

**2013 HOUSE EDUCATION**

**HB 1287**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HB 1287  
January 23, 2013  
17620

Conference Committee

Committee Clerk Signature



## Minutes:

**Ch. Nathe:** We will open the hearing on HB 1287.

**Rep. Mark Dosch:** Sponsor, support (see attached).

**Ch. Nathe:** Do you have any information about whether if this bill were to pass, how many more students would qualify.

**Rep. Dosch:** I don't at this point. DPI is trying to get those numbers to me, along with any fiscal impact.

**Rep. Heilman:** There are some opponents of this bill that feel that we're trying to water it down. How would you respond to those folks.

**Rep. Dosch:** The best way to answer that is about a couple of days ago I received a call from a mother and thanked me for putting in this bill. She went on to tell me about her son. We come from an average family, my husband and I work, we have 4 children. Our oldest was the first child to graduate and had an opportunity at the scholarship. Our income is such that we don't meet the guidelines for tuition assistance, etc. so we miss out there. My son is about a 3.5 grade point average in high school, so he doesn't qualify for academic scholarships, so this ND academic scholarship is critical to him and to their family. Without it, he is paying for 100% of his education, as we just can't afford to do it. My son is a good kid, we impressed upon him the importance of getting good grades and he did for four years all through high school. Then came his ACT test, he scored a 23, and he was absolutely crushed. He took some study courses for the ACT test, he signed up for the test, but on the day of the test, the poor kid was sick, due to nerves, knowing that this was his only chance at a scholarship. He went there, took the ACT test, and came home. When the ACT test results arrived he scored a 22. The tremendous pressure that he was under to perform on one test, this was \$6,000 to the family, this money meant everything to them and he didn't get it. When you ask, are we watering this down, I don't feel that at all. I think we're getting everyone a little bit fairer opportunity to get what may be the only chance of a scholarship.

**Rep. Heilman:** One of the reasons that I don't buy that argument either, is because to maintain the scholarship, you have to maintain a good grade point to re-qualify each year.

**Rep. Wall:** There is a lot I like about these changes. One of the questions I had, do you see any great inflation on the part of the teachers pressured by parents playing into this.

**Rep. Dosch:** I have to believe that for the most part, the majority of teachers are honest and grading the kids' work as they should be graded. If we believe otherwise, then we might as well throw out the GPA because then we're saying that they're just going to giving out A's and B's anyway, so why bother. Conversely to that, in speaking with some of the teachers, because I've had kids go through the system as well, they say that this can be a great motivating factor to help kids to study and try hard.

**Rep. B. Koppelman:** I came from West Fargo, and some of the advanced placement courses that we had at that time, and I took full advantage of what was there at the time, and there are many more now. A lot of schools have adopted a 5.0 grading system to AP classes only. The concept is that people who would naturally get 100% in an average government class, that in the AP environment, working just as hard as the average student, can end up with a B instead of an A. So the concept of the 5. Grading system is to have kids push their limits rather than just say I need to maintain a good GPA for college and so I'm not going to try any hard courses. This seems to make sense because for those kids that maybe suffer on their GPA because they push themselves, particularly because it only recognizes the 4 point grades, so a lot of their A's would become B's for this purpose. It allows them to still score on the ACT. An inverse of what you are talking about.

**Rep. Hunskor:** I understand that a student with a 2.0 grade average but scored a 25 on the ACT would qualify.

**Rep. Dosch:** That is correct.

**Rep. Hunskor:** Going on from there, I can think of a situation where a student is very academically talented and if this bill passes, then that student who is so smart, now he doesn't turn in all his homework, because he knows he's only got to do one of two things to get this scholarship, so maybe he gets C's and D's, and doesn't care because he know at the end he can write a 28 on the ACT score. So he floats along and probably has a 2.5 grade average, but should be getting a 4.0 but he knows this, so at the end he writes his 30 or 28 on the ACT.

