

State of New Hampshire

GENERAL COURT

CONCORD

MEMORANDUM

DATE: November 30, 2023

TO: Honorable Sherman Packard, Speaker of the House
Honorable Jeb Bradley, President of the Senate
Honorable Paul C. Smith, House Clerk
Honorable Tammy L. Wright, Senate Clerk
Honorable Chris Sununu, Governor
Michael York, State Librarian

FROM: Senator Ruth Ward, Chairwoman

SUBJECT: Final Reports of the Committee to Study New Hampshire
Teacher Shortages and Recruitment Incentives.
SB 236, Chapter 150:1, Laws of 2022

Pursuant to SB 236, Chapter 150:1, Laws of 2022, please find enclosed the majority and minority final reports of the Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives.

Should you have any questions or comments regarding these reports, please do not hesitate to contact me.

I would like to thank those members of the committee who were instrumental in this study. I would also like to acknowledge all those who testified before the committee and assisted the committee in our study.

Sincerely,

A handwritten signature in blue ink that reads "Ruth Ward".

Senator Ruth Ward, Chairwoman

SB 236
Chapter 150:1, Laws of 2022

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.

MAJORITY FINAL REPORT

The above-named Joint Legislative Study Committee selected to study issues relative the teacher shortage in New Hampshire, and how to increase incentives in recruitment to solve the shortage, having duly met offers the following final report:

FINDINGS

1. The teacher shortage is real and is motivated by several factors. Top concerns are stress/burnout, student behavior and discipline, school culture, and low salaries. In 2022, the number of teachers was lower than in 2010, but the continued to increase into 2023. The overall number of educators renewing their credentials remains (over the last three years) at the highest level seen in 13 years.

2. There are more credentialed endorsements in the NH Department of Education Bureau of Credentialing Database than there are currently practicing/employed teachers, meaning that some individual teachers have

more than one endorsement while others are not using theirs. Key teaching positions remain open across the state. The issue of number of endorsements versus number of educators is often confused. When the NH Department of Education speaks of renewal or licensing numbers, they are almost always referring to individuals and not the endorsements they hold. Many educators hold multiple endorsements which is why NHED speak speaks of individuals and not endorsements.

- A NHDOE teacher shortage survey was submitted to district administrators; however, the response rate of 59%. NHDOE stated that legal counsel has been notified regarding the low return rate, as there is a statutory requirement to report various pieces of information.
3. New Hampshire's educator pipeline and enrollment in educator preparation programs is significantly decreasing over time. The number of individuals graduating with a degree in teaching from the University System of NH has gone down. The decline of Educator Preparation Program students in higher education is a national issue. Issues around the overall cost of a program, unpaid student internship requirements, and starting wages of graduates versus other professions are widely viewed as primary drivers of this decline.

Table 1: NH Higher Education Educator Preparation Program Graduates

academic year	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021-2022**
Hellenic American University	0	0	0	0	0	0	0	0	0
Colby Sawyer College	2	0	0	0	0	0	0	0	0
Dartmouth College	1	0	0	0	0	0	0	0	0
New Hampshire Institute of Art	9	4	1	1	3	0	0	0	0
Antioch University of New England	33	35	36	41	19	19	8	10	10
Franklin Pierce College	41	19	24	20	39	21	33	17	16
UNH-Manchester (formerly GSC) 7/2023	106	104	90	55	84	67	50	55	82
Keene State College	170	169	115	108	96	98	79	62	60
New England College	9	16	4	10	11	3	15	18	19
NHTI, Concord's Community College	14	12	7	12	20	8	14	22	9
Plymouth State College	183	134	124	119	97	130	103	85	84
Rivier University	54	60	40	46	31	39	50	32	38
Saint Anselm College	24	46	37	29	30	26	42	29	32
Southern New Hampshire University	126	138	112	115	109	76	73	86	74
University of New Hampshire	178	166	136	143	91	142	102	106	89
Upper Valley Educators Institute	33	17	20	20	13	12	11	17	17
Subtotal IHE EPP completers	983	920	746	719	643	641	580	539	530
Total Program Completers (Title II)*	983	1013	821	770	703	732	692	651	679
Total # Programs (Title II)**	163	174	177	176	176	199	185	176	179
Total Enrollment (Title II)	2767	2616	2686	2008	2097	2397	2767	2757	2176

*A program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for an initial credential may not be used as a criterion for determining who is a program completer. Data from Title II.

****preliminary counts- not finalized in TII yet.**

4. The decline in enrollments has led to a decline in programs as a number of programs have exited. These exits are due to not enough students. As those programs decline in popularity and enrollments, universities are divesting. Four years ago, the state had 400 educators on alternative pathways. Currently, the state has 1,200.

There has been a marked increase in alternative pathway educators who come off interim authorization with support of folks within school districts. Support of alternative pathways to certification is one solution to the teacher shortage issue.

5. The committee heard multiple issues that contribute to students not wanting to become teachers including:
 - Personal safety and student discipline. Teachers do not come out of teacher preparation institutions with the necessary de-escalation and safety care training to properly deal with troubling, encountered situations. “New teachers are shocked by problems in the classroom.”
 - A decrease in parental involvement and support.
6. Career and Technical Education (CTE) Centers remain a viable way to enter the profession of education through Careers in Education Programs, but awareness of this solution needs more public attention as well as the development of grow your own programs.
7. Through testimony, the committee heard that the student teaching experience is a costly financial expense for teacher candidates. Although the student teacher is often required to obtain housing off campus for the semester, the student’s semester tuition bill remains the same as those remaining on campus and who have access to and utilize campus amenities and services. Some student teachers must quit their jobs and go unpaid and incur debt for the opportunity to teach. There are issues with folks not being able to get paid while receiving

college credit.

8. The starting salary of a new teacher in NH is \$40,478, much less than \$56,727 per year, the average cost of living in the state.
9. School districts compete for qualified teachers, with a large discrepancy between salaries offered in various parts of the state. NH also competes with surrounding states for educators. Property wealthy communities offer higher salaries/compensation packages while smaller, rural, and property poor communities cannot afford to compete and lose dedicated, high-quality educators to other cities, towns, and states. There can also be differences within the same SAU depending on the structure of the SAU.
10. Concerns were raised about the lack of affordable housing in the state, with many beginning teachers unable to take jobs due to this housing shortage and the overall cost to live in NH.
11. The climate and culture of our public schools has been impacted by the overall political climate of our state. Classroom teachers are feeling and reporting stress and concerns for consequence as a result of legislation proposed and passed in our state house. Teachers leaving the profession most often cite the climate and culture as the biggest factor in their departure from education and NH altogether.
12. School leadership and the schoolwide culture fostered by school principals and the opportunities for personal

growth, greatly affect teacher job satisfaction. New Hampshire's average tenure for a principal is lower than the national average.

13. The New Hampshire School Administrators Association (NHSAA) was asked to gather retention and recruitment data specifically for the position of School Superintendents in New Hampshire. The following data was gathered from 2017 to 2022:

- 30 SAUs have had superintendent stability since FY17.
 - There were 17 new superintendents in FY18, 13 new superintendents in FY19, 20 in FY20, 21 in FY21, and 30 in FY22.
 - There are currently 6 vacancies to start the FY23 school year.
 - 13 SAUs have had more than one superintendent in 5 years.
- Although the superintendent shortage and accompanying issue of high turnover are not responsibilities of this committee, these concerns make a significant difference regarding leadership and climate within school districts.

14. Teachers expressed concerns over the shift in community and public opinion regarding the state's public schools. Increased politicization of their job has discouraged many teachers away from and into the profession.

15. The NH State Board of Education standards continue to be high but the volume of applicants for teaching positions has somewhat decreased. The number of educators seeking licensure through an alternative

pathway has more than quadrupled over the last 6 years.

16. The necessary criminal background checks required for teachers needs legislative attention. A check is required upon entering a teaching education program, in the first year. The check is good for three years. Upon the student teaching experience as a 'senior' another background check will be required, as well as further checks required for licensure and employment. Each check is at a cost of \$150, which for students becomes unaffordable and results in another reason for students to select another career path.
17. Reciprocity of credentials is, in fact, quite high however it is not automatic. To maintain NH's high standards, we often have requirements above other states' requirements, especially in areas such as testing.

RECOMMENDATIONS

1. Investing in proven recruitment and retention strategies at the state level should be pursued. Barriers to entering and remaining in the within the teacher workforce need to be well understood with corresponding solutions.
 - The Legislature will continue targeted incentives to assist local school districts with teacher pay. However, the most recent budget increases state aid to local school districts by more than \$169 million over two years, targeted education aid to towns with greatest

need, and increased per-pupil state aid to education by more than 31% over the next decade. Districts should be encouraged to use this increase in state education assistance to attract and retain teachers in the classroom, rather than on administrative costs.

- Invest in robust teacher mentoring programs and opportunities for professional learning.
- Consideration should be given to paid student teacher or internship experiences.
- Legislation should be considered correcting the need for so many initial background checks.

2. Establishing a rural and underserved area educator incentive program for higher education and making an appropriation therefore for districts to experiment with recruitment strategies addressing:

- Recruitment into the fields where historical shortages persist, i.e., sciences, math, and special education.
- Improving diminishing student outcomes in comparatively low performing areas.
- Offer a state reimbursement salary bonus program or loan replacement program for beginning teachers who have graduated from in-state colleges and universities and entered a teacher position in either: a.) a documented teacher shortage area, or b.) a rural district or a high poverty rate district where student achievement is underperforming state averages.

3. Legislation should be introduced to increase reciprocity

for New Hampshire's credentials and revise the standards for endorsements. The State Board of Education is statutorily obliged with setting educator standards for licensure.

- A committee should explore inter-state reciprocity, particularly from states that directly neighbor NH to eliminate barriers to certification in NH and attract talent that pursued teaching degrees in other states.
4. Rural and underperforming districts cannot compete with wealthier districts. Legislation should be introduced to increase education funding for smaller communities to expand their capacity to retain educators and to develop robust “grow your own” programs.
 5. Legislation should be introduced to increase support and public awareness of programs at career and technical education centers to increase the number of individuals entering the profession through the Careers in Education Programs offered directly to high school students. A career pathway could be designed that begins at a local CTE Center and transitions directly into the University System of NH.
 - To meet the needs and demands of a skilled workforce, career technical education programming needs to attract instructors who are not trained as traditional teachers. Compensation structure for CTE teachers should not necessarily be based upon experience acquired in the traditional institution setting. A different pay system


having a salary customized for non-baccalaureate CTE teachers is needed.

- Based upon the testimony heard during the committee, it is recommended that the state develop legislation implementing a unique salary grid for this group of skilled instructors with axes in respect to industry tenure and industry credentials (not degrees). Competency based assessment (CBA) would need to be negotiated. The committee recommends this issue to the Career Technical Education Advisory Council for further study, followed by recommendations.
6. The committee heard testimony that fear in the teaching of controversial topics and critical thinking skills due to the passage of HB2 in 2021, has placed an unhealthy pall over teaching, and consequently influencing attrition and retention of teachers. In reviewing this legislation, the law does not restrict or prohibit discussing, as part of a larger course of academic instruction, the historical existence of ideas and subjects. In response to testimony and to better assist instructional staff in addressing controversial topics and critical thinking skills, it is recommended that professional development and post-secondary teacher preparation institutions, offer instructional support on how to address controversial topics while encouraging critical thinking skills with pupils.
 7. Continue communication and working with the NHSAA and the NH School Board Association (NHSBA) to address the issue of educator retention and shortages.

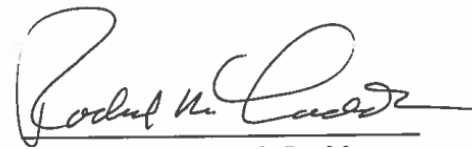
8. The pension system is a tool to combat teachers leaving the profession. The NH Retirement System should review its benefits and consider making it more competitive with neighboring states.
9. The NH Department of Education should promote state and federal resources to mental health support for teachers.
10. Develop and support “grow your own” teacher preparation programs that start the process of becoming an educator with high school students.

Respectfully submitted,

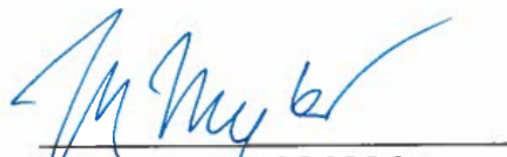
Senator Ruth Ward
CHAIR
District 8



Senator Donovan Fenton
District 10



Representative Rick Ladd
Grafton District 17



Representative Mel Myler
Merrimack District 19

Representative Oliver Ford
Rockingham District 3

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MINORITY FINAL REPORT

The above-named Joint Legislative Study Committee selected to study issues relative the teacher shortage in New Hampshire, and how to increase incentives in recruitment to solve the shortage, having duly met offers the following final report:

FINDINGS

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more than one endorsement while others are not using theirs. Key teaching positions remain open across the state. The issue of number of endorsements versus number of educators is often confused. When the NH Department of Education speaks of renewal or licensing numbers, they are almost always referring to individuals and not the endorsements they hold. Many educators hold multiple endorsements which is why NHED speak speaks of individuals and not endorsements.

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RECOMMENDATIONS

1. Investing in proven recruitment and retention strategies at the state level should be pursued. Barriers to entering and remaining in the within the teacher workforce need to be well understood with corresponding solutions.
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2. Establishing a rural and underserved area educator incentive program for higher education and making an appropriation therefore for districts to experiment with recruitment strategies addressing:

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 - Improving diminishing student outcomes in comparatively low performing areas.
 - Offer a state reimbursement salary bonus program or loan replacement program for beginning teachers who have graduated from in-state colleges and universities and entered a teacher position in either: a.) a documented teacher shortage area, or b.) a rural district or a high poverty rate district where student achievement is underperforming state averages.
3. Legislation should be introduced to increase reciprocity for New Hampshire's credentials and revise the standards for endorsements. The State Board of Education is statutorily obliged with setting educator standards for licensure.
 - A committee should explore inter-state reciprocity, particularly from states that directly neighbor NH to eliminate barriers to certification in NH and attract talent that pursued teaching degrees in other states.
 4. Rural and underperforming districts cannot compete with wealthier districts. Legislation should be introduced to increase education funding for smaller communities to expand their capacity to retain educators and to develop robust "grow your own" programs.
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and public awareness of programs at career and technical education centers to increase the number of individuals entering the profession through the Careers in Education Programs offered directly to high school students. A career pathway could be designed that begins at a local CTE Center and transitions directly into the University System of NH.

- To meet the needs and demands of a skilled workforce, career technical education programming needs to attract instructors who are not trained as traditional teachers. Compensation structure for CTE teachers should not necessarily be based upon experience acquired in the traditional institution setting. A different pay system having a salary customized for non-baccalaureate CTE teachers is needed.
 - Based upon the testimony heard during the committee, it is recommended that the state develop legislation implementing a unique salary grid for this group of skilled instructors with axes in respect to industry tenure and industry credentials (not degrees). Competency based assessment (CBA) would need to be negotiated. The committee recommends this issue to the Career Technical Education Advisory Council for further study, followed by recommendations.
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influencing attrition and retention of teachers. In reviewing this legislation, the law does not restrict or prohibit discussing, as part of a larger course of academic instruction, the historical existence of ideas and subjects. In response to testimony and to better assist instructional staff in addressing controversial topics and critical thinking skills, it is recommended that professional development and post-secondary teacher preparation institutions, offer instructional support on how to address controversial topics while encouraging critical thinking skills with pupils.

7. Continue communication and working with the NHSAA and the NH School Board Association (NHSBA) to address the issue of educator retention and shortages.
8. The pension system is a tool to combat teachers leaving the profession. The NH Retirement System should review its benefits and consider making it more competitive with neighboring states.
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10. Develop and support “grow your own” teacher preparation programs that start the process of becoming an educator with high school students.

Respectfully submitted,



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CHAIR
District 8

Senator Donovan Fenton
District 10

Representative Rick Ladd
Grafton District 17

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Representative Oliver Ford
Rockingham District 3

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

ORGANIZATIONAL MEETING

MEETING DATE: Wednesday, August 31, 2022, at 11:00am in LOB 302-304

Start Time: 11:00am

End Time: 1:05pm

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

Members Absent: None

Meeting Discussion:

Senator Ward opened the organizational meeting at 11:00am as the First-Named Senate Member.

Representative Myler nominated Senator Kahn as Chair. Representative Myler believes Senator Morse appointed Senator Kahn based on Senator Kahn's dedicated efforts in education and his sponsorship of this Committee's enabling legislation (SB 236.) While Senator Kahn will not be returning to the legislature after the 2022 election, Representative Myler said he spoke with Senator Kahn and he is willing to serve as Chair. Representative Myler said he worries about the House taking this study committee on due to time restraints.

Senator Ward seconds Representative Myler's nomination. Senator Ward said Senator Kahn has spent a lot of time and knows a lot about this issue.

Representative Ladd said he understands Senator Kahn's commitment to education. He worries about the 2023 report deadline as Senator Kahn is not running for reelection and we would lose our Chair in November. This is a huge issue with strings going in numerous directions, all of which need addressing.

Representative Ford said he echoes Representative Ladd's concerns. He wonders how we could make this Chairperson transition a smooth one. He suggested the potential of electing a Vice-Chair.

Senator Ward said, in December, there will be new Senate appointment(s) either way and another vote can be taken then.

Representative Myler said we need to begin looking at the areas we need to study so we can at least clearly lay out what needs to be done.

Senator Ward said she would like to wait for Senator Kahn to arrive to take the vote on Chair.

In the meantime, Senator Ward reviewed the enabling legislation and read the duties outlined in the enabling legislation (SB 236.)

Senator Ward recessed the meeting to await Senator Kahn's arrival for the vote on electing a chairperson.

Senator Kahn arrived at 11:20am and Senator Ward motioned for the meeting to come out of recess. The Committee unanimously voted to elect Senator Kahn as Chair.

Senator Kahn reviewed the enabling legislation aloud. Senator Kahn asked Director Steve Appleby (NHDOE) if there is information already readily available on teacher shortages in NH.

Director Appleby said he would be cautious using the current critical shortage data as it is based on USDOE questions. For example, the survey asks 1) if positions were open in July and if they were still open in

September, 2) do they deem those positions hard to fill, etc. That is how USDOE derives whether there are shortages. This is how NHDOE then uses the data. We do not know how many of these positions exist, in total. That data is not collected currently. Starting this fall, we will begin collecting how many positions each district has in each endorsement area and what varying licenses exist within districts. By late-October, we should get that data back and he told districts we need results back ASAP for this Committee's work. Looking backwards, that data will likely not be helpful. USDOE is actively updating their survey as well.

Representative Ladd asked Director Appleby if NHDOE receives this data by region. For example, Representative Ladd's area has had special education shortages for years. There have also been issues in sciences and math. He asked if the members of the Committee have seen issues in their districts.

Director Appleby said they will be receiving this data by school district. Special education services have been a problem throughout the state for years. If you remove the Nashua, Concord, Rochester Triangle from the equation, the western and northern parts of our state are the most troubled areas.

Senator Kahn noted that we have seen this issue in CTE as well.

Representative Myler said it is his understanding that it has been difficult for the department to get a response to these surveys in a timely fashion in the past.

Director Appleby agreed. More recently, the department has had to call down to districts seeking responses which takes manpower.

Senator Kahn asked if it would be helpful for the Committee to send a note or bulletin out to school districts. He could work with Director Appleby to come up with the reinforcement language for this bulletin.

Director Appleby said that would be great.

Senator Kahn acknowledged Jerry Frew from the NH School Administrators Association (NHSAA) in the audience.

Mr. Frew said important data can be seen in newspapers. In July of this year, the Superintendent from the Monadnock Regional School District (Lisa Witte) asked custodians, bus drivers, AP teachers, etc., this kind of information and updated it in August. There is a statewide meeting coming up which would be a perfect opportunity to talk about the importance of getting this data submitted for this exact work. He will share the contact information of folks who could be resources to the Committee's work. It is a challenge to get information in a timely way. NHSAA will do their best to help.

Representative Ladd mentioned the NH School Boards Association (NHSBA) and a school board member in Londonderry. They are a million dollars short for funding. He asked Mr. Frew how we can address competition with private businesses when looking at pay for teachers.

Mr. Frew noted that some school districts have increased their pay.

Director Appleby referenced the Franklin Superintendent who increased their pay to \$15 an hour plus benefits. This increased applicants. Superintendent Jim Morse in Durham has increased the pay rate for bus drivers and monitors, and he has filled those positions.

Representative Ford said if we are going engage data collection, we should broaden our subject to "why" we cannot get folks in these roles. We need to update the equation. He is aware of a group working to help paraprofessionals get their certification as these folks already have families and need healthcare. In some cases, folks giving up their current job would result in their family losing healthcare. We need to incorporate all aspects into our work.

Senator Ward referenced the AFT packet shared with the Committee the night before the meeting. She said has not had much time to review this packet. She believes it is good information to review.

Representative Myler said this AFT packet is very comprehensive and addresses many issues. This is a good resource document. Other documents are likely to come.

Senator Kahn asked about Superintendent Witte's study and if it would be available for review at Mr. Frew's NHSAA meeting.

Mr. Frew said he would have to reach out and ask. It was informal outreach by Superintendent Witte to help fill in blanks.

Senator Kahn asked if we could ensure that our Committee's work is mentioned at this meeting.

Senator Kahn asked Director Appleby if the department's survey comes from his office and where it is returned once completed.

Director Appleby said yes, if it comes from his office and gets returned to Caitlin Davis, who runs the analytics and resources division. He said the survey should go out soon as school is just starting.

Senator Kahn asked about survey data being returned and when the Committee could possibly have access. He asked if November 1st would be a possibility.

Director Appleby said that date is the goal.

Senator Kahn said Representative Ladd raised a good point about studying paraprofessionals. Analyzing non-teaching staff is also a good point, but we should all agree on the scope that the Committee wants to seek.

Representative Ladd asked Director Appleby if paraprofessionals are certified.

Director Appleby said yes, they are, however, it is not mandatory.

