

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

SB 236, Chapter 150:1, Laws of 2022

COMMITTEE TO STUDY NEW HAMPSHIRE TEACHER SHORTAGES AND RECRUITMENT INCENTIVES

REGULAR MEETING

MEETING DATE: Wednesday, October 19, 2022, at 10:00 AM in SH 100

Start Time: 10:00 AM

End Time: 12:45 PM

Members Present: Senator Jay Kahn, Senator Ruth Ward, Representative Rick Ladd, Representative Oliver Ford, Representative Mel Myler, Director Steve Appleby (NHDOE)

Members Absent: None

Meeting Discussion:

Senator Kahn opened the meeting at 10:01 AM.

Representative Myler moved the 10/4 meeting minutes, they were seconded by Senator Ward. Senator Kahn moved to fix a grammatical error from “peruse” to “pursue” on page 9. The minutes were unanimously adopted.

Senator Kahn introduced Cara Procek and Cathy Stavenger of SNHU.

Ms. Procek spoke to their respective ties at SNHU and are appreciative to be in attendance. Before jumping into their presentation, they asked if there were overarching themes that came up at the 10/4 meeting that the Committee would like them to address in addition to the following questions provided in advance:

- Has SNHU identified issues with the shrinking educator pipeline?
- Has SNHU implemented any innovative practices to attract students into these programs?
- What are some efforts SNHU has made to prepare educators for employment in NH?
- Does SNHU have sharable data, from 2018 to 2022, on enrollment data and graduation data by educator program, i.e. science, math, social studies, early childhood, etc.?

- Does SNHU have sharable data estimates, for 2023-2026, on enrollment data and graduates?
 - If yes, how many graduates stay in NH for employment?

Senator Kahn utilized the 10/4 minutes as a guide to address Ms. Procek's question.

Representative Ladd asked if there are any efforts by SNHU to encourage students to seek certification in multiple areas. He asked if it is possible for students to complete such requirements in three years as opposed to four years.

Ms. Stavenger said SNHU has initiatives that allow for students who are able to complete their work in three years by completing their master's program. This does not get the certification piece done, but via that additional 15 months through the master's, provides them with more classroom experience. One obstacle to this accelerated pathway, however, is their commitment to students spending a full year in the classroom prior to their graduation. They found that students were better prepared by having classroom experience before entering the field. Those can be seen as conflicting goals. The Manchester School District has been a great partner. This partnership helped their district with their paraprofessionals shortage and finding interventionists at the elementary level. The district used funding they would've used to pay candidates had they engaged as stipend funding SNHU students that were placed full-time. These students were interventionists and had teachers within those schools as mentors. A goal of this partnership was to meet all of the administrative rules for licensure while allowing students to actively engage students/classroom on a full-time basis. These SNHU students supported Manchester School District (MSD) students in a way that would not have been possible without this partnership.

Senator Kahn asked what an interventionist is. He also asked if these students are paid as if they are paraprofessionals.

Ms. Stavenger said interventionists are SNHU students working in schools with students who need additional supports or enrichment. Sometimes they are teaching class lessons to allow teachers time to work with students who may need additional help. These students are given a \$1,000 monthly stipend, they are not considered employees of MSD. They are college students, and this is considered their clinical experience.

Director Appleby asked for clarification. He asked if these students are getting paid and receiving college credit. Ms. Stavenger said that is correct.

Representative Ladd asked if students are also paying tuition while participating in this program. He asked if SNHU works to reduce the costs of tuition.

Ms. Stavenger said these students are paying tuition fees only, not room and board or student activity fees, and they were able to offer insurance at a reduced rate.

Senator Kahn asked how long this assignment is and if they are creating lesson plans or teaching units.

Ms. Stavenger said this is a 15-month long assignment, they start in May and graduate the following summer. The MSD had a need for their extended summer school program, they included that as required clinical experience. These students are held to the same requirements as the traditional undergrad. They are paraprofessionals in their first year and in their second year, they are like the teacher and they mentor the incoming class of SNHU students.

Senator Kahn asked about the credit hours and if they must complete 96 hours. He also asked if a student must complete their bachelors first without a teaching credential.

Ms. Stavenger said as they are graduate students, so it is a 36-credit graduate program. That is correct, students must complete their bachelors first.

Senator Kahn asked if this program is open to anyone/students do not need to be referred by MSD. SNHU helps recruit for this program in collaboration with MSD. This model is used for elementary, early childhood and general special education candidates.

