

**2013 HOUSE EDUCATION**

**HB 1303**

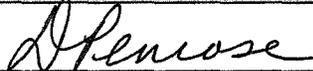
# 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HB 1303  
January 30, 2013  
17996

Conference Committee

Committee Clerk Signature



## Minutes:

**Ch. Nathe:** We will open the hearing on HB 1303.

**Rep. Corey Mock:** Sponsor, support. This came at a request of constituents in District 42 and shared with their colleagues across the state. This is the TRIO program. There have been college preparatory programs geared towards first generation, low-income residents of the state. If they plan on going to a university, they are a first-generation student and low-income, there have been college preparatory programs to help them prepare for college, to pass entrance exams, to become acclimated to the college atmosphere. Guidance that is not available, generally available or maybe assume to be available because they are first-generation students. The program has been widely success and we have received information that if it helps these students increase the rate of graduation, and go on to do amazing things, post-graduation. In the bill, there is a \$600,000 appropriation for one biennium. The idea is that it would have a summer residential program followed by tutoring and mentoring that is ongoing throughout the year. The individuals who are here to testify in support of this have some amendments, we did want to make this a pilot program. The bill has a couple of changes to adhere to what they were hoping to accomplish. I and the bill sponsors support those proposed changes.

**Rep. Meier:** With an appropriation of \$600,000 how many students are you hoping to reach.

**Rep. Mock:** I know that the numbers are there, but I don't have them.

**Rep. Wall:** On line 20 of the bill, it says priority will be given to those that would serve students that would be the first member of their family and outlines what they would major in. Why did you limit it to the STEM field?

**Rep. Mock:** When we discussed this, we wanted to make sure that we were addressing some of the academic shortages and give preferential priority to those who were going in the field of STEM. This was to address some of the labor shortages and the needs of getting high school graduates into those fields. We anticipate that non-STEM related students would be eligible for it, but if there are a

**surplus of applicants, that priority be given for those who want to go into one of those fields.**

**Ch. Nathe: Are there currently other programs that will address this problem.**

**Rep. Mock: I believe the ASPIRE program is federally funded and has existed in the past. This is different. I don't know the specifics of the federal funding programs that exist. My understanding is those are budgets that have been cut and their ability to reach out to students has been diminishing over the years.**

**Rep. J. Kelsh: I understand the STEM jobs are in great demand, but welders, mechanics, etc. are needed too. Is there any way that this program could help those folks in CTE professions.**

**Rep. Mock: We had that discussion as well. We looked into the mechanical sciences as well that you would find at the North Dakota State College of Science. We wanted to place the priority on STEM because we, as a body, have implemented that as a priority in scholarships and other programs. We wanted this to complement that, there is no resistance to encouraging students that want to go into those fields as well.**

**Ch. Nathe: What does this do that the STEM program's not doing? On line 21, you talk about the first member of the family to attend higher education in STEM. Why the first member, what if another member attended college.**

**Rep. Mock: The reason we did this is because it was designed to be for first generation college students to give them the college preparatory, mentoring, guidance, etc. That they need as they head into college.**

**Rep. Hunskor: Going back to the first member, then if an older brother had graduated from UND and was out as a doctor or an engineer, the 2<sup>nd</sup> brother comes along 10 years later, he's not eligible.**

**Rep. Mock: I don't know.**

**Rep. Rust: One of the things that happens when you talk about generations, it's kind of important when you're the first person to go to college, because it kind of sets the bar for some other people to follow.**

**Rep. Mock: That sounds spot on. It helps pave the way for siblings that may not have considered college but to give them the resources they need and the guidance they are looking for.**

**Rep. B. Koppelman: It says the first person in your family. To me, this could be read as my older brother went so that means that's one in the family, or my dad went, so that disqualifies me. Is that defined well enough in here to determine if it's multi-generational or one generation?**

**Rep. Mock:** I don't know.

**Ch. Nathe:** Why put it in the higher ed., why not put it in the K-12 section, because it seems to me that it's K-12 job is to get these kids prepared correctly for higher education so why is it on the higher ed. side.

