



# Strategies for Recruiting and Retaining High-Quality Teachers

## Teacher Compensation: An Overview

Prepared for the Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives  
September 21, 2022

### **Effective, well-qualified teachers are one of the most important resources that schools have.**

- Well-prepared and supported teachers can improve student test scores, attendance, and graduation rates, enhance important life outcomes, and close the racial opportunity gap.
- Teacher shortages, led by both smaller applicant pools and high rates of teacher turnover, are costly and undermine student growth and achievement efforts, especially in lower-income schools.

### **Fair and competitive compensation is critical to building and maintaining an effective teacher workforce.**

- Fair and competitive compensation is a key factor in the recruitment and retention of highly skilled, qualified, and effective teachers.
- Teachers are more likely to quit when they work in districts with lower wages.<sup>1</sup>

### **New Hampshire ranks #20 nationally in teacher pay.**

- According to 2020-2021 data, the **average teacher salary** in New Hampshire was **\$61,849** -- that's about \$3,500 less than the national average.
- Regionally, New Hampshire's average teacher salary is behind Massachusetts (\$86K), Connecticut (\$79K), Rhode Island (\$75K), and Vermont (\$62K). NH ranks above Maine (\$57K).
- New Hampshire's average **starting teacher salary is \$39,737**, which is about \$2,000 less than the national average.
- Regionally, this is lower than all states but Maine -- which recently passed a bill mandating a \$40K minimum salary for all teachers statewide, starting in 2022-2023.

### **There is a lot of variation within New Hampshire.**

- There is significant variation in teacher pay throughout the state: First year teachers with a bachelor's degree earned 59% more in the highest paying district compared to the lowest paying district. For step 10 teachers, that gap increases to 72%. For teachers with a master's degree, the gap is even greater: first-year teachers in the highest paying district earn 75% more than the lowest paying district, and step 10 teachers earn 88% more.

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<sup>1</sup> [Solving the Teacher Shortage: How to Attract and Retain Excellent Educators](#)

- It would take a teacher with a bachelor’s degree in the lowest paying district 18 years to reach the same first-year salary as a teacher in the highest paying district.
- It would take a teacher with a master’s degree in the lowest paying district 28 years to make the same starting pay as a first-year master’s degree teacher in the highest paying district.
- School districts with more property wealth and fewer students navigating poverty tend to pay their teachers more than other school districts.

**The “teacher pay penalty” has grown significantly since 1996.**

- Nationally, teachers make 24% less than their college-educated, non-teaching counterparts, up from 6% in 1996. In New Hampshire, teachers make about 19% less than their non-teaching counterparts.
- The “benefits advantage” has not been enough to offset the growing wage penalty: When factoring in benefits, teachers make about 14% less than their non-teaching counterparts annually.

**Wages have not kept up with inflation.**

- Statewide, teacher salaries have increased 6% over three years, but the rate of inflation was about 16%.
- When adjusted for inflation, New Hampshire teacher salaries are about 8% less than they were in 2019.

**The school funding formula puts high-need schools at a disadvantage.**

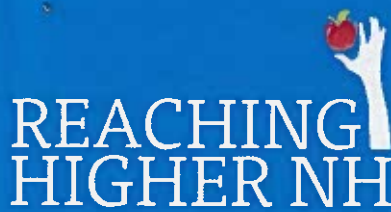
- New Hampshire’s school funding formula has remained relatively unchanged since 2008. When the formula was created, the average salary for a certified teacher with a bachelor’s degree and three years of experience was about \$35,000. Today, that average salary is about \$42,000 – a 16% increase. However, the school funding formula has only increased about 7% in that time period, meaning that the cost of educators has downshifted substantially to local school districts.

**There are opportunities for building, strengthening, and diversifying the teacher workforce.**

- The American Rescue Plan Act (ARPA) provides substantial flexibility to districts and the state to address critical teacher workforce needs.

**For more information about this brief, contact:**

Christina Pretorius  
 Policy Director, Reaching Higher NH  
[christina@reachinghighernh.org](mailto:christina@reachinghighernh.org)



# Strategies for Recruiting and Retaining High-Quality Teachers

## Teacher Compensation in New Hampshire, 2021-2022

Highly qualified and well-supported teachers are critical in ensuring a robust public education for students. One of the most effective ways to build and maintain a strong, diverse, and effective teaching workforce is to ensure that teachers receive fair and competitive pay. Though teacher salaries have risen since 2019, salary increases have not kept up with the rising cost of living, thus leaving teachers with comparatively less money than three years ago. Vast disparities also exist from school district to school district across New Hampshire. Many districts with higher rates of students experiencing poverty and low property valuations pay teachers significantly less than districts with wealthier populations. These differences raise concerns for equity and may be leaving some districts at a disadvantage when trying to hire experienced, highly qualified teaching staff.

### Background

Every student deserves a high-quality, enriching, and challenging education – and achieving that goal requires investment in well-prepared and supported teachers. Teachers are one of the most critical school resources to advance student achievement and are among the most important people in ensuring that students feel welcomed, safe, and ready to learn at school. Therefore, it is essential that decision makers at the local and state level ensure that New Hampshire has a strong, diverse, and well-prepared teaching profession.

Fair and competitive compensation is identified by many school leaders as one of the most significant and effective methods of drawing and retaining high-quality and effective teachers. Well-prepared teachers can improve student test scores, attendance, and graduation rates, enhance important life outcomes, and close the racial opportunity gap.<sup>1</sup>

Therefore it is critical that the state is invested in building and maintaining a strong teaching workforce. However, the current school funding formula does not support that goal. In 2008, lawmakers identified the standard teacher salary as roughly \$35,000 in the school funding formula, which was the average salary for a certified educator with a bachelor's degree and three years of teaching experience. In 2021, the median salary for a certified educator with a bachelor's degree and three years of teaching experience was \$42,467, a 16.3% increase from 2008. The funding formula, however, has increased 7% over the same period.\*\*

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<sup>1</sup> Invest in Teachers First, *Center on Great Teachers and Leaders at the American Institutes for Research*. 2021. <https://files.eric.ed.gov/fulltext/ED614065.pdf>

## Teacher Salaries Lagging Behind Inflation

Since Reaching Higher NH's last study on New Hampshire teacher salaries in 2019, yearly increases in teacher salaries have not been enough to offset increases in the cost of living. Many teachers now make relatively less money than they did in 2019. Over this three year period, the New Hampshire school funding formula has also remained unchanged, further accelerating this trend. Other factors, such as large variations in teacher pay between school districts, have created challenges for districts looking to attract and retain highly qualified teachers. According to our analysis, the cascading effects of stagnant teacher salaries hurt low-income students the most<sup>2</sup>.

For the 2021-2022 school year, the New Hampshire Department of Education reported that the average public school teacher salary was \$62,695<sup>3</sup>. This represents a 6% increase since the 2018-2019 school year. **Though the average teacher salary may have risen over the past three years, this increase has not kept up with rising costs.** Over the same three-year period, the rate of inflation increased by approximately 16%, more than double the salary increase<sup>4</sup>. Teachers would have needed an increase in salary of over \$9,000 since 2019 in order to keep up with inflation alone; however, the average salary only rose by about \$3,500.

**When compared directly to increases due to inflation,  
New Hampshire teachers are making approximately  
8% less than they were in 2019.**

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<sup>2</sup> Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). *How Teacher Turnover Harms Student Achievement*. *American Educational Research Journal*, 50(1), 4–36.

