

2023 HOUSE EDUCATION

HB 1305

2023 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau AB Room, State Capitol

HB 1305
1/24/2023

Relating to incorporating additional and different requirements for the North Dakota scholarship.

10:49 AM

Chairman Heinert opened the hearing. Members present: Chairman Heinert, Vice Chairman Schreiber-Beck, Representatives Conmy, Hager, Hauck, Heilman, Hoverson, Jonas, Longmuir, Marschall, Murphy, Novak, and Timmons. Absent: Rep Dyk.

Discussion Topics:

- New requirements
- Choice Ready student
- CTE Scholarship
- ASVAB scores
- Military basic training

Rep Schreiber-Beck, District 25, presented the bill, Testimony #15987, #15988
Jim Upgren, Assistant Director of School and Approval and Opportunity, DPI,
Testimony #16094, #16095
Seth Lumley, Executive Commissioner of Legislative Affairs, for NDSU's Student
Government, Testimony #15211

Chairman Heinert closed the hearing at 11:08 AM.

Kathleen Davis, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau AB Room, State Capitol

HB 1305
1/24/2023

Relating to incorporating additional and different requirements for the North Dakota scholarship.

11:27 AM

Chairman Heinert opened the meeting. Members present: Chairman Heinert, Vice Chairman Schreiber-Beck, Representatives Conmy, Hager, Hauck, Heilman, Hoverson, Jonas, Longmuir, Marschall, Murphy, Novak, and Timmons. Absent: Rep Dyk.

Discussion Topics:

- Graduation date
- Start date for scholarship eligibility
- Basic training
- Delayed deployment

Rep Murphy moved to amend HB 1305 to say, before high school graduation or within 90 days of completion of basic training following graduation from high school. Motion failed for lack of a second.

Chairman Heinert closed the meeting at 11:47 AM.

Kathleen Davis, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

HB 1305
1/24/2023

Relating to incorporating additional and different requirements for the North Dakota scholarship.

3:53 PM

Chairman Heinert opened the meeting. Members present: Chairman Heinert, Vice Chairman Schreiber-Beck, Representatives Conmy, Dyk, Hager, Hauck, Heilman, Hoverson, Jonas, Longmuir, Marschall, Murphy, Novak, and Timmons.

Discussion Topics:

- Scholarship money
- Certificate of completion

Jim Upgren, Assistant Director of School and Approval and Opportunity, DPI, Testimony #16390, #16399, #16401

Rep Murphy moved an amendment for the last sentence to include the student must provide DPI with a certificate of completion from basic training. Voice vote. Motion carried.

Rep Hoverson moved, seconded by Rep Dyk to change all "Cs" in the bill to "Bs" not include core subjects.

Representatives	Vote
Representative Pat D. Heinert	N
Representative Cynthia Schreiber-Beck	N
Representative Liz Conmy	N
Representative Scott Dyk	Y
Representative LaurieBeth Hager	N
Representative Dori Hauck	N
Representative Matt Heilman	Y
Representative Jeff A. Hoverson	Y
Representative Jim Jonas	N
Representative Donald W. Longmuir	N
Representative Andrew Marschall	Y
Representative Eric James Murphy	N
Representative Anna S. Novak	N
Representative Kelby Timmons	Y

Yes 5 No 9 Absent 0 Motion failed.

Rep Murphy moved a Do Pass as Amended HB 1305, seconded by Rep Jonas to read, a score of at least 31 on the ASVAB test and successfully complete basic training before high school graduation or within 90 days of graduating high school, the student must provide a certificate of completion from basic training to DPI. #16665

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative Scott Dyk	N
Representative LaurieBeth Hager	Y
Representative Dori Hauck	Y
Representative Matt Heilman	N
Representative Jeff A. Hoverson	N
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Andrew Marschall	Y
Representative Eric James Murphy	Y
Representative Anna S. Novak	Y
Representative Kelby Timmons	Y

11-3-0 Motion carried. Rep Hauck is carrier.

Chairman Heinert closed the hearing at 4:15 PM.

Kathleen Davis, Committee Clerk

January 24, 2023

YH 1-24-23

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1305

Page 4, line 5, overstrike "A score of at least thirty-one on an ASVAB test and successfully"

Page 4, overstrike line 6

Page 4, line 7, overstrike "military"

Page 4, line 7, remove "before high school graduation or within ninety days of"

Page 4, line 8, remove "graduating from high school"

Page 4, line 8, overstrike "; or"

Page 4, line 9, overstrike "(b)"

Page 4, line 9, after the semicolon insert "or

(b) A score of at least thirty-one on an ASVAB test and successfully completed basic training in one of the branches of the United States military before high school graduation or within ninety days of graduating from high school. Upon successful completion from basic training, the student must provide a certificate of completion from basic training to the department of public instruction."

Re-number accordingly

REPORT OF STANDING COMMITTEE

HB 1305: Education Committee (Rep. Heinert, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (11 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). HB 1305 was placed on the Sixth order on the calendar.

Page 4, line 5, overstrike "A score of at least thirty-one on an ASVAB test and successfully"

Page 4, overstrike line 6

Page 4, line 7, overstrike "military"

Page 4, line 7, remove "before high school graduation or within ninety days of"

Page 4, line 8, remove "graduating from high school"

Page 4, line 8, overstrike "; or"

Page 4, line 9, overstrike "(b)"

Page 4, line 9, after the semicolon insert "or

(b) A score of at least thirty-one on an ASVAB test and successfully completed basic training in one of the branches of the United States military before high school graduation or within ninety days of graduating from high school. Upon successful completion from basic training, the student must provide a certificate of completion from basic training to the department of public instruction."

Renumber accordingly

2023 SENATE EDUCATION

HB 1305

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

HB 1305
3/7/2023

Relating to incorporating additional and different requirements for the ND scholarship program.

2:20 PM Chair Elkin opened the hearing. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Requirements
- Choice Ready
- Timeline

Rep Schreiber-Beck, Dist 25, bill sponsor testified in support #22045.

Jim Upgren, ND Dept Public Instruction, testified in support #22676, #22677.

Jason Fincel, ND Student Assoc, testified in support #22639.

2:37 PM Chair Elkin closed the hearing.

Pam Dever, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

HB 1305
3/13/2023

Relating to incorporating additional and different requirements for the ND scholarship.

3:14 PM Chair Elkin opened committee work. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Committee action
- Amendment discussed

Sen Axtman explained amendment 23.0665.03001.

Sen Conley moved amendment 23.0665.03001. Sen Axtman seconded.

Senators	Vote
Senator Jay Elkin	Y
Senator Todd Beard	Y
Senator Michelle Axtman	Y
Senator Cole Conley	Y
Senator Randy D. Lemm	Y
Senator Michael A. Wobbema	Y

VOTE: YES – 6 NO – 0 Absent – 0 Motion PASSED

Sen Conley moved a DO PASS as Amended. Sen Axtman seconded.

