

2017 SENATE EDUCATION

SB 2244

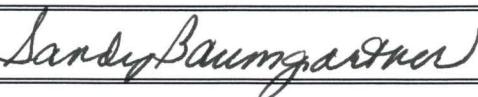
2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2244
1/23/2017
Job Number 27194

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses.

Minutes:

#1, #2, #3, #4, #5, #6, #7, #8.

Vice-Chairman Rust: Called committee meeting to order.

Roll Called: All members present except Senator Davison.

Senator Rust handed out attachment #1 for information purposes.

Senator Schaible: Introduced SB 2244. Testimony #2. Dual –credit qualification and benefits.

Explained the breakdown of the finances.

Senator Kannianen: Asked what the balance is in the Student Loan Trust Fund Program.

Senator Schaible: About 17 million and many bills out there are asking for a part of it.

Benefits outweigh the negative.

Richard Rothaus: Vice-chairman for Academic and Student Affairs at the North Dakota University System: Testimony #3. North Dakota ranks 3rd in delivery of dual-credit courses. North Dakota ranks 50th in delivery of Advanced Placement Courses.

Ann Ellefson: Director of the Office of Academic Support in the NDDPI. Testimony #4. Dual-credit course work provides high school students to earn college credit which saves them time and money.

Russ Ziegler: Assistant director at the ND Council of Educational Leaders. Testimony #5.

L. Anita Thomas: Council for ND School Boards Association. Testimony# 6. We stand firmly behind the concept of this bill.

Brandt Dick: Superintendent of Underwood Public School: Support SB 2244. Anything we can do to continue dual-credit is fine with me.

Rod Backman: Representing the private universities in North Dakota and the State Association of Non-Public Schools. Testimony #7. Concern why the private universities and highs schools are excluded.

Chairman Schaible: Any other #testimony? Any agency?

Karleen Fine: Executive Director and Secretary of Industrial Commission and also serves as the Authorization for the Student Loan Trust. Testimony #8. Provides guarantee for the student loan program to the Bank of North Dakota. Fund is in the decline.

Chairman Schaible: No new money is coming into this trust fund.

Senator Rust: Interest income is the only income coming into that fund.

Chairman Schaible: With no other testimony we will close hearing on SB 2244.

2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2244
1/24/2017
Job Number 27306

- Subcommittee
 Conference Committee

Committee Clerk Signature

Sandy Baumgartner

Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses

Minutes:

Chairman Schaible: Any discussion on SB 2244. My intention was not to exclude private schools. So if it is, it is something to be looked at.

Senator Oban: Can the state even say that a private university has to provide a coupon? Probably not.

Chairman Schaible: But a student for a dual-credit could use the coupon.

Senator Kannianen: The gentleman for the private universities indicated they don't want to be excluded. That is where the amendment would be needed.

Senator Oban: I question whether the Dept. of Higher Ed. could give a private university a coupon.

Chairman Schaible: They would just be paid with the coupon. We can check on that by tomorrow. Any other improvements we should look at? They would get a coupon for the cost of the credit.

Senator Rust: Classes cost different between the colleges, so they would just get a coupon for 1 credit no matter what the cost of that is in that particular college.

Senator Kannianen: Does it specify a coupon has to be used to get the 18 credits in the field they are teaching?

Chairman Schaible: It does not specifically say that. It does say they have to teach dual-credit classes to at least 4 students. Other suggestions?

Senator Vedaa: There is not an expiration date on the coupon.

Senator Oban: I have a discussion on the transfer of the coupon to family.

Chairman Schaible: There is a chance for abuse. Dual-credit is fantastic for any student.

Senator Vedaa: The high school teacher teaches the dual-credit class to 4 students and gets a coupon to take a college credit. If they teach for 10 years a dual-credit class they get a coupon for each year.

Chairman Schaible: I will check into that about the private schools.

Committee closed.

2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2244
1/25/2017
Job Number 27390

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to pilot program to create an incentive for instructors to teach dual-credit courses.

Minutes:

#1

Committee meeting open for SB 2244

Senator Rust: Handed out amendment 17.0679.01001, #1 and clarification. It does not say anything about an institution out of state.

Senator Oban: It could be fixed by adding a school "in ND".

Senator Kannianen: It says that they could go to a private university if the other colleges don't offer it. Or do we want to allow them to choose U of Mary right away?

Senator Rusk: It has to be an institution that is controlled with the state board of higher ed. that gets first crack at it and then, if they don't have it, then it can go to the other one. It would have to be amended, if you want to change it.

Chairman Schaible: My intent was not to exclude the universities over private, it was to get more dual-credit classes. We will let it ride the way it is. Does everyone understand the amendment?

Senator Rust: I will move amendment 17.0679.01001.

Senator Vedaa: I second

Chairman Schaible: Any other discussion?

Roll Called: 5 yeas, 0 nays, 1 absent

Chairman Schaible: That was the amendment. Any suggestions on the bill?

Senator Rust: Do we want to put it in a credited university of the state?

Chairman Schaible: I think we will just leave it. We have an amended version in front of us. Any wishes of the committee?

Senator Vedaa: I move to Pass on the amended bill SB 2244.

Senator Kannianen: I second.

Any other discussion? If not, clerk take the roll.

Roll taken: 5 yeas, 0 nays, 1 absent.

Senator Schaible will carry.

January 24, 2017

ML 1/28/17

PROPOSED AMENDMENTS TO SENATE BILL NO. 2244

Page 1, line 10, after "public" insert "or private"

Page 1, line 20, after "public" insert "or private"

Renumber accordingly

Date: 1-25-17
Roll Call Vote #: 1

**2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2244**

Senate Education Committee

Subcommittee

Amendment LC# or Description: 17.0679.01001

Recommendation:	<input checked="" type="checkbox"/> Adopt Amendment	<input type="checkbox"/> Do Pass <input type="checkbox"/> Do Not Pass	<input type="checkbox"/> Without Committee Recommendation
	<input type="checkbox"/> As Amended	<input type="checkbox"/> Rerefer to Appropriations	
	<input type="checkbox"/> Place on Consent Calendar		
Other Actions:	<input type="checkbox"/> Reconsider	<input type="checkbox"/>	

Motion Made By Rust Seconded By Vedaa

Total (Yes) 5 No 0

Absent _____ / _____

Floor Assignment

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

Date: 1-25-17
Roll Call Vote #: 2

**2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2544**

Senate Education Committee

Subcommittee

Amendment LC# or Description: 17.0699.01001 ,02000

Recommendation:	<input type="checkbox"/> Adopt Amendment	<input checked="" type="checkbox"/> Do Pass <input type="checkbox"/> Do Not Pass	<input type="checkbox"/> Without Committee Recommendation
	<input checked="" type="checkbox"/> As Amended	<input type="checkbox"/> Rerefer to Appropriations	
	<input type="checkbox"/> Place on Consent Calendar		
Other Actions:	<input type="checkbox"/> Reconsider	<input type="checkbox"/>	

Other Actions: Reconsider _____

Motion Made By Vidaa Seconded By Kannanen

Total (Yes) 5 No 0

Absent _____

Floor Assignment _____ Senator Schubel

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

REPORT OF STANDING COMMITTEE

SB 2244: Education Committee (Sen. Schaible, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (5 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2244 was placed on the Sixth order on the calendar.

Page 1, line 10, after "public" insert "or private"

Page 1, line 20, after "public" insert "or private"

Renumber accordingly

2017 SENATE APPROPRIATIONS

SB 2244

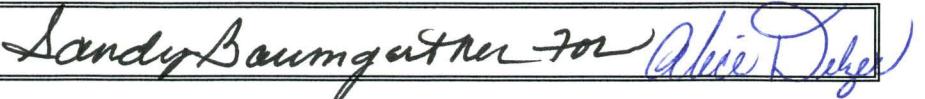
2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2244
2/7/2017
JOB # 27979

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act relating to a pilot program to create an incentive for instructors to teach dual-credit courses; and to provide an appropriation.

Minutes:

- | |
|---|
| 1.Senator Don Schaible Testimony |
| 2.Dr. Richard M. Rothaus (NDUS) Testimony |
| 3.Superintendent Brandt Dick Testimony |

V. Chairman Krebsbach: Called the Committee to order on SB 2244. All committee members were present except Chairman Holmberg. Levi Kinnischtzke, Legislative Council Stephanie Gullickson, OMB were also present.

Senator Don Schaible: District 31 is one of the sponsors of the bill and testified in favor of SB 2244 and provided written testimony # 1 stating this bill is to encourage teachers to become qualified and to teach dual credit courses. This is an idea that is used in Montana. If they are teaching 4 students or more, the return on what we are doing for this is far greater than the cost. When you get the high school students that can get college credits in school and getting credit for both, we can see the benefit. The accreditation standards from the Higher Learning Commission puts a real damper on our teachers that want to teach this. That is hard for teachers to get a Masters +18 in that subject area. How do we incentivize other teachers to do that? (4:27)

V. Chairman Bowman: We are third in the nation and it seems to me like we are moving up the scale without this.

Senator Schaible: We are third in the nation, but with the higher standards of Higher Learning Commission we have a lot of teachers that would no longer be qualified. It would incentivize the teachers if we would expand. This would expand in the rural areas, that would greatly improve our dual credit.

Senator Wanzek: I am a teacher in teaching, would these coupons help me if I go to Jamestown college to get that education?

Senator Schaible: I am more interested in getting dual credit qualified teachers. It says in the bill if they can't get it in the university system they can then take it in a regional university.

Senator Wanzek: An opinion, the purpose here is to try and get teachers up to that level so we have more opportunity for high school students. Who are we to say the students shouldn't go to a private school?

Senator Kilzer: The bill uses the term "coupon". Is there a difference between the term coupon and voucher?

Senator Schaible: The idea is the same. If the word "voucher" is better, I don't know.

Senator Dever: Are they paid at the same level as the teachers who don't teach dual credit classes?

Senator Schaible: I believe so if they are on K-12 contract.

Senator Dever: Going forward, wondering if teachers coming out of college will build it into their track to teach dual-credit?

Senator Schaible: We hope so. The more opportunities we have for our teachers are better for our students.

Senator Dever: What kinds of courses are allowed for dual credit?

Senator Schaible: I wouldn't know. He then introduced himself to the committee.

Dr. Richard Rothaus, Vice Chancellor for Academic and Student Affairs, (10:02-20:05)
NDUS testified in favor of SB 2244 and provided written Testimony # 2. He has a list of dual courses that are being taught. It is the most seamless transfer in our nation. He continued to read his testimony. Last week courtesy of American New Policy Forum, I got sent to SC to look at rural high school education. I was there with primarily southern states. I was already to be self-righteous about how good our educational system was. I got blown away by one thing. I asked what they are doing about their dual credit. How are your teachers making sure they have enough credits to continue to teach these courses? What are you talking about? They all have those graduate credit hours to teach those courses. It emphasized the depth of need we have in ND. If you are mid-career and all of a sudden you have to take 18 more credits to teach dual credits, some will say, "I just won't teach dual credits anymore". We will need incentives to pull the people along. The bill is written for NDUS system. I like that the problem here is a structural problem. I don't think it matters if the dual credit instructors are getting what they need from a private college or from the university system. I am far more concerned about how high school students are getting prepared. Getting the high school teachers qualified and get the students ready for college should be our focus.

Senator Gary Lee: 18 credits seems like a high bar. Is that equal to getting a major in biology?

Dr. Rothaus: You are half way to getting the graduate degree.

Senator Gary Lee: You mentioned that transfer of credits was easy in our state, are those credits transferable if they choose to go out of state?

Dr. Rothaus: I have not heard any going out of state having any complains. We are having very good success.

Senator Gary Lee: I agree with Senator Wanzek's concern, if they can stay in their own town and get their credits anyway.

Senator Dever: I am concerned about qualifications for those who want to teach college level?

Dr. Rothaus: These standards are affecting faculty in our two year schools. We are not asking for any legislative relief on that. The idea behind the Higher Learning Commission is to level the playing field so that the high school instructors are the exact same qualifications as a college instructor. If you are a high school dual credit teacher, you could be hired to teach that course in a 2-year college institution.

Senator Oehlike: One of my friends is a graduate from the Air Force Academy in Colorado. He had taken several dual credit courses through Lake Region College. When he first went to the Air Force Academy all of his credits transferred whereas a friend from out of state did not. His point was that ND is doing a good job in transferring credits for students if needed.

