

K12 COORDINATION COUNCIL

MAXIMIZING IMPACT

2021 REPORT



REPORT TO:

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

WHAT'S INSIDE

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1 LETTER FROM THE CHAIRMAN

“Once upon a time there was a meeting of minds. The sun and the moon made a deal with the sky. One would take the morning and the other the night. Together they would blanket the sky with light. But the moon had a shadow. He felt like a liar. The sun was the only one who carried the fire. The sun saw this. She kept on glowing. Bound to the moon never saying you owe me. ‘I will shine on you.’”

-Jason Mraz

This past year gave the state of North Dakota and its education system challenges that we have never experienced. New buzzwords, terms, and approaches were introduced that forced educators and elected officials to make decisions more rapidly than ever before. Learning loss, recovery, virtual engagement, and theories abounded; oftentimes making it harder than ever to think about what is best for students instead of adults.

The ND K12 Education Coordination Council was created to think through these changes; innovations, duplications, replications. In short, what works best for ND students. After making countless decisions to begin operationalizing the Council (which and when do members get compensated for contribution, how does voting need to occur, frequency of subcommittee meetings, etc) the representatives of many of the educational agencies in ND are coordinating in meaningful ways.

In this report you will read about the countless ways that we have shifted the way in which we function, including a redesign of our subcommittees to not only take on the tasks outlined by the legislature, but also help to discern and share the effective ways for schools to create our next great generation of ND citizens. Elected officials, agency leaders, and school representatives are taking the charge seriously to affect change in ways that will bolster the education system in our great state of ND.

It is imperative in coordination to find our lanes, drive in our lanes, and, when someone else’s headlights are out, shine ours in their lane. We are still working diligently to find common ground, to have pertinent and difficult discussions, and make recommendations that provide the greatest opportunities for students. After all, this Council was created to bring leaders together to find ways to work together for the betterment of education.
















As you read through this report, please take note of the time, dedication, and energy that has gone into the work of this last year. Council members are all volunteers who, when not engaging in Council business, are working daily to create lasting change for their own agency, school, or representative group. During our time together, they must shift their perspective from their smaller agency or school to that of the whole of North Dakota. When we do this; when we make decisions that will create the environment for success in ND, it sometimes means that we will have to work a little harder, and give a little more. But in this way, when we collaborate seeking synergy, we really can blanket the world in light. Instead of waiting for our time to shine, we just may need to do it by shining on one another.








Sincerely,
Luke Schaefer
K12 Coordination
Council Chairman

2 INTRODUCTION TO THE K12 EDUCATION COORDINATION COUNCIL

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

 Gov. Doug Burgum 9/5/2019-8/31/2023	 Kirsten Baesler State Superintendent of Public Instruction 9/5/2019-8/31/2023	 Luke Schaefer Council Chairman, Regional Education Association Director 9/5/2019-8/31/2023	 Nick Archuleta ND United President 9/5/2019-8/31/2023	 Mark Bluestone Sr. Tribal School Representative 9/1/2021-8/31/2025
 Dr. Aimee Copas ND Council of Educational Leaders President 9/5/2019-8/31/2023	 State Sen. Kyle Davison Senate Majority Appointed	 Brandt Dick ND Small Organized Schools Board Member 9/11/2019-8/31/2023	 Dr. Jeff Fastnacht State Board for Career & Technical Education 7/20/2020-8/31/2023	 Dr. Rupak Gandhi Public School Administrator Representative 9/5/2021-8/31/2023
 State Rep. Pat Heinert House Majority Appointed	 Kevin Hoherz Public School Principal Association 9/5/2019-8/31/2022	 Karl Lembke ND School Boards Association 4/1/2021-8/31/2023	 April Foth ND School Counselor Association 7/1/2020-8/31/2023	 State Sen. Erin Oban House & Senate Minority Appointed
 Michelle Strand Public School Teacher Representative 9/5/2019-8/31/2023	 Melissa Vollmer Special Education Unit Representative 9/5/2019-8/31/2022	 Dr. Jennifer Weber Statewide Longitudinal Data System Committee 9/5/2019-8/31/2021		

KEY CONTRIBUTORS

 Dr. Ellie Shockley North Dakota University System	 Wayde Sick Career & Technical Education Director	 Maria Neset Office of the Governor Policy Advisor	 Alexis Baxley School Boards Association Executive Director	 Dawn Ulmer Career & Technical Education Strategic Project Manager
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COUNCIL RESPONSIBILITIES & OPERATIONS

THE 2020-2021 K12 EDUCATION COORDINATION COUNCIL WAS TASKED WITH THE FOLLOWING:



Identify opportunities for greater collaboration among the State of North Dakota's educational entities and stakeholders.



Review the effectiveness and efficiency of access and delivery of education services.



Evaluate education trends.



Recommend policy changes.