**Rep. Dosch:** Yes, it may. I think those very academically bright students, if you will, realize that this scholarship is only one of the things when they get to college. If they can get a 4.0 they can, in most cases, get a free ride scholarship; I think they tend to realize that they should do their best.

**Ch. Nathe:** I think there are some exceptions when we're talking about 100,000 students.

**Rep. Heller:** Was Anita just rewriting this format. I'm wondering why all the new language, for changing an "and" to "or".

**Rep. Dosch:** Yes, that is correct. I was expecting to get one of the nice 1 page bills with the "and" crossed out and make it an "or". But as you look at it, I went back to her and asked what was being done here. She said that because it was an "and" situation and we change it to an "or", each one of those sections they then have to put that "or" option in there in several places. She has assured that this is the extent to what it's doing. Nothing else changes in the bill other than the GPA and ACT aspect of it.

**Ch. Nathe:** Anywhere it says "and", she has to change that whole subsection.

**Rep. Dosch:** Yes. That is correct.

**Rep. Mock:** Do we expect to see a fiscal note and analysis on how this is going to impact.

**Rep. Dosch:** I am waiting for that answer, and was hoping that by postponing this until this afternoon that I would have had something. I double-checked but they still didn't have anything. I will let you know when I have something.

**Ch. Nathe:** Thank you. Further testimony in support. Testimony in opposition. We will close the hearing on HB 1287.

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HB 1287  
January 28, 2013  
17829

Conference Committee

Committee Clerk Signature



## Minutes:

**Ch. Nathe:** Let's take a look at HB 1287. The bill deals with technical and academic scholarships (explained the amendment, #1).

**Rep. Meier:** I move the amendments.

**Rep. B. Koppelman:** Second the motion.

**Ch. Nathe:** Voice vote - motion carried.

**Rep. Meier:** I move a Do Pass as amended.

**Rep. Heller:** Second the motion.

10 YES 0 NO 3 ABSENT

DO PASS AS AMENDED

CARRIER: Rep. Mock

**FISCAL NOTE**  
**Requested by Legislative Council**  
**01/23/2013**

Bill/Resolution No.: HB 1287

- 1 A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2011-2013 Biennium		2013-2015 Biennium		2015-2017 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures						
Appropriations						

- 1 B. **County, city, school district and township fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
Counties			
Cities			
School Districts			
Townships			

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

For the Academic and CTE scholarship, permits the high school 3.0 minimum GPA eligibility requirement to be measured based on either all courses taken or only on those core courses required for the scholarship. This is in addition to the existing ACT or WorkKeys score and at least grade "C".

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

No additional fiscal impact as the program is being administered according to these provisions at the current time.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

- A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

- B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

- C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

SB2003 (2013), the NDUS appropriation bill, includes \$13.7 million in general fund appropriation for this program.

**Name:** Laura Glatt  
**Agency:** ND University System Office  
**Telephone:** 701-328-4116  
**Date Prepared:** 01/24/2013

January 23, 2013

VK  
11/30/12

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1287

Page 3, replace lines 4 through 28 with

"8. Met any one of the following criteria:

- a. Obtained a composite score of at least twenty-four on an ACT;
- b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit;
- c. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit; or
- d. Obtained a score of at least five on each of three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction."

Page 5, replace lines 17 through 27 with

"9. Met any one of the following criteria:

- a. Obtained a composite score of at least twenty-four on an ACT;
- b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit; or
- c. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit."

Renumber accordingly

Date: 1/28/13

Roll Call Vote #: \_\_\_\_\_

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1287

House \_\_\_\_\_ **EDUCATION** \_\_\_\_\_ Committee

Check here for Conference Committee

Legislative Council Amendment Number 13.0564.01002

Action Taken:  Do Pass  Amended  Rerefer to Appropriations  
 Do Not Pass  Adopt Amendment

