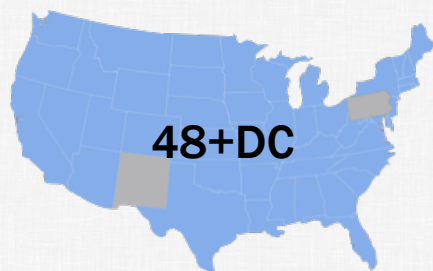


Educator Recruitment, Retention, and Shortages

A National Perspective

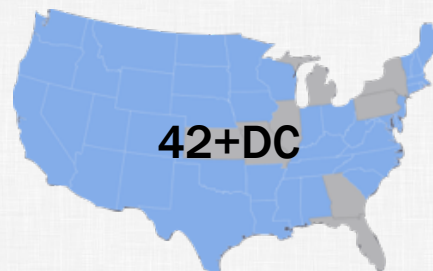
Pre-COVID: Widespread Shortages

Special Education

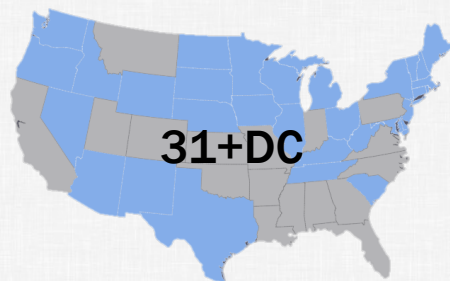


42+DC

Mathematics

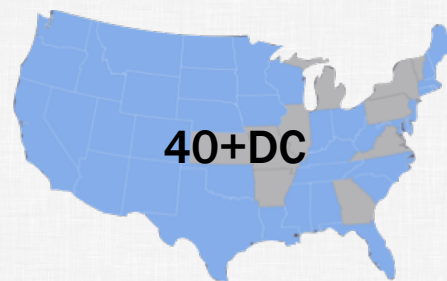


English Learners



40+DC

Science



■ Reported Shortages

■ No Shortages

Shortages in the News



COVID-19 creates dire US shortage of teachers, school staff

By JOCELYN GECKER September 22, 2021



CNN

Teachers are leaving and few people want to join the field.
Experts are sounding the alarm

Substitute Teachers Never Got Much Respect, but Now They Are in Demand

Because of staff shortages, some school districts are canceling classes. Others are lowering their hiring standards. The result can be a chaotic classroom.

AP AP News

National Guard deploys for new emergency:
Teacher shortages

NBC MONTANA

Montana teacher shortage 'crisis' escalates

National teacher shortage causes local concern

Daily Herald

Suburban Chicago's Information Source

'We are losing good teachers and staff every single day': Report reiterates pandemic shortages