➤ BREAKING DOWN THE TASK



Identify Emerging Trends



Statewide Strategic Vision



Review Current Processes to Identify Improvements

➤ DELIVERABLES



Recommend Learning Continuum Policy to State Board of Education



Consultation & Collaboration With the Department of Public Instruction Study on Assessment Systems



Review Alternative Education Certification



2021

TIMELINE

➤ JANUARY–APRIL

- Website collaboration with North Dakota Department of Commerce

➤ JANUARY

- **January 29 - Joint Subcommittee Meeting**
Open Discussion About Any Education Legislation That Members Had Questions or Concerns With

➤ MARCH

- Career Awareness & Exploration & Development Subcommittee Meeting
- **March 23 - Full Council Meeting**

➤ MAY

- **May 13 - Full Council Meeting**

➤ JUNE

- **June 18 - Full Council Meeting**
- New Subcommittees and Committees Proposed and Named That Align Stronger With the Legislative Tasks Required
- Budget Passed
- The Vice Chair Role Was Established
- Presentation Was Coordinated to Be Presented at the Governor's Education Summit

➤ JULY

- Executive Committee Meeting

➤ AUGUST

- Support & Innovation Subcommittee Meeting
- Executive Committee Meeting
- Legislative Approval Initiatives Subcommittee Meeting
- Statewide Projects, Duplication & Replication Subcommittee Meeting
- Strategic Themes Subcommittee Meeting

➤ SEPTEMBER

- Support & Innovation Subcommittee Meeting
 - Scope of Work defining "Innovation" Was Defined
- Executive Committee Meeting
- Legislative Approval Initiatives Subcommittee Meeting
- Statewide Projects, Duplication & Replication Subcommittee Meeting
 - Statewide Education Program Inventory Drafted
 - Program Self Evaluation Adopted
- 3 Strategic Themes Subcommittee Meetings

➤ OCTOBER

- Executive Committee Meeting
- Legislative Approval Initiatives Subcommittee Meeting
- Statewide Projects, Duplication & Replication Subcommittee Meeting
 - First Program Review conducted
- 2 Strategic Themes Subcommittee Meetings

> **NOVEMBER**

- Review of Initiatives Subcommittee Meeting
- Support & Innovation Subcommittee Meeting
- Executive Committee Meeting
- **November 23 - Full Council Meeting**
 - Statewide Learning Continuum Recommendation Provided to the State Board of Education
 - 3 Strategic Themes Goals Were Adopted by the Council
 - Operations & Guidelines Further Amended and Approved by the Council
 - The BHERO Program Was Highlighted and Recommended to Be Shared by All Council Members

> **DECEMBER**

- Executive Committee Meeting
- Support & Innovation Subcommittee Meeting
 - First Review of Innovation Waiver Conducted
- Legislative Approval Initiatives Subcommittee Meeting
- Statewide Projects, Duplication & Replication Subcommittee Meeting
- 3 Strategic Themes Subcommittee Meetings
- Comments From Council Members Were Accepted and Provided to the Department of Public Instruction on the Proposed Rules for 67-31-01, Professional Development for Grades Kindergarten Through Three Reading

2022 **TIMELINE**

> **JANUARY**

- **January 11 - Full Council meeting**
Topics: Council Membership and Duties Recommendations, Annual Report Review, Strategic Themes Final Goal Recommendations

> **MARCH**

- 1st Innovation Waiver Review "Road Show"

> **APRIL**

- 2nd Innovation Waiver Review "Road Show"
- Joint Interim Policy

> **AUGUST/SEPTEMBER**

- Full Council Meeting

> **NOVEMBER:**

- Full Council Meeting

EXECUTIVE COMMITTEE

The Executive Committee was formed to assist the Chair in guiding the work of the subcommittees and shape the recommendations of the K12 Coordination Council Committee & Subcommittee Structure & Operations. This strategy has proven to provide an avenue for follow up or further action to be administered from the full council meetings. Additionally, this provides an opportunity to review the progress of the subcommittees and create an avenue of redirection if an additional committee needs to be created.

Chair

- Luke Schaefer, Council Chairman and Regional Education Association Director

Members

- Dr. Rupak Gandhi, Public School Administrator Representative
- Maria Neset, Office of the Governor Policy Advisor
- State Sen. Kyle Davison, Senate Majority Appointed
- Kirsten Baesler, State Superintendent of Public Instruction
- Melissa Vollmer, Special Education Unit Representative



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SUBCOMMITTEE OPERATIONS & COUNCIL RECOMMENDATIONS



Chair

- Kirsten Baesler, State Superintendent of Public Instruction

Members

- Maria Neset, Office of the Governor Policy Advisor
- Melissa Vollmer, Special Education Unit Representative
- Jeff Fastnacht, State Board for Career & Technical Education

Ex-Officio Members

- Wayde Sick, Career & Technical Education Director
- Dawn Ulmer, Career & Technical Education Strategic Project Manager

Priority/Legislative Mandate:

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

Expected Outcome(s):

- All strategic vision goals have been assigned a measurable outcome approved by the Council by January 2022.

Activity/Strategy/Input

1. The Working Group will meet once per month (August-December) to be facilitated by REL and make recommendations to the subcommittee.
2. The Subcommittee will meet twice per month to make recommendations to the full K12 Council.
3. The subcommittee will determine a process to evaluate progress of the statewide strategic vision.

Evaluation

- The Strategic Vision has measurable numbers for every goal by January 30, 2022.

