

JOINT MEETING

**BOARD OF REGENTS AND  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

*Collis B. Temple, Chair, Board of Regents, Presiding*

**AGENDA**

Wednesday, December 14, 2022 at 9:00 a.m.

**Thomas Jefferson Room 1-136, A & B, Claiborne Building, 1201 North Third Street**  
Baton Rouge, Louisiana

- I. Call to Order**
- II. Roll Call**
- III. Public Comments**
- IV. Approval of BESE/BoR Minutes of June 15, 2022**
- V. 2022 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund Report**
  - John Schroder, State Treasurer, Department of Treasury
  - John Broussard, Chief Investment Officer, Department of the Treasury
  - Amy Mathews, Investment Officer, Department of the Treasury
- VI. Additions to TOPS Weighted GPA Grid**
  - Dr. Susannah Craig, Deputy Commissioner, Board of Regents
  - Dr. Ernise Singleton, Interim Assistant Superintendent, Department of Education
- VII. Report regarding Louisiana Dual Enrollment**
  - Adam Lowe, Founder and Director, Saffron Ventures Consulting
  - Mellynn Baker, Assistant Commissioner, Board of Regents
- VIII. Report regarding HCR 39 of the 2021 Regular Legislative Session (Teacher Recruitment, Recovery and Retention Task Force)**
  - Dr. Susannah Craig, Deputy Commissioner, Board of Regents
  - Em LeBlanc Cooper, Deputy Assistant Superintendent, Department of Education
- IX. Discussion of College and Career Readiness Definition**
- X. Closing Remarks**
  - Dr. Cade Brumley, State Superintendent, Louisiana Department of Education
  - Dr. Kim Hunter Reed, Commissioner of Higher Education, Board of Regents
- XI. Other Business**
- XII. Adjournment**



JOINT MEETING  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
AND  
BOARD OF REGENTS

June 15, 2022

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) was called to order at 9:08 a.m. on Wednesday, June 15, 2022, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Jim Garvey, President of the Board of Elementary and Secondary Education.

The rolls were called with quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present

Mr. Blake David  
Mr. Robert Levy  
Ms. Catarena Lobre  
Mr. Charles McDonald  
Mr. Thomas Seale, III  
Mr. Gary Solomon, Jr., Vice Chair  
Ms. Terrie Sterling  
Mr. Collis Temple, III, Chair  
Mr. Felix Weill  
Ms. Judy Williams-Brown

Absent

Mr. Randy Ewing  
Ms. Stephanie Finley  
Mr. Phillip May, Jr.  
Mr. Darren Mire  
Ms. Sonia Pérez  
Mr. Wilbert Pryor

Board of Elementary and Secondary Education

Present

Mr. Jim Garvey, President  
Ms. Kira Orange Jones, Vice President  
Ms. Sandy Holloway, Secretary-Treasurer  
Dr. Holly Boffy  
Mr. Preston Castille  
Dr. Belinda Davis  
Ms. Ashley Ellis  
Mr. Ronnie Morris  
Mr. Tommy Roque  
Ms. Doris Voitier

Absent

Mr. Michael Melerine



Mr. Jim Garvey, President of the Board of Elementary and Secondary Education, welcomed those in attendance.

#### APPROVAL OF THE MINUTES OF DECEMBER 15, 2021

**On motion of Mr. Castille, seconded by Ms. Holloway, the Boards approved the minutes of the joint meeting held December 15, 2021.**

**Board members in attendance expressed no objections to the motion.**

#### CONSIDERATION OF AN UPDATE REPORT FROM THE OFFICE OF BROADBAND DEVELOPMENT AND CONNECTIVITY

Mr. Glen Howie, Senior Policy Analyst of Broadband Development and Connectivity for the state of Louisiana, highlighted the following in his report to the Boards:

- the barriers to broadband access which include infrastructure, affordability, and digital literacy;
- execution of the \$90 Million GUMBO Grant Program;
- 2022 Legislative changes to improve processes;
- rules and guidance around the IIJA BEAD, Digital Equity and Middle Mile Grant programs;
- intense stakeholder engagement;
- round 2 of GUMBO to occur late fall; and
- the expectation to receive the first tranche of IIJA BEAD money this time in 2023.

Discussion followed.

**On motion of Ms. Holloway, seconded by Ms. Ellis, the Boards received the update report from the Office of Broadband Development and Connectivity.**

**Board members in attendance expressed no objections to the motion.**

#### CONSIDERATION OF AN UPDATE REPORT REGARDING DUAL ENROLLMENT

Ms. Mellynn Baker, Assistant Commissioner for Strategic Planning and Student Success, and Mr. Adam Lowe, Founder and Director of Saffron Ventures Consulting, highlighted the following in the report to the Boards:

- communication and outreach;
- program integrity;
- BOR-BESE joint goal for early college credit; and
- preliminary pandemic-era data.



Commissioner Reed also informed the Boards of next steps concerning Dual Enrollment.

Discussion followed.

**On motion of Mr. Castille, seconded by Dr. Boffy, the Boards received the update report regarding Dual Enrollment.**

**Board members in attendance expressed no objections to the motion.**

#### CONSIDERATION OF AN UPDATE REPORT REGARDING THE FAST FORWARD PROGRAM

Dr. Ernise Singleton, Interim Assistant Superintendent, shared information regarding the following in her report to the Boards:

- explanation of proposed pathways.

Discussion followed.

**On motion of Dr. Davis, seconded by Mr. Castille, the Boards received the update report regarding the Fast Forward Program.**

**Board members in attendance expressed no objections to the motion.**

#### CONSIDERATION OF EXTENSION ACADEMY NOLA PUBLIC SCHOOLS

Ms. Cate Swinburn, Youth Force NOLA and Orleans Extension Academy Site, shared information regarding the following in her report to the Boards:

- purpose of the Extension Academy; and
- proposal and implementation of NOLA Extension Academy.

Discussion followed.

**On motion of Dr. Davis, seconded by Mr. Roque, the Boards approved the two-year extension for Extension Academy NOLA Public Schools.**

**Board members in attendance expressed no objections to the motion.**



## CONSIDERATION OF AN UPDATE REPORT REGARDING THE ADDITION OF DUAL ENROLLMENT PSYCHOLOGY TO THE TOPS WEIGHTED GPA GRID

**On motion of Ms. Voitier, seconded by Ms. Orange Jones, the Boards approved the addition of dual enrollment psychology to the TOPS Weighted GPA grid beginning in Fall 2022.**

**Board members in attendance expressed no objections to the motion.**

## CONSIDERATION OF AN UPDATE REPORT REGARDING TEACHER RECRUITMENT, RECOVERY, AND RETENTION

Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, Ms. Em Cooper, Deputy Assistant Superintendent for Educator Development, and Mr. Ethan Melancon, Director of Government Affairs, shared information regarding the following in the report to the Boards:

- statewide recruitment and retention listening sessions;
- statewide recruitment and retention teacher survey;
- a report on the full scope of the focus groups and survey to be presented in August to help drive future decisions; and
- update from 2022 Legislative session: Teacher Pay Raises; GEAX Teach Fund; Praxis Core; Teacher Certification; and Retirement Bills.

Discussion followed.

**On motion of Dr. Davis, seconded by Ms. Ellis, the Boards received the update report regarding Teacher Recruitment, Recovery, and Retention.**

**Board members in attendance expressed no objections to the motion.**

Public comments were received from Mr. Gordon Ford, Lincoln Preparatory School; Mr. Carlin Jacobs, New Orleans Career Center; Ms. Stacy Martin, Collegiate Academies; Ms. Candace Robertson, NOLA Public Schools; Mr. Phillip Rollins, Next Level NOLA; Mr. David Shepard, Youth Force NOLA; and Ms. Cate Swinburn, Youth Force NOLA and Orleans Extension Academy Site.

## ADJOURNMENT

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents adjourned at 11:30 a.m.



**Agenda Item VI.**  
**Additions to TOPS Weighted GPA Grid**

**EXECUTIVE SUMMARY**

In Louisiana's 2022 Regular Legislative Session, two items were presented regarding the addition of computer science as an option for satisfying requirements relative to qualification for the Taylor Opportunity Program for Students (TOPS) scholarships, high school graduation and Board of Regents core.

Senate Resolution 196 presented a study resolution requesting the Board of Regents (BoR) and the state Board of Elementary and Secondary Education (BESE) to

*collaboratively investigate the feasibility of allowing computer coding and American Sign Language to substitute for Foreign Language in the TOPS core, high school graduation and BoR core.*

Further, Act 502 of the 2022 Louisiana Legislative Session required the addition of:

*Computer Science (two units in principles, coding, and programming) to the list of approved courses for the completion of the Foreign Language Requirement in the TOPS core, high school graduation and BoR core.*

Since Act 502 adds Computer Science, which includes coding, to the TOPS core, high school graduation and BoR core, it was determined that this portion of Senate Resolution 196 had been fully enacted and therefore did not require further study.

In addition, upon reviewing the TOPS Weighted GPA Grid, it was confirmed that American Sign Language had previously been approved as an option to satisfy TOPS foreign language requirements, high school graduation and BoR core. Thus, the two items addressed in SR 196 are resolved and do not require further study.

In addition, LDOE staff were requested to add Indigenous Languages I and II, one unit each, under the foreign language requirement. As with previous practice, BoR staff shared the addition of Indigenous Languages to the BoR and TOPS curriculum cores with the Chief Academic Officers (CAOs) from all public postsecondary institutions in the state.

Therefore, BoR and LDOE staff present the following item for approval:

*To be eligible for an Opportunity, Performance, or Honors Award pursuant to this Chapter, a student who graduates during or after the 2026-2027 school year shall have successfully completed a core curriculum which consists of nineteen units of high school course work as follows:*

- A. The foreign language course offerings shall be as follows.

Course Title(s)	Units
Cambridge AICE—AS (Honors): Japanese	1
<u>AP Computer Science A</u>	<u>1</u>
<u>Computer Science</u>	<u>1</u>



Course Title(s)	Units
<u>Computer Coding as a Foreign Language I, II</u>	<u>1 each</u>
<u>Indigenous Languages I, II</u>	<u>1 each</u>

C. AP Computer Science A shall be used as either a math credit or foreign language credit.

In the research related to this update, Louisiana Department of Education (LDOE) staff consulted with other states which permit Computer Coding as a Foreign Language course. In this research, LDOE found that the following conditions for success would support this addition. As a result, Bulletin 741– Louisiana Handbook for School Administrators will provide the following information:

D. Computer Coding as a Foreign Language shall be aligned to a coding language approved by the Louisiana Workforce Commission to the industry-based certification state focus list.

1. The instructor shall be certified in computer science.
2. Students shall take the industry-based certification aligned to the course in order to receive credit for the courses. This can be taken during either the first course or second course.
3. The school system shall report the pass or fail course status of the student for the industry-based certification to the LDE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 273, and R.S. 17:284.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the inclusion, beginning in Academic Year 2026-2027, of AP Computer Science A, Computer Science, Computer Coding as a Foreign Language I, II and Indigenous Languages I, II to the foreign language requirements for the TOPS and BoR Cores. The Senior Staff further recommends that the Executive Director of LOSFA be authorized to publish a Notice of Intent to effect the rulemaking necessary to implement these as course equivalents.**



# TOPS UNIVERSITY

## (College Diploma) Course Requirements

### For Incoming Freshmen Beginning Fall 2014

ENGLISH = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit</b>	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
<b>1 Unit</b>	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
<b>1 Unit from the following:</b>	120333	✓		English III
	120329		✓	English III: Gifted
	120341		✓	English III: Honors
	120325		✓	English III: AP <sup>®</sup> English Language and Composition
	120403		✓	English III: IB <sup>®</sup> Literature
	120327		✓	English III: IB <sup>®</sup> Language & Literature
	120404		✓	English III: IB <sup>®</sup> Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120621		✓	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✓	Literature in English Part 1: Cambridge AICE - AS (Honors)
<b>1 Unit from the following:</b>	120334	✓		English IV
	120330		✓	English IV: Gifted
	120342		✓	English IV: Honors
	120326		✓	English IV: AP <sup>®</sup> English Literature and Composition
	120405		✓	English IV: IB <sup>®</sup> Literature
	120328		✓	English IV: IB <sup>®</sup> Language & Literature
	120406		✓	English IV: IB <sup>®</sup> Literature & Performance
	120622		✓	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✓	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
	120613		✓	English IV: DE - CENL 2223 Major World Writers
	120614		✓	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✓	English IV: DE - CENL 2323 Introduction to Literature
	120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama



Math = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	160321	✓		Algebra
1 Unit	160323	✓		Geometry
1 Unit	160322	✓		Algebra II
Note: Integrated mathematics I, II, and III, including the Cambridge IGCSE integrated mathematics sequence, may be substituted for the algebra I, geometry, and algebra II sequence.				
1 Unit from the following:	160375	✓		Algebra III
	160508	✓		Additional Math - Cambridge IGCSE
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160349	✓		Probability and Statistics
	165031	✓		Statistical Reasoning
	160367		✓	Probability and Statistics: Honors
	160352		✓	Probability and Statistics: AP <sup>®</sup> Statistics
	160509		✓	Math 1 (Probability and Statistics): Cambridge AICE (Honors)
	160356		✓	Probability and Statistics: DE- CMAT 1303 Introductory Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE- CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160372		✓	Pre-Calculus: Gifted
	160366		✓	Pre-Calculus: Honors
	160365		✓	Pre-Calculus: IB <sup>®</sup> Math Studies I
	160369		✓	Pre-Calculus: IB <sup>®</sup> Math Studies II
	160502		✓	Pre-Calculus: DE – CMAT 1233 or (CMAT 1213 & 1223) Algebra and Trigonometry
	160510		✓	Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	160326	✓		Calculus
	160368		✓	Calculus: Honors
	160357		✓	Calculus I: Gifted
	160358		✓	Calculus II: Gifted
	160511		✓	Math 2 Part 1: Cambridge AICE - A Level (Honors)
	160512		✓	Math 2 Part 2: Cambridge AICE - A Level (Honors)
	160327		✓	Calculus: AP <sup>®</sup> Calculus AB
	160328		✓	Calculus: AP <sup>®</sup> Calculus BC
	160359		✓	Calculus: IB <sup>®</sup> Mathematics SL I
	160370		✓	Calculus: IB <sup>®</sup> Mathematics SL II
	160360		✓	Calculus: IB <sup>®</sup> Mathematics HL I
	160371		✓	Calculus: IB <sup>®</sup> Mathematics HL II
	160504		✓	Calculus: DE - CMAT 2103 Applied Calculus
	160498		✓	Calculus: DE - CMAT 2113 Differential Calculus I
	160499		✓	Calculus: DE - CMAT 2116 Integral Calculus I
	160506		✓	Calculus: DE - CMAT 2113-5 Calculus I
	160507		✓	Calculus: DE - CMAT 2123-5 Calculus II
	160355		✓	Calculus: IB <sup>®</sup> Further Mathematics
	061175		✓	AP Computer Science A <sup>1</sup>

<sup>1</sup> AP Computer Science A shall be used as either an elective, a math, or foreign language credit



Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:		150301	✓		Biology I
		150321		✓	Biology I: DE - CBIO 1013 General Biology I
		150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit from the following:		150401	✓		Chemistry I
		150400		✓	Chemistry I: Honors
		150412		✓	Chemistry I: Gifted
		150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
		150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
		150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
2 Units from the following:		150302	✓		Biology II
		150327		✓	Biology II: Gifted
		150307		✓	Biology II: AP* Biology
		150305		✓	Biology II: IB* Biology I
		150308		✓	Biology II: IB* Biology II
		149993		✓	Biology II: Cambridge AICE - AS (Honors)
		150323		✓	Biology II: DE - CBIO 1013 General Biology I
		150324		✓	Biology II: DE - CBIO 1033 General Biology I (Sci Majors)
		150325		✓	Biology II: DE - CBIO 1023 General Biology II
		150326		✓	Biology II: DE - CBIO 1043 General Biology II (Sci Majors)
		150303		✓	Biology II: Honors
		150334	✓		Human Anatomy & Physiology
		150330		✓	Anatomy: DE - CBIO 2213 Human Anatomy & Physiology I
		150331		✓	Anatomy: DE - CBIO 2214 Human Anatomy & Physiology I (Lec/Lab)
		150332		✓	Anatomy: DE - CBIO 2223 Human Anatomy & Physiology II
		150333		✓	Anatomy: DE - CBIO 2224 Human Anatomy & Physiology II (Lec/Lab)
		149995		✓	Microbiology: DE - BIOL 2102 - General Microbiology
		150402	✓		Chemistry II
		150416		✓	Chemistry II: Gifted
		150410		✓	Chemistry II: AP* Chemistry
		150423		✓	Chemistry II: IB* Chemistry I
		150411		✓	Chemistry II: IB* Chemistry II
		150425		✓	Chemistry II: Cambridge AICE - AS (Honors)
		150417		✓	Chemistry II: DE - CCEM 1003 General, Organic and Biochemistry
		150418		✓	Chemistry II: DE - CCEM 1013 General Chemistry Survey I
		150419		✓	Chemistry II: DE - CCEM 1103 Chemistry I
		150420		✓	Chemistry II: DE - CCEM 1123 Chemistry I (Sci Majors)
		150421		✓	Chemistry II: DE - CCEM 1113 Chemistry II
		150422		✓	Chemistry II: DE - CCEM 1133 Chemistry II (Sci Majors)
		150424		✓	Chemistry II: Honors
		150505		✓	Organic Chemistry: DE - CCEM 2213 - Organic Chemistry I
		150901	✓		Earth Science
		150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
		150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
		150310	✓		Environmental Science
		150914		✓	Environmental Awareness
		150328		✓	Environmental Science: Honors
		150913		✓	Environmental Science: Gifted
		150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
		150311		✓	Environment Science: AP* Environmental Science



	<b>1 from:</b>	150312		✓	Environmental Science: IB® Environmental Systems
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Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	1 from:	150802	✓		Physical Science
		150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
		110810	✓		Principles of Engineering
		110864	✓		(LSU Partnership) Principles of Engineering
		080109	✓		PLTW Principles of Engineering
	1 from:	010302	✓		Agriscience II <sup>2</sup>
	1 from:	150000 or 150700	✓		Physics I
		150699		✓	Physics: Honors
		150705		✓	Physics: Gifted
		149997	✓		Physics I: Cambridge IGCSE
		150724		✓	Physics: AP* Physics I - Algebra Based
		150703		✓	Physics: IB* Physics I
	1 from:	150725		✓	Physics: AP* Physics II - Algebra Based
		150794		✓	Physics: AP* Physics C - Electricity and Magnetism
		150795		✓	Physics: AP* Physics C - Mechanics
		150704		✓	Physics: IB* Physics II
		149999		✓	Physics II: Cambridge AICE - AS (Honors)
		150726		✓	Physics: DE - CPHY 2113 Physics I (Algebra/Trig Based)
		150727		✓	Physics: DE - CPHY 2114 Physics I (Lecture and Lab)
		150728		✓	Physics: DE - CPHY 2133 Physics I (Calculus Based)

<sup>2</sup> Agriscience I is a prerequisite of for Agriscience II and is an elective course



Social Studies = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:		220403	✓		U.S. History
		220409		✓	U.S. History: Honors
		220406		✓	U.S. History: Gifted
		220404		✓	AP® U.S. History
		220405		✓	IB® History of the Americas I
		220407		✓	U.S. History: DE - CHIS 2013 American History I
		220408		✓	U.S. History: DE - CHIS 2023 American History II
1 Unit from the following:		220502	✓		American Government
		220505		✓	Government: Honors
		220513		✓	Government: Gifted
		220501	✓		Civics (1st semester)
		220504	✓		Civics (2nd semester)
		220604		✓	Government: AP® Government and Politics: Comparative
		220503		✓	Government: AP® Government and Politics: United States
		220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
		220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
		220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt
2 Units from the following:	1 from:	220402	✓		Western Civilization
		220446		✓	Western Civilization: DE - CHIS 1013 Western Civilization I
		220447		✓	Western Civilization: DE - CHIS1023 Western Civilization II
		220410	✓		European History
		220449		✓	European History: Gifted
		220412		✓	European History: AP® European History
		220453		✓	History (European): Cambridge AICE - AS (Honors)
	1 from:	220300	✓		World Geography
		220315		✓	World/Human Geography: Gifted
		220310		✓	World Geography: AP® Human Geography
		220311		✓	World Geography: IB® Geography
		220453		✓	Geography: Cambridge AICE - AS (Honors)
		220312		✓	World Geography: DE - CGRG 2113 World Regional Geographyor DE- CGRC 2213 Physical Geography
	1 from:	220401	✓		World History
		220400		✓	World History: Honors
		220413		✓	World History: AP® World History
		220414		✓	World History: IB® World History
		220411		✓	World History: IB® History of the America II
		220450		✓	World History: DE - CHIS 1113 World Civilization I
		220451		✓	World History: DE - CHIS 1123 World Civilization II
		220454		✓	History (International) : Cambridge AICE - AS (Honors)
	1 from:	222009	✓		History of Religion
		222013		✓	History of Religion: DE - CPHL 2213 World Religions
	1 from:	220201	✓		Economics
		220606		✓	Economics: Gifted
		220603		✓	Economics: AP® Macroeconomics
		220605		✓	Economics: AP® Microeconomics
		220610		✓	Economics: IB® Economics
		220517		✓	Economics: Cambridge AICE - AS (Honors)
		220202		✓	Economics: DE - CECN 2113 Economic Principles
		220608		✓	Economics: DE - CECN 2213 Macroeconomics
		220609		✓	Economics: DE - CECN 2223 Microeconomics



Social Studies = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	<b>1 from:</b>	222004		✓	Psychology: AP* Psychology
		225011		✓	Psychology: DE – CPSY 2013 Intro to Psychology <sup>3</sup>
	<b>1 from:</b>	220512	✓		African-American History <sup>4</sup>
		220511		✓	African-American History: DE – CHIS 2103 African American History <sup>4</sup>

<sup>3</sup>For Fall 2022 graduates and thereafter.

