

**2025 HOUSE EDUCATION**

**HB 1510**

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1510  
2/10/2025

Relating to financial planning resources for new teachers and on-site child care for teachers; and to provide for a legislative management study.

2:30 p.m. Chairman Heinert opened the hearing.

Members Present: Chairman Heinert, Vice Chairman Schreiber- Beck, Representatives, Conmy, Hager, Hatlestad, Hauck, Heilman, Jonas, Longmuir, Maki, Marchall, Morton, Novak, Osowski

### Discussion Topics:

- Safe and Supportive Environment for Schools
- Financial Literacy for Teachers
- Childcare on site for educators
- Mentorship funding program
- North Dakota RISE program

2:31 p.m. Representative Schreiber-Beck testified and submitted testimony in favor #36596.

2:34 p.m. Maria Neset, Policy Advisor, Office of the Governor, testified and submitted testimony in favor #36472 and #36637.

2:45 p.m. Josef Kolosky, Director, Office of School Approval and Opportunity, testified and submitted testimony in favor #36699.

2:53 p.m. Erin Jacobson, Coordinator, North Dakota RISE, testified and submitted testimony in favor #36387.

2:59 p.m. Bob Maraler, Lobbyist, ND United, testified in favor. #36271

3:01 p.m. Representative Marschall moved Amendment LC # 25.1177.01002.

3:01 p.m. Representative Jonas seconded the motion.

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	Y
Representative Jim Jonas	Y

Representative Donald W. Longmuir	AB
Representative Roger A. Maki	Y
Representative Andrew Marschall	Y
Representative Desiree Morton	Y
Representative Anna S. Novak	Y
Representative Doug Osowski	Y

Motion passed 13-0-1.

3:02 p.m. Representative Hager moved a Do Pass as Amended and be Rerefered.

3:02 p.m. Representative Novak seconded the motion.

<b>Representatives</b>	<b>Vote</b>
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	N
Representative Jim Jonas	Y
Representative Donald W. Longmuir	AB
Representative Roger A. Maki	Y
Representative Andrew Marschall	Y
Representative Desiree Morton	Y
Representative Anna S. Novak	Y
Representative Doug Osowski	Y

Motion Passed 12-1-1.

Representative Schreiber-Beck will carry the bill.

**Additional written testimony:**

Kristin Nelson, submitted testimony in opposition #36504

Batbara Dunn, submitted testimony in favor # 36686

Cale Dunwoody, Member, FMWF Chamber of Commerce, submitted testimony in favor #36720

3:01 p.m. Chairman Heinert closed the hearing.

*Madaline Cooper, Committee Clerk for Leah Kuball, Committee Clerk*

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO

### HOUSE BILL NO. 1510

Introduced by

Representatives Schreiber-Beck, Conmy, Hanson, Longmuir, McLeod, Novak, Swiontek,  
Hager, Richter

Senators Davison, Hogan, Rummel

- 1 A BILL for an Act to create and enact a new section to chapter 15.1-18.2 and a new section to  
2 chapter 50-06 of the North Dakota Century Code, relating to financial planning resources for  
3 new teachers and on-site child care for teachers; ~~and~~ to provide for a legislative management  
4 study; and to provide an appropriation.

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

- 6 **SECTION 1.** A new section to chapter 15.1-18.2 of the North Dakota Century Code is  
7 created and enacted as follows:

8 **New teacher resource - Financial planning.**

- 9 1. The Bank of North Dakota; ~~and~~ teachers' fund for retirement board; ~~and teacher~~  
10 support program coordinator shall submit to the superintendent of public instruction, in  
11 the manner prescribed by the superintendent of public instruction:  
12 a. Information on the ~~district~~ framework of a teacher salary matrix ~~framework~~;  
13 b. Comparisons between insurance plans available for teachers;  
14 c. Description of benefits in teacher contracts; and  
15 d. Information about Internal Revenue Code section 457 deferred compensation  
16 plans, teachers' fund for retirement plans, and other benefits available to  
17 teachers.  
18 2. The superintendent of public instruction shall compile the information under  
19 subsection 1 into a report and distribute the report to the teacher preparation  
20 program ~~programs~~, administrators in the state, including superintendents, business

1 managers, and building principals, and school districts for the benefit of education  
2 students educating new and recently hired teachers.

3 **SECTION 2.** A new section to chapter 50-06 of the North Dakota Century Code is created  
4 and enacted as follows:

5 **On-site child care for kindergarten through grade twelve teachers - Rules.**

- 6 1. A school district may provide child care services or allow child care providers to  
7 provide child care services for the children of teachers in a building located on school  
8 premises.  
9 2. The department, in cooperation with education stakeholders invited by the department,  
10 shall adopt review and revise rules under chapter 28-32 to implement this section by  
11 July 1, 2026.

12 **SECTION 3. LEGISLATIVE MANAGEMENT STUDY - HEALTH INSURANCE POOL FOR**  
13 **SCHOOL DISTRICT EMPLOYEES.** During the 2025-26 interim, the legislative management  
14 shall consider studying the feasibility of, impact of, and process for creating a health insurance  
15 pool for school district employees. The study must include a cost-benefit analysis of  
16 implementing a health insurance pool, a review of health insurance pool plan designs and  
17 administrative structures, and a comparative analysis of similar approaches adopted by other  
18 states for school district employees. The study also must include an analysis of the impact a  
19 health insurance pool would have on teacher salaries and a review of compensation structures  
20 that maximize lifetime earnings. The legislative management shall report its findings and  
21 recommendations, together with any legislation required to implement the recommendations, to  
22 the seventieth legislative assembly.

23 **SECTION 4. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - TEACHER**  
24 **RETENTION PROGRAM.** There is appropriated out of any moneys in the foundation aid  
25 stabilization fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so  
26 much of the sum as may be necessary, to the department of public instruction for the purpose of  
27 providing a statewide teacher retention program to support district leaders, including building  
28 principals and classroom teachers, to improve employee satisfaction and work environments,  
29 for the biennium beginning July 1, 2025, and ending June 30, 2027.

30 **SECTION 5. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - TEACHER**  
31 **SUPPORT.** There is appropriated out of any moneys in the general fund in the state treasury,



1 not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be  
2 necessary, to the department of public instruction for the purpose of providing funding for the  
3 teacher support program operated by the education standards and practices board, including  
4 supports and resources for all first, second, and third year teachers, for the biennium beginning  
5 July 1, 2025, and ending June 30, 2027.

**REPORT OF STANDING COMMITTEE  
HB 1510**

**Education Committee (Rep. Heinert, Chairman)** recommends **AMENDMENTS** ([25.1177.01002](#)) and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (12 YEAS, 1 NAY, 1 ABSENT AND NOT VOTING). HB 1510 was placed on the Sixth order on the calendar.



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*Great Public Schools**Great Public Service*

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**Testimony Before the House Education Committee  
HB 1510  
Monday, February 10, 2025**

Chair Heinert and members of the House Education Committee, I am Bob Marthaller, registered lobbyist, and I am here today on behalf of the North Dakota United membership, to respectfully urge a **do pass** recommendation on HB 1510.

Chairman Heinert, I'd like to begin by thanking all fifteen members of Governor Burgum's Recruitment and Retention Task Force, especially NDU members Ashley Seykora, Abby DuBord, and Bret Dockter whose perspectives as front-line educators proved invaluable to the task force as they considered the diverse options before them.

Section One of the bill provides necessary information to administrators of teacher preparation programs enabling higher education institutions to develop quality teacher preparation curriculum and programing for individuals wishing to enter the teaching profession. School districts receiving this information will be able to better serve newly hired teachers and to better prepare local students intending to enter the teaching profession.

Obtaining quality childcare is a concern of many North Dakota families and those employed in the teaching profession share that concern. Giving, while not requiring, school districts the authority to provide childcare services for children in K-12 in a building on school grounds will potentially enhance teacher recruitment and retention. This may be particularly true in rural school districts.

Chairman Heinert and members of the committee, ND United also supports the study provided in HB 1510 that will examine the impact of crafting a health insurance pool for school district employees. We all know that health insurance premiums continue to rise and have added to the operational costs of school districts and an increase in premiums paid by teachers and other school district employees.

Chairman Heinert and members of the committee, it is for these reasons that ND United supports a **do pass** recommendation on HB 1510.

Thank you for your continued support for quality education in North Dakota.



Honorable Chairperson Heinert and Members of the Committee,

I appreciate the opportunity to provide testimony in support of House Bill 1510, which seeks to enhance financial planning resources for new teachers and establish on-site child care options for educators in North Dakota. As the Coordinator of the ND RISE Teacher Support System, I have witnessed firsthand the challenges that new teachers face, particularly in financial planning and balancing work and family responsibilities. This bill represents a crucial step in addressing these challenges, ultimately supporting teacher retention and well-being.

### **Financial Planning Resources for New Teachers**

New teachers often enter the profession with significant student debt and limited financial literacy regarding retirement planning, insurance options, and benefits packages. House Bill 1510 proposes a collaborative effort among the Bank of North Dakota, the Teachers' Fund for Retirement Board, and the Teacher Support Program to provide comprehensive financial planning resources. These resources will offer:

- Clear comparisons of teacher salary matrices and insurance plans;
- Detailed descriptions of contract benefits;
- Guidance on retirement and deferred compensation plans under Internal Revenue Code section 457.

By compiling and distributing this information to teacher preparation programs and school districts, we can ensure that new educators make informed financial decisions early in their careers. Financial stability is a key factor in teacher retention, and equipping our educators with these tools will contribute to a more sustainable teaching workforce.

### **On-Site Child Care for Teachers**

The lack of affordable and accessible child care is a significant barrier for educators who are also parents. Many teachers struggle with long waitlists, high costs, and logistical difficulties in securing child care that aligns with their work schedules. House Bill 1510 empowers school districts to provide or facilitate on-site child care services for teachers' children. This initiative will:

- Reduce stress and absenteeism among teachers;
- Improve teacher retention by offering a valuable employment benefit;
- Foster a stronger sense of community within school districts.

I urge the committee to support this initiative, recognizing that investing in teachers' well-being translates to greater stability and success for our students.

