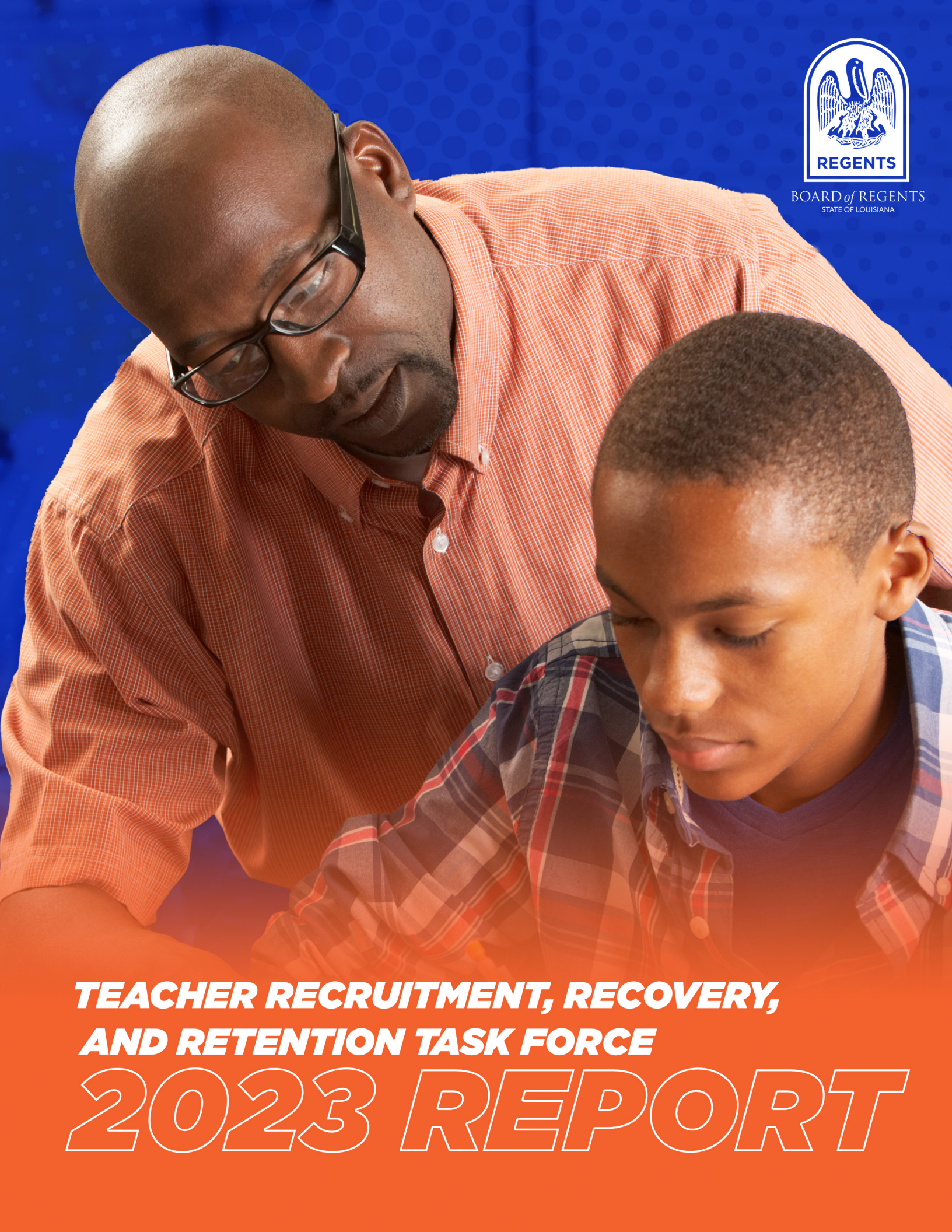




BOARD of REGENTS
STATE OF LOUISIANA



**TEACHER RECRUITMENT, RECOVERY,
AND RETENTION TASK FORCE**
2023 REPORT



Table of CONTENTS

Task Force Welcome	3
House Concurrent Resolutions No. 39 (2021) and No. 17 (2023)	5
Major Accomplishments.....	6
Recruitment Updates.....	9
Recovery Updates	13
Retention Updates.....	15
Next Steps	18
Appendix A: HCR No. 39.....	19
Appendix B: HCR No. 17.....	24
Appendix C: LDOE’s Birth-Grade 12 System Planning Process	26
Appendix D: Task Force Roster.....	27
References.....	28

List of Figures

Figure 1. Louisiana Teachers in Traditional and Charter School Systems	3
Figure 2. Task Force Timeline, 2022-2023.....	5
Figure 3. Education Preparation Program Enrollment in Louisiana	9
Figure 4. Enrollment in Alternate Certification Programs in Louisiana.....	10
Figure 5. Percentage of Teachers by Certification Type.....	10
Figure 6. Dual Enrollment in Pre-Educator Pathway.....	11
Figure 7. Dual Enrollment in Louisiana	11
Figure 8. Sample Social Media Template.....	13
Figure 9. Registered Apprenticeship in Teaching Process	14
Figure 10. Teacher Content Area Survey Question.....	16
Figure 11. Teacher Satisfaction Survey Question.....	16

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IMAGE SOURCES (Interior): Allison Shelley/EDUimages, Louisiana Board of Regents, Louisiana Department of Education



