The Journey Continues: From Recruitment to Retention

2023 NRS REGIONAL TRAINING

- JUNE 28–30, AUSTIN, TX
- JULY 11–13, ARLINGTON, VA
- JULY 25–27, SAN DIEGO, CA

GeMar Neloms | Carla Causey | Stephanie Cronen| Delphinia Brown|
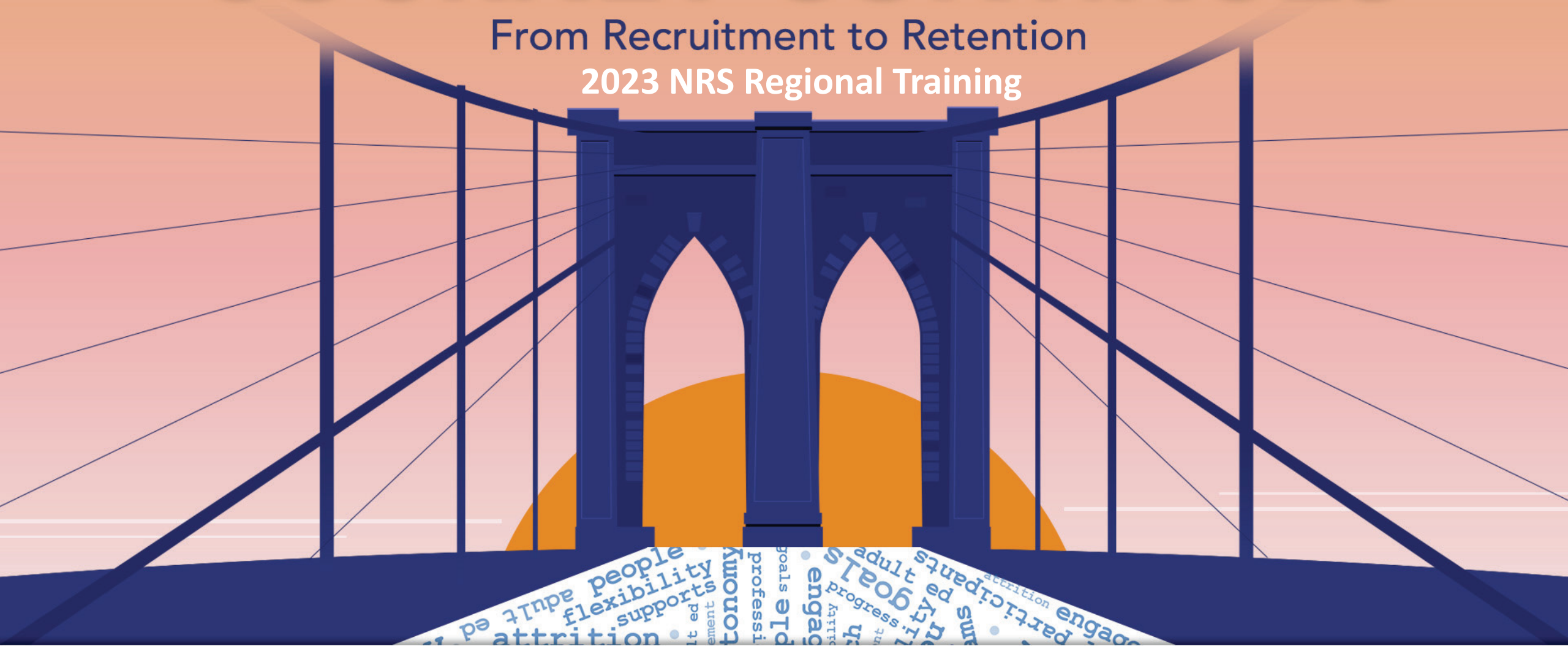Jeremy Rasmussen| Marcela Movit

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Welcome, Introductions and Overview

the **JOURNEY CONTINUES**

From Recruitment to Retention

Training Objectives

Drawing from their pre-session work, state information, and data, state teams will

- understand and review data patterns of learner and teacher retention,

- explore learner-centered strategies to support and improve learner persistence, and

- draft a state-specific teacher retention plan to articulate strategies that may support teacher retention.

In addition, states may:

- Add to the "Parking Lot" for items that surface but may not be in scope or timeframe to address

Agenda

Training Workbook

Workbook Icon →

Available for download on Moodle

Retention Through the Three "Ps"

- **Programs:** Local providers, program structures and content, and desired program outcomes

- **People:** Learners/students, teachers, partners, and others who are directly impacted

- **Policy:** Mandates, legislation, partner agreements, and so on, that impact the governance of adult education

the JOURNEY CONTINUES

From Recruitment to Retention
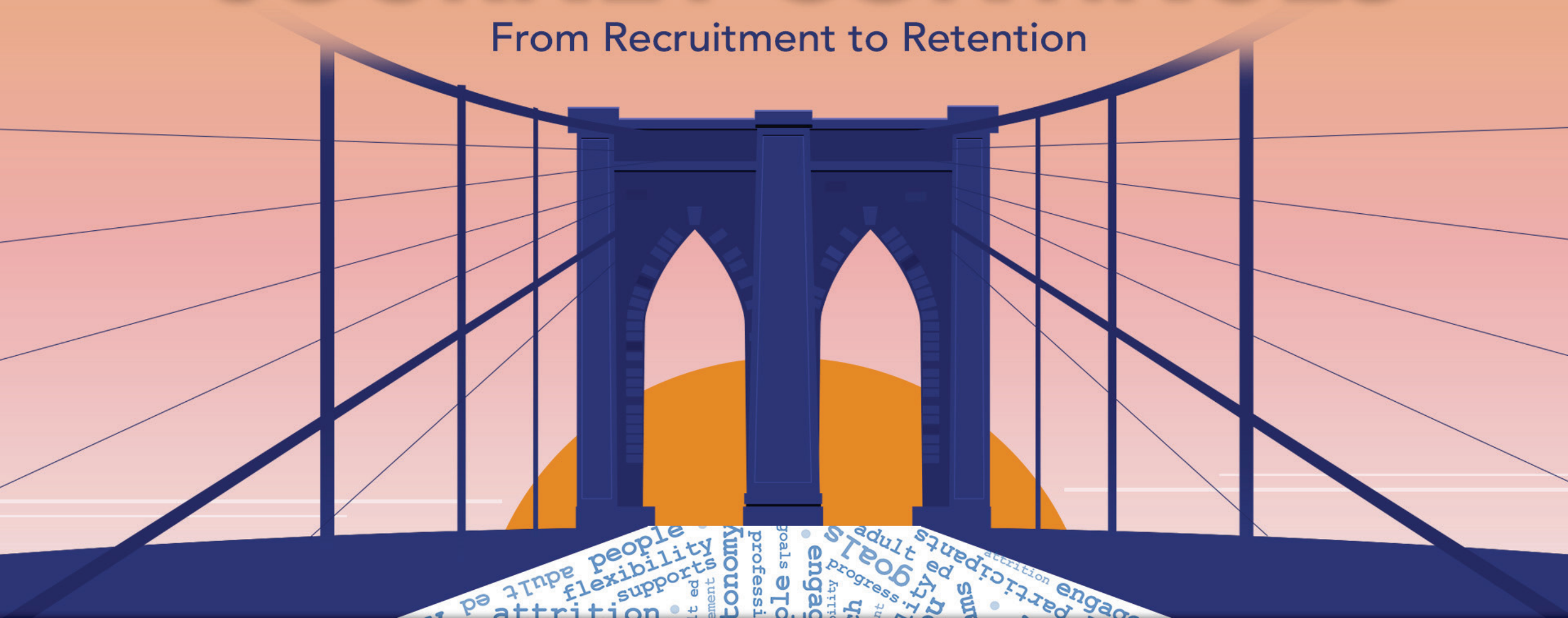
It's Been Three Years …

Find **at least two people** you don't know and share the following:

- Your name, state, and role.

- One thing over the last three years that **inspires you about your work in adult education.**

- If **data** could tell one inspiring story for your state about student or teacher retention in adult education, what would that story be?

Student Retention: Why It Matters and What the Data Tell Us

the JOURNEY CONTINUES
From Recruitment to Retention

Retention and Persistence

Retention has multiple definitions. For this workshop, retention includes

- entry to completion of a program or course with a single provider, and

- completion and realization of expected gains.

Persistence is the continuous process of engagement, learning, and student behaviors that are employed until the adult student meets their educational and/or skill goals regardless of the adult education provider they start and finish with.

Bridges From Enrollment to Retention

Importance

- Support metrics that indicate the effectiveness of programs, resources, skill progressions, and teachers

- Use metrics to inform program structure, content, and curriculum and direct/indirect support services

- Support equity in program delivery and services

- Support student goals and student return on investment (i.e., student centered)

Impact

- Lead to and support student achievement and outcomes:
  - Skill gains
  - Higher earnings (e.g., literacy is correlated with higher earnings)

- Support workforce goals at the local and state levels

Photo Credit: Don Chism, used with author's permission obtained 04/10/2023.

Participant Enrollment For PYs 2018–2021

Chart showing participant enrollment:
- 2018: 1,280,540
- 2019: 1,100,210
- 2020: 709,004
- 2021: 899,692
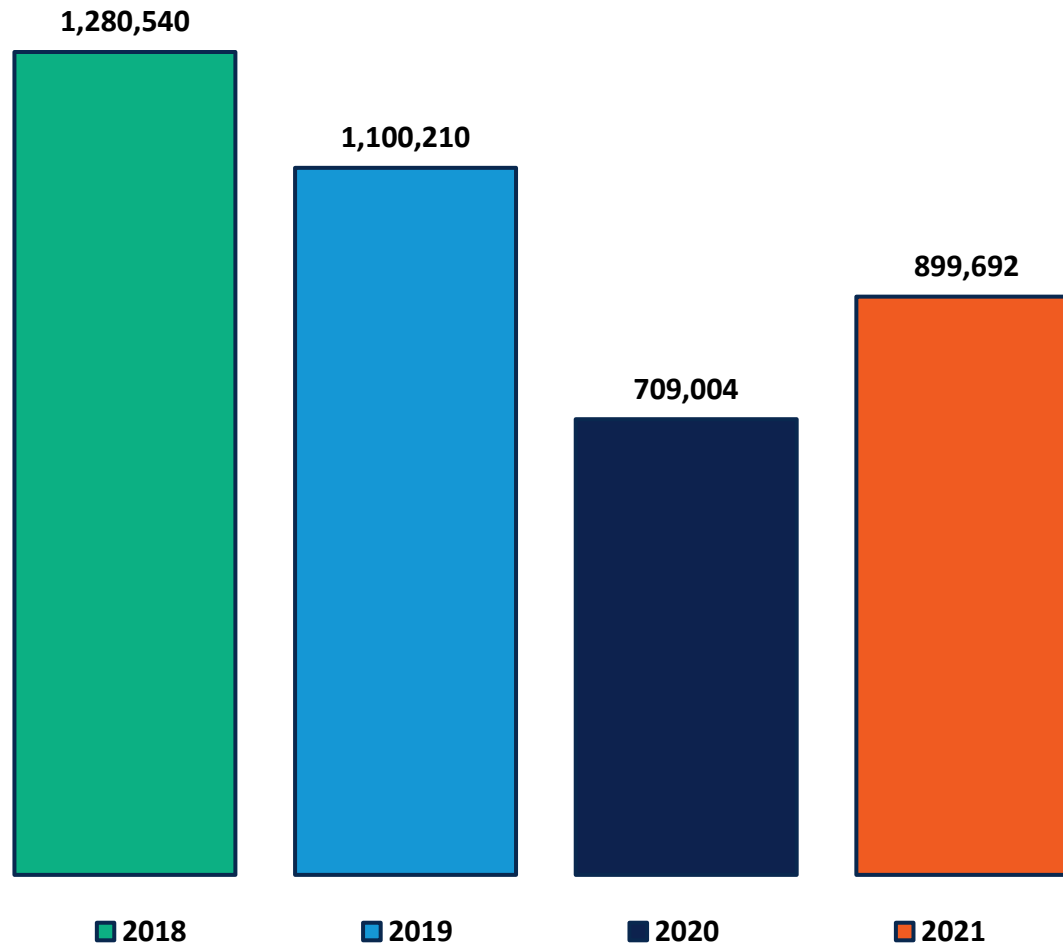
29.7 % decrease from PY 2018 to PY 2021