Representative Myler asked how many students are involved in this program. Ms. Stavenger said it typically averages around 15 students.

Representative Myler asked what kind of master's degree this results in. Ms. Stavenger said it is a Master of Education.

Representative Myler asked how this program is addressing the need for diversity in educators. Ms. Stavenger said one of their major initiatives is their outreach to City Year. They completed a pilot with City Year last year. They are expecting feedback from folks this year.

Representative Myler noted that he sits on the board for City Year and provided background information on the program. He has been involved for about 12 years. One of the best programs he has seen in the country.

Ms. Procek said when SNHU looks at ways to reduce tuition for students, that is where AmeriCorps comes in. They entered into a 3-year grant contract with them to assist their secondary education students. This contract initiates a partnership between the three: the MSD, SNHU and AmeriCorps. AmeriCorps provides students with a small stipend to help offset their educational costs.

Ms. Stavenger noted that they have worked closely with SAUs about possible partnerships. With regard to increasing diversity of educators, they have had a number of professionals interested in licensure, however, ESL students struggle with the praxis exam as that poses a language barrier to them.

Senator Kahn asked about SNHU enrollment data for education programs.

Ms. Procek said SNHU has seen a decline over time, particularly after the COVID-19 pandemic. They have seen an increase in their graduate programs to become educators. For example, they have a cohort program for folks who are already teachers to become certified in areas to work in administration positions/leadership positions.

Representative Ladd referenced the value of CTE for students before entering their college career. He asked what SNHU is doing to engage CTE in NH.

Ms. Stavenger said they have strong partnerships with CTE centers around the state. SNHU has offered some dual enrollment courses in their high school settings. This gives students a taste of what this setting might be like through field work and working with teachers. Additionally, these students receive such college credit at a significantly reduced rate of \$150.

Representative Ladd confirmed that fee is \$150 and that the Legislature allots approximately \$1.5 million annually for that purpose. He asked if SNHU works with NHDOE on this funding, he knows that the CCSNH of NH does. He also asked if the high schools are paying them directly.

Senator Kahn noted that, in the case of the CCSNH, the funds go directly to them, not high schools.

Ms. Stavenger said the only funds she is aware of is that the students pay for their credits which is \$150.

Senator Kahn asked them how many students they are graduating (on an annual basis) and do those students stay in NH.

Ms. Stavenger said they would love to know how many of their students stay in NH. They conduct surveys with their alumni through, but that only works if alums respond. SNHU and schools around the state struggle with obtaining this data. There is a significant number of students who go to MA, many stay in NH. This is anecdotal based on her experiences and survey data.

Senator Kahn asked if there is anything else SNHU would like to add to their testimony regarding challenges they have faced.

Ms. Stavenger said, as an accredited program, there are challenges when coming up with innovative practices while trying to strictly adhere to administrative rules/state law. One challenge area is secondary education. As they partner with the MDS, they've looked into placement options at middle schools and, under NH administrative rules, they can only place students with the exact same licensed teacher as they are working towards. For example, if a student is working towards their K-8, they can only be placed with a K-8 licensed teacher. They had to end a partnership due to this. They run into this with early childhood education as well.

Ms. Procek said in elementary schools, SNHU students function as interventionists. They work very closely with principals that identify their needs at that moment so SNHU can offer support through their students. She reinforced that NH administrative rules can be a barrier for students who want to help with shortages but can't. She commended Director Appleby's office and his work.

Representative Ladd asked about SNHU being able to award up to 90 credits to military students. He asked who would be approving the kinds of courses that qualify for credit.

Ms. Stavenger said SNHU approves the courses. They have had a number of successful veterans graduate.

Director Appleby noted that we have recently changed the administrative rules to accept DOD-issued education certifications. The department also fast-tracks these folks for licensure. These folks bounce around every few years and they have already been licensed in multiple states. They do this work in coordination with the NH Adjunct General's Office. Our institutions then decide what credits qualify.

SNHU concluded their testimony at 10:40 AM.

Senator Kahn acknowledged Eric Frauwirth and Chris Dodge to speak to the CTE experience.

Mr. Dodge said CTE is unique in terms of the pipeline. They have 40-50 teachers currently in the alternative pipeline.

Senator Kahn asked if that was a statewide number. Mr. Dodge said yes, that covers years one, two and three of certification.

