

CONSENT CALENDAR

April 19, 2022

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Committee on Education to which was referred SB
236,**

**AN ACT establishing a committee to study New
Hampshire teacher shortages and recruitment
incentives. Having considered the same, report the
same with the following amendment, and the
recommendation that the bill OUGHT TO PASS WITH
AMENDMENT.**

Rep. Deborah Hobson

FOR THE COMMITTEE

COMMITTEE REPORT

Committee:	Education
Bill Number:	SB 236
Title:	establishing a committee to study New Hampshire teacher shortages and recruitment incentives.
Date:	April 19, 2022
Consent Calendar:	CONSENT
Recommendation:	OUGHT TO PASS WITH AMENDMENT 2022-0734h

STATEMENT OF INTENT

This bill establishes a committee to study and address New Hampshire teacher shortages and recruitment incentives. There is a definite shortage of highly trained teachers who possess skills in content areas such as math and the sciences as well as various special education skill areas due to the recent pandemic, retirement, highly competitive jobs in business and industry, and more. As amended, this bill also provides that teachers of grades 7-12 shall be considered secondary school teachers for purposes of teacher loan forgiveness. Prior to this legislation, junior high school teachers, grades 7 and 8, who teach the same course competencies as offered in grade 9, and who possess the same teacher certification as a secondary teacher, have not been considered secondary teachers and therefore not eligible for teacher loan forgiveness. This bill corrects the inequity.

Vote 19-0.

Rep. Deborah Hobson
FOR THE COMMITTEE

Original: House Clerk
Cc: Committee Bill File

CONSENT CALENDAR

Education

SB 236, establishing a committee to study New Hampshire teacher shortages and recruitment incentives. **OUGHT TO PASS WITH AMENDMENT.**

Rep. Deborah Hobson for Education. This bill establishes a committee to study and address New Hampshire teacher shortages and recruitment incentives. There is a definite shortage of highly trained teachers who possess skills in content areas such as math and the sciences as well as various special education skill areas due to the recent pandemic, retirement, highly competitive jobs in business and industry, and more. As amended, this bill also provides that teachers of grades 7-12 shall be considered secondary school teachers for purposes of teacher loan forgiveness. Prior to this legislation, junior high school teachers, grades 7 and 8, who teach the same course competencies as offered in grade 9, and who possess the same teacher certification as a secondary teacher, have not been considered secondary teachers and therefore not eligible for teacher loan forgiveness. This bill corrects the inequity. **Vote 19-0.**

Amendment to SB 236

1 Amend the title of the bill by replacing it with the following:

2

3 AN ACT establishing a committee to study New Hampshire teacher shortages and
4 recruitment incentives, and relative to defining secondary school grades for teacher
5 loan forgiveness programs.
6

7 Amend the bill by replacing all after section 5 with the following:

8

9 6 Definition of Schools; Secondary School Grades; Teacher Loan Forgiveness Programs. Amend
10 RSA 189:25 to read as follows:

11 189:25 Elementary School. An elementary school is any school approved by the state board of
12 education in which the subjects taught are those prescribed by the state board for the grades
13 kindergarten through 8 of the public schools. However, a separate organization consisting of grades
14 7 through 9, or any grouping of these grades, may be recognized as a junior high school and so
15 approved by the board. Also a separate organization consisting of grades 4 through 8 or any
16 grouping of these grades may be recognized as a middle school and so approved by the state board.
17 Any elementary school may include a kindergarten program which, if it is provided, shall precede
18 the other elementary grades. ***Provided, however, that for the purpose of eligibility for state or
19 federal teacher loan forgiveness programs, teachers of grades 7 through 12 shall be
20 considered teachers of secondary school.***

21 7 Effective Date. This act shall take effect upon its passage.

Amendment to SB 236
- Page 2 -

2022-0734h

AMENDED ANALYSIS

This bill establishes a committee to study New Hampshire teacher shortages and recruitment incentives. This bill also provides that teachers of grades 7-12 shall be considered secondary school teachers for purposes of teacher loan forgiveness programs.

HOUSE COMMITTEE ON EDUCATION
EXECUTIVE SESSION on Bill # SB 236

BILL TITLE: establishing a comm to study ntt
DATE: 6/19/22 teacher shortages + loan forgiveness
LOB ROOM: 207 program

MOTION: (Please check one box)

OTP ITL Retain (1st year) Adoption of Amendment # 073h
(if offered)
 Interim Study (2nd year)

Moved by Rep. Hubson Seconded by Rep. Wendy Myler Vote: _____

MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of Amendment # 0734h
(if offered)
 Interim Study (2nd year)

Moved by Rep. Hubson Seconded by Rep. Lukas Vote: 19-0

MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of Amendment # _____
(if offered)
 Interim Study (2nd year)

Moved by Rep. _____ Seconded by Rep. _____ Vote: _____

MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of Amendment # _____
(if offered)
 Interim Study (2nd year)

Moved by Rep. _____ Seconded by Rep. _____ Vote: _____

CONSENT CALENDAR: YES NO

Minority Report? _____ Yes _____ No If yes, author, Rep: _____ Motion _____

Respectfully submitted: _____
Rep. Melissa Litchfield, Clerk



2022 SESSION

Education

Bill #: SB236 Motion: OTP AM #: 0734h Exec Session Date: 4/19/22

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman <i>Just</i>			
Cordelli, Glenn Vice Chairman <i>Prot</i>			
Litchfield, Melissa A. Clerk			
Boehm, Ralph G.			
Lekas, Alicia D.			
Moffett, Michael <i>Rep Bershtein, Alan</i>			
Hobson, Deborah L.			
Ford, Oliver J.			
Soti, Julius F.			
Nelson, Bill G. <i>Rep. Ankarberg, Aidan</i>			
Myler, Mel Walz, Mary Beth <i>Rep Myler, Mel</i>			
Luneau, David J.			
Cornell, Patricia			
Tanner, Linda L.			
Ellison, Arthur S. <i>Rep Walz, Mary Beth</i>			
Mullen, Sue M. <i>Rep Sullivan, Brian</i>			
Woodcock, Stephen L.			
Porter, Marjorie <i>Rep Lane, Connie</i>			
A. Hall, Muriel C.			
TOTAL VOTE:	<i>19</i>	<i>0</i>	

