



Comprehensive Local Needs Assessment - Faculty and Staff

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Presentation Overview

- What the Law says about the CLNA regarding faculty and staff needs
- Why it's important
- Data analysis tips
- Stakeholder engagement tips
- Required narrative prompts for your RFA

The Law on Identifying Faculty and Staff Needs

Sec. 134(c)(2): “REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following...

(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.”

Priorities of the Law

- **What:**

- Improving recruitment, retention, and training

- **Who:**

- CTE teachers
- Faculty
- Specialized instructional support personnel
- Paraprofessionals
- Career guidance and academic counselors
- Individuals “underrepresented in such professions”

- **How:**

- Identifying needs through data analysis & stakeholder engagement

Why It Matters

- Outcomes
 - Prepared, supported, credentialed teachers produce better student outcomes*
- Cost
 - It can cost over \$20,000 to hire and prepare a new teacher**
 - The nation spends over \$2.2 billion on annually on teacher attrition***

* Coggshall, J. G. (2007). Communication framework for measuring teacher quality and effectiveness: Bringing coherence to the conversation [PDF document]. *National Comprehensive Center for Teacher Quality*. Retrieved from <https://files.eric.ed.gov/fulltext/ED543771.pdf>

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved from <https://epaa.asu.edu/ojs/article/view/392/515>

Goe, L. and Stickler, L. M. (2008). Teacher quality and student achievement: Making the most of recent research [PDF document]. *National Comprehensive Center for Teacher Quality*. Retrieved from <https://files.eric.ed.gov/fulltext/ED520769.pdf>

** <https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover>

*** <https://all4ed.org/press/teacher-attrition-costs-united-states-up-to-2-2-billion-annually-says-new-alliance-report/>

The Starting Point: Data

By digging a little into your records you will inform your stakeholder engagement.

Qualitative

- Policies, procedures, and initiatives on
 - Recruitment
 - Certification and preparation
 - Retention
 - Professional development/PDCP/MIS
 - Mentoring
- Exit survey and reasons
- Feedback via surveys or evaluations of training

Quantitative

- Faculty/staff demographics compared to students
- Salaries/benefits
- Challenging recruitment areas
- High turnover areas
- [FLDOE Data Systems Page](#)

Engaging Stakeholders

Stakeholders	Engagement Strategies
<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> ● Secondary teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals ● Postsecondary faculty and administrators ● School District certification staff, where applicable ● Human Resource department members ● Representatives of special populations ● Corrections education staff ● Data staff 	<ul style="list-style-type: none"> ● Work group to examine data including educators, career guidance professionals, and human resources staff ● Focus group, interviews, study circle with: <ul style="list-style-type: none"> ○ Veteran teachers ○ Developing teachers ○ Individuals charged with selecting, designing and implementing professional development ○ Human resource staff

See [CLNA Toolkit](#) for example questions to ask during stakeholder engagement.

Simple Engagement Strategy - SWOT

Strengths: What are our CTE strengths?	Weaknesses: What are our CTE weaknesses?
Opportunities: How can we innovate and grow?	Barriers: What could keep us from our goals?

