

FISCAL NOTE
Requested by Legislative Council
01/29/2019

Amendment to: HB 1122

- 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.*

	2017-2019 Biennium		2019-2021 Biennium		2021-2023 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$584,000		\$584,000	
Appropriations			\$584,000		\$584,000	

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

	2017-2019 Biennium	2019-2021 Biennium	2021-2023 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).*

Engrossed House Bill 1122 allows students to use ND academic or career & technical education scholarship dollars to pay for science, mathematics, English or computer science dual-credit and early entry courses taken while in high school.

- 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.*

Currently, ND AC & CTE scholarships are awarded only after a student graduates from high school. Dollars are used to pay post-secondary education costs at public, private or tribal ND institutions of higher education. The \$6,000 lifetime maximum scholarship can be used over a six-year period, for any degree or certificate program offered by the institution, up to and including graduate programs.

If a student used a portion of the scholarship for dual credit or early entry courses, fewer dollars would be available for post-secondary education costs because the lifetime maximum limit is unchanged by this bill.

It is anticipated that several students who take dual credit or early entry courses would not fulfill all the criteria to ultimately be awarded the full AC or CTE scholarship. Payments for these courses would add to the overall cost of the scholarship program.

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.*

Department of Public Instruction (DPI) and NDUS data indicate that for the most recent graduating class, 959 students had taken dual credit courses but did not receive an AC or CTE scholarship. Students took an average of 1.4 courses per term, which equates to 1,343 courses per year. Approximately 73%, or 980, of the courses were in science, mathematics, English or computer science. The average tuition rate per course is \$297.87 (\$99.29 per credit tuition rate X 3 credits). Therefore, the program changes in Engrossed HB1122 will increase biennial expenditures by \$583,825 (980 courses X \$297.87 X two years).

We anticipate dual credit enrollment will increase as a result of these changes. Related cost increases are not included in this fiscal note.

BND currently pays for dual credit courses taken by students who qualify for free or reduced lunch. If this BND program were to be discontinued, this cost estimate would increase by about \$560,000 per biennium.

- 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 or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

The Executive Recommendation included a \$14.96 million appropriation for the existing AC/CTE scholarship program. All funds are currently allocated for scholarship awards. An ongoing \$584,000 general fund appropriation increase is required to pay for the program changes proposed in Engrossed HB1122.

Name: Tammy Dolan

Agency: NDUS

Telephone: 701-328-4116

Date Prepared: 01/30/2019

FISCAL NOTE
Requested by Legislative Council
01/29/2019

Amendment to: HB 1122

- 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.*

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Appropriations			\$584,000		\$584,000	

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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).*

Engrossed House Bill 1122 allows students to use ND academic or career & technical education scholarship dollars to pay for science, mathematics, English or computer science dual-credit and early entry courses taken while in high school.

- 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.*

Currently, ND AC & CTE scholarships are awarded only after a student graduates from high school. Dollars are used to pay post-secondary education costs at public, private or tribal ND institutions of higher education. The \$6,000 lifetime maximum scholarship can be used over a six-year period, for any degree or certificate program offered by the institution, up to and including graduate programs.

If a student used a portion of the scholarship for dual credit or early entry courses, fewer dollars would be available for post-secondary education costs because the lifetime maximum limit is unchanged by this bill.

It is anticipated that several students who take dual credit or early entry courses would not fulfill all the criteria to ultimately be awarded the full AC or CTE scholarship. Payments for these courses would add to the overall cost of the scholarship program.

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Department of Public Instruction (DPI) and NDUS data indicate that for the most recent graduating class, 959 students had taken dual credit courses but did not receive an AC or CTE scholarship. Students took an average of 1.4 courses per term, which equates to 1,343 courses per year. Approximately 73%, or 980, of the courses were in science, mathematics, English or computer science. The average tuition rate per course is \$297.87 (\$99.29 per credit tuition rate X 3 credits). Therefore, the program changes in Engrossed HB1122 will increase biennial expenditures by \$583,825 (980 courses X \$297.87 X two years).

We anticipate dual credit enrollment will increase as a result of these changes. Related cost increases are not included in this fiscal note.

BND currently pays for dual credit courses taken by students who qualify for free or reduced lunch. If this BND program were to be discontinued, this cost estimate would increase by about \$560,000 per biennium.

- 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 or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

The Executive Recommendation included a \$14.96 million appropriation for the existing AC/CTE scholarship program. All funds are currently allocated for scholarship awards. An ongoing \$584,000 general fund appropriation increase is required to pay for the program changes proposed in Engrossed HB1122.

Name: Tammy Dolan

Agency: NDUS

Telephone: 701-328-4116

Date Prepared: 01/30/2019

FISCAL NOTE
Requested by Legislative Council
01/07/2019

Bill/Resolution No.: HB 1122

- 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.*

	2017-2019 Biennium		2019-2021 Biennium		2021-2023 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$800,000		\$800,000	
Appropriations			\$800,000		\$800,000	

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

	2017-2019 Biennium	2019-2021 Biennium	2021-2023 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 Bill 1122 allows students to use ND academic or career & technical education scholarship dollars to pay for dual-credit courses taken while in high school.

- 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.*

Currently, ND AC & CTE scholarships are awarded only after a student graduates from high school. Dollars are used to pay post-secondary education costs at public, private or tribal ND institutions of higher education. The \$6,000 maximum scholarship can be used over a six-year period, for any degree or certificate program offered by the institution, up to and including graduate programs.

If a student used a portion of the scholarship for dual credit courses, fewer dollars would be available for post-secondary education costs because the maximum limit is unchanged by this bill.

It is anticipated that several students who take dual credit courses would not fulfill all the criteria to ultimately be awarded the full AC or CTE scholarship. Payments for these courses would add to the overall cost of the scholarship program.

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.*

Department of Public Instruction (DPI) and NDUS data indicate that for the most recent graduating class, 959 students had taken dual credit courses but did not receive an AC or CTE scholarship. Students took an average of 1.4 courses per term, which equates to 1,343 courses per year. The average tuition rate per course is \$297.87 (\$99.29 per credit tuition rate X 3 credits). Total biennial expenditures are \$800,080 (1,343 courses X \$297.87 X two years).

We anticipate dual credit enrollment will increase as a result of these changes. Related cost increases are not included in this fiscal note.

BND currently pays for dual credit courses taken by students who qualify for free or reduced lunch. If this BND program were to be discontinued, this cost estimate would increase by about \$560,000 per biennium.

- 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 or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

The base level appropriation for the current AC/CTE scholarship program is \$15.7 million. All funds are currently allocated for scholarship awards. An ongoing \$800,000 general fund appropriation increase is required to pay for the program changes proposed in HB1122.

Name: Tammy Dolan

Agency: NDUS

Telephone: 701-328-4116

Date Prepared: 01/10/2019

2019 HOUSE EDUCATION

HB 1122

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1122
1/16/2019
30908

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

Relating to eligibility for the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Attachment 1, 2, 3, 4, 5, 6, 7, 8

Chairman Owens: Opened the hearing on HB 1122.

Rep. Brandy Pyle: (See Attachments 1, 2)

Chairman Owens: Anyone else in support?

John Richman, President, NDSCS: (See Attachment 3)

Chairman Owens: I have talked to a number of your dental hygiene graduates and have heard nothing but praise.

Mr. Richman: Minnesota has this program. Minnesota students are coming to us and are being able to graduate sooner than our ND students. Because MN has the program and we don't in ND. We know that dual-credit students graduate faster.

Chairman Owens: It also saves them student loan debt.

Brandt Dick, Supt., Underwood Public School: I stand in support of HB 1122. Research shows that students who earn college credits while in high school are much more likely to graduate on time or in some cases graduate early from college. Idaho and Minnesota are some other states that the state does pay for dual-credit courses for high school students. I hope ND strongly considers this. In looking at the Fiscal Note, I hope legislators consider the practice of providing scholarships from the Bank of North Dakota for those students who are free and reduced as if that is discontinued this bill could actually reduce the amount of the total scholarship available to the student having the greatest need.

Chairman Owens: Anyone else in support of HB 1122?

Josh Johnson, Supt., Valley City Public Schools: (See Attachment 4)

Chairman Owens: Any questions from the committee?

Rep. Pyle: I do believe that this idea came from one of your teachers. Correct?

Josh Johnson: Behind me is our secondary principal, Mrs. Kristi Brandt. As we were discovering and researching this opportunity, we came up with the idea and she specifically came up with the idea of being able to extend the dollars from the ND scholarship.

Chairman Owens: Any further questions?

Rep. LaurieBeth Hager: Can you explain to me how the teacher is getting paid? Who decides who is teaching the dual-credit classes?

Josh Johnson: It is my understanding with partnerships created through VCSU, teachers at VCHS that are teaching dual-credit are paid \$30 per student by the university. That is \$30 per student for each credit that they teach for that semester.

Rep. LaurieBeth Hager: The teachers chosen to teach the dual-credit math curriculum, how would that be different?

Josh Johnson: The determination is made based on their qualifications and if they meet the requirements for the courses taught. Some changes you may already be aware of is the Higher Learning Commission's requirements by 2022, that place the expectation to them having a master's degree in the content field.

Chairman Owens: Rep. Hager, to answer your question, we have an issue in the state where we're grandfathered until 2022 of qualifying all dual-credit teachers. Now you need a master's degree, by then you will need a master's plus 18 hours under the new requirements. We have another program where we're trying to provide scholarships for the teachers to get that.

Rep. LaurieBeth Hager: Not every student qualifies to take dual-credit classes.

Chairman Owens: Anyone else in support?

Kristi Brandt, Principal, Valley City Public School: (See Attachment 5) When students take dual-credit classes at the high school level, it comes at a significantly reduced cost.

Chairman Owens: Any further questions in support?

Jim Upgren, DPI: (See Attachment 6)

Chairman Owens: Any further questions?

Rep. Pat D. Heinert: Is there any financial concern for the students? If this would pass at the end of their college career, that funding would run out, they would end up dropping out their last year and not finishing their degree program.

Mr. Upgren: In this type of situation, with 2 dual-credit courses taken each costing \$300, that would be \$600. They would enter college with \$5,400 remaining.

Chairman Owens: Any further questions?

Aimee Copas, NDCEL: (See Attachment 7)

Chairman Owens: Anyone else in support of HB 1122?

Mark Vollmer, Supt., Minot Public School District #1, MAFB #160: (See Attachment 8)

Chairman Owens: Anyone else in support of HB 1122?

Tammy Dolan, Vice-Chancellor for Administrative Affairs, NDUS: In favor of this bill. There are additional costs on the Fiscal Note.

Chairman Owens: Is all \$15.7 allocated?

Tammy Dolan: We are asking for more because of the increase in students qualifying for the academic or CT scholarship.

Chairman Owens: Where is that bill?

Tammy Dolan: It is in our Appropriations bill.

Chairman Owens: Do they only receive \$1000 per year? Can they use up the \$6000 in a four-year period?

Tammy Dolan: It is \$1500 per year up to the \$6000 cap. However, some students graduate earlier. If there is money left at the end of their 4-year degree and continue on to graduate school, they are able to use the remaining for the graduate programs. The cap total is \$6000.

Chairman Owens: We will need a new Fiscal Note?

Tammy Dolan: We are prepared to get that for you.

Chairman Owens: Anyone else in support? Anyone in opposition? Any neutral testimony?
The hearing on HB 1122 is closed.

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau Room, State Capitol

HB 1122
1/16/2019
30917 (1:50 10:50 & 13:50-14:33-17:00)

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe by Donna Whetham

Explanation or reason for introduction of bill/resolution:

Relating to eligibility for the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Chairman Owens: Opened the hearing on HB 1122.

Rep. Pyle: Made a Do pass motion to adopt the amendments on HB 1122. (From attachment 1 page 1 of recording number 30908 version number 19.0414.02002)

Rep. Marschall: Seconded.

Discussion:

Rep Schreiber-Beck: When we look at the CTE scholarships in the future I hope we can open it to more classes that I would consider to be in a Career Tech Program. Do to the requirement to have a Master's Degree a lot of our College instructors don't have those.

Chairman Owens: I am not sure the Master's Degree is required. For this bill it is just using the available funds and we need to accept the amendment so we get a new Fiscal Note and then we can vote on it.

Roll Call Vote: Yes 12 No 0 Absent 2. Amendment adopted.

Rep. M. Johnson: Rep. Pyle on the portion regarding having C in dual credit courses and exempting from them from requirements 1-7 but not 8. I'm wondering if 8 should also be exempt?

Rep. Pyle: Legislative Council suggested overall they should have an accumulative GPA of 3.0 or higher to be eligible and they have to obtain a C in the class. Yes I do see where there should be a clean-up of the language.

Rep. M. Johnson: Made a motion to further amend HB1122 to page 3 line 8 after the numeral 7, 8 a. 2 , 8 b 1&2 They will not be subject to the provisions of 8 a 2 or 8 b.

Rep. Pyle: Seconded.

Roll Call Vote: Yes 14 No 0 Absent 0. Amendment passed.

Rep. Pyle: We made adjustments on Page 3 of the bill and we also have to make those adjustments on page 5. I make a motion that we further amend HB 1122 and The amendment would be the same as Rep. M. Johnsons, on line 15 page 5 and it would be 1-7 on 8a 2, 8b, 9 and 10.

Rep. M. Johnson: Seconded.

Roll Call Vote: Yes 14 No 0 Absent 0. Motion carries to adopt the amendment.

Chairman Owens: We will hold this bill for an updated Fiscal Note.

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1122
1/23/2019
31309

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

Relating to eligibility for ND academic scholarship for high school students enrolled in dual-credit courses

Minutes:

Attachment 1

Chairman Owens: Opened the committee work with HB 1122. It is using the scholarship for high school enrollment and dual-credit courses. It had an amendment coming in so it is a catch-22 in government. We have to pass it out of here to find out the new fiscal note, but we want to know what the new fiscal note is so we know how to vote for it to pass it out of here. That is what Legislative Management is saying right now. What you have is an unofficial fiscal note. If we pass this out of here this will be the fiscal note. Take time to review that (**See Attachment 1**).

Rep. Brandy Pyle: Did we want to talk about the requirement? I know Tammy was concerned about parents getting a bill if their student failed, which is only 2% according to the statistics that they provided. My intent is that we offer the scholarship. If they fail, then they are ineligible.

Chairman Owens: Would you like to hold it back, do it as she has written it, but include a claw back in a new amendment?

Rep. Brandy Pyle: Sure, I'll talk to her.

Chairman Owens: Your options are that you leave it as it is, delete it so that you wind up paying for everybody even though it is 2%, you wind up paying for that 2%. If you don't want them to have a surprise, but want to still maintain that you have to make the grade, then you need a claw back.

Rep. Brandy Pyle: I would like the claw back.

Chairman Owens: Then we will table this and let you work on that and you can bring the amendment reading exactly how you want it rather than us doing this and yet have another one. HB 1122 is on hold yet again.

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1122
1/28/2019
31751

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe by Donna Whetham
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Explanation or reason for introduction of bill/resolution:

Relating to eligibility for the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Attachment 1.

Chairman Owens: Opened the hearing on HB 1122. There are some possible amendments.

Rep. Pyle: Explained the proposed amendment. This amendment on page 3 line 16 will take out the "C" requirements in the craft and inserts that ha high school resident who enrolls in and fails to pass a dual credit course for which a college credit is earned is ineligible to receive additional scholarship under this section if a student enrolls in another dual credit course. (See Attachment 1).

I move to adopt the amendment 19.0414.02004 to HB 1122.

Vice Chairman Schreiber-Beck: Seconded.

Chairman Owens: Any discussion on the amendment? What we are saying is if you qualify to use the scholarship program for dual credit courses and you make less than a "C" you have lost your ability to use for dual credit courses until you prove yourself once you are in college?

Rep. Pyle: If you failed the class. There are only 2% that fail.

Chairman Owens: So if they get a "D" they have to reimburse but they don't lose the option?

Rep Pyle: What Higher Ed mentioned it would be a lot more difficult for parents to get a bill at the end of the course if their students should fail. They felt it was a gamble that they would like to take with the 2% failing and then having the students ineligible for a later date.

Chairman Owens: So you removed the claw back. Any discussion on the amendment

Rep. Johnson: It is a little tough on them isn't it? If they fail one class then they don't have the opportunity until they get into college.

Chairman Owens: They don't get the opportunity now to even use it for this.

Rep Pyle: They still have to meet the eligibility in college. It is kind of the same basis. Only 2% fail and hopefully it will be less.

Rep. Hager: They could still take the class as a dual credit but not have it paid for, is that the specification?

Rep Pyle: Correct. They wouldn't be ineligible for the scholarship.

Chairman Owens: Any other discussion? Seeing none.

Voice Vote: Motion passes to adopt amendment 19.0414.02004 to HB 1122.

Chairman Owens: Is there any other discussion? Seeing none.

Vice Chairman Schreiber-Beck: I move a Do Pass as amended on HB 1122 and Rereferred to Appropriations.

Rep. Hager: Seconded.

Chairman Owens: I think it would take an additional appropriation to do this. Any other discussion? Seeing none.

Roll call vote: Yes 13 No 0 Absent 1.

Motion carried for a Do Pass as amended on HB 1122 with rerefer to Appropriations.

Rep. Hoverson: Will carry the bill.

Hearing closed.

HOUSE BILL NO. 1122

Introduced by

Representatives Pyle, Hoverson, Howe, Mitskog, O'Brien, Roers Jones

Senators Bekkedahl, Luick

1 | A BILL for an Act to amend and reenact sections 15.1-21-02.4, 15.1-21-02.5, 15.1-21-02.6, and
2 | 15.1-21-02.8 of the North Dakota Century Code, relating to eligibility for the North Dakota
3 | academic scholarship for high school students enrolled in dual-credit courses.

4 | **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

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

7 | **15.1-21-02.4. North Dakota career and technical education scholarship.**

8 | Any resident student who graduates from a high school during or after the 2010-11 school
9 | year ~~and~~; any resident student who completes a program of home education supervised in
10 | accordance with chapter 15.1-23 during or after the 2012-13 school year, and any resident high
11 | school student enrolled in a science, mathematics, English, or computer science dual-credit or
12 | early entry course for which college credit is earned is eligible to receive a North Dakota career
13 | and technical education scholarship provided the student:

- 14 | 1. Completed four units of English language arts from a sequence that includes literature,
15 | composition, and speech;
- 16 | 2. Completed three units of mathematics, including:
- 17 | a. One unit of algebra II, as defined by the superintendent of public instruction; and
18 | b. Two units of any other mathematics, which may include one unit of computer
19 | science;
- 20 | 3. Completed three units of science, consisting of:
- 21 | a. (1) One unit of biology;
22 | (2) One unit of chemistry; and
23 | (3) One unit of physics; or
24 | b. (1) One unit of biology;

- 1 (2) One unit of physical science; and
- 2 (3) One unit or two one-half units of any other science;
- 3 4. Completed three units of social studies, including:
- 4 a. One unit of United States history;
- 5 b. (1) One-half unit of United States government and one-half unit of economics;
- 6 or
- 7 (2) One unit of problems of democracy; and
- 8 c. One unit or two one-half units of any other social studies, which may include
- 9 civics, civilization, geography and history, multicultural studies, North Dakota
- 10 studies, psychology, sociology, and world history;
- 11 5. a. Completed one unit of physical education; or
- 12 b. One-half unit of physical education and one-half unit of health;
- 13 6. Completed:
- 14 a. One unit selected from:
- 15 (1) Foreign languages;
- 16 (2) Native American languages;
- 17 (3) American sign language;
- 18 (4) Fine arts; or
- 19 (5) Career and technical education courses; and
- 20 b. Two units of a coordinated plan of study recommended by the department of
- 21 career and technical education and approved by the superintendent of public
- 22 instruction;
- 23 7. Completed any five additional units, two of which must be in the area of career and
- 24 technical education;
- 25 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 26 scale, as determined by the superintendent of public instruction, based on
- 27 all high school units in which the student was enrolled; and
- 28 (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- 29 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 30 scale, as determined by the superintendent of public instruction, based only
- 31 on the units required by subsections 1 through 7; and

1 (2) Obtained a grade of at least "C" in each unit or one-half unit; and

2 9. Received:

3 a. A composite score of at least twenty-four on an ACT; or

4 b. A score of at least five on each of three WorkKeys assessments recommended
5 by the department of career and technical education and approved by the
6 superintendent of public instruction.

7 10. A resident high school student enrolled in a dual-credit course for which college credit
8 is earned is exempt from the requirements in subsections 1 through 7 and
9 subsection 9, but must have obtained a grade of at least "C" in the dual-credit course.

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

12 **15.1-21-02.5. North Dakota academic scholarship.**

13 Any resident student who graduates from a high school during or after the 2010-11 school
14 year ~~and~~, any resident student who completes a program of home education supervised in
15 accordance with chapter 15.1-23 during or after the 2012-13 school year, and any resident high
16 school student enrolled in a science, mathematics, English, or computer science dual-credit or
17 early entry course for which college credit is earned is eligible to receive a North Dakota
18 academic scholarship provided the student:

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

21 2. Completed three units of mathematics, including:

22 a. One unit of algebra II, as defined by the superintendent of public instruction;

23 b. One unit of mathematics for which algebra II, as defined by the superintendent of
24 public instruction, is a prerequisite; and

25 c. One unit of any other mathematics, which may include computer science;

26 3. Completed three units of science, consisting of:

27 a. (1) One unit of biology;

28 (2) One unit of chemistry; and

29 (3) One unit of physics; or

30 b. (1) One unit of biology;

31 (2) One unit of physical science; and

- 1 (3) One unit or two one-half units of any other science;
- 2 4. Completed three units of social studies, including:
- 3 a. One unit of United States history;
- 4 b. (1) One-half unit of United States government and one-half unit of economics;
- 5 or
- 6 (2) One unit of problems of democracy; and
- 7 c. One unit or two one-half units of any other social studies, which may include
- 8 civics, civilization, geography and history, multicultural studies, North Dakota
- 9 studies, psychology, sociology, and world history;
- 10 5. a. Completed one unit of physical education; or
- 11 b. One-half unit of physical education and one-half unit of health;
- 12 6. a. Completed two units of:
- 13 (1) The same foreign language;
- 14 (2) The same native American language;
- 15 (3) American sign language; ~~or~~
- 16 (4) Fine arts; or
- 17 (5) Career and technical education from a coordinated plan of study
- 18 recommended by the department of career and technical education and
- 19 approved by the superintendent of public instruction; and
- 20 b. One unit selected from:
- 21 (1) Foreign languages;
- 22 (2) Native American languages;
- 23 (3) American sign language;
- 24 (4) Fine arts; or
- 25 (5) Career and technical education;
- 26 7. Completed any five additional units;
- 27 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 28 scale, as determined by the superintendent of public instruction, based on
- 29 all high school units in which the student was enrolled; and
- 30 (2) Obtained a grade of at least "C" in each unit or one-half unit; or

- 1 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
2 scale, as determined by the superintendent of public instruction, based only
3 on the units required by subsections 1 through 7; and
4 (2) Obtained a grade of at least "C" in each unit or one-half unit;
- 5 9. Received a composite score of at least twenty-four on an ACT; and
- 6 10. a. Fulfilled any one unit requirement set forth in subsections 1 through 7 by means
7 of an advanced placement course and examination;
- 8 b. Fulfilled any one unit requirement set forth in subsections 1 through 4 or 6 by
9 completion, through an early entrance program, of a nonremedial postsecondary
10 course offered for credit at an accredited institution of higher education which has
11 a physical presence in this state; or
- 12 c. Fulfilled any one-half unit requirement set forth in subsections 1 through 7 by
13 means of a dual-credit course.
- 14 11. A resident high school student enrolled in a dual-credit course for which college credit
15 is earned is exempt from the requirements in subsections 1 through 7, 9, and 10, but
16 must have obtained a grade of at least "C" in the dual-credit course.

17 **SECTION 3. AMENDMENT.** Section 15.1-21-02.6 of the North Dakota Century Code is
18 amended and reenacted as follows:

19 **15.1-21-02.6. North Dakota scholarship - Amount - Applicability.**

- 20 1. a. The state board of higher education shall provide to any student certified as
21 being eligible by the superintendent of public instruction either a North Dakota
22 academic scholarship or a North Dakota career and technical education
23 scholarship in the amount of seven hundred fifty dollars for each semester during
24 which the student is enrolled full time at an accredited institution of higher
25 education in this state, maintains a cumulative grade point average of 2.75, and
26 maintains progress toward degree completion. For a resident high school student
27 enrolled in a dual-credit course for which college credit is earned, the state board
28 of higher education shall provide a North Dakota academic scholarship in an
29 amount equal to the tuition rate for the number of college credits equivalent to the
30 dual-credit course in which the student is enrolled. The amount may not exceed

1 the highest tuition rate for an equivalent college credit at an institution of higher
2 education under the control of the state board of higher education.

3 b. The state board of higher education shall provide to any student certified as
4 being eligible by the superintendent of public instruction either a North Dakota
5 academic scholarship or a North Dakota career and technical education
6 scholarship in the amount of five hundred dollars for each quarter during which
7 the student is enrolled full time at an accredited institution of higher education in
8 this state, maintains a cumulative grade point average of 2.75, and maintains
9 progress toward degree completion. For a resident high school student enrolled
10 in a dual-credit course for which college credit is earned, the state board of
11 higher education shall provide a North Dakota academic scholarship in an
12 amount equal to the tuition rate for the number of college credits equivalent to the
13 dual-credit course in which the student is enrolled. The amount may not exceed
14 the highest tuition rate for an equivalent college credit at an institution of higher
15 education under the control of the state board of higher education.

16 2. The state board shall monitor each scholarship recipient to ensure that the student
17 meets the academic and other requirements of this section. Upon determining that a
18 recipient student has failed to meet the requirements of this section, the board shall
19 provide notification to the student within ten days.

20 3. A student is not entitled to receive more than six thousand dollars under this section,
21 including payments for dual-credit or early entry courses.

22 4. The state board of higher education shall forward the scholarship directly to the
23 institution in which the student is enrolled. If the student is a resident high school
24 student currently enrolled in a dual-credit course for which college credit is earned and
25 the student meets the requirements of subsections 8 and 11 of section 15.1-21-02.5,
26 the state board of higher education shall forward the scholarship directly to the
27 institution of higher education through which the dual-credit course was offered to the
28 student.

29 5. a. (1) This section does not require a student to be enrolled in consecutive
30 semesters.

- 1 (2) This section does not require a student to be enrolled in consecutive
2 quarters.
- 3 b. A scholarship under this section is valid ~~only~~in any semester or quarter in which a
4 resident high school student is enrolled in a dual-credit course for which college
5 credit is earned and for six academic years after the student's graduation from
6 high school ~~and~~. The scholarship may be applied to a graduate program.
- 7 6. A scholarship under this section is available to any eligible resident student who fulfills
8 the requirements of section 15.1-21-02.4 or 15.1-21-02.5 and who:
- 9 a. Graduates from a high school in this state;
- 10 b. Graduates from a high school in a bordering state under chapter 15.1-29;
- 11 c. Graduates from a nonpublic high school in a bordering state while residing with a
12 custodial parent in this state; ~~or~~
- 13 d. Completes a program of home education supervised in accordance with chapter
14 15.1-23; or
- 15 e. Enrolls in and completes a dual-credit course for which college credit is earned
16 with a grade of at least "C" while in high school.
- 17 7. a. For purposes of North Dakota scholarship eligibility under this section, "full-time"
18 has the same meaning as the term is defined by the institution the student is
19 attending.
- 20 b. For the purpose of North Dakota scholarship eligibility under this section,
21 "progress toward degree completion" means earning the following minimum
22 number of credits after each semester or quarter term disbursement to qualify for
23 the subsequent disbursement:
- 24 (1) Twenty-four credits after disbursement two;
- 25 (2) Thirty-nine credits after disbursement three;
- 26 (3) Fifty-four credits after disbursement four;
- 27 (4) Sixty-nine credits after disbursement five;
- 28 (5) Eighty-four credits after disbursement six; and
- 29 (6) Ninety-nine credits after disbursement seven.

30 **SECTION 4. AMENDMENT.** Section 15.1-21-02.8 of the North Dakota Century Code is
31 amended and reenacted as follows:

1 **15.1-21-02.8. North Dakota scholarship - Eligibility - One-time exception.**

- 2 1. a. Notwithstanding section 15.1-21-02.6, if a student's cumulative grade point
3 average as determined by the state board of higher education at the conclusion
4 of a semester is below 2.75, the board shall grant an exception and provide the
5 North Dakota scholarship to which the student would otherwise be entitled for the
6 next semester in which the student is enrolled full time or enrolled in a dual-credit
7 course for which college credit is earned while in high school. The exception
8 provided by this section is applicable to a student only one time.
- 9 b. If a student's cumulative grade point average as determined by the state board of
10 higher education at the conclusion of a semester is below 2.75 for a second time,
11 the student is no longer eligible to receive any additional North Dakota academic
12 or career and technical education scholarships.
- 13 2. a. Notwithstanding section 15.1-21-02.6, if a student's cumulative grade point
14 average as determined by the state board of higher education at the conclusion
15 of a quarter is below 2.75, the board shall grant an exception and provide the
16 North Dakota scholarship to which the student would otherwise be entitled for the
17 next quarter in which the student is enrolled full time or enrolled in a dual-credit
18 course for which college credit is earned while in high school. The exception
19 provided by this section is applicable to a student only one time.
- 20 b. If a student's cumulative grade point average as determined by the state board of
21 higher education at the conclusion of a quarter is below 2.75 for a second time,
22 the student is no longer eligible to receive any additional North Dakota academic
23 or career and technical education scholarships.

January 16, 2019

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1122

Page 1, line 1, after "sections" insert "15.1-21-02.4,"

Page 1, line 2, after the second "the" insert "North Dakota career and technical education scholarship and the"

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 ~~and~~; any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year; and any resident high school student enrolled in a science, mathematics, English, or computer science dual-credit or early entry course for which college credit is earned 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, which may include one unit of computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
 - (2) One unit of chemistry; and
 - (3) One unit of physics; or
 - b. (1) One unit of biology;
 - (2) One unit of physical science; and
 - (3) One unit or 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
 - 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.
10. A resident high school student enrolled in a dual-credit course for which college credit is earned is exempt from the requirements in subsections 1 through 7, paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsection 9, but must have obtained a grade of at least "C" in the dual-credit course.