Representative Ladd said all adults who impact the quality of the education of a child should be included in this study. He also suggested we look at the post-secondary pipeline as enrollments in teaching programs are declining. Enrollments do not show many indicators that they are going to improve given the political climate of our nation. Teachers are taking a beating, this does not make others want to step in and join the teaching force. We should engage in talking about the essential need of teachers in our culture.

Senator Kahn agreed with Representative Ladd's statement.

Director Appleby said the department's survey only covers licensed educator positions, not food service folks, coaches, etc. Non-credentialed areas are not included. Paraprofessionals, while not certified, are included though.

Representative Myler said there is anecdotal information that can be reviewed while we wait for the department's survey. Local newspaper articles, of which are recent, cover this issue at length. He would like for Eileen O'Grady from the Concord Monitor to come before the Committee to speak as these articles are very instructive as to what is happening on the ground as schools are opening.

Senator Kahn pointed out that Ms. O'Grady was in the audience.

Director Appleby said the decline in graduates from prep programs is nationwide and goes back decades. It is a steep decline. There is a height in 2019, where we had 186 programs. However, the decline in enrollments led to a decline in programs as a number of institutions have exited. These exits are due to not enough students. As those programs decline in popularity and enrollments, universities are divesting. That is definitely worth talking about. Four years ago, we had about 400 educators on alternative pathways. Today, we have over 1,200 educators. There has been an increase in alternative pathway educators who come off interim authorization with support of folks within school districts.

Representative Ford said universities have seen graduates not apply for licensure for quite some time. This is due to graduating folks, entering into business related markets due to compensation and other reasons, staying in business jobs instead of going into teaching. He saw this in Minnesota where graduates would be placed in businesses to strengthen their business management skills and those folks did not return to education. Superintendents were very upset.

Representative Ladd said there is an article from 8/16/22 in the Wall Street Journal that needs to be distributed as it would be helpful. He has concerns about folks licensed in other states, not NH, where NH has reciprocity with those states. He asked how we can control quality of education provided if folks from other states do not meet our standards.

Director Appleby said true reciprocity between states does not truly exist. Every state still wants to see transcripts, test results, experience, etc. If

someone came from VA, NH would make sure they meet our standards. While reciprocity is a quicker process, folks still have to meet our standards. For example, MA has very different math requirements that do not meet our standards; NH already acts as a gatekeeper. Some states give out licenses to folks without degrees, 18-year-olds, emergency licenses, etc. This has happened in MA and AZ. NH already does this work to maintain our standards.

Representative Myler asked of the 28,000 educators, how many folks have used NH to get their credentials to take to another state.

Director Appleby said approximately, very approximately, 3,000 educators. That figure is roughly based on address and lack of a NH employment record. They exclude VT, ME and MA from this figure.

Senator Kahn mentioned we should look at other states who have identified shortages, loan forgiveness plans, pay for teachers, housing stipends, other experimental programs etc.

Senator Kahn said we should ask schools who train teachers to join us at some point to address strategies to attract qualified candidates. He is unsure if there are sources for us to use.

Director Appleby said he is happy to reach out to Deans throughout our state through his contacts. As for the alternative pathway piece, he can bring in folks from NHDOE if that is helpful. If the Committee supplies him with a list of questions, he can then form a list of who to bring from the department to answer said questions.

Representative Ladd noted that he is meeting with Cathy Provencher (USNH) and Jim Dean (President of UNH) in the near future. He would like to help in getting folks before the Committee to help us understand the pipeline.

Senator Kahn reiterated Representative Myler's comments. Plymouth State and UNH are already doing creative things. We could ask them specifically about programs they're working on.

Director Appleby said he agrees with Representative Ladd on having folks who directly oversee NH colleges and universities join us.

Senator Kahn said the enabling legislation does not define “teacher.” There is an early childhood pipeline to remember in addition to K-12. He asked if we are interested in working on pre-K pipeline and those shortages as that is different than the K-12 pipeline.

Representative Ford agreed with Senator Kahn that we should review everything, even apprenticeships. The NH Department of Labor has recently opened their work to the field of education. He has names of folks who are working on this education apprenticeship work. Their office is in Concord. They are doing innovative work and the federal government is funding apprenticeships. Not the department of education, rather the department of labor. This is significant and major. We should become informed.

Representative Ladd agreed with Representative Ford that we need to look at all of this. CTE centers are pathways as well. We should look at what we have going on all the way through. This is a huge issue, but we have to be careful as we have limited time.

Director Appleby addressed Senator Kahn’s statement about the enabling legislation’s lack of definition of “teacher.” The department refers to the “classroom teachers” definition as defined by the department. He asked about how the Committee wants to define “teacher.”

Representative Ladd noted that, throughout state statute, a teacher can mean a number of different things. A principal can even be a teacher.

Representative Ford said NHTI may offer unique insight as well as it offers a full certification community college style.

Director Appleby said NHTI focuses heavy on early childhood.

Senator Kahn said we should combine those presenters on the meeting day of college folks.

Representative Ladd asked Director Appleby about retired teachers whose certification has lapsed. He asked how hard it is for folks to get back into the teaching game.

Senator Kahn noted that as the fourth objective in the enabling legislation.

Senator Kahn said we should have someone from the NH Retirement System present on this for folks who may have already retired and don't want this to negatively impact their retirement funds.

Director Appleby said he would suggest exactly that as there are time limits for folks coming out of retirement. As for the licensure side, the department has a means for folks to get their license back.

Representative Ladd asked about other states who may allow folks to continue to collect retirement and rejoin the teacher workforce.

Director Appleby said he would not know that information on other states, however, he believes the Education Commission of the States (ECS) may have more information.

Representative Ladd said he will ask a House Researcher for a good contact at ECS.

Representative Ford said the NH National Guard is looking to get more connections and ties with folks who want to tie their guard-service with something like teaching.

Representative Myler said we need to consider why teachers are leaving the workforce. Ms. O'Grady's articles in the Concord Monitor address this. We should have teachers come present before us. They are under a hell of a lot of stress, particularly from the residual impact of COVID-19. If we don't look at that, we will be missing a huge piece.

Senator Kahn asked Brian Hawkins (NEA-NH), who was in the audience, about possible data they have on why teachers are leaving. He asked how we can engage in information collection or testimony.

Brian Hawkins thanked the Committee for their work. He suggested that highlighting the pipeline and current environment is critical. NEA is happy to work with the Committee. There is work being done to collect this input from teachers as to why they are leaving. He can speak with his colleagues around the country to get a sense of what they're doing. ME has created a strategic plan around recruitment and retention, where they hit the four

themes which he thinks the Committee touched upon during this meeting. The Committee has yet discussed expanding diversity of the workforce. The environment for teachers has been trying to say the least.

Senator Kahn noted the importance of diversity in candidates. He read an article about large cities using community groups as a way to attract staff for classrooms. Then, they can groom a diverse teaching staff that reflects the complexity of the racial makeup of their community.

Mr. Hawkins noted the census revealed that NH is un-diversifying amongst young people.

Senator Kahn noted the differing make-up of Nashua or Manchester versus Keene or Littleton.

Representative Ladd said his district continues to lose folks. He asked if NEA has data on what teachers are getting paid throughout the state. He asked for salary schedules as there are huge differences based on region.

Mr. Hawkins said yes, NEA does have a great deal of salary information. Reaching Higher NH has also done work on this with the Education Funding Commission. There are a number of resources available that the legislature already has. NEA is happy to help. You do not have to travel far, as a teacher, to get a significant pay raise. Some school districts have the ability to do that and some don't.

Director Appleby said he sees drastic pay differences within SAUs.

Mr. Frew said the NH Public Employee Labor Relations Board has all collective bargaining agreements posted online. There is an incredible delta to compare salaries. A step-10 in Groveton versus a step-10 in Concord is massive, it is tens of thousands of dollars.

Representative Myler said compensation is a key issue. On the other hand, it goes deeper than compensation as the environment is not appropriate. If an environment is not appropriate, they will leave. Respect, their advice being valued, etc. This is why we need to talk with teachers who have left.

Mr. Hawkins said the NH Retirement System presenting will be a great resource as they have ages and how much of our workforce is eligible to

retire when talking about pipelines. We need to look at both ends of the pipeline. “Silver tsunamis” also impact this sector. The legislature has made many changes to statute on folks returning from retirement.

Senator Kahn appreciated Mr. Hawkins input and polled the Committee on the pace at which we should meet.

Representative Ford said that depends on the folks providing information to the Committee.

Representative Ladd asked if NHDOE could provide information on our current shortages.

Director Appleby said we should have some data for October’s meeting as the survey goes out in two weeks. Last year’s data was short. While the department had a better response rate, he would still feel much better using this year’s data.

Representative Ford said Wynn Young, from the NH Department of Labor, would be a great person to hear from regarding background information on programs previously discussed.

Senator Kahn said while we wait on survey data and teachers, we can hear from others.

Representative Ladd asked for salary information by retirement date.

Director Appleby agreed with Senator Kahn about this salary data being included in the DOE25.

Committee members broadly discussed future agendas and presenters for their upcoming three meetings on Wednesday, September 21st, Wednesday, October 5th and Wednesday, October 19th. Thursday, November 3rd and Thursday, November 17th were also discussed.

Representative Ford noted the availability of housing in NH is a factor that severely impacts employing folks.

Representative Ladd noted the need to look at the coming and going of teachers, administrative positions, etc. between school districts and what exactly impacts that.

Senator Kahn agreed about reviewing the longevity of administrative staff.

Mr. Frew said NHSAA does not have principal data, only administrative data. He said Representative Ladd is correct, an opening in one place pulls from other areas. Superintendents do flow from one district to another as well.

Representative Ladd said interim superintendents can stay in these positions for a while.

Mr. Frew agreed with Representative Ladd's statement.

Representative Ladd asked if there is someone in charge of the NH Association of School Principals that the Committee can follow-up with as they would most likely have that information.

Senator Kahn adjourned at 1:05pm.

Next Meeting Date: September 21, 2022

Report Deadline: November 1, 2023

AMRH

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

ORGANIZATIONAL MEETING

MEETING DATE: Wednesday, September 21, 2022, at 10:00am in SH 100

Start Time: 10:06am

End Time: 12:34pm

Members Present: Senator Jay Kahn, Senator Ruth Ward, Representative Rick Ladd, Representative Oliver Ford, Representative Mel Myler

Members Absent: Director Steve Appleby (NHDOE)

Meeting Discussion:

Senator Kahn opened the meeting at 10:06am. Representative Ladd moved to adopt the minutes from the 8/31 meeting. Representative Ford seconded. In Director Appleby's absence, Ava shared his suggested to changes to the 8/31 minutes with the Committee. The Committee unanimously adopted the minutes as amended.

Senator Kahn shared with the Committee that Superintendent Lisa Witte will be in attendance at our upcoming meeting on 10/4.

Representative Ladd noted that the Committee should be sure to include the post-secondary pipeline in our upcoming discussions.

Representative Myler reminded the Committee that their focus is on teacher shortages, not other departments.

Representative Ladd said the Committee also needs to get in the arena for paraprofessionals. The universities can and do offer unique avenues to certify folks.

Senator Kahn said, at future meetings, CTE centers and workforce prep folks should be included in our discussions.

Representative Ladd said Jeff Beard, from NHDOE, and Steve Rothenberg, who is in Concord, are knowledgeable folks on this topic.

Representative Ford shared the contact information of Loren Smith, from USDOL.

Senator Kahn acknowledged Marty Karlon, Director of Communications and Legislative Affairs, with the NH Retirement System (NHRS) for his presentation.

Senator Kahn reminded Director Karlon of the purpose of this presentation: for the Committee to better understand how we can get retired and capable teachers to come back into the profession. There is a desire to understand the limitations for such a return and why folks are leaving the state to do what they should be able to do here. What changes need to be made is another question. Should there be a commission for the NHRS or a legislative statutory change to resolve some of these issues. Senator Kahn also asked Director Karlon to direct the Committee to pertinent NHRS statute.

Director Karlon began his presentation. As NHRS is still auditing FY22 numbers, they are happy to reach back out once those numbers are ready.

The NHRS has been around since the late 1960s. A former system was in place in the late 1930s, which defined benefit pensions for state employees. The lifetime pension system is funded through various means.

The NHRS is not a state agency, however, it is overseen by a 13-member board of trustees with a unique makeup of members. They also have an investment committee. Their section in statute is RSA 100-A. Their staff

implements statute and helps maintain the tax-exempt status of the fund. They also adhere to a NH constitutional amendment (Article 36-a) which is protectionary of trust fund assets. They are also still paying off an unfunded liability which should be paid off by 2039; a significant portion of money paid into the system goes to paying off a mistake made about thirty years ago.

Currently, the headcount of active teachers is 2.5% lower than in 2010, however, it has grown over the last two years. They have been watching this from a funding perspective for several years. Fewer kids lead to fewer teachers to some extent. The most recent data they get is from the Office of Energy and Planning (former title of department) for school age population numbers.

The NHRS is not predicated on headcounts for funding. In 2017-2018, an assumption was added to plan for a declining teacher headcount over the next few years.

The average age of teachers and salary data is noted in Director Karlon's handout.

An employee is someone who is not a teacher, or someone certified by DOE, i.e. direct contact with students and someone who is required to have certification.

Superintendents are also classified as employees in the NHRS. That is a legacy from a policy years ago. They do not track a breakdown for superintendents. When employers report data, they do not provide job descriptions. This gives us a count only.

The number of employees versus teachers is down due to the COVID-19 pandemic.

As seen on page two of the handout, eligible teachers to retire is around 20% with preliminarily more retirements in FY22. They saw more retirements on the public safety side, i.e. police and fire.

Senator Kahn asked Director Karlon about the numbers associated with number of teachers against the number of teachers eligible to retire.

Director Karlon said there are 18,131 teachers in NH. The number of teachers eligible to retire, i.e. folks who are at least age 60, and, effective July 2021, the minimum retirement age increased to age 65, is about 2,481. They have a small number of disability eligible retirements for teachers.

Senator Kahn asked about the figure of 486 service retirements in 2021 and if that number was among the 2,481 teachers eligible for retirement. This appears to be a small percentage. Director Karlon said that is correct.

Director Karlon said the retirement eligible figure is pretty consistent. More than 50% of our teachers who retire, retire with more than 25 years of service. More than a third of teachers retire with 30 years of service. They often see that in these kinds of public service positions.

Senator Kahn asked if as long as we have details associated with age requirements, number of years of service, we could deduce the retirement eligible numbers. He asked how many that would come out to.

Director Karlon said the minimum age is 60 regardless of years of service. Folks are vested after ten years and they earn their right to a future benefit, or folks can take a refund and get their contributions back.

In FY21, the average teacher benefit was \$22,731 for NHRS. Almost all school employees in NH participate in social security, there is only one school district he knows that does not participate. 97% of retired teachers receive a benefit of under \$50,000. This is based on number of years of service and salary data. Retirees can also choose to leave some or all of their retirement to a survivor; about 1,000 of the previously referenced number of retirees are beneficiaries collecting. The average age of teacher retirement has increased due to life expectancy, teachers do tend to live longer than the average person.

62.4 to 64.1 is now the average age increase. Services have been averagely steady, insurance concerns or Medicare eligibility may have something to do with it. A lot of folks, especially working in public service, do not retire as soon as they hit retirement age.

Senator Kahn asked Director Karlon if the average age is based on the age in which they enter retirement. Director Karlon said yes, at the new service retirement level.

Director Karlon said most teachers retire on July 1 of that year as their contracts run through June 30.

Senator Kahn asked when the 2022 data would be available when.

Director Karlon said late October, early November. When the auditors are ready, NHRS is happy to share with Committee.

Director Karlon moved forward in his presentation to discuss the amended statute, passed by the Legislature in 2018, regarding retirement benefits of employees who rejoin the workforce and work for non-NHRS employers. There is no impact on their retirement benefit. They can work full-time or multiple jobs, however, the law does impact part-time work for NHRS employers. The annual limit is 1,352 hours, which breaks down to an average of 26 hours a week, cumulatively over the year. Separation from service was also created at this time in 2018 which resulted in a 28 day wait time to begin working again. There is a penalty in statute if someone were to exceed the annual 1,352-hour limit. Employers report this information at the beginning of the following year so it is too late for NHRS to remind folks that they may exceed hours. The penalty is the forfeiture of the state portion of their pension for twelve months, which is usually half. Since this law took effect, only one person exceeded the annual limit. If under a state of emergency, this would not apply.

NHRS plans to send reminders to employees on this again soon. Originally, there was a 32-hour a week limit. Then, we changed the law to this in 2019. NH has more expansive, allowable hours and a shorter separation period than other states. We are the most flexible in New England.

Retirees have reached out to legislators to modify this law to allow more workable hours in the past. There have also been more attempts to charge retirees.

Representative Ladd asked about the statute surrounding the number of hours retirees are allowed to work. For example, in CT, they allow a rate of 45% based on the salary of a full-time position.

Director Karlon said different states work through different proxies. Many states do it differently. He can send along a national chart on how states do this

Representative Ladd said he would like that.

Senator Kahn said he recalls the 1,352-hour limit debate in the Senate. They were concerned about group two retirees.

Senator Kahn asked if a teacher's contract ends on June 30th, would they be eligible for reemployment on August 15th.

Director Karlon said yes, they would.

Senator Kahn asked if the 1,352 hours is divisible by average, full-time hours, i.e. 180 days and 980 hours of classroom contact for secondary schools. He wonders if NHRS has encountered this maximum that would accommodate full-time employment during the school year.

Director Karlon said under RSA 100-A, enrollment is mandatory for full-time teachers which, by law, is a 30-hour minimum per week. For example, if you had two foreign language teachers, they would be working the same amount of time, just broken up differently. Part-time hours worked must be less than a full-time position; a part-time position cannot replicate a full-time position.

Representative Myler asked Director Karlon what the incident rate is for retirees who exercise this 1,352-hour accommodation.

Director Karlon said they do not approve requests; folks can reach out to them with questions regarding this accommodation. Employers in the NHRS are required to send this employee data to NHRS between January 1st and February 15th of the following year. They ask how many folks who are retired are working in these positions.

330 individuals were working in FY21. That does not reflect folks such as paraprofessionals who are in and out. The entire retiree population has been at less than 10 % of all retired numbers who continue working part-time.

Representative Myler asked, of that population percentage, how many of the 10% are teachers.

Director Karlon said he can't say.

Representative Myler reiterated that it does not make a difference what hours are worked or where as long as it adheres to statute. Director Karlon said yes.

Representative Ladd asked if it is true that retirees could work in subject shortage areas in NH for just one year, similar to what is done in CT, with no negative impact on retirement earnings.

Director Karlon said that is not true in NH. If NH were to go down that path, he would assume that NHRS would not comment as that would be a policy position. NHRS would look at, however, the potential funding impacts and how that could affect liability, and how that would impact future rate increases. There are a number of states that have critical need loopholes. For example, Oregon has a very strict annual 720-hour limit for all retirees, however, their critical need positions list is about 40 pages long.

Representative Ladd asked Director Karlon if retirees are restricted to where they can and cannot work or is it wide open.

Director Karlon said no, NH does not have restrictions and it is wide open.

Representative Ford asked how folks who transfer here are impacted by working through another retirement system.

Director Karlon said they are not allowed to carry into the NHRS system. The Legislature chose to repeal this in 2011 as we used to allow folks to receive credit. Recently, a person from CT emailed him regarding their 12 years of service and they lose it once they come to NH.

Representative Ford asked if that individual would have to start all over again.

Director Karlon said yes, depending on the state. Some states may allow them to still claim their benefit at some point. This is all statutorily determined by each state.

Senator Kahn asked Director Karlon about the 1,352- hour definition and the part-time nature of the teaching profession. For example, his neighbor's dad taught and is still interested in active employment to supplement his retirement. He is now teaching in VT, however, as he is ineligible to continue to teach and collect in NH. He would rather fill such needs in NH as a science teacher. If Keene High School wanted to hire him on a 90% basis, would that qualify as an employee who could still claim retirement benefits.

Director Karlon said he would believe so, it would probably be allowable at 90%, however, their legal team would need to look over the contract to understand any possible exceptions. As long as 90% does not equate to 30 hours a week, that would be fine. Anything under 30 hours a week would not trigger the cap.

Senator Kahn asked Director Karlon for clarity on the hour limitations by year, week, etc.

Director Karlon said anything more than 30 hours a week is full-time. 1,352 hours is a ceiling at an annual level. It is an older statute with a lot of patches.

Representative Myler asked Director Karlon what role social security benefits play in all of this.

Director Karlon said social security does not impact NHRS benefits. He can't speak to how NHRS benefits would impact folks' social security benefits though. For all group one members, teachers included, statute requires that NHRS recalculate their pension which, typically, results in a 10% reduction in their benefit. Age 65 is the hard stop. Anyone born after 1960 cannot collect until age 67. These were decisions made by the Legislature.

Senator Kahn asked Director Karlon what if teachers were not hired on an hourly basis, but on a percent time basis. He wanted to confirm that we don't already do that.

Director Karlon said that is correct, NH does not do that already.

Senator Kahn asked if that is a possible approach and how would that definition be modeled.

Director Karlon said if someone were to take a full-time job, their pension would stop. They would go back to an active member in the NHRS. Then, they would re-retire when it works for them. There are no stipulations for stopping pension and going back.

Representative Ladd asked Director Karlon if someone leaves for the first time and they are on Plan A through NHRS, what happens if/when the person wants to go back into retirement under a different place. He asked if retirees can change plans like that.

Director Karlon said statute requires political subdivisions employers, including school districts, they have a right to stay on for insurance similar to active employees when they retire. Some employers may pay premiums to offset cost for veteran employees. While other employers do not cover anything. There is nothing in statute that requires folks to re-give insurance options.

Representative Ford asked if someone works in NH for a number of years, leaves NH and works in another state, can they consolidate retirement benefits.

Director Karlon said they are not allowed, by law, to take another state's contributions without a change in NH's current statute. Other states do allow this though. This repeal took place in 2011.

Representative Ford asked Director Karlon for reasoning behind this statute.

Director Karlon said there was a lot of significant changes in 2011, due to cost concerns at the time, based on his research.

