

Georgia Department of Education
Career, Technical & Agricultural Education
Perkins V

Recruitment, Retention and Professional Development

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Why are we looking at Recruitment and Retention and Professional Development ?

Perkins V legislation --

- Perkins V Section 134(c)(2)(D)
- *(D) 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.*

What the Law Means

Hiring, equipping, and keeping diverse educational faculty and staff that can offer the highest quality CTAE to all students is critical to Georgia's Career, Technical and Agriculture Education. **Eligible recipients must evaluate deficits in their faculty and staff recruitment, retention, and professional development.**

See Page 55 of guidance document

This is a SELF Assessment

The more you dig into the data,
the more \$ you have to spend !



Why are we looking at Recruitment and Retention and Professional Development ?

WHY?

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4
**Highest
level of
STAFF**

- Highest quality teachers & counselors
 - Have high credentials for their area
 - Remain in their jobs for extended time
 - Demonstrate a commitment to their area by attending quality PD
 - Receive equal & quality pay
 - Resemble the demographics of their students
 - Graduate from quality preparation programs

Why are we looking at Recruitment and Retention and Professional Development ?

WHY?

Highest level of CTAE PROGRAMS

- Highest quality programs and pathways
 - Programs reflect business & Industry needs
 - Programs offer credentials of value
 - Programs lead students to High Need, High Demand and High Skill careers

Why are we looking at Recruitment and Retention and Professional Development ?

HOW ?

Gather &
Analyze Data –
Ground your
evaluation in:

- State/Local policy
- Recruitment Processes
- New Teacher Preparation
- Relevant Terms:
 - Especially Professional Development
 - *Emphasis on Sustainability, Relevance, and Quality of PD experiences*

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YOUR DATA

How do you **evaluate deficits** in faculty and staff regarding:

Recruitment,
Retention, and
Professional Development?

1

Which **pathways** do you need to **develop or recruit** faculty and staff due to:
looming **retirements**,
growing **student interest** and/or
emerging **priority employment** areas?

2

How **diverse** is your faculty and staff?
To what degree does it **reflect** the **demographic makeup** of your student body?
What **processes** are in place to **recruit** new educators?

3

When and how do faculty, staff and administrators have **opportunities** to **work with and learn** directly from **representatives of business and industry**?

4

How does the LEA **support** **CTAE teachers** striving to **upgrade skills and knowledge** through **professional development**?





Which **pathways** do you need to **develop** or **recruit** faculty and staff due to:

looming **retirements**,
growing **student interest** and/or
emerging priority **employment** areas?

Look at your data:

- Labor Market Data
- Emerging market data – what’s coming or could be on the horizon for your community ?

Are your current pathways relevant ?

- If **yes**, do you have the right faculty and staff?
 - What training and/or recruitment is needed to replace retirees?
- If **no**, what areas are relevant for your community?

Other Factors to Consider:

- What are students’ interests –
 - YouScience & Aptitude Instruments
- What ARE the current or emerging industries in your area?
 - What skill sets are they seeking ?

2

How **diverse** is your faculty and staff?

To what degree does it **reflect** the **demographic makeup** of your student body?

What **processes** are in place to **recruit** new educators?

Look at your data:

- CPI data – program areas
- Student demographic data
- Instructor demographic data

How closely do they resemble each other ?

What are your recruitment tools ?

- Do they address your demographic gaps ?
 - This will tie into your OCR report
- What are some novel concepts for recruitment to address these gaps?
 - Teacher subdivision – housing & social needs
 - Paid externships in summer to close salary gap



When and how do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?

Look at your data:

- Externships
- Advisory Boards
- Member of:
 - Chamber of Commerce
 - Rotary Club or other civic groups
- Bus Tours – Admin goes out into industry workplaces
- Partners in ED – local business who supports your schools
- Possible EXCHANGE experiences
 - Teacher for a day - Industry partners come in to teach for a day
 - Principal for a day – industry comes into the school leadership job

4

How does the LEA support CTAE teachers striving to upgrade skills and knowledge through professional development?

Is your professional development **Sustainable, Relevant and Quality based** for your CTAE teachers? Each of them !! Contents are different 😊

- **Relevance**: By content area and industry driven
- **Sustainability**: Attending PD at local and state level on annual basis ?

Can knowledge gained at PD be continued at the school level for an extended period of time ?

- **Quality**: Did teacher evaluations show information was useful and presentation engaging?

Resources:

- Professional Development through CTAERN – Cluster and Pathway specific
- Externships
- New Teacher Workshop – See Flyer in Winter Conference Documents
 - Pre-Conference at GACTE on July 14
 - New Teacher Conference on September 22-23
- Professional Learning Communities (PLC) - Teachers in same content area collaborate

Who can help answer these questions?

