In Accordance with:
Senate Bill 241 (2008) 25th Legislative Session
Source Chapter No. HCS CSSB 241 (HES)

AN ACT
A report to the legislature on teacher preparation, retention, and recruitment by the
Board of Regents of the University of Alaska

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Under the direction of:
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Presented by:
The University of Alaska Board of Regents
Regent Cynthia Henry, Chair of the Board
Regent Patricia “Pat” Jacobson, Chair of the Academic & Student Affairs Committee

On February 24, 2010
Alaska's University for Alaska's Schools

PURPOSE STATEMENT
In 2008, the 25th Alaska State Legislature passed Senate Bill 241. This legislation required the University of Alaska Board of Regents to deliver a report titled “Alaska's University for Alaska's Schools” no later than the 30th legislative day of the session of each legislature, which for the 27th Legislature is on or before February 19, 2010.

OVERVIEW
The report describes the efforts the university has made to attract, prepare, and retain qualified public school teachers for Alaska’s schools. This report includes information on teacher graduation and enrollment data; a gap analysis that documents the shortage areas in the teaching workforce; and recommendation for the State of Alaska as it seeks to improve educational opportunities for all students.

Addenda to the report include:

- University of Alaska Teacher Education Plan
- Graduate Data Report by Major Academic Units
- University of Alaska FY11 approved Budget Priorities for Teacher Education
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This section of the report includes aggregate data on University of Alaska graduates eligible to enter the K-12 education workforce as licensed educators. The data reflects four-year trends in graduate rates reported by Academic Year (AY) starting in 2006 and ending in 2009.

SHORTAGES IN THE TEACHING WORKFORCE & THE ECONOMICS p. 5
The content areas for the gap analysis on the teacher workforce are based on survey data collected from K-12 school administrators. These data have not changed from last year. The report also analyzes hiring data for the K-12 education system made available through collaboration between the University of Alaska Anchorage Institute of Social and Economic Research (ISER), the Alaska Department of Labor (DOL), the Alaska Department of Education & Early Development (EED), and Alaska Teacher Placement (ATP). The hiring data have been updated to include AY09. This section provides a general overview of the K-12 education workforce and highlights turnover data in specific shortage areas.

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED TEACHERS p. 10
This section includes selected programs and activities that directly serve K-12 educators employed in Alaska. Examples include partnerships with the Alaska Department of Education and Early Development, professional development, curriculum and resources, and research efforts sponsored through the University of Alaska system.

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This three-year plan builds on the efforts of the UA Education Units (UAS School of Education, UAF School of Education, UAA College of Education) to place more Alaskans into education positions.

RECOMMENDATIONS & FISCAL NOTE REQUEST p. 13
In accordance with SB241, “The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.”

ADDENDA

- University Of Alaska Teacher Education Plan
- Graduate Data Report By Major Academic Units
- University Of Alaska Fy11 Approved Budget Priorities For Teacher Education

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1Source: Sec. 2. AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.
TEACHER EDUCATION GRADUATION DATA

New Teachers for Alaska

The University of Alaska graduated 175 new teachers in Academic Year (AY) 2006, 231 in AY07, 168 in AY08 and 224 in AY09. This number reflects bachelor’s degrees, master’s degrees, and licensure degrees awarded in elementary and secondary education for the three universities: University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast. The three-year moving average increases from 191 graduates per year (AY2006 to 2008) to 208 graduates (AY2007 to 2009).

The University of Alaska graduates slightly more elementary teachers than secondary teachers each year. When averaged over four years, the university produces just over 100 elementary teachers, and just over 91 secondary teachers each year. This may be the result of several factors, such as, students can earn a bachelor’s degree in elementary education in four years, while secondary teachers must earn a subject-matter bachelor’s degree and then complete either a master’s or post-baccalaureate program. Students with degrees in mathematics and science in Alaska have more employment opportunities in the state when compared with students who graduate with a degree in elementary education.

