

Transition to Teaching Program: Final Report FY 2002 Grantees

Submitted to:

U.S. Department of Education
Office of Innovation and Improvement

Submitted by:

Jaclyn Tejwani, Project Coordinator
Jonathan Nakamoto, Research Associate
Jodie Hoffman, Research Associate
John Flaherty, Project Director

March 8, 2013



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Table of Contents

Executive Summary	i
Background and Purpose of the TTT Program.....	i
Overview of the TTT Program.....	i
Findings from the FY 2002 cohort	iv
Introduction	1
Purpose of the Final Report.....	3
Data Collection Methods.....	3
Limitations	4
Recruitment	6
Number of Participants Recruited	6
Most Effective Recruitment Strategies.....	9
Other Recruitment Strategies.....	10
Challenges to Recruitment	12
Changes to Recruitment	12
Selection	14
Most Common Selection Criteria	14
Other Selection Criteria	15
Challenges to Selection.....	16
Changes to Selection	16
Preparation	18
Most Common Preparation Activities	18
Successful Preparation Activities.....	21
Challenges to Preparation	22
Changes to Preparation	22
Placement	24
Number of Teachers of Record.....	24
Placement Strategies.....	28
Challenges to Placement	30
Changes to Placement	32
Certification	33
Number of Participants Certified.....	33
Most Common Certification Activities.....	34
Other Certification Strategies.....	35
Challenges to Certification	36
Changes to Certification	38
Support and Retention	38
Number of Teachers of Record Retained	38
Other Support and Retention Strategies.....	43
Challenges to Support and Retention.....	45
Changes to Support and Retention	46
Additional Findings	47
Overall Challenges	47

Overall Benefits	48
Project Sustainability	47
Conclusions	49
Appendices	53

List of Exhibits

Exhibit 1: Number of Participants	6
Exhibit 2: Rates at which Grantees Recruited Participants (Total Participants /Target Number of Participants)	7
Exhibit 3: Number of New Teachers of Record (TORs) Produced by Grantees in Years 1-5	25
Exhibit 4: Rate at which Participants Became Teachers of Record (TORs) in Years 1-5	26
Exhibit 5: Number of New Teachers of Record (TORs) and Cost per TOR by Organization Type	27
Exhibit 6: Number of New Teachers of Record (TORs) and Cost per TOR by Geographic Locale	27
Exhibit 7: Number of New Teachers of Record (TORs) and Cost per TOR by Start-up/Existing Status ..	28
Exhibit 8: Number of High-Need LEAs	29
Exhibit 9: Percentage of Participants who Received Certification by FY 2008.....	34
Exhibit 10: Rate at which Grantees Retained Teachers of Record Between FY 2006 -2008.....	38
Exhibit 11: Number of Retained Teachers of Record (TORs) and Three-Year Retention Rate by Organization Type.....	39

Executive Summary

BACKGROUND AND PURPOSE OF THE TTT PROGRAM

The Transition to Teaching (TTT) program, administered by the U.S. Department of Education’s Office of Innovation and Improvement, was authorized in 2002 by the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act. Under the ESEA, all school districts are required to ensure that all teachers of core academic subjects are highly qualified¹. Consistent with the legislation’s call for a highly qualified teacher workforce, the TTT program was created to bring into teaching qualified individuals with career experiences and or academic qualifications in order to help all children have the opportunity to achieve to high content and performance standards. The TTT program focuses on training participants through State-approved alternative routes to teacher certification programs within a reduced time,² by relying on the experience, expertise, and academic qualifications of an individual in lieu of traditional coursework in the field of education.

The Department provides grants through the TTT program to support the recruitment, training, placement, and retention of highly qualified individuals who have solid subject-matter expertise in high-need schools in high-need school districts, as well as to encourage the development and expansion of alternative routes to teacher certification programs.

OVERVIEW OF THE TTT PROGRAM

TTT ELIGIBILITY REQUIREMENTS

The TTT program provides five-year grants to state educational agencies (SEAs); high-need local educational agencies (LEAs); for-profit and nonprofit organizations that have proven records of effectively recruiting and retaining highly qualified teachers, in partnership with high-need LEAs or SEAs; institutions of higher education (IHEs), in partnership with high-need LEAs or SEAs; and regional consortia of SEAs or consortia of high-need LEAs. Grantees recruit from a pool of eligible participants that consists of recent college graduates who have not majored in education and

¹ The ESEA defines “highly qualified” teachers in section 9101(23). Under this definition, a highly qualified teacher in any public elementary or secondary school must either (1) have obtained full State teacher certification or (2) have passed the State teacher licensing examination and hold a license to teach in the State.

² Funded projects develop and expand preparation programs that lead to certification in a way different from the traditional four or five-year route. The model for most TTT projects calls for the participant to complete some initial training (usually in the summer), become a teacher of record (TOR) the fall after they become a TTT participant, and then complete their coursework for certification while teaching. This is compared to the “traditional” model, which has individuals take all their coursework first and then become a TOR. TTT participants may take more than a year to complete certification but, unlike traditional programs, they are teaching and earning a salary as they complete their coursework.

individuals with substantial, demonstrable career experience, which include mid-career professionals and highly qualified paraprofessionals.

The TTT statute requires grantees to serve one or more high-need LEA. A high-need LEA, as defined in section 2102 of the ESEA, is one:

- that serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line; and
- for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

In addition project participants are required to teach in high-need schools that are located within a high-need LEA. Section 2312 of the ESEA defines a high-need school as one that is:

- located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more;
- located in an area with a high percentage of out-of-field teachers;
- within the top quartile of elementary and secondary schools statewide, as ranked by the number of unfilled, available teacher positions at the schools;
- located in an area in which there is a high teacher turnover rate; or
- located in an area in which there is a high percentage of teachers who are not certified or licensed.

Furthermore, the TTT program requires grantees to prepare eligible participants to teach academic subjects³ that are determined to be high-need by the TTT program and by the LEAs that participate in the project.⁴

TTT PROGRAM COMPONENTS

The TTT program consists of six components: recruitment, selection, preparation, placement, certification, and support and retention.

³ For purposes of the TTT program, a high-need subject includes English, reading, or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; geography; special education; and English as a second language (ESL). These subjects include the “core academic subjects” specified in section 9101 (11) of the ESEA, along with special education and ESL.

⁴ Section 2313 (d)(2)(E) of the ESEA requires TTT applicants to “describe how the grant will increase the number of highly qualified teachers, in high-need schools operated by high-need local educational agencies (in urban or rural school districts), and in high-need academic subjects, in the jurisdiction served by the applicant.”