V. Chairman Bowman: You mentioned kids that go into dual credits, they could graduate from college maybe in 3 years, is that correct?

Dr. Rothaus: Yes, they speed up. Why they don't graduate in 4 or 5 years is because they don't take what we consider a full course load. It is possible if you are a dual credit student to come out of high school and go to college for two years and be done.

V. Chairman Bowman: What is the percentage of high school kids today that are actively taking dual-credit classes for college?

Dr. Rothaus: I don't know. We can find that number.

V. Chairman Bowman: If you could graduate in 3 years, we could cut the Higher Ed. budget by 1/3. Wouldn't that be good?

V. Chairman Krebsbach: How many years of dual credit has been instituted in North Dakota?

Dr. Rothaus: I don't have that information. When I was a high school in Florida, I did it and finished my college degree in two years.

V. Chairman Krebsbach: She asked the students in the committee room where they were from. They are from Washburn and several are already taking dual courses now preparing for college. We have some examples here. Very good.

Dr. Rothaus: Advanced placement courses and dual-credit courses functions much like a regular course with assignments and tests along the way. AP is a high stakes version, but at the end you take the AP test and you get the score and get the credit or you don't get the score and you don't get the credit.

Lisa Feldner, NDUS: We looked at the headcount of number the fall of 2016. There were 3000 students taking dual credit courses. They could be taking more than one course. About 25%.

Superintendent Brandt Dick, Superintendent of Underwood School and Adjunct Dual Credit College Algebra Teacher, Board Member of the North Dakota Small Organized Schools (NDSOS) testified in favor of SB 2244 and provided written testimony # 3. I taught dual credit classes for seven years. I meet the standards in math. For those teachers who do not have the extra credits and I do have some in the Underwood School, they are close to retirement so they will not take part. If we can reach our younger teachers to continue the program that would be very good because it is a very good program.

Senator Dever: A few years back with licensed addiction counselors we had a real problem. The Board said that she needed additional requirements. She discovered she could take them at U of Mary. While she was in the process of taking those courses she received an offer from the U. Of Mary to teach them. If teachers have been teaching, is there an opportunity to petition Higher Ed. to get credit for courses that they are being told they have to take even though they are teaching them at the college level?

Superintendent Dick: That Higher Ed. Learning Commission says it doesn't count. They will not take that into consideration.

Senator Wanzek: I am curious for young high school students, are there any limitations on how many dual courses they can take?

Superintendent Dick: The limitations would be at the local district on what they offer. Our school district offers 3-4 courses they can take. Another limitation is that in ND you have to be at least a sophomore before you can start taking these courses. I have heard of some students from some communities that leave high school with 30 some college credits already earned.

V. Chairman Krebsbach: Seeing no further questions or testimony the hearing is closed on SB 2244

2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2244
2/15/2017
JOB # 28410

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act for Incentives for instructors to teach dual-credit courses.

Minutes:

1. Proposed Amendment #17.0679.02001

Chairman Holmberg: called the Committee to order on SB 2244 in the morning in the Harvest Room. All committee members were present except Senator Dever. Brady Larson, Legislative Council, Stephanie Gullickson, OMB and Becky J. Keller, OMB were also present. He welcomed the foreign exchange students that were present.

Chairman Holmberg: Senator Wanzek has amendments that have just arrived. We have a proposed amendment. We had met again with the chairman and our subcommittee is going to make a motion to amend this to \$200,000 rather than \$700,000.

V. Chairman Krebsbach: moved to accept the amendments. 2nd by Senator Gary Lee.

Chairman Holmberg: This is an absolute new program. The challenge is the higher learning commission which does the accreditation of schools has, the federal government has stepped in and added a number of requirements for people to teach two-credit classes. In the past it has been regional that have handled that but the feds have stepped in and made differences in the requirements for someone to teach dual-credit. We have a number of folks in the state that teach dual-credit that might not be able to continue and the dual-credit classes that are both in large schools and in smaller schools. The discussion of \$700, 000 for our subcommittee just too much and again the same philosophy that the Education Committee had was let's see how it rises and falls on its own merit. Call the roll on that amendment. This is the \$200.000 amendments and then we'll take up the other amendment.

A Roll Call vote was taken. Yea: 12; Nay: 1; Absent: 1.

Chairman Holmberg: That motion carried. Senator Wanzek, I will ask you one question. Was this presented to the Education Committee?

Senator Wanzek: No, I can't say that I've done that. When we had the hearing I talked to them afterwards and they really don't have a problem with this. The thought is in what we are

trying to do here is to help encourage those instructors to get updated with their requirements to be able to teach dual-credit courses in the high school level. And if the real goal is try to get them updated with that, all this amendment simply does is to say that they could get those credit courses at a private college as well as the public institutions. It's just a matter of trying to help these teachers get qualified. Say if one happens to be working in the Jamestown area and it's the most convenient opportunity for them is at Jamestown College, it's going to provide them the same kind of help that they would have gotten if they would have gotten if they would have gone to VCU or wherever else. There might be situations where it would be more convenient for them

Senator Wanzek: moved the amendment # 17.0679.02001. 2nd by Senator Gary Lee:

Senator Mathern: Is the assistance provided to that teacher the same whether they attend a private college or a public college or is there a difference in tuition that's paid?

Senator Wanzek: Now that I do look at the amendments I am a little bit troubled by them. I think they took the language out that would have made it the same. I am not looking for them to get an additional benefit of some sort but just an equal benefit in getting updated with their qualifications. My intent is to be no more than what they would get if they went to NDSU and take the course or if they went Jamestown or Dickinson. That's my intent, but I am not sure that it's worded correctly.

Chairman Holmberg: We will ask Brady to check out the language.

Senator Sorvaag: My question is regarding the cost of tuition and line 19. Because I would have no problem supporting it, but I wouldn't support it with that line in there.

Senator Wanzek: When I requested the amendment I thought I made it clear that it was my intent to leave that particular language in. If they do happen to go to a private institution of education in the state that they would get no more than what they would get going to a public school. I should have looked at that before I brought it down.

Brady Larson, Legislative Council: it does not appear that the amendment would limit the cost or the reimbursement at a private institution to that of a public institution so we would have to further revise these amendments to provide for that.

Senator Wanzek: If it is all possible to put that into my motion, I would

Chairman Holmberg: So what is your motion?

Senator Wanzek: My motion is to accept these amendments except I want it to be clear that I do not intend for them to get more benefit regardless of what institution they go to. The benefit would be limited to whatever you would get going to the public university to get your updated criteria or qualifications for a teacher.

Chairman Holmberg: When we come back this afternoon we'll do something with the bill. By then the legal staff will be able to look at it. The hearing was closed on SB 2244.

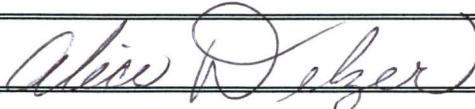
2017 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2244
2/15/2017
JOB # 28424 (P.M.)

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act for Incentives for instructors to teach dual-credit courses.

Minutes:

- | |
|--------------------------------------|
| 1. Proposed Amendment #17.0679.02003 |
| 2. Proposed Amendment #17.0679.02004 |

Chairman Holmberg: called the Committee back to order on SB 2244 in the afternoon of February 15, 2017 concerning SB 2244. All committee members were present. Alex Cronquist, Legislative Council and Becky J. Keller, OMB were also present.

Chairman Holmberg: We amended this bill this morning to reduce it from \$700,000 to \$200,000 at the recommendation of the Subcommittee. We had an amendment that needed a little closure so I went and visited with the chairman of the education committee and they said with closure the amendment is fine and they will gladly carry the bill.

Senator Wanzek: Moved the Amendment #17.0679.02003. 2nd by Senator Grabinger.

Chairman Holmberg: Discussion. Call the roll on the amendment on 2244.

A Roll Call vote was taken. Yea: 14; Nay: 0; Absent: 0.

Chairman Holmberg: Could we have a motion on the bill.

Senator Wanzek: Moved a Do Pass as Amended. 2nd by Senator Grabinger:

A Roll Call vote was taken. Yea: 14; Nay: 0; Absent: 0. Senator Schaible will carry the bill.

Chairman Holmberg: this goes back to Education. And then we have the question that we already amended this bill and how do we deal with it because this is an additional amendment. We already amended the bill to \$200,000. So we don't have to change this because we already amended the bill. We have two amendments.

Alex Cronquist, Legislative Council: We will need to add in that \$200,000 into this amendment to make it all in one amendment. That was confirmed.

The amendment # 17.0679.02004 (Testimony # 2) was submitted. The motion had been voted on in the morning hearing, however the amendment had not been prepared at that time. It was submitted during the afternoon hearing, therefore listed as Testimony # 2.

Chairman Holmberg: Closed the hearing on SB 2244.

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2244

Page 1, line 12, remove "institutions under the control of the state board of higher"

Page 1, line 13 replace "education" with "a public or private postsecondary education institution in the state"

Page 1, line 14, remove "at any institution under the control of the"

Page 1, line 15, replace "board" with "in an amount not exceeding the tuition charged for the credit at the institution in which the student is enrolled, except the amount may not exceed the highest tuition for a graduate level credit charged at an institution of higher education under the control of the state board of higher education,"

Page 1, line 15, remove "If the"

Page 1, remove lines 16 through 18

Page 1, line 19, remove "cost of the tuition and fees at an institution under the control of the board."

Renumber accordingly

CM
2/16/17

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2244

Page 1, line 11, after "entitled" insert "to"

Page 1, line 12, remove "institutions under the control of the state board of higher"

Page 1, line 13 replace "education" with "a public or private postsecondary education institution in the state"

Page 1, line 14, remove "at any institution under the control of the"

Page 1, line 15, replace "board" with "in an amount not exceeding the tuition charged for the credit at the institution in which the participant is enrolled, except the amount may not exceed the highest tuition for a graduate level credit charged at an institution of higher education under the control of the state board of higher education."

Page 1, line 15, remove "If the"

Page 1, remove lines 16 through 18

Page 1, line 19, remove "cost of the tuition and fees at an institution under the control of the board."

Page 2, line 8, replace "\$700,000" with "\$200,000"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment allows participants in the dual-credit course incentive program to enroll in graduate courses at private postsecondary institutions. Reimbursement rates for participants at private institutions would be limited to the cost of enrolling in a graduate course at a public institution. The amendment also reduces the appropriation from the student loan trust fund for the program from \$700,000 to \$200,000.

Date: 2-15-17 AM
Roll Call Vote #: 1

**2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2244**

Senate Appropriations Committee

Subcommittee

Amendment LC# or Description: 17-0679-0200 / amend to '200,000

Recommendation:	<input checked="" type="checkbox"/> Adopt Amendment <input type="checkbox"/> Do Pass <input type="checkbox"/> Do Not Pass <input type="checkbox"/> As Amended <input type="checkbox"/> Place on Consent Calendar <input type="checkbox"/> Reconsider	<input type="checkbox"/> Without Committee Recommendation <input type="checkbox"/> Rerrefer to Appropriations
Other Actions:	<input type="checkbox"/>	

Other Actions: Reconsider

Motion Made By Krebsbach Seconded By Lee

Total (Yes) 12 No 1

Absent _____ /

Floor Assignment

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

Date: 2-15-17 pm
Roll Call Vote #: 2

**2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2244**

Senate Appropriations Committee

Committee

Subcommittee

Amendment LC# or Description: 17.0679.02003

Recommendation:	<input checked="" type="checkbox"/> Adopt Amendment	<input type="checkbox"/> Do Pass <input type="checkbox"/> Do Not Pass	<input type="checkbox"/> Without Committee Recommendation
	<input type="checkbox"/> As Amended	<input type="checkbox"/> Rerefer to Appropriations	
	<input type="checkbox"/> Place on Consent Calendar	<input type="checkbox"/>	
Other Actions:	<input type="checkbox"/> Reconsider	<input type="checkbox"/>	

Other Actions: Reconsider

Motion Made By Wanzer Seconded By Grabinger

Total (Yes) 14 No 0

Absent O

Floor Assignment

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

Date: 2-15-17
Roll Call Vote #: 3

PM

2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2244

Senate Appropriations Committee

Subcommittee

Amendment LC# or Description: _____

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

Other Actions: _____

Motion Made By Wanzek Seconded By Grabinger

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	/		Senator Mathern	/	
Vice Chair Krebsbach	/		Senator Grabinger	/	
Vice Chair Bowman	/		Senator Robinson	/	
Senator Erbele	/				
Senator Wanzek	/				
Senator Kilzer	/				
Senator Lee	/				
Senator Dever	/				
Senator Sorvaag	/				
Senator Oehlke	/				
Senator Hogue	/				

Total (Yes) 14 No 0

Absent 0

Floor Assignment Education Schaible

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

REPORT OF STANDING COMMITTEE

SB 2244, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)
recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends
DO PASS (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2244
was placed on the Sixth order on the calendar.

