

2013 SENATE EDUCATION

SB 2222

2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

SB 2222

1-21-13

17421

Conference Committee

Committee Clerk Signature

Tiffany J. Grossman

Explanation or reason for introduction of bill/resolution:

Relating to North Dakota Scholarships

Minutes:

Written Testimony Attached

Vice Chairman Schaible: Opened the hearing on SB 2222

Senator Flakoll: My name is Senator Tim Flakoll, District 44, Fargo: I wish to testify in support of SB 2222. (Written Testimony #1 and #2 attached)

Senator Heckaman: Has there been any thought to increase the rigor for proficiency on the ND state Assessments.

Senator Flakoll: There is a bill to do that. Several things have been discussed. Senator Cook has a bill he passed.

Senator Luick: For the record would you elaborate Cook's bill that was passed?

Senator Flakoll: That is the bill the Senate passed last week unanimously to mandate a study of how best to utilize the interest in income off of the legacy funds.

Senator Tony Grindberg, District 41: I was pleased when Chairman Flakoll asked me to sign on to the bill. There was a meeting on tying K12 education in August of 2006. An expert from Michigan described a Philanthropist in Kalamazoo Michigan called the Kalamazoo promise. The program was to incentive for families to put kids in the school system to grow the area. A similar bill has failed and I wholeheartedly support this concept. I would like to see this institutionalized. It is an exciting program that will change generations.

Representative Mark Dosch, District 32: I stand in support of SB 2222. This is an eight year incentive for students that is costing the state only four years. I fully support increasing this to \$10,000. It is a way that the state of ND can encourage students. It is the right thing to do for our kids.

Representative Joe Heilman, District 45: I have some data (Written testimony #3 attached) I think an initiative such as this to increase scholarship amounts can go a long way to help. It rewards achievement for high school and collegiate level.

Senator Heckaman: I am fully in support of this program. I am looking at the other 70% of graduates who don't have access to the funding. What would you suggest for them?

Representative Joe Heilman, District 45: We have several needs based that should be discussed on a separate note. Anything we could do to help lower cost of education will help.

Chairman Flakoll: As I read your handout we would be covering 74.5% of tuition at BSC and NDSU we would be covering about 44%.

Kirsten Baesler, Superintendent, North Dakota Department of Public Instruction: I am here today to offer my support of SB 2222. Anytime we can offer additional support to our students for the costs of higher education is beneficial to ND as a whole. Keeping them in North Dakota is an additional benefit. Today I want to focus on what this increased incentive could do. This bill has provided the opportunity for more interest of our parents in what their children are taking in high school. Often times students' parents aren't involved in course registration. This caused parents to be much more involved.

Chairman Flakoll: Could your office do some type of recognition certificates without legislative intervention or should we put something in the bill?

Kirsten Baesler, Superintendent DPI: I think all students should be recognized. I think it is a simple process. We should not need legislative action.

Senator Luick: If you take away the needs based funding and or the students that don't have the rigor in high school to get on this program, is there anything for someone in between?

Kirsten Baesler, Superintendent DPI: There are numerous proposals. This is only gaining ground and momentum. I believe more students will be seeing this and it will become more inclusive.

Senator Heckaman: What can I tell my administrators who are looking at this as a shift in their curriculum and their ability to keep the arts going in their schools.

Kirsten Baesler, Superintendent DPI: This program is a work in progress and the legislators will work through it.

Senator Luick: Bordering states qualify for this right? What about homeschooling? Is that inclusive?

Kirsten Baesler, Superintendent DPI: Bordering states qualify. The difficulty is with the transcripts for the home educators. There would need to be some changes to be inclusive.

William Woodworth, President of the North Dakota University System: I wish to speak in support of SB 2222. (Written testimony #4 attached)

Chairman Flakoll: Did your organization vote on this?

William Woodworth, President of the North Dakota University System: We voted on this in September on our last meeting. We had about 70 students across the 11 campuses. There was wide support.

Robbie Lauf, North Dakota State University Executive Commissioner of Governmental Relations Intercollegiate Affairs, Head delegate of the North Dakota University System: We brought five students from NDSU here that were recipients of this scholarship. As you can see from attachment #5, NDSU Student Government voted on this. We support SB 2222. This scholarship is why I am at NDSU and in North Dakota. This does not make it a problem for the arts students. I am excited for the raise of \$10,000. It is another reason to work hard. I am at the \$6,000 level but I am beyond thankful. I knew several students who had a goal of 24 on the ACT to qualify for this. It is becoming a determining factor of what we want now.

Senator Heckaman: What was your incentive in High School to do well on your Junior Assessments?

Robbie Lauf, NDSU GRIA, Head delegate of NDUS: My incentive was academic honesty but it is not equivalent to the ACT. It is important to me but the teachers make sure we know the importance of the testing.

Chairman Flakoll: What is the average ACT test score for your campus this fall?

Robbie Lauf, NDSU GRIA, Head delegate of NDUS: I will have to get back to you.

Bryce Heustis, Student Government member at NDSU: When you talk about higher education you are usually talking about dollars, facts, scores but family is important. A big aspect of college is the parents. College in North Dakota with these scholarships seals the deal for a lot of students. From my experience I can say this was a huge factor.

Chairman Flakoll: Are you seeing an increase of students working and decreasing student loans.

Bryce Heustis, Student at NDSU and member of Student Government: I am receiving scholarships and working so I cancelled one of my federal loans.

Jon Martinson of the ND School Board Association: We want to support this bill and want to increase the funding. I just want to raise the issue of the 2.75 GPA. It seems a little low but we do support the bill.

Bev Nielson of the North Dakota Counsel of Educational Leaders: We support SB 2222 primarily as recognition of significant academic achievement. I like the maintaining GPA in college as well.

Robert Kringler, Student Senator at North Dakota State University: I am speaking on behalf of a recipient of this scholarship. I see this as a true investment in our students. I am studying History and Music and if you are motivated you will find a way. I would not be in state if it wasn't for this scholarship.

Senator Heckaman: If we are giving this to the brightest and best, do you think the 2.75 GPA at college should be raised?

Robert Kringler, Student Senator at North Dakota State University: I think the 2.75 is a good level for the learning curve.

Cole Kuester, Student at the University of North Dakota: I am not receiving this particular scholarship but I am a part of the ND Scholars program. It took a lot of stress off my shoulders. I would like to show my support for this bill.

Robert Valley, Student of NDSU in district #16 in ND: I am here for support as a big brother who is a freshman in High School. He is looking to his future opportunities. In my time at NDSU, I know that he is looking forward to his opportunities. This mentality will shift where students are at higher levels of academic rigor than ever before.

Chairman Flakoll: Was the state board supportive of this when you were on there?

Robert Valley, Student of NDSU in district #16 in ND: I believe the state board would be supportive of any of these scholarships. It is one less thing for students to worry about.

Gina Padilla, Assistant Director of Financial Aid at North Dakota University System: I wish to testify in support of SB 2222. Seeing this program be put into place has been a wonderful experience. This program has prepared student for college. From the University System, I would like to offer our support for this bill.

Chairman Flakoll: Does anyone wish to testify in opposition of SB 2222? Seeing none I will close the hearing on SB 2222.

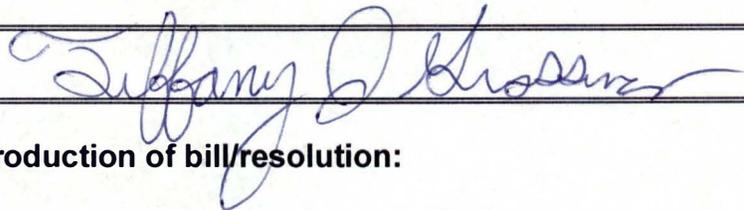
2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

2222
1-21-13
17461

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to North Dakota scholarships

Minutes:

You may make reference to "attached testimony."

Chairman Flakoll: opened hearing on SB 2222.

Chairman Flakoll: Look at the graph from the University System. At that time the GPA was not required, only the ACT score. It wasn't fair for schools to get their curriculum up. (See attachment #1 for copy)

Vice Chairman Schaible: I agree with the scholarship. I have a concern that it takes some away from accountability of the colleges what they are charging for education. **I would move a do pass on SB 2222 and re-refer to appropriations.**

Senator Poolman: Second

Chairman Flakoll: I agree with Vice Chairman Schaible. There are a lot of segments to this issue.

Senator Heckaman: I will support the bill but they see a gap for funding students in the state of ND. Some kids get no opportunities if they aren't considered need based.

Chairman Flakoll: That intersects with what Vice Chairman Schaible said in keeping tuition down.

A roll call vote was taken; 6 Yeas, 0 Nays, 0 Absent.

Senator Flakoll will carry the bill.

FISCAL NOTE
Requested by Legislative Council
01/16/2013

Bill/Resolution No.: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating from high school during or after the 2012-13 academic year, and who meet other eligibility criteria.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max).

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million).

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B



Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 01/18/2013



2222

Date: 1-21-13
Roll Call Vote #: 1

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO.

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number

Action Taken Do Pass ← re-refer to appropriate

Motion Made By Schaible Seconded By Poolman

Senators	Yes	No	Senator	Yes	No
Chairman Tim Flakoll	✓		Senator Joan Heckaman	✓	
Vice Chairman Donald Schaible	✓		Senator Richard Marcellais	✓	
Senator Larry Luick	✓				
Senator Nicole Poolman	✓				

Total (Yes) 6 No 0

Absent 0

Floor Assignment Flakoll

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

REPORT OF STANDING COMMITTEE

SB 2222: Education Committee (Sen. Flakoll, Chairman) recommends DO PASS and BE REREFERRED to the Appropriations Committee (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2222 was rereferred to the Appropriations Committee.

2013 SENATE APPROPRIATIONS

SB 2222

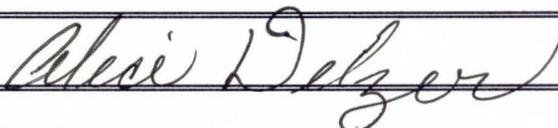
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

SB 2222
01-30-13
Job # 17953

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A Bill for an Act to amend and reenact NDCC relating to North Dakota scholarships.

Minutes:

See attached testimony

Chairman Holmberg: Opened the hearing on SB 2222. All committee members were present except Senator Warner.

OMB - Tammy R. Dolan
Legislative Council - Brady Larson

Chairman Holmberg: It will cost 3.7 million dollars to implement this bill next biennium. The following biennium it would be 8.8 million dollars. This bill increases scholarships. Will you explain the similarity or differences between this and what is already in the Higher Education budget? There are changes to the scholarship program in the Higher Education budget.

Tammy R. Dolan: SB 2003 also increases the scholarship cap to the same level that is instituted in SB 2222. We included the amount of the appropriation for changing the scholarship cap.

Chairman Holmberg: Looking at this and looking at the fiscal report of this 3.7 million dollars, is this duplicative of what is already in SB 2003?

Brady Larson: You are correct that it would be duplicative; however SB 2222 does not include an appropriation.

Chairman Holmberg: The difference is different policy as to when the money would be available. This will end up going to the subcommittee of Higher Education.

Senator Flakoll, District 44, testified in support of SB 2222 relating to merit based scholarships. **Written testimony #1, Attachments # 2 & 3**

Senator Wanzek: When we changed the requirements for the scholarship from 12 credits to 15 credits per semester this young nursing student lost her scholarship. Is there anything we can do in that situation? .

Senator Flakoll: The North Dakota University system sent out notices to everyone and this young lady should have received the notice that the full load was at least 15 credits. As we know, 12 credits will not graduate our students in four years. This was changed last session to allow for 12 credits for two terms and 15 thereafter. There have been four cases that I've heard of across the state. There has been talk of modifying but the policy committee thinks we are in a good place at the present time.

Senator Wanzek: I am not saying we reduce the requirements. I was just concerned about this situation.

Vice Chairman Bowman: Is the intent to get more students going to smaller colleges because of the requirements and percentage of tuition. I know to get into NDSU and UND you have to have a higher grade point average. This basically rewards students going to a smaller school that doesn't require that grade point average.

Senator Flakoll: There was discussion prior to passage of HB 1400 that had the original language in it. It was concluded that we needed the open market in the system to hold down tuition. Here they can do some shopping and there is a greater tendency for institution to hold down their tuition costs.

Senator Carlisle: Do I understand that when including the word "private", these student scholarships can be given for all the institutes including Jamestown, University of Mary and others.

Senator Flakoll: Yes, it would include University of Mary, Jamestown College, Rasmussen, and Ellendale Trinity Bible Institute. With this bill the dollars are sent to the institution on behalf of the child. We are not directly funding those campuses because that would be a violation of the constitution.

Chairman Holmberg: This scholarship program is for North Dakota residents.

Discussion followed on other programs that would help students at these levels. Many of these students would qualify for additional scholarships.

Senator O'Connell: Would tribal colleges qualify under this?

Senator Flakoll: Yes.

Discussion on ways to hold down tuition and tracking to see if this type of scholarship program helps keep the universities from accelerating tuition at the same level. Continued discussion on the base amount of credits and if there could be exemptions for students or grandfathered in program.

Chairman Holmberg adjourned.

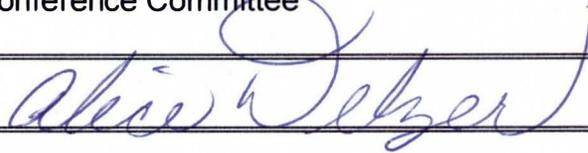
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

SB 2222 Subcommittee
02-19-2013
Job # 19164

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A Subcommittee hearing regarding North Dakota Scholarships

Minutes:

See attached testimony

Chairman Holmberg called the subcommittee hearing to order at 9:00 on Tuesday, February 19, 2013 in regards to SB 2222. All subcommittee members were present: Senator Wanzek, Senator Erbele, Senator Krebsbach, and Senator Robinson. Brady Larson from Legislative Council and Tammy R. Dolan from OMB were also present.

Chairman Holmberg: this bill is problematic from the standpoint that it does provide the framework for an increase in scholarships but does not provide money. The University System shall provide X dollars and then the money is supposed to come from someplace.

