



BOARD of REGENTS
STATE OF LOUISIANA



LOUISIANA TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE 2024 REPORT

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IMAGE SOURCES (Covers): University of Louisiana at Lafayette

IMAGE SOURCES (Interior): Grambling State University, Leslie Westbrook/The Acadiana Advocate, Louisiana Board of Regents, Louisiana Department of Education



Task Force Welcome

We are honored to present the annual report of the Louisiana Teacher Recruitment, Recovery, and Retention (TRRR) Task Force, which details the strategic initiatives and progress made to enhance educator recruitment, recovery, and retention in our state. As we navigate the challenges in the education sector, this document serves as a comprehensive overview of our strategies, goals, and measurable outcomes aimed at fostering a robust teaching workforce.

Louisiana has seen a positive increase in the number of teachers, reaching 52,208 in 2024 – an increase of 843 from the previous year. This includes educators in both traditional and charter schools within the K-12 public system. However, teaching vacancies persist, indicating ongoing challenges in recruitment and retention. These shortages can negatively affect student learning and educational quality. To address this, effective strategies such as offering incentives, enhancing professional development, and improving working conditions are essential, along with continuous monitoring of teacher supply and demand.

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

- Act 244 of the 2022 Regular Session initiated action to enable experienced out-of-state teachers to become certified in Louisiana.
- Additional compensation was provided through the Minimum Foundation Program for mentor teachers;
- The Praxis Core requirement for entry into a postsecondary education teacher preparation program and initial licensure was removed;
- The Geaux Teach program was established to provide scholarships to students enrolled in teacher preparation programs or alternative certification programs at postsecondary education institutions within the state that have been approved by the Board of Elementary and Secondary Education (BESE);

- Act 569 of the 2024 Regular Session requires teacher training initiatives to either provide compensation or eliminate another training requirement;
- Act 338 of the 2024 Regular Session mandated the creation of a database of training for professional teachers by the State Department of Education;
- Act 311 of the 2024 Regular Session requires schools to provide additional compensation for teachers and school employees under certain circumstances, recognizing the extra efforts and responsibilities they undertake;
- Act 313 of the 2024 Regular Session bans cell phone use by students on campus, aiming to minimize distractions and enhance the learning environment;
- Act 771 of the 2024 Regular Session provides high-dose tutoring for students who failed to achieve mastery on statewide assessments in reading and/or math, or who performed below grade level on literacy or numeracy screenings in the current academic year, ensuring targeted support for struggling learners;
- Act 716 of the 2024 Regular Session established that no requirement that increases the uncompensated training burden on professional teachers shall take effect. Additional training requirements can only be implemented if participating teachers are compensated or the training offset by the elimination of another requirement of equal time. The Louisiana Department of Education maintains a list of instructional requirements not covered by state content standards and reports to the House and Senate Committee on Education every five years; and
- Act 337 of the 2024 Regular Session lowers the allowable expulsion age from 16 to 13 for students found in possession of a firearm, tightening regulations that enhance school safety.

These legislative changes reflect a commitment to improving the teaching profession, supporting student learning, and ensuring a safer and more effective educational environment. New initiatives are designed not only to recruit new educators but also to ensure their long-term success and retention within the profession. We believe that by fostering an environment that values and supports our educators, we can significantly enhance student outcomes across Louisiana.

We encourage you to review this report in detail, as it reflects the ongoing dedication to elevating the teaching profession in Louisiana and the steadfast commitment of our Task Force members.



