

**2021 HOUSE EDUCATION**

**HB 1375**

# 2021 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1375  
1/26/2021

Relating to a tuition credit incentive program for students taking dual credit courses while in high school; and to provide an appropriation

**Chairman Owens** opened the hearing on HB 1375 at 9:00 AM. Roll call was taken with Reps. Owens, Schreiber-Beck, Heinert, D. Johnson, Longmuir, Marschall, Pyle, Richter, Zubke, Guggisberg and Hager present. Reps. Hoverson, M. Johnson, and Simons were absent.

### Discussion Topics:

- College tuition reimbursement for dual-credit courses
- Popular classes, instruction, pass rates
- Proposed edits to program administration amendments
- Reduction of financial debt

**Rep. Brandy Pyle** introduced HB 1375, #3224

**Lisa Johnson, Vice Chancellor for Academic and Student Affairs, NDUS, #3393**

**Aimee Copas, ND CEL, #3397, #3398**

**Erica Solberg, Student Member, State Board of Higher Education, #2651**

**Brenda Zastoupil, Financial Aid Director, NDUS, #3093**

**Wayde Sick, State Director, ND CTE, #3350**

**Frank Schill, Superintendent, Edmore Public School, #3120**

**Tom Ternes, Education Market Manager, Bank of North Dakota, #2397**

### Additional Written testimony:

#3343, #3098, #2795, #2796

Closed the hearing at 9:32 AM.

*Bev Monroe, Committee Clerk*

Good morning Chairman Owens and members of the house education committee. For the record, I am Representative Brandy Pyle from district 22. I am here today to introduce HB 1375.

HB 1375 is a bill that opens potential and possibility for our hardworking ND high schoolers. Under this legislation, students who choose to take Dual Credit courses during their high school career at an approved ND institution of Higher Education and earn a scholarship.

As a refresher, dual credit is a class where students can earn both high school and college credit at the same time. They must be committed and work hard as these are more difficult classes.

Let me walk you through the bill with an example.

Let's say a student takes a couple of dual credit courses in high school. They can pay for this in a couple of ways:

1. Pay for it out of pocket
2. Loan through the BND- not income based-
3. 529 Plans (education savings plans)

Then, once the learner successfully graduates high school and goes on to complete a semester of college, then the amount that was paid for dual credit, up to \$1,500, will be transferred to the college in the form of a scholarship and applied to their next tuition bill. There are a few requirements,

1. Only successful completion of dual credit classes will qualify for the scholarship.
2. Scholarship only if they chose to remain in state.
- 3.

This bill arose from many conversations of interested parties in how to improve the transition to higher education and financial costs of higher ed.

I have identified 9 areas that if passed, has a compounding effect on the future on North Dakota.

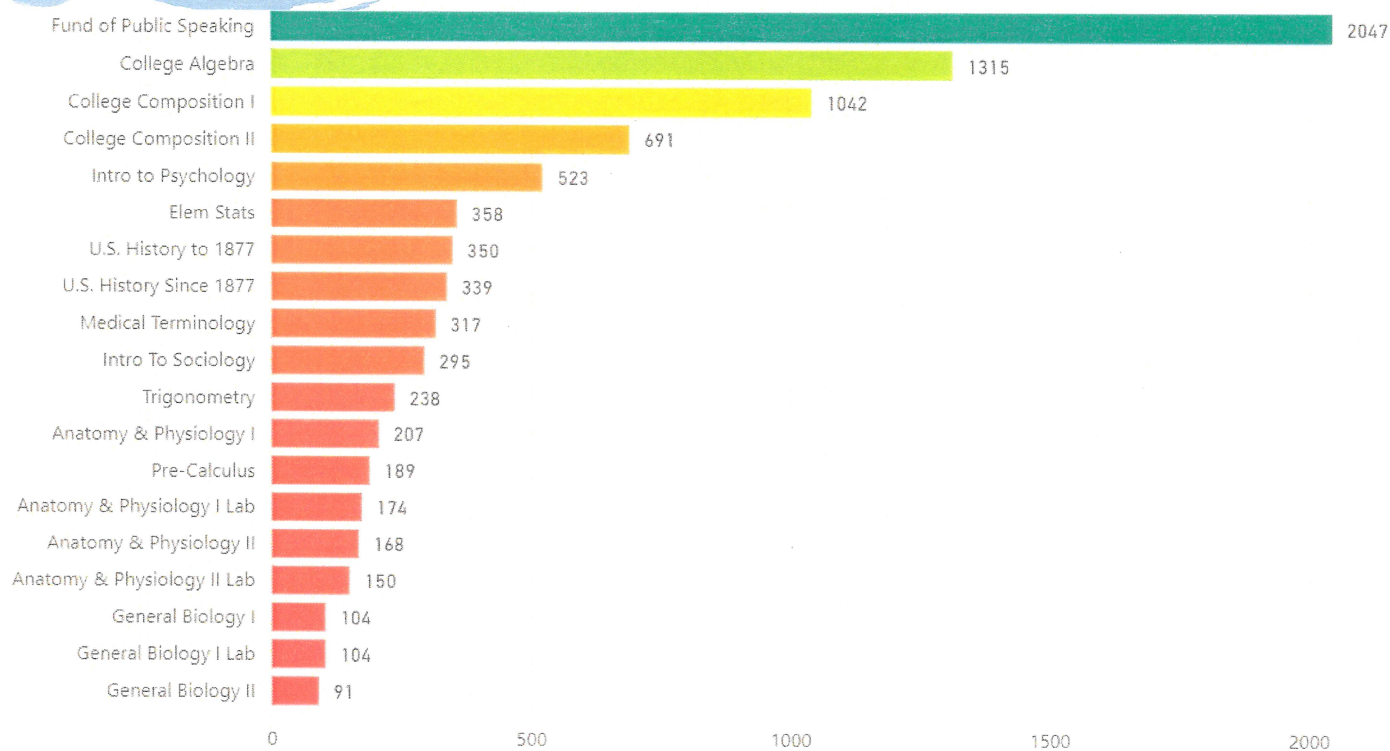
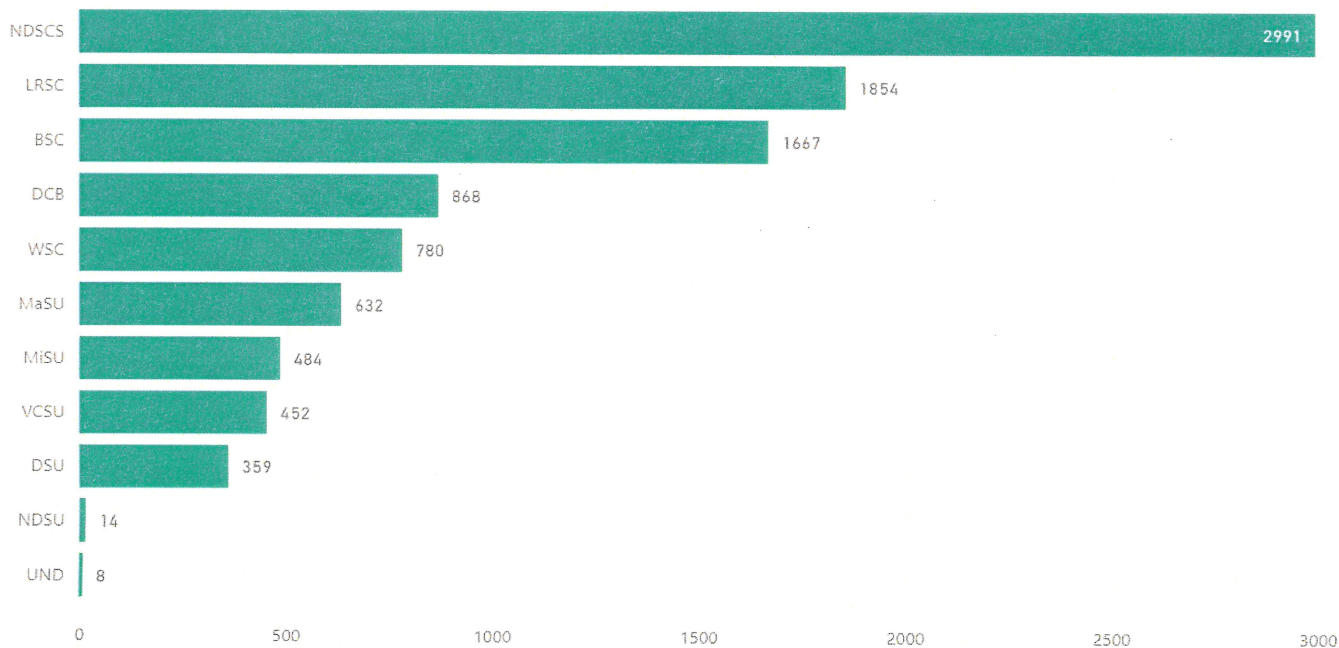
1. College graduation rates improve.
2. Cost of higher education reduced.
3. Reduction of college remedial classes. (no sluff year during the senior year)
4. Potentially gets our students into the workforce.
5. Not mandating which DC class they can take, so if they want to do a CTE DC class, they can and if they want to do College algebra or English they have that option as well.
6. Recruitment/retention tool of ND graduating seniors to ND institution.
7. Brings our graduates on par with our neighboring states like MN. Many of their high school seniors have their associate's degree when they graduate high school.
8. This is aimed for average families looking for an affordable way to pay for college.
9. This limits the state's fiscal liability to the program. And if they student goes out of state a for college, the state won't reimburse. It's still college credit earned at a reduced cost.

I did visit with the BND regarding this idea and discussed their program for free and reduced lunch students who qualify for up to 2 DC classes in grades 10, 11 and 12. This legislation would not interfere with this existing program. I do have people coming after me that can provide the number of classes, and such.

Thank you committee and I stand for questions.

**NDUS Dual Credit Contact:**

Lisa A. Johnson  
Vice Chancellor for Academic & Student Affairs  
[lisa.a.johnson@ndus.edu](mailto:lisa.a.johnson@ndus.edu)  
701-328-4143

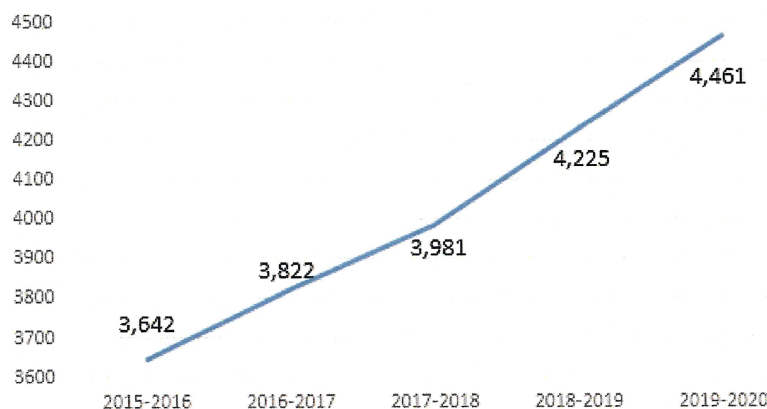
**Student Enrollment in the Most Popular Courses (2019-2020)****Student Enrollments by Institution (2019-2020)**



## NDUS Dual Credit Instruction

*North Dakota high school students who are enrolled in grades ten, eleven, or twelve can enroll in college-level courses and receive credit at an NDUS institution toward a college degree and may additionally be used to meet high school graduation requirements. NDUS institutions offer more than 150 unique courses either face-to-face, online, or via the Interactive Video Network to more than 4,000 high school students each year.*

Dual Credit/Early Entry Participation in ND



### Annual Pass Rates

2015-2016

**98%**

2016-2017

**98%**

2017-2018

**98%**

2018-2019

**97%**

2019-2020

**97%**

### Funding Dual Credit

Generally, ND students and their families are expected to pay for tuition, fees, and books related to dual credit courses. The Bank of North Dakota provides two free dual credit courses per year to students who receive free or reduced lunch in the high school. The figure, directly below, indicates the number of dual credit courses that the Bank of North Dakota has paid for students receiving free and reduced lunch:

Year	2015 – 2016	2016 – 2017	2017 – 2018	2018 - 2019
Classes Funded	746	723	690	749
Dollar Spent	\$261,738	\$286,948	\$272,527	\$306,791

College Cost per credit (NDSU)	Dual Credit cost per credit (UNsubsidized)	Dual Credit cost per credit (subsidized)	Cost Differential (subsidized) (amount per credit that dual credit is less expensive)
\$286 (average base)	\$137.00	\$78.00	\$208

GENERAL TUITION COST PER CREDIT: \$858	UNSUBSIDIZED COST PER CLASS: \$548	SUBSIDIZED COST PER CLASS: \$234
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**COST PER CLASS ADVANTAGE (UNSUBSIDIZED)**

**COST PER CLASS (SUBSIDIZED)**

1 THREE CREDIT CLASS

1 THREE CREDIT CLASS

Instant Dual Credit Savings vs college cost = \$310

Instant Dual Credit Savings vs College cost = \$624

Student can reasonably shave off 1 semester of college.  
\*\* Additional Savings \$5906.50

Student can still reasonably shave off 1 semester of college.  
\*\*Additional Savings \$5906.50

Cost Savings for Family:	\$3,487.39	(Tuition differential scholarship covers
	\$5,906.50	1 semester savings
	\$2,513	Scholarship remaining

Cost Savings for Family:

POTENTIAL SAVINGS!! \$11,906.50

**Taking 4 dual credit classes can trim nearly 1 se 4 year program. Finishing a semester early can around \$10,000**

Cost Differential (unsubsidized)  
(amount per credit that dual  
credit is less expensive)  
\$149.00

Academic Scholarship can pay for approximately 24 credits as it stands now
HB1122 Could stretch that scholarship and potentially make that same \$6000 cover up to 31-33 credits for the Common Scenario student
HB1122 Could stretch for the aggressive student that scholarship to cover between 38-44 credits!