**Rep. Mock:** My understanding is that these programs have been operating under the institution of higher education in the past, have been managed federally, such as ASPIRE. So that is the reason that it is a college preparatory program. They are mentoring and helping students get admitted to the programs in which they are seeking. It customizes the mentoring, the tutoring for that individual student's needs and goals. If they wanted to go to the State College of Science in Wahpeton, the mentoring program would help them meet those criteria to be accepted upon graduation from high school. My understanding is that this is a program that is designed to work with sophomores, juniors and seniors. It is something that will work with high school students but help them get into a post-secondary institution that aligns well with their career and academic goals.

**Ch. Nathe:** Thank you. Further testimony in support.

**John Haller, Interim Vice Chancellor for Academic Affairs for NDUS:** Support. Our support comes with three suggested amendments. The first would direct it to both low- and middle-income students because we know there are many middle-income families who need similar type of support. The second would use the monies to supplement preparatory academies where they currently exist and create preparatory academies where they don't exist; so rather than create new academies, the idea would be if only one could exist, you support that. Third, we suggest that the committee consider adding language allowing for the deduction of a service fee to be used to cover the costs associated with the administration of this program. As you know, I have come before you on previous occasions to talk about that very thing. Currently we are managing some \$3 million in grants and under the proposed bills for this biennium, there are some \$45 million under consideration and we will need a service charge to help manage the carrying out of those administration costs. (#1)

**Rep. Meier:** What would your threshold of a low income family and a middle income family for income limits.

**John Haller:** I would have to defer to financial aid officers on that. I don't have that there are federal guidelines for that.

**Rep. J. Kelsh:** You talked about a service fee; would that be a percentage or how would you figure that service fee.

**John Haller:** We haven't set a percentage yet clearly it would depend on the number of grants that we have to administer. We are covering the current \$3 million grants without any additional expenses. When you increase that number and have oversight, risk management, legal, clerical and all the rest, there will have to be some sort of service fee. If you look to the federal government, they have an indirect cost

that ranges from 8% to over 50% for research grants. We would not see this higher than 8%, if that.

**Ch. Nathe:** So exactly how many FTEs do you have in the office that are administering grants and are they FT or PT.?

**John Haller:** I don't know. The current work is spread among a number of people depending on the types of services that are needed for a particular grant. There may be legal aspects that have to be looked at, there may be that a risk manager is needed, there might be a financial look at it; it will vary. At the current time, we are covering all that with the existing staff.

**Rep. Rohr:** What is the existing staff?

**John Haller:** I think it is 26 FTEs.

**Chancellor Shirvani:** There are no specific staff assigned to these grants; but the total number of people is 26. So when these types of grants come in, we pass it around. There is scholarship, etc. so that somebody takes this, somebody takes that.

**Rep. Rohr:** So they are FT staff.

**Chanc. Shirvani:** Yes, 26 full time staff.

**Rep. Hunsakor:** \$600,000, if you put the word middle-income students in there that increases the number of students eligible. Low-income students have more need for financial help than middle-income. Does the number of students get so great that with only \$600,000, you don't have money to fund the low-income students?

**John Haller:** I understand that. The reason that we put in middle-income is because there are a number of middle-income families with numerous children and while there income may be higher than the low-income, they still are in the same situation, they cannot afford it. How that would be divvied up, may be the sponsors of the bill can explain. I think that the need remains there. In terms of low-income students we know that there are grants specifically designated for low-income from the federal government on. Many of those are captured, whereas the middle-income unfortunately a lot of them are not able to carry that.

**Rep. Schatz:** The second suggestion says that you would use the monies to supplement preparatory academies where they currently exist and create preparatory academies where they don't exist. I'm not sure how a college preparatory academy created.