35.6% decrease from PY 2019 to 2020, affected by COVID-19

26.9% increase from PY 2020 to PY 2021

Source: NRS Table 1

NRS Participant vs. Reportable Individuals for PYs 2018–2021

On average, **23%** of those who enter local programs take action that demonstrates an intent to use program services, but complete fewer than 12 contact hours in a period of participation: (NRS Tables 1 and 2A)

PY 2018: 20%

PY 2019: 21%

PY 2020: 27%

PY 2021: 24%

PY 2018
- 1,599,981
- 1,280,540
- 319,441

PY 2019
- 1,395,206
- 1,100,210
- 294,996

PY 2020
- 975,903
- 709,004
- 266,899

PY 2021
- 1,177,289
- 899,692
- 277,597

■ **Potential Participant Enrollment** ■ **Participants** ■ **Reportables**
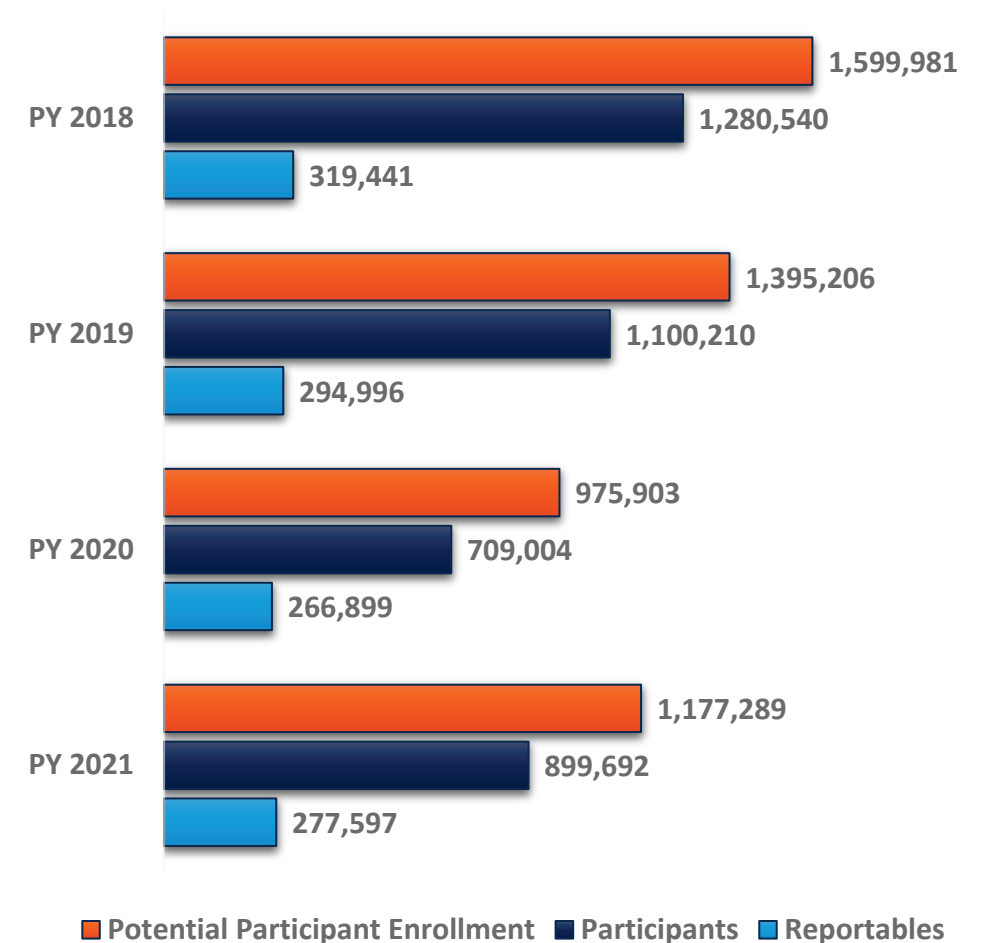
Source: NRS Tables 1 and 2A

NRS Data on Student Retention
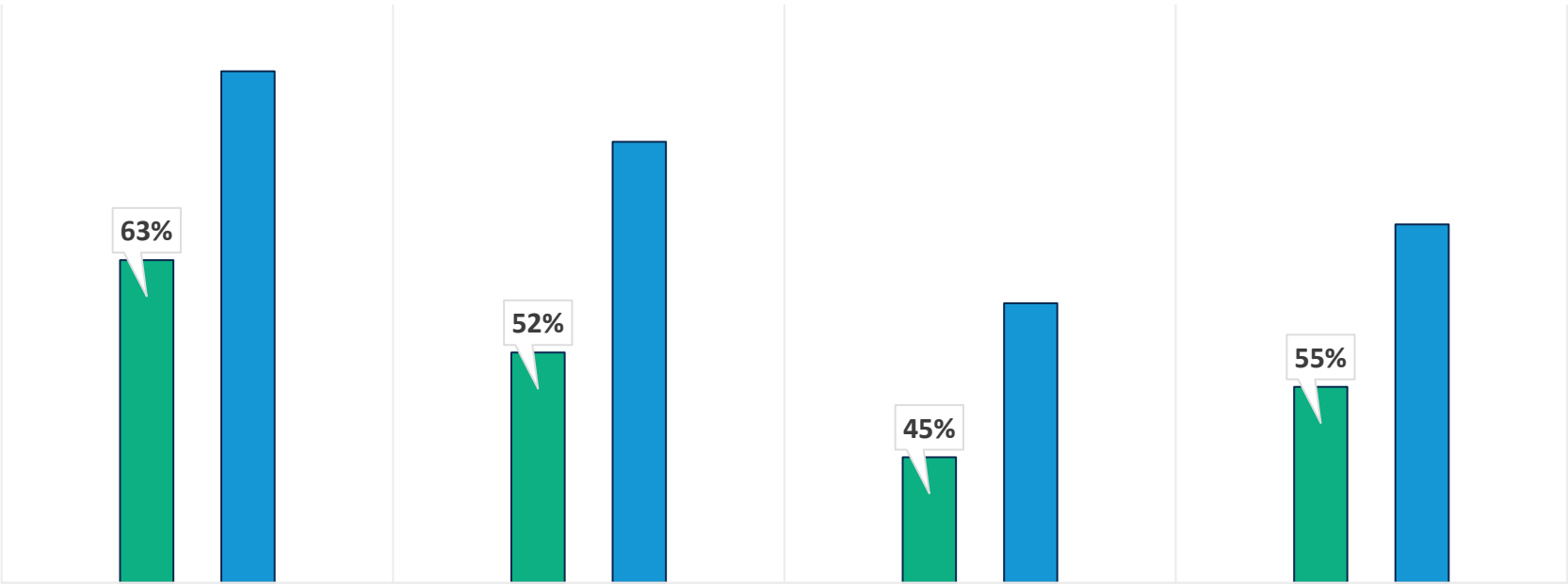
The retention rate for adult education participants was on a decline since PY 2018. However, PY 2021 saw a 56% increase in the **number of participants** that persisted to post-testing from PY 2020.

■ Participants Post-tested   ■ Total Participants Excluding ASE 6 Enrollment

	2018	2019	2020	2021
■ **Participants Post-tested**	780,998	557,434	303,755	474,100
■ **Total Participants Excluding ASE 6 Enrollment**	1,238,381	1,067,460	676,778	867,562

Source: NRS Tables 1, 2A and 4B

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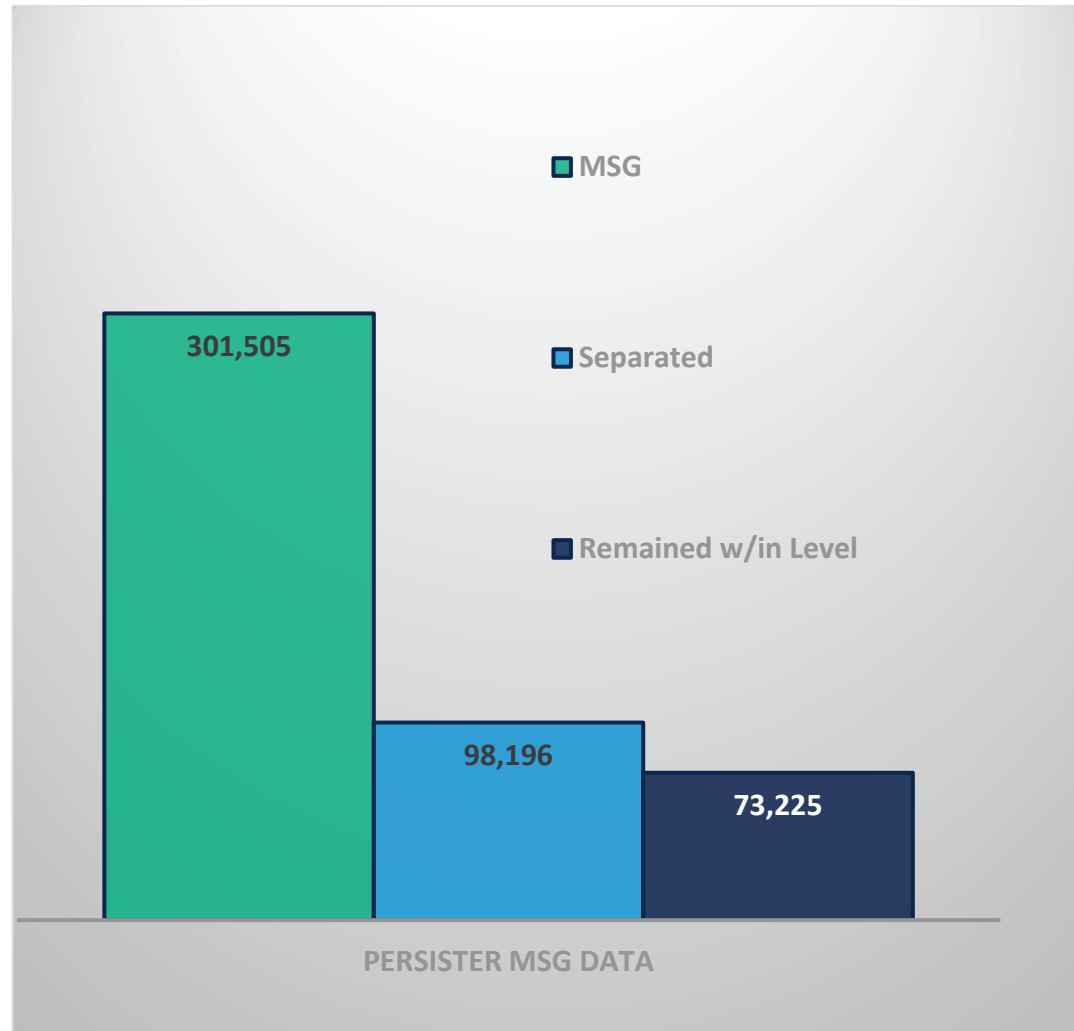# NRS Data on Student Retention

- **Enrollment** in PY 2021 was 899,692

    - 867,562 could show an EFL gain due to post-testing (i.e., excluding ABE6)

    - 474,100 were post-tested (NRS Tables 4 and 4B)

- Fifty five percent (55%) were retained long enough to post-test in PY 2021. (NRS Tables 4 and 4B)

- **Outcomes** for "Persisters" for PY 2021:

    - 64% had a Measurable Skill Gain (MSG)

Outcomes for Persisters for PY 2021

- **Outcomes** for "Persisters" for PY 2021:
  - 64% had a Measurable Skill Gain (NRS Table 4B).

