

2021 SENATE EDUCATION

SB 2229

2021 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2229
2/2/2021

A BILL relating to a student teacher scholarship program; and to provide an appropriation.

Chair Schaible opened the hearing at 2:15 p.m.

Discussion Topics:

Rural educator shortage

Sen Davison introduced the bill in support.

Dr. Russ Ziegler – NDCEL testified in support #4731

Nick Archuleta – ND United – testified in support #4680

Alexis Baxley –NDSBA – testified in support #4975

Katherine Terras – Certification Central –

testified in support #4295, #4294

Mike Heilman – ND Small Organized Schools – testified in support #4775

Dr. Stacy Duffield – NDACTE – testified via Zoom in support #4297

Brenda Zastoupil – ND University System –

testified neutral #4874, #4873

Additional written testimony:

Rebecca Pitkin – Support #4959

Daniel Ludvigson – support #4933

Andea Dulski-Bucholz – support #4929

Wayde Sick – support #4796

Gail Ingwalson – support #4651

Dr Aimee Copas – support #4769

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

Adjourned at 2:45 p.m.

Lynn Wolf, Committee Clerk



SB 2229 – Scholarships to Student Teachers

February 2, 2021

Chairman Schaible and members of the Senate Education Committee. Thank you for the opportunity to testify on SB 2229. I am Dr. Russ Ziegler, assistant director for the North Dakota Council of Educational Leaders.

Today I am testifying in support of SB 2229. As I am sure you all have heard that there is a teacher shortage problem in the State of North Dakota. This shortage is really not a shortage of teachers as much as a shortage of teachers that are willing to go to the rural areas of the state. I have heard that the universities are graduating enough teachers to fill the position, however some graduates would rather substitute teach in a larger town than teach in a rural one. In my past job of being principal at Richardton-Taylor High School we were able to find good teachers mainly because we were only 20 miles from the bigger town of Dickinson. We had numerous teachers that would live in Dickinson and drive the 20 miles for work. However, in rural communities that are not as close to a larger town, especially a larger town with a University, it is difficult to find teachers to fill open positions. In our principal discussions we would call it the Walmart effect. We just could not find teachers that would be willing to move to a small town that does not have the amenities that they are used to.

It is our belief that SB 2229 is a GREAT incentive for students to see what working in a small close nit community is like. I have lived in small towns in North Dakota and in my opinion, there is nothing like the family community that they have. We also believe that many of the student teachers that are given this opportunity to teach in these rural schools will stay. This bill will help both the school by filling the needed areas AND the student by helping them with their tuition and/or living expenses while they are student teaching. It is definitely a win-win scenario in our opinion.

We humbly request a Do Pass on SB 2229, and I can stand for any questions.



**Testimony on SB 2229
Senate Education Committee
February 2, 2021**

Chairman Schaible and members of the Senate Education Committee, for the record, I am Nick Archuleta, and I am president of North Dakota United. I am here today to support SB 2229 and to urge a DO PASS recommendation.

Mr. Chairman and Committee members, about five years ago, Dr. Larry Skogen, then president at Bismarck State College, wrote a white paper that looked at what had been called a teacher shortage in North Dakota. What Dr. Skogen discovered and shared in that white paper was that ND did not have a teacher shortage. North Dakota's colleges of education were graduating enough students to fill every open position in the state. The issue was that many graduates were not willing to go to North Dakota's more rural school districts. For various reasons including lifestyle choices, many preferred to substitute teach in our larger communities or even to delay entry to the profession until something opened in our larger cities.

Mr. Chairman, SB 2229 is legislation intended to encourage aspiring educators to consider North Dakota's rural communities as venues to student teach as a part of their learning experience. Should SB 2229 pass, it would help attract student teachers to schools that need them and provide student teachers with expert supervision, mentorship, and training. Furthermore, Mr. Chairman and members of the Committee, an additional benefit is that the student teaching experience in rural North Dakota might just appeal to the aspiring educators who avail themselves of this option. If that is the case, many may be willing to stay or teach in another small town.

With that, I will conclude my testimony and urge a DO Pass Recommendation for SB 2229.



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SB 2229
Senate Education Committee
February 2, 2021
Testimony of Alexis Baxley

Good afternoon Chairman Schaible and members of the Senate Education Committee. My name is Alexis Baxley, and I serve as the executive director of the North Dakota School Boards Association. NDSBA represents the elected school boards of all 175 public school districts and several special education units in North Dakota.

The North Dakota School Boards Association stands in support of SB 2229. Our member districts have been dealing with teacher shortages for quite some time. The shortages are particularly present in our smaller rural schools. This bill encourages student teachers to consider positions in rural districts they might not otherwise consider.

Those of us who grew up in rural communities know how great they can be. However, young adults who are freshly out of college in larger communities are often used to a certain level of amenities and are not willing to consider a position in a rural district. Our hope is that once these young teachers experience working and living in one of our many small communities, they might find it suits them and be willing to stay.

SB 2229 also helps young teachers with the costs of their education. In addition to using the scholarships for tuition costs, this bill allows student teachers to put those funds towards living expense, and ensure affordable lodging is available to the teacher. These benefits would allow a teacher to turn their focus to their first year of teaching and the mentoring provided to them and truly create a win-win for both district and teacher.

NDSBA supports SB 2229 for these reasons, and requests that the committee to give the bill a do pass recommendation. I would be happy to answer any questions.

Written Testimony in Support of SB 2229 (with amendments)

Good Afternoon, Chairman Schaible and Senate Education Committee,

For the record, my name is Dr. Katherine Terras and I represent Certification Central, which is ND's 1st Alternative Educator Preparation Program approved by the North Dakota Education Standards and Practices Board. We are in support of SB 2229 with amendments that remove the exclusionary language prohibiting individuals enrolled in state-approved alternative, educator preparation programs from qualifying for this student teacher scholarship program. Individuals enrolled in alternative programs should have equal access to state-sponsored scholarship programs, as these individuals are also enrolled in state-approved educator training programs that lead to the exact same educator professional license from the ND Education Standards and Practices Board. To collectively meet the rural needs and to allow equal access/opportunity to all individuals enrolled in any state-approved educator preparation program, the following amendments are proposed:

- In Section 1 (#1.b, page 1, lines 11-15) redact the exclusionary language and replace with the following: **“Student teacher” means an individual enrolled in a state-approved educator preparation program in this state who is completing qualifications to become a licensed teacher and who signed a contract to teach at a rural school district under the supervision of a license teacher.**
- In Section 1, (#2, page 1, line 18), remove **“eligibility criteria.”** The bill draft determines the eligibility criteria and not the state board of high education, as they are only administering it.
- In Section 1 (#3.a, page 1, lines 22-24), redact this exclusionary language and replace with the following: **Must be enrolled in a state-approved educator preparation program;**
- In Section 1 (#3.b, page 2, lines 1-2), redact this exclusionary language and replace with the following language that better aligns with Chapter 15.1-18 and Chapter 15.1-13: **Must complete qualifications to become a licensed teacher in compliance with chapter 15.1-18 or chapter 15.1-13**
- In Section 1 (#3.c, page 2, lines 3-6), redact this exclusionary language and replace with the following: **Must be enrolled in a teacher preparation program, accredited by the education standards and practices board;**
- In Section 1 (#5.b.1, page 2, lines 23-25), redact the exclusionary language and replace with the following: **The cost of tuition;**

In closing, the ND Education Standards and Practices Board can testify that the program approval process is the same for in-state alternative programs and traditional college/university programs; meaning, alternatives must have the same rigor to earn their program approval. They can also confirm that both pathways lead to the same educator professional license. To meet the educational needs of students in our state, especially in rural areas, we need educator preparation programs to work together to get this job done, which means proposing and supporting legislation that not only cares about K-12 students, but also cares about postsecondary individuals no matter the educator preparation program they choose to attend. Thank you, and I will stand for any questions.