Senators	Vote
Senator Jay Elkin	Y
Senator Todd Beard	Y
Senator Michelle Axtman	Y
Senator Cole Conley	Y
Senator Randy D. Lemm	Y
Senator Michael A. Wobbema	Y

VOTE: YES – 6 NO – 0 Absent – 0 Motion PASSED

Sen Lemm will carry the bill.

3:19 PM Chair Elkin adjourned the meeting.

Pam Dever, Committee Clerk

23.0665.03001
Title.04000

Prepared by the Legislative Council staff for
Senator Axtman

March 13, 2023

DR
181

3-13-23

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1305

Page 4, line 22, replace "Two units" with "Phase one"

Page 4, line 22, after "of" insert "the cadet"

Page 4, line 22, after "patrol" insert "program"

Renumber accordingly

REPORT OF STANDING COMMITTEE

HB 1305, as engrossed: Education Committee (Sen. Elkin, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1305 was placed on the Sixth order on the calendar. This bill does not affect workforce development.

Page 4, line 22, replace "Two units" with "Phase one"

Page 4, line 22, after "of" insert "the cadet"

Page 4, line 22, after "patrol" insert "program"

Renumber accordingly

TESTIMONY

HB 1305

**HB 1305**

January 24, 2023

Seth Lumley, NDSU Student Government

seth.lumley@ndus.edu – (507) 481-5510

Chairman Heinert and Members of the Committee: My name is Seth Lumley, and I am the Executive Commissioner of Legislative Affairs for North Dakota State University's Student Government. I would like to provide testimony in support of HB 1305 and to present the perspective of NDSU students on HB 1305.

NDSU Student Government is an organization of students at NDSU elected and appointed to represent the interests of the NDSU student body both externally at places like the capitol and internally through our student senate. We are comprised of members from all academic colleges at North Dakota State University, ensuring students from all majors and backgrounds have a voice. Our mission is to leave the university better than we arrived through ensuring that student voices are heard both on campus and at the legislature.

Diversifying the acceptable accomplishments of students to qualify for the North Dakota scholarship can only serve to enrich our institutions of higher education. Everyone is gifted in different ways, and these changes to the requirements for the North Dakota scholarship reflect this basic fact. Specifically, we strongly support the "Fine Arts" and ASVAB additions as they will further help students who are studying music or architecture and encourage more students from North Dakota to continue serving through ROTC programs respectively. Without scholarship opportunities, many students, myself included, would either be forced into a tremendous amount of additional debt or to work longer hours to make ends meet to the detriment of their studies. In short, I urge you to support HB 1305 to continue ensuring that higher education remains a place where students of different backgrounds and strengths can be given the opportunity to flourish. Thank you Chairman Heinert and Members of the Committee.

Sections of ND Century Code referenced in HB1305 Testimony January 24, 2023 10 a.m.

15.1-21-02.6. North Dakota scholarship - Amount - Applicability. (Effective through July 31, 2024)

1. a. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction a North Dakota scholarship, a North Dakota academic scholarship, or a North Dakota career and technical education scholarship in the amount of seven hundred fifty dollars for each semester during which the student is enrolled full time at an accredited institution of higher education with a physical presence in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward program completion.
- b. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction a North Dakota scholarship, a North Dakota academic scholarship, or a North Dakota career and technical education scholarship in the amount of five hundred dollars for each quarter or clock-hour term during which the student is enrolled full time at an accredited institution of higher education with a physical presence in this state or an accredited private career school with a physical presence in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward program completion.
2. The state board shall monitor each scholarship recipient to ensure that the student meets the academic and other requirements of this section. Upon determining a recipient student has failed to meet the requirements of this section, the board shall provide notification to the student within ten business days.
3. A student is not entitled to receive more than six thousand dollars under this section.
4. The state board of higher education shall forward the scholarship directly to the institution in which the student is enrolled.
5. a. This section does not require a student to be enrolled in consecutive semesters, quarters, or clock-hour terms.
- b. A scholarship under this section is valid only for six academic years after the student's graduation from high school and may be applied to a graduate or professional program.
6. A scholarship under this section is available to any eligible resident student who fulfills the requirements of section 15.1-21-02.4, section 15.1-21-02.5, or section 15.1-21-02.10 and who:

Page No. 7

- a. Graduates from a high school in this state;
- b. Graduates from a high school in a bordering state under chapter 15.1-29;
- c. Graduates from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or
- d. Completes a program of home education supervised in accordance with chapter 15.1-23.
7. a. For purposes of North Dakota scholarship eligibility under this section, "full-time" has the same meaning as the term is defined by the institution the student is attending.
- b. A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester, quarter, or clock-hour term before program completion. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.
- c. For the purpose of North Dakota scholarship eligibility under this section, "progress toward program completion" means earning the following minimum number of credits after each semester, quarter, or clock-hour term disbursement to qualify for the subsequent disbursement:
 - (1) Twenty-four credits after disbursement two;
 - (2) Thirty-nine credits after disbursement three;
 - (3) Fifty-four credits after disbursement four;
 - (4) Sixty-nine credits after disbursement five;
 - (5) Eighty-four credits after disbursement six; and
 - (6) Ninety-nine credits after disbursement seven.
8. For purposes of scholarship eligibility under this section, "clock-hour term" has the same meaning as the term is defined by the state board of higher education. The state board of higher education shall determine the conversion of:
 - a. Clock hours to credit hours; and
 - b. Percentage-based grading to grade point average.

15.1-21-02.6. North Dakota scholarship - Amount - Applicability. (Effective after July 31, 2024)

1. a. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction a North Dakota scholarship in the amount of seven hundred fifty dollars for each semester during which the student is enrolled full time at an accredited institution of higher education with a physical presence in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward program completion.
- b. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction a North Dakota scholarship in the amount of five hundred dollars for each quarter or clock-hour term during which the student is enrolled full time at an accredited institution of higher education with a physical presence in this state or an accredited private career school with a physical presence in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward program completion.
2. The state board shall monitor each scholarship recipient to ensure the student meets the academic and other requirements of this section. Upon determining a recipient student has failed to meet the requirements of this section, the board shall provide notification to the student within ten business days.
3. A student is not entitled to receive more than six thousand dollars under this section.
4. The state board of higher education shall forward the scholarship directly to the institution in which the student is enrolled.
5. a. This section does not require a student to be enrolled in consecutive semesters, quarters, or clock-hour terms.
- b. A scholarship under this section is valid only for six academic years after the student's graduation from high school and may be applied to a graduate or professional program.

Page No. 8

6. A scholarship under this section is available to any eligible resident student who fulfills the requirements of section 15.1-21-02.10 and who:
 - a. Graduates from a high school in this state;
 - b. Graduates from a high school in a bordering state under chapter 15.1-29;
 - c. Graduates from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or
 - d. Completes a program of home education supervised in accordance with chapter 15.1-23.
7. a. For purposes of North Dakota scholarship eligibility under this section, "full-time" has the same meaning as the term is defined by the institution the student is attending.
- b. A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester, quarter, or clock-hour term before program completion. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.
- c. For the purpose of North Dakota scholarship eligibility under this section, "progress toward program completion" means earning the following minimum number of credits after each semester, quarter, or clock-hour term disbursement to qualify for the subsequent disbursement:
 - (1) Twenty-four credits after disbursement two;
 - (2) Thirty-nine credits after disbursement three;
 - (3) Fifty-four credits after disbursement four;
 - (4) Sixty-nine credits after disbursement five;
 - (5) Eighty-four credits after disbursement six; and
 - (6) Ninety-nine credits after disbursement seven.
8. For purposes of scholarship eligibility under this section, "clock-hour term" has the same meaning as the term is defined by the state board of higher education. The state board of higher education shall determine the conversion of:
 - a. Clock hours to credit hours; and
 - b. Percentage-based grading to grade point average.