Page 1, line 11, after "a" insert "science, mathematics, English, or computer science"

Page 1, line 11, after "dual-credit" insert "or early entry"

Page 2, line 16, remove "or"

Page 2, line 17, after "(4)" insert "Fine arts; or"

(5)"

Page 3, line 15, after the first underscored comma insert "paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsections"

Page 3, line 15, remove the second underscored comma

Page 4, line 20, after "section" insert ", including payments for dual-credit or early entry courses"

Renumber accordingly

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1122

Page 1, line 1, after "sections" insert "15.1-21-02.4,"

Page 1, line 2, after the second "the" insert "North Dakota career and technical education scholarship and the"

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 ~~and~~; any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year; and any resident high school student enrolled in a science, mathematics, English, or computer science dual-credit or early entry course for which college credit is earned 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, which may include one unit of computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
(2) One unit of chemistry; and
(3) One unit of physics; or
 - b. (1) One unit of biology;
(2) One unit of physical science; and
(3) One unit or 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

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2 of 3

- (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
 - 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.
10. A resident high school student enrolled in a dual-credit course for which college credit is earned is exempt from the requirements in subsections 1 through 7, paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsection 9.

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3 of 3

11. A resident high school student who enrolls in and fails to pass a dual-credit course for which college credit is earned is ineligible to receive an additional scholarship under this section if the student enrolls in another dual-credit course for which college credit is earned. A resident student may regain scholarship eligibility once the student graduates from high school, if the student meets the requirements of this section."

Page 1, line 11, after "a" insert "science, mathematics, English, or computer science"

Page 1, line 11, after "dual-credit" insert "or early entry"

Page 2, line 16, overstrike "or"

Page 2, line 17, after "(4)" insert: "Fine arts; or

(5)"

Page 3, line 15, after the first underscored comma insert "paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsections"

Page 3, line 15, remove the second underscored comma

Page 3, line 15, remove ", but"

Page 3, line 16, remove "must have obtained a grade of at least "C" in the dual-credit course"

Page 3, after line 16, insert:

"12. A resident high school student who enrolls in and fails to pass a dual-credit course for which college credit is earned is ineligible to receive an additional scholarship under this section if the student enrolls in another dual-credit course for which college credit is earned. A resident student may regain scholarship eligibility once the student graduates from high school, if the student meets the requirements of this section."

Page 4, line 20, after "section" insert ", including payments for dual-credit or early entry courses"

Page 5, line 14, remove "with a grade of at least "C" while in high school"

Renumber accordingly

Date: 1/16/19
 Roll Call Vote #: 1

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1122**

House Education Committee

Subcommittee

Amendment LC# or Description: From Version 9 - 0414.02002

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rep. Pyle Seconded By Rep. Marschall

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens	✓		Rep. Guggisberg	✓	
V. Chair. Schreiber-Beck	✓		Rep. Hager	✓	
Rep. Heinert	✓				
Rep. Hoverson	✓				
Rep. D. Johnson	✓				
Rep. M. Johnson	✓				
Rep. Johnston		A			
Rep. Longmuir		A			
Rep. Marschall	✓				
Rep. Pyle	✓				
Rep. Strinden	✓				
Rep. Zubke	✓				

Total (Yes) 12 No 0

Absent 2

Floor Assignment _____

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

Date: 11/16/10
 Roll Call Vote #: 2

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 11022**

House Education Committee

Subcommittee

Amendment LC# or Description: to remove Pg 3 line 8 after 7, 8a2 and 8b
they will not be subject to provisions of 8a2 & 8B.

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar

Other Actions: Reconsider _____

Motion Made By M. Johnson Seconded By Rep Pyle

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens	✓		Rep. Guggisberg	✓	
V. Chair. Schreiber-Beck	✓		Rep. Hager	✓	
Rep. Heinert	✓				
Rep. Hoverson	✓				
Rep. D. Johnson	✓				
Rep. M. Johnson	✓				
Rep. Johnston	✓				
Rep. Longmuir	✓				
Rep. Marschall	✓				
Rep. Pyle	✓				
Rep. Strinden	✓				
Rep. Zubke	✓				

Total (Yes) 14 No 0

Absent 0

Floor Assignment _____

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

Date: 1/16/19
 Roll Call Vote #: 13

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1122**

House Education Committee

Subcommittee

Amendment LC# or Description: Further amend pg 5 line 15 (8a, 2, 8b, 9+10)
They will not be subject to the provisions.

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rep. Pyle Seconded By M. Johnson

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens	✓		Rep. Guggisberg	✓	
V. Chair. Schreiber-Beck	✓		Rep. Hager	✓	
Rep. Heinert	✓				
Rep. Hoverson	✓				
Rep. D. Johnson	✓				
Rep. M. Johnson	✓				
Rep. Johnston	✓				
Rep. Longmuir	✓				
Rep. Marschall	✓				
Rep. Pyle	✓				
Rep. Strinden	✓				
Rep. Zubke	✓				

Total (Yes) 14 No 0

Absent 0

Floor Assignment _____

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

Date: 11/28/19
 Roll Call Vote #: 1

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 18122**

House Education Committee

Subcommittee

Amendment LC# or Description: 19.0414.02004

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rep. Pyle Seconded By Rep. Schreiber-Beck

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens			Rep. Guggisberg		
V. Chair. Schreiber-Beck			Rep. Hager		
Rep. Heinert					
Rep. Hoverson					
Rep. D. Johnson					
Rep. M. Johnson					
Rep. Johnston					
Rep. Longmuir					
Rep. Marschall					
Rep. Pyle					
Rep. Strinden					
Rep. Zubke					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Motion Carries.

Date: 1-28-19
 Roll Call Vote #: 2

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. HB 1122**

House Education _____ Committee

Subcommittee

Amendment LC# or Description: _____

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar

Other Actions: Reconsider _____

Motion Made By Rep. Schreiber-Beck Seconded By Rep. Hager

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens	✓		Rep. Guggisberg	✓	
V. Chair. Schreiber-Beck	✓		Rep. Hager	✓	
Rep. Heinert	✓				
Rep. Hoverson	✓				
Rep. D. Johnson	✓				
Rep. M. Johnson	✓				
Rep. Johnston	✓				
Rep. Longmuir	✓				
Rep. Marschall		A			
Rep. Pyle	✓				
Rep. Strinden	✓				
Rep. Zubke	✓				

Total (Yes) 13 No 0

Absent 1

Floor Assignment Rep. G. Hoverson

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

REPORT OF STANDING COMMITTEE

HB 1122: Education Committee (Rep. Owens, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1122 was placed on the Sixth order on the calendar.

Page 1, line 1, after "sections" insert "15.1-21-02.4,"

Page 1, line 2, after the second "the" insert "North Dakota career and technical education scholarship and the"

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 ~~and~~; any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year; and any resident high school student enrolled in a science, mathematics, English, or computer science dual-credit or early entry course for which college credit is earned 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, which may include one unit of computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
 - (2) One unit of chemistry; and
 - (3) One unit of physics; or
 - b. (1) One unit of biology;
 - (2) One unit of physical science; and
 - (3) One unit or 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
 - 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.
10. A resident high school student enrolled in a dual-credit course for which college credit is earned is exempt from the requirements in subsections 1 through 7, paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsection 9.
11. A resident high school student who enrolls in and fails to pass a dual-credit course for which college credit is earned is ineligible to receive an additional scholarship under this section if the student enrolls

in another dual-credit course for which college credit is earned. A resident student may regain scholarship eligibility once the student graduates from high school, if the student meets the requirements of this section."

Page 1, line 11, after "a" insert "science, mathematics, English, or computer science"

Page 1, line 11, after "dual-credit" insert "or early entry"

Page 2, line 16, overstrike "or"

Page 2, line 17, after "(4)" insert: "Fine arts; or

(5)"

Page 3, line 15, after the first underscored comma insert "paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsections"

Page 3, line 15, remove the second underscored comma

Page 3, line 15, remove ", but"

Page 3, line 16, remove "must have obtained a grade of at least "C" in the dual-credit course"

Page 3, after line 16, insert:

"12. A resident high school student who enrolls in and fails to pass a dual-credit course for which college credit is earned is ineligible to receive an additional scholarship under this section if the student enrolls in another dual-credit course for which college credit is earned. A resident student may regain scholarship eligibility once the student graduates from high school, if the student meets the requirements of this section."

Page 4, line 20, after "section" insert ", including payments for dual-credit or early entry courses"

Page 5, line 14, remove "with a grade of at least "C" while in high school"

Re-number accordingly

2019 HOUSE APPROPRIATIONS

HB 1122

2019 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

HB1122
1/31/2019
31900

- Subcommittee
- Conference Committee

Committee Clerk Risa Bergquist

Explanation or reason for introduction of bill/resolution:

Relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Chairman Delzer: We'll call the meeting to order for HB 1122, Representative Owens is present this bill.

Representative Owens: The current AC and CT&E scholarships offer \$1500 dollars a year for qualifies students up to a total of 6 thousand dollars, and if you finish college prior to using that 6 thousand you can continue it in graduate school. This bill would open it up for college work while they are still in high school. They would still only get \$6000 it would help them with future student loans, it would help them graduate sooner and it's in the core subjects of science, math, English, computer science field credits. There's also a component in this bill that says once to fail a class you are not allowed to use this until you get into college. So if you fail a class you have to pay that class back and wait until you are in college, it's still merit based.

2:10 Representative Monson: It looks to me, is this only student that are taking stems courses? Have you considered other courses?

Representative Owens: We didn't want to bite off more than we can chew, we thought this would be a good start.

Chairman Delzer: What if they take these courses and then don't go to college?

Representative Owens: that was not discussed

Representative Brandenburg: Isn't there a cost for these courses and students that can afford can take them and other students our left out.

Representative Owens: Yes, this is targeted to the students that can't afford, it's based on merit not on income based.

Representative Holman: Did DPI testify on this at all?

Representative Owens: DPI did testify, Tammy Dolan testified, no one opposed this bill.

Chairman Delzer: The money for this resides in the high education budget, it's also set up so that if there is an overabundance of applicants it's prorated.

Representative Monson: When the money is gone it's gone; it would maybe dilute the amount that would be awarded.

Representative Sanford: On this bill they are requesting almost 3 million dollars because of the growth in the number of students eligible. This particular scholarship the number is growing so the new money they are asking for is to cover the traditional ones.

Chairman Delzer: Is this only for North Dakota graduates.

Representative Sanford: I think there are a couple of exceptions like Moorhead.

Representative Schmidt: Why if there are that many students willing to do this on their own why are we adding more money?

Chairman Delzer: That brings back my idea of why isn't this based on needs? What would your committee feel about that?

Representative Owens: I don't think the committee would have a problem with that, we didn't address that in committee. This was just allowing more people to get into the program, the grade point average was 3.0 and no grade below a C.

Representative J. Nelson: There's a large number of people that don't do dual credits because of the price and if there's was assistance for them they would be the ones to get through college quicker and would need this the most. That would be better than letting them use it for graduate school.

Representative Owens: I voiced that same thought, let them get that graduate degree themselves.

Representative Monson: The needs based is in a different bill. I did ask about the courses being limited to CT&E.

Representative Owens: DPI answer to that was limiting these courses to areas of science, math English and compute science will help insure that the students are making progress toward earning general education credits and a degree.

Chairman Delzer: We will work those numbers when we work these two bills together.

Representative Schobinger: On page 7 of the bill there's something about the grade but it looks like it was amended out of the bill.

Representative Owens: We did not amend out the C, we will have to make sure that it is there.

Chairman Delzer: Further question? We will discuss this further when we get the higher education bill. With that we will close this hearing.

2019 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

HB 1122
2/6/2019
32270

- Subcommittee
 Conference Committee

Committee Clerk Risa Bergquist

Explanation or reason for introduction of bill/resolution:

Relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Chairman Delzer: Called the meeting back to order for HB 1122, what this bill is trying to do is to add high school students getting paid scholarship money on dual credit courses, because when they are doing dual credits they are essentially enrolled in college.

Representative Monson: In the amendment on page 3 lines 10 through 17 it makes an exemption for student's in high school if they are in the dual credit classes, so I think they could get this while in high school.

Chairman Delzer: There are 900 plus students already doing it, I don't see anything in here about needs based. I think it's a great deal to have students do this but I don't know if it should be straight across the board.

Representative Monson: I don't have a strong feeling on this, but if you read the bill they would still be limited to the life max.

Chairman Delzer: How much is in HB 1003 for this particular scholarship?

Representative Monson: There is no appropriation in this bill, we didn't increase it we are just letting them take it early which for a short time will increase the amount of kids that qualify.

Chairman Delzer: And your understanding is that that this is prorated for the money?

Representative Sanford: In the testimony we heard, they did discuss a number of scholarships that are offered by the state, this one the number of students is growing because we have greater student populations now.

Chairman Delzer: I don't think there is anything in here that stops them from taking a course and then not going on the college. I think there should be some expectation that they have to go on to college.

Representative Mock: I don't think we have any graduation requirements either, I don't know who would want to take a dual credit class and not plan on going to college. I see they can use any of their unused amount in graduate classes. I do have a question about the fiscal note, on section B it talks about Bank of North Dakota that currently pay for dual credit courses taken by students that would qualify for free or reduce lunch, this would not eliminate that program. How does the Bank of North Dakota relate to this bill?

Alex Cronquist, Legislative Council: What they are saying in that is the current estimation is 584 thousand if the Bank of North Dakota program stopped it would be an additional 560 thousand in addition to that 584 thousand.

Chairman Delzer: What does this have to do with this program? There is a list of people that qualify for this, graduated from school in this state, graduates from high school in boarder states and if residing with a custodial parent in this state, do we have home schoolers taking dual credit?

Representative Monson: Page 7 line 19 it does state the they can use that money for graduate programs.

Representative Mock: My understanding is there are kids that might live in a boarding state but the closest school is in North Dakota so they would still be eligible if they graduate from North Dakota school.

Chairman Delzer: What about the Minnesota residents that graduate from North Dakota Is a Minnesota resident eligible for this because they graduate from a North Dakota school?

Representative Holman: My thoughts are they are taking those classes and covering the costs because they also are paying tuition.

15:20 Representative Beadle: Student lives within 40 miles of our boarder and the student has received approval from his school district of residents, in which they reside and denies the students attendance and payment of tuition to go to one of our schools.

Alex Cronquist, LC: Under the scholarship eligibility it states the scholarship is available to any available resident, student who fulfills requirements of the sections and graduates from high school in this state. I would think it will limit it to North Dakota residents.

Chairman Delzer: What are your wishes?

Representative Mock: Did you want to find out if there is a possibility of overlap

Chairman Delzer: We will hang on to it until next week so we can find that out for sure.

Representative Sanford: This is for those students that don't meet those guidelines for students that are covered by the Bank of North Dakota.

Chairman Delzer: It doesn't say that anywhere; they could take advantage of both. We'll hold this until we find that out

Representative Mock: Could you also ask the Bank of North Dakota the source of the funds they use to cover their program?

Chairman Delzer: We will close this meeting until we find out that information.

2019 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

HB 1122
2/7/2019
32323

- Subcommittee
 Conference Committee

Committee Clerk Risa Bergquist

Explanation or reason for introduction of bill/resolution:

Relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Chairman Delzer: Called the meeting to order for HB 1122, yesterday we had a few questions on this so Alex if you would share your information.

Alex Cronquist, Legislative Council: One question was where the Bank of North Dakota funding for their program comes from, it's money from federal student loans that the Bank of North Dakota sold to another bank in Texas, the Bank of North Dakota receives a fee as those loans are repaid and that funding is used for that program. As far as a student being eligible for both programs for the same class, there's nothing in law that would prevent it. Due to limited funding for their CTE program they would not allow a student to receive this when they are already receiving the other program, it's not in Law because the Bank of North Dakota program isn't in Law.

Chairman Delzer: Questions by the committee? We didn't take action on this yesterday but I think we've gotten our questions answered. What are your intentions?

Representative Mock: I'll Make a motion for a Do Pass.

Representative Beadle: Second

Representative Kempenich: We are dealing with fiscal note 4000?

Chairman Delzer: If you read through there is says it might effect by 584 thousand but the fact is there isn't any more money in there. If there's more students using this then there is money then it will be prorated.

Representative Monson: Yes, that is my understanding.

Chairman Delzer: Any further Discussion? We will take a roll call vote.

A Roll Call vote was taken. Yea: 19 Nay: 2 Absent: 0

Motion carries, Representative Hoverson will carry the bill.

Chairman Delzer: With that we will close this meeting.

Date: 2/7/2019
 Roll Call Vote #: 1

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. HB 1122**

House Appropriations Committee

Subcommittee

Amendment LC# or Description: _____

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar

Other Actions: Reconsider _____

Motion Made By Representative Mock Seconded By Representative Beadle

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer		X			
Representative Kempenich	X				
Representative Anderson	X		Representative Schobinger		X
Representative Beadle	X		Representative Vigesaa	X	
Representative Bellew	X				
Representative Brandenburg	X				
Representative Howe	X		Representative Boe	X	
Representative Kreidt	X		Representative Holman	X	
Representative Martinson	X		Representative Mock	X	
Representative Meier	X				
Representative Monson	X				
Representative Nathe	X				
Representative J. Nelson	X				
Representative Sanford	X				
Representative Schatz	X				
Representative Schmidt	X				

Total (Yes) 19 No 2

Absent 0

Floor Assignment Representative Hoverson

Motion Carries

REPORT OF STANDING COMMITTEE

HB 1122, as engrossed: Appropriations Committee (Rep. Delzer, Chairman)
recommends **DO PASS** (19 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING).
Engrossed HB 1122 was placed on the Eleventh order on the calendar.

2019 SENATE EDUCATION

HB 1122

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1122
3/11/2019
33499 (36:48)

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Atts. #1 - #3-Pyle; Att. #4-Johnson; Att. #5-Copas; Att. #6-Upgren; Att. #7-Burkle; Att. #8- Vangsness Frisch; Att. #9-Brandner

Chairman Schaible: We'll open the hearing for HB 1122.

(0:08) **Representative Brandy Pyle, Dist. 22:** See **Atts. #1, #2, #3.**

(3:53) **Senator Davison:** Who do you go through your dual credits through?

Representative Pyle: Last year it was Valley City State and NDSCS.

Senator Davison: Did you pay different prices for those classes?

Representative Pyle: I don't remember what, but I know I paid over \$1600.

Senator Davison: But they didn't have the same model for paying for classes. Did your children take it from a teacher at the college or a teacher at the high school?

Representative Pyle: It was a teacher through the high school for some of the classes. Some of the classes some of them were done independently. I do not think ITV was used. It was different formats.

Senator Davison: But they also have that option through Mayville State. Are you part of that consortia?

Representative Pyle: I am unaware of that.

Chairman Schaible: Other questions? Thank you. Other testimony in favor of the bill.

(6:02) **Lisa Johnson, Interim Vice Chancellor for Academic/Student Affairs, ND University System: See Att. #4.**

(9:17) **Senator Davison:** Can you provide the committee a list of all the charges for dual credit from each individual college and campus so we can understand the confusion there is and how un-uniform it is throughout the state?

Lisa Johnson: I would be happy to supply that – essentially, the institutions should be charging a rate. The two rates are subsidized and unsubsidized rate. The subsidized rate implies that a K12 instructor is providing instruction and therefore, subsidized by the K12 and the unsubsidized rate has instruction provided by the college or university.

Senator Davison: That has been changed in the past couple of years?

Lisa Johnson: Probably within the past two or three-years.

Senator Davison: So everybody charges the same rate – there are just two rates?

Lisa Johnson: That is correct, they should be. I am willing to ask our auditors to investigate that for you.

Senator Davison: So is there a reporting process for it? Do we know how many instructors are or how many schools have teachers within there that are teaching the dual credit? What kind of reporting do we have on the dual credit that you can provide? How many kids go on to colleges in ND that take a dual credit class? There is a lot of information – the kids have to apply to the colleges, they have to pay the fee to get into the application. What types of reporting do we have for it?

Lisa Johnson: The most readily number that I know off hand is each semester we do our census data – three weeks into the term, we report the number of high school students enrolled in college courses. That is unduplicated, so we count the number of courses and then unduplicated just bodies – the number of students taking dual credit course work. I was hoping to catch Representative Pyle’s testimony because I think it was our office that supplied some of those figures that were included in your handout. I didn’t see what her figures were. Since they came from our office.

Senator Davison: Do we have reporting about how many kids graduate from college within two years of a two-year degree or six years of a four-year degree that take a dual credit class in high school?

Lisa Johnson: I do not have that number – the number that graduated with some number of dual credit coursework, but we can see if we can’t pull that with our IR staff and get that to the committee.

Senator Davison: On the \$584,000 fiscal note, maybe I didn’t read the bill close enough, so help me, can you explain that. They have to meet the requirements of the career scholarships and the ND Academic Scholarship, but there are 959 students enrolled per year that do not meet the requirements. I am confused on why the fiscal note.

Lisa Johnson: That was something we began to wonder. I defaulted to thinking – well, sure most students in dual credit are sure – most likely qualifying for the Academic and CTE scholarship. We didn't know that for sure, so some our Department of Public Instruction counterparts put the numbers together. What they saw in their most recent graduating class, I think they had 3,000 high school students that had taken dual credit and approximately 1,000 of them did not qualify for the Academic or CTE scholarship. That surprised me a little bit and so we decided we needed to factor in as a fiscal note because if you're going to allow high school students to participate in this scholarship opportunity, they haven't had a chance to fully achieve all the requirements to apply for the Academic or CTE scholarship. It is a bit of a gamble, you might say. That gamble could cost you to the tune of about \$850,583 for the biennium.

Senator Davison: So, the fiscal note is a guess.

Lisa Johnson: It really is. It is an estimate, but it was – the reality of that is something – we are going to award that – that is additional monies that are going to be laid out for the state.

Senator Davison: In 2015, I believe, we started putting additional dollars for AP classes with hopes to expand AP classes, so, I think we currently pay for one class for any person to take and AP test. Is there data that shows how many kids graduate from college in a timely fashion that I referenced earlier of those kids that take AP classes – how many go to ND schools and then how many graduate on time and what is the comparison between those that take dual credit classes? Do we have any of that data?

Lisa Johnson: We can pull that for you.

Senator Davison: I just think, Mr. Chairman, we should be able to see what kind of impact that they are having on the choices that our students are making in regard to staying at a ND college or staying in ND graduating on time. If we see a significant impact of kids that are doing that – graduating in a timelier fashion – of course that keeps their debt down and then gets them out in the workforce sooner, too.

Senator Oban: In the fees that Senator Davison asked for that you are willing to get, if you could include any additional fees that might be included on online offerings. If it is different or if it is the same.

Lisa Johnson: Yes, I can do that.

Senator Davison: Lisa, is there within those policies, is there reimbursement for teachers in regards to teaching a dual credit class?

Lisa Johnson: Some of the institutions do issue the instructor a small stipend for – so that we can enter them into the PeopleSoft system. Sort of have them as an adjunct faculty for their time in doing the grade entry in the PeopleSoft system, because our PeopleSoft upgrade or updates speaks to the K12. So when we award a grade on our side of the college or university, it is populating on the K12. There is a small stipend. I would not say that is

consistent across all institutions, but I am aware of some that do a small stipend so they are putting them in the data base as an adjunct.

Senator Davison: Have we made any progress with the higher learning commission in regards to the qualifications for teaching a dual credit class as we move forward.

Lisa Johnson: That is a resounding no. I was in a small state meeting with the chair of the HLC and asked that very question citing the difficulties in a small, rural state. I probably used the absolute worst case example in my ask of her. I cited graduating from a class B school where my English teacher taught speech and English. Just an excellent instructor and she was absolutely not convinced that dual credit instructors with an English background had any right to teach a speech course. Unfortunately, that was her background and she felt very strongly about that.

Chairman Schaible: Other questions. Thank you.

(18:51) **Amiee Copas, Exec. Director of ND Council of School Administrators: See Att. #5.**

(23:12) **Chairman Schaible:** One of the questions came up in a prior discussion here was that we might be paying the scholarships to students that might not qualify. Does that concern you?

Amiee Copas: It doesn't, and here is why. The students that would qualify for dual credit have shown themselves to be college ready by abiding by the ND University System policies as being ready for dual credit or early entry because they don't qualify for the Academic Scholarship, that is set up as a pretty high tier with regard to the cusp of how they get to that student scholarship. Let's say a student has a really great GPA, but they just don't make it on the ACT test – they are just not a good ACT test taker. That happens to a lot of our kids and they don't qualify for the scholarship. However, the best determinant for them to be successful in college is GPA and that has been shown in study after study. We believe that the requirement with GPA and the requirement that they must attain that is worth it. If they don't qualify for the scholarship, that is a bummer, but you know what, some kids just aren't good test takers but that doesn't make them poor college students or people working career. That just says that the ACT test didn't work out for them this time.

Senator Davison: Would you be in favor of reducing the number of English credits from 4 to three. We see all these kids taking composition and English classes as seniors-dual credit. If they qualify at that level would it really be necessary to require four units of English?

Amiee Copas: Can you take me one step further on your thought process? Are you thinking about the requirement for high school graduation in parallel?

Senator Davison: Yes, right. We have a lot of kids that – if they are not ready – if they don't meet the ACT or are not really ready, we continue to teach them in a class with kids taking advanced placement or dual credit classes at a high English level and we put these kids that can't read in a class with them that they are required to take to graduate, shouldn't we be

focusing – figuring out as kids that are seniors about what really they need in order to get to the next level as opposed to forcing them to take some English class – lit or something?

Amiee Copas: Thank you for helping me understand where you are going with this. One thing that is important to note is that as a student takes a dual credit class, it is under the purview of the state school superintendent to be able to waive that fourth year of English and count their college class for that fourth year of English. Counting credits at the college level is slightly different than the area of Century Code where we are talking about graduation units. Those are the units that we are taking in high school. They don't necessarily translate exactly the same as a college credit. However, a school superintendent could replace that college credit class for one of those units of high school English. That also brings up up to an interesting conversation about a task force that is working out there right now that is field led right now talking about graduation requirements and alternative modalities toward getting to graduation. To answer just that question that you have Senator Davison about the needs of our individual students and are those requirements really laying that out in a way that they need or are there other ways that we can look at it. For example, the Northern Cass model where they have students doing different types of things to get them to high school graduation. How do we do more of that and do it appropriately where we can still measure it and assure that we are graduating a good student.

Chairman Schaible: Other questions. Thank you.

(27:42) **Jim Uppgren, Asst. Director of School Approval and Opportunity: See Att. #6**

Senator Davison: Do you have a list similar to the dual credits about what are the most popular advanced placement credits?

Jim Uppgren: As far as numbers? I can get that for you.

(30:30) **Elroy Burkle, Exec. Director, ND Small Organized Schools: See Att. #7.** I wanted to give a little history – dual credit started what – decades ago? I remember when it was just a recording fee. I remember at Border Central Dan Darling and Doug Darling worked together at Lake Region State College and the number of students – we are small enrollment there when I took over – but, over half those kids got one semester – up to year of their college – mainly in generals. It has come a long ways and I am glad to see that. The only hesitation I have is the requirement for the teachers today. That is out of our control. I have seen a lot of good high school teachers teach dual credit courses and the kids benefitted from that

Chairman Schaible: Questions? Thank you. Other testimony in favor of the bill.

Jane Vangsness Frisch: Assoc. Vice President for Student Success, Career Services and Institutional Effectiveness: See Att. #8.

Chairman Schaible: Thank you.

(34:08) **Amanda Brandner: See Att. #9.**

Chairman Schaible: If this bill would pass, do you feel this would drive more students to take dual credit?

Amanda Brandner: I do believe help a lot of students make the decision to want to begin their college careers.

Senator Rust: Curious – what high school do you attend?

Amanda Brandner: I attended Lincoln High School.

Chairman Schaible: Thank you for coming today. Other testimony in favor of the bill. Agency testimony. Any testimony in opposition to the bill. The hearing for HB 1122 is closed.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1122
3/18/2019
33844 (11:12)

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

No Attachments.

Chairman Schaible: Committee we will look at HB 1122. The intent of this is to use our academic and our Career and Tech educational scholarships to be used on the high school level to also pay for dual credit. My opinion on this is I guess I totally understand spending money on dual credit is probably the cheapest credit that they will pay for. I think it is to get started early and offer an incentive to do that. I guess the only reservation I would have is they will be spending scholarship money that they haven't actually qualified for yet because they need to graduate and some other things. I don't have a real problem with that, per se but that is the only concern that I would have is that they will be getting access to funds to which they really, totally qualified for.

Senator Oban: I agree, I like the idea behind it, but when we make a student qualify for a scholarship, but have no qualifications for taking a dual credit course, that is where my hang up is too. I don't know how you fix that unless you create requirements that somebody has to meet in order to take a dual credit course.

Chairman Schaible: My quandary with is that we are allowing up to \$6,000 per student so, they are only getting so much to start with. Now if you have a high school kid that is taking some dual credit and doesn't go down one of these other pathways, that is all they are going to get out of it, but if this gets them to go further down the line, as I said, I am really split on it – that part I am okay with it is just – I am not sure exactly which way I would go on it.

Senator Rust: Maybe I understood it wrong, but that then get subtracted off that \$6,000.

Chairman Schaible: It does. They are limited totally to \$6,000.

Senator Rust: So, where do you want to – you want to get it when the bill is big or do you want to get it when the bill is small?

Chairman Schaible: I think it is the best use of the money if you can do it in dual credit. I think it is the most efficient way to use the money, because it is the cheapest credit. You can get more credits for that money, so I think it is best for the student to do that. That is a plus. There is no question about that.

Senator Elkin: I believe it is the cheapest credits. You are going to have. It also will allow a student an opportunity to pick up some of their generals and allows that student the opportunity to find out whether or not he or she has any real want to go on to college. Mr. Chairman, I will make a motion for a Do Pass.

Senator Fors: I have a question on it. Do we have a Christmas tree on that bill?

Chairman Schaible: I don't think we have an amendment on it.

Senator Fors: Why do I have two of them then?

Senator Oban: Somebody brought in – the sponsor brought in an amendment.

Chairman Schaible: Yes, Brandy did – yes. Senator Elkin you have a motion on the table. Would you like to pull that back?