<sup>3</sup> N.H. Department of Education. (2022). *Teacher Average Salary in Public School Districts fro School Year 2021-2022*. Retrieved from <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/teach-sal21-22f.pdf>

<sup>4</sup> U.S. Inflation Calculator. Retrieved from <https://www.usinflationcalculator.com/>

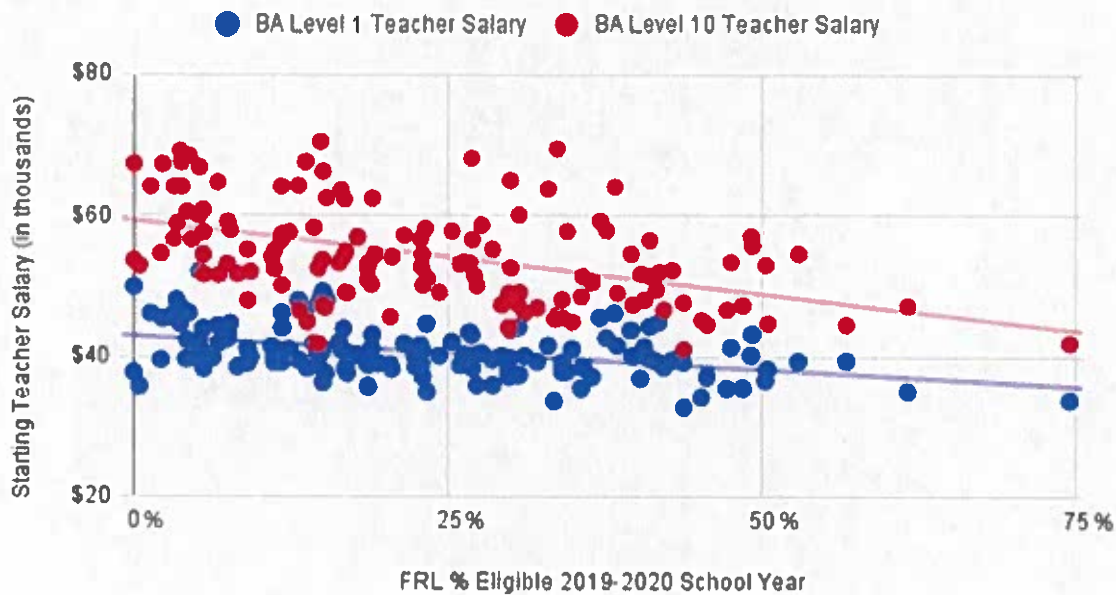
## SOCIOECONOMIC VARIATIONS AMONG DISTRICTS

We also see strong relationships when comparing salaries to community indicators like the relative poverty level of the school district (measured by the number of students receiving Free and Reduced-Price Lunch [FRL rate], which is often used as a proxy indicator of poverty) and property wealth of the community (measured by the equalized valuation per pupil [EVPP], which measures a town's tax capacity per student).

### Teacher Salary and Concentrations of Poverty

There is a strong relationship between teacher salary and concentrations of poverty: Districts with higher concentrations of students navigating poverty tend to pay teachers less than those in higher income school districts, as shown in Figure 1 below.

**Figure 1: Teacher Salary Variations by Concentration of Student Poverty, by District (2021)**

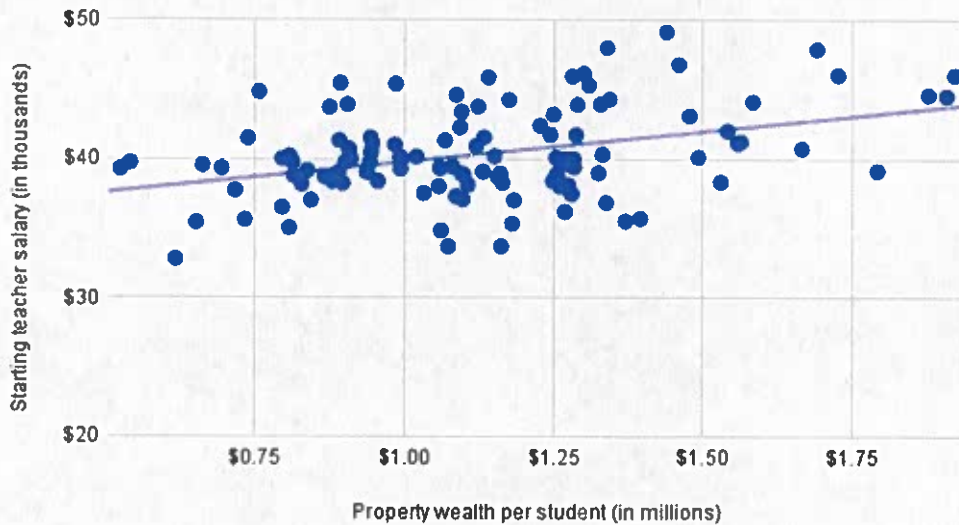




Teacher Salary and Property Wealth

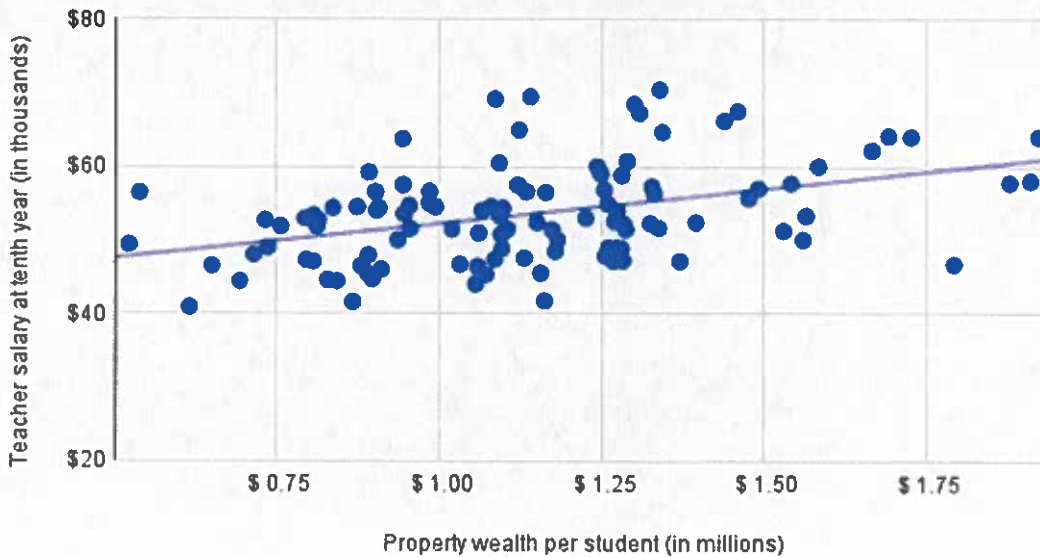
There is also a strong relationship between the property wealth of a community and teacher pay in the school district: Communities with more property wealth tend to pay teachers more than those school districts with less property wealth (first-year teacher salary shown in Figure 2 and tenth-year teacher salary shown in Figure 3). Property wealth, measured by the Equalized Valuation Per Pupil (EVPP), measures a municipality's available tax capacity per each student in their schools.