Other NRS Data Points to Consider for Student Retention

- Retention and the focus on 12 hours

    - Table 2a vs Table 2

    - Context matters e.g., student may realize a course or program isn't a match for them before they reach 12 hours.

        – Consider support services

        – Identify and guide to right match

- Retention and 40-60 hours

    - Table 4 vs 4b

    - Context matters e.g., retained to take a post-test; when this occurs may vary.

- Beyond 40-60 hours

    - Consider average contact hours, enrolled across the program year.

    - Consider persistence past post-testing.

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A Data Bridge: Common Data Points for Consideration

In your assigned teams, do the following:

- Select a reporter.

- Using the template titled *A Data Bridge: Common Data Points for Consideration*, complete your assigned rows as follows:

  - **Column 3.** What questions would you ask or what considerations would you review to better understand student retention at the state (or local) level?

  - **Column 2.** What data sources could you use to inform *both* retention considerations (column 3) and enrollment considerations (column 1)?

- Capture your responses on flip chart.

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An Example: Enrollment and Retention

Column 1	Column 2	Column 3
Enrollment Considerations	**Overlapping Data Points for Consideration (i.e., a Data Bridge)**	**Retention Considerations**
Category: Student/Learner Participation		
• Who is participating? • What is changing? • How has this changed over time? • What is the impact for state and programs?	*Example:* NRS: • Tables 1–4 • Break down demographics and by provider State: — Other: —	*Example:* • Who is staying? How long are they staying? • How has this changed over time? • What is the impact for state- and local-level partners and policy?

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Share-Out

Image Credit: Timusu from Pixabay.

Updated and New Resources

Individual State Enrollment Analysis Resource

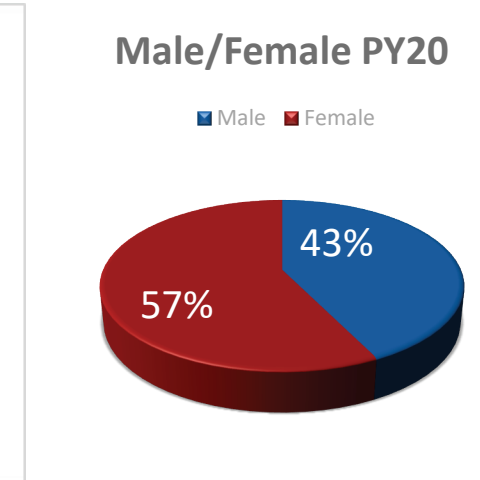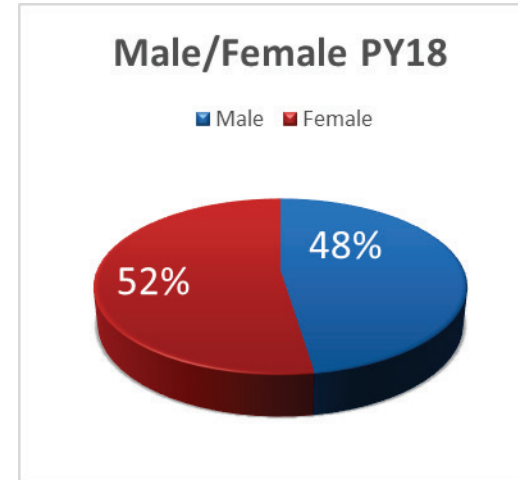Individual State Performance Analysis Resource

Post-Test Impact Tool

Updated: State Enrollment & Performance Analysis Resources

What are these resources designed for?

- States:
  - They can be used to quickly analyze enrollment trends in your state data.
  - They can also be incorporated into state training or stakeholder events.

New: Post-Test Impact Resource

What is the resource designed for?

- States:

  - To estimate what the measurable skills gain (MSG) rate would be if the post-test rate in the state were higher.

  - Uses data from Table 4, 4A, and 4B.

  - Changes the post-test rate in the gold cell.

MSG Achievement					
Entering EFL	# Unique Participants **Not Excluded**	EFL Gains	Secondary Credentials	Gain Types 3, 4, or 5	MSG Rate
ABE Level 1	540	127	2	85	39.63%
ABE Level 2	4317	1001	137	830	45.59%
ABE Level 3	4536	793	384	1217	52.78%
ABE Level 4	2542	404	316	958	66.01%
ABE Level 5	561	88	67	238	70.05%
ABE Level 6	119	11	7	56	62.18%
ABE Total	12,615	2,424	913	3,384	53.28%
ESL Level 1	592	132	0	18	25.34%
ESL Level 2	261	66	0	10	29.12%
ESL Level 3	268	71	0	6	28.73%
ESL Level 4	253	54	2	19	29.64%
ESL Level 5	259	55	0	17	27.80%
ESL Level 6	100	14	1	4	19.00%
ESL Total	1,733	392	3	74	27.06%
Grand Total	14,348	2,816	916	3,458	50.11%

Post-Testing			
# Post-Tested	EFL Gains Table 4B	EFL Gain Rate Table 4B	Post-Test Rate
241	153	63.49%	44.63%
1761	1054	59.85%	40.79%
1805	898	49.75%	39.79%
948	292	30.80%	37.29%
212	47	22.17%	37.79%
-	-	-	-
4,967	2,444	49.20%	39.37%
205	139	67.80%	34.63%
89	71	79.78%	34.10%
92	72	78.26%	34.33%
86	62	72.09%	33.99%
98	61	62.24%	37.84%
38	17	44.74%	38.00%
608	422	69.41%	35.08%
5,575	2,866	51.41%	38.86%

Pre/ Post-Testing Gains		Carnegie Unit Gains	
# of Gains	% of Total Gains	# of Gains	% of Total Gains
187	79.91%	0	0.00%
1289	70.48%	0	0.00%
1031	55.28%	0	0.00%
314	27.69%	0	0.00%
51	18.96%	0	0.00%
0	0.00%	0	0.00%
2,872	53.38%	0	0.00%
141	99.30%	0	0.00%
72	100.00%	0	0.00%
73	96.05%	0	0.00%
62	92.54%	0	0.00%
62	91.18%	0	0.00%
17	85.00%	0	0.00%
427	95.96%	0	0.00%
3,299	56.64%	0	0.00%

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Break
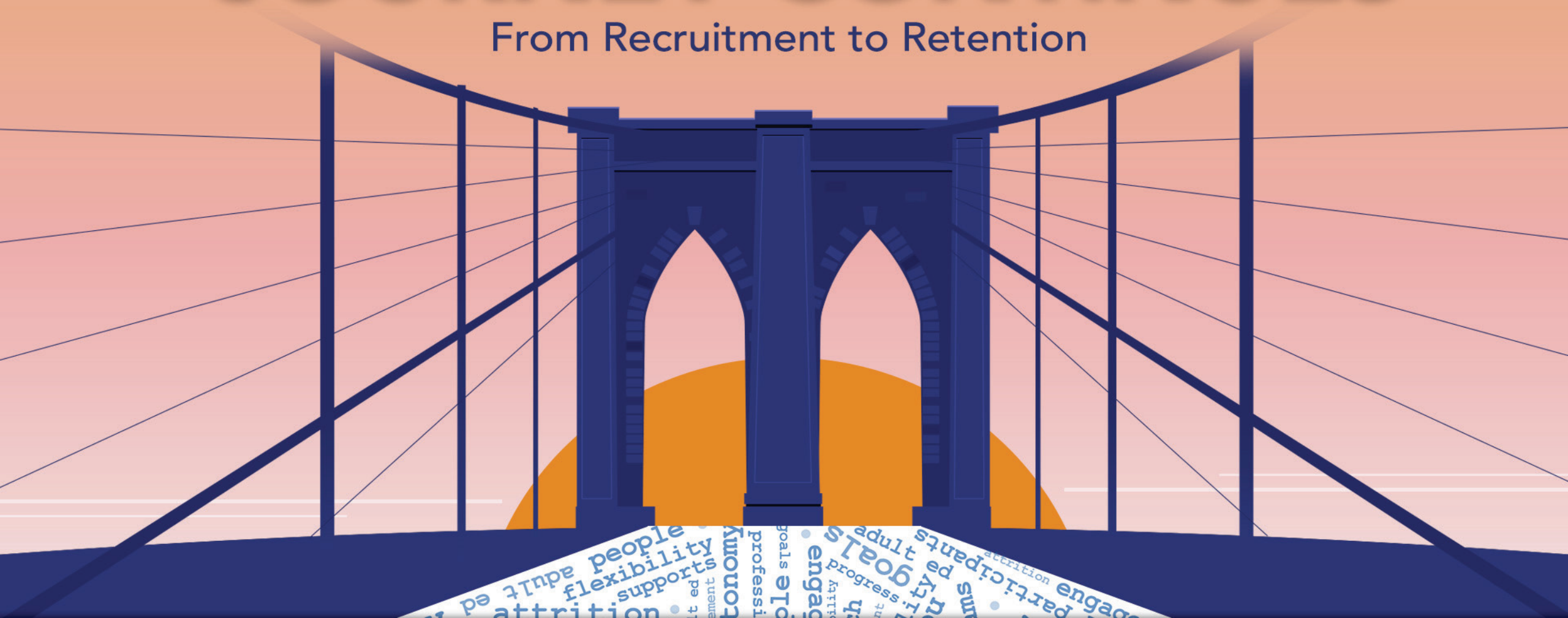
Different Perspectives, Different Supports

Photo Credit: Don Chism, used with permission.

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Sessions 1-3 Combined: Student Retention Challenges: State Themes

- Competing factors
  - FT Employed students:
    - struggle with attending classes/completing work more than part-time and unemployed students
    - miss class/absences due to job requirements
  - Education is not a top priority e.g., work, parents/caregivers
  - Challenge to balance other priorities
- Employment
  - Low unemployment
  - Employment is learner's priority- economic/income, time
  - Availability of short-term job training
  - Inconsistent work schedule
  - Lack of employer support

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- Transportation – rural and urban
  - Lack of or non-existent public transportation-rural and urban
  - Lack access e.g., one car household
  - Unreliable
  - Inability to read bus schedule
  - High cost of fuel
  - Bus schedule
- Departure before completing 12 hours or 40 hours of instruction with specific demographics e.g.,
  - Females 25-44
  - Hispanic ESL students-higher rate of departure
  - Decrease in credentials for 16-18 yrs old learners

Sessions 1-3 Combined: Student Retention Challenges: State Themes

- Need for or lack of wraparound services
  - Mental health, trauma issues
  - Childcare/caregiving needs
  - Housing instability
  - Financial stress
  - Transportation
  - Health, sobriety support
  - Access/availability varies regionally within state
- Demographic shifts
  - Increasingly younger demographic
  - Decrease in male population
  - Less retention in female demographic although they represent higher participation.
  - Need guidance to meet changing demographics where they are
  - Teachers don't reflect changing demographics

Sessions 1-3 Combined: Student Retention Challenges: State Themes

- Learner needs and expectations
  - Instruction not contextualized
  - Progress to goal doesn't match learner expectations and impacts learner motivation
  - Life events, competing priorities
- Perception of adult education as "just a GED program"
- Technology and distance learning
  - Access to needed technology
  - Connectivity

Student Retention Strategies

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Set Goals With Adult Education Students

- **Identify goals** meaningful to the learner and keep goals small or break down long-term goals into smaller, more readily achievable goals.

