

1999 SENATE EDUCATION

SB 2410

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2410

Senate Education Committee

Conference Committee

Hearing Date February 10, 1999

Tape Number	Side A	Side B	Meter #
1	x		0-end
1		x	0-430
1		x	1525-3309
Committee Clerk Signature <i>Jinda Christman</i>			

Minutes:

SENATOR FREBORG called the Senate Education committee to order. All senators present.

Opened hearing on SB2410.

SENATOR HOLMBERG introduced amendments to SB2410. Amendments were passed out and SENATOR HOLMBERG explained the need for the amended version. No written testimony.

Testimony in Favor: Sara Fritzell HanHan, Professor of Early Childhood Education, UND.

Written testimony attached.

SENATOR WANZEK : How many 3-5 year old kids are going to school.

Sara: Don't have the number right now. 3,000 in North Dakota Head Start Program.

SENATOR FLAKOLL : How many hours of education in these programs.

Sara: Typical is 3 ½ hours.

SENATOR COOK : To be employed as a teacher in Head Start today, are you required to have a degree.

Sarah: Depends on program. The one I know best is Grand Forks. They are required to have an early childhood degree or an early childhood special education degree to be a teacher in the program. They can be a para-professional without that.

SENATOR COOK : If we have colleges issuing a degree have we not set a standard.

Sarah: We have. We've set our own standards. For our own degree it is right now dependent upon the faculty at UND to determine what goes into that program. Although we do make our decisions by looking at national standards. It is certainly not a state wide standard.

SENATOR COOK : Are not most degrees that are established at a university their own standards. Are there other standards. Are there national certificates.

Testimony in Favor: Barb Arnold-Tengesdal, NDAEYC. Testimony attached.

Testimony in Favor: Alan Ekblad, Special Education Program, Minot State University.

Graduate level training program is to prepare professionals to work with young children with disabilities and their families. No written testimony.

Testimony in Favor: JoAnn Brager, Head Start Director, Mandan. Written testimony attached.

Testimony-Neutral: Janet Placek, Standards and Practices, DPI. Written testimony attached.

SENATOR COOK : You are already licensing pre-kindergarten teachers.

Janet: Yes and kindergarten.

SENATOR COOK : What is the criteria.

Janet: They have to have an elementary degree first and then they do additional course work to get the kindergarten endorsement.

SENATOR KELSH : Licensing is that the same as certification.

Janet: We are going back and forth between licenses and certificates. You will be hearing HB1188 which would change all of our certificates to licenses which will put us in line with national board certification.

SENATOR KELSH : You can give a kindergarten endorsement to a certificate but you can't for early childhood.

Janet: Correct.

SENATOR REDLIN : You would be in favor of developing a certification program.

Janet: Yes. We would be favorable to developing a program. Other states do it and would have no objection. It shouldn't take any extra dollars. The applicants would have to pay for the background check, the additional \$42.

SENATOR COOK : The standards will be established by the university. Your role will be to determine how many credit hours are required for a certificate.

Janet: The standards would be developed by a group of people to include the university. We would look at the national standards, what other states are doing, we would bring in the community of people providing these standards.

SENATOR COOK : If this bill passed you would have the authority to pursue that certificate.

SENATOR FLAKOLL : Do all the institutions currently use this program. Would adding the certificate require institutions to add additional staff.

Janet: I'm not positive. NDSU already has components of the early childhood program they may have to change a couple of the classes to include what we would require in regard to the standards, at this point I would not be able to say that they wouldn't need additional staff.

SENATOR COOK : Do you know what the standards are right now.

Janet: No

SENATOR REDLIN : This question is for Alan. I know that you have a program for early childhood special education students. Do you have qualified elementary education teachers coming to your summer courses or taking extra courses at night to fill in and get this additional certification.

Alan: In order for students to go through my program at this point in time they need to have an elementary education degree. Students that come through my program typically going through after they have a four year undergraduate degree. So they have their elementary education degree and they have chosen to go on in special education in the area of early childhood special education. I also have students who have their elementary teaching certificate who currently are working out in the field and are coming back part time to get the component of early childhood specialization.

Close the hearing on SB2410

Discussion:

SENATOR KELSH : I move the amendment.

SENATOR O'CONNELL : 2nd

SENATOR KELSH : I think that there is probably a need to develop these credentials for pre kindergarten age. Okay as long as they can do it within their own budget. The university

system is pretty well developed at this point, so think it is something we should go ahead with.

I see no reason why the people that are interested shouldn't be able to get a dual certification.

SENATOR WANZEK : Explain the amendment, is it because they think ESPB should handle it instead of the superintendent. Is that the only change they are making. to establish the standards or criteria for the certificate.

SENATOR KELSH : I think this gives, without the amendment, the idea that you had to have more than one certification for different ages. What they want is the superintendent to develop this criteria, optional criteria. They can take the extra courses and be able to teach preschool, 3-5 year olds.

SENATOR WANZEK : The original says superintendent should develop, the new one says Standards and Practices Board.

SENATOR KELSH : They are the one that set the standards anyway.

Vote: 7 Yes 0 No

SENATOR KELSH : I move a DO PASS as amended on SB2410

SENATOR O'CONNELL : 2nd

SENATOR COOK : What are the standards to be a high school teacher, to teach math.

SENATOR KELSH : So many hours required, a major and minor.

SENATOR COOK : University set the standards of needing a major or minor. The legislative body set down the standards, would be prudent to know what those standards really are.

SENATOR WANZEK : Wonder what we are setting up, next we will need money, we will keep spreading ourselves thinner and thinner. No, we need to say that it is the parents responsibility to take care of their children. Somewhere the governments role ceases and the parents role begins.

SENATOR COOK : Can't lose track of the fact that we have Head Start out there. We've got standards out there, colleges that issue degrees and that is a standard that you can take anywhere and it says you are qualified to do a job. Easy for employers to say that they are going to require that standard for employment. Usually when you see a certification or license, there is a reason. The reason is you put some control it there, in order to work in this field you have to be certified or licensed. If that is where it was intended to go then that is the discussion we should have.

Vote: 2 Yes 4 No

SENATOR WANZEK : I move a DO NOT PASS on SB2410.

SENATOR COOK : 2nd

Vote: 4 Yes 2 No

CARRIER: SENATOR WANZEK

1999 SENATE STANDING COMMITTEE MINUTES

Hearing on SB2410

These were random questions that referred to Head Start or qualifications.

SENATOR REDLIN : What preparation do teachers have to teach to teach these kids now.

Sara: It depends upon where you're looking. At UND we have a combined major in early childhood education and elementary education. If there were a certificate in early childhood education people who complete that degree would be able to have certification in both elementary and early childhood. Right now there are no standards.

SENATOR COOK : Are the national standards for certification in this age group and if there are, are these national standards different than the standards established right now at our universities for a pre-kindergarten degree.

Sara: Can't speak for all universities because we don't have state standards in the area of early childhood education. We try to meet high standards.

SENATOR COOK : If you had this certificate you could then substitute teach in a K-6 environment.

Barb: I could work in a K-2 environment, I would feel that I have not been trained to work above that.

SENATOR COOK : I am still trying to distinguish the benefit of having a masters degree in early childhood education and a certification. Do we have jobs in the state of ND right now or are there national programs with funds available that require certification.

Barb: I believe there are programs that are available that often can be linked to our school districts that could probably could even bring more money into the local school district. Who are interested in tapping into before and after school programs, preschool programs, pre-K programs, even some of our Head Start Programs are linked with our public schools. I believe this is a missing link and that there would be opportunities for our state to tap into more federal dollars.

SENATOR COOK : Is there a desire to expand K-12 education to pre-K through 12 education. Is there a movement to have as we know K-12 education today is there a movement to bring it earlier to age 3 or 4-12.

Barb: Depends nationally where you are at. In an urban area you need that head start, personal opinion is that we need to get schools ready for children instead of children ready for school.

JOANN BRAGER, HEAD START DIRECTOR, MANDAN.

SENATOR COOK : A degree in elementary education does not qualify a teacher to meet this unique, would a degree in elementary education fit the requirement that you have that at least 50% of your employees or teachers have a two year degree in early education childhood.

JoAnn: No it does not. Our requirements according to the Head Start Act which is what we abide by, they require that our classroom teachers by the year 2003 at least 50% of them must have degrees in early childhood education, not elementary education.

SENATOR COOK : When somebody comes to apply for a job there, what you do right now is look for their college credentials, are most of your teachers do they have college credentials.

JoAnn: When a person applies for a teaching position, a classroom teaching position right now, what I look for is whether or not they have a CDA which is a Child Development Associate,

which is in collaboration with child care. Right now that is the minimum requirement for a teacher according to the Head Start Act. However, at the federal level it is something they are facing and we are going to be required to have early childhood education degree. If a teacher comes in applying for a position with just an elementary education degree, they are not qualified to teach in the Head Start classroom.

SENATOR O'CONNELL : If I am taking elementary education up can I work this in with my degree or do I have to have my elementary degree and then go back for two years.

JoAnn: If you come in to my place of employment, my Head Start program, and you have an elementary education degree with a pre-kindergarten certificate, that will qualify you. I have an elementary degree and also a pre-kindergarten certification. That certification is the early childhood education degree that would allow me to be qualified as a Head Start teacher.

SENATOR O'CONNELL : You have to know ahead of time and plan your education.

SENATOR REDLIN : Does that mean you can plan it into the four year program of education and come out and be able to teach elementary and have a certificate for this kind of teaching.

JoAnn: At this time yes, that is accurate. However, most people who go into elementary education go into elementary because they want to teach K-8 in the state of ND. That will not allow certification. The elementary education does not allow for qualifications to be a Head Start teacher.

SENATOR REDLIN : Isn't possible that you can take the classes to become qualified at the same time.

JoAnn: Yes, but you have that early childhood education piece along with your elementary education. This allows the university system to establish an early childhood education degree

that is recognized by DPI and the state of ND. Currently there is not one. However, Minnesota has one.

SENATOR REDLIN : You would have to take extra years of training then after you had your 4 year degree in elementary education, wasn't it possible that while you are getting that 4 year degree you could get the certificate.

JoAnn: Yes it is possible to get an early childhood minor along with an elementary education degree.

SENATOR FLAKOLL : It takes 4 years to graduate in elementary ed and 2 years for this program you maintain that you can get both programs done in 4 years or 4 years plus change.

JoAnn: I'm not the right person to ask.

SENATOR FLAKOLL : Optional certificate will that anyway deal with background checks, etc.

JoAnn: Right now it is part of the Head Start employment requirement. We do a background check for child abuse and neglect.

Concluded JoAnn's testimony.

