

Chairman Nathe and members of the House Appropriations Committee:

My name is Erin Jacobson, and I have had the privilege of serving as the coordinator of the North Dakota Teacher Support System for the past seven years. Recently, we renamed our program ND RISE, which stands for Retaining, Inspiring, and Supporting Educators.

Since 2009, the ND State Legislature has made critical investments in this teacher mentoring program, significantly improving teacher retention, enhancing student achievement, and empowering teacher leaders statewide.

The Task Force on Teacher Retention and Recruitment has recommended funding a graduated mentorship program through ND RISE for teachers in their first three years in a new position. This program includes measurable outcomes and annual reporting to ensure accountability and success.

The Governor's Budget recommends increasing funding for the teacher mentorship program by \$2 million, for a total of \$4.5 million, to expand the program to three years.

In the upcoming slides, we will showcase the program's statewide impact across over 100 districts annually, along with testimonials from administrators, mentors, and beginning teachers.

For the 2023–25 biennium, ND RISE received \$2.5 million through a passthrough grant in the ND DPI budget and \$1.3 million from the Governor's Emergency Education Relief (GEER) Fund. This \$3.7 million allowed ND RISE to support first- and second-year teachers, fund Beginning Teacher Networks through Regional Education Associations (REAs) and districts, and provide training for instructional coaches.

To maintain these services for all first- and second-year teachers, \$3.7 million in funding is required for the next biennium. However, expanding ND RISE to include third-year teachers, as recommended by the Task Force and outlined in the Governor's Budget, would require \$4.5 million.

This funding would:

- Provide mentoring for all first-, second-, and third-year teachers, as well as those transitioning to new roles in public or non-public schools across North Dakota.
- Fully fund Beginning Teacher Network Grants to supplement mentoring through REAs and districts.
- Support professional development for instructional coaches, mentors, and beginning teachers to enhance leadership and effectiveness.
- Continue improving teacher retention, job satisfaction, and overall teacher quality.

At this time, I invite my colleague, Marijke Leibel, to share how this investment is helping retain teachers across North Dakota.

Thank you.



**NDRISE**

RETAINING, INSPIRING, AND SUPPORTING EDUCATORS

House Appropriations  
January 24<sup>th</sup>, 2025



**NDRISE**

**NORTH DAKOTA STATE LEGISLATORS HAVE INVESTED IN  
TEACHER MENTORING SINCE 2009.**

**THIS INVESTMENT HAS**

**increased teacher retention,  
positively impacted student  
achievement, and empowered  
teacher leaders across the state.**

**[ND.GOV/ESP/B/WELCOME-ND-RISE](http://ND.GOV/ESP/B/WELCOME-ND-RISE)**

# New Name

## SAME GREAT OUTCOMES

*ND RISE formally NDTSS*



*Retaining, Inspiring, and  
Supporting Educators*

- ✱ ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.
- ✱ Statewide Structured Mentoring Program
- ✱ Coaches Academy & Continued Learning for Instructional Coaches
- ✱ Beginning Teacher Network Grants through REAs and Districts
- ✱ Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators.
- ✱ Over 4,000 new teachers and their mentors have been supported since 2009.
- ✱ New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- ✱ The rate of retention is consistently greater for ND RISE teachers.
- ✱ The greatest attrition rate occurs within the first two years of teaching.



**RECOMMENDED  
BY THE  
GOVERNOR-  
APPOINTED  
TASK FORCE ON  
TEACHER  
RETENTION  
AND  
RECRUITMENT.**



**LEARN  
MORE!**



# THE NORTH DAKOTA TEACHER RETENTION AND RECRUITMENT TASK FORCE

## *Recommendations and Report*

### **FUND MENTORSHIP**

The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that [teacher retention](#) rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, [lack of teacher support](#) is cited as a top reason for leaving the profession.

Mentorship programs are designed to help teachers in their first three years to develop [self-efficacy](#), effective teaching strategies and better classroom management. Data indicates that teachers who participate in NDRISE have [higher retention rates](#) compared to teachers not in the program. By expanding this program, new teachers can develop their presence in the classroom, increasing their likelihood of staying in the educational field.

# ANALYSIS OF 2025-27 EXECUTIVE BUDGET

Supplement to the

Report of the Legislative Management

Budget Section



69<sup>th</sup> Legislative Assembly

January 2025

## A-3

10. Provides for an increase in the teacher mentorship program of \$2 million from the general fund, to provide a total of \$4.5 million, of which \$2 million is from the general fund and \$2.5 million is from other funds made available from general fund carryover deposited in the department's operating fund, to expand the program to a 3-year mentorship.

