

TESTIMONY OF  
MAJOR JAY SHELDON  
NORTH DAKOTA NATIONAL GUARD  
BEFORE THE  
SENATE INDUSTRY, BUSINESS, AND LABOR  
09 MARCH 2021  
HOUSE BILL 1278

Good morning Chairman Klein, members of the committee, I am Jay Sheldon, Strategy and Policy Officer for the North Dakota National Guard. I am here today to testify in support of House Bill 1278.

I am here speaking on behalf of the Office of the Adjutant General as well as all of the military members and families that today and in the future will refer to North Dakota as "home". This bill primarily affects the active-duty Air Force and active duty recruiters stationed around the State. House Bill 1278 supports statewide efforts to advance North Dakota as military friendly State.

A 2018 letter from the Secretaries of Army, Navy and Air Force clearly indicates, state support to its military families will be a factor in any future basing decisions.

According to the Fiscal Year 2019 Military Economic Impact Analysis, there were about 7,300 active duty members, of which approximately 1,900 transition into North Dakota annually. The military members have over 7,000 dependents, of which includes many spouses. Many of them will be searching for employment before or upon arriving in North Dakota. This benefit would provide time to settle into their new surroundings and seek employment with reduced stress.

North Dakota remains just one of two states that does not authorize unemployment compensation for military spouses when they leave employment due to a military forced relocation. This benefit coupled with the military spouse occupational licensing law passed last session, will remove stress from military families transitioning to North Dakota.

The always looming, but not currently imminent prospect of a Base Closure and Realignment Commission (BRAC), motivates us to remain competitive in order to retain our current military missions which over the past few years have provided a billion-dollar infusion into the North Dakota economy. House Bill 1278 is another way to show that we value our military families in the State and their service to our nation.

I ask for your support of HB 1278 and will stand by for any questions that you may have.

Office of the Secretary of the Navy  
1051 Navy Pentagon  
Washington, DC 20350-1051

Office of the Secretary of the Army  
101 Army Pentagon  
Washington, DC 20310-0101

Office of the Secretary of the Air Force  
1670 Air Force Pentagon  
Washington, DC 20330-1670

FEB 23 2018

## MEMORANDUM FOR THE NATIONAL GOVERNORS ASSOCIATION

**SUBJECT: Consideration of Schools and Reciprocity of Professional Licensure for Military Families in Future Basing or Mission Alternatives**

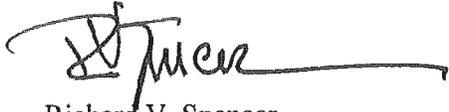
Thank you for your support of our men and women in the military. We are often asked what communities can do to support those who serve. While focus on the mission is always our priority, the factors military families cite most frequently as drawbacks to military service include military dependent's difficulty assimilating into local school systems following a duty station transfer, the quality of schools available for their children, and the ability of spouses to obtain jobs and sustain careers. With that in mind, we will encourage leadership to consider the quality of schools near bases and whether reciprocity of professional licenses is available for military families when evaluating future basing or mission alternatives.

Military families relocate frequently. The services endeavor to schedule transfers to minimize impact on the academic year, but this is not always possible. As a result, incoming students face difficulties transferring credits between school systems, adjusting to varied curriculum, and joining sports teams or clubs after the start of the school year. Exclusion from extra-curricular activities is particularly challenging for our military children, as they are critical to social development and self-esteem. Some school systems recognize this and accommodate military families during transfers. These schools should be commended and emulated.

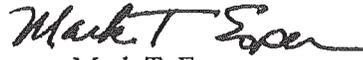
Facilitating military spouses in continuing their work in a new place of residence without delays or extra expense is also important. Spouses in professionally licensed fields such as medical, legal, engineering, education, accounting, or the cosmetic arts face challenges due to delays or cost of transferring licenses to a new state or jurisdiction. Eliminating or mitigating these barriers will improve quality of life for our military families, and ease the stress of transferring duty stations with consideration for long-term career implications.

