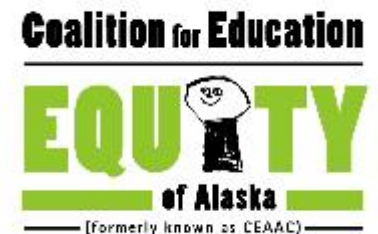


Future Educators of Alaska &

Educator Quality and Quantity FEA Expansion

Jeanne Campbell, Program Manager FEA
Jerry Covey & Barbara Adams, Consultants
Sarah Sledge, Executive Director CEE

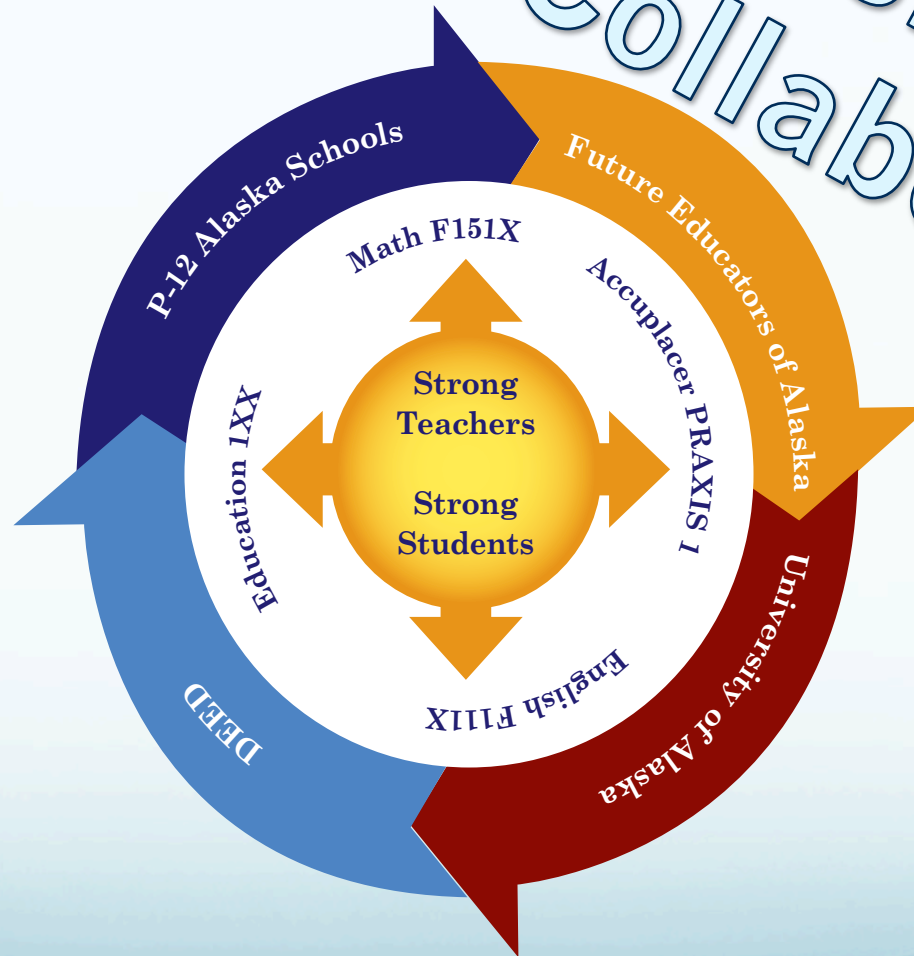
September 17, 2016
AASB Fall Boardsmanship
Academy
Fairbanks, AK





A Collaborative Model for Success
Future Educators for Alaska Model
(FEA) for Academic Achievement
Original Draft-August 2011; Revised June 2016

Visionary Collaboration



Future Educators of Alaska (FEA)



<http://www.futureeducatorsalaska.org/>

Career & Technical
Student Organization



Through FEA CTSO co-curricular programs of study, students get a head start on their career preparation to become a teacher. The FEA CTSO helps students develop the technical and leadership skills that will enable them to succeed in their career paths.