<https://ndlegis.gov/fiscal/69-2025> Governor's Budget

# North Dakota Century Code – Teacher Support Program

## **15.1-18.2-05. Teacher support program - Establishment.**

The education standards and practices board shall:

1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3.
  - a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development; or
  - b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
    - (1) Research-validated interventions; and
    - (2) Proven instructional methods.

## **15.1-18.2-06. Teacher support program - Availability of services.**

The education standards and practices board may use any moneys it receives for the teacher support program to provide staff compensation, training, evaluation, and stipends for mentors and experienced teachers who assist first-year and non-first-year teachers participating in the program, and to pay for any other administrative expenses resulting from the program; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

## **15.1-18.2-07. Teacher support program - Authorized service recipients.**

The education standards and practices board may provide support services to teachers employed by:

1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.



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## Mission and Objectives

ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.

- ✦ Statewide Structured Mentoring Program
- ✦ Coaches Academy & Continued Learning for Instructional Coaches
- ✦ Beginning Teacher Network Grants through REAs and Districts
- ✦ Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators

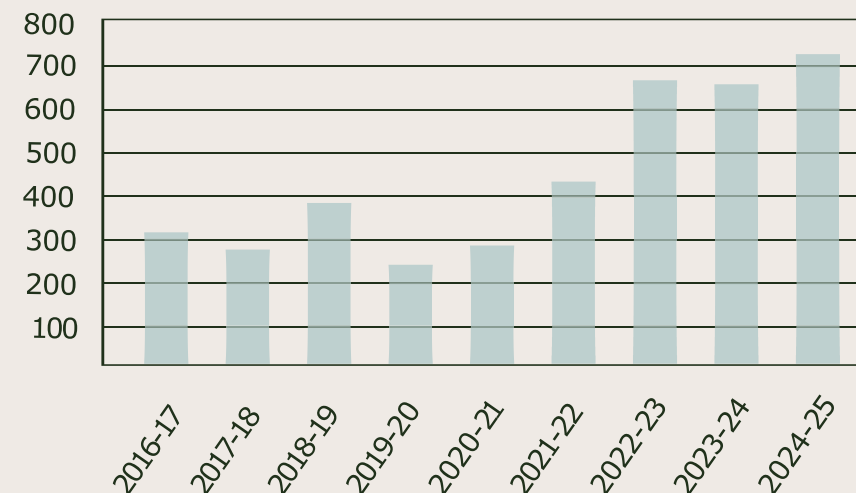
## Program Overview

Signing up your 1st and 2nd year teachers in the ND RISE Mentoring Program allows the beginning teacher to gain:

- ✦ Effectiveness
- ✦ Confidence
- ✦ Satisfaction
- ✦ Likelihood of being retained

## Performance Metrics

### ENROLLMENT INTO THE ND RISE MENTORING PROGRAM



### WHAT DOES IT COST YOU?

There is no cost for schools or districts. This is a program that is supported by state and federal funding to be able to offer equitable support to all beginning teachers in our state.

What does the mentor receive? A leadership opportunity, training and a stipend each semester for completed requirements.

### ALIGNMENT WITH STATE EDUCATION GOALS

Our work aligns with the goal of providing "Quality Education Personnel."

## NDTSS Rebrand

ND RISE's rebranding journey has not only revitalized its image but also strengthened its mission and impact. By championing beginning teachers and transforming the future of education, ND RISE is truly rising to new heights, proving that with the right strategy, educators can change the world. The sky's the limit for ND RISE, and the future looks brighter than ever!



Requirements and Structure



Education Strategic Vision Framework



# Administrator Feedback

A survey of 78 administrators from 2024 showed positive reviews of the program:

92.3%

Participating in the ND Rise Mentoring Program provides valuable support for beginning teachers.

## TESTIMONIALS

### Powers Lake 27

"Having been both on the mentoring and administrator sides, I would highly recommend the mentor program. And for those that can, I would highly encourage schools to take advantage of both years for new teachers."

### Stanley 2

"Our teachers mentioned how valuable this program was to their careers - both for the mentees and the mentors."

### TGU 60

"It's an excellent program! Thank you."

### Fargo 1

"Mentoring programs are vital to beginning teachers. Every interview, we have been asked about the mentoring offered to new or incoming teachers."

### West Fargo 6

"What an asset this is to our school! We are fortunate for this opportunity for our teachers and students!"

### Grand Forks 1

"Incredible program to support our new teachers! Mentoring could be the #1 reason teachers stay in the profession:)"

100%

Working with a mentor impacts the student learning in the beginning teachers classroom.