- **Recruitment:** The process by which grantees identify and engage prospective candidates in inquiring and applying for admission into a TTT project.
- **Selection:** The method of choosing applicants to participate in a TTT project. Among other things, grantees identify eligible participants who meet the statutory eligibility requirements (i.e., participants have requisite levels of content knowledge, skills, and commitment to teach in a high-need school in a high-need LEA).
- **Preparation:** The development of enrolled participants through coursework, training activities (e.g., in-person discussions, teacher portfolios, lesson planning) and field experiences (e.g., internships, summer institutes, classroom observations) to become highly qualified teachers in high-need schools in high-need LEAs.
- **Placement:** The process by which grantees assist participants with finding and applying for appropriate teaching positions, and becoming hired Teachers of Record (TORs) in a high-need school in a partner high-need LEA.
- **Certification:** The processes of helping participants successfully complete state requirements (i.e., coursework, subject matter or grade level tests or exams, field experience) for certification as non-provisional teachers.
- **Support and Retention:** The process of providing ongoing support services to participants to ensure that participants remain as TORs in high-need schools in high-need LEAs for at least three years (the period of their service obligation).

TTT REPORTING REQUIREMENTS

TTT grantees are required to submit Annual Performance Reports (APRs), Interim Performance and Evaluation Reports (at the end of the third year of their grants), and Final Performance and Evaluation Reports. The purpose of these reports is to convey the progress each grantee has made toward meeting its project's goals, as well as the TTT's Government Performance and Results Act (GPRA) measures. The Department established three GPRA measures that it uses to determine a grantee's progress toward the TTT program's goals:

- The percentage of TTT participants who become TORs in high-need schools in high-need LEAs.
- The percentage of TTT participants receiving certification or licensure within three years.
- The percentage of TTT TORs who teach in high-need schools in high-need LEAs for three years.

FINDINGS FROM THE FY 2002 COHORT

The Fiscal Year (FY) 2002 cohort consisted of 94 grantees, including 49 IHEs, 25 LEAs, 14 SEAs, and six non-profit organizations.⁵ Most of the IHEs that received grants were traditional universities and colleges. However, IHE grantees also included two community colleges, one for-profit university, one online university, and one association of liberal arts colleges. Throughout the report we will use raw numbers rather than percentages to describe grantees' outcomes and findings. We will use percentages when referring to TTT participants. The following are some highlights included in the report:

- The FY 2002 grantees operated in 38 states and the District of Columbia. Forty-seven of the 94 grantees placed participants in urban high-need LEAs. Forty grantees placed participants in urban and rural (i.e., mixed) high-need LEAs, and the remaining seven grantees placed participants in high-need rural LEAs.
- Thirty-four grantees were operating as alternative routes to teacher certification programs prior to receiving a TTT grant and are classified as an existing project. The remaining 60 grantees were not operating as alternative routes to teacher certification programs before they received a TTT grant and are classified as start-up projects. Across the 94 FY 2002 grantees, 25,235 participants were enrolled during the course of the grant performance period. Approximately 76 percent of these participants ($n = 19,056$) became TORs and close to 53 percent ($n = 13,273$) received state certification by 2008.

Over the course of the grant period, the FY 2002 grantees developed and implemented comprehensive approaches to recruit, select, prepare, place, certify, and support and retain TTT participants as highly qualified teachers in high-need schools in high-need LEAs. Below is a brief description of these approaches.

- TTT grantees implemented various recruitment strategies to identify and encourage potential participants to apply for admission. Of the reported recruitment strategies, grantees identified the following strategies as the most effective: (1) word of mouth; (2) advertisements on websites; (3) informational sessions and presentations; (4) outreach via e-mail communication; and (5) collaboration with partnering agencies.
- The methods used to prepare TTT participants were generally the same across grantees. In general, TTT participants were required to successfully complete a sequence of courses in addition to passing PRAXIS or other state examinations. However, 16 grantees also reported requiring participants to complete field experiences (e.g., internships, summer institutes, classroom observations) prior to becoming a teacher of record (TOR). In addition, seven grantees reported requiring participants to conduct

⁵ Of the 94 funded projects, two projects ended early and thus did not complete the Final Performance Report or the Final Evaluation Report.

lesson planning, while five grantees reported requiring participants to develop a work portfolio that demonstrated their mastery of teaching standards.

- The rate at which grantees placed participants as TORs varied considerably across grantees. However, grantees appeared to use one of two main strategies to place participants as TORs. In general, grantees either worked closely with district personnel to find and place participants in vacant teaching positions, or required participants to find teaching positions on their own. The grantees that worked closely with district personnel to assist participants with applying to vacant teaching positions appeared to have higher placement rates than the grantees that did not.
- There were notable differences between grantees' outcomes on certification rates when comparing grantees' by their organization type (i.e., IHE, LEA, SEA, and for-profit and nonprofit organization). These differences also existed when comparing grantees by the geographic locale of the high-need LEA served (i.e., urban, rural, mixed), the type of participant prepared (i.e., mid-career professional, recent college graduate, highly qualified paraprofessional), and the state in which grantees were located.
- A number of mechanisms were developed or adopted by grantees to support participants once they were placed as the TOR in a high-need school in a high-need LEA. The most prominent strategies included mentoring, providing workshops and professional development, and establishing support teams.

Introduction

This report presents findings from WestEd’s analysis of the Transition to Teaching (TTT) program’s Fiscal Year (FY) 2002 cohort of grantees’ Final Evaluation Reports and Final Performance Reports. The U.S. Department of Education contracted with WestEd to conduct this analysis and to prepare the required report for Congress. In the following section, we provide an overview of the TTT program, information on the purpose of this report, the data collection methods, and the limitations of this report.

OVERVIEW OF THE TTT PROGRAM

TTT ELIGIBILITY REQUIREMENTS

The TTT program provides five-year grants to eligible applicants, which include SEAs; high-need LEAs; for-profit and nonprofit organizations that have proven records of effectively recruiting and retaining highly qualified teachers, in partnership with high-need LEAs or SEAs; institutions of higher education (IHEs), in partnership with high-need LEAs or SEAs; and regional consortia of SEAs or consortia of high-need LEAs. Grantees recruit from a pool of eligible participants that consists of recent college graduates who have not majored in education and individuals with substantial, demonstrable career experience, which include mid-career professionals and highly qualified paraprofessionals.

Grantees are required to serve one or more high-need LEA. A high-need LEA, as defined in Section 2102 of the ESEA, is one:

- that serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line; and
- for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

In addition project participants are required to teach in a high-need school that is located within a high-need LEA. Section 2312 of the ESEA defines a high-need school as one that is:

- located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more;
- located in an area with a high percentage of out-of-field teachers;
- within the top quartile of elementary and secondary schools statewide, as rated by the number of unfilled, available teacher positions at the schools;
- located in an area in which there is a high teacher turnover rate; or

- located in an area in which there is a high percentage of teachers who are not certified or licensed.

Furthermore, the TTT program requires grantees to prepare eligible participants to teach academic subjects⁶ that are determined to be high-need by the LEAs that participate in the project.⁷

TTT PROGRAM COMPONENTS

The TTT program consists of six components: recruitment, selection, preparation, placement, certification, and support and retention.

