

Senate Education Committee

Ava Hawkes 271-4151

SB 148-FN, adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

Hearing Date: February 18, 2021

Time Opened: 2:25 p.m.

Time Closed: 4:35 p.m.

Members of the Committee Present: Senators Ward, Hennessey, Ricciardi, Kahn and Prentiss

Members of the Committee Absent : None

Bill Analysis: This bill adopts legislation relative to:

I. Vocational rehabilitation.

II. Career and technical education.

III. Emergency plans for sports related injuries.

IV. Private postsecondary career schools.

V. Environmental and outdoor education and establishing the New Hampshire youth environmental education and conservation council.

Sponsors:

Sen. Ward

Who supports the bill: Please refer to sign-in sheet.

Who opposes the bill: Kathy Tetreault, Steve Beals

Who is neutral on the bill: Steve Appleby (NHDOE), Lisa Hinson-Hatz (NHDOE), Amy Clarke, Kiley Jennifer

Summary of testimony presented:

Part I of SB 148:

Senator Ruth Ward - Senate District 8

- Senator Ward introduces part one of SB 148.
- This bill was a request of NHDOE.

- Lots of repealing of sections. The sections that aren't being repealed will be given different content. Lisa Hinson-Hatz from NHDOE will speak to part one.

Lisa Hinson-Hatz – Director, NH Vocational Rehabilitation (NHDOE)

- Vocational rehabilitation is updating our NHDOE's administrative rules this year and they found, through that review, statute changes needed to be made.
- In previous rule updates, they had failed to repeal programs no longer in service. Mainly, the telecommunications program and the personal worker care program.
- The telecommunications program is now housed with the Governor's Commission on Disability and has its own administrative rules.
- The other program has no funding attached to it that they could find. Neither could DHHS.

Part II of SB 148:

Senator David Watters - Senate District 4

- Senator Watters introduces part two of SB 148.
- This bill addresses our highly successful CTE system. This bill comes to the legislature from NHDOE's Eric Frauwirth.
- Language changes necessitated by clarification related to Perkins funding.
- Part two clarifies what private/homeschooled students sending district is so they can take part in CTE programs.
- Next section addresses the renovation and reconstruction of CTE centers.
- Some districts would rather renovate than tear down and start over. The terms "expansion" or "replacement" have been added to the new language. There is an amendment to ensure that language is consistent.
- As for policy issues, there are school districts with CTE centers and school districts without that can send students to programs. There are some difficulties to that due to transportation and funding.
- NH students have the right to career and technical education, this language would codify that in efforts to help students getting into the workforce. Students should not be deterred from CTE programs based on where they live.
- Part two clarifies the state's responsibility to reimburse transportation costs budgeted each year.
- NHDOE needs to fulfill their obligation for reimbursement so kids can get sent to receiving schools.
- This part works to clean up language for projects qualified for renovation, expansion, and construction.
- This part helps address a longstanding issue of school counselors needing to be more aware of CTE programs and opportunities. Often times, counselors are more focused on 4-year college opportunities that they do not recognize how students would benefit from CTE programs.
- A high school counselor from a sending school district would be added to the advisory council.
- NHDOE needs rulemaking in terms of establishing career readiness credential, they need authority to help set rules for that credential.