AVERAGE STUDENT TAKES 4 CLASSES

4 THREE CREDIT CLASSES

COST FOR FAMILY FOR DUAL CREDIT: \$936

COST **PER CLASS** SAVINGS OVER REGULAR TUITION \$3432

OVERALL SAVINGS OVER REGULAR TUITION: \$10,000 (approx)

\$1,986.15  
\$5,906.50

Cost Savings for Family: \$1,000  
Actual Family cost: \$0

\$4,014

\$11,906.50

**mester off of a  
save a family**

ox)





## 1     **Testimony in Support – Dual Credit**

### 2     **HB 1375**

#### 3     **Aimee Copas**

4     Good day Chair Schaible and members of the House Education Committee. I am here today representing  
 5     the North Dakota Council of Educational Leaders representing Superintendents, Principals, and all school  
 6     leaders in the in the support of this bill which would provide the opportunity for our ND HS students to  
 7     receive needed support in taking dual credit classes. While we understand that funds are precious this  
 8     session, we also know that North Dakotans see their children as one of their most precious resources and  
 9     investing in them is an investment worth making. Especially when their investment is really worth much  
 10    more than the cost. I am also excited as today I get to be a magician and show you all how to turn \$1000  
 11    into \$10,000. ☺

12  
 13    The concept within this bill takes a small state investment and stretches the dollars to support the students  
 14    even more than before. By enabling students to have early access to the funds, they are able to complete  
 15    college credit bearing courses at a fraction of the cost that they will experience once they are a college  
 16    freshman. The cost of dual credit in ND is significantly less expensive than the cost per credit.

17  
 18    As much as we wish that all qualifying students could take full advantage of dual credit, the reality is  
 19    many families struggle to afford **even the reduced** tuition of these courses. The Bank of ND has  
 20    generously provided scholarship opportunities for students who qualify for “free and reduced lunch”  
 21    income qualifications. However, there are a lot of us that don’t qualify for free and reduced lunch but who  
 22    still live paycheck to paycheck and finding a way to cover a class even when the tuition is between  
 23    approximately \$78-\$133 cost per credit (depending if that course is taught by a qualified HS teacher or an  
 24    instructor from the college) is difficult. Furthermore, the state currently does pay for an AP class for a  
 25    student, however, it is far more difficult to have that course count for college credit. Dual credit classes  
 26    are far more likely to have that investment count beyond that one year.

#### 27 28    **What is dual credit and why is it a great idea for ND students?**

##### 29    **1. Dual credit options provide a significant cost savings over a traditional college education. In**

30    North Dakota tuition is discounted for HS students taking dual credit classes – and that level of discount  
 31    can be even greater when the HS teacher is teaching the dual credit class (we call that a subsidized  
 32    course).



**2. High school students can begin their college education earlier.** Many students who complete dual credit programs in high school are able to earn a college degree while they are still teenagers.

**3. Students study high school subjects at a more advanced, college level.** Instead of studying general education subjects in high school and then studying them again in college, students can earn college credits for studying high school subjects at a more advanced level.

**4. The transition from high school to college is easier for most students who earn dual credit.** Dual credit students learn valuable skills that help them transition from high school to college. They work independently, learn important research and test-taking skills, and become expert note-takers.

**5. Students can explore their academic interests in-depth before entering college.** Exploring college-level classes while still in high school will give students an opportunity to discover new academic interests before entering college.

This bill would do the following things

- Credit would be earned toward the cost for tuition of dual credit classes at the institution where the student is enrolled.
- They must successfully complete that course with a college credit bearing grade.
- Then when they go on to attend post-secondary work, that tuition paid for dual credit (up to \$1000) would then be a tuition credit at that institution.
- See the cost impact sheet – this is where the magic happens ☺

We support the opportunity presented in this bill and recommend a DO PASS recommendation from this committee. Behind this testimony is a list of studies done in various states that share with you the student benefits of dual credit coursework if you are interested in learning more about dual credit.



**Dual Credit, College Type, and Enhanced Degree Attainment (2017. Bob Blankenberger, Eric Lichtenberger, M. Allison Witt)**

In this study, researchers analyzed data for the Illinois high school class of 2003 to determine the impact of dual credit participation on postsecondary attainment. We matched 8,095 dual credit participants to an equal number of nonparticipants within the same high school at the point of postsecondary enrollment using propensity scores calculated through a two-level hierarchical generalized linear model with college type as a post treatment adjustment. Results indicate that community college students taking dual credit were significantly more likely to obtain a baccalaureate degree (28% to 19%, respectively) than their matched peers who did not participate in dual credit. We found similar improvements in postsecondary degree attainment for students attending colleges at multiple selectivity levels, although the largest and most robust effects were found for students starting at community colleges and at non/less competitive entry institutions.

**Earning college credits in high school: Options, participation, and outcomes for Oregon students**

*(IES What's Happening Report, March 2017. Ashley Pierson, Michelle Hodara, Jonathan Luke, Education Northwest)*

Oregon's public colleges offer many accelerated college credit options for high school students, but the cost, eligibility requirements and geographic coverage vary greatly across institutions. Oregon's rate of community college dual credit participation is higher than the national average. Oregon high school students who take community college dual credit courses enroll and earn credit in an average of three dual credit courses.

**Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas(2014. Justine Radunzel, Julie Noble, and Sue Wheeler)**

This study, prepared by the national research organization ACT, followed all first-time students at four Texas public universities in fall 2005 and 2006, 42% of whom entered with dual credit hours completed. It examined the impact of dual credit coursework on students' subsequent university coursework and long-term success in earning bachelors' degrees, using a quasi-experimental technique known as propensity score matching to statistically control for student and school characteristics. The study found that students entering the four universities with dual credit were 30% more likely to earn Bachelor's degrees within six years (42% more likely to complete them on time in four years). The typical time to degree for a student with dual credit was less than five years, while other students averaged six years. The study also found that dual credit courses were as effective as traditional courses in preparing students for subsequent coursework for 19 of 21 course pairs across a wide range of disciplines, based on those who earned a B or higher.





**The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students (2014. Colorado Department of Higher Education)**

Following all 2010, 2011, and 2012 Colorado high school graduates, this study examined postsecondary outcomes using state-collected data from all Colorado public colleges and universities, supplemented with additional private and out-of-state colleges from the National Student Clearinghouse. Using regression analysis to statistically control for the impact of student demographic variables, ACT performance, and school variables, the study found that students who took dual and concurrent enrollment courses were 23% more likely to enroll in college immediately following high school graduation and 9% less likely to enroll in remedial classes. Students were also more likely to earn higher grades in their first year of college and accumulate more credit hours by the end of their first year.

**College Course Grades for Dual Enrollment Students (2014. Jill Course and Jeff Allen)**

This peer-reviewed study, conducted by researchers from the national research organization ACT, used student records from all Iowa community colleges and public four-year universities to examine performance in subsequent coursework in a sequence. It compared college and university course grades for students who took dual enrollment courses with grades of traditional education students who attended the same high schools, statistically controlling for prior academic achievement (ACT scores) and self-reported demographic characteristics. Looking at course grades in dozens of subject areas, it found few differences between students who took the first course through dual enrollment compared with students who took the first course after matriculating to a community college or university. The authors found no evidence that dual enrollment courses are less rigorous than traditional college courses, and that students appear to be equally prepared for future college coursework.

**Dual Credit in Oregon, 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College (2010. Office of Institutional Research, Oregon University System)**

Researchers at the Oregon University System (OUS) specifically examined college courses taught in a high school, by a high school teacher that carry both high school and college credit – courses that NACEP defines as concurrent enrollment. The study examined the college participation and performance of 15,707 students attending an Oregon college or university whose college transcripts recorded their having taken a dual credit course while in high school. The researchers found that:

- “Dual credit students have a higher college participation rate than high school graduates overall.”
- “Dual credit students who go on to college continue to the second year at a higher rate than freshmen who enter college without having earned dual credit.”
- “Among freshmen who continue to the second year of college, dual credit participants earn a higher first year GPA.”



- “Students who continue to the second year of college accumulate more college credit if they take dual credit in high school.”

For the results on persistence to the second year of college, the authors controlled for academic strength (as measured by GPA, SAT scores, and receiving Advanced Placement credit) and student demographics, finding that “the odds that dual credit students would be predicted to persist to the second year of college are increased by 17% compared to students who did not take dual credit.”

The study also examined student performance in subsequent courses in a sequence in writing, mathematics, and Spanish:

“When dual credit students who take the prerequisite in high school and the final course in college are compared to their college classmates who take the entire sequence in college, it turns out that they pass the final course in proportions that are substantially equivalent to those of their college-prepared classmates”

**The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States (2007. Columbia University, Community College Research Center)**

In this comprehensive study researchers from the Community College Research Center at Columbia University examined the records of more than 300,000 dual enrollment students in Florida and New York. They found that students who took dual enrollment courses in high school were more likely to

- Graduate from high school,
- Enroll in college,
- Start college in a 4-year institution,
- Enroll in college fulltime and
- Stay in college at least two years.

Three years after high school graduation, students who had participated in dual enrollment courses in high school had earned higher college GPAs and more postsecondary credits than their peers.



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**HB1375**

House Education Committee

January 26, 2021

Erica Solberg, State Board of Higher Education Student Member

701.934.5950 | [erica.solberg.sbhe@ad.ndus](mailto:erica.solberg.sbhe@ad.ndus)

Chairman Owens and Committee Members: My name is Erica Solberg and I am the student board member on the State Board of Higher Education. I'm here today in support of HB1375. This bill would enable all North Dakota students, regardless of economic status, the ability to take college courses while in high school and in turn, graduate college and enter the workforce at a significantly faster rate.

I am sure you all have seen headlines and articles describing the problems in higher education. One of the problems I most see in articles is students graduating with their undergraduate not in four years, but rather, in six and sometimes eight years with massive student loan debt. According to the National Center for Education Studies, only about 44% of first-time bachelor's degree recipients complete their degree in four years or less.<sup>1</sup> The longer a student is in college for their bachelor's degree and not seeking advanced degrees the more debt they accrue and less years they earn an income.

Higher Education is meant to equip students with knowledge of a skill or discipline so they join the workforce, and begin stimulating and expanding the economy. North Dakota has immense workforce shortages, and by supporting financially and thus motivating students to take undergraduate courses in high school, we can fill these shortages at much faster rates and help students drastically reduce student loan debt.