- **Identify benefits of and barriers to** reaching learner's goals by developing a goal-setting questionnaire that includes questions about positive and negative forces that might influence goal pursuit and action steps for goal achievement.

- **Articulate positive goal statements** to make goals more tangible.

- **Create a goal plan** that includes steps and deadlines for achieving each goal.

- **Monitor progress and revise goals** as needed.

- **Use career navigators** to help set student goals.

Sources: Bruch et al., 2023; Comings, 2007; Comings et al., 1999; Kerka, 2005; Meder, 2000; National Research Council, 2012.

Get Student Buy-In

- Support learner persistence through cost-effective ways to learn more about the **personal interests of students**.

- **Model success** by introducing new students to similar adults who have already been successful at learning.

- Assist students in understanding the **costs and benefits of program participation** by illustrating the positive correlation between employment and educational attainment.

- Strive to have a **diverse teaching staff** so that learners see themselves reflected in their teachers.

Sources: Carver-Thomas, 2018; Comings, 2007; Dortch & Sainato, 2022; Institute of Education Sciences & Regional Educational Laboratory Southeast , 2020; National Research Council, 2012.

Offer Flexibility

- **Offer wraparound services** to understand and address students' individualized needs.

- **Build learner autonomy** by offering choice in the classroom, which may include letting learners choose whether they want to work on an assignment individually or in small groups, choose the order of activities during a class session, or choose their next assignment.

- **Offer flexible course schedules** to meet the needs of working learners.

- **Utilize distance and blended learning** to offer students flexibility of location.

Sources: Burik et al., 2021; ; Hunt Institute, 2022; Lane et al., 2012; Macdonald & Jiang, 2021; National Research Council, 2012.

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Foster a Sense of Belonging

- **Create opportunities to feel connected with other students and the program's culture.**

    - Networking and social opportunities e.g., in-person, online forums, community events

    - Group learning cohorts

Sources: Nash, A. & Kallenbach, S. (2009)

Leverage Other Data Sources

- **Mine data to reengage students.** Look through student record databases to identify former students and reach out via direct communication.

- **Create learner focus groups** to provide a forum for raising issues and concerns and to give practitioners valuable feedback for assisting learners. Learner focus groups can evolve into learner support groups.

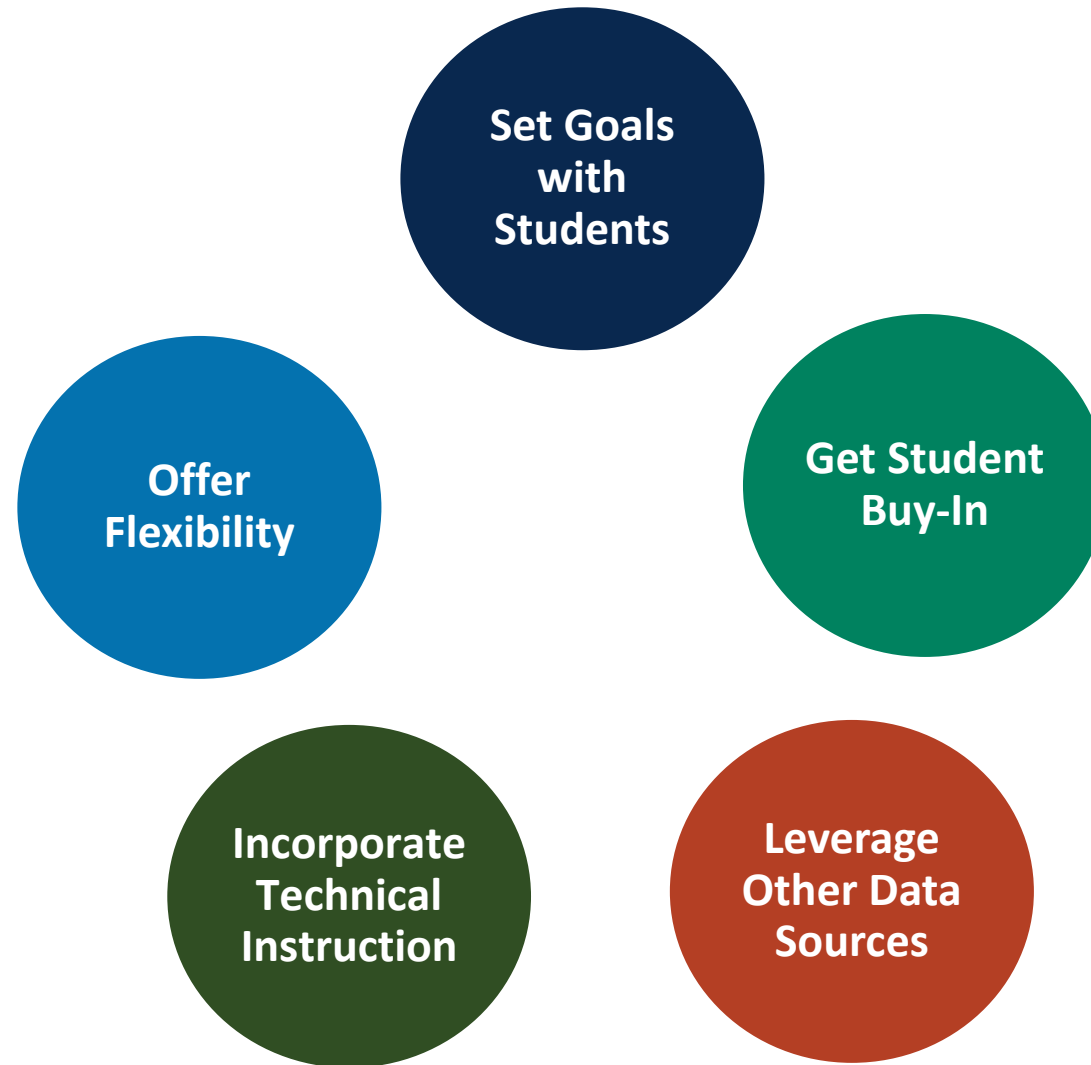Sources: Goforth & Jonik, 2001; Kerka, 2005; Lane et al., 2012.

Integrate Technical Instruction into Adult Education Programs

- **Integrating technical instruction into adult education programs** can help create career pathways for learners and help them navigate transitions into the educational pipeline.

  - Program, lesson plans, pathways

  - Real-time skill identification

Sources: Borradaile, Martinez, & Schochet, 2021; Modicamore et al., 2017

Strategy Roundtables

Set Goals with Students

Offer Flexibility

Get Student Buy-In

Incorporate Technical Instruction

Leverage Other Data Sources

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Directions: Strategy Roundtables

Find your preselected roundtable group and consider the strategies that were presented and strategies that occur in your state.

- Discuss student retention strategies using the guiding questions below. Use flipcharts as needed to capture key thoughts.

- Each roundtable will designate a reporter for the share-out.

Guiding Questions

- What is one strategy mentioned that you have not tried, and what would it look like if implemented in your state?

- Which of these strategies has your state tried, and what have been some of the lessons learned?

- How can or does your state team support these strategies?

- What additional strategies have worked in your state?

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Share-Out and Key Takeaways

- Each roundtable reporter will share highlights from the roundtable.

- What is a key takeaway from or reflection about the different strategies you heard?

Lunch

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State-Level Considerations to Support Student Retention

- **Program design guidance** that includes researched and promising practice strategies. For example:

  - Student engagement component in RFPs.

  - Staffing e.g., career navigators, academic supports.

- **State level partnerships** that support these strategies. For example:

  - Implementation of technical skills in curriculum and courses.

  - Support services (childcare, transportation).

- **Provider networking opportunities** to share practices and lessons learned.

- **State driven recognition or incentivization** to local providers.

- **Use data to provide guidance** on follow up outreach process for separated and reportable participants.

- **Provide professional development opportunities for teachers** on how to work with students on identifying and constructing goals meaningful to students.

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Activity:
What Impact Does Student Retention Have in My State?

Part I

In your state team, do the following:

- Select **two student retention challenges** from your pre-session work.

- **On flipchart** capture the following:

  – Identify **one strategy for each challenge**.

  – Broadly **identify the stakeholders and individuals** needed to make each strategy operational.

  – Articulate **at least two data-driven metrics of success for each strategy**.

Break

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Activity:
What Impact Does Student Retention Have in My State?

Part II

In your state team pairs, do the following:

- One state shares their responses with their partner state.

- The partner state should ask any clarifying questions and then provide feedback that includes but is not limited to

  » additional considerations and

  » success expectations and metrics.

- Teams switch places.

- Select one or more reporter representing both teams to report out to the group.

Image Credit: Peggy und Marco Lachmann-Anke from Pixabay..

State Teams Report Out

Each state will report out on **one** of their strategies as follows:

- Verbally describe the **student retention challenge** your strategy is intended to address

  – Identify **one strategy to address this challenge** (flipchart)

  – Broadly **identify key stakeholders and individuals** needed to make each strategy operational (flipchart)

  – Articulate **at least two data-driven metrics of success for the strategy** (flipchart)

Image Credit: Timusu from Pixabay.

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Wrap-Up, Day 1, and Overview, Day 2

the JOURNEY CONTINUES
From Recruitment to Retention

Welcome Back, Day 2, and Recap, Day 1
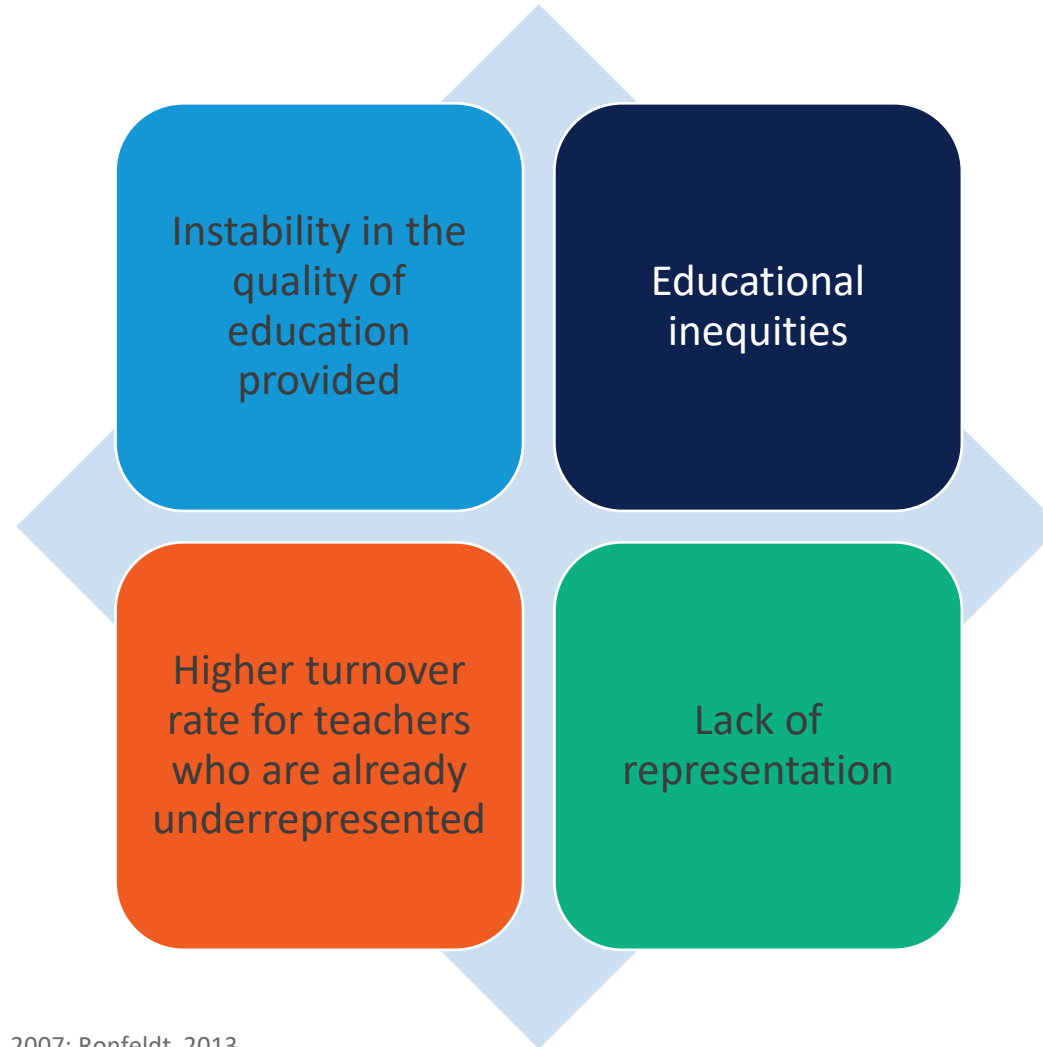
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From Recruitment to Retention

Teacher Retention: Why It Matters and What the Data Tell Us

The Cost to Our Students

Instability in the quality of education provided

Educational inequities

Higher turnover rate for teachers who are already underrepresented

Lack of representation

Sources: Bristol, 2019; Carver-Thomas, 2019, 2017; Monk, 2007; Ronfeldt, 2013

The Cost to Your State

"[K-12] research shows that urban programs can, on average, spend more than $20,000 on each new teacher hire, including program and district expenses related to separation, recruitment, hiring, and training."

