NEW HAMPSHIRE FISCAL POLICY INSTITUTE

ISSUE BRIEF

October 13, 2026

New Hampshire's Educator Workforce Faces Growing Recruitment, Retirement, and Affordability Pressures

New Hampshire schools may face growing challenges recruiting and retaining teachers in the coming years. Public school teacher staffing declined 5.7% over the last decade, fewer students are completing education degrees at New Hampshire colleges and universities, and older workers are making up a growing share of the state's elementary and secondary school workforce. Concurrently, teacher job postings have increased while pay and affordability remain significant barriers to recruitment and retention.

Key research indicates teachers play important roles in student development, with effects both in the classroom and beyond, increasing the importance of supporting teaching as an attractive occupation.

Attracting teachers is not a new challenge for the state. The Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives identified several barriers to educator recruitment and retention in a report in 2023. The Committee's report highlighted how both financial and working conditions are important for attracting and retaining educators. Low pay and affordability constraints were identified as reasons for teachers deciding in which school district they teach.[1]

Teachers have impacts on students both in the classroom and beyond. Research shows that, beyond standardized test scores, teachers can influence student attendance, behavior, course grades, and progress throughout school.[2] Students of teachers who produced higher test scores among their students are more likely to attend college and earn higher salaries. Replacing particularly low-performing teachers with teachers that had average performance, as measured by student test scores, significantly increased the value of students' lifetime income.

Student enrollment has declined, which may reduce the number of teachers New Hampshire schools may need. Public school enrollment has fallen 12.8% between 2016-2017 and 2025-2026 school years.[3] However, declining enrollment does not eliminate the need to replace departing teachers. New Hampshire Employment Security projects that 95% of annual openings will result from labor force exits or transfers to other occupations. At the same time, about one in three workers in elementary and secondary schools were aged 55 or older in 2025. These trends suggest schools are likely to continue to need new teachers even while educating fewer students.[4]

KEY POINTS

- Public school teacher staffing fell 5.7% between the 2015-2016 and 2025-2026 school years.
- Workers ages 55 and older held 33.7% of elementary and secondary school jobs in 2025, compared to 22.1% in 2004.
- New Hampshire Employment Security projects 1,114 annual openings for the kindergarten, elementary, middle, and secondary school teaching occupations from 2024-2034.
- Education bachelor's degree completions at New Hampshire institutions dropped by half between 2015 and 2025.
- The 12-month average of teacher job postings rose 82% between July 2018 and July 2026.
- New Hampshire teachers earn about 33% less than comparable college graduates in other professions, even after adjusting for the number of weeks worked in a year, and data suggest the gap has grown over time.

New Hampshire may also have fewer educators available to fill those openings. Completions of bachelor's degrees in education have declined at New Hampshire colleges and universities. Shortages also remain in several endorsement areas, such as English, Algebra I and II, and Physics. Both of these issues may increase recruitment pressures in certain school districts and subject areas.[5]

Recruitment is only one part of the workforce challenge; schools also need to retain experienced teachers. New teachers often improve during their first five years of teaching and having experienced teachers can be an important source of professional development for new teachers. Retention can affect teacher ability and student outcomes.[6]

This Issue Brief examines staffing, workforce age, employment projections, job postings, and educator pay to provide context for recruitment and retention.

Why Educator Availability Matters

Teachers play an important role in student achievement. Many factors affect student outcomes, including household income, housing, health, and family support. However, a RAND review of existing research found that teachers have two to three times as much effect on students' academic performance on reading and mathematics tests as other school-related factors.[7]

Research shows that students with greater access to higher-performing teachers may achieve better academic outcomes, even after accounting for other factors.[8] The benefits extend beyond the students taught by those teachers. Research also finds that working with higher-performing teachers can improve the performance of other teachers in the same school. These effects may be especially important for newer teachers, who can learn from their more experienced or higher-performing colleagues.[9]

Teacher turnover can affect student achievement. High turnover can disrupt school stability and staff collaboration. Schools may become more reliant on less-experienced teachers and may have larger class sizes or fewer course offerings.[10] Remaining teachers may face heavier workloads or additional responsibilities when positions remain vacant. These conditions can make retention more difficult and create additional staffing challenges.

Teachers' effects can also persist after students leave the classroom. Economists from Harvard University examined school and tax records for more than one million students. Their findings indicated that students assigned to teachers who produced higher test scores were more likely to attend college and earn higher salaries. The researchers estimated that replacing a teacher in the bottom 5% in terms of contributions to student test scores with an average teacher would increase students' future earnings by about $250,000 per classroom.[11] Other research found that teachers can influence student attendance, behavior, course grades, and progress through school in addition to standardized test scores. Teachers may affect either or both sets of outcomes measured in this research.[12] These studies help demonstrate why a stable and effective educator workforce matters for both student achievement and long-term outcomes.

Current Educator Workforce

The New Hampshire Department of Education (NHED) reports staffing in full-time equivalents, or FTEs. One FTE can represent one full-time teacher or two half-time teachers. These figures measure staffing levels rather than individual teachers.[13]

Staffing in traditional and charter public schools declined from 14,472.5 FTEs in the 2015-2016 school year to 13,647.8 FTEs in the 2025-2026 school year, a 5.7% drop. Teacher staffing declined by an average of 0.6% per year. The largest annual decreases were 1.8% in 2023-2024 and 1.9% in 2025-2026. Instructional support staffing also fell by 10.2% over the decade.[14]

Most occupation measures include kindergarten, elementary, middle, and secondary school teachers. These measures exclude special education teachers, while job posting analyses also include middle and secondary career and technical education teachers. Broader staffing, industry, and salary measures have different coverage.

