

Strengthening CTE: Putting the Pieces Together Recruitment, Retention, and Training of CTE Professionals

Sara Baird
Assistant Director
September 4, 2019



Good morning. I'm Chris Lenske, and I'm the grant specialist with the Wisconsin Department of Public Instruction CTE team. Before we get started with today's presentation, please mute your speakers at this time.

Thank you for joining us for this installment of the "Strengthening CTE: Putting the Pieces Together" series.

The Strengthening CTE for the 21st Century Act (or Perkins V) requires districts and consortia that seek Perkins funding to complete a comprehensive local needs assessment (which we refer to as the CLNA), the results of which must be included in the Perkins grant application and will drive your program decisions.

The webcast series addresses various requirements of the CLNA and provides technical assistance to get you going in the right direction. Webcasts in the series are recorded and posted to DPI's Perkins V website.

6 Focus Areas

- I. Performance on federal accountability indicators
- II. Alignment to labor market needs
- III. Scope, size and quality of programs offered
- IV. Progress toward implementing programs and programs of study
- V. Recruitment, retention, and training of faculty and staff**
- VI. Progress toward improving access and equity

There are six focus areas of the needs assessment. Because each of the six areas is key to the needs assessment, the Wisconsin Guide to Conducting a Comprehensive Local Needs Assessment (referred to as the CLNA Guide), found on the Perkins V website, dedicates one section to each. You will need to engage stakeholders in setting a future vision to address the results of your CLNA, including deciding which programs and activities to prioritize in your Perkins V grant application. We covered **size, scope, and quality**, as well as **program evaluation** during our last webcast. Today we will focus on assessing the quality of your practices related to faculty and staff recruitment, retention, and professional development.

Sara Baird
CTE Team Assistant Director

sara.baird@dpi.wi.gov
608-266-9609



Today's presenter is Sara Baird, the CTE Team Assistant Director here at DPI. Over to you, Sara.

Perkins V Requirements

The overall intent of the law is to:

- Assess and develop plans to improve your faculty and staff
- Evaluate state and local district policies
- Focus on professional development experiences that are sustainable, relevant, and quality

As Chris mentioned, our focus is on recruitment, retention, and professional development of staff. The legal requirement applies to all faculty and staff where eligible recipients must describe progress being made to improve recruitment, retention, and training. The overall intent is to:

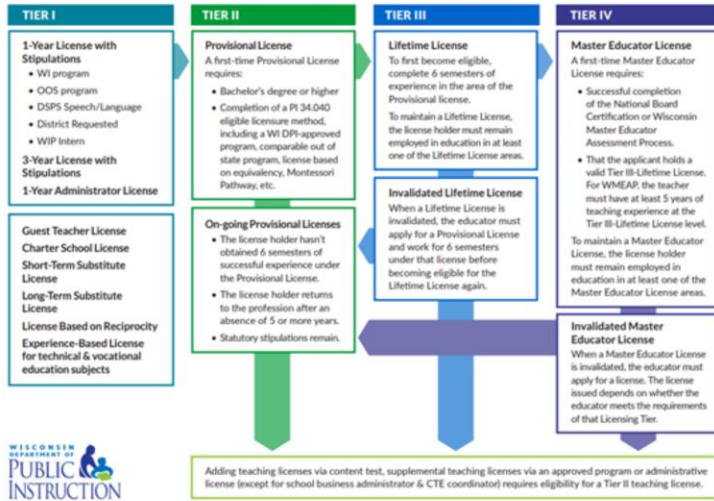
-Assess and develop plans to improve your faculty and staff

-Evaluate state and local district policies

-Focus on professional development that is sustainable, relevant, and quality experiences

Preparation

Wisconsin Licensing System for Teachers, Pupil Services, and Administrators



The first step is to ground your evaluation in both state and local district hiring policies. Wisconsin offers multiple pathways to meet the requirements to become a licensed teacher, a pupil services professional, or an administrator. For example, there are pathways for recent high school graduates, working adults seeking a career change, out-of-state applicants relocating to Wisconsin, or Wisconsin educators seeking additional licensure. These various pathways lead to different tiers of licensure as the individual follows their educational career path. This infographic shows the licensing tiers that provide clear information to assist potential educators in determining a pathway that will serve their needs. For hiring managers, when looking at local hiring practices, it's important to note that there are a variety of licensure options, as depicted in this graphic.

Recruitment & Retention



Another state framework is the Wisconsin Quality Educator Initiative (or PI 34) that was built on the premise that Wisconsin would have a seamless system of educator development that begins with pre-service preparation and continues throughout an educator's career. This process will ensure a quality workforce to meet the human capital needs of our Wisconsin school districts. To mitigate the forecasted national shortage of educators, Wisconsin has planned strategically for our future through the [Wisconsin Talent Development Framework Project](#) as this graphic illustrates. In short, the first goal is to attract diverse individuals to the teaching profession; the second goal, to prepare them to become quality educators of children; and third, to continue to develop and support them in an effort to retain quality educators. These are a couple of state resources you can reference for recruitment, retention, and professional development.

