

Perkins V Stakeholder Consultation Session #2 Guide

Planning Notes

The second consultation sessions will be similar to the first planning session. See the meeting 1 planning guide for notes on stakeholders and logistics. The second consultation will focus on three Perkins comprehensive local needs assessment elements: (1) student performance, (2) equity and access, and (3) teacher recruitment, retention, and professional development.

1. Welcome and Meeting Overview

A senior leader from the district (e.g., superintendent, deputy superintendent, CTAE director, etc.) should welcome the participants and thank them for attending the consultation session. If you have less than 30 people you should have each person give a brief introduction. If you have more than 30 people, you may to acknowledge the various groups and sectors represented in the room and have participants introduce themselves to their tablemates.

After the introductions, the meeting facilitator (likely the CTAE director) should give a short overview of the agenda, logistical items (e.g., ending time, breaks, bathrooms, etc.), give a brief review of the CLNA and Perkins V, and explain the goals for the meeting.

2. Student Performance Data Walk and Reflection

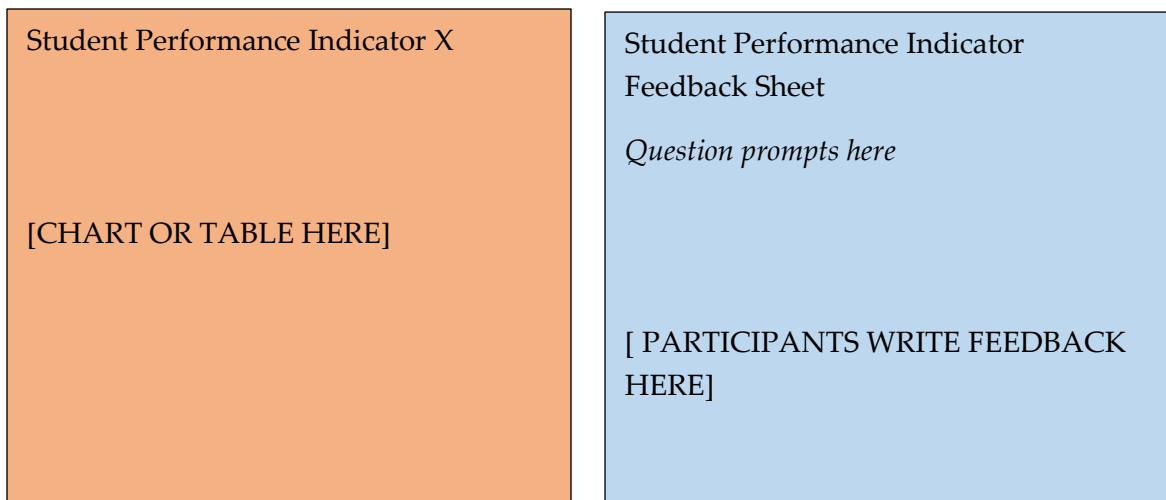
The student performance data walk will allow you to share a large amount of data with stakeholders and get their feedback in a concise amount of time. The goal of this portion



of the agenda is to get feedback from stakeholders on the district's performance on the Perkins V accountability indicators (aggregate and by sub-groups). You will display various pieces of accountability data on large pieces of paper and place blank paper next to it for participants to record comments. You should orientate the participants to the pieces of data around the room and the kind of feedback that you are looking for.

Figure 1 below details how the data and feedback sheets on the wall should be positioned. Participants should be asked to record their reactions (positive, negative), help to identify the root cause of gaps or performance issues, and differences in sub-populations.

Figure 1. Student Performance Data Walk



You should plan for 20-30 minutes for the data walk. Staff members should be present around the room to answer questions, provide additional information, and gather additional feedback from participants. At the end of the data walk, you should summarize the feedback that you see on the charts and ask the participants what surprised them the most.

3. Equity and Access Presentation and Discussion

The improving equity and access portion of the agenda will build on the student performance data walk. This section of the meeting will explore how the district is doing in providing CTAE programs that provide equal access to all learners. Depending on the data shared in the data walk, you may want to share additional data points by sub-populations to help illustrate successes and challenges in achieving access and equity goals. After the initial presentation or remarks, the group should have a facilitated discussion.

Potential discussion questions could include:

- How is our district doing overall in promoting equity and access in CTAE?
Where can we do a better job of serving all students?
- What programs, techniques, or services do you recommend that we introduce to best serve all students?
- What barriers prevent certain sub-populations from succeeding in all parts of CTAE (e.g., work-based learning, career and technical student organizations, dual enrollment, credential attainment)? How can we address those barriers?
- How can we enhance recruitment to ensure that all students have opportunities to participate and succeed in CTAE?



4. Teacher Recruitment, Retention, and Professional Development Review

This portion of the agenda seeks the input of stakeholders on the district's efforts to recruit, retain, and develop a qualified CTAE workforce. This portion of the agenda should start with a short presentation that shares statistics on the district's CTAE teacher workforce such as the number of teachers, turnover, average tenure, education levels, industry experience, and other similar data points. Additionally, the presentation should detail efforts to recruit instructors and support their professional development needs. After the presentation, you should have a facilitated discussion.

Potential discussion questions include:

- 1) Do you think that our district has the CTAE staff to meet the needs of students and industry? What can we do to strengthen it?
- 2) Are we doing enough to recruit, retain, and develop CTAE teachers in our district? What can we do better?
- 3) How can community and business leaders be a partner in supporting and developing high-quality CTAE teachers in our district.

5. Wrap-Up Activity

The final activity during meeting 2 should seek to summarize the entire consultation process. Participants should be given a note card (4x6 works well) and asked to answer the two questions in the table below. Explain the two questions and give participants 5-7 minutes to complete this individually. After completing this exercise, you can ask group members to share some of the responses (either at their tables or as a group, depending on size and time remaining).

Lined Side

What is your biggest takeaway from the [DISTRICT NAME] consultation sessions?

Blank Side

In your opinion, what is the most pressing action item for [DISTRICT NAME] to strengthen the CTAE program?

6. Conclusion

The senior leader should thank participants for their time and explain how the feedback collected will be using to strengthen CTAE efforts in the district.

It is the policy of the Georgia Department of Education not to discriminate on the basis of race, color, creed, disability, citizenship, gender, pregnancy, childbirth or other related conditions, national origin, religion, military or veteran status, political opinions or affiliations, genetic information or age.