### Bismarck 1

"This program continues to provide much needed support for teachers entering the profession!"

### Minot 1

"Love having both Year 1 and Year 2!! I value this program exponentially."

### West Fargo 6

"This program has increased the success of our new teachers to have direct support, mentorship, and develop positive relationships within the school. Of course, also a direct impact on learner instruction."

### Roosevelt 18

"We are exceptionally satisfied! Our mentor and teacher are both here at the same school which has made the program even more beneficial! Thank you for all the work that goes into the mentoring program. I wish I would have had a mentor 27 years ago:)"

### Grand Forks

"This program provides valuable conversations for the mentor and mentee to have throughout the school year. It has been a positive partnership! The new teachers are able to get direct feedback and questions answered immediately with a mentor."

### Lisbon 19

"It is a great program and we are lucky to have it in our state."

## OUTCOMES AND IMPACT

- ✦ New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- ✦ The rate of retention is consistently greater for ND RISE teachers.
- ✦ Data include stayers, leavers, and returners.
- ✦ ND RISE has a larger average of stayers for each year since 2010.
- ✦ The greatest attrition rate occurs within the first two years of teaching, for both ND RISE and Non-ND RISE.



ND Teacher Retention Report



Board Report On Retention

# Mentor Feedback

A survey of 265 mentors from 2024 showed positive reviews of the program:

96.6%

Agree that mentoring impacts the beginning teachers experience considerably.

## TESTIMONIALS

### Fargo

"This is an extremely valuable program. I can't imagine our new teachers not having this program."

### Manvel 125

"I feel that this program is so resourceful for new and Mentor Teachers alike. It allows everyone a chance to be reflective of their teaching and how to explore new ways to better themselves in this field."

### Minot

"I think the way the program is set up clearly identifies the objectives. I like being able to do the triad meetings so administration can give their expectations, and in addition, the mentee can feel more comfortable asking the admin questions and share their successes."

### Fargo 1

"The program is well run and the information is shared in a positive and easy to use way. It is nice to have so many forms and pieces of information for conversations, etc.. right at our fingertips."

### Barnes County North 7

"I hope this program continues... we need new teachers coming into the field, as well as we need to keep the ones we have."

### Mapleton 7

"2nd year mentoring is so important! It was great to see these teachers grow in academics this year! 1st year mentor has a heavy focus on classroom management, so seeing teachers grow in lesson plans, standards, assessing, and academics in their 2nd year has been so amazing!"

### West Fargo 6

"The ND Rise Mentoring Program is very beneficial to beginning teachers. The support provided greatly helps beginning teachers as they are new to the profession and the building. There is no way to have all of their questions answered through new teacher training that happens at the beginning of the school year, and they need support as they go through the year."

### Milnor 2

"I was impressed with the initial training. I feel like my classroom instruction also improved due to mentoring."

### West Fargo 6

"Thank you for having the online version for the first time as a mentor class and helping me through this program. It helped me attach a "why" again to what I am doing each day with the students."

### Jamestown 1

"The ND Rise Mentoring Program is monumental for a 1st year teacher. The amount of support given and knowing there will be a trusted and reliable "go to" for questions and guidance, develops confidence within the first year teacher. The rigorous expectations in our Public Schools today have increased and I can not imagine a first year teacher navigating this alone without the ND Rise Mentor Program."

### Belfield 13

"I think it is very helpful for 1st year teachers. I'm not sure my mentee would have signed to come back next year without it."

### Bismarck 1

"I think this is such a valuable program. Thank you for all you do!"

### Milnor 2

"I truly wish this program would've been implemented in the school that I started out in. This program has not only helped first year teachers, but also helped me as a teacher. I love getting new ideas from them and bouncing ideas back and forth. It's a great way to build a long-lasting relationship with my mentees, so they feel comfortable coming to me with any questions in the future."

### Wahpeton 37

"I loved being a mentor. I am retiring this year, and I will truly miss this program. Thank you for allowing me these wonderful opportunities. It is SO important to support our new teachers."

### Bismarck 1

"Thank you for this opportunity, this program has allowed for a greater depth of development and I believe it is a huge benefit."

### West Fargo 6

"As always, the mentoring program is a valuable resource and asset to not only new teachers, but also to mentors. Thank you for allowing me this experience."

## TOP 4 FOCUS POINTS

### During One On One Conferences

- ✦ Classroom Environment and Management (Establishing Respect, Rapport, and a Culture for Learning; Managing Classroom Behavior and Procedures)
- ✦ Professional Responsibilities (Reflecting on Teaching, Maintaining Records, Communicating with Families, Professional Development)
- ✦ Classroom Instruction (Developing Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment to Guide Instruction)
- ✦ Planning and Preparing for Instruction (Developing my Understanding of Content, Students, and Resources; Designing Coherent Lessons and Assessments)



# Beginning Teacher Feedback

A survey of 161 beginning teachers from 2024 showed positive reviews of the program.