**John Haller:** I think the term "academy" is a rather loose term. We use a number of different names to capture those types of programs. I am trying to say that within any of our institutions there are bridge programs and the like that help these types of students. Where the programs currently exist, it seems not necessary to create

**another silo of duplicating programs, but rather to infuse that program, but where none such program exists, there we would create a structure for that.**

**Rep. Wall: In line 22, when you are considering amendments, did you ever consider striking the reference to STEM fields, and just leave it as attending an institution of higher learning.**

**John Haller: No, I did not, because of the limited amount of money that is allocated that is being proposed here. It seemed to us that it might help corral a certain type of students as opposed to opening it up to a much broader base of students. If that amount is taken out, we could expect a lot larger number of students to be part of such a program.**

**Rep. B. Koppelman: In your reading of this, how do you define the first member of their family to attend higher education institution in that field? Would that apply to their parents, uncles, aunts, siblings?**

**John Haller: I don't know how to answer that, except the proposers might need to answer that. I would think that if it is the parent, then it's not first generation. Are you asking if the parent went to college?**

**Rep. B. Koppelman: The language says that there would be a priority to college preparatory academies that would serve students that would be the first member of their family to attend a higher education institution. The definition of family there would be up for interpretation.**

**John Haller: It would be. I would think that family would include all members of the family including the parents.**

**Ch. Nathe: Thank you. Further testimony in support.**

**Derek Sorbet, President of the Regional Association of ASPIRE: This is the professional organization for TRIO professionals in a 6 state region. I also work in TRIO programs here in ND, and have been a lifetime resident of the state as well. We have an amendment to the first member that should read first generation. Which means that if neither of your parents attended a 4 year college, then you are considered a first generation student regardless of what your siblings educational status is. We also have another minor amendment that Ms. Larson will introduce to you. This program is modeled after the federal Upward Bound program, which is one of the 7 TRIO programs. They have operated in ND for 45+ years. In the past 8 years, the federal TRIO programs have received major cuts across the board, which has eliminated two of the Upward Bound programs in the state. It has also eliminated half the students that were served under the Upward Bound programs. These programs have proven successful year after year. We have numerous success stories. We're dealing with the lowest income, least likely students to attend a four year college. Statistically they just do not go. With this program, they not only attend college, they cut the remediation rates by 1/3 and they better prepare students for the rigors of academics in post-secondary education. When you spoke**

(#2)

about the generations that follow, my father was a participant in an Upward Bound program in MA. He was a low-income kid, had no thoughts of going to college. He was in the military for 22 years. In that time, he was the first person to graduate high school in his family, and the first to earn an Associate's degree, a Bachelors degree, and then a Master's degree, all while serving in the military. Went on to work at the UND for 20+ years after that. Has had a successful career. The results of that are that I am here, one generation removed from a family that had no thoughts of going to college. My parents both have their master's degree and I and my 2 siblings all have our master's degree. There is a long standing effect of these programs. This reaches out to the small town kids across the state that doesn't have the same opportunities that are presented at some of the larger schools. It better prepares them to go to college and it's a program that works across the board. I absolutely support everything that the University system has amended. I would like to see priority given to students who are low-income because that really is the focus of these programs and avoiding remediation and getting them into post-secondary education.

**Ch. Nathe:** In your mind, it's meant to cover what the current federal programs are not covering, to make more people eligible, you're looking for the state to pick that up.

**Derek Sporbert:** We are looking for the state to help support these low-income students across the state.

**Ch. Nathe:** So the feds are not paying for these students right now.

**Derek Sporbert:** Yes, the federal dollars only reach about 2% of students that are eligible for the program.

**Ch. Nathe:** Has there been any discussion to work to get more money out of the feds to pay for this vs. the state. Has that avenue been explored?

**Derek Sporbert:** It has been. We work diligently in Washington DC and work across the country with our representatives and senators and we've worked hard, just to maintain our funding, which a level funding is a cut in funding.

**Ch. Nathe:** What has their response been for something like this?

**Derek Sporbert:** We have the support of our congressional officers but the response is that we don't have any more money to give out. Our ND representation has said time and time again; let's start working within the state to get this going. The TRIO programs worked with the Bank of ND to try to help them with their college access challenge grant which reaches out to low-income students across the state as well, to help them get that going. This is another effort to further reach out to students in the state who can use these services to help them get ahead.

**Rep. Meier:** In the last biennium, how many students did Upward Bound actually serve?

**Derek Sporbert:** In the state of ND, Ms. Larsen has that information.

**Rep. Heller:** The federal cuts were they made uniformly across the US, or were some states targeted for deeper cuts than others.