New Principals for Alaska

The University of Alaska graduated 42 new principals in Academic Year (AY) 2006, 62 in AY07, 61 in AY08, and 39 in AY09. The average number of graduates that complete a licensure program for administration is roughly 55. However, not all graduates seek an administrative
position following graduation; some continue as classroom teachers, mentors, or pursue district office positions.

The University of Alaska Southeast in Juneau launched a new principal endorsement program in 2009. The summer cohort has 20 new applicants, some of whom are former and current teachers in the Alaska Statewide Mentor Project. The University of Alaska Anchorage offers a principal endorsement program and continues to produce school administrators for Alaska’s schools.

Other Endorsements & Degree Programs
Each campus offers a variety of endorsement programs that lead to an advanced degree or, in some cases, a certificate of completion. Some of these programs are designed for current teachers who seek to add an endorsement and/or complete a master’s degree while also fulfilling requirements for state certification.

The University of Alaska Anchorage offers degree programs in Special Education, Reading, and the state’s only Superintendent degree program. UAA also has an affiliated speech and language pathology program with East Carolina University (ECU). UAA provides the preparatory coursework via distance delivery along with in-state internships to candidates who apply to the ECU graduate program to become speech and language pathologists.

The University of Alaska Southeast Master of Arts in Teaching prepares teachers statewide, and enrollment in that program has increased to 36% from 2006 to 2009. UAS offers a total of six M.Ed. programs that can be accessed via distance and face-to-face; it is not uncommon for UAS to serve students throughout rural Alaska who seek to pursue a degree in education. UAS provides the necessary faculty supervision and support to students so they do not have to leave their communities to earn an education degree. UAS also successfully launched a school administrator program last year and has retained all 20 students enrolled in the program.

The University of Alaska Fairbanks offers the only terminal degree for educators through the Interdisciplinary Studies Ph.D. program. The UAF Elementary Department offers initial licensure programs at the baccalaureate and post-baccalaureate levels. The program leading to secondary licensure is post-baccalaureate. Both elementary and secondary licensure programs lead directly into optional M.Ed. degree programs if students so choose. UAF also offers Master of Education degrees in Curriculum and Instruction, Cross-Cultural Education, Language and
Literacy, and Counseling. Fall 2009, UAF enrolled its first students in the newly approved Special Education certificate and master degree programs.

Trend data indicates that each year the state of Alaska can expect on average 200 new teachers prepared to enter the K-12 education teacher workforce. However, not all students who enroll in education select high demand teacher certification areas, nor do all graduates go on to teach after they graduate with a degree in education. Further, graduates from UA (like graduates elsewhere) are most likely to teach in the districts where they completed their internship, and much less likely to teach in the rural regions where they are needed most.

The University of Alaska produced 44 special education teachers in AY09. Of those prepared, 22 graduated from UAA and 22 from UAS. The UAF program has 19 special education students enrolled as of Fall 2009, this data includes four BAE students who will complete the special education certificate program along with their elementary degree program. UAF expects 10 students to complete special education certificates or master degrees by 2011.
Special education teachers have a higher rate of turnover compared to other teaching positions; thus, administrators must both replace teachers who leave a district or the teaching profession and replace vacant positions in special education when teachers move from a special education position to a regular classroom position within their district. As a result, special education teachers are in high demand each year. The Alaska Department of Education and Early Development reports that Special Education is also a federally designated teacher shortage area. Additional information is provided in the next section on special education teacher turnover rates in Alaska. UA is proud to report increases in enrollment, growth at UAA is up 27%, and at UAS up 36% from AY06 to AY09.

New Math, Science, and Special Education Teachers
Secondary teaching degrees awarded by the University of Alaska in math and science over the three-year period averages out to 12 mathematics certificates and 23 science certificates per year. For special education the average is 40 between AY07-AY09.

