

## Your Question

You asked for information on teacher scholarship programs, including but not limited to the effects of teacher scholarship programs on the recruitment and retention of teachers.

## Our Response

Schools and districts across the country are grappling with [teacher shortages](#), particularly in certain schools and subject areas. Financial incentives are one lever that state policymakers use to recruit and retain highly qualified teachers. Scholarships are one financial incentive considered or employed by many states.

According to our [50-State Comparison on Teacher Recruitment and Retention](#), last updated in 2019: 1) 11 states have at least one financial incentive program in statute that is explicitly designed for teachers of color, 2) 35 states have at least one program in statute to recruit teachers to underserved schools and/or shortage subject areas, 3) 23 states offer a pathway, program or incentive through statute or regulation to recruit paraprofessionals into the teaching profession, and 4) 22 states offer a pathway, program or incentive through statute or regulation to recruit high school students into the teaching profession.

Below, we've included research studying the effects of these types of programs, as well as some state examples. Where possible, we included statute outlining state programs mentioned in the research.

### Effects on Recruitment and Retention:

- [The Impact of Incentives to Recruit and Retain Teachers in “Hard-to-Staff” Subjects: An Analysis of the Florida Critical Teacher Shortage Program](#) (2015) studied the impacts of Florida’s Critical Teacher Shortage Program. Though it no longer exists, the program had tuition reimbursement and loan forgiveness, and was designed mainly to encourage existing teachers to become certified in a shortage subject area. The study found that: 1) the loan forgiveness program decreased attrition of teachers in shortage areas, although the effects varied by subject. The effects were more pronounced when the loan forgiveness payments were more generous; 2) the bonus program reduced the likelihood of teachers leaving the public school sector; and 3) the tuition-reimbursement program had modest positive effects on the likelihood a teacher would become certified in a designated shortage area.
- [Scholarships to Recruit the “Best and Brightest” Into Teaching: Who Is Recruited, Where Do They Teach, How Effective Are They, and How Long Do They Stay?](#) (2012) studied merit-based scholarships from the [North Carolina Teaching Fellows Program](#). The study found, among other things, that the scholarship program produced teachers who stay in public school classrooms for five years or more at higher rates than teachers prepared through alternative routes or other traditionally prepared teachers.
- [How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?](#) (2016) outlines benefits of multiple teacher scholarship programs across the country. This study concludes that, when programs meaningfully offset the cost of a teacher’s professional preparation, it can be successful in both recruiting and retaining teachers. Programs considered in this study include:
  - [The National Science Foundation Robert Noyce Teacher Scholarship](#),
  - [The Woodrow Wilson Teaching Fellowship program](#),
  - The [California Governor’s Teaching Fellowship](#),
  - [California’s Assumption Program of Loans for Education](#) (no longer being funded),

- [Two loan forgiveness programs in Illinois](#) — the [David A. DeBolt Teacher Shortage Scholarship Program](#) and the [Minority Teachers of Illinois Scholarship Program](#),
  - The [North Carolina Teaching Fellows Program](#) (see above),
  - The Florida Critical Teacher Shortage Program (see above; no longer being funded),
  - The [Arkansas State Teacher Education Program](#) and
  - [Oklahoma Future Scholarships](#).
- [Can money attract more minorities into the teaching profession?](#) (2018) discusses the financial incentives in school districts specifically as they relate to attracting a diverse teacher workforce. It finds that relocation assistance, followed by loan forgiveness and bonuses for excellence in teaching and teaching in less desirable locations are the strongest predictors of a more diverse teacher workforce.

### State Examples:

- **Arkansas:** [Ark. Code Ann. § 6-82-1503](#) established the Critical Needs Minority Teacher Scholarship Program, which provides scholarships in the amount of \$1,500 per year for individuals from historically under-represented communities who are enrolled in, or accepted for enrollment in, an approved program and who express, in writing, an intention to teach in a geographical area of the state where there is a critical shortage of teachers. [Ark. Code Ann. § 6-81-1606](#) outlines the State Teacher Education Program, which provides loan repayment of \$3,000 per year for a maximum of three years for teachers who teach in a shortage area or are located in a geographic area with a critical shortage of teachers.
- **Illinois:** [110 ILCS 947/50](#) outlines provisions for the Minority Teachers of Illinois scholarship program. The program provides scholarships up to \$5,000 for students from historically under-represented communities who have achieved a secondary grade point average of 2.5 on a 4.0 scale, are enrolled on at least a half-time basis at a qualified institution in a course of study leading to teacher licensure and who maintain a grade point average above 2.5 on a 4.0 scale.
- **Indiana:** [Ind. Code Ann. § 21-12-16-2](#) creates the Next Generation Hoosier Educators Scholarship Program which establishes that applicants must have graduated from an Indiana high school in either the top 20% or with a qualifying SAT/ACT score. Eligible applicants may receive \$7,500 each year.
- **North Carolina:** [N.C. Gen. Stat. Ann. § 116-209.62](#) outlines the North Carolina Teaching Fellows Program to recruit, prepare, and support students attending state higher education institutions for preparation as highly effective STEM or special education teachers in the state's public schools. The program provides selected students with forgivable loans of up to \$4,125 per semester for either four, six or eight semesters depending on the student's situation.
- **Oklahoma:** [Okla. Admin. Code 610:25-9-1 et seq.](#) outlines the Future Teachers' Scholarship Program, which aims to address teacher shortages in critical areas. Eligible students can receive between \$500 and \$1,500.
- **Utah:** [Utah Code Ann. § 53F-5-205](#) creates the Paraeducator to Teacher Scholarship Program, which awards scholarships to paraeducators for education and training to become licensed teachers.