Motion Made By Rep. Meier Seconded By Rep. Koppelman

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe			Rep. Bob Hunsakor		
Rep. Mike Schatz			Rep. Jerry Kelsh		
Rep. Joe Heilman			Rep. Corey Mock		
Rep. Brenda Heller					
Rep. Dennis Johnson					
Rep. Ben Koppelman					
Rep. Lisa Meier					
Rep. Karen Rohr					
Rep. David Rust					
Rep. John Wall					

TOTAL (YES) \_\_\_\_\_ (NO) \_\_\_\_\_ (ABSENT) \_\_\_\_\_

FLOOR ASSIGNMENT \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

*Voice Vote - Motion Carried.*

Date: 1/28/2013

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1287

House \_\_\_\_\_ **EDUCATION** \_\_\_\_\_ Committee

Check here for Conference Committee

Legislative Council Amendment Number 13.0564.01002 02000

Action Taken:  Do Pass  Amended  Rerefer to Appropriations  
 Do Not Pass  Adopt Amendment

Motion Made By \_\_\_\_\_ Seconded By \_\_\_\_\_

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe	✓		Rep. Bob Hunsakor		
Rep. Mike Schatz			Rep. Jerry Kelsh	✓	
Rep. Joe Heilman	✓		Rep. Corey Mock		
Rep. Brenda Heller	✓				
Rep. Dennis Johnson	✓				
Rep. Ben Koppelman	✓				
Rep. Lisa Meier	✓				
Rep. Karen Rohr	✓				
Rep. David Rust	✓				
Rep. John Wall	✓				

TOTAL (YES) 10 (NO) 0 (ABSENT) 3

FLOOR ASSIGNMENT Rep. Mock

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

**HB 1287: Education Committee (Rep. Nathe, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (10 YEAS, 0 NAYS, 3 ABSENT AND NOT VOTING). HB 1287 was placed on the Sixth order on the calendar.

Page 3, replace lines 4 through 28 with

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- a. Obtained a composite score of at least twenty-four on an ACT;
  - b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit;
  - c. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit; or
  - d. Obtained a score of at least five on each of three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction."

Page 5, replace lines 17 through 27 with

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- a. Obtained a composite score of at least twenty-four on an ACT;
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(2) Obtained a grade of at least "C" in each unit or one-half unit; or
  - c. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit."

Renumber accordingly

**2013 SENATE EDUCATION**

**HB 1287**

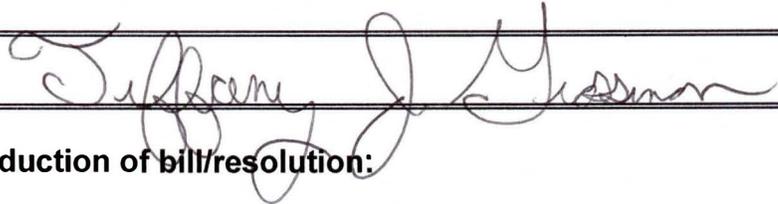
# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee  
Missouri River Room, State Capitol

HB 1287  
3-27-13  
20530

Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

A BILL for an Act to amend and reenact sections 15.1-21-02.4 and 15.1-21-02.5 of the North Dakota Century Code, relating to eligibility for North Dakota career and technical scholarships and North Dakota academic scholarships.

## Minutes:

You may make reference to "attached testimony."

**Chairman Flakoll** opened the hearing on HB 1287

**Representative Mark Dosch, District 32:** I wish to introduce HB 1287. (Written Testimony #1 attached) Ended at 4:55

**Vice Chairman Schaible:** The ACT test is a good indication and standard performance test given to every student. I think something is wrong with the school if a student has a 4.0 and not a good grade on ACT. Don't we need a state indicator instead of a local decision?

**Representative Mark Dosch, District 32:** There are standards kids need to know. I don't look at that as a type of deterrent. The schools have to teach what the DPI tells them. The reality is that not all kids are good at taking tests. We are taking their entire high school career and saying it doesn't matter if they don't do well on the exam. (Gave story about student who didn't get high enough on the ACT score to qualify for this) (Ended at 11:34)

**Vice Chairman Schaible:** Someone will always be below the line. Don't you think a state indicator is better?

**Representative Mark Dosch, District 32:** I agree with you to a point but you are setting it on one test. Shouldn't four years of work from a student indicate how they do? The motivating factor in itself has raised the bar.