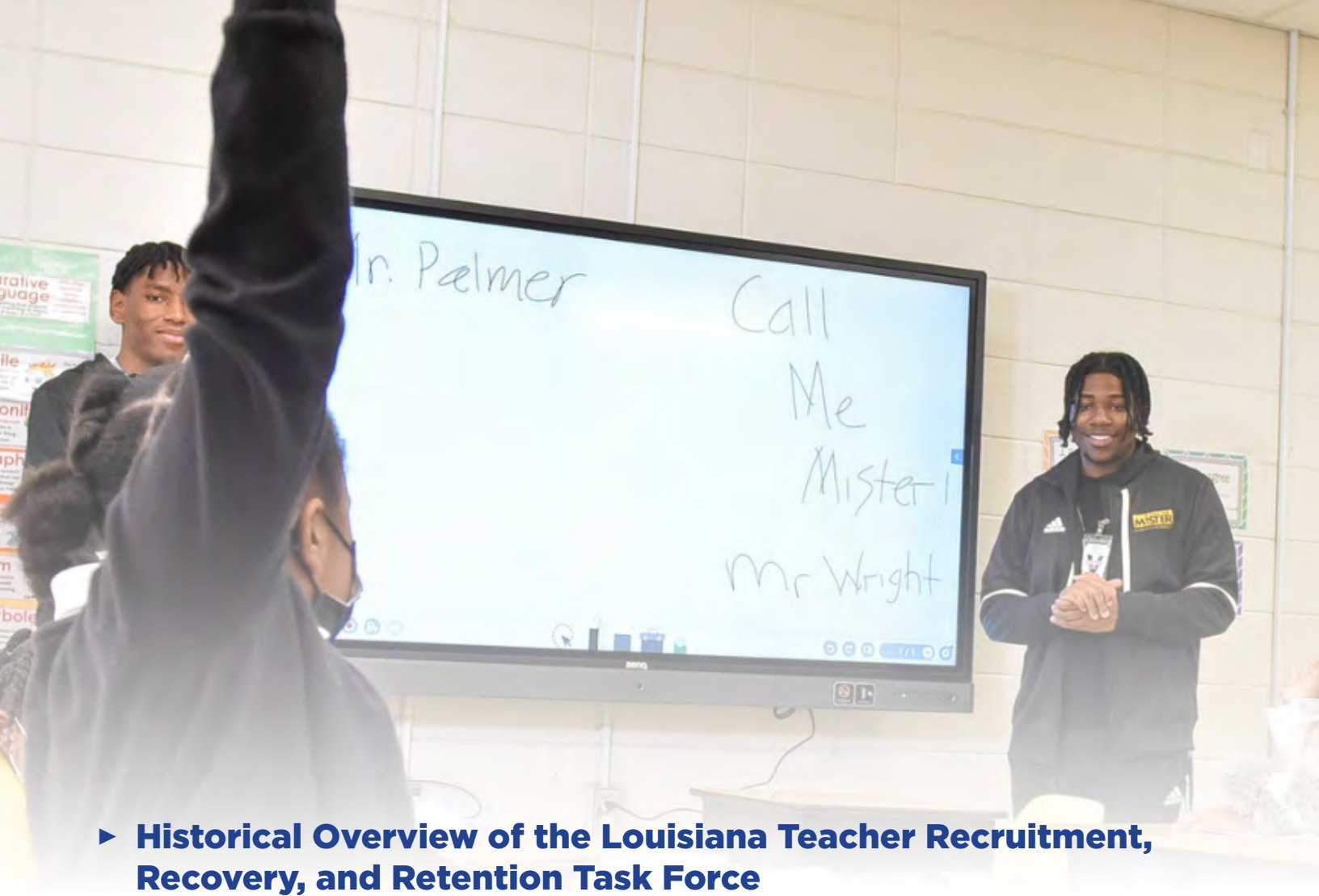
Barry Erwin

Co-Chair, TRRR Task Force
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► Historical Overview of the Louisiana Teacher Recruitment, Recovery, and Retention Task Force

Since its inception in 2021, the Louisiana Teacher Recruitment, Recovery, and Retention Task Force has played a crucial role in addressing persistent shortages of well-prepared teachers – especially in specific content areas, grades, and geographies – by using its authority to research and develop a good understanding of challenges facing the Louisiana teacher workforce and mobilizing critical policy recommendations so that more individuals, especially those from marginalized backgrounds, are able to access excellent training to enter and persist in the teaching profession.

Established by [House Concurrent Resolution No. 39](#), the Task Force set out with two overarching goals: to combat declining enrollment in educator preparation programs (EPPs) and to develop strategies for increasing teacher retention across Louisiana. The Task Force has acted as a catalyst for meaningful reform by fostering collaboration between the Louisiana Board of Regents (BOR), Louisiana Department of Education (LDOE), state legislators, local school and system leaders, and other educational stakeholders (e.g., unions, nonprofits, business community). The work of the Task Force was bolstered by its partnerships with national and state research and policy leaders including Deans for Impact and SSA Consultants; local leaders, including Call Me MiSTER administrators at Grambling State University; and dual enrollment program leads in several school districts. All of these partners are innovating around areas relevant to the work of the Task Force and played an important role in shaping recommendations put forth by the Task Force. The Task Force's efforts have produced actionable solutions, provided immediate impact in communities across Louisiana, and paved the way for future improvements to the state's teacher workforce.

MAJOR ACCOMPLISHMENTS

Under the Task Force's leadership, several significant shifts have taken place in the system, driven by local innovations of practice and aided by policy change, including:

Increased recruitment of and access to teaching training for aspiring teachers.

In 2024, the Task Force studied ways in which pathways support candidates, especially those from diverse backgrounds, to not only access and afford initial teacher training but also to persist through those pathways and into the profession. These findings reinforced the state's decision to remove the basic skills assessment requirement for entry into postsecondary education programs. The Task Force also heard from national and state experts on a broad array of solutions that could affect teacher recruitment and the affordability of high-quality pathways, including teacher residencies, diversifying the teaching profession, and other initiatives to make teaching affordable as a career (e.g., housing and transportation stipends). For example, the Task Force explored challenges related to the state's mandatory year-long residency for traditionally prepared teacher candidates and learned how other jurisdictions are overcoming those hurdles through strategic staffing and compensating aspiring teachers for instructional service (e.g., high-impact tutoring) throughout their teacher training.

Stronger preparation for aspiring and early-career teachers. At multiple points during their years of service, Task Force members heard from national and state experts on the importance of ensuring opportunities for practice are intentionally woven throughout a teacher candidate's experience and increase in complexity over time. Based on these findings, the Task Force recommended and supported the adoption of policy that aided growth across a number of new pathways into teaching, including the pre-educator pathway, the para-to-teach-model, as well as Louisiana's first Registered Apprenticeship Program in K-12 Teaching, approved at both the state and federal levels. These pathways are designed to ensure aspiring teachers from different backgrounds are able to train in PK-12 schools, work directly with PK-12 students, and receive aligned feedback and mentoring to help them master state teaching competencies from building meaningful relationships to delivering rigorous instruction.

Increased retention through teacher pay, reciprocity, and differentiated teaching roles. Based on insights from the state-commissioned Compensation Study, as well as expert insights from national and state research, the Task Force made a number of recommendations that have strengthened teacher pay, advanced reciprocity, and differentiated roles for current teachers. Louisiana's increased Mentor Teacher Stipend of \$2,000, now included in the Minimum Foundation Program formula, exemplifies the state's focus on improving early-career teacher support, a key element in retention strategies. Act 244 (2022) enabled out-of-state teachers to obtain certification in Louisiana without a mandatory year of in-state teaching experience. This reciprocal agreement widened the pool of qualified educators and helped fill teaching vacancies more quickly.

Throughout its work, the Task Force consistently has grounded its recommendations in research and data, ensuring that the policies it recommended were rooted in evidence and best practices. For instance, the Task Force's emphasis on practice-based preparation pathways was informed by decades of research demonstrating that high-quality, hands-on experiences are critical for teacher development. Similarly, the decision to support the Registered Apprenticeship Program was based on national data showing that such programs can reduce entry barriers for aspiring teachers, especially the cost of high-quality preparation, while offering rigorous on-the-job training.