Page 1, line 11, after "entitled" insert "to"

Page 1, line 12, remove "institutions under the control of the state board of higher"

Page 1, line 13 replace "education" with "a public or private postsecondary education institution in the state"

Page 1, line 14, remove "at any institution under the control of the"

Page 1, line 15, replace "board" with "in an amount not exceeding the tuition charged for the credit at the institution in which the participant is enrolled, except the amount may not exceed the highest tuition for a graduate level credit charged at an institution of higher education under the control of the state board of higher education."

Page 1, line 15, remove "If the"

Page 1, remove lines 16 through 18

Page 1, line 19, remove "cost of the tuition and fees at an institution under the control of the board."

Page 2, line 8, replace "\$700,000" with "\$200,000"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment allows participants in the dual-credit course incentive program to enroll in graduate courses at private postsecondary institutions. Reimbursement rates for participants at private institutions would be limited to the cost of enrolling in a graduate course at a public institution. The amendment also reduces the appropriation from the student loan trust fund for the program from \$700,000 to \$200,000.

2017 HOUSE EDUCATION

SB 2244

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2244
3/1/2017
Job 28568

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses; and to provide an appropriation.

Minutes:

Attachments 1, 2, 3, 4.

Chairman- Mark S. Owens: opens the hearing for SB 2244.

Senator Schiable: See attachment 1 for his testimony.

Chairman- Mark S. Owens: any questions

Rep. Matthew Ruby: is this aimed for teachers that do not have a masters, they have to have a masters right now to teach a dual credit course, so this is for teachers that do not have a masters that would like to work towards a masters, and this is giving them the coupon for the classes, correct.

Senator Schiable: it is targeted at 3 sets of teachers. First of all, I think that currently on the system that we had, if you had a masters in the area you were teaching, that was enough. The higher learning commission has changed that standard for a masters plus 18 credits, so we have people that are qualified in masters and not qualified in, or a masters that want to be qualified, so we are looking at all three of them. This actually targets all 3 of them, if you already qualified you still get the credits, but you can transport them to somebody else, and it is a gift, it is an incentivized so that I would like to get that credit which I can either give to another teacher, I can give to a family member, I can give it to a student, basically opens it up. For that person it would be half a credit, so that they can get to teach that. The idea is that hopefully they give it to another teacher to get more credits to become also qualified in dual credit teaching, but it is not limited to that, and like I said it is targeting. So the current system we have now is a masters, all we need is a masters plus 18, so we have that group, and then we have the masters or below a masters, so we have that group, and then we have the people that already would be qualified. So it is any one of those 3, so it is actually to incentivize all 3 groups.

Chairman- Mark S. Owens: any further questions

Rep. Andrew Marschall: I am trying to understand this now, this is for, to help teachers go back to school to get more credit, to get up to a masters, and then the extra credit above that so they can teach a dual course, is that my understanding.

Senator Schiable: yes, exactly. The higher learning commission sets the standards of who can teach a dual credit courses, so the ones we have qualified or the ones that are. There was a grace period I guess it is called, and a time to get qualified, now we have this grace period so I am guessing masters is still qualified up until 2022, but then you need a masters plus 18, also to incentivize those who are below that, because plus 18 credits is quite a load, I assuming to take after, so that is quite a bit of the challenge to get qualified to teach that.

Chairman- Mark S. Owens: any additional questions

Rep. Rich S. Becker: I am not understanding the gifting of the credit, one scenario might be that I gift someone who could not earned that credit on their own, so I am giving them a free pass, is that an unintended consequence.

Senator Schiable: you would not be giving them a credit, it would be a credit they would have to earn that credit, and it would be paid for, so you are not giving them the credit, it is the amount, and I am sorry if that was confusing, but they do not get a free credit, they have to earn the credit, it is just the cost will be covered by this coupon that they get.

Chairman- Mark S. Owens: any additional questions

Vice Chairman- Cynthia Schreiber-Beck: is there some sort of number that we are looking to achieve, do you know of any stats on that, just for information. It really won't matter with the bill, but I just thought if we had any stats, and I know it is only 200,000 but it is still I wondered how many.

Senator Schiable: the original target amount was 700,000. It would have covered everybody that we figured that would have done that for the 2-year period. So appropriations cut it back to 200,000, and I guess that's. I was thinking that 700,000 would have covered everybody that we had, and it would have been more than enough, I think that 300,000 would have been close to actual cost, those were just guesses, but right now we are looking at 92 faculty that need some more credits, and obviously if this would become available I would assume that we would draw interest, and that is exactly what we want to do. What would happen now is that it would be a first come first serve as a discretion of the rules.

Chairman- Mark S. Owens: any additional questions. any more support for SB 2244

Richard Rothaus: see attachment 2 for testimony.

Chairman- Mark S. Owens: any questions, seeing none thank you. Any additional support for SB 2244.

Ann Ellefson: see attachment 3 for testimony.

Chairman- Mark S. Owens: any questions

Rep. Brandy Pyle: when they offer these dual credit or advanced placement courses in the high school, are there any consideration to like a 4.5 GPA for an A, and a 3.5 for a B. The coursework is significantly more difficult at being a college level, I was wondering, do we set that, does the school board set that, I do not know.

Ann Ellefson: the local districts determine their grading system, the grading scale, the GPA, whether it is a 4.0 scale or some districts, I am not familiar with any in North Dakota, but I know in other states sometimes we do take that advanced coursework they have you go above the 4.0 system. I do not believe that that's a standard practice in North Dakota, but it would be a local decision that's determined.

Rep. Brandy Pyle: I am originally from Minnesota and I took those AP courses, and so that A significantly helped that GPA because of the harder coursework that we did take, I think it is a great incentive for students to bump their GPA up if there are scholarships based on GPA.

Chairman- Mark S. Owens: any additional questions, seeing none thank you. Any additional support for SB 2244.

Russ Ziegler: Attachment 4

Chairman- Mark S. Owens: any questions, seeing none thank you. Any additional support for SB 2244, any opposition to SB 2244, any neutral testimony for SB 2244. Closing the hearing on SB 2244.

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2244
3/1/2017
Job 28572

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses; and to provide an appropriation.

Minutes:

No attachments.

Chairman- Mark S. Owens: that is the dual credit bill. We have a motion from Rep. Dennis Johnson, and a second from Rep. Denton Zubke. Any discussion on SB 2244.

Rep. Brandy Pyle: I notice money is being appropriated out of the student loan trust fund, from funds that are not appropriated for 200,000. How much in the fund is unappropriated, I am curious. Are we taking a lot, are we taking a little bit.

Rep. Ron Guggisberg: I don't know, but it is millions. It is quite a bit.

Rep. Brandy Pyle: I did not want to gauge a fund and then, ok, thank you.

Vice Chairman- Cynthia Schreiber-Beck: the coupon seems to be a question raiser, and I noticed in the testimony from university system the word voucher was used, and I am wondering if that is not a more appropriate word to be utilized, and we maybe want to.

Chairman- Mark S. Owens: I will admit when I hear coupon I think of T-bills; you can buy them with a coupon or without a coupon.

Vice Chairman- Cynthia Schreiber-Beck: I am going to the grocery store with coupons.

Chairman- Mark S. Owens: I am thinking of treasury bills when you say coupons, so I agree, but are we going to conference committee over a word. I mean we can if you all want to; I do not care.

Vice Chairman- Cynthia Schreiber-Beck: It just struck me as, there were a lot of questions related to the fact that it was a coupon bill.

Chairman- Mark S. Owens: because it said coupon.

Vice Chairman- Cynthia Schreiber-Beck: yes.

Rep. Longmuir: I think one of the reasons that they probably used the word coupon rather than voucher is because the vouchers that they are talking about for K-12 schools, and I think they are just trying to avoid a political correctness, and so that's where probably the coupon came from.

Chairman- Mark S. Owens: I will be honest with you, I think if you say voucher people immediately have a connotation of that is actually transferring money, to whereas the coupon is, if you use it, then there is the resemblance of paying for one credit hour up to the maximum cost of the graduate hour is what it said in the bill. We can hold this bill and discuss that, and ask the question, I was asking, I want us to have a conversation and see where the committee was. If you have questions we do not have to act on it right this second.

Vice Chairman- Cynthia Schreiber-Beck: it is up to the committee, those are just questions that I, I went through there and it raised a lot of questions.

Chairman- Mark S. Owens: if the people that made the motion will withdraw, we will hold that one and we will enlist the sponsor a little bit, and we will ask upstairs. Motion and second was withdrawn.

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2244
3/6/2017
Job 28574

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses; and to provide an appropriation.

Minutes:

No attachments.

Rep. Mary Johnson: soft audio.

Chairman- Mark S. Owens: And that was my comment about the difference between a voucher and a coupon, because they can ignore the coupon, and not use it, at all. They can give it away under this bill, I mean they can just tear it up and throw it away if they are feeling in a somewhat generous mood toward the state government, they do not have to use it, and it does not obligate funds anywhere until they take the coupon in to use it, there is no funds obligated, but giving of the coupon does not give you any money, and it does not give you access to money. It only guarantees that you will get one credit off of a college course in which somebody else pays the bill if you use it. But we will discuss that during committee in committee work, we will discuss it again, let people review it and we will discuss it.

Rep. Mary Johnson: soft audio.

Chairman- Mark S. Owens: we can take next week off, and not get behind. We will adjourn for today.

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2244
3/6/2017
Job 28762

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses; and to provide an appropriation.

Minutes:

No Attachments.

Chairman- Mark S. Owens: lets look at SB 2244, we held it because there was a question on coupon vs voucher. Vice Chairman- Cynthia Schreiber-Beck was the one that questioned coupon vs voucher. When we last talked about this, I said something about the voucher being, once you have money and you award it in coupons just being, you can use it or throw it away, I believe Rep. Mary Johnson read us the legal term of voucher at the time, which sounded like I thought it was. My vice-chair asked to hold it, and wanted to check on something, so I just wondered if she was ready to talk about the bill again.

Vice Chairman- Cynthia Schreiber-Beck: I move there be a do pass on SB 2244.

Rep. Brandy Pyle: seconded motion.

Chairman- Mark S. Owens: we have a do pass from Vice Chairman- Cynthia Schreiber-Beck, and a second from Rep. Brandy Pyle. Any additional discussion, questions, concerns, thoughts, issues.

Rep. Matthew Ruby: I have an issue with section 2, it says you can transfer it to a family member, student being taught by the individual. I just think if you are going to be teaching this, I understand the point of this program. There is some teaching this program that do not need to go back to college, some that do, but if the ones that do not need to I do not think they should be given those coupons away.

Chairman- Mark S. Owens: I was trying to think of it if I was in that position, and I was collecting them and using them, and then I achieve my goal. So, let's look at this Rep. Matthew Ruby from the standpoint of exactly what they are giving. So shall establish a 4-year pilot program, so we are limited to 4 years. To offer a credit incentive to instructors teaching dual credit courses, at public or private high schools in the state. An instructor that participates in the program is entitled to receive a credit for credit coupon that may be used

to work graduate level courses, so for every credit that they teach, and keep in mind credit at high schools, the course is one credit. Some courses are only half of a credit; so they get that one credit that they can use to further to qualify for that deadline.

Rep. Brandy Pyle: my question is if I was a teacher with my master's degree, and already qualified, and decided to teach the AP or dual credit, can I bank those for, let's say I had a child who was like 2, and then when they graduated transfer all of those credits, so they practically get an entire year for free.

Chairman- Mark S. Owens: that is a good question, but the money would be used up by then, more than likely, because it is a 4-year program, pilot program, even if we continued it after the pilot program, right now it is limited to \$200,000. I do not think the child would make it to the age to use the credit.

Rep. Brandy Pyle: sometimes when we start programs, and they are great programs we choose to continue them, I just foresee that possibility happening, if the program does continue after.