- **Recruitment:** The process by which grantees identify and engage prospective candidates in inquiring and applying for admission into a TTT project.
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⁶ For purposes of the TTT program, a high-need subject includes English, reading, or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; geography; special education; and English as a second language (ESL). These subjects include the “core academic subjects” specified in section 9101 (11) of the ESEA, along with special education and ESL.

⁷ Section 2313 of the ESEA requires TTT applicants to “describe how the grant will increase the number of highly qualified teachers, in high-need schools operated by high-need local educational agencies (in urban or rural school districts), and in high-need academic subjects, in the jurisdiction served by the applicant.”

TTT REPORTING REQUIREMENTS

TTT grantees are required to submit Annual Performance Reports (APRs), Interim Performance and Evaluation Reports (at the end of the third year of their grants), and Final Performance and Evaluation Reports. The purpose of these reports is to convey the progress each grantee made toward meeting its project's goals as well as the TTT's Government Performance and Results Act (GPRA) measures. The Department established three GPRA measures that it uses to determine a grantee's progress toward the TTT program's goals:

- The percentage of TTT participants who become TORs in high-need schools in high-need LEAs.
- The percentage of TTT participants receiving certification or licensure within three years.
- The percentage of TTT TORs who teach in high-need schools in high-need LEAs for at least three years.

PURPOSE OF THE FINAL REPORT

In accordance with the program's statute, each grantee is required to submit a Final Evaluation Report, in addition to a Final Performance Report, at the end of their grant performance period. Grantees' Final Evaluation Reports and Final Performance Reports were synthesized to create a final program report for the FY 2002 cohort. The purpose of the final program report is to provide information about program performance and results. In addition, the final program report is intended to identify the methods and strategies implemented by grantees to recruit, select, prepare, place, certify, and support and retain participants as teachers in high-need schools in high-need LEAs.

DATA COLLECTION METHODS

WestEd developed a list of program evaluation questions to help guide grantees reports. The evaluation questions were organized around the six major components of the program: (1) recruitment; (2) selection; (3) preparation; (4) placement; (5) certification; and (6) support and retention.

TTT program staff provided input on the development of the questions and worked with WestEd to solicit feedback from a number of grantees on the usefulness and relevance of the questions. Individual TTT grantees were not required to directly answer any or all of these program evaluation questions. Instead, the questions were designed to inform grantees of the areas of inquiry that would guide the final program report and to provide grantees with an example of the type of information that could be reported. The program evaluation questions provided to the grantees can be found in the Appendix.

Additionally, the program evaluation questions were presented to grantees as part of a set of documents known as the *TTT Performance Report and Evaluation Guidelines*, created by WestEd and TTT program staff. These documents were created in response to grantees' requests for clarification and guidance on meeting the TTT statute's reporting requirements. TTT program staff disseminated the guidance documents along with instructions for completing Final Performance Reports to grantees. The *Guidelines* consisted of the following documents:

- TTT Program Evaluation Questions.
- ED 524B Form⁸ for TTT Grantees, specifically for reporting the Government Performance and Results Act (GPR) program measures.
- Suggested Outline for Interim and Final Evaluation Reports.

The findings for this report were drawn from an analysis of grantees' ED 524B Forms and Final Evaluation Reports. The data from the ED 524B Forms (i.e., GPR) program measures) were received from all FY 2002 grantees and were used to provide demographic data on grantees (such as the number of start-up versus existing projects), as well as performance results (such as enrollment, placement, certification, and retention rates). In addition to the ED 524B Forms, WestEd received individual evaluation reports (referred to as the Final Evaluation Reports), from 81 of the 94 grantees.⁹ Grantees' Final Evaluation Reports provided qualitative data on the strategies used to recruit, select, prepare, place, certify, and retain teachers. WestEd also analyzed grantees' data verification sheets to capture their performance results on the GPR) measure.¹⁰

LIMITATIONS

WestEd did not engage in any primary data collection activities to conduct the analysis for this report. As a result, the quality of the data used in this report is reliant on the accuracy of grantees' self-reported Final Performance Reports and Final Evaluation Reports, which varied in quality. We defined high-quality reports as those that included research questions that were answered with data, revealed the challenges that the grantees encountered, and highlighted the changes or recommendations that the grantees made to overcome or minimize the challenges. High-quality

⁸ Grant Performance Report

⁹ Of the 94 funded projects, two projects ended early and thus did not complete the Final Performance Report or the Final Evaluation Report. Seven projects only submitted paper copies of their Final Performance Report and Final Evaluation Report and their reports were sent to the Federal Records Center for archiving prior to when the program evaluation began. The remaining four projects submitted their Final Performance Reports and Final Evaluation Reports after the program evaluation was completed and, therefore, were not included in this report.

¹⁰ Annual Performance Reports (APRs) are typically due May 30 of each fiscal year. The U.S. Department of Education's fiscal year and begin October 1 and end on September 30 of every calendar year and is congruent with the TTT project years. As such, data verification sheets are used to capture grantees performance results on the GPR) measure at the end of each fiscal/project year. Data verification sheets are generally completed in the fall of every fiscal year. Grantees are not required to submit a data verification sheet.

reports also displayed data in tables and figures that were easily understandable. Low-quality reports did not provide a high level of detail or evidentiary support in their responses to the provided evaluation questions. In addition, low-quality reports rarely included tables or figures with data in response to the evaluation questions, and were less likely to address the challenges encountered by the grantee or what steps were taken to overcome the challenge.

While all grantees were provided with documents (e.g., the suggested outline for the Final Evaluation Reports) to guide their submission of their final reports and to streamline the reporting process, not all grantees (or their external evaluators) used the suggested format. This variation in reporting impacted the consistency of the information WestEd could analyze for this report. For example, only two grantees provided information in their reports on Grade Point Average (GPA) requirements for their incoming participants. This does not necessarily mean that the other 92 grantees did not have a minimum GPA requirement; it simply means they did not report this information.

Given the shortcomings in analyzing only secondary data from grantees, this report is unable to present robust correlations across all grantees and their project activities.