Senator Wanzek this is the bill trying to address the issue. I brought up the situation of the student who took dual credits in high school, she has met every other criteria. Last session when we went from 12 credits per semester to a requirement of 15 per semester. Because of that change she lost her scholarship. Some of us felt that in fairness to someone like that we should have grandfathered them in. I have spent time with council and DPI and found that this had been a problem with some other folks. The best thing I could come up with is an amendment to allow them to receive their scholarship in their senior year. I passed out the amendment #13.0147.03002. We did not put any fiscal impact in this amendment. I'm assuming it will be minimal. Didn't we figure some numbers were duplicative.

Brady Larson: there would be maybe 100 to 200 students that could potentially qualify for scholarships under this amendment but it is unknown if those students are still in school.

Senator Wanzek: It appears we are trying to put a band aid on a situation. I remember the people were upset because we gave them the scholarship and yanked it away when we changed the amount of credits.

Chairman Holmberg: I suggest we put the amendment on then decide what we want to do on the bill so it can be on the floor. And then we can add in to SB 2003, the money for the concept. If that is a direction you are comfortable with, make the motion.

Senator Wanzek: Moved the amendment 3002.

Senator Erbele: Second

All in favor.

Senator Wanzek: moved the bill as amended.

Senator Erbele: Second.

Chairman Holmberg: All in favor. Put it on our list.

Brady Larson: There is \$3.7 million in SB 2003 for the programs so this bill is duplicative of what is in SB 2003 already as far as the funding and the statutory changes being made.

Chairman Holmberg: So we don't have to make a change in SB 2003.

Brady Larson: The only change required is to remove the statutory changes for the program included in 2003.

Chairman Holmberg: Then it isn't as critical. If this doesn't make it to the calendar, all we have to worry about is you telling the House that there is duplicate language. We will take 2222 later this afternoon. Closed the hearing on SB 2222.

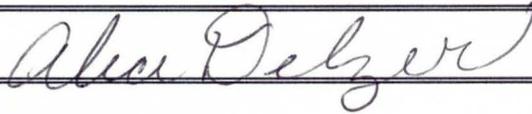
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

SB 2222
02-20-2013
Job # 19224

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to amend and reenact NDCC relating to North Dakota Scholarships (Do Pass as Amended)

Minutes:

Amendment and Vote

Chairman Holmberg called the committee to order on Wednesday, February 20, 2013. All Committee members were present.

Brady Larsen - Legislative Council and Joe Morissette - OMB

Senator Wanzek: Said the subcommittee on the Higher Ed budget 2003 visited us the other day and we did move a do pass as amended. He handed out amendment 13.0147.03002. He went over the amendment. (2:00-5:15)

Senator Wanzek moved the amendment.

Senator Erbele seconded the motion.

Discussion

Vice Chairman Grindberg: Asked if there was any information from the university system. I am a little nervous passing this bill for one person and the impact. If this is a small group, how are they going to know about this, and how does university system feel about it?

Senator Wanzek: I can't answer that. I did visit with Brady and we were able to put some numbers together of individuals and I don't know if we could still get that information of those under the program when we mad that change. We determined there were maybe a hundred students in this category.

Chairman Holmberg: A voice vote was taken and the amendment carried.

Senator Wanzek moved the do pass as amended.

Senator Erbele seconded the motion.

Chairman Holmberg: Call the roll on 2222 as amended.

A Roll Call vote was taken. Yea: 13; Nay: 0; Absent: 0.

Chairman Holmberg: Senator Wanzek will carry the amendment. It came from the Education committee and you might want to touch base with them

The bill was carried on the floor by Senator Wanzek.

The hearing was closed on SB 2222.

FISCAL NOTE
Requested by Legislative Council
01/16/2013

Bill/Resolution No.: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating from high school during or after the 2012-13 academic year, and who meet other eligibility criteria.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max).

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million).

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B

Name: Laura Glatt
Agency: ND University System
Telephone: 701-328-4116
Date Prepared: 01/18/2013


2/20/13

PROPOSED AMENDMENTS TO SENATE BILL NO. 2222

Page 3, line 5, after "7." insert:

"a."

Page 3, after line 9, insert:

- "b. (1) If after six consecutive semesters a student requires twenty-four or fewer credits to graduate, the student may retain scholarship eligibility by enrolling in only twelve credits during each of the student's final two semesters, or the equivalent number of credits, as determined by the state board of higher education, with respect to students in a quarter system.
- (2) The exception provided for in this subdivision is applicable to any student graduating after June 30, 2013, but before July 1, 2015.

Renumber accordingly

Date: 2-20-13

Roll Call Vote # 1

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2222

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number 13.0147.03002

Action Taken _____

Motion Made By Wanzek Seconded By Erbele

Senators	Yes	No	Senator	Yes	No
Chariman Ray Holmberg			Senator Tim Mathern		
Co-Vice Chairman Bill Bowman			Senator David O'Connell		
Co-Vice Chair Tony Grindberg			Senator Larry Robinson		
Senator Ralph Kilzer			Senator John Warner		
Senator Karen Krebsbach					
Senator Robert Erbele					
Senator Terry Wanzek					
Senator Ron Carlisle					
Senator Gary Lee					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

*Voice Vote
carried*

Date: 2-20-13

Roll Call Vote # 2

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2222

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken DPA

Motion Made By Wanzek Seconded By Erbele

Senators	Yes	No	Senator	Yes	No
Chariman Ray Holmberg	/		Senator Tim Mathern	/	
Co-Vice Chairman Bill Bowman	/		Senator David O'Connell	/	
Co-Vice Chair Tony Grindberg	/		Senator Larry Robinson	/	
Senator Ralph Kilzer	/		Senator John Warner	/	
Senator Karen Krebsbach	/				
Senator Robert Erbele	/				
Senator Terry Wanzek	/				
Senator Ron Carlisle	/				
Senator Gary Lee	/				

Total (Yes) 13 No _____

Absent _____

Floor Assignment Wanzek Carry Amend

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

REPORT OF STANDING COMMITTEE

SB 2222: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (13 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2222 was placed on the Sixth order on the calendar.

Page 3, line 5, after "7." insert:

"a."

Page 3, after line 9, insert:

- "b. (1) If after six consecutive semesters a student requires twenty-four or fewer credits to graduate, the student may retain scholarship eligibility by enrolling in only twelve credits during each of the student's final two semesters, or the equivalent number of credits, as determined by the state board of higher education, with respect to students in a quarter system.
- (2) The exception provided for in this subdivision is applicable to any student graduating after June 30, 2013, but before July 1, 2015."

Renumber accordingly

2013 HOUSE EDUCATION

SB 2222

2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

SB 2222
March 12, 2013
Job #19792

Conference Committee

Committee Clerk Signature

Mary Brucker

Minutes:

Chairman Nathe: Opened hearing on SB 2222.

Senator Flakoll: Sponsor, support. See attached testimony #1. Ended testimony at 5:23.

Chairman Nathe: In regards to Senator Wanzek what line was that on?

Senator Flakoll: Page 3 lines 10-16 inclusive.

Representative Wall: You mentioned the change in the ACT test score. Am I assuming the work keys requirements stay the same?

Senator Flakoll: I didn't touch too much on the requirements kept them really all the same as they were established originally in the 2009 session. The one thing that has been discussed is if there is a student who didn't want to go to college right away but when they are out in the work force they decide they want to go to college after all. If they don't fill out the forms in a prescribed time they are ineligible so we thought we would leave it up to the committees to allow them a window for a year after they graduate to go back and do that.

Representative Rust: What school is still on the quarter system?

Senator Flakoll: I believe it is Rasmussen. I provided a list of those within the university system the 2012-13 tuition fees and rates and how much of this new proposal it would cover. It ranges approximately from 34.5% at the University of North Dakota up to a high of 64.3% at the Dakota College of Bottineau. See attached testimony #2.

Chairman Nathe: In the 2011-13 how much of this program was under the current structure?

Senator Flakoll: The challenge we had was the first class was 2010 and we started the second year of the biennium and we had freshman and sophomore then the next year we had freshman, sophomore, and juniors and now we have freshman, sophomore, junior, seniors, and some deferred and because of that our data will be lagging in terms of their outcomes.

Representative Meier: Do you have any data on those two thousand some students that receive the North Dakota scholarship what percent of those students were not eligible their second year for the North Dakota scholarship?

Senator Flakoll: Last session we made the provision where you could have one mulligan where if they drop down below the 2.75 required and even with that our data would be changed this fall because of that change we made last session. We're still kind of early to know. One student who had a 36 ACT score apparently had enjoyed their freshman year and didn't make the required GPA. There is some data that shows those with a 35 ACT test score average a cumulative GPA of 3.96. There really is a correlation between their ACT and their GPA.

Representative Meier: So we don't have any data on how many students took advantage of that mulligan opportunity?

Senator Flakoll: We could get that but we didn't request it. The system should be able to provide you with those with an oops and those with two oops who would be out of the program.

Chairman Nathe: Can you explain to me why you're reducing the credit hours from fifteen to twelve?

Senator Flakoll: That would only be for that 2010 class because as we passed the bill in 2009 we only required them to have 12 credits but as we move forward and we have more knowledge there is concern on getting these students through in a timely fashion. We increased that starting with the second year to gently knudge them forward. It would save them a full semester by taking 15 credits rather than 12 credits. In the data last session there were approximately 80% of those who took 15 or more but there was also some who did not. Medical schools look at a rigorous class loads.

Representative Heller: Do you think this scholarship program is not currently popular because the amount of this scholarship is too low and that's why you decided to increase it?

Senator Flakoll: I think this program is wildly popular.

Representative Heller: The fiscal note says by 2015-17 this could cost a total of \$25 million?

Senator Flakoll: That's because as we move from more students being on it we believe we will have more students that will be eligible because we are increasing the rigor with the curriculum requirements. Going from \$6,000 to \$10,000 that will cause that 65% increase.

Chairman Nathe: Why the \$1,000 increase per year?

Senator Flakoll: I think we like the fact that looking at a reward system where the money follows the students and if we were to pick them out \$10 million a lot of people have a

preference to reward our North Dakota students to stay in North Dakota and rather than send that comparable amount of money to the campuses.

Chairman Nathe: Any further support of 2222?

Representative Mark Dosch: Co-sponsor, support. There wasn't a scholarship program for my first two children who went through the system but my last one we did. As a parent and school board member the excitement not only from the school but also the parent involvement and when they know there is money on the line and their kids can get a scholarship it has shown improvements in test scores. Because a student has to qualify for the scholarship program every year it keeps them motivated throughout high school and college. With tuition increases this is putting money into those hands of the kids that helps offset the increases in tuition.

Representative Koppelman: Does this have any overlap with the house bill that dealt with GPA and things?

Representative Dosch: My house bill will change the requirements from a 24 ACT and a 3.0 GPA to 24 ACT or a 3.0 GPA. Either student would then qualify for this opening it up to more students.

Chairman Nathe: Any further support of 2222?

Senator Wanzek: About a year ago I was contacted by a constituent who is very deserving of the scholarship and she achieved the scholarship. When she entered college she had already completed 30 course credits through the dual credit program in high school. She attended Jamestown College and took up nursing. We gave her the scholarship before the 2011 session of \$1,500 and she achieved the GPA needed to continue receiving that money. Last session we changed the credit requirements from 12 to 15 and she ended up losing her last two years. The amendments grandfathered them back in. She won't be able to retrieve her past two years of scholarship but it would allow her the scholarship for her senior year. I feel we should grandfather them in and allow them to finish under the agreement we made with them at that time. This is an effort to try and address where we maybe have made an error last time in not grandfathering some of those people in.

Chairman Nathe: These are students who are graduating for college?

Senator Wanzek: Yes.

Representative Johnson: Have you found others where this has happened?

Senator Wanzek: When I was first contacted I immediately got in contact with DPI and they said this has happened to a number of students. It impacted more than just one person. The best number I could come up with is about 100 people who would be in the same situation.

Representative Koppelman: For those that were grandfathered in and would only be taking 12 credits would the amount of the scholarship be grandfathered in to the old amount as well? Obviously when you buy more credits it costs more so we're giving them more money.

Senator Wanzek: I believe there is language in the bill that those who are under the old number of \$1,500 would only be getting that amount their last year not the \$2,500.

Representative Rohr: If this bill passes whose responsibility would it be to notify those 100 people?

Senator Wanzek: I would make it known to the DPI and hope they would contact those individuals who would be in this similar situation. I hope that this is some kind of notification or awareness sent out so these individuals know they can redeem their senior year.

Representative Mock: Do we need to put an emergency clause on this in order to give them a chance apply and become eligible?

Senator Wanzek: I would agree with that.

Chairman Nathe: That's a good suggestion. Representative Schatz will be the carrier on the bill and he's going to talk to DPI and come up with some language to make an amendment as far as notifying the effected students.

Senator Wanzek: I understand the reasoning by going to 15 credits and why we want to encourage kids to pursue college vigorously.

Chairman Nathe: Further testimony for 2222?

Abigail Mel, student at Jamestown College: I'm currently a junior nursing student at Jamestown College. I graduated from Jamestown High School in 2010 and at that time the scholarship requirements were the 24 or higher ACT score and enrollment when in college was a minimum full time credits of 12 credits per semester. I think the GPA was around a 3.0. I am set to graduate in 2014. My GPA has maintained well above the requirement; I have about a 3.8 GPA. I met the 24 or higher on the ACT. When I started college as a freshman I started with 30 credits that I had already earned through dual credit courses and AP courses while in high school. I received a letter after my freshman year in college notifying me that the scholarship requirements had changed for 2011 changing the credit requirements to 15 credits per semester and they made it retroactive to my graduating class of 2010. I was disappointed because I already had my semesters planned and I had all my general education requirements completed so I knew how many credits I needed in order to graduate. As a freshman I took 16 credits in the fall and in the spring. I also took four semester credits in the summer. My sophomore year was the first year I wasn't able to receive my scholarship. In the fall of my sophomore year I had 12 credits and in the spring I had 13 credits. In my junior year I took 12 credits and I am currently taking 12 credits this spring. I will be taking 14 credits both semesters in my senior year. Besides my credits I

also have clinical hours, about 23 ½ hours per week. I also have hours of work to study for exams, papers to write, care plans, and four to five hours of pre-clinical prep work.

Chairman Nathe: Any further support of 2222?

William Woodworth, President of the North Dakota Student Association: See attached testimony #3. Ended testimony at 35:09.

Chairman Nathe: Anyone else here in support of 2222?