**Derek Sporbert:** The effects of the cuts were felt more by the rural states, than they were by the metropolitan states. That means a lot of the states that I represent, ND, SD, MT, WY, CO, UT all lost a large number of the programs. The reason they lost the funding was because of the rural nature and the amount of miles that have to be travelled to reach out to these kids in the small towns and reservations. The programs in big cities where they can travel two blocks and see 300-400 students, the programs in those cities were funded at a much higher rate than the programs in the rural states were. This is a problem that has been addressed, that ND's delegation has taken up in Washington and taken the lead on it along with MT's delegation. These are major concerns that we have that our kids are getting left behind with these programs.

**Ch. Nathe:** Thank you. Further testimony in support.

**Lori Larsen, ND ASPIRE President:** I work for an Upward Bound program at the UND and probably have a little bit more insight into numbers as far as the questions you've asked. I support this because I see this firsthand when I go into schools how students who are low-income, their parents don't understand the processes, the importance of getting an education a lot of times. For someone to come in and say this is possible for you, I think has a great impact on the students. Then we work with them and we work with students in grades 9-12 and they come and have an experience with us in the summer. That was part of the changes that we suggested to be made, on lines 11 and 12 that includes one of the following. We suggest that it includes a summer residential program that provides high school and/or college credit to students, because when they come this is something that gives them a head start and that is a plus for them.

**Ch. Nathe:** Do you have the amendments.

**Lori Larson:** I have them written, I talked with Rep. Mock last night and don't have them written up yet.

**Ch. Nathe:** Please get them written up and give to the Intern.

**Rep. Meier:** What's the threshold of low-income vs. middle-income family?

**Lori Larson:** Right now we serve students who are 150% of poverty, they are the students that qualify for free or reduced meals. They are below the poverty level.

**Rep. Meier:** Do you have a dollar amount of what you would consider to be a middle-income.

**Lori Larson: I don't because we just serve low-income.**

**Rep. Meier: How many students did you serve in the last biennium?**

**Lori Larson: We are funded to serve 85 students a year. Right now, we have a turnover of about 20-30 per year, so approx.110 for our program.**

**Rep. Meier: What is your budgeted amount right now?**

**Lori Larson: In our program, we are at \$394,000/year.**

**Rep. Rohr: The federal dollars only reach 2% of those who are eligible, so what resources are out there that you make available for those students who cannot.**

**Lori Larson: There is more than just the Upward Bound TRIO program. So we have some other programs that we refer students to. We serve 2.9% with all the TRIO programs that are funded for the high school population.**

**Ch. Nathe: Thank you.**

**Rep. Hunsakor: Mr. Haller, this is a wonderful program. Many years ago, I was involved in public school when grants and scholarships were first started. We saw people receiving these grants that had many, many dollars extra, they were wealthy people, but somehow they qualified and others who had fewer resources asked how the wealthy got these. With this program when people apply for scholarships and grants, is the screening process improved over the years to eliminate folks who are getting their hand in the pot and really don't have a need for it, but somehow they qualified and that takes away from the kids who need it.**

**John Haller: I believe that it has been refined over the years. The financial aid form that families fill out is quite extensive and it factors in a number of children, which obviously can affect a family's ability to support the education of the individual.**

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

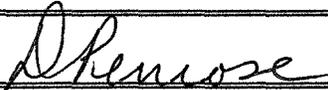
# 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HB 1303  
February 6, 2013  
18367

Conference Committee

Committee Clerk Signature



## Minutes:

**Ch. Nathe:** What are the committee's wishes in regard to HB 1303. This is to establish college preparatory academies.

**Rep. Schatz:** I move a Do Not Pass.

**Rep. Rohr:** Second the motion.

**Rep. Mock:** John Haller from the University system that had requested amendments. I was going to move those amendments and regardless of the motion, I would prefer if we could at least amend to clearly state the intent of the program and then we can act on the wish of the committee.

**Ch. Nathe:** Reconsider the bill.

**Rep. Mock:** The amendments proposed on the second page of John Haller's testimony (#1), on page 1, line 9, it would add the words, "and middle-". I believe the amendments were presented in context as well with another testimony (#2). On line 10, it would read, "in order to receive a grant under this section, Higher Education must establish a college preparatory academy if none such academy exists, or use the monies to supplement such academies where they already exist", so page 1, line 9 would continue with the sentence "annually the Board may deduct a service fee for administering the funds maintained under this section". I move the amendments as presented by John Haller.