**Figure 2: First-Year Teacher Salary Variation in Communities with <\$2m Per Pupil, by District (2021)**



*Note: This figure excludes data with an EVPP above \$2 million*

**Figure 3: Tenth-Year Teacher Salary Variation in Communities with <\$2m Per Pupil, by District (2021)**

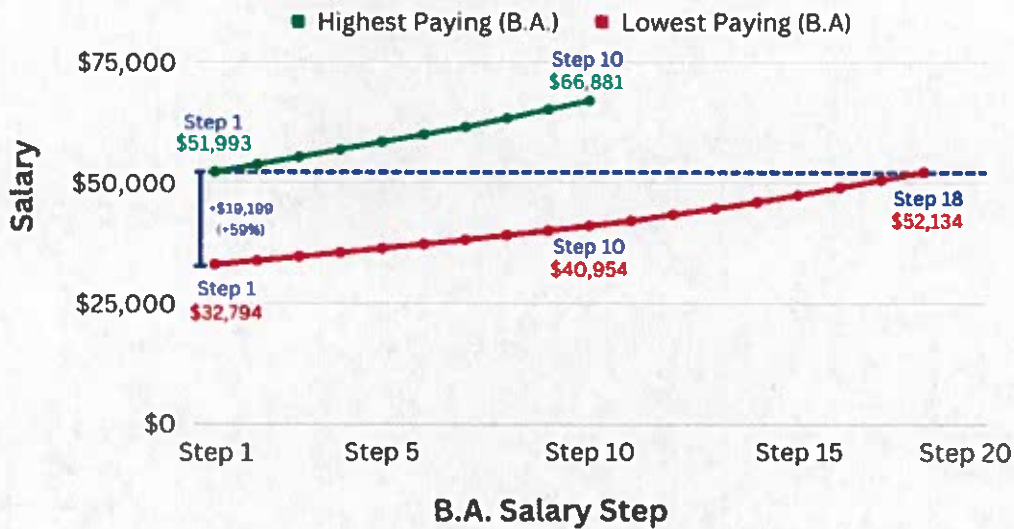


*Note: This figure excludes data with an EVPP above \$2 million*

## VARIATION IN FIRST- AND 10-YEAR TEACHER SALARIES

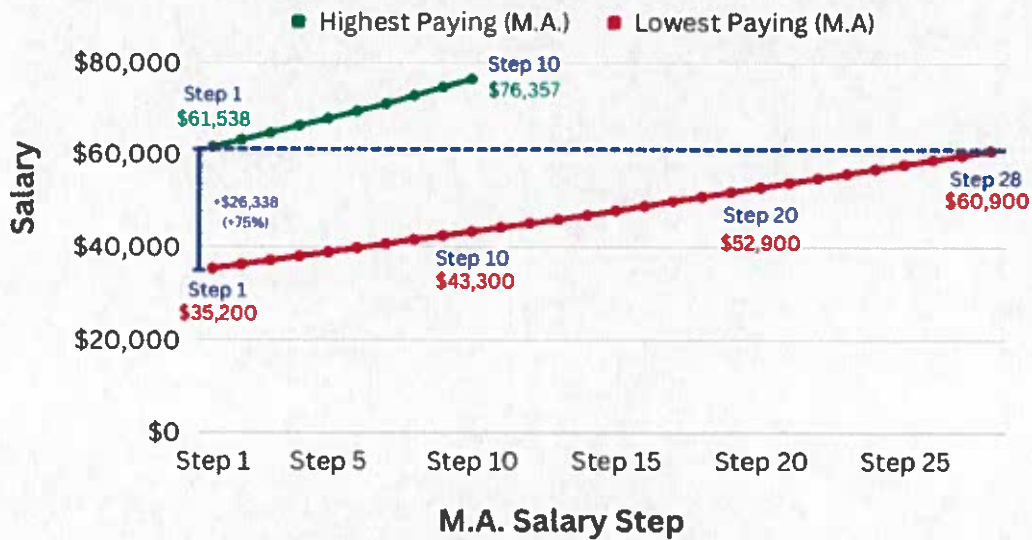
There is a striking variation in pay among districts throughout New Hampshire. As shown in Figure 4, first-year teachers with a bachelor's degree working in the lowest paying district make \$19,199 less than those with the same education and experience in the highest paying district. This pay gap grows over time as teachers work longer in their districts and increase their step on the salary schedule. For example, it would take 18 years at the lowest paying school district for a step 1 teacher with a bachelor's degree to make an equivalent yearly salary as a step 1 teacher with a bachelor's degree in the highest paying district.

**Figure 4: Teacher Salary Change Over Time, Lowest versus Highest Paying Districts (2021)**



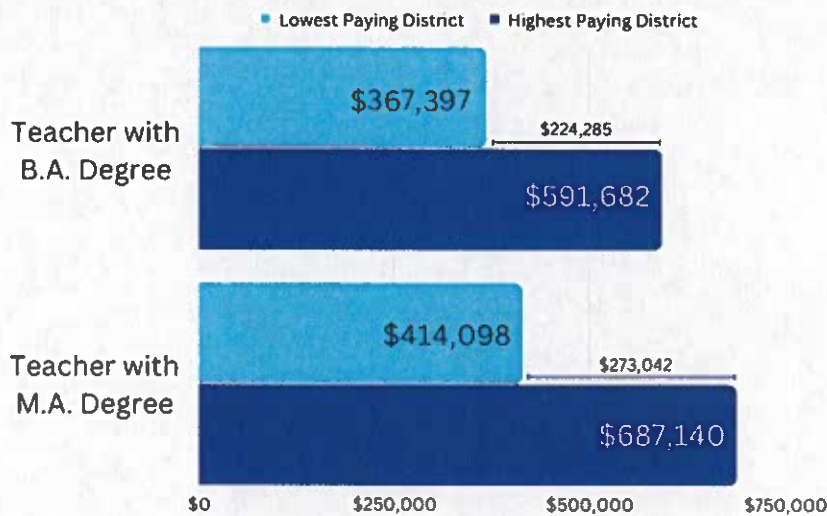
This same trend is exacerbated when looking at the salary data comparing the lowest and highest paying districts for teachers with master's degrees, as shown in Figure 5. It would take 28 years at the lowest paying school district for a step 1 teacher with a master's degree to make the same yearly salary as just a step 1 teacher with a master's degree in the highest paying district.

**Figure 5: Teacher Salary Change Over Time, Lowest versus Highest Paying Districts (2021)**



These income effects are compounded when examining the 10-year income projections for teachers in these districts. These cumulative salary effects are highlighted in Figure 6, which shows that over a 10-year period, teachers in the lowest paying district make significantly less money than those in the highest paying district.