Representative Myler asked for clarity on the annual 1,352 hours. If teachers aren't working 8-hours a day, but instead, clocking hours working with students, that would be less than a full-time workday.

Director Karlon said the 26 -hour referenced previously was a weekly average, not a maximum. Someone could take over a class load for four months at full-time, because the 1,352-hours is an annual cap.

Senator Kahn asked if the 30–35-hour cap is in statute. Director Karlon said no, it is covered under administrative rules.

Director Karlon said the minimum participation standards for a political subdivision employee is regularly scheduled to work more than 35 hours a week. A lot of districts have paraeducators that work around 34 hours, some have them work more. School districts do have an option, by an affirmative vote of their governing body, to lower the minimum participation standards for paraeducators to 30 hours a week.

Senator Kahn asked Director Karlon about the fact that teachers are hired on a percentage basis, not hourly.

Director Karlon said when NHRS asks school districts for hours, they are typically referencing scheduled classroom hours.

Senator Kahn asked if legislation were to be filed next session, where would one find this topic in statute. Director Karlon said, he believes, under RSA 100-A:7.

Representative Ladd asked Director Karlon if we have a number of retired folks who take stipends to offer their time with children, i.e. sports programs, and would that have an impact on the conversation at hand.

Director Karlon said it does, the law does not carve out certain positions. Employers would report the hours spent doing whatever they were doing, they are all combined.

Director Karlon concluded his testimony/presentation at 11:20am.

Christina Pretorius and Matt Gerding with Reaching Higher NH began their testimony/presentation at 11:21am. They distributed a packet with four different documents.

Ms. Pretorius said effective, well qualified teachers are one of the most important resources that schools have. Fair and competitive compensation is a critical piece.

NH's average teacher salary in 2020-21 was just under \$62,000, about \$2,500 less than the average. NH is behind all New England states, except for Maine as theirs is \$57,000. This year, in 2022-23, ME will be increasing their minimum to \$40,000 a year.

As these figures are two years old, they expect ME's average to increase as they phased that increase in from their 2020 state budget.

NH is starting under \$40,000 which is less than the national average.

One handout compares MA and NH. They took border towns and compared them between the two states. For example, a teacher in Hollis makes \$67,000 annually as whereas the border town in MA makes \$83,000. There are other comparisons included in the packet. These numbers are telling regarding the opportunities available. Reaching Higher has made data requests in VT and ME. MA was readily available online.

Mr. Gerding discussed teacher wages and how they have not kept up with the rising cost of living. This is a national conversation.

The current average public school teacher salary in NH is a bit above \$62,000 which was a 6% increase over a three-year period since 2019. However, the cost-of-living increase was about 16%, which means teachers are approximately making 8% less in wages during the last school year, compared to 2019.

Mr. Gerding moved onto the handout reviewing salary comparisons to concentrations of poverty. Level one teacher salaries, i.e. first year with a bachelor's degree, as well as having a bachelor's degree having taught for ten years. They found that higher concentrations of students navigating poverty, students who receive free and reduced lunch, also pay teachers less than those districts with higher incomes.

Senator Kahn asked Mr. Gerding if they have correlations for these numbers. Mr. Gerding said they do have them back at their office, however,

they ran a NOVA on these numbers and it resulted in a statically significant key value.

Mr. Gerding proceeded to discuss socioeconomic variations. For example, property wealth in communities, with higher equalized value per pupil, are paying teachers more.

Ms. Pretorius said this data ends at the \$2 million dollar mark. They cut those out to see the nuances and they cut out districts with very high EPV, which is about six or seven districts removed.

Mr. Gerding said the average EPV in NH is just about \$1.3 million.

Mr. Gerding reviewed the lowest paying school district versus the highest paying district when charting out step payments based on years of experience. Their data shows that a teacher working in a lower paying district makes about \$19,000 less than a higher paying district with both having the same qualifications. A step 18 teacher with a bachelor's degree in the lowest paying district makes about the same as a first-year teacher, right out of college, in the highest paying district.

Representative Myler asked if you look at the salary schedule, are there any reports on incidents rates.

Mr. Gerding said the data being used was collected by NEA-NH and this data does not include charter, private, online or districts that negotiate at local levels. Some districts have 45 steps (highest), some have as little as 6 (lowest).

Representative Myler asked what their experience was with the breadth of steps that exist. Mr. Gerding said most have 10 steps, some have 6. He does not have the average number of steps on hand.

Ms. Pretorius said they chose 10 as that is where districts started falling off beyond that.

Representative Myler said when a teacher is looking at a school district, they are looking at the steps as an incentive to be in that district and stay in that district.

Mr. Gerding said, in most teacher contracts, there are off-step increases. But there are set numbers as well.

Senator Kahn asked which variations did they want to call the Committee's attention to.

Mr. Gerding said the socioeconomics is a big variation to point to. There are variations between districts around the state.

Ms. Pretorius also noted how other states are using ARPA funds to strengthen their workforce.

Senator Kahn asked if, in the ARPA guidance for NH, is there an ability to apply dollars for teacher compensation.

Ms. Pretorius said there is a lot of flex with certain funds to accommodate the struggles teachers and school districts are facing.

Senator Kahn asked if we can review how such funds can be applied in NH schools. Ms. Pretorius said no, as they are not aware if NHDOE plans to allot funding.

Senator Kahn asked about the ARPA funds that have been allocated.

Ms. Pretorius said s there is a \$350 million allocation in NH, 10% is allocated to the state and the rest goes to the school districts.

Senator Kahn asked if there are examples of how this funding is being used in NH. Ms. Pretorius said she would send examples.

Ms. Pretorius said some districts are using them to retain teachers and help students catch up.

Representative Ladd asked about page nine of their testimony and where the shortages of teachers are in relation to high paying versus low paying districts. There have always been shortages. He asked how different these two types of shortages are.

Ms. Pretorius agreed that districts that have had persistent shortages. Reaching Higher has requested data from the NHDOE over time, they are waiting on that request and happy to share once they receive it.

Representative Ladd asked, when asking for this data from NHDOE, is Reaching Higher asking about specifics for certified staff. Ms. Pretorius said yes, they are requesting data over the past 10 years in every critical shortage area.

Representative Ladd asked about if they are asking by the nature of the job, as he would like to see how this is changing.

Ms. Pretorius said they are trying to ask the lowest level of granularity as they can so they can get to work. They have requested information on the pipeline as well. The critical shortage data would be based on teacher shortage certification.

Senator Kahn asked if they have a number of studies underway relative to the work of this Committee. Ms. Pretorius said yes.

Senator Kahn asked if they could describe to the Committee what studies they are working on as illustrations would be great. He also asked when the data will be available. The big question of today is where does NH stand on salaries more broadly, as well as entry-level salaries.

Ms. Pretorius agreed and said she knows a lot of neighboring states are doing similar work to us as well.

Senator Kahn had questions about the data points associated with NH and opportunities available in this state, or lack thereof. He asked when this data was released. Ms. Pretorius said 9/19/22. NH's saving grace is our student outcomes/test scores.

Representative Ladd noted his work in Alaska and how there was high pay yet low achievement. Now in NH, low pay with high achievement. There are other attributes that go into how well you do the job.

Reaching Higher concluded their presentation at 11:53am.

Senator Kahn referenced an ECS article regarding cost-of-living adjustments. NH average is in the bottom 10. Their data is very consistent with Reaching Higher's data.

Brian Hawkins and Tammy Davis of NEA-NH provided the Committee with testimony at approximately 11:54am.

Mr. Hawkins spoke to NH's national ranking with average teacher salary data.

NEA does a report on this every year. The second piece of their testimony reviews a 25-year career achievement for salary comparables.

Ms. Davis said this provides a snapshot of 2021-22, of every school district's salary schedule, if you were hired there and where you would be in 25 years. They looked at an average and 35% of teachers have bachelor's degrees, 62% have master's degrees and 2% are beyond a master's degree. For the first five years, you're in the bachelor's category. Then, from your sixth year, you are in the master's category for the next 19 years.

Senator Kahn reiterated the goal of this table being to show cumulative earnings over 25 years using their assumptions. It appears in the highest paying district, you would earned twice the amount of a teacher in the lowest paying district. Ms. Davis said that is correct.

Representative Myler said, in his experience, the reason for such drastic changes is a result of union management coming together to negotiate union salaries and discuss disparities. Both parties should take credit for that.

Senator Kahn said while our average teacher salary is competitive, our starting salary is at the bottom. These are the facts we have in front of us. It is good to have multiple sources of data in front of us.

Mr. Hawkins acknowledged that the Committee is solely focused on teachers, however, they shared support staff data as well in their packet.

Senator Kahn asked why so few local school districts are included. Ms. Davis said the data is solely relative to NEA members, which is why it is so localized.

Representative Myler said this packet does answer his question about average steps.

Representative Ladd asked about the Manchester School District being represented differently on this sheet. Ms. Davis said that is because there have different bargaining units representing them.

Senator Kahn appreciates having a number of points of data to review as there is not one single source of data.

Mr. Hawkins noted if the pool of people paying into the system shrinks, that can have an adverse effect on the rates. He is not qualified to address that question but does want to raise it.

Senator Kahn asked Mr. Hawkins if folks were to be rehired, what step would they be rehired at and if school districts have standard practices. Mr. Hawkins will get back to the Committee on this question.

President Deb Howes of AFT-NH begins her testimony at 12:12pm.

AFT-NH has about 4,000 members.

In her testimony, she is referencing an Economic Policy Institute report from August 2022, titled “The teacher pay penalty has hit a new high.”

This report sheds light on recruitment and retention. This study equalizes pay over workweek periods.

Teachers, compared to other professionals with comparable degrees, get paid less. This has accelerated in the past ten years. Pensions no longer make up for the pay gap which used to be the argument.

The increased cost being paid out-of-pocket for healthcare is increasing as well. The economic benefit of becoming a teacher is becoming less and less sustainable.

The cost of getting a college degree is a big reason why folks are deterring others from going into teaching based on their experience over decades. There are figures for NH in this report as well.

Teacher penalty rate is 19.9% less than if they went into another industry. This is what we are competing against.

AFT contracts have a variety of tracks and steps. Their most recent one is 19 steps.

AFT experiences a lot of resistance when acknowledging that their experienced teachers, reach their top step, and there is not another step for them to move to.

AFT is hearing from school districts that, if you want to add money to the people who have dedicated decades, you will have to add another step. That is why one district has 45 steps. She knows a teacher in Nashua who has taught over 50 years.

If folks are meeting their continued evaluation, you have to show you are getting better and learning, it would require additional steps.

Representative Ladd said we do not have enough students going into the CTE track. His real concern is that our capital budget is not growing with the growing number of needs for CTE centers. There is also a need to have CTE instructors with skills on this certification track.

Ms. Howes said in NJ, they are working to get students into a pre-teaching program in high school. A class in Nashua also does this. Representative Ladd agreed that we have things like that in NH already.

Senator Kahn asked a question about page 4 of the report and that it appears that NH has lower weekly wage averages than other states. Ms. Howes agreed.

Senator Kahn asked if Ms. Howes has data on what is influencing the work environment. Ms. Howes said she does not have data today, but the Committee needs to talk about curriculum, the adoption of new programs so quickly, etc. Teachers are always having to relearn their job and then being told they are bad at teaching.

Senator Kahn said the average minimum salary for a teacher with a bachelor's degree is very consistent with data shared today. The top range falling in NH near \$60,000 and the bottom is close to \$31,700.

The Committee would like to schedule the following meeting dates in November: November 3rd at 10:00 AM, location TBD, and November 17th at 1:00 PM, location TBD.

Senator Kahn adjourned the meeting at 12:34pm.

Next Meeting Date: October 4, 2022

Report Deadline: November 1, 2023

AMRH

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: Tuesday, October 4, 2022, at 1:00pm in LOB 101

Start Time: 1:03 PM

End Time: 3:30 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 1:03 PM.

Senator Ward moved the 9/21 minutes and Representative Ladd seconded the motion. The minutes were adopted with Representative Ford absent.

Senator Kahn asked Ava to follow-up with Director Karlon on his attendance for either of the November meetings.

Senator Kahn introduced Superintendent Jennifer Gillis as the superintendent of the largest school district in the state.

Superintendent Gillis greeted the Committee. The Manchester School District has 2,000 plus staff that they employ. Superintendent Gillis did her doctoral research on principal retention which sparked an ongoing

discussion on retention.

This year, Manchester has been fortunate to hire over 250 staff members. Paraprofessionals and school nurses are still a struggle area, crossing guards and bus drivers as well. They were able to staff their teacher positions.

They work directly with NHDOE for alternative pathway certifications; they have 49 new alternative pathway certifications, which resulted in 121 alternative pathways.

Some of the hardest positions to fill were middle school science, chemistry, physical science, physics, secondary math and special education.

In their district, their pipelines pull from each other in that paraprofessionals want to be teachers, then, the school district needs to fill paraprofessional voids once that transition happens. Administrator desire to be teachers, too.

As for administrative turnover, the state average is about 3.6 years for a sitting principal. Nationally, it is 4.2 years. The question is how do we interrupt that rotation. Five years and beyond is when educational structure begins to take root.

Director Appleby asked Superintendent Gillis about school nurses and the issue of getting school nurses after the recent certification legislative change. Superintendent Gillis said they just absorbed them into the district this year, they were previously reporting to different locations. They did see some shortages, especially during the COVID-19 pandemic. They staff school nurses and nurse supports for IEP driven decisions. Trying to fill both buckets was tough to navigate.

Senator Kahn asked if their district is filling it with a school district oriented contract and not through the city. Superintendent Gillis said that is correct, they brought them in house.

Senator Kahn asked if there is a transitionary period. Superintendent Gillis said yes, there is.

Director Appleby asked about the principal turnover rate of 3.6 years as it

relates to Manchester. Superintendent Gillis said that is state number, not city level.

Director Appleby said he sees, in his work, district to district changeover.

Superintendent Gillis said it can be broken down by grade level and gender of folks migrating from the profession all together, not just within district. She is happy to review her previous research to get data on the “why” folks have left in this cycle. We want this to be a stable number and for schools to be stable and thriving.

Senator Kahn reiterated that we are, as a Committee, looking at classroom instructors solely.

Representative Ladd asked about instructors and teachers in the classroom, particularly related to CTE, where teachers are coming from alternative pathways.

Superintendent Gillis said yes, across the district, they are not different than any other group. They have 39 new alternative plans in place as of this year. More and more burden on system long-term is what we are trying to avoid.

Representative Ladd asked about the shortages she previously listed as it echoes what we are seeing around the state. Superintendent Gillis agreed. He referenced an issue he heard about of teachers leaving right before the school year starts. He asked if Manchester is seeing this issue.

Superintendent Gillis said he is correct. They looked at how they can maximize incentives. Behind the scenes, folks are looking at various ways to incentive during this competitive time. Their district teams did a really good job of planning deep by having candidates starting the process. While they still have shortages, their folks were strategic in how they conducted their interview process.

Representative Ladd asked if they have flexibility to negotiate a contract with folks to get them closer to the salary they are accustomed to.

Superintendent Gillis said no, they are confined within their collective bargaining agreements.

Senator Kahn noted that she did not mention CTE as shortage areas.

Superintendent Gillis said they did not, however, they often have other qualifications that they can be placed into later.

Representative Myler asked about the open positions and their ability to fill positions in a timely fashion.

Superintendent Gillis said they were able to open without voids in place, however, it takes a lot of stretch to ensure that mitigated plans.

Representative Ladd said their hiring process is unique and he asked how they are cultivating a diverse staff that represents their student population.

Superintendent Gillis said they are not close to where they need to be when it comes to diversifying their staff. They are working to make the hiring process less daunting.

Representative Myler asked about the 20 alternative certification numbers and how they track folks who are completing their certification/retaining them in their staff.

Superintendent Gillis said they have a few staff members that monitor this in coordination with NHDOE. They make sure real time input is available to these folks. They are fortunate to have a large staff.

Representative Myler asked how long does it take to complete once they start it. Superintendent Gillis said three years.

Senator Kahn asked if Superintendent Gillis could provide data on how many folks who begin the alternative pathway process actually finish it. Superintendent Gillis said she is happy to get back to the Committee.

Senator Kahn asked Director Appleby about the survey questions being succinct as there are different understandings by superintendents versus us reading the data when filling positions.

Director Appleby is apprehensive that we will get data that does not reflect the real on the ground vacancies.

Superintendent Gillis said their numbers, at least, would not include positions that they are temporarily working to cover.

Representative Ladd asked if the alternative certification provides for a more diverse list of qualifications.

Superintendent Gillis said she does not disagree with his points.

Senator Kahn inquired about the 49 alternative plan new hires mentioned by Superintendent Gillis and how many of those 49 are on a one-year plan. He also asked about the previously mentioned 121 teachers out of 2,000 on alternative plans.

Superintendent Gillis said those 121 teachers are on track for 1-3 year completion. There are different kinds of alternative certification. She will get back to the Committee on the one-year plan educators.

Senator Kahn noted that if you are to take 121 of the 2,000 total teachers, you will end up at about 5-6% of workforce being alternatively staffed. When thinking about course load, he asked if their districts considers those numbers as vacancies.

Superintendent Gillis clarified that it is actually closer to 10% due to the 2,000 figure including other staff members. That figure feels a bit high which is probably related to the COVID-19 pandemic.

Representative Myler asked how many teachers leave their district due to retirement.

Superintendent Gillis said it varies. The last few years have felt high. She said she look back to 2018 data (past five years) and get back to the Committee, per Senator Kahn's request.

Senator Kahn reiterated the COVID-19 pandemic has impacted the number of staff and federal funds. He noted those numbers are going to be higher to compensate for learning loss.

Senator Kahn asked about the paraprofessional pipeline as an alternative pathway.

Superintendent Gillis said they are coordinating with universities to understand the different programs available. They are looking forward to seeing the school debt relief program help acquire paraprofessionals. But remember, once you move paraprofessionals along to teachers, you then lose paraprofessionals. They have a good rate of moving paraprofessionals along to teachers.

Senator Kahn asked if they have a partner institution.

Superintendent Gillis said SNHU is one of their partners and they have connected with others as well to find ways they can grow.

Senator Kahn asked how many years this process has taken. Superintendent Gillis said, she believes, 3-4 years.

Senator Kahn asked Superintendent Gillis if there is a staffing implication for their staff who are working on this. Superintendent Gillis said not currently.

Representative Myler asked Superintendent Gillis what are some of the issues she is hearing from teachers that are impacting their desire to stay in this profession.

Superintendent Gillis said this is a high demand role at this time. Teachers are trying to close learning loss gaps while keeping kids on track for graduation. Teachers value their students, that is what she hears most. Getting back into the groove after COVID-19 is a transition. They are feeling the pinch on the demand on them – trying to close this gap, quickly, and with efficacy. The behaviors and presentations students are bringing to school every day can be heavy on the head and heart. Demand and expectations are both high.

Representative Myler noted a conversation he had with a teacher recently on the rate of students falling behind currently.

Superintendent Gillis agreed and used a third grader as a good example of someone who has not been physically in school for their entire educational experience.

Representative Ladd noted the loss of thousands of students since the

COVID-19 pandemic. The special education population has historically been around 30,000. However, with the declining population, special education needs are actually increasing. He has heard that the need for special education is increasingly growing. He asked how we address that.

Superintendent Gillis said that is tricky question to answer. There are three variables; they are seeing increased numbers, but they are using their internal systems to address this issue. Remember, everyone is competing for that same pool of folks.

Senator Ward asked Superintendent Gillis about paraprofessionals. She asked if someone would have to go through the whole three years with previous experience.

Superintendent Gillis said they would really have to look at candidates individually to know what a possible certification track may be.

Representative Ford asked about the entire induction process and how it is expanding exponentially. From students to parents to staff.

Superintendent Gillis said his perception is accurate. Now after COVID-19, it is a reintroduction time with added burden. We have a little bit of a perfect storm. Their teams are working masterfully. It is a heavy lift.

Senator Kahn reiterated the importance of ensuring that districts all around the state, especially Manchester and Nashua, prioritize diversity in their staff. The Committee plans to hear from folks on this topic at future meetings.

Superintendent Gillis said she is happy to attend another future meeting on this topic.

Superintendent Gillis concluded her presentation at 1:47pm.

Christina Pretorius of Reaching Higher NH began her testimony a 1:47pm.

Ms. Pretorius noted that this survey was issued in May/June 2022. This was administered through email, social media and other organizations. They received 600 responses with 383 teacher responses. They are happy to

provide more information on the other professions at a later date. She wants to emphasize that this was not randomized, nor did they weigh any answers. This should not be viewed as representative of the entire education population.

Some of these findings echo Superintendent Gillis' testimony – salary concerns, high demand, current climate, etc.

Concerns around consequences on teachers was a main issue cited. The new divisive concepts statute was elicited specifically and was at the top of people's minds when leaving the state.

Support by school board, or lack thereof, was also an issue mentioned.

Senator Kahn asked how many options someone could choose for their reasons for leaving. Ms. Pretorius said they were asked to choose up to three.

The handout provided by Ms. Pretorius addresses the top issues that lead teachers to leaving the state.

They had a number of open-ended responses on this survey.

This was an anonymous survey to encourage folks to feel comfortable to be honest and open with their answers. Questions related to respect was a big one.

There were a lot of calls for mentorship, increased salaries, etc.

This survey was intended for school staff and educators who are leaving. However, the replies came from folks who are not leaving but wanted to be heard.

Representative Myler asked Ms. Pretorius about the specific items that were included under the climate category.

Ms. Pretorius said this was a multiple-choice survey, however, respondents were given a chance to answer open-ended questions. Concerns around student behavior, accountability in a broader sense, etc. were discussed in those answers. A lot of educators are wearing multiple hats. Concerns about

the school funding formula and how it creates different opportunities in varying districts arose as well.

Representative Ladd asked if Reaching Higher did a deep dive into this elementary-type districts as some districts are always in an uproar; he asked if they have specifics on where these responses originated. Leadership and climate in the school is reflected on the supervision by that school's principal. NH principal retention being below the national average is concerning for the everchanging environment within these leadership spaces. He asked if they have any data reviewing high turnover rates of leadership in schools.