<sup>4</sup>For Spring 2022 graduates and thereafter.



Foreign Language =2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
Foreign Language, both units in the same language, which <b>may</b> include the following:	123501	✓		Arabic I
	123502	✓		Arabic II
	123503	✓		Arabic III
	123504	✓		Arabic IV
	123507		✓	Arabic: IB® Language ab initio
	123508		✓	Arabic: IB® Language B
	123505		✓	Arabic: DE - CARB 1013/1014 Elementary Arabic I
	123506		✓	Arabic: DE - CARB 1023/1024 Elementary Arabic II
	123511		✓	Arabic Cambridge AICE - AS (Honors)
	121001	✓		French I
	121002	✓		French II
	121003	✓		French III
	121004	✓		French IV
	121009		✓	French III: Gifted
	121010		✓	French IV: Gifted
	121006		✓	French: AP® French Language and Culture
	121007		✓	French: IB® Language ab initio
	121008		✓	French: IB® Language B
	120999		✓	French: Cambridge AICE - AS (Honors)
	121011		✓	French: DE - CFRN 1013/1014 Elementary French I
	121012		✓	French: DE - CFRN 1023/1024 Elementary French II
	121013		✓	French: DE - CFRN 2013/2014 Intermediate French I
	121014		✓	French: DE - CFRN 2023 Intermediate French II
	121101	✓		German I
	121102	✓		German II
	121103	✓		German III
	121104	✓		German IV
	121107		✓	German III: Gifted
	121108		✓	German IV: Gifted
	121106		✓	German: AP® German Language and Culture
	121113		✓	German: IB® Language ab initio
	121114		✓	German: IB® Language B
	120115		✓	German: Cambridge AICE - AS (Honors)
	121109		✓	German: DE - CGRM 1013/1014 Elementary German I
	121110		✓	German: DE - CGRM 1023/1024 Elementary German II
	121111		✓	German: DE / CGRM 2013 Intermediate German I
	121112		✓	German: DE / CGRM 2023 Intermediate German II
	121601	✓		Latin I
	121602	✓		Latin II
	121603	✓		Latin III
	121604	✓		Latin IV
	121607		✓	Latin III: Gifted
	121608		✓	Latin IV: Gifted
	121606		✓	Latin: AP® Latin
	121613		✓	Latin: IB® Classical Language
	121609		✓	Latin: DE - CLTN 1013/1014 Elementary Latin I
	121610		✓	Latin: DE - CLTN 1023/1024 Elementary Latin II
	121611		✓	Latin: DE - CLTN 2013 Intermediate Latin I
	121612		✓	Latin: DE - CLTN 2023 Intermediate Latin II
	122501	✓		Spanish I
	122502	✓		Spanish II
	122503	✓		Spanish III
	122504	✓		Spanish IV
	122509		✓	Spanish III: Gifted
	122510		✓	Spanish IV: Gifted
	122506		✓	Spanish: AP® Spanish Language and Culture
	122507		✓	Spanish: IB® Language ab initio
	122508		✓	Spanish: IB® Language B
	122498		✓	Spanish: IB® Spanish IV
	122499		✓	Spanish: IB® Spanish V
	122600		✓	Spanish: Cambridge AICE - AS (Honors)



Foreign Language =2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	122601		✓	Spanish Literature: Cambridge AICE - AS (Honors)
	122511		✓	Spanish: DE - CSPN 1013/1014 Elementary Spanish I
	122512		✓	Spanish: DE - CSPN 1023/1024 Elementary Spanish II
	122513		✓	Spanish: DE - CSPN 2013/2014 Intermediate Spanish I
	122514		✓	Spanish: DE - CSPN 2023 Intermediate Spanish II
	123101	✓		Chinese I
	123102	✓		Chinese II
	123103	✓		Chinese III
	123104	✓		Chinese IV
	123108		✓	Chinese III: Gifted
	123109		✓	Chinese IV: Gifted
	123106		✓	Chinese: AP® Chinese Language and Culture
	123110		✓	Chinese: IB® Language ab initio
	123107		✓	Chinese: IB® Language B
	123124		✓	Chinese: Cambridge AICE - AS (Honors)
	121401	✓		Italian I
	121402	✓		Italian II
	121403	✓		Italian III
	121404	✓		Italian IV
	121407		✓	Italian III: Gifted
	121408		✓	Italian IV: Gifted
	121406		✓	Italian: AP® Italian Language and Culture
	121409		✓	Italian: IB® Language ab initio
	121410		✓	Italian: IB® Language B
	121501	✓		Japanese I
	121502	✓		Japanese II
	121503	✓		Japanese III
	121504	✓		Japanese IV
	121506		✓	Japanese III: Gifted
	121507		✓	Japanese IV: Gifted
	121505		✓	Japanese: AP® Japanese Language and Culture
	121508		✓	Japanese: IB® Language ab initio
	121509		✓	Japanese: IB® Language B
	121510		✓	Japanese: Cambridge AICE - AS (Honors)
	121200	✓		Hindi I
	121201	✓		Hindi II
	121202	✓		Hindi III
	121203	✓		Hindi IV
	121700	✓		Portuguese I
	121701	✓		Portuguese II
	121702	✓		Portuguese III
	121703	✓		Portuguese IV
	123520	✓		Vietnamese I
	123521	✓		Vietnamese II
	123522	✓		Vietnamese III
	123523	✓		Vietnamese IV
	123530	✓		Korean I
	123531	✓		Korean II
	123532	✓		Korean III
	123533	✓		Korean IV
	122001	✓		Russian I
	122002	✓		Russian II
	122003	✓		Russian III
	122004	✓		Russian IV
	123301	✓		Hebrew I
	123302	✓		Hebrew II
	123303	✓		Hebrew III
	123304	✓		Hebrew IV
	123201	✓		Greek I
	123202	✓		Greek II
	123203	✓		Greek III
	123204	✓		Greek IV
	123456	✓		American Sign Language I



Foreign Language =2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	123457	✓		American Sign Language II
	TBD			Indigenous Language I
	TBD			Indigenous Language II
	061175		✓	AP Computer Science A <sup>5</sup>
				Computer Science
	TBD			Computer Coding as a Foreign Language I
	TBD			Computer Coding as a Foreign Language II

<sup>5</sup> AP Computer Science A shall be used as either an elective, a math, or foreign language credit



Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	030501	✓		Art I
	030502	✓		Art II
	030503	✓		Art III
	030504	✓		Art IV
	110560	✓		Art: Drafting
	030596		✓	Art History: Gifted
	030597		✓	Art: AP <sup>®</sup> Art History
	030595		✓	Art History: DE - CART 2103 Art History I
	030594		✓	Art History: DE- CART 2113 Art History II
	030514		✓	Studio Art Design: Talented Visual Arts I
	030515		✓	Studio Art Design: Talented Visual Arts II
	030516		✓	Studio Art Design: Talented Visual Arts III
	030517		✓	Studio Art Design: Talented Visual Arts IV
	030520		✓	Studio Art Design: DE - CART 1113 Art Structure/2-D Design
	030521		✓	Studio Art Drawing: DE - CART 2203 Beginning Drawing
	030509		✓	Art: AP <sup>®</sup> Studio Art: 2-D Design
	030508		✓	Art: AP <sup>®</sup> Studio Art: 3-D Design
	030519		✓	Art: AP <sup>®</sup> Studio Art: Drawing
	030522		✓	Art: IB <sup>®</sup> Visual Arts
	030360	✓		Applied Music
	030300	✓		Beginning Band
	190110	✓		Marching Band
	030310	✓		Beginning Choir
	030353	✓		Sectional Rehearsal
	030361	✓		Studio Piano I
	030362	✓		Studio Piano II
	030363	✓		Studio Piano III
	030480	✓		Studio Strings I
	030481	✓		Studio Strings II
	030482	✓		Studio Strings III
	030301	✓		Intermediate Band
	030311	✓		Intermediate Choir
	030439		✓	Music: Talented Choir: Intermediate
	030302	✓		Advanced Band
	030312	✓		Advanced Choir
	030440		✓	Music: Talented Choir: Advanced
	030320	✓		Beginning Orchestra
	030321	✓		Intermediate Orchestra
	030459		✓	Music: Talented Orchestra: Intermediate
	030322	✓		Advanced Orchestra
	030460		✓	Music: Talented Orchestra: Advanced
	030313	✓		Small Voice Ensemble
	030449		✓	Music: Talented Small Voice Ensemble II
	030303	✓		Wind Ensemble
	030304	✓		Jazz Ensemble
	030352	✓		Guitar Class
	030350	✓		Piano Class
	030341	✓		Music Theory I
	030342	✓		Music Theory II
	030318	✓		Music and Media



Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	030319	✓		Music and Technology
	030371		✓	Music: Talented Music I
	030372		✓	Music: Talented Music II
	030373		✓	Music: Talented Music III
	030374		✓	Music: Talented Music IV
	030365		✓	Music: IB* Music I
	030366		✓	Music: IB* Music II
	030332	✓		Fine Arts Survey
	030364		✓	Fine Arts Survey: AP* Music Theory
	030590		✓	Fine Arts Survey: DE - CMUS 1013 Music Appreciation
	030591		✓	Fine Arts Survey: DE - CDNC 1013 Dance Appreciation
	030592		✓	Fine Arts Survey: DE - CART 1023 Introduction to Visual Arts
	030593		✓	Fine Arts Survey: DE - CART 1013 Exploring the Arts
	030600	✓		Dance I
	030621	✓		Dance II
	030631	✓		Dance III
	030641	✓		Dance IV
	030719		✓	Dance: IB* Dance
	030700	✓		Theatre I
	030721	✓		Theatre II
	030731	✓		Theatre III
	030741	✓		Theatre IV
	030701	✓		Technical Theatre
	030702	✓		Theatre Design and Technology
	030710		✓	Theatre: Talented Theatre I
	030711		✓	Theatre: Talented Theatre II
	030712		✓	Theatre: Talented Theatre III
	030713		✓	Theatre: Talented Theatre IV
	030718		✓	Theatre: IB Theatre
	030709		✓	Theatre: Talented Introduction to Film Studies
	030706		✓	Theatre: IB Film Study I
	030707		✓	Theatre: IB Film Study II
	030708		✓	Theatre: IB Film Study III
	030715		✓	Theatre: DE - CTHE 2103 Acting I
	030716		✓	Theatre: DE - CTHE 2113 Acting II
	030717		✓	Theatre: DE - CTHE 1013 Introduction to Theatre
	030810	✓		Media Arts I
	030820	✓		Media Art II
	030830	✓		Media Arts III
	030840	✓		Media Arts IV
	312400	✓		Photography I
	312405	✓		Photography II
	312414	✓		Digital Photography
	040241	✓		Digital Storytelling (LSU Partnership)
	080020	✓		Sound Design (LSU Partnership)
	080021	✓		Digital Image and Motion Graphics (LSU Partnership)
	110860	✓		Engineering Design and Development
	110861	✓		Engineering Design and Development (LSU Partnership)
	051103	✓		Speech III <sup>6</sup>
	051104	✓		Speech IV <sup>6</sup>

<sup>6</sup>Speech III and IV (1 Unit Combined)



Health/Physical Education = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit from the following:</b>	190105	✓		Physical Education I
	190100	✓		Adapted Physical Education I <sup>3</sup>
	170001	✓		JROTC I <sup>7</sup>
	170002	✓		JROTC II <sup>7</sup>
	170003	✓		JROTC III <sup>7</sup>
	170004	✓		JROTC IV <sup>7</sup>
<b>½ Unit from the following:</b>	190106	✓		Physical Education II
	190097	✓		Adapted Physical Education II <sup>8</sup>
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
	190112	✓		Dance Team
<b>½ Unit from the following:</b>	190500	✓		Health Education
	170001	✓		JROTC I <sup>9</sup>
	170002	✓		JROTC II <sup>9</sup>

<b>Electives = 3 Units</b>	Electives
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<b>Total Units = 24</b>
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<sup>7</sup> In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education

<sup>8</sup> Adapted physical education restricted to eligible special education student

<sup>9</sup> JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law.





**LOUISIANA**  
DUAL ENROLLMENT

*2022 Annual Report*



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Dual Enrollment is the enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student’s secondary and postsecondary academic records. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion.



Dual enrollment is a key student success strategy in Louisiana. The Board of Regents (BOR) and Louisiana Department of Education (LDOE) acknowledge national research that illustrates the benefits of dual enrollment, showing that participating students are more likely to enroll in, persist in, and complete college. This publication, the second annual dual enrollment report, builds upon the baseline first report, published in June 2021. In direct response to Dual Enrollment Task Force recommendations adopted in February 2020, our agencies are committed to reporting data annually related to dual enrollment participation, performance, and equity in Louisiana. This second-year report further analyzes progress in providing dual enrollment access throughout the state. Working together, our agencies are committed to expand these opportunities for students across our state.

Despite the progress in access and participation, the opportunity to begin college in high school through an academic or career/technical dual enrollment course continues to be out of reach for too many of Louisiana's students. We have developed plans to address these access barriers through systemic redesign, which will result in more affordable and accessible college and career opportunities.

In addition to the publication of this report, our agencies have completed the following steps to continue to scale dual enrollment in Louisiana. Initiatives include:

- **Launch of LaDualEnrollment.com:** A one-stop website for information related to Louisiana's dual enrollment offerings.
- **Approval of Fast Forward Pathways:** An initiative designed to increase the number of students graduating high school with an associate's degree or apprenticeship in a high-demand field.
- **Hosting of Statewide In-Person and On-line Training to Encourage Program Consistency and Success:** Regents, with the National Alliance for Concurrent Enrollment Partnerships (NACEP), hosted three in-person workshops and three webinars specific to rigorous and consistent dual enrollment programming and student success.

In the coming year, we look forward to advancing additional Dual Enrollment Task Force recommendations. Three priority recommendations include the creation of a dual enrollment credentialing pilot for high school teachers, the development of twenty transfer pathways to promote dual enrollment courses that directly support students' future postsecondary success, and continued alignment of policies to incentivize dual enrollment completion in Louisiana.

The collective commitment of teachers and faculty, school and campus leaders, and numerous stakeholders and champions of education continues to fuel our transformation of students' high school experiences. By blurring the lines between high school, college and the workforce, Louisiana can build educational and economic success for students and their families. Honoring our talent development imperative is job number one and we look forward to additional collaborative opportunities ahead to further support our students.



**Kim Hunter Reed, Ph.D.**  
*Commissioner of Higher Education*



**Cade Brumley, Ed.D.**  
*State Superintendent of Education*



## DE KEY TAKEAWAYS

### OVERALL DUAL ENROLLMENT PARTICIPATION 2021-22



28,875  
STUDENTS

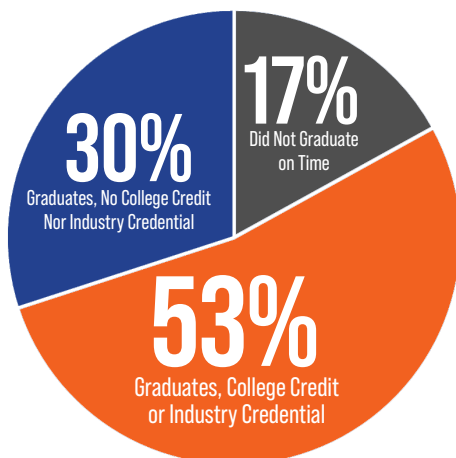
#### Participation in Dual Enrollment Rebounded Post-Pandemic.

Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment at public colleges and universities has increased 11% during the past two years, despite disruptions from hurricanes and a global pandemic.

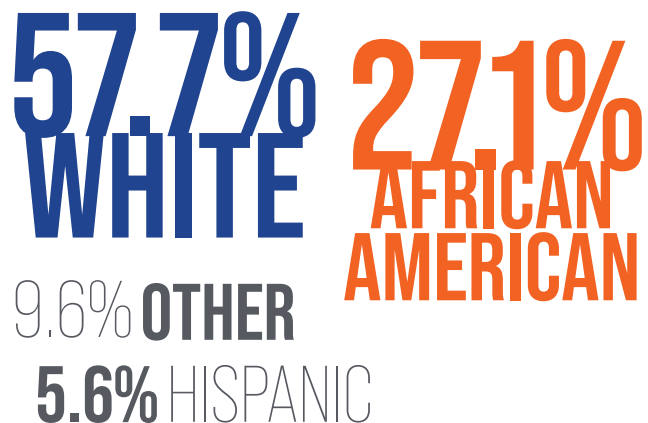
80/20

**Dual Enrollment by Fields of Study.** Louisiana public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. In 2021-22, 80% of dual enrollment courses taken by students were in general education, while 20% were in career and technical fields.

### REPORT HIGHLIGHTS



**Progress towards joint goal.** In December 2019, BESE and BOR jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. To date, we have made progress towards this goal, rising from 51% in 2018-19 to 53% in 2020-21.



**Increase in the percentage of participating students identifying as African American.** In 2021-22, students of color represented 42% of dual enrollment students in all Louisiana public colleges and universities. This increase of over 5% over the past few years resulted primarily from a net increase of nearly 1,500 more African American students taking dual enrollment compared to prior years.



# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Participation Trends

Despite disruptions from hurricanes and a global pandemic over the past two years, Louisiana's 28 public undergraduate-serving colleges and universities have adapted and expanded dual enrollment programs in new ways to support student transitions to college. Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment has increased during the past two years.

**Table 1. Trends in Participation in Dual Enrollment**

	2018-19	2019-20	2020-21	2021-22
<b>Unduplicated Students</b>	<b>26,378</b>	<b>25,939</b>	<b>26,076</b>	<b>28,875</b>
Annual Change		-2%	1%	11%
<b>Course Enrollments</b>	<b>69,954</b>	<b>69,317</b>	<b>71,285</b>	<b>78,626</b>
Annual Change		-1%	3%	10%
<b>Credit Hours Enrolled</b>	<b>201,858</b>	<b>198,382</b>	<b>208,246</b>	<b>228,070</b>
Annual Change		-2%	5%	10%

The data cited in this section include all course enrollments during any school year or summer term by high school students at Louisiana's public colleges and universities.