<table>
<thead>
<tr>
<th>Number of UA Graduates in Mathematics and Science</th>
<th>3 Year (AY07-09)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UA Y2006-09</strong></td>
<td>Average</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Science (includes all sciences)</td>
<td>23</td>
</tr>
<tr>
<td>Special Education</td>
<td>30</td>
</tr>
</tbody>
</table>

*Data gathered from UA Teacher Preparation programs, not reflected in UA IR Student Banner data

SHORTAGES IN THE TEACHING WORKFORCE & THE ECONOMICS OF EDUCATION IN ALASKA

Alaska Teaching Workforce
- 9,047 public school classroom teachers currently work in Alaska.
- Teacher shortage areas in Alaska include special education, mathematics, and science.
- Teacher recruitment and retention is more of a challenge for rural school districts in Alaska.
- Alaska school districts hire roughly 900 to 1,100 teachers annually.
- Roughly 800 to 900 vacant positions annually are attributed to teachers who exit the system.
- The average teacher salary in Alaska is $58,395, up from $56,757 in 2007-08.
- This year roughly thirty-four percent (34%) of current teachers are eligible for retirement.
- Sixty-five percent (65%) of Alaska’s teachers are currently over the age of 40.
- Alaska Native teachers make up less than five percent (5%) of the teaching workforce, less than three (3%) of the principals, and less than two (2%) of the superintendents.

Gap Analysis for Special Education, Mathematics, and Science
Special education vacancies are unquestionably the hardest positions to fill. This trend is equally common on a national level. While the need for special education teachers is not unique to Alaska, teaching in Alaska, especially rural Alaska is unique compared to the rest of the United States. Alaska districts, rural districts in particular, have the hardest time when it comes to the recruitment of special education teachers. Special education teachers have higher rates of turnover and this could be attributed to the work related demands required to teach special education. In a recent survey conducted by Alaska Teacher Placement (M. Hill, 2008) school administrators reported the hardest K-12 education positions to fill include special education and related services at forty-two percent (42%) of the total responses, followed by mathematics (22%) and science (15%). Additional studies need to be conducted to better understand the complexities of these trends.

<table>
<thead>
<tr>
<th>Special Education Teaching Assignments in Alaska</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTE of Special Education Assignments*</td>
<td>1,087</td>
<td>1,040</td>
<td>1,111</td>
</tr>
<tr>
<td>Stayers: Already in district and teaching</td>
<td>920</td>
<td>906</td>
<td>1,007</td>
</tr>
<tr>
<td>New hires: Assignments districts need to fill</td>
<td>168</td>
<td>134</td>
<td>104</td>
</tr>
<tr>
<td>% of total assignments that districts need to fill</td>
<td>15%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>% of total assignments filled by someone new to Alaska, special education, or both</td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Number of UA Special Education graduates</td>
<td>37</td>
<td>38</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Teacher Assignments in Alaska</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTE of Mathematics Assignments*</td>
<td>595</td>
<td>588</td>
<td>598</td>
</tr>
<tr>
<td>Stayers: Already in district and teaching</td>
<td>524</td>
<td>533</td>
<td>540</td>
</tr>
<tr>
<td>New hires: Assignments districts need to fill</td>
<td>71</td>
<td>74</td>
<td>58</td>
</tr>
<tr>
<td>% of total assignments that districts need to fill</td>
<td>12%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>% of total assignments filled by someone new to Alaska, teaching, or both</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Number of UA Math Endorsement graduates</td>
<td>14</td>
<td>9</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Teacher Assignments in Alaska</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTE of Science Assignments*</td>
<td>508</td>
<td>487</td>
<td>495</td>
</tr>
<tr>
<td>Stayers: Already in district and teaching</td>
<td>448</td>
<td>424</td>
<td>451</td>
</tr>
<tr>
<td>New hires: Assignments districts need to fill</td>
<td>60</td>
<td>63</td>
<td>44</td>
</tr>
<tr>
<td>% of total assignments that districts need to fill</td>
<td>12%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>% of total assignments filled by someone new to Alaska, teaching, or both</td>
<td>7%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Number of UA Science Endorsement graduates</td>
<td>35</td>
<td>13</td>
<td>21</td>
</tr>
</tbody>
</table>

*numbers may not add due to rounding for all above tables
Between 2007 and 2009 the number of teachers needed to fill vacancies across special education, science and math declined. This indicates that retention rates may have increased. Still, the supply of teachers from the university, while slightly higher, does not close the demand gap. Additional research is needed on teacher turnover trends to help policymakers and school districts target resources and shape policy to promote retention, and in turn decrease the need to hire more teachers. The state, in collaboration with school districts, should look for strategies to reduce teacher turnover, especially in rural school districts.