—Learning Policy Institute, 2017

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Attrition Cost Calculator

Designed by LPI to estimate the cost of teacher turnover and inform conversations about how and why to address retention.

Start by answering two questions:

— How many teachers left last year? Note: this calculator uses district; consider the equivalent for your state and adult education.

— How would you describe your state and regions (urban, suburban, or rural) within your state?

Source: Learning Policy Institute, 2017.

Example of Attrition Cost

For example, in late August, one urban Virginia district had 394 openings; these openings alone will likely cost the district $4,334,000 in direct costs—not to mention the impact on student success.

1. How many teachers left your school or district?

Enter a Number | Let Us Help You

Enter the number of teachers who left last year
Don't know? *Use the tab above to let us help you calculate an estimate.*

| 55 |
0   1,000+

2. What's the cost of replacing a teacher?

Use the slider to estimate the cost of replacing a teacher in **YOUR** school or district. As you think about the costs, remember to factor in all expenses and person hours related to processing a teacher's exit, as well as costs to recruit, hire, and train new teachers. Read more.

Enter the cost of replacing a teacher for your school or district

| $21,000 |
$1,000 $40,000

Don't know? Use one of our **district estimates**:

○ Rural District   ○ Suburban District   ○ Urban District
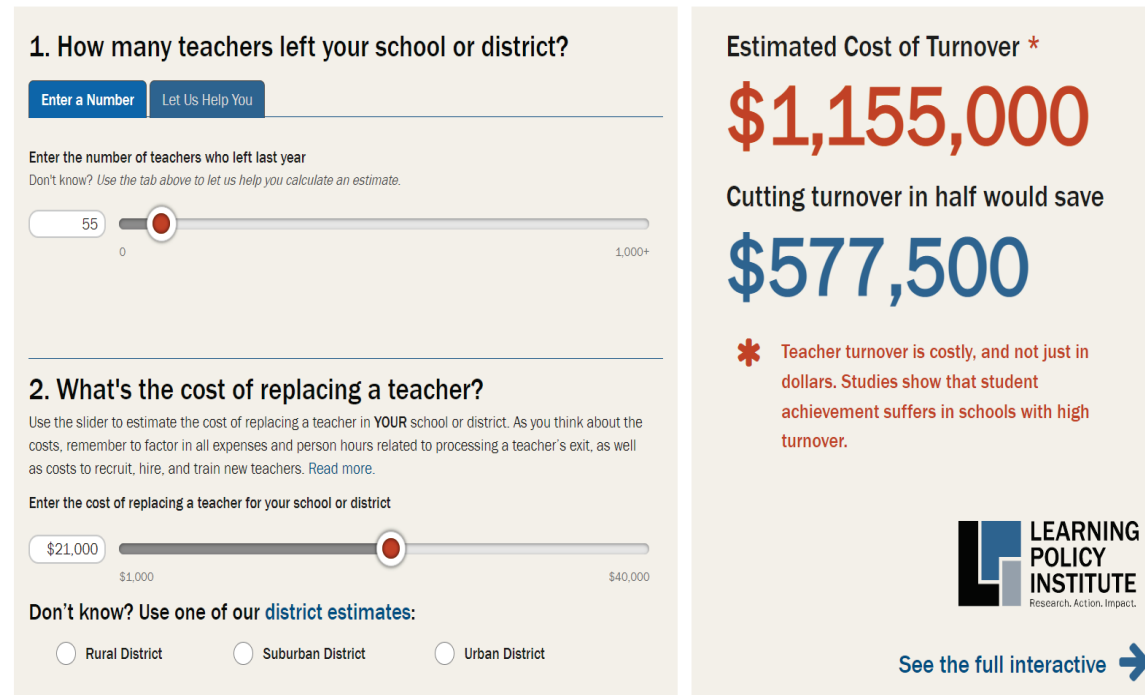
Estimated Cost of Turnover *

$1,155,000

Cutting turnover in half would save

$577,500

* Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

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Source: Learning Policy Institute, 2017.

What Is the Real Cost of Losing an Instructor/Teacher?

Recruitment costs

Onboarding costs

Lost productivity

Lost engagement and impact on employee morale

Customer service and errors

Training costs

Lost institutional knowledge

Cultural impact

Source: Charaba, 2023.

National Trends in Teacher Retention

Turnover is more frequent among part-time than full-time teachers.

Full-time teachers tend to have more experience than part-time teachers.

Younger teachers and those early in their careers are the most likely to leave.

Employment of teachers is projected to decline.

But despite this decline…

Many projected openings for teaching positions may stay vacant.

Sources: Loewus, 2021; National Reporting System, n.d.-d; U.S. Bureau of Labor Statistics, 2022; Young et al., 1995.

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Numbers of Local Adult Education Teachers: PYs 2018–2021
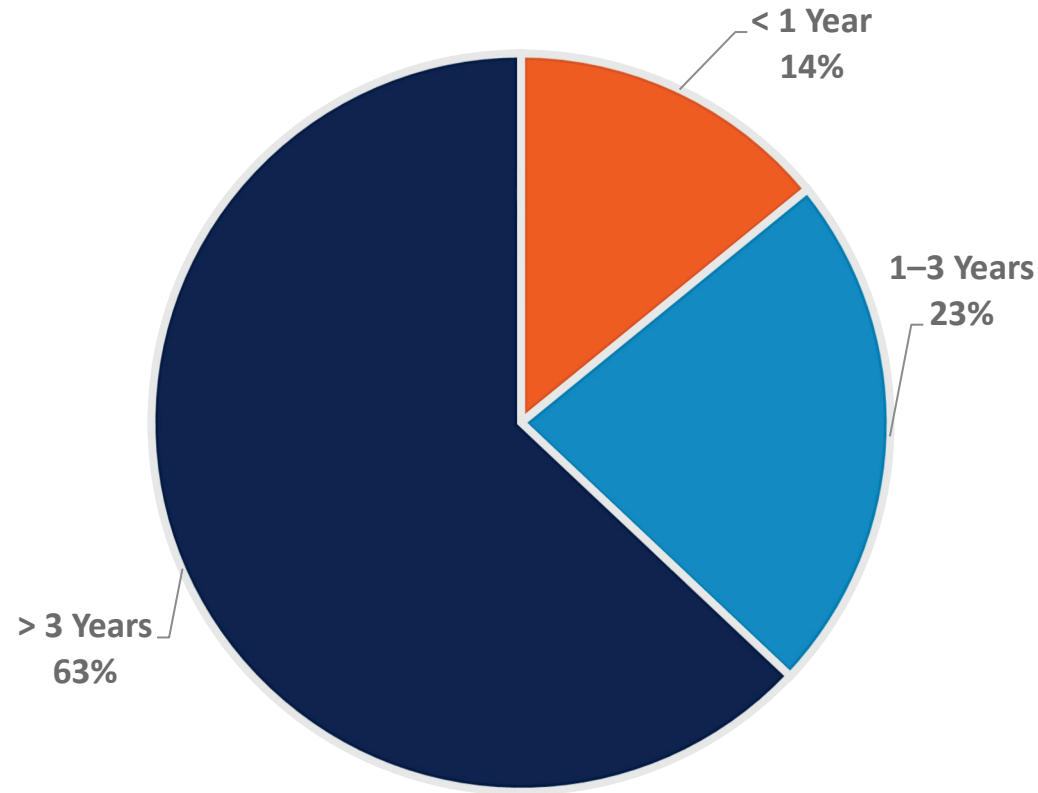