Senator Elkin: Not just yet, I am going to give Senator Oban a little – (Laughter)

Chairman Schaible: Is there a second? Motion dies for the lack of a second.

Senator Marcellais: The vice chancellor has some recommended amendments also.

Senator Davison: The other thing is I asked for some – to tell us how much a subsidized credit was and an unsubsidized credit was and some different reporting things and I haven't seen anything about that.

Senator Oban: I was emailing with Lisa Johnson, vice chancellor and she did ask – she said it was going to take a little bit to get it – she knew she could get it – but that it was going to take a little bit and she hoped to have it by Monday or Tuesday of this week.

Senator Rust: Mr. Chairman, she talked to me too in the lunch line and was asking about – because she said I have a variety of information – what is the best way to do it? Email it to the chairman and email it to everybody? She also said she would be typing it – and I said Yes! All of the above. Email it to the Chairman, email it to the members of the committee.

Chairman Schaible: Yes, if anybody asks, have them email it to everybody, let's make sure that everybody gets it. Okay committee, we will hold this and do some work on it.

Senator Davison: I will add, Mr. Chairman, I have been working on the dual credit stuff since 2010 – even before that with NDSCS and again, as I indicated, all the different things and ways that people do dual credit and the answer back from Lisa was we simplified that. There is subsidized and unsubsidized she said and yet we can't even get what that is. It should just

be automatic policy then if you ask me. I don't know why that is so complicated and I think it reflects on the bill that if they can't even figure out how to do in now, how are they going to figure out how to do it when we change it to expand it. I have some real concerns about the whole bill.

Chairman Schaible: Okay, we will give it a day or two to see where we are at.

Senator Oban: Can I just discuss another issue that was brought to my attention by a current student who was qualifying for this scholarship program and the only reason I bring it up is because the bill would amend language that is in current law that is – I see in the bill right now. And so, if you would turn to page eight – the 4000 version. Currently, there is a student who is getting this scholarship who disqualified his last semester because he only had a few credits remaining to get his degree, but, he was not taking what they considered full time credits. So, he had everything he needed, he was finishing X number of credits to get his degree, but he now longer gets the scholarship because he had taken enough credits and now only needed a certain number of credits to finish his degree. I remember having this debate with Senator Falkol, and expressing concerns about how we were limiting that because if for example somebody was student teaching and that is all they had left and your student teaching experience wasn't enough credits to be considered a full time student all of the sudden, they would not qualify for the scholarship anymore.

Chairman Schaible: So this could be a four-year student doing a – the only rational to not qualify – I thought we put in an exemption for that.

Senator Oban: I don't think we did. I am exploring that and I guess whether or not we move forward with the bill credit thing, it could potentially be a vehicle just to try to fix that issue, but I wanted to at least give the committee a heads up that that was something I was looking at doing.

Chairman Schaible: I agree with you that is a valid point and I mean I don't have a concern with that, but two things that we need is how many students that has affected and then language for a possible fix and you are working on that.

Senator Oban: I am.

Chairman Schaible: Senator Davison will not be here Wednesday, so I don't know how much we want to go over on that day – anything at that time. If we have some stuff he is not real passionate about either way, we will probably look at that. We will come back to this bill.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1122
3/19/2019
33985

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Att. #1-Johnson; Att. #2-Johnson

Chairman Schaible: Committee, we are going to be looking at HB 1122.

Lisa Johnson, Vice Interim Chancellor, University System: See Att. #1 and Att. #2. Senator Davison had questions about dual credit enrollment. The questions were centered around how many students participate in dual credit, the number of sections, how many courses, - and sometimes language kind of matters because it seems I am answering repeated question, but – so basically, the first bullet under dual credit for the 2018-19 school year is how many students – actual bodies participate in dual credit is the 4,222 students – this is from the email cover page that you are looking at. What is the number of dual credit enrollments – the 9,513 means that the 4,222 sign up for more than one course. Therefore, the 9,000 enrollments – so they might sign up for comp. one one term and comp two the next term. Where it says how many sections of dual credit courses are offered – that might be 50 sections of English 110 and 25 sections of College Algebra. So that is sections, so there will be multiple courses of the same course. When it says how many instructors are teaching those sections, that is the 490 – so, just kind of laying that out. Similarly, the inquiry was about the AP students – how many participants are there of that – 3724. How many course enrollments of those 3000 students take the 5646 enrollments? How many sections – 443 sections of AP courses in the state and 215 teachers teach them.

Chairman Schaible: 490 dual credit teachers? How many of them are college professors and how many are high school teachers.

Lisa Johnson: I would say by far the bulk of them are K12 teachers enrolled as adjunct professors through the colleges and universities. They are largely high school teachers.

Chairman Schaible: We don't know the number?

Lisa Johnson: I don't have a percentage on that. I believe that I asked, but I don't think that was readily available to me – the breakdown on the split on those. Essentially, they are all adjunct of the faculty because they are all adjunct faculty because they are teaching college courses on behalf of the colleges and universities. In terms of the additional attachments, on page 2 is kind of a multicolored chart regarding the 2018-19 dual credit costs. This was a useful, helpful exercise to me. I had heard rumor that the colleges and universities might not be charging the same dual credit rate and, so, it was nice to because we contacted each of the institutions, we asked them to report what they were charging, so the unsubsidized tuition rate per credit in the first orange column –subsidized. Which means the high school subsidizes this instruction. The subsidize by providing the K12 instructor for the teaching purposes. Everyone charged \$71.71 except Minot State – they actually forgot to raise the tuition, so that came out. They apologized, but it was not meant to be – not intentional – they have had some turnover in that area. I guess it was reassuring to me to see that on the unsubsidized and subsidized rates, they were consistent with the exception of the one institution. By unsubsidized, means the colleges are basically footing the bill in terms of covering the instructor's salary.

Chairman Schaible: Why doesn't UND –

Senator Davison: Can you repeat what you said?

Lisa Johnson: Essentially, what you can think of is the lower of the two rates – that \$71.71 – the reason it is less is because the K12 institution is providing the instruction. The higher rate – the reason it is higher is because that is when the university system – or the college – is providing the instruction and we have to pay someone in the university system to teach that.

Chairman Schaible: So, why are UND and NDSU choosing not to do dual credit courses?

Lisa Johnson: They do not – so interesting that you should ask – UND and NDSU have not participated in dual credit – only to the extent that students might walk across the street or drive across town and just physically sit in a college or university setting – they literally went to UND or literally went to NDSU and sat in the midst of other college students. But they don't do outreach. They have not until recently gone out into the K12 setting and competed with community colleges. They have not done that to date. I can tell you that they are thinking about it – I think that is kind of on their radar, but I would say they never did say that they refuse to provide it. They just provide it to the extent that students come to their campus.

Senator Davison: Really, Mr. Chairman, it is the community colleges and technical colleges that lead in the articulation agreements and dual credit agreements with k12 it is the integrated approach across many states. It is very rarely that a research institution will get into that. Maybe there is more incentive based on the funding model that we have here to have more credit hours and how all that works out, but with common course numbering for majority of these courses, it really doesn't matter whether you get them through BSC or NDSU – the common course numbering for the basic classes with English, sociology, psychology, etc. they will transfer within state without any problems at all.

Chairman Schaible: It just seems they are missing the boat on exposure and recruitment for students.

Lisa Johnson: I do know – being completely transparent – I am in conversations with both institutions to explore dual credit. The next section the inquiry was do students who participate in or AP courses graduate on time or earlier than students that do not participate in those activities. One thing we had readily available was data from 2014 not run by the university system but out of the State Longitudinal Data System (SLEDS) out of ITD. I probably don't need to direct you to these next eight pages. The single page that I just recently distributed to you - so ITD and SLEDS basically reran those eight pages. I said it is a lot, I think I am going to be asked to come down and explain this in lay terms. So, Mr. Unruh from ITD SLEDS offered to rerun it as kind of a single page summary for your use and so, that is what I brought down to you this afternoon. In short what I can say, is he basically did a statistical process that sort of eliminated all the other sort of noise or clatter that would sort of implicate and with it would have implications on a statistical model. What he did is a match – he went out and looked at very like students with similar demographic characteristics so he could really see if the students did graduate higher rates who participated in AP or dual credit. I essence what I can tell you is that what they found was students who participated in – there was no difference in terms of acceleration in students who took AP or dual credit – both excelled similarly and neither one sort of outpaced the other. They graduated from four year institutions at a similar rate. The next line down, when you look at AP vs. students who did not participate in an AP or a dual credit experience, I am in the middle of your page in sort of three rows. They are not meant to be looked at one on top of the other – you are to look at each row individually in isolation. What that is is just a graphic model indicating that students that took AP vs. those who took no AP or no dual credit with very similar demographic GPA, similar gender etc. Similar ACT scores that the AP students did significantly better than those that did not participate in AP or dual credit. Similar findings on the dual credit – the third line down – students who took dual credit as compared to those that did not participate in AP or dual credit course also did significantly better. If you are wondering about the width of those bars, it just meant that there are fewer AP students and so the results were more spread out – they weren't as compact and tight as the dual credit students. So that kind of explains the width of the bars associated with AP and dual credit students.

(11:50) **Senator Rust:** When I look at that, isn't that what we would have probably guessed?

Lisa Johnson: My thoughts exactly. This sort of shows that an outside finding found exactly as you might predict and that we certainly weren't manipulating the statements. What is true the statements we say and make about these students are in fact true. That helped to have that outside validation – I guess.

Senator Rust: My comment would be – kids with better grades would probably get through college quicker. Wow! (Laughter)

Senator Davison: Do you know why we can only get our AP classes all the way to 2013-14 and we don't have any years higher than that? We have better data than that.

Lisa Johnson: On the last page?

Senator Davison: That only goes to 2013-14 - we must have better data than that.

Lisa Johnson: Oh, more recent findings. I forget who sent this to me –

Senator Davison: If not we need to look at our appropriations for the SLEDS system.

Lisa Johnson: I can ask them to run that again. This isn't something I had –

Senator Davison: Kirsten had that – she pulled it for when we put that \$1.5 million in 2015 when we accelerated the AP class – paid for one test. We have seen data more recent than that.

Lisa Johnson: I can ask them to pull something. I had asked for what they readily had to get as soon as possible. I think long story short – obviously, students who participate in AP and dual credit do graduate on time and faster than students who do not. That is a true statement.

Senator Davison: Did you testify on this dual credit bill – I can't remember.

Lisa Johnson: I did testify in support.

Senator Davison: Is it your understanding on this dual credit bill that they – do they have to pass in order to get the dual credit – do they have to pass – they don't take their ACT test until they are juniors in high school – at the end of their junior year. Does this allow them to get the money ahead of time?

Lisa Johnson: Yes, that is correct. They would be able to access the academic and CTE scholarship funds as early as – actually their sophomore year if your language is correct. That is the earliest for which we permit high school students to enroll in dual credit courses.

Senator Davison: In a dual credit process, the teacher walked into class, explained to the students what dual credits are, they hand out the application to the college, the students filled out the application to the college, the students were given the subsidized rate based on the high school was teaching the course. The students were told to take it home to their parents and we would have complaints because there was a joke in some schools – are you taking ghetto English or are you taking dual credit English? That was an honest – factual thing that kids would joke – which was unfortunate because they couldn't afford the dual credit. I have some sensitivity that all kids have access to this and I am trying to play this through in my mind. If all kids have access to this and there is no bar for them to say – to borrow that money, do we have a process or how do you see that working that the University System is going to keep up with that dual credit process and the demand and really no – who qualifies and who doesn't and how we are going to get the ones that don't and – have you thought that through at all or did I miss – maybe you talked about it and I missed it.

Lisa Johnson: I have thought about it to some extent and we actually have two disciplines for which that bar is established. In order to sign up for comp one, and you can't get into comp two without comp one, generally speaking, it is kind of prerec at most institutions. The University System has a prerec – to get into comp one, you have to have a placement test – you have to have taken that, and so, if not the ACT, if you won't be taking that because it is

a year away or you didn't think you did well every college and university that participates in dual credit have placement tests that are not the full blown ACT, but a little more condensed activity that –

Senator Davison: So we established that as the accu-placer. Is it the PLAN or Aspire from ACT? But that is not at the same level as taking the ACT test – it is just a predictability about how you might do on the ACT test.

Lisa Johnson: That is correct and the time length is significantly shorter as well as the ACT is a half day or full day activity.

Senator Davison: But we have enough confidence in that predictability that we think that that can at least be a – and so have we determined if there is a price to do that – I thought it was like \$8 or \$10 to do –

Lisa Johnson: Most of the institutions will absorb that first placement test out of pocket. For students who feel they need try taking it a second or third time, they actually have policies that prevent them from taking it repeatedly or maybe that second or third time might just be on their dime. Ususally, the institution will cover that first cost of a placement test.

Senator Davison: Do you see a high school providing this test at a testing center after school or where would you have to go – because I thought you had to go to a testing center to do this?

Lisa Johnson: Most of the colleges – especially the community colleges have ways to administer that through remote testing – remote testing sites. I suppose you could game the system and get in over your head, but there is not a lot of impetus to do that – sign up for a course for which you are unqualified. The second subject area is mathematics – similar Compass – I forget all of them off hand – there is probably about seven that they have to choose from.

Senator Davison: But if they did sociology, psychology, whatever the other courses that are offered, there is no placement? There is nothing restricting them. So on a college application, they would just send in the \$25 and they could take the Intro to Sociology class.

Lisa Johnson: That is correct. I have had discussions with the Department of Public Instruction representatives where we might have a discussion – should we have some minimum GPA to participate in dual credit because at present, it is a school administrator/counselor making that recommendation to participate in dual credit. That possibly could vary from school to school.

Senator Davison: If we have the Cisco networking classes that align from the CTE side of things, does that fit in here too?

Lisa Johnson: I am going to look at my colleague because I knew it was rooted in the – does it include those Brenda (turning to Brenda Zastoupil of the University System)? It does fall under computer science, so it would – It probably would be covered because the categories in your markup would basically include any high school student enrolled in

science, math, English, computer science – dual credit or early entry course for which college is earned is eligible to receive the waiver.

Senator Davison: Any early entry course would then qualify – right?

Lisa Johnson: May I invite Brenda Zastoupil to the podium? She would be a good person to answer these questions. She administers once they enter our side, these are some of the questions she would respond to and we have talked about and put some thought into it.

Brenda Zastoupil, ND University System: There was a limit put in with a revision to the original bill that science, mathematics, English or computer science coursework. That took down the number of eligible applicants.

Senator Davison: It does say or early entry course.

Brenda Zastoupil: So early entry is different – early entry is what Lisa was talking about going to UND and sitting in a classroom. We have AP courses, there are dual credit courses and then there are early entry courses and they are all distinct and different in how the student obtains that particular coursework. So, early entry is specifically different than dual credit.

Senator Davison: With respect with – I know how hard the people at NDSCS work, they just sent me their numbers and I know how much work it is to do the paperwork and make sure all that stuff is straight and accurate and get it all done, so have you thought through the process of this and how it might work and how kids don't meet the level once they take the class and they don't qualify for the scholarship?

Brenda Zastoupil: We do work very closely with Department of Public Instruction and the department and our office went through this particular bill line by line almost. As far as the qualifications for these students that would be taking the dual credit or early entry course, they do have to have a certain GPA – that is a minimum requirement even to qualify for this as a high school student. That is set on page three between lines 10 through 13 you will see that subsection 1-7 does not apply to these dual credit or early entry – the only paragraph that does apply would be paragraph one of subsection a8, so that is where the 3.0 at least – on a 4.0 scale – and so, the Department of Public Instruction would be the evaluators again in this process and have the application. They would forward us the names, we have a scholarship system that we would import those students into and just like any student that is taking coursework, as a college student and receiving the scholarship at the end of the semester, we pull in the grade point average. That is what we would evaluate then to determine continued eligibility while they are in high school as well as continued eligibility once they have reached the college level. Some will qualify for this as they apply as a senior in high school and some students will not qualify depending on if they have met all the criteria that are in those nine sections.

Senator Davison: I happened to bring up Cisco, but it would only be the CTE classes that fall under computer science that would qualify for this. Somebody would have to determine that.

(25:16) **Senator Rust:** What I am seeing in HB 1122 – in the past we had Career and Technical Education scholarships and we had academic scholarships. You got these scholarships after you graduated from high school. This bill will allow you to get some of that money while you are in high school. In order to get it after high school, there is a certain set of criteria you have to meet in order to get the scholarship. That has to be in this process, somewhat waived or what have you to get you qualified for getting some money in high school. Furthermore, there is \$6,000 lifetime, so if I now use part of it up in high school, that means I have fewer dollars to use when I get to college. In addition to that, chances are if I take a dual credit class in high school, it is going to be cheaper than if I take the class in college. Now I am going to get the money in high school to pay a lesser amount of money for a course and use up some of my money that I would have had in college and I am kind of wondering why are we doing this?

Chairman Schaible: I think the dual credit courses you take before college are probably best bargain you are ever going to receive. The thing is you get more bang for the buck for that \$6,000, because you can buy more of those credits – the only down side I see to this is that there is a six-year limit on this and so, you are going to start that time clock as sophomore or junior. You are right, -

Lisa Johnson: Because you had raised the question yesterday, when I met with Brenda (Zastoupil) yesterday, we actually went and found that language – on page seven, 5b and there is some amended language in there: the scholarship under this section is valued only in any semester/quarter in which a student is enrolled in dual credit course for which college credit is earned and for six academic years after the student graduates from high school. That was in response – so you raised the question yesterday, but then that solidified it – at least the way this appears to be written, it appears the clock doesn't start until after they graduate from high school.

Chairman Schaible: What we talked about before it is capped at \$6,000 and I agree that that dual credit is probably the cheapest credit they will ever buy. If they use that with this money, it is more bang for that buck. If they go over the \$6,000, then it is on their dime. The concern I have is if they take a dual credit class and they end up graduating high school and now they don't qualify for the scholarship – is that the intent we want?

(29:14) **Senator Rust:** I am not sure that we are not taking what I think is a pretty good system right now of academic scholarships and CTE scholarships and trying to change it. I am not sure we are making it better. I am not sure that we aren't making it much more confusing, I am sure that we are going to do the service we wish.

Senator Davison: How we are making it better now is that all kids can afford to do it regardless of your income level in high school. That is the purpose of the bill is affordability. If you wanted to amend the bill, to say those that are free and reduced lunch or qualify for – you could always add stipulations like that in there – if you wanted to narrow it a little bit because that fiscal note is going to be off because there is going to be a ton of kids that are going to take this. There is a certain bar they have to pass in regards to their early entry test – their accu-placer – Compass – or whatever they are taking, but you are going to see a significant increase if they can use the scholarship money up front then there isn't a lot of pocket money. I am not saying that is a negative, I am just saying that that is the reality of it.

(31:18) **Senator Rust:** I am not sure that scholarship is correct at this point in time.

Senator Davison: Well, if they don't have to repay it if they don't qualify for the scholarship it is basically a grant or a scholarship.

Senator Rust: Scholarships to me are something you earn upon graduating.

Chairman Schaible: That is the dilemma, you want to give this advantage to those high school kids that haven't graduated yet to use this money – that is what this bill is about.

(32:04) **Senator Oban:** I imagine the number of students that take AP or dual credit courses – the vast majority of them likely go on to higher ed of some sort. What we would be doing is providing this opportunity for kids who decide not to move on to higher ed of any sort. I don't know how many that is and I don't know if it matters to people, but that is a – certainly a difference as well. As the criteria that it takes to currently qualify.

Chairman Schaible: But, by doing that, would we encourage them to take some kind of certificated program? Looking beyond high school and taking upper level – hopefully – stuff? Does that encourage movement into career? That is one of the pluses. I don't know about giving scholarships to people that haven't qualified yet, but I see the benefit to it. I am not sure where I am at that, but we have all week and then Monday, so I guess we will leave it at that for now.

(33:22) **Senator Oban:** If I could just discuss something with the committee that I am working on and I don't know that I have the exact language that I am hoping to do. Within the bill as being proposed, there is language on the bottom of page seven – on 1122 – subsection seven, it says for purposes of ND scholarship eligibility, full time has the same meaning as the term – as defined by the institution the student is attending. There was an issue brought forward from a student who is a graduate student who currently qualifies for the scholarship who is taking fewer credits than it takes to be considered full time, but he is taking as many credits as is necessary to get his degree. He was disqualified from continuing to get his scholarship.

Senator Davison: I thought we fixed that.

Senator Oban: We talked about it our first session, and Flakol put the hammer down. I am trying to just find the right language – since the bill exists – and it happens to be in this area – if there is a place where we can address it.

Senator Davison: I thought it was like a pharmacy cohort of people and it was – oh, that was where you graduate and then you – before your four years are up so you can't –

Senator Oban: I don't know, but currently, this guy is a graduate student.

Chairman Schaible: Do we have ball park numbers on how much this is happening? Student teachers do they have this problem?

Brenda Zastoupil: We get a handful of students calling us every year that they are in their final semester to graduate. The scholarship has always required full time to receive it. Initially, it was at 15 credits. Students that were accelerating through dual credit, through AP, taking summer courses, so what we did last session is we converted to a progress – you have to be maintaining degree progress to qualify. That has been a smashing hit. We went from probably 125 not qualifying just because they weren't in 15 credits down to less than ten. That has been a wonderful change. Regarding those that are in their final semester to graduate and having not to take full time, that has never been part of the scholarship program. I would say maybe three to four calls a semester that I get that it happens. I would say that is not a tremendous amount and I am not sure if Lisa had provided you language regarding how we would suggest to make that edit. One of the concerns we have is they have a final semester as an associate's degree at BSC and then I go to NDSU and I have semester before I receive my bachelor's degree. Then I go on to graduate studies and I have a final semester, one of the recommendations that we would have would be to have it be a one time – you can tap into this exemption a full time as a onetime benefit.

Chairman Schaible: And that is just students that are in last semester and they are going to graduate – the cynic in me is trying to see how you manipulate this into something we don't want, so –

Brenda Zastoupil: Last session, we went away from the special exemptions because of how we changed the language to fulltime and those that were requiring to be at 15 credits now, all you have to be is fulltime – 12 credits were always full time. In the past under those special exemptions had to do document collection and we would collect that directly from the student's registrar's office indicating it was their final term to graduate. Because getting it directly from the student might be questionable. That is something we have done in the past – collecting documentation. If a student is their – less than fulltime as defined by the institution and if the student is in their final term to graduate, the student could retain that scholarship eligibility under this little exemption for that fulltime status.

Chairman Schaible: You mentioned we do pay at 12 credits as long as it is considered full time.

Brenda Zastoupil: Correct, so the language last time, converted eligibility to you have to be fulltime as defined by the institution. That means undergraduates are fulltime at 12 credits, but graduates are full time at 9 credits. The student in question had been at nine credits as a graduate student would have qualified. I think he was seven credits. You also have to be maintaining that degree progress so that is defined as so many earned credits to qualify for your next payment of the scholarship and it keeps on that track of 15 credits per semester and then the final one is of course is the GPA requirement.

Chairman Schaible: We will revisit this again. With that, we will see the committee members tomorrow – 9:00 next door and 10:00 in the Pioneer Room.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1122
3/25/2019
34204 (12:20)

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit courses.

Minutes:

Att. #1 & 2-Oban

Chairman Schaible: Senator Oban has an amendment she is passing around.

Senator Oban: See Att. #1 & #2. The amendment I am passing around has nothing to do with the concept of the bill. However, the bill is amending the same section of code that this amendment would apply to. The situation that I described is that the student qualified for the scholarship, was in his last semester of school, did not need to be enrolled fulltime to complete his degree and therefore was disqualified from getting his last semester of the scholarship. This would create basically, a onetime opportunity if somebody is completing their degree, but is considered less than fulltime to continue to be qualified to maintain that scholarship. **I would move amendment .04002 be adopted.**

Senator Marcellais: Second.

Chairman Schaible: We have a motion and a second to adopt amendment 19.0414.04002 for HB 1122. Any discussion?

Roll Call Vote: 7 Yeas; 0 Nays; 0 Absent.

Amendment 19.0414.04002 is adopted.

Senator Oban: I would move Amendment 19.0414.04001.

Senator Marcellais: Second.

Chairman Schaible: We have a motion and a second to adopt Amendment 19.0414.04001. Is there any discussion?

Senate Education Committee

HB 1122

3/25/2019

Page 2

Roll Call Vote: 7 Yeas; 0 Nays; 0 Absent.

Amendment 19.0414.04001 is adopted.

Senator Davison: I move Do Pass on HB 1122 as amended and re-refer to Appropriations.

Senator Oban: Second.

Roll Call Vote: 7 Yeas; 0 Nays; 0 Absent.

Motion Carries. Senator Schaible will carry the bill.

March 19, 2019

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1122

Page 8, line 1, after "b." insert "A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester or quarter before graduation. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.

c."

Renumber accordingly

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1122

Page 1, line 4, after "dual-credit" insert "or early entry"

Page 3, line 10, after "dual-credit" insert "or early entry"

Page 3, line 13, remove "pass a dual-credit course for"

Page 3, line 14, replace "which college credit is earned" with "maintain a cumulative grade point average of at least 2.75 in courses for which college credit is earned"

Page 3, line 15, after "dual-credit" insert "or early entry"

Page 5, line 22, after "dual-credit" insert "or early entry"

Page 5, line 26, after "dual-credit" insert "or early entry"

Page 5, line 28, after "dual-credit" insert "or early entry"

Page 6, line 11, after "dual-credit" insert "or early entry"

Page 6, line 14, after "dual-credit" insert "or early entry"

Page 6, line 16, after the second "education" insert "and the amount may not be applied if other scholarship or grant funding sources cover the cost of tuition for the student"

Page 6, line 24, after "dual-credit" insert "or early entry"

Page 6, line 27, after "dual-credit" insert "or early entry"

Page 7, line 7, after "dual-credit" insert "or early entry"

Page 7, line 10, after "dual-credit" insert "or early entry"

Page 7, line 17, after "dual-credit" insert "or early entry"

Page 7, line 28, remove "and completes"

Page 7, line 28, after "dual-credit" insert "or early entry"

Page 8, line 18, after "dual-credit" insert "or early entry"

Page 8, line 22, after "time" insert ", including grades earned through dual-credit or early entry courses"

Page 8, line 29, after "dual-credit" insert "or early entry"

Page 9, line 2, after "time" insert ", including grades earned through dual-credit or early entry courses"

Renumber accordingly

March 25, 2019

3/25/19
10/2

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1122

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Renumber accordingly

2/2/2

Date: 3-25-19
Roll Call Vote #: 1

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1122

Senate Education Committee

Subcommittee

Amendment LC# or Description: 19.0414, 04002

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Sen Oban Seconded By Sen. Marcellais

Senators	Yes	No	Senators	Yes	No
Chairman Schaible:	✓		Senator Marcellais:	✓	
Vice-Chairman Fors:	✓		Senator Oban:	✓	
Senator Davison	✓				
Senator Elkin:	✓				
Senator Rust:	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

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

Amendment Adopted

Date: 3-25-19
Roll Call Vote #: 2

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1122

Senate Education Committee

Subcommittee

Amendment LC# or Description: 19.0414.04001

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Sen Oban Seconded By Sen. Marcellais

Senators	Yes	No	Senators	Yes	No
Chairman Schaible:	✓		Senator Marcellais:	✓	
Vice-Chairman Fors:	✓		Senator Oban:	✓	
Senator Davison	✓				
Senator Elkin:	✓				
Senator Rust:	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

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

Date: 3-25-19
Roll Call Vote #: 3

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1122

Senate Education Committee

Subcommittee

Amendment LC# or Description: _____

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Sen Davison Seconded By Sen Oban

Senators	Yes	No	Senators	Yes	No
Chairman Schaible:	✓		Senator Marcellais:	✓	
Vice-Chairman Fors:	✓		Senator Oban:	✓	
Senator Davison	✓				
Senator Elkin:	✓				
Senator Rust:	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment Sen Schaible

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

REPORT OF STANDING COMMITTEE

HB 1122, as engrossed: Education Committee (Sen. Schaible, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (7 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1122 was placed on the Sixth order on the calendar.

Page 1, line 4, after "dual-credit" insert "or early entry"

Page 3, line 10, after "dual-credit" insert "or early entry"

Page 3, line 13, remove "pass a dual-credit course for"

Page 3, line 14, replace "which college credit is earned" with "maintain a cumulative grade point average of at least 2.75 in courses for which college credit is earned"

Page 3, line 15, after "dual-credit" insert "or early entry"

Page 5, line 22, after "dual-credit" insert "or early entry"

Page 5, line 26, after "dual-credit" insert "or early entry"

Page 5, line 28, after "dual-credit" insert "or early entry"

Page 6, line 11, after "dual-credit" insert "or early entry"

Page 6, line 14, after "dual-credit" insert "or early entry"

Page 6, line 16, after the second "education" insert "and the amount may not be applied if other scholarship or grant funding sources cover the cost of tuition for the student"

Page 6, line 24, after "dual-credit" insert "or early entry"

Page 6, line 27, after "dual-credit" insert "or early entry"

Page 7, line 7, after "dual-credit" insert "or early entry"

Page 7, line 10, after "dual-credit" insert "or early entry"

Page 7, line 17, after "dual-credit" insert "or early entry"

Page 7, line 28, remove "and completes"

Page 7, line 28, after "dual-credit" insert "or early entry"

Page 8, line 1, after "b." insert "A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester or quarter before graduation. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.

c.

Page 8, line 18, after "dual-credit" insert "or early entry"

Page 8, line 22, after "time" insert ", including grades earned through dual-credit or early entry courses"

Page 8, line 29, after "dual-credit" insert "or early entry"

Page 9, line 2, after "time" insert ", including grades earned through dual-credit or early entry courses"

Renumber accordingly

2019 SENATE APPROPRIATIONS

HB 1122

2019 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1122
4/1/2019
JOB # 34382

- Subcommittee
 Conference Committee

Committee Clerk: Alice Delzer / Florence Mayer
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Explanation or reason for introduction of bill/resolution:

Relating to eligibility for the ND career and technical education scholarship and the ND academic scholarship for high school students enrolled in dual-credit or early entry courses.

Minutes:

1. Testimony of Representative Pyle 2. Testimony of Jim Upgren

Chairman Holmberg: Called the Committee to order on HB 1122. Roll call was taken. All committee members were present. Becky Deichert, OMB and Sheila M. Sandness, Legislative Council were also present.