Special Education Trends
A recent report by the Institute of Social and Economic Research at UAA, (A. Hill & Hirshberg, 2008) found special education teacher turnover is higher compared to statewide turnover. Four years after a teacher enters into a teaching position, forty-nine percent (49%) of special education teachers were no longer teaching special education, and of those, only eight percent (8%) remained in the Alaska system, but teaching outside of special education. However, to simply produce more teachers in these areas may not address the issue of retention. In 2008, the Alaska Statewide Mentor Project (ASMP) reported, “Through grant funding, ASMP has been able to increase focus on mentoring special education teachers by pairing mentors with special education certifications to work with early career special education teachers. Working with a sub-sample of about a third of all new special education teachers, ASMP has retained over 80% each year.”

Recent analyses of experienced special education teachers recruited from outside found that 52% leave the system within three years. Such high turnover of teachers is disruptive to student learning and is undoubtedly a drain on school resources.

In contrast, new special education teachers already employed in Alaska, plus those prepared in Alaska by the university system to teach special education, appear to stay longer over a three-year period. While the number in this group is small (n=55) the data is positive in that it does demonstrate higher retention rates for those teachers already living in Alaska who enroll in a special education program.

Hiring of Teachers throughout Alaska

2 Source: Alaska Statewide Mentor Project Research Summary 2004-08, Barbara L. Adams, Ph.D. Fall 2008
Annually, Alaska districts hire roughly 900 to 1,100 teachers for vacant positions in every teaching subject. However, special education and secondary content areas are in disproportionately high-demand. Of the estimated 1,000 new positions, roughly 150-200 are *movers*, defined as teachers who leave one school district for another, rather than exit the system. Movers are common in Alaska as teachers migrate from district to district.

While the majority of teachers (69%) are employed in one of the five largest school districts in Alaska, only 54% of the teachers hired can be attributed to them. All other school districts made up 46% of the new teachers hired in AY09. More than likely the majority of the 46% represents small rural schools located off the road system and serve predominantly Alaska Native communities. This attests to the challenges rural schools face in recruitment and retention of qualified teachers. A large percent of those hired to work in rural Alaska are often from the Lower 48.

Even for elementary-level teachers, which are not considered a ‘shortage’ area, there are too few Alaska program graduates to fill the positions, and especially in rural areas, the majority of new hires are from outside the state. The table shows how Alaskan districts—especially rural districts need to import teachers from outside the state even for elementary classrooms. One in ten elementary teachers in rural Alaska was new to the state.

<table>
<thead>
<tr>
<th>Elementary* Teacher Assignments in Alaska, FY09</th>
<th>Total</th>
<th>Urban**</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTE of Elementary Assignments***</td>
<td>3,160</td>
<td>2,221</td>
<td>938</td>
</tr>
<tr>
<td>Stayers: Already in district and teaching</td>
<td>2,938</td>
<td>2,154</td>
<td>785</td>
</tr>
<tr>
<td>New hires: Assignments districts need to fill</td>
<td>222</td>
<td>68</td>
<td>154</td>
</tr>
<tr>
<td>% of total assignments that districts need to fill</td>
<td>7%</td>
<td>3%</td>
<td>16%</td>
</tr>
<tr>
<td>% of total assignments filled by:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an experienced teacher from within Alaska****</td>
<td>95%</td>
<td>98%</td>
<td>89%</td>
</tr>
<tr>
<td>a new teacher from within Alaska</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>a teacher new to Alaska</td>
<td>4%</td>
<td>2%</td>
<td>10%</td>
</tr>
<tr>
<td># of UA Elementary program graduates, AY09</td>
<td></td>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

*elementary assignments are non-special education assignments where the highest grade taught is 6th or lower.