Sixty-seventh Legislative Assembly of North Dakota

Introduced by

Senators Davison, Bakke, Oban Representative Pyle

SENATE BILL NO. 2229

- 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 student teacher scholarship program; and to provide an
3 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 **Student teacher scholarship program - Administered by the board.**

- 8 1. For purposes of this section:

- 9 a. "Rural school district" has the same meaning as the term is defined in the 2006
10 national center for education statistics locale codes.

- 11 b. ~~"Student teacher" means an individual enrolled at an institution under the control~~
12 ~~of the state board of higher education, a private institution of higher education~~
13 ~~located in this state, or a tribal college located in this state who is completing an~~
14 ~~education degree to become a licensed teacher, and who has signed a contract~~
15 ~~to teach at a rural school district under the supervision of a licensed teacher.~~
"Student teacher" means an individual enrolled in a state-approved educator
preparation program in this state who is completing qualifications to become
a licensed teacher and who signed a contract to teach at a rural school district
under the supervision of a license teacher.

- 16 2. The state board of higher education shall administer a student teacher scholarship
17 program. The board shall adopt rules to administer the program including rules
18 establishing an application process, ~~eligibility criteria~~, and distribution of program
19 scholarships. An eligible student teacher may apply to the board to receive a
20 scholarship under the program.

- 21 3. To be eligible to receive a scholarship under this section, an individual:

- 22 a. ~~Must be enrolled at an institution under the control of the state board of higher~~
23 ~~education, a private institution of higher education located in this state, or a tribal~~
~~college located in this state; Must be enrolled in a state-approved educator preparation program;~~
- 1 b. ~~Must be completing a degree~~ **qualifications** to become a licensed teacher in
2 ~~compliance with chapter 15.1-18 or chapter 15.1-13;~~
- 3 c. ~~Must be enrolled in a teacher preparation program, accredited by the education~~
4 ~~standards and practices board, at an institution under the control of the state~~
5 ~~board of higher education, a private institution of higher education located in this~~
6 ~~state, or a tribal college located in this state; and~~
- 7 d. ~~Must have signed a contract to student teach at a grade level or in a content area~~
8 ~~and in a geographical location in the state identified by the board as having an~~
9 ~~existing teacher shortage or critical need.~~
- 10 4. ~~To be eligible to hire a student teacher awarded a scholarship under this section, a~~
11 ~~school district:~~
- 12 a. ~~Must be a rural school district;~~
- 13 b. ~~Must demonstrate a teacher shortage, as determined by the board;~~
- 14 c. ~~Must be willing to supervise, mentor, and train a student teacher; and~~
- 15 d. ~~Must be able to provide the student teacher lodging accommodations within a~~
16 ~~reasonable distance from the school of placement and at a reasonable rental~~
17 ~~rate, as determined by the board.~~
- 18 5. ~~Subject to legislative appropriation:~~
- 19 a. ~~The board may award and distribute up to thirty-three scholarships during each~~
20 ~~year of the biennium; and~~
- 21 b. ~~The board shall distribute fifteen thousand dollars to an eligible individual~~
22 ~~awarded a scholarship under the program. A scholarship may be used to pay:~~
- 23 (1) ~~The cost of tuition at the institution under the control of the state board of~~
24 ~~higher education, private institution of higher education located in this state,~~
25 ~~or tribal college located in this state at which the student teacher is enrolled;~~
26 ~~and~~
- 27 (2) ~~Living expenses while student teaching, including rent, food, clothing, and~~
28 ~~travel to the school and district of placement.~~
- 29 6. ~~The board may contract with a third-party organization to administer the program and~~
30 ~~supervise the student teachers participating in the program.~~

1 **SECTION 2. APPROPRIATION.** There is appropriated out of any moneys in the general
2 fund in the state treasury, not otherwise appropriated, the sum of \$1,000,000, or so much of the
3 sum as may be necessary, to the state board of higher education for the purpose of providing
4 scholarships to eligible student teachers under the student teacher scholarship program, for the
5 biennium beginning July 1, 2021, and ending June 30, 2023.



North Dakota Small Organized Schools

#4775

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SB 2229

Testimony in support with amendment

Michael Heilman – Executive Director North Dakota Small Organized School

February 2, 2021

Chairman Schaible and members of the Senate Education Committee, my name is Michael Heilman. I am the Executive Director of the North Dakota Small Organized Schools (NDSOS). I represent 154-member school districts of the North Dakota Small Organized Schools. NDSOS stands in support of SB 2229 with the amendments suggested by Dr. Katherine Terras.

NDSOS member schools have been dealing with shortages of teachers in most areas for the better part of two decades. I was curious what NDSOS member schools might say to a quick two question survey conducted yesterday. You saw this information earlier today during testimony on SB 2332. I believe it is applicable to SB 2229 also.

Informal Survey conducted February 1, 2021 by North Dakota Small Organized School.

- Have you had difficulty filling teaching positions?
Yes 50 + No 3
- What are the teaching areas of greatest need?
 - a. Special Ed 17
 - b. Math 15
 - c. Science 15
 - d. Music 13
 - e. CTE(Ag, FACS, Tech) 11
 - f. Elementary 9

Other areas of need with 1-5 responses: Art, ELA, Counselor, Business, Early Childhood, Para's, Bus Drivers, Nurse, Administrators, Custodians.

Comments from emails:

- 3 years no applicant
- Had one applicant, not qualified
- Left Ag Science position open last year

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Mr. Tim Holte, Supt. Stanley
Mr. John Gruenberg, Supt. Powers Lake

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Mr. Steven Heim, Anamoose & Drake

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Mr. Joel Lemer, Bd. Member Carrington
Mr. Brandt Dick, Supt. Underwood

Region 6

Mr. Mitch Carlson, Supt. LaMoure
Dr. Steven Johnson, Supt. Lisbon

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

- It takes up most of my time (recruiting and hiring qualified staff)
- Special Ed is by far # 1, without a doubt.
- Used to get 10 applicants, now we're lucky to get three.
- Had a math and elementary position unfilled. Retirements will make 21/22 difficult.
- Any position needing a pulse.