15.1-21-18. Career interest inventory - Educational and career planning - Consultation.

1. A school district shall administer to students, once during their enrollment in grade seven or eight and once during their enrollment in grade nine or ten, a career interest inventory recommended by the department of career and technical education and approved by the superintendent of public instruction.
2. At least once during the seventh or eighth grade, each school district shall arrange for students to participate in either an individual consultative process or a nine-week course, for the purpose of discussing the results of their career interest inventory, selecting high school courses appropriate to their educational pursuits and career interests, and developing individual high school education plans.
3. Each school district shall notify its high school students that, upon request, a student is entitled to receive a consultative review of the student's individual high school education plan at least once during each high school grade. Upon the request of a student, the school district shall provide the consultative review.
4. Each school district shall verify compliance with the requirements of this section at the time and in the manner required by the superintendent of public instruction.

15.1-21-27. High school graduation requirement - Civics test.

1. For purposes of this section, "civics test" means the one hundred questions that, as of January 1, 2015, officers of the United States citizenship and immigration services use as the basis for selecting the questions posed to applicants for naturalization, in order that the applicants can demonstrate a knowledge and understanding of the fundamentals of United States history and the principles and form of United States government, as required by 8 U.S.C. 1423.
2.
 - a. If a student is enrolled in the twelfth grade during the 2016-17 school year, that student must, as a condition of receiving a high school diploma, correctly answer at least sixty percent of the questions on the civics test.
 - b. Before any other student may be awarded a high school diploma, that student must correctly answer at least seventy percent of the questions on the civics test.
3.
 - a. The requirement set forth in this section applies to each student who is:
 - (1) Enrolled in a public school district;
 - (2) Enrolled in a nonpublic school;
 - (3) Enrolled in the center for distance education;
 - (4) Receiving home education if the student is to be issued a high school diploma in accordance with subsection 1 of section 15.1-23-17; or
 - (5) Pursuing a general equivalency diploma.
 - b. A student may be exempted from the requirement of this section by the provisions of the student's individualized education program plan.
4. The superintendent of public instruction shall, upon request, provide to the person administering the civics test the correct answer or acceptable answers to each question.
5. A student may take the test, in whole or in part, at any time after enrolling in grade seven and may repeat the test, or any portion thereof, as often as necessary to demonstrate proficiency.
6. Neither the superintendent of public instruction nor a school district may impose or collect any fees or charges in connection with this section.
7. This section is applicable to any student who graduates from high school during or after the 2016-17 school year.

15.1-06-08.2. Innovative education program - Participation - Reports to legislative management.

1. The superintendent of public instruction shall adopt rules to administer this section and develop criteria for the submission, approval, and evaluation of the proposals and plans under this section.
2. The superintendent of public instruction may accept a proposal from any public or nonpublic school, upon approval by the school board or governing board, for participation in an innovative education program. The proposal must include evaluation criteria and specify the innovations to be pursued at the school or school district level and the manner in which the proposal will:
 - a. Improve the delivery of education;
 - b. Improve the administration of education;
 - c. Provide increased educational opportunities for students; or
 - d. Improve the academic success of students.
3. The superintendent of public instruction may approve the proposal, reject the proposal, or work with the submitting school to modify the proposal.
4. During the school's initial year of participation in the innovative education program, the school shall develop a comprehensive implementation plan and work with the superintendent of public instruction to ensure the long-term viability of the proposal.
5. The superintendent of public instruction may approve the comprehensive implementation plan developed under subsection 4 for a period of up to five years. If, due to a change in circumstances, there is a determination by either the school or the superintendent of public instruction that modifications to the comprehensive implementation plan are necessary, the school and the superintendent of public instruction shall work with each other to achieve the necessary modifications.
6. The superintendent of public instruction may revoke any waiver granted under section 15.1-06-08.1 if the superintendent of public instruction determines the school has failed to perform in accordance with the agreed upon terms of the program or failed to meet the requirements of this section.
7. Any school participating in the program shall provide program evaluation data to the superintendent of public instruction at the time and in the manner requested by the superintendent of public instruction.
8. The superintendent of public instruction shall provide annual reports to the legislative management regarding the innovative education program, including:
 - a. The status of the implementation plan;
 - b. A summary of any waived statutes or rules; and
 - c. A review of evaluation data results.

15.1-06-08.1. Statutes - Waiver.

1. The superintendent of public instruction may not waive any statute, in whole or in part, except as provided for in this section.
2. A school or school district may apply to the superintendent of public instruction for a waiver of chapters 15-20.1, 15.1-06, 15.1-18, 15.1-20, 15.1-21, 15.1-22, 15.1-25, 15.1-32, and 15.1-38, or any associated rules, if the waiver:
 - a. Improves the delivery of education;
 - b. Improves the administration of education;
 - c. Provides increased educational opportunities for students; or
 - d. Improves the academic success of students.
3. The initial waiver must be for a specific period of time but may not exceed one year. The school district may apply for extensions of the waiver. The first extension may not exceed a period of one year. Additional extensions may not exceed periods of two years.

4. If the superintendent of public instruction, after receipt and consideration of an application for a waiver under this section, approves the waiver, the superintendent shall file a report with the legislative management. The report must provide a detailed account of the reasons for which the waiver was granted and the specific time period for the waiver. If the superintendent of public instruction denies an application for a waiver under this section, the superintendent shall file a notice of denial with the legislative management. If requested, the superintendent shall appear and respond to questions regarding the approval or denial of any application for a waiver under this section.
5. The superintendent of public instruction shall adopt rules governing the submission and evaluation of applications and the monitoring of any school or school district that receives a waiver under this section.

15.1-20-02.1. Attendance - Determination - Policies.

1. To be deemed in attendance for purposes of this chapter, a student may not be absent from school without excuse for more than:
 - a. Three consecutive school days during either the first half or the second half of a school or school district's calendar;
 - b. Six half days during either the first half or the second half of a school or school district's calendar; or
 - c. Twenty-one class periods.
2. The board of each school district and governing body of each nonpublic school shall adopt a policy that:
 - a. Defines an excused absence as any absence from school, if that absence is supported by either a verbal or written excuse supplied by the student's parent, teacher, or school administrator; and
 - b. Articulates the type of documentation that may be requested to verify a student's absence.
3. This chapter does not preclude a school district or nonpublic school from withholding credit, removing a student from a course, or taking other punitive measures against a student who does not arrive in a timely fashion or who exceeds a specific number of absences, as determined by the school district or nonpublic school.

