

# EDUCATION TO LICENSURE PATHWAYS IN TEACHING AND NURSING

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Principles to Guide Decision-making



# Session Participants



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# Session Outline

- Overview: Walking our way into the “problem” of interest
- State perspective: Insights about education-to-licensure pathways
- Structural elements of licensure ecosystems
- Five foundational principles to guide decision-making
- Moving forward: Next steps in Louisiana
- Discussion and Q & A

# Shifting focus of policy and practice in postsecondary education

## Access

Financing

Program of  
study

## Success

Persistence

Completion

## Outcomes

Workforce  
participation

Civic  
engagement

A focus on workforce participation requires effective state-level strategies for talent utilization

*Talent Utilization*

Ensuring individuals who earn credentials and licenses find pathways to meaningful employment in their field of study to support themselves, families, communities, and state interests.

This is particularly the case in high-demand / high-need fields of teaching and nursing



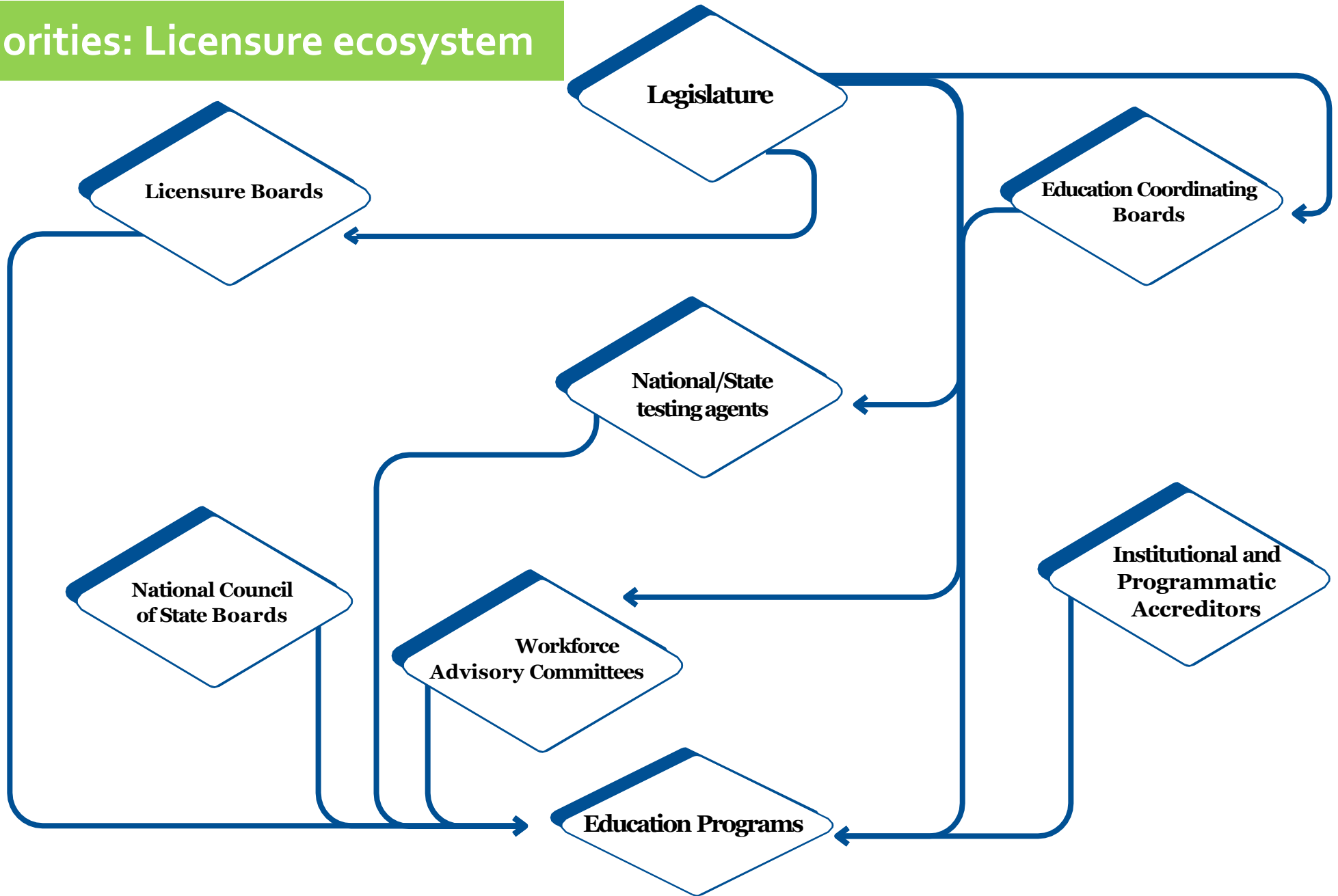
**Fun Fact**

K-12 teacher workforce was the top state priority for 2023 in a national survey of SHEEO agencies

