

February 8, 2012

Why Encouraging Veterans to Transition to Teaching Careers is a Benefit to All.

Since 1994, Troops to Teachers has assisted over 14,000 military members transition to careers as public school teachers. Military members provide strong leadership skills that easily transfer to the teaching profession. Past studies have highlighted the success of military members as public school teachers. Troops to Teachers participants have been shown to have higher supervisor ratings, increase student motivation, have higher retention rates and most recently, increase student achievement in math. Please see the Troops to Teachers Annotated Bibliography for more information on the scholarly studies that highlight the success of veterans as teachers.

Troops to Teachers provides up to \$10,000 in financial assistance to eligible military members transitioning to teaching careers. In return, Troops to Teachers participants are required to teach in a low-income school for at least three years. This financial assistance is a win-win for military members and for public school systems. Military members receive assistance during their transition and low-income public schools receive high quality teachers in the neediest classrooms.

Military members can become discouraged with the teacher certification process, especially in strict states with cumbersome entry requirements. Troops to Teachers never promotes circumventing the state certification system and we counsel each Troops to Teachers participant to ensure they become highly qualified teachers for our nation's public school system. However, we do encourage states to recognize the training and experience military members receive throughout their military careers. Military instructors are required to complete a training course very similar to the pedagogy requirements of public school teachers. Other states, such as Florida, have policies that transfer the experience of military instructors to the K-12 public school system, with a few additional requirements such as passing the state teacher certification exams.

Recognizing the training and skills of military instructors will encourage veterans in Oregon to pursue a teaching career. This initiative can help reduce the high unemployment rate of veterans, increase the amount of federal dollars Oregon participants receive through the Troops to Teachers program, and more importantly, recruit highly skilled teachers for Oregon public schools. This measure would also encourage veterans to relocate to Oregon where their service and training is recognized rather than retire in a state which does not recognize military instructor training.

Finally, formally recognizing the skills of military instructors would not only assist Oregon veterans, but it would also assist veterans throughout the nation. Veterans interested in teaching

in a state that does not recognize their military instructor time can become certified through Oregon and then transfer the certification to states with reciprocal agreements. In the Mountain Pacific Troops to Teachers region we send military instructors through Florida where their military instructor training is recognized. Once certified in Florida the veteran is then able to transfer that certification and gain employment as a teacher in a variety of other states.

We applaud you for your efforts to recognize the experience, training, and quality of veterans and for considering measures to increase the number of veterans who transition to teaching careers in your state. We are happy to answer any questions or provide additional support as needed.

Regards,

A handwritten signature in black ink, appearing to read "Meghan Stidd". The signature is written in a cursive, flowing style.

Meghan Stidd
Associate Regional Director
Mountain Pacific Troops to Teachers

TROOPS TO TEACHERS PROGRAM ELIGIBILITY

To be eligible for the Troops to Teachers program, you must meet at least one of the conditions under each of the Education and Military Service Requirements sections that follow.

Education Requirements for All Participants

A. Academic Participation:

- 1) Baccalaureate or advanced degree from an accredited institution at the time of registration.

B. Vocational/Technical Participation:

- 1) Meet state vocational/tech. teacher requirements or
- 2) Have the equivalent of one year of college with six years of military experience in the vocational or technical field.

Eligibility for Referral and Placement Assistance Only

Military Service Requirements

Individuals who meet one of the following service requirements, in addition to the education requirements previously noted, are eligible for counseling and referral services:

A. Active duty or Selected Reserve component personnel whose last period of service was characterized as honorable and:

- 1) retired,
- 2) separated with six or more years of creditable service towards retirement on or after 1 Oct 90, or
- 3) separated with a service-determined physical disability and register within four years from date of separation. *Note: Physical Disability must be noted on service separation documentation not a VA determination. Medical discharge is not the same as discharge due to physical disability.* **or**

B. current members of the Selected Reserve with six or more years of creditable service towards retirement

Eligibility for Financial Assistance

Military Service Requirements

Individuals in the following categories whose last period of service is characterized as honorable, and also meet the education requirements previously noted, may apply for financial assistance:

A. Active Duty (AD)

- 1) **AD-1** Retired from active duty.
- 2) **AD-2** Active duty member with approved date of retirement and has one year or less remaining before retirement.
- 3) **AD-3** Active duty personnel separated within the last four years for a service-determined physical disability. *Note: Physical Disability must be noted on service separation documentation not a VA determination. Medical discharge is not the same as discharge due to physical disability.*

B. Reserve Component (RC)

- 1) **RC-1** Retired from the Selected Reserve.
- 2) **RC-2** Currently serving in the Selected Reserve with 10 or more years of creditable service towards retirement and commit to serving an additional three years or until eligible for retirement.
- 3) **RC-3** Selected Reserve personnel separated within the last four years for a service-determined physical disability. *Note: Physical Disability must be noted on service separation documentation not a VA determination. Medical discharge is not the same as discharge due to physical disability.* **or**
- 4) **RC-4** Transitioning from active duty on or after 8 Jan 02, and have served six years on active duty immediately before separation, and commit to three years with the Selected Reserve. Must register within four years after separation.

