Future Educators of Alaska & Educator Quality and Quantity

FEA Expansion

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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

Strong Teachers
Strong Students

P-12 Alaska Schools
Future Educators of Alaska
Accuplacer PRAXIS 1
University of Alaska

DEED
Math F151X
English F111X

Strong Teachers
Strong Students
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
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

- 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](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

- 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

Build a pipeline of new teachers
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**
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

SYSTEMIC APPROACH

STRENGTHEN K-12 CERTIFICATED WORKFORCE

EXPAND the Alaska grown Workforce

TRAIN 60% of new hires in state by 2025

PREPARATION & RECRUITMENT

DEVELOP and KEEP the Workforce

DEVELOP 90% to proficiency level by 2025

PROFESSIONAL DEVELOPMENT & RETENTION

MEASURABLE OUTCOMES

http://www.ceaac.net/
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

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  - 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 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?