SB 2229 supports rural schools and encourages "student teachers" to consider one of the many rural schools in our state as a first option. NDSOS applauds the efforts of this bill to address teacher shortages in rural areas. The bill not only provides for a scholarship for the student, but recognizes the impact that mentorship has on retaining teachers. Many of our rural superintendents believe that if a teacher candidate experiences their school through student teaching, they have a real chance to retain these individuals and sign them to a teaching contract. I can speak from experience to this. I have a niece that student taught in a rural school and was thrilled when she had a chance sign a contract for the following year. She and her fiancé are both teach in a shortage area, she in special education and he in agriculture education.

NDSOS also supports the removal of exclusionary language from the bill as proposed by Dr. Terras of Certification Central. The current teacher preparation programs in the state do an excellent job preparing teachers, despite their efforts critical shortages still exist. Ask any school administrator and they can tell you how the number of applications they receive for most positions has declined drastically and in some cases there are no applicants. NDSOS believes we need all approved programs and the students enrolled in these programs included in this bill to address the ongoing teacher shortage. That completes my oral testimony. I will stand for questions.

Mr. Michael Heilman – Executive Director
 North Dakota Small Organized Schools
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 701.527.4621

Testimony in Support of SB2229

Presented by Stacy Duffield, Ph.D., President, North Dakota Association of Colleges for Teacher Education (NDACTE)

I am testifying in support of SB2229, the scholarship fund to support rural student teacher residencies to address the rural teacher shortage in North Dakota. This bill was collaboratively prepared by the 13 North Dakota teacher preparation programs with bi-partisan support from Senators Davison, Bakke, and Oban and Representative Pyle.

ND's teacher shortage is well-documented, and to-date, a solution has not been identified. Facing similar issues, the 2019 Washington State Legislature directed the Washington Student Achievement Council (WSAC) to produce a report with policy recommendations for increasing student teachers' field placement in rural areas. Among the barriers to field placement in rural districts identified by WSAC were insufficient funding and resources, geographic isolation, lack of networks and information sharing, and limited availability of cooperating teachers and field supervisors. Gagnon and Mattingly (2015) also found among the favored policy responses for rural school staffing were financial incentives and communities of practice. A **rural student teacher residency** (RSTR) administered by the North Dakota University System and supported by NDACTE can overcome barriers and help to address rural teacher shortages as detailed below.

- 1.) The **cost of moving to a rural community is prohibitive** for student teachers. Currently, most student teachers complete their student teaching in the community where their college or university resides. This scholarship will provide an incentive and the means for student teachers to leave their college towns and move to rural communities where there are documented teacher shortages. Moving is expensive, and in doing so, most student teachers would have to give up roommates who share living expenses and leave behind jobs used to pay those living expenses. In other words, currently, they can't consider a rural student teaching placement because they can't afford it.
- 2.) In addition to the financial constraints that keep many student teachers out of rural communities, there are also many **misconceptions and unknowns** about living in rural areas. The four months of student teaching can help these future teachers see the benefits of living in a rural community and teaching in a rural school. As Hill (2014) stated, "[there are] strengths of rural areas which might better serve teachers, such as a tighter, more transparent connection between community and schools."
- 3.) The rural schools that host the student teachers will help them **become members of the communities**, making it more likely the new teachers will either stay or be open to accepting a position in another rural community. Adam and Woods (2015) found new teachers who are encouraged to become active in the community are more likely to be retained and have a higher sense of self-efficacy.
- 4.) NDACTE will provide **on-going connection, formative assessment, and support** through the collaborative efforts of member institutions, making use of communities of

practice to ensure the student teachers do not feel isolated or unsupported. A combination of in-person and technology-enabled remote assistance will be provided. Communities of practice will be formed among the student teachers with rural placements to provide content, pedagogical, and social support.

- 5.) Our aim is to **ensure all students have access to well-prepared teachers**. Although permits and provisional licenses allow individuals to fill open positions, they do not have the preparation needed for those classrooms, and some have no content or pedagogical training. The RSTR program will provide rural schools with well-prepared educators who have both relevant content and pedagogical training.
- 6.) A partnership between NDUS and NDACTE will enable a **study of the RSTR program**. We will track participants in their first three years after graduation to document where they are teaching to determine the impact of the initiative. We will also collect perceptions of the participants, cooperating teachers, university supervisors, and rural school administrators to learn about the effectiveness of the program including strategies and practices they viewed as positive as well as areas for improvement.
- 7.) There are several **programs around the nation currently using similar approaches** (Education Commission of the States, 2016; Washington Student Achieve Council, 2019) including in Washington, Kansas, Montana, Colorado, Minnesota, Mississippi, and Iowa. NDACTE is following these programs to learn from them as well.

References

- Adams, B. L., & Woods, A. (2015). A model for recruiting and retaining teachers in Alaska's rural K-12 schools. *Peabody Journal of Education*, 90, 250-262. doi:10.1080/0161956X.2015.1022115
- Education Commission of the States. (2016). *Recruiting teachers to rural areas*. Retrieved from <https://www.ecs.org/wp-content/uploads/Rural-SPED-Teacher-Shortages-June-2016.pdf>
- Gagnon, D. J., & Mattingly, M. J. (2015). State policy responses to ensuring excellent educators in rural schools. *Journal of Research in Rural Education*, 30(13), 1-14.
- Hill, P. (2014). *Breaking new ground in rural education*. Retrieved from Rural Opportunities Consortium of Idaho website:
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- Washington Student Achieve Council. (2019). *Educator field placement in rural areas: A policy brief for the Washington State Legislature*. Retrieved from <https://wsac.wa.gov/sites/default/files/2019.FieldPlacementPolicyBrief.pdf>

**SB2229**

Senate Education Committee

February 2, 2021

Brenda Zastoupil, Director of Financial Aid, NDUS

701.328.2906 | brenda.zastoupil@ndus.edu

Chair Schaible and members of the Senate Education Committee, my name is Brenda Zastoupil, and I serve as the Financial Aid Director of the North Dakota University System (NDUS). I am here to recommend amendments to SB2229 to assist in the administration of the program. We have discussed these proposed amendments with Ms. Stacy Duffield to ensure the intent of the bill was correctly reflected.

- **Page 1, subsection 1:**
 - Line 9: Removes the year to provide greater flexibility should more recent versions of the locale codes become available.
 - Line 14: Corrects that student teachers are “placed” in student teaching assignments at participating districts. Rarely do they have actual contracts.
- **Page 1, subsection 2:**
 - Additional clarifying language for the policy and review process. It will be critical to involve the institutions in the application review and placement process as they possess key insight into whether a student teacher can have a successful experience teaching in a rural school district. Policy can be created in a manner that best fulfills that critical component.
- **Page 2, subsection 3 and 4:**
 - Line 7 - 13: Clarifies that students are “placed” in assignments and identifies the Dept. of Public Instruction as the agency that gathers teacher shortage and critical need areas each year.
 - Line 17: Responsibility for ensuring adequate accommodations is the responsibility of the district and can be certified through the application process. The state board of higher education would therefore not determine what is reasonable.
- **Page 2, subsection 5:** The amendments in this section, directly tie awards to cost of attendance at the institution the student is enrolled, up to \$15,000. Additionally, the amendment on line 18 provides for more than 33 awards should costs allow. It is important to note that scholarships are subject to Federal Title IV awarding rules. As students are awarded the student teacher scholarship, institutions will be required to re-evaluate eligibility for federal student aid. Awards for the entire academic year could therefore be impacted by the scholarship. Scholarships would be issued as part of the student’s financial aid package and disbursed through the student’s account.