Financial Assistance Obligations: Individuals receiving financial assistance must agree to teach for three years in targeted schools. Selected Reserve personnel must also commit to continue in the Selected Reserve for an additional three years or until eligible for retirement, whichever is less.

REGISTRATION INSTRUCTIONS

You can register for TTT online at:

http://www.dantes.doded.mil/dantes_Web/troopstoteachers/registrationoverview.asp

****If you do not have email capabilities, you will not be able to register online.**

You can also download PDF forms to register via mail at:

http://www.dantes.doded.mil/dantes_Web/troopstoteachers/registrationoverview.asp

Documents Required to Register

Below is a checklist of documents that should be submitted to TTT, either via fax, email, or U.S. Postal Service) to support the information provided during the online registration process. The list of documents to be submitted to DANTES will vary depending upon the matrix below.

DOCUMENTS REQUIRED TO REGISTER	A. FINANCIAL ASSISTANCE CATEGORIES							B. REFERRALS	
	AD-1	AD-2	AD-3	RC-1	RC-2	RC-4	RC-1	ACTIVE DUTY	RESERVES
College Transcript (Must indicate degree earned)	X	X	X	X	X	X	X	X	X
DD Form 214 (Member Copy #4)	X	X*	X**				X*	X	X
Approved Voluntary Retirement Letter		X						X*	X
Reserve LES (Current)					X				
Yearly Point Summary					X				
Three Year Letter of Intent					X				
Report of Separation/Record of Service				X		X**			

* DD Form 214 to be submitted after separation or retirement
 ** DD 214/Report of Separation must be coded for Physical Disability

Send hard copies of documents required for registration to:

DANTES/Troops to Teachers
 6490 Saufley Field Road
 Pensacola, FL 32509-5243

OR

Fax documents to 850-452-1194

OR

Scan and email documents to TTTRegister@navy.mil

Contact Mountain Pacific Troops to Teachers with any eligibility/registration questions.

1-800-438-6851 or info@mpttt.org



Troops to Teachers Stipend and Bonus Information

The No Child Left Behind Act of 2001 provided DANTES and the TTT program with stipend and bonus funds to help recruit quality teachers for K-12 schools serving low-income families throughout America.

Stipends and bonuses: Assuming availability of funds, TTT stipends up to \$5,000 may be provided to eligible individuals to help pay for teacher certification costs. Optionally, bonuses of up to \$10,000 are available for individuals who take jobs teaching in low-income schools in which 50% of the students receive free or reduced price lunches. Stipend and bonus recipients must agree to teach for three years in school locations that meet certain Department of Education criteria. The maximum amount of assistance is \$10,000 per person.

Expenses Covered by the Stipend: Eligible participants may apply for a stipend to reimburse expenses that are directly related to a teacher certification program, including courses or teaching endorsements leading to a current teacher's certification/license. Below is a list of eligible expenses:

1. Tuition – if working toward another degree while pursuing your teacher's license, include only those courses that are directly related to teacher certification.
2. Books and materials – for coursework only, not for student teaching. Computer and software are not eligible expenses.
3. Fees – school registration, parking, certification fees, testing fees, and fingerprinting, if it is required by the state.
4. Childcare – required by certification program related absences.
5. Transportation – 36.5 cents per mile at this date (subject to change) - figure round trip mileage to and from class.
6. Other – such as lodging for out-of-town, certification seminars or other requirements.

Ineligible expenses: *Expenses that TTT may not reimburse* - any expenses that were incurred prior to your eligibility date, computers, software, sports equipment, meals, or additional degrees that don't result in teacher certification. We are also not allowed to reimburse for certification or endorsements or endorsements in areas other than teaching, e.g., administration or counseling

Troops to Teachers

Program Overview

BACKGROUND

Troops to Teachers (TTT) was established in 1994 as a Department of Defense program. The National Defense Authorization Act for FY 2000 transferred the responsibility for program oversight and funding to the U.S. Department of Education but continued operation by the Department of Defense. The No Child Left Behind Act of 2001 provides for the continuation of TTT through Fiscal Year (FY) 2006. TTT is managed by the Defense Activity for Non-Traditional Education Support (DANTES), Pensacola, Florida.

GOALS AND OBJECTIVES

Reflecting the focus of the No Child Left Behind Act of 2001, the primary objective of TTT is to help recruit quality teachers for schools that serve students from low-income families throughout America. TTT helps relieve teacher shortages, especially in math, science, special education and other critical subject areas, and assists military personnel in making successful transitions to second careers in teaching.