This bill is especially important to me as I myself participated in dual credit classes while in high school. These courses prepared me for the rigor of college as well as will enable me to graduate from NDSU with my bachelor's degree in three years with no debt. Dual credit courses for me were the

best preparation for college because they are actual college courses taught with the same schedule and syllabus as a college class, and often taught by professors. These courses also enable students to take significantly more college classes in high school since they are half a semester, like actual college courses, unlike AP, or Advanced Placement, classes that take a full year to complete for the same amount of credits.

By passing HB1375, more North Dakota students like myself will earn college credit in high school, graduate from our university system at a faster rate with less debt. This bill too will help with declining enrollment at our college and strengthen our economy by increasing our educated and skilled workforce.

I respectfully request a do pass on HB1375 and am available to answer your questions. Thank you.

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<sup>i</sup> “Fast Facts.” National Center for Educational Statistics. U.S. Department of Education, 2019.  
<https://nces.ed.gov/fastfacts/display.asp?id=569>.



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**HB1375**

House Education Committee

January 26, 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 HB1375.

Dual credit courses taken by students in high school have several benefits, including:

- Better preparation for college coursework and professor expectations, which creates an easier transition into post-secondary education;
- Affordability through access to lower cost coursework; and
- Quicker transition into the workforce as it takes less time to complete a degree.

This dual-credit scholarship program provides additional affordability and access for students who make college their choice following high school. It also encourages students to explore post-secondary education as an option following high school and places them on a path toward degree attainment far in advance of high school graduation.

The NDUS is in support of the recommended bill and proposes the following friendly edits regarding program administration. NDUS requests that:

- The program be termed a “scholarship” rather than “credit”. This program is not a discount, which “credit” implies, but rather is something that students must attain and earn;
- The term “rules” be changed to “procedure” in subsection 1, line 9, which reflects the NDUS structure of administering programs and is simply a technicality;
- Students be allowed to apply the scholarship towards both tuition & fees and asks that “fees” be added in subsection 2, line 11 as a component of the award;
- Language be included in subsection 2 (c) to allow ND resident students who are home-schooled and those residing on the border and meet statutory definitions, be eligible for the award. The ND state grant and other state scholarships already reflect this inclusive language;
- The program reward dual-credit courses taken only from ND institutions of higher education (subsection 2(d) and subsection 3 line 22); and,
- Clarify language in subsection 3, line 23 to ensure that the scholarship amount is “up to” the cost of tuition and fees with a maximum award of \$1,500.

This concludes my testimony in support of HB1375, and I will stand for questions from the committee.

**House Education  
HB1375**

**January 26, 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 HB1375.

The Department of Career and Technical Education supports HB1375 as it would provide students with financial support to enroll in dual credit courses, prior to high school graduation. As dual credit Career and Technical Education courses continue to grow, this would give many students a head start in their respective career path. Since the bill proposes the program as tuition credit incentive, students will be required to enroll in an institution of higher education in North Dakota to receive the credit.

I do have one recommendation for the bill. I suggest an amendment is considered for Section 1, subsection 2.b., that includes the state's Tribal and private institutions as eligible institutions. This could encourage our Native American students, who may elect to attend a Tribal College, to enroll in dual credit courses and allow students to attend one of our private institutions. The intent, I believe, is to encourage the students to stay in state for their education and hopefully to meet a future workforce need.

This concludes my testimony and feel free to contact me if you have any questions.

Thank you.

Testimony  
House Bill 1375  
1/26/2021 – 9:00 am – Coteau A/B  
House Education Committee  
By Frank Schill  
Superintendent of Edmore Public School

Chairman Owens, Members of the House Education Committee:

I am Frank Schill, Superintendent of Edmore Public School. I am here to testify in favor of HB 1375 thus providing a tuition credit incentive program for students taking dual-credit courses while in high school.

As lifelong resident of North Dakota and K12 educator for the past 33 years I have observed students to be more focused on post-secondary options and consequently initiate plans to achieve these options beginning while they are enrolled in high school.

I have also noticed that throughout my career there appears to be a growing number of students whose families do not have the financial resources to assist the student in paying for post-secondary tuition. Consequently, these students either accumulate a large sum of debt to realize their post-secondary goal, drop out of college/tech school, or attend a post-secondary institution for longer than the typical required time to earn the diploma/certification.

In an attempt to lessen or dilute the financial burden, students in the Edmore school take dual-credit courses their senior year. This spreads the financial debt over a five-year period rather than four. The majority of Edmore senior students will graduate with 18 college credits earned through the dual-credit program.

In recent years, I have needed to assist a growing number of students in financial need to take dual-credit courses. I have hired these students during the summer or during holiday breaks to work at the school to earn a paycheck to offset the cost of dual-credit courses.

This past week, my principal and I paid the tuition bill for a student that could not afford to pay for the dual-credit courses. This student has given us an assurance that we will be paid back in full and is working two part-time jobs in addition to attending high school. This student wants a better life. Throughout my career I have seen a growing percentage of single parent families and a growing number of parents that can barely afford to pay their monthly bills. They simply cannot afford to provide financial assistance for their child to take a dual-credit course while in high school. The children from these homes see that a better life is possible through furthering their education, but lack the financial means to attain this better life.

I believe the adoption of HB1375 will assist a growing number of financially challenged high school students in moving forward with achieving their post-secondary goals and reduce their financial debt.

Thank you for the opportunity to submit this testimony. If I can respond to any questions, or if I can provide any more information that may be useful to you, I would be most happy to do so.



January 26, 2021  
Tom Ternes, Education Market Manager  
Bank of North Dakota  
HB 1375

Position: Neutral

Tom Ternes will not have specific testimony related to the policy proposed in the bill. He will be available to answer questions and provide input on Section 2 related to the appropriation.

**House Education Committee**

**Chairman Mark S. Owens**

**January 26, 2021**

**Testimony of Tracy Friesen,**

**Academic Advancement Coordinator**

**State Association of Non-Public Schools**

[tfriesen@lightofchristschools.org](mailto:tfriesen@lightofchristschools.org)

**701-223-4113**

**HB 1375**

Chairman Owens and members of the committee, my name is Tracy Friesen, Academic Advancement Coordinator at Light of Christ Catholic Schools and I am writing to you on behalf of the State Association of Non-Public Schools and in support of HB 1375.

Dual-credit options allow students to better prepare themselves for college-level coursework in a high school setting. Students who enroll in dual credit courses are held to the standards of a college student while working to receive college credit. Completing these courses allows students the opportunity to enter college with a head start in general course requirements meaning they can take more classes or even shorten their amount of time for an anticipated graduation date.

A do pass on HB 1375 would alleviate higher education debt by providing additional affordability along with giving students extra incentive to enroll in various offered dual-credit courses.

Not only will this bill give students confidence in their abilities when entering a higher education setting but it will help save them money. Ultimately, dual-credit courses help give students a jumpstart to student success and quicker access to the workforce.

Nonpublic high schools have offered dual-credit courses successfully for years through the North Dakota University System and private universities and colleges in North Dakota. HB 1375 is a much-needed move in the direction to give students the tools and experience they need to be successful individuals.

Thank you for your consideration.



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***John Richman, Ph.D., President***

## **HB1375 | House Education Committee Hearing – January 26, 2021**

Chair Owens and Committee Members,

Respectfully, I submit this testimony in **support of HB1375**. This bill would help us provide a tangible incentive for students to participate in dual-credit courses and motivate them to continue their higher education in North Dakota.

There are many benefits to support and incentivize our students to enroll in dual-credit courses in North Dakota:

- Incentivizing dual-credit could **increase students' exposure to CTE career pathways** that they might **not** otherwise have through their high school curriculum. Providing these opportunities exposes students to “middle-skill” careers, which are in the greatest need in North Dakota, further reducing the stigma of these high-paying, high-demand CTE careers.
- This expansion could help us with our **critical workforce shortage**. Through participation in dual-credit courses students are able to complete college-level courses sooner, decreasing their time to degree, allowing them to enter the workforce more quickly.
- Perhaps most importantly, it will increase our **students' success**. Research indicates that students who participate in dual credit are more likely than their peers to finish high school, enter college, and complete a degree.
- Through encouraging high school students to take courses at Colleges and Career Academies, which already have the equipment necessary to prepare students for technical fields, **enable high school CTE programs to expand options for students without additional drain on the high schools' resources**.

Passage and funding of this bill would be a true investment in the students and future of North Dakota. I respectfully request you consider a ‘do pass’ on HB1375. Please contact me with any further questions/concerns you might have about dual-credit.

Thank you for your time.

**John Richman, Ph.D.**

*President*

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701.671.2221

21.0842.01000

Sixty-seventh  
Legislative Assembly  
of North Dakota

**HOUSE BILL NO. 1375**

Introduced by

Representatives Pyle, Howe, Mitskog, O'Brien, Roers Jones, Schreiber-Beck, Stemen  
Senators Bekkedahl, Davison, Luick, Weber

1 A BILL for an Act to create and enact a new section to chapter 15-10 of the North Dakota  
2 Century Code, relating to a tuition credit incentive program for students taking dual-credit  
3 courses while in high school; and to provide an appropriation.

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

5 **SECTION 1.** A new section to chapter 15-10 of the North Dakota Century Code is created  
6 and enacted as follows:

**7 Dual-credit courses - Tuition credit program - Administered by the board.**

8 1. The state board of higher education shall administer a dual-credit tuition credit  
9 program to offer a tuition credit incentive to students. The board shall adopt rules to  
10 administer the program.

11 2. An eligible student may apply to the board to receive a credit toward the cost of tuition  
12 at the ~~institution of higher education~~ **state-approved postsecondary training**  
**program** at which the student is enrolled. To be eligible to  
13 receive a credit, an individual must:

14 a. ~~Be enrolled at an institution of higher education under the control of the state-~~  
15 ~~board of higher education;~~ **Be enrolled in a state-approved postsecondary**  
**training program;**

16 b. Have completed at least one semester at the institution of higher education at  
17 which the student is enrolled;

18 c. Have graduated from a high school in the state; and

19 d. Have completed at least one dual-credit course while enrolled in high school in  
20 the state.

21 3. The state board of higher education shall provide an eligible student with a tuition  
22 credit equal to the cost of the dual-credit courses completed by the student while in



1       **SECTION 2. APPROPRIATION - BANK OF NORTH DAKOTA PROFITS.** There is  
2       appropriated out of any moneys from the Bank of North Dakota's current earnings and  
3       undivided profits, not otherwise appropriated, the sum of \$5,000,000, or so much of the sum as  
4       may be necessary, to the state board of higher education for the purpose of providing tuition  
5       credits to eligible students participating in the program under this Act, for the biennium  
6       beginning July 1, 2021, and ending June 30, 2023.

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## Written Testimony

**To:** House Education Committee

**From:** Dr. Katherine Terras, Co-Founder

**Re:** Testimony in Support of HB 1375 with Amendments

**Date:** January 26, 2021

Chairman Owens and Members of the House Education Committee,

Thank you to those who sponsored this bill. While I support the idea of a tuition credit incentive program, I propose it be more inclusive of training programs students enroll in that are not under the control of the state board of higher education yet are still state-approved and essential to the state's workforce development. This inclusivity could be achieved with the following simple amendments:

- In Section 1 (#2, line 12, page 1), I am proposing the language of "institution of higher education" be redacted and replaced with **"state-approved postsecondary training program."**
- In Section 1 (#2.a, lines 14-15, page 1), I am proposing this language be redacted and replaced with **"Be enrolled in a state-approved postsecondary training program."** This simple amendment would also include the North Dakota students who are enrolled in quality training programs to support our state's workforce needs.



# 2021 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1375  
2/1/2021

Relating to a tuition credit incentive program for students taking dual credit courses while in high school; and to provide an appropriation

**Chairman Owens** opened the meeting on HB 1375 at 4:12PM. Roll call was taken with Reps. Owens, Schreiber-Beck, Heinert, Hoverson, D. Johnson, M. Johnson, Longmuir, Marschall, Pyle, Richter, Simons, Zubke, Guggisberg and Hager present.