FULL TIME EQUIVALENT (FTE) STAFF COUNTS IN NEW HAMPSHIRE PUBLIC SCHOOLS

Staff	2015-2016 School Year FTE	2025-2026 School Year FTE	Change
Teachers	14,472.5	13,647.8	-6%
Instruction Support	6,981.2	6,267.8	-10%
Other Professional Personnel and Support Staff	7,820.7	6,856.5	-12%

Note: FTE counts measure staffing, not individual people. Other Professional Personnel and Support Staff includes Librarians, Specialists, Administrative Support, and other support. See A12 Class and Staffing Form for position definitions.
Source: New Hampshire Department of Education, Full Time Equivalent Staff County by District

nhfpi.org

Declining student enrollment is also important for understanding staffing changes. New Hampshire public district schools enrolled 149,885 students in 2025–2026, down from 171,942 in 2016–2017.[15] This 12.8% decline may reduce overall staffing needs. However, enrollment changes do not necessarily mean that there can be corresponding staff reductions. Small declines spread across grades or districts may not be enough for a school to remove a full classroom or teaching position, particularly given requirements to teach a specific array of topics. Student needs, district decisions, unfilled positions, and reporting differences may affect these figures.[16] Declining enrollment may reduce total staffing needs, while an ageing workforce may increase the number of positions schools need to fill.

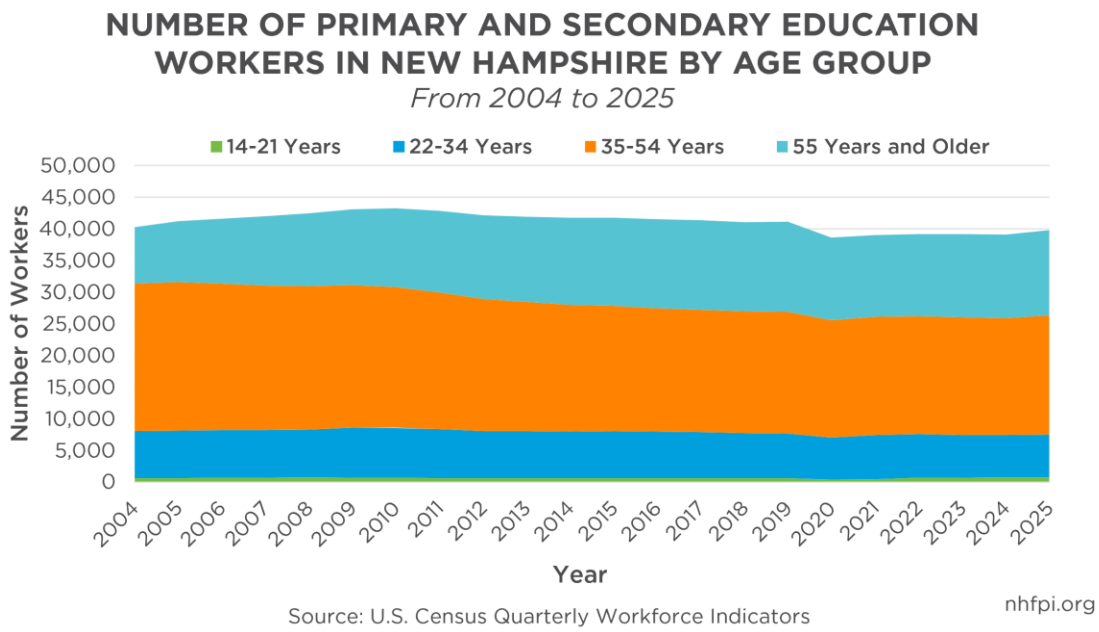
An Older School Workforce May Increase Replacement Needs

The U.S. Census Bureau's Quarterly Workforce Indicators (QWI) provides information on worker ages at New Hampshire's kindergarten through secondary schools. These data cover both public and private employers classified as elementary and secondary schools. They include teachers, administrators, librarians, and other school employees.[17]

Employment among workers ages 55 years and older rose from 8,889 jobs in 2004 to 13,432 in 2025, a 51.1% increase. The share of school employment composed of adults 55 and older increased from 22.1% to 33.7%.

Changes in New Hampshire's broader labor force may exacerbate teacher shortages. In 2025, adults ages 60 to 64 were New Hampshire's largest five-year age cohort, followed by adults ages 65 to 69. About 24.1% of residents aged 65 and older participated in the labor force, accounting for 9.6% of all workers. An aging workforce may increase demand as more teachers retire.[18] Additionally, a younger workforce smaller than the population aging out of traditional working years may lead to a limited supply of young teachers.

Similar age shifts appear to be happening within the State's elementary and secondary school workforce. Employment among workers ages 22 to 34 fell about 9.5% over the same period.[19] Total employment in elementary and secondary school declined slightly, from 40,273 to 39,801 jobs. These changes indicate an older workforce, but they do not measure teacher retirement plans. Teacher-specific age, service, and departure records would support a more direct assessment of replacement needs.



Teaching Occupation Projections

Labor force exits may occur when an individual retires, goes back to school, or becomes a caregiver. Occupational transfers occur when workers make career changes and move into a different occupation. Transfers do not capture staffing changes when a teacher moves between schools while remaining in the same occupation.

New Hampshire Employment Security (NHES) projects 1,114 annual openings across kindergarten, elementary, and secondary school teaching occupations from 2024 through 2034, which is greater than the expected annual employment increase. Around 524 openings will come from exits from the labor force and 534 will come from transfers to other occupations during this period. Together, these account for 95% of projected annual openings, so schools may need to continue recruitment even with modest expected occupation growth.