PROPOSED AMENDMENTS TO SENATE BILL NO. 2410

Page 1, line 2, replace "credential" with "certificate"

Page 1, line 6, replace "**credential**" with "**certificate**" and replace "superintendent of public instruction" with "education standards and practices board"

Page 1, line 7, replace "credential" with "certificate"

Page 1, line 8, replace "credential" with "certificate"

Page 1, line 11, replace "eight" with "nine"

Page 1, line 14, replace "eight" with "nine"

Renumber accordingly

Date: 2/10/99
Roll Call Vote #: 3

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2410

Senate EDUCATION Committee

- Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken move Do Not Pass on SB 2410

Motion Made By W Seconded By C

Senators	Yes	No	Senators	Yes	No
Senator Freborg, Chairman	✓				
Senator Cook, Vice Chairman	✓				
Senator Flakoll	✓				
Senator Wanzek	✓				
Senator Kelsh		✓			
Senator O'Connell					
Senator Redlin		✓			

Total (Yes) 4 No 2

Absent _____

Floor Assignment Wanzek

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

REPORT OF STANDING COMMITTEE

SB 2410: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO NOT PASS** (4 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING). SB 2410 was placed on the Sixth order on the calendar.

Page 1, line 2, replace "credential" with "certificate"

Page 1, line 6, replace "**credential**" with "**certificate**" and replace "superintendent of public instruction" with "education standards and practices board"

Page 1, line 7, replace "credential" with "certificate" and remove "Any individual"

Page 1, remove lines 8 through 14

Renumber accordingly

1999 HOUSE EDUCATION

SB 2410

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2410

House Education Committee

Conference Committee

Hearing Date 3-8-99

Tape Number	Side A	Side B	Meter #
Tape # 1	x		53.1 to end
tape # 1		x	0.1 to 37.5
Committee Clerk Signature <i>Joan Davis</i>			

Minutes:

Chairman R Kelsch , Vice Chair Drovdal , Rep Brandenburg , Rep Brusegaard , Rep Haas , Rep Johnson , Rep Nelson , Rep Nottestad , Rep L Thoreson , Rep Grumbo , Rep. Hanson , Rep. Lundgren , Rep. Mueller , Rep. Nowatzki , Rep. Solberg .

Chairman R Kelsch : Open the hearing on SB 2410 and ask the clerk to read the title.

Senator Holmberg: District 17, sponsor of the bill. (See attached testimony) .

Barb Arnold-Tengesdal: Lobbist for North Dakota Association for the Education of Young Children. (See attached testimony) . She also submitted written testimony attached for Peggy Shaeffer (Associate Professor Early Childhood Special Education, UND and Vivian I Schafer (early childhood teacher).

End tape 1 side A, begin tape 1 side B. Testimony continues of Ms Arnold-Tengesdal.

Rep. Mueller : What would you see happening down the road as far as requirements in regard to being certified.

Arnold-Tengesdal: This is an optional credential just like teacher credentials are now.

JoAnn Brager: Head Start Director at West River Head Start. (See attached testimony) .

Rep Brusegaard : Do our university system colleges offer a two year degree in early childhood education?

Brager: They do offer a two year minor in early childhood education, the state of North Dakota does not recognize the Early Childhood Education Degree.

Rep Brusegaard : The Head Start Act just requires you to have a degree, it doesn't require certification.

Brager: It requires me to have a degree in early childhood education.

Rep Nelson : You don't see this expanding into the child care facilities?

Brager: Its a personal choice.

Rep Nelson : I understand, I would agree with you. My fear would be that the choice would be taken away and would become a requirement.

Brager: This bill allows for head start teachers to have that degree, no place in the bill does it require child care requirements.

Janet Placek: Executive Director of ESPB (See attached testimony) .

Rep Haas: Do you currently have an early childhood endorsement?

Placek: We have a kindergarten endorsement.

Chairman R Kelsch : Anyone who wishes to testify in support of SB 2410, anyone who wishes to testify in opposition of SB 2410?

W.M. Schuh: (See attached testimony) .

Gregg Boyer: Executive Director North Dakota Family Alliance (See attached testimony) .

Rep Nottestad : From the testimony you have given, can we assume that you are against pre-school education beyond the kindergarten level?

Boyer: Formalized and sanctioned by the state, that is correct.

Rep Nottestad : Has your organization ever polled the parents of the Head Start program to see whether they feel their children have benefited from it?

Boyer: No we haven't at this point.

Rep Nottestad : Would you accept the fact that this is the largest pre-school we have in North Dakota, and why wouldn't you look to them for some information for your organization?

Boyer: That was something that crossed our mind to do in relationship to this bill.

Rep Nottestad : How long has Head Start been going on in the state?

Boyer: I do not have the exact dates, but a number of years.

Rep Nottestad : Are you against what they are doing in the Head Start program?

Boyer: No, that is not true, we are not against Head Start, we are against going beyond that position.

Rep Nottestad : Can you explain to me from this bill, exactly where you would be going beyond by providing the certificate for people that are involved.

Boyer: We are not against kindergarten or other pre-school programs, we just do not see a need for anything before that.

Rep Nottestad : Then you are saying that Head Start is not a part of a pre-school unit and yet these people are trained in that respect. You can't have it both ways.

Boyer: To go anywhere beyond Head Start would be a negative impact on the family.

Rep Nottestad : Head Start is a pre-school program.

Boyer: I agree with that yes.

Rep Lundgren: What alternative would you offer to a working mother, where would you place pre-school children.

Boyer: My personal opinion on that, there are several options, one of which would be church related possibility.

Rep. Lundgren : I belong to a church with forty members, all the women work, where can we place our children.

Boyer: I can't answer that, but there are other options other than state sanctioned procedures.

Rep L Thoreson : In your testimony you indicate that it has been proven that the parents of North Dakota children do a remarkable good job of preparing their children, what do you base that on?

Boyer: We contacted several school systems within the state of North Dakota and asked them on a personal teacher bases what was there appropriation of the kids coming into first and second grade. Based on those opinions we received, we felt that it was viable to make that statement.

Rep L Thoreson : You are saying that schools don't think pre-schools are good?

Boyer: No.

Rep. Nowatzki : As I read the bill, it would not necessarily apply the standards to small children, but rather to the teachers of the small children.

Boyer: We believe that that is just going to go in that direction. We believe that the standards are going to be implemented sometime in the future.

Rep Nottestad : United has pride in their certification.

Boyer: The sanctions that would be put on the family would be negative.

Chairman R Kelsch : What does your membership entail, who you represent?

Boyer: The North Dakota Family Alliance is a family policy council group in the state, we have currently thirty eight hundred names on mailing list.

Robert Almbach: testified in opposition to SB 2410. Gave testimony of how children were removed from the home and how he believed it could happen in North Dakota if this bill was allowed to pass.

Rep Nottestad : Can you site anywhere in North Dakota where a child was removed from the home under those situations.

Almbach: I cannot.

Rep. Lundgren : A comment, as an overweight mother, who has friends who are social worker, I can guarantee that not just because a mother is overweight are the children removed from the home.

Almbach: I am stating that it has not happening now, it is a law through the federal government and if we enact this that can be one of the next stepping stones.

Rep. Lundgren : I am not sure how creating a certificate for early childhood education and that type of comment belong in the same discussion.

Almbach: How that ties together is beginning the state mandates on what we do in education.

Rep. Lundgren : There is no requirement that your child be placed into the hands of someone with the certificate. This is something that a teacher who wishes a job, can use on her resume.

Almbach: It does not impose them now.

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House Education Committee
Bill/Resolution Number Sb 2410
Hearing Date 3-8-99

Chairman R Kelsch : Anyone who wishes to testify in opposition of SB 2410. We will close the hearing on SB 2410.

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2410-3-15-99

House Education Committee

Conference Committee

Hearing Date 3-8-99

Tape Number	Side A	Side B	Meter #
Tape # 3	x		26.5 to 40.0
Committee Clerk Signature <i>Jan Duv</i>			

Minutes:

Chairman R Kelsch , Vice Chair Drovdal , Rep Brandenburg , Rep Brusegaard , Rep Haas , Rep Johnson , Rep Nelson , Rep Nottestad , Rep L Thoreson , Rep Grumbo , Rep. Lundgren , Rep. Mueller , Rep. Nowatzki , Rep. Solberg .

Chairman R Kelsch : We will take up SB 2410, what are the wishes of the committee?

Rep. Lundgren : Move a DO PASS.

Rep. Mueller : seconded the motion. .

Chairman R Kelsch : Committee discussion. Ask the clerk to call the roll on a DO PASS motion on SB 2410. Motion carries 10 YES 4 NO 1 Absent Floor assignment Rep. Mueller .

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2410-3-30-99

House Education Committee

Conference Committee

Hearing Date 3-15-99

Tape Number	Side A	Side B	Meter #
Tape # 2	x		23.4 to 35.7
Committee Clerk Signature <i>Joan Dietz</i>			

Minutes:

Chairman R Kelsch, Vice Chair Drovdal, Rep Brandenburg, Rep Brusegaard, Rep Haas, Rep Johnson, Rep Nelson, Rep Nottestad, Rep L Thoreson, Rep Grumbo, Rep. Hanson, Rep. Lundgren, Rep. Mueller, Rep. Nowatzki, Rep. Solberg .

Chairman R Kelsch : We will take up SB 2410. We need to reconsider our actions. I would entertain a motion.

Rep Haas : Move that we reconsider our actions on SB 2410.

Rep. Mueller : seconded the motion.

Chairman R Kelsch : Voice vote on the motion. We now have SB 2410 before us. We have a proposed amendment to SB 2410. This amendment would add language that the optional early childhood education teaching certificate could be used in a non parental settings such as early childhood programs, preschool programs, and head start programs. Committee discussion.

Page 2
House Education Committee
Bill/Resolution Number SB 2410-3-30-99
Hearing Date 3-15-99

Vivian Schafer a former kindergarten and early childhood teach was called upon to answer questions that the committee had.

Chairman R Kelsch : We have the amendments, what are the wishes of the committee?

Rep L Thoreson : Moved the amendments.

Rep. Hanson : seconded the motion.

Chairman R Kelsch : Committee discussion. Call for a voice vote on the amendments. Motion carries. What are the wishes of the committee.

Rep L Thoreson : Move a DO PASS as amended.

Rep. Mueller : seconded the motion.

Chairman R Kelsch : Committee discussion. We will have the clerk call the roll on a DO PASS as amended motion. The motion PASSES 13 YES 2 NO 0 Absent floor assignment

Rep. Mueller .

Date: 3-8-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB-2410

House Education Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass

Motion Made By Lundgren Seconded By Mueller

Representatives	Yes	No	Representatives	Yes	No
Rep. ReaAnn Kelsch-Chairperson	✓		Rep. Dorvan Solberg	✓	
Rep. David Drovdal-Vice Chair		✓			
Rep. Michael D. Brandenburg	✓				
Rep. Thomas T. Brusegaard		✓			
Rep. C. B. Haas	✓				
Rep. Dennis E. Johnson		✓			
Rep. Jon O. Nelson		✓			
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				
Rep. Howard Grumbo	✓				
Rep. Lyle Hanson					
Rep. Deb Lundgren	✓				
Rep. Phillip Mueller	✓				
Rep. Robert E. Nowatzki	✓				

Total (Yes) 10 No 4

Absent 1

Floor Assignment Mueller

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

REPORT OF STANDING COMMITTEE (410)
March 8, 1999 5:17 p.m.

Module No: HR-41-4288
Carrier: Mueller
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2410, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS (10 YEAS, 4 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2410 was placed on the Fourteenth order on the calendar.