## TESTIMONIALS

### Fargo 1

"My mentor was invaluable in helping me navigate my first year of teaching."

### Fargo 1

"This program creates and establishes an incredible foundation for beginning teachers. I'm excited to complete my second year in this program."

### Grand Forks 1

"This was a much better experience than what I had in my first position in a different district within the state. I was paired with a teacher that knew nothing about my content or classroom environment and received minimal help. My experience this year was much better and beneficial!"

### Menoken 33

"I think the structure you have set up holds us all accountable. It's so easy to let things go another day or another week but having a timeline to get tasks done is necessary."

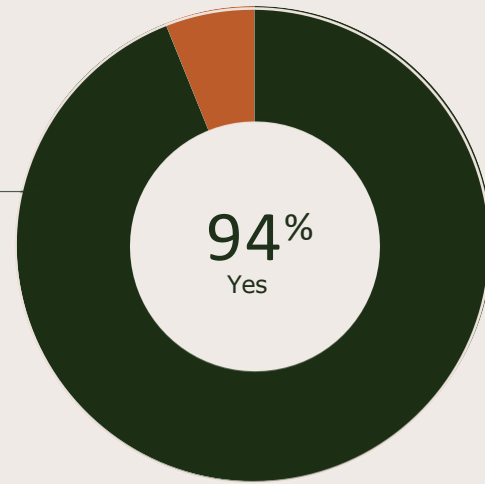
### Minot 1

"As overwhelming as the first year is, having a mentor is such a blessing. I don't know what I would have done without my mentor."

### Jamestown 1

"The mentoring program helped me tremendously. It formed me into a better teacher and a better person!"

**94% of beginning teachers felt they received adequate support from their mentor.**



**Next year's plan for beginning teachers**

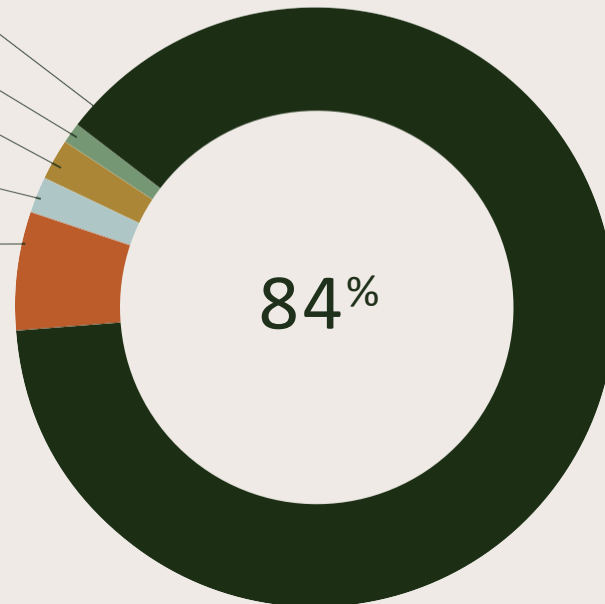
84% - Continue working at their school.

2% - Don't plan to teach.

4% - Teach in a different state.

4% - Teach in a different ND District.

9% - Work at different school in same district



### Grand Forks 1

"I really enjoyed being a part of the program. It has made me feel more comfortable and feel okay to not be perfect in what I do."

### Maddock 9

"This program is beyond wonderful. I think every first, second year teacher should be enrolled in this program."

### Bismarck 1

"I enjoyed my time in the program. I felt like having that mentor teacher to go to is essential as a first and second year teacher."

### Williston

"This program was a big help. I'm naturally shy (even as an adult) and asking other teachers to sit and talk with me about my teaching and the profession, in general, is intimidating. I don't want to waste anyone's time. It's not a waste of time, though. The NDTSS Mentoring Program gives new teachers permission to "bug" experienced teachers, to get to know the profession and coworkers better, and to strengthen the knowledge and the teaching team. It's a helpful program and can only serve to strengthen the ND education system."

## MENTORING PROGRAM SUCCESSES:

- Enrollment continues to increase yearly
- Over 4,000 new teachers and their mentors supported to date

### Expansion in 2022-2023:

- Enrollment open to 1st and 2nd year teachers
- Offered additional learning opportunities
- Enrollment doubled (number includes both 1st and 2nd year teachers)

### Coaches Academy

- Over 700 graduated ND Instructional Coaches
- Continued Learning Opportunities offered each year

### Beginning Teacher Networks:

- Provided Grants through ND RISE
- Facilitated by REAs and Districts
- Supplement to one on one mentoring- includes new teachers to region/district, up to 5 years of teaching, offers region specific support.