January 24, 2023 10am Introduction and support testimony for:
 HB1305 – Incorporating additional and different requirements for the North Dakota scholarship
 Note: sections of the ND Century Code referenced in this bill were submitted in support testimony

Chairman Heinert and members of the Committee on Education:

For the record, I am Cindy Schreiber-Beck, District 25 Representative.

House Bill 1305 was written to incorporate additional and different requirements for the North Dakota scholarship. Only students that meet the requirements of section 15.1-21-02.6 are eligible for the scholarship.

The requirements follow.

All are within section 6 of *Completed the requirements in two of the following subdivisions while enrolled in grades nine through twelve --*

Page 2, Line 21: added option of **A grade of at least “C” in three fine arts courses** – option under Post-Secondary Ready Pathway

Page 3, Line 6: added option of **Three units of the same world language, indigenous language, or sign language** – as an alternative to the requirement to have four Career and Technical Education Credits

Page 3, Line 10: added option of **A score of at least 1180 on an *SAT** – option under Workforce Ready as an alternative to scoring 24 or higher on the ACT (technical correction from last session)

Page 4, Lines 7 through 9: added alternative language with requirement change: (Military Ready)

- (a) A score of at least thirty-one on an **ASVAB test and successfully completed basic training in one of the branches of the United States military **before high school graduation or within ninety days of graduating from high school; or,**
- (b) A score of at least **fifty** on an ASVAB test;

Page 4, Lines 14 through 17: added **(b) two units of junior reserve officers’ training corps; or (c) two units of civil air patrol** (options under Military Ready)

As you can read, the incorporated additional and different requirements are not individual requirements but additional options within the subdivisions of section 6.

*SAT scores **help colleges compare students from different high schools**. Your scores show your strengths and readiness for college work. Standardized test scores are just one part of a college application, along with grades, course rigor, and recommendations.

The Armed Services Vocational Aptitude Battery (ASVAB) is a heavily researched and well-respected aptitude test developed by the Department of Defense. It measures a young adult’s strengths and potential for success in military training. ASVAB scores are used primarily to determine **enlistment eligibility, assign applicants to **military jobs**, and aid students in **career exploration**.



NORTH DAKOTA SCHOLARSHIP as aligned to the Choice Ready Framework

The North Dakota Scholarship framework is a tool to assist educators in understanding the requirements of the ND Scholarship, as listed in North Dakota Century Code 15.1-21-02.10. Requirements begin with the **ESSENTIAL SKILLS** section. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**, according to the requirements listed below.



ESSENTIAL SKILLS (15.1-21-02.10(5))

Check here when student has completed Essential Skills

- Earn a **North Dakota high school diploma**
- Complete a **9-week Career Education/Individual Counseling, 4-year Rolling Plan**, pass **ND Civics Test**, earn a **3.0 or higher overall GPA**, and **four or more** additional indicators:
 - 25 hours of Community Service
 - 95% Attendance (not counting school related absences)
 - Career Exploration Experience
 - Two or more years in organized Co-Curricular Activities
 - Two or more years in organized Extra-Curricular Activities
 - Successfully complete a Capstone Project
 - Successfully complete an online learning course
 - Demonstrate competency in 21st Century Skills

Students shall achieve Essential Skills above, and complete **two or more** of the **CHOICE READY** components below to be eligible for the ND Scholarship.



POST-SECONDARY READY

Check here when student is Post-Secondary Ready

Complete both indicator sets below:

ACT/SAT minimum composite score:

- ACT composite of 24, or
- SAT composite of 1180

and

Two or more additional indicators:

- Advanced Placement Course (A, B or C) (4, 3 or 2)
- Dual Credit Course (English or Math) (A, B or C) (4, 3 or 2)
- Algebra II (A, B or C) (4, 3 or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirements for NDUS admission



WORKFORCE READY

Check here when student is Workforce Ready

Complete both indicator sets below:

- 4 credits of CTE with 2 credits in same plan of study
- ACT of 24, or 5 or higher on all three WorkKeys tests

and

Two or more additional indicators:

- Complete Career Ready Practices Course
- Dual Credit Course (A, B or C) (4, 3 or 2)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater, or ACT for Accountability: English 19/Mathematics 22 or greater



MILITARY READY

Check here when student is Military Ready

Complete all three indicators below:

- ASVAB score of 85 or greater**, or ASVAB score of 31 or greater and have completed Basic Training;
- Physically Fit** - Have successfully completed required PE courses (A, B or C) (4, 3 or 2); **and**

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options:

- _____
- _____

**TESTIMONY ON HB 1305
HOUSE EDUCATION COMMITTEE**

January 24, 2023

**By: Jim Upgren, Assistant Director of School Approval and Opportunity
701-328-2244
North Dakota Department of Public Instruction**

Chairman Heinert and Members of the Committee:

My name is Jim Upgren, Assistant Director in the Office of School Approval and Opportunity with the Department of Public Instruction. I am here on behalf of the department to speak in support of HB 1305.

The Academic and Career and Technical Education (CTE) Scholarships were created in 2009. This is a \$6000 college scholarship awarded to students based on requirements met while in high school. Any student that meets all the requirements of one of the scholarships gets a scholarship, regardless of how many students that is. These original requirements were based primarily on being college-ready. In a typical year, that number is usually a little over 1800 students from each graduating class.

In 2021, the 67th Legislative Assembly passed SB 2289 creating the new North Dakota Scholarship, which will eventually replace the Academic and CTE Scholarships. The new North Dakota Scholarship requirements are aligned to the requirements for a student to be considered “Choice Ready”, but contain higher rigor than what is required to graduate Choice Ready. In other words, all students who qualify for the scholarship under the new requirements will also graduate Choice

Ready, but not all students who graduate Choice Ready will qualify for the scholarship.

The timeline for students earning the scholarship is as follows: students graduating in 2023 or 2024 can use either the current Academic and CTE scholarship requirements or the new North Dakota Scholarship requirements. Starting with the graduating class of 2025, all students would be evaluated for the scholarship using the new requirements. The Class of 2025 was chosen as the first class to exclusively use the new scholarship requirements because they were the oldest class that had not yet started high school at the time that SB 2289 was passed.

A Choice Ready student is one who is qualified to pursue the choice of more than one path after high school. The same concept applies to the new North Dakota Scholarship requirements. I have included with my electronic testimony a copy of the North Dakota Scholarship chart for your reference. Students must meet 4 of the 8 Essential Skills at the top of the chart (in yellow). At the bottom of the chart are three pathways: Post-Secondary Ready (on the left side of the chart in orange), Workforce Ready (in the middle of the chart in blue), and Military Ready (on the right side of the chart in purple). Students who have a 3.0 grade-point-average and have met the Essentials Skills section at the top of the chart, and then meet the requirements of 2 of the 3 pathways at the bottom of the chart qualify for the new North Dakota Scholarship.