SCHOOL & DISTRICT MANAGEMENT

**Staff Shortages Affect Students, Too.
Here's Where Schools Are Shutting Down**

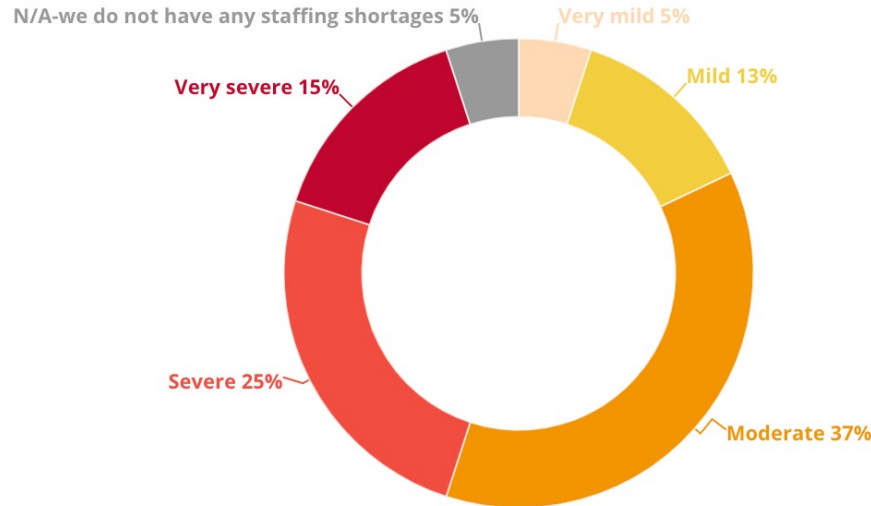
US ED Data: 2021-22

- ▶ Special Education Shortages
 - 49 states (including DC)
- ▶ Math Shortages
 - 44 states (including DC)
- ▶ Science Shortages
 - 42 states (including DC)

Source: LPI Analysis of US ED data: <https://tsa.ed.gov/#/reports>

Education Week: Fall 2021 Survey Data:

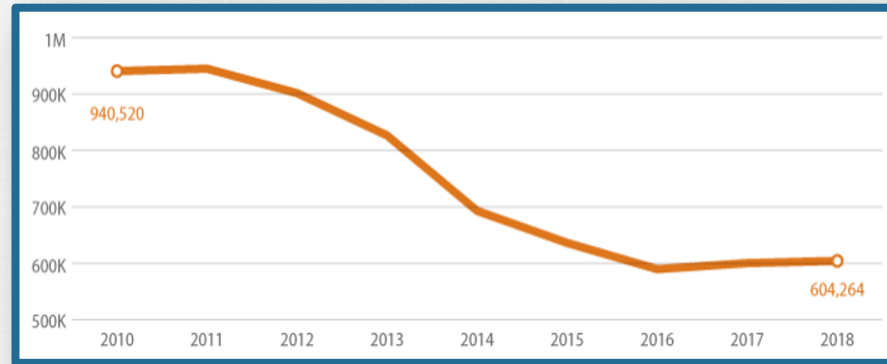
How much of a problem are staffing shortages at your school/district this school year?



Source: <https://www.edweek.org/leadership/how-bad-are-school-staffing-shortages-what-we-learned-by-asking-administrators/2021/10>

Teacher Preparation Program Enrollment Declined by 35% from 2010 to 2018

U.S. Teacher Preparation Program Enrollment by Year 2010-2018



Source: [Center for American Progress](#)

Drivers of Dwindling Supply, High Attrition

- ▷ Low salaries
- ▷ Insufficient preparation, induction
 - Increased debt loads
 - Higher teacher turnover for teachers who enter underprepared
 - Induction availability is uneven
- ▷ Poor working conditions
 - Limited decision-making
 - Punitive accountability
 - Few career ladder options
 - Stress and burnout
- ▷ Lack of respect for the profession

RAND Study, Feb, 2021

- Almost half of teachers who voluntarily stopped teaching in public schools after March 2020 and before their scheduled retirement left because of the COVID-19 pandemic
- Stress
- Work more hours
- ▶ Remote teaching + frequent technical problems
- ▶ 2nd jobs



MELISSA KAY DILIBERTI, HEATHER L. SCHWARTZ, DAVID GRANT

Stress Topped the Reasons Why Public School Teachers Quit, Even Before COVID-19

It is no surprise that teaching during the coronavirus disease 2019 (COVID-19) pandemic has added pressure to what was already a high-stress profession (American Federation of Teachers, 2017; Walker, 2018). Our new survey of nearly 1,000 former public school teachers reveals how important stress has been—even more so than pay—to teachers' decisions to leave the profession.

