

PROUD TO SERVE AGAIN



TROOPS TO TEACHERS

Education Staff, The White House
November 9, 1998
Reauthorization request for the Troops to Teachers Program

- The Troops to Teachers (TTT) program was designed to assist former military personnel enter public education as teachers. Legislation was introduced in the fiscal year 1993 Defense Authorization Bill as a result of military downsizing. The program is managed by the Defense Activity for Non-Traditional Support (DANTES), a Department of Defense (DoD) agency.
- The program has been a huge success in bringing dedicated, mature and experienced individuals into classrooms who have proven not only to be effective teachers, but also excellent role models for students. These military personnel turned teachers, have established a solid reputation as competent teachers who bring unique and valuable life experiences to the classroom in a critical time in the development of the nation's youth.
- This program while designed to provide second career opportunities for military personnel, has now become widely accepted by public schools who are having difficulty attracting quality teachers. The TTT program has assisted in placing over 3,000 former military members as teachers since 1994. With 31,000 retiring military members annually, TTT has forecasted an additional 2,000 teachers a year to be placed in public schools.
- Authorization for this program expires on 30 September 1999. The Department of Defense's position is not to reauthorize the program because in their eyes downsizing is complete.
- Considering the success for public education as well as retiring military members, it would be a shame to lose this valuable program. Therefore, a new concept has been established known as Network America- Troops to Teachers. (Concept Paper and proposed Legislation attached) The new program would only be available to retiring service members, therefore overcoming DoD's retention objection.
- Legislative efforts to continue the Troops to Teachers Program that have been explored thus far include:
 - a) Enlisted the support of Mr. Charles Abell of the Senate Armed Services Committee (202-224-3094)
 - b) Approached Senators Warner and Robb to introduce legislation in the Senate for program reauthorization. (Dr. Robert MacDonald 1-800-560-4317)
 - c) Informed national and local Veteran's groups (TROA, AUSA, VFW) of TTT program status and requested their organizational support.
 - d) Conferred with Department of Education. Officials there are very supportive. (Terri Dozier)
 - e) United States Representative Joel Hefley has agreed to introduce this legislation
- Imperative to program continuation that we have The White House Education Staff's full support.

Concept Paper
To
Continue Troops to Teachers
1 October 1999 - 30 September 2004

Purpose:

- a. To assist retiring military personnel, DoD civilian employees and NASA employees in preparing for employment as teachers in public schools (Local Education Agencies).
- b. To help relieve overall teacher shortages, especially in the areas of math, science, special education, and/or vocational technology.
- c. To improve the quality of American education by attracting mature, highly experienced personnel to public education classrooms as teachers.

Discussion:

- a. According to the Defense Manpower Data Center (DMDC) there are annually 31,000 military personnel who retire from active duty and are an excellent resource of new teachers. They have been successful in their first career and have exemplary personal characteristics, unique backgrounds and skills, and extensive worldwide experiences. They have proven to be effective teachers and role models. Results from surveys of school administrators reveal that veterans offer maturity, life experience, discipline, leadership skills and a unique ability to relate education to the world at large. Troops to Teachers participants have received numerous local, state and national awards for excellence in teaching and developing the youth of America. Additionally, DoD civilian personnel and NASA employees can bring a wealth of experience and knowledge to public school classrooms.
- b. The Nation's public schools will need to hire more than two million teachers during the next decade to meet the growing student population and to replace teachers who will retire or leave the classrooms. The Troops to Teachers program has assisted in placing over 3,000 former military and DoD civilian employees as teachers or teacher's aides since 1994.
- c. Public schools are experiencing difficulty in attracting teachers with the background and qualifications needed to assure quality education. There is an overall shortage of qualified mathematics, science and special education teachers in public schools. Urban and rural school districts experience difficulty in filling classrooms with qualified teachers in many disciplines. A recent study by the National Center for Education Information concludes that the Troops to Teachers program has clearly been successful in producing quality teachers in high demand areas- more men and minorities with experience beneficial to successful teaching in mathematics, science, and special education in inner cities and outlying rural areas.
- d. Troops to Teachers participants offer a pool of candidates to alleviate ethnicity and gender inadequacies in teaching faculties. Public school faculties are comprised of less than 10% minorities while the minority student population exceeds 30%. Also, while many American students lack access to male role models, only 21% of teaching faculties are male. Troops to Teachers participants offer a teaching population that is 85% male and 30% minority. Additionally, 29% have math and/or science backgrounds while 15% have earned certification in special education. Many of the former military personnel are interested in returning to their urban or rural roots and will seek employment in economically depressed areas.
- e. Another extremely valuable component is the potential to provide active duty service members and civilian employees the opportunity for teacher certification prior to retirement. Expanding teacher certification programs to more military bases will encourage more service members to earn teaching certificates and will facilitate their transition to a new career as public school teachers.

Proposed Program:

The purpose of the Network America "Troops to Teachers" program is to assist retiring military personnel, DoD civilian employees and NASA employees in obtaining employment as teachers in public schools (Local Education Agencies) and thereby alleviate the overall shortage of teachers.

The major components of the program are:

- a. award stipends, up to \$2,000, to retiring military and/or civilian personnel to help offset the cost of earning teaching certification or licensure as teachers in elementary and secondary schools for service members retiring on or after 1 October 1998. Experience since 1994 reflects an average cost of \$5,000 to service members. The \$2,000 stipend represents a shared responsibility between individual service members and Troops to Teachers.
- b. award grants, \$2,000, to school districts hiring Troops to Teachers participants to provide first year teacher induction support. This induction will assist in successful transition for service members to teaching careers.
- c. award grants, up to 150,000 per year, to state centers to develop or maintain Troops to Teachers assistance offices.
- d. strategically located existing state centers will be designated regional responsibility and support to provide recruitment, advising, and placement service to assist all states and territories.
- e. award grants, up to \$825,000, to Institutions of Higher Education (IHE), or consortiums, to establish model teacher certification programs on or near major concentrations of military bases in the United States and overseas.
- f. provide funding, of at least 10% of the authorization, to promote teaching as a second career among personnel considering retirement from the military, maintain an Internet based referral and teacher job data bank, coordinate program activities with state offices and IHE grantees, and provide fiscal management of program funds.
- g. provide placement and referral assistance to veterans who retired between 1 October 1990 and 30 September 1998. Individuals may use the placement assistance and referral services but stipends and district inductive grants will not be provided.
- h. The Network America "Troops to Teachers" program will establish a national advisory board that will be governed by Professional Associations, Departments of Education, Institutions of Higher Education and others.

An estimated 2,000 retiring military personnel per year will be attracted to a new career in public education.

Troops to Teachers Annual Operations

FUNCTION	TOTAL
a. Stipend	\$4,000,000
b. LEA Induction Grant	\$4,000,000
c. State Services	\$7,200,000
d. IHE Training Grants	\$1,650,000
Subtotal	\$16,850,000
e. Program Operations 10%	\$1,685,000
TOTAL	\$18,535,000

Benefits:

- a. The drawdown is nearly complete. Troops to Teachers provided a valuable transition service during this downsizing period. Now Network America "Troops to Teachers" will enhance and build upon the success and experience of the current program. Troops to Teachers is now seen by military personnel as a service member benefit that enables them to capitalize on their military experience and begin a second career in public education. Considering the environment of declining benefits for retired military members, this program provides a highly visible opportunity for our Veterans to pursue a meaningful second career. It is imperative this valuable program be continued as a benefit to our service members.
- b. This program is not competitive with military retention initiatives because careers in education do not offer incentives and benefits that are likely to lure service members from the military.
- c. This program serves as a morale enhancer by providing individuals with an opportunity to earn teaching credentials prior to their military retirement thereby reducing the time necessary to "train up" for a new career. This program will assist in efforts to retain career military personnel by assuring an avenue to earn a post retirement second career.
- d. Teachers have considerable influence on our nation's youth. Retired service members who become teachers serve as passive recruiters by demonstrating to our nation's youth those values acquired through military service.
- e. Preparing for teaching as a second career contributes to the military emphasis of general educational attainment.
- f. Service members as teachers enhance the military's image to the general public by bringing to the classroom a unique leadership ability, a can do attitude, a commitment to mission accomplished, and an underpinning value system of duty, honor and country.

