



## Data-informed Recruitment and Retention Plan & Progress

### *A Tool for EPPs*

**Standard 3, CAEP Component 3.1** *The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.*

*Purpose:* to provide structure and reflective questions to intentionally focus and track progress of goals relevant to recruitment and retention efforts.

In many cases, the data needed to complete this template are already being collected; by targeting attention to data and strategies most likely to help you achieve meaningful results, this document is intended to relieve some of the burden EPPs may face when designing a realistic recruitment and retention plan from scratch.

### *Context within CAEP’s Diversity Theme*

Candidate quality insists that providers must undertake positive outreach efforts to recruit a more able and more diverse candidate pool. The pairing of recruitment with raising candidate quality level in Standard 3 is of particular importance. This point has been powerfully underscored by the February 2013 report from the Equity and Excellence Commission to the Secretary of Education, in response to a Congressional mandate:

*“We won’t have a serious equity policy until we steer our best talent to the classrooms where it’s most needed; and we won’t raise the bar for all children until far more of our entering teachers in all schools are well prepared themselves.”*

The quality of new teachers entering the field depends not only on the quality of the preparation they receive, but also on the capacity of preparation programs to attract, select, and retain academically able people who have the potential to be effective teachers in the classrooms they will serve. Likewise, addressing the well-documented gap between the demographics of the current American teacher workforce and the increasingly diverse students they serve requires intentionality.

### *CAEP’s Definition of Diversity*

America’s students are diverse, individually (e.g., personality, interests, learning modalities, and life experiences), and as members of groups (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background). CAEP Standards use the term “all” students to reference P-12 student diversity in America. The term defines individual and group differences in the same way as the CCSSO Interstate Teaching and Assessment Support Consortium (InTASC).

**TO BEST SERVE AMERICAS’ STUDENTS, EPPs MUST:**  
SHOW RESPECT FOR THE DIVERSITY OF CANDIDATES;  
PROVIDE EXPERIENCES THAT SUPPORT THE CANDIDATES’ COMMITMENT TO DIVERSITY;  
AND  
PREPARE CANDIDATES TO DESIGN AND ENACT EQUITABLE AND EXCELLENT EXPERIENCES  
FOR ALL P-12 STUDENTS.

*We Heard You!*

This tool is intended to concentrate efforts on areas of greatest need with respect to each EPP's particular context (both internal to the EPP and external communities served) and guide the selection of meaningful, yet feasible, goals informed by data. The goals and associated strategies should be informed by data and accompanied by monitoring to increase the likelihood of success and allow for adjustments to steward resources and maximize effectiveness.

Accordingly, using the tool encompasses the following iterative actions:



## Notes on Using this Tool

**Why this tool?** Accreditation can serve as a powerful lever for data-driven change in teacher education. As an accreditor of educator preparation providers, CAEP recognizes the importance of preparing and retaining a diverse pool of effective educators. Preparation providers seeking CAEP accreditation must describe their progress and plans for recruiting a diverse set of strong candidates matching stakeholder needs, under CAEP Component 3.1. As a result, CAEP plays a key role in motivating preparation providers to diversify the teacher workforce and guiding their plans for increasing diversity.

In reviewing self-study submissions and listening to EPPs, site visitors, and Accreditation Councilors, we found many plans were missing key elements to help the EPPs produce the best results possible. Based on exemplary practices culled from EPPs' plan submissions, advice from experts (EPPs, states, site visitors, and Accreditation Councilors), and our SEED partners, CAEP developed the following tool as a resource to guide EPPs' efforts and improve the quality of the associated evidence for accreditation, as well as how those plans are reviewed.<sup>1</sup> In support of the overall mission and responsibility of EPPs - as well as to structure evidence-based demonstration of addressing CAEP Component 3.1 - the focus of this tool is to devise, implement, and showcase results of a data-informed strategy to recruit and support completion of high quality candidates reflecting the needs of schools and diverse students served within the context of the EPP. This tool is inclusive of elements needed to be successful on the Component, and more importantly develop plans likely to be meaningful to the EPP and drive intended results.

**Buy-in and Distributed Ownership are not to be Underestimated.** Achieving your goals and maximizing meaningful results, as well as appropriate input and monitoring data, will take a team effort. Think about people critical to obtaining data and implementing strategies. For example, financial aid staff, admissions representatives, human resources, clinical educators, counselors, educator employers, and many other staff and stakeholders may be critical to include both in terms of discreet roles, overall plan development and evaluation efforts. Identifying staff roles for plan ownership, as well as accountability for each strategy and progress monitoring, will facilitate successful implementation.