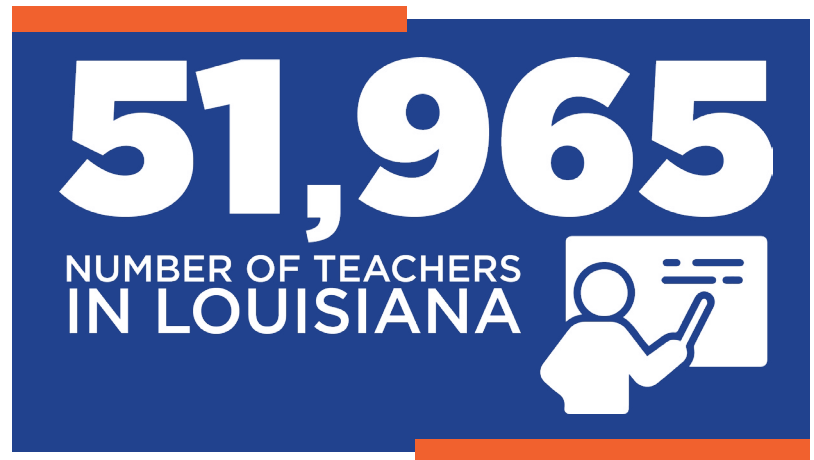
Task Force **WELCOME**

The teaching profession is the profession that makes all other professions possible, so teachers have a unique opportunity to help shape the futures of Louisiana’s citizens. The good news is that there are more teachers now than before the pandemic, but we know teacher vacancies still exist across the state. According to the Louisiana Department of Education, in 2023 the state has 51,965 teachers in traditional and charter systems across its K-12 traditional public ecosystem.

The Louisiana Legislature has played a crucial role in supporting the Teacher Recruitment, Retention, and Recovery Task Force. Since the establishment of the Task Force in 2021, the Louisiana Legislature has supported several actions in response to its work, including:

- Increasing pay for educators during the 2022 and 2023 Regular Legislative Sessions;
- Initiating action to allow experienced out-of-state teachers to become certified in Louisiana through teacher reciprocity. Act 244 of the 2022 Regular Legislative Session removed the requirement of one year of in-state teaching experience for educators qualifying for exam exclusion, and out-of-state educators meeting other certification requirements will be issued a three-year provisional certificate;
- Providing additional compensation through the Minimum Foundation Program for mentor teachers, thereby supporting the development of veteran teachers;
- Removing the Praxis Core requirement for entry into a postsecondary education teacher preparation program and initial licensure;
- Establishing the GEAUX Teach program, which provides scholarships to students enrolled in teacher preparation programs or alternative certification programs approved by the Board of Elementary and Secondary Education (BESE) at postsecondary education institutions within the state;
- Requiring any additional training for teachers to either provide compensation or elimination of another training requirement as stated in Act 569 of the 2022 Regular Legislative Session; and
- Mandating in law the creation and maintenance of a database of training for professional teachers by the State Department of Education (Act 338 of the 2022 Regular Legislative Session).

Figure 1. Louisiana Teachers in Traditional and Charter School Systems.



Source: Louisiana Department of Education, 2023



Task Force **WELCOME**

In 2024, the Task Force identified the following priorities as areas of focus in need of support:

- **Teacher Compensation:** In 2023, the Louisiana Department of Education released a statewide compensation study. Results showed that the state must do more on this front to make the teaching profession competitive and provide differentiated compensation options at the local level.
- **Strengthening the Educator Pipeline:** Improving the quality and impact of entry points on the pipeline is paramount for long-term success and sustainability. School system leaders and preparation providers must be supported and included in recruitment and retention efforts specific to their local contexts. Utilizing, with compensation, teacher leaders and other aspiring leader roles on the career ladder is an investment worth making.
- **Continued Elevation of the Teaching Profession:** To encourage more interest in and willingness to enter the teaching profession, efforts are needed to continue to elevate the teaching profession, promote the nobility of this profession, and spotlight the positive impact each teacher has on Louisiana's students.

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



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



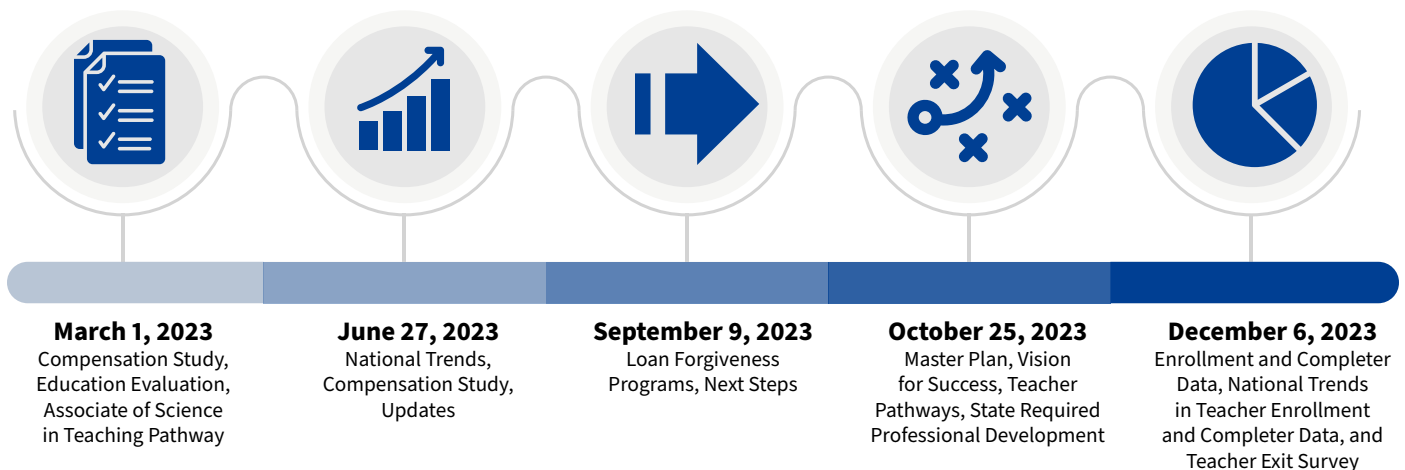
House Concurrent RESOLUTIONS

House Concurrent Resolution No. 39 of the 2021 Regular Session (Appendix A), created the Teacher Recruitment, Recovery, and Retention Task Force (Appendix D). House Concurrent Resolution No. 17 of the 2023 Regular Session (Appendix B) extended this Task Force further.