Leeann Nelson, North Dakota Education Association: NDEA supports the current scholarship along with the increase in the scholarship but we also support the eligibility requirements currently to receive those scholarships particularly if you're going from a possible \$6,000 to \$10,000. At first when I saw this bill I thought this was more money for the high achievers but I talked with some English teachers who told me the significant increase in achievement they have seen has been coming from the students with special needs. As teachers we have to get through a certain curriculum and students who are struggling anyways are getting further behind. I thought maybe we could get some of these kids with special needs to be able to qualify for some of these scholarships with some of these common core standards coming into play.

Chairman Nathe: Anyone else here in support of 2222? Anyone in opposition? Seeing none we will close the hearing on 2222.

2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

SB 2222
March 13, 2013
Job 19857

Conference Committee

Jocelyn Gallagher

Minutes:

Ch. Nathe: Discussion pertains to page 3 line 10-16. Dealing with 12 credits, changing it to 15 and catching kids falling through the cracks. One question was if this bill was to pass, notifying those students who were grandfathered in and we were told the higher education system would catch it and do it. DPI indicated there may be an issue on the higher education side.

Matt Strinden, DPI: (0:56) Brought with him Gina Padea, with the ND Academic Scholarship on the University side. Once we make a determination scholarship with the department that goes to Gina and then students and their scholarship award are taken care of by her on the University side and follow the students. Discussed with Rep. Nathe the 12 and 15 credits and I wanted Gina to visit with you about some of the concerns with that.

Gina Padea, Assistant Director for Financial Aide at the University System office: (1:40) I am the person parents call when their students don't get 15 credits. Currently if they are required 24 or fewer credits then they could take 12 to be eligible for the scholarship in their last year of scholarship eligibility or graduate between certain dates. On management side, it is going to be difficult because we don't track how many credits students have left till graduation. It can only be implemented if a student requests their degree to be audited. As written the students may be able to use it the last quarter but no way for them or us to find out how many credits they have left for graduation until they go through the degree audit process.

Ch. Nathe: If they came and showed you, bringing it to your attention, they would be eligible?

Gina: (3:51) Absolutely, if they brought it to our attention.

Ch. Nathe: How many students are affected by this?

Gina: About 250 every semester.

Ch. Nathe: From your standpoint, there is no way to notify these kids, should we just go back to 12 credits, the way it was originally done?

Gina: If you want to do something for these two cohorts, the one who are originally under the 12 credit rule when the bill passed, that would be the easiest for them to understand and us to manage because we don't have that how many credits they have left item.

Rep. Heilman: (6:08) Out of the 250 students, those are the ones who don't have 15 credits but they have 12 but otherwise would qualify for the scholarship?

Gina: Yes.

Rep. Heilman: How many are currently participating in the scholarship program in total?

Gina: Last fall there were 2759.

Rep. Heilman: That's after the 12 credit or 15 credit?

Gina: That is with the 15 credit requirement.

Rep. Heilman: There would be roughly around 3000 then if we went to 12?

Gina: (6:57) For the fall semester there were 208 students who didn't for fall semester.

Rep. Meier: Out of the 250 students do you have any data showing how many up their credit hours and then got back on the scholarship funding?

Gina: I haven't pulled that data.

Rep. Meier: I think it would be good to look at if you could pull it.

Gina: For clarification, you would like to see the ones who were deferred for a semester because they weren't at the 15 credits but then were able to get the scholarship after that?

Rep. Meier: It would be helpful.

Gina: Currently we can't use professional judgement or an appeal for students because the law is written very black and white that there isn't any rule making authority. Even students who are progressing at an amazing rate and if for one semester we see they are at 12 but they are two semesters ahead of their academic program, we can't do anything for them.

Ch. Nathe: It is almost like they are being punished. I think they upped it from 12 to 15 to encourage. But it seems a lot are being hurt by this.

Gina: These are our best and brightest students, not the ones who go to party.

Rep. Heller: Do you think putting it back to 12, do you think it would be detrimental, would any student try less?

Gina: What I haven't done that I would like to do is look at these different cohorts and see how many credits they have completed and if they are an average above an average of 15 credits.

Rep. Heilman: When preparing data, I would like to see how many percent are taking 12, 13, 14, 15, up to 21 or whatever. Rather than here is the average of all, I would like to see how many percentage of the students that are qualifying would we affect if we changed it from 12 to 15.

Ch. Nathe: All the new ones would be at least 15. I would like to see it at the end of their career.

Gina: Unfortunately we don't have the ability to look at how far they are into it.

Ch. Nathe: I think the intentions were good in 2011 when they made the change but there are some serious problems as we found out.

Rep. Rust: I'm wondering if we are going to change it back to 12, then it might be a good idea to contact Anita Thomas and see what kinds of problems we encounter with that besides going ahead and doing it here because it may have a reference back to something else.

Ch. Nathe: It is in the bill on page 3, line 7.

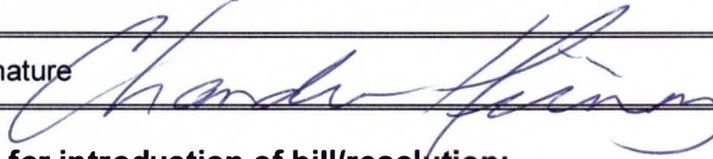
2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

SB 2222
March 19, 2013
20174

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to amend and reenact section 15.1-21-02.6 of the North Dakota Century Code, relating to North Dakota scholarships.

Minutes:

Handout, attachment 1
Proposed amendments, attachments 2 and 3

Chairman Nathe: Reviewed the bill and background.

Matt Strinden, DPI: Representative Koppelman had mentioned a potential change to the third bullet that might be a little easier, cleaner for the university system to track those students. The idea is that instead of putting a sunset window, essentially taking the group of students that were the original cohorts under the original rules of the scholarship, which require the twelve credits, and allowing those students to complete their scholarship course with the twelve credits. The students who got the scholarship after that change was made would continue to move with the twelve credits and five credits subsequently as those students who were aware of that requirement when applying.

Chairman Nathe: Do you have amendments to that effect?

Matt Strinden: I do not.

1:50 **Rep. B. Koppelman:** I have language for an amendment. Read the suggested amendment.

Chairman Nathe: Would you work with Kirby to put that in amendment form so we can see it? Gina, would you come to the podium?

2:55 **Gina Padilla, North Dakota University System:** Distributed handout, **attachment 1.** Rep. Meier had asked about students who do not receive the scholarship due to insufficient credits, if it would be reinstated in subsequent semesters. Provided data. We talked about whether the credit requirement is doing as intended. Provided data.

6:11 **Rep. Rust:** Of those students who did not receive scholarship payments, was the credit load the only criteria they failed to make?

Gina Padilla: The only criteria they missed was the credit criteria.

6:35 **Rep. B. Koppelman:** If we're encouraging students to take fifteen credits and to finish school in a reasonable time, I believe that is one piece of the intent. Another is to make sure that for a time period of a semester or year, that they are getting as much out of school as they can. Gave personal example. If a student is short of the necessary credits, are there not courses that would be beneficial to them? Wouldn't there be benefit in encouraging them to be better rounded?

7:52 **Gina Padilla:** Referred to testimony given during hearing given by a nursing student regarding a very defined program and expensive credits. We also talked about situations concerning internships or special courses outside of course load. A lot of students can pick up one or two extra classes, but it does not always work for all students.

8:59 **Rep. Meier:** Do you know what percent of students drop classes over the course of a semester?

9:38 **Gina Padilla:** That's for the official add/drop date to get a full refund of the tuition. After that, they can drop a course without a grade, but they still pay for it.

9:59 **Rep. Meier:** Do you have any data on the percent of students who start with the fifteen credits but drop a class because of not maintaining the GPA?

10:16 **Gina Padilla:** I pulled two data sets for the average number of credits taken. One was for data for the beginning of term after the add/drop date, and the other was data for the end of term. The second set matched the first set. On average, students are picking up classes at the same rate as they are being dropped.

10:50 **Rep. Heller:** Comment about students in nursing program. I don't know why we cannot go back to the twelve credits for students in high-pressure disciplines. Wasn't twelve rigorous enough?

11:55 **Chairman Nathe:** The rationale was to move students along on pace to a timely graduation.

12:02 **Rep. Kelsh:** The whole point is that those students may have taken eighteen credits for several of those semesters to get where they are. I think we can fix this so they get it at the end.

12:35 **Chairman Nathe:** We have Rep. Koppelman's amendments. We are also sending around some amendments from Rep. Rust, **attachment 2**.

12:52 **Rep. Rust:** I believe that one of the questions here was what happens if someone needs fewer than fifteen credits to graduate. What is coming around to you has a C on the upper right corner. Explained amendment, attachment 2.

14:22 **Chairman Nathe:** There was talk about credits tailing off at the end of the program.

Rep. Rust moves the amendment, attachment 2. Seconded by Rep. Heller.

14:38 **Chairman Nathe:** I see we struck lines 15-16 in this amendment?

Rep. Rust: At this point, I would only be looking at Part B(1).

Chairman Nathe: Was it your wish on the amendment to leave lines 15 and 16 on page 3?

Rep. Rust: Referring to page 3, section 7, B(2). Was that to take care of students who started in this program? Then that is separate. As such, I would only propose what is there as 7B, but I'd list it as a C.

Chairman Nathe: I think we could take lines 15 and 16 out. The language above in your amendment takes care of that; it covers students under twelve credits at the end of their program.

Rep. B. Koppelman: I think the real question for Rep. Rust with his intentions is that if you remove lines 15 and 16, you are basically saying that no matter when you started in the program, we are going to allow you to take fewer credits your last year if... Whereas the intent of the original exception and the intent of my amendment (**attachment 3**) to fix that original exception was just to band-aid the people who started with different expectations. Rep. Rust, do you intend to make an exception your senior year for everyone forever, or was that just a band-aid?

17:15 **Rep. Rust:** My intention in 7B would be that if that person requires fewer than fifteen semester hours to graduate, from here and forever, they can qualify for the scholarship if they take at least twelve.

17:41 **Unidentified speaker:** Then you should probably strike lines 15 and 16 if that is your intention.

18:00 **Rep. Kelsh:** This would also take care of anyone who started when it was still twelve hours, maybe had to take a semester off. I'm assuming they still qualify for the scholarship. Rep. Koppelman's is limited to 2010-2011 school year. So that would limit that not happening.

18:27 **Chairman Nathe:** That's how I understand it.

18:30 **Rep. Koppelman:** There is one other thing we need to be aware of if we not do my amendment and simply do Rep. Rust's. In the situation of the nursing student, Rep. Rust would essentially give her a scholarship for the fall semester, but she definitely would not qualify for the spring, maybe not for the fall because she will have more than fifteen credits left going into fall. Separately, we should discuss whether or not we want to fix that for the 2010-2011 students.

Voice vote on adoption of amendment presented by Rep. Rust, attachment 2. Voice vote carries.

19:38 **Rep. B. Koppelman:** Distributed proposed amendment, **attachment 3**. If we wanted to do something simple with what we have started here, we could do the amendment in front of you and add the remainder of lines 11-14 and essentially duplicate them to part 2. That would fix both semesters for the 2010-2011 students who went into it thinking they could do twelve per year and get the full scholarship.

20:15 **Chairman Nathe:** Asked for additional explanation.

20:20 **Rep. B. Koppelman:** I wouldn't be doing anything to lines 11-14; we did that with the amendment from Rep. Rust. I would duplicate the language, starting in line 11 with *may retain* and ending with what's in line 14. We'd paste that to the end of my amendment as part 2. For the students in the 2010-2011 year, it would provide scholarship for the fall and the spring of their senior year as a band-aid to the transition. Then it would expire off and could be deleted in a future session. We could add to that.

Chairman Nathe: Let's have Kirby write that up.

21:15 **Rep. Heller:** I wonder if we should run that past Anita and tell her our intent and ask her how we should do that.

21:26 **Chairman Nathe:** Rep. Rust should have that. He may have something addressing what you're talking about, Rep. Koppelman, which Anita had given him earlier. There is a fiscal note on this bill, so it will be re-referred to appropriations. Some of the changes we make will affect that fiscal note.

23:08 **Rep. Rust:** This one says that after six consecutive semesters, they require twenty-four or fewer hours, that they can do two semesters of twelve each.

23:23 **Chairman Nathe:** That's the original language.

23:34 **Unidentified speaker:** One of the concerns was that some people may get through school an entire semester early. If you say six consecutive semesters... Do they have to be consecutive if they took an internship or something?

24:06 **Rep. Wall:** Requested Matt Strinden review the amendments.

24:52 **Matt Strinden:** What was problematic in the original text of the bill was the credits themselves. The university system is unable to track that number of credits because of the audit issue we talked about. We would have no way to determine officially how many credits that student has remaining.

25:44 **Rep. Heller:** In order to fix this problem, could we turn the fifteen into a twelve on page 3, line 7?

26:02 **Matt Strinden:** My suggestion would be that in the original language regarding the exception, you may want to consider allowing those two initial cohorts the ability to maintain

the scholarship with twelve credits. Beyond those graduating years, those students would be required to maintain the credits currently in the code.

27:00 **Rep. B. Koppelman:** I think for what we have already talked about, this is correct. Since we struck subsection 2 with Rep. Rust's amendment, there would be a new subsection 2. Are you suggesting we need 2009-2010 as well?

27:30 **Matt Strinden:** Yes. The 2009-2010 would be that the tenth grade graduating class would be the first year of students who got the scholarship. Those students would have one more year remaining on their scholarship eligibility.

27:52 **Rep. B. Koppelman:** I would **move this amendment** (attachment 3) **with one addition**, and that it say during 2009-2010 or 2010-2011 school year.

Motion to adopt the amendment seconded by Rep. Meier.

28:20 **Rep. Kelsh:** Are we in trouble with the former amendment?

Chairman Nathe: I don't believe so. We are adding new lines on the bottom of page 3.

28:25 **Rep Rust:** I think it could still stay because I think you could still have students who end up that last semester not needing a full fifteen hours. I think that one is still good; it's just that I didn't cover the problem they were having.

Chairman Nathe: Matt, does this amendment before us address your issue?

Matt Strinden: You're referring to the most recent one with the addition of the 2009-2010? We believe that will fix it.

Voice vote on adoption of amendment offered by Rep. B. Koppelman. Voice vote carried.

