reading:

- Lip reading is difficult for people who have never heard the spoken language clearly.
- In a group environment, where several people are talking at the same time, it is difficult to follow the lip movements of all the speakers. So the person with a hearing loss may fail to understand where the conversation is headed.
- Glottal consonants are impossible to follow; they don't require lip movement, but are articulated inside the mouth or throat.
- Lip-reading requires the lip reader to concentrate and focus on the speaker's lips to follow every word spoken. This can get rather wearisome. Many people who are deaf may prefer using other communication means like gesturing, miming, writing or sign language.

And most importantly.....

- Many speech sounds have the same facial and mouth positions. This makes it hard for the lip reader to distinguish the sounds. According to language experts, only about 30 to 40% of English sounds are distinguishable from sight alone.



Although most people with hearing loss rely on seeing the face in helping to communicate, each individual have different skill levels at lip reading and because many speech sounds have the same facial and mouth positions, it only part of the puzzle a person with a hearing loss uses to understand what is being said.

The Evolution of the Hearing Aid

Only 10-20% of people who could benefit from a hearing aid wear them. It's a shame, as these marvels of modern technology have come a long way from their humble origins....

Ear Trumpet

1800s

The ear trumpet was used for those with milder hearing loss. It captures sound and funnels it directly into the ear.
They evolved so they could be concealed in hand fans, headbands, beards and hairstyles.

Electric Era

1899

The first electric hearing aid called the Akouphone was invented. It was modeled after the invention of the telephone and microphone and included a large battery. It was still not powerful enough for people with severe to profound hearing loss.

Vactuphone

1920s

The first vacuum tube hearing aids are invented. They are battery-powered and portable. They are much more powerful than the earlier carbon models. However, they are bulky, expensive to run and fragile.

Electronic Era

1930s

As vacuum tubes became smaller, hearing aids evolved into body-worn hearing aids that were portable but still required batteries not stored inside the hearing aid. It was strong enough for people with severe hearing loss.

Transistor Era

1940s-50s

The invention of the transistor by Bell Labs in 1947 paved the way for behind the ear (BTE) hearing aids as well as into eye glasses.

Microprocessor

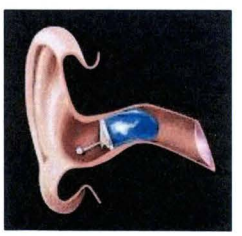
1970s

The invention of the microprocessor and zinc-air battery allow for the development of in-the-ear hearing aid technology.
They could be programmed using a special computer to filter and allow wearer to control some of the settings.

The Digital Era

1980s-now

The silicon chip processes incoming sound, converting it to a clearer audio, before sending it to the ear at the appropriate level. In the mid-90s "completely in the canal" (CIC) digital models were available.



In-Ear Amplifiers

Future?

Scientists are testing an ear-lens (a transducer that is mounted on the eardrum). The ear-lens has a much wider frequency range than conventional hearing aids.

Person Powered

It is hoped that hearing aids will be implanted and use inductive charging (drawing energy from the user's body) rather than a zinc battery .

For more information about the history of hearing aids, check out the following websites.
http://www.hearingaidmuseum.com/index.htm and http://beckerexhibits.wustl.edu/did/index.htm

Compliments of North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing Outreach Department

Assistive Technology for People who are deaf or Hard of Hearing is a recent phenomenon

It is sometimes easy to forget that people who are deaf or hard of hearing did not have access to the telephone network until the TTY was developed in the 1960s and nationwide relay services began in the 1990s. The phone had been around since the late 1800s.

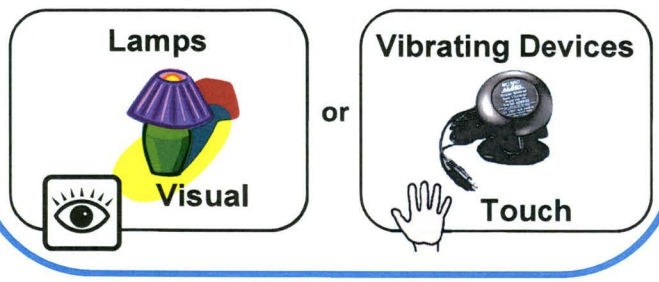
Similarly, closed captions for television were developed in the 1970s, became available on a limited, voluntary basis in the 1980s with the use of closed caption decoder equipment, and were finally required and made available through built-in television caption decoder systems in the 1990s.

Likewise, going to the movies was not possible until the development of captioned film prints in the 1980s and caption display systems in the late 1990s. The exclusion of generations of deaf and hard of hearing people is something to be remembered so as not to be repeated.

How do they....

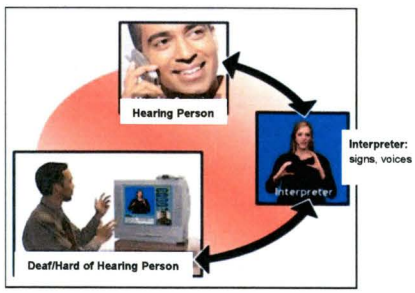
- Know when the phone is ringing?
- Wake up to an alarm clock?
- Hear someone at the door?
- Hear fire alarms/smoke detectors?
- Hear a baby crying?

People with hearing loss may only need to amplify the alerting sound to hear it. Others may need the alarm sounds to be visual or feel it. They do this by connecting their phones, alarm clocks, doorbell, fire alarms/smoke detectors and baby monitors to:



At the same time, and perhaps due in part to this history, people who are deaf or hard of hearing were early and eager adopters of accessible text-based communication and information systems, such as pagers, e-mail, instant messaging, and the Internet, as well as early adopters of videophones.

Today, we have assistive listening technologies, real-time captioning services, Internet captioning applications, movie caption display systems, a wide range of relay services that provide access to the telephone network, digital televisions with digital captions, and video remote interpreting services.



Relay services *typically has a third party participant who either types, voices or signs according to who is talking and what device is being utilized.*

Fun Facts About
American Sign Language

- About 250,000 - 500,000 ASL users live in the United States and Canada. Most of them use ASL as their primary language.

- A form of ASL has been used in the United States for over two hundred years.

- Sign language differs between countries and regions just as spoken language does.

- The ASL we know today is most likely drawn from both the local sign language (namely Martha's Vineyard, an island off of Massachusetts) and French Sign Language of the past.

- Formal sign language was brought to America when Thomas Hopkins Gallaudet traveled to France where he met a teacher of the deaf, a man named Laurent Clerc. Clerc was a top educator in French Sign Language. Gallaudet brought Clerc back to America with him to help teach a little girl named Alice Cogswell, whose deafness prompted Gallaudet to help her communicate.

- ASL is recognized as a "world" language for credit in 35 states.

- American Sign Language does not follow spoken English word order. It has its own grammar rules that utilizes hand shape, hand position, hand movement, palm orientation and facial expression to get a concept across.

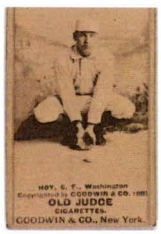
- Parents can teach simple ASL to their babies as an aid to early communication

- American Sign Language is also known in its abbreviated form of ASL or also as Amslan.

Where did we get...

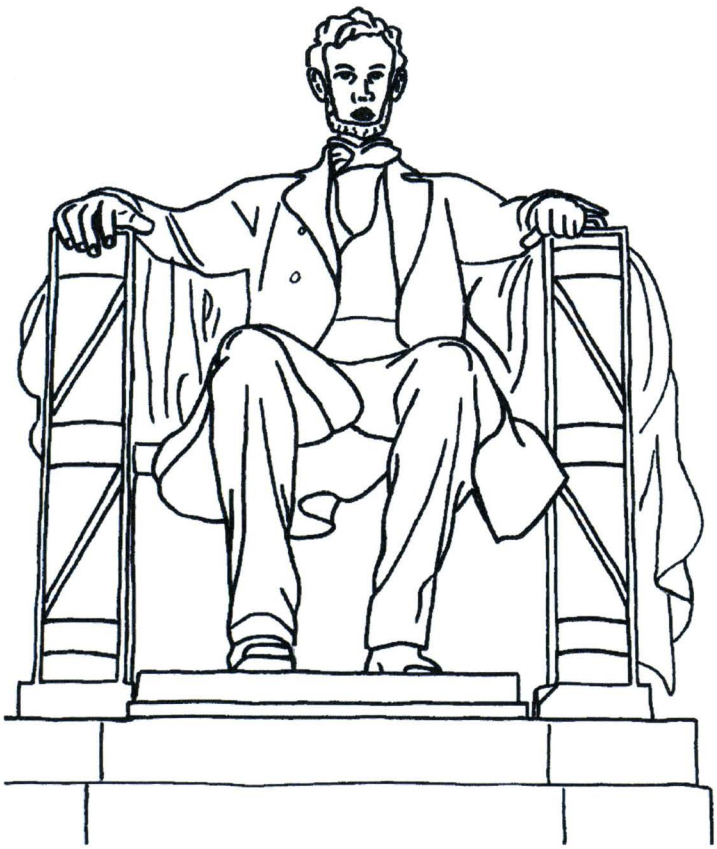
the huddle formation in football?
It originated by the football team at Gallaudet University, a liberal arts college for deaf people in Washington, D.C. to prevent other schools from reading their sign language.

hand signals for strikes and balls in baseball?
Invented by William Hoy, an outfielder who was deaf and played for the five different major league teams as an outfielder for fifteen years. Hoy hit a grand-slam home run in 1901 which was the first ever grand-slam in the American League.



the telephone?
It was invented by Alexander Graham Bell, who was originally an instructor for deaf children. He invented the telephone to help his wife and mother who were deaf, to hear.

shorthand?
It was invented by John Gregg who was deaf.



Lincoln Memorial

(Adapted from Deaf Culture Question of the Week by Bill Newell, Principal of Washington School for the Deaf): The Lincoln Memorial in Washington, DC is surrounded in a long standing controversy with regard to a connection to Deaf culture. Lincoln does have a connection in that he was president and signed the papers in 1864 to establish Gallaudet University, the world's only university in which all programs and services are specifically designed to accommodate deaf and hard of hearing students. The controversy, however, is around the issue of whether Lincoln's hands as shown in the Lincoln Memorial are forming the manual alphabet letters "A" and "L" for Abraham Lincoln. In another statue by the same sculptor, Daniel Chester French, created on the Gallaudet campus to memorialize Alice Cogswell and Thomas Hopkins Gallaudet he did form Alice's hand in a manual "A". Over the years many people believed that French worked the manual alphabet letters "A" and "L" into his famous stature of Abraham Lincoln in the Lincoln Memorial. It has never been proven however that it was his intention to do this.

Why Celebrate Deaf Awareness??

The purpose of Deaf Awareness Week is to increase public awareness of deaf issues, people, and culture. Activities and events throughout Deaf Awareness Week encourage individuals to come together as a community for both educational events and celebrations.

Messages during Deaf Awareness Week include:

- Celebrate the culture, heritage, and language unique to deaf people of the world.
- Promote the rights of Deaf people throughout the world, including education for Deaf people, access to information and services, the use of sign languages, and human rights for Deaf people in developing countries.[2]
- Recognize achievements of deaf people, including famous deaf individuals.
- Educate about the misconceptions of being deaf and the challenges the deaf population face during everyday life.
- Learn about types, degrees, and causes of hearing loss.
- Be exposed to sign language and other ways deaf and hard of hearing people communicate.
- Learn about the types of educational programs, support services, and resources that are available to the deaf and hard of hearing community, including children.
- Gain a better understanding of deaf culture.
- Understand that deaf and hard of hearing individuals are just as capable, able, and intelligent as hearing individuals. There is a difference in the way those that are deaf and hard of hearing communicate, but it is not a handicap or disability.

(Taken from Signing Savvy website: https://www.signingsavvy.com/deafawarenessweek)

Other websites for more information related to Deaf Awareness Week:

Arizona Commission for Deaf and Hard of Hearing
http://www.acdhh.org/deaf/deaf-awareness-month

Verywell.com is a health website:
https://www.verywell.com/deaf-awareness-week-1046519

Sorensons is a video relay service. Every year they have a Deaf Awareness presentation
http://www.sorensonvrs.com/aware2015 or http://www.sorensonvrs.com/dhm_march_2016

National Deaf Children Society is a British website offering information and materials for families and professionals working with children with a hearing loss. All the information is great, however, information about sign Language is on British Sign Language and not American Sign Language.
http://www.ndcs.org.uk/family_support/communication/deaf_awareness/index.html

How to access services from North Dakota School for the Deaf/ Resource Center on Deaf and Hard of Hearing

Families, school districts, area education agencies, other interested individuals and North Dakota School for the Deaf/Resource Center on Deaf and Hard of Hearing (NDSD/RCDHH) work together to provide appropriate services...

For on-site school-age programs:

1 Contact your local school district

2 Contact North Dakota School for the Deaf.
Superintendent: 701-665-4400
Toll Free: 1-800-887-2980

3 Tour North Dakota School for the Deaf's campus with your area education agency and local school district staff

4 Work with your school district to schedule an IEP meeting to determine placement that includes a NDSD/RCDHH representative.

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

Parent-Infant Programs & Outreach Regional Offices

Program Coordinator
1401 College Drive North
Devils Lake, ND 58103
(701) 665-4400
Toll Free: 1-800-887-2980

Northwest
Memorial Hall
500 University Avenue West
Minot, ND 58701
(701) 858-3357

Southwest
418 East Broadway, Suite 228
Bismarck, ND 58501
(701) 328-3987

Northeast
1401 College Drive North
Devils Lake, ND 58301
(701) 665-4420

Southeast
1321 23rd Street South,
Suite A
Fargo, ND 58103
(701) 239-7374

To access Outreach Services:

1 Contact the designated person listed below for each service area:

Parent-Infant Program:
(For birth to age five)
Carol Lybeck.....701-665-4400
Carol.Lybeck@k12.nd.us

School Age Services:
(Assessments & Consultations)
Carol Lybeck...701-665-4400
Carol.Lybeck@k12.nd.us

Adult Services:
Pam Smith.....701-665-4401
Pam.Smith@k12.nd.us

Interpreting/Communication
Lilia Bakken.....701-665-4423
Lilia.Bakken@k12.nd.us

Dual Sensory/Deafblind
Sherri Nelson.....701-237-7376
shnelson@nd.gov

Summer Camps
Linda Ehlers.....701-237-7374
Linda.Ehlers@k12.nd.us

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services

Appendix G

Dual Sensory Information Graph

Center For Disabilities Deaf-Blind Program in Collaboration with the North Dakota Dual Sensory Project

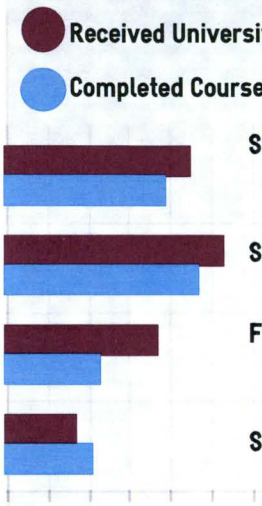
Composed of
-Module Statistics
-Surveys from Deaf-Blind research study involving teachers
-Dakota Cohort Stats

NDSD/RCDHH - Agency 252
Budget Request 2017-2019
Appendix G - Page G-1

2015-2016

137 participants

EDUCATION MODULES



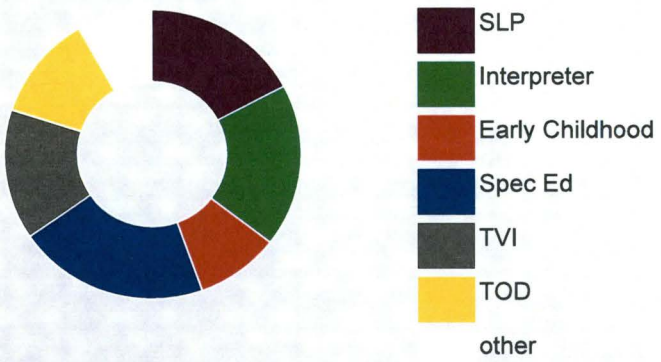
total hours of training provided

Improvement & Satisfaction

- Teacher's overall self-efficacy when accommodating to deaf-blind students raised by 80% through modules & trainings
- Scores for establishing a trusting relationship between the teacher and Deaf-Blind students increased by 70%
- Motivation in students with DB who show low interest in school rose more than 50% following the modules

of participants found deaf-blind modules & trainings to produce better outcomes in their work

Who is a part of these modules & trainings?



Credit options offered

- University of SD Credit (Grad & Undergrad)
- Interpreter of the Deaf Credit
- Dakota Cohort Certificates of Completion
- State level continuing education
- American Speech Hearing Association Continuing Education

rose.moehring@usd.edu
shnelson@nd.gov
(605) 357-1439
(701) 239-7376
http://www.usd.edu/medicine/center-for-disabilities/
https://www.nd.gov/deafblind/

Supported by the US Department of Education, OSEP
South Dakota Grant # H326T130080
North Dakota Grant # H326T130034

Deaf-Blind program

Appendix H

NDSD/RCDHH Brochures

North Dakota School for the Deaf

"Looking Back with Pride....
Looking Forward with Confidence."

Resource Center for Deaf and Hard of Hearing

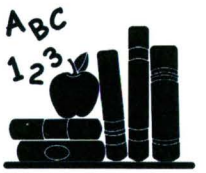
As a state agency and as a center of expertise on the impact of hearing loss, the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) has a responsibility to serve all citizens of the State of North Dakota. North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing provides a continuum of services and resources to individuals who are Deaf and Hard of Hearing and their family and the professionals who work with them.

Parent-Infant Program (0-5 yrs.)

- Family Support and Education Centered
- Language and Auditory Fun
- Assistance in developing Individualized Family Service Plan

School Age Outreach (3-21 yrs.)

- Assessments
  - ❖ Auditory
  - ❖ Language (Receptive/Expressive/Written)
  - ❖ Speech
  - ❖ Academic
  - ❖ Sign Language
  - ❖ Developmental
  - ❖ Transition



- Consultations
  - ❖ In-Services
  - ❖ Observations
  - ❖ Programming and IEP, 504 Planning
  - ❖ Classroom strategies, modifications, accommodations
  - ❖ Transition
- Youth Activities:
  - ❖ Summer Camp (7-21 yrs.)
  - ❖ Teen Day
  - ❖ Optimist Communications Competition
  - ❖ Academic Bowl

Adult Outreach (after graduation)

- Consultations
- Collaboration with agencies and organizations
- Assistive Technology support
- Regional Support Groups
- Presentations/Workshops
- Referrals/Support to individuals and families

Communications/Interpreter's Outreach

- Support for Interpreters
  - ❖ Workshops for interpreters
  - ❖ Interpreter referral
- Sign Language Classes (on-site/video conferencing)
- Deaf Culture

Model School

- For organization and methods of teaching
- Curriculum
- Mainstreaming or reverse mainstreaming

"Serving North Dakota since 1890"

1/10/17

How to access services from North Dakota School for the Deaf/ Resource Center on Deaf and Hard of Hearing

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1 Contact your local school district

2 Contact North Dakota School for the Deaf. Connie Hovendick, Superintendent: 701-665-4400 Toll Free: 1-800-887-2980

3 Tour North Dakota School for the Deaf's campus with your area education agency and local school district staff

4 Work with your school district to schedule an IEP meeting to determine placement that includes a NDSD/RCDHH representative.

A division of the ND Department of Public Instruction, Kristen Baesler, Superintendent

Resource Center

- Lending Library
  - ❖ resource materials and curriculums
- Speaker's Bureau
- Tours of NDSD/RCDHH
- Audiology
- Assistive Technology
- Family Learning Vacation
- Deaf Awareness Program
- Regional Mom/Dad's Night
- Collaboration with variety of agencies and organizations
- Professional Development Activities

To access Outreach Services:

1 Contact the designated person listed below for each service area:

Parent-Infant Program:
(For birth to age five)
Carol Lybeck.....701-665-4400
Carol.Lybeck@k12.nd.us

School Age Services:
(Assessments & Consultations)
Carol Lybeck...701-665-4400
Carol.Lybeck@k12.nd.us

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shnelson@nd.gov

Summer Camps
Linda Ehlers.....701-239-7374
Linda.Ehlers@k12.nd.us

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment of services.

Model School

The North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing provides training for: Interpreters, teachers of the deaf, public school teachers, parents, and paraeducators

Mission:

Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

Philosophy:

Assist all individuals who are deaf and hard of hearing lead full and active lives. Emphasis is placed on meeting the unique needs of individuals by providing education, information, social opportunities, and community involvement.

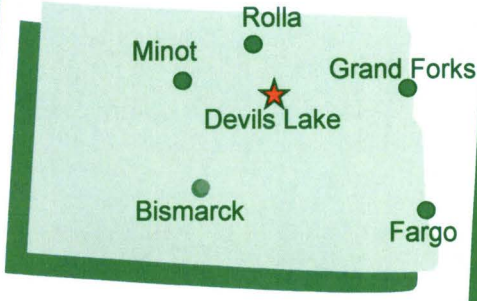
Outreach Services

The North Dakota School for the Deaf, established in 1890 by the North Dakota Constitution, is a division of the Department of Public Instruction. Currently, as the state's center of excellence on hearing loss, it provides services through its Parent-Infant Program serving infants, ages 0 to 3, and their families in the home; services for school-aged students, both on and off campus, age 3 to 21; and a resource center for adults with hearing loss whether life-long or later acquired.

Consultation services are provided to education programs, state agencies and businesses to meet the needs of individuals who are deaf or hard of hearing and their families.

- **Material Resources:**
  brochures, books, audio-visual resources
- **Public Information:**
  speaker's bureau, tours of NDSD/RCDHH, in-services, Deaf awareness programs
- **Sign Language/Interpreting:**
  interpreter referral, statewide sign language classes (on-site & remote), audio-visual resources; workshops for interpreters
- **Consultations/Assessments:**
  audiology, social-emotional, speech and language, sign language, classroom & teacher modification, developing appropriate IEP/IFSPs
- **Alerting & Communication Devices:**
  devices for demonstrative purposes; resources on companies & products; general information brochures
- **Summer Camp Program:**
  Week one: 7 to 12 years old
  Week two: 13 to 18 years old

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



"Serving people of North Dakota who are deaf and hard of hearing since 1890"

1401 College Drive N.
Devils Lake, ND 58301
Phone: (701) 665-4400
Toll Free: 1-800-887-2980
Website: http://www.nd.gov/ndsd/

Adult Services

The North Dakota School for the Deaf is designated as the state's resource center on hearing loss. It provides a variety of services to adults which may include:

- Assessments of communication, language, academic and vocational skills
- Consultations to employers on accommodations to improve employment accessibility
- Aural rehabilitation and communication strategies
- Assistive technology support
- Sensitivity and awareness training
- Advocacy for communication access
- General information and resources related to hearing loss
- Job seeking and retention skills

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North Dakota Department of Public Instruction,
Kirsten Baesler, Superintendent

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1/10/2017

Educational Programs

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) provides students with a broad spectrum of disciplines including traditional academic offerings and special studies. Teachers of the Deaf utilize specialized methods of instruction that address the unique educational needs of children who are deaf or hard of hearing. Based upon each child's Individualized Education Plan (IEP), programming emphasizes the development of functional language including: expressive and receptive skills in speech, speech reading, manual communication (sign language and fingerspelling), reading, writing and audition. NDSD/RCDHH endorses the use of direct visual communication as well as oral and auditory skills to support education and to foster social and learning environments that nurture the development of positive self image and respect among students who are deaf or hard of hearing. Emphasis is placed upon the development of positive social and emotional attitudes, achievement in academic areas, vocational exploration and development of lifelong independent living skills.

Students participate in mainstream educational or extracurricular programs in the Devils Lake Public School system. Support services are provided to students as needed.

Health care services, administered by professional health care staff, are available twenty-four hours per day. Attention is focused on the total wellness of the student by monitoring each student's medical, dental, audiological and optometric needs. Residential staff members provide supervision in a secure, nurturing communicative environment that fosters positive values, good health and community involvement. Extracurricular, recreational activities and athletic opportunities are available to all students.

Parent-Infant Program

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) supports a Parent-Infant Program for children with a hearing loss, ages birth to three years. This program, conducted in the home, utilizes the SKI-HI Curriculum to instruct families of infants with hearing loss in the areas of audiology, speech, language, auditory training and education options for their child.

NDSD/RCDHH hosts regional support groups, family learning vacation and provides an assortment of printed and audiovisual resources for parents.

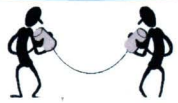
ADULT OUTREACH SERVICES

Central Office

1401 College Drive N
Devils Lake, ND 58301
Program Coordinator, Pam Smith
701-665-4401
or toll free 1-800-887-2980
Email: pam.smith@k12.nd.us
Website: www.nd.gov/ndsd/

Tracy Vilandre, Pam Smith, Kathy Frelich
Sara Robinson & Kristen Vetter

We Provide Statewide Services



Mission Statement:
The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

WE SERVE...

Adult North Dakotans who are:

- Deaf
- Hard of Hearing
- Late-deafened
- Older adults with hearing loss
- Family members of those with hearing loss
- Public and private agencies
- Employers and community groups

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ND Department of Public Instruction,
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11.21.16

NORTH DAKOTA SCHOOL FOR THE DEAF

RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Adult Outreach Services

Serving all of North Dakota

5

ADULT OUTREACH SERVICES

The Adult Outreach Services Program at the North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing advocates on behalf of people who are Deaf or Hard of Hearing to promote opportunity and independence. Adult Outreach Services shall strive to:

- ensure that communication and services are accessible
- increase awareness of needs of people who are Deaf or Hard of Hearing to the general public

Information and Consultation

Adult Outreach Services provides current information and resources on hearing loss that include:

- lists of community, state and national organizations that provide services to people with hearing loss such as: assistive technology providers, information regarding sign language interpreters and captioning providers
- information about hearing loss, self advocacy and communication needs
- information on compliance regarding the *Americans with Disabilities Act* (ADA); rights of individuals who are Deaf or Hard of Hearing as well as responsibilities of service providers to ensure equal access

Assistive Technology

Adult Outreach Services work in collaboration with various agencies and programs throughout the state to access devices such as; amplified and caption phones, alerting systems, fire and smoke alarms, personal listening devices, doorbell flashers, as well as other assistive devices for the home and/or work environment.

Library Resources

The library/media center at the NDSD/ RCDHH offers a comprehensive collection of books, magazines and audio-visuals on an array of deafness-related topics. These resources are available for loan through the NDSD/RCDHH library. The librarian may be contacted at: 701-665-4433.

Educational Presentations

Adult Outreach Services provides training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of access for people who are Deaf or Hard of Hearing.

Presentation topics may include:

- impact of hearing loss and communication tips
- Deaf Culture, American Sign Language, and how to obtain and work with an interpreter
- promoting safety through home modification for older adults with hearing loss
- working with assistive technology, including use of videophones and relay services
- overview of the Americans with Disabilities Act

Sponsored by

The North Dakota Parent-Infant Program for Children who are Deaf and Hard of Hearing, Age Birth to Three Years Old, and their Families

"Serving all of North Dakota"

A Division of the North Dakota Department of Public Instruction, Kirsten Baesler, Superintendent

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1/3/17

Parent-Infant Program

A Family-Centered Approach for Supporting Families with Infants and Toddlers who are Deaf or Hard of Hearing

"Serving all of North Dakota"

7

Services Provided by Teachers of the Deaf Parent-Infant Specialist

- Empower parents with specialized knowledge and skill about the impact of hearing loss.
- Reinforce and support families with helpful local, state and national resources.
- Integrate play activities in a family's lifestyle to encourage communication, language, audition and speech skills.
- Identify strengths and needs of families to have full participation in the intervention plan that have appropriate outcomes.
- Collaborate through parent and professional partnerships to maintain consistency.

- Support parents in understanding the audiogram and how to monitor the use and care of their child's hearing aids.
- Provide information regarding communication and educational options to assist with the transition out of the early intervention program(s).

A Parent-Infant Specialist combines fun with learning in a supportive environment for you and your family.

Parent-Infant Program Team Members

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:

Coordinator:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4400 or
Toll Free: 1-800-887-2980

Grand Forks: *Northeast*
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4420

Minot: *Northwest*
Memorial Hall
500 University Avenue West
Minot, ND 58707
Phone: 701-858-3357

Bismarck: *Southwest*
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo: *Southeast*
1321 23rd Street South, Suite A
Fargo, ND 58103
Phone: 701-239-7374

Speech-Language Pathologist *(Statewide)*
C/O Mt. Pleasant School
201 5th Street NE
Rolla, ND 58367
Phone: 701-477-5062

Sign Language *(Statewide)*
1321 23rd Street South, Suite A
Fargo, ND 58103
Phone: 701-239-7375

Why Early Intervention?

The first months and years of a child's life provide the foundation for later learning. Research tells us the period between birth through age five is a critical window for development. Children learn from their environment - absorbing language, thinking skills, and social skills as they experience the world with their families and caregivers.

Infants and young children with hearing loss have many of the same needs as other young children, however, the impact of hearing loss creates unique developmental needs. Qualified early interventionists provide support for families and caregivers to help them recognize their strengths and weaknesses.

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Parent-Infant Overview

The North Dakota Parent-Infant Program for children who are deaf and hard of hearing, age birth to three years old, and their families offers intervention in a family's natural environment through daily routines.

Through regular visits to the child and family, certified teachers of the deaf address the family's concerns and help determine priorities. Together, families, caregivers and early interventionists share information, discuss ideas and adaptations and monitor the child's progress. The purpose is to enhance each family's ability to help his/her child to become a participating family member and a part of the larger community.

The program also supports families and caregivers as they plan for the transition of children out of early intervention services and into the family's selected option for their three to five year old child.

This program is offered at no charge to families throughout the state of North Dakota and is provided through the Parent-Infant Program of the North Dakota School for Deaf. Any child residing in North Dakota

with a suspected or diagnosed hearing loss can be referred to this program. Referrals can be made by family members, physicians, school districts, audiologists, speech and language centers or other agencies.

What Parents are saying about PIP

"No words could ever express our gratitude for all you have done and sacrificed for [my daughter]. Having two hearing impaired children and seeing the differences at the same age due to the times (ages) each were identified and the solid foundation [my daughter] now has just warms my heart."

- Hettinger -

"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."

- Milnor -

ND SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890.

A Division of the

ND Department of Public Instruction,

Kirsten Baesler, Superintendent

North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

1/9/13

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing
Communications Department
101 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423

Communications Department

NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence --

A school without walls"

Toll free: 1-800-887-2980

Fax: 701-665-4409

Email: ndsd@sendit.nodak.edu

Web: http://www.nd.gov/ndsd/

Professional Development and Support for Educational Sign Language Interpreters in ND

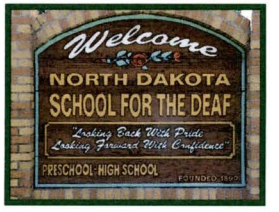
To assure that quality educational interpreting services are being provided to North Dakota's students who are deaf and hard of hearing, the 2011 ND Legislative Assembly, with support from the Department of Public Instruction, enacted NDCC 43-52 which states that "individual[s] working in an elementary and secondary school must [pass] the Educational Interpreter Performance Assessment at a level of 3.5 or higher." To ensure that individuals, regardless of their current job titles, become qualified, by state law, to interpret for students who are the deaf and hard of hearing, the Communications Department of the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH), in conjunction with the Sign Language Interpreting Program of Lake Region State College (LRSC) offer school districts the following assistance:

Consultation/Evaluation/Referral

- The interview process for school districts who must review applicants for *educational interpreter* positions may be challenging. Staff members (nationally certified interpreters) are available to assist administrators during the interviewing and hiring of interpreters to help ensure that the most qualified and skilled person is selected.
- **NDSD/RCDHH staff may come to your school to assist with annual performance evaluations of educational interpreters. A staff member will complete a day-long classroom observation of the interpreter 'in action' and provide written feedback and recommendations for professional development if needed.**
- **School personnel may contact NDSD/RCDHH as needed to obtain a list of certified freelance sign language interpreters to provide substitute interpreting for public school students. For your convenience, an updated list of interpreter names and contact information is also maintained on the NDSD/RCDHH website at: ww.nd.gov/ndsd/**

Interpreter Skill Development and Certification Maintenance

- By utilizing ND's Interactive Video Network (IVN), educational interpreters may access sign language classes taught by NDSD/RCDHH and/or LRSC instructors.
- NDSD/RCDHH will host or co-host two workshops per year to provide knowledge and skill development opportunities for K-12 educational interpreters and allow them to earn CEUs for the certification maintenance program.
- Support group discussions hosted by a nationally certified sign language interpreter will be offered twice per year to provide educational interpreters with resources that will enable them to interpret more effectively for deaf and hard of hearing students.



North Dakota Captioning Center

It is the goal of NDSD/RCDHH to make communication and education accessible to all students to ensure that no child is left behind. A staff member from NDSD/RCDHH is available to insert closed captions and/or subtitles on educational videotapes and DVDs for school districts and educators in ND. Advance notice is required. Fees may apply.

Real Time Note-Taking Services

If a student has a documented disability that interferes with his or her ability to understand class lectures and write adequate notes, NDSD/RCDHH staff may provide remote real time note-taking support services (hourly fees are charged for this service).

Educational Interpreter Performance Assessment Test Proctoring

Proctoring of the Educational Interpreter Performance Assessment test is available at NDSD/RCDHH (or another designated site) twice per year for those requiring certification. Recorded work samples will be sent to Boys' Town National Research Hospital for formal diagnostic evaluation and scoring. Results identify interpreting strengths and weaknesses and if passed, will provide national certification. Test fees will apply.

Distance Mentoring for Interpreters

Interpreters needing answers or resources quickly may talk to or Skype with an experienced certified interpreter mentor. Live 'mentor chats' may be scheduled (call 701-328-3988 or email renae.bitner@sendit.nodak.edu). We will do our best to provide information regarding ethics, best practices and resources related to becoming nationally certified.

Educational interpreters have specialized responsibilities:

- Facilitate communication between deaf and hearing individuals.
- Relay information accurately to and from students who use sign language.
- Prepare for interpreting assignments by reviewing instructional information.
- Serve as a member of the educational team in planning students' programs.
- Collaborate with teachers concerning the physical environment, i.e. lighting, seating arrangement.
- Provide interpreting services for out-of-class activities during school day and after school for extra curricular activities, etc.
- Accept only those job tasks for which they are qualified.
- Participate in professional development opportunities in order to maintain skills and interpreter certification.
- Provide tutoring for students during free time or study hall per determination of the education team (IEP) or discussion with the IEP manager and under supervision of teacher.
- Teach sign language when appropriate.
- Provide information on deaf culture and deaf awareness issues.
- Educational interpreters must be trained and competent in both sign language and interpreting. Knowing "some" sign language does not qualify someone as an educational interpreter.
- Educational interpreters must be certified by a valid nationally recognized credentialing program such as those sponsored by the Registry of Interpreters for the Deaf (RID).

For more information about educational interpreting contact:
North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing
1401 College Drive N.
Devils Lake, ND 58301
Toll Free: (800) 887-2980
Local: (701) 665-4400
Communications Department
(701)665-4423
Outreach Department
(701) 665-4411
E-mail: www.nd.gov/ndsd

The NDSD/RCDHH is a division of the
North Dakota Department of Public Instruction
Kirsten Baesler, Superintendent

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1/9/2013

Interpreters in Schools

A Guide For Mainstream Educators

North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing

11

Roles and Responsibilities in the Mainstream Classroom

Interpreter Responsibilities:

- Keep all assignments, classroom and student-related information confidential.
- Refer questions (from family & friends) regarding the student's performance to the appropriate teacher or IEP manager.
- Render the signed message faithfully, maintaining the speaker's spirit and content.
- Arrive promptly at interpreting assignments.
- Wear appropriate clothing (plain colored tops) to prevent eye-strain for the student.
- Position self so student can simultaneously see both speaker and interpreter. Interpreter may follow teacher around the room during discussion and lectures to facilitate communication.
- Interpret teacher lectures, guest speakers, films, additional noises and other students' questions, answers, conversations, etc.
- Refrain from evaluating teaching methods or behavior management techniques.
- Sign information to student and read student's signed responses then voice-to-English student's replies.
- Ask for a word or phrase to be repeated for clarification when message is not understood.
- Should not assume role of disciplinarian. The teacher maintains authority for all academic and social issues. The interpreter should not be used as a substitute teacher or supervisor at any time.
- Refrain from assuming the role of discussion person during an interpreting situation.
- Report communication concerns regarding student to appropriate teacher or IEP manager.
- Serve as a liaison in providing information regarding the use of interpreter services to the teacher as well as other students and staff.
- Assist in maximizing the classroom environment to ensure visual accessibility for the student.

The primary role of an interpreter is to facilitate communication between deaf and hearing consumers signing all that is said and voicing-to-English all that is signed.

Teacher Responsibilities:

- Assume educational responsibility for the student who is deaf or hard-of-hearing .
- Discipline student in same manner as other students in the classroom.
- Help assure that the student has appropriate seating taking into consideration visual and auditory communication needs.
- Provide student with notes from lectures or ensure that appropriate note-taking services are provided.
- Allow extra time for student to observe signed messages so he/she has opportunity to answer questions and participate in classroom discussions. Call on student in the same manner as a hearing student.
- Inform interpreter in advance of special presentations or field trips.
- Furnish interpreter with class text books and other relevant instructional materials.
- Refrain from participating in personal conversations and discussions with interpreter during class time.
- Discuss educational concerns regarding the student with the student's IEP manager—not with the interpreter.
- Address the student in same manner as you would a hearing student. Make eye contact with student and speak directly to him/her rather than to the interpreter.

Student Responsibilities:

- Arrive on time for class bringing needed supplies (paper, pencils, notebooks, text books, etc.)
- Complete his/her assignments/homework.
- Participate in class and pay attention to teacher through the interpreter.
- Discuss problems regarding classroom interpreter with the interpreter first, then the teacher or the interpreter's supervisor if necessary.
- Avoid unnecessary interruptions or conversations with interpreter while he/she is interpreting.
- Self-advocate—ask for a note-taker, tutor, or visually-accessible seating as needed.
- Ask interpreter and/or teacher for clarification of signs or vocabulary words that may be unfamiliar.
- Remember test days, homework, and other assignments. Do not rely on interpreter for reminders.
- Inform both teacher and interpreter about absences from class if known in advance.
- Refrain from chatting with interpreter during class time unless teacher allows others to chat as well.
- Sit in a position visually accessible to the interpreter.
- Learn to manage and understand interpreting accommodations (lighting, seating and scheduling support services) and self-advocate as needed.

Both interpreters and teachers must follow ethical guidelines to protect students' privacy and access to educational opportunities.

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

Statewide Outreach Services

5/5/2014

Communications Department
1401 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423
Fax: 701-665-4409
Website: www.nd.gov/ndsd/

Outreach Communications
418 E Broadway Avenue, #15
Bismarck, ND 58501; Phone: 701-328-3988

"Sign language interpreters provide accessibility for Americans who are deaf. Foreign language interpreters interpret for those who have not yet learned English. While learning English is a choice for them, being deaf is not." -www.deafexpressions.com

The federally mandated Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against people who are disabled. Accessibility for a person in a wheelchair is widened doors, lowered water fountains and ramps. For a person who is deaf, accessibility is defined as *effective communication.*

- Title I of the ADA addresses the provision of interpreters in the area of employment.
- Title II deals addresses providing interpreters for state and local government agencies. Programs, services and activities.
- Title III of the ADA addresses public accommodations and defines them as facilities, operated by a private entity, whose operations affect commerce and include the following categories:
    - Hospitals, doctors' offices and health care facilities including nursing homes and assisted living facilities and pharmacies
    - Police stations, law offices and courtrooms
    - Public schools, college and universities
    - Restaurants, bars, hotels
    - Theaters, exhibit halls and museums
    - Most places that provide services to the public

Professional Sign Language Interpreting

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence"

Promoting commitment to the pursuit of excellence in the practice of professional sign language interpreting for deaf, hard of hearing and hearing citizens of North Dakota.

Phone: 701-665-4400
Toll Free: 1-800-887-2980

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About Sign Language Interpreting

The Americans with Disabilities Act (ADA) of 1990 mandates that all public and private agencies that provide services to the general public, and all employers with 15 or more employees, must be accessible to all people regardless of disability. For people who are deaf or hard-of-hearing, this means that communication must be accessible. Providing a sign language interpreter allows deaf or hard of hearing individuals and hearing individuals to communication clearly and concisely, saves time, and reduces confusion, liability and frustration for all involved.

Typical Settings for Interpreting

Always ask the deaf person if an interpreter is needed by writing the question on paper as he or she can best judge whether or not a particular topic of communication can be followed through writing, lip-reading or sign language interpreting. This decision depends on the length of discussion, terminology involved, the action that must be taken or the severity of the decisions made by all parties. The following are some settings which typically require the services of a professional sign language interpreter:

- Medical, dental and eye appointments
- Legal matters
- Local, state and federal government agencies
- Educational settings and programs
- Business appointments
- Employment-related meetings
- Public functions: forums, performances
- Special occasions: religious ceremonies, social functions

Hiring a Qualified Interpreter

After determining that an interpreter will be needed, how can one be found? The following ideas may help in your search.

- There are two ways to hire interpreters — direct hiring or using an interpreter referral agency.
    - ♦ Using an interpreter referral agency will likely be more expensive; however, the agency is responsible to make the contact, hire the interpreter and negotiate billing. The agency can also validate the interpreter's skill level and ethics.
    - ♦ You may negotiate rates for services when hiring an interpreter yourself. However, you may have to contact several interpreters before you find one that is available. The NDSD/RCDHH website lists certified interpreters in your area at: www.nd.gov/ndsd/ You can also search the site for local referral agencies.
- The Registry of Interpreters for the Deaf (www.rid.org) allows you to search for certified interpreters by state or zip code.
- When hiring an interpreter, ask to see his/her certification which indicates the interpreter has successfully passed appropriate performance tests and has skills required to use English and American Sign Language and have knowledge of hearing and deaf culture. The interpreter should also be familiar with ethical standards and practices of the interpreting profession. Valid certification in ND may be in one or both of the following national forms:
    - ♦ RID (Registry of Interpreters for the Deaf) includes MCSC, CSC, CI, CT, IC, TC, RSC or NIC, NIC Advanced or NIC Master.
    - ♦ NAD (National Association of the Deaf) includes Level 3 (Generalist), Level 4 (Advanced) or Level 5 (Master).

Using Interpreters Effectively

- Avoid directing questions to the interpreter while the interpreter is working
- Do not use the interpreter as a human model
- Respect interpreter break times, interpreting is physically and mentally taxing
- Address the deaf person directly and avoid using "Tell him, ask her" phrases
- Share notes, outlines or handouts with the interpreter in advance, when possible, so he/she may be well prepared for the assignment

Att:3 1-12-17 HB1013

Education Standards and Practices Board
2718 Gateway Avenue, Suite 204
Bismarck, ND 58503-0585
(701) 328-9641 Fax (701) 328-9647
http://www.nd.gov/espb

House Appropriation Committee
January 11, 2017
Education Standards and Practices Board
Testimony

Good morning Mr. Chairman and members of the committee. I am Dr. Rebecca Pitkin, Executive Director of the Education Standards and Practices Board. I will share the benefits of your support of the National Board Certification for teachers.

National Board Certification is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. It was designed to develop, retain and recognize accomplished teachers and to generate ongoing improvement in schools nationwide.

Teachers who have participated in National Board Certification have overwhelmingly stated it is the most powerful professional development experience of their careers. They say the experience changes them as professionals and that through the process they deepen their content knowledge and develop, master, and reflect on new approaches to working with their students.

Research is consistently positive about the impact of National Board certification on improvements to teacher practice, professional development, and areas of

Currently there are 28 board certified teachers in North Dakota. These teachers

are using their expertise and certification to promote student achievement in our North Dakota students. Thank you for your support and advocacy for this nationally known prestigious certification.

I am happy to answer any questions you may have. I can be reached at 701.328.9647 or at rpitkin@nd.gov. Again, thank you for your time and support.

ATT: 4 HB 1013 1/12/2017

GROWING YOUNG ENTREPRENEURS

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM
Facebook/NDYEEP @NDYEEP barry@ndyeep.net 701-741-6985

ENTREPRENEURSHIP EDUCATION: WHERE CURRICULUM MEETS OPPORTUNITY

For a decade, NDYEEP has partnered with a variety of groups & individuals in several North Dakota communities to introduce real entrepreneurship to elementary & middle school youth in week-long summer camps.

Why is real entrepreneurship education important for North Dakota youth?

1. There is a growing demand among young people who want to be their own boss;
2. Entrepreneurship education provides educational access to "make-a-job" career options;
3. Entrepreneurship education instills an "ownership" mindset and
4. North Dakota's emerging entrepreneurial ecosystem needs continuous renewal.

What happens in a true entrepreneurship education program?

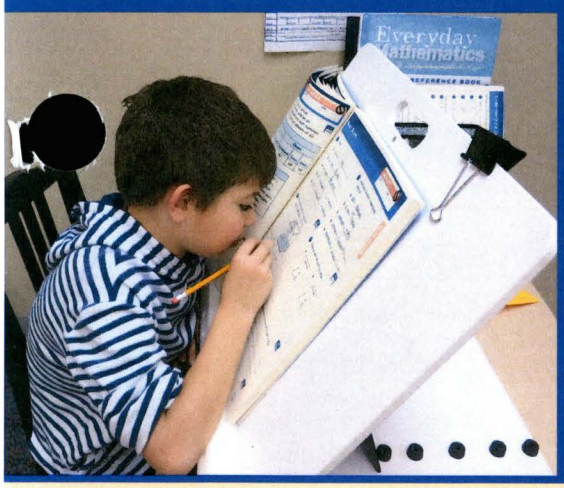
Youth personally experience the 3 signature areas of entrepreneurship:
1. Recognizing a market opportunity overlooked by others & generating a new business idea;
2. Marshaling resources in the face of risk and
3. Building an operating business to deliver the good or service to the consumer market.

To LEARN entrepreneurship, kids have to DO entrepreneurship.

How can we add value to the resources allocated for real entrepreneurship education?

1. Teach teachers, counselors & community members how to initiate their own programs.
2. Provide tested, project-based curriculum options for schools, teachers & communities.
3. Create an online resource hub for those curriculum options.
4. Help coordinate local resources to implement those programs.
5. Mentor the program's facilitators during the start-up phases of their programs.

Testimony to the House Education and Environment Committee House Bill #1073/1013



Att: 5 HB 1013 1-12-17

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

500 Stanford Rd • Grand Forks, ND 58203
www.ndvisionservices.com

January 12, 2017

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Appendix F – 2017-2019 Budget Request F-1

Student learning daily living skills

Students learning about horticulture

Testimony – Paul Olson

Chairman David Monson and Members of the House Education and Environment Committee:

My name is Paul Olson I am the current superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager, and I will provide testimony relative to House Bill 1073/1013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB To inspire hope and the desire to achieve in our students as we strive to be leaders in the field of visual impairment.

Historical Perspective

- Listed in the time table in Appendix A

Programming and Services

NDVS/SB provides services through a model that is unique in the United States. No other school for the blind provides a combination of outreach and short-term programs for students. As both a school and a rehabilitation agency for adults, it is noteworthy that no other agency in the United States provides a full range of services to all age groups in the same way.

Outreach – Birth through High School

Six regionally based teachers of the visually impaired travel to homes and local schools on a daily basis to provide assessment, consultation and instruction. A major focus of outreach is providing 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. This one-on-one instruction provides each student with school days filled primarily with specialized learning. There is a powerful element of self-awareness and confidence when peers share similar experiences unique to the world of visual impairment. The friendships and support that develops among students is priceless.

Adult Services
Two 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.

Six weeks of center-based training weeks are spread throughout the calendar each year to provide intensive one on one instruction to help individuals regain and maintain their independence.

The Vision Resource Center (VRC)
The VRC is the location of a multi-faceted material and equipment distribution service. Specialized materials are distributed to individuals and schools statewide. Some of the materials available include: books in Braille, large print, audio books, descriptive videos and educational kits.

Collaboration
NDVS/SB works hand-in-hand with medical providers, eye doctors, infant development programs, public schools, American Printing House for the Blind, ND State Library, Department of Vocational Rehabilitation and Interagency Project for Assistive Technology to name a few partner organizations.

Targeted Instruction in the Expanded Core Curriculum

- Daily Living Skills (May include dressing, grooming, food preparation, social graces, housekeeping, and clothing care)
- Braille (Includes instruction in reading and writing braille, and braille music)
- Orientation and Mobility (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
- Assistive Technology (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
- Career Education (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
- Recreation/Leisure (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)
- Social Interaction Skills (Includes learning ways to relate to others and to examine their own personal development)
- Visual Efficiency Skills (Includes learning techniques to use their existing vision with proper modification and aids)
- Self-Determination (Includes learning to advocate for themselves)

*One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

- See NDVS/SB brochure

National Involvement

Several NDVS/SB teachers have work closely with the American Printing House for the Blind doing field study research on new products that will be made available to students nationwide.

Superintendent Olson selected in 2016 by the American Printing House for the Blind to serve three years on the Educational Product Advisory Committee.

Superintendent Olson elected by fellow agency administrators as President-elect of the Council of Schools for the Blind which is a two year term to be followed by two years as President of the organization.

Major Accomplishments

Outreach and center-based service delivery continues to be high quality at the same time as several areas of service have risen in demand. The number of infants and children of school age served in the biennium will exceed the total of 321 from the 2013-15 time period. The number of evaluations performed is notable with a projected increase of 12%. The Braille Access Center produces customized braille for students, agencies and other organizations and is projected to have an increase of over 20%.

Ongoing strategic planning between NDVS/SB and North Dakota Department of Vocational Rehabilitation with an emphasis on assisting transition age students becoming ready for college and/or career. The Workforce Innovation and Opportunity Act (WIOA) has been the impetus for this increased cooperation. In relation to this focus, NDVS/SB hired a ½ time Transition Specialist in the summer of 2015.

NDVS/SB has been venturing into new methods of service delivery via video conferencing. Given the time and cost of providing critical outreach services, select areas of the expanded core curriculum are being addresses in this manner. Although in its infancy, we are hoping this innovative mode of delivery will enhance communication and outcomes.

A new product to aid in mobility for people with blindness was invented for North Dakotans and is now available throughout the world for people in rural settings. The Dakota Disk is an attachment to a white cane that allows blind travelers to walk over rough and snow covered surfaces more easily and safely.

In an effort to improve measurement of quantifiable outcomes for students participating in short-term programming, a new method and tool for recording growth was launched in the fall of 2015. The Indicators Checklist yielded aggregated results demonstrating an average growth of 7% in the life skills that NDVS/SB teaches during these sessions.

Efforts to improve support to families continues to be a high priority as evidenced by the growing "Family Weekend" held every April. This annual high impact event aims to empower families through awareness training on advocacy and other topics relative to improving the educational outcomes for their children.

Agency Critical Issues (Current and Future)

- Formal strategic planning to determine an accurate picture of the statewide needs and resources to meet those needs is overdue. It is essential that an independent review be conducted to ensure that the needs of students and adults with visual impairment are being met adequately. Lack of financial resources to conduct a thorough review is acknowledged.

- Retention and recruitment of qualified staff and personnel throughout the state to meet the unique needs of students and adults with visual impairment is a major concern. There are no known qualified teachers of the visually impaired waiting to fill any vacant positions that will be listed at NDVS/SB in the next 2-4 years. Recruiting from out-of-state is highly unlikely given the national shortage of vision professionals.

- Increasing the number of Certified Orientation and Mobility Specialists working full time in the state is of highest priority. NDVS/SB only has one FTE serving the entire state for children and adults.

- Budget allotments in the 2015-2017 biennium did not allow for updating of critical assistive technology for demonstration/instruction. Staff training in new technologies that provide access to students and adults in educational settings and in the workplace have also been adversely effected.

- Professional development training of instructional staff has been falling behind in recent years due to funding limitations. The field of visual impairment is much like the medical profession; technology and strategies are evolving constantly and at an ever increasing pace. Our students and adult clients are at risk for receiving outdated and irrelevant instruction which places them at a competitive disadvantage in both the academic and vocational arenas.

- Additional collaboration with other agencies and increased focus on assisting individuals to access appropriate training leading to employment is necessary. Unemployment rates for people with visual impairment continues to be unacceptably high.

- Components of the Facility Master Plan have been delayed which could threaten the long-term viability and accessibility of the building. Along with human capital, the building is perhaps our most valuable asset and a symbol of our vitality as an organization. Immediate attention is needed to address the frequent water line breaks. A water line replacement has been requested.

- There is a significant need for improved, formal low vision clinical evaluation for students in North Dakota given the rural nature of the state and the lack of eye care professionals specializing in low vision care. Along with this clinical evaluation, it is imperative that standards for assessment of learning media be established. North Dakota is one of just a few states that have failed to establish minimum guidelines. Without these guidelines, a Free and Appropriate Public Education (FAPE) cannot be reasonably expected.

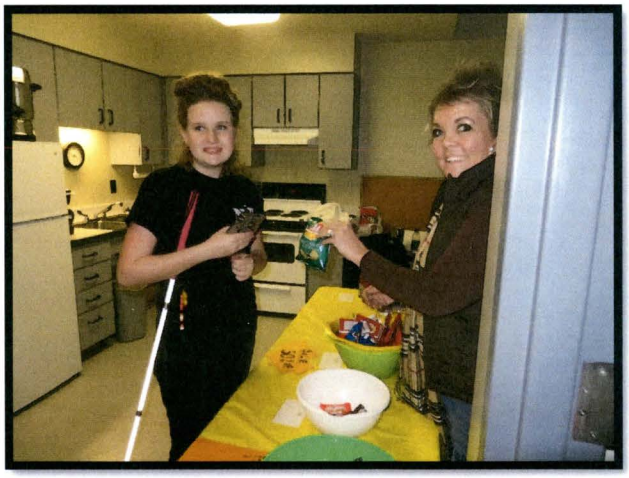
Short-Term Goals

- Expand use of video conferencing and other new modes of service delivery using technology.

- Fill two critical positions that have gone unfilled due to allotments, to better fulfill the mission of the agency and meet the currently unmet needs of students and adult clients. It is a long-term goal to recruit young teachers to take coursework leading to a credential in vision to fill critical teaching positions that will become vacant due to retirements.

- Lead the state in adoption of a standardized method to assess learning media for students with visual impairment. This long overdue need will better ensure students will receive instruction in braille when deemed appropriate.

- Complete a formal strategic plan to better identify unmet needs and the resources needed to meet those needs beyond the 2017-2019 biennium.



2015-17 Appropriation Status as of November 30, 2016

Line item	Original Appropriations	Reductions	Adjusted Appropriations	Appropriation Status Report Expenditures 11/30/2016
Salaries and wages	$4,760,149	($205,800)	$4,554,349	$ 3,123,322.00
Operating expenses	864,706	(102,037)	762,669	471,369.00
Capital assets	81,954	(25,000)	56,954	36,799.39
Total all funds	**$5,706,809**	**($332,837)**	**$5,373,972**	$ 3,631,490.39
Less estimated income	625,325	0	625,325	204,155.00
Total general fund	**$5,081,484**	**($332,837)**	**$4,748,647**	**$ 3,427,335.39**

Payroll:

As of 12/31/2016, we have 2.5 vacant positions. This will enable NDVS to meet the allotment requirements for the Salaries & Wages line item. One of the positions was reclassified for an instructor in western ND. The second vacant FTE, a vision teacher that resigned in August. We have hired a retired vision teacher to partially fill this void during our center based programming weeks. The 1/2 time unfilled position is for an adult service provider. There has been a reduction in working hours for an administrative support position at the employee's request.

Operating:

NDVS maintains 50,000 feet of building space in Grand Forks. NDVS will refrain from purchasing maintenance equipment and office equipment for the current biennium. There will be limited out of state travel and supply purchasing will be limited to what is necessary. NDVS continues to work with the reductions and attempts to only purchase what is necessary.

Capital Assets:

NDVS purchased a server, remodeled two rooms for rental use to Headstart and paid on the special assessment balance. The plans for the remaining balance will be for roof repairs and to pay on the Special Assessment balance to City of GF. We are not able to purchase a rooftop air unit because of the allotment.

Over the short term, service has been and will continue to be modestly affected. We are seeking creative ways to meet growing needs statewide and meet national standards service delivery. Outreach services in the western side of the state are of most concern.

Budget Request Highlights

- **NDVS/SB supports the Executive Budget and requests that the House Appropriations Committee support our request. NDVS/SB staff manages operations conservatively with keeping the taxpayers in mind.**

- **The Effects of the Budget Reductions:**
  The most significant impact of the 2015-2017 reductions was the inability to fill a position in western ND in a critical area of service to both children and adults.

  A full time teaching position that became open for the 2016/17 school year was only partially filled due to the second allotment. This resulted in the halting of highly important, new program to enhance assessment of students with low vision.

  Professional development and conference based training of staff was greatly reduced and purchase of assistive technology for demonstration and instruction was curtailed.

  Some building upkeep and improvements have also been delayed. These adjustments are manageable in the short-term but threaten the viability of the agency if they extend over a longer period of time.

- **Major Ongoing Funding Changes Approved by 2013 or 2015 Legislative Assembly:**
  During the 2015 Assembly, $49,960 was added to convert a position from a Vision Assistant to an Orientation & Mobility instructor, including salaries and operating. There was also $112,200 approved for the operating line item. This was reduced by the allotments in 2016.

- **Major Component of the Base Level Budget and the Changes :**

  Funding: NDVS/SB is funded by General and Special funds (School for the Blind fund). The two primary sources of special funds are rental income and funding from land trusts via Land Department. For 2017 – 19 the trust funds designated to NDV/SB, will increase by $300,000. Because of this NDVS/SB is proposing to offset some of our expenses and to make some necessary repairs through the optional packages to our building and property.

  Payroll is 85% of the base budget. NDVS/SB is proposing to eliminate a ½ time position.
  - Many states have a separate adult program that works with adults to enhance their skills or assist them if they are losing their vision. At NDVS/SB we serve from birth to end of life.
  - Outreach is very important and NDVS/SB strives to be the best in our great state.

- Center based services are provided for those that need some intensive training with their vision loss.

These three areas are very important. Our key is having highly qualified staff to provide these services and to be able to compete with the public schools for recruitment of staff.

It is also important to consider that our classified staff are highly important to our mission. Those salaries lag behind the market and we were informed that salaries are behind other state agencies.

Operating is 14% of the total base budget. The majority of our operating expense is used to maintain our building 34%, ITD costs 13%, travel for teachers within ND 20%, and the remainder is for instructional supplies, office rent for outreach teachers, office supplies and miscellaneous items. The base budget includes a reduction of $121,500 for 2017 – 2019 from our original 2015 – 2017 appropriation. NDVS/SB cannot lower expenses further.

Capital Assets – The base asset of $24,454, is a portion of the budget required for extraordinary repairs.

- **Proposed budget reductions:**
  NDVS/SB has reduced the prepared budget by $198,000 ($100,000 or .50 FTE to Salaries and $98,000 to Operating). Because of our increase in trust funding, we have supplemented some expenses with our Special Funds.

- **Explanation to Executive Budget:**

  Salaries & Wages: Payroll changes include cost to continue, maintaining teachers on the Composite Salary Schedule developed by HRMS and projected increases for salaries and benefits. Also includes the reduction of a .50 FTE. The Executive budget includes a reduction of $100,000.

  - **Operating:** It will be extremely difficult to reduce the operating balance of $743,206. Utility costs are 25% of this budget.
  - **Capital Assets:** Base budget - $14,738 Base Extraordinary Repairs, $10,000 additional special assessments, $27,000 HVAC upgrade. The optional increases include: $60,000 water line replacement, $8,500 roof top air unit, and $30,000 to update carpet and the reception area. All of the repairs (except $14,738) are funded with Special Funds.
  - **Funding** – The Executive budget also includes a funding change of $200,000.

- **Audit Findings:**
  There is an informal recommendation to review the use of special fund operating funds with Century Code. Please refer to section 17 of HB 1073, which proposes the use of special funds, School for the Blind Fund. There also is an informal recommendation to develop a policy for fixed assets and inventory. This was completed in October 2016.

Base Budget and Request

	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2017-19 Agency Request	29.50	$4,851,747	$743,206	$174,692	$5,769,645	$4,794,160	$975,485	$5,769,645

Executive Budget Rec. via Base Budget	**Executive Budget Recommendation**					**Funding Source**		
	FTE Positions	**Salaries**	**Operating**	**Capital Assets**	**Total**	**General Fund**	**Special Fund**	**Total**
2017-19 Biennium Base Level	30.00	$4,554,349	$739,169	$ 24,454	$5,317,972	$ 748,647	$569,325	$5,317,972
Payroll Changes:								
Cost to continue Teachers on Composite Salary Schedule		121,691			121,691	121,691		121,691
Base Payroll Change		191,598			191,598	175,148	16,450	191,598
Adjustment for allotment		84,109			84,109	84,109	-	84,109
Adjust for FTE change	-0.50	(100,000)			(100,000)	(100,000)		(100,000)
Executive Compensation Changes		101,282			101,282	101,198	84	101,282
Operating Changes:								
Change funding for operating (102,037-98,000)						(250,173)	254,210	4,037
Adjust for allotment			4,037		4,037		-	-
Capital Asset Changes:								
2017 - 19 Base Extraordinary Repairs				14,738	14,738	14,738		14,738
Additional Special Assessments				10,000	10,000		10,000	10,000
HVAC Upgrade				27,000	27,000		27,000	27,000
Water Line Replacement				60,000	60,000		60,000	60,000
Roof top Air Unit				8,500	8,500		8,500	8,500
Carpet Replacement/Reception Area Update				30,000	30,000		30,000	30,000
								-
Executive Funding Change						(200,000)	200,000	-
Executive Recommendation	**29.50**	**$4,953,029**	**$743,206**	**$174,692**	**$5,870,927**	**$4,695,358**	**$1,175,569**	**$5,870,927**

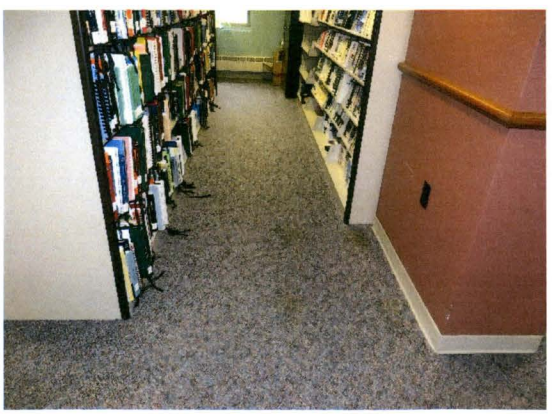
Special Fund Projections:	**2017-19**
Land Department Trust Funds	$ 835,428
Rental Income	349,169
Charge for services	47,000
Other	30,000
Projected Revenue	**$1,261,597**

Optional Requests

Priority	Request	Amount	Funding Source	One Time/ Ongoing
1	Replace Water Line	$ 60,000.00	Special	One Time
2	Carpet & Reception area	$ 30,000.00	Special	One Time
3	Rooftop Air Unit - East Wing	$ 8,500.00	Special	One Time
	Total	$ 98,500.00		

1. **Replace water line.** This is a necessary repair. The water line replacement will be from the building to the street. Over the last three years, we have had three leaks. The contractor that repaired the leaks indicated that the piping is over 50 years old and is starting to disintegrate.

2. **Carpet Replacement & Update Reception Area.** These updates will take place in the South Wing. Following construction of the West Wing, there is an area that is a former hallway and not used. NDVS would like to rearrange the area and make better use of that space. Part of the carpet in the South Wing is very old and in need of replacement.



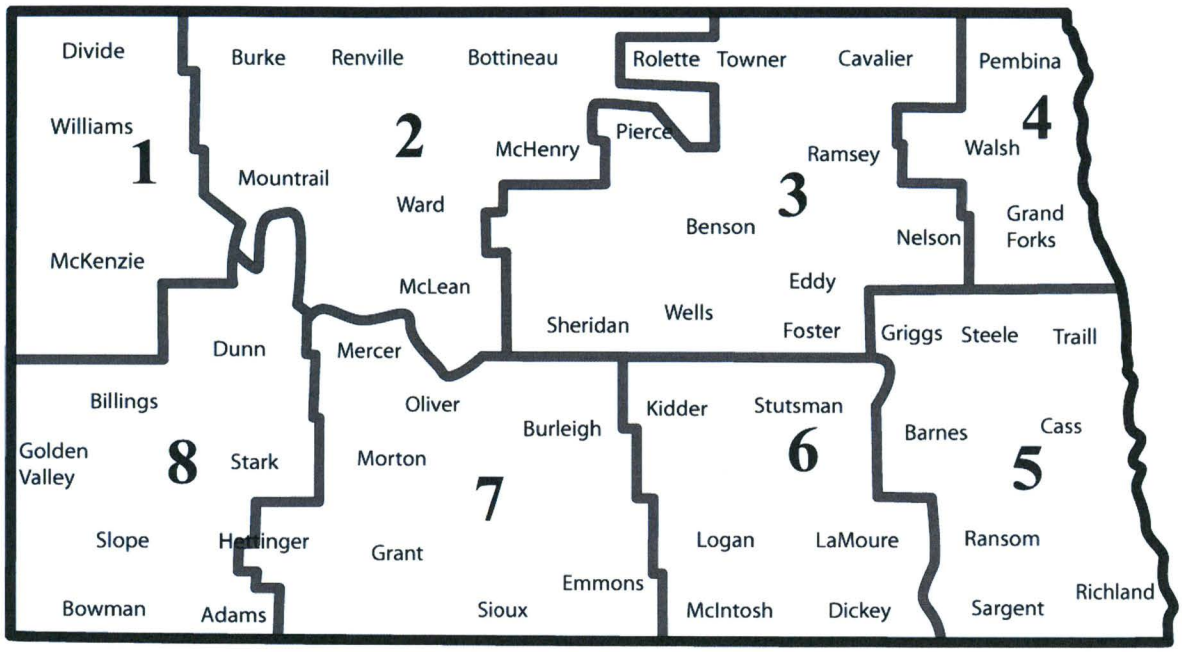
3. **Rooftop Air Unit.** This purchase is a necessary replacement. The current unit is 20 years old. NDVS was going to replace in 2015-2017, and because of the allotment, we were unable to replace.

Client Services Data

Services Provided	2013-2015 Biennium	7/1/15-6/30/16 Annual
Clients Served (Unduplicated):		
Infants/Students	321	243
Adults	208	132
Total	529	375
Vision Resource Center:		
New Loans	2,277	1,315
Talking Book Machines (quarterly)	1,241	1,125
"Reaching Out" Newsletter (circulated quarterly)	416	410
APH Federal Registry	339	364
Store Sales (Invoices)	491	243
Braille Access Center (pages)	15,950	9,717
Short-term Programs (Persons Served):		
Student Programming	160	79
Adult Weeks	61	26
Summer Camps	19	20
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,767	851
Evaluations	351	199
Instruction	9,737	4,992
In-Service Training (Attendees)	1,492	865

Adult Services	2013-2015 Biennium	7/1/15-6/30/16 Annual
Total Adults Served	208	132
Adult Evaluations, Consultations and Instructions (Services Provided):		
Consultations	710	276
Evaluations	26	17
Instruction	2025	916
Adults Served at Center Base	43	39

Persons Served By Region
July 1, 2015 to June 30, 2016



Region 1 - Williston
Infants/Students: 8
Adults: 3
Total: 11

Region 2 - Minot
Infants/Students: 32
Adults: 16
Total: 48

Region 3 - Devils Lake
Infants/Students: 21
Adults: 8
Total: 29

Region 4 - Grand Forks
Infants/Students: 35
Adults: 42
Total: 77

Relocated/Out of State
Infants/Students: 7
Adults: 2
Total: 9

Region 5 - Fargo
Infants/Students: 64
Adults: 32
Total: 96

Region 6 - Jamestown
Infants/Students: 29
Adults: 8
Total: 37

Region 7 - Bismarck
Infants/Students: 27
Adults: 16
Total: 43

Region 8 - Dickinson
Infants/Students: 20
Adults: 5
Total: 25

Totals
Infants/Students: 243
Adults: 132
Persons: 375

Conclusion

As a small state agency with an important mission, NDVS/SB is adapting and stretching our creativity during a time of challenge. It is ironic that we interpret this time period as one of the most critical eras of our existence and yet a time when resources have decreased. We are attempting to meet these budget challenges through innovative thinking and use of resources, but real cuts have resulted in reduced outcomes and opportunities.

Two years ago we stated an intent to hire a professional (using an unfilled position) to work on transition and employment. We hired an individual who has begun work to assist teens become ready for college and/or career. Budget allotments, however, have not allowed this ½ time position to increase to full time which has greatly reduced this programs effectiveness. As indicated in the description of critical issues, employment of people with visual impairment nationally and in North Dakota is abysmal.

The intent to hire a Certified Orientation and Mobility Specialist in Western ND was put on hold because of allotments. This situation was unavoidable but the honest impact has been very unfortunate. NDVS/SB has one full time mobility specialist on staff that is attempting to serve the entire state. This means frequency and intensity of appropriate mobility instruction for children and adults is minimal in spite of an admirable effort by this dedicated staff person. The rationed services that we have become used to do not translate into good outcomes for students and adults who deserve high quality, frequent instruction. It is our intent to work on filling this position in the new biennium as funding allows.

The resources available to provide these wide ranging services have historically been appropriate to meet the needs as the mission of NDVS/SB has expanded. It is our long-standing tradition to work as efficiently and economically as possible in providing both outreach and short-term programming. Emphasis on efficiency and effectiveness will continue as we go into the coming biennium and beyond. It is the obligation of our agency administration to accurately report on the effectiveness of our programs. It is evident that without restoration of funding for critical positions and resources that our agency is in jeopardy of decline.

In no way it is our goal to simply restore funding for the sake of employees or programs; it is our absolute goal to provide sufficient quality service to the citizens who need the vital services we offer.

It is our request that the House Education and Environment Committee of the ND House of Representatives support the base budget and optional packages that were included in the Governor's Executive Budget.

Thank you members of the North Dakota legislature for your support for North Dakota citizens with visual impairment.

Historical Time Table

North Dakota Vision Services/School for the Blind has followed an interesting path to the dynamic outreach/center-based programming format followed today. Below are some highlights:

1908 North Dakota School for the Blind opens in Bathgate with 25 residential students

1961 Modern facility opens, with relocation to Grand Forks

1967 NDSB Band performs at the Multi-District Lions Convention in Regina, Saskatchewan; they end their visit with a "Command Performance" for Princess Alexandra, cousin of the Queen

1980 NDSB Pop Singers, accompanying themselves with electric guitars, bass, drums and keyboard, perform at the opening session of the Helen Keller Congress held in Boston on her 100th birthday

1991 NDSB becomes a division of the ND Department of Public Instruction

1994 State legislature changes programming focus to outreach model

1996 Major renovation converts former residence facility into instructional centers and offices

1997 State legislation enables operation of The Store to provide a convenient source of low-vision aids

1998 Major renovation converts former pool building to accommodate center-based programming needs

1999 Braille Access Center begins operation

2001 State legislature officially changes name to North Dakota Vision Services/School for the Blind

2001 Legislature clarifies mandate for NDVS/SB to serve persons of all ages

2008 Centennial Celebration of NDVS/SB

2012 Completed Buildings and Grounds Master Plan

2014 West Wing renovation and elevator installation in the South Wing

North Dakota Association of the Blind

NDAB Resolution 2016-01:
The Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, an independent demographic study did project that by 2015 there would be a minimum of 14,335 citizens of the state who would have experienced medical conditions that will have resulted in a significant loss of their sight, of this number 10,283 would have fit the definition of persons with "low vision" and the remaining number in excess of 4,000 would have fit the definition of persons that are "legally blind"; 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 all the components of a comprehensive center-based program, is recognized regionally and nationally as a program that is of excellence and high quality which has the capability and capacity that allows it to serve people of all ages (i.e. it 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; and,

Whereas, during the 2015-2017 biennium NDVS/SB had to reduce its budget by 4.05% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium,

Now, therefore, be it resolved by the North Dakota Association of the Blind in convention assembled at the Home Place Lodge and Suites in Williston, ND on this date of Saturday, June 11th, 2016 that we strongly urge the Governor, in his budget that's presented to the Legislature, and that the 65th North Dakota Legislative Assembly that will convene in January of 2017, would maintain and increase the appropriation for North Dakota Vision Services / School for the Blind in the state budget which is allocated for the 2017 -2019 biennium so that the NDVS/SB appropriation will,

- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity so that they can make steady progress toward mobility independence.
- Restore funding that would allow more emphasis in the area of transition services for youth given that employment for visually impaired adults should be given a very high priority.
- Maintain funding that will allow NDVS/SB to purchase and demonstrate assistive technology which is evolving so very rapidly - a high priority needs to be given to maintain a state of the art technology demonstration and training center as falling behind on training programs will mean that students and adults will not be as productive and not as marketable for employment.
- Maintain the funding for outreach travel within the state and for professional development of staff at regional and national training conferences.

December 22nd, 2016

Dear Legislators:

Hello, my name is Becky. I have a year and a half old daughter named Lucy. Lucy has Nystagmus and FEVR, (Familial Exudative Vitreoretinopathy). We started receiving services from School for the Blind when Lucy was 4 months old. I can't begin to tell you how much Lucy has thrived because of these services. The little room, light boards, numerous fine motor exercises, toys that help with vision and fine motor. We also were lucky enough to receive a grant so that we could get some toys and books to help in her ventures. We are beyond blessed to have the most wonderful woman come into our home once a month and share ideas, ideas that one would never think of to help our child. They meet with our therapists who have questions about Lucy's vision. She gives them ideas to help Lucy in OT and Speech.

We have a long road ahead of us but it's a tremendous help to have ND Vision Services/School for the Blind to help us along the way. Lucy's eyes have kept her strength and I believe she will continue to excel with the great people we have in our corner. We are beyond blessed and forever grateful to have these services. I can't imagine if we didn't.

Becky Faller
15445 37th St SE
Casselton ND 58012

December 20, 2016

To whom it may concern:

We are the paternal grandparents to Lydia Sitzler, a 12-year-old special needs student, who resides in Oakes with her father and sister. Lydia has been diagnosed with Kabuki Syndrome and Cortical Visual Impairment (CVI). Until those diagnoses were made, Lydia was simply diagnosed with global developmental delay. She has received physical therapy, occupational therapy, and speech therapy since she was just over a year old.

Lydia attended early elementary school at Jefferson Elementary in Valley City. Our first encounter with the ND Vision Services/School for the Blind was through Lydia's teacher who entered a painting that Lydia had completed in class to an art contest sponsored by the school. Her entry was chosen to be included on greeting cards printed by the school. We attended the event and met the staff at the school.

In the following years, Lydia received services and we were invited to several workshops at the school. All were instructive and very worthwhile. The most exciting workshop for us was on Cortical Visual Impairment. Linda Kraft, our ND Vision Services contact, had shared with us the possibility that Lydia had CVI. While attending the workshop on CVI, we made connections and were fortunate enough to have Lydia travel to Pittsburgh to be evaluated by Dr. Christine Roman, the national expert on CVI.

With the diagnosis of CVI, Linda has been able to enhance and enrich Lydia's learning opportunities. She visits Lydia in her Oakes Elementary classroom periodically and provides support for Mrs. Lori Mattheis, Lydia's special needs teacher, and others on Lydia's school team. They are working together to provide CVI tools for Lydia's learning, including placement in the classroom, environments that are less complex, and sensory enhancements. The school provides learning aids such as CVI books and manipulatives. Linda creates story books for Lydia's experiences. Lydia has shown further growth using an iPad and the CVI tools for the computer.

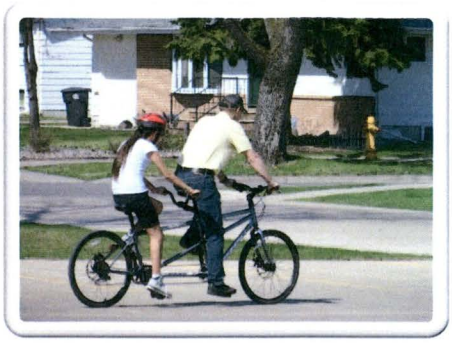
In Lydia's life she has had the benefit of many wonderful doctors, therapists, teachers, paraprofessionals, and a caring community. Linda's insight, knowledge, and assistance with the diagnosis of CVI have been so important to Lydia's educational growth. As I often tell Linda, 'it warms this grandmother's heart to have someone care so much about Lydia" and we so greatly appreciate her!

Doug and Kathy Sitzler
407 S. 9th St, Oakes, ND 58474
sitzlerd@drtel.net

NDVS/SB Short Term Program Weeks 2016-2017
A New Journey *Updated

Fall 2016

August 1-5	Kids Camp
August 25	School Starts
Aug 30-Sept 1	All Staff Meeting
September 6-16	Adult STP
September 25-30	Early Elementary
October 9-14	Middle School
Oct 20	Vision Forum (Fargo)
October 27-29	State Lions Convention
October 30-Nov 4	Teen – 7th & 8th Grades
November 13-18	Teen – 9th – 12th Grades
December 4-9	Adult STP
December 9	Retirees Christmas Coffee
December 14-15	All Staff Meeting
December 21-Jan. 2	Christmas Break

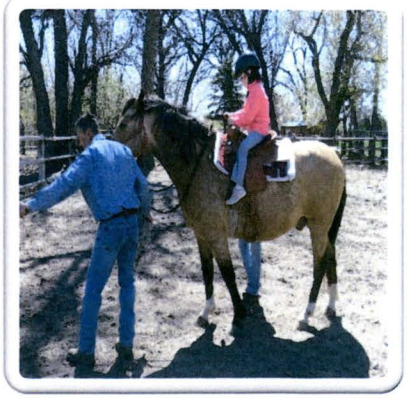


Winter 2017

January 8-13	Early Elementary
January 22-27	Middle School 5th & 6th
February 5-10	Teen 7th-12th Grades
Friday, Feb 10	Goal Ball Event
*Winter Break	*February 20-24*

Spring 2017

March 5-10	Adult STP
March 19-24	Middle School 5th & 6th Grades
April 2-7	Teen 9th-12th Grades
April 7-8	Family Weekend/Fargo?
April 14-17	Easter Break
April 19-21	Dakotas AER in GF
April 30-May 5	Early Elementary



Summer 2017

June 4-9	Adult STP
June 11-16	Adult STP
June 20-23?	Teen Camp
July 31-Aug. 4	Kids Camp

Additional TBA: JAM

2017-2019 Budget Request

Line Item:	Original Appropriations 2015-2017	2016 Allotments	Adjusted Appropriation 2015-2017	Requested Changes 2017-19	Requested Budget 2017-19	Optional Budget Request 2017-19	Executive Changes 2017-19	Executive Recommendation
Salaries & Wages	$ 4,760,149	($205,800.)	$4,554,349	$ 91,598	$4,851,747	$ -	$ 92,880	$ 4,953,029.00
Operating	864,706	(102,037)	762,669	(121,500)	743,206	-	(121,500)	743,206
Capital Assets	81,954	(25,000)	56,954	(5,762)	76,192	98,500	92,738	174,692
Total	5,706,809	(332,837)	5,373,972	(35,664)	5,671,145	98,500	164,118	5,870,927
Funding Sources:								
General	5,081,484	(332,837)	4,748,647	(287,324)	4,794,160	-	(386,126)	4,695,358
Special	625,325	-	625,325	251,660	876,985	98,500	550,244	1,175,569
Total	$ 5,706,809	($332,837)	$5,373,972	($35,664)	$5,671,145	$98,500	$ 164,118	$ 5,870,927
FTE	30		30	(0.50)	29.50	-	(0.50)	29.50

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, national origin, sex, age, or disability in employment or provision of services.

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

Paul H. Olson
Superintendent

NDVS/SB is a Division of The Department of Public Instruction
Kirsten Baesler, State Superintendent

Serving the Visually Impaired Since 1908

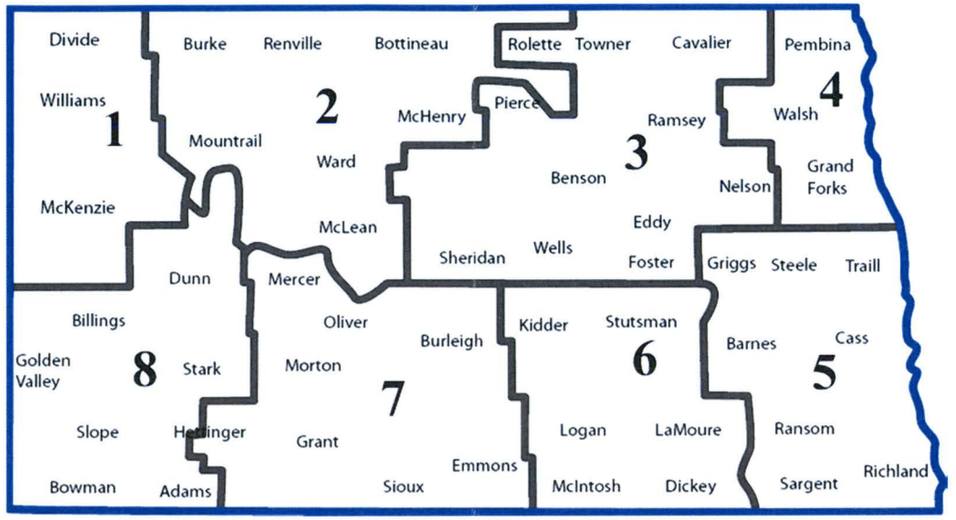
NDVS/SB does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities . For inquiries regarding nondiscrimination policies, please contact: Tami Purcell, Business Manager, ND Vision Services/School for the Blind, 500 Stanford Road, Grand Forks, ND 58203, (701) 795-2707.

ATT 5A HB1013 1-12-17

North Dakota Vision Services/ School for the Blind

500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

Serving Visually Impaired Persons throughout the state of North Dakota



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REGION 7 & 8
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701-328-3986

History

In 1908, North Dakota's first School for the Blind was constructed in Bathgate for $24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.

Legislation was passed in 1994 eliminating our residential program to focus on our outreach model.

In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done to assist in our center based programming goals. This included two apartments, two suites, conference room, commons area, two offices, and an instructional center.

State Legislature officially changed our name, in 2001, to North Dakota Vision Services/School for the Blind.

Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Information about services and products that can help in maintaining independence is also available.

Eligibility:

Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instruction:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

In-service Training is available upon request by other agencies, service organizations and health care providers.

Vision specific and assistive technology equipment are available for demonstration to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center:

- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Sensory Education Library
- The Store (adaptive aids for sale)
- Braille Access Center

Short Term Programs:

- Preschool (mini-session)
- Kids Weeks (1st—6th Grade)
- Middle School (JAM mini-session)
- Teen/Transition Weeks
- Adult Weeks
- Summer Camps (Elementary & High School)

Housing is available for students and adults while participating in programming.

Rev. 12/16

Att. 6 HB 1013 1-12-17

North Dakota Association of the Blind

(was not referred to)

NDAB Resolution 2016-01:
The Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, an independent demographic study did project that by 2015 there would be a minimum of 14,335 citizens of the state who would have experienced medical conditions that will have resulted in a significant loss of their sight, of this number 10,283 would have fit the definition of persons with "low vision" and the remaining number in excess of 4,000 would have fit the definition of persons that are "legally blind"; 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 all the components of a comprehensive center-based program, is recognized regionally and nationally as a program that is of excellence and high quality which has the capability and capacity that allows it to serve people of all ages (i.e. it 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; and,

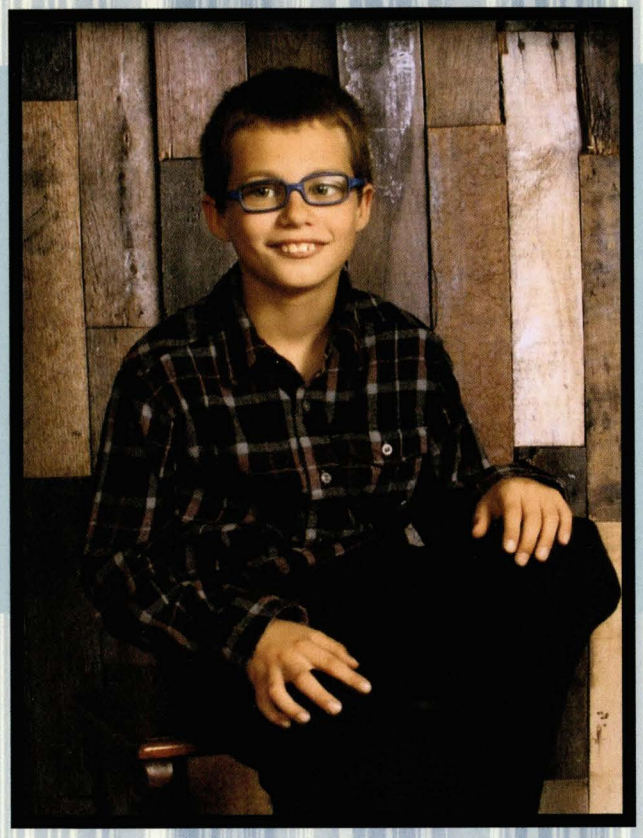
Whereas, during the 2015-2017 biennium NDVS/SB had to reduce its budget by 4.05% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium,

Now, therefore, be it resolved by the North Dakota Association of the Blind in convention assembled at the Home Place Lodge and Suites in Williston, ND on this date of Saturday, June 11th, 2016 that we strongly urge the Governor, in his budget that's presented to the Legislature, and that the 65th North Dakota Legislative Assembly that will convene in January of 2017, would maintain and increase the appropriation for North Dakota Vision Services / School for the Blind in the state budget which is allocated for the 2017 -2019 biennium so that the NDVS/SB appropriation will,

- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity so that they can make steady progress toward mobility independence.
- Restore funding that would allow more emphasis in the area of transition services for youth given that employment for visually impaired adults should be given a very high priority.
- Maintain funding that will allow NDVS/SB to purchase and demonstrate assistive technology which is evolving so very rapidly - a high priority needs to be given to maintain a state of the art technology demonstration and training center as falling behind on training programs will mean that students and adults will not be as productive and not as marketable for employment.
- Maintain the funding for outreach travel within the state and for professional development of staff at regional and national training conferences.

Att; 7 1-12-17 HB 1013

North Dakota Vision Services / School for the Blind presents two student stories



Nothing I Can't Do

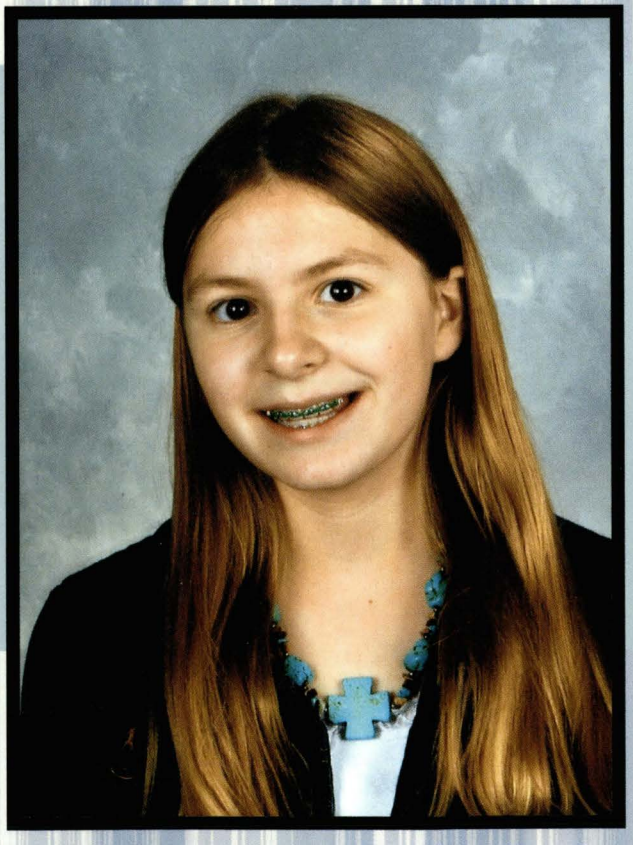
featuring

Edward Freer

Not Like Anyone Else

featuring

Faith Norby



Text by Emily Stenberg

North Dakota Vision Services / School for the Blind
presents two student stories

Nothing I Can't Do
featuring Edward Freer

&

Not Like Anyone Else
featuring Faith Norby

Text by Emily Stenberg

2016

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was made possible by the
North Dakota School for the Blind Foundation.

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800-421-1181 or 701-795-2700
www.ndvisionservices.com

Printed by
UBuildABook, LLC
20 N Aviador St.
Suite C
Camarillo, CA 93010

Dear Readers,

Two messages to our readers ...

This book about two smart, resourceful young people offers a lesson for everyone about the power of commitment and perseverance. It also highlights the technology and tools available to improve the lives of people who are blind or have impaired vision. Our North Dakota Vision Services/School for the Blind is a leader in helping people adapt, and I hope this book will start a conversation about how the school can expand and improve the services it provides.

In the meantime, we all can be inspired by Edward Freer, who wrestles, runs, plays football and soccer, climbs trees, fights with his brothers, enjoys strawberry milk and chocolate wafers, and uses special tools to solve complex math problems. We can marvel at the resoluteness of Faith Norby, who plays basketball, volleyball and the clarinet, is a stellar bar baker and raiser of sheep for 4-H, who uses technology to enlarge the images of the words she reads and the music she plays.

And we can take to heart Faith's theme: "Whenever I am doing something new or scary, I just tell myself I can do this, and I can!"

Kirsten Baesler
North Dakota Superintendent
of Public Instruction

We at North Dakota Vision Services/School for the Blind (NDVS/SB) are thrilled to share this book with you. It was created to provide a glimpse into what life is like as a young person with blindness or low vision and to help all students in North Dakota better understand what their blind or visually impaired peers do when they attend programming at NDVS/SB. As you'll see, our students are just like you.

In the first story, you'll meet Edward, a 5th grader from Langdon. Edward was born with Optic Nerve Hypoplasia and has no functional vision. But the first thing you'll probably notice from the pictures is that Edward is always smiling. He is always encouraging and helping others, leading by example. Indeed, his positivity garners him friends and admirers everywhere he goes. We know that you will enjoy getting to know him, too.

After Edward, you'll read about Faith, a 7th grader from Manning. Intelligent, well-spoken, and resourceful, Faith is every teacher's dream student. But her kindness, geniality, and confidence make her an awesome friend and sister, someone you want to be around, someone you know you will learn from. We're certain you will learn from her as well.

After Edward's and Faith's stories are some suggestions for using this book in the classroom. We encourage teachers and parents to reach out to NDVS/SB with any questions or comments you may have.

Happy Reading!

Paul Olson
NDVS/SB Superintendent

Emily Stenberg
NDVS/SB Librarian

Nothing I Can't Do

featuring Edward Freer

5th Grade

Langdon, North Dakota

Hi! My name is Edward. I live in Langdon, North Dakota, with my mom and dad and my brothers Brock and John.

I was born early. I was pretty little when I was born. I have something called Optic Nerve Hypoplasia. That means I can't see very well.

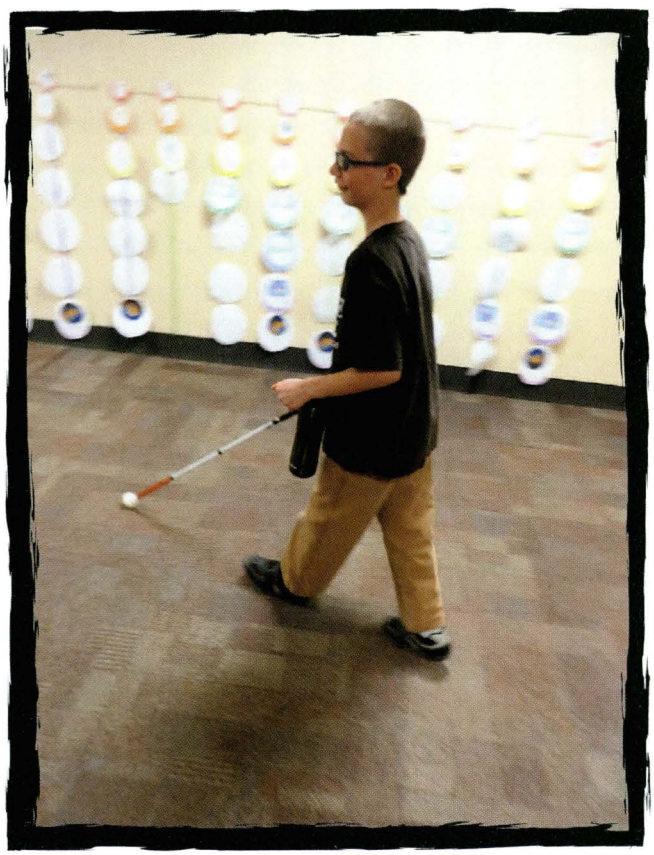
You might have noticed that I wear glasses. They protect my eyes.

The Freer family, clockwise from top: dad Rory, brother Brock, Edward, brother John, and mom Carey.
Photo courtesy of KA Studios, Langdon, ND.

The optic nerve connects the eye to the brain. If this nerve is missing or not developed at birth, **Optic Nerve Hypoplasia (ONH)** will occur. ONH can cause a wide range of problems. Some children with ONH will have vision problems in one eye; some will have problems with both eyes. Some children with ONH will suffer from seizures; some will have problems with learning. In Edward's case, he has very little functional vision. This means that he can see some light and shadows, but it is not enough to rely on. He uses a cane when he walks around and braille when he reads so that he can do the same things people with vision can do. Edward also takes medication to prevent seizures.

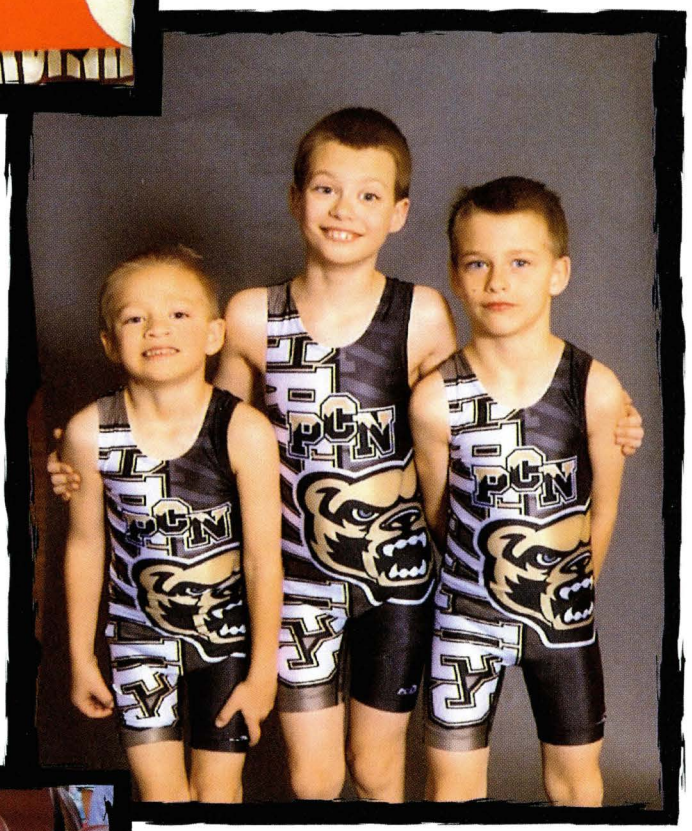
I use a cane to help me stay safe when I walk. I learned how to use it at the School for the Blind. I sweep it side to side in front of me so I know if there's something in my way. But I walk pretty fast, especially at school and at home.

Left: This picture was taken the day Edward received his first cane at four years old.



Right: Edward uses his cane in the school hallway in Langdon.

A white **cane** is used by many people who are blind or visually impaired. Edward sweeps his cane from side to side in front of him as he walks -- or runs! It helps him "see" if there is anything in front of him that could be a hazard, such as a rock, a curb, or a classmate. You can celebrate White Cane Day every year on October 15.



My mom says I'm a typical boy from head to toe. I just can't see. I fight with my brothers. I wrestle. I run cross-country. I like Kit-Kats and strawberry milk.

I love to read books. I can read in the dark because I read braille with my fingers. Sometimes I wish I could read print because that's what my brothers do.

Above right: Edward writes using a brailler. It resembles a typewriter but has only six keys, one for each of the dots in a braille cell.

Bottom: Edward reads with two of his friends at NDVS/SB. While Edward reads a braille copy, his friends read a large print version. **Braille** is not a language. Rather, it is a system of raised dots that is read by touch by people who are blind or low vision. People who have sight generally read braille with their eyes, not by touch.

I like to ride my bike with my brothers. We play football and soccer. We climb trees. I help my brother John with his math. He says I'm a good cuddler. I like to read books with my brother Brock. Brock and John say that I'm the toughest brother. I think so too. After all, I'm the oldest.

I'm good at making friends, too. I have lots of friends at school. They say I'm pretty funny and nice. I like to play outside with them.

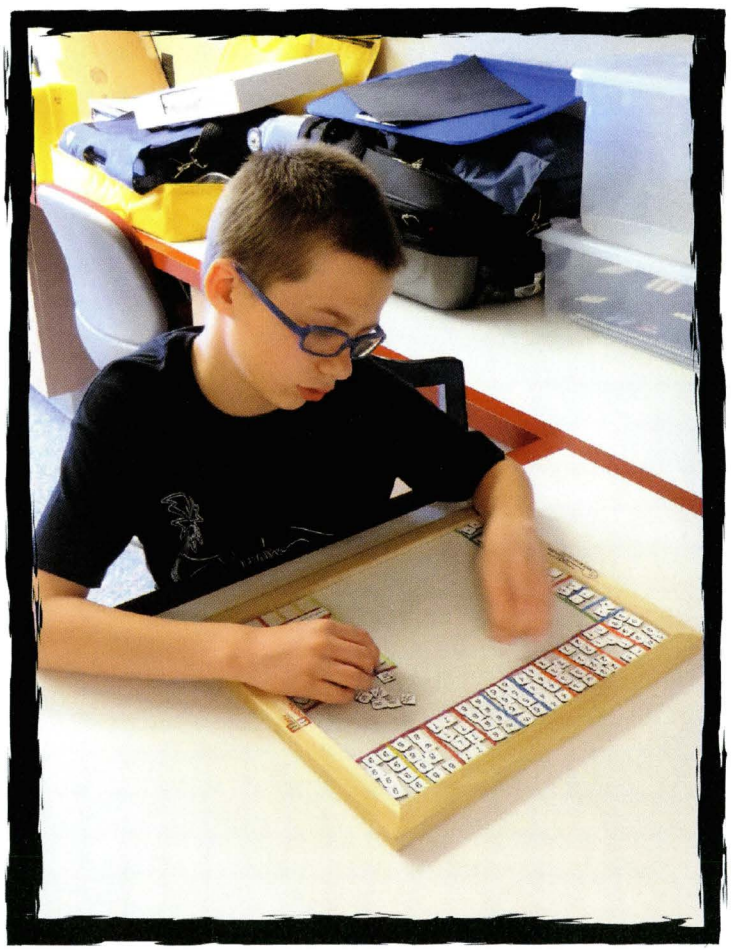
Left: Brothers Brock, John, and Edward with Ronald McDonald.

Right: Edward with a friend outside his school.

I like to be noisy. I bang bottles, tap my pencil, rustle my paper. I know I'm being too loud when my parents shut my bedroom door. But it's fun to be loud. It's like I'm making my own music.

Some blind or visually impaired people use **human echolocation** to detect objects that are nearby or to help them orient themselves within their environment. They may tap their canes, snap their fingers, or click their tongues in order to "see" where they are or what is nearby. Edward is not actively using echolocation, however. He is just making his presence known! In the picture above, Edward is banging a drum in music class at NDVS/SB.

Sometimes I do things differently than the other kids, but I still can do everything. My dad says we just have to find a tool to help me do it.



Above: Edward uses an **abacus**, which is a tool used to do simple math calculations. When he's older, he'll also use a talking calculator to complete his math work. There are a variety of "talking" tools that help those who are blind or low vision maintain their independence including watches, clocks, and timers.

Right: Edward uses a **Math Window**, a portable, magnetic, tactile tool with tiles that he moves around to help him solve math equations.

I love to visit the School for the Blind because it's so fun. We do lots of different activities. I learn how to cook and how to use my cane. I practice my braille there, and play music. I learn how to do new things, and I practice how to use my tools, like my BrailleNote and the abacus and Math Window.

A **BrailleNote** is similar to a laptop computer. It allows Edward to cruise the Internet, type and print his homework in braille, send and receive e-mail, and read books.

Above: Mrs. Lien, braille teacher at NDVS/SB, and Edward read a story together.

Right: Edward and friends practice music at NDVS/SB.

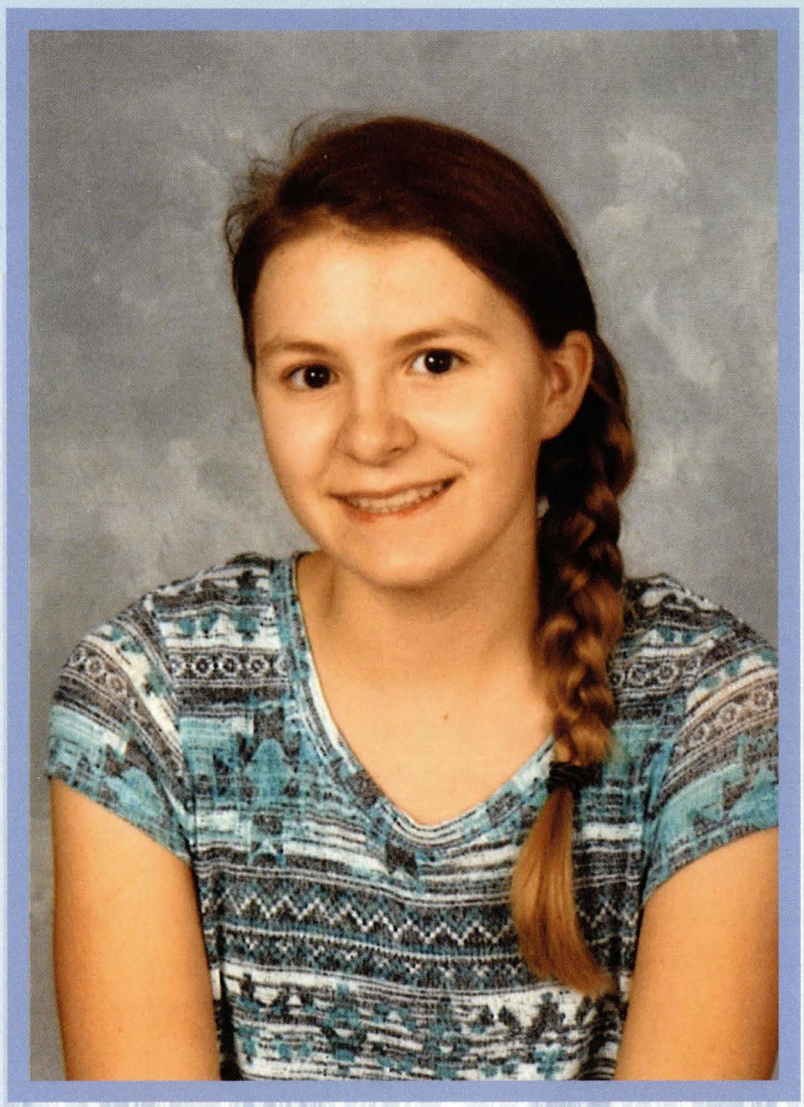
Sometimes I get frustrated, like when I'm doing a really hard math problem. But I just try my hardest. My teachers say I teach them more than they teach me. They say I encourage others, and that I always have a smile on my face. But lots of things make me happy, so why wouldn't I smile?

Mom and Dad say that *can't* is not a word in our house.

There's nothing I can't do!

Edward recently rode a horse during a field trip while attending programming at NDVS/SB. He claimed to be nervous, but his ever-present smile suggests otherwise.

Not Like Anyone Else



featuring Faith Norby

7th Grade

Manning, North Dakota

Hi! My name is Faith. I am a 12-year-old girl who loves to read and be outside. I play basketball and volleyball. I play clarinet in band and sing in choir. I babysit my younger brother Tate and sister Clover. (That's them in the picture with me at Easter last year.) I love to teach them tricks on the trampoline and play games with them. I'm a baker. Any kind of bar is my specialty in the kitchen. I take care of sheep and a beef animal every summer for 4-H.

I live on a small farm by Manning, ND, but I attend 7th grade just a few miles down the road, in Killdeer. I enjoy school. That may not be normal for most kids, but I really do like it. My favorite things about school are being with my friends and learning new things.

Another thing about me is that I have cone dystrophy. Did you know that your eyes have cones in them? Those cones help you see in daylight, and they help you see colors and fine details, like leaves on trees or periods on the white board at school. But since mine don't work very well, I can't see those details. I'm also photosensitive. That means that sunlight and bright lights make me squint.

In these photos, Faith works on a social studies project. Faith is a careful and meticulous student but doesn't require additional time to complete her detailed work. She works steadily and with purpose. She would never use her visual impairment as an excuse, but she doesn't deny its existence, either. "When she can't do something, she says something," Faith's friend Kaleb explains. "She doesn't care what others think," her friend Kaile says, "and she's not like anyone else."