KEY FINDINGS

- Almost half of the public school teachers who voluntarily stopped teaching in public schools after March 2020 and before their scheduled retirement left because of the COVID-19 pandemic.
- At least for some teachers, the COVID-19 pandemic seems to have exacerbated what were high stress levels pre-pandemic by forcing teachers to, among other things, work more hours and navigate an unfamiliar remote environment, often with frequent technical problems.
- Many early leavers could be lured back to public school teaching. Over half of the teachers who voluntarily left the profession early primarily because of the pandemic indicated that they would be somewhat or definitely willing to return to public school teaching once most staff and students are vaccinated. Slightly fewer of those would return if there was only regular testing of staff and students for COVID-19.
- Stress was the most common reason for leaving public school teaching early—almost twice as common as insufficient pay. This is corroborated by the fact that a majority of early leavers went on to take jobs with either less or around equal pay, and three in ten went on to work at a job with no health insurance or retirement benefits.
- Of the teacher leavers who are currently employed, about three in ten hold a noneducation-related job, another three in ten have a different type of teaching position, and the rest are in nonteaching education jobs. For those teacher leavers who are still in education, more flexibility was the most common attribute that attracted them to their new jobs.

So, what can states do?

1. Provide broad access to high quality preparation
2. Offer competitive compensation
3. Support, develop and retain the existing workforce

Broad Access to High-Quality Preparation

LEARNING POLICY INSTITUTE

JULY 2021

How Can States and Districts Use Federal Recovery Funds Strategically?

Supporting the Educator Pipeline

The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), enacted in December 2020, and the American Rescue Plan Act (ARPA), enacted in March 2021, provide states and local educational agencies (LEAs) with \$176.3 billion through the Elementary and Secondary School Emergency Relief Fund (ESSER II and ESSER III). These laws provide *great flexibility* for both states and LEAs (including districts) in the use of funds. LEA funds can be spent on any educational expense allowed under

- the Elementary and Secondary Education Act (ESEA),
- the Individuals With Disabilities Education Act (IDEA),
- the Perkins Career and Technical Education Act, and
- other specific allowable uses (Section 313(c)–(d); Section 2001(d)–(e)).

ARPA requires that 20% of LEA funds and 5% of state funds be allocated to address learning recovery and that states must also set aside 1% of funds each for after-school programming and summer enrichment, while CRRSAA added funding to the Governors' Emergency Education Relief (GEER) program, targeted to COVID-19 responses including LEA activities authorized under ESSER. States and LEAs have until September 30, 2023, and September 30, 2024, to obligate CRRSAA and ARPA funds, respectively, and at least 120 days after those deadlines to spend the funds. States and districts have the opportunity to use CRRSAA and ARPA funds not only to meet short-term needs but also to make longer-term investments to close opportunity and achievement gaps.

Investments in the Educator Workforce Address Urgent and Long-Term Student Needs

Teacher shortages were widespread even before the pandemic, with more than 100,000 positions left vacant or staffed by underqualified individuals in 2017–18 alone. COVID-19-related burnout and workloads have raised concerns about increased turnover, and in the 2020–21 school year more than 40 states reported shortages of teachers in high-need areas, such as math, science, and special education. All this comes on top of a long decline in annual enrollment in educator preparation programs (EPPs), which has fallen by more than 30% over the past decade (see Figure 1), largely due to concerns about cost, student loan debt, and the lack of competitive compensation for teachers.

- High-Retention Pathways into Teaching
 - Teacher Residencies (WV, TX, CA, MS, NM, PA)
 - Grow-Your-Own Programs (TN, HI, MN, NM, CA, WA)
- Service Scholarships/Loan Forgiveness (NC, OR, IN, CA)
- Mentoring and Induction for Novice Teachers (IL, IA, NM)

Reduce *barriers* to accessing high-quality preparation, not standards

Competitive Compensation

State	Starting Salary (2019–20) ^a	Starting Salary Rank (2019–20) ^a	Cost-of-Living Adjusted Starting Salary (2019–20) ^b	Cost-of-Living Adjusted Starting Salary Rank (2019–20) ^b	Wage Competitiveness Index (2014–19) ^c	Wage Competitiveness Rank (2014–19) ^c
Montana	\$32,871	51	\$35,575	50	80.6%	28