### **Legislative Management Study on a Health Insurance Pool**

Additionally, I strongly support the proposed study on creating a health insurance pool for school district employees. Health care costs are a significant concern for educators, and a pooled insurance plan could provide more competitive rates, better coverage, and improved financial security. Conducting a thorough cost-benefit analysis will allow North Dakota to explore strategies used by other states and determine the best approach to maximize teachers' earnings and benefits.

House Bill 1510 is a forward-thinking initiative that acknowledges and addresses key challenges faced by our educators. By providing essential financial planning resources, expanding access to child care, and exploring a sustainable health insurance model, North Dakota can strengthen its teaching workforce and enhance student outcomes. I respectfully urge your support for this bill and look forward to working collaboratively to ensure its successful implementation.

Thank you for your time and consideration. I am happy to answer any questions you may have.

Sincerely,  
Erin Jacobson  
Coordinator, ND RISE (Teacher Support System)



# THE NORTH DAKOTA TEACHER RETENTION AND RECRUITMENT TASK FORCE

## *Recommendations and Report*

OCTOBER 2024



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## LETTER FROM THE GOVERNOR

North Dakota has the opportunity to lead the nation in providing world-class learning experiences for all K-12 students in our great state. Our administration recognizes the importance of quality educators in delivering relevant and personalized education to ensure all students graduate choice-ready for college, career or the military with the knowledge, skills and disposition to be successful in life, work and community.

The Office of the Governor received a request in July 2023 from the state Education Standards and Practices Board to approve emergency rules that would allow an undergraduate student who has yet to complete their student teaching experience and higher education degree to be considered a teacher of record for a semester. The Governor has the authority to approve emergency rules, and our administration supported that request. This request was seen as a quick, short-term fix and did not address broader issues regarding retention and recruitment within the field of education.

This emergency rule provided the launching point for the North Dakota Teacher Retention and Recruitment Task Force led by our office in partnership with appointed members and stakeholders. Recognizing that our future workforce is fostered and inspired by educators and school district staff, this Task Force underscores the critical importance of our current and future education workforce as essential to the state's economy and success.

This Task Force represents a range of experts across the educational landscape: school board members, teachers, administrators, higher education faculty, teacher support staff and other critical voices. The work of this Task Force was not designed to provide "the" solution to teacher retention and recruitment but rather to spark a conversation about steps we can take to best support our education workforce.

The Task Force met four times as a full group with stakeholder listening sessions and working groups to take a deeper dive into specific focus areas. Executive Order 2023-08 established the Task Force and required a report of recommendations to the Office of the Governor and the Superintendent of Public Instruction.

We look forward to sharing this list of prioritized recommendations and encourage policymakers to partner on solutions with long-term impact to the retention and recruitment of educators.

We are deeply grateful for the dedication and tireless work of the Task Force members. Through their passion for ensuring the success of our students and educators, they have achieved what we strive to do every day in state government: Empower People, Improve Lives and Inspire Success.

With Gratitude,



**Governor Doug Burgum**

**(2016–Current)**





## A SPECIAL THANK YOU

Significant consideration was given to ensure teacher voices were incorporated into the Teacher Retention and Recruitment Task Force recommendation process. Thank you to the Task Force members and the participants of the listening sessions, especially the teachers who made this possible.

### North Dakota Teacher Retention and Recruitment Task Force Members

- **The Honorable Kirsten Baesler**, Superintendent of Public Instruction | North Dakota Department of Public Instruction
- **The Honorable Steve Swiontek**, State Representative | Fargo, North Dakota
- **The Honorable Dean Rummel**, State Senator | Dickinson, North Dakota
- **Maria Neset**, Senior Policy Advisor | North Dakota Office of the Governor
- **Luke Schaefer**, CEO of the Central Regional Education Association | Minot, North Dakota; Task Force Chair
- **Patti Stedman**, School Board Member | West Fargo, North Dakota; Education Standards and Practice Board Member
- **Bret Dockter**, Middle School Teacher | Harvey, North Dakota; 2022 State Teacher of the Year
- **Ashley Seykora**, Instructional Coach | Rugby Public Schools, North Dakota
- **Abby DuBord**, Elementary School Teacher | Bismarck Public Schools, North Dakota; 2023 State Teacher of the Year Finalist
- **Dr. Robert Lech**, Superintendent | Jamestown Public Schools, North Dakota
- **John Porter**, Executive Director of South East Education Cooperative; Co-Director of the South Valley/Rural Cass Special Education Units | Fargo, North Dakota
- **James Green**, High School Principal | McKenzie County Public Schools, Watford City, North Dakota
- **Dr. Sherry Tandeski**, Elementary School Principal | St. John Public Schools, North Dakota
- **Jenny Bladow**, Director of Teacher Education | College of Education & Human Development, Northwood, North Dakota; Education Standards and Practice Board Member
- **Erin Jacobson**, Coordinator of the North Dakota Teacher Support System | Bismarck, North Dakota

### Listening Session Organizations

- North Dakota State Teacher of the Year
- North Dakota United
- North Dakota School Board Association
- North Dakota Council of Educational Leaders





# TEACHER RETENTION AND RECRUITMENT: A CALL TO ACTION

In recognition of the impact teachers have on student growth, Governor Doug Burgum decided to address the issue of teacher retention and recruitment in the state of North Dakota. Teachers are the [number one factor](#) influencing student growth and achievement. Yet, across the country, district and school leaders [struggle](#) to retain educators and fill vacant classrooms. In many states, the challenges of the COVID-19 pandemic exacerbated educator attrition, leading states to examine not only how to fill vacancies, but how to strengthen and diversify weakened educator pathways.

North Dakota is not immune to these challenges, despite the Roughrider State being ranked in the top [25 percent](#) of states for teaching attractiveness. [61 percent](#) of schools reported being unable or finding it very difficult to fill teacher vacancies. The North Dakota University System reported a [six percent](#) shortage of qualified educators across disciplines.

Retaining, and by extension, recruiting, a high-quality educator workforce is pivotal for enhancing the well-being of North Dakota's students. Evidence shows that highly effective educators can alter the trajectory of a child's future. When evaluating the most influential factors related to student performance in reading and math assessments, teachers were found to have a [two to three times](#) greater influence than any other aspect of schooling, including services, facilities, and school leadership. Students assigned to highly effective teachers are [more likely](#) to pursue higher education, earn higher salaries, and less likely to experience early parenthood. Students who benefit from teachers focused on improving behavior and other hireable skills display [increased rates](#) of high school graduation, SAT participation, and intentions of college attendance.

To address the educator retention crisis in the state, the Governor issued an [Executive Order](#) to create the [North Dakota Teacher Retention and Recruitment Task Force](#) (the Task Force) to provide recommendations through a final report to the Governor and the Superintendent of Public Instruction no later than September 30, 2024. The recommendations must include pathways to:

- ➔ Increasing recruitment to the teaching profession;
- ➔ Improving teacher preparation programs across the state;
- ➔ Reviewing and evaluating current pathways to licensure and a review of new opportunities around teacher licensure;
- ➔ Reevaluate teacher compensation and contracts;
- ➔ Enhancing working conditions and supports to improve retention in the teaching profession;
- ➔ Identifying best practices from other jurisdictions and potential impact to long-term positive outcomes related to teacher recruitment and retention.

The Task Force will also identify partners to sponsor legislation based on the report's recommendations during the 69th Legislative Assembly and conduct stakeholder meetings and roundtable discussions across the state to gather feedback from pertinent stakeholder groups.



# TASK FORCE RECOMMENDATIONS

This report aims to provide insight into the current state of teacher recruitment and retention in North Dakota, highlighting successes and identifying opportunities for strengthening policy and practice. Based on this understanding, the Task Force developed the following recommendations to guide key education stakeholders in supporting a high-quality educator workforce in North Dakota that is able to effectively provide all students with an opportunity to succeed.

## **Recommendation #1: Provide a Safe and Supportive Environment for Educators and Learners in Every Building**

The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building, as measured by a statewide system of student behavior metrics.

## **Recommendation #2: Reduce Barriers for Schools that Wish to Provide Child Care**

The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.

## **Recommendation #3: Understand Supportive School Culture**

The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.

## **Recommendation #4: Fund Mentorship**

- a. 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.
- b. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns.

## **Recommendation #5: Fund Educator Pathways**

- a. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.
- b. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.

## **Recommendation #6: Maximize Benefits for Educators**

The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training.

## **Recommendation #7: Optimize Educator Earnings**

The Task Force recommends a legislative study to explore the feasibility, impact and process of:

- a. Creating a health insurance pool for school employees.
- b. Analyzing compensation structures to maximize lifetime earnings.



# TASK FORCE RECOMMENDATIONS

## RECOMMENDATION #1. PROVIDE A SAFE AND SUPPORTIVE ENVIRONMENT FOR EDUCATORS AND LEARNERS IN EVERY BUILDING

**The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building as measured by a statewide system of student behavior metrics.**

This recommendation aims to support a safe and supportive working environment for all North Dakota educators. The Task Force specifies measuring improvement in addressing system gaps, leveraging opportunities and activating continua of support by utilizing statewide data systems focused on student behavior. Positive school cultures and healthy learning environments have a significant impact on student outcomes and [educator retention](#). Strong school environments result in higher engagement and attendance for students and staff, reduced office referrals and decreased teacher [turnover](#). Safe and supportive learning environments may be measured through student metrics such as risky or unsafe behavior which are shown to be [reduced](#) within positive learning environments.

## RECOMMENDATION #2. REDUCE BARRIERS FOR SCHOOLS THAT WISH TO PROVIDE CHILD CARE

**The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.**

North Dakota is [home](#) to 64,000 children under 5 years of age, with around [10,000](#) babies born in the state every year. For children, [the earliest years of life are a critical window](#) of development with long-lasting implications for their success in school and life. For North Dakota parents and employers, however, lack of quality, affordable and available child care poses a threat to workforce participation. With [72 percent](#) of North Dakota's parents in the workforce, the Task Force recommends improving access to quality, affordable child care as part of efforts to remove workforce barriers across schools, especially in areas of critical need.

