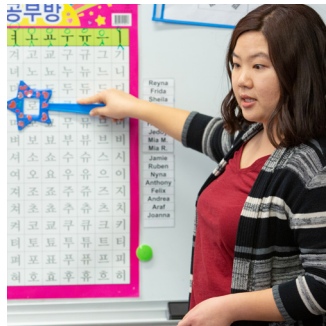




TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE

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
• Support for legislative removal of Praxis Core from Teacher Preparation Provider enrollment and certification requirements, a stated barrier to entry. • Support of increased pay for educators which was provided during the 2021 Legislative session. • Encouragement and support for the passage of legislation to allow for the reemployment of retirees in critical shortage positions. • Initiation of action towards teacher reciprocity and the ability of experienced out-of-state teachers to become certified in Louisiana. • 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. • Through the Minimum Foundation Program, mentor teachers are now rewarded with additional compensation, further supporting the development of veteran teachers.	• Created a real time educator database to understand the immediate workforce needs by districts, region, and the statewide. • 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. • Facilitated listening sessions and distributed a statewide survey to gather perceptions of the workforce from educators. • 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.

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

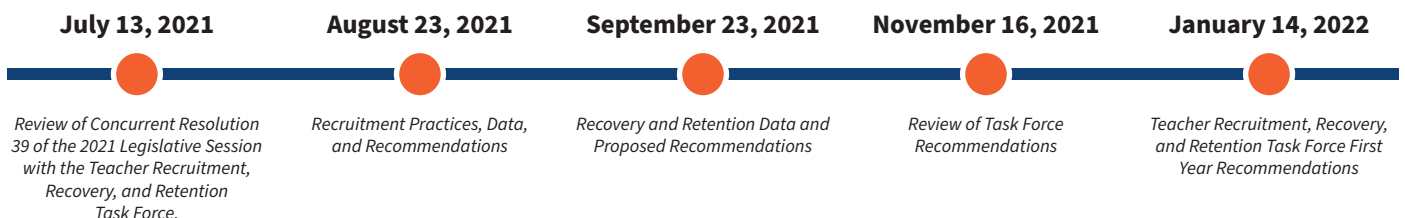
HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)



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.