VR
3/15/99

HOUSE AMENDMENTS TO ENGROSSED SENATE BILL NO. 2410 **EDU 3-16-99**

Page 1, line 2, after "education" insert "teaching"

Page 1, line 6, after "**education**" insert "**teaching**"

Page 1, line 7, after "education" insert "teaching" and after the period insert "The optional early childhood education teaching certificate may be used in nonparental settings such as early childhood programs, preschool programs, and head start programs."

Renumber accordingly

Date: 3-15-99
Roll Call Vote #: 2

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2410

House Education Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number 90791.0201 0300

Action Taken Do Pass as amended

Motion Made By Thoreson Seconded By Mueller

Representatives	Yes	No	Representatives	Yes	No
Rep. ReaAnn Kelsch-Chairperson	✓		Rep. Dorvan Solberg	✓	
Rep. David Drovdal-Vice Chair	✓				
Rep. Michael D. Brandenburg	✓				
Rep. Thomas T. Brusegaard		✓			
Rep. C. B. Haas	✓				
Rep. Dennis E. Johnson	✓				
Rep. Jon O. Nelson		✓			
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				
Rep. Howard Grumbo	✓				
Rep. Lyle Hanson	✓				
Rep. Deb Lundgren	✓				
Rep. Phillip Mueller	✓				
Rep. Robert E. Nowatzki	✓				

Total (Yes) 13 No 2

Absent 0

Floor Assignment Mueller

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

REPORT OF STANDING COMMITTEE

SB 2410, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (13 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2410 was placed on the Sixth order on the calendar.

Page 1, line 2, after "education" insert "teaching"

Page 1, line 6, after "**education**" insert "**teaching**"

Page 1, line 7, after "education" insert "teaching" and after the period insert "The optional early childhood education teaching certificate may be used in nonparental settings such as early childhood programs, preschool programs, and head start programs."

Renumber accordingly

1999 SENATE EDUCATION
SB 2410
CONFERENCE COMMITTEE

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2410CC

Senate Education Committee

Conference Committee

Hearing Date April 2, 1999

Tape Number	Side A	Side B	Meter #
1	x		0-2169
4/7/99 2	x		0-1550
Committee Clerk Signature <i>Jinda Christman</i>			

Minutes:

CONFERENCE COMMITTEE

SENATOR WANZEK

REP. H. NOTTESTAD

SENATOR COOK

REP. L. THORESON

SENATOR O'CONNELL

REP. GRUMBO

SENATOR WANZEK opened the Conference Committee on SB2410. All members were present.

SENATOR WANZEK : Would one of the House members be willing to explain the amendments and the reasoning.

REP. NOTTESTAD: Certainly and I want to say to Rep. Thoreson and Grumbo, to come in at any time if I miss something. When we accepted this bill the way it came from the Senate, basically we accepted it the way it was. When it went to the floor it was being discussed and it

was felt that there should be some changes made to make sure the credentials would have to do with education and not with child care or child care programs. That is the reason the amendment was put in. The word teacher was put in to solve the Head Start problem as was explained in the two committees. They need certification for Head Start coming up after the year 2000. To give protection for those that were concerned that this would be required for just a child care program. This was made clear by putting the word teaching in there in both places. It is a credential for a "teaching" program, not for a child care program.

REP. THORESON: I think that pretty well covers it. The intent states, it is an optional type of thing for the parents using the program. They may put their children in those kinds of programs, or they may not. It's not that we are trying to force anyone into any kind of an educational setting that they don't want to be in at that age.

SENATOR COOK : The optional early childhood education teaching certificate may be used. Who is in control of the "may?" Who decides that it may or may not? Let me give you an example. The church denomination I belong to, there are four of them in the Bismarck-Mandan area, and three of them in the last few years have started early childhood education programs at their church. They have formed a group where they all work under the same umbrella and they have established standards that the teachers must meet to teach in that environment. Is it the church that is in control of the may, is it the church might be able to say they have to have a certification, or is it ESPB that says anybody in this environment may or may not have a certification. Or is it the state.

REP. NOTTESTAD: Is this in any way affiliated with the public schools in Bismarck or Mandan.

SENATOR COOK : No.

REP. NOTTESTAD: Then the state would have nothing to do with the program whatsoever, because of the fact that it is a private program and they establish their own. They could say they wouldn't allow anyone without a Master's degree to be in that program and that would be their full right. But DPI or ESPB would have nothing to do with that in any way, shape or form. That would be a private program and it would remain so.

SENATOR COOK : Where do you read that in here, that it distinguishes between public and private.

REP. NOTTESTAD: I don't read that in there. That is separation of church and state and schools.

SENATOR COOK : A teacher at St. Mary's, do they have to have a certification.

REP. NOTTESTAD: They are approved as an approved school under the auspices for accreditation, therefore they would have to follow the standards. There is a difference between their school, which is either a kindergarten through grade 12 than a preschool. That is the big difference right there.

SENATOR COOK : My last question which I have first had since I saw this bill, what are the standards of being certified as a teacher, to receive the certification what are the standards. Must you have a minor, must you have a major, must you have a high school diploma, what are the standards.

REP. NOTTESTAD: I don't have that with me.

REP. THORESON: I don't know the number of credits exactly. They do have a guideline as far as the courses they take for the initial certification. I don't remember how many, it's something

like 16 hours or in that neighborhood. They do have a guideline, a program, for the courses that they would set up the program in North Dakota based on input from things like this. At this point we don't have one obviously and that is what this is about, to get some input from other systems that have this and come up with a program with things like child development and learning, and curriculum development and implementation and that type of thing.

SENATOR COOK : I think you are touching on something now that I don't recall ever seeing.

REP. THORESON: No this wasn't. I got this the other day. It wasn't part of the testimony. I was just curious what they would base their requirements on.

SENATOR COOK : As far as certifications for elementary or high school, does not this legislative body establish what the standards are. We have colleges out there who offer teacher degrees and we as a legislative body have established a major and a minor as standards for teachers certifications. We have also gone on to say that if you acquire, if you have a major and a minor, and you take 16 credit hours in another subject area that you now can be certified in that area. In other words, my point is that we as the body set the standards. We define the standards in Century Code. And ESPB on the other hand certifies teachers who meet the standards that we set. This is where I get all wrapped up in this bill because I think we are taking some legislative responsibility and authority and we are giving it to ESPB. We are saying that you establish the standards and I have no idea what those standards are going to be. I am really reluctant to do it and I am on the record of not supporting this bill all the way through. That is where my real concern is and I would like to see us define what these standards are going to be.

REP. NOTTESTAD: I think you are partially right in what you are saying, but I don't think any legislature has ever sat down and said there will be 12 hours of this, or 14 hours of this. They

have established that someone would teach in a major or minor field, or in a sequence, whatever it happens to be. But that sequence, or that major or minor would be established jointly through rules either by DPI or dealing with the colleges to determine what majors and minors would be. I don't see us establishing this preschool credential being any different than probably how those others were established at one time or another. When we talk about a sequence being used or a major or minor, we don't lay down the course work for that major or minor sequence any more than we are laying down the course work for this preschool program or the preschool credential. That is established either through rules or either through the colleges that offer them. These programs are offered throughout most of the other states and credentials are offered. When my daughter graduated from Mayville a few years ago and moved to New Mexico she had a kindergarten degree with an early childhood endorsement on her certification. New Mexico to begin with wouldn't give her a preschool credential because she hadn't received one from North Dakota. They questioned that it wasn't complete since she hadn't gotten it from here. She explained that North Dakota did not offer the credential and then issued it to her there. But these credentials, we authorize them, and then either through rules or by the universities they are established to be what is in them. I don't think anywhere we say what has to be in a major or minor or teaching sequence.

SENATOR COOK : I am not too sure where we have disagreed on what we said there but we do set the standard of a minor, a major or 16 credit hours. We do set that standard. Right now there is a standard in preschool for example, and I am not sure if it is right now or if it is coming in the year 2003 where 50% of the teachers in Head Start have to have a two year degree in Head Start.

That is correct, right. Should that be the standard that we want to set here. That you have a two year degree in an approved preschool teaching.

REP. THORESON: My answer to that, and I think this whole issue has to do with getting something in place for the teachers so there is some consistency in how they are dealing with these people in the early childhood program. Yes, I think it's a good idea to have some consistency and it is a good idea to have a board that oversees that consistency and all we are doing is trying to let them establish those guidelines because that's basically their job. That is what they are there for to establish what courses are necessary in order to function properly as a teacher.

SENATOR COOK : Maybe we have a disagreement there as far as that is their job to set them.

I would certainly want to have the advice of what the colleges think are proper standards, what ESPB think are proper standards, but I do believe this legislative authority is the job of this body to set those standards and ESPB's role is to see that those standards are followed. Maybe that is one area where we disagree.

REP. THORESON: So what you are saying is that what we are doing now at all levels is incorrect, because as far as I know the legislature doesn't dictate what courses it takes to become a counselor, that is determined by the schools, colleges, by the ESPB and that type of thing. If that philosophy were to be maintained, if I am not understanding you.

SENATOR COOK : Maybe we better look at Century Code as far as what it takes to get a high school certificate or a grade school certificate. I believe we do set the standards. We set them by saying a minor, a major or 16 credit hours. Is that not in Century Code. For a high school teacher certificate.

REP. THORESON: I don't know what the Century Code says on that. I don't think it spells out the specific courses.

SENATOR COOK : I am not saying specific courses, I am saying credit hours, 16 credit hours in a given field of study or a minor in a given field, or a major in a given field. That's defined in Century Code. And if we think of a minor deficiency or whatever they call it, a teacher's certificate, and if we made provisions for it this session. That is all I am saying is it a high school diploma is somebody coming out of high school are they qualified.

SENATOR WANZEK : I am still trying to understand the situations where these kinds of degrees would be needed. Just in the Head Start program or kindergarten program.

SENATOR COOK : I will take a stab at it. Right now the only place I think we have any type of standards met is in Head Start. I think the dog that is wagging the tail is the Federal government and it involves Federal dollars and if you want to get these Federal dollars then you might have to meet certain standards. I think what we are seeing is that one of the standards are so many teachers are to be certified. I believe all we have to do is say they are certified and then I think it is opening up the door to some new programs. I think that is where the real driving force is behind certification, or any type of standards in this area is to get Federal dollars.

SENATOR WANZEK : So in other words, at what age do most kids get into Head Start nowadays and then do they go through kindergarten. Is there usually one year of Head Start, one year of kindergarten and one year of first grade.

REP. NOTTESTAD: The only discrepancy would be in the case a child was really young going into Head Start, there is very little progression, maturation is coming very slow and the child came into the Head Start program with great problems then, consideration would be that a second

year in Head Start would be there rather than taking a chance of a child repeating kindergarten.

It would be better to spend two years in Head Start and start kindergarten a year late. Those things are done, not that often, but the individual child is considered. To the best of traditions, one year of Head Start and one year of kindergarten.

SENATOR WANZEK : Do most schools offer Head Start. Do rural schools offer it.