## RECOMMENDATION #3. UNDERSTAND SUPPORTIVE SCHOOL CULTURE

**The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.**

This recommendation aims to increase awareness and planning to support employee satisfaction through data collection. Job satisfaction is influenced by factors which maintain or encourage people in their role. This recommendation supports data collection to inform planning and improvement of workplace satisfaction including [factors](#) such as compensation, school policies and relationships. This includes achievement, recognition and career advancement. By incorporating employee satisfaction data in strategic goal setting, schools and districts will identify key factors related to educator retention in plans for continuous improvement aimed at ensuring supportive school culture.



## RECOMMENDATION #4. FUND MENTORSHIP

**A. 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. Specifically, [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.

**B. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns. This mentorship program would include measurable outcomes and be results-based through annual public reporting.**

School administrators play a crucial role in supporting student and staff success by shaping the vision of their school community, fostering a positive culture and effectively managing resources. Research shows [dissatisfaction](#) with school leadership is one of the leading factors why educators choose to leave the profession. Alternatively, educators who are involved in decision-making and feel a greater sense of autonomy in their roles are more likely to remain in the classroom and feel a stronger sense of connection to their school communities. Teachers identify the quality of support from school administration as more important than salary. Additionally, support quality has a [strong relationship](#) to teacher turnover.

## RECOMMENDATION #5. FUND EDUCATOR PATHWAYS

**A. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.**

Strengthening early career pathways for high school students is a strategy used to recruit teachers within local communities. Currently, CTE educator programs receive the [lowest rate](#) of reimbursement from the state of North Dakota. Programs that target students for educator candidates have the potential to address teacher shortages in key areas and [diversify](#) the educator workforce. Local teacher programs may also address [teacher retention and effectiveness](#) by drawing on their support network and connection to the surrounding community. As the number of degrees in education continues to [decline](#), strengthening pathways into the profession offers opportunities to improve retention and recruitment.

## **B. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.**

Providing teachers with leadership opportunities can [improve teacher retention](#) by enhancing job satisfaction, reducing burnout and expanding professional growth. However, increasing leadership opportunities should encourage teachers to remain in the classroom rather than pulling them into administration. Teachers who are involved in decision-making are [more likely to stay in the profession long-term](#). [Shared decision-making](#) is one of the top cited working conditions that impact teacher retention. Opportunities for enhancing teacher leadership may include supporting existing [Teacher Leadership Academies](#), exploring opportunities for strategic staffing such as [Next Education Workforce](#), or implementing [advanced or lead teacher](#) models.

## **RECOMMENDATION #6. MAXIMIZE BENEFITS FOR EDUCATORS**

**The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training. These resources should include information on the salary matrix framework, differences in health insurance plans, contract benefits, 457 deferred plans, TFFR plans and other related benefits. These resources should be made available to preservice providers and schools for the benefit of preservice teachers, new district hires and teachers within their first three years in the profession.**

The Task Force unanimously approved this recommendation for strengthening training for teachers regarding total benefits and compensation packages available to them. This support enables new educators to understand and manage the benefits associated with the transition into the profession. This information also builds capacity for long-term career training for educators with the potential for improving educator retention. Financial literacy is shown to [decrease financial strain](#) and improve long-term financial planning and decision-making, which is particularly impactful for educators.

## **RECOMMENDATION #7. OPTIMIZE EDUCATOR EARNINGS**

**The Task Force recommends a legislative study to explore the feasibility, impact and process of:**

- **Creating a health insurance pool for school employees**
- **Analyzing compensation structures to maximize lifetime earnings.**

**This study should include a cost-benefit analysis, plan designs and coverage, administrative structures, an analysis of the impact on educator salaries, and a comparative analysis of similar approaches in other states.**

This recommendation proposes a legislative study to examine opportunities for maximizing benefits for educators. Competitive health benefits and compensation structures are critical for attracting and retaining quality educators. By exploring options for insurance pools and shifts in pay structure, legislators will receive information on promising practices from other states and current research on improving benefit options for educators and maximizing return.



Established in 2001, [The Hunt Institute](#) honors the legacy of James B. Hunt, Jr., the former governor of North Carolina who distinguished himself as an ardent champion of education.

The Hunt Institute brings together people and resources to inspire and inform elected officials and policymakers about key issues in education, resulting in visionary leaders who are prepared to take strategic action for greater educational outcomes and student success.

In 2016, The Hunt Institute became an independent, nonprofit entity and joined forces with Duke University's Sanford School of Public Policy to pursue research, educational partnerships, and events related to improving education policy.

*Learn more at [www.hunt-institute.org](http://www.hunt-institute.org).*



4000 Centregreen Way | Suite 301 |  
Cary, NC 27513 | 984-377-5200



Kristin Nelson

2/9/25

5409 20<sup>th</sup> Street South

Fargo, ND 58104

District 46

**DO NOT PASS HB 1510**

Chairman Heinert and members of the House Education Committee:

I am writing to you today to urge a **DO NOT PASS on HB 1510**. This bill is well intentioned, but establishing childcare centers at public schools without any appropriation or help from the state **is not feasible**. Districts **partnering** with centers and **contracting** for childcare slots might be a better option, but not every district can do that either.

Again, well intentioned, but ultimately, not practical. **DO NOT PASS HB 1510**.

Respectfully submitted:

Kristin Nelson (she/her)

25.1177.01002  
Title.

Prepared by the Legislative Council  
staff for Representative Schreiber-Beck  
February 7, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO

### HOUSE BILL NO. 1510

Introduced by

Representatives Schreiber-Beck, Conmy, Hanson, Longmuir, McLeod, Novak, Swiontek,  
Hager, Richter

Senators Davison, Hogan, Rummel

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10 ~~support program coordinator~~ shall submit to the superintendent of public instruction, in  
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  - 14 c. Description of benefits in teacher contracts; and
  - 15 d. Information about Internal Revenue Code section 457 deferred compensation  
16 plans, teachers' fund for retirement plans, and other benefits available to  
17 teachers.
- 18 2. The superintendent of public instruction shall compile the information under  
19 subsection 1 into a report and distribute the report to the teacher preparation  
20 ~~program~~ programs, administrators ~~in the state~~, including superintendents, business

managers, and building principals, and school districts for the benefit of education-  
studentseducating new and recently hired teachers.

**SECTION 2.** A new section to chapter 50-06 of the North Dakota Century Code is created and enacted as follows:

**On-site child care for kindergarten through grade twelve teachers - Rules.**

1. A school district may provide child care services or allow child care providers to provide child care services for the children of teachers in a building located on school premises.
2. The department, in cooperation with education stakeholders invited by the department, shall adoptreview and revise rules under chapter 28-32 to implement this section by July 1, 2026.

**SECTION 3. LEGISLATIVE MANAGEMENT STUDY - HEALTH INSURANCE POOL FOR SCHOOL DISTRICT EMPLOYEES.** During the 2025-26 interim, the legislative management shall consider studying the feasibility of, impact of, and process for creating a health insurance pool for school district employees. The study must include a cost-benefit analysis of implementing a health insurance pool, a review of health insurance pool plan designs and administrative structures, and a comparative analysis of similar approaches adopted by other states for school district employees. The study also must include an analysis of the impact a health insurance pool would have on teacher salaries and a review of compensation structures that maximize lifetime earnings. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the seventieth legislative assembly.

**SECTION 4. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - TEACHER RETENTION PROGRAM.** There is appropriated out of any moneys in the foundation aid stabilization fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be necessary, to the department of public instruction for the purpose of providing a statewide teacher retention program to support district leaders, including building principals and classroom teachers, to improve employee satisfaction and work environments, for the biennium beginning July 1, 2025, and ending June 30, 2027.

**SECTION 5. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - TEACHER SUPPORT.** There is appropriated out of any moneys in the general fund in the state treasury,

1 not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be  
2 necessary, to the department of public instruction for the purpose of providing funding for the  
3 teacher support program operated by the education standards and practices board, including  
4 supports and resources for all first, second, and third year teachers, for the biennium beginning  
5 July 1, 2025, and ending June 30, 2027.

**HB 1510**  
**House Education Committee**  
**Rep. Pat Heinert, chair**  
**February 10, 2025**  
**Couteau AB Room, State Capitol**

Good morning, Chairman Heinert and members of the House Education committee. For the record, my name is Maria Neset and I serve as Chief of Staff to Lt. Gov. Michelle Strinden and Senior Advisor to Gov. Kelly Armstrong. I am here to provide testimony that supports the Teacher Retention & Recruitment Task Force report and the funding requested to support our educators.

First, I would like to provide some background on the launch of the task force and the final report. And we would like to extend our gratitude to all the members on the task force who shared their expertise and time.

In the summer of 2023, Gov. Burgum received an emergency rules request from the Education Standards and Practices Board (ESPB) related to teacher shortages. The solution provided from some administrators was to give school districts additional flexibility that temporarily allowed expanded use of student teachers. It was shared that the teacher shortage had been a common concern for administrators in the summer as they were hiring for the start of the school year.

While not an ideal situation, Gov. Burgum granted the request for emergency rule making with the caveat that a task force related to teacher retention and recruitment to study the larger issue would be initiated. [Executive Order 2023-08](#) established the task force, and members were appointed from across various stakeholder groups. The task force met multiple times throughout the next several months to determine focus areas and finalized a report with recommendations to be delivered to the Governor and State Superintendent for consideration by the 69<sup>th</sup> Legislative Assembly.

I will quickly walk through the recommendations and specifically discuss the programs funded in the Armstrong executive budget proposal. The recommendations are a combination of policy, studies and budgetary requests. Please see the handout titled "[North Dakota Teacher Retention & Recruitment Task Force Report.](#)"

The task force supported seven recommendations:

- Provide a safe and supportive environment for educators and learners in every building.
- Reduce barriers for schools that wish to provide child care.
- Understand supportive school culture.
- Fund mentorship for educators and administrators.
- Fund educator pathways.
- Maximize benefits for educators.
- Optimize educator earnings.

I will now walk through the sections of the bill and explain how each section of House Bill 1510 connects to the report recommendations.