Chairman- Mark S. Owens: transferability is a big deal, I think. But since it was limited to 4-year program, and limited to \$200,000 basically I stayed silent on it. I will let you talk about it, but I did not bring it up.

Vice Chairman- Cynthia Schreiber-Beck: I think it is there to incentivize, even gift if you cannot use it, at least you are getting the same thing that somebody who can use it, and you can do with it what you want. That is the only way I can make it palatable as well.

Chairman- Mark S. Owens: well it was the limit in dollars in time that allowed me to accept it temporarily knowing that has to come back before us, and then we can say, but how many were transferred. How many people are using it, do we actually have more people teaching dual credit courses as a result of this program, because if we don't, the program does not work.

Rep. Denton Zubke: and what the credit does, if I understand this correctly is that it allows them to take a graduate level course, and apply that money towards that cost of that graduate level course, right.

Chairman- Mark S. Owens: actually for one credit hour, so if it is a three credit hour course, they still have to pay for the other two credits.

Rep. Denton Zubke: based on that I am ok with the transferability, actually.

Chairman- Mark S. Owens: any other discussion.

Rep. Dennis Johnson: I can see that is a safeguard, it is a 4-year program, and the carrot is there for 4-years, and if it is that great we can look at it in a couple of sessions to see how it is working. But when you decide to take it away, if it is not working so well, we do not leave it, or leave there. If it is not being used.

Chairman- Mark S. Owens: I will remind everybody; we have limited it to \$200,000. It's not like it can run away from us, and they are going to have to transfer them in a hurry for people to use them, before that \$200,000 is gone.

Rep. Denton Zubke: but section 3 does encourage the board of higher education to develop a long term sustainability plan for the program also, and if necessary can continue the program for 5 more years.

Chairman- Mark S. Owens: I agree Rep. Denton Zubke, but do you think higher education is going to come up with the money.

Rep. Denton Zubke: no.

Chairman- Mark S. Owens: right, they will come to us for the money. Ok, any other thoughts or discussions. I will ask the clerk to call the roll on a do pass on SB 2244. 12-1-1, and Rep. Rich S. Becker will carry the bill.

Date: 3/6/17

Roll Call Vote /

2017 HOUSE STANDING COMMITTEE Roll Call Votes

BILL/RESOLUTION NO. SB 2244

House Education Committee

Subcommittee

Amendment LC# or Description:

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 File in the Senate Journal

Other Actions: Reconsider

Motion Made By Schreiber-Beck Seconded By Pyle

Total (Yes) 12 No 1

Absent | Rep Mock

Floor Assignment Rep. Becker

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

REPORT OF STANDING COMMITTEE

SB 2244, as reengrossed: Education Committee (Rep. Owens, Chairman) recommends DO PASS (12 YEAS, 1 NAYS, 1 ABSENT AND NOT VOTING).
Reengrossed SB 2244 was placed on the Fourteenth order on the calendar.

2017 HOUSE APPROPRIATIONS

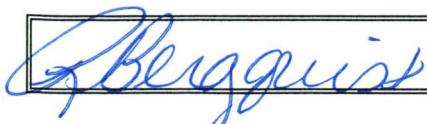
SB 2244

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

SB 2244
3/23/2017
29632

- Subcommittee
 Conference Committee



Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses.

Minutes:

Representative Mark Owens, District 17 Grand Forks: What we have before us is a bill that we have a deadline, right now we have a waiver until August 1st 2023. Before us is the pilot program to get more dual credit teachers to teach in the high schools. Right now we have about 91 teachers that need 18 or less credits and another 167 that need 18 or more credits to keep their qualification.

2:50 Chairman Delzer: You're saying to maintain? Do you have a list of those?

Representative Owens: To qualify under the new requirements.

Chairman Delzer: So we don't know how many are available that do have the credits to qualify. How would they take the credit? Would they take them online? Over the summer?

3:10 Representative Owens: We didn't dictate on how they would take the class. The university would be working with them on that. The focus with this was to provide the incentive of a one-hour credit for teaching, they called it a credit coupon. The credit coupon could be used to pay for that for the maximum level of 200 thousand.

Chairman Delzer: Is there a limit on how much anyone individual can get?

Representative Owens: No, it's a two-year pilot program, there's no way they will exceed the 18 credits. Keep in mind the credit is hour for hour coupon for what they are teaching. Get one credit coupon for one hour at the university, each class is three hours. It's more like a cost share. In theory if they teach for two years they are going to get two coupons if they teach two dual classes for the two years they are going to get four coupons, then they might get one class for free if they waited that long but then they'd be in the third year and it wouldn't matter.

Chairman Delzer: But It's a four-year program, Brady how does that work if you do a four-year program with a two-year appropriation?

Brady Larson, Legislative Council: It would depend on the next legislative assembly providing funding, if there's no funding provided the program would just end.

6:00 Representative Owens: The intent was for the 200 thousand to last as long as it lasted. It's a pilot program so we would see if everyone was using it.

Chairman Delzer: On the second page you have language stating that the state boards shall develop a long term sustainability plan for the program, if determined necessary continue the program another 5 years?

Representative Owens: We didn't want to wait until the last minute to not have a plan.

Representative Monson: Is there a shortage of teachers wanting to teach or able to teach dual credit courses?

Representative Owens: That is the fear, the dealing is actually 2019 and we have an extension until august 2023. All the teachers we have now wouldn't qualify under the new accreditation. It has a lot of advantages with students that take advantage of it. There's less in student loans, less time in college. But if we lose all these teachers because we are not ready by the time we get there.

Representative Monson: Are you talking about accreditation that the colleges have or are you talking high school?

Representative Owens: I should say certification instead of accreditation, it's the teacher that has to be qualified. They have to have 18 hours over and above the masters. So some of them have to get their masters and the 18 hours other just need the 18 hours.

Chairman Delzer: Who's putting that together? Who's setting these gridlines? Doesn't that put them above most? Above college professor?

Representative Owens: Actually it's not, the days of a masters teaching in college are over. You pretty much have to have a PHD or a candidate to teach at the collage unless you are a GTA working on a masters and that would be temporary.

Chairman Delzer: Most of these are pretty low level college courses are they not?

Representative Owens: That's what I believe, yes most of the mare the first year in college to get them a head start. The students that are doing that are much more successful in college and there's less drop outs and so forth.

Chairman Delzer: Who sets these standards that we are going by? Is it DPI? Is it the boards from higher Ed? Is it on a national level?

Representative Owens: It is a nation accreditation and I will bring that to you.

9:45 Representative Sanford: I believe it is the higher learning commission that is establishing that.

Chairman Delzer: So why are we using that? Why use that particular set?

Representative Sanford: I think in order for the higher Ed programs to be accredited one of the pieces that's there is that they have to have professors that meet those standers.

Chairman Delzer: This is just to meet whatever the standards are that the colleges are using?

Representative Nathe: My wife is at BSC because of the higher learning commission she had to get her masters, and everybody now is required to get a masters to teach at that level. I think now with these kids coming out of high school, that high school teachers have to be at the same level as those professors are when they become freshman. My son took some AP courses from teachers that do not have a masters went there and took some other courses and was disappointed, it did not meet the expectations.

Chairman Delzer: Most of these that teach are interactive or over the IT? Or is it out in the schools?

Representative Owens: I think there's some that is online but not most of it.

Chairman Delzer: Wouldn't it have to be a pretty good sized school to have to justify having that type of a course, the dual credit course on its own.

Representative Owens: We did hear about small little schools coming together both online and in the classroom, but that is also the areas that we have less qualified teachers as well.

Chairman Delzer: Further questions?

2017 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

SB 2244
March 29th 2017
29808

- Subcommittee
 Conference Committee



Explanation or reason for introduction of bill/resolution:

Relating to a pilot program to create an incentive for instructors to teach dual-credit courses

Minutes:

Chairman Delzer: This is a four-year pilot program giving credit incentive to teachers that teach dual credit classes. This is 200-thousand-dollar appropriation out of the student loan trust fund. Brady what's our level in that now since we did take action yesterday?

Brady Larson, Legislative Council: Before that bill you were about 1.5 million to the positive and then you took out about 500 thousand.

Mr. Larson: Yes, Mr. Chairman you do still have a positive balance.

Chairman Delzer: This is a four-year pilot program but only fund for this biennium, they will have to fund it again next biennium. In order to teach dual credit to high school's students they have to be accredited as with they were able to teach in college. This is to help them get those other credit hours that are needed to do that. Any further discussion?

Representative Monson: This is such a small drop in the bucket, if they really want to teach at this leave they are going to have to spend a lot anyway, I don't know that it does a lot of good.

Chairman Delzer: But it's incentive

Representative Monson: If they like doing that, most of it is over ITV, they are already kind of incentives to do that.

Chairman Delzer: So are we running short? It made it sound like we are running short on these qualified teachers.

Representative Monson: Absolutely with the new requirements I can see a lot of teachers that were doing it that won't be any more.

Chairman Delzer: We have a waiver until 2023 after that they have to have those extra credits.

Representative Delmore: The requirements to teach dual credits have been changed, you need more hours. Some of us that have done the duel credits are getting ready to retire and we need to get some of these teachers ready to take those classes over.

Representative Holman: This is trying to get some kids through some college credits while still in high school, it cuts down on student loans, saves parent some money and probably the higher ed as well.

Representative J. Nelson: I have two sons that graduated four year of college and they both used some duel credit courses.

Chairman Delzer: What are your wishes?

Representative J. Nelson: I'll make a motion to move Do Pass.

Representative Streyle: Second

Chairman Delzer: Further discussion?

A Roll Call vote was taken. Yea: 16 Nay: 4 Absent: 1

Representative Rich S. Becker will carry the bill

Date: 3/29/2017
Roll Call Vote #: 1

**2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2244**

House Appropriations Committee _____

Subcommittee

Amendment LC# or Description: _____

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

Motion Made By Representative J. Nelson Seconded By Representative Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer	X				
Representative Kempenich	X		Representative Streyle	X	
Representative: Boehning	X		Representative Vigesaa		X
Representative: Brabandt		X			
Representative Brandenburg	X				
Representative Kading	A		Representative Boe	X	
Representative Kreidt	X		Representative Delmore	X	
Representative Martinson	X		Representative Holman	X	
Representative Meier	X				
Representative Monson		X			
Representative Nathe	X				
Representative J. Nelson	X				
Representative Pollert	X				
Representative Sanford	X				
Representative Schatz		X			
Representative Schmidt	X				

Total (Yes) 16 No 4

Absent 1

Floor Assignment Representative Rich S. Becker

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

Motion Carries

REPORT OF STANDING COMMITTEE

SB 2244, as reengrossed: Appropriations Committee (Rep. Delzer, Chairman)
recommends **DO PASS** (16 YEAS, 4 NAYS, 1 ABSENT AND NOT VOTING).
Reengrossed SB 2244 was placed on the Fourteenth order on the calendar.