### Discussion Topics:

- Amendment .01002
- Career Builders program

**Rep. Pyle** moved to adopt Amendment .01002, **Rep. Zubke** seconded the motion.

Voice vote Motion carried

**Rep. Zubke** moved a **Do Pass as Amended** and **Rereferred to Appropriations**, seconded by **Rep. Schreiber-Beck**

### Roll call vote:

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

**Motion carried. 14-0-0 Rep. Richter** is the carrier

**Chairman Owens** closed the meeting on HB 1375 at 4:26 PM.

*Bev Monroe, Committee Clerk*

07  
2/1/21

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1375

- Page 1, line 2, replace "credit incentive" with "scholarship"
- Page 1, line 7, replace "credit" with "**scholarship**"
- Page 1, line 8, replace "credit" with "**scholarship**"
- Page 1, line 9, replace "credit incentive" with "**scholarship**"
- Page 1, line 9, replace "rules" with "**procedures**"
- Page 1, line 11, replace "credit" with "**scholarship**"
- Page 1, line 11, after "tuition" insert "**and fees**"
- Page 1, line 12, replace "institution of higher education" with "**state-approved postsecondary training program, tribal college, or private institution of higher education**"
- Page 1, line 13, replace "credit" with "**scholarship**"
- Page 1, line 14, remove "an institution of higher education under the control of the state"
- Page 1, line 15, replace "board of higher education" with "**a state-approved postsecondary training program in the state, tribal college in the state, or private institution of higher education in the state**"
- Page 1, line 16, after "semester" insert "**, quarter, or term**"
- Page 1, line 16, replace "institution of higher education" with "**state-approved postsecondary training program, tribal college, or private institution**"
- Page 1, line 18, after "state" insert "**or from a high school in a school district that borders the state, or have completed a program of home education under chapter 15.1-23**"
- Page 1, line 19, after "course" insert "**provided by an institution under the control of the state board of higher education**"
- Page 1, line 19, after "school" insert "**or a program of home education**"
- Page 1, line 20, after "state" insert "**, or a high school in a school district that borders the state**"
- Page 1, line 22, replace "credit" with "**scholarship**"
- Page 1, line 22, after "courses" insert "**provided by an institution under the control of the state board of higher education**"
- Page 1, line 23, after "school" insert "**or a program of home education**"
- Page 1, line 23, replace "not to exceed" with "**up to**"
- Page 1, line 23, after the underscored period insert "**A scholarship received by a student during any semester, quarter, or term of enrollment under this section may not exceed the cost of tuition and fees for the semester, quarter, or term.**"
- Page 2, line 5, replace "credits" with "scholarships"

Renumber accordingly

qf  
2/1/21

**REPORT OF STANDING COMMITTEE**

**HB 1375: Education Committee (Rep. Owens, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HB 1375 was placed on the Sixth order on the calendar.

Page 1, line 2, replace "credit incentive" with "scholarship"

Page 1, line 7, replace "credit" with "scholarship"

Page 1, line 8, replace "credit" with "scholarship"

Page 1, line 9, replace "credit incentive" with "scholarship"

Page 1, line 9, replace "rules" with "procedures"

Page 1, line 11, replace "credit" with "scholarship"

Page 1, line 11, after "tuition" insert "and fees"

Page 1, line 12, replace "institution of higher education" with "state-approved postsecondary training program, tribal college, or private institution of higher education"

Page 1, line 13, replace "credit" with "scholarship"

Page 1, line 14, remove "an institution of higher education under the control of the state"

Page 1, line 15, replace "board of higher education" with "a state-approved postsecondary training program in the state, tribal college in the state, or private institution of higher education in the state"

Page 1, line 16, after "semester" insert ", quarter, or term"

Page 1, line 16, replace "institution of higher education" with "state-approved postsecondary training program, tribal college, or private institution"

Page 1, line 18, after "state" insert "or from a high school in a school district that borders the state, or have completed a program of home education under chapter 15.1-23"

Page 1, line 19, after "course" insert "provided by an institution under the control of the state board of higher education"

Page 1, line 19, after "school" insert "or a program of home education"

Page 1, line 20, after "state" insert ", or a high school in a school district that borders the state"

Page 1, line 22, replace "credit" with "scholarship"

Page 1, line 22, after "courses" insert "provided by an institution under the control of the state board of higher education"

Page 1, line 23, after "school" insert "or a program of home education"

Page 1, line 23, replace "not to exceed" with "up to"

Page 1, line 23, after the underscored period insert "A scholarship received by a student during any semester, quarter, or term of enrollment under this section may not exceed the cost of tuition and fees for the semester, quarter, or term."

Page 2, line 5, replace "credits" with "scholarships"

Renumber accordingly

**2021 HOUSE APPROPRIATIONS**

**HB 1375**

# 2021 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee Brynhild Haugland Room, State Capitol

HB 1375  
2/5/2021

Relating to oil and gas tax revenue hedging; to provide an appropriation; to provide a continuing appropriation; to provide for a transfer

**10:01 Chairman Delzer** Called the meeting to order;

Attendance	P/A
Representative Jeff Delzer	P
Representative Keith Kempenich	P
Representative Bert Anderson	P
Representative Larry Bellew	P
Representative Tracy Boe	P
Representative Mike Brandenburg	P
Representative Michael Howe	P
Representative Gary Kreidt	P
Representative Bob Martinson	P
Representative Lisa Meier	P
Representative Alisa Mitskog	P
Representative Corey Mock	P
Representative David Monson	P
Representative Mike Nathe	P
Representative Jon O. Nelson	P
Representative Mark Sanford	P
Representative Mike Schatz	P
Representative Jim Schmidt	P
Representative Randy A. Schobinger	P
Representative Michelle Strinden	P
Representative Don Vigasaa	P

### Discussion Topics:

- Scholarship
- Dual Credits
- 2 Year and 4 Year Colleges

**10:01 Representative Owens** – Introduces the bill HB 1375 and testifies in favor.

**Additional written testimony:** No written testimony

**10:15 Chairman Delzer;** Closes the hearing for HB 1375

*Risa Berube, House Appropriation Committee Clerk*

# 2021 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee Brynhild Haugland Room, State Capitol

HB 1375  
2/18/2021

Relating to a tuition scholarship program for students taking dual-credit courses while in high school; and to provide an appropriation.

**6:34 Chairman Delzer-** Opened the meeting for 1375

Attendance	P/A
Representative Jeff Delzer	P
Representative Keith Kempenich	P
Representative Bert Anderson	P
Representative Larry Bellew	P
Representative Tracy Boe	P
Representative Mike Brandenburg	P
Representative Michael Howe	P
Representative Gary Kreidt	P
Representative Bob Martinson	P
Representative Lisa Meier	P
Representative Alisa Mitskog	P
Representative Corey Mock	P
Representative David Monson	P
Representative Mike Nathe	P
Representative Jon O. Nelson	P
Representative Mark Sanford	P
Representative Mike Schatz	P
Representative Jim Schmidt	P
Representative Randy A. Schobinger	P
Representative Michelle Strinden	P
Representative Don Vigesaa	P

### Discussion Topics:

- Dual credit courses

**6:35 Representative Schatz** Makes a Motion for a Do Not Pass

**Representative Schmidt-** Second

Further discussion

**6:36 Roll Call Vote was taken;**



<b>Representatives</b>	<b>Vote</b>
Representative Jeff Delzer	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Larry Bellew	Y
Representative Tracy Boe	Y
Representative Mike Brandenburg	Y
Representative Michael Howe	N
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	N
Representative Corey Mock	Y
Representative David Monson	A
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Mark Sanford	N
Representative Mike Schatz	Y
Representative Jim Schmidt	Y
Representative Randy A. Schobinger	Y
Representative Michelle Strinden	Y
Representative Don Vigesaa	Y

**6:38 Motion Carries 17-3-1 Representative Monson will carry the bill**

**Additional written testimony:** No written testimony

**6:39 Chairman Delzer-** Closes the meeting for HB 1375

*Risa Berube,*

*House Appropriations Committee Clerk*

**REPORT OF STANDING COMMITTEE**

**HB 1375, as engrossed: Appropriations Committee (Rep. Delzer, Chairman)**  
recommends **DO NOT PASS** (17 YEAS, 3 NAYS, 1 ABSENT AND NOT VOTING).  
Engrossed HB 1375 was placed on the Eleventh order on the calendar.

**2021 SENATE EDUCATION**

**HB 1375**

# 2021 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

HB 1375  
3/10/2021

<b>A BILL relating to a tuition scholarship program for students taking dual-credit courses while in high school; and to provide an appropriation.</b>
--

**Chair Schaible** opened the hearing at 10:00 AM.

**Discussion Topics:**

- Funding at Bank of ND
- Changing criteria for eligibility
- Early access to college credit
- Savings for families
- Investment in ND students
- Amendments

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

**Rep Pyle, Dist 22** – introduced the bill #8553

**Dr Aimee Copas** – Ex Dir NDCEL – testified in support  
#8465, #8505

**Lisa Johnson**, NDSU Vice Chancellor – testified in support #8551

**Frank Schill** – Supt. Edmore Public School – testified in support #8316

**Tom Ternes** – Bank of ND – testified neutral

**Additional written testimony:**

Shannon Full – support #8491

Wayde Sick – support #8332

Adjourned at 10:36 AM

*Lynn Wolf, Committee Clerk*

Good morning Chairman Schaible and members of the Senate education committee. For the record, I am Representative Brandy Pyle from district 22. I am here today to introduce HB 1375.

HB 1375 is a bill that opens potential and possibility for our hardworking ND high schoolers. Under this legislation, students who choose to take Dual Credit courses during their high school career at an approved ND institution of Higher Education and earn a scholarship.

I bring amendments for this bill. So essentially, the bill is the same, with language that is needed so only ND resident students are eligible for this opportunity.

As a refresher, dual credit is a class where students can earn both high school and college credit at the same time. They must be committed and work hard as these are more difficult classes.

Let me walk you through the bill with an example.

Then, once the learner successfully graduates high school and goes on to complete a semester of college, then the amount that was paid for dual credit, up to \$1,000, will be transferred to the college in the form of a scholarship and applied to their next tuition bill. The amendment does pull out the funding source, but there are people behind me to do elaborate on this. There are a few requirements to receive this scholarship:

1. Only successful completion of dual credit classes will qualify for the scholarship.
2. Students receive the Scholarship only if they chose to remain in state.

This bill arose from many conversations of interested parties in how to improve the transition to higher education and financial costs of higher ed.

I have identified 9 areas that if passed, has a compounding effect on the future on North Dakota.

1. College graduation rates improve.
2. Cost of higher education reduced.
3. Reduction of college remedial classes. (no sluff year during the senior year)
4. Potentially gets our students into the workforce.
5. Not mandating which DC class they can take, so if they want to do a CTE DC class, they can and if they want to do College algebra or English they have that option as well.
6. Recruitment/retention tool of ND graduating seniors to ND institution.
7. Brings our graduates on par with our neighboring states like MN. Many of their high school seniors have their associate's degree when they graduate high school.
8. This is aimed for average families looking for an affordable way to pay for college.
9. This limits the state's fiscal liability to the program. And if they student goes out of state a for college, the state won't reimburse. It's still college credit earned at a reduced cost.

I did visit with the BND regarding this idea and discussed their program for free and reduced lunch students who qualify for up to 2 DC classes in grades 10, 11 and 12. This legislation would not interfere with this existing program if the funding source is the earnings from BND. The funding source for this bill is one challenge we have identified. I do have people coming after me will provide more details as to number of classes, cost benefit ratios and such.



## 1 NDCEL - Testimony in Support – Dual Credit

### 2 HB 1375

3 Good day Chairman Schaible and members of the Senate Education Committee. I am here today  
 4 representing the North Dakota Council of Educational Leaders representing Superintendents, Principals,  
 5 and all school leaders in the in the support of this bill which would provide the opportunity for our ND  
 6 HS students to receive needed support in taking dual credit classes. While we understand that funds are  
 7 precious this session, we also know that North Dakotans see their children as one of their most precious  
 8 resources and investing in them is an investment worth making – we believe we may have found a  
 9 reasonable way to do so at minimal expense. This is especially when their investment is really worth  
 10 much more than the cost. I am also excited as today I get to be a magician and show you all how to turn  
 11 \$1000 into up to \$5000-\$10,000. ☺ I want to show you this even though in a bit I’m going to suggest an  
 12 amendment to adjust how the state might adjust in going about finding the resources to fund this  
 13 endeavor.