**Rep. J. Kelsh:** Second the motion

**Rep. Rust:** What was the range of the administrative fee, or was it in there to just allow for an administrative fee.

**Rep. Mock:** I don't know, I believe it is just to allow that some of the money can be used to administer the fund.

**Rep. Rust:** When I look at his testimony and he talks about a range from 8% to 50%, I see problems ahead. In the time period that I worked with grants, many times there

**was an administrative fee allowable, but almost never did it exceed 5%. I worry about what is reasonable for the institutions viewpoint.**

**Rep. Mock: I would actually rescind my motion to adopt those amendments, and move that the amendments proposed by John Haller, on lines 9 and 10 be adopted and that the amendment regarding the administrative fee be struck.**

**Rep. J. Kelsh: So moved, second the motion.**

**3 YES 9 NO 1 ABSENT                      AMENDMENT FAILS**

**Rep. Schatz: I move a Do Not Pass.**

**Rep. Rohr: Second the motion for a do not pass.**

**10 YES 2 NO 1 ABSENT                      DO NOT PASS MOTION CARRIES**  
**CARRIER: Rep. D. Johnson**

Date: 2/6/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1303

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number Vote on Amendment of John Heller

Action Taken:  Do Pass  Amended  Rerefer to Appropriations  Do Not Pass  Adopt Amendment  
*NDUS #1*

Motion Made By Rep. Mock Seconded By Rep. Kelsh

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

TOTAL (YES) 3 (NO) 9 (ABSENT) 1

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

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

*Motion failed*

Date: 2/6/13

Roll Call Vote #: 2

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1303

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

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

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

Motion Made By Rep. Schatz Seconded By Rep. Rohr

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

TOTAL (YES) 10 (NO) 2 (ABSENT) 1

FLOOR ASSIGNMENT Rep. Johnson

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

**REPORT OF STANDING COMMITTEE**

**HB 1303: Education Committee (Rep. Nathe, Chairman) recommends DO NOT PASS**  
(10 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING). HB 1303 was placed on the  
Eleventh order on the calendar.

**2013 TESTIMONY**

**HB 1303**

**North Dakota University System**  
**HB1303 – House Education Committee**  
**1/29/13, John Haller**

Mr. Chair, members of the House Education Committee. Good morning. For the record, my name is John Haller and I am the Interim VCAA for the North Dakota University System. Thank you for giving me the opportunity to present information to you today.

House Bill No. 130 providing an appropriation to the State Board of Higher Education in the amount of \$600,000, or so much of the sum as may be necessary, to provide grants to higher education institutions to establish college preparatory academies for low-income students for the biennium 2013-2015, has the full support of the North Dakota University System.

Our support, however, comes with three suggested amendments. The first would direct support to both low and middle-income students. The second would use the monies to supplement preparatory academies where they currently exist and create preparatory academies where they don't exist. And third, we suggest that the committee consider adding language allowing for the deduction of a service fee to be used to cover the costs associated with the administration of the program. These administrative costs, which typically come under the rubric of indirect costs, are both fixed and variable, involving activities or costs associated with the maintenance of records, computer use, telephone charges, clerical personnel, postage and printing, audit and legal, the disbursement of monies, oversight, monitoring, and risk management.

This suggestion is due to the understaffed nature of the NDUS office and the clear need for additional personnel to assist in the administrative handling of this and other grants administered by the NDUS. Currently, we administer some \$3 million in grants. Under consideration in the new budget is an additional \$45 million for the administration of Challenge Funds, New Program

Startup, Deferred Maintenance, and Master Plan and Space Utilization. Without assessing a charge, we simply dilute our other functions in order to cover these additional responsibilities.

As you may be aware, indirect charges for the administration of grants is a standard practice with many federal agencies providing a range of support from 8% at the low end to over 50% on some research grants. We are suggesting that grants administered by the NDUS carry service fee of to help underwriter its costs.

Accordingly we propose the following changes to House Bill No. 1303.

Page 1, line 9 would add the words "and middle;"

Page 1, line 10 would read: "In order to receive a grant under this section, a higher education must establish a college preparatory academy if none such academy exists, or use the monies to supplement such academies where they already exist."