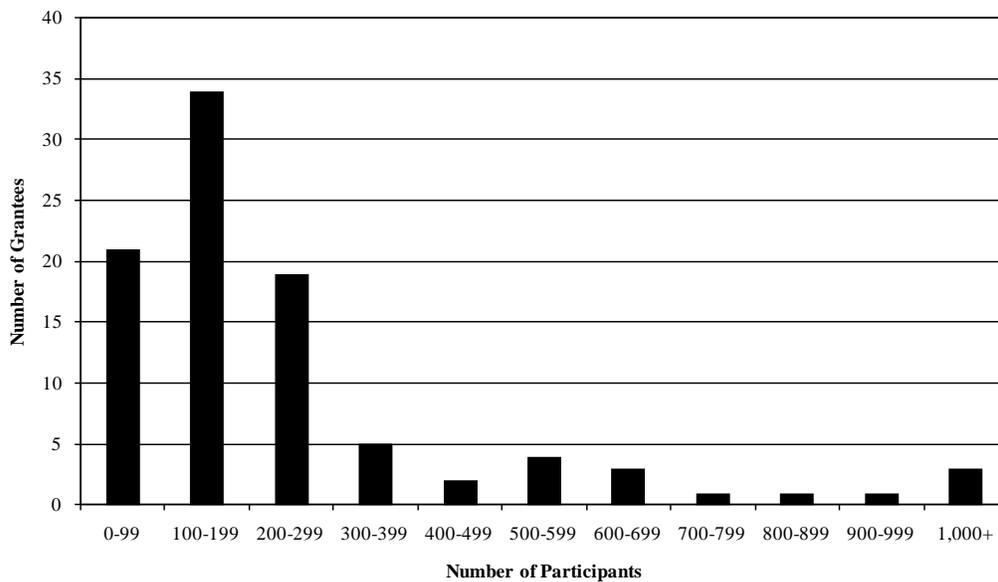
Recruitment

Recruitment refers to the process by which grantees identify and engage prospective candidates, sometimes from specific target populations or demographic categories, in inquiring and applying for admission into a TTT project. In this section, we detail the various recruitment strategies as described by grantees and note those which grantees reported were most and least effective. In addition, we present the challenges grantees faced with recruiting participants, as well as the changes grantees made to their recruitment process over the course of the grant.

NUMBER OF PARTICIPANTS RECRUITED

The FY 2002 grantees recruited a total of 25,235 participants over the course of the grant period. This number exceeded the target number of 20,488 participants that was established at the outset of the grant, resulting in an overall recruitment rate of 123 percent.¹¹ The majority of grantees ($n = 53$) enrolled between 100 and 300 participants over the life of their grants¹² (Exhibit 1).

Exhibit 1: Number of Participants



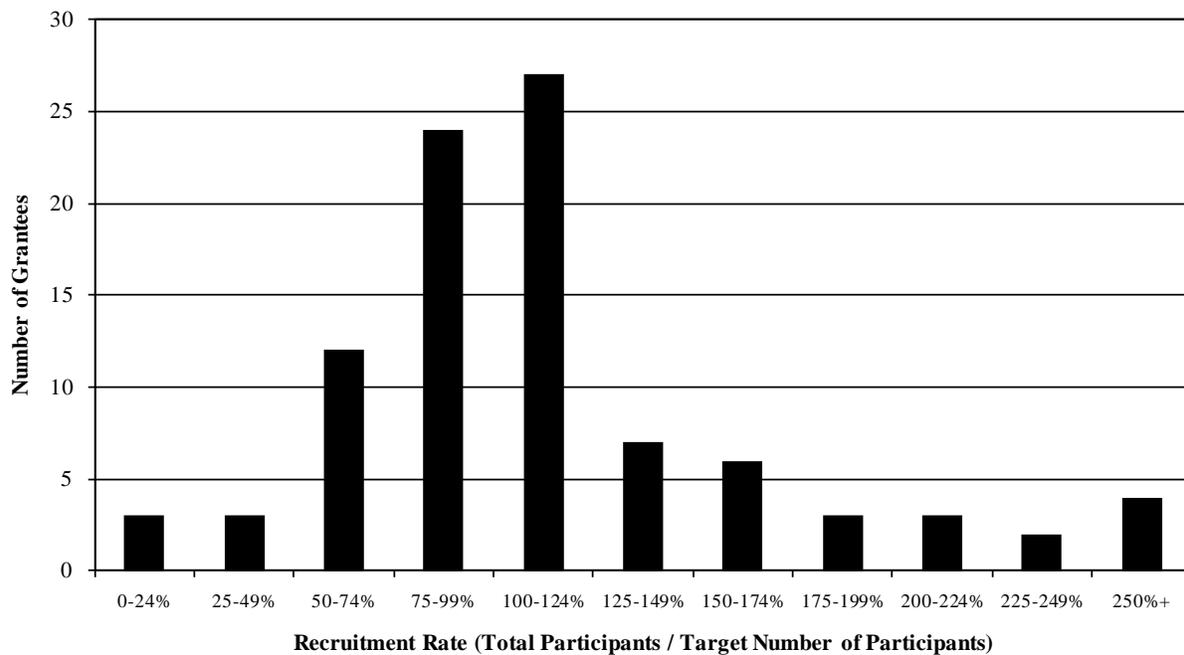
SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

¹¹ After removing from the analysis the outliers (i.e., the four projects with recruitment rates over 250 percent of their targets), the overall recruitment rate was 103 percent.

¹² Of those 53 projects, 55% ($n = 29$) either met or exceeded their target number of participants, and the other 45% ($n = 24$) fell below their target number of participants.

The recruitment rates for grantees varied substantially (Exhibit 2). Six grantees recruited less than half of their target number of participants, while on the other hand, 52 grantees recruited more than 100 percent of their target number of participants. In addition, four grantees recruited more than 2.5 times as many participants as they targeted. Two of these four grantees noted that the critical teacher shortage in their regions contributed to their ability to recruit more participants than what was originally projected.

Exhibit 2: Rates at which the Grantees Recruited Participants (Total Participants Divided by Target Number of Participants)



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

Overall, the reports indicate that grantees were more successful at recruiting mid-career professionals than recent college graduates and highly qualified paraprofessionals. Several grantees reported that mid-career professionals consisted of early retirees or individuals looking to transition into a new profession. Grantees also noted that mid-career professionals were more likely to initiate contact with TTT project staff than recent college graduates and highly qualified paraprofessionals who were generally contacted by TTT project staff.

Grantees also reported that mid-career professionals entered TTT projects with different levels of academic preparation and from a variety of careers. Mid-career professionals included individuals from backgrounds in accounting, retail sales and management, engineering, auto assembly, manufacturing, banking, athletic coaching, social work, psychology, chemistry, biology, and the military. Six grantees located near a military base focused their recruitment of mid-career

professionals on military personnel and their spouses. Several of these grantees reported working with the Troops-to-Teachers¹³ program to identify military personnel who were interested in beginning a second career as a teacher. However, not all grantees were successful at recruiting military personnel. Many grantees who reported recruiting military personnel also reported that participants would leave the program prior to completion due to them or their spouses being reassigned or deployed to another military base.

Grantees that focused on recruiting highly qualified paraprofessionals also had varying levels of success. Some grantees achieved their best results from recruiting highly qualified paraprofessionals, whereas others struggled to recruit highly qualified paraprofessionals. Grantees' success with recruiting highly qualified paraprofessionals was largely determined by the number of paraprofessional employed by the partner LEAs. For one grantee, many paraprofessional positions in partner LEAs were eliminated due to tight budgetary constraints. The reduced number of paraprofessionals teaching in partner LEAs became a significant issue for many grantees in meeting their recruitment goals.