We created the North Dakota Scholarship chart after SB 2289 passed last session, as we knew this would be the best way to illustrate the scholarship requirements for schools, students, and parents. I will talk about where the various components of the chart are located in the bill. The Essential Skills section at the top of the chart in yellow is covered in subsections 1 thru 5, (located from page 1 line 10 thru page 2 line 8). Subsection 6 covers each of the three pathways at the bottom of the chart. Subdivision a (starting on page 2, line 11) describes the Post-Secondary Ready pathway in orange. Subdivision b (starting on page 3, line 1) describes the Workforce Ready pathway in blue. And subdivision c (starting on page 4, line 4) describes the Military Ready pathway in purple.

As I mentioned earlier, students need to meet the requirements of two of the three pathways at the bottom of the chart (plus the essential skills on the top) to qualify for the scholarship. For example, if a student does not receive a 24 on the ACT, they are automatically eliminated from meeting the Post-Secondary Ready pathway. That would mean that, for students that do not score a 24 or higher on the ACT, their only option would be to pursue the Workforce Ready and Military Ready pathways. Shortly after the 67th Legislative Assembly adjourned, I began to receive feedback from schools that the ASVAB score requirement of 85 was too high. Feedback from schools suggested that a required score of 85 on the ASVAB would effectively eliminate any student that did not get a 24 on the ACT from having a

chance at the scholarship, since those students were also not likely to score an 85 or higher on the ASVAB. For the current CTE Scholarship, students can meet the testing requirement by scoring either a 24 on the ACT or receiving a WorkKeys score of 5 or higher (out of a possible score of 7). Each year, around 700 students (of the roughly 1800 students that I mentioned earlier) qualify for the CTE Scholarship by passing the WorkKeys, meaning that once these requirements become the only option in 2025, these students will not qualify for the scholarship unless they score an 85 on the ASVAB.

During the 2021-2022 school year, I asked schools to submit data regarding the number of students who earned the CTE Scholarship in 2021 by passing the WorkKeys. I also asked schools to submit information regarding how many of THOSE SAME STUDENTS scored an 85 or higher on the ASVAB. Out of a reported sample size of 416 students, only 12 students (2.8%) received a score of 85 or higher on the ASVAB. In short, that means keeping the ASVAB score at 85 would mean 700 fewer students earning the scholarship each year, and reducing the number of students receiving the scholarship was never the intention of SB 2289. I also had some conversations with the North Dakota National Guard last year regarding the ASVAB, and they recommended that a score of 50 would be more reflective of the score it would take to start in the military with a chance of getting an assignment that is a step above other new recruits. Based on that knowledge, I sent out another

request to the schools this fall, asking how a score of 50 on the ASVAB would compare to current scholarship numbers, and these numbers were much more in line with our current Academic and CTE scholarship numbers. Based on this information, I recommended to a few legislators that a 50 would be a more appropriate score, and you'll notice that page 4, line 9 of the bill reflects that amendment.

I'll talk now about other scholarship revisions that are in the bill. There were several changes made to the Choice Ready framework itself this fall, and a few of these revisions reflect those changes. Under the Post-Secondary Ready pathway, we added fine arts courses as an option for students to meet the additional indicators. Under the Workforce Ready pathway, we added foreign language courses as an alternative to the requirement to have four Career and Technical Education credits. Also under Workforce Ready, we added the option of scoring 1180 on the SAT as an alternative to scoring 24 or higher on the ACT (this is a technical correction that we missed during the 2021 legislative session, as that option was listed for Post-Secondary Ready but not Workforce Ready). Under Military Ready, we added the option of taking 2 credits of Junior Reserve Officer Training Corps (JROTC) or Civil Air Patrol as options for meeting additional indicators. In addition, there is currently an option for students that have completed basic training to meet the ASVAB requirement if they have an ASVAB score of 31 or higher. However, scholarship requirements must be met while the student is still in high school, and many students

complete basic training the summer after they graduate. To accommodate for that, we are adding the option to complete basic training within 90 days of graduating from high school if pursuing this option.

NDDPI fully supports HB 1305 to improve the North Dakota Scholarship. Please give this bill a “Do Pass” recommendation to align our state scholarship to goals that are meaningful for student achievement.

Chairman Heinert and Members of the Committee that concludes my prepared testimony and I will stand for any questions that you may have.

PROPOSED AMENDMENTS TO HB 1305

Page 4, lines 5 thru 8, overstrike "A score of at least thirty-one on an ASVAB test and successfully completed basic training in one of the branches of the United States military before high school graduation or within ninety days of graduating from high school; or"

Page 4, line 9, overstrike "(b)"

Page 4, line 9, insert "or" after the semicolon

Page 4, starting on line 10, insert "(b) A score of at least thirty-one on an ASVAB test and successfully completed basic training in one of the branches of the United States military before high school graduation or within ninety days of graduating from high school. The student can request an extension from the department of public instruction to meet the requirements of completing basic training in the event of an extenuating circumstance."

23.0665.02000

Sixty-eighth
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1305

Introduced by

Representatives Schreiber-Beck, D. Johnson, Jonas, Longmuir

1 A BILL for an Act to amend and reenact section 15.1-21-02.10 of the North Dakota Century
2 Code, relating to incorporating additional and different requirements for the North Dakota
3 scholarship.

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

5 **SECTION 1. AMENDMENT.** Section 15.1-21-02.10 of the North Dakota Century Code is
6 amended and reenacted as follows:

7 **15.1-21-02.10. North Dakota scholarship.**

8 Any resident student who meets the requirements of section 15.1-21-02.6 is eligible to
9 receive a North Dakota scholarship if the student:

- 10 1. Completed an individual consultative process or a nine-week course under
11 subsection 2 of section 15.1-21-18;
- 12 2. Completed the civics test under section 15.1-21-27;
- 13 3. Completed a four-year rolling plan, as determined by the superintendent of public
14 instruction;
- 15 4. Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, or
16 an equivalent course proficiency score if the student was enrolled in a school district
17 participating in an approved innovative education program under section 15.1-06-08.2
18 and the school district obtained a waiver under section 15.1-06-08.1;
- 19 5. Completed the requirements in at least four of the following while enrolled in grades
20 nine through twelve:
 - 21 a. Twenty-five hours of community service;
 - 22 b. A ninety-five percent attendance rate as determined under section 15.1-20-02.1,
23 not including any school-related absences;

- 1 c. A career exploration experience, as determined by the superintendent of public
2 instruction;
- 3 d. At least two years in organized cocurricular activities;
- 4 e. At least two years in organized extracurricular activities;
- 5 f. A capstone project, as determined by the superintendent of public instruction;
- 6 g. An online learning course; and
- 7 h. Successful demonstration of competency in twenty-first century skills, as
8 determined by the superintendent of public instruction; and
- 9 6. Completed the requirements in two of the following subdivisions while enrolled in
10 grades nine through twelve:
 - 11 a. (1) Received:
 - 12 (a) A composite score of at least twenty-four on an ACT; or
 - 13 (b) A score of at least 1180 on an SAT; and
 - 14 (2) Completed the requirements in at least two of the following:
 - 15 (a) A grade of at least "C" in an advanced placement course, or an
16 equivalent course proficiency score;
 - 17 (b) A grade of at least "C" in a dual-credit English or mathematics course,
18 or an equivalent course proficiency score;
 - 19 (c) A grade of at least "C" in one unit of algebra II, or an equivalent
20 course proficiency score;
 - 21 (d) A grade of at least "C" in three fine arts courses;
 - 22 (e) A score of at least three on an advanced placement examination;
 - 23 ~~(e)~~(f) A score of at least four on an international baccalaureate examination;
24 and
 - 25 ~~(f)~~(g) A cumulative grade point average of at least 3.0 on a 4.0 grading
26 scale, or an equivalent course proficiency score if the student was
27 enrolled in a school district participating in an approved innovative
28 education program under section 15.1-06-08.2 and the school district
29 obtained a waiver under section 15.1-06-08.1, in core courses
30 required for admission to institutions of higher education under the
31 control of the state board of higher education;