We realize improving schools and changing laws or regulations regarding professional licensure will take time. Over the long term, however, leaders who want to make a difference for the military and our missions will make the most impact if we focus on what matters. Reciprocity on licensure and the quality of education matter.

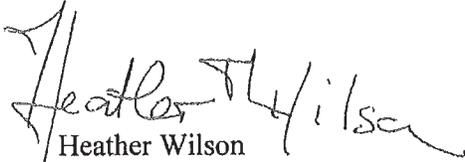
Thank you for your help and attention. We look forward to continuing to work with you and thank you again for your support of our men and women in the military.



Richard V. Spencer  
Secretary of the Navy



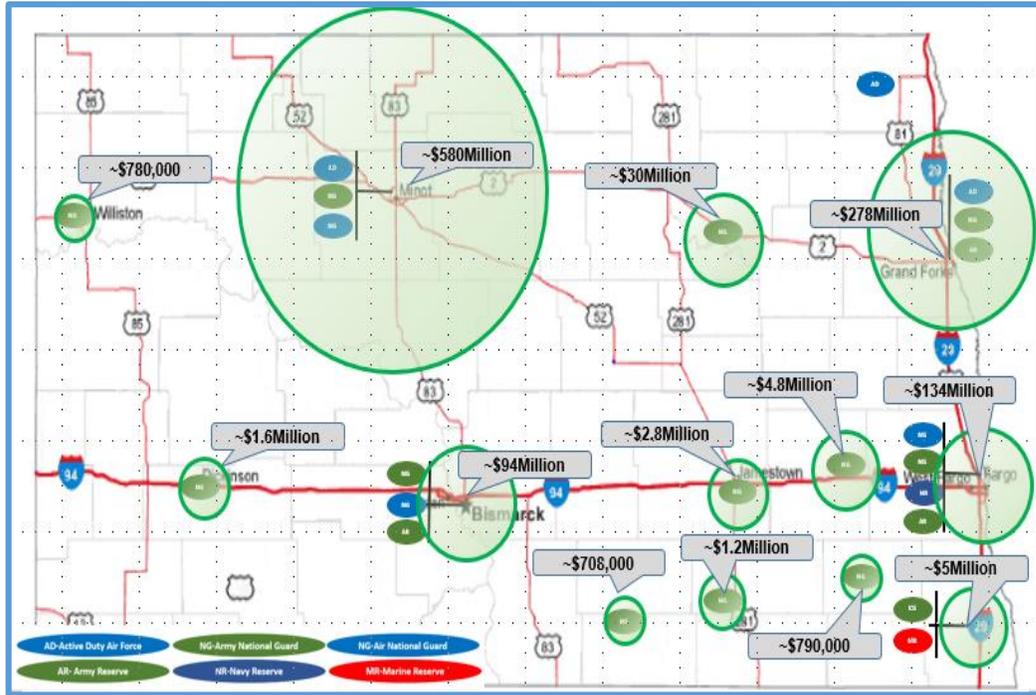
Mark T. Esper  
Secretary of the Army



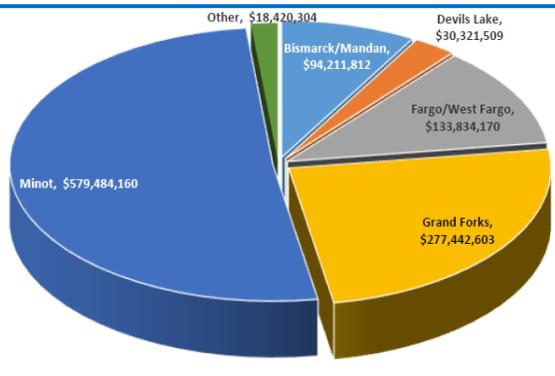
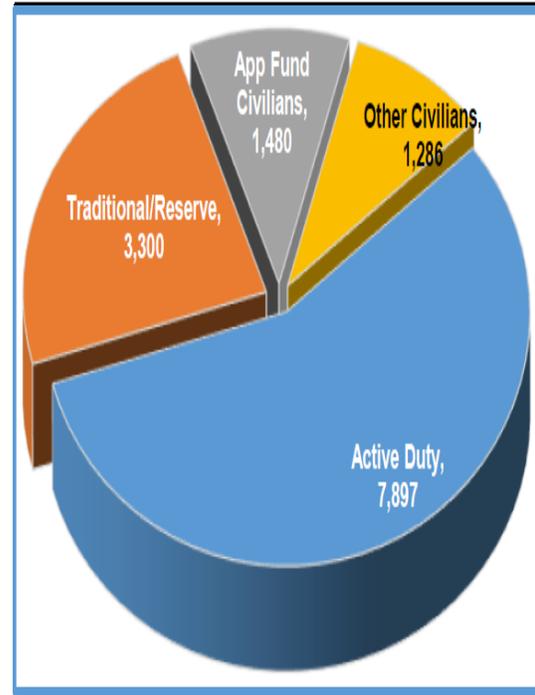
Heather Wilson  
Secretary of the Air Force

# North Dakota Military FY19 Economic Impact Data

Economic Impact By Location.



Military Employees by type – 13,963

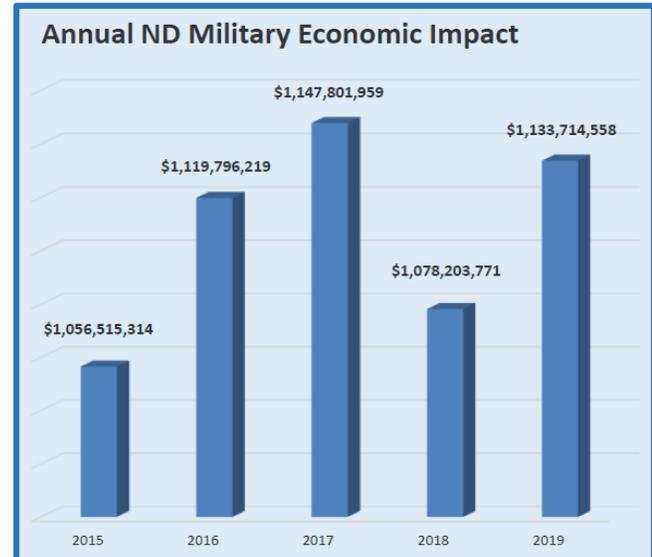
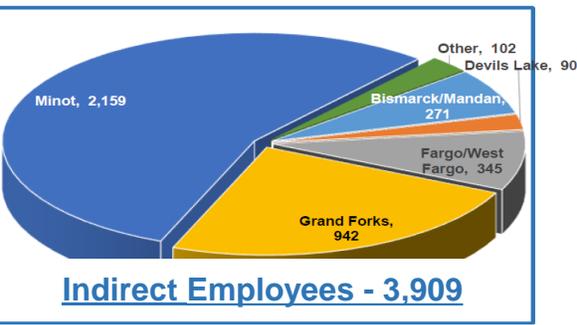
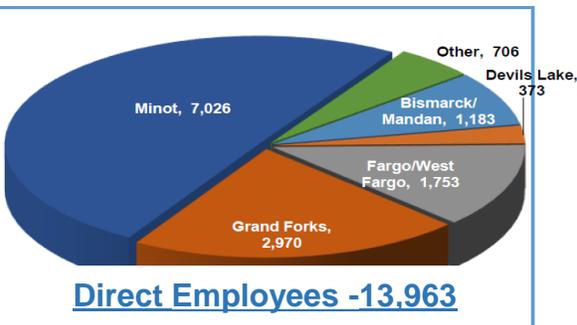
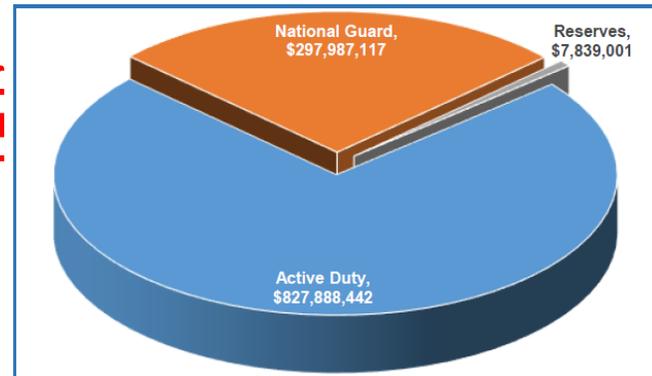


