



This response was prepared for Hon. Jay Kahn, New Hampshire State Senate

Your Question:

You asked for examples of recent legislation from other states that have launched study committees or incentive programs for teacher recruitment and retention.

Our Response:

Schools and districts across the country face teacher shortages, particularly in certain subjects and certain schools. States are taking a variety of policy approaches to recruit and retain effective teachers in the classroom, including financial incentives, induction and mentorship programs, alternative licensure programs, teacher leadership opportunities, and convening task forces, among other things. Below are examples of state policies that have convened task forces on the issue or provide incentive programs for teacher recruitment and retention, though this does not represent an exhaustive list.

Task Forces

- **Nevada A.B. 276 (2019)** created the Nevada State Teacher Recruitment and Retention Advisory Task Force for the purpose of addressing the challenges with attracting and retaining teachers throughout the state. The bill required the task force to 1) evaluate the challenges in attracting and retaining teachers throughout the state; 2) make recommendations to the Legislative Committee on Education to attract and retain teachers; and 3) submit a report of the findings and recommendations of the Task Force to the Director of the Legislative Counsel Bureau for transmittal to the Legislature. The report proposed 15 recommendations including three on recruitment, six on retention, and six general recommendations.
- **New Mexico H.J.M. 3 (2020)** created a working group to study the feasibility of developing a career pathway for all school-related personnel to increase retention and provide upward financial mobility for school employees.
- **Oregon H.B. 4044 (2018)** required, that before June 30, 2019, the Chief Education Office conduct a study on the recruitment, retention, mentoring and professional development of educators who serve students in public preschool through grade 12 who are from specified student groups that may be “at risk” for experiencing an achievement gap when compared to other student groups. The bill required the office identify, research, review and assess programs used in school districts and education service districts to support educators serving at-risk student and identify the programs that have been effective or efficient, and the funding sources used for those programs. For effective programs, the bill required the office to identify the reasons the program was effective, the population of educators or students served by the program, the challenges and opportunities for success and improved outcomes for educators, and other information about the program. The report can be found here.

Incentive Programs

Incentives aimed at recruiting and retaining teachers come in many forms, including scholarships and grants, loan forgiveness, hiring bonuses, and salary increases. Some recent examples of state action around incentives for teacher

recruitment and retention are below. For additional examples, visit this 2016 ECS resource, [Mitigating Teacher Shortages: Financial Incentives](#) and this 2018 ECS resource, [Targeted Teacher Recruitment](#).

Scholarships and Grants:

- **Indiana H.B. 1001 (2019)** increased state funding for teacher appreciation grants from \$30 million in FY 2019 to \$37.5 million in FY 2020 and FY 2021. The bill also provided that a school may allocate up to 20% of the grant received by the school to provide a supplemental award to teachers with less than five (5) years of service who are rated as effective or as highly effective. The supplemental award is in addition to the award made from the part of the grant that is allocated to all eligible teachers.
- **West Virginia H.B. 206 (2019)** required that the Underwood-Smith Teaching Scholar funds be used for the preparation of teachers in critical shortage fields or as a counselor in a critical need geographic location. Recipients must teach or serve in the shortage fields and areas for two years.

Loan Forgiveness:

- **Delaware H.B. 346 (2018)** created the High Needs Educator Student Loan Payment Program to provide loan payments on behalf of eligible, effective educators working in the state's hardest-to-staff schools. The department of education must make loan payments (awards) ranging from \$1,000 to \$2,000 on behalf of the educator as part of the student loan repayment program. Awards are subject to the availability of funding. The bill required the department submit an annual summary report to the chairs of the House and Senate Education Committees.
- **Maine L.D. 1601 (2019)** expanded eligibility criteria and the award amount for the Educators for Maine Program. Under the program, the authority may annually award a certain number of loan repayments to selected educators in underserved geographic areas, as funds permit.
- **New Jersey S. 1832 (2020)** established a loan redemption program and a tuition reimbursement program for certain science, technology, engineering, and math teachers. The loan redemption program prioritizes STEM teachers in low-performing public schools. The tuition reimbursement program is available to applicants who have completed or are enrolled in a master's or Ph.D. program, or a sequence of 30 credits in science, technology, engineering, or math and have agreed to teach STEM classes at a New Jersey public school for four years.
- **New York A. 9506 (2018)** created the New York State Teacher Loan Forgiveness Program, where an elementary or secondary teacher can receive loan forgiveness if they teach in a shortage subject area, a hard to staff district, or are economically disadvantaged.

Hiring Bonuses:

- **Minnesota H.F. 2 (2021)** establishes the "Come Teach in Minnesota Hiring Bonus" program account to offer hiring bonuses of \$2,500-\$5,000 for licensed teachers who qualify for a Tier 3 or 4 license in the state, have moved to an economic development region where they were hired, and belong to a racial or ethnic group that is underrepresented among teachers. Teachers who meet these requirements and meet a license shortage area may be offered a bonus of between \$4,000 and \$8,000.
- **Utah H.B. 212 (2017)** created the Effective Teachers in High Poverty Schools Incentive Program to provide an annual salary bonus (up to \$5,000) and pay an authorized employed-paid benefit for an eligible teacher who is employed in a high poverty school and achieves a median growth percentile of 70 or higher. In 2021, the state passed [H.B. 323](#), which amends criteria for participation in the Effective Teachers in High Poverty Schools Incentive Program. The bill provides that schools that qualified for the program in the 2018-19 school year qualify for the 2020-21 school year and outlines specific requirements for the 2020-21 school year. The bill also requires the state board of education to publish a list of "high-poverty schools."

- **Virginia H.B. 7001 (2021)** appropriates ESSER funds to support recruitment efforts through incentive payments to individuals hired to fill certain instructional positions. Individuals hired in hard-to-staff positions or schools may be eligible for a bonus of up to \$5,000.

Salary Increases:

- **Mississippi H.B. 852 (2021)** revises the minimum teacher salary scale by increasing the minimum salary of teachers and teacher's assistants.
- **New Mexico H.B. 2 (2018)** required the secretary of public education to ensure that, notwithstanding the provisions of the School Personnel Act, no full-time level one teacher receives a base salary less than \$36,000, no full-time level two teacher receives a base salary less than \$44,000, and no full-time level three-A teacher receives a base salary less than \$54,000.

Other:

- **California A.B. 3308 (2020)** created a state policy supporting housing for teachers and school employees, aiming to address the housing needs of teachers and school district employees who face challenges in securing affordable housing.
- **Georgia H.B. 32 (2021)** establishes a refundable income tax credit of \$3,000 for teachers who agree to teach in certain rural schools or certain low-performing schools.
- **South Carolina H. 4100 (2021)** creates a program to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of teachers. Individuals eligible for incentives must be willing to provide instructional services in an eligible district in exchange for participation in an incentive. Requires development of a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to educators that offer instructional services in eligible districts and that provide incentive options for eligible individuals at all stages of their careers, including high-school and college students interested in entering the teaching profession and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for America and CATE Work-Based Certification.