- 1 b. (1) Earned four:
- 2 (a) Four units of career and technical education, including two units from
- 3 a coordinated plan of study recommended by the department of
- 4 career and technical education and approved by the superintendent of
- 5 public instruction; or
- 6 (b) Three units of the same world language, indigenous language, or sign
- 7 language;
- 8 (2) Received:
- 9 (a) A composite score of at least twenty-four on an ACT; or
- 10 (b) A score of at least 1180 on an SAT; or
- 11 (c) A score of at least five on each of three WorkKeys assessments
- 12 recommended by the department of career and technical education
- 13 and approved by the superintendent of public instruction; and
- 14 (3) Successfully completed the requirements in at least two of the following:
- 15 (a) A career-ready practices course developed and recommended by the
- 16 department of career and technical education and approved by the
- 17 superintendent of public instruction;
- 18 (b) A grade of at least "C" in a dual-credit course, or an equivalent course
- 19 proficiency score;
- 20 (c) A technical assessment or industry credential, as determined by the
- 21 department of career and technical education;
- 22 (d) Forty hours in a workplace learning experience, approved by the
- 23 superintendent of public instruction;
- 24 (e) Forty hours in a work-based learning experience aligned to the
- 25 Strengthening Career and Technical Education for the 21st Century
- 26 Act [Pub. L. 115-224; 132 Stat. 1563; 20 U.S.C. 2301 et seq.]; and
- 27 (f) Received:
- 28 [1] A score of at least three on a reading and mathematics
- 29 assessment administered under subsection 1 of section
- 30 15.1-21-08 while enrolled in grades nine through twelve; or

- 1 [2] ACT scores of at least nineteen in English and at least
2 twenty-two in mathematics if the school in which the student was
3 enrolled used an ACT assessment for accountability; or
- 4 c. (1) Received:
- 5 (a) ~~A score of at least thirty-one on an ASVAB test and successfully~~
6 ~~completed basic training in one of the branches of the United States~~
7 ~~military before high school graduation or within ninety days of~~
8 ~~graduating from high school; or~~
- 9 (b) A score of at least ~~eighty-five~~fifty on an ASVAB test; or
10 (b) A score of at least thirty-one on an ASVAB test and successfully completed
11 basic training in one of the branches of the United States military before high
12 school graduation or within ninety days of graduating from high school. The
13 student can request an extension from the department of public instruction to
14 meet the requirement of completing basic training in the event of an extenuating
15 circumstance.
- 16 (2) Obtained a grade of at least "C" in a physical education course, or an
17 equivalent course proficiency score; and
- 18 (3) Completed any:
- 19 (a) Any two of subparagraphs a through f of paragraph 2 of subdivision a,
20 or any two of subparagraphs a through f of paragraph 3 of
21 subdivision b;
- 22 (b) Two units of junior reserve officers' training corps; or
- 23 (c) Two units of civil air patrol.

23.0665.02000

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HOUSE BILL NO. 1305

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- 18 and the school district obtained a waiver under section 15.1-06-08.1;
- 19 5. Completed the requirements in at least four of the following while enrolled in grades
- 20 nine through twelve:
 - 21 a. Twenty-five hours of community service;
 - 22 b. A ninety-five percent attendance rate as determined under section 15.1-20-02.1,
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- 1 c. A career exploration experience, as determined by the superintendent of public
2 instruction;
- 3 d. At least two years in organized cocurricular activities;
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20 course proficiency score;
 - 21 (d) A grade of at least "C" in three fine arts courses;
 - 22 (e) A score of at least three on an advanced placement examination;
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28 education program under section 15.1-06-08.2 and the school district
29 obtained a waiver under section 15.1-06-08.1, in core courses
30 required for admission to institutions of higher education under the
31 control of the state board of higher education;

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- 3 a coordinated plan of study recommended by the department of
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- 5 public instruction; or
- 6 (b) Three units of the same world language, indigenous language, or sign
- 7 language;
- 8 (2) Received:
- 9 (a) A composite score of at least twenty-four on an ACT; or
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- 23 superintendent of public instruction;
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- 25 Strengthening Career and Technical Education for the 21st Century
- 26 Act [Pub. L. 115-224; 132 Stat. 1563; 20 U.S.C. 2301 et seq.]; and
- 27 (f) Received:
- 28 [1] A score of at least three on a reading and mathematics
- 29 assessment administered under subsection 1 of section
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- 5 (a) ~~A score of at least thirty-one on an ASVAB test and successfully~~
6 ~~completed basic training in one of the branches of the United States~~
7 ~~military before high school graduation or within ninety days of~~
8 ~~graduating from high school; or~~
- 9 ~~(b) A score of at least eighty-five-fifty on an ASVAB test; or~~
10 (b) A score of at least thirty-one on an ASVAB test and successfully completed
11 basic training in one of the branches of the United States military before high
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15 circumstance.
- 16 (2) Obtained a grade of at least "C" in a physical education course, or an
17 equivalent course proficiency score; and
- 18 (3) Completed any:
- 19 (a) Any two of subparagraphs a through f of paragraph 2 of subdivision a,
20 or any two of subparagraphs a through f of paragraph 3 of
21 subdivision b;
- 22 (b) Two units of junior reserve officers' training corps; or
23 (c) Two units of civil air patrol.

23.0665.02001
Title.03000

Adopted by the House Education Committee

January 24, 2023

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1305

Page 4, line 5, overstrike "A score of at least thirty-one on an ASVAB test and successfully"

Page 4, overstrike line 6

Page 4, line 7, overstrike "military"

Page 4, line 7, remove "before high school graduation or within ninety days of"

Page 4, line 8, remove "graduating from high school"

Page 4, line 8, overstrike "; or"

Page 4, line 9, overstrike "(b)"

Page 4, line 9, after the semicolon insert "or

(b) A score of at least thirty-one on an ASVAB test and successfully completed basic training in one of the branches of the United States military before high school graduation or within ninety days of graduating from high school. Upon successful completion from basic training, the student must provide a certificate of completion from basic training to the department of public instruction."

Renumber accordingly

Introduction and support testimony for:

HB1305 – Incorporating additional and different requirements for the North Dakota scholarship

Chairman Elkin, Vice-Chair Beard, and members of the Senate Committee on Education:

For the record, I am Cindy Schreiber-Beck, District 25 Representative.

