

2023 SENATE EDUCATION

SB 2033

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2033
1/17/2023

Relating to teacher shortage loan forgiveness; relating to the duties of the superintendent of public instruction; and to provide an appropriation.

10:00 AM Chairman Elkin opened the hearing. Present: Chairman Elkin, Vice Chair Beard, Senator Axtman, Senator Conley, Senator Lemm, and Senator Wobbema.

Discussion Topics:

- Geographic location
- High needs area
- Recruitment

Representative Mark Sanford, District 17, testified in support with no written testimony.

Bob Marthaller, North Dakota United, read Nick Archuleta testimony in support. #13974

Kevin Hoherz, NDCEL, testified in support. #13644

Alex Cronquist, Legislative Council testified in neutral position with no written testimony.

Joe Kolosky, Director School Approval, testified in a neutral position. #13971

Additional written testimony:

Dr. Ellie Shockley, Department of Public Instruction, Institutional Researcher, neutral #13633

10:30 AM Chairman Elkin closed the hearing.

Pam Dever, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2033
1/17/2023

Relating to teacher shortage loan forgiveness; relating to the duties of the superintendent of public instruction; and to provide an appropriation.

2:30 PM Chairman Elkin opened the meeting. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Committee action

Senator Axtman moved amendment LC 23.0155.01001.

Senator Lemm seconded the motion.

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.

Senator Axtman moved a DO PASS as AMENDED and Refer to Appropriations.

Senator Lemm seconded the motion.

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.

Senator Elkin will carry the bill.

2:45 PM Chairman Elkin adjourned the meeting.

Pam Dever, Committee Clerk

January 17, 2023

AG
1-18-23
(1-1)

PROPOSED AMENDMENTS TO SENATE BILL NO. 2033

Page 2, line 5, after "need" insert "or shortage area"

Page 2, line 7, after "district" insert "or special education unit"

Page 2, line 10, after "district" insert "or special education unit"

Page 2, line 13, after "need" insert "or shortage area"

Page 2, line 15, after "district" insert "or special education unit"

Renumber accordingly

REPORT OF STANDING COMMITTEE

SB 2033: Education Committee (Sen. Elkin, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2033 was placed on the Sixth order on the calendar. This bill does not affect workforce development.

Page 2, line 5, after "need" insert "or shortage area"

Page 2, line 7, after "district" insert "or special education unit"

Page 2, line 10, after "district" insert "or special education unit"

Page 2, line 13, after "need" insert "or shortage area"

Page 2, line 15, after "district" insert "or special education unit"

Renumber accordingly

2023 SENATE APPROPRIATIONS

SB 2033

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

SB 2033
1/30/2023

A BILL for an Act, relating to teacher shortage loan forgiveness, relating to the duties of the superintendent of public instruction; and to provide an appropriation.
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11:05 AM Chairman Wanzek opened the hearing on SB 2033.

Members present : **Senators Bekkedahl, Krebsbach, Burckhard, Davison, Dever, Dwyer, Erbele, Kreun, Meyer, Roers, Schaible, Sorvaag, Vedaa, Wanzek, Rust, and Mathern**

Discussion Topics:

- Teachers
- Student loan forgiveness
- Critical shortage of teachers
- High needs
- Remote area

11:12 AM Representative Sanford, introduced and provided information verbally.

11:33 AM Joe Kolosky, Director of School Approval and Opportunity, ND DPI testified neutral verbally.

11:39 AM Chairman Wanzek assigned this bill to the Education and Environment Division.

11:39 AM Chairman Wanzek closed the hearing.

Peter Gualandri on behalf of Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

SB 2033
2/13/2023

Relating to teacher shortage loan forgiveness; relating to the duties of the superintendent of public instruction; and to provide an appropriation.

8:12 AM Chairman Bekkedahl opened the meeting.

Members present: **Senators Bekkedahl, Krebsbach, Burckhard, Davison, Dever, Dwyer, Erbele, Kreun, Meyer, Roers, Schaible, Sorvaag, Vedaa, Wanzek, Rust, and Mathern.**

Discussion Topics:

- Committee Action

8:14 AM Senator Schaible introduced the bill verbally.

8:16 AM Senator Schaible moved DO PASS.

8:16 AM Senator Mathern seconded.

8:23 AM Roll call vote.

Senators	Vote
Senator Brad Bekkedahl	Y
Senator Karen K. Krebsbach	Y
Senator Randy A. Burckhard	Y
Senator Kyle Davison	Y
Senator Dick Dever	Y
Senator Michael Dwyer	Y
Senator Robert Erbele	Y
Senator Curt Kreun	Y
Senator Tim Mathern	Y
Senator Scott Meyer	Y
Senator Jim P. Roers	Y
Senator Donald Schaible	Y
Senator Ronald Sorvaag	Y
Senator Shawn Vedaa	Y
Senator Terry M. Wanzek	Y
Senator Rust	Y

Passed 16-0-0

Senator Elkin will carry the bill.

8:23 AM Chairman Bekkedahl closed the meeting.

Peter Gualandri on behalf of Kathleen Hall, Committee Clerk

REPORT OF STANDING COMMITTEE

SB 2033, as engrossed: Appropriations Committee (Sen. Bekkedahl, Chairman) recommends **DO PASS** (16 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2033 was placed on the Eleventh order on the calendar. This bill affects workforce development.

2023 HOUSE EDUCATION

SB 2033

2023 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau AB Room, State Capitol

SB 2033
3/6/2023

Relating to teacher shortage loan forgiveness; relating to the duties of the superintendent of public instruction; and to provide an appropriation.

3:50 PM

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

Discussion Topics:

- Critical shortage area
- Critical needs area
- Rural area
- Critical needs in rural area combination
- Current teachers
- Undergrad or grad

Rep Mark Sanford, District 17, introduced the bill, oral testimony
Nick Archuletta, ND United, oral testimony
Dr Ellie Shockley, institutional researcher, NDUS, ND DPI, Testimony 21831

Additional written testimony:

Jason Fincel, Testimony 21830

4:11 PM Chairman Heinert closed the hearing.

Kathleen Davis, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

SB 2033
3/20/2023

Relating to teacher shortage loan forgiveness; relating to the duties of the superintendent of public instruction; and to provide an appropriation.

3:43 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:

- Committee action
- Loan forgiveness
- Matching funds

Rep Schreiber-Beck moved to adopt the amendment adding “distant town” on Page 1, Line 21, Page 2 Lines 7-10-16, and in Section 3, carve out \$200,000 for administrative costs, seconded by Rep Novak. Voice vote. Motion carried.

Rep Schreiber-Beck moved a Do Pass as Amended and Rerefer to Appropriations, seconded by Rep Novak.

