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**Recruitment Retention and Training of Career-Technical Education Educators Section**

**Question Group Worksheets**

**Model Process:** FY2023-24 Comprehensive Local Needs Assessment

Office of Career-Technical Education

January 2022

**FY2023-24 COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

**MODEL PROCESS WORKSHEETS**

**FOR the**

**recruitment, retention and training of cte educators section**

1. **RECRUITMENT OF CTE EDUCATORS Question Group worksheets**
2. **PROFESSIONAL DEVELOPMENT Question Group worksheets**
3. **EDUCATOR DEMOGRAPHicS Question Group worksheets**

**RECRUITMENT OF CTE EDUCATORS Question Group**

**Group Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alternate Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Completion Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **RECRUITMENT OF CTE EducatorS QUESTION GROUP** | | | |
|  | **Intensity Level (Circle One): Low Med High** | | |
| Type | Name | Institution | Role |
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| **KEY TO STAKEHOLDER-TYPE COLUMN** | |
| 1. Postsecondary Perkins Grant Coordinator 2. Secondary Perkins Grant Coordinator 3. Teacher(s) – Secondary 4. Faculty – Postsecondary 5. Secondary Administration 6. Postsecondary Administration 7. Representatives of Special Populations (Homeless, Disabled, Foster Care, Military, English Learner) | 1. Career Counselor(s) 2. Academic Counselor(s) 3. Student(s) 4. Community 5. Business and Industry 6. Workforce Development 7. Parent(s) 8. Administrative/EMIS/Support 9. Other |

***Tip:*** *A Question Group Stakeholder Committee will have* ***at least*** *five members. More than one member of any stakeholder type is often appropriate – remember to include representatives of associate school districts and other community partners when possible.*

**Data/Information Considered/Shared with Stakeholder Group:**

* Priority Focus Feedback Report (if any)
* Mapped Answers from FY2021-22 Comprehensive Local Needs Assessment (below)

**Stakeholder Engagement Strategy**

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| **Level** | **√** | **Step** | **Target Completion Date** |
| **Action Type: Sharing data/information with stakeholders** | | | |
| H |  | Staff downloads, prints and masks data and sends it to stakeholders for their review before meeting |  |
| H – M |  | Staff prepares report(s)/summaries and sends it/them to stakeholders before meeting |  |
| M – L |  | Staff prepares answers to questions and sends to stakeholders |  |
| M |  | Staff prepares survey to send to stakeholders |  |
| L |  | Staff prepares answers to questions and staff drafts Root Cause Analysis (at least three staff members involved) |  |
| **Action Type: Stakeholder Engagement** | | | |
| H – M |  | Stakeholders attend in-person meeting(s) to discuss data/reports and provide input for draft answers and Root Cause Analysis |  |
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| M – L |  | Stakeholders receive staff-prepared work products and respond via email to reports, surveys and staff-prepared draft answers and/or Root Cause Analysis (minimum five working day turnaround) |  |
| **Action Type: Compilation of Input** | | | |
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| **Action Type: Coming to Closure** | | | |
| H – M |  | In-person or virtual meeting(s) held to discuss/finalize staff-prepared answers and Root Cause Analysis |  |
| M – L |  | Stakeholder Group provides “final” comment on staff drafts by email |  |
| L |  | Root Cause Analysis prepared by at least three staff together |  |
| **Action Type: Community Accountability** | | | |
| H |  | Briefing on final Comprehensive Local Needs Assessment provided in-person or virtually with all stakeholders given an opportunity to attend |  |
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1. **What processes are in place to recruit new educators for career-technical education programs?**

**Map from Tab D – Recruitment Retention and Training of Career-Technical Education Educators, Question 1**

1. **What is the local recipients’ succession plans in regard to retirement, growing student interests, and emerging occupations?**

**Map from Tab D – Recruitment Retention and Training of Career-Technical Education Educators, Question 2**

1. **Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any difficulty recruiting CTE educators?**

**Insert Root Cause Analysis**

**To what extent will the successful resolution of these issues and/or building on these opportunities contribute to the further strengthening of career technical education in our career technical planning district?**

Circle One

1 2 3 4 5 6 7 8 9 10 Uncertain

Low Medium High

**PROFESSIONAL DEVELOPMENT Question Group**

**Group Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alternate Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Completion Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **PROFESSIONAL DEVELOPMENT QUESTION GROUP** | | | |
|  | **Intensity Level (Circle One): Low Med High** | | |
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**Stakeholder Engagement Strategy**

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1. **What ongoing professional development does the local recipient offer on career-technical education academic and technical instruction?**

**Map from Tab D – Recruitment Retention and Training of Career-Technical Education Educators, Question 3**

1. **What mentoring and onboarding processes are in place for new instructors?**

**Map from Tab D – Recruitment Retention and Training of Career-Technical Education Educators, Question 4**

1. **What are barriers to continuing professional development of career-technical education educators?**

**New**

1. **Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any difficulty recruiting CTE educators?**

**Insert Root Cause Analysis**

**To what extent will the successful resolution of these issues and/or building on these opportunities contribute to the further strengthening of career technical education in our career technical planning district?**

Circle One

1 2 3 4 5 6 7 8 9 10 Uncertain

Low Medium High

**EDUCATOR DEMOGRAPHicS Question Group**

**Group Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alternate Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Completion Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **What is the demographic makeup of faculty and staff?**

**Map from Tab D – Recruitment Retention and Training of CTE Educators, Question 5 (Partial)**

***Data Relevant to this question is in the Equity Lab PDF***

1. **How does the demographic makeup of faculty and staff compare to your current student population?**

**Map from Tab D – Recruitment Retention and Training of CTE Educators, Question 5 (Partial)**

***Data Relevant to this question is in the Equity Lab PDF***

1. **What systems and process are in place to increase recruitment and retention of the underrepresented populations?**

**Map from Tab D – Recruitment Retention and Training of CTE Educators, Question 6**

1. **Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any significant disparities in demographics between student populations, career-technical education faculty and staff?**

**Insert Root Cause Analysis**

**To what extent will the successful resolution of these issues and/or building on these opportunities contribute to the further strengthening of career technical education in our career technical planning district?**

Circle One

1 2 3 4 5 6 7 8 9 10 Uncertain

Low Medium High