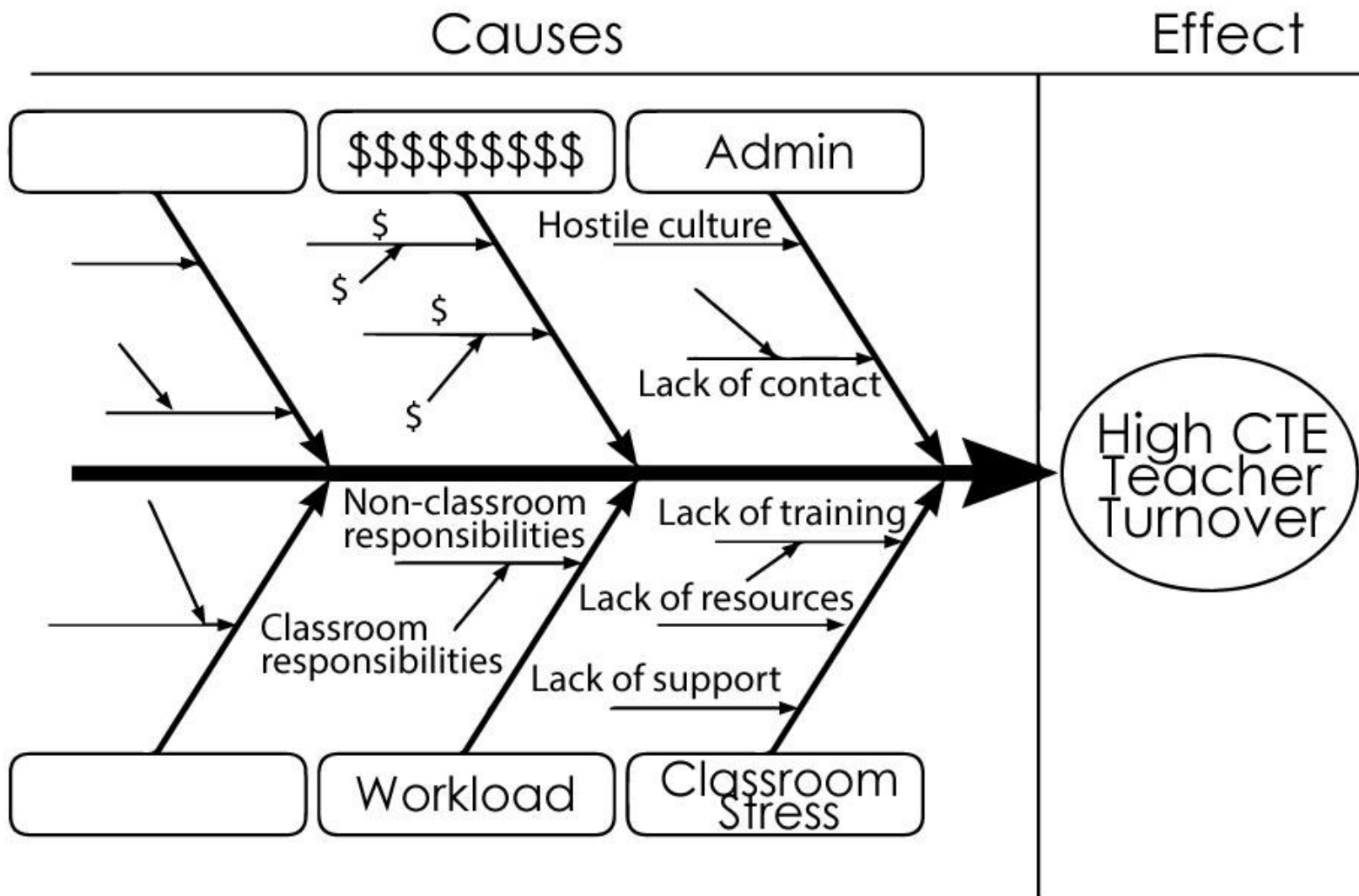
Digging Down to the Root Causes

- If you're having severe chest pain, aspirin probably isn't enough.
- If you unexpectedly start slurring your speech and half your face sags, you probably need more than some rest and relaxation.



See CLNA Toolkit for further guidance on root cause analysis.

Example Fishbone for Teacher Turnover



Required Narrative Prompts for the RFA

- Provide an overview of your agency's process and method for:
 - Evaluating existing efforts of 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 and what the evaluation revealed about those efforts.
- Evaluating whether the agency has underrepresented individuals in the professions.
- Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.

Questions to You!

- What have you tried so far to identify faculty/staff needs?
- What are some of the most prominent needs identified?
- How are these needs influencing your plans and budget?

Resources and Contact

- [ACTE resources on faculty and staff improvement](#)
- [FDOE's CLNA page](#)
- Perkins@fldoe.org



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