- Brings 2018 Perkins law in to date, i.e. Strengthening Career and Technical Education Act of 2018, we had to go through a long process to review our whole program throughout the state. This puts in statute that this is now a governing document.
- Makes technical word changes from “president” to “chancellor.”
- Dual and concurrent enrollment focus is really important. It allows high school students to take community college and other courses at reduced rate.
- By having those credits, it would reduce the overall cost of a student’s education.
- Current program focuses on STEM courses, we need to open it up for other courses as well for students.
- If the purpose is to enable high school students to save a lot of money for their families, we out to include those additional courses as well.
- While we set policy, funding implications for how much money is in the dual and concurrent program to be included in the budget or not.
- The goal is to open CTE programs up to sophomores as well. For example, the engineering program takes three years anyways.
- Students can then be pretty much done with the program by the end of high school. Then, seniors could begin apprenticeships and be ready for the workforce.
- School districts should develop policies about inviting 10th and 11th into dual and concurrent enrollment.
- Career readiness certificate would assist in advising students on this program.
- Lastly, about three years ago, a tax credit program was established which enabled businesses to get a tax credit for donations of equipment to CTE centers.
- This creatively allowed businesses to take a portion of employee’s time who supervises internships and apprenticeships to have a tax credit for that too.
- This was a pilot program and it has been very successful. This section of part two extends the program out by four more years through 2026.
- CTE center directors have been motivated to create more relationships with business.
- Senator Kahn asked Senator Watters about the number of students taking dual and concurrent enrollment right now and where the expansion of STEM courses might lead in the future.
 - Senator Watters said this is being wrestled with by the community college system in developing a fiscal note for part two. The current program has been very successful. With such an expansion, it could potentially add to the cost of that program, however, students need those other courses to be offered as well.

Eric Frauwirth – Administrator, Bureau of Career Development (NHDOE)

- Senator Watters did an extremely thorough job with the details of part two of this bill.
- Made himself available for any questions.
- Senator Kahn shared that he appreciates NHDOE’s role in part two regarding the clean-up of language.
- Senator Kahn asked Mr. Frauwirth about the impacts of doing concurrent enrollment and if the department maintains that information. Mr. Frauwirth said he would defer to the community college system. While they would encourage students to enroll in the classes, Beth Doiron with the Community College System would have a better understanding on what those numbers looks like.

- Senator Kahn asked a question connecting part two and part four of this bill. Senator Kahn asked about environmental education being a part of CTE work and if some STEM courses could fit into that category. Mr. Frauwirth said potentially as the inclusion of CTE courses is more for evening the playing field.

Beth Doiron – College Access Director, Community College System of NH (CCSNH)

- They support part two, section 12 of this bill.
- Part two makes changes to the dual and concurrent enrollment program.
- These changes take into consideration 10-12th grade, adding to STEM courses that are already covered in program.
- They work closely with CTE centers to provide early access to obtaining college credit.
- These students are taking courses that could lead them to good jobs, the goal is to encourage them along their way.
- They've seen tremendous support and expansion of their program over this last year.
- Recent increased funding allowed students to take up to two STEM courses with no charge, CTE students are next to take advantage of these opportunities.
- As a policy matter, this would provide equitable opportunities for CTE students.
- The funding for this STEM scholarship program has been eliminated from the Governor's budget. They are sure this will be looked at during the finance and budget process.
- In FY19, we were able to offer about \$1.2 million in scholarships for students in STEM dual and concurrent enrollment courses.
- This past fall in 2020, even through the COVID-19 pandemic, students still signed up for these dual and concurrent enrollment courses.
- They were able to offer \$644,000 in scholarships out of the \$950,000 available in Fall 2020.
- They also support outdoor education programs in part four of this bill.
- Senator Hennessey asked Ms. Doiron if she has any idea what the actual cost to the state is for these scholarships. A student may receive a scholarship, however, that number does not indicate the cost to CCSNH to run these programs.
 - Ms. Doiron said the cost of the running start dual and concurrent enrollment courses is \$150 per course. The early college courses cost roughly \$300 each course. It costs them more than that to run these programs, so they are probably not breaking even.

Part III of SB 148:

Senator Bill Gannon - Senate District 23

- Senator Gannon introduces part three of SB 148.
- With four student athletes in his family, he is happy to bring forth part three of this bill.
- Currently, there is a gap in emergency plans when responding to serious or potentially life-threatening sports related injuries during school sponsored activities.