**Figure 6: Total Teacher Income Over 10 Year Period**

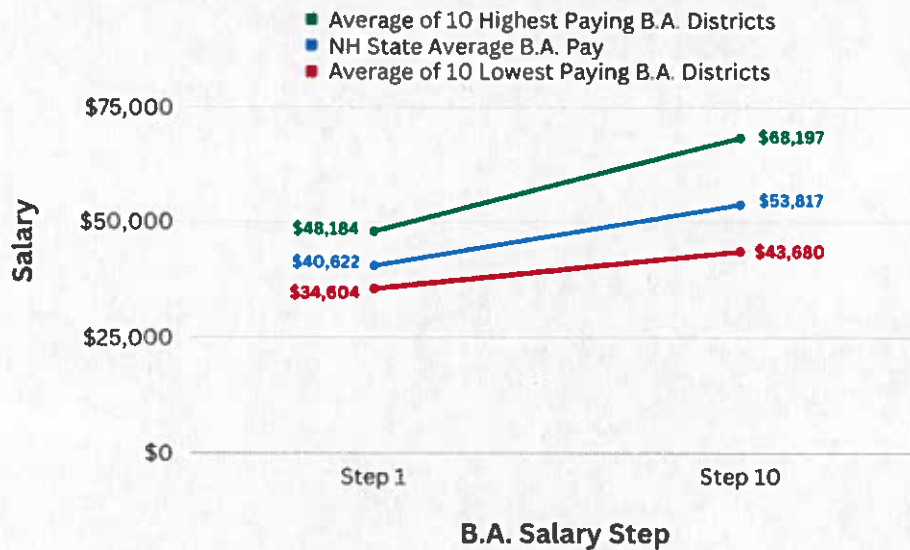


These vast disparities in salary and income potential are also shown by the rate of change in the average highest and lowest paying districts, as teachers increase from step 1 to step 10. The

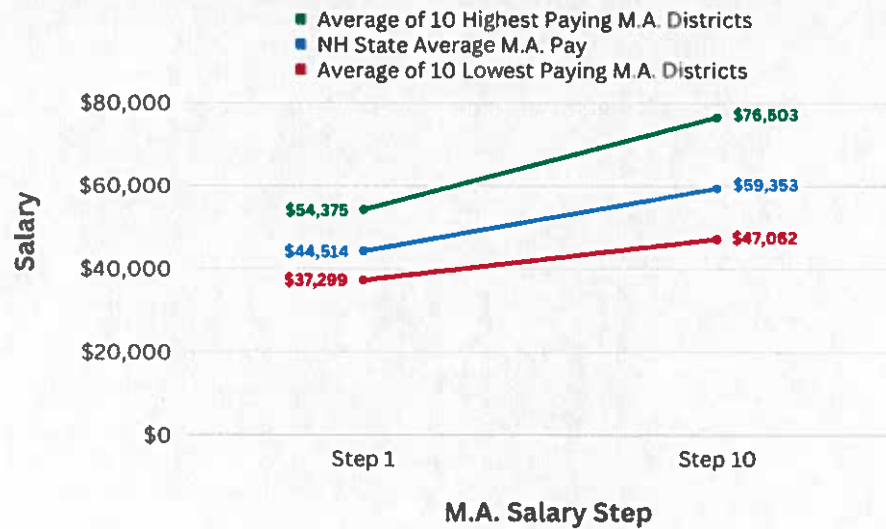


chart for the bachelor's degree data, shown in Figure 7 below, and the master's degree data, shown in Figure 8 below, both show a stark difference in how salaries increase over 10 years from step to step. Both the bachelor's and master's charts show that the highest paying districts increase their salaries at a higher rate, allowing for larger yearly salary increases, while the 10 lowest paying districts have a lower rate than both the highest paying districts and the state average. This creates larger gaps in pay year after year.

**Figure 7: Growth in Teacher Salary from B.A. Step 1 to B.A. Step 10 Among Highest- and Lowest-Paying Districts**



**Figure 8: Growth in Teacher Salary from M.A. Step 1 to M.A. Step 10 Among Highest- and Lowest-Paying Districts**



These differences in the rate of increase point to differences in step increase for teachers. For example, the average increase for a teacher with a bachelor's degree from step 1 to step 2 within the 10 lowest paying districts was \$1,165, while the average increase for the same teacher for the 10 highest paying districts was nearly \$500 more, at \$1,655. This difference represents a 42% higher salary increase for the higher-paying districts. This same trend is reflected in the master's degree step data, with the average increase from step 1 to step 2 for the 10 lowest paying districts being \$1,217, and the average increase of the higher paying districts being \$1,898 – a difference of \$681, which represents a 56% higher increase in salary for the higher paying districts.

#### Starting Salaries For BA Degree-Holder

High:	\$51,993	First year teachers with BA
Median:	\$40,000	degrees earned <b>58.5% more</b> in the
Low:	\$32,794	highest paying district compared
		to the lowest paying district

#### Starting Salaries For MA Degree-Holder

High:	\$61,538	First year teachers with MA
Median:	\$43,868	degrees earned <b>74.8% more</b> in the
Low:	\$35,200	highest paying district compared
		to the lowest paying district

#### Step 10 Salaries For BA Degree-Holder

High:	\$70,431	Teachers on Step 10 with BA
Median:	\$53,349	degrees earned <b>72.0% more</b> in the
Low:	\$40,954	highest paying district compared
		to the lowest paying district

#### Step 10 Salaries For MA Degree-Holder

High:	\$81,567	Teachers on Step 10 with BA
Median:	\$58,210	degrees earned <b>88.4% more</b> in the
Low:	\$43,300	highest paying district compared
		to the lowest paying district

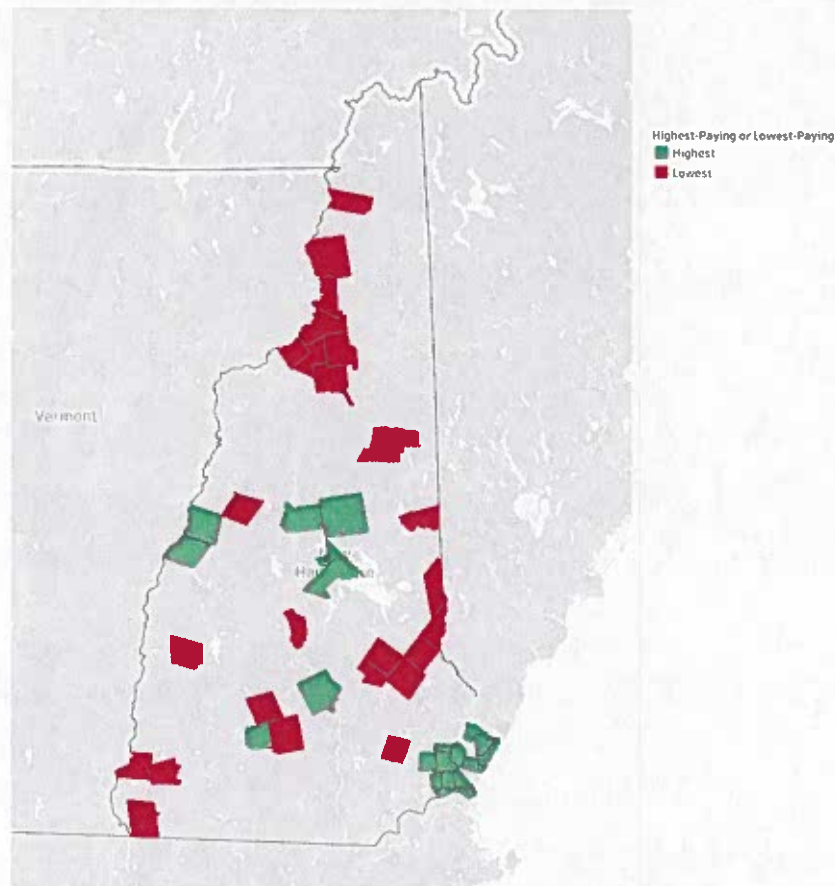
For digital maps highlighting district salaries and profiles, please visit the following website:  
<https://tinyurl.com/RHNN-Teacher-Salary-Maps>

## GEOGRAPHIC VARIATION IN TEACHER SALARY

The map shown in Figure 9 below indicates that the highest paying districts for first-year teachers (in green) are concentrated in the Seacoast and Lakes Region, while the lowest paying districts for first-year teachers (in red) are scattered throughout the state.