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	N
Representative Matt Heilman	N
Representative Jeff A. Hoverson	N
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Andrew Marschall	N
Representative Eric James Murphy	Y
Representative Anna S. Novak	Y
Representative Kelby Timmons	N

8-6-0 Motion carried. Rep Novak is carrier.

3:59 PM Meeting adjourned.

Kathleen Davis, Committee Clerk

March 20, 2023

AG
3-20-23
(1-1)

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2033

Page 1, line 21, after "district" insert ", distant town school district."

Page 2, line 7, after the first "or" insert "nondistant town school district or"

Page 2, line 10, after "or" insert "distant town school district or"

Page 2, line 16, after the first "or" insert "distant town school district or"

Page 5, line 16, after the second comma insert "from which \$200,000 must be allocated for administrative costs,"

Renumber accordingly

REPORT OF STANDING COMMITTEE

SB 2033, as engrossed: Education Committee (Rep. Heinert, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (8 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2033 was placed on the Sixth order on the calendar.

Page 1, line 21, after "district" insert ", distant town school district."

Page 2, line 7, after the first "or" insert "nondistant town school district or"

Page 2, line 10, after "or" insert "distant town school district or"

Page 2, line 16, after the first "or" insert "distant town school district or"

Page 5, line 16, after the second comma insert "from which \$200,000 must be allocated for administrative costs,"

Renumber accordingly

2023 HOUSE APPROPRIATIONS

SB 2033

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Brynhild Haugland Room, State Capitol

SB 2033
3/28/2023

Relating to the duties of the superintendent of public instruction; and to provide an appropriation.
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8:36 AM Chairman Vigesaa Called the meeting to order and roll call was taken-

Members present; Chairman Vigesaa, Representative B. Anderson, Representative Bellew, Representative Brandenburg, Representative Hanson, Representative Kreidt, Representative Martinson, Representative Mitskog, Representative Meier, Representative Mock, Representative Monson, Representative Nathe, Representative J. Nelson, Representative O'Brien, Representative Pyle, Representative Richter, Representative Sanford, Representative Schatz, Representative Schobinger, Representative Strinden, Representative G. Stemen and Representative Swiontek.

Members not Present- Representative Kempenich

Discussion Topics:

- Teacher Shortages
- Loan Forgiveness
- Number of Students
- Program Continuation
- Positions Per District

Representative Heinert- Introduces the bill and its purpose.

Joe Kolosky- Director of School Approval and Opportunity – Answers questions for the committee.

8:52 AM Chairman Vigesaa Closed the meeting for SB 2033

Risa Berube, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

SB 2033
4/6/2023

Relating to the duties of the superintendent of public instruction; and to provide an appropriation.

10:36 AM Chairman Vigesaa Called the meeting to order and roll call was taken-

Members present; Chairman Vigesaa, Representative B. Anderson, Representative Bellew, Representative Hanson, Representative Kreidt, Representative Martinson, Representative Mitskog, Representative Meier, Representative Mock, Representative Monson, Representative Nathe, Representative J. Nelson, Representative O'Brien, Representative Pyle, Representative Richter, Representative Sanford, Representative Schatz, Representative Schobinger, Representative Strinden, Representative G. Stemen and Representative Swiontek.

Members not Present- Representative Brandenburg

Discussion Topics:

- Career Builders
- Committee Work
- Committee Action

Chairman Vigesaa Opens discussion.

Representative Sanford Move for a Do Not Pass

Representative G. Stemen Seconds the motion.

Committee Discussion Roll call vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Larry Bellew	Y
Representative Mike Brandenburg	A
Representative Karla Rose Hanson	N
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	N
Representative Corey Mock	A
Representative David Monson	N

Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	Y
Representative Randy A. Schobinger	Y
Representative Greg Stemen	Y
Representative Michelle Strinden	Y
Representative Steve Swiontek	Y

Motion Carries 18-3-2 Representative Sanford will carry the bill.

10:47 AM Chairman Vigesaa Closed the meeting for SB 2033

Risa Berube, Committee Clerk

REPORT OF STANDING COMMITTEE

SB 2033, as engrossed and amended: Appropriations Committee (Rep. Vigesaa, Chairman) recommends **DO NOT PASS** (18 YEAS, 3 NAYS, 2 ABSENT AND NOT VOTING). Engrossed SB 2033, as amended, was placed on the Fourteenth order on the calendar.

TESTIMONY

SB 2033

TESTIMONY ON SB 2033
SENATE EDUCATION COMMITTEE
January 17, 2023
By: Dr. Ellie Shockley, Institutional Researcher
elizabeth.shockley@ndus.edu 701-328-2020
In Service of the North Dakota Department of Public Instruction
Employed with the North Dakota University System

Mr. Chairman and Members of the Committee:

My name is Ellie Shockley, and I am an institutional researcher employed by the North Dakota University System. In this role, I am contracted to support the ND Department of Public Instruction (DPI).

I write to share my research that is highly relevant to SB 2033. The loan forgiveness program as it is described in the bill uses National Center for Education Statistics (NCES) locale codes to establish criteria. The rural and remote town schools mentioned in SB 2033 are coded with four NCES locale codes:

1. **Town–Remote:** Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.
2. **Rural–Fringe:** Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.
3. **Rural–Distant:** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.
4. **Rural–Remote:** Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

There are five NCES locale codes used in North Dakota that are not included in the list above: City–Midsize, City–Small, Suburban–Midsize, Suburban–Small, and importantly, **Town–Distant**. Following is how this locale is defined by the NCES.

Town–Distant: Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

I would like to bring to your attention my research findings that North Dakota’s schools in Distant Town locales have the poorest teaching-licensed personnel retention rate in the state. I share this information because it means that the NCES locale criteria stated in the current draft of the bill excludes schools where the teacher retention crisis is most severe – Distant Town schools.

If the aim of SB 2033 is to address the teacher retention and teacher shortage crisis where it is most severe in our state, then I invite you to consider amending SB 2033 to include “distant town” schools in the bill’s criteria, alongside the mention of “remote town” schools and the three kinds of “rural” schools. On the following page, I include a graph that illustrates retention rates by school locale. As you can see, distant town schools have an 80.2% retention rate among their teaching-licensed personnel – the lowest retention rate of all locale codes.