NHES projects total employment to grow 3.6% between 2024 and 2034 from 737,947 to 764,713 jobs.[20] Long-term industry projections anticipate a 3.4% increase in employment from 40,170 to 41,518 for elementary and secondary schools.[21] While this does not separate specific jobs in the industry, NHES's occupation projections for kindergarten,

PROJECTED TEACHING EMPLOYMENT AND ANNUAL OPENINGS, 2024–2034

Teaching Occupation	*2024 Jobs*	*2034 Jobs*	*Growth*	*Annual Openings*
Kindergarten	527	545	3.4%	61
Elementary School	5,731	5,929	3.5%	408
Middle School	3,744	3,874	3.5%	267
Secondary School	5,609	5,816	3.7%	378
Combined	15,611	16,164	3.5%	1,114

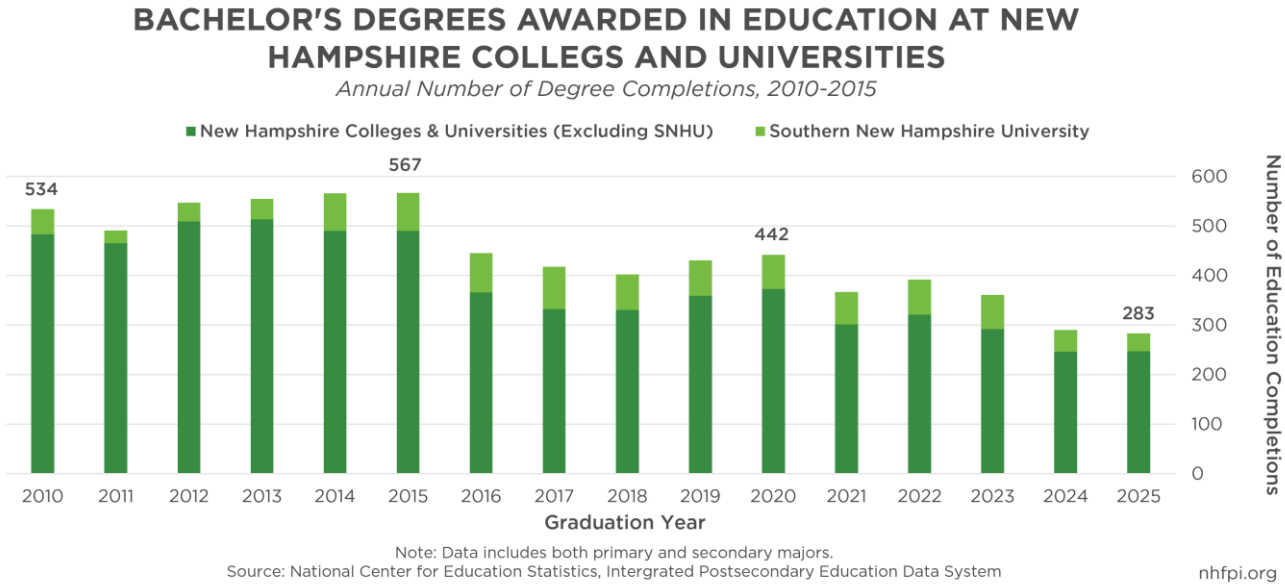
Note: Annual openings are averages over the projection period. Excludes special education.
Source: New Hampshire Employment Security, 2024-2034 Occupational Projections
nhfpi.org

elementary, middle, and secondary school teachers show these four occupations growing by 3.5% from 15,611 to 16,164.[22] These totals are the equivalent of about 55 net new jobs each year.

Educator Pipeline and Entry into Teaching

New Hampshire offers several routes to teacher licensure. Candidates may complete an approved college or university preparation program. Other routes include a site-based licensing plan, demonstrating required competencies, or qualifying through out-of-state experience. Requirements depend on the endorsement sought.[23] As a result, an education bachelor's degree is one source of potential new teachers in New Hampshire, and comparing completions from colleges and universities in the state over time can help assess one source of potential new educators.

There has been a substantial decline in the number of bachelor's degree completions in education at New Hampshire colleges and universities, according to data from the Integrated Postsecondary Education Data System (IPEDS).[24] There were 567 completions in 2015, but that total declined to 442 in 2020 and 283 in 2025. The number of completions for education degrees at New Hampshire-based higher education institutions dropped 47% from 2010 to 2025.



The first large drop in completions occurred from 2015 to 2016. While completions slightly increased in 2019 and 2020, the overall trend in completions has continued downward. Fewer education degree completions could limit the pool of new teachers available to replace departing workers. While these data alone do not show whether graduates remain in New Hampshire or fill positions in shortage areas, a smaller pool of graduates will likely make hiring teachers locally more difficult, particularly in rural or lower-paying school districts that have to compete with higher-paying districts.

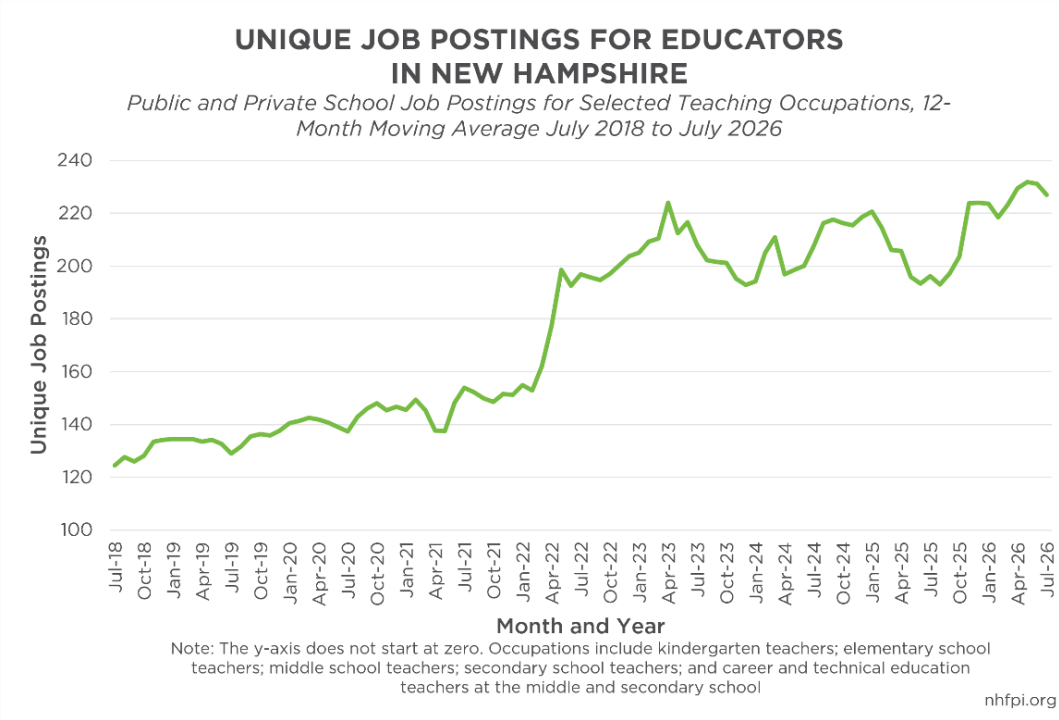
Shortage Lists and Credentials

Teachers are required to obtain endorsements that show they are qualified to teach specific subject areas or grade levels. NHED identifies endorsement areas with staffing shortages. The most recently updated list of shortage areas, published March 2025, includes Chemistry, Physics, Life Science, Physical Science, and Computer Science. The list also includes Mathematics, Middle Level (Algebra I/Integrated I), and Mathematics, Upper Level (Pre-Algebra to AP Math). Other listed areas include Early Childhood Education, English for speakers of other languages, World Languages, and Career and Technical Education.[25]