By connecting research to practice, the Task Force ensured that its recommendations would have a measurable impact on the ground, enhancing the preparedness of teachers and improving student learning outcomes. This alignment of policy with practice has been a cornerstone of the Task Force's success, demonstrating the value of evidence-informed decision-making in addressing Louisiana's teacher workforce challenges.

► **Looking Forward: Sustaining and Building Upon the Task Force's Work**

As the Task Force concludes its current mandate, the path forward is one of cautious optimism. The successes achieved thus far, particularly in terms of recruitment, retention, and recovery of the teacher workforce, have laid a strong foundation for continued progress; however, these efforts must be sustained and expanded in order to fully address the complex challenges facing Louisiana's education system.

Moving forward, state leaders must continue to prioritize:

- **Sustainable, High-Quality Educator Pipelines:** Launching, scaling and sustaining accessible, high-quality pathways into teaching, especially for those populations currently underrepresented in the workforce, are essential to success.
- **Teacher Compensation:** Ensuring that educators are fairly compensated for their work remains critical to retaining high-quality teachers.
- **Ongoing Research and Evidence-Based Policy Development:** Policymakers must continue to base their decisions on rigorous research and data, ensuring that future initiatives are both effective and sustainable.

By maintaining a focus on these areas and continuing to collaborate with key stakeholders, Louisiana can build on the momentum generated by the Task Force and ensure that every student in the state is instructed by a well-prepared, high-quality teacher. The work of the Task Force serves as a blueprint not only for Louisiana but also for other states that are facing similar challenges in teacher recruitment, retention, and recovery.

Recruitment

Louisiana is actively working to strengthen its teacher preparation and retention efforts through a series of innovative initiatives designed to build a robust pipeline of qualified educators. With a focus on enhancing accessibility and diversity, programs such as the Pre-Educator Pathway and the Para-to-Teacher Model are designed to attract and support aspiring teachers, particularly candidates of color aligned to the Louisiana Department of Education's goal to increase teacher diversity. Additionally, initiatives like the Aspiring Principal Fellowship and the Recruitment and Retention Fellowship develop future leaders in education. Providing resources such as Praxis vouchers for certified teachers seeking further qualifications is one way that Louisiana is showing its commitment to addressing the challenges of declining enrollment in educator preparation programs and ensuring that every classroom is led by an effective teacher.

► Paying for OFAT Praxis

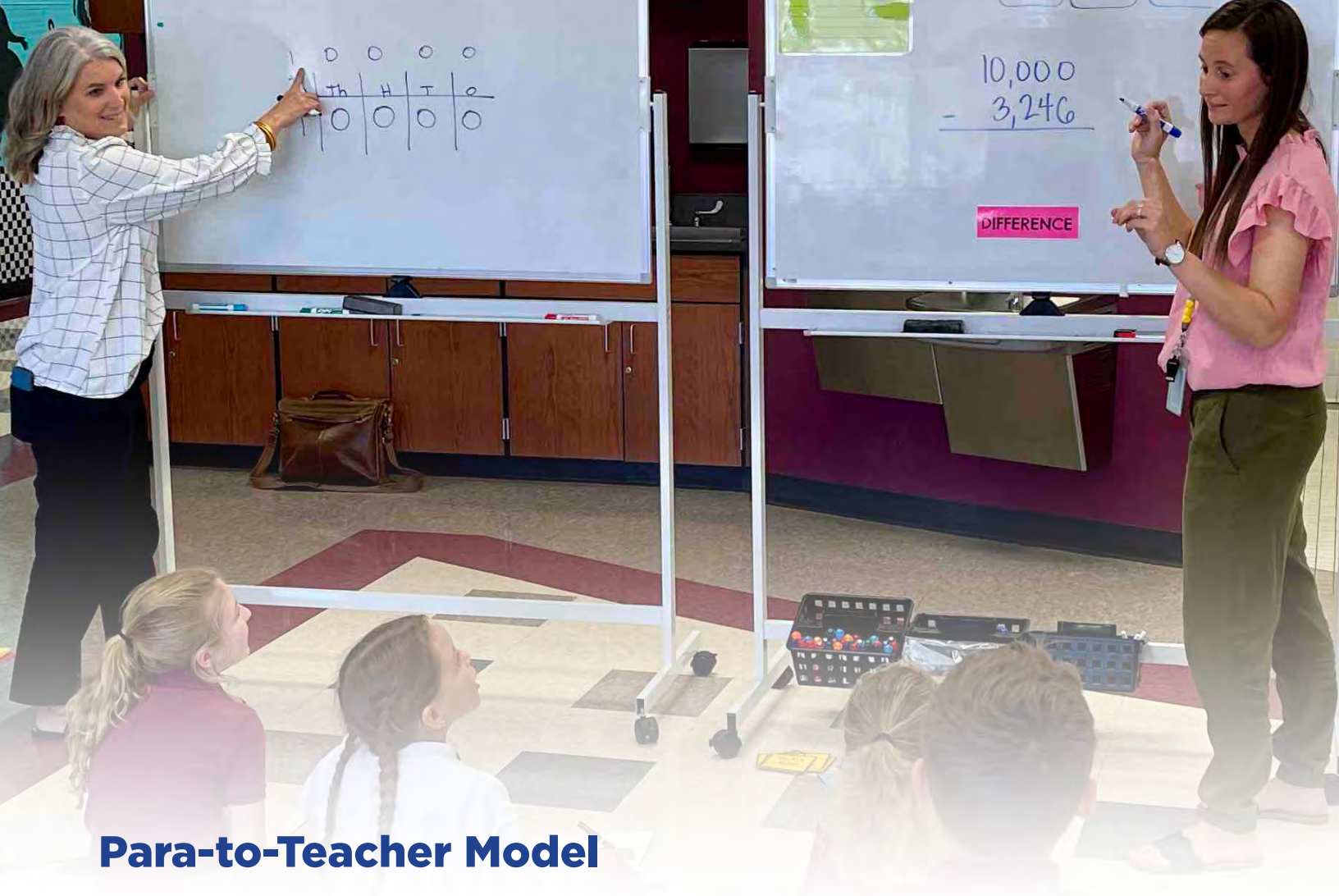
In the 2023-2024 school year, LDOE began an initiative to encourage certified teachers who do not teach within their certification field to gain certification by purchasing Praxis vouchers and Out-of-Field Authority to Teach (OFAT) certification vouchers for those individuals. Spending nearly \$20,000, the LDOE supported 77 teachers through this program. Applicants received one to three Praxis vouchers and could schedule the assessments at their convenience. Supporting teachers in this way delivers on LDOE’s priority of having an effective teacher in every classroom.