OFFICE OF THE HOUSE CLERK

1/10/2022 8:57:50 AM
 Roll Call Committee Registers
 Report



2022 SESSION

Education

Bill #: SB 234 Motion: OTP/A AM #: 0734h Exec Session Date: 4/19/22

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman <i>1st</i>	19		
Cordelli, Glenn Vice Chairman <i>1st</i>	1		
Litchfield, Melissa A. Clerk	2		
Boehm, Ralph G.	3		
Lekas, Alicia D.	4		
Moffett, Michael <i>Rep Bershtein, Alan</i>	5		
Hobson, Deborah L.	6		
Ford, Oliver J.	7		
Soti, Julius F.	8		
Nelson, Bill G. <i>Rep Ankarberg, Aidan</i>	9		
Myler, Mel-Walz, Mary Beth <i>Rep Myler, Mel</i>	10		
Luneau, David J.	11		
Cornell, Patricia	12		
Tanner, Linda L.	13		
Ellison, Arthur S. <i>Rep Walz, Mary Beth</i>	14		
Mullen, Sue M. <i>Rep Sullivan, Brian</i>	15		
Woodcock, Stephen L.	16		
Porter, Marjorie <i>Rep Lane, Connie</i>	17		
A. Hall, Muriel C.	18		
TOTAL VOTE:	19	0	

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2022-0734h

AMENDED ANALYSIS

This bill establishes a committee to study New Hampshire teacher shortages and recruitment incentives. This bill also provides that teachers of grades 7-12 shall be considered secondary school teachers for purposes of teacher loan forgiveness programs.

UNAPPROVED

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON SB 236

BILL TITLE: establishing a committee to study New Hampshire teacher shortages and recruitment incentives.

DATE: April 19, 2022

LOB ROOM: 207 **Time Public Hearing Called to Order:** 10:03am

Time Adjourned: 10:38am

Committee Members: Reps. Ladd, Cordelli, Litchfield, Boehm, A. Lekas, Moffett, Hobson, Ford, Soti, B. Nelson, Myler, Luneau, Cornell, Tanner, Ellison, Mullen, Woodcock, Hall and Porter

Bill Sponsors:

Sen. Kahn

Sen. Ward

Sen. Prentiss

Sen. Watters

Rep. Myler

Rep. Heath

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

***Glenn Cordelli**

- Sponsor

Rep. Tanner

- Questions re: language and how at the state level we can impact loan forgiveness provisions?

Rep. Luneau

- Any retroactive loan forgiveness?

Rep. Greg Hill

- For loan forgiveness programs: K - 6 = Elementary school, 7 - 12 = Secondary school

Respectfully submitted,

Rep. Melissa A. Litchfield

House Remote Testify

Education Committee Testify List for Bill SB236 on 2022-04-06

Support: 14 Oppose: 0 Neutral: 0 Total to Testify: 0

Export to Excel

<u>Name</u>	<u>City, State</u> <u>Email Address</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>	<u>Testifying</u>	<u>Non-Germane</u>	<u>Signed Up</u>
Ward, Senator Ruth	Stoddard, NH ruth.ward@leg.state.nh.us	An Elected Official	senate district 8	Support	No	No	3/28/2022 2:43 PM
Watters, Senator David	Dover, NH david.watters@leg.state.nh.us	An Elected Official	Myself	Support	No	No	3/30/2022 2:33 PM
Wilson, Rebecca	Concord, NH bwilson@nhsba.org	A Lobbyist	NHSBA	Support	No	No	4/4/2022 11:36 AM
Hewey, Susan	CONCORD, NH susanhewey@comcast.net	A Member of the Public	Myself	Support	No	No	4/4/2022 2:48 PM
VanBennekum, Catherine	Tilton, NH cvanbennekum@wrsdsau59.org	A Member of the Public	Myself and all Middle School teachers	Support	No	No	4/4/2022 2:54 PM
Lievens, Jessica	plymouth, NH nhjess4@hotmail.com	A Member of the Public	Myself	Support	No	No	4/4/2022 3:40 PM
Willette, William	Haverhill, MA willy040188@gmail.com	A Member of the Public	Myself	Support	No	No	4/4/2022 3:57 PM
Green, Clayton	Warren, NH Hounded819@aol.com	State Agency Staff	Myself	Support	No	No	4/5/2022 6:57 AM
Reid, Cindy	Belmont, NH cinlyn09@gmail.com	A Member of the Public	Myself	Support	No	No	4/5/2022 7:45 AM
Gleason, Marilee	Bristol, NH gleasonm14@gmail.com	A Member of the Public	Myself	Support	No	No	4/5/2022 12:10 PM
Green, Debora	Warren, NH Greenie81935@aol.com	A Member of the Public	Myself	Support	No	No	4/5/2022 4:31 PM
Heath, Mary	Manchester, NH m.heath@comcast.net	An Elected Official	Manchester Ward 7/District 14	Support	No	No	4/5/2022 4:48 PM
Cronin, Thomas	Durham, NH thomas.cronin@unh.edu	State Agency Staff	The University System of New Hampshire	Support	No	No	4/5/2022 7:16 PM

Brackett, Glenn

Hooksett, NH
communications@nhafcio.org

A Lobbyist

NH AFL-CIO

Support No

No

4/6/2022 9:08 AM

House Remote Testify

Education Committee Testify List for Bill SB236 on 2022-04-19

Support: 1 Oppose: 2 Neutral: 0 Total to Testify: 0

Export to Excel

<u>Name</u>	<u>City, State</u> <u>Email Address</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>	<u>Testifying</u>	<u>Non-Germane</u>	<u>Signed Up</u>
Petrusewicz, Carol	Rochester, NH clmcc2befree@yahoo.com	A Member of the Public	Myself	Oppose	No	No	4/18/2022 8:32 PM
Brackett, Glenn	Hooksett, NH communications@nhafli.cio	A Lobbyist	NH AFL-CIO	Support	No	No	4/19/2022 12:13 PM
Diehl, Stanford	Concord, NH loki1958@yahoo.com	A Member of the Public	Myself	Oppose	No	No	4/19/2022 1:05 PM

April 6, 2022

Dear Chairman Ladd and members of the House Education Committee,

I write today to convey our appreciation for your consideration of SB 236, to establish a committee to study New Hampshire teacher shortages, and to offer the university's assistance to the committee should this legislation pass.