Ms. Pretorius said they are planning focus groups for the fall/winter of this year to allow for more in depth information. She will get back to the Committee.

Ms. Pretorius concluded her testimony at 1:58pm.

Senator Kahn asked Superintendent Gillis about these additional duties and how she would suggest we ask such a question of other superintendents to get a sense of the scope and permanence of additional duties – what are mitigation plans to address these threats, the span of “additional duties” and the breadth that might include. He hopes to better understand how that intersects with the Committee's work.

Superintendent Gillis said she would like to sit with that question and get back to the Committee.

Director Appleby noted NHDOE's administrative rule which permits teachers to teach outside of their endorsed subject area up to 50% of their work week. For example, if a teacher is teaching five periods in their subject, they could teach two additional periods outside of their subject area. This rule has been in place for many, many years and is heavily used around the state; this rule could cloud the answer to Senator Kahn's previous question. We do not collect period data, so, for example, schools with a sixth period would result in a different dataset when looking at additional duties/time spent. In November, NHDOE will be able to provide how many educators are teaching outside of their subject area.

Superintendent Gillis said it looks like the Committee is looking for hard

data and what life actually looks like for educators.

Senator Kahn recessed for a brief moment.

Senator Kahn acknowledged the University System of NH and NHTI for introductions and their testimony:

- Pat Cantor, Associate Provost at Plymouth State University
- Michele Dillon, Dean of the College of Liberal Arts at the University of New Hampshire
- Tanya Sturtz, Chair of Education and Director of Educator Preparation at Keene State College
- Kelly Moore Dunn, Chair of Education and Director of Teacher Education Conversion Programs at NHTI

Michele Dillon of UNH thanked the Committee, on behalf of USNH, as they are appreciative of this work as this is a national issue, especially following COVID-19. USNH has been a tremendous asset to the state for decades. They've seen similar data nationwide as presented by the previous presenters.

Senator Kahn asked what creative ideas each of the institutions have had to get folks to pursue education degrees.

Kelly Moore Dunn introduced herself as the Chair of Education at NHTI and Director of Teacher Education Conversion Programs at NHTI.

Pat Cantor introduced herself as the Associate Provost at Plymouth State and an Education faculty member for about thirty years. She started her career as a preschool teacher. She also runs the North Country Teacher Certification program.

Tanya Sturtz introduced herself as Chair of Education and Director of Educator Preparation at Keene State College. She leads all educator prep programs in the USNH. She does a lot of the partnership work in the Monadnock Region. She was a professor with Senator Kahn during his time at Keene State College.

Michele Dillon introduced herself as the Dean of the Education Department

at UNH. She is previously a professor of Sociology at UNH.

Senator Kahn asked if Education is the biggest major in UNH's Liberal Arts College. Ms. Dillon said no, it is psychology. They are doing things to expand their majors.

Senator Kahn asked how successful NH is in retaining recent college graduates who are to become educators.

Ms. Dillion said 77% of graduates from UNH have employment in NH. 57 of 74 graduates are employed in NH. Another handful work in MA. This is based on 2021 data.

Director Appleby asked for clarification on where these folks are teaching, i.e. public schools, non-public, etc.

Ms. Dillon said it is not broken out in the data. Her understanding is that most graduates go into public education. Many do internships with public schools as well.

Ms. Sturtz said they have a few different programs at Keene State College. They undergraduate and graduate programs. For special education and education leadership internships, those result in about 10-15 interns per year. They tend to stay in NH more than their undergrad program. From 2021-2022, they had a total of 186 completers from across educator programs. They stay locally due to field placements. About 50% stay in NH, however, a lot leave due to the cost of living. Students come from all over New England to Keene State College. Due to their large number of graduates, they are working with NHDoe to track graduates which helps get more data on where teachers are working. She recently looked into alumni who are teaching in one specific school district where Keene originally trained them. In the last ten years, she saw people still teaching in the areas where they were licensed originally. She had a recent encounter with a principal who told her that the intern students from Keene are quality educators, who are prepared, and wanted at these schools. This principal wanted these students/interns to stay within his school. The big question is how we can keep these educators in NH.

Ms. Cantor said the types of students preparing to become educators want to stay in NH based on the certain type of certification earned. Plymouth's

undergrad student licensures are around 50% since 2018. With regard to more advanced licensures, i.e. school psychology program, etc. is closer to 75%. In specialized programs, like the North Country Teacher Certification program, which has been in place since 2005 in partnership with White Mountain Community College, since 2016, there has been 34 graduates, of which 30 of them work in NH .

Ms. Dillion noted the TRRE Program, Teacher Residency for Rural Education, which is federally funded, has worked well in NH. This five-year program places a cohort of teachers in Coos County and graduated 35 teachers. A lot of them continue in elementary education, not secondary, in the area.

Senator Kahn asked how many teacher educator prep students are graduating now. Ms. Cantor said, in 2021, they had 99 graduates from the undergrad program and 26 from their advanced graduate programs.

Representative Ladd asked how many of them offer speech pathology programs. In his area, they are contracted with folks all the way down in Concord to offer speech pathology assistance.

Ms. Dillion noted that UNH has pathways to get to such a degree, not a specific program. It is important to remember the challenges of staffing these programs and how you need to set such programs up in specialized areas.

Ms. Sturtz said if you have a program, you need full-time staff to assist in meeting state and federal standards as well as the expectations of the university. It is not about just offering a program, but ensuring that resources are in place. The teaching profession culture has affected the students coming into these programs. We need to change the culture. We are hearing less of that which speaks to the stress put on the teacher pipeline.

Representative Ladd said prior to the COVID-19 pandemic, 60% of secondary students went outside of NH to seek education. What are we doing to market education programs in this state so that we can attract students. That is one way to attract revenue as well.

Ms. Dillion said all departments and students do this work. UNH started

the “Be a Teacher” website to bring folks together to encourage prospective students and social media outreach. They also meet with school counselors on campus and Associate Deans go to schools locally, too.

Ms. Sturtz said incentives associated with financials really help. Money is a huge factor when students choose their education path. Sometimes, the bottom line is what folks can afford.

Senator Kahn asked if USNH has tried to experiment with ideas to get new programs on the roster.

Ms. Dillion said they have a new cohort for their elementary education program at UNH and it is a four-year bachelor’s degree, focused on equity, diversity and inclusion. Prior to two years ago, it had to be a five-year program so an accelerated master’s degree. Now, we can do this kind of program in four years. One of the biggest markers at UNH is the high-quality internships students can have before they work in the classroom. As of September, UNH has 28 first-year students in this program.

Ms. Cantor discussed the partnership with the Littleton School District. The Littleton School District is paying a monthly stipend and providing housing to six interns who will be in their district a whole year for this residential internship. This program is made possible by the district providing this stipend and housing for students, both of which are real obstacles for low-income students. Programs like this, while small in scale, help mitigate the financial hardships facing students. Littleton doesn’t expect all folks to stay in district, however, they hope they will. Other superintendents have expressed interest in a program such as this. The combination of high debt and the low-salary after graduation is what students are struggling with.

Ms. Sturtz said, through their one-year special education masters, all students have been hired by schools to be paraprofessionals. It is hard to say what financial initiatives they offer as a university while they, as a financial institution, have had to cut things down budget-wise. They have been working with their financial aid office at Keene to make sure scholarship funds are available. They have been preparing students for over a hundred years at Keene. SAU 29 recently reached out to see how they could work with the school to help with this educator pipeline issue. USNH and the Community College System (CCS) work with the school districts and are constantly trying to find ways to get students the help they need.

Ms. Dunn said, for context, they have a very different population than USNH. Their students move on to get an associate degree and then move to a four-year institution. Then, we have folks who are looking to change career paths to the education profession after being in a completely different profession for most of their life. Their post-graduate program is only 14 years old which is aimed to help fill critical shortage areas. They are not huge programs. Last year, their numbers were pretty stable as between 18 and 22 students got post-bachelor's degrees, whereas some have PhDs or masters. This program was innovative at the time for a community college. They focus their CTE relationships with high schools as well. They partner with Concord. In terms of the undergrad student population, there are about 40 students who complete early education and education programs annually. That number doesn't tell whole story as many students transfer before they get their degree. Some students come to the college with six or nine college credits already. Running Start courses also help their students when they get going with credits – as a of last year, out of 23 completers, 9 are in education programs this fall. There are 29 students enrolled with 28 interested in teaching. These partnerships are great to help innovate and focus on the populations that need it.

Senator Kahn asked about the definitions being used for teachers is pre-K through 12th grade. NH does not have a universal pre-K requirement; however, we know there is a shortage. He asked if their associate degree programs are geared towards early childhood.

Ms. Dunn said it depends on the program and degree. Some students can immediately join the workforce, some then proceed to a four-year institution. It is taking paraeducators longer to get degrees. These folks need a living wage and be able to afford to live. That is a barrier. Another innovative program is the approved apprenticeship program, which won't meet all the needs of paraprofessionals as every 18-year-old is not ready to work that hard just yet. Some folks may have children in their school, this apprenticeship will pay for their tuition, salary, and benefits, which helps folks do the job and afford to live.

Ms. Dillion said the recent UNH merger with Granite State College (GSC) can help with this issue as they provide online offerings.

Senator Kahn asked Ms. Dunn about NHTI offering a certificate degree

which would be a one-year experience. She said yes, they do offer it, but it depends on the certificate they are pursuing. CTE experience in high school can also impact their certificate choice.

Senator Kahn asked about the approximate 40 completers each year and if certification students are included.

Ms. Dunn said yes. At some point, 80% of their students become teachers, not always right away.

Representative Myler asked if the certification process is difficult or burdensome.

Ms. Sturtz said there is a financial piece to all of this. The background checks and the \$250 two-time criminal checks are costly. The praxis exams have a cost where students can struggle affording that, too. There are a lot of fees that add up.

Director Appleby noted his experience with the financial piece as his daughter went to UNH. He has heard the number one complaint is that student teaching is unpaid, then, you have to pay the college for such unpaid internships. He knows kids who had to quit their jobs, go unpaid and incur debt to student teach.

Ms. Sturtz and Ms. Dillon said there are issues with folks not being able to get paid while also receiving college credit.

Director Appleby said when you talk about kids in these programs, a lot of folks in different professions do get paid for internships.

Senator Kahn wants to park question and circle back on state examples.

Representative Ford said another big issue is healthcare, particularly for those with families who are going to school. Not just salary issues at play, but the absence of benefits that come from being employed.

Ms. Dunn added that there are student teachers that do get paid, i.e. through apprenticeship programs. Alternative pathway folks are also teaching and getting paid through an approved program.

Senator Kahn asked if the USDOL approved this program and they all said yes.

Representative Ladd referenced the Granite Guarantee Program where you become eligible through your Pell Grants. He asked if it would be helpful to attach language that says if you receive this program, you must remain in NH and teach for at least three years.

Ms. Sturtz and Ms. Dillon said that sounds nice. It would be nice to offer more incentives at low-performing schools. Ms. Sturtz visited Winchester School and it was sad. Ms. Dillon noted that she could see pushback to this idea due to the political climate.

Senator Kahn said, when we look at other states, we may find more information on this.

Representative Ladd noted the need to look at tuition costs.

Ms. Cantor reminded the Committee of the low amount of affordable housing in NH. How could you require folks to stay in NH when no housing is available.

Representative Ladd asked about possible pathways to translate a history major student, not an education major, into this profession track.

Ms. Dillon said UNH has hired someone precisely to work with other social sciences to develop certain pathways in different majors. It must go through internal review.

Ms. Sturtz said, at Keene, they are known for their exemplary departments so they do see that crossover. Allowing for more flexibility through the taking of the praxis opens more doors.

Representative Myler asked about school leadership and how we define it as it is foundational in providing the right kind of climate in a school.

Ms. Dillon said she would follow-up with the Committee on this.

Senator Kahn said we know where the critical shortages are. He asked if it

is possible to direct more students into these programs. He also asked if they are having success in navigating these shortages.

Ms. Dillon said of course there is dialogue. When young people are looking at their potential salary starting at \$40,000 annually, that deters people when they hear of their friends getting paid exponentially more in different sectors. USNH is deeply committed to the success of their students and the state of NH.

Ms. Cantor reiterated Dr. Gillis's points regarding the impact of COVID-19 on elementary and high school students. They are seeing similar impacts on college students, especially in mental health. Students may come in and had a very different high school experience and a different view of what education/teaching means. Meeting the mental health needs of their students is on their minds all the time. That is a new factor, or exacerbated at least, which of course influences choices as well.

Ms. Dunn said the adult learner, or career changer, is an important perspective to consider. Keep in mind, mentors in the field are already overworked. NHTI helps fill out paperwork so that school districts don't have to. It is one thing to write your name on paper as a mentor, but in critical shortage area, career changers are now novice in these fields where they were experts before.

Ms. Sturtz said she appreciates that Senator Kahn invited them before the Committee. She noted it would be great, and important, for the Committee to stop by their campuses to hear from students directly. While they are representing the students today, their experiences and voices are powerful and would add depth to the overall conversation.

Senator Kahn said if they are willing to facilitate, maybe we could take them up on that offer to stop by the campuses.

Representative Ladd said he has already done that which helps bring issues to the surface for understanding purposes.

USNH and NHTI completed their testimony at 3:14pm.

Senator Kahn and Committee Members reviewed the potential agenda for the upcoming 10/19 meeting.

Senator Kahn adjourned at 3:30pm.

Next Meeting Date: October 19, 2022

Report Deadline: November 1, 2023

AMRH

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 a 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 a 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

**Committee to Study New Hampshire Teacher Shortages and Recruitment
Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee Organizational Meeting Minutes

Meeting Date: 03/10/2023

Time Start: 1:06 PM

Time Close: 1:48 PM

Members Present: Senator Ruth Ward, Senator Donovan Fenton, Representative Rick Ladd, Representative Mel Myler, Representative Oliver Ford.

Members Absent: Director Steve Appleby (NH Department of Education).

Senator Ward opened the organizational meeting at 1:08pm as the First-Named Senate Member.

The present members of the Committee introduced themselves.

Representative Ladd nominated Senator Ward for Chair of the Committee. Senator Fenton seconded the motion. The Committee voted 4-0 to elect Senator Ward as Chair.

Senator Ward explained that the Committee is reorganizing because it is a new year, and that the Committee met last term. She stated the purpose of the Committee is to study New Hampshire's teacher shortage and look at retaining the state's teachers. The report is to be presented on November 1, 2023.

Representative Ladd explained that the Committee has gone on for a year. He said they have interviewed several people: post-secondary education teachers, superintendents, retirement system employees and more. Senator Kahn and the Committee came up with recommendations at the end of the last meeting. The House members of the Committee have worked with Steve Appleby to have gone forward and passed legislation dealing with the emergency certification for schools in affected areas.

Representative Ladd explained that a problem has been that people need a second year to complete the teacher certification program. He stated the bill passed

through committee unanimously and that it is one way to address the shortage in math, science, special education, and technology teachers.

Rep. Ladd recited a story from Chris Dodds of Salem in which a person decided to take a higher paying job in the Midwest the week before the school year began. He stated that the people are chasing the dollar. There is a scarcity of teachers and high demand.

Representative Myler explained that he introduced a bill dealing with rebates for teachers going to rural areas. He asserted that incentives are a big piece of the solution. He stated that the Department of Education forgives \$12 thousand in loans for work over a five-year period.

Senator Ward stated that she believes there is language in the Governor's budget to address retention.

Senator Fenton discussed SB 217, establishing a rural and underserved area educator incentive program for higher education, and making an appropriation therefor. He stated that it was re-referred to the Senate Education Committee on the hopes that there is a similar provision in the Governor's budget.

Senator Ward inquired if there are any other reasons for why teachers are leaving or not coming back after COVID. Rep. Myler explained that Director Appleby has been conducting a survey on this topic.

Representative Ladd brought up recertification. He stated that some individuals may be in other states with New Hampshire certification. This obscures the data the state government has. He stated Director Appleby will provide more information and updates at the next meeting.

Senator Ward asked who should be invited to come in and speak before the Committee.

Senator Fenton stated that he wants people on the ground at schools. He said he wants to find out why teachers are leaving. He asked what incentives there are to be a teacher.

Senator Ward stated that the skills required for teaching are easily transferable to other jobs.

Representative Ladd mentioned a concern brought up by superintendents. In Haverhill, there have been exceptional teachers, but they are losing them. Rep. Ladd stated that Hanover can pay teachers thousands more dollars per year. He said he wants to bring people in and ask them what the government can do, how to

keep teachers in the community. Rep. Ladd said that loan forgiveness is one thing to bring people in but how to keep them there.

Senator Fenton stated that New Hampshire's teachers are being cannibalized. In addition to New Hampshire schools taking each other's teachers, New England is looking and poaching NH teachers. He asserted that the State needs a multifaceted approach.

Senator Ward said that the solution must be more than just salary. She asserted that NH teachers need flexibility and support.

Senator Fenton pointed to SB 218-FN-A, which would establish an early educator professional development grant. He said the bill gives grants to school districts to get new teachers to stay.

Representative Ladd stated that he had spoken with the Dean of a New Hampshire university. The Dean had stated that the student population who is majoring in education is decreasing. Representative Ladd pointed to many reasons.

Senator Fenton asserted that salary cannot be understated in this study. Loving teaching is not enough incentive, and that the committee cannot ignore how critical money is to the recruitment and retention process.

Representative Ladd stated that Career and Technical Education (CTE) Centers are important. Many New Hampshire students are introduced to education at CTE centers. Rep. Ladd wants to know if kids are becoming interested in CTE programs. He suggested that students working in CTE centers could entice them to go to in-state community college, and then obtaining a degree from university through the 2+2 program. Rep. Ladd expressed a desire to have some of the directors of CTE centers come to the committee and explain if they are seeing an increase in eligible teachers.

Representative Myler said to talk with National Education Association of NH (NEA-NH) to learn what problems have caused teachers to leave.

Senator Fenton said that Brian Hawkins of NEA-NH can speak for that.

Representative Ladd stated that community colleges are just as important as CTE centers, and that the Committee needs the full story.

Representative Myler reviewed the Committee's priorities: Director Appleby's survey and certification survey, bringing in superintendents to discuss the state of the teacher shortage, CTE programs, and talking with NEA-NH.

Senator Ward questioned if teachers will be honest when they come in and speak with the committee, pointing to the tension between administrators and teachers.

Senator Fenton stated that administrators are a big tool for the committee and should be spoken to. He said that the Committee should keep rhetoric out of the room and just focus on the problem at hand.

Rep. Ladd suggested bringing principals in to speak with the Committee, as he is a retired principal. He questioned if people could be brought out of retirement to teach without affecting their retirement benefits. He asked if there was a way to add to benefits if they come out of retirement.

Senator Ward stated that the superintendent in Newport can be brought in.

Representative Myler stressed that continuity of leadership is important.

Rep. Ladd said that he wants Appleby to explain alternate pathways for entering the field of teaching. He mentioned technical degrees, and if that is applicable to the profession. He stated that some retirees have a technology background, which the Committee can discuss with them.

Rep. Ladd expressed a desire to speak with special education teachers. They deal with hard issues, and the tenure of the position is probably short, but the need is massive. Rep. Ladd said that the need has not changed in a while. In fact, a larger percentage of the population is eligible for an individualized educational plan (IEP).

Senator Fenton asked if any of those options were included in House Bill 1 or HB 2.

Rep. Ladd said that they are included in HB 540, in weighted categories. He stated that IEPs are costly. There are 3000 kids requiring special education services for more than 80% of the day, 23,000 requiring services less than 80% of the day, and 700 who cannot attend school. He stated that small districts are being nailed because budgets are based on last year. If a student with special needs moves into the district, it can cripple the budget. He said that provisions to deal with this are being incorporated into HB 2, but getting it into the HB 1 formula is key.

Rep. Myler said he is in contact with Bridey Bellemare, the Executive Director of the New Hampshire Association of School Principals and expressed interest in bringing members in to speak.

Rep. Ladd mentioned school counselors. Is there a shortage? He said the Committee should bring them in.

The next meeting was set for Friday, April 14 at 1:00 PM in Legislative Office Building Room 101.

**Committee to Study New Hampshire Teacher Shortages and Recruitment
Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee Meeting Minutes

Meeting Date: 04/14/2023

Time Start: 1:00 PM

Time Close: 2:01 PM

Members Present: Senator Ruth Ward, Senator Donovan Fenton, Representative Rick Ladd, Representative Mel Myler, Director Steve Appleby (NH Department of Education).

Members Absent: Representative Oliver Ford.

Senator Ward opened the meeting at 1pm.

The Committee introduced themselves.

Senator Ward stated that the first order of business was to review and approve the March 10th meeting minutes. Senator Fenton moved to approve the minutes, and Representative Myler seconded the motion. The motion passed 4-0, with Director Appleby abstaining.

Dir. Appleby presented the report of the survey study, which he has been conducting. He explained that he had put together the information in the fall, and that the version in front of the committee was updated. He explained that the study examined teacher renewal data from the last 12 years.

Dir. Appleby stated that there are 28 thousand educators licensed in New Hampshire. Approximately 3 thousand never renew their licenses. He explained that 25 thousand must renew their license every 3 years. Dir. Appleby explained that the study speaks to just licenses and the actual individuals who hold them.

Dir. Appleby explained that the renewal season was from January 1 through June 30th each year. Last year there were 9,444 renewals, including late renewals. He explained this is a large increase over past years. He said that there are more

licensed educators than every previously recorded. Senator Fenton asked if that included substitute teachers. Dir. Appleby responded that it does not.

Dir. Appleby explained that, in the study, out of state means that they do not live in New Hampshire. He explained that many live in the surrounding states but teach in New Hampshire. Sen. Fenton asked if all included in the report are active, which Dir. Appleby stated was unknown.

Dir. Appleby stated that the renewal data does not support that New Hampshire has a shortage of teachers. Senator Fenton asked if the study only examined public schools. Dir. Appleby confirmed this. He explained that public school teachers must have a license and that the data was almost all from public schools.