“This committee worked very effectively together, and because of its unique responsibility, they needed to meet twice as frequently to set these important goals within the timeframe set. The work that isn’t seen is the integrity and mindfulness in determining baseline data and how the data will be realistically measured in the future. I am very grateful for their commitment and strong sense of ethics.”



Kirsten Baesler
State Superintendent
of Public Instruction

The committee has met six times since August for an hour and a half, doing double the work that was asked of one meeting per month. Thank you to the committee for the extra work.

All three adopted were slightly modified from what the working group presented. This demonstrates the difficulty in setting the goals in addition to the level of detail and scrutiny of all individuals who have participated in the goals presented. The common theme was a struggle between finding aspirational goals that give confidence that every child has the tools they need to succeed in life - balanced with the reality of what we are asking the field to focus on these data points and achieve more in a realistic way. It was agreed upon that if it isn’t a realistic goal, it shouldn’t exist. When aspirational goals are set, it should be executed with the purpose of not doing what we’ve always done and that can be daunting. REL Central at Marzano shared some goals from several other states, including Colorado, Utah, and Alaska to give the committee an idea of what other states are striving for.

ADOPTED GOALS

Long-Term Outcome:

“Increase students who graduate Choice Ready.”

Approved Aspirational Goal:

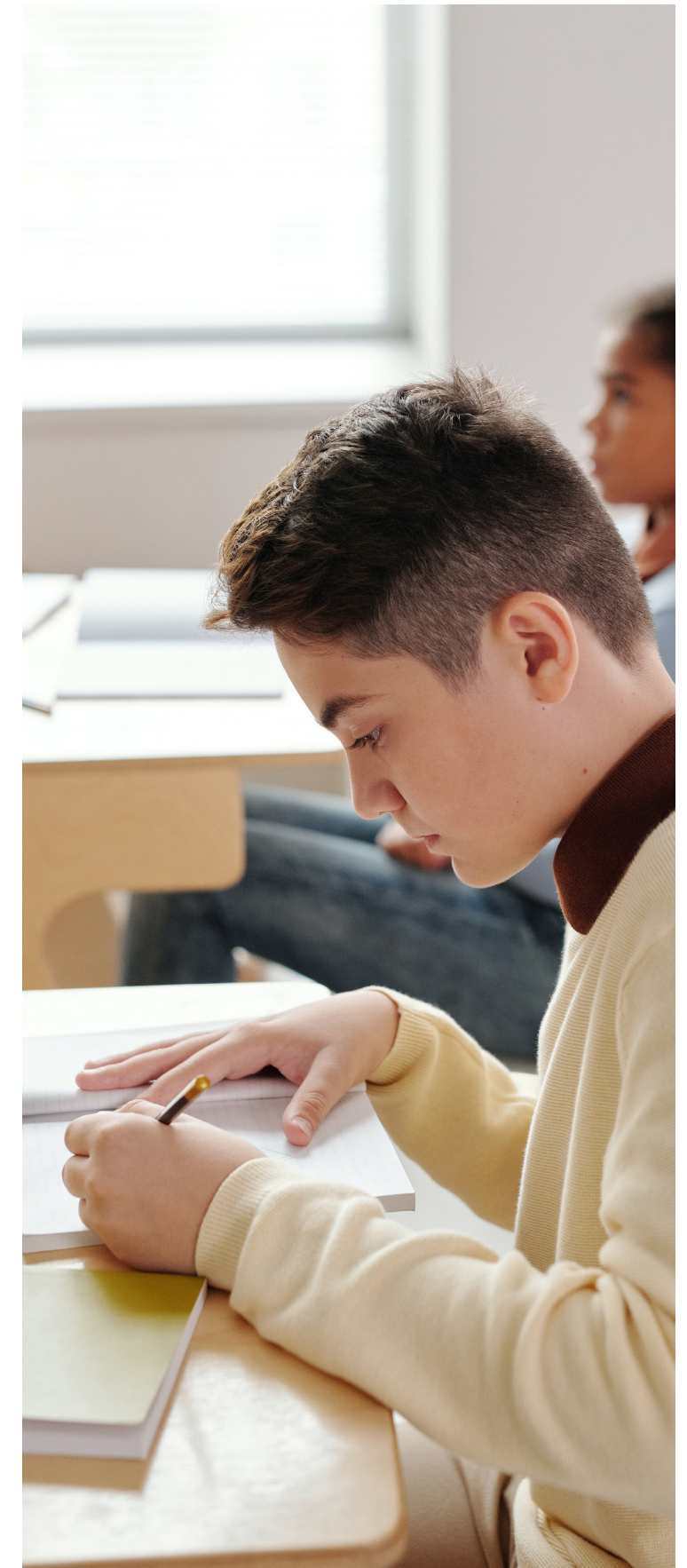
“By the 2029/30 school year, all students graduating high school with the traditional diploma will graduate Choice Ready. The Choice Ready rate will increase 5.4% each school year for 10 years to match the traditional graduation rate.”

Long-Term Outcome:

“Increase students who demonstrate reading proficiency in 3rd grade” Approved aspirational goal: “By the 2025/26 school year, the percentage of students who are proficient or above on the NDSA reading subdomains will double from the 2020/21 school year.”