This concludes my testimony of SB2229, and I will stand for questions from the committee.

Attachment – SB2229 mark-up

Sixty-seventh
Legislative Assembly
of North Dakota

SENATE BILL NO. 2229

Introduced by

Senators Davison, Bakke, Oban

Representative Pyle

- 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 student teacher scholarship program; and to provide an
3 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 **Student teacher scholarship program - Administered by the board.**

8 **1. For purposes of this section:**

9 **a. "Rural school district" has the same meaning as the term is defined ~~in by~~ the 2006-**
10 **national center for education statistics locale codes.**

11 **b. "Student teacher" means an individual enrolled at an institution under the control**
12 **of the state board of higher education, a private institution of higher education**
13 **located in this state, or a tribal college located in this state who is completing an**
14 **education degree to become a licensed teacher, and who has ~~signed a~~**
~~contract~~ received full placement
15 **to ~~student~~ teach at a rural school district under the supervision of a licensed**
teacher.

16 **2. The state board of higher education shall administer a student teacher scholarship**
17 **program. The board shall adopt ~~rules-policy~~ to administer the program including ~~rules~~**
18 **establishing an application ~~and review~~ process, eligibility criteria, and distribution of**
~~program-~~
19 **scholarships. An eligible student teacher may apply to the board to receive a**
20 **scholarship under the program.**

21 **3. To be eligible to receive a scholarship under this section, an individual:**

22 **a. Must be enrolled at an institution under the control of the state board of higher**
23 **education, a private institution of higher education located in this state, or a tribal**
24 **college located in this state;**

- 1 b. Must be completing a degree to become a licensed teacher in compliance with
2 chapter 15.1-18;
- 3 c. Must be enrolled in a teacher preparation program, accredited by the education
4 standards and practices board, at an institution under the control of the state
5 board of higher education, a private institution of higher education located in this
6 state, or a tribal college located in this state; and
- 7 d. Must have ~~signed a contract~~received full placement to student teach at a grade
8 level or in a content area identified by the Department of Public Instruction
9 and in a geographical location in the state identified by the board as having an
10 existing teacher shortage or critical need; and must student teach in a rural school
11 district.
- 12 4. To be eligible to hire a student teacher awarded a scholarship under this section, a
13 school district:
- 14 a. Must be a rural school district;
- 15 b. Must demonstrate a teacher shortage or critical need, as determined by the
16 boardDepartment of Public Instruction;
- 17 c. Must be willing to supervise, mentor, and train a student teacher; and
- 18 d. Must ~~be able to provide the student teacher~~ensure adequate lodging
19 accommodations within a
20 reasonable distance from the school of placement and at a reasonable rental
21 rate, as determined by the board.
- 22 5. Subject to legislative appropriation:
- 23 a. The board may award and distribute ~~up to thirty three~~ scholarships during each
24 year of the biennium to the enrolling institution; and
- 25 b. ~~The board shall distribute~~Scholarships may not exceed fifteen thousand dollars to
26 an eligible individual and will be based on cost of attendance at the enrolling institution.
27 ~~awarded a scholarship under the program.~~A scholarship may be used to pay:
- 28 (1) The cost of tuition and fees at the institution under the control of the state
29 board of
30 higher education, private institution of higher education located in this state,
31 or tribal college located in this state at which the student teacher is enrolled;
32 and
- 33 (2) Living expenses while student teaching, including, but not limited to,
34 renthousing, food, clothing, and
35 Traveltransportation. to the school and district of placement.

29 6. The board may contract with a third party organization to administer the program and
30 supervise the student teachers participating in the program.

1 **SECTION 2. APPROPRIATION.** There is appropriated out of any moneys in the general
2 fund in the state treasury, not otherwise appropriated, the sum of \$1,000,000, or so much of the
3 sum as may be necessary, to the state board of higher education for the purpose of providing
4 scholarships to eligible student teachers under the student teacher scholarship program, for the
5 biennium beginning July 1, 2021, and ending June 30, 2023.



Testimony
Senate Bill 2229
Senate Education Committee
February 2, 2021
Education Standards and Practice Board
Dr. Rebecca Pitkin

Good afternoon Chairman Schaible and members of the Senate Education Committee. My name is Rebecca Pitkin and I am the Executive Director of the Education Standards and Practices Board. I am here today to provide testimony in support of SB 2229.

The teacher shortage in ND and our nation is not new news. The provisions of this bill remove some of the barriers often faced by student teachers in rural districts. In addition, the required support by the district projects to the student teacher an interest and engagement on the part of the district to retain the student teacher and provide tangible support which will hopefully lead to a job in the district. Teacher attrition is an expensive endeavor. Reports vary on the financial costs to school districts due to teacher turnover. However, recruiting, hiring, and training teachers new to a school can be financially burdensome. Studies suggest that replacing teachers costs between \$17,000 and \$22,000 (Holdheide & Lachlan-Hach, 2019). The provisions of this bill, as well as a concerted effort on the part of a district to provide support and a sense of community (as simply providing money without other support has historically failed), has potential to impact the teacher shortage, particularly in rural districts.

This concludes my testimony and I stand for any questions.

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Daniel R Ludvigson, Superintendent, Ele. Principal



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Clarence Laub, Jr.
Amanda Petrick
Phil Larson

Wanda Kirsch, Business Manager

Members of the Senate,

My name is Daniel Ludvigson and I am both the superintendent and elementary principal of Elgin/New Leipzig Public School. We are a rural school of about 156 students. In the past few years we have had to search for an elementary teacher, counselor, special education teacher, a music teacher, and an agriculture teacher. I want to share the difficulties we have faced as well as the measures we have taken to attract and keep staff.

For all of the above stated positions we had one applicant. For music I received the applicant by calling around to colleges and looking for graduates that would be interested in filling our opening for 2021-2022. For the agriculture position our leaving teacher put out feelers to find an interested candidate and because of that we got an applicant. For our special education position, we advertise for several months and found no one. I started to work with colleges to see if I could get one of my paraprofessionals certified as a teacher, but they were several years away. I also looked at contracting out services with our regional education association as desperation set in. We eventually got one applicant. The reference check on this applicant had red flags and brought concerns but being they were the only applicant we hired them with a hiring bonus. This has unfortunately not panned out and the individual is leaving our school mid-February. The elementary teacher position was luckily filled by a paraprofessional who was a licensed teacher who happened to live in the community. Though this worked out well, she was the only applicant again.