Grantees that recruited highly qualified paraprofessional reported paraprofessionals to be viable candidates because of their demonstrable commitment to working in a partner high-need LEA. Many of the grantees who recruited highly qualified paraprofessionals reported that grant funds helped paraprofessionals return to college, earn degrees, and attain teaching credentials. In such cases, grantees reported that highly qualified paraprofessionals are now working as full-time TORs in high-need schools in high-need LEAs. However, the lack of paraprofessional positions in many high-need LEAs forced several grantees to shift their focus from recruiting highly qualified paraprofessionals to recruiting mid-career professionals and recent college graduates.

Several grantees reported partnering with high-need LEAs that have a significant English language learner student population, and therefore actively recruited highly qualified paraprofessionals who were bilingual. For example, one grantee recruited bilingual highly qualified paraprofessionals who had a minimum of 62 college credits and then offered to provide them with an intensive, year-long program to complete their bachelor's degree in elementary education. Another grantee, in Illinois, developed *The Teachers for All Children: Developing a Model for Bilingual Certification for Paraprofessionals*, which was designed to provide educational teaching assistants from high-need school districts with an opportunity to complete a bachelor's degree in elementary education with a bilingual education teacher endorsement (Grades K-6).

¹³ The Troops-to-Teachers program was established by the Department of Defense in 1994 to help improve public school education by providing funds to recruit, prepare, and support members of the military services as teachers in high-poverty schools. Under this program, the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) provides assistance to eligible members of the armed forces to obtain certification or licensure as elementary school teachers, secondary school teachers, or career and technical education teachers, and become highly qualified teachers by demonstrating competency in each of the subjects they teach.

MOST EFFECTIVE RECRUITMENT STRATEGIES

Grantees identified five main strategies as the most effective in recruiting participants: (1) word of mouth; (2) advertisements on websites; (3) informational sessions and presentations; (4) outreach via e-mail communications; and (5) collaboration with partnering agencies. Of these five recruitment strategies, the two most commonly reported strategies used were word of mouth and advertisements on websites.

WORD OF MOUTH

Word of mouth was identified by 34 grantees as the most effective, yet inexpensive, method of recruiting applicants. This recruitment method grew over the course of the grant, as current and former participants, mentors, and friends and family spread the word about the TTT projects. In addition, as TTT participants were successful in their classrooms, principals and school district personnel reportedly became active recruiters for grantees. Several grantees reported the growth and use of word of mouth as an unanticipated outcome of the project. In some cases, grantees ceased any direct advertising in the final year of the grant, as a sufficient number of prospective candidates applied to the TTT project as a result of word of mouth.

A few grantees noted that the downside of word of mouth was that people interested in the program were occasionally provided with wrong information. However, it appears that the number of high-quality applicants generated by word of mouth outweighed the number of applicants who were provided with incorrect information.

WEBSITE POSTINGS

Twenty grantees reported that advertising on websites was an effective recruitment strategy. Several grantees reported creating comprehensive websites that provided prospective participants with detailed information on their TTT project's requirements. Many grantees also included links to job vacancy sites as a way to help candidates locate teaching positions, and included links to university websites to assist participants with applying to their TTT projects. Some grantees also advertised information about their TTT project on their partner LEA, IHE, and SEA websites. Several grantees also reported advertising their TTT projects on education clearinghouses websites, which allowed them to target mid-career professionals and recent college graduates.

INFORMATIONAL SESSIONS AND PRESENTATIONS

Thirteen grantees reported that holding informational sessions and presentations that specifically focused on the TTT project was an effective recruitment strategy, and consisted of open house sessions, guest talks at faculty meetings, luncheons, and speaker series. Additionally, informational sessions were conducted throughout the regions being served and were held at schools, district central offices, military bases, teacher and administrator conferences, and college and university campuses. Informational sessions on IHE campuses were targeted to students, faculty, and members

of student clubs, associations, and organizations (such as a Latino/Chicano Student Organization). Informational sessions were often advertised in local newspapers and on television in order to garner interest in the TTT project. In some cases, grantees reported having standing-room-only crowds, which resulted in receiving high-quality applicants. These sessions also enabled potential participants to learn about the TTT project and to ask questions prior to making a commitment to the project. Some grantees had TTT graduates present information on the TTT project, and address candidates' reservations about participating in the project during these sessions.

E-MAIL

Ten grantees reported using e-mail to contact potential participants as an effective recruitment strategy. Outreach via e-mail communications allowed grantees to invite potential candidates to attend information sessions and to other TTT project events. E-mail communication included two main approaches: (1) e-mail blasts to a main audience, which was a general announcement to many individuals; and (2) targeted e-mails to specific individuals who were identified by partnering agencies as potential high-quality candidates. E-mail blasts were effective in getting individuals to inquire about the TTT project but tended to require greater screening, as applications were received from individuals who did not meet the admission requirements. As such, sending targeted e-mails to specific individuals was reportedly a more effective recruitment strategy than mass e-mailing.

COLLABORATION WITH PARTNERING AGENCIES

Nine grantees noted that their partnering agencies, including LEAs, IHEs, and SEAs, were the best source of referrals and were a critical component to recruiting participants. However, the type of collaboration grantees had with their partnering agencies varied. Partner involvement included providing advertisement for the TTT project on LEA, IHE, and SEA websites and message boards; holding information sessions and open houses; identifying and referring participants to the TTT project; distributing TTT brochures; sending announcements about the TTT project through listservs; posting advertisements in newspapers and on the radio; and providing technology support to assist grantees in developing websites.

Grantees reported that collaborating with LEA staff (i.e., principals, human resource directors, administrators), IHE staff (i.e., college advisors, faculty), and SEA personnel was valuable to recruiting high-quality candidates. In several cases, participants had to meet the qualifications of the LEA for hiring purposes, the qualifications of the IHE for admissions purposes, and the qualifications of the grantee for enrollment purposes. Therefore, grantees' ongoing communication and collaboration with partnering agencies helped facilitate the recruitment process.

OTHER RECRUITMENT STRATEGIES

Other recruitment strategies implemented by grantees generally fell into the following categories: (1) use of media campaigns; (2) distributing printed materials; (3) offering student incentives; and (4) attending job fairs. In this section, we detail these various methods of recruitment.

MEDIA CAMPAIGNS

The use of media campaigns, reportedly utilized by 32 grantees, included advertisements and articles in newspapers, advertisements through local newsletters, public service announcements, and advertisements on radio and television. One grantee also reported that their recruitment efforts included developing and distributing a DVD about the TTT project to their partner LEAs.

Several grantees reported that local and regional newspapers as well as radio and or television programs featured special interest stories on their TTT projects. One grantee was featured for three years on a Monday evening job market television segment, during which current participants and staff shared the TTT project's successes. The grantee also operated a phone bank during the television segment and offered follow-up informational sessions on the TTT project to potential participants.