Long-Term Outcome:

“Reduce the disparity in achievement for students in poverty and for Native American students.” Approved aspirational goal: “Reduce the amount of students in Novice and Partially Proficient for Native American and Low Income students by 25% each year for 5 years.”





STATEWIDE PROJECTS, DUPLICATION, AND REPLICATION SUBCOMMITTEE

Chair

- Karl Lembke, ND School Boards Association

Members

- Nick Archuleta, ND United President
- Brandt Dick, ND Small Organized Schools Board Member
- Mark Bluestone Sr., Tribal School Representative

Ex-Officio Members

- Wayde Sick, Career & Technical Education Director
- Dawn Ulmer, Career & Technical Education Strategic Project Manager

“This committee has done an exceptional job around creating themes and priorities to begin a review process that is practical and reasonable. Finding the balance between duplications, and when successful programs should be replicated or expanded is not easy; however awareness of the programs is the key first step to making a more efficient and effective education system.”



Karl Lembke
ND School Boards Association

Priority/Legislative Mandate:

- Perform a continuous review of the effectiveness and efficiency of access and delivery of education services and programs in the state.
 - Determine a schedule of programs to review. Once the schedule has been approved, a process for evaluation may include 1.) Review of program outcomes, 2.) Current evaluation, 3.) Recommendations for improvement.
- 1. Identify opportunities for increased collaboration among state education entities and stakeholders.
- 2. Identify gaps or duplications in education services and programs and provide recommendations for addressing those gaps or duplications.

Expected Outcome(s):

- A schedule of program review and criteria is established.
- One program per month is reviewed.

Activity/Strategy/Input:

- Monthly Subcommittee Meetings.

DEFINING QUESTIONS & DISCUSSIONS

What programs should be selected?

The committee brainstormed a variety of themes in education. The beginning list was: Reading, Mental Health/Behavioral Health/Social Emotional Learning, Math, Food Services, Counseling, Professional Development, Education Workforce Recruitment, Delivery of Education, Kindergarten Readiness, College Readiness (dual credit/ap to be inserted in this category, Career Readiness, Retention, Native American Programs, Family Engagement, Community Schools. Four themes were identified to begin an inventory of all statewide funded programs (see Statewide Education Inventory document). The Committee agreed to review the programs from the initial list, and pick a program to review.

The committee chose the following programs to review from October-May: CTE New Teacher Visits, CTE New Teacher Interviews, CTE Transitions to Teaching, Virtual Delivery of Education (Center for Distance Education, Virtual Centers), Behavioral Health (multiple programs), AP, Dual Credit and College Ready English and Math (CREAM).

What are the metrics to define a program's success?

The committee agreed for each program selected to conduct and present a self-evaluation (See K12 Council Self Evaluation document) to report to the subcommittee for the purpose of starting conversation. The subcommittee stressed this process is not intended to be a “gotcha” moment, but rather an opportunity for the program to educate and tell the story of program’s impact and opportunities.

What is the process the K12 Council will use to review and make recommendations for improvement? How does the subcommittee provide recommendations to address (as per legislation):

- Opportunities for increased collaboration among state education entities and stakeholders.
- Gaps or duplications in education services and programs.

Process to evaluate and recommend:

1. A statewide program inventory is established organized by education theme.
2. The subcommittee selects a program each month.
3. The program completes a self evaluation.
4. The program presents the information to the subcommittee the following month.
5. The committee discusses the program and determines the best strengths, opportunities for collaborations and identifies duplications or gaps.
6. The subcommittee presents it’s findings to the full K12 Council for discussion.

STATEWIDE EDUCATIONAL INVENTORY

A statewide education inventory was started and has the opportunity to serve as a solid resource for individuals looking to understand the resources available by category. This inventory is the beginning of highlighting the resources that are available and through various statewide entities.





**K12 COUNCIL
INNOVATION
PROGRAM REVIEW**

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The first innovation program review was conducted in November, highlighting the innovation waiver at Bismarck Public Schools.

EMPOWER(ED) AT BISMARCK PUBLIC SCHOOLS CAREER ACADEMY

Program Background:

The Innovation Pathway is a personalized path to graduation based on who learners are and how they learn best. The intent of the Innovation Pathway is to create personalized learning opportunities for learners to earn core subject credits through leveraging connections between CTE coursework, authentic community projects, and personal inquiry. The following outline for the co-creation of these experiences was laid out in the initial implementation proposal:

- Personalized, authentic learning experiences rooted in the learners’ passions and goals.
- A team approach to co-constructing learning inclusive of learners, learning facilitators, families and community partners.
- Multiple options for learning environments including, but not limited to:
 - Traditional class environments
 - Online and blended learning
 - Small-group seminars
 - School and community embedded projects
 - Learner directed Individual and collaborative work and learning
 - Learner curation of a portfolio of experiences

Metrics for Determining Success:

Have the students in the pathway demonstrated proficiency and/or growth in the following areas:

- Career Ready Scores
- Traditional Scores
- Attendance
- Behavior Reports
- Community Engagement
- Learner self-confidence, self-care, perseverance, goal setting

Number of Students Served: 38 (Beta implementation year).

Number of Teachers Served: 4 (two full-time, two part-time).

Total Cost of Program: No costs external to traditional implementation (Teacher FTEs, per pupil funding).