Director Appleby asked if we know the statewide number of teachers teaching in CTE centers. Mr. Frauwirth said about 325 teachers, it is a pretty high percentage of folks seeking alternative pathways.

Mr. Dodge said years one through three can be challenging and often times encourages new teachers to not even look at their plans for the first semester. He spoke further to the experiences that early teachers experience. He likes to bring folks in informally to get a first-hand look at all of the responsibilities that teachers face in their day-to-day. This has turned out to be a successful approach in selecting folks. It is usually a very limited pool. Low unemployment contributes to this low pool. The data provided is based on 20 CTE centers across the states and across all regions. The last two years have been challenging for hiring. He had a business position that was not filled until March of this year and it opened up two years ago. He currently has a computer science position vacant. He only had three weeks to fill position before school started. There were two viable candidates, however, they backed out due to salary as they were making over \$100,000 in a different industry, resulting in a \$30,000 pay decrease. We are competing with certified, highly skilled practitioners as well.

Mr. Frauwirth said they had similar challenges. From posting two positions in February, he has had no applications. He also had a late resignation which resulted in no time to find a replacement before school started. A part-time computer science position is still open, he is filling it with folks already working at the CTE Center.

Mr. Dodge said when he is faced with a vacancy, he has a few options. First, he could cancel programs, but that is not preferable. Or, he could virtualize said program by contracting with a larger institution; in one instance, a partnership with University of California helped address a vacancy at his center. This was not the best solution, but it was a solution to maintain continuity and integrity of programs. Health science shines through and skill trades are challenging area to fill. Schools not recognizing years of service is not common; in his experience, start folks as far along on the step scale as practical and reasonable. Without a master's degree, and this is a stretch, the highest step reachable is \$78,000. One year of teaching service to every two years in the industry. If there is a pool, it is not the deepest pool. Health science positions are typically filled by RNs which is also a high demand area. The qualitative data in the handout is in its rawest form.

Mr. Frauwirth said this data is a great representation as it was sent to all directors of CTE centers. Recruitment has been another topic to come up over the years. Education or teaching at a CTE center is not usually the first program to be at the top of the list when seeking employment. Meeting with military folks, unions, HR associations, etc., speaking with folks before they retire and spending their final years of work in this setting is important. He has seven part-time teachers of his 20 faculty members. No one can fill a 10:00 AM to noon position even though it is part-time. One idea is to be creative with industry by collaborating and allowing a split of salary to allow folks to teach for 90 minutes in the middle of their workday of another job. It is nice to have an intern pool to pick from. One could look at the model of College for America: correlate experience of an individual who has managed forty people to an

educational setting. Many of their pay scales are capped without a bachelor's degree. If folks could get credit through prior learning, after a few years, they could gain experience to then move along the pay scale. If their CTE teachers can't move along due to their education, or lack thereof, their roles as directors will never be filled once the Mr. Dodge's and Mr. Frauwirth's retire.

Mr. Dodge noted the importance of marketing tools such as Indeed when posting these positions. Awareness of available opportunities is key. Public education positions have taken a hit as these folks are being used as punching bags lately.

Senator Kahn asked about the mentoring process in the 1–3-year certification process. He asked how they are providing mentoring.

Mr. Frauwirth said, in Hudson, all new teachers in their district are assigned a mentor, regardless of experience. The mentor teacher receives a stipend from the district to do this work. The goal is to have a mentor in their career field. One challenge is, in certain tracks, take engineering for example, only having one engineering teacher to mentor folks where there could be five math teachers available to mentor. Through his Perkins Funds, they hired an additional mentor as an outsider.

Mr. Dodge said his experience is similar with a mentor system in place. All of their folks start in a bootcamp. In the month of September, you can participate in a five-day immersive experience. From classroom experience, understanding what an IEP is, understanding “bell-ringers,” etc. to assist in their survival as a teacher. They do a really good job of supporting new teachers in this pipeline, we just need to get them there. If a teacher takes an NHTI course, whose pocket does this come out of. Some districts help with certification costs, other don't.

Mr. Frauwirth said this can be specifically burdensome on part-time teachers. Their part-time folks are only in that setting for 90 minutes a day and then get back into their realm. Bearing this in mind, they still have to complete the number of trainings/tasks, etc. expected of others. The credentialing website is still very confusing, especially for folks who are not educator oriented.

