

2009 SENATE EDUCATION

SB 2303

## 2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2303

Senate Education Committee

Check here for Conference Committee

Hearing Date: February 3, 2009

Recorder Job Number: 8444, 8447

Committee Clerk Signature

Minutes:

Chairman Freborg opened the hearing on SB 2303. All members were present.

Senator Bakke introduced the bill. See written testimony.

Senator Flakoll asked where is the pilot program language in the bill.

Senator Bakke said her intent is to offer this to an existing program, she did not use "pilot program" language. The institutions would apply for grants for programs that are already in place. \$100,000 is not enough to start a program, they would filter the money through existing programs.

Senator Flakoll asked on lines 10 – 11, the rationale for the first member of a family.

Senator Bakke said that is the language that legislative council used. She adopted a young man who was the first in his biological family to graduate high school. When a young person is from a family where a college education is not valued they need to break the trend and be given the opportunity to be successful.

Senator Flakoll asked how many students would be covered. What are the residency requirements?

Senator Bakke said they must be North Dakota students. She might have to amend to look at the areas of the states where we have issues. The next testifier will have more information.

Senator Taylor asked if she envisions the \$100,000 going to one or two existing programs.

Senator Bakke said it is a modest amount, maybe it would go to one program. Higher Education can make the determination. There will be additional work involved to report the success or failure of the program.

Senator Taylor asked about TRIO.

Senator Bakke said Mary will explain.

Mary Fredericks, Chair for the North Dakota Chapter of TRIO ASPIRE, testified in favor of the bill. See written testimony.

Senator Lee asked where the money is coming from for the program listed on the last page of the handout.

Mary Fredericks said federal grants.

Senator Lee asked if the dollars are specific to that program.

Senator Taylor asked if the dollars go to the program, not directly to the students.

Mary Fredericks said in the last 5 years they have been able to offer \$500 to Pell grant eligible students and most are Pell grant eligible.

Senator Bakke asked if the program is effective.

Mary Fredericks said in her handout is a sheet with retention rates which shows the program is effective.

Senator Bakke asked if she can service all the students who are in need of such services.

Mary Fredericks said at UND, 1/3 of the student body is low income, first generation, they have grant dollars for 300 students. They wait for students to come to them, it would be good to know who the students were from their first day of college.

Senator Lee asked if they have flexibility with the dollars on the last page. Could the bill request be part of the existing program.

Mary Fredericks said yes. They have not been able to provide for tutor assisted instruction where a tutor goes to class with a student then they meet with the student and go over the material. This funding would help. In the past they had a summer bridge program that was very successful. They worked with incoming freshmen on work and study skills while they took 6 college credits in the summer. It was a successful program.

Laura Glatt, North Dakota University System, testified in favor of the bill. See written testimony.

Senator Flakoll asked about the correlation between ACT scores and income status.

Laura Glatt said she could find out.

Chairman Freborg closed the hearing on SB 2303.

Later in the day Chairman Freborg opened the discussion on the bill.

Senator Bakke distributed amendments that would indicate the grants would support existing programs and clarify the language.

Senator Bakke moved the Bakke amendments, seconded by Senator Taylor. The motion passed 3-2.

Senator Bakke moved a Do Pass As Amended and Rerefer to Appropriations, seconded by Senator Taylor.

Senator Bakke said we have heard over and over from the North Dakota University System that one of their biggest problems is looking at their retention rate and making them more successful in those first couple of years. This would be a good start in looking at some of those summer programs that could be put in place or support services when students first start their college experience. It is to our advantage to be sure they are successful since many are using state grants.

The motion failed 2 – 3.

Senator Lee moved a Do Not Pass As Amended on SB 2303, seconded by Senator Flakoll.

The motion passed 3 – 2. Senator Lee will carry the bill.