Network America- Educational Services

Network America- Educational Services is designed to provide a wide range of services to three important populations: the transitioning military community, university and college departments of education, and local school districts. These services include the following:

1. Provide blueprints for military career transition/ teacher training programs to be used as prototypes for ready dissemination to interested education institutions serving military, DoD, or NASA populations.
2. Develop memoranda of understanding (MOU) which outlines the responsibilities of universities and colleges that agree to join Network America. The MOU details the creation of a Military Transition Program based upon the best practices established by the collaborating institutions.
3. Operate as an educational clearinghouse for communication and dissemination of information related to education and career transition.
4. Coordinate with professional educators, teacher training experts and professional associations to consistently update education services.
5. Provide liaison, technical support, and assistance to higher education institutions that employ Network America full service teacher training programs.
6. Encourage the development of a teaching curriculum based on the highest educational standards as recommended by various scholarly associations.
7. Incorporate the use of advanced technology into training courses in all areas of the program, particular emphasis on math, science and special education.
8. Create evaluation techniques to monitor the progress of teacher training programs and help universities and colleges continually improve and perfect these programs.
9. Establish a computer-networked database between Network America members and education experts to exchange ideas and improve our teacher training services.
10. Coordinate with local military bases to promote teaching as a second career.
11. Develop the use of distance learning technologies to improve teacher-training practices.
12. Provide incentive stipends to support Network America participants.
13. Guide the Network America teacher training programs into financial and administrative self-sufficiency.
14. Establish a national teacher placement service to facilitate placement of transitioning military, DoD and NASA personnel and other professionals into educator positions throughout America.
15. Participate in national conferences that address how to improve career transition, alternative certification, and teacher education on the local, state and national levels.
16. Sponsor national reports to illustrate the impact that career transition programs have on school reform and education innovation.
17. Commission independent studies to provide documentation on the performance of service members, DoD civilian employees and NASA employees as teachers.
18. Provide induction grants to school divisions who hire Network America participants. The incentive grants are to assist new teacher career induction.
19. Establish a national advisory board to be governed by professional associations, departments of education, institutions of higher education and Network America Centers.

§ 1151. Assistance to separated members to obtain certification and employment as teachers or employment as teachers' aides

(a) Placement Program. - The Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, may establish a program -

(1) to assist eligible members of the armed forces after their separation from active duty to obtain -

(A) certification or licensure as elementary or secondary school teachers; or

(B) the credentials necessary to serve as ~~teachers' aides~~ *vocational/technical teachers*; and

(2) to facilitate the employment of such members by local educational agencies identified under subsection

(b)(2) as experiencing a shortage of *elementary, secondary teachers* or ~~teachers' aides~~ *vocational/technical teachers*.

(b) States with Alternative Certification Requirements *and/or Alternative Certification Programs* and Teacher and *Vocational/Technical Teacher* ~~Teacher's Aide~~ Shortages. - Upon the establishment of the placement program authorized by subsection (a), the Secretary of Defense and the Secretary of Transportation, in consultation with the Secretary of Education, shall -

(1) conduct a survey of States to identify those States that have alternative certification or licensure requirements for teachers, including those States that grant credit for service in the armed forces toward satisfying certification or licensure requirements for teachers;

(2) periodically request information from States identified under paragraph (1) to identify in these States those local educational agencies that -

(A) are receiving grants under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 (FOOTNOTE 1) et seq.) as a result of having within their jurisdictions concentrations of children from low-income families; and

(FOOTNOTE 1) So in original. Probably should be "6301".

(B) are also experiencing a shortage of qualified teachers, in particular a shortage of science, mathematics, *special education, or vocational/technical* ~~or engineering~~ teachers; and

~~(3) periodically request information from all States to identify local educational agencies that -~~

~~(A) are receiving grants under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 (FOOTNOTE 1) et seq.) as a result of having within their jurisdictions concentrations of children from low-income families; and~~

~~(B) are experiencing a shortage of teachers' aides.~~

(c) Eligible Members. - (1) Except as provided in paragraph (2), a member shall be eligible for selection to participate in the placement program authorized by subsection (a) if the member -

(A) during the nine-year period beginning on October 1, ~~1996~~ *1990*, is discharged or released from active duty after *five* ~~si~~ or more years of continuous active duty immediately before the discharge or release;

(B) has received -

(i) in the case of a member applying for assistance for placement as an elementary or secondary school teacher, a baccalaureate or advanced degree from an accredited institution of higher education; or

(ii) in the case of a member applying for assistance for placement as a *vocational/technical teacher* ~~teacher's aide~~ in an elementary or secondary school, *the equivalent of one year of college from an accredited institution of higher education or a junior or community college, and five years of military experience in a vocational/technical field* ~~an associate, baccalaureate, or advanced degree from an accredited institution of~~

~~higher education or a junior or community college; and~~

(C) satisfies such other criteria for selection as the Secretary of Defense, or the Secretary of Transportation with respect to the Coast Guard, may prescribe. ~~(2) For purposes of this section, a former member of the armed~~

~~forces who did not meet the minimum educational qualification criterion set forth in paragraph (1)(B)(i) for teacher placement assistance before discharge or release from active duty shall be considered to be a member~~

~~satisfying such educational qualification criterion upon satisfying that criterion within five years after discharge or release from active duty. (2) (3) A member who is discharged or released from service under other than honorable~~

~~conditions shall not be eligible to participate in the program.~~

(d) Information Regarding Placement Program. - The Secretary of Defense and the Secretary of Transportation shall provide information regarding the placement program, and make applications for the program available, to members as part of preseparation counseling provided under section 1142 of this title. The information provided to members shall identify those States that have alternative certification or licensure requirements *and have alternative certification programs as provided by institutions of higher education or state or local education agencies* for teachers, including those States that grant credit for service in the armed forces toward satisfying such requirements, and indicate those local educational agencies identified under subsection (b)(2) as experiencing a shortage of qualified teachers or *vocational/technical teachers* ~~teacher's aides~~.

(e) Selection of Participants. - (1) Selection of members to participate in the placement program authorized by subsection (a) shall be made on the basis of applications submitted to the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, on a timely basis. An application shall be in such form and contain

such information as the Secretaries may require. An application shall be considered to be submitted on a timely basis if the application is submitted as follows:

(A) Except as provided in subparagraphs (B) and (C), not later than ~~two years~~ **one year** after the date of the discharge or release of the applicant from active duty.

(B) In the case of an applicant discharged or released from active duty before **October 1, 1998**, ~~January 19, 1994~~, not later than one year after the date of the enactment of **this act**. ~~the National Defense Authorization Act for Fiscal Year 1995.~~

~~(C) In the case of an applicant becoming educationally qualified for teacher placement assistance in accordance with subsection (c)(2) after the date of the discharge or release of the applicant from active duty, not later than one year after the date on which the applicant becomes educationally qualified.~~

(2) In selecting participants to receive assistance for placement as elementary or secondary school teachers **or as vocational/technical teachers**, the Secretaries shall give priority to members who -

(A) have educational or military experience in science, mathematics, or **vocational/technical subjects** ~~engineering~~ and agree to seek employment as science, mathematics, or **vocational/technical** ~~engineering~~ teachers in elementary or secondary schools; or

(B) have educational or military experience in another subject area identified by the Secretaries, in consultation with the Secretary of Education, as important for national educational objectives and agree to seek employment in that subject area in elementary or secondary schools. (3) The Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, may not select a member to participate in the program unless the Secretary concerned has sufficient appropriations for the placement program available at the time of the selection to satisfy the obligations to be incurred by the United States under subsections (g) and (h) with respect to that member. ~~(4)(A) The Secretaries shall~~

~~provide under the program for identifying, during each fiscal year in the period referred to in subsection (c)(1)(A), noncommissioned officers who, on or before the end of such fiscal year, will have completed 10 or more years of continuous active duty, who have the potential to perform competently as elementary or secondary school teachers, but who do not satisfy the minimum educational qualification criterion under subsection (c)(1)(B)(i) for teacher placement assistance. (B) The Secretaries shall inform noncommissioned officers identified under subparagraph (A) of the opportunity to qualify in accordance with subsection (c)(2) for teacher placement assistance under the program.~~