## Economic Impact

• Approx. \$1.13 B

### Consider these #s

- \$719M - annual payroll for military employees
- \$191M - indirect salaries
- \$233M – for construction, services, materials, equipment and supplies
- 26.9k people directly associated with the military
- 11.6k serving members
- 12.9k dependents



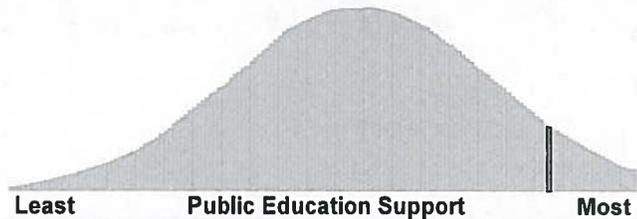
# Support of Military Families – 2019

## Minot Air Force Base, North Dakota

### Public Education \*

Key: ■ ≤ 33.3% < ■ < 66.7% ≤ ■ (Percentile)

#### Comparison of all 154 Air Force Installations



### Academic Performance Criteria

Graduation Rate ■

Student Learning Rate ■

### School Climate Criteria

Chronic Absenteeism Rate ■

Suspension Rate ■

### Service Offering Criteria

Pre-Kindergarten Availability ■

Student to Counselor Ratio ■

Student to Mental Health Support Ratio ■

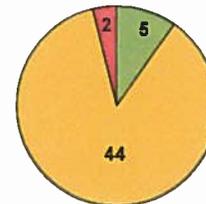
Student to Nurse Ratio ■

Student to Teacher Ratio ■

### Licensure Portability \*\*

Key: ■ ≤ 1.5 < ■ < 4.0 ≤ ■ (Measure)

#### Licensure Portability in 50 States and DC



Accounting ■

Cosmetology ■

EMS ■

Engineering ■

Law ■

Nursing ■

Physical Therapy ■

Psychology ■

Teaching ■

Other Professions Named in Source Data ■

\*\* Licensure Data Sources include State Laws, State Executive Orders, and State Supreme Court and Bar Association Rules

### Areas Requiring Additional Support

PUBLIC EDUCATION

**Student to Nurse Ratio** ■

PUBLIC EDUCATION

**Pre-Kindergarten Availability** ■

PUBLIC EDUCATION

**Student to Mental Health Support Ratio** ■

LICENSURE LANGUAGE

PROFESSIONS

*Issue license, Temporary license, Cosmetology, Psychology, Caveat of active practice 2/4 years Teaching before application* ■

Data Source	Survey Time Period	Most Recent Website Update
Civil Rights Data Collection District and School Data	SY 2015 – 2016	August 2019
EDFacts Graduation Rates District and School Data	SY 2016 – 2017	August 2019
National Center for Education Statistics Common Core of Data	SY 2017 – 2018	July 2019
National Center for Education Statistics Common Core of Data Public Elementary/Secondary School	SY 2017 – 2018	July 2019
Center for Education Policy Analysis: Stanford Education Data Archive (SEDA)	SY 2008 – 2009 through SY 2015 – 2016	July 2019

\* Public Education is compiled using 60% Academic Performance, 20% School Climate, and 20% Service Offering.