In Spring 2020, the Board of Regents adopted an Emergency Policy that encouraged institutions to provide students with flexible options for recording administrative withdrawals and incompletes due to pandemic-related classroom disruptions. While many institutions previously had similar procedures for addressing hurricane-caused disruptions, the Board of Regents and Department of Education jointly publicized these options to minimize the impact on students' transcripts and academic standing resulting from situations beyond their control. The use of both these options increased in Spring 2020.

**Table 2. Use of Flexible Transcript Options Increased During First Semester of the Pandemic**

	Incomplete	Withdrawn
Spring 2019	3%	3%
Spring 2020	6%	5%

## Delivery Methods

Prior to the pandemic (school year 2018-19 and the majority of 2019-20), 13-14% of dual enrollment courses were delivered online or in a hybrid (50-99% delivered online) format.

With over 2,500 course enrollments, Northwestern State University has the largest high school participation in online dual enrollment. LSU Alexandria, LSU Eunice, and Bossier Parish Community College all had large online and hybrid enrollments pre-pandemic and have sustained these



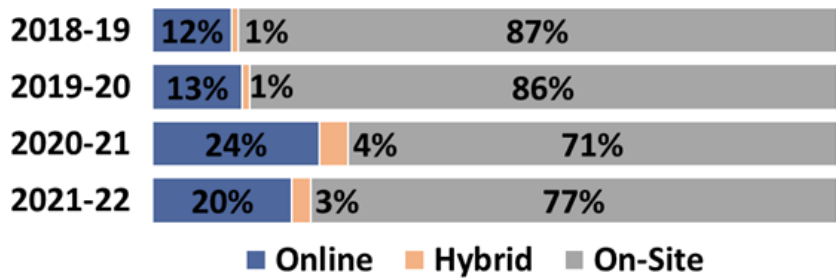


# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

programs. Newly expanded online offerings during the 2020-21 school year attracted high enrollment at Delgado Community College, Southern University A&M, and Southern University New Orleans. Nearly 60% of dual enrollments delivered by the three Southern University undergraduate institutions were online or hybrid in 2021-22.

Growth in online and hybrid coursework occurred primarily in the most popular general education subjects: mathematics, English, history, and psychology. Among career or technical subjects, which often have hands-on components, only business and marketing courses have seen significant online enrollment growth.

Figure 1. Trends in Dual Enrollment by Delivery Method



In addition to serving students during times when face-to-face instruction is disrupted, online and hybrid delivery models are accessible to students in small schools, rural communities, and other communities remote from a college campus, where it can be challenging to find teachers with the credentials needed to teach at a postsecondary level. To build a more robust pipeline of dual enrollment teachers, Regents plans to establish a Dual Enrollment Teacher Credential Program in partnership with a graduate school in the state, to be selected in January 2023.

An additional innovative model is offered by two of the largest dual enrollment programs in the state: LSU A&M and Southeastern Louisiana University. College faculty Instructors of Record at these institutions develop instructional materials and assessments that are available online and train high school instructors to serve as Facilitators for much of the classroom experience. Students enrolled in these collaboratively delivered courses are included in the on-site delivery counts.



# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Course Grades and Student Eligibility

In 89% of dual enrollment courses in 2021-22, students successfully passed with an A, B, or C. Another 3% passed with a marginal D grade, which typically limits the applicability or transferability of the credit.

**Table 3. Course Grades in Dual Enrollment Courses**

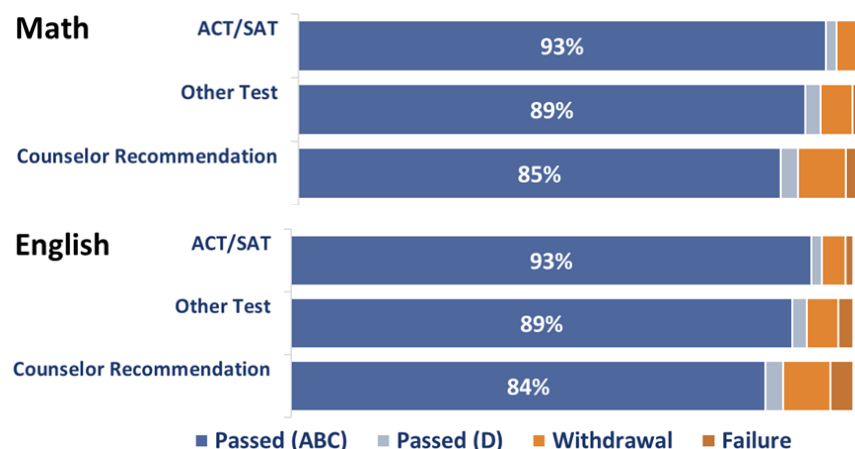
Passed (ABC)	Passed (D)	Withdrawal	Failure
89%	3%	5%	3%



Regents' Emergency Policy enacted at the start of the pandemic allowed institutions greater flexibility in determining student eligibility for general education courses from 2020-21 through 2022-23. The Policy allows institutions to substitute a high school counselor recommendation in lieu of subject-specific scores on the ACT or other placement tests, based on overall student performance and grade trends in the subject area. During the 2021-22 school year, 6,535 enrollments (16%) relied on the counselor recommendation for Math placement. Counselor recommendations represented 6,360 placements (16%) for English requirements.

Students succeeded in passing dual enrollment courses at high rates, regardless of how they demonstrated eligibility. Regents and the Dual Enrollment Task Force have heard from many stakeholders that the counselor recommendation option has increased access for many successful students who otherwise would not have been able to participate.

**Figure 2. Grades Earned by Method of Student Eligibility**







# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

**Table 4. Student Participation by Race/Ethnicity**

Race/Ethnicity	2018-19	2019-20	2020-21	2021-22
African American	6,370 24%	6,147 24%	6,217 24%	<b>7,830</b> <b>27%</b>
Hispanic	1,261 5%	1,291 5%	1,511 6%	1,605 6%
Other	2,114 8%	2,359 9%	2,356 9%	2,781 10%
White	16,633 63%	16,142 62%	15,992 61%	16,659 58%

"Other" includes small populations of students self-identifying as Multi-Racial, Asian, Native American, Pacific Islander, or Non-Resident Alien, or missing data (2-3% each year).

**Table 5. Race/Ethnicity, 2021-2022 School Year**

Race/Ethnicity	LA Youth Ages 12-17*	Dual Enrollment	Undergrads 24 and Under
African American	37%	27%	28%
Hispanic	6%	6%	6%
Other	6%	10%	11%
White	51%	58%	55%

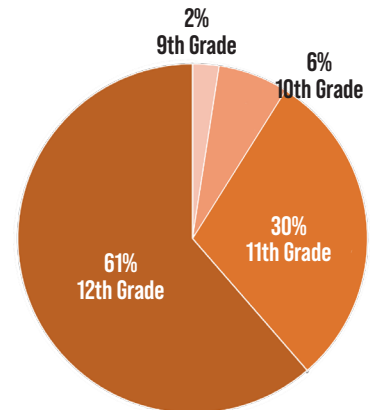
Louisiana Youth Ages 12-17 sourced from U.S. Census Bureau, 2021 population estimates.

## Equity Analysis

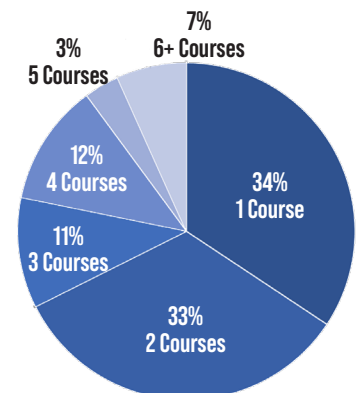
In 2021-22, students of color represented 42% of dual enrollment students in all Louisiana public colleges and universities. This increase of over 5% during the past few years resulted primarily from a net increase of nearly 1,500 more African American students taking dual enrollment than in prior years. Many of these students took courses from one of the three Southern University campuses, where programs have doubled in size over the past three years. Combined, the three Southern University campuses enroll less than 10% of dual enrollment students but 29% of the African American students taking dual enrollment. Southern's partnerships with many high schools with large populations of African American students demonstrates how equity gaps can be reduced when programs emphasize increasing access to underrepresented student populations.

The increase in students of color participating in dual enrollment has reduced the racial participation gap. The ethnic composition of dual enrollment students (42% students of color) is now approaching that of undergraduates ages 24 and under (45% students of color). Continued progress is necessary to increase participation by students of color – African American students in particular – so that their participation in dual enrollment (27%) reflects their share of the high-school age adolescent population of the state (37%).

**Figure 3. Grade Level of Students**



**Figure 4. Number of Dual Enrollment Courses Taken by Students, 2021-22**





# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Course-Taking Patterns

The majority of high school students taking dual enrollment courses at public colleges and universities were in 12th grade, with 91% in either 11th or 12th grade, during the 2020-21 school year (the most recent year for which grade level data from the Louisiana Department of Education is available to be linked to Regents' records).

Students took an average of 2.7 dual enrollment courses in 2021-22, with 78% of students enrolled in three or fewer courses. Over 2,149 (7%) enrolled in 15 or more credit hours, potentially earning up to a semester of college credit in one year. Among these, 242 enrolled in a full-time load of 30 or more credit hours.

## Subjects Taken

Louisiana's public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. Of the 78,626 course enrollments in 2021-22, 20% were in career and technical fields. The share of enrollment in career and technical fields fell from 25% pre-pandemic, as a result of increased enrollment in general education fields and lower enrollment in career and technical fields. Many hands-on technical courses saw large enrollment declines during the pandemic, given the nature of the subjects, which require more in-person learning activities. While enrollment recovered in hands-on coursework in many career and technical fields in 2021-22, enrollment has not yet returned to pre-pandemic levels.

**Table 6. Pandemic Impact on Dual Enrollments by Field of Study**

	2018-19	2019-20	2020-21	2021-22
<b>Career and Technical Fields</b>	<b>17,809</b>	<b>17,377</b>	<b>13,265</b>	<b>15,951</b>
Annual Change		-2.4%	-24%	20%
<b>General Education Fields</b>	<b>52,145</b>	<b>51,940</b>	<b>58,020</b>	<b>62,675</b>
Annual Change		-0.4%	12%	8%

**Table 7. Share of Dual Enrollments by Field of Study**

	2018-19	2019-20	2020-21	2021-22
<b>Career and Technical Fields</b>	25%	25%	19%	20%
<b>General Education Fields</b>	75%	75%	81%	80%



# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## General Education

Courses in mathematics, English language and literature, and history continued in 2021-22 to see the largest enrollments, representing over half of all dual enrollment courses taken (see Table 8). Enrollment grew in all ten of the most frequently taken subject areas, with the highest rates of increase seen in communications, visual & performing arts, and social sciences. Two percent of total enrollments (1,914) were classified as developmental or co-requisite education courses (one-third in English, two-thirds in math), with most of those offered by four colleges and universities that have developed partnerships with high schools to better prepare and transition students into college-credit-bearing courses.



**Table 8. Dual Enrollments in General Education Fields by Classification of Instructional Program, 2021-2022**

General Education Field	% of Total Enrollments	Enrollments	Two-Year Change from 2019-2020
Mathematics & Statistics	20%	15,663	13%
English Language & Literature/Letters	19%	14,600	15%
History	13%	10,212	26%
Biological & Biomedical Sciences	6%	4,327	34%
Psychology	5%	3,731	27%
Visual & Performing Arts	4%	3,114	42%
Physical Sciences	4%	2,981	28%
Social Sciences	3%	2,701	32%
Foreign Languages, Literatures, & Linguistics	3%	2,135	43%
Communication, Journalism, & Related Programs	2%	1,528	66%
Other General Education Fields	2%	1,683	-23%
<b>Total, General Education Fields</b>	<b>80%</b>	<b>62,675</b>	<b>21%</b>

Over 94% of enrollment in general education dual enrollment courses was in courses listed in the Regents' Master Course Academic Matrix, a list created to facilitate transfer of more than 350 of the most frequently taken college courses. Enrollment in these courses represent 75% of the total dual enrollment in 2021-22.





# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

*Table 9. Dual Enrollment in General Education Academic Matrix Courses, 2021-2022*

Matrix Common Course Name	Enrollments	% of Total Dual Enrollment
College Algebra	7,485	10%
English Composition I	7,239	9%
English Composition II	5,315	7%
Trigonometry	3,600	5%
Intro to Psychology	3,178	4%
American History II	2,293	3%
Western Civilization I	2,259	3%
American History I	1,814	2%
Western Civilization II	1,725	2%
World Civilization I	1,204	2%
Intro to Sociology	1,142	1%
General Biology I Lec. + Lab (Science Majors)	943	1%
Introductory Statistics	931	1%
Applied Algebra	874	1%
Elementary Spanish I	867	1%
General Biology I (Science Majors)	842	1%
World Civilization II	835	1%
Intro to Visual Arts	825	1%
Exploring the Arts	747	<1%
Music Appreciation	704	<1%
General Biology I	700	<1%
Fundamentals of Communication	671	<1%
Chemistry I (Non-Science Majors)	625	<1%
Elementary Spanish II	610	<1%
Public Speaking	556	<1%
Other General Education Matrix Courses	11,327	14%
<b>Total, General Education Matrix Courses</b>	<b>59,311</b>	<b>75%</b>



# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Career and Technical Fields

The 12 colleges in the Louisiana Community & Technical College System provided 83% of the 15,951 dual enrollment courses taken in career & technical fields in 2021-22.

The most common career and technical courses in the Louisiana State University System are in the engineering and education fields; for the University of Louisiana System: health professions & business; and for the Southern University System: criminal justice & computer information systems.

Pandemic disruptions disproportionately affected career and technical coursework, particularly in subjects that require more in-person learning activities. Career and technical course enrollment declined by over 4,000 (24%) from 2019-20 to 2020-21. Enrollment recovered by 2,700 (20%) in the 2021-22 school year.

Declines were particularly large in health professions, precision production (welding), culinary, and construction trades. All four of these recovered in 2021-22, but not to pre-pandemic levels. Enrollment has grown over pre-pandemic counts in a few fields, including mechanic/repair technologies, homeland security/criminal justice, and education.

**Table 10. Dual Enrollments in Career and Technical Fields by Classification of Instructional Program, 2021-2022**

Career and Technical Fields	% of Total Dual Enrollments	Enrollments	Two-Year Change from 2019-2020
Health Professions & Related Programs	5%	3,841	-6%
Precision Production	4%	3,104	-19%
Mechanic & Repair Technologies/Technicians	2%	1,709	28%
Business, Management, Marketing, & Related Services	2%	1,674	-23%
Culinary, Entertainment, & Personal Services	1%	1,080	-22%
Computer & Information Sciences & Support Services	1%	962	-31%
Construction Trades	1%	895	-7%
Engineering/Engineering-Related Technologies/Technicians	1%	848	-9%
Homeland Security, Law Enforcement, & Firefighting	1%	667	98%
Engineering	1%	558	-5%
Education	<1%	237	62%
Other Career and Technical Fields	<1%	376	57%
<b>Total, Career and Technical Fields</b>	<b>20%</b>	<b>15,951</b>	<b>-8%</b>



# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

**Table 11. Dual Enrollment in Career and Technical Academic Matrix Courses, 2021-2022**

Matrix Common Course Name	Enrollments	% of Total Dual Enrollment
Intro to Criminal Justice	433	<1%
Computer Applications	366	<1%
Medical Terminology	359	<1%
General/Intro to Business Administration	227	<1%
Nutrition	77	<1%
Intro to Corrections	66	<1%
Personal Finance	65	<1%
Intro to Policing	63	<1%
Intro to Programming	42	<1%
Criminal Law	37	<1%
Intro to Financial Accounting	19	<1%
Other Career and Technical Matrix Courses	67	<1%
<b>Total, Career and Technical Matrix Courses</b>	<b>1,821</b>	<b>2%</b>

Only a limited number of Common Course names in career and technical fields appear in the Regents' Master Course Academic Matrix; 11% of enrollment in career and technical dual enrollment courses are in courses listed in the Regents' Master Course Academic Matrix. A multi-year expansion effort has begun to increase the number of career-focused courses appearing on the Matrix.

## Providers

Across Louisiana, 28 colleges and universities from all four public postsecondary systems enrolled 28,875 high school students in 78,626 dual enrollment college courses during the 2021-22 school year (including summers). Ten percent (2,885) of these students took courses from more than one public college or university. There are currently no reliable data on the number of Louisiana high school students who take dual enrollment courses from Louisiana independent colleges and out-of-state colleges. The five largest dual enrollment programs (measured by enrollment) accounted for 43% of total enrollments, and represent three of the systems: Northwestern State University (UL System), Southeastern Louisiana University (UL System), Louisiana Tech University (UL System), Louisiana State University and A&M College (LSU System), and Northshore Technical Community College (LCTCS).



# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

*Table 12. Students Participating in Dual Enrollment by System and College/University, 2021-2022*

SYSTEM	STUDENTS	ENROLLMENTS	% OF ENROLLMENTS
Louisiana Community & Technical College System	9,717	24,891	32%
Louisiana State University System	5,201	12,601	16%
Southern University System	2,733	5,746	7%
University of Louisiana System	13,183	35,388	45%
<b>Statewide</b>		<b>78,626</b>	

COLLEGE/UNIVERSITY	STUDENTS	ENROLLMENTS	% OF ENROLLMENTS
<b>Louisiana Community &amp; Technical College System</b>			
Northshore Technical Community College	2,118	4,484	6%
South Louisiana Community College	1,027	3,311	4%
River Parishes Community College	813	2,963	4%
Bossier Parish Community College	1,336	2,962	4%
Louisiana Delta Community College	779	2,127	3%
Elaine P. Nunez Community College	807	1,931	2%
Delgado Community College	754	1,504	2%
Baton Rouge Community College	569	1,488	2%
SOWELA Technical Community College	561	1,467	2%
Central Louisiana Technical Community College	397	946	1%
L.E. Fletcher Technical Community College	325	880	1%
Northwest Louisiana Technical Community College	235	828	1%
<b>Louisiana State University System</b>			
LSU and A&M College	3,462	6,966	9%
LSU at Alexandria	732	2,515	3%
LSU at Eunice	700	2,128	3%
LSU in Shreveport	454	992	1%
<b>Southern University System</b>			
Southern University in Shreveport	1,099	2,887	4%
Southern University and A&M College	836	1,642	2%
Southern University in New Orleans	798	1,217	2%





# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

University of Louisiana System			
Northwestern State University	2,767	9,206	12%
Southeastern Louisiana University	3,765	7,184	9%
Louisiana Tech University	2,637	6,258	8%
University of Louisiana at Monroe	1,520	4,375	6%
McNeese State University	683	2,668	3%
University of Louisiana at Lafayette	1,070	2,427	3%
University of New Orleans	1,019	2,126	3%
Nicholls State University	444	1,055	1%
Grambling State University	53	89	<1%
<b>Total, Public Colleges &amp; Universities</b>	<b>28,875</b>	<b>78,626</b>	

Growth in general education coursework over the past three years has led to increased enrollment in the Louisiana State, Southern University, and University of Louisiana systems. Enrollments at the three undergraduate campuses of the Southern University System have more than doubled in the past three years.

The large decline in hands-on career and technical coursework first seen during the pandemic continues to impact LCTCS's total enrollment numbers. General education coursework provided by LCTCS colleges has grown by 25% (2,394 enrollments) in the past three years, while enrollments in courses in career and technical fields have declined by 12% (1,848).

Individual institutions have been impacted in varied ways by pandemic and hurricane disruptions as well as other changes over the past three years. Northwestern State University and LSU and A&M College each reported increases of over 3,100 enrollments, with over 1,000 additional enrollments each at Bossier Parish Community College, Southern University Shreveport, and Southern University and A&M College. The largest decline in enrollment was observed at Central Louisiana Technical Community College, where previously large high school enrollments in precision production (welding), business, health professions, construction trades, and mechanic (automotive) programs declined precipitously.