Representative Ladd asked if the 3-year cycle for renewal is standard. Dir. Appleby explained that the cycle is different for other states. He stated that New Hampshire is considering a 5-year cycle, like other states have.

Dir. Appleby gave an overview of page two of the report, dealing with a statute. He explained that every superintendent can declare a “critical staffing shortage” to lower the bar to entry into teaching. He stated that a superintendent notifies the Department of Education (DoE) of a teacher shortage, and that it signals the DoE to lower the bar for entry.

Dir. Appleby gave a brief overview of page 3, which outlined New Hampshire’s local critical shortages. He explained that 20 of 107 SAUs have declared a local shortage. Sen. Fenton asked for clarification that the study found that only 40 teachers were hired through the critical shortage process. Dir. Appleby confirmed.

Dir. Appleby explained that the process is typically for emergency situations, particularly medical issues. He explained that it is used as an entry point to bring someone in for a year of eligibility to potentially fill a leave issue. He stated that this is a “try before you buy” situation in that the schools may use the year as a test to see if the person is a good fit. If the fit is good, then the school works with the person to get full licensure.

Rep. Ladd asked why, in the language of the statute, the word “teacher” was changed to “educator.” Dir. Appleby explained that “teacher” refers to an in-classroom teacher. He explained that by changing to “educator,” it allows districts to broaden the use of the local critical shortages. He stated that this was a request from superintendents.

Sen. Fenton asked about the data from previous years. Dir. Appleby stated that he could get that data, and that there was more shortage before the pandemic. He

explained that the number of shortages dropped from mid-50s to mid-40s, about a 20 percent drop during covid.

Dir. Appleby gave a brief overview of the next two pages, which details the most current critical shortage list. He noted that a new list was forthcoming, as this one is two years old.

Rep. Ladd noted that the list has no math teachers on the list. Dir. Appleby explained that New Hampshire already has a declared statewide critical shortage in math. Local areas only declare their own shortages when a statewide shortage is not declared.

Rep. Ladd asked for the reasoning as to why speech pathologists are on the list. Dir. Appleby stated that it is due to a nationwide problem. He explained that the law creating an endorsement for speech language specialists was repealed last year. He explained that pathology requirement used to go to a master's degree, but people are only using bachelor's degrees for the job. He stated that by repealing the endorsement and moving everyone into pathology, it was a way of providing the services in schools. Rep. Ladd asked if New Hampshire's licenses require a master's degree. Dir. Appleby explained that the state has many different licenses, some of which are much more comprehensive.

Dir. Appleby stated that data for the survey was collected during the fall. He explained that the deadline was extended multiple times, and that their efforts ended with a 59% answer rate. He stated that if there is a terrible shortage of teachers, the data cannot validate that claim. He explained that the data is wonky because the data system looks at individual districts, not SAUs. He said that there is cleanup work to do on the data, but that it gives an idea of open positions around the state. He stated that for any given position there seems to be a 10% vacancy rate.

Dir. Appleby, at the request of Senator Fenton, explained the columns on pages 10-12.

Dir. Appleby explained the "minor assignment rule," that a person must have a license in the subject they are assigned. However, less than 50% of the work week can be teaching outside of that subject. He stated that it is not uncommon for social studies to be covered by other teachers., and that the policy provides flexibility from a staffing standpoint. Sen. Ward asked if these teachers need knowledge in those other areas. Dir. Appleby explained that the only stipulation is that the principal thinks they are qualified. He said there are many ways to gain the principal's approval, but they do not need to prove knowledge to the DoE.

Sen. Fenton pointed out that columns 2 and 3 on pages 10-12 are very important. Dir. Appleby agreed and expressed his hopes to clean the data for the next meeting.

Dir. Appleby stated that he is looking to do a study this year by school to try to provide greater detail. He said that he believes that the Committee will find that math, science, and special education are problem areas based on the feedback he has received.

Dir. Appleby asserted that hiring teachers is different in different parts of the state.

Senator Ward asked if public and chartered public schools are both included in the study. Dir. Appleby responded that the number of public charter schools is low.

Rep. Ladd asked how the technology education sector is doing. Dir. Appleby answered that there was testimony in the fall from tech ed teachers. He said that Salem could not pay enough to hire a computer science teacher. He stated that compensation is a massive problem.

Dir. Appleby mentioned that a few weeks ago, Nashua held a job fair and the number one job with the most openings was paraeducator.

Dir. Appleby stated that the biggest takeaway from the study was that the response rate of 59% was bad. He said there is a need for a new way of collecting data. He stated that the information is important because it would affect the United States Department of Education's forgiveness program. He stated that the survey has changed at the national level, so the New Hampshire DoE has changed too. Dir. Appleby expressed his high hopes for better responses and better data from a new study.

Dir. Appleby provided a brief overview of a site-based licensing plan. He explained that there are several pathways to becoming a teacher, sometime as an option to come in mid-career. He explained that intern authorization can take up to 3 years. During that period, the applicant meets entry level requirements, is assigned a mentor, and creates and works on a development plan. He explained that this is meant to fill the holes in a prospective teacher's knowledge. He stated that a person may have knowledge and skills in a field, but that person may not be able to teach that field. The intern program helps in that transition.

Dir. Appleby explained that more people are bypassing traditional programs to become teachers. A few years ago, there were 500 statewide using an alternative pathway to become a teacher. Now, there are more than 1,200. Dir. Appleby said that those who utilize alternative pathways were looked down upon, and so the

DoE sought to improve the rigor of those pathways to ensure that the standard was kept or raised.

Sen. Ward asked for clarification regarding alternative pathways and the need for a course. Dir. Appleby responded that Granite State College is piloting a program to fill in the piece for alternative pathways. He explained that it is geared toward working folk and providing opportunities in colleges.

Rep. Ladd asked if districts provide financial assistance for the site-based pathway. Dir. Appleby responded that many districts pay for the program and pay for education too.

Rep. Ladd asked about requirements for paraprofessionals. Dir. Appleby stated that a bachelor's degree is needed.

Sen. Ward asked if there was a difference with career and technical education (CTE) centers. Dir. Appleby responded that CTEs have a low bar to enter and that they look at field credentials earned from them.

Rep. Ladd asked if there were any carrots that could ensure that superintendents give survey information in the future. Dir. Appleby stated that he has advised legal counsel on the matter. He explained there is a statutory requirement to report various pieces of data. He said that legislation may be coming to the House or Senate to change the language. He explained that the lack of responses affects the federal loan forgiveness program. ‘

Senator Fenton asked what happens if a superintendent cannot fill out the survey. Dir. Appleby stated that the superintendent is the responsible party, but that typically human resources complete the surveys.

Rep. Ladd asked about the tenure of superintendents. He added that, in his experience, a 5-year run as superintendent was exciting. He asked about the rotation rate at that position. Dir. Appleby responded that the New Hampshire School Administrators Association (NHSAA) could not get many survey responses either. Dir. Appleby said that he would like to attribute lack of responses to turnover, but he is unsure. He stated that he is working with developers to improve surveying.

Rep. Myler stated that a large amount of state funding goes to local schools. He stated that New Hampshire's low level of public funding means there are few options. Rep. Myler asked if there are holes in the report that DoE expects to fill. Dir. Appleby responded that the current report is all for now, but that the new survey will be ready for September.

Rep. Ladd said that one of the major issues is that there is a mental health issue. He pointed out that school psychologists are included on the shortage list. He asserted that pay is a major issue. Rep. Ladd asked if schools are contracting these services. Dir. Appleby responded that they are, and that there is a lot of contracting occurring. Dir. Appleby questioned if the state is paying more for all the contracting than it would to pay a full-time employee more.

Rep. Myler lamented the hard time collecting data. He asked if there is any opportunity to track what the data may look like for next year. Dir. Appleby answered that he is unaware of how the data may look. He explained that this is the time of year where contracts are being offered, and that perhaps the National Education Association (NEA) may have more insight.

Sen. Fenton asked if the study includes people who are retiring as people who are leaving. Dir. Appleby stated that it is tricky to distinguish between the two because the study is at a certain point in time.

Rep. Myler posed the question of whether there would be more turnover. He said that they will know more in mid-May and the Committee may want to meet then to look at the most recent trends.

Sen. Ward noted that there are 3,000 elementary education openings and 1,500 special education openings. She stated that special education teachers have a different skillset. Dir. Appleby added that grade span is a factor, in that special education does pre-Kindergarten through high school.

Dir. Appleby said that any data from NEA or the American Federation of Teachers (AFT) on renewals would be helpful.

Brian Hawkins from the NEA came to the podium to answer questions.

Rep. Myler asked if the historic 10–12-year teaching career has changed. Mr. Hawkins stated that they are seeing that 2-3 years in, people are deciding whether teaching is for them. He said that is the critical time. He stated that there was a need for mentoring programs for the first couple of years to help the transition. He noted that retention in site-based programs is lower than the average.

Rep. Myler mentioned the historic relationship between experienced and new teachers. He noted that for some reason the gap between those two groups is widening and that mentor relationships have become less common. Sen. Ward said she had just read an article about the issue. Mr. Hawkins stated that Senate Bill 218 was a great piece of legislation that would help address the problem.

Sen. Fenton urged the committee to invite Mr. Hawkins back to speak.

Sen. Ward said that she wants to bring in principals to testify at the next meeting. Sen. Fenton stated that he wants to bring in the boots on the ground. Rep. Myler reiterated that and said that he wants to talk with teachers. He asserted that the emotions of teachers must be considered. Sen. Fenton explained that he wants year 1, year 5, and year 10 teachers. He said that teaching is way different than even 3 years ago.

The Committee decided on May 8th at 1:00pm for the next meeting. It was noted that week is teacher appreciation week.

Rep. Ladd stated that he would like to have special education directors in to speak with the Committee. He mentioned Jean Bergeron and Becky Wilson as people to invite to the next hearing. He said that when the Committee heard from UNH, they said that there needs to be more people entering teacher prep programs to sustain the state's K-12 education. He questioned how to get more people to become teachers.

Rep. Myler asked if DoE could track trends in the University System of New Hampshire. Dir. Appleby stated that he would love to have the staff and systems to do this, but the DoE is very thin. Sen. Fenton noted that the salary for teachers isn't large, but the loan forgiveness seems to be a great incentive.

Rep. Myler mentioned a program in Littleton, in which the school district provides housing incentives to teachers. He said to invite Superintendent William Hart to the next meeting. Dir. Appleby said that Mr. Hart would be a great person to bring in. Dir. Appleby stated that there is potential a similar program statewide. He said that, taking the cost of turnover into account, recruitment may be more expensive than helping teachers with housing.

Rep. Ladd stated that he would like to examine salaries and retention in small districts and large districts. Dir. Appleby stated that the problem is worse than previously mentioned. He explained that there are SAUs where pay is different among the constituent districts and that the discrepancy in pay can be massive.

Sen. Fenton moved to adjourn the meeting. Sen. Ward seconded the motion.

**Committee to Study New Hampshire Teacher Shortages and Recruitment
Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee Meeting Minutes

Meeting Date: 05/08/2023

Meeting Start: 1:00 PM

Meeting Closed: 3:06pm

Members Present: Senator Ruth Ward, Senator Donovan Fenton, Representative Rick Ladd, Representative Mel Myler, Representative Oliver Ford, Director Steve Appleby (NH Department of Education).

Members Absent: None.

Senator Ward opened the meeting at 1pm.

The Committee introduced themselves.

Bridey Bellemare, Executive Director of the NH Association of School Principals

- Ms. Bellemare explained that she and several board members from the Association of School principals were in attendance to provide the Committee with personal stories.
- She explained that she had attended a conference with others in her position, and that recruitment and retention of teachers is a dire problem, statewide and nationally.
- Ms. Bellemare expressed her hope that some of the information is also helpful in seeing to the wellbeing of educators. She stated that teachers stay in districts that prioritize wellbeing.

Kathleen Murphy, Principal of Clark Wilkins School

- Principal Murphy explained that she had defended her dissertation on the role of the principal.

- Ms. Murphy expressed concern for retaining high quality educators. She stated that the leading reasons for this issue are personal reasons, role, and accountability of school processes.
- Ms. Murphy explained that teachers leaving impacts the lives of New Hampshire's youth.
- She explained that the quality of administrative support is a key factor on when teachers join and leave a school. Leadership is second only to teaching on how it impacts students. She stated that teachers need support.

David Levesque, Principal of Franklin High School

- Principal Levesque stated that he has lost teachers who have gone to other schools for more money. He explained that his school must bring in new teachers and use resources to train them.
- He said that he hopes that through support of these teachers, these new hires will get opportunities moving forward.

Adam Osburn, Principal of Bow Memorial School

- Principal Osburn stated that the public education system is overall more scrutinized and challenging now.
- Mr. Osburn explained that there has been an erosion in confidence in public schools. The public conversation focuses on the negatives of the system. He asserted that there are many good things about the system, but that the public hears about isolated incidents that represent a part of the system, not the whole.
- He said that people feel the broad-brush effect, which has made it difficult to attract and retain teachers. For years, Bow Memorial has been able to attract teachers, but not anymore.
- Mr. Osburn stated that the wage factor has been known, and that altruistic reasons for teaching are not enough. Schools cannot count as heavily on those factors as before.
- Mr. Osburn asserted that public education in America is still the way to improve the country.

Bill McGowan, Principal of Winnacunnet High School

- Principal McGowan stated that Winnacunnet High School is fortunate that the Seacoast region has not really been affected by the teacher shortage, while many of his colleague have not been as fortunate.

- Mr. McGowan said that a recently hired teacher who held had held two positions at their previous school, both math and science.
- He explained that the University of New Hampshire (UNH) intern program has helped to staff Winnacunnet. However, the number of interns has vastly decreased, indicating that people are not going into the teaching profession.
- Mr. McGowan said that most teachers who leave Winnacunnet are retiring.
- Mr. McGowan stated that there is a need for special education workers. Students in special education are the neediest, and schools need to serve them.

Kim Carpentino, Principal of Gilbert H Middle School

- Principal Carpentino explained that it is a struggle to hire in all positions. Someone usually moves on from her school during the summer.
- Ms. Carpentino stated that it is difficult to hire for long-term positions, so many positions are filled by substitutes. She explained that her school has a long-term math position opening for this year and they only received two applicants, of which only one was certified to teach. This is a continuation of the trend of not many applicants for openings.
- She stated that in 2018-2019, 160 people used to apply for openings. That number has fallen to only 16 applicants today.

William Hart, Superintendent of Littleton School District

- Superintendent Hart stated that Littleton has been challenged to recruit and retain good teachers.
- Mr. Hart explained that the principal of Littleton High School had just told him that one of the school's best math teachers is leaving for a new position in which they will make \$8,000 more per year.
- Mr. Hart stated that two months into the school year, Littleton had two special education openings and questioned where the resources are to fill those positions. He stated that his district does its best to fill positions, but sometimes they go unfilled. He stated this is an unacceptable point of view.
- Regarding special education recruiting, he explained that his district had reached out to Plymouth State University (PSU) and established a residency program. The program takes PSU students and puts them into classrooms. This year they had six participants. The PSU students co-teach classes, gain experience, and are placed into jobs.
- Mr. Hart explained that SAU 84 pays for the students' tuition, housing, and provides them with one thousand dollars. This is hard for the Board to do. The Board is supportive of the program, but it is hard to put these expenses into the operating budget.

- Mr. Hart suggested that the Committee can use the bully pulpit to help solve these issues.
- He stated that the cost of tuition, housing, and stipend is just about what it would cost for a paraprofessional with a family insurance plan.
- Mr. Hart said that he needed help getting the program embedded in the state budget. If not, then once the federal grant money dries up the program will follow suit. He stated that standardized testing scores have improved because of the program. He said he is still looking for federal grant funding if the state chooses not to fund the program.
- Mr. Hart asked the Committee to consider the program as a pilot program. He said that NH needs to creatively problem solve. He expressed his desire to partner with Plymouth State University or another university for a master's program. He said there is an opportunity to expand the program to other areas of critical need.
- He pointed to the statewide housing problem, particularly in the northern parts of the state. He explained that his SAU partnered with a builder on six units, but that the contract is only three years. This has caused challenges as the price has gone from \$1,100 to \$1700 per unit. He questioned how the state should provide incentives.
- He asked if school districts need to buy hotels and motels to ensure that they have housing for new hires. His district recently found two teachers to fill positions who had to decline the jobs because they could not find anything around Littleton for less than \$400 thousand.
- Rep. Myler said that he has spent a lot of time in Littleton and has heard of this program. He stated that it is a radical idea. He asked how Mr. Hart concluded the program and what process was used to create the program.
 - o Mr. Hart explained that it started with the teacher shortage problem and brainstorming solutions. The problem is well defined; it is difficult to fill the roles the school needs. He said they asked what it was going to take to solve the problem, and that the answer was housing aid, tuition aid, and a living stipend. He stated that they are using federal funds now, but it is all a waste if the program cannot be put in the operating budget. He said that his district has a great partnership with PSU, and that the Crotchet Mountain Kids Foundation has recently begun supporting the program. Crotchet Mountain gives \$10 thousand fellowships for those participants in the program.
- Rep. Ladd stated that Haverhill has a similar problem retaining teachers. He asked what SAU 84 professional budget costs in Title II funding.
 - o Mr. Hart explained that most of the funding is federal, which they are fortunate to have. He said the Title II funding is close to 90% of

the professional development budget. Over the past two years, it has helped build up the district's professional capacity and create environments for regular collaboration. ‘

- Rep. Ladd noted Littleton's small size and asked how to supplement the professional development program.
 - o Mr. Hart stated that they need Every Student Succeeds Act (ESSA) funds. He explained that Title II was over \$100 thousand but this year has fallen to just \$60 thousand. He said this is strangling the fuel, that he must figure out how to fund the program. He stated that if the program must rely on state and federal funds it will be a challenge to continue it.

Vasiliki Partinoudi, Director of CTE in Manchester.

- Ms. Vasa stated that staff comes from all walks of life. Many are changing careers and have little understanding of what being a teacher entails.
- Ms. Vasa said that teacher recruitment is like looking for a needle in a haystack. Typically, people who are changing careers look into teaching but the transition into schools can be bumpy.
- She stated that CTE teachers are unique in that they have mastered a different profession and are now teachers.
- Ms. Vasa explained that her CTE center has been advertising jobs for months without receiving a single application. She pointed out that two-thirds of states are reporting a CTE teacher shortage.
- Ms. Vasa critiqued the certification process and stated that we cannot expect an engineer who is becoming a teacher to have a master's degree in teaching.

David Levesque

- Mr. Levesque explained that teachers are aspiring leaders, and that some professional development should be in leadership.

Kim Carpentino

- Ms. Carpentino stated that aspiring leaders are offered opportunities. Leadership moves into administration, but there is a need for teacher leaders. She said that schools are always looking for strong leaders. Lack of teacher leaders is a major problem that will grow if not addressed.

Representative Myler highlighted that all speakers mentioned retention problems. He asked what the change has been, in today's climate, of how to retain teachers. He posed the question of how to deal with this issue and how to create a climate to retain teachers.

- Ms. Carpentino stated that retention has suffered. She explained that if school leadership has changed, then teachers tend to have less commitment. She asserted that culture is the key to retention and that district leadership is important. Districts must feel they are contributing members of the district at large. When things became rough, some people were ready to retire or leave, and more are starting to leave the profession. She said that we are asking teachers to do a lot in school, and they need to be prepared for the tough job.
- Ms. Murphy stated that, according to a national study, the issues and problems schools prioritize have changed. She explained that in 2008, schools were worried about test scores. Now, schools and teachers are worried about mental health. There has been a rise in destructive behaviors from students, adding more challenges to a tough job. She explained that retention of school leadership in NH is lower than the national norm. She stated that leadership must be in their roles for five years to change the culture.

Rep. Ladd stated that has spoken with Chris Dodge regarding CTEs. There are 60 thousand CTEs in the Midwest. He stated that NH's CTEs are restricted by a negotiated agreement and that Midwest CTEs are hiring people with less credentials. He asked how to get around the issue of bringing in people with technological expertise. He stated that there is a need for funds to support people in CTE programs.

- Ms. Partinoudi stated that nine thousand students are taking CTE classes in NH. She said part of her job is to prepare those students for a quality career here in NH. She explained that salaries are negotiated separately and that the more flexible a program the more success they have had. Pay scales are currently tied to degrees. A person can have an associate degree but have thirty years of experience and there is no place on the pay scale for them. She stated that there is no real answer to the salary question yet. Ms. Partinoudi stated that mentors are massively important.

Director Appleby said that in many committee meetings, there has been discussion of movement from one district to another. He asked if the principals see more teachers moving to another district or leaving the profession entirely.

- Mr. Osburn stated that this is a big question. She explained that the hiring process has changed. Newer teachers used to be easier to hire, and then

once a teacher got to over six to seven years, they would price themselves out. However, to recruit new teachers now, schools need to start them further up the pay scale. This has partly caused the poaching of talented teachers. She explained that this process will exacerbate inequities between communities. Those communities with resources will have an easier time hiring teachers while those without resources will struggle.

- Mr. Osburn explained that many departures in education are because of the pressures on teachers. Many went in for altruistic reasons but now those are not enough, so they are leaving the profession.

Director Appleby noted that within an SAU district, pay is different. That difference can be upwards of ten thousand dollars.

Senator Fenton wished those assembled a happy teacher appreciation week. He noted that salary, debt, and support were the most used words in their testimony. He asked if retention is the crux of the issue.

- Ms. Bellemare stated that culture is one of the most significant aspects of the problem. After meeting with principals, she found that teachers leave mostly due to culture. Salary is also a key factor, but many teachers are moving to find a district that aligns with their purpose for becoming a teacher. There have been severe cultural shifts within the profession.

Rep. Ladd asked if principals are being tied down with other issues such as mental health, regulations, and rules. He asked how much time principals spend in the classroom per day.

- Mr. Levesque explained that principals are tied down. They must do ninety classroom observations but are struggling to reach the benchmark. When trying to support the organization of the school, principals need to be in the classroom. Principals need to create a culture in which everyone knows their principal is supporting them. Principals must force themselves out of the office to go interact with the community.