## **Section 1**

The language in this section is intended to align with the "Maximize benefits for educators" recommendation. We heard from many around the task force that school districts are investing thousands of dollars above a salary in different areas on behalf of staff, and many times staff may not be aware or have not had the opportunity to truly understand how to maximize their benefits. This would ask for resources to be developed, such as handouts, webinars, in-person trainings, individual finance sessions or marketing materials for all schools, along with preparation programs to use when explaining salary matrices, high deductible health plans vs PPOs, and one or both sides paid of TFFR. This would help new teachers entering a district understand the value of what is available to them. This is an opportunity to support financial literacy for every teacher in North Dakota, as all could have access to the resources. Once the resources are made



available, we will partner with the Department of Public Instruction to distribute and share – specifically ND Rise, which can include this during its mentorship training sessions.

## **Section 2**

Child care has been and continues to be a focus for the Armstrong/Strinden Administration. This section demonstrates a commitment to be a partner in supporting school districts to provide onsite child care. We see this as a tremendous tool for districts to recruit and retain educators in their communities.

## **Section 3**

During the task force, we engaged in a session led by Edunomics that focused on maximizing every dollar spent, including when funding stays at current levels or increases at a minimal rate. This section is intended to support a study that looks at different opportunities to maximize dollars related to cost of health care and long-term earnings for teachers.

## **Section 4**

The task force was committed to ensuring the work environment was a key focus. We recognize work is already underway to drive improvements through a statewide effort. The Armstrong budget recommends \$2 million be appropriated to DPI (HB 1013) to continue the statewide teacher retention program. This program is making remarkable efforts in districts across the state, and we need to sustain these efforts. Vital Network provided data and impact through their testimony last Friday. Our learners thrive when teachers and leaders are in a supportive work environment.

## **Section 5**

The task force recognized the long-standing impact from the teacher mentorship program, formerly known as the Teacher Support System, now known as ND Rise. Administered through ESPB, this program shows measurable outcomes that are driving educator retention efforts. We have seen firsthand the importance of mentorship beyond just the first year.

Knowing this, the Armstrong budget proposes a \$2 million appropriation to DPI (above their base allocation of \$2.5 million) as a pass-through grants line to support ND Rise. The program shall include supports and resources for all first- to third-year teachers who meet the requirements outlined in NDCC or program guidance, as determined by ESPB.

While the bill seems to be quite modest — HB 1510 will show support for retaining and recruiting educators. As was stated at the start of the task force, there is no quick or easy solution. It will take all of us to advocate and demonstrate support for teachers across the state, step by step. We urge you support our educators by giving a do pass to HB 1510 with the provided amendments.

	21-23	23-25	25-27
<b>ND Rise (mentorship)</b>	State funds: \$2.1 million	State funds: \$2.5 million	State Funds (Base): \$2.5 million
	GEER funds: \$1.3 million	GEER funds: \$1.3 million	Armstrong proposed increase: \$2 million
	<b>TOTAL: \$3.4 million</b>	<b>TOTAL: \$3.8 million</b>	<b>TOTAL: \$4.5 million</b>
	21-23	23-25	25-27
<b>Vital Network</b>	Not Applicable	<b>TOTAL: \$2.3 million</b> <i>(allocated out of \$4.3 million)</i>	<b>Armstrong proposed amount: \$2 million</b>

I am writing to support HB 1510. I am curious to see the results of the study proposed in this bill because I think it's likely to confirm my own suspicion that many teachers will not only love having access to childcare, but it will probably make recruiting new teachers to stay or move to North Dakota much much easier. Likewise, the propsed health insurance pool study. In the interest of relieving our teacher shortage, I hope you eill vote for HB 1510.

**TESTIMONY ON HB 1510  
HOUSE EDUCATION COMMITTEE**

**February 10, 2025**

**By: Joe Kolosky, Director, Office of School Approval and Opportunity**

**701-328-2755**

**North Dakota Department of Public Instruction**

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Chairman Heinert and Members of the House Education Committee:

My name is Joe Kolosky, and I am the Director of the Office of School Approval & Opportunity with the Department of Public Instruction (NDDPI). I am here to speak in favor of House Bill 1510, a bill to aid new teachers in financial planning services, and an opportunity to offer a pathway for childcare in school buildings.

This bill is a direct response to two recommendations from Governor Burgum's Teacher Retention and Recruitment Task Force. Superintendent Baesler served as a voting member of this task force; I served on it as her designee. The two recommendations this bill specifically addresses are:

1. The NDDPI and Bank of North Dakota partner to create financial planning guidance for new teachers including but not limited to health insurance benefits, retirement information, and other benefit information; and,
2. Reduce barriers for schools that wish to provide childcare.

Chairman Heinert and members of the House Education Committee, this concludes my prepared testimony, and I will stand for any questions.



## Letter of Support – HB 1510

Monday, February 10, 2025

Chairman Heinert and members of the House Education Committee,

For the record, my name is Cale Dunwoody, and I have the distinct pleasure of serving as the Vice President of Public Policy for the Fargo Moorhead West Fargo Chamber of Commerce (FMWF Chamber). On behalf of our over 1,700 members, I respectfully offer testimony in support of House Bill 1510.

At the FMWF Chamber, our mission is to protect and promote business, inspire individuals, cultivate communities, and influence action. First, I would like to express our gratitude for the 68<sup>th</sup> Legislative Assembly's leadership in advancing critical investments into childcare and their commitment to addressing affordability through programs like the Working Parent Childcare Relief Program. However, the challenges with accessing affordable and high-quality childcare persist.

North Dakota continues to grapple with the availability and affordability of childcare slots, which directly impact the availability and stability of our state's workforce. The Chamber supports pragmatic solutions to advance the affordability and accessibility of childcare.

Passage of this bill offers additional support to working families which will allow them to grow and thrive. It signals a commitment to investing in our future and a stronger North Dakota. We respectfully urge the committee to give this bill a DO PASS.

Thank you for your attention to this matter and your commitment to North Dakota.

Sincerely,

Cale Dunwoody  
Vice President of Public Policy  
Fargo Moorhead West Fargo Chamber of Commerce

**2025 HOUSE APPROPRIATIONS**

**HB 1510**



# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Appropriations Committee** Roughrider Room, State Capitol

HB 1510  
2/20/2025

Relating to septic systems and the environmental quality advisory committee, relating to the powers and duties of the department of environmental quality, boards of health, and public health units, relating to the onsite wastewater recycling technical committee; to provide an appropriation; to provide for a transfer; and to provide an effective date.

5:08 p.m. Chairman Vigesaa Called the meeting to order

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

### **Discussion Topics:**

- Teacher Mentorship
- Teacher Retention Program

5:09 p.m. Representative Pat Heinert, District 32, presented the bill.

5:12 p.m. Maria Neset, Senior Advisor, Governor Armstrong's Office, answered questions.

5:13 p.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle for Risa Berube, Committee Clerk*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee Roughrider Room, State Capitol

HB 1510  
2/20/2025

A BILL for an Act to create and enact a new section to chapter 15.1-18.2 and a new section to chapter 50-06 of the North Dakota Century Code, relating to financial planning resources for new teachers and onsite child care; and to provide for a legislative management study.

5:46 p.m. Chairman Vigesaa Called the meeting to order

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Martinson, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Member absent: Representative Louser

### Discussion Topics:

- Committee Action

5:46 p.m. Chairman Vigesaa initiated discussion.

5:47 p.m. Representative Nathe moved to amend to remove sections four and five.

5:47 p.m. Representative Monson seconded the motion to amend.

5:48 p.m. Maria Neset, Senior Advisor, Governor Armstrong's Office, explained the Governor's office position on HB 1510.

5:50 p.m. Roll Call Vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Mike Berg	Y
Representative Glen Bosch	Y
Representative Mike Brandenburg	Y
Representative Jay Fisher	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	AB
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative David Monson	Y
Representative Eric J. Murphy	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y

Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Gregory Stemen	Y
Representative Steve Swiontek	Y
Representative Scott Wagner	Y

5:50 p.m. Motion to Amend passed 22-0-1.

5:51 p.m. Representative Nathe moved a Do Pass as Amended.

5:51 p.m. Representative Monson seconded the motion Do Pass as Amended.

5:53 p.m. Roll Call Vote

<b>Representatives</b>	<b>Vote</b>
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Mike Berg	Y
Representative Glen Bosch	Y
Representative Mike Brandenburg	Y
Representative Jay Fisher	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	AB
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative David Monson	Y
Representative Eric J. Murphy	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Gregory Stemen	Y
Representative Steve Swiontek	Y
Representative Scott Wagner	Y

5:53 p.m. Motion passed 22-0-1.

5:53 p.m. Representative Richter will carry.

5:54 p.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle for Risa Berube, Committee Clerk*

February 20, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

**PROPOSED AMENDMENTS TO  
FIRST ENGROSSMENT**

**ENGROSSED HOUSE BILL NO. 1510**

Introduced by

Representatives Schreiber-Beck, Conmy, Hanson, Longmuir, McLeod, Novak, Swiontek,  
Hager, Richter

Senators Davison, Hogan, Rummel

2-21-25  
JB lab3

1 A BILL for an Act to create and enact a new section to chapter 15.1-18.2 and a new section to  
2 chapter 50-06 of the North Dakota Century Code, relating to financial planning resources for  
3 new teachers and on-site child care for teachers; and to provide for a legislative management  
4 study; ~~and to provide an appropriation.~~

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

6 **SECTION 1.** A new section to chapter 15.1-18.2 of the North Dakota Century Code is  
7 created and enacted as follows:

**New teacher resource - Financial planning.**

- 9 1. The Bank of North Dakota and teachers' fund for retirement board shall submit to the  
10 superintendent of public instruction, in the manner prescribed by the superintendent of  
11 public instruction:
  - 12 a. Information on the framework of a teacher salary matrix;
  - 13 b. Comparisons between insurance plans available for teachers;
  - 14 c. Description of benefits in teacher contracts; and
  - 15 d. Information about Internal Revenue Code section 457 deferred compensation  
16 plans, teachers' fund for retirement plans, and other benefits available to  
17 teachers.
- 18 2. The superintendent of public instruction shall compile the information under  
19 subsection 1 into a report and distribute the report to the teacher preparation

1 programs, administrators, including superintendents, business managers, and building  
2 principals, and school districts for the benefit of educating new and recently hired  
3 teachers.