House Bill 1305 was written to incorporate additional and different requirements for what is termed the new North Dakota Scholarship that was created with HB2289 in 2021. That legislation provided scholarship eligibility requirements for those students who graduate Choice Ready. Students who graduate in 2023 and 2024 can apply for either the original Academic and Career and Technical Education Scholarship or the new North Dakota Scholarship. The graduating class of 2025 will be the first students required to graduate Choice Ready.

The following changes to 15.1-21-02.10 were made due to feedback from representatives from schools and the military.

Page 2, Line 21: added option of ***A grade of at least “C” in three fine arts courses*** – an option under the Post-Secondary Ready Pathway

Page 3, Line 6: added option of ***Three units of the same world language, indigenous language, or sign language*** – as an alternative to the requirement to have four Career and Technical Education Credits

Page 3, Line 10: added option of ***A score of at least 1180 on an *SAT*** – option under Workforce Ready as an alternative to scoring 24 or higher on the ACT (technical correction from last session)

Page 4, Lines 8 through 14: added alternative language within the requirement change: (Military Ready)

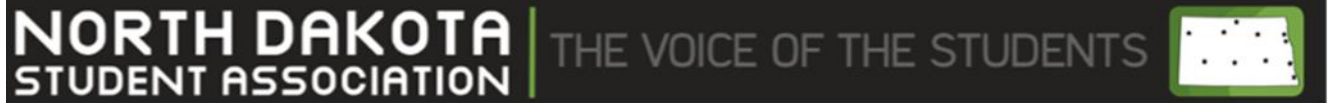
- (a) A score of at least ***fifty*** on an *****ASVAB*** test; ***or***
- (b) ***A score of at least thirty-one on an ASVAB test and successfully completed basic training in one of the branches of the United States military before high school graduation or within ninety days of graduating from high school. Upon successful completion from basic training, the student must provide a certificate of completion from basic training to the department of public instruction.***

Page 4, Lines 18 through 22: added ***(b) two units of junior reserve officers’ training corps; or (c) two units of civil air patrol*** (options under Military Ready)

These incorporated additional and different requirements are not individual requirements but additional or updated options for students who graduate Choice Ready for post-secondary education, the workforce, or the military.

*SAT scores **help colleges compare students from different high schools**. Your scores show your strengths and readiness for college work. Standardized test scores are just one part of a college application, along with grades, course rigor, and recommendations.

The Armed Services Vocational Aptitude Battery (ASVAB) is a heavily researched and well-respected aptitude test developed by the Department of Defense. It measures a young adult’s strengths and potential for success in military training. ASVAB scores are used primarily to determine **enlistment eligibility, assign applicants to **military jobs**, and aid students in **career exploration**.



HB 1305

March 3rd, 2023

Jason Fincel, North Dakota Student Association

(605) 290-2722 | Jason.fincel@ndus.edu

Chair Elkin and Members of the Committee: My name is Jason Fincel and I am the Chief Administrator of the North Dakota Student Association. I am here today in support of HB 1305.

The North Dakota Student Association is dedicated to ensuring that students have a voice at the table in policy that affects higher education. We consist of delegates from each of the 11 public North Dakota University System (NDUS) institutions, meeting monthly to engage students in discussions about North Dakota higher education policy. Since 1969, our mission has been to empower students, create collaboration between the student bodies of the North Dakota public universities, and to provide a student perspective on higher education policy.

The North Dakota Student Association serves as a means for students to speak as a unified and collective body on matters that pertain to them. In pursuit of that objective, the NDSA passed a resolution on Saturday, November 5th, 2022, NDSA-09-2223: A Resolution in Support of the NDSA's Legislative Priorities for the 23-25 Biennium. One of the priorities that are enumerated by the resolution is the increase of access to financial aid for NDUS students. Moreover, the North Dakota Student Association passed NDSA-08-2223: A Resolution in Support of NDUS Scholarships on Saturday, November 5th, 2022. This resolution states that the NDSA recognizes how scholarships and grants significantly ease the financial burden of students seeking a quality education. Finally, NDSA also passed NDSA-12-2223: A Resolution in Support of HB 1003: Higher Education Budget Allocation for the 23-25 Biennium on Saturday, January 21st, 2023. This resolution was based on the notion that NDSA supports the increased ability of NDUS students to have access to a competitive, affordable and valuable higher education degree which will increase the quality of the workforce of the state of North Dakota.

House Bill No. 1305 expands access to the North Dakota Scholarship, which increases the ability of students in higher education in the state of North Dakota to pay for their education.

Scholarships are a significant part of how students pay for their college education and by expanding access to the North Dakota Scholarship to a larger share of students, the financial burden of higher education will be reduced for many. This will not only help students who are already attending North Dakota schools, it will also attract students from out of state who are looking for affordable and quality higher education. North Dakota is in an advantageous position to attract students from across the region and the country. Providing financial aid to students increases that advantage. Affordable education is in the best interest of both the state of North Dakota and the students who reside there. On behalf of the North Dakota Student Association, I urge the committee to provide a DO PASS recommendation on House Bill No. 1035.



NORTH DAKOTA SCHOLARSHIP as aligned to the Choice Ready Framework

The North Dakota Scholarship framework is a tool to assist educators in understanding the requirements of the ND Scholarship, as listed in North Dakota Century Code 15.1-21-02.10. Requirements begin with the **ESSENTIAL SKILLS** section. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**, according to the requirements listed below.



ESSENTIAL SKILLS (15.1-21-02.10(5))

Check here when student has completed Essential Skills

- Earn a **North Dakota high school diploma**
- Complete a **9-week Career Education/Individual Counseling, 4-year Rolling Plan**, pass **ND Civics Test**, earn a **3.0 or higher overall GPA**, and **four or more** additional indicators:
 - 25 hours of Community Service
 - 95% Attendance (not counting school related absences)
 - Career Exploration Experience
 - Two or more years in organized Co-Curricular Activities
 - Two or more years in organized Extra-Curricular Activities
 - Successfully complete a Capstone Project
 - Successfully complete an online learning course
 - Demonstrate competency in 21st Century Skills

Students shall achieve Essential Skills above, and complete **two or more** of the **CHOICE READY** components below to be eligible for the ND Scholarship.



Check here when student is Post-Secondary Ready

POST-SECONDARY READY

Complete both indicator sets below:

ACT/SAT minimum composite score:

- ACT composite of 24, or
- SAT composite of 1180

and

Two or more additional indicators:

- Advanced Placement Course (A, B or C) (4, 3 or 2)
- Dual Credit Course (English or Math) (A, B or C) (4, 3 or 2)
- Algebra II (A, B or C) (4, 3 or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirements for NDUS admission



Check here when student is Workforce Ready

WORKFORCE READY

Complete both indicator sets below:

- 4 credits of CTE with 2 credits in same plan of study
- ACT of 24, or 5 or higher on all three WorkKeys tests

and

Two or more additional indicators:

- Complete Career Ready Practices Course
- Dual Credit Course (A, B or C) (4, 3 or 2)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater, or ACT for Accountability: English 19/Mathematics 22 or greater



Check here when student is Military Ready

MILITARY READY

Complete all three indicators below:

- ASVAB score of 85 or greater**, or ASVAB score of 31 or greater and have completed Basic Training;
- Physically Fit** - Have successfully completed required PE courses (A, B or C) (4, 3 or 2); **and**

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options:

- _____
- _____

**TESTIMONY ON HB 1305
SENATE EDUCATION COMMITTEE**

March 7, 2023

**By: Jim Upgren, Assistant Director of School Approval and Opportunity
701-328-2244
North Dakota Department of Public Instruction**

Chairman Elkin and Members of the Committee:

My name is Jim Upgren, Assistant Director in the Office of School Approval and Opportunity with the Department of Public Instruction. I am here on behalf of the department to speak in support of HB 1305.