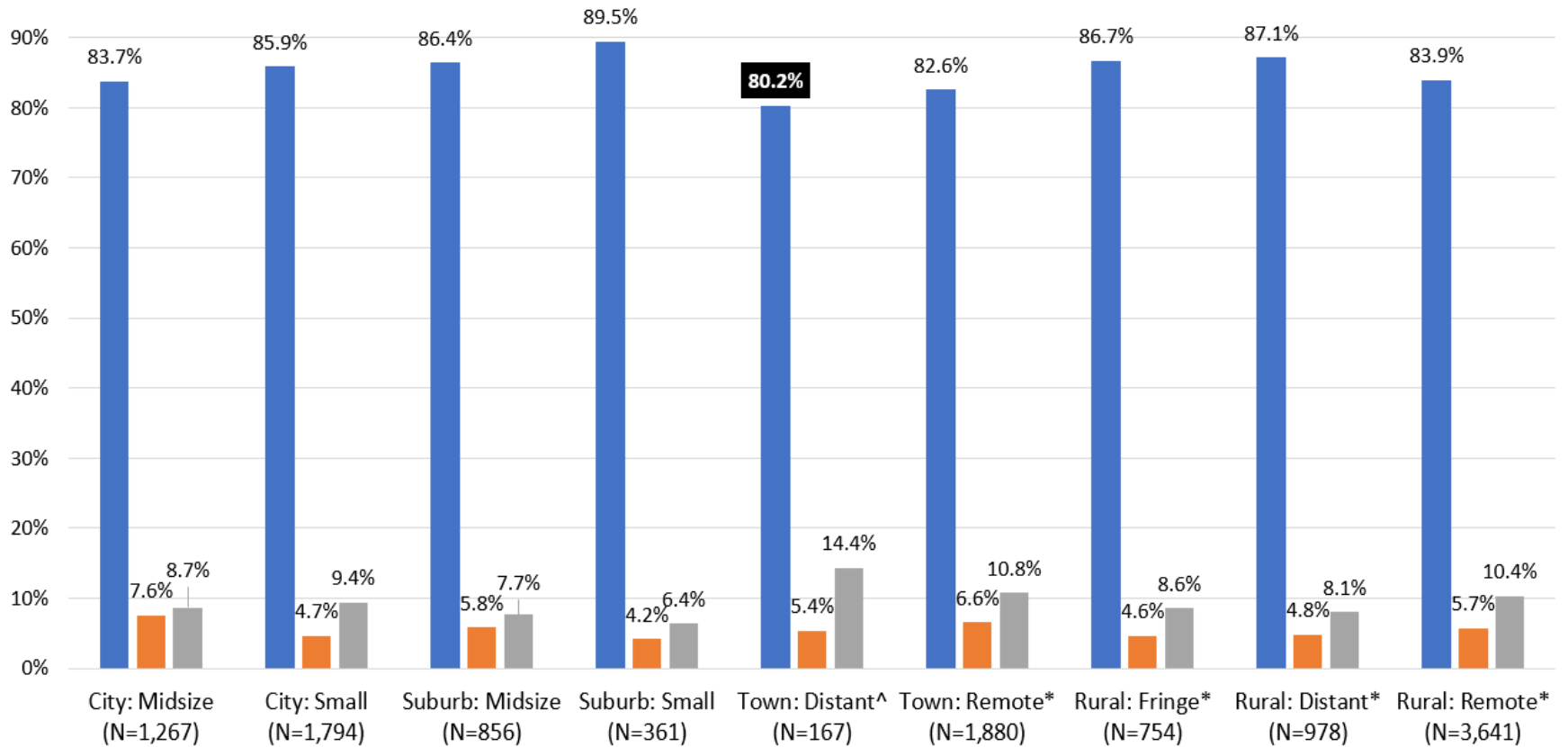
Please contact me if you have any questions. Thank you for your time.

ND Teaching-Licensed Personnel Retention, '20-'21 to '21-'22

*Locales used in criteria in current SB 2033 bill language

^Distant Town locale, suggested for your consideration

- Same Workplace
- Changed Workplace In-State
- Left Field or State





1 SB 2033

2 Testimony in Support – Senate Education Committee

3 Chairman Elkin and members of the Senate Education Committee. For the record my
4 name is Kevin Hoherz– I am here representing the North Dakota Council Leaders supporting
5 all the school administrators and school leaders in K12 across the state. I come to you with
6 support and a suggested amendment to SB 2033.

7 We are in support of loan forgiveness for our teachers but not the methodology
8 outlined in SB 2033. We feel that teacher loan forgiveness and scholarships would be a
9 better fit as outlined in ND Century Code 15-10-38.2. Higher education and ND Career and
10 Technical Education call this Career Builders that outline workforce educational pathways
11 including education.

12 This bill essentially brings back the teacher loan forgiveness program. The State
13 Superintendent and NDDPI will again administer the program as they have in the past. This
14 bill will allow the State Superintendent to adopt rules to set up areas of teacher shortage and
15 critical need. Rules will also include grade level, content areas, and geographical location.

16 Graduates from accredited teacher prep program, have a signed contract that fulfills
17 the critical need area, and have an existing student loan will be eligible. If the person is
18 getting loan forgiveness anywhere else, they are not eligible for this.

19 SB 2033 is requesting \$30 million to be appropriated for the biennium. The amounts
20 of distribution are as follows;

- 21 • Critical need in non-rural school: \$2500 p/y for 4 years
- 22 • Rural School: \$3750 p/y for 4 years
- 23 • Rural School or remote town: \$5000 p/y for 4 years

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

Executive Director: Aimee Copas-----Government Lead and Special Projects: Kevin Hoherz



1 The rationale for our request for an amendment and a shift of this appropriation to
2 the Career Builders scholarship is based on two important reasons – RECRUITMENT and
3 RETENTION. The bill in its current form only addresses the retention side of the argument.
4 As nice as it sounds to say that loan repayment would recruit people into the profession
5 would recruit an 18–19-year-old to choose this, the likelihood of that is far less than a front
6 end enticement through a scholarship and a back end loan repayment for the purposes of
7 retention.

8 During my time as an administrator, I would complete the verification for teachers in
9 the past loan forgiveness program. Teachers were disappointed when the past loan
10 forgiveness program ended. On a personal note, I have two daughters that are currently
11 teaching that would be eligible for this new program. They, like most young teachers, would
12 benefit from this legislation. It will give incentives for teachers to explore all districts in
13 North Dakota and help promote education as a profession. We think that a merger of the
14 reinvigoration of an investment in our teachers is wise, and even more so if that investment
15 is in the modality of the Career Builders Scholarship, it will better serve our needs in
16 education.

17 I ask that you please consider this amendment as you discuss this bill.

TESTIMONY ON SB 2033
SENATE EDUCATION COMMITTEE
January 17, 2023
By: Joe Kolosky, Director
Office of School Approval & Opportunity
701-328-2755

North Dakota Department of Public Instruction

Chairman Elkin and Members of the Committee:

For the record, my name is Joe Kolosky, and I am the director of the Office of School Approval & Opportunity for the North Dakota Department of Public Instruction (NDDPI). I want to provide some background information regarding teacher critical needs and shortages. Yearly, per federal reporting requirements, the NDDPI designates teacher critical needs and shortages based on several identifying factors. First, district self-reporting personnel reports (MIS03); inquiries from administrators; and communication with partner agencies and associations.