With the exception of the North Country school districts, the lowest and highest paying districts are relatively close -- meaning that districts with lower starting salaries may have a more difficult time finding new teachers. Administrators in these districts have testified many times that their socioeconomic characteristics, combined with the inequitable school funding formula that does not adequately reimburse districts for highly qualified and experienced teachers, make hiring and retention difficult.

**Figure 9: Map of the Highest Paying and Lowest Paying School Districts in New Hampshire**



Link to interactive online map: <https://tinyurl.com/RHNN-Teacher-Salary-Maps>

## DISCUSSION AND CONSIDERATIONS

With increased reports of teacher shortages across the nation, it is important that increases in teacher salaries be included as part of recruitment and retention efforts. It is well documented within national and state-wide research that low teacher salaries are a major contributing factor for teachers who decide to change jobs or leave the profession entirely. A 2012 study found that 67% of teachers who left the profession but would consider returning rated salary increases as “extremely” or “very important to their decision to return”.<sup>5</sup> Also, a 2013 study found that increases in teacher salary and compensation helped to increase the size and quality of job applicants for teaching positions, and led to an overall increase in the quality of the teaching staff<sup>6</sup>. Other forms of compensation, such as bonuses and stipends, have been shown to be effective at lowering the rates of retirement and helping recruit and retain teachers<sup>6</sup>.

Besides the teacher shortages facing districts – in-part due to teacher salaries – districts face high costs associated with replacing teachers. A study done by the Learning Policy Institute found that the cost associated with replacing teachers can exceed \$20,000 per teacher<sup>7</sup>. These high replacement costs may best be countered by simply increasing teacher salaries in order to retain more teachers. Increasing and equalizing salaries throughout the state can also help prevent under-resourced districts from losing qualified teachers to better-resourced districts<sup>8</sup>.

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<sup>5</sup> Podolsky, A., Kini, T., Bishop, J., and Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/solving-teacher-shortage>

<sup>6</sup> Partnership for the Future of Learning. *Teacher Profession Playbook*. Retrieved from <https://static1.squarespace.com/static/5f4048bbd7dba74d40ec9c46/t/608edfd555f6f13a4cecb5e9/1619976159553/Teaching+Profession+Playbook+-+Partnership+for+the+Future+of+Learning+-+050121.pdf>

<sup>7</sup> Carver-Thomas, D. and Darling-Hammond, L. (2017). *Teacher Turnover: Why It Matters and What We Can Do About It*. Retrieved from [https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher\\_Turnover\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf)

<sup>8</sup> Adamson, F. and Darling-Hammond, L. (2011). *Speaking of Salaries: What It Will Take to Get Qualified, Effective Teachers in All Communities*. Retrieved from [http://cdn.americanprogress.org/wp-content/uploads/issues/2011/05/pdf/teacher\\_salary.pdf?\\_ga=2.81580695.1678702378.1663160397-1661091566.1663160397](http://cdn.americanprogress.org/wp-content/uploads/issues/2011/05/pdf/teacher_salary.pdf?_ga=2.81580695.1678702378.1663160397-1661091566.1663160397)



## BACKGROUND

This brief includes data from New Hampshire K-12 public school teachers in districts that use a step salary schedule. It does not include salaries for public charter schools, private schools, or online schools, and does not include districts that use methods other than a step schedule to determine teacher salaries.

Teacher contracts are negotiated at the local district level, and are commonly presented in the form of a table, known as the "salary schedule" or "step and lane schedule." In a step schedule, districts pay teachers based on a teacher's educational level and years of experience. Each "step" is typically one year of experience.

Any salaries negotiated by individuals without a union are not represented in this data and may be structured differently. Salary data in this brief include base salary, but do not include benefits, additional payments, and/or stipends.

### DEFINITIONS:

**Salary Schedule ("Step and Lane Schedule")** - A table contained within a teacher's contract that outlines the salary a teacher will make based on years of experience and educational attainment.

**Step Increase** - An increase in salary for an additional year's worth of teaching experience

**B.A.** - Bachelor's degree; teachers holding only a bachelor's degree, with no further educational credits will receive a salary in the B.A. range

**M.A.** - Master's degree; teachers holding a master's degree will receive a salary in the M.A. range.

**Highest Paying** - Districts that are within the top 10 highest paying for one of the four salary categories: B.A. Step 1, B.A. Step 10, M.A. Step 1, M.A. Step 10

**Lowest Paying** - Districts that are within the bottom 10 lowest paying for one of the four salary categories: B.A. Step 1, B.A. Step 10, M.A. Step 1, M.A. Step 10

**Free and Reduced-Price Lunch (FRL)** - A federal program administered by the USDA that allows qualifying families to apply for free or reduced-price meals for students at public schools. Families qualify for free meals if their household income is below 130% of the federal poverty level and qualify for reduced-price meals if their household income is between 130% and 185% of the federal poverty level. This figure is the most trusted indicator of poverty within a community.

**Equalized Valuation Per Pupil (EVPP)** - The amount of tax revenue available to municipalities based on the town or city's equalized assessed valuation, divided by the number of public school students in the school district. As defined by the NH Department of Revenue, the "equalized assessed valuation represents the equalized value of all "taxable" properties in a municipality." (3) Equalization is defined within the administrative rules of the Department of Revenue as "the process by which adjustments are made to each municipality's locally assessed values to calculate the estimated market value of the municipality." (4)



## **ABOUT REACHING HIGHER NH**

Reaching Higher NH is a nonpartisan 501(c)3. Our mission is to provide all New Hampshire children with the opportunity to prepare for college, for immediate careers, and for the challenges and opportunities of life in 21st century NH, by serving as a public education policy and community engagement resource for New Hampshire families, educators, and elected officials.

Authors: Matthew Gerding and Christina Pretorius

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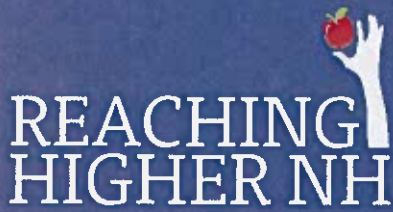
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Reaching Higher NH, Inc.

[www.ReachingHigherNH.org](http://www.ReachingHigherNH.org)

Email: [staff@reachinghighernh.org](mailto:staff@reachinghighernh.org)