As the committee is aware, these past few years have been trying times for education and all those involved. Changes in education workforce, meeting the increasingly diverse needs of students and families, and the myriad impacts of the COVID-19 pandemic have taxed students, families, administration, and teachers in new and still evolving ways. While the disruption has been difficult, now is precisely the time to be undertaking the work envisioned by this legislation. This work to understand these challenges and how they will impact the future of education will be critical to developing strategies to attract, support, and retain the next generation of New Hampshire educators.

The University of New Hampshire currently offers several pathways for students pursuing a career in teaching. Our longstanding five-year master's in education program allows a student to earn a bachelor's, master's, and teaching certificate on an accelerated schedule. Additionally, we offer a traditional four-year program that includes teacher certification, graduate teacher preparation courses, and many options for ongoing professional development. We believe in high-quality educator preparation based on research, collaborations, and offering a cohesive, data-driven program that recognizes that learning to teach is a multi-year process from undergraduate education and pre-service programs and continuing well into and beyond the beginning years of teaching. Having a strong foundation and contextual understanding of teaching and learning processes supports teachers who are more effective, feel more confident and successful, and stay in the profession longer.

With that in mind, I wish to suggest a few areas for consideration related to the trends and changes in New Hampshire schools over the past several years:

- Licensing: There are currently a high number of individuals completing site-based licensing plans. This pathway has addressed a critical need in our state but has also left open questions about the coherent preparation of its completers. We recommend that the state's institutions of higher education be directly and actively involved in the development of and meeting the professional standards of the licensing plan.
- Acute Shortages: New Hampshire is facing shortages across multiple certification areas. Within universities, we are also experiencing a decline in students seeking certain

certification areas which has at times led to course and program cancellations. We are seeking, in collaboration with our University System (USNH) partner institutions, ways to leverage faculty and teaching resources to provide students with more options to take needed courses across USNH at the institutions where there are faculty and programmatic expertise to do so.

- Collaboration: USNH teacher educators have been engaged in conversations about common goals, shared concerns, and leveraging teaching resources to serve our students and the state. We want to continue this strategic thinking about curricular innovations for students to have access to courses at multiple institutions, how our universities can collaborate to support the in-service professional learning of our schools and districts regionally, and how we can support efforts of veteran teachers in continued learning as they become master teachers or administrators in our state's schools. New Hampshire is a small and well-connected state. Efforts to solidify these opportunities to share knowledge and expertise across the professional pipeline could be very beneficial.

We believe that university-based programs can support not only students in our programs but also teachers and schools for the continued professional development and professional learning of all educators. I am grateful for this potential legislation and for the energy dedicated to examining the current and future challenges and goals of education in New Hampshire, and look forward to assisting the legislature however possible as you undertake this important task.

Sincerely,

A handwritten signature in black ink that reads "Michele Dillon". The signature is written in a cursive, slightly slanted style.

Michele Dillon
Dean, College of Liberal Arts

To: Interested Parties
From: GBAO
Date: January 31, 2022

Poll Results: Stress And Burnout Pose Threat Of Educator Shortages

A new survey of National Education Association members reveals a startling level of stress and burnout among educators and a large increase in the percentage who say the pandemic has made them more likely to retire or leave the profession earlier than planned. While much of recent public debate has centered around school closures, the reality is that 94% of educators report their schools are fully open for in-person learning. For the small number working at schools that are not fully in-person, the cause is primarily staff shortages, rather than concern about COVID-19 rates. For educators, burnout and shortages are the biggest issues that require attention.

NEA members support several proposals to address burnout, including increasing pay, hiring more staff, and providing more mental health support for students.

While schools remain open for in-person learning, absences among teachers and staff have exacerbated concerns about staff shortages. Educators cite improved ventilation systems as the safety measure they most want to see in schools, but few members say their schools have this in place, and an increasing number feel their school's ventilation does not provide them enough protection, especially in high-poverty schools.

The following are key findings from a nationwide poll of 3,621 educators who are members of the National Education Association.

Key Findings

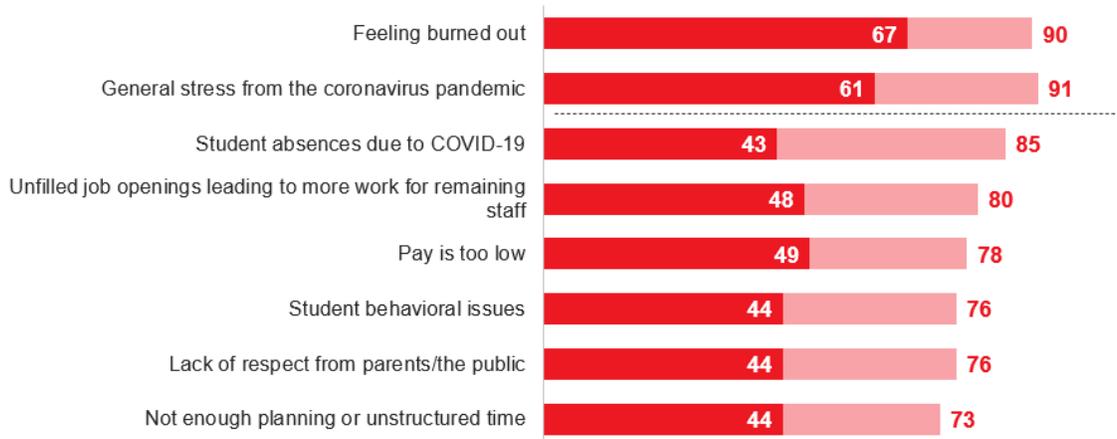
- **Educator burnout is a very serious issue.** The top issue facing educators right now is burnout, with 67% reporting it as a very serious issue and 90% a very serious or somewhat serious issue. General stress from the pandemic is also a very serious concern, and student absences and unfilled job openings leading to more work for remaining staff are also key stressors.