14  
 15 The cost of dual credit in ND is significantly less expensive than the cost per credit when completed with  
 16 HS and attending a college in ND. As much as we wish that all qualifying students could take full  
 17 advantage of dual credit, the reality is many families struggle to afford **even the reduced** tuition of these  
 18 courses. The Bank of ND has generously provided scholarship opportunities for students who qualify for  
 19 “free and reduced lunch” income qualifications. However, there are a lot of us that don’t qualify for free  
 20 and reduced lunch but who still live paycheck to paycheck and finding a way to cover a class even when  
 21 the tuition is between approximately \$78-\$133 cost per credit (depending if that course is taught by a  
 22 qualified HS teacher or an instructor from the college) is difficult. Furthermore, the state currently does  
 23 pay for an AP class for a student, however, it is far more difficult to have that course count for college  
 24 credit. Dual credit classes are far more likely to have that investment count beyond that one year.

### 26 What is dual credit and why is it a great idea for ND students?

#### 27 **1. Dual credit options provide a significant cost savings over a traditional college education. In**

28 North Dakota tuition is discounted for HS students taking dual credit classes – and that level of discount  
 29 can be even greater when the HS teacher is teaching the dual credit class (we call that a subsidized  
 30 course).



**2. High school students can begin their college education earlier.** Many students who complete dual credit programs in high school are able to earn a college degree while they are still teenagers.

**3. Students study high school subjects at a more advanced, college level.** Instead of studying general education subjects in high school and then studying them again in college, students can earn college credits for studying high school subjects at a more advanced level.

**4. The transition from high school to college is easier for most students who earn dual credit.** Dual credit students learn valuable skills that help them transition from high school to college. They work independently, learn important research and test-taking skills, and become expert note-takers.

**5. Students can explore their academic interests in-depth before entering college.** Exploring college-level classes while still in high school will give students an opportunity to discover new academic interests before entering college.

We would suggest modifications to this bill from its current form where it would do the following things:

- Credit would be earned for a future scholarship in the amount the cost for tuition of dual credit classes when taken from a ND College with a physical presence in this state and then subsequently they are attending a ND College with a physical presence in this state. We'd be amiable to the scholarship be limited to the collage where they actually attended for their dual credit as well so that college would have received the dual credit tuition thereby lessening the impact of the scholarship.
- They must successfully complete that dual-credit course with a college credit bearing grade.
- Then when they go on to attend post-secondary work, that tuition paid for dual credit (up to \$1000) would then be a tuition credit scholarship at a ND College with a physical presence in this state.
- See the cost impact sheet – this is where the magic happens ☺ Furthermore, the opportunity for this additional scholarship will help keep our most precious resource in our state – our students – and ultimately our future workforce.
- This adjustment would also adjust the fiscal note and can instead be a college recruitment tool.
- This recruitment tool is currently in place at Minot State University and is very successful.



We support the opportunity presented in this bill and recommend a DO PASS recommendation from this committee. Behind this testimony is a list of studies done in various states that share with you the student benefits of dual credit coursework if you are interested in learning more about dual credit.

---

For additional information:

**Dual Credit, College Type, and Enhanced Degree Attainment (2017. Bob Blankenberger, Eric Lichtenberger, M. Allison Witt)**

In this study, researchers analyzed data for the Illinois high school class of 2003 to determine the impact of dual credit participation on postsecondary attainment. We matched 8,095 dual credit participants to an equal number of nonparticipants within the same high school at the point of postsecondary enrollment using propensity scores calculated through a two-level hierarchical generalized linear model with college type as a post treatment adjustment. Results indicate that community college students taking dual credit were significantly more likely to obtain a baccalaureate degree (28% to 19%, respectively) than their matched peers who did not participate in dual credit. We found similar improvements in postsecondary degree attainment for students attending colleges at multiple selectivity levels, although the largest and most robust effects were found for students starting at community colleges and at non/less competitive entry institutions.

**Earning college credits in high school: Options, participation, and outcomes for Oregon students**

*(IES What's Happening Report, March 2017. Ashley Pierson, Michelle Hodara, Jonathan Luke, Education Northwest)*

Oregon's public colleges offer many accelerated college credit options for high school students, but the cost, eligibility requirements and geographic coverage vary greatly across institutions. Oregon's rate of community college dual credit participation is higher than the national average. Oregon high school students who take community college dual credit courses enroll and earn credit in an average of three dual credit courses.

**Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas(2014. Justine Radunzel, Julie Noble, and Sue Wheeler)**

This study, prepared by the national research organization ACT, followed all first-time students at four Texas public universities in fall 2005 and 2006, 42% of whom entered with dual credit hours completed. It examined the impact of dual credit coursework on students' subsequent university coursework and long-term success in earning bachelors'





degrees, using a quasi-experimental technique known as propensity score matching to statistically control for student and school characteristics. The study found that students entering the four universities with dual credit were 30% more likely to earn Bachelor's degrees within six years (42% more likely to complete them on time in four years). The typical time to degree for a student with dual credit was less than five years, while other students averaged six years. The study also found that dual credit courses were as effective as traditional courses in preparing students for subsequent coursework for 19 of 21 course pairs across a wide range of disciplines, based on those who earned a B or higher.

**The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students (2014. Colorado Department of Higher Education)**

Following all 2010, 2011, and 2012 Colorado high school graduates, this study examined postsecondary outcomes using state-collected data from all Colorado public colleges and universities, supplemented with additional private and out-of-state colleges from the National Student Clearinghouse. Using regression analysis to statistically control for the impact of student demographic variables, ACT performance, and school variables, the study found that students who took dual and concurrent enrollment courses were 23% more likely to enroll in college immediately following high school graduation and 9% less likely to enroll in remedial classes. Students were also more likely to earn higher grades in their first year of college and accumulate more credit hours by the end of their first year.

**College Course Grades for Dual Enrollment Students (2014. Jill Course and Jeff Allen)**

This peer-reviewed study, conducted by researchers from the national research organization ACT, used student records from all Iowa community colleges and public four-year universities to examine performance in subsequent coursework in a sequence. It compared college and university course grades for students who took dual enrollment courses with grades of traditional education students who attended the same high schools, statistically controlling for prior academic achievement (ACT scores) and self-reported demographic characteristics. Looking at course grades in dozens of subject areas, it found few differences between students who took the first course through dual enrollment compared with students who took the first course after matriculating to a community college or university. The authors found no evidence that dual enrollment courses are less rigorous than traditional college courses, and that students appear to be equally prepared for future college coursework.

**Dual Credit in Oregon, 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College (2010. Office of Institutional Research, Oregon University System)**

Researchers at the Oregon University System (OUS) specifically examined college courses taught in a high school, by a high school teacher that carry both high school and college credit – courses that NACEP defines as concurrent enrollment. The study examined the college participation and performance of 15,707 students attending an Oregon



college or university whose college transcripts recorded their having taken a dual credit course while in high school.

The researchers found that:

- “Dual credit students have a higher college participation rate than high school graduates overall.”
- “Dual credit students who go on to college continue to the second year at a higher rate than freshmen who enter college without having earned dual credit.”
- “Among freshmen who continue to the second year of college, dual credit participants earn a higher first year GPA.”
- “Students who continue to the second year of college accumulate more college credit if they take dual credit in high school.”

For the results on persistence to the second year of college, the authors controlled for academic strength (as measured by GPA, SAT scores, and receiving Advanced Placement credit) and student demographics, finding that “the odds that dual credit students would be predicted to persist to the second year of college are increased by 17% compared to students who did not take dual credit.”

The study also examined student performance in subsequent courses in a sequence in writing, mathematics, and Spanish:

“When dual credit students who take the prerequisite in high school and the final course in college are compared to their college classmates who take the entire sequence in college, it turns out that they pass the final course in proportions that are substantially equivalent to those of their college-prepared classmates”

**The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States (2007. Columbia University, Community College Research Center)**

In this comprehensive study researchers from the Community College Research Center at Columbia University examined the records of more than 300,000 dual enrollment students in Florida and New York. They found that students who took dual enrollment courses in high school were more likely to

- Graduate from high school,
- Enroll in college,
- Start college in a 4-year institution,
- Enroll in college fulltime and
- Stay in college at least two years.



- 1 Three years after high school graduation, students who had participated in dual enrollment courses in high school
- 2 had earned higher college GPAs and more postsecondary credits than their peers.

3

College Cost per credit (NDSU)	Dual Credit cost per credit (UNsubsidized)	Dual Credit cost per credit (subsidized)	Cost Differential (subsidized) (amount per credit that dual credit is less expensive)
\$286 (average base)	\$137.00	\$78.00	\$208

GENERAL TUITION COST PER CREDIT: \$858	UNSUBSIDIZED COST PER CLASS: \$548	SUBSIDIZED COST PER CLASS: \$234
--	------------------------------------	----------------------------------

**COST PER CLASS  
ADVANTAGE  
(UNSUBSIDIZED)**

**COST PER CLASS (SUBSIDIZED)**

1 THREE CREDIT CLASS

1 THREE CREDIT CLASS

Instant Dual Credit  
Savings vs college cost =  
\$310

Instant Dual Credit Savings vs  
College cost = \$624

Student can reasonably  
shave off 1 semester of  
college.

Student can still reasonably shave  
off 1 semester of college.

\*\* Additional Savings  
\$5906.50

\*\*Additional Savings \$5906.50

Cost Savings for Family:	(Tuition differential scholarship covers	Cost Savings for Family:
\$3,487.39	\$5,906.50 1 semester savings	
	Scholarship	
	<u>\$2,513</u> remaining	

POTENTIAL SAVINGS!! \$11,906.50

**Taking 4 dual credit classes can trim nearly 1 se  
4 year program. Finishing a semester early can  
around \$10,000**

Cost Differential (unsubsidized)  
 (amount per credit that dual  
 credit is less expensive)  
 \$149.00

Academic Scholarship can pay for approximately 24 credits as it stands now
HB1122 Could stretch that scholarship and potentially make that same \$6000 cover up to 31-33 credits for the Common Scenario student
HB1122 Could stretch for the aggressive student that scholarship to cover between 38-44 credits!

AVERAGE STUDENT TAKES 4 CLASSES

4 THREE CREDIT CLASSES

COST FOR FAMILY FOR DUAL CREDIT: \$936

COST **PER CLASS** SAVINGS OVER REGULAR TUITION \$3432

OVERALL SAVINGS OVER REGULAR TUITION: \$10,000 (approx)

\$1,986.15  
 \$5,906.50

Cost Savings for Family: \$1,000  
 Actual Family cost: \$0

\$4,014

\$11,906.50

**semester off of a  
 save a family**

ox)



**HB1375**

Senate Education Committee

March 9, 2021

Lisa A. Johnson, North Dakota University System

701.328-4143 | [lisa.a.johnson@ndus.edu](mailto:lisa.a.johnson@ndus.edu)

Chairman Schaible and members of the Senate Education Committee: My name is Lisa Johnson and I serve as the vice chancellor for academic and students affairs for the North Dakota University System (NDUS). I wish to convey the support of the NDUS for HB1375 and to offer specific amendments related to HB1375 for the Committee's consideration.

The colleges and universities of the NDUS offer more than 150 unique courses to either face-to-face, online, or via the Interactive Video Network (IVN) to over 4,000 high school students each year. Participation rates continue to grow each year. Student pass rates with a letter grade of "C" or higher remain well over 90%.

Generally, ND students and their families are expected to pay for tuition, fees, and books for dual credit courses. The Bank of North Dakota provides two free dual credit courses to students receiving free and reduced lunch while in high school. In the 2018-2019 academic year, the BND supported 749 students with \$306,791 in financial assistance.

The most popular dual credit courses are, by far, in areas of general education and are guaranteed to be applicable to programs of study and transferable within tribal, public, and private colleges within North Dakota. Dual credit offerings also include an array of courses in the career and technical education fields and are applicable to technical programs of study in the state.

