

**2021 SENATE EDUCATION**

**SB 2136**

# 2021 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

SB 2136  
1/12/2021

Relating to scholarship eligibility requirements and amounts for students.
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**Chair Schaible** opened the hearing at 11:00.

**Discussion Topics:**

- Scholarship eligibility requirements & amounts for students

**Sen. Poolman, Dist 7**, Introduced the bill in support. #606.

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	AB

**Brenda Zastoupil, Financial ND University System** testified in support. #534.

**Dr. Russ Ziegler, NDCEL Assist Director: Testified in support. #491.**

**Daphne Heid, Bismarck Public Schools Math Teacher #456**

**Additional written testimony:**

**Phil Murphy #391**

**Chair Schaible** closed the hearing.

Adjourned at 11:17 a.m.

*Lynn Wolf, Committee Clerk*

**Testimony for the Senate Education Committee****January 12, 2021****Nicole Poolman, District 7**

Good morning Chairman Schaible and members of the Education Committee, my name is Nicole Poolman, State Senator from District 7 here in Bismarck and Lincoln. I am here to introduce SB 2136, a bill to make some minor changes to the ND Academic and CTE Scholarships.

The first change has been requested by CTE math teachers in my district to include Integrated Math II and III as options to fulfill the Algebra II requirement for the CTE Scholarship. These are challenging courses where math concepts are integrated into practical career and technical education courses. It is important to understand that this is not a watering down of the requirement; these courses still include rigorous math instruction and application of concepts. You will hear from one of our exceptional instructors at Bismarck Public Schools to give you some specific examples and answer any questions you may have about these courses.

The second change on page two of the bill reduces the education pathway we created last session from three credits down to two. This is in line with all other pathways, but when we initially created it, we wanted to include two units of methodology. Now that Century High School has created a four-credit, dual credit course in methodology in cooperation with the University of Mary, we feel one year is sufficient, and we would like to see our students taking dual credit Speech, AP Psychology, Peer-to-Peer, and Child Development courses in order to be best prepared for collegiate education programs.

The third change on page three just removes a sunset put in place last session in order to give CTE the time to create an education pathway. They have created a pathway, and it is nice, but we want to maintain this more challenging pathway at Century High School. The pathway created by CTE is geared to those who would teach preschool or work in a day care, and out of the approximately 90 enrollments we have had over the years at CHS, none of them are interested in preschool. They are all interested in teaching and coaching in elementary, middle, and high school. We have even had a few interested in becoming college professors.

Removing this sunset only opens this up to two or three additional students a year, as many of them will meet the ACT requirement on the ND Scholarship, but these few kids are students who will become excellent teachers in the future, so we feel strongly about maintaining this pathway under CTE.

The rest of the changes beginning on page six of the bill have been requested by Tammy Dolan at the University Office, and she will be speaking to you about these changes:

1. Clarify that scholarships must be used at institutions with a physical presence in ND. (Section 1, 1a & 1b)
2. Allow scholarships to be used at accredited private career schools, such as Lynnes Welding & Josef's School of Hair Design. We've had requests for this change from CTE and students for a few years now. Welding is also a high demand occupation in ND. (Section 1, 1b)
3. Update language throughout to refer to "program" completion rather than "degree"
4. Add language throughout providing for "clock hour" terms, which are used at Lynnes, Josef's. This would be in addition to traditional semester & quarter terms.
5. Clarify that notification of failure to meet the requirements for ongoing scholarship eligibility must be provided to the student within 10 business days.
6. Clarifies that scholarships can be applied to professional programs (law school, med school, etc.) in addition to graduate programs (Section 1, 5b)
7. Eliminates language no longer necessary due to above changes (Section 2, 2a & 2b)

None of the changes will have a significant fiscal impact. The University Office has worked with the Department of Career & Technical Education and Department of Public Instruction to incorporate their suggestions. All three organizations support the NDUS office's proposed changes.

Thank you for your time and consideration today. I am happy to answer any questions you may have.

**SB2136**

Senate Education Committee

January 12, 2021

Brenda Zastoupil, Director of Financial Aid, NDUS

701.328.2906 | [brenda.zastoupil@ndus.edu](mailto:brenda.zastoupil@ndus.edu)

Chair Schaible and members of the Senate Education Committee, my name is Brenda Zastoupil, and I serve as the Financial Aid Director of the North Dakota University System (NDUS). I am here to provide testimony in support of SB2136. Section 3 and 4 of the bill introduce language that provides for the scholarship at accredited private career schools in North Dakota and provides clarifying language of “program” and that the award applies only to institutions with a “physical presence” in the state.