REP. NOTTESTAD: The Head Start I am familiar with is the one we have out of Grand Forks and it is probably an exemplary program through the state. What has happened there is that it started in the city itself. Since that time, the other programs in the Grafton area and as far north as Park River, Cavalier, Pembina, and south down to Mayville area, they are all under Grand Forks program. So there is one means of administration for them and the funds that are put out there are satellite programs in other districts and that's the way it operates up there. If a district wants a Head Start program and they want a satellite out of there it could save them the money of establishing their own program, they can just tie in to what we have up there. As far as small schools taking it on, not they do not.

SENATOR WANZEK : Well what kinds of requirements are expected of them now. They need to be a certified teacher. Do they have to have a minimum amount of education in that specific area. Does the certificate demand some unique standards now.

REP. NOTTESTAD: Cookie Mitchell runs it in Grand Forks and she attempts as much as humanly possible to get kindergarten endorsed teachers to work in the program. Now those are the ones, the teachers working in the program. There are many aides heavily impacted with that, but the certified teachers that we have are almost all case teachers that have early childhood

education with kindergarten endorsements. So that is the caliber of people they work toward as the teachers in the program. But again there are aides.

SENATOR WANZEK : Will kindergarten endorsement actually come from ESPB.

REP. NOTTESTAD: Oh, yes, because that is the best there is available because there is any other preschool types in North Dakota. We have been fortunate enough to find some people who have come in from out of state who have moved into North Dakota and we know they have additional background because they have a preschool endorsement. It's meaningless when it comes to North Dakota, but at least we know the training is there.

SENATOR COOK : (Reading from Century Code) "Every teacher in any high school in this state teaching any of the course areas or fields mentioned in Section 154124, should have a valid teacher's certificate and shall have a major or minor in course areas or fields that the teacher is teaching if the high school is to receive any approval by the Department of Public Instruction. However a teacher granted a certificate to teach in the disciplines of trade, industrial, technical and health under chapter 1520 and possessing neither a major nor minor in the field in which the teacher is employed may not effect the approval of an employee of the school district."

REP. THORESON: What does it say for kindergarten.

SENATOR COOK : There is no standard for kindergarten. "All kindergarten teachers must hold valid certificates issued under rules adopted by the ESPB." So we have two sets of standards out there, we are doing it two different ways. Could we have these as standards. It says we are going to allow the established standards. Could we have that process done through administrative rules. So at least we know what the standards are. Let me ask you this question.

Would anybody want to approve a certificate to a preschool teacher who has not received at least a two year degree in early childhood development of some sort. Would you want that.

REP. THORESON: I think that would probably be the minimum standard, yes. I guess that would be what the ESPB would assume would be the minimum standard.

SENATOR WANZEK : SENATOR COOK are you proposing the administrative rules as far as DPI's administrative rules.

SENATOR COOK : Is the ESPB covered under 2832. Do they have to write any administrative rules. It is 2832, isn't it, the administrative rules section or do you want to have maybe just a little amendment on there where standards have to be a minimum of a two year approved early childhood development program of some sort.

REP. THORESON: I guess clarification of what an early childhood certificate is, maybe we need to clarify that and maybe we need to ask Janet what that is. Are we talking about two years, or four years or what are we talking about.

SENATOR WANZEK : That is something we could try to do before we meet next. I sense we are not going to get anywhere right now because there is another committee that needs to use the room. Maybe in visiting with Janet before the next meeting I can maybe get her to come to our conference committee meeting.

REP. NOTTESTAD: I have one question. You made the statement and SENATOR O'CONNELL can verify, that what is going to be required by Head Start is a two year certificate.

REP. NOTTESTAD: That isn't consistent in what we heard.

SENATOR COOK : A lot of what I have been hearing in here from various people who have testified has not been consistent. Maybe that's where I get, we've got it in testimony here and I

have got letters. Here is testimony from Margaret Schafer, "It is intended to grant legislative authority for ESPB," and I have a problem with that. They say it, it is to take legislative authority and give it to ESPB. If you will just bear with me, this is from JoAnn Brager, West River Head Start, "The latest preauthorization of Head Start Act requires that a minimum of 50% of the Head Start teachers have at least a two year degree in early childhood education." That is where I got that.

SENATOR WANZEK : We will try to address that situation to try to amend the bill to give the best shake possible. I am not going to mislead anybody, I voted against the bill and I am not sure I like the bill even in that shape. I think the purpose of the conference committee is to address the amendments and to get the bill in the best shape that we possibly can addressing as many of the concerns that we possibly can. From there it is up to us if we don't care for the bill then we debate that on the floor.

SENATOR COOK : This bill had quite a debate in the Senate, it sounds like it had quite a debate in the house, if it was brought to the floor probably for debate and then all of a sudden re-referred.

REP. NOTTESTAD: It was re-referred and it was brought back basically to the satisfaction of the group. What was the final vote in the Senate on the bill.

SENATOR WANZEK : It was four to two "do not pass" when it came out of here.

REP. NOTTESTAD: The bill I would guess as it is coming out of the House is more palatable than what you people sent to us.

SENATOR WANZEK : I thought that as I looked over the amendments, but if I had some of the questions SENATOR COOK presented today I think it would be nice to know, at least to have an understanding of what direction it will go.

REP. NOTTESTAD: Some of these same questions I see in the minutes, you didn't get an answer to them then either.

SENATOR WANZEK adjourned the Conference Committee.

4/7/99

SENATOR WANZEK opened the Conference Committee on SB2410. All members were present. SENATOR COOK do you recall what concerns about standards that we were discussing.

SENATOR COOK : I would like somebody to be able to tell me where we need certificates. Where do we need a certificate in early childhood development.

REP. NOTTESTAD: I asked Janet Placek from ESPB to come down to answer questions. The reason we are here is you people questioned the amendments we had on and how would this be germane to the amendments.

SENATOR COOK : It is germane to the bill and the intent I assume of this Conference Committee is to bring to both chambers a bill that will pass and solve the problem, whatever the problem is, that this bill is trying to solve. We're creating certificates here and I don't think you'll find anywhere in the testimony where it has been required for a need for certificates.

REP. THORESON: Recall from our committee the purpose was it was needed for Head Start in the near future. An attempt to prepare the ESPB so they could begin the process of beginning to

issue that, because it was mandated last time we were going to have to have 50% of the people must have the certificate.

SENATOR COOK : Quoted from testimony of a Head Start teacher. That is different from a certificate. If there is something out there that says it has to have a certificate then I'd like to see it, because maybe in there you'll get some indication of what the standards of these certificates are. Is it the 2 year degree.

JANET PLACEK, ESPB WAS ASKED TO TAKE THE PODIUM FOR QUESTIONS.

JANET: In answer to your questions. To teach in North Dakota schools you need a 4 year degree. We are the agency that gives the license that checks the degree. We are the ones that have the legal authority, we check the program of education, the grade point, the classes that they take. We're the quality control. Once we've done the quality control we issue them a license. With regard to 2 year versus 4 year all our programs currently in North Dakota are 4 year. If we switch to a 2 year we would have to set up a new program.

SENATOR COOK : What are the standards going to be.

JANET: Presently we do have standards for what we call early childhood/kindergarten. Those standards are to be revised as they were written in 1992 and we are on a 5 year cycle of revision for all of our standards. As to what they will be when they are done, this time through it will matter if we have this degree. Also we have the reciprocity with other state bills that was passed out of conference committee yesterday. If we had someone coming into our state with an early childhood degree we would not be able to be reciprocal with them. We will look at also the national board standards that are out. I can't say what they will be. I can give you an example of what we have presently with regard to just kindergarten.

SENATOR COOK : Is that the intent of this, is it for kindergarten or is it for Head Start or is for something other than either one of the two. Or is it a combination of everything.

JANET: It is a combination of everything. People with this degree would be able to teach kindergarten, grades 1 & 2, and Head Start.

SENATOR COOK : People with a degree that you are going to create with 2410 would be able to teach kindergarten, grades 1 and 2 , and Head Start. Is that what you said.

JANET: Correction. We are not creating a degree, the degree is there. We are being given authority for the certificate only to say that they have got the degree. That is all that we are doing.

SENATOR COOK : Would it be a 4 year degree.

JANET: Yes.

SENATOR COOK : Right now you have the authority to do a certificate for kindergarten right now in Century Code, do you not.

JANET: It is a kindergarten endorsement. It is added on to an elementary certificate. It is only an endorsement.

SENATOR COOK : You have the authority to do that.

JANET: An endorsement, yes we do.

SENATOR COOK : That should be able to provide kindergarten teachers. We have degrees for teaching grades 1 and 2 but now we're creating another degree that will teach grades 1,2, kindergarten and Head Start is going to be a 4 year degree yet the testimony says that the latest preauthorization requires a minimum of 50% of Head Start teachers to have a 2 year degree. So

is that telling me then that we're going to if we create another degree that they are going to have that degree to teach Head Start.

JANET: We are not creating a degree. We have the degree. We are just going to give them a piece of paper that says we have checked their background, we have checked their credentials, made sure they have gotten the right grades, taken the right classes for this certificate. Compared to other states and national board certification. We're going to check them out, be the regulatory agency and say yes you can teach in a Head Start program.

SENATOR WANZEK : Are you telling me now that the teachers that are teaching kindergarten and Head Start are not checked or certified.

JANET: Yes, they are but they all have an elementary degree which is different than an early childhood degree. But we also have early childhood degrees in the state as we have elementary degrees. It is just a different type of degree for a different age group.

REP. THORESON: So then the difference is in the course curriculum that they are required to take. Basically that is the difference.

REP. NOTTESTAD: If I were a principal hiring a first grade teacher I could be assured if I found someone with this certification that their primary background would be primary, not upper levels.

SENATOR O'CONNELL : Early childhood, kindergarten, grades 1 & 2 . Thought I heard you say that each one would have their own certification.

JANET: Presently we certify grades 1-8 for elementary degree. If they want to teach kindergarten then they have to go back to school and take additional classes and they also either student teach or teach one year in a kindergarten or grade 1 setting. We then have the authority

under 1541.5 to certify high school areas. We have no legal authority other than kindergarten endorsement, elementary certificate and the secondary certificate.

SENATOR O'CONNELL : The course work for that degree isn't any different.

JANET: It will probably be different as far as developmental age level. You don't have the same course work for elementary as you do for secondary.

SENATOR COOK : West River Head Start in Mandan said the latest preauthorization requires 50% of the teachers to have a two year degree. How does that affect. You are saying that the teachers in Head Start are going to be certified and they are going to have to have a four year degree for that certification.

JANET: At this point as far as I understand, because we have 4 year programs in North Dakota and I don't think we will be adding new two year programs, it is my understanding that we would be issuing certificates for those people that get degrees.

SENATOR COOK : Are those the only type of people who are going to be able to work with Head Start.

JANET: It is my understanding that Federal law will require that 50 % of the people to have this degree, not all of them. So there will be 50% that would have degrees and the other half would be employees like they have today.

SENATOR O'CONNELL : The Federal law says that they have to have a two year degree but you are calling for a higher standard than the Federal law. Is that where we're going.

JANET: That could be correct. Because we haven't started to process yet and because we issue 4 year certificates and we have 4 year programs, it is my understanding that at this point it would be a 4 year degree.