2017 TESTIMONY

SB 2244

1-23-17

Consolidated Application

Public LEA: Tioga 15
School Year: 2016-2017
Due Date: Aug 26, 2016

Contact: Laurie Matzke
Phone: 701-328-2284
Email: lmatzke@nd.gov

#1 p.1

Assurances

General Assurances

The School District assures that it:

- Afforded a reasonable opportunity for public comment, and considered such comments, on the Consolidated Application before the Application was submitted to DPI, and that the Application and any waiver request is available for public review.
- Complies with the requirements outlined in the publication "General Requirements for Federal Programs" compiled by the Department of Public Instruction: (available on the DPI website at <http://www.dpi.state.nd.us/grants/>).
- Complies with state and federal laws and regulations applicable to use of federal title funds for these programs.
- Complies with the Pro-Children Act of 2001, which states that smoking is not allowed within any indoor facility owned or leased or contracted for the provision of kindergarten, elementary, secondary education or library services, day care (other than private home) or early childhood services. Since this law targets "environmental" tobacco smoke, the prohibition is intended as a 24-hour per day prohibition.
- Complies with Executive Order 12549 regarding debarment and suspension, which states that neither the school district nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency.
- Complies with the Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99)(see <http://www.ed.gov/policy/gen/guid/fpcos/ferpa/index.html>).
- Will transfer student educational records, including disciplinary records with respect to suspension and expulsion, to any public or nonpublic elementary or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full or part-time basis in the school.
- Ensures that all public elementary and secondary teachers who teach core academic subjects, including those that provide services to eligible nonpublic students, are highly qualified.
- Will annually assess the English proficiency of LEP students, using state approved assessments.
- Ensures that minority students and students from low income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. Districts may use incentives for voluntary transfers, professional development, recruitment programs, or other effective strategies to accomplish this.
- Will coordinate and collaborate, to the extent feasible and necessary as determined by the school district, with other agencies providing services to children, youth, and families, including health and social services.
- Consults with and involves parents in planning for the education of children served by these title programs.
- Has provided an opportunity to the qualified nonpublic schools in its district to participate in these title programs and has provided timely and meaningful consultation with nonpublic school officials.
- Supplements rather than supplants existing local, state, or federal funds (applies to all title programs).
- Will control the funds and administer the funds and any property purchased with the funds to the extent required by the authorizing statutes.
- Will adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law for carrying out each program and correcting any deficiencies in program operations that may be identified through audits, monitoring, or evaluations.
- Will keep such records and provide such information to DPI as may be reasonably required for fiscal audit and individual or consolidated program evaluation consistent with the responsibilities of DPI.
- Will cooperate in carrying out any evaluation of the programs conducted by or for DPI, the U.S. Department of Education, or other federal officials.
- Will submit reports to DPI and the U.S. Department of Education to enable them to perform their duties under each program and maintain records, provide information, and afford access to the records to enable them to carry out their duties.
- Will submit data on truancy rates and the frequency, seriousness, and incidence of violence and drug-related suspensions and expulsions in elementary and secondary schools.
- Will not deny equal access or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society that wishes to conduct a meeting within a designated open forum or limited public forum.

- Will provide, on a request made by military recruiters or an institution of higher education, access to secondary school students or their parents request that this information not be released without prior written parental consent. The school district shall notify parents of the option to make this request and shall comply with any such requests.
- Will administer the State's standards-based assessment in reading, math and science and will administer the State assessment with the highest level of inclusion of students following all accepted testing procedures. Failure to do so may result in loss of federal funding.
- Will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
- Will publicize and disseminate to parents, teachers, other staff, students, and community the results of the State standards-based assessment in individual school performance profiles that include statistically sound, disaggregated data.
- Maintained fiscal effort by expending combined state and local resources per student for the preceding fiscal year at a level of at least 90 percent of the combined fiscal effort for the second preceding fiscal year.
- Will administer the State's standard-based assessment in English language proficiency for those students who qualify as limited English proficient or English Language Learners.

Transferability

The participating School District assures that it:

- Will combine Title II Part A funds for authorized activities under Title I Part A or Title II Part A of the No Child Left Behind Act.
- Will consult with nonpublic schools before transferring funds.

Rural Education Achievement Program (REAP)

The eligible and participating School District assures that it:

- Will combine Title II Part A funds for authorized activities under Title I Part A, Title II Part A, and/or Title III of the No Child Left Behind Act.
- Will annually administer the statewide, standards-based assessment that meets Title I requirements.
- Has provided an opportunity to the qualified nonpublic schools in its district to participate in this program.

McKinney – Vento Education of Homeless Children and Youth

The School District assures that:

- It complies with the requirements of the McKinney – Vento Homeless Assistance Act including equal access to education, comparable services, transportation, immediate enrollment, appointment of district homeless liaison, and participation in Title I set aside.
- If \$0.00 in Title I funds is set aside to serve homeless students, documentation is on file describing how the district has no homeless students.
- It is aware that any student(s) determined to be homeless at the beginning or throughout the school year must be immediately enrolled as homeless in the STARS Enrollment Report and the student(s) remain enrolled as homeless the entire school year, even if permanent residency is obtained during the school year.

Title I Helping Disadvantaged Children Meet High Standards

The School District assures that it:

- Will develop a plan in consultation with teachers—including, where appropriate, vocational teachers and pupil services—personnel, and parents of children in schools served under Title I.
- Will inform eligible schools and parents of schoolwide project authority and provide technical assistance and support.
- Will work in consultation with schools as they develop their educational improvement plans pursuant to section 1114, and assist schools in implementing such plans or undertaking activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State content standards and State student performance standards.
- Will fulfill such agency's educational improvement responsibilities under section 1116, including corrective actions under section 1116(c)(4).
- Will provide services to eligible students attending nonpublic elementary and secondary schools in accordance with section 1120, and will provide timely and meaningful consultation with nonpublic school officials regarding such services.
- Will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under Title I Part A.
- Will, if funds are used to provide early childhood development services to low income children below the age of compulsory school attendance, comply with the performance standards established under Section 641A(a) of the Head Start Act.
- Will work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119.

SB 2244

- Will comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- Will inform eligible schools of the school district's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
- Will coordinate and collaborate, to the extent feasible and necessary as determined by the school district, with DPI and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the school district in addressing major factors that have significantly affected student achievement at the school.
- Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- Will use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
- Will ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicable possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Will assist each school served by the district and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b) (8) (D).

Title II Part A Teacher and Principal Quality and Retention

The School District assures that:

- All teachers in the core subject areas paid with Title II Part A funds meet North Dakota's definition of a highly qualified teacher.
- Its professional development program is based on a review of scientifically based research and is expected to improve student academic achievement.
- It will target funds to schools within the district that have the lowest proportion of highly qualified teachers, the largest average class size, or are identified for school improvement under Title I.
- Its professional development activities are aligned with challenging State academic content standards, student academic achievement standards, and state assessments.
- It will conduct needs assessment with involvement of teachers, including Title I teachers, and shall take into account activities to give teachers the means to provide students with the opportunity to meet challenging state and local student academic achievement standards.

Title III English Language Acquisition/Enhancement

The consortium fiscal agent assures:

- The local education agency (LEA) or consortium lead agency assures that each school in the district will comply with Title III, section 3302, Parent Notification, prior to and throughout each school year (Title III, section 3116(d)(1)).
- The LEA or consortium lead agency assures that the English proficiency level of all students with limited English proficiency participating in programs funded under Title III will be assessed annually (Title III, section 3116(d)(2)).
- The LEA or consortium lead agency assures that all activities proposed in the application are based on scientific research demonstrating program effectiveness in teaching LEP students (Title III, section 3116(d)(3)).
- The LEA or consortium lead agency assures that the program will enable children to speak, read, write, and comprehend the English language and meet challenging state standards (Title III, section 3116(d)(4)).
- The LEA or consortium lead agency assures that the eligible entity is not in violation of any State law, consistent with Title III sections 3126 and 3127 (Title III, section 3116(d)(5)).
- The LEA or consortium lead agency assures that all teachers working in the program are fluent in oral and written English (or any other language used for instruction) (Title III, section 3116(c)).
- The LEA or consortium lead agency assures that teachers, researchers, school administrators, and parents, private schools, institutions of higher education, and, if appropriate, education related community groups and nonprofit organizations, were consulted in developing the sub-grant application (Title III, section 3116(b)(4)).

The authorized representative of the above-named School District certifies that he/she has read and understands the assurances contained in this document and that the School District complies with these assurances.

Signature of
Authorized
Representative of
School District:

Carolyn G. Eide

SB 2244

1-23-17

#1P4

I have read and understand the above statement.

Date: 8/15/2016

SCHOOL PRAYER CERTIFICATION

Title IX, Part E, Subpart 2, Section 9524 of the No Child Left Behind Act provides that all school districts receiving federal funds under this law certify in writing that "no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools." This certification must be submitted to DPI by October 1, 2016. By November 1, 2016, DPI must report to the Department of Education the school districts that have not submitted this certification or against which complaints have been made that the school district is not in compliance with this section.

I, the authorized representative of the School District, certify that no local school district policy prevents or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools.

Signature of
Authorized
Representative of Carolyn G. Eide
School District:

I have read and understand the above statement.

Date: 8/15/2016

For the record, I am Donald Schaible, District 31 and I am to introduce you SB 2244 This bill to encourage teachers to become qualified and to teach dual credit courses.

The High Learning Commission (the accreditor for all of our campuses) qualification guidelines require that dual credit faculty have a Master's degree and 18 graduate credit hours in the field they are teaching. Just having a Master's isn't enough. NDUS has received an extension until August 31, 2022 to get our faculty up to those standards. One of the first steps we can take is to assist high-school faculty currently teaching to meet those standards. The faculty who do not meet those standards can be divided into two groups:

- 92 faculty members need 1-18 credits. These are mostly people with Master's.
- 67 faculty members need 19+ credits. These must be people who do not have a Master's.

North Dakota is third in the nation in offering dual-credit classes, and we have agreements in place that guarantee that those dual-credit classes will count at any NDUS institution. This is a treasure we want to keep.

The solution is this bill. If we incentivize the teaching of dual-credit, we will not only remediate the teacher qualification issue the State is currently facing, but also will lay a foundation to keep dual-credit offerings healthy in the future. We can do this with a program that offers the following:

- Any North Dakota high school teacher who teaches a concurrent dual enrollment class (with at least four students receiving dual credit) will receive a credit-for-credit coupon that can be used towards graduate classes in the North Dakota University System. For every credit hour they teach, the North Dakota University System will provide a coupon that covers the cost of tuition for the one graduate credits at any North Dakota University System campus.
- If a faculty member requires graduate level courses that are not taught via distance delivery in the North Dakota University System, the faculty member can enroll at any regionally-accredited institution of higher learning to pursue those credits, and be reimbursed for tuition and fees up to equivalent cost at a North Dakota University System School.

1-23-2017

2 p. 2

SB 2244

- Teachers who already meet HLC qualifications will earn credit coupons that can be transferred by them to family members or students. For every credit hour they teach, the North Dakota University System will provide a coupon that covers the cost of $\frac{1}{2}$ a credit of undergraduate tuition. This will incentivize our current qualified dual-credit faculty to keep teaching dual-credit, and encourage faculty working to meet qualifications with a long-term benefit to their work.

Mr. Chairman and committee, I think we can all agree on the importance and benefit we have with dual credit courses and I believe this bill will go a long way getting more teachers qualified and will incentives more teachers to look at teaching dual credit courses. I would be happy to try to answer your questions.

1-23-2017

#2 p.3

SB 2244

Cost:

Total cost for the 2017-2019 biennium would be \$700,000.

If the pilot is successful, biennial cost for maintenance of the program in subsequent biennia would be \$400,000.

1. Getting Faculty up to Standards: \$500,000. 92 faculty members have or are close to having a Master's. This group needs a limited number of graduate credit hours. NDUS does not have an exact count of the credit hours they would need, but it is in the ballpark of 1400. Tuition and fees to meet those credit hours is about \$500,000. *As not all faculty will be able to complete the coursework within the 2015-2017 biennium, provisions should be included to allow carryforward of these funds into 2017-2019.*

2. Incentives for Faculty who meet Standards: \$200,000

There are approximately 100 faculty members teaching dual credit who already meet HLC qualifications. If each of those faculty teach 6 credits of dual credit a year, we would need to offer vouchers for 300 credits each year, for a total of approximately \$200,000.

SB2244

Senate Education Committee

January 23, 2017

Richard M. Rothaus, Vice Chancellor for Academic and Student Affairs
701.328.4132 | richard.rothaus@ndus.edu

Mr. Chair, Members of the Committee, I am Richard Rothaus, Vice Chancellor for Academic and Student Affairs at the North Dakota University System and I'm here today in support of SB2244. The bill will authorize a pilot program to create incentives for dual credit instruction in our State high schools, serving a critical educational and workforce development need.

SB2244 is a response to accreditation standards that are having an impact on our ability to offer dual credit courses across the State. Instructors supervised by one of our colleges or universities teach dual-credit courses in North Dakota high schools. Frequently the instructor is a highly qualified high-school teacher. A student successfully completing a dual-credit course not only earns high school credit, they earn college credit, guaranteed to be accepted at any of our eleven institutions. On any day in North Dakota, there are dual credit courses happening in English, History, Math, Biology, Physics, Computer Science, and other fields. Dual credit has an obvious value of giving the students a head-start on their college careers, but I want to emphasize that this value is far greater than that. When our high school students have an abundance of advanced coursework opportunities available to them, the likelihood that more of them will finish college on time with less debt increases. Dual-credit students finish college much faster than other students do. And the speed is not just being a few courses ahead; it's the ability to immediately immerse and engage in college courses as soon as they enroll. If you have a high school student and you are worried about their college success, one sure bet is dual credit courses.