- Overall increases (NM)
- Increases for leadership roles/expertise (e.g., NBCTs)
- Increases for high-need fields/schools
- Loan forgiveness as a strategy to boost compensation
- Bonuses/stipends can be a strategy, including with federal funds (FL, GA)
- Bonuses can be used to attract adequate staffing (e.g., subs)
- Can leverage federal recovery funds (ESSER, SLFRF, GEER)

Support, Develop and Retain the Existing Workforce

- Hire additional staff to make the workload more manageable
- Support student and educator mental health (OK, NV, VT, CA)
- Invest in mentoring, professional learning, and feedback
- Cultivate teacher leadership, including through National Board Certification
- Develop supportive school leaders
- Redesign schools for strong relationships and collaboration
- Use staff climate and conditions surveys (KY, OH, OR, NC)
- Focus accountability and continuous improvement systems on support, not sanctions

Federal Recovery Act Funds Can Be Leveraged to Support Educator Recruitment & Retention

Elementary and Secondary School Emergency Relief Fund (**ESSER**)

\$189 Billion

Governor's Emergency Education Relief Fund (**GEER**)

\$4.3 Billion

Higher Education Emergency Relief Fund (**HEERF**)

\$75.5 Billion

State and Local Fiscal Relief Fund (**SLFRF**)

\$350 Billion

ESSER Supports

- Comprehensive educator preparation programs
- Ongoing recruiting, hiring, and retention of diverse school staff
- Creating/maintaining loan forgiveness and service scholarship programs
- Educator licensure costs in high-need areas
- Increased compensation
- Hiring additional educators and school staff

(any ESSER uses are allowable under GEER)

SLFRF Supports

- Premium pay to teachers and other educational staff (must be in person)
- Rehiring staff to pre-pandemic levels
- Providing assistance to disproportionately impacted schools
- Providing government services, including educational services (required loss of revenue)

HEERF Supports

- IHE COVID responses and emergency grants to students

States and districts *could* work with IHEs to direct funding toward:

- expanding comprehensive educator preparation programs
- providing financial aid to support educator candidates

Federal Resources

US Department of Education

- [Using American Rescue Plan Funds and Other Federal Resources to Address Teacher Shortages](#)
- [Using American Rescue Plan Funds and Other Federal Supports to Address Staff Shortages](#)
- [ED December 2021 ESSER & GEER FAQ](#)
- [ED December 2021 Dear Colleague Letter on Staffing Shortages](#)
- [ED May 2021 FAQ on ESSER & GEER](#)

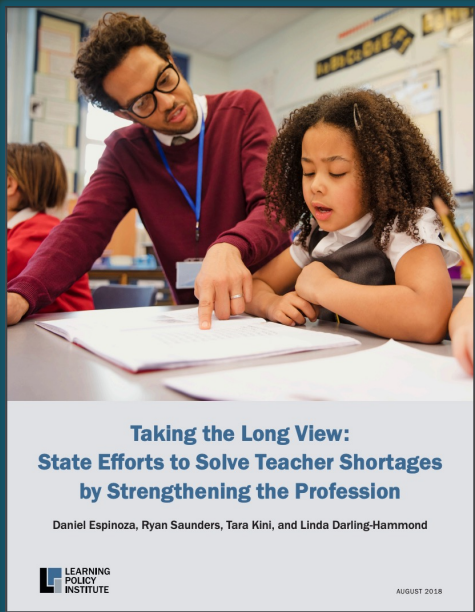
US Treasury Department

- [State and Local Fiscal Recovery Fund Website](#)
- [Overview of the Final SLFRF Rule](#)
- [Coronavirus-related relief for retirement plans and IRAs FAQs](#)

US Department of Education & US Treasury Department

- [Webinar Part 1: Using ARP Funds and Other Federal Supports to Address State and Local Teacher Shortages](#)
- [Webinar Part 2: Using American Rescue Plan Funds and Other Federal Supports to Address State and Local School Staff Labor Shortages](#)

Resources



Blog Series:
<https://learningpolicyinstitute.org/blog/teacher-shortage-series>



Thank You!

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