**Table 13. Change in Enrollments by System and College/University, 2018-19 to 2021-22**

SYSTEM	2018-19	2019-20	2020-21	2021-22	3-YEAR CHANGE
Louisiana Community & Technical College System	25,921	24,345	20,381	24,891	-4%
Louisiana State University System	8,522	9,776	10,950	12,601	48%
Southern University System	2,531	3,173	4,195	5,746	127%
University of Louisiana System	32,980	32,023	35,759	35,388	7%
<b>Statewide</b>	<b>69,954</b>	<b>69,317</b>	<b>71,285</b>	<b>78,626</b>	<b>13%</b>





# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

COLLEGE/UNIVERSITY	2018-19	2019-20	2020-21	2021-22	3-YEAR CHANGE
<b>Louisiana Community &amp; Technical College System</b>					
Baton Rouge Community College	1,208	1,173	1,360	1,488	23%
Bossier Parish Community College	1,422	1,788	1,795	2,962	108%
Central Louisiana Technical Community College	3,141	3,200	2,311	946	-70%
Delgado Community College	2,100	2,015	1,802	1,504	-28%
Elaine P. Nunez Community College	2,057	1,657	1,410	1,931	-6%
L.E. Fletcher Technical Community College	815	684	841	880	8%
Louisiana Delta Community College	1,786	2,500	1,838	2,127	19%
Northshore Technical Community College	4,467	2,658	2,117	4,484	0%
Northwest Louisiana Technical College	666	502	430	828	24%
River Parishes Community College	3,362	3,257	2,374	2,963	-12%
South Louisiana Community College	3,132	3,746	3,033	3,311	6%
SOWELA Technical Community College	1,765	1,165	1,070	1,467	-17%
<b>Louisiana State University System</b>					
LSU and A&M College	3,836	5,334	6,097	6,966	82%
LSU at Alexandria	1,835	1,736	2,008	2,515	37%
LSU Eunice	1,794	1,870	2,021	2,128	19%
LSU Shreveport	508	836	824	992	95%
<b>Southern University System</b>					
Southern University and A&M College	561	1,155	1,630	1,642	193%
Southern University at New Orleans	508	596	917	1,217	140%
Southern University at Shreveport	1,462	1,422	1,648	2,887	97%
<b>University of Louisiana System</b>					
Grambling State University	65	58	140	89	37%
Louisiana Tech University	7,269	6,265	6,900	6,258	-14%
McNeese State University	3,817	3,616	3,345	2,668	-30%
Nicholls State University	638	717	1,135	1,055	65%
Northwestern State University	6,023	6,942	8,016	9,206	53%
Southeastern Louisiana University	7,374	6,504	7,499	7,184	-3%
University of Louisiana at Lafayette	1,651	2,041	2,157	2,427	47%
University of Louisiana at Monroe	4,738	3,998	4,495	4,375	-8%
University of New Orleans	1,405	1,882	2,072	2,126	51%
<b>Total, Public Colleges and Universities</b>	<b>69,405</b>	<b>69,317</b>	<b>71,285</b>	<b>78,626</b>	

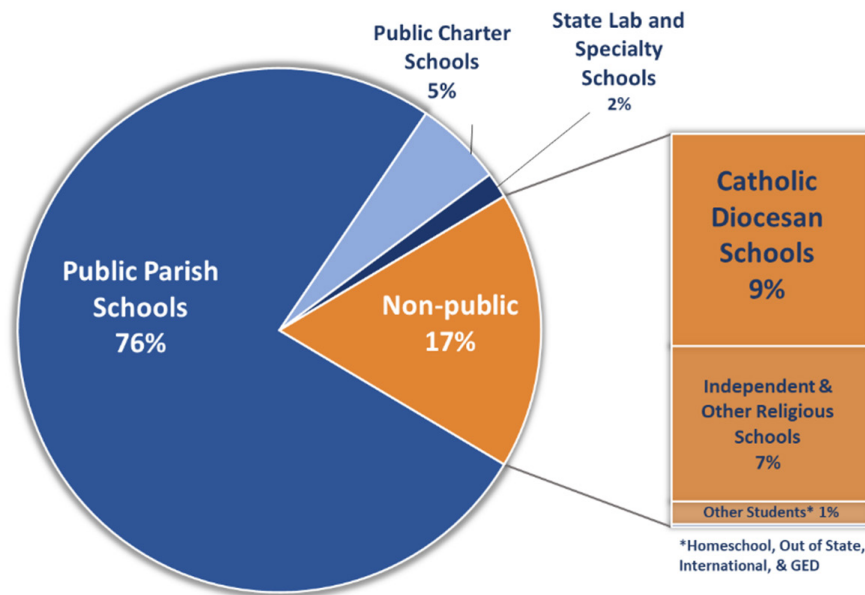


# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Participation by School Type

At Louisiana public colleges and universities in the 2020-21 school year, 17% of dual enrollment high school students come from outside the public school system (the most recent year for which grade-level data from the Louisiana Department of Education is available to be linked to Regents' records). Louisiana has the third-highest rate of Catholic and other nonpublic school enrollment of the fifty states. These students represent a sizable portion of many colleges' high school student population – over 30% at LSU A&M, LSU of Alexandria, University of Louisiana at Lafayette and Louisiana Tech University.

**Figure 5. Students Participating in Dual Enrollment in 2020-21, by School Type**

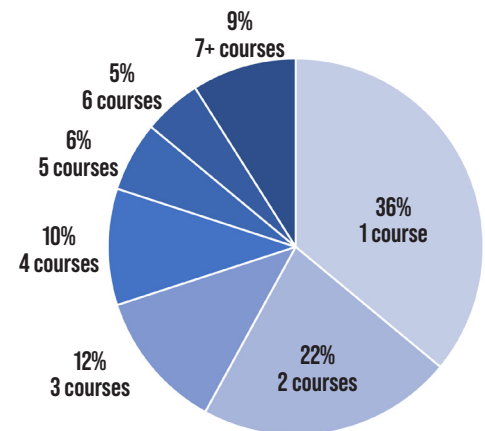




# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

## Participation by High School Graduates

Across Louisiana, 12,688 (31%) of the 41,162 students who graduated from public high schools in 2020-21 took at least one dual enrollment course during their high school experience. The average student took 3.1 dual enrollment courses over the four years of high school, while the majority took only one or two courses. The remainder of this section describes this universe of high school students who graduated in 2020-21, the latest year for which the Department of Education has validated school data.



*Number of Dual Enrollment Courses Taken During High School by 2020-21 Public School Graduates*

**12,688**  
STUDENTS

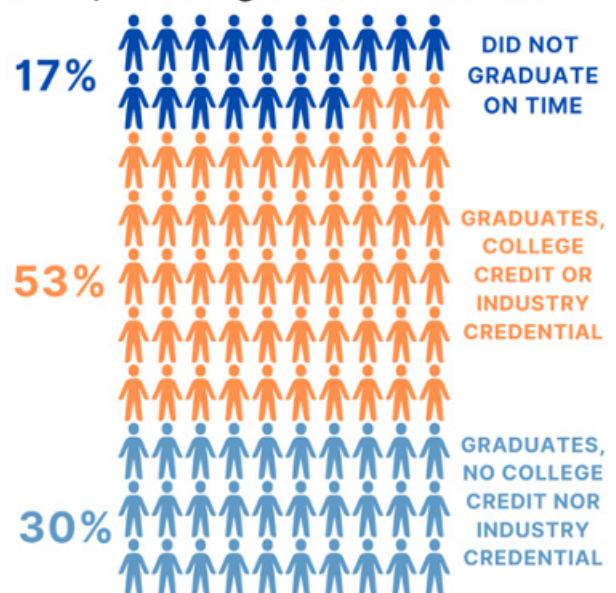
**39,519**  
COURSE  
ENROLLMENTS

In December 2019, Louisiana’s education leaders set an ambitious goal for all public high school students to graduate with academic or career-related college credit, a market-relevant credential, or both.

The Board of Elementary and Secondary Education and the Board of Regents embraced this shared goal for every public high school student beginning with the freshman class of 2025 (senior class of 2029). While the definition of a market-relevant credential of value will be refined in future years, the Department of Education already tracks students earning any basic or advanced Industry-Based Credential. Early college credit includes that earned by passing a dual enrollment course, as well as through high scores on an Advanced Placement, International Baccalaureate, or College-Level Examination Program (CLEP) tests. Dual enrollment was the most common way that students achieved this – half of the students who earned college credit or industry credentials did so by taking dual enrollment courses.

*Figure 6: Public High School Class of 2020-21 (Adjusted Graduation Cohort)*

**Of 49,366 9th graders in 2017-18...**



## Equity Analysis

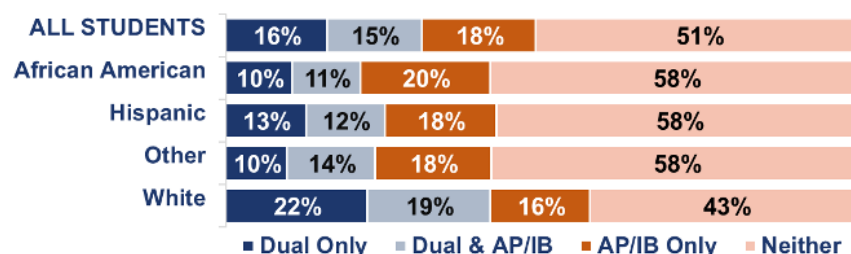
In Louisiana there remain large and persistent gaps in the rates of participation in advanced coursework by students of color compared with all students. The recent increases in African American participation in dual enrollment programs offered by Louisiana’s public colleges and universities should help to



# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

reduce racial equity gaps in future graduating classes. In 2020-21, there was a 15-percentage-point gap in the participation rate in advanced courses between African American public high school graduates (42%) and their White student peers (57%). Of graduates who took at least one dual enrollment course, the participation gap was 21 percentage points between African American (21%) and White (42%) students. The Hispanic – White gap was similar: 15 percentage points for taking any accelerated course and 17 percentage points for dual enrollment.

**Figure 7: 2020-21 Public High School Graduates Who Took Advanced Courses, by Race/Ethnicity**

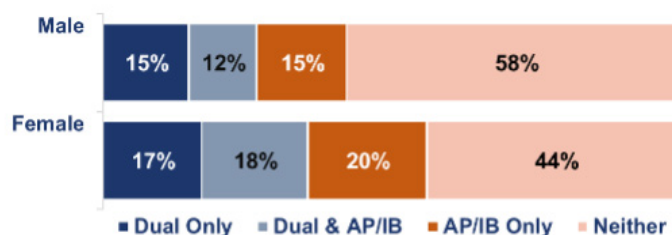


**Figure 8: 2020-21 Public High School Graduates Who Took Advanced Courses, by Income Status**



Nearly 62% of public high school graduates were identified as economically disadvantaged by the Louisiana Department of Education, based on students’ family participation in a variety of government benefits, such as the federal Free and Reduced Price Lunch program, targeted toward lower-income students. The equity gaps across income status are consistently high, with a 20-percentage-point gap in the participation rates of Economically Disadvantaged students and their higher-income peers, in both dual enrollment (24% vs. 42%) and advanced courses overall (41% vs. 61%).

**Figure 9: 2020-21 Public High School Graduates Who Took Advanced Courses, by Gender**

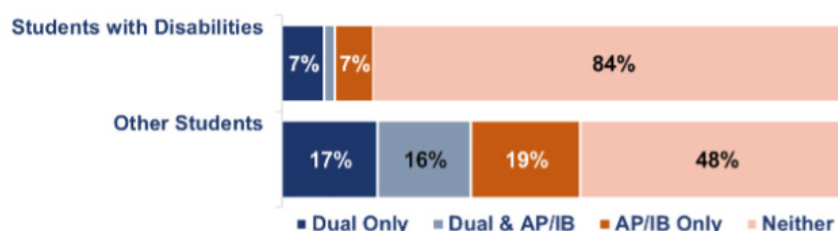




# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

In recent years, female students have comprised approximately 60% of students in higher education in Louisiana, despite representing only half of the public high school graduates. The high rates of female postsecondary participation are also observed in dual enrollment as well, with 35% of female high school graduates completing at least one dual enrollment course, compared to only 27% of males. Among students who completed any dual enrollment, advanced placement, or international baccalaureate course, a 14-percentage-point gap between female (56%) and male (42%) graduates who completed at least one dual enrollment, advanced placement, or international baccalaureate course.

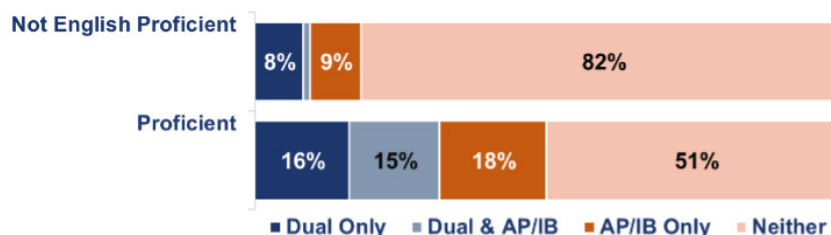
**Figure 10: 2020-21 Public High School Graduates Who Took Advanced Courses, by Disability Status**



Ten percent of the public high school graduating class of 2020-21 identified as students with disabilities. Of students with disabilities who graduated in 2018-19, only 16% enrolled in at least one advanced course during their high school careers, 26 percentage points below the rate for other graduates.

Only 2% of public high school graduates in Louisiana were identified as Not English Proficient in 2020-21. Among this small number of students, 18% completed at least one accelerated course before college graduation.

**Figure 11: 2020-21 Public High School Graduates Who Took Advanced Courses, by English Language Proficiency**



## School Characteristics and Participation Rates

Overall averages mask the variations in dual enrollment participation across the state. This section analyzes variances in dual enrollment participation by high school graduates among the 338 public high schools in the state recording at least one graduate in 2020-21. Public parish, district, charter, state laboratory, virtual, and specialized schools are all included. Nineteen small public Alternative and Juvenile Justice schools, which graduated a combined 180 students, were excluded from the report.



# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

Over 65% of students at a dozen public schools graduated after taking at least one dual enrollment course during their four years in high school. These schools have effectively integrated dual enrollment into the typical student high school experience.

**Table 14: Public High Schools with 65% or More of Graduates Who Took a Dual Enrollment Course**

High School	Graduates	Dual Enrollment Participation Rate
<b>Parish and District Schools</b>		
Early College Academy (Lafayette)	14	92%
Patrick F. Taylor Science & Technology Academy (Jefferson)	20	81%
Haynes Academy School for Advanced Studies (Jefferson)	125	79%
Thomas Jefferson High School for Advanced Studies (Jefferson)	139	78%
Phoenix High School (Plaquemines)	108	75%
Atlanta High School (Winn)	53	71%
Red River High School (Red River)	78	68%
West St. John High School (St. John the Baptist)	35	66%
<b>Charter Schools</b>		
Lincoln Preparatory School (Lincoln)	37	100%
JS Clark Leadership Academy (St. Landry)	35	89%
Avoyelles Public Charter School (Avoyelles)	62	73%
<b>State Lab and Specialty Schools</b>		
LSU Laboratory School (East Baton Rouge)	120	66%

At the following eighteen schools (many also appearing in Table 14), more than 65% of the graduating students of color in 2020-21 took at least one dual enrollment course while in high school. These schools demonstrate that equitable outcomes can be achieved when structures are in place to address barriers to equitable access and participation.



# **DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS**

**Table 15: Public High Schools with 65% or More of Graduates of Color Who Took a Dual Enrollment Course**

High School	Graduates	Dual Enrollment Participation Rate
<b>Parish and District Schools</b>		
Early College Academy (Lafayette)	19	100%
Evans High School (Vernon)	<10	100%
Pitkin High School (Vernon)	<10	100%
Haynes Academy School for Advanced Studies (Jefferson)	51	84%
Thomas Jefferson High School for Advanced Studies (Jefferson)	57	81%
Patrick F. Taylor Science & Technology Academy (Jefferson)	46	81%
Forest School (West Carroll)	<10	80%
Phoenix High School (Plaquemines)	14	78%
Choudrant High School (Lincoln)	<10	75%
Red River High School (Red River)	36	75%
Anacoco High School (Vernon)	<10	75%
East Beauregard High School (Beauregard)	<10	67%
Castor High School (Bienville)	<10	67%
Summerfield High School (Claiborne)	<10	67%
West St. John High School (St. John the Baptist)	23	66%
<b>Charter Schools</b>		
Lincoln Preparatory School (Lincoln)	36	100%
JS Clark Leadership Academy (St. Landry)	31	89%
Downsville Community Charter School (Union)	<10	67%

A significant portion of the racial and income equity gap lies in the differential rates of participation among schools with high percentages of students of color and of economically disadvantaged students. The data show an inverse relationship between the percentage of students of color in a school and the dual enrollment participation rate in Louisiana. High schools with less than 20% students of color among their graduates had participation rates 19 percentage points higher than those schools with greater than 80% students of color. A similar gap of 16 percentage points is seen in schools with high percentages of wealthier families (less than 40% economically disadvantaged) compared to those with high concentrations of poverty (greater than 80% economically disadvantaged).

Of the 338 public high schools with at least one student graduate in 2020-21, twenty-six schools (8%) had no students graduate with dual enrollment credit on their transcript. Many of these schools are newly-established charter schools graduating one of their first classes and/or schools with sizable Advanced Placement or International Baccalaureate course offerings. The high rate of participation among State Lab and Specialty Schools is reflective of their selective admissions and strong connections with higher



# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

**Table 16: High School Graduates Who Took a Dual Enrollment Course, By School Racial Diversity**

School % Students of Color	Dual Enrollment Participation Rate	# of Schools
0-20%	40%	69
20-40%	37%	74
40-60%	35%	62
60-80%	23%	45
80-100%	21%	88
<b>All Schools</b>	<b>31%</b>	<b>338</b>

**Table 17: High School Graduates Who Took a Dual Enrollment Course, By School Income Diversity**

School % Economically Disadvantage	Dual Enrollment Participation Rate	# of Schools
0-40%	46%	18
40-60%	38%	104
60-80%	26%	124
80-100%	20%	92
<b>All Schools</b>	<b>31%</b>	<b>338</b>

education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts; Louisiana School for the Deaf; Louisiana School for the Visually Impaired; LSU Laboratory School; New Orleans Center for Creative Arts; Southern University Laboratory School; and Thrive Academy. Southern University Laboratory Virtual School is included in the Virtual Schools category, along with two virtual charter high schools (Louisiana Virtual Charter Academy and University View Academy) and four parish-operated virtual high schools (Caddo Virtual Academy, EBR Virtual Academy, Virtual Academy of Lafourche, and St. Tammany Parish Virtual School). There are other parish-operated virtual high schools; however, students from those schools who take courses are recorded as graduates of their home high schools. Graduates of virtual schools have below-average participation in dual enrollment. Students graduated from the twenty-six New Orleans charter schools participated at less than half the statewide average rate. Eleven of the New Orleans schools had no students participate in

**Table 18: High School Graduates Who Took a Dual Enrollment Course, By School Type**

Public High School Type	Dual Enrollment Participation Rate	# of Schools
Parish and District Schools	33%	282
New Orleans Charter Schools	13%	26
Charter Schools (Outside Orleans)	30%	16
State Lab and Specialty Schools	61%	7
Virtual Schools	22%	7
<b>All Schools</b>	<b>31%</b>	<b>338</b>

**Table 19: High School Graduates Who Took a Dual Enrollment Course, By School Locale**

Public High School Locale	Dual Enrollment Participation Rate	# of Schools
City	25%	80
Rural	38%	146
Suburb	31%	48
Town	34%	57
Virtual	22%	7
<b>All Schools</b>	<b>31%</b>	<b>338</b>



# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

**Table 20: High School Graduates Who Took a Dual Enrollment Course, By School Size**

School Size (# of graduates)	Dual Enrollment Participation Rate	# of Schools
Very Large (250+)	31%	72
Large (150-249)	29%	51
Medium (75-149)	32%	93
Small (25-74)	36%	91
Very Small (1-24)	29%	31
<b>All Schools</b>	<b>31%</b>	<b>338</b>

**Table 21: High School Graduates Who Took a Dual Enrollment Course, By Regional Labor Market Area**

Regional Labor Market Area	Dual Enrollment Participation Rate	# of Schools
Alexandria	34%	33
Baton Rouge	29%	60
Houma	24%	9
Lafayette	34%	47
Lake Charles	31%	42
Monroe	37%	30
New Orleans	28%	62
Shreveport	36%	52
<b>All Schools</b>	<b>31%</b>	<b>335</b>

dual enrollment (though four had high percentages of participation in Advanced Placement), while none exceeded 40% dual enrollment participation. The 16 charter schools outside of New Orleans include disparate types of schools across the state. This heterogeneity is evident in the rates of high school graduates who participated in dual enrollment; Lincoln Preparatory School had 100% of graduates participate, while two schools had less than 10% participate.