SENATOR COOK : Back to the very point that I had a concern about this bill from the very beginning, it is the transfer of Legislative authority to ESPB to establish the standards. I'm very reluctant to do that. If we are going to have standards for this certification I believe that is what we should be discussing is what those standards are. It is going to affect Head Start, people that are teaching in it right now.

REP. THORESON: Don't we already have the authority to do that with all of the other certificates that you deal with.

JANET: Yes, North Dakota Century Code 1538.18 "Duties of the ESPB, it is the duty of the board to supervise the certification of teachers, to set standards for all the approved teacher preparation program, develop and revise consistent with state law professional codes of both standards relating to ethics, conduct and professional performance and practices. To provide recommendations for inservice education." We have the legal authority to set the standards.

SENATOR COOK : In conjunction with state law.

REP. THORESON: This is not anything new, it is just an additional responsibility that they have for a different group. It is not expanding anything different than they are already capable of doing.

REP. NOTTESTAD: I agree with what you are saying, but we do have Montessori Schools that are very very active, Head Start programs, parents that send their children to private schools, etc. Parents have a right to know that when they send their children to school that the teachers have degrees and are certified.

SENATOR COOK : I move the Senate accede to the House amendments.

REP. NOTTESTAD: 2nd

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Senate Education Committee
Bill/Resolution Number SB2410 CC
Date: April 2, 1999

VOTE: 6 Yes 0 No

CARRIER: SENATOR WANZEK

(Bill Number) SB 2470 (, as (re)engrossed):

Your Conference Committee

For the Senate:

For the House:

Sen W ✓ yes
C ✓ yes
O ✓ yes

Notestad ✓ yes
Thorsen ✓ yes
Trumbo ✓ yes

4-0

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)
723/724 725/726 8724/H726 8723/H725
the (Senate/House) amendments on (SJ/HJ) page(s) 752 - _____

and place SB 2470 on the Seventh order.
727

, adopt (further) amendments as follows, and place
_____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged
and a new committee be appointed. 690/515

((Re)Engrossed) _____ was placed on the Seventh order of business on the
calendar.

DATE: 4/7/99

CARRIER: Wanzek

LC NO. _____ of amendment

LC NO. _____ of engrossment

Emergency clause added or deleted _____

Statement of purpose of amendment _____

(1) LC (2) LC (3) DESK (4) COMM.

Insert LC: .

REPORT OF CONFERENCE COMMITTEE

SB 2410, as engrossed: Your conference committee (Sens. Wanzek, Cook, O'Connell and Reps. Nottestad, L. Thoreson, Grumbo) recommends that the **SENATE ACCEDE** to the House amendments on SJ page 752 and place SB 2410 on the Seventh order.

Engrossed SB 2410 was placed on the Seventh order of business on the calendar.

1999 TESTIMONY

SB 2410

Testimony on Senate Bill 2410

By Janet L. Placek

M. Chair and members of the committee, for the record, I am Janet L. Placek, Executive Director of the Education Standards and Practices Board.

Nationally, early childhood education prepares a student to work in preschools, head start programs, day care centers, early elementary grades and related programs for children and families. At the present time in North Dakota, we do not have public pre-school programs and therefore have never developed a process to license those people who work in these programs.

The Education Standards and Practices Board presently licenses those people with educational degrees who have picked up additional coursework in pre-kindergarten and kindergarten with elementary degrees that are then qualified to work with that age group of children.

In 1994, National Board for Professional Teaching Standards has developed a certificate for people choosing that field and I quote from their publication. " Historically the important work and achievements

of early childhood teachers have gone unnoticed and have been under appreciated. The conventional wisdom was that young children were easier to teach than other students were and did not need the strongest teachers. Attitudes are shifting. More and more society is appreciating the complexity and significance of learning during the early childhood period. More resources are coming to preschool, childcare, kindergarten and primary grade programs, and more healthy scrutiny is coming to the quality of the environments and those who work there. Early childhood teachers are gaining respect as professionals. These standards are presented, in part, to foster and accelerate this progress in the profession of early childhood teaching.

I would be available for any questions. Thank you for the opportunity for this testimony. I can be reached for further information at 328-1659 or jplacek@state.nd.us.

MINOT HEAD START

P.O. Box 2001

Minot, North Dakota 58702

Phone: 701-857-4688 Fax: 701-857-4517

To: Members of the Senate Education Committee:
From: Cheryl Ekblad, Program Director
Date: February 10, 1999

Re: Senate Bill 2410 Early Childhood Education Credential

Thank you for the opportunity to talk with you this morning about Senate Bill 2410.

And thank you for considering this important piece of legislation! I have been in the field of early childhood education for the past 25 years and this area has been an ongoing concern. The nebulous nature of credentialing has been extremely frustrating. I see it as key in our efforts to move the field forward.

It appears that early childhood is not valued in the state (and country) as we watch the low wages, high turnover in staff, many of whom enter the public schools, lack of men in the field, and difficulty to obtain appropriate training. As advocates prepared to respond to the issue and look throughout the state system, we found that credentialing isn't recognized by State Practices and Standards Board, and they don't recognize it because it had not been included in the Century Code, and it is not in the century code, because it was not included in Elementary Education, and so on. Some areas of education have been placed in Human Services because "they deal with child care" and that appears to more closely fit the age group. Some areas are found in the Health Department as they deal with a different aspect of early childhood. It is all very difficult to get your "arms around"!

However, with the various findings of studies now available that look at brain development and the impact of early intervention, there is no question of the importance of those early years. Eighty-five (85%) percent of what a child learns has been learned by three years of age. You may have heard about the study of the children born with cataracts showing that although there was surgery to completely remove the cataract leaving a normal eye, at two years old, the child was left blind. This reinforces the notion that critical periods of development when not stimulated, are lost forever. It is a given now that early childhood years are critical in the development of a healthy, well adjusted individual. It is appropriate to be found in the area of education.

It is for these reasons that Congress has focused on early education, allocating 10% of the federal Head Start funding to a new program called Early Head Start. This program focuses on pregnant women, infants and toddlers.

Six years ago Minot was fortunate enough to be granted the only Parent and Child Center (now Early Head Start) in the state. In developing that program, we were amazed to learn that it was almost impossible to find staff with degrees in early childhood education. Candidates would say they had early childhood education, when in fact, they had kindergarten endorsement. There is a world of difference to teaching a five year old versus interacting with infants or toddlers! We were forced to hire staff and spend much money training them. Today there are five Early Head Start Programs in the state, all having federal mandates of hiring staff with early childhood education credentials, therefore, the need has increased.

Another issue surfaces in Head Start Programs with grantees that are public schools attempting to have Head Start teachers on the same salary levels as teachers with elementary education credentials. Because there is not early childhood certification, a teacher with four years of training in early childhood may not move up the career ladder as would a Kindergarten teacher, because the state system does not recognize their training and education.

I see this legislation as a huge step in addressing these gaps in the field. Obviously, there is further work in defining the state credential that will have to be done after the passage, but until this passes, early childhood will remain in a "holding pattern".

Thank you again for your consideration and support.

February 10, 1999

Mr. Chairman, Members of the Committee:

My name is JoAnn Brager. I am the Head Start Director at West River Head Start in Mandan.

I represent the North Dakota Head Start Association, made up of Head Start staff, parents, and directors. We represent approximately 3000 North Dakotans.

We are here in support of S.B. 2410.

The latest re-authorization of the Head Start Act requires that a minimum of 50 percent of Head Start teachers have at least a 2-year degree in Early Childhood Education, increasing the demand for additional courses and experiences of this specific nature.

A degree in Elementary Education does not qualify a teacher to meet the unique needs of the pre-school child.

We urge you to support quality education of young children by supporting this bill.

Thank you.

To: Members of the Senate Education Committee:
From: Alan Ekblad, Program Director
Early Childhood Special Education Program
Minot State University
Date: February 10, 1999

Re: Senate Bill 2410 Early Childhood Education Credential

Thank you for this opportunity to testify regarding Senate Bill 2410.

I am currently serving as Director of the Early Childhood Special Education training program at Minot State University. This graduate level training program prepares professionals to work with young children with disabilities and their families. Work with these children and families centers around the growth and development areas of cognition, motor development, communication, social/emotional development, and adaptive skill development. Intervention with young children and families is a result of difficulties in one or more of the above mentioned areas. A solid understanding of these developmental areas is vital to providing appropriate services.

An early childhood education four year undergraduate degree provides a solid foundation of knowledge and skills in the above identified developmental areas. The development of a state early childhood education credential would acknowledge that training.

Further, acknowledgment of that training with a state credential would enable special education to consider this solid foundation as a basis for the state Early Childhood Special Education credential. Currently, for in-state training programs, only persons with a background in elementary education are eligible to be considered for state credential approval. Having the availability of a state credential in early childhood education would expand the population of eligible trainees in early childhood special education. In doing so, the state would continue to ensure that personnel working with both children with and without disabilities and their families would not only be approved, but qualified and prepared.

Thank you, again, for your consideration in this matter.



*North Dakota Association for
the Education of Young Children*

PO Box 5797 • Fargo, ND 58105-5797

Date: February 10, 1999

To: Senator Freborg, Chairman of the Senate Education Committee

From: Barb Arnold-Tengesdal, Lobbyist for NDAEYC
(North Dakota Association for the Education of Young Children)

Re: Testimony in support of SB 2410

The North Dakota Association for the Education of Young Children (NDAEYC) has a paid statewide membership of 386 and local chapter affiliate membership of approximately 250 additional people. The local chapters are in Grand Forks, Fargo, Valley City, Jamestown, Minot, and Bismarck. Members represent a variety of jobs in the early childhood profession: family and group day care providers, day care center staff and directors, preschool staff, Head Start staff, Minot and Grand Forks Air Force Base Child Development Center staff, Child Care Resource & Referral agencies, lab schools from higher education institutions, elementary teachers, college professors, and many other professionals within the field of early care and education.

We support SB 2410 which recognizes both early childhood as a specialized field of study in the discipline of education, and the growing need for teacher certification within this expanding workforce.

Infant Brain Development

Early childhood education has made great strides in raising the standards of professional development among the people who care and educate our youngest population - children birth to age 8. Current research on infant brain development confirms "an infant's mind is primed for learning... But it takes early experiences to wire neural circuits" *Carla Schatz, University of Berkeley 1997*. We now know that during the first three years the brain has the greatest capacity for development, and well-trained early childhood specialists help to give young children a good start towards success in their educational development.

Educational levels of early care and education professionals

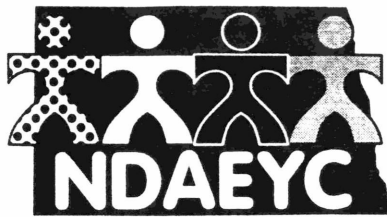
Higher levels of education in child care workers are correlated with better language, cognitive and social development in children, and are employed in high quality child care programs (*Cost, Quality, and Child Outcome Study, 1995*). National statistics from the US Department of Labor (1995) show that child care center staff are better educated than the general population.

Teachers: 41% have four-year degrees, 36% in early childhood education (ECE) or related field.

Assistants: 12% have four-year degrees, 47% high school or GED.