Pre-Educator Pathway

This table highlights the progress of the Pre-Educator Pathway course over two academic years as reported by the Louisiana Department of Education.

Table 1. Pre-Educator Pathway.

Goals	Progress	
	2022-2023	2023-2024
The pre-educator pathway course was taught in 50 schools/school systems in 2022-2023.	70 schools offered the pre-educator pathway.	89 schools offered the pre-educator pathway.
At least 1,000 students are participating in the pre-educator program statewide.	1,096 students were enrolled in the pre-educator pathway.	1,724 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.	51% of students were students of color.	52% of students were students of color.



Para-to-Teacher Model

The Para-to-Teacher Model goals set by the Louisiana Department of Education experienced significant enrollment. Overall, the model demonstrates a commitment to expanding educational opportunities while promoting diversity among participants.

Table 2. Para-to-Teacher Model.

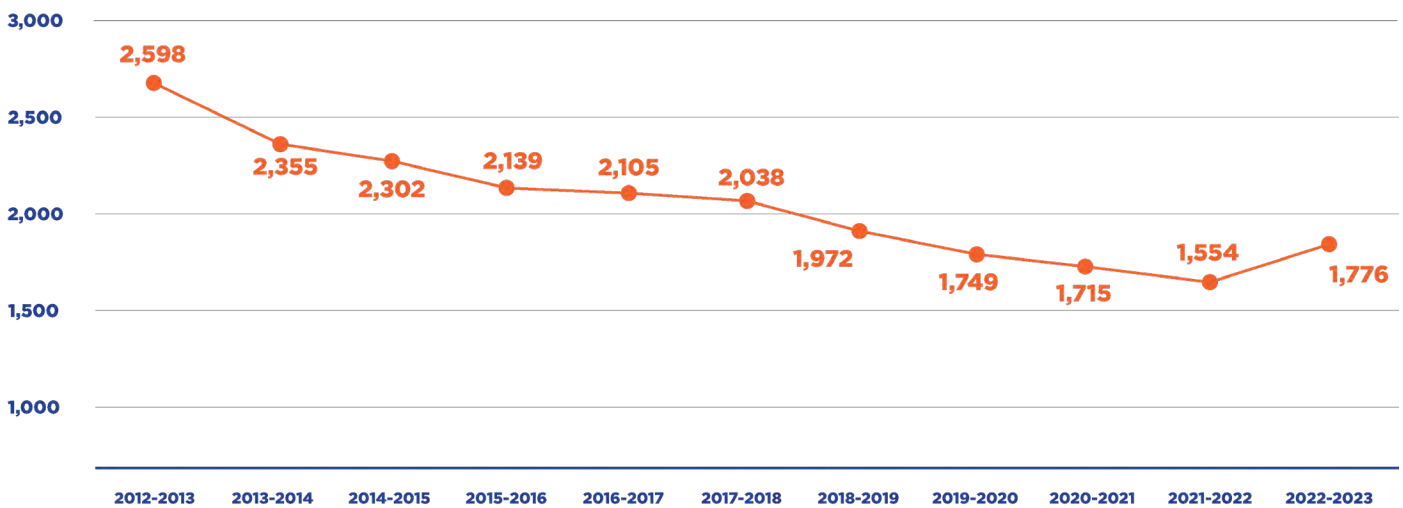
Goals	Progress	
	2022-2023	2023-2024
The para-to-teacher model will increase by 75 participants each year.	331 new Louisiana school system employees enrolled in the para-to-teacher model to begin coursework in Fall 2023.	597 new Louisiana school system employees enrolled in the para-to-teacher model between January 2024 and September 2024.
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 were candidates of color.	41% of the 2024-2025 para-to-teacher cohort are candidates of color.

► Compensation

Additional compensation for our teachers is an ongoing challenge. However, in 2022-2023, the Mentor Teacher Stipend was successfully included in the Minimum Foundation Formula. In addition using the Compensation and Incentives Study completed by SSA Consulting, a \$2,000 stipend was provided to all teachers and a \$1,000 stipend to all support staff.

► Teacher Preparation, Enrollment, and Completion Trends

Figure 1. Completers of Louisiana Teacher Preparation Programs.



Source: Louisiana Department of Education, 2024

In the United States, enrollment in educator preparation programs 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 nationally have seen an 8% recovery in the academic year 2020-21, compared to pre-pandemic levels (2018-2019) (Saenz-Armstrong, 2023).

In Louisiana, the trend of declining enrollment in Educator Preparation Programs (EPP) is experienced by both public and private programs, and particularly in mathematics, science, and special education disciplines (Louisiana Board of Regents, 2023). Enrollment in traditional educator preparation programs has declined by approximately 8% over the last four years; however, we are beginning to see an increase to pre-pandemic levels. 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, 2024). 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 (EPPs) and completion can be attributed to alternative route programs (Saenz-Armstrong, 2023). Between the 2019-2020 and 2020-21 academic years, enrollment and completion in alternative EPPs increased nationally by 20% and 16% respectively, while Louisiana has seen a 36% increase (Saenz-Armstrong, 2023). These data suggest that alternate EPPs are becoming increasingly popular among aspiring teachers, potentially due to their flexibility and accessibility.