Cost Per Student or Cost Per Teacher: No costs external to traditional implementation.

Sources of Funding: District funds, Grant funds, Title II, Title IV.

List Any Partners, Please Denote Financial Partners With an (F): Various community project partners; Iowa Big; NewboCo.

PROGRAM SWOT ANALYSIS

Strengths:

The strength of the model include a focus on personalized authentic learning that is community embedded. The model provides efficiencies for learners to leverage their time in meaningful ways to add value to the Bismarck community while still meeting school and graduation requirements.

Opportunities:

The model provides opportunities for BPS to leverage over a decade’s worth of investment in capacities around standards-based education, and problem/inquiry-based learning.

The model has the potential to provide opportunities for personalized, competency-based education in authentic environments for learners to reach deeper levels of core knowledge and skills in the CTE or elective study areas of their choice, and would integrate well with a competency framework system for graduation.

Weaknesses:

Like any new model, there is a learning curve or implementation dip as mindsets change and systems are adjusted to accommodate the innovation. Significant systemic changes to schedules and systems for tracking learning may be necessary to implement the model at scale.

Threats:

While BPS is by and large an innovative and forward thinking district, there exists in some environments both within and without some institutional inertia that could be detrimental to growing the model. Additionally, the model is predicated on high levels of community involvement, and it will be important to maintain a mutually beneficial relationship between the school(s) and community partners in order to sustain longevity.



REVIEW OF INITIATIVES SUBCOMMITTEE

Chair

- Dr. Jennifer Weber, Statewide Longitudinal Data System Committee

Members

- State Sen. Erin Oban, House & Senate Minority Appointed
- Michelle Strand, Public School Teacher Representative
- Dr. Aimee Copas, ND Council of Educational Leaders President

“This committee structure and group of stakeholders is an excellent resource for individuals with new ideas for policy or programs to receive feedback, support and find opportunities for collaboration.”



Dr. Jennifer Weber
Statewide Longitudinal
Data System Committee

Priority/Legislative Mandate:

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

Expected Outcome(s):

- Committee will review new initiatives to recommend for further support.

Activity/Strategy/Input:

- Meetings at the call of the subcommittee chair to review initiatives and/or programs.

On November 15, 2021 the committee heard a presentation from BHERO (Behavioral Health Education Resources and Opportunities)

RECOMMENDATIONS:

Short Term:

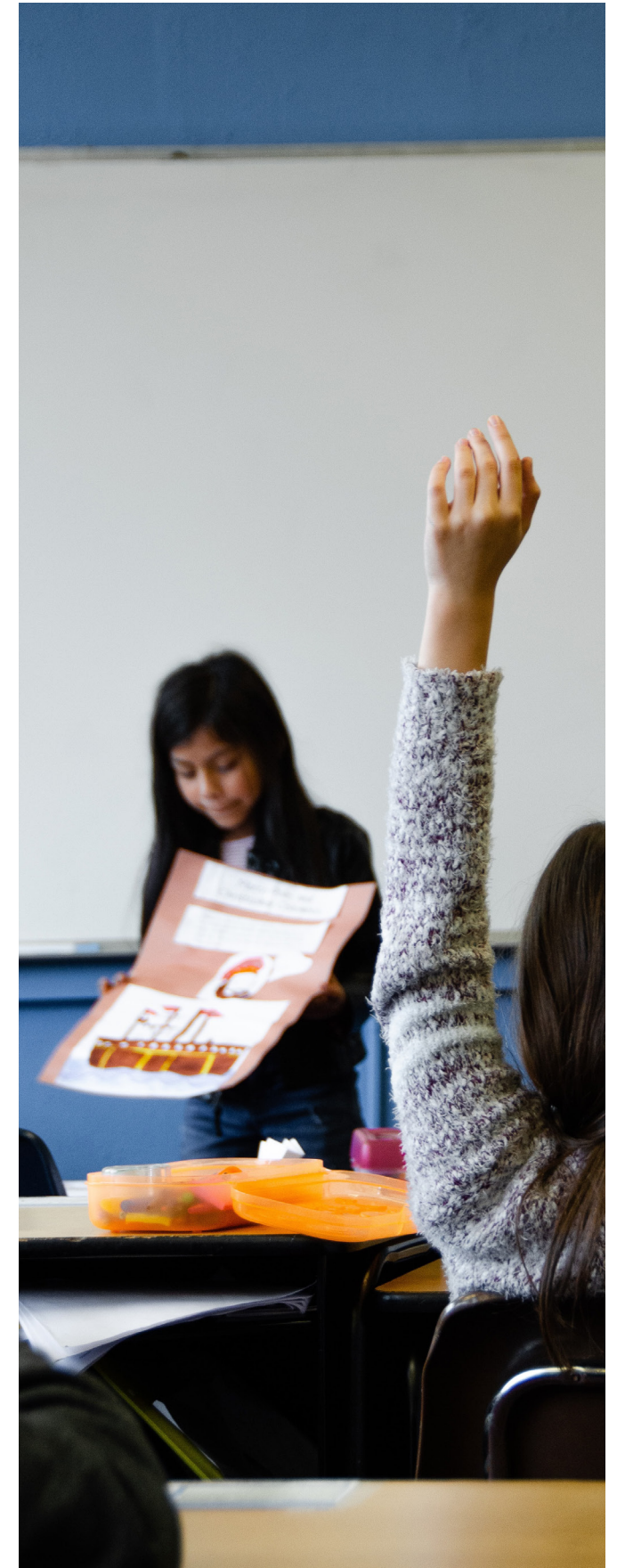
1. A similar presentation will be scheduled with NDCEL and BHERO to shine a light on the resources and provide potential solutions for schools needing behavioral health resources.
2. Encourage all education organizations that are part of the Council to invite BHERO representatives in for a presentation.