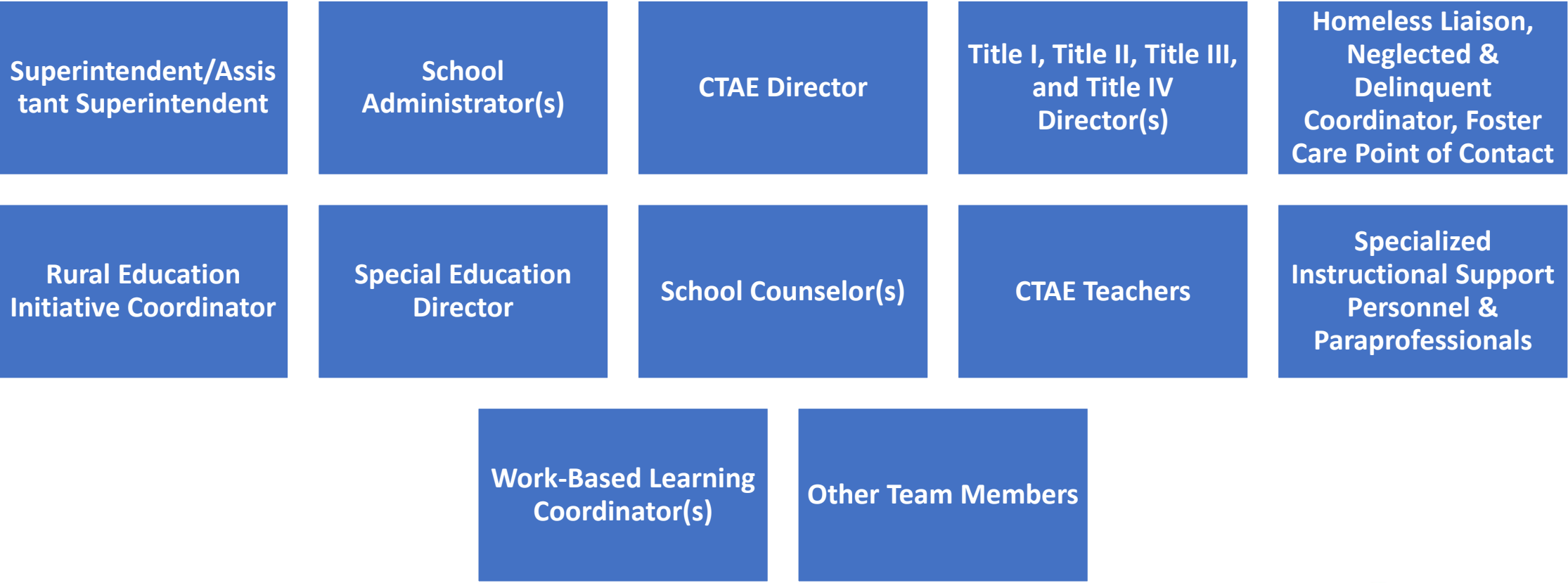
Perkins V mandates Team Members and Stakeholders are involved in local process

Make sure you use the mandated list – Page 15+

Remember: May only use 1 or 2 of these people for each question or data analysis area

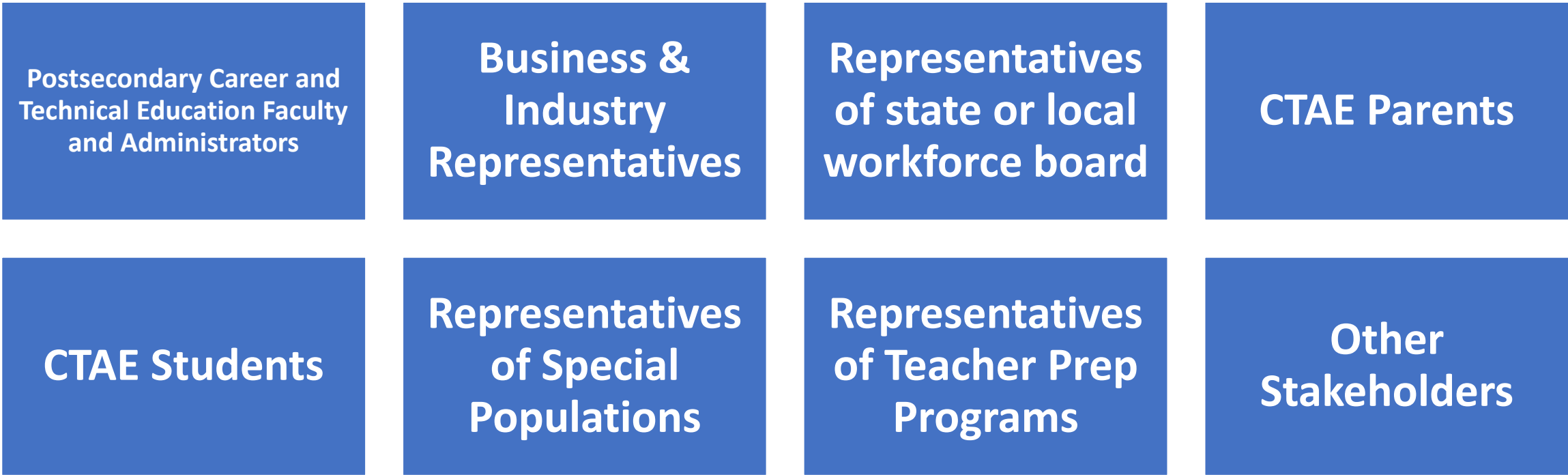
The Identification of Team Members (Leadership Team) INTERNAL

Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement



The Identification of Stakeholders EXTERNAL

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance.



Documentation/Source Worksheet for Deep Dive into your Data

Document your data sources

- **List all stakeholders/Team Members engaged on Recruitment, Retention and Professional Learning**
- **List results for planning and budgeting:**
 - **Results Code**
 - **Where you document your findings**

PROCESS Reporting for Data Analysis for Recruitment, Retention, and Professional Development.

List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

Describe how each data source was analyzed. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

PROCESS Reporting Stakeholder/Team Member Engagement Recruitment, Retention, and Professional Development.

List all stakeholder/Team Member engaged on Recruitment, Retention, and Professional Learning. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

Describe the method of how each stakeholder was engaged. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

Results for Planning and Budgeting

Results Code (Add rows as necessary by placing your cursor in the bottom right cell and pressing 'Tab.')	Need	Root Cause (See Process Overview section for techniques.)	Consequences of Not Addressing	Difficulty to Correct (High, Medium, Low)	Priority (1-5)

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