Things to think about: Who will collect data? Who will use data? Who will analyze data? What teams will be the most efficient for given tasks? Where is broader involvement and buy-in helpful? How will buy-in be developed? How does the plan's purpose and or activities integrate with current efforts?

**Timing – Start Early and Check-in Often.** Starting sooner means more time for results and best positions EPPs for evidencing Component 3.1. Plan for ongoing group monitoring, reporting, and fine-tuning.

### **Pervasiveness – the Importance of Culture and Reputation.**

Without action in the following areas, the chance of success with the plan may be limited:

1. the organization's reputation in communities where recruitment is being conducted;
2. Equal Employment Opportunity – recognize the importance of faculty and candidates' ability to see themselves represented;
3. Climate and culture within the EPP for faculty, staff, and candidates; and
4. engagement with communities where desired recruitment is being conducted

**Instructions: The tool below is optional and intended to prompt you to consider areas relevant to a successful plan and implementation addressing Component 3.1. Space constraints may not allow the level of detail you may desire in completing sections of this tool within the text boxes. Feel free to modify and/or utilize other documentation mechanisms to best suit your needs and format as appropriate.]**

<sup>1</sup> CAEP obtained a Supporting Effective Educator Development (SEED) Partnership, awarded by the U.S. Department of Education's Office of Innovation and Improvement, to work with the National Center for Teacher Residencies (NCTR) and Mathematica to improve the quality of EPP's submissions and CAEP's guidance around the recruitment and retention expectations.

## DATA-INFORMED RECRUITMENT AND RETENTION GUIDING VISION STATEMENT

Construct a statement of the guiding vision for efforts relevant to Component 3.1 within the context of the EPP. Focus on detailing the purpose and drive behind making this recruitment and retention plan a success. The statement should be aligned with the EPP's general Mission/Vision statement, but more specific to provide motivation and direction toward meaningful and concrete results. The intent of the guiding statement is to help you monitor data enforced goals and strategies, as well as illustrate why your EPP desires to improve outcomes for candidates and their future students. (Over the last 2-3 cohorts what has recruitment and retention of diverse candidates looked like at your EPP – versus what you want it to look like.)

NEEDS ASSESSMENT TO YIELD LESSONS LEARNED TO DRIVE PLAN

**CONTEXT:** Use this space to share your approach and retention within the context of the teacher candidates and P-12 students they will serve. Please pay attention to your specific definition of diversity as it aligns to CAEP's definition of diversity. Clarify relationship of EPP plan to institution plan, if applicable. Focus response around gaps in desired results, as determined in your analyses below.

**DESCRIPTION OF RECENT EFFORTS:** Where have previous recruitment and retention efforts, if any, been focused? Why? Who was involved? Internal and external factors affecting efforts and results?

**ANALYSES OF RECENT EFFORTS:** To what degree were these recruitment and retention efforts successful? How do you know? What specifically worked? What did not work?

### DATA SOURCES INFORMING PLAN DEVELOPMENT

Focus sources attention on data informing gaps in desired results.

**DATA SOURCES:** (Better, relevant data = better will insight to guide appropriate, meaningful goals.)

Include data relevant to:

- candidate quality, diversity, recruitment, and retention
- knowing and addressing community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, (e.g., STEM, English-language learning, and students with disabilities) relevant to the communities you serve
- demographics of state/county/districts/schools – (Provide demographic information for the state and/or county the institution resides in.  
Resources: *Annual Estimates of Population-*  
<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?sr=brkmlk>
- Demographics of EPP/institution – Disaggregate by relevant variables such as race/ethnicity, gender, major, degree level being attempted, and sequence (e.g. admitted/enrolled/eligible for clinical experiences/completed)

Disaggregate and contextualize data (demographics AND performance, etc.)

Where available, provide this information for the past 3 years. (Including baseline data for multiple years will help establish trends and minimize actions based on anomalies.)

This information can be referenced here and if needed attached separately as tables, charts, graphs, etc.