Issues Facing Educators

Below is a list of issues or problems some school employees have experienced during the coronavirus pandemic. For each one, please indicate how serious of a problem this is for you

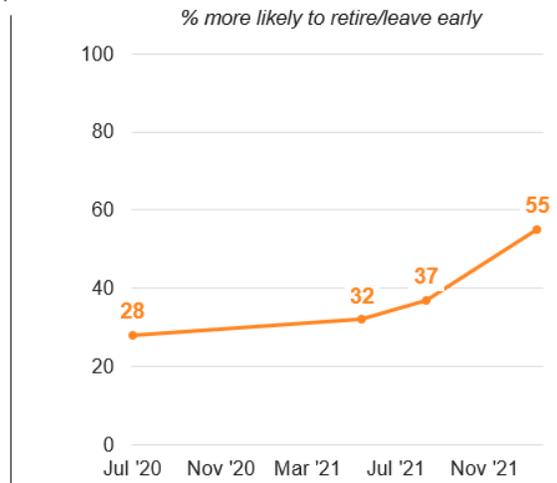
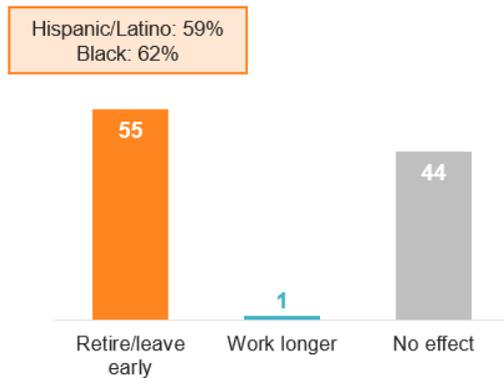
● Very Serious ● Total Serious



- **More than half (55%) of members say they are more likely to leave or retire from education sooner than planned because of the pandemic, almost double the number saying the same in July 2020.** Black and Hispanic educators are more likely to say they are more likely to retire or leave early, which could leave the teaching profession less diverse.

Retirement/Leaving Plans

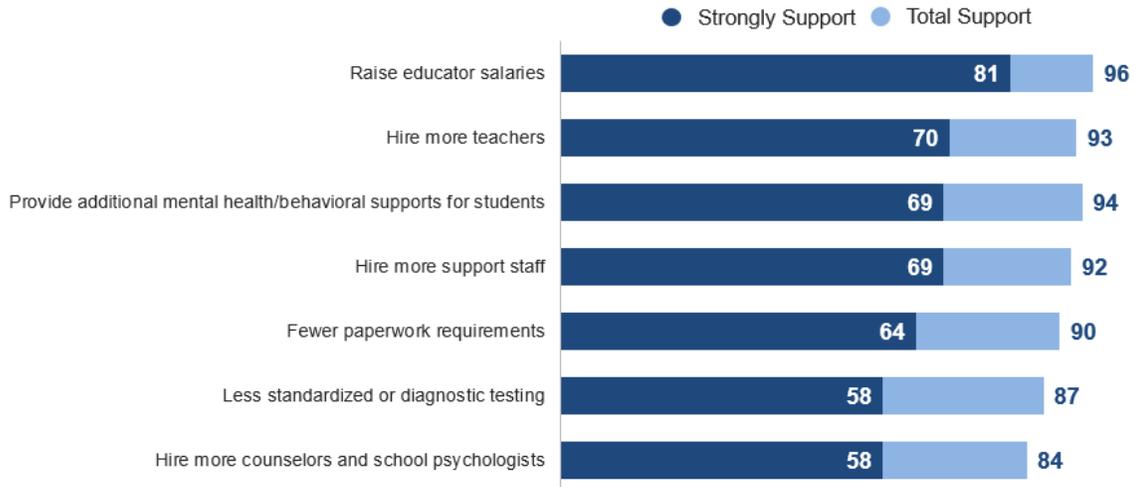
Has the COVID-19 pandemic made you more likely to retire or leave education earlier than you'd planned, more likely to work longer than you'd planned, or made no difference in your plans?



- **Educators support several proposals to address educator burnout.** NEA members strongly support raising educator salaries, providing additional mental health support for students, hiring more teachers, hiring more support staff, and reducing paperwork load.

Addressing Burnout

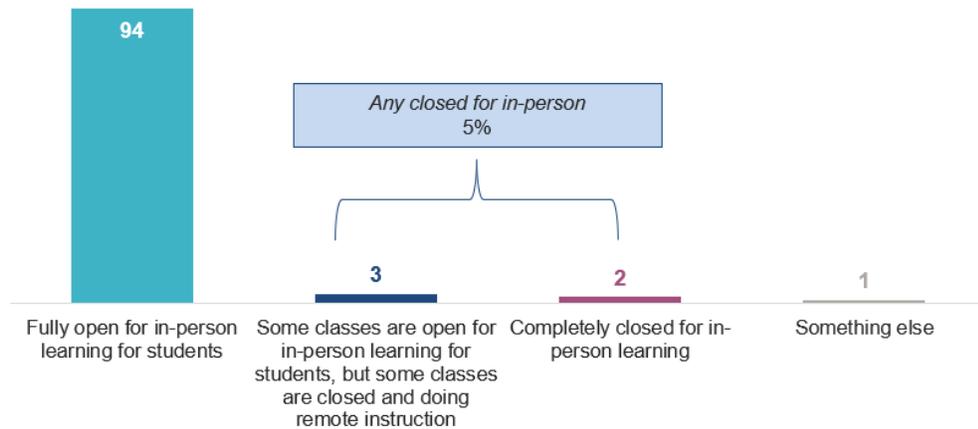
Below is a list of different proposals to address educator burnout. For each one, please indicate whether you support or oppose the proposal.