The NDDPI collects data on every position, content level, and grade level in the state. With this data, we create reports that help formulate our decision critical need and shortages decision (see *TSA_2022-2023.v2* and *Regional_Shortages*). Once we receive and review all data we create our designations and report to the Department of Education (see ND Teacher Critical Need Shortage Areas 2022-2023). Please note that the Educational Standards and Practices Board (ESPB) designates all teaching positions a critical need.

Dr. Ellie Shockley has also submitted testimony regarding this subject; she does most of the heavy lifting when creating the reports we use to create our critical needs and shortage areas. Her insights will clarify some nuances regarding rural retention rates.

I would like to bring up one area in the bill that may cause confusion and may warrant a conversation. In Section 1, subsection 6., subdivisions a. through c., the bill explains that teachers can only receive loan forgiveness if they accept a position in a critical need area. The committee might want to have a discussion to expand this to “critical need or shortage area.”

Lastly, the NDDPI would recommend one amendment to the bill based on our last experience with this program. When the language of the bill cites “school district,” we would like to add “or special education unit.” For example, “If the individual accepts one of up to five positions of critical need identified by the superintendent of public instruction in a nonrural school district or special education unit...” The reason for this is that many special education units hire special education teachers for school districts. Many special education teachers could not participate in this program because of how the bill was worded previously.

Chairman Elkin and members of the committee, this concludes my prepared remarks, and I will stand for any questions.

North Dakota Teacher Shortage Areas 2021-2022

Ellie Shockley, Ph.D., NDUS
elizabeth.shockley@ndus.edu

Joe Kolosky, DPI
jkolosky@nd.gov

Color-Coded Scheme:
shortage ≥ 10 FTEs
shortage ≥ 20 FTEs
shortage ≥ 5% w/in category