(f) Agreement. - A member selected to participate in the placement program authorized by subsection (a) shall be required to enter into an agreement with the Secretary of Defense, or the Secretary of Transportation with respect to the Coast Guard, in which the member agrees -

(1) to obtain, within such time as the Secretary concerned may require, certification or licensure as an elementary or secondary school **or vocational/technical** teacher ~~or the necessary credentials to serve as a teacher's aide in an elementary or secondary school; and~~

(2) to accept -

(A) ~~in the case of a member selected for assistance for placement as a teacher, an offer of full-time employment as an elementary or secondary school teacher for not less than two five school years with a local educational agency identified under subsection (b)(2), to begin the school year after obtaining that certification or licensure; or~~

~~(B) in the case of a member selected for assistance for placement as a teacher's aide, an offer of full-time employment as a teacher's aide in an elementary or secondary school for not less than five school years with a local educational agency identified under subsection (b)(3), to begin the school year after obtaining the necessary credentials.~~

(g) Stipend for Participants. - (1) Except as provided in paragraph (2), the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, shall pay to each participant in the placement program a stipend in an amount equal to the lesser of -

(A) **\$2,000**,000; or

(B) the total costs of the type described in paragraphs (1), (2), (3), (8), and (9) of section 472 of the Higher Education Act of 1965 (20 U.S.C. 108711) incurred by the participant while obtaining teacher certification or licensure ~~or the necessary credentials to serve as a teacher's aide and employment as an elementary, or secondary, or vocational/technical school teacher or teacher aide.~~ ~~(2) A member who is separated under the special separation benefits program under section 1174a of this title, receives voluntary separation payments under section 1175 of this title, or retires pursuant to the authority provided in section 4403 of the National Defense Authorization Act for Fiscal Year 1993 (Public Law 102-484; 10 U.S.C. 1293 note) shall not be paid a stipend under paragraph (1).~~ ~~(2) (3) A stipend paid under paragraph (1) shall be taken into account in determining the eligibility of the participant for Federal student financial assistance provided under title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.).~~

(h) Grants to Facilitate **First Year Teacher Induction** Placement. - ~~(1) In the case of a participant in the placement program obtaining teacher certification or licensure, the Secretary of Defense and the Secretary of Transportation may offer to enter into an agreement under this subsection with the first local educational agency identified under subsection~~

(b)(2) that employs the participant as a full-time elementary or secondary school *or vocational/technical* teacher after the participant obtains teacher certification or licensure. ~~(2) In the case of a participant in the program obtaining credentials to serve as a teacher's aide, the Secretary concerned may offer to enter into an agreement under this subsection with the first local educational agency identified under subsection (b)(3) that employs the participant as a full time teacher's aide.~~

(3) Under an agreement referred to in paragraph (1) ~~or (2)~~—

(A) the local educational agency shall agree to employ the participant full time for *at least not less than one year* five consecutive school years (at a basic salary to be certified to the Secretary concerned) in a school of the local educational agency serving a concentration of children from low-income families; and

(B) the Secretary concerned shall agree to pay to the local educational agency *an amount not to exceed \$2,000 to provide for the supervision of an expert teacher, and or professional development during the first year of teaching.*

~~an amount based upon the basic~~

~~salary paid by the local educational agency to the participant as a teacher or teacher's aide. The rate of payment by the Secretary concerned shall be as follows:~~

~~(i) For the first school year of employment, 50 percent of the basic salary, except that the payment may not exceed \$25,000.~~

~~(ii) For the second school year of employment, 40 percent of the basic salary, except that the payment may not exceed \$10,000.~~

~~(iii) For the third school year of employment, 30 percent of the basic salary, except that the payment may not exceed \$7,500.~~

~~(iv) For the fourth school year of employment, 20 percent of the basic salary, except that the payment may not exceed \$5,000.~~

~~(v) For the fifth school year of employment, 10 percent of the basic salary, except that the payment may not exceed \$2,500.~~

~~(4) Payments required under paragraph (2) may be made by the Secretary concerned in such installments as the Secretary concerned may determine. (5) If a participant leaves the employment of a local educational agency before the end of the five years of required service, the local educational agency shall reimburse the Secretary concerned in an amount that bears the same ratio to the total amount already paid under the agreement as the unserved portion bears to the five years of required service.~~

(6) The Secretary concerned may not make a grant under this subsection to a local educational agency if the Secretary concerned determines that the agency terminated the employment of another employee in order to fill the vacancy so created with a participant.

(7)(A) In addition to the agreements referred to in paragraphs (1) and (2), the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, may enter into an agreement directly with a State *or consortium of States* identified pursuant to subsection (b)(1) to allow the State *or States* to arrange the placement of participants in the placement program with local educational agencies identified pursuant to subsection (b)(2) or (b)(3). The Secretary concerned shall consult with the Secretary of Education in entering into agreements with States under this paragraph.

(B) With respect to an agreement under this paragraph with a State, nothing in this paragraph shall be construed to negate or supersede the authority of any appropriate official or entity of the State to approve those portions of the agreement that are not under the jurisdiction of the chief executive officer of the State.

(C) The Secretary concerned may reserve up to 10 percent of the funds made available to carry out the placement program for a fiscal year for the placement of participants through agreements entered into under this paragraph. Paragraphs (3) through (6) shall apply with respect to any placement made through such an agreement.

(i) Grants to Provide for Pre-separation Certification – (1) as identified under section (a) and (b) of this paragraph, The Secretary of Defense, Secretary of Education, Secretary of Labor and Secretary of Transportation shall provide for funding to establish, maintain, and evaluate alternative licensure and training programs to enable military personnel to earn teacher certification prior to separation of retirement. Grants up to \$250,000 may be provided to institutions of higher education, state certification agencies or consortiums providing teacher certification programs to establish expedient alternative certification routes (of the Old Dominion University model) on or near military bases in the United States or overseas.

(j) (i) Reimbursement Under Certain Circumstances. - (1) If a participant in the placement program fails to obtain teacher certification or licensure or employment as an elementary or

secondary school teacher or ~~employment as a teacher's aide~~ as required under the agreement or voluntarily leaves, or is terminated for cause, from the employment during the ~~three~~ five years of required service, the participant shall be required to reimburse the Secretary of Defense, or the Secretary of Transportation with respect to the Coast Guard, for any stipend paid to the participant under subsection (g)(1) in an amount that bears the same ratio to the amount of the stipend as the unserved portion of required service bears to the five years of required service.

(2) The obligation to reimburse the Secretary concerned under this subsection is, for all purposes, a debt owing the United States. A discharge in bankruptcy under title 11 shall not release a participant from the obligation to reimburse the Secretary concerned. Any amount owed by a participant under paragraph (1) shall bear interest at the rate equal to the highest rate being paid by the United States on the day on which the reimbursement is determined to be due for securities having maturates of ninety days or less and shall accrue from the day on which the participant is first notified of the amount due. (j) Exceptions to Reimbursement Provisions. - (1) A participant in the placement program shall not be considered to be in violation of an agreement entered into under subsection (f) during any period in which the participant -

(A) is pursuing a full-time course of study related to the field of teaching at an eligible institution;

(B) is serving on active duty as a member of the Armed Forces;

(C) is temporarily totally disabled for a period of time not to exceed three years as established by sworn affidavit of a qualified physician;

(D) is unable to secure employment for a period not to exceed 12 months by reason of the care required by a spouse who is disabled;

(E) is seeking and unable to find full-time employment as a teacher or teacher's aide in an elementary or secondary school for a single period not to exceed 27 months;

or

(F) satisfies the provisions of additional reimbursement exceptions that may be prescribed by the Secretary of Defense, or the Secretary of Transportation with respect to the Coast Guard. (2) A participant shall be excused from reimbursement under subsection (i) if the participant becomes permanently totally disabled as established by sworn affidavit of a qualified physician. The Secretary concerned may also waive reimbursement in cases of extreme hardship to the participant, as determined by the Secretary concerned. (k) Definitions. - In this section:

(1) The term "State" includes the District of Columbia, American Samoa, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Commonwealth of the Northern Mariana Islands, the Commonwealth of Puerto Rico, Palau, and the Virgin Islands.