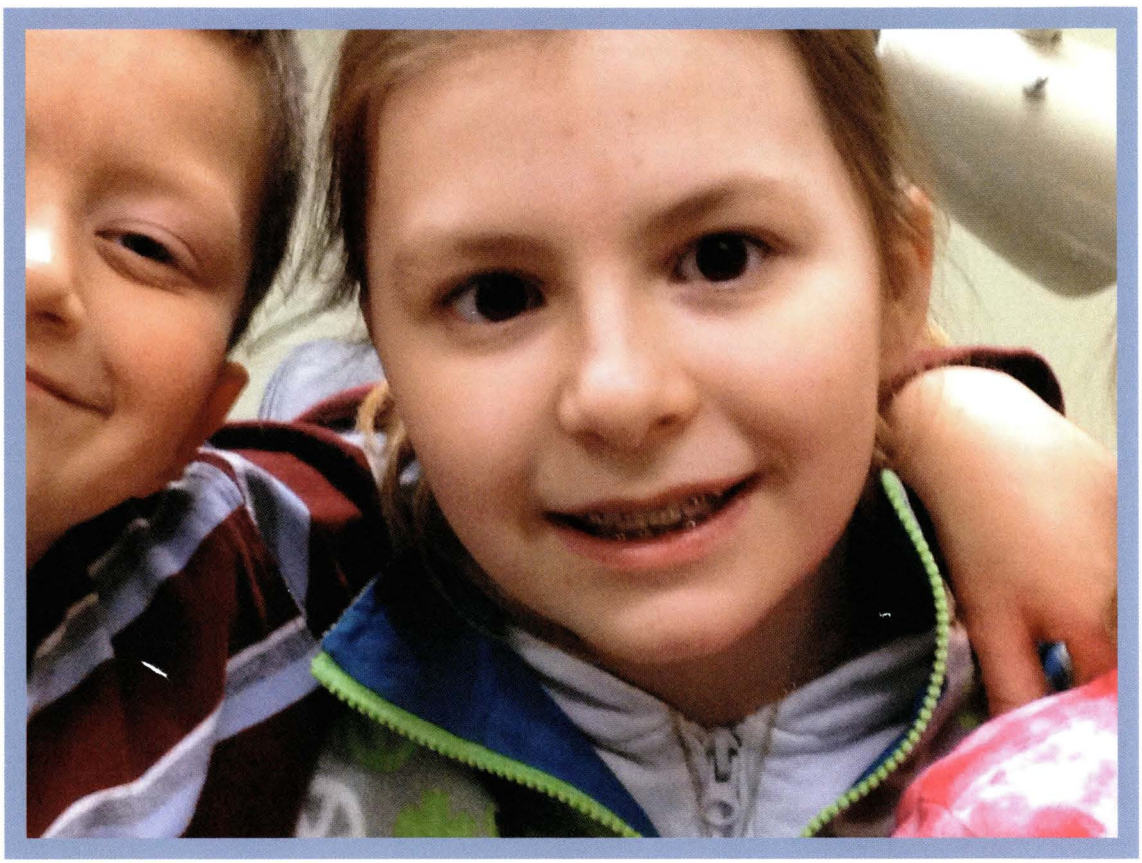
I'm colorblind, too. I like to say that I can see different shades, but everything is in shades of black and white and gray.

When I'm wearing my contacts, I can see some colors. My contacts have special lenses that make my eyes look red. But even when I'm wearing my contacts, I can't see every color. So sometimes I have to ask, "What color is this?"

I remember one time when I was in second grade, I accidentally painted my hair pink. As you can see, I took my friends' hair colors to extremes, too!

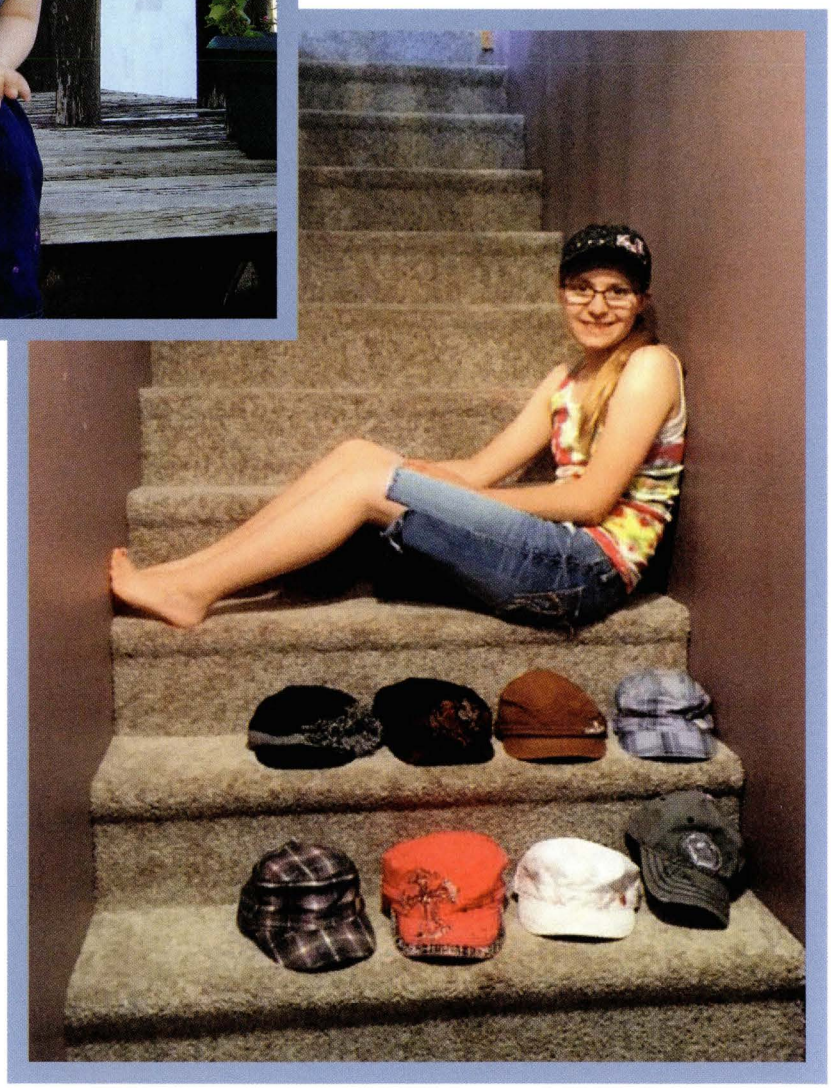
People always ask me, "Why do your eyes look red?"

"I wear red-tinted contacts because they help me see better," I explain.



When they find out I'm colorblind, people like to ask, "What color does this look like to you?"

I can usually take a pretty good guess at what color it is. So I smile. I answer. Then they tell me what color it actually is, and I tell them what color it looks like to me.



Above: Faith sporting sunglasses at age 2.

Right: Faith with her hat collection.

Even when I wear my contacts or glasses, my vision is not perfect. I have **nystagmus**, which means my eyes shake when they can't find something to focus on. And my eyes let in more light than they should, so bright lights make me squint. When I'm outside, I like to wear a hat to keep the sun out of my eyes, and I always wear sunglasses. I have quite a collection of hats!

I think I'm lucky to have had the vision I have my whole life. It's always been this way, and I don't let it hold me back. I also know I'm lucky to live in such a small community and go to a small school. I know that people truly care about me, and it feels good to know I can always get help if I need it. Plus, there are new tools and **adaptations** coming out all the time to help people like me. Adaptations are changes that can be made to help me do something. For example, my teachers enlarge worksheets so I can see them easier. And I can enlarge my textbooks on my iPad as well. I want to be able to do everything my classmates do and learn everything they learn. Adaptations make sure this happens!

Top: Faith on her first day of Kindergarten.

Bottom: Faith on her second birthday. "There's nothing she can't do," Faith's mom Amy says. "We look at how she can do it -- we find the way."

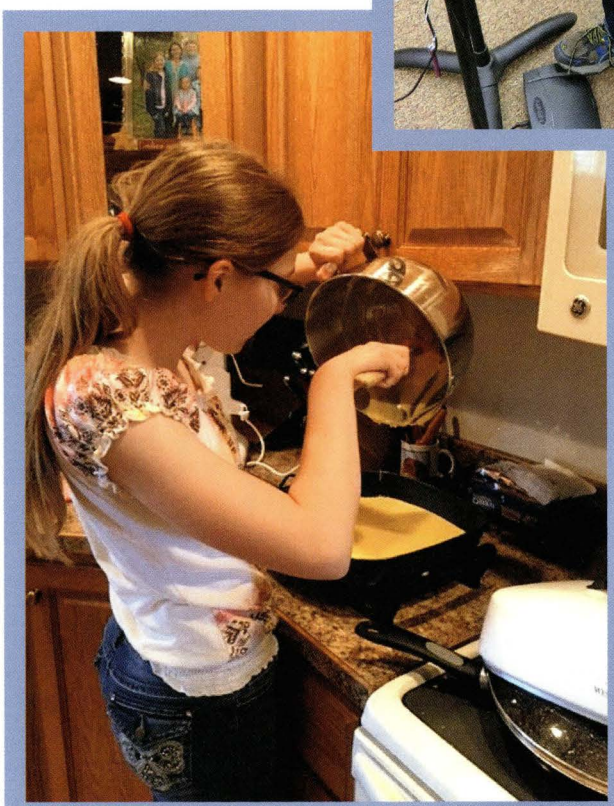
There are lots of other adaptations I use in the classroom, too. My textbooks have large print, so they are a lot bigger than my classmates' books. I use a slant board to help me see my worksheets better. I have trouble seeing the board, but I just stand up and walk to the board if I can't see what my teacher wrote. And there's an app called Join.Me that displays what's on the SMARTboard right on my iPad, so I can see it up close. I have lots of options to make sure I'm not missing a thing.

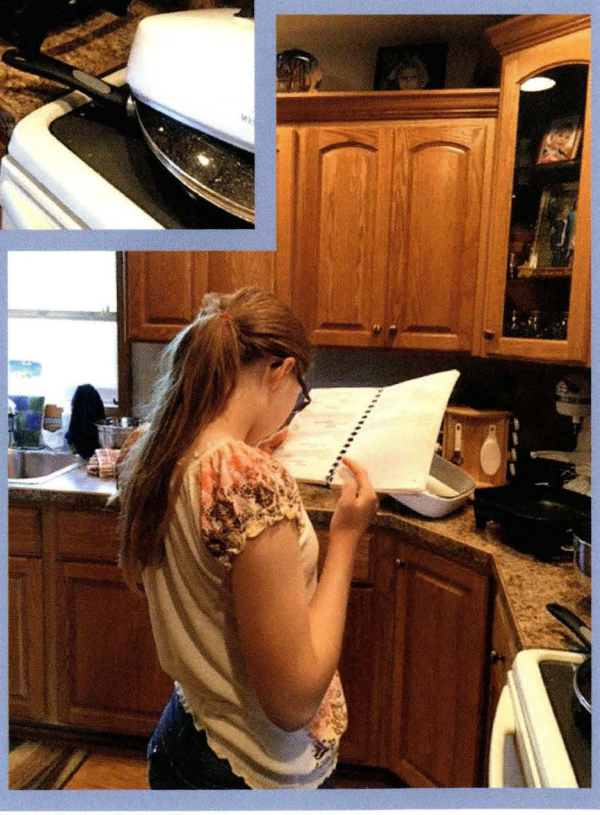
Top: Faith uses the **Join.Me** app to see what her classmates see on the SMARTBoard.

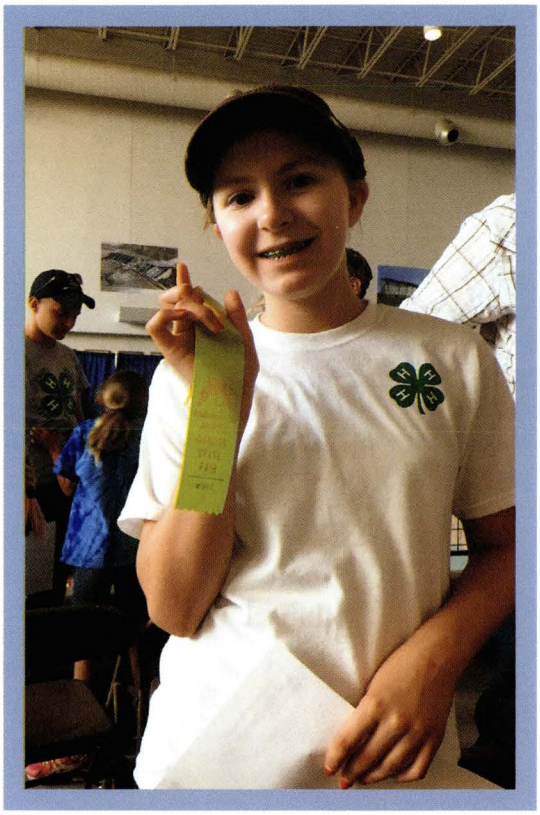
Bottom: Faith uses a **slant board** to bring a large print worksheet closer to her eyes.

I use an adaptation in band, too. I play the clarinet, and I use a **lime lighter** to make the notes big enough for me to see. A lime lighter is like a huge iPad that sits on a stand and displays the music notes. I use a foot pedal as I play to move the screen from one measure to the next. The lime lighter is heavy, but it's really easy to use.

When I'm baking at home, I can use my iPad to make the recipe bigger. Or I can use my magnifier to make a recipe card easier to read. Other things I use are just bigger than usual. My alarm clock has huge numbers on it so I can see it even without my glasses on or contacts in.







Faith won a ribbon in 4-H Public Speaking at the North Dakota State Fair.

When I travel to the School for the Blind for programming, I have to miss a week of classes at my regular school. I miss my family and my friends when I'm there, but getting to practice new tools and learn all sorts of new tricks that the teachers show me makes all that extra homework worth it. I also really like getting to meet new friends there. It makes me feel good to know there are other teens in North Dakota who also have low vision and who are experiencing some of the same things I am. We have a lot of fun during programming weeks, and I go back to Manning with tons of new ideas.

My grandma says that when I was younger and she would tell me to be careful or to watch out for something, I would put my hand on my hip and say, "I can see just fine!" And I can! There's nothing I can't do. Whenever I am doing something new or scary, I just tell myself, I can do this. And I can.

I may need more help than others or a special tool. But I can do anything.

Even with all these adaptations, there may be one thing I won't be able to do. I probably won't be able to drive because my eyesight isn't strong enough. But I have a solution in mind.

I have lots of friends and family who will drive me where I need to go. I'm already practicing how to use public transportation and other ways to get around by myself. And maybe there will even be driverless cars by then. Who knows?

I like to be independent, but sometimes I need help. I'm not afraid to ask for help. Most of the time I get to be the helper, so when I need help, I know there are lots of people who will be there.

Above: Faith playing volleyball.

Below: Faith practicing the shot-put in her phy ed class.

Even with her visual impairment, Faith is an asset to every team she's on. "She's a leader," her phy ed teacher and running coach Ms. Jelly says. "She's always so positive and is always helping others."

The Norby family, clockwise from left: Faith, mom Amy, dad Jeremy, brother Tate, and sister Clover.

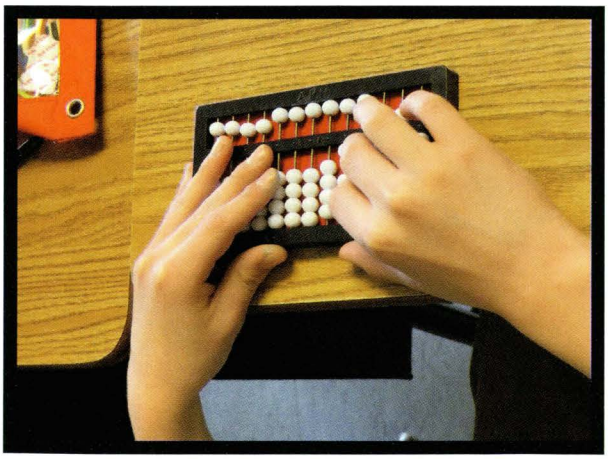
I'm really grateful to live in a small town that is so supportive of me. My neighbors and classmates and teachers don't see someone with low vision. They don't see someone who is colorblind or who has nystagmus. They just see me, Faith. A reader. A sister. A 4-H member. A musician. An athlete. A baker. Me! Someone who is not like anyone else.

Suggestions for using this book in the classroom

Reading this book aloud

You will notice that there are two different texts in this book. The blue text tells Edward's and Faith's stories in their own words, and the black text adds informational text, as well as photo captions.

When you read this book aloud, we encourage you to read both texts aloud to your students. Depending on your students' needs, however, you may want to read the students' stories through first, then go back and discuss the informational text. Or, you may want to read the informational text at the same time as the stories themselves. Also keep in mind that some of the informational text may need to be further explained or edited by you.



Three topics to spark further conversation and exploration about visual impairment

1. People with low vision or blindness live in our community.

Discussion Questions

Do you know anyone who is visually impaired? How or when did they lose their sight? What tools or accommodations do they use in their everyday life?

Classroom Activities

Brainstorm questions to ask a visually impaired person. As you make a list of questions, emphasize inclusive language and good manners, but also students' curiosity.

Extension Activities

Visit websites where you can see what people with certain eye conditions see, such as visionsimulations.com or lowvisionsimulators.com.

Invite people with visual impairments who live in your community to come in to the classroom to share their story.

2. People with low vision can do anything you can do. They may need special tools or accommodations to help them accomplish these tasks.

Discussion Questions

If you were to lose your vision, what would you miss most? Why? How could you still do that or experience the thing you would miss the most?

Classroom Activities

Close your eyes and imagine you cannot see. Imagine yourself doing an everyday activity, such as walking home from school or making a snack. What would be the hardest part of completing this activity? How could you make sure you accomplish this task safely? What tools or accommodations could you use to complete this task?

Assign each student a simple task, such as tying a shoe or walking to the water fountain to get a drink, to perform blindfolded. After completing it, discuss what was difficult or scary, as well as what tools or directions helped. Ask them what Edward or Faith would use in those situations to help them accomplish that task.

Extension Activities

Bring in low vision tools, such as magnifiers, canes, large print and braille books, and talking devices for the students to try out and explore.

Visit the NDVS/SB YouTube Channel! (Search for "NDVS/SB Golden Guides" on YouTube.) Each month we post a new video with tips and tricks on how to perform everyday activities with low vision.

3. We can learn with all of our senses.

Discussion Questions

Think about how you learn a new skill. Much of what we learn is learned visually. We watch someone use a new technology or solve a math problem, and then we can do it. But people who are visually impaired can't learn new skills by watching someone else do it first. How would you learn a new skill if you couldn't see?

Classroom Activities

There are a variety of apps and websites that play a large assortment of different sounds. (One free app is Ambient Noise.) Play some of these sounds and have the students guess what sound they hear.

Put a variety of everyday objects in a large cloth bag. Have students reach in, feel the objects, and identify them without taking them out of the bag, and using only their sense of touch. Make a list of the objects that the group thinks is inside the bag. After everyone has had a turn, take all the objects out. Did you get them all? Were there any that were particularly hard to guess?

Extension Activities

Try out some of the tools students who are visually impaired use. Listen to an audiobook instead of reading a print copy. Visit http://braillebug.afb.org/ to learn more about braille. Try using some of the built-in tools on your tablet or phone that speak to you (VoiceOver on iOS, text-to-speech, etc.) or that enlarge the text. (Products with iOS 10 and newer have a built-in magnifier.) These accessibility tools can be found in the settings application.

Glossary

Abacus: a tool, made of rows of metal rods on which beads are slid, that is used to do simple math calculations.

Adaptations: changes that are made in an educational setting to provide a student with equal access to learning materials.

Assistive Technology: an item or piece of equipment that is used to maintain or improve the capabilities of individuals with disabilities at school, at home, or in the community.

Blind: a lack of vision. In order to be considered legally blind, a person's visual field must be 20 degrees or less in the better eye, or a person's visual acuity must be 20/200 or less while wearing corrective lenses. This means that if an object is 200 feet away, a person would have to stand 20 feet from it in order to see it clearly.

Braille: a system of raised dots that can be read with the fingers by people who are blind or who have low vision. People who are not visually impaired usually read braille with their eyes.

BrailleNote: a personal computer made by HumanWare for people with a visual impairment. It can have either a braille or regular Qwerty keyboard, and it allows a user to do research, send and receive e-mail, use social media, read books, and perform any other computer-based task.

Colorblindness: the inability to distinguish between certain colors. The cones in the eye detect colors, and if these cones do not function properly or are absent, colorblindness occurs.

Cone Dystrophy: an inherited eye disorder that affects the cone cells in the eye. It is usually characterized by decreased central vision, reduced color vision, and sensitivity to bright lights.

Daily Living Skills: the activities of daily living, including cooking, cleaning, hygiene, money management, and home organization. Individuals with low vision are taught strategies for completing these skills without having to rely upon sight.

Human Echolocation: a method that some blind or visually impaired people use to detect objects that are nearby or orient themselves in their environment. This is done by listening to the echoes made by tapping canes, snapping fingers, clicking tongues, or other noise-inducing methods.

Join.Me: an app for the classroom that displays what is on the SMARTboard directly onto a student's tablet.

Large Print: print that is significantly larger than average, thus making it easier for people with low vision to read. In order to be considered large print, print size must be at least 16 point.

Lime Lighter: a piece of assistive technology made by Dancing Dots that allows people with low vision to read print music with ease. It is a touch-screen PC that displays different colored, enlarged notes and has a foot pedal for scrolling through the music.

Low Vision: a term used to refer to a visual impairment that cannot be corrected with regular eyeglasses, contacts, or surgery. A person's visual acuity must be 20/70 or less while wearing corrective lenses in order to be considered low vision. This means that if an object is 70 feet away, a person would have to stand 20 feet from it in order to see it clearly.

Magnifier: a device used to make objects appear larger. Magnifiers that are hand-held are often used to enlarge printed material.

Math Window: an example of assistive technology, the Math Window is a portable, magnetic, tactile tool with braille tiles that can be manipulated in order to help solve math equations.

Nystagmus: rapid, involuntary movements of the eye that appear as a shaking of the eye. It is often caused by a disease or another eye condition.

Optic Nerve Hypoplasia (ONH): a syndrome in which the optic nerve is underdeveloped or absent, resulting in blindness or low vision. It is often accompanied by other abnormalities of the brain or endocrine system.

Orientation and Mobility (O&M): skills that are taught to people who are blind or visually impaired that focus on how to travel safely in both familiar and unfamiliar settings.

Photosensitivity: a term used to describe sensitivity to the ultraviolet rays from sunlight and other light sources, such as indoor fluorescent lights.

Slant Board: a piece of assistive technology generally used in the classroom that can be positioned at a variety of angles, in order for a student to see their learning materials better.

Talking Calculator: a calculator that reads aloud each number, symbol, and operation key the user presses, as well as the answer. It is usually accompanied by a large screen and enlarged buttons.

White Cane: a mobility tool used by people who are blind or visually impaired to give them information about the environment they are traveling through. It also often serves as a symbol of the blind population's independence and their achievements. Celebrate White Cane Day every year on October 15.

Thank you to the North Dakota School for the Blind Foundation for supporting this project.

The North Dakota School for the Blind Foundation was established in 1990 to assist individuals who are visually impaired in North Dakota. The Foundation's mission is to assist individuals who are visually impaired. This may include, but is not limited to, purchasing assistive technology equipment/materials and/or funding social or recreational opportunities for students who are visually impaired. The Foundation works closely with NDVS/SB to help provide materials that are not available with state funding.

Terry Lien, President
Julie Anderson, Vice-President
Becky Horner, Secretary
Diane Mihulka, Co-Treasurer
Kathy Ashe, Co-Treasurer
Kari Torkelson, Past President
Janet Gregory
Barb Delohery
Brandi Trom Anderson
Helen Baugartner
Bob Syverson
Karalee Maciver
Kristi Thiseth
Paul Olson, Ex Officio

Many thanks to the Freer and Norby families for their patience, support, and cooperation in the creation of this book!

About North Dakota Vision Services/School for the Blind

North Dakota Vision Services/School for the Blind (NDVS/SB) provides statewide leadership, center-based programming, and regionalized outreach services ensuring that the specialized needs of persons of all ages who are blind or visually impaired are met. NDVS/SB is located in Grand Forks, with regional offices in Fargo, Jamestown, Minot and Bismarck. Our mission is to function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities. We strive to inspire hope and the desire to achieve in our students as we strive to be leaders in the field of visual impairment.

Serving the
Visually Impaired
Since 1908

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

Att: 8 HB 1013 1-12-17

Testimony
House Bill 1013 - Department of Public Instruction
House Appropriations - Education and Environment Division
Representative David Monson, Chairman
January 12, 2017

Chairman Monson, members of the House Appropriations Committee-Education and Environment Division. My name is Zelda Gebhard. I am a wife, mother and grandmother. I am active in my community where I teach Sunday school and work in an insurance office. I also am legally blind.

I have a genetic eye condition that causes continued vision loss, As I continue to lose my vision, I need to learn new ways of doing the day to day things I need to do. This requires the use of many different tools and technologies.

I have attended several of the adult weeks at North Dakota Vision Services/School for the Blind where the staff has taught me different blindness skills and techniques and introduced me to different types of technology.

The staff is very dedicated and capable. They are creative and resourceful, doing as much as they can with the limited resources they have to work with. Because I am continually faced with the need for more training and more technology to retain my job, I am very concerned that because of budgetary constraints NDVS/SB hasn't been able to purchase new assistive technology to introduce to their students, young and old alike. It is also very difficult for the staff to keep up to date on the current training and technology to pass on to their students if they are not allowed to attend conferences and trainings.

There is a unemployment rate of around 70% in the blind and visually impaired community. In order for our youth to be prepared to become employable and for those of us with jobs to keep up with the technology explosion so we can retain our jobs, we must have access to staff equipped with the technology and skills to share with us.

I believe that everyone should be able to live a productive and successful life. It is very difficult for people with vision loss to maintain their productivity and independence. I am a member of the North Dakota Association of the Blind, a nonprofit organization that has been promoting independence and providing encouragement to people with vision loss for the last 80 years.
As the current president of this organization, I want express our support for the North Dakota Vision Services/School for the Blind and encourage you to provide a sufficient budget for them to do their jobs.

- In addition to providing funding to allow staff to purchase and demonstrate assistive technology to their students and to attend continuing education to maintain their skills;
- Please restore funding to place a mobility specialist in Western ND.
- Restore funding to allow more attention to be directed to transition services to the young who are preparing to become responsible, working and productive adults.

For the residents of ND who are blind and visually impaired, this isn't just a matter of dollars and cents, it is a matter of quality of life.

Are there any questions? I thank you for your time, attention and your thoughtful consideration.

Zelda Gebhard, President
North Dakota Association of the Blind
8169 66th Street SE
Edgeley, ND 58433
701-483-2399
zgeb@drtel.net

Att 9: HB1013 1-12-17
(Could not make it to testify)

Testimony for HR1013

To: Representative David Monson, Chair, & Members of the House Appropriations Committee, Education and Environment Division, North Dakota 65th Legislative Assembly.

From: Allan Peterson, Legislative Liaison, North Dakota Association of the Blind (NDAB).
Home address: 7009 Horseshoe Bend, Horace, ND 58047.
Phone: (701) 282-4644; cell: (701) 429-7209; Email address: apeterson6@q.com

Re: Testimony offered for HR1013 in reference specifically to the Appropriation provided for North Dakota Vision Services / School for the Blind for the biennium of 2017 – 2019.

Greetings Chairman David Monson and members of the North Dakota House Appropriations Committee, Division on Education and the 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 2017 - 2019.

A resolution that supports the biennial appropriation request of the North Dakota Vision Services / School for the Blind, was unanimously adopted at our most recent NDAB state Convention held June 10-12, 2016 in Williston. This resolution is included in the packet of information that supports the appropriation for NDVS/SB.

To be clear, we are testifying to maintain and strengthen the Appropriation for NDVS/SB as was proposed in the budget submitted by Governor Jack Dalrymple for consideration by the 65th North Dakota Legislative session.

It cannot be over emphasized, just how very important it is that persons who lose some or all of their 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 in spite of sight loss!

As someone who lost his eyesight as an adult, I can personally 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 and every day and is of immeasurable importance to my independendnce. Orientation and mobility is a skill set that is taught by a qualified mobility instructor who has been certified to do this training. It is a skill set that is learned and perfected over a period of several weeks and even months of training.

Besides the "orientation and mobility" skills that I've 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 usable eyesight.
(continued on back side of this page)

The instruction that I've received from the NDVS-SB technology experts on using audio output from my computer has been absolutely vital in developing my skills to access this mode of communication. Many others in the population of people who are blind would 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 critically vital to independence in today's society, we desperately need the specific training and adaptations that will allow us to be proficient in utilizing this window into the sighted world.

Another vital skill I've learned and used extensively with the aid of instruction from teachers at NDVS-SB is to read and write in Braille. I've found this skill to be very useful in writing notes and marking items; Braille is an adaptation comparable to the use of paper and pencil by a person who is sighted.

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 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 serious sight loss now and into the future.

You might ask, among us in ND, **how many today have a loss of eyesight**? The U.S. Census Bureau estimates that presently there are approximately 757,000 residents in North Dakota. Many credible studies have demonstrated that, conservatively, that **3.3%** among the general population, will have conditions that mildly, moderately, or severely medically compromise their eyesight – this means that approximately 24,000 individuals in North Dakota are affected by uncorrectable sight loss - a quarter of whom (6,000) have significant sight loss and/or are "legally blind".

Briefly about North Dakota Association of the Blind (**NDAB**): You could say the that North Dakota Association of the Blind is an organization of and for people who are blind or sight impaired. We are a statewide membership organization that was initially organized and chartered 80 plus years ago; 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.

About me: I serve as one of the Legislative Liaisons for North Dakota Association of the Blind and am registered with the state to speak on behalf of the organization – I'm performing this service as an unpaid volunteer.

Att 1
HB 1013
1/20/17

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment
January 20, 2017

HOUSE BILL NO. 1013
LISTING OF PROPOSED CHANGES TO BASE LEVEL

Department -

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Reduces funding for pass through grants		($3,094,000)		($3,094,000)
2	Reduces funding for PowerSchool		($500,000)		($500,000)
3	Reduces funding for transportation grants		($5,700,000)		($5,700,000)
4	Adds funding for "Leveraging the Senior Year" program		$1,450,000		$1,450,000
5	Adjusts the funding source for integrated formula payments to provide additional funding from the state tuition fund.		($82,130,000)	$82,130,000	$0
6	Adjusts the funding source for integrated formula payments to provide additional funding from the state tuition fund resulting from a transfer of funds from the department's operating account.		($4,282,905)	$4,282,905	$0
	Total proposed funding changes		($94,256,905)	$86,412,905	($7,844,000)

Other proposed changes:

1 Adds a seciton to amend 2015 session law to repeal $3 million contingent transportation payments provided from excess state school aid funding during the 2015-17 biennium.

2 Adds a section to allow the Superintendent of Public Instruction to transfer $1.4 million in general fund authority from the integrated formula payments line item to the grants - special education line item ($1.2 million) and the transportation grants line item ($200,000) during the the 2015-17 biennium to fund anticipated obligations based on the special eduation and transportation formulas.

3 Adds a section to transfer $4,282,905 from the Department of Public Instruction operating account to the state tuition fund.

4 Adds a section to provide no more than one-half of the funding provided for grants - other grants for passthrough grants may be distributed during the 1st year of the biennium.

ATT 2
1-20-17
HB 1013

DPI Salary Line Reductions - General Fund

Executive Budget				Percent Decrease
Reduce FTEs				
1293	$ 130,897.50			
1304	120,681.14			
		$ 251,578.64		
Realign Funding Sources				
		402,541.00		
			$ 654,119.64	10.40%
Appropriations Committee Request				
Defund FTEs				
1308		$ 124,557.54		
1342		52,187.60		
XXXX		223,717.07		
			400,462.21	6.97%
Total Reduction			$ 1,054,581.85	16.77%

AH-3 HB 1013
1/20/17

NDCEL Proposed Amendment to HB 1013

The people of North Dakota voted to approve Measure #2 related to the purpose and use of the Foundation Aid Stabilization Fund. These funds were unavailable to the legislature since they were in a permanent trust fund that had a single purpose. The people of the State voted to free these funds for the support of public education. The purpose of these amendments is to provide the mechanisms use these funds in accordance with the provisions of Measure #2.

1) Create a new section to HB 1013 that would repeal sections 1, 9 and 10 of chapter 153 of the 2015 Session Laws. *This will repeal the permanent transfers from the Foundation Aid Stabilization Fund to the School Construction Assistance Loan Fund and the Scholarship Endowment Fund. The rationale for Measure #2 was to free up the funds from the Foundation Aid Stabilization Fund for the support of K-12 public education. The creation of 2 new permanent funds that each has a single purpose removes these funds from the control of the legislature and does not provide a mechanism to use them in future biennia for the support of K-12 public education.*

2) Create a new section to HB 1013 that would create an effective date for the repeal of sections 1, 9 and 10 so that these sections take effect immediately upon the filing of the bill with the Secretary of State. *The transfers to the other permanent trust funds are scheduled to take place no later than June 30, 2017. The repeal of these sections must take effect immediately upon passage so that the transfers do not occur.*

3) Create a new section to HB 1013 that would create a Foundation Aid Stabilization Fund usage policy that would provide for the appropriation during any biennium of up to 15% (or such other amount determined to ensure growth of the fund) of the anticipated ending balance of the fund, with an effective date of July 1, 2019. *This will create the framework for how the funds from the Foundation Aid Stabilization Fund are access each biennium, while ensuring the long-term fiscal health of the fund. This is based conceptually on the model that is in use with the Common Schools Trust Fund, which ensures the continued growth of the fund. The policy implementation is delayed to provide for additional flexibility during the 2017-2019 biennium.*

4) Create a new section to HB 1013 that would provide for the investment of the Foundation Aid Stabilization Fund by the State Investment Board, and shall direct the State Investment Board to create an investment policy that shall be subject to review by the Legislative Management Committee. *The investment of the Foundation Aid Stabilization Fund will provide for growth in the fund, and provide additional resources for future biennia.*

5) Create a new section to HB 1013 that would provide increases to the per pupil payments under the integrated formula payments to $9,742 for 2017-2018 and $9,840 for 2018-2019, and adjust the calculations for the minimum and maximum adjustments by ½% each year. *This provides for*

a 1% increase to the per pupil payment for each year of the biennium. These increases would be funded with an appropriation from the Foundation Aid Stabilization Fund.

6) Amend line 18, Page 1 of HB 1013 by replacing the 0 under Adjustments or Enhancement with $37,000,000; and the $1,916,640,000 under Appropriation with 1,953,640.00. *This provides the estimated appropriation to support a 1% increase to the per pupil payments for each year of the biennium.*

7) Amend line 21, Page 3 of HB 1013 by replacing the 0 under 2017-19 for Rapid enrollment grants with 10,000,000 (or such amount as necessary to fund the existing program). *This is an estimate of the amount that is necessary to reinstate the Rapid enrollment grants program with an appropriation from the Foundation Aid Stabilization Fund. The position of the NDASA is that all grant programs that support K-12 public education that have sustained funding reductions should be considered for reinstatement to the level of the 2015-2017 appropriations.*

8) Create a new section to HB 1013 to provide for a transfer of $187,000,000 from the Foundation Aid Stabilization Fund to reduce the overall general fund support for the integrated formula payments (at $140,000,000 in accordance with the executive recommendation), to fund the 1% increases to the per pupil payments and to fund the reinstated appropriation for the Rapid enrollment grants. *The $140,000,000 reduction to the general fund should be used to support grant programs for K-12 public education that have sustained funding reductions from the level of the 2015-2017 appropriations.*

9) Create a new section to HB 1013 that provides that any money that was appropriated to the superintendent of public instruction for Integrated formula payments to school districts remains after the superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2015, and ending June 30, 2017, the remaining funds shall be deposited in the Foundation Aid Stabilization Fund.

10) Create a new section to HB 1013 that provides that any money that was appropriated from the Foundation Aid Stabilization Fund for education related purposes remains after all statutory obligations are imposed for the biennium beginning July 1, 2015 and ending June 30, 2017, the remaining funds shall be deposited in the Foundation Aid Stabilization Fund.

11) ***Optional*** – create a new section to HB 1013 to provide for interest rate buy down program for school construction to provide reimbursements for interest paid on bonded debt through an appropriation from the Foundation Aid Stabilization Fund. Funds for this purpose shall be transferred to an escrow account held by the Bank of North Dakota and shall be reimbursed to school districts in accordance with rules adopted by the Department of Public Instruction.

Policy

NDCEL

This past summer, NDCEL was approached by the Governor and legislative leadership seeking our support in the passage of Measure 2. Our organization worked hard to educate the public with the promise in place of an appropriate definition of education related purposes and that the funds would be solely for K12 public education. That said, we worked since that time to define educational priorities to assist the legislature in doing the most good with the funds available. The voting constituency has the expectation that the funds would be used for K12 public education as that was the promise made.

Overarching theme (preamble to priorities)

Foundation Aid Stabilization Fund Policy Statement – Ranking of priority of how funds should be utilized to best serve our most precious asset – our students.

These things are ranked on the basis of highest priority to lowest priority for how to spend dollars for FASF.

1) Replace education areas cut by Governor's budget (ELL Grants, Transportation, CTE, Rapid Enrollment, Pre-K)
2) Foundation Aid Increase
3) Present Year Funding
4) 3-Year Rolling Average
5) Behavioral Health
6) New American Weight Factor of .04
7) Freeze Levy if Under 60 Mills Suspend 12% Cap on 60 Mills
8) ELL Weight Change of .4 for Levels I and II
8) Present Year Taxable Valuation for 60-Mill Deduct if Valuation Decreasing
10) Enhanced REA Funding
11) Revolving School Construction Loan Fund
12) Enhancements to State Funded Scholarships

1-23-17
HB 1013
Att. 1

North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing
1401 College Drive North
Devils Lake, ND 58301-1596
(701)665-4400 V/TDD (701)665-4409 FAX
http://www.nd.gov/ndsd/
Dr. Connie Hovendick, Superintendent

Memorandum

Date: January 23, 2017

To: Member of the House Education and Environment Division Appropriations Committee

From: Dr. Connie Hovendick, Superintendent

Re: Possible Budget adjustments to proposed bills #1013 and # 1073

In order to meet the immediate need to reduce the total general funds appropriations and preserve the services to deaf and hard of hearing individuals in North Dakota our budget analysis shows:

- At the present time all positions are filled at NDSD/RCDHH so there are no unfilled positions to work with.
- We do typically have staff turnover annually and not filling those positions would be one way to reduce the salary line in our general budget. This would impact services to deaf and hard of hearing individuals, even though as an agency we would work to minimize these effects.
- Salaries could be funded with special funds to keep the position while making reductions in the general fund appropriations.

I appreciate the work the committee is doing to keep the important services that NDSD/RCDHH provides for deaf and hard of hearing individuals in place as budget adjustments are considered.

cc: Michael Loff

Jamie Mertz

Att. 2 1-23-17 HB 1013

HB1073	
Section 13	Regarding student aid: this section would have to be amended to remove the 1% second year increase
Section 14	Relating to expending half of the amount for grants each year of the biennium
Section 15	Contingent appropriation: Allows DPI to use excess funds in state student aid to cover shortfalls in the transportation and special ed lines
Section 16	Salary of the superintendnet
Section 17	Adds language on the use of the school for the blind fund - per audit finding
Section 18	Adds language on the use of the school for the deaf fund - per audit finding

HB1013
Not included in 1013
Not included in 1013
Not included in 1013
Not included in 1013
Not included in 1013
Not included in 1013

AH3 1-23-17 HB1013

SPECIAL FUND REPORT

00252 School for Deaf/Res Ctr for Deaf and HoH

Version: 2017R0200252

School for the Deaf Fund - 353

	2015 - 2017		2017 - 2019	
Beginning Balance		1,672,432		1,859,424
Revenue and Net Transfers:				
Miscellaneous General Revenue	90,217		32,150	
Operating Transfer from Compon	1,180,000		1,592,000	
Leases, Rents, and Royalties	177,724		166,624	
Charges for Services/Sales	166,230		150,000	
Total Revenue and Net Transfers		1,614,171		1,940,774
Estimated Expenditures By Line:				
Operating Expenses	677,668		1,440,293	
Capital Assets	675,000		1,558,000	
Capital Construction Carry	74,511		0	
Total Estimated Expenditures		1,427,179		2,998,293
Ending Balance		**1,859,424**		**801,905**

HB1013 #1
1-27-2017

PATHFINDER SERVICES OF ND

Your Journey... Our Mission

7 3rd St SE #101
Minot, ND 58701

Phone: 1.800.245.5840

Email: info@pathfinder-nd.org

http://psnd.cc

Re: HB1013

Chairman Monson and Members of the House Standing Committee,

My name is Timothy Starks. I am the Executive Director of Pathfinder Services of North Dakota. I am also the parent of four daughters two of which experienced learning difficulties throughout their adolescent year. One of them is now a student at Minot State University pursuing a teaching degree while the other is going on a nine month mission trip to third world countries to help those in need.

I am testifying today in favor of the pass-through funding for Pathfinder Services of North Dakota. An amount of $120,000.00 has been attached to the Department of Public Instruction's budget for the 2017-2019 biennium for your consideration.

In my short time with Pathfinders I have witnessed firsthand the positive results this organization has had dealing with families throughout the state. Pathfinders is dedicated, and continuously goes above and beyond expectations in order to effectively support parents and families that have children with learning difficulties and differences from birth to age 21 throughout the state of North Dakota. As a parent of children that have had difficulty within the educational system in North Dakota I am very excited to be a part of an organization that has a strong foundation in informing and guiding parents of children with learning difficulties and differences.

The Individuals with Disabilities in Education Act (IDEA) provides money for each state to have "at least one PTI". The main goal of PTIs is to give parents support and free information on how to make the most of their child's education. Pathfinder Services of North Dakota is the designated PTI program in North Dakota and works diligently to provide the entire state with services, such as:

- Specific disabilities and issues
- Parental and child rights under the IDEA, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act
- Support groups, educational specialists, legal assistance and other local, state and national resources
- Modeling for Families, positive ways to communicate their concerns with educators.

These are only a few of the services offered to the state of North Dakota by Pathfinder Services of ND. Other activities include workshops, a yearly statewide conference for families and professional, and we work with multiple partnerships throughout the state. However, this cannot be accomplished without the continued assistance of The North Dakota Department of Public Instruction Pass-through funds.

STAFF
Tim Starks
EXECUTIVE DIRECTOR
Jacki Harasym
Director of Finance
Nancy Skorheim
IDEA SPECIALIST
Dan Griffith
TECHNOLOGY COORDINATOR
Sara Highum
ADMINSTRATIVE ASSISTANT
Lynn Dodge
TRAINING SPECIALIST

BOARD OF DIRECTORS
Dave King
PRESIDENT
Nancy Jellesed
Parent
Becky Dolley
Professional
Lucy Fredericks
Professional
Carl Young
Parent
Lillian Jones
Grand Parent
Derek Diede
Parent
Sara Doering
Parent

MISSION

To unite families and educators with the information and resources to build positive futures for and with children and youth with learning difficulties.

PATHFINDER
SERVICES OF ND
Your Journey... Our Mission

7 3rd St SE #101
Minot, ND 58701

Phone: 1.800.245.5840

Email: info@pathfinder-nd.org

http://psnd.co

I am happy to answer additional questions that members of the committee may have at this time.

Sincerely,

Timothy Starks, Executive Director
Pathfinder Services of North Dakota

STAFF

Tim Starks
EXECUTIVE DIRECTOR

Jacki Harasym
Director of Finance

Nancy Skorheim
IDEA SPECIALIST

Dan Griffith
TECHNOLOGY COORDINATOR

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MISSION

To unite families and educators with the information and resources to build positive futures for and with children and youth with learning difficulties.

att: 2 HB 1013 1-27-2017

Department of Public Instruction - Budget No. 201
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised 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
2017-19 Biennium Base Level	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$2,064		$2,064				$0		($2,064)		($2,064)
Salary increase - Performance				***0***				0				0
Health insurance increase		87,454	195,878	283,332				0		(87,454)	(195,878)	(283,332)
Employee portion of health insurance		***(45,813)***	***(102,613)***	***(148,426)***				0		45,813	102,613	148,426
Removes 2 FTE positions from base budget	(2.00)	(251,576)	1	(251,575)				0	2.00	251,576	(1)	251,575
Increases funding for food service contracts			500,000	500,000				0			(500,000)	(500,000)
Reduces funding for operating expenses		(812,842)		(812,842)				0		812,842		812,842
Reduces operating expenses - 2% of general fund appropriation without various state school aid lines		***(488,412)***		***(488,412)***				0		488,412		488,412
Increases funding for cost-to-continue state school aid		20,735,000		20,735,000				0		(20,735,000)		(20,735,000)
Increases funding to provide a 1 percent increase in the per student rate during the 2nd year of the biennium				***0***				0				0
Increases funding from the state tuition fund for state school aid		(82,130,000)	82,130,000	0				0		82,130,000	(82,130,000)	0
Increases funding from the foundation aid stabilization fund for state school aid		(23,946,707)	23,946,707	0				0		23,946,707	(23,946,707)	0
Provides additional funding from the foundation aid stabilization fund for state school aid		***(60,000,000)***	***60,000,000***	***0***				0		60,000,000	(60,000,000)	0
Increases funding for special education grants		2,000,000		2,000,000				0		(2,000,000)		(2,000,000)
Reduces funding for transportation aid grants		(5,700,000)		(5,700,000)				0		5,700,000		5,700,000
Reduces transportation grants an additional 10 percent		***(5,100,000)***		***(5,100,000)***				0		5,100,000		5,100,000
Reduces funding for various passthrough grants		(5,778,861)		(5,778,861)				0		5,778,861		5,778,861
Additional reductions to passthrough grants		***(2,085,500)***		***(2,085,500)***				0		2,085,500		2,085,500
Reduces funding for PowerSchool		(500,000)		(500,000)				0		500,000		500,000
Total ongoing funding changes	(2.00)	($164,015,193)	$166,669,973	$2,654,780	0.00	$0	$0	$0	2.00	$164,015,193	($166,669,973)	($2,654,780)
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	(2.00)	($164,015,193)	$166,669,973	$2,654,780	0.00	$0	$0	$0	2.00	$164,015,193	($166,669,973)	($2,654,780)
2017-19 Total Funding	97.75	$1,524,993,346	$791,355,739	$2,316,349,085	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	2.00	$164,015,193 10.8%	($166,669,973) (21.1%)	($2,654,780) (0.1%)

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the $301,264,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.	
Foundation aid stabilization fund transfer	Section 4 provides for the transfer, on a quarterly basis, of $140 million from the foundation aid stabilization fund to the operating fund of the Department of Public Instruction for the purpose of providing integrated formula payments during the 2017-19 biennium. **(The Burgum budget recommendation provides an additional $60 million from the foundation aid stabilization fund.)**	
Payments for 2015-17 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium but not filed with the department until the 2017-19 biennium.	
Gifted and talented program funding and Medicaid matching grants	Section 6 provides that the Department of Public Instruction use $800,000 of the 2017-19 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 the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2017-19 biennium. The maximum annual grant to a regional education association is the lesser of $50,000 or 70 percent of the total compensation of the coordinator.	

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version	
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • $1.03 per mile for schoolbuses having a capacity of 10 or more passengers. • $0.48 cents per mile for vehicles having a capacity of nine or fewer passengers. • $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends. • $0.28 cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2017-19 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled. **(The Burgum budget recommendation reduces transportation rates based on an additional reduction in funding for transportation grants.)**		
Continuing education grants	Section 9 provides for the distribution of up to $125,000 from the grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.		
Indirect cost allocation	Section 10 provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.		
State school aid program	Section 13 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including a 1 percent increase in the per-student payment rate effective July 1, 2018. The current per-student payment rate of $9,646 would remain in effect for the 2017-18 academic year and increase to $9,742 for the 2018-19 academic year. Changes to the per-student payment rate require statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly. **(The Burgum budget recomendation changes this section to remove the 1 percent increase.)**		

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version	
Grants - Other grants distribution	Section 14 requires no more than one-half of the $7,965,661 provided to the department in Section 1 for passthrough grants may be distributed during the 1st year of the biennium. **(The Burgum budget recomendation reduces the total grants referenced in this section.)**		
Contingent appropriation - Special education grants and transportation grants	Section 15 provides if any funds appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2015, and ending June 30, 2017, the Superintendent shall: 1. Use the funds to pay any state obligations in excess of the amount appropriated for grants - special education contracts for the biennium beginning July 1, 2015, and ending June 30, 2017. 2. Use any remaining funds to pay state obligations in excess of the amount appropriated for grants - transportation for the biennium beginning July 1, 2015, and ending June 30, 2017.		
Superintendent of Public Instruction salary	Section 16 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary will increase from the current level of $120,410 to $121,614, effective July 1, 2018, to reflect a 1 percent recommended salary increase the 2nd year of the biennium. **(The Burgum budget recomendation removes this section.)**		

a#1 1-30-2017
HB 1013 B

North Dakota Small Organized Schools

Mr. ElRoy Burkle
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701-230-1973

Mr. Larry Zavada
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701-845-2910

January 28, 2017

Dear North Dakota House Appropriations – Education and Environment Division Committee Members,

For the record, my name is Mr. ElRoy Burkle, Executive Director North Dakota Small Organized Schools (NDSOS), representing 141 out of 179 North Dakota Public School Districts. We request your support for continuing the transportation rates as presented in HB 1013.

With fuel prices dropping the past few years, the natural assumption would be that similar cost savings would also occur. The average transportation cost per mile went from an all-time high of $2.85 (2013-14) to a projected cost of $2.73 per mile (2015-16); resulting in a reduction of $0.12 per mile or a 4.2% decrease (Table A). A short synopsis of current trends and future uncertainties illustrate the need to maintain current transportation rates are as follows.

Increases in wages: According to ND DPI Management Information Department, bus drivers employed less than nine months received on the average $25.26/hour this school year (2016-17). This compares to $21.02/per hour in 2013-14 or an increase of 20.1%. Drivers employed greater than nine months on the average experienced an increase of $2.34/hour from $19.78/hour to $22.12/hour for the same time period, or an 11.8% increase.

Increases in repair costs: According to Harlow's, shop hourly rates have increased from $104 to $110 from 2012, or an increase of 1%/year.

New Bus Prices: New bus prices have also increased about 0.5% year from $82,000 in 2012 to $85,000 for a 2018 basic model. This price is for a basic bus and does not include add-ons such as 3pt seat belt system (estimated at $5,000), which is a growing trend.

Contracted services – new trend: Schools districts either own their buses or contract out this service. The growing trend with contracted services is to contract by route (run) without a fuel escalator rider.

Unfunded new mandates: The addition of two new Federal Motor Carrier Safety Administration regulations – 1) clearing house for drug and alcohol and 2) requirements for first time bus drivers' standards are effective February 2017 and are to be implemented by 2020. Uncertain as to the fiscal impact of these unfunded mandates. Information forthcoming.

Board of Directors

Region 1
Mr. Tim Holte, Supt. Stanley
Ms. Leslie Bieber, Alexander

Region 2
Mr. Larry Zavada, Supt. Wolford
Mr. Steven Heim, Anamoose & Drake

Region 3
Mr. Frank Schill, Supt. Edmore
Mr. Dean Ralston, Supt. Drayton

Region 4
Mr. John Pretzer, Supt. Scranton
Mr. Jim Gross, Supt. Selfridge

Region 5
Mrs. Lori Carlson, Bd. Member Barnes Co. North
Mr. Brandt Dick, Supt. Underwood

Region 6
Mr. Mitch Carlson, Supt. LaMoure
Mr. Tom Retting, Supt. Enderlin

The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

Inflation Rates: According to Kiplinger.com, the annual inflation rate is expected to be at 2.2% for 2016 and increase to 2.7% for 2017. With that said, the recent 4% decline in per mile costs will disappear.

Increases in both ridership and runs: From 2013 to 2016, ridership has increased by 1,909,547 and runs have increase by 25,486. (Table C). School busing is an efficient means of transporting students to and from schools and for some students, the only way to get to school. Busing also reduces traffic congestion around school property to ensure increased student and adult safety.

According to ND School Finance Facts, state transportation reimbursement to schools was at 69.14% in 1992-93 and, according to preliminary data, is projected to be 48.21% for the 2015-16 school year. While State support (all) has increased from 47.1% to 66.10% for the respective school years listed (Table A). Acknowledgment is given for the additional $11M dollars that was provided to schools during the 2010-11 school year in an effort to assist schools with the increased costs associated with emission standard regulations. This effort was greatly appreciated. However, the over-all reduction in transportation funding percentage is a concern of the NDSOS.

SB 2272 does include transportation as one of the allowable education-related purposes, in addition to state school aid, special education, and career and technical education. Current trends and future uncertainties provide a clear justification to continue reimbursing transportation at the current rates of $1.18 for a large bus, $0.55 for a small bus, $0.32 for ridership, and $0.54 one-way for families to transport students to and from school and/or bus. This will greatly assist all North Dakota schools; especially small, rural schools with slight enrollment increases, stable enrollments and obviously declining enrollments.

I wish to acknowledge and thank Mr. Jerry Coleman, DPI Director of School Finance and Ms. Sherry Sayler, DPI Administrative Assistant Systems for providing data and additional insight with transportation funding.

In closing, thank you for your time and consideration for keeping transportation reimbursement rates the same for the upcoming biennium as proposed in HB 1013. I will gladly entertain questions that you may have and if I cannot answer the question immediately, I will forward a response via email to the entire committee.

Respectfully,

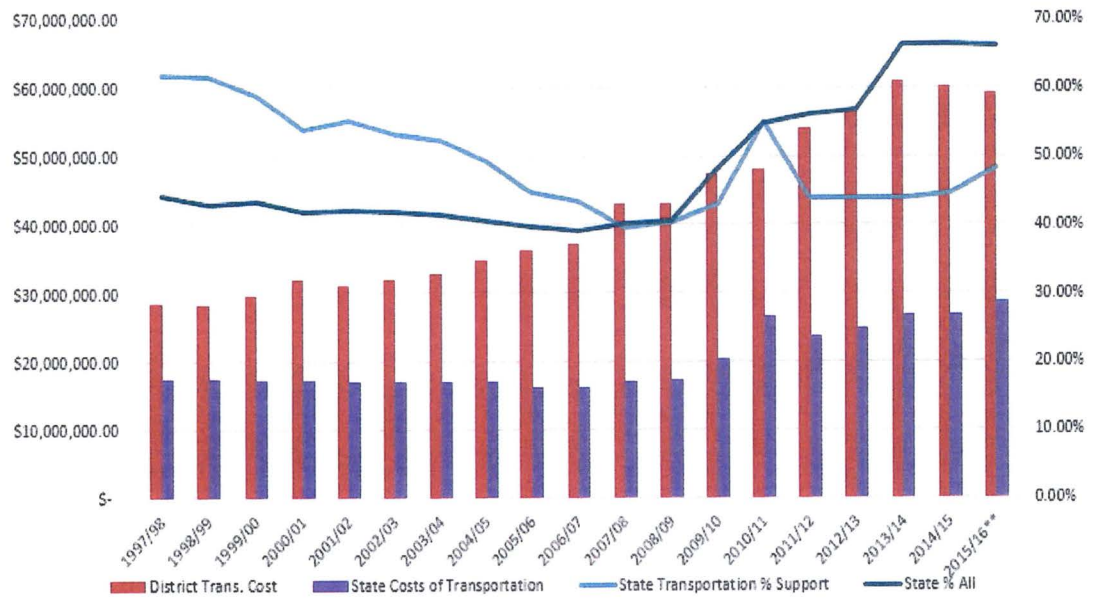
Mr. ElRoy Burkle, Executive Director
North Dakota Small Organized Schools (NDSOS)
1419 9th Ave NE
Jamestown, ND
701-230-1973
elroy.burkle@k12.nd.us or eburklendsos@yahoo

Table A: ND SCHOOL DISTRICT TRANSPORTATION DATA

ND PUBLIC SCHOOL DISTRICT TRANSPORTATION DATA - SOURCE: SCHOOL FINANCE FACTS SECTION A											
School Fiscal Year	No. of Pupils Trans-ported	Cost of Transportation	Percent Change in Yearly Cost	Total State Payments to Schools	Percent of State Support	Average Trans. Cost Per Pupil	Average Cost of Trans. Per Mile	Total Annual Mileage	Fall Enr.	Operating School Districts	Percent of State Support All
1992/93	44,116	$24,830,520.97		$17,167,452	69.14%	$ 562.85	$ 1.00	24,770,652.40		257	47.10%
1993/94	43,754	$25,101,143.75	1.09%	$16,766,456	66.80%	$ 573.69	$ 1.03	24,482,141.10	118,512	251	46.40%
1994/95	47,105	$26,296,239.55	4.76%	$17,196,155	65.39%	$ 558.25	$ 1.09	24,169,781.80	118,649	238	45.70%
1995/96	47,580	$26,668,279.48	1.41%	$17,498,529	65.62%	$ 560.49	$ 1.13	23,539,349.20	118,565	234	46.00%
1996/97	48,236	$27,779,408.99	4.17%	17,810,492	64.11%	$ 575.91	$ 1.17	23,837,566.80	117,816	234	45.70%
1997/98	48,445	$28,371,324.50	2.13%	$17,583,138	61.98%	$ 585.64	$ 1.18	24,025,594.20	116,103	231	44.26%
1998/99	49,117	$28,222,184.35	-0.53%	$17,442,180	61.80%	$ 574.59	$ 1.18	23,864,619.50	113,929	229	43.03%
1999/00	46,114	$29,515,603.00	4.58%	$17,381,171	58.89%	$ 640.06	$ 1.26	23,349,766.00	111,705	229	43.36%
2000/01	44,922	$31,984,641.00	8.37%	$17,205,267	53.79%	$ 712.00	$ 1.40	22,923,404.00	108,094	227	41.92%
2001/02	43,470	$31,160,965.00	-2.58%	$17,198,168	55.19%	$ 716.84	$ 1.32	23,583,312.00	105,217	218	42.07%
2002/03	43,249	$31,901,335.00	2.38%	$16,994,871	53.27%	$ 737.62	$ 1.35	23,614,851.00	103,013	217	41.93%
2003/04	39,022	$32,743,341.00	2.64%	$17,152,363	52.38%	$ 839.10	$ 1.44	22,784,009.00	101,137	211	41.45%
2004/05	37,257	$34,668,950.00	5.88%	$17,118,918	49.38%	$ 930.54	$ 1.55	22,337,864.00	99,324	206	40.48%
2005/06	38,096	$36,228,595.00	4.50%	$16,213,012	44.75%	$ 950.99	$ 1.64	22,039,176.00	97,120	198	39.66%
2006/07	38,442	$37,133,249.00	2.50%	$16,147,647	43.49%	$ 965.96	$ 1.72	21,584,342.00	95,600	195	38.99%
2007/08	37,748	$43,119,410.00	16.12%	$17,011,141	39.45%	$1,142.29	$ 2.03	21,218,019.00	94,057	187	40.16%
2008/09	38,371	$42,995,587.95	-0.29%	$17,304,869	40.25%	$1,120.52	$ 2.06	20,891,084.14	93,406	184	40.46%
2009/10	38,065	$47,316,652.56	10.05%	$20,310,472	42.92%	$1,243.06	$ 2.23	21,264,227.71	93,715	181	48.15%
2010/11	38,396	$48,074,295.00	1.60%	$26,462,498	55.05%	$1,252.07	$ 2.27	21,144,812.00	94,729	179	54.79%
2011/12	38,723	$53,965,769.59	12.25%	$23,650,074	43.82%	$1,393.63	$ 2.59	20,856,898.34	95,778	179	56.07%
2012/13	39,095	$56,510,606.00	4.72%	$24,738,009	43.78%	$1,445.47	$ 2.70	20,899,150.00	99,192	179	56.69%
2013/14	42,043	$60,907,853.00	7.78%	$26,631,842	43.72%	$1,448.71	$ 2.85	21,405,557.00	101,656	179	66.30%
2014/15	43,804	$59,984,125.00	-1.52%	$26,639,140	44.41%	$1,369.39	$ 2.83	21,215,830.00	104,278	179	66.27%
2015/16**	**44,465**	**$59,273,937.00**	-1.18%	$28,578,109	48.21%	**$1,333.06**	**$ 2.73**	**21,687,446.00**	106,070	179	**66.10%**
1993-2015 Change	1%	139%				137%	173%	-12%	-10%	-30%	
Total Yearly Ave.			4.13%								
	Date revised	11.29.2016									
** DPI State School Aid - transportation Report June Payment; ran on 11/4/2016						**BOLD - Preliminary Estimates Provided by ND DPI**					

Table B

North Dakota Transportation State/Local Expenses; % State Support Transportation Compared to All State Funding



** 2015-16 is preliminary data provided by ND DPI

Note: The above table compares two pieces of data.

1) The bar chart compares District Transportation Costs to State Costs (reimbursements) to schools in dollars.

2)The line graphics compares the State Transportations Support to State Support All in percentages.

Table C: Summary Runs and Ridership

Summary of Total Annual Rides and Sum of Total Annual Runs 2013 to 2016 Time Periods					
Total Annual Rides by Route	2013	2014	2015	2016	Difference 2013 to 2016
Extended Year	49,060	47,751	45,969	55,481	6,421
Family - to Bus	20,317	17,616	26,746	26,600	6,283
Family - to School	46,140	52,679	46,833	37,228	-8,912
In City	3,386,730	3,776,503	4,021,605	4,248,587	861,857
Other Purposes	263,235	295,927	234,981	235,816	-27,419
Public Transit	101,101	138,898	146,785	69,388	-31,713
Rural	9,138,532	9,554,904	10,027,077	10,050,685	912,153
Special Ed	394,053	446,230	422,600	473,589	79,536
Vocational Ed	301,912	403,733	407,223	413,253	111,341
Total	13,701,080	14,734,241	15,379,819	15,610,627	1,909,547

Total Annual Runs By Route	School Year 2013	School Year 2014	School Year 2015	School Year 2016	Difference 2013 to 2016
Extended Year	2,991	3,176	2,803	3,160	169
Family - to Bus	18,630	15,965	17,317	17,013	-1,617
Family - to School	27,965	34,132	31,972	26,614	-1,351
In City	99,471	102,440	104,619	113,718	14,247
Other Purposes	16,020	14,974	15,376	13,844	-2,176
Public Transit	3,606	8,454	8,813	4,006	400
Rural	338,097	336,059	337,373	344,348	6,251
Special Ed	58,133	67,525	61,905	64,975	6,842
Vocational Ed	24,275	25,597	27,658	26,996	2,721
Total	589,188	608,322	607,836	614,674	25,486

att: 2 1-30-2017 HB 1013 B

Tuition Apportionment Fund
Status Statement

	2013-15 Actual\1	2015-17 Legislative Appropriation	2015-17 Revised Estimate	2017-19 Executive Budget
Beginning Balance	$1,852,546	$5,545,263	$2,070,163 \2	$1,825,505
Revenue:				
Fines for Violation of State Laws	$14,500,522	$10,800,000	$12,755,342 \3	$13,000,000
Transfers from Common Schools	130,326,000	206,134,000	206,134,000 \4	288,264,000 \4
Total Revenue	$144,826,522	$216,934,000	$218,889,342	$301,264,000
Expenditures:				
Tuition Fund Distributions to Schools	($144,608,905) \6	($219,134,000)	($219,134,000) \5	($301,264,000)
Ending Balance	$2,070,163	$3,345,263	$1,825,505	$1,825,505

\1 Final revenues and expenditures per state accounting system reports, dated June 30, 2015.

\2 Actual July 1, 2015 balance.

\3 Actual revenues through October 31, 2016 and estimated revenues for the remainder of the biennium.

\4 Common schools trust fund distribution estimates provided by Department of Trust Lands.

\5 Section 4 of 2015 Senate Bill 2015 appropriates additional funds, if they become available.

\6 Actual expenditures for the 2013-15 biennium were $140,326,000 but $4,282,905 more revenue was collected in fines and was transferred to the department's operating fund rather than staying in the tuition apportionment fund.

Notes:

The Common Schools Trust Fund is a constitutional trust fund established in 1889. Article IX, Section 2, of the Constitution of North Dakota provides that state distributions to schools shall include the interest and income of the Common Schools Trust Fund, as well as all fines for violation of state laws. These amounts are deposited in the state Tuition Apportionment Fund, pursuant to North Dakota Century Code Section 15.1-28-01. Beginning with the 2007-09 biennium, tuition apportionment payments have been included in state school aid distributions to school districts.

att:3 1-30-2017 HB 1013 B

Department of Public Instruction - Budget No. 201
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised 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
2017-19 Biennium Base Level	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$2,064		$2,064				$0		($2,064)		($2,064)
Salary increase - Performance				***0***				0				0
Health insurance increase		87,454	195,878	283,332				0		(87,454)	(195,878)	(283,332)
Employee portion of health insurance		***(45,813)***	***(102,613)***	***(148,426)***				0		45,813	102,613	148,426
Removes 2 FTE positions from base budget	(2.00)	(251,576)	1	(251,575)				0	2.00	251,576	(1)	251,575
Increases funding for food service contracts			500,000	500,000				0			(500,000)	(500,000)
Reduces funding for operating expenses		(812,842)		(812,842)				0		812,842		812,842
Reduces operating expenses - 2% of general fund appropriation without various state school aid lines		***(488,412)***		***(488,412)***				0		488,412		488,412
Increases funding for cost-to-continue state school aid		20,735,000		20,735,000				0		(20,735,000)		(20,735,000)
Increases funding to provide a 1 percent increase in the per student rate during the 2nd year of the biennium				***0***				0				0
Increases funding from the state tuition fund for state school aid		(82,130,000)	82,130,000	0				0		82,130,000	(82,130,000)	0
Increases funding from the foundation aid stabilization fund for state school aid		(23,946,707)	23,946,707	0				0		23,946,707	(23,946,707)	0
Provides additional funding from the foundation aid stabilization fund for state school aid		***(60,000,000)***	***60,000,000***	***0***				0		60,000,000	(60,000,000)	0
Increases funding for special education grants		2,000,000		2,000,000				0		(2,000,000)		(2,000,000)
Reduces funding for transportation aid grants		(5,700,000)		(5,700,000)				0		5,700,000		5,700,000
Reduces transportation grants an additional 10 percent		***(5,100,000)***		***(5,100,000)***				0		5,100,000		5,100,000
Reduces funding for various passthrough grants		(5,778,861)		(5,778,861)				0		5,778,861		5,778,861
Additional reductions to passthrough grants		***(2,085,500)***		***(2,085,500)***				0		2,085,500		2,085,500
Reduces funding for PowerSchool		(500,000)		(500,000)				0		500,000		500,000
Total ongoing funding changes	(2.00)	($164,015,193)	$166,669,973	$2,654,780	0.00	$0	$0	$0	2.00	$164,015,193	($166,669,973)	($2,654,780)
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	(2.00)	($164,015,193)	$166,669,973	$2,654,780	0.00	$0	$0	$0	2.00	$164,015,193	($166,669,973)	($2,654,780)
2017-19 Total Funding	97.75	$1,524,993,346	$791,355,739	$2,316,349,085	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	2.00	$164,015,193 10.8%	($166,669,973) (21.1%)	($2,654,780) (0.1%)

1

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the $301,264,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.	
Foundation aid stabilization fund transfer	Section 4 provides for the transfer, on a quarterly basis, of $140 million from the foundation aid stabilization fund to the operating fund of the Department of Public Instruction for the purpose of providing integrated formula payments during the 2017-19 biennium. **(The Burgum budget recommendation provides an additional $60 million from the foundation aid stabilization fund.)**	
Payments for 2015-17 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium but not filed with the department until the 2017-19 biennium.	
Gifted and talented program funding and Medicaid matching grants	Section 6 provides that the Department of Public Instruction use $800,000 of the 2017-19 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 the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2017-19 biennium. The maximum annual grant to a regional education association is the lesser of $50,000 or 70 percent of the total compensation of the coordinator.	

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • $1.03 per mile for schoolbuses having a capacity of 10 or more passengers. • $0.48 cents per mile for vehicles having a capacity of nine or fewer passengers. • $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends. • $0.28 cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2017-19 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled. **(The Burgum budget recommendation reduces transportation rates based on an additional reduction in funding for transportation grants.)**	
Continuing education grants	Section 9 provides for the distribution of up to $125,000 from the grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.	
Indirect cost allocation	Section 10 provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.	
State school aid program	Section 13 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including a 1 percent increase in the per-student payment rate effective July 1, 2018. The current per-student payment rate of $9,646 would remain in effect for the 2017-18 academic year and increase to $9,742 for the 2018-19 academic year. Changes to the per-student payment rate require statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly. **(The Burgum budget recomendation changes this section to remove the 1 percent increase.)**	

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version	
Grants - Other grants distribution	Section 14 requires no more than one-half of the $7,965,661 provided to the department in Section 1 for passthrough grants may be distributed during the 1st year of the biennium. **(The Burgum budget recomendation reduces the total grants referenced in this section.)**		
Contingent appropriation - Special education grants and transportation grants	Section 15 provides if any funds appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2015, and ending June 30, 2017, the Superintendent shall: 1. Use the funds to pay any state obligations in excess of the amount appropriated for grants - special education contracts for the biennium beginning July 1, 2015, and ending June 30, 2017. 2. Use any remaining funds to pay state obligations in excess of the amount appropriated for grants - transportation for the biennium beginning July 1, 2015, and ending June 30, 2017.		
Superintendent of Public Instruction salary	Section 16 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary will increase from the current level of $120,410 to $121,614, effective July 1, 2018, to reflect a 1 percent recommended salary increase the 2nd year of the biennium. **(The Burgum budget recomendation removes this section.)**		

att: 1 HB 1013 2-3-2017

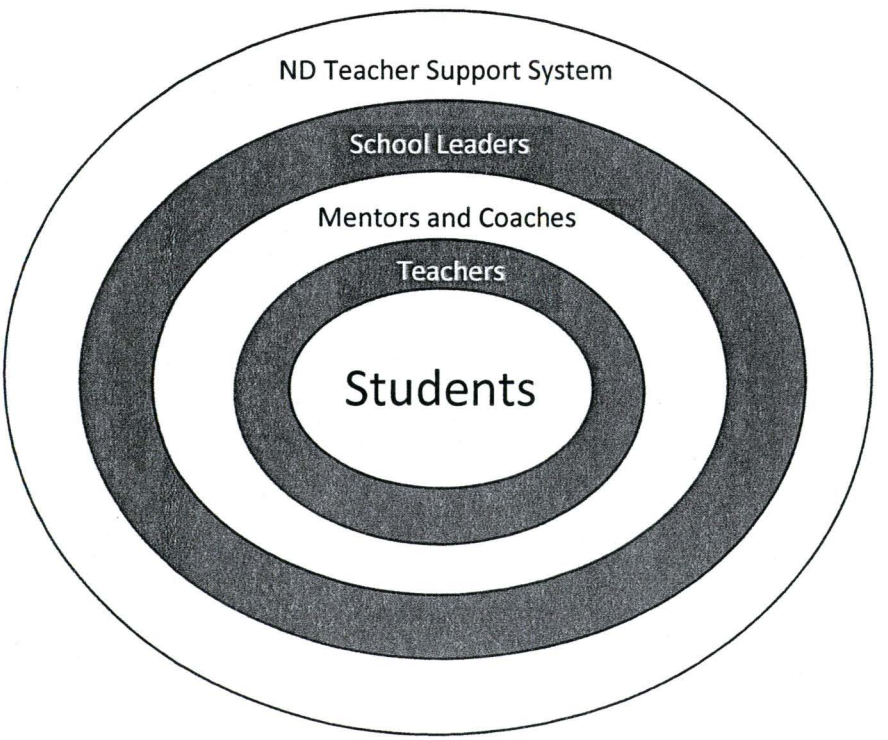
January 12, 2017 ESPB Legislative Open House

NORTH DAKOTA TEACHER SUPPORT SYSTEM

What We Do For Teachers, We Do For Their Students

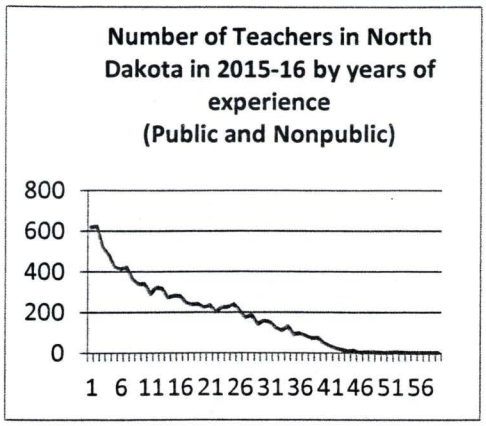
What the Teacher Support System does for teachers, we do for their students. Students are at the center of everything we do.

Our children are the future of North Dakota!



The North Dakota Teacher Support System was created by the 61st Assembly in 2009 to support mentors for first-year teachers and instructional coaches to support all teachers. Funding is provided as a Flow-Thru Grant through the Department of Public Instruction.

Teacher Support System Coaching Program by the Numbers



59 Participants in the Coaches Academy this year (2016-17)

$1,042 Total cost per participant in our coaches activities last year

25 Participated in Crucial Accountability training last year

129 Principals and Coaches participated in Coaching Matters: Principal/Coach Training last year

395 Coaches have participated in our Academies since 2011

116 Coaches have participated in Crucial Accountability Training

Support for teachers to be constantly improving their practice should be at the heart of what districts think about. It's what makes schools work!

Teacher Support System Mentoring Program by the Numbers

312 NEW TEACHERS ENROLLED IN THE PROGRAM FOR THIS SCHOOL YEAR

64 DISTRICTS PARTICIPATING IN THE PROGRAM THIS YEAR

2000 NEW TEACHERS HAVE BEEN MENTORED SINCE THE PROGRAM BEGAN IN 2010

1454 MENTORS HAVE BEEN TRAINED SINCE THE PROGRAM BEGAN

$3, 057 TOTAL COST TO MENTOR A NEW TEACHER LAST YEAR

30 HOURS OF ONE-ON-ONE CONFERENCING BEGINNING TEACHERS RECEIVE WITH THEIR MENTORS

6 TIMES BEGINNING TEACHERS ARE OBSERVED BY THEIR MENTORS

2 TIMES BEGINNING TEACHERS RECORD THEMSELVES TEACHING AND DISCUSS WITH THEIR MENTORS

9 HOURS NEW TEACHERS SPEND OBSERVING OTHER TEACHERS IN ACTION

2 TRIAD MEETINGS HELD EACH YEAR WITH NEW TEACHER, MENTOR AND ADMINISTRATOR

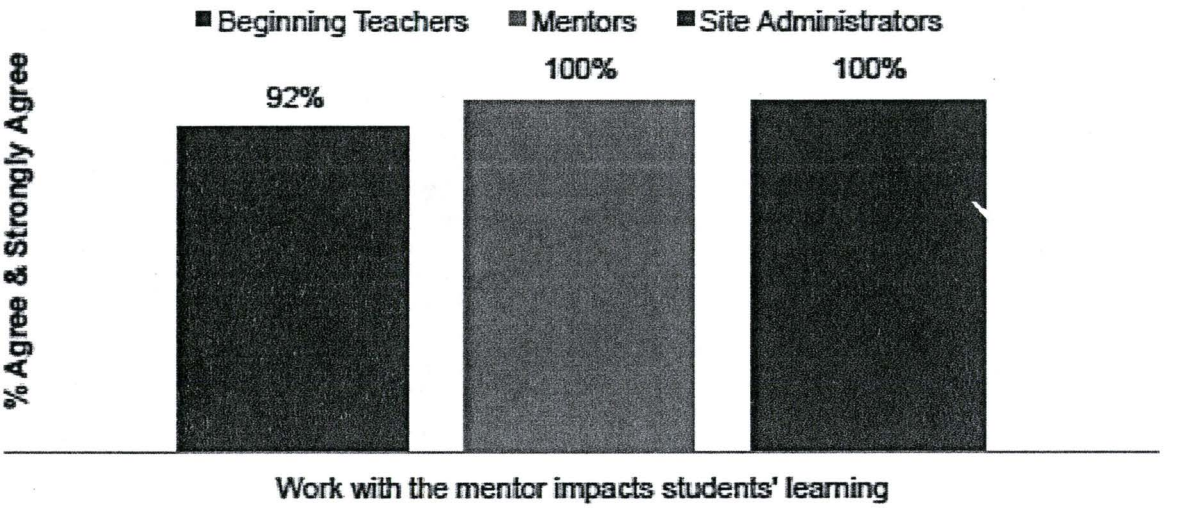
4 COURSES MENTORS PARTICIPATE IN TO REACH ADVANCED MENTOR STATUS (INITIAL MENTOR TRAINING, OBSERVING AND CONFERENCING, USING DATA TO IMPROVE INSTRUCTION AND DESIGNING EFFECTIVE LESSONS

1 TIME ADMINISTRATORS COMPLETE AN ONLINE ADMINISTRATOR MENTOR TRAINING

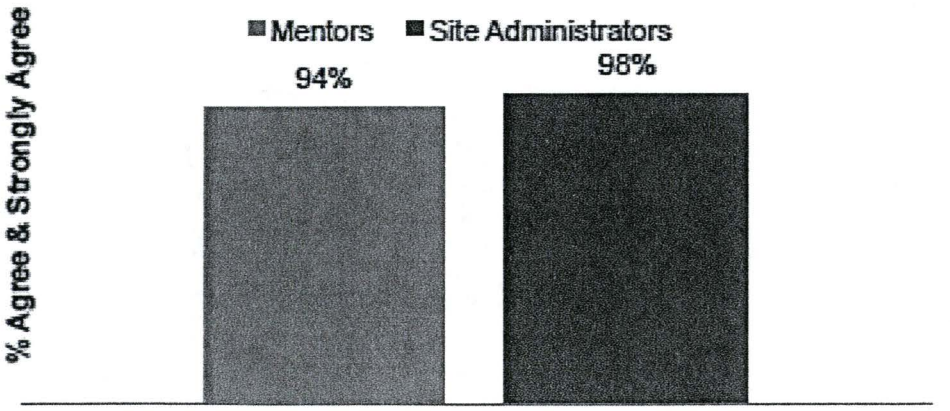
New Teacher Center | Induction Survey

2015-16 Impact Summary

Impact on Teacher Practice & Student Learning



Work with the mentor impacts students' learning



The North Dakota Teacher Support System influences my site's growth in advancing students' learning

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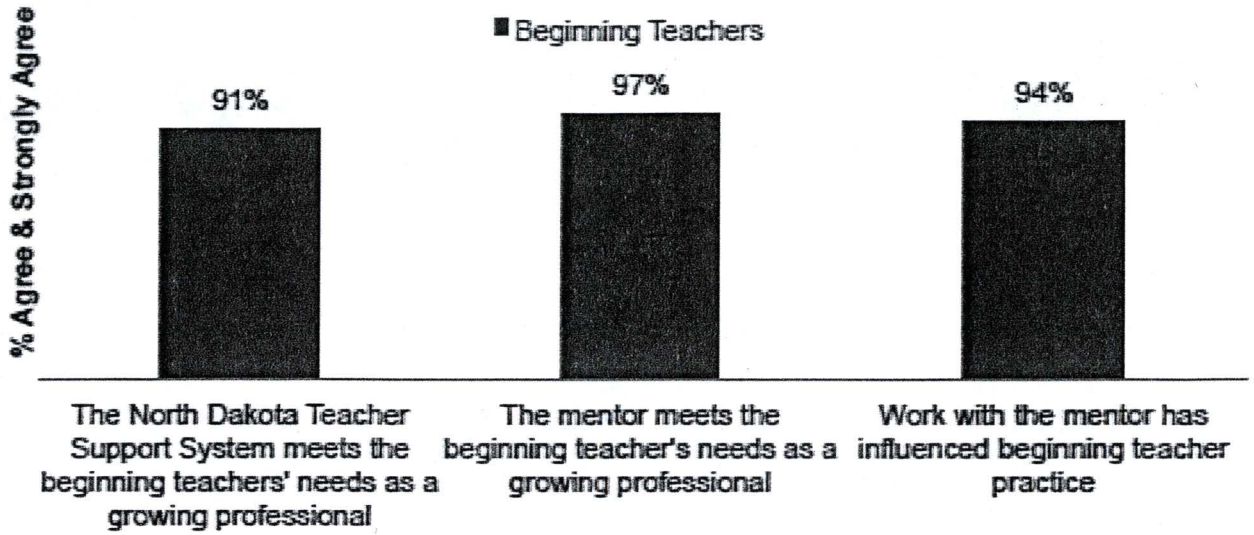
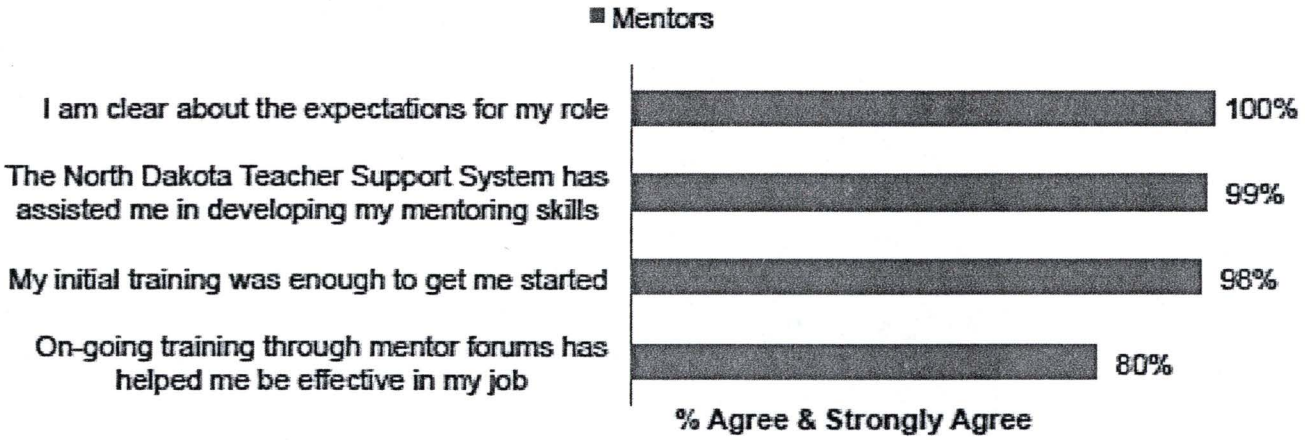
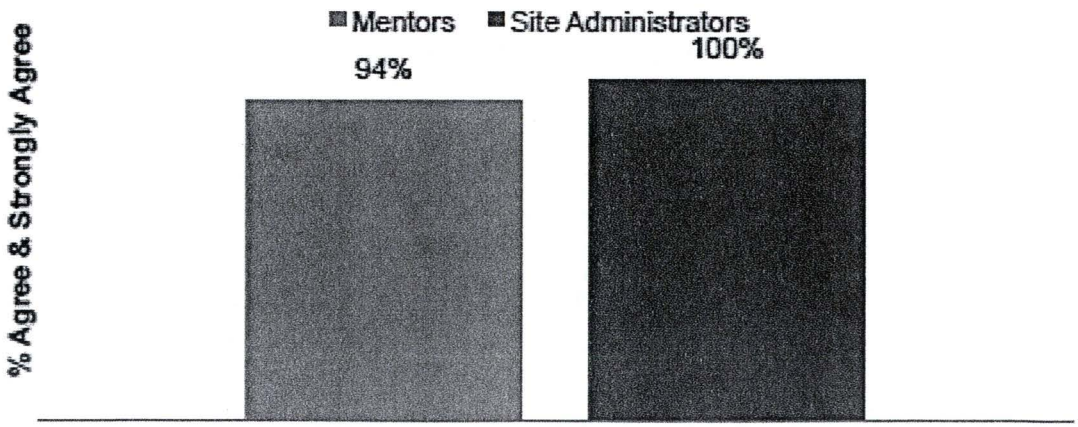
Teacher & Mentor Practice







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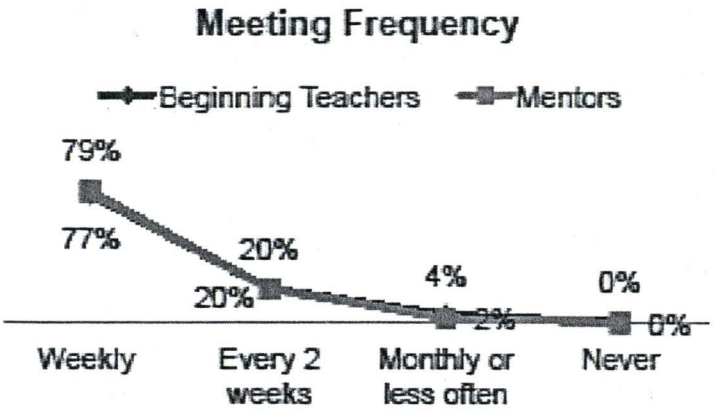
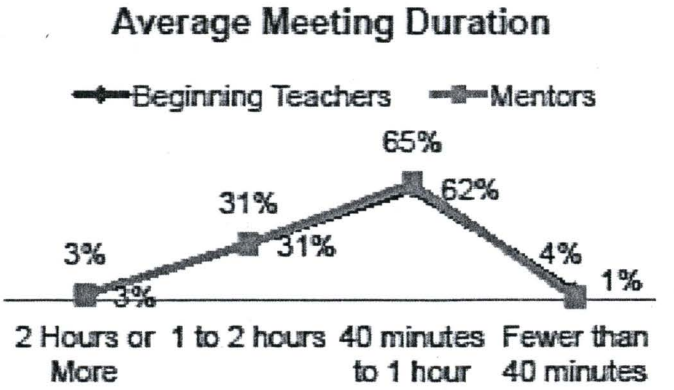
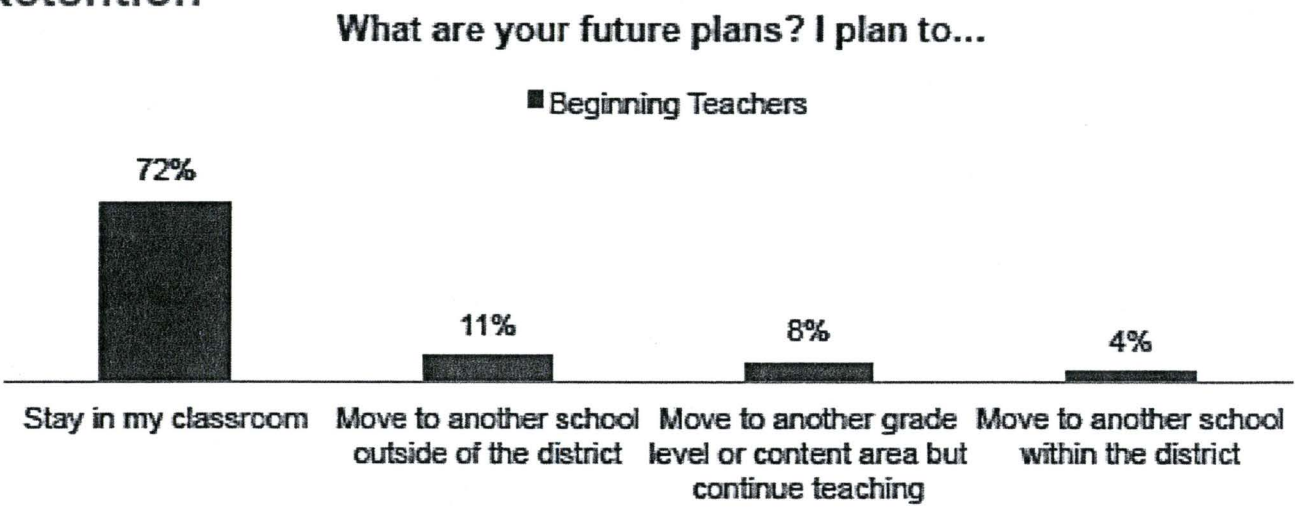
Mentor – Teacher Interaction

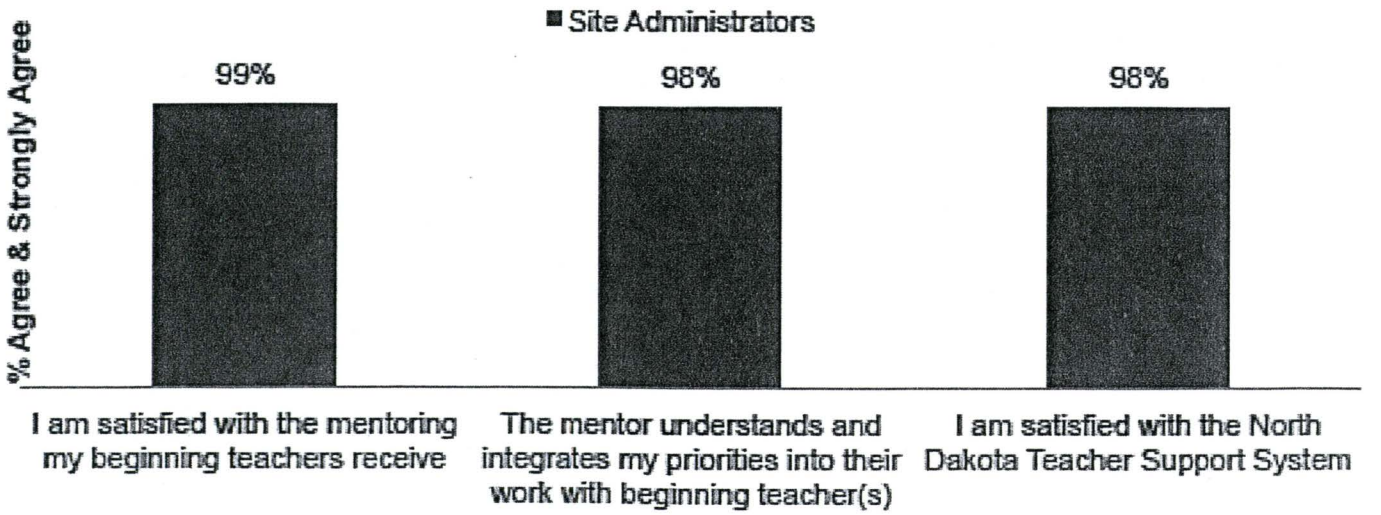




Retention



Site Administrator Satisfaction



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Please describe the most valuable features of the support program.

There were a lot of valuable features. One of the most valuable features for me was the observation of veteran teachers. It gave me practical strategies to use, resources and encouragement. Another feature was my mentor's observation that had tangible data and allowed me to talk through strategies that made a difference in behavior and atmosphere of learning. I enjoyed working with my mentor very much and see her as a valuable feature in the system. – Beginning Teacher, ND TSS

1) One-on-one meetings help prevent that awful, isolated feeling that teaching can create, and can help the teacher articulate what's going well and what needs help. 2) Video observations help teacher see what he looks like to his students–helps put himself in their shoes and hear what he sounds like to others. It helped him see some behaviors that were distracting. 3) Observing other teachers helps the new teacher network and feel like he has someone to ask for ideas and gives him a wider sense of what can be done in a classroom. – Mentor, ND TSS

I feel being able to sit with both mentor and mentee in the triad meetings, gives us a time to discuss their needs and the goals of what I am trying to achieve at school. It is very valuable to me and the fact that we schedule it and is an important process is a good thing, as sometimes those kinds of meetings can be placed at the backburner because other needs always arise, but we have made the triad meetings a priority. – Site Administrator, ND TSS

Which aspect(s) of the North Dakota Teacher Support System have had the greatest impact on student learning? Why?

I would probably say the implementation of classroom management strategies. Management is the backbone of every classroom; without it, there could not be successful teaching & learning. As much as you learn about classroom management in college, it is nearly impossible to be 100% prepared until you are in your own classroom with your own students. Having a mentor to give you advice and guide you through the year has proven to be a great benefit in this way. – Beginning Teacher, ND TSS

I thought it was helpful to analyze student work with my mentor because it gave me a better framework for how to do it and it helped me know how to align my students' work up with the rubric my mentor had shown me. My mentor helped me analyze why certain students were facing difficulties and brainstorm ideas of how to teach differently or help them individually so that they would see more success. It was exciting to see a number of students improve as a result. – Beginning Teacher, ND TSS

For the first year teacher to have a support system daily if needed, I think that this has the greatest impact on student learning. As a mentor you help to problem solve classroom management, different strategies for learning, intense behaviors and kids, the list goes on and on. If the teacher remains strong and confident, even when they don't feel that, this impacts student learning. The mental attitude of the teacher directly effect his/her students and I feel that is where the NDTSS makes the greatest impact. Supporting first year teachers in ALL areas of education. – Mentor, ND TSS

I think the systematic observation component, including video taping, make a great impact as there is such power in observing and learning from veteran teachers, as well as receiving coaching on one's own instruction. The video piece, although uncomfortable for some, provides affirmation both of the positives and growth areas. – Site Administrator, ND TSS

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Districts Participating in the NDTSS Mentor Program Spring 2010- Spring 2017

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Adams				x				
Alexander				x	x	x		
Anamoose-Drake	x		x	x	x	x	x	
Apple Creek						x		
Ashley		x	x	x	x		x	
Beach							x	x
Belcourt								x
Belfield			x	x	x	x	x	x
Berthold	x							
Beulah			x	x	x	x		
Bismarck	x	x	x	x	x	x	x	x
Bottineau	x							
Bowbells				x	x	x	x	
Burke Central		x	x	x	x	x		
Cannonball/Solen	x	x	x	x	x			
Carrington		x	x	x	x	x	x	x
Carson					x	x		
Cavalier					x	x		
Center-Stanton	x		x	x	x		x	
Central Cass							x	
[illegible]ntral Valley	x	x						
[illegible]evils Lake				x	x	x	x	x
Dickinson					x		x	
Divide County		x	x		x		x	x
Drayton			x					x
Dunseith	x	x	x	x	x	x	x	
East Central Sp Ed					x			x
Edmore								x
Eight Mile District			x					
Elgin/New Leipzig						x	x	x
Emerado			x				x	
Enderlin					x	x	x	x
Fargo			x	x	x	x	x	x
Fessendon-Bowdon				x	x			x
Finley-Sharon						x		x
Flasher	x				x	x	x	x
Fordville-Lankin			x	x	x	x		x
Fort Ransom								x
Four Winds (Tate Topa)				x	x	x	x	x
Garrison					x	x		
[illegible]en Ullin			x	x	x	x		
[illegible]lenburn	x	x			x			
Goodrich	x							

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grafton	x			x	x	x	x	x
Grand Forks			x	x	x	x	x	
Grenora				x				
Griggs County Central					x	x	x	
Halliday	x							
Hankinson			x	x				x
Hatton		x	x	x	x	x	x	x
Hazen	x	x		x	x	x	x	
Hebron		x	x		x	x		x
Hettinger			x		x			
Hillsboro	x	x		x			x	
HMB	x	x			x			
Hope				x			x	x
Jamestown	x	x	x	x	x	x	x	
Kenmare	x							
Kensal								
Kidder County							x	
Lakota						x	x	x
LaMoure			x		x	x	x	x
Langdon						x	x	
Larimore	x	x		x	x	x	x	x
Leeds					x			
Linton		x						
Lisbon			x	x	x	x	x	
Little Heart Distict 4	x						x	x
Litchville-Marion								x
Lone Tree			x	x				
Maddock		x	x	x	x		x	x
Mandan	x	x	x	x	x	x	x	x
Manvel	x					x		x
Maple Valley					x	x		x
Mapleton				x		x	x	
Marmat (Youth Correctional)							x	
Max							x	x
McClusky		x	x	x	x	x	x	
McKenzie County				x				x
Menoken							x	x
Midkota			x	x	x	x		x
Midway	x	x			x	x	x	
Milnor	x			x	x			x
Minot	x	x	x	x	x	x	x	
Minto			x		x	x		
Mohall Lansford Sherwood			x				x	

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Montpelier			x		x	x	x	x
Mott/Regent			x		x	x	x	x
Mt. Pleasant		x	x					x
Munich					x	x		
Napoleon					x		x	x
Naughton						x		
Nesson			x			x	x	
New Public District #8			x	x	x	x	x	x
New Rockford						x		
New Salem-Almont	x		x	x	x	x	x	x
New Town			x	x				
North Border	x	x		x		x		
North Sargent		x				x		x
North Star					x	x	x	x
Northern Cass				x	x	x	x	
Northwood	x			x		x		x
Oakes					x	x	x	x
Page								x
Park River	x	x		x	x	x	x	x
Pingree-Buchanan					x			
Powers Lake				x				
Richardton-Taylor		x		x		x		
Richland	x	x		x	x			
Rolette						x	x	x
Rugby		x	x	x		x	x	x
Sargent Central								x
Sawyer			x	x				
Selfridge	x	x		x	x			
South Heart		x					x	
St. John Public	x	x		x		x	x	x
Standing Rock	x		x	x		x		
Stanley				x		x		
Sterling	x				x			x
Strasburg				x	x			
Surrey					x	x	x	x
Thompson						x	x	x
Tioga	x	x	x	x		x	x	x
Towner-Granville-Upham	x		x		x	x	x	x
Turtle Lake-Mercer				x	x	x	x	x
Twin Buttes							x	
Underwood	x			x		x		
Valley City	x			x			x	x
Valley-Edinburg								x

District	Sp 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Velva	x	x	x	x		x		
Wahpeton				x	x	x	x	
Warwick	x	x	x	x		x		x
Washburn		x	x	x	x			
West Fargo		x	x	x	x	x	x	x
White Shield			x		x	x	x	
Williston	x	x	x	x	x	x	x	x
Wilmac				x				
Wilton			x	x		x	x	
Wing	x	x		x	x	x		
Yellowstone			x		x	x		x

North Dakota Teacher Support System

Retention Study – First Year Teachers in Mentoring Program

(updated 11.15.16)

First Year Teachers in Program Spring 2010 - now in their 8th year of teaching

In Program Spring 2010	Still teaching in ND in 2016-17	Not teaching in ND	Retention
123	89	34	72%

First Year Teachers in Program 2010- 2011 - now in their 7th year of teaching

In Program 2010-2011	Still teaching in ND in 2016-17	Not teaching in ND	Retention
123	85	38	69%

First Year Teachers in Program 2011- 2012 - now in their 6th year of teaching

In Program 2011-2012	Still teaching in ND in 2016-17	Not teaching in ND	Retention
175	126	49	72%

First Year Teachers in Program 2012- 2013 - now in their 5th year of teaching

In Program 2012-2013	Still teaching in ND in 2016-17	Not teaching in ND	Retention
276	195	81	71%

First Year Teachers in Program 2013-2014 - now in their 4rd year of teaching

In Program 2013-2014	Still teaching in ND in 2016-17	Not teaching in ND	Retention
291	220	71	76%

First Year Teachers in Program 2014-2015 - now in their 3nd year of teaching

In Program 2014-15	Still teaching in ND in 2016-17	Not teaching in ND	Retention
352	296	56	84%

First Year Teachers in Program 2015-2016 - now in their 2nd year of teaching

In Program 2015-16	Still teaching in ND in 2016-17	Not teaching in ND	Retention
336	297	39	88%

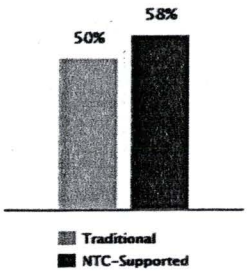
All First Year Teachers in Mentoring Program through Spring 2016

Total	Still teaching in ND in 2015-16	Not teaching in ND	Retention
1676	1308	368	78%

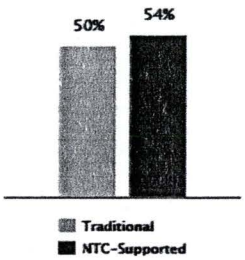
The North Dakota Teacher Support System partners with The New Teacher Center on our Mentoring Program work. NTC has done research on the impact of their work worldwide and below are some of the results.

Improved Student Achievement

Students in classrooms with teachers supported by the NTC induction accelerated their learning in math and reading above the students who were in classrooms with teachers supported by a traditional induction program



MATH PERCENTILE RANK

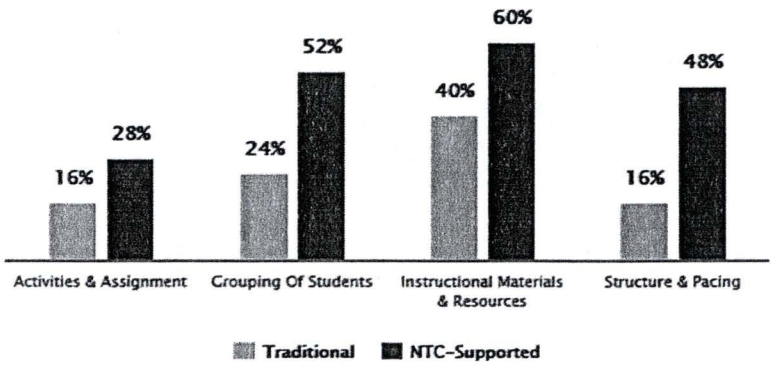


READING PERCENTILE RANK

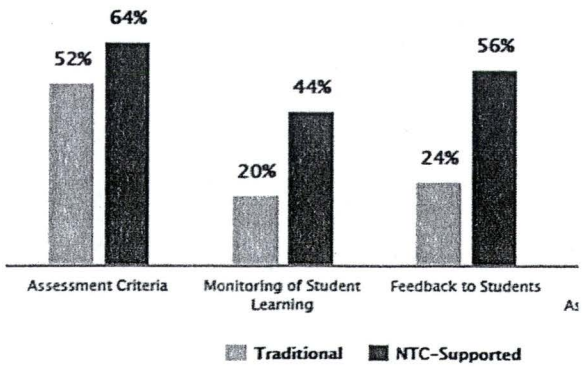
Mathematica Policy Research Study, 2010

Increased Teacher Effectiveness

NTC-SUPPORTED TEACHERS DEMONSTRATE HIGHER PROFICIENCY IN ENGAGING STUDENTS



NTC-SUPPORTED TEACHERS DEMONSTRATE HIGHER PROFICIENCY IN USING ASSESSMENT IN INSTRUCTION



SRI International Evaluation, 2015

North Dakota
Teacher
Support
System

2718 Gateway Ave., Suite 204
Bismarck ND 58503
701.328.9644
lstenehj@nd.gov
January 11, 2017

Chairman Monson and Members of the Committee,

My name is Laurie Stenehjem and I am the Coordinator of the North Dakota Teacher Support System. I am here today to thank you for your past support and to request continued funding for our program as a flow-through grant within HB 1013.

Chelsey has done a nice job of telling you about our program from the point of view of our users. I'd like to address some of our data. I have provided you with an aqua colored sheet with some information about our program.

As Chelsey mentioned, according to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches. The front of this sheet provides some numbers for both the Instructional Coaching Program at the top and the Mentoring Program at the bottom, including numbers of participants and cost per participant

The back side of the page gives you a breakdown of how the money is spent for each program. The New Teacher Center, a non-profit organization, suggests that the cost to mentor a new teacher in a comprehensive program would be about $6000 per teacher and you can see that we provide a strong and successful program for a little over $3000 for each new teacher.

An independent survey of our program shows very strong support for our work. We make every effort to ask for feedback, listen to our stakeholders and adapt to their needs.

On the second piece of paper, we have listed the districts who have participated in our mentor program over the years. You will see that districts of all sizes and locations across the state have made use of our services.

Recruitment and retention of teachers has been an area of concern in our state in recent times. The last blue sheet I have provided has data about the retention rates of teachers who have been mentored in our program since we began in 2010. You can see that our teachers have a good record of remaining in the teaching force within the state.

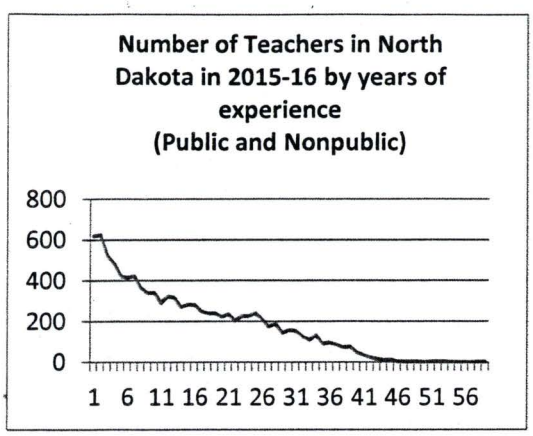
What we do for teachers, we do for their students. Our children are the future of our state. I am asking you to consider full funding for the Teacher Support System so we can continue to do the important work of growing the teachers our students need so they can be prepared to meet the challenges of the future and keep North Dakota strong.

Thank you and I'm happy to answer any questions you have.

North Dakota
Teacher
Support
System

2718 Gateway Ave., Suite 204, Bismarck ND 58503 701.328.9644 lstenehj@nd.gov

Teacher Support System Instructional Coaching Program by the Numbers



59 Participants in the Coaches Academy this year (2016-17)

$1,042 Total cost per participant in our coaches activities last year

25 Participated in Crucial Accountability training last year

129 Principals and Coaches participated in Coaching Matters: Principal/Coach Training last year

395 Coaches have participated in our Academies since 2011

116 Coaches have participated in Crucial Accountability Training

Support for teachers to be constantly improving their practice should be at the heart of what districts think about. It's what makes schools work!

Teacher Support System Mentoring Program by the Numbers

312 NEW TEACHERS ENROLLED IN THE PROGRAM FOR THIS SCHOOL YEAR

64 DISTRICTS PARTICIPATING IN THE PROGRAM THIS YEAR

2000 NEW TEACHERS HAVE BEEN MENTORED SINCE THE PROGRAM BEGAN IN 2010

1423 MENTORS HAVE BEEN TRAINED SINCE THE PROGRAM BEGAN

$3,057 TOTAL COST TO MENTOR A NEW TEACHER LAST YEAR

72% OF TEACHERS MENTORED IN 2010 WERE STILL TEACHING IN NORTH DAKOTA IN THEIR 8TH YEAR LAST YEAR

88% OF TEACHERS MENTORED IN 2015-16 WERE STILL TEACHING IN NORTH DAKOTA IN THEIR 2ND YEAR LAST YEAR

97% OF NEW TEACHERS SAY THEIR MENTOR MEETS THEIR NEEDS AS A GROWING PROFESSIONAL

94% OF MENTORS SAY MENTORING HAS POSITIVELY IMPACTED LEARNING IN THEIR OWN CLASSROOMS

98% OF ADMINISTRATORS ARE SATISFIED WITH THE NORTH DAKOTA TEACHER SUPPORT SYSTEM

So what does North Dakota get for $3,057? Mentoring Program

2 days of face-to-face initial training of Mentors

At least 30 hours of one-on-one conferencing with mentors and new teachers

Mentors observe the new teacher at least 6 times per year

Beginning teachers record themselves teaching and discuss with their mentors 2 times per year

New teachers spend 9 hours observing other teachers in action

The new teacher, mentor and administrator meet at least 2 times per year

Mentors attend a half day seminar

Beginning teachers can earn up to 4 credits of online work

Mentors participate in four courses over three years to reach Advanced Mentor Status (Initial Mentor Training, Observing and Conferencing, Using Data to Improve Instruction and Designing Effective Lessons). These courses are a hybrid of face-to-face and online.