TOTAL NUMBER OF LOCAL TEACHERS REPORTED BY JOB STATUS
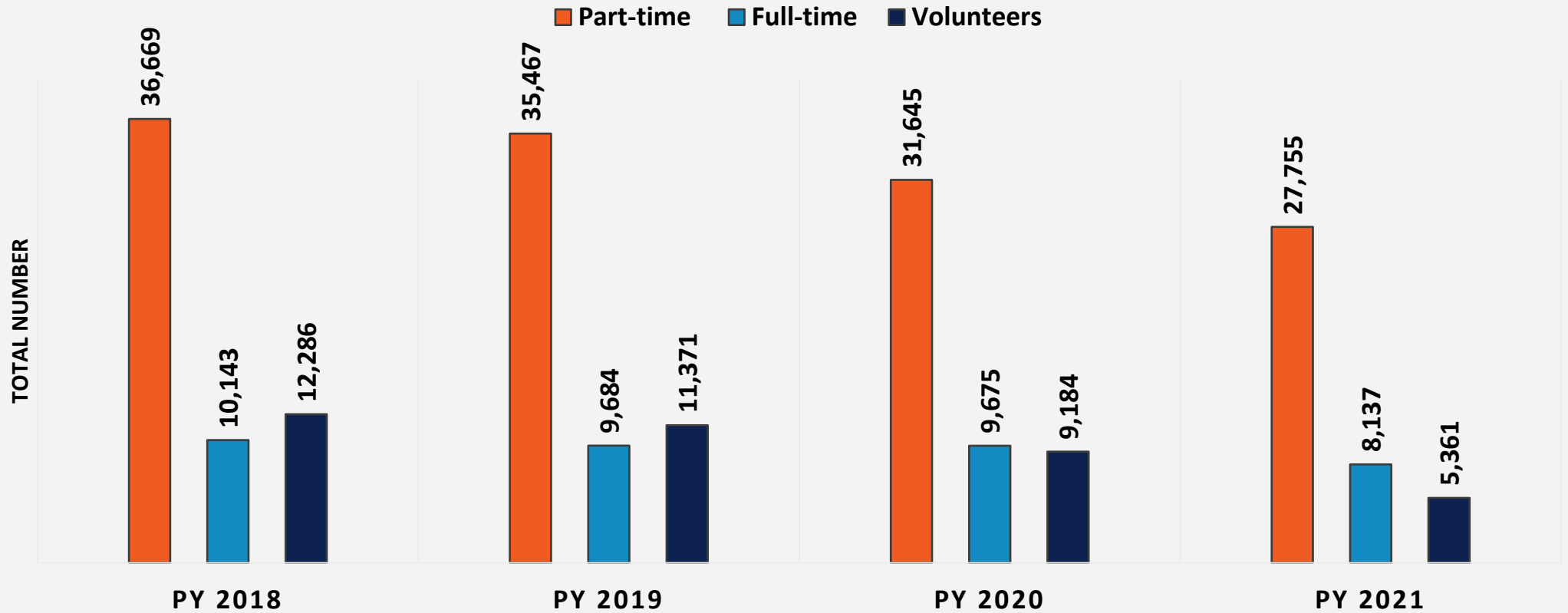
Source: National Reporting System (n.d.a.–d.).
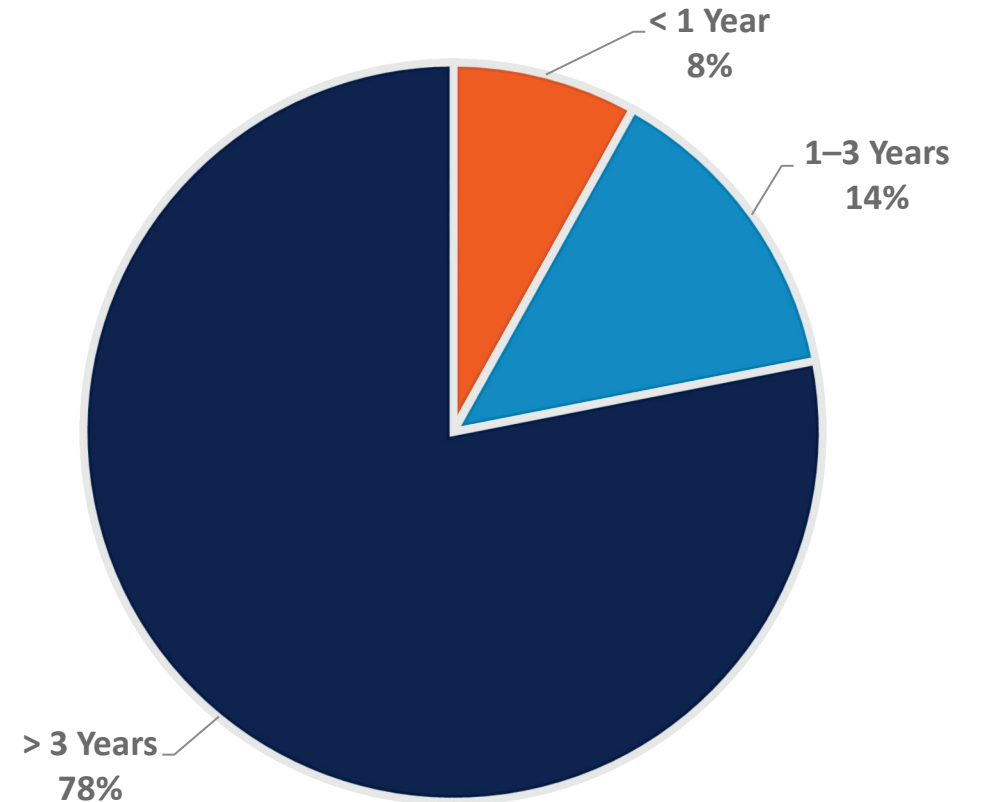
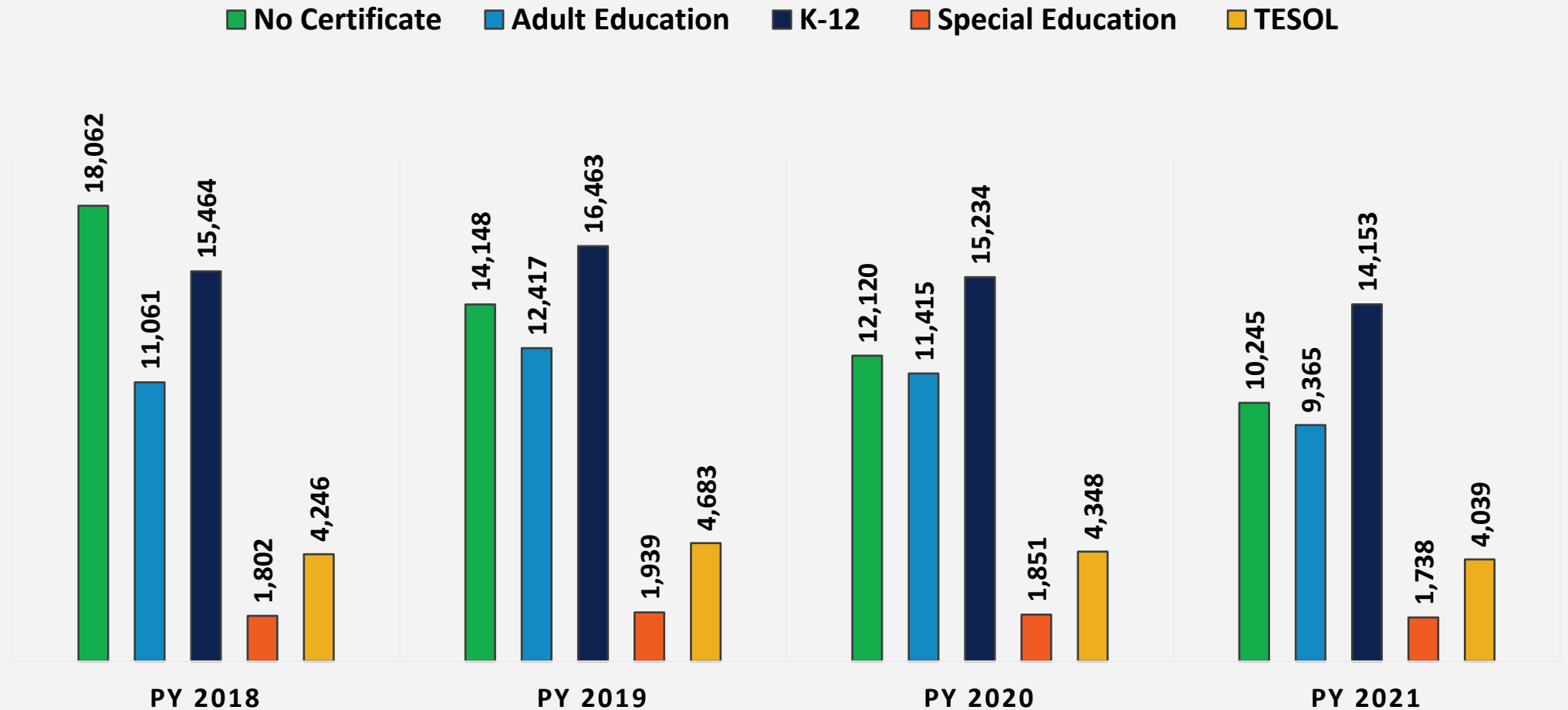# Years of Teacher Experience in Adult Education: PY 2021

PART-TIME TEACHERS

< 1 Year
14%

1–3 Years
23%

> 3 Years
63%

FULL-TIME TEACHERS

< 1 Year
8%

1–3 Years
14%

> 3 Years
78%

Source: National Reporting System (n.d.-d).

Teacher Certification Type: PY Comparison

Legend: No Certificate · Adult Education · K-12 · Special Education · TESOL

PY 2018
- No Certificate: 18,062
- Adult Education: 11,061
- K-12: 15,464
- Special Education: 1,802
- TESOL: 4,246

PY 2019
- No Certificate: 14,148
- Adult Education: 12,417
- K-12: 16,463
- Special Education: 1,939
- TESOL: 4,683

PY 2020
- No Certificate: 12,120
- Adult Education: 11,415
- K-12: 15,234
- Special Education: 1,851
- TESOL: 4,348

PY 2021
- No Certificate: 10,245
- Adult Education: 9,365
- K-12: 14,153
- Special Education: 1,738
- TESOL: 4,039

Source: National Reporting System (n.d.a.–d).

What Data Can States Use to Understand the Trends?

- Program and participant demographic characteristics

- In-service policies

- Program climate

- Administrative supports

- Compensation policies

Sources: Loewus, 2021; National Reporting System, n.d.-d.; U.S. Bureau of Labor Statistics, 2022; Young et al., 1995.

State Presentations: Alabama, Arkansas, Indiana, Texas, Utah – posted on NRS Moodle

the JOURNEY CONTINUES

From Recruitment to Retention

Questions?

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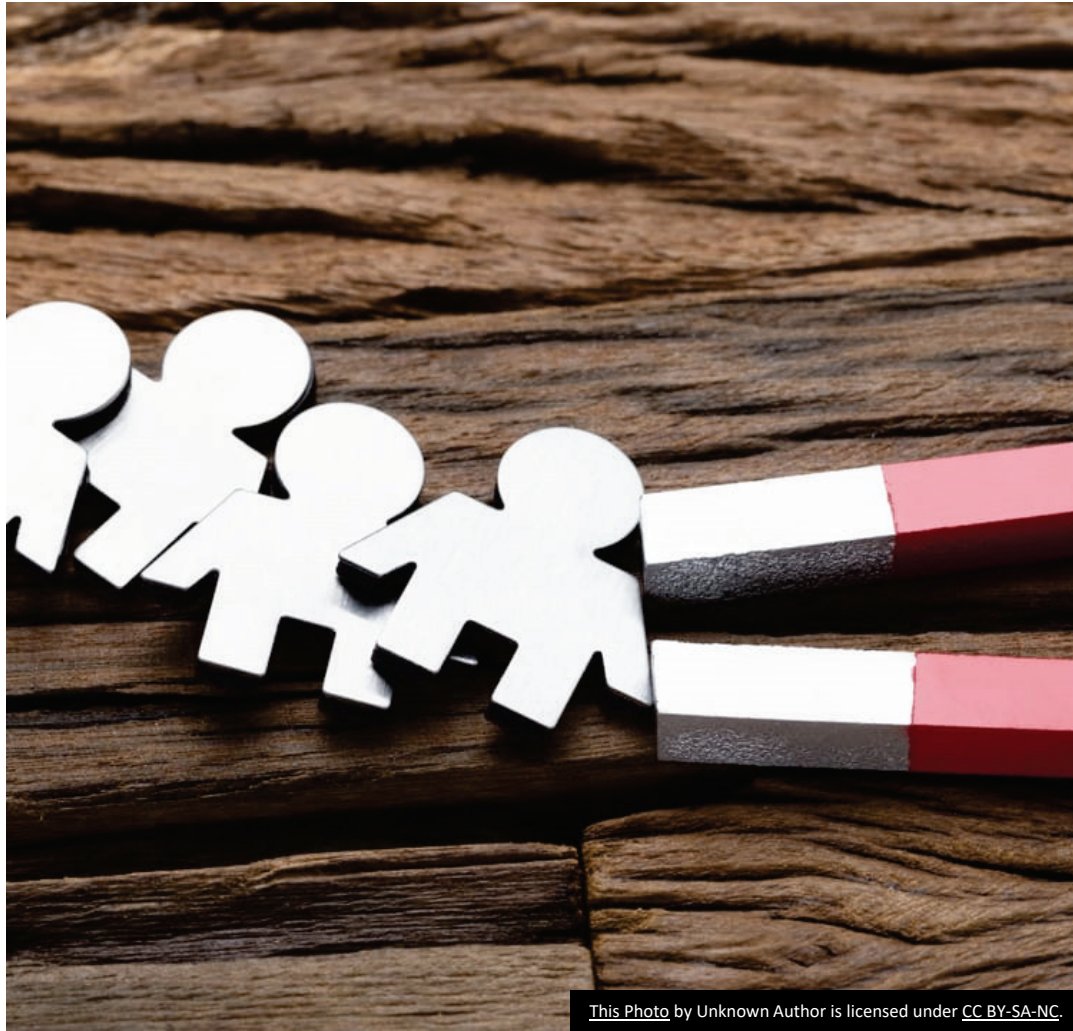
Break

Teacher Retention Strategies

the JOURNEY CONTINUES
From Recruitment to Retention

The Goals
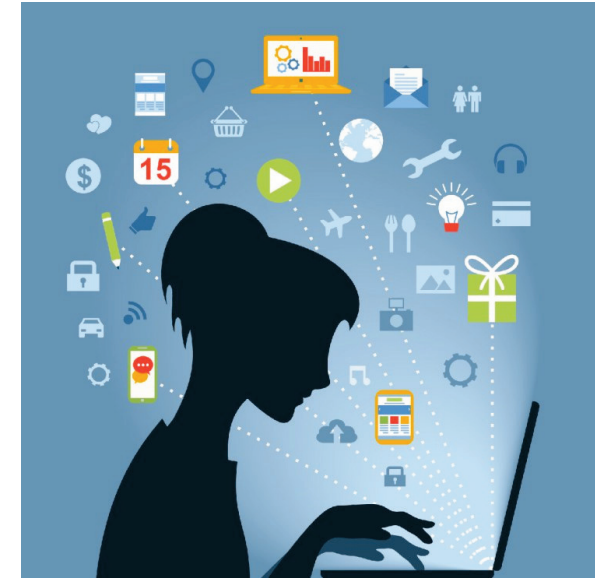

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- Support the teachers you have.