The state's dual credit program was initiated by the two-year colleges of the NDUS. Today, students participate in dual credit offerings at all 11 colleges and universities of the NDUS with the bulk of dual credit offerings provided by the state's two-year colleges.

The NDUS offers the following amendments for the Committee's consideration. A markup containing these proposed amendments is enclosed for your use:

In Section 1, Subsections 1, 2, and 3, the NDUS is concerned with broad language that includes "all state-approved postsecondary training programs". At present, over 450 out-of-state postsecondary institutions are approved by the state to operate (primarily online) through their participation in regional consortia (MHEC and WICHE) or have met other specific requirements to operate in ND. The NDUS suggests replacing this language with reference to "tribal, public, and private institutions of higher education in the state".

In Section 1, Subsection 2c, the NDUS recommends replacing the definition of a "high school graduate" that mirrors ND Academic, CTE, and ND state grant criteria with that of the four points referenced by the bill's sponsor to include the following:

- (1) Graduated from a high school in the state;
- (2) Graduate from a high school in a bordering state under chapter 15.1-29;
- (3) Graduated from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or
- (4) Completed a program of home education under chapter 15.1-23.

The proposed statement in the last sentence of Section 1 is intended to clarify that "a student is not eligible to receive more than one thousand five hundred dollars under this section".

The NDUS respectfully supports a do pass on HB1375 with consideration of the proposed amendments and I remain available to answer any questions from the Committee.

Thank you.



Sixty-seventh  
Legislative Assembly  
of North Dakota

## ENGROSSED HOUSE BILL NO. 1375

Introduced by

Representatives Pyle, Howe, Mitskog, O'Brien, Roers Jones, Schreiber-Beck, Stemen

Senators Bekkedahl, Davison, Luick, Weber

- 1 A BILL for an Act to create and enact a new section to chapter 15-10 of the North Dakota
- 2 Century Code, relating to a tuition scholarship program for students taking dual-credit courses
- 3 while in high school; and to provide an appropriation.

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

- 5 **SECTION 1.** A new section to chapter 15-10 of the North Dakota Century Code is created
- 6 and enacted as follows:

7 **Dual-credit courses - Tuition scholarship program - Administered by the board.**

- 8 1. The state board of higher education shall administer a dual-credit tuition scholarship
- 9 program to offer a tuition scholarship to students. The board shall adopt procedures to
- 10 administer the program.
- 11 2. An eligible student may apply to the board to receive a scholarship toward the cost of
- 12 tuition and fees at ~~the state-approved postsecondary training program, tribal college,~~
- 13 ~~public,~~
- 14 or private institution~~s~~ of higher education at which the student is enrolled. To be eligible
- 15 to receive a scholarship, an individual must:
- 16 a. Be enrolled at a ~~state-approved postsecondary training program in the state,~~
- 17 ~~tribal, public, college in the state,~~ or private institution of higher education in the
- 18 ~~state; and~~
- 19 b. Have completed at least one semester, quarter, or term at ~~the state-approved-~~
- 20 ~~postsecondary training program, a tribal college, public,~~ or private institution at which the
- 21 student is enrolled ~~in the state; and~~
- 22 c. Have ~~graduated from a high school in the state or from a high school in a school~~
- 23 ~~district that borders the state, or have completed a program of home education~~
- 24 ~~under chapter 15.1-23; and~~
- 25 (1) Graduated from a high school in the state;
- 26 (2) Graduated from a high school in a bordering state under chapter 15.1-29;
- 27 (3) Graduated from a nonpublic high school in a bordering state while residing with a
- 28 custodial parent in this state; or
- 29 (4) Completed a program of home education under chapter 15.1-23; and
- 30 d. Have completed at least one dual-credit course provided by an institution under
- 31 the control of the state board of higher education while enrolled in high school or

1 ~~a program of home education in the state, or a high school in a school district that~~  
21 ~~borders the state.~~

32 3. The state board of higher education shall provide an eligible student with a tuition  
43 scholarship equal to the cost of the dual-credit courses provided by an institution  
54 under the control of the state board of higher education, and completed by the student  
65 while in high school or a program of home education, in an amount up to one  
76 thousand five hundred dollars. A scholarship received by a student during any  
87 semester, quarter, or term of enrollment under this section may not exceed the cost of  
98 tuition and fees for the semester, quarter, or term. ~~A student is not eligible to receive  
more than one thousand five hundred dollars under this section.~~

109 **SECTION 2. APPROPRIATION - BANK OF NORTH DAKOTA PROFITS.** There is  
110 appropriated out of any moneys from the Bank of North Dakota's current earnings and  
1211 undivided profits, not otherwise appropriated, the sum of \$5,000,000, or so much of the sum as  
13 may be necessary, to the state board of higher education for the purpose of providing tuition  
14 scholarships to eligible students participating in the program under this Act, for the biennium  
15 beginning July 1, 2021, and ending June 30, 2023.



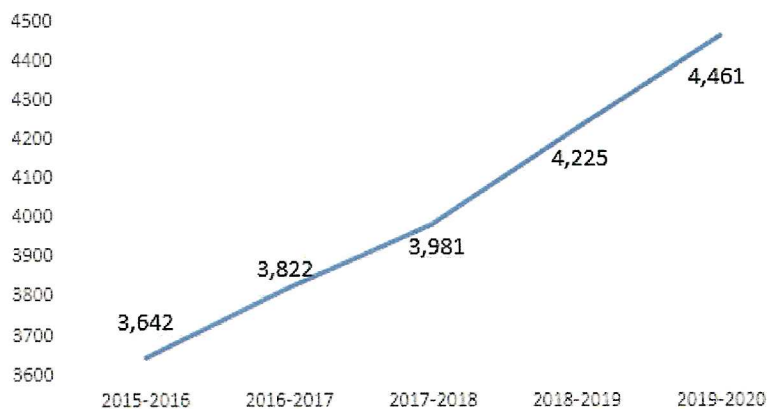
**NDUS Dual Credit Contact:**

Lisa A. Johnson  
Vice Chancellor for Academic & Student Affairs  
[lisa.a.johnson@ndus.edu](mailto:lisa.a.johnson@ndus.edu)  
701-328-4143

## NDUS Dual Credit Instruction

*North Dakota high school students who are enrolled in grades ten, eleven, or twelve can enroll in college-level courses and receive credit at an NDUS institution toward a college degree and may additionally be used to meet high school graduation requirements. NDUS institutions offer more than 150 unique courses either face-to-face, online, or via the Interactive Video Network to more than 4,000 high school students each year.*

Dual Credit/Early Entry Participation in ND



### Annual Pass Rates

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>98%</b>	<b>98%</b>	<b>98%</b>	<b>97%</b>	<b>97%</b>

### Funding Dual Credit

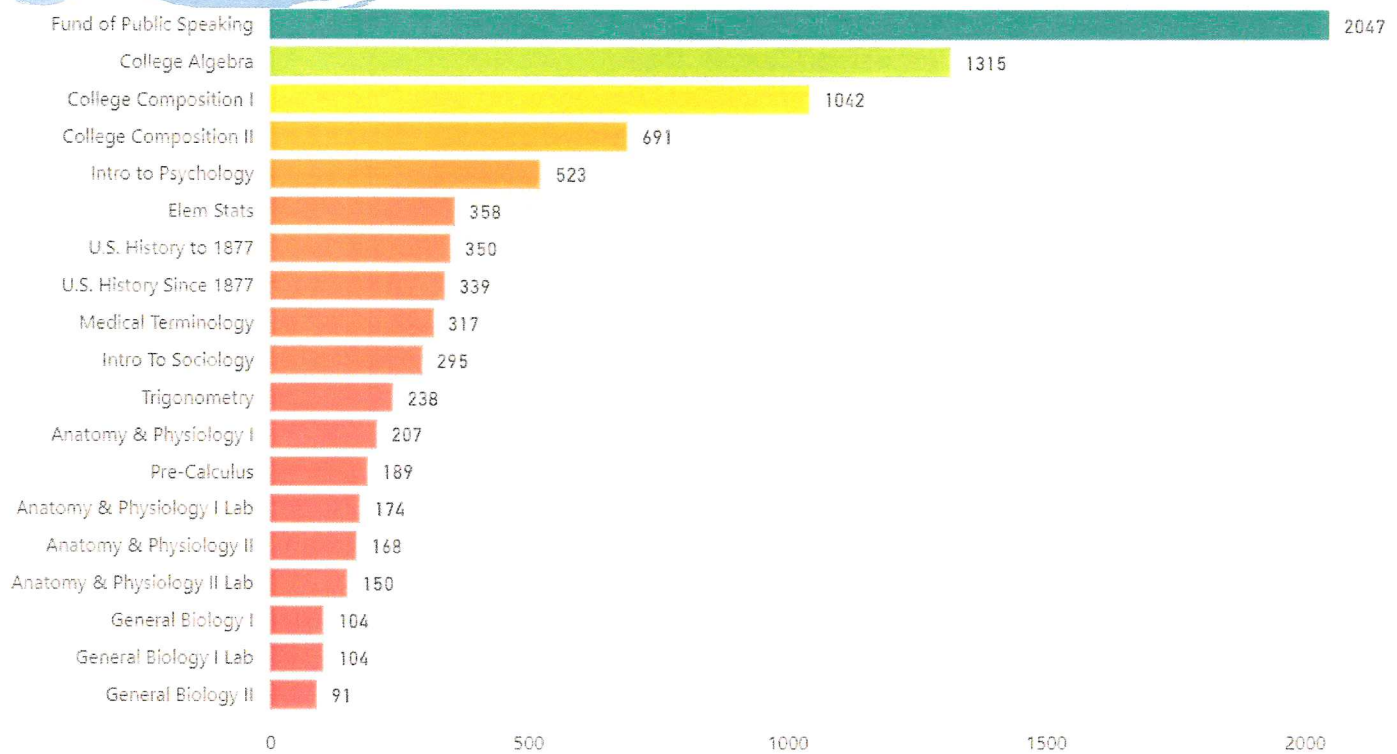
Generally, ND students and their families are expected to pay for tuition, fees, and books related to dual credit courses. The Bank of North Dakota provides two free dual credit courses per year to students who receive free or reduced lunch in the high school. The figure, directly below, indicates the number of dual credit courses that the Bank of North Dakota has paid for students receiving free and reduced lunch:

Year	2015 – 2016	2016 – 2017	2017 – 2018	2018 - 2019
Classes Funded	746	723	690	749
Dollar Spent	\$261,738	\$286,948	\$272,527	\$306,791

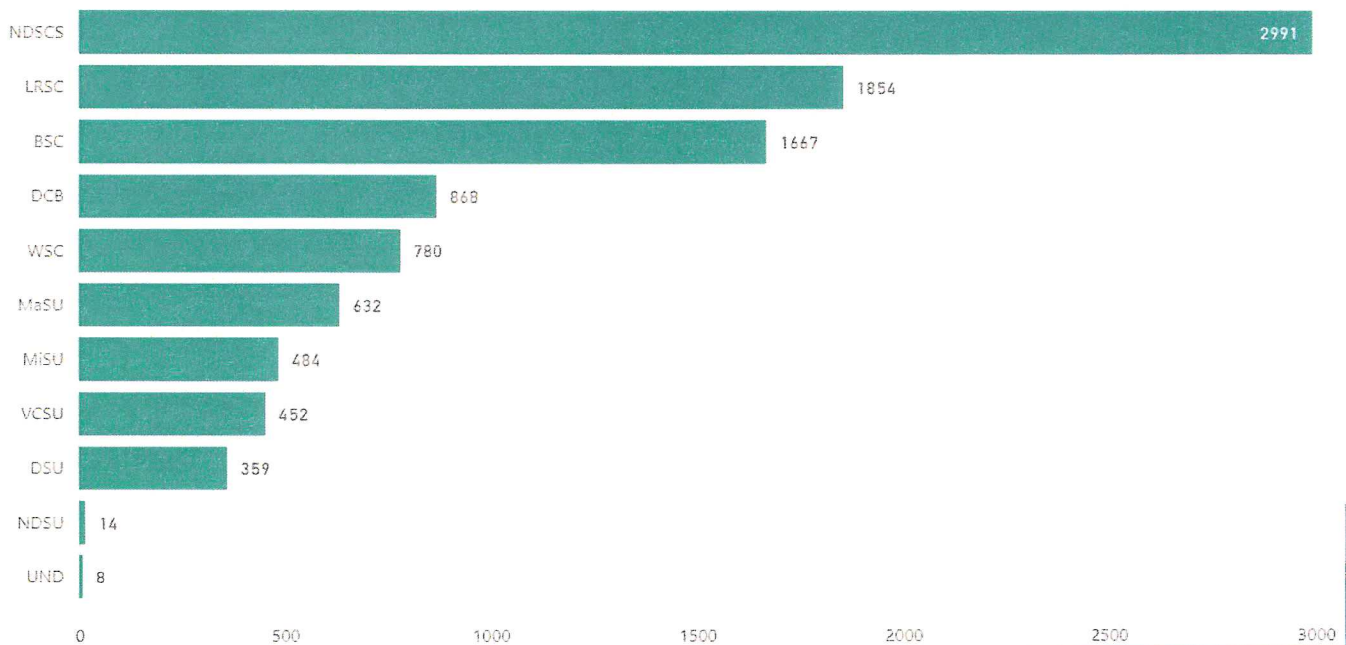
**NDUS Dual Credit Contact:**

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701-328-4143

**Student Enrollment in the Most Popular Courses (2019-2020)**



**Student Enrollments by Institution (2019-2020)**



Testimony  
House Bill 1375  
3/10/2021 – 10:00 am – Room 216  
Senate Education Committee  
By Frank Schill  
Superintendent of Edmore Public School

Chairman Schaible, Members of the Senate Education Committee:

I am Frank Schill, Superintendent of Edmore Public School. I am here to testify in favor of HB 1375 thus providing a tuition credit incentive program for students taking dual-credit courses while in high school.