Mail: 40 N Main Street, Suite 204 | Concord, NH 03301



# Strategies for Recruiting and Retaining High-Quality Teachers

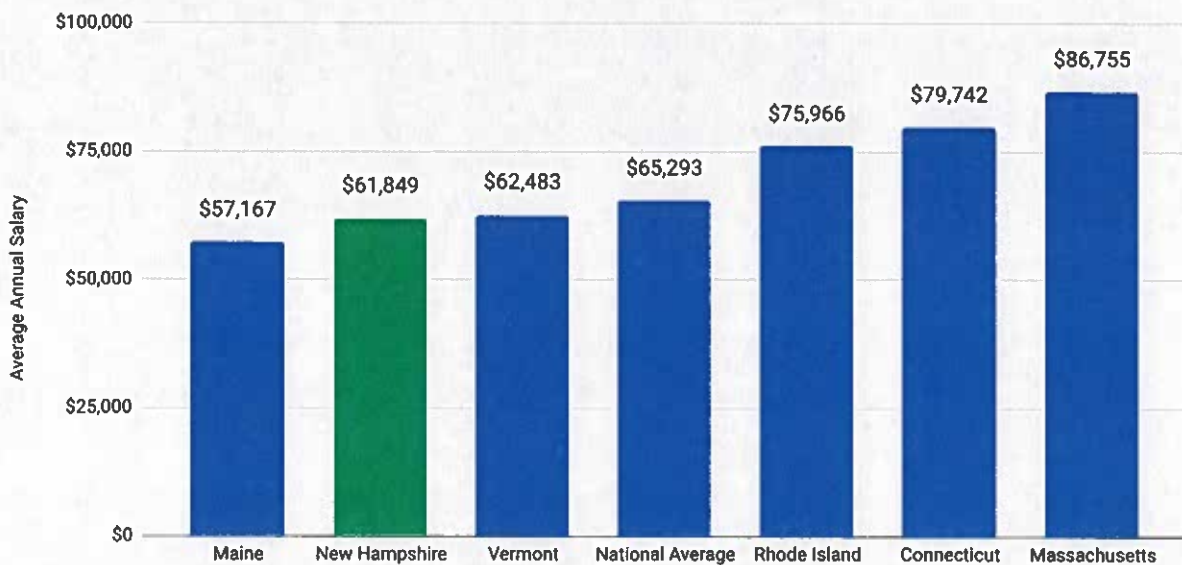
## A Comparison of Teacher Compensation in New England

Prepared for the Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives  
September 21, 2022

### OVERVIEW

- The average teacher salary in New Hampshire in the 2020-2021 school year was **\$61,849**
  - In 2020-2021, New Hampshire ranked 20th in the nation for teacher salary, behind:
    - Massachusetts (2nd): \$86,755
    - Connecticut (5th): \$79,742
    - Rhode Island (8th): \$75,966
    - Vermont (19th): \$62,483
  - Maine ranked 30th in the nation, with an average teacher salary of \$57,167

Average Teacher Salary, New England States (2020-2021)

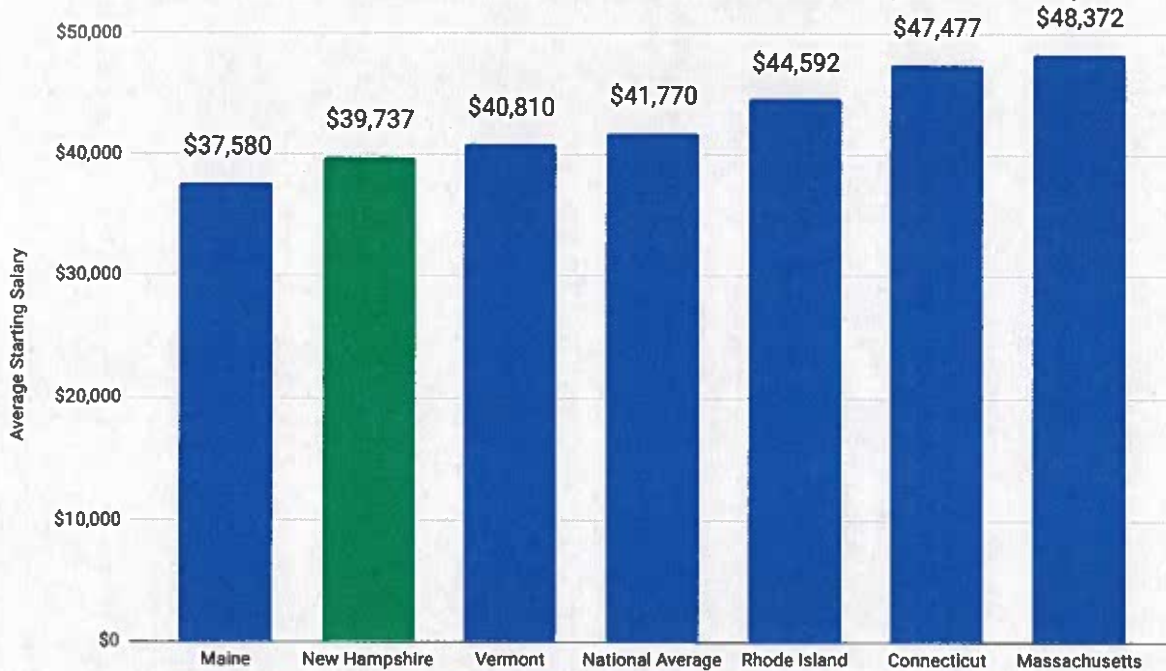


Data from NEA 2020-2021 Teacher Salary Benchmark Report, published April 2022.

- The average starting teacher salary in New Hampshire in the 2020-2021 school year was **\$39,737**
  - NH ranked #30 in the nation

- Massachusetts: 8th, starting salary of \$48,372
- Connecticut: 10th, starting salary of \$47,477
- Rhode Island: 13th, starting salary of \$44,592
- Vermont: 26th, starting salary of \$40,810
- Maine: 43rd, starting salary of \$37,580

### Average Starting Teacher Salary, New England States (2020-2021)



Data from NEA 2020-2021 Teacher Salary Benchmark Report, published April 2022.

- Comparing NH Salaries to MA Salaries (2019-2020)

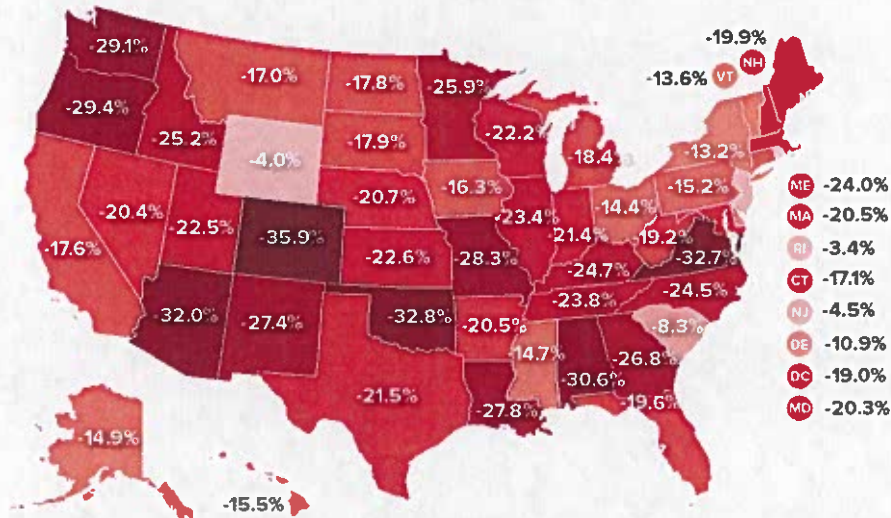
MASSACHUSETTS		NEW HAMPSHIRE	
Groton-Dunstable	\$83,460	Hollis	\$67,491
Dracut	\$72,247	Pelham	\$52,230
Ashburnham-Westminister	\$71,534	Jaffrey-Rindge Cooperative	\$55,589

Sources: MA Department of Education, 2019-2020 Teacher Salaries Report, and NH Department of Education, Average Teacher Salaries, 2019-2020

- Compared to their college-educated, non-teaching peers, New Hampshire teachers make 19.9% less, according to the Economic Policy Institute
  - Even when accounting for benefits, teachers earn an average of 14% less than their non-teaching peers<sup>1</sup>

### How underpaid are teachers in your state?

Depending on the state, teachers make between 3.4% and 35.9% less than other comparable college-educated workers



Notes: Figure shows state-specific regression-adjusted weekly wage penalties for public school teachers (elementary, middle, and secondary) relative to their college-educated, nonteaching peers. See Allegretto and Mishel 2019, Appendix A, for more details on data and methodology.