# Oversimplified model of pathway for students from education to workforce participation



# Example authorities: Licensure ecosystem





# STATE PERSPECTIVE: INSIGHTS INTO AGENCY LEADERSHIP IN SUPPORTING AND SUSTAINING PATHWAYS TO LICENSURE

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# COMPARING LICENSURE ECOSYSTEMS: REVIEW OF COMMON STRUCTURAL ELEMENTS AND POTENTIAL CHALLENGE POINTS

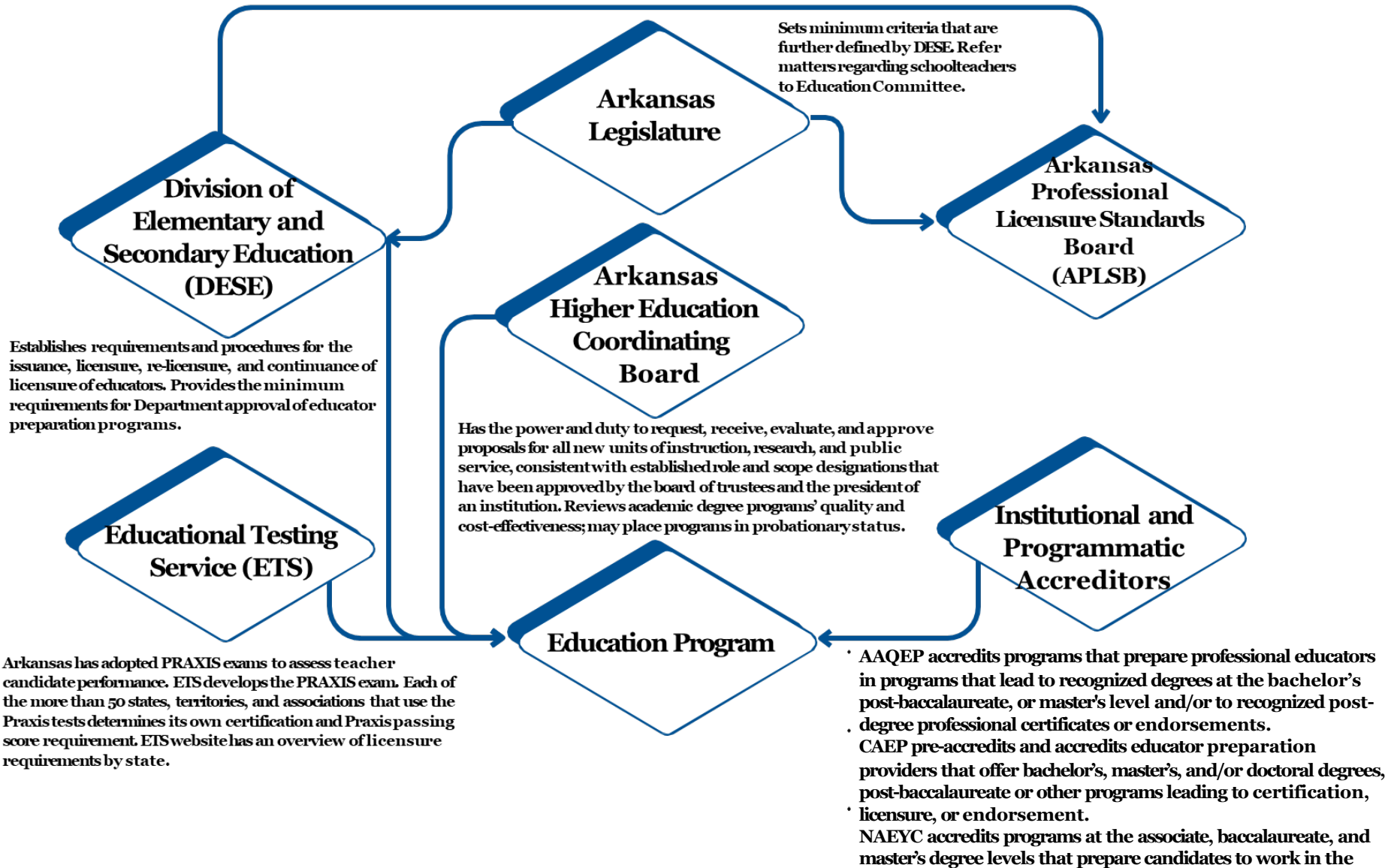
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# ARKANSAS TEACHER LICENSURE DIAGRAM



# FIVE FOUNDATIONAL PRINCIPLES TO GUIDE DECISION-MAKING

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# Principles to guide decision-making

**Principle 1** Decisions made by leaders in the professional licensure ecosystem should be goal-driven and data-informed.

**Principle 2** Communication within the licensure ecosystem and with other key stakeholders should be timely, relevant, transparent, consistent, and strategic.

**Principle 3** All members of the licensure ecosystem should commit to centering equity in decisions that impact pathways into professional practice.

**Principle 4** Focus on outputs more than inputs.

**Principle 5** Decisions about licensure and education program requirements should center student experiences and perspectives.