Medium Term:

3. Identify barriers to the facilitation of the collaboration efforts and seek solutions within the stakeholders of the K12 Coordination Council.
4. Recommend the BHERO presentation is evaluated as part of the Behavioral Health program review in the Statewide Projects, Duplication, & Replication Subcommittee.
5. Explore conducting an environmental scan of the schools engaged with BHERO and the efforts provided by the Department of Human Services for the integration of education and behavioral health.

Long Term:

1. Focus one Council meeting on behavioral health solutions with the collaboration of the work from the subcommittees working on behavioral health programing. (Support and Innovation & Statewide Projects, Duplication, & Replication Subcommittee.)





SUPPORT AND INNOVATION SUBCOMMITTEE

Chair

- Dr. Rupak Gandhi, Public School Administrator Representative

Members

- Kevin Hoherz, Public School Principal Representative
- State Sen. Kyle Davison, Senate Majority Appointed

Ex-Officio Members

- Dawn Ulmer, Career & Technical Education Strategic Project Manager

“The exercise of defining innovation and innovative practices in education can be a daunting task. Innovation in ND schools happens every day and doesn’t need a program to give it credibility for recognition. However, to create awareness of the impact that schools are making with successful programs we must start somewhere. This committee work is serving as a place to exchange powerful ideas and is the start of a real “think tank” to accelerate proven strategies to the next level by focusing on programs that have utilized innovation waiver opportunities through the North Dakota Department of Public Instruction or through the Career and Technical Education Department.”



Dr. Rupak Gandhi
Public School Administrator Representative

Priority/Legislative Mandate:

- Support the implementation, dissemination, and communication of local or regional educational initiatives and practices, including innovative education programs, on a statewide level. Coordinate and inform education related state agencies of the council’s recommendations and initiatives.

Expected Outcome(s):

- Innovative practices are communicated to an established audience of decision makers (parents, education leaders, public) through partners and stakeholders.
- Subcommittee is able to operate as a “think tank” for education initiatives.
- Increased awareness to school districts of the strategies that exist in the innovation waiver.
- Increased the awareness to school districts of what happens in a school with an innovation waiver.

Activity/Strategy/Input:

- North Dakota schools that are participating in the innovation waiver, innovation academy, Perkins Five schools, or have been submitted for review by a council member are selected to visit in person for the purpose of: a) creating awareness of their innovative practices, b) providing recognition to local school leaders. This is called the “Road Show” An interim education legislative meeting is also coordinated with this meeting to maximize discussion, collaboration and findings.
- A communication operations plan is established with each program that is highlighted.
- Innovative practices highlighted on the “Road Show” or identified otherwise will be invited to present in the Governor’s Education Summit.
- The subcommittee will have an operational mindset of a “think tank” by having discussions about programs highlighted to find opportunities for support.

Evaluation:

- One “Road Show” has been completed.
- Documented evidence of more than one school that is duplicating strategies and practices that have been highlighted in schools with an active innovation waiver.
- Projects highlighted will involve multiple education professionals such as a teacher and administrator.

COMMUNICATE INNOVATION

What is the definition, criteria and selection process for innovative education programs?

The subcommittee does not wish to define innovation, but rather build upon the practices already labeled as innovation by state agencies. Additionally, there is no current collection or vetting process for “innovation practices”. Therefore, the committee has elected to analyze and promote the practices in the schools who are currently participating in an innovation waiver and seek to create awareness of these strategies to education professionals and the general public.

How will the K12 Council communicate the local and regional best practices?

The K12 Council has been charged with communicating the best practices out, however the audiences, topics and focus areas have not been defined. The desire is to coordinate efforts and not create.

Suggested Process:

1. Quarterly, select a theme within the innovation categories that have been established (waivers, academy, nomination.)
2. Identify best practices.
3. Understand programs/best practices.
4. Presentation by program to the Subcommittee.
5. Committee has discussion opportunities.
6. Determine strategies to support.
7. Determine audiences to communicate to.
8. Determine strategies to communicate.

What is the anticipated schedule for review?