Other grantees reported advertising in newspapers that targeted minority communities, as part of their effort to recruit specific demographics of participants. One grantee reportedly placed an advertisement in the sports section of a local newspaper, in order to attract more male candidates into their applicant pool.

Of the 32 grantees that utilized media campaigns, 15 reported them as ineffective and costly. These recruitment strategies, such as advertisements in newspapers and on radio and television, were expensive and reportedly generated interest mainly among people who did not qualify for admission into the TTT projects. Most grantees that utilized media campaigns reported doing so in the first and second years of the project, but tended to discontinue this method of recruitment as the project progressed.

PRINTED MATERIALS

Printed materials were reportedly utilized by 31 grantees and included flyers, brochures, letters, recruitment postcards and, for one grantee, promotional information on the back of school lunch menus. Printed materials provided information about the project's admission requirements, the subject areas in which individuals could earn certification, the types of support provided to participants, and the three-year service obligation.

Printed materials were distributed at career fairs, at college registration sessions, on bulletin boards, directly to prospective participants, and at informational sessions and meetings. One grantee periodically included flyers with teachers' and support personnel's paychecks, asking them to recruit eligible friends and family. In some cases, grantees reported leaving flyers and brochures with human resource departments of regional employers for distribution to employees who were leaving the companies for various reasons. One grantee reported that every professor in the education department was provided with flyers to post on their office doors and that flyers were provided to the admissions, testing, and registrar offices for posting.

Six of the 31 projects that distributed flyers and brochures reported them as relatively ineffective, yielding small numbers of applicants each year, yet using significant proportions of the recruiting

budget. Many grantees reduced the use of printed materials during the course of the grant, and instead opted to spend more money on advertising online, such as on job posting sites.

INCENTIVES

Twenty-seven grantees reported offering participants financial incentives in order to attract high-quality candidates. The TTT statute allows grantees to provide each participant with scholarships, stipends, bonuses, and other financial incentives in an amount not to exceed \$5,000 per participant. Grantees reported that financial incentives paid for tuition, scholarships, laptops, books, and/or testing or other fee reimbursements. According to participants who were surveyed by their TTT project, the \$5,000 tuition stipend provided substantial motivation to begin pursuing certification and to commit to teaching in a high-need school in a high-need LEA for at least three years.

JOB FAIRS

Twenty grantees reported that project staff attended numerous job and graduate fairs to promote their TTT project and to recruit eligible candidates. Job and graduate fairs generally took place on college and university campuses, through professional organizations, and with other partnering agencies. Several grantees reported attending these fairs in order to create a large enough applicant pool from which project staff could selectively choose applicants.

Of the 20 grantees who reported attending job and graduate fairs, five reported them to be ineffective. Such grantees reported that, although the TTT project was visible to a large number of prospective candidates at job and graduate fairs, attending the fairs produced a low number of completed applications. Subsequently, one grantee changed their strategy from attending in-person job fairs to attending online career fairs, as this offered a low-cost recruitment strategy that required minimal staff investment.

CHALLENGES TO RECRUITMENT FOR RURAL PROJECTS

While some grantees did note challenges to their recruitment efforts, we specifically want to highlight the challenges encountered by TTT projects serving rural high-need LEAs. All seven TTT projects that served rural high-need LEAs reported the remoteness of their LEA partners as the biggest challenge to recruiting participants. In addition, grantees reported that low teaching salaries and poor working conditions within rural high-need LEAs were challenges to recruiting participants to teach in these areas.

CHANGES TO RECRUITMENT

Over the life of the grant, grantees changed their recruitment strategies as needed to increase efficiency or target new or different candidates. Common changes to recruitment strategies included increasing the use of online resources and changing the high-need subject areas in which potential

participants were recruited to earn their certification in order to meet the needs of the high-need LEA.

INCREASED USE OF ONLINE RESOURCES

During the course of the grant, 10 grantees reported developing a website or adding more information to an existing website to assist with recruiting. Grantees added information regarding their project's requirements and subject areas in which participants could earn their certification. In addition, grantees added FAQ pages and provided links to additional information on teacher vacancies in partner LEAs and to state certification requirements. One grantee partitioned its website to serve potential applicants and current participants simultaneously. The grantee reported that the public side of the website provided comprehensive information about the TTT project, including admission and academic requirements. The password-protected side of their website included information specific to accepted students, including course information (including a syllabus, grade sheet, schedule, and other course documents), state exam information, tips on how to get a teaching job, and other resources (such as a student handbook and lesson plan templates).

Several grantees reported updating their websites with new information each time a new cohort was enrolled. Examples of updated information included new project deadlines, state certification requirements, and application requirements.

In addition, four grantees expanded the utility of their websites by adding a downloadable application. This reportedly streamlined the recruitment and selection process and exposed grantees to a greater pool of potential applicants, as they were able to recruit potential candidates worldwide.

CHANGING RECRUITMENT TO MEET THE NEEDS OF THE HIGH-NEED LEA

Five grantees reported that they adapted their recruitment strategies to meet the needs of their high-need LEAs. These grantees reported that school closings, teacher layoffs, declining school enrollment, and school district budget cuts contributed to a lack of available teaching positions in all areas except for bilingual and special education. As a result, these grantees focused their recruitment efforts solely on bilingual and special education.

Selection

Selection refers to the method of choosing applicants to participate in a TTT project. Among other things, grantees identify eligible participants who meet the statutory eligibility requirements (i.e., participants have requisite levels of content knowledge, skills, and commitment to teach in a high-need school in a high-need LEA). In this section, we present grantees' selection criteria and process for admitting individuals into their program once recruited.

Grantees typically used a selection committee to select participants. However, the makeup of the selection committee varied by grantee. The project director was typically intimately involved in the selection process, and worked with the following individuals to select participants: project mentors and master teachers, school or district administrators and human resources personnel, former TTT participants, community advisory team members, transcript evaluators, university department chairs and faculty, and bilingual and special education department personnel. The process used to select participants varied by grantee. One grantee reported that, "All partners participated in the selection process. IHEs conducted the initial screening process and ensured candidate requirements were met. LEAs interviewed the candidates and hired them using the districts' employment procedures. [TTT project staff] provided the review and approval of the TTT application for the Teaching Intern Certificate in the candidate's content area."

MOST COMMON SELECTION CRITERIA

Grantees reported that in general, applicants were required to submit an application, official transcripts from all IHEs that he or she attended, and writing samples. Some grantees required participants to submit two applications, one for admissions into an IHE program, and a second application for admission into the project. Following the initial application review, applicants were commonly invited to participate in an interview.

TRANSCRIPT REVIEW

Grantees reviewed an applicant's transcripts and application materials to verify the applicant's qualifications for admission into the TTT project. Minimum eligibility requirements for mid-career professionals and recent college graduates included a bachelor's degree from an accredited institution of higher education. Some grantees specified that applicants needed to have majored in the high-need subject area in which he or she was seeking certification, or needed to have completed a specific number of credit hours in the subject area. For highly qualified paraprofessionals, minimum requirements varied by grantee but generally included the completion of a certain number of college credits (e.g., 75 credits). Many grantees reported reviewing GPA and transcripts; however, only two grantees specified what the minimum GPA was for applicants (2.5 and 2.75).