(2) The term "alternative certification or licensure requirements" means State or local teacher certification or licensure requirements that permit a demonstrated competence in appropriate subject areas gained in careers outside of education to be substituted for traditional teacher training course work.

SOURCE

(Added Pub. L. 102-484, div. D, title XLIV, Sec. 4441(a)(1), Oct. 23, 1992, 106 Stat. 2725; amended Pub. L. 103-35, title II, Sec. 201(f)(1), May 31, 1993, 107 Stat. 99; Pub. L. 103-160, div. A, title V, Sec. 561(k), title XIII, Sec. 1331(a)-(c)(1), (d)-(g), Nov. 30, 1993, 107 Stat. 1668, 1791-1793; Pub. L. 103-337, div. A, title V, Sec. 543(c), title X, Sec. 1070(a)(7), title XI, Sec. 1131(a), (b), Oct. 5, 1994, 108 Stat. 2769, 2855, 2871; Pub. L. 103-382, title III, Sec. 391(b)(1), (2), Oct. 20, 1994, 108 Stat. 4021.)

REFERENCES IN TEXT

The Elementary and Secondary Education Act of 1965, referred to in subsec. (b)(2)(A), (3)(A), is Pub. L. 89-10, Apr. 11, 1965, 79 Stat. 27, as amended generally by Pub. L. 103-382, title I, Sec. 101, Oct. 20, 1994, 108 Stat. 3519. Title I of the Act is classified generally to subchapter I (Sec. 6301 et seq.) of chapter 70 of Title 20, Education. For complete classification of this Act to the Code, see Short Title note set out under section 6301 of Title 20 and Tables.

The date of the enactment of the National Defense Authorization Act for Fiscal Year 1995, referred to in subsec. (e)(1)(B), is the date of enactment of Pub. L. 103-337, which was approved Oct. 5, 1994.

The Higher Education Act of 1965, referred to in subsec. (g)(3), is Pub. L. 89-329, Nov. 8, 1965, 79 Stat. 1219, as amended. Title IV of the Act is classified generally to subchapter IV (Sec. 1070 et seq.) of chapter 28 of Title 20, Education, and part C (Sec. 2751 et seq.) of subchapter I of chapter 34 of Title 42, The Public Health and Welfare. For complete classification of this Act to the Code, see Short Title note set out under section 1001 of Title 20 and Tables.

AMENDMENTS

1994 - Subsec. (a). Pub. L. 103-337, Sec. 543(c)(1), inserted ", and the Secretary of Transportation with respect to the Coast Guard," after "Secretary of Defense" in introductory provisions.

Subsec. (b). Pub. L. 103-337, Sec. 543(c)(2), inserted "and the Secretary of Transportation" after "Secretary of Defense" in introductory provisions.

Subsec. (b)(2)(A), (3)(A). Pub. L. 103-382 struck out "chapter 1 of" after "grants under".

Subsec. (c)(1). Pub. L. 103-337, Sec. 543(c)(3)(A), struck out "by the Secretary of Defense" after "selection" in introductory provisions.

Subsec. (c)(1)(A). Pub. L. 103-337, Sec. 1131(a)(1), substituted "nine-year period beginning on October 1, 1990" for "seven-year period beginning on October 1, 1992".

Subsec. (c)(1)(C). Pub. L. 103-337, Sec. 543(c)(3)(B), inserted "of Defense, or the Secretary of Transportation with respect to the Coast Guard," after "Secretary".

Subsec. (c)(4). Pub. L. 103-337, Sec. 1131(a)(2), struck out par. (4) which read as follows: "The Secretary may accept an application from a member who was discharged or released from active duty during the period beginning on October 1, 1990, and ending on October 1, 1992, if the member otherwise satisfies the eligibility criteria specified in paragraph (1)."

Subsec. (d). Pub. L. 103-337, Sec. 543(c)(4), inserted "and the Secretary of Transportation" after "Secretary of Defense".

Subsec. (e)(1). Pub. L. 103-337, Sec. 543(c)(5), inserted ", and the Secretary of Transportation with respect to the Coast Guard," after "Secretary of Defense" in first sentence and substituted "Secretaries" for "Secretary" before "may" in second sentence.

Pub. L. 103-337, Sec. 1131(b), amended par. (1) generally. Prior to amendment, par. (1) read as follows: "Selection of members to participate in the placement program authorized by subsection (a) shall be made on the basis of applications submitted to the Secretary of Defense not later than one year after the date of the discharge or release of the members from active duty or, in the case of an applicant becoming educationally qualified for teacher placement assistance in accordance with subsection (c)(2), not later than one year after the date on which the applicant becomes educationally qualified. In the case of members referred to in subsection (c)(3), the Secretary shall establish a reasonable time period after October 23, 1992, for the submission of applications. An application shall be in such form and contain such information as the Secretary may require."

Subsec. (e)(2). Pub. L. 103-337, Sec. 543(c)(6), substituted "Secretaries" for "Secretary" in introductory provisions and in subpar. (B).

Subsec. (e)(3). Pub. L. 103-337, Sec. 543(c)(7), inserted "of Defense, and the Secretary of Transportation with respect to the Coast Guard," after "The Secretary" and "concerned" after "unless the Secretary".

Subsec. (e)(4). Pub. L. 103-337, Sec. 543(c)(8), substituted "Secretaries" for "Secretary" in subpars. (A) and (B).

Subsec. (f). Pub. L. 103-337, Sec. 543(c)(9), inserted ", or the Secretary of Transportation with respect to the Coast Guard," after "Secretary of Defense" in introductory provisions and "concerned" after "the Secretary" in par. (1).

Subsec. (g)(1). Pub. L. 103-337, Sec. 543(c)(10), inserted ", and the Secretary of Transportation with respect to the Coast Guard," after "Secretary of Defense" in introductory provisions.

Subsec. (h)(1). Pub. L. 103-337, Sec. 543(c)(11), inserted "and the Secretary of Transportation" after "Secretary of Defense".

Subsec. (h)(2). Pub. L. 103-337, Sec. 543(c)(11)(B), inserted "concerned" after "Secretary".

Subsec. (h)(3). Pub. L. 103-337, Sec. 543(c)(11)(B), inserted "concerned" after "Secretary" wherever appearing.

Subsec. (h)(3)(B)(v). Pub. L. 103-337, Sec. 1070(a)(7), inserted "school" after "For the fifth".

Subsec. (h)(4) to (6). Pub. L. 103-337, Sec. 543(c)(11)(B), inserted "concerned" after "Secretary" wherever appearing.

Subsec. (h)(7)(A). Pub. L. 103-337, Sec. 543(c)(12)(A), inserted "of Defense, and the Secretary of Transportation with respect to the Coast Guard," after "the Secretary" in first sentence and "concerned" after "The Secretary" in second sentence.

Subsec. (h)(7)(C). Pub. L. 103-337, Sec. 543(c)(12)(B), inserted "concerned" after "The Secretary".

Subsec. (i)(1). Pub. L. 103-337, Sec. 543(c)(13)(A), inserted ", or the Secretary of Transportation with respect to the Coast Guard," after "Secretary of Defense".

Subsec. (i)(2). Pub. L. 103-337, Sec. 543(c)(13)(B), inserted "concerned" after "Secretary" in two places.

Subsec. (j)(1)(F). Pub. L. 103-337, Sec. 543(c)(14)(A), inserted ", or the Secretary of Transportation with respect to the Coast

Guard" after "Secretary of Defense".

Subsec. (j)(2). Pub. L. 103-337, Sec. 543(c)(14)(B), inserted "concerned" after "Secretary" in two places.

1993 - Subsec. (c)(1)(A). Pub. L. 103-160, Sec. 561(k), substituted "seven-year period" for "five-year period".

Subsec. (c)(2) to (4). Pub. L. 103-160, Sec. 1331(b)(1), added par. (2) and redesignated former pars. (2) and (3) as (3) and (4), respectively.