**PROPOSED AMENDMENTS TO SENATE BILL NO. 2303**

Page 1, line 8, remove "for the purpose of offering"

Page 1, line 9, remove "support", and after "to" insert "support currently existing programs that provide services to"

Page 1, line 19, replace "its outcome" with "the retention/graduation rates achieved"

Renumber accordingly

SB 2/3/09









**REPORT OF STANDING COMMITTEE**

**SB 2303: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO NOT PASS** (3 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). SB 2303 was placed on the Sixth order on the calendar.

Page 1, line 8, replace "for the purpose of offering" with "to"

Page 1, line 9, after "support" insert "existing programs that provide services"

Page 1, line 19, replace "its outcome" with "the retention and graduation rates achieved"

Renumber accordingly

2009 TESTIMONY

SB 2303

Chairman Freborg and members of the Education committee, for the record my name is Senator JoNell Bakke and I represent district 43 in Grand Forks. I am here to present SB 2303 with addresses retention of low income and first generation students at our postsecondary institutions. The necessity to look at the retention rate of students was called to my attention recently by Mary Fredricks and Elaine Metcalf both with the UND TRIO program. They told me that one of the biggest difficulties for low-income and first generation students is keeping them in school. They become overwhelmed and often need addition support to make it through the first year or two of a college program.


The following statistics were printed in the Postsecondary Education Opportunity in November 2008. They show that the completion rates for students coming from the lower income brackets of our population are have a significantly lower completion rate than other income groupings.

Bachelor's Degree Completion Rates by Age 24

Year	Top income Quartile	Above Average Income Quartile	Below Average Income Quartile	Low income Quartile
1970	54.6%	26%	23.1%	21.9%
1980	50%%	36%	24%	23%
1990	75%	40%	25%	22%
2000	70%	38%	24%	18%
2007	94.6%	47.6%	30.5%	24.5%

The National Center for Public Policy and Higher Education prepares a report card for each state that looks at the success of the higher education programs. In the area of completion, it stated that North Dakota performs well in awarding certificates and degrees relative to the number of students enrolled, but few students complete a bachelor's degree in a timely manner. In North Dakota, 47% of the college students complete a bachelor's degree within six years. North Dakota records one of the largest gaps in the nation with seventeen percent of Native Americans graduating within six years compared to 48% of whites. North Dakota recorded a -17.2% decline in low income college participation rates between 1999 and 2006. Our own North Dakota University System, reports that 35.6% of our students who start, graduate from two year programs and 55.8% of students in four year programs actual complete their programs and graduate.

For these reasons, I bring before you today SB2303 which would provide the Board of Higher Education an appropriation of \$100,000 for the purpose of providing an institution of higher education the funds necessary to implement a



pilot program aimed at supporting and retaining first generation students or students from low-income families. This support could include tutoring, counseling, mentoring, and work study opportunities. After completion of this pilot program, the institution would be asked to file a report with legislative council for review by the higher education interim committee.

It is my feeling that the time has come to address the retention rates of our low-income and first generation students.

Thank you for your attention to this matter and I would stand for any questions at this time.



Good morning, my name is Mary  
Fredricks. I am the State Initiative  
Chair for the North Dakota Chapter of  
TRIO ASPIRE, an organization made up  
of educational professionals in the 17  
Federal TRIO Programs located at two  
and four year Colleges and universities  
in the state. I also work as an advisor  
for the Student Support Services program at the Univ. of ND.

Federal TRIO programs are ~~educational~~  
support programs offering educational  
support services such as tutoring,  
mentoring, academic advising, and college  
preparation to low income students who  
are the first in their families to go to  
college. Throughout my remarks I will  
use the term ~~first generation~~ to refer to  
~~these students that~~ First generation is  
the term I will use to refer to these students.

These programs, including the pre-college  
programs Upward Bound Talent Search,  
the Educational Opportunity Center, Veteran's  
Upward Bound, and ~~collegiate~~ the  
college programs Student Support  
Services, and The McNair Postbaccalaureate  
Achievement Program were created  
by the Higher Education Act of 1965  
ND TRIO Programs have been working  
in the state for over 40 years and

(2)

currently serve nearly 4500 students  
middle school through adult.