Figure 2. Percentage of Teachers by Certification Type in Traditional Schools.
(Charter Schools Are Excluded)

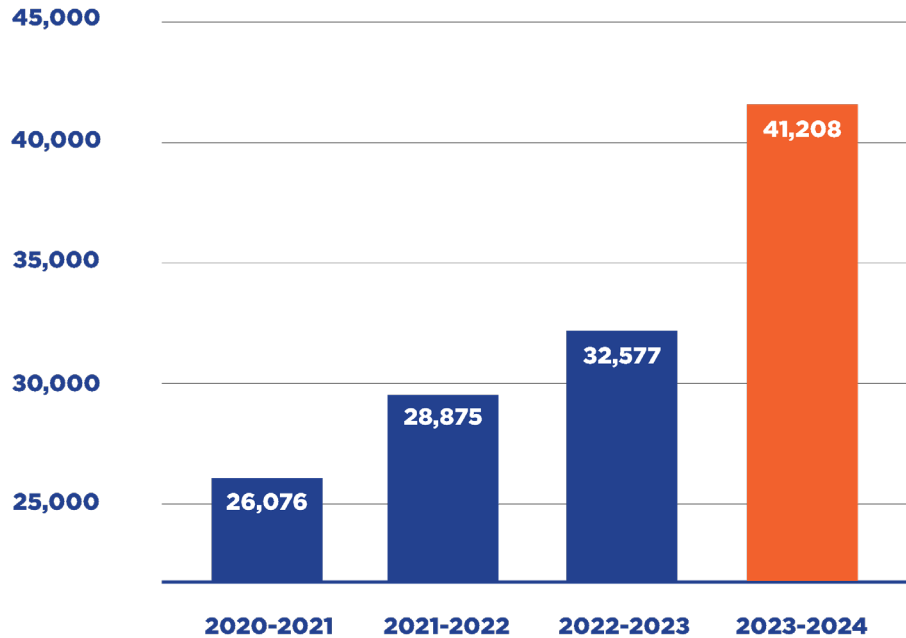


Source: Louisiana Department of Education, 2024

► Dual Enrollment Pre-Educator Pathway

In order to increase the number of individuals entering the teaching pipeline, the Task Force has recommended several strategies, including Pre-Educator Pathways, the Para-to-Teacher Model, and Compensation models. Since the Fall of 2021, Pre-Educator Pathways have experienced significant growth, with a notable 62% increase in students expressing interest in pursuing a career in teaching through dual enrollment opportunities. While the data is not available, overall the state continues to see an increase in high school student participation in early college. Figure 3 and Figure 4 below show the increase in all dual enrollment.

Figure 3. Dual Enrollment Growth in Louisiana, 2020-2024.

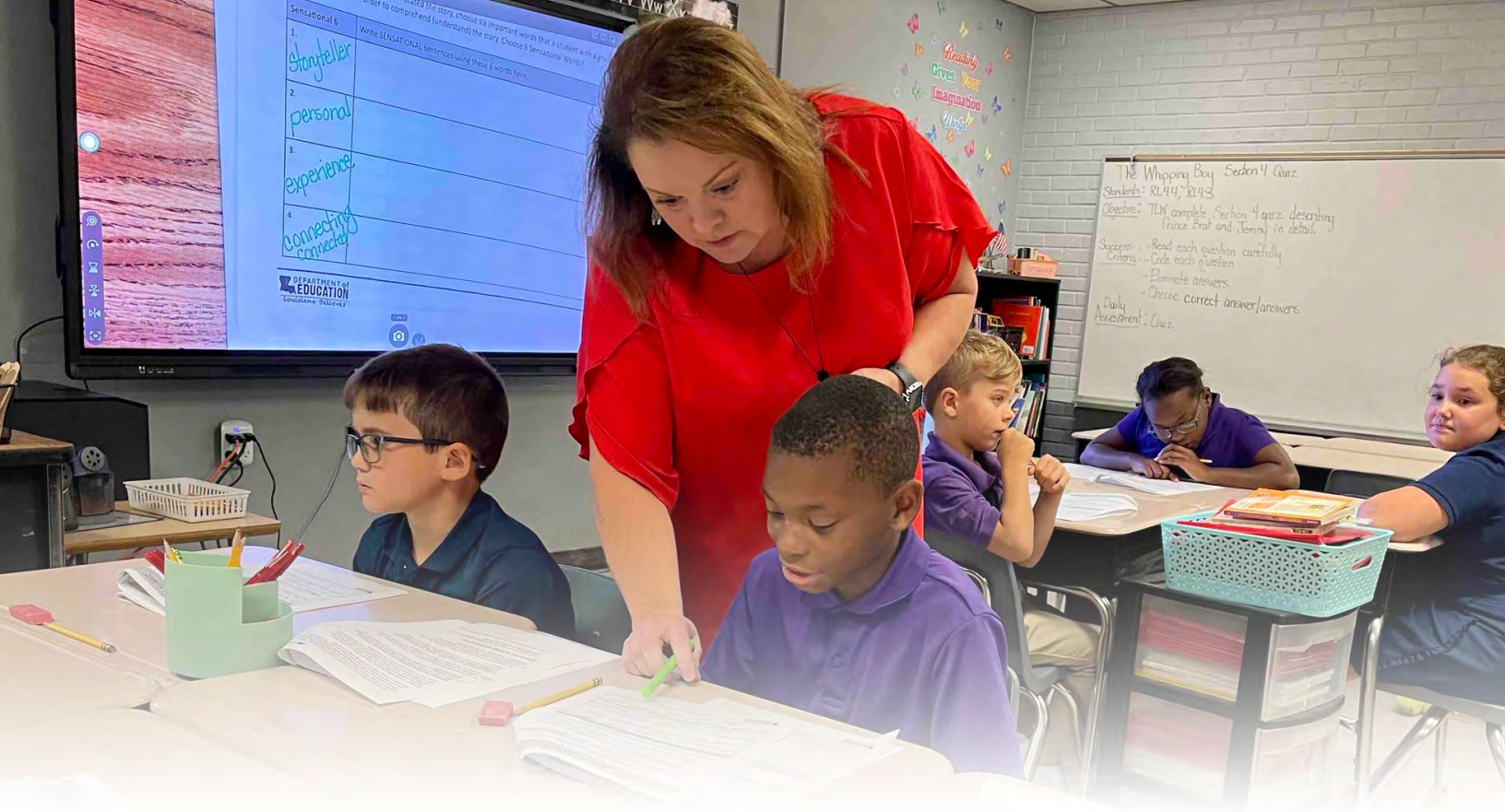


Source: Louisiana Board of Regents, 2024

Figure 4. Dual Enrollment in Louisiana, 2023-2024.