- Specifically, for athletes in the public and non-public school settings that offers athletics for grades fourth through twelfth.
- Section three of part three of this bill updates current law, which was written in 1971, relating to policies adopted by local school boards for the purposes of providing immediate and adequate emergency care for students or personnel who experience injuries during school activities.
- By updating statute, this aligns with best practices and allows each entity to be informed on the minimum standards of care athletes will receiving.
- Part three also provides flexibility for each school, even in places with large populations like Keene.
- Part three also identifies that public and non-public schools should establish plans to return to play after COVID-19.
- Emergency plans are zero cost policy which utilizes the resources that schools already have available.
- As a parent who has been on the sidelines, part three is a good idea.
- Senator Hennessey asked Senator Gannon about the effective date and its direction to take effect “upon passage.” This would require school boards to have plan in place effective the first full school year after the effective date, i.e. school boards would have to develop this plan within a month’s timeframe. Senator Hennessey asked Senator Gannon if he is open to a later effective date. Senator Gannon said yes, it certainly would be a good idea.
- Senator Kahn asked Senator Gannon if the NH Brain Injury Association had been involved in the drafting of this bill. Senator Gannon said he has spoken with trainers and coaches directly. Fellow testifiers could attest to his question better, he hopes the answer is yes.

Theodore Smith – Director of Athletic Training Program, Colby-Sawyer College

- Supports the language in part three.
- Represents his views and not his employers.
- He has served as the primary or support athletic trainer in high school, college and professional levels.
- He can attest strongly to the value of an emergency plan.
- Requirement of local school boards to have an emergency plan, the benefit lies in prior planning.
- Immediate response to emergencies is typically provided by volunteers.
- By having an emergency action plan in place, improve response time and quality of care provided.
- Parents should be able to expect consistency.
- Parents shouldn’t have to hear that injuries wouldn’t have been as serious if they their child’s school had a better plan or response in place.
- The current language is over 50 years old.

Rebecca Stearns – Chief Financial Officer, Korey Stringer Institute

- Full support of part three.

- Their mission is to provide research and prevent sudden death of athletes.
- To prevent the four catastrophic injuries or conditions that can result in sudden death in athletes over 90% of the time: cardiac arrest, exertional heat stroke, traumatic head injuries and exertional sickling.
- Between 2015 and 2019, we've lost 335 high school athletes in the U.S.
- This bill enacts five vital health and safety components benefiting high school athletes in NH: mandating emergency action plans, outlining AED access, includes weather and heat climatization policy, cold water emersion.
- All of these are established best practices supported by leading sport health and safety organizations.
- There are over 120 schools in NH, but about 42% of those schools, and roughly 9,000 students, do not have access to an athletic trainer.
- In their most recent survey, almost 4,000 NH athletes are at a school with an athletic trainer and no established emergency action plan.
- Their hope is to continue adopting best practices and see a decrease in senseless sports related deaths.
- Seven states have legislation to ensure emergency action plans are in place.
- They also know of 15 other states that have legislation implementing AED use at athletic venues.
- Senator Hennessey asked Ms. Stearns if there are examples of these requirements that a high school or school board could refer to instead of reinventing the wheel on their own. Ms. Stearns said they have a bunch of templates on their website and would be happy to share with the committee's aide.
- Senator Kahn asked Ms. Stearns if rulemaking is needed by NHDOE to be effectively implemented and to vet rules with schools before they establish the policy. Ms. Stearns shared that, thankfully, there are a lot of great resources available relating to guidance documents. They have a lot of plug-and-play documents available. Lastly, the athletic trainers at NH schools should be equipped to draft these kinds of guidance documents as well.
- Senator Prentiss reiterated Senator Kahn's point about NHDOE having rulemaking or plans available that way it is not such a big lift for schools.

Stephen Appleby – Division Director of Educator Support in Higher Education, NH Department of Education

- He would speculate that this is not his area, however, part four of this bill is.
- He would guess they'd want rulemaking ability; he is not the best person to answer this question. Perhaps Diana Fenton could better answer this question.

Attorney Diana Fenton – Chief of the Office of Governance, NH Department of Education

- She has no idea. In act of solidarity with Mr. Appleby, she agrees with the desire to have rulemaking abilities.
- Rulemaking is a great place to flush issues out.