All principals complete an online Administrator Mentor Training

An independent survey of all participants is done by a third party biannually

Mentors are compensated; travel and all materials are provided

Program coordination and oversight

And what does North Dakota get for $1,042? Instructional Coaching Program

INSTRUCTIONAL COACHES PARTICIPATE IN 6 DAYS OF THE *COACHES ACADEMY* FROM THE LEARNING FORWARD ORGANIZATION

COACHES CAN PARTICIPATE IN 2 DAYS OF *CRUCIAL ACCOUNTABILITY* TRAINING

COACHES CAN PARTICIPATE IN A 1 DAY *COACHES RETREAT* (THIS YEAR FOCUSED ON COACHING OF TEAMS OF TEACHERS SUCH AS PROFESSIONAL LEARNING COMMUNITIES)

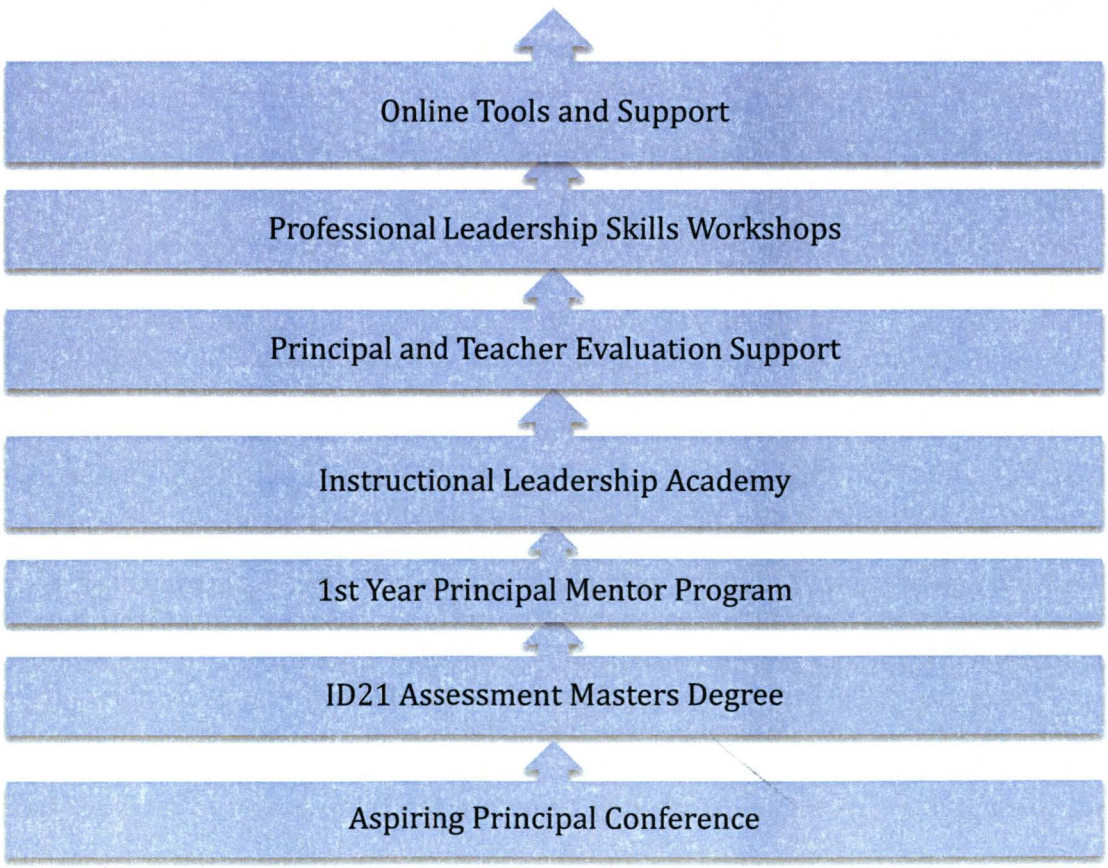
COACHES AND PRINCIPALS CAN PARTICIPATE IN A 1 DAY *COACHING MATTERS* TRAINING

att:2 HB1013 2-3-2017

The ND LEAD Center plays a key role in developing effective school leaders for North Dakota

ND LEAD provides conferences, workshops and presentations at the state, REA, and school district level, as well as facilitates the ID21 Assessment Centers for UND and NDSU, prepares web resources and online support. The focus of all of ND LEAD's work is effective leadership in schools.

ND LEAD's Effective School Leaders Pipeline



Survey of School Leaders in North Dakota

In a recent survey, school leaders in North Dakota were asked about their involvement in ND LEAD Events, Presentations, or Workshops.

100% indicated **yes, there have been significant changes in expectations** of schools and leaders.

96% of those who responded to the survey **have participated in ND LEAD workshops** over the past 25+ years.

97% indicated the workshops **were good or excellent**.

98% indicated that the workshops had **made a positive difference** in their leadership skills.

93% indicated that if funding for ND LEAD was not there, it would create a concern for them about the support they receive on their leadership skills.

94% indicated the **ND LEAD is important or critical in supporting future changes** in education in North Dakota

Here's what people say about the NDLEAD Center

SUPPORT IN MEETING NEW EXPECTATIONS IN EDUCATION

There are so many changes and so many difficult situations to deal with in leadership. I honestly would not be continuing in administration were it not for the training I received from ND LEAD. I believe that without support in this crucial area, we will suffer a shortage in highly trained school leaders that will negatively impact staff and students in North Dakota.

Principal trainings have certainly impacted student performance in our schools. With an ever-increasing demand on students and educators to increase student performance and outcomes, the LEAD Center fills a critical role in that educational process.

In my beginning years as an administrator, the courses that helped me have increased knowledge about Mastery teaching and teacher evaluation were very important. The LEAD Center first impacted my leadership while I was in graduate school and participated in the D 21 professional development. This provided me an opportunity to participate in practical learning with feedback from a current principal. Even after 15 years of principalship I participate in these courses to increase my skills and knowledge. There is nowhere else in our state where these learning opportunities are found. With the current shortage in the increase shortage in school leaders across the state, the LEAD Center needs to be funded.

SCHOOL CLIMATE AND CULTURE

Leadership sets the tone and the climate for our schools. The administrator will make or break the effectiveness of the school. The Education shared through ND LEAD directly affects the children through the positive and professional guidance administrators receive from the Center.

The LEAD Center, through the coursework offered to administrators, has been directly transferred to staff in improving their instructional pedagogy. This has transferred to an improved learning environment for

The success of a school sits in the hands of the leader in that school. The expectations and goals established by leadership help to push our staff and students to be the best that they can be. ND LEAD has provided me with so many ideas that have helped to create a positive climate for our students and staff, which has helped to create a sense of pride and achievement within our building. students resulting in improved student performance. The culture in our school is improved because of the LEAD Center's focus on education.

TEACHER AND PRINCIPAL EVALUATION AND FEEDBACK

Student performance and success in school has increased because of improved teacher effectiveness. As a new administrator the ND LEAD Center has provided me with valuable training that has improved my ability to implement change and provide impactful feedback to my teaching staff that has improved their effectiveness within the classroom.

The ND LEAD Center has provided valuable resources and information regarding the teacher/principal evaluation model our district is using. The use of this evaluation model is impacting instruction, which in turn impacts student performance in a positive manner.

The ND LEAD Center was instrumental in driving selection of and improved use of the Principal/Teacher Evaluation tools. This has had a huge impact on professional discussions in my schools and the data is valuable in program decision-making and focused professional development planning. The ND LEAD Center is vital to the advancement of ND Schools and ND School Leaders.

The ND LEAD center has provided crucial resources for the introduction to the ND principal and teacher evaluation systems. Due to the center's help, my evaluation skills for teachers have improved tremendously and as a result; student performance has increased as well.

One of the areas I know that ND LEAD Center has impacted student growth in my school is in helping teachers grow in teaching and learning. The trainings and workshops I have attended from ND LEAD have helped me work with teachers and bring them to higher levels in how they teach, assess and motivate students. This has truly helped our school with success with teaching and learning, and ultimately, greater student success.

Due to the P/T Evaluation System, my school was able to target gaps in response to intervention, student engagement practices, and areas of need in instructional practice. The training and supports through the ND LEAD Center helped my staff to formalize processed directly targeted to authentic student need. Our "down list" has decreased dramatically because of these initiatives and teacher buy-in to change of our instructional framework has increased.

I recently completed an intense leadership training on teacher evaluation. During my 6 day training, my evaluation skills grew greatly. I learned how to provide specific and direct feedback that would make an impact on student learning. I also learned how to hold the difficult conversations with teachers regarding substandard teaching practices or behaviors that negatively affect learners. I left the training with greater knowledge and confidence. I can say, without a doubt that my skills as a leader have changed for the better and that I am better equipped to help teachers improve their craft, thus improving learning for our students.

USING DATA TO DRIVE RESULTS

The workshops provided on database decision-making can years ago started our work and efforts to increase student performance. Without these courses to build our foundation for understanding of data decision-making, our students would be negatively impacted. I cannot imagine our state being without the LEAD Center. It is critical element in our principal professional development.

TIME MANAGEMENT SKILLS

I participated in the Break Through coaching training years ago. One of the claims made was if this was fully implemented, student achievement would grow. Coupled with my training in instructional leadership--and learning how to work as an "executive" I saw the results in school performance grow each year to the point where over 90% of my students meet the grade level benchmark in reading year after year -- while at the same time the poverty rate and the "turnover" rate of students has also doubled!! Doing better while it is harder!! As the skills of the principals goes -- so goes the teaching and learning in the school!!

SCHOOL EMERGENCIES

ND LEAD has supported our school by providing quality training for staff in how to address school emergencies. We are better prepared for many crisis situations because of this training.

CUTTING EDGE ON EDUCATION

NDLEAD has given me the tools and resources to stay current and on top of both trends and the current research in educational changes as they occur. This clearly enhances my readiness to meet student needs.

Short and easy answer to this is that ND LEAD helps make administrators better this allows us in a productive way to make teachers better and we all know the better the teacher gets the more impact they have on student learning / performance. ND LEAD is a great resource and partner in making education in North Dakota the best it can be.

ND LEAD has been a critical part of educational administration. Student performance was positively impacted by the education that I received attending ND LEAD workshops and classes. It gave my teachers the tools to deliver state of the art education to our students. They taught me how to effectively give teachers feedback, which in turn, leads to better education and a positive student impact. ND LEAD is critical for our changing educational landscape. Administrators need support and training to keep up with the changes and requirements in our nations educational system.

Through the efforts and leadership of the ND LEAD Center, school administrators have been able to keep abreast of cutting edge education initiatives, which would only be available outside of state conferences or workshops. Having to keep abreast of education initiatives by travelling to out-of-state conferences/workshops would cost school districts far more in the long run than having the State Legislature provide a constant level of financial support to keep the ND LEAD Center operational and available for continuing professional development opportunities for administrators and teachers.

CRUCIAL ACCOUNTABILITY SKILLS

It was not that long ago that I took the workshop Crucial Accountability that had an extremely positive impact on our teaching staff, which in turn led to a positive change in our student achievement!!

I have attended numerous training opportunities from the ND LEAD Center. I have found the information learned in the Crucial Accountability training to be a valuable resource I have used on numerous occasions. All administrators would benefit from this training. This is just one example of the excellent training provided by the ND LEAD Center. If we want strong schools in our state, we need strong leaders equipped to do the job well!

PROFESSIONAL LEARNING COMMUNITIES (COLLABORATION)

We implemented PLC's, beginning the process with training by ND LEAD. We are in our second full year, and although there have been challenges, our AdvancEd data shows MAP assessment scores are meeting goals in most grade levels, and rising in all grade levels.

The PLC workshop lead me to focus my leadership on standards and assessment this year. My teachers have responded beautifully and our kids are reaping the benefit.

Impacting student achievement and growth through a coaching model has helped our school open it's doors by embedding PLCs and collaboration into our daily practices.

PRINCIPAL MENTORING

Through taking Educational Leadership, Mentorship Training, and other workshops provided by the LEAD center I grew as an administrator and felt better equipped to teach and serve my staff and students. This is a critical component to administrator development and support.

"I can't imagine education in North Dakota without the North Dakota LEAD Center."

att 1: HB 1013 3 a.m 2-3-2017

School for the Deaf - Budget No. 252
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised Executive Budget Increase (Decrease)			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091	45.61	$8,541,881	$1,089,210	$9,631,091	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		($78,677)	$3,211	($75,466)				$0		$78,677	($3,211)	$75,466
Salary increase - Performance				***0***				0				0
Health insurance increase		8,337	249	8,586				0		(8,337)	(249)	(8,586)
Adds funding to correct the health insurance increase		***118,335***	***3,615***	***121,950***				0		(118,335)	(3,615)	(121,950)
Employee portion of health insurance		***(61,990)***	***(1,894)***	***(63,884)***				0		61,990	1,894	63,884
Restores salaries and wages funding reductions made during the 2015-17 biennium		422,476		422,476				0		(422,476)		(422,476)
Removes one additional FTE position	***(1.00)***	***(120,000)***		***(120,000)***				0	1.00	120,000		120,000
Removes funding for teacher composite		***(151,193)***		***(151,193)***				0		151,193		151,193
Adjusts base budget funding sources for operating expenses		(489,484)	562,628	73,144				0		489,484	(562,628)	(73,144)
Reduces funding for operating expenses and extraordinary repairs		(300,000)	(50,000)	(350,000)				0		300,000	50,000	350,000
Restores operating expenses funding reductions made during the 2015-17 biennium		123,133		123,133				0		(123,133)		(123,133)
Removes funding for 2015-17 biennium capital assets and extraordinary repairs		(152,174)	(75,000)	(227,174)				0		152,174	75,000	227,174
Reduces funding for operating expenses which, when combined with the 1 FTE position removed, provides an additional 2 percent budget reduction		***(44,897)***		***(44,897)***				0		44,897		44,897
Adds funding for extrordinary repairs		158,678		158,678				0		(158,678)		(158,678)
Reduces funding for interpreter grants		(6,900)		(6,900)				0		6,900		6,900
Total ongoing funding changes	(1.00)	($574,356)	$442,809	($131,547)	0.00	$0	$0	$0	1.00	$574,356	($442,809)	$131,547
One-time funding items												
No one-time funding items				$0				$0				$0
Adds funding to replace Fargo office interactive video network equipment			$10,000	$10,000				0			(10,000)	(10,000)
Adds funding to replace kitchen equipment			12,000	12,000				0			(12,000)	(12,000)
Adds funding to replace lawn tractor			16,000	16,000				0			(16,000)	(16,000)

Adds funding for master facility plan repairs			1,750,000	1,750,000				0			(1,750,000)	(1,750,000)
Adds funding for a database software program			20,000	20,000				0			(20,000)	(20,000)
Total one-time funding changes	0.00	$0	$1,808,000	$1,808,000	0.00	$0	$0	$0	0.00	$0	($1,808,000)	($1,808,000)
Total Changes to Base Level Funding	(1.00)	($574,356)	$2,250,809	$1,676,453	0.00	$0	$0	$0	1.00	$574,356	($2,250,809)	($1,676,453)
2017-19 Total Funding	44.61	$7,967,525	$3,340,019	$11,307,544	45.61	$8,541,881	$1,089,210	$9,631,091	1.00	$574,356	($2,250,809)	($1,676,453)
										7.2%	(67.4%)	(14.8%)

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Higher education interpreter grant program	Section 12 provides that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.	
School for the Deaf special fund	Section 18 creates a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received from the Department of Trust Lands, 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 and used pursuant to legislative appropriation for services.	

att 1 2-3-2017 HB 1013 am 2

State Library - Budget No. 250
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised Executive Budget Increase (Decrease)			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	29.75	$6,079,981	$2,438,751	$8,518,732	29.75	$6,079,981	$2,438,751	$8,518,732	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$37,239	$96,788	$134,027				$0		($37,239)	($96,788)	($134,027)
Salary increase - Performance				***0***				0				0
Health insurance increase		74,972	10,889	85,861				0		(74,972)	(10,889)	(85,861)
Employee portion of health insurance		***(39,275)***	***(5,704)***	***(44,979)***				0		39,275	5,704	44,979
Restores salaries and wages funding reductions during the 2015-17 biennium		161,341		161,341				0		(161,341)		(161,341)
Reduces funding for online library resources		(182,239)	82,921	(99,318)				0		182,239	(82,921)	99,318
Reduces funding for aid to public libraries		(113,300)		(113,300)				0		113,300		113,300
Reduces funding for aid to public libraries to provide an additional 3 percent budget reduction		***(182,172)***		***(182,172)***				0		182,172		182,172
Removes federal funds from grants line item			(381,000)	(381,000)				0			381,000	381,000
Total ongoing funding changes	0.00	($243,434)	($196,106)	($439,540)	0.00	$0	$0	$0	0.00	$243,434	$196,106	$439,540
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	($243,434)	($196,106)	($439,540)	0.00	$0	$0	$0	0.00	$243,434	$196,106	$439,540
2017-19 Total Funding	29.75	$5,836,547	$2,242,645	$8,079,192	29.75	$6,079,981	$2,438,751	$8,518,732	0.00	$243,434	$196,106	$439,540
										4.2%	8.7%	5.4%

Other Sections in State Library - Budget No. 250

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
State aid to public libraries	Section 11 provides that of the $1,919,700 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium. **(The Burgum budget recommendation reduces aid to public libraries.)**	

att 2 2-3-2017 HB 1013 am 2

SPECIAL FUND REPORT

00253 ND Vision Services/School for the Blind
Version: 2017R0200253

School for the Blind Fund - 354

	2015 - 2017		2017 - 2019	
Beginning Balance		792,586		1,119,157
Revenue and Net Transfers:				
Tsfr Fm Common Schools	534,000		835,428	
Lease-Rental Of Rooms-Bld	335,096		343,369	
Lease-Rental Of Land	5,800		5,800	
Brailling Services	6,000		6,000	
Admissions	40,000		40,000	
Charges for Services/Sales	1,000		1,000	
Contributions And Private Gran	30,000		30,000	
Total Revenue and Net Transfers		951,896		1,261,597
Estimated Expenditures By Line:				
Salaries and Wages	99,002		115,536	
Operating Expenses	493,823		924,533	
Capital Assets	32,500		135,500	
Total Estimated Expenditures		625,325		1,175,569
Ending Balance		**1,119,157**		**1,205,185**

att 1 HB 1013 2-6-2017

North Dakota Vision Services - School for the Blind - Budget No. 253
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised Executive Budget Increase (Decrease)			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	30.00	$4,748,647	$569,325	$5,317,972	30.00	$4,748,647	$569,325	$5,317,972	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$175,148	$16,450	$191,598				$0		($175,148)	($16,450)	($191,598)
Salary increase - Performance				***0***				0				0
Health insurance increase		91,508	76	91,584				0		(91,508)	(76)	(91,584)
Employee portion of health insurance		***(47,937)***	***(40)***	***(47,977)***				0		47,937	40	47,977
Removes a .5 FTE position and restores funding for salaries and wages	(0.50)	105,800		105,800				0	0.50	(105,800)		(105,800)
Removes funding for teacher composite		***(121,691)***		***(121,691)***				0		121,691		121,691
Reduces funding for salaries and wages to provide an additional 2 percent budget reduction		***(93,907)***		***(93,907)***				0		93,907		93,907
Adjusts funding for operating expenses		(250,173)	254,210	4,037				0		250,173	(254,210)	(4,037)
Adjusts funding source agencywide		(200,000)	200,000	0				0		200,000	(200,000)	0
Removes funding for 2015-17 biennium extraordinary repairs		(24,454)		(24,454)				0		24,454		24,454
Adds funding for 2017-19 biennium extraordinary repairs		39,192		39,192				0		(39,192)		(39,192)
Total ongoing funding changes	(0.50)	($326,514)	$470,696	$144,182	0.00	$0	$0	$0	0.50	$326,514	($470,696)	($144,182)
One-time funding items												
Adds funding for special assessments			$10,000	$10,000				0			(10,000)	(10,000)
Adds funding for HVAC upgrade			27,000	27,000				0			(27,000)	(27,000)
Adds funding to replace water line, rooftop air unit, and update reception			98,500	98,500				0			(98,500)	(98,500)
Total one-time funding changes	0.00	$0	$135,500	$135,500	0.00	$0	$0	$0	0.00	$0	($135,500)	($135,500)
Total Changes to Base Level Funding	(0.50)	($326,514)	$606,196	$279,682	0.00	$0	$0	$0	0.50	$326,514	($606,196)	($279,682)
2017-19 Total Funding	29.50	$4,422,133	$1,175,521	$5,597,654	30.00	$4,748,647	$569,325	$5,317,972	0.50	$326,514	($606,196)	($279,682)
										7.4%	(51.6%)	(5.0%)

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version	
School for the Blind special fund	Section 17 creates a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received from the Department of Trust Lands, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.		

HB 1013 at #1 2-7-2017

North Dakota Vision Services - School for the Blind - Budget No. 253
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised Executive Budget Increase (Decrease)			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	30.00	$4,748,647	$569,325	$5,317,972	30.00	$4,748,647	$569,325	$5,317,972	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$175,148	$16,450	$191,598		$175,148	$16,450	$191,598				$0
Salary increase - Performance				***0***				0				0
Health insurance increase		91,508	76	91,584		91,508	76	91,584				0
Employee portion of health insurance		***(47,937)***	***(40)***	***(47,977)***				0		47,937	40	47,977
Removes a .5 FTE position and restores funding for salaries and wages	(0.50)	105,800		105,800	(0.50)	105,800		105,800				0
Removes 1 FTE teacher position				0	(1.00)	(154,216)		(154,216)	(1.00)	(154,216)		(154,216)
Removes funding for teacher composite		***(121,691)***		***(121,691)***		(121,691)		(121,691)				0
Reduces funding for salaries and wages to provide an additional 2 percent budget reduction		***(93,907)***		***(93,907)***				0		93,907		93,907
Adjusts funding for operating expenses		(250,173)	254,210	4,037		(250,173)	254,210	4,037				0
Adjusts funding source agencywide		(200,000)	200,000	0		(200,000)	200,000	0				0
Removes funding for 2015-17 biennium extraordinary repairs		(24,454)		(24,454)		(24,454)		(24,454)				0
Adds funding for 2017-19 biennium extraordinary repairs		39,192		39,192			39,192	39,192		(39,192)	39,192	0
Total ongoing funding changes	(0.50)	($326,514)	$470,696	$144,182	(1.50)	($378,078)	$509,928	$131,850	(1.00)	($51,564)	$39,232	($12,332)
One-time funding items												
Adds funding for special assessments			$10,000	$10,000			$10,000	$10,000			$0	$0
Adds funding for HVAC upgrade			27,000	27,000			27,000	27,000			0	0
Adds funding to replace water line, rooftop air unit, and update reception			98,500	98,500			98,500	98,500			0	0
Total one-time funding changes	0.00	$0	$135,500	$135,500	0.00	$0	$135,500	$135,500	0.00	$0	$0	$0
Total Changes to Base Level Funding	(0.50)	($326,514)	$606,196	$279,682	(1.50)	($378,078)	$645,428	$267,350	(1.00)	($51,564)	$39,232	($12,332)
2017-19 Total Funding	29.50	$4,422,133	$1,175,521	$5,597,654	28.50	$4,370,569	$1,214,753	$5,585,322	(1.00)	($51,564)	$39,232	($12,332)
										(1.2%)	3.3%	(0.2%)

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
School for the Blind special fund	Section 17 creates a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received from the Department of Trust Lands, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.	A section is added to create a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received pursuant to Article IX, Section 2 of the North Dakota Constitution, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.
Health insurance increase		A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

HB 1013 2-7-2017 att 2

School for the Deaf - Budget No. 252
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised Executive Budget Increase (Decrease)			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091	45.61	$8,541,881	$1,089,210	$9,631,091	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		($78,677)	$3,211	($75,466)		($78,677)	$3,211	($75,466)				$0
Salary increase - Performance				***0***				0				0
Health insurance increase		8,337	249	8,586		8,337	249	8,586				0
Adds funding to correct the health insurance increase		***118,335***	***3,615***	***121,950***		118,335	3,615	121,950				0
Employee portion of health insurance		***(61,990)***	***(1,894)***	***(63,884)***				0		61,990	1,894	63,884
Restores salaries and wages funding reductions made during the 2015-17 biennium		422,476		422,476				0		(422,476)		(422,476)
Adjusts funding source for salaries and wages				0		(400,000)	400,000	0		(400,000)	400,000	0
Removes one additional FTE position	***(1.00)***	***(120,000)***		***(120,000)***	(1.00)	(120,000)		(120,000)				0
Removes funding for teacher composite		***(151,193)***		***(151,193)***		(151,193)		(151,193)				0
Adjusts base budget funding sources for operating expenses		(489,484)	562,628	73,144		(489,484)	562,628	73,144				0
Reduces funding for operating expenses and extraordinary repairs		(300,000)	(50,000)	(350,000)				0		300,000	50,000	350,000
Adjusts funding for operating expenses				0		(300,000)	200,000	(100,000)		(300,000)	200,000	(100,000)
Restores operating expenses funding reductions made during the 2015-17 biennium		123,133		123,133			123,133	123,133		(123,133)	123,133	0
Removes funding for 2015-17 biennium capital assets and extraordinary repairs		(152,174)	(75,000)	(227,174)		(152,174)	(75,000)	(227,174)				0
Reduces funding for operating expenses which, when combined with the 1 FTE position removed, provides an additional 2 percent budget reduction		***(44,897)***		***(44,897)***		(44,897)		(44,897)				0
Adds funding for extraordinary repairs		158,678		158,678			158,678	158,678		(158,678)	158,678	0
Reduces funding for interpreter grants		(6,900)		(6,900)		(6,900)		(6,900)				0
Total ongoing funding changes	(1.00)	($574,356)	$442,809	($131,547)	(1.00)	($1,616,653)	$1,376,514	($240,139)	0.00	($1,042,297)	$933,705	($108,592)
One-time funding items												
Adds funding to replace Fargo office interactive video network equipment			$10,000	$10,000			$10,000	$10,000			0	0
Adds funding to replace kitchen equipment			12,000	12,000			12,000	12,000			0	0
Adds funding to replace lawn tractor			16,000	16,000			16,000	16,000			0	0

Adds funding for master facility plan repairs			1,750,000	1,750,000			1,500,000	1,500,000				(250,000)
Adds funding for a portion of the master facility repairs				0			675,000	675,000			675,000	675,000
Adds funding for a database software program			20,000	20,000			20,000	20,000			0	0
Total one-time funding changes	0.00	$0	$1,808,000	$1,808,000	0.00	$0	$2,233,000	$2,233,000	0.00	$0	$675,000	$425,000
Total Changes to Base Level Funding	(1.00)	($574,356)	$2,250,809	$1,676,453	(1.00)	($1,616,653)	$3,609,514	$1,992,861	0.00	($1,042,297)	$1,608,705	$316,408
2017-19 Total Funding	44.61	$7,967,525	$3,340,019	$11,307,544	44.61	$6,925,228	$4,698,724	$11,623,952	0.00	($1,042,297)	$1,608,705	$316,408
										(13.1%)	48.2%	2.8%

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Higher education interpreter grant program	Section 12 provides that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.	A section is included to provide that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.
School for the Deaf special fund	Section 18 creates a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received from the Department of Trust Lands, 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 and used pursuant to legislative appropriation for services.	A section is added to create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received pursuant to Article IX, Section 2 of the North Dakota Constitution, 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 and used pursuant to legislative appropriation for services.
Health insurance increase		A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

HB 1013 att: 3 2-7-2017

North Dakota School for the Deaf

2017-2019 Project Priority List

1. Smith Admin Building ($1.582k + Arch/Cont.)
    a. Fire Alarm Updates ($85K)
    b. Sprinkler Main ($25k)
    c. Sprinkle Admin ($150k)
    d. Kitchen HVAC Update ($160k)
    e. Admin HVAC ($885k)
    f. 1st Story(Dining, Kitchen, Hall) Ceiling and Lighting($100k)
    g. Roofing ($132k)
    h. Kitchen Flooring ($45k)

Deichert, Becky J.

From: Michael James Loff <Michael.Loff@k12.nd.us>
Sent: Thursday, January 26, 2017 10:28 AM
To: Monson, David C.; Streyle, Roscoe K.; Boe, Tracy L.; Martinson, Bob W.; Sanford, Mark S.; Schatz, Mike A.; Schmidt, James E.
Cc: Sandness, Sheila M.; Hovendick, Connie L.; Mertz, Jamie D.; Deichert, Becky J.
Subject: North Dakota School for the Deaf Projects Prioritized listing
Attachments: NDSD Smith Building 2017-2019 Priority List.docx; NDSD Smith Hall Report.pdf

CAUTION: This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

Chairman Monson and Members of the House Education and Environment Division Appropriations Committee

Attached please find our response to your inquiry along with the report used to prepare our request.

Michael Loff, Business Manager
North Dakota School for the Deaf/RCDHH
1401 College Drive N
Devils Lake, ND 58301
Michael.loff@k12.nd.us
701-665-4405 701-665-4409(fax)

From: Sandness, Sheila M. [mailto:smsandness@nd.gov]
Sent: Monday, January 23, 2017 4:23 PM
To: Michael James Loff <Michael.Loff@k12.nd.us>; Hovendick, Connie <Connie.Hovendick@k12.nd.us>
Subject: Phase 1 of your master facility plan

Michael,

The House Appropriations – Education and Environment Division has requested additional information regarding your request for $1.75 million from special funds for phase 1 of your master facility plan.

Could you please provide a more detailed list of the projects included in phase 1. Please provide prioritized list, including the cost of each project. If you have any questions, please feel free to contact me.

Thanks,

Sheila M. Sandness, CPA
Senior Fiscal Analyst
North Dakota Legislative Council
600 E. Boulevard Avenue
Bismarck, ND 58505
701.328.2916
smsandness@nd.gov

HB 1013 att: 4 2-7-2017

State Library - Budget No. 250
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised Executive Budget Increase (Decrease)			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	29.75	$6,079,981	$2,438,751	$8,518,732	29.75	$6,079,981	$2,438,751	$8,518,732	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$37,239	$96,788	$134,027		$37,239	$96,788	$134,027				$0
Salary increase - Performance				***0***				0				0
Health insurance increase		74,972	10,889	85,861		74,972	10,889	85,861				0
Employee portion of health insurance		***(39,275)***	***(5,704)***	***(44,979)***				0		39,275	5,704	44,979
Restores salaries and wages funding reductions during the 2015-17 biennium		161,341		161,341		161,341		161,341				0
Reduces funding from the general fund for salaries				0		(240,649)		(240,649)		(240,649)		(240,649)
Removes 1 vacant education program administrator II FTE position				0	(1.00)	(142,296)		(142,296)	(1.00)	(142,296)		(142,296)
Reduces funding for online library resources		(182,239)	82,921	(99,318)		(182,239)	82,921	(99,318)				0
Reduces funding for equipment				0		(10,000)		(10,000)		(10,000)		(10,000)
Reduces funding for aid to public libraries		(113,300)		(113,300)		(113,300)		(113,300)				0
Reduces funding for aid to public libraries to provide an additional 3 percent budget reduction		***(182,172)***		***(182,172)***		(182,172)		(182,172)				0
Removes federal funds from grants line item			(381,000)	(381,000)			(381,000)	(381,000)				0
Total ongoing funding changes	0.00	($243,434)	($196,106)	($439,540)	(1.00)	($597,104)	($190,402)	($787,506)	(1.00)	($353,670)	$5,704	($347,966)
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	($243,434)	($196,106)	($439,540)	(1.00)	($597,104)	($190,402)	($787,506)	(1.00)	($353,670)	$5,704	($347,966)
2017-19 Total Funding	29.75	$5,836,547	$2,242,645	$8,079,192	28.75	$5,482,877	$2,248,349	$7,731,226	(1.00)	($353,670) (6.1%)	$5,704 0.3%	($347,966) (4.3%)

Other Sections in State Library - Budget No. 250

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
State aid to public libraries	Section 11 provides that of the $1,919,700 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium. **(The Burgum budget recommendation reduces aid to public libraries.)**	Section 11 is amended to provide that of the $1,737,528 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium.
Health insurance increase		A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

att: 1 HB 1013 2-10-2017

Pass Thru Grants	13-15 Appropriation	15-17 Appropriation	DPI Proposed Cut	17-19 Proposed	Percent	OMB Reductions: Dalrymple Budget Reduction	Burgum Reductions	Burgum 17-19 Total	House EE Proposed	House Version to Burgum
Continuing Ed Grants for Pre-school	$ 150,000	$ 150,000	$ -	$ 150,000	0.00%	0	(75,000)	75,000	0	(75,000)
Grants for Pre-K Space	125,000	125,000	-	125,000	0.00%	0	(125,000)	0	0	0
Continuing Ed Grants for Counselor	150,000	150,000	(25,000)	125,000	16.67%	0	(50,000)	75,000	0	(75,000)
Curriculum Alignment Grant	100,000	100,000	-	100,000	0.00%	(20,000)		80,000	0	(80,000)
Governor's School	460,000	460,000	-	460,000	0.00%	0	(46,000)	414,000	0	(414,000)
LEAD Consortium	260,000	267,500	(7,500)	260,000	2.80%	(19,250)		240,750	0	(240,750)
Teacher Center Network - One time	360,000	360,000	(360,000)	-	100.00%	0		0	0	0
North Dakota Museum of Art	415,000	435,000	(20,000)	415,000	4.60%	(23,500)	(391,500)	0	10,000	10,000
Northern Plains Writing Project	83,000	93,000	(10,000)	83,000	10.75%	0	(83,000)	0	10,000	10,000
Red River Writing Project	90,000	100,000	(10,000)	90,000	10.00%	0	(90,000)	0	10,000	10,000
North Central Council for Educational Media Services	535,000	535,000	(35,000)	500,000	6.54%	(500,000)		0	238,000	238,000
Global Bridges	150,000	250,000	(50,000)	200,000	20.00%	(200,000)		0	100,000	100,000
We the People	20,000	25,000	(5,000)	20,000	20.00%	0	(20,000)	0	10,000	10,000
Young Entrepeneur Education Program	120,000	100,000	-	100,000	0.00%	0	(100,000)	0	0	0
Gearing Up for Kindergarten	675,000	675,000	(75,000)	600,000	11.11%	(50,000)	(550,000)	0	0	0
Pathfinders Parent Program	131,106	120,000	-	120,000	0.00%	0		120,000	0	(120,000)
Family Voices									0	
Teacher Support System (ESPB)	2,300,000	2,700,000	(700,000)	2,000,000	25.93%	(2,000,000)		0	2,000,000	2,000,000
Teacher/Principal Eval Grants	-	240,000	(40,000)	200,000	16.67%	(25,000)	(175,000)	0	0	0
ELL Grants	-	1,000,000	(250,000)	750,000	25.00%	(750,000)		0	0	0
Medicaid Matching Grants	-	163,611	(163,611)	-	100.00%	0		0	0	0
	$ 6,124,106	$ 8,049,111	$ (1,751,111)	$ 6,298,000		$ (3,587,750)	$ (1,705,500)	$ 1,004,750	$ 2,378,000	$ 1,373,250
Matching fund grants and other programs										
Adult Education Matching Funds	3,110,411	4,110,411	(40,000)	4,070,411	0.97%	(400,000)	(380,000)	3,290,411	3,000,000	(290,411)
Reduced Breakfast Program Grants	-	205,000	-	205,000	0.00%	0		205,000	205,000	0
School Lunch Matching Program	1,380,000	1,380,000	-	1,380,000	0.00%	0		1,380,000	1,380,000	0
	$ 4,490,411	$ 5,695,411	$ (40,000)	$ 5,655,411		$ (400,000)	$ (380,000)	$ 4,875,411	$ 4,585,000	$ (290,411)
	$ 10,614,517	$ 13,744,522	$ (1,791,111)	$ 11,953,411	13.03%	$ (3,987,750)	$ (2,085,500)	$ 5,880,161	$ 6,963,000	$ 1,082,839
			(1)			(1)				

(1) Sum equals green sheet for Dalrymple $ (5,778,861)

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Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment
February 6, 2017

HOUSE BILL NO. 1013
LISTING OF PROPOSED CHANGES TO BASE LEVEL

Department - Department of Public Instruction

Proposed funding changes:	**FTE**	**General Fund**	**Special Funds**	**Total**
Description				
1 Adds funding for base payroll changes		$2,064		$2,064
2 Adds funding for health insurance increases		87,454	195,878	283,332
3 Remove 2 FTE positions from the base budget	(2.00)	(251,576)	1	(251,575)
4 Removes additional 3 FTE positions	(3.00)	(400,462)		(400,462)
5 Increases authority in the operating expenses line item for food contracts			500,000	500,000
6 Reduces funding for operating expenses		(1,301,254)		(1,301,254)
7 Adjusts the funding source for integrated formula payments to provide additional funding from the state tuition fund.		(82,130,000)	82,130,000	0
8 Adjusts the funding source for integrated formula payments to provide additional funding from the state tuition fund resulting from a transfer of funds from the department's operating account.		(4,282,905)	4,282,905	0
9 Adjusts the funding source for integrated formula payments to provide $110 million from the foundation aid stabilization fund as ongoing support for state school aid.		6,053,293	(6,053,293)	0
10 Adjusts the funding source for integrated formula payments to provide $160 million from the foundation aid stabilization fund as **one-time** support for state school aid.		(160,000,000)	160,000,000	0
11 Adds funding for cost to continue integrated formula payments		18,864,163		18,864,163
12 Increases funding for integrated formula payments due to changes in local revenue offsets.		5,590,878		5,590,878
13 Removes funding from the integrated formula payments line item for regional education association coordinator grants		(800,000)		(800,000)
14 Increases funding for special education grants		2,000,000		2,000,000
15 Reduces funding for transportation grants		(5,700,000)		(5,700,000)

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Department of Public Instruction - Budget No. 201
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version				House Changes to Revised 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
2017-19 Biennium Base Level	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$2,064		$2,064		$2,064		$2,064				$0
Salary increase - Performance				***0***				0				0
Health insurance increase		87,454	195,878	283,332		87,454	195,878	283,332				0
Employee portion of health insurance		***(45,813)***	***(102,613)***	***(148,426)***				0		45,813	102,613	148,426
Removes 2 FTE positions from base budget	(2.00)	(251,576)	1	(251,575)	(2.00)	(251,576)	1	(251,575)				0
Removes additional 3 FTE positions				0	(3.00)	(400,462)		(400,462)	(3.00)	(400,462)		(400,462)
Increases funding for food service contracts			500,000	500,000			500,000	500,000				0
Reduces funding for operating expenses		(812,842)		(812,842)		(1,301,254)		(1,301,254)		(488,412)		(488,412)
Reduces operating expenses - 2% of general fund appropriation without various state school aid lines		***(488,412)***		***(488,412)***				0		488,412		488,412
Increases funding for cost-to-continue state school aid		20,735,000		20,735,000		18,864,163		18,864,163		(1,870,837)		(1,870,837)
Increases funding to provide a 1 percent increase in the per student rate during the 2nd year of the biennium				***0***				0				0
Increases funding from the state tuition fund for state school aid		(82,130,000)	82,130,000	0		(86,412,905)	86,412,905	0		(4,282,905)	4,282,905	0
Increases funding from the foundation aid stabilization fund for state school aid		(23,946,707)	23,946,707	0				0		23,946,707	(23,946,707)	0
Provides additional funding from the foundation aid stabilization fund for state school aid		***(60,000,000)***	***60,000,000***	***0***				0		60,000,000	(60,000,000)	0
Adjusts ongoing funding from the foundation aid stabilization fund for integrated formula payments				0		6,053,293	(6,053,293)	0		6,053,293	(6,053,293)	0
Increases funding for integrated formula payments due to changes in local revenue offsets				0		5,590,878		5,590,878		5,590,878		5,590,878
Removes funding for regional education association coordinators				0		(800,000)		(800,000)		(800,000)		(800,000)
Increases funding for special education grants		2,000,000		2,000,000		2,000,000		2,000,000				0
Reduces funding for transportation aid grants		(5,700,000)		(5,700,000)		(5,700,000)		(5,700,000)				0
Reduces transportation grants an additional 10 percent		***(5,100,000)***		***(5,100,000)***				0		5,100,000		5,100,000
Reduces funding for various passthrough grants		(5,778,861)		(5,778,861)		(5,671,111)		(5,671,111)		107,750		107,750
Additional reductions to passthrough grants		***(2,085,500)***		***(2,085,500)***				0		2,085,500		2,085,500
Reduces funding for adult education grants				0		(1,110,411)		(1,110,411)		(1,110,411)		(1,110,411)
Adds funding for leveraging the senior year program				0		1,000,000		1,000,000		1,000,000		1,000,000
Adds funding for a leadership program				0		200,000		200,000		200,000		200,000

Reduces funding for PowerSchool		(500,000)		(500,000)		(500,000)		(500,000)				0
Transfers breakfast program and matching grants for food service and adult education to separate line item				0				0				0
Total ongoing funding changes	(2.00)	($164,015,193)	$166,669,973	$2,654,780	(5.00)	($68,349,867)	$81,055,491	$12,705,624	(3.00)	$95,665,326	($85,614,482)	$10,050,844
One-time funding items												
Provides funding for integrated formula payments from the foundation aid stabilization fund				0		(160,000,000)	160,000,000	0		(160,000,000)	160,000,000	0
Total one-time funding changes	0.00	$0	$0	$0	0.00	($160,000,000)	$160,000,000	$0	0.00	($160,000,000)	$160,000,000	$0
Total Changes to Base Level Funding	(2.00)	($164,015,193)	$166,669,973	$2,654,780	(5.00)	($228,349,867)	$241,055,491	$12,705,624	(3.00)	($64,334,674)	$74,385,518	$10,050,844
2017-19 Total Funding	97.75	$1,524,993,346	$791,355,739	$2,316,349,085	94.75	$1,460,658,672	$865,741,257	$2,326,399,929	(3.00)	($64,334,674) (4.2%)	$74,385,518 9.4%	$10,050,844 0.4%

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	2017-19 Base Budget	2017-19 Executive Budget	2017-19 Revised Executive Budget	2017-19 House Proposals	2017-19 House Version Increase (Decrease) Compared to Base Budget	2017-19 House Version Increase (Decrease) Compared to Executive Budget	2017-19 House Version Increase (Decrease) Compared to Revised Executive Budget
State school aid program							
State school aid - Integrated formula payments	$1,916,640,000	$1,947,120,547	$1,937,375,000	**$1,940,295,041**	$23,655,041	($6,825,506)	$2,920,041
Transportation aid payments	57,000,000	51,300,000	46,200,000	**51,300,000**	(5,700,000)	0	5,100,000
Rapid enrollment grants					0	0	0
Special education - Contracts	17,300,000	19,300,000	19,300,000	**19,300,000**	2,000,000	0	0
Total - State school aid program	$1,990,940,000	$2,017,720,547	$2,002,875,000	**$2,010,895,041**	$19,955,041	($6,825,506)	$8,020,041
General fund	$1,655,752,707	$1,576,456,547	$1,501,611,000	**$1,435,348,136**	($220,404,571)	($141,108,411)	($66,262,864)
Foundation aid stabilization fund	116,053,293	140,000,000	200,000,000	**270,000,000**	153,946,707	130,000,000	70,000,000
State tuition fund	219,134,000	301,264,000	301,264,000	**305,546,905**	86,412,905	4,282,905	4,282,905
Total	$1,990,940,000	$2,017,720,547	$2,002,875,000	**$2,010,895,041**	$19,955,041	($6,825,506)	$8,020,041
Other grants - General fund							
Teacher center network - One-time funding	$360,000			**$0**	($360,000)	$0	$0
North Dakota LEAD Center	267,500	$240,750	$240,750	**0**	(267,500)	(240,750)	(240,750)
Governor's School program	460,000	460,000	414,000	**0**	(460,000)	(460,000)	(414,000)
National writing projects	193,000	173,000	0	**20,000**	(173,000)	(153,000)	20,000
Rural art outreach project	435,000	391,500	0	**10,000**	(425,000)	(381,500)	10,000
North Central Council for Educational Media Services	535,000			**238,000**	(297,000)	238,000	238,000
Mentoring program	2,700,000			**2,000,000**	(700,000)	2,000,000	2,000,000
Continuing education grants	150,000	125,000	75,000	**0**	(150,000)	(125,000)	(75,000)
Global Bridges (Atlantik-Brucke) exchange	250,000			**100,000**	(150,000)	100,000	100,000
Young entrepreneur education program	100,000	100,000	0	**0**	(100,000)	(100,000)	0
"We the People" program	25,000	20,000	0	**10,000**	(15,000)	(10,000)	10,000
Teacher and principal evaluation system	240,000	175,000	0	**0**	(240,000)	(175,000)	0
Curriculum alignment grants	100,000	80,000	80,000	**0**	(100,000)	(80,000)	(80,000)
Preschool continuing education grants	150,000	150,000	75,000	**0**	(150,000)	(150,000)	(75,000)
Prekindergarten space grants	125,000	125,000	0	**0**	(125,000)	(125,000)	0
Gearing Up for Kindergarten	675,000	550,000	0	**0**	(675,000)	(550,000)	0
Pathfinders Parent Project	120,000	120,000	120,000	**0**	(120,000)	(120,000)	(120,000)
English language learner grants	1,000,000			**0**	(1,000,000)	0	0
Medicaid matching grants	163,611			**0**	(163,611)	0	0
Total - Other grants - General fund	$8,049,111	$2,710,250	$1,004,750	**$2,378,000**	($5,671,111)	($332,250)	$1,373,250

	2017-19 Base Budget	2017-19 Executive Budget	2017-19 Revised Executive Budget	2017-19 House Proposals	2017-19 House Version Increase (Decrease) Compared to Base Budget	2017-19 House Version Increase (Decrease) Compared to Executive Budget	2017-19 House Version Increase (Decrease) Compared to Revised Executive Budget
Other grants - Other funds							
Federal grants	$253,837,705	$253,837,705	$253,837,705	**$253,837,705**	$0	$0	$0
Displaced homemaker program	225,000	225,000	225,000	**225,000**	0	0	0
Total - Other grants - Other funds	$254,062,705	$254,062,705	$254,062,705	**$254,062,705**	$0	$0	$0
Total state school aid and other grants - All funds	$2,253,051,816	$2,274,493,502	$2,257,942,455	**$2,267,335,746**	$14,283,930	($7,157,756)	$9,393,291
Agency administration and programs							
Administration - General fund	$13,361,310	$12,851,552	$12,293,454	**$11,497,536**	($1,863,774)	($1,354,016)	($795,918)
Administration - Other funds	35,435,768	35,743,848	35,587,765	**36,131,647**	695,879	387,799	543,882
Food service programs and adult education - General fund	5,695,411	5,255,411	4,875,411	**4,585,000**	(1,110,411)	(670,411)	(290,411)
Leveraging the Senior Year and Leadership programs - General fund				**1,200,000**	1,200,000	1,200,000	1,200,000
PowerSchool - General fund	6,000,000	5,500,000	5,500,000	**5,500,000**	(500,000)	0	0
Transportation effeciency - General fund	30,000	30,000	30,000	**30,000**	0	0	0
National board certification - General fund	120,000	120,000	120,000	**120,000**	0	0	0
Total - Agency administration - All funds	$60,642,489	$59,500,811	$58,406,630	**$59,064,183**	($1,578,306)	($436,628)	$657,553
Total Department of Public Instruction - All funds	$2,313,694,305	$2,333,994,313	$2,316,349,085	**$2,326,399,929**	$12,705,624	($7,594,384)	$10,050,844
General fund	$1,689,008,539	$1,602,923,760	$1,525,434,615	**$1,460,658,672**	($228,349,867)	($142,265,088)	($64,775,943)
General fund - Insufficient authority in executive		(441,269)	(441,269)	**0**	0	441,269	441,269
Total - General fund	$1,689,008,539	$1,602,482,491	$1,524,993,346	**$1,460,658,672**	($228,349,867)	($141,823,819)	($64,334,674)
Other funds	624,685,766	731,070,553	790,914,470	**865,741,257**	241,055,491	134,670,704	74,826,787
Other funds - Excess authority in executive budget		441,269	441,269	**0**	0	(441,269)	(441,269)
Total - Other funds	$624,685,766	$731,511,822	$791,355,739	**$865,741,257**	$241,055,491	$134,229,435	$74,385,518
Total	$2,313,694,305	$2,333,994,313	$2,316,349,085	**$2,326,399,929**	$12,705,624	($7,594,384)	$10,050,844
FTE positions	99.75	97.75	97.75	**94.75**	(5.00)	(3.00)	(3.00)
Percent general fund increase (decrease) excluding change in state school aid					(0.5%)	(0.0%)	0.1%

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

Dalrymple Executive Budget Comparison to Prior Biennium Appropriations

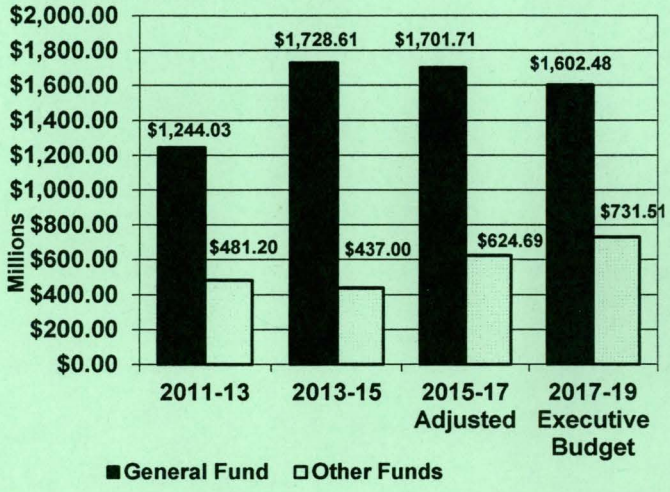
	FTE Positions	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	97.75	$1,602,482,491	$731,511,822	$2,333,994,313
2015-17 Adjusted Legislative Appropriations[1]	99.75	1,701,708,569	624,685,766	2,326,394,335
Increase (Decrease)	(2.00)	($99,226,078)	$106,826,056	$7,599,978

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions and funding changes made in August 2016, but do not include additional special funds authority of $500,000 resulting from Emergency Commission action during the 2015-17 biennium.

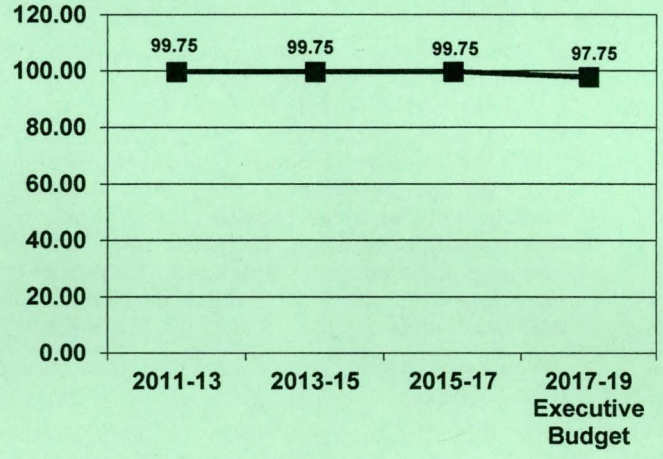
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Dalrymple Executive Budget	$1,602,482,491	$0	$1,602,482,491
2015-17 Adjusted Legislative Appropriations	1,689,008,539	12,700,030	1,701,708,569
Increase (Decrease)	($86,526,048)	($12,700,030)	($99,226,078)

Agency Funding



FTE Positions



Dalrymple Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	$1,602,482,491	$731,511,822	$2,333,994,313
2017-19 Base Level	1,689,008,539	624,685,766	2,313,694,305
Increase (Decrease)	($86,526,048)	$106,826,056	$20,300,008

First House Action

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

Dalrymple and Burgum Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
Salaries and wages			
1. Provides funding for state employee salary and benefit increases, of which $77,343 is for salary increases, and $283,332 is for health insurance increases. (The Burgum budget removed funding for salary increases and provided for employees to pay for a portion of health insurance.) **The House removed funding for the salary increases.**	$111,327	$249,348	$360,675
2. Increases base payroll.	$2,064		$2,064
3. Removes 2 FTE positions from base budget. **The House removed an additional 3 FTE positions and related funding.**	($251,576)	$1	($251,575)

Operating expenses			
4. Increases funding for food service contracts.		$500,000	$500,000
5. Reduces funding for operating expenses. (The Burgum budget provided for an additional $488,412 reduction in operating expenses.)	($812,842)		($812,842)
Grants			
6. Increases funding for cost-to-continue state school aid. **The House reduced the cost-to-continue state school aid by $1,870,837, which is offset by an increase in state school aid of $5,590,878 due to changes to the state school aid formula related to local revenue offsets.**	$20,735,000		$20,735,000
7. Increases funding to provide a 1 percent increase in the per-student rate during the 2nd year of the biennium. (The Burgum budget removed funding for the per-student rate increase.) **The House did not include this increase. The House also reduced the integrated formula payments line item by $800,000 related to reimbursements for regional education association coordinators.**	$9,745,547		$9,745,547
8. Increases funding from the state tuition fund for state school aid to provide a total of $301,264,000. **The House provided an additional $4,282,905 from the state tuition fund due to a transfer from the department's operating account. (See NOTE below)**	($82,130,000)	$82,130,000	$0
9. Increases funding from the foundation aid stabilization fund for state school aid to provide a total of $140 million. (The Burgum budget increased funding from the foundation aid stabilization fund for state school aid by $60 million to provide a total of $200 million.) **The House decreased ongoing funding provided for state school aid from the foundation aid stabilization fund to provide total ongoing funding of $110 million. In addition, the House provided $160 million of one-time funding for state school aid from the fund to provide a total of $270 million from the foundation aid stabilization fund.**	($23,946,707)	$23,946,707	$0
10. Increases funding for special education grants to provide a total of $19.3 million.	$2,000,000		$2,000,000
11. Reduces funding for transportation aid grants to provide a total of $51.3 million. (The Burgum budget reduced funding for transportation aid grants by an additional $5.1 million.) **The House did not include the Burgum budget reduction.**	($5,700,000)		($5,700,000)
12. Reduces funding for various passthrough grants. (The Burgum budget provided for an additional $2,085,500 reduction in passthrough grants.) **The House identified passthrough and program grants and adjusted the funding to provide $2,612,839 more for passthrough and program grants than the Burgum budget.**	($5,778,861)		($5,778,861)
Other			
13. Reduces funding for PowerSchool.	($500,000)		($500,000)

NOTE: State tuition fund - North Dakota Century Code Section 15.1-28-01 provides distributions received from the common schools trust fund must be paid into the state treasury and, with the net proceeds of fines for the violation of state laws, constitute the state tuition fund. In 2013 the Legislative Assembly appropriated $140,326,000 from the state tuition fund for state school aid payments during the 2013-15 biennium. In addition, Section 4 of 2013 House Bill No. 1013 provided that any money available in the state tuition fund in excess of the $140,326,000 is appropriated to the Department of Public Instruction for distribution to school districts. However, the 2013 Legislative Assembly suspended Section 15.1-27-22.1 relating to the payment of excess funds appropriated for state school aid and, in 2015, Section 15.1-27-22.1 was repealed. During the 2013-15 biennium, common schools trust fund distributions deposited into the department's operating fund of $130,326,000 and transfers from the state tuition fund to the department's operating fund of $14,282,905 totaled $144,608,905, $4,282,905 more than appropriated from the state tuition fund for state school aid during the 2013-15 biennium. The funding in excess of the $140,326,000 appropriated for state school aid of $4,282,905 remained in the department's operating account at the end of the 2013-15 biennium instead of the state tuition fund. This funding was not included in the department's appropriation for the 2015-17 biennium nor the 2017-19 biennium executive recommendation. **The House provided, in Section 4 of House Bill No. 1013, a transfer of $4,282,905 from the Department of Public Instruction operating account to the state tuition fund.**

Other Sections in House Bill No. 1013

Health insurance increase - Section 2 identifies the amount included in the agency appropriations relating to increases in employee health insurance premiums from $1,130 to $1,249 per month.

Transfer from public instruction fund to state tuition fund - Section 4 provides for a transfer of $4,282,905 from the Department of Public Instruction operating account to the state tuition fund. (See NOTE above)

Tuition apportionment - Section 5 provides that any money available in the state tuition fund in excess of the $305,546,905 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.

Foundation aid stabilization fund transfer - Section 6 identifies $270 million of estimated income provided for integrated formula payments in Section 1 of the bill is provided from the foundation aid stabilization fund, of which $160 million is considered one-time funding.

2015-17 biennium funding transfer exemption and authorization - Section 7 allows the Superintendent of Public Instruction to transfer $1,308,000 in general fund authority from the integrated formula payments line item to the grants - special education line item ($1.2 million) and the transportation grants line item ($108,000) during the 2015-17 biennium for anticipated obligations based on the special education and transportation formulas.

Payments for 2015-17 biennium educational services - Section 8 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium, but not filed with the department until the 2017-19 biennium. To be reimbursed, claims must be properly supported and filed with the Superintendent of Public Instruction by June 30, 2018.

Special education grants deficiency authorization - Section 9 provides, if special education contract obligations exceed funds provided for the 2017-19 biennium, the Superintendent of Public Instruction shall request a deficiency appropriation from the 66th Legislative Assembly.

Gifted and talented program funding and Medicaid matching grants - Section 10 provides that the Department of Public Instruction use $800,000 of the 2017-19 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The Department of Public Instruction 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 the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.

Transportation grants - Section 11 requires the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of:

- $1.03 per mile for schoolbuses having a capacity of 10 or more passengers.
- $0.48 per mile for vehicles having a capacity of nine or fewer passengers.
- $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence.
- $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends.
- $0.28 per student for each one-way trip.

Continuing education grants - Section 12 identifies $1,735,000 included in the grants - program grants line item is for a program grant pool. Of this amount, $75,000 is provided for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.

Indirect cost allocation - Section 13 provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.

Passthrough grants - Section 17 provides the Superintendent of Public Instruction determine the manner in which funding provided in the grants - passthrough grants line item is distributed. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2018. The Superintendent must provide a report to the 2019 Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.

Legislative Management study - Educational programs - Section 18 provides the Legislative Management consider studying the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, Education Technology Services (Edutech), continuing education for counselors, the North Dakota Leadership in Educational Administration Development Center, and the teacher mentoring program.

Special education contract costs - Bank of North Dakota profits - Section 21 repeals Section 6-09-45 relating to a required transfer from Bank of North Dakota undivided profits to provide funding for special education contract costs in excess of funds appropriated.

Contingent transportation payments - 2015-17 biennium - Section 22 repeals Section 13 of Chapter 49 of the 2015 Session Laws which provides $3 million for contingent transportation payments provided from excess state school aid funding during the 2015-17 biennium.

Emergency - Section 23 declares Section 7, relating to transfer authority between various line items during the 2015-17 biennium, and Section 22, relating to the repeal of 2015 Session Laws, are declared an emergency.

Continuing Appropriations

Instructional materials revolving printing fund - Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Estimated Turnback

The Department of Public Instruction estimates general fund turnback totaling $34 million as follows:

- $33 million - Integrated formula payments, including a contingent appropriation of $3 million provided by Section 13 of 2015 Senate Bill No. 2015. The 2015 Legislative Assembly provided if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the 2015-17 biennium, the Superintendent must provide up to $3 million of the funds remaining for additional transportation grants. Legislation has not yet been proposed to change this contingent appropriation; therefore, if the provision remains the turnback estimate will decrease by $3 million. **The House repealed Section 13 of Chapter 49 of the 2015 Session Laws related to contingent transportation payments. The House, in Section 7, authorized the use of 2015-17 unspent integrated formula payments funding to be used for an anticipated shortfall to pay 2015-17 special education and transportation payment obligations resulting in estimated general fund turnback decreasing by $1,308,000.**
- $1 million - PowerSchool.

Significant Audit Findings

There were no significant audit findings for this agency.

Major Related Legislation

House Bill No. 1051 - Repeals Section 15.1-21-15 requiring those providing elementary or high school courses electronically to a student, school, or school district in this state, the person must obtain annual approval from the Superintendent of Public Instruction.

House Bill No. 1192 - Relates to authority to withhold school district state aid.

House Bill No. 1318 - Provides for a Legislative Management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

House Bill No. 1324 - Establishes the policy for implementing the K-12 funding formula.

House Bill No. 1357 - Provides for a Legislative Management study of the effects of placing limits on school district levies on the equitable application of the education funding formula.

House Bill No. 1358 - Provides for a Legislative Management study of the use of open educational resources in the elementary and secondary school system.

House Bill No. 1382 - Provides for a Legislative Management study of the feasibility and desirability of developing a school choice program.

House Bill No. 1423 - Provides for a Legislative Management study of the elementary and secondary education funding formula.

Senate Bill No. 2150 - Relates to eligibility for school construction loans.

Senate Bill No. 2243 - Establishes a teacher loan forgiveness program and provides an appropriation of $2 million from the student loan trust fund to the Department of Public Instruction for the loan forgiveness program.

Senate Bill No. 2272 - Provides changes to the school construction loan program and includes a transfer of $75 million from the foundation aid stabilization fund to the school construction assistance revolving loan fund, of which up to $50 million must be used to repay the Bank of North Dakota for certain outstanding loans. The bill also provides appropriations from the foundation aid stabilization fund to the Department of Public Instruction for rapid enrollment grants ($10 million) and English language learner grants ($1 million).

Senate Bill No. 2307 - Relates to eligibility criteria for students placed for noneducational purposes. A fiscal note prepared by the Department of Public Instruction indicates additional special education grant expenditures of approximately $500,000.

Senate Bill No. 2321 - Increases the amount that a school district can have in their ending fund balance from 35 percent of expenditures plus $20,000 to 35 percent of expenditures plus $200,000. A school district's state aid is reduced the following

year for any money in the ending fund balance that is over this amount. A fiscal note prepared by the Department of Public Instruction indicates additional state school aid expenditures of approximately $1.5 million.

Department of Public Instruction - Budget No. 201
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	99.75	$1,689,008,539	$624,685,766	$2,313,694,305
2017-19 Ongoing Funding Changes								
Base payroll changes		$2,064		$2,064		$2,064		$2,064
Salary increase - Performance				***0***				0
Health insurance increase		87,454	195,878	283,332		87,454	195,878	283,332
Employee portion of health insurance		***(45,813)***	***(102,613)***	***(148,426)***				0
Removes 2 FTE positions from base budget	(2.00)	(251,576)	1	(251,575)	(2.00)	(251,576)	1	(251,575)
Removes additional 3 FTE positions				0	(3.00)	(400,462)		(400,462)
Increases funding for food service contracts			500,000	500,000			500,000	500,000
Reduces funding for operating expenses		(812,842)		(812,842)		(1,301,254)		(1,301,254)
Reduces operating expenses - 2 percent of general fund appropriation without various state school aid lines		***(488,412)***		***(488,412)***				0
Increases funding for cost-to-continue state school aid		20,735,000		20,735,000		18,864,163		18,864,163
Increases funding to provide a 1 percent increase in the per student rate during the 2nd year of the biennium				***0***				0
Increases funding from the state tuition fund for state school aid		(82,130,000)	82,130,000	0		(86,412,905)	86,412,905	0
Increases funding from the foundation aid stabilization fund for state school aid		(23,946,707)	23,946,707	0				0
Provides additional funding from the foundation aid stabilization fund for state school aid		***(60,000,000)***	***60,000,000***	***0***				0
Adjusts ongoing funding from the foundation aid stabilization fund for integrated formula payments				0		6,053,293	(6,053,293)	0
Increases funding for integrated formula payments due to changes in local revenue offsets				0		5,590,878		5,590,878
Removes funding for regional education association coordinators				0		(800,000)		(800,000)
Increases funding for special education grants		2,000,000		2,000,000		2,000,000		2,000,000
Reduces funding for transportation aid grants		(5,700,000)		(5,700,000)		(5,700,000)		(5,700,000)
Reduces transportation grants an additional 10 percent		***(5,100,000)***		***(5,100,000)***				0
Reduces funding for various passthrough grants		(5,778,861)		(5,778,861)		(3,867,500)		(3,867,500)
Additional reductions to passthrough grants		***(2,085,500)***		***(2,085,500)***				0

Reduces funding for program grants				0		(1,473,611)		(1,473,611)
Reduces funding for adult education grants				0		(1,110,411)		(1,110,411)
Adds funding for leveraging the senior year program				0		1,000,000		1,000,000
Adds funding for a leadership program				0		200,000		200,000
Reduces funding for PowerSchool		(500,000)		(500,000)		(500,000)		(500,000)
Transfers program and passthrough grants to separate line items				0				0
Removes 3 FTE programmers and researchers and transfer funding to operating expenses to contract for services				0	(3.00)			0
Total ongoing funding changes	(2.00)	($164,015,193)	$166,669,973	$2,654,780	(8.00)	($68,019,867)	$81,055,491	$13,035,624
One-time funding items								
Provides funding for integrated formula payments from the foundation aid stabilization fund				0		($160,000,000)	$160,000,000	$0
Total one-time funding changes	0.00	$0	$0	$0	0.00	($160,000,000)	$160,000,000	$0
Total Changes to Base Level Funding	(2.00)	($164,015,193)	$166,669,973	$2,654,780	(8.00)	($228,019,867)	$241,055,491	$13,035,624
2017-19 Total Funding	97.75	$1,524,993,346	$791,355,739	$2,316,349,085	91.75	$1,460,988,672	$865,741,257	$2,326,729,929

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Health insurance increase		A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the $301,264,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.	Amends the section related to the tuition apportionment appropriation to identify total funding of $305,546,905 provided from the state tuition fund, including $4,282,905 transferred from the department's operating account, and to appropriate any additional amount that becomes available in the state tuition fund to the department for integrated formula payments.
Foundation aid stabilization fund transfer	Section 4 provides for the transfer, on a quarterly basis, of $140 million from the foundation aid stabilization fund to the operating fund of the Department of Public Instruction for the purpose of providing integrated formula payments during the 2017-19 biennium. **(The Burgum budget recommendation provides an additional $60 million from the foundation aid stabilization fund.)**	Adds a section to identify $270 million of estimated income provided for integrated formula payments in Section 1 of the bill is provided from the foundation aid stabilization fund, of which $160 million is considered one-time funding.
Payments for 2015-17 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium but not filed with the department until the 2017-19 biennium.	Amends the section that provides the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium but not filed with the department until the 2017-19 biennium. The amendment also requires those claims must be properly supported and filed with the Superintendent by June 30, 2018.

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Special education contract costs - Deficiency appropriation		Adds a section to provide if special education contract obligations exceed funds provided for the 2017-19 biennium, the Superintendent must request a deficiency appropriation from the 66th Legislative Assembly.
Gifted and talented program funding and Medicaid matching grants	Section 6 provides that the Department of Public Instruction use $800,000 of the 2017-19 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 the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	The House also included this section.
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2017-19 biennium. The maximum annual grant to a regional education association is the lesser of $50,000 or 70 percent of the total compensation of the coordinator.	The House did not include funding for regional education association coordinator grants.

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • $1.03 per mile for schoolbuses having a capacity of 10 or more passengers. • $0.48 per mile for vehicles having a capacity of nine or fewer passengers. • $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends. • $0.28 per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2017-19 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled. **(The Burgum budget recommendation reduces transportation rates based on an additional reduction in funding for transportation grants.)**	Amends the section related to transportation grants to require the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • $1.03 per mile for schoolbuses having a capacity of 10 or more passengers. • $0.48 per mile for vehicles having a capacity of nine or fewer passengers. • $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends. • $0.28 per student for each one-way trip. The amendment also removes the provision that allows the department to distribute excess funds appropriated for transportation grants.
Continuing education grants	Section 9 provides for the distribution of up to $125,000 from the grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.	Amends the section related to the distribution of up to $75,000 from the grants - program grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.
Indirect cost allocation	Section 10 provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.	The House also included this section.

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
State school aid program	Section 13 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including a 1 percent increase in the per-student payment rate effective July 1, 2018. The current per-student payment rate of $9,646 would remain in effect for the 2017-18 academic year and increase to $9,742 for the 2018-19 academic year. Changes to the per-student payment rate require statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly. **(The Burgum budget recomendation changes this section to remove the 1 percent increase.)**	The House did not include this section. Integrated formula payment rates are established in a separate policy bill.
Grants - Other grants distribution	Section 14 requires no more than one-half of the $7,965,661 provided to the department in Section 1 for passthrough grants may be distributed during the 1st year of the biennium. **(The Burgum budget recomendation reduces the total grants referenced in this section.)**	Amends the section related to other grant reporting to provide the Superintendent will determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2018. The Superintendent must provide a report to the 2019 Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.
Contingent appropriation - Special education grants and transportation grants	Section 15 provides if any funds appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2015, and ending June 30, 2017, the Superintendent shall: 1. Use the funds to pay any state obligations in excess of the amount appropriated for grants - special education contracts for the biennium beginning July 1, 2015, and ending June 30, 2017. 2. Use any remaining funds to pay state obligations in excess of the amount appropriated for grants - transportation for the biennium beginning July 1, 2015, and ending June 30, 2017.	The House added a section to allow the Superintendent of Public Instruction to transfer $1,308,000 in general fund authority from the integrated formula payments line item to the grants - special education line item ($1.2 million) and the transportation grants line item ($108,000) during the 2015-17 biennium to fund anticipated obligations based on the special education and transportation formulas.
Superintendent of Public Instruction salary	Section 16 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary will increase from the current level of $120,410 to $121,614, effective July 1, 2018, to reflect a 1 percent recommended salary increase the 2nd year of the biennium. **(The Burgum budget recomendation removes this section.)**	The House did not include this section.
Special education contract costs - Bank of North Dakota undivided profits		Adds a section to repeal Section 6-09-45 relating to a required transfer from Bank of North Dakota undivided profits for special education contract costs.

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Transfer - Department of Public Instruction fund		Adds a section to transfer $4,282,905 from the Department of Public Instruction operating account to the state tuition fund.
2015-17 Contingent transportation appropriation repealed		Adds a section to repeal Section 13 of Chapter 49 of the 2015 Session Laws to repeal $3 million contingent transportation payments provided from excess state school aid funding during the 2015-17 biennium.
Legislative Management study		Adds a section to provide the Legislative Management consider studying the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, Edutech, continuing education for counselors, the North Dakota Leadership and Educational Administration Development Center, and the teacher mentoring program.
Emergency clause		Adds an emergency clause to provide the section repealing 2015 Session Laws and the section allowing the Superintendent to transfer authority between various line items during the 2015-17 biennium are declared an emergency.

Department 201 - Department of Public Instruction

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$1,805,502,952	$15,480,000	$1,820,982,952
General fund reductions	(116,494,413)	(2,779,970)	(119,274,383)
Adjusted 2015-17 appropriations	$1,689,008,539	$12,700,030	$1,701,708,569
Dalrymple Executive Budget changes	(86,526,048)	(12,700,030)	(99,226,078)
2017-19 Dalrymple Executive Budget	$1,602,482,491	$0	$1,602,482,491

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Reduced operating expenses, including information technology and professional fees	($281,120)		($281,120)
Reduced Medicaid matching grants	(160,000)		(160,000)
Adjusted the funding source for integrated formula payments to provide funding from the foundation aid stabilization fund	(116,053,293)		(116,053,293)
Reduced funding for rapid enrollment grants		($2,295,470)	(2,295,470)
Reduced funding for cardiopulmonary resuscitation grants		(284,500)	(284,500)
Removed funding for a civics education grant		(200,000)	(200,000)
Total reductions	($116,494,413)	($2,779,970)	($119,274,383)
Percentage reduction to ongoing and one-time general fund appropriations	6.45%	17.96%	6.55%

2017-19 Dalrymple Executive Budget Changes to the Original and Adjusted Base Budgets

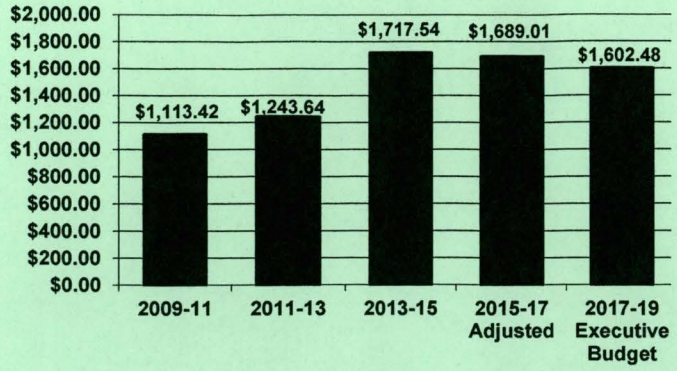
	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$111,327		$111,327
Increases base payroll	2,064		2,064
Removes 2 FTE positions from base budget	(251,576)		(251,576)
Reduces funding for operating expenses	(1,093,962)	$281,120	(812,842)
Increases funding for cost-to-continue state school aid	20,735,000		20,735,000
Increases funding to provide a 1 percent increase in the per-student rate during the 2nd year of the biennium	9,745,547		9,745,547
Adjusts the funding source for integrated formula payment to provide additional funding from the state tuition fund for state school aid	(82,130,000)		(82,130,000)
Adjusts the funding source for integrated formula payment to provide additional funding from the foundation aid stabilization fund for state school aid	(140,000,000)	116,053,293	(23,946,707)
Increases funding for special education grants	2,000,000		2,000,000
Reduces funding for transportation aid grants	(5,700,000)		(5,700,000)
Reduces funding for various passthrough grants	(5,938,861)	160,000	(5,778,861)
Reduces funding for PowerSchool	(500,000)		(500,000)
Total	($203,020,461)	$116,494,413	($86,526,048)

Department 201 - Department of Public Instruction

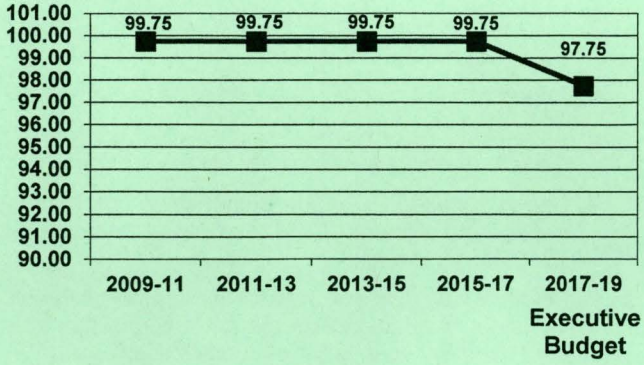
Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Dalrymple Executive Budget
Ongoing general fund appropriations	$1,113,415,854	$1,243,641,651	$1,717,543,325	$1,689,008,539	$1,602,482,491
Increase (decrease) from previous biennium	N/A	$130,225,797	$473,901,674	($28,534,786)	($86,526,048)
Percentage increase (decrease) from previous biennium	N/A	11.7%	38.1%	(1.7%)	(5.1%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	11.7%	54.3%	51.7%	43.9%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. Provided funding for estimated costs of administering the ACT test to all 11th grade students.	$678,400
2. Provided funding for contracted grant writing consultants.	$200,000
3. Provided funding for increased charges by the Information Technology Department.	$185,880
4. Provided funding for inflationary increases in other operating expenses.	$100,000
5. Increased funding for the state assessment program to provide a total of $2.2 million.	$763,586
6. Increased funding for special education from $15.5 million to $16 million.	$500,000
7. Increased funding for state school aid to provide for cost to continue, changes to the per-student payment rates, and formula weighting factors.	$94,751,183
8. Provided funding for mill levy reduction grants.	$341,790,000
9. Increased funding for other pass through grants.	$2,744,411

2013-15 Biennium

1. Increased funding for ACT and WorkKeys testing to provide a total of $867,300 from the general fund.	$188,900
2. Removed funding for mill levy reduction grants.	($341,790,000)
3. Increased funding for state school aid to provide for a new per-student integrated formula payment that provides an adequate base level of support necessary to educate students and includes property tax relief.	$794,952,522
4. Increased funding for transportation grants from $48.5 million to $53.5 million.	$5,000,000
5. Increased funding for special education from $16 million to $16.5 million.	$500,000
6. Increased funding for other passthrough grants.	$944,106

2015-17 Biennium (Original Amounts)

1. Added funding for market equity related to attrition in the director of school finance position.	$100,000
2. Increased funding for salaries and wages to support content positions in mathematics and science. The department planned to convert FTE positions.	$277,351
3. Increased funding for the administration of the Safe and Healthy Schools Unit, including salaries and wages ($500,034) and operating expenses ($97,640).	$597,674
4. Increased funding for information technology maintenance to update the state automated reporting system ($112,000) and updates to the department's website ($48,000).	$160,000
5. Added funding for operating expenses to support the statewide accreditation system.	$799,750
6. Added funding for operating expenses to support a college and career readiness program, including the cost of advanced placement teacher professional development and related expenses.	$250,000
7. Added funding to support statewide training and implementation activities to advance the deployment of principal and teacher evaluation programs, including $60,000 for operating costs and $240,000 for grants.	$300,000
8. Increased funding for integrated formula payments. (Due to budget allotments declared by the Governor, the funding source for integrated formula payments was adjusted to provide additional funds from the foundation aid stabilization fund.)	$85,732,000
9. Increased funding for transportation grants to provide a total of $57 million from the general fund.	$3,500,000
10. Increased funding for special education contract grants to provide a total of $17.3 million from the general fund.	$800,000
11. Increased funding for the mentorship grant program to provide $2.7 million from the general fund for an expanded teacher, principal, and instructional coach mentoring program.	$400,000
12. Increased funding for adult education grants to provide a total of $4,110,411 from the general fund.	$1,000,000
13. Increased funding for other passthrough grants.	$121,394
14. Added funding for grants to provide free breakfast to students eligible for reduced meals to provide a total of $205,000 from the general fund.	$205,000
15. Added funding for English language learner grants to provide a total of $1 million from the general fund.	$1,000,000
16. Added funding for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services to provide a total of $323,611 from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.)	$323,611
17. Added funding for PowerSchool to provide a total of $6 million from the general fund in a separate line of the department's appropriation and removed the PowerSchool factor from the state school aid formula.	$6,000,000

2017-19 Biennium (Dalrymple and Burgum Executive Budget Recommendations)

1. Removes 2 FTE positions from base budget. **The House removed an additional 3 FTE positions and related funding.**	($251,576)
2. Reduces funding for operating expenses. (The Burgum budget provided for an additional $488,412 reduction in operating expenses.)	($812,842)
3. Increases funding for cost-to-continue state school aid. **The House reduced the cost-to-continue state school aid by $1,870,837, which is offset by an increase in state school aid of $5,590,878 due to changes to the state school aid formula related to local revenue offsets.**	$20,735,000
4. Increases funding to provide a 1 percent increase in the per-student rate during the 2nd year of the biennium. (The Burgum budget removed funding for the per-student rate increase.) **The House did not include this increase. The House also reduced the integrated formula payments line item by $800,000 related to reimbursements for regional education association coordinators.**	$9,745,547
5. Adjusts the funding source for integrated formula payments to provide additional funding from the state tuition fund for state school aid. **The House provided an additional $4,282,905 from the state tuition fund due to a transfer from the department's operating account.**	($82,130,000)
6. Adjusts the funding source for integrated formula payments to provide additional funding from the foundation aid stabilization fund for state school aid. (The Burgum budget increased funding from the foundation aid stabilization fund for state school aid by $60 million to provide a total of $200 million.) **The House decreased ongoing funding provided for state school aid from the foundation aid stabilization fund to provide total ongoing funding of $110 million. In addition, the House provided $160 million of one-time funding for state school aid from the fund to provide a total of $270 million from the foundation aid stabilization fund.**	($23,946,707)

7. Increases funding for special education grants.	$2,000,000
8. Reduces funding for transportation aid grants. (The Burgum budget reduced funding for transportation aid grants by an additional $5.1 million.) **The House did not include the Burgum budget reduction.**	($5,700,000)
9. Reduces funding for various passthrough grants. (The Burgum budget provided for an additional $2,085,500 reduction in passthrough grants.) **The House identified passthrough and program grants and adjusted the funding to provide $2,612,839 more for passthrough and program grants than the Burgum budget.**	($5,778,861)
10. Reduces funding for PowerSchool.	($500,000)

Department 250 - State Library
House Bill No. 1013

Dalrymple Executive Budget Comparison to Prior Biennium Appropriations

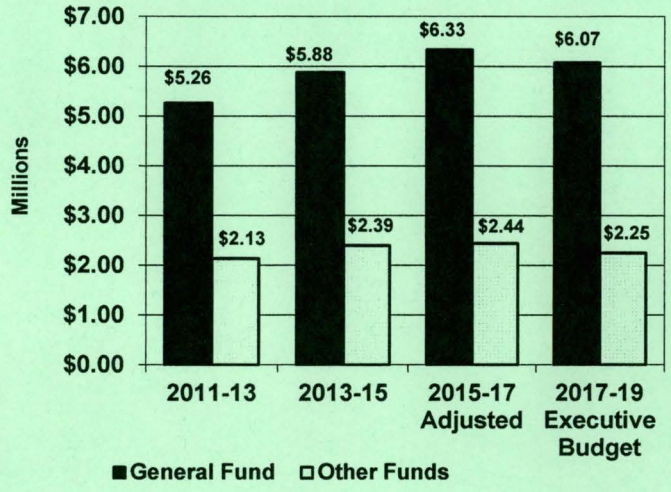
	FTE Positions	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	29.75	$6,072,404	$2,250,442	$8,322,846
2015-17 Adjusted Legislative Appropriations[1]	29.75	6,329,981	2,438,751	8,768,732
Increase (Decrease)	0.00	($257,577)	($188,309)	($445,886)

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions made in August 2016.

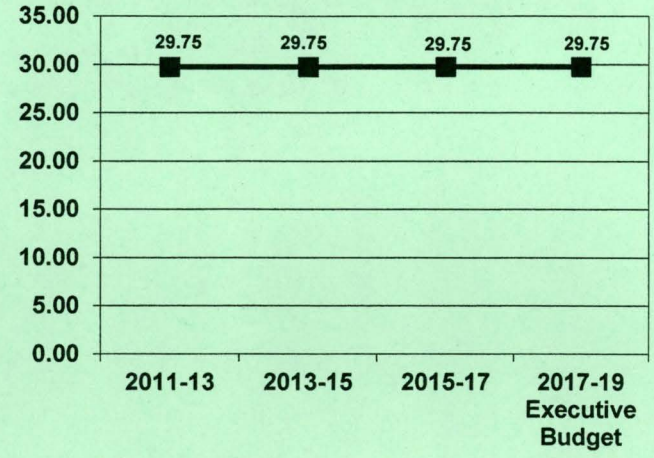
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Dalrymple Executive Budget	$6,072,404	$0	$6,072,404
2015-17 Adjusted Legislative Appropriations	6,079,981	250,000	6,329,981
Increase (Decrease)	($7,577)	($250,000)	($257,577)

Agency Funding



FTE Positions



Dalrymple Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	$6,072,404	$2,250,442	$8,322,846
2017-19 Base Level	6,079,981	2,438,751	8,518,732
Increase (Decrease)	($7,577)	($188,309)	($195,886)

First House Action

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

Dalrymple and Burgum Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $16,503 is for salary increases and $85,861 is for health insurance increases. (The Burgum budget removed funding for salary increases and provided for employees to pay for a portion of health insurance.) **The House removed funding for the salary increases.**	$89,382	$12,982	$102,364
2. Increases base payroll	$37,239	$96,788	$134,027
3. Restores salaries and wages funding reductions during the 2015-17 biennium. **The House restored this funding but**	$161,341		$161,341

removed 1 FTE position and reduced salaries and wages by $242,296.

4. Reduces funding for online library resources	($182,239)	$82,921	($99,318)
5. Reduces funding for state aid to libraries to provide a total of $1,919,700 from the general fund. (The Burgum budget reduced funding for aid to public libraries by an additional $182,172 to provide a total of $1,737,528 from the general fund.)	($113,300)		($113,300)
6. Removes federal funds from grants line item. Some federal funding will be used to provide online library resources.		($381,000)	($381,000)

Other Sections in House Bill No. 1013

Health insurance increase - Section 2 identifies the amount included in the agency appropriations relating to increases in employee health insurance premiums from $1,130 to $1,249 per month.

State aid to public libraries - Section 14 provides that of the $1,737,528 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium.

Continuing Appropriations

There are no continuing appropriations for this agency.

Significant Audit Findings

There were no significant audit findings for the State Library.

Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

State Library - Budget No. 250
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total
2017-19 Biennium Base Level	29.75	$6,079,981	$2,438,751	$8,518,732	29.75	$6,079,981	$2,438,751	$8,518,732
2017-19 Ongoing Funding Changes								
Base payroll changes		$37,239	$96,788	$134,027		$37,239	$96,788	$134,027
Salary increase - Performance				***0***				0
Health insurance increase		74,972	10,889	85,861		74,972	10,889	85,861
Employee portion of health insurance		***(39,275)***	***(5,704)***	***(44,979)***				0
Restores salaries and wages funding reductions during the 2015-17 biennium		161,341		161,341		161,341		161,341
Reduces funding from the general fund for salaries				0		(100,000)		(100,000)
Removes 1 vacant FTE education program administrator II position				0	(1.00)	(142,296)		(142,296)
Reduces funding for online library resources		(182,239)	82,921	(99,318)		(182,239)	82,921	(99,318)
Reduces funding for equipment				0		(10,000)		(10,000)
Reduces funding for aid to public libraries		(113,300)		(113,300)		(113,300)		(113,300)
Reduces funding for aid to public libraries to provide an additional 3 percent budget reduction		***(182,172)***		***(182,172)***		(182,172)		(182,172)
Removes federal funds from grants line item			(381,000)	(381,000)			(381,000)	(381,000)
Total ongoing funding changes	0.00	($243,434)	($196,106)	($439,540)	(1.00)	($456,455)	($190,402)	($646,857)
One-time funding items								
No one-time funding items				$0				$0
Total one-time funding changes	0.00	$0	$0	$0	0.00	$0	$0	$0
Total Changes to Base Level Funding	0.00	($243,434)	($196,106)	($439,540)	(1.00)	($456,455)	($190,402)	($646,857)
2017-19 Total Funding	29.75	$5,836,547	$2,242,645	$8,079,192	28.75	$5,623,526	$2,248,349	$7,871,875

Other Sections in State Library - Budget No. 250

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
State aid to public libraries	Section 11 provides that of the $1,919,700 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium. **(The Burgum budget recommendation reduces aid to public libraries.)**	Amends the section of the bill related to the distribution of aid to public libraries to provide that of the $1,737,528 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium.
Health insurance increase		A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

Department 250 - State Library

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$6,523,655	$250,000	$6,773,655
General fund reductions	(443,674)	0	(443,674)
Adjusted 2015-17 appropriations	$6,079,981	$250,000	$6,329,981
Dalrymple Executive Budget changes	(7,577)	(250,000)	(257,577)
2017-19 Dalrymple Executive Budget	$6,072,404	$0	$6,072,404

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Savings from 3 vacant FTE positions	($161,341)	$0	($161,341)
Savings from nonrenewal of online library resources for fiscal year 2017	(182,333)		(182,333)
Reduction in state aid to public libraries	(100,000)		(100,000)
Total reductions	($443,674)	$0	($443,674)
Percentage reduction to ongoing and one-time general fund appropriations	6.80%	0.00%	6.55%

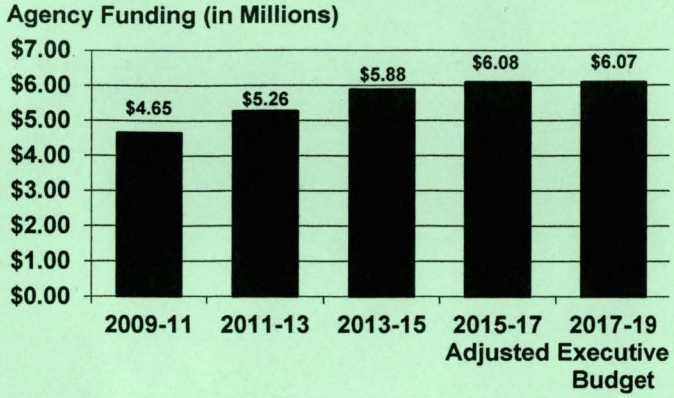
2017-19 Dalrymple Executive Budget Changes to the Original and Adjusted Base Budgets

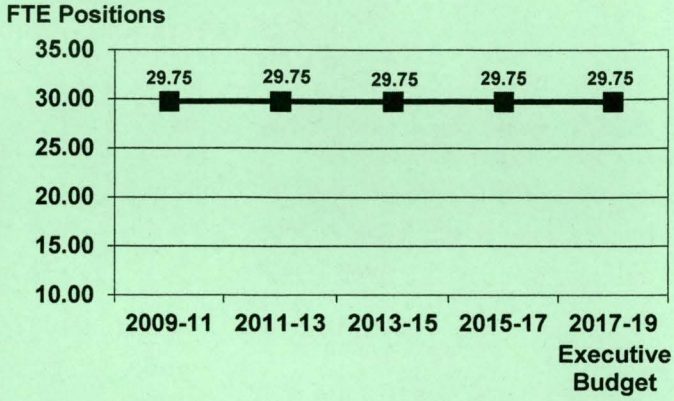
	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$89,382	$0	$89,382
Base payroll changes	37,239		37,239
Restores salaries and wages funding reductions during the 2015-17 biennium		161,341	161,341
Reduces funding for online library resources	(364,572)	182,333	(182,239)
Reduces funding for state aid to libraries	(213,300)	100,000	(113,300)
Total	($451,251)	$443,674	($7,577)

Department 250 - State Library

Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11





Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Dalrymple Executive Budget
Ongoing general fund appropriations	$4,651,028	$5,263,975	$5,875,988	$6,079,981	$6,072,404
Increase (decrease) from previous biennium	N/A	$612,947	$612,013	$203,993	($7,577)
Percentage increase (decrease) from previous biennium	N/A	13.2%	11.6%	3.5%	(0.1%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	13.2%	26.3%	30.7%	30.6%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. Transferred funding from the Information Technology Department to the State Library to continue to provide Internet connectivity to 32 public libraries. $128,240
2. Increased funding to continue the Internet connectivity to libraries and to provide filtering services to 15 public libraries. $75,946
3. Increased state aid to public libraries to provide a total of $1.5 million. $200,000

2013-15 Biennium

1. Increased state aid to libraries to provide a total of $1,766,500. $266,500

2015-17 Biennium (Original Amount)

1. Increased state aid to libraries to provide a total of $2,133,000 from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.) $366,500

2017-19 Biennium (Dalrymple and Burgum Executive Budget Recommendations)

1. Restores salaries and wages funding reductions during the 2015-17 biennium. **The House restored this funding but removed 1 FTE position and reduced salaries and wages by $242,296.** $161,341
2. Reduces funding for online library resources. ($182,239)
3. Reduces funding for state aid to libraries to provide a total of $1,919,700 from the general fund. (The Burgum budget reduced funding for aid to public libraries by an additional $182,172 to provide a total of $1,737,528 from the general fund.) ($113,300)

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

Dalrymple Executive Budget Comparison to Prior Biennium Appropriations

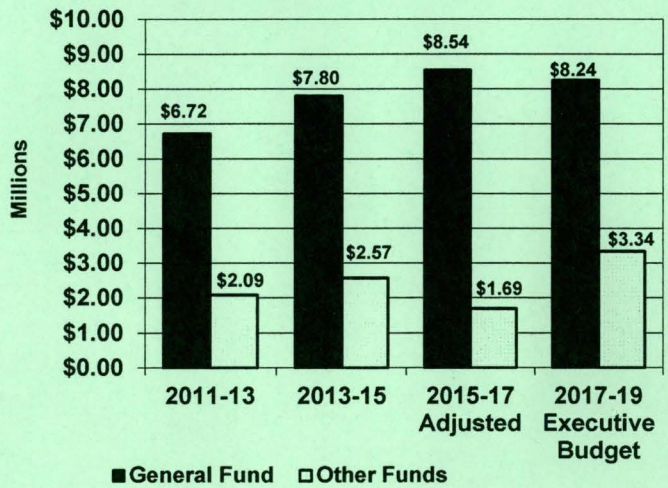
	FTE Positions	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	45.61	$8,244,864	$3,338,825	$11,583,689
2015-17 Adjusted Legislative Appropriations[1]	45.61	8,541,881	1,689,210	10,231,091
Increase (Decrease)	0.00	($297,017)	$1,649,615	$1,352,598

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions made in August 2016.

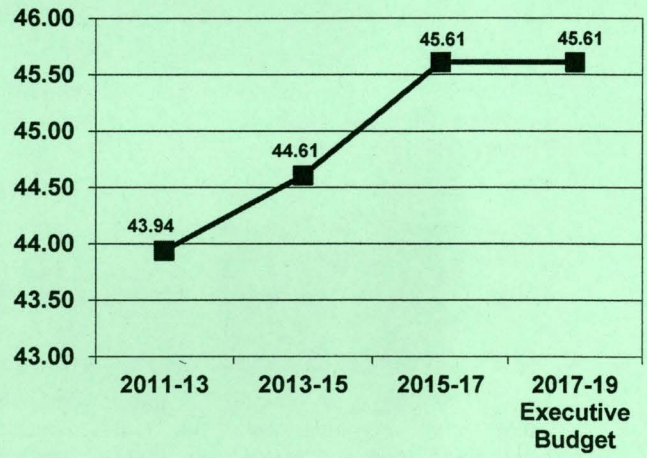
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Dalrymple Executive Budget	$8,244,864	$0	$8,244,864
2015-17 Adjusted Legislative Appropriations	8,541,881	0	8,541,881
Increase (Decrease)	($297,017)	$0	($297,017)

Agency Funding



FTE Positions



Dalrymple Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	$8,244,864	$3,338,825	$11,583,689
2017-19 Base Level	8,541,881	1,089,210	9,631,091
Increase (Decrease)	($297,017)	$2,249,615	$1,952,598

First House Action

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

Dalrymple and Burgum Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $18,121 is for salary increases and $8,586 is for health insurance increases. (Due to a budget software error, the executive recommendation has underfunded the health insurance increase.) (The Burgum budget removed funding for salary increases, corrected the health insurance underfunding error, and provided for employees to pay for a portion of health insurance.) **The House removed funding for the salary increases and corrected the health insurance underfunding error.**	$25,931	$776	$26,707
2. Adjusts base payroll	($78,677)	$3,211	($75,466)

3. Restores salaries and wages funding reductions made during the 2015-17 biennium. **The House adjusted the funding source for salaries and wages to reduce funding from the general fund by $400,000 and increase funding from special funds by the same amount.**	$422,476		$422,476
4. Adjusts base budget funding sources for operating expenses	($489,484)	$562,628	$73,144
5. Reduces funding for operating expenses and extraordinary repairs. **The House reduced funding for operating expenses by $100,000 and provided for a funding shift to provide $200,000 for operating expenses from special funds rather than the general fund.**	($300,000)	($50,000)	($350,000)
6. Restores operating expenses funding reductions made during the 2015-17 biennium. **The House restored this funding from special funds.**	$123,133		$123,133
7. Removes funding for 2015-17 biennium capital assets and extraordinary repairs	($152,174)	($75,000)	($227,174)
8. Adds funding for extraordinary repairs. **The House provided this funding from special funds.**	$158,678		$158,678
9. Adds one-time funding to replace Fargo office interactive video network equipment		$10,000	$10,000
10. Adds one-time funding to replace kitchen equipment		$12,000	$12,000
11. Adds one-time funding to replace lawn tractor		$16,000	$16,000
12. Adds one-time funding for master facility plan repairs. **The House provided $675,000 from special funds for a portion of the master facility repairs.**		$1,750,000	$1,750,000
13. Adds one-time funding for a database software program		$20,000	$20,000
14. Reduces funding for interpreter grants to provide a total of $180,000 from the general fund	($6,900)		($6,900)
15. The Burgum budget removed 1 FTE position and related salaries and wages	($120,000)		($120,000)
16. The Burgum budget removed funding for teacher composite	($151,193)		($151,193)
17. The Burgum budget reduced funding for operating expenses which, when combined with the 1 FTE position removed, provides an additional 2 percent budget reduction	($44,897)		($44,897)

Other Sections in House Bill No. 1013

Health insurance increase - Section 2 identifies the amount included in the agency appropriations relating to increases in employee health insurance premiums from $1,130 to $1,249 per month.

Higher education interpreter grant program - Section 16 provides that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

School for the Deaf special fund - Section 20 creates a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received from the Department of Trust Lands, 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 and used pursuant to legislative appropriation for services.

Continuing Appropriations

There are no continuing appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

School for the Deaf - Budget No. 252
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total
2017-19 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091	45.61	$8,541,881	$1,089,210	$9,631,091
2017-19 Ongoing Funding Changes								
Base payroll changes		($78,677)	$3,211	($75,466)		($78,677)	$3,211	($75,466)
Salary increase - Performance				***0***				0
Health insurance increase		8,337	249	8,586		8,337	249	8,586
Adds funding to correct the health insurance increase		***118,335***	***3,615***	***121,950***		118,335	3,615	121,950
Employee portion of health insurance		***(61,990)***	***(1,894)***	***(63,884)***				0
Restores salaries and wages funding reductions made during the 2015-17 biennium		422,476		422,476		422,476		422,476
Adjusts funding source for salaries and wages				0		(400,000)	400,000	0
Removes one additional FTE position	***(1.00)***	***(120,000)***		***(120,000)***	(1.00)	(120,000)		(120,000)
Removes funding for teacher composite		***(151,193)***		***(151,193)***		(151,193)		(151,193)
Adjusts base budget funding sources for operating expenses		(489,484)	562,628	73,144		(489,484)	562,628	73,144
Reduces funding for operating expenses and extraordinary repairs		(300,000)	(50,000)	(350,000)				0
Adjusts funding for operating expenses				0		(300,000)	200,000	(100,000)
Restores operating expenses funding reductions made during the 2015-17 biennium		123,133		123,133			123,133	123,133
Removes funding for 2015-17 biennium capital assets and extraordinary repairs		(152,174)	(75,000)	(227,174)		(152,174)	(75,000)	(227,174)
Reduces funding for operating expenses which, when combined with the 1 FTE position removed, provides an additional 2 percent budget reduction		***(44,897)***		***(44,897)***		(44,897)		(44,897)
Adds funding for extraordinary repairs		158,678		158,678			158,678	158,678
Reduces funding for interpreter grants		(6,900)		(6,900)		(6,900)		(6,900)
Total ongoing funding changes	(1.00)	($574,356)	$442,809	($131,547)	(1.00)	($1,194,177)	$1,376,514	$182,337

One-time funding items								
Adds funding to replace Fargo office interactive video network equipment			$10,000	$10,000			$10,000	$10,000
Adds funding to replace kitchen equipment			12,000	12,000			12,000	12,000
Adds funding to replace lawn tractor			16,000	16,000			16,000	16,000
Adds funding for master facility plan repairs			1,750,000	1,750,000				0
Adds funding for a portion of the master facility repairs				0			675,000	675,000
Adds funding for a database software program			20,000	20,000			20,000	20,000
Total one-time funding changes	0.00	$0	$1,808,000	$1,808,000	0.00	$0	$733,000	$733,000
Total Changes to Base Level Funding	(1.00)	($574,356)	$2,250,809	$1,676,453	(1.00)	($1,194,177)	$2,109,514	$915,337
2017-19 Total Funding	44.61	$7,967,525	$3,340,019	$11,307,544	44.61	$7,347,704	$3,198,724	$10,546,428

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
Higher education interpreter grant program	Section 12 provides that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.	A section is included to provide that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
School for the Deaf special fund	Section 18 creates a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money received from the Department of Trust Lands, 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 and used pursuant to legislative appropriation for services.	A section is added to create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money 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 and used pursuant to legislative appropriation for services.
Health insurance increase		A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

Department 252 - School for the Deaf

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$9,140,590	$0	$9,140,590
General fund reductions	(598,709)	0	(598,709)
Adjusted 2015-17 appropriations	$8,541,881	$0	$8,541,881
Dalrymple Executive Budget changes	(297,017)	0	(297,017)
2017-19 Dalrymple Executive Budget	$8,244,864	$0	$8,244,864

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Salaries and wages savings related to reductions in temporary salaries, vacant positions, and position reclassifications	($422,476)	$0	($422,476)
Operating expense savings, including travel, insurance, supplies, rent expense, and professional fees	(123,133)		(123,133)
Reduction to extraordinary repairs related to a delay in improvements	(40,000)		(40,000)
Reduction in interpreter grants	(13,100)		(13,100)
Total reductions	($598,709)	$0	($598,709)
Percentage reduction to ongoing and one-time general fund appropriations	6.55%	0.00%	6.55%

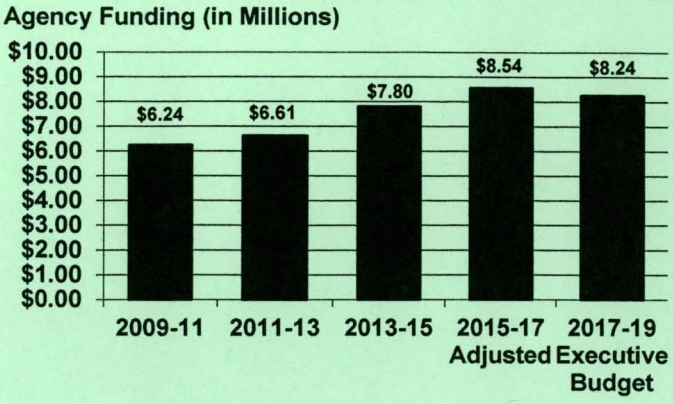
2017-19 Dalrymple Executive Budget Changes to the Original and Adjusted Base Budgets

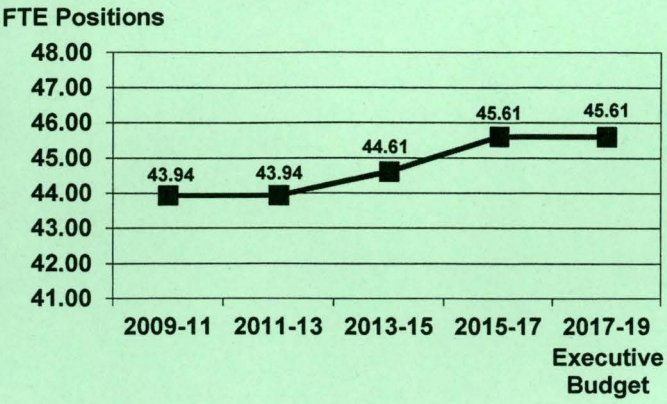
	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$25,931		$25,931
Base payroll changes	(78,677)		(78,677)
Restores salaries and wages funding reductions made during the 2015-17 biennium		$422,476	422,476
Adjusts base budget funding sources for operating expenses	(489,484)		(489,484)
Reduces funding for operating expenses and extraordinary repairs	(300,000)		(300,000)
Restores operating expenses funding reductions made during the 2015-17 biennium		123,133	123,133
Removes funding for 2015-17 biennium capital assets and extraordinary repairs	(192,174)	40,000	(152,174)
Adds funding for extraordinary repairs	158,678		158,678
Reduces funding for interpreter grants	(20,000)	13,100	(6,900)
Total	($895,726)	$598,709	($297,017)

Department 252 - School for the Deaf

Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11





Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Dalrymple Executive Budget
Ongoing general fund appropriations	$6,238,896	$6,614,972	$7,799,379	$8,541,881	$8,244,864
Increase (decrease) from previous biennium	N/A	$376,076	$1,184,407	$742,502	($297,017)
Percentage increase (decrease) from previous biennium	N/A	6.0%	17.9%	9.5%	(3.5%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	6.0%	25.0%	36.9%	32.2%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. No major changes.

2013-15 Biennium

1. Added funding for 1 FTE superintendent position contingent on the retirement of the current superintendent shared with the North Dakota Vision Services - School for the Blind. $142,242

2015-17 Biennium (Original Amounts)

1. Added funding for 1 FTE adult services position for the western part of the state. $129,600
2. Adjusted the funding source of operating expenses to increase funding from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.) $500,000

2017-19 Biennium (Dalrymple and Burgum Executive Budget Recommendations)

1. Restores funding reductions made during the 2015-17 biennium in salaries and wages. **The House adjusted the funding source for salaries and wages to reduce funding from the general fund by $400,000 and increase funding from special funds by the same amount.** $422,476
2. Adjusts base budget funding sources for operating expenses. ($489,484)
3. Reduces funding for operating expenses and extraordinary repairs. **The House reduced funding for operating expenses by $100,000 and provided for a funding shift to provide $200,000 for operating expenses from special funds rather than the general fund.** ($300,000)
4. Restores funding reductions made during the 2015-17 biennium in operating expenses. **The House restored this funding from special funds.** $123,133
5. The Burgum budget removed 1 FTE position and related salaries and wages. ($120,000)
6. The Burgum budget removed funding for teacher composite. ($151,193)
7. The Burgum budget reduced funding for operating expenses which, when combined with the 1 FTE position removed, provides an additional 2 percent budget reduction. ($44,897)

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

Dalrymple Executive Budget Comparison to Prior Biennium Appropriations

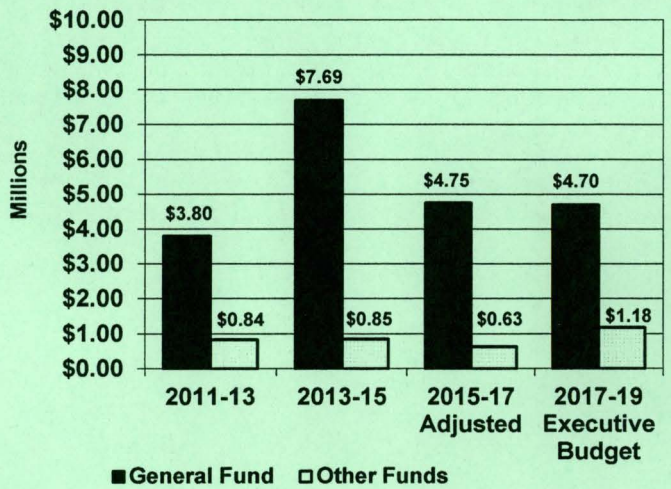
	FTE Positions	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	29.50	$4,695,358	$1,175,569	$5,870,927
2015-17 Adjusted Legislative Appropriations[1]	30.00	4,748,647	625,325	5,373,972
Increase (Decrease)	(0.50)	($53,289)	$550,244	$496,955

[1]The 2015-17 biennium agency appropriation amounts reflect general fund budget reductions made in August 2016.