Retention & Professional Development

Assess district personnel

- Look for gaps in expertise
- Consider methods for recruiting staff from populations traditionally underrepresented in the profession
- Look to the root-cause analysis similar to Student Performance and Progress Toward Improving Access and Equity sections of the CLNA guide
- Consult colleagues who worked on teacher shortage and diversity issues for ESEA

So now that you've explored strategies to hire qualified candidates, it's time to assess your district personnel, to evaluate what they bring to the table, their preparation and credentialing, and the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. In short, take a comprehensive view of what you know about educators, administrators, staff, and academic and career counselors. Ask yourself, Who receives professional development? For what do they receive professional development? When is professional development offered? What ongoing opportunities are available? And to take this a step further, compare your current staff capacity to your future plans for CTE programming. For instance, if you intend to develop new pathways or expand career development services in the next four years, look at your current staff and project where you need to increase skills or hire new people.

Look for gaps in expertise within and across programs. Reassess how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from an industry background.

It is also vital that you evaluate the ways in which you are supporting faculty and staff through wages, benefits, professional development, and recruitment and retention activities. You could develop surveys or conduct focus groups to seek feedback on

faculty and staff needs and preferences.

Finally, consider your methods for recruiting and retaining educators and staff from populations traditionally underrepresented in the profession. Compare the demographics of your teachers and staff to the makeup of your student body. Consider to what extent students are learning from educators who reflect the demographics of students themselves and their communities.

To make this more robust, conduct a root-cause and strategies analysis similar to that outlined in the Student Performance and Progress Toward Improving Access and Equity sections of the Wisconsin Guide for Conducting the Comprehensive Local Needs Assessment (or the CLNA), and consult colleagues who worked on teacher shortage and diversity issues for the Elementary and Secondary Education Act (or ESEA).

Materials to Review

- Wisconsin DPI educator certification and licensing
- Local recruitment and retention processes
- Local professional development, mentoring, and externship opportunities
- Findings from teacher evaluations

In addition to what we talked about earlier in this presentation, there are some additional items you might want to review:

- The Wisconsin DPI educator certification and licensing and the Quality Educator Initiative Framework focus on local recruitment and retention processes, which include:
 - **Attracting Talent**--where you'll find resources such as the rural schools collaborative, steps toward licensure, financial assistance, and job opportunities;
 - **Preparing Teachers**--where you'll find approved educator preparation pathways to licensure, educator shortage data, educator preparation program input, pipeline data, and supply data; and finally
 - **Recruiting & Retaining Staff**--where you'll find school district input on staffing solutions in particular subjects, talent development project regional meetings, educator staffing data, educator shortage data, WISEstaff information, turnover and attrition briefs by school year, and job opportunities. All of those can be found on the Wisconsin DPI teacher education professional development and licensing webpages.
- In regards to local professional development, mentoring, and externship opportunities, think about how Educator Effectiveness is implemented within your district in order to meet the goal of supporting guided, individualized, self-

determined professional growth and development of educators. Is educator effectiveness being implemented with fidelity?

- And finally, look at findings from teacher evaluations. Are there trends you see? Are teachers struggling in an area? What are their preferences for professional development and their own learning? Are staff supported and valued in a way that they persist and thrive in your district?

Questions to Consider

- Does current staff reflect the demographic makeup of the student body?
- Are current recruitment processes effective?
- Are substantive professional development opportunities offered?
- What do educators report as needs and preferences?
- In what subjects do we need to develop or recruit more educators?

And finally, questions to consider. The CLNA Guide offers a variety of questions that can allow you to set goals for recruitment, retention, and training. These are just a few for you to consider and that you've heard me mention throughout this webcast.

- Does current staff reflect the demographic makeup of the student body?
- Are current recruitment processes effective?
- Are substantive professional development opportunities offered, in particular for career and technical education teachers and staff??
- What do educators report as needs and preferences?
- In what subjects do we need to develop or recruit more educators?

Remember that in this portion of the CLNA, your needs and gaps must be identified and your objectives laid out to meet your intended goals. Perkins funds can be used on professional development based on federal definitions--areas such as diversity, special populations, creating career pathways, and nontraditional occupations to name a few. This topic will be discussed in more depth in another session.

Questions

Questions?

Sara Baird
CTE Team Assistant Director

sara.baird@dpi.wi.gov
608-266-9609

Thank you, Sara. That concludes the presentation.

Before we take questions, I want to make our audience aware that we will be holding two all-day technical assistance seminars on the CLNA in September: one in Madison on the 19th and the other in Wausau on the 26th. We're still planning these events so watch for details on the Perkins V webpage.

Now let's open it up for questions. Please submit any questions you may have by using the chat feature.

Thank you so much for joining today's webinar. Should you have any further questions regarding Labor Market Information, you can reach Karin using the contact information on this screen. Our next webinar will be on Wednesday, August 21st, from 8:15-8:45 and will focus on assessing the size, scope and quality of your programs.

Have a great day everyone!