**DATA ANALYSES:** Analyze data to determine strengths and gaps in desired results.

- Where available and helpful make relevant comparisons such as:
  - across programs (content area, level, etc.)
  - to institution, if applicable
  - to teacher and student populations in the schools/districts in which teachers typically hired and/or nearby for recruitment
  - to teacher and student populations in the state
  - to candidate populations at peer EPPs
- Include analysis of trends

## GOALS

*Determine goals to be addressed based on identifying gaps in diversity at your EPP (As suggested by the above needs assessment).  
Please list at least one EPP-wide goal related to recruitment and at least one EPP-wide goal related to retention.*

*Note: Add or delete goals and corresponding sections below as needed. And for each recruitment and retention goal listed below, complete the Planning Section.*

RECRUITMENT GOAL 1: 

RECRUITMENT GOAL 2: 

...

RETENTION GOAL 1: 

RETENTION GOAL 2: 

...

In the next section you will elaborate on the strategies and monitoring planned for each recruitment goal listed above.

### RECRUITMENT GOAL I:

*Repeat goal listed above and fill in below information.*



**SELECTION RATIONALE:** *Why is this goal a priority for you? How has this goal been informed by data?*



**RELEVANT BASELINE DATA AND TARGETS BY YEAR:** *Please present relevant data in the most appropriate format to serve your purpose. This should outline the story of where you are versus where you want to be.*



*Example: Table 3. Early Childhood Majors: Baseline Percentages and Targets, 2014-2022*

<i>Early Childhood Majors (Enrolled)</i>	<i>Baseline</i>							<i>Targets</i>		
	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>	<i>Fall 2020</i>	<i>Fall 2021</i>	<i>Fall 2022</i>	<i>Fall 2023</i>
<i>Men</i>	8%	11%	14%	15%	16%	17%	18%	19%	20%	21%
<i>Women</i>	92%	89%	86%	85%	84%	83%	82%	81%	80%	79%

**Why these targets are meaningful:**




**Discuss the feasibility:**



RECRUITMENT GOAL(S) PLANNING

**BASELINE DATA UTILIZED**

Data sources and results: 




Analyses: 

What data, if any, was not available that would be helpful to access in the future? What steps would need to be taken to collect these data? Will collecting this data require outside staff and/or additional resources?

What data, if any, could be made more useful, complete, actionable, etc.?






**IMPLEMENTATION**

Strategy/Steps	How Strategy is designed to close the gap	Why this strategy is likely to help us achieve our goal	Current Actions	Action Items	Individuals(s) responsible for action items	Timeline	How will you know to what degree this strategy worked? If Strategy didn't work, what was learned?
Strategy 1.1 							
Strategy 1.2 							
Strategy 1.3 							

**DATA COLLECTION AND ANALYSES**

*What data are needed to monitor to what degree and how each strategy and the overall goal is successful?*

***NOTE:** It is important to note that it is okay for a strategy to fall short! Every strategy, while its selection should be informed and intentional, as documented above, is not expected to work perfectly the first time. Monitoring this strategies in relation to progress is key to knowing the degree to which each strategy is working and how it may be improved. Thoughtful planning in the implementation and careful monitoring will aid in focusing efforts and maximizing results.*


[Transfer the strategies listed in the "implementation" section above to the corresponding row below.]	Data Collection	Data Quality	Data Analyses	Contribution Toward Goal	What is working? What is not working? If strategies did not work, what was learned?	Adjustments needed, if any
Strategy 1.1 						
Strategy 1.2 						
Strategy 1.3 						


**PROGRESS**


**Tracking of Progress Toward Recruitment Target Goals and Associated Strategies:** EPP will maintain a live document designed to track the progress or regression of the goals that they have listed. This may or may not include a chart or graph. EPP should make sure that they specifically track the outcomes and who participates in each activity. This will help ensure that it quickly becomes apparent which strategies are working, and which strategies should be discontinued at the end of the year.




## ADJUSTMENTS & FINE-TUNING


Discuss any adjustments informed by progress data. 

Adjustments already implanted and accompanying rationales: 

Planned adjustments and accompanying rationales: 

## POTENTIAL IMPACT OF PLAN

What has been the impact so far? 


What is the potential impact if goals are achieved? 


[If you have multiple Recruitment Goals, complete the Planning Section for your next Recruitment Goal and repeat as needed.]

In the next section you will elaborate on the strategies and monitoring planned for each retention goal listed in the “Goals” section above.

### RETENTION GOAL I:

*Repeat goal listed above and fill in below information.*

 **SELECTION RATIONALE:** *Why is this goal a priority for you? How has this goal been informed by data?*

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RETENTION GOAL(S) PLANNING



Why these targets are meaningful:



Discuss the feasibility:



**BASELINE DATA UTILIZED**

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