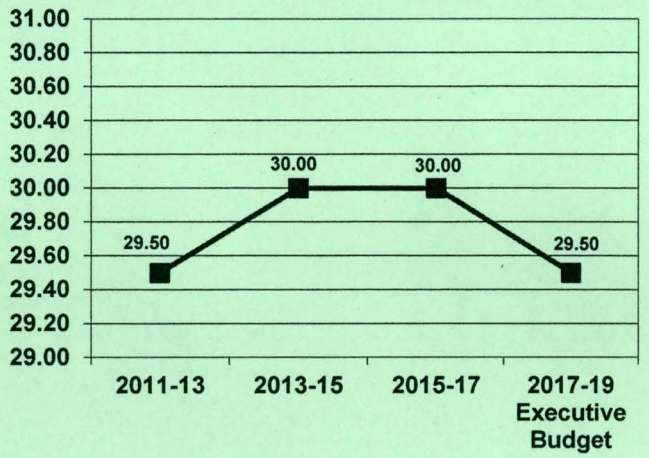
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2017-19 Dalrymple Executive Budget	$4,695,358	$0	$4,695,358
2015-17 Adjusted Legislative Appropriations	4,748,647	0	4,748,647
Increase (Decrease)	($53,289)	$0	($53,289)

Agency Funding



FTE Positions



Dalrymple Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2017-19 Dalrymple Executive Budget	$4,695,358	$1,175,569	$5,870,927
2017-19 Base Level	4,748,647	569,325	5,317,972
Increase (Decrease)	($53,289)	$606,244	$552,955

First House Action

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

Dalrymple and Burgum Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $9,698 is for salary increases and $91,584 is for health insurance increases. (The Burgum budget removed funding for salary increases and provided for employees to pay for a portion of health insurance.) **The House removed funding for the salary increases.**	$101,198	$84	$101,282
2. Adjusts base payroll	$175,148	$16,450	$191,598
3. Removes a .5 FTE position and restores funding reductions made during the 2015-17 biennium in salaries and wages.	$105,800		$105,800
4. Adjusts funding for operating expenses	($250,173)	$254,210	$4,037
5. Adjusts funding source agencywide	($200,000)	$200,000	$0

6. Removes funding for 2015-17 biennium extraordinary repairs	($24,454)		($24,454)
7. Adds funding for extraordinary repairs. **The House provided this funding from special funds.**	$39,192		$39,192
8. Adds one-time funding to payoff special assessment		$10,000	$10,000
9. Adds one-time funding for HVAC upgrade		$27,000	$27,000
10. Adds one-time funding to replace water line		$60,000	$60,000
11. Adds one-time funding to replace roof top air unit		$8,500	$8,500
12. Adds one-time funding to update reception area		$30,000	$30,000
13. The Burgum budget removed funding for the teacher composite	($121,691)		($121,691)
14. The Burgum budget reduced funding for salaries and wages to provide an additional 2 percent budget reduction. **The House instead removed 1 FTE teacher position and related salaries and wages of $154,216.**	($93,907)		($93,907)

Other Sections in House Bill No. 1013

Health insurance increase - Section 2 identifies the amount included in the agency appropriations relating to increases in employee health insurance premiums from $1,130 to $1,249 per month.

Subscription and Braille fees - Section 15 provides that money collected for subscription fees or Braille fees must be deposited in the School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.

School for the Blind special fund - Section 19 creates a new section to North Dakota Century Code Chapter 25-06 to establish a special fund for the School for the Blind. All money received from the Department of Trust Lands, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.

Continuing Appropriations

Visual aid and appliance fund - Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

North Dakota Vision Services - School for the Blind - Budget No. 253
House Bill No. 1013
Base Level Funding Changes

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)				House Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total
2017-19 Biennium Base Level	30.00	$4,748,647	$569,325	$5,317,972	30.00	$4,748,647	$569,325	$5,317,972
2017-19 Ongoing Funding Changes								
Base payroll changes		$175,148	$16,450	$191,598		$175,148	$16,450	$191,598
Salary increase - Performance				***0***				0
Health insurance increase		91,508	76	91,584		91,508	76	91,584
Employee portion of health insurance		***(47,937)***	***(40)***	***(47,977)***				0
Removes a .5 FTE position and restores funding for salaries and wages	(0.50)	105,800		105,800	(0.50)	105,800		105,800
Removes 1 FTE teacher position				0	(1.00)	(154,216)		(154,216)
Removes funding for teacher composite		***(121,691)***		***(121,691)***		(121,691)		(121,691)
Reduces funding for salaries and wages to provide an additional 2 percent budget reduction		***(93,907)***		***(93,907)***				0
Adjusts funding for operating expenses		(250,173)	254,210	4,037		(250,173)	254,210	4,037
Adjusts funding source agencywide		(200,000)	200,000	0		(200,000)	200,000	0
Removes funding for 2015-17 biennium extraordinary repairs		(24,454)		(24,454)		(24,454)		(24,454)
Adds funding for 2017-19 biennium extraordinary repairs		39,192		39,192			39,192	39,192
Total ongoing funding changes	(0.50)	($326,514)	$470,696	$144,182	(1.50)	($378,078)	$509,928	$131,850
One-time funding items								
Adds funding for special assessments			$10,000	$10,000			$10,000	$10,000
Adds funding for HVAC upgrade			27,000	27,000			27,000	27,000
Adds funding to replace water line, rooftop air unit, and update reception			98,500	98,500			98,500	98,500
Total one-time funding changes	0.00	$0	$135,500	$135,500	0.00	$0	$135,500	$135,500
Total Changes to Base Level Funding	(0.50)	($326,514)	$606,196	$279,682	(1.50)	($378,078)	$645,428	$267,350
2017-19 Total Funding	29.50	$4,422,133	$1,175,521	$5,597,654	28.50	$4,370,569	$1,214,753	$5,585,322

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

	Burgum Executive Budget Recommendation (Changes to Dalrymple Budget in Bold)	House Version
School for the Blind special fund	Section 17 creates a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received from the Department of Trust Lands, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.	A section is added to create a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received pursuant to Section 2 of Article IX of the Constitution of North Dakota, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.
Health insurance increase		A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.

Department 253 - North Dakota Vision Services - School for the Blind

Appropriations Comparisons to the Original and Adjusted Base Budgets

General Fund Appropriations Adjustments

(As a result of the August 2016 General Fund Budget Reductions)

	Ongoing	One-Time	Total
2015-17 original general fund appropriations	$5,081,484	$0	$5,081,484
General fund reductions	(332,837)	0	(332,837)
Adjusted 2015-17 appropriations	$4,748,647	$0	$4,748,647
Dalrymple Executive Budget changes	(53,289)	0	(53,289)
2017-19 Dalrymple Executive Budget	$4,695,358	$0	$4,695,358

Summary of August 2016 General Fund Budget Reductions

	Ongoing	One-Time	Total
Salaries and wages savings related to vacant positions and reduced hours	($205,800)	$0	($205,800)
Operating expense savings, including travel, supplies, office equipment, and telephone expense	(102,037)		(102,037)
Reduction in extraordinary repairs	(25,000)		(25,000)
Total reductions	($332,837)	$0	($332,837)
Percentage reduction to ongoing and one-time general fund appropriations	6.55%	0.00%	6.55%

2017-19 Dalrymple Executive Budget Changes to the Original and Adjusted Base Budgets

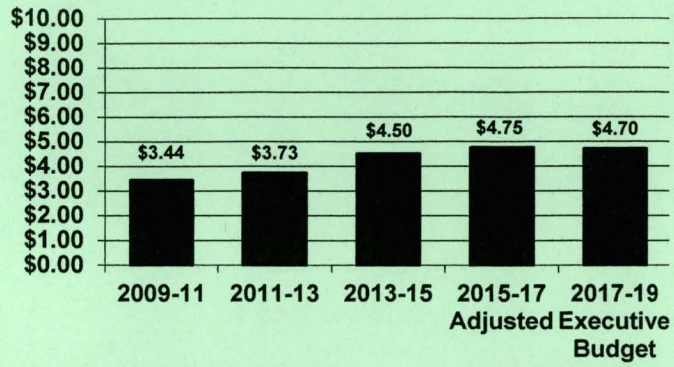
	Changes to Original Budget	Budget Reduction Adjustments	Changes to Adjusted Budget
Adds funding for recommended salary and benefit increases	$101,198		$101,198
Base payroll changes	175,148		175,148
Removes a .5 FTE position and restores salaries and wages funding reductions made during the 2015-17 biennium	(100,000)	$205,800	105,800
Adjusts base budget funding sources for operating expenses	(352,210)	102,037	(250,173)
Adjusts funding source agencywide	(200,000)		(200,000)
Removes funding for 2015-17 biennium extraordinary repairs	(49,454)	25,000	(24,454)
Adds funding for extraordinary repairs	39,192		39,192
Total	($386,126)	$332,837	($53,289)

Department 253 - North Dakota Vision Services - School for the Blind

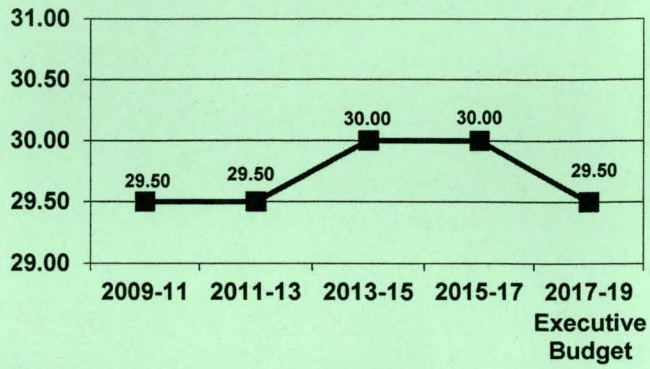
Historical Appropriations Information

Ongoing General Fund Appropriations Since 2009-11

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2009-11	2011-13	2013-15	2015-17 Adjusted	2017-19 Dalrymple Executive Budget
Ongoing general fund appropriations	$3,439,868	$3,727,240	$4,501,586	$4,748,647	$4,695,358
Increase (decrease) from previous biennium	N/A	$287,372	$774,346	$247,061	($53,289)
Percentage increase (decrease) from previous biennium	N/A	8.4%	20.8%	5.5%	(1.1%)
Cumulative percentage increase (decrease) from 2009-11 biennium	N/A	8.4%	30.9%	38.0%	36.5%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2011-13 Biennium

1. Removed a .5 FTE position and related funding for the superintendent position shared with the School for the Deaf. ($135,082)
2. Added a .5 FTE Braille music instructor position. $69,499
3. Increased funding for operating expenses related to utilities, repairs, maintenance, supplies, and data processing. $40,000

2013-15 Biennium

1. Added a .5 FTE superintendent position to provide for a full-time superintendent position and additional funding contingent on the retirement of the current superintendent shared with the School for the Deaf. $144,670
2. Increased funding for extraordinary repairs, including a rooftop air conditioner and carpet replacement. $35,371

2015-17 Biennium (Original Amounts)

1. Added funding to convert an existing vision assistant position to an orientation and mobility specialist position serving the western part of the state, including salaries and wages and operating expenses. $49,960
2. Increased funding for operating expenses. (This funding was reduced as part of the general fund budget reductions approved in August 2016.) $107,200

2017-19 Biennium (Dalrymple and Burgum Executive Budget Recommendations)

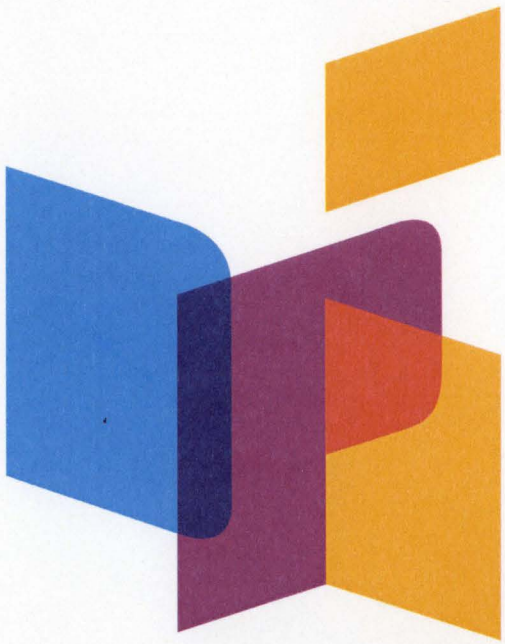
1. Removes a .5 FTE position and restores salaries and wages funding reductions made during the 2015-17 biennium. $105,800
2. Adjusts funding for operating expenses. ($250,173)
3. Adjusts funding source agencywide. ($200,000)
4. The Burgum budget removed funding for the teacher composite. ($121,691)
5. The Burgum budget reduced funding for salaries and wages to provide an additional 2 percent budget reduction. **The House instead removed 1 FTE teacher position and related salaries and wages of $154,216.** ($93,907)

HB 1013(1)
3-8-17
#1

North Dakota Department of Public Instruction

Kirsten Baesler
State Superintendent

Testimony to the Senate Appropriations Committee



MARCH 2017

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.nd.gov/dpi

Department of Public Instruction

Kirsten Baesler, State Superintendent

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Testimony on HB 1013 - Senate Appropriations

March 8th, 2017

ND Department of Public Instruction

Kirsten Baesler, State Superintendent

Agenda

Opening Remarks – State Superintendent Kirsten Baesler

Administrative Funding – Jamie Mertz

Vision Services – Paul Olson, Superintendent
Tami Purcell, Business Manager

School for the Deaf – Connie Hovendick, Superintendent
Michael Loff, Business Manager

State Library – Mary Soucie, State Librarian
Cynthia Clairmont-Schmidt, Assistant State Librarian

State Pass-Thru Grants	Contact Person
ESPB – National Board Certification	Dr. Becky Pitkin
ESPB Teacher Support Program	Laurie Stenehjem
Gearing Up for Kindergarten	Deb Gebeke
Global Bridges	Jon Martinson
North Central Council for Educational Media Services	John Gast
ND Governor's School	Jeff Boyer
ND LEAD Center	Jim Stenehjem
ND Museum of Art	Laurel Reuter
Northern Plains Writing Project	Ash Bowen
Pathfinders Parent Project	Timothy Starks
Red River Writing Project	Kelly Sassi
We the People Program	Donna Pearson
Young Entrepreneur Program	Barry Striegel

Department of Public Instruction (201)
2017-2019 Bienniel Budget Request / Funding Analysis

	1 2015-2017 Appropriation	2 One-Time Funding	3 SB 2379 Reductions	4 2017-2019 Base Level	5 Adjustments to Base	6 HB 1013 House Approved
1 **Administration:**						
2 Salaries & Wages	$ 18,282,070.00	$ (2,064.00)	$ -	$ 18,280,006.00	$ (815,828.00)	$ 17,464,178.00
3 Operating Expense	30,828,192.00	(30,000.00)	(281,120.00)	30,517,072.00	(352,067.00)	30,165,005.00
4 **Total**	**$ 49,110,262.00**	**$ (32,064.00)**	**$ (281,120.00)**	**$ 48,797,078.00**	**$ (1,167,895.00)**	**$ 47,629,183.00**
5 **Integrated Formula Payment**						
6 Funding : General	$ 1,697,506,000.00	$ -	$ (116,053,293.00)	$ 1,581,452,707.00	$ (216,704,571.00)	$ 1,364,748,136.00
7 Special	219,134,000.00	-	116,053,293.00	335,187,293.00	240,359,612.00	575,546,905.00
8 **Total**	**$ 1,916,640,000.00**	**$ -**	**$ -**	**$ 1,916,640,000.00**	**$ 23,655,041.00**	**$ 1,940,295,041.00**
9 **Special Education Contracts**	$ 17,300,000.00	$ -	$ -	$ 17,300,000.00	$ 2,000,000.00	$ 19,300,000.00
10 **Transportation Grants**	$ 57,000,000.00	$ -	$ -	$ 57,000,000.00	$ (5,700,000.00)	$ 51,300,000.00
11 **Rapid Enrollment Grants**	$ 14,800,000.00	$ (12,504,530.00)	$ (2,295,470.00)	$ -	$ -	$ -
12 **Powerschool**	$ 6,000,000.00	$ -	$ -	$ 6,000,000.00	$ (500,000.00)	$ 5,500,000.00
13 **Grants - Other Grants**						
14 Federal Program Grants	$ 253,837,705.00	$ -	$ -	$ 253,837,705.00	$ -	$ 253,837,705.00
15 Displaced Homemaker Program	225,000.00	-	-	225,000.00	-	225,000.00
16 Medicaid Matching Grants	323,611.00	-	(160,000.00)	163,611.00	(163,611.00)	-
17 English Language Learner Grants	1,000,000.00	-	-	1,000,000.00	(1,000,000.00)	-
18 CPR Grants (One-Time)	450,000.00	(165,500.00)	(284,500.00)	-	-	-
19 **Total**	**$ 255,836,316.00**	**$ (165,500.00)**	**$ (444,500.00)**	**$ 255,226,316.00**	**$ (1,163,611.00)**	**$ 254,062,705.00**
20 **Grants - Program Grants**						
21 Adult Education Matching Funds	$ 4,110,411.00	$ -	$ -	$ 4,110,411.00	$ (1,110,411.00)	$ 3,000,000.00
22 School Lunch Matching Funds	1,380,000.00	-	-	1,380,000.00	-	1,380,000.00
23 Reduced Breakfast Program Funds	205,000.00	-	-	205,000.00	(205,000.00)	-
24 Leveraging the Senior Year	-	-	-	-	-	-
25 Continuing Ed Grants for Counselor	150,000.00	-	-	150,000.00	(150,000.00)	-
26 Teacher/Principal Evaluation Grants	240,000.00	-	-	240,000.00	(240,000.00)	-
27 Continuing Ed Grants for Pre-School	150,000.00	-	-	150,000.00	(150,000.00)	-
28 Grants for Pre-Kindergarten Space	125,000.00	-	-	125,000.00	(125,000.00)	-
29 Curriculum Alignment Grant	100,000.00	-	-	100,000.00	(100,000.00)	-
30 Grant Pool (items 23-29)	-	-	-	-	1,735,000.00	1,735,000.00
31 **Total**	**$ 6,460,411.00**	**$ -**	**$ -**	**$ 6,460,411.00**	**$ (345,411.00)**	**$ 6,115,000.00**

Grants - Passthrough Grants						
Governor's School	$ 460,000.00	$ -	$ -	$ 460,000.00	$ (460,000.00)	$ -
LEAD Consortium	267,500.00	-	-	267,500.00	(267,500.00)	-
Teacher Center Network	360,000.00	-	-	360,000.00	(360,000.00)	-
North Dakota Museum of Art	435,000.00	-	-	435,000.00	(425,000.00)	10,000.00
Northern Plains Writing Project	93,000.00	-	-	93,000.00	(83,000.00)	10,000.00
Red River Writing Project	100,000.00	-	-	100,000.00	(90,000.00)	10,000.00
North Central Council for Educational Media Services	535,000.00	-	-	535,000.00	(297,000.00)	238,000.00
Global Bridges	250,000.00	-	-	250,000.00	(150,000.00)	100,000.00
We the People	25,000.00	-	-	25,000.00	(15,000.00)	10,000.00
Youth Entrepreneurship Education Program	100,000.00	-	-	100,000.00	(100,000.00)	-
Gearing Up for Kindergarten	675,000.00	-	-	675,000.00	(675,000.00)	-
Pathfinders Parent Program	120,000.00	-	-	120,000.00	(120,000.00)	-
Teacher Support System (ESPB)	2,700,000.00	-	-	2,700,000.00	(700,000.00)	2,000,000.00
Civic Education Grant (One-Time)	200,000.00	-	(200,000.00)	-	-	-
Total	**$ 6,320,500.00**	**$ -**	**$ (200,000.00)**	**$ 6,120,500.00**	**$ (3,742,500.00)**	**$ 2,378,000.00**
Special Line Items						
Transporation Efficiency	$ 30,000.00	$ -	$ -	$ 30,000.00	$ -	$ 30,000.00
National Board Certification	120,000.00	-	-	120,000.00	-	120,000.00
AP Courses (2013-2015 Turnback)	1,252,627.00	(1,252,627.00)	-	-	-	-
Early Childhood Education Study (2013-2015 Turnback)	200,000.00	(200,000.00)	-	-	-	-
REA Review Process (2013-2015 Turnback)	50,000.00	(50,000.00)	-	-	-	-
Open Educational Resouces (2013-2015 Turnback)	100,000.00	(100,000.00)	-	-	-	-
School Safety Grants	849,130.17	(849,130.17)	-	-	-	-
Total Appropriation	**$ 2,332,069,246.17**	**$ (15,153,851.17)**	**$ (3,221,090.00)**	**$ 2,313,694,305.00**	**$ 13,035,624.00**	**$ 2,326,729,929.00**
Department Wide Funding Sources:						
General Funds	$ 1,823,436,773.17	$ (15,153,851.17)	$ (119,274,383.00)	$ 1,689,008,539.00	$ (228,019,867.00)	$ 1,460,988,672.00
Federal Funds	288,125,283.00	-	-	288,125,283.00	195,879.00	288,321,162.00
Special Funds	220,507,190.00	-	116,053,293.00	336,560,483.00	240,859,612.00	577,420,095.00
Total	**$ 2,332,069,246.17**	**$ (15,153,851.17)**	**$ (3,221,090.00)**	**$ 2,313,694,305.00**	**$ 13,035,624.00**	**$ 2,326,729,929.00**

North Dakota Department of Public Instruction
How is the Money Spent?

Salaries
$18,280,006

Operating
$30,517,072

State Aid to Schools
$1,916,640,000

Spec Ed Contracts
$17,300,000

Transportation
$57,000,000

Grants to Schools
$260,533,116

Other Grants
$7,303,611

Flow-Through Grants
$6,120,500

Total Budget: $2,313,694,305

Department of Public Instruction
2017-2019 Base Level Major Components

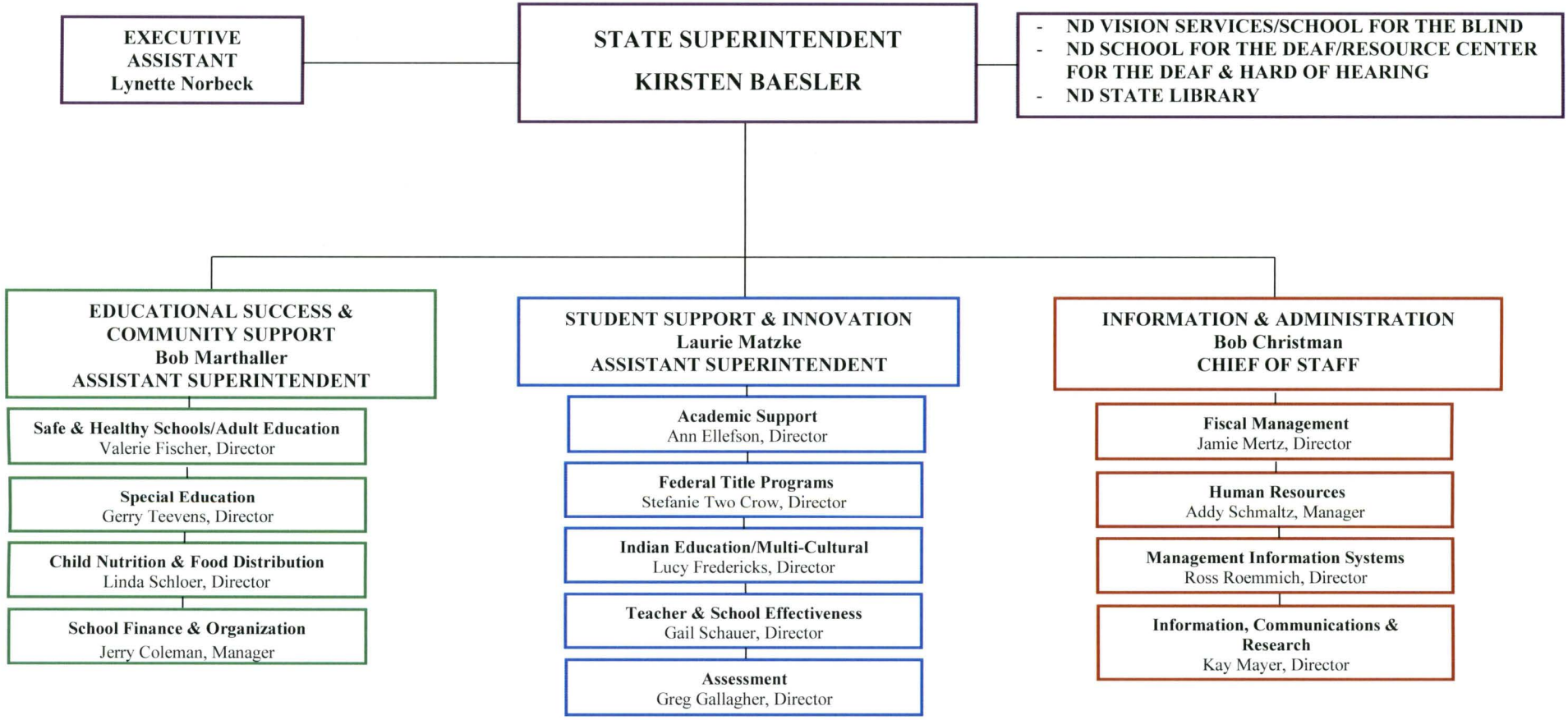
Expense Type	Amount	Main Items included in this Expense
Salaries and Benefits	$ 18,280,006	Department Employees
Professional Services	18,221,147	Assessment Testing Child Nutrition Food Services Committee Fees Consulting
Operating Fees and Services	4,749,223	Storage and Handling of Food
IT Expenses	4,102,566	ITD IT expenses
Supply/Material - Professional	1,092,170	Assessment Testing Materials
Travel	1,087,670	Non-employee - 75% Employee - 25%

Department of Public Instruction
2015-2017 Adjusted Appropriation and Estimated Expenditures

	2015-17 Adjusted Appropriation	2015-17 Estimated Expenditures
State school aid program		
State school aid - Integrated formula payments	$1,916,640,000	$1,883,640,000
Transportation aid payments	57,000,000	57,000,000
Rapid enrollment grants	12,504,530	11,504,530
Special education - Contracts	17,300,000	17,300,000
Total - State school aid program	$2,003,444,530	$1,969,444,530
General fund	$1,668,257,237	$1,634,257,237
Foundation aid stabilization fund	116,053,293	$116,053,293
State tuition fund	219,134,000	219,134,000
Total	$2,003,444,530	$1,969,444,530
Other grants - General fund		
Teacher center network	$360,000	$360,000
School food services	1,380,000	1,380,000
Adult education grants	4,110,411	4,110,411
LEAD Center	267,500	267,500
Governor's School	460,000	460,000
National writing projects	193,000	193,000
Rural art outreach project	435,000	435,000
North Central Council for School Television	535,000	535,000
Mentoring program	2,700,000	2,700,000
Continuing education grants	150,000	150,000
Global Bridges (Atlantik-Brucke) exchange	250,000	250,000
Young entrepreneur education program	100,000	100,000
"We the People" program	25,000	25,000
Teacher and principal evaluation system	240,000	230,000
Curriculum alignment grants	100,000	20,000
Preschool continuing education grants	150,000	150,000
Prekindergarten space grants	125,000	125,000
Gearing Up for Kindergarten	675,000	675,000
Pathfinders Parent Project	120,000	120,000
Cardiopulmonary resuscitation (CPR) training grants	165,500	50,000
Free breakfast program	205,000	205,000
English language learner grants	1,000,000	900,000
PowerSchool	6,000,000	5,000,000

Civics education grant	0	0
Medicaid matching grants	163,611	163,611
National board certification	120,000	120,000
Total - Other grants - General fund	$20,030,022	$18,724,522
Other grants - Other funds		
Federal grants	$253,837,705	$253,837,705
Displaced homemaker program	225,000	225,000
Total - Other grants - Other funds	$254,062,705	$254,062,705
Total state school aid and other grants - All funds	$2,277,537,257	$2,242,231,757
Agency administration		
Administration - General fund	$13,421,310	$13,421,310
Administration - Other funds	35,435,768	35,435,768
Total - Agency administration - All funds	$48,857,078	$48,857,078
Total Department of Public Instruction - All funds	$2,326,394,335	$2,291,088,835
Funding Sources		
General fund	$1,701,708,569	$1,666,403,069
Other funds	$624,685,766	$624,685,766
Total	$2,326,394,335	$2,291,088,835

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
ORGANIZATIONAL CHART – JANUARY 2017



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ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2015-2016				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)	$ 236,340.83	$ 35,622,228.25	$ -	$ 35,858,569.08
10.558	Child and Adult Care Food Program Cash in Lieu	-	340,111.24	-	340,111.24
10.558	Child and Adult Care Food Program Sponsor Administrative Funds	-	1,065,342.00	-	1,065,342.00
10.560	State Administrative Expenses for Nutrition Programs	1,039,467.98	-	-	1,039,467.98
10.565	Commodity Supplemental Food Program	77,380.41	51,675.00	-	129,055.41
10.567	Food Distribution Program on Indian Reservations	350,069.94	890,847.32	-	1,240,917.26
10.568	The Emergency Food Assistance Program	87,993.77	27,862.75	-	115,856.52
10.582	Fresh Fruits & Vegetables	54,810.20	1,795,967.71	-	1,850,777.91
10.574	Team Nutrition	143,664.80	62,640.35	-	206,305.15
10.575	Farm to School	9,751.82	-	-	9,751.82
10.579	Equipment Assistance	933.77	36,624.94	-	37,558.71
10.579	Method II Art	141,191.68	-	-	141,191.68
17.267	Workforce Investment	27,742.82	796,460.54	-	824,203.36
84.002	Adult Education	83,526.93	1,002,518.23	-	1,086,045.16
84.010	Title I, Part A Improving Education for the Disadvantaged	521,292.93	34,931,153.51	-	35,452,446.44
84.011	Migrant Programs	83,057.76	309,677.96	-	392,735.72
84.013	Neglected/Delinquent	-	112,928.22	-	112,928.22
84.326	Deaf-Blind Grant	-	65,000.00	-	65,000.00
84.027	IDEA-B (Special Education)	1,892,058.23	26,738,956.97	852,451.16	29,483,466.36
84.173	Preschool (IDEA)	36,074.23	782,040.26	-	818,114.49
84.196	Homeless Children	80,170.09	71,616.40	-	151,786.49
84.287	21st Century Community Learning Centers	241,649.11	5,996,001.83	57,791.25	6,295,442.19
84.323	State Personnel Development Grant	231,884.69	287,293.63	-	519,178.32
84.358	Rural, Low Income Schools	1,524.77	50,058.83	-	51,583.60
84.365	Title III, English Language Learners	186,027.68	610,564.73	-	796,592.41
84.366	Title IIB, Math & Science Partnerships	23,842.73	590,818.58	-	614,661.31
84.367	Title IIA, Teacher Quality	190,868.49	9,737,592.75	178,816.34	10,107,277.58
84.367	TIIA, Higher Education Partnerships	17,237.70		-	17,237.70
84.369	State Assessments	3,732,182.90	510,801.65	-	4,242,984.55
93.079	School-Based Surveillance	64,292.68	-	-	64,292.68
93.576	Refugee Children School Impact Grant	6,006.22	169,466.14	-	175,472.36
93.945	School Health	97,462.06	139,116.39	-	236,578.45
84.372	SLDS	-	-	1,639,528.29	1,639,528.29
	NCES/NAEP	104,748.18	-	-	104,748.18
	Total Federal	$ 9,658,507.22	$ 122,795,366.18	$ 2,728,587.04	$ 135,182,460.44

ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2014-2015				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)	$ 181,774.46	$ 33,951,669.95	$ -	$ 34,133,444.41
10.558	Child and Adult Care Food Program Cash in Lieu	-	333,621.38	-	333,621.38
10.558	Child and Adult Care Food Program Sponsor Administrative Funds	-	1,012,872.00	-	1,012,872.00
10.560	State Administrative Expenses for Nutrition Programs	1,000,139.90	-	-	1,000,139.90
10.565	Commodity Supplemental Food Program	108,985.83	51,332.00	-	160,317.83
10.567	Food Distribution Program on Indian Reservations	381,375.46	728,395.96	-	1,109,771.42
10.568	The Emergency Food Assistance Program	106,831.15	11,500.00	-	118,331.15
10.582	Fresh Fruits & Vegetables	80,705.39	1,815,469.58	-	1,896,174.97
10.574	Team Nutrition	135,073.23	26,000.50	-	161,073.73
10.579	Direct Certification	10,704.60	1,537.07	-	12,241.67
10.579	Equipment Assistance	-	56,315.00	-	56,315.00
10.579	Method II Art	13,601.31	-	-	13,601.31
84.002	Adult Education	93,273.40	1,322,164.67	-	1,415,438.07
84.010	Title I, Part A Improving Education for the Disadvantaged	499,659.57	33,685,710.51	-	34,185,370.08
84.011	Migrant Programs	59,002.35	246,030.35	-	305,032.70
84.013	Neglected/Delinquent	-	140,118.80	-	140,118.80
84.326	Deaf-Blind Grant	-	74,740.14	-	74,740.14
84.027	IDEA-B (Special Education)	1,851,015.66	23,844,237.84	836,403.96	26,531,657.46
84.173	Preschool (IDEA)	84,291.18	650,891.71	-	735,182.89
84.184	School Emergency Management	22,271.67	43,883.61	-	66,155.28
84.196	Homeless Children	62,496.83	100,532.98	-	163,029.81
84.287	21st Century Community Learning Centers	448,008.46	5,405,267.04	52,931.73	5,906,207.23
84.323	State Personnel Development Grant	279,482.01	(11,649.83)	-	267,832.18
84.358	Rural, Low Income Schools	812.86	32,491.96	-	33,304.82
84.365	Title III, English Language Learners	185,566.71	554,057.63	-	739,624.34
84.366	Title IIB, Math & Science Partnerships	33,601.22	567,294.06	-	600,895.28
84.367	Title IIA, Teacher Quality	294,966.68	10,425,316.84	187,711.05	10,907,994.57
84.367	TIIA, Higher Education Partnerships	17,391.00	-	-	17,391.00
84.369	State Assessments	2,022,613.44	139,174.09	-	2,161,787.53
93.079	School-Based Surveillance	66,456.90	-	-	66,456.90
93.576	Refugee Children School Impact Grant	3,996.78	87,144.20	-	91,140.98
93.945	School Health	54,697.42	-	-	54,697.42
84.372	SLDS	-	-	951,273.24	951,273.24
	NAEP	102,554.61	-	-	102,554.61
	Total Federal	$ 8,098,795.47	$ 115,296,120.04	$ 2,028,319.98	$ 125,423,235.49

Department of Public Instruction
Salary Line Reductions and Adjustments

	General Fund	Other Funds	Total
FTE Removal			
1293 - Multi-Media Developer	$ (130,897.00)	$ -	$ (130,897.00)
1304 - Administrative Assistant	(120,681.00)	-	(120,681.00)
1308 - Administrative Assistant	(121,228.00)	-	(121,228.00)
1342 - Sr. Programmer Analyst	(51,250.00)	(153,752.00)	(205,002.00)
Individual to Retire	(279,596.00)	-	(279,596.00)
1261 - Research Technician	(44,918.00)	(83,418.00)	(128,336.00)
1329 - Research Analyst	(57,679.00)	(107,119.00)	(164,798.00)
1332 - Programmer Analyst	(51,613.00)	(95,854.00)	(147,467.00)
	$ (857,862.00)	$ (440,143.00)	$ (1,298,005.00)
Realign Funding Sources	(402,541.00)	402,541.00	-
Total Adjustments	$ (1,260,403.00)	$ (37,602.00)	$ (1,298,005.00)
Percent Reduction	-22.36%	-0.30%	-7.20%

Department of Public Instruction
2017-2019 Optional Budget Requests

1	2	3
Item	Optional Package Description	Requested Amount
1	Include Emergency Commision request 1879 in base budget - Special Funds	$ 500,000.00
2	Include Leveraging the Senior Year in base budget - General Funds	1,450,000.00
	Total	$ 1,950,000.00

DPI 2017-2019 Biennial Budget Optional Requests

1. Emergency Commission request 1879

Schools that participate in the USDA National School Lunch Program (NSLP) receive an annual entitlement value of USDA Commodity foods that are used in the preparation of school meals. DPI administers the USDA Commodity Foods program for schools that participate in the NSLP. Schools are surveyed for the preferences of USDA foods annually and DPI then purchases, warehouses and distributes the USDA foods to the schools. Common USDA Foods that are requested and ordered are ground beef, canned fruits and vegetables, cheese, frozen vegetables, etc. Frequently, schools find it difficult to use all of their USDA Foods entitlement by requesting the standard USDA Foods through DPI. DPI has expanded the school options for using their USDA Foods entitlement by contracting with food processors who take bulk USDA Foods, such as beef, chicken, turkey, eggs, etc. and process them into foods that schools frequently serve to students such as hamburger patties, chick nuggets and French toast sticks. The value of the commodity food used in the processed form is subtracted from the school's entitlement and the processing fees are billed to the schools.

The processing contracts are done on behalf of the schools and DPI serves as a pass-through agency for the processing fees. The processing fees are listed under the Special Funds funding line. During the 2015-2017 biennium, DPI processing contracts expense will total approximately $1.5 million. As part of our 2015-2017 appropriation request we had requested $1 million for these contracts. In June 2016, we went before the Emergency Commission and the Budget Section Committee to request an additional $500,000 in spending authority for the shortfall. This request was approved by both committees.

The Department hereby requests an additional $500,000 in Special Funds to provide this service to schools.

2. Leveraging the Senior Year

Leveraging the Senior Year is a two-pronged approach to ensure all students grow academically during their senior year of high school. The first addresses the need for students to take college remediation courses. The second is to increase opportunities for students to participate in advanced coursework.

Reduce Remediation

Ensures that students who are not on track to take credit bearing classes their first year of college can get the extra instruction they need their senior year.

- Schools identify high school students who may need remedial math and English instruction in college based on their ACT scores.
- Provides students with additional opportunity to obtain the knowledge and skills to make them college ready through Pearson's MyFoundationsLab®.
- Students who complete the program are able to earn high school math and English credits toward high school graduation.
- The North Dakota University System has adopted policy (402.1.2 Student Placement into College Courses) accepting successful completion of the Pearson MyFoundationsLab® as proof that remediation is unnecessary.

Increases Opportunity for Advanced Coursework

Ensures that students who have taken all of the available courses at their high school have greater options for advanced coursework.

- Professional learning through participation in Advanced Placement (AP) Summer Institutes is provided to North Dakota teachers to prepare more instructors to teach AP classes.
- One-day, content focused workshops were provided for current AP teachers, prospective AP teachers, and building administrators to strengthen their content area skills and offer opportunities to engage with other North Dakota AP educators.
- Funding was provided to buy-down the cost of students' AP exam fees.
    - Economically Disadvantaged Students: The entire exam fee for up to four (4) qualifying exams over the student's high school career.
    - All Other Students: The entire exam fee for one (1) qualifying exam; 50% of the exam fee for the following three (3) exams over the student's high school career.

The Department hereby requests an additional $1,450,000 in General Funds to continue providing these services to students.

Flow-thru Grants

Education Standards & Practices Board – National Board Certification

North Dakota Century Code 15.1-18.1-02 (1) (c) (1) provides authority for ESPB to approve no more than seventeen national board applications per year. The State share of this fee is $1250 with the federal government match those dollars for a total cost of $2500. If 17 applications were received at $1250 each, this assessment would cost $21,250 dollars or a total of $42,500 for the biennium.

Under NDCC 15.1-18.1-02 (2), ESPB is authorized to pay for no more than three "recertification scholarships for national board certification." Each of these scholarships for recertification cost $1150 or a total of $3450 each year or a total of $6,900 for the biennium.

Under NDCC 15.1-18.1-02 (5) (a), the Board is authorized to pay $1000 to each individual teacher employed during the school year as a full-time classroom teacher. This number varies a bit each year as teachers move in and out of the classroom and the state. We have approximately 30 teachers that are nationally certified. This will cost the State approximately $30,000 each year or a total of $60,000 for the biennium. Our total request for National Board certification, recertification, and stipends is $120,000.

Education Standards & Practices Board – Teacher Support Program

North Dakota Century Code 15.1-18.2-05, 15.1-18.2-06 and 15.1-18.2-07 requires the Education Standards and Practices Board to administer the Teacher Support Program. As state in this section of the Century Code, the ND TSS provides two services, a Mentoring Program for first-year teachers and a program providing training and support for Instructional Coaches.

The Mentoring Program provides ongoing instructional, classroom-based support for new teachers by carefully selected and well-prepared mentors who use accepted models of good teaching and Program protocols to support instructional skills and development. Since 2010, 2007 first-year teachers have been supported by 1430 trained mentors.

The Coach Support Program includes a Coaches Academy providing training in foundational coaching skills as well as ongoing networking and skills development opportunities for Academy graduates. Since 2011, 395 Instructional Coaches have participated in our Academies.

The initial appropriation in 2009 of $2,300,000 was planned to support mentoring for 250 first-year teachers. During the 2016-2017 school year, ND TSS is providing mentoring for 326 new teachers in 72 districts as well as support for 287 Instructional Coaches with an appropriation of $2,700,000.

Gearing Up for Kindergarten

Gearing Up for Kindergarten is a parent involvement and school readiness program, with seven years of North Dakota research supporting its development. The research documents multiple positive impacts of this school readiness program for parents, students and schools/teachers. Reports can be reviewed at www.gearingupnd.org.

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some level of difficulty upon entering kindergarten and another 16 percent have greater issues impacting learning when entering kindergarten (combined total of 48 percent having concerns). There is no other school readiness program in ND that targets all interested 4 year-olds and their parents.

High quality early education programs are shown to produce more successful students, to ease the transition between home and school, and to increase social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together can help to reduce the "readiness gap" that troubles many children who enter kindergarten.

A total of $625,000 was appropriated during the 2011 legislative session to initiate the Gearing Up for Kindergarten program in North Dakota. That amount increased to $675,000 during the 2013 legislative session, with the intent to expand to new sites. The NDSU Extension Service has worked in partnership with DPI to expand the program across the state; currently the demand for the program throughout the state exceeds funds available to provide the program.

A partnership between the North Dakota Department of Public Instruction and the NDSU Extension Service made program implementation possible. During the 2015-2017 biennium a total of $675,000 was appropriated with $540,000 budgeted for direct reimbursements to schools offering the program and meeting criteria for implementation standards. The intent of the reimbursement is to support the budget necessary to reimburse teacher salaries. Additional costs are covered by the school. The remaining $135,000 covers the salary costs of the program coordinator, part-time support staff, travel expenses, school training expenses and evaluation research and reporting.

Global Bridges

In the past, study tours of Germany were organized by Atlantik-Brucke. However, in 2012, members of Atlantik-Brucke voted to establish "Global Bridges" to better reflect its expanded focus on Asia (particularly China), Israel, and Eastern Europe. Global Bridges, a private non-partisan organization based in Berlin, Germany, seeks to strengthen German/American relations. The organization accomplishes this goal by organizing conferences, study trips, and managing online communication that allows its members and participants in programs to maintain contact with one another.

North Central Council for Educational Media Services

The North Central Council for Educational Media Services (NCCEMS) is a 56-year-old non-profit organization of North Dakota schools that put public broadcasting on the air to support and enhance school curriculum, from the beginning providing multimedia resources for classroom use and professional development in integrating those resources. Today, the NCCEMS contracts with Prairie Public to provide to provide a service unit to address unmet needs of its member schools and the families they serve:

- easily accessible, multimedia instructional resources available by broadcast and the Web
- professional development for teachers integrating multimedia resources
- cost effective programs that address literacy and school readiness deficiencies
- digital access to thousands of resources and lesson plans consistent with state education standards
- ndstudies.org, a multimedia website to support ND Studies and cross-curricular applications.

Through its partnership with Prairie Public, the NCCEMS is able to leverage the vast resources of both local and national public broadcasting, tap into public media grant opportunities, and establish relationships with other regional agencies to provide services advancing the engaging and enriching experiences motivating students to experience success. Going forward, the NCCEMS recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, continue these services, provide for the future, but still be cognizant of the legislature's need to contain costs, the NCCEMS will continue with the current budget of $535,000 and is not seeking an increase. The budget continues support for obtaining engaging student learning activities, providing downloadable instructional video, accessing a wealth of other teacher and family resources, providing support for early childhood readiness trainings and initiatives, preK-12 professional development, and continued investment in the ndstudies.org multi-media website. As schools invest in more interactive technologies, projection systems, tablets, and other new technologies, and as more preK-12 educators look online for their teaching and learning opportunities, this service will provide the additional relevant resources and services easily accessible and readily available to all those involved in educating the youth of North Dakota both for success in school and in life.

North Dakota Governor's School

North Dakota Governor's School (NDGS) is a six-week academic residential program for scholastically motivated North Dakota high school students who have completed their sophomore or junior years. During the program, NDGS scholars participate in one discipline, such as Laboratory Science, Mathematics, Information Technology, English Studies, Engineering, Architecture, and Visual or Performing Arts. NDGS offers high quality, concentrated instruction and guidance from knowledgeable and experienced NDSU faculty and staff through classroom experiences, discussion groups, labs, field trips, and other activities. The learning experiences within NDGS are neither acceleration nor an anticipation of particular course work in high school or college. NDGS scholars participate in a variety of individual and group projects that highlight many of the most exciting areas of design, innovation, research, and performance. NDGS activities are designed to provide a learning environment that is not duplicated at scholars' home high schools.

Nearly 100 NDSU faculty and staff and local community members interact with NDGS scholars during this six-week program. A residence staff team develops strong relationships with scholars and supports them throughout this intense learning experience. Coordinators and instructors for each discipline provide enriching, meaningful, and relevant opportunities to learn dynamic content. Fine arts instructors, ethics lecturers, and design thinking facilitators push scholars beyond their current abilities and knowledge to pursue novel ideas. Finally, the administrative team works behind the scenes to ensure all stakeholders have what they need to ensure the successful operation of NDGS.

North Dakota LEAD Center

The mission of the ND LEAD Center is to "develop excellence in educational leadership" and the need for instructional leadership has risen over the past few years. With the new emphasis on teacher and principal evaluations, ND LEAD will play a significant role in developing the necessary critical leadership skills to support this transition.

North Dakota Museum of the Art

In the fall of 2004, the North Dakota Museum of Art launched a pilot education outreach program to encourage and empower rural school children, their teachers, their families, and their communities to actively participate in learning through the Museum's exhibitions and programs. Because most students live far from the Museum in Grand Forks, and have limited access to the arts in their own communities, the Museum takes exhibitions to them.

The art exhibitions are created to be relevant to local communities and can be integrated into school curricula. The Museum provides educational material targeted at specific age groups within the K-12 spectrum but the entire community in encouraged to participate. Visiting artists often accompany the exhibitions.

Northern Plains Writing Project

The Northern Plains Writing Project continues to be a center for continued training ground for area educators. Each summer the NPWP offers public school teachers the opportunity to meet with other area educators to share successful teaching strategies, conducting mini teacher in-services, while reading and conducting research on new and/or emerging models of effective classroom management, instruction and classroom community-building.

Pathfinders Parent Project

The Pathfinder Parent Center is partially funded by the US Department of Education, Office of Special Education Programs to support ND families of children with disabilities ages birth through 26. During the 64th Legislative Session we were awarded state dollars to enhance our early dispute resolution services, assist special education units with parent engagement and provide improved outreach to American Indian families.

Pathfinder continues to provide a viable service to families and schools that saves the ND thousands of dollars not only by helping teams resolve problems early and avoid excess costs but by helping families to see that they have other options besides filing complaints or due process hearings.

Red River Writing Project

The Red River Valley Writing Project (RRVWP) is one of two National Writing Project (NWP) sites in North Dakota. Its mission is to improve the teaching of writing, K-16, in all subject areas. To meet the challenges of Writing Standards, to successfully compete for federal funds, and expand our services throughout the Red River Valley, the RRVWP plans to use state funding in 2017-19 for these activities:

- Multiple one to three-week summer workshops, for specific groups of teachers, on improving the use and teaching of writing to boost student achievement.
- An annual "Young Author Summer Workshop" aimed at at-risk youth
- Evening, one-day, and weekend workshops during the school year on specific aspects of writing instruction and the best uses of writing in the classroom.
- Professional study groups that meet monthly or bi-weekly during the school year to apply best practices research on the teaching and use of writing directly to the classroom.
- School- or district-requested in-service programs, including follow-up.
- Partnerships with specific schools to evaluate and improve the use and teaching of writing in those schools.
- Identifying teachers engaged in the best practices for the use and teaching of writing and developing their leadership potential within their schools and districts through travel support to national and regional conferences. These teachers are required to bring back what they learned as part of in-service programs for schools in the RRVWP region.

We the People Program

The We the People Program funding provides for North Dakota high school students to attend the State WTP competition and for the teacher training of government and/or social studies teachers. Held annually, teams from across the state compete in Bismarck and engage in a simulated congressional hearing competition. As students continue to engage in the congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. The teacher professional development provides teachers with intensive pedagogical and content knowledge designed specifically to create and facilitate learning opportunities for North Dakota students. Funding will defray costs associated with conducting the State We The People competition as well was the professional development.

Youth Entrepreneur Education Program

Since beginning in 2007, the North Dakota Youth Entrepreneurship Education Program has established itself as a regular summer event in eight ND communities: Bismarck, Wahpeton, Cavalier, Grafton, Jamestown, Williston, Belcourt and Grand Forks. In each community the Program partners with school districts, chambers of commerce, regional economic development groups, area campuses and local entrepreneurs to provide young, emerging entrepreneurs the opportunity to practice the skills associated with business creation, use of business-related technologies and start-up management.

The assessment and evaluation data we've collected indicate our success in increasing adolescents' knowledge about entrepreneurial skills, economics and personal finance plus enhancing their positive attitudes towards their own hometowns. Youth, parents and communities recognize the importance of these skills and attitudes as essential components for continuing economic development.

The 8 communities, in which we are established, are expected to contribute their fair share towards the operating budget of their local 1-week summer camp. The Legislative appropriation covers the remaining local costs and most of the program's statewide costs: Director's salary, office expenses and travel throughout the year to solidify and grow the Program.

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Flow Through Grant Required Annual Report

Report period: July 1, 2015 through June 30, 2016

PASS-THROUGH GRANTS DESCRIPTION	Total Cost	Grant funds requested thru NDDPI	Cost per Participant	Program Summary/Outcomes
ESPB - National Board Certification	$33,450	$33,450	$1,454.32	The outcome if the program is that teachers receive their National Board Certification. This provides an additional level of training and expertise, and increases their competence in the classroom which impacts and influences student achievement. Recognized as the gold standard in teacher certification, the National Board believes higher standards for teachers means better learning for students. The founding mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by: •Maintaining high and rigorous standards for what accomplished teachers should know and be able to do; •Providing a national voluntary system certifying teachers who meet these standards; •Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers. This funding enables North Dakota teachers to participate in the above mission.
ESPB - Teacher Support Program	$1,265,479	$900,000	$3,057 per first-year teacher; $1,042 per coach	The Teacher Support System provided mentoring support for 343 first-year teachers and training for 208 instructional coaches and administrators during the 2015-16 school year. Results of our induction survey show very high levels of satisfaction with the program for first-year teachers and their mentors and principals. Of those teachers who participated in our program as mentees during the 2014-15 school year, 94% were still teaching in North Dakota last year (2015-16). Of those mentored in our program during the spring of 2010, 75% of them were still teaching in North Dakota in their 7th year of teaching in 2015-16. The number of instructional coaches in the state is growing and we continue to provide initial training while expanding our offerings of advanced training for them. We sincerely hope to have the opportunity to continue this research-supported and important work in the future.

Gearing Up for Kindergarten	$315,436	$315,436	$135 per person or $270 per family	Program participation – 89% of participants indicated involvement in 75% or more of the program sessions of the program during the year (very high rate). Value of the program - Participants expressed very positive feelings with 74% indicating it was very or extremely useful to them. Program value versus other sources - participants rated the school (3.63), preschool/Head Start/child care (3.72), and parents with children of a similar age (3.58) as the most useful sources for them on parenting and preparing their child for school. However, Gearing Up for Kindergarten was rated higher than all other sources with a mean score of 4.02, indicating that participants felt the class was most useful to them overall. Increases in school readiness - Among 19 indicators of school readiness, significant differences were measured on all of the 19 indicators. This means that all indicators for school readiness showed positive growth in children participating in five primary areas: (1) social skills and positive interaction (2) ability to function more independently, (3) development of specific pre-academic skills or knowledge that applies to a school setting, (4) ability to express themselves through creative activities; and (5) ability to manage emotions and adapt in a new environment. Increases in children's academic readiness - Children overall made significant progress increasing their number counting ability, number identification ability, letter identification ability, and sound identification ability. Children are making progress with regard to early literacy and early numeracy.

North Central Council of School Television	$429,000	$267,500	$3.44/child

We logged thousands of miles in North Dakota to bring resources and knowledge to children, parents, care-providers, teachers, administrators and community members. This included 8 professional development trainings for educators and 11 educational conferences, including our most comprehensive training, the annual Teacher Training Institute in June, attended by 62 educators. This year featured a collaborative event with two educational service cooperatives in Minnesota. Participants learned from master teachers and other presenters who modeled classroom lessons and other sessions on technology-related topics, including how to use digital media to integrate STEAM, history, and culture into the classroom. We awarded grants to host Family Literacy Events in 15 different schools. These are intended to engage families in their children's learning through educational events that feature our mobile lab, a popular PBS character, and the distribution of free books and resources for parenting and early childhood. In addition, Education Services coordinated or participated in 21 Community Events and Pop Ups within the state and region. Our staff maintained resources on the ndstudies.org website, and continued to provide access to digital media through our website prairiepubliceducation.org, PBS LearningMedia and several other sources.

North Dakota Governor's School	$311,000	$230,000	$3,840

The North Dakota Governor's School (NDGS) strives to provide a meaningful five-week residential interdisciplinary summer program of study to intellectually develop and challenge academically able high school juniors and seniors. We aim to provide a means of academic and social growth that will develop leaders who possess the confidence and vision to excel in the areas of knowledge, community, and personal responsibility. NDGS successfully provides a rigorous learning experience. 79% of scholars reported that they learned much more about a subject at NDGS than at their home schools. An additional 17% reported that they learned somewhat more about a subject. Also, 59% of scholars indicate that their study skills improved somewhat or a lot while at NDGS. In addition, 90% of scholars reported that their interest in learning was somewhat more or much more at NDGS than compared to their home schools. When asked to grade NDGS on a traditional letter scale (e.g., A = 4) by our scholars, NDGS earned a 3.87. The strong majority of scholars (87%) rate their overall NDGS experience as excellent (an A grade). The remaining scholars rate their experience as good (a B grade).

North Dakota LEAD Center	$322,116	$133,750	overall $404/participant or DPI Grant $167/participant	Some of the workshops provided include: Collaborate 21, Effective Communication, Professional Learning Communities, Leading Effective Change, Instructional Leadership Academy, Principal Leadership Series, Services provided include: Principal and Teacher Evaluation System Support (PTESS) presentations, online 360 Evaluations for school leaders, and assistance with development of the PTESS ND Guidelines.
North Dakota Museum of Art	$271,500, plus $38,000 from communities	$271,500	$14.70	1) K-12 and college students are exposed to excellent art in a real museum-like setting. 2) These students are exposed to art and ideas from around the world 3) According to teachers throughout North Dakota, this is the first experience of its kind for many of their students 4) Through the lesson plans, visual arts are incorporated into core subject drawing teachers from classes such as biology, history, social studies, and language arts. 5) This is the only art many of these students and their families ever see. 6) Through the workshops students meet practicing artist, many for the first time. 7) The program helps teachers understand the role that arts can play within their curriculum.

North Dakota Teacher Center Network	$216,380 expenses + $211,908 in-kind	$180,000	$50.57	The nine Teacher Centers in the state served 6,730 teachers and 1,739 pre-service teachers with 81,219 students impacted during the 2015-2016 school year. Through newsletters and other electronic updates, center directors shared information regarding upcoming professional activities (workshops, classes and non-credit classes) available in the immediate area, information on materials available through the center and feedback from the center's policy board. Eight statewide newsletters were distributed with monthly circulation of more than 6,400. The nine centers serve as repositories of various types of library/instructional resources, more than 13,000 in all. All of the resources located at each center are loaned to teachers and administrators from membership schools. Materials available at each center may include but are not limited to sample textbooks, professional literature, audio/visual materials and resource kits distributed by such agencies as the North Dakota Game and Fish Department. The nine centers sponsored or co-sponsored multiple professional development programs during Fiscal Year 2015-2016. There were 8,484 participants in 230 courses. The centers also supported numerous additional activities throughout the year with more than 9,000 participants. The nine centers have cooperative arrangements with almost 70 different non-school agencies/organizations/groups within North Dakota and Minnesota. These agencies partnered with the centers to offer services to North Dakota educators. They may have used the center as a means to publicize events, provide assistance in developing projects and distribute materials. Organizations utilizing the statewide newsletter to advertise are assessed a fee established by the network. Pursuant to a directive from the ND State Legislature in 2015, Teacher Centers are either fully merged or in the process of merger with their local Regional Education Association (REA).
Northern Plains Writing Project	$93,000	$20,000	$2,000	The outcome of the Northern Plains Writing Project continues to be a center for continued training ground for area educators. Each summer the NPWP offers public school teachers the opportunity to meet with other area educators to share successful teaching strategies, conducting mini teacher in-services, while reading and conducting research on new and/or emerging models of effective classroom management, instruction, and classroom community-building.

Red River Writing Project	$80,829	$53,889	$46.37

The Red River Valley Writing Project conducted summer workshops for teachers and academic year professional development presentations, study, and writing groups, totaling 3,362 educator contact hours. We also led Youth/student/community writing activities, through partnerships with the Plains Art Museum and Turtle Mountain Schools, totaling 2,114 contact hours. All data come from the RRVWP's annual site reports to the National Writing Project, available upon request. Educator programs included one-week and intensive summer/fall workshops focusing on aspects of the Common Core State Standards for writing; specifically argument writing through the National Writing Project's new College-Ready Writers Program; and professional development for teachers who work with veterans and high-needs students. We reached teachers in 20 different counties and 77 different schools, providing professional development to all teachers, but especially to rural teachers of our state. The Teacher Consultants in the RRVWP also took a leadership role in providing professional development presentations at the North Dakota Council for Teachers of English.

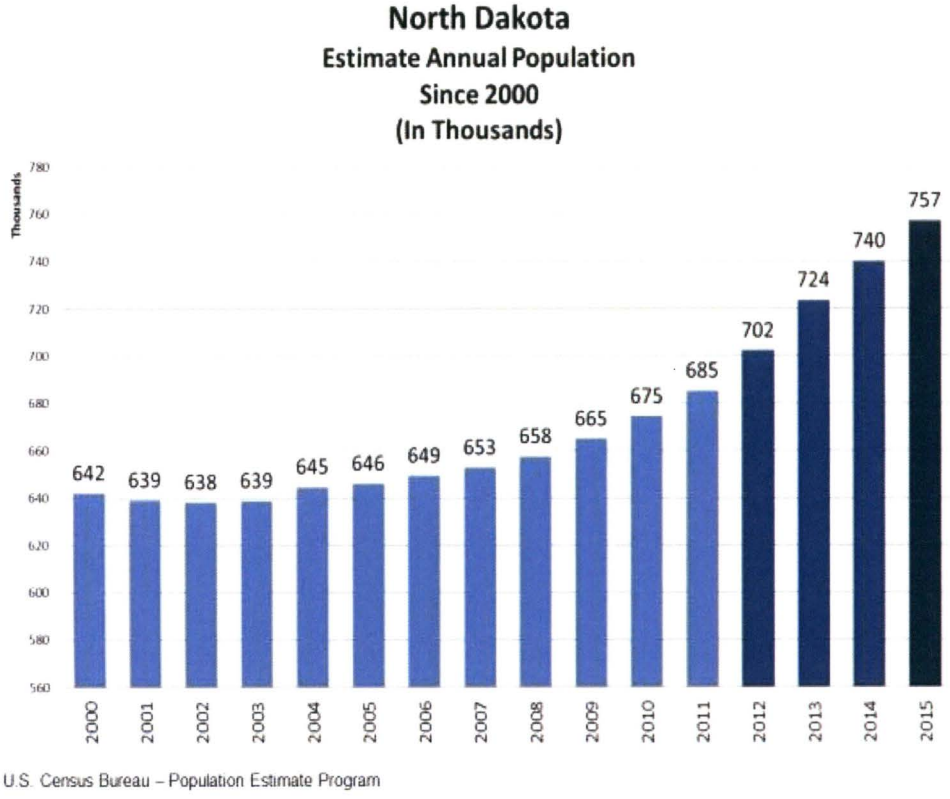
Did not respond to requests for information:
Global Bridges
Pathfinders Parent Project
We the People Program
Young Entrepreneur Education Program

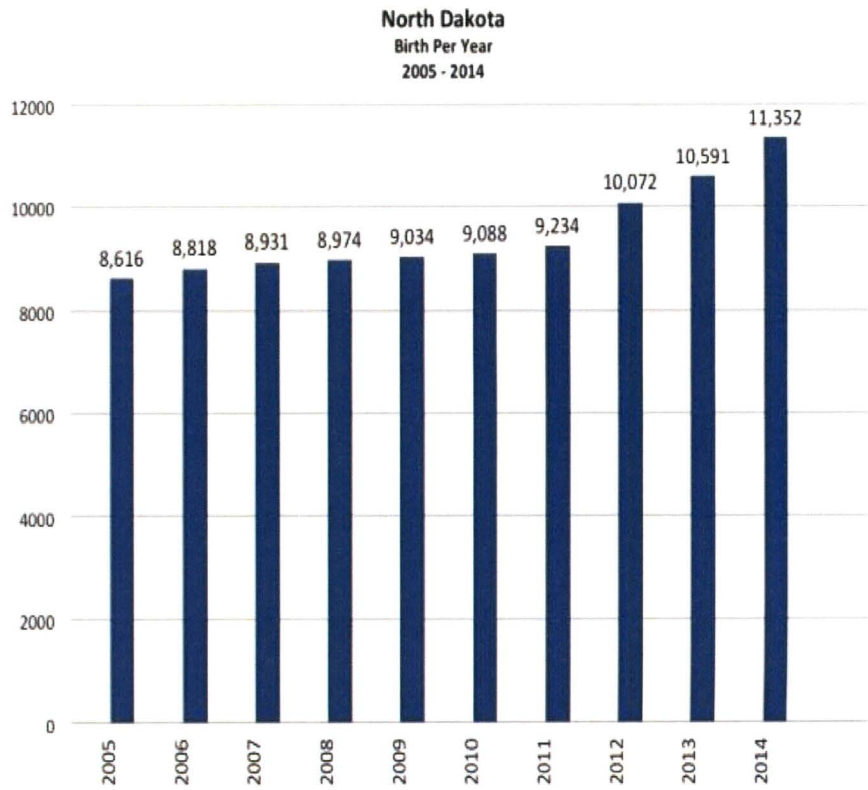
ND K-12
2016-17 Statistics

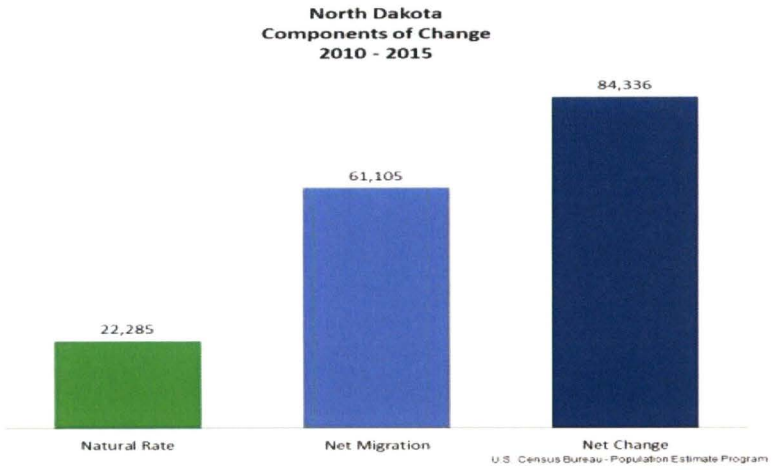
	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	178	43	4	5	32	13	275
Schools	373	53	4	6	-	-	436
K-12 Enrollment	106,863	6,573	35	1,532	-	-	115,003
Licensed Staff	10,452	708	76	227	380	128	11,971
Non-Licensed Staff	6,518	337	75	180	227	46	7,383
Graduates	6,817	323	4	43	-	-	7,187

ND Population Historical Overview

1870	2,405
1880	36,909
1890	190,983
1900	319,146
1910	577,056
1920	646,872
1930	680,845
1940	641,935
1950	619,636
1960	632,446
1970	617,761
1980	652,717
1990	638,800
2000	642,200
2010	672,591
2015 est.	757,000



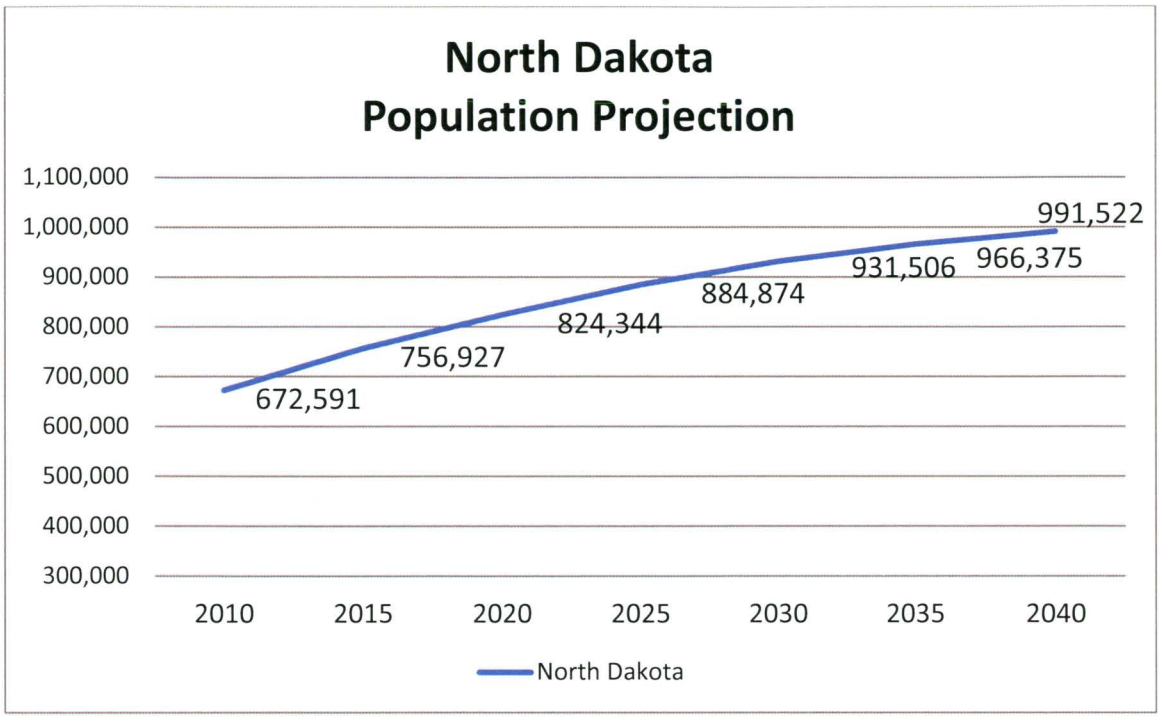




source: North Dakota Census Office

EXPECTED MIGRATION SCENARIO

The population of the state is expected to grow continuously from now to 2040, but begin to slow after 2030.

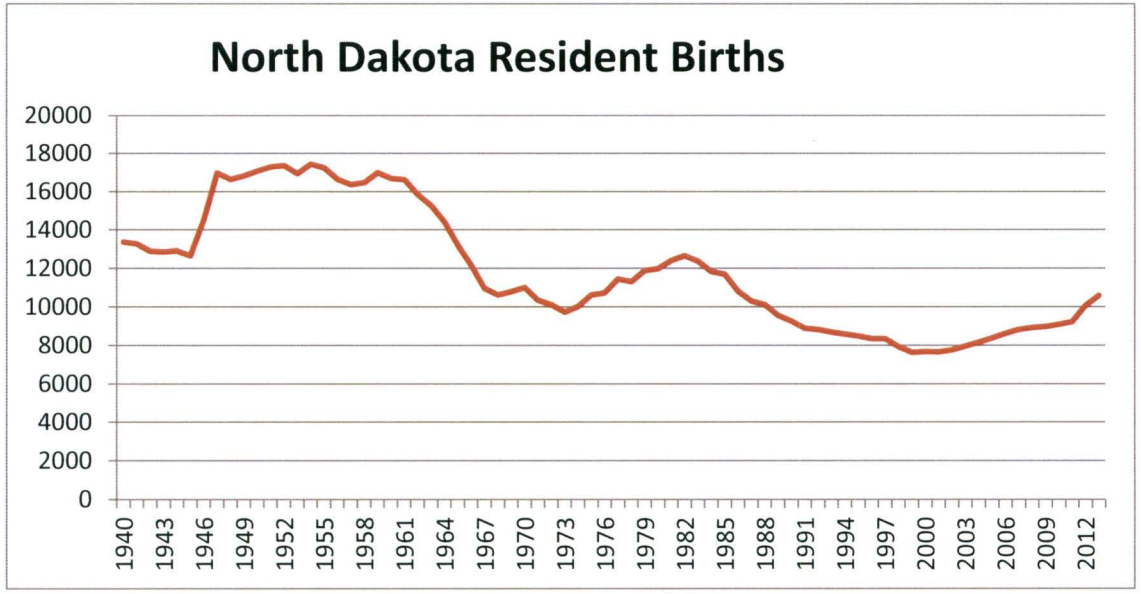


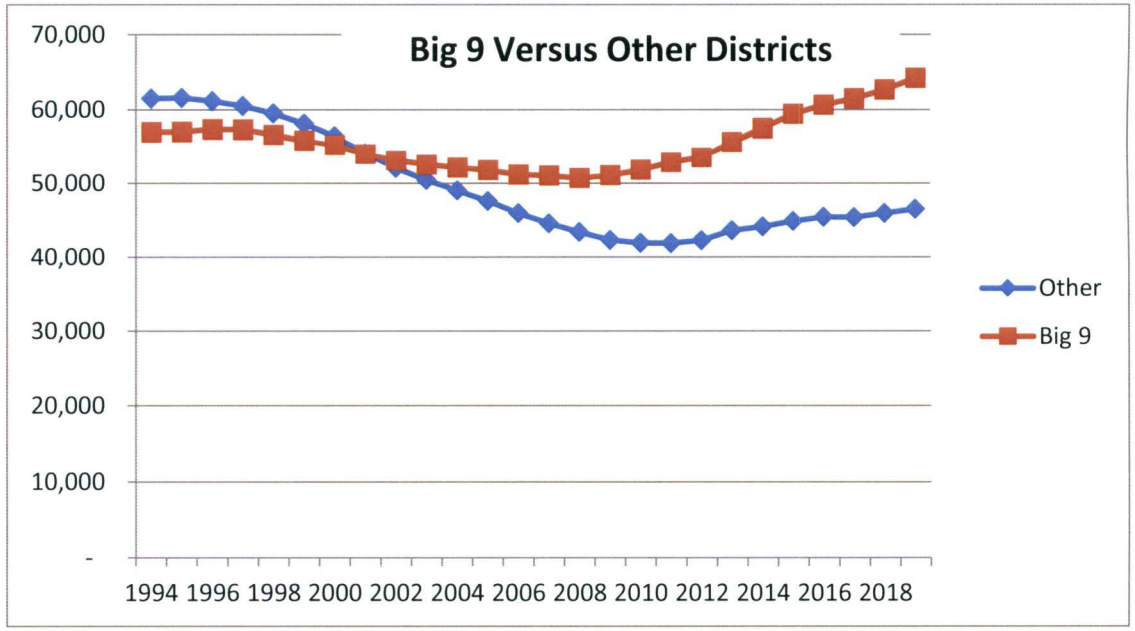
COMPONENTS OF CHANGE

Population change is generally counted in two ways: natural growth (births minus deaths) and net migration. There is a high level of interaction between these two components as the age groups most likely to migrate are those of, or near, child bearing ages and young children. Increased migration into the state has resulted in a significant increase in childbirths within the past few years. Under our expected migration scenario, this component is expected to continue to be a factor in the state's population growth between now and 2025. Afterwards, natural growth is expected to surpass migration as the primary driver in the growth of the state's population. Natural growth is expected to reach its highest level of contribution to the state's population increase during the timeframe from 2026 and 2030 and slowly taper off afterwards, but remain positive.

North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,116	57,540	101,656
2015	44,839	59,439	104,278
2016	45,423	60,647	106,070
2017	45,373	61,490	106,863
2018	45,928	62,676	108,604
2019	46,480	64,212	110,692





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 11/2016

2018 and 2019 projected using 3 year cohort survival routine

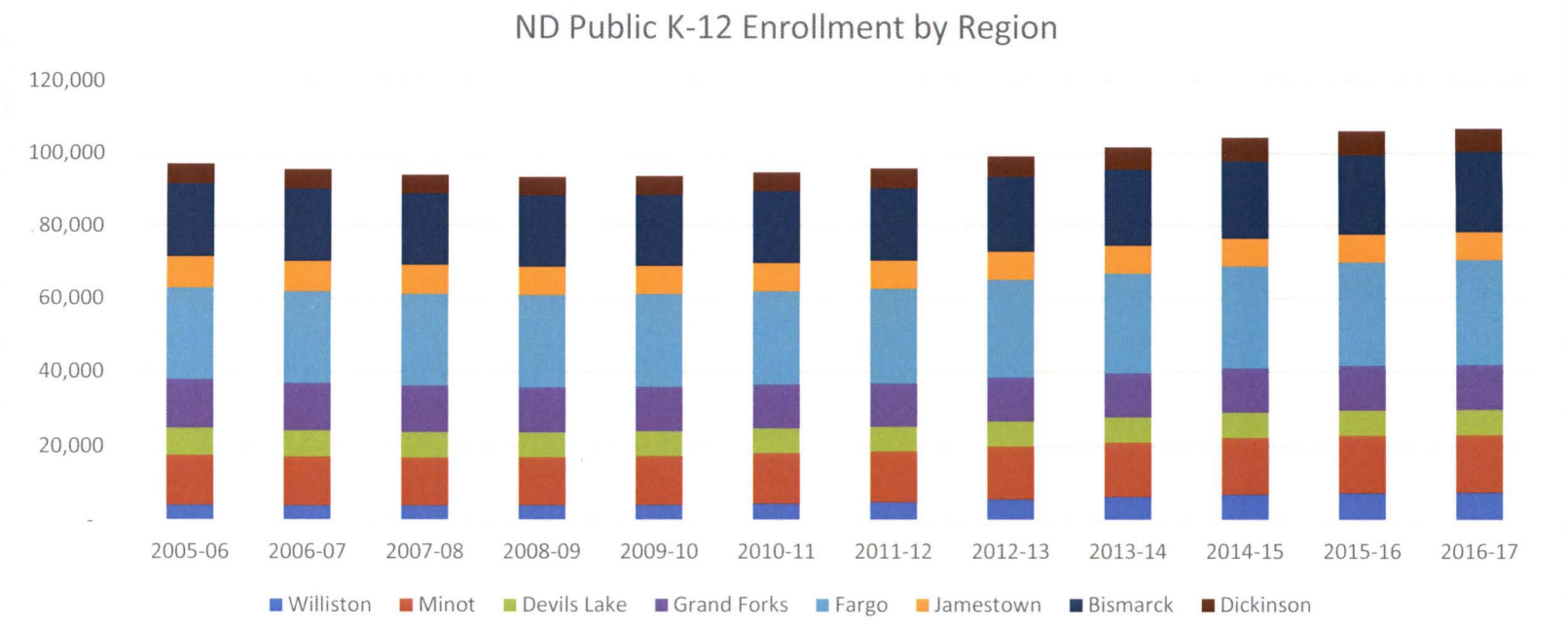
2017 finalized November 1, 2016

ND Public K-12 Enrollment by Region

State planning regions

Finalized November 1, 2016

Region Number	Region Name	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2010-11	
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Students	Percent
1	Williston	4,209	4,056	4,061	4,123	4,236	4,583	5,013	5,721	6,457	7,052	7,502	7,668	166	2.2%	3,085	67.3%
2	Minot	13,448	13,177	12,944	12,959	13,177	13,640	13,650	14,246	14,578	15,294	15,406	15,373	(33)	-0.2%	1,733	12.7%
3	Devils Lake	7,200	6,982	6,765	6,621	6,627	6,612	6,572	6,714	6,719	6,672	6,716	6,767	51	0.8%	155	2.3%
4	Grand Forks	13,023	12,666	12,420	11,963	11,849	11,691	11,579	11,755	11,781	11,864	11,940	12,020	80	0.7%	329	2.8%
5	Fargo	25,027	25,012	24,964	25,126	25,257	25,400	25,837	26,673	27,262	27,889	28,348	28,732	384	1.3%	3,332	13.1%
6	Jamestown	8,555	8,269	7,963	7,812	7,732	7,760	7,702	7,719	7,648	7,678	7,656	7,656	-	0.0%	(104)	-1.3%
7	Bismarck	20,119	19,982	19,686	19,647	19,586	19,815	19,975	20,634	21,066	21,367	21,927	22,222	295	1.3%	2,407	12.1%
8	Dickinson	5,539	5,456	5,254	5,155	5,251	5,228	5,450	5,730	6,145	6,462	6,575	6,425	(150)	-2.3%	1,197	22.9%
	Total	97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	793	0.7%	12,134	12.8%
	Change		(1,520)	(1,543)	(651)	309	1,014	1,049	3,414	2,464	2,622	1,792	793				



Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)							PRELIM					One Year				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Frontier	Oil Prod	Big 10
53	Williams	3,079	3,009	3,015	3,081	3,165	3,430	3,695	4,106	4,627	4,913	5,287	5,447	160	2.9%		x	x
08	Burleigh	10,761	10,872	10,873	10,918	10,936	11,102	11,264	11,675	11,926	12,244	12,575	12,936	361	2.8%			x
09	Cass	18,851	18,991	19,066	19,403	19,751	19,974	20,434	21,295	21,912	22,562	23,090	23,542	452	1.9%			x
18	Grand Forks	9,183	8,996	8,797	8,500	8,458	8,415	8,342	8,506	8,587	8,720	8,818	8,908	90	1.0%			x
40	Rolette	2,855	2,790	2,727	2,715	2,775	2,802	2,780	2,904	2,877	2,881	2,923	2,928	5	0.2%			x
30	Morton	4,131	4,073	3,987	3,989	4,028	4,134	4,102	4,223	4,391	4,398	4,522	4,530	8	0.2%			x
51	Ward	8,713	8,607	8,398	8,435	8,673	9,090	8,992	9,428	9,708	10,119	10,155	10,110	(45)	-0.4%		x	x
39	Richland	2,570	2,487	2,423	2,337	2,260	2,282	2,287	2,250	2,251	2,234	2,228	2,217	(11)	-0.5%			x
47	Stutsman	2,831	2,724	2,645	2,617	2,607	2,555	2,575	2,558	2,548	2,591	2,613	2,592	(21)	-0.8%			x
45	Stark	3,318	3,295	3,199	3,160	3,228	3,272	3,404	3,562	3,897	4,209	4,265	4,208	(57)	-1.4%		x	x
20	Griggs	462	415	407	392	377	375	365	370	368	376	385	413	28	6.8%	x		
14	Eddy	468	421	385	353	322	341	320	340	319	312	296	315	19	6.0%	x		
52	Wells	664	638	589	566	546	568	542	548	544	543	531	560	29	5.2%	x		
48	Towner	353	322	297	301	281	271	265	261	272	269	273	286	13	4.5%	x		
22	Kidder	435	408	397	400	400	402	375	370	368	353	350	366	16	4.4%	x		
31	Mountrail	1,347	1,327	1,380	1,370	1,433	1,491	1,564	1,616	1,591	1,787	1,817	1,873	56	3.0%	x	x	
43	Sioux	436	399	360	350	384	397	413	421	424	438	469	478	9	1.9%	x		
32	Nelson	524	490	494	462	468	443	449	443	455	439	414	419	5	1.2%	x		
02	Barnes	1,608	1,557	1,521	1,512	1,523	1,540	1,506	1,492	1,471	1,475	1,424	1,441	17	1.2%			
36	Ramsey	1,985	1,922	1,861	1,800	1,832	1,791	1,743	1,759	1,764	1,748	1,772	1,790	18	1.0%			
10	Cavalier	580	555	521	479	458	437	442	428	435	438	472	476	4	0.8%	x		
26	McIntosh	457	430	391	374	381	390	379	377	384	374	359	361	2	0.6%	x		
19	Grant	317	304	286	255	247	243	238	237	221	212	225	226	1	0.4%	x		
29	Mercer	1,459	1,403	1,342	1,333	1,251	1,254	1,241	1,276	1,312	1,282	1,289	1,294	5	0.4%		x	
05	Bottineau	902	857	816	852	785	765	761	795	820	861	844	847	3	0.4%	x	x	
27	McKenzie	865	810	813	814	839	927	1,038	1,275	1,476	1,783	1,875	1,881	6	0.3%	x	x	
34	Pembina	1,413	1,333	1,328	1,247	1,224	1,309	1,260	1,231	1,195	1,147	1,130	1,132	2	0.2%			
12	Divide	265	237	233	228	232	226	280	340	354	356	340	340	-	0.0%	x	x	
44	Slope	13	16	16	15	21	19	15	16	23	22	21	21	-	0.0%	x	x	
25	McHenry	1,006	962	904	875	862	853	857	909	954	953	969	969	-	0.0%	x	x	
01	Adams	336	312	282	279	283	258	248	280	277	266	268	267	(1)	-0.4%	x	x	
23	LaMoure	671	658	647	613	625	630	631	650	653	643	644	641	(3)	-0.5%	x		
41	Sargent	804	799	759	740	708	671	664	649	638	615	608	605	(3)	-0.5%	x		
49	Traill	1,507	1,454	1,437	1,396	1,331	1,311	1,274	1,329	1,315	1,329	1,302	1,293	(9)	-0.7%			
03	Benson	959	972	974	973	959	970	1,022	1,022	1,052	1,024	980	972	(8)	-0.8%	x		
50	Walsh	1,903	1,847	1,801	1,754	1,699	1,524	1,528	1,575	1,544	1,558	1,578	1,561	(17)	-1.1%			
24	Logan	335	346	327	328	331	340	343	355	345	342	341	337	(4)	-1.2%	x		
38	Renville	623	577	578	575	572	577	604	596	601	607	630	615	(15)	-2.4%	x	x	

Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)							PRELIM					One Year				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Students	Percent	Frontier	Oil Prod	Big 10
16	Foster	647	616	583	573	529	518	539	543	520	520	517	502	(15)	-3.0%	x		
35	Pierce	594	574	625	610	613	612	603	583	573	604	613	595	(18)	-3.0%	x		
06	Bowman	590	605	587	559	551	525	548	595	612	593	604	585	(19)	-3.2%	x	x	
28	McLean	1,518	1,497	1,454	1,436	1,433	1,410	1,484	1,582	1,546	1,600	1,623	1,569	(54)	-3.4%	x	x	
37	Ransom	989	990	994	972	947	920	945	929	955	963	952	918	(34)	-3.7%	x		
21	Hettinger	418	411	386	360	373	379	409	421	424	451	468	451	(17)	-3.8%	x	x	
07	Burke	263	273	243	242	239	252	269	319	331	363	378	364	(14)	-3.8%	x	x	
11	Dickey	880	885	853	837	813	844	822	826	815	814	842	809	(33)	-4.1%	x		
15	Emmons	659	628	618	621	588	571	548	544	548	528	535	505	(30)	-5.9%	x		
13	Dunn	473	447	429	438	437	434	452	476	516	527	534	504	(30)	-6.0%	x	x	
42	Sheridan	138	143	132	137	123	106	100	106	103	104	115	108	(7)	-6.5%	x		
04	Billings	50	48	46	42	44	38	55	67	76	73	80	75	(5)	-6.7%	x	x	
33	Oliver	265	255	237	208	196	196	210	200	227	208	224	210	(14)	-6.7%	x		
17	Golden Valley	341	322	309	302	314	303	319	313	320	321	335	314	(21)	-6.7%	x	x	
46	Steele	306	291	285	278	260	242	233	221	191	186	168	157	(11)	-7.0%	x		
Total		97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	793	0.7%	37	19	10

														One Year Change		Change from 2010-11	
														Students	Percent	Students	Percent
Non Frontier Counties	76,167	75,360	74,420	74,197	74,741	75,785	76,427	79,169	81,325	83,410	84,971	85,929	958	1.1%	10,144	13.4%
[1]Frontier Counties	20,953	20,240	19,637	19,209	18,974	18,944	19,351	20,023	20,331	20,868	21,099	20,934	(165)	-0.8%	1,990	10.5%

[1]Counties with less than seven persons per square mile (U.S. Census Bureau 2010).

														One Year Change		Change from 2010-11	
														Students	Percent	Students	Percent
[2]Oil Producing Counties	25,579	25,015	24,430	24,396	24,735	25,503	26,235	27,972	29,465	31,086	31,782	31,734	(48)	-0.2%	6,231	24.4%
Non-Oil Producing Coun	71,541	70,585	69,627	69,010	68,980	69,226	69,543	71,220	72,191	73,192	74,288	75,129	841	1.1%	5,903	8.5%

[2]Members of ND Association of Oil & Gas Producing Counties.

														One Year Change		Change from 2010-11	
														Students	Percent	Students	Percent
[3]Largest 10 Counties	66,292	65,844	65,130	65,155	65,881	67,056	67,875	70,507	72,724	74,871	76,476	77,418	942	1.2%	10,362	15.5%
All Other Counties	30,828	29,756	28,927	28,251	27,834	27,673	27,903	28,685	28,932	29,407	29,594	29,445	(149)	-0.5%	1,772	6.4%

[3] Counties containing school districts with enrollment exceeding 2,000 students.

ND Public K-12 Enrollment Cohorts
Unduplicated Fall Enrollment Count

	School Year											---> projected	
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Kindergarten	6,578	6,648	6,729	7,214	7,470	7,445	8,236	8,575	8,822	9,033	8,925	8,841	9,078	9,270
Grade 1	6,907	6,704	6,827	6,744	7,147	7,478	7,517	8,366	8,605	8,901	9,051	8,719	8,770	8,991
Grade 2	6,916	6,747	6,511	6,748	6,725	7,195	7,487	7,707	8,401	8,642	8,871	8,843	8,616	8,663
Grade 3	6,913	6,907	6,787	6,541	6,839	6,914	7,225	7,723	7,853	8,417	8,663	8,758	8,804	8,582
Grade 4	7,014	6,929	6,931	6,812	6,547	6,972	7,025	7,379	7,817	7,989	8,433	8,671	8,774	8,821
Grade 5	7,077	7,001	6,983	6,962	6,904	6,675	7,023	7,291	7,531	7,953	7,984	8,454	8,686	8,790
Grade 6	7,299	7,130	7,036	7,074	7,089	7,140	6,884	7,338	7,462	7,809	8,096	8,119	8,658	8,861
Grade 7	7,877	7,465	7,289	7,218	7,249	7,367	7,320	7,254	7,585	7,661	7,948	8,190	8,259	8,806
Grade 8	7,987	7,868	7,467	7,360	7,301	7,297	7,421	7,496	7,335	7,638	7,694	7,925	8,198	8,277
Grade 9	8,461	8,262	8,045	7,670	7,572	7,578	7,462	7,796	7,776	7,672	7,931	7,985	8,216	8,509
Grade 10	8,235	8,174	8,002	7,855	7,683	7,682	7,517	7,515	7,707	7,678	7,607	7,763	7,897	8,126
Grade 11	7,992	7,961	7,802	7,620	7,563	7,415	7,354	7,414	7,414	7,458	7,434	7,251	7,460	7,592
Grade 12	7,864	7,804	7,643	7,588	7,626	7,563	7,308	7,338	7,348	7,427	7,433	7,344	7,188	7,404
Total	97,120	95,600	94,052	93,406	93,715	94,721	95,779	99,192	101,656	104,278	106,070	106,863	108,604	110,692
Change		(1,520)	(1,548)	(646)	309	1,006	1,058	3,413	2,464	2,622	1,792	793	1,741	2,088

2016-17 Enrollment Observations

Enrollment in public schools declined by 25,000 students over a 15 year period ending 2010.

- Since 2010 enrollment has increased 13,127.
- The fall public K-12 enrollment for 2016-17 is estimated at 106,863.

School Districts declined by 70 over the same period.

- 178 districts ... 150 k-12; 26 elementary; 2 non-operating in 2016-17.
- 175 districts educate students.

The number of teachers remained relatively constant.

- Since 2010 licensed staff have increased 12%.
- Since 2010 enrollment has increased 14%.

More students are entering than exiting.

- Births reached a record low in 2001 and have been rising since then.
  - Births in 2001 were 7,664
  - Births in 2010 were 9,088
  - Births in 2013 were 10,591
  - Births in 2014 were 11,352
  - Births in 2015 were 11,265
- Grades K-4 average 8,760, Grades 4-12 average 7,880.
- Entering Kindergarten are 8,770, exiting seniors are 7,340.

Statewide projections show moderate enrollment increases over the next decade.

- We had been expecting enrollments to increase by 2,000-3,000 annually.
- We have adjusted that to 1,000 to 2,000 annually.

60% of ND students are served in ND's major cities where enrollments are expected to steadily increase.

- 64% of ND students are enrolled in 14 school districts with enrollment over 1,000.
- 58% of ND students are enrolled in 9 school districts with enrollment over 2,000.

Many small rural school districts will continue to experience declines.

- 95 districts lost an average of 14 students.
- 80 districts gained an average 25 students.

Impact from rapid oil development is real and unpredictable.

- The Minot, Williston and Dickinson regions showed no growth in students in 2016-17.
- Fargo and Bismarck regions increased 1.4% over the previous year.

North Dakota Census Office population projections presented as of January 19, 2016:

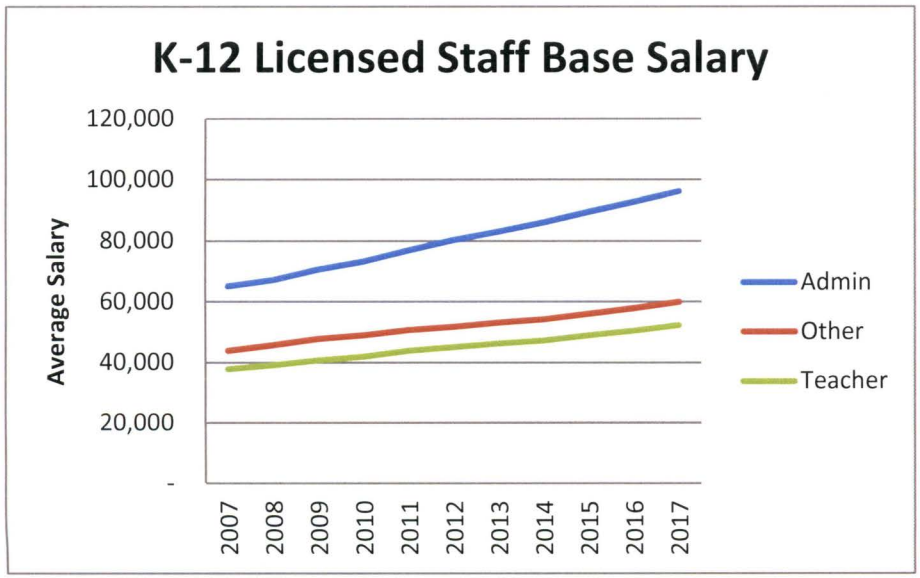
- Since 2010 the state has gained an estimated 84,000 residents.
- On July 1, 2015 the state's population was estimated at 757,000.
- The state's population is estimated to be between 800,000 and 849,000 by 2020, a growth of 23% since 2010.
- A significant reversal of out-migration, an influx in the number of adults of childbearing age and corresponding increase in the number of child births has changed the make-up of the state's population the past few years.

ND Teacher Base Salary and FTE History

School Year	Licensed FTE Admin fte	Other fte	Teacher fte	Average Salary Admin	Other	Teacher	K-12 Enr	Enr/FTE Ratio
2007	516	882	7,568	65,118	43,887	37,840	95,600	10.7
2008	511	875	7,609	67,120	45,725	39,137	94,057	10.5
2009	517	866	7,697	70,608	47,794	40,750	93,406	10.3
2010	521	902	7,829	73,156	48,923	41,977	93,715	10.1
2011	528	1,006	7,881	76,885	50,635	43,852	94,729	10.1
2012	535	1,017	7,911	80,268	51,711	45,072	95,778	10.1
2013	533	1,045	8,076	83,074	53,124	46,275	99,192	10.3
2014	552	1,039	8,192	86,115	54,245	47,231	101,656	10.4
2015	565	1,100	8,330	89,534	56,004	48,893	104,278	10.4
2016	577	1,145	8,474	92,826	57,842	50,455	106,070	10.4
2017	585	1,176	8,575	96,175	59,917	52,239	106,863	10.3

Licensed personnnel (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.



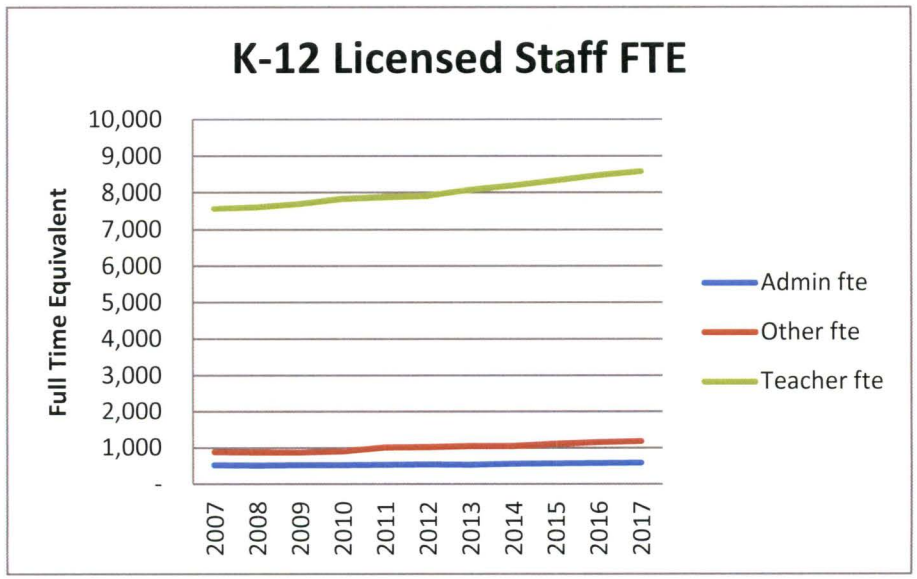


Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2014-15

	Current dollars							Constant 2014-15 dollars[1]							
State	1969-70	1979-80	1989-90	1999-2000	2009-10	2013-14	2014-15	1969-70	1979-80	1989-90	1999-2000	2009-10	2013-14	2014-15	Percent change, 1999-2000 to 2014-15
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	**$8,626**	**$15,970**	**$31,367**	**$41,807**	**$55,202**	**$56,610**	**$57,379**	**$54,046**	**$48,687**	**$58,467**	**$58,448**	**$60,281**	**$57,022**	**$57,379**	**-1.8**
Alabama	6,818	13,060	24,828	36,689	47,571	48,720	49,497	42,718	39,815	46,278	51,293	51,948	49,075	49,497	-3.5
Alaska	10,560	27,210	43,153	46,462	59,672	65,891	66,755	66,163	82,954	80,436	64,956	65,162	66,371	66,755	2.8
Arizona	8,711	15,054	29,402	36,902	46,952	45,335	45,406	54,578	45,894	54,804	51,590	51,272	45,665	45,406	-12.0
Arkansas	6,307	12,299	22,352	33,386	46,700	47,319	48,017	39,516	37,495	41,663	46,675	50,997	47,664	48,017	2.9
California	10,315	18,020	37,998	47,680	68,203	71,396	72,535	64,628	54,937	70,827	66,659	74,478	71,916	72,535	8.8
Colorado	7,761	16,205	30,758	38,163	49,202	49,615	49,828	48,626	49,403	57,332	53,353	53,729	49,976	49,828	-6.6
Connecticut	9,262	16,229	40,461	51,780	64,350	70,583	71,709	58,030	49,476	75,418	72,391	70,271	71,097	71,709	-0.9
Delaware	9,015	16,148	33,377	44,435	57,080	59,305	59,195	56,483	49,230	62,213	62,122	62,332	59,737	59,195	-4.7
District of Columbia	10,285	22,190	38,402	47,076	64,548	73,162	75,490	64,440	67,649	71,580	65,814	70,487	73,695	75,490	14.7
Florida	8,412	14,149	28,803	36,722	46,708	47,780	48,992	52,705	43,135	53,688	51,339	51,006	48,128	48,992	-4.6
Georgia	7,276	13,853	28,006	41,023	53,112	52,924	53,382	45,587	42,233	52,202	57,352	57,999	53,309	53,382	-6.9
Hawaii	9,453	19,920	32,047	40,578	55,063	56,291	57,189	59,227	60,729	59,734	56,730	60,129	56,701	57,189	0.8
Idaho	6,890	13,611	23,861	35,547	46,283	44,465	45,218	43,169	41,495	44,476	49,696	50,541	44,789	45,218	-9.0
Illinois	9,569	17,601	32,794	46,486	62,077	60,124	61,083	59,954	53,659	61,127	64,989	67,789	60,562	61,083	-6.0
Indiana	8,833	15,599	30,902	41,850	49,986	50,289	50,502	55,343	47,556	57,600	58,508	54,585	50,655	50,502	-13.7
Iowa	8,355	15,203	26,747	35,678	49,626	52,032	52,862	52,348	46,349	49,855	49,879	54,192	52,411	52,862	6.0
Kansas	7,612	13,690	28,744	34,981	46,657	48,221	48,990	47,692	41,736	53,578	48,905	50,950	48,572	48,990	0.2
Kentucky	6,953	14,520	26,292	36,380	49,543	50,560	51,093	43,564	44,266	49,007	50,861	54,101	50,928	51,093	0.5
Louisiana	7,028	13,760	24,300	33,109	48,903	49,067	47,886	44,033	41,949	45,294	46,288	53,402	49,424	47,886	3.5
Maine	7,572	13,071	26,881	35,561	46,106	49,232	50,017	47,442	39,849	50,105	49,716	50,348	49,590	50,017	0.6
Maryland	9,383	17,558	36,319	44,048	63,971	64,546	64,845	58,789	53,528	67,697	61,581	69,857	65,016	64,845	5.3
Massachusetts	8,764	17,253	34,712	46,580	69,273	73,195	74,805	54,910	52,598	64,702	65,121	75,647	73,728	74,805	14.9
Michigan	9,826	19,663	37,072	49,044	57,958	62,166	62,778	61,564	59,946	69,101	68,565	63,291	62,619	62,778	-8.4
Minnesota	8,658	15,912	32,190	39,802	52,431	54,752	56,670	54,246	48,510	60,001	55,645	57,255	55,151	56,670	1.8
Mississippi	5,798	11,850	24,292	31,857	45,644	42,187	42,564	36,327	36,126	45,279	44,537	49,844	42,494	42,564	-4.4
Missouri	7,799	13,682	27,094	35,656	45,317	46,750	47,394	48,864	41,712	50,502	49,849	49,487	47,090	47,394	-4.9
Montana	7,606	14,537	25,081	32,121	45,759	49,893	50,999	47,655	44,318	46,750	44,906	49,969	50,256	50,999	13.6
Nebraska	7,375	13,516	25,522	33,237	46,227	49,539	50,318	46,208	41,206	47,572	46,467	50,480	49,900	50,318	8.3
Nevada	9,215	16,295	30,590	39,390	51,524	55,813	56,703	57,736	49,678	57,019	55,069	56,265	56,219	56,703	3.0
New Hampshire	7,771	13,017	28,986	37,734	51,443	57,057	58,554	48,689	39,684	54,029	52,754	56,176	57,472	58,554	11.0
New Jersey	9,130	17,161	35,676	52,015	65,130	68,238	69,038	57,203	52,318	66,499	72,719	71,123	68,735	69,038	-5.1
New Mexico	7,796	14,887	24,756	32,554	46,258	45,727	46,003	48,845	45,385	46,144	45,512	50,514	46,060	46,003	1.1
New York	10,336	19,812	38,925	51,020	71,633	76,409	77,628	64,759	60,400	72,555	71,328	78,224	76,965	77,628	8.8
North Carolina	7,494	14,117	27,883	39,404	46,850	44,990	47,783	46,953	43,038	51,973	55,088	51,161	45,318	47,783	-13.3
North Dakota	6,696	13,263	23,016	29,863	42,964	48,666	50,025	41,953	40,434	42,901	41,750	46,917	49,020	50,025	19.8
Ohio	8,300	15,269	31,218	41,436	55,958	55,913	56,172	52,003	46,550	58,189	57,929	61,107	56,320	56,172	-3.0
Oklahoma	6,882	13,107	23,070	31,298	47,691	44,549	44,628	43,119	39,959	43,002	43,756	52,079	44,873	44,628	2.0
Oregon	8,818	16,266	30,840	42,336	55,224	58,638	59,811	55,249	49,589	57,485	59,187	60,305	59,065	59,811	1.1
Pennsylvania	8,858	16,515	33,338	48,321	59,156	63,701	64,717	55,499	50,348	62,141	67,555	64,599	64,165	64,717	-4.2
Rhode Island	8,776	18,002	36,057	47,041	59,686	64,696	65,918	54,985	54,882	67,209	65,765	65,178	65,167	65,918	0.2
South Carolina	6,927	13,063	27,217	36,081	47,508	48,430	48,709	43,401	39,824	50,731	50,443	51,879	48,783	48,709	-3.4
South Dakota	6,403	12,348	21,300	29,071	38,837	40,023	40,661	40,118	37,645	39,702	40,642	42,410	40,314	40,661	#
Tennessee	7,050	13,972	27,052	36,328	46,290	47,742	48,503	44,171	42,596	50,424	50,788	50,549	48,090	48,503	-4.5
Texas	7,255	14,132	27,496	37,567	48,261	49,690	50,576	45,456	43,083	51,252	52,520	52,701	50,052	50,576	-3.7
Utah	7,644	14,909	23,686	34,946	45,885	45,695	45,848	47,893	45,452	44,150	48,856	50,107	46,028	45,848	-6.2
Vermont	7,968	12,484	29,012	37,758	49,084	55,958	57,642	49,923	38,059	54,077	52,787	53,600	56,365	57,642	9.2
Virginia	8,070	14,060	30,938	38,744	50,015	49,826	50,620	50,562	42,864	57,667	54,166	54,617	50,189	50,620	-6.5
Washington	9,225	18,820	30,457	41,043	53,003	52,969	53,714	57,799	57,376	56,771	57,380	57,880	53,355	53,714	-6.4
West Virginia	7,650	13,710	22,842	35,009	45,959	45,086	45,647	47,931	41,797	42,577	48,944	50,188	45,414	45,647	-6.7
Wisconsin	8,963	16,006	31,921	41,153	51,264	53,679	54,535	56,157	48,797	59,500	57,534	55,981	54,070	54,535	-5.2
Wyoming	8,232	16,012	28,141	34,127	55,861	56,583	57,715	51,577	48,815	52,454	47,711	61,001	56,995	57,715	21.0

#Rounds to zero.

[1] Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.

SOURCE: National Education Association, *Estimates of School Statistics*, 1969-70 through 2014-15. (This table was prepared September 2015.)

State Aid To Schools

	Biennial Appropriation 2001-2003	Biennial Appropriation 2003-2005	Biennial Appropriation 2005-2007	Biennial Appropriation 2007-2009	Biennial Appropriation 2009-2011	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Biennial Appropriation 2015-2017	Exec Rec 2017-2019
*Grants - State school aid	437,971,648	454,579,490	484,053,759	726,165,879	808,370,295	918,459,478	1,752,100,000	1,916,640,000	1,947,120,547
Grants - Transportation	36,000,000	34,800,000	33,500,000	33,500,000	43,500,000	48,500,000	53,500,000	57,000,000	51,300,000
Grants - Special education aid	49,898,695	49,898,695	52,500,000	17,500,000	15,500,000	16,000,000	16,500,000	17,300,000	19,300,000
Grants - Teacher compensation payment	35,036,000	51,854,000	50,912,120						
Grants - Tuition apportionment	67,239,025	69,495,371	71,600,000						
Grants - Revenue supplement payments	2,200,000	5,000,000	5,000,000						
Grants - Supplemental operations					16,795,584				
K-12 State Aid Formula Payments	**628,345,368**	**665,627,556**	**697,565,879**	**777,165,879**	**884,165,879**	**982,959,478**	**1,822,100,000**	**1,990,940,000**	**2,017,720,547**
Other Appropriations									
ITD Powerschool								6,000,000	5,500,000
Grants - Mill Levy Reduction					295,000,000	341,790,000			
Grants - Supplemental one-time					85,644,337				
Grants - Federal one-time Education Jobs Fund						21,517,716			
Grants - Rapid Enrollment						5,000,000	13,600,000	14,800,000	
Grants - Safety Grants							3,000,000		
Grants - ELL								1,000,000	
Grants - ADM supplemental pmt									
Grants - declining enrollment supp pmt									
Grants - Reorganization bonuses	1,665,000	500,000	759,000						
Grants - JPA incentives (SB 2200)			1,000,000						
Supplemental Appropriations									
Additional Tuition Apportionment					322,360	2,214,423			
Deferred Maintenance and Physical Improvement Grants				5,000,000					
Supplemental Transportation Payments					5,000,000				
Deficiency Appropriation - Mill Levy Reduction					4,444,264				
Total Appropriated	630,010,368	666,127,556	695,724,879	785,765,879	1,265,576,840	1,362,481,617	1,847,700,000	2,012,740,000	2,023,220,547

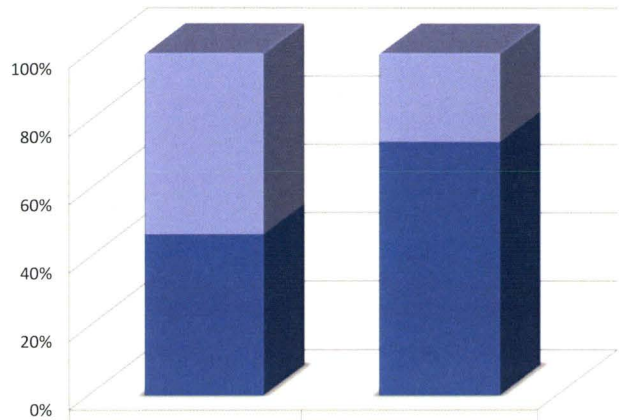
*Grants - State school aid in 2009-2011 included $85,644,337 in federal ARRA Education Stabilization funds.