The NDUS administers the payment of the scholarship on behalf of qualifying students who attend accredited institutions of higher education within the state. Current statutory language provides for the scholarship if a student attends an accredited institution in the state, however, it also limits those institutions to semester and quarter-based schools. Further, the statute currently requires grade point average (GPA) and cumulative credits be maintained. This language further prevents the award from being issued at accredited state career schools that operate under a clock-hour system and grade on a percentage basis.

To provide for awards at clock-hour institutions, the NDUS is requesting an amendment to Section 3, page 7, line 23 and Section 4, page 8, line 19, providing the ability for the state board of higher education to not only define clock-hour term, but to also provide for conversion of clock hours to credit hours, and percentage-based-grading to GPA. I ask for your consideration of this additional statement to assist in the administration of the award: “For purposes of scholarship eligibility under this section, the state board of higher education will set the standards for conversion of clock hours to credit hours, and percentage-based grading to grade point average.”

The changes presented, including the requested amendment, would provide the opportunity for ND resident students to utilize the scholarship to further their education and attain their career goals. This concludes my testimony in support of SB2136, and I will stand for questions from the committee.



**SB 2136 – Relating to scholarship eligibility requirements and amounts for students -  
NDCEL Testimony in Support**

**January 12, 2021**

Chairman Schaible and members of the Senate Education Committee – My name is Dr. Russ Ziegler, and I am the assistant director for the North Dakota Council of Educational Leaders. I am testifying today in support of SB 2136.

As a former principal, and more importantly a former mathematics teacher, I support the inclusion of Integrated Math II and III for this scholarship in place of Algebra II. The Integrated Math curriculum is at or above the Algebra II curriculum standards. What makes Integrated Math II and III so good is that the students will be solving real world problems which gives the standards relevance for the students. This increased relevance will increase the students' interest in mathematics, and they will realize how and why math is utilized in their future careers.

This year has taught the education community many things – such as the pros and cons to on-line learning, that students and teachers will rise to the challenges that are placed in front of them, and that often change is required and if done right it does not have to be feared. I believe that education has grown leaps and bounds because of the Covid-19 Pandemic. One of these areas is that students can learn outside of the classroom in a brick and mortar school. For graduation requirements they may not be a set course for students to follow. There are other courses that are more engaging and interesting to some students than others. In other words, there are multiple ways for a student to gain what is needed to be college and career ready. This world has never been and will never be a one size fits all container. This bill allows for students to travel different paths and still receive the acknowledgement that they so deserve.

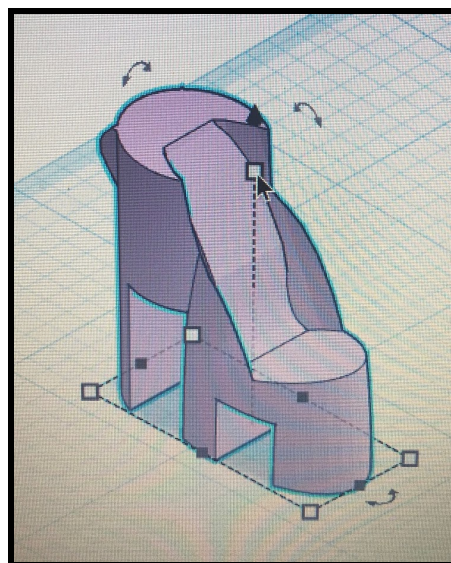
NDCEL encourages you to have a do pass on this bill.

Thank you for your time.



As the math teacher for Bismarck Public School's Innovation Pathway students, I am in support of the changes of the math requirements for the CTE scholarship to be "One unit of Algebra II, Integrated Math II or Integrated Math III". Within the Innovation Pathway, we are offering the students Integrated Math II & III. According to DPI, the corresponding MISO3 Course Code numbers are 11052 and 11053. The prerequisite for Integrated Math II is Integrated Math I or Algebra I and for Integrated Math III it is Algebra I and Geometry. I want to be clear. Integrated Math II and III are not watered down Algebra II or Geometry courses. The [DPI course descriptions](#) state that Integrated Math is meant to synthesize and generalize previous mathematical learning, including that of Algebra and Geometry. It also reiterates that, "*students appreciate the usefulness and relevance of math in the real world*".