Position / Responsibility	Current Year (2021-2022) Shortages					Shortage Percentage Over Time					Grades Served					
	FTEs by Status:			Shortage: (Irregular + Unfilled)	Total FTEs: (Regular + Irregular + Unfilled)	'19-'20	'20-'21	'21-'22	'22-'23	Overall Trend	PK	K	Gr. 1-4	Gr. 5-6	Gr. 7-8	Gr. 9-12
	Regular	Irregular	Unfilled													
Grand Total PK-8th Grade Teachers	6,180.3	143.9	35.0	178.9	6,359.2	1.9%	1.9%	2.1%	2.8%							
Elementary & Middle School Teachers	123.1	5.4	3.0	8.4	131.6	2.9%	3.4%	2.3%	6.4%		x					
Teacher: Pre-Kindergarten	677.3	8.8	6.0	14.8	692.1	1.6%	1.2%	1.8%	2.1%			x				
Teacher: Kindergarten	4,088.8	77.0	24.5	101.5	4,190.2	1.6%	1.5%	1.7%	2.4%			x	x			
Teacher: Gr. 1-6	1,291.1	52.7	1.5	54.2	1,345.3	3.0%	3.4%	3.4%	4.0%					x		
Teacher: Gr. 7-8	2,512.2	103.6	67.4	171.0	2,683.2	4.3%	4.4%	4.9%	6.4%						x	
Grand Total 9th-12th Grade Teachers	363.5	14.6	20.3	34.9	398.4	7.5%	6.6%	7.5%	8.9%							
All H.S. Teachers	68.8	0.4	1.5	1.9	70.6	7.2%	8.8%	6.9%	2.7%							x
Total 9th-12th Grade CTE Teachers	46.4	4.8	3.0	7.8	54.2	19.3%	7.1%	14.5%	14.4%							x
Teacher: Gr. 9-12, CTE: Agricultural Ed	66.9	3.9	6.0	9.9	76.9	11.8%	8.6%	12.7%	12.9%							x
Teacher: Gr. 9-12, CTE: Business Ed	34.9	0	0	0	34.9	0%	0%	1.4%	0%							x
Teacher: Gr. 9-12, CTE: Family and Consumer Sci Ed	11.0	0.3	1.0	1.3	12.3	8.1%	2.4%	5.1%	10.2%							x
Teacher: Gr. 9-12, CTE: Health Sci Ed	14.5	2.3	0	2.3	16.8	8.6%	3.5%	8.7%	13.6%							x
Teacher: Gr. 9-12, CTE: Information Technology Ed	32.9	1.1	2.0	3.1	35.9	5.3%	6.8%	5.0%	8.6%							x
Teacher: Gr. 9-12, CTE: Marketing Ed	70.6	0	3.5	3.5	74.1	1.5%	4.0%	4.2%	4.7%							x
Teacher: Gr. 9-12, CTE: Technology & Engineering Ed	17.5	1.9	3.3	5.2	22.7	1%	13.3%	3.7%	22.8%							x
Teacher: Gr. 9-12, CTE: Trade, Industry, & Technical Ed	326.0	16.8	8.0	24.8	350.8	6.6%	6.2%	8.0%	7.1%							x
Total 9th-12th Grade Science Teachers	146.5	9.1	4.3	13.4	159.9	6.0%	7.0%	8.3%	8.4%							x
H.S. Science Teachers	57.1	3.3	0.3	3.6	60.7	6.5%	3.6%	5.6%	5.9%							x
Teacher: Gr. 9-12, Biology	12.9	0.3	0.3	0.6	13.5	20.7%	9.9%	10.0%	4.3%							x
Teacher: Gr. 9-12, Chemistry	108.0	4.0	0	4.0	112.1	4.7%	4.6%	4.7%	3.6%							x
Teacher: Gr. 9-12, Earth Science	1.5	0	3.3	3.3	4.7	13.0%	65.2%	34.6%	69.0%							x
Teacher: Gr. 9-12, Physics	332.2	7.6	2.0	9.6	341.8	2.3%	2.4%	1.5%	2.8%							x
Total 9th-12th Grade Social Studies Teachers	65.7	0.3	1.3	1.5	67.2	4.5%	3.4%	2.8%	2.2%							x
H.S. Social Studies Teachers	226.4	6.3	0.3	6.5	233.0	2.5%	2.2%	1.8%	2.8%							x
Teacher: Gr. 9-12, Government	40.1	1.1	1	1.6	41.6	1.4%	1.9%	0.4%	3.7%							x
Teacher: Gr. 9-12, History	97.5	4.7	7.0	11.7	109.1	6.6%	4.4%	5.2%	10.7%							x
Teacher: Gr. 9-12, Misc. Social Studies	16.9	0.2	0	0.2	17.1	6.2%	6.0%	3.8%	1.3%							x
Total 9th-12th Grade World Language Teachers	11.5	0.2	1	1.2	12.7	1.7%	1.9%	4.3%	9.5%							x
H.S. Language Teachers	4.1	0.4	0	0.4	4.5	0%	0%	4.1%	9.0%							x
Teacher: Gr. 9-12, French	3.7	0.5	2.0	2.5	6.2	29.7%	30.7%	35.0%	40.1%							x
Teacher: Gr. 9-12, German	61.3	3.4	4.0	7.4	68.7	5.8%	2.1%	2.7%	10.7%							x
Teacher: Gr. 9-12, Latin	1,393.0	59.9	30.1	90.0	1,483.0	3.1%	3.8%	4.1%	6.2%							x
Total 9th-12th Grade Teachers for Other Subjects	3.8	0	1.5	1.5	5.3	3.0%	18.3%	30.4%	28.3%							x
Other H.S. Teachers	6.8	0	1	1	7.9	0%	0%	0%	14.0%							x
Teacher: Gr. 9-12, Computer Science	369.5	11.9	12.0	23.9	393.3	4.8%	2.5%	3.6%	6.1%							x
Teacher: Gr. 9-12, Driver & Traffic Safety	191.7	11.6	7.0	18.6	210.3	2.6%	5.6%	6.3%	8.8%							x
Teacher: Gr. 9-12, English Language Arts	191.4	3.8	1.5	5.3	196.7	2.0%	1.5%	1.6%	2.7%							x
Teacher: Gr. 9-12, Fine & Performing Arts	359.0	13.4	7.0	20.4	379.4	2.6%	4.2%	4.7%	5.4%							x
Teacher: Gr. 9-12, Health/Physical Ed	5.0	0	0	0	5.0	0%	0%	0%	0%							x
Teacher: Gr. 9-12, Mathematics	265.9	19.2	0	19.2	285.1	2.8%	5.4%	4.0%	6.7%							x
Teacher: Gr. 9-12, Military Science	1,544.4	66.4	74.3	140.7	1,685.1	7.1%	6.5%	6.7%	8.8%							x
Teacher: Gr. 9-12, Misc. Other	35.5	0	2.0	2.0	37.5	2.7%	2.6%	5.2%	5.3%							x
Grand Total Special Education Licensed Staff	50.3	0	0	0	50.3	2.8%	1.9%	3.7%	0%							x
Special Education	107.2	4.4	3.0	7.4	114.6	6.5%	7.4%	3.7%	6.5%							x
Special Ed: Director	15.1	0	1.0	1.0	16.1	3.8%	4.8%	6.0%	6.2%							x
Special Ed: Coordinator	270.9	0	24.2	24.2	295.1	1.8%	4.6%	3.9%	8.2%							x
Special Ed: Early Childhood	16.4	1	0	1	17.4	10.4%	5.3%	0%	5.7%							x
Special Ed: Hearing Impaired	35.6	0	11.6	11.6	47.2	19.6%	23.3%	9.8%	24.6%							x
Special Ed: Speech-Language Pathologist	1,013.4	61.0	32.5	93.5	1,106.9	8.3%	6.8%	7.8%	8.4%							x
Special Ed: Visually Impaired	1,702.1	87.3	35.7	123.0	1,825.1	6.5%	5.8%	6.8%	6.7%							x
Special Ed: Psych. Services	364.1	29.9	19.6	49.5	413.6	7.8%	9.3%	7.5%	12.0%							x
Special Ed: Other	7.5	0	1.1	1.1	8.6	38.3%	33.1%	30.5%	12.7%							x
Grand Total Licensed Non-Instructional Staff	171.6	0.1	0	0.1	171.7	1.1%	1.5%	0.8%	0.1%							x
Licensed Non-Instructional Staff	173.6	11.6	4.0	15.6	189.2	13.8%	8.1%	8.5%	8.2%							x
Counselor	259.6	24.3	3.0	27.3	286.9	6.4%	6.3%	8.3%	9.5%							x
English Learners Programs	59.9	4.0	0	4.0	63.9	6.0%	4.8%	5.0%	6.3%							x
Instructional Coach	173.6	14.4	2.0	16.4	190.0	8.1%	10.1%	9.5%	8.6%							x
Library/Media Specialist	35.4	0	1.0	1.0	36.4	0%	0%	8.3%	2.7%		x	x	x	x	x	x
Principal: Elementary	141.6	2.2	1.1	3.3	144.9	2.4%	0.8%	1.8%	2.2%		x	x	x	x	x	x
Principal: Jr. High/Middle	141.2	0.8	1.0	1.8	143.0	1.0%	0.6%	1.2%	1.3%		x	x	x	x	x	x
Principal: Secondary	59.7	0	2.0	2.0	61.7	2.1%	1.8%	1.6%	3.2%		x	x	x	x	x	x
Psych. Services (Not Special Ed)	114.3	0.1	0.9	1.0	115.3	6.1%	0%	14.8%	0.9%		x	x	x	x	x	x
Student Performance Strategist	11.9	0	0	0	11.9	0%	0%	0%	0%		x	x	x	x	x	x
Superintendent	11.9	0	0	0	11.9	0%	0%	0%	0%		x	x	x	x	x	x
Technology Coordinator	11.9	0	0	0	11.9	0%	0%	0%	0%		x	x	x	x	x	x
Licensed Non-Instruct.: Other	11.9	0	0	0	11.9	0%	0%	0%	0%		x	x	x	x	x	x
GRAND TOTAL, ALL CATEGORIES OF LICENSED STAFF	11,939.1	401.3	212.4	613.6	12,552.7	3.8%	3.6%	4.0%	4.9%							x