Chairman Nathe: We have amended SB 2222 before us. What are your wishes?

29:34 **Rep. Mock:** Referred to case of a student on a specific program track to graduate. It does not matter what the law says; that individual or any student in that same program would only be enrolled in twelve credits in the final semester, correct? If someone graduates from high school this spring and enrolls in the very same program at the same college, four years from now they will likely be enrolled in twelve credits. They would not be in fifteen, so we will still have people who would not be eligible for this scholarship in their senior year. Correct?

Chairman Nathe: Under his amendment, they would be.

Matt Strinden: If I understand Rep. Rust's amendment correctly, in their last semester they would be able to do fewer than fifteen. Gina has said those students would have already filed their intent to graduate, so we would be able to track that.

Rep. Mock: So the auditing issue is not going to be an issue moving forward?

Gina Padilla: Hopefully not. If it is their last semester, they should have done their degree audit to know what they have remaining.

Rep. D. Johnson: We still have not addressed the issue of the junior year of that nursing student or of the student who had thirty credits toward a degree before she graduated from high school. Spoke of junior year for nursing students.

Rep. B. Koppelman: I am familiar with dual credit classes in high school. If you come into college with thirty credits, you can look at graduating potentially a semester early. Given that dual credits are often taken at a lower tuition rate, I think the student is better off than trying to stretch it out to make sure it's a full four years.

Rep. D. Johnson: The junior year is crunch time in a nursing program. Twelve credits is a good load when you're doing your clinicals.

Rep. Heller: I don't care if you leave high school with a hundred credits. Once you get accepted to that nursing program, you have to follow their schedule. You cannot jump ahead or graduate early.

Rep. B. Koppelman: My understanding is that once the state changed the law for all the schools in the state, knowing what the state will pay for, I'm assuming that some have taken into consideration how they schedule their roadmap to the degree. I don't see a way for us to make a ton of unique exceptions and still have the rigor the legislature was originally looking for. We need to be careful that we do not inadvertently set twelve credits as the benchmark for getting the scholarship.

26:08 Rep. Rust: Suggested someone outside the committee take a look at what we have done.

Chairman Nathe: The experts here seem to be okay with it. I'm comfortable with it. I understand Rep. Johnson's point. I don't think we can cover all situations, as much as we have tried.

Rep. Rust moved a Do Pass as Amended with a Re-Referral to Appropriations.
Seconded by Re. Meier.

Roll call vote on motion for a **Do Pass and Amended with a Re-Referral to Appropriations. Motion carried.**

Yes = 13

No = 0

Absent = 1

Carrier: Rep. B. Koppelman

FISCAL NOTE
Requested by Legislative Council
02/21/2013

Amendment to: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases scholarship from \$1,500 (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating during or after 2012-13, and who meet other eligibility criteria. Amendment reduces credit hours from 15 to 12 during last two semesters, for a limited period.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max). Amendment does not a material impact on the original estimate.

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million). Amendment does not a material impact on the original estimate.

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B Amendment does not a material impact on the original estimate.

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 01/18/2013

FISCAL NOTE
Requested by Legislative Council
01/16/2013

Bill/Resolution No.: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating from high school during or after the 2012-13 academic year, and who meet other eligibility criteria.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max).

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million).

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 01/18/2013

March 19, 2013

VR
3/19/13

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2222

Page 3, line 10, remove "after six consecutive semesters"

Page 3, line 10, remove "twenty-four or"

Page 3, line 10, after "fewer" insert "than fifteen"

Page 3, line 12, replace "only" with "fewer than fifteen but at least"

Page 3, line 12, replace "each of the student's final two semesters" with "the semester"

Page 3, line 15, remove "The exception provided for in this subdivision is applicable to any student"

Page 3, line 16, replace "graduating after June 30, 2013, but before July 1, 2015" with "Students who graduated from high school during the 2009-10 or the 2010-11 school year and who have completed six semesters may retain scholarship eligibility by enrolling in only twelve credits during each of the student's final two semesters, or the equivalent number of credits, as determined by the state board of higher education, with respect to students in a quarter system"

Renumber accordingly

Date: 3/19/13

Roll Call Vote #: _____

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2222

House _____ **EDUCATION** _____ Committee

Check here for Conference Committee

Legislative Council Amendment Number Amendment C - Rep. Rust

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

Motion Made By Rep. Rust Seconded By Rep. Heller

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe			Rep. Bob Hunskor		
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: 3/19/13
Roll Call Vote #:

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2222

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number Amendment - Koppelman

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

Motion Made By Rep. Koppelman Seconded By Rep. Meier

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 on Koppelman
Amendment. motion Carried.*

Date: 3/19/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2222

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 13.0147.04001

Action Taken: Do Pass Amended Rerefer to Appropriations

Do Not Pass Adopt Amendment

Motion Made By Rep. Rust Seconded By Rep. Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe	✓		Rep. Bob Hunskor	✓	
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) 13 (NO) 0 (ABSENT) 0

FLOOR ASSIGNMENT Rep. Koppelman

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

REPORT OF STANDING COMMITTEE

SB 2222, as engrossed: Education Committee (Rep. Nathe, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (13 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2222 was placed on the Sixth order on the calendar.

Page 3, line 10, remove "after six consecutive semesters"

Page 3, line 10, remove "twenty-four or"

Page 3, line 10, after "fewer" insert "than fifteen"

Page 3, line 12, replace "only" with "fewer than fifteen but at least"

Page 3, line 12, replace "each of the student's final two semesters" with "the semester"

Page 3, line 15, remove "The exception provided for in this subdivision is applicable to any student"

Page 3, line 16, replace "graduating after June 30, 2013, but before July 1, 2015" with "Students who graduated from high school during the 2009-10 or the 2010-11 school year and who have completed six semesters may retain scholarship eligibility by enrolling in only twelve credits during each of the student's final two semesters, or the equivalent number of credits, as determined by the state board of higher education, with respect to students in a quarter system"

Renumber accordingly

2013 HOUSE APPROPRIATIONS

SB 2222

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Committee
Roughrider Room, State Capitol

SB 2222
3/26/13
Job 20470

Conference Committee

Committee Clerk Signature

Meredith Trachsel

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to amend and reenact section 15.1-21-02.6 of the North Dakota Century Code, relating to North Dakota scholarships.

Minutes:

You may make reference to "attached testimony."

Chairman Delzer called the committee back to order.

Rep. Ben Koppelman, District 16: Introduced the bill.

03:07

Chairman Delzer: I see the Fiscal Note says it would be \$26-28M. Is that when it gets to being a full four year scholarship for four years of students?

Rep. Koppelman: Yes, when it is fully implemented. That's the new money once fully implemented at \$10,000 per student.

Chairman Delzer: Did you ask how many students they used to build the FN?

Rep. Koppelman: We did, and they build in percentages for increases. They were using the same projections going forward that they were using before this bill.

Chairman Delzer: I think OMB did this; we need to get those numbers. Is the money in the budget, for the \$10,000? This came from the governor. Does it reside in higher ed?

Rep. Koppelman: I was told it did reside in the budget.

Chairman Delzer: Legislative Council (LC), please find out.

Rep. Monson: At the end of each section, it references the quarter system.

Rep. Koppelman: I think it is Lake Region.

Becky Keller, LC: The funding is in SB 2003, the higher ed bill, for \$3.7M.

Chairman Delzer: The increase is 3.7; what's the original? It's already 16.6. Further questions? We'll drop this into E&E division so they can deal with it with the higher ed budget.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

SB 2222
March 28, 2013
Job 20627

Conference Committee

Committee Clerk Signature

David Hanson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to amend and reenact section 15.1-21-02.6 of the North Dakota Century Code, relating to North Dakota scholarships.

Minutes:

Chairman Skarphol opened the hearing for SB 2222.

Rep. Dosch: This is money that goes right to the kids and to the families. It encourages the students to work hard and apply themselves. 2:10

Chairman Skarphol: I would like to come up with a permanent funding source if we are going to do something like this.

Rep. Streyle: I hope you are not referring to the taking of the Legacy Fund money.

Chairman Skarphol: No, I'm not. The resolution that Representative Delzer had with regard to changing how the monies are distributed to the Foundation Aid Stabilization Fund and setting some of that aside for the retirement. There is an opportunity for us to utilize some of that for this type of purpose in my mind. We should give directive that there should be a permanent funding source found for this if it's going to continue.

Rep. Streyle: I would agree with that.

Chairman Skarphol: Asked what the long term cost would be.

Rep. Streyle: Read from the fiscal note. 5:08

Brady-Legislative Council: Stated what the current program would cost.

Chairman Skarphol: Do any of the requirements, to receive this, change?

Tammy-OMB: Stated what OMB's calculations were, which were about the same. 7:10

Vice Chair Monson: We have no idea what the graduation numbers will look like down the road.

Rep. Dosch: They have a four year track record of what is happening right now. It's a lot more certain than it was last session.

Tammy: It is an estimate. We used the four year track record. 9:20

Chairman Skarphol: What happens when you underestimate the number of students?

Tammy: I assume that they would come in for a deficiency appropriation. However in the last few years they have had carryover.

Vice Chair Monson: As the stakes get higher the kids have more incentive to study harder too.

Rep. Boe: In the spirit of firming up the numbers we could make the requirement a high school diploma. Then you'd know what the number is. And then just raise tuition in the universities to offset the amount of money and those out of state would pay the new tuition rate.

Chairman Skarphol: Explained what Brady gave him.

Brady: Explained what the document said.

Chairman Skarphol closed the hearing on SB 2222.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

SB 2222
April 3, 2013
Job 20830

Conference Committee

Committee Clerk Signature

David Edanson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to amend and reenact section 15.1-21-02.6 of the North Dakota Century Code, relating to North Dakota scholarships.

Minutes:

Chairman Skarphol took up for consideration SB 2222.

Chairman Skarphol: Gave a summary of the bill. 1:15 Is the fiscal note based on the projected percentage of graduating students being eligible for the scholarship?

Tammy-OMB: Yes. It is based on the short program's history.

Rep. Grande: What was starting grant amount?

Tammy: I believe this is the first time the dollar amount per student has changed.

Rep. Grande: We've just increased the amount that was in the bill?

Tammy: Yes.

Rep. Grande moved to reduce from \$10 million to \$8 million and seconded by Vice Chair Monson.

Discussed the motion. 6:30

Motion carried 5-3-0.

Rep. Dosch: There is another bill that would expand the eligibility of this program. Although we are reducing the amount here if we agree on the other bill it's going to expand those who are eligible. Overall it's going to be a good thing for our kids.

Chairman Skarphol: Can you give us a little insight on the expansion?

Rep. Dosch: Explained what that bill would do. It was passed in the House and is in the Senate right now.

Rep. Streyle: I thought that bill failed. Do you know that bill number?

Rep. Streyle moved do pass as amended and seconded by Rep. Grande. Motion carried 8-0-0 with Rep. Williams to carry the bill.

Rep. Grande moved to reconsider the bill and seconded by Rep. Dosch.

Rep. Dosch: The other bill that I was referring to came out of committee on the Senate side 6-0 do not pass. So, I'm assuming that the likelihood that it will make it out of the Senate isn't very good. Gave an example of his daughter's situation. This program has been motivating kids and parents to obtain these scholarships. I hope we can reconsider this. 15:30

Rep. Boe: I would like to go on record and say the same thing happened to my kid. (Laughter)

Vice Chair Monson: I can't say the same thing happened to my kid, but my kids are older and they were already in before this came through. I'm a little about leery moving it to 3.0. That's kind of subjective. A 3.0 in my school might have been a lot different than a 3.0 in another school. The thing that narrows this down and keeps it focused is the 24 on the ACT.

Rep. Dosch: I would be looking at increasing that 3.0 to a 3.25 just because we would be making it an "or" situation. We would be raising the standard too.

Vice Chair Monson: So, your intent would be to leave it at 24 on the ACT, but raise it to a higher GPA?

Motion carried on a voice vote.

Chairman Skarphol: Do you know what fiscal note was on your bill?

Rep. Dosch: Gave the estimates.

Chairman Skarphol: Do you think 3.25 is enough? Would you be willing to do 3.5? We don't know the implications without getting more information. It could make the difference between 20% and 30%.

Discussed the fiscal impact of the bill. 20:47

Vice Chair Monson: I would like to point out that a 3.25 is b+ average. This is a fairly generous amount of money over a four year college career you're looking at \$8,000 for a B+ student. A 3.5 is an A-. I would not consider anything less than a 3.5

Chairman Skarphol: In full committee there's going to be some concern over 3.5.

Rep. Boe and Vice Chair Monson discussed how to determine grade levels. 23:53

Chairman Skarphol: I think what we need to do is go ahead with the 3.5 and we'll ask for a fiscal note for both the 3.5 and 3.25. So, we can see the difference.

Tammy: You'd want to make sure that they are considering the \$8,000 dollar cap as well as the change in GPA. 25:35

Chairman Skarphol: 25:00

Vice Chair Monson: Whatever fiscal note is given will be a guess.

Rep. Dosch moved to change the GPA from 3.0 to 3.5 and seconded by Vice Chair Monson. Motion carried on a voice vote.

Rep. Streyle moved do pass as amended and seconded by Rep. Grande. Motion carried 8-0-0 with Rep. Williams to carry the bill.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Committee
Roughrider Room, State Capitol

SB 2222
April 10, 2013
Job 21072

Conference Committee



Explanation or reason for introduction of bill/resolution:

Minutes:

Chairman Delzer: This is the scholarship bill. Representative Dosch is distributing an amendment in Education and Environment.

1:06 Tammy Dolan, OMB: There was \$3.7M in the budget to increase it to \$10,000 for the original bill.

1:33 Representative Dosch: Went over amendment .04005. We were trying to expand the program to make more kids eligible. It takes it back to the Senate version, and reduces scholarship from \$10,000 to \$8,000. It then reduces the ACT requirement from 24 to 23. It doesn't change anything else. I've asked Laura Glatt (NDUS) to come up with some numbers. This increases it \$3.6M over the executive budget; how we got it from the Senate would have increased it \$3.7M. It increases the number of eligible kids; DPI estimates another 450 kids will be eligible. From where it currently is, it increases the scholarship from \$6,000 to \$8,000, and adds another 450 eligible kids.