This bill, SB 2303 would create a pilot project whereby the state board of higher education would award grants to North Dakota institutions for the purpose of offering support services to increase the graduation rates of low income, first generation students. These support services would include tutoring, personal, financial, and academic advising, mentoring, cultural enrichment, and work study opportunities.

Why does North Dakota ASPIRE urge you to support this bill?

First of all, first generation, low income students enter college and complete postsecondary programs at a much lower rate than students who do not share these characteristics. Students who are not first generation and low income.

Nationally, less than 50% of first generation, low income students go on to college within one year after high school compared to 85% of students

whose parents have college degrees.

Only 27% of first generation students earned an Associates degree or higher compared to 68% of non first generation students. Only 12% of first generation students complete bachelors degrees compared to 58% of other students.

~~Low income status also correlates highly with~~

Low income status is also an obstacle. There is ~~also~~ a strong correlation <sup>for these students</sup> between income level and bachelors degree completion rates. In 2007, ~~students from the bottom quartile of income distribution~~ 24.5% of students in the bottom income quartile had completed a bachelor's degree by age 24, as compared to 94.6% of students from the top income quartile. ~~In fact, low achieving, high income students have a greater chance of enrolling and completing a bachelor's~~

A second reason why ASPIRF <sup>wishes</sup> would like your support for SB 2303, is that providing support services to first generation, low income students such as tutoring, mentoring, advising, and cultural involvement has increased ~~that~~ <sup>their</sup> college



success at the states colleges and universities ~~which~~ <sup>that</sup> have TRIO Student Support Service programs.   
 how do we track them, well we look at their retention rates.

Retention rate is a term that refers to the number of students who ~~return to an institution~~ are retained by an institution from the freshman to the sophomore year. It is a widely accepted predictor of future degree completion. The 2006-2007 retention rate for students at North Dakota State University System ~~students~~ 2 year institutions was 67.7% while the retention rate ~~for~~ <sup>of</sup> Student Support Services participants ~~was~~ <sup>was</sup> 70.9%. NDUS 4 year institutions retained 70.1% of students from the freshman to the sophomore year, while 85.3% of Student Support Services students were retained at the States 4 year institutions.

Finally, North Dakota ASPIRE believes that the pilot projects made possible by the appropriation in SB 2303, ~~provided by SB 2303~~ will provide innovative ~~fresh~~ approaches aimed at helping more ND students succeed in postsecondary education.

There was much discussion of appropriate accountability measures for the North Dakota

State University System by the ~~the~~  
2007-2008 Inland Higher Education  
Committee. One of their recommenda-  
tions was that NDHS increase the  
number of North Dakota citizens ~~with~~  
having associates degrees or higher  
to the level of the top performing  
states and countries. ~~In 2007~~ However,

in 2007

the North Dakota Kids Count  
Fact Book published by the state  
Data Center, reported that over  
32,000 ~~elementary~~ and ~~+~~ K-12  
students qualified for the free  
and reduced lunch program, a key  
indicator of low income status.

According to Postsecondary Education  
Opportunity, only 30%, roughly 10,000  
students in North Dakota's education  
pipeline will pursue postsecondary  
education. ~~What happens to the remaining~~  
~~22,000?~~

In order to increase the number  
of North Dakota citizens who have  
associates degrees or higher, we have  
got to make postsecondary education  
accessible to more first generation,  
low income students and ~~start~~ expand  
~~support~~ programs to help them succeed.