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. This report highlights the strategies, success, and policies that have been proposed and enacted through the recommendations of this Task Force.

To provide an overview of the work of this Task Force this report is organized by the major accomplishments followed by further detail of new initiatives in support of recruitment, retention and recovery.

Figure 2. Task Force Timeline, 2022-2023.





Major Accomplishments

Recruitment

The Task Force has supported many recruitment strategies such as the Pre-Educator Pathway, Para-to-Teacher Model, and Compensation to create a teacher pipeline.

Pre-Educator Pathway

Goals	Progress
The pre-educator pathway course was taught in 50 schools/school systems in 2022-2023.	In 2022-2023, 70 schools offered the pre-educator pathway.
At least 1,000 students are participating in the pre-educator program statewide.	In 2022-2023, 1,096 students were enrolled in the pre-educator pathway.
By the 2022-2023 school year, 50% of students enrolled in the pre-educator pathway will be students of color.	In 2022-2023, 51% of students were students of color.

The goal for 2023-2024 is to have the program offered in 90 schools with 1,300 students enrolled.

Para-to-Teacher Model

Goals	Progress
The para-to-teacher model will increase by 75 participants each year.	331 new Louisiana school system employees are enrolled in the para-to-teacher model to begin coursework in Fall 2023.
New enrollees in the para-to-teacher model will be 40% candidates of color in 2023-2024.	49% of the 2023-2024 para-to-teacher cohort are candidates of color.

Compensation

Goals	Progress
Additional compensation for teacher leaders (Content Leader, Mentor Teacher) will be included in the Minimum Foundation Program formula.	The Mentor Teacher Stipend of \$2,000 is now included in the Minimum Foundation Program formula.
Use the Compensation and Incentives Study to Increase Educator Pay in Louisiana.	A \$2,000 (teacher) / \$1,000 (support staff) stipend was provided along with \$25M in differentiated compensation funds for school systems to compensate educators for 2023-2024.

Recovery

The career pipeline and fellowships available in both Human Resources and New Principals have increased the numbers of credentialed mentor teachers and aspiring school leaders.

Career Pipeline

Goals	Progress
The number of certified Mentor Teachers will increase by 1,000, from 1,854 to 2,854, by July 2023.	As of July 2023, there are 2,633 credentialed mentors working in schools, an increase of 779 this year.
The number of school systems serving as employers and the number of educator preparation programs serving as providers for registered apprenticeships will increase by 20 percentage points annually.	The first Registered Apprenticeship in Teaching with the Department as the sponsor was submitted for approval in August. The upcoming academic year, 2023-2024, will focus on expanding the apprenticeship program.

Fellowships

Goals	Progress
80% of school systems represented in the Recruitment & Retention (HR) Fellowship will see an increase in overall retention rates in the school system.	Retention rates will be released with the Workforce Snapshot in January 2024.
33% of the Aspiring Principal Fellows will have moved into a leadership position upon successful completion of the program.	90% of Cohort 1 Aspiring Principal Fellows are currently serving in a school leadership position (Principal, Assistant Principal, Master Teacher, etc.).

Retention

Goals	Progress
By the end of 2026, the statewide retention rate will be 88% or higher annually.	The current statewide retention rate increased 2 percentage points , from 84% to 86%.
By the end of 2026, the statewide retention rate of teachers with less than two years of experience will be 88% or higher annually.	The current statewide retention rate of first-year teachers increased 5 percentage points , from 78% to 83%.
400 new teachers will be enrolled in the New Teacher Experience annually.	In 2022-2023, 415 new teachers enrolled in the New Teacher Experience.
At least 15 school systems will commit to participate in the 2023-2024 Evaluation Pilot Year.	17 school systems are participating in the pilot.
17 schools/school systems will participate in the system-level New Teacher Experience pilot.	17 school systems are participating in the pilot.
125 school leaders will administer a school environment survey and use the results to build a plan to improve working conditions in 2023-2024.	150 school leaders signed up to administer a school environment survey and use the results to build a plan to improve working conditions.



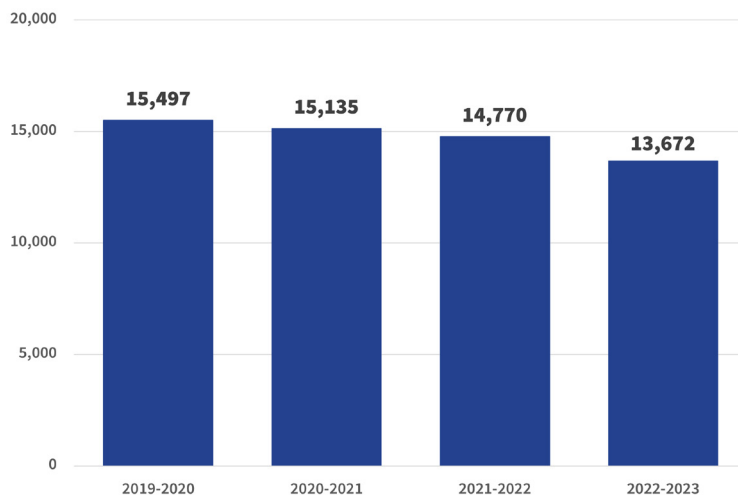
🔍 Recruitment Updates

One of the key themes of the Task Force is reviewing and encouraging adoption of innovative ways to recruit more educators into the profession. The following section details enrollment trends and efforts related to allowing students to experience education courses while in high school as well as efforts to support compensation growth once a teacher is in the profession.