CURRENT STATUS

Funding has been appropriated to provide financial assistance to eligible participants, provide placement assistance, referral services, and maintain a network of state offices. Military personnel interested in a second career in public education may submit a registration form to DANTES.

PROGRAM FUNCTION

The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in targeted schools. A network of State TTT Offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. The TTT homepage provides information and resource links, including a job referral system to allow participants to search for job vacancies as well as links to state Departments of Education, state certification offices, model resumes, and other job listing sites in public education.

Pending availability of funds, financial assistance may be provided to eligible individuals as stipends up to \$5K to help pay for teacher certification costs or as bonuses of \$10K to teach in schools serving a high percentage of students from low-income families. Participants who accept the Stipend or Bonus must agree to teach for three years in targeted schools in accordance with the authorizing legislation.



An Analysis of Troops to Teachers:

Academic studies illustrating the quality and effectiveness of TTT participants

Bank, D. (2007). Boots on the school ground: A innovative federal project turns retiring military personnel into teachers. Stanford Social Innovation Review, Fall 2007, 67-68.

This article focuses on the ability of the Troops to Teachers program to match untapped resources with unmet needs. The article relies on former studies, conducted by the National Center for Education Information, to highlight the effectiveness of Troops to Teachers participants. The article continues by stating Troops to Teachers could make a greater impact in US classrooms with increased support. Funding for TTT has decreased over the past decade. The article argues with proper incentives, TTT can improve teacher recruitment efforts to place highly trained and effective military members into low-income public schools where they are needed most.

Bank, D. (2007). Troops to Teachers: A model pathway to a second tour of duty. Washington, D.C.: Civic Ventures.

This article includes case studies of successful Troops to Teachers participants. These cases illustrate how Troops to Teachers participants are subject matter experts and use their military training for innovative classroom instruction. This analysis also illustrates how military members transfer the discipline, teamwork, planning, and organizational skills learned through the military into their classrooms. This study also indicates that Troops to Teachers participants are able to teach students time management, self discipline, leadership, and motivational skills.

Feistritzer, C. E. (2005). Profile of Troops to Teachers. Washington, D.C.: National Center for Education Information.

This study surveyed TTT participants nationwide regarding their reasons for teaching, satisfaction levels, and attitudes towards education reform and student learning. This study found that TTT aids in recruiting males and minorities to diversify the teaching force. Additionally, the study showed the majority of TTT participants are willing to teach in high need subject areas, and in rural and inner-city schools. The study also revealed TTT participants have higher retention rates and more favorable administrator evaluations when compared to other public school teachers.

Nunnery, J., Kaplan, L., Owings, W. A., & Pribesh, S. (2009). The Effects of Troops to Teachers on Student Achievement: One State's Study. NASSP Bulletin, 90, 249-272. doi: 10.1177/0192636509359338

This study compared math and reading scores of 6,500 Florida students taught by Troops to Teachers participants. Using an ANCOVA analysis, scores for students taught by Troops to Teachers participants were compared to scores for students taught by non-Troops to Teachers participants. The study controlled for courses taught, grade level, prior achievement, and student demographics. Results did not show a statistically significant difference in student reading scores. However, a statistically significant difference in student math scores was evident with students of Troops to Teachers participants showing an advantage.

Owings, W. A., Kaplan, L. S., Nunnery, J., Marzano, R., Myran, S. & Blackburn, D. (2006). Teacher quality and Troops to Teachers: A national study with implications for principals. NASSP Bulletin, 90(2), 102-131. doi: 10.1177/0192636506289023

This study is focused on supervisor perceptions of TTT participants. The study surveyed school administrators regarding the instructional practices of TTT participants compared to other classroom teachers. Results from this study indicated that TTT participants are more effective in instruction, classroom management, and student discipline when compared to other teachers without military experience.

Willett, G. G. (2002). Troops to Teachers: A profile of education in action. Washington Troops to Teachers. Olympia, WA.

This study analyzed student perceptions of Troops to Teachers participants compared to traditional teachers. The study compared academic and social characteristics of Troops to Teachers participants to traditional teachers within a Washington State school district. From the survey results, students ranked Troops to Teachers participants significantly (more than 15 percent) higher than other teachers participating in the study in seven out of the 19 teacher characteristics measured. Results indicated Troops to Teachers participants are more competent in their subject area, have a greater influence on future student career choices, prepare students to be successful learners, are more likely to hold students accountable, encourage students to study, are more fair, and are more focused on the needs of individual students.

Full text copies of all studies listed are available at the Mountain Pacific Troops to Teachers regional website, www.mpttt.org