Subsec. (e)(1). Pub. L. 103-160, Sec. 1331(a), (b)(2)(A), substituted "not later than one year after the date of the discharge or release" for "before the date of the discharge or release" and inserted before period at end of first sentence "or, in the case of an applicant becoming educationally qualified for teacher placement assistance in accordance with subsection (c)(2), not later than one year after the date on which the applicant becomes educationally qualified".

Pub. L. 103-35 substituted "October 23, 1992," for "the date of the enactment of this section".

Subsec. (e)(4). Pub. L. 103-160, Sec. 1331(b)(2)(B), added par. (4).

Subsec. (f)(2)(A), (B). Pub. L. 103-160, Sec. 1331(c)(1)(A), substituted "five school years" for "two school years".

Subsec. (g)(2). Pub. L. 103-160, Sec. 1331(g), added par. (2) and struck out former par. (2) which read as follows: "A member who is entitled to benefits under section 1174a or 1175 of this title or is given early retirement under section 4403 of the National Defense Authorization Act for Fiscal Year 1993 shall not be paid a stipend under paragraph (1)."

Subsec. (h)(1), (2). Pub. L. 103-160, Sec. 1331(e), substituted "may" for "shall".

Subsec. (h)(3)(A). Pub. L. 103-160, Sec. 1331(c)(1)(B), substituted "five consecutive school years" for "two consecutive school years".

Subsec. (h)(3)(B). Pub. L. 103-160, Sec. 1331(d), substituted "based upon the basic salary paid by the local educational agency to the participant as a teacher or teacher's aide. The rate of payment by the Secretary shall be as follows:" for "equal to the lesser of - ", added cls. (i) to (v), and struck out former cls. (i) and (ii) which read as follows:

"(i) the basic salary to be paid by the local educational agency to the participant during the two years; and

"(ii) \$50,000."

Subsec. (h)(5). Pub. L. 103-160, Sec. 1331(c)(1)(C), substituted "five years" for "two years" in two places.

Subsec. (h)(7). Pub. L. 103-160, Sec. 1331(f), added par. (7).

Subsec. (i)(1). Pub. L. 103-160, Sec. 1331(c)(1)(D), substituted "five years" for "two years" in two places.

EFFECTIVE DATE OF 1993 AMENDMENT

Section 1331(h) of Pub. L. 103-160 provided that: "The amendments made by subsections (c) and (d) (amending this section and sections 1598 and 2410j of this title) shall not apply with respect to -

"(1) persons selected by the Secretary of Defense before the date of the enactment of this Act (Nov. 30, 1993) to participate in the teacher and teacher's aide placement programs established pursuant to sections 1151, 1598, and 2410j of title 10, United States Code; or

"(2) agreements entered into by the Secretary before such date with local educational agencies under such sections."

SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in sections 1142, 1598, 2410c of this title.

Agenda for Washington DC Trip

Thursday, November 5

12:00pm- Bob Stein

3:00pm -Alexander Russo, Staffer for Senator Jeff Bingaman (D- New Mexico)
Hart Building 703, 2nd and C Street, NE
202-224-1063

Friday, November 6

9:00am- Charlie Abell, John Gantz, Joe Morgan
TBA (place)

All Day- Charlie Abell, Senate Armed Services Committee
228 Russell Building, 1st and C Street, NE
202-224-3871

Monday, November 9

9:15am- Gina Mahoney- Staffer for Congressman Tim Roemer (D-Indiana)
2348 Rayburn House Office Building, Independence Ave & S. Capitol St., SW
202-225-3915

10:00am- John Connolly- Works for Senator Mike DeWine (R- Ohio)
140 Russell Building, 1st and C St., NE
202-224-1182, 202-224-2315

11:00am- Tim Bromelkamp- Staffer for Congressman Chet Edwards (D-Texas)
2459 Rayburn House Office Building
202-225-6105

12:00pm- D'Arcy Phillips- Staffer for House Education and Work Force Committee
2181 Rayburn House Office Building
202-225-6558

1:30pm- TROA- Robert Norton
Alexandria, VA
1-800-245-8762

3pm- Mike Cohen, Education Staff at the White House
White House, 218 Old Executive Building
202-456-5543

Tuesday, November 10

9:30am- Mike Hill, SOC
One Dupont Circle, Suite 680
202-667-0079, 1-800-368-5622



Life

THURSDAY, AUGUST 27, 1998

Veterans get high marks as teachers

By Tamara Henry
USA TODAY

WASHINGTON — More than 3,000 veterans have left the military to serve on the front lines in America's classrooms, and most make great teachers willing to tackle science and math classes, particularly in urban schools, says a study out today.

The National Center for Education Information surveyed 1,171 participants in the Department of Defense's Troops to Teachers program, launched to help offset military downsizing. Researchers compared the veterans with 1,018 public school teachers and found:

- Administrators rated more than 75% of former military personnel above average or higher.

- 29% of the teachers are from a minority or ethnic group, compared with 10% of the general teaching force.

- 29% of veterans were teaching math, 8% biology and 5% chemistry, compared with the overall 13% teaching math, 5% biology and 2% chemistry.

- 24% of veterans teach in inner-city schools, compared with 16% of public school teachers.

With 2 million new teachers needed in the next decade, the 30,000 members of the military who retire each year are an excellent source of teachers, program chief John Gantz says.

Gazette 10/19/96

Search no further than military for future teachers

Over the next decade, we'll need to hire 2 million new teachers, and it's not clear where we'll find them. Talented women who have long been the majority of teachers now have far more options than they did a generation ago. And better salaries in other professions are luring bright young women — and men — away from teaching.

That excerpt from a radio ad by Sandra Feldman, president of the American Federation of Teachers, is one view of the problem. Here's another: Fairfax County, Va., has 13 qualified applicants for every elementary school opening.

Which is the reality?

As with so many of the controversies surrounding public education, the problem is not that one view is correct and the other false. The problem comes when we try to generalize from any particular viewpoint; no matter how accurate. Just as it is true that thousands of American public schools are doing quite a good job of educating their children (even during the public education "crisis"), so is it true that some school districts are having no difficulty keeping fully staffed, notwithstanding the very real problem laid out in Sandy Feldman's ad.



WILLIAM RASPBERRY

Problems in American education tend to be specific: to region, to socioeconomic, to demographic category, to style of political leadership. To talk about the problem is more likely to be confusing than helpful. That's the first point. The second is this:

Some school districts, in virtually every state, have found a way to turn their teacher recruitment problems right around — not just in the attractive suburbs but in the central cities and rural areas where recruiting is so difficult: Alternative teacher certification.

I've just seen two new publications from the National Center for Education Information. The first is a state-by-state analysis of alternative certification programs, and it is a useful handbook for people who have worked at other careers and now think they'd like to try teaching. It's the second publication, though, that I find fascinating. "Troops to Teachers" is a report on the recruitment of former military service personnel into classrooms.

"Our research shows that military people transition extremely well into teaching," C. Emily Feistritzer, president of the National Center, said in an interview this week. "They are a rich source of teachers in all the areas where we need teachers — geographically and by subject area. There are more males among them than in normal recruiting, and they are very committed; they are going into teaching for all the right reasons."

"Troops to Teachers" is a report on the recruitment of former military service personnel into classrooms.

According to Feistritzer, who co-authored both the new publications, the teacher recruitment problem has been less one of numbers than one of getting the right people to the right places.

"Traditionally, would-be teachers have to enroll in a college teacher education program approved by the state licensing authority and designed for education majors who will spend four or five years in school, leading to automatic licensure. But a lot of people who take this route don't want to teach in the rural areas or in the central cities, where the need is greatest. As a result, teachers colleges have been cranking out far more teachers than we have places for — but not in the places where they are most needed.

"Alternative certification routes put the problem in bold relief. Before the alternative movement caught on, people who wanted to transfer into teaching had to go to college to get

the courses prescribed for education majors. But it usually didn't make sense for a career-changer to give up a salary, go to college more or less full time and then come out with no guarantee of a job at the end."

Troops to Teachers is a subset of the alternative certification category and, according to Feistritzer, it is almost the perfect recruitment device for hard-to-staff schools. For instance:

- Nearly 90 percent of the former military personnel coming into teaching are male; about three-quarters of the overall teaching force is female.