The number of critical teacher endorsements declined from 50 in 2019 to 23 in 2025, indicating there were shortages in fewer subject areas. However, that decline does not indicate that all staffing needs are being met. Teachers are able to hold multiple endorsements, and teachers may keep their endorsements even if they are not currently teaching. Together, these data show a mixed picture. More educators maintained their credentials, and fewer fields appeared on the statewide shortage list. However, shortages continued in several specialized fields, while the total number of public school teachers declined.

Credential renewals provide another measure. NHED reported 8,014 educator renewals as of mid-July 2025, which was its highest three-year renewal cohort on record. Renewals show that educators maintained credentials. They do not necessarily show that those educators held teaching jobs or filled vacancies.[26]

Job Postings for Teachers

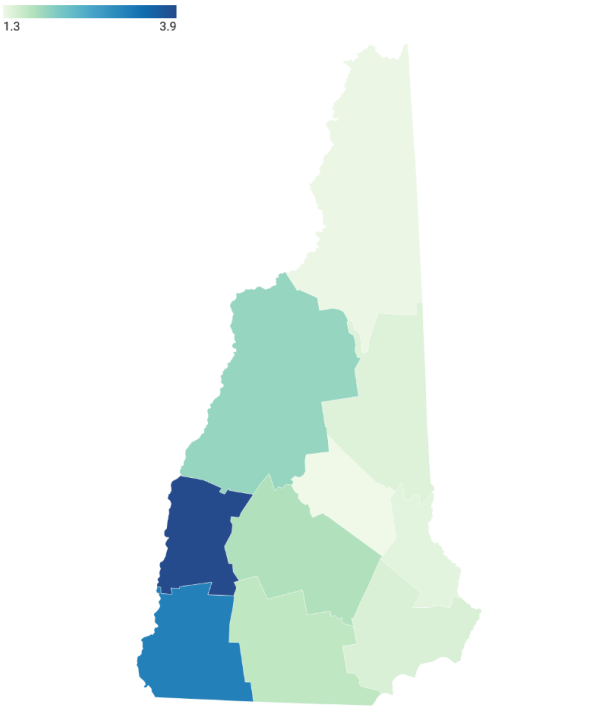


While degree completions describe an area of potential supply of teachers, job postings provide information on school recruitment activity. Job posting activity data recorded 18,962 unique job advertisements from August 2017 through July 2026.[27] These data cover kindergarten, elementary, middle, and secondary school teacher positions, plus middle and secondary career and technical education teachers. The data exclude special education and preschool teachers, teaching assistants, and postsecondary teachers. The advertisements may include positions at both public and private schools. Duplicate advertisements are removed before counting unique postings. One unique posting does not necessarily equal one vacancy, new job, or hire. Changes in online advertising practices, source coverage, or classification may affect comparisons over time.[28]

To mitigate the impacts of seasonal changes, which are significant in education, a 12-month moving average can be used to help show longer-term trends. For the six selected occupations, this average rose from 124.5 unique postings in July 2018 to 227 in July 2026, representing an 82.3% increase in job postings. Although this measure does not directly reflect the number of unfilled positions or teachers needed, a higher number of advertised jobs suggests greater demand for teachers. Job advertisements for high school teachers accounted for more than 58% of unique

TEACHING JOB POSTING INTENSITY ACROSS NEW HAMPSHIRE'S COUNTIES

Total advertisements per unique job posting for selected teaching occupations, August 2017–July 2026



Posting Intensity compares total advertisements with unique job postings. A 4.0 posting intensity means four advertisements for every unique post.

Map: New Hampshire Fiscal Policy Institute • Source: Lightcast job posting data, provided by New Hampshire Employment Security upon request • Created with Datawrapper

job postings, while elementary school teacher positions accounted for almost 27% and middle school teacher positions accounted for 6%.

Hillsborough and Rockingham Counties combined contributed to 9,654 unique postings, 51% of reported postings statewide, while Cheshire County had the longest median posting duration, at 36 days, followed by Sullivan County at 33 days. Posting intensity, measured as the number of total advertisements per unique posting, was highest in Sullivan County, at 3.9 advertisements per unique posting, while Cheshire County's posting intensity was 3.2.

Secondary school teacher positions accounted for the most job advertisements from August 2017 through July 2026. This occupation had 20,407 total postings and 11,018 unique postings, accounting for 58.1% of all unique postings of the four occupation categories. The elementary school teacher occupation was second with 9,544 total postings and 4,886 unique postings. The middle school teaching occupation had the highest posting intensity, at about 2.4 advertisements per unique posting and the longest median posting duration at 31 days.