As lifelong resident of North Dakota and K12 educator for the past 33 years I have observed students to be more focused on post-secondary options and consequently initiate plans to achieve these options beginning while they are enrolled in high school.

I have also noticed that throughout my career there appears to be a growing number of students whose families do not have the financial resources to assist the student in paying for post-secondary tuition. Consequently, these students either accumulate a large sum of debt to realize their post-secondary goal, drop out of college/tech school, or attend a post-secondary institution for longer than the typical required time to earn the diploma/certification.

In an attempt to lessen or dilute the financial burden, students in the Edmore school take dual-credit courses their senior year. This spreads the financial debt over a five-year period rather than four. The majority of Edmore senior students will graduate with 18 college credits earned through the dual-credit program.

In recent years, I have needed to assist a growing number of students in financial need to take dual-credit courses. I have hired these students during the summer or during holiday breaks to work at the school to earn a paycheck to offset the cost of dual-credit courses.

In mid-January, my principal and I paid the tuition bill for a student that could not afford to pay for the dual-credit courses. This student has given us an assurance that we will be paid back in full and is working two part-time jobs in addition to attending high school. This student wants a better life. Throughout my career I have seen a growing percentage of single parent families and a growing number of parents that can barely afford to pay their monthly bills. They simply cannot afford to provide financial assistance for their child to take a dual-credit course while in high school. The children from these homes see that a better life is possible through furthering their education, but lack the financial means to attain this better life.

I believe the adoption of HB1375 will assist a growing number of financially challenged high school students in moving forward with achieving their post-secondary goals and reduce their financial debt.

Thank you for the opportunity to submit this testimony. I can now stand for questions.





To: Senate Education Committee  
From: Shannon Full, President/CEO, FMWF Chamber of Commerce  
Date: March 10, 2021  
RE: **Support HB 1375**

Chairman Schaible and members of the Senate Education Committee,

For the record, my name is Shannon Full and I serve as the President of the Fargo Moorhead West Fargo Chamber of Commerce. I rise today in **support of HB 1375**. On behalf of our over 2,000 Chamber members, I urge your support for this legislation which has the potential to tremendously impact hundreds of students across our state. As you are all aware, institutions of higher education – especially in our state – are in a fierce battle for every single student. Undoubtedly, colleges across our greater mid-west region are actively recruiting our students and trying to pull them out of North Dakota.

For example, just across our boarder, Minnesota has been aggressive and innovative in not only attracting students from other states for higher education, but also retaining them. They have been offering Dual Credit courses completely free of cost to their students for years, enticing them to pursue in state education. Further, they continue to explore incentives to encourage enrollment in MN with two recent article headlines reading, “Gov. Tim Walz proposes automatic college acceptance for qualifying Minnesota high school seniors” and, “University of Minnesota makes tuition free for students from families making under \$50,000.”

HB 1375 is a strong step in the right direction for North Dakota, as it provides our colleges and universities with another tool to utilize as they work to retain as many of our high school students as possible. This legislation will serve as an enticing incentive encouraging students who enrolled in Dual Credit courses to stay in ND for their post-secondary education, and ultimately join our local workforce contributing to the economy. Additionally, it provides our higher education institutions with another tool in the recruitment of students that live just beyond our North Dakota boarders, with the important inclusion of students who graduated from high schools with districts that boarder us.

Thank you for your consideration of this important legislation which has the potential to save students and families money while retaining home-grown talent for our local workforce. I urge a do pass on HB 1375. I’m happy to stand for any questions the committee may have.

Shannon Full  
FMWF Chamber President/CEO  
[Sfull@fmwfchamber.com](mailto:Sfull@fmwfchamber.com) | 920.422.3331

**Senate Education  
HB1375**

**March 10, 2021**

Chairman Schaible 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 HB1375.

The Department of Career and Technical Education supports HB1375 as it would provide students with financial support to enroll in dual credit courses, prior to high school graduation. As dual credit Career and Technical Education courses continue to grow, this would give many students a head start in their respective career path. Since the bill proposes the program as a tuition scholarship program incentive, students will be required to enroll in an institution of higher education in North Dakota to receive the credit.

This concludes my testimony and feel free to contact me if you have any questions.

Thank you.

# 2021 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Room JW216, State Capitol

HB 1375  
3/24/2021

**A BILL relating to a tuition scholarship program for students taking dual-credit courses while in high school; and to provide an appropriation**

**Chair Schaible** called to order at 10:34 AM.

**Discussion Topics:**

- Committee Work

**Lisa Johnson – University System** – explained amendment

**Rep Pyle** – brought forth amend 21.0842.02004

**Sen Conley** moved amendment 21.0842.02004

**Sen Lemm** seconded

**Roll Call Vote: 6 Yea; 0 Nay; 0 AB Motion Passed**

**Sen Conley** moved a **Do Pass as Amended and refer to Approps**

**Sen Oban** seconded

**Roll Call Vote: 6 Yea; 0 Nay; 0 AB Motion Passed**

Adjourned at 10:45 AM

*Lynn Wolf, Committee Clerk*

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

Amend 21.0842.02004	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

HB 1375	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y



SL  
182  
312

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1375

- Page 1, line 3, after the semicolon insert "to provide a statement of legislative intent; to provide for a legislative management study;"
- Page 1, line 12, replace "state-approved postsecondary training program," with "in-state public, private, or"
- Page 1, line 12, remove "college,"
- Page 1, line 13, remove "or private"
- Page 1, line 15, after "enrolled" insert "and have completed at least one semester, quarter, or term"
- Page 1, line 15, replace "state-approved postsecondary training program" with "public, private, or tribal institution of higher education"
- Page 1, line 15, remove the underscored comma
- Page 1, line 16, remove "tribal college in the state, or private institution of higher education in the state"
- Page 1, line 17, remove "Have completed at least one semester, quarter, or term at the state-approved"
- Page 1, remove lines 18 and 19
- Page 1, line 20, remove "c."
- Page 1, line 20, replace "graduated" with ":",  
(1) Graduated"
- Page 1, line 20, replace "or from" with ":",  
(2) Graduated from"
- Page 1, line 20, remove the third "school"
- Page 1, line 21, replace "district that borders the" with "bordering"
- Page 1, line 21, replace ", or have completed" with "under chapter 15.1-29;  
(3) Graduated from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or  
(4) Completed"
- Page 1, line 23, replace "d." with "c."
- Page 2, line 1, remove ", or a high school in a school district that"
- Page 2, line 2, remove "borders the state"
- Page 2, line 4, after "to" insert "fifty percent of"

Page 2, line 5, after "education" insert ", and"

Page 2, line 6, remove "one"

Page 2, line 7, replace "thousand five" with "seven"

Page 2, line 7, after "hundred" insert "fifty"

Page 2, line 9, after the underscored period insert "A student is not eligible to receive more than seven hundred fifty dollars under this section."

Page 2, line 12, replace "\$5,000,000" with "\$1,500,000"

Page 2, after line 15, insert:

**"SECTION 3. LEGISLATIVE INTENT - DUAL-CREDIT TUITION SCHOLARSHIP PROGRAM.** It is the intent of the sixty-seventh legislative assembly that if there are any dollars in the skilled workforce scholarship fund and the skilled workforce student loan repayment fund which have not been committed as of December 31, 2022, the state board of higher education may award up to fifty percent of the uncommitted balance for dual-credit tuition scholarships under section 1 of this Act.

**SECTION 4. SCHOLARSHIP PROGRAMS - LEGISLATIVE MANAGEMENT STUDY.** During the 2021-22 interim, the legislative management shall consider studying all scholarship programs in the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-eighth legislative assembly."

Renumber accordingly

**REPORT OF STANDING COMMITTEE**

**HB 1375, as engrossed: Education Committee (Sen. Schaible, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1375 was placed on the Sixth order on the calendar.

Page 1, line 3, after the semicolon insert "to provide a statement of legislative intent; to provide for a legislative management study;"

Page 1, line 12, replace "state-approved postsecondary training program." with "in-state public, private, or"

Page 1, line 12, remove "college."

Page 1, line 13, remove "or private"

Page 1, line 15, after "enrolled" insert "and have completed at least one semester, quarter, or term"

Page 1, line 15, replace "state-approved postsecondary training program" with "public, private, or tribal institution of higher education"

Page 1, line 15, remove the underscored comma

Page 1, line 16, remove "tribal college in the state, or private institution of higher education in the state"

Page 1, line 17, remove "Have completed at least one semester, quarter, or term at the state-approved"

Page 1, remove lines 18 and 19

Page 1, line 20, remove "c."

Page 1, line 20, replace "graduated" with ":

(1) Graduated"

Page 1, line 20, replace "or from" with ":

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Page 1, line 21, replace ", or have completed" with "under chapter 15.1-29:

(3) Graduated from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or

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Page 2, line 2, remove "borders the state"

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Page 2, after line 15, insert:

**"SECTION 3. LEGISLATIVE INTENT - DUAL-CREDIT TUITION SCHOLARSHIP PROGRAM.** It is the intent of the sixty-seventh legislative assembly that if there are any dollars in the skilled workforce scholarship fund and the skilled workforce student loan repayment fund which have not been committed as of December 31, 2022, the state board of higher education may award up to fifty percent of the uncommitted balance for dual-credit tuition scholarships under section 1 of this Act.

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Renumber accordingly

**2021 SENATE APPROPRIATIONS**

**HB 1375**

# 2021 SENATE STANDING COMMITTEE MINUTES

## Appropriations Committee Roughrider Room, State Capitol

HB 1375

4/6/2021

Senate Appropriations Committee

Relating to a tuition scholarship program for students taking dual-credit courses while in high school.