North Dakota K-12 School Funding Formula

In 2013, the state implemented a K-12 funding formula tied to the cost of providing an adequate education and funded it with a combination of state and local taxes. Local property tax levy authority was decreased significantly with statewide taxes making up the difference. Statewide taxes are now funding approximately 75% of the cost of education.

The local share is 60 mills on taxable valuation and 75%-100% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

Shift in State and Local General Fund Sources



	2009	2014
Local/County	53%	26%
State	47%	74%

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

In the end, North Dakota's K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

The Legislature, through the interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

K-12 School Funding Formula

	Part One: Calculate Base Funding Amount	Example
	Student Membership (ADM)	300
+	Other Program Weighted ADM	30
=	Weighted ADM	330
x	School District Size Factor	1.13
=	Weighted Student Units	373
x	Per Student Rate	9,092
=	Total Formula Amount	3,391,316
+/-	Transition Adjustments	-
=	Total Adjusted Formula Amount	3,391,316
	Part Two: Determine State Aid Payment	
Local Share	60 mills times taxable valuation	600,000
	75%-100% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	2,731,316

The consultants use an evidenced – based (EB) model to determine the resources necessary to educate students to college and career ready proficiency. Included in the model are all of the components necessary to meet the standards. This includes core staffing, administration, operations, professional development, technology and instruction materials. Their report was presented to the Interim Education Funding Committee in June, 2014. The report can be found in the meeting minutes at http://www.legis.nd.gov/assembly/63-2013/interim/15-5088-03000-meeting-minutes.pdf?20141016152129.

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of School Finance and Organization

District Name	County District Number	Payment Month	School Year
Bismarck 1	08-001	December	2016-2017

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	135.90	1.000	135.90
2 Kindergarten	997.79	1.000	997.79
3 Grade 1-6	5,967.73	1.000	5,967.73
4 Grade 7-8	1,819.47	1.000	1,819.47
5 Grade 9-12	3,396.66	1.000	3,396.66
6 Alternative High School	114.87	1.000	114.87
7 Total Average Daily Membership (ADM)			12,432.42

Other Program Membership			
8 Alt High School (from line 6)	114.87	0.250	28.72
9 Special Ed ADM (from line 7)	12,432.42	0.082	1,019.46
10 PK Special Ed ADM (from line 1)	135.90	0.170	23.10
11 Regional Education Association (if member from line 7)	12,432.42	0.002	24.86
12 ELL Level 1	17.01	0.330	5.61
13 ELL Level 2	23.59	0.220	5.19
14 ELL Level 3	42.09	0.070	2.95
15 At Risk	3,244.86	0.025	81.12
16 Home-Education (district supervised)	-	0.200	-
17 Alt Middle School	-	0.150	-
Summer Programs			
18 Summer School	536.96	0.600	322.18
19 Special Ed ESY	1.36	1.000	1.36
Isolated School District			
20 >275 sq miles and <100 ADM	-	0.100	-
21 >600 sq miles and <50 ADM	-	1.100	-

22 Total Weighted Average Daily Membership (add lines 7 through 21)	13,946.97
23 School District Size Weighting Factor	1.0000
24 Total Weighted Student Units	13,946.97
25 Per Student Payment Rate	$9,646.00
26 Total Formula Payment	134,532,472.62

Formula Adjustments		
27 Transition Maximum Adjustment (from line 65)	162,375,422.50	-
28 Transition Minimum Adjustment (from line 70)	125,261,040.21	-
29 Total Adjusted Formula Amount (total lines 26, 27 and 28)		134,532,472.62
30 Contribution from Property Tax (from line 45)		23,484,637.36
31 Contribution from Other Local Revenue (from line 39)		1,951,911.98
32 State Aid Payment (line 29 minus lines 30 and 31)		109,095,923.28

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 32)	109,095,923.28	-	109,095,923.28
2 Transportation (from line 61)	1,268,002.76	-	1,268,002.76
3 State Child Placement	89,049.56	-	89,049.56
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	110,452,975.60	-	110,452,975.60
Excess Fund Balance Offset (from line 49)		-	

B CONTRIBUTION FROM OTHER LOCAL REVENUE

		Total Revenue	Percent	
33	1300 Tuition	660,581.64	75%	495,436.23
34	2999 County	-	75%	-
35	US Flood	-	75%	-
36	Electric Generation, Distribution and Transmission Tax	83,441.00	75%	62,580.75
37	Mobile Home and Other In-Lieu Taxes	1,010,924.00	100%	1,010,924.00
38	Telecommunications	382,971.00	100%	382,971.00
39	Contribution from Other Local Revenue			1,951,911.98

C CONTRIBUTION FROM PROPERTY TAX

40	District Taxable Valuation		408,476,930
41	Contribution Mill Rate		60
42	Contribution from Property Tax (line 40 times line 41 divided by 1000)		24,508,615.80
43	Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
44	Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	23,484,637.36	(1,023,978.44)
45	Adjusted Contribution from Property Tax (total lines 42, 43 and 44)		23,484,637.36

D EXCESS FUND BALANCE OFFSET

46	General Fund Ending Balance	12,308,357.90
47	General Fund Expenditures	153,712,602.27
48	40% of General Fund Expenditures + $20,000	61,505,040.91
49	Excess Fund Balance Offset (line 46 minus line 48, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET

	Transportation Statistics	Rate	Miles	Rides	Total
50	Small Bus Miles	0.550	0.0	xxxxx	-
51	Large Bus Miles	1.180	506,902.0	xxxxx	598,144.36
52	Rural Rides	0.320	xxxxx	843,446	269,902.72
53	Small In-City Miles	0.550	0.0	xxxxx	-
54	Large In-City Miles	1.180	152,936.0	xxxxx	180,464.48
55	In-City Rides	0.320	xxxxx	684,425	219,016.00
56	Family - To School	0.270	1,760.0	xxxxx	475.20
57	Family - To Bus	0.270	0.0	xxxxx	-
58	Not Reimbursable	-	0.0	0	
59	Total Transportation Reimbursement				1,268,002.76
60	Reimbursement Cap --- 90% of transportation expenditures				4,459,056.08
61	Transportation Grant Total (lesser of 90% cap or total)				1,268,002.76

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS

62	Baseline Funding (2012-13 State Aid Formula Payment, MLRG, GF levies and 75%-100% In-lieu)	103,120,773.57
63	Baseline Weighted Student Units (2012-13)	12,400.35
64	Baseline Funding Rate	$8,315.96

	Adjustment for Maximum	Baseline Funding Rate	Maximum Percent	Weighted Student Units	
65	Maximum Increase Amount	$8,315.96	140%	13,946.97	162,375,422.50

	Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66	Minimum Increase Per Student	$8,315.96	108%	13,946.97	125,261,040.21
67	Baseline Funding (from line 62)				103,120,773.57
68	Minimum Funding Percentage				100%
69	Minimum Funding Amount				103,120,773.57
70	Minimum Increase Amount (greater of line 66 or line 69)				125,261,040.21

Statewide Statistical Summary
North Dakota Department of Public Instruction
Office of School Finance
Foundation Aid - Fnd Aid 5.0c

For discussion purposes only

	Actual Year 2015-16 Statewide		Status est. @ Nov 2016 Year 2016-17 Statewide		Preliminary Budget Projections Year 2017-18 Statewide		Year 2018-19 Statewide	
Student Membership	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
1 Pk Special Education	993.84	9,307,312	1,151.09	11,103,414	1,151.09	11,103,414	1,151.09	11,213,919
2 Kindergarten	9,036.15	84,623,545	8,977.25	86,594,554	8,906.45	85,911,617	9,149.59	89,135,306
3 Grade 1-6	50,025.74	468,491,055	51,221.63	494,083,843	51,953.51	501,143,557	52,699.31	513,396,678
4 Grade 7-8	15,350.34	143,755,934	15,631.41	150,780,581	16,165.08	155,928,362	16,514.33	160,882,603
5 Grade 9-12	29,059.57	272,142,873	29,171.76	281,390,797	29,639.40	285,901,652	30,061.65	292,860,594
6 Alternative High School	729.19	6,828,864	775.05	7,476,132	775.05	7,476,132	775.05	7,550,537
7 Total Average Daily Membership (ADM)	105,194.83	985,149,583	106,928.19	1,031,429,321	108,590.58	1,047,464,735	110,351.02	1,075,039,637
			1.6%		1.6%		1.6%	
Other Program Membership								
8 Alt High School	182.31	1,707,333	193.79	1,869,298	193.79	1,869,298	193.79	1,887,902
9 Special Ed ADM	8,626.03	80,782,771	8,768.11	84,577,189	8,904.41	85,891,939	9,048.82	88,153,604
10 PK Special Ed ADM	169.01	1,582,779	195.67	1,887,433	195.67	1,887,433	195.67	1,906,217
11 Regional Education Association	203.47	1,905,497	206.88	1,995,564	210.18	2,027,396	213.80	2,082,840
12 ELL Level 1	70.41	659,390	94.38	910,389	114.38	1,103,309	114.38	1,114,290
13 ELL Level 2	71.79	672,313	98.21	947,334	124.94	1,205,171	124.94	1,217,165
14 ELL Level 3	57.80	541,297	57.28	552,523	57.28	552,523	57.28	558,022
15 At Risk	897.85	8,408,365	999.62	9,642,335	1,015.72	9,797,635	1,032.18	10,055,498
16 Home-Education (district supervised)	12.41	116,220	9.87	95,206	9.87	95,206	9.87	96,154
17 Alternative Middle School	2.65	24,817	2.26	21,800	2.26	21,800	2.26	22,017
Summer Programs								
18 - Summer School	1,179.23	11,043,489	1,178.26	11,365,496	1,178.26	11,365,496	1,178.26	11,478,609
19 - Special Ed ESY	39.48	369,730	41.99	405,036	41.99	405,036	41.99	409,067
Isolated Schools								
20 >275 sq miles and < 100 ADM	95.83	897,448	99.86	963,250	105.61	1,018,714	109.42	1,065,970
21 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
22 Total Weighted Average Daily Membership	116,803.10	1,093,861,032	118,874.37	1,146,662,173	120,744.94	1,164,705,691	122,673.68	1,195,086,991
23 School Size Adjustment Factor	5,385.69	50,436,987	5,315.56	51,273,892	5,257.40	50,712,880	5,240.72	51,055,094
24 Total Weighted Student Units	122,188.79		124,189.93		126,002.34		127,914.40	
Per Student Payment Rate	$9,365		$9,646		**$9,646**		**$9,742**	
Rate Increase			3.0%		0.0%		1.0%	
Total Formula Amount		1,144,298,018		1,197,933,171		1,215,418,572		1,246,142,085
Transition Maximum Adjustment	1.30	(13,792,224)	1.40	(12,448,052)	1.40	(12,606,567)	1.40	(13,319,003)
Transition Minimum Adjustment	1.06	42,396,997	1.08	42,675,850	1.08	44,510,150	1.08	43,284,617
Adjusted Formula Amount		1,172,902,791		1,228,160,969		1,247,322,156		1,276,107,699
Contribution from Property Tax	60	(200,372,189)	60	(219,723,221)	60	(236,947,552)	60	(252,850,501)
Contribution from In-Lieu of Property Tax	75%-100%	(50,491,948)	75%-100%	(53,716,355)	75%-100%	(53,664,765)	75%-100%	(53,407,650)
Ending Fund Balance Offset	45%	(1,581,680)	45%	(1,148,391)	40%		40%	
State Aid Payment		920,456,974		953,573,002		956,709,838		969,849,548
								52,529,410

Projection Notes
1. ADM is projected using a three year cohort survival routine with 2016-17 fall enrollment as the base year.
2. Taxable valuation increases were projected using survey of the largest districts and 3% for the remainder.
3. Other statistical data was based on data supporting the 2016-17 payment year.

Cost to Continue ... Increase Estimates ... revised at November 17, 2016

For discussion purposes only

	State	Local	Total
2nd year rate, students, taxable valuation increase	14,383,863	38,512,857	52,896,721
Add 2017-19 student, taxable valuation increase	28,400,000	31,321,943	59,721,943
Cost to Continue - 2017-19	42,783,863	69,834,800	112,618,663
*Add formula adjustments	9,745,547	1,884	9,747,431
	52,529,410	69,836,685	122,366,095
- Base adjustments for unobligated 2015-17 appropriation	(22,048,863)		
Total increase from 2015-17 appropriation	30,480,547		

* Increase per student rate 1% the second year.

Based on 3 year cohort survival routine (two changes) and 6% taxable valuation increases

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
March 8th 2017
By: Jamie Mertz, Director Fiscal Management
701-328-2176
Department of Public Instruction

Mr. Chairman and Members of the Committee:

Good morning, my name is Jamie Mertz, Director of Fiscal Management for the Department of Public Instruction. I am here to provide you information regarding the Department's 2017-2019 appropriation request. I refer you to the budget book that you have been given this morning.

The Department's budget is large and includes three outlying agencies, the budget documents are separated by pre-printed tabs. The first tab includes information relative to the Department's 2017-2019 budget request including a funding analysis worksheet, major components and optional budget requests.

The second tab labeled 'Flow-Thru State Grants' has information related to the State flow-thru grants including narratives and legislatively required annual reports. Tab number three is labeled 'School Finance Statistics' and covers areas including enrollments, resident births, teacher salary information and the Integrated Funding Formula narrative and worksheets. Jerry Coleman presented this information before the committee earlier in the session.

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There are also tabs for the outlying agencies; ND School for the Deaf, ND State Library and ND Vision Services. Each of these agencies will be providing their own information and testimony following DPI.

The first two pages of the budget book are agendas listing the speakers for today's hearing. The second page of the agenda lists the Pass-Thru Grants along with their contacts. The following page lists each of the informational pieces included in the Department's budget document.

Page 1 of the budget book is a spreadsheet giving the overview of the Department's Administrative Funding. On the left side of the pages, the budget is broken down into categories such as Administration (which includes salaries and operating), Integrated Formula Payment, Grants, Special Line Items and finally totals the budget by funding source. Column 1 is the current 2015-2017 Legislative Appropriation. Our one-time funding items are listed in column 2. Column 3 identifies the reductions that were made to satisfy our portion of SB 2379. The fourth column is the breakdown of our 2017-2019 base level budget. The following two columns show the adjustments and enhancements that the House Appropriations Committee made to our base level budget and finally the appropriation amounts that are currently in HB 1013.

On Page 3 is a graphic that depicts how our base level budget is expended. The majority of NDDPI's budget is funding that is delivered to school districts

through the State Aid formula, Transportation funding or federal grants to school districts for programs such as Title I, Special Education or USDA Nutrition Programs.

Page 4 identifies the major components of our base level budget outside of grants to other entities. The largest line item is salaries and benefits for department employees. The department currently has 99.75 FTEs. This is the same number of FTEs the department has had since 2009. The next line item is professional services which includes assessment testing, child nutrition food services, committee fees and consulting. Operating fees and services are our third highest line which is mainly storage and handling of food. IT expenses are next with most of these funds going to ND ITD. Assessment testing materials are the majority of our fifth largest line item and travel makes up our last largest line. As you can see seventy-five percent of this expense is for non-employee travel.

Pages 5 and 6 shows the department's 2015-2017 adjusted appropriation and our projected expenditures for that time period. We are currently projecting $35.3 million in General Funds to be turned back at the end of the biennium.

On page 7 is the department's organizational chart. We have made significant organizational changes in the last biennium which we believe has made us a more efficient organization.

Pages 8 and 9 identifies the Federal Funding the department has received in the last two fiscal years. We currently don't expect the Federal Funding we receive to change significantly under the Every Student Succeeds Act, also known as ESSA. Some of the grants we do receive will be consolidated into one large block grant and will allow the department along with other state and local entities to address the needs that are determined to be most important.

On page 10 are the FTE and salary and benefit reductions that are currently in HB1013. Positions 1293, 1304 and the realignment of funding sources are what the Department proposed to meet the 90% executive budget request. The department was then asked to reduce the General Funded salary line by an additional 7%. To meet this request we offered up the next 3 positions to be defunded. Finally, the House Appropriation Committee specifically identified 3 research and programming positions to be eliminated and added funds in our Operating line to contract with the University System to provide the work that is done by these 3 positions. While the University System probably has the ability to do this work, we do have some concerns with this change. As you may be aware data and the timeliness of data are very important to the Department. When I make a request for information from these individuals I receive the data back in a very timely manner, sometimes in just a few minutes. If we now need to make these requests to the University System we are at their mercy on when it will be

completed. The Department respectfully requests that these 3 positions be restored which would place our FTE count at the level we had during 2007-2009 biennium.

We do have a couple of additional optional budget requests that are identified on page 11 for a total of $1.95 million.

Our first request is for $500,000 in Special Funds be included in our base budget. These funds are for a service in which we negotiate contracts with food processors on behalf of local school districts. Because we can do this on a larger scale than a single school district we get these foods at lower costs. We pay the processing fees to the processors and get reimbursed by the school districts. The department performs this service for the school districts at no additional cost to them. For the 2015-2017 appropriation we requested $1 million for these contracts. The service was more popular than we anticipated and we went before the Emergency Commission and the Budget Section Committee to get approval for an additional $500,000 in Special Fund spending authority. We are requesting this spending authority to become part of our base level funding and was approved as such by the House.

Our second request is to make the Leveraging the Senior Year a part of our base budget at a cost of $1.45 million in General Funds. This program is a two-pronged approach to ensure all students grow academically during their senior year of high school. The first addresses the need for students to take college

remediation courses. This ensures that students who are not on track to take credit bearing classes their first year of college can get the extra instruction they need their senior year. The second part of this program increases opportunities for students to participate in advanced coursework. This ensures that students who have taken all of the available courses at their high school have greater options for advanced coursework. Part of this funding is used to assist with the cost of students' Advanced Placement exams.

The funding for Leveraging the Senior Year during the current biennium was from 2013-2015 unused State Aid to School Districts that was to be turned back. We are requesting that this funding be made part of our base budget.

The 2nd tab in the binder holds information relative to the State Flow-Thru Grant Requests from the various agencies that are included in the Department's budget. For your review, pages 14-19 has narrative detailing each of the respective programs.

Last session, SB 2013, Section 14 required the State Superintendent to develop a format for reporting on the cost per participant and the outcomes of the State Flow-Thru grants. We have completed this requirement and the annual reporting results for the first year of the biennium are included in the budget book starting on page 20.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget priorities of the Department of Public Instruction. I would be happy to take any additional questions from the committee. Please feel free to contact me or other Department personnel to answer any questions or provide further information. Thank you.

HB 1013 (1)
3-8-17
#2

TESTIMONY ON HB1013
SENATE APPROPRIATIONS COMMITTEE
March 8, 2017
By Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Holmberg and Members of the Committee:

I am Kirsten Baesler, Superintendent of the Department of Public Instruction. I am here to provide information and to testify in support of the Department of Public Instruction's budget.

The Superintendent of Public Instruction is required to enforce all state statutes and federal laws pertaining to the establishment and maintenance of public schools and related programs. The North Dakota Department of Public Instruction distributes state aid to local public school districts. In fact, almost all of our budget is allocated to local schools to fulfill North Dakota Constitution's mandate of providing for "a uniform system of free public schools throughout the state."

The Superintendent of Public Instruction is also responsible for the supervision of the operation of the North Dakota School for the Blind and Vision Services 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 State Library.

You will hear from Superintendent Olson, Superintendent Hovendick, and State Librarian Soucie representing those operations later in the hearing.

Above all else, NDDPI focuses on students and assisting schools to provide the best possible education to prepare students for their future.

Our guiding principle is, "All students will graduate choice ready, with the knowledge, skills and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military."

The strategic plan for the Department of Public Instruction outlines initiatives that focus on student achievement, community involvement, operational excellence and support.

Six priorities have been established to provide a roadmap to success:

- Provide superior customer service and support.
- Attract and retain quality staff.
- Support school climate and academics.
- Provide effective communication.
- Provide high-quality professional development and technical assistance and
- Engage in collaborative data-driven decision-making.

Today I would like to highlight just some of the department's major accomplishments of the past biennium to achieve those priorities for success. They include:

- Administered the ND Scholarship Program and awarded scholarships to over 10,557 resident students to date.
- Developed a partnership with the National Math and Science Initiative (NMSI), a nonprofit organization, to assist our teachers to improve teaching and learning in the areas of math, science and English.
- Matched North Dakota high schools with the School Improvement Network to offer coaching and support to high school principals and school improvement teams to improve teaching and learning.
- Partnered with the Rural Education Laboratory Central to create a Rural Education Research Alliance, which currently includes 23 rural school districts and two educational organizations.
- Implemented the newly mandated mental health & suicide prevention training and resource awareness requirement.
- Assisted 5,672 students earn their General Equivalency Diploma (GED) at Adult Education Centers throughout the state. North Dakota's pass rate on the GED exam is 93% compared to the national average of 83%. Forty-two percent of these students are under the age of 20.

- Created the formation of the State Superintendent's Student Cabinet, to provide a forum for our North Dakota students by giving them a greater role and voice in education policy creation.
- Worked with representatives of teachers, education training programs and ND's teacher licensing board to explore new ways to keep excellent teachers in the profession and develop new educators in our state.
- Began updating the state's academic content standards in English and math, which will be completed by April 1st.
- Began process of preparing the request for proposal for a new state test that will be administered in 2018
- Established a "Leveraging the Senior Year" initiative to motivate students to continue to improve and advance during their senior year of high school so they will not need remediation at college and can earn college credits while still in high school.
- Partnered with large and diverse stakeholders from across the state to write our new state accountability plan for the Every Student Succeeds Act enacted by Congress in December 2015.
- First time in our state's history, we awarded early childhood education grants to 44 of communities to provide Preschool to 978 four year olds.

Today's hearing considers the NDDPI budget bill that is a result of the House Appropriations Committee work with HB 1013, including some components from Governor Dalrymple's budget bill HB 1073, and Governor Burgum's budget recommendations.

HB1013 includes funding appropriated to Leveraging the Senior Year that I spoke of as one of our major accomplishments for students; I respectfully request this funding remain in our budget to ensure the continuation of this successful program.

The NDDPI budget also includes the elimination of eight full time equivalent positions. Three of these positions are currently filled with people responsible for essential program and reporting requirements. Their elimination may adversely impact reporting timelines and place funding at risk.

The third issue I would like to mention are the funding cuts to the adult education program grants. The current appropriation would force NDDPI to reduce the number of students being assisted to secure the General Equivalency Diploma (GED) throughout the state.

Mr. Mertz will provide additional testimony on these requests during his

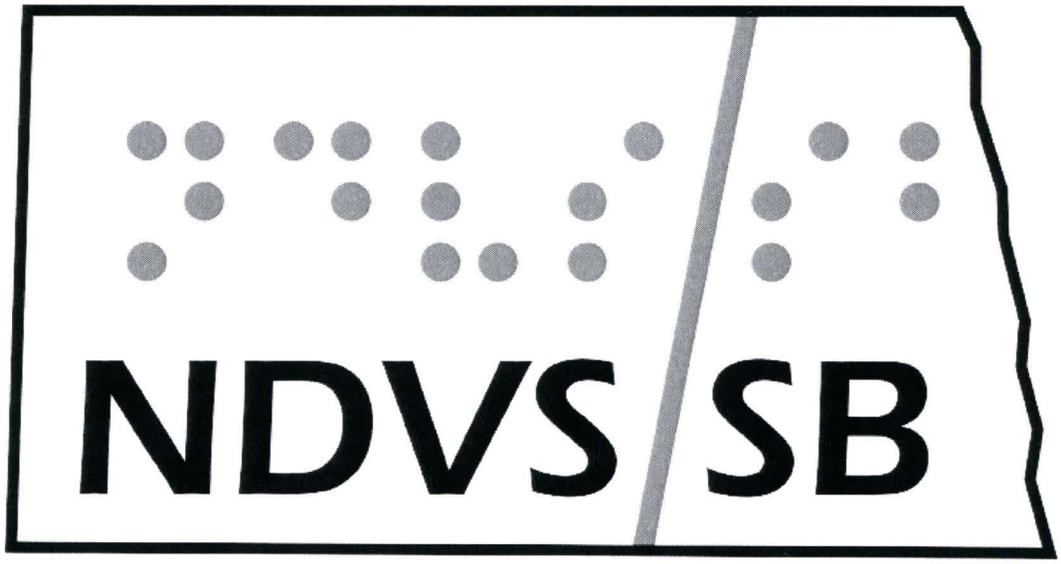
testimony.

Our budget bill also historically includes a number of grants that are called "pass-through grants." At the request of the legislature, NDDPI distributes the grants appropriated by the legislature to various organizations and agencies for different initiatives. Many individuals representing those pass through grants are also here today.

This hearing represents the second step on a long road. We know you have difficult budget choices to make in this session. I want to emphasize that I and any member of our staff are available to answer your questions or provide information for you as you work through the details of this budget.

Mr. Chairman, this concludes my introductory remarks. I will answer any questions you may have before I introduce Jamie Mertz, Director of NDDPI's Fiscal Management Office.

ND Vision Services



See minutes for:
HB 1013 (2) Vision Services
3/8/2017
Job # 28851 + 28862

HB 1013 (2)
3-8-17
#1

NDVS/SB

Testimony to the Senate Appropriations Committee House Bill #1013

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

500 Stanford Rd • Grand Forks, ND 58203
www.ndvisionservices.com

March 8, 2017

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Student learning daily living skills

Students learning about horticulture

Testimony – Paul Olson

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Paul Olson I am the current superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager, and I will provide testimony relative to House Bill 1013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB To inspire hope and the desire to achieve in our students as we strive to be leaders in the field of visual impairment.

Historical Perspective

- Listed in the time table in Appendix A

Programming and Services

NDVS/SB provides services through a model that is unique in the United States. No other school for the blind provides a combination of outreach and short-term programs for students. As both a school and a rehabilitation agency for adults, it is noteworthy that no other agency in the United States provides a full range of services to all age groups in the same way.

Outreach – Birth through High School

Six regionally based teachers of the visually impaired travel to homes and local schools on a daily basis to provide assessment, consultation and instruction. A major focus of outreach is providing 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. This one-on-one instruction provides each student with school days filled primarily with specialized learning. There is a powerful element of self-awareness and confidence when peers share similar experiences unique to the world of visual impairment. The friendships and support that develops among students is priceless.

Adult Services
Two 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.

Six weeks of center-based training weeks are spread throughout the calendar each year to provide intensive one on one instruction to help individuals regain and maintain their independence.

The Vision Resource Center (VRC)
The VRC is the location of a multi-faceted material and equipment distribution service. Specialized materials are distributed to individuals and schools statewide. Some of the materials available include: books in Braille, large print, audio books, descriptive videos and educational kits.

Collaboration
NDVS/SB works hand-in-hand with medical providers, eye doctors, infant development programs, public schools, American Printing House for the Blind, ND State Library, Department of Vocational Rehabilitation and Interagency Project for Assistive Technology to name a few partner organizations.

Targeted Instruction in the Expanded Core Curriculum

- Daily Living Skills (May include dressing, grooming, food preparation, social graces, housekeeping, and clothing care)
- Braille (Includes instruction in reading and writing braille, and braille music)
- Orientation and Mobility (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
- Assistive Technology (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
- Career Education (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
- Recreation/Leisure (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)
- Social Interaction Skills (Includes learning ways to relate to others and to examine their own personal development)
- Visual Efficiency Skills (Includes learning techniques to use their existing vision with proper modification and aids)
- Self-Determination (Includes learning to advocate for themselves)

*One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

- See NDVS/SB brochure

National Involvement

Several NDVS/SB teachers have work closely with the American Printing House for the Blind doing field study research on new products that will be made available to students nationwide.

Superintendent Olson was selected in 2016 by the American Printing House for the Blind to serve three years on the Educational Product Advisory Committee. Superintendent Olson was elected by fellow agency administrators as President-elect of the Council of Schools for the Blind which is a two year term to be followed by two years as President of the organization.

Major Accomplishments

Outreach and center-based service delivery continues to be high quality at the same time as several areas of service have risen in demand. The number of infants and children of school age served in the biennium will exceed the total of 321 from the 2013-15 time period. The number of evaluations performed is notable with a projected increase of 12%. The Braille Access Center produces customized braille for students, agencies and other organizations and is projected to have an increase of over 20%.

Ongoing strategic planning between NDVS/SB and North Dakota Department of Vocational Rehabilitation with an emphasis on assisting transition age students becoming ready for college and/or career. The Workforce Innovation and Opportunity Act (WIOA) has been the impetus for this increased cooperation. In relation to this focus, NDVS/SB hired a ½ time Transition Specialist in the summer of 2015.

NDVS/SB has been venturing into new methods of service delivery via video conferencing. Given the time and cost of providing critical outreach services, select areas of the expanded core curriculum are being addresses in this manner. Although in its infancy, we are hoping this innovative mode of delivery will enhance communication and outcomes.

A new product to aid in mobility for people with blindness was invented for North Dakotans and is now available throughout the world for people in rural settings. The Dakota Disk is an attachment to a white cane that allows blind travelers to walk over rough and snow covered surfaces more easily and safely.

In an effort to improve measurement of quantifiable outcomes for students participating in short-term programming, a new method and tool for recording growth was launched in the fall of 2015. The Indicators Checklist yielded aggregated results demonstrating an average growth of 7% in the life skills that NDVS/SB teaches during these sessions.

Efforts to improve support to families continues to be a high priority as evidenced by the growing "Family Weekend" held every April. This annual high impact event aims to empower families through awareness training on advocacy and other topics relative to improving the educational outcomes for their children.

Agency Critical Issues (Current and Future)

- Formal strategic planning to determine an accurate picture of the statewide needs and resources to meet those needs is overdue. It is essential that an independent review be conducted to ensure that the needs of students and adults with visual impairment are being met adequately. Lack of financial resources to conduct a thorough review is a significant concern.

- Retention and recruitment of qualified staff and personnel throughout the state to meet the unique needs of students and adults with visual impairment is a major concern. There are no known qualified teachers of the visually impaired waiting to fill any vacant positions that will be listed at NDVS/SB in the next 2-4 years. Recruiting from out-of-state is highly unlikely given the national shortage of vision professionals.

- Increasing the number of Certified Orientation and Mobility Specialists working full time in the state is of highest priority. NDVS/SB only has one FTE serving the entire state for children and adults.

- Budget allotments in the 2015-2017 biennium did not allow for updating of critical assistive technology for demonstration/instruction. Staff training in new technologies that provide access to students and adults in educational settings and in the workplace have also been adversely effected.

- Professional development training of instructional staff has been falling behind in recent years due to funding limitations. The field of visual impairment is much like the medical profession; technology and strategies are evolving constantly and at an ever increasing pace. Our students and adult clients are at risk for receiving outdated and irrelevant instruction which places them at a competitive disadvantage in both the academic and vocational arenas.

- Additional collaboration with other agencies and increased focus on assisting individuals to access appropriate training leading to employment is necessary. Unemployment rates for people with visual impairment continues to be unacceptably high.

- Components of the Facility Master Plan have been delayed which could threaten the long-term viability and accessibility of the building. Along with human capital, the building is perhaps our most valuable asset and a symbol of our vitality as an organization. Immediate attention is needed to address the frequent water line breaks. A water line replacement has been requested.

- There is a significant need for improved, formal low vision clinical evaluation for students in North Dakota given the rural nature of the state and the lack of eye care professionals specializing in low vision care. Along with this clinical evaluation, it is imperative that standards for assessment of learning media be established. North Dakota is one of just a few states that have failed to establish minimum guidelines. Without these guidelines, a Free and Appropriate Public Education (FAPE) cannot be guaranteed for our students with visual impairment.

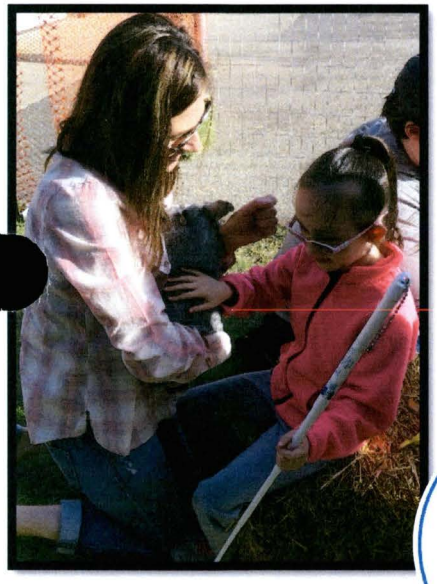
Short-Term Goals

- Expand use of video conferencing and other new modes of service delivery using technology and to enhance training opportunities for staff.

- Fill critical positions to fulfill the mission of the agency and meet the currently unmet needs of students and adult clients. It is a long-term goal to recruit young teachers to take coursework leading to a credential in vision to fill critical teaching positions that will become vacant due to retirements.

- Lead the state in adoption of a standardized method to assess learning media for students with visual impairment. This long overdue need will better ensure students will receive instruction in braille when deemed appropriate.

- Complete a formal strategic plan to better identify unmet needs and the resources needed to meet those needs beyond the 2017-2019 biennium.



2015-17 Appropriation Status as of December 31, 2016

Line item	Original Appropriations	Reductions	Adjusted Appropriations	Appropriation Status Report Expenditures 12/31/2016
Salaries and wages	$4,760,149	($205,800)	$4,554,349	$ 3,302,347.00
Operating expenses	864,706	(102,037)	762,669	472,538.00
Capital assets	81,954	(25,000)	56,954	36,799.00
Total all funds	**$5,706,809**	**($332,837)**	**$5,373,972**	$ 3,811,684.00
Less estimated income	625,325	0	625,325	235,398.00
Total general fund	**$5,081,484**	**($332,837)**	**$4,748,647**	**$ 3,576,286.00**

Payroll:

As of 12/31/2016, we have 2.5 vacant positions. This will enable NDVS to meet the allotment requirements for the Salaries & Wages line item. One of the positions was reclassified for an instructor in western ND. The second vacant FTE, a vision teacher that resigned in August. We have hired a retired vision teacher to partially fill this void during our center based programming weeks. The 1/2 time unfilled position is for an adult service provider. There has been a reduction in working hours for an administrative support position at the employee's request.

Operating:

NDVS maintains 50,000 feet of building space in Grand Forks. NDVS will refrain from purchasing maintenance equipment and office equipment for the current biennium. There will be limited out of state travel and supply purchasing will be limited to what is necessary. NDVS continues to work with the reductions and attempts to only purchase what is necessary.

Capital Assets:

NDVS purchased a server, remodeled two rooms for rental use to Headstart and paid on the special assessment balance. The plans for the remaining balance will be for roof repairs and to pay on the Special Assessment balance to City of GF. We are not able to purchase a rooftop air unit because of the allotment.

Over the short term, service has been and will continue to be modestly affected. We are seeking creative ways to meet growing needs statewide and meet national standards service delivery. Outreach services in the western side of the state are of most concern.

Proposed Budget Reductions 2017-19

- **Funding:** NDVS/SB is funded by General and Special funds (School for the Blind fund). The two primary sources of special funds are rental income and funding from land trusts via Land Department. For 2017 – 19 the trust funds designated to NDVS/SB, will increase by $300,000. Because of this, NDVS/SB is proposing to offset some of our expenses and to make some necessary repairs through the optional packages to our building and property.

- **Proposed budget reductions:** NDVS/SB has reduced the prepared budget by $198,000 ($100,000 or .50 FTE to Salaries and $98,000 to Operating). This .50 position is currently vacant. Operating is 14% of the total base budget. 34% of operating is used to maintain our building, 13% is for ITD costs and 20% is for travel costs within ND for outreach services. It will be difficult to sustain our operating for long periods of time at this level with rising costs.

New Section to chapter 25-06 of the North Dakota Century Code

The following is to clarify the use of the School for the Blind Fund:

The school for the blind 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, revenues received from services and leases, and contributions must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for the provision of services under this chapter.

Base Budget and Request – Executive Recommendation

	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2017-19 Agency Request	29.50	$4,851,747	$743,206	$174,692	$5,769,645	$4,794,160	$975,485	$5,769,645

Executive Budget Rec. via Base Budget	**Executive Budget Recommendation**					**Funding Source**		
	FTE Positions	**Salaries**	**Operating**	**Capital Assets**	**Total**	**General Fund**	**Special Fund**	**Total**
2017-19 Biennium Base Level	30.00	$4,554,349	$739,169	$ 24,454	$5,317,972	$4,748,647	$569,325	$5,317,972
Payroll Changes:								
Cost to continue Teachers on Composite Salary Schedule		121,691			121,691	121,691		121,691
Base Payroll Change		191,598			191,598	175,148	16,450	191,598
Adjustment for allotment		84,109			84,109	84,109	-	84,109
Adjust for FTE change	-0.50	(100,000)			(100,000)	(100,000)		(100,000)
Executive Compensation Changes		101,282			101,282	101,198	84	101,282
Operating Changes:								
Change funding for operating						(250,173)	254,210	4,037
Adjust for allotment			4,037		4,037		-	-
Capital Asset Changes:								
2017 - 19 Base Extraordinary Repairs				14,738	14,738	14,738		14,738
Additional Special Assessments				10,000	10,000		10,000	10,000
HVAC Upgrade				27,000	27,000		27,000	27,000
Water Line Replacement				60,000	60,000		60,000	60,000
Roof top Air Unit				8,500	8,500		8,500	8,500
Carpet Replacement/Reception Area Update				30,000	30,000		30,000	30,000
								-
Executive Funding Change						(200,000)	200,000	-
Executive Recommendation	**29.50**	**$4,953,029**	**$743,206**	**$174,692**	**$5,870,927**	**$4,695,358**	**$1,175,569**	**$5,870,927**

Special Fund Projections:	**2017-19**
Land Department Trust Funds	$ 835,428
Rental Income	349,169
Charge for services	47,000
Other	30,000
Projected Revenue	**$1,261,597**

- Changed $200,000 funding from general to special funding
- Included optional packages

Base Budget and Request – House Version

	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2017-19 Agency Request	29.50	$4,851,747	$743,206	$174,692	$5,769,645	$4,794,160	$975,485	$5,769,645

House Recommendations via Base Budget	**House Version Budget Recommendation**					**Funding Source**		
	FTE Positions	**Salaries**	**Operating**	**Capital Assets**	**Total**	**General Fund**	**Special Fund**	**Total**
2017-19 Biennium Base Level	30.00	$4,554,349	$739,169	$ 24,454	$5,317,972	$4,748,647	$569,325	$5,317,972
Payroll Changes:								
Funding for Health Insurance		91,584			91,584	91,508	76	91,584
Cost to Continue		191,598			191,584	175,148	16,450	191,598
Restores Salaries from 2015-17		105,800			105,800	105,800	-	105,800
Adjust for FTE change	-0.50	-			-	-	-	-
Remove 1 FTE	-1.00	(154,216)			(154,216)	(154,216)	-	(154,216)
Remove Teacher Composite		(121,691)			(121,691)	(121,691)		
Operating Changes:								
Change funding for operating (102,037-98,000)						(250,173)	254,210	4,037
Adjust for allotment			4,037		4,037		-	-
Capital Asset Changes:								
2017 - 19 Base Extraordinary Repairs				14,738	14,738	(24,454)	39,192	14,738
Additional Special Assessments				10,000	10,000		10,000	10,000
HVAC Upgrade				27,000	27,000		27,000	27,000
Water Line Replacement				60,000	60,000		60,000	60,000
Roof top Air Unit				8,500	8,500		8,500	8,500
Carpet Replacement/Reception Area Update				30,000	30,000		30,000	30,000
								-
Executive Funding Change						(200,000)	200,000	-
House Recommendation	**28.50**	**$4,667,424**	**$743,206**	**$174,692**	**$5,585,322**	**$4,370,569**	**$1,214,753**	**$5,585,322**

Special Fund Projections:	**2017-19**
Land Department Trust Funds	$ 835,428
Rental Income	349,169
Charge for services	47,000
Other	30,000
Projected Revenue	**$1,261,597**

House Adjustments to Executive Budget

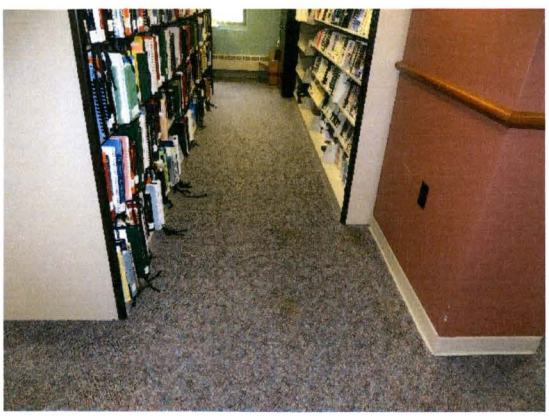
- Removed Salary adjustment for Teachers & Classified
- Removed 1 FTE
- Changed Extraordinary Repairs funding from General to Special Funds

Optional Requests

Priority	Request	Amount	Funding Source	Included	One Time/ Ongoing
1	Replace Water Line	$ 60,000.00	Special	Exec/House	One Time
2	Carpet & Reception area	$ 30,000.00	Special	Exec/House	One Time
3	Rooftop Air Unit - East Wing	$ 8,500.00	Special	Exec/House	One Time
	Total	$ 98,500.00			

1. **Replace water line.** This is a necessary repair. The water line replacement will be from the building to the street. Over the last three years, we have had three leaks. The contractor that repaired the leaks indicated that the piping is over 50 years old and is starting to disintegrate.

2. **Carpet Replacement & Update Reception Area.** These updates will take place in the South Wing. Following construction of the West Wing, there is an area that is a former hallway and not used. NDVS would like to rearrange the area and make better use of that space. Part of the carpet in the South Wing is very old and in need of replacement.



3. **Rooftop Air Unit.** This purchase is a necessary replacement. The current unit is 20 years old. NDVS was going to replace in 2015-2017, and because of the allotment, we were unable to replace.

Desired Changes 2017-2019

- **Funding**: An additional $30,000 to enhance the Operating Budget should the state economy improve. Operating is 14% of the total base budget with literally no excess.
  - Given the difficulty of predicting utility expenses over a two year period and other unanticipated building expenses beyond typical maintenance, an increase in operating budget is requested. Historically, utility expenses have fluctuated as much as $30,000.
  - The highly outreach based model of service necessitates significant travel which is only expected to increase.
  - Technology costs relative to ITD continue to rise as well as the need to update the assistive technology used for instruction with our students and adult clients. Without any increase it is very unlikely we will be able to keep up with technological changes in our field.

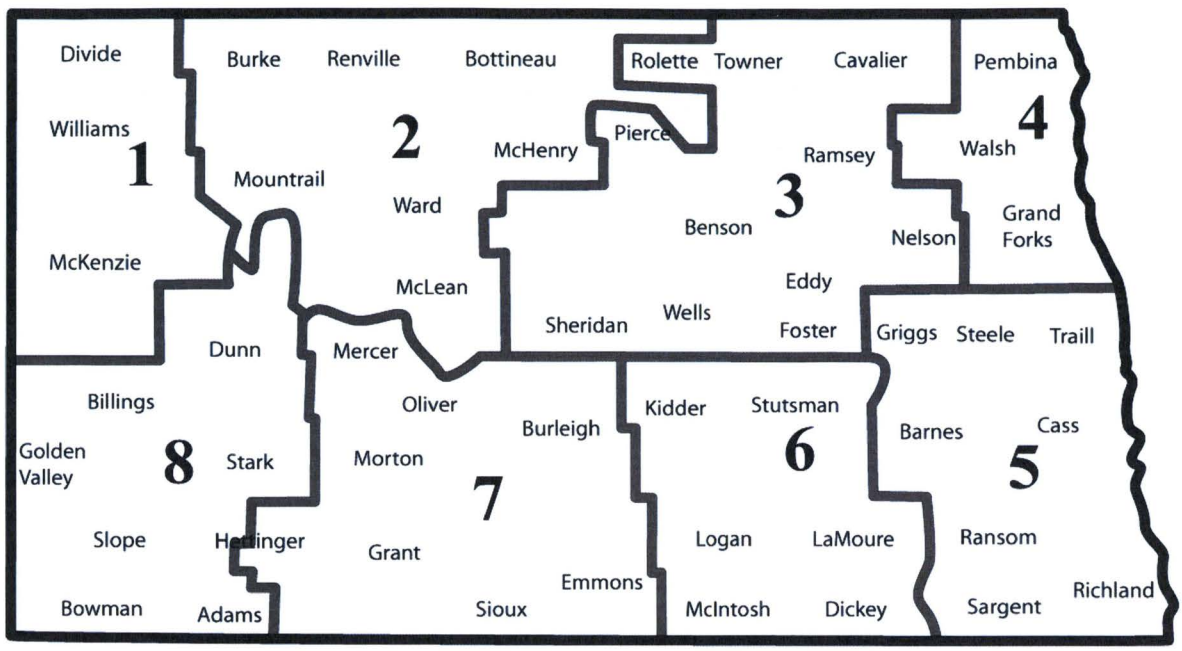
We are satisfied with the Executive Recommendation/House Version given the overall budget circumstances, but if any opportunity exists to provide more margin in operating that would be appreciated.

Client Services Data

Services Provided	2013-2015 Biennium	7/1/15-12/31/16 18 Months
Clients Served (Unduplicated):		
Infants/Students	321	283
Adults	208	182
Total	529	465
Vision Resource Center:		
New Loans	2,277	1,843
Talking Book Machines (quarterly)	1,241	1,106
"Reaching Out" Newsletter (circulated quarterly)	416	386
APH Federal Registry	339	364
Store Sales (Invoices)	491	367
Braille Access Center (pages)	15,950	13,084
Short-term Programs (Persons Served):		
Student Programming	160	97
Adult Weeks	61	36
Summer Camps	19	20
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,767	1,211
Evaluations	351	264
Instruction	9,737	6,179
In-Service Training (Attendees)	1,492	1,287

Adult Services	2013-2015 Biennium	7/1/15-12/31/16 18 Months
Total Adults Served	208	182
Adult Evaluations, Consultations and Instructions (Services Provided):		
Consultations	710	376
Evaluations	26	19
Instruction	2025	1,253
Adults Served at Center Base	43	64

Persons Served By Region
July 1, 2015 to December 31, 2016



Region 1 - Williston
Infants/Students: 8
Adults: 4
Total: 12

Region 2 - Minot
Infants/Students: 34
Adults: 22
Total: 56

Region 3 - Devils Lake
Infants/Students: 22
Adults: 10
Total: 32

Region 4 - Grand Forks
Infants/Students: 41
Adults: 55
Total: 96

Relocated/Out of State
Infants/Students: 8
Adults: 5
Total: 13

Region 5 - Fargo
Infants/Students: 79
Adults: 44
Total: 123

Region 6 - Jamestown
Infants/Students: 37
Adults: 11
Total: 48

Region 7 - Bismarck
Infants/Students: 32
Adults: 26
Total: 58

Region 8 - Dickinson
Infants/Students: 22
Adults: 5
Total: 27

Totals
Infants/Students: 283
Adults: 182
Persons: 465

Conclusion

As a small state agency with an important mission, NDVS/SB is adapting and stretching our creativity during a time of challenge. It is ironic that we interpret this time period as one of the most critical eras of our existence and yet a time when resources have decreased. We are attempting to meet these budget challenges through innovative thinking and use of resources, but real cuts have resulted in reduced outcomes and opportunities.

Two years ago we stated an intent to hire a professional (using an unfilled position) to work on transition and employment. We hired an individual who has begun work to assist teens become ready for college and/or career. Budget allotments, however, have not allowed this ½ time position to increase to full time which has greatly reduced this programs effectiveness. As indicated in the description of critical issues, employment of people with visual impairment nationally and in North Dakota has been very disappointing. It is our intent to increase our effort in this area of service through internal restructuring given the importance of improved outcomes.

The intent to hire a Certified Orientation and Mobility Specialist in Western ND was put on hold because of allotments. This situation was unavoidable but the honest impact has been very unfortunate. NDVS/SB has one full time mobility specialist on staff that is attempting to serve the entire state. This means frequency and intensity of appropriate mobility instruction for children and adults is minimal in spite of an admirable effort by this dedicated staff person. The rationed services that we have become used to do not translate into good outcomes for students and adults who deserve high quality, frequent instruction. It is our intent to work on filling this position in the new biennium as funding allows.

The resources available to provide these wide ranging services have historically been appropriate to meet the needs as the mission of NDVS/SB has expanded. It is our long-standing tradition to work as efficiently and economically as possible in providing both outreach and short-term programming. Emphasis on efficiency and effectiveness will continue as we go into the coming biennium and beyond.

It is our request that the Senate Appropriations Committee support the base budget and optional packages that were supported by the Governor's office and recommended by the House version.

Thank you members of the North Dakota legislature for your support for North Dakota citizens with visual impairment.

p. 15

Historical Time Table

North Dakota Vision Services/School for the Blind has followed an interesting path to the dynamic outreach/center-based programming format followed today. Below are some highlights:

1908 North Dakota School for the Blind opens in Bathgate with 25 residential students

1961 Modern facility opens, with relocation to Grand Forks

1967 NDSB Band performs at the Multi-District Lions Convention in Regina, Saskatchewan; they end their visit with a "Command Performance" for Princess Alexandra, cousin of the Queen

1980 NDSB Pop Singers, accompanying themselves with electric guitars, bass, drums and keyboard, perform at the opening session of the Helen Keller Congress held in Boston on her 100th birthday

1991 NDSB becomes a division of the ND Department of Public Instruction

1994 State legislature changes programming focus to outreach model

1996 Major renovation converts former residence facility into instructional centers and offices

1997 State legislation enables operation of The Store to provide a convenient source of low-vision aids

1998 Major renovation converts former pool building to accommodate center-based programming needs

1999 Braille Access Center begins operation

2001 State legislature officially changes name to North Dakota Vision Services/School for the Blind

2001 Legislature clarifies mandate for NDVS/SB to serve persons of all ages

2008 Centennial Celebration of NDVS/SB

2012 Completed Buildings and Grounds Master Plan

2014 West Wing renovation and elevator installation in the South Wing

pg 16

North Dakota Association of the Blind

NDAB Resolution 2016-01:
The Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, an independent demographic study did project that by 2015 there would be a minimum of 14,335 citizens of the state who would have experienced medical conditions that will have resulted in a significant loss of their sight, of this number 10,283 would have fit the definition of persons with "low vision" and the remaining number in excess of 4,000 would have fit the definition of persons that are "legally blind"; 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 all the components of a comprehensive center-based program, is recognized regionally and nationally as a program that is of excellence and high quality which has the capability and capacity that allows it to serve people of all ages (i.e. it 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; and,

Whereas, during the 2015-2017 biennium NDVS/SB had to reduce its budget by 4.05% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium,

Now, therefore, be it resolved by the North Dakota Association of the Blind in convention assembled at the Home Place Lodge and Suites in Williston, ND on this date of Saturday, June 11th, 2016 that we strongly urge the Governor, in his budget that's presented to the Legislature, and that the 65th North Dakota Legislative Assembly that will convene in January of 2017, would maintain and increase the appropriation for North Dakota Vision Services / School for the Blind in the state budget which is allocated for the 2017 -2019 biennium so that the NDVS/SB appropriation will,

- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity so that they can make steady progress toward mobility independence.
- Restore funding that would allow more emphasis in the area of transition services for youth given that employment for visually impaired adults should be given a very high priority.
- Maintain funding that will allow NDVS/SB to purchase and demonstrate assistive technology which is evolving so very rapidly - a high priority needs to be given to maintain a state of the art technology demonstration and training center as falling behind on training programs will mean that students and adults will not be as productive and not as marketable for employment.
- Maintain the funding for outreach travel within the state and for professional development of staff at regional and national training conferences.

pg 17

December 22nd, 2016

Dear Legislators:

Hello, my name is Becky. I have a year and a half old daughter named Lucy. Lucy has Nystagmus and FEVR, (Familial Exudative Vitreoretinopathy). We started receiving services from School for the Blind when Lucy was 4 months old. I can't begin to tell you how much Lucy has thrived because of these services. The little room, light boards, numerous fine motor exercises, toys that help with vision and fine motor. We also were lucky enough to receive a grant so that we could get some toys and books to help in her ventures. We are beyond blessed to have the most wonderful woman come into our home once a month and share ideas, ideas that one would never think of to help our child. They meet with our therapists who have questions about Lucy's vision. She gives them ideas to help Lucy in OT and Speech.

We have a long road ahead of us but it's a tremendous help to have ND Vision Services/School for the Blind to help us along the way. Lucy's eyes have kept her strength and I believe she will continue to excel with the great people we have in our corner. We are beyond blessed and forever grateful to have these services. I can't imagine if we didn't.

Becky Faller
15445 37th St SE
Casselton ND 58012

Pg. 18

December 20, 2016

To whom it may concern:

We are the paternal grandparents to Lydia Sitzler, a 12-year-old special needs student, who resides in Oakes with her father and sister. Lydia has been diagnosed with Kabuki Syndrome and Cortical Visual Impairment (CVI). Until those diagnoses were made, Lydia was simply diagnosed with global developmental delay. She has received physical therapy, occupational therapy, and speech therapy since she was just over a year old.

Lydia attended early elementary school at Jefferson Elementary in Valley City. Our first encounter with the ND Vision Services/School for the Blind was through Lydia's teacher who entered a painting that Lydia had completed in class to an art contest sponsored by the school. Her entry was chosen to be included on greeting cards printed by the school. We attended the event and met the staff at the school.

In the following years, Lydia received services and we were invited to several workshops at the school. All were instructive and very worthwhile. The most exciting workshop for us was on Cortical Visual Impairment. Linda Kraft, our ND Vision Services contact, had shared with us the possibility that Lydia had CVI. While attending the workshop on CVI, we made connections and were fortunate enough to have Lydia travel to Pittsburgh to be evaluated by Dr. Christine Roman, the national expert on CVI.

With the diagnosis of CVI, Linda has been able to enhance and enrich Lydia's learning opportunities. She visits Lydia in her Oakes Elementary classroom periodically and provides support for Mrs. Lori Mattheis, Lydia's special needs teacher, and others on Lydia's school team. They are working together to provide CVI tools for Lydia's learning, including placement in the classroom, environments that are less complex, and sensory enhancements. The school provides learning aids such as CVI books and manipulatives. Linda creates story books for Lydia's experiences. Lydia has shown further growth using an iPad and the CVI tools for the computer.

In Lydia's life she has had the benefit of many wonderful doctors, therapists, teachers, paraprofessionals, and a caring community. Linda's insight, knowledge, and assistance with the diagnosis of CVI have been so important to Lydia's educational growth. As I often tell Linda, 'it warms this grandmother's heart to have someone care so much about Lydia" and we so greatly appreciate her!

Doug and Kathy Sitzler
407 S. 9th St, Oakes, ND 58474
sitzlerd@drtel.net

pg. 19

NDVS/SB Short Term Program Weeks 2016-2017
A New Journey *Updated

Fall 2016

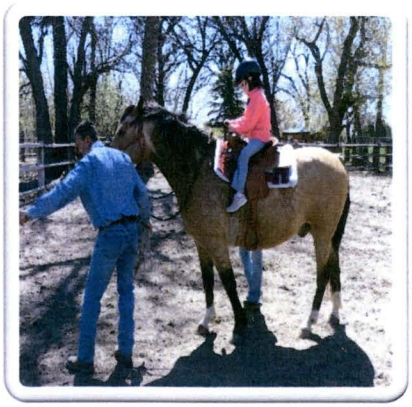
August 1-5	Kids Camp
August 25	School Starts
Aug 30-Sept 1	All Staff Meeting
September 6-16	Adult STP
September 25-30	Early Elementary
October 9-14	Middle School
Oct 20	Vision Forum (Fargo)
October 27-29	State Lions Convention
October 30-Nov 4	Teen – 7th & 8th Grades
November 13-18	Teen – 9th – 12th Grades
December 4-9	Adult STP
December 9	Retirees Christmas Coffee
December 14-15	All Staff Meeting
December 21-Jan. 2	Christmas Break

Winter 2017

January 8-13	Early Elementary
January 22-27	Middle School 5th & 6th
February 5-10	Teen 7th-12th Grades
Friday, Feb 10	Goal Ball Event
**Winter Break*	*February 20-24*

Spring 2017

March 5-10	Adult STP
March 19-24	Middle School 5th & 6th Grades
April 2-7	Teen 9th-12th Grades
April 7-8	Family Weekend/Fargo?
April 14-17	Easter Break
April 19-21	Dakotas AER in GF
April 30-May 5	Early Elementary



Summer 2017

June 4-9	Adult STP
June 11-16	Adult STP
June 20-23?	Teen Camp
July 31-Aug. 4	Kids Camp

Additional TBA: JAM

2017-2019 Budget Request

Line Item:	Original Appropriations 2015-2017	2016 Allotments	Adjusted Appropriation 2015-2017	Requested Changes 2017-19	Requested Budget 2017-19	Executive Recommendation 2017-2019	House Changes	House Version
Salaries & Wages	$4,760,149	($205,800.)	$4,554,349	$ 91,598	$4,851,747	$4,953,029	$ 113,075	$4,667,424
Operating	864,706	(102,037)	762,669	(121,500)	743,206	743,209	4,037	743,206
Capital Assets	81,954	(25,000)	56,954	(5,762)	76,192	174,692	150,238	174,692
Total	$5,706,809	($332,837)	$5,373,972	($35,664)	$5,671,145	$5,870,930	$267,350	$5,585,322
Funding Sources:								
General	$5,081,484	($332,837)	$4,748,647	($287,324)	$4,794,160	$4,695,358	($378,078)	$4,703,406
Special	625,325	-	625,325	251,660	876,985	1,175,569	645,428	1,270,753
Total	$ 5,706,809	($332,837)	$5,373,972	($35,664)	$5,671,145	$5,870,927	$ 267,350	$ 5,974,159
FTE	30		30	(0.50)	29.50	29.50	(1.50)	28.50

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, national origin, sex, age, or disability in employment or provision of services.

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

Paul H. Olson
Superintendent

NDVS/SB is a Division of The Department of Public Instruction
Kirsten Baesler, State Superintendent

Serving the Visually Impaired Since 1908

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 . For inquiries regarding nondiscrimination policies, please contact: Tami Purcell, Business Manager, ND Vision Services/School for the Blind, 500 Stanford Road, Grand Forks, ND 58203, (701) 795-2707.

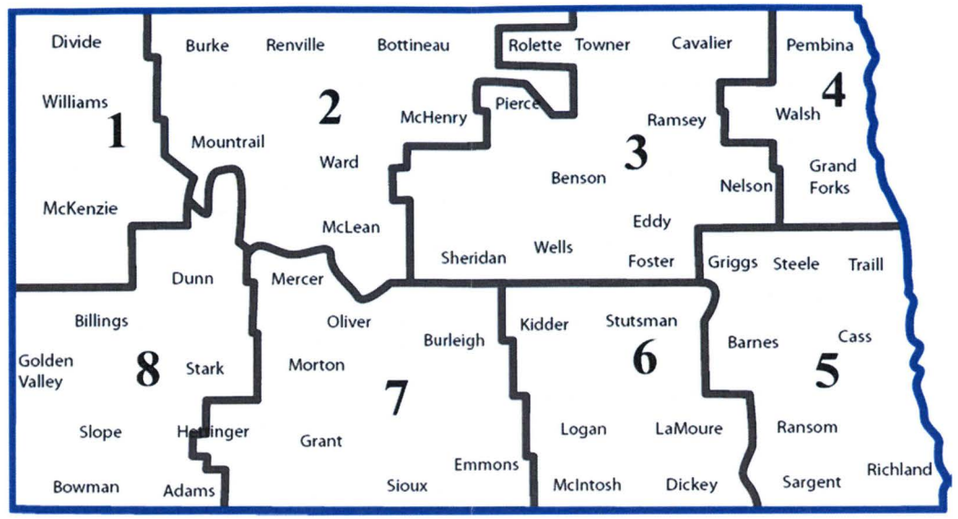
HB 1013 (2)
3-8-17
#2

North Dakota Vision Services/ School for the Blind

NDVS/SB

500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

Serving Visually Impaired Persons throughout the state of North Dakota



REGION 1 & 2
Erika Moulton, Coordinator
1015 S Broadway Suite 18
Minot, ND 58701
701-857-7635

REGION 3
Kathy Grzadzielewski, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2722

REGION 4
Cindy Williams, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2704

REGION 5
Linda Kraft, Coordinator
Jefferies Office Park
1321 23rd St S Suite A
Fargo, ND 58103-3724
701-739-3429

REGION 6
Lanna Slaby, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

REGION 7 & 8
Mary Verlinde, Coordinator
418 E. Broadway Ave. Suite #228
Bismarck, ND 58501
701-328-3986

History

In 1908, North Dakota's first School for the Blind was constructed in Bathgate for $24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.

Legislation was passed in 1994 eliminating our residential program to focus on our outreach model. In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done to assist in our center based programming goals. This included two apartments, two suites, conference room, commons area, two offices, and an instructional center.

State Legislature officially changed our name, in 2001, to North Dakota Vision Services/School for the Blind.

Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Information about services and products that can help in maintaining independence is also available.

Eligibility:

Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instruction:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

In-service Training is available upon request by other agencies, service organizations and health care providers.

Vision specific and assistive technology equipment are available for demonstration to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center:

- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Sensory Education Library
- The Store (adaptive aids for sale)
- Braille Access Center

Short Term Programs:

- Preschool (mini-session)
- Kids Weeks (1st—6th Grade)
- Middle School (JAM mini-session)
- Teen/Transition Weeks
- Adult Weeks
- Summer Camps (Elementary & High School)

Housing is available for students and adults while participating in programming.

Rev. 12/16

HB 1013 (2)
3-8-17
#3

Testimony for HR1013

To: Senator Ray Holmberhg, Chair, & Members of the Senate Appropriations Committee, North Dakota 65th Legislative Assembly.

From: Allan Peterson, Legislative Liaison, North Dakota Association of the Blind (NDAB).
Home address: 7009 Horseshoe Bend, Horace, ND 58047.
Phone: (701) 282-4644; cell: (701) 429-7209; Email address: apeterson6@q.com
Email: apeterson6@q.com

Re: Testimony offered for HR1013 in reference specifically to the Appropriation provided for North Dakota Vision Services / School for the Blind for the biennium of 2017 – 2019.

Greetings Chairman Ray Holmberg and members of the North Dakota Senate Appropriations Committee,

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 2017 - 2019.

A resolution that supports the biennial appropriation request of the North Dakota Vision Services / School for the Blind was unanimously adopted at our most recent NDAB state Convention held June 10-12, 2016 in Williston. This resolution is included in the packet of information that supports the appropriation for NDVS/SB.

To be clear, we are testifying to maintain and strengthen the Appropriation for NDVS/SB as was proposed in the budget submitted by then Governor Jack Dalrymple for consideration by the 65th North Dakota Legislative session.

It cannot be over emphasized, just how very important it is that persons who lose some or all of their 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 in spite of sight loss!

As someone who lost his eyesight as an adult, I can personally 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 and every day and is of immeasurable importance to my independendnce. The skill set of orientation and mobility is taught by a qualified 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've 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 usable eyesight.
(Continued on back side of this page)

The instruction that I've received from the NDVS-SB technology experts on using audio output from my computer has been absolutely vital in developing my skills to access this mode of communication. Many others in the population of people who are blind would 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 critically vital to independence in today's society, we desperately need the specific training and adaptations that will allow us to be proficient in utilizing this window into the sighted world.

Another vital skill I've learned and used extensively with the aid of instruction from teachers at NDVS-SB is to read and write in Braille. I've found this skill to be very useful in writing notes and marking items; Braille is an adaptation comparable to the use of paper and pencil by a person who is sighted.

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 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 serious sight loss now and into the future.

You might ask, among us in ND, **how many today have a loss of eyesight**? The U.S. Census Bureau estimates that presently there are approximately 757,000 residents in North Dakota. Many credible studies have demonstrated that, conservatively, that **3.3%** among the general population, will have conditions that mildly, moderately, or severely medically compromise their eyesight – this means that approximately 24,000 individuals in North Dakota are affected by uncorrectable sight loss - a quarter of whom (6,000) have significant sight loss and/or are "legally blind".

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 sight impaired. We are a statewide membership organization that was founded in 1936, 80 plus years ago; 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.

About me: I serve as one of the Legislative Liaisons for North Dakota Association of the Blind and am registered with the state to speak on behalf of the organization – I'm performing this service as an unpaid volunteer.

HB 1013 (2)
3-8-17
#4

N D A B

North Dakota Association of the Blind

NDAB Resolution 2016-01:
The Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, an independent demographic study did project that by 2015 there would be a minimum of 14,335 citizens of the state who would have experienced medical conditions that will have resulted in a significant loss of their sight, of this number 10,283 would have fit the definition of persons with "low vision" and the remaining number in excess of 4,000 would have fit the definition of persons that are "legally blind"; 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,

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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; and,

Whereas, during the 2015-2017 biennium NDVS/SB had to reduce its budget by 4.05% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium,

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- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity so that they can make steady progress toward mobility independence.
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- Maintain the funding for outreach travel within the state and for professional development of staff at regional and national training conferences.

North Dakota Association of the Blind

HB 1013 (2)
3-8-17

Allan Peterson
Legislative Liaison

#5

7009 Horseshoe Bend
Horace, ND 58047 **Office Phone: 701-231-6040**

NDAB Motto: Not He Who Lacks Sight But He Who Lacks Vision is Blind

HB 1013 (3)
3-8-17

#1

Testimony on House Bill HB1013
2017 Legislative Session
March 8th, 2017
Senate Appropriations Committee
Chairman Senator Holmberg

Chairman Senator Holmberg and Members of the Senate Appropriations Committee:

My name is Vicki Peterson, a Family Consultant for Family Voices of North Dakota and a single parent of a child with autism and intellectual disability. Thank you for the opportunity to testify on behalf of HB 1013. I am here to testify to request an amendment for appropriated dollars for the pass through the grant, involving direct Family Support to families who have children with special health care needs who access the education system to appropriate dollars to Family Voices of ND, a non-profit that is currently delivering that support.

Family Voices of North Dakota is the statewide health information and education center who serves families of children with disabilities, chronic health issues and special health care needs, in ND. We provide emotional and informational support, training and education to many families across North Dakota who have a child who has an ongoing medical diagnosis or special heath care need, such as asthma, heart conditions, disabilities, and emotional/behavioral issues. Our staff provides assistance to families by helping them access and navigate services, care coordination to understand what these services mean, provide direct and emotional support, informational and educational information to assist with their unique and individual needs.

In addition to being the statewide health information and education center, we also offer two additional programs. The North Dakota Parent to Parent program which provides connection with a volunteer parent as a mentor for emotional support. Volunteer parents receive training on listening skills, emotional support and community resources. We utilize family volunteers from across all of North Dakota.

In partnership with other groups we provide support through a project called Project Carson. Project Carson provides emotional and informational support to families who may receive a prenatal diagnosis or an at birth diagnosis. We began this program in 2012 and have assisted over 150 families who have received a prenatal or at birth diagnosis ranging from cleft palate, Down Syndrome, Spina Bifida and congenital anomalies to name a few.

Family organizations exist in all states. FVND is affiliated with two national organizations: Parent to Parent USA and the Family Voices National organization, who provide ongoing technical assistance to all states across the country.

In addition to the support and services we provide to families and professionals 1:1, we also provide much training, development of educational materials, weekly e-newsletter and hard copy newsletter. Our mailing list has steadily increased to almost 6000 across the state.

Referrals come to us in a variety of ways. Through physician offices, county social services, DD case management, Early Intervention, schools, teachers, Pathfinder Parent Center and other parent organizations to name a few.

Below I have laid out a scenario of a request for support for a family accessing education supports which a school district is delivering and the complexity of issues and care that is needed.

- Mother is referred to parent organizations for support for her two sons; 1 who is 11 and has cancer and just had a brain tumor removed; the other is 6 experiencing anxiety, PTSD. Both boys are struggling in the school system.
- Mother contacted two support agencies; 1 responded and the other did not and actually was told to call Family Voices of ND to help with education issues.
- An initial referral can take anywhere from 75 minutes and longer. Family Consultants for FV of ND will ask a series of questions to gain knowledge and information from the parent, and in this case multiple children. Priorities will be established; emotional support is provided from day one of referral; resources and referrals will be made for education and health concerns; a Parent to Parent match may be made to connect this parent to another parent who is experiencing a possible

similar situation; most importantly this **Family** is supported. Family Voices will support their needs across the entire systems that they access and coordinate that support.

- The parent will know that this support comes from" lived experience", everyone working within Family Voices of ND has a child with special healthcare needs.
- We discuss how education and health are one; if you are not healthy, education can and usually does become difficult; we help the family communicate with the school the complexity of the health issues so everyone is working together; it is a fact that if a parent is involved in the communication the outcomes for the child are very good.
- FV of ND Family Consultants may attend the school meeting whether it be an IEP / 504 Plan meeting; sometimes requested by the parent and sometimes by the professional or school staff. At these meetings we are there for parent to support emotionally; to offer any education or training to any school staff on health care issues that are effecting the children in the educational environment; to create better communication between parent and school staff. Sometimes the child may require an Individual Health Care plan at school to be added to IEP or 504 plan.
- The outcomes are greatly improved when communication is happening between all involved with the children. Less hours are spent on meetings which in turn means more hours spent where the school staff needs to be, with the children.
- This is a situation that is very unique and requires everyone to be well informed. The best outcome will be a win/win both for school staff and family and most of all the children with special needs.

In the last two legislative sessions, $120,000 has been appropriated to Pathfinder Parent Center. In the past year, there was restructuring that was done within this organization. In that process, three outreach staff were dismissed in Grand Forks, Fargo and Bismarck. This outreach staff provided much needed support to families, especially in areas of need where a parent may also have a disability, cultural competency and in our most rural settings in ND.

When this restructuring occurred families were in crisis mode and our referrals on education issues increased dramatically due to the fact they had no direct staff at that time who would be able to provide the assistance under this restructure.

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We collect much data for reporting to our funders and monitor changes that are occurring to adequately report areas of systems change.

The table below identifies the ongoing increase in the number of calls that are received by our office. The second chart will show you our total calls on education. Please note some calls do not begin with education but further detail in the communication with the parent may reveal educational issues. As you can see from 2011 we have had a steady increase in the number of contacts to staff on total of all calls and on educational issues from families and professionals.

Total Encounters of all calls	2011	2012	2013	**2014**	**2015**	**2016**
Families	1232	2411	2,467	**2584**	**2865**	**3260**
Professional	1387	1619	1,766	**2061**	**2339**	**2499**

Total Encounters regarding Educational Issues	2014	2015	2016
Families	478	502	972
Professionals	132	154	362

Encounters with families are typically in crisis mode. Meaning there are many more issues being presented by families than ever before with increasing complexity. The amount of time ten years ago averaged 42 minutes per call. Today on average per call we are spending 151 minutes with families and 121 minutes with providers. Many of these families are accessing and utilizing different and numerous programs and services for their children with special health care needs. I personally as Family Consultant have seen an increase in calls since October of 2016, from 4 calls in September (which can be high due to new school year) to 19 in November and this is only for a region of ND; another staff from another region has reported 14 new clients within two weeks.

Our staff work with a large number of families whom have children that may not be able to access services due to gaps, families whose children have autism and new to services; or have children that are medically fragile, complex chronic health conditions, that we may spend weeks and months providing ongoing support. Individual education program issues that families may be facing are many. We also assist with those who are medically

fragile and those with chronic health issues that need to include health information in the IEP process or help with an individual health care plan on an IEP or 504 plan.

National prevalence data estimates from the National Survey obtained through the Data Resource Center indicate there is an estimated 19,748 Children and Youth with Special Health Care Needs (CYSHCN) in ND. **One in five families** in North Dakota has a child with special health care needs. As a visual this number would fill the Fargo dome. These children attend or will be attending school for years to come. 2015 data indicates children ages 3-18 enrolled in special education programs were 13,987. New Child Count numbers released indicates 14, 429 children on IEP's (Individual Education Plans).

We know and can identify as best practice that families thrive when supported by others with lived experience. That families build capacity, strength and confidence through support and coaching from another parent. Active engagement with families through responsive listening from others who have walked in the same shoes assists families in a manner that allows them to receive services necessary to meet their family and child's needs. Regardless of family income or background, students with involved parents are more likely to: earn higher grades and test score, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school and graduate and go on to postsecondary education. In ND currently, the State Systemic Improvement Plan (SSIP) is; Graduation Rates for students identified with Emotional Disturbance. Research evidence indicates that when parents play a major role in the IEP process that school-parent partnerships improve greatly, children learn better and behaviors decrease which leads to success and further education. Educating and supporting families in this role is key to the future success of all of our children.

We hear from families on a daily basis. Families need to access services, in a timely basis, and furthermore to utilize the services that already exist but are unknown to them. They may experience difficulty at times in communication with providers through various agencies, and not understanding how programs work. We hear families feel as though they are not part of the IEP process for their child, and school staff talks to each other and not the

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parents, whom are a critical part of the IEP team. Families may often be told of one resource, but not necessarily all of the resources needed. Part of this may be that the provider has limited access and knowledge to what does exist. We find that many times providers know and are familiar with what is under the preview of their daily work, but may not have access or know the additional resources that may be out there. This leaves families to search for answers on their own and often feel alienated by the professionals who serve them when they discover other programs that may have assisted with their family's needs.

Professionals contact us at times to "connect the dots". I , as a Family Consultant, receive many calls on ; 'what opportunities are available for parents to seek support", " children whom have integrated in our community from other states and even other countries who are struggling" " "asking for help communicating with families who have children with special needs during an IEP meeting" and many other reasons.

Because of this, FVND supports health and education issues. When a family calls in crisis, we can't **not** assist them to the best of our ability. As such, we are making you aware of this situation. We have eight staff across the state, several whom are part time, of which has caused strain for us as an organization. Family support is vital, we support the continuation of those dollars within the DPI budget, but would like to encourage you to consider an amendment and designate pass through dollars to Family Voices of ND; as we are delivering **direct support.**

When HB1013 was passed in the house, the pass through dollars of $120,000 were removed. We would like to encourage the Senate to reinstate those dollars and redistributing them to other entities. Additionally, under Sec. 17 an amendment was added to include grants to the Department of Public Instruction. If pass through dollars cannot be added to the bill, we would like the Senate to consider designating grant dollars in Sec. 17 be designated specifically to family support entities.

Thank you for your time and consideration.

Vicki L Peterson
Family Voices of ND
701-258-2237
701-493-2634 Office

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The Cain story...

I'd like to tell you about a young man for whom the "system" doesn't work...until now.

In 2001, a young family welcomed a new baby boy into their lives. The first and only child, he was read to, played with and loved, just as any baby. He was a healthy, strapping lad. It was when he was 4 that the family's world was turned upside-down by the diagnosis of Autism. And so began the turmoil that surrounds that type of diagnosis...all of the new terms, doctor visits, school meetings, IEPs...now an all-consuming diagnosis and the quest to get it all figured out. New jobs and eventually a move to a new state and self-employment to help cope with the amount of time needed to figure out what was best for this little boy.

Then came school. When researching an area to start a new business, the ability of the school district to handle this young boy's needs was at the top of the list of priorities. Being reassured that this school district was the place for him, the move was made, the business established, and the family set out to become a member of the community.

Unfortunately, the school environment quickly soured. In kindergarten, this young boy was all but 'outed' on the front page of the local paper, with his teacher blaming him for difficulties in her classroom. Second grade brought more commotion – a teacher slapped him in the face, a para-professional sprayed water in his face, he was isolated in a classroom to 'de-escalate' during a melt-down (which were frequent) and he threw a water bottle through a window. By 5th grade, the school had built a padded seclusion room, with the comment "Do you think we need a policy for this?"

And all during this time, multiple mental health professionals were involved in trying to figure out this young man. Multiple medications, therapy, evaluations by countless experts – all working to help out this little guy. The Special education department in his

school district was frustrated by this young man's responses to therapy, as seen by the school psychologist's responses, and participation of outside assistance.

His struggles continued throughout elementary school. Fast forward to jr. high – heaven help us all! ☺ New classes, more chaos in the halls, new building, more stimulation... IEP meetings didn't get any shorter as this young man got older – averaged 1&1/2-2 hours on a good day. In-school suspensions were becoming more frequent because of this young man's behaviors in school. The parents requested multiple times specific areas to cover with this young man during his 'resource room' time, only to hear that things were not being done. Many times the IEP was not followed, only to hear that "we don't know what to do" when an issue arose.

About a year ago, this young man spent several weeks in a mental health care unit in a hospital, followed by residential psychiatric treatment at the Dakota Boys and Girls Ranch. The process was not an easy one for any involved, but the outcome is hopeful. It was there that the multiple diagnoses were solidified – Autism Spectrum Disorder (already known), ADHD (already known), anxiety disorder (already suspected but now seen at a much higher degree) and bi-polar disorder (suspected mood disorder, but now confirmed.) Through many hours of treatment, he is now living at home. He still struggles, but not to the same degree that he did before admission. Through the course of evaluations and treatment, it was recommended that he not be placed back into the public school setting at the beginning of his freshman year due to on-going concerns of anxiety and his inability to adequately self-regulate the behaviors that may arise from the multiple mental health disorders. Multiple recommendations and letters from mental health professionals were written to support this recommendation.

It is interesting to me that the LEA (local education agency, AKA home school district) felt that they had everything in place that this young man needed to return to the public school setting without regard to the recommendations made by the mental health

professionals or consultation with DBGR as to what have been successful approaches to help this young man, never mind the school's previous history of the inability to adequately manage this child in the public school setting. A request from the parents for a school placement to Dakota Memorial School, a school at which this young man has had proven success and had supports of mental health professionals at his disposal, were vehemently declined. The parents filed a due process complaint in an attempt to continue this young man's education at a facility that was properly educated, trained, and prepared to handle and help kids with complicated mental health issues. The due process complaint was settled out of court with the results causing financial strain for the parents to continue to provide an educational environment that was beneficial for their son.

I tell you this because this is our son. And these events are real. And the recent attempts to acquire what would be most beneficial for our son's mental health needs as well as his education was a grueling process with an expensive outcome. I can tell you that he is enrolled at Dakota Memorial School, upon the recommendations of his psychiatrist, psychologist, licensed social workers, and licensed therapists, at our own expense. I am happy to report that, for the most part, he is doing quite well at school and the behaviors associated with his disability and his mental health difficulties are improving at home. This is not to say that things are perfect, but they are improving with the proper environments and interventions from those who are properly trained for these types of problems.

I am telling you this story to let you know, through all of the days, months and more, Family Voices of ND was and still is there. Walking with us every step of the way. As of today, Cain is still at Dakota Memorial but will be transitioning back into a new school district. As a family, we have better communication with the staff at the school, we have a plan for transition that we all seem to agree upon, we have trust that the school understands Cains' unique medical and behavior needs, a NEW START! If it was not for

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the daily emotional support when we needed it, the explaining of rules and systems; the bridge for better communication, Cain is back on the road to success.

I am asking you to please consider appropriating dollars to Family Voices of ND so that we as a family can continue to access educational support and for all the other families that need this type of direct support to connect all the pieces.

Thank you.

Dawn Kaiser
PO Box 425
Hazen ND
(701) 880-9165

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March 7, 2017

To Whom It May Concern:

My name is Bonny Roberts and my husband and I have a daughter with special needs. Naomi is 13 years old and has been diagnosed with life threatening food allergies, Obsessive Compulsive Disorder and Aspergers. Anyone who knows me well will tell you that I have spent her whole life working incredibly hard to study, research and advocate for my daughter. I even have the benefit of a bachelor's degree in Child Development and am currently a homemaker. It is a tough and stressful situation to work so hard to try to get the resources and support needed. Recently I became aware of Family Voices. They had been so helpful and kind to me. The people who work at Family Voices are knowledgeable, experienced and passionate about helping families. Family Voices deserves to be well funded, they help kids with special needs, their families and the schools. Truly to invest in them is to invest in making our community a better place.

This year has been tough for my daughter at school. I have worked for months with the school case manager and principal in an effort to better our communication and try to troubleshoot ways to make school a safe and good experience for Naomi all to no avail. Recently, my daughter was having anxiety attacks following a life threatening exposure to wheat that happened at school. Family Voices Family Consultant got to know my case, answered my questions and even went to the emergency IEP meeting. Having Jennifer there changed the whole tone of the meeting. The Principal mentioned that he recognized her from the work she does and it was very obvious to me how much he respected Jen as an advocate. He and the school case manager asked her for ideas and listened to her. Having a Family Voices advocate is helping me and the school provide quality services for my daughter. I think the school was glad Jen was there too because she has experience and knowledge that I don't. My daughter's teachers say that Naomi is a very smart kid who really adds so much depth to their classes. I know she has the ability to give a lot to our community especially if we have programs like Family Voices help us figure out the best ways to help her. Family Voices is an extremely important program that helps families navigate the stressful and at times lonely world of having a kid with special needs by providing answers, services and community. Please support them in every way you can.

Sincerely Bonny Roberts

3514 Eagle Run Dr.

West Fargo, ND 58078

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My name is Jennifer Restemayer. I am writing to you today about HB 1013. I would like to ask that any family support dollars in the DPI budget be awarded to Family Voices of ND as they have been and are currently providing this service to the families in North Dakota.

I was hired by Pathfinder Services in 2015 specifically to support parents in the Southeast quadrant of the state. I served Families from Jamestown east to the Minnesota Border and south to the South Dakota Border. Regional Staff were notified on a Staff call that Pathfinder would be restructuring as of Oct 30th, 2016 and our positions of Family Support Coordinators would no longer exist. Staff had no access to contact information for the families we were serving. When Pathfinder Services made the decision to let all three of their regional staff go, they showed no regard for the families we were serving. Families have continued to call Pathfinder, only to be referred to other agencies like Family Voices of ND. Families have received no one on one help, documents, training, or support from Pathfinder Services of ND since Oct 10th, 2016.

Families have since been referred to Family Voices of ND for any questions or support around education. I know that there is a huge need for support for families around education in ND because during the last quarter that I worked with Pathfinder, I personally had contact with 128 families. Families that were effectively cut off completely from support when Pathfinder Terminated the employment of 3 regional Family Support staff and cut off staffs email. Pathfinder Services of ND is no longer a trusted Parent support organization in the state of ND, as they left many families still in need of support and with no where to turn.

Family Voices of ND has a wonderful reputation of supporting families in many ways. Staff at Family Voices have made themselves available to families when they have questions or need support around the child's education. Families trust Family Voices of ND. I fully support Family Voices of ND receiving the funding to be able to continue to meet the needs of those families struggling with issues around their child's education. Please feel free to email or call me with any questions.

Jennifer Restemayer
630 23rd Ave W
West Fargo, ND 58501
jennifer_restemayer@yahoo.com
(701)471-8714

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Who are Children with Special Health Care Needs?

Nearly 20,000 children in our state have some kind of special health care need and over 40% of these children have a health condition that limits their play and school activities.

This means 1 in 5 families within our state have children living with a special health care need and includes: physical, mental or emotional disabilities; others live with a chronic illness and many present a brief, but life-threatening medical problem.

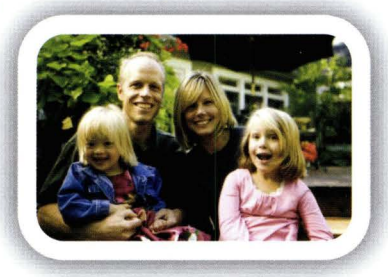
If you are the parent or caregiver of a child, youth or young adult with special health care needs you are not alone! Family Voices of North Dakota is available in all eight regions across the state. Contact us; we understand your concerns.

ONE in FIVE
FAMILY VOICES

What makes Family Voices different?

Family Voices of ND is a parent led organization. All staff are parents of children with special health care needs and disabilities.

All services that are provided to your family are at NO cost to you!



For more information about Family Voices of North Dakota please contact us!

P.O. Box 163
Edgeley, ND 58433
1-888-522-9654
701-493-2634
fvnd@drtel.net
www.fvnd.org

FAMILY VOICES OF NORTH DAKOTA®

Navigating Crossroads to Hope

As part of a grassroots national network, Family Voices of North Dakota is the Family to Family Health Information Center to help you navigate the complicated issues surrounding health care for your child or youth with special health cares needs and/or disabilities.

KEEPING FAMILIES AT THE CENTER OF THEIR CHILD'S HEALTH CARE

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What does Family Voices do?

Family Voices of ND:

- Provides families with tools to navigate systems and help make informed health care decisions.
- Provides leadership and brings the voice of families to health care programs and policies.
- Promotes family/ professional partnerships.
- Offers opportunities to interact with policymakers, educates families about the legislative process and teaches advocacy skills.
- Hosts trainings, workshops and topical calls for parents and professionals.
- Provides support, encouragement and peer mentoring.
- Walks you through transition phases into adulthood.

Parent to Parent USA Program

Parent to Parent (P2P) matches families with children/youth with special health care needs/disabilities with a trained volunteer Support Parent who has had similar experiences.

P2P is a valuable source of assistance and information for parents because they can talk with an experienced parent who really understands.

Families often look to P2P for help and information such as:

- Resources
- Financial supports
- Similar experiences
- A listening ear

Member of the Parent to Parent USA Alliance, Committed to Parent to Parent USA-Endorsed Practices

If you are looking for another parent to visit with, please call F V N D today

Project Carson

Project Carson offers support to new parents who receive a prenatal or at birth diagnosis. Project Carson's goal is to assure that families receiving a diagnosis have access to a support network of parents and organizations that understand the emotions, joys and challenges that come with the word diagnosis."

Our network of experienced parents can help you access supports that may be available to you such as:

- Financial Assistance
- Family Support
- Early Intervention Services for your child and family

To be referred to Project Carson, call 1-888-522-9654.

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#3

HB 1013
Department of Public Instruction Budget
Senate Appropriations
Wednesday, March 8, 2017

Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Roxane Romanick and I live in District 47. I am a parent of a youth with disabilities whose education is supported by the Individuals with Disabilities Education Act. She has received support through an Individual Family Service Plan (IFSP) and an Individual Education Plan (IEP) since she was a baby.

I am here today to ask your consideration of restoring $120,000 that was originally in the Department's budget to support parents who have children on IFSP's, IEP's, and 504 plans. This funding was originally handled as a flow-through grant which was awarded to Pathfinder Services of North Dakota in the past 2 sessions. I would like to see the funding restored, but would like to see the Department have the responsibility for awarding the funding to the most appropriate entity through a grant application process as outlined in Section 17 of HB 1013 for other flow through projects:

"SECTION 17. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes $2,378,000 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations."

I need this service and I'm not alone. I am a better participant in my child's IEP when I am educated, supported, and comfortable with the process. Oftentimes, schools are not always in the best position to provide education and support for families. This funding helps school districts to avoid conflict resolution situations and expensive legal costs. Ultimately, the care of my child rests with me and my husband and this funding helps us to do so.

Again, if you would so choose to restore the funding (which I hope that you do), I'd like to assure that the Department can make the grant award versus it being directly awarded to Pathfinder Services of North Dakota as it was in the past. Times change, programs change and I feel like the Department should have the ability and flexibility to make sure that this very important funding is used for the right purposes by the right entity.

Roxane Romanick
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Bismarck, ND 58503
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romanick@bis.midco.net

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Testimony on HB 1013
Presented to the Senate Appropriations Committee 3-8-17
By Beth Slette, Assistant Superintendent for Elementary, West Fargo Schools
March 8, 2017

#4

Chairman Holmberg and members of the Senate Appropriations Committee, I offer this testimony in support of continued funding of the flow-through grant within HB 1013: the Teacher Support System. My name is Beth Slette and I am the Assistant Superintendent for Elementary for West Fargo Public Schools. The Teacher Support System has two areas of responsibility: providing mentors for first-year teachers and supporting instructional coaches.

West Fargo's enrollment is growing by 400-500 students per year. Recruiting and retaining high quality teaching staff is a very high priority in our district, and for good reason; one third of our teaching staff has less than four years of teaching experience. In 2016-2017, our district hired 64 first-year teachers (new to the profession).

To ensure our teachers have the tools they need to be successful in the classroom, we depend on the North Dakota Teacher Support System. The funds support:

- Mentors for all first-year teachers new to the profession
- Year-long class for first-year teachers new to the district
- Instructional coaching support for all teachers, but focusing on those with less than four years of teaching experience
- Coaching Academy for instructional coaches

Our district has extremely high expectations for our teachers, but we also understand our responsibility to support them. Rigorous standards and guaranteed viable curriculum expectations require training, modeling, and coaching. Each classroom likely has students with learning disabilities, mental illness, English

language learners, and students with gifted abilities. Most new teachers do not come out of the universities fully prepared to manage classrooms with this range of abilities at one time, and we understand why. At some point, pre-professional teachers have to leave the lecture hall where they talk about teaching, and actually start to teach. An analogy would be that we can only talk about swimming on the side of the pool for so long; at some point we need to get in the water. Our schools are the water, and it is our responsibility to make sure no one drowns.

Without the funds for these programs, I believe many new teachers will drown. For example, in 2015-2016, our new elementary school had nine first year teachers, and we struggled to find mentors for them. Without support, these teachers struggled to the point that it was necessary for me to intervene. When leveraging the most "bang for our buck," supporting our newest teachers will have the most payoff in terms of student achievement, recruitment and retention, as well as overall job satisfaction.

Our children are our future, and their education cannot be left to chance. We must be able to confidently assure our stakeholders that our teachers are fully prepared to provide meaningful and engaging instruction as well as manage all of the challenges they will face in today's classroom. Through required weekly collaboration, our teachers receive modeling, coaching, actionable feedback, and an opportunity to reflect on research and best practices.

Thank you for your time. I would answer any questions that you have or you can certainly contact me later by email at slette@west-fargo.k12.nd.us or by telephone at 701-499-1028.

North Dakota
Teacher
Support
System

2718 Gateway Ave., Suite 204
Bismarck ND 58503
701.328.9644
lstenehj@nd.gov
March 8, 2017

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#5

Chairman Holmberg and Members of the Committee,

My name is Laurie Stenehjem and I am the Coordinator of the North Dakota Teacher Support System. I am here today to thank you for your past support and to request continued funding for our program as a pass-through grant within HB 1013.

Beth has done a nice job of telling you about our program from the point of view of our users. I'd like to address some of our data. I have provided you with an aqua colored sheet with some information about our program.

According to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches. The front of this sheet provides some numbers for both the Instructional Coaching Program at the top and the Mentoring Program at the bottom, including numbers of participants and cost per participant.

The back side of the page gives you a breakdown of how the money is spent for each program. The New Teacher Center, a non-profit organization, suggests that the cost to mentor a new teacher in a comprehensive program would be about $6000 per teacher and you can see that we provide a strong and successful program for a little over $3000 for each new teacher.

An independent survey of our program shows very strong support for our work. We make every effort to ask for feedback, listen to our stakeholders and adapt to their needs.

Recruitment and retention of teachers has been a significant area of concern in our state in recent times. The second blue sheet I have provided has data about the retention rates of teachers who have been mentored in our program since we began in 2010. Research shows the number one reason teachers give for leaving their positions is a lack of support so providing mentoring and coaching support is the best way you can address the problem of recruitment and retention. You can see from our statistics that teachers in our program have a strong record of remaining in the teaching force within our state.

On the third page, we have listed the districts who have participated in our mentor program over the years. You will see that districts of all sizes and locations across the state have made use of our services.

What we do for teachers, we do for their students. Our children are the future of our state. I am asking you to consider full funding for the Teacher Support System so we can continue to do the important work of growing the teachers our students need so they can be prepared to meet the challenges of the future and keep North Dakota strong.

Thank you and I'm happy to answer any questions you have.

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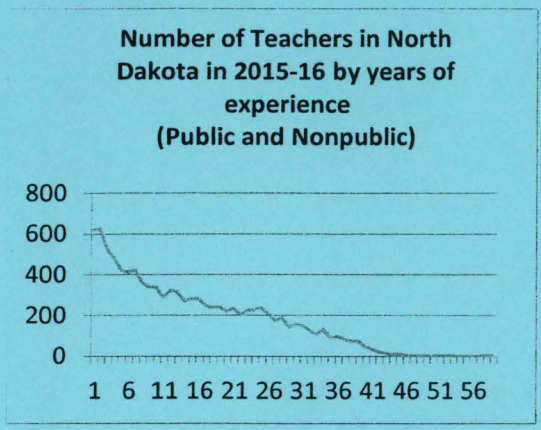
North Dakota Teacher Support System

2718 Gateway Ave., Suite 204, Bismarck ND 58503 701.328.9644 lstenehj@nd.gov

Teacher Support System Instructional Coaching Program by the Numbers



59 Participants in the Coaches Academy this year (2016-17)

$1,042 Total cost per participant in our coaches activities last year

25 Participated in Crucial Accountability training last year

129 Principals and Coaches participated in Coaching Matters: Principal/Coach Training last year

395 Coaches have participated in our Academies since 2011

116 Coaches have participated in Crucial Accountability Training

Support for teachers to be constantly improving their practice should be at the heart of what districts think about. It's what makes schools work!

Teacher Support System Mentoring Program by the Numbers

312 NEW TEACHERS ENROLLED IN THE PROGRAM FOR THIS SCHOOL YEAR

64 DISTRICTS PARTICIPATING IN THE PROGRAM THIS YEAR

2000 NEW TEACHERS HAVE BEEN MENTORED SINCE THE PROGRAM BEGAN IN 2010

1423 MENTORS HAVE BEEN TRAINED SINCE THE PROGRAM BEGAN

$3,057 TOTAL COST TO MENTOR A NEW TEACHER LAST YEAR

72% OF TEACHERS MENTORED IN 2010 WERE STILL TEACHING IN NORTH DAKOTA IN THEIR 8TH YEAR LAST YEAR

88% OF TEACHERS MENTORED IN 2015-16 WERE STILL TEACHING IN NORTH DAKOTA IN THEIR 2ND YEAR LAST YEAR

97% OF NEW TEACHERS SAY THEIR MENTOR MEETS THEIR NEEDS AS A GROWING PROFESSIONAL

94% OF MENTORS SAY MENTORING HAS POSITIVELY IMPACTED LEARNING IN THEIR OWN CLASSROOMS

98% OF ADMINISTRATORS ARE SATISFIED WITH THE NORTH DAKOTA TEACHER SUPPORT SYSTEM

So what does North Dakota get for $3,057?
Mentoring Program

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2 days of face-to-face initial training of Mentors

At least 30 hours of one-on-one conferencing with mentors and new teachers

Mentors observe the new teacher at least 6 times per year

Beginning teachers record themselves teaching and discuss with their mentors 2 times per year

New teachers spend 9 hours observing other teachers in action

The new teacher, mentor and administrator meet at least 2 times per year

Mentors attend a half day seminar

Beginning teachers can earn up to 4 credits of online work

Mentors participate in four courses over three years to reach Advanced Mentor Status (Initial Mentor Training, Observing and Conferencing, Using Data to Improve Instruction and Designing Effective Lessons). These courses are a hybrid of face-to-face and online.

All principals complete an online Administrator Mentor Training

An independent survey of all participants is done by a third party biannually

Mentors are compensated; travel and all materials are provided

Program coordination and oversight

And what does North Dakota get for $1,042?
Instructional Coaching Program

INSTRUCTIONAL COACHES PARTICIPATE IN 6 DAYS OF THE *COACHES ACADEMY* FROM THE LEARNING FORWARD ORGANIZATION

COACHES CAN PARTICIPATE IN 2 DAYS OF *CRUCIAL ACCOUNTABILITY* TRAINING

COACHES CAN PARTICIPATE IN A 1 DAY *COACHES RETREAT* (THIS YEAR FOCUSED ON COACHING OF TEAMS OF TEACHERS SUCH AS PROFESSIONAL LEARNING COMMUNITIES)

COACHES AND PRINCIPALS CAN PARTICIPATE IN A 1 DAY *COACHING MATTERS* TRAINING

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North Dakota Teacher Support System

Retention Study – First Year Teachers in Mentoring Program

(updated 11.15.16)

First Year Teachers in Program Spring 2010 - now in their 8th year of teaching

In Program Spring 2010	Still teaching in ND in 2016-17	Not teaching in ND	Retention
123	89	34	72%

First Year Teachers in Program 2010- 2011 - now in their 7th year of teaching

In Program 2010-2011	Still teaching in ND in 2016-17	Not teaching in ND	Retention
123	85	38	69%

First Year Teachers in Program 2011- 2012 - now in their 6th year of teaching

In Program 2011-2012	Still teaching in ND in 2016-17	Not teaching in ND	Retention
175	126	49	72%

First Year Teachers in Program 2012- 2013 - now in their 5th year of teaching

In Program 2012-2013	Still teaching in ND in 2016-17	Not teaching in ND	Retention
276	195	81	71%

First Year Teachers in Program 2013-2014 - now in their 4rd year of teaching

In Program 2013-2014	Still teaching in ND in 2016-17	Not teaching in ND	Retention
291	220	71	76%

First Year Teachers in Program 2014-2015 - now in their 3nd year of teaching

In Program 2014-15	Still teaching in ND in 2016-17	Not teaching in ND	Retention
352	296	56	84%

First Year Teachers in Program 2015-2016 - now in their 2nd year of teaching

In Program 2015-16	Still teaching in ND in 2016-17	Not teaching in ND	Retention
336	297	39	88%

All First Year Teachers in Mentoring Program through Spring 2016

Total	Still teaching in ND in 2015-16	Not teaching in ND	Retention
1676	1308	368	78%

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Districts Participating in the NDTSS Mentor Program Spring 2010- Spring 2017

District	Sp 2010	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
Adams				x				
[redacted]xander				x	x	x		
[redacted]amoose-Drake	x		x	x	x	x	x	
Apple Creek						x		
Ashley		x	x	x	x		x	
Beach							x	x
Belcourt								x
Belfield			x	x	x	x	x	x
Berthold	x							
Beulah			x	x	x	x		
Bismarck	x	x	x	x	x	x	x	x
Bottineau	x							
Bowbells				x	x	x	x	
Burke Central		x	x	x	x	x		
Cannonball/Solen	x	x	x	x	x			
Carrington		x	x	x	x	x	x	x
Carson					x	x		
Cavalier					x	x		
Center-Stanton	x		x	x	x		x	
Central Cass							x	
Central Valley	x	x						
Devils Lake				x	x	x	x	x
[redacted]kinson					x		x	
[redacted]ide County		x	x		x		x	x
Drayton			x					x
Dunseith	x	x	x	x	x	x	x	
East Central Sp Ed					x			x
Edmore								x
Eight Mile District			x					
Elgin/New Leipzig						x	x	x
Emerado			x				x	
Enderlin					x	x	x	x
Fargo			x	x	x	x	x	x
Fessendon-Bowdon				x	x			x
Finley-Sharon						x		x
Flasher	x				x	x	x	x
Fordville-Lankin			x	x	x	x		x
Fort Ransom								x
Four Winds (Tate Topa)				x	x	x	x	x
[redacted]rison					x	x		
[redacted]en Ullin			x	x	x	x		
Glenburn	x	x			x			
Goodrich	x							

District	Sp 2010	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
Grafton	x			x	x	x	x	x
Grand Forks			x	x	x	x	x	
Grenora				x				
Griggs County Central					x	x	x	
Halliday	x							
Hankinson			x	x				x
Hatton		x	x	x	x	x	x	x
Hazen	x	x		x	x	x	x	
Hebron		x	x		x	x		x
Hettinger			x		x			
Hillsboro	x	x		x			x	
HMB	x	x			x			
Hope				x			x	x
Jamestown	x	x	x	x	x	x	x	
Kenmare	x							
Kensal								
Kidder County							x	
Lakota						x	x	x
LaMoure			x		x	x	x	x
Langdon						x	x	
Larimore	x	x		x	x	x	x	x
Leeds					x			
Linton		x						
Lisbon			x	x	x	x	x	
Little Heart Distict 4	x						x	x
Litchville-Marion								x
Lone Tree			x	x				
Maddock		x	x	x	x		x	x
Mandan	x	x	x	x	x	x	x	x
Manvel	x					x		x
Maple Valley					x	x		x
Mapleton				x		x	x	
Marmat (Youth Correctional)							x	
Max							x	x
McClusky		x	x	x	x	x	x	
McKenzie County				x				x
Menoken							x	x
Midkota			x	x	x	x		x
Midway	x	x			x	x	x	
Milnor	x			x	x			x
Minot	x	x	x	x	x	x	x	
Minto			x		x	x		
Mohall Lansford Sherwood			x				x	

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District	Sp 2010	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
Mott/Regent			x		x	x	x	x
Mt. Pleasant		x	x					x
Munich					x	x		x
Mohall Lansford Sherwood			x				x	
Montpelier			x		x	x	x	x
Mott/Regent			x		x	x	x	
Mt. Pleasant		x	x					
Munich					x	x		
Napoleon					x		x	x
Naughton						x		
Nesson			x			x	x	
New Public District #8			x	x	x	x	x	x
New Rockford						x		
New Salem-Almont	x		x	x	x	x	x	x
New Town			x	x				
North Border	x	x		x		x		
North Sargent		x				x		x
North Star					x	x	x	x
Northern Cass				x	x	x	x	
Northwood	x			x		x		x
Oakes					x	x	x	x
Page								x
Park River	x	x		x	x	x	x	x
Pingree-Buchanan					x			
Powers Lake				x				
Richardton-Taylor		x		x		x		
Richland	x	x		x	x			
Rolette						x	x	x
Rugby		x	x	x		x	x	x
Sargent Central								x
Sawyer			x	x				
Selfridge	x	x		x	x			
South Heart		x					x	
St. John Public	x	x		x		x	x	x
Standing Rock	x		x	x		x		
Stanley				x		x		
Sterling	x				x			x
Strasburg				x	x			
Surrey					x	x	x	x
Thompson						x	x	x
Tioga	x	x	x	x		x	x	x
Towner-Granville-Upham	x		x		x	x	x	x
Turtle Lake-Mercer				x	x	x	x	x
Twin Buttes							x	
Underwood	x			x		x		
Valley City	x			x			x	x
Valley-Edingurg								x

District	Sp 2010	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
Velva	x	x	x	x		x		
Wahpeton				x	x	x	x	
Warwick	x	x	x	x		x		x
Washburn		x	x	x	x			
West Fargo		x	x	x	x	x	x	x
White Shield			x		x	x	x	
Williston	x	x	x	x	x	x	x	x
Wilmac				x				
Wilton			x	x		x	x	
Wing	x	x		x	x	x		
Yellowstone			x		x	x		x

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POLICY SNAPSHOT

BY AMY POTEMSKI and LAUREN MATLACH | May 2014

Supporting New Teachers: What Do We Know About Effective State Induction Policies?

Finding effective ways to support all teachers—especially new and struggling teachers—has never been more critical. According to the U.S. Department of Education, approximately 419,000 new teachers will be hired in 2015 (National Center for Education Statistics, 2011). Estimates suggest that between 40 percent and 50 percent of these new teachers will leave the education workforce within five years (Ingersoll, 2012). Research suggests that induction programs can increase teacher retention rates—but this impact depends on the quality of supports provided (Ingersoll, 2012; Smith & Ingersoll, 2004).

A systematic approach to induction ensures that new teachers have the resources and supports they need to be effective in the classroom. Although this topic has gained much traction in the literature and in states and districts across the country, states continue to seek guidance on how to leverage their resources to create high-quality induction and mentoring programs. In this Policy Snapshot, we summarize existing research about induction and identify important state policy considerations for building a systematic, comprehensive approach to teacher induction. This brief also provides considerations for differentiating supports for special educators and teachers of English language learners (ELLs), which are often hard-to-staff positions. Although federal and local policies also have potential for positive impact, this policy snapshot focuses on the role of state education agencies. To help support states in making policy decisions, we also include practical examples of mentoring policies and programs. That said, we do not endorse any of the programs featured.

What Is the Difference Between Mentoring and Induction?

The terms mentoring and induction are often used interchangeably. However, mentoring is one-on-one support and feedback provided by an experienced veteran teacher to a new or struggling teacher. An induction program is a larger system of support that often includes mentoring but also includes additional supports, such as help with curriculum planning and professional development.

Quote to Note

"Teachers are not 'finished products' when they complete a teacher preparation program. Strong residency and mentored induction experiences during their initial years in the classroom provide beginning teachers with invaluable support as they lay the groundwork to become accomplished teachers. A well-planned, systematic induction program for new teachers is vital to maximize their chances of being successful in any school setting."

(National Commission on Teaching and America's Future, 2003, p. 20)

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What Does the Research Say About Effective Induction Programs?

High-quality induction programs, when implemented well, can increase not only retention but also teacher effectiveness and can improve student learning; for example, receiving high-quality induction and mentoring has been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). In 2007, Villar and Strong calculated the return on investment of an induction program in California after five years to be $1.66 for every dollar spent. Both novice teachers and experienced teachers who are new to the district can benefit from induction programs.

Mentoring is a critical part of induction programs. Research suggests that states and districts should set criteria for mentor selection and assignment, including the following:

- Interpersonal skills
- Instructional effectiveness
- Leadership
- Work experience
- Content-area and grade-level expertise similar to the mentee's assignment (Alliance for Excellent Education, 2004; Goldrick, Osta, Barlin, & Burn, 2012; Hobson, Ashby, Malderez, & Tomlinson, 2009; Ingersoll & Strong, 2011; Johnson, 2009; Wechsler, Caspary, Humphrey, & Matsko, 2010)

Research Spotlight

From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum

A new report released by the National Network of State Teachers of the Year and the Center on Great Teachers and Leaders found that among the surveyed National and State Teachers of the Year, access to an assigned or informal mentor was ranked higher than any other support during the novice career stage in terms of its impact on their effectiveness. Only 37 percent of respondents overall had an assigned mentor, but among those who did, the most important mentor characteristics included modeling effective teaching practices and providing helpful support and advice—more than 60 percent of respondents ranked these two characteristics as among the three most important characteristics of a mentor.

Source: http://www.gtlcenter.org/sites/default/files/Good_to_Great_Report.pdf

Like teachers, mentors should receive ongoing professional development. Mentors should receive compensation for their additional responsibilities but also be held accountable for their coaching and support (Alliance for Excellent Education, 2004; Goldrick et al., 2012; Ingersoll & Strong, 2011; Johnson, 2009; Wechsler et al., 2010).

Effective induction programs provide more than just mentoring. A comprehensive induction program should include the following:

- An orientation to the district and school culture through effective principal leadership and communication

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- Instructional support that includes data-driven conversations between mentors and through peer-based professional learning communities
- A set of professional expectations that are aligned with school, district, or state standards
- Ongoing professional development based on individual teacher needs (Alliance for Excellent Education, 2004; Goldrick et al., 2012; Ingersoll & Strong, 2011; Johnson, 2009; Wechsler et al., 2010)

Strategies for Setting Effective Policy Related to Induction Programs

States play a crucial role in ensuring that teachers have access to high-quality induction programs. The following sections highlight state policy strategies that your state should consider.