For the visual learners in the room, here is some sample work from an Innovation Pathway student in Integrated Math II. Taylor is able to apply her solid background in Geometry and Algebra to a passion of hers. In this example, she has used the engineering design process to design (and redesign) a shoe using a CAD program and was able to print them on a 3D printer. Her understanding of both geometry and algebra has grown with every step of the process. "*What happened to the foot bed when you raised the heel? What happens to the foot bed when you change the shape of the toe bed? Does it impact the fit and why?*" These are a few of the deep mathematical conversations we have been able to have just within this project.



As a math & technology teacher with 25 years of experience in a variety of educational settings, I have realized that Algebra II is not necessarily the math that meets every student's needs. I am passionate about math and agree that three units of math should still be required, but some students are hoping to be a fashion designer, or own their own construction business or take over the family farm, therefore Integrated Math may better suit their long-term career goals.

In conversations with other CTE colleagues, counselors, and teachers throughout the state, many of us feel that this proposed change could encourage **all** students to take math that makes the most sense for them and their future... without worrying about how it will impact their eligibility for a scholarship.

Thank you for your time and consideration of support.

Testimony in support of HB 2136

Acknowledging the need for technical expertise of our future workforce as a necessity, the ND Soybean Growers thank you for your favorable consideration of 2136 and the many other efforts of this committee to help provide a solid education for our students of all ages.



# 2021 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

SB 2136  
1/13/2021

A BILL relating to scholarship eligibility requirements and amounts for students; relating to scholarships for 2009-10 high school graduates; and to declare an emergency.
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9:28 AM

**Discussion Topics:**

- Amend bill

**Senator Oban** explains an amendment

21.0394.01001 Motion to amend by Senator **Oban**

**Second by Senator Elkin**

**Motion Passed to amend 6 Yeas; 0 Nay; 0 Absent**

**Motion by Oban Do Pass as Amended**

**Second by Elkin**

**Motion Passed 6 Yeas; 0 Nay; 0 Absent**

**Additional written testimony:** None

9:36 PM

*Lynn Wolf, Committee Clerk*

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	P

Amendment 01001	
Senator	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

SB 2136	
Senator	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

January 13, 2021

CS  
1/13  
2021

PROPOSED AMENDMENTS TO SENATE BILL NO. 2136

Page 7, line 23, after the underscored period insert "The state board of higher education shall determine the conversion of:

- a. Clock hours to credit hours; and
- b. Percentage-based grading to grade point average."

Page 8, line 19, after "education" insert ". The state board of higher education shall determine the conversion of:

- a. Clock hours to credit hours; and
- b. Percentage-based grading to grade point average"

Renumber accordingly

**REPORT OF STANDING COMMITTEE**

**SB 2136: Education Committee (Sen. Schaible, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2136 was placed on the Sixth order on the calendar.

Page 7, line 23, after the underscored period insert "The state board of higher education shall determine the conversion of:

- a. Clock hours to credit hours; and
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Page 8, line 19, after "education" insert ". The state board of higher education shall determine the conversion of:

- a. Clock hours to credit hours; and
- b. Percentage-based grading to grade point average"

Renumber accordingly

**2021 HOUSE EDUCATION**

**SB 2136**

# 2021 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

SB 2136  
3/10/2021

Relating to scholarship eligibility requirements and amounts for students; relating to scholarships for 2009-10 high school graduates; and to declare an emergency
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**Chairman Owens** opened the hearing at 9:30 AM. Roll call: Reps. Owens, Schreiber-Beck, Heinert, Hoverson, D. Johnson, M. Johnson, Longmuir, Marschall, Pyle, Richter, Zubke, Guggisberg and Hager present.