JOB ADVERTISEMENTS FOR TEACHING OCCUPATIONS

Total and Unique Postings and Median Posting Duration for Selected Teaching Occupations in New Hampshire, August 2017-July 2026

Occupation (SOC)	Total Postings	Unique Postings	Median Posting Duration	Posting Intensity
Secondary School Teachers, Except Special and Career/Technical Education	20,407	11,018	30 days	1.9
Elementary School Teachers, Except Special Education	9,544	4,886	29 days	2.0
Career/Technical Education Teachers, Middle School	2,372	1,215	28 days	2.0
Middle School Teachers, Except Special and Career/Technical Education	2,948	1,205	31 days	2.4
Kindergarten Teachers, Except Special Education	1,166	621	29 days	1.9
Career/Technical Education Teachers, Secondary School	40	17	26 days	2.4

Source: New Hampshire Employment Security via Lightcast

nhfpi.org

Teacher Pay and Affordability

In the 2023 report from the Legislature's Committee to Study New Hampshire Teacher Shortages, teacher pay and affordability were cited as one of the major causes of the teacher shortage in the state.[29] A 2026 National Education Association report comparing teacher salaries across the 50 states and the District of Columbia ranked New Hampshire 42nd for average starting teacher salary and 25th for the overall average teacher salary. Both measures

refer to the 2024–2025 school year. New Hampshire's starting salary estimate was below Maine's, Vermont's, and Massachusetts's comparable salaries. New Hampshire's average salary was above Maine's, but below Vermont's and Massachusetts's, average salary measures.[30]

TEACHER PAY DIFFERS ACROSS NEW HAMPSHIRE AND NEIGHBORING STATES

Salaries for 2024-2025 School Year

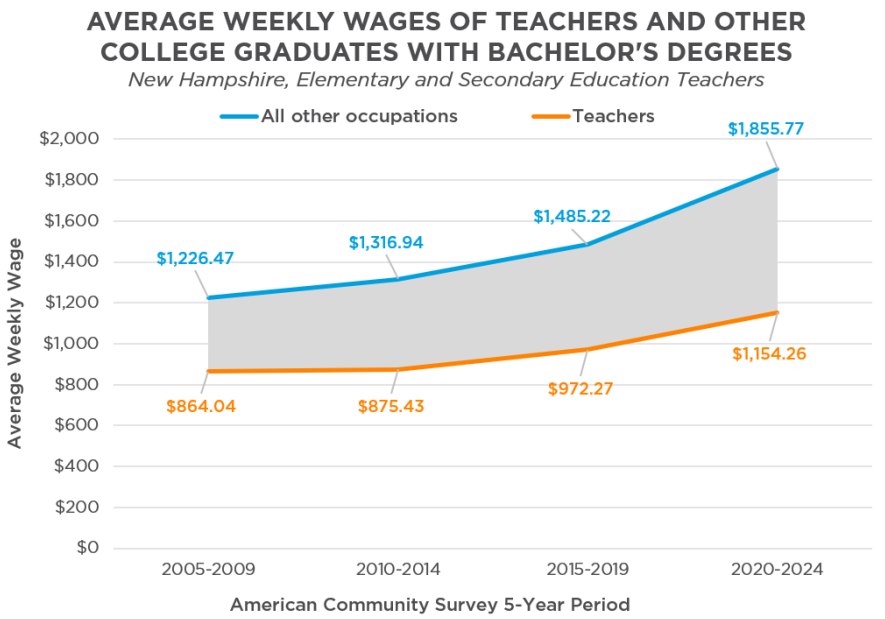
State	Starting Salary	Average Salary	Weekly Wage Gap	Minimum Living Wage
Massachsetts	$54,216	$93,554	-23.0%	$85,226
Vermont	$46,963	$71,871	-12.30%	$128,752
Maine	$44,152	$65,621	-21.0%	$77,284
New Hampshire	$44,010	$69,432	-33.8%	$83,057

Note: Salary data use National Education Association measures. Economic Policy Institute (EPI) teacher pay gap excludes benefits and compares teachers with similar college-educated workers in each State. EPI's Family Budget Calculator calculates the income needed for one adult and one child to meet a modest standard of living in the most affordable metro area. EPI measures are in 2025 dollars.
Source: National Education Association; Economic Policy Insitute

nhfpi.org

The Economic Policy Institute also estimates teacher wages relative to other college graduates with comparable degrees within each state. The Institute's analysis adjusts for certain measurable characteristics, including age, education, sex, race and ethnicity, and marital status. New Hampshire's estimated weekly wage gap was 33.8%, meaning New Hampshire teachers earn a third less than other New Hampshire workers who have comparable educational degrees. The teacher pay penalty is 21.0% in Maine, 23.0% in Massachusetts, and 12.3% in Vermont.[31] A larger gap means teachers earn less compared to similarly educated workers in the same state. This gap, along with starting salary below the minimum living wage, may help explain why some college students choose other fields or why some teachers move to different occupations.[32]

The U.S. Census Bureau's American Community Survey (ACS) data provides another view of teacher wages and the difference in pay from comparable college graduates in New Hampshire. The data includes state residents age 25 and older who have obtained a bachelor's degree as their highest level of formal educational attainment. Estimated average teacher weekly wages were 29.6% below other occupations between 2005 and 2009, 33.5% between 2010 and 2014, and 34.5% between 2015 and 2019. The gap reached 37.8% when estimated weekly wages averaged $1,154 for teachers and $1,856 for all other occupations. These estimates suggest that teacher wages have kept falling further behind wages in other occupations. This growing gap could affect teacher recruitment and retention efforts.[33]



Note: Data limited to New Hampshire residents age 25 and older with a bachelor's degree and no higher level of formal educational attainment. Includes both public and private school teachers, and does not include special education or kindergarten teachers or support staff. Weekly wages based on average annual wages divided by estimated average weeks worked each year, derived using the average of the 2015-2024 ten-year period based on the available data and validated with proxy data for the 2005-2014 period. Residents reporting zero weeks worked in the last twelve months excluded. Each five-year dollar value adjusted to inflation for the final year in each five-year period, but not between five-year periods.
Source: U.S. Census Bureau, American Community Survey 5-Year Samples, 2005–2024, accessed through IPUMS USA on October 2, 2026.