**Senator Holmberg** opened the hearing at 8:28 a.m.

Senators present: **Holmberg, Krebsbach, Wanzek, Bekkedahl, Poolman, Erbele, Dever, Oehlke, Rust, Davison, Hogue, Sorvaag, Mathern, and Heckaman.**

### Discussion Topics:

- Small Schools vs. Bigger Schools
- Current Curriculum Standards

**Representative Pyle, District 22**, introduced the bill and submitted testimony #11381

**Senator Schaible, District 31**, testified in favor and answered questions of the committee

**Lisa Johnson, North Dakota University System**, testified in favor and submitted testimony #11387

**Aimee Copas, NDCEL**, testified in favor

**Todd Steinwand, Bank of North Dakota**, testified in favor

**Faith Wahl, North Dakota Student Association**, testified in favor and submitted testimony #11385 and #11386

**Senator Heckaman** moved DO PASS

**Senator Davison** seconded the motion

<i>Senators</i>			<i>Senators</i>	
<i>Senator Holmberg</i>	<i>Y</i>		<i>Senator Hogue</i>	<i>Y</i>
<i>Senator Krebsbach</i>	<i>Y</i>		<i>Senator Oehlke</i>	<i>Y</i>
<i>Senator Wanzek</i>	<i>Y</i>		<i>Senator Poolman</i>	<i>Y</i>
<i>Senator Bekkedahl</i>	<i>Y</i>		<i>Senator Rust</i>	<i>Y</i>
<i>Senator Davison</i>	<i>Y</i>		<i>Senator Sorvaag</i>	<i>Y</i>
<i>Senator Dever</i>	<i>Y</i>		<i>Senator Heckaman</i>	<i>Y</i>
<i>Senator Erbele</i>	<i>Y</i>		<i>Senator Mathern</i>	<i>Y</i>

Motion Passed – 14-0-0

Senator Schaible will carry the bill

**Senator Holmberg** closed the hearing at 8:56 a.m.

*Skyler Strand, Committee Clerk*

**REPORT OF STANDING COMMITTEE**

**HB 1375, as engrossed and amended: Appropriations Committee (Sen. Holmberg, Chairman)** recommends **DO PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1375, as amended, was placed on the Fourteenth order on the calendar.

Chairman Holmberg and Senate Appropriations committee. For the record, I am Representative Brandy Pyle from district 22. I am here today to introduce HB 1375.

HB 1375 is a bill that opens potential and possibility for our hardworking ND high schoolers. Under this legislation, students who choose to take Dual Credit courses during their high school career can earn a scholarship.

As a refresher, dual credit is a class where students can earn both high school and college credit at the same time. They must be committed and work hard as these are more difficult classes.

In this piece of legislation, a student or learner who completes dual credit cases, then successfully graduates high school and goes on to complete a semester of college in a ND institution, can qualify for a scholarship up to \$750. Section 1 sub 3 describes that students or learners earn up to ½ of what they spend on dual credit classes up to \$750. Basically, it's like a buy one get on ½ off type of deal!

This bill arose from many conversations of interested parties in how to improve the transition to higher education and financial costs of higher ed.

I have identified 9 areas that if passed, has a compounding effect on the future on North Dakota.

1. College graduation rates improve.
2. Cost of higher education reduced.
3. Reduction of college remedial classes. (no sluff year during the senior year)
4. Potentially gets our students into the workforce.
5. Not mandating which DC class they can take, so if they want to do a CTE DC class, they can and if they want to do College algebra or English they have that option as well.
6. Recruitment/retention tool of ND graduating seniors to ND institution.
7. Brings our graduates on par with our neighboring states like MN. Many of their high school seniors have their associate's degree when they graduate high school.
8. This is aimed for average families looking for an affordable way to pay for college.
9. This limits the state's fiscal liability to the program. And if they student goes out of state a for college, the state won't reimburse. It's still college credit earned at a reduced cost.

I did visit with the BND regarding this idea and discussed their program for free and reduced lunch students who qualify for up to 2 DC classes in grades 10, 11 and 12. This legislation would not interfere with this existing program if the funding source is the earnings from BND.

My personal goal was to find a finding source that didn't create a new expenditure, but to use funds in a more efficient manner. These funds work with the skilled workforce retention loan program.

We have also added a study for all our scholarship programs as we as a state spend about \$55 million on scholarships. It's time to ensure that we are getting the best bang for our buck as a state and for our students. I have others here to go over more details if needed. Thank you committee and I stand for questions.





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**HB 1375**

Senate Appropriations Committee

April 6, 2021

Lisa A. Johnson, North Dakota University System

701.328-4143 | [lisa.a.johnson@ndus.edu](mailto:lisa.a.johnson@ndus.edu)

Chairman Holmberg and members of the Senate Appropriations Committee: My name is Lisa Johnson, and I serve as the vice chancellor for academic and student affairs for the North Dakota University System (NDUS). I wish to convey the support of the NDUS for HB 1375.

The colleges and universities of the NDUS offer more than 100 unique courses to either face-to-face, online, or via the Interactive Video Network (IVN) to over 4,000 high school students each year. Participation rates continue to grow each year. Student pass rates with a letter grade of “C” or higher remain well over 90%.

Generally, ND students and their families are expected to pay for tuition, fees, and books for dual credit courses. The Bank of North Dakota provides two free dual credit courses to students receiving free and reduced lunch while in high school. In the 2018-2019 academic year, the BND supported 749 students with \$306,791 in financial assistance.

The most popular dual credit courses are, by far, in areas of general education and are guaranteed to be applicable to programs of study and transferable within tribal, public, and private colleges within North Dakota. Dual credit offerings also include an array of courses in the career and technical education fields and are applicable to technical programs of study in the state.

The state’s dual credit program was initiated by the two-year colleges of the NDUS. Today, students participate in dual credit offerings at all 11 colleges and universities of the NDUS with the bulk of dual credit offerings provided by the state’s two-year colleges.

The NDUS supported the following proposed amendments in the engrossed version of HB 1375 that received a Do Pass recommendation from the Senate Education Committee:

In Section 1, Subsection 2, the Senate Education committee clarified that the earned scholarship funds could be applied to “tribal, public, and private institutions of higher education in the state”.

In Section 1, Subsection 2 (b), the Committee replaced the definition of a “high school graduate” to mirror similar definitions of a high school graduate the ND Academic, CTE, and ND state grant criteria to include the following:

- (1) Graduated from a high school in the state;
- (2) Graduate from a high school in a bordering state under chapter 15.1-29;
- (3) Graduated from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or
- (4) Completed a program of home education under chapter 15.1-23.

In Section 1, Subsection 3, additional language established that the scholarship is 50% of the actual cost of the dual credit course or \$750, whichever is lower. The Committee supported clarifying language that “a student is not eligible to receive more than seven hundred fifty dollars under this section”.

Section 2 appropriates \$1,500,000 from the Bank of North Dakota earnings and undivided profits.

Section 3 added legislative intent that if the Career Builders scholarship and loan forgiveness programs have uncommitted dollars on December 31, 2022, up to 50% of the uncommitted dollars could be used for additional dual credit scholarships. This would retain half of the uncommitted funds for the Career Builders programs.

The NDUS respectfully supports a Do Pass on HB 1375, and I remain available to answer any questions from the Committee.



NDSA-09-2021

**11385****A Resolution Supporting HB 1375**

**WHEREAS**, the North Dakota Student Association (NDSA) represents the voice of North Dakota's 45,000 public college and university students; and,

**WHEREAS**, the purpose of NDSA is to represent all students enrolled in the North Dakota University System (NDUS) and advocate on issues of higher education in support of access, affordability, quality, and the student experience; and,

**WHEREAS**, NDSA works to increase academic and financial opportunities for higher education students throughout the state; and,

**WHEREAS**, HB 1375, introduced on January 18<sup>th</sup>, 2021, proposes a dual-credit tuition program that would allow high school students in North Dakota to enroll in dual credit classes in exchange for a financial credit at an NDUS institution in the future; and,

**WHEREAS**, students may receive a credit to use towards the cost of tuition at a higher education institution, and;

**WHEREAS**, in order to be eligible to receive financial credit, a student must:

- Have graduated from a high school in North Dakota
- Have completed at least one dual-credit course while being enrolled in a high school in North Dakota
- Attend one of the eleven public institutions under the control of the State Board of Higher Education (SBHE)
- Complete at least one semester at the institution of higher education before receiving the credit to be used towards tuition

**WHEREAS**, the SBHE will work in conjunction with the Bank of North Dakota to provide eligible students with a tuition credit equal to the cost of dual-credit courses completed by the student while in high school, with the total amount not exceeding one thousand five hundred dollars; and,

**WHEREAS**, the bill suggests appropriating a maximum of \$5,000,000 to fund the program; and,

**WHEREAS**, HB 1375 would increase opportunities for students to receive compensation for dual-credit courses taken in high school and encourage students to remain in North Dakota to complete their higher education degree; and,

**WHEREAS**, the proposed bill could have a direct positive effect on higher education by increasing student enrollment and retention by lessening the burden of tuitional costs; and,

**WHEREAS**, HB 1375 also helps make attending a higher education institution more affordable, which is a key priority of the NDSA; so,

<sup>1</sup> <https://www.legis.nd.gov/assembly/67-2021/documents/21-0842-01000.pdf>



**THEREFORE, BE IT RESOLVED**, the NDSA supports approving and fully funding HB 1375, relating to providing a tuition credit incentive program for students taking dual-credit courses while in high school; and,

**BE IT FURTHEST RESOLVED**, the NDSA continues to advocate for programs and incentives that increase academic opportunities for students and help mitigate the financial costs associated with higher education.

*Approved by the NDSA General Assembly on Saturday, January 30th, 2021.*

<sup>1</sup> <https://www.legis.nd.gov/assembly/67-2021/documents/21-0842-01000.pdf>



Chairman Holmberg and members of the committee,

My name is Faith Wahl, and I serve as the Vice President of Communication for the North Dakota Student Association (NDSA). I am here today to provide support for HB 1375, relating to a tuition scholarship program for students taking dual-credit courses while in high school.

The North Dakota Student Association is a statewide organization that represents the voices of approximately 45,000 students enrolled in the eleven public institutions throughout the state of North Dakota. The NDSA meets monthly to discuss different issues and topics that are relevant to students and votes on resolutions to express the NDSA's opinion on those topics that impact higher education.

On November 21<sup>st</sup>, 2021, the NDSA General Assembly met and approved *NDSA-06-2021: A Resolution in Support of NDSA's 20-21 Legislative Priorities*. Outlined in the document are the four primary priorities of the NDSA, including "issues of higher education in support of access, affordability, quality, and student experience" [1]. Additionally, the NDSA General Assembly met on January 30<sup>th</sup>, 2021 and approved *NDSA-09-2021: A Resolution Supporting HB 1375* [2]. HB 1375 proposes the creation of a scholarship program for students that enroll in dual credit classes while in high school. The implementation of this bill would have multiple positive impacts for higher education students in North Dakota.

As mentioned above, a key priority of the NDSA is advocating for increased affordability in higher education. According to data from the US Department of Education and the US Census Bureau, the average student loan debt in 2020 for a North Dakota student was approximately \$29,000 per borrower [3]. If HB 1375 were to be implemented, high school students that remain in North Dakota for their post-secondary education would have the opportunity to receive a tuition credit of up to \$750 for the cost of their dual credit classes completed while in high school. This incentive would increase affordability for higher education students and alleviate barriers for individuals who wish to continue their education in North Dakota.

In addition to providing greater affordability for North Dakota higher education students, HB 1375 would incentivize high school students to consider completing their post-secondary education within the state. This could have a direct positive impact on higher education by increasing student enrollment and retention and lessen the burden of tuitional costs. Furthermore, when more individuals remain in North Dakota to pursue post-secondary degrees, there is an increased potential to expand the workforce and diversify the economy within the state. Overall, HB 1375 would increase academic opportunities for students and help mitigate financial costs associated with higher education.

The NDSA supports HB 1375 and the intent to create a scholarship program for students taking dual credit courses while in high school. As North Dakota navigates through the COVID-19 pandemic, it is of paramount importance to invest in students, their wellbeing, and their academic success.

I respectfully request a do pass recommendation on HB 1375 and am available to answer any questions. Thank you.

[1] <https://ndsa.ndus.edu/wp-content/uploads/sites/5/2021/01/NDSA-06-2021a.pdf>

[2] <https://ndsa.ndus.edu/wp-content/uploads/sites/5/2021/02/NDSA-09-2021.pdf>

[3] <https://educationdata.org/student-loan-debt-by-state#north-dakota>



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- [1] <https://ndsa.ndus.edu/wp-content/uploads/sites/5/2021/01/NDSA-06-2021a.pdf>
- [2] <https://ndsa.ndus.edu/wp-content/uploads/sites/5/2021/02/NDSA-09-2021.pdf>
- [3] <https://educationdata.org/student-loan-debt-by-state#north-dakota>