Chairman Holmberg: The week is going to be an interesting one. We are no longer in the State of North Dakota; we are in a state of flux. We will see how things come together or not. On the issue of IT, I don't know if you've been told, the items that were talked about last week that were going to be part of the unification, one of the problems was a couple of the ones that folks had picked are not in the unification plan. So, Council had talked to the House and the ones they are going to do automatically would be trust lands, which we have; human services, which they have; Adjutant General, which they have; DOT, which we have; and then we had said historical and financial institutions, but they are not part of the unification project, so it will be Parks and Recreation, which they have. Otherwise, what the Council will be told is if you have Department of Health and we did the unification to take it out. If we have Department of Trust lands, the Council will automatically put it in. The Council will automatically do that on salaries. That particular issue, once we have had an opportunity to evaluate what the House's position is, the difference in what the Council is doing right now Levi got a sheet with 50,000 lines. They are looking at the actual impact on the employees. Allan said if you look at the classified people, 80% of the employees benefit by the \$120 and it is obviously the lower salary ones. Those who are at \$200 a month raise, which I never received as a teacher, it is not that many. We do not have that exact number; the House used 47 as a number. We do not know yet how many are in the unclassified, which would be the judiciary, higher education folks, etc. We are getting those numbers; we should have them sometime today. That is why we will stay away from that right now, until we actually have the data in front of us. When you look just a gross numbers, the Senate's position of two & three spent a little over \$80 million dollars. The House's original position was \$66 million dollars and they are at \$84 million and change. When you go into negotiations, you

say, "Well you did better than we did, but we want more". It could be awkward. We need the data and that is what we will get.

(4:45) Senator Mathern: Is it the House intent to apply their formula to the unclassified positions and higher education?

Chairman Holmberg: The sheet that we got from Council indicated it impacted 15,800 state employees, which would be everybody. That is how we would proceed with the higher education budget and the other budgets once council has been notified that is what we are going to do. If we decide to continue the disagreement, give me a few talking points.

Senator Robinson: So we will be holding the Indian Affairs Commission that we kicked out?

Chairman Holmberg: Who knows, I do not know. We start today with HB 1122. We have three bills this morning. The chairman of the education committee has asked me on HB 1365, which is the education bill, to hold that. They want to see what happens over in the House on SB 2265.

(6:14) Let us open the hearing on HB 1122. Is there anyone to tell us about HB 1122?

Representative Brandy Pyle, District 22: I am here today to present an opportunity for students who want to excel in their high school career and take college credits at the same time. It is dual credit or early enrollment. I will print copies afterwards for everyone. Presented **Attachment #1**, her personal testimony. (Read from her testimony.) Once I hand this out to you, you will see in the table that 98% of students who take dual credit pass. Only less than 2% fail the class. (Continued with written testimony.)

(10:25) Chairman Holmberg: The committee is well aware that this is one of those bills that sets or makes changes in the policy of how this program works. Then there are budgets that other folks whose issue it is to work with the budget would need and ask for additional funding to support this. The bill itself stands alone.
Anyone else to testify on HB 1122?

(12:11) Jim Upgren, Assistant Director of School Approval & Opportunity the DPI: Testified in favor of HB 1122 and provided Attachment #1, stating that Academic and Career & Technical Education (CTE) Scholarship funds be used to pay for dual credit and early entry courses. (Read from testimony.)

(13:51) Chairman Holmberg: Refresh our memory, under this program are you able, if the money starts running low, are you able to pro-rate? Or is this one of those programs where we have guaranteed the student. If we did not put this money in, but yet we passed the bill, how would you respond? Could you pro-rate this at all?

Jim Upgren: I am going to rephrase the question as best I understand it, correct me if I am wrong. So you are asking if a student ends up not qualifying for the scholarship or if the additional appropriation is not added, could we with how the law is written now divvy it up into smaller amounts per semester? Is that what you are asking? (That was confirmed.) The way that the law is currently written, the answer would be no. It is \$750 dollars per semester or \$500 per quarter and that is written word for word in law.

Senator Oehlke: The fiscal note indicates that the Bank of North Dakota (BND) currently pays for dual credit courses taken by students who qualify for free or reduced lunch. They pay for that tuition. It does mention that if that program were to be discontinued then the fiscal note would be higher by another \$560,000. Is there a sense out there that if this bill were passed, the BND would quit that program for the free and reduced lunch people or what?

Jim Upgren: I am not familiar of any word on the street that says anything like that. Brenda I am not sure if you have heard anything?

V. Chairman Wanzek: As far as the fiscal note, I have a question too. They are still capped at \$6,000 per person, per lifetime. I am trying to understand the expenditure in the sense that, if they were to utilize that scholarship when they are in high school getting the dual credits, won't that mean they will be getting less when they actually get into college? The net effect is going to be no more dollars than what might have otherwise been spent, right?

(16:41) Jim Upgren: If the student ends up qualifying for the scholarship the way we currently have it, where we don't review it until after their high school career is over, then that is correct. There will be students, the way this is set up, who will qualify for the dual credit. All you need to qualify for this dual credit is a 3.0 GPA. The Academic CTE scholarship does require the 3.0 GPA, but then also a 24 on the ACT, certain course work, at least one college level course and upper level math. The CTE scholarship you have to have at least four CTE classes with two of those in the same coordinated plan of study. There will be students who will qualify for the dual credit portion of this in high school and will not qualify for the scholarship. That is where this fiscal note comes from.

Chairman Holmberg: But for the CTE scholarship, you do not need a 24 on the ACT?

Jim Upgren: Not necessarily. If you get a 24 on the ACT, you qualify for that portion of the CTE scholarship. If you do not receive a 24, you can pass a Workkeys Exam. There are three different areas: graphic literacy, workplace documents and applied math. The highest score you can get on that is a seven. If you get five out of seven on all three areas, you can use that to replace the ACT requirement for the CTE scholarship. There is a testing component for both the CTE scholarship and the ACT. For the academic you have to get a 24 on the ACT.

(18:20) Senator Poolman: I am going to try to rephrase what I think Senator Holmberg's question was. I think the question was, does this scholarship, once a student earns it, and we have an obligation to give them \$6,000 dollars. He is asking because if we are already \$2.5 million dollars short on the kids who have earned the scholarship, then we have to have additional money. He is asking, well then can we give everybody less? Because that is our concern, with 1,000 kids who did not qualify for the scholarship who took dual credit, this will only continue to balloon over time. Will we start to say its only \$5,000 then four then three so we can give this money to everybody?

Jim Upgren: Right now with the way the law is written, students can lose a scholarship if it because of their own academics. Then can lose it for their grades going down and that type of thing. Right now, there is nothing in law that says they can have it taken away just because

there is not money there. My understanding is that with the law right now, yes we are obligated, provided that the student upholds their end of the bargain. Does that answer your question?

Chairman Holmberg: Okay. Any other questions?

(19:42) Senator Dever: Just so I have it clear in my mind, students earn dual college credit while in high school taught by high school teachers, for which there is not tuition? The scholarship is to continue their education afterwards, not necessarily for those classes?

Jim Upgren: The way the law is written right now, the scholarship is to be used strictly for the higher education. The money is sent to the university. Students do pay a tuition to take dual credit courses, even if it is taught by a teacher within their high school. There is a process by which that teacher has to be certified to teach dual credit courses. An instructor at the college itself teaches by either ITV or in person some dual credit courses. Either way, a tuition fee is paid. A lot of times, it is a little bit cheaper than what they might have if they wait until they get to college. This bill would allow students to use their scholarship money ahead of time to cover those particular costs.

Senator Dever: Then do I recall correctly that last session we were told that teachers have to increase their certification in order to be able to teach those?

Chairman Holmberg: Was that not part of the higher learning commission, I will say "Cracking down"?

Jim Upgren: I know that the higher learning commission is really trying to ensure that all teachers teaching dual credit have a Master's degree, yes.

Chairman Holmberg: And what does that do to the field? We have no control over the higher learning commission, but would that reduce then the number of students that might have an opportunity to take one of the dual credit classes?

Jim Upgren: It is possible. Obviously, if a teacher is out there and does not currently have a Master's, they would have either to get that Master's or no longer teach a dual credit course. It potentially could.

Chairman Holmberg: That might hurt smaller schools more than some of the larger schools. Any other questions of Jim? Brenda do you want to come in answer?

(21:55) Brenda Zastoupil: North Dakota University Study (NDUS): I can visit a little bit about the fiscal note if you like. And also answer Senator Oehlke's questions regarding the BND funding. We have had discussions with the BND regarding their program. That is for free and reduced lunch students' only, so lower income. They pay for a maximum of two courses per year of dual credit. That program is coming to the end of some of the funding. I have not heard that they have any intention of discontinuing that program. In the discussions that we have had with them, as far as the administration of their program as well as this potential program, would be that they would utilize their funding for the free and reduced lunch. Then we tap into this for those other students that would not qualify or if those free

and reduced lunch students would be beyond two courses per year. We have had those discussions and I cannot speak for the BND, but I have not heard that they intend to forgo that program. As far as the fiscal note, most of it has been covered. The \$584,000, as Jim indicated, would be specifically for those students that would not qualify after they graduate from high school. I believe the number they had was close to 1,000 students last year that ran into this situation and did not qualify for the academic or CTE. I also believe that Senator Poolman had indicated, we are requesting an increase in HB 1003, just to maintain the current are graduates of high school and programs. We anticipate with the projections we have on this program, to sustain it would be approximately \$16- \$16.5 million per biennium. What we see from a dual credit perspective of offering this is, they would advance that college career and therefore graduate on a timelier basis.

Chairman Holmberg: Thank you.

(24:40) Representative Brandy Pyle, District 22: If the student qualifies for the free or reduced lunch program for the dual credits, they are not eligible for the scholarship. They cannot double dip on two different programs. We did have that as one of the many amendments in the bill.

Senator Dever: Are these scholarships available also at private colleges?

Representative Pyle: For the North Dakota institutions, yes.

Chairman Holmberg: Anyone else to speak on HB 1122?

(25:42) Dr. Aimee Copas, Executive Director of ND Council of Educational Leaders: This concept originally arrived to us from a high school principal and superintendent from Valley City. The reason I want to get up and speak is I did my doctoral dissertation on dual credit. What the research indicates is that kids that actually get involved in dual credit, it saves their parents a tremendous amount of money and their odds of finishing college in 4 years or less dramatically increases. The intent behind the scholarship is to get our kids the financial support, and they are striving for academic success, it is to get them done in a reasonable amount of time. There is hardly any better way to better invest dollars than in our high school students that qualify for dual credit. Those students are 80-90% more likely to go to school and finish on time than their counter parts who did not arrive in the opportunity to participate in dual credit. It is a great investment. It is a lot of bang for the buck. The dollars that are spend on dual credit are far less than the tuition when they arrive at the higher education institution as an enrolled freshman. It is a really great investment. I would encourage you to consider HB 1122 and push it forward.

(27:06) Senator Mathern: I am impressed that you did your dissertation on this. I am glad to hear that. I am just wondering. What else did you learn about this in terms of their social or personal development? It seems like we put them on a different trajectory and I am just wondering what is the outcome of that?

Aimee Copas: You are absolutely correct; it does put them on a different trajectory. They begin to become accustom to pace and space of the college classroom, especially if they ever have the opportunity to attend one on a college campus. It brings their maturity level up

so they are genuinely a bit more successful when they enter into the first year. When we talk about transitions from elementary to middle school to high school and those transition times being incredibly different. It is exacerbated exponentially when they go to college. They lose their support system around them. So learning the college pace and the college way of thinking, while they still have their support systems around them, makes the transition to college much better. Their social and emotional learning levels when they arrive at college are better. Interestingly enough I also learned, and it is a little bit in conflict with the HLC's recommendation, the degree of the professor does not matter with regard to the success of the student. What does matter is good teaching. A bachelors level prepared teacher that has been teaching for 20 years, is every bit as successful of a dual credit teacher, in for example college algebra or comp. 110, as a Master's level prepared teacher with less amount of teaching experience. I think that the two English teachers in the room could probably agree. It is time in front of the classroom that makes you a great teacher and it is that pedagogy versus always the degree at the end of the name. We have had a lot of conversations, unsuccessfully, with the HLC to try to get them to change their mind on some of these issues. We will work through it.

(28:57) Chairman Holmberg: We also in the Legislature, do some of the same stuff about having the degree is easy to measure. I will tell a story. I got a note the other day from my grandson's 2nd grade grammar and English teacher. The note said that Michael was upset because students were "budding" in lines in front of the other children. That made him angry. You can guess how she spelled "budding" in line. That was making the rounds in South St. Paul, about the grammar skills. I hope that she is not teaching dual credit classes. It is easy for the higher learning commission to say; well you have to have this. As you mentioned, you have been trying to work on this, as have others, without a lot of success.

Aimee Copas: We have had some of our federal delegations from around the country, we have partnered with the Congress folks from Minnesota, Montana, South Dakota, North Dakota. Senator Hoven has had to send us as a little bit of a project lately. Even with the feds pushing on the HLC, they just shake them off and say they cannot tell them what to do. That is a little bit frustrating when it seems like the education communities continue to say the same universal message. I will say that the one concession that they made, was if you do not have a Master's degree in the content area, but you're bachelors prepared and have a Master's in curriculum instruction or educational leadership, they have made the concession that if you go back and get 16 additional Master's level credit hours and teach dual credit. Valley City State University, actually in English and Mathematics, is offering those classes at \$100 a credit to current teachers to help them get prepared. That is really fantastic. I think if more of our colleges would provide opportunities like that, provide some online opportunities for our current teachers to get the 16 credit hours they need, considering they might have a Master's in another area, that will help us backfill that gap.

(31:31) Chairman Holmberg: Thank you for the work you do. Is there anyone else who wants to testify in behalf of HB 1122? Is there anyone that wants to testify in opposition to HB 1122? If not, then we will close the hearing on HB 1122. Committee members we have the budget bills with the dollars in, but this policy issue, do you want to move this forward? That send a message to the budget committee of what they should think about doing. We cannot sit on these bills forever; we need to get them out and onto conference committees.

**(32:19) Senator Robinson: Moved a Do Pass.
Senator Oehlke: Seconded.**

Senator Poolman: I had hoped that we could have maybe some more time on this, just because I am very much in favor of the concept of dual credit. Many years ago as high school student in Minnesota, I can tell you that Minnesota allows you to take dual credit without cost. I do not know quite how they absorb that, but I wanted to take a look at that. I am just concerned about putting this into the academic scholarship, because we have 1,000 kids right now that do not qualify for the scholarship who are taking these scholarship dollars. I can assure you, as soon as the word gets out that dual credit is free, that number will get larger and larger. I just wish it were a stand-alone. If we are going to subsidize dual credit, have a stand-alone line item that subsidizes it. Especially since, we are already paying for dual credit courses for students on free and reduced lunch. I just wish it were a separate line item. So I am going to vote no, but it is not because I do not agree with the concept.

Chairman Holmberg: We can hold onto the bill.

Senator Poolman: It is just because I am worried about the fact that we are going into merit-based scholarship dollars for no merit. They do not have to have the merit-based piece to it. I am a no on this one, but it is not because I am not in favor of the concept of paying for dual credit, I just think we should be honest about how much it is going to cost and make sure it is a separate line item.

(34:13) Chairman Holmberg: Well let us let everyone think about it. We will put everything on hold for right now. It is not as though there is a fire under us that we have to get every bill out today. As long as we get something out today. So we will just hold onto that. Will you withdraw your motion?

Senator Robinson: Withdrew his motion.

Chairman Holmberg: We will come back to HB 1122. By the way, I did get a little further information on the differentiation between the position of the two and the three, etc. There are 15,720 FTEs in the system. The position that the House had, the 2% was a minimum monthly increase of \$120. That would mean that 75.7% would receive over 2%. 20.8% would receive 2% and 3.5% would receive the \$200 dollar maximum. The number of folks is quite small at the top and at the bottom is quite large. In the two & three, with the \$80 dollars, which the Senate had passed, 63% would receive a 2% increase and 37% would receive the \$80 dollar minimum. There is quite a difference between an \$80 dollars minimum and \$120 per month. That is just some information we will talk about that later, hopefully today. Let us take a break and then we will continue with HB 1466.

2019 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

HB 1122
4/4/2019
JOB # 34486

- Subcommittee
 Conference Committee

Committee Clerk: Alice Delzer

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, 15.1-21-02.6, and 15.1-21-02.8 of the North Dakota Century Code, relating to eligibility for the North Dakota career and technical education scholarship and the North Dakota academic scholarship for high school students enrolled in dual-credit or early entry courses. (Do Not Pass)

Minutes:

No testimony submitted

Chairman Holmberg: opened the hearing on HB 1122. All committee members were present. Adam Mathiak, Legislative Council and Larry Martin, OMB were also present.

Senator Poolman: Moved a Do Not Pass. 2nd by Senator Erbele.

Chairman Holmberg: Discussion. You heard the points yesterday.

Senator Poolman: As I mentioned yesterday we already have \$21/2M more dollars that need to go in just to support the current scholarship funds. so I am concerned about putting those dollars in jeopardy going in the future. I worry about the 1000 students that are taking these courses that don't qualify for the scholarship and that's going to be additional funding and I do believe that that will only grow over time, especially once students hear that dual credit is free for everyone. We already have a program that pays for dual credit courses for those students that receive free and reduced lunch and although I am very supportive of this concept, in fact when we do the DPI budget, I would like to study how other states do this, how they absorb the costs because I do know Minnasota somehow has a pretty robust program so I would be interested in studying in the interim who absorbs this, is it K-12, is it higher ed, are they just spending general fund dollars. It would be interesting to take a look at this concept because I am supportive of increasing amount of dual credit courses kids take, but in this form, I just worry about the integrity of the scholarship.

Chairman Holmberg: Call the roll on a Do Not Pass on HB 1122.

Senate Appropriations Committee

HB 1122

04-03-19

Page 2

A Roll Call vote was taken. Yea: 9; Nay: 5; Absent: 0. Senator Poolman will carry the bill.

The hearing was closed on HB 1122.

Date: 4-1-2019

Roll Call Vote #: 1

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1122

Senate Appropriations Committee

Subcommittee

Amendment LC# or Description: _____

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Robinson Seconded By Oehlke

Senators	Yes	No	Senators	Yes	No
Senator Holmberg			Senator Mathern		
Senator Krebsbach			Senator Grabinger		
Senator Wanzek			Senator Robinson		
Senator Erbele					
Senator Poolman					
Senator Bekkedahl					
Senator G. Lee					
Senator Dever					
Senator Sorvaag					
Senator Oehlke					
Senator Hogue					

Total (Yes) _____ No _____

Absent _____

Floor Assignment Education

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

Withdrawn

Date: 4-3-19

Roll Call Vote #: 1

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1122

Senate Appropriations Committee

Subcommittee

Amendment LC# or Description: _____

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
- Other Actions: Reconsider _____

Motion Made By Poolman Seconded By Erbele

Senators	Yes	No	Senators	Yes	No
Senator Holmberg	✓		Senator Mathern		✓
Senator Krebsbach	✓		Senator Grabinger		✓
Senator Wanzek	✓		Senator Robinson		✓
Senator Erbele	✓				
Senator Poolman	✓				
Senator Bekkedahl		✓			
Senator G. Lee	✓				
Senator Dever	✓				
Senator Sorvaag		✓			
Senator Oehlke	✓				
Senator Hogue	✓				

Total (Yes) 9 No 5

Absent 0

Floor Assignment Poolman

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

REPORT OF STANDING COMMITTEE

HB 1122, as engrossed and amended: Appropriations Committee (Sen. Holmberg, Chairman) recommends DO NOT PASS (9 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1122, as amended, was placed on the Fourteenth order on the calendar.

2019 TESTIMONY

HB 1122

HB 1122
7-16-19
#1

19.0414.02002

Sixty-sixth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1122

Introduced by

Representatives Pyle, Hoverson, Howe, Mitskog, O'Brien, Roers Jones

Senators Bekkedahl, Luick

1 | A BILL for an Act to amend and reenact sections 15.1-21-02.4, 15.1-21-02.5, 15.1-21-02.6, and
2 | 15.1-21-02.8 of the North Dakota Century Code, relating to eligibility for the North Dakota
3 | academic scholarship for high school students enrolled in dual-credit courses.

4 | **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

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

7 | **15.1-21-02.4. North Dakota career and technical education scholarship.**

8 | Any resident student who graduates from a high school during or after the 2010-11 school
9 | year ~~and~~; any resident student who completes a program of home education supervised in
10 | accordance with chapter 15.1-23 during or after the 2012-13 school year, and any resident high
11 | school student enrolled in a science, mathematics, English, or computer science dual-credit or
12 | early entry course for which college credit is earned is eligible to receive a North Dakota career
13 | and technical education scholarship provided the student:

- 14 | 1. Completed four units of English language arts from a sequence that includes literature,
15 | composition, and speech;
- 16 | 2. Completed three units of mathematics, including:
 - 17 | a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - 18 | b. Two units of any other mathematics, which may include one unit of computer
19 | science;
- 20 | 3. Completed three units of science, consisting of:
 - 21 | a. (1) One unit of biology;
 - 22 | (2) One unit of chemistry; and
 - 23 | (3) One unit of physics; or
 - 24 | b. (1) One unit of biology;

- 1 (2) One unit of physical science; and
- 2 (3) One unit or two one-half units of any other science;
- 3 4. Completed three units of social studies, including:
- 4 a. One unit of United States history;
- 5 b. (1) One-half unit of United States government and one-half unit of economics;
- 6 or
- 7 (2) One unit of problems of democracy; and
- 8 c. One unit or two one-half units of any other social studies, which may include
- 9 civics, civilization, geography and history, multicultural studies, North Dakota
- 10 studies, psychology, sociology, and world history;
- 11 5. a. Completed one unit of physical education; or
- 12 b. One-half unit of physical education and one-half unit of health;
- 13 6. Completed:
- 14 a. One unit selected from:
- 15 (1) Foreign languages;
- 16 (2) Native American languages;
- 17 (3) American sign language;
- 18 (4) Fine arts; or
- 19 (5) Career and technical education courses; and
- 20 b. Two units of a coordinated plan of study recommended by the department of
- 21 career and technical education and approved by the superintendent of public
- 22 instruction;
- 23 7. Completed any five additional units, two of which must be in the area of career and
- 24 technical education;
- 25 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 26 scale, as determined by the superintendent of public instruction, based on
- 27 all high school units in which the student was enrolled; and
- 28 (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- 29 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 30 scale, as determined by the superintendent of public instruction, based only
- 31 on the units required by subsections 1 through 7; and

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(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

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.

10. A resident high school student enrolled in a dual-credit course for which college credit is earned is exempt from the requirements in subsections 1 through 7 and subsection 9, but must have obtained a grade of at least "C" in the dual-credit course.

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 ~~and~~, any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year, and any resident high school student enrolled in a science, mathematics, English, or computer science dual-credit or early entry course for which college credit is earned 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;
 - b. One unit of mathematics for which algebra II, as defined by the superintendent of public instruction, is a prerequisite; and
 - c. One unit of any other mathematics, which may include computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
 - (2) One unit of chemistry; and
 - (3) One unit of physics; or
 - b. (1) One unit of biology;
 - (2) One unit of physical science; and

- 1 (3) One unit or two one-half units of any other science;
- 2 4. Completed three units of social studies, including:
- 3 a. One unit of United States history;
- 4 b. (1) One-half unit of United States government and one-half unit of economics;
- 5 or
- 6 (2) One unit of problems of democracy; and
- 7 c. One unit or two one-half units of any other social studies, which may include
- 8 civics, civilization, geography and history, multicultural studies, North Dakota
- 9 studies, psychology, sociology, and world history;
- 10 5. a. Completed one unit of physical education; or
- 11 b. One-half unit of physical education and one-half unit of health;
- 12 6. a. Completed two units of:
- 13 (1) The same foreign language;
- 14 (2) The same native American language;
- 15 (3) American sign language; ~~or~~
- 16 (4) Fine arts; or
- 17 (5) Career and technical education from a coordinated plan of study
- 18 recommended by the department of career and technical education and
- 19 approved by the superintendent of public instruction; and
- 20 b. One unit selected from:
- 21 (1) Foreign languages;
- 22 (2) Native American languages;
- 23 (3) American sign language;
- 24 (4) Fine arts; or
- 25 (5) Career and technical education;
- 26 7. Completed any five additional units;
- 27 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 28 scale, as determined by the superintendent of public instruction, based on
- 29 all high school units in which the student was enrolled; and
- 30 (2) Obtained a grade of at least "C" in each unit or one-half unit; or

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Sixty-sixth
Legislative Assembly

- 1 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 2 scale, as determined by the superintendent of public instruction, based only
- 3 on the units required by subsections 1 through 7; and
- 4 (2) Obtained a grade of at least "C" in each unit or one-half unit;
- 5 9. Received a composite score of at least twenty-four on an ACT; and
- 6 10. a. Fulfilled any one unit requirement set forth in subsections 1 through 7 by means
- 7 of an advanced placement course and examination;
- 8 b. Fulfilled any one unit requirement set forth in subsections 1 through 4 or 6 by
- 9 completion, through an early entrance program, of a nonremedial postsecondary
- 10 course offered for credit at an accredited institution of higher education which has
- 11 a physical presence in this state; or
- 12 c. Fulfilled any one-half unit requirement set forth in subsections 1 through 7 by
- 13 means of a dual-credit course.
- 14 11. A resident high school student enrolled in a dual-credit course for which college credit
- 15 is earned is exempt from the requirements in subsections 1 through 7, 9, and 10, but
- 16 must have obtained a grade of at least "C" in the dual-credit course.

SECTION 3. AMENDMENT. Section 15.1-21-02.6 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02.6. North Dakota scholarship - Amount - Applicability.

- 1. a. The state board of higher education shall provide to any student certified as
- 21 being eligible by the superintendent of public instruction either a North Dakota
- 22 academic scholarship or a North Dakota career and technical education
- 23 scholarship in the amount of seven hundred fifty dollars for each semester during
- 24 which the student is enrolled full time at an accredited institution of higher
- 25 education in this state, maintains a cumulative grade point average of 2.75, and
- 26 maintains progress toward degree completion. For a resident high school student
- 27 enrolled in a dual-credit course for which college credit is earned, the state board
- 28 of higher education shall provide a North Dakota academic scholarship in an
- 29 amount equal to the tuition rate for the number of college credits equivalent to the
- 30 dual-credit course in which the student is enrolled. The amount may not exceed

- 1 the highest tuition rate for an equivalent college credit at an institution of higher
2 education under the control of the state board of higher education.
- 3 b. The state board of higher education shall provide to any student certified as
4 being eligible by the superintendent of public instruction either a North Dakota
5 academic scholarship or a North Dakota career and technical education
6 scholarship in the amount of five hundred dollars for each quarter during which
7 the student is enrolled full time at an accredited institution of higher education in
8 this state, maintains a cumulative grade point average of 2.75, and maintains
9 progress toward degree completion. For a resident high school student enrolled
10 in a dual-credit course for which college credit is earned, the state board of
11 higher education shall provide a North Dakota academic scholarship in an
12 amount equal to the tuition rate for the number of college credits equivalent to the
13 dual-credit course in which the student is enrolled. The amount may not exceed
14 the highest tuition rate for an equivalent college credit at an institution of higher
15 education under the control of the state board of higher education.
- 16 2. The state board shall monitor each scholarship recipient to ensure that the student
17 meets the academic and other requirements of this section. Upon determining that a
18 recipient student has failed to meet the requirements of this section, the board shall
19 provide notification to the student within ten days.
- 20 3. A student is not entitled to receive more than six thousand dollars under this section,
21 including payments for dual-credit or early entry courses.
- 22 4. The state board of higher education shall forward the scholarship directly to the
23 institution in which the student is enrolled. If the student is a resident high school
24 student currently enrolled in a dual-credit course for which college credit is earned and
25 the student meets the requirements of subsections 8 and 11 of section 15.1-21-02.5,
26 the state board of higher education shall forward the scholarship directly to the
27 institution of higher education through which the dual-credit course was offered to the
28 student.
- 29 5. a. (1) This section does not require a student to be enrolled in consecutive
30 semesters.

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1 **15.1-21-02.8. North Dakota scholarship - Eligibility - One-time exception.**

- 2 1. a. Notwithstanding section 15.1-21-02.6, if a student's cumulative grade point
3 average as determined by the state board of higher education at the conclusion
4 of a semester is below 2.75, the board shall grant an exception and provide the
5 North Dakota scholarship to which the student would otherwise be entitled for the
6 next semester in which the student is enrolled full time or enrolled in a dual-credit
7 course for which college credit is earned while in high school. The exception
8 provided by this section is applicable to a student only one time.
- 9 b. If a student's cumulative grade point average as determined by the state board of
10 higher education at the conclusion of a semester is below 2.75 for a second time,
11 the student is no longer eligible to receive any additional North Dakota academic
12 or career and technical education scholarships.
- 13 2. a. Notwithstanding section 15.1-21-02.6, if a student's cumulative grade point
14 average as determined by the state board of higher education at the conclusion
15 of a quarter is below 2.75, the board shall grant an exception and provide the
16 North Dakota scholarship to which the student would otherwise be entitled for the
17 next quarter in which the student is enrolled full time or enrolled in a dual-credit
18 course for which college credit is earned while in high school. The exception
19 provided by this section is applicable to a student only one time.
- 20 b. If a student's cumulative grade point average as determined by the state board of
21 higher education at the conclusion of a quarter is below 2.75 for a second time,
22 the student is no longer eligible to receive any additional North Dakota academic
23 or career and technical education scholarships.

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Testimony HB 1122
House Education Committee
Rep. Brandy Pyle
1.16.19

Good morning chairman Owens and members of the House education committee. For the record I am Brandy Pyle, Representative from district 22. I am here today to introduce hb1122 for consideration. We have amendments already created, so for ease of reference for the committee and the speakers that are following behind me we will refer to version 19.0414.02002 for the committee presentation if that is ok with the committee chairman.