Cassandra Snow – Program Director, Safe Sports Network

- She supports this bill personally.
- Licensed athletic trainer and past president of the NH Athletic Trainers Association. She is a parent first.
- 6,000 kids under the network's umbrella/care.
- The previous testimony does a perfect job of summing up the importance of this bill. She seconds all previous points made.
- The Brain Injury Association was reached out to. Two neuropsychologists submitted written testimony as they could not be here today.
- They are trying to be more collaborative in this work.
- She submitted written testimony as well.

Christine Reyes – President, Athletic Trainers Association

- In support of part three of this bill and represents ATA as their president.
- She is a local Manchester resident, mother, educator, and licensed athletic trainer.
- The largest reason she is in support of part three is because it fills gap and brings NH closer to best practices.
- Drafted to allow each district to develop their own plan based on unique environments.
- Urge committee to support this part to address high risk scenarios in the medical community.
- Sick cell anemia, which is a blood condition, did not get regular or unbiased, widespread testing until 2002. In locations without an emergency action plan in place for a student who has this condition, this information could potentially waste away in a medical form.
- To conclude, this is one of the many important reasons she supports this zero-cost policy.

Leonard Anjoli

- He has been an athletic trainer for over 30 years.
- Lots of experience with emergency action plans (EAP) as an EMT.
- For example, a scenario, while working in his current position. where an EAP worked well: he works at small, private boarding school where a young man who was mountain biking, went over his handlebars, and broke his neck. Because of the plan in place and the way they frequently reviewed the plan, they responded seamlessly.
- By setting the plan and reviewing the plan ensures that everyone understands the plan.
- One key point is to ensure we are educating our coaches, especially at smaller schools, as they are often parents, teachers or community members.

Alison Sotherland – Secretary, NH Athletic Trainers Association

- In support of part three of this bill.
- She is an athletic trainer, licensed in NH at Dartmouth College.
- She is also an EMT and has been registered for over 15 years.
- Through her graduate work at UCONN and Korey Stringer, she thinks this legislation is extremely important.

Amy Clark – School Safety and Facility Management Administrator, NH Department of Education

- Keep in mind that RSA 189:64 requires that all schools have emergency response plans, and those plans must be reported to NHDOE, Homeland Security and Emergency Management.
- In those plans, there is an annex for the medical response. Perhaps that annex does not discuss the intent of this legislation.
- Would like to caution that we are requiring schools to do both, medical response annex and an emergency action plan. Perhaps the language could say “if not included” or require that this legislation be included in what already exists.

Part IV of SB 148:

Senator Ruth Ward - Senate District 8

- Senator Ward introduces part four of SB 148.
- Part four is relative to private, post-secondary career schools.
- A lot of schools have to be licensed and have regulations and then there are schools not under the same requirements.
- There is a list of schools exempt from these certain regulations under RSA 188-G:1, section two. One example is schools offering non-credit courses solely for avocational purposes.
- It not clear what schools are exempt from licensure and other obligations.
- There is an amendment regarding schools offering noncredit courses, exclusively for avocational purposes, adding fitness and recreational wellness or personal interest purposes for instructional programs or courses that prepare individuals to teach such courses.
- Senator Prentiss asked Senator Ward if the amendment would broaden the original language of the bill, which included yoga teachers, covering it with all fitness. Senator Ward said yes, there are more folks to be included than yoga industry folks.
- Senator Prentiss asked Senator Ward if this is the list of folks who have to be licensed by post-secondary as opposed to those who are exempt.
 - Senator Ward said in this chapter, private, post-secondary career schools shall *not* include.

Stephen Appleby – Division Director of Educator Support in Higher Education, NH Department of Education

- Licensing is for student protection.
- Schools that are licensed are required to ensure students don’t lose their tuition money if they were to close suddenly.
- As for the exceptions in statute, it references training that is avocational in nature.
- A good example could be someone who gives piano lessons, or who takes nature photos. Where the fine line runs into vocational, as opposed to avocational is when one teaches someone who can then go out and earn a living from that. For instance, teaching someone on how to teach someone to play piano is vocational.
- That clarification is the difference between avocational and vocational.

