# Part C: Recruitment, Retention, and Training of CTE Educators

The comprehensive local needs assessment will also assess the educator workforce needs in your programs. This is not just about teachers, instructors, and faculty, but also includes specialized instructional support personnel, paraprofessionals, and career guidance and advising professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

Section 134(c)(2)(D) states the needs assessment must include:

*A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

## OPTIONAL RESOURCES

### Quick Reference Guide

| **Materials Needed** | **Suggested Stakeholders to Consult** |
| --- | --- |
| * Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, and demographics
* Student demographic data
* Description of recruitment process
* Description of retention process
* Description of professional development, mentoring, and externship opportunities
* Data on educator participation in professional development, mentoring, and externships
* Findings from educator evaluations or other resources about impact of professional development, mentoring, and externships
* Survey or focus results conducted with educators regarding needs and preferences
* Trend data on educator and staff shortage areas in terms of CTE area and demographics (at least past 5-10 years)
* Trend data on educator and staff retention in terms of CTE area and demographics (at least past 5-10 years)
 | All stakeholders required by law, particularly:* Secondary and postsecondary teachers/faculty
* Human Resource department members
* Administrators, teachers, and faculty
* Career guidance and advisement professionals
* Representatives of special populations
* Tribal organizations and representatives
* Data staff
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| **Suggested Strategies for Consultation** |
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| * [Oregon Stakeholder Engagement Guide](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/RoadmapforEngagement.pdf)
* Work group to examine data including educators, career guidance professionals, and human resources staff
* Focus group, interviews, study circle with:
	+ Veteran and developing teachers
	+ Individuals charged with selecting, designing, and implementing professional development, human resource staff
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| **Questions to Discuss** |
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| 1. How diverse is my staff, including faculty, staff, administrator, and counselor? Does it reflect the demographic makeup of the student body?
2. What processes are in place to recruit new faculty, staff, administrator, and counselor?
3. What onboarding processes are in place to bring new professionals into this system?
4. Are these processes efficient and effective, especially for educators coming from industry?
5. Are all educators teaching in my programs adequately credentialed?
6. Do I offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified need? Do I include administrators, staff, and counselors?
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
9. Is there a process to develop or recruit CTE instructors from existing staff?
10. In what subject areas do I need to develop or recruit more educators?
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### Discussion Records – Part C: Educator Recruitment, Retention, and Training

| **Questions to Consider** | **Plus - Notes** | **Delta - Notes** |
| --- | --- | --- |
| **How diverse is my staff, including faculty, staff, administrator, and counselor? Does it reflect the demographic makeup of the student body?** |  |  |
| **What processes are in place to recruit new faculty, staff, administrator, and counselor?** |  |  |
| **What onboarding processes are in place to bring new professionals into this system?** |  |  |
| **Are these processes efficient and effective, especially for educators coming from industry?** |  |  |
| **Are all educators teaching in my programs adequately credentialed?** |  |  |
| **Do I offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified need? Do I include administrators, staff, and counselors?** |  |  |
| **What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?** |  |  |
| **What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?** |  |  |
| **Is there a process to develop or recruit CTE instructors from existing staff?** |  |  |
| **In what subject areas do I need to develop or recruit more educators?** |  |  |

### Identifying Need, Setting Priorities, and Identifying Action Steps

Below are some resources to help you with this step:

1. Identifying Strengths and Needs
	* Use the information discussed above to identify strengths and needs
2. Identifying Causes
	* [NAPE Root Cause Analysis](https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf): provides a description of the process for finding a root cause
	* [Herringbone Tool](https://drive.google.com/file/d/1jufX3AkP8oSStbYug5hNVl84CBSIED46/view): a simple graphic to help develop root causes
	* [5 Whys Guide and Template](https://www.michigan.gov/documents/mde/5_Whys_Worksheet_680955_7.pdf) to identify root causes
3. Setting Priorities and Goals
	* Use simple worksheet below to help set priorities
* What strategies may be employed to improve educator recruitment, retention, and training?
* What do community partners say are potential solutions to the need(s) identified?
* What would be achievable goals to improve educator recruitment retention and training?

| **Part C: Educator Recruitment, Retention, and Training - Strengths****Cause and Potential for Leverage/Expansion** |
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**Use this scale to help identify priority**

**Ratings**

1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist and we have a plan in place to close the remaining gaps
4. No gaps exist

**Priority**

1. Critical
2. High priority
3. Medium priority
4. Low priority at this time

| **Rating** | **Priority** | **Part C: Educator Recruitment, Retention, and Training - Needs*****Add in Cause and Potential Goal to Highest Priorities*** |
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## REQUIRED Response

Once the analysis and priority setting with partners is complete, each applicant will be required to share the results of the needs assessment as part of the Perkins Strategic Plan and Local Application process. The information below will be uploaded into the application platform.

Remember, this is the only information that will be available to demonstrate you have thoroughly examined the current status of your recruitment, retention, and training of all types of educators. Following the requested information is a checklist and rubric to help formulate your response.

| **Question** | **Your Response** |
| --- | --- |
| **Statement of Strength(s) and Need(s)** |  |
| **Who was consulted in this discussion?****Include at a minimum:****Names, stakeholder roles of those participating in discussion of student performance** |  |
| **Discussion of process to identify this need****Include at a minimum:****Evidence that faculty, staff, administrators, and counselors were included in data examination and determination of strength and need.****A discussion of the data examined in determining strength and need for educator recruitment, retention, and training****A discussion of the identified strength and need for educator recruitment****A discussion of the identified strength and need for educator retention****A discussion of the identified strength and need for educator training****A discussion of potential (root) causes and possible strategies regarding educator recruitment, retention, and training** |  |

## Rubric

| **1 – Does not Meet - revision required** | **2 – Minimally Meets – some revision required** | **3 – Meets Requirement** | **4 – Exceeds Requirement** |
| --- | --- | --- | --- |
| The response does not indicate how stakeholders were involved in identifying and prioritizing needs | The response provides some description indicating stakeholders were involved in identifying and prioritizing needs | The response provides a specific description regarding how stakeholders were involved in identifying and prioritizing needs |  |
| The response does not identify recruitment strength and need and/or discussion of the use data to make the determination | The response identifies recruitment strength and need but there is unclear or limited discussion of data to make this determination | The response clearly includes evidence of using data to identify recruitment strength and need |  |
| The response does not identify retention strength and need and/or discussion of the use data to make the determination | The response identifies retention strength and need but there is unclear or limited discussion of data to make this determination | The response clearly includes evidence of using data to identify retention strength and need |  |
| The response does not identify training strength and need and/or discussion of the use data to make the determination | The response identifies training strength and need but there is unclear or limited discussion of data to make this determination | The response clearly includes evidence of using data to identify training strength and need |  |
| The response does not identify recruitment, retention, and training strength and need and/or the inclusion of faculty, staff, administrators, and counselors to make the determination | The response identifies recruitment, retention, and training strength and need but it is unclear on the inclusion of faculty, staff, administrators, and counselors to make the determination | The response identifies recruitment, retention, and training strength and need using data that includes faculty, staff, administrators, and counselors to make the determination |  |
| The response includes no evidence of examination of potential (root) causes and/or possible strategies regarding educator recruitment, retention, and training | The response includes some limited evidence of examination of potential (root) causes and/or possible strategies to improve educator recruitment, retention, and training | The response includes strong evidence of examination of potential (root) causes and possible strategies leading to improve educator recruitment, retention, and training |  |