1. **Set Program Requirements.** State policies can set minimum expectations for induction programs, such as who must participate and for how long, the standards guiding the programs, and who may serve as mentors.

   Participation. Policies outlining required participation in an induction program ensure that all novice teachers receive some support. As of 2012, 27 states required some form of induction or mentoring for all beginning teachers (Goldrick et al., 2012). One way to require participation is to tie successful completion of the induction program to recertification requirements. For example, Colorado and Massachusetts both require successful completion of an induction program in order to obtain a professional license.

   Clear Expectations for the Induction Team. Each member of the induction team (teacher, mentor, and administrator) must clearly understand the expectations of the induction program. Program staff should provide clear and effective communication about the roles and responsibilities of the mentors and principals (Humphrey, Koppich, Bland, & Bosetti, 2011; Humphrey, Wechsler, Bosetti, Park, & Tiffany-Morales, 2008; Kapadia & Coca, 2007; Wechsler et al., 2010).

   Length of Teacher Induction. Only six states required induction for more than two years (Goldrick et al., 2012). Setting the length of teacher induction at two or more years ensures that teachers not only are provided support to thrive in their first year of teaching but also can reinforce and refine their practice throughout their second year in the classroom. A recent Institute of Education Sciences study found no impact on student achievement when teachers were offered one year of comprehensive induction support, but there were significant, demonstrated impacts by the third year of teaching when teachers were offered two years of induction support (Glazerman et al., 2010).

TIP

LOOKING FOR an overview of state induction and mentoring policies? Check out the New Teacher Center's 2012 Review of State Policies on Teacher Induction.

LOOKING FOR a state discussion guide? The National Association of State Boards of Education Discussion Guide provides a summary of research and best practice as well as policy frameworks and exercises to guide state-level discussions about induction policies.

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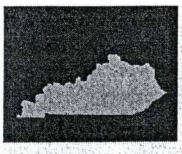
Program Standards. Program standards establish a consistent expectation for mentoring and induction activities. The New Teacher Center identifies three sets of standards that should be included:

- Foundational standards that address the program vision and goals, program assessment, evaluation, and accountability and information on leader engagement
- Structural standards focused on mentor roles and responsibilities, professional development, and teacher assessment
- Instructional standards focused on "instructional practice, equity, and universal access" (New Teacher Center, n.d.)



Sample Regulatory Text Concerning Mentor/ Mentee Matching

Kentucky

"Priority shall be given to resource teachers in the following order...

1. **Teachers with the same certification in the same school;**
2. **Teachers with the same certification in the same district;**
3. **Teachers in the same school;**
4. **Teachers in the same district; and**
5. **Teachers in an adjacent school district."**

Mentor Qualifications. Establish mentor eligibility requirements, such as being rated highly effective on performance evaluations, demonstrated understanding of adult learning, years of experience, minimum years of instructional experience, and leadership qualities (Curtis, 2013). A screening process using these eligibility requirements can help ensure that mentors have the qualifications, characteristics, and skills needed to support new and struggling teachers.

Criteria for Assignment. In addition to articulating mentor qualifications, states can provide guidance or requirements related to the assignment of mentors. For example, Kentucky regulations prescribe priorities for selecting and matching mentors to teachers on the basis of location and certification. In New Jersey, the mentor cannot directly supervise the new teacher or conduct teacher evaluations; this requirement reinforces that conversations between the mentor and mentee should be constructive and not perceived as punitive.

2. **Allocate Enough Time for Induction Work.** Set time requirements to emphasize that your state values induction and mentoring and that the allocation of staff time for induction activities is a priority at the state and district levels. Policies can include minimum amounts of contact time, the provision of regular release time for teachers and mentors, and provisions enabling beginning teachers to have a reduced workload. In addition, policies related to mentor assignment (within the same grade level or content team, at the same school, and so on) can help ensure that teachers and mentors have opportunities to meet.

Sample Regulatory Text Related to Release Time

Connecticut

Local and regional school boards of education must "ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan."

Minimum Amounts of Contact Time. Setting a minimum amount of contact time establishes clear expectations for how much and how frequently mentors and teachers must work together. For example, Kentucky requires each mentor to spend a minimum of 70 hours total with a beginning teacher, and Arkansas requires two hours of weekly contact time between mentors and new teachers (Goldrick et al., 2012). Regulations in New Jersey require that mentors provide support during the course of the year but also specifically require that the mentor teacher and novice provisional teacher meet at least once per week during the first four weeks of school, and for the first eight weeks of school if the teacher has not had prior clinical experience; this

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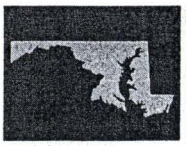
requirement recognizes the need to differentiate supports based on preparation and also acknowledges the critical need for support at the beginning of the year (New Jersey State Board of Education, 2014).



Sample Regulatory Text Related to Workloads of New Teachers

Maryland

"To the extent practicable given staffing and fiscal concerns, local school systems shall consider the following options for first-year teachers:

1. **A reduction in the teaching schedule; and**
2. **A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support."**

Regular Release Time. Regular release time for both mentors and teachers can assist with the relationship development needed for a strong connection between mentor and mentee. This release time should be sanctioned as specifically for induction work (Humphrey et al., 2008; Humphrey et al., 2011; Kapadia & Coca, 2007; Wechsler et al., 2010). State policy options include the following:

- Requiring districts or local boards of education to provide release time or offering funds to pay for the release time that districts provide to mentors and mentees
- Hiring full- or part-time mentors or providing funding that districts can use to employ full- or part-time mentors

Manageable Load. Providing schools the flexibility to assign new teachers a reduced teaching schedule while they acclimate to the new job will reduce the likelihood of teachers feeling overwhelmed and increase the efficacy of the induction program's implementation (Humphrey et al., 2008; Humphrey et al., 2011; Kapadia & Coca, 2007; Wechsler et al., 2010). A positive experience early in a teacher's career, ultimately, could lead to better teacher retention rates and increased teaching effectiveness.

Similarly, state policies can also ensure that mentors have manageable caseloads. For example, states such as Delaware, Kansas, Kentucky, and Mississippi limit the number of teachers a mentor may support in a year (Goldrick et al., 2012).

Program Spotlight

Maryland Teacher Induction Program

In April 2010, the Maryland State Board of Education approved regulations to create an induction program that provides new teachers with the following:

- An orientation program
- Support from a mentor
- Observation and coteaching opportunities
- Professional development
- Formative review of new teacher performance
- Reduced workload for new teachers and mentors (to the extent practical)
- Evaluation of the induction program

All teachers must participate in the program until they achieve tenure, and veteran teachers new to a school district participate for one year. Each school system has an induction coordinator. The state also provides full-release mentors to teachers.

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3. **Allocate and Secure Resources to Support and Sustain Implementation.** Providing sustainable funding and resources is critical to the continued success of induction programs. States should provide dedicated funding to support induction. In 2010–11, 17 states provided funding for teacher induction, but only 11 provided funding to all school districts (Goldrick et al., 2012). Research on best practices indicates that states should consider providing induction and mentoring funds to all districts as opposed to funding through competitive grant programs (Humphrey et al., 2008; Humphrey et al., 2011; Kapadia & Coca, 2007; Wechsler et al., 2010). The costs per teacher vary, partly dependent on whether the state partially or fully funds the program. State-supported mentor stipends range from $500 to $1,200 per year, but some states provide additional funding to support induction activities. For example, Iowa provides $1,300 per new teacher ($1,000 for a mentor stipend plus an additional $300 for program costs), whereas Oregon's grant program allocates up to $5,000 for each novice teacher (Goldrick et al., 2012).

4. **Provide Ongoing Professional Development for Teachers and Mentors.** Professional development for new teachers should expand content knowledge, focus on instructional practice, encourage collaboration, and provide opportunities to ask questions and seek answers (Sun, 2012). In addition, professional development should provide mentors with important information about the program as well as help mentors develop coaching skills and pedagogical expertise. For example, the Office of Superintendent of Public Instruction in Washington provides a four-day mentor academy that covers a variety of topics ranging from new teacher development and meeting the needs of adult learners to classroom management and assessments. This summer academy is followed by a two-day academy that further develops mentors' skills and gives mentors an opportunity to discuss their work. Other supports include mentor tune-ups, during which mentors practice their coaching, collaborating, and consulting skills, mentor roundtables, and an annual symposium (Washington Office of Superintendent of Public Instruction, n.d.).

Program Spotlight

Connecticut Teacher Education and Mentoring Program

The Connecticut Teacher Education and Mentoring Program is a two-year induction program for beginning teachers that includes both mentoring and professional development.

Mentors. Each beginning teacher receives a mentor who has demonstrated effective teaching practice, ability to work cooperatively as a team member, professional commitment to improving teacher induction, ability to relate to adult learners, and ability to be reflective about the art of teaching.

Professional Growth. With the teachers, mentors develop individualized growth plans that are aligned with the Connecticut Common Core of Teaching. On the basis of these growth plans, mentors work with teachers to identify professional development opportunities, or modules, based on the Connecticut Common Core of Teaching. Through this process, teachers establish performance goals, develop an action plan, and reflect on their progress. For each module, the teachers write a reflection paper detailing what they learned, and they identify any changes in teacher practice and student outcomes resulting from their professional development.

Required Participation. Teachers must complete the Teacher Education and Mentoring Program to advance from an Initial Educator Certificate to a Provisional Educator Certificate.

Funding. In 2010–11, Connecticut allocated $4.2 million of state funds for mentor stipends, mentor and administrator training, and training for reviewers of Teacher Education and Mentoring reflection papers.

Sources: http://www.ctteam.org/
http://www.newteachercenter.org/sites/default/files/ntc/main/resources/brf-ntc-policy-state-teacher-induction.pdf

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> "States must allow districts to adapt programs to meet local needs and to encourage innovation and commitment. States that restrain districts from making local modifications risk diminishing commitment to the program and promoting procedural compliance in lieu of more purposeful implementation."
>
> (Hrsch et al., 2009, p. 6)

5. **Consider the Variation in Needs by Experience and Context.**

Balance Requirements With Flexibility. Setting state policy is essential, but the policy should emphasize important components of induction programs and refrain from being too prescriptive. District resources, individual teacher needs, and teacher preparation all vary within and across districts; state policy should be flexible enough to allow districts to differentiate support as needed. Given this need for balance, clearly articulating policies and guidelines so that districts know what is required and where flexibility exists is critical to the quality of implementation across districts (Hirsch et al., 2009).

Consider Needs of Special Educators and ELL Teachers. All mentoring and induction policies should allow and encourage differentiation of supports for unique needs. Special educators and teachers of ELLs may be in particular need of specific supports. A 2009 review of the literature highlighted common needs and concerns of novice special educators (Billingsley, Griffin, Smith, Kamman, & Israel, 2009). These needs are not unique to special educators but, given the unique contexts in which special educators work, different supports may be needed to address the following:

- Collaborating with general educators in inclusion situations
- Working with administrators, paraprofessionals, and parents
- Pedagogical concerns, including concerns about materials, curriculum, and student behavior
- Managing workload, including time and scheduling, caseloads, and paperwork

Similarly, teachers working with ELLs may need support to address the following challenges:

- Differentiating instruction on the basis of English language and academic levels (Gándara, Maxwell-Jolly, & Driscoll, 2005)
- Communicating with parents and connecting with students (Gándara et al., 2005)
- Implementing collaborative models for English as a second language (ESL) (Baecher, 2012)
- Meeting literacy needs of students and managing academic demands (Baecher, 2012)
- Managing placement, testing, and compliance of the school's ESL program with federal, state, and local policies (Baecher, 2012)
- Addressing the needs of ELL students with disabilities (Baecher, 2012; Christensen, Liu, & Thurlow, 2010).

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I WANT TO KNOW MORE!

For more information or resources on teacher induction programs, please contact gtlcenter@air.org.

Resources on Induction for Special Educators

Induction insights: Ensuring strong induction policies and support
http://ncipp.education.ufl.edu/files_9/policymakers/PII-6%20Ensuring%20Strong%20Induction%20Policies%20and%20Support.pdf

A review of teacher induction in special education: Research, practice, and technology solutions
http://ncipp.education.ufl.edu/files_6/NCIPP_Induc_010310.pdf

State policies to improve the mentoring of beginning special education teachers
http://ncipp.education.ufl.edu//files_5/NCIPP%20POLICY%20final.pdf

Amy Potemski is a researcher at AIR and provides technical assistance support for the GTL Center.

Lauren Matlach is a research associate at AIR and provides technical assistance support for the GTL Center.

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#1

NORTH DAKOTA REGIONAL EDUCATION ASSOCIATION

Testimony for consideration request within HB1013

Lyle Krueger on behalf of North Dakota Regional Education Associations

March 8, 2017

Hello Chairman Holmberg and members of the ND Senate Appropriations Committee:

For the record, my name is Lyle Krueger, the executive director of the Missouri River Educational Cooperative (MREC), testifying on behalf of North Dakota Regional Education Associations requesting an amendment to HB1013 to specifically reinstate the budget cuts of state allocations of $50,000 per REA for administration supports and $20,000 per REA for Teacher Center programming.

Currently the budget cuts result in a cumulative 28.63% of REA state allocations statewide, ranging from 9% reduction in one REA (Fargo) to 48% reduction in another (Dickinson). If you review the handout I previously provided, you will see the allocation reduction percentage for each individual REA. What do these reductions mean for the REAs? The reductions would...1) result in a cost shift to the districts resulting in increased membership dues or service fees to recoup the lost funding to continue to operate in their current capacity; 2) loss in REA staff as dollars would need to be utilized for retention of leadership positions; or 3) Reduction in programs/services available to area schools due to lost capacity. Over the current biennium, REAs have received approximately $5.23 million dollars in state funding which has allowed them to utilize their current capacity to search for new funding and/or continue to receive other funding sources (i.e. grants dollars) to provide the five service areas as required in ND Century Code 15.1-09.1-02.1

1) Coordination and facilitation of professional development activities for teachers and administrators employed by its member districts;
2) Supplementation of technology support services;
3) Assistance with achieving school improvement goals identified by the superintendent of public instruction;
4) Assistance with the collection, analysis, and interpretation of student achievement data; and
5) Assistance with the expansion and enrichment of curricular offerings.

NORTH DAKOTA REGIONAL
EDUCATION ASSOCIATION

What does the $50,000 grant for administrative support provide for the REAs? The $50,000 funding helps to better equalize the REAs regardless of the foundation aid formula dollars they each receive based off student enrollment numbers. The $50,000 helps ensure the REAs have the capacity for leadership within each REA to develop programs/services as solutions for area school district needs, as well as continue to search for and receive other funding opportunities to supplement state dollars for such programs/services.

What does the $20,000 provide to area schools and other community educational constituents? Area Teacher Centers allows public and private schools, universities, individual teachers, homeschool families, and other educational entities such as preschools and daycares to utilize materials and resources, receive professional learning opportunities, and reproductive services such as lamination and spiral binding. Additionally, the teacher centers help to serve as liaisons for many agencies including the National Geographic Alliance, Game and Fish, State Historical Society, Council of the Arts, other area businesses, and other agencies to distribute information and materials.

REAs serve in many capacities to help assist their area school districts meet their local needs, including acting as a catalyst for collaboration. REAs work collaboratively with other educational entities such as ND DPI, NDCEL, ND LEAD, ESPB, ND United, CTE programs, EduTech, ND Universities, among others to find solutions that are efficient, effective, and affordable in addressing their local needs. HB1318 was recently amended and passed prior to crossover calling for a study of educational entities receiving an appropriation to provide education to preschool through grade twelve students. The study must include a comprehensive review of the establishment of the entities providing education, the purpose of the entities, the amount of the appropriation received by the entities, any additional sources of revenue received by the entities and the amount, the organizational structure and strategic plan of the entities, and performance measures as they relate to the purpose of the entities; section 18 of HB1013 provides for a study of combining educational entities. As is, the study will be performed on REAs with reduced funding, resulting in reduced capacity, not painting an accurate picture of the support we provide to districts and others. Nonetheless, the REAs welcome the study as an opportunity to prove our worth to ND schools and other educational entities statewide.

Chairman Holmberg and members of the committee, thank you for your time. I stand for any questions.

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REA State Funding: Per pupil, Admin Grant & Teacher Center Grant

REA	Current funding	Projected Funding: Minus Admin and TC	% Reduction
RESP (Dickinson)	134,821	64,821	48
NESC (Devils Lake)	161,926	91,926	43
NCEC (Bottineau)	181,025	111,025	39
GNWEC (Williston)	251,055	181,055	28
MDEC (Minot)	286,552	216,552	25
RRVEC (Grand Forks)	324,172	274,172	22
MREC (Mandan)	496,835	426,835	15
SEEC (Fargo)	717,728	647,728	09
	2,554,114	2,014,114	28.63%

The State allocated dollars include the following REA current state funding amounts:

- REAs receive 0.002% of per pupil funding for each student within a public school that is a member district of the REA ($19.29/student); based off total student enrollment numbers
- REAs receive $50,000 per REA per year ($100,000 over biennium) for administrative supports.
- REAs and Teacher Centers have merged per 2015 legislation. Due to that merger requirement, Teacher Centers are currently receiving $20,000/year for the teacher centers operation. Unfortunately, the mandated merger also resulted in legislative wording that would not allow the REAs to receive the dollars, therefore the $20,000 ends at the end of June 2017.

THE REDUCTION AMOUNTS/PERCENTAGES INCLUDE THE REDUCTION OF THE $50,000 DIRECT ALLOCATION FOR ADMINISTRATIVE SUPPORT AND $20,000 TEACHER CENTER ALLOCATION.

MREC
Missouri River Educational Cooperative

Missouri River Educational Cooperative
3001 Memorial Hwy, Suite B
Mandan, ND 58554
Phone: 701-751-4041
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Website: http://mrecnd.org/

WHO ARE REGIONAL EDUCATION ASSOCIATIONS (REAs) ACCOUNTABLE TO?

To Whom It May Concern:

Over the past couple of years the question has arose various times regarding who the North Dakota Regional Education Associations (REAs) are accountable to. In order to provide more widespread understanding of REA accountability measures and to simply address the question more thoroughly, below is a list of accountability measures each REA must adheare to:

The six types of financial sources in which REAs currently receive include State allocations, Federal grant allocations, State grant allocations (i.e. 21st Century Community Learning Center grants), State CTE funding (if REA has CTE efforts), Private funders, and member fees, of which all are overseen by REA Governing Boards. Please read below for further description of these funding sources and the accountability measures associated with each:

1) Overall REA budgets, inclusive of all funding sources (i.e. State funding, local/state/private/federal grants, CTE, member fees, etc.), are approved annually by the local REAs governing board which consists of, at a minimum, area school administrators; some REAs, such as the MREC (my REA based out of Mandan/Bismarck) also include locally elected school board members from within the REA school district membership. Monthly cashflows within these budgets are reviewed and approved monthly by the REA governing board. Additionally, each REAs finances are audited independently or as part of their local fiscal agent annual audit (i.e. the MREC's fiscal agent is Bismarck Public Schools and our finances are part of their annual audit each year). Lastly, it important to note that our member districts independently hold us accountable. If programming/services are not being provided or are being provided in a manner not sufficient for their needs, they let us know, utilize another provider, or have the ability to withdraw (i.e. Dickinson Public Schools withdrew from the Dickinso REA in the past) which results in a reduction of State allocations based on our factor within the educational foundation aid formula.
2) REA General Fund dollars appropriated by the State are reported annually to the Department of Public Instruction (DPI) using the same reporting forms as Local Education Agencies (LEAs) (i.e. public school districts). The State financial report includes not only the money spent, but also what the dollars are spent on and in which of the five service areas we are legislatively mandated they were used (i.e. 1) Professional Development, 2) Curriculum Enrichment, 3) Data and Data Utilization, 4) Technology and Technology Support, 5) School Improvement assistance)

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3) Most REAs receive State funding with the 21st Century Community Learning Center (CCLC) grant, which is a Federally appropriated grant to DPI that is then distributed to qualifying agencies to provide education-based afterschool programming. An in-state application process occurs and is awarded based on need of the participating agency/schools involved in programming. Those grants require monthly reports to DPI with ledgers
4) Federally awarded dollars directly to the REA and/or their fiscal agent require reporting through the federal G5 reporting system which includes financial and project narrative reporting.
5) Career and Technical Education (CTE) Funding - only two REAs are involved in CTE programming at this time (MREC and GNWEC - Williston). Funding associated with CTE programming is reported through the State CTE Dept budget and reimbursement process, including narrative and ledgers.
6) Private Funders - Reporting varies on the requirements of the particular funder. For example, the Succeed 2020/Hess grant that will be concluding at the end of the 2016-2017 fiscal year, requires quarterly reports throughout the year inclusive of narrative and financial reporting measures. Other private funders may require an annual report of the project being funding and narrative of it's current status.

Thank you again for your time and willingness to receive this information. If you have any further questions regarding these accountability measures, please feel free to contact me at your convenience.

Sincerely,
Lyle Krueger
Executive Director
MREC

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North Dakota Teacher Center Network

3-8-17

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#9

Testimony of Misti Werle, Director, Missouri River Teacher Center
Teacher Center Funding
Reinstate MREC funding in HB 1013
March 7, 2017

Senator Holmberg and Members of the Committee:

My name is Misti Werle, and I appreciate the opportunity to speak on behalf of the Missouri River Teacher Center. I am the director of the Missouri River Teacher Center and Library Media Coordinator for Bismarck Public Schools.

During the 2015 legislative session Senate Bill 2013 mandated, "The North Dakota teacher center network merge with regional education associations (REAs) and that the mergers be complete by July 1, 2017." Our center is fully merged with our local REA, the Missouri River Educational Cooperative (MREC), and have been working together to provide training and materials to area educators.

Currently the Missouri River Teacher Center partners with Bismarck Public School's Library Media Office to provide materials and equipment to area teachers, while partnering with the MREC to provide additional professional development opportunities and resource/information to area entities. The teacher center serves more than 1,300 teachers and over 21,000 area students. We have twenty-five (25) public school district members throughout south central North Dakota, seven (7) private school memberships within the Bismarck-Mandan area, eight (8) educational organization memberships including pre-schools and daycares, three (3) university memberships, and a growing number of individual memberships including homeschooling parents. It is through this eclectic membership of public, private, and parochial entities that we are able to maintain and share access to a plethora of costly materials few of us could afford on our own. For example, the teacher center provides materials specifically for teachers and pre-service teachers from pre-schools to college classrooms including STEM materials, starlab, robotics kits, classroom instructional materials, and services such as lamination and spiral binding. Additionally, the teacher center serves as a liaison for many agencies including The National Geographic Alliance, ND State Game and Fish, State Historical Society, local businesses, Council of the Arts, Gateway to Science, and other agencies to distribute information and materials.

An unfortunate and perhaps unintended consequence of SB2013 is the loss to the Missouri River Teacher Center and all North Dakota Teacher Center's annual funding from the North Dakota Department of Public Instructions biennial budget. The Missouri River Teacher Center costs approximately $130,000 a year to operate including staffing, building costs, and materials. $55,000 of these funds go directly into purchasing materials that are available for checkout to members of the Missouri River Teacher Center. Bismarck Public Schools provides approximately $96,000 in-kind services a year to maintain the teacher center operations while receiving the added benefit of longer hours and additional resources for their teachers through the funding historically provided through the state.

I urge you to continue to support the teacher center by reinstating funding for MREC in HB1013.

I am available for questions and please feel free to contact me at your convenience with any further questions in the future.

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HB1013 – School Funding
Testimony in Support with requests
North Dakota Council of Educational Leaders – Dr. Aimee Copas
March 8, 2017

Good afternoon Chairman Holmberg and members of the Senate Appropriations Committee. For the record my name is Aimee Copas – I serve as the Executive Director for the ND Council of Educational Leaders representing all our school leaders and administrators in North Dakota. I'm here today to talk to you about streamlining and efficiency. This session is very much about those topics. It is no different in education. Sometimes when we discuss the need for streamlining and efficient thinking and we are doing it on a constricted timeline, we look to what seems to be the lowest hanging fruit to make cuts. While on paper it might feel like streamlining – or I dare say flat out budget cutting…the reality is that it is a delicate dance that we are in to ensure that the cuts made are ones that can best be handled and have the smallest negative effect possible.

Several biennia ago, the legislature in their wisdom created the REA's. One of the main pieces that has become evident to us in education is that REA's are one of the most effective mechanisms available to streamline and make efficient many aspects of education. We were blessed as a state to have had the Hess corporation provide to our state the $25 million grant that bolstered the capacity and ability of each of the REA's to become even more efficient and robust in their capabilities to serve our local schools. To ensure that the work and those grant dollars were not a wasted investment– we are asking for thoughtful reconsideration of the $800,000 cut to REA's that come from the House Appropriations version of HB1013. This cut comes at a time of a perfect storm as the Succeed 2020 dollars are ending and the REA's are working on ways to sustain funding for critical supports for our schools.

The NDREA shared with you the very broad range of impact across the state that the $800,000 cut will have. This will truly take the REA's back years in progression. If they are to maintain that funding to remain at least at a reasonable level of service, they will need to ask their local school districts to pay for this lost revenue. This ask of funding creates even more disparity around the state. Many of our smaller REA's that serve our more rural areas will receive the full blunt force of that cut and need to increase the ask from local schools. This is not saving the state money. It is shifting the burden. It is important to note that because of the passage of Measure 2, we are able to hold most of K12 funding steady, but we are

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by no means in a state of "held harmless". Natural cost increases and contractual increases are still increasing costs in our schools. Schools are eliminating positions and are trying to figure out budget shortfall scenarios as well.

To remove the $800,000 from the REA funding is truly a cost burden on the local schools that could threaten not only the quality of service of the REA's but could threaten the very existence of some which would be a huge step back for our state.

The REA's have moved us down this continuum of streamlining and efficiency. What follows is a handout of the services performed by our REA's. Imagine the cost that would need to be born by our taxpayer if each one of our districts were attempting to replicate these services. It would be astronomical – frankly impossible. What a shame that would be to our students.

In the House Education Committee, I handed out letters from over a hundred of our districts that talked about what the REA's do for them and how that has become an integral part of education in North Dakota – these districts are in support of their local REA's. Some might say – well if they support them, then they can pay for them. However, I truly don't believe that in your hearts that there is a deliberate intent to shift the burden. We realize that you have a very difficult job to do in balancing the budget. I know it won't be easy, but I implore you to continue to make every effort to find a way to restore this funding to the REA's and enable them to continue to work with our schools in North Dakota on the ultimate goal of the success of our students. Please remember that what they do streamlines and makes more efficient our schools which at the end of the day is a true cost savings to our state.

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Services offered by Regional Education Agencies #10

Updated January 2017

Great Northwest Education Cooperative (GNWEC) - Williston Area:

- Career Advising
- Career Expo
- Reality Store
- Scrubs Camp
- Senior College Registration
- ACT Prep
- Professional Development: Teacher and Administrator
- New Teacher Orientation
- SLDS Teacher Data Training
- Master Teacher
- Administrator PLC
- WIDA ELL services
- Carol White PEP
- Sports Medicine
- Physical Education Special Certifications
- Create/Update Fitness Centers
- Update Physical Education Equipment
- Youth Behavior Risk Survey
- Nutrition Survey
- Physical Education Curriculum Enhancement
- Acellus Online Curriculum
- Emerging Technology
- CTE Courses
- 21st CCLC After school Programs
- Safe and Civil Schools: School climate and behavior
- PREPaRE Crisis Management Training
- ITV Lab Setup and Maintenance

Mid Dakota Education Cooperative (MDEC) - Minot Area

- Beginning Teacher Workshop
- Classroom Management Workshop
- Instructional Coaching
- Customized professional learning (early-outs/late-starts/district in-services)
- Regional In-services (2 per year) - best practices and student engagement
- Suicide Prevention Training

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- Mental Health Workshops
- Principal/Teacher Evaluation Support and Workshops
- AdvancED/School Improvement support
- Data Analysis Workshops
- NWEA and AIMSweb support
- Trauma Sensitive Schools
- Poverty workshops
- Standards and State Assessment support
- Student events (curriculum enhancement) - First Lego League, Writers' Conference, You're Hired!, SCRUBS Camp, Brooks Harper, STEM Camps
- Mental Health Triage for primary students
- Nutrition Services training
- Bus Drivers training
- Para-professional training
- Student Internships
- Supplemental Teaching Resource Library
- Physical Education and Health Education training
- CHAMPS
- English Language Learner direct school support

Missouri River Education Cooperative (MREC) - Bismarck/Mandan Area:

- 15 Fixes for Broken Grades
- Administrator Meetings
- AdvancED School Improvement Workshop
- Anton Treuer Team Planning
- Breakout Sessions for Parents
- BrightBytes Data Dig
- College Career Readiness Support
- Color Wellness Run/Walk
- Content Area and Grade Level PLCs
- Continuing Education - Summer courses
- Foldables Training
- Instructional Coaching
- School Counseling
- Culinary Training
- Cultural Inclusion-Curriculum Planning
- Cultural Inclusion-Professional Development
- Cultural Integration/Anton Treuer Presentation
- Cultural Studies training
- Curriculum Alignment Assistance
- Curriculum Planning/Development

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- Daily 5 Workshop
- Data/Assessment Support
- DSU Education Students-Planning
- Education Networking Fair - College Edu Students
- Elementary Principal Meetings
- Elementary Principal Rounds
- Elementary Reading Contest
- ELL Boot Camp
- ELL Credentials-Teacher Assistance
- ELL Go To Strategies Workshop
- ELL/ACCESS Testing
- Extended School Program
- First Tech Challenge Support - Robotics competition
- Writing Rubrics assistance
- Foldable Strategies Professional Development
- Grading Practices
- Guided Reading Groups
- Health Education Standards Training
- Instruction Technology-Cultural
- Instructional Coaching-Classroom instruction
- Instructional Rounds Workshop-Teachers/Principals
- Joseph Bruchac Presentation - Culture/Language
- Just in Time Mathematics training series
- Leadership-Scott Davis Presentation
- Learning Continuum
- Lit Circles/Interventions/Coaching
- Math Interventions
- Math Meet development & assistance
- Math Stations Activities
- MRACTC Student Courses - CTE online/ITV courses
- MREC Annual Meeting
- ND State Standards assistance
- Non-Fiction Writing
- NWEA Data Training
- NWEA MAP Learning Continuum
- Office 365/Activinspire - PD
- Parent Night & Book Fair Assistance
- PE Standards Training
- Picture Writing Parent Night Assistance
- Professional Development - Language
- Professional Development - Reading
- Professional Development-ELA
- Professional Development-Encore

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- Professional Development-Math
- Professional Development-Science
- Professional Development-Social Studies
- Professional Learning Communities assistance
- Reading Corps - Reading Interventions
- Reading instruction classroom observations
- Science Lesson Gr 1 & 2
- Secondary Principal Meetings
- Secondary Principal Rounds
- PD - Book Study
- Star Lab Activities
- STEM Program Support
- Student Council/At Risk
- Student Council/Consult
- Student Culture Day
- Student Career Symposiums
- Sub/Para Workshops
- Suicide Prevention Training
- Summer Literacy Institute
- Targeted Professional Development
- Teacher Support
- Tech Integration
- Tech Support-Mini iPad
- Understanding Poverty Training series
- Visual Arts Approach to Teaching Life Science (K-12)
- WIDA Training
- Wilhelm Meya Language Planning
- Youth Mental Health Training

North Central Education Cooperative (NCEC) - Bottineau Area:

- **STAFF:**
  - Superintendent PLC
  - Principal PLC
  - Content Area PLC and Grade Level PLC
  - Critical Friends-Counselor PLC
  - Principal and Teacher Evaluation
  - Instructional Rounds and Observation Rounds
  - Instructional Coaching
  - Beginning Teacher Workshop/New Teacher Network
  - Customized professional learning (early-outs/late-starts/district in-services)
  - Harry Wong + Daily 5 Classroom Management Workshop

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- Steve Dunn Writing Workshop
- Ed Thomas Core Six Math
- Harvey Silver Core Six Reading
- Jackie Walsh Questioning to Stimulate
- Lessons Beyond Athletics
- Ruby Payne Poverty Workshop
- Suicide Prevention Training
- Mental Health Training
- Trauma Sensitive Schools
- Love & Logic/Nurtured Heart
- AdvancED/School Improvement
- Data Analysis/DUP Data Utilization Project
- Technology in Classroom
- Standards Based Reporting
- Mandatory Reporting
- Power School Training
- Maker Space
- Just In Time Math Workshops
- Teacher Center resources
- MTSS
- 6+ Writing Traits
- New Teacher Network
- Solution Tree Facilitation
- EduTECH collaboration

- Paraeducator Training
  - Culinary Skills
  - Custodial Training

- Instructional Time Waiver
- Home & School Liaison
- Grant writing

- STUDENTS:
  - 21st Century Community Learning Centers programming
  - High School and Middle School Career Fairs @ Dakota College
  - Water Festival @ Dakota College
  - RUReadyND and Roads to Success Curriculum
  - Virtual Job Shadowing
  - Soft Skills Training
  - Cyberbully Training/Character Counts
  - ACT Work keys Learning Express prepartion & testing
  - STEM Camps and STEM kits

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- Starlab Dome
- Energy Toolkit
- PBS Ready to Learn
- PBS Ipad suitcase
- Marketplace for Kids

- COMMUNITY:
  - Suicide Prevention
  - ALICE School Shooter
  - PBS Family Night Events
  - Dakota College STEM Investigation Team

Northeast Education Services Cooperative (NESC) – Devils Lake Area:

- Steve Dunn Writing/Expository Text Workshops
- Instructional Rounds
- Beginning Teacher Workshop
- Classroom Management Workshop
- Instructional Coaching
- Customized professional learning (early-outs/late-starts/district in-services)
- Regional In-services (2 per year) - best practices and student engagement
- Suicide Prevention Training
- Mental Health Workshops
- ALICE (Active Shooter) Training
- Principal/Teacher Evaluation Support and Workshops
- AdvancED/School Improvement support
- Data Analysis Workshops
- SLDS support
- NWEA and AIMSweb support
- Just In Time Math Workshop Series
- Regional PLCs
- Trauma Sensitive Schools
- Poverty workshops
- High Reliability Schools Academy
- Standards and State Assessment support
- 21st Century Community Learning Centers programming
- ITV (Distance Education Class offerings)
- Technology Learning Cooperative (CTE Emerging Technology Program)
- Student events (curriculum enhancement) - First Lego League, Writers' Conference, You're Hired!, SCRUBS Camp, Brooks Harper, STEM Camps, 21st Century Learning Centers

Red River Valley Education Cooperative (RRVEC) – Grand Forks Area:

- Steve Dunn Writing Initiative (4 times per year)

- Instructional Rounds with Dr. Phil Warrick of Marzano Research Lab (6 sessions per year)
- New Teacher Workshop in Collaboration with the Beginning Teacher Network
- The Book Whisperer - Donalynn Miller
- Teach Like A Pirate - Dave Burgess
- Instructional Coach and New Principal Mentoring
- BreakoutEDU Box for each school, and onsite training and implementation of its use.
- Meaningful Literacy with Pernille Ripp
- Code.org Workshops
- Project Based Learning with the Buck Institute
- Onsite customized Professional Development
- Suicide Prevention and Mental Health Training
- Superintendent Workshop for Principal Evaluation Support
- School Improvement/AdvancED Preparation and Support
- SLDS and NWEA Data support
- Just In Time Math in collaboration with Southeast Education Cooperative
- PLC support (both virtually and face to face)
- Assessment Grants
- Trauma Sensitive Schools
- MTSS onsite training and implementation/support
- Onsite Technology Training and Support from a Certified Trainer
- VEX Robotics (Hosting ND's First Ever State Sanctioned VEX Tournament for students 2/25/17)
- Explore NVCTC Career Exploration held in Grafton
- North Valley Career Expo held in Grand Forks
- Direct Support for Principal/Teacher Evaluation (Marzano Compendium for ALL principals in the RRVEC)
- Assessment Academy with Marzano Research Lab
- High Reliability Schools Support
- Standards Based Grading Implementation Support
- Academic Olympics
- Facilitation and distribution of Teacher Center Materials
- Brooks Harper Keynote for Students
- Organization and management of PRISM credits for RRVEC schools through the University of North Dakota (739 credits awarded in 2015-16)

Roughrider Education Services Program (RESP) – Dickinson Area:

- Pathways to Reading (Levels I, II, and Onsite Support)
- Step Up to Writing
- Summer Conferences (2 per year) (June 2017 – Rick Wormelli) (July 2017 – Matt Miller)
- Administrative Retreat (June of each year) (June 2017 – Jim Stenehjem)

- Mental Health Workshops (Trauma Sensitive Schools – TSS) Legislative Mandate 8 hours/2years
- Suicide Prevention Trainings (QPR and Sources of Strength) Legislative Mandate 2 hours/year
- Workshop Day – Each January on Martin Luther King Day
- TLC's for content and grade level teachers
- PLC's for our elementary and high school teachers
- Brain Based Instructional Workshops
- Book Studies
- ELL Services
- Collaborate with ELL Districts with Title III Grant (RESP writes Grant)
- Technology Workshops (Sites & Apps for Instructional Toolbox and using custom software)
- Inspired Leadership
- Conscious Discipline
- Data Utilization Workshops
- SLDS Support
- Understanding & Using NWEA Reports
- Multi-Tiered System of Supports (MTSS)
- 504 Planning & Support
- Bus Driver Trainings
- Career Expo (Grades 9-10)
- Career Discovery Day (Grades 7-8)
- Coordinate Workplace Tours
- Customized Professional Development (early-outs, late-starts, district in-services)

South East Education Cooperative (SEEC) - Jamestown/Fargo Areas:

Leadership Meetings

- Governing Board Meetings
- Administrator/Superintendent Meetings
- Principal Advisory Committee Meetings (open to ALL principals)
- Program Advisory Committee Meetings (group of principals/admins/curriculum directors from large/small, elementary/secondary schools and districts)
- Leadership for Learning Series

Afterschool / Out-of-School-Time Programming / 21st Century Community Learning Center

- Professional Development
    - Program Management
    - STEM/STEAM
- 21CCLC Summer Conference (tri-state)
- ND Afterschool Network (C.S. Mott Foundation)
    - ND Afterschool Summit
    - Listening Tour

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- PD Webinars
- Day on the Hill

English Learners

- EL Bootcamp
- Book Study
- GoTo Strategies
- ND/SD Hutterite Colony Conference
- Dakota TESL Conference (collaboration)
- Imagine Learning
- Grammar Gallery

Healthy Schools

- 10 pilot Healthy Schools
  - Professional Development
  - Innovative Wearable Technology (IHT Spirit System)
- Culinary Skills Trainings
  - Food Service Staff
  - FACS Teachers
- Mental Health First Aid
- QPR for Suicide Prevention
- Trauma Informed Schools
- Active Recess
- Physical Activity Leader (PAL)
- Smarter Lunchrooms
- SPARK Training
- Healthy Schools Summit

Beginning Teacher Network - mentoring, collegial collaboration network for first-year teachers

College and Career Readiness

- Career Development Planning
- CTE Scholarship Capacity Building for School Counselors
- WorkKeys PD for School Counselors
- Beginning Counselor Network

Data Training and Supports

- Data Use Standards Work Group
- SLDS Users Group
- escWorks Registration System
  - School District Professional Development Dashboard

Improving Academic Literacy

- Elementary Cohort
- Secondary Cohort

Just in Time Mathematics

- STATEWIDE JIT Math PD for Grades 4-8 (Hosted in 5 REAs)
- K-3 Cohort
- High School Pilot Cohort

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Math Science Partnership - You're Hired

- Professional Development (80 hours)
- Problem-Based Learning
- STEM/STEAM

Multi-Tiered System of Supports

- ND Multi-Tiered System of Support - State Personnel Development Grant
- MTSS Cohort 2-Year Cohorts
- ND MTSS Annual Statewide Conference (with MDEC) - 7th year
- School-Wide Information System (SWIS) (for behavior data)

N.D. Reading Corps (AmeriCorps)

- Grant Management, training, coaching, support, reporting

ND State Standards Implementation

- ND State Standards Implementation Guide
- Curriculum Companion
- Content Standards trainings for Math and ELA

Professional Learning Communities at Work(PLC) Institue Support

SEEC Online Dual Credit Classes

Bush Foundation Ecosystem Grant

- Personalized Learning

Substitute Teacher and Paraprofessional Training

Principal and Teacher Evaluation Trainings

- Marzano, Marshall, Danielson Models
- Breakthrough Coach
- Leading Change

Valley City Area Teacher Center

- Bus Driver Training
- Learning Resources (LEGO Story Starters, BreakoutEDU Boxes, Digital StarLab Planetarium, Whale, Realityworks Babies, Resource Library, etc)
- Summer Workshops (Poverty, Project WET and Project WILD)
- Ellison Machine

Business Services

- Applicant Tracking Consortium (recruitment and hiring software) - training, cost assistance
- School-Based Medicaid Billing Statewide Consortium (9 units covering 44 districts) - claims management, training, support, Dept. of Human Services relationship
- Special Education Contracted staff (occupational and physical therapists) - 3 staff available in 14 districts
- AED Everywhere Tracking System

Technical Assistance

- Data Review / Training
- English Learners
    - Compliance
    - Program Development
    - Implementing English Language Development Standards

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  - Academic Language for All
  - Interpreting Assessment for ELs
- Healthy Schools
  - Wellness Policy Review
  - Food Service Audit Preparation
- Mathematics/ELA Curriculum Review & PD
- Statewide Math Leadership Team
- STEM/STEAM/Problem Based Learning Modules
- Standards-based report cards

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North Dakota LEAD CENTER

Leadership & Educational Administration Development
125 Slate Drive, Suite 7 • Bismarck, ND 58503 • 701-258-3022 • Fax: 701-258-9826

Testimony on HB 1013

By

Dr. Jim Stenehjem, Director—ND LEAD Center

Chairman Holmberg and members of the Committee, for the record, my name is Jim Stenehjem and I am the Director of the ND LEAD Center. I am here to testify in support of funding for the ND LEAD Center during the 2017-19 biennium.

The North Dakota Leadership & Educational Administration Development (ND LEAD) is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. You won't have effective schools without effective leaders. The LEAD Center is funded by grants from the state legislature, additional grants, contracts, and user fees. We report to a Board made up of representatives from the ND DPI, ND CTE, UND, NDSU, University of Mary, School Leaders, and a minority representative.

I have provided you with some key initiatives that the ND LEAD Center has been involved in the past year, as well as information on the history of the ND legislative funding to the ND LEAD Center over the past 12 years. I'd like to just cover some highlights of our efforts from this past year which I will describe as the Effective School Leaders Pipeline.

- Conducted an **Aspiring Principals Conference**.
- Conducted the **ID21 Assessment Centers for UND and NDSU** as a portion of final degree requirements in Ed Leadership.
- Developed and implemented a **new principal mentoring program** with support from the ND DPI, NDAESP, NDASSP, Teacher Support System, and local school systems.
- Helped coordinated statewide the implementation of the new **North Dakota Principal and Teacher Evaluation Guidelines.** Coordinate the ND Principal and Teacher Evaluation Support System (PTESS) Committee for the ND DPI.
- Conducted online **360 Surveys** for principals and superintendents.

- Conducted a **Professional Learning Communities** (PLC) Summit.
- Participated in **Coaching Matters** regional workshops in the state with the North Dakota Teacher Support Network.
- Conducted **31 workshops and presentations** for almost 800 participants developing leadership skills.
- Facilitate the Principal and Teacher Evaluation Support System for the ND DPI.
- Served on ESSA Committee providing resources for the Teacher and Leader Subsection.

The ND LEAD Center has strong support from the school leaders in the state as indicated in the comments to the survey attached. One hundred percent (100%) indicate that there have been significant changes in expectations of schools and school leaders over the past few years. Ninety- six (96%) of respondents have participated in a ND LEAD Center workshop over the past 25 years. Ninety-seven (97%) rate the workshops good or excellent. Ninety-eight (98%) percent indicated that the workshops made a positive difference in their leadership skills. Ninety-three (93%) would be concerned if ND LEAD was not there with the support they receive on their leadership skills. Ninety-four (94%) indicated that ND LEAD is important or critical in supporting future changes in education in North Dakota.

I've attached a funding list that shows you the grant levels since the 2005-07 biennium. Our present level is $267,500. If we revert back to the 2013-15 funding level we would be at $260,000. If we receive a 10% cut, it will put us at $240,750 or below the 2007-09 grant level. If ND LEAD does not receive any funding, it will be difficult or impossible to continue existing in its present format.

Thank you to the members of the legislature for your support since 1987 over the history of the existence of the ND LEAD Center. We believe that the ND LEAD Center has made a significant difference in the quality of school leaders over the years of its existence.

Chairman Holmberg and members of the Senate Appropriations Committee, this concludes my testimony. I have attached additional information about the ND LEAD Center to my testimony that you may read at your convenience. At this time I would be happy to answer any questions that you have in regard to my testimony. We also have a couple of school leaders who wish to testify.

ND LEAD Snapshot of the 2015-16 Year in Review

Conducted an Aspiring Principals Conference for prospective principals in the state with 17 participants. Five of the participants are serving as principals this year.

Conducted the ID21 Assessment Centers for UND and NDSU as a portion of final degree requirements in Ed Leadership, and began a combined assessment center with NDSU and UND collaborating with students from each school participating. The ID21 Assessment Center stands for "Interactive 21st Century Principal Development Program" and is a simulation of being a principal, where trained assessors score participants on a list of 21st Century Skills, based on their performance in the simulation. Many of the participants who completed the ID21 Assessment report indicated it was one of the most valuable portions of their Educational Leadership program.

Developed and implemented a new principal mentoring program. Sixty percent (17/28) of the new principals during the 2016-17 school year are participating in the program. Most of the cost of the program is being covered by the local school districts. The major reason for schools who are not participating in the program is the cost. The program involves new principals meeting with an assigned mentor almost weekly online, or over the phone. The mentor conducts two visits at the school site during the school year, and a principal 360 Survey is provided to each new principal at the end of the year. ND LEAD was provided $10,000 from the ND DPI last year to develop and pilot this program for one half a years with six participants and $15,000 during the 2016-17 year to provide the full year program.

Coordinated statewide the implementation of the new North Dakota Principal and Teacher Evaluation Guidelines. To complete this task the North Dakota LEAD Center created websites with resources for each evaluation model, listservs for each model, provided information about the North Dakota guidelines, and supported training on the different principal and teacher models. In addition, the ND LEAD Center completed follow-up surveys with teachers, principals, and superintendents which provided insights into the progress in the implementation process.

Conducted online 360 Surveys for principals and superintendents. A method of receiving feedback from supervisors, peers, and those the person supervises.

Conducted a Professional Learning Communities (PLC) Summit for the state of North Dakota with 140 participants. Research is showing the power of teacher collaboration to make a difference in teaching and student learning. There was a very positive response from the 2016 Summit with 98 % of participants expressing a desire to attend a PLC Summit in 2017. A PLC listserv was created to assist with future collaboration. This was a joint project with the ND DPI and ND LEAD.

Participated in Coaching Matters regional workshops in the state **with the North Dakota Teacher Support Network**, where principals and academic coaches attended and reviewed elements of an effective Academic Coaching Programs. Responses from principals and academic coaches were very positive, with new tools to assess their present programs and academic coaches.

Conducted 31 workshops for almost 800 participants developing leadership skills during the 2015-16 school year.

Examples of Courses Covered:

- Crucial Accountability
- Effective Communications
- Instructional Leadership Academy
- Leading Change
- Leading Professional Learning Communities
- Marshall Evaluation Model
- Teacher Observation Rounds
- Time Management
- Teacher and Principal Evaluation Workshops and Presentations

ND LEAD Funding from ND Legislature past 12 years

Year	Grant Total
2015-17	$ 267,500
2013-15	$ 260,000
2011-13	$ 260,000
2009-11	$ 260,000
2007-09	$ 245,000
2005-07	$ 236,650

Present Funding **$267, 500**

ND DPI Recommendation for funding: **$260,000**

10% decrease in funding: **$240,750**

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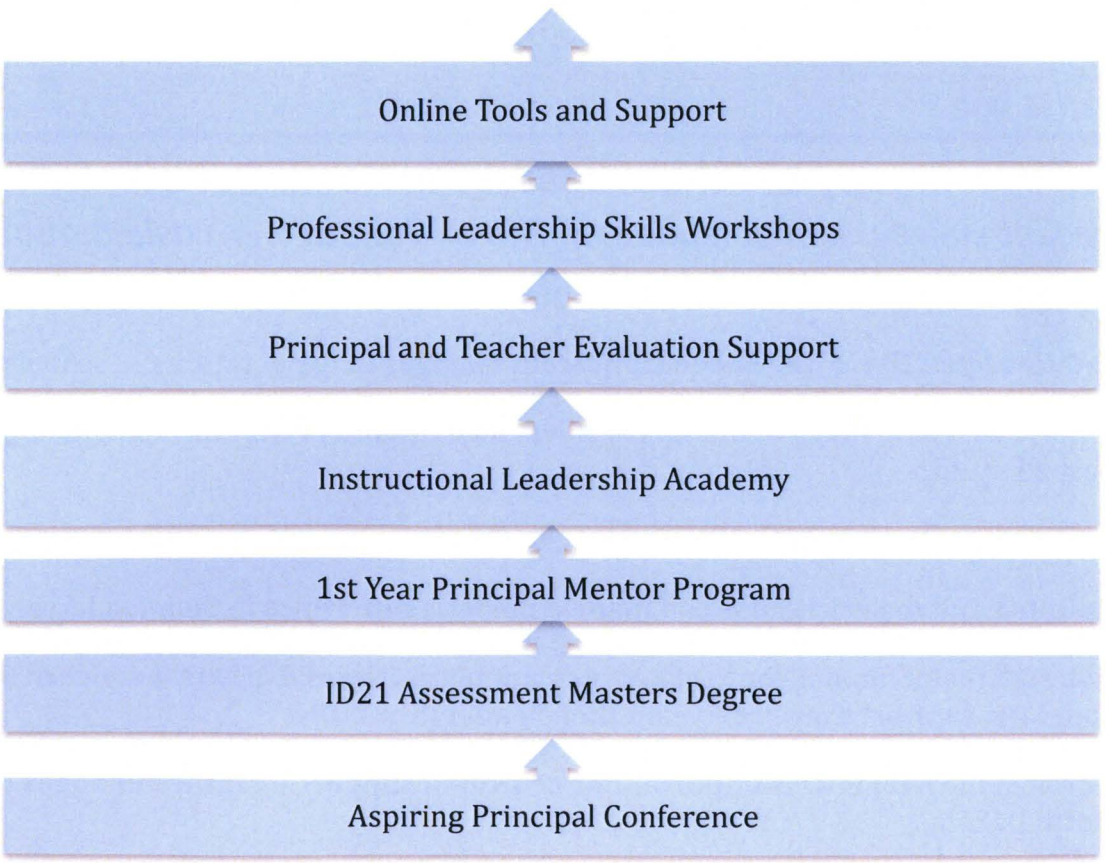
The ND LEAD Center plays a key role in developing effective school leaders for North Dakota

ND LEAD provides conferences, workshops, and presentations at the state, REA, and school district level, as well as facilitates the ID21 Assessment Centers for UND and NDSU, prepares web resources and online support. The focus of all ND LEAD Center's work is effective leadership in schools.

ND LEAD Center's Effective School Leaders Pipeline



Research on Leadership in Schools

- While teachers have the number one impact in schools, **principals have the second largest impact.**
- When looking at all of the school factors that impact student learning, the **principal makes up one quarter of the effect**.
- You can have pockets of effective teachers without an effective principal, but **you can't have an effective school without effective principals**.
- There are virtually **no examples of turn around schools that have been recorded without an effective leader!**
- In studies on **teacher recruitment and retention**, the **principal** was the **leading factor** in getting and keeping teachers.
- According to a Public Agenda survey, almost 67 percent of principals reported that the pre-service program did not prepare them for the realities of leading a school.

Survey of School Leaders in North Dakota

In a recent survey, school leaders in North Dakota were asked about their involvement in ND LEAD Events, Presentations, or Workshops.

100% indicated **yes, there have been significant changes in expectations** of schools and leaders.

96% of those who responded to the survey **have participated in ND LEAD workshops** over the past 25+ years.

97% indicated the workshops **were good or excellent**.

98% indicated that the workshops had **made a positive difference** in their leadership skills.

93% indicated that if funding for ND LEAD was not there, **it would create a concern for them** about the **support they receive on their leadership skills**.

94% indicated the **ND LEAD is important or critical in supporting future changes** in education in North Dakota

Here's what people say about the ND LEAD Center

SUPPORT IN MEETING NEW EXPECTATIONS IN EDUCATION

There are so many changes and so many difficult situations to deal with in leadership. I honestly would not be continuing in administration were it not for the training I received from ND LEAD. I believe that without support in this crucial area, we will suffer a shortage in highly trained school leaders that will negatively impact staff and students in North Dakota.

Principal trainings have certainly impacted student performance in our schools. With an ever-increasing demand on students and educators to increase student performance and outcomes, the LEAD Center fills a critical role in that educational process.

In my beginning years as an administrator, the courses that helped me have increased knowledge about Mastery teaching and teacher evaluation were very important. The LEAD Center first impacted my leadership while I was in graduate school and participated in the D 21 professional development. This provided me an opportunity to participate in practical learning with feedback from a current principal. Even after 15 years of principalship I participate in these courses to increase my skills and knowledge. There is nowhere else in our state where these learning opportunities are found. With the current shortage and the anticipated increase in shortages in school leaders across the state, the LEAD Center needs to be funded.

SCHOOL CLIMATE AND CULTURE

Leadership sets the tone and the climate for our schools. The administrator will make or break the effectiveness of the school. The Education shared through ND LEAD directly affects the children through the positive and professional guidance administrators receive from the Center.

The LEAD Center, through the coursework offered to administrators, has been directly transferred to staff in improving their instructional pedagogy. This has transferred to an improved learning environment for our students.

The success of a school sits in the hands of the leader in that school. The expectations and goals established by leadership help to push our staff and students to be the best that they can be. ND LEAD has provided me with so many ideas that have helped to create a positive climate for our students and staff, which has helped to create a sense of pride and achievement within our building, which has resulting in improved student performance. The culture in our school is improved because of the LEAD Center's focus on education.

TEACHER AND PRINCIPAL EVALUATION AND FEEDBACK

Student performance and success in school has increased because of improved teacher effectiveness. As a new administrator, the ND LEAD Center has provided me with valuable training that has improved my ability to implement change and provide impactful feedback to my teaching staff that has improved their effectiveness within the classroom.

The ND LEAD Center has provided valuable resources and information regarding the teacher/principal evaluation model our district is using. The use of this evaluation model is impacting instruction, which in turn impacts student performance in a positive manner.

The ND LEAD Center was instrumental in driving selection of and improved use of the Principal/Teacher Evaluation tools. This has had a huge impact on professional discussions in my schools and the data is valuable in program decision-making and focused professional development planning. The ND LEAD Center is vital to the advancement of ND Schools and ND School Leaders.

The ND LEAD center has provided crucial resources for the introduction to the ND principal and teacher evaluation systems. Due to the center's help, my evaluation skills for teachers have improved tremendously and as a result; student performance has increased as well.

One of the areas I know that ND LEAD Center has impacted student growth in my school is in helping teachers grow in teaching and learning. The trainings and workshops I have attended from ND LEAD have helped me work with teachers and bring them to higher levels in how they teach, assess and motivate students. This has truly helped our school with success with teaching and learning, and ultimately, greater student success.

Due to the P/T Evaluation System, my school was able to target gaps in response to intervention, student engagement practices, and areas of need in instructional practice. The training and supports through the ND LEAD Center helped my staff to formalize processes directly targeted to authentic student needs. Our "down list" has decreased dramatically because of these initiatives and teacher buy-in to change our instructional framework has increased.

I recently completed an intense leadership training on teacher evaluation. During my 6 day training, my evaluation skills grew greatly. I learned how to provide specific and direct feedback that would make an impact on student learning. I also learned how to hold the difficult conversations with teachers regarding substandard teaching practices or behaviors that negatively affect learners. I left the training with greater knowledge and confidence. I can say, without a doubt that my skills as a leader have changed for the better and that I am better equipped to help teachers improve their craft, thus improving learning for our students.

USING DATA TO DRIVE RESULTS

The workshops provided on database decision-making years ago, started our work and efforts to increase student performance. Without these courses to build our foundation for understanding of data decision-making, our students would be negatively impacted. I cannot imagine our state being without the LEAD Center. It is critical element in our principal professional development.

TIME MANAGEMENT SKILLS

I participated in the Break Through coaching training years ago. One of the claims made was if this was fully implemented, student achievement would grow. Coupled with my training in instructional leadership--and learning how to work as an "executive" I saw the results in school performance gro each year to the point where over 90% of my students meet the grade level benchmark in reading year after year -- while at the same time the poverty rate and the "turnover" rate of students has also

doubled!! Doing better while it is harder!! As the skills of the principals goes -- so goes the teaching and learning in the school!!

SCHOOL EMERGENCIES

ND LEAD has supported our school by providing quality training for staff in how to address school emergencies. We are better prepared for many crisis situations because of this training.

CUTTING EDGE ON EDUCATION

ND LEAD has given me the tools and resources to stay current and on top of both trends and the current research in educational changes as they occur. This clearly enhances my readiness to meet student needs.

Short and easy answer to this is that ND LEAD helps make administrators better. This allows us in a productive way to make teachers better and we all know the better the teacher gets the more impact they have on student learning/performance. ND LEAD is a great resource and partner in making education in North Dakota the best it can be.

ND LEAD has been a critical part of educational administration. Student performance was positively impacted by the education that I received attending ND LEAD workshops and classes. It gave my teachers the tools to deliver state of the art education to our students. They taught me how to effectively give teachers feedback, which in turn, leads to better education and a positive student impact. ND LEAD is critical for our changing educational landscape. Administrators need support and training to keep up with the changes and requirements in our nations educational system.

Through the efforts and leadership of the ND LEAD Center, school administrators have been able to keep abreast of cutting edge education initiatives, which would only be available outside of state conferences or workshops. Having to keep abreast of education initiatives by travelling to out-of-state conferences/workshops would cost school districts far more in the long run than having the State Legislature provide a constant level of financial support to keep the ND LEAD Center operational and available for continuing professional development opportunities for administrators and teachers.

CRUCIAL ACCOUNTABILITY SKILLS

It was not that long ago that I took the workshop Crucial Accountability that had an extremely positive impact on our teaching staff, which in turn led to a positive change in our student achievement!!

I have attended numerous training opportunities from the ND LEAD Center. I have found the information learned in the Crucial Accountability training to be a valuable resource I have used on numerous occasions. All administrators would benefit from this training. This is just one example of the excellent training provided by the ND LEAD Center. If we want strong schools in our state, we need strong leaders equipped to do the job well!

PROFESSIONAL LEARNING COMMUNITIES (COLLABORATION)

We implemented PLC's, beginning the process with training by ND LEAD. We are in our second full year, and although there have been challenges, our AdvancEd data shows MAP assessment scores a meeting goals in most grade levels, and rising in all grade levels.

The PLC workshop lead me to focus my leadership on standards and assessment this year. My teachers have responded beautifully and our kids are reaping the benefit.

Impacting student achievement and growth through a coaching model has helped our school open its doors by embedding PLCs and collaboration into our daily practices.

PRINCIPAL MENTORING

Through taking Educational Leadership, Mentorship Training, and other workshops provided by the LEAD Center, I grew as an administrator and felt better equipped to teach and serve my staff and students. This is a critical component to administrator development and support.

"I can't imagine education in North Dakota without the North Dakota LEAD Center."

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#13

TO: Appropriations committee
FROM: Tamara Uselman, Superintendent
RE: Funding for ND Lead
DATE: 03/08/17

Chairman Holmberg and members of the Committee, for the record my name is Tamara Uselman and I am the superintendent of schools in Bismarck, here to testify in support of funding for the ND LEAD Center during the 2017-19 biennium.

ND Lead is an important tool in making improvement in the skillset of North Dakota's school leaders. For student achievement to improve in statistically significant ways, the adults who provide service to them must have improvement in their own achievement.

I will offer three brief examples of the difference ND LEAD has made. First, I once worked with a first year principal who had all the skills and knowledge necessary to lead but struggled in relationship skills. It was the consistent, periodic one-on-one coaching over a year provided through the ND LEAD Center that allowed this novice principal to recognize how to build relational trust. I believe it saved this principal's career. It certainly helped the school and family community get back on track. If the ND LEAD did not exist, I likely would not have known where to go for help or how to provide the job-embedded coaching required.

Next, ND LEAD offers professional development such as "Crucial Conversations". This training has taught multiple BPS leaders how to embrace conflict as a necessary and healthy part of improvement without making it a defensive and personalized situation. Those kinds of high quality "game changer" professional development sessions may be found at national conventions but likely not, due to the intense one or two day sessions. I have at least three leaders in my school who will attest that "Crucial Conversations" changed their interpersonal relationships, vital in the school leadership business. Where would they be, and we be, without the training?

Finally, ND LEAD has had a significant impact on me. Nearly twenty years ago as part of a college course in educational leadership, I was required to participate on a Saturday in a "practicing principal" session associated with ND LEAD. No single other experience prepared me for the princpalship. It was as close to real-life learning as I ever got until my first day on the job. In addition, as you may know, the superintendent is evaluated twice per year, under NDCC. However, it was through the ND LEAD Center that I discovered the 360 tool which I used not with my Board but with the people I supervise. Through this tool, they spoke to me anonymously

and collectively about where my skillset was strong and what my next big work should be. I refer to my 360 often and use it to stretch myself, 32 years into this line of work.

In summary, the design of the ND LEAD Center makes the leadership trainings fresh, current, and directly applicable. I have found it to inform and help form school leaders, and that changes everything.

NEW SALEM-ALMONT PUBLIC SCHOOLS

310 Elm Ave
New Salem, ND 58563
(701) 843-7610

Andrew Jordan, Superintendent

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#14

Testimony on HB 1013

By:
Andrew Jordan, Superintendent
New Salem-Almont Public Schools

Chairman Holmberg and members of the Committee, for the record my name is Andrew Jordan and I am the Superintendent at New Salem-Almont Public Schools and I am here to testify in support of funding for the ND LEAD Center during the 2017-19 biennium.

I first started with ND LEAD when I was an aspiring administrator at the University of North Dakota, pursing my Master's in Educational Leadership. I was involved in the ID21 Assessment which was the final requirement in my Ed Leadership program. The assessment was a simulation of a day as a principal. I gained instant feedback from experienced professionals. It is an assessment that I believe all students should go through as a requirement in gaining a Master's in Educational Leadership. ND LEAD facilitated this assessment.

As a High School Principal I had the opportunity to take several courses through ND LEAD that helped me further my learning. The courses I have taken through ND LEAD helped bridge the gap between gaining my Master's degree and working as a principal. The courses I have taken are:

- Instructional Leadership Academy
- Crucial Accountability
- Effective Communication
- Teacher Observation Rounds
- Professional Learning Communities (PLC) Summit

Education is ever changing and ND LEAD provides ongoing professional development. This has allowed me to be a more effective instructional leader for my teachers, who in turn have impacted student achievement. I would not be the administrator today if it wasn't for ND LEAD.

Now as a Superintendent, I have seen the value of the Principal Mentoring Program. My first year principal was paired up with an experienced Principal from Bismarck Public Schools. They have weekly phone meetings and he has visited our school twice this year. The guidance and support she has received throughout the year has been instrumental to her success as a principal. I wish this program would have been available when I was in my first year as a principal.

In rural school districts ND LEAD provides the bulk of a principal's professional development plan. We continuing talk about supporting our teachers, this can't be done without effective leaders. We would be doing a disservice for new and experienced principals, if we didn't fund one of the most important organizations in North Dakota impacting leader development. Chairman Holmberg and committee members, I asking for your support in funding ND LEAD.

This concludes my testimony. At this time, I would be happy to answer any questions that you have in regard to my testimony.

North Dakota School for the Deaf

Resource Center for Deaf & Hard of Hearing

"Serving all North Dakotans with Hearing Loss"

See minutes for:
HB 1013 (4) School for the Deaf
3/8/2017
Job # 28870

ND School for the Deaf

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing

HB 1013 (4)
3-8-2017
#1

The North Dakota School for the Deaf is a division of The North Dakota Department of Public Instruction, Kirsten Baesler, State Superintendent

Dr. Connie Hovendick, Superintendent
And
Michael Loff, Business Manager

Testimony to the Senate Appropriations
Committee House Bill #1013
March 8, 2017

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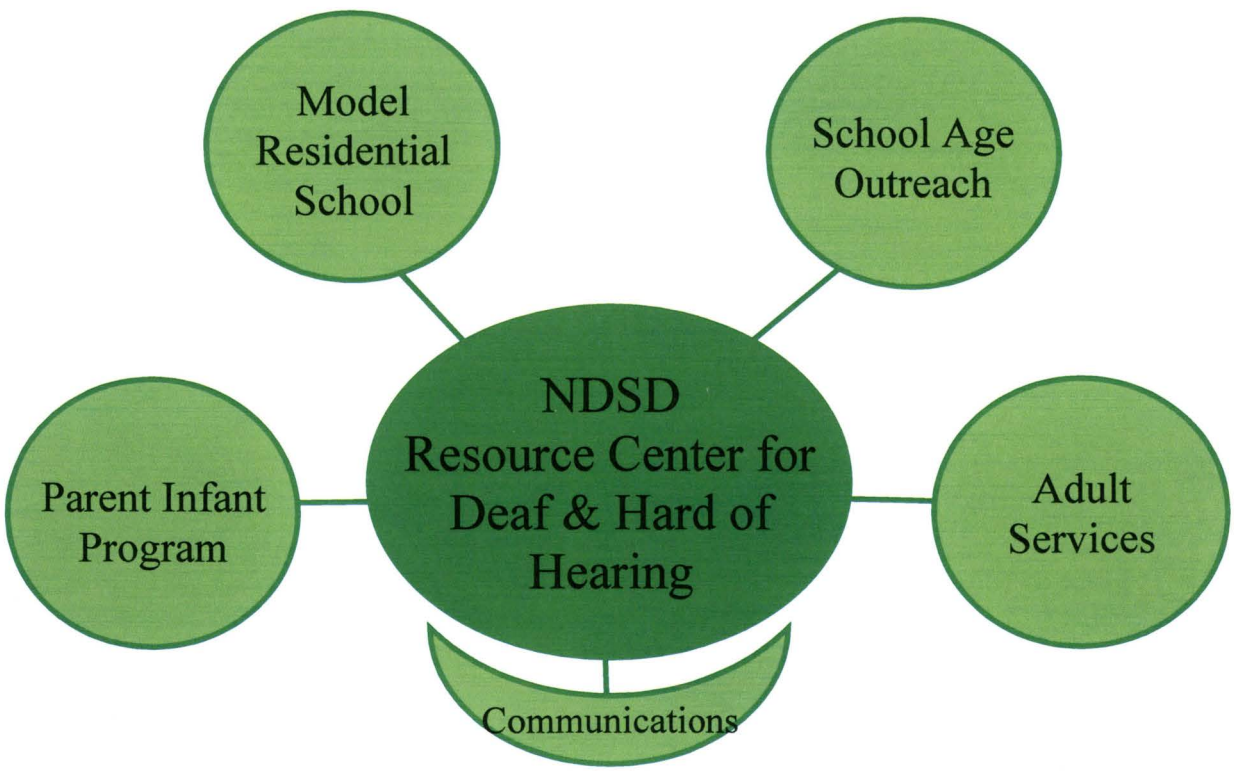
Testimony

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Dr. Connie Hovendick. I am the superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH). I have been a special education teacher, coordinator and director in the Lake Region area. In this capacity I have always been an advocate for NDSD/RCDHH. I am honored to have the opportunity to serve as superintendent. Michael Loff, Business Manager, and I will provide testimony relative to House Bill #1013.

Mission: **Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.**



Guiding Principles

Within the scope of the *Deaf Children's Bill of Rights Law (effective July, 2015);*

NDSD/RCDHH shall collaborate with school districts to ensure that children who are deaf or hearing impaired and families of children who are deaf or hearing impaired receive appropriate services and have access to appropriate resources including:

- Screening and assessment of hearing capabilities and communication and language needs at the earliest possible age, and continuation of screening services throughout the child's educational experience;
- Early intervention to provide for acquisition of solid language bases at the earliest age possible;
- The opportunity to interact in person or through technological mediums with adult role models and peers who are deaf or hearing impaired;
- Qualified teachers, interpreters, and resource personnel, who communicate effectively with the child in the child's mode of communication; and
- Placement best suited to the child's needs such as social, communication, style of learning, motivational level, and family support.

The School for the Deaf shall:
Make information available to parents of children who are deaf or hearing impaired;
Provide awareness information to the public concerning medical, cultural, and linguistic issues of deafness and hearing loss.

Beyond the scope of the **Deaf Children's Bill of Rights**, NDSD/RCDHH promotes:

- Leadership in the recruitment and retention of trained professionals.
- Professional Development as a priority for all staff.
- Deaf Pride and an awareness of positive, productive role models who are deaf or hard of hearing.
- Development of the individual's ability to achieve self-sufficiency in society.
- Safe and healthy environments.

- Comprehensive services designed to meet the individual's unique educational, vocational and personal/social developmental needs.
- Early Intervention Services statewide through the Parent/Infant Program.

Historical Information:
NDSD/RCDHH has a strong heritage having been at its original site since 1890. In 2015 the 125th Anniversary was celebrated. Historical information is included as Appendix F, our Deaf Awareness Week Newsletter.

This biennium has seen the school serve students and adults across the state while maintaining a state of the art model residential school in Devils Lake.

NDSD/RCDHH Programming and Services

NDSD/Resource Center for Deaf and Hard of Hearing

Educate and advocate on behalf of individuals who are deaf or hard of hearing and their families to promote safety, opportunity and independence.
To assure that quality interpreting services are being provided to North Dakota individuals who are deaf and hard of hearing.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
American Sign/Basic Sign Language Class	244 individuals	142 individuals	284 individuals
Statewide Interpreter Services	2,451 individuals	2,172 individuals	2,607 individuals
Library Circulation	1,576 items	1,613 items	1,747 items

"This is Lyle Rasmussen from Bismarck/Mandan. I really enjoy your class and you make it easy to learn. I thank God that I found you and the class. I cannot express how much I love the class and you and the way you teach the class. You make it easy for an older person to follow you. I want to thank you for taking time from your schedule and life to teach and help me and others. You are making a difference in my life and I thank you."
--Basic Sign Language Student

Parent Infant Program (PIP)

Provide family support and education centered programming for young children who are deaf or hard of hearing.
Provide assistance in developing Individual Family Service Plans and Individual Education Plans in collaboration with agencies and school personnel.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
Persons Served	47	35	34
Consultations	918	920	1000
Evaluations	61	68	58
Direct Service	777	497	650

"Your genuine concern and excitement for Wyatt is evident in your message. I am touched and inspired that you would give so much energy to my little son and my family.
Through this experience I believe that you are giving as much attention to many other families. Please be encouraged to continue and even increase in your care toward others by the gratitude and recognition that I am attempting to give back to you!
You have been a great help and encouragement to us. We appreciate you as I know many others do."
--Mark Pursell

Model Residential School

Provide early access to and the acquisition of language to ensure students' progress at the highest level of which they are capable through intensive speech, language and auditory instruction.
Provide a diverse bilingual community in a nurturing, engaging and challenging environment that is open to observations from teachers of the deaf, families and other interested professionals.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
Students Served	20	22	16

"I want you to know how much it means to have you in all of our lives. This is quite a journey to be on but you help make it easier. Thank you for your interest in our family and in helping me learn to sign."
--Family Member

School Age Outreach

Provide assistance with assessment in the areas of: auditory, language, speech, academics, sign language, developmental and transition. Provide consultations on programming and IEP, 504 planning, classroom strategies, modifications, accommodations, and transition.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
Persons Served	45	75	137
Consultations	805	1128	1054
Evaluations	42	124	44
Direct Service	262	219	250

"I believe it is important for the North Dakota School for the Deaf and Hard of Hearing Outreach Department to continue to serve deaf and hard of hearing kids like me. The outreach department has come to my school to do an in-service for all of the teachers in my local schools. Without the outreach department, I never would have known about the Communications Contest for the Deaf and Hard of Hearing. They were able to find a sponsor for me to participate in the CCDHH. The Bismarck Optimist Club was more than happy to support me for the CCDHH that I won in May 2016. My sister and I were able to go to a summer camp with other deaf and hard of hearing kids. The NDSD Outreach Department worked hard to find a sponsor for us to get a scholarship for the camp. It was the first time I was around other kids like me. The NDSD Outreach is always willing to lend a hand on suggestions to get the teachers to adjust to a hard of hearing student, finding the latest gadgets to make life easier and help out in finding more opportunities for my siblings and me. I hope the NDSD Outreach department is around to help all kids who are deaf and hard of hearing like me."

--High School Student

"I am writing this letter to express our appreciation for the services provided through the outreach department of NDSD. When we were without a teacher of the deaf, the NDSD outreach teacher, Nicole Swartwout, made bimonthly visits to our district. She provided teacher training, worked directly with students, consulted and observed in the classrooms, evaluated students and participated in IEP meetings. Presently we have a teacher who is working towards becoming a teacher of the deaf, and Nicole's role has become one of a teacher and mentor for her as they work together to meet the needs of our children who are deaf and hard of hearing. In the next year and a half, when this teacher finishes, we will have a teacher of the deaf on our staff. This would not have been possible without the guidance and support of the outreach staff at NDSD."

--Teresa Kyllo, Wilmac Program Coordinator (see Appendix E)

Adult Services

Educate and support individuals and community agencies statewide regarding resources available to adults with hearing loss.
Collaborate with statewide agencies to provide individuals who are deaf and hard of hearing with comprehensive, non-duplicative services.

	7/13 – 6/14	7/14 – 6/15	7/15 – 6/16
Persons Served	123	142	150
Consults/Evaluations/Direct Service	607	808	863

"The Devils Lake Hearing Loss Resource Group meeting has become a support group for me. I look forward to the monthly meeting and like the reminder card that comes in the mail. Kathy gives encouragement and is very eager to offer help and guidance in ways to adjust."
--Aaron Newcomb

"I was helped a lot with your service alarm system in bed and door bell and the head phone is very good for hearing TV. Kathy Frelich was very good at explaining use of all items."
--Mary Jane Eidsness

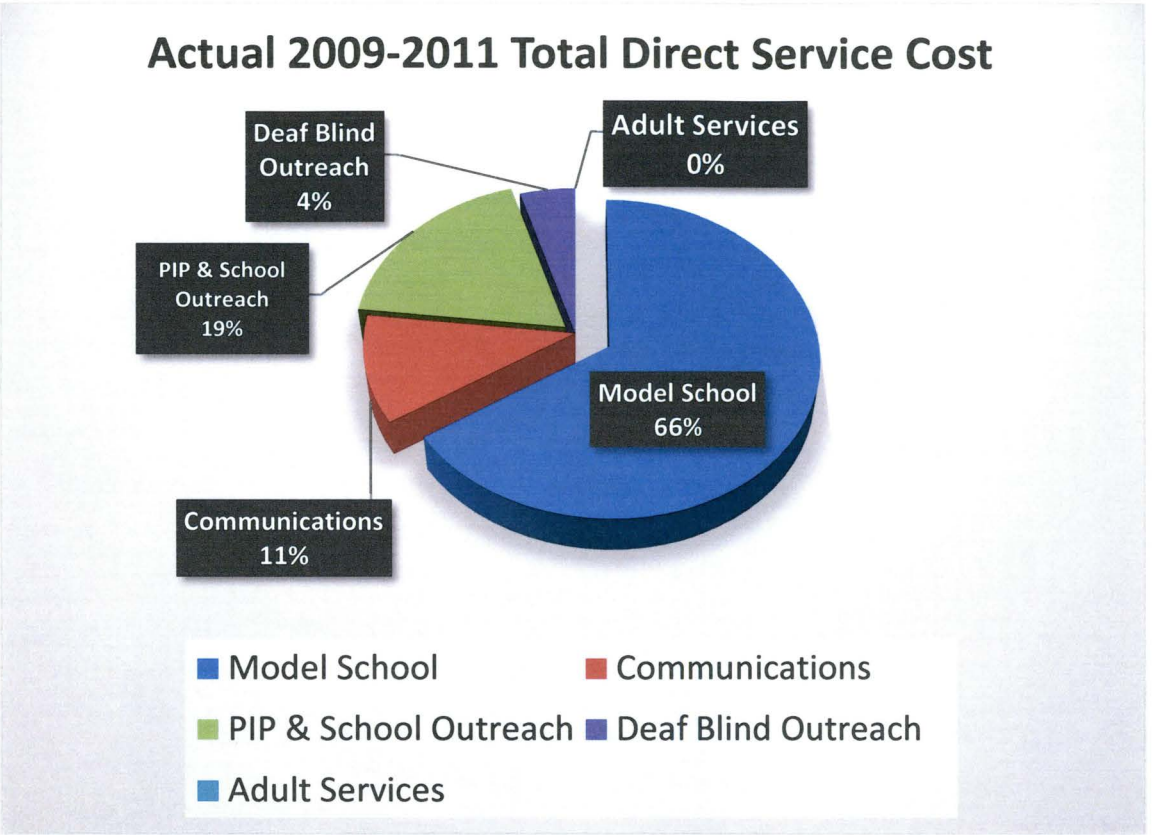
Major Accomplishments:

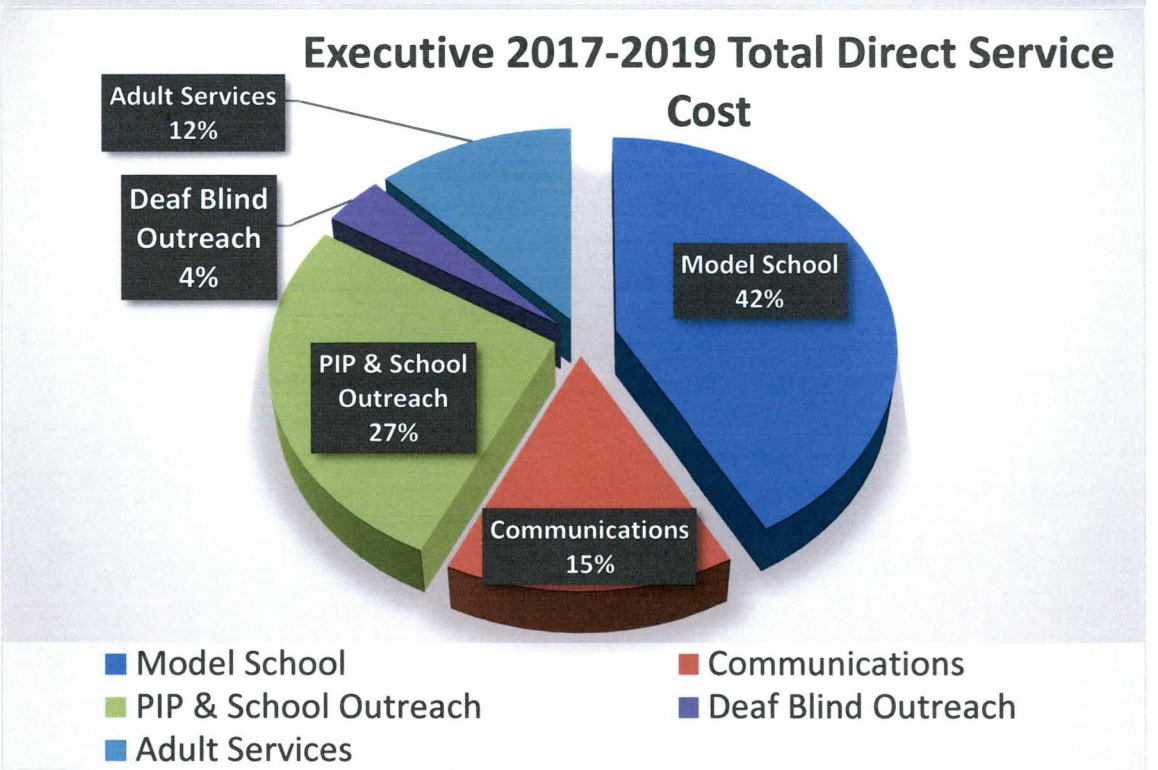
1. Completed Strategic Planning for 2017-2021. (see Appendix B)
2. Replaced coal boiler with a new gas boiler and in the Smith building the kitchen cooler/freezer was replaced and added two ADA bathrooms.
3. All facilities at NDSD/RCDHH are used for administrative offices, residential model school, or rented to other agencies.
4. Provided training for professionals working with adults who are deaf or hard of hearing for agencies and conferences such as Voc. Rehab., directors of assistive living facilities, and hospitals.
5. Partnered with Lake Region State College and Minot State University to develop a four year program for sign language/interpreters.
6. Refocused the residential school as a Model Residential School with demonstration sites for teachers and other professionals working with students who are deaf or hard of hearing in North Dakota.
7. Implemented a second Interactive Video Network (ITV) outreach American Sign Language site in Fargo to increase classes provided to families and North Dakota communities. (see Appendix D)

8. School Outreach has expanded opportunities for students who are deaf or hard of hearing to participate in activities with other students who are deaf or hard of hearing.
9. The model residential school has an increased focus on parent involvement and trainings resulting in over 250 individuals attending activities.
10. The North Dakota Dual Sensory Program has over 20 professionals who completed the deaf blind modules preparing them to work with students with multiple handicaps. (see Appendix G)

NDSD/RCDHH Future Critical Issues

1. To recruit and retain qualified staff and personnel.
2. Implement research based practices to enhance the Model Residential School.
3. Expand and promote the Outreach Programs and services offered by NDSD/RCDHH to infants and school age students.
4. Increase awareness through education that promotes independence, access to communication, and appropriate representation for adults with hearing loss.
5. Continue to implement the Facility Master Plan assuring ADA Compliance and safety for all persons. (see Appendix C)


Actual 2009-2011 Total Direct Service Cost
Deaf Blind Outreach 4%
Adult Services 0%
PIP & School Outreach 19%
Model School 66%
Communications 11%
Model School
Communications
PIP & School Outreach
Deaf Blind Outreach
Adult Services


Executive 2017-2019 Total Direct Service Cost
Adult Services 12%
Deaf Blind Outreach 4%
Model School 42%
PIP & School Outreach 27%
Communications 15%
Model School
Communications
PIP & School Outreach
Deaf Blind Outreach
Adult Services

NDSD/RCDHH 25200

August 2016 Special Session

	Appropriation 2015-2017 Biennium	Allotment Reductions	One time	Base Level
Salaries (General Fund)	$7,477,568	($422,477)		$7,055,091
Salaries (Federal Fund)	$236,762	$0		$236,762
Total Salary Appropriation	$7,714,330	($422,477)		$7,291,853
Operating (General Fund)	$1,270,849	($123,132)		$1,147,717
Operating (Special Fund)	$677,666			$677,666
Operating (Federal Fund)	$99,781			$99,781
Total Operating Appropriation	$2,048,296	($123,132)		$1,925,164
Capital Assets (General Fund)	$192,174	($40,000)		$152,174
Capital Assets (Special Fund)	$675,000	$0	($600,000)	$75,000
Total Capital Asset Appropriation	$867,174	($40,000)		$227,174
Grants (General Fund)	$200,000	($13,100)		$186,900
Total Expeditures	$10,829,800	($598,709)		$9,631,091
Federal Funds	$336,543	$0		$336,543
General Fund	$9,140,591	($598,709)		$8,541,882
Special Funds	$1,352,666	$0	($600,000)	$752,666
Total Funding	$10,829,800	($598,709)		$9,631,091
FTE	45.61	0.00	0.00	45.61

Allotment reductions in the salary line were applied to temporary salaries and open positions that were not filled until the second year of the current biennium. All positions were filled in the second year of the biennium. One of these was reclassified from a contract position to a classified position. The new position was relocated from our model school to the adult services program.

Allotment reductions in the operating line were applied as follows. Travel expenditures $41,632, food and clothing $12,000, insurance $12,900, office rental $31,000, professional development $4,750, and professional fees and services $20,850 totaling $123,132.

Allotment reductions in the capital line total $40,000 reflect a reduction in planned extraordinary repairs.

Allotment reductions in the grant line is proportionate reduction in funding provided for interpreter services. The total amount is $13,100.

NDSD/RCDHH 25200

Proposed budget reductions to meet the Governor's 90 percent budget request guideline.

Salary line expenditures are the primary use of general funds in the executive budget. Salary reductions included a decrease in temporary salary and conversion of a position from a long term contract employee to a new adult classified position.

In order to meet or exceed the general fund reduction target, special funds applied to operating expense expenditures increased from 35% to 71%. These are;

Travel $388,553, Building Grounds Vehicle Supply $111,500, Miscellaneous Supplies $98,425, Utilities $289,800, Rentals/Leases-Equipment, $9,815, Rental/Leases-Building Land $71,148, IT-Data Processing $113,512, IT-Communications $68,500, Professional Development $38,999, Operating Fees and Services $108,304, and Professional Fees and Services $141,737.

NDSD did not have any optional requests in the 2017-2019 biennial budget.

House Bill No. 1013 - School for the Deaf - House Action

	Base Budget	House Changes	House Version
Salaries and wages	7,291,854	206,353	7,498,207
Operating Expenses	1,925,163	51,380	1,976,543
Capital Assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total All Funds	9,631,091	915,337	10,546,428
Less Estimated Income	1,089,210	2,109,514	3,198,724
General fund	8,541,881	(1,194,177)	7,347,704
FTE	45.61	(1.00)	44.61

NDSD/RCDHH 2017-2019 Budget: Base Level to Engrossed House Bill No 1013

Narrative Description Summary

Section 20 of the first engrossment of HB 1013 includes a new section to 25-07 to ND Century code legislation per request of the State Auditor to include the School for the Deaf Special fund in century code. The fund has been in use by the agency for an extended period of time.

Appendix A includes a schedule of budget trends that reflect shifts in funding source by expenditure line. Also included in Appendix A is an Executive Budgets Recommendations schedule and a Comparative Budgets Schedule.

Special funding increased from 0% to 5.4 % of salary and from 35.2% to 78.7% of operating expenditure appropriations and account for 100% of extraordinary repairs, master facility plan improvements, and one-time items.

Funding may not be renewed for the dual sensory program. Total federal funding per biennium is $ 210,000.

House Actions

Reduce general fund appropriation by 14%

1. Funding is adjusted for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.
2. Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.
3. One FTE position and related salaries and wages is removed.
4. Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.
5. Funding for a portion of salaries and wages is changed to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.
6. Funding for teacher composite pay increases is removed.
7. Funding for operating expenses, reduced as part of the 2015-17 biennium budget reductions, is restored.
8. Funding for a portion of operating expenses is changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.
9. Funding for extraordinary repairs is reduced and changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.
10. One-time funding is added for the following capital assets:
    - Fargo office interactive video network equipment - $10,000
    - Kitchen equipment - $12,000
    - Lawn tractor - $16,000
    - Database software program - $20,000
11. One-time funding from special funds is added for extraordinary repairs related to the School for the Deaf's master facility plan repairs.
12. Funding for a grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired is reduced to provide a total of $180,000 from the general fund.

This amendment also adds sections to:

- Create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf.
- Identify additional funding provided for health insurance increases.

School for the Deaf - Budget 252
House Bill No 1013 **House Budget Version**
Base Level Funding Changes

	FTE Positions	General Fund	Other Funds	Total
2017-2019 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091
2017-2019 Ongoing Funding Changes				
Base payroll changes		($78,677)	$3,211	($75,466)
Salary increase - performance		$0	$0	$0
Health insurance increase		$126,672	$3,864	$130,536
Employee portion of health increase		$0	$0	$0
Restores salaries and wages funding		$422,476		$422,476
Adjusts funding source for salary and wages		($400,000)	$400,000	$0
Removes one FTE	(1.00)	($120,000)		($120,000)
Removes funding for teacher composite		($151,193)		($151,193)
Adjust base budget for operating expense		($489,484)	$562,628	$73,144
Reduces funding for operating expenses/repairs		$0	$0	$0
Adjusts funding for operating expenses		($300,000)	$200,000	($100,000)
Restores 2015-2017 operating expense reductions		$0	$123,133	$123,133
Removes funding for 2015-2017 capital assets/repairs		($152,174)	($75,000)	($227,174)
Reduces funding for operating		($44,897)	$0	($44,897)
Add 17-19 OMB extraordinary repairs allocation		$0	$158,678	$158,678
Reduces funding for Interpreter Grant		($6,900)		($6,900)
Total ongoing funding changes	($1.00)	($1,194,177)	$1,376,514	$182,337
One-time funding items				
Adds funding for repairs to Smith Building			$675,000	$675,000
Adds funding to replace kitchen equipment			$12,000	$12,000
Adds funding to replace lawn tractor			$16,000	$16,000
Adds funding for IVN Room/Data Base Software			$30,000	$30,000
Total one-time funding changes			$733,000	$733,000
Total Changes to Base Level Funding	($1.00)	($1,194,177)	$2,109,514	$915,337
Total House Budget Recommendation	$44.61	$7,347,704	$3,198,724	$10,546,428
		-13.98%		

NDSD/RCDHH 25200

Summary of changes recommended by Governor Burgum and those made by the house. (Please refer to testimony for complete listing of house actions and house version. A summary of the consolidated version of executive budgets plus a side by side comparative of executive budgets and the house version schedules with adjustments are available in Attachment A.)

Governor Burgum	**Salaries**	**Operating Expense**	
Remove 1.0 FTE	-120,000		Included in house Version
Health Insurance increase	130,536		Included in house Version
Employee Health portion	-63,884		Excluded from house version
Remove Teacher Increase	-151,193		Included in house version
Remove Wage Increase	-18,121		House Version reflects this
Remove Operating (balance of 2% Burgum reduction)		-44,897	Included in house version

The special fund Smith Building project originally submitted at $1,750,000 has been used as funding resource to reduce general fund expenditures in the Governor Burgum budget and house version. The Governor Burgum budget Smith Building project value was $1,500,000. The house version of the Smith building project value is $675,000.

In addition to the adjustments listed above the house made the following adjustments.

House	**General Fund**	**Other Funds**
Adjusts funding source for Salary and Wages	-400,000	400,000
Restores funding for Salary and Wages	422,476	
Adds OMB extraordinary repair allocation as special fund instead of general fund		158,678
Restores operating expense as special fund instead of general fund		123,133
Reduce interpreter grant	-6,900	
Add One Time Smith Building Extraordinary Repairs		675,000
Kitchen equipment, lawn tractor, IVN Room, data base software		58,000

NDSD/RCDHH 25200

Itemized listing of changes NDSD is requesting the Senate Appropriations make to our budget.

1. Please adjust our FTE reduction from 1.00 FTE to .75 FTE since many of our positions are set at this and it would be more manageable to administer. There is no cost connected to this request.

NDSD is fortunate to have special funds that may be reallocated to offset general fund short falls. The following requests are based in order of NDSD program priority in the event that revenue forecasts allow full or partial restoration of general funds.

2. Restore funding for the FTE reduction and related funding totaling $120,000. NDSD has reallocated a number of positions to outreach with a specific focus on services to deaf and hard of hearing adults. Removal of the position negatively impacts our adult service program which has and continues to experience significant growth.

3. Restore the OMB extraordinary repair allocation form general fund $158,678.

4. Restore funding for performance increases for classified employees and the composite teacher salary schedule. Services provided to the deaf and hard of hearing require specialized staff who present a recruitment challenge. The proposal to continue funding the full health premium is valued by all staff.

5. Restore Smith Building extraordinary improvements.

Conclusion

I am honored to serve as the superintendent of NDSD/RCDHH. This is an exciting time of change for NDSD/RCDHH.

House Bill #1013 makes significant cuts in our budget which will impact our future programming. I ask that you modify the FTE that was removed from 1 to .75 which reflects most of our positions since they mirror the school year and are not fulltime FTE's. Our general fund is reduced by almost 14% but the bill does move special funds to replace some of the lost general funds. This would allow us to maintain our parent infant program, model residential school, school age outreach, adult outreach, and communication services but any type of growth will be difficult.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of North Dakota. With your support, we can continue to make this happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing.

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing

is a division of the

Department of Public Instruction,

Kirsten Baesler, State Superintendent

www.dpi.nd.gov

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Appendix A

Detailed Appropriations

NDSD/RCDHH 25200

Budget Trends

2017-2019 Budget Trendline	Original Appropriation 2015-2017 Biennium	2017-2019 Base	Submitted 2017-2019 Budget Proposal	Dalrymple December 2016 Budget	Borgum January 2017 Budget	House Version	Variance House to 2015-2017 Appropriation	Variance House to Base
Salaries (General Fund)	$7,477,568	$7,055,092	$7,407,264	$7,433,193	$7,204,366	$6,854,368	($623,200)	($200,724)
Salaries (Special fund)						$400,000	$400,000	$400,000
Salaries (Federal Fund)	$236,762	$236,762	$231,600	$232,378	$229,957	$243,839	$7,077	$7,077
Total Salary Appropriation	$7,714,330	$7,291,854	$7,638,864	$7,665,571	$7,434,323	$7,498,207	($216,123)	$206,353
Operating (General Fund)	$1,270,849	$1,147,716	$772,991	$472,993	$424,481	$313,336	($957,513)	($834,380)
Operating (Special Fund)	$677,666	$677,666	$1,240,293	$1,440,293	$1,443,908	$1,555,051	$877,385	$877,385
Operating (Federal Fund)	$99,781	$99,781	$108,156	$108,154	$108,154	$108,156	$8,375	$8,375
Total Operating Appropriation	$2,048,296	$1,925,163	$2,121,440	$2,021,440	$1,976,543	$1,976,543	($71,753)	$51,380
Capital Assets (General Fund)	$192,174	$152,174	$158,678	$158,678	$158,678	$0	($192,174)	($152,174)
Capital Assets (Special Fund)	$675,000	$75,000	$1,807,679	$1,558,000	$1,558,000	$891,678	$216,678	$816,678
Total Capital Asset Appropriation	$867,174	$227,174	$1,966,357	$1,716,678	$1,716,678	$891,678	$24,504	$664,504
Grants (General Fund)	$200,000	$186,900	$180,000	$180,000	$180,000	$180,000	($20,000)	($6,900)
Total Expenditures	$10,829,800	$9,631,091	$11,906,661	$11,583,689	$11,307,544	$10,546,428	($283,372)	$915,337
Federal Funds	$336,543	$336,543	$339,756	$340,532	$338,111	$351,995	$15,452	$15,452
General Fund	$9,140,591	$8,541,882	$8,518,933	$8,244,864	$7,967,525	$7,347,704	($1,792,887)	($1,194,178)
Special Funds	$1,352,666	$752,666	$3,047,972	$2,998,293	$3,001,908	$2,846,729	$1,494,063	$2,094,063
Total Funding	$10,829,800	$9,631,091	$11,906,661	$11,583,689	$11,307,544	$10,546,428	($283,372)	$915,337
FTE	45.61	45.61	45.61	45.61	44.61	44.61		
General Fund Reduction 15-17 Appropriation		(598,709)	(621,658)	(895,727)	(1,173,066)	(1,792,887)		
Percentage		-6.55%	-6.80%	-9.80%	-12.83%	-19.61%		
General Fund Reduction From Base			($22,949)	($297,018)	($574,357)	($1,194,178)		
Percentage			-0.27%	-3.48%	-6.72%	-13.98%		

School for the Deaf - Budget 252
House Bill No 1013
Base Level Funding Changes

Executive Budgets Recommendations

	FTE Positions	General Fund	Other Funds	Total
2017-2019 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091
2017-2019 Ongoing Funding Changes				
Base payroll changes		($78,677)	$3,211	($75,466)
Salary increase - performance		$0	$0	$0
Health insurance increase		$126,672	$3,864	$130,536
Employee portion of health insurance		($61,990)	($1,894)	($63,884)
Restores salaries and wages funding		$422,476		$422,476
Adjusts funding source for salary and wages		$0		$0
Removes one FTE part of additonal 2% budget reduction	(1.00)	($120,000)		($120,000)
Removes funding for teacher composite		($151,193)		($151,193)
Adjust base budget funding source for operating expense		($489,484)	$562,628	$73,144
Reduces funding for operating expenses and extraordinary repairs		($300,000)	($50,000)	($350,000)
Adjusts funding for operating expenses				
Restores 2015-2017 operating expense reductions		$123,133		$123,133
Removes Funding for 2015-2017 capital assets and extraordinary repairs		($152,174)	($75,000)	($227,174)
Reduces funding for operating expenditures part of 2%		($44,897)	$0	($44,897)
Add 17-19 OMB extraordinary repairs allocatioin		$158,678		$158,678
Reduces funding for Interpreter Grant		($6,900)		($6,900)
Total ongoing funding changes	($1.00)	($574,356)	$442,809	($131,547)
One-time funding items				
Adds funding for extraordinary repairs to Smith Building			$1,750,000	$1,750,000
Adds funding to replace kitchen equipment			$12,000	$12,000
Adds funding to replace lawn tractor			$16,000	$16,000
Adds funding for IVN Room in Fargo and Data Base Software			$30,000	$30,000
Total one-time funding changes			$1,808,000	$1,808,000
Total Changes to Base Level Funding	($1.00)	($574,356)	$2,250,809	$1,676,453
Total Executive Budget Recommendation	$44.61	$7,967,525	$3,340,019	$11,307,544
		-6.72%		

Comparative Statement of Budgets

School for the Deaf - Budget 252
House Bill No 1013
Base Level Funding Changes

	Executive Budgets Recommendations				House Budget Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-2019 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091	45.61	$8,541,881	$1,089,210	$9,631,091
2017-2019 Ongoing Funding Changes								
Base payroll changes		($78,677)	$3,211	($75,466)		($78,677)	$3,211	($75,466)
Salary increase - performance		$0	$0	$0		$0	$0	$0
Health insurance increase		$126,672	$3,864	$130,536		$126,672	$3,864	$130,536
Employee portion of health insurance		($61,990)	($1,894)	($63,884)		$0	$0	$0
Restores salaries and wages funding		$422,476		$422,476		$422,476		$422,476
Adjusts funding source for salary and wages		$0		$0		($400,000)	$400,000	$0
Removes one FTE part of additonal 2% budget reduction	(1.00)	($120,000)		($120,000)	(1.00)	($120,000)		($120,000)
Removes funding for teacher composite		($151,193)		($151,193)		($151,193)		($151,193)
Adjust base budget funding source for operating expense		($489,484)	$562,628	$73,144		($489,484)	$562,628	$73,144
Reduces funding for operating expenses and extraordinary repairs		($300,000)	($50,000)	($350,000)		$0	$0	$0
Adjusts funding for operating expenses						($300,000)	$200,000	($100,000)
Restores 2015-2017 operating expense reductions		$123,133		$123,133		$0	$123,133	$123,133
Removes Funding for 2015-2017 capital assets and extraordinary repairs		($152,174)	($75,000)	($227,174)		($152,174)	($75,000)	($227,174)
Reduces funding for operating expenditures part of 2%		($44,897)	$0	($44,897)		($44,897)	$0	($44,897)
Add 17-19 OMB extraordinary repairs allocatioin		$158,678		$158,678		$0	$158,678	$158,678
Reduces Funding for Interpreter Grant		($6,900)		($6,900)		($6,900)		($6,900)
Total ongoing funding changes	($1.00)	($574,356)	$442,809	($131,547)	($1.00)	($1,194,177)	$1,376,514	$182,337
One-time funding items								
Adds funding for extraordinary repairs to Smith Building			$1,750,000	$1,750,000			$675,000	$675,000
Adds funding to replace kitchen equipment			$12,000	$12,000			$12,000	$12,000
Adds funding to replace lawn tractor			$16,000	$16,000			$16,000	$16,000
Adds funding for IVN Room in Fargo and Data Base Software			$30,000	$30,000			$30,000	$30,000
Total one-time funding changes			$1,808,000	$1,808,000			$733,000	$733,000
Total Changes to Base Level Funding	($1.00)	($574,356)	$2,250,809	$1,676,453	($1.00)	($1,194,177)	$2,109,514	$915,337
Total Executive Budget Recommendation	$44.61	$7,967,525	$3,340,019	$11,307,544	$44.61	$7,347,704	$3,198,724	$10,546,428
Percent general fund reduction from Base		-6.72%				-13.98%		

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Appendix B

Strategic Plan

ND School for the Deaf/Resource Center for Deaf and Hard of Hearing

Strategic Plan

2016 to 2021

NDSD/RCDHH - Agency 252
Budget Request 2015-2017
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Revised Mission

The *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH)* shall serve as a State Resource Center to provide advocacy, leadership and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

The current mission is: to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.
Revised Mission statement

Current Philosophy:

The current philosophy is: The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing.

Definition of Terms:

GOAL: A desired outcome the organization wishes to achieve.

In this plan, the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) desired to change its mission from a Residential School *to become a Resource/Outreach Center for anyone who is deaf or hard hearing with a Residential/Model School.*

OBJECTIVE: A desired outcome associated with a goal.

In this plan, there are five objectives associated with the goal. (1) to write new Mission Statement (see revised statement above) and Philosophy statements, (2) to transition into a Model school for deaf and hard of hearing education, (3) to expand the Resource/Outreach Center for children who are deaf or hard of hearing age 0 to 21 or graduation, (4) to expand a Resource/Outreach Center for adults, age 22 to death, who are deaf or hard of hearing, and (5) to address the problem of recruiting and retaining quality staff.

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STRATEGY: An action associated with an Objective.

In this plan, there are a varied number of strategies or action steps intended to increase the likelihood an Objective will be achieved.

Strategic Planning Process

In March and again in May 2016, the school leadership team, consisting of the department heads, met to identify the main focus the school needed to pay attention to and plan for during the next five years. Input was also received from the NDSD/RCDHH Advisory Council on May 26, 2016 and from the NDSD/RCDHH staff on August 22, 2016. It was decided that the next strategic plan would have just one broad goal (Main Thing), which is to change its mission from a residential school to *become a Resource/Outreach Center for anyone who is deaf or hard hearing with a Residential/Model School.* The group decided that five objectives were necessary to achieve the goal as follows:

1. The NDSD/RCDHH will write new Mission and Philosophy statements.

2. The NDSD/RCDHH will become a Model school for deaf and hard of hearing education.

3. The NDSD/RCDHH will become a Resource/Outreach Center for deaf or hard of hearing children, age 0 to 21.

4. The NDSD/RCDHH will become a Resource/Outreach Center for deaf or hard of hearing adults, age 22 to death.

5. The NDSD/RCDHH will address the problem of recruiting and retaining quality staff.

First Drafts of strategies or action steps for how to achieve each of the objectives were presented at the May meeting.

It was decided that "promotion" should be a strategy for each of the objectives rather than a separate objective.

The goal, objectives, and strategies listed are intended to address the main thing the NDSD/RCDHH will pay attention to and plan for during the next five years.

Appendix C

2017-2019 Smith Building Renovations

Building Space Distribution

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2017-2019 NDSD/RCDHH PROPOSAL
SMITH BUILDING RENOVATIONS

Scope – We request funding to continue renovations outlined in 2014 Smith Building Analysis.

Improvement to delivery of educational services

1. This renovation would provide a healthier learning environment providing proper HVAC systems for comfort and fresh air requirements.
2. Would provide a safer environment for emergency situations; including, but not limited to ADA requirements and fire safety.
3. Update power systems and telecomm for new technology improvements for educational services.

Smith Administration Building - Probable Costs $1,750,000

Focus on HVAC, Fire Safety, roof, and finish updates to Smith Admin Building.

Extraordinary Repairs - $158,678

Focus on ADA sidewalk and parking improvements, asbestos abatement related to Smith projects, carpet replacement, and entrance door replacement for kitchen area.

Smith Administration Building

1. Roofing system - roofing system is beyond its life cycle. New roofing with additional insulation would improve the R-value to decrease energy costs. Also, roof drainage needs to be evaluated to provide additional flow to meet new code requirements for water runoff.

2. Fire Alarm/Sprinkler – Installation of new fire protection system and fire alarm system for monitoring and protection of classrooms and offices in the Smith Building. This project would bring the Smith building up to National Fire Protection Association and North Dakota Life Safety Code building code requirements.

3. HVAC System – HVAC system is obsolete/non-existent and doesn't meet fresh air requirements. New HVAC system throughout, currently little to no fresh air in the facility and obsolete system. Include A/C with new system design to provide dehumidification and interior climate control.

Since these types of improvement (2 & 3) requires major demolition, it would be the time to also upgrade interior ceiling finishes and lighting to bring facility up to date.