Rep. Ladd asked how to reverse that trend and if there is anything to unload from principals' responsibilities.

- Ms. Bellemare suggested the development of a strong distributive leadership model. She said that schools need to be hiring and training teachers who are interested in leading the school. Much of an educator's job has changed and become more multifaceted. Principals cannot be running around all day putting out fires and expect to make a long-term impact. Everyone must work together.
- Mr. McGowan explained that teaching has changed since the beginning of the pandemic. The pandemic has highlighted mental health issues. Since COVID, schools have been dealing with mental and emotional support of

teachers and students. She said a new way must be found to deal with the problems; schools cannot keep suspending students but instead need to provide support for them. She said families do not know what to do.

- She posed the question of how to support teachers in non-academic aspects of life. She questioned how to make schools a place where students want to go. She said clearly things have changed.

Rep. Myler asked if engagement in schools is back to pre-pandemic levels.

- Mr. McGowan responded that it is not, and that schools need to get back to that level.

Rep. Ladd noted that NH's universities are not putting out the number of teachers required to fill our schools. He asked if NH schools are recruiting more teachers from out of state.

- Mr. Levesque replied that they are. Two weeks ago, she attended a PSU teacher recruitment day at which twenty-six schools were present. She stated that only five teachers showed up to her booth and that two were hired, but that it was not enough. She stated that people from Texas and Ohio are calling about open positions.
- Ms. Murphy expressed their excitement to hear about Littleton's program. Educators are problem solvers and that many are doing things like that. She explained that Amherst has connected with Saint Anselm's to create a similar program. The challenge is being left to principals, and there is no organized, concerted effort to create these programs.

Rep. Ladd noted that he has experience as a teacher in Fairbanks, Alaska. He noted that the University of Alaska-Fairbanks coordinated all teacher vacancies in the state. So, if a principal is looking for a teacher, they contact the University. Plymouth State cannot find people because there is no housing. He asked if New Hampshire has a central site for coordinating hiring efforts.

- The Superintendent Association helps to coordinate education jobs in New Hampshire. They are a repository for job opening. They contact individual stakeholders but must navigate on their own.

Rep. Myler noted that there is a sense of no central coordination.

- Ms. Murphy stated that individual districts and principals have figured out how to do that.

Rep. Ladd asked if there is a paper to put job opening, like in previous years. He said that the State needs to centralize outreach efforts.

Rep. Ford asked who else has been involved in recruitment. He stressed the need to make recruitment a community effort.

Jane Bergeron, Executive Director of the New Hampshire Association of Special Ed Administrators

- Ms. Bergeron stated that 45% of educators entering the field leave in the first five years.
- Ms. Bergeron explained that special education teachers are responsible for children from preschool until age 22.
- She explained that part of the job is to ensure that private special education schools have the properly credentialed staff. They are responsible for recruiting and getting services to charter schools. There are hundreds of paraprofessionals, related service provider, and special education teacher openings in the state. It has become a crisis.
- Ms. Bergeron stated that children and youth are becoming much more complex, and that is causing a ripple effect. If there is not enough staff, then it exacerbates the challenges educators face. There can be legal issues if positions are not filled.
- Ms. Bergeron explained that colleges and universities are not seeing teachers wanting to go into the special education field. The field is complex and legal oriented, which is a real factor in the struggle to recruit.
- She stated there are compensation issues. There is inequity in resources and support vary depending on district and school.
- She explained that in New Hampshire, special ed is described as a broken system, but it is not. The success rate is high, and the program yields few complaints. The culture in which public schools are functioning and the perception of them that is the problem. Many special ed teachers have given up planning periods and have taken on more responsibilities. The system is facing the problem of people leaving the field of special ed administration. This year, there are over 18 folks leaving the field who are not at retirement age.
- Ms. Bergeron stated that supporting members is critical. She said she is working with Keene State to create a pathway to certification. Currently, no universities offer a special education administration program. She explained that other states may not have certification reciprocity with New Hampshire. She said she is hoping to launch a new program this summer.
- Rep. Myler asked why there are more special education children now.
 - o Ms. Bergeron explained that there are rising numbers of autism cases and substance abuse issues. They are looking at the relationship between the COVID pandemic and mental health effects. Many “COVID babies” have odd behaviors.

- Rep. Ladd stated there are thirty thousand kids with special needs and other health impairments. He asked if she has seen burnout among special ed teachers and if they are having to take wellness breaks. He asked if they are missing more school because of the increased problems they deal with.
 - o Ms. Bergeron replied that she has not hear of more absences. She explained that they have been seeing more aggressive students and have needed to do more training on how to deal with and defuse these situations. Teachers are just exhausted and working overtime and during the summer with no break. During the COVID pandemic, special education teachers were still in schools working with special education children.

Donna Magoon, Superintendent of Newport School District

- Ms. Magoon stated that changes to hiring processes are making it difficult to hire. New teachers need two background checks to be hire. The process is time consuming and costly. The school and the Department of Education are looking for the same red flags, why are they both doing the same thing. New hires cannot be in the building before it is cleared. She explained that people are looking for other jobs because of the delay.
 - o Dir. Appleby explained that the statute outlining the hiring process has changed. New Hampshire was giving out licenses who may have been ineligible to work in districts. He stated that there is legislation to change the hiring process for bus drivers to match this as well.
- She implored the committee to look at the laws that the state puts in place. The Parental Bill of Rights are scaring teachers and making teachers do things they are uncomfortable with.
- She stated that the legislature needs to stop putting things in place and giving them no funding. Tampons in schools are required but there is no funding for the program. Schools like Newport cannot afford to fund those programs, and the requirement takes away funding for the actual education.
- She explained that student resource officers cannot do any type of arrest or interference with student activity unless it is a severely criminal act. Children can sell drugs and it is up to the school to deal with the issue, not the courts. The courts allow availability for access to services, which they call the “pipeline to prison.”
- Ms. Magoon stated that teachers are leaving districts for more money, leaving districts short staffed. There used to be a penalty for leaving prior to the end of their contract, and that teacher could have lost their licenses if they left early. That provision is gone, but the committee should look at

reinstating it. She believes that teachers should have to stay for the duration of their contract.

- Ms. Magoon said that she has five certifications, and that adds to the problem of making it look like there are more certified people in the state than there are. She stressed the need to keep certifications, but that the number of certifications does not reflect the true number of individuals.
- She explained that principals are putting out fires instead of being in classrooms due to student behaviors. Principals are not getting to build relationships with their staff which negatively affects building a culture.
- Ms. Magoon stated that it is hard to build programs because of the paperwork and red tape. She also stated that the advertisement effort must go above and beyond what the state is currently doing. She suggested advertising movie theaters.
- She explained that her students have parents selling drugs. She said that there have been suicide attempts and instances of self-harm in elementary students. Student have gone to rehab. There is a large population of students who are homeless “coach surfers” living with each other.
- She explained that teachers are normal people. Their work never stops, and they must deal with abuse and emotional problems all for a \$37 thousand salary. She asked the committee if they would want that responsibility for \$37 thousand.
- She stated that this is a scary time of year because contract offers are going out. Schools are required by law to fill positions, and there are a massive number of openings. Teachers need to use planning periods and breaks to do extra work, which has led to burnout. Committed and loyal teachers are burnt out. Ms. Bergeron explained that teachers are shaking their heads that the state is not doing anything support teachers.
- Ms. Magoon explained that Newport School District is training many teachers who leave to work in other districts for more money. The needs of students should be the priority. Students need the stability of teachers being there year after year and they are not receiving that.
- Ms. Magoon urged the committee to look statewide, not just at one district.
- She stated that leadership changes cause inconsistencies.
- Rep. Myler asked for suggestions to deal with the variance in compensation across the state.
 - o Ms. Magoon explained that the committee needs to look at adequate funding and that they should ask other districts.

Michael Koski, Principal of Claremont School District

- Mr. Koski stressed that these are not just district issues. He explained that they are covering open positions by having teachers take up more duties.
- He explained that there are a dwindling number of applicants. Claremont has a lower salary scale, which has led to an average of 25-30% teacher turnover each year. Claremont ends up training many for other school districts.
- He stated that they must do this training, and that they are transitioning people into teaching positions and grow their own teachers to fill spots. Claremont has no 6th Grade math or science teacher which has reduced the level instruction students receive. He stated that none of these things have helped scores or educational progress.
- He stressed the need to spread resources out. In Florida, resources are distributed at county-wide. Florida also has merit pay, meaning that teachers are paid to improve worse performing districts which creates incentives to go and work at these struggling schools.
- Mr. Koski stated that there are non-monetary solutions: consistent culture and community building. He lamented that not enough people are in teaching for the community.
- He expressed his belief that the system is on the cusp of improvement. Keene State and Plymouth State are not close to Claremont, so other suggested programs are not as feasible as in other parts of the state. He suggested that payment not be made equal for all positions so that, like in any other market, demand will drive increased prices.
- Rep. Myler asked about poaching and if the state needs a contract requirement with punishment if teachers leave early.
 - o Mr. Koski replied that such a provision would solve the mid-year turnover problem. He said that turnover would be in the middle of the summer.
- Rep. Myler asked how many teachers left Claremont midyear.
 - o Mr. Koski said just one who had to move back to North Carolina but did not lose any to other districts.
- Rep. Ladd asked where Mr. Koski would spend \$2 million.
 - o Mr. Koski replied that he would funnel one million dollars into teacher contracts by taking away from other areas. He would put it all into fully staffing all positions.
- Rep. Ladd asked about vacancies in positions. He asked if there is stipend pay on top of negotiated prices. He asked how many states do that.
 - o Mr. Koski stated that he is not aware of that. He stressed that it is hard to find qualified candidates, which is partially a certification problem.
- Rep. Ladd asked if there are individual tests for each teaching category.

- Mr. Koski stated that there is, and that anyone can apply for certification.
- Mr. Koski explained that a teacher can work less than 50% of their time in a non-certified area.
- Sen. Ward asked if River Valley Community College doesn't have any programs.
 - Mr. Koski responded that students can transition to education there but cannot receive a bachelor's from that institution.

Rep. Myler thanked everyone for coming to the committee meeting, stating that their information was very instructive. Their answers have made the issue more complex but have been helpful in piecing together the relevant information from past meetings. He highlighted that a teacher at Merrimack Valley High School can make \$30 thousand more at Concord High School. Rep. Myler stated that he met someone who loved teaching but had to leave the profession because the pressure is too great. The commitment to kids started to affect her own mental health. It is important to talk about kids, but staff has mental health too and need support systems.

Rep. Ladd noted that there are several bills dealing with recruitment and incentives in the House Education Committee. He noted the massive difference in salaries in SAU 48 is massive, and each district and school have different agreements which are different in every community. He stated that a key issue is balancing local control versus how much the state should get involved. There are major issues in the state to solve. Rep. Ladd stated he is concerned over broken contracts, and that teacher used to be fired unless there were extenuating circumstances.

Rep. Myler stated that he wants to hear the stories of individual teachers across the state. He wants to hear their ideas.

Rep. Ladd said that his daughter is a teacher at St. Johnsbury, which is dealing with problems of substance abuse and neglect. He said he wants to hear from special education teachers as well as CTE teachers. He said the state needs to create a process for experienced teachers coming into the workforce at good prices.

Jane Bergeron stated that some graduate students are looking to become teachers.

Rep. Ladd posed the question of whether the failure to recruit and retain teachers reflects the culture and community.

Brian Hawkins noted that it is a busy time of the year for teachers and stated that he is happy to help facilitate teachers coming in to speak before the committee.

**Committee to Study New Hampshire Teacher Shortages and Recruitment
Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee Meeting Notes

Meeting Date: 06/26/2023

Meeting Start: 10:01 AM

Meeting Close: 12:06 PM

Members Present: Senator Ruth Ward, Senator Donovan Fenton, Representative Rick Ladd, Representative Oliver Ford, Director Steve Appleby (NH Department of Education).

Members Absent: Representative Mel Myler.

Senator Ward opened the meeting at 10am.

The Committee introduced themselves.

Senator Ward explained that the purpose of the meeting was to hear teacher input.

Representative Ladd discussed NHEAF. He said that he worked with Christiana Thornton, the CEO of NHEAF. He expressed his desire to discuss NHEAF at the end of the meeting and invite Ms. Thornton to a future committee meeting.

Robert Malay, Superintendent of Keene

- Mr. Malay explained that his district is experiencing shortfalls in the workforce for a variety of reasons which he has been unable to track. Starting in 2015, job pools in positions would be 65-70 applicants. Now, they are struggling to receive 20 applicants. He stated that Keene has been fortunate to find great teachers.
- Mr. Malay said that they are looking to identify ways to retain high quality teachers and find ways to recruit those people. He stated that this is what the Keene Board of Education had in mind when negotiating a new CBA.
- Mr. Malay stated that the biggest problem is the image which public education has received around the county. Out of state applicants are seeing

things in New Hampshire which make the state less appealing to come and work in.

- Mr. Malay pointed out that certification hurdles for new educators and two background checks are hitting new graduates hard in their wallets.
- He stated that New Hampshire does not have good reciprocal background checks. New Hampshire does not have good reciprocity on certification either. The Department of Education is doing hard work, but the situation needs to improve.
- Mr. Malay stated that affordable housing is a major issue. New teachers out of college or out of state are having difficulties finding affordable housing.
- He stated that adequate school funding provides the means forward. He stated that they are witnessing high school graduates leave the state for college. There is a need for affordable ways to obtain teaching credentials.

Bill Gillard, Math Teacher in the Keene School District

- Mr. Gillard stated that it is important to address the issues brought before the committee and retain a robust public education system and teachers. He stated this was the goal when Keene negotiated a new CBA.
- Mr. Gillard discussed Charge 1 of the Committee and recommended that money goes to the New Hampshire retirement system. He stated that the committee should be able to get information on retirement, and that all educators have an account on nhdoe.com. He suggested using aggregate data, not personalized data.
- He stated under the current pension system, most people would be able to retire at 60.
- He stated that teachers leaving districts are an issue. There are approximately 110 SAUs in New Hampshire, it takes filing a right-to-know request to find information for retirements and teachers leaving.
- Mr. Gillard stated that it is important to consider the rate at which we are gaining and losing teachers per year. He said that looking at this data over a 10-year period would help us to understand what is happening.
- Mr. Gillard asserted that licensure data is not the best metric to look at. Instead, the number of teachers gaining licenses in the state is more important. He explained that looking at the number of licenses is less helpful because each license does not equal one teacher. He explained that he is certified to teach math for grades 9-12. He can get another certification but will still only fill one job.
- Mr. Gillard discussed Charge 2 of the Committee. He said one of the most difficult things in New Hampshire for new educators is that the property taxes, the mechanism which funds the state's education system, are making

it so that new educators cannot afford to live in the state. He said that New Hampshire will soon be approximately 7,000 housing units short. Many new teachers must live with their parents because they cannot afford their own place. He asserted that as the state increases its funding source the state is also making it less favorable to move here by raising those taxes.

- Mr. Gillard mentioned the Superintendent of Littleton. He said that some of the smallest areas in the state face some of the biggest burden. Small, rural places have a small base to draw money from. There is a disparity of taxable real estate between urban and rural places, which is leading to varying salary and housing costs for teachers.
- Mr. Gillard discussed Charge 3 of the Committee. He stated that a housing assistance program could provide targeted aid to certain districts if designed correctly.
- He stated that student loan forgiveness and assistance could be a good option. In-state tuition is almost 100% more than the national average. Teachers graduating in NH will have significant debt and they cannot afford to stay here. He mentioned that New York requires a master's degree in the first few years of teaching, and that having a master's increases salary. He stated that the city did a program in which a new teacher works at a low performing school for a year and received loan assistance. Helping new educators obtain advanced degrees would increase salaries and help enrollment at NH schools. He suggested incentivizing students to obtain an advanced degree in education at an NH school.
- He asserted that care of employees is the key. He urged the everyone to prioritize safety in NH schools and making sure teachers feel and know they are safe.

Senator Fenton asked if teachers must pay for their own background check.

- Director Appleby confirmed that they do.

Lisa Walker, Superintendent of Monadnock

- Ms. Walker stated that she has data to share from last year which shows that districts are struggling to fill spots. She said that she had a 75% reply rate on her survey, and that the number of vacancies was astounding.
- Ms. Walker explained that Monadnock School District has shortages. They continue to struggle to fill the positions of teacher, special education teacher, and counselor among others.
- She stated that looking at the charges of the committee, the CBA does provide student loan assistance for new hires. A chunk of the loan is paid for each year worked. She explained that many did not know about the

program, but it is appreciated, and knowledge of the program has spread. She suggested offering tuition reimbursement for continued education for teachers and an increase in salary for increased education.

- Ms. Walker stated that funding continues to be a major issue. Monadnock is part of a funding lawsuit currently. She explained that it is hard for districts to pay wages to attract people from other professions.
- Ms. Walker asserted that the thing that makes people want to stay with a district is climate and culture. She said that paying them well and treating them right are the biggest factor of retention. She said that reputation spreads by word of mouth.
- She stated that people are not seeing a positive culture and climate in NH public education. There is less opportunity to hire new grads because there are less grads. Many young folks are leaving the profession in their first few years.

Senator Ward asked what teachers see as opportunities or roadblocks.

- Ms. Walker stated that it is not necessarily the cost, but finding housing has been a major struggle. Housing is not close enough to the districts that need staffing to merit commutes.
- Ms. Walker stated that she is uncertain if it is pandemic related, but students are more challenging now. There has been a decrease in parental involvement and support. She explained that many teachers feel they are not receiving support from home to support the students.

Representative Ladd discussed paraprofessionals. He said that Franklin raised tuition and had less of a staff shortage. He explained that he is looking at specific certifications for supporting staff around teachers. He asked if it is wise to look at different tiers for support for teachers.

- Ms. Walker explained that they do so in Monadnock, but they still struggle to fill those positions.

Representative Ladd mentioned CTEs. He told of a district who hired a person and two days before the start of the year that person left for double the salary in Kansas. He asked if there is flexibility in negotiations to extend that additional amount to match such an offer.

- Ms. Walker explained that it depends on the bargaining unit. She stated that to do so to that degree was no possible but there is some leeway. It goes back to budgeting and CBAs serve as budgeting tools. It is unknown if the funds would be there.

Tara Bell, Hillsborough Deering School District

- Ms. Bell stated that there are challenges in special education. Enrollment is going down but there are 75 to 80 special education students per grade, which is about 30 to 35% of a grade.
- Ms. Bell said there are not enough classes to spread these kids out, and that there are not enough paraprofessionals to have another body in the class.
- She explained that post-pandemic there has been an increased volume of services for the IEP. Sometimes people are spending 1.5 to 2 hours per day on a kid.
- Ms. Bell said that kids were involved in programs that handled compliance and behavior instead of remedial math.
- Ms. Bell stated that the number of kids in such programs is rising, and case managers do not have the capability to focus on a small group.
- She stated that it has become harder to get kids invested. She said that attendance is an issue. There are a larger group of kids not regulated or identified as needing extra help. Enrollment is down but the number of kids requiring special services is increasing.

Senator Ward asked what Ms. Bell would like to see happen.

- Ms. Bell responded that she would like to see more guidance and counselors. There seems to not be enough of these. Kids are not calm and ready to learn. She said that although the pandemic is over the problems remain and have increased. There needs to be more social and emotional support for students and staff.
- Ms. Bell stated that there is a big shortage of substitutes. There is not enough time for planning. Administrators are subbing in the district. She said it is all hands on deck, but sickness and life happen and cause absences.
- She said that young families are struggling. She said that money is sometimes less important than having a moment to breathe.
- Ms. Bell asked for more incentives for paraeducators. She said they are the best ally in the classroom for teachers and are helpful for kids.

Representative Ladd asked if Ms. Bell is familiar with the Multi-Tiered System of Support for Behavioral Health and Wellness (MTSS-B) Model. He explained it is a three-tiered system, He said that one component is support from community mental health programs.

- Ms. Bell said that someone comes in and provides guidance, but the intake is in Concord. She explained that families who cannot make it to Concord have a hard time joining the programs. Additionally, the waiting list to get services is long.

Sen. Ward asked about support from parents.

- Ms. Bell explained that the parents she works with are supportive. However, there is less parental involvement overall. She believes her district is an outlier in special education. She said that when looking at social media very negative things are being said about the school. She explained that culture and stress from outside the school and how the community feels about them is bad.

Senator Ward asked about incentives for paraprofessionals.

- Ms. Bell mentioned the Paraeducator II Certification. She suggested a reimbursement for receiving the certification and getting the ball rolling for in-year hires on receiving their certification.
- She suggested a tax break while an individual works up the para system. She suggested this could be a huge selling point.

Representative Ladd mentioned life skills and related programs. He asked if she was seeing burnout among special education. He asked if they could find qualified people to fill positions.

- Ms. Bell explained that she is currently witnessing burnout. It is an area of concern. She said that it is difficult when you are the first person in line to stop trauma from happening or helping kids self-regulate. She stated it is physically and emotionally hard. She said that they need more people to sub out with special education teachers.

Representative Ladd asked if higher education is teaching the methods and ability to interact properly with student.

- She explained that her school has housed student teachers and they have the skills to do well. However, they are lacking proactive de-escalation and safety care training. She said that people do not come out of the education system knowing they might encounter situations like that. She stated that new teachers are shocked by problems within the classroom.

Megan Tuttle, NEA-NH

- Ms. Tuttle said that they have surveyed their members. Approximately two-thirds of respondents said they would likely leave the education profession earlier than expected.
- Ms. Tuttle stated that the biggest issues for teachers are student discipline problems, mental health, and lack of respect for educators. She said that problems are not one size fits all.
- She mentioned that the housing issue does not always get looked at.
- She stated that probation in New Hampshire for out of state teachers moving here is the longest in the area.