**Senator Heckaman:** Would you consider an emergency clause?

**Representative Mark Dosch, District 32:** I have no problem with that. From the funding standpoint I am not quite sure how it would work though.

**Leann Nelson, NDEA:** We are in opposition of HB 1287. (Written Testimony #2 attached)  
Ended at 18:35

**Chairman Flakoll:** Are there differences within disciplines like in Organic Chemistry in college a 30% was passing?

**Leann Nelson, NDEA:** When it is up to the discretion of the teacher, you will have different ratings. The other thing is some math grading scales are different.

**Senator Luick:** How many times do the students take an average test like the ACT test?

**Leann Nelson, NDEA:** DPI will have to answer that.

**Doug Johnson, NDCEL:** We are in opposition of the bill. The intent was to make this a scholarship not a tuition supplement. I don't think the state can afford this.

**Matt Strinden, DPI:** I would say on average most students take the ACT twice. Some take it as many as 8 or 9 times.

**Senator Luick:** Does the difficulty change at all?

**Matt Strinden, DPI:** It is the same.

**Chairman Flakoll:** The fiscal note doubles the appropriation.

**Matt Strinden, DPI:** That is correct. The initial fiscal note request didn't give us enough time to gather the data from school districts because we don't collect GPAs. It is not a strong data item because of the inequities from school district to school district. We were able to poll our high schools and we received information on over 4,000 of this year's senior class which is what the fiscal note is based on. On average of 55% of this year's senior class has a 3.0 or higher. At Fargo Davies 71% of this year's senior class has a 3.0 or above. CHS had 67% of their 350 kids would potentially qualify.

**Chairman Flakoll:** Closed the hearing on HB 1287

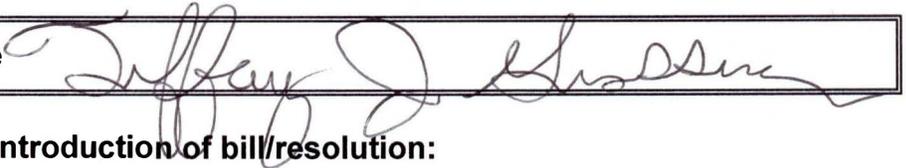
# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee  
Missouri River Room, State Capitol

HB 1287  
04-01-13  
20710

Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

A BILL for an Act to amend and reenact sections 15.1-21-02.4 and 15.1-21-02.5 of the North Dakota Century Code, relating to eligibility for North Dakota career and technical scholarships and North Dakota academic scholarships.

## Minutes:

You may make reference to "attached testimony."

**Chairman Flakoll:** Opened the hearing on HB 1287

**Senator Poolman:** Move a Do Not Pass on HB 1287

**Vice Chairman Schaible:** Second

**Senator Luick:** What does this bill accomplish?

**Chairman Flakoll:** It changes the language from a 24 ACT and a B average to one or the other which doubled the fiscal note. When implemented it would be \$33 million dollars more. Teachers were also concerned for the pressure to give everyone a B average. (Attachment #1)

**A roll call vote was taken for a Do Not Pass on HB 1287: 6 yeas, 0 neas, 0 absent**

**Chairman Flakoll** will carry

**FISCAL NOTE**  
**Requested by Legislative Council**  
**03/22/2013**

Amendment to: HB 1287

- 1 A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2011-2013 Biennium		2013-2015 Biennium		2015-2017 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures	\$7,355,000		\$18,125,000		\$20,000,000	
Appropriations	\$10,000,000		\$13,700,000			

- 1 B. **County, city, school district and township fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
Counties			
Cities			
School Districts			
Townships			

