



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
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A National and State Resource Guide for Early Learning Providers

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Contents

| | |
|--|-----------|
| NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION..... | 1 |
| DIVISION OF STUDENT SUPPORT AND INNOVATION – FEDERAL TITLE PROGRAMS | |
| DEPARTMENT OF SPECIAL EDUCATION | |
| NORTH DAKOTA STATE DEPARTMENT INFORMATION..... | 3 |
| NORTH DAKOTA DEPARTMENT OF COMMERCE; NORTH DAKOTA DEPARTMENT OF HUMAN SERVICES | |
| NORTH DAKOTA EARLY CARE & EDUCATION AGENCIES & ASSOCIATIONS..... | 4 |
| BRIGHT AND EARLY NORTH DAKOTA; CHILD CARE AWARE OF NORTH DAKOTA | |
| FAMILY VOICES OF NORTH DAKOTA; GEARING UP FOR KINDERGARTEN | |
| NORTH DAKOTA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN | |
| NORTH DAKOTA COMPASS; NORTH DAKOTA HEAD START ASSOCIATION | |
| PATHFINDER SERVICES OF NORTH DAKOTA; PREVENT CHILD ABUSE NORHT DAKOTA | |
| NORTH DAKOTA LICENSING, CREDENTIALING, AND ACCREDITATION INFORMATION..... | 6 |
| NORTH DAKOTA EDUCATION STANDARDS AND PRACTICES BOARD | |
| NATIONAL EARLY CHILDHOOD PROGRAM ACCREDITATION | |
| NORTH DAKOTA DEPARTMENT OF HUMAN SERVICES – CHILD CARE LICENSING | |
| NORTH DAKOTA DEPARTMNET OF PUBLIC INSTRUCTION – HIGHLY-QUALIFIED TEACHING REQUIREMENTS | |
| NATIONAL EARLY CARE AND EDUCATION RESOURCES..... | 7 |
| BUILD INITIATIVE; CENTER ON ENHANCING EARLY LEARNING; CHILD TRENDS | |
| COUNCIL FOR EXCEPTIONAL CHILDREN; DIVISION FOR EARLY CHILDHOOD | |
| EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER; FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE | |
| IDEA DATA CENTER; NAT’L ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN | |
| NAT’L CHILD CARE ASSOCIATION; NAT’L ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS | |
| NAT’L CENTER FOR RESEARCH ON EARLY CHILDHOOD EDUCATION | |
| THE CENTER FOR IDEA EARLY CHILDHOOD DATA SYSTEMS; U.S. DEPT. OF EDUCATION – OFFICE OF EARLY LEARNING | |
| U.S. DEPT. OF HEALTH AND HUMAN SERVICES-EARLY CHILDHOOD DEVELOPMENT | |
| U.S. DEPT. OF HEALTH AND HUMAN SERVICES – MATERNAL INFANT, & EARLY CHILDHOOD HOME VISITING | |
| U.S. OFFICE OF SPECIAL EDUCATION | |
| NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION CONTACT INFORMATION..... | 10 |

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

The North Dakota Department of Public Instruction (NDDPI) identifies with numerous national research that supports the positive effects of high-quality early learning programs which leads to strong academic achievement.

The impetus of the [Title of document] is to bring together a variety of state and national early learning resources in one document to aide early care and education stakeholders. Although comprehensive, it is not inclusive of all services and resources; rather, a starting point to available resources and services in North Dakota.

[Title of document] is organized by North Dakota state departments that have early care and education initiatives and programs; statewide early childhood agencies and associations; licensing, credentialing, and accreditation information; and national early childhood resources.

Division of Student Support and Innovation – Federal Title Programs

www.nd.gov/dpi/SchoolStaff/FTP/Programs_Initiatives/ECE

The NDDPI, Division of Student Support and Innovation, Federal Title Programs Office recognizes and support that high-quality early learning experiences are the foundation of academic success. The department resource is intended to provide districts, schools, teachers, and other interested stakeholders with comprehensive guidance and supporting resources currently available in North Dakota.

Pre-kindergarten Approval

www.nd.gov/dpi/uploads/155/20152016ApprovedPrekindergartenGradeOrganizationalList.pdf

The NDDPI listing of Approved pre-kindergarten school districts and other early learning programs.

www.nd.gov/dpi/uploads/155/hqforPrekguid.pdf

Guidance is provided for school districts and other early learning programs seeking Pre-kindergarten Approval. Form SFN 60896 is required to reorganize the grade configuration of school districts and other public pre-kindergarten programs seeking approval from the NDDPI.