The Academic and Career and Technical Education (CTE) Scholarships were created in 2009. This is a \$6000 college scholarship awarded to students based on requirements met while in high school. Any student that meets all the requirements of one of the scholarships gets a scholarship, regardless of how many students that is. These original requirements were based primarily on being college-ready. In a typical year, that number is usually a little over 1800 students from each graduating class.

In 2021, the 67th Legislative Assembly passed SB 2289 creating the new North Dakota Scholarship, which will eventually replace the Academic and CTE Scholarships. The new North Dakota Scholarship requirements are aligned to the requirements for a student to be considered “Choice Ready”, but contain higher rigor than what is required to graduate Choice Ready. In other words, all students who qualify for the scholarship under the new requirements will also graduate Choice

Ready, but not all students who graduate Choice Ready will qualify for the scholarship.

The timeline for students earning the scholarship is as follows: students graduating in 2023 or 2024 can use either the current Academic and CTE scholarship requirements or the new North Dakota Scholarship requirements. Starting with the graduating Class of 2025, all students would be evaluated for the scholarship using the new requirements. The Class of 2025 was chosen as the first class to exclusively use the new scholarship requirements because they were the oldest class that had not yet started high school at the time that SB 2289 was passed.

A Choice Ready student is one who is qualified to pursue the choice of more than one path after high school. The same concept applies to the new North Dakota Scholarship requirements. I have included with my testimony a copy of the North Dakota Scholarship chart for your reference. Students must meet 4 of the 8 Essential Skills at the top of the chart (in yellow). At the bottom of the chart are three pathways: Post-Secondary Ready (on the left side of the chart in orange), Workforce Ready (in the middle of the chart in blue), and Military Ready (on the right side of the chart in purple). Students who have a 3.0 grade-point-average and have met the Essentials Skills section at the top of the chart, and then meet the requirements of 2 of the 3 pathways at the bottom of the chart qualify for the new North Dakota Scholarship.

We created the North Dakota Scholarship chart after SB 2289 passed last session, as we knew this would be the best way to illustrate the scholarship requirements for schools, students, and parents. I will talk about where the various components of the chart are located in the bill. The Essential Skills section at the top of the chart in yellow is covered in subsections 1 thru 5, (located from page 1 line 10 thru page 2 line 8). Subsection 6 covers each of the three pathways at the bottom of the chart. Subdivision a (starting on page 2, line 11) describes the Post-Secondary Ready pathway in orange. Subdivision b (starting on page 3, line 1) describes the Workforce Ready pathway in blue. And subdivision c (starting on page 4, line 4) describes the Military Ready pathway in purple.

As I mentioned earlier, students need to meet the requirements of two of the three pathways at the bottom of the chart (plus the essential skills on the top) to qualify for the scholarship. For example, if a student does not receive a 24 on the ACT, they are automatically eliminated from meeting the Post-Secondary Ready pathway. That would mean that, for students that do not score a 24 or higher on the ACT, their only option would be to pursue the Workforce Ready and Military Ready pathways. Shortly after the 67th Legislative Assembly adjourned, I began to receive feedback from schools that the ASVAB score requirement of 85 was too high. Feedback from schools suggested that a required score of 85 on the ASVAB would effectively eliminate any student that did not get a 24 on the ACT from having a

chance at the scholarship, since those students were also not likely to score an 85 or higher on the ASVAB. For the current CTE Scholarship, students can meet the testing requirement by scoring either a 24 on the ACT or receiving a WorkKeys score of 5 or higher (out of a possible score of 7). Each year, around 700 students (of the roughly 1800 students that I mentioned earlier) qualify for the CTE Scholarship by passing the WorkKeys, meaning that once these requirements become the only option in 2025, these students will not qualify for the scholarship unless they score an 85 on the ASVAB.

During the 2021-2022 school year, I asked schools to submit data regarding the number of students who earned the CTE Scholarship in 2021 by passing the WorkKeys. I also asked schools to submit information regarding how many of THOSE SAME STUDENTS scored an 85 or higher on the ASVAB. Out of a reported sample size of 416 students, only 12 students (2.8%) received a score of 85 or higher on the ASVAB. In short, that means keeping the ASVAB score at 85 would mean 700 fewer students earning the scholarship each year, and reducing the number of students receiving the scholarship was never the intention of SB 2289. I also had some conversations with the North Dakota National Guard last year regarding the ASVAB, and they recommended that a score of 50 would be more reflective of the score it would take to start in the military with a chance of getting an assignment that is a step above other new recruits. Based on that knowledge, I sent out another

request to the schools this fall, asking how a score of 50 on the ASVAB would compare to current scholarship numbers, and these numbers were much more in line with our current Academic and CTE scholarship numbers. Based on this information, I recommended to a few legislators that a 50 would be a more appropriate score, and you'll notice that page 4, line 8 of the bill reflects that amendment.

I'll talk now about other scholarship revisions that are in the bill. There were several changes made to the Choice Ready framework itself this fall, and a few of these revisions reflect those changes. Under the Post-Secondary Ready pathway, we added fine arts courses (on page 2, line 21) as an option for students to meet the additional indicators. Under the Workforce Ready pathway, we added foreign language courses (on page 3, line 6) as an alternative to the requirement to have four Career and Technical Education credits. Also under Workforce Ready, we added the option of scoring 1180 on the SAT (on page 3, line 10) as an alternative to scoring 24 or higher on the ACT (this is a technical correction that we missed during the 2021 legislative session, as that option was listed for Post-Secondary Ready but not Workforce Ready). Under Military Ready, we added the option of taking 2 credits of Junior Reserve Officer Training Corps (JROTC) or Civil Air Patrol (on page 4, lines 21 and 22) as options for meeting additional indicators. In addition, there is currently an option for students that have completed basic training to meet the ASVAB requirement if they have an ASVAB score of 31 or higher. However, scholarship

requirements must be met while the student is still in high school, and many students complete basic training the summer after they graduate. To accommodate for that, the option to complete basic training within 90 days of graduating from high school if pursuing this option is added on page 4, lines 11 and 12.

NDDPI fully supports HB 1305 to improve the North Dakota Scholarship. Please give this bill a “Do Pass” recommendation to align our state scholarship to goals that are meaningful for student achievement.

Chairman Elkin and Members of the Committee that concludes my prepared testimony and I will stand for any questions that you may have.