Page 1, line 9 would continue with the sentence: "Annually, the Board may deduct a service fee for administering the funds maintained under this section."

1303

#2

1-30-13

Rationale for Adoption of House Bill 1303 A Bill to Create College Preparatory Academies for Low-Income High School Students

Prepared by the North Dakota Chapter of ASPIRE

We need to pass House Bill 1303, a bill that would create college preparatory academies through a grant program administered by the North Dakota State University System, because too many of our low-income North Dakota students fail to access and complete postsecondary education, a significant economic loss to them individually and to our state as a whole. For example, in 2010, over 29,000 North Dakota K-12 students qualified for free and reduced lunch, a commonly used way of identifying low-income status. According to Postsecondary Education Opportunity, a publication of the Pell Institute for the Study of Opportunity in Higher Education, only about 1 in 3 (33.2%) of these low-income students will continue on to postsecondary education (Mortenson, 2012, p .6). While North Dakota ranked second in the nation in low-income college participation in 2002, by 2010 North Dakota's ranking had slipped to 25<sup>th</sup>. In fact, from 2000-2010 North Dakota saw the largest decline in low-income college participation rates among the 50 states and the District of Columbia. Of course, one reason for this decline is the fact that students are finding good paying jobs in the oil fields which is a good thing. However, as the oil industry matures, will workers without some postsecondary education still be able to find high wage, relatively low skilled jobs in the oil industry? In an era when 81% of jobs require some postsecondary education or training, and only 45% of North Dakota's adults have an associate's degree or higher, we must help more of these students succeed in postsecondary education (Lumina Foundation, 2013). The college preparatory services in this bill could convince more low-income students of the benefits of college, that it is not out of reach for them, and give them the skills they need to succeed.

There is evidence that programs similar to the college preparatory academies described in this bill have been successful in increasing the college participation rates of students from low-income families. In fact, a number of states have sponsored successful programs since the early 1970's (Mortenson, 2011, 2). Best known among these are New York, New Jersey and Pennsylvania. The Pennsylvania ACT 101 Programs were created in 1971 to provide support services to low-income students. Pennsylvania higher education institutions compete for grants which offer resources to support on-campus activities, such as tutoring, mentoring, counseling, and cultural enrichment activities. In 2010 Pennsylvania's low-income college participation rate was 44.1% compared to the national average of 33.7%. This ranked Pennsylvania 9<sup>th</sup> among the states.

New Jersey's Educational Opportunity Fund, created in 1969, supports a wide range of campus-based outreach and support services at institutions, including counseling, and tutoring. In 2010 New Jersey's low-income college participation rate was 48.8%. This ranked New Jersey 2<sup>nd</sup> among the states.

New York has created several opportunity programs, based on higher education type and control. The Educational Opportunity Programs in the New York SUNY System in 1970, the New York Higher Education Opportunity Programs, a partnership between State and private colleges and universities, and the City University of New York's SEEK program. Each of these is designed to seek out talented but educationally underprepared low-income students and provide them with supportive services, including tutorial services, counseling, mentoring, and advisement. In 2010 the college participation rate for students from low-income families was 43.3%, again significantly above the national average.

Not only would House Bill 1303 help to increase the number of low-income students who enter college, but it could also increase the chances that they will successfully complete postsecondary programs by addressing the major risk factors that work against their success. For example, low-income students are more likely to take remedial courses than their more advantaged peers, research has shown that the more remedial courses they take, the less likely they are to complete degrees. However, low-income students who receive tutoring and other supportive services through existing pre-college programs require remediation at lower rates. According to Legislative Council research, in fall 2011, 36% of North Dakota first time low-income freshmen took remedial classes. However, only 2 out of 17 students (11.8%) who entered college in fall 2011 who had participated in the Upward Bound Program at the University of North Dakota took remedial courses. A two year study of the impact of summer bridge programs on remediation rates at eight Texas colleges revealed that on average during their first year of college participants in the summer bridge programs passed college-level math and writing courses at higher rates than students in the control groups. (Barnett, Bork, Mayer, Pretlow, Wathington, Weiss, 2012, p. 4).