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

This bill changes scholarship eligibility by allowing students to meet one of the following criteria: ACT score of 24 or higher; score of 5 on three WorkKeys assessments; cumulative HS GPA of 3.0 and a "C" on all HS units taken; or, cumulative HS GPA of 3.0 and a "C" on scholarship units required

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

This amendment to the scholarship will increase the pool of eligible candidates each year with a significant cost impact to the scholarship program. Approximately 55% of the current high school senior class in ND maintains a GPA above the 3.0 requirement. With other factors figured in, an average of 50% of the graduating classes for the 2013-15 biennium would be eligible for the scholarship based on this amendment. Current statistics show an average of 22% of graduating seniors are awarded the scholarship, this bill would double the amount of students that are scholarship eligible with an eventual cost per biennium of approximately 20 million dollars (4.9 million per cohort) once all cohorts fall under the new scholarship rules (2015-17 Biennium). This note is based on current law allowing for a maximum of \$6000 per student and does not take into consideration any other currently proposed legislation.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

- A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

- B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

- C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

SB2003 (2013), the NDUS appropriation bill, includes \$13.7 million in general fund appropriation for this program.

**Name:** Matthew Strinden

**Agency:** Department of Public Instruction

**Telephone:** 701-328-2755

**Date Prepared:** 03/25/2013

**FISCAL NOTE**  
**Requested by Legislative Council**  
**01/23/2013**

Bill/Resolution No.: HB 1287

- 1 A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2011-2013 Biennium		2013-2015 Biennium		2015-2017 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures						
Appropriations						

- 1 B. **County, city, school district and township fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

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- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

For the Academic and CTE scholarship, permits the high school 3.0 minimum GPA eligibility requirement to be measured based on either all courses taken or only on those core courses required for the scholarship. This is in addition to the existing ACT or WorkKeys score and at least grade "C".

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

No additional fiscal impact as the program is being administered according to these provisions at the current time.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

- A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

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SB2003 (2013), the NDUS appropriation bill, includes \$13.7 million in general fund appropriation for this program.

**Name:** Laura Glatt

**Agency:** ND University System Office

**Telephone:** 701-328-4116

**Date Prepared:** 01/24/2013



**REPORT OF STANDING COMMITTEE**

**HB 1287, as engrossed: Education Committee (Sen. Flakoll, Chairman) recommends DO NOT PASS (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING).**  
Engrossed HB 1287 was placed on the Fourteenth order on the calendar.

**2013 TESTIMONY**

**HB 1287**

House Education

HB 1287

Mike Nathe, Chairman

In 2009 the ND Legislature enacted what I feel was the most proactive legislation in many years, when they enacted legislation to create the career and technical education and academic scholarship programs. These scholarships have proven without a doubt to be a tremendous motivating factor that encourages our high school students to work hard throughout their high schools years to get good grades and thus qualify for a ND scholarship.

In speaking with high school councilors these scholarships have truly not only motivated the students, but parents as well. It has caused parents to take notice and actually start engaging in how their son or daughter is doing in school. Given the high cost of college, the opportunity for a student to obtain this scholarship has proved to be one of the best motivators in recent history. Not only does this motivate the student during high school, it also is a tremendous motivator throughout college as this qualification only gets them in the door and through the first semester. To continue to receive the scholarship dollars, the student must also keep up good grades in college as well. This scholarship thus will provide motivation to the student for an 8 year period. What a fantastic return on investment for the State of ND.

The bill before you today, makes this scholarship even more accessible to our ND students. The bill makes only one small change. Under the current guidelines a student must obtain a cumulative grade point average of at least 3.0 AND receive a composite score of at least 24 on the ACT. This bill changes that "AND" to an "OR" Thus if a student obtains a 3.0 or greater, or at least a 24 on the ACT they qualify. The reason this is important is because if a student today score let's say a 23 on the ACT, that student is completely eliminated from obtaining this ND scholarship. The student could actually be a 4.0 student, and not qualify. We essence telling the student that their past 4 years of hard work during high school means nothing, all because of a single Act score... how crushing for a student.