Chairman Delzer: It would be 2.75 or above plus 23 or above on the ACT.

Representative Dosch: It has to be an and, just like it currently is. Nothing changes except we're going from 24 to 23 on the ACT.

Chairman Delzer: I think the amendment is fine; but on the appropriations side the fiscal effect we need to look at.

5:36 Representative Skarphol: It does apply to both CT&E and academic scholarships and all students. I personally would rather give money to students rather than institutions; this is how we give money to students. Give students incentives. I'm going to support the amendment.

Chairman Delzer: Did you check if we had kept the amount at \$6,000 but went to the 23 on the ACT, how that would have affected the students?

Representative Dosch: I did not have that discussion, primarily because tuition does increase each year and it would be nice if the scholarship kept up a little bit.

7:36 Representative Monson: I like the dollar amount, but I have a problem making it retroactive. If we do this, pass the amendment as it is, would we go back and give them the \$1000 they would have gotten last year or are they out of luck for last year and they would get it going forward?

Chairman Delzer: Where do you see it going back?

8:31 Representative Monson: This is for anyone that graduates this year and thereafter. They have already started this year and probably have applied for college and been accepted. So that wouldn't really affect anyone other than this year's graduates.

Representative Nelson: I can agree with the amendments, but if we lower the ACT scores, do we increase the need for remedial classes in college, and is the state paying for them?

9:36 Rep. Dosch: With the quality of teachers that we have and the new head of DPI, they are working diligently to eliminate any need for remedial.

Representative Kempenich: I doubt you will be getting the remedials in on this program.

10:18 Representative Dosch: I move to amend SB 2222 and amend .04005, seconded by Representative Boe.

A Voice Roll Call vote was taken. Motion carried.

Representative Dosch: I move a **Do Pass as amended**, seconded by Representative Monson.

A Do Pass Roll Call vote as amended: **Yes = 22, No = 0, Absent = 0. Carrier:** Representative Dosch.

Chairman Delzer: I believe the scholarship's a good deal but it's quite a bit of money in the future and we have to acknowledge and be prepared to sustain.

12:47 Representative Skarphol: If we could figure out how to pay the students what was needed to support our institutions and let the students decide which institution should stay open, this is the way I'd like to see this work.

FISCAL NOTE
Requested by Legislative Council
03/21/2013

Amendment to: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases scholarship from \$1,500 (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating during or after 2012-13, and who meet other eligibility criteria, with added excpetions.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max). Both Senate and House amendments do not a materially impact the original estimate. It is assumed that the added eligible students under the amendments, can be funded from other program attrition.

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million)in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million). Both Senate and House amendments do not a materially impact the original estimate. It is assumed that the added eligible students under the amendment, can be funded from other program attrition.

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B. Both Senate and House amendments do not materially impact the original estimate. It is assumed that the added eligible students under the amendment, can be funded from other program attrition.

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 03/22/2013

FISCAL NOTE
Requested by Legislative Council
02/21/2013

Amendment to: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases scholarship from \$1,500 (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating during or after 2012-13, and who meet other eligibility criteria. Amendment reduces credit hours from 15 to 12 during last two semesters, for a limited period.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max). Amendment does not a material impact on the original estimate.

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million). Amendment does not a material impact on the original estimate.

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B Amendment does not a material impact on the original estimate.

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 01/18/2013

FISCAL NOTE
Requested by Legislative Council
01/16/2013

Bill/Resolution No.: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating from high school during or after the 2012-13 academic year, and who meet other eligibility criteria.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max).

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million).

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B

Name: Laura Glatt
Agency: ND University System
Telephone: 701-328-4116
Date Prepared: 01/18/2013

VR
4/10/13
1084

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2222

In addition to the amendments adopted by the House as printed on page 1009 of the House Journal, Engrossed Senate Bill No. 2222 is further amended as follows:

Page 1, line 1, replace "section" with "sections 15.1-21-02.4, 15.1-21-02.5, and"

Page 1, after line 4, insert:

"SECTION 1. AMENDMENT. Section 15.1-21-02.4 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02.4. North Dakota career and technical education scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year is eligible to receive a North Dakota career and technical education scholarship provided the student:

1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. Two units of any other mathematics;
3. Completed three units of science, including:
 - a. One unit of physical science;
 - b. One unit of biology; and
 - c. (1) One unit of any other science; or
(2) Two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and
 - c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
5.
 - a. Completed one unit of physical education; or
 - b. One-half unit of physical education and one-half unit of health;

- 6. Completed:
 - a. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education courses; and
 - b. Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction;
- 7. Completed any five additional units, two of which must be in the area of career and technical education;
- 8. a. (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
- 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 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; and
- 9. Received:
 - a. A composite score of at least twenty-four on an ACT, or in the case of a student who graduated during or after the 2012-13 school year, a composite score of at least twenty-three on an ACT; or
 - b. 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.

SECTION 2. AMENDMENT. Section 15.1-21-02.5 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02.5. North Dakota academic scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year is eligible to receive a North Dakota academic scholarship provided the student:

- 1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;

2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. One unit of mathematics for which algebra II, as defined by the superintendent of public instruction, is a prerequisite;
3. Completed three units of science, including:
 - a. One unit of physical science;
 - b. One unit of biology; and
 - c. (1) One unit of any other science; or
(2) Two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and
 - c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
5.
 - a. Completed one unit of physical education; or
 - b. One-half unit of physical education and one-half unit of health;
6. ~~a.~~ Completed:
 - a. (1) Two units of the same foreign or native American language; or
(2) Two units of American sign language; and
 - b. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education;
7. Completed any five additional units, one of which must be in the area of fine arts or career and technical education;
8.
 - a. (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
- 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 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;
- 9. Received a composite score of at least twenty-four on an ACT, or in the case of a student who graduated during or after the 2012-13 school year, a composite score of at least twenty-three on an ACT; and
- 10. a. Fulfilled any one unit requirement set forth in subsections 1 through 7 by means of an advanced placement course and examination; or
- b. Fulfilled any one-half unit requirement set forth in subsections 1 through 7 by means of a dual-credit course."

Page 2, line 1, remove "two hundred"

Page 2, line 2, remove "fifty"

Page 2, line 9, replace "eight" with "six"

Page 2, line 9, replace "thirty-three" with "sixty-six"

Page 2, line 20, replace "ten" with "eight"

Renumber accordingly

Date: 4-3-13
Roll Call Vote #: 3

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2222

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

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

Motion Made By Rep. Grande Seconded By Rep. Dosch

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol			Rep. Clark Williams		
Vice Chairman David Monson			Rep. Tracy Boe		
Rep. Bob Martinson					
Rep. Roscoe Streytle					
Rep. Mark Dosch					
Rep. Bette Grande					

Total (Yes) _____ No _____

Absent Voice Vote carries

Floor Assignment _____

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

Reconsider bill

Date: 4-3-13
Roll Call Vote #: 4

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2222

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment

Rerefer to Appropriations Reconsider

Motion Made By Rep. Dosch Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol			Rep. Clark Williams		
Vice Chairman David Monson			Rep. Tracy Boe		
Rep. Bob Martinson					
Rep. Roscoe Streyle					
Rep. Mark Dosch					
Rep. Bette Grande					

Total (Yes) _____ No _____

Absent Voice vote carries

Floor Assignment _____

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

3.0 to 3.5

Date: 4-3-13
Roll Call Vote #: 5

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2222

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

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

Motion Made By Rep. Streyle Seconded By Rep. Grande

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	X		Rep. Clark Williams	X	
Vice Chairman David Monson	X		Rep. Tracy Boe	X	
Rep. Bob Martinson	X				
Rep. Roscoe Streyle	X				
Rep. Mark Dosch	X				
Rep. Bette Grande	X				

Total (Yes) 8 No 0

Absent 0

Floor Assignment Rep. Williams

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

Date: 4/10/13
Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2222

House Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number .04005

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

Motion Made By Rep. Dosch Seconded By Rep. Boe

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Rep. Streyle		
Vice Chairman Kempenich			Rep. Thoreson		
Rep. Bellew			Rep. Wieland		
Rep. Brandenburg					
Rep. Dosch					
Rep. Grande			Rep. Boe		
Rep. Hawken			Rep. Glassheim		
Rep. Kreidt			Rep. Guggisberg		
Rep. Martinson			Rep. Holman		
Rep. Monson			Rep. Williams		
Rep. Nelson					
Rep. Pollert					
Rep. Sanford					
Rep. Skarphol					

Total Yes _____ No _____

Absent _____

Floor Assignment _____

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

Voice vote carries

Date: 4/10/13
 Roll Call Vote #: 2

**2013 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 2222**

House Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

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

Motion Made By Rep. Dosch Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer	X		Rep. Streyle	X	
Vice Chairman Kempenich	X		Rep. Thoreson	X	
Rep. Bellew	X		Rep. Wieland	X	
Rep. Brandenburg	X				
Rep. Dosch	X				
Rep. Grande	X		Rep. Boe	X	
Rep. Hawken	X		Rep. Glassheim	X	
Rep. Kreidt	X		Rep. Guggisberg	X	
Rep. Martinson	X		Rep. Holman	X	
Rep. Monson	X		Rep. Williams	X	
Rep. Nelson	X				
Rep. Pollert	X				
Rep. Sanford	X				
Rep. Skarphol	X				

Total Yes 22 No 0

Absent 0

Floor Assignment Rep. Dosch

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

REPORT OF STANDING COMMITTEE

SB 2222, as engrossed and amended: Appropriations Committee (Rep. Delzer, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (22 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2222, as amended, was placed on the Sixth order on the calendar.

In addition to the amendments adopted by the House as printed on page 1009 of the House Journal, Engrossed Senate Bill No. 2222 is further amended as follows:

Page 1, line 1, replace "section" with "sections 15.1-21-02.4, 15.1-21-02.5, and"

Page 1, after line 4, insert:

"SECTION 1. AMENDMENT. Section 15.1-21-02.4 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02.4. North Dakota career and technical education scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year is eligible to receive a North Dakota career and technical education scholarship provided the student:

1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. Two units of any other mathematics;
3. Completed three units of science, including:
 - a. One unit of physical science;
 - b. One unit of biology; and
 - c. (1) One unit of any other science; or
(2) Two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and
 - c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
5.
 - a. Completed one unit of physical education; or
 - b. One-half unit of physical education and one-half unit of health;
6. Completed:

- a. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education courses; and
 - b. Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction;
7. Completed any five additional units, two of which must be in the area of career and technical education;
8. a. (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
- 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 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; and
9. Received:
- a. A composite score of at least twenty-four on an ACT, or in the case of a student who graduated during or after the 2012-13 school year, a composite score of at least twenty-three on an ACT; or
 - b. 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.

SECTION 2. AMENDMENT. Section 15.1-21-02.5 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02.5. North Dakota academic scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year is eligible to receive a North Dakota academic scholarship provided the student:

1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and

- b. One unit of mathematics for which algebra II, as defined by the superintendent of public instruction, is a prerequisite;
3. Completed three units of science, including:
 - a. One unit of physical science;
 - b. One unit of biology; and
 - c. (1) One unit of any other science; or
(2) Two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and
 - c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
5.
 - a. Completed one unit of physical education; or
 - b. One-half unit of physical education and one-half unit of health;
6. ~~a.~~ Completed:
 - a. (1) Two units of the same foreign or native American language; or
(2) Two units of American sign language; and
 - b. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education;
7. Completed any five additional units, one of which must be in the area of fine arts or career and technical education;
8.
 - a. (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
 - 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 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;
9. Received a composite score of at least twenty-four on an ACT, or in the case of a student who graduated during or after the 2012-13 school year, a composite score of at least twenty-three on an ACT; and
10. a. Fulfilled any one unit requirement set forth in subsections 1 through 7 by means of an advanced placement course and examination; or
b. Fulfilled any one-half unit requirement set forth in subsections 1 through 7 by means of a dual-credit course."

Page 2, line 1, remove "two hundred"

Page 2, line 2, remove "fifty"

Page 2, line 9, replace "eight" with "six"

Page 2, line 9, replace "thirty-three" with "sixty-six"

Page 2, line 20, replace "ten" with "eight"

Renumber accordingly

2013 CONFERENCE COMMITTEE

SB 2222

2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

SB 2222
4-23-13
21440

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, 15.1-21-02.5, and 15.1-21-02.6 A BILL for an Act to amend and reenact sections 15.1-21-02.4, 15.1-21-02.5, and 15.1-21-02.6

Minutes:

You may make reference to "attached testimony."

Chairman Flakoll: opened the conference committee. All present.

Rep. Dosch: The House made two changes. The first is the dollar amount. There was concern it was going up too much, too fast. We backed that from \$10,000 to \$8,000. The other thing is trying to make more students eligible for the scholarship. A lot of kids were not getting the ACT score. If we did an "or" there was pressure on teachers so we changed the ACT from 24 to 23. Another 450 students would be eligible now.

Chairman Flakoll: I had Brady run some numbers of the total dollar amounts for the different version. (Attachment #1)

Senator Poolman: I really would like us to keep the ACT score at 24 because it is rewarding on a merit based scholarship rather than getting the average kids.

Rep. Skarphol: With that logic we should go to an ACT score of 28.

Senator Poolman: I would fully support that.

Chairman Flakoll: Did you change the work keys?

Rep. Dosch: No. My daughter had a 3.8 GPA in high school. She has issues with tests and got a 23 on the ACT. She refused to take it again because she was so nervous. I hear the same thing from parents.

Senator Poolman: I think helping 450 more kids is great but from an investment view, the greatest predictor of college success is the ACT score. If we lower the ACT score we are investing in kids who don't have as good of a chance of earning a degree and making it through those four years. On average scores go up 3 points if the ACT is taken again.

Rep. Williams: I was a high school principal for many years and there are some students that can't get the ACT score but they do very well in college.

Senator Poolman: I would just say again from the college standpoint, we have a lot of kids who work really hard. When they get to college they don't have the aptitude to take those tests. It is still about the end product and this is the only true objective measure.

Rep. Dosch: We are basing an entire scholarship on one test score and telling kids this is all that matters. They still have to prove themselves in college. What is wrong with giving more kids an opportunity?

Senator Poolman: Next biennium are we going to drop it to 22? Is it a merit based scholarship or are we subsidizing the cost of higher education? If it is a merit based scholarship let's keep it merit based.