**urban districts are Anchorage, Mat-Su, Kenai, Fairbanks and Juneau

***numbers may not add due to rounding

****Alaska teachers who stay in their assignments and those who change districts

Source: Alaska EED Certified Staff Accounting database
The Economics of Education in Alaska
In 1998 the Alaska Department of Labor Economic Trends reported, “Jobs with local school districts in kindergarten through 12th grade number over 20,000—nearly seven percent of all wage and salary jobs in Alaska. No other industry in Alaska is more ubiquitous than education. Often local education is the single largest employer in a community. In fact, two of the state’s 10 largest employers are school districts. In many communities, one of the few employers is the local school district.”

Further, the report finds that education dollars represent economic activity in the state and in all of the communities education is present. Financial support to local education in Alaska is not only an investment in education but also has immediate economic impacts statewide. Ten years later, the report’s findings still hold true, however the analysis needs to be updated to reflect the current economic impact of education accurately.

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS
To increase the number of teachers prepared in Alaska, more Alaska students will need to enroll and complete degree programs in education. The University of Alaska has an array of programs and activities designed to support teacher recruitment and retention of K-12 educators. In addition, the university continues to make K-12 Outreach and Bridging Programs a priority in the operating budget and for federal grant requests.

Program at the University of Alaska that Support K-12 Students and Educators
Future Educators of Alaska
The Future Educators of Alaska program is a federally funded program made possible through the U.S. Department of Education. FEA is a statewide collaborative effort to inspire and support Alaska Native K-12 students, especially Alaska Natives, to go into the education profession. The fostering of prospective Alaska Native teachers and administrators involves a partnership among teachers, communities, school districts, University of Alaska campuses and Alaskan Native leaders.
Preparing Indigenous Teachers and Administrators for Alaska Schools
PITAAS is a teacher preparation program for Alaska Natives at the University of Alaska Southeast. PITAAS is funded by a grant from the U.S. Department of Education. PITAAS scholarship award levels vary from year to year based on availability of funds.

Alaska Teacher Placement
ATP was established in 1978 as a partnership between school districts and the University of Alaska to serve as a statewide education clearinghouse. For over 30 years ATP has served to recruit quality educators for school districts through hosted online services, job fairs, and marketing. ATP has successfully evolved to become the primary recruiting service center for teachers and school administrators in Alaska. ATP continues to evolve its services to meet the needs of school districts and educators.

Math in a Cultural Context
MCC, a program developed at University of Alaska Fairbanks, is a supplemental elementary school math series curriculum. The math modules that compose MCC are the result of a rather extraordinary collaboration of educators, Yup’ik elders and teachers, mathematicians and math educators, and Alaska school districts. This collaboration spans nearly two decades of work: which has formed meaningful relationships between the parties of this work to produce culturally relevant materials that connect local knowledge to school knowledge. Numerous studies found MCC to be effective based on rigorous experimental and quasi-experimental designs.

University of Alaska Geography for K-12 Programs
UAGP for K-12 provides programs and resources for students and teachers in Alaska. The MapTEACH program is a hands-on education program for middle and high school students in Alaska focused on helping students understand the local landscape from multiple perspectives. Stories of Culture and Place helps teachers and students blend oral, written, and digital storytelling in a unique approach to art, literacy and content exploration. UAGP for K-12 is responsible for the organization of the National Geographic traveling map to schools across Alaska. This event was coordinated with Geography Awareness week.

The Alaska Arts Education Consortium
AAEC is an affiliation of school districts, organizations and individuals committed to prepare and support educators so that they can teach the arts across the curriculum. The purpose of AAEC is to promote high achievement for all Alaskan students in and through the arts to create and sustain communication networks, initiate and strengthen community partnerships, and prepare and support educators through professional development. This program is vitally important as it strives to educate Alaskan students to be effective communicators and responsible, contributing citizens.