Student Leadership

- State FEA Officers
- Work closely with FEA State Program Manager
- Attend CTSO Leadership Training and Preparation for Annual CTSO Conference
 - Fall, Winter, Spring

FEA Career Academy

- Officer involvement = student ownership and sustainability
 - Challenge: encourage regional officer elections
- Student involvement = students mentoring students
 - Challenge: recruit, mentor (train the trainer) students into the leadership role of workshop presenter
- Teacher Leader involvement = Provide opportunity for ongoing PD to keep FEA teacher leaders connected to one another and the goal of the program
 - Challenge: Time, Time, Time and accessible support

CTSO Performance-based Competitive Event

*Visionary
Progression*

- Ideally:
 - *Regional FEA CTSO Conf. moves on to*
 - **State FEA CTSO Conf.** moves on to
 - *National Educators Rising CTSO Conf.*
 - <https://www.educatorsrising.org/virtualcampus/getactive>
- Challenges:
 - Recruiting and training judges (6)
 - Supporting districts to come together to host regional events
 - Expanding statewide participation to all school districts

CTE Education Career Pathway

- Emphasis on pathway inclusive of multiple exit points for employment.
- Emphasis on multiple modes of delivery for the Pathway.
- Branch out to work with multiple partners:
 - Explore ways in which schools can partner with local employers.
- Identify the skills needed in secondary, post secondary, and employment. Integrate activities that build the skills for success in all.
 - Provide experiences to build the skills.

CTE Education Career Pathway Goals

Build a pipeline of
new teachers

- Full continuum: K - Career alignment
- English and Math supports
 - College Placement Assessments
- Work-Based Learning
- Intermediate TSA
 - CPR/First Aid
 - MOS or other appropriate technology certificates
- Microcredentials through Educators Rising
- Final Credential: Paraprofessional Certificate

Educators Rising

<https://www.educatorsrising.org/>

- Educators Rising Standards
 - <https://www.educatorsrising.org/what-we-offer/standards>
- Educators Rising Competitions
 - <https://www.educatorsrising.org/virtualcampus/getactive>
- Educators Rising MicroCredentials – release fall 2016
 - <https://www.educatorsrising.org/what-we-offer/micro-credentials>
- EdRising Academy curriculum
 - For FY18 school year

Educator Quality and Quantity Project: FEA Expansion

- **History**

- Coalition for Education Equity supported EQQ project
- 2012: CEAAC Board adopts a three-year plan, taking on teacher quality and quantity beginning in 2014. 1 of 3 goals, most difficult to work on
- 2014: CEAAC Board retains Jerry Covey and Dr. Barbara Adams to study and make recommendations.
- 2015: Covey/Adams Report to CEAAC, ASA, Legislature, State Policy Boards
 - Collaborative & Simultaneous
 - State Board and Board of Regents prioritizing the same issues.
 - EQQ research dovetailed with their work.