Rep. Dosch: I believe by opening it up to a 23 that 33% of the kids would be eligible. Now only 20% qualify. It is still the top third. Giving them an opportunity is important.

Chairman Flakoll: I have a handout for college cumulative GPA's. (Attachment #2) We are at about 450 additional students in the first year which may translate to 1350 maximum.

Rep. Skarphol: I would rather see it help 600 instead of 450.

Chairman Flakoll: Do you think they will be more enthused about \$8,000 or \$10,000?

Rep. Skarphol: They would be excited with either.

2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

SB 2222
4-24-13
21483

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, 15.1-21-02.5, and 15.1-21-02.6 A BILL for an Act to amend and reenact sections 15.1-21-02.4, 15.1-21-02.5, and 15.1-21-02.6

Minutes:

You may make reference to "attached testimony."

Chairman Flakoll: Opened the conference committee on SB 2222

Rep. Skarphol: I would move the Senate accede to house amendments

Rep. Williams: Second

Rep. Dosh: This will open the scholarship up to another 450 kids. Every semester they have to qualify every semester. This is a win for everyone.

Rep. Skarphol: What is magical about 24? I don't see a problem with it being 23.

Chairman Flakoll: The Senate would rather dispose of the bill than to water it down.

A roll call vote was taken for the Senate to accede to the House amendments: 3 yeas, 3 nays, 0 absent. Motion fails.

Chairman Flakoll: Adjourned meeting.

2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

SB 2222
4-25-13
21526

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, 15.1-21-02.5, and 15.1-21-02.6 A BILL for an Act to amend and reenact sections 15.1-21-02.4, 15.1-21-02.5, and 15.1-21-02.6

Minutes:

You may make reference to "attached testimony."

Chairman Flakoll: opened the conference committee on SB 2222. All members present.

Rep. Skarphol: Has the Senate changed their mind?

Senator Poolman: No.

Rep. Skarphol: I would propose the Senate accede to the House amendments.

Senator Poolman: Second

A roll call vote was taken for the Senate to accede to the House amendments on SB 2222: 6 yeas, 0 nays, 0 absent

Chairman Flakoll: Closed the conference committee.

FISCAL NOTE
Requested by Legislative Council
04/11/2013

Amendment to: SB 2222

- 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			\$17,300,000		\$27,000,000	
Appropriations			\$17,300,000		\$27,000,000	

- 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).*

House amendments, increase scholarship from \$1,500 (\$6,000 max) to \$2,000 per year (\$8,000 max) for students graduating during or after 2012-13, and changes ACT score requirement from 24 to 23.

- 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.*

Prospectively, increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,000 per year (\$8,000 max), and reduces the ACT score requirement from 24 to 23. Also, reduces the credit hour requirement at the end of the student's academic career based on remaining required credits. This latter change is estimated to be immaterial.

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.*

It is estimated that based on current participation and attrition rates, and expanded eligibility based on the reduced ACT score, expenditures would be \$17.3 million in 2013-15 and \$27 million in 15-17, continuing to increase until 2017-19 biennium, until the program has four full classes at the higher award level.

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B. SB2003, as amended by House Appropriations Education and Environment Subcommittee in 4/8/13 amendments (13.8153.04007) includes \$23.5 million for the 13-15 biennium for the academic and technical education scholarships.

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 04/11/2013

FISCAL NOTE
Requested by Legislative Council
03/21/2013

Amendment to: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases scholarship from \$1,500 (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating during or after 2012-13, and who meet other eligibility criteria, with added exceptions.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max). Both Senate and House amendments do not materially impact the original estimate. It is assumed that the added eligible students under the amendments, can be funded from other program attrition.

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million). Both Senate and House amendments do not materially impact the original estimate. It is assumed that the added eligible students under the amendment, can be funded from other program attrition.

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B. Both Senate and House amendments do not materially impact the original estimate. It is assumed that the added eligible students under the amendment, can be funded from other program attrition.

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 03/22/2013

FISCAL NOTE
Requested by Legislative Council
02/21/2013

Amendment to: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases scholarship from \$1,500 (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating during or after 2012-13, and who meet other eligibility criteria. Amendment reduces credit hours from 15 to 12 during last two semesters, for a limited period.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max). Amendment does not a material impact on the original estimate.

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million). Amendment does not a material impact on the original estimate.

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B Amendment does not a material impact on the original estimate.

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 01/18/2013

FISCAL NOTE
Requested by Legislative Council
01/16/2013

Bill/Resolution No.: SB 2222

- 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			\$3,700,000		\$8,800,000	
Appropriations			\$3,700,000		\$8,800,000	

- 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).*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max) for students graduating from high school during or after the 2012-13 academic year, and who meet other eligibility criteria.

- 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.*

Increases the academic and CTE scholarship from \$1,500 per year (\$6,000 max) to \$2,500 per year (\$10,000 max).

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.*

It is estimated that based on current participation and attrition rates, expenditures would increase an additional \$3.7 million (total of +\$16.6 million) in 2013-15 and \$8.8 million in the 2015-17 biennium (total of +\$25.6 million).

- 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.*

Increased general fund appropriations required to offset increased expenditures outlined in Section B

Name: Laura Glatt

Agency: ND University System

Telephone: 701-328-4116

Date Prepared: 01/18/2013

Date 4-24-13

Roll Call Vote # 1

**2013 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES**

BILL/RESOLUTION NO. 2222 as (re) engrossed

Senate Education Committee

- Action Taken**
- ~~SENATE~~ accede to House Amendments
 - SENATE accede to House Amendments and further amend
 - HOUSE recede from House amendments
 - HOUSE recede from House amendments and amend as follows
 - Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Skarphol Seconded by: Williams

Senators	<u>4:23</u>	<u>4:24</u>	Yes	No	Representatives	<u>4:23</u>	<u>4:24</u>	Yes	No
Senator Flakoll	✓	✓		✓	Rep. Dosch	✓	✓	✓	
Senator Poolman	✓	✓		✓	Rep. Skarphol	✓	✓	✓	
Senator Marcellais	✓	✓		✓	Rep. Williams	✓	✓	✓	
Total Senate Vote					Total Rep. Vote				

Vote Count Yes: 3 No: 3 Absent: 0

Senate Carrier _____ House Carrier _____

LC Number _____ of amendment

LC Number _____ of engrossment

Date 4-25-13
 Roll Call Vote # 1

**2013 SENATE CONFERENCE COMMITTEE
 ROLL CALL VOTES**

BILL/RESOLUTION NO. 2222 as (re) engrossed

Senate Education Committee

- Action Taken**
- ~~SENATE~~ accede to House Amendments
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Senators	<u>4</u>	Yes	No	Representatives	<u>4</u>	Yes	No
Senator Flakoll	✓	✓	✓	Rep. Dosch	✓	✓	✓
Senator Poolman	✓	✓	✓	Rep. Skarphol	✓	✓	✓
Senator Marcellais	✓	✓	✓	Rep. Williams	✓	✓	✓
Total Senate Vote	4	4	0	Total Rep. Vote	4	4	0

Vote Count Yes: 6 No: 0 Absent: 0

Senate Carrier _____ House Carrier _____

LC Number _____ of amendment

LC Number _____ of engrossment

REPORT OF CONFERENCE COMMITTEE

SB 2222, as engrossed: Your conference committee (Sens. Flakoll, Poolman, Marcellais and Reps. Dosch, Skarphol, Williams) recommends that the **SENATE ACCEDE** to the House amendments as printed on SJ pages 1390-1393 and place SB 2222 on the Seventh order.

Engrossed SB 2222 was placed on the Seventh order of business on the calendar.

2013 TESTIMONY

SB 2222

SB2222 - Merit based scholarships

Senator Tim Flakoll - District 44

#7

Mr. Chairman and members of the Senate Education committee. For the Record I am Senator Tim Flakoll. As a bit of a background, I also sponsored HB 1400 the original merit based scholarship bill and it had its genesis in the Governor's Commission on Education Improvement where I chaired the subcommittee on curriculum and rewards where the idea was launched.

Prior to the 2009 session, the state only required a certain number of credits for graduation but generally was not specific as to which courses need to be taken. The challenge that we were dealing with was we wished to pass curriculum requirements for the first time in the state's history and needed to find requirements that would suit our needs.

Our committee desired to continue our state's national reputation for high academic performance but we also recognized that not everyone could be successful with the rigor that would make us globally competitive. As such we decided to develop two tiers of graduation requirements. One, for the minimum requirements to graduate and the second curriculum requirements that would challenge students at a higher level and reward them if they made certain benchmarks.

Merit based scholarship eligibility requires an ACT test score of 24 or higher. I would note that historically about 27-30% of the students meet that threshold. I would also note that students can retake the test if they missed the threshold and want to take it. In 2011 23.5% of the Juniors had an ACT test score of 24 and above and 28% had a test score of 24 and above.

SB2222 is in keeping with our ongoing desire to retain the "best and the brightest" in the state of North Dakota. SB 2222 is relatively simple but extremely powerful. It raises the merit based scholarship threshold from \$750/semester up to \$1,250/semester starting with students that graduate this spring. That translates to about a 65% increase. It also increases the allowable cap up from the current \$6,000 to \$10,000 per student for students who graduate during the 2012-2013 school year.

Fall 2012 data reveals that 2,759 students were receiving the merit based scholarships including:

- 337 at two-year or Tribal Colleges
- 384 at four-year public institutions
- 1,706 at public research institutions
- 332 at private institutions
- Plus 681 students who deferred it till a later date

SB 2222 is one of a number of scholarships that the state offers. I should also note that the scholarship funds go to students both at public and private campuses. The merit based scholarship program is the one scholarship program that open to all majors and is not prejudice against family income.

Mr. Chairman I feel comfortable that our Senate colleagues will support this increase because in 2009 it passed the floor at \$8,000/student prior to being reduced through later action. The proposed increase will also help students keep pace with inflationary increases in tuition.

I would also like to note that this popular scholarship program has received a resolution of support from student organizations including the North Dakota Student Association, an organization that represents approximately 48,000 students across the state.

Mr. Chairman, I would also like to go on record as thinking that the funds for the merit based scholarship should eventually come out interest and income of the Legacy Fund which opens up after 2019. I originally had that language in the draft of this bill, but with the passage of Senator Cook's bill last week I thought it would be better to use his bill a vehicle to accomplish this portion of my goal.

SB 2222 provides a great incentive for both students and their families. It sends the funds directly to the school on behalf of the student which can help keep down student loans. It is limited to just North Dakota students who attend a North Dakota campus. It establishes a system of rigor and rewards and people like the fact that the money follows the students.

Quick Facts:

- *Students can defer the scholarship under current law, but funds are only available for six years after graduation.*
- *681 students deferred the scholarship during the fall 2012 semester (see Report of the North Dakota Legislative Management, 2013, page 183).*
- *Data has revealed that a student with a 24 ACT test score has about a 70% chance of obtaining a grade of "C" or higher and a 30% chance of obtaining a "B" grade or higher.*

End

November 2009

HIGHER EDUCATION STUDENT SCHOLARSHIP AND OTHER FINANCIAL INCENTIVE PROGRAMS

#2

This memorandum provides information regarding programs administered by state agencies that provide scholarships or other financial incentives to higher education students or graduates.

SCHOLARSHIP PROGRAMS

Student Financial Assistance Grants

The North Dakota state student grant program provides approximately 7,900 to 8,500 nonrepayable grants to North Dakota residents pursuing their undergraduate degree while attending a North Dakota public, private, or tribal higher education institution. The purpose of the grant is to assist students with the costs of attending a North Dakota higher education institution and reduce the amount of money students need to borrow for their education.

To be eligible for a grant, a student must meet all of the following requirements:

- Be a citizen or permanent resident of the United States and a North Dakota resident.
- Be a high school graduate or have a general educational development diploma.
- Meet all admissions requirements as a full-time student of an eligible institution.
- Use the grant at an eligible institution in North Dakota.
- Be enrolled as a full-time student as defined by the institution attended.
- Enroll in a program of at least one academic year as defined by the institution attended.
- Be a first-time undergraduate student during the period of award.
- Not be in default on any federal financial aid loans.
- Not owe a refund on any Title IV grants or loans.

The application for the grant program is the federal Free Application for Federal Student Aid (FAFSA) and a student may apply for the grant each year by completing the FAFSA or renewal FAFSA application. Grant awards range from \$800 to \$1,500 for an academic year.

The state student grant program received a general fund appropriation for the 2009-11 biennium of \$19,025,594 which is an increase of \$13,202,097 from the 2007-09 general fund appropriation of \$5,823,497. The program is also anticipated to receive \$348,428 of federal funding for the 2009-11 biennium.

North Dakota Scholars Program

The North Dakota scholars program is a merit-based scholarship program that provides approximately 45 to 50 new scholarships to North Dakota high school graduates who attend a North Dakota higher education institution. To be eligible for the program, a high school student must take the American College Test (ACT) between October and June of the student's junior year and score in the upper five percentile of all North Dakota students who take the ACT.

The scholars program provides a full tuition scholarship to eligible students attending a public or tribal North Dakota higher institution. A recipient who attends a private North Dakota higher education institution is eligible for a scholarship equal to the cost of tuition at a North Dakota public research institution. The scholarship is renewable for up to three years provided the recipient maintains a cumulative 3.5 grade point average.

The North Dakota scholars program received a general fund appropriation for the 2009-11 biennium of \$2,113,584 which is an increase of \$635,018 from the 2007-09 general fund appropriation of \$1,478,566.

Native American Scholarship Program

The North Dakota Native American scholarship program provides scholarships to approximately 150 to 175 eligible American Indian students per year. Scholarships range from \$500 to \$2,000 per year and a student must meet the following requirements to be eligible to receive the scholarship:

- Be an enrolled member of a federally recognized Indian tribe and a resident of North Dakota.
- Have been accepted for admission at an institution of higher learning or state vocational education program in North Dakota.
- Be enrolled full time.
- Have a grade point average of at least 2.0.

The Native American scholarship program received a general fund appropriation for the 2009-11 biennium of \$381,292 which is an increase of \$666 from the 2007-09 biennium appropriation of \$380,626.