- Nearly all members' schools are currently fully open for in-person instruction.** The vast majority of members (94%) report that their schools are fully open for in-person learning. And among the small percentage of members in schools that are not fully in-person, 62% say the reason is teacher and substitute shortages due to COVID-19 exposures, meaning that the schools lack sufficient staff to function in-person.

Instruction Type

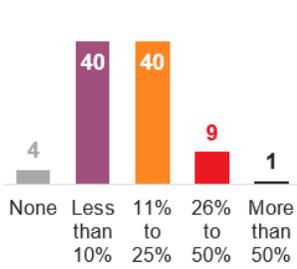
Which of the following best describes the current status of your school?



Half of NEA members estimate that more than 10% of teachers at their school are currently absent due to COVID-19 exposure, and 69% of members report more than 10% of students at their school are currently absent for the same reason. Additionally, nearly three-fourths members have had to fill in for a colleague due to staff shortages.

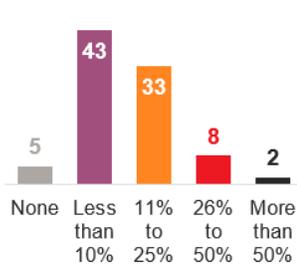
% Of Teachers Out

About what percentage of teachers at your school would you estimate are out right now because of COVID-19 exposures?



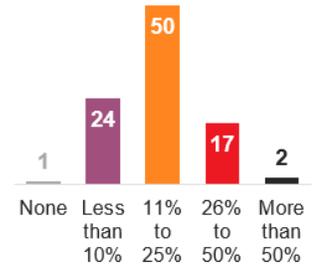
% Of Support Staff Out

About what percentage of support staff at your school would you estimate are out right now because of COVID-19 exposures?



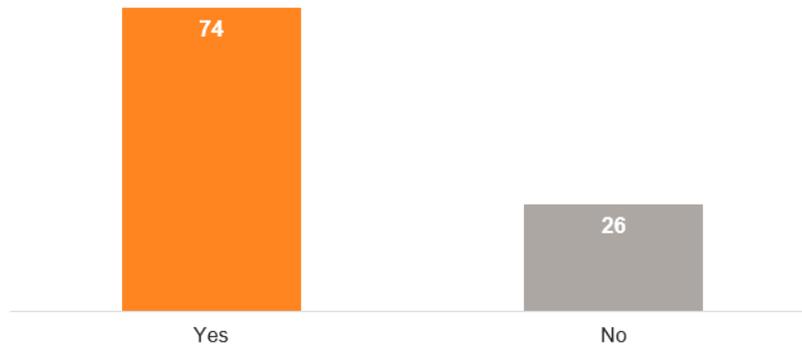
% Of Students Out

About what percentage of students at your school would you estimate are out right now because of COVID-19 exposures?



Fill-In

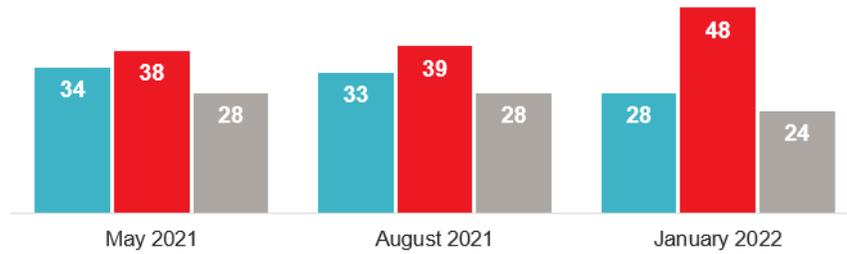
Have you had to fill in for colleagues or take on other duties at your school or in your district due to staff shortages?



Safe School Ventilation

In your opinion, is your school's ventilation system providing you enough protection from COVID-19 for you to feel safe working in-person?

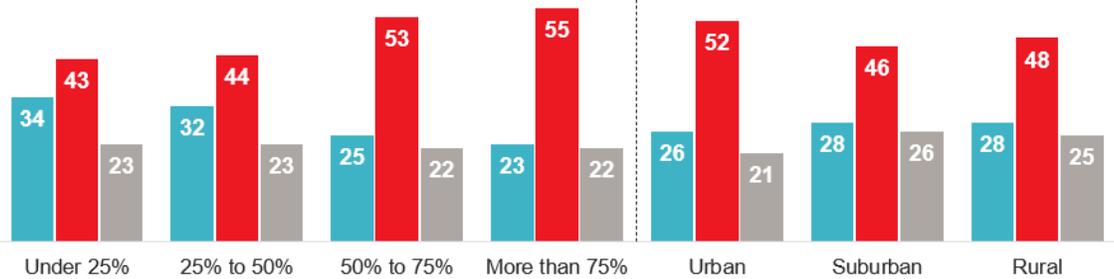
● Yes ● No ● Not sure



Safe School Ventilation

● Yes ● No ● Not sure

% Of Students Eligible for Free And Reduced Lunch



Methodology

On behalf of the National Education Association, GBAO conducted the nationally representative online survey of 3,621 non-retired NEA members January 14-24, 2022. The sample is subject to a +/- 1.6 percentage point margin of error at the 95% confidence level.



My name is William Willette and worked as an 8th grade math teacher at Winnisquam Regional School District between the years 2014 - 2019. One of the reasons I was able to afford a career in education was because of the Teacher Loan Forgiveness program. A program which has been highlighted over the last few years as financial aid and student loan forgiveness are being reformed. After graduating in 2013 and having to start my income based payments there was a lot to sort through in terms of paperwork, webpages, and directions on how to qualify for the teacher loan forgiveness and the public service loan forgiveness programs. I had Pell grants, different types of loans, most of which was filled out by my mom because I was fresh out of high school and didn't know what the terms of loans meant.

After consolidating my six figures of debt, I began looking for jobs that qualify as a low-income secondary school in New Hampshire. On my license it says that I can teach grades 7-12 math which is a secondary math program. It does not specify between High School, Junior High School, Middle School or any k-8 schools. In addition, the material that I teach doesn't change between schools, only grade levels. It's a mystery to me why right now the state of NH does not classify middle school teachers as elementary or secondary and it is left up to lenders to decide to allow full loan forgiveness or not. The qualifications for meeting a low-income district and the material taught with the teacher certification doesn't change no matter what the school is called. This feels like a large oversight by the State which has let lenders use their discretion on a federally funded program to deny teachers full forgiveness when they have met the same requirements as other teachers even in the same school.