In addition to having difficulty even finding a candidate we have had to take measures to attract them to our small school. Two counselors ago we provided a tuition incentive program. The nature of this program was essentially, you work for us for three years and we pay up to \$2,000 towards your student loans or education bills. This was offered to our current agriculture teacher as well and for \$4,000 a semester. The agriculture teacher before worked for a year after our school help pay for their education. They paid back 66% as per the incentive program but we were unable to keep the teacher. The music teacher who joined us now as a paraprofessional and will be our music teacher in 2021-2022 was also provided a tuition incentive program.

As you can see we have trouble finding candidates and even when we do find candidates we often have to go to lengths to attract them to our school. Paying for education loans has not been 100% successful in retaining these teachers but it has helped us to keep those positions filled. The teacher shortage is pronounced in our rural communities and the administrators in these areas have to go to much greater lengths to keep qualified candidates than then had to 10 years ago.

Thank you for your time.

Daniel Ludvigson

The mission of the Elgin/New Leipzig Public School District is to provide a positive and safe environment that promotes lifelong learning to all individuals.

Senate Bill 2229 Written Testimony

2/2/21

My name is Andrea Dulski-Bucholz, Dean and Chair of the Division of Education at Mayville State University and I am glad to be able to present testimony for Senate Bill No. 2229 on providing appropriations to the student teacher scholarship program.

Mayville State University's teacher education program is dedicated to serving the needs of North Dakota schools and communities in supporting education students in a variety of experiential placements prior to student teaching and during student teaching. We piloted a rural school pre-student teaching placement program in 2019 with the assistance Mr. ElRoy Burkle of the North Dakota Small Organized Schools to draw interest from rural school leaders to place our secondary education students for a week-long experience one semester prior to student teaching. This was one of several experiences prior to student teaching. Overwhelmingly, feedback from our students in this full-day, week-long experience indicated that teacher candidates were positive about the small rural school atmosphere and they felt the sense of community was supportive and inviting and sparked their interest in possibly teaching at a rural school when they were done with their program. Imagine if they had a whole semester in a rural school during their student teaching experience!

Passing Senate Bill 2229 to provide scholarship opportunities to student teachers would relieve some financial pressure on them for the housing and tuition costs during the student teaching semester. The availability of housing is a large factor in determining where student teachers choose to complete their student teaching and quite often leads students to want to student teach near their home community or in a larger community where housing options are more readily available through friends or relatives. When rural school district leaders can assure there is housing available in their rural school community, and students do not need to worry about rent or tuition, students would be more apt to select a rural placement and become involved in the school and extended community. Throughout the semester-long experience, if there is a developed sense of belonging student teachers may show more interest in seeking a rural school teaching position and add to the critical teaching workforce needs in our rural communities.

I have had the pleasure to serve on the North Dakota Association of Colleges for Teacher Education over the past 7 years, and I would like to add that the work that is done through the NDACTE is grounded in how best to serve our students, North Dakota's K12 schools and North Dakota's workforce needs while ensuring excellent teacher preparation programs that include quality student experiences.

This bill demonstrates positive support to student teachers across teacher education programs throughout the state and North Dakota's rural school districts. I strongly support Senate Bill 2229.

Thank you for the opportunity to provide this testimony.

Sincerely,



Dr. Andrea Dulski-Bucholz
Dean and Chair, Division of Education
Mayville State University

**Senate Education
SB2229**

February 2, 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 SB2229.

Every year, approximately 15-20 Career and Technical Education Student Teachers are in our schools and area career and technology centers, specifically in the areas of Agricultural Education, Family and Consumer Science and Business Education. These student teachers, committed to be the best teacher they possibly can be, have the added burden of limited funds to pay tuition, pay rent, and buy necessities such as food, transportation cost, etc. This puts student teacher's, upon graduation, deeper in debt, adding to the stress of being a first-year teacher. The funds SB2229 would provide to our student teachers would lighten that burden and allow them to focus on their education and training. This may also be an added incentive to encourage graduates to remain in the state.

My only request I have for 2229, is to possibly amend SB2229 to include not just rural school districts, but also the state's area career and technology centers, that may serve rural school districts. This would allow student teachers to complete their education at a center and be eligible for the student teacher scholarship.

Thank you and I will try to answer any questions you may have.

The teaching profession is under a great deal of stress especially during this unprecedented time of the pandemic. Fewer individuals are entering into teacher education programs and more of our teachers are nearing retirement or contemplating a career change. Teaching is definitely not an easy job. Early career teachers often times experience a lack of support, isolation, unforeseen problems or issues with students or parents and a myriad of stressful situations that require quick decision-making to ensure the safety and success of their students. The promising element is that teachers are dedicated professionals who care deeply about their students academically and social-emotionally. Unfortunately, the teaching profession experiences an attrition rate of approximately 30% for early entry teachers (within their first five years). As an educator, I feel that it is essential that we find ways to support teachers in the beginning, middle, and end of their incredibly important careers.

I grew up in a rural community in North Dakota. My consolidated very rural school district often times had difficulty attracting and/or keeping teachers. It seemed like the best ones always moved on and the revolving door continued to result in a lack of rapport and continuity. We couldn't find a foreign languages teacher so the opportunity to learn another language was not offered, nor were upper-level sciences. You have to wonder how much that could restrict a student's chance for certain career paths. I also remember that in my job search during student teaching, I was overjoyed to secure a position in the district that had supported me during my capstone experience. I had grown to love the students, teachers, and community and wanted to begin my career in that system.

It is for these reasons that I fully endorse SB 2229 to support the Rural Student Teaching Residency. Throughout our state, we struggle to get and keep teachers in our rural districts. The foreseeable future may make teacher shortages an even greater problem, especially in rural areas. The need for enthusiastic, well-prepared, committed early entry teachers starts with successful student teaching experiences. This bill would provide support for both student teachers and rural school districts across the state. Any teacher education student from a North Dakota institution would be qualified for a scholarship upon student teaching acceptance. This scholarship would provide the student with the support needed to transition to a rural community, to secure adequate accommodations and cover living expenses, as well as to pay for their tuition and fees. These student teachers would be mentored and supervised by both a qualified teacher within the district and a university supervisor to ensure a top-notch experience for the student teacher and the students within the classroom. The ultimate goal of this proposal would be to produce highly successful teachers who are committed to staying in the state of North Dakota, especially in our rural communities. Please consider funding this bill to ensure the success of our youth, they are our future.



1 SB2229 – Rural Student Teacher

2 NDCEL Testimony In Support

3 Chairman Schaible and members of the Senate Education Committee. For the record, my name is
4 Dr. Aimee Copas and I serve as the Executive Director of the North Dakota Council of Educational
5 Leaders. We are here today to testify in support of this bill which would provide opportunity and
6 incentive for our student teachers to put preference into having their experience in a rural
7 community.

8 It has been no secret to this legislative body or to the general constituency of the state that we've
9 been struggling with a teacher shortage issue for quite some time. That issue has been clearly
10 exacerbated in our rural communities. At times districts feel lucky if they even get an applicant
11 for certain positions. What we also know is that our rural communities are welcome, charming,
12 and are quite attractive once you get there and get to know the communities and the people. What
13 we've been struggling with as a state is the question – “how do we get them there?” This bill may
14 show us a proven pathway to make some in-roads into this ever-challenging question.