- Keep them in the profession.

- Attract promising new teachers.

Overview of the Teacher Retention Strategies

- Monitor teacher retention and attrition

- Support induction and mentorship

- Provide flexibility

- Provide administrative support

- Promote teacher engagement

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Source: Potemski & Matlach, 2014.

Monitor Teacher Retention and Attrition

FACTORS	EXAMPLE MEASURES	RATIONALE
Demographics	Age, race/ethnicity, gender	To monitor changes in diversity
Pre-Service Experience	Type of teacher preparation program attended	To assess potential differences in teachers' retention from different programs
Qualifications	Certification type, additional certifications	To assess differences in teachers' retention by types of qualifications
Experience Level	Teaching experience within the profession	To determine whether beginning or more experienced teachers are leaving
Performance Ratings	Teacher evaluation ratings, teacher observation ratings, student growth measures	To gauge the extent that high and/or low performers are staying or leaving
Morale Factors	Job satisfaction, organizational commitment, job embeddedness, and turnover intentions	To predict teacher retention and turnover and identify potential solution strategies

Source: Finster, 2015b

Monitor Teacher Retention and Attrition (continued)

What to Monitor at the State Level

Factors	Example Measures	Rationale
Demographic Characteristics	Enrollment and enrollment change, student barriers, percentage of minority students, percentage of bilingual students	To account for the extent that changes in student enrollment levels may influence teacher turnover; To assess how changes in demographics over time may be associated with teacher retention and/or turnover
Compensation Policies	Overall compensation levels, incentives, and rewards	To determine to what extent changes in salary levels may influence teacher retention or turnover
In-Service Policies	Induction programs, peer assistance, and review	To evaluate whether in-service policies are influencing teacher retention and turnover

Source: Finster, 2015a

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Induction and Mentoring
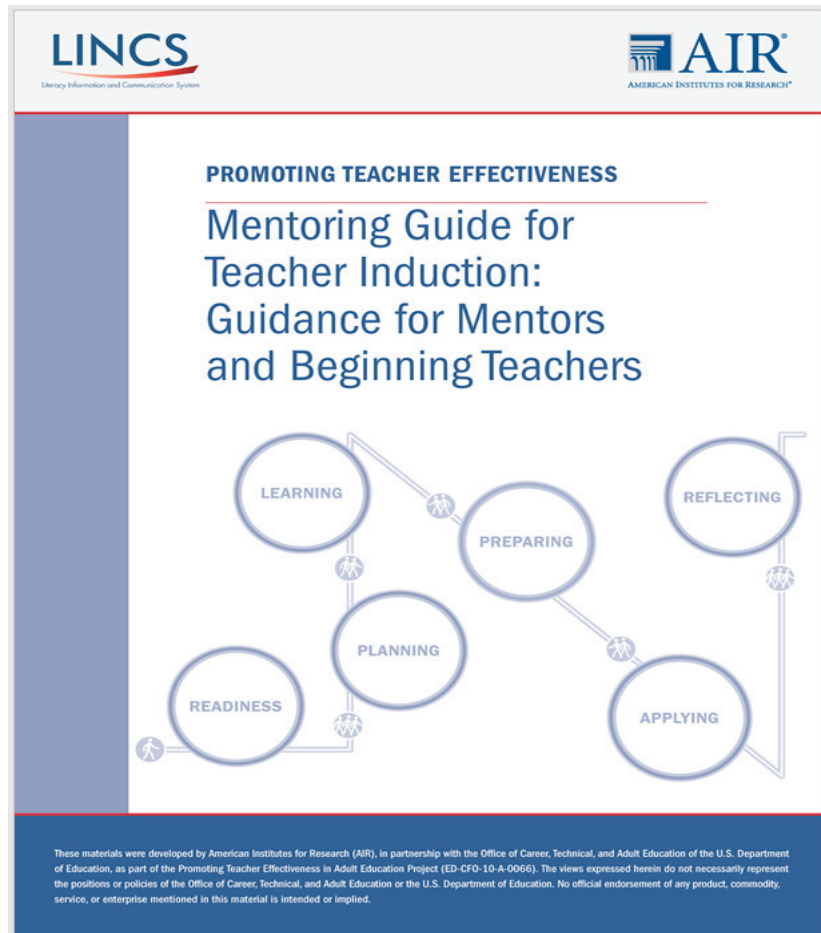
Criteria for mentor selection and assignment:

1. Interpersonal skills

2. Instructional effectiveness

3. Leadership

4. Work experience

5. Content-area and grade-level expertise similar to the mentee's assignment

Sources: American Institutes for Research, 2015; Education Commission of the States, 2016; Potemski & Matlach, 2014.

Flexibility

- Create a culture that understands, promotes, and has established norms that support work-life balance.

  – Hybrid classes

  – Incorporate one remote day per week

- Incorporate planning and professional development into teachers' contractual time.

- Implement shortened or flexible work weeks.

Sources: Anderson & Walker, 2015; Lester, 2015; Thompson et al., 2021

Administrative Support

- Providing more autonomy, encouragement, and acknowledgment

  - Skaalvik & Skaalvik (2015) stated that decreased autonomy occurred when teachers felt as though their professional opinion was not of value to their colleagues

- Providing ongoing feedback and targeted professional development

- Using feedback for:

  - **Accountability**

  - **Development**

Sources: Borman & Dowling, 2008; Skaalvik & Skaalvik, 2015; Smith & Hofer, 2003; Workman, 2016

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How to Engage Teachers

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Teachers are perhaps best positioned to offer guidance on the types of policy solutions most likely to reduce teacher shortages and the best ways to implement these policies.

This engagement should be

- structured,

- constructive, and

- solution-oriented.

Source: Behrstock-Sherratt, 2016.

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Teacher Engagement

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- Building Teacher Self-Efficacy and Autonomy
- Giving Teachers a Voice
- Recognizing Their Contributions
- Supporting Their Professional Growth

Sources: Gallup, 2014; Grantmakers for Education & Collective Invention, 2014; New Teacher Project, 2012; Park et al., 2014; Pfau, 2016; Will, 2016.

State Planning Time: Teacher Retention Plan, Part 1

Identify Realistic Teacher Retention Goals

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What's the Plan?

- **Proactive**

- **Detailed**

- **Data driven**

- **Targeted**

NRS Regional Training 2023 Teacher Retention Plan Template

Section I: Challenge, Goals, Rationale and Strategies

Challenge or Topic: What teacher retention challenge or topic does this plan address?
Goal: What will it take to change or improve the teacher retention challenge or topic?
Rationale: What are the drivers and need for this goal?
Strategies: What approaches will be used to accomplish the goal?
1. *2.* *3.*

State Planning Time: Teacher Retention Plan, Part 1

In your state team, do the following:

1. Review the teacher retention challenges you identified during the pre-session and consider the teacher retention strategies that were presented. **Use this information to inform and complete Sections I and II.**

2. Consider **at least two strategies** that would help your state accomplish its primary teacher retention goal.

3. Time permitting, **brainstorm Section IV**.

Be prepared to share with another state.

Strategy #_____:	Insert a strategy from Section 1	
What specific data do you need to inform and measure the success of this strategy?*(see Appendix X: Data Considerations for Teacher Retention Plan for broad level data)	How will the data inform this strategy?	What, if any, are the limitations of this data source?
What are milestones or benchmarks of success for this strategy?		
What stakeholders will be affected by this strategy and how?		
What partners are required to implement this strategy and what is their role?		
What are potential challenges to this strategy and solutions to address them?		

Lunch

State Planning Time: Teacher Retention Plan, Part 1 cont.

In your state team, do the following:

1. Review the teacher retention challenges you identified during the pre-session and consider the teacher retention strategies that were presented. **Use this information to inform and complete Sections I and II.**

2. Consider **at least two strategies** that would help your state accomplish its primary teacher retention goal.

3. Time permitting, **brainstorm Section IV.**

Be prepared to share with another state.

Strategy #_____:	Insert a strategy from Section 1	
What specific data do you need to inform and measure the success of this strategy?*(see Appendix X: Data Considerations for Teacher Retention Plan for broad level data)	How will the data inform this strategy?	What, if any, are the limitations of this data source?
What are milestones or benchmarks of success for this strategy?		
What stakeholders will be affected by this strategy and how?		
What partners are required to implement this strategy and what is their role?		
What are potential challenges to this strategy and solutions to address them?		

State to State Feedback: Teacher Retention Plan, Part 2

With your partner state:

1. Share the teacher retention challenges your plan seeks to address.

2. Describe your primary goal, two teacher retention strategies related to this goal and the rationale.

3. Identify at least one area of the plan in which you would like feedback from your partner state.

As you listen:

1. Gain an understanding of the context of your partner state.

2. Provide constructive ideas in the identified area.

Action Steps

Action Steps			
Action Steps List action steps relevant to this plan.	**Responsible Parties** List the parties responsible for executing the action step.	**Evidence of Completion** List how you will know the action step has been taken or completed.	**Timeline** List due dates and key activities for completing each action step.

The final step in teacher retention planning is to put the plan into action.

- Develop the implementation steps.

- Delegate responsibilities.

- Create deliverables and timelines.

- Identify needed support.

This will be an anticipated area of focus in the targeted training.

Break

State Planning Time: Teacher Retention Plan, Part 3

State Planning Time: Teacher Retention, Part 3

In your state team:

1. Revise **Sections I, II and IV** based on your partner state feedback.

2. Complete **one row** i.e., one key action step in Section V

Gallery Posting and Walking Review

the **JOURNEY CONTINUES**

From Recruitment to Retention

Gallery Post

Post the following

- Primary **goal** of your teacher retention plan **(on flip chart)**

- **Section II** of the Teacher Retention Plan template **(fancy board)** including:

  - **One strategy**

  - **Data sources and considerations**, **stakeholder, partners and benchmarks** to success

- **One key action step** related to this strategy.

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Gallery Walk: States Report Out

the **JOURNEY CONTINUES**

From Recruitment to Retention

Gallery Walk and States Report Out

Each state will have 3 minutes. In your state report out **share**:

- The **challenge** you want the plan to address (verbal)

- Primary **goal** of your teacher retention plan (posted in Gallery on flip chart)

- **Section II** of the Teacher Retention Plan template (posted in Gallery) including:

  - **One strategy**

  - **Data sources and considerations**, **stakeholder, partners and benchmarks** to success

- **One key action step** related to this strategy.