SB 2303 <sup>is</sup> would be an innovative, entrepreneurial  
approach to help the state address this problem. (10/01)

PROVIDING HOPE & OPPORTUNITY  
FOR  
DISADVANTAGED STUDENTS



Division of Student Services  
Office of Higher Education Programs  
Office of Postsecondary Education  
U.S. Department of Education

2/3/09 Mary Frederick 2303

# FEDERAL **TRIO** PROGRAMS

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Educational Talent Search  
Upward Bound  
Veteran's Upward Bound  
Student Support Services  
Educational Opportunity Center  
Ronald E. McNair Post Baccalaureate Achievement Program

The Federal TRIO Programs incorporate the following six major programs for disadvantaged young people and adults and/or the professional staff working with this population:

## HISTORY

The history of TRIO is progressive. It began with **Upward Bound**, which emerged out of the Economic Opportunity Act of 1964 in response to the administration's War on Poverty. In 1965, **Educational Talent Search**, the second outreach program, was created as part of the Higher Education Act. In 1968, **Student Support Services**, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Educational Amendments and became the third in a series of educational opportunity programs. By the late 1960's, the term "TRIO" was coined to describe these federal programs.

Over the years, the TRIO programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The Higher Education Amendments of 1972 added the fourth program to the TRIO group by authorizing the **Educational Opportunity Centers**. The fifth program, **Veterans Upward Bound** was added in 1972. The 1976 Education Amendments authorized the Training Program for

Federal TRIO Programs, initially known as the Training Program for Special Programs Staff and Leadership Personnel. Amendments in 1986 added the sixth program, the **Ronald E. McNair Post Baccalaureate Achievement Program**. The Higher Education Amendments of 1998 authorized the TRIO Dissemination Partnership Program to encourage the replication of successful practices of TRIO programs. Finally, the Omnibus Consolidated Appropriations Act of 2001 amended the Student Support Services program to permit the use of program funds for direct financial assistance (Grant Aid) for current SSS participants who are receiving Federal Pell Grants.