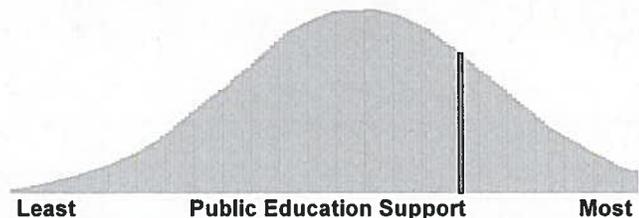
# Support of Military Families – 2019

## Grand Forks Air Force Base, North Dakota

### Public Education \*

Key: ■ ≤ 33.3% < ■ < 66.7% ≤ ■ (Percentile)

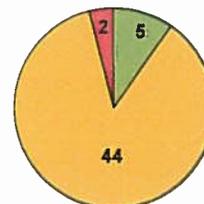
#### Comparison of all 154 Air Force Installations



### Licensure Portability \*\*

Key: ■ ≤ 1.5 < ■ < 4.0 ≤ ■ (Measure)

#### Licensure Portability in 50 States and DC



### Academic Performance Criteria

Graduation Rate ■

Student Learning Rate ■

### School Climate Criteria

Chronic Absenteeism Rate ■

Suspension Rate ■

### Service Offering Criteria

Pre-Kindergarten Availability ■

Student to Counselor Ratio ■

Student to Mental Health Support Ratio ■

Student to Nurse Ratio ■

Student to Teacher Ratio ■

Accounting ■

Cosmetology ■

EMS ■

Engineering ■

Law ■

Nursing ■

Physical Therapy ■

Psychology ■

Teaching ■

Other Professions Named in Source Data ■

\*\* Licensure Data Sources include State Laws, State Executive Orders, and State Supreme Court and Bar Association Rules

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Center for Education Policy Analysis: Stanford Education Data Archive (SEDA)	SY 2008 – 2009 through SY 2015 – 2016	July 2019

### Areas Requiring Additional Support

PUBLIC EDUCATION

**Pre-Kindergarten Availability** ■

PUBLIC EDUCATION

**Student to Nurse Ratio** ■

PUBLIC EDUCATION

**Student Learning Rate** ■

LICENSURE LANGUAGE PROFESSIONS  
*issue license, Temporary license, Cosmetology, Psychology, Caveat of active practice 2/4 years Teaching before application* ■

\* Public Education is compiled using 60% Academic Performance, 20% School Climate, and 20% Service Offering.

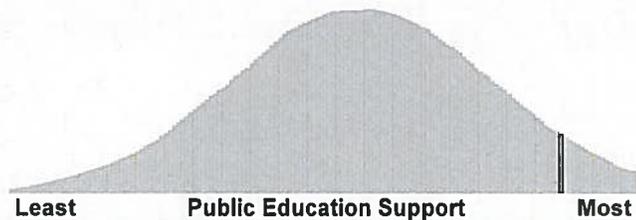
# Support of Military Families – 2019

Hector Field International Airport Air Guard Station, North Dakota

## Public Education \*

Key: ■ ≤ 33.3% < ■ < 66.7% ≤ ■ (Percentile)

### Comparison of all 154 Air Force Installations



## Academic Performance Criteria

Graduation Rate ■

Student Learning Rate ■

## School Climate Criteria

Chronic Absenteeism Rate ■

Suspension Rate ■

## Service Offering Criteria

Pre-Kindergarten Availability ■

Student to Counselor Ratio ■

Student to Mental Health Support Ratio ■

Student to Nurse Ratio ■

Student to Teacher Ratio ■

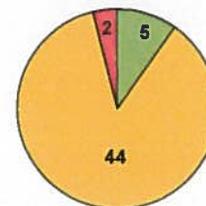
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## Licensure Portability \*\*

Key: ■ ≤ 1.5 < ■ < 4.0 ≤ ■ (Measure)

### Licensure Portability in 50 States and DC



Accounting ■

Cosmetology ■

EMS ■

Engineering ■

Law ■

Nursing ■

Physical Therapy ■

Psychology ■

Teaching ■

Other Professions Named in Source Data ■

\*\* Licensure Data Sources include State Laws, State Executive Orders, and State Supreme Court and Bar Association Rules