Career and Technical Education and Academic Scholarship Programs

The 2009 Legislative Assembly created the North Dakota career and technical education scholarship program and the North Dakota academic scholarship program. To be eligible for a scholarship, a student must be a resident of the state, graduate from high school during or after the 2010-11 school year, complete the requirements for a high school diploma,

and meet the following program requirements for one of the programs as follows:

Career and Technical Education Scholarship	Academic Scholarship
Complete one unit of algebra II	Complete one unit of algebra II and one additional unit of mathematics for which algebra II is a prerequisite
Complete two units of a coordinated study plan as recommended by the Department of Career and Technical Education	Complete two units of the same foreign language; one unit of fine arts or career and technical education; and one unit of a foreign language, fine arts, or career and technical education
Complete three additional units, two of which must be in the area of career and technical education	Complete one unit of an advanced placement course or a dual-credit course.
Obtain a grade of at least "C" in each unit or one-half unit required for a diploma	Obtain a grade of at least "C" in each unit or one-half unit required for a diploma
Obtain a cumulative grade point average of at least "B"	Obtain a cumulative grade point average of at least "B"
Receive a composite score of at least 24 on the ACT or a score of at least five on each of three WorkKeys assessments	Receive a composite score of at least 24 on the ACT

Students who graduate from high school during the 2009-10 academic year are also eligible for the career and technical education or the academic scholarships. To be eligible for an academic scholarship, a student must have obtained at least a 24 on the ACT. To be eligible for a career and technical education scholarship, a student must have obtained at least a 24 on the ACT or a score of at least five on each of three WorkKeys assessments as recommended by the Department of Career and Technical Education.

Any student that meets the requirements for a career and technical education scholarship or an academic scholarship is to receive a scholarship of \$750 per semester for each semester the student is enrolled at a North Dakota higher education institution up to a maximum amount of \$6,000. The Legislative Assembly provided a \$3 million general fund appropriation for the program for the 2009-11 biennium.

OTHER FINANCIAL AID PROGRAMS

In addition to student scholarship programs, funding is also provided for other programs that reduce the educational costs of students.

Professional Student Exchange Program

The professional student exchange program provides access to out-of-state institutions for North Dakota residents seeking to enter dentistry, optometry, and veterinary medicine programs. The

North Dakota University System has established contractual relationships with the Western Interstate Commission for Higher Education, Iowa State University, and the University of Minnesota regarding these programs. The contracts provide that the University System purchase a selected number of slots in the eligible programs in other states to ensure the acceptance of North Dakota students.

The professional student exchange program received funding for the 2009-11 biennium of \$3,337,100, of which \$2,346,130 is from the general fund and \$990,970 is from the student loan trust fund. The \$3,337,100 is \$614,154 more than the 2007-09 appropriation of \$2,722,946.

Education Incentive Programs

The 2009 Legislative Assembly provided funding of \$3,176,344 from the general fund for education incentive programs, which include the technology occupation loan forgiveness program and the teacher shortage loan forgiveness program. The \$3,176,344 represents an increase of \$1,436,030 from the 2007-09 biennium appropriation of \$1,740,314.

The technology occupation student loan forgiveness program is intended to reduce student loan indebtedness for individuals who have graduated in a technology-related field and have been employed in a technology occupation in North Dakota for one year. Recipients are eligible to receive up to \$1,000 per year in continued loan forgiveness for each year they are employed in an approved technology occupation in North Dakota subject to a maximum of \$3,000. Eligibility requirements for the program include:

- Successful completion of an approved, technology-related program at a public, private, or tribal higher education institution.
- Maintaining at least a cumulative 2.5 grade point average based on a 4.0 system.
- Having a student loan from the Bank of North Dakota or other participating lender and not being in default on the loan.
- Being employed in a State Board of Higher Education-approved technology occupation in North Dakota for at least one year following graduation.

The 2009 Legislative Assembly provided statutory changes to expand the technology occupation student loan forgiveness program to include recipients pursuing studies in science, engineering, and mathematics. In addition, the maximum loan forgiveness amount will be increased to \$1,500 per year up to a maximum of \$6,000. The revised program will begin in the spring of 2010 and will be called the science, technology, engineering, and mathematics loan forgiveness program.

The teacher shortage loan forgiveness program is intended to reduce the student loan amount of an eligible recipient teaching at a grade level or content area identified by the Department of Public Instruction as having a teacher shortage. Recipients are eligible

#3

North Dakota

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Public 4-Year Institutions and Private Non-Profit 4-Year Institutions				
	Average Debt **	Rank **	Proportion with Debt **	Rank **
State Average	\$ 27,425	13	83%	1

List of North Dakota Institutions

Public 4-Year Institutions

Bismarck State College		
	Full-time enrollment fall 2010	2,743
	2010-11 In-state tuition and fees	\$ 3,356
	2010-11 Total cost of attendance	\$ 12,699
	2010-11 % Pell Grant recipients	27%

Minson State University		
	Average debt of graduates 2011	\$ 22,193
	Proportion of graduates w/debt 2011	80%
	Nonfederal debt, % of total debt of graduates 2011	15%
	Full-time enrollment fall 2010	1,684
	2010-11 In-state tuition and fees	\$ 5,393
	2010-11 Total cost of attendance	\$ 14,411
	2010-11 % Pell Grant recipients	24%

Mayville State University		
	Average debt of graduates 2011	\$ 27,552
	Proportion of graduates w/debt 2011	75%
	Nonfederal debt, % of total debt of graduates 2011	16%
	Full-time enrollment fall 2010	552
	2010-11 In-state tuition and fees	\$ 5,937
	2010-11 Total cost of attendance	\$ 15,065
	2010-11 % Pell Grant recipients	27%

North Dakota State University		
	Average debt of graduates 2011	\$ 20,804
	Proportion of graduates w/debt 2011	78%
	Nonfederal debt, % of total debt of graduates 2011	5%

Full-time enrollment fall 2010	2,446
2010-11 In-state tuition and fees	\$ 5,637
2010-11 Total cost of attendance	\$ 16,151
2010-11 % Pell Grant recipients	25%

**North Dakota State University-
Main Campus**

Full-time enrollment fall 2010	10,818
2010-11 In-state tuition and fees	\$ 6,731
2010-11 Total cost of attendance	\$ 17,821
2010-11 % Pell Grant recipients	24%

Sitting Bull College

Full-time enrollment fall 2010	262
2010-11 In-state tuition and fees	\$ 3,810
2010-11 % Pell Grant recipients	54%

University of North Dakota

Average debt of graduates 2011	\$ 31,764
Proportion of graduates w/debt 2011	85%
Nonfederal debt, % of total debt of graduates 2011	34%
Full-time enrollment fall 2010	9,232
2010-11 In-state tuition and fees	\$ 6,934
2010-11 Total cost of attendance	\$ 17,034
2010-11 % Pell Grant recipients	20%

Valley City State University

Average debt of graduates 2011	\$ 24,514
Proportion of graduates w/debt 2011	86%
Nonfederal debt, % of total debt of graduates 2011	14%
Full-time enrollment fall 2010	780
2010-11 In-state tuition and fees	\$ 6,076
2010-11 Total cost of attendance	\$ 15,299
2010-11 % Pell Grant recipients	24%

Private Non-Profit 4-Year Institutions**Westtown College**

Average debt of graduates 2011	\$ 28,726
Proportion of graduates w/debt 2011	79%
Nonfederal debt, % of total debt of graduates 2011	20%

Full-time enrollment fall 2010	876
2010-11 In-state tuition and fees	\$ 16,780
2010-11 Total cost of attendance	\$ 26,116
2010-11 % Pell Grant recipients	32%

Medcenter One College of Nursing

Full-time enrollment fall 2010	90
2010-11 % Pell Grant recipients	21%

Trinity Bible College

Full-time enrollment fall 2010	252
2010-11 In-state tuition and fees	\$ 13,090
2010-11 Total cost of attendance	\$ 23,320
2010-11 % Pell Grant recipients	61%

Turtle Mountain Community College

Full-time enrollment fall 2010	767
2010-11 In-state tuition and fees	\$ 2,000
2010-11 % Pell Grant recipients	53%

University of Mary

Average debt of graduates 2011	\$ 24,749
Proportion of graduates w/debt 2011	87%
Nonfederal debt, % of total debt of graduates 2011	15%
Full-time enrollment fall 2010	1,761
2010-11 In-state tuition and fees	\$ 13,024
2010-11 Total cost of attendance	\$ 21,364
2010-11 % Pell Grant recipients	31%

Notes:

* State rankings are from 1 (highest) to 48 (lowest). We did not calculate state averages when the usable cases with student debt data cover less than 30% of bachelor's degree recipients in the Class of 2011 or when the underlying data for that state showed a change of 30% or more in average debt from the previous year. Such large year-to-year swings likely reflect different institutions reporting each year, reporting errors, or changes in methodology by institutions reporting the data, rather than actual changes in debt levels.

** Debt data as reported by campuses to Peterson's Undergraduate Financial Aid and Undergraduate Databases. © 2012 Peterson's, a Nelnet company. All rights reserved.

are from public and private nonprofit four-year institutions only. Some colleges did not report student debt data. colleges that granted bachelor's degrees and reported the percentage of graduates with debt and average debt are added in the state figures. Enrollment and tuition data are from the National Center for Education Statistics, Integrated Postsecondary Education Data System. Pell Data are from the U.S. Department of Education. Student debt, Pell Grant, and other data can be compiled into sortable tables or downloaded into a spreadsheet on our College InSight web site, college-insight.org.



The Voice of the Students

Chairman Flakoll and members of the Senate Education Committee,

My name is William Woodworth, and I am President of the North Dakota Student Association, representing the 48, 203 students of the North Dakota University System. I am here to testify in favor of S.B. 2222.

The Merit Based Scholarship program has been beneficial to North Dakota's high achieving students who have chosen to stay in the state for their post-secondary education and has provided an incentive for these students to make the decision to stay in North Dakota to finish their education.

A strong merit-based support program is even more important with the current economic boom in North Dakota. While the need to create an incentive to keep North Dakota's best and brightest in North Dakota's own university system has been recognized through current level of merit based scholarships—we need to also take into consideration that these merit based scholarships may now provide an incentive for these same students to simply chose to pursue higher education rather than head directly to employment in the oil field.

Financial considerations can often make or break a student's decision to attend college. It is critical that the legislature strengthen the current merit-based scholarship program to continue to support the state's best students and to help make it easier for them to choose to attend college and to do it in North Dakota. Also, this is a beneficial way to achieve a goal of many policymakers: the reduction of student loan debt.

The students of the North Dakota University system strongly support the passage of S.B. 2222 introduced by Senator Flakoll, which will increase merit-based scholarships to \$2,500 a year up to a total of \$10,000 for undergraduate study in an effort to retain the state's highly motivated and high achieving students in the North Dakota University System.

Chairman Flakoll, this concludes my testimony in support of S.B. 2222. I will stand for any questions the committee may have.

William Woodworth, North Dakota Student Association President.

NDSU Student Government

NDSU Dept. 5360
128 Memorial Union
P.O. Box 6050
Fargo, ND 58108-6050

#5

A Resolution to Support SB 2222

Whereas, NDSU Student Government understands that the rising cost of higher education is a concern for the student body; and

Whereas, NDSU Student Government knows that student debt levels can be lessened with scholarships opportunities; and

Whereas, now is a great time to invest in the future of our state while rewarding the work of North Dakotan high school students; and

Whereas, incentivizing our state's best students to attend college in North Dakota is an important aspect of our future; and

Whereas, scholarships for North Dakota residents are an important part of an overall higher education funding mix; and

Whereas, the current \$6,000 scholarship for North Dakota residents who earn at least a 24 composite score on the ACT has proved to be helpful for students; and

Whereas, scholarships for North Dakota residents have helped to provide incentive for North Dakotans to remain in state; may it be

Resolved, that NDSU Student Government supports passage of SB 2222 and adds it to the list of lobbyist goals.

Respectfully submitted,



Robert Lauf
Executive Commissioner |
Governmental Relations and Intercollegiate Affairs



Ian Godfrey
Executive Commissioner |
Assistant Governmental Relations and
Intercollegiate Affairs

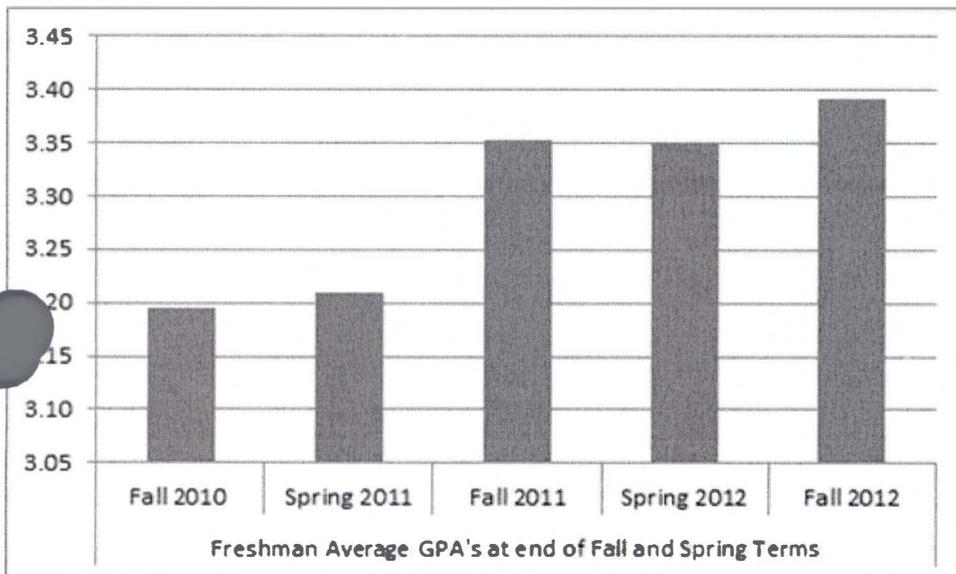
Flakoll, Tim

#1

From: Padilla, Gina <gina.padilla@ndus.edu>
Sent: Monday, January 21, 2013 2:06 PM
To: Flakoll, Tim
Cc: Glatt, Laura J.
Subject: ND Academic and ND CTE Scholarship Information
Attachments: 2012 Statistics for ND Scholarships.pdf

Senator Flakoll,

The information you requested on the ND Academic and ND CTE Scholarship is attached. In addition, below is a chart of the average freshman GPA's at the end of each term. Let me know if you need additional information.