Pre-kindergarten Content Standards

www.nd.gov/dpi/uploads/155/NDprekconstandards.pdf

The Pre-kindergarten Content Standards reflect North Dakota's commitment to provide high-quality early childhood educational programs. Such programs foster the development of the solid foundation necessary for lifelong learning and academic success.

Kindergarten Entry Assessment

www.nd.gov/dpi/uploads/155/kindergartenentryinfo.pdf

The primary purpose of the assessment, once completed, will be to guide instruction and provide teachers and students a meaningful tool to adjust teaching and learning to meet or exceed standards across multiple domains of development.

Early Childhood Education Grant Opportunities

Early Childhood Environment Grant

www.nd.gov/dpi/uploads/155/envirograntguide.pdf

The Early Childhood Environment Grant application is an opportunity for school districts to enhance or expand their pre-kindergarten classroom. Eligible applicants may apply for up to \$10,000 per classroom. SFN 60086.

North Dakota Department of Commerce Grant

www.workforce.nd.gov/workforce/EarlyChildhoodEducationGrantProgram

The Early Childhood Education Grant Program was established in the 2015 Legislative session to provide funding for public and private Early Childhood Education programs serving four-year-old children deemed eligible for free or reduced lunches according to Richard B. Russell National School Lunch Act.

Department of Special Education – Early Childhood Special Education

www.nd.gov/dpi/SchoolStaff/SpecialEd/EarlyChildhoodSpecialEducation

The NDDPI, Department of Special Education, provides support and resources for the 31 Special Education Units across the state. The department's website offers information that includes policy papers, early childhood transition guidance, Part B educational environments data, and the early childhood outcomes process information. The department also facilitates an Early Childhood Special Education Advisory Committee that assists the NDDPI with the implementation of new federal policies and/or regulations in the field of early childhood special education.

Early Childhood Policy Paper

www.nd.gov/dpi/uploads/6/ECSEServicesQuestionsandAnswers.pdf

The purpose of this document is to provide guidance to professionals who are providing special education services for children ages 3 through 5 who reside on North Dakota reservations.

Early Childhood Transition – Understanding Early Childhood Transition: A Guide for Families and Professionals

www.nd.gov/dpi/uploads/83/transitionguide.pdf

This guide provides an outline of transition activities and timelines to address key questions that parents and professionals might have about the transition process. Transition steps presented in this document include special considerations for planning and conducting meetings in which families and early intervention and special education early childhood staff must attend.

Early Childhood Outcomes Process – North Dakota Early Childhood Outcomes Process Guide

www.nd.gov/dpi/uploads/83/outcomes_process_guide.pdf

The North Dakota Early Childhood Outcomes Process Guide provides an entry rating for every preschool-aged child with an individualized education plan (IEP) when they begin receiving early childhood special education services and an exit rating when the child transitions out of or exits services.

NORTH DAKOTA STATE DEPARTMENTS

The NDDPI collaborates with other North Dakota state agencies in various early childhood initiatives.

NORTH DAKOTA DEPARTMENT OF COMMERCE (Commerce)

www.workforce.nd.gov/workforce/EarlyChildhoodEducationGrantProgram

The Early Childhood Education Grant Program was established in the 2015 Legislative session to provide funding for public and private Early Childhood Education programs serving four year old children that are eligible for free or reduced lunches according to Richard B. Russell National School Lunch Act.

NORTH DAKOTA DEPARTMENT OF HUMAN SERVICES (NDDHS)

Division of Children and Family Services – Child Care Services

www.nd.gov/dhs/services/childfamily/index.html

The Department of Human Services, Children and Family Services Division, is responsible for many programs and services, and sets policies and procedures for public child welfare services. The Early Childhood Service program establishes standards and provides training to providers of children ages birth through twelve. This site contains information for both parents and child care providers.

Division of Children and Family Services – Head Start Collaboration Office

www.nd.gov/dhs/services/childfamily/headstart/collaboration.html

The Head Start State Collaboration Office assists in building early childhood systems, provides access to comprehensive services and support for all low-income children. The Head Start office encourages widespread collaboration between Head Start and other programs and services (including health care, welfare, child care, education, family literacy, community services, services to children with disabilities and homeless children) and; facilitates the involvement of Head Start in state policies, plans, processes and initiatives affecting the Head Start target population and other low-income families.