Overall Teacher Preparation, Enrollment and Completion Trends

In the United States, enrollment in educator preparation programs nationally has decreased by 30% over the past decade, with 591,000 people enrolled in Educator Preparation Programs in academic year 2020-2021 compared to 888,000 in 2010-11 (Saenz-Armstrong, 2023). The total number of completers has also fallen by more than 25%. However, both enrollment and completion have seen an 8% recovery nationally in academic year 2020-21 compared to pre-pandemic levels in 2018-2019 (Saenz-Armstrong, 2023).

Figure 3. Educator Preparation Program Enrollment (Public and Private) in Louisiana.

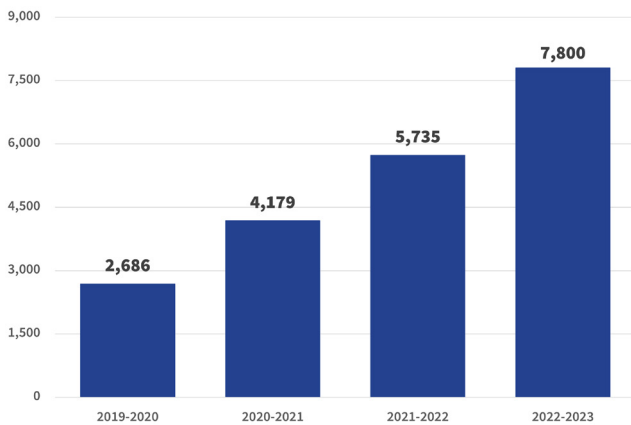


Source: Louisiana Department of Education, 2023

The trend of declining enrollment in Educator Preparation Programs (EPP) is experienced in both public and private programs in Louisiana, particularly in mathematics, science, and special education (Louisiana Board of Regents, 2023). Enrollment in traditional educator preparation programs has declined by approximately 8% in the last four years. Further, it is important to address the recruitment and retention of educators of color, as they face unique challenges in pursuing education careers (Louisiana Department of Education, 2023). The Task Force was established to investigate various factors that affect enrollment in educator preparation programs, teacher career longevity, changes in school culture, teacher retirement, and more (Louisiana Board of Regents, 2023).

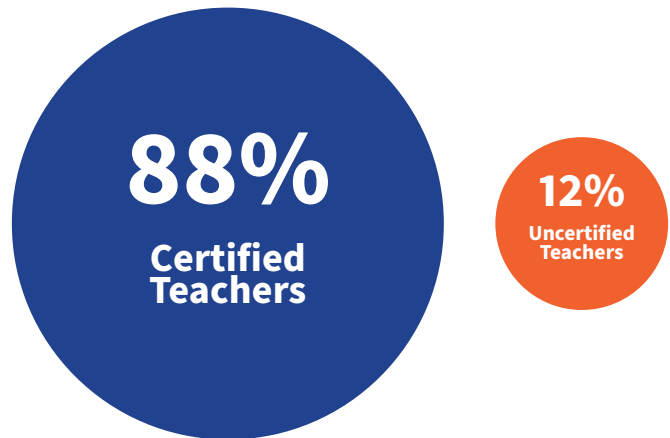
The majority of the recovery in educator preparation enrollment and completion can be attributed to alternative route programs (Saenz-Armstrong, 2023). Between the 2019-2020 and 2020-21 academic years, enrollment and completion nationally in alternative EPPs increased by 20% and 16% respectively, while in Louisiana we have seen a 36% increase (Saenz-Armstrong, 2023). These data suggest that alternate EPP’s are becoming increasingly popular among aspiring teachers, potentially due to their flexibility and accessibility.

Figure 4. Enrollment in Alternate Certification Programs in Louisiana.



Source: Louisiana Department of Education, 2023

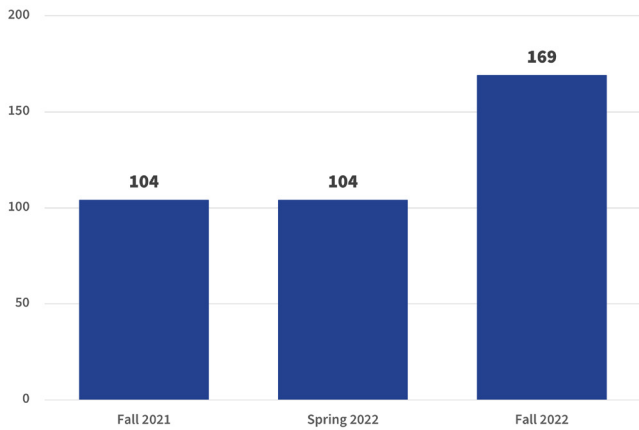
Figure 5. Percentage of Teachers by Certification Type.