4 **SECTION 2.** A new section to chapter 50-06 of the North Dakota Century Code is created  
5 and enacted as follows:

6 **On-site child care for kindergarten through grade twelve teachers - Rules.**

- 7 1. A school district may provide child care services or allow child care providers to  
8 provide child care services for the children of teachers in a building located on school  
9 premises.  
10 2. The department, in cooperation with education stakeholders invited by the department,  
11 shall review and revise rules under chapter 28-32 to implement this section by July 1,  
12 2026.

13 **SECTION 3. LEGISLATIVE MANAGEMENT STUDY - HEALTH INSURANCE POOL FOR**  
14 **SCHOOL DISTRICT EMPLOYEES.** During the 2025-26 interim, the legislative management  
15 shall consider studying the feasibility of, impact of, and process for creating a health insurance  
16 pool for school district employees. The study must include a cost-benefit analysis of  
17 implementing a health insurance pool, a review of health insurance pool plan designs and  
18 administrative structures, and a comparative analysis of similar approaches adopted by other  
19 states for school district employees. The study also must include an analysis of the impact a  
20 health insurance pool would have on teacher salaries and a review of compensation structures  
21 that maximize lifetime earnings. The legislative management shall report its findings and  
22 recommendations, together with any legislation required to implement the recommendations, to  
23 the seventieth legislative assembly.

24 ~~— **SECTION 4. APPROPRIATION — DEPARTMENT OF PUBLIC INSTRUCTION — TEACHER**~~  
25 ~~**RETENTION PROGRAM.** There is appropriated out of any moneys in the foundation aid~~  
26 ~~stabilization fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so~~  
27 ~~much of the sum as may be necessary, to the department of public instruction for the purpose of~~  
28 ~~providing a statewide teacher retention program to support district leaders, including building~~  
29 ~~principals and classroom teachers, to improve employee satisfaction and work environments,~~  
30 ~~for the biennium beginning July 1, 2025, and ending June 30, 2027.~~

~~SECTION 5. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - TEACHER~~

~~SUPPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be necessary, to the department of public instruction for the purpose of providing funding for the teacher support program operated by the education standards and practices board, including supports and resources for all first, second, and third year teachers, for the biennium beginning July 1, 2025, and ending June 30, 2027.~~



**REPORT OF STANDING COMMITTEE  
ENGROSSED HB 1510**

**Appropriations Committee (Rep. Vigesaa, Chairman)** recommends **AMENDMENTS** ([25.1177.02002](#)) and when so amended, recommends **DO PASS** (22 YEAS, 0 NAYS, 1 ABSENT OR EXCUSED AND NOT VOTING). HB 1510 was placed on the Sixth order on the calendar.

**2025 SENATE EDUCATION**

**HB 1510**



# 2025 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

HB 1510  
3/19/2025

Relating to financial planning resources for new teachers and on-site child care for teachers; and to provide for a legislative management study.

9:00 a.m. Chairman Beard called the hearing to order.

Members Present: Chairman Beard; Vice-Chairman Lemm; Senators: Axtman, Boschee, Gerhardt

Members Absent: Senator Wobbema

## **Discussion Topics:**

- Teacher retention
- Teacher recruitment
- Maximize benefits for educators
- High quality early childhood experiences

9:00 a.m. Representative Schreiber-Beck, District #25, introduced the bill and submitted testimony #42954.

9:04 a.m. Maria Neset, Chief of Staff to Lt. Governor Office of the Governor, testified in favor and submitted testimony #42973.

9:20 a.m. Luke Schaefer, Executive Director North Dakota Central Regional Education Association, testified in favor.

9:28 a.m. Chad Roberts, Deputy Executive Director/Chief Retirement Officer ND Retirement and Investment Office, testified in favor.

9:29 a.m. Robert Marthaller, Lobbyist North Dakota United, testified in favor and submitted testimony #42577.

9:35 a.m. Luke Schaefer, Executive Director North Dakota Central Regional Education Association, answered questions from the committee.

9:47 a.m. Josef Kolosky, Director School Approval & Opportunity ND Department of Public Instruction, testified in favor and submitted testimony #42901.

## **Additional written testimony:**

Cale Dunwoody, FMWF Chamber of Commerce, submitted testimony in favor #42977.

9:53 a.m. Chairman Beard closed the hearing.

Senate Education Committee

HB 1510

3/19/2025

Page 2

*Susan Helbling, Committee Clerk*

**North Dakota United**  
**Testimony Before the Senate Education Committee**  
**HB 1510**  
**Wednesday, March 19, 2025**

Chair Beard and members of the Committee, for the record, my name is Bob Marthaller, representing the members of North Dakota United, and I am here to provide support and to respectfully request that the Committee give a **“Do Pass”** recommendation for HB 1510.

First, I would like to extend our appreciation and thanks to the members of Governor Burgum’s Recruitment and Retention Task Force, especially to NDU members whose unique perspectives as frontline educators provided invaluable insights to the task force.

HB 1510 will collect necessary information to give to administrators of teacher preparation programs, enabling higher education institutions to develop quality teacher preparation curriculum and programming for individuals wishing to enter the teaching profession. School districts receiving this information will be able to better serve newly hired teachers and to better prepare local students with an interest in entering the teaching profession.

Obtaining quality childcare is a concern of many North Dakota families and those employed in the teaching profession certainly share that concern. Giving while not requiring school districts the authority to provide childcare services in a building on school grounds will potentially enhance teacher recruitment and retention. This may be particularly true in a rural district.

Chair Beard and members of the Committee, NDU also supports the study to examine the impact of crafting a health insurance pool for school

district employees. We all know that health insurance premiums continue to climb and have added to the operational costs of school districts and an increase in premiums paid by teachers and other school district personnel.

Lastly, NDU requests that the Senate Education Committee restore all or at least a portion of the funding removed by the House Appropriations Committee that would provide funding to support statewide teacher retention programs and teacher support programs operated by the Education Standards and Practices Board.

Chair Beard and members of the Committee, NDU respectfully asks for a **“Do Pass”** recommendation on HB 1510.

That concludes my remarks.

**TESTIMONY ON HB 1510  
SENATE EDUCATION COMMITTEE**

**March 19, 2025**

**By: Joe Kolosky, Director, Office of School Approval and Opportunity  
701-328-2755  
North Dakota Department of Public Instruction**

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Chairman Beard and Members of the Senate Education Committee:

My name is Joe Kolosky, and I am the Director of the Office of School Approval & Opportunity with the Department of Public Instruction (NDDPI). I am here to speak in favor of House Bill 1510, a bill to aid new teachers in financial planning services, and an opportunity to offer a pathway for childcare in school buildings.

This bill is a direct response to two recommendations from Governor Burgum's Teacher Retention and Recruitment Task Force. Superintendent Baesler served as a voting member of this task force; and I served on it as her designee. The two recommendations this bill specifically addresses are:

1. The NDDPI and Bank of North Dakota partner to create financial planning guidance for new teachers including but not limited to health insurance benefits, retirement information, and other benefit information; and,
2. Reduce barriers for schools that wish to provide childcare.

Chairman Beard and Members of the Senate Education Committee,  
this concludes my prepared testimony, and I will stand for any questions.

**REENGROSSED House Bill No. 1510****Amended version 25.1177.03001**

Introduction and Testimony in Support

March 19, 2025, 9AM

Senate Education Committee

Chair: Senator Beard

I am before you to introduce an amended version of reengrossed house bill 1510. This bill is a result of the Teacher Retention and Recruitment Task Force initiated by former Governor Burgum. Although I was not a member of the task force, a Fargo resident questioned me about the results of the task force, and in pursuing a response, learned there had not been a bill written to address the task force recommendations to improve teacher retention and recruitment. Thus, I offered to work with Maria Neset from the governor's office who had served with others on the task force. Maria is present and will provide further information and details on sections one through three of the amended version that was provided.

I can speak to section four. The proposed study in section 4 was not a recommendation of the task force but having served on the workforce development council when reviewing occupational licensing requirements, I thought it pertinent to include investigating the feasibility of adopting an interstate teacher mobility compact, teacher licensure reciprocity or universal licensing to improve teacher recruitment. If the study is selected by legislative management, a requirement is to include input from representatives of the workforce development council.

This concludes my testimony. Thank you for your time and please favorably consider the amended version of HB1510.

Respectfully submitted by Cynthia Schreiber-Beck, District 25 Representative

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO SECOND ENGROSSMENT

### REENGROSSED HOUSE BILL NO. 1510

Introduced by

Representatives Schreiber-Beck, Conmy, Hanson, Longmuir, McLeod, Novak, Swiontek,  
Hager, Richter

Senators Davison, Hogan, Rummel

1 A BILL for an Act to create and enact a new section to chapter 15.1-18.2 and a new section to  
2 chapter 50-06 of the North Dakota Century Code, relating to financial planning resources for  
3 new teachers and ~~on-site~~onsite child care for teachers; and to provide for a legislative  
4 management study.

#### 5 BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

6 **SECTION 1.** A new section to chapter 15.1-18.2 of the North Dakota Century Code is  
7 created and enacted as follows:

#### 8 **New teacher resource - Financial planning.**

9 1. ~~The Bank of North Dakota and~~ teachers' fund for retirement board shall submit to the  
10 superintendent of public instruction, in the manner prescribed by the superintendent of  
11 public instruction:

12 ~~a. Information on the framework of a teacher salary matrix;~~

13 ~~b. Comparisons between insurance plans available for teachers;~~

14 ~~c. Description of benefits in teacher contracts; and~~

15 ~~d. Information about Internal Revenue Code section 457 deferred compensation-~~  
16 ~~plans, teachers' fund for retirement plans, and other benefits available to~~

17 ~~teachers, resources related to maximizing earning potential for teachers. The~~

18 ~~teachers' fund for retirement board directly shall communicate with and distribute~~

19 ~~resources to its members, teacher mentor programs, educator preparation~~

1                    programs, and school district administrators to inform new and recently hired  
2                    teachers.