Mr. Dodge said there is a need to dispel misinformation about the lack of certification to begin that work. It would be good to clear that up. The recent efforts by the Legislature to revamp the praxis requirements has helped that sector a lot.

Representative Ladd noted there about 9,800 children in career tech today and 1,800 are coming from sending districts to receiving districts. We are going to have to double the number of students in CTE centers due to industry demands. Thus, we are going to need to double the instructors. He asked their thoughts on this and seat capacity.

We only have about 14% of students participating in CTE in this state right now, we need to prepare for our future.

Representative Myler asked if there are best practices being used by others that we can model.

Mr. Frauwirth said he would happily go to his school board every year to request teachers for specified subjects, he has done this. Then, the school boards says they want to see enrollment interest first before hiring teachers, however, what does he do with children who expressed interest in course but they can't find a teacher. The districts are weary to release funds without students. The big challenge is who would foot the bill for that. Hudson covers the cost and students and sending districts cover those students with tuition dollars. In Delaware, CTE teachers are covered by the state via \$39 million in funding. This takes burden off local school districts. In New Mexico, every single teacher is a state employee with one union and all getting paid the same, etc. and this takes that challenge away.

Mr. Dodge said, in Salem, a teacher can be permitted to teach a fourth block. They were able to forgo the prep period to teach a fourth block which does open 20 more seats in their program. This is a win-win situation. They do that in their property and automotive programs. Build it and they will come. Remember, there is only \$10 million on the table, especially now that we are funding transportation at 100%. The needs and expectations continue to expand. The additional tuition revenue from sending schools has helped with offsetting certain costs.

Representative Ladd noted that the tuition revenue is coming from 1,800 students in the state.

Senator Kahn acknowledged Representative Matt Wilhelm and Lauren Smith of the U.S. Department of Labor for their testimony.

Representative Wilhelm spoke to his experience with AmeriCorps. City Year is also another great opportunity. AmeriCorps offers amazing classroom experience. Putting community minded, service-driven folks on affordable paths to education, credentialing and meaningful career opportunities. He also spoke to his previous legislation that worked to address this important work. They serve as full-time students, mentors, teachers, etc. through these programs. This experience changed his life and started him down a career path of public service. His wife is also an AmeriCorp alum. There are a few different AmeriCorps programs in NH. One program works with students who have been impacted by adverse childhood experiences in NH. There is also a Teach for Impact partnership between Goodwill AmeriCorps and SNHU, which is 36-credit, 16-month program with a focus on secondary education, STEAM teaching in the MSD. Across the country, there are 65,000 members who provide cost-effective methods to address needs of classrooms. Institutions around

the state, UNH for example, helps provide scholarships to students that bring AmeriCorps City Year experience to put them on a path towards their master's degree. The Schools of Service Program allows for strengthened pathways to employment in NH and increased non-profit organization and government agency participation. This allows for the advertisement of unfilled vacancies. We could grow our state's participation in these programs. He plans to follow-up with the Committee on his remarks and supplemental handouts.

Senator Kahn asked about the number of positions assured to NH on a regular basis through these opportunities.

Representative Wilhelm said on average, there are about 100 young people a year in these programs. The majority of folks are in Manchester. Thousands serving across the country.

Senator Kahn asked about UNH's partnership with AmeriCorps through their master's program. Representative Wilhelm said there is prioritized scholarship dollars for folks with AmeriCorps experience. In his experience in working towards his PA master's at UNH, the institution matched the AmeriCorps dollars he brought with him. City Year provides similar matched funds.

Senator Kahn asked if we know how many students stay in NH after the completion of their one year. Representative Wilhelm said there is incomplete data on this. Anecdotally, about 20% of students stay in NH. This data is hard to track down. For every dollar that AmeriCorps members earn in education at the end of their service, they end up sending a disproportionate amount out of state.

Senator Kahn asked when this scholarship award is available and if this counts towards credit hours in gaining your master's degree.

Representative Wilhelm said it is available after their 1,700 hours of service. There is a prorated amount awarded if someone is only doing half of a program. There are a bunch of different programs that require less hours, i.e. a summer option. Students can utilize those hours towards credits for their master's degree.

Representative Wilhelm said these programs are so valuable and having school districts aware of these opportunities is important.

Senator Kahn asked if the state should be funding this matching for educational awards.

Representative Wilhelm said ARPA funds could be considered for this matching. There is a three-way match happening. Focusing ARPA dollars on the teaching profession could be beneficial in attracting teachers to NH.