Sincerely,
Gina Padilla



Gina Padilla

Assistant Director of Financial Aid

North Dakota University System

1815 Schafer St., Ste 202

Bismarck ND 58501

Ph: 701.224.2647 Fax: 701.224.5707

Email: gina.padilla@ndus.edu

Web: ndus.edu

SB2222 - Merit based scholarships

Senator Tim Flakoll - District 44

1-30-13
#1

Chairman Holmberg and members of the Senate Appropriations committee. For the Record I am Senator Tim Flakoll. As a bit of a background, I also sponsored HB 1400 the original merit based scholarship bill and it had its genesis in the Governor's Commission on Education Improvement where I chaired the subcommittee on curriculum and rewards where the idea was launched.

Prior to the 2009 session, the state only required a certain number of credits for graduation but generally was not specific as to which courses need to be taken. The challenge that we were dealing with was we wished to pass curriculum requirements for the first time in the state's history and needed to find requirements that would suit our needs.

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- *Students can defer the scholarship under current law, but funds are only available for six years after graduation.*
- *681 students deferred the scholarship during the fall 2012 semester (see Report of the North Dakota Legislative Management, 2013, page 183).*
- *Data has revealed that a student with a 24 ACT test score has about a 70% chance of obtaining a grade of "C" or higher and a 30% chance of obtaining a "B" grade or higher.*

1-30-13
#2

ND Academic Scholarship (Merit based scholarships)

Average GPA by ACT exam score

College cumulative GPA at the end of the Fall 2012 term
Of all students (new and continuing) receiving a scholarship during the Fall 2012 term

Table

ACT Score	Avg College Cum GPA	Count of GPA's
Academic	3.54	1913
24	3.43	390
25	3.46	345
26	3.44	247
27	3.53	252
28	3.58	173
29	3.70	169
30	3.66	123
31	3.70	85
32	3.74	72
33	3.87	35
34	3.89	16
35	3.96	6

1-30-13
#3

	A	B	C	D
2	Merit based scholarships as a percent of tuition and fees			
3		2012-2013		Percent
4		Tuition & Fees		of Tuition/Fees
5	DC Bottineau	\$ 3,887		64.3
6				
7	Lake Region St. College	\$ 3,908		64
8				
9	NDSCS - Wahpeton	\$ 3,953		63.2
10				
11	Bismarck State University	\$ 4,007		62.4
12				
13	Williston State College	\$ 4,140		60.4
14				
15	Dickinson State University	\$ 5,717		43.7
16				
17	Minot State University	\$ 5,922		42.2
18				
19	Mayville State University	\$ 6,193		40.4
20				
21	Valley City State University	\$ 6,334		39.5
22				
23	North Dakota State Univ.	\$ 7,233		34.6
24				
25	University of North Dakota	\$ 7,254		34.5
26				
27	*Using the new level of funding at \$1,250/semester as proposed in SB 2222.			

2

13.0147.03002
Title.

Prepared by the Legislative Council staff for
Senator Wanzek
February 18, 2013

PROPOSED AMENDMENTS TO SENATE BILL NO. 2222

Page 3, line 5, after "7." insert:

"a."

Page 3, after line 9, insert:

- "b. (1) If after six consecutive semesters a student requires twenty-four or fewer credits to graduate, the student may retain scholarship eligibility by enrolling in only twelve credits during each of the student's final two semesters, or the equivalent number of credits, as determined by the state board of higher education, with respect to students in a quarter system.
- (2) The exception provided for in this subdivision is applicable to any student graduating after June 30, 2013, but before July 1, 2015."

Renumber accordingly



SB2222 - Merit based scholarships

Senator Tim Flakoll - District 44

Chairman Nathe and members of the House Education committee. For the Record I am Senator Tim Flakoll. As a bit of a background, I also was a sponsor of HB 1400 the original merit based scholarship bill and it had its genesis in the Governor's Commission on Education Improvement where I chaired the subcommittee on curriculum and rewards where the idea was launched.

Prior to the 2009 session, the state only required a certain number of credits for graduation but generally was not specific as to which courses need to be taken. The challenge that we were dealing with was we wished to pass curriculum requirements for the first time in the state's history and needed to find requirements that would suit our needs.

Our committee desired to continue our state's national reputation for high academic performance but we also recognized that not everyone could be successful with the rigor that would make us globally competitive. As such we decided to develop two tiers of graduation requirements. One, for the minimum requirements to graduate and the second curriculum requirements that would challenge students at a higher level and reward them if they made certain benchmarks.

Merit based scholarship eligibility requires an ACT test score of 24 or higher. I would note that historically about 27-30% of the students meet that threshold. I would also note that students can retake the test if they missed the threshold and want to take it. In 2011 23.5% of the Juniors had an ACT test score of 24 and above and 28% had a test score of 24 and above as seniors.

SB2222 is in keeping with our ongoing desire to retain the "best and the brightest" in the state of North Dakota. SB 2222 is relatively simple but extremely powerful. It raises the merit based scholarship threshold from \$750/semester up to \$1,250/semester starting with students that graduate this spring. That translates to about a 65% increase. It also increases the allowable cap up from the current \$6,000 to \$10,000 per student for students who graduate during the 2012-2013 school year.

Fall 2012 data reveals that 2,759 students were receiving the merit based scholarships including:

- 337 at two-year or Tribal Colleges
- 384 at four-year public institutions
- 1,706 at public research institutions
- 332 at private institutions
- Plus 681 students who deferred it till a later date

SB 2222 is one of a number of scholarships that the state offers. I should also note that the scholarship funds go to students both at public and private campuses. The merit based scholarship program is the one scholarship program that open to all majors and is not prejudice against family income.

I would also like to note that this popular scholarship program has received a resolution of support from student organizations including the North Dakota Student Association, an organization that represents approximately 48,000 students across the state.

Mr. Chairman, I would also like to go on record as thinking that the funds for the merit based scholarship should eventually come out interest and income of the Legacy Fund which opens up in a few years. I originally had that language in the draft of this bill, but with the passage of Senator Cook's SB2124 I thought it would be better to use that bill a vehicle to accomplish this portion of my goal. SB2124 bill was sent out of House GVA with a 12 - 0 Do Pass recommendation.

I should note that we amended language into the bottom of page 2 lines 10-16 at the request of Senator Wanzek. The language grandfathers in the original Merit based scholarship class to require only 12 credits per semester to maintain their eligibility.

Aside from that specific class we continue to require students to take at least 12 credits their first year and 15 credits thereafter in order for them to graduate in a more timely manner.

SB 2222 provides a great incentive for both students and their families. It sends the funds directly to the school on behalf of the student which can help keep down student loans. It is limited to just North Dakota students who attend a North Dakota campus. It establishes a system of rigor and rewards and people like the fact that the money follows the students. It is said by many to be the one initiative that has increased K-12 academic performance more than all of our other efforts.

Quick Facts:

- *Students can defer the scholarship under current law, but funds are only available for six years after graduation.*
- *681 students deferred the scholarship during the fall 2012 semester (see Report of the North Dakota Legislative Management, 2013, page 183).*
- *Data has revealed that a student with a 24 ACT test score has about a 70% chance of obtaining a grade of "C" or higher and a 30% chance of obtaining a "B" grade or higher.*

End

e.p. #

	A	B	C	D
	Merit based scholarships as a percent of tuition and fees			
2				
3		2012-2013		Percent
4		Tuition & Fees		of Tuition/Fees
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22				
23	North Dakota State Univ.	\$ 7,233		34.6
24				
25	University of North Dakota	\$ 7,254		34.5
26				
27	*Using the new level of funding at \$1,250/semester as proposed in SB 2222.			



ND SA

The Voice of the Students

Chairman Nathe and members of the House Education Committee,

My name is William Woodworth, and I am President of the North Dakota Student Association, representing the 48, 203 students of the North Dakota University System. I am here to testify in favor of S.B. 2222.

The Merit Based Scholarship program has been beneficial to North Dakota's high achieving students who have chosen to stay in the state for their post-secondary education and has provided an incentive for these students to make the decision to stay in North Dakota to finish their education.

A strong merit-based support program is even more important with the current economic boom in North Dakota. While the need to create an incentive to keep North Dakota's best and brightest in North Dakota's own university system has been recognized through current level of merit based scholarships—we need to also take into consideration that these merit based scholarships may now provide an incentive for these same students to simply chose to pursue higher education rather than head directly to employment in the oil field.

Financial considerations can often make or break a student's decision to attend college. It is critical that the legislature strengthen the current merit-based scholarship program to continue to support the state's best students and to help make it easier for them to choose to attend college and to do it in North Dakota. Also, this is a beneficial way to achieve a goal of many policymakers: the reduction of student loan debt.

The students of the North Dakota University system strongly support the passage of S.B. 2222 introduced by Senator Flakoll, which will increase merit-based scholarships to \$2,500 a year up to a total of \$10,000 for undergraduate study in an effort to retain the state's highly motivated and high achieving students in the North Dakota University System.

Chairman Nathe, this concludes my testimony in support of S.B. 2222. I will stand for any questions the committee may have.

William Woodworth, North Dakota Student Association President.

SB
2222

#1
3-19-20
13

**ND Academic and ND Career and Technical Education Scholarships
Education Committee Information Request
Received March 13, 2013**

Question:

For students who did not receive their scholarship for a semester because they were carrying less than 15 credits, but were enrolled with 12, 13 or 14 credits, were they able to get their scholarship reinstated in future semesters?

Answer:

According to the scholarship database, to date 535 students did not receive scholarship payments. 178 students did not meet the credit requirement during the spring 2013 term. Of the other 357 students that did not receive their scholarship for at least one semester, 250 students or 70% were able to meet the credit requirement and received their scholarship in a future semester.

Question:

Are scholarship recipients taking enough credits to complete their education in a timely manner and did the 15 credit requirement impact their average credit load?

Answer:

As a freshman, students are the requirement to take 12 or more credits. Even though they were only required to take 12 credits, students on average exceeded 15 credits.

<u>High School Graduating Class</u>	<u>Average number of credits taken during 1st and 2nd term</u>
2010	15.5
2011	15.8
2012	15.7

During the 2010-11 academic year, the overall average number of credits taken by students receiving the scholarship was 15.5. In 2011-12, after the 15 credit requirement was introduced, the average number of credits taken by all scholarship recipients was slightly higher at 15.6.

Rust (c) #2
SB2222
3-19-13

Sixty-third
Legislative Assembly

- 1 a. A high school in this state;
- 2 b. A high school in a bordering state under chapter 15.1-29; or
- 3 c. A nonpublic high school in a bordering state while residing with a custodial parent
- 4 in this state.

5 7. a. For purposes of North Dakota scholarship eligibility under this section, "full-time"
 6 means enrollment in at least twelve credits during a student's first two semesters
 7 and enrollment in at least fifteen credits during each semester thereafter or
 8 enrollment in the equivalent number of credits, as determined by the state board
 9 of higher education, with respect to students in a quarter system.

10 b. ~~(1) If after six consecutive semesters a student requires twenty-four or fewer, than fifteen~~
 11 credits to graduate, the student may retain scholarship eligibility by enrolling
 12 in ~~only~~ ^{fewer than fifteen but at least} twelve credits during each ~~of the student's final two semesters~~ ^{the semester} or the
 13 equivalent number of credits, as determined by the state board of higher
 14 education, with respect to students in a quarter system.

15 ~~(2) The exception provided for in this subdivision is applicable to any student~~
 16 ~~graduating after June 30, 2013, but before July 1, 2015.~~

remove

#3

3-19-2013

March 19, 2013
Rep. Koppelman

PROPOSED AMENDMENTS TO SB 2222

Page 3, after line 16, insert:

"(2) For those students that graduated from high school during the 2010-11 school year, and have completed six semesters may retain scholarship eligibility by enrolling in only twelve credits during each of the student's final two semesters, or the equivalent number of credits, as determined by the state board of higher education, with respect to students in a quarter system."

2009-10 ~~2010-11~~ *OK*

#2

Flakoll, Tim

From: Larson, Brady A.
Sent: Monday, April 22, 2013 2:15 PM
To: Flakoll, Tim
Subject: RE: SB 2222

Total program costs under each version:

	2013-15	2015-17
Senate	\$16,600,000	\$25,600,000
House	\$17,300,000	\$27,000,000

The 2013-15 executive budget recommendation includes funding of \$13.7 million for the program.

From: Flakoll, Tim
Sent: Monday, April 22, 2013 1:43 PM
To: Larson, Brady A.
Subject: SB 2222

Can you tell me the total cost of SB 2222 under the Senate version vs the House version please.

Senator Tim Flakoll

Tim Flakoll

District 44
President Pro Tempore
Chairman, Senate Education Committee
Transportation Committee

#2

ND Academic Scholarship (Merit based scholarships)

Average GPA by ACT exam score

College cumulative GPA at the end of the Fall 2012 term

Of all students (new and continuing) receiving a scholarship during the Fall 2012 term

Table

ACT Score	Avg College Cum GPA	Count of GPA's
Academic	3.54	1913
24	3.43	390
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28	3.58	173
29	3.70	169
30	3.66	123
31	3.70	85
32	3.74	72
33	3.87	35
34	3.89	16
35	3.96	6

SB 2222

**ND Academic and ND Career and Technical Education Scholarship
Average GPA by ACT exam score and scholarship type**

College cumulative GPA at the end of the Fall 2012 term
Of all students (new and continuing) receiving a scholarship during the Fall 2012 term
Broken out by scholarship type

Table

ACT Score	Avg College Cum GPA	Count of GPA's
Academic	3.54	1913
24	3.43	390
25	3.46	345
26	3.44	247
27	3.53	252
28	3.58	173
29	3.70	169
30	3.66	123
31	3.70	85
32	3.74	72
33	3.87	35
34	3.89	16
35	3.96	6
Career and Technical	3.31	713
14	3.34	less than 5
15	3.51	less than 5
16	3.91	less than 5
17	2.18	less than 5
18	3.08	23
19	3.23	38
20	3.29	40
21	3.30	72
22	3.29	83
23	3.36	87
24	3.36	121
25	3.27	92
26	3.30	51
27	3.42	25
28	3.48	25
29	3.30	24
30	3.72	16
31	3.33	11
32	3.94	6
33	3.85	less than 5
Grand Total		2,636