3            2.    The superintendent of public instruction shall compile the information under  
4                    subsection 1 into a report and distribute the report to the teacher preparation  
5                    programs; administrators, including superintendents, business managers, and  
6                    building principals; and school districts for the benefit of educating new and recently  
7                    hired teachers.

8            **SECTION 2.** A new section to chapter 50-06 of the North Dakota Century Code is created  
9 and enacted as follows:

10           **On-site**Onsite child care for kindergarten through grade twelve teachersin school  
11 **settings - Rules.**

12           1.    A school district may provide child care services or allow child care providers to  
13                    ~~provide~~deliver child care services ~~for the children of teachers~~ in a building located on  
14                    school premises.

15           2.    The department, in cooperation with education stakeholders invited by the department,  
16                    shall review and revise rules under chapter 28-32 to implement this section by July 1,  
17                    2026.

18           **SECTION 3. LEGISLATIVE MANAGEMENT STUDY - HEALTH INSURANCE POOL FOR**  
19 **SCHOOL DISTRICT EMPLOYEES.** During the 2025-26 interim, the legislative management  
20 shall consider studying the feasibility of, impact of, and process for creating a health insurance  
21 pool for school district employees. The study must include a cost-benefit analysis of  
22 implementing a health insurance pool, a review of health insurance pool plan designs and  
23 administrative structures, and a comparative analysis of similar approaches adopted by other  
24 states for school district employees. The study also must include an analysis of the impact a  
25 health insurance pool would have on teacher salaries and a review of compensation structures  
26 that maximize lifetime earnings. The legislative management shall report its findings and  
27 recommendations, together with any legislation required to implement the recommendations, to  
28 the seventieth legislative assembly.

29           **SECTION 4. LEGISLATIVE MANAGEMENT STUDY - TEACHER LICENSING AND**  
30 **RECRUITMENT.** During the 2025-26 interim, the legislative management shall consider  
31 studying the feasibility of adopting the interstate teacher mobility compact, teacher licensure



- 1 reciprocity, and universal licensing to improve teacher recruitment. The study must include input
- 2 from representatives of the workforce development council. The legislative management shall
- 3 report its findings and recommendations, together with any legislation required to implement the
- 4 recommendations, to the seventieth legislative assembly.

**HB 1510**  
**Senate Education Committee**  
**Senator Todd Beard, chair**  
**March 19, 2025**  
**Room 216, State Capitol**

Good morning, Chairman Beard and members of the Senate Education Committee. For the record, my name is Maria Neset and I serve as Chief of Staff to Lt. Gov. Michelle Strinden and Senior Advisor to Gov. Kelly Armstrong. I am here to provide testimony that supports the Teacher Retention & Recruitment Task Force report and the funding requested to support our educators.

First, I would like to provide some background on the launch of the task force and the final report. And we would like to extend our gratitude to all the members on the task force who shared their expertise and time.

In the summer of 2023, Gov. Burgum received an emergency rules request from the Education Standards and Practices Board (ESPB) related to teacher shortages. The solution provided from some administrators was to give school districts additional flexibility that temporarily allowed expanded use of student teachers. It was shared that the teacher shortage had been a common concern for administrators in the summer as they were hiring for the start of the school year.

While not an ideal situation, Gov. Burgum granted the request for emergency rule making with the caveat that a task force related to teacher retention and recruitment to study the larger issue would be initiated. [Executive Order 2023-08](#) established the task force, and members were appointed from across various stakeholder groups. The task force met multiple times throughout the next several months to determine focus areas and finalized a report with recommendations to be delivered to the Governor and State Superintendent for consideration by the 69<sup>th</sup> Legislative Assembly.

I will quickly walk through the recommendations and specifically discuss the programs funded in the Armstrong executive budget proposal. The recommendations are a combination of policy, studies and budgetary requests. Please see the handout titled "[North Dakota Teacher Retention & Recruitment Task Force Report.](#)"

The task force supported seven recommendations:

- Provide a safe and supportive environment for educators and learners in every building.
- Reduce barriers for schools that wish to provide child care.
- Understand supportive school culture.
- Fund mentorship for educators and administrators.
- Fund educator pathways.
- Maximize benefits for educators.
- Optimize educator earnings.

I will now walk through the sections of the bill and explain how each section of House Bill 1510 connects to the report recommendations. Rep. Schreiber-Beck has suggested amendments for clarity and intent. If it is acceptable to the committee, I will walk through the Christmas tree version as I discuss each section (version 25.1177.02001).

## **Section 1**

The language in this section is intended to align with the "Maximize benefits for educators" recommendation. We heard from many around the task force that school districts are investing thousands of dollars above a salary in different areas on behalf of staff, and many times staff may not be aware or have not had the opportunity to truly understand how to maximize their benefits. This would ask for resources to be developed, such as handouts, webinars, in-person trainings, individual finance sessions or marketing materials for all schools, along with teacher preparation programs to use when explaining overall benefits and district investments. This would help new teachers entering a district understand the value of what is available to them and being invested in them. This is an opportunity to support financial literacy for every teacher in North Dakota, as all could have access to the resources. Once the resources are made available, we will partner with the Department of Public Instruction to distribute and

share – specifically ND Rise, which can include this during its mentorship training sessions.

The amendment clarifies the intent, who is involved and the action needed for the necessary parties. We need to market the profession of education to future workforce and improve understanding about not only the incredible rewards of teaching but the financial benefits as well.

## **Section 2**

Child care has been and continues to be a focus for the Armstrong/Strinden Administration. This section demonstrates a commitment to be a partner in supporting school districts to provide onsite child care. We see this as a tremendous tool for districts to recruit and retain educators in their communities.

The amendment provides clarity that this is happening in a school setting and that our intent is to work with schools to ensure that health, safety and high-quality early childhood experiences are central to future conversations.

## **Section 3**

During the task force, we engaged in a session led by Edunomics that focused on maximizing every dollar spent, including when funding stays at current levels or increases at a minimal rate. This section is intended to support a study that looks at different opportunities to maximize dollars related to cost of health care and long-term earnings for teachers. Senator Rummel, a task force member and 20 year-plus member of the Education Factfinding Commission, is truly a wealth of knowledge in this space. We look forward to engaging in this conversation and thinking differently about how dollars are spent.

Both sections 4 and 5 were removed as the appropriations are now in House Bill 1013. However, I do want to emphasize the two investments that are key to the task force recommendations.

The task force was committed to making the work environment a key focus. We recognize work is already underway to drive improvements through a

statewide effort. The Armstrong budget included \$2 million for DPI to continue the statewide teacher retention program. This program is making remarkable efforts in districts across the state, and we need to sustain the support. Vital Networks has powerful data and impact that can already show how their work in North Dakota is paying off. Our learners thrive when teachers and leaders are in a supportive work environment.

The task force recognized the long-standing impact from the teacher mentorship program, formerly known as the Teacher Support System, now known as ND Rise. Administered through ESPB, this program shows measurable outcomes that are driving educator retention efforts. We have seen firsthand the importance of mentorship beyond just the first year. Knowing this, the Armstrong budget proposed a \$2 million appropriation to DPI (above its base allocation of \$2.5 million) as a pass-through grant to support ND Rise. The program shall include supports and resources for all first- to third-year teachers who meet the requirements outlined in NDCC or program guidance, as determined by ESPB.

Rep. Schreiber-Beck already presented the additional study language that is also key to ensuring licensure processes are streamlined, current and not a barrier to workforce participation in North Dakota.

At its core, House Bill 1510 represents a strong show of support for retaining and recruiting educators. As was stated at the start of the task force, there is no quick or easy solution. It will take all of us to advocate and demonstrate support for teachers across the state, step by step. We urge you support our educators by giving a do pass to HB 1510 with the provided amendments. Thank you for your time.

A faded background image of two women, one Black and one white, sitting at a desk and looking at a laptop. The Black woman is on the left, looking down at the screen. The white woman is on the right, smiling and looking at the screen.

# **THE NORTH DAKOTA TEACHER RETENTION AND RECRUITMENT TASK FORCE**

## *Recommendations and Report*

OCTOBER 2024





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## LETTER FROM THE GOVERNOR

North Dakota has the opportunity to lead the nation in providing world-class learning experiences for all K-12 students in our great state. Our administration recognizes the importance of quality educators in delivering relevant and personalized education to ensure all students graduate choice-ready for college, career or the military with the knowledge, skills and disposition to be successful in life, work and community.

The Office of the Governor received a request in July 2023 from the state Education Standards and Practices Board to approve emergency rules that would allow an undergraduate student who has yet to complete their student teaching experience and higher education degree to be considered a teacher of record for a semester. The Governor has the authority to approve emergency rules, and our administration supported that request. This request was seen as a quick, short-term fix and did not address broader issues regarding retention and recruitment within the field of education.

This emergency rule provided the launching point for the North Dakota Teacher Retention and Recruitment Task Force led by our office in partnership with appointed members and stakeholders. Recognizing that our future workforce is fostered and inspired by educators and school district staff, this Task Force underscores the critical importance of our current and future education workforce as essential to the state's economy and success.

This Task Force represents a range of experts across the educational landscape: school board members, teachers, administrators, higher education faculty, teacher support staff and other critical voices. The work of this Task Force was not designed to provide "the" solution to teacher retention and recruitment but rather to spark a conversation about steps we can take to best support our education workforce.

The Task Force met four times as a full group with stakeholder listening sessions and working groups to take a deeper dive into specific focus areas. Executive Order 2023-08 established the Task Force and required a report of recommendations to the Office of the Governor and the Superintendent of Public Instruction.

We look forward to sharing this list of prioritized recommendations and encourage policymakers to partner on solutions with long-term impact to the retention and recruitment of educators.

We are deeply grateful for the dedication and tireless work of the Task Force members. Through their passion for ensuring the success of our students and educators, they have achieved what we strive to do every day in state government: Empower People, Improve Lives and Inspire Success.

With Gratitude,



**Governor Doug Burgum**

**(2016–Current)**





## A SPECIAL THANK YOU

Significant consideration was given to ensure teacher voices were incorporated into the Teacher Retention and Recruitment Task Force recommendation process. Thank you to the Task Force members and the participants of the listening sessions, especially the teachers who made this possible.