Representative Ladd asked if there is any support for attaching a requirement to require that folks work in NH for three to five years if they received this match.

Representative Wilhelm said that could be on the table to keep folks in the state. In other states, scholarship programs can convert to a loan if you don't meet the 'stay in-state' requirements.

Representative Ladd said he recalled UNH suggesting they would support an idea such as this.

Senator Kahn acknowledged Ms. Smith on behalf of the U.S. Department of Labor for her testimony.

Ms. Smith said she is here to speak to registered apprenticeships and provided handouts. There are seven requirements approved by the USDOL for this apprenticeship program. They are all industry-led.

Every apprentice is a paid job for the occupation they are studying. They have one-to-one mentorship experiences. They have heard from school districts and CTE centers that such mentorship is helpful. There is a minimum requirement of 144 hours per year for education.

Diversity is a huge issue for registered apprenticeship. From equity, inclusion, diversity, and accessibility in their systems. Quality, safety and credentialing of the program are also important.

Apprenticeships work directly with the person who decides to sponsor, and they develop programs specific to their needs. They do have a foundation for their work and it is the InTASC standards broken down into ten parts.

They have a pre-apprenticeship program that brings folks up to speed on basics. It is not a part of the registered apprenticeship program, but skills from pre-apprenticeship can be applied.

The high school apprenticeship program allows 16-year-old students to start while still in high school.

The National Collaborative for Digital Equity assisted in the drafting of their program in NH. NHDOL wanted to ensure that DEIA was included in their work and ensure it was integrated as such.

There are direct correlations with DEIA and the core of their models. Following a recent survey, there is approximately 2% of teachers who represent the student

population they are teaching. They are focusing on attracting folks who are multicultural and multilingual. They've had about thirty candidates that are interested in working with Manchester Community College. Most of these folks start as a paraprofessional and they can move into student teaching in their third year. The third year is also the time when an individual can transfer to four-year program to finish their degree.

The goal of apprenticeships is to hire these folks, receive wages and benefits while going through the program, and offer them classroom experience in a supported way. Students will be assigned an official mentor who is responsible for the success of the school and the development of this apprentice.

This model in Manchester allows for opportunities for folks to meet in cohorts. The layering of mentorship is a requirement to the success of this program.

Some of their apprentices have experience in the classroom while others don't.

There are a lot folks working in various industries with a bachelor' degree who lack certification in education. This program will give advanced credit for experience and academics.

The program they've developed is competency based. Previously, their apprenticeship program was time based. This model enforces proving competency.

This model provides an outline of what the expectations are depending on where you are in the apprenticeship. All work at different paces.

At the end of their part-time work, or 180 days which is the end of their contract, it is based on the four years at 180 days while averaging 7 hours a day. This is quite conservative compared to the schedule of an everyday paraprofessional. They complete about 5,600 hours of on-the-job training.

Many students in this program come from other countries with degrees in other countries. They recommend getting their transcripts translated for transferal of credits. They've worked with students at UNH with visas.

The mechanism for a registered apprenticeship is to mirror what is going on in the state. This program in NH can afford grant dollars to the CCSNH.

There have been a number of grants issued to CCSNH where the first two years are instruction based. If there are courses that crossover between community colleges, students can use whatever location to fill those requirements. Two grants will be sunseting in the next year that do not include the education sector, however, they have asked for an extension to include education in their work. They also received a

\$5.8 million dollar grant to add transportation and education apprenticeship offers by subcontract work; an RFP should be coming on that. There are also other federal grants coming after this fiscal year, which started October 1st. She hopes education related programs will be covered under this incoming funding. Graded funding, where you take multiple sources of funding, and integrate into one. One example of this is the Workforce Innovation Opportunity Act, which gives \$6,500 towards education and \$1,500 additional dollars for support services. They also have a waiver in NH that can provide additional funding on top of said \$6,500. Additional supports come from intermediaries around the country of which are designed to support the registered apprenticeship system; Jobs for the Future out of Boston is a good local example.

Senator Kahn asked if they have any agreements with CCSNH or USNH.

Ms. Smith said no, as it is not necessary as students can choose where they want to go. The national organization mentioned earlier is the sponsor of these apprenticeships and they execute all of the administrative pieces.

Senator Kahn asked if their agreement is with the end employer.