- Twenty-nine percent of these military recruits (but just 10 percent of teachers overall) are from ethnic or racial minorities.

Moreover, TTT recruits are significantly more interested than the normal stream of new teachers in teaching in an inner city or a rural community, and they are more inclined toward math and science instruction.

And that doesn't even consider what these former service personnel will provide by way of discipline — both because they are largely male and because they are military.

Sandy Feldman says, "It's not clear where we'll find" the teachers we will need. Feistritzer's reports suggest a likely place to look.

Raspberry is a columnist for the Washington Post. Write him in care of the Washington Post Writers Group, 1150 15th St. NW, Washington, D.C. 20071.

Troop to Teachers Program worth saving from budget axe

Turnover is high among public school teachers. Too many score low on standardized performance tests. Too few teach math and science. Keeping quality staff at inner-city and rural schools is a constant challenge.

Those are a few reasons why school administrators across the country are moving to preserve a program that, on a small scale, addresses the challenge. It's the Troops to Teachers Program. And Congress, which gave it life, has told the Defense Department to shut it down by October 1999.

For five years, the program has supplied public schools with what educators say they need most: mature role models, most of them male and many of them minorities, trained in math and science, committed to their troops and comfortable in tough work environments.

"Combine those factors and it really gets public education to sit up and pay attention," said John Gantz, who runs Troops to Teachers for the Defense Department from an education activities office in Pensacola.

Second careers

Congress established the program as a tool to help service members transition to second careers. With the drawdown nearly over, the program has served its purpose. Funds to run it will dry up next year.

More than 3,000 veterans, most of them freshly retired and armed with college degrees, have participated in Troops to Teachers, earning teaching certificates and filling school vacancies across 46 states. In 1994 and '95, participants got a \$5,000 stipend to cover education costs tied to certification. Schools got a \$50,000 grant to cover a portion of teachers' salaries over several years.

"Quite frankly," Gantz said, "at \$65 million a year, the program was grossly overfunded. It turns out the real incentive to hire military was not money but the people. Surveys of school administrators are consistent in praising the overall performance of veterans as teachers. The



**TOM
PHILPOTT**
Military
Update

message is, 'Give us more.' One comment we get from school principals more than any other is 'These people are really very caring about students.' Some administrators act surprised."

But the military has always been concerned about troops. Gantz isn't lobbying to keep his job. By next October, the drawdown will end. The Defense Department won't need the program.

"But public education," Gantz added, "sees this as too good to let go. And quite frankly, it is. We've got so many good stories out there."

Saving the program

Leading the push to save the program, perhaps through another federal agency, are state Troops to Teachers offices. Officials for states that took full advantage of the program — like Texas and Florida — are meeting with lawmakers, with the departments of education and veterans affairs, and with their own bureaucracies to discuss how it might be saved.

"Ending Troops to Teachers," said Meryl Kettler, program coordinator for Texas schools, "would be a terrible disservice both to veterans who want to become teachers, but, more importantly, to school districts and students."

Eighty-seven percent of participants are men, compared with 25 percent in the overall public school teacher population. More males mean more role models for children raised in households without fathers.

Half of all participants elect to teach in urban and rural schools, not the suburbs. And a review of records for 1400 participants hired through 1997 shows 85 percent still teaching.

"That retention rate is far better than reported by civilian peers,"

said Kettler. "That is so high, particularly when you consider up to 50 percent of public school teachers leave before their fifth year. At least 25 percent leave before they teach their third year. Those in special education and inner-city schools show abysmal retention. Yet 70 to 90 percent of our guys stay in there."

A great story

Retired Army Sgt. Maj. Lazaro Ramirez, 46, was the first applicant selected for Troops to Teachers in 1993. He taught bilingual education to elementary school students his first year. At night he pursued an alternative certification program through the University of Texas at El Paso.

He taught English as a second language to seventh-graders for three years before becoming assistant principal at McAllen, Texas, middle school this summer.

"It's been great," Ramirez said. "A 22-year career with a lot of field experience made becoming a teacher seem natural. I don't think anything I'll have to deal with here would ever surprise me. Replacing young soldiers are civilian children who need more care. You mold them. You train them. And some take a little longer than others."

Four years in the classroom taught Ramirez that kids can bring a lot of baggage. And it's not their fault. But you have to take each one individually, analyze their problem and apply rules depending on circumstances. You learn that in the military, too. Take care of the troops.

For more information on Troops to Teachers, check out its home page: <http://voled.doded.mil/dantes/ttt> or call 1-800-231-6242 or write: DANTES Troops to Teachers, 6490 Saufley Field Rd., Pensacola, FL 32509-5243.

Job openings and available applicants can be viewed on line at: www.troops.org

Comments and suggestions are welcomed. Write to Military Update, P.O. Box 1230, Centreville, Va. 20122-8230, or send e-mail to: mlupdate@aol.com

groups that research has shown are most likely to benefit from smaller classes: students in the primary grades and minority and low-income children. They also recommend that policymakers ensure that good teachers and adequate facilities are available to accommodate the additional classes.

"Class Size Reduction: Lessons Learned from Experience," free, at three World Wide Web sites: www.WestEd.org/policy; www.temple.edu/LSS; and www.serve.org/Research/class_size/index.htm.

High School Graduation: A higher standard for passing the General Educational Development test has led to fewer people both taking and passing the high-school-equivalency exam, statistics from the program suggest.

The 1997 GED statistical report shows a drop of just over 3 percentage points in the passing rate for the test since the new standards took effect. The rate declined from 71.7 percent in 1996 to 68.6 percent last year. In a widely publicized effort to bring its standards in line with higher secondary education standards, the GED Testing Service last year raised the bar for its test-takers.

Record numbers of adults completed the GED in 1996, in an apparent attempt to qualify for the credential before the increase in the passing score took effect. The total number of people completing the tests last year was 722,461, compared with 758,570 in 1996.

"Who Took the GED?," \$20 plus \$5 for shipping and handling, from the GED Fulfillment Service, PO Box 261, Annapolis Junction, MD 20717; (301) 604-9073; fax: (301) 604-0158.

Technology: Whole neighborhoods or towns—not just individuals—

can be haves or have nots when it comes to access to technology, a report by the Washington-based Benton Foundation says.

The 54-page report points out barriers to entire communities gaining access to technology and describes public-communications policy that could help to break down some of the barriers.

The report recommends that "universal service"—ensuring access to telecommunications—continue to be provided. Such a policy began under federal law with telephone service more than 60 years ago, but it has become controversial with recent technology advances.

The report also praises community-based initiatives that take into consideration the views and goals of the people who live in the communities.

"Losing Ground Bit by Bit: Low-Income Communities in the Information Age," \$10, from the Benton Foundation; (888) 544-5437. It is also available on the World Wide Web at www.benton.org.

Higher Education: First-generation students who attend private colleges and universities are much more likely to receive their degrees within five years than those attending state institutions, the U.S. Department of Education found in a recent survey.

The study discovered that 63 percent of students at four-year independent schools who were the first in their families to complete college earned their degrees within that time frame, compared with 46 percent of such students who attended public institutions. Thirty-five percent of first-gener-

ation students at community colleges finished their associate's degrees within five years.

"First Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education," free, (202) 401-3630. The document number is 98082.

Teachers: A federal program designed to retrain retired military personnel to be educators has brought many male and minority teachers to high-demand urban areas, a survey suggests.

The survey found that 90 percent of the U.S. Department of Defense's Troops to Teachers program participants are male, 29 percent are members of minority groups, and 24 percent are working in inner-city schools. In comparison, the report says, teachers overall are predominantly white women, and only 16 percent are working in inner-city classrooms.

The survey also found that retrained teachers have five times the retention rate of traditional teachers within the first five years of teaching. The report, which surveyed 1,170 participants in 1986, 1990, and 1996 and reviewed records for 1,400 participants, was released last month by the National Center for Education Information, a private, nonprofit research organization.

"Profile of Troops to Teachers," free, from the National Center for Education Information, 2918 Fessenden St. N.W., Washington, DC 20008; (202) 362-3444.