### North Dakota Teacher Retention and Recruitment Task Force Members

- **The Honorable Kirsten Baesler**, Superintendent of Public Instruction | North Dakota Department of Public Instruction
- **The Honorable Steve Swiontek**, State Representative | Fargo, North Dakota
- **The Honorable Dean Rummel**, State Senator | Dickinson, North Dakota
- **Maria Neset**, Senior Policy Advisor | North Dakota Office of the Governor
- **Luke Schaefer**, CEO of the Central Regional Education Association | Minot, North Dakota; Task Force Chair
- **Patti Stedman**, School Board Member | West Fargo, North Dakota; Education Standards and Practice Board Member
- **Bret Dockter**, Middle School Teacher | Harvey, North Dakota; 2022 State Teacher of the Year
- **Ashley Seykora**, Instructional Coach | Rugby Public Schools, North Dakota
- **Abby DuBord**, Elementary School Teacher | Bismarck Public Schools, North Dakota; 2023 State Teacher of the Year Finalist
- **Dr. Robert Lech**, Superintendent | Jamestown Public Schools, North Dakota
- **John Porter**, Executive Director of South East Education Cooperative; Co-Director of the South Valley/Rural Cass Special Education Units | Fargo, North Dakota
- **James Green**, High School Principal | McKenzie County Public Schools, Watford City, North Dakota
- **Dr. Sherry Tandeski**, Elementary School Principal | St. John Public Schools, North Dakota
- **Jenny Bladow**, Director of Teacher Education | College of Education & Human Development, Northwood, North Dakota; Education Standards and Practice Board Member
- **Erin Jacobson**, Coordinator of the North Dakota Teacher Support System | Bismarck, North Dakota

### Listening Session Organizations

- North Dakota State Teacher of the Year
- North Dakota United
- North Dakota School Board Association
- North Dakota Council of Educational Leaders



# TEACHER RETENTION AND RECRUITMENT: A CALL TO ACTION

In recognition of the impact teachers have on student growth, Governor Doug Burgum decided to address the issue of teacher retention and recruitment in the state of North Dakota. Teachers are the [number one factor](#) influencing student growth and achievement. Yet, across the country, district and school leaders [struggle](#) to retain educators and fill vacant classrooms. In many states, the challenges of the COVID-19 pandemic exacerbated educator attrition, leading states to examine not only how to fill vacancies, but how to strengthen and diversify weakened educator pathways.

North Dakota is not immune to these challenges, despite the Roughrider State being ranked in the top [25 percent](#) of states for teaching attractiveness. [61 percent](#) of schools reported being unable or finding it very difficult to fill teacher vacancies. The North Dakota University System reported a [six percent](#) shortage of qualified educators across disciplines.

Retaining, and by extension, recruiting, a high-quality educator workforce is pivotal for enhancing the well-being of North Dakota's students. Evidence shows that highly effective educators can alter the trajectory of a child's future. When evaluating the most influential factors related to student performance in reading and math assessments, teachers were found to have a [two to three times](#) greater influence than any other aspect of schooling, including services, facilities, and school leadership. Students assigned to highly effective teachers are [more likely](#) to pursue higher education, earn higher salaries, and less likely to experience early parenthood. Students who benefit from teachers focused on improving behavior and other hireable skills display [increased rates](#) of high school graduation, SAT participation, and intentions of college attendance.

To address the educator retention crisis in the state, the Governor issued an [Executive Order](#) to create the [North Dakota Teacher Retention and Recruitment Task Force](#) (the Task Force) to provide recommendations through a final report to the Governor and the Superintendent of Public Instruction no later than September 30, 2024. The recommendations must include pathways to:

- ➔ Increasing recruitment to the teaching profession;
- ➔ Improving teacher preparation programs across the state;
- ➔ Reviewing and evaluating current pathways to licensure and a review of new opportunities around teacher licensure;
- ➔ Reevaluate teacher compensation and contracts;
- ➔ Enhancing working conditions and supports to improve retention in the teaching profession;
- ➔ Identifying best practices from other jurisdictions and potential impact to long-term positive outcomes related to teacher recruitment and retention.

The Task Force will also identify partners to sponsor legislation based on the report's recommendations during the 69th Legislative Assembly and conduct stakeholder meetings and roundtable discussions across the state to gather feedback from pertinent stakeholder groups.



# TASK FORCE RECOMMENDATIONS

This report aims to provide insight into the current state of teacher recruitment and retention in North Dakota, highlighting successes and identifying opportunities for strengthening policy and practice. Based on this understanding, the Task Force developed the following recommendations to guide key education stakeholders in supporting a high-quality educator workforce in North Dakota that is able to effectively provide all students with an opportunity to succeed.

## **Recommendation #1: Provide a Safe and Supportive Environment for Educators and Learners in Every Building**

The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building, as measured by a statewide system of student behavior metrics.

## **Recommendation #2: Reduce Barriers for Schools that Wish to Provide Child Care**

The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.

## **Recommendation #3: Understand Supportive School Culture**

The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.

## **Recommendation #4: Fund Mentorship**

- a. 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.
- b. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns.

## **Recommendation #5: Fund Educator Pathways**

- a. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.
- b. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.

## **Recommendation #6: Maximize Benefits for Educators**

The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training.

## **Recommendation #7: Optimize Educator Earnings**

The Task Force recommends a legislative study to explore the feasibility, impact and process of:

- a. Creating a health insurance pool for school employees.
- b. Analyzing compensation structures to maximize lifetime earnings.



# TASK FORCE RECOMMENDATIONS

## RECOMMENDATION #1. PROVIDE A SAFE AND SUPPORTIVE ENVIRONMENT FOR EDUCATORS AND LEARNERS IN EVERY BUILDING

**The Task Force recommends state agency leaders and education stakeholders collaborate to address system gaps, leverage opportunities and activate a continuum of support to create safe, supportive environments for educators and learners in every building as measured by a statewide system of student behavior metrics.**

This recommendation aims to support a safe and supportive working environment for all North Dakota educators. The Task Force specifies measuring improvement in addressing system gaps, leveraging opportunities and activating continua of support by utilizing statewide data systems focused on student behavior. Positive school cultures and healthy learning environments have a significant impact on student outcomes and [educator retention](#). Strong school environments result in higher engagement and attendance for students and staff, reduced office referrals and decreased teacher [turnover](#). Safe and supportive learning environments may be measured through student metrics such as risky or unsafe behavior which are shown to be [reduced](#) within positive learning environments.

## RECOMMENDATION #2. REDUCE BARRIERS FOR SCHOOLS THAT WISH TO PROVIDE CHILD CARE

**The Task Force recommends the North Dakota Department of Health and Human Services collaborate with education stakeholders to streamline regulations and reduce barriers for schools that wish to offer on-site child care.**

North Dakota is [home](#) to 64,000 children under 5 years of age, with around [10,000](#) babies born in the state every year. For children, [the earliest years of life are a critical window](#) of development with long-lasting implications for their success in school and life. For North Dakota parents and employers, however, lack of quality, affordable and available child care poses a threat to workforce participation. With [72 percent](#) of North Dakota's parents in the workforce, the Task Force recommends improving access to quality, affordable child care as part of efforts to remove workforce barriers across schools, especially in areas of critical need.

## RECOMMENDATION #3. UNDERSTAND SUPPORTIVE SCHOOL CULTURE

**The Task Force recommends the state annually survey school employees to understand employee satisfaction. Further, the Task Force recommends school boards include employee satisfaction in driving their strategic goals.**

This recommendation aims to increase awareness and planning to support employee satisfaction through data collection. Job satisfaction is influenced by factors which maintain or encourage people in their role. This recommendation supports data collection to inform planning and improvement of workplace satisfaction including [factors](#) such as compensation, school policies and relationships. This includes achievement, recognition and career advancement. By incorporating employee satisfaction data in strategic goal setting, schools and districts will identify key factors related to educator retention in plans for continuous improvement aimed at ensuring supportive school culture.



## RECOMMENDATION #4. FUND MENTORSHIP

**A. 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. Specifically, [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.

**B. The Task Force recommends the legislature fund the development and facilitation of an administrator mentorship program with an emphasis on supporting teachers by improving working conditions, including but not limited to student behaviors, teacher voice and parent concerns. This mentorship program would include measurable outcomes and be results-based through annual public reporting.**

School administrators play a crucial role in supporting student and staff success by shaping the vision of their school community, fostering a positive culture and effectively managing resources. Research shows [dissatisfaction](#) with school leadership is one of the leading factors why educators choose to leave the profession. Alternatively, educators who are involved in decision-making and feel a greater sense of autonomy in their roles are more likely to remain in the classroom and feel a stronger sense of connection to their school communities. Teachers identify the quality of support from school administration as more important than salary. Additionally, support quality has a [strong relationship](#) to teacher turnover.

## RECOMMENDATION #5. FUND EDUCATOR PATHWAYS

**A. The Task Force recommends state agencies and the legislature adjust the reimbursement rate to 100% for schools offering CTE courses leading to a career in education.**

Strengthening early career pathways for high school students is a strategy used to recruit teachers within local communities. Currently, CTE educator programs receive the [lowest rate](#) of reimbursement from the state of North Dakota. Programs that target students for educator candidates have the potential to address teacher shortages in key areas and [diversify](#) the educator workforce. Local teacher programs may also address [teacher retention and effectiveness](#) by drawing on their support network and connection to the surrounding community. As the number of degrees in education continues to [decline](#), strengthening pathways into the profession offers opportunities to improve retention and recruitment.

## **B. The Task Force recommends the legislature incentivize local and state initiatives aimed at enhancing teacher leadership opportunities.**

Providing teachers with leadership opportunities can [improve teacher retention](#) by enhancing job satisfaction, reducing burnout and expanding professional growth. However, increasing leadership opportunities should encourage teachers to remain in the classroom rather than pulling them into administration. Teachers who are involved in decision-making are [more likely to stay in the profession long-term](#). [Shared decision-making](#) is one of the top cited working conditions that impact teacher retention. Opportunities for enhancing teacher leadership may include supporting existing [Teacher Leadership Academies](#), exploring opportunities for strategic staffing such as [Next Education Workforce](#), or implementing [advanced or lead teacher](#) models.