Other studies of summer bridge programs document their positive effects on college retention. For example, evaluations of programs at University of California-San Diego showed enhanced retention through at least the first year of college (Buck, 1985, p.13). Bridge students also become more involved in campus life. A six-week summer bridge program for underrepresented and low-income freshmen at UCLA helped students to become part of a community, adjust to college, and persist through their first two quarters (Ackermann, 1990, p. 17).

So why does this bill specify that priority be given in the awarding of this grant to target low-income students who would be the first in their families to go to college? Research has shown that students who have both of these characteristics are much less likely to access and succeed in postsecondary education than their peers who are only low-income, or only first-generation. According to a 2008 report by the Pell Institute for the Study of Opportunity in Higher Education, low-income, first-generation students face a number of challenges that make it difficult for them to be successful in college (Engle & Tinto, 2008, p. 3). Greater numbers of low-income, first-generation, students come from ethnic and racial minority backgrounds, are less prepared academically and less likely to receive financial support from parents. However, even after controlling for demographics, enrollment characteristics, and academic preparation, previous research shows that they have are still at greater risk of failure in postsecondary education, suggesting that their failure is due as much to the experiences they have during college as it is to the experiences they have before they enroll. Research has shown that while in college low-income and first-generation students are less likely to be engaged in the academic and social experiences that promote college success, such as participating in study groups, interacting with faculty and other students, participating in extracurricular activities, and using support services. Helping them to get acculturated to the college environment through a residential academic summer program can help low-income and first-generation, students develop the cultural and social skills to help them succeed once they enroll in college.

Finally, why should House Bill 1303 focus on low-income, first-generation high school students who want to pursue STEM majors in college? To sustain economic growth, both our state and nation need to increase the number of STEM workers. We need to not only increase the number of students who enter STEM fields, but also the diversity in those professions.

## References

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- Engle, J. & Tinto, V. (2008). *Moving Beyond Access: College Success for Low-Income, First-Generation Students*. Washington, D.C., The Pell Institute for the Study of Higher Education Opportunity. Retrieved from <http://www.pellinstitute.org>.
- Lumina Foundation, *The Percentage of North Dakota Adults Who Had Postsecondary Degrees in 2010*. Retrieved from [http://www.luminafoundation.org/state/north\\_dakota/](http://www.luminafoundation.org/state/north_dakota/)
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1303

**NDLA, Intern 01 - Graff, Kirby**

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**From:** Sporbert, Derek <derek.sporbert@email.und.edu>  
**Sent:** Wednesday, January 30, 2013 10:41 AM  
**To:** NDLA, Intern 01 - Graff, Kirby  
**Cc:** Larson, Lori; Metcalfe, Elaine; Fredricks, Mary  
**Subject:** College Prep Academy Bill (HB 1303).pdf  
**Attachments:** College Prep Academy Bill (HB 1303).pdf; ATT00001.txt

Please see attached amendments to HB1303 presented by Lori Larson and Derek Sporbert representing TRIO Programs. Amendments are indicated by italics. Thank you, and please feel free to contact me with any questions.

Derek Sporbert

13.0442.01000  
Sixty-third  
Legislative Assembly  
of North Dakota

**HOUSE BILL NO. 1303**  
*Suggested Amendments*

Introduced by

Representatives Mock, Boe

Senators Miller, Axness, Mathern, Murphy

1 A BILL for an Act to provide an appropriation to the state board of higher education to provide grants  
2 to establish college preparatory academies; and to provide for a report to the legislative council.

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

4 **SECTION 1. APPROPRIATION.** There is appropriated out of any moneys in the general fund in the  
5 state treasury, not otherwise appropriated, the sum of \$600,000, or so much of the sum as may be  
6 necessary, to the state board of higher education for the purpose of providing grants to higher  
7 education institutions to establish college preparatory academies for low-income students, for the  
8 biennium beginning July 1, 2013, and ending June 30, 2015.

9 1. In order to receive a grant under this section, a higher education institution must establish a  
10 college preparatory academy that includes *a summer residential program that provides high*  
11 *school and college credit as well as one or more of the following programs:*

- 12 a. Tutoring program;
- 13 b. Mentoring program;
- 14 c. Academic, personal, financial, and career advisement and planning program;
- 15 d. Testing preparation program;
- 16 e. Cultural enrichment program; or
- 17 f. College preparation program.