Amended HB 1122 will allow high school students to utilize the North Dakota academic scholarship and Career and Technical Education scholarship for the costs incurred when taking dual credit classes. Dual credit classes are taught in a high school setting, where both high school credit and college credit are earned. Today, the costs of taking a dual credit class rests on the student and their parents. Dual credit students are not eligible for financial aid, or scholarships. A change in the requirements as proposed in this piece of legislation will allow those students who wish to earn college credit while in high school to do so without 100% of the cost.

The requirements for dual credit students include a 3.0-4.0 cumulative GPA and obtain a C in the dual credit class for eligibility. You can see the grades obtained for dual credit classes below in table 1.

Once students graduate, the other criteria apply to continue the scholarship opportunity.

Table 1 Dual credit students had a grade of D or better, C or better, and B or better for their courses? 2017 – 2018 only.

Grade	2017-2018 Rate
Students earning A or above	60.80%
Students earning B or above	89.30%
Students earning C or above	97.70%
Students earning D or above	99.00%

The proposed legislation does not change the maximum amount of \$6,000 given out under the academic scholarship or CTE scholarship, nor change the qualifications for students once they graduate. Students are also not allowed to double dip the CTE and Academic scholarships.

DPI and Higher Ed put together a few numbers for reference regarding the usage of dual credit classes and the common courses taken by high schoolers, thus this is the reason for the green amendments on page 1 on line 10 through 12, and on page 13 lines 16 and 17 to only include science, mathematics, English or computer science dual credit courses or early entry classes.

#2

Table 2
Number of graduates who took dual credit coursework during high school:

School Year	Number of Graduates with Dual Credit Courses
2015-2016	2667
2016-2017	2754
2017-2018	2814

Table 3.
4 most common dual credit courses students are taking? 15-16, 16-17, 17-18.

Year	Class	Counts
2016	College Composition I	1032
2016	College Algebra	962
2016	Fund of Public Speaking	944
2016	College Composition II	687
2017	Fund of Public Speaking	1176
2017	College Composition I	1121
2017	College Algebra	1011
2017	College Composition II	757
2018	Fund of Public Speaking	1216
2018	College Composition I	1156
2018	College Algebra	1121
2018	College Composition II	761

I would like to bring your attention to page 4 line 16 on the amended version of the bill. This simply adds the option of 2 units of fine arts to bring it in line with the other options referenced in section a and in section b. This also brings the academic scholarship to mirror the CTE scholarship.

Testimony HB 1122
House Education Committee
Rep. Brandy Pyle
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My goal with the legislation is to encourage students to take classes that can further their education, have the potential to improve post-secondary graduation rates, and to allow for the opportunity for a scholarship at the beginning of a student's post-secondary career, rather than waiting.

Again, after visiting with DPI and Higher Ed and a few others, we were able to improve the bill and I believe it will improve the fiscal note that was attached to original version of the bill. I have people behind me to testify, and while they do it, please continue to reference the amended version.

Thank you for the opportunity to present to the committee and I stand for questions.

Why should the **North Dakota Academic Scholarship** be *expanded* to Dual-Credit Students?

Enhance Educational Outcomes

Research shows that students who participate in dual enrollment (dual-credit/early-entry) are more likely than their peers to finish high school, enter college, and complete a degree.¹ Specifically, Career and Technical Education (CTE) dual enrollment students are **more likely** than their peers who did not dually enroll to:

- **Earn a high school diploma.** One study indicates graduation rates among CTE dual enrollment students were higher than their non-dually-enrolled peers even after controlling for test scores.²
- **Be college-ready.** Not enter remedial coursework upon college entry.²
- **Enroll in college full-time.** Research has supported that CTE dual enrollment students are slightly more likely than dual enrollment students generally to enroll in college full-time.¹ Research suggests that enrolling in college full-time increases a student's chances of college completion.

Student Affordability

This proposed expansion will likely improve all students' access to education and increase affordability for all students and families. Through participation in dual-credit students are able to complete college-level course sooner, decreasing their time to degree, allowing them to enter the workforce more quickly.

Educational Efficiency

By supporting high school students taking courses at Colleges and Career Academies that have the equipment necessary to prepare students for technical fields enable high school CTE programs to expand options for students *without* additional drain on the high schools' resources.¹

Workforce Investment

North Dakota is in a workforce crisis:

- 13,300+ job openings are reported statewide, with 23 of 53 North Dakota counties reporting unemployed-per-opening rates of less than 1, which indicates more job openings than resident labor supply³.
- "Middle-skill" jobs requiring education beyond high school but not a four-year degree, make up the largest part of America's labor market. In North Dakota, these careers account for 60% of the labor market⁴, and employers are unable to find enough sufficiently trained workers to fill these jobs.

Dual-credit enables students' exposure to CTE career pathways that they might not otherwise have through their high school curriculum. Providing these opportunities exposes students to "middle-skill" careers, which are in the greatest need in North Dakota, further reducing the stigma of CTE careers.

Improve ND Citizens' Socioeconomic Position

Citizens without a college degree or technical certificate are less likely to earn a family-sustaining wage, and more likely to require public assistance, and social services. Some studies have shown CTE dual enrollment may be a particularly effective college completion and workforce investment strategy for low-income students and males.²

¹ http://www.nrccte.org/sites/default/files/publication-files/dual_enrollment.pdf

² <http://ccrc.tc.columbia.edu/media/k2/attachments/broadening-benefits-dual-enrollment-rp.pdf>

³ https://www.ndworkforceintelligence.com/admin/gsipub/htmlarea/uploads/lmi_ojornd.pdf

⁴ <https://m.nationalskillscoalition.org/resources/publications/2017-middle-skills-fact-sheets/file/North-Dakota-MiddleSkills.pdf>

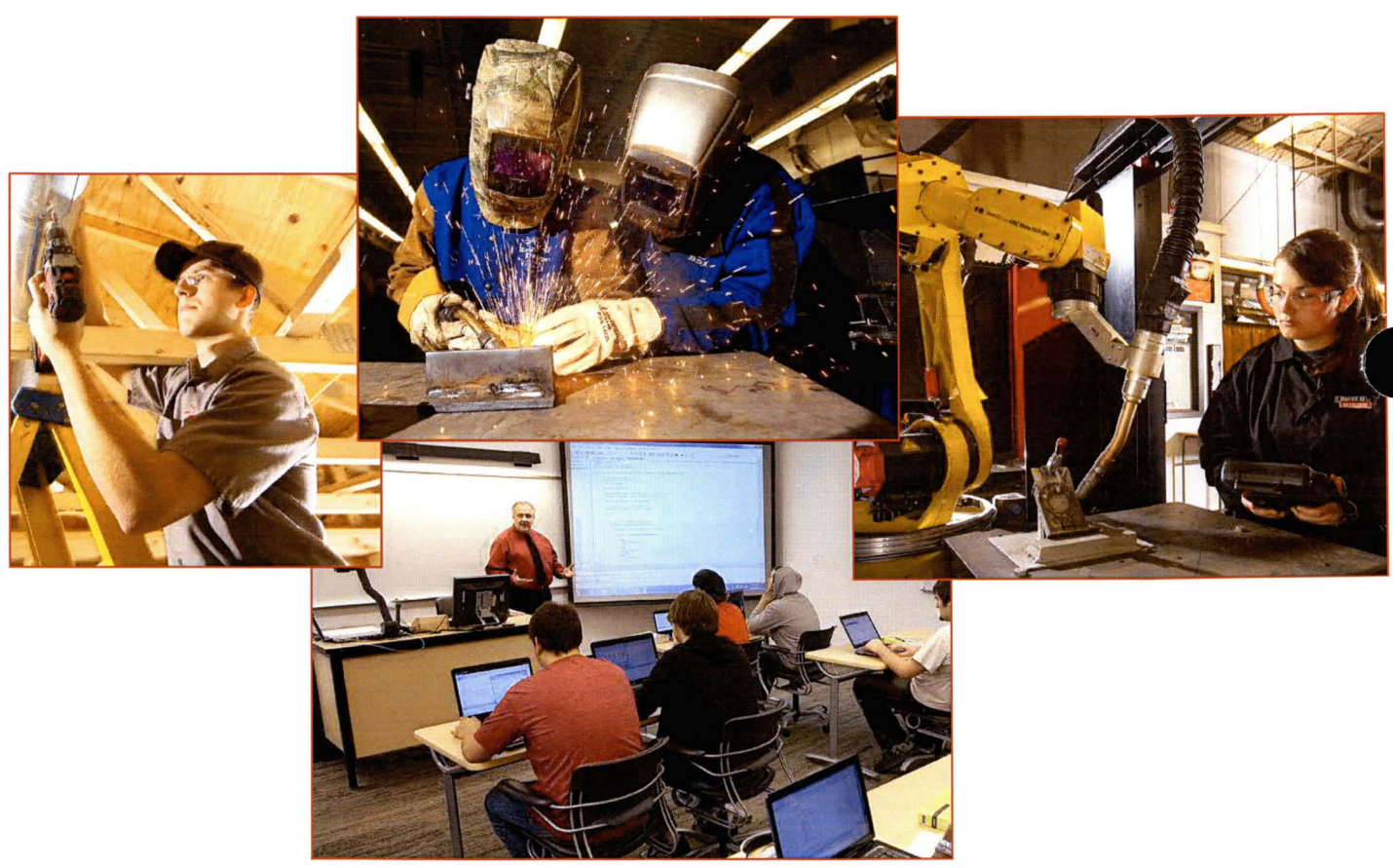
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What is Dual-Credit/Dual-Enrollment?

Students taking college classes while in high school and being awarded high school credit for the high school equivalent of the college class.

Dual-Credit/Dual-Enrollment Overview

- 35 high school are providing dual-enrollment courses through NDSCS
- 50 NDSCS courses are provided dual-enrollment
- 833 students enrolled Fall 2018 at NDSCS in dual-enrollment courses



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House Education Committee
Chairman Mark Owens
January 16, 2019

HB1122

Chairman Owens and members of the House Education Committee, my name is Josh Johnson and I serve as superintendent for Valley City Public School District. Today I will provide testimony in support of House bill 1122.

We believe that it is our responsibility to eliminate barriers in the educational pathways of our students. This past year, while visiting public high schools across the Midwest, we learned about the amazing opportunities that high school students have to advance their education while still in their junior or senior year of high school. Minnesota, Iowa, and Illinois have dual-credit programs established for high school students that provide them with the opportunity to take classes for little to no cost. We engaged our educational partners in Valley City and across the state and asked, why not North Dakota and specifically for students at Valley City High School.

In partnership with Valley City State University and the educational community across North Dakota, we've researched ways to provide the same opportunity for our students. While other options and programs may be available, we believe that House bill 1122 utilizes the financial resources that have already been allocated for students in North Dakota. This bill allows us to use resources available to our students and levels the playing field for those students currently unable to pay for dual-credit courses in high school.

Please consider the positive impact that House Bill 1122 would provide all of our students. I encourage the House Education Committee to forward this bill with a Do Pass Recommendation.

Valley City High School DC & AP Comparison

2017-2018
Juniors & Seniors combined

Student Participation

Juniors (79 students) & Seniors (88 students) = **167 students total.**

# of those students who took at least 1 DC or AP class in 2017-18 =	53	32%
of the 53 students # of students that took <u>only AP classes</u>	7	4%
of the 53 students # of students that took <u>only DC classes</u>	39	23%
of the 53 students # of students that took <u>both AP & DC classes</u>	7	4%

Payment Qualification

Of the 39 DC only students:

# of students who qualify as Full Pay	32	82%
# of students who qualify as Reduced Pay	5	13%
# of students who qualify as Free	2	5%

Of the 46 students who took at least 1 DC class

# of students who qualify as Full Pay	38	83%
# of students who qualify as Reduced	5	11%
# of students who qualify as Free	3	7%

Of the 53 students who took at least one DC or AP class:

# of students who qualify as Full Pay	41	77%
# of students who qualify as Reduced Pay	6	11%
# of students who qualify as Free	6	11%

2018-2019
Juniors & Seniors combined

Student Participation

Juniors (91 students) & Seniors (79 students) = **170 students total.**

# of those students who took at least 1 DC or AP class in 2018-19 =	82	48%
of the 82 students # of students that took <u>only AP classes</u>	14	17%
of the 82 students # of students that took <u>only DC classes</u>	55	67%
of the 82 students # of students that took <u>both AP & DC classes</u>	13	15%

Payment Qualification

Of the 55 DC only students:

# of students who qualify as Full Pay	47	85%
# of students who qualify as Reduced Pay	5	9%
# of students who qualify as Free	3	5%

Of the 68 students who took at least 1 DC class

# of students who qualify as Full Pay	58	85%
# of students who qualify as Reduced	6	8%
# of students who qualify as Free	4	5%

Of the 82 students who took at least one DC or AP class:

# of students who qualify as Full Pay	67	82%
# of students who qualify as Reduced Pay	7	9%
# of students who qualify as Free	8	10%

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**TESTIMONY ON HB 1122
HOUSE EDUCATION COMMITTEE**

January 16, 2019

By: Jim Upgren, Assistant Director of School Approval and Opportunity

701-328-2244

North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Jim Upgren and I am the Assistant Director of School Approval & Opportunity with the Department of Public Instruction (DPI). I am here to speak in favor of House Bill 1122 regarding Academic and Career and Technical Education (CTE) Scholarship funds being used to pay for dual credit and early entry courses.

The Academic and CTE Scholarship currently entitles students that qualify to a \$6000 scholarship that can be used to attend higher education institutions in North Dakota after they have graduated from high school. This money is paid directly to the institution of higher learning at a rate of \$750 per semester or \$500 per quarter until the \$6000 total is exhausted. Students have up to six years after high school graduation to use the money, which can be used for both undergraduate or graduate studies. House Bill 1122 would allow students to use some of their scholarship money to pay for dual credit or early entry college courses while still in high school. Students would be required to have a high school GPA of 3.0 or higher, with no grades below a C in order to qualify. DPI would be

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able to modify the current scholarship application system for this dual credit/early entry option, and would be able to review applications before the fall and spring semesters each year.

Allowing high school students to use their Academic/CTE Scholarship funds to take college level coursework while still in high school will help them to “get ahead of the game” prior to entering college. By completing college-level coursework while still in high school and living at home, students would begin college with some credits earned, allowing them to complete their degree ahead of schedule and save money in the long run. Limiting these courses to the areas of science, math, English, and computer science will help ensure that students are making progress toward earning general education credits or making progress toward a degree.

Chairman Owens and Members of the Committee, that concludes my prepared testimony and I will stand for any questions that you may have.



Anna Copas

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**Testimony in Support – Dual Credit
HB 1122**

Good day Chair Owens and members of the House Education today. I am here today representing the North Dakota Council of Educational Leaders representing Superintendents, Principals, and all school leaders in the in the support of this bill which would provide the opportunity for our ND HS students to gain early access to their ND Academic Scholarship to enable them to pay for dual credit classes. While a discussion about tapping into the coveted scholarship is one that is not take lightly, this is an out of the ordinary conversation that stemmed from a fantastic idea that has many benefits to our students in North Dakota.

Our ND Academic Scholarship is a tremendous support to our students that most all entities in the education realm are proud of. The concept within this bill may have found a modality that takes that state investment and stretches the dollars to support the students even more than before. By enabling students to have early access to the funds, they are able to complete college credit bearing courses at a fraction of the cost that they will experience once they are a college freshman. The cost of dual credit in ND is significantly less expensive than the cost per credit.

As much as we wish that all qualifying students could take full advantage of dual credit, the reality is many families struggle to afford even the reduced tuition of these courses. The Bank of ND has generously provided scholarship opportunities for students who qualify for “free and reduced lunch” income qualifications. For that we are tremendously thankful, and that support will still be needed even if this bill passes. The reality is, however, that families that do not qualify under the BND scholarship still have affordability issues, and this bill may answer to this need and ultimately make even more “bang for the buck” so to speak.

What is dual credit and why is it a great idea for ND students?

- 1. Dual credit options provide a significant cost savings over a traditional college education.** In North Dakota tuition is discounted for HS students taking dual credit classes – and that level of discount can be even greater when the HS teacher is teaching the dual credit class (we call that a subsidized course).
- 2. High school students can begin their college education earlier.** Many students who complete dual credit programs in high school are able to earn a college degree while they are still teenagers.
- 3. Students study high school subjects at a more advanced, college level.** Instead of studying general education subjects in high school and then studying them again in college, students can earn college credits for studying high school subjects at a more advanced level.
- 4. The transition from high school to college is easier for most students who earn dual credit.** Dual credit students learn valuable skills that help them transition from high school to college. They work independently, learn important research and test-taking skills, and become expert note-takers.
- 5. Students can explore their academic interests in-depth before entering college.** Exploring college-level classes while still in high school will give students an opportunity to discover new academic interests before entering college.

We support the opportunity presented in this bill and recommend a DO PASS recommendation from this committee. Behind this testimony is a list of studies done in various states that share with you the student benefits of dual credit coursework if you are interested in learning more about dual credit.





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Dual Credit, College Type, and Enhanced Degree Attainment (2017. Bob Blankenberger, Eric Lichtenberger, M. Allison Witt)

In this study, researchers analyzed data for the Illinois high school class of 2003 to determine the impact of dual credit participation on postsecondary attainment. We matched 8,095 dual credit participants to an equal number of nonparticipants within the same high school at the point of postsecondary enrollment using propensity scores calculated through a two-level hierarchical generalized linear model with college type as a post treatment adjustment. Results indicate that community college students taking dual credit were significantly more likely to obtain a baccalaureate degree (28% to 19%, respectively) than their matched peers who did not participate in dual credit. We found similar improvements in postsecondary degree attainment for students attending colleges at multiple selectivity levels, although the largest and most robust effects were found for students starting at community colleges and at non/less competitive entry institutions.

Earning college credits in high school: Options, participation, and outcomes for Oregon students

(IES What's Happening Report, March 2017. Ashley Pierson, Michelle Hodara, Jonathan Luke, Education Northwest)

Oregon's public colleges offer many accelerated college credit options for high school students, but the cost, eligibility requirements and geographic coverage vary greatly across institutions. Oregon's rate of community college dual credit participation is higher than the national average. Oregon high school students who take community college dual credit courses enroll and earn credit in an average of three dual credit courses.

Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas(2014. Justine Radunzel, Julie Noble, and Sue Wheeler)

This study, prepared by the national research organization ACT, followed all first-time students at four Texas public universities in fall 2005 and 2006, 42% of whom entered with dual credit hours completed. It examined the impact of dual credit coursework on students' subsequent university coursework and long-term success in earning bachelors' degrees, using a quasi-experimental technique known as propensity score matching to statistically control for student and school characteristics. The study found that students entering the four universities with dual credit were 30% more likely to earn Bachelor's degrees within six years (42% more likely to complete them on time in four years). The typical time to degree for a student with dual credit was less than five years, while other students averaged six years. The study also found that dual credit courses were as effective as traditional courses in preparing students for subsequent coursework for 19 of 21 course pairs across a wide range of disciplines, based on those who earned a B or higher.

The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students (2014. Colorado Department of Higher Education)

Following all 2010, 2011, and 2012 Colorado high school graduates, this study examined postsecondary outcomes using state-collected data from all Colorado public colleges and universities, supplemented with additional private and out-of-state colleges from the National Student Clearinghouse. Using regression analysis to statistically control for the impact of student demographic variables, ACT performance, and school variables, the study found that students who took dual and concurrent enrollment courses were 23% more likely to enroll in college immediately following high school graduation and 9% less likely to enroll in remedial classes. Students were also more likely to earn higher grades in their first year of college and accumulate more credit hours by the end of their first year.

College Course Grades for Dual Enrollment Students (2014. Jill Course and Jeff Allen)

This peer-reviewed study, conducted by researchers from the national research organization ACT, used student records from all Iowa community colleges and public four-year universities to examine performance in subsequent coursework in a sequence. It compared college and university course grades for students who took dual enrollment courses with grades of traditional education students who attended the same high schools, statistically controlling for



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prior academic achievement (ACT scores) and self-reported demographic characteristics. Looking at course grades in dozens of subject areas, it found few differences between students who took the first course through dual enrollment compared with students who took the first course after matriculating to a community college or university. The authors found no evidence that dual enrollment courses are less rigorous than traditional college courses, and that students appear to be equally prepared for future college coursework.

Dual Credit in Oregon, 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College (2010. Office of Institutional Research, Oregon University System)

Researchers at the Oregon University System (OUS) specifically examined college courses taught in a high school, by a high school teacher that carry both high school and college credit – courses that NACEP defines as concurrent enrollment. The study examined the college participation and performance of 15,707 students attending an Oregon college or university whose college transcripts recorded their having taken a dual credit course while in high school. The researchers found that:

- “Dual credit students have a higher college participation rate than high school graduates overall.”
- “Dual credit students who go on to college continue to the second year at a higher rate than freshmen who enter college without having earned dual credit.”
- “Among freshmen who continue to the second year of college, dual credit participants earn a higher first year GPA.”
- “Students who continue to the second year of college accumulate more college credit if they take dual credit in high school.”

For the results on persistence to the second year of college, the authors controlled for academic strength (as measured by GPA, SAT scores, and receiving Advanced Placement credit) and student demographics, finding that “the odds that dual credit students would be predicted to persist to the second year of college are increased by 17% compared to students who did not take dual credit.”

The study also examined student performance in subsequent courses in a sequence in writing, mathematics, and Spanish:

“When dual credit students who take the prerequisite in high school and the final course in college are compared to their college classmates who take the entire sequence in college, it turns out that they pass the final course in proportions that are substantially equivalent to those of their college-prepared classmates”

The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States (2007. Columbia University, Community College Research Center)

In this comprehensive study researchers from the Community College Research Center at Columbia University examined the records of more than 300,000 dual enrollment students in Florida and New York. They found that students who took dual enrollment courses in high school were more likely to

- Graduate from high school,
- Enroll in college,
- Start college in a 4-year institution,
- Enroll in college fulltime and
- Stay in college at least two years.

Three years after high school graduation, students who had participated in dual enrollment courses in high school had earned higher college GPAs and more postsecondary credits than their peers.

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House Education Committee
Chairman Mark Owens
January 16, 2019

HB 1122

Chairman Owens and members of the House Education Committee, my name is Mark Volimer. I proudly serve as Superintendent of Minot Public School District #1 and Minot Air Force Base #160. I stand in front of you today to offer my support for HB 1122.

One of the greatest gifts afforded to the graduates of North Dakota schools is the Academic and CTE scholarship. This scholarship has proven to be an innovative method of assisting students in meeting their post-secondary goals. Also, the incentive to keep our graduates in North Dakota institutions of higher learning promotes fiscal responsibility and has proven to be a successful model for promoting a highly trained and efficient workforce in our state.

North Dakota school districts and universities have worked collaboratively to provide innovative educational opportunities for students. These options include articulation agreements and dual-credit options for students. Under the dual-credit plan, a student can earn college credit, with a highly qualified teacher, while in high school. The program has been a success. We have several students who graduate from high school with many core college credits secured.

The only flaw in the current system involves students that, due to financial constraints, are unable to enroll in the dual credit option.

HB 1122 provides an opportunity for ALL students to partake in dual credit opportunities while in high school. This is not a handout – only students who meet the GPA requirement will be eligible to receive the early allocation. The money provided for dual-credit classes is not in addition to the total scholarship amount – it simply allows the students to access the scholarship before graduation.

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For students that cannot afford the dual credit option under existing procedures, HB 1122 is a game-changer. The fiscal note is reasonable, and I believe, can easily be managed.

For the reasons listed above, I offer my full support of HB 1122, and encourage the House Education Committee to forward this bill with a DO PASS recommendation.

HB1122

House Education Committee

January 23, 2019

Tammy Dolan, Vice Chancellor for Administrative Affairs

701.328.4116 | tammy.dolan@ndus.edu

Chair Owens and Committee Members: My name is Tammy Dolan, and I am the Vice Chancellor for Administrative Affairs at NDUS. I'm here today to provide a supplemental information requested by the committee.

The amendments recently adopted by the committee limit eligible dual credit courses to science, mathematics, English or computer science. Presently, 73% of dual credit courses are taken in these subject areas. Limiting the number of eligible courses will reduce the fiscal note from \$800,000 to \$584,000, which is 73% of the original cost estimate. This assumes that students will continue enrolling in the same categories of courses in the future.

I would also request that the committee consider one additional amendment to the bill. Page 3, line 9 and page 5 line 16 of the "Christmas tree" bill version distributed by Rep. Pyle at the original hearing require a student to have received a C or higher in the dual credit course before payment will be made. I do appreciate the intent of this language on student success. However, there may be unintended consequences to the student and parents in the form of an unexpected tuition bill at the end of the semester, if a C is not achieved. Since 98% of students complete dual credit courses with at least a C, so while the risk is low it does still exist. Removing this language would allow payment of the course at the beginning of the semester and eliminate the surprise bill for those families at the semester's end.

Thank you.

January 24, 2019

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PROPOSED AMENDMENTS TO HOUSE BILL NO. 1122

Page 1, line 1, after "sections" insert "15.1-21-02.4,"

Page 1, line 2, after the second "the" insert "North Dakota career and technical education scholarship and the"

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 ~~and~~; any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year; and any resident high school student enrolled in a science, mathematics, English, or computer science dual-credit or early entry course for which college credit is earned 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, which may include one unit of computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
 - (2) One unit of chemistry; and
 - (3) One unit of physics; or
 - b. (1) One unit of biology;
 - (2) One unit of physical science; and
 - (3) One unit or 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
 - 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.
- 10. A resident high school student enrolled in a dual-credit course for which college credit is earned is exempt from the requirements in subsections 1 through 7, paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsection 9.

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11. A resident high school student who enrolls in and fails to pass a dual-credit course for which college credit is earned is ineligible to receive an additional scholarship under this section if the student enrolls in another dual-credit course for which college credit is earned. A resident student may regain scholarship eligibility once the student graduates from high school, if the student meets the requirements of this section."

Page 1, line 11, after "a" insert "science, mathematics, English, or computer science"

Page 1, line 11, after "dual-credit" insert "or early entry"

Page 2, line 16, overstrike "or"

Page 2, line 17, after "(4)" insert: "Fine arts; or

(5) "

Page 3, line 15, after the first underscored comma insert "paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and subsections"

Page 3, line 15, remove the second underscored comma

Page 3, line 15, remove ", but"

Page 3, line 16, remove "must have obtained a grade of at least "C" in the dual-credit course"

Page 3, after line 16, insert:

"12. A resident high school student who enrolls in and fails to pass a dual-credit course for which college credit is earned is ineligible to receive an additional scholarship under this section if the student enrolls in another dual-credit course for which college credit is earned. A resident student may regain scholarship eligibility once the student graduates from high school, if the student meets the requirements of this section."

Page 4, line 20, after "section" insert ", including payments for dual-credit or early entry courses"

Page 5, line 14, remove "with a grade of at least "C" while in high school"

Renumber accordingly

Testimony HB 1122
Senate Education Committee
Rep. Brandy Pyle
3.11.19

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AH #1
p 1 of 2

Good morning chairman Schaible and members of the Senate education committee. For the record I am Brandy Pyle, Representative from district 22. I am here today to introduce hb1122 for consideration.

HB 1122 will allow high school students to utilize the North Dakota academic scholarship and Career and Technical Education scholarship for the costs incurred when taking dual credit or early entry classes. Dual credit classes are taught in a high school setting, where both high school credit and college credit are earned. Today, the costs of taking a dual credit and early entry classes rest on the student and their parents. A change in the requirements as proposed in this piece of legislation will allow those students who wish to earn college credit while in high school to do so without 100% of the cost.

This does not change the maximum amount of \$6,000 given out under the academic scholarship or CTE scholarship, nor change the qualifications for students' eligibility once they graduate. Students are not allowed to double dip the CTE and Academic scholarships, nor receive funds if other scholarship or grant sources cover the costs.

The requirements for dual credit or early entry students include minimum of a 2.75 cumulative college GPA. If a student fails to pass the dual credit class, they would be ineligible to receive further funds for dual credit classes. A student may regain scholarship eligibility once the student graduates high school and meet the requirements laid out in this section of code.

Below in table 1 are the grades obtained for dual credit classes.

Table 1 Dual credit students had a grade of D or better, C or better, and B or better for their courses 2017 – 2018 only.

Grade	2017-2018 Rate
Students earning A or above	60.80%
Students earning B or above	89.30%
Students earning C or above	97.70%
Students earning D or above	99.00%

DPI and Higher Ed put together a few numbers for reference regarding the usage of dual credit classes and the common courses taken by high schoolers, that include science, mathematics, English or computer science dual credit courses or early entry classes.

Testimony HB 1122
Senate Education Committee
Rep. Brandy Pyle
3.11.19

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Table 2

Number of graduates who took dual credit coursework during high school:

School Year	Number of Graduates with Dual Credit Courses
2015-2016	2667
2016-2017	2754
2017-2018	2814

Table 3.

4 most common dual credit courses students are taking 15-16, 16-17, 17-18.

Year	Class	Counts
2016	College Composition I	1032
2016	College Algebra	962
2016	Fund of Public Speaking	944
2016	College Composition II	687
2017	Fund of Public Speaking	1176
2017	College Composition I	1121
2017	College Algebra	1011
2017	College Composition II	757
2018	Fund of Public Speaking	1216
2018	College Composition I	1156
2018	College Algebra	1121
2018	College Composition II	761

I would like to bring your attention to page 4 line 16 on the amended version of the bill. This simply adds the option of 2 units of fine arts to bring it in line with the other options referenced in section a and in section b. This also brings the academic scholarship to mirror the CTE scholarship. My goal with the legislation is to encourage students to take classes that can further their education, have the potential to improve post-secondary graduation rates, and to allow for the opportunity for a scholarship at the beginning of a student's post-secondary career, rather than waiting. Again, after visiting with DPI and Higher Ed and a few others, we were able to improve the bill. I have amendments for your consideration. These came about after further review with DPI and Higher Ed. Thank you for the opportunity to present to the committee and I stand for questions.