15 We are not the first state to look at this as an option nor to implement. States such as Indiana,
16 California, and Colorado are implementing stipends for teachers in high need areas (all rural) and
17 are seeing success.

18 Much like our teacher scholarship programs of past – we've learned that if we can get a teacher
19 into the rural communities for an experience, we have a great chance of getting them to stay. We
20 need highly qualified teachers for our students in rural communities and to make these
21 communities competitive, the stipends are critical.

22 We strongly recommend a do-pass of this bill and a thumbs up to efforts to help staff our rural
23 schools in North Dakota.

*NDCEL is the strongest unifying voice representing and supporting administrators and educational leaders in pursuit of quality education
for all students in North Dakota.*

Executive Director: Aimee Copas-----Assistant Director: Russ Ziegler

2021 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2229
2/3/2021

A BILL for an Act to create and enact a new section to chapter 15-10 of the North Dakota Century Code, relating to a student teacher scholarship program; and to provide an appropriation.

Chair Schaible called to order at 2:37 p.m,

Discussion Topics:

- Student teacher scholarship
- Rural area teacher shortage

Chair Schaible: **Sen Oban** and **Sen Wobbema** will work on amendments.

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

Adjourned at 2:46 p.m.

Lynn Wolf, Committee Clerk

2021 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2229
2/8/2021

A BILL relating to a student teacher scholarship program; and to provide an appropriation.

Chair Schaible called to order at 2:38 p.m.

Discussion Topics:

- Amendment 21.0713.02002
- Amendment 21.0713.02001

Sen Wobbema – I move amendment 21.0713.02002

Sen Oban: I second

Roll Call Vote: 6-0-0 Motion Passed

Sen Wobbema: I move amendment 21.0713.02001

Sen Conley: I second

Roll Call Vote: 6-0-0 Motion Passed

Sen Elkin: I move Do Pass as amended and re-refer to Appropriations

Sen Wobbema: I second

Roll Call Vote: 6-0-0 Motion Passed

Sen Wobbema will carry the bill

Adjourned at 3:17 p.m.

Lynn Wolf, Committee Clerk

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

Amendment .02002	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

Amendment .02001	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

SB 2229 as Amended and re-refer	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

PROPOSED AMENDMENTS TO SENATE BILL NO. 2229

Page 1, line 11, remove "at an institution under the control"

Page 1, remove line 12

Page 1, line 13, replace "located in this state, or a tribal college located in this state" with "in a state-approved educator preparation program in this state"

Page 1, line 13, remove "an"

Page 1, line 14, replace "education degree" with "the qualifications"

Page 1, line 18, remove ". eligibility criteria."

Page 1, line 22, remove "at an institution under the control of the state board of higher"

Page 1, remove line 23

Page 1, line 24, replace "college located" with "in a state-approved educator preparation program"

Page 2, line 1, replace "a degree" with "the qualifications"

Page 2, line 2, replace "chapter" with "chapters 15.1-13 and"

Page 2, line 3, remove the underscored comma

Page 2, line 4, remove ", at an institution under the control of the state"

Page 2, remove line 5

Page 2, line 6, remove "state, or a tribal college located in this state"

Page 2, line 21, after "distribute" insert "up to"

Page 2, line 23, remove "at the institution under the control of the state board of"

Page 2, remove line 24

Page 2, line 25, remove "or tribal college located in this state at which the student teacher is enrolled"

Page 3, line 2, replace "\$1,000,000" with "\$500,000"

Page 3, line 5, after the period insert "A school district shall provide one dollar of matching funds for each one dollar from the general fund for student teachers hired under this Act."

Renumber accordingly

PROPOSED AMENDMENTS TO SENATE BILL NO. 2229

Page 1, line 9, after "a." insert "Remote school district" has the same meaning as the term is defined in the 2006 national center for education statistics locale codes.

b."

Page 1, line 11, replace "b." with "c."

Page 2, line 12, after "rural" insert "and remote"

Renumber accordingly

February 8, 2021

SLC
218
102

PROPOSED AMENDMENTS TO SENATE BILL NO. 2229

Page 1, line 9, after "a." insert "'Remote school district' has the same meaning as the term is defined in the 2006 national center for education statistics locale codes.

b."

Page 1, line 11, replace "b." with "c."

Page 1, line 11, remove "at an institution under the control"

Page 1, remove line 12

Page 1, line 13, replace "located in this state, or a tribal college located in this state" with "in a state-approved educator preparation program in this state"

Page 1, line 13, remove "an"

Page 1, line 14, replace "education degree" with "the qualifications"

Page 1, line 18, remove ", eligibility criteria."

Page 1, line 22, remove "at an institution under the control of the state board of higher"

Page 1, remove line 23

Page 1, line 24, replace "college located" with "in a state-approved educator preparation program"

Page 2, line 1, replace "a degree" with "the qualifications"

Page 2, line 2, replace "chapter" with "chapters 15.1-13 and"

Page 2, line 3, remove the underscored comma

Page 2, line 4, remove ", at an institution under the control of the state"

Page 2, remove line 5

Page 2, line 6, remove "state, or a tribal college located in this state"

Page 2, line 12, after "rural" insert "and remote"

Page 2, line 21, after "distribute" insert "up to"

Page 2, line 23, remove "at the institution under the control of the state board of"

Page 2, remove line 24

Page 2, line 25, remove "or tribal college located in this state at which the student teacher is enrolled"

Page 3, line 2, replace "\$1,000,000" with "\$500,000"

Page 3, line 5, after the period insert "A school district shall provide one dollar of matching funds for each one dollar from the general fund for student teachers hired under this Act."

Renumber accordingly

REPORT OF STANDING COMMITTEE

SB 2229: 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). SB 2229 was placed on the Sixth order on the calendar.

Page 1, line 9, after "a." insert "Remote school district" has the same meaning as the term is defined in the 2006 national center for education statistics locale codes.

b."

Page 1, line 11, replace "b." with "c."

Page 1, line 11, remove "at an institution under the control"

Page 1, remove line 12

Page 1, line 13, replace "located in this state, or a tribal college located in this state" with "in a state-approved educator preparation program in this state"

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Page 1, line 14, replace "education degree" with "the qualifications"

Page 1, line 18, remove ", eligibility criteria."

Page 1, line 22, remove "at an institution under the control of the state board of higher"

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Page 1, line 24, replace "college located" with "in a state-approved educator preparation program"

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Page 2, line 23, remove "at the institution under the control of the state board of"

Page 2, remove line 24

Page 2, line 25, remove "or tribal college located in this state at which the student teacher is enrolled"

Page 3, line 2, replace "\$1,000,000" with "\$500,000"

Page 3, line 5, after the period insert "A school district shall provide one dollar of matching funds for each one dollar from the general fund for student teachers hired under this Act."

Renumber accordingly

2021 SENATE APPROPRIATIONS

SB 2229

2021 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

SB 2229
2/16/2021
Senate Appropriations Committee

Relating to a student teacher scholarship program.
--

Senator Holmberg opened the hearing at 9:05 a.m.