Source: Louisiana Board of Regents, 2024



Aspiring Principal Fellowship and Recruitment and Retention Fellowship

The Aspiring Principal Fellowship has grown since 2021, with 129 total fellows to date. An additional 49 new participants have been selected for the 2024-2025 school year, representing Cohort 4.

The Recruitment and Retention Fellowship has been expanding since 2020, with 74 human resources professionals completing the program to date. Additionally, twenty-two (22) participants have been selected for the 2024-2025 school year to join Cohort 5.

Recovery

The teaching profession in Louisiana is currently facing significant challenges related to teacher retention, prompting the implementation of innovative strategies to support recovery and growth. Key initiatives include the development of a marketing toolkit by the Louisiana Department of Education (LDOE) to enhance school visibility and attract families and staff, as well as fellowships aimed at improving recruitment and retention rates. Additionally, the introduction of a registered apprenticeship program in teaching marks a pivotal step toward establishing high-quality pathways into the profession by emphasizing hands-on classroom experience and collaboration with local educational institutions.

Elevating the Profession: Marketing Toolkit

To better support the varying needs among schools and school systems in Louisiana, LDOE has developed a marketing toolkit. The toolkit will 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. System leaders can access the

toolkit on the Department's new website as part of the System Leader Resources. The marketing toolkit provides school systems with the following:

Social Media Strategy & Templates

- Two-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, such as brochures, fliers/fact sheets, postcards, etc., for school systems to utilize.

Advertising Templates

- Two print ad templates, two digital ad templates, and two outdoor billboards.

Career Pipeline

This table highlights a rise in the Certified Mentor Teacher program sponsored by the Louisiana Department of Education.

Table 3. Career Pipeline.

Goals	Progress	
	2022-2023	2023-2024
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 were 2,633 credentialed mentors working in schools, an increase of 779 .	As of May 2024, there are 3,718 credentialed mentors working in schools, and 2,918 of those mentors hold teaching positions. This is an overall increase of 1,085 mentors.

Fellowships

This table indicates that school systems in the Recruitment and Retention Fellowship sponsored by the Louisiana Department of Education improved retention rates and Aspiring Principal Fellows have moved into leadership roles.

Table 4. Fellowships.

Goals	Progress	
	2022-2023	2023-2024
80% of school systems represented in the Recruitment & Retention (HR) Fellowship will see an increase in overall retention rates in the school system.	87% of school systems represented in the Recruitment and Retention Fellowship increased overall system-level retention rates.	Retention rates will be released with the Workforce Snapshot in March 2025.
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 presently serving in a school leadership position (Principal, Assistant Principal, Master Teacher, etc.).	88% of Cohort 2 Aspiring Principal Fellows are presently serving in a school leadership position (Principal, Assistant Principal, Master Teacher, etc.).

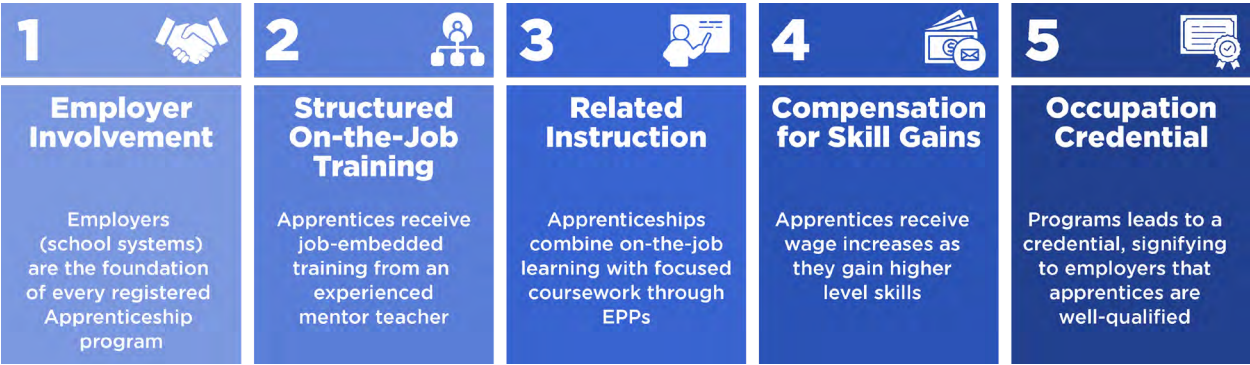
Elevating the Profession

Registered Apprenticeship in Teaching. In August 2023, the Department, in partnership with Tangipahoa Parish Schools and Southeastern Louisiana University, submitted to the Louisiana Workforce Commission the first competency-based registered apprenticeship in teaching.


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 agencies to support this career pathway.

In May 2024, the Louisiana Workforce Commission approved the Department's sponsorship of a Registered Teacher Apprenticeship within Louisiana. The program will be piloted in 2024-2025, allowing Southeastern Louisiana University, Tangipahoa Parish Schools, and LDOE to develop, coordinate, and implement this program for the 2025-2026 school year. Once implemented and refined, the Department will seek other university partnerships and system employers to expand registered apprenticeships across Louisiana. The Department also supports this expansion by working with the Louisiana Workforce Commission to identify state and local workforce funding.

Figure 5. Registered Apprenticeship in Teaching Process.