Participation rates in rural schools were seven percentage points above average, while city schools were six percentage points below average – largely due to lower participation rates in New Orleans. Less variation was seen by school size, though very small schools and large schools had slightly below-average participation rates. Participation rates vary across the regions of the state, with Alexandria, Lafayette, Monroe, and Shreveport above average. The three statewide virtual schools are excluded, while the four operated by parishes were assigned to their associated regional labor market area.



## **RECOMMENDATIONS**

Based on the findings of this report and discussions at Louisiana Dual Enrollment Task Force meetings, the Louisiana Board of Regents (Regents) offers the following recommendations:

### **Continue to Close Equity Gaps**

The positive one-year increase in African American student participation in dual enrollment this past year is largely a result of growth in all three Southern University programs, which have partnered with many high schools with large numbers of African American students. Dual enrollment needs to be harnessed to propel students of color and from economically disadvantaged backgrounds into greater rates of college attendance and success. Targeted efforts to drive partnership and collaboration amongst Louisiana's secondary and postsecondary institutions are necessary to close the gap in access to and successful participation in dual enrollment by race, income, and geographic location.



### **Further Target Investments to Expand Access**

Despite recent increases in participation overall, and specifically among students who identify as African American, dual enrollment is financially out of reach for too many of Louisiana's students. To support the equitable delivery of dual enrollment across the state, sufficient resources are needed to reduce or eliminate the costs incurred by families and address schools that limit enrollment due to funding availability. Presently the largest source of state support for dual enrollment is Supplemental Course Allocation (SCA) funds through the Minimum Foundation Program (MFP) which are utilized by school districts to reduce or eliminate tuition and fees for students. The Legislature, recognizing that current SCA funds were insufficient to cover the cost of student demand for dual enrollment and other course choices in many districts, increased the SCA allocation in Fiscal Year 2022 by \$3 million. In the upcoming 2023 Louisiana Legislative Session, Regents will seek funding to further minimize or eliminate family-borne tuition expenses for dual enrollment participation. In formulating this recommendation, in 2020 the Dual Enrollment Task Force recommended that colleges and universities develop a uniform framework for pricing dual enrollment in Louisiana.

### **Rebuild and Expand Career and Technical Pathways**

In the 2021-22 school year, career and technical classes comprised only 20% of all dual enrollment. Realizing significantly lower career and technical dual enrollment participation than surrounding states, Louisiana needs to seize the opportunity to increase enrollment to further align students' high school experiences with postsecondary credentials in career fields.



## **RECOMMENDATIONS**

Pandemic disruptions disproportionately affected career and technical coursework, particularly in subjects that require more in-person learning activities. Career and technical course enrollment declined by over 4,000 (24%) from 2019-20 to 2020-21. Enrollment recovered by 2,700 (20%) in the 2021-22 school year, though enrollment in technical courses has not returned to pre-pandemic levels. Innovative course delivery strategies such as mobile laboratories can increase access to technical college courses in rural areas. Districts and colleges can increasingly tap into a variety of funds to invest in technical dual enrollment courses, including from the federal Perkins Act, TOPS Tech Early Start, and Career Development, as well as the recently increased Supplemental Course Academy. All students can benefit from technical dual enrollment courses that provide the opportunity to explore career opportunities aligned to postsecondary credentials before high school graduation.

### **Continue Use of Multiple Measures to Determine Student Eligibility**

In response to the pandemic, in Spring 2020 the Board of Regents developed an emergency dual enrollment policy. The purpose was to encourage postsecondary institutions to utilize multiple measures for determining student eligibility for dual enrollment general education courses, to address the cancellation of standardized tests and learning disruptions beyond students' control caused by the pandemic. The emergency policy allowed institutions to substitute high school counselor recommendations for subject-specific scores on the ACT or other placement tests, based on overall student performance and grade trends in the subject area. Since this emergency policy was implemented in Spring 2020, data have revealed that students succeeded in passing dual enrollment courses at high rates, regardless of how they demonstrated eligibility. With this analysis's clear indication of student success through multiple measures of eligibility for dual enrollment, Regents staff recommends the continuation of this interim policy. Regents staff has no plans to put forward any increases to current eligibility thresholds, but rather will be recommending additional expanded eligibility pathways at its meeting in December 2022.

### **Strengthen College and Career Pathway Advising**

As we continue to scale dual enrollment in Louisiana, we must also seek ways to provide high-quality advising and support to students. In June 2021, BESE approved the launch of the Fast Forward initiative, funded with planning grants funded by Regents and LDOE, aimed at increasing high school students graduating with an associate's degree or high-demand apprenticeship. As Louisiana expands opportunities for college in high school, we must couple this growth with ways to help students design course plans tailored to their college and career goals. This will require continued partnership and planning amongst colleges and high schools as they coordinate with one another to ensure student success. In 2020, the Dual Enrollment Task Force recommended revising Louisiana's existing school counseling model to account for standards specific to pathway counseling. This recommendation should be further explored and encouraged as we continue to scale dual enrollment for students in high school.

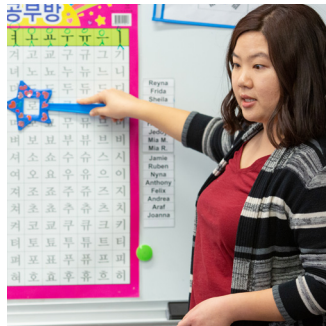












# TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE

2022

## FINAL REPORT



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The teaching profession is the profession that makes all other professions possible. However, like most states in the country, Louisiana is facing a critical shortage of teachers, especially in specific content areas, including math, science, and special education, in various geographic areas, and in diversity. The Teacher Recruitment, Recovery, and Retention Task Force (TRRR) acknowledges the urgency of its work to understand and improve Louisiana’s educator pipeline.

According to Louisiana Department of Education, Louisiana currently has 44,000 teachers and 1,145 unfilled teacher positions across its public K-12 system (Figure 1).

**Figure 1.** Louisiana Teachers



**Source:** Louisiana Department of Education, 2022



# TASK FORCE WELCOME

In 2021, the Louisiana Legislature recognized the critical need to enhance and support the teaching profession and created this Task Force. Since its establishment, the Task Force has convened 12 times and advanced work on a robust list of recommendations outlined in its initial report in December 2021 and included in this report as well (see Appendix E). This 2022 Task Force report provides updates related to those recommendations and offers suggested next steps for the Louisiana Legislature’s consideration.

Highlights of the Task Force’s work since the 2021 report include:

 2022 Legislative Action	 Other Actions Taken
<ul style="list-style-type: none"><li>• Support for legislative removal of Praxis Core from Teacher Preparation Provider enrollment and certification requirements, a stated barrier to entry.</li><li>• Support of increased pay for educators which was provided during the 2021 Legislative session.</li><li>• Encouragement and support for the passage of legislation to allow for the reemployment of retirees in critical shortage positions.</li><li>• Initiation of action towards teacher reciprocity and the ability of experienced out-of-state teachers to become certified in Louisiana.<ul style="list-style-type: none"><li>• Act 244 removed the requirement of one year of successful teaching experience in-state for educators qualifying for exam exclusion.</li><li>• Out-of-state educators meeting all other Louisiana certification requirements except exams will be issued a three-year provisional certificate.</li></ul></li><li>• Through the Minimum Foundation Program, mentor teachers are now rewarded with additional compensation, further supporting the development of veteran teachers.</li></ul>	<ul style="list-style-type: none"><li>• Created a real time educator database to understand the immediate workforce needs by districts, region, and the statewide.</li><li>• Increased the educator pipeline by establishing a statewide para-to-professional program and doubling the number of school districts participating in Grow Your Own programs.</li><li>• Facilitated listening sessions and distributed a statewide survey to gather perceptions of the workforce from educators.</li><li>• Encouraged the pipeline of education leadership with the creation of the Aspiring Principal Fellowship, in which participation has more than doubled since last school year.</li></ul>



# TASK FORCE WELCOME

In addition, the Task Force has identified the following priorities this upcoming 2023 Legislative Session:

- **Teacher Pay:** Pay is not the only challenge impacting the number of teachers in the classroom, but compensation is important. Louisiana must continue to do more on this front to make the teaching profession more competitive. A statewide compensation and incentive study is coming in January 2023 to further support future requests.
- **Teacher Reciprocity:** Legislation is recommended to enable Louisiana's participation in a new national multi-state compact for teacher certification reciprocity across state lines; and
- **Continuation of the Task Force:** It is recommended to extend the Task Force for two additional years to continue the work that began in 2021.

At a time when the premium on knowledge is higher than ever, we are challenged by a teacher shortage in Louisiana and across the country. Fewer students are preparing to be teachers and fewer teachers are remaining in the classroom. We acknowledge that these issues will not be resolved overnight, but we remain resolved to advance impactful solutions to strengthen our educator pipeline in the critical areas of recruitment, recovery, and retention. At the same time, we believe this effort must go beyond the work of the Task Force. Policymakers and the Legislature must continue to address our educator workforce issue with the sense of urgency it requires and sustain that focus over time for the betterment of our students.

We are pleased to submit this year's report for your consideration and look forward to discussing our findings and our progress with you. In addition, we are grateful for the steadfast commitment of our Task Force members, who are actively engaged and critical to the success of this work.

Sincerely,



**Barry Erwin**  
*Co-Chair, Teacher Recruitment, Recovery,  
and Retention Task Force*  
*President & CEO, Council for a Better Louisiana*



**Kim Hunter Reed, Ph.D.**  
*Co-Chair, Teacher Recruitment, Recovery,  
and Retention Task Force*  
*Commissioner of Higher Education*



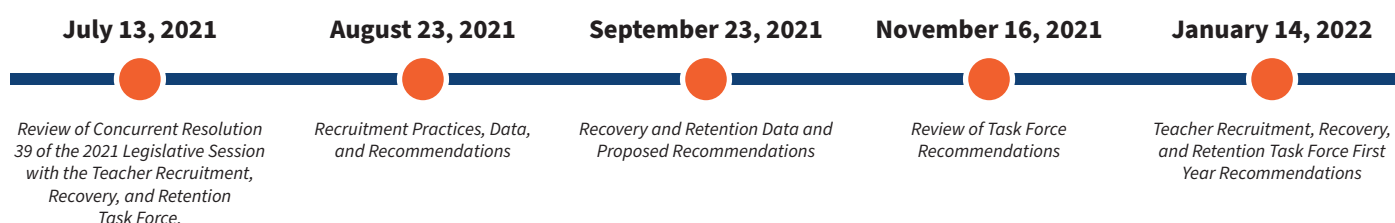
# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)



House Concurrent Resolution No. 39 (HCR 39) of the 2021 Regular Legislative Session (Appendix A) created the Teacher Recruitment, Recovery, and Retention Task Force. The Task Force is charged with studying two major/current issues in the teaching profession: 1) the declining enrollment in educator preparation programs, and (2) strategies and best practices that the state, individual school districts, and educator preparation programs can implement to increase rates of employment and retention of teachers. It requires immediate and sustained attention to identify both immediate and long-term strategies to improve educator recruitment, recovery, and retention. This report highlights the solutions and policies that have been proposed and enacted under the recommendation of this Task Force.

In all, HCR 39 posed 21 questions to be addressed: 10 recruitment questions, six recovery questions, and five retention questions. During its first year (Figure 2), the Task Force reviewed HCR 39 and developed a multi-year plan to address all the questions included in the legislation. Understanding these challenges and targeting strategies to directly address them are at the heart of this legislative call to action.

**Figure 2.** Task Force Timeline 2021-2022

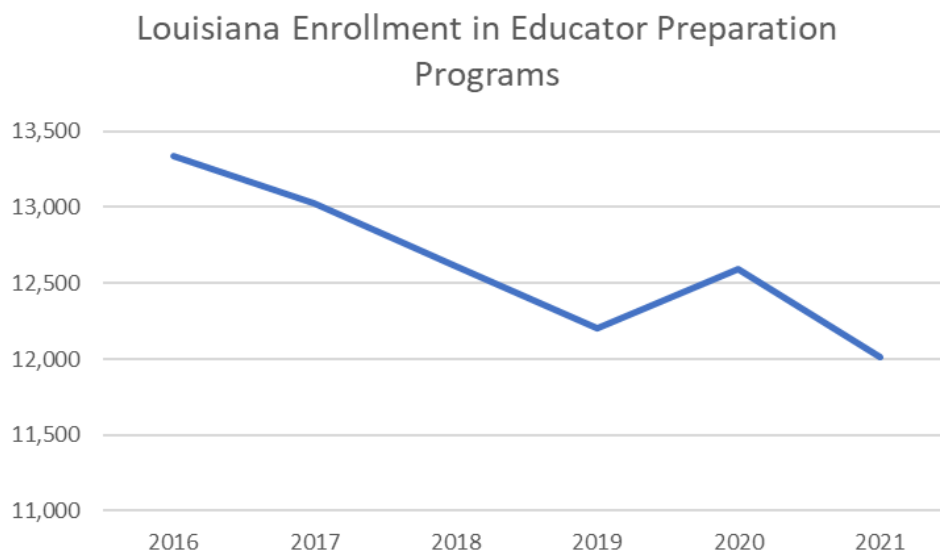




# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)

In the previous Task Force report, it was noted that an analysis by the Center for American Progress (Jacobs & Olson, 2021) found a 35% national drop in teacher preparation program enrollment. Mirroring this trend, both public and private Educator Preparation Programs in Louisiana have experienced a noticeable decline in enrollment (Figure 3), especially in mathematics, science, and special education. In addition, specific attention must be paid to recruiting and retaining educators of color, who face unique barriers to pursuing education careers (Figure 3). This Task Force was created to research the factors that impact educator preparation program enrollment, the longevity of teaching careers, changes in school culture, teacher retirement, and others.

**Figure 3.** *Educator Preparation Program Enrollment (both public and private)*



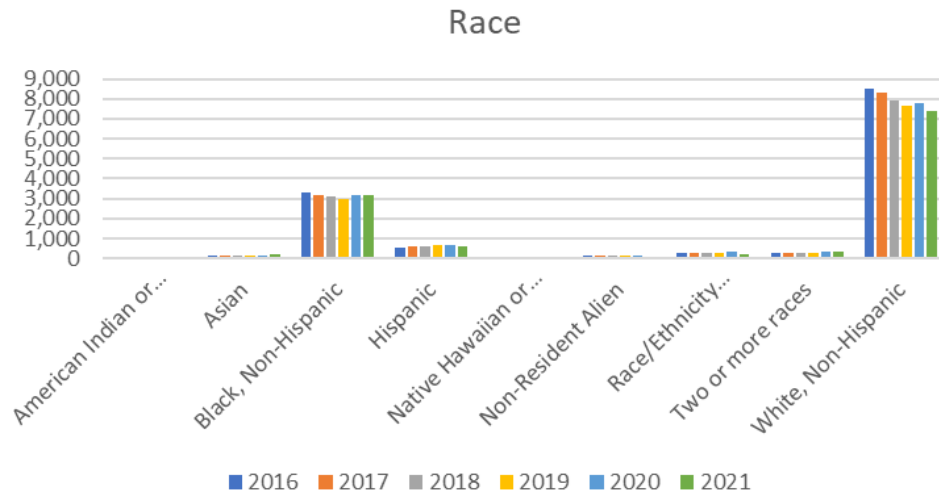
**Source:** *Statewide Student Profile System, Louisiana Board of Regents, August 13, 2021*

Understanding the impact of declining enrollment on the educator pipeline is critical. With a sense of urgency and a clear understanding of the importance of this mission, this report outlines the research in year one, followed by a more targeted approach in year two. The recent National Assessment of Educational Progress (NAEP) (2022) report indicated that the students have fallen behind academically due to the Covid-19 pandemic. At a time when students most need qualified teachers due to the learning loss during the pandemic, fewer students are preparing to be teachers and fewer teachers are remaining in the classroom. This has created a teacher shortage in Louisiana and across the country. Additionally, the shortage of teachers of color (see Figure 4), male teachers (see Figure 5), and teachers in specific content areas (Figure 6 and 7) continues to be a profound challenge for the field.



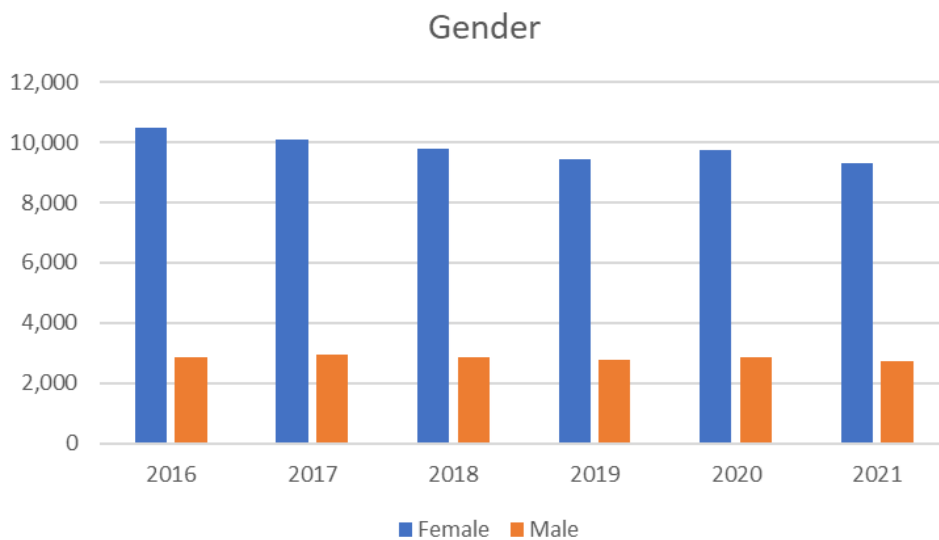
# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)

**Figure 4. Educator Preparation Program Enrollment by Race**



**Source:** Statewide Student Profile System, Louisiana Board of Regents, August 13, 2021

**Figure 5. Educator Preparation Program Enrollment by Gender**



**Source:** Statewide Student Profile System, Louisiana Board of Regents, August 13, 2021

**Figure 6. Percentage of Teachers by Certification Type**

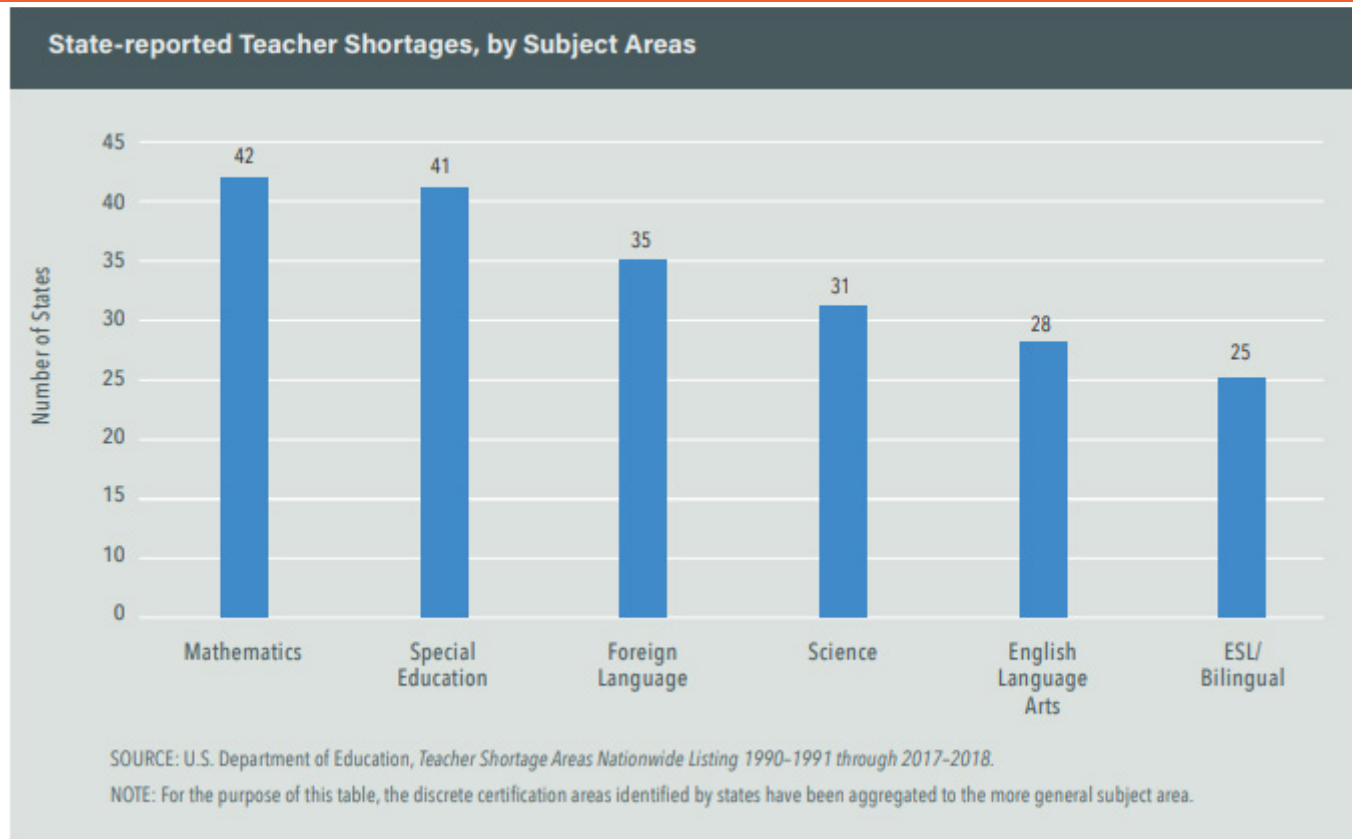
LOUISIANA TEACHER WORKFORCE	
Certified Teachers	87.2%
Uncertified Teachers	12.8%
TEACHERS WITH ALTERNATIVE CERTIFICATION AND TEMPORARY CERTIFICATES	
Teachers with an alternative certification	18.7%
Teachers with a temporary teaching assignment designation	3.0%

**Source:** Louisiana Department of Education, 2021



# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)

**Figure 7. U.S. Teacher Shortage by Subject Area and Year**



With the teacher shortage at an all-time high, the Teacher Recruitment, Recovery, and Retention Task Force met every other month (Figure 8) to discuss and develop the following strategies or areas of need to improve the educator workforce in Louisiana: 1) Pre-educator recruitment; 2) Barriers to entering the profession; 3) Workforce data; 4) The new teacher experience; 5) Educator Listening Sessions and Surveys; and 6) Potential legislation for the 2023 legislative session.