Directors: 77% have bachelor or master's degrees, mostly in ECE or related areas.

In North Dakota, there is no formal recognition for people with early childhood education certifications from other states, and thus, these highly specialized educators have few options to work in their field of study in the current system of



*North Dakota Association for
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public instruction.

Early Childhood Professional Development Plan

NDAEYC has worked diligently for several years identifying a model for statewide professional development. This model identifies career options for professionals and the necessary experience, education and training required to move to higher levels. This is directly linked to obtaining degrees, certification and national accreditation. The lack of a statewide ECE certification has been a weak link in furthering a model that complies with national standards for professional development in the field of early childhood.

Expand grant and research dollars

The President of the United States has recently supported legislation that continues to provide money to states that are improving early childhood programs. Head Start received expansion money and now is required to have all teaching staff obtain 2-year degrees by the year 2003. The 21st Century Schools concept expands before-and-after-school programming for school age children with significant financial support to school districts, along with increases in funding of pre-kindergarten programs. North Dakota does not tap into these funds.

NDAEYC believes the creation of this certification would address the unique needs of the young child, and acknowledge the expertise of those who work directly with them.

Testimony in support of SB 2410
Certification in Early Childhood Education

February 10, 1999

Margaret B. Shaeffer (Peggy)
Associate Professor,
Early Childhood Special Education
University of North Dakota
member, Personnel Development Committee
of the Interagency Coordinating Council
(701) 777-4719
shaeffer@badlands.nodak.edu

Sara Fritzell Hanhan
Associate Provost and Associate Professor,
Early Childhood Education
University of North Dakota
member, NDAEYC Governing Board
member, "Visioning for Children" group
(701) 777-4824
hanhan@plains.nodak.edu

Thank you for the opportunity to share our comments of support for SB2410 which requests legislative authority for the development of a teaching certificate for early childhood educators teaching children from birth through age eight. We welcome the opportunity to visit with you about a concept that has been studied, discussed, and successfully applied in many states and schools in our country. For North Dakota, this concept also has a long history of discussion and support.

We'd like to begin by giving you a general context in which to consider this concept. At first glance, it may seem odd to request development of teacher certification for teachers of children birth through age eight. In fact, early childhood is defined precisely in this manner. Traditionally, we have developed teacher education programs and designed our schools around the notion that children begin their education at about age five, six, or seven. However, as parents and teachers know, children begin their educational journeys long before reaching the age of five or seven. In fact, infants are born with almost an insatiable desire to learn more about the world into which they are born.

In recent years, the importance of the early years on future development has been recognized. At the same time, the roles of schools are changing and the trend is for schools to provide comprehensive, coordinated services for young children and their families. With the acknowledgement that children begin learning from the moment of birth and the idea that the roles of schools are changing, vigorous interest in and study of young children's learning and education have been sparked. The result of this has been extensive knowledge of how young children learn. This in turn is having a profound impact on the preparation of teachers and other professionals who work with children at the most critical and vulnerable time in their development.

Since the mid 1980's several organizations have been collaborating in order to ensure that the substantial research available is being appropriately examined and applied to the field of education. The National Association of Early Childhood Specialists in State Education Departments (NAECS/SDE), the National Association of State Boards of Education (NASBE), the National Association of Early Childhood Teachers Educators (NAECTE), the National Association

of Elementary School Principals, the National Association for the Education of Young Children (NAEYC), the Association of Teacher Educators (ATE), and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) are among the organizations that have been working diligently to ensure that young children receive the best possible education by the most highly qualified, competent educators possible. Numerous position papers have been developed by these organizations, both individually and collaboratively, and have resulted in the following:

- The recognition that in order for children to be taught in an appropriate fashion, personnel must be prepared to see the link between early childhood development and responsive teaching strategies (McCarthy, 1999).
- The recommendation that all states need an early childhood teacher certificate for teachers separate from elementary or secondary teacher certification which focuses on the unique characteristics of young children (NAECS-SDE & NAECTE, 1992; ATE, NAEYC, & DEC, 1998).
- The development of guidelines for professional educators of young children in all but ten states, among which is North Dakota (McCarthy, 1999).
- The development of accreditation guidelines for teacher education programs through the National Council for Accreditation of Teacher Education (NCATE) which recognizes the importance of an early childhood certificate separate from the elementary teaching certificate (McCarthy, 1999).
- The recognition that unique skills and knowledge are necessary for teachers who work with children from birth through age eight (ATE & NAEYC, 1991; Bredekamp, 1987; Cataldo, 1984; Carta, et al, 1991; McCollum et al, 1989).

Ensuring that North Dakota children have access to the most qualified teachers has been the focus of several groups in our state as well. At least two reports have specifically identified the need for an early childhood certificate for teachers in North Dakota. In 1992 a group gathered to create a 5-year plan for early childhood services in the state. The group included representatives from local and state government agencies, business, health care, legislators, educators, child care providers, the media, and early childhood advocates. Included in their long-range early childhood plan, "Visioning for Children," was a recommendation for early childhood licensure for teachers of children from birth through age eight.

In addition, a second report developed by the Personnel Development Subcommittee of the North Dakota Interagency Coordinating Council was completed in February, 1990. This document identified the benefits of developing a teaching credential in early intervention that is not linked with the elementary education certificate. The unique nature of the very young child and the implications of a disability on typical patterns of growth and development necessitate that specialized skills and knowledge be applied in our teaching. At the present time, we do provide for a specialized teaching

endorsement in early childhood special education which is added to an elementary certificate. Senate Bill 2410 could make it possible for early childhood special educators to have a foundation in early childhood education rather than elementary education.

The purpose of the proposed legislation is not to impose certification requirements on those individuals in early care and education who are not under the auspices of public schools or in programs where teacher certification is not recommended or required. It is intended to grant legislative authority for the Education and Practices Board and programs in higher education to develop teacher preparation programs specifically for those who work with young children and their families. While there would be overlap in the ages covered between this optional certification and the existing elementary certificate, it is not the intent to have one supersede the other. Instead, they can coexist, with the early childhood option being made available to those who wish to focus their expertise on young children from birth through age eight or grade two. At the present time, there are programs that do prepare professionals in early childhood education (amongst them Mayville State University, University of North Dakota and University of Mary). Graduates of these programs, however, have no opportunity for certification in early childhood education. In fact, in order to be certified UND students apply for certification in Minnesota and then find employment in a variety of settings in North Dakota and in other states as teachers of young children in programs that require certification.

While there are a number of states that have developed standards in this area, the exact framework for North Dakota has yet to be identified. With the passage of SB2410, we will be provided with the authority to begin those discussions and develop a plan for preparing early childhood teachers in the state of North Dakota. Through your support, we can continue to prepare quality teachers for North Dakota's children of today and its citizens of tomorrow.

Thank you.

*voted on
this amendment!*

SB 2410

If the amendments are adopted, the bill would read as follows:

Section 1. A new section to chapter 15-47 of the North Dakota Century Code is created and enacted as follows:

Early childhood education certificate. The education standards and practices board shall develop and implement an optional early childhood education certificate. ~~Any individual seeking the certificate shall obtain an endorsement in any two of the following areas.~~

- ~~1. Birth to age three - regular education.~~
- ~~2. Ages three to five - regular education.~~
- ~~3. Ages five to nine - regular education.~~
- ~~4. Birth to age three - special education.~~
- ~~5. Ages three to five - special education.~~
- ~~6. Ages five to nine - special education.~~

SB 2410 Senator Ray Holmberg

SB 2410 allows the Education Standards and Practices Board to create an **optional** early childhood certificate. North Dakota is one of 10 states which doesn't offer this certificate at the present time. The board would put together the criteria, and hold public hearings under the administrative practices act before the certificate could be made available. This is how certificates have been issues since the state begin to license teachers in 1912. You may remember in 1995 this legislature authorized the Board to issue a new certificate in Native American education.

Why 2410? Because federal law requires that by the year 2003, at least 50% of head start teachers have a certificate in early childhood education. The Fed's do NOT allow an elementary certificate to qualify under this change. Interestingly, our colleges already provide the course work which the board would probably require for the certificate.

Please pass SB 2410.



*North Dakota Association for
the Education of Young Children*
PO Box 5797 • Fargo, ND 58105-5797

Date: March 8, 1999

To: Representative Kelsch, Chairperson of the House Education Committee

From: Barb Arnold-Tengesdal, Lobbyist for NDAEYC
(North Dakota Association for the Education of Young Children)

Re: Testimony in support of SB 2410

The North Dakota Association for the Education of Young Children (NDAEYC) has a paid statewide membership of 386 and local chapter affiliate membership of approximately 250 additional people. The local chapters are in Grand Forks, Fargo, Valley City, Jamestown, Minot, and Bismarck. Members represent a variety of jobs in the early childhood profession: family and group day care providers, day care center staff and directors, preschool staff, Head Start staff, Minot and Grand Forks Air Force Base Child Development Center staff, Child Care Resource & Referral agencies, lab schools from higher education institutions, elementary teachers, college professors, and many other professionals within the field of early care and education.

We support SB 2410 which recognizes both early childhood as a specialized field of study in the discipline of education, and the growing need for teacher certification within this expanding workforce.

This bill addresses the issue of teacher preparation/certification for individuals seeking higher education degrees in Early Childhood Education. These teachers typically work with children birth to age 8 in group settings such as Head Start classrooms, preschools or special education programs.

Infant Brain Development

Early childhood education has made great strides in raising the standards of professional development among the people who educate our youngest population - children birth to age 8. Current research on infant brain development confirms "an infant's mind is primed for learning... But it takes early experiences to wire neural circuits" *Carla Schatz, University of Berkeley 1997*. We now know that during the first three years the brain has the greatest capacity for development, and well-trained early childhood specialists help to give young children a good start towards success in their educational development.

Educational levels of early care and education professionals

National statistics from the US Department of Labor (1995) show that child care center staff are better educated than the general population, and that higher levels of education in child care workers are correlated with high quality child care programs (*Cost, Quality, and Child Outcome Study, 1995*).

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Assistant teachers: 12% have four-year degrees, 47% high school or GED.
Early Childhood Center Directors: 77% have bachelor or master's degrees.

In North Dakota, there is no formal recognition for people with early childhood education certifications from other states, and thus, these highly specialized educators have few options to work in their field of study in the current system of public instruction.

Early Childhood Professional Development Plan

NDAEYC has worked diligently for several years identifying a model for statewide professional development. This model identifies career options for professionals and the necessary experience, education and training required to move to forward on a career ladder. This is directly linked to obtaining degrees, certification and national accreditation. The lack of a statewide ECE certification has been a weak link in furthering a model that complies with national standards for professional development in the field of early childhood.

Expand grant and research dollars

The President of the United States has recently supported legislation that continues to provide money to states that are improving early childhood programs. Head Start received expansion money and now is required to have all teaching staff obtain 2-year degrees by the year 2003. Both the 21st Century Schools concept; which expands before-and after-school programming for school age children, and the campus child care act, are federal programs that would provide significant revenue, but North Dakota does not tap into these federal funds for a variety of reasons, some having to do with the lack of certified early childhood teachers.

NDAEYC believes the creation of this certification would acknowledge the expertise of those who work directly the youngest children in North Dakota who are in group settings.