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

Discussion Topics:

- Rural School Districts
- Amendments
- Bush Foundation Grant

Senator Davison, District 41, introduced the bill.

Brenda Zastoupil, Financial Aid Director, North Dakota University System, testified in favor and submitted testimony #6681 and #6682

Stacy Duffield, President, North Dakota Association for Teacher Education, testified in favor and submitted testimony #6601.

Additional written testimony: #6600

Senator Holmberg closed the hearing at 9:37 a.m.

Skyler Strand, Committee Clerk

**SB2229**

Senate Appropriations Committee

February 16, 2021

Brenda Zastoupil, Director of Financial Aid, NDUS

701.328.2906 | brenda.zastoupil@ndus.edu

Chair Holmberg and members of the Senate Appropriations 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 recommend amendments to Engrossed SB2229 (version .03000) to assist in the administration of the program. NDUS proposed these amendments in the Senate Education Committee hearing as well. As the administering agency identified in the bill, NDUS feels that these are critical and ask for your consideration.

- **Page 1, subsection 1:**

- Line 15: Rarely do student teachers have contracts, rather, they are placed in a student teaching assignment that best fits the student. NDUS recommends striking “signed a contract” in line 15 and insert “**received full placement**” after the word “has”. Also insert the word “**student**” after the word “to” for clarity.

- **Page 1, subsection 2:**

Line 18: The State Board of Higher Education (SBHE) establishes policy and the NDUS administers programs under procedure. NDUS recommends striking “rules” directly after “adopt” in line 18 and insert “**procedures**”. Strike the second instance of “rules” at the end of line 18.

Line 19: NDUS will need to establish an application review process that will be a collaborative effort with participating institutions. Therefore, it is recommended to insert on line 19 “**and review**” after the word “application.”

- **Page 2, subsection 3:**

- Line 5: Strike “signed a contract” and insert “**received full placement**” and insert “**identified by the Dept. of Public Instruction**” at the end.
- Line 6: Strike “and in a geographical location in the state identified by the board”.
- Line 7: After “need” insert, “**, and in a geographical location in the state identified by the national center for education statistics as being rural and remote.**”
To administer the program, the NDUS would rely on NCES data and the Dept. of Public Instruction’s annual report to identify the teaching shortage or critical need areas, as well as the rural/remote district designations in the state.

- **Page 2, subsection 4:**
 - Line 11: Insert “**or critical need**” after the word “shortage” as this correctly reflects the Dept. of Public Instruction’s document, and strike “, as determined by the board” as the SBHE does not identify these components.
 - Line 13: Strike “be able to provide the student teacher lodging” and insert “**ensure adequate**” after the word “Must.” The districts themselves may not be providing housing but would be responsible for ensuring it exists for the student teacher.
 - Line 15: Insert a period after the word “rate” and strike the language “as determined by the board.” The responsibility for ensuring adequate accommodations is that of the district. This component can be certified through the application process. The state board of higher education would therefore not determine what is reasonable, but rather, require the district to certify that fact within the application.
- **Page 2, subsection 5:** The recommended amendments in this section, directly tie awards to cost of attendance at the institution the student is enrolled, up to a scholarship amount of \$15,000.
 - Line 17: Strike the language “up to thirty-three”. If costs are less than the \$15,000 maximum award amount, there is a potential to stretch this award beyond 33 student teachers. Eliminating these words opens up eligibility rather than restricting it.
 - Line 21: NDUS recommends inserting the words “**and fees**” after tuition. Again, this opens up eligibility and aligns with federal Title IV cost of attendance language, which includes tuition, fees, books & supplies, room & board, transportation and miscellaneous educational expenses.
 - Line 22: Insert “**but not limited to**” after the word including. Also, strike “rent” and insert “**housing**”, which again aligns with Title IV awarding language. Note that scholarships must be awarded in accordance with Federal Title IV awarding rules. As students are awarded the student teacher scholarship, institutions will be required to re-evaluate eligibility for federal student aid. This scholarship would be awarded as part of the student’s financial aid package and disbursed through the student’s account.
 - Lines 24-25: Strike the sentence as the SBHE does not contract with other parties to administer state-funded scholarship and grant programs and would not be the entity to supervise student teachers. That would be the responsibility of the enrolling institution.

This concludes my testimony of SB2229, and I will stand for questions from the committee.

Attachment – Engrossed SB2229 mark-up

Sixty-seventh
Legislative Assembly
of North Dakota

ENGROSSED SENATE BILL NO. 2229

Introduced by

Senators Davison, Bakke, Oban

Representative Pyle

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 student teacher scholarship program; and to provide an
3 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 **Student teacher scholarship program -Administered by the board.**

8 1. For purposes of this section:

9 a. "Remote school district" has the same meaning as the term is defined in the 2006
10 national center for education statistics locale codes.

11 b. "Rural school district" has the same meaning as the term is defined in the 2006
12 national center for education statistics locale codes.

13 c. "Student teacher" means an individual enrolled in a state-approved educator
14 preparation program in this state who is completing the qualifications to become
15 a licensed teacher, and who has ~~signed a contract~~received full placement to
student teach at a rural school
16 district under the supervision of a licensed teacher.

17 2. The state board of higher education shall administer a student teacher scholarship
18 program. The board shall adopt ~~rules-procedures~~ to administer the program including
~~rules-~~
19 establishing an application and review process and distribution of program scholarships.
An
20 eligible student teacher may apply to the board to receive a scholarship under the
21 program.

22 3. To be eligible to receive a scholarship under this section, an individual:

- a. Must be enrolled in a state-approved educator preparation program in this state;

- 1 **b.** Must be completing the qualifications to become a licensed teacher in
2 compliance with chapters 15.1-13 and 15.1-18;
3 **c.** Must be enrolled in a teacher preparation program accredited by the education
4 standards and practices board; and
5 **d.** Must have ~~signed a contract~~received full placement to student teach at a grade
6 level or in a content area identified by the Dept. of Public Instruction
7 and in a geographical location in the state identified by the board as having an
8 existing teacher shortage or critical need, and in a geographical location in the
9 state identified by the national center for education statistics as being rural and
10 remote.

8 **4.** To be eligible to hire a student teacher awarded a scholarship under this section, a
9 school district:

- 10 **a.** Must be a rural and remote school district;
11 **b.** Must demonstrate a teacher shortage or critical need, as determined by the
12 boardDept. of Public Instruction;
13 **c.** Must be willing to supervise, mentor, and train a student teacher; and
14 **d.** Must ~~be able to provide the student teacher lodging~~ensure adequate
15 accommodations within a
16 reasonable distance from the school of placement and at a reasonable rental
17 rate, as determined by the board.

16 **5.** Subject to legislative appropriation:

- 17 **a.** The board may award and distribute ~~up to thirty-three~~ scholarships during each
18 year of the biennium; and
19 **b.** The board shall distribute up to fifteen thousand dollars to an eligible individual
20 awarded a scholarship under the program. A scholarship may be used to pay:
21 (1) The cost of tuition and fees; and
22 (2) Living expenses while student teaching, including but not limited to,
23 renthousing, food, clothing, and
24 travel to the school and district of placement.