I worked with such a teacher. Both of us had taught our 5 years at Winnisquam Middle School and when I applied for the teacher loan forgiveness through the financial aid office I qualified for the full amount but she did not. I can tell you that we both taught the same skills to the same low-income district, for the same amount of years and while I eventually moved on from New Hampshire she is still there. She is still working in a school system with underprivileged kids, still working with students that miss breakfast in the morning and cling to the free or reduced price lunch. She still fights for time to teach the math skills students need to succeed as well as the habits they need to be an engaged learner, and for some reason she still has to fight for a loan forgiveness promised to her over 5 years ago and one that has benefited me greatly.

Sincerely,

William Willette, M.A.Ed
william.willette@andoverma.us

Susan Hewey

I support this bill. Teachers who are looking to get loan forgiveness should not miss out due to a technicality in the language.

SB236



NEA Public Education Employment Update April 5, 2022

Key Takeaways

The hires-to-job-openings ratio fell below 0.50 for the second time ever, indicating that the challenges facing public education employers in filling positions remain formidable. The number of educators quitting the profession continues to track a 12-year trend line that began in 2009; this trend has seen the typical quits rate rise from 0.4 percent per month in August 2009 to 1.1 percent per month in February 2022. The number of educators in local public education (mostly Pre-K–12) remains below pre-pandemic levels by about 331,000 jobs—or 4.1 percent—while in the state sector (largely higher education), the deficit is about 29,000 jobs (0.1 percent).

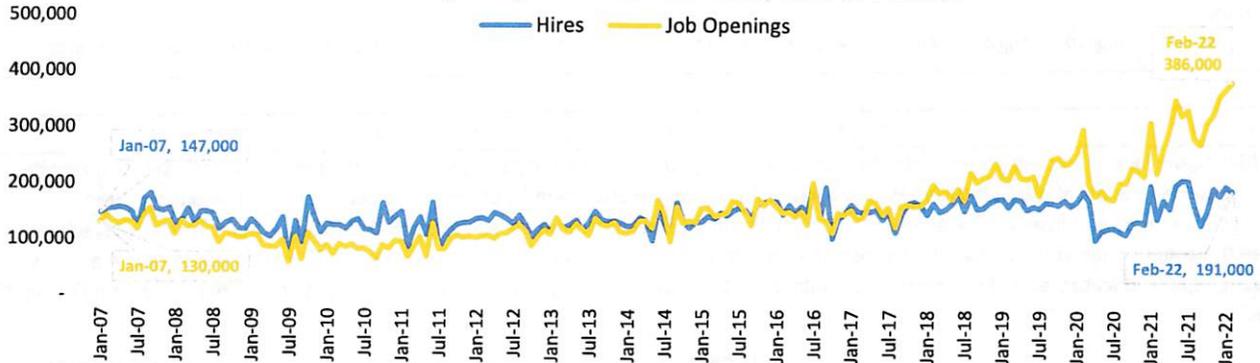
Hires and Job Openings in Public Education, February 2022

Hires fell by 5 percent in February, while job openings increased by 3 percent, dropping the hires-to-job-openings ratio from 0.54 to 0.49, the second-lowest monthly ratio in the 21-year year history of the JOLTS survey. Job openings outnumbered hires by 195,000—an all-time high. Job openings have outnumbered hires in every month since January 2018. The size of this gap has increased from an average of 34,000 per month in 2018 to about 130,000 per month in 2021 and more than 180,000 per month so far this year.

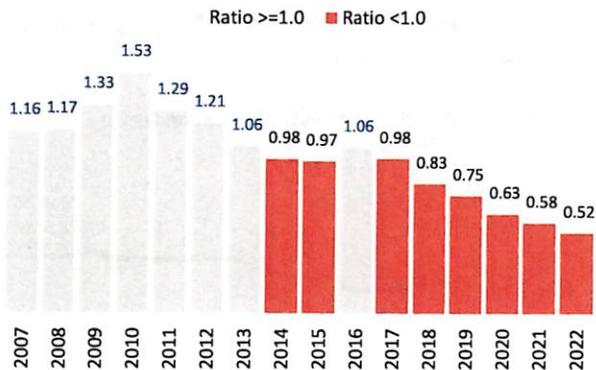
	February 2022	Change from Prior Month	% Change from Prior Month	Change from 2019 Monthly Average	% Change from 2019 Monthly Average
Hires	191,000	▼-9,000	▼-5%	▲+23,333	▲+14%
Job Openings	386,000	▲+13,000	▲+3%	▲+162,583	▲+73%
Hires-to-Job-Openings Ratio	0.49	▼-0.04		▼-0.26	

Data source: Bureau of Labor Statistics, Job Openings and Labor Turnover Survey (JOLTS)

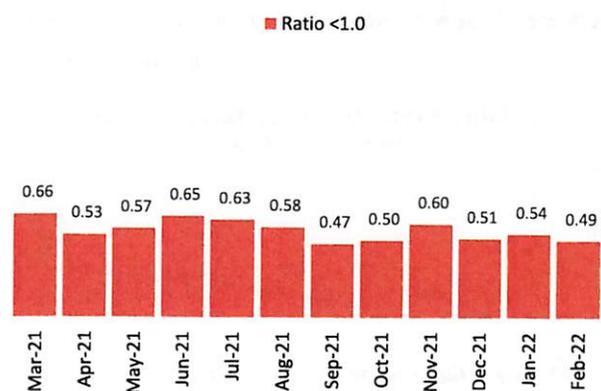
Hires and Job Openings in Public Education, 2007 to Present



Hires-per-Job-Openings Ratio for Public Education
Annual Averages, 2007 to Present



Hires-to-Job-Openings Ratio for Public Education
Monthly, Prior 12 Months



Rates of Quits, Layoffs, and Other Separations in Public Education, February 2022