Source: Louisiana Department of Education, 2023



Ms. Frances Shaw

Frances Davis Shaw has been teaching Louisiana’s youth for more than 50 years. After retiring from Northside in 2012, she found herself teaching at other area schools, but Northside High School came calling because it was in dire need for a chemistry teacher. In 2024, at 80 years young, the legendary chemistry teacher returned to the classroom at Northside High.

"They said, 'the kids need you,'" according to Shaw. "That's a bad thing to say to a teacher!"

When she joined the faculty in 1972, she was among the first Black teachers at the formerly white high school and she helped guide Northside High through a tumultuous period of integration. So much has changed since Ms. Shaw first walked the halls of Northside High School, but her teaching remains the same – the highest service to generations of Louisiana’s youth.

In November 2024, Frances was surprised as a “Louisiana Treasure.” Lafayette native and CBS News Correspondent David Begnaud and sponsors honored her service to students and gifted her with \$100,000 – \$25,000 for her and another \$75,000 to fund the Frances Davis Shaw Community Impact Fund. Love Our Schools also gifted \$100,000 to Northside High School. The goal of the fund is to benefit the causes and organizations that Shaw cares about the most, and it will be housed at the Community Foundation for Acadiana.

Source: The Acadiana Advocate (November 15, 2024)



Retention

The Let Teachers Teach (LTT) initiative, led by Louisiana State Superintendent of Education Dr. Cade Brumley, aims to improve teacher retention and enhance the educational environment through strategic recommendations. Key measures include ensuring adequate classroom preparation time, transitioning mandated trainings to a cyclical model, and increasing flexibility in curriculum use. Legislative support, including acts to ban on-campus student cell phone use and provide additional teacher compensation, complement programs like the New Teacher Experience and Upbeat Principal Coaching. Collectively, these efforts empower educators and seek to improve student learning outcomes across Louisiana.

Let Teachers Teach

The Let Teachers Teach (LTT) workgroup was tasked with identifying common classroom disruptions and unnecessary bureaucracies, as well as formulating practical solutions to help educators focus on the most important aspect of their job: teaching students. The workgroup met four times during the spring of 2024. Eighteen recommendations were proposed and sorted into six categories: professional learning, required trainings, student behavior and discipline, non-academic responsibilities, curriculum and instruction, and planning.

Let Teachers Teach Recommendations (Top 10):

1. Ensure ample time for classroom preparation.
2. Shift legislatively mandated trainings to a cycle.
3. Decouple student behavior from the school accountability system.
4. Trust us—don't blame us.
5. Place ungovernable students at alternative sites for behavior support.
6. Limit student cell phone use
7. Pay teachers for additional non-academic work.
8. Stop forcing teachers to be mental health professionals.
9. Eliminate the mandate to read verbatim from teaching manuals, excluding direct instruction.
10. Abolish antiquated lesson planning requirements.

► Professional Learning

- Tailor Professional Growth Plans: Customize growth plans, with support from school leaders, based on individual teacher needs identified during formal observations.
- Make Collaboration Meetings Worthwhile: Facilitate meaningful weekly collaboration sessions for teachers to plan instruction based on student needs, which will combat professional isolation.
- Ensure Ample Time for Classroom Preparation: Provide uninterrupted time for teachers to prepare their classrooms before the school year begins.

► Required Trainings

- Shift Legislatively Mandated Training to a Cycle: Revise policies to update the frequency and duration of required training.
- Enact Pre-Test Exemptions: Allow teachers to bypass certain trainings if they pass a pre-test, saving time by eliminating redundant training.

► Student Behavior and Discipline

- Decouple Student Behavior from Accountability: Remove suspension rates from school accountability metrics.
- Trust Us—Don't Blame Us: Remove excessively disruptive students from classrooms to maintain a conducive learning environment.
- Place Ungovernable Students at Alternative Sites: Provide behavior support at alternative sites for chronically disruptive students.
- Address Chronic Absenteeism: Collaborate with various stakeholders to create guidelines for managing absenteeism.
- Limit Cell Phone Use: Enforce policies requiring students' devices to be off and put away during instructional time.

► Non-Academic Responsibilities

- Support Mental Health Challenges through Professionals: Ensure students have access to trained mental health professionals, with family engagement in recommendations.
- Stop Forcing Teachers to be Mental Health Professionals: Recognize that teachers are not licensed mental health professionals and should not bear this burden.
- Compensate Teachers for Non-Academic Work: Provide payment for teachers undertaking non-academic responsibilities, such as supervising extracurricular events.

► Curriculum and Instruction

- Eliminate Mandates to Read Verbally from Manuals: Allow teachers to use curricula as guidance rather than strict scripts, promoting flexibility in teaching.
- Create a Repository of High-Quality Resources: Improve accessibility to educational resources produced to teachers by LDOE.
- Provide Scheduling and Implementation Guidance: Offer additional support for scheduling and pacing core content areas to aid teachers.



► Planning

- Professional Autonomy for Effective Teachers: Grant autonomy to proficient teachers to tailor lessons to meet their students' needs.
- Abolish Antiquated Lesson Planning Requirements: Modernize lesson planning to reflect authentic teaching practices and reduce unnecessary paperwork.

These recommendations will empower educators, enhance their professional experience, and ultimately improve student learning outcomes.

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 supports to teachers and system supports to improve student achievement by improving beginning teacher effectiveness and teacher retention.

Through this program, Louisiana teachers are provided with a series of supports to ensure their retention in the profession and their development and growth as effective educators.



- Direct Teacher Supports
- Professional Learning Modules
- Collaborative Clusters
- Mentoring
- District Supports
- Guidance Documents for New Teacher Induction
- Guidance Documents for Mentor Teachers
- Quarterly Support Calls
- New Teacher of the Year Award

The New Teacher Experience: Professional Learning Modules

LDOE, in partnership with A+PEL, has developed professional learning modules on topics that are critical for new teacher success. These modules include online asynchronous content that new teachers are able to complete independently as well as opportunities to practice and apply these concepts during in-person Professional Learning Labs.