### Discussion Topics:

- Bill change clarification
- Sunset portion effective date

**Sen. Nicole Poolman** introduced the bill, #8335

**Daphne Heid**, Teacher, Bismarck Public Schools, #8222

**Brenda Zastoupil**, DPI, #8365

**Russ Ziegler**, ND CEL, #8504

**Rep. Zubke** moved a **Do Pass**, seconded by **Rep. Schreiber-Beck**.

### Roll Call Vote:

Representatives	Vote
Representative Mark S. Owens	Y
Representative Cynthia Schreiber-Beck	Y
Representative Ron Guggisberg	Y
Representative LaurieBeth Hager	Y
Representative Pat D. Heinert	Y
Representative Jeff A. Hoverson	Y
Representative Dennis Johnson	Y
Representative Mary Johnson	Y
Representative Donald Longmuir	Y
Representative Andrew Marschall	Y
Representative Brandy Pyle	Y
Representative David Richter	AB
Representative Denton Zubke	Y

**Motion carried 12-0-1 Rep. Pyle** is the carrier.

**Additional written testimony:** #7664, #8336

**Chairman Owens** closed the hearing at 9:48 AM.

*Bev Monroe, Committee Clerk*

**REPORT OF STANDING COMMITTEE**

**SB 2136, as engrossed: Education Committee (Rep. Owens, Chairman)** recommends **DO PASS** (12 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2136 was placed on the Fourteenth order on the calendar.

**Testimony for the House Education Committee****Wednesday, March 10, 2021 at 9:30 am****Nicole Poolman, District 7**

Good morning Chairman Owens and members of the Education Committee, my name is Nicole Poolman, State Senator from District 7 here in Bismarck and Lincoln. I am here to introduce SB 2136, a bill to make some minor changes to the ND Academic and CTE Scholarships.

The first change has been requested by CTE math teachers in my district to include Integrated Math II and III as options to fulfill the Algebra II requirement for the CTE Scholarship. These are challenging courses where math concepts are integrated into practical career and technical education courses. It is important to understand that this is not a watering down of the requirement; these courses still include rigorous math instruction and application of concepts. You will hear from one of our exceptional instructors at Bismarck Public Schools to give you some specific examples and answer any questions you may have about these courses.

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1. Clarify that scholarships must be used at institutions with a physical presence in ND. (Section 1, 1a & 1b)
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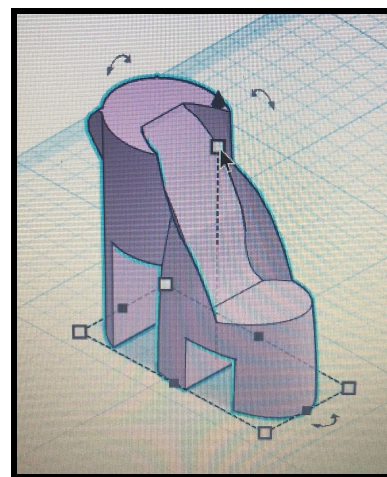
None of the changes will have a significant fiscal impact. The University Office has worked with the Department of Career & Technical Education and Department of Public Instruction to incorporate their suggestions. All three organizations support the NDUS office's proposed changes.

Thank you for your time and consideration today. I am happy to answer any questions you may have.

Chairman Owens and Committee Members, Good Morning! I'm Daphne Heid and serve as a Technology Project Lead and Math Teacher for Bismarck Public Schools as well as a co-STEM Teacher for the Central Regional Area Career and Technical Center.

As the math teacher for Bismarck Public School's Innovation Pathway students, I am in support of the changes for the math requirements of the CTE scholarship to be "One unit of Algebra II, Integrated Math II or Integrated Math III" in Senate Bill 2136. Within the Innovation Pathway, we are offering the students Integrated Math II & III. According to DPI, the corresponding MISO3 Course Code numbers are 11052 and 11053. The prerequisite for Integrated Math II is Integrated Math I or Algebra I and for Integrated Math III it is Algebra I and Geometry. I want to be clear. Integrated Math II and III are not watered down Algebra II or Geometry courses. The [DPI course descriptions](#) state that Integrated Math is meant to synthesize and generalize previous mathematical learning, including that of Algebra and Geometry. It also reiterates that, "*students appreciate the usefulness and relevance of math in the real world*".

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As a math & technology teacher with 25 years of experience in a variety of educational settings, I have realized that Algebra II is not necessarily the math that meets every student's needs. I am passionate about math and agree that three units of math should still be required, but some students are hoping to be a fashion designer, or own their own construction business or take over the family farm, therefore Integrated Math may better suit their long-term career goals.

In conversations with other CTE colleagues, counselors, and teachers throughout the state, many of us feel that this proposed change could encourage ***all*** students to take math that makes the most sense for them and their future... without worrying about how it will impact their eligibility for a scholarship.