North Dakota Regional Teacher Shortages 2022-2023

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Adams	4.0	30.9	12.9%
PK-8th Grade Teachers	0.7	15.6	4.5%
9th-12th Grade Teachers	2.3	8.9	25.8%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	1.0	5.4	18.6%
Barnes	6.5	171.6	3.8%
PK-8th Grade Teachers	1.4	78.1	1.8%
9th-12th Grade Teachers	1.1	38.0	2.9%
Special Education Licensed Staff	3.0	28.3	10.6%
Licensed Non-Instructional Staff	1.0	27.3	3.7%
Benson	18.3	176.9	10.3%
PK-8th Grade Teachers	5.2	87.7	5.9%
9th-12th Grade Teachers	7.1	44.1	16.1%
Special Education Licensed Staff	1.0	16.4	6.1%
Licensed Non-Instructional Staff	5.0	28.7	17.4%
Billings	0	15.7	0.0%
PK-8th Grade Teachers	0	11.5	0.0%
9th-12th Grade Teachers	n/a	n/a	n/a
Special Education Licensed Staff	0	1.2	0.0%
Licensed Non-Instructional Staff	0	3.0	0.0%
Bottineau	5.0	107.0	4.7%
PK-8th Grade Teachers	1.8	53.8	3.3%
9th-12th Grade Teachers	1.3	24.3	5.2%
Special Education Licensed Staff	1.0	16.2	6.2%
Licensed Non-Instructional Staff	1.0	12.7	7.9%
Bowman	2.0	71.0	2.8%
PK-8th Grade Teachers	0	38.4	0.0%
9th-12th Grade Teachers	1.0	16.9	5.9%
Special Education Licensed Staff	1.0	4.2	23.8%
Licensed Non-Instructional Staff	0	11.5	0.0%
Burke	3.8	53.8	7.1%
PK-8th Grade Teachers	1.9	29.2	6.4%
9th-12th Grade Teachers	1.8	15.1	12.2%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	0.1	8.6	1.2%
Burleigh	50.2	1,382.4	3.6%
PK-8th Grade Teachers	11.7	720.8	1.6%
9th-12th Grade Teachers	10.1	295.4	3.4%
Special Education Licensed Staff	13.1	197.6	6.6%
Licensed Non-Instructional Staff	15.3	168.6	9.1%
Cass	106.7	2,880.7	3.7%
PK-8th Grade Teachers	21.8	1,439.2	1.5%
9th-12th Grade Teachers	16.7	595.9	2.8%
Special Education Licensed Staff	56.2	440.0	12.8%
Licensed Non-Instructional Staff	12.0	405.6	3.0%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Cavalier	4.0	65.0	6.2%
PK-8th Grade Teachers	1.4	36.7	3.7%
9th-12th Grade Teachers	0.6	14.4	4.4%
Special Education Licensed Staff	0	4.0	0.0%
Licensed Non-Instructional Staff	2.0	10.0	20.0%
Dickey	1.5	65.0	2.3%
PK-8th Grade Teachers	0.3	38.9	0.9%
9th-12th Grade Teachers	0.7	16.1	4.1%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0.5	10.0	5.0%
Divide	1.0	41.3	2.4%
PK-8th Grade Teachers	1.0	23.0	4.3%
9th-12th Grade Teachers	0	9.4	0.0%
Special Education Licensed Staff	0	4.0	0.0%
Licensed Non-Instructional Staff	0	4.9	0.0%
Dunn	3.0	67.7	4.4%
PK-8th Grade Teachers	2.0	38.9	5.1%
9th-12th Grade Teachers	0	14.1	0.0%
Special Education Licensed Staff	0	5.0	0.0%
Licensed Non-Instructional Staff	1.0	9.7	10.3%
Eddy	2.5	42.7	5.9%
PK-8th Grade Teachers	0.2	18.3	0.8%
9th-12th Grade Teachers	0.4	7.1	4.9%
Special Education Licensed Staff	0	11.8	0.0%
Licensed Non-Instructional Staff	2.0	5.5	36.4%
Emmons	4.5	67.7	6.6%
PK-8th Grade Teachers	3.0	36.1	8.4%
9th-12th Grade Teachers	0.5	16.6	2.8%
Special Education Licensed Staff	0	4.4	0.0%
Licensed Non-Instructional Staff	1.0	10.6	9.5%
Foster	3.0	44.0	6.8%
PK-8th Grade Teachers	1.0	23.5	4.3%
9th-12th Grade Teachers	0	12.3	0.0%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	2.0	8.2	24.4%
Golden Valley	3.0	43.5	6.9%
PK-8th Grade Teachers	0.6	18.6	3.1%
9th-12th Grade Teachers	0.4	14.4	3.0%
Special Education Licensed Staff	1.0	3.5	29.0%
Licensed Non-Instructional Staff	1.0	7.1	14.2%
Grand Forks	12.4	943.1	1.3%
PK-8th Grade Teachers	2.9	497.1	0.6%
9th-12th Grade Teachers	1.4	173.7	0.8%
Special Education Licensed Staff	3.0	131.3	2.3%
Licensed Non-Instructional Staff	5.0	141.0	3.5%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Grant	1.5	30.0	5.0%
PK-8th Grade Teachers	0	15.7	0.0%
9th-12th Grade Teachers	0	6.1	0.0%
Special Education Licensed Staff	1.0	2.0	50.0%
Licensed Non-Instructional Staff	0.5	6.1	8.1%
Griggs	5.0	47.3	10.6%
PK-8th Grade Teachers	3.2	23.8	13.5%
9th-12th Grade Teachers	1.8	13.6	13.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	9.9	0.0%
Hettinger	1.0	54.0	1.9%
PK-8th Grade Teachers	1.0	25.7	3.9%
9th-12th Grade Teachers	0	12.7	0.0%
Special Education Licensed Staff	0	5.1	0.0%
Licensed Non-Instructional Staff	0	10.4	0.0%
Kidder	2.5	40.3	6.2%
PK-8th Grade Teachers	0.1	22.6	0.6%
9th-12th Grade Teachers	2.4	8.8	26.9%
Special Education Licensed Staff	0	3.8	0.0%
Licensed Non-Instructional Staff	0	5.1	0.0%
LaMoure	1.9	71.1	2.7%
PK-8th Grade Teachers	0.3	41.0	0.6%
9th-12th Grade Teachers	0.8	17.7	4.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0.9	12.4	7.2%
Logan	2.8	50.8	5.5%
PK-8th Grade Teachers	0	23.6	0.0%
9th-12th Grade Teachers	0	11.4	0.0%
Special Education Licensed Staff	0	6.9	0.0%
Licensed Non-Instructional Staff	2.8	9.0	31.1%
McHenry	5.8	100.1	5.8%
PK-8th Grade Teachers	2.4	53.2	4.5%
9th-12th Grade Teachers	1.5	26.6	5.7%
Special Education Licensed Staff	1.0	7.0	14.3%
Licensed Non-Instructional Staff	0.9	13.3	7.1%
McIntosh	4.5	56.0	8.0%
PK-8th Grade Teachers	2.2	29.2	7.6%
9th-12th Grade Teachers	2.3	14.8	15.5%
Special Education Licensed Staff	0	3.6	0.0%
Licensed Non-Instructional Staff	0	8.4	0.0%
McKenzie	42.1	248.5	16.9%
PK-8th Grade Teachers	14.6	138.8	10.5%
9th-12th Grade Teachers	19.5	59.3	32.9%