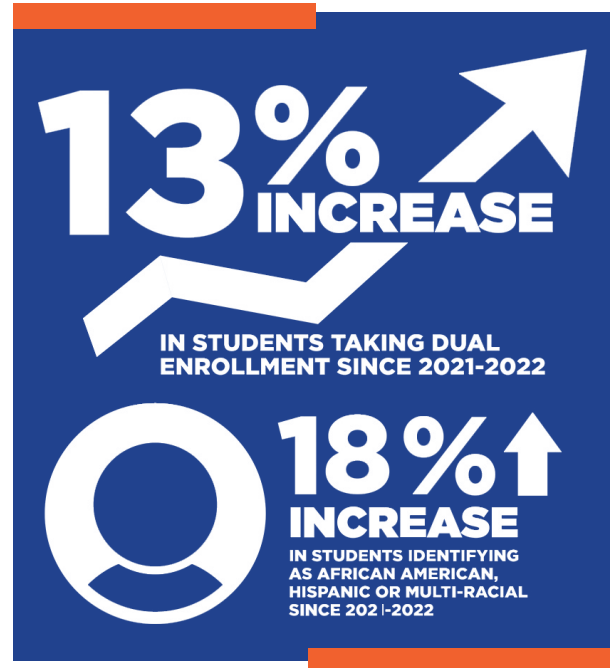
Source: Louisiana Department of Education, 2023

In order to increase the number of individuals entering the teaching pipeline, the Task Force has recommended several strategies such as the Pre-Educator Pathways, the Para-to-Teacher Model, and Compensation models. Since the Fall of 2021, the Pre-Educator Pathway has experienced significant growth, with a notable 62% increase in students expressing interest in pursuing a career in teaching.

Figure 6. Dual Enrollment in Pre-Educator Pathway. **Figure 7.** Dual Enrollment in Louisiana.



Source: Louisiana Board of Regents, 2023



Source: Louisiana Board of Regents, 2023

Compensation

The [Teacher Recruitment and Retention Compensation Study](#) was conducted to provide a report on the current state of total compensation and incentives for educators in Louisiana. This study was designed to include three central components: 1) a compensation and incentives survey of local school systems across Louisiana, 2) a regional comparative report of teacher compensation and incentives including Louisiana and other southern states, and 3) a national comparative report summarizing state-level teacher recruiting and retention practices (financial and non-financial incentives) utilized in states across the nation.

The [Teacher Recruitment and Retention Compensation Study](#) outlines recommendations that were developed based upon analysis of the findings of this three-part study. The purpose of the recommendations is to support the state and Louisiana’s local school systems in their efforts to address the teacher shortage. As a part of the work with SSA Consultants, seven school systems were chosen to receive targeted support related to the Compensation and Incentives Study.

These school systems have been chosen to receive specialized support from SSA Consultants to enhance compensation and incentives within their local educational institutions. The aim is to provide individualized support in understanding key issues related to compensation and identify compensation and incentives strategies to improve the recruitment and retention efforts in their local systems. Additionally, there will be a focus on offering and promoting differential teacher pay systematically.

School systems were selected based on the following criteria:

- Did not increase academic performance in 2022-2023;
- Had a starting teacher salary below \$42,000; and
- Had a teacher retention rate below the 2021-2022 statewide average of 86%.

The targeted support provided to the selected school systems will help them to identify opportunities to update and change elements of local compensation and incentives to improve teacher recruitment and retention in their local systems.

The selected school systems will receive the following support at **no cost** to their school system:

- **Overview/Discovery Session.** This session includes a full presentation of the Compensation and Incentives Study along with a question-and-answer period. The session concludes with the school system identifying key issues and compensation priority areas of interest.
- **Roundtable Session.** This session includes a presentation and discussion of the SSA-developed suggestions/recommendations based on the overview/discovery session. The school system will receive practical, viable ideas to consider related to compensation and incentives.
- **Coaching sessions.** Eight (8) hours of consulting assistance will include additional research and analysis, problem-solving, coaching, and recommendations to develop in local school system.

Aspiring Principal Fellowship and Recruitment and Retention Fellowship

The Aspiring Principal Fellowship has grown since 2021, as 70 total fellows have completed the program since 2021, with an additional 50 participants selected for the 2023-2024 school year.

The Recruitment and Retention Fellowship has been expanded to a fourth year, with 17 applicants having been selected to participate in the 2023-2024 cohort. This brings the total of Recruitment and Retention fellows to 70, representing 35 different school systems across the state.



Recovery Updates

The number of teachers remaining in the field is a consistent challenge. The following section details strategies such as the marketing toolkit and Registered Apprenticeships to support the recovery of the teaching profession in Louisiana.

Elevating the Profession: Marketing Toolkit

In an effort to better support the varying needs among schools and school systems in Louisiana, LDOE has developed a marketing toolkit. The toolkit will aim to aid marketing and communications initiatives such as promoting the school system’s accomplishments, attracting families and staff members, and improving the school system’s visibility and reputation within the community.

The Department will also identify and provide targeted support for school systems that need additional assistance in developing and implementing marketing strategies to improve their recruitment and retention rates.

The marketing toolkit will provide school systems with the following:

- **Social Media Strategy & Templates**
 - 12-month content calendar with overarching content categories and posting cadence recommendations for a calendar year.
 - A series of social media templates that schools/systems can update with relevant information and branding specific to their school.
- **Marketing Collateral Templates**
 - Series of templates for the school systems to utilize such as brochures, fliers/fact sheets, postcards, etc.
- **Advertising Templates**
 - Two print ad templates, two digital ad templates, and two outdoor billboards.

Figure 8. Sample Social Media Template.