Ms. Smith said yes. As this national organization is still in pilot mode, she does not think they would take on individual school districts as sponsors, if they want to get involved in addition to their involvement in Manchester. There has been a lot of interest by school districts, as employers, to become a sponsor of their own, of which they can do.

Senator Kahn asked about the source of the previously mentioned funding. He asked if it comes from US DOL.

Ms. Smith said yes, some is through the Office of Apprenticeship and some is through Education Training Administration. There are other funds coming through from other agencies, not necessarily for education though.

Senator Kahn asked if Superintendent Witte a teacher apprenticeship program, could she register that and access some of those funds.

Ms. Smith said yes, the registered apprenticeship program is just another layer of things already working in NH. The person who is in charge of the registered apprenticeship program is the sponsor. Currently, they only have one sponsor. NHDOE could become a sponsor. Each school district could, or individual schools could even become sponsors.

Senator Kahn asked about the insurance provided to students. He asked if this is to avoid liability of schools.

Ms. Smith said they have reviews with three different time periods. They also provide the technical assistance throughout the program. They do not necessarily do the recruitment. They are sort of the customer service for all sponsors.

Senator Kahn noted the shortages for PreK educators.

Ms. Smith said Southern NH Services, through Head Start, helps engage individual home-based locations as the overseeing sponsor. They help provide instruction and on-the-job supports.

Senator Ward asked about the shortages in health sciences. She asked what is the preparation for a former RN who already has a lot of basic knowledge. She can't imagine they'd want to go into three more years of education.

Director Appleby said those individuals can go on a development plan that can last up to three years so that individual can start in a classroom immediately.

Senator Ward said it is a shame to waste the desired efforts of retired folks.

Representative Ladd asked Director Appleby about the pathway just discussed.

Director Appleby said CTE level entry and the alternative pathway entry are separate.

Representative Ford asked Director Appleby if this applies to folks who were formerly in the military.

Director Appleby said CTE level entry and the alternative pathway entry are separate based on the need for a bachelor's degree for the alternative pathway.

Senator Kahn acknowledged Superintendent Lisa Witte for her testimony.

Superintendent Witte thanked the Committee. She said this has been the most difficult hiring season they had with close to 30 vacancies starting the school year. In July, she reviewed the numbers and spoke to colleagues. NHDOE does collect data on shortages in the fall. She was curious if this was a pervasive issue across the state, thus the survey she initiated. The critical shortage does not reflect paraprofessional vacancies. 70% of school districts responded to this survey. In her district, they still have special educator vacancies, this is historic with physical therapy educator needs.

When she hires folks, she has a separate list of questions. One of which is why do they want to do this work. The answer she wants to hear is that these folks want to

work with children. She can work with folks who lack in content knowledge, but can't teach how to come at the profession with love for the students and for teaching. She always suggests looking at certified candidates first.

When looking at why folks aren't coming into the profession, it is important to note the shortage of paraprofessionals as those responsibilities of paras must shift elsewhere. This typically shifts to teachers and support staff. Folks who are leaving feel like they are a punching bag. The overtasking due to shortages is what results in folks leaving as well. Even the school bus driver shortages plays into this overall shortage. This all plays into attracting and attaining qualified professionals.

Senator Kahn asked about the data she collected. He asked how many districts did she collect information from.

Superintendent Witte said 78 SAUs as there can be multiple districts in a SAU. She deliberately polled from an SAU level for ease of completion.

Senator Kahn asked if we know how many paraprofessionals we employ in total in the state. Superintendent Witte said she does not know statewide data.

Senator Kahn asked about vacancy data specific to her SAU. He asked what the gap is between desired requirements/qualifications with candidates who present themselves.

Superintendent Witte said when they are faced with shortages, they look within and triage with the folks they have. They have to be creative to cover what is needed when there are vacancies. When coming into the school year short staffed, and then a virus hits one of your schools, it can get tough. Thankfully, they have not had to close a school due to these shortages.

Representative Myler asked if there is a magic time period, or pattern, in a teacher's tenure when they say they are done.

Superintendent Witte said, most recently, it has been teachers with less than five years of experience. Certainly the COVID-19 pandemic exacerbated this shortened time period. Younger teachers are deciding they want to explore something else.

Representative Myler noted that, in his experience, that timeline would have been 10 years in the past. He asked if she thinks the climate is impacting such departures.