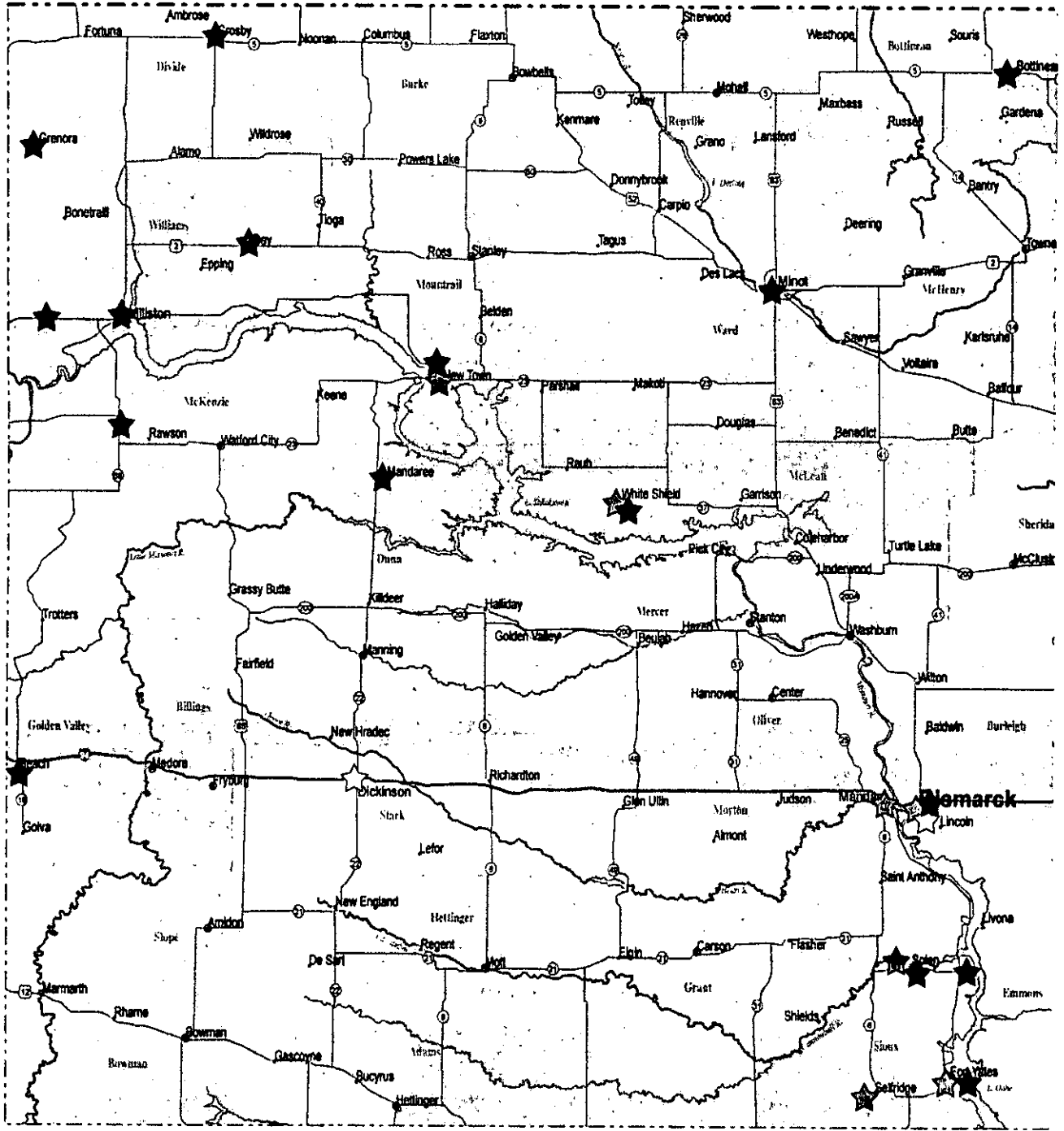
## PURPOSE

The primary purpose of the TRIO programs is to prepare disadvantaged persons for successful entry into, retention in, and completion of postsecondary education. In general, these programs identify low-income and first generation college students and provide them with encouragement, support, and assistance.

## SERVICE

TRIO services are designed to improve academic performance, increase student motivation, and facilitate transitions from one level of education to the next.