Early Intervention – Part C

www.nd.gov/dhs/services/disabilities/earlyintervention

Early Intervention means early assistance. The Part C, Early Intervention program is designed to identify children at risk in the earliest stages, when the right help can make all the difference.

NORTH DATKOTA EARLY CARE & EDUCATION AGENCIES AND ASSOCIATIONS

The resources provided are a summary of numerous early care and education agencies and associations. This list is not inclusive; rather a starting point for stakeholders.

BRIGHT & EARLY NORTH DAKOTA

www.brightnd.org

Child care and early education programs volunteer to join Bright & Early. When they make this commitment, they have access to a variety of tools to help improve their program.

CHILD CARE AWARE OF NORTH DAKOTA

www.ndchildcare.org/providers

Child Care Aware of North Dakota delivers resources and training to help child care providers build their skills and meet the challenges of working in the field of early care and education.

FAMILY VOICES OF NORTH DAKOTA

www.fvnd.org

Family Voices of North Dakota is a statewide health information and education center for families who have children with a special health need or disability from birth to age 26 and for the professionals that serve them. A special health care need is a broad definition and includes: disability, chronic illness and physical or mental health condition. We are a free service to families which operates on grants, fundraising and private donations.

GEARING UP FOR KINDERGARTEN

www.ag.ndsu.edu/gearupkindergarten

The Gearing Up for Kindergarten program was developed by the North Dakota State University Extension Service specialists and Parent Resource Center coordinators to assist parents and their children in preparing for the transition to kindergarten. Entering kindergarten is a major transition in the life of a child and his or her parents. Kids need to be ready for school, and schools need to be ready for kids. That's why Gearing Up for Kindergarten offers educational classes that prepare parents and their children for success in school.

NORTH DAKOTA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NDAEYC)

<http://ndaeyc.org>

The North Dakota Association for the Education of Young Children (NDAEYC) is an association of early childhood professionals working in North Dakota. Our mission is to serve and act on behalf of the needs, rights and education of all young children. As an affiliate of National Association for the Education of Young Children, NDAEYC draws on their leadership, resources and knowledge to better serve our members and the state. NDAEYC represent over 300 members throughout our state, and support efforts to improve teaching and learning; promote leadership and professional development in our field; support accreditation and excellence in early childhood education programs; and build public awareness through advocacy and outreach. Membership is open to all

individuals who share a desire to serve and act on behalf of the needs and rights of all young children.

NORTH DAKOTA COMPASS (Compass)

www.ndcompass.org

By tracking and analyzing trends in areas that affect our quality of life, Compass gives everyone in our state – policymakers, business and community leaders, and concerned individuals who live and work here – a common foundation to act on issues to improve our communities.

NORTH DAKOTA HEAD START ASSOCIATION (NDHSA)

www.ndheadstart.com

The North Dakota Head Start Association is a private not-for-profit membership organization dedicated to meeting the needs of Head Start children and their families across the state of North Dakota.

PATHFINDER SERVICES OF NORTH DAKOTA

<http://pathfinder-nd.org>

Since 1987, Pathfinder Services of North Dakota has helped North Dakota families with children who have learning difficulties.

PREVENT CHILD ABUSE NORTH DAKOTA (PCAND)

<http://pcand.org>

Prevent Child Abuse North Dakota offers primary prevention programs to curb abuse and neglect before it happens. We educate caregivers and professionals in helping to strengthen families and guide community members on how to support children and families.

Early Childhood Screening and Referral System (ECSRS)

<http://ndkids.org/eccs-early-childhood-comprehensive-systems/eccs-project-description.html>

The Early Childhood Screening and Referral System’s goals are to expand developmental screening of young children to identify and treat concerns early; increase referrals to needed programs for children; educate parents and caregivers about healthy child development; address the physical, emotional, and social health of children in a broad-based and coordinated way; develop seamless systems of care for children in the critical formative years from birth to age 3.

Maternal, Infant, and Early Childhood Home Visiting (MIEVHV)

<http://ndkids.org/nd-miechv-maternal-infant-and-early-childhood-home-visiting/miechv-project-description.html>

Home visitors support parents through visits in families’ homes. Family participation is entirely voluntary, and visitors spend time with parents, infants, young children, and their

families, working toward family-identified goals and increasing knowledge about child safety and development.