WRITING SAMPLES

Twelve grantees also required applicants to submit a writing sample. One grantee reported that applicants were asked to respond to the following prompt, “Prepare a Professional Goals Statement describing your interest in the teaching profession, education and work-related experiences related to teaching, personal characteristics, and skills that will contribute to your success as an educator.” Other grantees used similar writing prompts, whereas some grantees required bilingual teacher candidates to answer writing prompts in both English and in their second language. These personal statements were reviewed for written language proficiency, grammar, and content in order to identify and enroll high quality candidates.

INTERVIEWS

Once candidates completed the initial review process, they were invited to an in-person interview. Grantees prepared interview protocols or rubrics to ensure consistent scoring of applicants. During the interviews, candidates were asked questions to gain a better perspective of participants’ past academic and work experiences, present and future career goals in education, and motivation and commitment to teaching in a high-need school in a high-need LEA. The interview process was also designed to tap into the applicants’ dispositions and personality characteristics, such as capacity for leadership and problem-solving. In addition, interviews provided applicants the opportunity to ask questions about the TTT project in order to determine if the project was the right fit for them. Interviews were typically conducted by project staff, university advisors, and school district personnel.

After or during the interview process, applicants had to express a willingness to complete the defined program of study and to teach in a high-need school in a partner high-need LEA for at least three years. Most grantees had their candidates sign a service agreement or contract in order to ensure that applicants would comply with the requirements of the grant (i.e., complete project requirements and teach in a high-need school in a high-need LEA for three years or be subject to the grantees’ repayment guidelines).

OTHER SELECTION CRITERIA

In addition to the previously listed criteria, some grantees required verification of participants’ previous work experience. A small number of grantees also required that applicants be hired as a TOR in a partner high-need LEA prior to being admitted into the project.

WORK EXPERIENCE

Eight grantees required verification of previous work experience and focused on both the duration and type of work experience possessed by potential participants. Some grantees simply wanted to see a documented history of a steady work, while other grantees required applicants to document

their experiences involving school-aged children or group leadership involving secondary-aged youth.

EMPLOYMENT AS A TEACHER OF RECORD

Six grantees specified that applicants were required to be hired as a TOR by a partner high-need LEA prior to being admitted into the TTT project. For these grantees, applicants had to secure employment as the TOR in the content area in which they were seeking certification prior to becoming an enrolled participant in the TTT project.

CHALLENGES TO SELECTION PROCESS

The main challenge to selection was that the selection criteria did not always identify the most qualified candidates, leading to initially high attrition rates. In these cases, grantees selected participants who were unable to commit to the TTT project, were not a right fit for the TTT project, or were unable to complete the TTT project requirements. For example, 15 grantees reported that some participants repeatedly were unable to pass state certification examinations. If participants did not pass certification exams required by the state to become a TOR, then districts were forced to release participants from their contracts. When this happened, participants often became discouraged and did not continue with the TTT project.

CHANGES TO SELECTION PROCESS

In order to address the challenge of attrition, many grantees changed their selection process over the course of the grant. Changes to the selection process included modifying the selection criteria used to select applicants, including requiring applicants to pass exams prior to being accepted into the TTT project.

SELECTING INDIVIDUALS MORE LIKELY TO BE SUCCESSFUL

Nine grantees changed their selection criteria during the course of the grant in order to select participants who were more likely to successfully complete the TTT project's requirements. This change allowed grantees to not only select participants who were better suited to teach in high-need schools in high-need partner LEAs, but also it allowed grantees to meet their GPRA and project goals. In order to do this, grantees established more stringent qualification requirements, such as increased GPA requirements and increased college credit requirements, which reportedly resulted in greater efficiency in selecting applicants.

One grantee reported wanting to narrow the pool of potential applicants to individuals that possessed the characteristics that typified their highest-performing teachers. In order to do this, the grantee created a rigorous selection model, consisting of research-based rubrics that captured information on core values and skills demonstrated by excellent teachers. This new selection model reportedly enabled staff to identify applicants that were more likely to complete the TTT project and

more likely to close the achievement gap for students in high-need schools in a partner high-need LEAs (see *Example from the Field*).

Selection: Example from the Field

The following passage is from the Academy for Urban School Leadership (AUSL), a nonprofit teacher preparation organization working in partnership with Chicago Public Schools (CPS). This excerpt highlights ways in which the TTT project's staff modified their selection criteria during the course of the grant in order to recruit and select individuals most likely to succeed in their program:

Since the inception of the grant, AUSL has continually strived to improve its selection process. Highlights of innovations and modifications are described below.

- *Applicants have access to a realistic and detailed “turnaround teacher” job description that details the particular challenges of teaching in high-need, low-performing Chicago Public Schools.*
- *Our customized selection process enables us to identify a greater number of persons who share essential beliefs and values and exhibit essential behaviors necessary to teach urban youth in poverty.*
- *We select those for training who we believe are a perfect match to the requirements we know are reality in our urban public schools, while they select AUSL because they decide that our training program is the best match to prepare them to meet the teaching challenges they will face.*
- *Based on our record, applicants know with certainty that our powerfully prepared teachers are a pipeline of urban talent who, upon graduation, are deployed to transform Chicago’s most failed schools.*

REQUIRING THAT STUDENTS PASS EXAMS PRIOR TO APPLYING

Six grantees changed their selection criteria to include passing state-required tests. Grantees reported that adding this requirement benefited their selection process. First, grantees reported that this requirement helped attract higher quality applicants because applicants needed to pass a standardized basic skills test that measured their reading, writing, and mathematics aptitude. Secondly, because applicants were required to pay for and take a standardized test in order to apply to the TTT project, it helped attract applicants who were serious about becoming a teacher. The financial and time commitment produced a vested interest in applicants and reportedly helped reduce the amount of time and resources grantees spent on processing, reviewing, and interviewing applicants who were not qualified for the program.

Many grantees who adopted this change to their selection criteria also required applicants to submit documentation that they passed state-required tests, which also facilitated the selection process. Some grantees specified a minimum score requirement (e.g., composite score of 516 in the reading, writing, and mathematics subtests of the Pre-Professional Skills Test), while other grantees simply noted a passing score was required. In addition, some grantees required their bilingual candidates to show evidence of being adequately proficient in the target language through test scores.

Preparation

Preparation refers to the development of enrolled participants through coursework, training activities (such as in-person discussions, teacher portfolios, and lesson planning) and field experiences (such as internships, summer institutes, and classroom observations) to become highly qualified teachers in high-need schools in high-need LEAs. TTT grantees prepared participants to become TORs through state-approved alternative routes to teacher certification programs within a reduced time, by relying on their experience, expertise, and academic qualifications¹⁴ in lieu of traditional teacher preparation requirements.