- Senator Prentiss asked Mr. Appleby if a state agency or a national accrediting body already has a program, or requirements, in place, are those excluded here or are those covered. Mr. Appleby said the quick answer is that it depends.
 - Good example is a recent case where there was a precipitous closure of a nursing school. It was closed by the Department of Nursing. It was licensed by NHDOE as a post-secondary institution. They were also accredited by the national accreditor.
 - None of the other entities, besides NHDOE, require them ensure students don't lose tuition and the student protection piece. That is where licensing is important.
 - Not looking at the programs of these schools but more of if these are programs are sound and protecting students.
 - Because of their involvement, there was a bond in place and NHDOE was able to direct students as to where to get their reimbursement. Had they not been involved, those students would've lost their tuition money.
- Senator Prentiss asked Mr. Appleby what if an accreditor had an indemnification, would that be acceptable by the department or would they still have to go through the process. Mr. Appleby said that would be very acceptable, their concerns are student protection.
- Senator Ward asked Mr. Appleby if they agree with the amendment and what is being added.
 - Mr. Appleby said his opinions are his own, so he can't say that he has an opinion. The intent of the statute is to protect students who go to vocational schools. Beyond yoga, in a matter of fairness, there are other sectors that teach vocational programs.
- Senator Hennessey asked Mr. Appleby if there are other examples of places like yoga schools where students have lost tuition dollars in NH.
 - Mr. Appleby said that is a great question. They only recently became aware of these kinds of schools/educational institutions existing. This is very recent and had no idea prior to a resident reaching out and inquiring as to whether they should be licensed.
- Senator Hennessey asked again if Mr. Appleby had any examples of students who lost tuition because whatever vocational school went out of business and did not have a bond.
 - Mr. Appleby said in the years of his experience, he has seen schools close due to them not being licensed and students have lost their money. Many examples at the national level of this occurring as well. There are only roughly 75 licensed schools in NH and most of them are extremely small. Probably 60 of the 75 are directly small.
- Senator Kahn expressed his confusion between what is in bill versus what is in the amendment versus Mr. Appleby's intention to separate the difference between a class for enjoyment and class for training or instruction. Senator Kahn asked if Mr. Appleby could provide, in writing, the department's distinction for the committee to consider. Mr. Appleby said he is happy to provide information that the committee seeks.
- Speaking for a second time, Mr. Appleby shared that NHDOE does not support nor opposed this amendment. He is simply providing context.

- The annual licensing fee is \$450 for schools generating \$75,000 or less of gross tuition per year. Folks above \$75,000, that fee becomes .006 of their tuition.
- There are no site visit fees.
- Another fee that may be significant is the indemnification fees.
- As schools seek indemnification, insurance carriers would charge them bonding prices.
- This year, one of the Governor's emergency orders allowed the department to waive licensing fees recognizing the struggle that small businesses are facing. Therefore, schools who have sought licensure this year have not paid anything.
- They do have a dog grooming school in Manchester that has been licensed for many years.
- Additionally, there are animal behavior schools, bartending schools, hypnosis schools, etc. There is quite a range.
- If interested, he can provide a list of those licensed groups.
- Senator Ward asked Mr. Appleby if all of those entities need to be licensed. Mr. Appleby said yes.
- Senator Hennessey asked Mr. Appleby about the \$75,000 in revenue and whether or not the department breaks out vocational revenue versus avocational revenue.
 - Mr. Appleby said their current statute does not make that differentiation. Once a business crosses that line into vocational, you've crossed that line into our world.
 - Some states have no regulation and some have stricter regulations. Most states who have tried to make the separation have a lot of trouble with enforcement.
 - Vocational versus avocational is a very fine line and hard.
- Senator Hennessey asked Mr. Appleby to clarify the percentage used. Mr. Appleby confirmed that he meant .006, not percent.
- Senator Hennessey asked Mr. Appleby when you are simply looking at revenue, not income, and their expenses match their revenue, how is it practical to charge them to be licensed. Senator Hennessey expressed that she has a hard time requiring this of folks who many not make an income.
 - Mr. Appleby said the fee structure predates him. Differentiating between income and revenue is a telling comment. It is important to remember that student protection is the department's goal.