Extraordinary Repairs

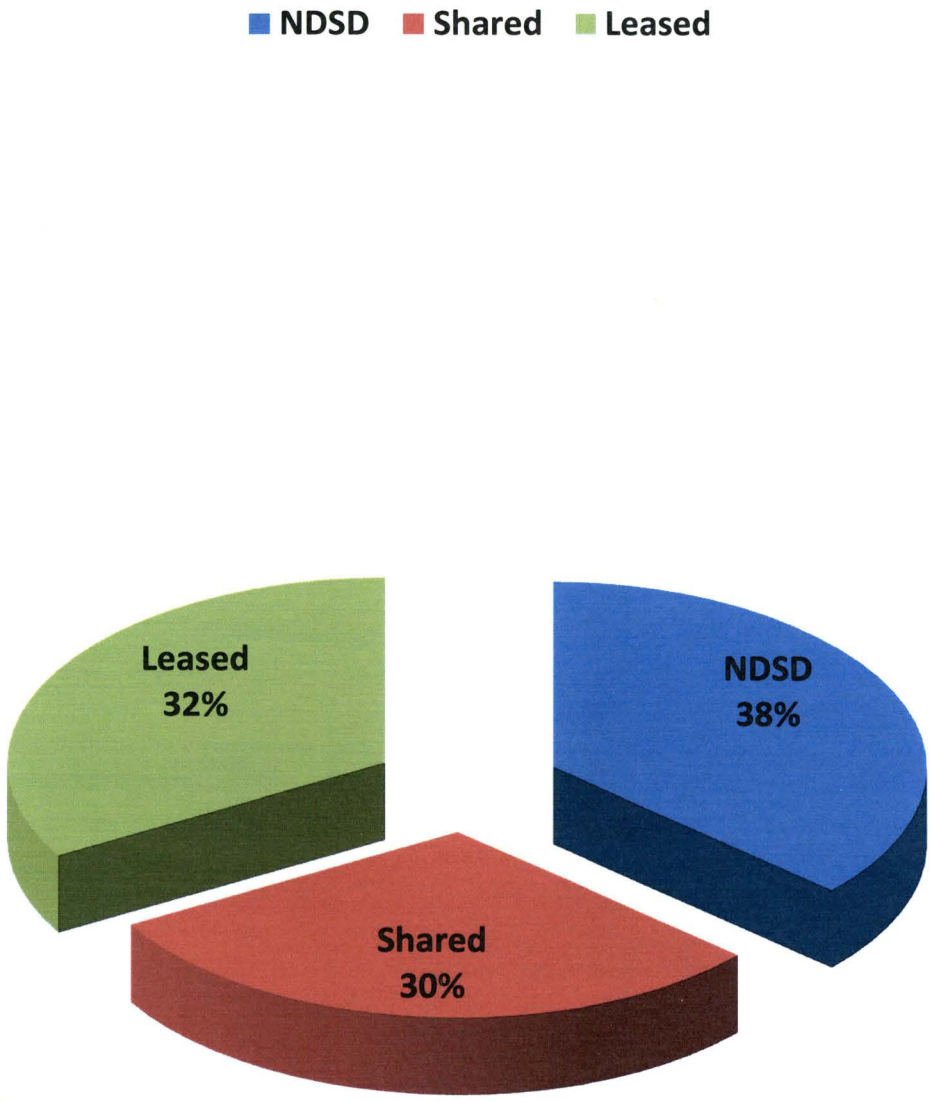
1. ADA Sidewalk/Parking Lot - Repair and replacement of sidewalks and areas of parking lot to meet ADA requirements.

2. Asbestos Abatement – Asbestos abatement of areas affected by renovations.

3. Admin Carpeting and Entrance Door Replacement – Carpet update/replacement to needed areas. Entry doors to kitchen areas need updating due to age and efficiency.

pg 2-5

NDSD/RCDHH Useable Campus Space



Appendix D

Map of IVN Sites

American Sign Language ITV sites since January, 2004

(Map updated: January, 2017)

Since January, 2004, the schools/communities identified on the map have linked into **interactive television network (IVN)** at the **ND School for the Deaf /Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH)** to receive instruction in American Sign Language (ASL). Classes are taught from the Communications Department on the campus of the North Dakota School for the Deaf. Courses provided by NDSD/RCDHH include: American Sign Language I, American Sign Language II, and Basic Sign Language, Levels 1 and 2.

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Appendix E

Letters of Support

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WilMac Multidistrict Special Education Unit

Mailing Address PO BOX 2397 ▪ Williston, ND 58802-2397
Physical Address 222 University Avenue ▪ Williston, ND 58801
Phone 701-572-6757 ▪ Fax 701-774-3532 ▪ Email information@wilmac.org

Director
Shawn Huss
Business Manager
Craig Storseth
Program Coordinators
Teresa Kyllo
Karla Sundhagen
Nicole Johnsrud

Board Members
Leslie Bieber
Steve Holen
Viola LaFontaine
Marilyn McGinley
Brion Norby
Ben Schafer
Troy Walters

September 2, 2016

To Whom it may concern:

I am writing this letter to express our appreciation for the services provided through the outreach department of NDSD. As a program coordinator for WILMAC Special Education Unit, I have had the opportunity to work with the outreach department since 2008. The services have evolved as our needs have changed. When we were without a TOD, the NDSD outreach teacher, Nicole Swartwout, made bimonthly visits to our district. She provided teacher training, worked directly with students, consulted and observed in classrooms, evaluated students and participated in IEP meetings. Presently we have a teacher who is working towards becoming a TOD, and Nicole's role has become one of a teacher and mentor for her as they work together to meet the needs of our children who are deaf and hard of hearing. In the next year and a half, when this teacher finishes, we will have a TOD on our staff. This would not have been possible without the guidance and support of the outreach staff at NDSD.

The changing role from working with the children to teaching, mentoring, and guiding new teachers is one that requires continual growth, and professional development. Our Unit has benefitted greatly from the high quality staff that the NDSD has and hope they are able to continue the programs that they offer throughout the state of ND.

Respectfully yours,

Teresa Kyllo
Wilmac Program Coordinator

EARLY EXPLORERS
Head Start & Early Head Start

Phone: 701-665-4449
1401 College Drive North
Devils Lake, ND 58301
www.earlyexplorers.org

Pg 28

January 7, 2015

Dear Members of the Senate Appropriations Committee,

This letter is in support of SB 2013 requesting an appropriation for defraying the expenses for the Department of Public Instruction, State Library, School for the Deaf and North Dakota Vision Services- School for the Blind. This recommendation focuses primarily on the proposed budget of the North Dakota School for the Deaf operations and renovations.

Early Explorers Head Start and Early Head Start serve over 125 low-income children in the Devils Lake community. Early Explorers rents a three story building on the classroom that houses five infant toddler rooms, four preschool classrooms and home visitation programming. The program employees over 20 employees and is a lab school/practicum experience for students in early childhood education, nursing, education and other work experience programs. Early Explorers and the School for the Deaf had a strong partnership for the past ten-year maximizing resources (facilities, services & personnel) to serve vulnerable populations.

As part of the rental agreement, Early Explores contracts the ND School for the Deaf to provide daily food service. Early Explorers operates full day programming requiring breakfast, lunch and snack. Head Start requires that staff eat with children and that children living in poverty must be given enough food to meet their nutritional needs requiring the purchasing of additional meals. 160 meals are prepared for breakfast, lunch and snack equaling 480 meals per day. Between August and May 76,800 meals will be served to low income children in addition to serving students of the North Dakota School for the Deaf. This requires kitchen and cafeteria facilities that meet health and safety requirements, maximize workspace and storage and provide an optimal environment for the students.

I ask that the committee fully fund SB 2013 including the necessary renovations to the North Dakota School for the Deaf.

Sincerely,

Allison Dybing-Driessen

Allison Dybing-Driessen,
Program Director

pg 29

January 6, 2015

To Whom It May Concern;

I am writing to show my support of North Dakota School for the Deaf & Resource Center for the Deaf and Hard of Hearing.

Our daughter was a late diagnosis of mild sloping to profound loss bilaterally and she currently wears behind-the-ear hearing aids. If it wasn't for the staff at the school, I don't know what we would have done. We had exhausted all avenues of finding out why our daughter seemed not to be hearing us and then all of a sudden, she was hearing just fine. It wasn't until after having a sedated ABR done and the ENT telling us, she is fine, she is just slow, and you need to accept that. Well, that set something off in me and I was not just going to accept anything, I started asking around and most told me that I couldn't take her to the deaf school, that was just for deaf kids and they won't help you. Well, everyone was wrong. The school helped us tremendously, from first observation to having hearing tests done, to supporting our decision to enroll her in the school and not in mainstream. Since then, we have decided with the help of some excellent teachers to mainstream her for part of her day and the results have been amazing. She has excelled in the public classroom because of the extra help that she receives in the morning and afternoons at NDSD. They work with the public school teacher to reinforce writing techniques, spelling, and grammar that otherwise left on her own in the public school, would cause her to struggle.

North Dakota needs this school in the state, it covers services from "birth to death", which translates to outreach staff placed throughout the state to assist families from birth to three years old, the school is residential and has a deaf education program for preschool through eighth grade, and support throughout their high school years, then there is adult outreach services for those individuals that want it.

Sincerely,

Deanna Anderson

Deanna Anderson
5119 77th Ave Ne
Devils Lake, ND 58301

Appendix F

NDSD/RCDHH Deaf Awareness Newsletter

pg 30

September 2016

Deaf Awareness Week

North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

The Start of North Dakota School for the Deaf

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing has been serving individual with hearing loss since September 1890. Back when North Dakota was becoming a state, Anson R. Spear, a deaf man from Minneapolis area came to North Dakota to establish a school for the deaf. His political backers, Senator Swanston and Mr. McCormick of the House of Representatives, introduced a bill in the Legislature for the immediate establishment of the proposed school in Devils Lake. It was passed on March 15, 1890 over the veto of the first North Dakota Governor, John Miller.

The people of Devils Lake furnished a free building for two years at the corner of Third Avenue and Fifth Street. Mr. Spear was appointed superintendent and the first term began September 10, 1890. By the end of the year, 23 children were enrolled. In 1891, funds were appropriated for a permanent building and for expenses for a biennium. The Great Northern Railroad donated an 18-acre tract of land one mile north of the heart of Devils Lake for the permanent site of NDSD. The main part of the first building, Old Main, and one wing were finished during the fall of 1893. Old Main was designed by Olaf Hanson, a rising deaf architect from Minneapolis.

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing has a school component using specialized methods of instruction for youth with hearing loss. The school provides a comprehensive academic program for preschool through grade eight. In order to educate students with hearing loss in accordance with Individualized Education Plans (IEP), they may participate in mainstream programs with their hearing peers for part of the day in the Devils Lake Public Schools including academic and vocational classes.

High school students (Grades 9-12) are enrolled at Devils Lake High School and receive support services from NDSD/RCDHH as per their IEP. NDSD/RCDHH offers sign language instruction to Devils Lake High School students. Students from NDSD/RCDHH may participate in community activities and in co-op athletic programs with the public schools.

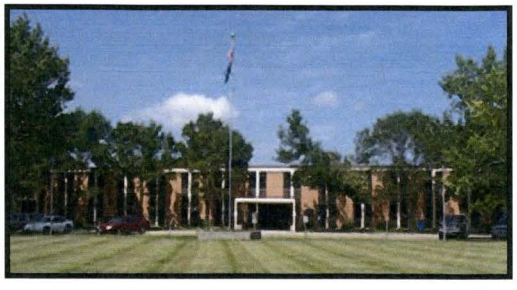
NDSD/RCDHH has residential programming for students from Sunday evening through Friday afternoon with numerous opportunities for extra-curricular activities, social interactions, and development of independent living and community skills. Students are transported home each weekend and for school holidays so there is plenty of family interaction.

The Outreach Department offers assessments, consultations, and direct services to school age students in mainstream settings for school districts and special education units upon request. NDSD/RCDHH is accredited through the North Dakota Department of Public Instruction (NDDPI) and the North Central Association/Commission on Accreditation and School Improvement (NCA/CASI) K-8.

NDSD/RCDHH supports a parent/infant program for the children with hearing loss from birth to three years. Through this program children and their families throughout North Dakota receive specialized instruction in their homes.

NDSD/RCDHH also has the adult services department for individuals with hearing loss once they graduate from high school and any other adults who have lost their hearing in later life.

1890



Today

North Dakota School for the Deaf

Compliments of North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing Outreach Department

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Why Celebrate Deaf Awareness??

The purpose of Deaf Awareness Week is to increase public awareness of deaf issues, people, and culture. Activities and events throughout Deaf Awareness Week encourage individuals to come together as a community for both educational events and celebrations.

Messages during Deaf Awareness Week include:

- Celebrate the culture, heritage, and language unique to deaf people of the world.
- Promote the rights of Deaf people throughout the world, including education for Deaf people, access to information and services, the use of sign languages, and human rights for Deaf people in developing countries.[2]
- Recognize achievements of deaf people, including famous deaf individuals.
- Educate about the misconceptions of being deaf and the challenges the deaf population face during everyday life.
- Learn about types, degrees, and causes of hearing loss.
- Be exposed to sign language and other ways deaf and hard of hearing people communicate.
- Learn about the types of educational programs, support services, and resources that are available to the deaf and hard of hearing community, including children.
- Gain a better understanding of deaf culture.
- Understand that deaf and hard of hearing individuals are just as capable, able, and intelligent as hearing individuals. There is a difference in the way those that are deaf and hard of hearing communicate, but it is not a handicap or disability.

(Taken from Signing Savvy website: https://www.signingsavvy.com/deafawarenessweek)

Other websites for more information related to Deaf Awareness Week:

Arizona Commission for Deaf and Hard of Hearing
http://www.acdhh.org/deaf/deaf-awareness-month

Verywell.com is a health website:
https://www.verywell.com/deaf-awareness-week-1046519

Sorensons is a video relay service. Every year they have a Deaf Awareness presentation
http://www.sorensonvrs.com/aware2015 or http://www.sorensonvrs.com/dhm_march_2016

National Deaf Children Society is a British website offering information and materials for families and professionals working with children with a hearing loss. All the information is great, however, information about sign Language is on British Sign Language and not American Sign Language.
http://www.ndcs.org.uk/family_support/communication/deaf_awareness/index.html

Appendix G

Dual Sensory Information Graph

Center For Disabilities Deaf-Blind Program in Collaboration with the North Dakota Dual Sensory Project

Composed of
-Module Statistics
-Surveys from Deaf-Blind research study involving teachers
-Dakota Cohort Stats

NDSD/RCDHH - Agency 252
Budget Request 2017-2019
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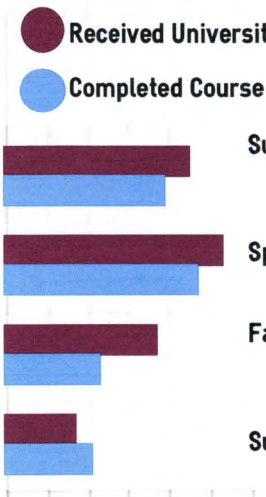
6-1

2015-2016

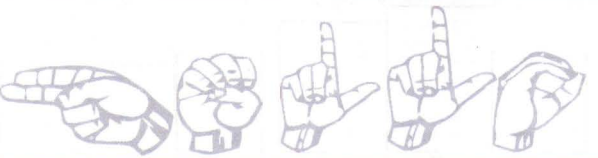
137 participants

pg. 32

EDUCATION MODULES



2,111.35 total hours of training provided

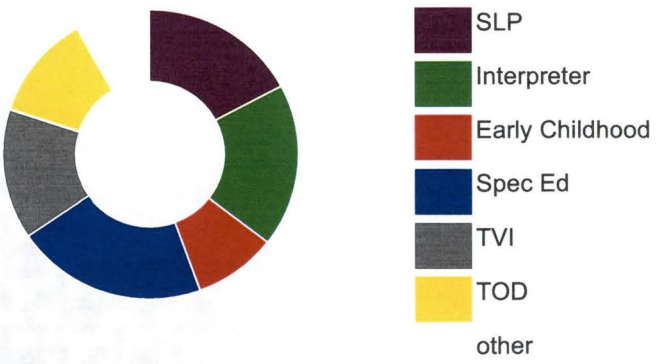


Improvement & Satisfaction

- Teacher's overall self-efficacy when accommodating to deaf-blind students raised by 80% through modules & trainings
- Scores for establishing a trusting relationship between the teacher and Deaf-Blind students increased by 70%
- Motivation in students with DB who show low interest in school rose more than 50% following the modules

100% of participants found deaf-blind modules & trainings to produce better outcomes in their work

Who is a part of these modules & trainings?



Credit options offered

- University of SD Credit (Grad & Undergrad)
- Interpreter of the Deaf Credit
- Dakota Cohort Certificates of Completion
- State level continuing education
- American Speech Hearing Association Continuing Education

rose.moehring@usd.edu
shnelson@nd.gov
(605) 357-1439
(701) 239-7376
http://www.usd.edu/medicine/center-for-disabilities/
https://www.nd.gov/deafblind/

Supported by the US Department of Education, OSEP
South Dakota Grant # H326T130080
North Dakota Grant # H326T130034

Deaf-Blind program

Appendix H

NDSD/RCDHH Brochures

3-8-17 HB 1013 (4) #2

North Dakota School for the Deaf

"Looking Back with Pride....
Looking Forward with Confidence."

Resource Center for Deaf and Hard of Hearing

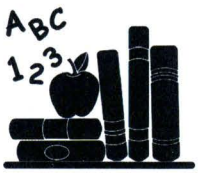
As a state agency and as a center of expertise on the impact of hearing loss, the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) has a responsibility to serve all citizens of the State of North Dakota. North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing provides a continuum of services and resources to individuals who are Deaf and Hard of Hearing and their family and the professionals who work with them.

Parent-Infant Program (0-5 yrs.)

- Family Support and Education Centered
- Language and Auditory Fun
- Assistance in developing Individualized Family Service Plan

School Age Outreach (3-21 yrs.)

- Assessments
  - ❖ Auditory
  - ❖ Language (Receptive/Expressive/Written)
  - ❖ Speech
  - ❖ Academic
  - ❖ Sign Language
  - ❖ Developmental
  - ❖ Transition



- Consultations
  - ❖ In-Services
  - ❖ Observations
  - ❖ Programming and IEP, 504 Planning
  - ❖ Classroom strategies, modifications, accommodations
  - ❖ Transition
- Youth Activities:
  - ❖ Summer Camp (7-21 yrs.)
  - ❖ Teen Day
  - ❖ Optimist Communications Competition
  - ❖ Academic Bowl

Adult Outreach (after graduation)

- Consultations
- Collaboration with agencies and organizations
- Assistive Technology support
- Regional Support Groups
- Presentations/Workshops
- Referrals/Support to individuals and families

Communications/Interpreter's Outreach

- Support for Interpreters
  - ❖ Workshops for interpreters
  - ❖ Interpreter referral
- Sign Language Classes (on-site/video conferencing)
- Deaf Culture

Model School

- For organization and methods of teaching
- Curriculum
- Mainstreaming or reverse mainstreaming

"Serving North Dakota since 1890"

How to access services from North Dakota School for the Deaf/ Resource Center on Deaf and Hard of Hearing

Families, school districts, area education agencies, other interested individuals and North Dakota School for the Deaf/Resource Center on Deaf and Hard of Hearing (NDSD/RCDHH) work together to provide appropriate services...

For on-site school-age programs:

1 Contact your local school district

2 Contact North Dakota School for the Deaf. Connie Hovendick, Superintendent: 701-665-4400 Toll Free: 1-800-887-2980

3 Tour North Dakota School for the Deaf's campus with your area education agency and local school district staff

4 Work with your school district to schedule an IEP meeting to determine placement that includes a NDSD/RCDHH representative.

A division of the
ND Department of
Public Instruction,
Kristen Baesler, Superintendent

Resource Center

- Lending Library
  - ❖ resource materials and curriculums
- Speaker's Bureau
- Tours of NDSD/RCDHH
- Audiology
- Assistive Technology
- Family Learning Vacation
- Deaf Awareness Program
- Regional Mom/Dad's Night
- Collaboration with variety of agencies and organizations
- Professional Development Activities

To access Outreach Services:

1 Contact the designated person listed below for each service area:

Parent-Infant Program:
(For birth to age five)
Carol Lybeck.....701-665-4400
Carol.Lybeck@k12.nd.us

School Age Services:
(Assessments & Consultations)
Carol Lybeck...701-665-4400
Carol.Lybeck@k12.nd.us

Adult Services:
Pam Smith.....701-665-4401
Pam.Smith@k12.nd.us

Interpreting/Communication
Lilia Bakken.....701-665-4423
Lilia.Bakken@k12.nd.us

Dual Sensory/Deafblind
Sherri Nelson.....701-239-7376
shnelson@nd.gov

Summer Camps
Linda Ehlers.....701-239-7374
Linda.Ehlers@k12.nd.us

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment of services.

MODEL SCHOOL PROVIDES FIELD EXPERIENCE FOR:

- *INTERPRETERS*
- *TEACHERS OF THE DEAF*
- *PUBLIC SCHOOL TEACHERS*
- *PARENTS*
- *PARAEDUCATORS*

RESIDENTIAL PROGRAM

The dorm environment provides opportunities for deaf and hard of hearing students to participate together in events that foster language, social skills, independent living, leisure activities and community involvement.

For more information or to schedule a visit of the Model School please contact us at:

NDSD/RCDHH

1401 College Drive N

Devils Lake, ND 58301

Phone: 701-665-4400

or 1-800-887-2980

Website: www.nd.gov/ndsd/

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

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NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Kristin Baesler, State Superintendent

NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

HB 1013 (4)
3-8-17 #3

MODEL SCHOOL FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING

Provides students with an academically rigorous program to enable them to become self directed, independent, resourceful learners.

Model School

NDSD/RCDHH includes a model school, preschool through 8th grade, that serves North Dakota students who are deaf or hard of hearing.

The school provides tuition-free, comprehensive day and residential programs that identify, implement and model best practices.

The school provides early access and acquisition of language, and auditory instruction.

Collaboration with students, families, communities and government agencies is a vital part of the program.

MODEL SCHOOL:

- employs highly qualified staff and provides professional development trainings and workshops.
- ensures that education staff is current with research and programming for deaf and hard of hearing students.
- closely follows a deaf education curriculum that relates to state standards.
- maintains strong collaborative relationships with state universities.
- facilitates students mainstream opportunities with a teacher of the deaf/hard of hearing or an interpreter.
- provides additional resources that impact student learning outcomes.
- supports a diverse bilingual community in a nurturing, engaging and challenging environment.
- identifies cutting-edge indicators of student learning and growth that focus on overall development.
- offers on-site demonstration of expertise in deaf education methods and practices for parents/professionals.

Classroom instruction is designed to address each student's Individualized Education Program needs and goals.

1. Students will acquire essential knowledge and skills, including those in the state standards (language arts, social studies, mathematics, science, the arts, health, physical education, technology and deaf studies).
2. Students will achieve to the best of their abilities, a full repertoire of linguistic and communication competencies to use at their disposal in interactions with both deaf and hearing people.
3. Students will be critical and creative problem solvers who effectively cooperate and collaborate to achieve common goals.
4. Students will display a positive attitude, respect and a healthy pattern of behavior toward themselves and others.

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

2.28.17

Communications Department
1401 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423
Fax: 701-665-4409
Website: www.nd.gov/ndsd/

Outreach Communications
418 E Broadway Avenue, #15
Bismarck, ND 58501; Phone: 701-328-3988

"Sign language interpreters provide accessibility for Americans who are deaf. Foreign language interpreters interpret for those who have not yet learned English. While learning English is a choice for them, being deaf is not." -www.deafexpressions.com

The federally mandated Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against people who are disabled. Accessibility for a person in a wheelchair is widened doors, lowered water fountains and ramps. For a person who is deaf, accessibility is defined as *effective communication.*

- Title I of the ADA addresses the provision of interpreters in the area of employment.
- Title II deals addresses providing interpreters for state and local government agencies. Programs, services and activities.
- Title III of the ADA addresses public accommodations and defines them as facilities, operated by a private entity, whose operations affect commerce and include the following categories:
  - Hospitals, doctors' offices and health care facilities including nursing homes and assisted living facilities and pharmacies
  - Police stations, law offices and courtrooms
  - Public schools, college and universities
  - Restaurants, bars, hotels
  - Theaters, exhibit halls and museums
  - Most places that provide services to the public

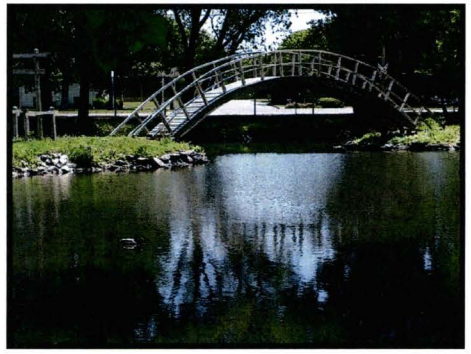
Professional Sign Language Interpreting

3-8-17 #4

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence"

Promoting commitment to the pursuit of excellence in the practice of professional sign language interpreting for deaf, hard of hearing and hearing citizens of North Dakota.



Phone: 701-665-4400
Toll Free: 1-800-887-2980

About Sign Language Interpreting

The Americans with Disabilities Act (ADA) of 1990 mandates that all public and private agencies that provide services to the general public, and all employers with 15 or more employees, must be accessible to all people regardless of disability. For people who are deaf or hard-of-hearing, this means that communication must be accessible. Providing a sign language interpreter allows deaf or hard of hearing individuals and hearing individuals to communication clearly and concisely, saves time, and reduces confusion, liability and frustration for all involved.

Typical Settings for Interpreting

Always ask the deaf person if an interpreter is needed by writing the question on paper as he or she can best judge whether or not a particular topic of communication can be followed through writing, lip-reading or sign language interpreting. This decision depends on the length of discussion, terminology involved, the action that must be taken or the severity of the decisions made by all parties. The following are some settings which typically require the services of a professional sign language interpreter:

- Medical, dental and eye appointments
- Legal matters
- Local, state and federal government agencies
- Educational settings and programs
- Business appointments
- Employment-related meetings
- Public functions: forums, performances
- Special occasions: religious ceremonies, social functions

Hiring a Qualified Interpreter

After determining that an interpreter will be needed, how can one be found? The following ideas may help in your search.

- There are two ways to hire interpreters — direct hiring or using an interpreter referral agency.
    - Using an interpreter referral agency will likely be more expensive; however, the agency is responsible to make the contact, hire the interpreter and negotiate billing. The agency can also validate the interpreter's skill level and ethics.
    - You may negotiate rates for services when hiring an interpreter yourself. However, you may have to contact several interpreters before you find one that is available. The NDSD/RCDHH website lists certified interpreters in your area at: www.nd.gov/ndsd/ You can also search the site for local referral agencies.
- The Registry of Interpreters for the Deaf (www.rid.org) allows you to search for certified interpreters by state or zip code.
- When hiring an interpreter, ask to see his/her certification which indicates the interpreter has successfully passed appropriate performance tests and has skills required to use English and American Sign Language and have knowledge of hearing and deaf culture. The interpreter should also be familiar with ethical standards and practices of the interpreting profession. Valid certification in ND may be in one or both of the following national forms:
    - RID (Registry of Interpreters for the Deaf) includes MCSC, CSC, CI, CT, IC, TC, RSC or NIC, NIC Advanced or NIC Master.
    - NAD (National Association of the Deaf) includes Level 3 (Generalist), Level 4 (Advanced) or Level 5 (Master).

Using Interpreters Effectively

- Avoid directing questions to the interpreter while the interpreter is working
- Do not use the interpreter as a human model
- Respect interpreter break times, interpreting is physically and mentally taxing
- Address the deaf person directly and avoid using "Tell him, ask her" phrases
- Share notes, outlines or handouts with the interpreter in advance, when possible, so he/she may be well prepared for the assignment

Educational Interpreters have specialized responsibilities:

- Facilitate communication between deaf and hearing individuals.
- Relay information accurately to and from students who use sign language.
- Prepare for interpreting assignments by reviewing instructional information.
- Serve as a member of the educational team in planning students' programs.
- Collaborate with teachers concerning the physical environment, i.e. lighting, seating arrangement.
- Provide interpreting services for out-of-class activities during school day and after school for extra curricular activities, etc.
- Accept only those job tasks for which they are qualified.
- Participate in professional development opportunities in order to maintain skills and interpreter certification.
- Provide tutoring for students during free time or study hall per determination of the education team (IEP) or discussion with the IEP manager and under supervision of teacher.
- Teach sign language when appropriate.
- Provide information on deaf culture and deaf awareness issues.
- Educational interpreters must be trained and competent in both sign language and interpreting. Knowing "some" sign language does not qualify someone as an educational interpreter.
- Educational interpreters must be certified by a valid nationally recognized credentialing program such as those sponsored by the Registry of Interpreters for the Deaf (RID).

For more information about educational interpreting contact:

North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing
1401 College Drive N.
Devils Lake, ND 58301
Toll Free: (800) 887-2980
Local: (701) 665-4400
Communications Department
(701)665-4423
Outreach Department
(701) 665-4411
E-mail: www.nd.gov/ndsd

The NDSD/RCDHH is a division of the
North Dakota Department of Public Instruction
Kirsten Baesler, Superintendent

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1/9/2013

HB 1013(4)
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#5

Interpreters in Schools

North Dakota "Looking Back with Pride" "Looking Forward with Confidence" Established 1890 School for the Deaf

A Guide For Mainstream Educators

Pg 1

North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing

Roles and Responsibilities in the Mainstream Classroom

Interpreter Responsibilities:

- Keep all assignments, classroom and student-related information confidential.
- Refer questions (from family & friends) regarding the student's performance to the appropriate teacher or IEP manager.
- Render the signed message faithfully, maintaining the speaker's spirit and content.
- Arrive promptly at interpreting assignments.
- Wear appropriate clothing (plain colored tops) to prevent eye-strain for the student.
- Position self so student can simultaneously see both speaker and interpreter. Interpreter may follow teacher around the room during discussion and lectures to facilitate communication.
- Interpret teacher lectures, guest speakers, films, additional noises and other students' questions, answers, conversations, etc.
- Refrain from evaluating teaching methods or behavior management techniques.
- Sign information to student and read student's signed responses then voice-to-English student's replies.
- Ask for a word or phrase to be repeated for clarification when message is not understood.
- Should not assume role of disciplinarian. The teacher maintains authority for all academic and social issues. The interpreter should not be used as a substitute teacher or supervisor at any time.
- Refrain from assuming the role of discussion person during an interpreting situation.
- Report communication concerns regarding student to appropriate teacher or IEP manager.
- Serve as a liaison in providing information regarding the use of interpreter services to the teacher as well as other students and staff.
- Assist in maximizing the classroom environment to ensure visual accessibility for the student.

The primary role of an interpreter is to facilitate communication between deaf and hearing consumers signing all that is said and voicing-to-English all that is signed.

Teacher Responsibilities:

- Assume educational responsibility for the student who is deaf or hard-of-hearing .
- Discipline student in same manner as other students in the classroom.
- Help assure that the student has appropriate seating taking into consideration visual and auditory communication needs.
- Provide student with notes from lectures or ensure that appropriate note-taking services are provided.
- Allow extra time for student to observe signed messages so he/she has opportunity to answer questions and participate in classroom discussions. Call on student in the same manner as a hearing student.
- Inform interpreter in advance of special presentations or field trips.
- Furnish interpreter with class text books and other relevant instructional materials.
- Refrain from participating in personal conversations and discussions with interpreter during class time.
- Discuss educational concerns regarding the student with the student's IEP manager—not with the interpreter.
- Address the student in same manner as you would a hearing student. Make eye contact with student and speak directly to him/her rather than to the interpreter.

Student Responsibilities:

- Arrive on time for class bringing needed supplies (paper, pencils, notebooks, text books, etc.)
- Complete his/her assignments/homework.
- Participate in class and pay attention to teacher through the interpreter.
- Discuss problems regarding classroom interpreter with the interpreter first, then the teacher or the interpreter's supervisor if necessary.
- Avoid unnecessary interruptions or conversations with interpreter while he/she is interpreting.
- Self-advocate—ask for a note-taker, tutor, or visually-accessible seating as needed.
- Ask interpreter and/or teacher for clarification of signs or vocabulary words that may be unfamiliar.
- Remember test days, homework, and other assignments. Do not rely on interpreter for reminders.
- Inform both teacher and interpreter about absences from class if known in advance.
- Refrain from chatting with interpreter during class time unless teacher allows others to chat as well.
- Sit in a position visually accessible to the interpreter.
- Learn to manage and understand interpreting accommodations (lighting, seating and scheduling support services) and self-advocate as needed.

Both interpreters and teachers must follow ethical guidelines to protect students' privacy and access to educational opportunities.

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3-8-17
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ND SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890.

A Division of the

ND Department of Public Instruction,

Kirsten Baesler, Superintendent

North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

1/9/13

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing
Communications Department
101 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423

Communications Department

NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence --

A school without walls"

Toll free: 1-800-887-2980

Fax: 701-665-4409

Email: ndsd@sendit.nodak.edu

Web: http://www.nd.gov/ndsd/

pg 1

Professional Development and Support for Educational Sign Language Interpreters in ND

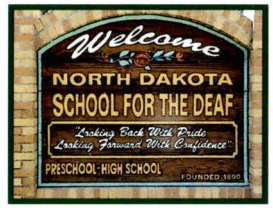
To assure that quality educational interpreting services are being provided to North Dakota's students who are deaf and hard of hearing, the 2011 ND Legislative Assembly, with support from the Department of Public Instruction, enacted NDCC 43-52 which states that "individual[s] working in an elementary and secondary school must [pass] the Educational Interpreter Performance Assessment at a level of 3.5 or higher." To ensure that individuals, regardless of their current job titles, become qualified, by state law, to interpret for students who are the deaf and hard of hearing, the Communications Department of the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH), in conjunction with the Sign Language Interpreting Program of Lake Region State College (LRSC) offer school districts the following assistance:

Consultation/Evaluation/Referral

- The interview process for school districts who must review applicants for *educational interpreter* positions may be challenging. Staff members (nationally certified interpreters) are available to assist administrators during the interviewing and hiring of interpreters to help ensure that the most qualified and skilled person is selected.
- **NDSD/RCDHH staff may come to your school to assist with annual performance evaluations of educational interpreters. A staff member will complete a day-long classroom observation of the interpreter 'in action' and provide written feedback and recommendations for professional development if needed.**
- School personnel may contact NDSD/RCDHH as needed to obtain a list of certified freelance sign language interpreters to provide substitute interpreting for public school students. For your convenience, an updated list of interpreter names and contact information is also maintained on the NDSD/RCDHH website at: ww.nd.gov/ndsd/

Interpreter Skill Development and Certification Maintenance

- By utilizing ND's Interactive Video Network (IVN), educational interpreters may access sign language classes taught by NDSD/RCDHH and/or LRSC instructors.
- NDSD/RCDHH will host or co-host two workshops per year to provide knowledge and skill development opportunities for K-12 educational interpreters and allow them to earn CEUs for the certification maintenance program.
- Support group discussions hosted by a nationally certified sign language interpreter will be offered twice per year to provide educational interpreters with resources that will enable them to interpret more effectively for deaf and hard of hearing students.



North Dakota Captioning Center

It is the goal of NDSD/RCDHH to make communication and education accessible to all students to ensure that no child is left behind. A staff member from NDSD/RCDHH is available to insert closed captions and/or subtitles on educational videotapes and DVDs for school districts and educators in ND. Advance notice is required. Fees may apply.

Real Time Note-Taking Services

If a student has a documented disability that interferes with his or her ability to understand class lectures and write adequate notes, NDSD/RCDHH staff may provide remote real time note-taking support services (hourly fees are charged for this service).

Educational Interpreter Performance Assessment Test Proctoring

Proctoring of the Educational Interpreter Performance Assessment test is available at NDSD/RCDHH (or another designated site) twice per year for those requiring certification. Recorded work samples will be sent to Boys' Town National Research Hospital for formal diagnostic evaluation and scoring. Results identify interpreting strengths and weaknesses and if passed, will provide national certification. Test fees will apply.

Distance Mentoring for Interpreters

Interpreters needing answers or resources quickly may talk to or Skype with an experienced certified interpreter mentor. Live 'mentor chats' may be scheduled (call 701-328-3988 or email renae.bitner@sendit.nodak.edu). We will do our best to provide information regarding ethics, best practices and resources related to becoming nationally certified.

pg 2

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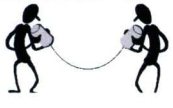
ADULT OUTREACH SERVICES

Central Office
1401 College Drive N
Devils Lake, ND 58301
Program Coordinator, Pam Smith
701-665-4401
or toll free 1-800-887-2980
Email: pam.smith@k12.nd.us
Website: www.nd.gov/ndsd/

Pam Smith, Tracy Vilandre
Kathy Frelich & Kristen Vetter

We Provide Statewide Services



Mission Statement:
Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

WE SERVE...

Adult North Dakotans who are:

- Deaf
- Hard of Hearing
- Late-deafened
- Older adults with hearing loss
- Family members of those with hearing loss
- Public and private agencies
- Employers and community groups

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

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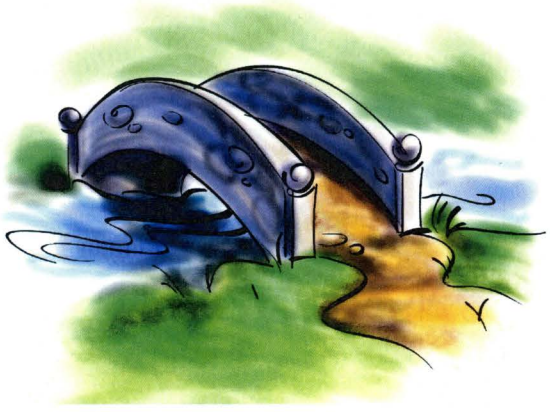
NORTH DAKOTA SCHOOL FOR THE DEAF

RESOURCE CENTER FOR DEAF AND HARD OF HEARING



Adult Outreach Services

Serving all of North Dakota

pg 1

ADULT OUTREACH SERVICES

The Adult Outreach Services Program at the North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing advocates on behalf of people who are Deaf or Hard of Hearing to promote opportunity and independence. Adult Outreach Services shall strive to:

- ensure that communication and services are accessible
- increase awareness of needs of people who are Deaf or Hard of Hearing to the general public

Information and Consultation

Adult Outreach Services provides current information and resources on hearing loss that include:

- lists of community, state and national organizations that provide services to people with hearing loss such as: assistive technology providers, information regarding sign language interpreters and captioning providers
- information about hearing loss, self advocacy and communication needs
- information on compliance regarding the *Americans with Disabilities Act* (ADA); rights of individuals who are Deaf or Hard of Hearing as well as responsibilities of service providers to ensure equal access

Assistive Technology

Adult Outreach Services work in collaboration with various agencies and programs throughout the state to access devices such as; amplified and caption phones, alerting systems, fire and smoke alarms, personal listening devices, doorbell flashers, as well as other assistive devices for the home and/or work environment.

Library Resources

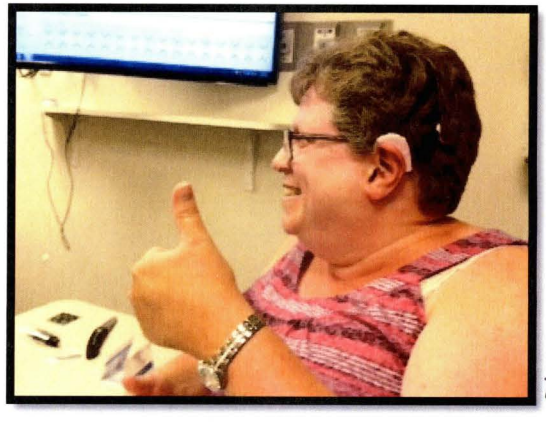
The library/media center at the NDSD/ RCDHH offers a comprehensive collection of books, magazines and audio-visuals on an array of deafness-related topics. These resources are available for loan through the NDSD/RCDHH library. The librarian may be contacted at: 701-665-4433.

Educational Presentations

Adult Outreach Services provides training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of access for people who are Deaf or Hard of Hearing.

Presentation topics may include:

- impact of hearing loss and communication tips
- Deaf Culture, American Sign Language, and how to obtain and work with an interpreter
- promoting safety through home modification for older adults with hearing loss
- working with assistive technology, including use of videophones and relay services
- overview of the Americans with Disabilities Act



HB 1013 (4)
3-8-17 #8

Sponsored by

The North Dakota Parent-Infant Program for Children who are Deaf and Hard of Hearing, Age Birth to Three Years Old, and their Families

"Serving all of North Dakota"

A Division of the North Dakota Department of Public Instruction, Kirsten Baesler, Superintendent

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

1/3/17

Parent-Infant Program

A Family-Centered Approach for Supporting Families with Infants and Toddlers who are Deaf or Hard of Hearing

"Serving all of North Dakota"

pg 1

Services Provided by Teachers of the Deaf Parent-Infant Specialist

- Empower parents with specialized knowledge and skill about the impact of hearing loss.
- Reinforce and support families with helpful local, state and national resources.
- Integrate play activities in a family's lifestyle to encourage communication, language, audition and speech skills.
- Identify strengths and needs of families to have full participation in the intervention plan that have appropriate outcomes.
- Collaborate through parent and professional partnerships to maintain consistency.

- Support parents in understanding the audiogram and how to monitor the use and care of their child's hearing aids.
- Provide information regarding communication and educational options to assist with the transition out of the early intervention program(s).

A Parent-Infant Specialist combines fun with learning in a supportive environment for you and your family.

Parent-Infant Program Team Members

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:

Coordinator:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4400 or
Toll Free: 1-800-887-2980

Grand Forks: *Northeast*
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4420

Minot: *Northwest*
Memorial Hall
500 University Avenue West
Minot, ND 58707
Phone: 701-858-3357

Bismarck: *Southwest*
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo: *Southeast*
1321 23rd Street South, Suite A
Fargo, ND 58103
Phone: 701-239-7374

Speech-Language Pathologist *(Statewide)*
C/O Mt. Pleasant School
201 5th Street NE
Rolla, ND 58367
Phone: 701-477-5062

Sign Language *(Statewide)*
1321 23rd Street South, Suite A
Fargo, ND 58103
Phone: 701-239-7375

Why Early Intervention?

The first months and years of a child's life provide the foundation for later learning. Research tells us the period between birth through age five is a critical window for development. Children learn from their environment - absorbing language, thinking skills, and social skills as they experience the world with their families and caregivers.

Infants and young children with hearing loss have many of the same needs as other young children, however, the impact of hearing loss creates unique developmental needs. Qualified early interventionists provide support for families and caregivers to help them recognize their strengths and weaknesses.

Parent-Infant Overview

The North Dakota Parent-Infant Program for children who are deaf and hard of hearing, age birth to three years old, and their families offers intervention in a family's natural environment through daily routines.

Through regular visits to the child and family, certified teachers of the deaf address the family's concerns and help determine priorities. Together, families, caregivers and early interventionists share information, discuss ideas and adaptations and monitor the child's progress. The purpose is to enhance each family's ability to help his/her child to become a participating family member and a part of the larger community.

The program also supports families and caregivers as they plan for the transition of children out of early intervention services and into the family's selected option for their three to five year old child.

This program is offered at no charge to families throughout the state of North Dakota and is provided through the Parent-Infant Program of the North Dakota School for Deaf. Any child residing in North Dakota

with a suspected or diagnosed hearing loss can be referred to this program. Referrals can be made by family members, physicians, school districts, audiologists, speech and language centers or other agencies.

What Parents are saying about PIP

"No words could ever express our gratitude for all you have done and sacrificed for [my daughter]. Having two hearing impaired children and seeing the differences at the same age due to the times (ages) each were identified and the solid foundation [my daughter] now has just warms my heart."

- Hettinger -

"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."

- Milnor -

North Dakota Small Organized Schools

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3-8-17 pm # 1
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Mr. ElRoy Burkle
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March 8, 2017

Chairman Holmberg and members of the North Dakota Senate Appropriations Committee,

For the record, my name is Mr. ElRoy Burkle, Executive Director North Dakota Small Organized Schools (NDSOS), representing 141 North Dakota Public School Districts. Overall, we are supportive of HB 1013 and appreciate everyone's efforts during these difficult times. However, we request consideration to amend HB 1013 to keep current transportation grant rates in place for the 2017-19 biennium.

Per the ND DPI February 2017 School District Finance Facts, state-wide cost of transportation for school year 2015-16 increased from the previous school year to $60,722,287 which is $185,566 less than the record 2013-14 high of $60,907,853. The downward trend in state-wide transportation expenditures (Table A) has elapsed due to increases in ridership/runs, wages, repair costs, new bus prices, and new trends in contracted services.

The following table compares current transportation rates with HB 1013 proposed rates for the 2017-19 Biennium and clearly illustrates that the proposed reduction in DPI Transportation Grant will exceed the 10% ($5.7M) reduction proposed in this bill.

Transportation Rate Comparisons				
Type	2015/17 Rates	HB 1013	Reduction	% Reduced
Large Bus	$ 1.18	$ 1.03	$ 0.15	12.71%
Small Bus	$ 0.55	$ 0.48	$ 0.07	12.73%
Family to/from school	$ 0.27	$ 0.24	$ 0.03	11.11%
IEP	$ 0.54	$ 0.48	$ 0.06	11.11%
Ridership	$ 0.32	$ 0.28	$ 0.04	12.50%

As a former school superintendent, my past practice has been to compare "apples to apples" as much as possible. Using the February 2, 2017 State School Aid Transportation Report, the proposed HB 1013 transportation rates were imputed resulting in an estimated reduction of $3,601,818 (12.64%) state-wide for this particular year's data, or an estimated $7,203,637 for the upcoming biennium. Please note: 2016-17 payments are based on the previous year's report. This estimation assumes no increases or decreases in transportation categories; purely "apples for apples."

Fuel prices have dropped from records highs and have contributed to cost savings. However, there are additional input costs other than fuel. A short synopsis of current trends are as follows.

Increases in wages: According to ND DPI Management Information Department, bus drivers employed less than nine months received on the average $25.26 per hour this school year (2016-17). This

Board of Directors

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The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

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compares to $21.02 in 2013-14 or an increase of 20.1%. Drivers employed greater than nine months on the average experienced an increase of $2.34 per hour from $19.78 to $22.12 for the same time period, or an 11.8% increase.

Increases in repair costs: According to Harlow's, shop hourly rates have increased from $104 to $110 from 2012, or an increase of 1% per year.

New Bus Prices: New bus prices have also increased about 0.5% per year from $82,000 in 2012 to $85,000 for a 2018 basic model. Add-ons such as 3pt seat belt system (estimated at $5,000) is a growing trend. Source: Harlow's

Contracted services – new trend: Schools districts either own their buses or contract out this service. The growing trend with contracted services is to contract by route (run) without a fuel escalator rider.

Current Fuel Prices: Both gasoline and diesel fuel have increased by 20 to 25% over the last year.

Increases in both ridership and runs: From 2013 to 2016, ridership has increased by 1,909,547 and runs have increase by 25,486. (Table C).

The trends of these six input transportation costs clearly indicate that the 2015-16 cost per mile of $2.79 will increase this school year; erasing the six cents (2.1%) reduction from the $2.85 record high of 2013/14. Drake (12%), Scranton (12%), Lisbon (12.6%), Enderlin (4%), Anamoose (26.7%), Larimore (19%), and Hazen (13.7%) all reported increased transportation expenditures (fuel, wages and labor – not bus replacement) when comparing year-to-date expenditures from 2016-17 to 2015-16 (December/January).

According to ND School Finance Facts, state transportation reimbursement to schools was at 69.14% in 1992-93 and 45.79% for the 2015-16 school year. While State support (all) has increased from 47.1% to 66.10% for the respective school years listed (Table A). However, with the proposed rates in HB 1013 and the anticipated increases in transportation costs this percentage could fall below 40%. This is a concern of the NDSOS.

Passage of Measure 2 allows for keeping K-12 education funding whole by transferring funds from the Foundation Aid Stabilization Fund. SB 2272 does include transportation as one of the allowable education-related purposes. Current trends and future uncertainties provide a clear justification to keep transportation funding whole at the current rates, which would equate to $59M (projection). This will greatly assist all North Dakota schools.

In closing, thank you for your time and consideration to the request retaining school transportation rates whole and using the Foundation Aid Stabilization Fund ($7.7M) as the funding mechanism to make-up the difference from $51.3M (HB 1013). I shall stand for questions.

Respectfully,

Mr. ElRoy Burkle, Executive Director
North Dakota Small Organized Schools (NDSOS)
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Table A: ND SCHOOL DISTRICT TRANSPORTATION DATA

ND PUBLIC SCHOOL DISTRICT TRANSPORTATION DATA - SOURCE: SCHOOL FINANCE FACTS SECTION A											
School Fiscal Year	No. of Pupils Transported	Cost of Transportation	Change in Yearly Cost	Total State Payments to Schools	Percent of State Support	Average Trans. Cost Per Pupil	Average Cost of Trans. Per Mile	Total Annual Mileage	Fall Enrollment	Operating School Districts	State Support All
1992/93	44,116	$ 24,830,520.97		$ 17,167,452	69.14%	$ 562.85	$ 1.00	24,770,652.40		257	47.10%
1993/94	43,754	$ 25,101,143.75	1.09%	$ 16,766,456	66.80%	$ 573.69	$ 1.03	24,482,141.10	118,512	251	46.40%
1994/95	47,105	$ 26,296,239.55	4.76%	$ 17,196,155	65.39%	$ 558.25	$ 1.09	24,169,781.80	118,649	238	45.70%
1995/96	47,580	$ 26,668,279.48	1.41%	$ 17,498,529	65.62%	$ 560.49	$ 1.13	23,539,349.20	118,565	234	46.00%
1996/97	48,236	$ 27,779,408.99	4.17%	$ 17,810,492	64.11%	$ 575.91	$ 1.17	23,837,566.80	117,816	234	45.70%
1997/98	48,445	$ 28,371,324.50	2.13%	$ 17,583,138	61.98%	$ 585.64	$ 1.18	24,025,594.20	116,103	231	44.26%
1998/99	49,117	$ 28,222,184.35	-0.53%	$ 17,442,180	61.80%	$ 574.59	$ 1.18	23,864,619.50	113,929	229	43.03%
1999/00	46,114	$ 29,515,603.00	4.58%	$ 17,381,171	58.89%	$ 640.06	$ 1.26	23,349,766.00	111,705	229	43.36%
2000/01	44,922	$ 31,984,641.00	8.37%	$ 17,205,267	53.79%	$ 712.00	$ 1.40	22,923,404.00	108,094	227	41.92%
2001/02	43,470	$ 31,160,965.00	-2.58%	$ 17,198,168	55.19%	$ 716.84	$ 1.32	23,583,312.00	105,217	218	42.07%
2002/03	43,249	$ 31,901,335.00	2.38%	$ 16,994,871	53.27%	$ 737.62	$ 1.35	23,614,851.00	103,013	217	41.93%
2003/04	39,022	$ 32,743,341.00	2.64%	$ 17,152,363	52.38%	$ 839.10	$ 1.44	22,784,009.00	101,137	211	41.45%
2004/05	37,257	$ 34,668,950.00	5.88%	$ 17,118,918	49.38%	$ 930.54	$ 1.55	22,337,864.00	99,324	206	40.48%
2005/06	38,096	$ 36,228,595.00	4.50%	$ 16,213,012	44.75%	$ 950.99	$ 1.64	22,039,176.00	97,120	198	39.66%
2006/07	38,442	$ 37,133,249.00	2.50%	$ 16,147,647	43.49%	$ 965.96	$ 1.72	21,584,342.00	95,600	195	38.99%
2007/08	37,748	$ 43,119,410.00	16.12%	$ 17,011,141	39.45%	$ 1,142.29	$ 2.03	21,218,019.00	94,057	187	40.16%
2008/09	38,371	$ 42,995,587.95	-0.29%	$ 17,304,869	40.25%	$ 1,120.52	$ 2.06	20,891,084.14	93,406	184	40.46%
2009/10	38,065	$ 47,316,652.56	10.05%	$ 20,310,472	42.92%	$ 1,243.06	$ 2.23	21,264,227.71	93,715	181	48.15%
2010/11	38,396	$ 48,074,295.00	1.60%	$ 26,462,498	55.05%	$ 1,252.07	$ 2.27	21,144,812.00	94,729	179	54.79%
2011/12	38,723	$ 53,965,769.59	12.25%	$ 23,650,074	43.82%	$ 1,393.63	$ 2.59	20,856,898.34	95,778	179	56.07%
2012/13	39,095	$ 56,510,606.00	4.72%	$ 24,738,009	43.78%	$ 1,445.47	$ 2.70	20,899,150.00	99,192	179	56.69%
2013/14	42,043	$ 60,907,853.00	7.78%	$ 26,631,842	43.72%	$ 1,448.71	$ 2.85	21,405,557.00	101,656	179	66.30%
2014/15	43,804	$ 59,984,125.00	-1.52%	$ 26,639,140	44.41%	$ 1,369.39	$ 2.83	21,215,830.00	104,278	179	66.27%
2015/16	44,602	$ 60,722,287.00	1.23%	$ 27,803,637	45.79%	$ 1,361.43	$ 2.79	21,757,879.00	106,070	179	66.10%
1993-2016	1%	145%				142%	179%	-12%	-10%	-30%	
Total Yearly Ave.			4.24%								
Date revised 3.2.17 6.23 pm				Updated with 2017 School District Financial Facts Information							
Acknowledgement and Appreciation Noted: 2009 HB 1013 authorized a $5M supplemental payment to schools SY 2010/11 - Emission Upgrades.											

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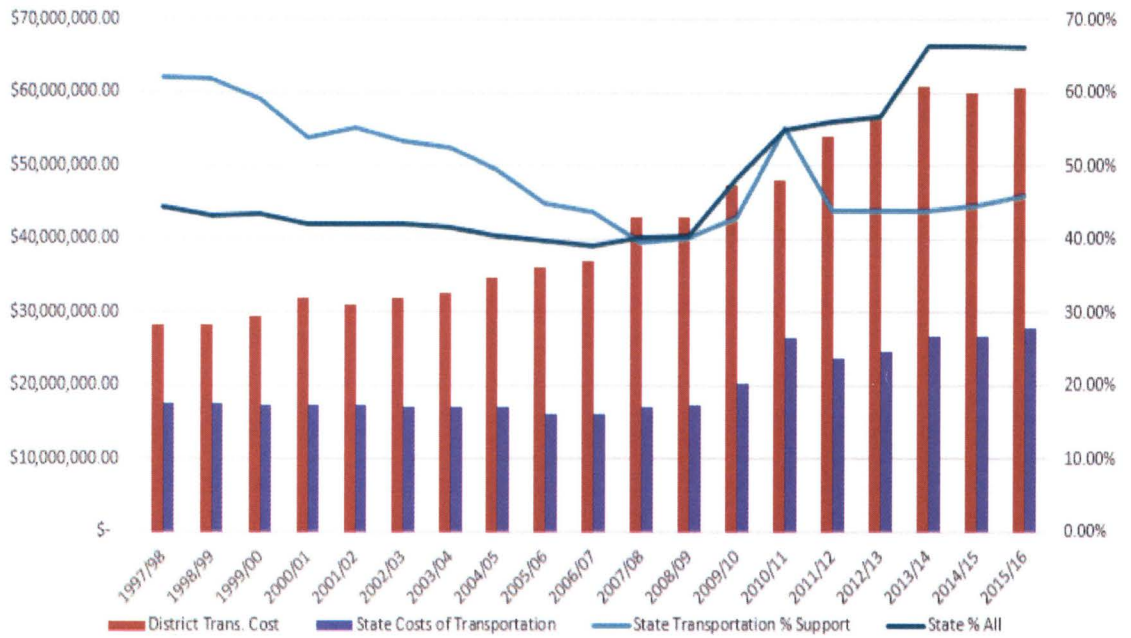
Table B

North Dakota Transportation State/Local Expenses; % State Support Transportation Compared to All State Funding



Note: The above table compares two pieces of data.

1) The bar chart compares District Transportation Costs to State Costs (reimbursements) to schools in dollars.

2)The line graphics compares the State Transportations Support to State Support All in percentages.

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Table C: Summary Runs and Ridership

Summary of Total Annual Rides and Sum of Total Annual Runs 2013 to 2016 Time Periods					
Total Annual Rides by Route	2013	2014	2015	2016	Difference 2013 to 2016
Extended Year	49,060	47,751	45,969	55,481	6,421
Family - to Bus	20,317	17,616	26,746	26,600	6,283
Family - to School	46,140	52,679	46,833	37,228	-8,912
In City	3,386,730	3,776,503	4,021,605	4,248,587	861,857
Other Purposes	263,235	295,927	234,981	235,816	-27,419
Public Transit	101,101	138,898	146,785	69,388	-31,713
Rural	9,138,532	9,554,904	10,027,077	10,050,685	912,153
Special Ed	394,053	446,230	422,600	473,589	79,536
Vocational Ed	301,912	403,733	407,223	413,253	111,341
Total	13,701,080	14,734,241	15,379,819	15,610,627	1,909,547

Total Annual Runs By Route	School Year 2013	School Year 2014	School Year 2015	School Year 2016	Difference 2013 to 2016
Extended Year	2,991	3,176	2,803	3,160	169
Family - to Bus	18,630	15,965	17,317	17,013	-1,617
Family - to School	27,965	34,132	31,972	26,614	-1,351
In City	99,471	102,440	104,619	113,718	14,247
Other Purposes	16,020	14,974	15,376	13,844	-2,176
Public Transit	3,606	8,454	8,813	4,006	400
Rural	338,097	336,059	337,373	344,348	6,251
Special Ed	58,133	67,525	61,905	64,975	6,842
Vocational Ed	24,275	25,597	27,658	26,996	2,721
Total	589,188	608,322	607,836	614,674	25,486

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by Larry Striegel #2
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NDYEEP

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

THE OPPORTUNITY:

In 2040, North Dakota will be in the hands of the 45,000 kids in our middle schools right now.
(data from ND DOC)

By 2040, 30% - 40% of the jobs we know today will no longer exist.
(Wharton School of Business, *The Economist*)

A growing number of entrepreneurial teachers & principals are eager for more innovative & personalized learning opportunities.

"*ENTREPRENEUR*" is becoming a household word in homes where it was never heard.

THE ENTREPRENEURIAL RESPONSE: **Plant seeds of entrepreneurship today that will grow into the innovative thinking we'll need by 2040.**

WIIFND: **Sustainable entrepreneurial communities.**

HOW NDYEEP CAN HELP ND BE READY FOR 2040:

Teach teachers about real entrepreneurship:
recognizing an opportunity overlooked by others
marshaling resources in the face of risk
bringing the enterprise to market

Create a website featuring video lesson examples & teaching tips for original entrepreneurship projects that middle school teachers & kids can use or modify to meet their local situations.

Link classrooms with local entrepreneurs who will serve as mentors to emerging entrepreneurs.

Assist schools & communities in sponsoring their own entrepreneurs' events & summer camps.

Partner with state leadership to fulfill the vision of every ND middle schooler having at least one real entrepreneurship experience before entering high school.

ND State Library

North Dakota
STATE LIBRARY

See minutes for:

HB 1013 (6)

3/8/2017

Job # 28911

HB 1013 (6)
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TESTIMONY ON HB1013
SENATE APPROPRIATIONS COMMITTEE
BY: MARY J. SOUCIE, STATE LIBRARIAN
(701) 328-2492
NORTH DAKOTA STATE LIBRARY

Senator Holmberg and members of the Committee,

My name is Mary Soucie and I am the North Dakota State Librarian. The mission of the North Dakota State Library is "making connections, strengthening communities, impacting lives." We achieve our mission in a three pronged approach: services to the North Dakota Library Community, services to State Government and services to all North Dakota citizens.

Attached you will find charts that address the questions regarding our budget including the 90% budget request, summary of changes made by Governor Burgum and the House and an itemized listing of changes we are requesting. We did not have any optional adjustment requests.

The budget that was proposed by Governor Burgum and forwarded by the House included a total 13% in reductions and the loss of one FTE. We currently have two vacant positions- a Digitization Librarian and a School and Youth Services Specialist. The House decreased our salary and wages appropriation by $100,000 in addition to the funding for the position that was removed and we request that this funding be restored. If the funding for the lost position cannot be restored, we request that the Senate restore the $100,000. We are asking the Senate

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to leave both positions with our agency, even if one is not funded for the next biennium.

The House also reduced our operating funds by $109,318 which would impact equipment and online library resources, both of which were impacted by the 6.55% allotments of the current biennium. In addition, our grants line was reduced by $295,472. This will impact our State Aid to Public Libraries, which was fully funded per the statutory formula for the first time this biennium. We encourage the Senate to minimize the cuts to State Aid as much as possible.

To summarize, we ask that the that the cuts to State Aid for Public Libraries be as minimal as possible, that the Senate restore the $242,296 that was cut from salaries and wages, and that if the full amount cannot be restored, that a minimum of $100,000 be restored and that the Senate not cut an FTE position. Furthermore, if a position is cut I ask that it is left to my discretion to determine which position to remove.

To support our budget request, I'd like to explain in more detail the many ways that the State Library serves not only the library community but all citizens of North Dakota. An important way that we serve our public libraries is through State Aid. The formula in Century Code is a per capita based formula. We have a variety of public libraries in North Dakota. While all public libraries are municipal libraries, we have libraries that are city libraries, joint school-public libraries, and libraries that serve the whole county/counties. The formula is $1 per capita for city libraries and $1 per capita plus $5 per square mile for county libraries. We provide

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Interlibrary Loan services to all libraries in the state; Interlibrary Loan means materials being loaned from one library to another. Last year, the State Library facilitated over 21,000 ILL's. This includes materials sent from our collection to other libraries or directly to patrons and materials that we help get from one library to another.

We serve both the library community and citizens of North Dakota with the online resources that we provide. The online resources support students of all levels with homework help and research through reference materials. TutorND.com is an online tutoring service that anyone in North Dakota can access; for adults, this includes career-based resources such as a resume review service as well as test prep for many standardized tests such as the ACT, SAT and GRE, which are all college entrance exams. Students and citizens have access to this resource without a login, anywhere in the state. These resources are particularly important for those students who cannot or do not want to purchase a test prep book that they will only need once.

We have three professional librarians in our Library Development Department that work directly with our public libraries to advise, train and provide technical assistance to the librarians and staff so as to improve their service to their communities.

We do a number of outreach activities for state government employees where we bring books to the capitol for checkout. Employees that work at the

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capitol as well as legislators during session can have State Library materials sent directly to them through interoffice mail.

We have 22 counties that don't have county-wide library service and three counties that have no library service. For the citizens that live in these communities, we serve as their public library. Any citizen in North Dakota is eligible for a State Library card. Along with access to our physical collection, the card will give you access to our online resources. In addition to the research databases, the ND State Library provides access to Universal Class, which has over five hundred self-paced classes on everything from Microsoft Office and Accounting to Cooking and Scrapbooking. We also provide all citizens with access to Zinio, an online magazine database; our Zinio subscription currently has over 140 magazines. The potential savings for North Dakota citizens who no longer have to pay for these magazines is pretty extensive. Last year, Zinio had 22,948 uses.

The State Library also serves citizens through our Talking Books program which provides materials, along with a player, free of charge to patrons with vision and/or physical disabilities. We partner with the North Dakota School for the Blind/Vision Services for the distribution of the machines.

The State Library has a public computing lab that is accessed by state employees and the public. Our computers are used throughout the day by job seekers and researchers.

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The State Library, in conjunction with the North Dakota Library Coordinating Council, our advisory board which is appointed by the Governor, oversees the Library Vision grant program. We have increased our libraries' ability to share resources via Interlibrary Loan by adding them to OCLC, a nationwide database of library materials. The State Library catalogs library materials for sixty school and public libraries that have received Library Vision grants to join the statewide online library catalog, and in more recent years OCLC. In addition, Library Vision funds have been used to increase technology across the state through additional computers, tablets, printers and wireless access points. Currently, all but two North Dakota public libraries that receive a mill levy offer WiFi access; for some communities, the library is the only source for computer and WiFi access. In our current biennium, Library Vision grants included a collection development grant. Libraries that received the grants added non-fiction materials; for some of the libraries, it was the first time in a long time that new non-fiction books were added. Library Vision grants include a local match, thereby making the monies go even further.

In the current biennium, the State Library was given a one-time appropriation of $250,000 for Repair and Renovation Grants for Public Libraries. We received $319,000 in requests. The grants included a local match. One of our recipients was able to pair the grant with a federal USDA grant and was able to double the size of the library, which also serves as the local history museum.

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Many libraries were able to use the grant money to leverage local funding far beyond the required match.

Libraries are as vital today as they've ever been. In 2015, 2,099,474 people visited North Dakota public libraries and the libraries computers were used 583,395 times. In addition to providing recreational reading material, our libraries provide important community meeting space and access to online resources that citizens would otherwise not be able to afford. Libraries are serving their communities in new and traditional ways. We like to say that Google will bring you a million answers while a librarian will bring you the right answer.

The North Dakota State Library provides and coordinates unique statewide services; we provide leadership, continuing education and technical assistance so libraries throughout North Dakota can develop, inform, and better serve citizens and students in their communities, which positively impacts the lives of North Dakotans. If you haven't visited a library lately, I encourage you to visit the State Library and your local public, school or academic library to learn all the different ways that libraries serve their communities.

2015-2017 BIENNIUM
NDSL AG[redacted] BUDGET

	Original 2015-2017		4.05 Allotment	Additional 5.95	**90% Total**	Unfund Ren/Rep	New Total	
TOTAL BUDGET 2015-2017	**8,400,881**							
S & W	4,181,180		32,000	58,462	90,462			
RENOVATION & REPAIR	250,000				0	-250,000		
STATE AID	2,133,000		60,000	153,300	213,300		1,919,700 (GF)	
LSTA GRANTS / OLR	515,000				0		515,000 (FF)	
LV2020 GRANTS	237,500				0		237,000 (GF)	
OPERATING (TOTAL)	**1,084,201**		**182,333**	**122,741**	**305,074**			
	180,000	Reference / Resource	10,000		10,000			
	40,000	Equipment (GF)	10,000		10,000			
	81,068	Misc ($9,733 GF)	9,733		9,733			
	342,733	OLR (GF)	152,600	122,741	275,341			
	59,400	Freegal ($59,400 FF)			0			
	381,000	LSTA Appropriation Authority			0			
INCOME								
GF	6,773,655		274,333	334,503	608,836	-250,000	5,914,819	
FED LSTA OPERATING	1,450,899							
ADDITIONAL APPROPRIATION	381,000							
FED/LSTA OLR & MLS GRANTS	515,000							
MISC	91,852							

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House Bill No. 1013 - State Library - House Action

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	Base Budget	House Changes	House Version
Salaries and wages	$4,019,839	$138,933	$4,158,772
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
General fund	$6,079,981	($456,455)	$5,623,526
FTE	29.75	(1.00)	28.75

Department No. 250 - State Library - Detail of House Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Restores Funding for Salaries and Wages[3]	Reduces Funding for Salaries and Wages[4]	Removes Vacant FTE Position[5]	Adjusts Funding for Online Library Resouces[6]
Salaries and wages	$134,027	$85,861	$161,341	($100,000)	($142,296)	
Operating expenses						(99,318)
Grants						
Total all funds	$134,027	$85,861	$161,341	($100,000)	($142,296)	($99,318)
Less estimated income	96,788	10,889	0	0	0	82,921
General fund	$37,239	$74,972	$161,341	($100,000)	($142,296)	($182,239)
FTE	0.00	0.00	0.00	0.00	(1.00)	0.00

	Reduces Funding for Equipment[7]	Reduces Funding for Aid to Public Libraries[8]	Removes Federal Funds from Grants[9]	Total House Changes
Salaries and wages				$138,933
Operating expenses	(10,000)			(109,318)
Grants		(295,472)	(381,000)	(676,472)
Total all funds	($10,000)	($295,472)	($381,000)	($646,857)
Less estimated income	0	0	(381,000)	(190,402)
General fund	($10,000)	($295,472)	$0	($456,455)
FTE	0.00	0.00	0.00	(1.00)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[4] Salaries and wages are underfunded agencywide.

[5] One vacant education program administrator II FTE position and related salaries and wages is removed.

[6] Funding for online library resources is adjusted and reduced.

[7] Operating expenses funding is reduced for equipment purchases.

[8] Funding for aid to public libraries is reduced to provide $1,737,528 from the general fund.

[9] Federal funding in the grants line item is reduced because funds will be used for online library resources costs in the State Library's operating expenses line item.

This amendment also:

- Amends the section of the bill related to the distribution of aid to public libraries to provide no more than one-half is to be spent in the 1st year of the biennium.
- Adds a section identifying additional funding provided for health insurance increases.

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Departmental Requests
North Dakota State Library

Budgetary:
We request that the Senate restore $242,296 to our salaries and wages line. If the full amount cannot be restored, we ask that $100,000 be restored.

We ask that the cuts to State Aid be as minimal as possible.

Personnel:
We ask that the Senate restore one lost FTE position. The request for the restoration of funds for salaries and wages includes $142,296 for a Librarian II position. We request that the Senate leave the position with our agency even if it is not funded for this biennium.

ND State Library - Budget

	2013/2015 Appropriated	2015/2017 Original	2015/2017 Adjusted	2015/2017 Base Level	2017/2019 HB1013
Total Appropriation Amt.	**$8,270,133**	**$9,212,406**	**$8,768,732**	**$8,518,732**	**$7,871,875**
	$8,270,133	*$9,212,406*	*$8,768,732*	*$8,518,732*	*$7,871,875*
S & W	$3,855,407	$4,181,180	$4,019,839	$4,019,839	$4,158,772
RENO GRANT	$0	$250,000	$250,000	$0	$0
STATE AID	$1,766,500	$2,133,000	$2,033,000	$2,033,000	$1,737,528
LV2020 GRANT	$237,500	$237,500	$237,500	$237,500	$237,500
LSTA GRANT / OLR	$515,000	$515,000	$515,000	$515,000	$134,000
OPERATING TOTAL	$1,895,726	$1,895,726	$1,713,393	$1,713,393	$1,604,075
Minitex	$130,000	$120,000	$120,000	$120,000	$120,000
Resources	$157,756	$180,000	$180,000	$180,000	$180,000
Postage	$51,396	$50,764	$50,000	$50,000	$50,000
ITD	$282,784	$242,784	$242,784	$242,784	$242,784
ODIN	$122,117	$127,335	$127,335	$127,335	$127,335
Employee Travel	$109,664	$94,064	$94,064	$94,064	$94,064
Supplies / Printing	$80,132	$71,758	$71,758	$71,758	$71,758
NDLCC Meetings	$11,789	$11,789	$11,789	$11,789	$11,789
Rent	$29,634	$25,102	$25,102	$25,102	$25,102
Equipment / Equip Rental	$78,682	$51,631	$51,631	$51,631	$41,631
Memberships / CE	$43,261	$38,261	$38,261	$38,261	$38,261
Ins / Risk Mgmt	$26,113	$14,106	$14,106	$14,106	$14,106
Databases	$342,733	$412,335	$230,766	$230,766	$131,448
Other Fees / Misc	$129,665	$55,797	$55,797	$55,797	$55,797
LSTA Authority Unused	$300,000	$400,000	$400,000	$400,000	$400,000
Oper Total (auto-sum)	$1,895,726	$1,895,726	$1,713,393	$1,713,393	$1,604,075
	$8,270,133	*$9,212,406*	*$8,768,732*	*$8,518,732*	*$7,871,875*
GENERAL FUNDS	$5,875,988	$6,773,655	$6,329,981	$6,079,981	$5,623,526
FEDERAL FUNDS	$2,302,293	$2,346,899	$2,346,899	$2,346,899	$2,156,497
OTHER FUNDS	$91,852	$91,852	$91,852	$91,852	$91,852

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ALLOTMENTS

FIRST ALLOTMENT

Line Item Number	Line Item Name	Amount of Reduction
25030	Operating	$182,333.00
25010	Salaries & Wages	$32,000.00
25060	Grants - State Aid For Public Libraries	$60,000.00
		$274,333.00

SECOND ALLOTMENT

Line Item Number	Line Item Name	Amount of Reduction
25010	Salaries & Wages	$129,341.00
25060	Grants - State Aid For Public Libraries	$40,000.00
		$169,341.00

Allotment #1:

25030: We did not renew 3 databases. We analyzed the cost of each database, inlcuding the ROI, and determined which would not be renewed based on cost and usage.

25010: We left a position vacant.

25060: We returned $60,000 for State Aid to Public Libraries which we did not need to fully fund the formula per statute in the first year.

Allotment #2:

25010: We left three positions vacant and delayed hiring for a fourth. We reclassified two positions from Librarian III to Librarian II. We gave a 1.5% raise rather than a 3% raise.

25060: We decreased State Aid for Public Libraries by an additional $40,000 for the second year. Based on the first year's formula, we anticipate fully funding State Aid.

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Ongoing funding increases/decreases

2013-2015 Biennium

25060 Grants	Increase to State Aid for Public Libraries	$266,500
25030 Operating	Increase in spending authority	$200,000

Auditor informally recommended that online library resources (OLR) should be in the operating rather than grant line. An offset should have come from grants but it did not

2015-2017

25060 Grants	Increase to State Aid for Public Libraries	$366,500

This increase brought State Aid to fully funded per statute

25060	Increase to Grants	$250,000

One-time appropriation for Repair and Renovation Grants for public libraries

#1
P 14

[redacted]arch 4, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

I urge you to support SB 1013, as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

The elimination of the School and Youth Services Coordinator would be a great disservice to our schools and our students. We need the service this position would provide. We school librarians have no one to look to with questions about certification or meeting library media program AdvancEd standards. There isn't a voice in the state advocating for school librarians to follow best practices in library and media instruction and collection. It can be said that we are ship without a captain. Funding this position would make it possible for us to have that captain.

As a school librarian, my students depend upon resources provided by the North Dakota State Library. One of the most oft-used resources is their collection of database such as *Academic Search Premier*, *Business Source Premier*, *Health Source*, and *Science Reference Center*. These databases provide free access to reliable, [redacted]holarly resources that students use in plethora of classes. These are invaluable tools as they are peer-reviewed and not influenced by advertisers.

Inter-Library Loan is another indispensable service that is provided by the North Dakota State Library. Book club kits and makerspace materials are just a few the materials that our teachers are able to utilize through inter-library loan. Their ability to share resources across the state is a cost-saving measure that benefits all schools and public libraries in the entire state.

My students are fortunate that they live in Bismarck and are able to visit the State Library, check out materials for personal and academic use, and participate in their programming events. Many of our students participated in their Pokemon Go Safari that was held over summer break.

Please understand my reasons and see the many ways the ND State Library supports the people of North Dakota. They reach young, aged, rural and urban patrons throughout the state. They support small libraries as well as the large ones. They are and should continue to be a mainstay. **I ask that you, too, support libraries in North Dakota and vote in favor of SB 1013 as originally introduced.**

Sincerely,

Maggie Townsend

Maggie Townsend
[redacted]brary Media Specialist

PRINCIPAL: TOM SCHMIDT
ASSISTANT PRINCIPALS: NADINE BUTTS & RYAN RIEHL

3400 E. CALGARY AVE * BISMARCK, ND 58503
TEL: 701-323-4850 * FAX: 701-323-4855 ext. 6255
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Bismarck
Veterans Memorial
Public Library

#1
p 15

March 6, 2017

To: Senate Appropriations Committee

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

We request that you support HB 1013, relating to the **North Dakota State Library** budget as originally introduced at the beginning of the session by reinstating **$295,472 back to State Aid** and returning the **1.0 FTE position**.

If this decrease in State Aid is approved for 2018-19, we will lose close to $18,000 for our Library and Bookmobile services. For 2016-17, we'll have lost $81,000 in revenue from the State Aid Distribution Fund and are concerned that we'll lose additional funding on top of this in 2018-19.

We would be remiss not to state that we support full funding of state aid to public libraries as it was approved during the 64th Legislative Assembly. However, given the fiscal climate of our State, it is understood that we must all sacrifice our funding to an extent. The base budget did include a sizeable decrease in state aid. **Our request is that you vote in favor of HB 1013 as originally introduced, without the additional cuts to State Aid and with the restoration of the 1.0 FTE position for the State Library.**

State Aid to North Dakota's public libraries provides funding for additional resources and programs. At our Library we utilize these funds not only for developing our collections, but also to continue important services that meet important community needs such as:

- Training related to job searching, résumé writing, and interviewing skills
- Computer skills classes
- Mental health and human services information for community members in need, which increases chances of life success, and decreases the odds of committing crimes and jail time
- Resources for small businesses, including print and online grant information
- Story times for children to promote early literacy
- Afterschool activities for teens

The School and Youth Services Specialist position is important to ND libraries because this person acts as a point person and is a resource for all school and children's librarians. This person also organizes the annual Summer Reading Kickoff celebration, which consistently has close to 3,000 kids in attendance every year.

The Committee has recognized the importance of public libraries and the need for State Aid in the past. We ask that you continue to show your support by voting in favor of HB 1013 as originally introduced.

Sincerely,

Christine Kujawa MS, MM
Library Director
Bismarck Veterans Memorial Public Library
Co-Chair ND Library Association Legislative Chair
Email: ckujawa@bismarcklibrary.org
Phone: 701-355-1482

Joyce Hinman
Library Board President
Bismarck Veterans Memorial Public Library
Email: joycehinman4@gmail.com
Phone: 701-258-5384

Bismarck
Veterans Memorial
Public Library

#1
p 16

March 2, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Sarah Matthews and I'm the Adult Program Coordinator and Head of Interlibrary Loan at the Bismarck Veterans Memorial Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because as Head of the Interlibrary Loan program, we rely on the State Library to facilitate the sharing of books and materials for libraries across the state. In 2016 we received at least 500 items through the State Library Interlibrary Loan program. This keeps costs down so not every library needs to have a particular title, and enhances what libraries can provide. We often brag we can find pretty much any book or item a person would want.

Also, the State Library is able to purchase electronic databases at a reduced cost for libraries in the state, which we would not be able to afford on our own. One of the most popular databases, Auto Repair Reference Center, which had online instructions for how to fix any make and model of car or truck, has already been cut and our patrons are missing its availability. We also receive an online tutoring database for kids needing additional homework help, and Ancestry.com for folks interested in doing genealogy research through the State Library. Cuts to these databases would greatly affect our ability to help patrons of all ages.

Lastly, I encourage your support of the Digitization Librarian position at the State Library. This position is vital in our new digital age in helping libraries across the state to provide preservation tips to patrons in order to preserve our history.

Thank you for your time and I hope the committee will vote in favor of the bill as originally introduced and in support of ND libraries. With more information than ever before available at our fingertips, libraries are more vital than ever in helping people find correct, unbiased, and reliable information.

Sincerely,
Sarah Matthews
Sarah Matthews
Adult Program Coordinator/Head of Interlibrary Loan
Bismarck Veterans Memorial Public Library
515 N 5th Street
Bismarck, ND 58501
smatthews@bismarcklibrary.org
701-355-1485

Bismarck
Veterans Memorial
Public Library

#1
p1

March 2, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Matthew Hovland and I'm the Head of Circulation Services at The Bismarck Veterans Memorial Public Library. I urge you to support SB1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because many library services at my library and other libraries throughout the state get funding from the State library. One area of particular interest to the people that use my library is genealogy. Finding out about family history is something that can almost only be done in a library. The State Library's funding of the Ancestry database for all the libraries in the state is vital. So is the work of the Digitization Librarian. That librarian has come to my library and other libraries throughout the state and scanned family pictures and documents library users have brought in for use in statewide Digital Horizons a database. The people that brought the pictures were also given a digital copy of their pictures. This service helps my library users preserve their own family history for future generations.

The State Library has been vital in promoting and coordinating the national Summer Reading program. My library directly partners with the State Library for our Summer Reading Kickoff event. Thousands of kids in the Bismarck and Mandan area come to the Capitol Grounds for a day to celebrate reading. Studies have shown that students who participate in summer reading programs have higher levels of academic achievement and don't lose knowledge over the summer break. The School and Youth Services Specialist coordinates our Summer Reading Kickoff and help with summer reading programs all over the state.

Because of all the vital work the State Library does for my library and for libraries throughout the state I ask that the committee to vote in favor of SB1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Sincerely,

Matt Hovland

Matt Hovland
Head of Circulation Services
Bismarck Veterans Memorial Public Library
mhovland@bismarcklibrary.org - 701-355-1496

Bismarck
Veterans Memorial
Public Library

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March 2, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Traci Juhala, and I am the Head of Youth Services at Bismarck Veterans Memorial Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because we are dedicated to promoting literacy to the youth of our community, and thereby promoting literacy to the community as a whole. We do this by purchasing relevant and interesting materials for the children and teens of Bismarck for studying and reading. We also offer programs for youth of all ages. These programs may take various forms: story times for babies, toddlers, and preschoolers; after school activities for youth of all ages (Lego club, kids' camps, reading with therapy dogs); teen craft events; or educational guest artist events (we have recently contracted with a local Music Therapist who is promoting literacy through music and movement). These types of materials and services are only made possible through the receipt of invaluable funding from various sources, including state aid funding.

Once again, I urge you and the committee to vote in favor of SB 1013 as originally introduced and in support of North Dakota libraries. Thank you.

Sincerely,

Traci E. Juhala

Traci Juhala
Head of Youth Services
Bismarck Veterans Memorial Public Library
tjuhala@bismarcklibrary.org 701-355-1495

Bismarck
Veterans Memorial
Public Library

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March 2, 2017

The Honorable Ray Holmberg
Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Lora Rose. I am the Head of Technical Processing at the Bismarck Veterans Memorial Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is vital to libraries in North Dakota. Here in Bismarck we are lucky to have had library service for 100 years. State funding helps us offer not only books and newspapers, but computers and internet service, electronic databases, children's and adult programming, meeting rooms, research assistance and many more things. Most jobs today require people to apply online. The library is often the only place with evening and weekend hours with internet and computers available to use. Summer Reading, which the state library plays an active role in training and providing support, is so important in helping students retain the knowledge to keep up with their grade level.

Having grown up in a small town in North Dakota, I recognize the value that small town libraries and bookmobiles offer. The State Library supports these small libraries with shared databases, training, and shared use of books/materials. State staff offer advice for each library, each with their own unique needs. The State Library plays a big role in a state like North Dakota. Most towns are unable to give enough support to keep up with technology and all the changes that happen. The State Library equalizes what everyone gets, big and small.

Ironically, when the economy is not as good is when people need libraries the most. Cutting funding damages access to resources ALL people in the state need. Thank you for your time and difficult legislative work. Please support SB 1013 as it was originally introduced.

Sincerely,

Lora Rose

Lora Rose, Head of Technical Processing
lrose@bismarcklibrary.org; 701-355-1488

Bismarck
Veterans Memorial
Public Library

#1
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March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Kate Waldera and I'm the Head of Information Services at Bismarck Veterans Memorial Public Library. I urge you to support SB1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is critical for the citizens of our state. State Aid makes up the majority of funding for our book, program, and service budgets. This funding makes it possible for our library to provide all residents with unlimited access to the reading, information, and technology resources that mean the difference between success and failure. Bismarck Veterans Memorial Public Library logged 137,311 public access computer sessions and 38,214 WiFi sessions in 2016. Users applied for jobs, worked on resumes, took online college and professional courses and fulfilled continuing education test requirements. They checked out or downloaded [redacted]stal, ACT, CDL, and GRE examination study guides, career exploration materials, and resume and job search [redacted]interview resources from our print and online collections. People attended our computer classes that helped them create resumes and perform effective job searches. Our library continues to sponsor English Conversation Group sessions to help those new to the English language become more comfortable speaking it. We have a special sensory story time for autistic children.

If State Aid is cut, those in most need of these services will suffer. They are your constituents! How do you tell someone who is diligently looking for work and cannot afford a computer and Internet access that we no longer have the services to help him? How do you explain to the family of an autistic child that we no longer have funding for that special story time? Or the student who needs the most current examination study guide but finds only outdated material due to book budget cuts? And the newcomer who desperately wants to succeed in their new country but needs that extra help to navigate through a foreign culture and language? A library is a haven for all regardless of their origin, age, or educational, social, or economic status. They rely on the library for the resources to become a valuable contributor to society.

I again urge you and your committee to reinstate the $295,472 to State Aid and 1.0 FTE to the State Library's budget. North Dakota needs her libraries to be fully funded for the good of all.

Sincerely,

Kate Waldera

Kate Waldera
[redacted]d of Information Services
Bismarck Veterans Memorial Public Library
Email: kwaldera@bismarcklibrary | Phone: 701-355-1492

Bottineau County Public Library
314 5th Street West
Bottineau, ND 58318 **701-228-2967**

#1
p21

March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 East Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the House Appropriations Committee:

My name is Beth Reitan, and I am the director of the Bottineau County Public Library. I am writing to urge you to support **SB 1013 as originally introduced, by reinstating $295,472** to funding for **state aid for public libraries**, and 1.0 FTE to the State Library's budget.

The North Dakota State Library provides many excellent and invaluable resources to all libraries across North Dakota for no additional costs to them. The Bottineau County Public Library patrons are able to access free, reliable resources, that without funding from the state of North Dakota, we wouldn't be able to provide. Patrons regularly use online tools such as Ancestry, Zinio, and Tutor ND, just to name a few. State aid to North Dakota libraries also provides so many of us with the funding for additional resources and programs for our libraries , such as story times, book clubs, summer reading programs, teen programming, adult continuing education opportunities and online classes. However, these funds are not only used for programming and online resources, but the very basics of our libraries, including books, audio books, supplies, building maintenance and operating costs. Decreasing the State aid means a decrease in the excellent resources we are able to provide to our cities and counties. Libraries today offer so much more than just books – they are community meeting spaces, employment seeking centers, child development areas, a safe haven for teens, and a welcoming space for people of all walks of life. They continue to be an extremely crucial and important part of our North Dakota communities, and have such a positive impact on the people that they serve. We also rely upon the staff of the North Dakota State Library for much support in our everyday operations, for training, answering questions, guiding us through procedures and policies, and advocating the importance of libraries on our behalf. They provide us with so many opportunities and are so extremely helpful to us that to eliminate even one position in the North Dakota State Library is detrimental to all libraries across the state**. I ask that you vote in favor of the bill as originally introduced and in support of all North Dakota libraries.**
Thank you very much for your consideration.
Sincerely,

Beth Reitan
Bottineau County Public Library – bottineaulibrary@yahoo.com

#1
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CARRINGTON PUBLIC SCHOOL DISTRICT NO. 49
100 3rd AVENUE SOUTH :: P.O. BOX 48
CARRINGTON, NORTH DAKOTA 58421
PHONE 701-652-3136

March 4, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

As a member of the school library community. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget. I am the library media specialist for Carrington High School, and I serve on the North Dakota Library Coordinating Council. Through my work in these areas, I have come to know how vitally important the services of the State Library are to all of North Dakota's citizens.

Some may feel that the state library – like all libraries – are just a bunch of books, so its importance is somewhat diminished. That, by no means, is the case! The State Library ensures that all citizens of North Dakota have current and accurate news sources and can access those via physical or online sources. In this age of "fake" news, it's vitally important for us to have people who are trained in locating and retrieving the most accurate and timely information. The people of North Dakota rely on their libraries for this service because they know that knowledge is a powerful tool. Near my home, Bowdon is starting a library. This small community recognizes that the services of a library are a sign of a vibrant town.

Passage of this bill is important because our school and many schools across North Dakota would not be able to provide the variety and quality of databases and resources that are currently available through the state library. The state library also provides cataloging services, which have enabled us to participate in inter-library loan so that we can share our collection with others across the state. A School and Youth Services Specialist position would be especially helpful to us. This person could ensure that school libraries have someone who can encourage and support efforts to develop Makerspaces and to offer students innovative learning opportunities.

State aid funding is important to our school library because it will enable the State Library to continue providing the services we now have. Please vote in favor of the bill as it was originally introduced. Please support all North Dakota libraries by providing the essential funding of the North Dakota State library.

Sincerely,

Michele Seil
Library Media Specialist
Carrington High School Library
michelemseil@gmail.com

Grand Forks Public Library

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March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

I am writing to urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

The original funding for HB 1013 is important because the North Dakota State Library provides ALL residents of North Dakota, including those in very rural areas, access to important resources and learning opportunities. One way the State Library does this is through its Youth Services Specialist. This person provides critical support and assistance to rural library staff who may have little to no experience in teaching children their first lessons in reading and learning. Public libraries play a critical role in preparing Pre-K children for school success so this training is more important than ever.

I ask that you support the success of the children of North Dakota by voting in favor of SB 1013 as originally introduced. Thank you for your hard work on behalf of the citizens of North Dakota.

Sincerely,

Wendy Wendt

Wendy Wendt, Director

2110 Library Circle
Grand Forks, ND 58201
tel: 701.772.8116
fax: 701.772.1379
www.gflibrary.com

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Grand Forks
Public Library

March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Mary Lorenz and I'm a Reference Librarian at The Grand Forks Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because our State Library provides us with many electronic resources such as Ancestry.com for genealogy purposes which would otherwise cost an individual $149 every 6 mos. With this resource, people can access this database for free at our library. Other electronic resources we get through the State Library include Novelist – which people can use to find their next book to read or which book is next in a series, Zinio – which is eMagazines, and Encyclopedia Britannica which is only available in electronic format. These are just a few of the resources provided by the State Library.

The State Library also provides workshops on various topics that inform us about new technology, processes, and programs that are necessary to our community. We held our first ScanDay last year at the library. The Digitization Librarian came with scanners and photographic equipment to digitize personal photographs that have now been included in the North Dakota Digital Horizons site. We had many people take part in this event. This service is important because it helps us maintain the history of our state and each individual's family history as well. In fact, one of the photos the State Library used in the promotions of ScanDay happened to be a woman from my husband's hometown. She saw the poster in Home of Economy in Grand Forks and had to come to the library and get a copy of her photograph! It was a very fun and successful event but would never have happened without our State Library and the Digitization Librarian.

The School and Youth Services Specialist also visits our library in preparation for our annual Summer Reading Program for children, teens and adults. Reading and literacy are key to children learning in school and if they're successful in school, they will be successful in life as well. I have attended the workshop run by the School and Youth Services Specialist every year and each time I learn something new to get children to read more and enjoy it. The Summer Reading Program visits also include librarians from area libraries so we get to collaborate and learn from each other. Plus the School and Youth Services Specialist sends information pertaining to summer reading throughout the year. It may include a performer that will visit the

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Grand Forks
Public Library

state for summer reading program events or resources that we can use while planning our program.

I appreciate your time and attention to this matter. Our State Library is very vital and important to all libraries in North Dakota and again I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget. Thank you.

Sincerely,

Mary Lorenz

Mary Lorenz
Reference Librarian
Grand Forks Public Library
2110 Library Circle
Grand Forks, ND 58201
701 772-8116 ext. 12
Mary.lorenz@gflibrary.com

HANKINSON PUBLIC SCHOOL

415 1st Avenue South East
P.O. Box 220
Hankinson, ND 58041-0220

Superintendent: 701-242-7516
High School Principal: 701-242-7138
Elementary Principal: 701-242-8336
Facsimile: 701-242-7434
http://www.hankinson.k12.nd.us

#1
P 26

February 28, 2017

To Whom It Concerns:

This is a letter of support for the North Dakota State Library (NDSL) and its staff.

As the K – 12 librarian at Hankinson Public School, I know firsthand about the work of the NDSL staff. Their help has proven to be very beneficial to both students and staff. Last year, the School and Youth Services Specialist conducted an in-service for our elementary staff. This is only one example of how much help our school receives from them. The School and Youth Services Specialist (SYSS) has always been available to answer my questions and offer constructive advice to help with our school library's operation. Also, I have found several of the NDSL webinars to be helpful.

Our town has an exceptional public library. I am sure that many patrons across North Dakota believe their public library is the "best in North Dakota". That is a compliment to not only their librarians but the staff of the NDSL. Their help in invaluable. At our public library, the Summer Reading and Storytime Programs have been in place since my children (now in their 30s) were young. On this personal level, I saw the benefit of these programs in helping with my children's reading skills. Today, frequently, I hear compliments from people about how helpful these programs are for their own children. I strongly believe it is important to keep students reading all year. That is why the Summer Reading Program is so important. These are programs coordinated by the School and Youth Services Specialist and local public librarians.

In a previous letter of support, I made the point that the NDSL offers many resources to our state's citizens. I am constantly requesting materials for the use of students and staff. This is an efficient method of providing resources to our patrons. To fulfill the requests of our state's citizens, the North Dakota State Library needs an adequate budge

Sincerely,

Julie Fischer

Superintendent
Mr. Chad Benson

High School Principal
Mr. Kent Dennis

Elementary Principal
Mrs. Anne Biewer

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#1
P21

March 2, 2017

The Honorable Senator Holmberg, Chair, Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

I urge you to support SB 1013, relating to funding for the North Dakota State Library and State Aid for public libraries, **as it was first presented to the House Appropriations Committee**. As the Library Director for the Minot Public Library, I encourage you to approve this bill relating to funding for the **North Dakota State Library** and **state aid for public libraries** as it was originally presented. As it was first presented to the House, the bill already included reductions that would impact libraries throughout the state. Further reductions will prove to lessen the services North Dakota libraries can provide.

In reviewing SB 1013 I particularly hope that you will consider reinstating the $295,472 to State Aid. State Aid to North Dakota's public libraries allows funding for a variety of resources and programs. In 2017, the Minot Public Library anticipates receiving $45,000 (already a reduction of more than 16%) in state aid for our Library services. These funds are used not just for developing our collections (books, audio books, DVDs, eBooks, etc.), but also for our programs. Programs supported by state aid include:

- Baby Play for children between the ages of 1 and 3 and their caregivers
- STEM programs for children from 3 to 19
- Technology education sessions at the Parker Senior Center
- Free health education courses and online resources

As you know, several years ago, people from all over the country moved to Minot and many have decided to stay and call Minot "home." As a Hub City, Minot has been greatly impacted by the recent decline in oil-related jobs and the Minot Public Library continues to help people in the community through this transition; we assist people in locating affordable housing, creating résumés, applying for jobs and meeting other information needs they may have. Sometimes the Library helps by simply offering movies and cookbooks for families to check out at no cost. However, as City and State revenues decrease the Library staff are being stretched thin and can only assist people to a certain degree. This is why receiving the additional funds via State Aid is so important for us – if funding is further reduced we are less able to help our community.

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In addition to State Aid, the North Dakota State Library offers training and networking for all libraries throughout the state thanks to their qualified staff. However, proposed reductions to SB 1013 include the elimination of at least one (1) full-time position. Elimination of the School and Youth Services Coordinator position would mean that staff in the Children's and Teen departments of the Minot Public Library wouldn't have a dedicated librarian to help assist with the organization of our annual Summer Reading Program (which more than a thousand Minot residents participate in) or to provide ongoing training on emerging topics in youth librarianship. Further, by not allowing the State Library to fill the position of Digitization Librarian, the Minot Public Library may not be able to preserve historical documents and photographs and make them available online. Currently, the Minot Public Library has a collection of scrapbooks from the Minot Commission on the Status of Women and Women's Forum which will not be able to be preserved unless it is digitized.

During National Library Week in 2016, the Minot Public Library asked patrons to tell us how the Library transforms their lives. Dozens of people took the time to write down their thoughts on colorful butterflies which we displayed in our lobby. I hope that you received one of these earlier this year, but I am enclosing a small sample of these responses for you to see how libraries transform North Dakota residents.

In 2017, the Minot Public Library has kicked off a community engagement campaign called "Build Minot" which will help bring people together to build a better city. As a part of this campaign, the Minot Public Library intends to offer free safety workshops, free educational courses, resources for small businesses, digitization workshops and town hall-style meetings to help improve communication between citizens and decision-makers. Without State Aid and the staff of the North Dakota State Library these things may not be possible.

The people of North Dakota know the importance of public libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support public libraries in North Dakota and vote in favor of SB 1013 as originally introduced.**

Sincerely,

Janet Anderson

Janet Anderson, MLS
Library Director
Minot Public Library
701-852-1045
janet.anderson@minotnd.org

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#1
p29

March1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Paulette Nelson and I'm the Children's Librarian at the Minot Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because funds that our library receives each year helps us purchase items to enhance the services we provide for our patrons. For example, we have been able to purchase an Early Litera Computer for our youngest patrons. This computer comes loaded with educational games that children can play and parents do not have to worry about them accessing other sites on the internet. These computers are some of our most utilized machines in our building. Also we have been able to purchase technology items that we use in our school age programs when we do STEM programs.

In addition to these funds, our library has also benefited from having the School and Youth Services Specialist on staff at the North Dakota State Library. This person was very beneficial to us when it came to planning for our annual summer reading program. Each year they present workshops for public librarians across the state so that ideas and information can be gathered and exchanged between libraries. This librarian is responsible for planning other workshops for youth librarians across the state. Ideas shared in a storytelling workshop have found been utilized in programs at our library. If this position is not filled we fear that this source of information will be greatly diminished in the future. I ask that you consider re-instating this position to the North Dakota State Library budget.

Because the information needs of our citizens are so critical in today's world, I would urge you to consider funding SB 1013 as originally introduced and re-instating the 1.0 FTE to the State Library's budget.

Sincerely,

Paulette Nelson

Paulette Nelson
Children's Librarian
Minot Public Library

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MINOT PUBLIC LIBRARY
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March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Pam Carswell and I'm the Teen Librarian at Minot Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because I rely on this money to supply the youth age 11-18 of the greater Minot area with fiction books to enjoy, nonfiction books to further their education, audio books to listen to, and even video games to borrow. I provide a wide array of programs for teens: DIY events, how to use technology, college and career information and free recreational opportunities like movies and gaming. Without this funding, I will not be able to serve my community's youth. Today's teens are tomorrow's voters, workers and parents. If we want a bright future, we must invest in our youth.

This bill is also important because it funds the School and Youth Services Specialist position at our ND state library. This librarian is the resource I go to for professional development, summer reading program information, workshops and webinars, teen literature and programming trends. Without this position, I lose a very valuable source of professional advice.

I urge the committee vote in favor of the bill as originally introduced and in support of ND libraries.

Sincerely,

Pam Carswell

Teen Librarian
Minot Public Library
516 2nd ave SW
Minot ND 58701
701-852-1045

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516 2nd Ave SW Minot, ND 58701

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p31

March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee

North Dakota State Capitol

600 E. Boulevard Avenue

Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Joshua Pikka and I'm the Technology Coordinator at the Minot Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because the state budget helps to fund necessary library programs all over the state. In my library alone, state funding allowed the Minot Public Library to buy a computer designed to teach children how to read, technology designed to increase a scientific interest in teens, and databases that are available for use to everyone in the community. It can sometimes be difficult to keep up with all that libraries do. Within the last two days I was at a college campus helping to promote Build Minot, a program designed to increase community building efforts in Minot, and at a Senior Center helping senior citizens with their technology needs. All these things are very beneficial for our community and are partially made possible by state funding.

I would like to ask you to support SB1013 as it was originally introduced and reinstalling the $295,472 of state aid and 1.0 FTE position to the state budget. Libraries are beneficial to the communities in which we all live, and I hope that they can be as beneficial in the future as they are now.

Sincerely,

Joshua Pikka

Technology Coordinator
Minot Public Library

Josh.pikka@minotnd.org

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#1
P32

March 3, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Brendan Chella, the Adult Services Librarian at the Minot Public Library. I am writing this letter today to urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important for several reasons. Myself and other staff, both here in Minot and across the state benefit from training funded directly by this state funding. Personally, I have taken several seminar courses thanks to this funding that have broadened my thinking and improved the way I provide services to patrons. State money also insures that patrons have access to important electronic resources such as the online version of Consumer Reports and National Geographic Virtual Library, which carries every edition of the popular magazine since its inception in 1888, that libraries could not afford just on normal funding sources alone. Additionally, both positions that face being eliminated, the Digitization Librarian and School & Youth Services Coordinator, provide essential services to librarians and patrons statewide. They help with digitizing print materials such as old books and photos to expand accessibility to those materials and preserve them for future generations. They also train staff on the latest developments in school and youth services as well as disseminating information regarding the highly successful summer reading that state libraries run on a yearly basis.

In only the few years I've worked here in North Dakota since moving from New York State, I've seen the positive impact reliable state funding and state employees can have in North Dakota, both on me as an individual and in assisting libraries in offering the best services possible.

Again, I reiterate the importance of this bill being passed as it was originally written and would greatly appreciate your help in making that happen.

Sincerely,
Brendan Chella

Brendan Chella
Adult Services Librarian
Minot Public Library
701-852-1045 / brendan.chella@minotnd.org

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#1
P33

March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Debbie Chappo and I'm the Information Specialist in the Information and Referral Office at the Minot Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because these funds help the libraries in North Dakota continue to provide educational and recreational services to the residents of our communities throughout the state. The services within the Minot Public Library are for all ages. We provide technology education for Seniors, STEM programs for children 3 to 19, and Baby Play for our smaller patrons between the ages 1 to 3 along with their caregivers. The funding also provides computers for staff to accomplish the tasks of the day as well as assisting the library patrons. Libraries are important institutions to so many individuals- individuals of all walks of life.

Once again, I do urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Sincerely,

Debbie Chappo

Debbie Chappo
Information Specialist
Information and Referral
Minot Public Library
516 2nd Ave SW
Minot, ND 58701
701-852-1045

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#1
p 3f

March 2, 2017

The Honorable Senator Holmberg, Chair, Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

I urge you to support SB 1013 **as originally introduced** by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget. As the Children's Library Associate for the Minot Public Library, I encourage you to allow us to retain the budget presented earlier this year as it already included reductions and will allow the Minot Public Library, and libraries across North Dakota, to provide much-needed services to our communities.

In 2017, the Minot Public Library anticipates receiving $45,000 in state aid for our Library services. These funds are used not just for developing our collections (books, audio books, DVDs, eBooks, etc.), but also for our programs. Programs supported by state aid include:

- Baby Play for children between the ages of 1 and 3 and their caregivers
- STEM programs for children from 3 to 19
- An AWE Early Literacy Station

In addition to State Aid, the North Dakota State Library offers training and networking for all libraries throughout the state. Elimination of the School and Youth Services Coordinator position would mean that staff in the Children's and Teen departments of the Minot Public Library wouldn't have a dedicated librarian to help assist with the organization of our annual Summer Reading Program or to provide ongoing training on emerging topics in youth librarianship. By not allowing the State Library to fill the position of Digitization Librarian, the Minot Public Library may not be able to preserve historical documents and photographs and make them available online.

The people of North Dakota know the importance of public libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support public libraries in North Dakota and vote in favor of SB 1013 as originally introduced.**

Sincerely,

Randi Monley

Randi Monley
Children's Library Associate
Minot Public Library
randi.monley@minotnd.org or 701-838-0606

#1
P35

February 28, 2017

Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Members of the Senate Appropriations Committee:

My name is **Sylvia Carswell.** (My mom is typing this for me.) I'm a first grader at Roosevelt Elementary School in Minot ND. I want you to support HB 1013, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council because my mom says she will not buy me every Fancy Nancy book and I want to read them ALL!.

Passage of this bill is important because my mom and dad can't afford to buy me every book I want to read. I'm in first grade and I really want to go to second so please help me learn how to read!

Support HB 103 so I can go to Minot Public Library and get Fancy Nancy books!

Sincerely,

Sylvia Carswell
1st grader
Minot ND
701-721-8064 for mom's cell

#1
p36

February 28, 2017

Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Senate Appropriations Committee:

My name is Owen Carswell. (My mom is typing this for me.) I'm a third grader at Roosevelt Elementary School in Minot ND. I want you to support HB 1013, which includes state aid for public libraries and grant funding through the ND Library Coordinating Council because my dad says he will not buy me every audiobook or video game I want to try. I like to check out video games and audio books from Minot Public Library.

Passage of this bill is important because my mom and dad can't afford to buy me every audiobook I want to read. I have dyslexia which makes reading harder. I love to listen and read along with my library books and it helps me get better at reading. Buying the audiobook and the paper book gets expensive so please support HB103 so I can continue to improve my reading at the library. I really want to go to fourth grade as a good reader so please help me learn how to read better!

Support HB 103 so I can go to Minot Public Library and get my audiobooks and paper books and my video games because I like to play them after I read!

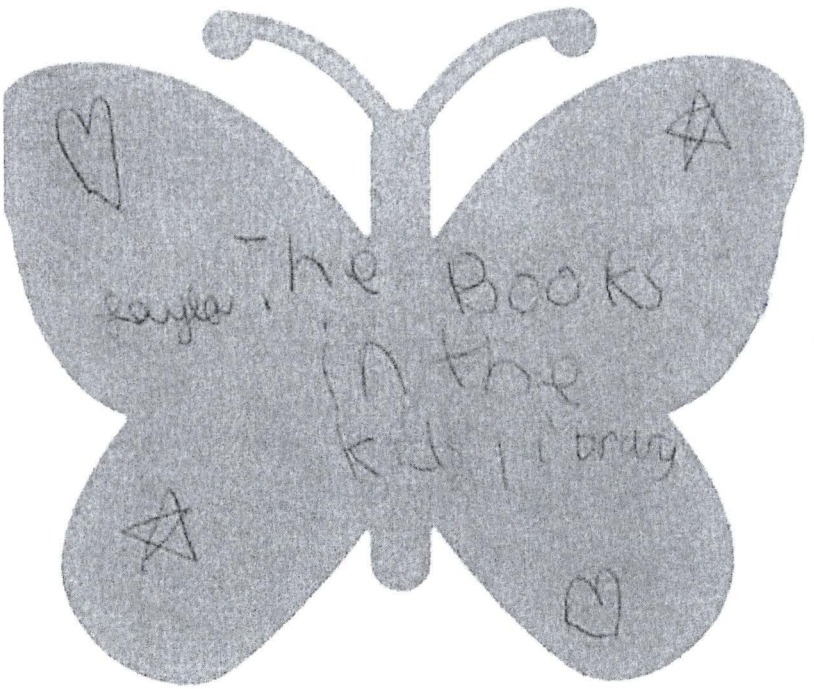
Sincerely,

Owen Carswell
3rd grader
Minot ND
701-721-8064 for mom's cell

#1
p 37

MPL has fun toys for toddlers and excellent books!
Cooper

It love the books!
They are awesome!



I like the library
it has Cool and

#1
p38

Offering computer help!

I love their Imaginat. Station activities!! I also love the Diary of a wimpy kid Books!!

How it brings me into a new world

Children's Programs!

#1

p39

BBC DVDs MOVIES Books are AWESOME!! PRONUNCIATOR!! App! E-resources! Chilton Repair Manuals!

The 30 mins of quiet during Maker Monday and the Smiles on my kids faces after :) ☺

I enjoy listening to Audio books by New Authors

#1
p40

Great, fun, quality family time with my kids are spent here ☺♥

It is a great place for families. MPL transforms me by Providing Excellent Programs for my Kids and having great books for me and my husband as well.

JSP

#1
P41

The Love I'm growing within my 3 boys for Books, learning & creativity!

I LOVE BEING ABLE TO COME IN AND DO CREATIVE WRITING!

I LOVE LEGO TUESDAY

I LOVE CHECKING OUT VIDEO'S + BOOKS!

"I ♡ to Read & the Computer & lego Clubs!!

"D.S. The movie too!"

-Alicia age 10

#1
842

March 6, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Beth Postema and I currently serve as the Public Library Section Chair of the North Dakota Library Association. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because these dollars represent a wise investment in North Dakota and its citizens. Nationwide, multiple studies have shown that the return on investment in public libraries is $4 in benefit for every $1 invested. In North Dakota, each book, movie, music cd, audiobook, or book club kit purchased by one city is shared with other cities across the state. State Aid does not just benefit the public library that receives an individual check; each library cooperates with the State Library and other libraries to magnify that benefit for citizens across North Dakota.

In light of other state government cutbacks, the role of the public library is more important than ever. With the closure of North Dakota Job Service offices, public libraries remain a free point of access for citizens to apply for jobs to better their lives and be productive members of our communities. With the Tax Department no longer printing tax return booklets, the local public library is the place for citizens without access to the internet to be able to locate and print tax forms or file their taxes online in order to be contributing citizens.