Child Services: Child-protective-services agencies should improve training and raise qualifications for caseworkers, and caseworkers should work with their counterparts in welfare agencies to help move families out of poverty.

Those are among the recommendations in "Protecting Children from

Abuse and Neglect," a collection of articles and commentaries on the child-welfare system from the David and Lucile Packard Foundation, based in Los Altos, Calif.

"The Future of Children," free, from the Circulation Department, Center for the Future of Children, David and Lucile Packard Foundation, 300 Second St., Suite 102, Los Altos, CA 94022; fax: (650) 948-6498; e-mail: circulation@futureofchildren.org; or on the Web: www.futureofchildren.org.

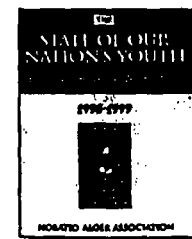
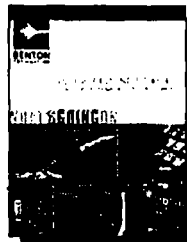
Youths' Attitudes: Many of the nation's teenagers say that crime and violence are the major national problems facing the United States, yet they remain optimistic about their futures, according to a survey conducted by the Horatio Alger Association of Distinguished Americans.

Of the 1,195 young people ages 14 to 18 who responded to the poll by the Alexandria, Va., nonprofit group, only 44 percent said that they always feel safe in school. But the same proportion also said that teachers and administrators have taken all the necessary steps to make students feel secure.

In the survey of education, family, and social issues, more than 60 percent of stu-

dents said their schools offer challenging courses to prepare them for the future.

"The State of Our Nation's Youth," free, from the Horatio Alger Association of Distinguished Americans Inc., 99 Center Plaza, Alexandria, VA 22314; (703) 684-9444; fax (703) 548-3822; Web site www.horatioalge.com.



Health Update

Americanization Has Health Consequences for Children

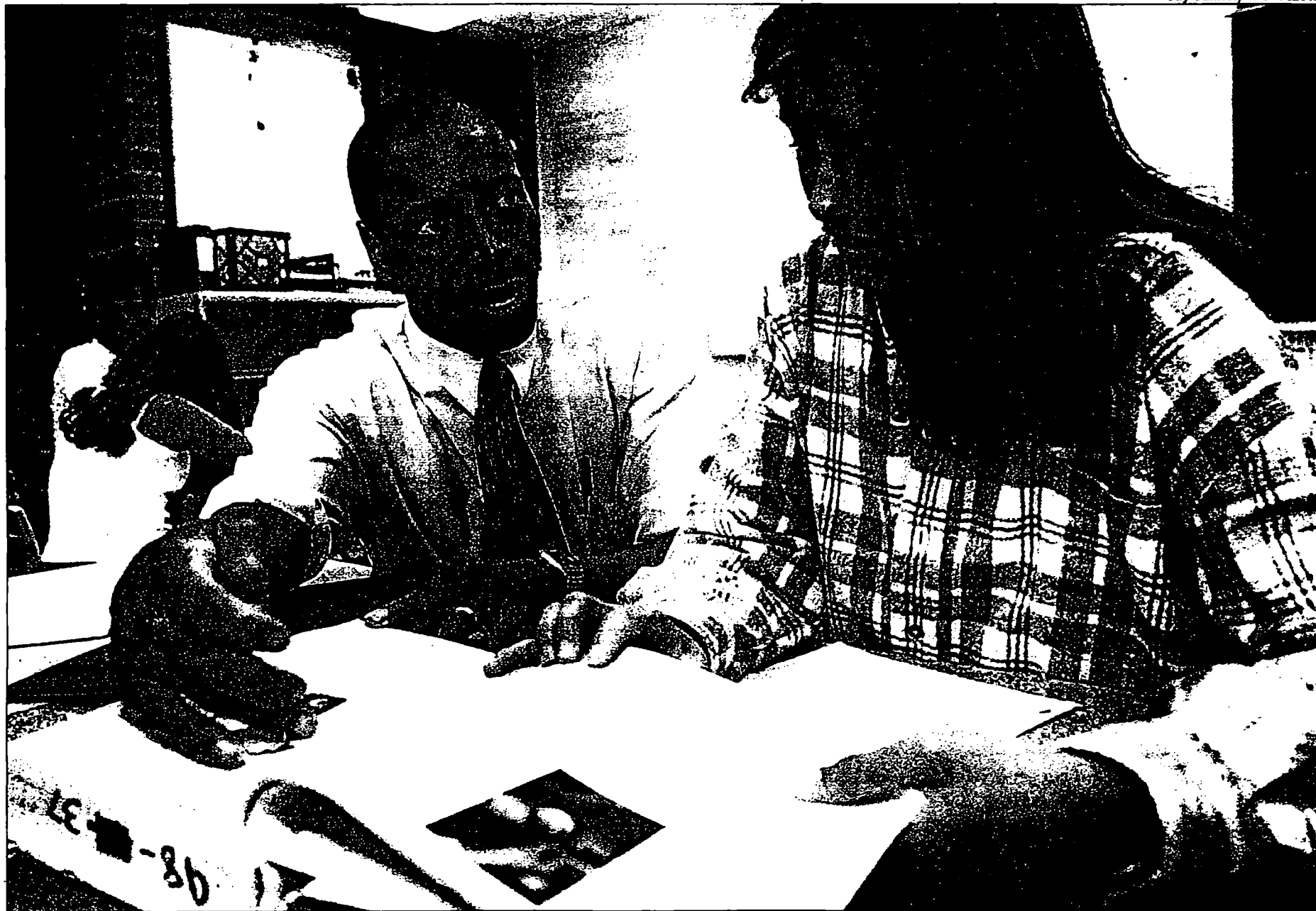
million children with under 13 living the United States. The results were unexpected, said Donald J. Hernandez, a special assistant at the U.S. Census Bureau.

But, says P. D. V. Brown, president of the Bethesda, Md.-based National Association of School Psychologists, "the findings were not surprising."

children with the strongest families. Healthy babies live longer, says a study by the U.S. Census Bureau, published in the journal *Health Affairs*.

AT EASE

Jay Janner/The Gazette



Anthony Washington, left, helps one of his ninth-grade biology students, Mary French, on Friday at Widefield High School. Washington left the Air Force to teach math at Widefield as part of the Troops to Teachers program that helps ease veterans' transition into civilian careers.

Teacher applies military skills in classroom

Program helps transform veterans into instructors

By Ovetta Sampson/The Gazette

The bell hasn't signaled the beginning of third period at Widefield High School, yet 22 biology students are already seated, silent and steadfast.

With no prompting, the pack of jittery teen energy has transformed into a group of studious quiz takers. An overhead projector beams their duties for the day. No. 1 is a quiz.

"You have five minutes," says their teacher, Anthony Washington, who promptly sets the timer on his gold watch.

It's a routine the students are used to. Daily agendas, constant group work, time limits on assignments: All are techniques Washington used while training airmen to move military satellites at Shriever Air Force Base. Now the 12-year Air

FOR MORE INFORMATION

To qualify for the Troops to Teachers program, which puts military veterans into public schools, you must have a bachelor's degree, six years of active duty and a desire to work with young people.

For more information about this federal program, call the state office at 262-4107 or pull up the Web site at <http://www.troops.org>. The site provides information about teaching jobs, salaries and licensing.

Force veteran is taking these tools to teens as a math and science teacher.

Washington is one of 3,000 veterans across the nation who have made the transition from the military to teaching through the federal Troops to Teachers (TTT) program.

The fourth-year teacher said his second career is more than a job. It's an extension of his patriotic duty.

"As a veteran you sacrifice self for your country," the 40-year-old said. "As a teacher you sacrifice self for youth."

It's estimated about 500 Colorado veterans are now in classrooms. Congress created the program in 1994 as a way to help military people who were being downsized find other careers. The veterans get help with teaching credentials, educational training and job placement while the schools get help in relieving a nationwide shortage of teachers. The program is currently in 20 states, including Colorado.