As we know, students who move successfully from high school to college degree are going to be the economic backbone of 21st century North Dakota. As we transition to a knowledge-based society, and try to level out the commodities roller coaster, North Dakota's economy absolutely must have these individuals. Dual-credit is a critical component of the advanced coursework we must make available to all North Dakota high school students, urban or rural. I've made dual-credit sound like magic, and it sort-of is, but there are other advance coursework options out there, such as Advanced Placement courses, and distance education courses. But there is something I think the committee should note. North Dakota ranks 3rd in the nation in the delivery of dual-credit courses, and unlike many states, all those dual-credit courses are guaranteed transferable to all State colleges and universities. North Dakota ranks 50th in the nation for delivery of Advanced Placement Courses. I'm a great fan of AP courses also, and I know the Department of Public Instruction and many superintendents are working to build our offerings, but the State just isn't there yet. Students enroll in dual-credit courses nearly 5000 times each year. If we lose dual-credit, we leave a huge hole in the educational opportunities for North Dakota high school students, and there is nothing ready to fill that hole. If we leave a hole in the educational opportunities of North Dakota students, we leave a hole in North Dakota's workforce and economy.

So why do we need this incentive program? Because the accreditation spectrum has shifted a bit. The Higher Learning Commission, which accredits all of the NDUS institutions, are now enforcing their requirement that dual credit faculty have a Master's degree and 18 graduate credit hours in the field they are teaching. This is a high bar. Just having a Master's in education is not enough. If you want to teach biology, you must have 18 graduate credits in Biology. NDUS has received an extension until August 31, 2022 to get our faculty up to those standards, and frankly, we have a way to go. While we stand behind the quality of dual-credit instruction across the State, the reality is that over 60% of our instructors do not meet the credit hour

standards. Over 90 dual-credit faculty need between 1-18 credit hours, and over 60 faculty need more than 18 credit hours.

SB 2244 serves two main functions to keep North Dakota a leader in dual-credit. First, it provides incentives for faculty who are close to the accreditation standard to take those additional graduate credits. Taking graduate credits while teaching high school full-time is hard, and many of these teachers are well-established and not pleased with the change. We need a financial incentive to keep them involved. Without a financial incentive, we expect to lose most of those faculty. We also need an incentive to keep faculty teaching dual credit. We won't stay a national leader in the midst of changing standards and budget constrictions without incentivizing a program that is proven to deliver results for the students of North Dakota. The vouchers for dual-credit instructors offer just that incentive.

Dual-credit work wonderfully in North Dakota, and we want to keep it that way. The cost of incentivizing is small compared to trying to stand-up an equivalent program from scratch, and trivial compared to the loss of educational opportunity and workforce development. I ask for a do pass on SB2244, and I would be pleased to answer your questions. Thank you.

1-23-2017
SB. 2244
#4 p. 1

TESTIMONY ON SB 2244
Senate Education Committee
January 23, 2017
by Ann Ellefson, Director of Academic Support
(701) 328-2488
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Ann Ellefson, Director of the Office of Academic Support in the North Dakota Department of Public Instruction (NDDPI). I am here today to provide supportive testimony for SB 2244, which provides a pilot program for high school instructors to pursue graduate level coursework to ensure they meet accreditation qualifications.

In the K-12 educational system, there are various types of advanced coursework students often pursue: dual credit, Advanced Placement, International Baccalaureate, and distance education courses. Each of these courses are part of a developed system that offers rigorous learning opportunities for students. North Dakota students must be highly skilled to be successful. One way to achieve success is to continue providing students with the opportunity for a smooth transition to college. Dual credit coursework helps provide this transition by exposing students to college level coursework earning them college credits while still in high school saving them money and time.

1-23-2017
SB 2244
#4 p. 2

In 2016-2017, many North Dakota High Schools are offering dual credit experiences for their students. Some are taught by college faculty, while others are taught by high school instructors. SB 2244 assists those high school instructors in meeting the Higher Learning Commission accreditation qualifications relating to their graduate level coursework.

Based on current school year data, sophomore, junior, and senior high school students are taking nearly 5,000 dual credit courses. If 60 percent of current dual credit instructors do not meet the accreditation qualifications established by the Higher Learning Commission, one could derive that 60 percent of the current courses would not be available. North Dakota's participation could drop to 2,000 dual credit courses.

Since NDUS has received an extension until 2022 to ensure dual credit instructors are meeting the Higher Learning Commission accreditation qualifications, now is the time to act. By passing SB 2244, a system and framework will be in place to help incentivize instructors to pursue their graduate level coursework which will help ensure that North Dakota's strong dual credit program remains intact for our students.

Mr. Chairman and members of the committee this concludes my testimony. I would be happy to answer any questions.

1-23-17
SB 2244
#5 p. 1

Senate Bill No. 2244

Testimony in Support

North Dakota Council of Educational Leaders, Russ Ziegler

Good Morning Chairman Schiable and members of the Senate Education Committee. For the record, I am Russ Ziegler, the assistant director at the North Dakota Council of Educational Leaders. As I am sure you are all aware, the requirements for teaching dual credit courses was increased by the Higher Learning Commission (HLC). The HLC now requires all dual credit instructors to have a Master's degree or 18 graduate credits earned in the field for which they instruct. The initial compliance deadline was September 1, 2017, however ND applied for and did receive an extension for enforcement. By the end of the extension all dual credit instructors will have 18 graduate credit hours or a Master's degree in the subject they are teaching. The extension will end on August 31, 2022.

Senate Bill 2244 will help the current dual credit teacher in North Dakota to either earn the 18 graduate credits needed or start working on their Master's degree. As a former dual credit instructor and a former administrator in a small class B school, I can tell you that being able to offer dual credit courses to the students in ND is essential. With the ND Academic and CTE scholarships each requiring a dual credit or AP course for students, schools need to have the ability to offer those much-needed courses. Research has also shows that if a student completes a college level course while in high school they have a higher likely hood of succeeding at the post-secondary level.

I highly encourage a do pass on Senate Bill 2244 and can stand for any questions at this time.

1-23-2017
SB 2244
#6 p. 1



**NORTH DAKOTA
SCHOOL BOARDS
ASSOCIATION**
I N C O R P O R A T E D

Excellence in North Dakota public education through local school board governance

HB 2244 – TESTIMONY

L. Anita Thomas, J.D., LL.M.

General Counsel

North Dakota School Boards Association

January 23, 2017

Dual credit courses allow high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate.

Dual credit courses provide intellectual stimulation for students eager to challenge themselves and provide a seamless transition from high school to college. They allow students to start college or university feeling more confident because they know what to expect in terms of academics. Dual credit courses also provide students with an exposure to the time management skills, critical thinking skills, and study skills that are necessary for success at the collegiate level.

By providing students with a way to start accumulating college or university credits, dual credit courses help students graduate on time or in some cases early, thereby saving money and enabling students to enter the workforce that much earlier.

The benefits of dual credit courses cannot be understated and the NDSBA stands firmly behind any efforts to promote and expand such opportunities for students.

The NDSBA also believes in the importance of ensuring that dual credit courses reflect a post-secondary level of academic rigor. That means the teachers of dual credit courses have to be fully capable of providing a quality post-secondary level of instruction.

SB 2244 provides a mechanism by which teachers of dual credit courses are able to pursue graduate level courses at institutions of higher education. This will help ensure a cadre of academically well-prepared dual credit teachers, and since dual-credit teachers also teach high school level courses, it will provide students with access to that many more teachers who exceed the academic preparation required for entry into the field.

The NDSBA recommends a **DO PASS** on SB 2244.

1-23-2017
SB 2244
#7 p. 1

Senate Education Committee

January 23, 2017

SB 2244

Testimony by Rod Backman

University of Mary & University of Jamestown

State Association of Non-Public Schools

Chairman Schaible & members of the committee my name is Rod Backman, I am here today representing the private universities in North Dakota and the State Association of Non-Public Schools (SANS).

Speaking for both groups, I can say we are not opposed to this legislation, but rather question why our students and teachers have been excluded from the bill. If this legislation is needed for North Dakota students and teachers, we question, why are our students and teachers not part of the bill?

The private universities provide quality programs that can assist these teachers, but are only included when the public institutions do not offer the courses (line 15-19). Likewise, the private high school teachers have been excluded (line 20). Again, if this is important for high school students, private educators should not be excluded.

As I understand the funding source, the equity in the Student Loan Trust has been generated from profits of past student loans, of which our students have participated and help to generate those profits. We

1-23-2017
SB 2244
#1 P. 2

respectfully request amendments be made to include both the teachers in the non-public high schools and the private universities be included for the coupon payments.

Thank you, Mr. Chairman, I would be happy to take any questions the committee may have.

**ANALYSIS OF THE STUDENT LOAN TRUST FUND FOR THE 2015-17 AND 2017-19 BIENNIUMS
(REFLECTING BOTH THE 1979 AND 1996 BOND RESOLUTIONS AND
PROPOSED CHANGES AS OF JANUARY 20, 2017)**

	2015-17 Biennium ¹		2017-19 Biennium ¹	
	Beginning balance	\$34,671,256	Beginning balance	\$17,431,512
Add estimated revenues				
Fund earnings (net)	\$325,000 ²		\$275,000 ²	
Total revenues		\$325,000		\$275,000
Total available		\$34,996,256		\$17,706,512
Less estimated expenditures and transfers				
Funding for veterinary medical education program (2015 HB 1003, 2017 SB 2003)	\$465,307 ³		\$465,307 ⁴	
Funding for North Dakota University System information technology services (2015 HB 1003; 2017 SB 2003)	539,437 ⁵		539,437 ⁶	
Transfer to the North Dakota Guarantee Agency	10,000,000 ⁷		0 ⁷	
Funding for addiction counseling internship loans (2015 HB 1049)	200,000 ⁸		0 ⁸	
Funding for Dickinson State University transition (2015 HB 1003)	2,000,000 ⁹		0 ⁹	
Funding for tribal college assistance grants (2015 HB 1003; 2017 SB 2003)	500,000 ¹⁰		500,000 ¹⁰	
Funding for tribal college workforce development grants (2015 HB 1018)	1,000,000 ¹¹		0 ¹¹	
Funding for higher education challenge grants (2015 HB 1151; 2017 SB 2036)	2,500,000 ¹²		23,500,000 ¹²	
Funding for dental loan repayment program (2015 HB 1004 and SB 2015; 2017 SB 2004)	360,000 ¹³		360,000 ¹³	
Funding for teacher loan repayment program (2017 SB 2243)	0		6,000,000 ¹⁴	
Funding for dual-credit courses pilot program (2017 SB 2244)	0		700,000 ¹⁵	
Total estimated expenditures and transfers		\$17,564,744		\$32,064,744
Estimated ending balance		\$17,431,512		(\$14,358,232)

¹This analysis reflects the estimated revenues, expenditures, and ending balance for **both the 1979 and 1996 bond resolutions**. Prior to fiscal year 2012, permission was needed from the Ambac Assurance Corporation to use any assets from the 1996 bond resolution. There are no longer any bonds insured by the Ambac Assurance Corporation, however, there are outstanding bonds as of December 31, 2016. Debt service to bondholders has priority over all other transfers.

²The projected income for the 2015-17 and 2017-19 bienniums is based on interest rates as of December 31, 2016, and is net of the Industrial Commission and trustee expenses.

³The 2015 Legislative Assembly provided \$465,307 of funding from the student loan trust fund for the Kansas State University veterinary medical education program. This represents the same level of funding as provided in the 2013-15 biennium.

⁴The 2017-19 executive budget recommendation includes \$465,307 of funding from the student loan trust fund for the Kansas State University veterinary medical education program. This represents the same level of funding as provided in the 2015-17 biennium.

⁵The 2015 Legislative Assembly provided \$539,437 of funding from the student loan trust fund for the University System information technology services pool for ConnectND positions within the University System. This represents the same level of funding as provided in the 2013-15 biennium.

⁶The 2017-19 executive budget recommendation includes \$539,437 of funding from the student loan trust fund for the University System information technology services pool for ConnectND positions within the University System. This represents the same level of funding as provided in the 2015-17 biennium.

⁷Pursuant to the provisions of the 1996 bond resolution, the Industrial Commission may authorize transfers to the North Dakota Student Loan Guarantee Agency to maintain the reserve requirements for alternative student loan guarantees relating primarily to DEAL One loans.