Special Education Licensed Staff	1.0	14.0	7.1%
Licensed Non-Instructional Staff	7.0	36.4	19.3%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
McLean	19.8	210.8	9.4%
PK-8th Grade Teachers	4.8	107.1	4.5%
9th-12th Grade Teachers	4.1	49.8	8.2%
Special Education Licensed Staff	4.0	16.4	24.4%
Licensed Non-Instructional Staff	6.9	37.5	18.4%
Mercer	7.0	132.5	5.3%
PK-8th Grade Teachers	0	60.3	0.0%
9th-12th Grade Teachers	1.0	32.3	3.1%
Special Education Licensed Staff	4.0	17.0	23.5%
Licensed Non-Instructional Staff	2.0	22.9	8.7%
Morton	14.1	500.4	2.8%
PK-8th Grade Teachers	3.1	252.0	1.2%
9th-12th Grade Teachers	3.8	109.8	3.5%
Special Education Licensed Staff	3.0	67.5	4.4%
Licensed Non-Instructional Staff	4.2	71.1	5.8%
Mountrail	12.1	182.5	6.6%
PK-8th Grade Teachers	3.4	89.2	3.8%
9th-12th Grade Teachers	6.6	42.0	15.7%
Special Education Licensed Staff	0	23.0	0.0%
Licensed Non-Instructional Staff	2.2	28.3	7.6%
Nelson	6.5	57.0	11.4%
PK-8th Grade Teachers	2.4	30.4	8.0%
9th-12th Grade Teachers	3.1	14.5	21.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	1.0	12.0	8.3%
Oliver	1.0	29.0	3.4%
PK-8th Grade Teachers	1.0	15.1	6.6%
9th-12th Grade Teachers	0	7.6	0.0%
Special Education Licensed Staff	0	0.5	0.0%
Licensed Non-Instructional Staff	0	5.8	0.0%
Pembina	5.0	139.4	3.6%
PK-8th Grade Teachers	1.5	69.8	2.1%
9th-12th Grade Teachers	1.5	34.3	4.5%
Special Education Licensed Staff	1.0	10.9	9.2%
Licensed Non-Instructional Staff	1.0	24.4	4.1%
Pierce	4.0	67.0	6.0%
PK-8th Grade Teachers	1.3	30.9	4.3%
9th-12th Grade Teachers	1.7	17.2	9.6%
Special Education Licensed Staff	0	7.0	0.0%
Licensed Non-Instructional Staff	1.0	11.9	8.4%
Ramsey	13.5	239.8	5.6%
PK-8th Grade Teachers	3.7	98.1	3.7%
9th-12th Grade Teachers	4.3	41.9	10.3%
Special Education Licensed Staff	2.0	62.8	3.2%
Licensed Non-Instructional Staff	3.5	37.1	9.4%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Ransom	1.0	98.1	1.0%
PK-8th Grade Teachers	0.5	50.9	0.9%
9th-12th Grade Teachers	0.5	20.8	2.6%
Special Education Licensed Staff	0	13.0	0.0%
Licensed Non-Instructional Staff	0	13.4	0.0%
Renville	1.0	56.0	1.8%
PK-8th Grade Teachers	0	28.6	0.0%
9th-12th Grade Teachers	1.0	15.4	6.5%
Special Education Licensed Staff	0	4.9	0.0%
Licensed Non-Instructional Staff	0	7.1	0.0%
Richland	14.6	278.1	5.2%
PK-8th Grade Teachers	6.3	139.9	4.5%
9th-12th Grade Teachers	2.4	67.3	3.6%
Special Education Licensed Staff	2.0	30.5	6.6%
Licensed Non-Instructional Staff	3.8	40.4	9.4%
Rolette	34.5	382.2	9.0%
PK-8th Grade Teachers	15.4	193.8	7.9%
9th-12th Grade Teachers	12.7	78.3	16.2%
Special Education Licensed Staff	3.0	49.9	6.0%
Licensed Non-Instructional Staff	3.5	60.2	5.8%
Sargent	9.0	78.0	11.5%
PK-8th Grade Teachers	1.2	35.1	3.3%
9th-12th Grade Teachers	5.9	18.9	30.9%
Special Education Licensed Staff	1.0	9.0	11.1%
Licensed Non-Instructional Staff	1.0	14.9	6.7%
Sheridan	0.1	16.6	0.9%
PK-8th Grade Teachers	0.1	9.1	0.8%
9th-12th Grade Teachers	0.1	4.8	1.5%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.7	0.0%
Sioux	19.3	110.6	17.4%
PK-8th Grade Teachers	4.0	52.9	7.6%
9th-12th Grade Teachers	6.5	23.5	27.6%
Special Education Licensed Staff	1.0	13.5	7.4%
Licensed Non-Instructional Staff	7.8	20.6	37.6%
Slope	0	5.0	0.0%
PK-8th Grade Teachers	0	3.0	0.0%
9th-12th Grade Teachers	n/a	n/a	n/a
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.0	0.0%
Stark	26.0	505.3	5.1%
PK-8th Grade Teachers	8.1	264.2	3.1%
9th-12th Grade Teachers	8.9	103.2	8.6%
Special Education Licensed Staff	5.0	66.8	7.5%
Licensed Non-Instructional Staff	4.0	71.1	5.6%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Steele	0.5	18.0	2.8%
PK-8th Grade Teachers	0.4	11.4	3.8%
9th-12th Grade Teachers	0.1	4.6	1.5%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.0	0.0%
Stutsman	15.3	328.0	4.6%
PK-8th Grade Teachers	4.3	158.8	2.7%
9th-12th Grade Teachers	2.7	61.6	4.3%
Special Education Licensed Staff	3.5	53.0	6.6%
Licensed Non-Instructional Staff	4.8	54.7	8.7%
Towner	1.0	33.0	3.0%
PK-8th Grade Teachers	0	20.4	0.0%
9th-12th Grade Teachers	1.0	7.5	13.3%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	0	4.1	0.0%
Trail	2.0	155.4	1.3%
PK-8th Grade Teachers	1.0	69.4	1.4%
9th-12th Grade Teachers	0	33.1	0.0%
Special Education Licensed Staff	0	30.8	0.0%
Licensed Non-Instructional Staff	1.0	22.2	4.5%
Walsh	19.5	218.7	8.9%
PK-8th Grade Teachers	4.8	92.5	5.2%
9th-12th Grade Teachers	2.7	38.8	6.8%
Special Education Licensed Staff	11.0	55.0	20.0%
Licensed Non-Instructional Staff	1.0	32.4	3.1%
Ward	34.0	1,082.0	3.1%
PK-8th Grade Teachers	8.8	547.3	1.6%
9th-12th Grade Teachers	11.8	240.9	4.9%
Special Education Licensed Staff	7.4	152.8	4.8%
Licensed Non-Instructional Staff	6.1	141.0	4.3%
Wells	6.7	63.9	10.5%
PK-8th Grade Teachers	2.8	33.6	8.3%
9th-12th Grade Teachers	2.7	15.3	17.8%
Special Education Licensed Staff	0.5	6.8	7.4%
Licensed Non-Instructional Staff	0.7	8.3	8.5%
Williams	47.7	597.5	8.0%
PK-8th Grade Teachers	19.5	316.3	6.2%
9th-12th Grade Teachers	12.5	112.2	11.2%
Special Education Licensed Staff	10.0	80.9	12.4%
Licensed Non-Instructional Staff	5.7	88.0	6.5%