We must realize that each student is different. Some test very well, and at the same time their daily work in school is less than stellar. And some do extremely well in their class work and class projects, but falter when that test is in front of them. What this bill will do, is take both of these student types into account, and give both the opportunity of obtain that all important scholarship.

Our goal should be to help as many of our students exceed as possible, and not pull the rug out from under them because of 1 test. We need to motivate them, to encourage them, to instill in them, that hard work does matter, good grades do matter, and most importantly that they do matter to all of us.

Mw/scholarship

January 23, 2013

#1

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1287

Page 3, replace lines 4 through 28 with

- "8. Met any one of the following criteria:
- a. Obtained a composite score of at least twenty-four on an ACT;
  - b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit;
  - c. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit; or
  - d. Obtained a score of at least five on each of three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction."

Page 5, replace lines 18 through 28 with

- "9. Met any one of the following criteria:
- a. Obtained a composite score of at least twenty-four on an ACT;
  - b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and  
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  - c. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and  
(2) Obtained a grade of at least "C" in each unit or one-half unit."

Renumber accordingly

#1

Senate Education

HB 1287 March 27, 2013

Tim Flakoll Chairman

Mr. Chairman, members of the Senate Education committee, for the record my name is Mark Dosch, State Representative for District 32. I am here today to ask your support of HB 1287.

In 2009 the ND Legislature enacted what I feel was the most proactive legislation in many years, when they enacted legislation to create the career and technical education and academic scholarship programs. These scholarships have proven without a doubt to be a tremendous motivating factor that encourages our high school students to work hard throughout their high schools years to get good grades and thus qualify for a ND scholarship.

In speaking with high school councilors these scholarships have truly not only motivated the students, but parents as well. It has caused parents to take notice and actually start engaging in how their son or daughter is doing in school. Given the high cost of college, the opportunity for a student to obtain this scholarship has proved to be one of the best motivators in recent history. Not only does this motivate the student during high school, it also is a tremendous motivator throughout college as this qualification only gets them in the door and through the first semester. To continue to receive the scholarship dollars, the student must also keep up good grades in college as well. This scholarship thus will provide motivation to the student for an 8 year period. What a fantastic return on investment for the State of ND.

The bill before you today, makes this scholarship even more accessible to our ND students. The bill makes only one small change. Under the current guidelines a student must obtain a cumulative grade point average of at least 3.0 AND receive a composite score of at least 24 on the ACT. This bill changes that " AND" to an "OR" Thus if a student obtains a 3.0 or greater, or at least a 24 on the ACT they qualify. The reason this is important is because if a student today score let's say a 23 on the ACT, that student is completely eliminated from obtaining this ND scholarship. The student could actually be a 4.0 student, and not qualify. We essence telling the student that their past 4 years of hard work during high school means nothing, all because of a single Act score... how crushing for a student.

We must realize that each student is different. Some test very well, and at the same time their daily work in school is less than stellar. And some do extremely well in their class work and class projects, but falter when that test is in front of them. What this bill will do, is take both of these student types into account, and give both the opportunity of obtain that all important scholarship.

Our goal should be to help as many of our students exceed as possible, and not pull the rug out from under them because of 1 test. We need to motivate them, to encourage them, to instill in them, that hard work does matter, good grades do matter, and most importantly that they do matter to all of us.

Mw/scholarship



#2

**TESTIMONY OF LEANN NELSON, Ed.D.  
NORTH DAKOTA EDUCATION ASSOCIATION  
HB 1287  
March 27, 2013**

Good Morning Chairman Flakoll and Members of the Senate Education Committee. For the record my name is LeAnn Nelson, representing the North Dakota Education Association (NDEA). I am here to voice NDEA's opposition of HB 1287.

NDEA feels HB 1287 is a well-intended bill; however, we do have some concerns in regards to changes made to the qualification criteria for the scholarship. Current law states that students must meet specific grade and test criteria. HB 1287 changes that language to state that students are eligible for the scholarship by meeting any one of the criteria: test or grade.