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1122

Page 1, line 4, after "dual-credit" insert "or early entry"

Page 3, line 10, after "dual-credit" insert "or early entry"

Page 3, line 13, remove "pass a dual-credit course for"

Page 3, line 14, replace "which college credit is earned" with "maintain a cumulative grade point average of at least 2.75 in courses for which college credit is earned"

Page 3, line 15, after "dual-credit" insert "or early entry"

Page 5, line 22, after "dual-credit" insert "or early entry"

Page 5, line 26, after "dual-credit" insert "or early entry"

Page 5, line 28, after "dual-credit" insert "or early entry"

Page 6, line 11, after "dual-credit" insert "or early entry"

Page 6, line 14, after "dual-credit" insert "or early entry"

Page 6, line 16, after the second "education" insert "and the amount may not be applied if other scholarship or grant funding sources cover the cost of tuition for the student"

Page 6, line 24, after "dual-credit" insert "or early entry"

Page 6, line 27, after "dual-credit" insert "or early entry"

Page 7, line 7, after "dual-credit" insert "or early entry"

Page 7, line 10, after "dual-credit" insert "or early entry"

Page 7, line 17, after "dual-credit" insert "or early entry"

Page 7, line 28, remove "and completes"

Page 7, line 28, after "dual-credit" insert "or early entry"

Page 8, line 18, after "dual-credit" insert "or early entry"

Page 8, line 22, after "time" insert ", including grades earned through dual-credit or early entry courses"

Page 8, line 29, after "dual-credit" insert "or early entry"

Page 9, line 2, after "time" insert ", including grades earned through dual-credit or early entry courses"

Re-number accordingly

HB 1122
3-11-19
AH #3
P.1089

Sixty-sixth
Legislative Assembly
of North Dakota

ENGROSSED HOUSE BILL NO. 1122

Introduced by

Representatives Pyle, Hoverson, Howe, Mitskog, O'Brien, Roers Jones

Senators Bekkedahl, Luick

1 A BILL for an Act to amend and reenact sections 15.1-21-02.4, 15.1-21-02.5, 15.1-21-02.6, and
2 15.1-21-02.8 of the North Dakota Century Code, relating to eligibility for the North Dakota
3 career and technical education scholarship and the North Dakota academic scholarship for high
4 school students enrolled in dual-credit or early entry courses.

5 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

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

8 **15.1-21-02.4. North Dakota career and technical education scholarship.**

9 Any resident student who graduates from a high school during or after the 2010-11 school
10 year ~~and~~; any resident student who completes a program of home education supervised in
11 accordance with chapter 15.1-23 during or after the 2012-13 school year; and any resident high
12 school student enrolled in a science, mathematics, English, or computer science dual-credit or
13 early entry course for which college credit is earned is eligible to receive a North Dakota career
14 and technical education scholarship provided the student:

- 15 1. Completed four units of English language arts from a sequence that includes literature,
16 composition, and speech;
- 17 2. Completed three units of mathematics, including:
 - 18 a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - 19 b. Two units of any other mathematics, which may include one unit of computer
20 science;
- 21 3. Completed three units of science, consisting of:
 - 22 a. (1) One unit of biology;
 - 23 (2) One unit of chemistry; and
 - 24 (3) One unit of physics; or

- 1 b. (1) One unit of biology;
- 2 (2) One unit of physical science; and
- 3 (3) One unit or two one-half units of any other science;
- 4 4. Completed three units of social studies, including:
- 5 a. One unit of United States history;
- 6 b. (1) One-half unit of United States government and one-half unit of economics;
- 7 or
- 8 (2) One unit of problems of democracy; and
- 9 c. One unit or two one-half units of any other social studies, which may include
- 10 civics, civilization, geography and history, multicultural studies, North Dakota
- 11 studies, psychology, sociology, and world history;
- 12 5. a. Completed one unit of physical education; or
- 13 b. One-half unit of physical education and one-half unit of health;
- 14 6. Completed:
- 15 a. One unit selected from:
- 16 (1) Foreign languages;
- 17 (2) Native American languages;
- 18 (3) American sign language;
- 19 (4) Fine arts; or
- 20 (5) Career and technical education courses; and
- 21 b. Two units of a coordinated plan of study recommended by the department of
- 22 career and technical education and approved by the superintendent of public
- 23 instruction;
- 24 7. Completed any five additional units, two of which must be in the area of career and
- 25 technical education;
- 26 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 27 scale, as determined by the superintendent of public instruction, based on
- 28 all high school units in which the student was enrolled; and
- 29 (2) Obtained a grade of at least "C" in each unit or one-half unit; or

- 1 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
2 scale, as determined by the superintendent of public instruction, based only
3 on the units required by subsections 1 through 7; and
4 (2) Obtained a grade of at least "C" in each unit or one-half unit; and
5 9. Received:
6 a. A composite score of at least twenty-four on an ACT; or
7 b. A score of at least five on each of three WorkKeys assessments recommended
8 by the department of career and technical education and approved by the
9 superintendent of public instruction.
10 10. A resident high school student enrolled in a dual-credit or early entry course for which
11 college credit is earned is exempt from the requirements in subsections 1 through 7,
12 paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and
13 subsection 9.
14 11. A resident high school student who enrolls in and fails to pass a dual-credit course for
15 which college credit is earned maintain a cumulative grade point average of at least
16 2.75 in courses for which college credit is earned is ineligible to receive an additional
17 scholarship under this section if the student enrolls in another dual-credit or early entry
18 course for which college credit is earned. A resident student may regain scholarship
19 eligibility once the student graduates from high school, if the student meets the
20 requirements of this section.

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

23 **15.1-21-02.5. North Dakota academic scholarship.**

24 Any resident student who graduates from a high school during or after the 2010-11 school
25 year and, any resident student who completes a program of home education supervised in
26 accordance with chapter 15.1-23 during or after the 2012-13 school year, and any resident high
27 school student enrolled in a science, mathematics, English, or computer science dual-credit or
28 early entry course for which college credit is earned is eligible to receive a North Dakota
29 academic scholarship provided the student:

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

- 1 2. Completed three units of mathematics, including:
 - 2 a. One unit of algebra II, as defined by the superintendent of public instruction;
 - 3 b. One unit of mathematics for which algebra II, as defined by the superintendent of
4 public instruction, is a prerequisite; and
 - 5 c. One unit of any other mathematics, which may include computer science;
- 6 3. Completed three units of science, consisting of:
 - 7 a. (1) One unit of biology;
 - 8 (2) One unit of chemistry; and
 - 9 (3) One unit of physics; or
 - 10 b. (1) One unit of biology;
 - 11 (2) One unit of physical science; and
 - 12 (3) One unit or two one-half units of any other science;
- 13 4. Completed three units of social studies, including:
 - 14 a. One unit of United States history;
 - 15 b. (1) One-half unit of United States government and one-half unit of economics;
16 or
 - 17 (2) One unit of problems of democracy; and
 - 18 c. One unit or two one-half units of any other social studies, which may include
19 civics, civilization, geography and history, multicultural studies, North Dakota
20 studies, psychology, sociology, and world history;
- 21 5.
 - 22 a. Completed one unit of physical education; or
 - 23 b. One-half unit of physical education and one-half unit of health;
- 24 6.
 - 25 a. Completed two units of:
 - 26 (1) The same foreign language;
 - 27 (2) The same native American language;
 - 28 (3) American sign language; or
 - 29 (4) Fine arts; or
 - 30 (5) Career and technical education from a coordinated plan of study
31 recommended by the department of career and technical education and
 approved by the superintendent of public instruction; and
 - b. One unit selected from:

- 1 (1) Foreign languages;
- 2 (2) Native American languages;
- 3 (3) American sign language;
- 4 (4) Fine arts; or
- 5 (5) Career and technical education;
- 6 7. Completed any five additional units;
- 7 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 8 scale, as determined by the superintendent of public instruction, based on
- 9 all high school units in which the student was enrolled; and
- 10 (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- 11 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 12 scale, as determined by the superintendent of public instruction, based only
- 13 on the units required by subsections 1 through 7; and
- 14 (2) Obtained a grade of at least "C" in each unit or one-half unit;
- 15 9. Received a composite score of at least twenty-four on an ACT; and
- 16 10. a. Fulfilled any one unit requirement set forth in subsections 1 through 7 by means
- 17 of an advanced placement course and examination;
- 18 b. Fulfilled any one unit requirement set forth in subsections 1 through 4 or 6 by
- 19 completion, through an early entrance program, of a nonremedial postsecondary
- 20 course offered for credit at an accredited institution of higher education which has
- 21 a physical presence in this state; or
- 22 c. Fulfilled any one-half unit requirement set forth in subsections 1 through 7 by
- 23 means of a dual-credit course.
- 24 11. A resident high school student enrolled in a dual-credit or early entry course for which
- 25 college credit is earned is exempt from the requirements in subsections 1 through 7,
- 26 paragraph 2 of subdivision a of subsection 8, subdivision b of subsection 8, and
- 27 subsections 9 and 10.
- 28 12. A resident high school student who enrolls in and fails to pass a dual-credit or early
- 29 entry course for which college credit is earned is ineligible to receive an additional
- 30 scholarship under this section if the student enrolls in another dual-credit or early entry
- 31 course for which college credit is earned. A resident student may regain scholarship

1 eligibility once the student graduates from high school, if the student meets the
2 requirements of this section.

3 **SECTION 3. AMENDMENT.** Section 15.1-21-02.6 of the North Dakota Century Code is
4 amended and reenacted as follows:

5 **15.1-21-02.6. North Dakota scholarship - Amount - Applicability.**

- 6 1. a. The state board of higher education shall provide to any student certified as
7 being eligible by the superintendent of public instruction either a North Dakota
8 academic scholarship or a North Dakota career and technical education
9 scholarship in the amount of seven hundred fifty dollars for each semester during
10 which the student is enrolled full time at an accredited institution of higher
11 education in this state, maintains a cumulative grade point average of 2.75, and
12 maintains progress toward degree completion. For a resident high school student
13 enrolled in a dual-credit or early entry course for which college credit is earned,
14 the state board of higher education shall provide a North Dakota academic
15 scholarship in an amount equal to the tuition rate for the number of college
16 credits equivalent to the dual-credit or early entry course in which the student is
17 enrolled. The amount may not exceed the highest tuition rate for an equivalent
18 college credit at an institution of higher education under the control of the state
19 board of higher education and the amount may not be applied if other scholarship
20 or grant funding sources cover the cost of tuition for the student.
- 21 b. The state board of higher education shall provide to any student certified as
22 being eligible by the superintendent of public instruction either a North Dakota
23 academic scholarship or a North Dakota career and technical education
24 scholarship in the amount of five hundred dollars for each quarter during which
25 the student is enrolled full time at an accredited institution of higher education in
26 this state, maintains a cumulative grade point average of 2.75, and maintains
27 progress toward degree completion. For a resident high school student enrolled
28 in a dual-credit or early entry course for which college credit is earned, the state
29 board of higher education shall provide a North Dakota academic scholarship in
30 an amount equal to the tuition rate for the number of college credits equivalent to
31 the dual-credit or early entry course in which the student is enrolled. The amount

- 1 may not exceed the highest tuition rate for an equivalent college credit at an
2 institution of higher education under the control of the state board of higher
3 education.
- 4 2. The state board shall monitor each scholarship recipient to ensure that the student
5 meets the academic and other requirements of this section. Upon determining that a
6 recipient student has failed to meet the requirements of this section, the board shall
7 provide notification to the student within ten days.
- 8 3. A student is not entitled to receive more than six thousand dollars under this section,
9 including payments for dual-credit or early entry courses.
- 10 4. The state board of higher education shall forward the scholarship directly to the
11 institution in which the student is enrolled. If the student is a resident high school
12 student currently enrolled in a dual-credit or early entry course for which college credit
13 is earned and the student meets the requirements of subsections 8 and 11 of section
14 15.1-21-02.5, the state board of higher education shall forward the scholarship directly
15 to the institution of higher education through which the dual-credit or early entry course
16 was offered to the student.
- 17 5. a. (1) This section does not require a student to be enrolled in consecutive
18 semesters.
19 (2) This section does not require a student to be enrolled in consecutive
20 quarters.
- 21 b. A scholarship under this section is valid only in any semester or quarter in which a
22 resident high school student is enrolled in a dual-credit or early entry course for
23 which college credit is earned and for six academic years after the student's
24 graduation from high school and. The scholarship may be applied to a graduate
25 program.
- 26 6. A scholarship under this section is available to any eligible resident student who fulfills
27 the requirements of section 15.1-21-02.4 or 15.1-21-02.5 and who:
- 28 a. Graduates from a high school in this state;
- 29 b. Graduates from a high school in a bordering state under chapter 15.1-29;
- 30 c. Graduates from a nonpublic high school in a bordering state while residing with a
31 custodial parent in this state; or

1 d. Completes a program of home education supervised in accordance with chapter
2 15.1-23; or

3 e. Enrolls in ~~and completes~~ a dual-credit ~~or early entry~~ course for which college
4 credit is earned.

5 7. a. For purposes of North Dakota scholarship eligibility under this section, "full-time"
6 has the same meaning as the term is defined by the institution the student is
7 attending.

8 b. For the purpose of North Dakota scholarship eligibility under this section,
9 "progress toward degree completion" means earning the following minimum
10 number of credits after each semester or quarter term disbursement to qualify for
11 the subsequent disbursement:

- 12 (1) Twenty-four credits after disbursement two;
- 13 (2) Thirty-nine credits after disbursement three;
- 14 (3) Fifty-four credits after disbursement four;
- 15 (4) Sixty-nine credits after disbursement five;
- 16 (5) Eighty-four credits after disbursement six; and
- 17 (6) Ninety-nine credits after disbursement seven.

18 **SECTION 4. AMENDMENT.** Section 15.1-21-02.8 of the North Dakota Century Code is
19 amended and reenacted as follows:

20 **15.1-21-02.8. North Dakota scholarship - Eligibility - One-time exception.**

21 1. a. Notwithstanding section 15.1-21-02.6, if a student's cumulative grade point
22 average as determined by the state board of higher education at the conclusion
23 of a semester is below 2.75, the board shall grant an exception and provide the
24 North Dakota scholarship to which the student would otherwise be entitled for the
25 next semester in which the student is enrolled full time or enrolled in a dual-credit
26 or early entry course for which college credit is earned while in high school. The
27 exception provided by this section is applicable to a student only one time.

28 b. If a student's cumulative grade point average as determined by the state board of
29 higher education at the conclusion of a semester is below 2.75 for a second time,
30 including grades earned through dual-credit or early entry courses, the student is

- 1 no longer eligible to receive any additional North Dakota academic or career and
2 technical education scholarships.
- 3 2. a. Notwithstanding section 15.1-21-02.6, if a student's cumulative grade point
4 average as determined by the state board of higher education at the conclusion
5 of a quarter is below 2.75, the board shall grant an exception and provide the
6 North Dakota scholarship to which the student would otherwise be entitled for the
7 next quarter in which the student is enrolled full time or enrolled in a dual-credit or
8 early entry course for which college credit is earned while in high school. The
9 exception provided by this section is applicable to a student only one time.
- 10 b. If a student's cumulative grade point average as determined by the state board of
11 higher education at the conclusion of a quarter is below 2.75 for a second time,
12 including grades earned through dual-credit or early entry courses, the student is
13 no longer eligible to receive any additional North Dakota academic or career and
14 technical education scholarships.

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HB1122

Senate Education Committee

March 11, 2019

Lisa A. Johnson, Interim Vice Chancellor for Academic/Student Affairs, NDUS

701.328.4143 | lisa.a.johnson@ndus.edu

Chair Schaible and members of the Senate Education Committee: My name is Lisa Johnson, and I serve as the Interim Vice Chancellor for Academic and Student Affairs of the North Dakota University System. I am here to provide supportive testimony related to House Bill 1122.

The North Dakota University System is very supportive of HB1122. In fact, other than the Bank of North Dakota’s support for dual credit/early entry coursework by covering the cost of tuition of two courses per year for students on free and reduced lunch, little or no state support of dual credit exists in North Dakota to reduce the student or family responsibility for dual credit tuition.

In a gap analysis of dual credit policies conducted by the Education Commission of the States, North Dakota was criticized for the level of tuition for which the student and/or family was responsible.

This bill, HB1122, provides that fiscal relief to North Dakota families with students enrolled in dual credit or early entry college coursework.

In short, this bill permits high school students access to the State’s career and technical education scholarship or the academic scholarship funds to be applied to dual credit or early entry college coursework prior to high school graduation.

The attached fiscal note of \$584,000 for a biennium is attributed to approximately 959 students enrolled per year who take dual credit coursework that ultimately do not meet the requirements of the academic or career technical education scholarships.

The NDUS respectfully recommends minor amendments to replace each occurrence of the phrase “dual credit” with that of “dual credit/early entry” in HB1122.

On Page 6, Lines 14-16 to be amended as follows: “The amount may not exceed the highest tuition rate for an equivalent college credit at an institution of higher education under the control of the state board of higher education and may not be applied if other scholarship or grant sources cover the cost.”

On Page 8, Lines 21-24 to be amended as follows: “If a student’s cumulative grade point average as determined by the state board of higher education at the conclusion of a *semester* is below 2.75 for a second time, the student is no longer eligible to receive any additional North Dakota academic or career and technical education scholarships. This requirement includes grades earned through dual-credit or early entry under this program.”

On Page 9, Lines 1-4 to be amended as follows: “If a student’s cumulative grade point average as determined by the state board of higher education at the conclusion of a *quarter* is below 2.75 for a second time, the student is no longer eligible to receive any additional North Dakota academic



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or career and technical education scholarships. This requirement includes grades earned through dual-credit or early entry under this program.

This concludes my testimony in support of HB1122, and I will stand for questions or comments from the Committee.



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Testimony in Support – Dual Credit

HB 1122

Aimee Copas

Good day Chair Schaible and members of the Senate Education today. I am here today representing the North Dakota Council of Educational Leaders representing Superintendents, Principals, and all school leaders in the in the support of this bill which would provide the opportunity for our ND HS students to gain early access to their ND Academic Scholarship to enable them to pay for dual credit classes. While a discussion about tapping into the coveted scholarship is one that is not take lightly, this is an out of the ordinary conversation that stemmed from a fantastic idea that has many benefits to our students in North Dakota.

Our ND Academic Scholarship is a tremendous support to our students that most all entities in the education realm are proud of. The concept within this bill may have found a modality that takes that state investment and stretches the dollars to support the students even more than before. By enabling students to have early access to the funds, they are able to complete college credit bearing courses at a fraction of the cost that they will experience once they are a college freshman. The cost of dual credit in ND is significantly less expensive than the cost per credit.

As much as we wish that all qualifying students could take full advantage of dual credit, the reality is many families struggle to afford even the reduced tuition of these courses. The Bank of ND has generously provided scholarship opportunities for students who qualify for “free and reduced lunch” income qualifications. For that we are tremendously thankful, and that support will still be needed even if this bill passes. The reality is, however, that families that do not qualify under the BND scholarship still have affordability issues, and this bill may answer to this need and ultimately make even more “bang for the buck” so to speak.

What is dual credit and why is it a great idea for ND students?

- 1. Dual credit options provide a significant cost savings over a traditional college education.** In North Dakota tuition is discounted for HS students taking dual credit classes – and that level of discount can be even greater when the HS teacher is teaching the dual credit class (we call that a subsidized course).
- 2. High school students can begin their college education earlier.** Many students who complete dual credit programs in high school are able to earn a college degree while they are still teenagers.



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3. Students study high school subjects at a more advanced, college level. Instead of studying general education subjects in high school and then studying them again in college, students can earn college credits for studying high school subjects at a more advanced level.

4. The transition from high school to college is easier for most students who earn dual credit. Dual credit students learn valuable skills that help them transition from high school to college. They work independently, learn important research and test-taking skills, and become expert note-takers.

5. Students can explore their academic interests in-depth before entering college. Exploring college-level classes while still in high school will give students an opportunity to discover new academic interests before entering college.

We support the opportunity presented in this bill and recommend a DO PASS recommendation from this committee. Behind this testimony is a list of studies done in various states that share with you the student benefits of dual credit coursework if you are interested in learning more about dual credit.

Dual Credit, College Type, and Enhanced Degree Attainment (2017. Bob Blankenberger, Eric Lichtenberger, M. Allison Witt)

In this study, researchers analyzed data for the Illinois high school class of 2003 to determine the impact of dual credit participation on postsecondary attainment. We matched 8,095 dual credit participants to an equal number of nonparticipants within the same high school at the point of postsecondary enrollment using propensity scores calculated through a two-level hierarchical generalized linear model with college type as a post treatment adjustment. Results indicate that community college students taking dual credit were significantly more likely to obtain a baccalaureate degree (28% to 19%, respectively) than their matched peers who did not participate in dual credit. We found similar improvements in postsecondary degree attainment for students attending colleges at multiple selectivity levels, although the largest and most robust effects were found for students starting at community colleges and at non/less competitive entry institutions.

Earning college credits in high school: Options, participation, and outcomes for Oregon students

(IES What's Happening Report, March 2017. Ashley Pierson, Michelle Hodara, Jonathan Luke, Education Northwest)



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Oregon's public colleges offer many accelerated college credit options for high school students, but the cost, eligibility requirements and geographic coverage vary greatly across institutions. Oregon's rate of community college dual credit participation is higher than the national average. Oregon high school students who take community college dual credit courses enroll and earn credit in an average of three dual credit courses.

Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas(2014. *Justine Radunzel, Julie Noble, and Sue Wheeler*)

This study, prepared by the national research organization ACT, followed all first-time students at four Texas public universities in fall 2005 and 2006, 42% of whom entered with dual credit hours completed. It examined the impact of dual credit coursework on students' subsequent university coursework and long-term success in earning bachelors' degrees, using a quasi-experimental technique known as propensity score matching to statistically control for student and school characteristics. The study found that students entering the four universities with dual credit were 30% more likely to earn Bachelor's degrees within six years (42% more likely to complete them on time in four years). The typical time to degree for a student with dual credit was less than five years, while other students averaged six years. The study also found that dual credit courses were as effective as traditional courses in preparing students for subsequent coursework for 19 of 21 course pairs across a wide range of disciplines, based on those who earned a B or higher.

The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students (2014. *Colorado Department of Higher Education*)

Following all 2010, 2011, and 2012 Colorado high school graduates, this study examined postsecondary outcomes using state-collected data from all Colorado public colleges and universities, supplemented with additional private and out-of-state colleges from the National Student Clearinghouse. Using regression analysis to statistically control for the impact of student demographic variables, ACT performance, and school variables, the study found that students who took dual and concurrent enrollment courses were 23% more likely to enroll in college immediately following high school graduation and 9% less likely to enroll in remedial classes. Students were also more likely to earn higher grades in their first year of college and accumulate more credit hours by the end of their first year.

College Course Grades for Dual Enrollment Students (2014. *Jill Course and Jeff Allen*)

This peer-reviewed study, conducted by researchers from the national research organization ACT, used student records from all Iowa community colleges and public four-year universities to examine performance in subsequent coursework in a sequence. It compared college and university course grades for students who took dual enrollment courses with grades of traditional education students who attended the same high schools, statistically controlling for prior academic achievement (ACT scores) and self-reported demographic characteristics. Looking at course grades in dozens of subject areas, it found few differences between students who took the first course through dual



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enrollment compared with students who took the first course after matriculating to a community college or university. The authors found no evidence that dual enrollment courses are less rigorous than traditional college courses, and that students appear to be equally prepared for future college coursework.

Dual Credit in Oregon, 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College (2010. Office of Institutional Research, Oregon University System)

Researchers at the Oregon University System (OUS) specifically examined college courses taught in a high school, by a high school teacher that carry both high school and college credit – courses that NACEP defines as concurrent enrollment. The study examined the college participation and performance of 15,707 students attending an Oregon college or university whose college transcripts recorded their having taken a dual credit course while in high school. The researchers found that:

- “Dual credit students have a higher college participation rate than high school graduates overall.”
- “Dual credit students who go on to college continue to the second year at a higher rate than freshmen who enter college without having earned dual credit.”
- “Among freshmen who continue to the second year of college, dual credit participants earn a higher first year GPA.”
- “Students who continue to the second year of college accumulate more college credit if they take dual credit in high school.”

For the results on persistence to the second year of college, the authors controlled for academic strength (as measured by GPA, SAT scores, and receiving Advanced Placement credit) and student demographics, finding that “the odds that dual credit students would be predicted to persist to the second year of college are increased by 17% compared to students who did not take dual credit.”

The study also examined student performance in subsequent courses in a sequence in writing, mathematics, and Spanish:

“When dual credit students who take the prerequisite in high school and the final course in college are compared to their college classmates who take the entire sequence in college, it turns out that they pass the final course in proportions that are substantially equivalent to those of their college-prepared classmates”

The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States (2007. Columbia University, Community College Research Center)

In this comprehensive study researchers from the Community College Research Center at Columbia University examined the records of more than 300,000 dual enrollment students in Florida and New York. They found that students who took dual enrollment courses in high school were more likely to



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- Graduate from high school,
- Enroll in college.
- Start college in a 4-year institution,
- Enroll in college fulltime and
- Stay in college at least two years.

Three years after high school graduation, students who had participated in dual enrollment courses in high school had earned higher college GPAs and more postsecondary credits than their peers.

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**TESTIMONY ON HB 1122
SENATE EDUCATION COMMITTEE**

March 11, 2019

By: Jim Upgren, Assistant Director of School Approval and Opportunity

701-328-2244

North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Jim Upgren and I am the Assistant Director of School Approval & Opportunity with the Department of Public Instruction (DPI). I am here to speak in favor of House Bill 1122 regarding Academic and Career and Technical Education (CTE) Scholarship funds being used to pay for dual credit and early entry courses.

The Academic and CTE Scholarship currently entitles students that qualify to a \$6000 scholarship that can be used to attend higher education institutions in North Dakota after they have graduated from high school. This money is paid directly to the institution of higher learning at a rate of \$750 per semester or \$500 per quarter until the \$6000 total is exhausted. Students have up to six years after high school graduation to use the money, which can be used for both undergraduate or graduate studies. House Bill 1122 would allow students to use some of their scholarship money to pay for dual credit or early entry college courses while still in high school. Students would be required to have a high school GPA of 3.0 or higher in order to qualify. DPI would be able to modify the current

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scholarship application system for this dual credit/early entry option, and would be able to review applications before the fall and spring semesters each year.

Allowing high school students to use their Academic/CTE Scholarship funds to take college level coursework while still in high school will help them to “get ahead of the game” prior to entering college. By completing college-level coursework while still in high school and living at home, students would begin college with some credits earned, allowing them to complete their degree ahead of schedule and save money in the long run. Limiting these courses to the areas of science, math, English, and computer science will help ensure that students are making progress toward earning general education credits or making progress toward a degree.

Chairman Schaible and Members of the Committee, that concludes my prepared testimony and I will stand for any questions that you may have.



North Dakota Small Organized Schools

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Mr. ElRoy Burkle
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March 8, 2019

Chairman Schaible, and Members of the ND Senate Education Committee,

For the record, my name is Mr. ElRoy Burkle, Executive Director of North Dakota Small Organized Schools (NDSOS).

NDSOS goes on record of supporting HB 1122 – relating to eligibility for the North Dakota Career and Technical Education Scholarship.

Expanding this scholarship to include resident high school students enrolled in dual-credit science, mathematics, English, or computer science courses or any entry course for which college credit can be earned will greatly assist families financially. The \$6,000 cap remains the same with this bill; just the ability to access these funds earlier is changed.

Thank you for your time and I shall stand for questions.

Respectfully,

s/s Mr. ElRoy Burkle

Mr. ElRoy Burkle, Executive Director
ND Small Organized Schools
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Jamestown, ND 58401
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March 8, 2019
File HB 1122 Senate Ed 3-11-19

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Dr. Steven Johnson, Supt. Lisbon

The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

Why should the **North Dakota Academic and CTE Scholarships** be *expanded* to Dual-Credit Students?

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Enhance Educational Outcomes

Research shows that students who participate in dual enrollment (dual-credit/early-entry) are more likely than their peers to finish high school, enter college, and complete a degree.¹ Specifically, Career and Technical Education (CTE) dual enrollment students are **more likely** than their peers who did not dually enroll to:

- **Earn a high school diploma.** One study indicates graduation rates among CTE dual enrollment students were higher than their non-dually-enrolled peers even after controlling for test scores.²
- **Be college-ready.** Not enter remedial coursework upon college entry.²
- **Enroll in college full-time.** Research has supported that CTE dual enrollment students are slightly more likely than dual enrollment students generally to enroll in college full-time.¹ Research suggests that enrolling in college full-time increases a student's chances of college completion.

Student Affordability

This proposed expansion will likely improve all students' **access to education and increase affordability** for all students and families. Through participation in dual-credit students are able to complete college-level courses sooner, decreasing their time to degree, allowing them to enter the workforce more quickly.

Educational Efficiency

By supporting high school students taking courses at Colleges and Career Academies that have the equipment necessary to prepare students for technical fields enable high school CTE programs to expand options for students **without** additional drain on the high schools' resources.¹

Workforce Investment

North Dakota is in a workforce crisis:

- 13,300+ job openings are reported statewide, with 23 of 53 North Dakota counties reporting unemployed-per-opening rates of less than 1, which indicates more job openings than resident labor supply³.
- "Middle-skill" jobs requiring education beyond high school but not a four-year degree, make up the largest part of America's labor market. In North Dakota, these careers account for 60% of the labor market⁴, and employers are unable to find enough sufficiently trained workers to fill these jobs.

Dual-credit enables students' **exposure to CTE career pathways** that they might not otherwise have through their high school curriculum. Providing these opportunities exposes students to "middle-skill" careers, which are in the greatest need in North Dakota, **further reducing the stigma of CTE careers.**

Improve ND Citizens' Socioeconomic Position

Citizens without a college degree or technical certificate are less likely to earn a family-sustaining wage, and more likely to require public assistance, and social services. Some studies have shown CTE dual enrollment may be a particularly **effective college completion and workforce investment strategy for low-income students and males.**²

¹ http://www.nrccte.org/sites/default/files/publication-files/dual_enrollment.pdf

² <http://ccrc.tc.columbia.edu/media/k2/attachments/broadening-benefits-dual-enrollment-rp.pdf>

³ https://www.ndworkforceintelligence.com/admin/gsjpub/htmlarea/uploads/lmi_ojornd.pdf

⁴ <https://m.nationalskillscoalition.org/resources/publications/2017-middle-skills-fact-sheets/file/North-Dakota-MiddleSkills.pdf>

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What is Dual-Credit/Dual-Enrollment?

Students taking college classes while in high school and being awarded high school credit for the high school equivalent of the college class.