ND Teacher Critical Need and Shortage Areas 2022-2023

A team of NDDPI staff and NDUS staff reviewed and discussed several data points regarding teacher shortages in the state of North Dakota. Critical need and Teacher Shortage Areas were determined by comparing data including Administrator Surveys, STARS data including: Irregular FTE's, Unfilled Positions, a combination of Irregular FTE's, and Unfilled Positions and Shortage Percentages. By cross-referencing the data points, it was determined the top five Critical Need positions and Shortage positions below.

*Many irregulars are on plan of study

Critical Need

		Regular	Irregular	Unfilled	(Irregular + Unfilled)	(Regular + Irregular + Unfilled)	(Irregular + <u>Unfilled</u>) %
1.	Special Education K-12	1,544.4	66.4	74.3	140.7	1685.1	8.3%
2.	CTE 9-12	363.5	14.6	20.3	34.9	398.4	8.8%
3.	Fine & Perf. Arts	191.7	11.6	7.0	18.6	210.3	8.8%
4.	Counselor	364.1	29.9	19.6	49.5	413.6	12.0%
5.	Science 9-12	326.0	16.8	8.0	24.8	350.8	7.1%

Shortage

		Regular	Irregular	Unfilled	(Irregular + Unfilled)	(Regular + Irregular + Unfilled)	(Irregular + <u>Unfilled</u>) %
1.	Library Media Spec.	173.6	11.6	4.0	15.6	189.2	8.2%
2.	Teacher: 1-6	4,088.8	77.0	24.5	101.5	4,044.5	2.4%
3.	Teacher: 7-8	1,291.1	52.7	1.5	54.2	1,345.3	4.0%
4.	Math 9-12	359.0	13.4	7.0	20.4	379.4	5.4%
5.	English Language Arts	369.5	11.9	12.0	23.9	393.3	6.1%



Great Public Schools

Great Public Service

**Testimony before the Senate Education Committee
SB 2033
January 17, 2023**

Chairman Elkin and members of the Committee, I am Nick Archuleta, and I am the president of North Dakota United. I am very happy today to offer this testimony urging a DO PASS recommendation on SB 2033.

As we all know, North Dakota is not immune from the shortage of teachers that is affecting every state in our nation. We are somewhat unique, however, in that we have resources available to help alleviate the shortage and encourage more young people to choose education as their profession.

The provisions of SB 2033, if passed and signed into law, will provide relief for those individuals who have done the hard work and invested in their education. Furthermore, by targeting this relief to those teaching in critical need areas-be they remote communities or subject areas-this legislation will help to mitigate the effects of the teacher shortage in areas that experience it most acutely.

Chairman Elkin and members of the Committee, this is the type of legislation that tells teachers and potential teachers that they are valued, needed, and supported. For this reason, I urge a DO PASS recommendation for SB 2033.

HB 2033March 1st, 2023

Jason Fincel

(605) 290-2722 | jasonfincel@ndus.edu

My name is Jason Fincel, and I am the Chief Administrator of the North Dakota Student Association. I am writing to you to testify in support of Senate Bill No. 2033.

By creating a student loan forgiveness program for teachers, the state of North Dakota incentivizes students pursuing careers in teaching to consider employment within the state of North Dakota. Additionally, with a student loan forgiveness program in place, teachers who are struggling financially will be given a lifeline that will better enable them to remain in their teaching role in North Dakota and to provide a high-quality education to grade school students. Senate Bill No. 2033 has both short-term and long-term implications for the workforce of North Dakota. In the short-term, it will increase the number of teachers seeking employment or able to remain employed in North Dakota. In the long-term, it will result in a higher quantity of teachers in North Dakota which will, in turn, increase the quality of grade school education, which will then put young students who graduate high school in a better position to either pursue higher education or enter the workforce. In either case, this is a good first step in reversing the outflow of skilled labor from the state of North Dakota.

Senate Bill No. 2033 is not only in alignment with the best interests of teachers and students in both grade school and higher education, but also for North Dakota as a whole. I urge the committee to provide a DO PASS recommendation on Senate Bill No. 2033.

TESTIMONY ON SB 2033
HOUSE EDUCATION COMMITTEE
March 1, 2023

By: Dr. Ellie Shockley, Institutional Researcher
elizabeth.shockley@ndus.edu 701-328-2020

In Service of the North Dakota Department of Public Instruction
Employed with the North Dakota University System

Mr. Chairman and Members of the Committee:

My name is Ellie Shockley, and I am an institutional researcher employed by the North Dakota University System. In this role, I am contracted to support the ND Department of Public Instruction (DPI).

I write to share my research that is highly relevant to SB 2033. The loan forgiveness program as it is described in the bill uses National Center for Education Statistics (NCES) locale codes to establish criteria. The rural and remote town schools mentioned in SB 2033 are coded with four NCES locale codes:

1. **Town-Remote:** Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.
2. **Rural-Fringe:** Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.
3. **Rural-Distant:** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.
4. **Rural-Remote:** Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

There are five NCES locale codes used in North Dakota that are not included

in the list above: City–Midsize, City–Small, Suburban–Midsize, Suburban–Small, and importantly, **Town–Distant**. Following is how this locale is defined by the NCES.

Town–Distant: Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

I would like to bring to your attention my research findings that North Dakota’s schools in Distant Town locales have the poorest teaching-licensed personnel retention rate in the state. I share this information because it means that the NCES locale criteria stated in the current draft of the bill excludes schools where the teacher retention crisis is most severe – Distant Town schools. On the following page, I include a graph that illustrates retention rates by school locale. As you can see, distant town schools have an 80.2% retention rate among their teaching-licensed personnel – the lowest retention rate of all locale codes.

If the aim of SB 2033 is to address the teacher retention and teacher shortage crisis where it is most severe in our state, then I invite you to consider amending SB 2033 to include “distant town” schools in the bill’s criteria, alongside the mention of “remote town” schools and the three kinds of “rural” schools. All this would require is a minor edit to line 21 on page 1 and lines 7, 10, and 16 on page 2. Such minor edits would empower the bill to address teacher attrition in a highly targeted way. Please contact me if you have any questions. Thanks for your time.

ND Teaching-Licensed Personnel Retention, '20-'21 to '21-'22

*Locales used in criteria in current SB 2033 bill language

^Distant Town locale, suggested for your consideration

- Same Workplace
- Changed Workplace In-State
- Left Field or State