Thank you for your time and consideration of support.



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**SB2136**

House Education Committee

March 10, 2021

Brenda Zastoupil, Director of Financial Aid, NDUS

701.328.2906 | [brenda.zastoupil@ndus.edu](mailto:brenda.zastoupil@ndus.edu)

Chair Owens and members of the House Education Committee, my name is Brenda Zastoupil, and I serve as the Financial Aid Director of the North Dakota University System (NDUS). I am here to provide testimony in support of SB2136. Section 3 and 4 of the bill:

- Introduce language that provides for the scholarship at accredited private career schools in ND; and
- Provide clarifying language of “program” completion rather than just degree completion; and
- Clarify that the award applies only to institutions with a “physical presence” in the state; and
- Provide the ability to define clock hour terms, convert clock hours to credit hours, and convert percentage-based grades to grade point average.

The NDUS administers the payment of the scholarship on behalf of qualifying students who attend accredited institutions of higher education within the state. Current statutory language provides for the scholarship if a student attends an accredited institution in the state, however, it also limits those institutions to semester and quarter-based schools. Further, the statute currently requires grade point average (GPA) and cumulative credits be maintained. This language prevents the award from being issued at accredited state career schools that operate under a clock-hour system and/or grade on a percentage basis. The NDUS receives a handful of inquiries each year from students to use the award at the accredited private career schools in the state, such as Lynnes Welding and Josef’s School of Hair Design.

SB2136 provides the opportunity for ND resident students to utilize the scholarship to further their education and attain their career goals. This concludes my testimony in support of SB2136, and I will stand for questions from the committee.



**SB 2136 – Relating to scholarship eligibility requirements and amounts for students -  
NDCEL Testimony in Support**

Chairman Owens and members of the Senate Education Committee – My name is Dr. Russ Ziegler, and I am the assistant director for the North Dakota Council of Educational Leaders. I am testifying today in support of SB 2136.

As a former principal, and more importantly a former mathematics teacher, I support the inclusion of Integrated Math II and III for this scholarship in place of Algebra II. The Integrated Math curriculum is at or above the Algebra II curriculum standards. What makes Integrated Math II and III so good is that the students will be solving real world problems which gives the standards relevance for the students. This increased relevance will increase the students' interest in mathematics, and they will realize how and why math is utilized in their future careers.

This year has taught the education community many things – such as the pros and cons to on-line learning, that students and teachers will rise to the challenges that are placed in front of them, and that often change is required and if done right it does not have to be feared. I believe that education has grown leaps and bounds because of the Covid-19 Pandemic. One of these areas is that students can learn outside of the classroom in a brick and mortar school. For graduation requirements they may not be a set course for students to follow. There are other courses that are more engaging and interesting to some students than others. In other words, there are multiple ways for a student to gain what is needed to be college and career ready. This world has never been and will never be a one size fits all container. This bill allows for students to travel different paths and still receive the acknowledgement that they so deserve.

NDCEL encourages you to have a do pass on this bill.

Thank you for your time.

Testimony in support of HB 2136

Acknowledging the need for technical expertise of our future workforce as a necessity, the ND Soybean Growers thank you for your favorable consideration of 2136 and the many other efforts of this committee to help provide a solid education for our students of all ages.

**House Education  
SB2136**

**March 10, 2021**

Chairman Owens and members of the committee, my name is Wayde Sick, State Director of the Department of Career and Technical Education. I am submitting testimony in support of SB2136.

The Department of Career and Technical Education supports SB2136, specifically Section 1, Subsection 2.a. which provides requirement options to the math courses that are necessary for the Career and Technical Education scholarship. This gives the options of integrated math II and integrated math III to be an option Algebra II. This is not a lowering the standard to the math requirement. Integrated math II and III are still rigorous math courses that may align with a student's career pathway, specifically if they were pursuing a Career and Technical Education Pathway. This also maintains Algebra II as an option if a school district does not offer Integrated math II and III.

NDCTE also supports SB2136 due to Section 3 of the bill. Section 3 would amend statute, that would allow students to use the scholarship towards programming outside of traditional post-secondary programs. Section 3 would allow students to use their scholarship for private career schools that are approved by the State Board for Career and Technical Education. Examples of a private career school are Lynnes Welding and Emerging Digital Academy.

This concludes my testimony and I am here to answer any questions.

Thank you.