# Principles to guide decision-making

**Principle 1: Decisions made by leaders in the professional licensure ecosystem should be goal-driven and data-informed.**

There should be clear, accurate, easily understood, broadly supported, and annually calculated state goals for the number of individuals earning professional licenses as teachers or nurses. These goals should align with measurable state workforce needs and each component of the licensure ecosystem should clearly understand their role in meeting articulated targets.

**Principle 2: Communication within the licensure ecosystem and with other key stakeholders should be timely, relevant, transparent, consistent, and strategic.**

Governing and decision-making bodies in the licensure ecosystems should commit to timely, relevant, transparent, and strategic communications with a broad set of constituencies. Communication should be central to each step in decision-making, from seeking input on policy directions to effective dissemination of decisions or policy changes to students, relevant government agencies, and other peer leaders.

# Principles to guide decision-making

**Principle 3: All members of the licensure ecosystem should commit to centering equity in decisions that impact pathways into professional practice.**

Centering equity in policy decisions, design, and implementation efforts will likely lead to improved educational and healthcare outcomes for residents and proactively responds to statewide demographic changes that necessitate effective outreach to prospective practitioners from all backgrounds, from all over the state, if workforce needs are to be met.

**Principle 4: Focus on outputs more than inputs.**

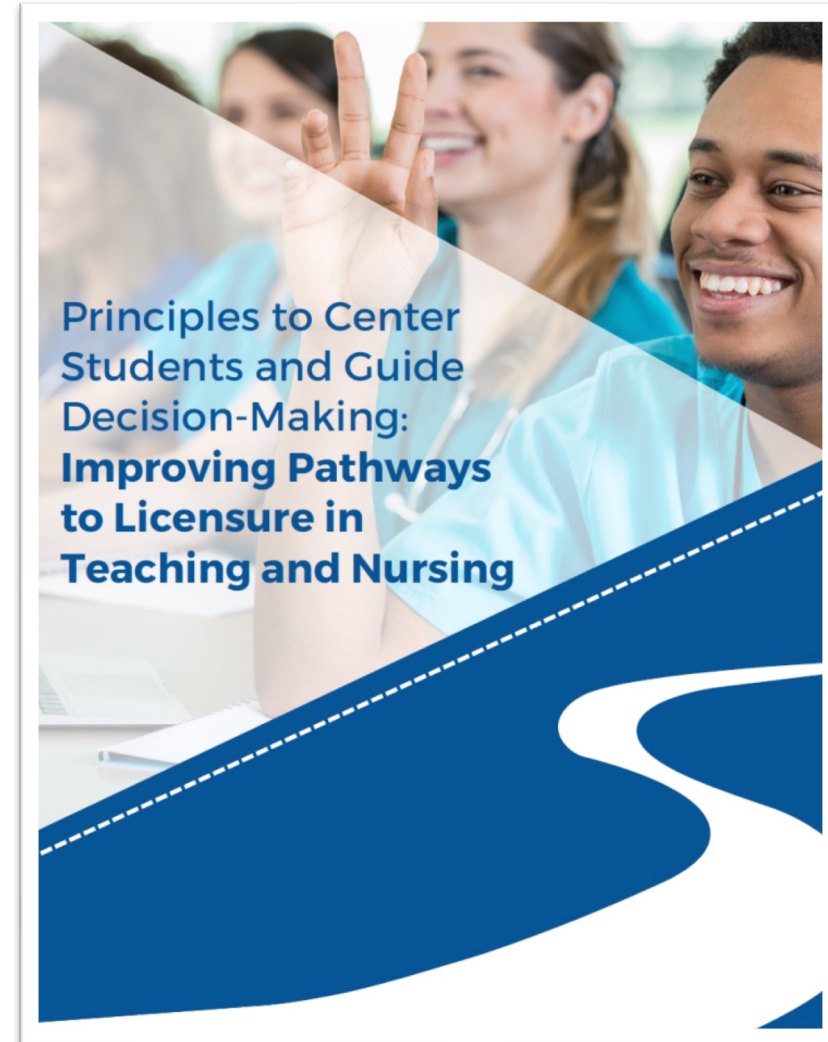
Where possible, the design and evaluation of policy choices should center on desired outputs—namely, a significant increase in the production of high-quality teachers and nurses in the state of Louisiana—rather than the historic focus on inputs.



# Principles to guide decision-making

## **Principle 5: Decisions about licensure and education program requirements should center student experiences and perspectives.**

Pathways from educational programs to professional licensure designed around students and their needs sets students up for successful outcomes and increases the likelihood of meeting critical workforce needs. It should be normative practice by leaders throughout the education-to-licensure pathways to create formal and informal opportunities for student perspectives to be collected and inform decision-making.



# PUTTING PRINCIPLES INTO ACTION: NEXT STEPS IN LOUISIANA

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# DISCUSSION / QUESTIONS/ REACTIONS

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# Contact information



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# Leveraging the State Resources Through Establishing Partnerships to Address Teacher Shortage

August 8, 2023  
3:15 PM-4:00 PM  
Tower Court C

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Director of APEC Center  
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