Onboarding Playbook



Welcome To Teaching



BTN Grant

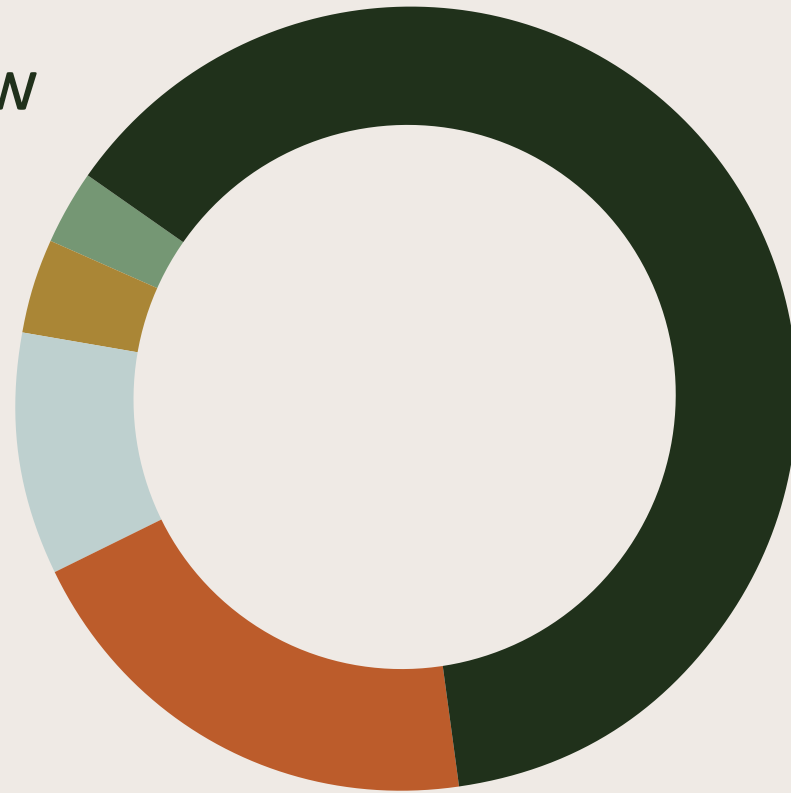


REAs and Districts Grant Recipients

# Financial Overview

## % Per Budget

- ✱ 63.1% - Mentor stipends
- ✱ 19.82% - Staff and administrative costs
- ✱ 10.09% - Coaches Academy and beginning teacher professional development
- ✱ 4.01% - Mentor training and professional development
- ✱ 2.78% - Technology data and record keeping



# Future Goals and Plans

The Governor appointed Teacher Retention and Recruitment Task Force recommends the legislature fund a graduated mentorship through ND RISE for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for

teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession. Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies, and better classroom management. **Data indicate that teachers who participate in the North Dakota Retaining, Inspiring, and Supporting Educators (ND RISE) have higher retention rates compared to teachers not in the program.** Expansion of the ND RISE Mentoring Program will offer the necessary support to

new teachers who are developing their presence in the classroom and allow mentor teachers an opportunity to gain a leadership role. The mentoring partnership fosters a supportive school climate, enhances job satisfaction and increases the likelihood of new teachers to stay in the educational field.

## BEGINNING TEACHERS NETWORK GRANTS

REA or District	Amount Granted 2023-2024	Amount Granted 2024-2025
WERC	\$10,250	\$7,750
LRSE	\$4,320	\$4,990
BPS	\$16,550	\$9,625
SEEC	\$9,625	\$5,250
NCEC	\$6,500	\$6,500
FPS	\$10,397	\$13,887
NESC	\$5,865	\$5,875
CREA	Did Not Apply	\$4,500
WFPS	\$18,625	\$18,625
RRVEC	\$5,854	\$4,000
NCEC Supporting Overseas Teachers	Not Applicable	\$6,500
<b>Total Awarded</b>	<b>\$87,986</b>	<b>\$87,502</b>

# Challenges and Lessons Learned

The challenge of offering supports that are flexible yet structured remains at the heart of our decisions. We strive to be able to be implemented in a variety of settings yet keep the rigor that has allowed for an impact on teacher retention.

We are also focused on the challenge of continuing to offer up to date training and materials. We are continuously looking for ways to improve the experiences our mentors, coaches and beginning teachers receive while engaging in our programming and training.