LICENSING, CREDENTIALING, AND ACCREDITATION

North Dakota has specific licensing and credentialing information dependent on the field of early learning. North Dakota educators are required to be licensed by the Education Standards and Practices Board. Early childhood teachers and providers have opportunities to grow in their practice by participating in the North Dakota Growing Futures program or through national accreditation programs.

NORTH DAKOTA EDUCATION STANDARDS AND PRACTICES BOARD (ESPB)

www.nd.gov/espb

The Education Standards and Practices Board is an independent board with the responsibility of teacher licensure, teacher education program approval, professional development and professional practices. As an independent board, no state dollars are received and the board carries out its duties funded by the licensure fees of the educators in North Dakota.

NATIONAL EARLY CHILDHOOD PROGRAM ACCREDITATION (NECPA)

www.necpa.net

The National Early Childhood Program Accreditation was established in 1991 to encourage quality and recognize excellence in early childhood programs throughout the United States and other countries. We pledge to remain focused on the interests of children by promoting benchmarks for high quality standards throughout the early care and education profession.

NORTH DAKOTA DEPARTMENT OF HUMAN SERVICES – CHILD CARE LICENSING

www.nd.gov/dhs/services/childcare/info

North Dakota law (NDCC 50-11.1) requires the Department of Human Services to administer the licensure of Early Childhood Services (child care) and authorizes the Department to develop standards to regulate child care settings. Licensed child care offers parents the knowledge that providers are regulated through standards and monitoring. Child care licensing regulations are designed to protect and promote child safety and well-being in child care settings. County social service offices conduct the licensing studies and investigations. The county's review and recommendations are forwarded to the regional office, which issues or denies licenses.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION – HIGHLY QUALIFIED EARLY CHILDHOOD TEACHER REQUIREMENTS

www.nd.gov/dpi/uploads/155/hqforPrekguid.pdf

North Dakota teachers must have one of the following licenses issued by the North Dakota Education Standards and Practices Board to be considered highly qualified to teach Pre-kindergarten. An Elementary education major and an early childhood endorsement; Elementary education major and a minor in early childhood education; Elementary education major and a kindergarten endorsement; or a B3 license. A plan of study may be granted for the kindergarten endorsement, which will allow a teacher two years to complete the required coursework for the endorsement.

NORTH DAKOTA GROWING FUTURES

www.ndgrowingfutures.org/default.aspx

Growing Futures is a statewide system designed to support rewarding and successful careers in the field of early care and education by validating individual professional achievements, heightening professionalism, and expanding career opportunities. Growing Futures is for you if you administer or provide direct care to children in licensed child care programs (both family/group and center), Head Start, Pre-K, public schools, and other settings serving children 0–8 years of age. Growing Futures is also designed for individuals who impact early care and education through community-based training and higher education.

NATIONAL EARLY CARE AND EDUCATION RESOURCES

The list of resources below is not inclusive; rather, provides early learning educators and stakeholders a starting point to obtain up-to-date information indispensable to the field. The NDDPI has created a map of state early learning offices. Simply click on the state to obtain each state’s information and resources www.nd.gov/dpi/SchoolStaff/FTP/Programs_Initiatives/ECE/.

BUILD INITIATIVE

www.buildinitiative.org

The BUILD Initiative works with early childhood leaders within states and nationally to better prepare young children to thrive and succeed. BUILD supports state leaders from both the private and public sectors as they work to set policy, offer services, and advocate for children from birth to age five.

CENTER ON ENHANCING EARLY LEARNING OUTCOMES (CEELO)

<http://ceelo.org>

One of 22 Comprehensive Centers funded by the U.S. Department of Education’s Office of Elementary and Secondary Education, the Center on Enhancing Early Learning Outcomes (CEELO) will strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes. CEELO will work in partnership with SEA’s, state and local early childhood leaders, and other federal and national technical assistance providers to promote innovation and accountability.

CHILD TRENDS

www.childtrends.org

Child Trends improves the lives and prospects of children and youth by conducting high-quality research and sharing the resulting knowledge with practitioners and policymakers.

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

www.cec.sped.org/

The Council for Exceptional Children (CEC) is an international community of professionals who are the voice and vision of special and gifted education. CEC’s mission is to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance family engagement.