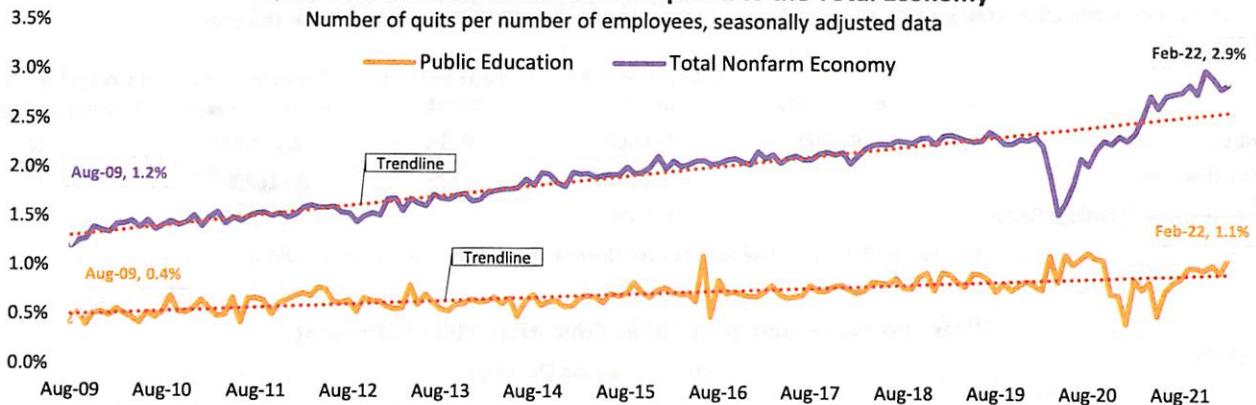
In both the overall economy and public education, the rate at which workers voluntarily leave their jobs (excluding retirements) has steadily increased since August 2009. It's a long-term trend, not a new phenomenon that began with the Covid-19 pandemic; however, the pandemic brought considerable volatility. While in the total economy the quits rate remains somewhat elevated over the long-term trendline, in public education it remains close —for now— to the 12-year trendline.

For Public Education	February 2022 Rate	February 2022 Number	Change from Prior Month	% Change from Prior Month	% Change from 2019 Monthly Average
Layoffs and Discharges	0.4%	39,000	▲+5,000	▲+15%	▼-16%
Quits	1.1%	114,000	▲+14,000	▲+14%	▲+24%
Other Separations	0.3%	29,000	▲+3,000	▲+12%	▲+17%

Data source: Bureau of Labor Statistics, Job Openings and Labor Turnover Survey (JOLTS)

Quits Rate in Public Education Compared to the Total Economy

Number of quits per number of employees, seasonally adjusted data



Employment in Public Education, March 2022

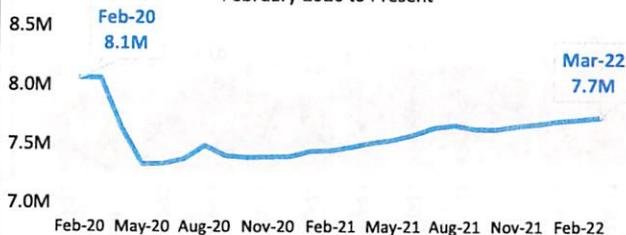
In March, the local public education sector (primarily Pre-K–12) added over 16,000 jobs, and the state public education sector (primarily higher education) lost about 6,000 jobs. We now have had five consecutive months of growth in local public education and three consecutive months of losses in state public education. In the local sector, there are still about 331,000 fewer educators employed today than there were prior to the pandemic. The deficit in the state sector is just under 30,000. At the rate of growth over the last 4 months (about 18,600 educators added per month), it would take 18 months for local public education to get back to February 2020 employment levels.

	March 2022	Change from Prior Month	Change from February 2020	% Change from February 2020	% Change from 2007 Average
Total Public Education Sector	10,309,800	▲+10,500	▼-360,400	▼-3.4%	▲+0.1%
Local Public Education Sector	7,733,300	▲+16,400	▼-331,100	▼-4.1%	▼-3.2%
State Public Education Sector	2,576,500	▼-5,900	▼-29,300	▼-1.1%	▲+11.3%

Data source: Bureau of Labor Statistics, Current Employment Statistics (CES)

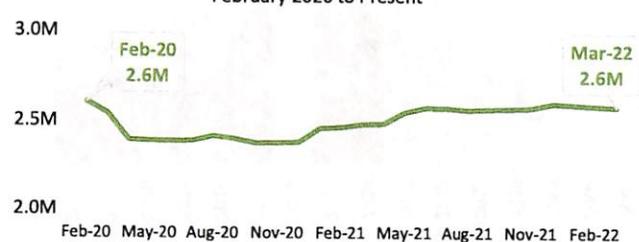
Employment in the Local Public Education Sector

February 2020 to Present



Employment in the State Public Education Sector

February 2020 to Present



Data Sources and Definitions

How are hires, job openings, quits, etc. defined in the JOLTS Survey?

The JOLTS survey defines four categories of job separations and job openings as follows:

- **Job openings** are counted on the last business day of each month. A job is “open” if a position exists and work is available and would start within 30 days; the employer must be actively recruiting externally to be counted.
- **Hires** include all additions to payroll within the month (internal transfers and promotions are not included).
- **Quits** include employees who left their job voluntarily within the month, except for retirements and transfers out of district, which are counted under **other separations**.
- **Layoffs and discharges** include all employer-initiated involuntarily separations within the month expected to last more than seven days.
- **Other separations** include retirements, transfers to other locations, deaths, and separations due to employee disability.

For more detailed information, see the [JOLTS Data Definitions page](#).

Who’s counting jobs for us?

We rely on three surveys administered by the federal government for monthly jobs data. This month, this newsletter reports BLS Current Employment Statistics from March 2022, and Current Population Survey data and JOLTS data from February.