## PROGRAM FUNDING & PARTICIPATION

Biennium	Amount Granted	Additional Funding	Number of Beginning Teachers	Number of Districts
2009 - 2011	\$2,300,000	\$0	246	40
2011 - 2013	\$2,300,000	\$0	457	61
2013 - 2015	\$2,300,000	\$0	655	77
2015 - 2017	\$2,700,000	\$0	686	71
2017 - 2019	\$2,050,000	\$0	646	69
2019 - 2021	\$2,125,764	\$0	681	71
2021 - 2023	\$2,125,764	\$1,366,348	1024	117
2023 - 2025	\$2,500,000	\$1,366,348	1388	101

# Requested funding for the 2025-27 Biennium

If ND RISE is expanded to include teachers in their third year, as recommended by the Task Force, a fully funded, graduated mentorship program would require \$4.8 million.

This \$4.8 million would:

- Allow us to provide mentoring for all first, second, and third-year teachers, as well as those transitioning into new roles at any public or non-public school in North Dakota.
- Ensure full funding of Beginning Teacher Network Grants to supplement mentoring efforts through REAs and districts.
- Provide necessary professional development for instructional coaches, mentors, and beginning teachers, fostering teacher leadership, and enhancing effectiveness.
- Continue to positively impact teacher retention, job satisfaction, and overall teacher quality.