- Ms. Tuttle said that NH is asking new teachers to start at an average salary of \$39 thousand, asking them to be assaulted and they are not being treated like professionals.
- She said that a member and 19-year veteran is looking at different districts because of harassment. The expectation is that teachers will put up with anything because they're in it for the children. She said that these people are professionals too, and they need respect and support.
- Ms. Tuttle stated that parents love community schools but there needs to be more support.
- Ms. Tuttle explained that her 6th grader has said many times that the situation in their classrooms is being impacted by misbehaved children. Kids are feeling their education is being negatively impacted.
- She stated that stipends, loan forgiveness and housing assistance are good options. She said that there must be something that can be done because kids are feeling the impacts of the problems and being vocal about it.

Representative Ladd said that as a principal he learned that the tone of a building is set by multiple folks. He asked if there is a breakdown along the line in terms of being consistent with student policies. Are in-school parameters different? Do students feel there is more freedom or control?

- Ms. Tuttle explained that policies haven't changed that much. Times have changed. She explained that 7 years ago, when she was in the classroom, smart phones were just getting bigger. iPhones and tablets are still new. She said there is much more technology in classrooms, but cell phones are still there. She asked if policy is being enforced. She asked if it is worth the problem of a teacher trying to take the cell phone away when parents would come after the teacher. She stated that the problem has less to do with the policies and more to do with the culture.

Representative Ladd asked if kids are coming back immediately after an incident and saying they are fine.

- Ms. Tuttle explained that times have changed. She said her own kids say that students are coming right back into class and being left to handle themselves in different ways. There is a large volume of problems. She said that kids' behavior is getting worse, and principals do not have the capacity to deal with all the cases. She stated that behavioral principal could be a full-time job.

Representative Ladd said that he wants to hear from superintendents and principals about how they deal with the problem.

- Ms. Tuttle stated that there are certain political actors who are bashing public education. She asserted that the politicization of schools is being

brought into schools, which has lowered the level of respect for educators that is displayed. She said there is a political piece to all of this. Senator Fenton asked if teachers are scared to teach because of repercussions from parents.

- Ms. Tuttle responded that they are 100% afraid of that.

Heidi Crumrine, English Teacher at Concord High School

- Ms. Crumrine was the 2018 Teacher of the Year and just finished her 21st year teaching.
- Ms. Crumrine asked why kids are coming back to classrooms so quickly. She said that the level of trauma, ACES, and terrible baggage on kids are a bigger problem. She asked what resources teachers have. She asked what the safest place is. She said that many are dealing with bigger issues and that families are struggling.
- Ms. Crumrine asked if the problems are because parents are worse or because they are struggling more. She said that housing for parents is a big deal too.
- She stated that there are three important issues: hoops and barriers put up by systems in the state, not retaining high quality teachers, and a dwindling pipeline.
- She explained that Concord School District cannot hire an English teacher. She was one of a hundred applicants when she started. She explained they had 37 applicants this year, and most were uncertified or have too much experience so the district cannot afford to hire them.
- Ms. Crumrine stated that candidates are going elsewhere, and districts are not comfortable hiring some applicants.
- Ms. Crumrine explained that at the Plymouth State University job fair there were more schools looking to hire than applicants.
- Ms. Crumrine stated that there are reciprocity issues. She mentioned that a person from Colorado had to pay to come and get fingerprinted in New Hampshire when applying.
- She stated that the Department of Education's systems are complicated. She said the DoE's website is bad and hinders the application process. The website lacks the ability to nurture interest in these jobs.
- Ms. Crumrine explained that there are a few college graduates working in a summer program and making that possible for them has been incredibly complicated with so many moving parts.
- Ms. Crumrine reiterated that there is no real reciprocity with other states. She said that other requirements in New Hampshire make it harder to hire.

She said to not lower expectations of applicants but to remove the barriers to entry into the profession.

- She stated that the challenges outside schools are growing and there are not enough resources to deal with it all.
- Ms. Crumrine mentioned the substitute shortage and explained that some kids are just being sent to the library because there is not enough staff.
- Ms. Crumrine stated that teachers are professionals, but they are also human. There comes a breaking point for them. There is not enough funding to deal with all the problems. She said that two colleagues are leaving the profession. She asked why it is always on the backs of teachers to solve problems.
- Ms. Crumrine mentioned a young 29-year-old teacher who felt no support from parents and was publicly shamed on Facebook by name.
- Ms. Crumrine asserted there is a political issue. She said that she receives emails from people threatening her. There are bounties on teachers. She asked why people would want to become a teacher if they see these things happening. She said that the kids are watching, and many would want to go teach in a state where this is not happening.
- She stated that she would not recommend to her kids to be a New Hampshire teacher.
- Ms. Crumrine noted the emphasis on CTEs and said there needs to be the same program for teachers.
- Ms. Crumrine stressed the importance of the mental health of children. It is directly tied to their work. She said it is one thing to get people into the profession, but we need to support them.
- She explained that the rhetoric around teaching has changed. Teachers are being called names like groomer and indoctrinators. She thinks it is absurd. What kind of people do they think teachers are? She stated that teachers are people who paid thousands to become teachers. They report child abuse, seeing kids' emotions, teach summer school, and spend their summers planning lessons. Ms. Crumrine asserted that words gave power. She suggested that instead of questioning teachers, legislators should come to classrooms before making suggestions or enacting policies.

Representative Ladd asked how to encourage kids who cannot afford higher education. He asked if scholarships were the answer and where Ms. Crumrine would direct them.

- Ms. Crumrine stated that she directs them to the community college system. She encourages that cheaper option. She stated that there are barriers to scholarship. She asked what the DoE can do to make the process clear and help applicants instead of directing them to a website.

Representative Ladd asked why she would refer them to the community college system instead of a 4-year university.

- Ms. Crumrine responded that community college is reasonably priced. She stated that while she does not have all the information, she can refer students to available resources.

Patrick Keefe, President of Litchfield Education

- Mr. Keefe shared a prepared statement with the committee.
- Mr. Keefe stated that cell phone usage changed during the COVID pandemic.
- Mr. Keefe stated that public perception of teachers is important. He said that Moms for Liberty putting a bounty on teachers, as well as detrimental comments and opinions are discouraging teachers.
- He said that in 2021 some residents addressed the school board about critical race theory (CRT) when the subject was new. He explained that suddenly teachers were being accused of grooming and indoctrinating kids, even though CRT was never being taught. He said that a state legislator came into a school board meeting and claimed they were teaching CRT and that teachers were making school hostile for conservatives. Mr. Keefe reiterated that CRT was not being taught in New Hampshire, certainly not in Litchfield.
- Mr. Keefe stated that students reflect the values of their parents and pop culture. This can be damaging when they come into school with negative preconceived notions. He reiterated that there is no grooming or political framing.

Representative Ford explained that he was born during World War II and at his high school there was a robust ROTC program and kids brought swords to class with them. He stated that it was a different environment where students were not physically punished but there was a lot of discipline. He asked if we have lost self-discipline and institutional discipline. He asked if we need to bring it back and how we lost discipline.

- Mr. Keefe agreed with Rep. Ford. He stated that discipline varies from district to district and that there is a reluctance from administrations to give consequences that are impactful to deter further behavior. He suggested this might be due to fear of litigation.

Sue Hannon, Manchester Educator

- Ms. Hannon explained that she works with many unlicensed educators. Manchester hired 55 unlicensed educators, and that is a growing trend.
- Ms. Hannon stated that educators are already overwhelmed and now many must teach others to be educators. She said that class sizes have increased and that substitutes are teaching them.
- Ms. Hannon stated that COVID added tremendous stress to the situation.
- She explained that the shortage of teachers has been building for a long time. Notable factors adding to this issue are attitudes toward public education, climate within schools, lack of funding, the redirecting of funding away from public education, and people making rules without any knowledge of the system.
- Ms. Hannon said that it is easy to identify the problems, but the warnings have been largely ignored.
- Ms. Hannon suggested that New Hampshire can still recruit quality educators. She suggested to increase recruitment to CTEs, strengthen university programs with tuition help, provide mentors for site-based learning, paid mentors for new educators, commit to proper state funding of retirement, and creating a fair funding formula.
- She stated that bold steps must be taken to fix the issues, if not then we risk losing an educated community and a center of communities. She spent most of the school year meeting with unlicensed teachers to help them. Many districts are unable to pay mentors and without support teachers look for other places and other careers to move on to.
- Ms. Hannon pointed out that most districts do not have someone doing her job.
- Ms. Hannon stated that the state is hemorrhaging quality educators because they are feeling fatigue, feeling attacked and the lack of respect has made them targets.

Christiana Thornton, President of the NH Higher Education Assistance Foundation

- Ms. Thornton said that she came to listen to the testimony.
- Ms. Thornton works for a non-profit which helps families prepare for college.
- She asked if there are opportunities to create a specialized loan forgiveness program for teachers. She expressed interest in exploring this subject.
- Ms. Thornton explained that her company used to be a student loan servicer and they are now working with BFA on a regenerative manufacturing sector loan forgiveness program. She said that loan forgiveness can potentially be used as a model.

Representative Ladd mentioned a trustee meeting where they found that post-secondary education is declining. The revenue coming into the state's post-secondary institutions is off. He stressed the importance of tuition, costs, and scholarships. He asked what type of scholarship she is talking about,

- Ms. Thornton said that her non-profit has been in NH since the 1960s, and that their focus has changed toward scholarships more.

Rep. Ladd stated that we should be aiming at this. He asked how to get more students into the field.

- Ms. Thornton explained that there has been a lot of focus on tuition reimbursement or student loan payment for employers. She stated that it is a tangible policy for the state to consider. She asked if there is a successful mechanism for that policy. She suggested this is a great opportunity to figure it out. She stated that it is one of the biggest growing mechanisms that employers are looking at.

Rep. Ladd asked if the reimbursement would be immediate or over a period to encourage employees to stay.

- Ms. Thornton state that it is done differently in different states. She said that they are still in the exploration phases and that they are happy to share as they learn.

Mary Ford, NH Registered Educator Apprenticeship Program

- Ms. Ford stated that the program she works in is collegiate neutral. They help people become educators by being apprentices.
- Ms. Ford stated that NHEAF has been an incredible partner.
- She said that the program is sponsored by the US Department of Labor which brings braided funding.

Tara Bell

- Ms. Bell stated that low enrollment, expenditures, and turnover rate are high.
- She said New Hampshire currently has a program where they pay off student loans for teachers who work in low-income areas and have made payments for 10 years. She explained that reimbursement is for master's degrees right now, and the program is not helping new teachers.
- Ms. Bell said that it makes sense to make a program where if you go to school in New Hampshire and work in New Hampshire then you get reimbursement. She highly suggested this type of program.

Patrick Keefe

- Mr. Keefe stated that New York paid for his master's degree.
- Mr. Keefe stated that he was part of a fellowship which paid off \$10 thousand of his undergraduate loan but is unsure how that fellowship was funded. He stated that the incentive attracted a lot of people to the program.

Robert Malay

- Mr. Malay explained that Keene has student loan reimbursement in their CBA. There is tuition reimbursement for master's and other incentives.
- Mr. Malay expressed interest in finding universal solutions to help address the problems across the whole state.

Representative Ladd asked about information on other school districts.

- Mr. Malay responded that all CBAs are public information and should be accessible. He stated that there are 14 bargaining units just in his SAU.

Representative Ladd asked if the information can be gathered.

Senator Ward asked everyone to send the information to the aide at kevin.condict@leg.state.nh.us as they receive it.

Representative Ladd said that when Senator Kahn was on the committee, they had labor come into the committee to talk about retirement and the conditions of retired teachers possibly coming back into schools. He asked why universities are not producing teachers at the level they used to.

Director Appleby stated that there are more individuals seeking site-based certification.

Representative Ladd discussed unlicensed workers. He asked why we are relying on many educators coming in from outside the state.

- Director Appleby said that he cannot speak to that, but last year saw the most renewals and that the current renewal cycle numbers are ahead of schedule compared with past numbers.

Senator Fenton stated that there is pending legislation that committee can take a hard look at.

Senator Ward reviewed the charges of the committee and reminded the committee that the report is due on November 1.

**Committee to Study New Hampshire Teacher Shortages and Recruitment
Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee Meeting Minutes

Meeting Date: 09/12/2023

Meeting Start: 3:05 PM

Meeting Close: 4:47 PM

Members Present: Senator Ruth Ward, Senator Donovan Fenton, Representative Rick Ladd, Representative Mel Myler, Representative Oliver Ford, Director Steve Appleby (NH Department of Education).

Members Absent: None.

Senator Ward opened the meeting at 3:05 PM.

Members of the committee introduced themselves.

Committee reviewed the minutes. Rep. Ford motioned to accept the minutes, which Mr. Appleby seconded. The minutes were accepted by a 3-0 vote.

Melissa Moultroup, Doctoral Candidate – New England College

- Ms. Moultroup stated that she is here to present the findings from her dissertation study. She is in her 16th year of public-school teaching.
- She explained she chose to study teacher incentives and recruitment. She said she has been frustrated by school leaderships' decisions in preparation for new years.
- Ms. Moultroup gave her presentation (see committee aide for a copy).
 - o Ms. Moultroup emphasized that this topic matters to both teachers and students. High morale leads to better performance and greater dedication.
 - o Her findings showed that people of color and those with low socioeconomic status are most affected by teachers leaving their jobs.
 - o Ms. Moultroup stressed the need to find out why teachers are less satisfied.

- Ms. Moultroup found that satisfaction with working conditions is low.
- One finding was that accountability between a principal and staff is seen as good.
- Many teachers felt empowered by their principal.
- Ms. Moultroup stated that the data suggests that those who teach K-5 feel most empowered, while those who teach high school feel least empowered.
- Those who have worked with their principal for more than 10 years seemed to feel the most empowered and the most satisfied with their job.
- Job satisfaction may not be impacted by the number of years teaching and years worked with principal. There was no correlation between those variables and job satisfaction.
- Ms. Moultroup asserted that professional development leads to empowerment and greater satisfaction.
- She explained that 34 participants (17%) wrote about their belief that their principal did not give a good chance for professional growth.
- Ms. Moultroup suggested programs for principals to provide more enriching professional development for teachers.
- Ms. Moultroup explained that 7% wrote something positive on the survey when they had a chance to write something negative.
- Ms. Moultroup asked what can be done to make teachers feel empowered, as more satisfaction can come from quality professional development.
- She explained that more research is needed on the relationship between principal tenure and job satisfaction.
- Director Appleby thanked Ms. Moultroup for coming in. He stated that he thinks the data shows a more nuanced look at what the committee has been talking about, particularly the correlation between length someone had worked for a principal and satisfaction.
- Rep. Myler asked if the average tenure for a school principal is known.
 - Ms. Moultroup responded that she is unsure, as she did not look at that in her study. She explained that her assumption, based on the research, is that it is low. Principal retention is more of a revolving door than teacher retention.
- Rep. Myler stated that the committee is dealing with the satisfaction of tenured teachers. He asked if the study looked at the difference between teacher retention in 3–5-year teachers versus more experienced teacher.
 - Ms. Moultroup stated that the data showed that teachers with over 10 years of experience had high satisfaction, while satisfaction was lower in new teachers. She noted that job satisfaction in teachers in years 3-5 was lower and then teachers with 6-8 years was the lowest.

- Rep. Myler said that this makes sense to him because that is when the questioning of critical professional decisions.
 - o Anecdotally, teachers with 1-3 years of experience are still in the honeymoon stage. Ms. Moultroup wondered if after the 10 years, people feel they have mastered their skill.
- Rep. Ford asked if Ms. Moultroup was able to ascertain, through the study process, if there is a discernible difference in schools where people were able to try multiple roles within a school?
 - o She responded that in the qualitative piece, several participants mentioned their principal was in support of them trying different roles and developing professionally.
- Rep. Myler asked if the study looked at cultural issues. Last meeting had a lot of mention from teachers about cultural issues.
 - o Ms. Moultroup did find in the qualitative piece, that people took the time to mention toxic work environment, new initiatives, and goals.
- Rep. Ford asked how much she would say that any of the dissatisfaction stems from things far beyond the people in the school.
 - o Ms. Moultroup stated that she can only assume that if the teacher job satisfaction score was relatively high, she would assume factors other than school leadership are negatively impacting job satisfaction.
 - o She pointed out that oftentimes principals do not have control of professional development of the teachers in their schools.
- Dir. Appleby asked if the building a teacher works in, supplies, and community/parental support affect job satisfaction.
 - o Ms. Moultroup confirmed this. She stated she is fortunate to work in a great school. She suggested that salary and teacher contracts would factor too.
- Rep. Ladd stated that he was a principal in Maine for 6 years, Alaska for 4 years, 1 more year in Maine, and then 16 years in Alaska. He found that several of the things discussed today affect the health of a school. He stated that a school board has a tremendous impact on the performance of everyone. He asserted that the age of a school is less important than cleanliness and maintenance. Funding is extremely important. Going to Alaska, Rep. Ladd was able to double salary but always went for other reasons. He said that family is another issue that becomes involved in the decisions.
 - o Ms. Moultroup stated that she was curious to see salaries in her community. She said that if she wanted to teach in the district she lives, she would have to have to take a \$20k pay cut. She pointed out

that many people leave because of salary. She asserted that pay is a massive factor.

- Ms. Moultroup said that she believes strongly about leadership piece of her study. She mentioned that she learned about the committee because she was looking for what each state was doing to address teacher shortages. As of the spring, New Hampshire has yet to implement teacher retention policies.
- She said that states that are seeing teacher retention increase have a mandatory mentorship program.
- Rep. Ford asked if she had to start over and do the study again, what would she add to it.
 - o Ms. Moultroup said that she would like more demographics. She would like to know the age of the participants. She would like deeper qualitative study. She stated that there is value in both numbers and words.
- Rep. Ford asked if there were funding for such a study, would she be interested in taking those questions and expanding on them.
 - o Ms. Moultroup confirmed that she would be interested.
- Sen. Ward asked if student discipline behaviors came up.
 - o Ms. Moultroup stated that in the qualitative portion, yes. 24 out of 197 responders mentioned “students” with “discipline”.
- Rep. Ladd asked if there was any kind of a question in the study asking if moves were a natural thing. He said that when he and his wife hit age 40, they started planning for their family. He said the problem was with not being able to afford being a teacher. Rep. Ladd asked if she saw this happening.
 - o Ms. Moultroup stated that she did not see that, but it may have been because of an understanding that principals do not control salaries.

The committee thanked Ms. Moultroup for her hard work and for her time coming to present her findings.

What has the committee accomplished?

- Rep. Ladd stated that he is putting in an LSR dealing with teacher preparation. He said that teacher do a criminal background check right out of the gun currently. He stated he wants that first round of background checks to last 4 years so that students can do student teaching under it.
- Dir. Appleby explained he is working with Department of Safety to make it so that background checks can be shared around.

- Rep. Myler apologized missing the last meeting and thanked the committee aide for the notes.
- Rep. Ladd asked where New Hampshire is this year regarding shortages.
 - o Dir. Appleby stated that the DoE won't be doing the teacher survey until October. He said they need responses from the field. New Hampshire has more license holders. These are individual humans, not just endorsements.
- Rep. Myler asked if there is no follow up. Are they all in the state?
 - o Dir. Appleby pointed out that living out of state does not necessarily mean they don't work in New Hampshire.
- Rep. Myler about reciprocity.
 - o Dir. Appleby explained that only one state has true one-to-one reciprocity. Endorsements are different other places. He stated that there is some amount of reciprocity but depends on what you're coming in with.
- Rep. Ford said he was the Vice President at Fitchburg State College. One thing he carried away from the experience was that, in the last year he was there, almost all who graduated for education did not apply for certification. A bachelor's degrees can open many doors. He stated that a person can make more money at Walmart than as a teacher. He lamented that a lot of money is being spent training people to be teachers who are never teachers.
- Dir. Appleby stated that the degree that UNH gives out most every year is in psychology, another field that it is difficult to get into.
- Rep. Ladd asked why we are pumping out all these people with degrees who don't use them. Why not convince someone getting a history degree to also get a teaching license too?
- Dir. Appleby said a theme that has come up from superintendents and principals has been that CBAs don't allow flexibility to negotiate salary. There are almost no mechanisms to account for supply and demand in the marketplace and provide flexibility.
- Rep. Myler stated that the problem is that it becomes a value question. What positions are more valuable or important than others?
- Rep. Ford added that you get some answers in the classroom. When working with the union's CBA agreement, affecting one area affects the others. He told a story about showing kids the importance of a well-rounded education.
- Rep. Ladd stated all teachers are important, but we have supply and demand issues in this system. He said CTEs are saying they cannot find people with necessary skills. How do we attract these people without salary, benefits, etc.?
- Brian Hawkins stated one problem is that each district has its own capacity to set salaries, which helps to pit school districts against each other.

- Rep. Ladd agreed, noting there is always a problem with lack of pay.
- Rep. Ford compared the average annual wage for 1 person to live (\$62,935), with the base teacher wage, which is \$22,186 below that. He noted the pay is already very low and it is hard when people aren't promoted because there is no replacement for their current position. Local communities cannot be the only source of salary base.
- Sen. Ward stated that the committee will have another meeting with a presentation and then work on a draft report.
- Ladd asked about specialization.
 - o Dir. Appleby said that we want to be careful about not eliminating standardized testing. At many colleges are test optional, so students can get through colleges without testing and when they send a writing sample, they cannot write coherent paragraphs. The testing piece should be kept. Praxis core is 8th grade level math, reading, and writing.
 - o Dir. Appleby said DoE is looking to repeal some of the endorsements. Licensure can impede superintendents in creating programs. He questioned if some ancillary classes need strict licensure?
 - o He provided the example of Berlin, who wanted to hire a retired pediatrician as a school nurse but through the law could not.
- Rep. Myler explained that many of the regulations were created when there was a high volume of applicants. That volume of applicants has decreased greatly. The high standards have created a great education system, but the volume of applicants is too low.
- Rep. Ladd suggested a recommendation to look at the rules.
- Sen. Ward stated that the goal is to create a meaningful report.

Rep. Myler motioned to adjourn the meeting, Rep. Ford seconded. 5-0 vote to adjourn.

**Committee to Study New Hampshire Teacher Shortages and Recruitment
Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee Meeting Notes

Meeting Date: 10/2/2023

Meeting Start: 1:03 PM

Meeting Close: 2:21 PM

Members Present: Senator Ruth Ward, Representative Rick Ladd, Representative Mel Myler, Representative Oliver Ford, Director Steve Appleby (NH Department of Education).