Alaska Educational Innovations Network
AEIN at the University of Alaska Anchorage is supported through a Title II Teacher Quality Enhancement grant from the U.S. Department of Education. AEIN uses the expertise of partners in this school-university collaboration to enhance teacher quality and student learning. The AEIN network is responsive to the needs of partner districts and schools, seeks to make teacher
education a university-wide mission, and promotes effective, inclusive, and culturally responsive practice.

**Alaska Native Teacher Preparation Project**

ANTPP seeks to graduate 27 Alaska Native or American Indian Teachers by May 2011. They recruit college students in their junior or senior year or post-baccalaureate students to apply to one of the many education majors offered at University of Alaska Fairbanks. ANTPP is funded through the U.S. Department of Education and is a partnership with the Alaska Native Education Association, Association of Interior Native Educators and the University of Alaska Fairbanks College of Rural and Community Development.

The programs and initiatives listed above are those most directly focused on initial preparation and professional learning for teachers. Other programs may not have education as their main emphasis, but still provide opportunities for teachers to expand their content knowledge; and in still other cases, the university contributes to programs led by other institutions by providing professional learning opportunities for teachers. Thus, this only represents a fraction of what the university offers under the efforts to “attract, train, and retain qualified school teachers” per SB241.

**Federal Funding**

Over the past four years restricted funds have decreased, challenging the education units’ ability to grow in response to demand. Even with decreases in funding of up to 40%, UA has been able to provide services and support, mostly through sponsored programs and activities. Sustaining these programs, however, has become increasingly difficult.

**Alaska Department of Education and Early Development**

Staff members at the University of Alaska are actively engaged in planning meetings to look at teacher quality, increasing graduation rates, career and technical education, teacher certification, and development of a virtual school as part of the development of the Alaska Education Plan initiated by Commissioner LeDoux. In addition, UA staff work closely with EED to administer the Alaska Statewide Mentor project. The Vice President for Academic Affairs has set up regular meetings with the Commissioner of Education to work on other items of interest under a P-20 agenda.
THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION

Senate Bill 241 (2008) reads, “The report must include an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training. The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.”

The Teacher Education Planning Group of the University of Alaska has developed a three-year plan to address the workforce gap in K-12 education. The plan, attached to this report as an addendum, builds on the efforts of the UA Education Units (UAS School of Education, UAF School of Education, UAA College of Education) to place more Alaskans into education positions. To effectively address this challenge, we must continue to engage Alaskans in the process. This includes policymakers, the current administration, state leaders, teachers, school boards, superintendents, university faculty, parents, community members, and our students. The Teacher Education Planning Group will expand its collaboration with K-12 education leaders to develop a workforce that accurately reflects the diverse student populations they serve. In developing of this plan, we have been guided by a statement of shared commitment adopted in spring 2008 when the UA Education deans became part of the statewide Educator Preparation Planning Group established by President Hamilton:

The University of Alaska is committed to meeting the workforce needs of Alaska public schools. Producing quality teachers and administrators for Alaska who are likely to remain teaching in Alaska is the primary concern for the Teacher Education Planning Group. Additionally, the Teacher Education Planning Group is tasked with development and implementation of a three-year plan to address the workforce gap in Alaska. Attached as an addendum to the report is the Teacher Education Planning Document outlining strategies to address Alaska’s education workforce challenges.

RECOMMENDATIONS & FISCAL NOTE REQUEST

In accordance with SB241, “The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.”

The invitational language is an opportunity to encourage the State of Alaska Joint Committee on Education to fully support the University of Alaska approved FY11 Budget Request.

The Board of Regents has taken great care in the development of the budget priorities for the University of Alaska since the passage of SB241. The priorities outlined in the University of Alaska Red Book demonstrate a commitment to address the educational needs of the state.

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Requests for Additional Information
For additional information on specific items, questions or copies of the report, please contact Melissa Hill at the University of Alaska at (907) 450-8400.