Source: Author's analysis of pooled 2016–2021 Current Population Survey Outgoing Rotation Group data accessed via the EPI Current Population Survey Extracts, Version 1.0.29 (EPI 2022a), <https://microdata.epi.org>.

Economic Policy Institute

- New Hampshire ranks 50th in WalletHub's "Best States for Teachers" list released in September 2022, ranking last in "Opportunity and Competition" and 9th in "Academic & Work Environment"<sup>2</sup>
  - "Opportunity and Competition" includes: average starting salary, average salary, income growth potential, pension, school enrollment growth, tenure protections, teacher prep programs
  - "Academic and Work Environment" includes school quality, student-teacher ratio, spending per student, teacher turnover, commute time, working mom-friendliness, prevalence of childhood disadvantage, and teacher evaluation requirements

### Recent Legislation to Increase Teacher Pay & School Climate

<sup>1</sup> The teacher pay penalty has hit a new high: Trends in teacher wages and compensation through 2021. *Economic Policy Institute*, August 16, 2022.

<sup>2</sup> [2022's Best & Worst States for Teachers](#). *WalletHub*, September 19, 2022.



- **Maine** recently passed legislation that increases the **minimum starting salary to \$40,000 across the state** beginning in the 2022-2023 school year, from the previous minimum of \$30,000<sup>3</sup>
- **Massachusetts** recently passed a landmark school funding model that provides \$2 billion in state funding for public schools. The **Student Opportunity Act (2019)** nearly doubles the state funding for low-income students, increases funding for special education and English Language Learners, to close the opportunity gaps, and recognizes the role of poverty in learning
  - Funding will help to restore teaching jobs, shrink class sizes, and increase teacher training and after-school tutoring<sup>4</sup>
- **Vermont** passed a bill in 2022 that targets funding to districts with the highest need, including to districts with more students navigating poverty and higher concentrations of students receiving English Language Learner services<sup>5</sup>

**For more information about this brief, contact:**

Christina Pretorius

Policy Director, Reaching Higher NH

[christina@reachinghighernh.org](mailto:christina@reachinghighernh.org)

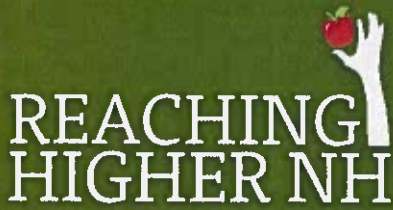
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<sup>3</sup> [\\$40K minimum salary: A big win for Maine teachers, and the profession](#). *National Educators Association*, December 19, 2019.

<sup>4</sup> [Low-income school districts are receiving 'game changer' Student Opportunity Act funding. Will achievement gaps finally shrink?](#). *The Boston Globe*, July 17, 2021.

<sup>5</sup> [Vermont per-pupil spending reform bill signed into law](#), WCAX, May 24, 2022.





# Strategies for Recruiting and Retaining High-Quality Teachers

## Using American Rescue Plan Act Funds for Addressing the Teacher Shortage

Prepared for the Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives  
September 21, 2022

The American Rescue Plan provided millions of dollars to New Hampshire through several funds: the Elementary and Secondary School Emergency Relief Fund (ESSER III), the Higher Education Emergency Relief Fund (HEERF), and the Coronavirus State & Local Fiscal Recovery Fund (SLFRF). These funds may be used to support public education, and, more specifically, to build, strengthen, and diversify the teaching workforce.

Many states are using their Coronavirus relief funds to support and grow their existing workforce through programs like Grow Your Own, teacher residencies, teacher bonuses, mentoring programs, targeted professional learning, and efforts to diversify the teaching workforce.

### How can federal funds be used?

The ESSER, GEER, and HEERF funds can be used to:

- **Increase the number of partnerships between educator preparation programs and districts that support teaching residencies and schools** Teacher residents, as part of their clinical experience, can serve in schools as substitutes, paraprofessionals, or tutors as their academic schedules allow and as they complete requirements for teacher certification.
- **Increase the availability of qualified teacher residents to support educators, students, and staff** Districts can partner with institutions of higher education (IHEs) to provide additional support to educators and students through the use of teaching candidates.
- **Increase the number of teaching residency programs and program capacity** IHEs can use their HEERF institutional funds to expand their teacher training programs in response to the pandemic through such measures as hiring additional faculty and staff; providing stipends, scholarships, or other student aid; and creating additional course offerings. IHEs can also work with states to establish teaching as a Registered Apprenticeship.
- **Establish or expand loan forgiveness or service scholarship programs** HEERF funds can be used to provide stipends, scholarships, and other financial aid to educators-in-training to help underwrite the cost of preparation. Also, HEERF funds can be used to cover the cost of additional courses or pay test fees to earn first or additional teaching licenses or

certifications. IHEs can discharge institutional student loans, debt, or unpaid balances to their IHEs with their HEERF institutional funds.

- **Establish teaching as a Registered Apprenticeship** The U.S. Department of Labor has approved standards that create an easy pathway for states to establish and use apprenticeship funding to support teaching residencies, allowing teacher apprentices to earn a good wage while learning the skills – on-the-job and through higher education partners and their integrated coursework – necessary to provide a quality education to our nation's students. To learn more about Registered Apprenticeships, visit [apprenticeship.gov](http://apprenticeship.gov).
- **Invest in evidence-based teacher residency programs** States can provide grant funding to increase the number of partnerships between educator preparation programs (EPPs) and districts that support teaching residencies.
- **Establish or expand loan forgiveness or service scholarship programs** States (and districts) can make monthly payments on behalf of college graduates from low-income backgrounds who enter teaching and who enroll in a federal income-driven repayment plan to pay their student loans through 2024. A state (or district) may condition these payments on a commitment to serve in a high-need field or school. ESSER and GEER funds may also be used to provide tuition assistance or reimbursement under certain conditions.
- **Increase teacher compensation** Provide a competitive and livable wage for teachers and other school staff, including increasing starting salaries and salary caps for teachers, and increasing hourly pay for other school staff.

Source: [National Education Association Uses of the American Rescue Plan \(ARPA\) Coronavirus ESSER, GEER, & HEERF Funds](#)

The SLFRF can be used for:

- **Labor shortages in education** To pay the full salary and benefits of many school and childcare staff, including increased wages and improved benefits needed to recruit and retain excellent staff, and to fund premium pay, bonuses, training, and other worker supports.
- **Re-hiring school staff** For public sector rehiring, such as school staff, to fill vacancies and add additional employees, including payroll and covered benefits for new or re-hired public employees. A grant recipient, such as a municipality or county, may transfer funds to a school district, which would act as a sub-recipient and cover payroll, covered benefits, and other costs associated with hiring (up to a determined number of FTEs).
- **Strengthening pipelines into education** Supports for unemployed and underemployed workers, including hiring bonuses, training, and other labor supports, regardless of sector. The SLFRF can be used to strengthen pipelines into education to train potential workers to fill in-demand roles in childcare and education, including school bus drivers, school nutrition staff, paraprofessionals, and other staff.