North Dakota  
Teacher Retention Study  
2024-25

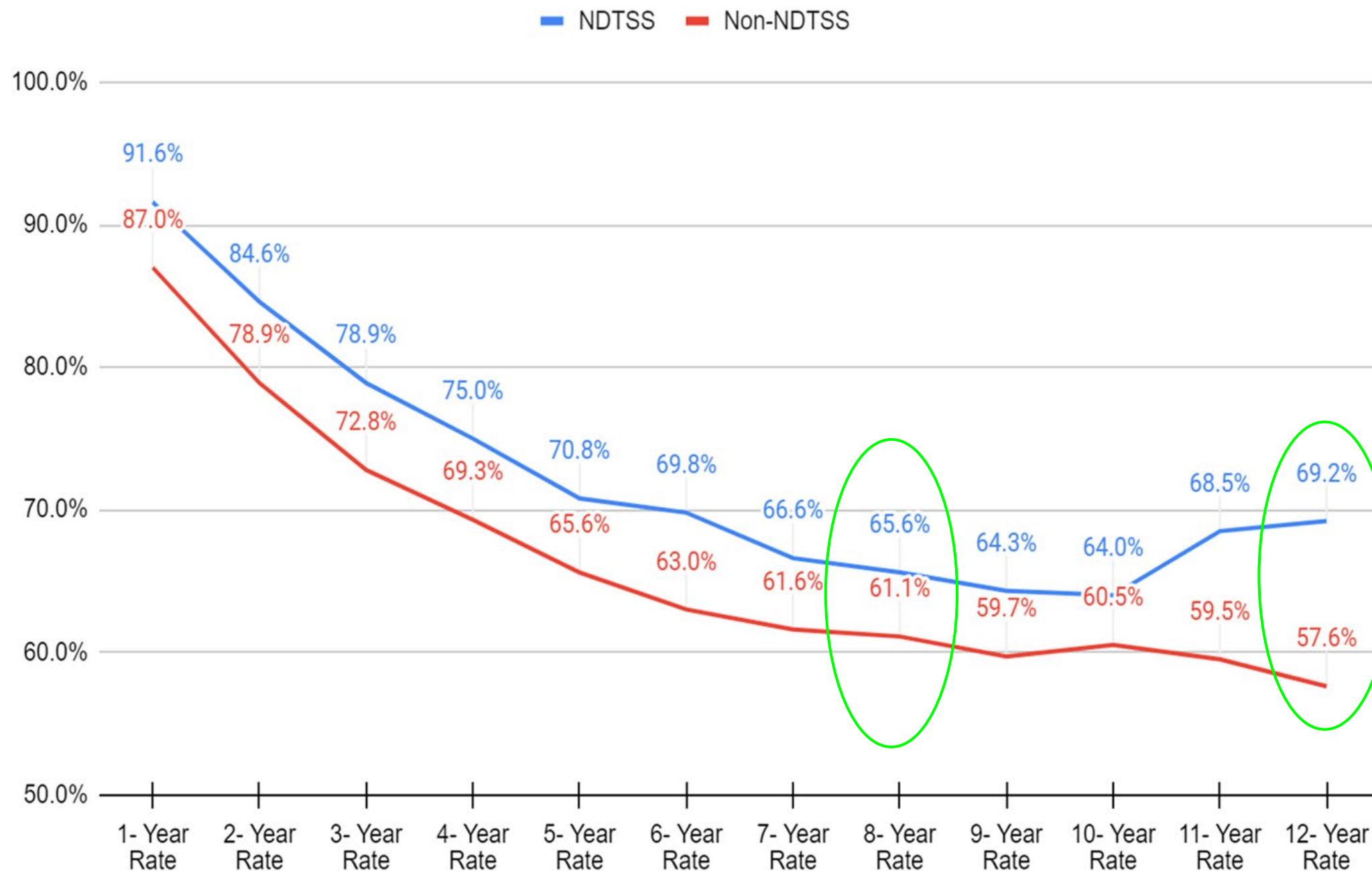


## **ND Teacher Retention: Main Points**

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program.

- **Years of Experience**
  - ND RISE has a higher retention rate each year.
- **Cumulative Retention**
  - ND RISE has a greater retention average over the past 13 years.
- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers compared to Non-ND RISE.

## Average Rate of Teacher Retention Per Years of Experience



## Retention by YOE

- ND RISE teachers are consistently retained at a higher rate than Non-ND RISE teachers.
- Differences between the two groups ranges from 3.5% (10-year rate) and 11.6% (12-year rate).
- For ND RISE teachers, the retention rate increases in year 11, but the Non-ND RISE teachers demonstrate a steady decrease in retention.



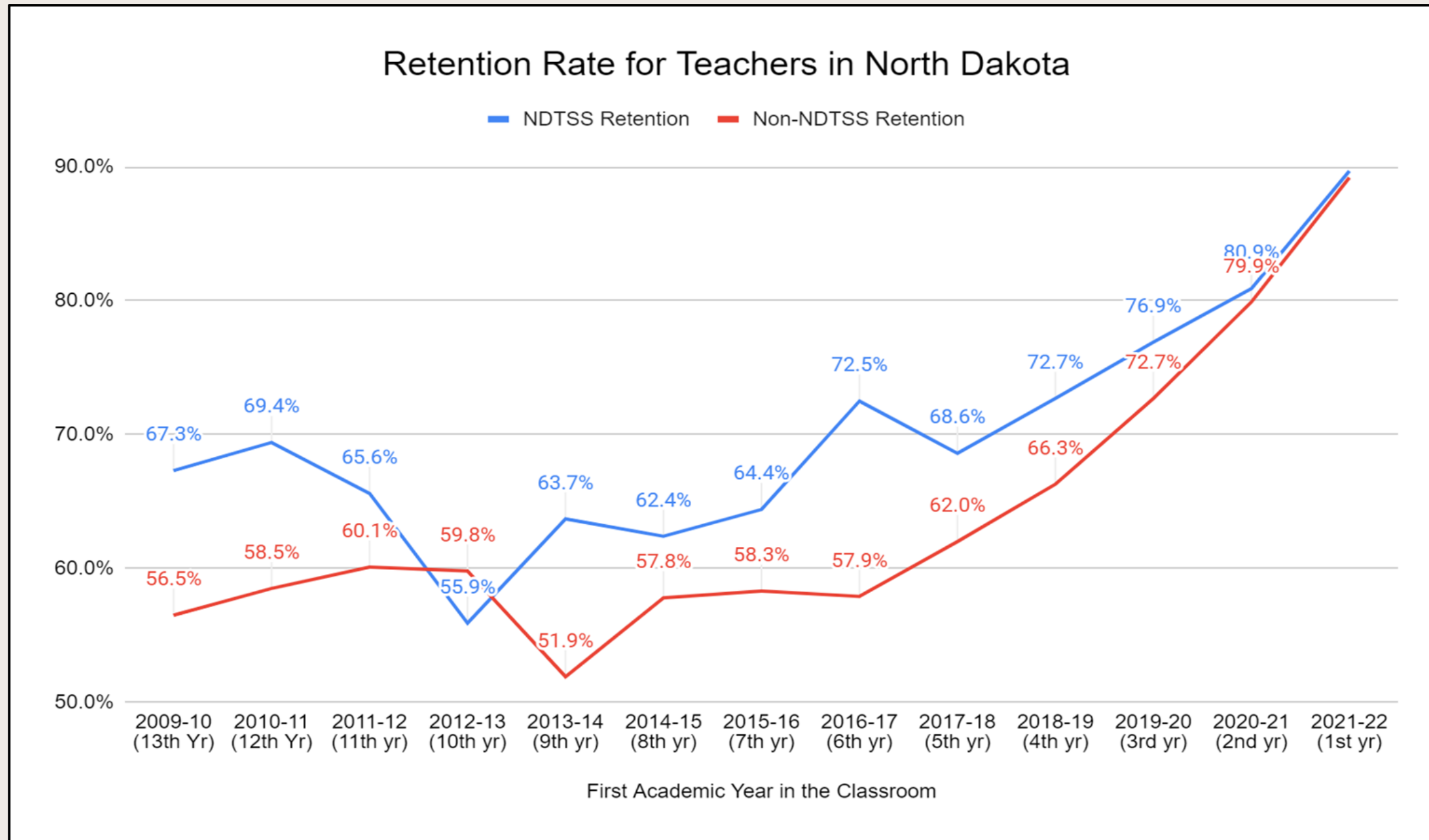
Attrition Percentage Difference by Year of Experience