nhfpi.org

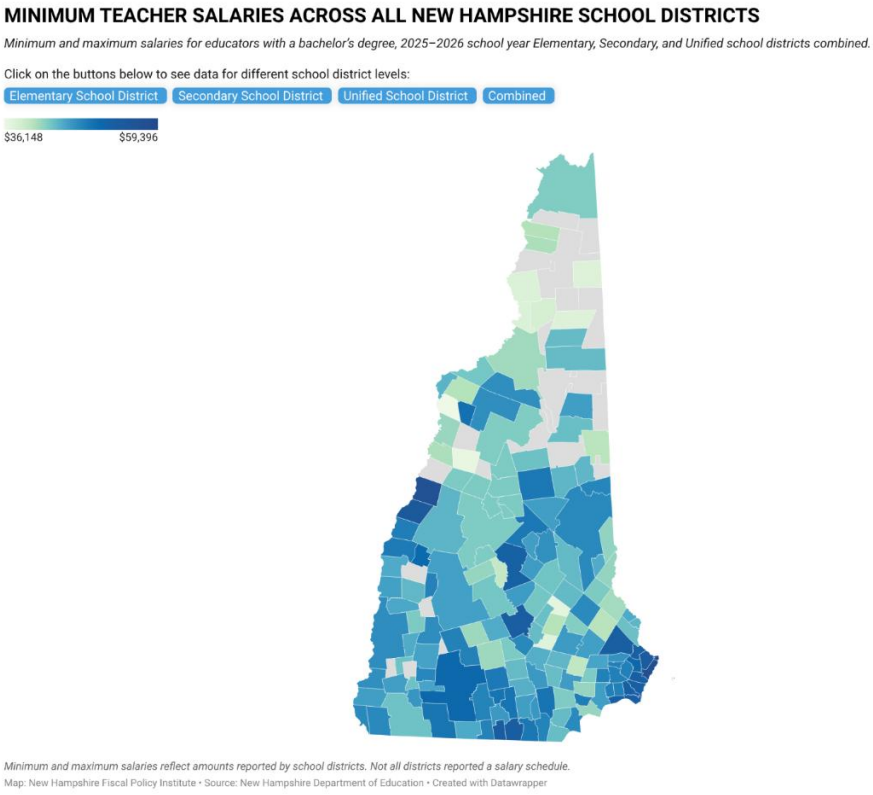
These estimates trend with the Economic Policy Institute's analysis on the teacher pay penalty. Weekly wages were calculated by dividing each period's average annual wages by an average number of weeks worked. This controls for the number of weeks worked to account for teachers who may be working less during the summer. For each period, the available estimates for weeks worked came from the ten-year average from 2015 to 2024, with the assumption that the average weeks worked for the earlier ten-year period was the same.

District Salary Differences

Starting salaries describe entry-level pay reported in salary schedules, while average salaries reflect pay across the existing workforce. Experience and qualifications can affect these averages. For the 2025–2026 school year, NHED reported an average minimum starting salary of $45,298 statewide. NHED also reported an average teacher salary of $69,532 across New Hampshire. The reports cover public school districts, public academies, and joint maintenance agreement schools. Districts report their own data, and not all school districts submitted salary reports.[34]

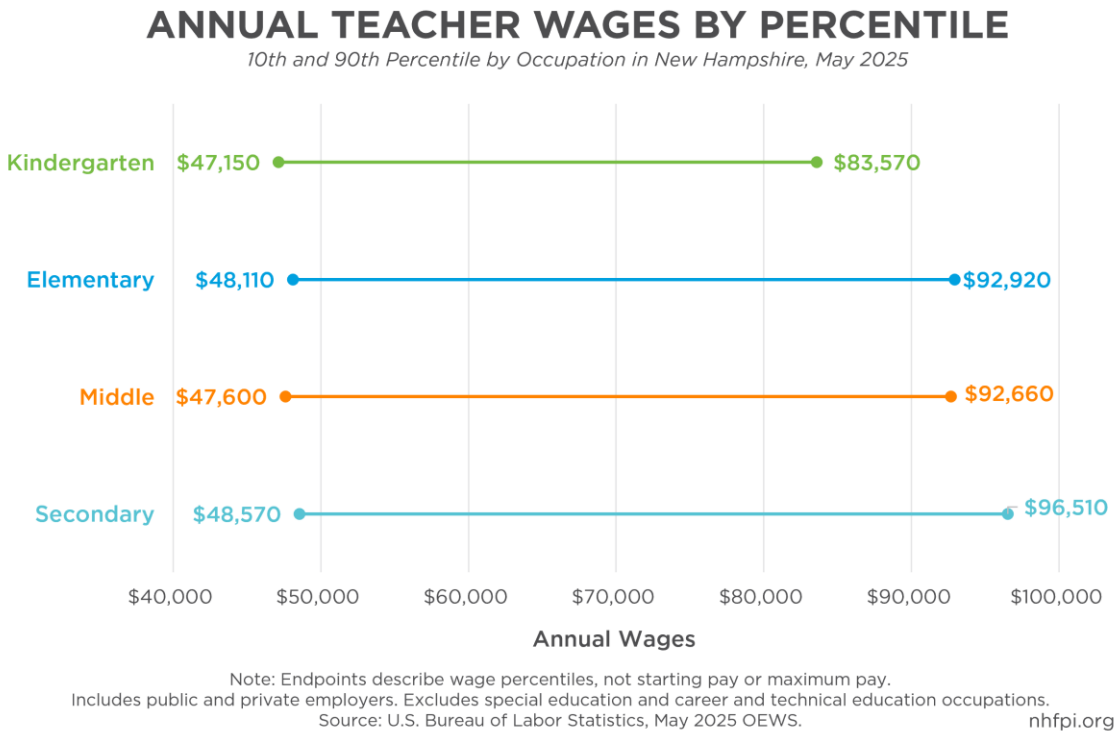
New Castle ($59,396), Rye ($57,783), and Lyme ($57,134) had the highest minimum starting annual salaries among public school districts, while Bath ($36,148), Warren ($36,851), and Pittsfield ($37,113) had the lowest. The difference in starting salary between New Castle and Bath was $23,248 a year. Portsmouth had the highest reported average teacher salary, at $93,927, followed by Stratham ($93,624) and Dresden ($92,395), an interstate school district which includes Hanover, New Hampshire and Norwich, Vermont.[35] The three lowest reported average teacher salaries were in Stoddard ($41,234), Marlow ($41,837), and Farmington ($42,000).