Public libraries across North Dakota have demonstrated repeatedly that they are frugal stewards of the public's investment. The work of the public libraries in making government resources directly available to citizens allows for cost savings in other departments. Please support the vital work of libraries across our state by supporting SB 1013 as originally introduced and reinstating $295,472 to the State Aid to Public Libraries program and 1.0 FTE to the State Library's budget.

Sincerely,

Beth E. Postema
Deputy Director, Fargo Public Library
Public Library Section Chair, North Dakota Library Association
bpostema@cityoffargo.com
701.241.8198

#1
P43

March 6, 2017

The Honorable Senator Holmberg, Chair,Senate Appropriations Committee
North Dakota State Capitol
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

I urge you to support HB1013. This Bill relates to funding for the North Dakota State Library and providing state aid for public libraries.

The New Town City Library appreciates the assistance of the North Dakota State Library both in terms of support and in the resources available to the library and community. Through Interlibrary Loan and internet connections, the library can assist patrons in accessing books, CD's, DVD's, digital magazines, or articles from other collections, searching databases, and through Webinars, obtain online training. Cognizant that many of these resources are available through other means, it is important to have a statewide network to assure that all citizens throughout the state have access.

The state aid allocated to the New Town City Library has been put to good use in the advancement of the library's mission and goals. Linked with other finances, the library is able to purchase additional materials; provide internet, computer and printing services to patrons who may not access them at home; and host a number of activities including children's story hour, summer reading programs, and book clubs. In 2015, the state aid was approximately three percent of the total budget. In a very small library, that amount can make quite an impact. However, any funding reduction and the loss of a staff position related to the summer reading programs and other activities focusing on our youth, as noted in HB1013, will have a negative impact on the New Town library goals and children/youth activities.

As a person new to librarianship, I am amazed at the vast array of informational quests - ranging from job openings, creating

#1
p 4/

resumes to help oil workers and community members apply for jobs (due to job service closing their doors in New Town ND), housing, remodeling, show removal from roofs, to bird watching, gardening and leisure reading. As I meet with area citizens, I also see many unmet needs, which is why funding and and support via state aid are so important for us.

As we look to the future of the New Town City Library and with the assistance from the State Library, plans include focusing on our children/youth, re-locating the library to a larger building on main street, providing continuing education, seeking means to make the library more visible, and increasing library participation. With these goals, continued receipt of state aid is so very important for us.

Therefore, we ask that you support libraries in North Dakota and support HB1013 as proposed.

Respectfully,

Julie Herbel
Librarian
New Town City Library
ntcitylibrary1@ymail.com
701-627-4846

#1
p 4/5

Phyllis C. Kuno
Fifty Sixth Avenue South, #186
Ellendale, North Dakota 58436
February 28, 2017

Senator Ray Holmberg
Chair, Senate Appropriations Committee
621 High Plains Court
Grand Forks, North Dakota 58201-7717

Dear Senator Ray Holmberg:

Thank you for serving as the Chair of the Senate Appropriations Committee. We appreciate your service to our State.

I believe you are very much aware of the importance of libraries and the services they provide to our North Dakota citizens since you worked in the public school system for many years. I am the library director of an academic institution of higher education, and although the primary community I serve does not directly benefit from the positions and programs you are considering cutting, it is because we are all part of the larger community of North Dakotans that I write this letter.

For the children and citizens of North Dakota, please reconsider the 13% budget cut and elimination of a vacant position at the State Library. Unfortunately, once a position is cut not everything related to that position also goes away. Often other staff add many of those responsibilities to their already packed schedules – a challenge for even the best of them. Many of our school and public libraries are quite small and depend on the expertise of our State Library staff to help them in ways they cannot help themselves. These positions are vitally important.

As evidenced by the last round of grants that the North Dakota Library Coordinating Council awarded, many of our public libraries cannot afford further loss of revenue. My local public library provides services to our community that I cannot provide, and I provide services they cannot provide. We work together as a team and when part of the team suffers, we all suffer.

Please reconsider these cuts for the sakes of those served by our school and public libraries.

Thank you for your time and consideration.

Sincerely,

Phyllis C. Kuno
Director of Library
Trinity Bible College
Ellendale, North Dakota 58436
phylliskuno@trinitybiblecollege.edu

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www.umary.edu

#1
p 46

February 28, 2017

Senator Ray Holmberg
North Dakota Senate
North Dakota State Capitol
Bismarck, ND 58501

Dear Senator Holmberg,

I am writing on behalf of the North Dakota State Library as a North Dakota library professional. It is estimated at this time the North Dakota State Library budget may receive a 13% cut which will seriously impact services to public libraries in North Dakota.

Many small, rural based public libraries in North Dakota are dependent on outreach programs and services provided by the North Dakota State Library. For example the State Library provides direct assistance to small public libraries in cataloging books and media, interlibrary loan of books and media, library training, digital initiatives, research and reference services, reading programs, youth services, and more. A 13% cut to the North Dakota State Library budget will have a deleterious effect on small libraries already operating on a shoestring.

I implore you to communicate to the Senate Appropriations Committee the dire need to ensure appropriate funding for the North Dakota State Library. Please ensure funding is recommended that will preserve vital programs and services to public libraries and the citizens of North Dakota.

Your consideration is greatly appreciated.

Sincerely,

David Gray
Director of Library Services
and University Archivist
Welder Library

#1
P47

March 1, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Erin Cook and I'm the Board Member at Walhalla Public Library. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because funding to keep our small town library operating is imperative. We have so few things to keep our children involved in reading and learning. Without funds for our public libraries I fear our children will miss out on great opportunities. The School and Youth Services Specialist position is so important to our town to help keep the Summer Reading programs afloat.

Please support SB 1013, by reinstating the funds to State Aid.

Sincerely,

Erin Cook
Board Member
Walhalla Public Library
erin.brusseau8404@gmail.com

3/17/2017

Dear Senator Holmberg,
Chair, Senate Appropriations Committee
State of North Dakota

#1
pHS

Dear Sir,

My name is Brenda Fletcher. I am the head librarian at the Walhalla Public Library in beautiful Walhalla North Dakota. In our small town the library is the community hub. We host a number of weekly, monthly and annual events. People need us to help with job searches, unemployment filing, tax form printing, finding health care plans ... the list goes on & on. Over 100 people attended our last years Summer Reading Program kick-off. Small communities such as ours depend on the library. Please don't leave us out. It's just to important!

Signed. Brenda Fletcher
Head Librarian
Walhalla Public Library
Walhalla N.D.

WARD COUNTY PUBLIC LIBRARY

Phone 701-852-5388
Toll Free 1-800-932-8932
PO Box 5005
Minot, ND 587[redacted]
225 3rd St. SE
Minot, ND 58701

#1
p2/9

March 6, 2017

The Honorable Ray Holmberg, Chairman of the Senate Appropriations Committee
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

My name is Kerrianne Tyler and I'm the Library Administrator at Ward County Public Library in Minot, North Dakota. I urge you to support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Passage of this bill is important because of everything that State Aid allows the North Dakota State Library and all of the libraries in North Dakota to do. With that money, libraries are able to provide excellent resources to their patrons at no cost. These resources include *Academic Search Premiere, Business Source Premiere, Health Source, Science Reference Center, Ancestry Library Edition, and Zinio.* These resources are very important to our patrons as they are peer-reviewed and not influenced by advertisers. These funds are not only used for developing collections, but also for our programs. Those programs include:

- Summer Reading Programs
- STEM/STEAM programs
- Young Adult Book Clubs
- Bookmobiles to bring books to patrons in rural areas
- Programs for adults (speakers and classes).

Libraries help people in the community through many life transitions; we assist people in locating affordable housing, creating résumés, applying for jobs and meeting other information needs they may have. Sometimes the Library helps by simply offering movies and cookbooks for families to check out at no cost. However, as Local and State revenues decrease the Library staff are being stretched thin and can only assist people to a certain degree. This is why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

Libraries are lucky in North Dakota to have a wonderful State Library and State Library staff. They help many of our small town libraries with cataloging their library materials, which makes it easier for the public to borrow items. By having items automated, libraries also have the ability to share items across the state through a program called inter-library loan. The State Library assists libraries with this by providing a central point of contact for sending and receiving materials. The Field Experience Department was a wonderful reference tool when I first started at the library and continues to be one. They are there to answer any question that a librarian might have from how to I fill out my Annual

#1
p50

Report to the North Dakota State Library to where do I find information about starting a STEM (Science, Technology, Engineering, Math) program at my library.

They are also in a unique position to support both public libraries and school libraries. Our school librarians need support to help them in the educational standpoint and in the librarian standpoint. They need someone to be their point of contact about library issues and someone who they can reach out to with questions. Research has proven that having a strong school library program builds stronger students. Stronger students can only help lead North Dakota into a positive future. The School and Youth Services Specialist at the State Library are in great position to help with those questions. They provide a person that may not have the answer, but knows someone who would have the answer.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. I urge you to please support SB 1013 as originally introduced by reinstating $295,472 to State Aid and 1.0 FTE to the State Library's budget.

Sincerely,

Kerrianne Tyler

Kerrianne Tyler
Library Administrator
Ward County Public Library
225 3rd St SE
Minot, ND 58701
701-857-6471
kerrianne.tyler@co.ward.nd.us

HB 1013 (6)
3-8-17 pm

2
p 1

March 6, 2017
Senator Appropriations Committee
HB 1013 - Verbal Testimony

Chairman Holmberg and Members of the Committee,

For the record my name is Christine Kujawa, Library Director at the Bismarck Veterans Memorial Public Library and Co-Chair of ND Library Association's Legislative Committee.

On behalf of my library, we request that you support House Bill 1013 relating to the **North Dakota State Library** budget as originally introduced by reinstating **$295,472 back to State Aid** and returning their **FT position** that has been removed.

If this bill is approved in its current form we will lose close to $18,000 in state aid. This would be in addition to funding we anticipate losing from the state aid distribution fund, currently at a loss of $81,000. The state aid funding we receive for our library goes toward our collection, much needed services, programs, and community outreach efforts. A couple weeks ago a young man named Vincent stopped in the library to show us the diploma he had just received in the mail for his Bachelor's degree in Business Administration. He thanked us for helping him with research, providing study rooms, and motivating him to continue when he wasn't sure he could do it. Last summer an individual stopped in to apologize for not being able to come in during the week as often as he had been because our efforts in assisting him with creating a résumé and searching for employment was successful and now he has a job. A child with learning disabilities took part in our Bismarck Animals Reading with Kids program, and his reading improved because the therapy dogs didn't rush him and never made fun of him. These are just three people of out the 390,000 visits we have at our library every year, and that number continues to increase. These success stories illustrate how our work not only benefits the individual, but also within our communities, our economy, and citizens as a whole who are happy to call ND their home. It is not possible to do all of this without sufficient funding, which includes funding for state aid.

I'm sure the stories I shared with you are no different from what's happening in your communities. Supporting the original bill as introduced is something you could be proud of in your home districts, as your constituents would see the positive effects of this funding firsthand.

This concludes my testimony. Thank you for the opportunity to speak with you today.

Thank you,
Christine Kujawa MS, MM
Library Director
Bismarck Veterans Memorial Public Library
Email: ckujawa@bismarcklibrary.org
Phone: 701-355-1482

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Fiscal No. 1

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment Division Committee
February 16, 2017

HB 1013
3-16-17
#1

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, after "blind" insert "; to create and enact a new section to chapter 25-06 and a new section to chapter 25-07 of the North Dakota Century Code, relating to the school for the blind fund and the school for the deaf fund; to repeal section 6-09-45 of the North Dakota Century Code and section 13 of chapter 49 of the 2015 Session Laws, relating to a required transfer from the Bank of North Dakota and a contingent appropriation; to provide exemptions; to provide for a transfer; to provide for a legislative management study; and to declare an emergency"

Page 1, remove lines 16 through 24

Page 2, replace lines 1 through 4 with:

"Salaries and wages	$18,280,006	($815,828)	$17,464,178
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	23,655,041	1,940,295,041
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(5,700,000)	51,300,000
Grants - other grants	267,807,227	(13,744,522)	254,062,705
Grants - program grants	0	6,115,000	6,115,000
Grants - passthrough grants	0	2,378,000	2,378,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
Total general fund	$1,689,008,539	($228,019,867)	$1,460,988,672
Full-time equivalent positions	99.75	(8.00)	91.75"

Page 2, replace lines 9 through 15 with:

"Salaries and wages	$4,019,839	$138,933	$4,158,772
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
Total general fund	$6,079,981	($456,455)	$5,623,526
Full-time equivalent positions	29.75	(1.00)	28.75"

Page 2, replace lines 20 through 27 with:

"Salaries and wages	$7,291,854	$206,353	$7,498,207
Operating expenses	1,925,163	51,380	1,976,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
Total general fund	$8,541,881	($1,194,177)	$7,347,704
Full-time equivalent positions	45.61	(1.00)	44.61"

Page 3, replace lines 1 through 7 with:

"Salaries and wages	$4,554,349	$113,075	$4,667,424
Operating expenses	739,169	4,037	743,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$267,350	$5,585,322
Less estimated income	569,325	645,428	1,214,753
Total general fund	$4,748,647	($378,078)	$4,370,569
Full-time equivalent positions	30.00	(1.50)	28.50"

Page 3, replace lines 12 through 14 with:

"Grand total general fund	$1,708,379,048	($230,048,577)	$1,478,330,471
Grand total special funds	628,783,052	243,620,031	872,403,083
Grand total all funds	$2,337,162,100	$13,571,454	$2,350,733,554

SECTION 2. HEALTH INSURANCE INCREASE. The salaries and wages line item in subdivisions 1, 2, 3, and 4 of section 1 of this Act include funding from the general fund and special funds for increases in employee health insurance premiums from $1,130 to $1,249 per month. Total funding provided is as follows:

	General fund	Special funds	Total
Department of public instruction	$87,454	$195,878	$283,332
State library	74,972	10,889	85,861
School for the deaf	126,672	3,864	130,536
North Dakota vision services - school for the blind	91,508	76	91,584
Total	$380,606	$210,707	$591,313"

Page 3, line 15, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-SIXTH LEGISLATIVE ASSEMBLY**"

Page 3, line 16, after "biennium" insert "and the 2017-19 one-time funding items included in the appropriations in section 1 of this Act"

Page 3, remove lines 18 through 31

Page 4, replace lines 1 through 5 with:

"Department of public instruction

Cardiopulmonary resuscitation training grants	$165,500	$0
Free or reduced meals information technology	30,000	0
Rapid enrollment grants	12,504,530	0
Integrated formula payments	0	160,000,000
Total department of public instruction - all funds	$12,700,030	$160,000,000
Total department of public instruction - estimated income	0	160,000,000
Total department of public instruction - general fund	$12,700,030	$0
State library		
Library repair grants	$250,000	$0
Total state library - general fund	$250,000	$0
School for the deaf		
Extraordinary repairs	$600,000	$675,000
Equipment	0	28,000
Video equipment and software	0	30,000
Total school for the deaf - estimated income	$600,000	$733,000

North Dakota vision services - school for the blind		
Equipment	$21,000	$0
Special assessments payoff	19,000	10,000
Server and access points	16,000	0
Heating and cooling upgrade	0	35,500
Replace water line	0	60,000
Carpet and reception upgrade	0	30,000
Total school for the blind - estimated income	$56,000	$135,500
Grand total - all funds	$13,606,030	$160,868,500
Grand total - estimated income	656,000	160,868,500
Grand total - general fund	$12,950,030	$0

The 2017-19 one-time funding amounts are not a part of the entity's base budget for the 2019-21 biennium. The department of public instruction, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-sixth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 4. TRANSFER - PUBLIC INSTRUCTION FUND TO STATE TUITION FUND. During the biennium beginning July 1, 2017, and ending June 30, 2019, the office of management and budget shall transfer $4,282,905 from the public instruction fund to the state tuition fund for the purpose of providing funding for integrated formula payments.

Page 4, line 6, replace "$219,134,000" with "$305,546,905"

Page 4, after line 11, insert:

"SECTION 6. ESTIMATED INCOME - FOUNDATION AID STABILIZATION FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes $270,000,000 from the foundation aid stabilization fund for integrated formula payments. Of the total provided, $160,000,000 is considered to be one-time funding.

SECTION 7. FUNDING TRANSFER - EXEMPTION - AUTHORIZATION. Notwithstanding section 54-16-04, the superintendent of public instruction may transfer up to $1,200,000 from the integrated formula payments line item to the grants - special education line item and up to $108,000 from the integrated formula payments line item to the grants - transportation line item, for the biennium beginning July 1, 2015, and ending June 30, 2017. The superintendent of public instruction shall notify the office of management and budget of any transfer made pursuant to this section."

Page 4, line 15, remove "contracts"

Page 4, line 17, after the period insert "To be reimbursed under this section, claims must be properly supported and filed with the superintendent of public instruction by June 30, 2018.

SECTION 9. GRANTS - SPECIAL EDUCATION DEFICIENCY AUTHORIZATION. If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2017, and ending June 30, 2019, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-sixth legislative assembly."

Page 5, remove lines 3 through 15

Page 5, line 21, replace "eighteen" with "three"

Page 5, line 23, replace "Fifty-five" with "Forty-eight"

Page 5, line 25, replace "Fifty-four" with "Forty-eight"

Page 6, line 5, replace "Fifty-four" with "Forty-eight"

Page 6, line 12, replace "Thirty-two" with "Twenty-eight"

Page 6, remove lines 15 through 19

Page 6, line 20, replace "4." with "3."

Page 6, line 22, after the first boldfaced period insert "**PROGRAM GRANT POOL -**"

Page 6, line 22, remove "The"

Page 6, remove line 23

Page 6, line 24, replace "grants line item in subdivision 1 of section 1 of this Act is provided" with "The line item entitled grants-program grants included in subdivision 1 of section 1 of this Act includes $1,735,000 for a program grant pool. The superintendent of public instruction shall use the funding provided for various grant programs, including up to $75,000, or so much of the sum as may be necessary,"

Page 6, line 26, after "award" insert "continuing education"

Page 7, line 11, after the first boldfaced period insert "**EXEMPTION -**"

Page 7, line 14, replace "$2,033,000" with "$1,737,528"

Page 7, line 15, replace "is to" with "may"

Page 8, replace lines 13 through 16 with

"**SECTION 17. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING.** The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes $2,378,000 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

SECTION 18. LEGISLATIVE MANAGEMENT STUDY - EDUCATION PROGRAMS. During the 2017-18 interim, the legislative management shall consider studying the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, education technology services, continuing education for counselors, the North Dakota leadership and educational administration development center, and the teacher mentoring program. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-sixth legislative assembly.

SECTION 19. A new section to chapter 25-06 of the North Dakota Century Code is created and enacted as follows:

School for the blind fund.

The school for the blind 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, revenues received from services and leases, and contributions must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for the provision of services under this chapter.

SECTION 20. A new section to chapter 25-07 of the North Dakota Century Code is created and enacted as follows:

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.

SECTION 21. REPEAL. Section 6-09-45 of the North Dakota Century Code is repealed.

SECTION 22. REPEAL. Section 13 of chapter 49 of the 2015 Session Laws is repealed.

SECTION 23. EMERGENCY. Sections 7 and 22 of this Act are declared to be emergency measures."

Renumber accordingly

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	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
General fund	$1,689,008,539	($228,019,867)	$1,460,988,672
State Library			
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
General fund	$6,079,981	($456,455)	$5,623,526
School for the Deaf			
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
General fund	$8,541,881	($1,194,177)	$7,347,704
Vision Services - School for the Blind			
Total all funds	$5,317,972	$267,350	$5,585,322
Less estimated income	569,325	645,428	1,214,753
General fund	$4,748,647	($378,078)	$4,370,569
Bill total			
Total all funds	$2,337,162,100	$13,571,454	$2,350,733,554
Less estimated income	628,783,052	243,620,031	872,403,083
General fund	$1,708,379,048	($230,048,577)	$1,478,330,471

House Bill No. 1013 - Department of Public Instruction - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$18,280,006	($815,828)	$17,464,178
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	23,655,041	1,940,295,041
Grants - Special education contracts	17,300,000	2,000,000	19,300,000
Grants - Transportation	57,000,000	(5,700,000)	51,300,000
Grants - Other grants	267,807,227	(13,744,522)	254,062,705
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000
Grants - Program grants		6,115,000	6,115,000
Grants - Passthrough grants		2,378,000	2,378,000
Total all funds	$2,313,694,305	$13,035,624	$2,326,729,929
Less estimated income	624,685,766	241,055,491	865,741,257
General fund	$1,689,008,539	($228,019,867)	$1,460,988,672
FTE	99.75	(8.00)	91.75

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

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Removes 2 FTE Positions from Base Budget[3]	Removes 3 Additional FTE Positions[4]	Removes 3 FTE Programmer and Research Positions[5]	Adjusts Funding for Operating Expenses[6]
Salaries and wages	$2,064	$283,332	($251,575)	($400,462)	($449,187)	
Operating expenses					449,187	(801,254)
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						
Grants - Passthrough grants						
Total all funds	$2,064	$283,332	($251,575)	($400,462)	$0	($801,254)
Less estimated income	0	195,878	1	0	0	500,000
General fund	$2,064	$87,454	($251,576)	($400,462)	$0	($1,301,254)
FTE	0.00	0.00	(2.00)	(3.00)	(3.00)	0.00

	Adjusts Funding for Integrated Formula Payments[7]	Increases Funding for Special Education Grants[8]	Reduces Funding for Transportation Grants[9]	Reduces Funding for Program and Passthrough Grants[10]	Reduces Funding for PowerSchool[11]	Total House Changes
Salaries and wages						($815,828)
Operating expenses						(352,067)
Integrated formula payments	23,655,041					23,655,041
Grants - Special education contracts		2,000,000				2,000,000
Grants - Transportation			(5,700,000)			(5,700,000)
Grants - Other grants				(13,744,522)		(13,744,522)
PowerSchool					(500,000)	(500,000)
Transportation efficiency						
National board certification						
Grants - Program grants				6,115,000		6,115,000
Grants - Passthrough grants				2,378,000		2,378,000
Total all funds	$23,655,041	$2,000,000	($5,700,000)	($5,251,522)	($500,000)	$13,035,624
Less estimated income	240,359,612	0	0	0	0	241,055,491
	($216,704,571)	$2,000,000	($5,700,000)	($5,251,522)	($500,000)	($228,019,867)

General fund						
FTE	0.00	0.00	0.00	0.00	0.00	(8.00)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Two FTE positions and related funding are removed from the base budget.

[4] Three additional FTE positions and related funding are removed.

[5] Three FTE information technology programmer and research positions are removed. Total funding of $449,187, of which $157,215 is from the general fund and $291,972 is from federal funds, is transferred from the salaries and wages line item to the operating expenses line item to contract for services.

[6] Funding for operating expenses is reduced by $1,301,254 from the general fund and increased by $500,000 from special funds from schools for food contracts.

[7] Funding for integrated formula payments is adjusted as follows:

	General Fund	Foundation Aid Stabilization Fund	State Tuition Fund	Total
Base budget - Integrated formula payments	$1,581,452,707	$116,053,293	$219,134,000	$1,916,640,000
Increases funds available from the state tuition fund	(82,130,000)		82,130,000	
Additional funds available due to a transfer from the public instruction fund to the state tuition fund	(4,282,905)		4,282,905	
Decreases ongoing funding provided from the foundation aid stabilization fund	6,053,293	(6,053,293)		
Provides one-time funding from the foundation aid stabilization fund	(160,000,000)	160,000,000		
Adds funding for cost-to-continue integrated formula payments	18,864,163			18,864,163
Adds funding to provide for changes in local revenue in the formula	5,590,878			5,590,878
Removes funding for regional education association coordinator grants	(800,000)			(800,000)
Total - Integrated formula payments	$1,364,748,136	$270,000,000	$305,546,905	$1,940,295,041

[8] Funding is increased for special education contract grants to provide a total of $19.3 million from the general fund.

[9] Funding for transportation grants is reduced to provide a total of $51.3 million from the general fund.

[10] Funding is transferred from the grants - other grants line item to a grants - program grants line item and a grants - passthrough grants line item.
Funding is reduced by $1,384,022 for **program grants** to provide a total of $6,115,000 from the general fund as follows:

- $3,000,000 for adult education matching grants;
- $1,380,000 for school food service matching grants; and
- $1,735,000 to provide a grant pool for programs, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, teacher and principal evaluation system grants, and the free breakfast program.

Funding is reduced by $3,867,500 for **passthrough grants** to provide the following grants from the general fund:

Mentoring program	$2,000,000
North Central Council for Educational Media Services	238,000
Global Bridges (Atlantik-Brucke) exchange	100,000
National writing projects	20,000
Rural art outreach project	10,000
"We the People" program	10,000
Total	$2,378,000

[11] Funding for PowerSchool is reduced to provide a total of $5.5 million from the general fund.

This amendment also adds or changes sections to:

- Identify additional funding provided for health insurance increases.
- Provide if special education contract obligations exceed funds provided for the 2017-19 biennium, the Superintendent of Public Instruction shall request a deficiency appropriation from the Sixty-sixth Legislative Assembly.
- Repeal North Dakota Century Code Section 6-09-45, relating to a required transfer from Bank of North Dakota undivided profits for special education contract costs.
- Provide $270 million from the foundation aid stabilization fund for integrated formula payments, of which $160 million is considered one-time funding.
- Transfer $4,282,905 from the public instruction fund to the state tuition fund.
- Amend the tuition apportionment appropriation to identify total funding of $305,546,905 provided from the state tuition fund, including $4,282,905 transferred from the public instruction fund, and to appropriate any additional amount that becomes available in the state tuition fund to the department for integrated formula payments.
- Allow the Superintendent of Public Instruction to transfer $1,308,000 in general fund authority from the integrated formula payments line item to the grants - special education line item ($1.2 million) and the transportation grants line item ($108,000) during the the 2015-17 biennium for anticipated obligations based on the special education and transportation formulas.
- Repeal Section 13 of Chapter 49 of the 2015 Session Laws relating to $3 million contingent transportation payments provided from excess state school aid funding during the 2015-17 biennium.
- Remove the distribution of regional education association coordinator grants.
- Amend the distribution of transportation grants to update reimbursement rates and remove the provision that allows the department to distribute excess funds appropriated for transportation grants.
- Amend the distribution of continuing education grants to provide for the distribution of up to $75,000 of the program grant pool for continuing education grants.
- Amend other grant reporting to provide for the Superintendent to determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2018. The Superintendent must provide a report to the 2019 Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.
- Provide for a Legislative Management study relating to the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, EduTech, continuing education for counselors, the North Dakota Leadership and Educational Administration Development Center, and the teacher mentoring program.
- Repeal sections allowing the Superintendent to transfer authority between various line items during the 2015-17 biennium; and to declare emergency measures.
- Amend the integrated formula payments and special education contracts expenditure authority.

House Bill No. 1013 - State Library - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,019,839	$138,933	$4,158,772
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($646,857)	$7,871,875
Less estimated income	2,438,751	(190,402)	2,248,349
General fund	$6,079,981	($456,455)	$5,623,526
FTE	29.75	(1.00)	28.75

Department No. 250 - State Library - Detail of House Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Restores Funding for Salaries and Wages[3]	Reduces Funding for Salaries and Wages[4]	Removes Vacant FTE Position[5]	Adjusts Funding for Online Library Resouces[6]
Salaries and wages	$134,027	$85,861	$161,341	($100,000)	($142,296)	
Operating expenses						(99,318)
Grants						
Total all funds	$134,027	$85,861	$161,341	($100,000)	($142,296)	($99,318)
Less estimated income	96,788	10,889	0	0	0	82,921
General fund	$37,239	$74,972	$161,341	($100,000)	($142,296)	($182,239)
FTE	0.00	0.00	0.00	0.00	(1.00)	0.00

	Reduces Funding for Equipment[7]	Reduces Funding for Aid to Public Libraries[8]	Removes Federal Funds from Grants[9]	Total House Changes
Salaries and wages				$138,933
Operating expenses	(10,000)			(109,318)
Grants		(295,472)	(381,000)	(676,472)
Total all funds	($10,000)	($295,472)	($381,000)	($646,857)
Less estimated income	0	0	(381,000)	(190,402)
General fund	($10,000)	($295,472)	$0	($456,455)
FTE	0.00	0.00	0.00	(1.00)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[4] Salaries and wages are underfunded agencywide.

[5] One vacant education program administrator II FTE position and related salaries and wages is removed.

[6] Funding for online library resources is adjusted and reduced.

[7] Operating expenses funding is reduced for equipment purchases.

[8] Funding for aid to public libraries is reduced to provide $1,737,528 from the general fund.

[9] Federal funding in the grants line item is reduced because funds will be used for online library resources costs in the State Library's operating expenses line item.

This amendment also:

- Amends the section of the bill related to the distribution of aid to public libraries to provide no more than one-half is to be spent in the 1st year of the biennium.
- Adds a section identifying additional funding provided for health insurance increases.

House Bill No. 1013 - School for the Deaf - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$7,291,854	$206,353	$7,498,207
Operating expenses	1,925,163	51,380	1,976,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$915,337	$10,546,428
Less estimated income	1,089,210	2,109,514	3,198,724
General fund	$8,541,881	($1,194,177)	$7,347,704
FTE	45.61	(1.00)	44.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Removes 1 FTE Position[3]	Restores Funding for Salaries and Wages[4]	Adjusts Funding Source for Salaries and Wages[5]	Removes Funding for Teacher Composite[6]
Salaries and wages	($75,466)	$130,536	($120,000)	$422,476		($151,193)
Operating expenses						
Capital assets						
Grants						
Total all funds	($75,466)	$130,536	($120,000)	$422,476	$0	($151,193)
Less estimated income	3,211	3,864	0	0	400,000	0
General fund	($78,677)	$126,672	($120,000)	$422,476	($400,000)	($151,193)
FTE	0.00	0.00	(1.00)	0.00	0.00	0.00

	Restores Funding for Operating Expenses[7]	Adjusts Funding Source for Operating Expenses[8]	Adjusts Funding for Extrordinary Repairs[9]	Adds One-time Funding for Capital Assets[10]	Adds One-time Funding for Master Facility Repairs[11]	Reduces Funding for Interpreter Grants[12]
Salaries and wages						
Operating expenses	123,133	(71,753)				
Capital assets			(68,496)	58,000	675,000	
Grants						(6,900)
Total all funds	$123,133	($71,753)	($68,496)	$58,000	$675,000	($6,900)
Less estimated income	123,133	762,628	83,678	58,000	675,000	0
General fund	$0	($834,381)	($152,174)	$0	$0	($6,900)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total House Changes
Salaries and wages	$206,353
Operating expenses	51,380
Capital assets	664,504
Grants	(6,900)

Total all funds	$915,337
Less estimated income	2,109,514
General fund	($1,194,177)
FTE	(1.00)

[1] Funding is adjusted for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] One FTE position and related salaries and wages is removed.

[4] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[5] Funding for a portion of salaries and wages is changed to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[6] Funding for teacher composite pay increases is removed.

[7] Funding for operating expenses, reduced as part of the 2015-17 biennium budget reductions, is restored.

[8] Funding for a portion of operating expenses is changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[9] Funding for extraordinary repairs is reduced and changed from the general fund to the School for the Deaf's special funds available from trust fund distributions, rents, and service revenue.

[10] One-time funding is added for the following capital assets:
- Fargo office interactive video network equipment - $10,000;
- Kitchen equipment - $12,000;
- Lawn tractor - $16,000; and
- Database software program - $20,000.

[11] One-time funding from special funds is added for extraordinary repairs related to the School for the Deaf's master facility plan repairs.

[12] Funding for a grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired is reduced to provide a total of $180,000 from the general fund.

This amendment also adds sections to:
- Create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf.
- Identify additional funding provided for health insurance increases.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Base Budget	House Changes	House Version
Salaries and wages	$4,554,349	$113,075	$4,667,424
Operating expenses	739,169	4,037	743,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$267,350	$5,585,322

Less estimated income	569,325	645,428	1,214,753
General fund	$4,748,647	($378,078)	$4,370,569
FTE	30.00	(1.50)	28.50

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

	Adjusts Funding for Base Payroll Changes[1]	Adds Funding for Health Insurance Increases[2]	Restores Funding for Salaries and Wages[3]	Removes a .5 FTE Position[4]	Removes 1 FTE Teacher Position[5]	Removes Funding for Teacher Composite[6]
Salaries and wages	$191,598	$91,584	$105,800		($154,216)	($121,691)
Operating expenses						
Capital assets						
Total all funds	$191,598	$91,584	$105,800	$0	($154,216)	($121,691)
Less estimated income	16,450	76	0	0	0	0
General fund	$175,148	$91,508	$105,800	$0	($154,216)	($121,691)
FTE	0.00	0.00	0.00	(0.50)	(1.00)	0.00

	Adjusts Funding for Operating Expenses[7]	Adjusts Funding for Extrordinary Repairs[8]	Adds One-time Funding for Extraordinary Repairs[9]	Total House Changes
Salaries and wages				$113,075
Operating expenses	4,037			4,037
Capital assets		14,738	135,500	150,238
Total all funds	$4,037	$14,738	$135,500	$267,350
Less estimated income	454,210	39,192	135,500	645,428
General fund	($450,173)	($24,454)	$0	($378,078)
FTE	0.00	0.00	0.00	(1.50)

[1] Funding is added for cost-to-continue 2015-17 biennium salaries and benefit increases and for other base payroll changes.

[2] Funding is added for increases in employee health insurance premiums from $1,130 to $1,249 per month.

[3] Funding for salaries and wages, reduced as part of the 2015-17 biennium budget reductions, is restored.

[4] Removes a .50 FTE position. The related funding for this position was removed as part of the 2015-17 biennium budget reductions.

[5] One FTE teacher position and related salaries and wages is removed.

[6] Funding for teacher composite pay increases is removed.

[7] Funding for a portion of operating expenses is changed from the general fund to the School for the Blind's special funds available from trust fund distributions, rents, contributions, and service revenue.

[8] Base budget funding for extraordinary repairs is increased and changed from the general fund to the School for the Blind's special funds available from trust fund distributions, rents, contributions, and service revenue.

[9] One-time funding from special funds is added for the following extraordinary repairs:

Replace water line from the building to the street	$60,000
Carpet replacement and reception upgrade	30,000

Upgrade HVAC	27,000
Special assessments	10,000
Replace roof top air unit in the east wing	8,500
Total	$135,500

This amendment also adds sections to:

- Create a new section to Chapter 25-06 to establish a special fund for the School for the Blind.
- Identify additional funding provided for health insurance increases.

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PATHFINDER
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Dear Senator Holmberg and Members of the Committee - Education Division,

My name is Jacki Harasym. I am the Finance Director of the Pathfinder Services of ND. I am also the grandmother of three grandchildren with disabilities.

I am testifying today in favor of the pass-through funding for the Pathfinder Services of ND. An amount of $120,000 was included in the Governor's budget for the 2017-2019 biennium for your consideration.

My testimony will address 3 important issues for your consideration.

How the funding was used during the last biennium and the results achieved.

How Pathfinder saves the state of ND a significant amount of dollars.

Other areas of funding for Pathfinder Services of ND

Document 1 - Contains the budget for the appropriation awarded during the 2013-2015 and 2015-2017 biennium and the outcomes that were obtained as a result of the previous the funding.

Document 2 - Contains an estimate of how the work done by Pathfinder contributes to a considerable savings to the state of ND.

Document 3 – Contains the budget and rationale for the requested funds.

Please let me know if the increase requested would have to be supported in the form of an amendment by a member of the committee. I am happy to answer additional questions that members of the committee may have at this time.

Sincerely,

Jacki Harasym
Finance Director,'
Pathfinder Services of ND

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How state funding was used previously and the impact it had in North Dakota.

Pathfinder is funded by a combination of federal, state and private dollars to provide information and education, statewide, to parents of children with disabilities age birth through 26. Pathfinder also assists parents and public schools with the early dispute resolution process.

1. **Pathfinder hired its first outreach coordinator to strengthen services available to under-served families (limited English proficiency and American Indian families) in ND.**

- Provided parent trainings in Belcourt, Dunseith, Ft Yates, and Mandaree
- Formed an American Indian Advisory Committee to assist with outreach efforts
- Hosted a talking circle for American Indian families at the parent involvement conference
- Supported 25 American Indian families to attend the same conference with stipends.
- Developed a draft manual for interpreters to use in explaining the IEP process to ELL families.
- Translated and disseminated a document on parent rights in ND into Nepali, Somalia, Arabic, Bosnian and Spanish.
- Distributed the documents to schools and families across the state of ND.

2. **Pathfinder provided training and support to urban and rural schools to strengthen their ability to partner with families through Family Educator Enhancement Teams and other means.**

- Hosted a planning webinar with directors of special education.
- Created an online module detailing four approaches to parent engagement successful in ND.
- Provided presentations on parent Engagement in Fargo, Minot Bismarck, Carrington and Bottineau and scheduled two additional trainings in Dickinson and Williston
- Supported 70 parents to attend the Parent Involvement Conference.

3. **Pathfinder assisted the state of ND with early dispute resolution.**

- Accompanied over 15 families to various planning meetings to support dispute resolution.
- Provided numerous resources to planning teams to facilitate parent involvement.
- Assisted one family to cancel a due process hearing by providing alternative information on how to help a student with disabilities access higher education services.
- Assisted families in connecting with local administrators and teachers.
- Provided additional parent advising services to over 100 families per year.

Budget: 2013-2015 and 2015-2017	Cost	2013-2015	2015-2016
Outreach coordinator - salary	$38,600.00/year	$65,865.00	$38,600.00
Fringe@24%	$9,264.00/Biennium	$8,423.20	$4,632.00
In-state travel	$5,000.00/Year	$10,000.00	$5,000.00
Speaker fees & conference costs	$15,000.00/Year	$30,000.00	$5,000.00
Parent Stipends	$2,000.00/year	$4,000.00	$2,000.00
Parent Resources	$1000.00/Year	$2,000.00	$1,000.00
Supplies -pens, CDs, folders, paper, etc.	$950.00/Year	$900.20	$950.00
Phone, postage, software, copies; insurance, accounting, translation services	$5,000.00/Year	$10,000.00	$2818.00
	Total:	**$131,188.40**	**$60,000.00**

Estimated Cost Savings to ND Because of Pathfinder

Pathfinder completed 1200 technical assistance calls for the 2015-2016 school year.

These are calls in which parents who have been unable to resolve a dispute at the local level seek information about their rights, options and ideas for turning a situation around or information about next steps in formal dispute resolution processes.

Some calls are duplicates with the same parent who may speak with Pathfinder 5 or 6 times per dispute. Most calls take between 1 and 2 hours to process.

There is no exact way of knowing how many parents would have continued on by calling multiple administrators in the district or special education unit, calling DPI to complain, filing a formal complaint (lawyers are involved) asking for a facilitated IEP (DPI has to pay a specialist to facilitate the meeting which includes travel costs and local districts sometimes review those cases with legal counsel as well); asking for mediation (lawyers are definitely involved) or filing for a due process hearing (most expensive option for state and local schools).

Based on what parents talk to us about doing and then do instead we estimate the following cost savings for state and local agencies.

Action Considered By Parent Before Calling Pathfinder	#	Estimated Cost to State	Estimated Cost to LEA	Total Estimated Savings
Due Process Hearing	5	$5,000.00	$5,000.00	$50,000.00
Mediation	10	$3,000.00	$3,000.00	$60,000.00
Facilitated IEP	10	$1500.00	$500.00	$20,000.00
Formal Complaint	20	$500.00	$150.00	$13,000.00
Complaint Calls to DPI	155	$100.00	$50.00	$23,250.00
Complaint Calls to LEA Administrators	675	–	$50.00	$33,750.00
	875	$10,100.00	$8,750.00	$200,000.00

Pathfinder does NOT try to persuade any family to take a specific course of action. What we do is:

1. Behave in a way that results in parent trust and ability to feel heard.
2. Clarify information and misinformation about rights and services.
3. Identify alternatives that parents could take to resolve issues at the local level.
4. Assist parents to understand the hierarchy to use at the local level to resolve disputes.
5. Model for families, ways to communicate with educators that are positive.
6. Teach families how to advocate for their children using positive, pro-active strategies.
7. Provide families with better information and support to help their child at home.
8. At times, with family permission, we contact schools and sometimes suggest an alternative to fighting with the family that results in a win-win scenario.
9. Provide suggestions that strengthen the ability of the IEP team to problem-solve together.
10. Prove "on-the-job training" to parents with disabilities who need support to participate in meetings.

Funds being requested for the next biennium and how it will make a difference

1. The Pathfinder Services of ND continues to provide a valuable evidence-based parent-to-parent service that benefits over 2,000 families and all ND schools statewide.
2. The increase in families coming to ND (one new family per week) as well as continued requests by schools for support with parent engagement and dispute resolution requires additional staff and resources.
3. The time spent in seeking private grant dollars takes away from our work with families and schools and offers a much smaller return on investment.
4. We have received increased requests to offer services to benefit transition aged youth in the form of preparing them to advocate for themselves in team meetings.
5. Pathfinder Services of ND would like to be able to continue its efforts to provide translated materials and support under-served families who often require significant time and resources by schools.

Pathfinder Parent Services of ND Statewide Support	**Year 1**	**Year 2**
Outreach Coordinator	$20,000.00	$20,000.00
Fringe	$4,360.00	$4,360.00
Williston Coordinator	$18,600.00	$18,600.00
Fringe	$3,720.00	$3,720.50
In-state travel to reservations, schools and families	$5,000.00	$5,000.00
State-Wide Trainings to include parent stipends	$6,000.00	$6,000.00
Parent resources (training curricula and other supports)	$500.00	$500.00
Supplies (Paper, CDs, Pens, Post-it notes, folders,	$1,000.00	$1,000.00
Professional Services (accounting, audit, insurance, professional liability)	$820.00	$820.00
Total	$60,000.00	$60,000.00

Helping North Dakota Families Since 1987

Parents and Teachers Have Told Us ...

"We have used Pathfinder often, and find that they are a great source for not only the parents, but the professionals that work with our children."

"The conversation we had the other day really helped me gather my thoughts and feel at peace."

"Wow, I never thought about that! Thanks so much for helping me think about this in another way."

"You have been a great help when I felt lost and didn't know where to go."

"I especially appreciate Pathfinder's efforts in keeping the most recent research available As an educator, we don't always have the time or resources to search for the information that Pathfinder has readily available. Thank you for your excellent service!"

About Pathfinder Services of ND

Pathfinder Services of ND is a 501(c)(3) nonprofit organization that has been helping parents since 1987. Pathfinder Services of ND is home to North Dakota's Parent Training and Information Center (grant award number H328M150021).

Pathfinder Services of ND's Board of Directors is composed mainly of parents who have children with physical, emotional, learning, or sensory disabilities.

Pathfinder Services of ND promotes team building to assure children receive the support needed to reach their full potential.

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What Pathfinder Services of ND Can Do For You

Parents are a child's first teacher. They are experts on their child. Pathfinder Services of ND supports families in this important and lifelong role.

Pathfinder Services of ND is a trusted, statewide service center for families that have children with learning difficulties. We support families of children from birth to age 26 by providing a variety of free resources to parents, youth, and professionals.

We Help Families

- Understand rights and education
- Work with school staff
- Build positive home/school relationships
- Understand Individualized Education Program (IEP) or 504 Plan components
- Find information on available statewide support services
- Prepare youth for important life transitions
- Encourage learning at home
- Help children succeed in school
- Prepare youth for life after high school
- Understand their child's disability

Build Educational Partnerships Through Teamwork

Parents and educators are partners in the development and success of your child's education program. The key component to this success is knowledgeable team members. The resources available through Pathfinder Services of ND strengthen collaborations between parents, youth, and professionals.

What We Offer

- A toll-free hotline with trained parent advisors
- A library of resources
- Confidential guidance
- A variety of trainings for parents, youth, and professionals
- A monthly newsletter containing news and information for North Dakota families and professionals
- Website featuring online resources, links to statewide services, and news relevant to North Dakota

Our Resource Library

Pathfinder Services of ND's resource library is available to families and professionals. The resources include books, DVDs, educational kits, and handouts.

Our library covers a variety of topics, including general and special education, education rights and laws, information on specific disabilities, family support and related services, transition, and much more. Many of our resources are also available in Spanish and other languages.

Volunteer Opportunities

Pathfinder Services of ND is always looking for volunteers to assist with resource development. Please contact Pathfinder Services of ND to obtain additional information.

Visit our Website

- Learn more about events going on around the state
- Find services available in your area
- Access online materials and videos on a variety of parenting topics
- Discover new resources and training opportunities available from Pathfinder Services of ND

http://psnd.co

Contact Information

- **Visit us:** Pathfinder Services of ND
  7 3rd St SE, Suite 101,
  Minot, ND 58701
- **Call us:** Toll-free at 1-800-245-5840 or locally at 701-837-7500
- **Facebook:**
  facebook.com/PathfinderParentCenter

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Title.
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Prepared by the Legislative Council staff for
Senate Appropriations Committee
March 31, 2017

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	$18,280,006	($840,830)	$17,439,176
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	18,564,163	1,935,204,163
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(1,600,000)	55,400,000
Grants - other grants	267,807,227	(13,644,522)	254,162,705
Grants - program grants	0	6,310,000	6,310,000
Grants - passthrough grants	0	3,018,000	3,018,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$12,954,744	$2,326,649,049
Less estimated income	624,685,766	241,141,299	865,827,065
Total general fund	$1,689,008,539	($228,186,555)	$1,460,821,984"

Page 2, replace lines 17 through 22 with:

"Salaries and wages	$4,019,839	$132,919	$4,152,758
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($652,871)	$7,865,861
Less estimated income	2,438,751	(191,191)	2,247,560
Total general fund	$6,079,981	($461,680)	$5,618,301"

Page 2, remove lines 28 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$7,291,854	$296,895	$7,588,749
Operating expenses	1,925,163	101,380	2,026,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$1,055,879	$10,686,970
Less estimated income	1,089,210	2,109,234	3,198,444
Total general fund	$8,541,881	($1,053,355)	$7,488,526
Full-time equivalent positions	45.61	(0.00)	45.61"

Page 3, replace lines 9 through 14 with:

"Salaries and wages	$4,554,349	$106,646	$4,660,995
Operating expenses	739,169	34,037	773,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$290,921	$5,608,893
Less estimated income	569,325	645,422	1,214,747
Total general fund	$4,748,647	($354,501)	$4,394,146"

Page 3, replace lines 20 through 22 with:

"Grand total general fund	$1,708,379,048	($230,056,091)	$1,478,322,957
Grand total special funds	628,783,052	243,704,764	872,487,816
Grand total all funds	$2,337,162,100	$13,648,673	$2,350,810,773"

Page 3, line 25, replace "$1,249" with "$1,241"

Page 3, remove lines 28 through 31

Page 4, replace lines 1 and 2 with:

"Department of public instruction	$65,196	$181,686	$246,882
State library	66,885	10,100	76,985
School for the deaf	117,494	3,584	121,078
North Dakota vision services - school for the blind	82,223	70	82,293
Total	$331,798	$195,440	$527,238"

Page 4, after line 11, insert:

"Regional education association merger grants	0	100,000"

Page 4, replace lines 13 through 15 with:

"Total department of public instruction - all funds	$12,700,030	$160,100,000
Total department of public instruction - estimated income	0	160,100,000
Total department of public instruction - general fund	$12,700,030	$0"

Page 5, replace lines 1 through 3 with:

"Grand total - all funds	$13,606,030	$160,968,500
Grand total - estimated income	656,000	160,968,500
Grand total - general fund	$12,950,030	$0"

Page 5, line 20, replace "$270,000,000" with "$270,100,000"

Page 5, line 21, after "fund" insert ". Of this amount, $100,000 is for regional education association merger grants and $270,000 is"

Page 5, line 22, replace "$160,000,000" with "$160,100,000"

Page 5, after line 29, insert:

"**SECTION 8. EXEMPTION - ADVANCED PLACEMENT PROGRAM FUNDING.** The unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as authorized in section 32 of chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of program grants, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, teacher and principal evaluation system grants, and to assume the operation and management of the North Dakota leadership and educational administration development center."

Page 7, line 1, replace "three" with "eleven"

Page 7, line 3, replace "Forty-eight" with "Fifty-two"

Page 7, line 5, replace "Forty-eight" with "Fifty"

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Page 7, line 16, replace "Forty-eight" with "Fifty"

Page 7, line 23, replace "Twenty-eight" with "Thirty"

Page 7, line 30, replace "$1,735,000" with "$1,630,000"

Page 8, after line 17, insert:

"**SECTION 14. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION.** The line item entitled grants - other grants included in subdivision 1 of section 1 of this Act includes $100,000 from the foundation aid stabilization fund for the purpose of providing a one-time $25,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 15. REGIONAL EDUCATION ASSOCIATION GRANTS - DISTRIBUTION. The line item entitled integrated formula payments included in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing annual grants to regional education associations for the biennium beginning July 1, 2017, and ending June 30, 2019. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge during the 2017-19 biennium are entitled to the annual grants that would have been paid to each of the member associations."

Page 9, line 22, replace "$2,378,000" with "$3,018,000"

Page 10, line 25, replace "22" with "25"

Renumber accordingly

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	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
State Library				
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
School for the Deaf				
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
Vision Services - School for the Blind				
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
Bill total				
Total all funds	$2,337,162,100	$2,350,733,554	$77,219	$2,350,810,773

Less estimated income	628,783,052	872,403,083	84,733	872,487,816
General fund	$1,708,379,048	$1,478,330,471	($7,514)	$1,478,322,957

House Bill No. 1013 - Department of Public Instruction - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$18,280,006	$17,464,178	($25,002)	$17,439,176
Operating expenses	30,517,072	30,165,005		30,165,005
Integrated formula payments	1,916,640,000	1,940,295,041	(5,090,878)	1,935,204,163
Grants - Special education contracts	17,300,000	19,300,000		19,300,000
Grants - Transportation	57,000,000	51,300,000	4,100,000	55,400,000
Grants - Other grants	267,807,227	254,062,705	100,000	254,162,705
PowerSchool	6,000,000	5,500,000		5,500,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Grants - Program grants		6,115,000	195,000	6,310,000
Grants - Passthrough grants		2,378,000	640,000	3,018,000
Total all funds	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
FTE	99.75	91.75	0.00	91.75

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

	Adjusts Funding for Health Insurance Increases[1]	Adjusts Funding for Integrated Formula Payments[2]	Restores Funding for Regional Education Association Grants[3]	Increases Funding for Transportation Grants[4]	Adds One-time Funding for Regional Education Association Merger Grants[5]	Adjusts Funding for the Program Grant Pool[6]
Salaries and wages	($25,002)					
Operating expenses						
Integrated formula payments		(5,590,878)	500,000			
Grants - Special education contracts						
Grants - Transportation				4,100,000		
Grants - Other grants					100,000	
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						95,000
Grants - Passthrough grants						
Total all funds	($25,002)	($5,590,878)	$500,000	$4,100,000	$100,000	$95,000
Less estimated income	(14,192)	0	0	0	100,000	0
General fund	($10,810)	($5,590,878)	$500,000	$4,100,000	$0	$95,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education Matching Grants[7]	Increases Funding for Passthrough Grants[8]	Total Senate Changes
Salaries and wages			($25,002)
Operating expenses			
Integrated formula payments			(5,090,878)
Grants - Special education contracts			
Grants - Transportation			4,100,000
Grants - Other grants			100,000
PowerSchool			
Transportation efficiency			
National board certification			

Grants - Program grants	100,000		195,000
Grants - Passthrough grants		640,000	640,000
Total all funds	$100,000	$640,000	($80,880)
Less estimated income	0	0	85,808
General fund	$100,000	$640,000	($166,688)
FTE	0.00	0.00	0.00

#1
P5

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for integrated formula payments is adjusted to remove funding for changes made by the House affecting local revenue calculations in the formula.

[3] Funding is restored for regional education association grants to provide a total of $500,000, $300,000 less than the base budget. The House removed funding for the regional education association coordinator grants. The Senate restored the grants as annual state aid to be distributed equally to all regional education associations that exist as of July 1, 2017 rather than grants for coordinators.

[4] Funding for transportation grants is increased to provide a total of $55.4 million, $1.6 million less than the base budget.

[5] One-time funding is added from the foundation aid stabilization fund for regional education association merger grants. This program was not included in the executive recommendation or the House version.

[6] Funding for the program grant pool is adjusted to remove the free breakfast program from the grant pool ($205,000) and provide a separate grant of $200,000 for the free breakfast program in the program grants line, $5,000 less than the House version. The Senate also added $100,000 to the program grant pool to allow the Superintendent of Public Instruction to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center to provide a total of $1,630,000 from the general fund for a grant pool for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principle evaluation system grants; and
- North Dakota Leadership and Educational Administration Development Center.

In addition, the Senate added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.

[7] Funding for adult education matching grants is increased to provide a total of $3,100,000 from the general fund, $1,010,411 less than the base budget.

[8] Funding for passthrough grants is increased as follows:

	Increase	Total
Teacher mentoring	$100,000	$2,100,000
Rural art outreach project	340,000	350,000
Global Bridges	100,000	200,000
Young entrepreneur education program	30,000	30,000

Pathfinders Parent Project	70,000	70,000
Total	$640,000	$2,750,000

#1
p6

The executive recommendation included $120,000 for the Pathfinders Parent Project. The remaining passthrough grants were not funded in the executive recommendation.

This amendment also:

- Adds a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.
- Amends the section related to the distribution of transportation grants to update reimbursement rates.
- Amends the section related to the distribution of the program grant pool to adjust the total of the grant pool. The Senate added $100,000 to the grant pool for the operation and management of the North Dakota Leadership and Educational Administration Development Center and removed the free breakfast program from the grant pool ($205,000) to provide a separate appropriation for the program.
- Adds a section related to the distribution of one-time regional education association merger grants.
- Adds a section related to the distribution of regional education association grants included in the integrated formula payments line.
- Amends the section related to the distribution of passthrough grants to increase funding for certain passthrough grants.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,019,839	$4,158,772	($6,014)	$4,152,758
Operating expenses	1,713,393	1,604,075		1,604,075
Grants	2,785,500	2,109,028		2,109,028
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
FTE	29.75	28.75	0.00	28.75

Department No. 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Total Senate Changes
Salaries and wages	($6,014)	($6,014)
Operating expenses		
Grants		
Total all funds	($6,014)	($6,014)
Less estimated income	(789)	(789)
General fund	($5,225)	($5,225)
FTE	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

House Bill No. 1013 - School for the Deaf - Senate Action

#1
PM

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$7,291,854	$7,498,207	$90,542	$7,588,749
Operating expenses	1,925,163	1,976,543	50,000	2,026,543
Capital assets	227,174	891,678		891,678
Grants	186,900	180,000		180,000
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
FTE	45.61	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Restores 1 FTE Position[2]	Increases Funding for Operating Expenses[3]	Total Senate Changes
Salaries and wages	($9,458)	$100,000		$90,542
Operating expenses			50,000	50,000
Capital assets				
Grants				
Total all funds	($9,458)	$100,000	$50,000	$140,542
Less estimated income	(280)	0	0	(280)
General fund	($9,178)	$100,000	$50,000	$140,822
FTE	0.00	1.00	0.00	1.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] One FTE position and related funding of $100,000 is restored. The executive recommendation and House version removed 1 FTE position and related funding of $120,000.

[3] Funding for operating expenses is restored. The executive recommendation and House version reduced funding for operating expenses by $100,000.

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,554,349	$4,667,424	($6,429)	$4,660,995
Operating expenses	739,169	743,206	30,000	773,206
Capital assets	24,454	174,692		174,692
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
FTE	30.00	28.50	0.00	28.50

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

#1, P8

	Adjusts Funding for Health Insurance Increases[1]	Increases Funding for Operating Expenses[2]	Total Senate Changes
Salaries and wages	($6,429)		($6,429)
Operating expenses		30,000	30,000
Capital assets			
Total all funds	($6,429)	$30,000	$23,571
Less estimated income	(6)	0	(6)
General fund	($6,423)	$30,000	$23,577
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for operating expenses is increased. The executive recommendation and House version did not include this increase.

4-3-17 HB 1013 #1 p1

17.0498.02002
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Senate Appropriations Committee
April 3, 2017

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	$18,280,006	($840,830)	$17,439,176
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	18,564,163	1,935,204,163
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(1,600,000)	55,400,000
Grants - other grants	267,807,227	(13,644,522)	254,162,705
Grants - program grants	0	6,310,000	6,310,000
Grants - passthrough grants	0	3,018,000	3,018,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$12,954,744	$2,326,649,049
Less estimated income	624,685,766	241,141,299	865,827,065
Total general fund	$1,689,008,539	($228,186,555)	$1,460,821,984"

Page 2, replace lines 17 through 22 with:

"Salaries and wages	$4,019,839	$132,919	$4,152,758
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($652,871)	$7,865,861
Less estimated income	2,438,751	(191,191)	2,247,560
Total general fund	$6,079,981	($461,680)	$5,618,301"

Page 2, remove lines 28 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$7,291,854	$296,895	$7,588,749
Operating expenses	1,925,163	101,380	2,026,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$1,055,879	$10,686,970
Less estimated income	1,089,210	2,109,234	3,198,444
Total general fund	$8,541,881	($1,053,355)	$7,488,526
Full-time equivalent positions	45.61	(0.00)	45.61"

Page 3, replace lines 9 through 14 with:

"Salaries and wages	$4,554,349	$106,646	$4,660,995
Operating expenses	739,169	34,037	773,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$290,921	$5,608,893
Less estimated income	569,325	645,422	1,214,747
Total general fund	$4,748,647	($354,501)	$4,394,146"

#1
p2

Page 3, replace lines 20 through 22 with:

"Grand total general fund	$1,708,379,048	($230,056,091)	$1,478,322,957
Grand total special funds	628,783,052	243,704,764	872,487,816
Grand total all funds	$2,337,162,100	$13,648,673	$2,350,810,773"

Page 3, line 25, replace "$1,249" with "$1,241"

Page 3, remove lines 28 through 31

Page 4, replace lines 1 and 2 with:

"Department of public instruction	$65,196	$181,686	$246,882
State library	66,885	10,100	76,985
School for the deaf	117,494	3,584	121,078
North Dakota vision services - school for the blind	82,223	70	82,293
Total	$331,798	$195,440	$527,238"

Page 4, after line 11, insert:

"Regional education association merger grants	0	100,000"

Page 4, replace lines 13 through 15 with:

"Total department of public instruction - all funds	$12,700,030	$160,100,000
Total department of public instruction - estimated income	0	160,100,000
Total department of public instruction - general fund	$12,700,030	$0"

Page 5, replace lines 1 through 3 with:

"Grand total - all funds	$13,606,030	$160,968,500
Grand total - estimated income	656,000	160,968,500
Grand total - general fund	$12,950,030	$0"

Page 5, line 20, replace "$270,000,000" with "$270,100,000"

Page 5, line 21, after "fund" insert ". Of this amount, $100,000 is for regional education association merger grants and $270,000,000 is"

Page 5, line 22, replace "$160,000,000" with "$160,100,000"

Page 5, after line 29, insert:

"**SECTION 8. EXEMPTION - ADVANCED PLACEMENT PROGRAM FUNDING.** The unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as authorized in section 32 of chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of program grants, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, teacher and principal evaluation system grants, and to assume the operation and management of the North Dakota leadership and educational administration development center."

Page 7, line 1, replace "three" with "eleven"

#1
p3

Page 7, line 3, replace "Forty-eight" with "Fifty-two"

Page 7, line 5, replace "Forty-eight" with "Fifty"

Page 7, line 16, replace "Forty-eight" with "Fifty"

Page 7, line 23, replace "Twenty-eight" with "Thirty"

Page 7, line 30, replace "$1,735,000" with "$1,630,000"

Page 8, after line 17, insert:

"**SECTION 14. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION.** The line item entitled grants - other grants included in subdivision 1 of section 1 of this Act includes $100,000 from the foundation aid stabilization fund for the purpose of providing a one-time $25,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 15. REGIONAL EDUCATION ASSOCIATION GRANTS - DISTRIBUTION. The line item entitled integrated formula payments included in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing annual grants to regional education associations for the biennium beginning July 1, 2017, and ending June 30, 2019. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge during the 2017-19 biennium are entitled to the annual grants that would have been paid to each of the member associations."

Page 9, line 22, replace "$2,378,000" with "$3,018,000"

Page 10, line 25, replace "22" with "25"

Renumber accordingly

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	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
State Library				
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
School for the Deaf				
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
Vision Services - School for the Blind				
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
Bill total				
Total all funds	$2,337,162,100	$2,350,733,554	$77,219	$2,350,810,773

Less estimated income	628,783,052	872,403,083	84,733	872,487,816
General fund	$1,708,379,048	$1,478,330,471	($7,514)	$1,478,322,957

House Bill No. 1013 - Department of Public Instruction - Senate Action

#1
P4

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$18,280,006	$17,464,178	($25,002)	$17,439,176
Operating expenses	30,517,072	30,165,005		30,165,005
Integrated formula payments	1,916,640,000	1,940,295,041	(5,090,878)	1,935,204,163
Grants - Special education contracts	17,300,000	19,300,000		19,300,000
Grants - Transportation	57,000,000	51,300,000	4,100,000	55,400,000
Grants - Other grants	267,807,227	254,062,705	100,000	254,162,705
PowerSchool	6,000,000	5,500,000		5,500,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Grants - Program grants		6,115,000	195,000	6,310,000
Grants - Passthrough grants		2,378,000	640,000	3,018,000
Total all funds	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
FTE	99.75	91.75	0.00	91.75

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

	Adjusts Funding for Health Insurance Increases[1]	Adjusts Funding for Integrated Formula Payments[2]	Restores Funding for Regional Education Association Grants[3]	Increases Funding for Transportation Grants[4]	Adds One-time Funding for Regional Education Association Merger Grants[5]	Adjusts Funding for the Program Grant Pool[6]
Salaries and wages	($25,002)					
Operating expenses						
Integrated formula payments		(5,590,878)	500,000			
Grants - Special education contracts						
Grants - Transportation				4,100,000		
Grants - Other grants					100,000	
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						95,000
Grants - Passthrough grants						
Total all funds	($25,002)	($5,590,878)	$500,000	$4,100,000	$100,000	$95,000
Less estimated income	(14,192)	0	0	0	100,000	0
General fund	($10,810)	($5,590,878)	$500,000	$4,100,000	$0	$95,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education Matching Grants[7]	Increases Funding for Passthrough Grants[8]	Total Senate Changes
Salaries and wages			($25,002)
Operating expenses			
Integrated formula payments			(5,090,878)
Grants - Special education contracts			
Grants - Transportation			4,100,000
Grants - Other grants			100,000
PowerSchool			
Transportation efficiency			
National board certification			

Grants - Program grants	100,000		195,000
Grants - Passthrough grants		640,000	640,000
Total all funds	$100,000	$640,000	($80,880)
Less estimated income	0	0	85,808
General fund	$100,000	$640,000	($166,688)
FTE	0.00	0.00	0.00

#1
p 5

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for integrated formula payments is adjusted to remove funding for changes made by the House affecting local revenue calculations in the formula.

[3] Funding is restored for regional education association grants to provide a total of $500,000, $300,000 less than the base budget. The House removed funding for the regional education association coordinator grants. The Senate restored the grants as annual state aid to be distributed equally to all regional education associations that exist as of July 1, 2017 rather than grants for coordinators.

[4] Funding for transportation grants is increased to provide a total of $55.4 million, $1.6 million less than the base budget.

[5] One-time funding is added from the foundation aid stabilization fund for regional education association merger grants. This program was not included in the executive recommendation or the House version.

[6] Funding for the program grant pool is adjusted to remove the free breakfast program from the grant pool ($205,000) and provide a separate grant of $200,000 for the free breakfast program in the program grants line, $5,000 less than the House version. The Senate also added $100,000 to the program grant pool to allow the Superintendent of Public Instruction to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center to provide a total of $1,630,000 from the general fund for a grant pool for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants; and
- North Dakota Leadership and Educational Administration Development Center.

In addition, the Senate added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.

[7] Funding for adult education matching grants is increased to provide a total of $3,100,000 from the general fund, $1,010,411 less than the base budget.

[8] Funding for passthrough grants is increased as follows:

	Increase	Total
Teacher mentoring	$100,000	$2,100,000
Rural art outreach project	340,000	350,000
Global Bridges	100,000	200,000
Young entrepreneur education program	30,000	30,000

Pathfinders Parent Project	70,000	70,000
Total	$640,000	$2,750,000

#1 p6

The executive recommendation included $120,000 for the Pathfinders Parent Project. The remaining passthrough grants were not funded in the executive recommendation.

This amendment also:

- Adds a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.
- Amends the section related to the distribution of transportation grants to update reimbursement rates.
- Amends the section related to the distribution of the program grant pool to adjust the total of the grant pool. The Senate added $100,000 to the grant pool for the operation and management of the North Dakota Leadership and Educational Administration Development Center and removed the free breakfast program from the grant pool ($205,000) to provide a separate appropriation for the program.
- Adds a section related to the distribution of one-time regional education association merger grants.
- Adds a section related to the distribution of regional education association grants included in the integrated formula payments line.
- Amends the section related to the distribution of passthrough grants to increase funding for certain passthrough grants.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,019,839	$4,158,772	($6,014)	$4,152,758
Operating expenses	1,713,393	1,604,075		1,604,075
Grants	2,785,500	2,109,028		2,109,028
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
FTE	29.75	28.75	0.00	28.75

Department No. 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Total Senate Changes
Salaries and wages	($6,014)	($6,014)
Operating expenses		
Grants		
Total all funds	($6,014)	($6,014)
Less estimated income	(789)	(789)
General fund	($5,225)	($5,225)
FTE	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

#1
P7

House Bill No. 1013 - School for the Deaf - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$7,291,854	$7,498,207	$90,542	$7,588,749
Operating expenses	1,925,163	1,976,543	50,000	2,026,543
Capital assets	227,174	891,678		891,678
Grants	186,900	180,000		180,000
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
FTE	45.61	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Restores 1 FTE Position[2]	Increases Funding for Operating Expenses[3]	Total Senate Changes
Salaries and wages	($9,458)	$100,000		$90,542
Operating expenses			50,000	50,000
Capital assets				
Grants				
Total all funds	($9,458)	$100,000	$50,000	$140,542
Less estimated income	(280)	0	0	(280)
General fund	($9,178)	$100,000	$50,000	$140,822
FTE	0.00	1.00	0.00	1.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] One FTE position and related funding of $100,000 is restored. The executive recommendation and House version removed 1 FTE position and related funding of $120,000.

[3] Funding for operating expenses is restored. The executive recommendation and House version reduced funding for operating expenses by $100,000.

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,554,349	$4,667,424	($6,429)	$4,660,995
Operating expenses	739,169	743,206	30,000	773,206
Capital assets	24,454	174,692		174,692
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
FTE	30.00	28.50	0.00	28.50

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

#1
p8

	Adjusts Funding for Health Insurance Increases[1]	Increases Funding for Operating Expenses[2]	Total Senate Changes
Salaries and wages	($6,429)		($6,429)
Operating expenses		30,000	30,000
Capital assets			
Total all funds	($6,429)	$30,000	$23,571
Less estimated income	(6)	0	(6)
General fund	($6,423)	$30,000	$23,577
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for operating expenses is increased. The executive recommendation and House version did not include this increase.

HB 1013 4-11-2017 att: 1

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Fiscal No. 1

Prepared by the Legislative Council staff for
Senate Appropriations Committee
April 3, 2017

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	$18,280,006	($840,830)	$17,439,176
Operating expenses	30,517,072	(352,067)	30,165,005
Integrated formula payments	1,916,640,000	18,564,163	1,935,204,163
Grants - special education	17,300,000	2,000,000	19,300,000
Grants - transportation	57,000,000	(1,600,000)	55,400,000
Grants - other grants	267,807,227	(13,644,522)	254,162,705
Grants - program grants	0	6,310,000	6,310,000
Grants - passthrough grants	0	3,018,000	3,018,000
PowerSchool	6,000,000	(500,000)	5,500,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,313,694,305	$12,954,744	$2,326,649,049
Less estimated income	624,685,766	241,141,299	865,827,065
Total general fund	$1,689,008,539	($228,186,555)	$1,460,821,984"

Page 2, replace lines 17 through 22 with:

"Salaries and wages	$4,019,839	$132,919	$4,152,758
Operating expenses	1,713,393	(109,318)	1,604,075
Grants	2,785,500	(676,472)	2,109,028
Total all funds	$8,518,732	($652,871)	$7,865,861
Less estimated income	2,438,751	(191,191)	2,247,560
Total general fund	$6,079,981	($461,680)	$5,618,301"

Page 2, remove lines 28 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$7,291,854	$296,895	$7,588,749
Operating expenses	1,925,163	101,380	2,026,543
Capital assets	227,174	664,504	891,678
Grants	186,900	(6,900)	180,000
Total all funds	$9,631,091	$1,055,879	$10,686,970
Less estimated income	1,089,210	2,109,234	3,198,444
Total general fund	$8,541,881	($1,053,355)	$7,488,526
Full-time equivalent positions	45.61	(0.00)	45.61"

Page 3, replace lines 9 through 14 with:

"Salaries and wages	$4,554,349	$106,646	$4,660,995
Operating expenses	739,169	34,037	773,206
Capital assets	24,454	150,238	174,692
Total all funds	$5,317,972	$290,921	$5,608,893
Less estimated income	569,325	645,422	1,214,747
Total general fund	$4,748,647	($354,501)	$4,394,146"

Page 3, replace lines 20 through 22 with:

"Grand total general fund	$1,708,379,048	($230,056,091)	$1,478,322,957
Grand total special funds	628,783,052	243,704,764	872,487,816
Grand total all funds	$2,337,162,100	$13,648,673	$2,350,810,773"

Page 3, line 25, replace "$1,249" with "$1,241"

Page 3, remove lines 28 through 31

Page 4, replace lines 1 and 2 with:

"Department of public instruction	$65,196	$181,686	$246,882
State library	66,885	10,100	76,985
School for the deaf	117,494	3,584	121,078
North Dakota vision services - school for the blind	82,223	70	82,293
Total	$331,798	$195,440	$527,238"

Page 4, after line 11, insert:

"Regional education association merger grants	0	100,000"

Page 4, replace lines 13 through 15 with:

"Total department of public instruction - all funds	$12,700,030	$160,100,000
Total department of public instruction - estimated income	0	160,100,000
Total department of public instruction - general fund	$12,700,030	$0"

Page 5, replace lines 1 through 3 with:

"Grand total - all funds	$13,606,030	$160,968,500
Grand total - estimated income	656,000	160,968,500
Grand total - general fund	$12,950,030	$0"

Page 5, line 20, replace "$270,000,000" with "$270,100,000"

Page 5, line 21, after "fund" insert ". Of this amount, $100,000 is for regional education association merger grants and $270,000,000 is"

Page 5, line 22, replace "$160,000,000" with "$160,100,000"

Page 5, after line 29, insert:

"**SECTION 8. EXEMPTION - ADVANCED PLACEMENT PROGRAM FUNDING.** The unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as authorized in section 32 of chapter 137 of the 2015 Session Laws to enhance the delivery of and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of program grants, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants, and to assume the operation and management of the North Dakota leadership and educational administration development center."

Page 7, line 1, replace "three" with "eleven"

Page 7, line 3, replace "Forty-eight" with "Fifty-two"

Page 7, line 5, replace "Forty-eight" with "Fifty"

Page 7, line 16, replace "Forty-eight" with "Fifty"

Page 7, line 23, replace "Twenty-eight" with "Thirty"

Page 7, line 30, replace "$1,735,000" with "$1,630,000"

Page 8, after line 17, insert:

"**SECTION 14. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION.** The line item entitled grants - other grants included in subdivision 1 of section 1 of this Act includes $100,000 from the foundation aid stabilization fund for the purpose of providing a one-time $25,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2017, and ending June 30, 2019.

SECTION 15. REGIONAL EDUCATION ASSOCIATION GRANTS - DISTRIBUTION. The line item entitled integrated formula payments included in subdivision 1 of section 1 of this Act includes $500,000 from the general fund for the purpose of providing annual grants to regional education associations for the biennium beginning July 1, 2017, and ending June 30, 2019. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge during the 2017-19 biennium are entitled to the annual grants that would have been paid to each of the member associations."

Page 9, line 22, replace "$2,378,000" with "$3,018,000"

Page 10, line 25, replace "22" with "25"

Renumber accordingly

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	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
State Library				
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
School for the Deaf				
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
Vision Services - School for the Blind				
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
Bill total				
Total all funds	$2,337,162,100	$2,350,733,554	$77,219	$2,350,810,773

Less estimated income	628,783,052	872,403,083	84,733	872,487,816
General fund	$1,708,379,048	$1,478,330,471	($7,514)	$1,478,322,957

House Bill No. 1013 - Department of Public Instruction - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$18,280,006	$17,464,178	($25,002)	$17,439,176
Operating expenses	30,517,072	30,165,005		30,165,005
Integrated formula payments	1,916,640,000	1,940,295,041	(5,090,878)	1,935,204,163
Grants - Special education contracts	17,300,000	19,300,000		19,300,000
Grants - Transportation	57,000,000	51,300,000	4,100,000	55,400,000
Grants - Other grants	267,807,227	254,062,705	100,000	254,162,705
PowerSchool	6,000,000	5,500,000		5,500,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Grants - Program grants		6,115,000	195,000	6,310,000
Grants - Passthrough grants		2,378,000	640,000	3,018,000
Total all funds	$2,313,694,305	$2,326,729,929	($80,880)	$2,326,649,049
Less estimated income	624,685,766	865,741,257	85,808	865,827,065
General fund	$1,689,008,539	$1,460,988,672	($166,688)	$1,460,821,984
FTE	99.75	91.75	0.00	91.75

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

	Adjusts Funding for Health Insurance Increases[1]	Adjusts Funding for Integrated Formula Payments[2]	Restores Funding for Regional Education Association Grants[3]	Increases Funding for Transportation Grants[4]	Adds One-time Funding for Regional Education Association Merger Grants[5]	Adjusts Funding for the Program Grant Pool[6]
Salaries and wages	($25,002)					
Operating expenses						
Integrated formula payments		(5,590,878)	500,000			
Grants - Special education contracts						
Grants - Transportation				4,100,000		
Grants - Other grants					100,000	
PowerSchool						
Transportation efficiency						
National board certification						
Grants - Program grants						95,000
Grants - Passthrough grants						
Total all funds	($25,002)	($5,590,878)	$500,000	$4,100,000	$100,000	$95,000
Less estimated income	(14,192)	0	0	0	100,000	0
General fund	($10,810)	($5,590,878)	$500,000	$4,100,000	$0	$95,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education Matching Grants[7]	Increases Funding for Passthrough Grants[8]	Total Senate Changes
Salaries and wages			($25,002)
Operating expenses			
Integrated formula payments			(5,090,878)
Grants - Special education contracts			
Grants - Transportation			4,100,000
Grants - Other grants			100,000
PowerSchool			
Transportation efficiency			
National board certification			

Grants - Program grants	100,000		195,000
Grants - Passthrough grants		640,000	640,000
Total all funds	$100,000	$640,000	($80,880)
Less estimated income	0	0	85,808
General fund	$100,000	$640,000	($166,688)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for integrated formula payments is adjusted to remove funding for changes made by the House affecting local revenue calculations in the formula.

[3] Funding is restored for regional education association grants to provide a total of $500,000, $300,000 less than the base budget. The House removed funding for the regional education association coordinator grants. The Senate restored the grants as annual state aid to be distributed equally to all regional education associations that exist as of July 1, 2017 rather than grants for coordinators.

[4] Funding for transportation grants is increased to provide a total of $55.4 million, $1.6 million less than the base budget.

[5] One-time funding is added from the foundation aid stabilization fund for regional education association merger grants. This program was not included in the executive recommendation or the House version.

[6] Funding for the program grant pool is adjusted to remove the free breakfast program from the grant pool ($205,000) and provide a separate grant of $200,000 for the free breakfast program in the program grants line, $5,000 less than the House version. The Senate also added $100,000 to the program grant pool to allow the Superintendent of Public Instruction to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center to provide a total of $1,630,000 from the general fund for a grant pool for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants; and
- North Dakota Leadership and Educational Administration Development Center.

In addition, the Senate added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.

[7] Funding for adult education matching grants is increased to provide a total of $3,100,000 from the general fund, $1,010,411 less than the base budget.

[8] Funding for passthrough grants is increased as follows:

	Increase	Total
Teacher mentoring	$100,000	$2,100,000
Rural art outreach project	340,000	350,000
Global Bridges	100,000	200,000
Young entrepreneur education program	30,000	30,000

Pathfinders Parent Project	70,000	70,000
Total	$640,000	$2,750,000

The executive recommendation included $120,000 for the Pathfinders Parent Project. The remaining passthrough grants were not funded in the executive recommendation.

This amendment also:

- Adds a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool.
- Amends the section related to the distribution of transportation grants to update reimbursement rates.
- Amends the section related to the distribution of the program grant pool to adjust the total of the grant pool. The Senate added $100,000 to the grant pool for the operation and management of the North Dakota Leadership and Educational Administration Development Center and removed the free breakfast program from the grant pool ($205,000) to provide a separate appropriation for the program.
- Adds a section related to the distribution of one-time regional education association merger grants.
- Adds a section related to the distribution of regional education association grants included in the integrated formula payments line.
- Amends the section related to the distribution of passthrough grants to increase funding for certain passthrough grants.

House Bill No. 1013 - State Library - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,019,839	$4,158,772	($6,014)	$4,152,758
Operating expenses	1,713,393	1,604,075		1,604,075
Grants	2,785,500	2,109,028		2,109,028
Total all funds	$8,518,732	$7,871,875	($6,014)	$7,865,861
Less estimated income	2,438,751	2,248,349	(789)	2,247,560
General fund	$6,079,981	$5,623,526	($5,225)	$5,618,301
FTE	29.75	28.75	0.00	28.75

Department No. 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Total Senate Changes
Salaries and wages	($6,014)	($6,014)
Operating expenses		
Grants		
Total all funds	($6,014)	($6,014)
Less estimated income	(789)	(789)
General fund	($5,225)	($5,225)
FTE	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

House Bill No. 1013 - School for the Deaf - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$7,291,854	$7,498,207	$90,542	$7,588,749
Operating expenses	1,925,163	1,976,543	50,000	2,026,543
Capital assets	227,174	891,678		891,678
Grants	186,900	180,000		180,000
Total all funds	$9,631,091	$10,546,428	$140,542	$10,686,970
Less estimated income	1,089,210	3,198,724	(280)	3,198,444
General fund	$8,541,881	$7,347,704	$140,822	$7,488,526
FTE	45.61	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adjusts Funding for Health Insurance Increases[1]	Restores 1 FTE Position[2]	Increases Funding for Operating Expenses[3]	Total Senate Changes
Salaries and wages	($9,458)	$100,000		$90,542
Operating expenses			50,000	50,000
Capital assets				
Grants				
Total all funds	($9,458)	$100,000	$50,000	$140,542
Less estimated income	(280)	0	0	(280)
General fund	($9,178)	$100,000	$50,000	$140,822
FTE	0.00	1.00	0.00	1.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] One FTE position and related funding of $100,000 is restored. The executive recommendation and House version removed 1 FTE position and related funding of $120,000.

[3] Funding for operating expenses is restored. The executive recommendation and House version reduced funding for operating expenses by $100,000.

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Base Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$4,554,349	$4,667,424	($6,429)	$4,660,995
Operating expenses	739,169	743,206	30,000	773,206
Capital assets	24,454	174,692		174,692
Total all funds	$5,317,972	$5,585,322	$23,571	$5,608,893
Less estimated income	569,325	1,214,753	(6)	1,214,747
General fund	$4,748,647	$4,370,569	$23,577	$4,394,146
FTE	30.00	28.50	0.00	28.50

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

	Adjusts Funding for Health Insurance Increases[1]	Increases Funding for Operating Expenses[2]	Total Senate Changes
Salaries and wages	($6,429)		($6,429)
Operating expenses		30,000	30,000
Capital assets			
Total all funds	($6,429)	$30,000	$23,571
Less estimated income	(6)	0	(6)
General fund	($6,423)	$30,000	$23,577
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance is adjusted to reflect the updated premium amount of $1,241 per month. Section 2 of the bill is also adjusted to reflect this change.

[2] Funding for operating expenses is increased. The executive recommendation and House version did not include this increase.

HB 1013
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4.11.17

Department of Public Instruction - Budget No. 201
House Bill No. 1013
Base Level Funding Changes

	House Version				Senate Version				Senate Changes to House Version Increase (Decrease) - House Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	99.75	$1,689,008,539	$624,685,766	$2,313,694,305	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$2,064		$2,064		$2,064		$2,064				$0
Health insurance increase		87,454	195,878	283,332		76,644	181,686	258,330		(10,810)	(14,192)	(25,002)
Removes 2 FTE positions from base budget	(2.00)	(251,576)	1	(251,575)	(2.00)	(251,576)	1	(251,575)				0
Removes additional 3 FTE positions	(3.00)	(400,462)		(400,462)	(3.00)	(400,462)		(400,462)				0
Increases funding for food service contracts			500,000	500,000			500,000	500,000				0
Reduces funding for operating expenses		(1,301,254)		(1,301,254)		(1,301,254)		(1,301,254)				0
Increases funding for cost-to-continue state school		18,864,163		18,864,163		18,864,163		18,864,163				0
Increases funding from the state tuition fund for state school aid		(86,412,905)	86,412,905	0		(86,412,905)	86,412,905	0				0
Adjusts ongoing funding from the foundation aid stabilization fund for integrated formula payments		6,053,293	(6,053,293)	0		6,053,293	(6,053,293)	0				0
Increases funding for integrated formula payments due to changes in local revenue offsets		5,590,878		5,590,878		0		0		(5,590,878)		(5,590,878)
Removes funding for regional education association coordinators		(800,000)		(800,000)		(300,000)		(300,000)		500,000		500,000
Increases funding for special education grants		2,000,000		2,000,000		2,000,000		2,000,000				0
Reduces funding for transportation aid grants		(5,700,000)		(5,700,000)		(1,600,000)		(1,600,000)		4,100,000		4,100,000
Reduces funding for various passthrough grants		(3,867,500)		(3,867,500)		(3,867,500)		(3,867,500)				0
Adjusts funding for passthrough grants				0		640,000		640,000		640,000		640,000
Reduces funding for program grants		(1,473,611)		(1,473,611)		(1,378,611)		(1,378,611)		95,000		95,000
Reduces funding for adult education grants		(1,110,411)		(1,110,411)		(1,010,411)		(1,010,411)		100,000		100,000
Adds funding for leveraging the senior year program		1,000,000		1,000,000		1,000,000		1,000,000				0
Adds funding for a leadership program		200,000		200,000		200,000		200,000				0
Reduces funding for PowerSchool		(500,000)		(500,000)		(500,000)		(500,000)				0
Transfers program and passthrough grants to separate line items				0				0				0
Removes 3 FTE programmers and researchers and transfers funding to operating expenses to contract for services	(3.00)			0	(3.00)			0				0
Total ongoing funding changes	(8.00)	($68,019,867)	$81,055,491	$13,035,624	(8.00)	($68,186,555)	$81,041,299	$12,854,744	0.00	($166,688)	($14,192)	($180,880)

One-time funding items												
Provides funding for integrated formula payments from the foundation aid stabilization fund		($160,000,000)	$160,000,000	$0		($160,000,000)	$160,000,000	$0				$0
Adds one-time funding from the foundation aid stabilization fund for regional education association merger grants				0			100,000	100,000			100,000	100,000
Total one-time funding changes	0.00	($160,000,000)	$160,000,000	$0	0.00	($160,000,000)	$160,100,000	$100,000	0.00	$0	$100,000	$100,000
Total Changes to Base Level Funding	(8.00)	($228,019,867)	$241,055,491	$13,035,624	(8.00)	($228,186,555)	$241,141,299	$12,954,744	0.00	($166,688)	$85,808	($80,880)
2017-19 Total Funding	91.75	$1,460,988,672	$865,741,257	$2,326,729,929	91.75	$1,460,821,984	$865,827,065	$2,326,649,049	0.00	($166,688)	$85,808	($80,880)

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

	House Version	Senate Version
Health insurance increase	A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.	The Senate amended the section of the bill identifying the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,241 per month.
Transfer - Department of Public Instruction fund	Adds a section to transfer $4,282,905 from the Department of Public Instruction operating account to the state tuition fund.	The Senate did not change this section.
Tuition apportionment	Amends the section related to the tuition apportionment appropriation to identify total funding of $305,546,905 provided from the state tuition fund, including $4,282,905 transferred from the department's operating account, and to appropriate any additional amount that becomes available in the state tuition fund to the department for integrated formula payments.	The Senate did not change this section.
Foundation aid stabilization fund transfer	Adds a section to identify $270 million of estimated income provided for integrated formula payments in Section 1 of the bill is provided from the foundation aid stabilization fund, of which $160 million is considered one-time funding.	The Senate did not change this section.
Exemption - Funding transfer - Special education grants and transportation grants	The House added a section to allow the Superintendent of Public Instruction to transfer $1,308,000 in general fund authority from the integrated formula payments line item to the grants - special education line item ($1.2 million) and the transportation grants line item ($108,000) during the 2015-17 biennium to fund anticipated obligations based on the special education and transportation formulas.	The Senate did not change this section.

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

	House Version	Senate Version
Exemption - Advanced placement funding		The Senate added a section to provide the unexpended amount remaining from the transfer of $1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws, to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium is not subject to the provisions of Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium, for the purpose of increasing the program grant pool provided for programs, including leveraging the senior year, leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, teacher and principal evaluation system grants, and to assume the operation and management of the North Dakota Leadership and Educational Administration Development Center.
Payments for 2015-17 biennium educational services	Amends the section that provides the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2017-19 biennium to pay claims due during the 2015-17 biennium but not filed with the department until the 2017-19 biennium. The amendment also requires those claims must be properly supported and filed with the Superintendent by June 30, 2018.	The Senate did not change this section.
Special education contract costs - Deficiency appropriation	Adds a section to provide if special education contract obligations exceed funds provided for the 2017-19 biennium, the Superintendent must request a deficiency appropriation from the 66th Legislative Assembly.	The Senate did not change this section.
Gifted and talented program funding and Medicaid matching grants	The House also included this section to provide the Department of Public Instruction use $800,000 of the 2017-19 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 the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	The Senate did not change this section.

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

	House Version	Senate Version
Transportation grants	Amends the section related to transportation grants to require the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • $1.03 per mile for schoolbuses having a capacity of 10 or more passengers. • $0.48 per mile for vehicles having a capacity of nine or fewer passengers. • $0.48 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • $0.48 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends. • $0.28 per student for each one-way trip. The amendment also removes the provision that allows the department to distribute excess funds appropriated for transportation grants.	Amends the section related to transportation grants to require the Department of Public Instruction to distribute transportation aid for the 2017-19 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • $1.11 per mile for schoolbuses having a capacity of 10 or more passengers. • $0.52 per mile for vehicles having a capacity of nine or fewer passengers. • $0.50 per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • $0.50 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends. • $0.30 per student for each one-way trip. The amendment also removes the provision that allows the department to distribute excess funds appropriated for transportation grants.
Continuing education grants	Amends the section related to the distribution of up to $75,000 from the grants - program grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.	The Senate amended this section to provide $1,630,000 for a program grant pool, but did not change the distribution of up to $75,000 from the grants - program grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per-student payments based on latest average daily membership.
Regional education association merger grants		The Senate added a section to provide for the distribution of $100,000 from the foundation aid stabilization fund for regional education association merger grants. A grant of $25,000 is provided to each regional education association that merges with another regional education association to form a single entity with a single governing board.
Regional education association grants	The House did not include funding for regional education association coordinator grants.	The Senate added a section to provide for the distribution of $500,000 from the general fund, included in the integrated formula payments line, for regional education association state aid grants. An annual grant of $31,250 is provided to each regional education association that exists as of July 1, 2017. Regional education associations that merge are entitled to the annual grants that would have been paid to each of the member associations.

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

	House Version	Senate Version
Indirect cost allocation	The House also included this section.	The Senate did not change this section.
Grants - Other grants distribution	Amends the section related to other grant reporting to provide the Superintendent will determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2018. The Superintendent must provide a report to the 2019 Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.	The Senate amended the section related to passthrough grants to adjust the total passthrough grants made available, but did not change the manner in which the Superintendent will determine how each passthrough grant is distributed. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2018. The Superintendent must provide a report to the 2019 Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.
Legislative Management study	Adds a section to provide the Legislative Management consider studying the feasibility and desirability of combining services for any or all English language learner programs, distance learning programs, regional education agencies, teacher center networks, adult learning centers, career and technical education programs, Edutech, continuing education for counselors, the North Dakota Leadership and Educational Administration Development Center, and the teacher mentoring program.	The Senate did not change this section.
Special education contract costs - Bank of North Dakota undivided profits	Adds a section to repeal Section 6-09-45 relating to a required transfer from Bank of North Dakota undivided profits for special education contract costs.	The Senate did not change this section.
2015-17 Contingent transportation appropriation repealed	Adds a section to repeal Section 13 of Chapter 49 of the 2015 Session Laws to repeal $3 million contingent transportation payments provided from excess state school aid funding during the 2015-17 biennium.	The Senate did not change this section.
Emergency clause	Adds an emergency clause to provide the section repealing 2015 Session Laws and the section allowing the Superintendent to transfer authority between various line items during the 2015-17 biennium are declared an emergency.	The Senate did not change this section.

State Library - Budget No. 250
House Bill No. 1013
Base Level Funding Changes

	House Version				Senate Version				Senate Changes to House Version Increase (Decrease) - House Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	29.75	$6,079,981	$2,438,751	$8,518,732	29.75	$6,079,981	$2,438,751	$8,518,732	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$37,239	$96,788	$134,027		$37,239	$96,788	$134,027				$0
Health insurance increase		74,972	10,889	85,861		69,747	10,100	79,847		(5,225)	(789)	(6,014)
Restores salaries and wages funding reductions during the 2015-17 biennium		161,341		161,341		161,341		161,341				0
Reduces funding from the general fund for salaries		(100,000)		(100,000)		(100,000)		(100,000)				0
Removes 1 vacant FTE education program administrator II position	(1.00)	(142,296)		(142,296)	(1.00)	(142,296)		(142,296)				0
Reduces funding for online library resources		(182,239)	82,921	(99,318)		(182,239)	82,921	(99,318)				0
Reduces funding for equipment		(10,000)		(10,000)		(10,000)		(10,000)				0
Reduces funding for aid to public libraries		(113,300)		(113,300)		(113,300)		(113,300)				0
Reduces funding for aid to public libraries to provide an additional 3 percent budget reduction		(182,172)		(182,172)		(182,172)		(182,172)				0
Removes federal funds from grants line item			(381,000)	(381,000)			(381,000)	(381,000)				0
Total ongoing funding changes	(1.00)	($456,455)	($190,402)	($646,857)	(1.00)	($461,680)	($191,191)	($652,871)	0.00	($5,225)	($789)	($6,014)
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	(1.00)	($456,455)	($190,402)	($646,857)	(1.00)	($461,680)	($191,191)	($652,871)	0.00	($5,225)	($789)	($6,014)
2017-19 Total Funding	28.75	$5,623,526	$2,248,349	$7,871,875	28.75	$5,618,301	$2,247,560	$7,865,861	0.00	($5,225)	($789)	($6,014)

Other Sections in State Library - Budget No. 250

	House Version	Senate Version
Health insurance increase	A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.	The Senate amended the section of the bill identifying the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,241 per month.
State aid to public libraries	Amends the section of the bill related to the distribution of aid to public libraries to provide that of the $1,737,528 provided for aid to public libraries, no more than one-half is to be spent during the 1st year of the biennium.	The Senate did not change this section of the bill.

School for the Deaf - Budget No. 252
House Bill No. 1013
Base Level Funding Changes

	House Version				Senate Version				Senate Changes to House Version			
									Increase (Decrease) - House Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	45.61	$8,541,881	$1,089,210	$9,631,091	45.61	$8,541,881	$1,089,210	$9,631,091	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		($78,677)	$3,211	($75,466)		($78,677)	$3,211	($75,466)				$0
Health insurance increase		8,337	249	8,586		8,337	249	8,586				0
Adds funding to correct the health insurance increase		118,335	3,615	121,950		109,157	3,335	112,492		(9,178)	(280)	(9,458)
Restores salaries and wages funding reductions made during the 2015-17 biennium		422,476		422,476		422,476		422,476				0
Adjusts funding source for salaries and wages		(400,000)	400,000	0		(400,000)	400,000	0				0
Removes one additional FTE position	(1.00)	(120,000)		(120,000)	0.00	(20,000)		(20,000)	1.00	100,000		100,000
Removes funding for teacher composite		(151,193)		(151,193)		(151,193)		(151,193)				0
Adjusts base budget funding sources for operating expenses		(489,484)	562,628	73,144		(489,484)	562,628	73,144				0
Adjusts funding for operating expenses		(300,000)	200,000	(100,000)		(250,000)	200,000	(50,000)		50,000		50,000
Restores operating expenses funding reductions made during the 2015-17 biennium			123,133	123,133			123,133	123,133				0
Removes funding for 2015-17 biennium capital assets and extraordinary repairs		(152,174)	(75,000)	(227,174)		(152,174)	(75,000)	(227,174)				0
Reduces funding for operating expenses which, when combined with the 1 FTE position removed, provides an additional 2 percent		(44,897)		(44,897)		(44,897)		(44,897)				0
Adds funding for extraordinary repairs			158,678	158,678			158,678	158,678				0
Reduces funding for interpreter grants		(6,900)		(6,900)		(6,900)		(6,900)				0
Total ongoing funding changes	(1.00)	($1,194,177)	$1,376,514	$182,337	0.00	($1,053,355)	$1,376,234	$322,879	1.00	$140,822	($280)	$140,542
One-time funding items												
Adds funding to replace Fargo office interactive video network equipment			$10,000	$10,000			$10,000	$10,000				$0
Adds funding to replace kitchen equipment			12,000	12,000			12,000	12,000				0
Adds funding to replace lawn tractor			16,000	16,000			16,000	16,000				0
Adds funding for a portion of the master facility repairs			675,000	675,000			675,000	675,000				0
Adds funding for a database software program			20,000	20,000			20,000	20,000				0
Total one-time funding changes	0.00	$0	$733,000	$733,000	0.00	$0	$733,000	$733,000	0.00	$0	$0	$0
Total Changes to Base Level Funding	(1.00)	($1,194,177)	$2,109,514	$915,337	0.00	($1,053,355)	$2,109,234	$1,055,879	1.00	$140,822	($280)	$140,542
2017-19 Total Funding	44.61	$7,347,704	$3,198,724	$10,546,428	45.61	$7,488,526	$3,198,444	$10,686,970	1.00	$140,822	($280)	$140,542

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

	House Version	Senate Version
Health insurance increase	A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.	The Senate amended the section of the bill identifying the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,241 per month.
Higher education interpreter grant program	A section is included to provide that $180,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2017-19 biennium. Funding appropriated for this program is not subject to Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.	The Senate did not change this section of the bill.
School for the Deaf special fund	A section is added to create a new section to Chapter 25-07 to establish a special fund for the School for the Deaf. All money 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 and used pursuant to legislative appropriation for services.	The Senate did not change this section of the bill.

North Dakota Vision Services - School for the Blind - Budget No. 253
House Bill No. 1013
Base Level Funding Changes

	House Version				Senate Version				Senate Changes to House Version Increase (Decrease) - House Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2017-19 Biennium Base Level	30.00	$4,748,647	$569,325	$5,317,972	30.00	$4,748,647	$569,325	$5,317,972	0.00	$0	$0	$0
2017-19 Ongoing Funding Changes												
Base payroll changes		$175,148	$16,450	$191,598		$175,148	$16,450	$191,598				$0
Health insurance increase		91,508	76	91,584		85,085	70	85,155		(6,423)	(6)	(6,429)
Removes a .5 FTE position and restores funding for salaries and wages	(0.50)	105,800		105,800	(0.50)	105,800		105,800				0
Removes 1 FTE teacher position	(1.00)	(154,216)		(154,216)	(1.00)	(154,216)		(154,216)				0
Removes funding for teacher composite		(121,691)		(121,691)		(121,691)		(121,691)				0
Adjusts funding for operating expenses		(250,173)	254,210	4,037		(220,173)	254,210	34,037		30,000		30,000
Adjusts funding source agencywide		(200,000)	200,000	0		(200,000)	200,000	0				0
Removes funding for 2015-17 biennium extraordinary repairs		(24,454)		(24,454)		(24,454)		(24,454)				0
Adds funding for 2017-19 biennium extraordinary repairs			39,192	39,192			39,192	39,192				0
Total ongoing funding changes	(1.50)	($378,078)	$509,928	$131,850	(1.50)	($354,501)	$509,922	$155,421	0.00	$23,577	($6)	$23,571
One-time funding items												
Adds funding for special assessments			$10,000	$10,000			$10,000	$10,000				$0
Adds funding for HVAC upgrade			27,000	27,000			27,000	27,000				0
Adds funding to replace water line, rooftop air unit, and update reception			98,500	98,500			98,500	98,500				0
Total one-time funding changes	0.00	$0	$135,500	$135,500	0.00	$0	$135,500	$135,500	0.00	$0	$0	$0
Total Changes to Base Level Funding	(1.50)	($378,078)	$645,428	$267,350	(1.50)	($354,501)	$645,422	$290,921	0.00	$23,577	($6)	$23,571
2017-19 Total Funding	28.50	$4,370,569	$1,214,753	$5,585,322	28.50	$4,394,146	$1,214,747	$5,608,893	0.00	$23,577	($6)	$23,571

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

	House Version	Senate Version
Health insurance increase	A section is added to identify the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,249 per month.	The Senate amended the section of the bill identifying the appropriation provided to fund increases in employee health insurance premiums from $1,130 to $1,241 per month.
School for the Blind - Fees deposited in operating fund	The House did not change this section related to the deposit of fees for services into the School for the Blind operating fund.	The Senate did not change this section of the bill.
School for the Blind special fund	A section is added to create a new section to Chapter 25-06 to establish a special fund for the School for the Blind. All money received pursuant to Section 2 of Article IX of the Constitution of North Dakota, contributions, and revenues received from the provision of services and from the lease of buildings and land must be deposited in the fund and used pursuant to legislative appropriation for services.	The Senate did not change this section of the bill.

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Title.

Prepared by the Legislative Council staff for
Representative Beadle
April 6, 2017

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

That the Senate recede from its amendments as printed on pages 1438-1445 of the House Journal and pages 1158-1165 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 5, replace "section" with "sections"

Page 1, line 5, after "6-09-45" insert "and 15.1-06-04.1"

Page 1, line 7, after "Dakota" insert ", a school district calendar limitation,"

Page 10, line 23, replace "Section" with "Sections"

Page 10, line 23, after "6-09-45" insert "and 15.1-06-04.1"

Page 10, line 23, replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment repeals North Dakota Century Code Section 15.1-06-04.1, relating to a school calendar limitation.

HB 1013
4-13-17
#2

17.0498.02004
Title.

Prepared by the Legislative Council staff for
Representative Beadle
April 6, 2017

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

That the Senate recede from its amendments as printed on pages 1438-1445 of the House Journal and pages 1158-1165 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 8, remove the second "a"

Page 1, line 8, replace "study" with "studies"

Page 10, after line 7, insert:

"**SECTION 19. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT CALENDAR REQUIREMENTS.** During the 2017-18 interim, the legislative management shall consider studying statutory requirements placed on school district calendars, including the feasibility and desirability of providing more flexibility to school districts preparing their academic calendars and advantages and disadvantages of allowing more flexibility in school district calendars. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-sixth legislative assembly."

Page 10, line 25, replace "22" with "23"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment provides for a study of the statutory requirements placed on school district calendars, including the feasibility and desirability of providing more flexibility to school districts preparing their academic calendars and advantages and disadvantages of allowing more flexibility in school district calendars.

HB 1013 4-18-2017 att 1

STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2017-19 BIENNIUM BASE BUDGET,
REVISED EXECUTIVE BUDGET, AND HOUSE, SENATE AND CONFERENCE COMMITTEE VERSIONS

	2017-19 Base Budget	2017-19 House Version	2017-19 Senate Version	2017-19 Conference Committee	2017-19 Legislative Appropriation Increase (Decrease) Compared to House Version	2017-19 Legislative Appropriation Increase (Decrease) Compared to Senate Version
State school aid program						
State school aid - Integrated formula payments	$1,916,640,000	$1,940,295,041	$1,935,204,163	**$1,935,204,163**	($5,090,878)	$0
Transportation aid payments	57,000,000	51,300,000	55,400,000	**55,400,000**	4,100,000	0
Rapid enrollment grants					0	0
Special education - Contracts	17,300,000	19,300,000	19,300,000	**19,300,000**	0	0
Total - State school aid program	$1,990,940,000	$2,010,895,041	$2,009,904,163	**$2,009,904,163**	($990,878)	$0
General fund	$1,655,752,707	$1,435,348,136	$1,434,357,258	**$1,409,357,258**	($25,990,878)	($25,000,000)
Foundation aid stabilization fund	116,053,293	270,000,000	270,000,000	**295,000,000**	25,000,000	25,000,000
State tuition fund	219,134,000	305,546,905	305,546,905	**305,546,905**	0	0
Total	$1,990,940,000	$2,010,895,041	$2,009,904,163	**$2,009,904,163**	($990,878)	$0
Other program grants - General fund						
Adult education matching grants	$4,110,411	$3,000,000	$3,100,000	**$3,100,000**	$100,000	$0
School food services matching grants	1,380,000	1,380,000	1,380,000	**1,380,000**	0	0
Leveraging the Senior Year		0	0	**0**	0	0
Leadership program		0	0	**0**	0	0
Continuing education grants	150,000	0	0	**0**	0	0
Preschool continuing education grants	150,000	0	0	**0**	0	0
Curriculum alignment grants	100,000	0	0	**0**	0	0
Teacher and principal evaluation system	240,000	0	0	**0**	0	0
Free breakfast program	205,000	0	200,000	**200,000**	200,000	0
Medicaid matching grants	163,611	0	0	**0**	0	0
School district safety grants		0	0	**0**	0	0
English language learner grants	1,000,000	0	0	**0**	0	0
Program grant pool		1,735,000	1,630,000	**1,530,000**	(205,000)	(100,000)
Total - Other program grants - General fund	$7,499,022	$6,115,000	$6,310,000	**$6,210,000**	$95,000	($100,000)
Other grants - Other funds						
Federal grants	$253,837,705	$253,837,705	$253,837,705	**$253,837,705**	$0	$0
Governor's School program		0	0	**220,000**	220,000	220,000
Regional education association merger grants		0	100,000	**100,000**	100,000	0
Displaced homemaker program	225,000	225,000	225,000	**225,000**	0	0
Total - Other grants - Other funds	$254,062,705	$254,062,705	$254,162,705	**$254,382,705**	$320,000	$220,000
Total state school aid and other grants - All funds	$2,252,501,727	$2,271,072,746	$2,270,376,868	**$2,270,496,868**	($575,878)	$120,000

	2017-19 Base Budget	2017-19 House Version	2017-19 Senate Version	2017-19 Conference Committee	2017-19 Legislative Appropriation Increase (Decrease) Compared to House Version	2017-19 Legislative Appropriation Increase (Decrease) Compared to Senate Version
Agency administration and other passthrough grants						
Administration - General fund	$13,361,310	$11,497,536	$11,486,726	**$11,486,726**	($10,810)	$0
Administration - Other funds	35,435,768	36,131,647	36,117,455	**36,117,455**	(14,192)	0
Total - Agency administration	$48,797,078	$47,629,183	$47,604,181	**$47,604,181**	($25,002)	$0
Teacher center network	$360,000	$0	$0	**$0**	$0	$0
North Dakota LEAD Center	267,500	0	0	**0**	0	0
Governor's School program	460,000	0	0	**0**	0	0
National writing projects	193,000	20,000	20,000	**20,000**	0	0
Rural art outreach project	435,000	10,000	350,000	**350,000**	340,000	0
North Central Council for Educational Media Services	535,000	238,000	238,000	**238,000**	0	0
Mentoring program	2,700,000	2,000,000	2,100,000	**2,050,000**	50,000	(50,000)
Global Bridges (Atlantik-Brucke) exchange	250,000	100,000	200,000	**200,000**	100,000	0
Young entrepreneur education program	100,000	0	30,000	**30,000**	30,000	0
"We the People" program	25,000	10,000	10,000	**10,000**	0	0
Prekindergarten space grants	125,000	0	0	**0**	0	0
Gearing Up for Kindergarten	675,000	0	0	**0**	0	0
Pathfinders Parent Project	120,000	0	70,000	**0**	0	(70,000)
PowerSchool	6,000,000	5,500,000	5,500,000	**5,500,000**	0	0
Transportation effeciency	30,000	30,000	30,000	**30,000**	0	0
National board certification	120,000	120,000	120,000	**120,000**	0	0
Total - Other passthrough grants - General fund	$12,395,500	$8,028,000	$8,668,000	**$8,548,000**	$520,000	($120,000)
Total - Agency administration and other passthrough grants - All funds	$61,192,578	$55,657,183	$56,272,181	**$56,152,181**	$494,998	($120,000)
Total Department of Public Instruction - All funds	$2,313,694,305	$2,326,729,929	$2,326,649,049	**$2,326,649,049**	($80,880)	$0
General fund	$1,689,008,539	$1,460,988,672	$1,460,821,984	**$1,435,601,984**	($25,386,688)	($25,220,000)
General fund - Insufficient authority in executive		0	0	**0**	0	0
Total - General fund	$1,689,008,539	$1,460,988,672	$1,460,821,984	**$1,435,601,984**	($25,386,688)	($25,220,000)
Other funds	$624,685,766	$865,741,257	$865,827,065	**$891,047,065**	$25,305,808	$25,220,000
Other funds - Excess authority in executive budget		0	0	**0**	0	0
Total - Other funds	$624,685,766	$865,741,257	$865,827,065	**$891,047,065**	$25,305,808	$25,220,000
Total	$2,313,694,305	$2,326,729,929	$2,326,649,049	**$2,326,649,049**	($80,880)	$0
FTE positions	99.75	91.75	91.75	**91.75**	0.00	0.00