NORTH DAKOTA TRIO PROGRAMS  
WESTERN NORTH DAKOTA

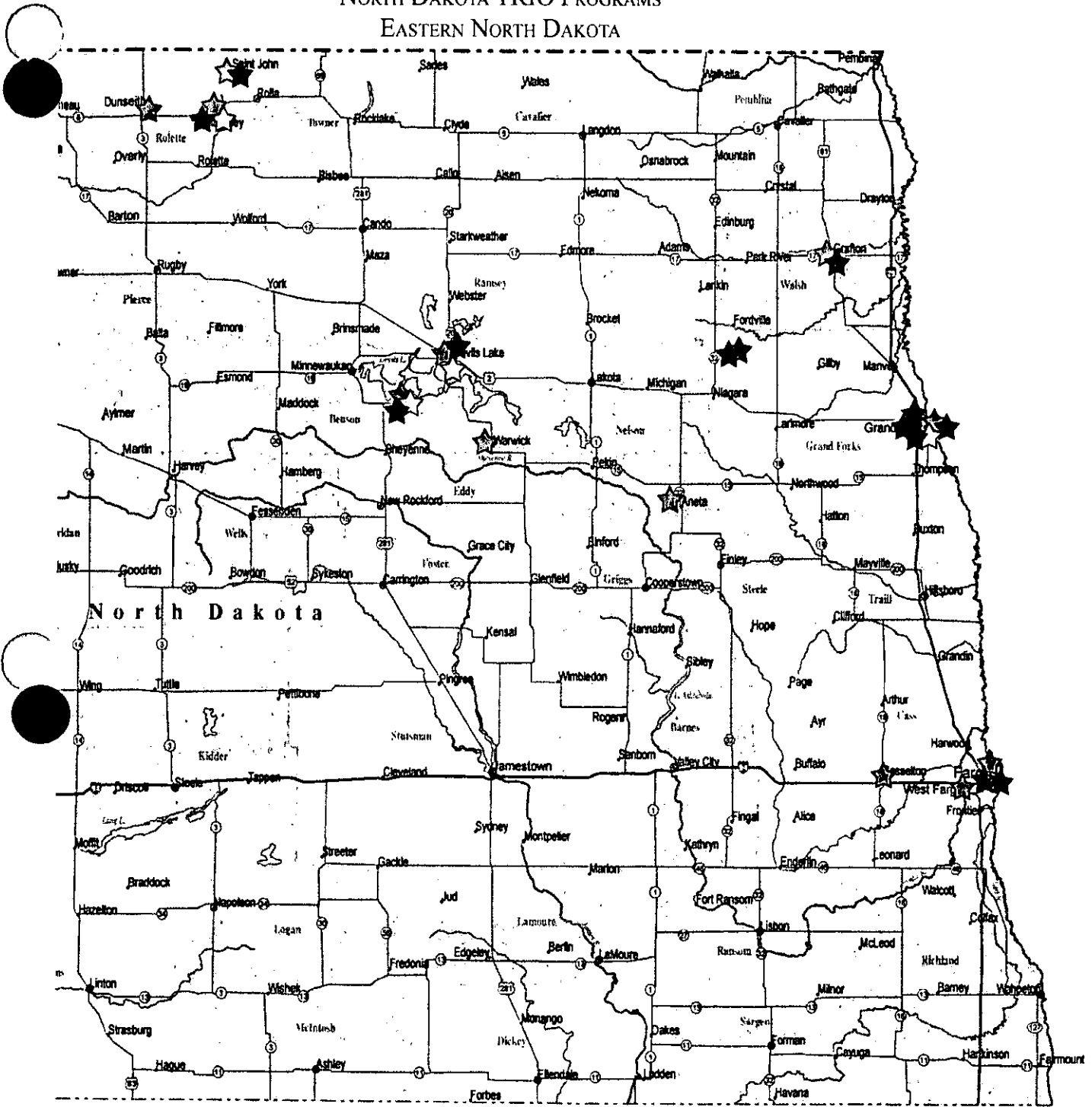


**KEY**

- ★ McNair
- ★ Veterans Upward
- ★ Upward Bound
- ★ Talent Search
- ☆ Student Support Services
- ★ Educational Opportunity Center  
(Population served by county (income statistics))

# NORTH DAKOTA TRIO PROGRAMS

## EASTERN NORTH DAKOTA



KEY	
<ul style="list-style-type: none"> <li style="margin-bottom: 10px;">★ McNair</li> <li style="margin-bottom: 10px;">★ Upward Bound</li> <li style="margin-bottom: 10px;">☆ Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li style="margin-bottom: 10px;">★ Veterans Upward</li> <li style="margin-bottom: 10px;">★ Talent Search</li> <li style="margin-bottom: 10px;">★ Educational Opportunity Center <small>(Population served by county income statistics)</small></li> </ul>

# NORTH DAKOTA **TRIO**

<u>PROGRAM</u>	<u>STUDENTS SERVED</u>	<u>AWARD</u>
<b><u>EDUCATIONAL OPPORTUNITY CENTER</u></b>		
UNIVERSITY OF NORTH DAKOTA	<u>1,000</u>	<u>\$350,499</u>
TOTAL	1,000	\$350,499
<b><u>MCNAIR POST-BACCALAUREATE</u></b>		
NORTH DAKOTA STATE UNIVERSITY	22	\$242,207
UNIVERSITY OF NORTH DAKOTA	<u>20</u>	<u>\$240,043</u>
TOTAL	42	\$482,250
<b><u>STUDENT SUPPORT SERVICES</u></b>		
CANKDESKA CIKANA COMMUNITY COLLEGE	100	\$267,986
DICKINSON STATE UNIVERSITY	200	\$267,986
LAKE REGION STATE COLLEGE	160	\$235,683
NORTH DAKOTA STATE UNIVERSITY	350	\$402,621
TURTLE MOUNTAIN COMMUNITY COLLEGE	200	\$278,261
UNIVERSITY OF MARY	160	\$267,986
UNIVERSITY OF NORTH DAKOTA	<u>300</u>	<u>\$320,031</u>
TOTAL	1,470	\$2,040,554
<b><u>TALENT SEARCH</u></b>		
CANKDESKA CIKANA COMMUNITY COLLEGE	600	\$267,707
UNIVERSITY OF NORTH DAKOTA	<u>1,000</u>	<u>\$430,244</u>
TOTAL	1,600	\$697,951
<b><u>UPWARD BOUND</u></b>		
NORTH DAKOTA STATE UNIVERSITY	50	\$234,624
TURTLE MOUNTAIN COMMUNITY COLLEGE	60	\$249,947
UNIVERSITY OF MARY	50	\$220,000
UNIVERSITY OF NORTH DAKOTA	<u>85</u>	<u>\$382,929</u>
TOTAL	185	\$1,087,500
<b><u>VETERANS UPWARD BOUND</u></b>		
NORTH DAKOTA STATE UNIVERSTIY	<u>120</u>	<u>\$265,319</u>
TOTAL	120	\$265,319
<b>GRAND TOTAL 4,477</b>		<b>GRAND TOTAL \$4,924,073</b>