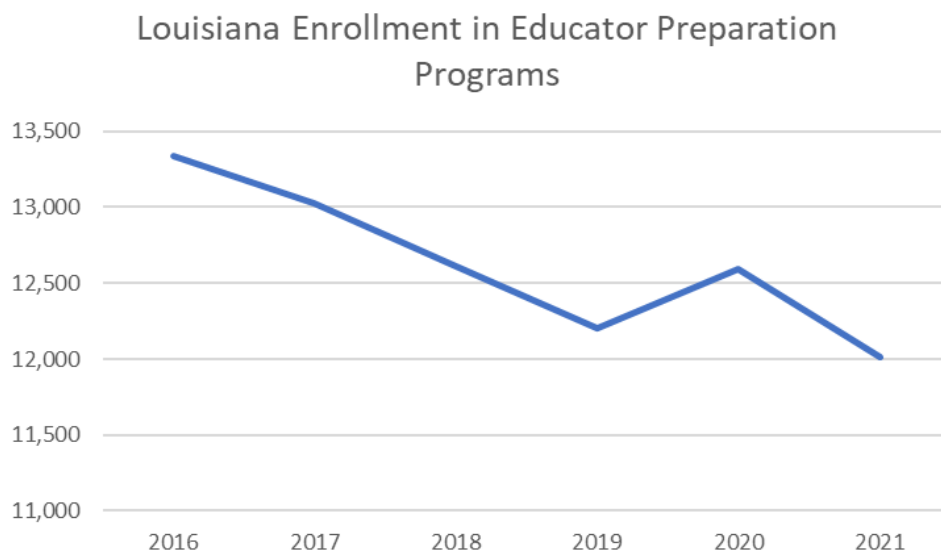
Figure 2. Task Force Timeline 2021-2022



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)*

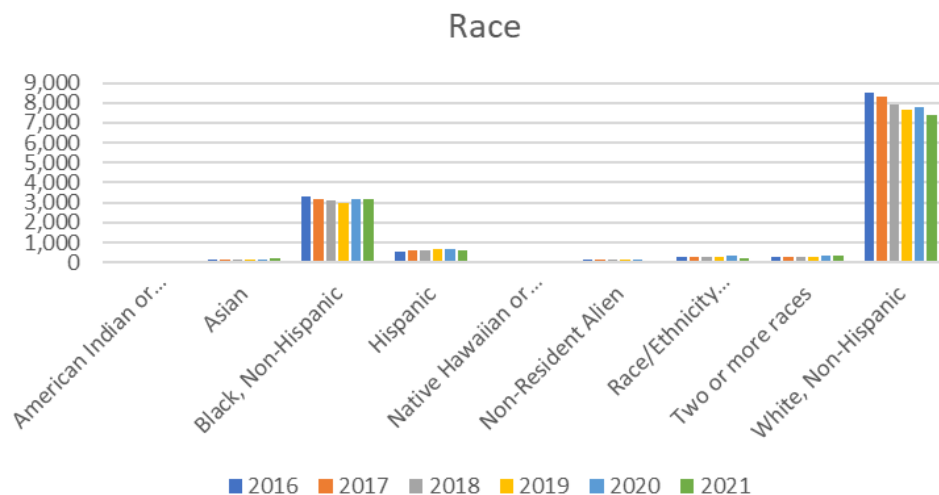


Source: *Statewide Student Profile System, Louisiana Board of Regents, August 13, 2021*

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.

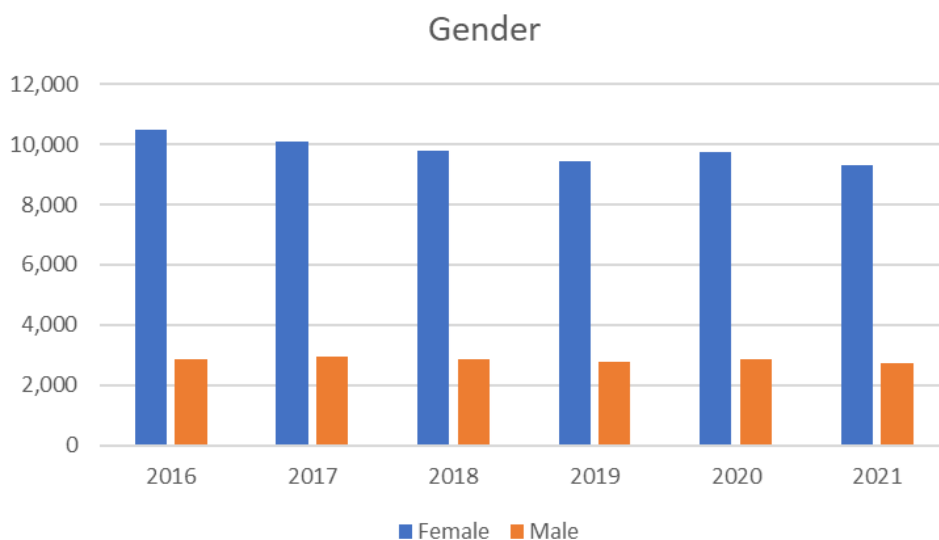
HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)