**Figure 8. Task Force Areas by Timeline: February 2022-January 2023**





# RECRUITMENT

For ease of the reader, this report combines several of the questions from HCR 39 that are similar in topic. The report will highlight all current and future initiatives in response to the legislation.

The following three sections (recruitment, retention, recovery) provide the current status of the recommendations first reported by the Task Force in 2021.

Recruitment	
Recommendation	State Action
Expand the Pre-Educator Pathway strategy in high schools.	<p>The Pre-Educator Pathway will be offered in over 90 schools in 46 school systems for the 2022-2023 school year.</p> <p>Louisiana Grow-Your-Own/Pre-Educator Pathway Development and Expansion Guidebook was released with a series of school system supports on the development, implementation, and expansion of the Louisiana Pre-Educator Pathway.</p> <p>A specific sequence of support was designed for system leads and teacher leaders including learning visits to share promising practices with other systems, statewide teacher leader curriculum training, and designated Professional Learning Communities.</p> <p>Additional Fast Forward pathways specific to pre-educators have been made available to high school students.</p>

In 2019, the [Louisiana Pre-Educator Pathway](#) was approved as a K-16 pathway. State industry-based credentials were approved in the Fall of 2020. The Pre-Educator Pathway provides a K-16/pre-education program for both TOPS University and TOPS Tech diploma, seeking high school students who demonstrate interest in a career in the field of education.

The ultimate mission of this pathway is to cultivate highly skilled educators, beginning in high school and extending through college and into the profession, by guiding young people on a path to becoming accomplished teachers. The blended curriculum provides strong foundational academic knowledge, skills and education-focused coursework that build an understanding of diverse learners and the learning environment.

Pre-Educator Pathways launched in the 2021-2022 school year with implementation in 21 school systems. Over \$1,000,000 was allocated for the expansion to over 90 schools across 46 school systems across Louisiana during the 2022-2023 school year.



# **RECRUITMENT**

Additionally, statewide support is being provided to school systems, including a Louisiana Grow-Your-Own/Pre-Educator Pathway and Expansion Guidebook, a resource library, System-lead Professional Learning Communities, Teacher Leader Professional Learning Communities, Grow- Your-Own Implementation and Instruction Best Practices Office Hours, learning visits, and content training.

Recommendation	State Action
Implement a strategy to recruit diverse candidates into the educator workforce.	<p>The Louisiana Department of Education was selected as one of three states to be a part of the National Collaborative of Great Teachers and Leaders (GTL) in June 2022 to engage in a data-driven, equity-focused approach to strengthen and diversify the educator workforce.</p> <p>The GTL Center is in the process of developing the first draft of global information system (GIS) maps, which will help Louisiana identify regional and local challenges and opportunities such as educator mobility and retention, teacher preparation program data, school and school system performance, and teacher diversity.</p> <p>A landscape analysis has been completed highlighting the resources, policies, and initiatives that already exist to help inform strategies to effectively address educator shortages and the lack of educator diversity in Louisiana. All the existing strategies align with national best practices and research on recruiting and retaining a diverse workforce.</p> <p>The Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is a national initiative to increase the available teachers from broader, more diverse backgrounds. In 2022, the national meeting was held at Grambling State University.</p>

Having a diverse workforce improves the quality of education for all students (Center for American Progress, 2017).

- Black primary-school students matched to a same-race teacher perform better on standardized tests and experience more favorable teacher perceptions.
- Students of color are more likely to pass classes, and earn good grades, less likely to be chronically absent, and less likely to drop out of school when taught by a same-race instructor.



# RECRUITMENT

- Black elementary students are significantly less likely to be suspended from school when they have a Black teacher.
- When Black students are randomly assigned to a Black classroom in elementary school, the students are significantly more likely to complete high school, aspire to attend college, and actually enroll in college 10 to 15 years later.



Louisiana’s teacher workforce does not reflect the diversity of students it serves, with only 25% of teachers identifying as a teacher of color compared to the 50% students of color (Louisiana Believes, 2019). As part of the national collaborative through AIR’s Center for Great Teachers and Leaders, Louisiana is evaluating current and potential future practices to improve the diversity of the workforce in the state. Currently, Louisiana is implementing or in the process of launching strong, research-based efforts to increase diversity in the workforce, including:

- Pre-Educator Pathways in high schools
- Para-to-teacher model
- Campaign to elevate the teaching profession
- Removal of Praxis Core from requirements to enter a teacher preparation program and receive initial certification
- Completing a compensation and incentives study
- Hosting listening sessions and a survey to hear directly from educators regarding their perceptions of the workforce from educators
- Expanding the Recruitment and Retention Fellowship for Human Resources Directors
- The Geaux Teach Fund, established through the Legislature
- Expanding the Mentor Teacher program
- Launching the New Teacher Experience
- Expanding the Aspiring Principals Fellowship
- EdLink360 Workforce Dashboard for system and school leaders
- Teacher Preparation Quality Rating System
- State Apprenticeship Model application

Recommendation	State Action
Research the feasibility of teacher loan forgiveness programs and/or additional incentives for teachers in statewide and local-level content shortage areas.	Communication to program providers and school systems on federal loan forgiveness programs for teachers in high-need areas.



# RECRUITMENT

According to the Organization for Economic Co-Operation and Development (2022) annual report, teaching is the largest public-service occupation in the United States, employing 3.6 million teachers nationwide (AOECD, 2022). Teachers are paid some of the lowest salaries in the country. This makes it very difficult for a teacher to earn a living wage and repay student debt. Increasing amounts of student loan debt have played a role in the declining numbers of teachers entering the profession (AOECD, 2022). Loan forgiveness programs such as the federal Public Service Loan Forgiveness Program (PLSF), which forgives up to \$17,500 for teaching five consecutive years at a qualifying low-income elementary or secondary school, have helped address this issue. Through Perkins Loan Cancellation, teachers can have up to 100% of their federal Perkins loans forgiven by teaching in a qualifying public school in special education, math, science, foreign language, or an area with designated teacher shortage. Additionally, the federal government in 2022 enacted a policy to forgive up to \$10,000 in student loan debt.

Beyond federal efforts related to loan forgiveness, the Task Force has prioritized state financial aid opportunity. In the 2021 Louisiana Legislature approved Act 463, which created the Geaux Teach Fund. This Fund is described in additional detail later in the report (see page 17).

Recommendation	State Action
Study the impact of Praxis Core and content exams on educator preparation program enrollment.	<p>ACT 707 (HB 546) of the 2022 Regular Legislative Session removed the core skills assessment (i.e., Praxis Core or an ACT/SAT score) requirement for entry into a postsecondary education teacher preparation program and for initial licensure.</p> <p>In August 2022, BESE, in response to the new law, revised its policy to remove these requirements for entry into a teacher preparation program and initial licensure.</p> <p>LDOE is working with the Educational Testing Services to determine a timeline for reviewing cut scores for Praxis II exams.</p>

Last fall, the Teacher Recruitment, Recovery, and Retention Task Force studied the barrier of Praxis Core on recruiting teachers into the profession. The Task Force reviewed data and research aligned to the barriers this assessment created:

- Students must already meet entrance requirements to be admitted to a university and other fields of study do not impose a similar additional entrance requirement. Thirty-five states do not require this assessment.
- Refusing admission to those not passing the Praxis Core resulted in about 1,000 aspiring educators being unable to begin a preparation program each year. Praxis Core is not a predictor of success as an educator (Goldhaber, 2019).
- There is an access burden on candidates. College students already have the burdens of tuition, fees, and other costs.



## RECRUITMENT

- Praxis Core widens the gap between white and non-white candidates. The testing requirements pose more significant challenges to candidates of color (Cowan, et al., 2020).

As a result of the study, the Task Force unanimously endorsed a proposal to remove a core academic skills assessment (i.e., Praxis Core, ACT, SAT) from entry requirements for teacher preparation programs and for initial licensure. Acts 707 and 244 of the 2022 Regular Legislative Session were passed removing the requirement of a core academic skills assessment (e.g. Praxis Core, ACT, SAT) to enter the profession and for teacher licensure. BESE approved the removal of the requirement of a core academic skills assessment for both entrance into a Teacher Preparation Program and licensure at its August 2022 meeting. All other required end-of-program assessments (Praxis II, GPA, etc.) remain in place.



As a result of Acts 707 and 244 of the 2022 Regular Legislative Session, Institutions self-reported Fall 2021 enrollment compared to Fall 2022 as follows:

- Traditional Educator Preparation Programs noticed a very slight increase in enrollment from Fall 2021 to Fall 2022.
- Historically Black Colleges and Universities (HBCUs) experienced a 33% increase in enrollment from Fall 2021 to Fall 2022.
- Alternate Certification Programs had a 4% increase in enrollment from Fall 2021 to Fall 2022.

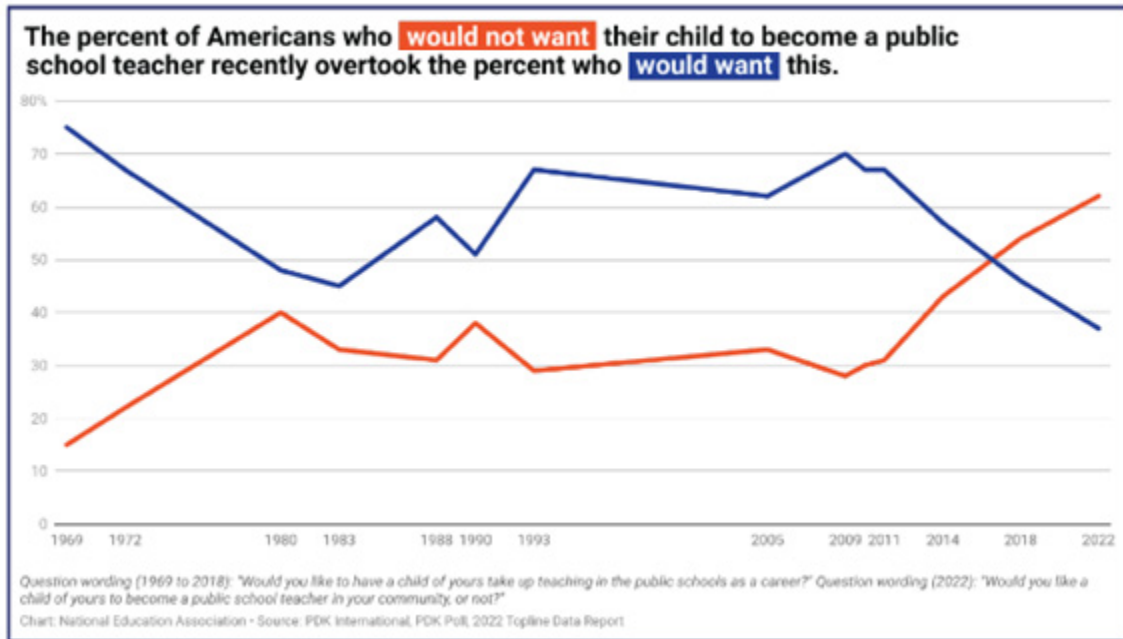
We believe the timing of BESE's passage of their revised policies delayed campus implementation of these changes. The Task Force will continue to monitor the impact of this new law.



Recommendation	State Action
Create a campaign to elevate the teaching profession.	LDOE is pursuing avenues to release a statewide marketing campaign to elevate the teaching profession and create a positive perception of education as a career to increase Louisiana's teacher applicant pool and retention rates.

To shape the perception of the education profession of Louisiana residents, a statewide marketing campaign is being explored. This campaign aims to highlight the extraordinary role an educator plays in the life of children every day while sparking interest in residents to pursue the profession. Shifting the mindset of the profession and increasing the enrollment in educator preparation programs is the ultimate goal of this strategy.

**Figure 9.** *The percent of Americans who would not want their child to become a public school teacher.*



**Source:** National Education Association, 2022

The perception of societal attitudes influences individuals' career choices. In a qualitative study of high-achieving college graduates and graduating seniors, Mancenido (2021) found multiple examples of young adults being told explicitly and/or nudged through implicit cues by their families, advisers, and friends to stop considering a future as a classroom teacher or to see it as a brief stop on their way to a prestigious career. In a similar study, Klimek (2019) surveyed high school and undergraduate students. This research demonstrated that while many students viewed teachers as skilled and knowledgeable, they perceived that teaching was not valued and respected, nor was it compensated appropriately, contributing to reduced interest in teaching as a career (Figure 9).



Recommendation	State Action
Invest and expand the para-to teacher model.	Over 600 paraprofessionals are enrolled in Reach University and 36% of the 2022-2023 students enrolled are candidates of color, exceeding the goal of 30%.

In Louisiana, over 600 paraprofessionals across more than 50 school systems are participating in the para-to-teacher model, where paraprofessionals can remain in their full-time jobs while completing their degree and certification to become a teacher. This model reduces the financial and access burdens of a typical degree program; philanthropic donations to Reach University, a Louisiana based program of Oxford University, fund the majority of the program, which results in candidates (or their school system) paying only \$75 per month. Candidates can access coursework outside of business hours, so they can remain employed and learn on the job in the classroom they support.

Investing in paraprofessionals through this model provides a bridge to the profession for people who already are invested in becoming teachers. The first cohort of candidates will graduate in the spring of 2024. This initiative supports increased diversity in the workforce as well as Reach's priority to match K-12 demographics with candidate demographics.

During the school system planning process that began in October 2022, through which systems create strategic plans and budget and request competitive and formula dollars for the following school year, systems will be able to request a \$1,000 stipend for every employee enrolled in the para-to-teacher program during the 2022-2023 school year, payable upon completion of the first year of coursework.

Recommendation	State Action
Develop a strategy to attract mid-career professionals into the teaching profession.	<p>The Geaux Teach Fund was established in the 2022 Regular Legislative Session with an allocation of \$5M for the purpose of awarding scholarships to students in teacher preparation programs. This fund can be used for both traditional and alternative certification programs.</p> <p>A Master's Degree Program Alternative Path to Certification was passed during the 2022 Regular Legislative Session and presented to BESE for policy changes.</p>

Adding high-quality entry points into the pipeline and providing intentional recruitment strategies for mid-career professionals currently in another industry are priorities of the Task Force.



During the 2022 Regular Legislative Session, the Geaux Teach Fund was created and allocated \$5 million to provide financial aid opportunities for aspiring teachers on the traditional or alternative certification pathway. This money will be distributed to all teacher preparation programs during the 2022-2023 school year.

In addition, Act 244 of the 2022 Regular Legislative Session expanded options for the Temporary Employment Permit (TEP). Candidates possessing a graduate degree in an area in which they are seeking employment may be eligible for a TEP. After five years of successful evaluations or passage of exams, the candidate can move to the standard professional-level teaching certificate.

- TEP candidates possessing a graduate degree and never having completed a teacher preparation program must complete pre-service classroom readiness training prior to entering the classroom.
- All TEP candidates must be mentored by a certified mentor teacher during each year of the TEP.
- Candidates must be evaluated via Compass and found Effective Proficient or Highly Effective.

TEPs may be held for up to five years provided:

- Candidates are mentored by a certified mentor teacher;
- Candidates meet effectiveness requirements;
- Attestations are signed stating no suitable certified teacher has been found; and
- Two attempts at required exams have been made since the issuance or last renewal.

Recommendation	State Action
Study and develop a statewide plan for an incentive and compensation model.	<p>In partnership with Slaughter, Slaughter, and Associates (SSA), all school systems completed a compensation and incentives survey in October. The compensation survey results will be available in early 2023.</p> <p>LDOE is contracting with the National Grow-Your-Own Center to support the application process for listing teaching as a registered apprenticeship approved by the U.S. Department of Labor. Development of the application will begin in fall of 2023.</p> <p>The Legislature approved a \$1,500 pay increase for teachers, \$750 pay increase for support staff, and the inclusion of a \$2,000 stipend for Mentor Teachers in the MFP.</p>



# RECRUITMENT

During the 2022 Regular Legislative Session, the legislature approved updates to the Minimum Foundation Program (MFP). Those updates included increasing teacher pay by \$1,500 and support staff pay by \$750. The MFP also codified the Mentor Teacher role on the career ladder by including a stipend of \$2000 for Mentor Teachers who provide year-long support for teacher residents.

LDOE partnered with SSA Consultants to develop a comprehensive, statewide compensation and incentives study – the first of its kind. The study will:

- Provide a report on the current state of total compensation and incentives for teachers and district employees in the 200 districts in Louisiana;
- Evaluate the current state of compensation and incentives and conduct a gap analysis to compare Louisiana with other southern states;
- Develop recommendations including an implementation timeline to bring Louisiana at least up to the southern regional average;
- Based on available best practice research from the 50 states, develop recommendations for financial and non-financial incentives; and
- Assist LDOE project leaders with materials, talking points, logistics, and other needed elements for effective communications.

The study will be available during Winter 2023. The Task Force endorsed LDOE to explore additional compensation to increase teacher pay during the 2023 Regular Legislative Session.

Recommendation	State Action
Develop and implement a statewide career ladder for teachers.	Development and clarity of improvements to the career ladder to explain the opportunities for advancement in the education profession.  \$2,000 stipends for mentor teachers were secured through the MFP formula.