1. November 2021: Review Innovation Waivers – Pick 2 Practices
2. December 2021: Invite Practice 1 (Bismarck Public Schools - December 17)
3. January 2022: Invite Practice 2, Create Plans for Road Show
4. February/March 2022: Road Show 1
5. April 2022: Road Show 2, Set up opportunities for sharing/coaching
6. May 2022: Debrief Scope of Work/Create Plan for 2023





LEGISLATIVE APPROVAL INITIATIVES

Chair

- State Rep. Pat Heinert, House Majority Appointed

Members

- Mark Bluestone Sr., Tribal School Representative
- Nick Archuleta, ND United President
- April Foth, ND School Counselor Association
- Luke Schaefer, Council Chairman, Regional Education Association Director
- Dr. Jeff Fastnacht, State Board for Career & Technical Education

Ex-Officio Members

- Dawn Ulmer, Career & Technical Education Strategic Project Manager

Priority/Legislative Mandate:

- **HB 1478:** Alternative education certification. "Upon approval by the board of a school district or governing board of a nonpublic school, the proposal must be submitted to the kindergarten through grade twelve education coordination council for review and to the superintendent of public instruction for approval before implementation."
- **HB 1388:** Study the membership, duties, and term limits of the council. Before June 1, 2022, the kindergarten through grade twelve education coordination council shall report the findings and recommendations of the study, including any proposed legislation necessary to implement the recommendations, to the legislative management. Collaborate with the Superintendent of Public Instruction to adopt K-3 reading curriculum and professional development training requirements in addition to the rules referencing monitoring and implementation.
- **SB 2196:** Establish and certify a North Dakota learning continuum to allow a district - approved, mastery framework policy to award units required under sections 15.1 - 21 - 01 and 15.1 - 21 - 02 and to waive unit instructional time requirements under section 15.1 - 21 - 03, upon the recommendation of the kindergarten through grade twelve education coordination council.

“Policy changes are intended to have an impact, however unintended consequences can happen. This committee has done an outstanding job of wading through the proposed or pending policy changes to understand the impacts before they are made. I am grateful for the many North Dakota stakeholders who have engaged regularly to create the best possible outcomes for our students.”



State Rep. Pat Heinert
House Majority Appointed

- **SB 2141:** Section 10 of the bill addresses a study of assessment systems that includes consultation and collaboration with the members of the coordination council.
- **FYI - not mandated, only monitor:** Study competency-based learning and schools participating in innovative education programs. The study may include a review of the progress of schools and districts in the state which have received waivers under North Dakota Century Code Section 15.1-06-08.1 to participate in innovative education programs under Section 15.1-06-08.2; waivers to participate in innovative education programs that incorporate competency-based learning initiatives; the schools and districts participating in innovative education programs; and the schools and districts that have received waivers to participate in innovative education programs, the contents of the implemented innovative education programs, best practices, and whether the competency-based learning initiatives implemented under the innovative education programs can be duplicated and expanded for implementation statewide.

SB 2196:

Establish and certify a North Dakota learning continuum to allow a district - approved, mastery framework policy to award units required under sections 15.1 - 21 - 01 and 15.1 - 21 - 02 and to waive unit instructional time requirements under section 15.1 - 21 - 03, upon the recommendation of the kindergarten through grade twelve education coordination council.

RECOMMENDATION:

Facilitate a full discussion of the learning continuum at the full Council meeting on November 23, 2021.

HB 1388:

Study the membership, duties, and term limits of the council. Before June 1, 2022, the kindergarten through grade twelve education coordination council shall report the findings and recommendations of the study, including any proposed legislation necessary to implement the recommendations, to the legislative management.(See Rec. 1) Collaborate with the Superintendent of Public Instruction to adopt K-3 reading curriculum and professional development training requirements in addition to the rules referencing monitoring and implementation. (See Rec. 2)

RECOMMENDATION 1:

Fully dissect the duties and membership at the December 16th subcommittee meeting. Create awareness of the full council membership to attend and participate in this meeting if desired. Conduct a special topic Full Council meeting in January to discuss the recommendations and vote.

RECOMMENDATION 2:

Invite Council members to provide comments individually. These comments will be drafted into one response letter to be submitted to DPI during the comment period.

HB 1478:

Alternative education certification. "Upon approval by the board of a school district or governing board of a nonpublic school, the proposal must be submitted to the kindergarten through grade twelve education coordination council for review and to the superintendent of public instruction for approval before implementation."

RECOMMENDATION:

Conduct a joint meeting with the Workforce Development Council to create awareness of the opportunity and to share best ways to start up experiences. (Spring 2022)





Jim Upgren, Assistant Director
Office of School Approval and Opportunity
North Dakota Department of Public Instruction
600 East Boulevard Avenue
Department 201
Bismarck, ND 58505

Mr. Upgren,

On behalf of the K12 Coordination Council, I respectfully submit the following comments that have been submitted to us by members regarding the Proposed Rules for 67-31-01, Professional Development for Grades Kindergarten Through Three Reading.

As a general comment for proposed rule 67-31-01, concern exists based on comments submitted that the professional development requirement includes educators that should not be required to meet this training directive, namely:

- Educators Demonstrating Subject Area Mastery: The legislative intent was to preclude educators demonstrating mastery in language arts from the professional development training directive.
- Educators Practicing Other Subject Matters: The recurring term used in the proposed rule states, “each teacher...serving students in grades kindergarten through three...” This phrase encapsulates educators in music and physical education. The educators identified in this section should be limited to those teaching “language arts or reading” or a similar phrase to correctly identify the educators that would benefit from this professional development mandate.