18 2. In determining the distribution of grants under this section, the state board of higher education  
19 shall give priority to college preparatory academies that would serve students that would be the  
20 *first generation in their family* to attend a higher education institution in a science, technology,  
21 engineering, or mathematics field.

22 **SECTION 2. REPORT TO LEGISLATIVE COUNCIL -COLLEGE PREPARATORY ACADEMIES.** Any  
23 institution receiving a grant under section 1 of this Act shall file a report with the legislative council  
24 during the 2013-15 biennium regarding the establishment of the college preparatory academy,

Sixty-third  
Legislative Assembly

25 including the use of grant funding received, the programs established for the academy, the  
26 number of students served in each program, and the outcomes of students who attended the  
27 academy.

28

29 *In regards to NDUS amendment broadening scope of program to middle income, please insert*  
30 *wording giving preference to low-income students.*

31

Page No. 2 13.0442.01000

## House Bill 1303

**Purpose:** Identify and provide educational services and college planning for high school students who are disadvantaged low-income and potential first-generation college participants.

**Target population:** High school juniors and seniors throughout the state of North Dakota

**Number served:** 50

**Location of Summer Residential Program:** Pilot Program Institution TBD

**Operating Plans:** Identify, Recruit and Select Students based on an application process. Assess need and monitor participant progress.

All students would be encouraged to enroll in college preparatory classes of rigorous courses that will meet the college/university admission requirements for planned college of attendance and the North Dakota University Systems (NDUS).

Project staff make regularly scheduled visits to meet with participants at their schools during the academic year to offer academic, personal and career advisement. Project staff meet with participants to review class schedules and assist in future academic planning to assure adequate college preparation.

Project staff will conduct academic, personal development and career seminars to enhance skills in these areas. Additionally topics, workshops will be presented on goal setting, decision making, career options, interpersonal communications, financial literacy, SAT and ACT test prep, college prep, study skills. Family workshops will be held to provide information about financial literacy, college application and financial aid, and scholarship searches.

The summer component would be a six week residential program designed to give participants insight into courses for the following academic year, with emphasis placed on rigorous course preparation, or to provide remediation in courses to strengthen their skills. Students who have completed high school and will be entering college in the fall will take courses to earn college credit.

## Budget

<b>Personnel:</b>				
<b>Staff Title</b>	<b>No.</b>	<b>Time Employed</b>	<b>% of Project Time</b>	<b>2012-2013</b>
Director	1	12 mos.	100	50,000
Advisor	1	12 mos.	100	35,000
Instructors	4	6 wks.		11,500
Resident Tutor Advisors (4)	4	6.5 wks.		12,000
<b>Personnel Subtotal</b>				<b>108,500</b>
<b>Fringe Benefits:</b>				<b>30,000</b>

<b>Staff Travel to Schools</b>		<b>20,000</b>
<b>Participant Travel:</b>		
<b>Academic Year Travel</b>		
After school and weekend educational and cultural activities admissions	1,000	
Lodging	5,000	
Meals	3,200	
Transportation	7,000	
<b>Summer Travel</b>		
Summer activity admissions	6,430	
Lodging	10,000	
Meals	5,500	
Transportation	10,000	

<b>Total Participant Travel</b>		<b>48,130</b>
<b>Supplies and Equipment:</b>		
Office Supplies	3,000	
Instructional Materials	4,000	
Recreational Activities/ Camping Supplies for summer program	3,000	
Telephone Line Charges and long distance and Postage	2,500	
Copying/Printing	4,000	
Computers, tablets, printers, software, software licensing, computer repairs	9,500	
<b>Supplies and Equipment Subtotal</b>		<b>26,000</b>
<b>Other:</b>		
Speakers	2,000	
Summer Awards Banquet (food for students and parents, awards)	3,000	
<b>Other Subtotal</b>		<b>5,000</b>
<b>Summer</b>		
Housing and lodging (35 days X \$15.00 per day X 54 students and staff)	28,350	
Meals (35 days X \$18.00 per day X 54 students and staff)	34,020	
<b>Campus Room and Board</b>		<b>62,370</b>
<b>Total Costs</b>		<b>300,000</b>