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

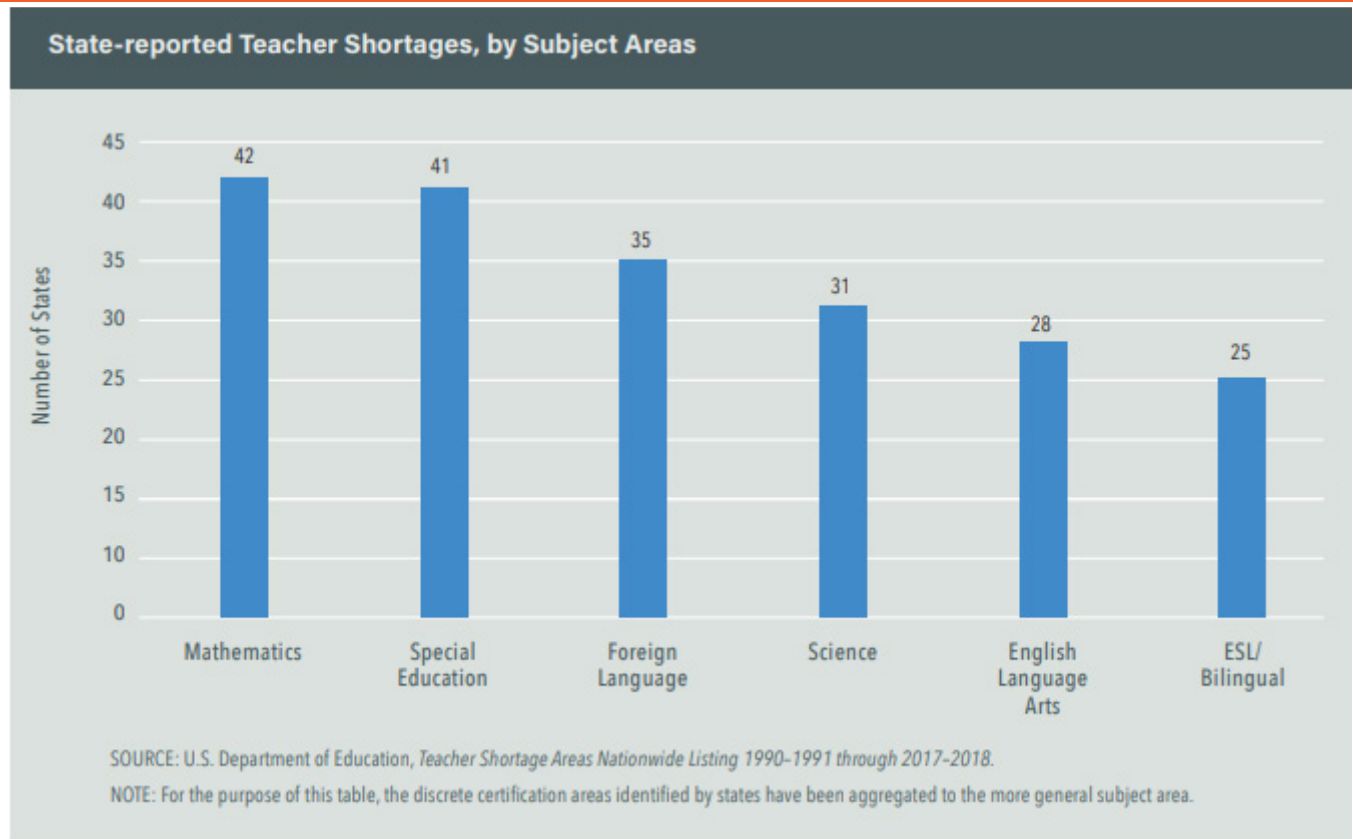
Figure 6. Percentage of Teachers by Certification Type

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.	The Pre-Educator Pathway will be offered in over 90 schools in 46 school systems for the 2022-2023 school year. 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. 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. Additional Fast Forward pathways specific to pre-educators have been made available to high school students.

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.	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. 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. 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. 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.

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.	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. 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. LDOE is working with the Educational Testing Services to determine a timeline for reviewing cut scores for Praxis II exams.

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:

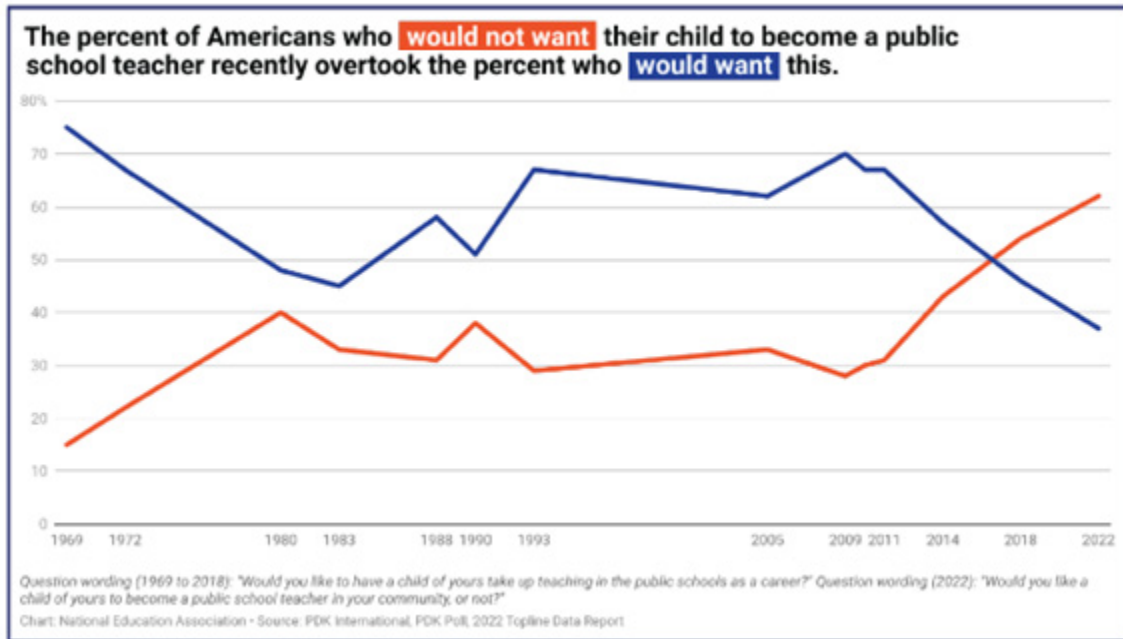
- Traditional Educator Preparation Programs noticed a very slight increase in enrollment from Fall 2021 to Fall 2022.
- Historically Black Colleges and Universities (HBCUs) experienced a 33% increase in enrollment from Fall 2021 to Fall 2022.
- Alternate Certification Programs had a 4% increase in enrollment 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.	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. A Master’s Degree Program Alternative Path to Certification was passed during the 2022 Regular Legislative Session and presented to BESE for policy changes.