The 2023 Committee to Study New Hampshire Teacher Shortages report identified that districts competed for teachers and that school districts with fewer financial resources may struggle



to match salaries offered at other districts. Due to the structure of local property tax funding, and with property taxes accounting for over 70% of school revenue, municipalities with larger tax bases relative to overall service needs may have a greater capacity to support higher teacher salaries, although State Adequate Education Aid and local budget choices can also affect pay.[36]

Wage percentiles provide additional details about pay differences within teaching occupations. The 10th-percentile wage represents the amount of money that 10% of workers in the state earn less than, or equal to, in the employed workforce. The 90th-percentile wage is the level at or below which 90% of workers earn. In May 2025, kindergarten teachers' wages ranged from $47,150 at the 10th percentile to $83,570 at the 90th percentile. The corresponding range was $48,110 to $92,920 for elementary school teachers, $47,600 to $92,660 for middle school teachers, and $48,570 to $96,510 for secondary school teachers.



Affordability Challenges for Teachers Living in New Hampshire

Teacher pay may affect recruitment, and opportunities for higher pay may affect retention. However, compensation is only one financial factor that can affect whether a teacher enters or remains in the occupation. The 2023 Committee to Study New Hampshire Teacher Shortages report identified housing costs and other financial barriers as part of the teacher shortage issue. The report cited testimony to the committee that talked about examples of entry-level teachers who turned down positions because they could not find affordable housing.[37]

Broader living costs may add to these challenges, particularly for younger educators and those with children. New Hampshire's median single-family house price reached $519,000 in 2025, a 71.3% increase from $303,000 in 2019. Even in cities and towns with higher average salaries, such as Portsmouth and New Castle, educators face higher housing costs. In 2025, the median price for purchasing a single-family home in Rockingham County was $663,000, 24.4% higher than the statewide median.[38] Even renting is becoming cost prohibitive for teachers. The statewide median rent for a two-bedroom apartment is $2,024 a month. The median monthly wage for elementary, middle, and secondary teachers is several hundred dollars below the statewide median rent.[39]

The average annual price for center-based care for an infant and a four-year-old was almost $30,000 in 2025.[40] These costs may be particularly difficult for early-career teachers to absorb. They may also make recruiting educators

from other states, or retaining teachers who have opportunities elsewhere, including in other states, more difficult for New Hampshire schools.

Conclusion

New Hampshire's educator workforce has been impacted by two parallel trends; both student enrollment and teaching staffing have declined. Lower student enrollment may reduce overall staffing needs. However, as the share of the education workforce that is near or already at traditional retirement ages continues to grow, replacing educators will remain important for schools. Most projected teacher openings will result from teachers leaving the workforce or switching careers. These moves to retirement or other occupations combined with fewer education degree completions may also reduce the supply of new teachers available to fill these openings.

By several key metrics, recruitment pressures have risen across the state. Teacher job postings have increased, and shortages remain in several endorsement areas. Starting salaries also differ substantially among school districts. Teacher pay relative to other college-educated workers, as well as housing and child care costs, may affect school districts' abilities to recruit and retain educators. Two key measures suggest teacher pay is falling behind compensation for other employees with similar educational attainment.

No single measure provides a complete statewide view of teacher shortages; however, these indicators point to continued workforce pressures even as student enrollment declines. Schools may serve fewer students overall while still facing difficulty hiring qualified teachers in particular subjects, grade levels, and communities.

Maintaining a strong educator workforce matters not only for school operations, but for students and the state's economic future. Teachers play a critical role in student achievement and can influence outcomes that extend far beyond the classroom, including attendance, progress in school, college enrollment, and future earnings. Helping ensure that New Hampshire schools can recruit and retain qualified educators will be important for supporting students' educational opportunities and New Hampshire's long-term success.

---

[1] Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives, Senate Bill 236, Majority and Minority Final Reports, November 30, 2023. See majority findings, pp. 2–7, and minority findings on pay, preparation costs, and housing.
[2] See the Journal of Political Economy, August 30, 2018 What Do Test Scores Miss? The Importance of Teacher Effects on Non–Test Score Outcomes
[3] See New Hampshire Department of Education February 3, 2026 report State Totals Ten Years Public and Private Fall Enrollments 2016 - 2017 Through 2025 - 2026.
[4] See New Hampshire Employment Security's Occupational Employment Projections, 2024–2034, selected occupations: SOC 25-2012, 25-2021, 25-2022, and 25-2031; U.S. Census Bureau Quarterly Workforce Indicators for NAICS 61110, four quarter averages for years 2004 to 2025
[5] See the New Hampshire Department of Education, Bureau of Credentialing, Critical Shortage List, effective March 11, 2025, and archived critical shortage lists.
[6] See Learning Policy Institute July 28, 2025 blog Here's How We Hold on to Experienced Teachers: Give Them the Support They Need; Learning Policy Institute February 12, 2020 report Inequitable Opportunity to Learn: Student Access to Certified and Experienced Teachers.
[7] Opper, I. M., 2019, Teachers' broad impact: Understanding how teachers influence students they do not teach.
[8] See Economic Policy Institute 2003 report, Teacher Quality Understanding the Effectiveness of Teacher Attributes; Engida MA, Iyasu AS and Fentie YM, 2024 Impact of teaching quality on student achievement: student evidence; Opper, I. M., 2019, Teachers' broad impact: Understanding how teachers influence students they do not teach.
[9] Jackson, C. Kirabo, and Elias Bruegmann, 2009, "Teaching Students and Teaching Each Other: The Importance of Peer Learning for Teachers." American Economic Journal: Applied Economics 1 (4): 85–108.
[10] See the Learning Policy Institute's August 16, 2017 report Teacher Turnover: Why It Matters and What We Can Do About It.
[11] Chetty, Friedman, and Rockoff, Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood, National Bureau of Economic Research Working Paper 19424, September 2013.
[12] C. Kirabo Jackson, "What Do Test Scores Miss? The Importance of Teacher Effects on Non-Test Score Outcomes," National Bureau of Economic Research Working Paper 22226, 2016.
[13] See the New Hampshire Department of Education data report, Full Time Equivalent Staff Count by District 2015-2016 through 2025-2026.
[14] See the New Hampshire Department of Education's data report Full Time Equivalent Staff Count by District 2015-2016 through 2025-2026; N.H. Admin. Code Ed 501.03 defines Specialized instructional support to teachers and direct instruction to pre-K, elementary, or secondary students.
[15] See New Hampshire Department of Education February 3, 2026 report State Totals Ten Years Public and Private Fall Enrollments 2016 - 2017 Through 2025 - 2026.