Peggy Shaeffer
Associate Professor
Early Childhood Special Education
University of North Dakota
(701) 777-4719
shaeffer@badlands.nodak.edu

Sara Fritzell Hanhan
Associate Professor
Early Childhood Education
University of North Dakota
(701) 777-4824
hanhan@plains.nodak.edu

We're sorry we can't be with you today because of pending weather problems, but we would like to provide written testimony in support of Senate Bill 2410. This bill simply gives legislative authority for the Education Standards and Practices Board to develop guidelines for an optional early childhood education certificate for teachers of young children. Several programs for preparing teachers of young children already exist on our university campuses in North Dakota. These programs exist because research in early childhood development and education supports the importance of specialized knowledge and expertise for teachers who work with children in early childhood classrooms. SB 2410 would enable teachers with that expertise to be recognized with a certificate. These teachers would be working in programs for young children that require certified teachers (such as public schools and Head Start programs). Forty states already have teacher certification in early childhood education, and this bill would help North Dakota, like these other states, assure quality education for young children when they are in early childhood education programs.

We ask you to support SB 2410. It provides for the State of North Dakota an opportunity to ensure as much as possible a quality education for our children by providing guidelines for certification development.

Good Morning Rep Kelsch and members of the House Education Committee. My name is Vivian I Schafer. I am an early childhood teacher with a double major in early childhood and elementary ed. When I received my degree, the only way I could obtain my early childhood was to also take either elementary ed or secondary ed to support that early childhood degree.

I am licensed to teach kindergarten thru 8th grade, but have never had the desire to teach beyond the kindergarten level. SB 2410 would have been an ideal option for me.

As a former owner/director of a very large and successful learning center, I know the importance of having a staff that is trained in working with young children.

I recognized that my parents were the first and best teachers of their own children. Mothers and fathers who placed their children in my child care, kindergarten and preschool entrusted me to maintain that excellent and appropriate teachings that they had instilled in their children to promote success.

In my opinion, SB2410 does the following:

- *Gives legislative authority to the Education Standards and Practice Board to develop an early childhood degree that stands alone.

- *Developing this degree is not a cumbersome task, as all the course development is in place. This is the course development I followed to obtain my degree.

- *This degree is OPTIONAL just as any other degree is optional. But I see it as an encouragement to those working with young children and wish to receive training in this area.

- *Hopefully with this option, parents will work with more people who will carry on the teachings and trainings they have already begun in their children.

- *This will also give the vehicle and convenience for the Headstart Program in ND to continue its staff training as mandated by the Federal Government. Their success has been in their training programs.

- *And last but certainly not least, is the fact that there is no fiscal note. This can be incorporated into the normal functions of the Education Standards and Practice Board.

I ask your favorable consideration of SB2410 as a positive piece of legislation to promote success in working with young children.

Thank You
Vivian I Schafer
701 223 4465

March 8, 1999

Ms. Chairman, Members of the Committee:

My name is JoAnn Brager. I am the Head Start Director at West River Head Start in Mandan. Our grantee is Housing, Industry, Training, Inc.

I represent the North Dakota Head Start Association, made up of Head Start staff, parents, and directors. We represent approximately 3000 North Dakotans.

We are here in support of S.B. 2410.

The latest re-authorization of the Head Start Act requires that a minimum of 50 percent of Head Start teachers have at least a 2-year degree in Early Childhood Education, increasing the demand for additional courses and experiences of this specific nature.

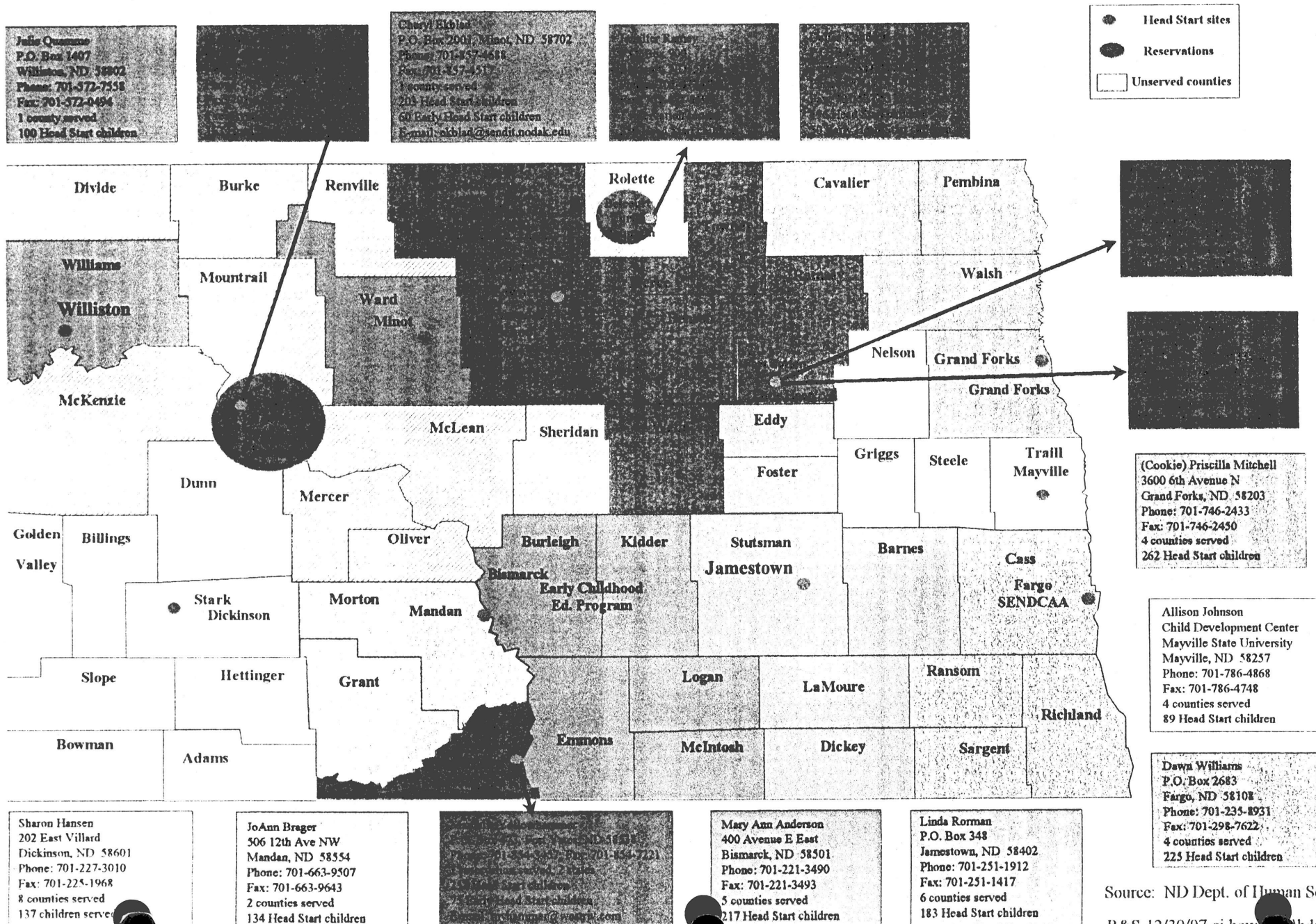
A degree in Elementary Education does not qualify a teacher to meet the unique needs of the pre-school child.

We urge you to support quality education of young children by supporting this bill.

Thank you.

ND HEAD START SITES, January 1998

Funded Enrollment: 2,856 Children, 4 Reservations, 42 Counties



Source: ND Dept. of Human Services

R&S-12/30/97-cj-hgw-ghdstr3

arts and interactive programs using electronic media to enhance the learning experience of Head Start children. Special consideration shall be given to entities that have demonstrated effectiveness in educational programming for preschool children that includes components for parental involvement, care provider training, and developmentally appropriate related activities.

(e) The Secretary shall provide, either directly or through grants or other arrangements, funds from programs authorized under this subchapter to support an organization to administer a centralized child development and national assessment program leading to recognized credentials for personnel working in early childhood development and child care programs, training for personnel providing services to non-English language background children (**including services to promote the acquisition of the English language**), training for personnel in helping children cope with community violence, and resource access projects for personnel working with disabled children.

STAFF QUALIFICATIONS AND DEVELOPMENT

Sec. 648A. (a) CLASSROOM TEACHERS.--

(1) **PROFESSIONAL REQUIREMENTS.**--The Secretary shall ensure that each Head Start classroom in a center-based program is assigned one teacher who has **demonstrated competency to perform functions that include --**

(A) **planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy and phonemic, print, and numeracy awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, and their problem solving abilities;**

(B) **establishing and maintaining a safe, healthy learning environment;**

(C) **supporting the social and emotional development of children; and**

(D) **encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.**

(2) **DEGREE REQUIREMENTS.**--

(A) **IN GENERAL.**--The Secretary shall ensure that not later than September 30, 2003, at least 50 percent of all Head Start teachers nationwide in center-based programs have--

(i) an associate, baccalaureate, or advanced degree in early childhood education; or

(ii) an associate, baccalaureate, or advanced degree in a field related to early childhood education, with experience in teaching preschool children.

(B) **PROGRESS.**--The Secretary shall require Head Start agencies to demonstrate continuing progress each year to reach the result described in subparagraph (A)

(3) **ALTERNATIVE CREDENTIALLING REQUIREMENTS.**---The Secretary shall ensure that, for center-based programs, each Head Start classroom that does not

Testimony on
Engrossed Senate Bill No. 2410
By Janet L. Placek

M. Chair and members of the House Education Committee, for the record, I am Janet L. Placek, Executive Director of the Education Standards and Practices Board and would like to testify in favor of Engrossed Senate Bill No. 2410.

Engrossed Senate Bill 2410 would provide the Education Standards and Practices Board the opportunity to further develop the system of license for educators in North Dakota.

An early childhood certificate would provide for the unique learning needs of children, birth through age 8, and recognize the inseparability of the care and the education of young children.

In 1994, the National Board for Professional Teaching Standards developed a certificate for people choosing that field.

Head Start programs will be requiring a certificate in early childhood education within a couple of years and North Dakota must be prepared.

You have already approved House Bill 1274 which provides us an opportunity to license any teacher from out of state that has a valid certificate from that state. If someone where to apply from out of state with an early childhood license, we would not presently have the authority to issue a license. NDCC 15-47-46 provides for teacher

qualifications in kindergarten through grade eight and NDCC 15-41-25 provides for those teachers at the secondary level. The addition of this certificate would complete our system of licensure for teachers in North Dakota.

Thank you for the opportunity to testify. I would be available for any questions. For further information, I can be reached at 328-1659 or jplacek@state.nd.us.