⁸The 2015 Legislative Assembly approved House Bill No. 1049, which provides \$200,000 of funding from the student loan trust fund for addiction counselor internship loans. The 2017-19 executive budget does not provide funding from the student loan trust fund for addiction counseling internship loans.

⁹The 2015 Legislative Assembly approved House Bill No. 1003, which includes \$2 million of one-time funding from the student loan trust fund for campus leadership transition needs at Dickinson State University. The 2017-19 executive budget does not provide funding from the student loan trust fund for Dickinson State University transition costs.

¹⁰The 2015 Legislative Assembly approved House Bill No. 1003, which includes \$500,000 of funding from the student loan trust fund for grants to tribal colleges to assist in costs associated with the enrollment of nonbeneficiary students. The 2017-19 executive budget recommendation includes \$500,000 of funding from the student loan trust fund for grants to tribal colleges to assist in costs associated with the enrollment of nonbeneficiary students, the same amount as provided for the 2015-17 biennium.

¹¹The 2015 Legislative Assembly approved House Bill No. 1018, which includes \$1 million of one-time funding from the student loan trust fund for tribal college workforce development grants. The 2017-19 executive budget does not provide funding from the student loan trust fund for tribal college workforce development grants.

¹²The 2015 Legislative Assembly approved House Bill No. 1151, which includes \$2.5 million of funding from the student loan trust fund for higher education challenge grants. 2017 Senate Bill No. 2036, as introduced by the interim Higher Education Committee, appropriates \$23.5 million of funding from the student loan trust fund for higher education challenge grants.

¹³The 2015 Legislative Assembly approved House Bill No. 1004 and Senate Bill No. 2015, which include \$360,000 of funding from the student loan trust fund for the dental loan repayment program. The 2017-19 executive budget recommendation includes \$360,000 of funding from the student loan trust fund for the dental loan repayment program, the same amount as provided for the 2015-17 biennium.

¹⁴2017 Senate Bill No. 2243 includes \$6 million of funding from the student loan trust fund for the teacher loan forgiveness program.

¹⁵2017 Senate Bill No. 2244 includes \$700,000 of funding from the student loan trust fund for the dual-credit courses pilot program.

FUND HISTORY

The 1971 Legislative Assembly authorized the Industrial Commission to acquire and hold all unpaid government-guaranteed or reinsured student loans and North Dakota student loans belonging to the state or any of its agencies. As a result, the student loan trust fund was created which enabled the state to sell tax-exempt bonds and use the proceeds for purchasing student loans made or acquired by the Bank of North Dakota.

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SB 2244

1-23-17

#8 p3

The student loan trust fund does not make loans to students or service loans which it acquires. The Bank of North Dakota continues to service those loans which the student loan trust fund holds.

The student loan trust fund is comprised of funds held under two general bond resolutions. The first general bond resolution includes funds from bonds issued in 1979, 1988, 1989, 1992, and 2004. The second general bond resolution--referred to as the 1996 bond resolution--includes funds from bonds issued in 1996, 1997, 1998, and 2000. All bond issuances prior to 2004 were insured by Ambac Assurance Corporation. There are no longer any outstanding bonds insured by Ambac Assurance Corporation.

Under both of the bond resolutions, assets may only be used for:

- Purchase of student loans.
- Payment of debt service to bondholders.
- Providing financial assistance to the North Dakota Student Loan Guarantee Agency.
- Payment of any rebate liability to the federal government.
- Administration of the student loan trust fund.

After all bonds in the 1979 and 1996 bond resolutions have matured, been redeemed or defeased and all expenses paid, and the resolutions closed, any remaining assets held under the bond resolutions would be transferred to the Industrial Commission for use at its discretion and as allowed by law. As of December 31, 2016, \$1 million in bonds remains outstanding. In order to use assets held under the 1979 and 1996 general bond resolutions for a purpose other than those stated in the general bond resolution, the administrator of the student loan trust fund must receive a certification from the trustee of the bond (the Bank of North Dakota) that sufficient reserves remain for bond payments and other related program costs. Prior to 2012, permission needed to be obtained from Ambac Assurance Corporation for any use of assets held in the 1996 general bond resolution. However, there are no longer any bonds insured by Ambac Assurance Corporation.

North Dakota Century Code Section 54-17-25 provides the Industrial Commission may issue subordinate or residual bonds when the commission determines that it is appropriate or expedient to do so.

17.0679.01001
Title.

Prepared by the Legislative Council staff for
Senator Rust

January 24, 2017

1-25-17
SB 2544
#1

PROPOSED AMENDMENTS TO SENATE BILL NO. 2244

Page 1, line 10, after "public" insert "or private"

Page 1, line 20, after "public" insert "or private"

Renumber accordingly

Sen Don Schulte 2244

2-7-17 SB 2244

#1
P1

Chairman Holmberg and Appropriations Committee SB 2244 to encourage teachers to become qualified and to teach dual credit courses.

Dual Credit courses has become a valuable tool for our high school students. Being able to get high school credit while also gaining college credit gives student an advantage to achieving a degree. Faster completion time and less expensive total cost is a goal we are trying to achieve and completing dual credit courses helps that effort.

The High Learning Commission (the accreditor for all of our campuses) has raised the qualification guidelines that now require faculty that want to teach dual credit courses to have a Master's degree and 18 graduate credit hours in the field they are teaching. Just having a Master's degree isn't enough. The North Dakota University System has received an extension until August 31, 2022 to get our faculty up to those standards. The teachers who do not meet those standards can be divided into two groups:

- 92 faculty members need 1-18 credits. These are mostly people with Master's.
- 67 faculty members need 19+ credits. These are the people who do not have a Master's degrees.

North Dakota is third in the nation in offering dual-credit classes, and we have agreements in place that guarantee that those dual-credit classes will count at any of the state's institution of higher education. This is a treasure we want to keep.

The solution is this bill. If we incentivize the teaching of dual-credit, we will not only remediate the teacher qualification issue the State is currently facing, but also will lay a foundation to keep dual-credit offerings healthy in the future. We can do this with a program that offers the following:

- Any North Dakota high school teacher who teaches a concurrent dual enrollment class (with at least four students receiving dual credit) will receive a credit-for-credit coupon that can be used towards graduate classes in the North Dakota University System. For every credit hour they teach, the North Dakota University System will provide a coupon that covers the cost of tuition for the one graduate credits at any North Dakota University System campus.
- If a faculty member requires graduate level courses that are not taught via distance delivery in the North Dakota University System, the faculty member can enroll at any regionally-accredited institution of higher learning to pursue those credits, and be reimbursed for tuition and fees up to equivalent cost at a North Dakota University System School.

f |

2-7-17
SB 2244 #1
p2

- Teachers who already meet HLC qualifications will earn credit coupons that can be transferred by them to family members or students. For every credit hour they teach, the North Dakota University System will provide a coupon that covers the cost of $\frac{1}{2}$ a credit of undergraduate tuition. This will incentivize our current qualified dual-credit faculty to keep teaching dual-credit, and encourage faculty working to meet qualifications with a long-term benefit to their work.

I think we can all agree on the importance and benefit we have with dual credit courses and I believe this bill will go a long way getting more teachers qualified and will incentives more teachers to teach dual credit courses.

Cost:

Total cost for the 2017-2019 biennium would be \$700,000.

If the pilot is successful, biennial cost for maintenance of the program in subsequent biennia would be \$400,000.

f2

21-17 SB 2244

THE NDUS *EDGE*

#2
P1

SB2244

Senate Appropriations

February 7, 2017

Richard M. Rothaus, Vice Chancellor for Academic and Student Affairs
701.328.4132 | richard.rothaus@ndus.edu

Mr. Chair, Members of the Committee, I am Richard Rothaus, Vice Chancellor for Academic and Student Affairs at the North Dakota University System and I'm here today in support of SB2244. The bill will authorize a pilot program to create incentives for dual credit instruction in our State high schools, serving a critical educational and workforce development need.

SB2244 is a response to accreditation standards that are having an impact on our ability to offer dual credit courses across the State. Instructors supervised by one of our colleges or universities teach dual-credit courses in North Dakota high schools. Frequently the instructor is a highly qualified high-school teacher. A student successfully completing a dual-credit course not only earns high school credit, they earn college credit, guaranteed to be accepted at any of our eleven institutions. On any day in North Dakota, there are dual credit courses happening in English, History, Math, Biology, Physics, Computer Science, and other fields. Dual credit has an obvious value of giving the students a head-start on their college careers, but I want to emphasize that this value is far greater than that. When our high school students have an abundance of advanced coursework opportunities available to them, the likelihood that more of them will finish college on time with less debt increases. Dual-credit students finish college much faster than other students do. And the speed is not just being a few courses ahead; it's the ability to immediately immerse and engage in college courses as soon as they enroll. If you have a high school student and you are worried about their college success, one sure bet is dual credit courses.

As we know, students who move successfully from high school to college degree are going to be the economic backbone of 21st century North Dakota. As we transition to a knowledge-based society, and try to level out the commodities roller coaster, North Dakota's economy absolutely must have these individuals. Dual-credit is a critical component of the advanced coursework we must make available to all North Dakota high school students, urban or rural. I've made dual-credit sound like magic, and it sort-of is, but there are other advance coursework options out there, such as Advanced Placement courses, and distance education courses. But there is something I think the committee should note. North Dakota ranks 3rd in the nation in the delivery of dual-credit courses, and unlike many states, all those dual-credit courses are guaranteed transferable to all State colleges and universities. North Dakota ranks 50th in the nation for delivery of Advanced Placement Courses. I'm a great fan of AP courses also, and I know the Department of Public Instruction and many superintendents are working to build our offerings, but the State just isn't there yet. Students enroll in dual-credit courses nearly 5000 times each year. If we lose dual-credit, we leave a huge hole in the educational opportunities for North Dakota high school students, and there is nothing ready to fill that hole. If we leave a hole in the educational opportunities of North Dakota students, we leave a hole in North Dakota's workforce and economy.

So why do we need this incentive program? Because the accreditation spectrum has shifted a bit. The Higher Learning Commission, which accredits all of the NDUS institutions, are now enforcing their requirement that dual credit faculty have a Master's degree and 18 graduate credit hours in the field they are teaching. This is a high bar. Just having a Master's in education is not enough. If you want to teach biology, you must have 18 graduate credits in Biology. NDUS has received an extension until August 31, 2022 to get our faculty up to those standards, and frankly, we have a way to go. While we stand behind the quality of dual-credit instruction across the State, the reality is that over 60% of our instructors do not meet the credit hour



SB 2244
2-7-17

#2
P2

THE NDUS *EDGE*

standards. Over 90 dual-credit faculty need between 1-18 credit hours, and over 60 faculty need more than 18 credit hours.

SB 2244 serves two main functions to keep North Dakota a leader in dual-credit. First, it provides incentives for faculty who are close to the accreditation standard to take those additional graduate credits. Taking graduate credits while teaching high school full-time is hard, and many of these teachers are well-established and not pleased with the change. We need a financial incentive to keep them involved. Without a financial incentive, we expect to lose most of those faculty. We also need an incentive to keep faculty teaching dual credit. We won't stay a national leader in the midst of changing standards and budget constrictions without incentivizing a program that is proven to deliver results for the students of North Dakota. The vouchers for dual-credit instructors offer just that incentive.

Dual-credit work wonderfully in North Dakota, and we want to keep it that way. The cost of incentivizing is small compared to trying to stand-up an equivalent program from scratch, and trivial compared to the loss of educational opportunity and workforce development. I ask for a do pass on SB2244, and I would be pleased to answer your questions. Thank you.

NDSOS

North Dakota Small Organized Schools

2-7-17

SB2244

#3
P1

Mr. ElRoy Burkle
Executive Director
1419 9th Ave NE
Jamestown, 58401
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701-230-1973

Mr. Larry Zavada
President
401 3rd Ave SW
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Mrs. Janet Brown
Business Manager
925 Riverview Drive
Valley City, ND 58072
janet.brown@k12.nd.us
701-845-2910

February 7, 2017

Chairman Holmberg and Senate Appropriations Committee Members,

For the record, my name is Brandt Dick, Superintendent of Underwood School, Adjunct Dual Credit College Algebra Teacher, Board Member of the North Dakota Small Organized Schools (NDSOS), representing 141 North Dakota Public School Districts. NDSOS supports a 'Do Pass' on SB 2244.