Superintendent Witte said school climate, in conjunction with public education climate as a whole, are impacting such departures. In her district, they border MA and VT. She loses more teachers to MA. Her school district has a relationship with Keene State College for their Swanzey schools. They used to hire a lot of those

graduates, however, that did not happen this year. A large number of folks didn't even apply.

Senator Kahn acknowledged Superintendent Magoon for her testimony.

Superintendent Witte said elementary education never previously had shortages, they are seeing many less applicants this year.

Superintendent Magoon said their elementary education has no issues. They had almost an entire turnover of middle school staff, however. At the beginning of the year, there were concerns about having enough folks to even start the school year. They couldn't even fill their core classes. They had to think creatively. They wanted to make sure 8th grade students were being taught by someone with a certification. They spoke with their teachers and their 6th and 7th grade math teachers had to teach 8th graders. This impacts their prep time for their 6th and 7th grade students. Science courses are experiencing the same thing. Their language arts and social studies are teaching specials as they do not have teachers for specials. She didn't have a PE teacher at the start of the year either, which is never the case. She had to refocus all of her teachers. In her district, per child, the average they receive is about \$18,000. Their neighboring district gets \$28,000 per child, that is \$10,000 dollars more per child. This leads to the question of why would folks want to work for a district when pay is much lower with needier students. Over 53% of their students qualify for free and reduced lunch. If anything, they need more of qualified teachers to teach this population. On Friday, a seasoned English teacher resigned as they said they just cant do it anymore – from parents to child behavior. The teachers are working really hard. She had to pull some elementary special education teachers to the high school as well. Currently, her special education director is covering as a principal at her district's middle school.

Senator Kahn asked how many years she has been with Newport Schools. Superintendent Magoon said she started in July of this year.

Representative Ladd asked their thoughts on folks who are credentialed to teach, but their certification does not match the class level, or subject, with a shortage.

Superintendent Magoon said she holds a K-8 certification, but now, most are certified with a K-6. Her special education staff is K-12. She did have a teacher retake the praxis to get certified in a specific area where she needed someone. She does not have as much flexibility anymore without K-8 certification.

Representative Ladd said we should be a competency-based learning setting. He empathizes with Superintendent Magoon's experiences.

Superintendent Magoon noted how difficult it is to attract folks. She can't say that their starting pay is anything special as it is \$34,000 annually. Most folks cannot survive on that. These folks do work year-round, it is spaced out differently. She also has a bus driver shortage. She has taken out radio ads, sent home flyers with parents, and included job postings in the paycheck envelopes of local truck drivers to attract people in the area. A culture change in the workplace is a good way to advertise, as opposed to money. Her school board has come a long way. They've experienced level budgets for 3-4 years. Her district is the lowest in the state for achievement. A big question is how do we do this when turnover is as bad as it is. She has paraprofessionals saying they can go to McDonalds and get paid higher, without having to provide the level of service this needy student population needs.

Superintendent Witte echoed Superintendent Magoon's comments. The goal is to prepare folks to stay in district. They have ten folks on site-based plans which requires a lot from folks throughout the process.

Superintendent Magoon said conversations among superintendents do happen. They do have the right to decline transfers between districts when necessary.

Senator Kahn asked about their work in mentoring and if there is compensation associated with that. Both superintendents said they have great mentoring programs.

Director Appleby said NH has 4,031 licensed paraprofessionals at levels 1 and 2. It is not a requirement for paraprofessionals be licensed in NH, but it is a federal requirement for certain situations. Thus, there could be unlicensed paraprofessionals out there. As for elementary education, statistics are as follows:

- Educators with K-6 licenses: 3,012
- Educators with K-8 licenses: 8,235
 - It is important to note that there are nearly three times the K-8 educators as there are K-6 educators. These folks are fully licensed, not on plans.

Superintendent Magoon noted that she, as superintendent, has five licenses. She has a K-8 certification that she does not use. When you look at data of superintendents, they hold these certifications, so they should be removed from those numbers.

Superintendent Witte noted that educator prep programs, particularly for elementary, encourage students to do dual certifications.

Superintendent Witte and Superintendent Magoon completed their testimony.

Director Appleby said, at this time, only 19 out of 107 SAUs have responded to the NHDOE survey. It is due next Friday, 10/29.

Senator Kahn adjourned at 12:44 PM.

Next Meeting Date: November 3, 2022

Report Deadline: November 1, 2023

AMRH