While there is a career ladder in Louisiana’s educational structure, not all roles along that ladder are codified through additional compensation or incentives. The Mentor Teacher and Content Leader roles are additional credentials and responsibilities for teachers wishing to remain in the classroom while expanding their reach. The Mentor Teacher role was added to the MFP during the 2022 Regular Legislative Session, which established a permanent funding source to provide a \$2,000 stipend for these leaders. The Content Leader role, a certified content-specific expert who supports teachers in teacher collaboration, will receive funding from LDOE during the 2022 School System Planning Process. Content Leaders will be given a \$2,000 stipend through state incentive funds, and permanent funding solutions are being explored.



Recommendation	State Action
Study the effectiveness of the current teacher residency model to include mentor teachers and identify areas of improvement.	<p>The number of credentialed mentors has more than doubled, bringing the total number of mentor teachers in Louisiana to over 1,800.</p> <p>The Regional Education Laboratory has conducted an initial study on the implementation and outcomes of the Believe and Prepare program pilot, concluding in December of 2022.</p>

Believe and Prepare is a teacher preparation reform implemented by the Louisiana Department of Education in collaboration with school systems and teacher preparation programs across the state. It was piloted in the 2014-2015 school year and became mandatory for incoming teacher candidates in all 18 traditional teacher preparation programs in July 2018. This study will be finalized in Winter 2023. The reform focused on competency-based curricula, extended clinical experiences, and rigorous mentor teacher training. A central component of the reform is the requirement that teacher candidates in teacher preparation programs participate in yearlong residencies with mentor teachers, replacing the prior state policy of a shorter-term student teaching requirement, which was typically six weeks.

The yearlong residency provides direct support to teachers early in their careers. This is particularly effective in high-need districts where teachers face unique challenges and immense opportunity to impact outcomes for students. The residency puts the student teacher alongside a skilled mentor teacher, who guides the teacher early in their career in building confidence and skills essential for effective classroom leadership.

The Regional Educational Laboratory Southwest Teacher Preparation and Professional Development Partnership conducted this study to inform the Louisiana Department of Education, the Louisiana Board of Regents, and teacher preparation programs about the extent to which Believe and Prepare has led to improvements in teacher and student outcomes for early career teachers. While this is based only on a small-scale pilot, LDOE will work with a research team to conduct a study of full implementation of this initiative at scale beginning in the 2023-2024 school year, when full implementation begins for all preparation programs.



Recommendation	State Action
Evaluate current data collection practices to create a plan for more robust data collection.	<p>Educator Workforce Data is now live in EdLink360 for school systems and school leaders.</p> <p>Training has been conducted for school and system leaders to use workforce data to make informed decisions at the school and system levels.</p> <p>A snapshot of Louisiana’s Teaching Workforce will be available in January 2023.</p> <p>Based on the feedback from the field, LDOE will continue to enhance the data provided by EdLink360.</p>

The Task Force approved a foundational recommendation to improve the data collection and reporting processes to provide school systems with better data to understand their workforce needs and make strategic decisions for improving recruitment and retention.

LDOE began collecting workforce data for the 2015-2016 school year. The first published workforce report came in 2016, and data collected, analyzed, and reported have grown each year since. In the past, the workforce reports were published as PDFs and used October 1 data submitted through several different reporting systems. Beginning in the 2022-2023 school year, with the data from the 2021-2022 school year, workforce reports will be based on end-of-year data to offer more accurate information. System and site leaders no longer must wait on the published report to access their data. The EdLink Educator Workforce dashboard, released at Teacher Leader Summit 2022, now provides system and site leaders instant access to real-time data. Data reporting is also more convenient; instead of reporting to several different systems, systems will upload most reporting data directly to EdLink360, which will act as a “one-stop shop”. Most data are now submitted to EdLink as often as school systems are able, while still maintaining the normal MFP reporting dates of October 1, February 1, and End-of-Year. Some examples of the data school systems submit are staff demographics, staff course assignments, staff compensation, and mentor teacher data (such as which teachers have mentor teacher certificates and what sites those teachers belong to). Certification data are still reported to the Teacher Certification Management System through the teacher certification application and approval process, but these are automatically pulled into EdLink and included in the workforce dashboards without any additional reporting steps for systems. The goal is to make data analysis as timely and convenient as possible for system and site leaders.

School systems began training on these dashboards in Summer 2022, beginning at the Teacher Leader Summit.



Recommendation	State Action
Develop support for aspiring and current principals.	The Aspiring Principal Fellowship has more than doubled since last school year. 50 applicants have been selected to participate in the 2022-2023 cohort, and the sessions began in September.

To prepare future principals for success in their first year as a principal, the Aspiring Principal Fellowship (APF) supports the development of aspiring school leaders across the state. The Louisiana Department of Education launched a pilot cohort in 2021-2022 for aspiring principals and expanded the Aspiring Principal Fellowship for the 2022-2023 school year. The fellowship will prepare 50 individuals with the critical knowledge and skills needed to serve in the principal role. This selective statewide fellowship is rooted in Louisiana's five priorities:

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest-quality teaching and learning environment.
4. Develop and retain a diverse, highly effective educator workforce.
5. Cultivate high-impact systems, structures, and partnerships.

APF cohort participants attend day-long training to explore best practices with regional experts, participate in school visits, and reflect on their current practices and learning from sessions. Participants will exit this fellowship with a robust leadership portfolio, the guidance of some of Louisiana's most successful principals, and a strong network of lifelong colleagues.

During the pilot cohort in 2021-2022, 100% of the participants reported that they feel prepared to become a principal after completing the Aspiring Principal Fellowship. Three of the Aspiring Principal Fellows from the 2021-2022 cohort have already been promoted to a principal role.

Recommendation	State Action
Expand the Human Resource Fellowship.	The Recruitment and Retention Fellowship has been expanded to a third year, and 18 applicants have been selected to participate in 2022-2023. This brings the total Recruitment and Retention Fellows to 50 participants from 35 different school systems across the state.

LDOE believes that investing in human resources directors is essential to driving school and system improvement and developing a local recruitment and retention strategy that meets their needs.

In 2020, LDOE launched the first cohort of the Recruitment and Retention Fellowship to support school system human capital leaders in building a strategic plan supported by best practices to attract, support, and retain effective educators. LDOE has expanded this work and will extend the fellowship to accommodate a third cohort during the 2022-2023 school year.



# RECRUITMENT

The Recruitment and Retention Fellowship is a partnership with the national non-profit organization Urban Schools Human Capital Academy. It gives Louisiana human resources directors the opportunity to collaborate with human capital professionals across Louisiana and the country to learn best practices for attracting and retaining effective educators. The fellowship also focuses on how systems can adjust their strategies during emergency events such as natural disasters and pandemics. The goals of the fellowship program are to:

- Transform HR departments into highly functioning, strategic partners within their systems to meet the mission of improved student outcomes;
- Build a network of human capital leaders across the state; and
- Change the perception of HR in education to ensure sustainable, long-term success.

The Recruitment and Retention Fellowship allows human resources directors to explore innovative solutions and how those solutions can support improvement when put into practice. Topics include:

- The strategic work of human capital
- The recruitment “funnel” to analyze leaks in the recruitment process
- The Principal Bill of Rights
- Recruitment processes
- The principal as a Human Capital Manager
- The Cycle of Improvement
- Retention strategies
- Key data to analyze around human capital





## Recovery

Recommendation	State Action
Research the reciprocity agreements for certification in other states.	<p><a href="#">Act 244</a> of the 2022 Regular Legislative Session amended out-of-state certification reciprocity requirements to increase mobility.</p> <p>The Task Force endorsed the support of the Interstate Teacher Mobility Compact during the 2023 Session.</p>

Prior to the 2022 Regular Legislative Session, reciprocity laws allowed educators entering Louisiana with at least three years of prior successful teaching experience out-of-state to be excused from taking Louisiana exams if they also obtained at least one year of successful in-state teaching experience. Act 244 of the 2022 Regular Legislative Session amended out-of-state certification reciprocity requirements. To increase mobility and remove barriers to certification, Act 244 removed the requirement of one year of successful teaching experience in-state for educators qualifying for exam exclusion. Out-of-state educators meeting all other Louisiana certification requirements except exams will be issued a three-year provisional certificate. These educators are required to take and pass Louisiana exams. At its August meeting, BESE passed a policy to align with the legislation. All other out-of-state requirements remain the same. If a teacher candidate does not have at least three successful years teaching out-of-state, they must take Louisiana exams for standard professional licensure.

Teaching is heavily regulated in each state as they develop and administer their own teacher licensure policies. Requirements for teacher licensure can vary tremendously from one state to another, making it difficult for those individuals who hold a license in one state to obtain a license in a new state when they move.

The Council of State Governments (CSG) began to lay the foundation for an Interstate Teacher Mobility Compact in 2020 as states struggled to accommodate the tension between licensing high-quality teachers and the shrinking pool of applicants. The CSG partnered with the Department of Defense (DoD) and the National Association of State Directors of Teacher Education and Certification (NASDTEC) to support the mobility of licensed teachers through the development of a new interstate compact. This compact will create reciprocity among participant states and reduce the barriers to license portability and employment. Similar to a contract, a compact establishes a formal, legal relationship among states to address common problems or promote a common agenda.

The Interstate Teacher Mobility Compact is a contractual agreement between the states that aligns the licenses under the compact and supports both the teacher and the state licensing agencies.

- The Interstate Compact allows states to retain the control and regulation of their licensure. Each state will determine which licenses offer reciprocity under the Compact.
- Criminal background checks are a requirement by law, so candidates will still need a clear FBI criminal background check prior to issuance of a certificate.



- The teacher licensure compact will address access to healthcare to ensure that as teachers expedite their ability to become certified in another state, they will also have access to healthcare benefits more quickly. Each compact is governed by the states represented.
- The compact allows for an easier exchange of information and data, such as licensure and disciplinary information, between compact states.
- This compact was funded in part by the Department of Defense (Military Spouses) grant to open pathways for spouses of military personnel to receive teacher licensure in participating states.

A teacher who holds an unencumbered license (free of disciplinary action or limits to license) in a member state would be eligible for a reciprocal license under this compact. The NASDTEC Clearinghouse will provide information to states about any disciplinary action. Teachers are still responsible for any continuing education and fees that the state requires.

The compact development team at CSG is in the process of making revisions to the Compact based on the stakeholder feedback process. By December 2022, the CSG and NASDTEC will introduce the finalized compact language. To enact the Compact, at least ten states must pass participating legislation to enact the compact. The Task Force endorsed the support of the Interstate Teacher Mobility Compact, to be presented during the 2023 Regular Legislative Session.

The Regional Educational Laboratory Southwest Teacher Preparation and Professional Development Partnership conducted a study of the Believe and Prepare pilot program, which began in the 2014-2015 school year. This study will be finalized in Winter 2023. Since the pilot study was small and did not cover programs in full implementation, LDOE is exploring the extension of the study beginning in the next school year, when all teacher preparation programs will be implementing the Believe and Prepare program (i.e., full year residency, mentor teacher training, and competency-based curricula).

Recommendation	State Action
Reinstitute and implement a statewide new teacher induction program and system support.	The New Teacher Experience launched in July. While about 20 school systems are a part of a paid pilot to implement the resources and strategies in the 2022-2023 school year, any school system can take advantage of the comprehensive program.

Launched in the Summer of 2022, the New Teacher Experience (NTE) is a comprehensive induction program developed by LDOE that will offer multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. This program aims to provide the experience every first-year teacher in Louisiana needs and deserves to be successful in their first few years.

The NTE will provide direct support to both teachers and systems to strengthen student achievement by improving beginning teacher effectiveness and teacher retention. Through this program, Louisiana



teachers will be provided with a series of supports designed to enhance their retention in the profession and their development and growth as effective educators.

- Direct Teacher Supports
  - Online asynchronous training modules and implementation follow-up
  - Affinity groups
  - Mentoring
- New Teacher of the Year award process
- District supports
  - Guidance documents for new teacher induction
  - Guidance documents for mentoring

School systems sent first-year teachers to the NTE Kick-off, held at the Louisiana State Museum in Baton Rouge, LA in July 2022. This event launched the support that new teachers and school systems will receive to ensure every new teacher has the tools for success in their first years in the classroom. Over 150 new teachers attended and participated in sessions on literacy, Louisiana’s Vision for Success, and classroom management, and heard from a panel of the New Teacher of the Year finalists.

The New Teacher of the Year program, similar to the state Teacher and Principal of the Year programs, recognizes the outstanding contributions of a first-year teacher. Nine finalists were selected and will serve as new teacher ambassadors during the 2022-2023 school year. The 2023 New Teacher of the Year was announced in July at the Excellent Educators Award Gala at the World War II Museum in New Orleans.

Recommendation	State Action
Study the current educator evaluation system and create a plan to improve the system.	<p>A survey regarding the current educator evaluation system has received several thousand responses. The CC Network will provide a report this winter.</p> <p>An RFP to help support improvements in the evaluation system will be released this fall, with selected projects expected to be awarded this winter.</p>

LDOE is reviewing the current educator evaluation system that was created over ten years ago to identify areas for improvement. Focus groups were conducted this summer, and a survey has been released asking for the input of educators who are evaluated and educators who serve as evaluators. The Region 14 Comprehensive Center will compile the data into a report to be produced this winter. This feedback will be used to understand educators’ current experiences and needs to drive decision-making for the future evaluation system.

In addition, an RFP will be released this fall to select a vendor(s) to develop, pilot, and implement an improved evaluation system over the next several years. The selected vendor will partner with LDOE to provide an evaluation system that:



- Fosters continuous improvement of teaching and learning by providing opportunities for ongoing, targeted professional growth and development of all educators in the state of Louisiana;
- Is steeped in best practice and research from the field nationally and locally;
- Has evaluation elements/components that include professional practice and student growth, calculation formulas, rubrics (including an observation rubric that is proven to be valid and reliable and is aligned to LA Components of Effective Teaching), and handbooks and training materials;
- Uses pilot data to adjust the evaluation system suite and assemble professional development materials aligned to the evaluation system suite including at minimum: evaluator certification, rater-reliability training, handbooks, and a professional library that includes resources for evaluated educators and their evaluators to provide targeted professional development; and
- Includes a three-year longitudinal implementation plan for the evaluation system suite incorporating all professional development materials and final revisions to the suite alongside professional development materials following the first-year implementation.

Recommendation	State Action
Provide research and guidance for teacher well-being support and reducing teaching burnout.	LDOE, in partnership with the Region 14 Comprehensive Center, facilitated listening sessions across the state to provide the opportunity for stakeholders to describe their experiences and perceptions as well as offer suggestions on issues related to teacher recruitment, recovery, and retention. This report will guide strategies to support teachers and reduce burnout.

The feedback collected from the statewide listening sessions and survey will be used to understand the needs of educators related to teacher well-being. This information will help LDOE make decisions about support provided to school system leaders, school leaders, and educators to reduce teacher burnout and stress.





## Retention

Recommendation	State Action
<p>Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.</p>	<p>In Fall 2022, 11 initial listening sessions and a second round of sessions were conducted with teachers, support staff, community members, and school system leaders. These listening sessions were designed to provide opportunities for stakeholders to describe their experiences and perceptions as well as offer suggestions on issues related to teacher recruitment, recovery, and retention.</p> <p>In addition to listening sessions, a statewide online survey was administered and completed by 5,896 teachers. The survey opened in October to provide another opportunity for educators to share their perspectives.</p>

LDOE and the Board of Regents, along with the Region 14 Comprehensive Center, developed protocols for listening sessions to gather feedback and suggestions around issues related to recruitment, recovery, and retention. Participants in the listening sessions included teachers, support staff, principals, district central office staff, superintendents, student teachers/teacher residents, teacher preparation providers, and parents/guardians of students. Respondents were assured that all comments would remain anonymous and no personally identifiable information was collected.



LDOE invited participation in listening sessions in multiple ways. Announcements were shared during superintendent advisory council meetings, posted in the weekly school system newsletter and Teacher Leader newsletter, and sent through various professional organizations such as the Louisiana Association of Principals and the teacher union organizations. Additionally, teachers who completed the Recruitment and Retention survey had the opportunity to sign up for a listening session upon completion of their survey. The survey was also promoted through Recruitment and Retention Sessions at the Teacher Leader Summit, and sent to various organizations, including New Schools of New Orleans, and to human resource directors across the state. The survey was originally set to close at the beginning of June when it had over 4900 responses; to gather feedback from as many teachers as possible, the deadline was extended to August 5th. By extending the deadline, almost 1,000 more survey responses were collected, bringing the total of teachers completing the survey to 5,896.

Survey respondents represent about 13% of Louisiana teachers. For comparison, the 2017-2018 National Teacher and Principal Survey (NTPS) conducted by the IES National Center on Education Statistics, one of the largest and most consistent teacher surveys administered every two years, included a little more than 2% of the teaching population (roughly 70,000 of 3.2 million teachers). Further, RAND released its 2022 State of the American Teacher Survey results, which included 2,360 participants. Louisiana's survey was released through the Teacher Leader Conference (2022).

During the summer and fall of 2022, the Region 14 Comprehensive Center released preliminary results of the listening sessions and survey conducted. Some of those results are provided below. The full report will be available this winter.

### **Listening Session Preliminary Findings**

- Educators expressed the need to explore a variety of scheduling options for educators and opportunities, for help in finding substitutes across the state, more support from administrators, and increased educator pay.
- Educators indicated that teachers should be included more in decision-making at the state and local levels.



### **Survey Preliminary Findings**

The results from the survey match the tone and concerns of responses from teachers in national surveys, such as RAND's State of the American Teacher and NCES's National Teacher and Principal Surveys (Doan, et al, 2022).

- The majority of teachers (67.71%) agree or strongly agree that they can handle almost any student behavior problem.
- Only 31.8% of teachers agree or strongly agree that they are satisfied with the recognition they receive for doing a good job.
- The majority of teachers (71%) agree or strongly agree that they feel safe at their school.
- Only 43.6% of teachers agree or strongly agree that they are satisfied with their level of involvement in decision-making at their school.
- 37.5% of the respondents indicated that they will remain in education until reaching full retirement age, while 26.1% will remain as long as they are able. 19.5% of the respondents are undecided on how long they will stay in the education profession.
- 68% of responding teachers remain in the profession because they feel effective in developing students and for the life-work balance.
- Strong school administration and strong school culture were not ranked highly as an impetus for staying in the profession.
- The majority of the respondents believe that teachers leave the profession early due to the high stress of the job and the need for higher compensation.

In addition to the recommendation to conduct listening sessions, the Task Force also encouraged the promotion of strategies specific to improving school culture and supporting experienced teachers. As a result of the listening sessions, support strategies are being developed. The feedback collected from the statewide listening sessions and surveys will be used to understand the needs of educators related to supporting teachers who have been in the profession for several years. This information will help LDOE make decisions about providing support to school system leaders, school leaders, and educators.



# CONCLUSION AND NEXT STEPS

## **Conclusion**

In 2021, the Louisiana Legislature created the Teacher Recruitment, Retention, and Recovery Task Force and identified 21 questions to be researched and addressed over a two-year period. The Task Force identified 29 recommendations and asked the Louisiana Department of Education and the Louisiana Board of Regents, with support from the Task Force, to respond to the needs of teachers, teacher preparation programs, and school districts as well as address the teacher shortage crisis. A significant amount of work has been done over the last two years to address this crisis from many different angles.

The Task Force has listened to teachers, students, and school leaders directly to inform best practices for improving the classroom environment and experience. Changes to certification requirements have helped teacher preparation programs enroll additional students, thus increasing the educator pipeline. Retirement compensation policies and procedures have been revised to allow retired teachers in high-need areas to return to the classroom for three years without a reduction in benefits. A compensation study is underway to ensure a research-based proposal can be submitted to the Task Force and then the Legislature for consideration.

However, the work is not complete. The Task Force has recommended that its work must continue to both aggressively and effectively address the state's teacher shortage crisis. A specific request to the Louisiana Legislature will be made to extend the Task Force for an additional two years.

## **Next Steps**

This report with priority recommendations from the Task Force will be presented at the Joint BOR and Board of Elementary and Secondary Education (BESE) meeting in December 2022 and forwarded to the Legislature in January 2023. The Task Force will continue to meet bi-monthly to discuss research and develop solutions to the questions identified in HCR 39. Appendix B provides the questions asked and answers determined to date. Moving forward, LDOE and BOR will continue to work together to implement all recommendations included in this report based on the priorities identified by the Task Force. The focus of 2023 will be on the unanswered questions in HCR 39 and new ideas for research identified in the Task Force discussions.