Source: [National Education Association \(NEA\) Uses of the American Rescue Plan \(ARP\) Coronavirus State and Local Fiscal Recovery Fund \(SLFRF\)](#)

## How other states are using their funds to support their teaching workforce

<p><b>Grow Your Own Programs and Grants</b></p>	<ul style="list-style-type: none"> <li> <p><b>MO:</b> Grow Your Own (GYO) grants are available to all districts in the state of Missouri. Development funding of \$10,000 is available to all school districts and charter schools to create or further develop GYO programs. At the regional level, there is a support person representing the Missouri Teacher Development System (MTDS) that is in charge of monitoring and reviewing grants. Currently, about 20% of the state's Local Education Agencies (LEA) have a GYO program, and with this funding, the department hopes that all 554 LEAs will be able to offer a program.</p> <p><i>Learn more: <a href="https://tinyurl.com/MO-GYO-Grants">https://tinyurl.com/MO-GYO-Grants</a></i></p> </li> <li> <p><b>LA:</b> The Louisiana Pre-Educator Pathway develops highly qualified educators by assisting youth in following a path to becoming effective teachers that start in high school and continue through college and into the profession. Aimed at addressing workforce needs related to the recruitment and retention of teachers of color, the pathway also extends Grow Your Own initiatives throughout the state.</p> <p><i>Learn more: <a href="https://tinyurl.com/LA-Pre-Ed-Pathway">https://tinyurl.com/LA-Pre-Ed-Pathway</a></i></p> </li> </ul>
<p><b>Teacher Bonuses</b></p>	<ul style="list-style-type: none"> <li> <p><b>CA:</b> The West Contra Costa County Unified School District in California provided new teachers with a \$6,000 signing bonus. A third of the incentive is paid after the teacher's first month; the remaining portion is paid at the start of year three.</p> <p><i>Learn more: <a href="https://tinyurl.com/CA-Teacher-Signing-Bonuses">https://tinyurl.com/CA-Teacher-Signing-Bonuses</a></i></p> </li> <li> <p><b>AK:</b> Throughout the state, districts decided to use ARP ESSER funds to provide teacher bonuses. The Drew Central District provided a \$5,000 recruitment bonus and retention payments to all full-time employees in addition to the \$8,010 employees have received above pay since June 2022.</p> <p><i>Learn more: <a href="https://tinyurl.com/AK-Teacher-Bonuses">https://tinyurl.com/AK-Teacher-Bonuses</a></i></p> </li> </ul>
<p><b>Induction and Mentoring Programs</b></p>	<ul style="list-style-type: none"> <li> <p><b>RI:</b> The Rhode Island Department of Education (RIDE), in collaboration with a partner organization, is working towards improving mentoring support for educators of color. The goal is to</p> </li> </ul>

	<p>build a cohort of educators, many from RIDE’s Educators of Color Committee, and provide mentoring to new educators of color using a virtual coaching platform.</p> <p><i>Learn more: <a href="https://tinyurl.com/RI-Ed-of-Color-Committee">https://tinyurl.com/RI-Ed-of-Color-Committee</a></i></p> <ul style="list-style-type: none"> <li>● <b>GA:</b> Georgia has developed a statewide “gig” teaching model that allows retired educators, non-traditional teachers, and classroom teachers to provide virtual mentoring, tutoring, and additional courses across the state.</li> </ul> <p><i>Learn more: <a href="https://tinyurl.com/GA-Roadmap-K-12">https://tinyurl.com/GA-Roadmap-K-12</a></i></p>
<p><b>Diversifying the Teaching Workforce</b></p>	<ul style="list-style-type: none"> <li>● <b>MA:</b> As part of the ARP ESSER LEA grant application, districts are required to include a description of how they are taking education equity into account when planning to spend their ARP ESSER funds. In Fall 2020, the Massachusetts Department of Elementary and Secondary Education (DESE) released Diverse Massachusetts Teacher Workforce, a guidebook to be used by schools and district leaders when implementing teacher diversification strategies.</li> </ul> <p><i>Learn more: <a href="https://tinyurl.com/MA-Guidebook">https://tinyurl.com/MA-Guidebook</a></i></p> <ul style="list-style-type: none"> <li>● <b>MN:</b> Minnesota identified teacher recruitment and retention for teachers of color and Indigenous teachers as a state priority. They will be creating more teacher mentoring programs, expanding Grown Your Own programs, and improving Educator Career Pathways to best support teachers.</li> </ul> <p><i>Learn more: <a href="https://tinyurl.com/MN-Diversifying-Workforce">https://tinyurl.com/MN-Diversifying-Workforce</a></i></p>
<p><b>Targeted Professional Development</b></p>	<ul style="list-style-type: none"> <li>● <b>AL:</b> Alabama is using a portion of the state’s ARP ESSER money to provide LEAs with additional funding for a course of study or professional development in Mathematics and English Language Arts.</li> </ul> <p><i>Learn more: <a href="https://tinyurl.com/AL-Spending">https://tinyurl.com/AL-Spending</a></i></p> <ul style="list-style-type: none"> <li>● <b>NJ:</b> The New Jersey Department of Education allocated part of its 2.5% reserve funds to create accelerated learning educator response teams (A.L.E.R.T.) in districts, providing direct learning acceleration supports such as job-embedded coaching, accelerated learning toolkits, comprehensive professional learning</li> </ul>

	<p>opportunities, and statewide access to standards-based K–12 digital content in all content areas to strengthen how technology can be used to empower learners.</p> <p><i>Learn more: <a href="https://tinyurl.com/NJ-Response-Teams">https://tinyurl.com/NJ-Response-Teams</a></i></p>
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**Additional Uses**

<p><b>Administration Support</b></p>	<ul style="list-style-type: none"> <li>• <b>DE:</b> The Governor’s Institute for School Leadership (GISL) provides professional learning for educational leaders. The GISL was created in partnership between the Delaware Governor’s Office, Department of Education (DOE), University of Delaware College of Education and Human Development (CEHD), local Delaware school districts, and Delaware public schools. The goal is to support and provide new learning opportunities for school leaders like assistant principals, principals, and superintendents.</li> </ul> <p><i>Learn more: <a href="https://tinyurl.com/DE-School-Leadership">https://tinyurl.com/DE-School-Leadership</a></i></p>
<p><b>Teacher Residences/ Funding Stipends</b></p>	<ul style="list-style-type: none"> <li>• <b>TX:</b> The Texas Education Agency (TEA) is supporting approved high-quality preparation in one-year residencies. Educator Preparation Programs (EPP) provide funding stipends for residents at LEAs for two years.</li> </ul> <p><i>Learn more: <a href="https://tinyurl.com/TX-Ed-Prep">https://tinyurl.com/TX-Ed-Prep</a></i></p>

**ABOUT REACHING HIGHER NH**



Reaching Higher NH is a nonpartisan 501(c)3. Our mission is to provide all New Hampshire children with the opportunity to prepare for college, for immediate careers, and for the challenges and opportunities of life in 21st century NH, by serving as a public education policy and community engagement resource for New Hampshire families, educators, and elected officials.

Authors: Kayla Provencher and Christina Pretorius

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Any comments relating to the material contained in this document may be sent to:

Reaching Higher NH, Inc.

[www.ReachingHigherNH.org](http://www.ReachingHigherNH.org)

Email: [staff@reachinghighernh.org](mailto:staff@reachinghighernh.org)

Mail: 40 N Main Street, Suite 204 | Concord, NH 03301