Maureen Miller – Owner, Yoga NH

- In support of the amendment to part four of this bill.
- Owned Yoga NH since 2004.
- Between 200-300 graduates in the previous years in Concord.
- Leader in yoga community.
- Shares concerns with new businesses required to be licensed.
- Some may not financially survive change to become licensed.
- She has temporarily paused events as they could not proceed since they were not licensed.
- They feel they do not fall under the same purview as folks who supply credits.
- Their folks are not seeking to teach people as a profession.
- The NH Consumer Protection Act protects consumers.
- She was the first school to speak with NHDOE about licensing of yoga schools.

- This has been a really challenging time for studios and small businesses.
- She was under the impression by NHDOE that if this distinction were brought forth via legislation, there could be a solution or separation.
- Senator Hennessey asked Ms. Miller what the financial and time commitment it would take for a studio like hers to become licensed.
 - Ms. Miller said her confusion mostly lies with the choice to oversee the consumer protection piece not how they were training people. From the financial perspective, she has always had another job as it does not pay the bills. They do this for their community's well-being.
- Speaking for a second time, Ms. Miller shared that they were under the understanding that program fees were based on a per-program basis.
- They have never stopped a program or had a complaint about money.
- Again, students are protected under consumer protection.
- Widespread concerns in yoga community about this not being a career but being categorized as such.

Shannon Roche – President and CEO, Yoga Alliance

- Non-profit association serving the yoga community.
- Proud to lead training programs.
- First learned about state's new policy when their members, who are small business owners, turned to them for help.
- The additional fees and other administrative items associated with licensure, not only seemed unapplicable to their programs, but would be quite burdensome and potentially put them out of business.
- The most troubling of this situation is how the licensure requirement was first applied during the COVID-19 pandemic as they were already under great pressure.
- They conducted a survey and found that a licensing requirement would result in many of NH's yoga studios having to postpone or cancel their yoga programs.
- Ms. Roche also shared testimony on behalf of Stephanie Paolini of Portsmouth. Ms. Paolini owns 3 Bridges Yoga in Portsmouth.
 - She extended appreciation for the waiving of licensing fees this year. The potential licensing fees for upcoming years could be detrimental to studios and hinder their ability to continue licensure starting in October 2020.
 - Timing of the licensure seemed inappropriate during the COVID-19 pandemic.
 - Folks who train are not doing it as their full-time job or are they doing it for personal development. Neither of which should result in them becoming licensed as a "school."
 - If this licensure mandate continues, they will move their programs to their York, Maine location to avoid these fees. 70% of their training is already taking place in York anyways.
- Yoga Alliance credential holders are expected follow their clear consumer protection guardrails which includes an ethical commitment, a standardized list of programmatic instruction, a public facing registry, business resources, etc.
- Yoga is a practice that includes physical and mental health wellness. This is vital to the well-being of the community.

- The majority of states have not attempted to classify yoga studios as career schools. 11 states have specifically exempted these kinds of programs from career school licensure.
- Senator Ward asked Ms. Roche if she is aware of any other vocations that have been impacted in a similar way. Ms. Roche said she is not aware of another.

Katie O’Connell – Owner, Dragon Fly Yoga Barn

- Studio and retreat located in North Sandwich, NH.
- Teaching in NH since 2003.
- This is a unique business as her and her husband moved their barn, piece by piece, to use as a yoga studio.
- She was also a school teacher for 15 years.
- Dragon Fly is said to be the heartbeat of their local community and they’ve been operating for 12 years.
- This month marks a full year since their closure and they’ve operated entirely online.
- Imposing licensure will negatively impact small businesses like hers.
- The financial burden of licensure, with its additional expenses, and annual dues will jeopardize studio owners.
- Their work enriches their communities.
- Senator Hennessey asked Ms. O’Connell where their certification to teach yoga came from. Ms. O’Connell said it was through a program like hers, but in a different state.
- Senator Ricciardi expressed her confusion with how this mandate would even be regulated as there are boutique studios who offer various services. Ms. O’Connell said she agrees and that is an excellent point.
- Senator Ricciardi asked Ms. O’Connell if a dog grooming business would fall under the same category. She said she is questioning some of the language. Ms. O’Connell said she is not versed in dog grooming. They are not colleges or post-secondary schools.
- Senator Ward asked Ms. O’Connell what the licensing fee is. Ms. O’Connell believes there are significant tiers of costs that affect studios like theirs. Her understanding is that the initial fee is \$1,000 and each year after is to the tune of \$450 annually. That does not include the fees that come with site visits which is an annual cost.