Module 1: Classroom Management

Module 2: Standards and Curriculum

Module 3: Data Literacy

Module 4: Literacy for the 21st-Century Learner

Module 5: Parent and Community Engagement

In 2023-2024, 453 new teachers registered for this professional learning opportunity.

Affinity Groups

The New Teacher Experience also provided collaboration opportunities for new teachers by establishing Affinity Groups for them. These virtual groups, which were linked by content and grade level, met monthly to discuss challenges, successes, curriculum and strategies. These groups were led by outstanding educators from across the state.

The goals of these groups include the following:

- Link new teachers by a common purpose or interest
- Ensure an inclusive environment in which new teachers are valued, included, and empowered to succeed
- Improve teachers' craft through discussion, collaboration, and purposeful materials and leadership in each group

In 2023-2024, 291 new teachers registered to be a part of these Affinity Groups.

The New Teacher of the Year

The New Teacher Experience elevates the role of beginning teachers by annually bestowing a New Teacher of the Year award. This program recognizes the outstanding contributions of a **first-year** teacher.

In 2023-2024, over 80 applications were submitted, which represented 26 school systems. In addition, LDOE celebrated and recognized nine state finalists for New Teacher of the Year by appointing them to an advisory role for the New Teacher Experience.



LEAN for Education Leaders Collaborative. In the fall of 2023, 40 school leaders participated in a collaborative. Each participant received an overview of LEAN practices and implemented a LEAN initiative within their school.



School leaders tackled issues related to discipline, dismissal, student attendance, teacher attendance, and parent communication on their campus. Using LEAN practices, they developed more comprehensive and streamlined processes, enhancing student outcomes by reducing extraneous expectations placed on teachers beyond the core work of teaching and learning.

Upbeat Principal Coaching Support for Environment and Morale

LDOE partnered with Upbeat, a company that engages and retains teachers and staff by providing a unique research-based employee survey and coaching services. This partnership was 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.

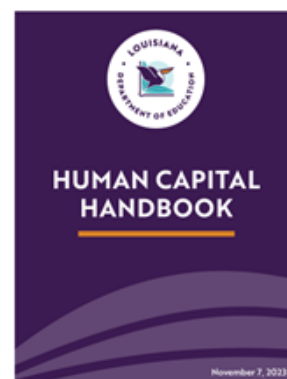
The Upbeat team administered an expert-designed, research-based survey twice in the 2023-2024 school year, once in the fall and then again in the spring, for 125 schools in Louisiana at no cost to the schools/ systems. After each survey, the administration, an Upbeat coach, and all experienced administrators worked with school system leadership teams and administrators to analyze the results, identify strengths, and develop action plans to address areas identified for improvement.

Ultimately, 2,706 teachers from 126 schools and 14 systems completed the Engagement Survey, with a 72% completion rate across all systems. Over 95% of principals reported that the data they received from the survey and the coaching from Upbeat gave them insights and were helpful as they worked to accomplish their goals.

Human Capital Handbook and Professional Learning

LDOE has worked with the national nonprofit the Urban Schools Human Capital Academy to develop a Human Capital Handbook to provide school systems with information, strategies, and tools to improve human capital systems related to 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 and career management strategies (including succession planning)
- Sustainable staffing strategies
- The cycle of driving improvement



The Human Capital Handbook will be reviewed by Louisiana Human Resource professionals across the state. It will include innovative strategies and programs currently in place in school districts that have proven to be successful.

Conclusion

In conclusion, the initiatives detailed in this report reflect the Task Force's steadfast commitment to elevating the teaching profession in Louisiana. By implementing innovative recruitment strategies, enhancing support mechanisms, and prioritizing professional development, we are working to establish a sustainable and diverse pipeline of qualified educators. It is imperative that we continue to foster collaboration among all stakeholders to ensure the successful execution of these initiatives. Together, we can create an educational landscape that not only attracts and retains exceptional talent but also significantly enhances the learning outcomes for all students across our state.

Appendix A

HCR No. 39

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

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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

HCR No. 17

ENROLLED

2023 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 17

BY REPRESENTATIVE MINCEY

A CONCURRENT RESOLUTION

To continue and provide with respect to the Teacher Recruitment, Recovery, and Retention Task Force that was created pursuant to House Concurrent Resolution No. 39 of the 2021 Regular Session of the Legislature.

WHEREAS, the Teacher Recruitment, Recovery, and Retention Task Force was created in the 2021 Regular Session pursuant to House Concurrent Resolution No. 39 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

WHEREAS, the task force has met ten times since its inception, bringing together key stakeholders who have contributed greatly to its work; and

WHEREAS, the task force released a preliminary report in December 2021 and a final report in January 2023 which included responses to research questions posed in House Concurrent Resolution No. 39 and demonstrated a commitment to strengthening the pipeline of great teachers into classrooms across Louisiana; and

WHEREAS, there remain opportunities for the task force to help address teacher shortages and identify ways to improve employment and retention of teachers in Louisiana.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby continue the Teacher Recruitment, Recovery, and Retention Task Force through July 13, 2025.

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

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ENROLLED

BE IT FURTHER RESOLVED that the reports 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 February 1, 2024, and February 1, 2025.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

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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
Rep. Barbara Freiberg	(1) The chairman of the House Committee on Education or his designee
Sen. Beth Mizell	(2) The chairman of the Senate Committee on Education or his designee
Dr. Arthur Joffrion	(3) A representative of the Louisiana Department of Education designated by the state superintendent of education
Dr. Kim Hunter Reed	(4) Commissioner of Higher Education
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
Ronnie Morris	(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
[VACANT]	(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
Cynthia Posey	(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. Rick Edmonds	(16) The president of the Senate or his designee
Rep. Shaun Raphael Mena	(17) The Speaker of the House of Representatives or his designee

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