NDSCS Dual-Credit/Dual-Enrollment Overview

- 35 high schools are providing dual-enrollment courses through NDSCS
- 50 NDSCS courses are provided dual-enrollment
- 833 students enrolled Fall 2018 at NDSCS in dual-enrollment courses



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Testimony Provided by: **Jane Vangness Frisch, Ph.D.** – *Vice President for Student Affairs*

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HB 1122

Senate Education Committee

Testimony of Amanda Brandner in support

March 11, 2019

Mr. Chairman and Members of the Committee:

My name is Amanda Brandner and I am here today to offer testimony in support of sections 15.1-21-02.4, 15.1-21-02.5, 15.1-21-02.6, and 15.1-21-02.8 of HB 1122, which would make the North Dakota career and technical education scholarship and the North Dakota academic scholarship eligible for high school students enrolled in dual-credit courses. I, myself, receive financial assistance from the North Dakota academic scholarship to help pay for my college expenses. I graduated high school in May 2017 and started receiving the benefits of this scholarship in August 2017. However, prior to this, I was enrolled in dual credit college courses as a senior in high school. As someone who has personally experienced exactly what this bill is trying to change, I stand in support of it.

The North Dakota academic scholarship is currently \$500 every quarter or \$750 every semester over a time span of 6 years. I know many people do not attend school for 6 years and that is why I think it would be beneficial for high school students to have access to this scholarship to help cover expenses of college courses they may be taking in high school. Many North Dakota high schools offer dual credit courses to high school seniors to get a head start on completing college credits. I personally made the decision to do this because it allowed me to complete 13 college credits in high school, which is essentially an entire semester worth. I think if this bill passes and this benefit is available for high schoolers, they will be more eager to get a jump start on furthering their education. I thank you all for your time today and urge a "do pass" recommendation for HB 1122.

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Johnson, Lisa

Subject: RE: HB1122 Dual Credit Funding Via Academic/CTE Scholarship Funds
Attachments: Dual Credit Tuition - Fees.pdf; SLDS 2014 Four Year Study.pdf; SLDS 2014 Two Year Study.pdf

Senator Schaible and Members of Senate Education Committee

RE: RE: HB1122 Dual Credit Funding Via Academic/CTE Scholarship Funds

The following includes additional information requested by one or more of the Senate Education Committee Members:

Dual Credit for the 2018-2019 Academic Year:

- How many students participate in dual credit courses? 4,222
- What is the number of dual credit course enrollments? 9,513
- How many sections of dual credit courses are offered? 1,126
- How many dual credit teachers teach those sections? 490

AP for the 2018-2019 Academic Year:

- How many students participate in AP courses? 3,724
- What is the number of AP course enrollments? 5,646
- How many sections of AP courses are offered? 443
- How many AP teachers teach those sections? 215

Additional attachments:

1. Dual credit tuition rate(s) and any related fees charged to high school students enrolled in college courses. (Does not include high school students who may drive across town and sit in a college course with college students.)
2. 2014 study conducted by ITD/SLDS to determine whether students enrolled in dual credit and/or AP graduated at higher rates from the four-year institutions than students who did not take dual credit or AP.
3. 2014 study conducted by ITD/SLDS to determine whether students enrolled in dual credit and/or AP graduated at higher rates from the two-year institutions than students who did not take dual credit or AP.
4. K-12 data regarding statewide exam performance.

Lisa A. Johnson

Interim Vice Chancellor for Academic & Student Affairs/
Director of Academic Affairs

**NORTH DAKOTA
University System**

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2018-19 Dual Credit Student Costs											
	Dual Credit Charged Subsidized Tuition Rate (per credit)	Dual Credit Charged Unsubsidized Tuition Rate (per credit)	Mandatory Fees charged to Dual Credit Students Fee Amount	Mandatory Fees charged (Enter 1 if per credit) (Enter 2 if per course)	Distance Education Fee Charged to Dual Credit Students Amount	Distance Education Fee charged (Enter 1 if per credit) (Enter 2 if per course)	Online Fee Charged to Dual Credit Students Amount	Online Fee charged for Dual Credit Courses (Enter 1 if per credit) (Enter 2 if per course)	Other Charges or Fee Amounts Charged to Dual Credit Students (Explain below)	Other Charges or Fees (Enter 1 if Per credit) (Enter 2 if per course)	
BSC	\$ 71.71	\$ 126.87	5.54	1	None	None	None	None	None	None	
LRSC	71.71	126.87	5.54	1	None	None	None	None	None	None	
WSC	71.71	122.54	5.54	1	None	None	None	None	None	None	
UND	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
NDSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
NDSCS	71.71	126.87	5.54	1	None	None	None	None	None	None	
DSU	71.71	126.87	5.54	1	None	None	None	None	None	None	
MASU	71.71	126.87	5.54	1	None	None	None	None	None	None	
MISU	68.95	121.99	5.54	1	None	None	None	None	None	None	
VCSU	71.71	126.87	5.54	1	None	None	None	None	None	None	
DCB	71.71	126.87	5.54	1	None	None	None	None	None	None	
Add Additional clarifying comments for your Institution below:											
BSC											
LRSC	The Online tuition and fees charged to Dual Credit students are the same as the Unsubsidized rate for face-to-face courses.										
WSC	Early Entry Student Scholarships are available through our foundation.										
UND	Does not offer dual credit courses.										
NDSU	NDSU does not offer dual credit courses.										
NDSCS	Mandatory Fees = \$5.50 ConnectND, \$.04 NDSA Fee										
DSU	no online classes										
MASU											
MISU	If a dual credit student took an online class, the student would pay the regular tuition & fee rate.										
VCSU											
DCB	if a dual credit student took an online class, the student would pay the regular tuition and fee rate.										

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Do students who take AP or Dual Credit coursework during their final year of high school graduate within 4 years from an NDUS Regional or Research institution more often than students who do not?

Introduction

The primary goal of this study was to determine whether or not there is a difference in 4-year graduation rates at NDUS Regional and Research institutions between groups of students who took Dual Credit and/or Advanced Placement (AP) courses in high school. Comparisons were made between similar students, based on students' high school GPA and ACT Composite score. Students without an ACT Composite score were not considered during this study.

To study this question, data was collected from North Dakota high school graduates who enrolled in an NDUS Regional or Research institution in the fall immediately following their high school graduation. Fall 2009, 2010, and 2011 NDUS enrollments were used. NDUS Regional institutions are Dickinson State University, Mayville State University, Minot State University, and Valley City State University. NDUS Research institutions are North Dakota State University and University of North Dakota.

Data Summary

Students were split into one of four groups based on whether or not they took an Advanced Placement course (as identified by state course codes), a Dual Credit course, both, or neither in their final year of high school.

Category	Student Count	4 Year Grads	4 Year Grad Rate	Avg. ACT	Avg. GPA
Neither AP/DC	1717	317	18.5%	22.01	3.22
AP	746	214	28.7%	25.84	3.57
Dual Credit	724	227	31.4%	23.12	3.50
Both AP/DC	182	61	33.5%	24.91	3.59

Table 1: Summary Information for Student Groups

The group consisting of students who took both Advanced Placement and Dual Credit courses was not used in further testing, due both to the small size of the group and the interest in comparing the effectiveness of AP and Dual Credit coursework in North Dakota separately.

Methodology

While Table 1 seems to indicate that AP and Dual Credit students may enjoy a healthy boost in 4 year graduation rates when compared to students who take neither AP nor Dual Credit coursework, that alone is not enough to answer the question at hand. Notice that the AP and Dual Credit groups also consist of students with a noticeably higher average ACT Composite score and high school GPA.

To isolate the effects (as much as possible) of taking advanced coursework from the baseline academic level of a student, propensity score matching was used to match students with similar ACT Composite scores and high school GPA across groups of interest. In this way, tests to assess for the effect of advanced coursework can be done on very similar groups of students. Three tests, held to a familywise error rate of .05 (individual tests held to 0.01695 using Šidák's correction), were performed to determine if was a statistically significant difference in the graduation rates between the following pairs of groups:

- Dual Credit vs. No Dual Credit/Advanced Placement
- Advanced Placement vs. No Dual Credit/Advanced Placement
- Dual Credit vs. Advanced Placement

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Comparing Dual Credit to Non-AP/DC

The first two groups for comparison will be the group of students who took Dual Credit coursework during their final year of high school and the group that took neither AP nor Dual Credit coursework during their final year of high school. Propensity score matching between the two groups yielded 719 successful matches of students across groups with similar ACT and GPA values, out of a possible 724 (the total number of Dual Credit students). The matched group diagnostics are shown in Table 2 and Figure 1 below.

	Avg. ACT	Avg. GPA
Dual Credit	23.09	3.50
Non-AP/DC	23.08	3.49

Table 2: Summary Results for Dual Credit and Non-AP/DC Matching

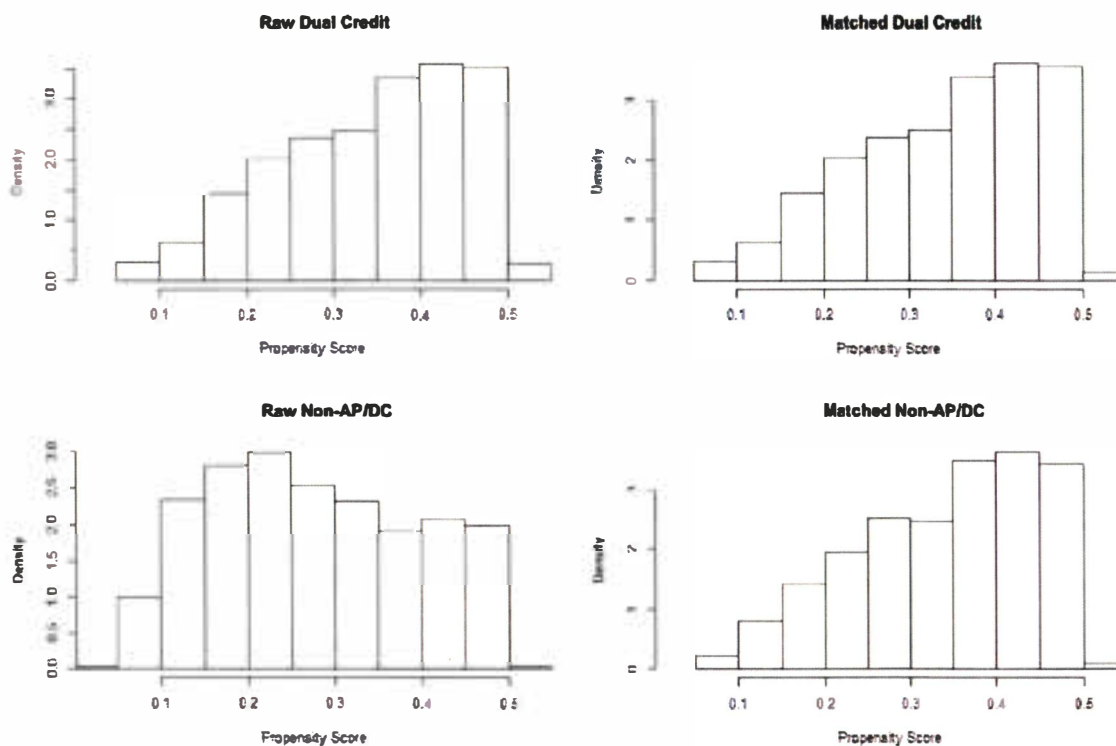


Figure 1: Propensity Score Distributions for Dual Credit and Non-AP/DC Groups

As Table 2 and Figure 1 show, the results of the propensity score matching yielded very similar student groups on the basis of their ACT Composite score and high school GPA. Following the matching, each pair of students was observed to determine their outcome four years after their initial enrollment in an NDUS Research or Regional institution. Each pair had four possible outcomes:

Dual Credit Student	Non-AP/DC Student
Not a 4 Year Graduate	Not a 4 Year Graduate
Not a 4 Year Graduate	4 Year Graduate
4 Year Graduate	Not a 4 Year Graduate
4 Year Graduate	4 Year Graduate

Table 3: Possible Outcomes for Student Pairs

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		Dual Credit Students	
		4 Yr Graduates	Non 4 Yr Graduates
Matched Non-AP/DC Students	4 Yr Graduates	68	108
	Non 4 Yr Graduates	157	386

Table 4: Matched Dual Credit and Non-AP/DC Outcomes

Following the tabulation of outcomes for matched pairs of Dual Credit and Non-AP/DC students, to determine if a statistically significant difference existed between the four-year graduation rate of the matched groups, McNemar's test for related samples was used. The results are as follows:

$$4 \text{ Year Graduation Rate for Dual Credit Students} = \hat{p}_1 = \frac{68 + 157}{719} = 31.3\% \quad (1)$$

$$4 \text{ Year Graduation Rate for Non-AP/DC Students} = \hat{p}_2 = \frac{68 + 108}{719} = 24.5\% \quad (2)$$

p_1 is established to be the proportion of students who take Dual Credit coursework in their final year of high school and graduate within 4 years of initial enrollment in an NDUS Research or Regional institution. p_2 is established to be the proportion of students with similar ACT and GPA figures to their Dual Credit counterparts in p_1 who took neither Dual Credit nor Advanced Placement courses in their final year of high school and graduated within 4 years of initial enrollment in an NDUS Research or Regional institution.

Since, entering this study, it seems reasonable to presume that students who take Dual Credit coursework may graduate within 4 years at a rate higher than that of students who do not, due to Dual Credit students accumulating post-secondary credit while still in high school, the following setup and procedure was used for McNemar's test:

$H_0 : p_1 = p_2$: The proportion of students graduating within 4 years is the same between academically similar groups of Dual Credit and Non-AP/DC students.

$H_a : p_1 > p_2$: The proportion of students graduating within 4 years is higher for Dual Credit students when compared to academically similar students who do not take AP or Dual Credit courses.

$$z_{test} = \frac{108 - 157}{\sqrt{108 + 157}} = -3.01 \quad (3)$$

$$p = 0.0013 \quad (4)$$

$$\text{Estimate of effect of Dual Credit} = 31.3\% - 24.5\% = 6.8\% \quad (5)$$

$$98.3\% \text{ Confidence Interval for effect} = [0.0204, 0.1159] \quad (6)$$

Conclusions for Dual Credit vs. Non-AP/DC

With a test p-value of 0.0013, the conclusion can be reached, on the basis of this data, that the proportion of students graduating within 4 years of initial enrollment in an NDUS Research or Regional institution is higher among students who take Dual Credit coursework during their final year of high school when compared to academically similar students who did not take either AP or Dual Credit coursework during their final year of high school.

The resulting 98.3% confidence interval for the effect of taking Dual Credit over neither Dual Credit or AP courses implies that students who take Dual Credit courses in their final year of high school can be expected to graduate within 4 years at a rate somewhere between 2.04 and 11.59 percentage points higher than academically similar students who do not take Advanced Placement or Dual Credit courses during their final year of high school.

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Comparing Advanced Placement to Non-AP/DC

The next two groups for comparison are the group of students who took an Advanced Placement course during their final year of high school and the group of students who took neither AP nor Dual Credit during their final year of high school. The procedure followed was exactly the same as during the comparison of the Dual Credit and Non-AP/DC groups.

Again, to isolate the effects of interest, propensity score matching was performed to match one-to-one students with similar ACT and GPA values from the Advanced Placement group to the Non-AP/DC group. 624 successful pairs of students were formed out of a possible 746. Summary diagnostics for the matched groups are shown below.

	Avg. ACT	Avg. GPA
Advanced Placement	24.86	3.52
Non-AP/DC	24.73	3.53

Table 5: Summary Results for Advanced Placement and Non-AP/DC Matching

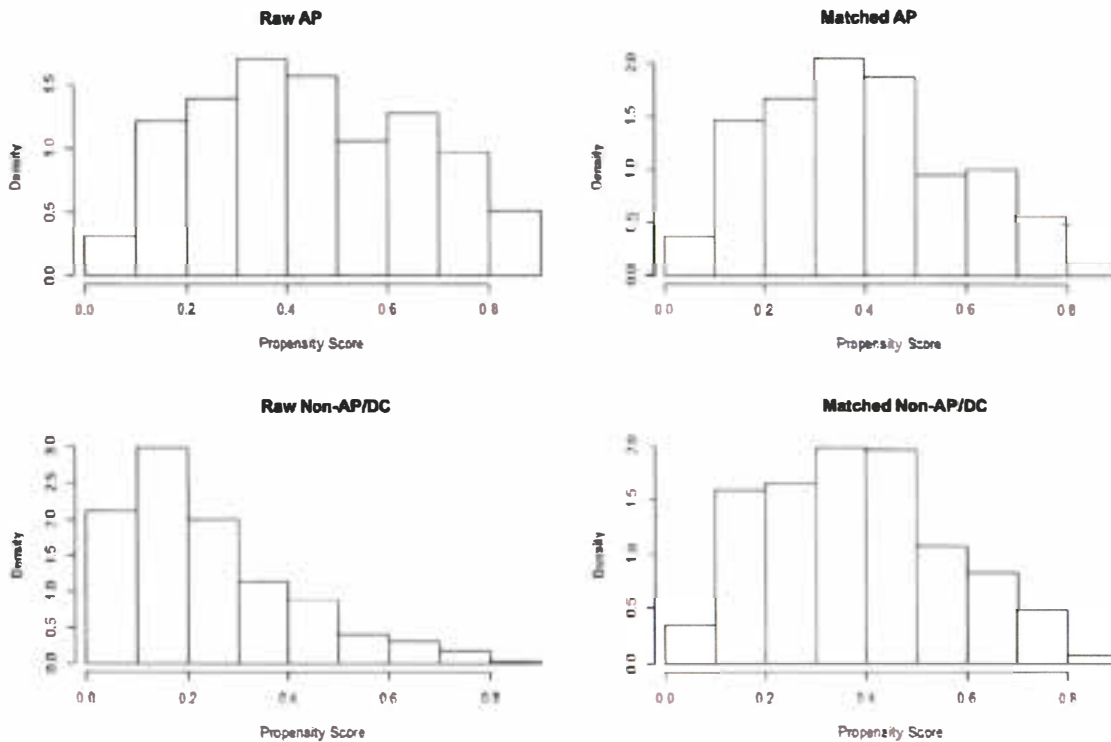


Figure 2: Propensity Score Distributions for Advanced Placement and Non-AP/DC Groups

After matching AP and Non-AP/DC students on the basis of their ACT Composite scores and high school GPA, the graduation outcomes for each pair were once again noted. The results are shown below in Table 6.

		Advanced Placement Students	
		4 Yr Graduates	Non 4 Yr Graduates
Matched Non-AP/DC Students	4 Yr Graduates	46	111
	Non 4 Yr Graduates	115	352

Table 6: Matched Advanced Placement and Non-AP/DC Outcomes

Following the tabulation of outcomes for matched pairs of AP and Non-AP/DC students, to determine if a statistically significant difference exists between the four-year graduation rate of the matched groups, McNemar's test for related samples was used. The results are as follows:

$$\text{4 Year Graduation Rate for Advanced Placement Students} = \hat{p}_1 = \frac{46 + 115}{624} = 25.8\% \quad (7)$$

$$\text{4 Year Graduation Rate for Non-AP/DC Students} = \hat{p}_2 = \frac{46 + 111}{624} = 25.2\% \quad (8)$$

p_1 is established to be the proportion of students who take Advanced Placement coursework in their final year of high school and graduate within 4 years of initial enrollment in an NDUS Research or Regional institution. p_2 is established to be the proportion of students with similar ACT and GPA figures to their Advanced Placement counterparts in p_1 who took neither Dual Credit nor Advanced Placement courses in their final year of high school and graduated within 4 years of initial enrollment in an NDUS Research or Regional institution.

Since, entering this study, it seemed reasonable to presume that students who take Advanced Placement coursework may graduate within 4 years at a rate higher than that of students who take neither AP nor Dual Credit, the following setup and procedure was used for McNemar's test:

$H_o : p_1 = p_2$: The proportion of students graduating within 4 years is the same between academically similar groups of Advanced Placement and Non-AP/DC students.

$H_a : p_1 > p_2$: The proportion of students graduating within 4 years is higher for Advanced Placement students when compared to academically similar students who do not take AP or Dual Credit courses.

$$z_{test} = \frac{111 - 115}{\sqrt{111 + 115}} = -0.266 \quad (9)$$

$$p = 0.3951 \quad (10)$$

$$\text{Estimate of effect of Advanced Placement} = 25.8\% - 25.2\% = 0.6\% \quad (11)$$

$$98.3\% \text{ Confidence Interval for effect} = [-0.0447, 0.0575] \quad (12)$$

Conclusions for Advanced Placement vs. Non-AP/DC

With a test p-value of 0.3951, the conclusion cannot be reached, on the basis of this data, that the proportion of students graduating within 4 years of initial enrollment in an NDUS Research or Regional institution is different among students who take Advanced Placement coursework during their final year of high school when compared to academically similar students who did not take either AP or Dual Credit coursework during their final year of high school.

The resulting 98.3% confidence interval for the effect of taking Advanced Placement over neither Dual Credit or AP courses implies that students who take Advanced Placement courses in their final year of high school can be expected to graduate within 4 years at a rate somewhere between 5.75 percentage points higher and 4.47 percentage points lower than academically similar students who do not take Advanced Placement or Dual Credit courses during their final year of high school.

Comparing Dual Credit to Advanced Placement

The final two groups for comparison in this study are the group of students who took AP coursework during their final year of high school and the group of students who took Dual Credit coursework during their final year of high school. The procedure for comparing these two groups of students was exactly the same as the previous two comparisons of interest.

To isolate the effects of Advanced Placement and Dual Credit coursework, propensity score matching was performed to match one-to-one students with similar ACT scores and GPA values from the Dual Credit group of students to the AP group of students. 522 successful pairs of students were found out of a possible 724. Summary information for the matched group is shown below.

	Avg. ACT	Avg. GPA
Dual Credit	24.24	3.54
Advanced Placement	24.42	3.54

Table 7: Summary Results for Dual Credit and AP Matching

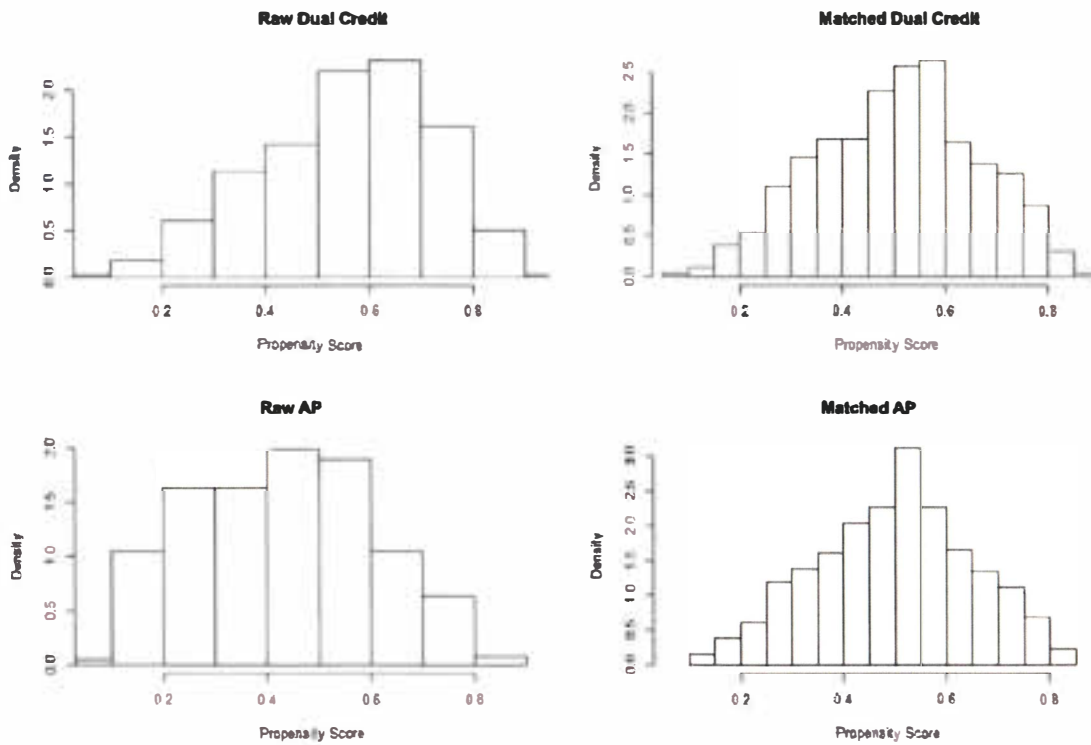


Figure 3: Propensity Score Distributions for Dual Credit and Advanced Placement Groups

After matching students one-to-one between the Dual Credit and AP groups on the basis of their ACT Composite scores and high school GPA, the graduation outcomes for each pair were noted. The results are summarized below in Table 8.

		Advanced Placement Students	
		4 Yr Graduates	Non 4 Yr Graduates
Matched Dual Credit Students	4 Yr Graduates	39	129
	Non 4 Yr Graduates	99	255

Table 8: Matched Dual Credit and Advanced Placement Outcomes

Following the tabulation of outcomes for matched pairs of AP and Non-AP/DC students, to determine if a statistically significant difference exists between the four-year graduation rate of the matched groups, McNemar's test for related samples was used. The results are as follows:

$$\text{Graduation Rate for Dual Credit Students} = \hat{p}_1 = \frac{39 + 129}{522} = 32.2\% \quad (13)$$

$$\text{Graduation Rate for Advanced Placement Students} = \hat{p}_2 = \frac{39 + 99}{522} = 26.4\% \quad (14)$$

p_1 is established to be the proportion of students who take Dual Credit coursework in their final year of high school and graduate within 4 years of initial enrollment in an NDUS Research or Regional institution. p_2 is established to be the proportion of students with similar ACT and GPA figures to their Dual Credit counterparts in p_1 who took Advanced Placement courses in their final year of high school and graduated within 4 years of initial enrollment in an NDUS Research or Regional institution.

Since, entering this study, there is no clear presumption which group may have a higher 4 year graduation rate (if either indeed does). Therefore, the following setup and procedure was used for McNemar's test:
 $H_o : p_1 = p_2$: The proportion of students graduating within 4 years is the same between academically similar groups of Dual Credit and Advanced Placement students.
 $H_a : p_1 \neq p_2$: The proportion of students graduating within 4 years is not the same for Dual Credit students when compared to academically similar Advanced Placement students.

$$z_{test} = \frac{129 - 99}{\sqrt{129 + 99}} = 1.987 \quad (15)$$

$$p = 0.0469 \quad (16)$$

$$\text{Estimate of effect of Dual Credit} = 32.2\% - 26.4\% = 5.8\% \quad (17)$$

$$98.3\% \text{ Confidence Interval for effect} = [-0.0037, 0.1186] \quad (18)$$

Conclusions for Advanced Placement vs. Non-AP/DC

With a test p-value of 0.0469, the conclusion cannot be reached, on the basis of this data, that the proportion of students graduating within 4 years of initial enrollment in an NDUS Research or Regional institution is different among students who take Dual Credit coursework during their final year of high school when compared to academically similar students who took AP coursework during their final year of high school.

The resulting 98.3% confidence interval for the effect of taking Dual Credit over AP courses implies that students who take Dual Credit courses in their final year of high school can be expected to graduate within 4 years at a rate somewhere between 11.86 percentage points higher and 0.37 percentage points lower than academically similar students who take Advanced Placement courses during their final year of high school.

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Cautions

Be aware of the fact that this study took under consideration simply whether or not a student was enrolled in a Dual Credit course, Advanced Placement course, or neither during their final year of high school. There was *no* consideration of whether or not the student passed the course successfully or took the Advanced Placement test in order to successfully earn post-secondary credit. This is of particular consequence for the interpretation of the Advanced Placement sections of this study, since there is no knowledge of which of the students who were enrolled actually earned a college credit for the course, potentially decreasing their time to post-secondary graduation. However, in the Dual Credit sections, it is rather *likely* that a majority of students in that group did earn college credit for simply completing the course successfully, again potentially decreasing their time to graduation. Please take these facts into consideration when interpreting these results.

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Do students who take AP or Dual Credit coursework in high school graduate within 3 years from an NDUS Community College faster and/or at a higher rate than students who do not ?

The primary objective of this study was to compare various groups of students at NDUS 2 year institutions, with the goal of determining if taking Advanced Placement courses, Dual Credit courses, or neither while in high school affected their post-secondary outcomes in the following ways:

1. Did taking Advanced Placement, Dual Credit, or neither allow a group of students to graduate on-time more often than another group?
2. Did taking Advanced Placement, Dual Credit, or neither allow a group of students to complete their degree faster than another group?

To study these two questions, data was gathered from 2,212 North Dakota high school students who enrolled for the first time in 2 year NDUS institutions between the Fall 2008 and Fall 2010 semesters. Students were considered on-time if they completed an Associate Degree within 3 years of first enrollment. Table 1 below summarizes on-time graduation information for each group, along with average State GPA and ACT Composite scores.

	On-Time	Total	On-Time Percent	ACT Composite	State GPA
Neither AP nor DC	615	1651	37.3%	19.0	2.78
AP	95	206	46.1%	23.2	3.28
Dual Credit	171	324	52.8%	20.7	3.19
Both AP and DC	14	31	45.2%	23.6	3.37

Table 1: Summary Data by AP/Dual Credit Status

While it appears that students in either the Dual Credit or AP category have a higher rate of on-time Associate Degree completion than Non-AP/DC students, they also have a higher average ACT Composite and State GPA when compared to Non-AP/DC students. Therefore, it cannot be ruled out that the underlying reason for the higher on-time graduation percentage for those groups is simply a result of having higher performing students on the average. Therefore, to attempt to remove the effects of ACT and State GPA, students were matched one-to-one within each of the three comparison groups of interest for each of the two questions:

- Dual Credit vs. No AP/DC
- AP vs. No AP/DC
- AP vs. Dual Credit

For each question, propensity score matching was used to match students from one category to a similar student from the comparison category on the basis of ACT Composite scores and cumulative senior state GPA. The category including students who took both AP and Dual Credit courses was excluded from further analysis due to a low sample size. All tests are held to a family-wise error rate of $\alpha = 0.05$, with an individual test alpha adjusted using a Bonferroni correction of 0.0083.

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Does one group finish on-time at a higher rate?