## **RECOMMENDATION #6. MAXIMIZE BENEFITS FOR EDUCATORS**

**The Task Force recommends related state agencies partner with the North Dakota Department of Public Instruction, the Bank of North Dakota, the Teachers' Fund for Retirement (TFFR), the North Dakota Teacher Support System and other appropriate organizations to offer comprehensive financial planning resources and training. These resources should include information on the salary matrix framework, differences in health insurance plans, contract benefits, 457 deferred plans, TFFR plans and other related benefits. These resources should be made available to preservice providers and schools for the benefit of preservice teachers, new district hires and teachers within their first three years in the profession.**

The Task Force unanimously approved this recommendation for strengthening training for teachers regarding total benefits and compensation packages available to them. This support enables new educators to understand and manage the benefits associated with the transition into the profession. This information also builds capacity for long-term career training for educators with the potential for improving educator retention. Financial literacy is shown to [decrease financial strain](#) and improve long-term financial planning and decision-making, which is particularly impactful for educators.

## **RECOMMENDATION #7. OPTIMIZE EDUCATOR EARNINGS**

**The Task Force recommends a legislative study to explore the feasibility, impact and process of:**

- **Creating a health insurance pool for school employees**
- **Analyzing compensation structures to maximize lifetime earnings.**

**This study should include a cost-benefit analysis, plan designs and coverage, administrative structures, an analysis of the impact on educator salaries, and a comparative analysis of similar approaches in other states.**

This recommendation proposes a legislative study to examine opportunities for maximizing benefits for educators. Competitive health benefits and compensation structures are critical for attracting and retaining quality educators. By exploring options for insurance pools and shifts in pay structure, legislators will receive information on promising practices from other states and current research on improving benefit options for educators and maximizing return.



Established in 2001, [The Hunt Institute](#) honors the legacy of James B. Hunt, Jr., the former governor of North Carolina who distinguished himself as an ardent champion of education.

The Hunt Institute brings together people and resources to inspire and inform elected officials and policymakers about key issues in education, resulting in visionary leaders who are prepared to take strategic action for greater educational outcomes and student success.

In 2016, The Hunt Institute became an independent, nonprofit entity and joined forces with Duke University's Sanford School of Public Policy to pursue research, educational partnerships, and events related to improving education policy.

*Learn more at [www.hunt-institute.org](http://www.hunt-institute.org).*



4000 Centregreen Way | Suite 301 |  
Cary, NC 27513 | 984-377-5200



### Letter of Support – HB 1510

Wednesday, March 19, 2025

Chairman Beard and members of the Senate Education Committee,

For the record, my name is Cale Dunwoody, and I have the distinct pleasure of serving as the Vice President of Public Policy for the Fargo Moorhead West Fargo Chamber of Commerce (FMWF Chamber). On behalf of our over 1,700 members, I respectfully offer testimony in support of House Bill 1510.

At the FMWF Chamber, our mission is to protect and promote business, inspire individuals, cultivate communities, and influence action. First, I would like to express our gratitude for the 68<sup>th</sup> Legislative Assembly's leadership in advancing critical investments into childcare and their commitment to addressing affordability through programs like the Working Parent Childcare Relief Program. However, the challenges with accessing affordable and high-quality childcare persist.

North Dakota continues to grapple with the availability and affordability of childcare slots, which directly impact the availability and stability of our state's workforce. The Chamber supports pragmatic solutions to advance the affordability and accessibility of childcare.

Passage of this bill offers additional support to working families which will allow them to grow and thrive. It signals a commitment to investing in our future and a stronger North Dakota. We respectfully urge the committee to give this bill a DO PASS.

Thank you for your attention to this matter and your commitment to North Dakota.

Sincerely,

Cale Dunwoody  
Vice President of Public Policy  
Fargo Moorhead West Fargo Chamber of Commerce



# 2025 SENATE STANDING COMMITTEE MINUTES

## Education Committee Room JW216, State Capitol

HB 1510  
3/31/2025

Relating to financial planning resources for new teachers and on-site child care for teachers; and to provide for a legislative management study.

10:00 a.m. Chairman Beard called the hearing to order.

Members Present: Chairman Beard; Vice-Chairman Lemm; Senators: Axtman, Boschee, Gerhardt and Wobbema

### Discussion Topics:

- Teacher retention and recruitment
- Same information to all teachers
- Teachers' Fund for Retirement Members (TFFR)
- Distributed by Department of Public Instruction (DPI)
- Public Schools buildings/structures

10:00 a.m. Chairman Beard opened the hearing up for discussion on proposed amendment by Representative Schreiber-Beck from 3/19/2025 testimony #42955.

10:03 a.m. Maria Neset, Chief of Staff to ND Lt. Governor, answered questions for the committee.

10:32 a.m. Senator Boschee moved Amendment LC #25.1177.03003.

10:32 a.m. Senator Axtman seconded the motion.

Senators	Vote
Senator Todd Beard	Y
Senator Randy D. Lemm	Y
Senator Michelle Axtman	Y
Senator Josh Boschee	Y
Senator Justin Gerhardt	Y
Senator Mike Wobbema	Y

Motion Passed 6-0-0

10:33 a.m. Senator Boschee moved Do Pass as amended.

10:33 a.m. Senator Axtman seconded the motion.

Senators	Vote
Senator Todd Beard	N
Senator Randy D. Lemm	Y

Senator Michelle Axtman	Y
Senator Josh Bosch	Y
Senator Justin Gerhardt	N
Senator Mike Wobbema	Y

Motion Passed 4-2-0

Senator Axtman will carry the bill.

10:35 a.m. Chairman Beard closed the hearing.

*Susan Helbling, Committee Clerk*

March 31, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

**PROPOSED AMENDMENTS TO  
SECOND ENGROSSMENT**

VC 3/31/25  
1 of 3

**REENGROSSED HOUSE BILL NO. 1510**

Introduced by

Representatives Schreiber-Beck, Conmy, Hanson, Longmuir, McLeod, Novak, Swiontek,  
Hager, Richter

Senators Davison, Hogan, Rummel

1 A BILL for an Act to create and enact a new section to chapter 15.1-18.2 and a new section to  
2 chapter 50-06 of the North Dakota Century Code, relating to financial planning resources for  
3 new teachers and ~~on-site~~onsite child care ~~for teachers~~; and to provide for a legislative  
4 management study.

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

6 **SECTION 1.** A new section to chapter 15.1-18.2 of the North Dakota Century Code is  
7 created and enacted as follows:

8 **New teacher resource - Financial planning.**

9 1. ~~The Bank of North Dakota and~~ teachers' fund for retirement board shall submit to the  
10 superintendent of public instruction, in the manner prescribed by the superintendent of  
11 public instruction:  
12 ~~a. Information on the framework of a teacher salary matrix;~~  
13 ~~b. Comparisons between insurance plans available for teachers;~~  
14 ~~c. Description of benefits in teacher contracts; and~~  
15 ~~d. Information about Internal Revenue Code section 457 deferred compensation~~  
16 ~~plans, teachers' fund for retirement plans, and other benefits available to~~  
17 ~~teachers, resources related to maximizing earning potential for teachers. The~~  
18 ~~teachers' fund for retirement board directly shall communicate with and distribute~~  
19 ~~resources to its members, teacher mentor programs, educator preparation~~

1 programs, and school district administrators to inform new and recently hired  
2 teachers.

3 2. The superintendent of public instruction shall compile the information under  
4 subsection 1 into a report and distribute the report to the teacher preparation  
5 programs; administrators, including superintendents, business managers, and  
6 building principals; and school districts for the benefit of educating new and recently  
7 hired teachers.

8 **SECTION 2.** A new section to chapter 50-06 of the North Dakota Century Code is created  
9 and enacted as follows:

10 ~~On-site~~ Onsite child care for kindergarten through grade twelve teachers in school  
11 settings - Rules.

12 1. A school district may provide child care services or allow child care providers to  
13 ~~provide~~ deliver child care services for the children of teachers in a building located on  
14 school premises.

15 2. The department, in cooperation with education stakeholders invited by the department,  
16 shall review and revise rules under chapter 28-32 to implement this section by July 1,  
17 2026.

18 **SECTION 3. LEGISLATIVE MANAGEMENT STUDY - HEALTH INSURANCE POOL FOR**  
19 **SCHOOL DISTRICT EMPLOYEES.** During the 2025-26 interim, the legislative management  
20 shall consider studying the feasibility of, impact of, and process for creating a health insurance  
21 pool for school district employees. The study must include a cost-benefit analysis of  
22 implementing a health insurance pool, a review of health insurance pool plan designs and  
23 administrative structures, and a comparative analysis of similar approaches adopted by other  
24 states for school district employees. The study also must include an analysis of the impact a  
25 health insurance pool would have on teacher salaries and a review of compensation structures  
26 that maximize lifetime earnings. The legislative management shall report its findings and  
27 recommendations, together with any legislation required to implement the recommendations, to  
28 the seventieth legislative assembly.

29 **SECTION 4. LEGISLATIVE MANAGEMENT STUDY - TEACHER LICENSING AND**  
30 **RECRUITMENT.** During the 2025-26 interim, the legislative management shall consider  
31 studying the feasibility of adopting the interstate teacher mobility compact, teacher licensure

- 1 reciprocity, and universal licensing to improve teacher recruitment. The study must include input
- 2 from representatives of the workforce development council. The legislative management shall
- 3 report its findings and recommendations, together with any legislation required to implement the
- 4 recommendations, to the seventieth legislative assembly.

**REPORT OF STANDING COMMITTEE  
REENGROSSED HB 1510**

**Education Committee (Sen. Beard, Chairman)** recommends **AMENDMENTS** ([25.1177.03003](#)) and when so amended, recommends **DO PASS** (4 YEAS, 2 NAYS, 0 ABSENT OR EXCUSED AND NOT VOTING). Reengrossed HB 1510 was placed on the Sixth order on the calendar. This bill does not affect workforce development.