## National Statistics First Generation and Low Income

### First Generation vs. Non First Generation Completion

	First Generation Students	Non First Generation
Associates +	27%	68%
Bachelors	12%	58%

### Bachelors Degree Completion by Age 24 Income (2007)

Income Level	Percent Completing
Bottom Quartile	24.5
Second Quartile	30.5
Third Quartile	47.6
Fourth Quartile	94.6

### North Dakota University System Graduation Rates vs. National

	2-Year	4-Year
NDUS IPEDS-reported graduation rates	35.6%	46.5%
National 2006* IPEDS-reported graduation rate	32.5%	55.8%

\*The most recent year for which national data are available.

### NDUS and Student Support Services Retention Rates

	NDUS Students	Student Support Services/TRIO Participants
Two-Year Colleges	67.7%	70.9% *
Four-Year Universities	70.1%	85.3% **

\* 2 of 3 reporting

\*\* 3 of 4 reporting

2/3/09 May Frederick 2303.



**SB2303- North Dakota University System**  
**Senate Education, February 3, 2009—Laura Glatt**

The North Dakota University System supports expanded opportunities to assist students from low-income families or first member students.

National statistics suggest that about 50 percent of low-income students enroll in college right after high school, compared with 80 percent of high-income students, according to the National Center for Education Statistics. In addition, experts suggest that nationally only about 25 percent of low-income students earn any kind of postsecondary degree due to the large number that are working full-time to pay for college and the lack of adequate programs to support the students while in college. Anthony Carnevale, the director of the Center on Education and the Workforce at Georgetown University points out that the lack of a higher education degree or credential is particularly debilitating in a recession. He says: "The people who survive the best have always been and continue to be the ones with postsecondary education, adding the unemployment rate for people without a college education was generally four times as high as those with a two-or-four-year degree."

Four of the eleven NDUS campuses--UND, NDSU, DSU and LRSC--each have federal TRIO Programs. TRIO programs are educational outreach programs designed to motivate and support students from disadvantaged backgrounds. Combined these programs serve about 1,000 students. In 2007-08, 11,500 NDUS students received federal Pell grants, a common proxy that researchers use for low-income status. This data suggests that there are a large number of NDUS students who are not being served due to lack of resources.

There are several opportunities for the use of funding provided in SB2303. The NDUS would try to identify opportunities that promote collaboration and sharing of resources across the system, as well as ways to potentially leverage any state funding with funding from other sources. Some possible uses could include:

- Create an emergency fund to assist students with the cost of emergencies—the car breaks down, the free babysitter gets sick, the computer dies. Although financial aid helps these students cover the cost of education, it does not help with these unexpected emergencies that can quickly derail the student.
- Support a summer bridge program, to provide a jump start for students between high school graduation and the start of their freshmen year of college.
- Additional tutoring services in math and science.

Lastly, I must point out that the North Dakota University System's first priority is full funding of the State Board of higher Education's budget request as presented to the Senate Appropriations Committee. If additional resources become available beyond full funding of the SBHE request, programs like this should be considered as a high priority.

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