Specific proposed technical corrections to proposed rule 67-31-01, Professional Development for Grades Kindergarten Through Three Reading include:

- 67-13-01-03(1). School districts and non-public schools shall choose curriculum and curricular resources meeting the focus areas ~~of~~ listed in NDCC 15.1-21-12.1(1)(b).
- 67-13-01-03(4). During the monitoring process, the school district or non-public school shall report the following information regarding this chapter in a manner determined by the superintendent of public instruction:
 - a. Reading curriculum and instruction;



- b. Professional development and training offered for grades kindergarten through three, or demonstrated mastery of literacy topics by teachers and principals; and
- c. Assessment instruments to diagnose reading development and comprehension.

Once again, thank you and the Department for your work on these proposed rules. The K12 Coordination Council appreciates the opportunity to provide input during the rulemaking process.

Best Regards,

Luke Schaefer, K12 Education Coordination Council Chairman

5 WEBSITE RESEARCH REPORT

BACKGROUND

- The Department of Commerce (Commerce) is charged with designing and maintaining the nd.gov website. They are not allowed to charge for services to do this - it is just part of their duties.
- Commerce has designed a site that has many elements of a "portal" found here: www.nd.gov/living-nd/learning-lifetime. Commerce is open to changing the name if desired.
- Commerce is very interested in updating this site to look more like the COVID-19 for business site found here: ndresponse.gov/covid-19-resources/covid-19-business-and-employer-resources
- Highlights include:
 - Social media feeds can be incorporated into this new format.
 - Additional content can be highlighted by creating a graphic and then to a separate page.
 - Feature stories similar to the Outdoor Recreation can be completed. This can include videos or a separate page that with a story.
- Operationalizing this work: Commerce looks to update the information on a quarterly basis. The Council is welcome to submit content and they will create the pages and send screenshots for the Council's approval.

DECISION POINTS & DISCUSSIONS

- The Council will need to find a balance between pulling information that is updated and people are searching for, and creating new content.
- Commerce will not likely have a lot of photos to work with. This may require an additional budget.
- Writing website content is getting to the edge of the executive director's scope of work. For phase I of a reboot to the existing site, there should be enough short content to pull; but as the information is refined, there will likely be more pressure to have fresh features, etc.
- The nd.gov site is intended for North Dakota citizens. Some of the brainstorming ideas that has been collected from the Council targets the audience of educators/administrator resources--

such as best practices, etc. The subcommittee will need to have the public lens when recommending content. When the Council wants to highlight innovative practices - there will need to be a strategy of how to "coordinate" this and work with all around the table versus create a new entity for information to be pushed from.

RECOMMENDED FIRST STEPS

- Focus first on how to enhance the existing site by suggesting categories for content. This could be facilitated by revisiting our list of 18 categories previously developed and condense further with the lens of a citizen.
- Discuss ways to pull in stories, statistics, etc. to be updated quarterly. Resources have to exist already - no new content. Driving the viewer to an external source.
- Discuss if this committee will be guiding this site 1 time, or be a space to "vet" content or highlights.
- Determine if there is a need for a budget request - content writer, and/or photos.
- Best practices/innovation sharing discussion. The existing portal is not the place for the great ideas as it is too specific of an audience. However, this is a priority of the legislation--what are the other, existing strategies that can be used other than a website (partner email listservs, agency and partner websites, etc) --how do we operationalize sharing this information versus creating new listservs, and a new website? KEEP in mind--it MAY be possible for us to build out a page that would be something like "Innovative Education Resources" and highlight, but we go back to maintaining this--or at the very least committing to updating it quarterly. One could think of this as creating a quarterly newsletter of innovation.

6 WEBSITE PORTAL SCOPE OF WORK

PRIORITY/LEGISLATIVE MANDATE

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

EXPECTED OUTCOME(S)

- A website portal is established by the K12 Coordination Council.

ACTIVITY/STRATEGY/INPUT

- Adopt the "Learning for a Lifetime" page on the www.nd.gov website as the K12 Coordination Council website portal.
- Update and provide quarterly content to the existing "Learning for a Lifetime" on www.nd.gov website.

EVALUATION/MEASUREMENT

- The "Learning for a Lifetime" page has been refreshed to reflect current K12 information.
- A process for updating the content has been established by _____.
- Content for the learning for a lifetime website is provided quarterly beginning _____.



WEBSITE PORTAL

Creating the website portal was assigned to the Support & Innovation Committee and it was determined by the subcommittee and further adopted by the full Council that this is a larger task that would require its own subcommittee. In January 2022 a separate working committee will be formed to work through organizing the education website resources available and defining a schedule and volunteer or paid resources required to maintain the site.

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FEDERAL FUNDING FOR MENTORSHIP PROGRAM

During the pandemic, each governor received GEER funds to address needs in every state. These funds were directed at each governor's discretion. GEER II dollars were provided to the Teacher Support System, which provides broad support to beginning teachers across North Dakota.

With these additional funds, the mentoring program will be able to support all first-year teachers in the state as well as fully fund the Beginning Teacher Network Grants.

In addition to expanding the program, the team will be researching a second-year mentorship program in order to increase retention of teachers within their first years in the field. The plan is for a second-year mentor program to begin in fall 2022.

Approximately \$2.7 million was awarded to North Dakota and then granted to this entity. GEER II funds must be obligated by Sept. 30, 2023.





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