## Areas Requiring Additional Support

PUBLIC EDUCATION

**Pre-Kindergarten Availability** ■

PUBLIC EDUCATION

**Student to Nurse Ratio** ■

PUBLIC EDUCATION

**Graduation Rate** ■

LICENSURE LANGUAGE

PROFESSIONS

**Issue license, Temporary license, Cosmetology, Psychology, Caveat of active practice 2/4 years Teaching before application** ■

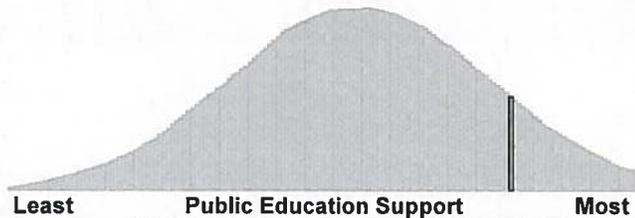
# Support of Military Families – 2019

## Cavalier Air Force Station, North Dakota

### Public Education \*

Key: ■ ≤ 33.3% < ■ < 66.7% ≤ ■ (Percentile)

#### Comparison of all 154 Air Force Installations



### Academic Performance Criteria

Graduation Rate ■

Student Learning Rate ■

### School Climate Criteria

Chronic Absenteeism Rate ■

Suspension Rate ■

### Service Offering Criteria

Pre-Kindergarten Availability ■

Student to Counselor Ratio ■

Student to Mental Health Support Ratio ■

Student to Nurse Ratio ■

Student to Teacher Ratio ■

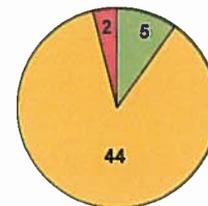
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\* Public Education is compiled using 60% Academic Performance, 20% School Climate, and 20% Service Offering.

### Licensure Portability \*\*

Key: ■ ≤ 1.5 < ■ < 4.0 ≤ ■ (Measure)

#### Licensure Portability in 50 States and DC



Accounting ■

Cosmetology ■

EMS ■

Engineering ■

Law ■

Nursing ■

Physical Therapy ■

Psychology ■

Teaching ■

Other Professions Named in Source Data ■

\*\* Licensure Data Sources include State Laws, State Executive Orders, and State Supreme Court and Bar Association Rules

### Areas Requiring Additional Support

PUBLIC EDUCATION

**Student to Nurse Ratio** ■

PUBLIC EDUCATION

**Pre-Kindergarten Availability** ■

PUBLIC EDUCATION

**Student to Mental Health Support Ratio** ■

LICENSURE LANGUAGE PROFESSIONS  
*Issue license, Temporary license, Cosmetology, Psychology, Caveat of active practice 2/4 years Teaching before application* ■



U.S. AIR FORCE

# SUPPORT OF MILITARY FAMILIES

## Professional Licensure Portability in Basing Decisions



### OBJECTIVE

*Incorporate a holistic analysis of professional licensure portability among states when making strategic basing decisions. The addition of these criteria will ensure locations under consideration have sufficient support for the unique needs of military families who relocate frequently. The intent of employing these evaluation techniques in support of strategic basing decisions is to mitigate factors that negatively impact readiness and retention for Airmen and their families as they transition from one duty assignment to the next.*

### BACKGROUND

Personnel report that the decision to continue military service is influenced by the ability of their spouses to sustain careers. To address this issue, the Secretaries of the Army, Navy and Air Force informed the National Governor’s Association that..

*“ We will encourage leadership to consider... whether reciprocity of professional licenses is available for military families when evaluating future basing or mission alternative.”*

— February 23, 2018

In partnership with industry experts and key stakeholders, the Air Force developed an analytic framework using quantitative criteria. This methodology evaluates current state policies and programs which eliminate barriers to license portability for military spouses.

Occupations Reviewed:	
» Accounting	» Nursing
» Cosmetology	» Physical Therapy
» Emergency Medical Service	» Psychology
» Engineering	» Teaching
» Law	» Plus all other professions*

\* This category included to measure any restrictions on other occupations not explicitly listed

### FRAMEWORK

The impact of state efforts to support license portability is assessed based on current laws, interstate compacts, military specific rules, and executive actions.