	NDTSS	% Difference by Year	% Attrition Since Year One	Non-NDTSS	% Difference by Year	% Attrition Since Year One
1- Year Rate	91.6%	8.4%	8.4%	87.0%	13.0%	13.0%
2- Year Rate	84.6%	7.0%	15.4%	78.9%	8.1%	21.1%
3- Year Rate	78.9%	5.7%	21.1%	72.8%	6.1%	27.2%
4- Year Rate	75.0%	3.9%	25.0%	69.3%	3.5%	30.7%
5- Year Rate	70.8%	4.2%	29.2%	65.6%	3.7%	34.4%
6- Year Rate	69.8%	1.0%	30.2%	63.0%	2.6%	37.0%
7- Year Rate	66.6%	3.2%	33.4%	61.6%	1.4%	38.4%
8- Year Rate	65.6%	1.0%	34.4%	61.1%	0.5%	38.9%
9- Year Rate	64.3%	1.3%	35.7%	59.7%	1.4%	40.3%
10- Year Rate	64.0%	0.3%	36.0%	60.5%	-0.8%	39.5%
11- Year Rate	68.5%	-4.5%	31.5%	59.5%	1.0%	40.5%
12- Year Rate	69.2%	-0.7%	30.8%	57.6%	1.9%	42.4%

## Attrition

- After the first two years of teaching, the percentage change is less each year until year 10 for Non-ND RISE and year 11 for ND RISE teachers.
- Non-ND RISE teachers experience a small increase in retention (.8%) in year 10 and decreases again until year 12.
- The rate of attrition for ND RISE teachers begins to plateau at year 10 and retention percentage increases during the 11th and 12 years.
- **There is critical need for building a stronger net of support during a teacher's first years in the classroom.**

# ND Teacher Cumulative Retention Rate



- The cumulative retention rate sample includes all teachers who began their teaching career starting in 2009-2010 and adding to the sample each year.

Stayers, Returners & Leavers Data for 2022-23 School Year

	NDTSS "Stayers"	Non-NDTSS "Stayers"	NDTSS "Leavers"	Non-NDTSS "Leavers"	NDTSS "Returners"	Non-NDTSS "Returners"
2009-10	54.5%	45.2%	35.5%	43.5%	10.0%	11.2%
2010-11	55.0%	44.7%	32.4%	41.8%	12.6%	13.5%
2011-12	53.5%	45.8%	36.9%	43.1%	9.6%	11.1%
2012-13	46.1%	44.6%	44.1%	41.4%	9.8%	14.0%
2013-14	56.6%	45.0%	36.3%	48.1%	7.1%	6.9%
2014-15	56.7%	48.1%	37.6%	42.4%	5.6%	9.5%
2015-16	57.8%	51.1%	35.6%	41.7%	6.6%	7.2%
2016-17	66.7%	52.8%	27.5%	42.1%	5.8%	5.1%
2017-18	65.1%	55.6%	31.4%	38.0%	3.5%	6.3%
2018-19	69.1%	60.7%	27.3%	33.4%	3.6%	5.9%
2019-20	73.4%	71.5%	23.1%	27.3%	3.5%	1.1%
2020-21	80.5%	77.7%	19.1%	19.8%	0.3%	2.5%

## Findings

- The percentage of stayers for individual school years was **consistently greater in the ND RISE group of teachers.**
- The percent difference between stayers identified as ND RISE and Non-ND RISE ranges from 13.9% (2016-17) and 1.5% (2012-13) with **all differences in favor of ND RISE teachers.**

## ND Teacher Retention Summary

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program according to:

- **Years of Experience**
  - ND RISE has a higher retention rate each year.
  
- **Cumulative Retention**
  - ND RISE has a greater retention average over the past 13 years.
  
- **Stayers and Leavers**
  - ND RISE has more stayers and less leavers.