Wrap-Up, Day 2, and Overview, Day 3

Welcome Back, Day 3, and Recap, Day 2

the **JOURNEY CONTINUES**

From Recruitment to Retention

Gallery Walk and States Report Out cont.

Each state will have 3 minutes. In your state report out **share**:

- The **challenge** you want the plan to address (verbal)

- Primary **goal** of your teacher retention plan (posted in Gallery on flip chart)

- **Section II** of the Teacher Retention Plan template (posted in Gallery) including:

  - **One strategy**

  - **Data sources and considerations**, **stakeholder, partners and benchmarks** to success

- **One key action step** related to this strategy.

Break

Large Group Discussion: State Role to Support Local Providers

the **JOURNEY CONTINUES**
From Recruitment to Retention

Large Group Discussion: State Role to Support Providers

Reflecting on Days 1 and 2 and the state strategies shared:

- What are potential or existing ways states can support local providers with teacher retention?

  - Section III of template provides guiding questions (pg. 32 and 39 of Workbook)

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Strategy and Implementation Readiness Checklist Highlights: Teacher Retention
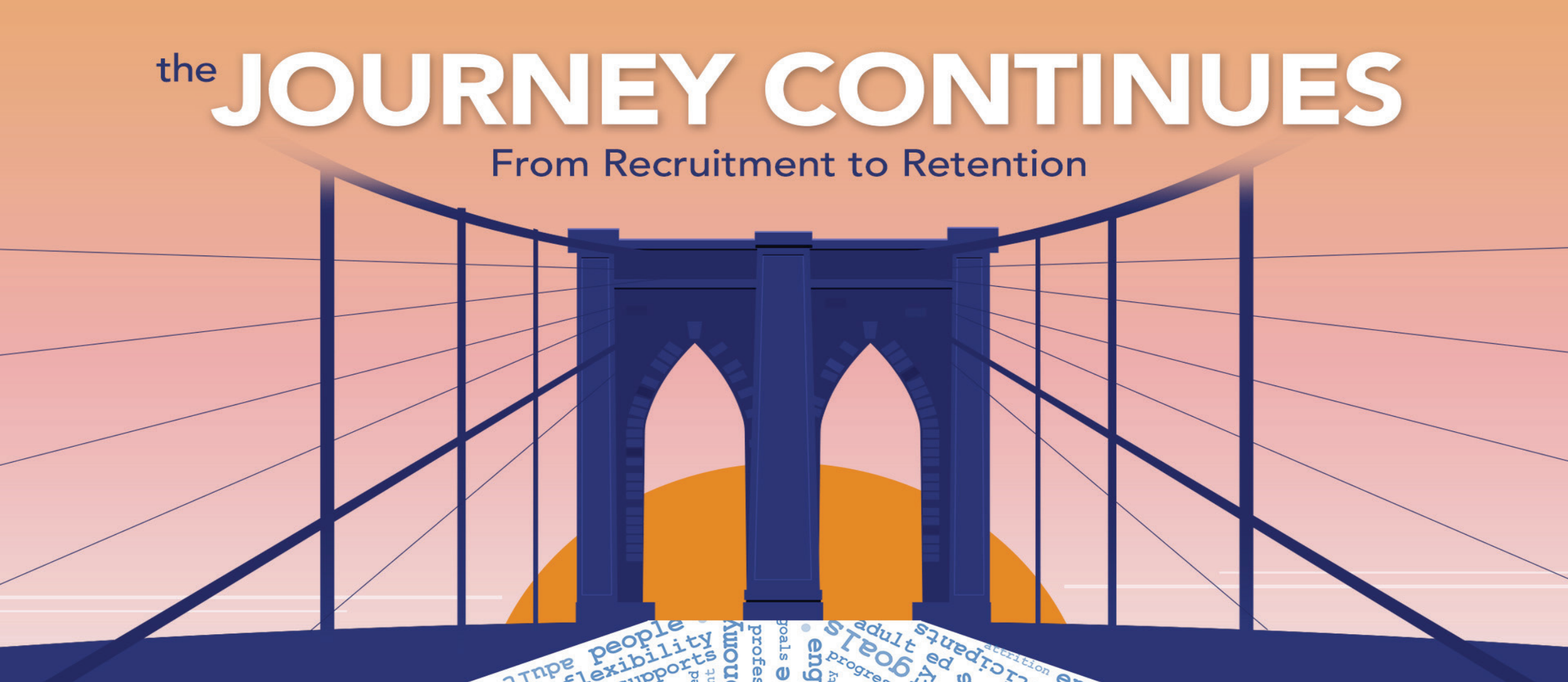
Upcoming Resource

Strategy and Implementation Readiness Checklist (SIRC): Teacher Retention

This resource is in the development stage. Designed as a guide to support states in the development, review, and/or implementation of teacher retention strategies through the following categories:

- Strategy Alignment

- Local Programs/Provider Engagement

- Program Partner Engagement

- Teacher Engagement and Mentorship

- Professional Development

- **Use of Data to Inform Retention Strategy and Progress Monitoring**

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Using Data to Inform Retention Strategy and Progress Monitoring

To identify the factors contributing to teacher attrition and implement targeted strategies, programs should monitor trends in teacher retention at various levels:

- Do you have a high-quality data system that can disaggregate data at the individual program and teacher/instructor level?

- Do you understand staff changes in your state?

- What sources and metrics will you use to inform whether your strategy was implemented successfully?

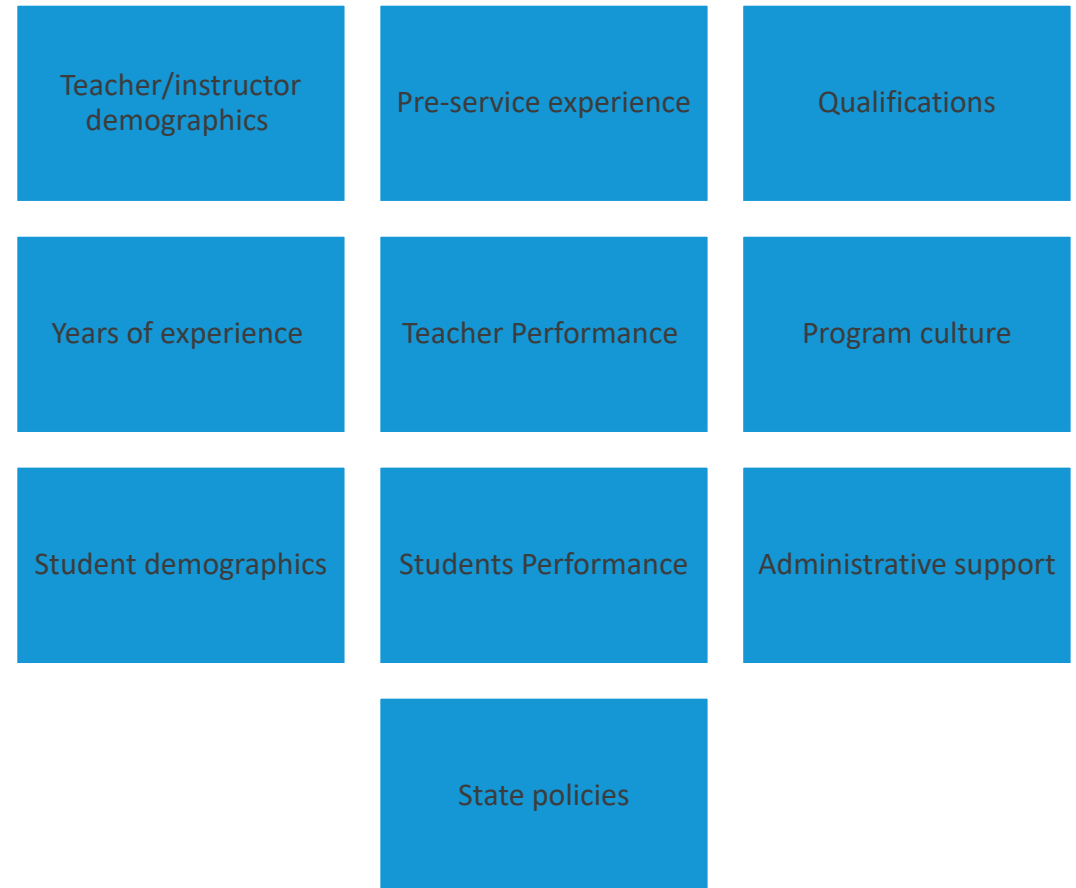NATIONAL REPORTING SYSTEM for Adult Education | nrsweb.org

Using Data to Inform Retention Strategy and Progress Monitoring

To identify the factors contributing to teacher attrition and implement targeted strategies, programs should monitor trends in teacher retention at various levels:

- Do you have a high-quality data system that can disaggregate data at the individual program and teacher/instructor level?

- Do you understand staff changes in your state?

- What sources and metrics will you use to inform whether your strategy was implemented successfully?

Factors to monitor include:

Teacher/instructor demographics	Pre-service experience	Qualifications
Years of experience	Teacher Performance	Program culture
Student demographics	Students Performance	Administrative support
State policies		

Using Data to Inform Retention Strategy and Progress Monitoring: Guiding Questions

Consider and reflect on the following questions:

- How does the state currently disaggregate data at the individual program and teacher level? What system or process is used to do this?

- What methods does the state use to collect qualitative data that may help inform teacher or student retention?

- Do local providers use data to inform teacher retention and related strategies? If so, what are these data? If not, how could the state assist providers in doing so?
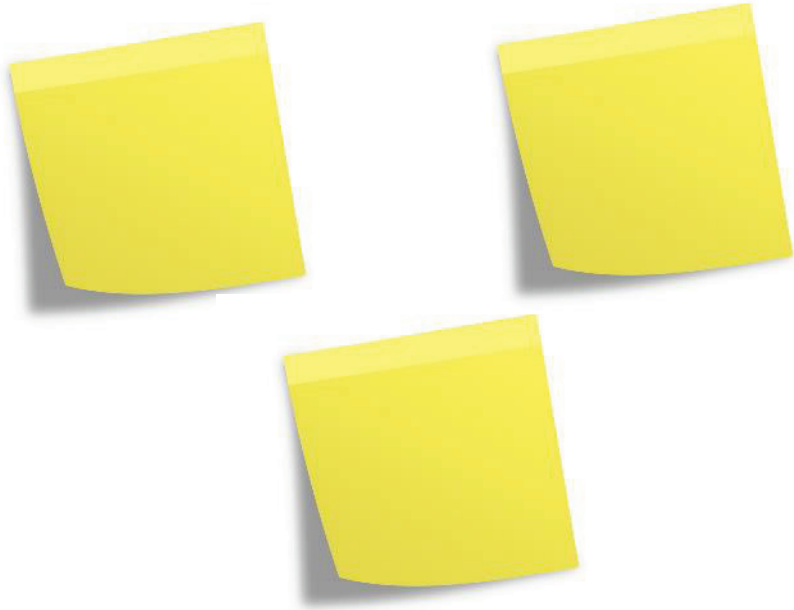
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Next Steps and Considerations

the **JOURNEY CONTINUES**
From Recruitment to Retention

Next Steps and Considerations: Rapid Response

- What is one thing (new or revised) that you will do differently in your role regarding **student retention** in the next three to six months?

- What is one thing (new or revised) that you will do differently in your role regarding **teacher retention** in the next three to six months?

- As a result of these changes, what is one inspiring story the data will tell in about adult education student or teacher retention in your state in two years?

Share-Out and Final Reflections

Image Credit: Timusu from Pixabay.

Wrap Up, Day 3

the JOURNEY CONTINUES
From Recruitment to Retention

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