

**OEA LOCAL DEVELOPMENT AND TRAINING  
STANDING COMMITTEE  
REPORT TO THE SPRING 2024 REPRESENTATIVE ASSEMBLY**

Larra Berry-Williams – Chair  
Karen Carney – Vice Chair

Linda Aguiñaga  
Kimberly Barnhart  
Lynn Burns  
Amy Butcher  
Janet Carter  
Norvel Crandell  
Kimberly Davis  
Martha Davis  
Angela Dittman  
Connie Fleming  
Matthew Hickman

Beverly Kotlinski-Spriggs  
Cryshanna Leftwich  
Nicole Nadasky  
Donna O'Connor  
Candi Peters  
Marissa Platton  
Haven Reardon  
Cody Seesholtz  
Ian Steffen  
Kari Yates

For the 2023-2024 school year, the OEA Board of Directors charged the Local Development and Training Committee with the following:

1. Investigate feasibility of mid-career and late-career member cohorts, per NBI 6. As directed by the passage of NBI 6 at the Spring 2023 Representative Assembly, “investigate the feasibility and benefits associated with creating cohorts similar to Ohio’s New Educators (ONE) with Member Ambassadors who can focus on the personal and professional needs of educators in the middle years and the final 10 years of their career and report the findings to the Representative Assembly in Spring 2024.” In completing this feasibility study, the committee should identify similarities and differences between the needs and expectations of early career, mid-career, and late-career educators that would help determine the viability of establishing new cohort groups and developing programs for mid-career and late-career members. In its final report, the committee will include any appropriate recommendations for the next steps.

---

**CHARGE 1:**

OEA currently has the Ohio New Educators (ONE) program which specifically serves and meets the needs of early educators in Ohio. The program provides support to educators within their first 10 years. There are growth opportunities for early educator engagement in leadership development, professional growth, peer to peer support and professional resources.

The ONE program has ambassadors in Central, Capital, East Central, Northeastern, Northwestern, Southeastern, Southwestern and West.

OEA currently has the Ohio New Educators (ONE) program which specifically serves and meets the needs of early educators in Ohio. The program provides support to educators within their first 10 years. There are growth opportunities for early educator engagement in leadership development, professional growth, peer to peer support and professional resources. The ONE program has ambassadors in Central, Capital, East Central, Northeastern, Northwestern, Southeastern, Southwestern and West.

The committee reviewed the charges and discussed factors that directly impact the committee goals. The committee reviewed the collected participant data from the past 5 years (2018-2023) and found 21,060 late career educators, 4,036 mid-career educators, and 1,241 early career educators. The committee discussed the similarities and differences in training, meetings, and events between Early, Mid and Late career members. The factors discussed that may have potentially impacted the differences in attendees were the availability of time, family, work life balance and the location of events.

The committee met with a ONE representative to discuss, past, present, and future of the ONE program. The committee reviewed data throughout the presentation which included: Increase the number of new educator card collection in each division of OEA (certified, support staff, higher education) by 10%, ONE collected 1300 YRO cards, 904 of the cards are in the OEA system, and 466 of the cards are in the NEA system. The committee reviewed multiple state and regional events such as educator/esp nights at athletic events (Clippers, Blue Jackets, Cleveland Cavaliers, Dayton Dragons), including two statewide virtual trivia nights, ONE/AE conference, OEA district socials. These events engaged 350 members.

The committee discussed issues of time, funding, member engagement and a clear social media message were discussed. Discussion included strategies to meet the needs of members mentally, emotionally, and socially. The committee examined several types of support currently being used by members through OEA/NEA benefits and other resources. Cultivating these needs may reduce stress, reduce educator burnout, increase member engagement and increase member retention in the profession.

**The Local Development and Training Committee's deliberations relative to Charge 1 resulted in the following strategic recommendations:**

The committee recommends piloting the program for 2 years with Mid-Career educators. The pilot will provide OEA with an opportunity to request financial support from NEA, develop partnerships with local/state entities and assess progress/success. The Local Development and Training Committee deliberations resulted in the following recommendations:

1. Gather additional data through surveys, focus groups of Mid-Career educators.
2. Pilot the Mid-Career program for 2 years

3. Seek financial support from NEA, similar to the ONE program.
4. Develop or strengthen social media communication specifically to target Mid-Career educators.
5. Establish sponsorships or partnerships with local businesses.

**Rationale for Charge #1 Recommendations:**

The committee believes meeting the mental, emotional and social needs of educators is critical to retaining the educators. Our goal is to increase the retention and engagement of mid-career educators. Cultivating these needs may reduce stress and reduce educator burnout. Specifically, mid-career educators as this age range of 35-45 years old, or 10 to 15+ years experienced educators are faced with challenges such as family growth, career dilemma/changes, professional growth & development, or time for association engagement.