DIVISION FOR EARLY CHILDHOOD (DEC)

www.dec-sped.org

The Division for Early Childhood (DEC) promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities. DEC is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families.

EARLY CHILDHOOD RESOURCE CENTER (ECRC)

www.ecresourcecenter.org

The mission of the Early Childhood Resource Center is to promote the healthy development of young children by strengthening families, improving the quality of early learning experiences, increasing school and community readiness, and informing public policy.

EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER (ECTA)

www.ectacenter.org

The Early Childhood Technical Assistance Center is funded by the U.S. Department of Education's Office of Special Education Programs to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.

FRANK PORTER GRAHM CHILD DEVELOPMENT INSTITUTE (FPG)

<http://fpg.unc.edu>

Since its inception, the Frank Porter Graham Child Development Institute (FPG) has recognized that every child deserves a safe, healthy, and stimulating childhood; and our work has been dedicated to making this experience a reality for all children. For 48 years, FPG research, evaluation, technical assistance, outreach and service have shaped how the nation cares for and educates young children.

IDEA DATA CENTER

<https://ideadata.org>

The IDEA data center is funded by the U.S. Department of Education's Office of Special Education Programs to provide technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality IDEA data.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

www.naeyc.org

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

NATIONAL CHILD CARE ASSOCIATION (NCCA)

www.nccanet.org

The NCCA supports policies beneficial to children; school choice; equal partnership with regard to funding for all providers of early care and education birth through age 5; believe regulations should be equitable across the board for all providers; and supports the right to work environment for early care and education professionals.

NATIONAL ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS (NAECTE)

www.naecte.org

The purpose of the National Association of Early Childhood Teacher Educators (NAECTE) is to promote the professional growth of our members, to discuss educational issues, and advocate for improvements in early childhood teacher education. NAECTE provides a communication network for early childhood teacher educators and facilitate the interchange of information and ideas about research and practice.

NATIONAL CENTER FOR RESEARCH ON EARLY CHILDHOOD EDUCATION (NCRECE)

<http://curry.virginia.edu/research/centers/castl/project/ncrece>

The National Center for Research on Early Childhood Education (NCRECE) is an Institute of Education Sciences funded, cross-university partnership (University of Virginia, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, and University of California at Los Angeles) that focuses on conducting research, disseminating research findings, and carrying out leadership activities aimed at improving the quality of early childhood education across the United States.

THE CENTER FOR IDEA EARLY CHILDHOOD DATA SYSTEMS (DaSy Center)

<http://dasycenter.org/>

The Center for IDEA Early Childhood Data Systems (DaSy Center) provides technical assistance to states to support Part C and Part B preschool state programs' participation in the development or enhancement of integrated early childhood data systems. The DaSy Center collaborates with other projects to leverage what is known and generate new ideas and products to help state agencies create and expand early childhood cross-agency and longitudinal data systems that include the Part C and Part B preschool data needed to collect, analyze, and report high-quality data required under IDEA.

U.S. DEPARTMENT OF EDUCATION – OFFICE OF EARLY LEARNING

<http://www2.ed.gov/about/inits/ed/earlylearning/index.html>

The U.S. Department of Education, Office of Early Learning's goal for early learning is to improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade, so that all children, particularly those with high needs, are on track for graduating from high school college-and career-ready. The Office of Early Learning strives to enhance the quality of programs and services and improve outcomes for young children, including children with disabilities and those who are English learners, the Office administers programs and promotes

initiatives that increase access to high-quality programs, improve the early learning workforce, and build state capacity to support high-quality programs and ensure program effectiveness.

U.S DEPARTMENT OF HEALTH AND HUMAN SERVICES – EARLY CHILDHOOD DEVELOPMENT

<http://www.acf.hhs.gov/programs/ecd>

The Office of Early Childhood Development (ECD) promotes a joint federal approach to improve early childhood education and development. ECD includes the Offices of Child Care and Head Start, and the Interagency Team.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES – MATERNAL INFANT, AND EARLY CHILDHOOD HOME VISITING

<http://mchb.hrsa.gov/programs/homevisiting/index.html>

Maternal, Infant, and Early Childhood Home Visiting supports pregnant women and families and helps at-risk parents of children from birth to kindergarten entry tap the resources and hone the skills they need to raise children who are physically, socially and emotionally healthy and ready to learn.

U.S. OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

The Office of Special Education Programs promotes student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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