Source: Louisiana Department of Education, 2023

Registered Apprenticeship in Teaching

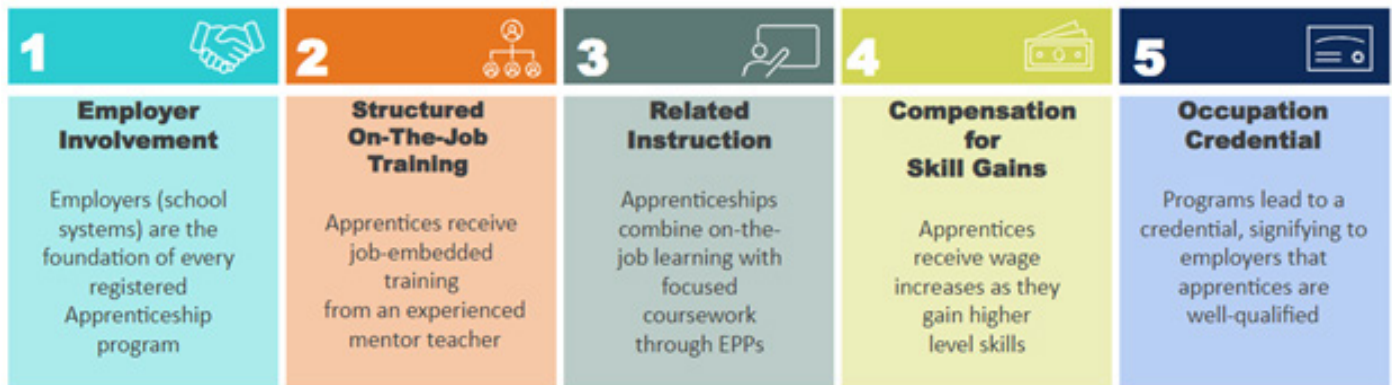
In August, the Department submitted to the Louisiana Workforce Commission the first competency-based registered apprenticeship in teaching in partnership with Tangipahoa Parish Schools and Southeastern Louisiana University.

Registered apprenticeship programs can be used to establish, scale, and build on existing high-quality pathways into teaching that emphasize classroom-based experience. Once established, registered apprenticeships can leverage financial resources from the U.S. Departments of Education and Labor as well as state workforce financial resources to support this career pathway.

Upon approval of the first registered apprenticeship in teaching application, the Department, in partnership with the National Center for Grow Your Own, will provide an informational webinar to both school systems and teacher preparation providers to offer background information and the next steps on the apprenticeship model.

The Department will also work with the Louisiana Workforce Commission on state and local workforce funding to support the registered apprenticeship in teaching programs across the state.

Figure 9. Registered Apprenticeship in Teaching Process.



Source: National Center for Grow Your Own (www.ncgyo.org)

Retention Updates

There is no single factor that drives teachers to leave or to stay. Recognizing this, the Teacher Recruitment, Recovery, and Retention Task Force has supported several strategies (Appendix C) to drive retention, such as The New Teacher Experience, The New Teacher Survey, LEAN Practices for School Leaders, Principal Coaching and Supports, and a Human Capital Handbook.

The New Teacher Experience

The [New Teacher Experience](#) is a comprehensive induction program that offers multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The New Teacher Experience provides both direct support to teachers and system support to improve student achievement by improving beginning teacher effectiveness and teacher retention.

- Professional Learning Modules
- Affinity Groups
- Mentor Teachers
- New Teacher of the Year Program

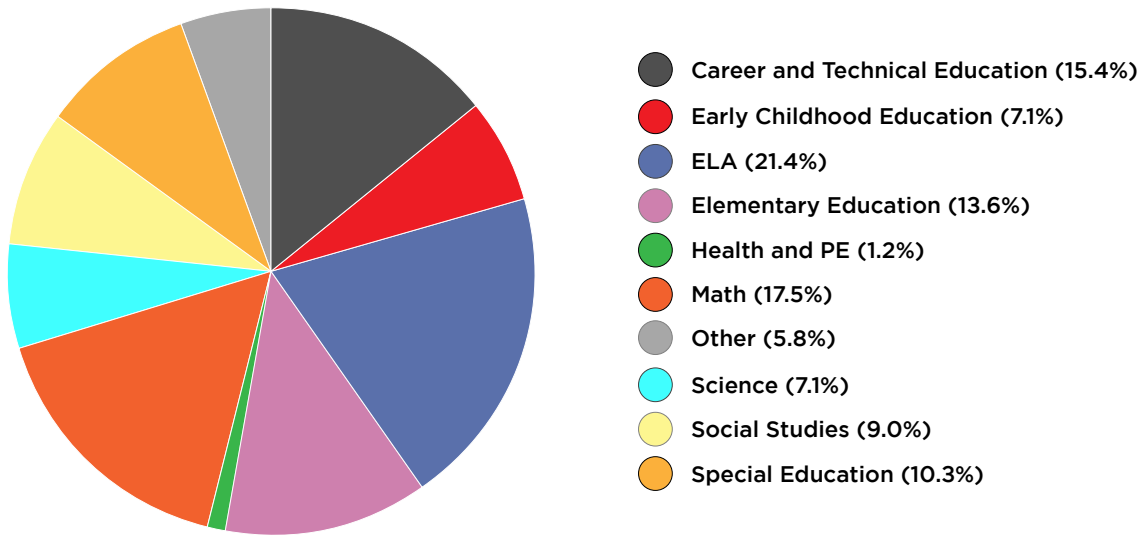


The New Teacher Survey

The purpose of the New Teacher Survey was to learn more about the experiences of new teachers across the state. This survey was available to all second-year teachers, who were asked questions about their experiences with recruitment and retention.