With military downsizing almost complete, TTT is to be phased out by October 1999. But officials in the Colorado office, which is housed at the University of Colorado at Colorado Springs, are hopeful that proposed legislation will extend

See **TROOPS/NEWS6**

Troops/Program 'a huge success'

From NEWS1

the program's life.

Joe Morgan, director of Colorado's TTT program, said officials were in Colorado Springs this week "discussing the future" of the program and ways to give it longevity.

"The new program would continue the operation of the state offices so that the military personnel will be able to gain certification information and placement assistance," Morgan said.

If the program is extended, Morgan said veterans would receive a \$2,000 stipend for educational training, and schools would get the same for hiring them.

Morgan hopes Congress will consider the issue in its next session.

The program, which was relatively unknown for years, is riding a recent wave of favorable publicity.

Two weeks ago, the National Center for Education, a Washington-based research group, called the program "a huge success" based on a survey of public school administrators.

The study found TTT recruited teachers for high-need areas, such as inner-city schools and rural communities.

It also found that TTT put a scarce commodity in public schools: minority male science and math teachers.

And teachers with a military background have a lower attrition rate than teachers right out of college.

School administrators who use the program hope it will continue.

Joe Royer, principal at Widefield High School, praises the program and the quality of teachers who come to the profession by choice. Royer said that's a sentiment that makes them committed.

"If it takes eight hours to do a job, they give it eight hours. If it takes eight and a half, they give it eight and a half," he said.

"They're not worried about the time clock; they worry about getting the job done."

**Widefield High School
Principal Joe Royer**

"They're not worried about the time clock; they worry about getting the job done."

While it's true that his military background has colored Washington's classroom etiquette, it's his love for youth that propelled him there.

It's evident as his hazel eyes light up when students get an answer right. It's evident in his voice as he patiently explains the effects of malaria on soldiers in the Spanish-American war.

And it's definitely evident when his students talk about him. They say Washington teaches more than just biology. He teaches them about standing up for themselves, being prepared and working with others.

"He's so cool," said Eric Sellers, 14. "He can really relate to us."

"He puts things in terms that we can understand," said Kathy Doyle, also 14.

Washington often shows up for a student's basketball game just for encouragement. Or stays after school just to hear them out.

For Washington, his new career goes beyond books and tests.

"Teaching is not really from mind to mind," Washington said. "It's from heart to heart."

Ovetta Sampson may be reached at 636-0374 or ovetta@gazette.com

Former 'troops' succeeding as teachers

Retraining program rates high with those who enter classroom

By Nick Adde
Times staff writer

Hilda Williams had just dismissed her students from the language arts class she teaches in the Beverly City, N.J. School District when a youngster who was spending his last day at the school stopped by her desk.

Like other kids in the district, the second-grader lived in a community near Philadelphia plagued by drugs and other trappings of urban blight.

"He came up to me and said, 'Ms. Williams, are you my mother in God's way?'"

"Yes, sweetie, I sure am," she replied.

That was in 1995, Williams' first year of teaching after accepting an offer from the Air Force to retire after 15 years of service. "I can see his face now," she said of the student.

At that point, Williams knew she had made the right choice for her second career.

Williams is one of about 3,000 former and retired service members who took advantage of federal money made available since 1994 to retrain as teachers.

The program, called Troops to Teachers, provides military retirees and veterans with as much as \$50,000 to help defray the cost of course work needed to meet teaching certification requirements.

For their part, local school districts in the 20 states that choose to participate in Troops to Teachers get government money to pay a percentage of their military hires' salaries during their first five years of employment.

A recent survey by the National Center for Education Information hailed Troops for Teachers as a "huge success."

For retirees like Williams, the appeal of their new careers lies beyond the scope of the questions and answers outlined in any survey, even a glowing one.

A wider appeal

When John Hurt left the Navy after 26 years in 1996, he already had completed a master's degree in education.

The former master chief aviation maintenance administrationman enjoyed conducting classes for sailors at Navy schools at Meridian, Miss., and Memphis Naval Air Stations.

"I figured I could make myself very marketable and



Photo by Jeff Zelevansky

Hilda Williams, a retired Air Force major, is happy with her second career as a teacher in New Jersey.

get a job almost immediately" after leaving the service, Hurt said.

Now in his third year at Oxford Elementary School in Oxford, Miss., Hurt teaches fourth-graders from the rural countryside, as well as those from around the country and the world who are drawn to the area by their parents' association with the University of Mississippi.

Unlike other areas of the South, Oxford's affluent families tend to send their children to public school. While that cultural diversity appealed to Hurt, a native of Oregon, his real satisfaction comes from helping children who have less going for them.

"I had one last year that literally could not read, because he didn't know how to write," Hurt said. "He couldn't form letters."

After three months working closely with Hurt, the child was ready to keep pace with his classmates.

Hurt understands the impact of his effort. "If you don't catch them now, they're gone," he said. "They may get those skills in later years, but they're going to have to play catch-up. When they get to middle school, they either drop out or become a real burden."

Though no one realistically becomes a school teacher with an eye toward getting rich, both Williams and Hurt said they live comfortably on their military retirement pay and teachers' salaries.

"Thank God for my retirement pay," said Williams, "but it's the kids, the environment and the other teachers that make it so rewarding."

After his Navy experiences, Hurt said elementary education has shown him no unforeseen challenges.

"I was a command master chief, used to working with spouses," Hurt said. "When I had to deal with parents, I knew how to talk to them and relate with them."

Many teachers with civilian backgrounds "never had to do those things," Hurt said.

Who to call:

For more information on Troops to Teachers, contact the Defense Activity for Non-Traditional Educational Support — DANTES — office at the nearest installation. Or contact the National Center for Educational Information, 4401A Connecticut Ave. N.W., Suite 212, Washington, DC 20008.

Survey: Military retirees flock to tough classrooms

By Nick Adde
Times staff writer

The nearly 3,000 service members who have left the military recently to become teachers with government help tend to be predominantly male, lean toward teaching science and mathematics, and generally believe that being poor shouldn't be a barrier to student achievement.

Participants in the Troops to Teachers program also are more likely to be older, members of a minority group, and more willing to work in inner-city areas than educators lacking military experience.

The snapshot of Troops for Teachers participants, based on a survey conducted earlier this year, was outlined in an Aug. 27 report by the nonpartisan National Center for Education Information. The report was paid for primarily by the Washington State office of Troops to Teachers.

Troops to Teachers began in January 1994 at the height of the drawdown, after Congress authorized federal money to help departing service members pay for course work needed to qualify for teaching jobs.

Those answering the call have "proven not only to be effective teachers but also excellent role models for students," the report's authors wrote.

A year after the program began, school administrators rated 71 percent of their new Troops to Teachers faculty as "among the best," "well above average" or "above average."

Troops to Teachers participants are more likely to teach high school than their civilian colleagues. Forty-five percent of all military teachers teach high school, compared to 27 percent of civilian teachers.

The National Center for Education Information launched its effort to canvass these service members-turned-educators for their opinions and compared the results with those of national teacher surveys conducted in 1986, 1990 and 1996.

The center found that while 74 percent of all U.S. school teachers are female, 90 percent of those who took advantage of Troops to Teachers are male. That reflects the strong male military population.

And while 10 percent of all civilian teachers are minorities, 29 percent of the former service members are minorities. The former troops also are more likely to teach in an inner-city school.

Survey respondents indicated that they chose education as a second career because they performed similar tasks in uniform for as long as 10 years.

Their fields of expertise are more likely to focus on technical areas. While 13 percent of civilian-trained educators teach math, 29 percent of former military members are math teachers.

Military teachers are also more likely to teach physics, physical sciences, biology, chemistry and special education.

Six of 10 teachers with military backgrounds agreed with the statement, "Socioeconomic background does not prevent students from performing at the highest levels of achievement." Only 46 percent of all teachers concurred.

Coming from disciplined and structured backgrounds, only 56 percent of the military teachers believed that schools should adapt to meet children's needs, while 70 percent of all teachers believed in such adaptation.

Seventy-eight percent of all military teachers favored setting higher standards for students in basic subjects, such as math, history and English, compared with 74 percent of civilian teachers.

Navy Times October 5, 1998



Colorado Troops to Teachers

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PROFILE of TROOPS TO TEACHERS



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