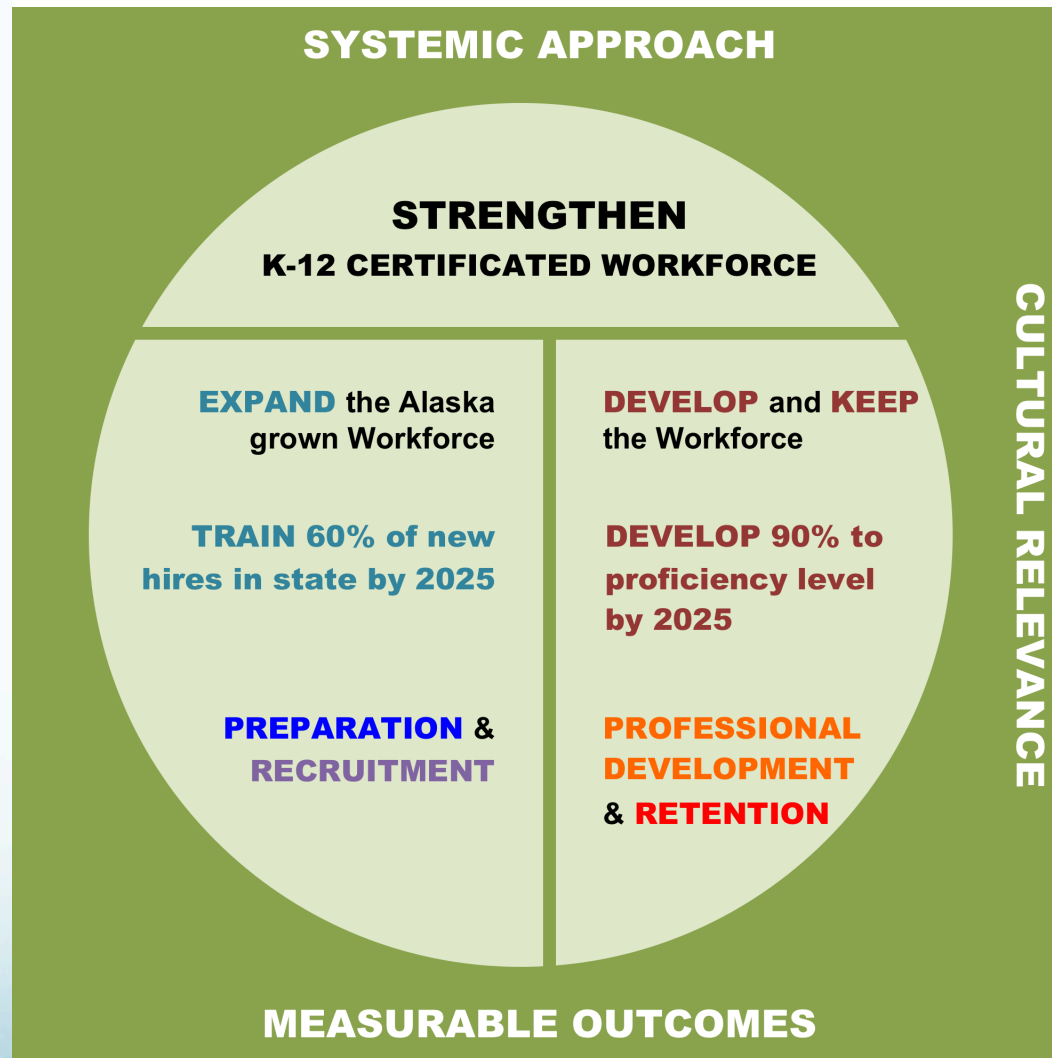
- **NEED: FEA Expansion 1 of 16 recommendations**

Impetus for EQQ Project

Issue Statement: Alaska's education system is not serving all students to the best of their ability.

- Only about 40% of Alaska's high school graduates attended postsecondary institutions in 2012 (ACPE, 2013).
- 49% of first-time UA freshman required remedial courses in 2013. Of that group 81% of them required remedial math and 50% required remedial English (ACPE, 2014).
- Half of Alaska's K-12 students are minority but 90% of teachers are white (ISER, 2013).
- District teacher turnover ranged from 7-52% in 2012 (ISER, 2013).
- From 2008-2012 an average of 64% of teachers were hired from outside (ISER, 2013).
- Turnover rate for teachers prepared outside is double that of teachers prepared in Alaska, regardless of years of experience. For example, 23% vs. 12% turnover of early career teachers 0-3 years (ISER, 2013).

EQQ Project Model

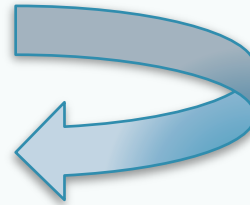


FEA Expansion Goals

- **Challenges with FEA through UA**
 - UA can't fund all districts
 - Historically funded by Alaska Native Education grants
- **Goal**
 - Looking for 2,000 students potentially in the pipeline
 - FEA must expand outside of UA
 - Need *high quality* **Alaska grown** workforce

FEA Expansion Ideas

- Funding Plans for Districts / Schools
 - From: Perkins, Grants, other sources
 - Clubs: grades 7-10
 - Courses: grades 9-12, school-based, distance delivery
 - Membership in UA FEA
- Membership in UA FEA
 - Club Resources
 - Course Curricula to be personalized / place-based
 - Connection to National Charter – Educators Rising
 - Regional /Statewide meetings, leadership opportunities
 - Capstone event for Educator Pathways



FEA Expansion

Additional Benefits

- FEA coursework through CTSO supports all students to think post-secondary
- Connect to existing programs like ParaProfessionals in LKSD and BSSD
- Potentially earn dual credits for UA or even a credential when graduating HS
- Potential Outcome: increase HS graduation rates and post-secondary attendance rates

Recommendations

Suggestions?

Questions?

Timeline?

Support?