[16] See Reaching Higher New Hampshire's December 2025 analysis School Enrollment Reflects NH's Changing Demographics; for fall district enrollment by grade level see the New Hampshire Department of Education's District Fall Enrollment report; and for more information on New Hampshire's changing demographics, see the New Hampshire Fiscal Policy Institute's 2025 New Hampshire Policy Points chapter: Population and Demographics.
[17] See the U.S. Census Bureau Quarterly Workforce Indicators for NAICS 61110, four quarter averages for years 2004 to 2025. QWI uses jobs linked to employers and geography based on place of work. All-ownership coverage includes private and State and local government employers; the U.S. Census Bureau uses the North American Industry Classification System (NAICS) to categorize industries. 611110 Elementary and Secondary Schools. See NAICS industry definition.
[18] See the New Hampshire Fiscal Policy Institute's 2025 New Hampshire Policy Points chapter: Population and Demographics; and September 2, 2026 report New Hampshire's Labor Market Improving in 2026, but Risks Remain.
[19] See the U.S. Census Bureau Quarterly Workforce Indicators for NAICS 61110, four quarter averages for years 2004 to 2025
[20] New Hampshire Employment Security provides employment projections by Industry and Occupation with a base year 2024 to projected year 2034.
[21] See New Hampshire Employment Security's Industry Employment Projections, 2024–2034, selected industry: NAICS 6111, Elementary and Secondary Schools.
[22] See New Hampshire Employment Security's Occupational Employment Projections, 2024–2034, selected occupations: SOC 25-2012, 25-2021, 25-2022, and 25-2031.
[23] Other routes include a site-based licensing plan, demonstrating required competencies, or qualifying through out-of-state experience. See New Hampshire Administrative Rule Chapter Ed 500 Credential Standards for Educational Personnel; New Hampshire Department of Education, Bureau of Credentialing Pathways to Licensure.
[24] The Integrated Post Secondary Education Data System annually collects data from colleges, universities, and technical and vocational institutions that participate in the federal student financial aid programs.
[25] See the New Hampshire Department of Education, Bureau of Credentialing, Critical Shortage List, effective March 11, 2025, and archived critical shortage lists. Mathematics endorsements include Middle Level (through Algebra I/Integrated I) and Upper Level (Pre-Algebra through Advanced Placement Mathematics). Endorsement categories have changed over time.
[26] See the New Hampshire Department of Education July 15, 2025 press release New Hampshire Reaches Highest Three-Year Cohort of Educator Renewals on Record. It reported 8,014 educator credential renewals as of that week and nearly 29,000 individuals holding renewable credentials. Teachers can renew credentials even if they are no longer teaching.
[27] Data provided by New Hampshire Employment Security upon request. New Hampshire Employment Security used Lightcast job posting data.
[28] See Lightcast, Job Posting Analytics (JPA) Methodology, for information about data collection, processing, and methodology.
[29] Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives, SB 236, Majority and Minority Final Reports, November 30, 2023. See majority findings, pp. 2–7, and minority findings on pay, preparation costs, and housing.
[30] See National Education Association 2026 report Educator Pay in America.
[31] See the Economic Policy Institute's August 25, 2026 The Teacher Pay Penalty Remained High in 2025.
[32] See the Economic Policy Institute's Family Budget Calculator of an estimate for a minimum income needed for one adult and one child to maintain an adequate standard of living.
[33] Average weeks worked, salary income, and occupation figures retrieved from the U.S. Census Bureau's American Community Survey five-year samples, accessed through IPUMS USA, October 2, 2026. Data are limited to New Hampshire residents age 25 and older with a bachelor's degree and no higher level of formal educational attainment. Includes both public and private school teachers, and does not include special education or kindergarten teachers or support staff. Weekly wages based on average annual wages divided by estimated average weeks worked each year, derived using the average of the 2015-2024 ten-year period based on the available data and validated with proxy data for the 2005-2014 period. Residents reporting zero weeks worked in the last twelve months were excluded. Each five-year dollar value was adjusted to inflation for the final year in each five-year period, but not between five-year periods.
[34] Teacher minimum, maximum and salary schedule are reported each year. Not all districts are able to provide a salary schedule. See New Hampshire Department of Education 2025-2026 Teacher Salary Schedule.
[35] SAU 70 is an interstate school district serving Hanover, New Hampshire, and Norwich, Vermont, with students from pre-kindergarten through grade 12.
[36] See the New Hampshire Fiscal Policy Institute's August 5, 2026 Issue Brief Why State Adequate Education Aid Varies by Community.
[37] Committee to Study New Hampshire Teacher Shortages and Recruitment Incentives, SB 236, Majority and Minority Final Reports, November 30, 2023. See majority findings, pp. 2–7, and minority findings on pay, preparation costs, and housing.
[38] See New Hampshire Housing's Housing and Demographic Data.
[39] See New Hampshire Housing October 2025 report Who Can Afford to Live in New Hampshire, page 8. Median annual wages come from the U.S. Bureau of Labor Statistics' Occupational Employment and Wage Statistics. Monthly median wages were calculated by dividing annual wages by 12. The U.S. Department of Housing and Urban Development generally defines housing as affordable when costs do not exceed 30% of household income. The estimated affordable monthly housing cost was calculated as 30% of monthly median wages.
[40] See NHFPI's June 2, 2026 blog Annual Price of Child Care for Granite State Children Remains High as Number of Providers Decline.