NDEA's concerns:

1. It is difficult to determine a student's academic knowledge based on the results of one single test.
2. Grading systems not only differ from one school district to other, but in some cases from one classroom to another in the same school building. The giving of letter grades can be very subjective.
3. The amount of scholarship dollars in the fund will need to be increased significantly since more students will be eligible. Will significant dollars be added to the fund or will some students be declined the scholarship when

funds run out? If no additional funds are added, what will the criteria be to determine who gets the scholarship or will it be based on a first come first serve basis.

4. Since the scholarship is substantial, some teachers and administrators feel blame may be placed on schools for a student not receiving the grade needed to receive the scholarship; thus, forcing the school to change the grade.

Chairman Flakoll and Members of the Senate Education Committee that ends my testimony. Thank you for your time and we hope the committee recommends a "Do Not Pass" on HB 1287. I will stand for any questions you may have.

Grade	A	B	C	D	F	Comments	Grades Can Include:
<b>District</b>							
<i>Mott-Regent</i>	100-94	93-87	86-80	79-75			
				for math 79-70			
<i>Fargo North</i>	100 - 90	89 - 80	79 - 70	69 - 60	below 60		
<i>Bismarck High</i>	100 - 92	91 - 83	82 - 74	73 - 65			
<i>Fairmount</i>	100 - 94	93 - 87	86 - 77	76 - 70	69 and below		
<i>New Rockford-Sheyenne</i>	100 - 94	93 - 87	86 - 80	79 - 73	72 and below	The grade given to each student will be the grade determined by the teacher. All grading is left to the discretion of the teacher and or administration	Class participation and special contributions
<i>Turtle Mt Community High</i>	100 - 93	92 - 85	84 - 77	76 - 70	69 and below		
<i>Shanley High - Fargo</i>	100 - 91	90 - 82	81 - 73	72 - 64	63 and below		
<i>Bismarck Shiloh</i>	100 - 93	92 - 85	84 - 77	76 - 69	68 and below		

**NDLA, S EDU - Grossman, Tiffany**

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#1

**From:** Flakoll, Tim  
**Sent:** Tuesday, March 26, 2013 8:32 PM  
**To:** NDLA, S EDU - Grossman, Tiffany  
**Subject:** FW: HB 1287 Fiscal Impact

Please add to the file on HB 1287.

**Senator Tim Flakoll**

*Tim Flakoll*

District 44  
Chairman, Senate Education Committee  
Transportation Committee

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**From:** Larson, Brady A.  
**Sent:** Tuesday, March 26, 2013 1:53 PM  
**To:** Flakoll, Tim  
**Subject:** HB 1287 Fiscal Impact

Sen. Flakoll:

This email is in response to your request for information regarding the estimated fiscal impact of Engrossed House Bill No. 1287. Based on current statute, the North Dakota Career and Technical Education and Academic Scholarship programs are estimated to require funding of \$21.2 million per biennium once fully implemented. House Bill No. 1287 would change the eligibility requirements for the scholarship programs. The fiscal note for the engrossed bill indicates the proposed changes to the eligibility requirements would require approximately \$20 million of additional funding per biennium (\$41.2 million of total funding) to support the programs when the new requirements are fully implemented. The estimated increase in required funding is based on the current annual scholarship award level of \$1,500 per year up to a lifetime maximum of \$6,000. Senate Bill No. 2222 would increase the scholarship award levels to \$2,500 per year with a lifetime maximum of \$10,000. Based on the increased award levels in Senate Bill No. 2222, the eligibility requirement changes in Engrossed House Bill No. 1287 would require increased funding of approximately \$33.3 million per biennium (\$54.5 million of total funding) to support the programs when the new requirements are fully implemented.

Please contact this office with any questions.

Brady Larson, CPA  
Fiscal Analyst  
North Dakota Legislative Council  
(701) 328-2916  
[www.legis.nd.gov](http://www.legis.nd.gov)