Dual-credit courses provide high school students with a jump start on attaining their college degrees. Providing dual-credit instructors with a credit-for-credit coupon to continue their own professional development will benefit both the dual-credit instructor and students.

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

Respectfully,

Brandt J. Dick
Superintendent/AD
Underwood School District
Phone: 701-442-3201
Fax: 701-442-3704
brandt.dick@underwoodschool.org

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Mr. Tom Retting, Supt. Enderlin

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

2-15-17 AM

S.B 2240f

#1

P1

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2244

Page 1, line 12, remove "institutions under the control of the state board of higher"

Page 1, line 13, replace "education" with "a public or private postsecondary education institution in the state"

Page 1, line 14, remove "any institution under the control of the"

Page 1, line 15, replace "board" with "the institution chosen by the participant"

Page 1, line 15, remove "If the"

Page 1, remove lines 16 through 18

Page 1, line 19, remove "cost of the tuition and fees at an institution under the control of the board."

Renumber accordingly

February 15, 2017

SB 2241
P 1
PM
2-15-17

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2244

Page 1, line 12, remove "institutions under the control of the state board of higher"

Page 1, line 13 replace "education" with "a public or private postsecondary education institution in the state"

Page 1, line 14, remove "at any institution under the control of the"

Page 1, line 15, replace "board" with "in an amount not exceeding the tuition charged for the credit at the institution in which the student is enrolled, except the amount may not exceed the highest tuition for a graduate level credit charged at an institution of higher education under the control of the state board of higher education."

Page 1, line 15, remove "If the"

Page 1, remove lines 16 through 18

Page 1, line 19, remove "cost of the tuition and fees at an institution under the control of the board."

Renumber accordingly

#2
PL

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2244

Page 1, line 12, remove "institutions under the control of the state board of higher"

Page 1, line 13 replace "education" with "a public or private postsecondary education institution in the state"

Page 1, line 14, remove "at any institution under the control of the"

Page 1, line 15, replace "board" with "in an amount not exceeding the tuition charged for the credit at the institution in which the participant is enrolled, except the amount may not exceed the highest tuition for a graduate-level credit charged at an institution of higher education under the control of the state board of higher education."

Page 1, line 15, remove "If the"

Page 1, remove lines 16 through 18

Page 1, line 19, remove "cost of the tuition and fees at an institution under the control of the board."

Page 2, line 8, replace "\$700,000" with "\$200,000"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment allows participants in the dual-credit course incentive program to enroll in graduate courses at private postsecondary institutions. Reimbursement rates for participants at private institutions would be limited to the cost of enrolling in a graduate course at a public institution. The amendment also reduces the appropriation from the student loan trust fund for the program from \$700,000 to \$200,000.

Attachment 1 SB 2244

3/11/17

For the record, I am Donald Schaible, District 31 and I am here to introduce SB 2244. This bill is to encourage teachers to become qualified and to teach dual credit courses.

The High Learning Commission (the accreditor for all of our campuses) qualification guidelines require that dual credit faculty have a Master's degree and 18 graduate credit hours in the field they are teaching. Just having a Master's isn't enough. The NDUS has received an extension until August 31, 2022 to get our faculty up to those standards. The faculty who do not meet those standards can be divided into two groups:

- 92 faculty members need 1-18 credits. These are mostly people with Master's.
- 67 faculty members need 19+ credits. These must be people who do not have a Master's.

North Dakota is third in the nation in offering dual-credit classes, and we have agreements in place that guarantee that those dual-credit classes will count at any ND institution of Higher Learning. Dual credit course is very helpful with the cost of higher education and with the ability for on time completion. This is a treasure we want to keep.

One possible solution is this bill. If we incentivize the teaching of dual-credit, we will not only remediate the teacher qualification issue the State is currently facing, but also will lay a foundation to keep dual-credit offerings healthy in the future. We can do this with a program that offers the following:

- Any North Dakota high school teacher who teaches a concurrent dual enrollment class (with at least four students receiving dual credit) will receive a credit-for-credit coupon that can be used towards graduate classes in the North Dakota University System. For every credit hour they teach, the North Dakota University System will provide a coupon that covers the cost of tuition for the one graduate credits at any North Dakota University System campus.
- If a faculty member requires graduate level courses that are not taught via distance delivery in the North Dakota University System, the faculty member can enroll at any regionally-accredited institution of higher learning to pursue those credits, and be reimbursed for tuition and fees up to equivalent cost at a North Dakota University System School.

- Teachers who already meet HLC qualifications will earn credit coupons that can be transferred by them to family members or students. For every credit hour they teach, the North Dakota University System will provide a coupon that covers the cost of $\frac{1}{2}$ a credit of undergraduate tuition. This will incentivize our current qualified dual-credit faculty to keep teaching dual-credit, and encourage faculty working to meet qualifications with a long-term benefit to their work.

The money for this program would come out of the Student Loan Trust Fund and been capped at \$200,000

Mr. Chairman and committee, I think we can all agree on the importance and benefit we have with dual credit courses and I believe this bill will go a long way getting more teachers qualified and will incentives more teachers to look at teaching dual credit courses. I would be happy to try to answer your questions.

SB2244

House Education Committee

March 1, 2017

Richard M. Rothaus, Vice Chancellor for Academic and Student Affairs
701.328.4132 | richard.rothaus@ndus.edu

Mr. Chair, Members of the Committee, I am Richard Rothaus, Vice Chancellor for Academic and Student Affairs at the North Dakota University System and I'm here today in support of SB2244. The bill will authorize a pilot program to create incentives for dual credit instruction in our State high schools, serving a critical educational and workforce development need.

SB2244 is a response to accreditation standards that are having an impact on our ability to offer dual credit courses across the State. Instructors supervised by one of our colleges or universities teach dual-credit courses in North Dakota high schools. Frequently the instructor is a highly qualified high-school teacher. A student successfully completing a dual-credit course not only earns high school credit, they earn college credit, guaranteed to be accepted at any of our eleven institutions. On any day in North Dakota, there are dual credit courses happening in English, History, Math, Biology, Physics, Computer Science, and other fields. Dual credit has an obvious value of giving the students a head-start on their college careers, but I want to emphasize that this value is far greater than that. When our high school students have an abundance of advanced coursework opportunities available to them, the likelihood that more of them will finish college on time with less debt increases. Dual-credit students finish college much faster than other students do. And the speed is not just being a few courses ahead; it's the ability to immediately immerse and engage in college courses as soon as they enroll. If you have a high school student and you are worried about their college success, one sure bet is dual credit courses.

As we know, students who move successfully from high school to college degree are going to be the economic backbone of 21st century North Dakota. As we transition to a knowledge-based society, and try to level out the commodities roller coaster, North Dakota's economy absolutely must have these individuals. Dual-credit is a critical component of the advanced coursework we must make available to all North Dakota high school students, urban or rural. I've made dual-credit sound like magic, and it sort-of is, but there are other advance coursework options out there, such as Advanced Placement courses, and distance education courses. But there is something I think the committee should note. North Dakota ranks 3rd in the nation in the delivery of dual-credit courses, and unlike many states, all those dual-credit courses are guaranteed transferable to all State colleges and universities. North Dakota ranks 50th in the nation for delivery of Advanced Placement Courses. I'm a great fan of AP courses also, and I know the Department of Public Instruction and many superintendents are working to build our offerings, but the State just isn't there yet. Students enroll in dual-credit courses nearly 5000 times each year. If we lose dual-credit, we leave a huge hole in the educational opportunities for North Dakota high school students, and there is nothing ready to fill that hole. If we leave a hole in the educational opportunities of North Dakota students, we leave a hole in North Dakota's workforce and economy.

So why do we need this incentive program? Because the accreditation spectrum has shifted a bit. The Higher Learning Commission, which accredits all of the NDUS institutions, are now enforcing their requirement that dual credit faculty have a Master's degree and 18 graduate credit hours in the field they are teaching. This is a high bar. Just having a Master's in education is not enough. If you want to teach biology, you must have 18 graduate credits in Biology. NDUS has received an extension until August 31, 2022 to get our faculty up to those standards, and frankly, we have a way to go. While we stand behind the quality of dual-credit instruction across the State, the reality is that over 60% of our instructors do not meet the credit hour

standards. Over 90 dual-credit faculty need between 1-18 credit hours, and over 60 faculty need more than 18 credit hours.

SB 2244 serves two main functions to keep North Dakota a leader in dual-credit. First, it provides incentives for faculty who are close to the accreditation standard to take those additional graduate credits. Taking graduate credits while teaching high school full-time is hard, and many of these teachers are well-established and not pleased with the change. We need a financial incentive to keep them involved. Without a financial incentive, we expect to lose most of those faculty. We also need an incentive to keep faculty teaching dual credit. We won't stay a national leader in the midst of changing standards and budget constrictions without incentivizing a program that is proven to deliver results for the students of North Dakota. The vouchers for dual-credit instructors offer just that incentive.

Dual-credit work wonderfully in North Dakota, and we want to keep it that way. The cost of incentivizing is small compared to trying to stand-up an equivalent program from scratch, and trivial compared to the loss of educational opportunity and workforce development. I ask for a do pass on SB2244, and I would be pleased to answer your questions. Thank you.

3/11/17

TESTIMONY ON SB 2244
House Education Committee
March 1, 2017
by Ann Ellefson, Director of Academic Support
(701) 328-2488
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Ann Ellefson, Director of the Office of Academic Support in the North Dakota Department of Public Instruction (NDDPI). I am here today to provide supportive testimony for SB 2244, which provides a pilot program for high school instructors to pursue graduate level coursework to ensure they meet accreditation qualifications.

In the K-12 educational system, there are various types of advanced coursework students often pursue: dual credit, Advanced Placement, International Baccalaureate, and distance education courses. Each of these courses are part of a developed system that offers rigorous learning opportunities for students. North Dakota students must be highly skilled to be successful. One way to achieve success is to continue providing students with the opportunity for a smooth transition to college. Dual credit coursework helps provide this transition by exposing students to college level coursework earning them college credits while still in high school saving them money and time.

In 2016-2017, many North Dakota High Schools are offering dual credit experiences for their students. Some are taught by college faculty, while others are taught by high school instructors. SB 2244 assists those high school instructors in meeting the Higher Learning Commission accreditation qualifications relating to their graduate level coursework.

Based on current school year data, sophomore, junior, and senior high school students are taking nearly 5,000 dual credit courses. If 60 percent of current dual credit instructors do not meet the accreditation qualifications established by the Higher Learning Commission, one could derive that 60 percent of the current courses would not be available. North Dakota's participation could drop to 2,000 dual credit courses.

Since NDUS has received an extension until 2022 to ensure dual credit instructors are meeting the Higher Learning Commission accreditation qualifications, now is the time to act. By passing SB 2244, a system and framework will be in place to help incentivize instructors to pursue their graduate level coursework which will help ensure that North Dakota's strong dual credit program remains intact for our students.

Mr. Chairman and members of the committee this concludes my testimony. I would be happy to answer any questions.

Attachment 4

SB 22 49

Senate Bill No. 2244

Testimony in Support

3/1/17

North Dakota Council of Educational Leaders, Russ Ziegler

Good Morning Chairman Owens and members of the House Education Committee. For the record, I am Russ Ziegler, the assistant director at the North Dakota Council of Educational Leaders. As I am sure you are all aware, the requirements for teaching dual credit courses was increased by the Higher Learning Commission (HLC). The HLC now requires all dual credit instructors to have a Master's degree or 18 graduate credits earned in the field for which they instruct. The initial compliance deadline was September 1, 2017, however ND applied for and did receive an extension for enforcement. By the end of the extension all dual credit instructors will have 18 graduate credit hours above a Master's degree or a Master's degree in the subject they are teaching. The extension will end on August 31, 2022.

Senate Bill 2244 will help the current dual credit teacher in North Dakota to either earn the 18 graduate credits needed or start working on their Master's degree. As a former dual credit instructor and a former administrator in a small class B school, I can tell you that being able to offer dual credit courses to the students in ND is essential. With the ND Academic and CTE scholarships each requiring a dual credit or AP course for students, schools need to have the ability to offer those much-needed courses. Research has also shows that if a student completes a college level course while in high school they have a higher likely hood of succeeding at the post-secondary level.

I highly encourage a do pass on Senate Bill 2244 and can stand for any questions at this time.