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.	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. 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. 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.

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.	The number of credentialed mentors has more than doubled, bringing the total number of mentor teachers in Louisiana to over 1,800. 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.

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.	Educator Workforce Data is now live in EdLink360 for school systems and school leaders. Training has been conducted for school and system leaders to use workforce data to make informed decisions at the school and system levels. A snapshot of Louisiana’s Teaching Workforce will be available in January 2023. Based on the feedback from the field, LDOE will continue to enhance the data provided by EdLink360.

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.	Act 244 of the 2022 Regular Legislative Session amended out-of-state certification reciprocity requirements to increase mobility. The Task Force endorsed the support of the Interstate Teacher Mobility Compact during the 2023 Session.

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.	A survey regarding the current educator evaluation system has received several thousand responses. The CC Network will provide a report this winter. An RFP to help support improvements in the evaluation system will be released this fall, with selected projects expected to be awarded this winter.

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
Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.	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. 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.

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

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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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(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:

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- (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?

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- (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?

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

APPENDIX B: ROSTER OF TASK FORCE

Member	Seat Information
Rep. Mark Wright	(1) The chairman of the House Committee on Education or his designee.
Dr. Esrom Pitre	(2) The chairman of the Senate Committee on Education or his designee
Em LeBlanc Cooper	(3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
Dr. Kim Hunter Reed	(4) The commissioner of higher education or his designee.
Dr. Janet Pope	(5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
Dr. Karen Peace	(6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
Sandy Holloway	(7) The president of the State Board of Elementary and Secondary Education or his designee.
Mike Faulk	(8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
Bruce Chaffin	(9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
Dr. Paula Calderon	(10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
Joy Rimmer	(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
Edward Parks	(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.
Gladys Mouton	(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.
Barry Erwin	(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.
Alex Jarrell	(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.
Sen. J. Rogers Pope	(16) The president of the Senate or his designee.
Rep. Buddy Mincey	(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
RECRUITMENT			
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
RECOVERY			
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
RECOVERY			
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
1. Expand the pre-educator pathway strategy in high schools. 2. Implement a strategy to recruit diversity in the educator workforce. 3. In partnership with Board of Regents, study the impact of Praxis Core and content exams on educator preparation program enrollment. 4. Create a campaign to elevate the teaching profession. 5. Invest and expand the para-to-teacher model. 6. Develop a strategy to attract mid-career professionals into the teaching profession. 7. Study and develop statewide a plan for incentive and compensation model. 8. Develop and implement statewide career ladder for teachers. 9. Study the effectiveness of the current teacher residency model to include mentor teachers and identify areas of improvement. 10. Evaluate current data collection practice to create a plan for more robust data collection. 11. Develop support for aspiring and current principals. 12. Expand the Human Resources Fellowship.	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. 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. 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. 4. Encourage expanded partnerships with College of Education programs and local school districts to focus on teacher recruitment. 5. Connect with states that have implemented teacher recruitment programs that have partnered and received funding support from the business, community and educational organizations.

APPENDIX E: DECEMBER 2021 RECOMMENDATIONS

Preliminary Recommendations for Recovery	
LDOE	BOR
1. Research the reciprocity agreements for certification in other states. 2. Study the mentor teacher and residency program and reinstate the statewide work group related to teacher residency. 3. Provide research and guidance for teacher well-being support and reducing teacher burnout. 4. Reestablish and implement a statewide new teacher induction program and system support. 5. Complete a compensation study including return to work guidance for school districts. 6. Study the current educator evaluation system and create a plan to improve the system.	1. Explore differentiated teaching as a career offering advancement opportunities that encourage teachers to remain in the classroom. 2. Partnering with the Louisiana Department of Education, compile research and develop recommendations related to teacher compensation and benefits.

Preliminary Recommendations for Retention	
LDOE	BOR
1. Build strong support strategies for experienced teachers. 2. Expand the teacher pipeline supports for aspiring and current principals. Review school culture and strategies to improve working conditions.	1. Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.