Part V of SB 148:

Senator David Watters - Senate District 4

- Senator Watters introduces part five of SB 148.
- This part brings together a variety of efforts to increase knowledge of the environment, pathways and general wellness about outdoor education and recreation.
- There was a task force in 2006 and 2016 which outlined creative ways that teachers are doing this work; part five would enhance efforts through curriculum.
- There is a great need for education on careers in outdoor recreation and look at how those careers are a growing part of the economy.
- Youth Advisory Council would allow students to get together, advise legislature on impacts to their future lives and careers.
- Outdoor recreation has extraordinary participation in the economy, 79,000 jobs and millions of dollars in spending, state and local taxes, etc.

- In 2019, NH was the 16th state to approve an Office of Outdoor Recreation under the BIA.
- Commissioner Taylor Caswell has added funding to his budget for a director of this program.
- Last year, there was the founding of the Granite Outdoors Alliance with a variety of companies and businesses.
- This just goes to show the goals here can be achieved through this kind of legislation.
- The definition of environmental literacy, and how we might achieve it, is through environmental education and outdoor recreation education.
- Part five is crafted to not create new mandates or require new spending.
- Part five asks NHDOE to develop model curriculum. There will be an amendment to ask NHDOE to develop this model.
- School boards can then take it and work with schools on how to do implement.
- The 2016 report from the Outdoor Education Task Force is about 100 pages and lays out in exquisite detail on how this kind of model can be done.
- There will also be an ask of the CTE system and the community college system to get together to develop programs.
- Some folks have already been doing this already but let's at least have it in statute.
- There will be another amendment regarding section seven of part five of the bill, to remove that section as NHDOE said there would be a cost to the state. We do not want that so amendment will remove fiscal issue.
- Looking to collaborate with natural and cultural resources, BIA and educators on how to enhance activities.
- NH Youth Conservation Council is where students can learn and offer advice on these programs; there is a hunger by youth on environmental involvement and understanding.
- Last year, when this council idea was proposed, the existing council had endorsed it strongly with hopes to enhance what they are trying to do.
- Senator Kahn asked Senator Watters about the absence of a fiscal note and the work Senator Watters has done regarding the flexibility for the range of environmental opportunities for students. Senator Watters said we will get a fiscal note. Following conversations with NHDOE, there really should not be a fiscal impact as a result of part five of this bill.

Eric Frauwirth – Administrator, Bureau of Career Development, NH Department of Education

- One of the requests made in part five of the bill is that whoever is in his current position makes a report to the advisory council on their ability to open CTE programs around recreational management. They have no problems with this as it is already in motion.
- They plan to work with Commissioner Caswell and the incoming director.
- They are already in the process to ensure outcomes of their programs meet the needs required.

Amy Clark – School Safety and Facility Management Administrator, NH Department of Education

- Sen. Watters covered her concerns with sections 6, 7 and 8.
- Senator Kahn asked Ms. Clarke if part five is designed to assure that the criteria for public school construction funds would qualify for environmental education but has to meet same criteria as everything else.
 - Ms. Clarke said public school construction funds are separate to CTE funding, but she agrees with problems raised by Senator Watters regarding the intent. They do not define what those education spaces need to be used for and there is no need to put in statute as they would already cover an environmental education space.

Senator Kahn asked Ms. Clarke if there was no harm in providing that kind of direction in the bill but there is also no priority. Ms. Clarke said she believes its benign at this time.

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Date Hearing Report completed: February 25, 2021