Members Absent: Senator Donovan Fenton.

Senator Ward opened the meeting.

The committee members introduced themselves.

Review of minutes. One minor change. Ladd motion to accept. Myler 2nd. 3-0 vote.

Rep. Myler discussed HB 623. He stated one of the things that came out during its hearing was that there is reference to a commission in the bill. Rep Myler stated that one recommendation of the study committee is that there should be a direct reimbursement from Department of Education (DoE). This policy would impact those who already have loans. He recommended having the DoE define rural and underperforming schools. Rep. Myler stated a major problem for those districts is recruiting. He said he is looking to make change recommendations and bring them back up during a follow up study committee.

Rep. Ladd stated he does not know if the committee talked about the actual amount of the loan forgiveness and where the funding is from. He stated the committee will need to figure that out.

- Rep. Myler agreed and stated it will have to be a state funded program at some point in time.

Sen. Ward said that teachers in struggling places should have greater access to those funds.

Rep. Myler stated that the two key areas for the committee are attracting and retaining teachers.

Sen. Ward asked about the tuition for a 4-year degree.

- Dir. Appleby answered that it is \$30 thousand to \$40 thousand per year for an instate tuition.

Rep. Ladd explained the DoE has a stipulation for rural and underserved communities.

Rep. Ladd asked what types of programs are highly needed.

- Dir. Appleby said that it might be worth changing some wording to critical service area. He said it may be important to include statutes by name.

Ward asked how to identify critical shortage.

- Dir. Appleby stated that he looked at the number of positions open. He takes the averages from the study the DoE runs in October. He said this year's study will produce results in the new year, probably late first quarter.

Rep. Myler asked if there is any pattern or if there are districts that always fall into the category of a shortage.

- Dir. Appleby answered that there are districts that always fall under the category of having a shortage.

Rep. Ford asked if there is a way to infer where the shortages are.

- Dir. Appleby responded that it is not possible to infer. But it is possible to predict which type of roles are vacant. The unfilled positions are almost certainly special ed, math and science positions.

Rep. Ladd explained that part of the problem in New Hampshire is that well over 50 percent of our kids leave the state for education or go to a Colby Sawyer-type college, which is not in the state university system.

Rep. Myler mentioned that Steve Woodcock was down in Houston. He explained that a Houston school district is building facilities to house teachers.

Rep. Ford explained that North Carolina is doing the same with all the amenities needed. They are being given housing and sufficient salary, a win-win. Rep. Ford asked how many winners can be created.

Rep. Ladd questioned if the state is going to have a consistent level of people coming in. He asked if it will be based on where they went to school.

Brian Hawkins stated that SB 217 has similar language to what the committee has been discussing and includes several useful definitions.

Nicole Highmark, Executive Director Reaching Higher

Ms. Highmark explained that Reaching Higher wrote a report. Rep. Myler asked her to come discuss their report.

The report was completed based on survey research in NH. Reaching Higher partnered with WELL to collect the voices of school leaders and teachers to get a pulse on why and where they are leaving. The findings were affirming. A total of 590 NH educators responded.

Ms. Highmark stated there are overarching take aways:

1. Teachers are leaving the profession based on factors such as money and compensation. NH packages for teachers are not keeping pace with other industries.
2. Teachers are leaving because of increasing demands placed on them, especially since COVID.
3. There are concerns on the overall direction of public education. Divisive concepts and the surrounding controversy are affecting them health wise and in classroom. This issue is linked to school funding and the funding model.
4. School safety is a major concern.
5. Culture and climate are critical.

Ms. Highmark explained that at the school leader level, they are prepared to navigate and deal with division. Political rhetoric, attacks from people, and lack of support have become more commonplace. Teachers act with fear of consequence.

Rep. Ford stated that he doesn't disagree with much of what was said. He added one more factor: the system is designed to teach people facts and assume that leads to understanding. He explained it does not necessarily work that way. He questioned accountability. He questioned if we teach in a way to pass the test and in a way to ensure understanding and the ability to apply the information to real world and useful ways.

Sen. Ward stated that she has read a lot of material and school discipline is number 1. What kind of control teachers have is very important.

Rep. Myler asserted climate is a massive issue. Discipline is a major issue too. He said there are teachers who are being attacked by students. Standards and norms have completely changed, in part due to COVID. Climate is almost as important as salary. He asserted that climate must be recognized.

Sen. Ward mentioned behavioral problems. Teachers are having to deal with individual students that are so disruptive they should have someone with them.

Rep. Ladd reiterated that a lot of the tone and climate of a building comes from the top down. Rules are there for the majority to fit the whole school. How that is conveyed and seen is often a result of the principal. He mentioned principal turnover. Principals set the tone for supervision and expectation. He stated that school boards have a large effect.

- Rep. Myler stated that schools are a community. Within that community kids learn how to behave. Schools are a place where democracies get formed. Ted Kennedy once said democracies are a promise to the future. Schools is where that is formed. Rep. Myler said that the committee's role is to provide legislation and advice to guide the state.

Rep. Ford pondered a scenario in which a person in another state adopts students temporarily and teaches them. He explained that the courts are very slow at reacting to protect kids in these scenarios. There are people coming to school out of control. Rep. Ford stated that we must find the structure somewhere for a teacher to deal with these issues. Teachers need help, and we need to provide them that help. Rep. Ford stated that this should be part of the solution but cannot be the focus.

Sen. Ward asked if there are principals and superintendents that won't give support.

- Rep. Ford stated that superintendents are where the rubber hits the road. If they are not provided with insurance from the community then their task will be almost impossible.

Sen. Ward asked who has ultimate authority. Should it be the school boards?

- Rep. Ford replied that they should be. School boards should maintain order. He explained that discipline is like a switch, it doesn't hurt shows the guardrails.
- Sen. Ward reiterated that guardrails are needed.

Rep. Ladd stated that school boards shouldn't get the blame. It is not the school boards' job to be on the ground doing supervision. They create policy. Responsibilities are differentiated at multiple levels. He stated that teaching has

changed, and that one answer cannot solve this. He said we need teachers to want to teach.

Rep. Ford told a story of Roman Catholic school when he was in there. They taught discipline and responsibility.

The committee agreed that the report needs to be more substantial than the draft in front of them.

Rep. Ladd urged the inclusion of apprenticeship models in the report.

Rep. Ford agreed that the report needs to include suggestions for converting people into teachers.

Mary Ford questioned the site-based licensing model. She asked what the oversight of these site-based models is.

- Dir. Appleby stated that the DoE has been working on standards and oversight. He explained the mentors involved must be experienced educators with a certain amount of experience.

Mary Ford asked about the standards for university and higher education.

- Dir. Appleby stated that the DoE approves plans, and they must provide a written plan. There are several colleges with approved plans.

Mary Ford stated that it is a two-tiered system. She said the higher education system has an extensive oversight system, whereas the site-based model seems like it does not have the same oversight. She suggested that it might behoove the state to equal out oversight. She questioned if we are destroying the graduate system for site-based plans.

- Rep. Ladd stated that he disagrees completely with Ms. Ford. He stated that CTEs scores are 5 percent higher and 75 percent of people from CTEs going on to higher ed.

Mary Ford stated that her colleges being hammered. There needs to be rigor in oversight equally throughout the entire system.

- Dir. Appleby stated that not all colleges are created equal, just like not all districts are being equal. He said he believes Ms. Ford is comparing to a flawed model. The rigor of site-based plans has increased.

The committee resolved to redraft the final report.

Rep. Ladd asked the aide to find Senator Kahn's first year recommendation report for the committee.

**Committee to Study New Hampshire Teacher Shortages and
Recruitment Incentives**

SB 236, Chapter 150:1, Laws of 2022

Regular Committee Meeting

Meeting Date: 10/18/2023

Time Start: 1:07 PM

Time Close: 2:17 PM

Members Present: Senator Ruth Ward, Senator Donovan Fenton, Representative Rick Ladd, Representative Mel Myler, Director Steve Appleby (NH Department of Education).

Members Absent: Representative Oliver Ford.

Sen. Ward opened the meeting at 1:07pm.

Sen. Ward explained that the meeting is here to hopefully finalize the Final Report.

The committee members introduced themselves.

Rep. Myler move to accept minutes. Rep. Ladd seconded. The committee voted 4-0 to accept the minutes.

Discussion of whether the bullet point in the findings section on page 2.

- Rep. Ladd stated that for the legislature and NHDOE to do their jobs, they must have information provided by SAUs.
- Sen. Fenton said that the current wording is strong, but the least that administrators can do is answer surveys, so issues do not slip through the cracks.
- Dir. Appleby explained that in the survey the committee members are referring to, NHDOE called out twice to districts to encourage participation.

Dir. Appleby stated that he has an administrator looking for the numbers illustrating the decline in higher education graduates who earn a teaching

degree. A table showing the numbers will be added to the report under the point three in the findings section.

Dir. Appleby spoke to finding #9. He recalled that the committee had heard of troubles with teacher retention along the state borders.

Dir. Appleby recommended some technical changes to terms used in the report.

Rep. Ladd pointed to Recommendation #1. He stated that the House Education Committee has been looking at HB 218, HB 623, and SB 217. He said that Idaho has legislation that is very comparable. He said the House Education Committee agreed that type of legislation is the right track. Rep. Ladd said that they are trying to come up with a piece of legislation which will accomplish attraction and retention. He suggested a policy where new teachers in New Hampshire could keep up to \$12 thousand in their pocket if they stay in the state. He suggested blending the bills into the recommendations.

- Rep. Ladd asserted that the state must be more forceful in this area.
- Rep. Myler mentioned an amendment to HB 623 that compliments SB 217.
- Rep. Myler stated it would be good to have two bills going in both houses to make sure something is done.

Rep. Ladd questioned whether the committee should recommend concrete language, which could limit future legislatures. Senator Fenton echoed this concern and stated that the committee does not want to lock in future legislators to specific recommendations.

Dir. Appleby pointed to Recommendation #2. He stated that legislation was filed this year to amend the initial background check process.

Dir. Appleby stated that he and the NH Board of Education are cautious of Recommendation #4, dealing with reciprocity. He stated that the idea of wholesale taking the credentials from another state makes everyone hesitant because the standards are different.

- Sen. Ward asked about credential reciprocity for Canadians. She said she has heard that Canada has many teachers who would like to work in New Hampshire.

- Dir. Appleby stated that Canadians would have to pass testing portion, but that people are open to it. He explained that Canada is not that different from California or other schools credentialing wise.

Rep. Ladd drew attention to Recommendation #6. He stated that the Concord CTE director told him that they do not have the funding to hire people at a desirable salary.

Brian Hawkins stated that he has had conversations with Dir. Appleby. He said that he does not know if legislation is needed. He believes that salary negotiations can and have gotten done at the bargaining table. He said he is unsure legislature needs to insert itself.

- Dir. Appleby asked if a district could negotiate scales for different types of teachers.
 - Mr. Hawkins said that the door is wide open. Salary is mandatory part of collective bargaining.
- Dir. Appleby suggested new wording.

Rep. Ladd stated that he has had conversations with the Salem CTE director, Chris Dodge. He explained that once a person's salary gets toward \$70-75 thousand, the CTE cannot keep up and retain that educator. He suggested a separate salary grid for Non-Bachelor degree CTE teachers to include a salary axis based upon years in the industry and industry credentials (negotiated locally).

Dir. Appleby asked Mr. Hawkins if districts are aware they can negotiate salaries differently. He noted that local districts seem to have significant leeway to negotiate with their union.

- Mr. Hawkins said that it comes down to what financial flexibility a district has.

Rep. Ladd stressed the need to expand support for CTEs and increase encouragement of students to attend them.

Rep. Ladd noted that the committee has had many good teachers in to provide testimony. He stated that being a teacher is an art and a science. He said being a good teacher is to get the kids thinking without impressing their opinions on students. He said they must thread the needle without imposing their own views. He questioned how much training teachers receive in this at post-secondary institutions. Rep. Ladd noted that this is a

post-secondary issue that becomes a K-12 issue. He said that these institutions should instruct teachers how to teach these topics. He said that educators should also be taught how to deal with severe disciplinary and mental health problems.

- Sen. Fenton said that it comes back to support given to educators. He said that based on testimony, teachers do not feel supported. He noted that COVID exacerbated the situation.

Dir. Appleby directed attention to Recommendation #8. He said that the number of new licenses has grown. He recommended an expansion of Recommendation #8.

Senator Ward asked about the pension system. Rep. Ladd asked if New Hampshire is competitive with neighboring states.

- Dir. Appleby noted that one advantage New Hampshire has is that teachers are in the social security system as state employees in the state, whereas in Massachusetts they are not.
- Sen. Ward mentioned the issue of bringing retired educators back to help fill in vacancies while retaining their retirement benefits.

Sen. Ward turned attention toward Recommendation #11, regarding the response to NHDOE surveys by school districts. She asked if the language in the report was enforceable.

Dir. Appleby suggested the removal of a specific “grow your own” teacher development program to avoid negative pushback. He specified that the concept of “grow your own” teacher development programs is supported. Dir. Appleby explained that these programs reach out to high school students to put them on the path toward becoming educators. Another type of these programs is to hire someone as a paraprofessional and then train them on the job into special education teachers.

**Committee to Study New Hampshire Teacher Shortages and
Recruitment Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee AD HOC Meeting Minutes

Meeting Date: 11/14/2023

Time Start: 9:05 AM

Time Close: 9:50 AM

Members Present: Senator Ruth Ward, Senator Donovan Fenton, Representative Rick Ladd, Representative Mel Myler, Representative Oliver Ford.

Members Absent: Director Steve Appleby (NH Department of Education).

Senator Ward opened the meeting. She explained that the committee is here to consider the final report of SB 236 committee. The committee is considering version three of the report.

Rep. Myler said that he thought the committee had agreed on a final report at the October 18th meeting. He questioned why the committee was meeting today. He stated that he thought the committee had signed off on a report.

Senator Ward addressed a mistake on the signature sheet. Senator Bradley's name was accidentally added as Senate President. Senator Bradley does not need to sign the report. Sen. Ward stated that Senator Bradley would not sign off on the report in its current form. She said she does not know the specific issues he had with the report, but that the Senate President was not comfortable with the report.

Rep. Ladd stated that the committee was meeting for reconsideration of the final report.

Sen. Ward stated that changes were made to the report. A copy of the revised report was provided to each member.

Senator Fenton stated that the revisions caused massive changes to the final report. He asked if writing a minority report for the changes was not a better solution than revisions.

Rep. Myler said that it was his belief that the committee worked on a report and made an agreement. He said the committee reached a compromise on the issue. He asserted his belief that it is inappropriate to be making changes after an agreement made.

Rep. Ladd expressed his concern over the previous version of the report. He went through and explained the changes to Recommendation #7 that he wanted to see.

Rep. Ladd asked for reconsideration of the report.

- Senator Fenton seconded the motion.
- After consideration, the committee agreed to table the motion to further discuss the revisions to the report.

Rep. Myler stated that he cannot support the changes suggested by Rep. Ladd.

Sen. Ward said that it sounded to her that committee members were agreeing with many of the suggested changes but cannot accept the changes in the final report.

Rep. Ladd asserted that there is a need to better train people who are becoming teachers. He stated that teacher preparation institutions must better prepare students for the problems they deal with in the profession.

Senator Fenton asked for time to look at the proposed changes and suggested another meeting. He said this would give committee members time to digest the changes and come back as to the committee prepared. He expressed his belief that the committee could work out a compromise.

Rep. Ladd asked the committee how the state can best address fear in the teaching profession.

Rep. Ladd stated that it is worth the committee's time and effort to really walk through these issues. He stated that the members of the committee are making the findings that need to be reflected in the report.

Rep. Myler stated that the work the committee is doing is important.

The committee suggested inviting Senator Bradley in to hear his input on the report. They instructed the aide to invite the Senate President to a meeting soon.

Rep Ladd suggested that at the next meeting, the committee should go through the report paragraph by paragraph.

Rep. Ladd stated that some of the issues the committee deals with are controversial and difficult to get into.

The committee tentatively scheduled another ad hoc meeting for 11/20/2023 at 11:00 AM. The meeting was tentative, as the committee wanted to make sure Senator Bradley could attend the meeting.

**Committee to Study New Hampshire Teacher Shortages and
Recruitment Incentives**

SB 236, Chapter 150:1, Laws of 2022

Committee AD HOC Meeting Minutes

Meeting Date: 11/20/2023

Members Present: Senator Ruth Ward, Representative Rick Ladd,
Representative Mel Myler.

Members Absent: Senator Donovan Fenton, Representative Oliver Ford,
Director Steve Appleby (NH Department of Education).

Senator Ward opened the meeting.

Rep. Myler moved to accept minutes from previous meetings. Rep. Ladd seconded the motion. The minutes were accepted by a 3-0 vote.

Sen. Ward said she is pleased with the report. She said it is reasonable for what was done in the committee. She noted there was talk of teachers not having enough support. She stated that as far as she is concerned the report is fine, and she would be happy to sign it.

Rep. Myler expressed major concerns with the report. He said it was his understanding that Findings #11 and #14 from the original were requested to be deleted by Republican leadership.

- Rep. Ward confirmed that was correct. She explained that Sen. Bradley stands by what he has suggested. Sen. Ward provided comments from Sen. Bradley.
- Sen. Ward stated that those issues are addressed in other places. She said that Rep. Ladd's suggestion was enough, that teachers would benefit from further education and support from principals and superintendents.
- Rep. Myler stated that he disagrees. He said that in the House Education Committee conversations have been respectful and calm. He stated that this was the most upset he's ever been in his 11 years

in the legislature. He stated that the committee spent two years studying the issue, and that he thought everything was done at the 10/18 meeting. He said that the individual who wanted changes to the draft has not been part of the committee. He called the situation egregious. Rep. Myler read Findings #11 and #14 from the initial draft report.

- Rep. Myler expressed his belief that those statements are foundational. He said that he can agree with Rep. Ladd's Recommendation #6, but without Findings #11 and #14 there is no finding to make that recommendation. He explained that he had an experience last week where he said he cannot just sign on. He told the stories of a couple of teachers he had recently spoken with who had resigned teaching.
- Rep. Myler stated that on September 26th, the committee had a full day of hearing from teachers. He said that his two stories were just two examples but heard stories like this one all day.
- Rep. Myler stated that the new report does not represent what the committee heard. He voiced concerned for integrity of study committee process. He asserted again that the new report draft does not fully represent what they heard in the committee. He said he can agree to compromise on Recommendation #6 but without a finding there is no way to include it. He said he will be filing a minority report.
- Rep. Ladd responded to Rep. Myler. He pointed to the meeting minutes from October 2nd. He noted a report from Reaching Higher NH. Rep. Ladd said that he agreed, there is a school climate issue in the state. He pointed to the report which showed that school climate and salary are top concerns according to the report. Rep. Ladd noted that 52% of respondents said their top reason for leaving the profession is salary. Rep. Ladd reiterated that school climate is an issue, but it is caused by a mixture of a lot of issues. He stated that climate comes from the top down. He read from the 10/02/2023 minutes. Rep. Ladd said it is clear that some of the other issues are a result of rules not being adhered to totally. He said that he concurs with the information before him and provided throughout the study committee but is not satisfied saying any one reason is the reason why. Rep. Ladd asserted that the way to resolve the larger problem is

- not to hammer on any one issue. He explained that the state must hammer on all the issues that accumulate to create the larger problem. He said he is willing to leave in some recommendations.
- Rep. Ladd noted that people were saying that we expect institutions and the Department of Education to make sure new educators are prepared to deal with the issues they'll deal with in the classroom. He said he supports leaving things in but also including Recommendation # 6 from the third draft of the report. He said they need to look at the issues, but it is a good compromise. He stated that he would hate to see a report fail to gain wide support after 2 years of work and all the good work done.
 - Sen. Ward went back to the findings in version 2 of the report. She noted Finding #5 and questioned if that issue needs to be reiterated in other parts.
 - Rep. Ladd said that within the findings is what he spoke to in terms of teachers feeling like they do not have the training to deal with the behavioral issues and more. He stated that he sees that as a finding but asked what recommendation there was to address that finding. He asserted that new teachers need more training from post-secondary institutions. He said that School Board policy should be followed. He reiterated that there is a need for a support system for educators. He expressed his belief that he doesn't think one suggestion is the answer to all of this. It is a complex issue they are dealing with and need many answers.
 - Sen. Ward directed attention to Recommendation #1. She said that the state needs to investigate the number of times a background checks that are required.
 - Rep. Ladd said that he would love to see this report have unanimous support. He discussed his family's deep involvement in the education profession, many in other states, and that many in his family have stated that they would not have entered the profession in the situation the industry is in today. He stated that these issues are not unique to our state, they are all around.
 - Rep. Myler brought attention back to the issue that brought the committee back together. He said that Recommendation #6 is ok, but the findings section must be something more specific. He said that if he were to leave there would not be a quorum.

- The committee discussed the committee's statute and the rules regulating study committees.
- Rep. Ladd explained he asked for reconsideration of changes to the report draft and that the committee can settle the issues together.
- Rep. Myler stated that some report must come out of committee.

Rep. Ladd motioned to approve version 3 as provided to the committee. He said it is a good compromise on an important topic.

Sen. Ward agreed. She stated that it covers a lot of what the committee has been talking about, and that she will sign off.

Rep. Myler stated that he won't sign off because Findings #11 and #14 are not in there.

Rep. Ladd retracted his motion and said that he thought version 3 did not take those out. He suggested putting Findings #11 and #14 in report along with Recommendation #6. He suggested using version 3 of the report, which includes Recommendation #6, and adding the two findings that Rep. Myler had said he wanted.

Sen. Ward said she will sign off on version 3, while Rep. Ladd and Rep. Myler will sign off on a version with those additions.

Rep. Ladd motioned to submit the version 3 report, with Recommendation #6, Finding #11, and Finding #14 included. Sen. Ward seconded the motion. The result was 2-1 vote, with Sen. Ward opposed.