Professional Licensure Framework Criteria		
Category	Criteria	Source
Legislative Based Criteria (All Occupations Except Law)		
Compacts	Level of participation	State laws, compact organizations
	Level of accommodation afforded by compacts (ability to work)	
Military-Specific Rules	Temporary Licensing	State laws, executive orders
	Expedited Licensing	
	Endorsement of Licenses	
Other Barriers to License Accommodation	“Substantial equivalent requirements” language	State laws, executive orders
	“May accept” vs “shall accept”	
	Requirements beyond proof of home license (e.g., background materials, additional educational requirements)	
Law Criteria (Only Law)		
Military-Specific Rules	Temporary Licensing	State Supreme Court and Bar Association rules
	Length of time temporary licenses are valid	
Other Barriers to License Accommodation	Multistate Professional Responsibility Examination Score	State Supreme Court and Bar Association rules
	Has not failed new state’s bar exam previously	
	Additional educational and training requirements	
	Supervisory requirements	

Current as of February 2020



U.S. AIR FORCE

# SUPPORT OF MILITARY FAMILIES

## Public Education in Basing Decisions



### OBJECTIVE

*Inform strategic basing decisions by incorporating a holistic analysis of pre-kindergarten through twelfth grade public school districts surrounding Air Force installations. The addition of these criteria will ensure locations under consideration have sufficient support for the unique needs of military families who relocate frequently. The intent of employing these evaluation techniques in support of strategic basing decisions is to mitigate factors that negatively impact readiness and retention for Airmen and their families as they transition from one duty assignment to the next.*

### BACKGROUND

Personnel report that the decision to continue military service is influenced by public education opportunities for their children. To address this issue, the Secretaries of the Army, Navy and Air Force informed the National Governor’s Association that...

*“ We will encourage leadership to consider quality of schools near bases... when evaluating future basing or mission alternative.”*

— February 23, 2018

In partnership with industry experts and key stakeholders, the Air Force developed an analytic framework using quantitative criteria. This methodology evaluates public education by gathering data on school districts within the basic allowance for housing areas that support Air Force installations.

### FRAMEWORK

Careful consideration and development was used to reduce the impact of socioeconomic factors while selecting criteria with publicly available data from reputable sources.

➤ **ACADEMIC PERFORMANCE:** The most important area, this measures student learning and successful program completion.

- **SCHOOL CLIMATE:** Captures whether the schools provide an environment supportive of academic learning
- **SERVICE OFFERINGS:** Includes programs and staff designed to ease transitions and provide emotional and academic support to students.

Public Education Framework Criteria		
Category	Aggregated & Normalized Criteria on District Level	Source Data
Academic Performance	Graduation Rates	■
	Students’ Average Annual Learning Rate	●
School Climate	Chronic Absenteeism Rate	◆
	Suspension Rate	◆
Service Offering	Availability of free and/or universal Pre-Kindergarten	◆
	Student to Counselor Ratio	◆
	Student to Mental Health Support Ratio	◆
	Student to Nurse Ratio	◆
	Student to Teacher Ratio (Certified and Not Certified)	◆

Note: The shapes in the source data columns above correspond to the sources below.

Source Data
■ <b>U.S. DEPARTMENT OF EDUCATION: EDFacts Graduation Rates (District and School Level)</b> (EDFacts is a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data.)
● <b>STANFORD EDUCATION DATA ARCHIVE</b> harnesses data from the U.S. Department of Education EDFacts data system and a number of other publicly available data files to aid scholars, policymakers, and educators. The information includes measures of academic opportunity and gaps based on socioeconomic status.
◆ <b>U.S. DEPARTMENT OF EDUCATION: Civil Rights Data Collection (CRDC)</b> (CRDC gathers information on student enrollment, education programs, and school services, broken down by race, sex, English proficiency, and disability. The data is collected biennially from every public school in the United States.)

Current as of February 2020