**Testimony Presented to the House Education Committee Concerning
Senate Bill 2410**

March 8, 1999

by W.M. Schuh (Private Citizen)

Chairman Kelsh and honorable members of the House Education Committee. Please vote **Do Not Pass on SB 2410**. **SB 2410** is first step of the formal regulatory entry of the state and public education into the years of bonding between mother and child. I believe that SB 2410 establishes a significant step of what may become a competitive and pressured learning environment - a drive to meet "educational standards" during the years that have always been reserved for free and non pressured nurturing in the home,

Content and Context

In its initial form SB 2410 authorized the state certification of "early childhood educators" for ages 0 to 3, 3 to 5, and 5 to 8. In its final amended form it simply authorizes certification of "early childhood educators" without reference to age groups. While the bill itself is small and its objectives are modest, I believe that it must be viewed within the larger context of the State Education Improvement Plan and the published objectives of that plan. The stated purpose of early childhood educators is to implement state "standards and assessments" for preschool children. Under the North Dakota State Goals 2000 Education Improvement Plan (EIP, July 1995, p9): "Standards will be (*put*) in place to fully address the first national goal. Children will come to school ready to learn." To accomplish this:

"Early Childhood Standards will be developed in collaboration with other agencies and entities. A comprehensive set of standards will be developed **which will guide state, regional and local program development as it relates to early childhood (ages 0-8).** "

The schedule for completion of these goals was:

"1995-1996 An early childhood committee, comprised of representatives of agencies and entities with a vested interest in early childhood, will establish procedures for developing an integrated set of standards and begin implementation. "

"1996-1997 The Education Standards and Practices Board (ESPB) will consider certification requirements for early childhood educators.

Educational standards were to be established for ages 0 to 8 (same age span proposed for early childhood educators in the initial version of SB 2410).

In addition, in the broader context of the National Goals 2000 Educate America Act, (Sec. 405 of H.R. 1804 appended to this testimony), there are to be regularly scheduled developmental screenings" and "regularly scheduled visits in the home by "certified

parent educators”, and under Section 207 of H.R. 1804, the education system is to initiate an “early childhood assessment” program (bill text appended).

In full context of the State EIP, then, **It would appear that the purpose of State Certification of Early Childhood educators, is to implement an early childhood program; based on assessing small children with regard to state determined educational and developmental standards, and implementation of educational programs to bring the child in line with those standards.**

Concerns

While this may not seem problematic to many, we have reason to be concerned about many unintended consequences of aggressive state movement in this direction.

1. Implementation of standards-based education in the first four years of life, indirectly amounts to the implementation of kindergarten entry standards. But this is what kindergarten was for: a preschool year to prepare children so that they would be “ready to learn” when they entered school in the first grade. What we are doing here is moving standards based educational system farther back into earlier childhood years. These are the years that have always been left to the family, and particularly the mother. They have been the years of non pressured and predominantly non structured learning from the mother and siblings in the home. They have been the years of learning the basics of love and relationships to other human beings within the family unit. I think we have to ask if increased formalized education at this stage of life isn’t defeating its very purpose. I think we have to ask some serious questions about moving in this direction.

- Is it wise to place children in a schedule to meet cognitive and developmental norms and standards right out of the womb, and in their toddler years? Or might this sort of initiative have adverse emotional impacts later in life?
- Given the large differences in the timing and sequence of early development stages in early children is it wise to be pushing them to meet “developmental” norms?
- Could we be losing our perspective in education? Should we, perhaps, ask whether our constant striving for more accomplishment in less time and at earlier ages might not have diminishing returns, and whether this sort of “hurried child” treatment might have negative consequences for the the emotional welfare and later education of some children.
- Do we really want to view the early childhood years as a time to meet standards to enter a kindergarten? Isn’t this what kindergarten was for?

Early childhood educators have been around for thousands of years - **They have been called mothers.** I’m not sure we want to change or modify that definition.

2. I am concerned about the issue of family privacy. Because of the inseparably close relationship between parent and child in the toddler years; assessment of the child becomes assessment of the home and family. Assessments and records from this sort of process can become a serious invasion of the right to privacy, and of the family unit itself. There is something of this time of life that does not fit comfortably with close state interaction in the home. This is particularly so if we consider the cited references to “certified parent educators in the home.” This could, and in some cases will become a state sanctioned micro management of the home by experts. And what sorts of things will be in records of the assessments?

3. I’m concerned about an expanding program of this nature. I’m sure that the initial problem statement and mission statements for expanding preschool education center around children designated as “high risk”, and voluntary participation. However, these things have a way of expanding. While “emotional” assessments of the Carnegie Middle School were initiated based on a ghetto definition of the problem of child development, and the problem of the abdicated parent, when such programs are brought into a system that involves all children and families, they all become involved. It isn’t only the high risk kids that are given the Felner test, an invasive test designed to assess student’s emotional reactions. They all get pulled in.

4. If the problem with the child is one of an abdicated parent - lack of love and attention, it is unlikely that a program based on standards, assessment and goal setting will give them what they need. What they really need is a warm, friendly, and home like environment, and those willing to give them attention. Some pre schools can provide some of this and do. What they really need is to be mothered.

5. Programs of this nature can become competitive and forced not only by certified educators but by parents. If you emplace and fund programs based on concern over toddlers meeting standards, some parents tend to panic and push. If they become afraid their children will get behind, the competitive environment is assured.

6. How far is the state going to expand public education? And what effect will the changes and expansions have on the system itself? The traditional role of public education has been cognitive education from age 5 through 17. As we expand into other social-service based areas, the funding base for existing programs gets thin, and we have more difficulty sustaining base programs and infrastructure. As we become more social service oriented, the goals of the educational process become more developmental and emotional, sometimes to a problematic level, and we lose focus on cognitive education which is the purpose of the system. As schools move increasingly into the parental realm, parental abdication increases (leave it to the school), and a sense of entitlement increases. But the willingness to bear tax burdens does not increase. There are those who would expand the school system to fill virtually all of the child’s needs, virtually taking over the parental role. We need to begin to articulate what the boundaries of this system are, instead of constantly stumbling ahead and adding on to it one nice sounding program at a time. Many of these initial programs are initially funded by private foundations. But in

the end they must be tax financed.

Conclusion

This simple bill, and certification of early childhood educators will not in itself cause a large expansion of early childhood education, or bring on all these potential ills. However, in the context of attempts to increase the role of public education in the pre school years documented in the State EIP, in programs of foundations like the Carnegie Foundation's "Starting Points", and in the context of goals of increased early childhood assessments and standards based education, I think we have reason to be concerned; **and we have to ask ourselves If we wish to formalize early childhood education, how far we wish to go with it, and what the boundaries are going to be. I believe that we should stop right here, and move no further In that direction.**

APPENDUM

I.

Supplemental Information (Text from HR 1804 - G2000 Educate America Act)

- A. Under Section 405 of H.R. 1804 there are to be "regularly scheduled developmental screenings" and "regularly scheduled visits in the home by "certified parent educators".

SEC. 405. DEFINITIONS.

For purposes of this title--

(2) the term "Parents as Teachers program" means a voluntary early childhood parent education program that--

(C) provides--

- (I) regularly scheduled personal visits with families by certified parent educators;**
- (II) regularly scheduled developmental screenings;**

- B. SEC. 207. EARLY CHILDHOOD ASSESSMENT.

(b) ACTIVITIES.--The Groups shall--

(1) develop a **model of elements of school readiness that address a broad range of early childhood developmental needs**, including the needs of children with disabilities; ...

(4) **monitor and report on the long-term collection of data on the status of young children** to improve policy and practice, including the need for new source of data necessary to assess the broad range of early childhood developmental needs.

II.

FORTUNE MAGAZINE'S CRITIQUE OF THE CARNEGIE "STARTING POINTS" PROGRAM

The Carnegie Solutions Yet Again, Fortune, p16, 1994

"The Carnegie Corporation... has struck again. In a study labeled "Starting Points: Meeting the Needs of Our Youngest Children"...So what's to criticize? Mainly the task force's commitment to an incredible proposition: that new rounds of government-supported social programs will transform the situation of children born in poverty to unwed, uneducated mothers demoralized by the welfare culture put in place by past rounds of such programs."

1997

March-April Regional meetings to review findings and recommendations.

April-October Analyze data and develop preliminary draft.

October-November Organizations review preliminary draft.

1995-1997 Proposed legislation, focusing on educational improvement will be developed and submitted to the 55th Legislative Assembly in 1997.

1997-2000 All schools will be involved in a continuous educational improvement process which links performance standards and opportunity to learn standards established for the state either through the legislative and/or accreditation processes.

Evaluation:

Learning is improved because of the standards.

ACTION: EARLY CHILDHOOD STANDARDS

Early childhood standards will be developed in collaboration with other agencies and entities. Through this process, a comprehensive set of standards will be developed which will guide state, regional and local program development as it relates to early childhood (ages 0-8).

1995-1996 An early childhood committee, comprised of representatives of agencies and entities with a vested interest in early childhood, will establish procedures for developing an integrated set of standards and begin implementation.

1995-1996 This committee will continue the process over the next year with a review of plans developed by state agencies and entities, the available state data and the national literature and research.

1996-1997 The Education Standards and Practices Board (ESPB) will consider certification requirements for early childhood educators.

2000 The standards will be developed. Training and implementation will be begun.

Evaluation:

Standards will be in place to fully address the first national goal. Children will come to school ready to learn.

Gregg Boyer
4007 State Street
Bismarck, ND 58501
(701) 223-3575
(701) 258-5844 Fax

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North Dakota *Family* Alliance

Positional Statement on Senate Bill 2410

In opposition to Senate Bill 2410, the North Dakota Family Alliance would like to offer the following opinions;

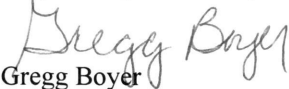
We oppose this bill with the clearly documented understanding that the purpose of the early childhood certification sought is to apply state standards and assessments to small children. This purpose is stated on page 9 of the State Goals 2000 Education Improvement Plan (July 1995, revised September 1995). We are opposed to the implementation of any state sanctioned plan of formal education to children barely out of the womb, and to forcing young children to standards based achievement in the most sensitive years of their lives.

We oppose this bill based on its' interference into, and possible interruption of the parents rights to formulate the early years of their own children, in their own ways and to their own standards. We believe it has been proven that parents of North Dakota's children do a remarkably good job of preparing their own children for kindergarten and other existing pre grade school programs. Therefore, this intervention and interruption is not necessary and will not be of any significant benefit to the families of North Dakota.

We strongly oppose the concept, and the thought process behind the concept, that there need to be standards met for children to enter grade school. Early years are meant to be used by parents for bonding and relating to their children, and not to be moved into the realm of information transfer, with precise goals and directives set in place by the state. The emotional and psychological damage that will be done if these concepts are implemented will greatly impact the family in North Dakota. Again, with children already performing well in the early grades (1-2) why are the proposed changes in Senate Bill 2410 necessary? We believe they are not necessary, and that they will be damaging to the family. We ask that legislators allow an already sound family system to keep working without state interference.

The intrusion into the family by "representative of agencies and entities with a vested interest in early childhood" (State EIP, page 9) designated by the state can only mean a radical change in the family structure for North Dakota. We do not agree with the proposed changes or programs. The North Dakota Family Alliance asks you, the representatives of the future of the families in our state, to vote DO NOT PASS on Senate Bill 2410 and help keep the early childhood years of North Dakota's children as an unpressured time, in the love and care of parents and family.

Respectfully submitted,


Gregg Boyer
Executive Director