



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
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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.
- **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>Grow Your Own Programs and Grants</p>	<ul style="list-style-type: none"> ● MO: 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. <i>Learn more: https://tinyurl.com/MO-GYO-Grants</i> ● LA: 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. <i>Learn more: https://tinyurl.com/LA-Pre-Ed-Pathway</i>
<p>Teacher Bonuses</p>	<ul style="list-style-type: none"> ● CA: 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. <i>Learn more: https://tinyurl.com/CA-Teacher-Signing-Bonuses</i> ● AK: 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. <i>Learn more: https://tinyurl.com/AK-Teacher-Bonuses</i>
<p>Induction and Mentoring Programs</p>	<ul style="list-style-type: none"> ● RI: 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>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: https://tinyurl.com/RI-Ed-of-Color-Committee</i></p> <ul style="list-style-type: none"> ● GA: 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. <p><i>Learn more: https://tinyurl.com/GA-Roadmap-K-12</i></p>
<p>Diversifying the Teaching Workforce</p>	<ul style="list-style-type: none"> ● MA: 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. <p><i>Learn more: https://tinyurl.com/MA-Guidebook</i></p> <ul style="list-style-type: none"> ● MN: 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. <p><i>Learn more: https://tinyurl.com/MN-Diversifying-Workforce</i></p>
<p>Targeted Professional Development</p>	<ul style="list-style-type: none"> ● AL: 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. <p><i>Learn more: https://tinyurl.com/AL-Spending</i></p> <ul style="list-style-type: none"> ● NJ: 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

	<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: https://tinyurl.com/NJ-Response-Teams</i></p>
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Additional Uses

<p>Administration Support</p>	<ul style="list-style-type: none"> ● DE: 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. <p><i>Learn more: https://tinyurl.com/DE-School-Leadership</i></p>
<p>Teacher Residences/ Funding Stipends</p>	<ul style="list-style-type: none"> ● TX: 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. <p><i>Learn more: https://tinyurl.com/TX-Ed-Prep</i></p>

ABOUT REACHING HIGHER NH

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