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2021 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 39

BY REPRESENTATIVE MINCEY AND SENATORS ABRAHAM, BARROW, BOUDREAUX, BOUIE, CATHEY, CONNICK, FIELDS, HEWITT, JACKSON, LAMBERT, MCMATH, ROBERT MILLS, MORRIS, PEACOCK, POPE, TALBOT, AND WOMACK

A CONCURRENT RESOLUTION

To create the Teacher Recruitment, Recovery, and Retention Task Force to study the declining enrollment in teacher preparation programs and to study strategies and best practices by which the state and individual school districts where there are teacher shortages can increase rates of employment and retention of teachers and to provide a written report of findings and recommendations to the governor, state superintendent of education, president of the State Board of Elementary and Secondary Education, House Committee on Education, and Senate Committee on Education not later than January 14, 2022.

WHEREAS, the number of education degrees conferred by American colleges and universities dropped by twenty-two percent between 2006 and 2019, despite an overall increase in university graduates; and

WHEREAS, many public school systems throughout the state of Louisiana have experienced a decline in teacher applicant pools, especially in the subjects of mathematics and science and in special education; and

WHEREAS, school systems must proactively seek to overcome employment challenges by maintaining strong school leaders, positive work environments, and competitive compensation packages; and

WHEREAS, the current shortage of teachers is a statewide concern among districts; it is essential that Louisiana attract the most talented and ambitious teachers in the country to our schools; and



HCR NO. 39

**ENROLLED**

WHEREAS, the members of the Legislature of Louisiana believe that structured dialogue and engagement will illuminate the path forward in facing this challenge.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana hereby creates the Teacher Recruitment, Recovery, and Retention Task Force to research strategies to overcome the state's current and future teacher shortage challenge and secure a stronger educator workforce.

BE IT FURTHER RESOLVED that the task force shall be composed of the following members:

- (1) The chairman of the House Committee on Education or his designee.
- (2) The chairman of the Senate Committee on Education or his designee.
- (3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
- (4) The commissioner of higher education or his designee.
- (5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
- (6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
- (7) The president of the State Board of Elementary and Secondary Education or his designee.
- (8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
- (9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
- (10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
- (11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.
- (12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.

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# APPENDIX A: HCR 39

HCR NO. 39

**ENROLLED**

(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.

(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.

(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.

(16) The president of the Senate or his designee.

(17) The speaker of the House of Representatives or his designee.

BE IT FURTHER RESOLVED that the commissioner of higher education shall be responsible for designating Board of Regents staff to assist the task force in performing its duties, shall serve as co-chair of the task force, and shall call the first meeting of the task force, which shall be held not later than July 16, 2021, and at which the task force shall adopt rules of procedure, a work schedule, and any additional measures that it deems necessary for the timely performance of its duties, including selection of another co-chair and other officers.

BE IT FURTHER RESOLVED that the termination date of the task force shall be two years after the convening of its first meeting.

BE IT FURTHER RESOLVED that members of the task force shall serve without compensation.

BE IT FURTHER RESOLVED that the task force shall submit a written report of findings and recommendations, including proposed legislation, relative to why the number of university-level students majoring in education has declined, why teachers are leaving the profession, and what can be done to reverse the trend toward a teacher workforce shortage.

BE IT FURTHER RESOLVED that the report shall be submitted to the governor, the state superintendent of education, the House Committee on Education, the Senate Committee on Education, the president of the State Board of Elementary and Secondary Education, and the commissioner of higher education by January 14, 2022, and that such recommendations shall include but not be limited to exploring answers to the following questions:

(A) Recruitment:



# APPENDIX A: HCR 39

HCR NO. 39

**ENROLLED**

(1) How many university-level students are poised to become teachers over the next few years?

(2) How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?

(3) What can be done to recruit high school students to major in education with the intention to pursue a career teaching math or science?

(4) What can be done to increase high school students' interest in pursuing teaching?

(5)(a) How is the one-year residency program affecting fourth year university-level students majoring in education?

(b) What are the consequences of university-level students majoring in education changing their major to avoid the residency program?

(c) How many students change from an education major to a different major?

(6)(a) Is there an adequate number of mentor teachers for residency programs?

(b) If no, why has the number declined?

(7) What best practices for recruiting people to the teaching profession are working in other states?

(B) Recovery:

(1) Why have teachers retired early or resigned since 2012?

(2) What are the results from exit interviews of teachers who leave school districts?

(3) What are the results of class measures surveys conducted throughout the state?

(4) How have the inadequacies of accountability evaluations affected teacher morale?

(5) How has a lack of pay raises affected teacher morale?

(6) What best practices for preventing teacher burnout are working in other states?

(C) Retention:

(1) How many of the following are teaching in the state?

(a) Certified teachers

(b) Uncertified teachers

(c) Teachers with an alternative certification

(d) Teachers with a temporary teaching assignment designation

(2) How many teachers will be eligible for retirement by 2026?



# APPENDIX A: HCR 39

HCR NO. 39

**ENROLLED**

- (3) What can be done to increase the number of minority teachers?
- (4) How have increased documentation requirements affected teacher morale?
- (5) What best practices for retaining teachers are working in other states?

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SPEAKER OF THE HOUSE OF REPRESENTATIVES

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PRESIDENT OF THE SENATE



## APPENDIX B: ROSTER OF TASK FORCE

Member	Seat Information
<b>Rep. Mark Wright</b>	(1) The chairman of the House Committee on Education or his designee.
<b>Dr. Esrom Pitre</b>	(2) The chairman of the Senate Committee on Education or his designee
<b>Em LeBlanc Cooper</b>	(3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
<b>Dr. Kim Hunter Reed</b>	(4) The commissioner of higher education or his designee.
<b>Dr. Janet Pope</b>	(5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
<b>Dr. Karen Peace</b>	(6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
<b>Sandy Holloway</b>	(7) The president of the State Board of Elementary and Secondary Education or his designee.
<b>Mike Faulk</b>	(8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
<b>Bruce Chaffin</b>	(9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
<b>Dr. Paula Calderon</b>	(10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
<b>Joy Rimmer</b>	(11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.



## APPENDIX B: ROSTER OF TASK FORCE

Member	Seat Information
<b>Edward Parks</b>	(12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.
<b>Gladys Mouton</b>	(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.
<b>Barry Erwin</b>	(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.
<b>Alex Jarrell</b>	(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.
<b>Sen. J. Rogers Pope</b>	(16) The president of the Senate or his designee.
<b>Rep. Buddy Mincey</b>	(17) The Speaker of the House of Representatives or his designee.



# **APPENDIX C: HCR 39 QUESTIONS**

HCR 39 QUESTION	SOURCE	ANSWER IN 2021 REPORT PAGE	ANSWER IN 2022 REPORT PAGE
<b>RECRUITMENT</b>			
1. How many university-level students are poised to become teachers over the next few years?	Board of Regents	Pages 7-8	Pages 7-8
2. How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?	Board of Regents	Pages 7-8 total enrollment	Pages 7-8 total enrollment
3. What can be done to recruit high school students to major in education with the intention to pursue a career teaching math or science?	Data not currently collected	Future Reporting	Pages 10-11
4. What can be done to increase high school students' interest in pursuing teaching?	Data not currently collected  Department of Education Board of Regents	Page 13 Recommendations to explore dual enrollment opportunities to expand pre-educator pathways	Pages 10-11
5a. How is the one-year residency program affecting fourth year university-level students majoring in education?	Data not currently collected  Department of Education Board of Regents	Page 13 Recommendation to study the effectiveness of the current teacher residency model and identify areas of improvement	Pages 19-20
5b. What are the consequences of university-level students majoring in education changing their major to avoid the residency program?	Data not currently collected	Future Reporting	Future Reporting
5c. How many students change from an education major to a different major?	Data not currently collected	Future Reporting	Future Reporting
6a. Is there an adequate number of mentor teachers for residency programs?	Department of Education	Page 10	Page 20
7. What best practices for recruiting people to the teaching profession are working in other states?	Department of Education Board of Regents	Pages 10-13	Pages 10-13



# **APPENDIX C: HCR 39 QUESTIONS**

HCR 39 QUESTION	SOURCE	ANSWER IN 2021 REPORT PAGE	ANSWER IN 2022 REPORT PAGE
<b>RECOVERY</b>			
1. Why have teachers retired early or resigned since 2012?	Department of Education	Page 14	Page 14
2. What are the results from exit interviews of teachers who leave school districts?	Department of Education	Page 14	Page 14
3. What are the results of class measures surveys conducted throughout the state?	Data not currently collected	Future Reporting	Future Reporting
4. How have the inadequacies of accountability evaluations affect teacher morale?	Data not currently collected	Future Reporting	Future Reporting
5. How has a lack of pay raises affected teacher morale?	Data not currently collected	Future Reporting	Pages 18-19 Report available early 2023
6. What best practices for preventing teacher burnout are working in other states?	Department of Education Board of Regents	Pages 15-16	Page 27
<b>RECOVERY</b>			
1. How many of the following are teaching in the state? (a) Certified Teachers (b) Uncertified Teachers (c) Teachers with an alternative certification (d) Teachers with a temporary teaching assignment designation	Department of Education	Page 17	Page 8
2. How many teachers will be eligible for retirement by 2026?	Teachers' Retirement System of Louisiana	Page 14	Page 14
3. What can be done to increase the number of minority teachers?	Department of Education Board of Regents	Page 15	Pages 11-13
4. How have increased documentation requirements affected teacher morale?	Data not currently collected	Future Reporting	Pages 28-30
5. What best practices for retaining teachers are working in other states?	Department of Education Board of Regents	Pages 18-19	Pages 28-30 Retention section



# APPENDIX D: RETURN TO WORK GUIDANCE

## UNDERSTANDING LOUISIANA'S RETURN-TO-WORK LAWS

With the passage of Acts 549 and 601 of 2022, three individual statutes make up the group collectively referred to as the state's return-to-work (RTW) laws. They are named for the respective year in which they were enacted:

- 2010 RTW Law (La. R.S. 11:710) – *retirees subject to this law are in the 2010 RTW Group*
- 2020 RTW Law (La. R.S. 11:710.1) – *retirees subject to this law are in the 2020 RTW Group*
- 2022 RTW Law (La. R.S. 11:710.2) – *retirees subject to this law are in the 2022 RTW Group*

In general, these laws specify what happens to an individual's retirement benefits when reemployed in a TRSL-covered position and whether contributions to TRSL are required. They also outline requirements for employers to follow when hiring a TRSL retiree.

*NOTE: RTW laws apply to direct employment as well as employment by contract or corporate contract.*

### 2010 RTW LAW (LA. R.S. 11:710)

Individuals who retired **before** July 1, 2020, are subject to the 2010 RTW Law and can be reemployed in one of the following categories. Three of the four categories allow for no benefit suspension after a 12- or 36-month waiting period, as applicable.

- 1. Core Subjects (NEW):** The retiree can be directly reemployed **without benefit suspension** if certified to teach one of the subjects below and employed to fill a position in the area of certification: (1) Math, (2) Science, (3) English Language Arts, or (4) Special Education (excluding gifted/talented). Includes elementary grade levels as well as substitute teaching. Contributions to TRSL are required during reemployment by the retiree and employer. **Effective until 07/01/2027**
- 2. Special Leave (NEW):** The retiree can be directly reemployed **without benefit suspension** to fill a teaching vacancy due to one of the following special leave scenarios: (1) maternity leave as outlined in R.S. 17:1211; (2) military leave as outlined in R.S. 17:1215; (3) sabbatical leave as outlined in R.S. 17:1171; or (4) extended sick leave as outlined in R.S. 17:1202. Retirees employed for this purpose must be a certified teacher; at least age 62; and have at least 30 years of creditable service. Contributions to TRSL are required during reemployment by the retiree and employer. **Effective until 07/01/2027**
- 3. "Retired Teacher":** The retiree can be reemployed **without benefit suspension** if they are grandfathered (retired on or before 6/30/2010); have an advanced degree in speech therapy, speech pathology or audiology; or are filling a critical shortage position. Critical shortage positions include full- and part-time classroom teachers as well as other specific positions where a critical shortage has been declared. These retirees can also return to work in specific positions under a yearly earnings limit equal to 25% of their annual retirement benefit. The retiree's benefit is only suspended if they exceed this earnings limit in a fiscal year. Contributions to TRSL are required during reemployment by the retiree and employer.



## APPENDIX D: RETURN TO WORK GUIDANCE

4. **“Retired Member”:** Reemployed retirees who do not meet the eligibility criteria for reemployment in the Core Subjects, Special Leave, or “Retired Teacher” categories are “Retired Members.” This includes, but is not limited to, retirees returning to work as teachers in non-critical shortage areas, administrators, and secretaries. Benefits are suspended for the duration of reemployment. Contributions to TRSL are not required during reemployment by the retiree and employer.

### ***Election to Transfer Information***

- Retirees in the 2010 RTW Group can make an irrevocable election to transfer to the 2020 RTW Group as long as they have not previously elected to transfer from the 2020 RTW Group to the 2010 RTW Group (as outlined below).
- Some individuals who retired before July 1, 2020, are in the 2020 RTW Group because the date of their first reemployment was on or after July 1, 2020. Under Acts 549 and 601 of 2022, these individuals can now elect to transfer to the 2010 RTW Group. The transfer is not available to anyone who previously exercised an option to transfer from the 2010 RTW Group to the 2020 RTW Group. Retirees in this special transfer group who elect to transfer from the 2020 RTW Group to the 2010 RTW Group cannot transfer back to the 2020 RTW Group until July 1, 2027.

### **2020 RTW LAW (LA. R.S. 11:710.1)**

Individuals who retired **on or after** July 1, 2020, are subject to the 2020 RTW Law and have two options when returning to work.

- **Option 1** (*Available to all part-time and full-time direct employment positions*): After a 12-month waiting period, allows a retiree to be reemployed in any TRSL-covered position subject to a yearly earnings limit equal to 25% of their final average compensation. The retiree’s benefit is only suspended if the earnings limit is exceeded in a fiscal year.
- **Option 2** (*Available to all full-time direct employment positions*): Allows a retiree to suspend their retirement benefit during reemployment and earn a supplemental benefit for their return-to-work service.

*NOTE: If a retiree is reemployed by contract or corporate contract, the retirement benefit is suspended for the duration of reemployment; no supplemental benefit is earned; and employee and employer contributions are not required to be submitted to TRSL.*



## APPENDIX D: RETURN TO WORK GUIDANCE

### **2022 RTW LAW (LA. R.S. 11:710.2) – HIGHER EDUCATION ONLY – (NEW)**

Individuals who meet the eligibility criteria outlined below can be directly reemployed **without benefit suspension** as adjunct professors in a nursing program at a postsecondary institution where a critical shortage has been declared. Contributions to TRSL are required during reemployment by the retiree and employer. **Effective until 07/01/2027**

- Retired before July 1, 2020;
- At least age 62;
- Have at least 30 years of service credit; and
- Did not retire based on a disability.

*NOTE: If the retiree does not meet this eligibility criteria, reemployment is subject to the 2010 RTW Law or 2020 RTW Law.*

### **EMPLOYER REQUIREMENTS: Key changes from Acts 549 and 601 of 2022**

**2010 RTW LAW (LA. R.S. 11:710):** To hire retirees under the “retired teacher” critical shortage provisions in the 2010 RTW Law, employers must first declare a critical shortage and fulfill certain advertising and certification requirements. Acts 549 and 601 of 2022 modernized advertising requirements for declaring a critical shortage.

#### ***“Retired teacher” critical shortage advertising requirements:***

- Advertise at least once per month in official journal of the employer’s governing authority that the employer is soliciting applications for future employment of certified teachers **(REVISED)**
- Post with the career development office, or similar entity, of every postsecondary institution within a 120-mile radius of the employer’s governing authority at the **beginning of every semester** that the employer is soliciting applications for future employment of certified teachers **(REVISED)**
- Prominently display a listing of unfilled positions or positions filled with retirees on employer’s website or their governing authority’s website **(NEW)**

*NOTE: Advertisement and certification requirements now extend to part-time classroom teacher positions.*

#### ***Core Subjects requirement (NEW):***

- If a certified, non-retired teacher applies for a position in their area of certification, and said position is currently filled with a retiree, the non-retiree shall be employed to replace the retiree at the start of the next grading period. If an employer does not hire the non-retired teacher, and the retiree remains in the position, the Core Subjects provision would no longer be applicable. The retiree would need to be switched to another applicable provision or become a “retired member” with the suspension of benefits.



## APPENDIX D: RETURN TO WORK GUIDANCE

**2022 RTW LAW (LA. R.S. 11:710.2) (NEW):** Under Acts 549 and 601 of 2022, postsecondary employers can hire retirees as adjunct professors in their nursing programs after certifying to TRSL that a critical shortage exists and declaring the critical shortage as outlined below.

- **To declare a critical shortage:** Prominently display a listing of applicable positions that are unfilled, or that are filled by reemployed retirees on the websites of the institution, the institution's management board, and the Board of Regents.
- **To certify a critical shortage:** Certify the critical shortage through TRIALs online employer reporting process.



# APPENDIX E: DECEMBER 2021 RECOMMENDATIONS

Preliminary Recommendations for Recruitment	
LDOE	BOR
<ol style="list-style-type: none"> <li>1. Expand the pre-educator pathway strategy in high schools.</li> <li>2. Implement a strategy to recruit diversity in the educator workforce.</li> <li>3. In partnership with Board of Regents, study the impact of Praxis Core and content exams on educator preparation program enrollment.</li> <li>4. Create a campaign to elevate the teaching profession.</li> <li>5. Invest and expand the para-to-teacher model.</li> <li>6. Develop a strategy to attract mid-career professionals into the teaching profession.</li> <li>7. Study and develop statewide a plan for incentive and compensation model.</li> <li>8. Develop and implement statewide career ladder for teachers.</li> <li>9. Study the effectiveness of the current teacher residency model to include mentor teachers and identify areas of improvement.</li> <li>10. Evaluate current data collection practice to create a plan for more robust data collection.</li> <li>11. Develop support for aspiring and current principals.</li> <li>12. Expand the Human Resources Fellowship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Working with the Department of Education, identify best practices for recruiting potential teachers before entering college. Explore dual enrollment opportunities to expand pre-educator pathways in high school.</li> <li>2. Work with the Department of Education to develop strategies for creating a pipeline of teachers of color in educator preparation programs, targeting high-need school districts in Louisiana.</li> <li>3. Research the feasibility of teacher loan forgiveness programs and/or additional incentives for teachers in statewide content shortage areas, as well as those at the local level.</li> <li>4. Encourage expanded partnerships with College of Education programs and local school districts to focus on teacher recruitment.</li> <li>5. Connect with states that have implemented teacher recruitment programs that have partnered and received funding support from the business, community and educational organizations.</li> </ol>



# **APPENDIX E: DECEMBER 2021 RECOMMENDATIONS**

<b>Preliminary Recommendations for Recovery</b>	
<b>LDOE</b>	<b>BOR</b>
<ol style="list-style-type: none"> <li>1. Research the reciprocity agreements for certification in other states.</li> <li>2. Study the mentor teacher and residency program and reinstate the statewide work group related to teacher residency.</li> <li>3. Provide research and guidance for teacher well-being support and reducing teacher burnout.</li> <li>4. Reinstitute and implement a statewide new teacher induction program and system support.</li> <li>5. Complete a compensation study including return to work guidance for school districts.</li> <li>6. Study the current educator evaluation system and create a plan to improve the system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore differentiated teaching as a career offering advancement opportunities that encourage teachers to remain in the classroom.</li> <li>2. Partnering with the Louisiana Department of Education, compile research and develop recommendations related to teacher compensation and benefits.</li> </ol>

<b>Preliminary Recommendations for Retention</b>	
<b>LDOE</b>	<b>BOR</b>
<ol style="list-style-type: none"> <li>1. Build strong support strategies for experienced teachers.</li> <li>2. Expand the teacher pipeline supports for aspiring and current principals. Review school culture and strategies to improve working conditions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.</li> </ol>