24 **6.** ~~The board may contract with a third-party organization to administer the program and~~
25 ~~supervise the student teachers participating in the program.~~

26 **SECTION 2. APPROPRIATION.** There is appropriated out of any moneys in the general
27 fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the
28 sum as may be necessary, to the state board of higher education for the purpose of providing
29 scholarships to eligible student teachers under the student teacher scholarship program, for the

~~3029~~29 biennium beginning July 1, 2021, and ending June 30, 2023. A school district shall provide one

- 1 dollar of matching funds for each one dollar from the general fund for student teachers hired
- 2 under this Act.

Testimony in Support of SB2229

Presented by Stacy Duffield, Ph.D., President, North Dakota Association of Colleges for Teacher Education (NDACTE)

I am testifying in support of SB2229, the scholarship fund to support rural student teacher residencies to address the rural teacher shortage in North Dakota. This bill was collaboratively prepared by the 13 North Dakota teacher preparation programs with bi-partisan support from Senators Davison, Bakke, and Oban and Representative Pyle.

ND's teacher shortage is well-documented, and to-date, a solution has not been identified. Facing similar issues, the 2019 Washington State Legislature directed the Washington Student Achievement Council (WSAC) to produce a report with policy recommendations for increasing student teachers' field placement in rural areas. Among the barriers to field placement in rural districts identified by WSAC were insufficient funding and resources, geographic isolation, lack of networks and information sharing, and limited availability of cooperating teachers and field supervisors. Gagnon and Mattingly (2015) also found among the favored policy responses for rural school staffing were financial incentives and communities of practice. A **rural student teacher residency** (RSTR) administered by the North Dakota University System and supported by NDACTE can overcome barriers and help to address rural teacher shortages as detailed below.

- 1.) The **cost of moving to a rural community is prohibitive** for student teachers. Currently, most student teachers complete their student teaching in the community where their college or university resides. This scholarship will provide an incentive and the means for student teachers to leave their college towns and move to rural communities where there are documented teacher shortages. Moving is expensive, and in doing so, most student teachers would have to give up roommates who share living expenses and leave behind jobs used to pay those living expenses. In other words, currently, they can't consider a rural student teaching placement because they can't afford it.
- 2.) In addition to the financial constraints that keep many student teachers out of rural communities, there are also many **misconceptions and unknowns** about living in rural areas. The four months of student teaching can help these future teachers see the benefits of living in a rural community and teaching in a rural school. As Hill (2014) stated, "[there are] strengths of rural areas which might better serve teachers, such as a tighter, more transparent connection between community and schools."
- 3.) The rural schools that host the student teachers will help them **become members of the communities**, making it more likely the new teachers will either stay or be open to accepting a position in another rural community. Adam and Woods (2015) found new teachers who are encouraged to become active in the community are more likely to be retained and have a higher sense of self-efficacy.
- 4.) NDACTE will provide **on-going connection, formative assessment, and support** through the collaborative efforts of member institutions, making use of communities of

practice to ensure the student teachers do not feel isolated or unsupported. A combination of in-person and technology-enabled remote assistance will be provided. Communities of practice will be formed among the student teachers with rural placements to provide content, pedagogical, and social support.

- 5.) Our aim is to **ensure all students have access to well-prepared teachers**. Although permits and provisional licenses allow individuals to fill open positions, they do not have the preparation needed for those classrooms, and some have no content or pedagogical training. The RSTR program will provide rural schools with well-prepared educators who have both relevant content and pedagogical training.
- 6.) A partnership between NDUS and NDACTE will enable a **study of the RSTR program**. We will track participants in their first three years after graduation to document where they are teaching to determine the impact of the initiative. We will also collect perceptions of the participants, cooperating teachers, university supervisors, and rural school administrators to learn about the effectiveness of the program including strategies and practices they viewed as positive as well as areas for improvement.
- 7.) There are several **programs around the nation currently using similar approaches** (Education Commission of the States, 2016; Washington Student Achieve Council, 2019) including in Washington, Kansas, Montana, Colorado, Minnesota, Mississippi, and Iowa. NDACTE is following these programs to learn from them as well.

In closing, the members of NDACTE support the \$500,000 allocation recommendation in the current version of the bill. Although, it is important to note that student teachers do not sign contracts with districts, and they do not draw a salary from a school district during student teaching, so this wording in the current version of the bill will need to be adjusted to enable implementation of the scholarship.

References

- Adams, B. L., & Woods, A. (2015). A model for recruiting and retaining teachers in Alaska's rural K-12 schools. *Peabody Journal of Education*, 90, 250-262. doi:10.1080/0161956X.2015.1022115
- Education Commission of the States. (2016). *Recruiting teachers to rural areas*. Retrieved from <https://www.ecs.org/wp-content/uploads/Rural-SPED-Teacher-Shortages-June-2016.pdf>
- Gagnon, D. J., & Mattingly, M. J. (2015). State policy responses to ensuring excellent educators in rural schools. *Journal of Research in Rural Education*, 30(13), 1-14.
- Hill, P. (2014). *Breaking new ground in rural education*. Retrieved from Rural Opportunities Consortium of Idaho website: http://www.rociidaho.org/wpcontent/uploads/2015/01/ROCI_2014NewGround_FINAL_0115.pdf

Washington Student Achieve Council. (2019). *Educator field placement in rural areas: A policy brief for the Washington State Legislature*. Retrieved from <https://wsac.wa.gov/sites/default/files/2019.FieldPlacementPolicyBrief.pdf>

Senate Appropriations SB2229

February 16, 2021

Chairman Holmberg 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 SB2229.

Every year, approximately 15-20 Career and Technical Education Student Teachers are in our schools and area career and technology centers, specifically in the areas of Agricultural Education, Family and Consumer Science and Business Education. These student teachers, committed to be the best teacher they possibly can be, have the added burden of limited funds to pay tuition, pay rent, and buy necessities such as food, transportation cost, etc. This puts student teacher's, upon graduation, deeper in debt, adding to the stress of being a first-year teacher. The funds SB2229 would provide to our student teachers would lighten that burden and allow them to focus on their education and training. This may also be an added incentive to encourage graduates to remain in the state and teach in our rural schools

Thank you and I will try to answer any questions you may have.

2021 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

SB 2229
2/17/2021
Senate Appropriations Committee

Relating to a student teacher scholarship program.
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Senator Holmberg opened the committee work at 9:09 a.m.

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

Senator Rust moved DO NOT PASS on SB 2229.
Senator Poolman second.

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

Roll Call Vote – 11-3-0. Motion carried.

Senator Poolman will carry the bill.

Senator Holmberg closed the committee work at 10:18 a.m.

Rose Laning, Committee Clerk

REPORT OF STANDING COMMITTEE

SB 2229, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)
recommends **DO NOT PASS** (11 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING).
Engrossed SB 2229 was placed on the Eleventh order on the calendar.