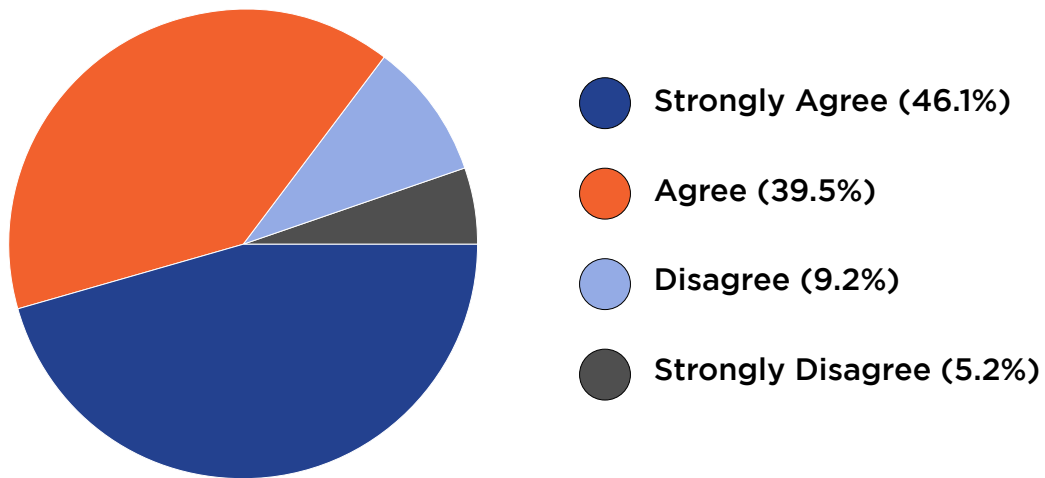
- 90 percent of teachers agreed that they were provided clear expectations around their job and how performance would be evaluated.
- 85 percent of teachers agreed that their school/school system offered opportunities for advancement and promotion.
- 89 percent of teachers saw themselves teaching at their current school in 1-5 more years.
- 55 percent of teachers saw themselves teaching at their current school in 11-15 more years.
- 50 percent saw themselves teaching at their current school for 16+ years.

Figure 10. Survey Question: What content area did you teach in 2022-2023? [154 responses]



Source: Louisiana Department of Education, 2023

Figure 11. Survey Question: I am generally satisfied with being a teacher at my current school. [152 responses]



Source: Louisiana Department of Education, 2023

LEAN Practices for School Leaders

LEAN for Education Leaders Training: A session for school principals was held at the Teacher Leader Summit as an introduction to LEAN practice applications in the context of a school setting. Participants left the session with specific tools they can begin to implement in their schools focused on eliminating waste, thus increasing efficiency for educators.

LEAN for Education Leaders Collaborative: A collaborative is being held in the fall for 40 school leaders. Participants in the collaborative will receive an overview of the LEAN practices and be asked to begin a LEAN initiative within their school and will also receive coaching periodically throughout the collaborative.

- Four separate 90-minute “live” webinars scheduled ~3 weeks apart.
- Participant training tools and access to the electronic LEAN toolkit.
- Customized recommendations and three coaching calls to assist in integrating and implementing LEAN tools in current school practices.

Upbeat Principal Coaching Support for Environment and Morale

The Department is partnering with Upbeat, a company that specializes in the engagement and retention of teachers and staff by providing a unique research-based employee survey and coaching services. This partnership is designed as a part of the state’s recruitment and retention strategy to support school leaders in establishing positive, inclusive schools that foster strong retention and staff morale.

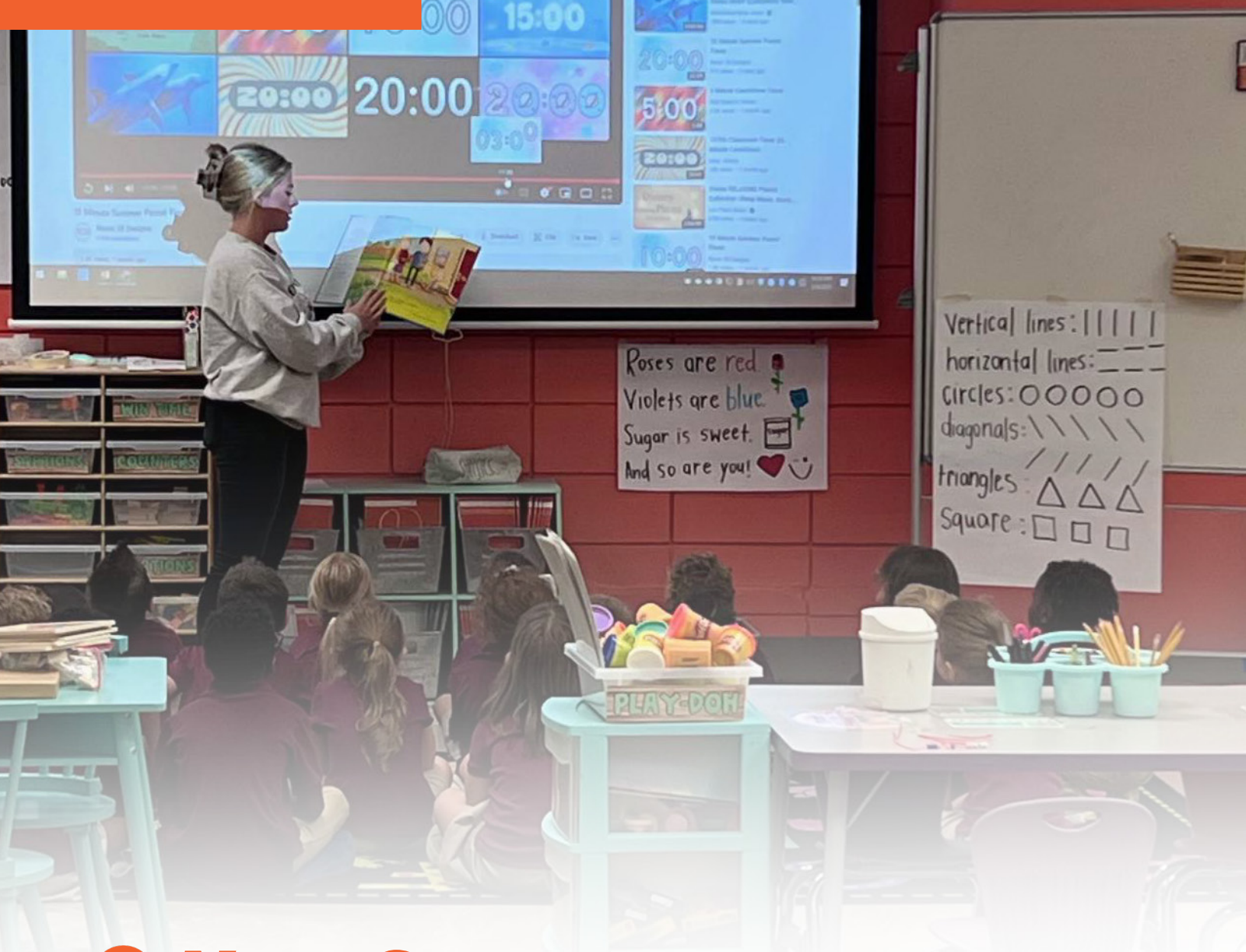
The Upbeat team will administer an expert-designed, research-based survey twice a year, once in the fall and then again in the spring, for 125 schools in Louisiana at no cost to the school/system. After each survey administration, an Upbeat coach, all of whom are experienced administrators, will work with school system leadership teams and school administrators to analyze the results, identify strengths, and develop action plans to address areas identified for improvement.