The Bureau of Labor Statistics is responsible for [two employer \(or establishment\) surveys](#):

1. The **BLS Current Employment Statistics (BLS/CES)** survey provides public education job numbers broken down by state government (mostly higher education) and local government (mostly Pre-K–12), and it includes national-, state-, and metropolitan-area-level data;
2. The **Job Openings and Labor Turnover Survey (JOLTS)** provides national-level data only on job openings, hires, layoffs, quits, retirements, etc.

The third survey is conducted by the **Census Bureau** and is a survey of households:

3. The Current Population Survey (CPS) is the source of the nation’s unemployment rate calculation. The CPS survey provides employment data for specific job categories (e.g., education support professionals, specialized instructional support personnel, and teachers). Due to small sample sizes, we generally combine the data for PK-12 and higher education. CPS data are accessed via IPUMS, Sarah Flood, Miriam King, Renae Rodgers, Steven Ruggles, and J. Robert Warren. Integrated Public Use Microdata Series, Current Population Survey: Version 8.0. Minneapolis, MN: IPUMS, 2020, <https://doi.org/10.18128/D030.V8.0>.

Note on Usage: The standard category of total U.S. jobs that is reported by BLS is for the “total nonfarm economy.” (In fact, that descriptor is not entirely accurate because it excludes people who live in institutional residential facilities.) In this newsletter, we also use the terms “economy-as-a-whole,” “total economy,” and “overall economy” interchangeably with “total nonfarm economy.”

Note on Data Revisions: Both BLS surveys we rely on—Current Employment Statistics (CES) and the Job Openings and Labor Turnover Survey (JOLTS)—regularly revise their data. The data for the month most recently released are always provisional and will routinely be revised with the next data release. In addition, when the data for January are released each year, a major re-benchmarking of the surveys is implemented, with numbers for the last five years potentially being adjusted to fit their new models.

Archived: Friday, April 22, 2022 9:28:40 AM

From: [Brian Hawkins](#)

Sent: Wednesday, April 13, 2022 7:54:28 AM

To: ~House Education Committee

Subject: follow up survey info re: SB 236

Importance: Normal

Attachments:

[NEA Member COVID-19 Survey Summary_NEANH.pdf](#) 

Dear Chairman Ladd and House Education Committee members,

At last week's hearing on SB 236, in addition to the employment document I handed out, there was a request for some of the national survey data across the country. Please see the attached survey on educator burnout that I referenced several figures from in my testimony. Should the legislature decide to move forward with the study committee I am sure we would also be happy to do further NH specific surveys as well.

Brian Hawkins
Director of Government Relations
NEA-NH
Cell: (603) 545-7305
E-mail: bhawkins@nhnea.org

Archived: Friday, April 22, 2022 9:28:42 AM

From: [Thomas Cronin](#)

Sent: Tuesday, April 5, 2022 7:27:26 PM

To: ~House Education Committee

Subject: Letter on SB 236

Importance: Normal

Attachments:

[M. Dillon, UNH SB236 letter 4.6.22.pdf](#) 

Good evening committee members,

I am sorry I can't be with you tomorrow morning for the hearing on SB236, establishing a committee to study New Hampshire teacher shortages and recruitment incentives. In my absence, I have signed the university system in supporting the bill and I would like to share the attached letter from Michele Dillon, the Dean of the College of Liberal Arts, offering our assistance to the committee should the legislation pass.

Thank you for your consideration,
Tom

Thomas P. Cronin

Executive Director of Government Relations

University of New Hampshire, University System of New Hampshire

thomas.cronin@unh.edu | 603.264.5659

SB 236 - AS INTRODUCED

2022 SESSION

22-2959

10/08

SENATE BILL **236**

AN ACT establishing a committee to study New Hampshire teacher shortages and recruitment incentives.

SPONSORS: Sen. Kahn, Dist 10; Sen. Ward, Dist 8; Sen. Prentiss, Dist 5; Sen. Watters, Dist 4; Rep. Myler, Merr. 10; Rep. Heath, Hills. 14

COMMITTEE: Education

ANALYSIS

This bill establishes a committee to study New Hampshire teacher shortages and recruitment incentives.

Explanation: Matter added to current law appears in ***bold italics***.
Matter removed from current law appears ~~[in brackets and struckthrough.]~~
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty Two

AN ACT establishing a committee to study New Hampshire teacher shortages and recruitment incentives.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 Committee Established. There is established a committee to study New Hampshire teacher
2 shortages and recruitment incentives.

3 2 Membership and Compensation.

4 I. The members of the committee shall be as follows:

5 (a) Three members of the house of representatives, appointed by the speaker of the
6 house of representatives.

7 (b) Two members of the senate, appointed by the president of the senate.

8 II. The director of educator support and higher education, in the department of education,
9 shall serve as an ex-officio, nonvoting member and professional support.

10 III. Members of the committee shall receive mileage at the legislative rate when attending
11 to the duties of the committee.

12 3 Duties. The committee shall:

13 I. Study New Hampshire teacher shortages since 2018 and expected retirements through
14 2026.

15 II. Identify strategies for attracting more qualified candidates into the profession to fill
16 shortage areas with particular attention to attracting underrepresented minorities and filling
17 positions in rural districts and districts with lower performance outcomes.

18 III. Evaluate recruitment incentives used in other states, such as loan forgiveness, housing
19 assistance, tuition reimbursements, and scholarships to help fill shortages and consider how such
20 incentives might be offered and funded in New Hampshire, such as upon initial licensure and
21 employment in the state.

22 IV. Identify strategies for retaining currently licensed and practicing teachers.

23 4 Chairperson; Quorum. The members of the study committee shall elect a chairperson from
24 among the members. The first meeting of the committee shall be called by the first-named senate
25 member. The first meeting of the committee shall be held within 45 days of the effective date of this
26 section. Three members of the committee shall constitute a quorum.

27 5 Report. The committee shall report its findings and any recommendations for proposed
28 legislation to the speaker of the house of representatives, the president of the senate, the chairs of
29 the education committee in both the house of representatives and senate, the house clerk, the senate
30 clerk, the governor, and the state library on or before November 1, 2023.

1 6 Effective Date. This act shall take effect upon its passage.