To determine whether or not a particular group of students finishes on-time at a higher rate than another, students were grouped one-to-one across groups using propensity score matching based on ACT Composite and GPA. Thus, similar students were selected in both groups, yielding a similar average ACT and similar GPA. After students were matched, McNemar test for related samples was used to determine if one group's proportion of on-time graduates was higher than the other.

Dual Credit vs. No AP/DC On-Time Graduation Rates

There were 323 matched pairs of students between the Dual Credit group of students and the group of Non-AP/DC students on the basis of ACT Composite and State GPA.

		Dual Credit Students	
		On-Time	Not On-Time
Matched Non-AP/DC Students	On-Time	88	70
	Not On-Time	83	82

Table 2: Results for matched Dual Credit and Non-AP/DC Students

It seems that students who enroll in Dual Credit courses may be more likely to complete their Associate Degree on-time when compared to students who do not undertake AP or Dual Credit courses. Therefore, if we define p_1 as the proportion of Non-AP/DC students who complete their Associate Degree within three years and p_2 as the proportion of Dual Credit students who complete their Associate Degree within three years, we can set up the following hypotheses to test:

$$\hat{p}_1 = \frac{88 + 70}{323} = 48.92\% \quad (1)$$

$$\hat{p}_2 = \frac{88 + 83}{323} = 52.94\% \quad (2)$$

$H_o : p_1 = p_2$ (The two proportions are the same)

$H_a : p_1 < p_2$ (The proportion of Non-AP/DC students who graduate on time is significantly less than the proportion of Dual Credit students who graduate on time.)

$$z_{test} = \frac{70 - 83}{\sqrt{70 + 83}} = -1.051 \quad (3)$$

$$p = 0.1466 \quad (4)$$

With a p-value of 0.1466, H_o cannot be rejected. **The conclusion cannot be reached on the basis of this data that the proportion of Dual Credit students who complete an Associate Degree on time is higher than the proportion of non-AP/DC students who complete an Associate Degree on time.**

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AP vs. No AP/DC On-Time Graduation Rates

There were 197 matched pairs of students between the AP group and the group of Non-AP/DC students on the basis of ACT Composite and State GPA.

		AP Students	
		On-Time	Not On-Time
Matched Non-AP/DC Students	On-Time	49	55
	Not On-Time	40	53

Table 3: Results for matched AP and Non-AP/DC Students

It seems that students who enroll in AP courses may be more likely to complete their Associate Degree on-time when compared to students who do not undertake AP or Dual Credit courses. Therefore, if we define p_1 as the proportion of Non-AP/DC students who complete their Associate Degree within three years and p_2 as the proportion of AP students who complete their Associate Degree within three years, we can set up the following hypotheses to test:

$$\hat{p}_1 = \frac{49 + 55}{197} = 52.79\% \quad (5)$$

$$\hat{p}_2 = \frac{49 + 40}{197} = 45.18\% \quad (6)$$

$H_o : p_1 = p_2$ (The two proportions are the same)

$H_a : p_1 < p_2$ (The proportion of Non-AP/DC students who graduate on time is significantly less than the proportion of AP students who graduate on time.)

$$z_{test} = \frac{55 - 40}{\sqrt{55 + 40}} = 1.539 \quad (7)$$

$$p = 0.9381 \quad (8)$$

With a p-value of 0.9381, H_o cannot be rejected. **The conclusion cannot be reached on the basis of this data that the proportion of AP students who complete an Associate Degree on time is higher than the proportion of non-AP/DC students who complete an Associate Degree on time.**

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AP vs. Dual Credit On-Time Graduation Rates

There were 164 matched pairs of students between the AP group and the group of Dual Credit students on the basis of ACT Composite and State GPA.

		Dual Credit Students	
		On-Time	Not On-Time
Matched AP Students	On-Time	40	32
	Not On-Time	45	47

Table 4: Results for matched AP and Dual Credit Students

It is unknown whether or not a difference would exist between the proportion of Dual Credit students who complete their Associate Degree on time and the proportion of AP students who complete their Associate Degree on time. Therefore, if we define p_1 as the proportion of AP students who complete their Associate Degree within three years and p_2 as the proportion of Dual Credit students who complete their Associate Degree within three years, we can set up the following hypotheses to test:

$$\hat{p}_1 = \frac{40 + 32}{164} = 43.90\% \quad (9)$$

$$\hat{p}_2 = \frac{40 + 45}{164} = 51.83\% \quad (10)$$

$H_o : p_1 = p_2$ (The two proportions are the same)

$H_a : p_1 \neq p_2$ (The proportion of AP students who graduate on time is significantly different than the proportion of Dual Credit students who graduate on time.)

$$z_{test} = \frac{32 - 45}{\sqrt{32 + 45}} = -1.481 \quad (11)$$

$$p = 0.1385 \quad (12)$$

With a p-value of 0.1385, H_o cannot be rejected. **The conclusion cannot be reached on the basis of this data that the proportion of AP students who complete an Associate Degree on time is different than the proportion of Dual Credit students who complete an Associate Degree on time.**

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Does one group finish faster than another?

To study this question among the three groups, the distribution of the number of semesters needed to graduate was tabulated for each group in question. Rather than simply determining if the average time to completion was different between groups, a Kolmogorov-Smirnov test was used to determine if any aspect of the distributions was statistically different between the groups.

Dual Credit vs. No AP/DC On-Time Graduation Times

Of the 323 matched pairs of students on the basis of ACT Composite and State GPA, Table 5 contains the distributions of semesters to graduation for students who completed their degree, regardless of whether or not they completed their degree on-time.

	Semesters to Graduation											
	3	4	5	6	7	8	9	10	11	12	13	14
Dual Credit	2	13	112	9	10	23	1	1	9	1	1	1
Non-AP/DC	0	3	89	18	12	31	3	2	4	1	0	2

Table 5: Number of Semesters to Graduation by AP/DC Status

To determine if the group of students who undertook Dual Credit coursework completed Associate Degrees at a different rate than the group of students who did not undertake AP or Dual Credit courses, a Kolmogorov-Smirnov goodness-of-fit test was used.

$H_0 : F_1(x) = F_2(x)$: The distribution functions for Dual Credit graduation times and Non-AP/DC graduation times are equal.

$H_a : F_1(x) \neq F_2(x)$: The distribution function for Dual Credit graduation times is not equal to that of Non-AP/DC graduation times.

The Kolmogorov-Smirnov test yields a test statistic of $D = 0.1364$, with a p-value of $p = 0.0792$. Therefore, it cannot be concluded on the basis of this data that there is a difference between the distribution of graduation times for Dual Credit and Non-AP/DC students.

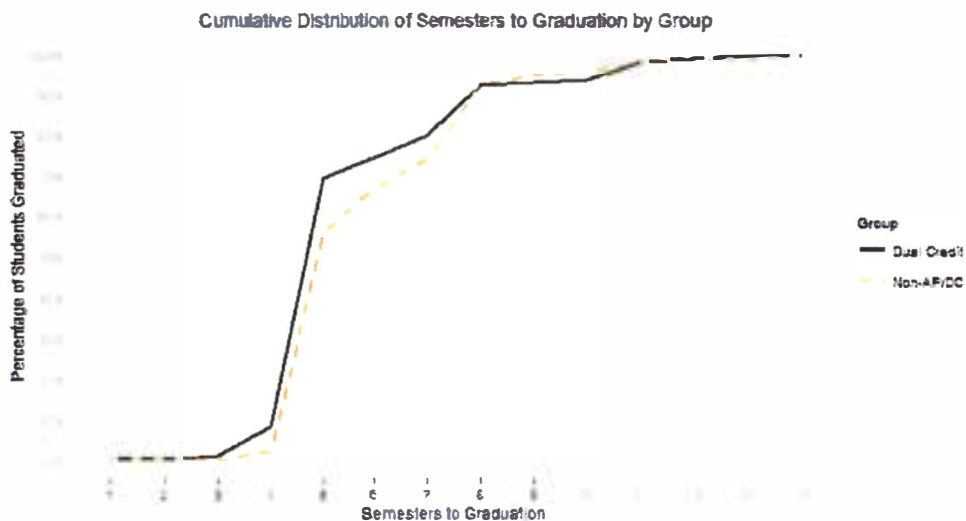


Figure 1: Cumulative Distribution of Semesters to Graduation for Dual Credit and Non-AP/DC Students

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AP vs. No AP/DC On-Time Graduation Times

Of the 197 matched pairs of students on the basis of ACT Composite and State GPA, here are the distributions of semesters to graduation (for students who completed their degree).

	Semesters to Graduation											
	3	4	5	6	7	8	9	10	11	12	13	14
AP	2	2	49	9	5	18	1	3	4	0	1	0
Non-AP/DC	1	0	63	12	10	15	2	1	1	1	1	0

Table 6: Number of Semesters to Graduation by AP/DC Status

To determine if the group of students who took AP courses completed Associate Degrees at a different rate than the group of students who did not undertake AP or Dual Credit courses, a Kolmogorov-Smirnov goodness-of-fit test was used.

$H_o : F_1(x) = F_2(x)$: The distribution functions for AP graduation times and Non-AP/DC graduation times are equal.

$H_a : F_1(x) \neq F_2(x)$: The distribution function for AP graduation times is not equal to that of Non-AP/DC graduation times.

The Kolmogorov-Smirnov test yields a test statistic of $D = 0.091$, with a p-value of $p = 0.802$. Therefore, it cannot be concluded on the basis of this data that there is a difference between the distribution of graduation times for AP and Non-AP/DC students.

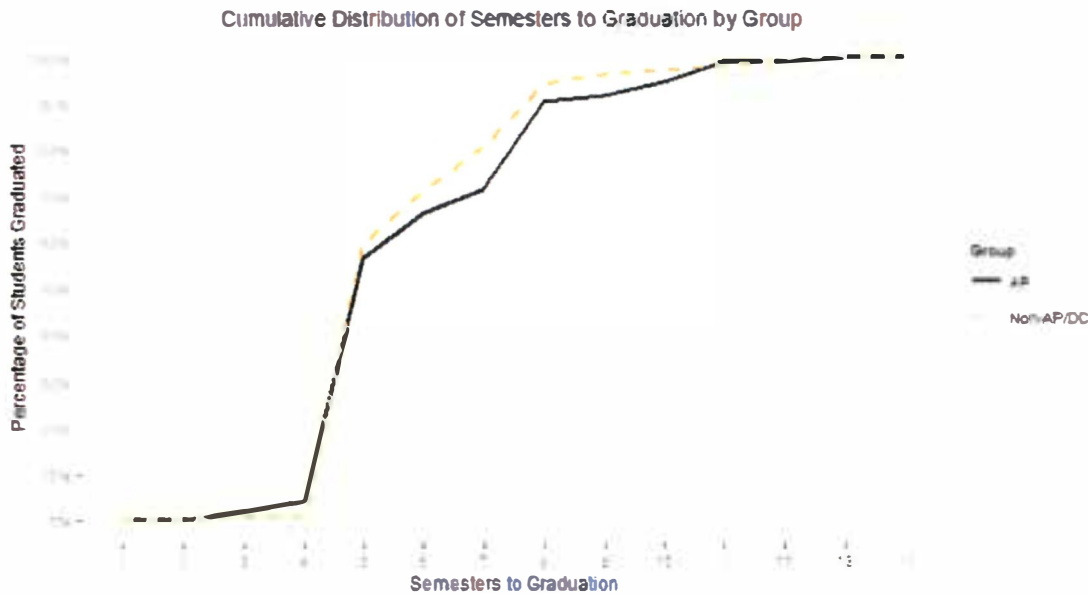


Figure 2: Cumulative Distribution of Semesters to Graduation for AP and Non-AP/DC Students

AP vs. Dual Credit On-Time Graduation Times

To analyze this question, 164 matched pairs of students were found on the basis of their ACT Composite score and State GPA. For each category, AP and Dual Credit, the number of semesters needed to complete an Associate Degree was determined for each student, and the distribution constructed for each category. Summer semesters were included in the calculation, i.e. if a student enrolled in the fall of a year, 5 semesters would represent the spring semester of the student's second year.

	Semesters to Graduation											
	3	4	5	6	7	8	9	10	11	12	13	14
Dual Credit	0	7	56	4	3	14	0	1	4	0	0	0
AP	1	2	41	7	5	15	0	1	4	0	1	0

Table 7: Number of Semesters to Graduation by AP/DC Status

To determine if the group of students who took Dual Credit courses completed Associate Degrees at a different rate than the group of students who took AP courses, a Kolmogorov-Smirnov goodness-of-fit test was used.

$H_0 : F_1(x) = F_2(x)$: The distribution functions for Dual Credit graduation times and AP graduation times are equal.

$H_a : F_1(x) \neq F_2(x)$: The distribution function for Dual Credit graduation times is not equal to that of AP graduation times.

The Kolmogorov-Smirnov test yields a test statistic of $D = 0.1364$, with a p-value of $p = 0.4258$. Therefore, it cannot be concluded on the basis of this data that there is a difference between the distribution of graduation times for Dual Credit and AP students.

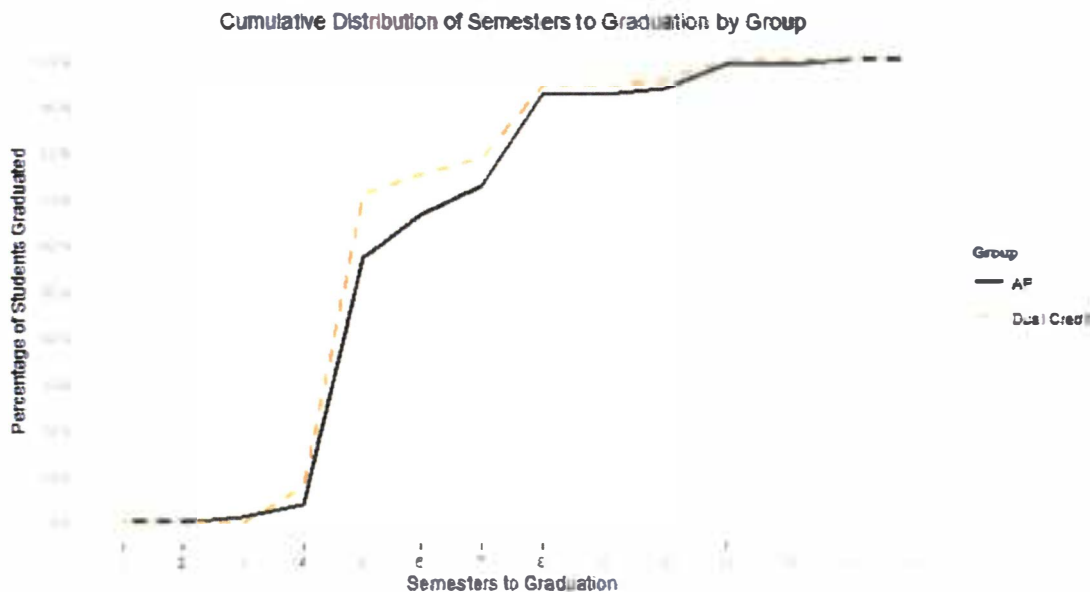


Figure 3: Cumulative Distribution of Semesters to Graduation for Dual Credit and AP Students

The North Dakota information in this report only includes AP Exam results from students in public schools in North Dakota. The United States summary information is included in the National Summary report located at <http://research.collegeboard.org/programs/ap/data/archived>. For the ND-US comparison table, a green color indicates that North Dakota students achieved a 3 or higher at a statistically significantly higher rate than the National average for that subject and year. A red color indicates that North Dakota students achieved a 3 or higher at a statistically significantly lower rate than the national average for that subject and year. Any other color indicates no statistically significant difference could be detected.

Course	Percent of AP Exams scoring 3 or above									
	2009-10		2010-11		2011-12		2012-13		2013-14	
	ND	US	ND	US	ND	US	ND	US	ND	US
Art History	*	61.2%	*	60.1%	*	59.8%	*	60.4%	*	59.4%
Biology	44.4%	48.7%	42.2%	50.0%	40.3%	50.4%	66.9%	62.9%	82.2%	63.9%
Calculus AB	74.9%	55.0%	82.5%	55.5%	82.9%	59.1%	84.8%	58.9%	82.8%	58.3%
Calculus BC	86.1%	82.4%	82.9%	80.1%	85.0%	83.0%	81.5%	80.5%	85.3%	81.5%
Chemistry	47.2%	54.1%	55.9%	53.8%	40.8%	54.7%	58.6%	58.0%	60.2%	51.6%
Chinese Language	*	95.8%	*	94.3%	*	94.1%	*	93.9%	*	93.4%
Comparative Government & Politics	*	58.9%	*	58.8%	*	61.0%	*	59.0%	*	61.4%
Computer Science A	*	64.7%	*	63.7%	64.7%	63.2%	*	66.8%	66.7%	60.9%
English Language & Composition	61.4%	60.6%	69.1%	61.0%	65.6%	60.0%	62.9%	54.9%	71.0%	55.7%
English Literature & Composition	60.7%	57.2%	69.6%	57.0%	57.1%	56.4%	61.6%	57.7%	63.9%	54.8%
Environmental Science	*	49.8%	*	49.2%	*	50.3%	*	48.1%	*	47.2%
European History	77.4%	65.4%	61.6%	64.6%	72.2%	65.6%	67.5%	63.7%	72.9%	59.3%
French Language	*	51.7%	*	55.1%	*	76.2%	*	76.2%	*	76.2%
Latin Vergil	*	63.0%	*	63.9%	*	62.8%	*	66.7%	*	65.8%
Macroeconomics	36.4%	53.8%	*	52.4%	*	54.8%	80.0%	53.1%	41.2%	56.7%
Microeconomics	78.9%	61.6%	74.2%	61.9%	*	64.6%	88.6%	65.5%	88.4%	64.4%
Music Theory	*	60.4%	*	59.1%	*	61.5%	*	60.9%	*	62.4%
Physics B	85.2%	58.0%	68.2%	60.1%	61.9%	60.6%	70.2%	61.3%	81.4%	59.3%
Physics C: Electricity & Magnetism	*	69.2%	*	69.9%	72.7%	72.1%	*	68.2%	*	69.3%
Physics C: Mechanics	*	72.2%	*	72.1%	58.3%	76.9%	69.2%	73.7%	59.4%	76.2%
Psychology	72.9%	66.0%	66.3%	66.0%	65.0%	65.9%	67.6%	67.1%	71.1%	65.3%
Spanish Language	*	71.6%	*	68.7%	< 10.0%	72.4%	< 10.0%	70.2%	*	89.2%
Statistics	*	58.4%	*	58.4%	*	59.0%	*	57.7%	*	59.2%
Studio Art (2-D)	*	70.1%	*	72.1%	*	74.6%	*	78.9%	*	78.3%
Studio Art (3-D)	*	61.9%	*	61.3%	*	65.1%	*	67.5%	*	67.1%
Studio Art (Drawing)	*	72.3%	*	71.4%	*	73.2%	*	78.3%	*	77.2%
United States History	53.9%	52.5%	61.4%	52.7%	60.6%	54.5%	58.4%	53.7%	65.1%	52.4%
US Government & Politics	66.4%	51.2%	72.2%	51.6%	69.8%	52.2%	61.2%	51.6%	61.8%	50.7%
World History	*	48.8%	*	48.2%	*	52.9%	51.9%	48.6%	56.1%	54.2%

* indicates the total number of exams were below 10 for that year and course
 Indicates ND students scored statistically significantly higher than the Natl. Average
 Indicates ND students scored statistically significantly lower than the Natl. Average

Course	Number of AP Exams taken by Course in North Dakota				
	2009	2010	2011	2012	2013
Art History	*	*	*	*	*
Biology	189	166	159	172	230
Calculus AB	183	212	187	231	227
Calculus BC	36	35	20	27	34
Chemistry	36	59	76	70	108
Chinese Language	*	*	*	*	*
Comparative Government & Politics	*	*	*	*	*
Computer Science A	*	*	17	*	18
English Language & Composition	197	175	209	248	404
English Literature & Composition	224	263	261	302	241
Environmental Science	*	*	*	*	*
European History	53	99	108	120	210
French Language	*	*	*	*	*
Latin Vergil	*	*	*	*	*
Macroeconomics	11	*	*	15	17
Microeconomics	19	31	*	44	43
Music Theory	*	*	*	*	*
Physics B	27	44	42	47	43
Physics C: Electricity & Magnetism	*	*	11	*	*
Physics C: Mechanics	*	*	12	13	32
Psychology	155	208	246	287	273
Spanish Language	*	*	13	12	*
Statistics	*	*	*	*	*
Studio Art (2-D)	*	*	*	*	*
Studio Art (3-D)	*	*	*	*	*
Studio Art (Drawing)	*	*	*	*	*
United States History	243	189	259	255	367
US Government & Politics	107	133	139	178	123
World History	*	*	*	27	41
Total	1500	1640	1797	2076	2429

* indicates the total number of exams were below 10

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Introduction

The goals of this summary are to illustrate the estimated effect on Bachelors degree earning rates within four years between three different groups of students: those that took Dual Credit in high school, those that took Advanced Placement courses in high school, and those that took neither. For the purposes of this study, if a student took both AP and Dual Credit in high school, they were removed from consideration.

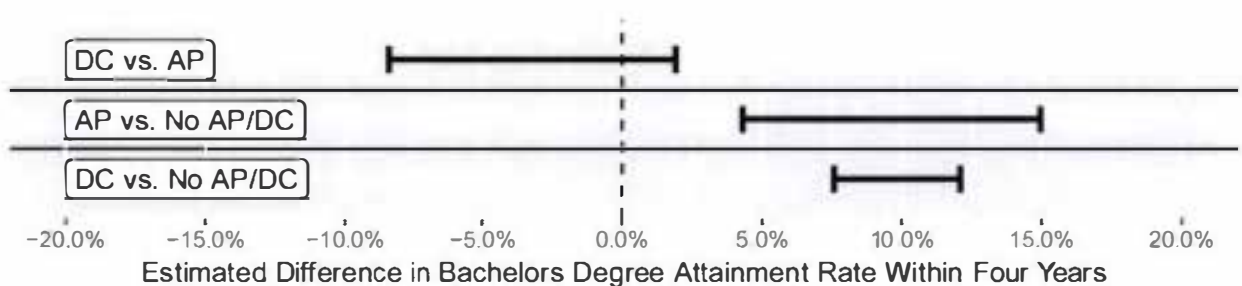
Methodology

To control for academic and demographic differences that may exist between groups when comparing their degree rates, students were paired one-to-one across groups on the following criteria:

ACT Composite Score	High School GPA	ELL
Free/Reduced Lunch	Gender	IEP

After conducting matching of students, the two groups whose degree completion rates were being compared now consisted of academically and demographically similar students, thus making the comparison of their degree completion rates more valid. Students were included in this study who graduated from a North Dakota high school between 2011 and 2014 (inclusive) and enrolled in an NDUS institution the fall immediately following their high school graduation.

Summary Results



Dual Credit vs. Advanced Placement

The estimated difference of degree completion rates for students taking Dual Credit versus students taking Advanced Placement was -8.4 to +1.9 percentage points. Therefore, on the basis of this data, no conclusion can be reached on which (if either) is more associated with Bachelors degree completion within four years.

Advanced Placement vs. No Advanced Placement or Dual Credit

The estimated difference of degree completion rates between students taking Advanced Placement versus students not taking any Dual Credit or Advanced Placement was +4.3 to +14.9 percentage points. This indicates Advanced Placement to be associated with a higher rate of students who complete Bachelors degrees within four years. ¹

Dual Credit vs. No Advanced Placement or Dual Credit

The estimated difference of degree completion rates between students taking Dual Credit versus students not taking any Dual Credit or Advanced Placement was +7.5 to +12.1 percentage points. This indicates Dual Credit to be associated with a higher rate of students who complete Bachelors degrees within four years. ¹

¹Bear in mind, this does not guarantee that taking Dual Credit or Advanced Placement causes students to have a higher likelihood of degree attainment. The fact that a student chose to take the class cannot be controlled for, so this study is merely associative, not causal.

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Title.

Prepared by the Legislative Council staff for
Senator Oban

March 19, 2019

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PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1122

Page 8, line 1, after "b." insert "A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester or quarter before graduation. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.

c."

Renumber accordingly

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1122

- Page 1, line 4, after "dual-credit" insert "or early entry"
- Page 3, line 10, after "dual-credit" insert "or early entry"
- Page 3, line 13, remove "pass a dual-credit course for"
- Page 3, line 14, replace "which college credit is earned" with "maintain a cumulative grade point average of at least 2.75 in courses for which college credit is earned"
- Page 3, line 15, after "dual-credit" insert "or early entry"
- Page 5, line 22, after "dual-credit" insert "or early entry"
- Page 5, line 26, after "dual-credit" insert "or early entry"
- Page 5, line 28, after "dual-credit" insert "or early entry"
- Page 6, line 11, after "dual-credit" insert "or early entry"
- Page 6, line 14, after "dual-credit" insert "or early entry"
- Page 6, line 16, after the second "education" insert "and the amount may not be applied if other scholarship or grant funding sources cover the cost of tuition for the student"
- Page 6, line 24, after "dual-credit" insert "or early entry"
- Page 6, line 27, after "dual-credit" insert "or early entry"
- Page 7, line 7, after "dual-credit" insert "or early entry"
- Page 7, line 10, after "dual-credit" insert "or early entry"
- Page 7, line 17, after "dual-credit" insert "or early entry"
- Page 7, line 28, remove "and completes"
- Page 7, line 28, after "dual-credit" insert "or early entry"
- Page 8, line 18, after "dual-credit" insert "or early entry"
- Page 8, line 22, after "time" insert ", including grades earned through dual-credit or early entry courses"
- Page 8, line 29, after "dual-credit" insert "or early entry"
- Page 9, line 2, after "time" insert ", including grades earned through dual-credit or early entry courses"

Renumber accordingly

Testimony HB 1122
Senate Education Committee
Rep. Brandy Pyle
4.1.19

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Good morning chairman Holmberg and members of the Senate appropriations committee. For the record I am Brandy Pyle, Representative from district 22. I am here today to introduce hb1122 for consideration.

HB 1122 will allow high school students to utilize the North Dakota academic scholarship and Career and Technical Education scholarship for the costs incurred when taking dual credit or early entry classes. Dual credit classes are taught in a high school setting, where both high school credit and college credit are earned. Today, the costs of taking a dual credit and early entry classes rest on the student and their parents. A change in the requirements as proposed in this piece of legislation will allow those students who wish to earn college credit while in high school to do so without 100% of the cost.

This does not change the maximum amount of \$6,000 given out under the academic scholarship or CTE scholarship, nor change the qualifications for students' eligibility once they graduate. Students are not allowed to double dip the CTE and Academic scholarships, nor receive funds if other scholarship or grant sources cover the costs.

The requirements for dual credit or early entry students include minimum of a 2.75 cumulative college GPA. If a student fails to pass the dual credit class, they would be ineligible to receive further funds for dual credit classes. A student may regain scholarship eligibility once the student graduates high school and meet the requirements laid out in this section of code.

Below in table 1 are the grades obtained for dual credit classes.

Table 1 Dual credit students had a grade of D or better, C or better, and B or better for their courses 2017 – 2018 only.

Grade	2017-2018 Rate
Students earning A or above	60.80%
Students earning B or above	89.30%
Students earning C or above	97.70%
Students earning D or above	99.00%

DPI and Higher Ed put together a few numbers for reference regarding the usage of dual credit classes and the common courses taken by high schoolers, that include science, mathematics, English or computer science dual credit courses or early entry classes.

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Table 2

Number of graduates who took dual credit coursework during high school:

School Year	Number of Graduates with Dual Credit Courses
2015-2016	2667
2016-2017	2754
2017-2018	2814

Table 3.

4 most common dual credit courses students are taking 15-16, 16-17, 17-18.

Year	Class	Counts
2016	College Composition I	1032
2016	College Algebra	962
2016	Fund of Public Speaking	944
2016	College Composition II	687
2017	Fund of Public Speaking	1176
2017	College Composition I	1121
2017	College Algebra	1011
2017	College Composition II	757
2018	Fund of Public Speaking	1216
2018	College Composition I	1156
2018	College Algebra	1121
2018	College Composition II	761

I would like to bring your attention to page 4 line 16 on the amended version of the bill. This simply adds the option of 2 units of fine arts to bring it in line with the other options referenced in section a and in section b. This also brings the academic scholarship to mirror the CTE scholarship.

My goal with the legislation is to encourage students to take classes that can further their education, have the potential to improve post-secondary graduation rates, and to allow for the opportunity for a scholarship at the beginning of a student's post-secondary career, rather than waiting.

Again, after visiting with DPI and Higher Ed and a few others, we were able to improve the bill. I have amendments for your consideration. These came about after further review with DPI and Higher Ed. Thank you for the opportunity to present to the committee and I stand for questions.

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**TESTIMONY ON HB 1122
SENATE APPROPRIATIONS COMMITTEE**

April 1, 2019

**By: Jim Upgren, Assistant Director of School Approval and Opportunity
701-328-2244**

North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Jim Upgren and I am the Assistant Director of School Approval & Opportunity with the Department of Public Instruction (DPI). I am here to speak in favor of House Bill 1122 regarding Academic and Career and Technical Education (CTE) Scholarship funds being used to pay for dual credit and early entry courses.

The Academic and CTE Scholarship currently entitles students that qualify to a \$6000 scholarship that can be used to attend higher education institutions in North Dakota after they have graduated from high school. This money is paid directly to the institution of higher learning at a rate of \$750 per semester or \$500 per quarter until the \$6000 total is exhausted. Students have up to six years after high school graduation to use the money, which can be used for both undergraduate or graduate studies. House Bill 1122 would allow students to use some of their scholarship money to pay for dual credit or early entry college courses while still in high school. Students would be required to have a high school GPA of 3.0 or higher in order to qualify. DPI would be able to modify the current

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scholarship application system for this dual credit/early entry option, and would be able to review applications before the fall and spring semesters each year.

Allowing high school students to use their Academic/CTE Scholarship funds to take college level coursework while still in high school will help them to “get ahead of the game” prior to entering college. By completing college-level coursework while still in high school and living at home, students would begin college with some credits earned, allowing them to complete their degree ahead of schedule and save money in the long run. Limiting these courses to the areas of science, math, English, and computer science will help ensure that students are making progress toward earning general education credits or making progress toward a degree.

Chairman Holmberg and Members of the Committee, that concludes my prepared testimony and I will stand for any questions that you may have.

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