Human Capital Handbook and Professional Learning

The Department is working with national nonprofit the Urban Schools Human Capital Academy, to develop a Human Capital Handbook and trainings that provide school systems with information, strategies, and tools to improve human capital systems on the following topics:

- Use of data to drive decision-making and measure progress/impact
- Recruitment strategies
- Hiring and selection (including projection analysis)
- New teacher support/induction
- Principals as human capital leaders
- Retention & career management strategies (including succession planning)
- Sustainable staffing strategies
- The cycle of driving improvement





»» *Next Steps*

In conclusion, the Louisiana Legislature’s establishment of the Teacher Recruitment, Recovery, and Retention Task Force (TRRR) demonstrates its commitment to addressing the challenges facing the education sector. Through the Task Force’s efforts, progress has been made in key areas such as increased pay for educators, teacher reciprocity, and support for mentor teachers. The extension of the Task Force’s work reflects the ongoing dedication to enhancing the teaching profession, strengthening education and filling vacancies.

In addition in 2024, the Department of Education has set goals specific to recruitment and retention of the workforce. For example, by the end of 2026, it has set a goal of 85% of certified teachers teaching in their field, and educators of color comprising 42% of Louisiana teachers.

Moving forward, the Task Force (Appendix D) has identified priorities for 2024, including teacher compensation, strengthening the educator pipeline, and promoting the nobility of the teaching profession. The Louisiana Legislature’s support and collaboration are crucial in implementing these recommendations and attracting skilled educators to meet the state’s education needs.

Appendix A

House Concurrent Resolution No. 39 (2021)

ENROLLED

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

Appendix A

House Concurrent Resolution No. 39 (2021)

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.

Appendix A

House Concurrent Resolution No. 39 (2021)

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

House Concurrent Resolution No. 39 (2021)

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

House Concurrent Resolution No. 39 (2021)

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?

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

Appendix B

House Concurrent Resolution No. 17 (2023)

H.L.S. 23RS-139

ENGROSS
HCR NO.

1 BE IT FURTHER RESOLVED that the task force shall submit written reports of
2 findings and recommendations.

3 BE IT FURTHER RESOLVED that the reports shall be submitted to the govern
4 the state superintendent of education, the House Committee on Education, the Sen
5 Committee on Education, the president of the State Board of Elementary and Second
6 Education, and the commissioner of higher education by February 1, 2024, and February
7 2025.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HCR 17 Engrossed

2023 Regular Session

Min

Continues the Teacher Recruitment, Recovery, and Retention Task Force created by HCR No. 39 of the 2021 R.S.

Appendix C

Louisiana Department of Education's Birth-Grade 12 System Planning Process

Each year, school systems and lead agencies plan for how to improve student learning in the coming year. This process is aligned with our Vision for Success and involves:

- Reviewing student achievement and progress data, establishing priorities,
- Aligning budgets to these priorities, and
- Using all available funding sources.

Super App is the single birth through graduation plan that, when approved, gives each school system access to federal formula and competitive dollars and fulfills the federal requirement for each school system's ESSA plan.

This application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR), Urgent Intervention Required - Academics (UIR-A), and Urgent Intervention Required - Discipline (UIR-D) sites.

School systems with CIR and UIR schools have requirements in order to have an approved plan and unlock funding. This year, school systems will be required to implement at least two career pipeline strategies of the state's recruitment and retention strategy at the local level (see last bullet).

Strategy 1: Enroll paraprofessionals in the para-to-teacher training program.

Strategy 2: Enroll new teachers in the New Teacher Experience.

Strategy 3: Apply for a registered apprenticeship in teaching.

Strategy 4: Increase compensation for employees.

Strategy 5: Partner with an educator preparation program to increase certification rates.

Strategy 6: Implement or expand the Pre-Educator Pathways in high schools.

Strategy 7: Enroll the Human Capital Leader in the Recruitment and Retention Fellowship.

As part of the application, systems will utilize the EdLink Workforce and Vacancy Dashboards to input workforce data for their school system along with selecting at least two strategies to improve recruitment and retention. Systems will receive funding for implementation.

These plans are due in January 2024, and approval and funding will be implemented in April 2024. These plans will be implemented by school systems during the 2024-2025 school year.

Appendix D

Task Force Roster

Member	Seat Information as listed in statute
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.
Kenyotta Williams	(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.
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 Jerrell	(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.

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