The length of time participants took to complete their preparation requirements varied by grantee. Grantees that prepared participants only to earn certification took less time than grantees that prepared participants to earn certification and a master's degree. Other variance in the length of time to prepare participants is explained by the type of participants that were prepared. For example, grantees that prepared highly qualified paraprofessionals took longer to prepare participants, than grantees that prepared mid-career professionals and recent college graduates, as highly qualified paraprofessionals needed to earn a bachelor's degree before he or she could earn a non-provisional certification.

In this section, we describe the most commonly reported preparation methods used across TTT projects, including those that were reported as the most successful. In general, TTT projects prepared participants by providing coursework before or while teaching, assisting participants with passing state-required certification exams (i.e., PRAXIS and subject-specific tests), requiring a field experience, and providing participants with mentoring support during their first years of teaching.

This section also presents the challenges grantees experienced in preparing participants and the changes made to overcome challenges. In addition, we present examples from the field throughout this section to better illustrate how grantees prepared teachers for the classroom.

MOST COMMON PREPARATION ACTIVITIES

Grantees used a number of activities to prepare participants. The two most common preparation activities were: (1) requiring participants to complete coursework; and (2) requiring field experiences (such as internships, summer institutes, classroom observations).

¹⁴ TTT participants have at minimum a bachelor's degree, with the exception of highly qualified paraprofessionals who earn their bachelor's degree prior to becoming the TOR as required by state certification requirements.

COURSEWORK

Grantees' final reports revealed that the more commonly delivered courses were classroom organization and management, preparation for state-required certification exams, and subject matter content. Less commonly delivered courses covered topics such as instructional strategies, student assessment, and multicultural education. The following section provides information on the most commonly delivered courses that were used to prepare participants as TORs.

CLASSROOM ORGANIZATION AND MANAGEMENT

Among the 18 grantees that reported covering classroom organization and management, some reported doing so via a formal class (such as part of a methods course), while others did so in a workshop setting. One grantee offered an intensive, research-based course on classroom management training:

[We provide] 12 hours of research-based classroom management training based on the work of Harry Wong, Fred Jones, William Glasser, Robert Marzano, Madeline Hunter, and other reputable educators. Seven keys were highlighted for new teachers. They include: Classroom Organization, Routines and Procedures, Fostering Mutual Respect, The Positive Learning Community, Instructional Process, Student Motivation, and Managing Misbehavior. This training consistently assisted struggling first-year teachers and helped them become efficient and effective classroom managers. It included job-embedded coaching in the teacher's classroom as a follow-up to the training.

Seven grantees cited teaching classroom management as one of the more successful preparation activities.

TEST PREPARATION

Another common preparation activity grantees used to prepare participants was test preparation for state-required certification exams. Ten grantees reported providing test preparation courses to help participants prepare for state-required certification exams such as the CBEST, PRAXIS, Reading Assessment Competency, and subject matter exams for multiple subjects. One grantee offered a variety of test preparation workshops to meet their participants' needs:

The project provided the basic skills test preparation (CBEST) and stipends for taking the examination early in the project. Multiple subjects, English, and Math (CSET) test preparation services were added in Year 3 in coordination with the BTP (Beginning Teacher Program). The program also included Reading Instruction Competency Assessment (RICA) test preparation instruction. These activities were offered as seminars during the evening and on weekends.

SUBJECT MATTER AND OTHER COURSE CONTENT

Of the nine grantees that specified which subject matter courses they offered to participants, the majority reported offering coursework in math and science. Subject matter courses provided participants with training in pedagogy as well as subject matter expertise. For example, one grantee reported providing participants with rigorous training in teacher pedagogy in math and science

concepts, as well as how to incorporate accompanying classroom materials, such as DVDs and lab equipment into their classroom instruction. Grantees also reported that subject matter content was offered in reading, literature, social studies, writing, and physical education and health.

In addition to subject matter content, coursework typically covered topics such as instructional strategies, student assessment, learning theory, standards-based education, curriculum implementation (specific to the targeted high-need LEA), and teaching English language learners and special education students. Eight grantees also specifically reported preparing participants to teach students from different ethnic, linguistic, and cultural backgrounds. One of these grantees noted that participants valued learning how to meet the needs of diverse learners in their classrooms.

COURSE DELIVERY

Grantees' reports revealed that participants were prepared through a variety of modes such as lecture, discussion, media activities, large- and small-group activities, case study analysis, hands-on application activities, presentations, portfolio development, and lesson planning. Some courses also included independent learning activities, journal writing, and online discussions. Grantees also offered courses over the summer, in the evenings, and on weekends to facilitate participants with completing their preparation requirements within a reduced period of time, and to help participants balance their workload.¹⁵ In addition, courses were accessible either in-person or through distance learning.

Eighteen grantees cited partnering with local colleges to provide classes to their participants. For the most part, these partnerships allowed participants increased flexibility in course selection and in scheduling classes. For example, some college partners made satellite courses accessible to participants, this allowed participants to complete coursework even though the instruction was conducted on-campus.

FIELD EXPERIENCE

Field experience, which mostly consisted of internships, summer institutes, or classroom observations were commonly used to develop participants' skill as a TOR. Ten grantees reported requiring participants to complete field experience in order to provide participants with supervised practical training in a classroom setting. For example, one grantee adopted an internship year during which teaching candidates worked full-time in a classroom with guidance from a mentor teacher and university supervisor. The internship allowed the participant to gain hands-on experience in the

¹⁵ Many participants were placed as the full-time TOR after completing a minimal amount of training or coursework. For these participants, their remaining coursework and training requirements were completed during the school year and/or over the summer. As such, evening and weekend courses helped participants balance their responsibilities as a full-time teacher with those placed on them to complete the project and earn their non-provisional certification.

classroom, and allowed participants to apply the information he or she learned from coursework into a real-life setting.

The number of hours that participants were required to complete interning or participating in field work varied greatly across grantees. One grantee required participants to complete 30 hours of field work, while another grantee required participants to complete 110 hours. Although such grantees did not directly indicate the benefits of the field experience or internship, one grantee reported that such training produced multiple benefits for multiple stakeholders:

Elementary candidates spent four days a week in a classroom completing their field experiences for their coursework and student teaching, as well as subbing up to 40 days over the span of the school year. This component was desired by our partnering LEAs to provide substitute teachers on a regular basis, as well as provide a small amount of income for our candidates. Secondary candidates spent five days a week in their classrooms completing their field experiences for their coursework and student teaching, as well as subbing up to 40 days in the district.

Six grantees reported requiring participants to complete classroom observations. Grantees reported that classroom observations allowed teaching candidates to observe experienced teachers in real-life settings. More specifically, grantees reported that classroom observations allowed participants to gain a better understanding of what teaching looked like in community-based, high-need schools, as well as the behaviors to model as a teacher. One grantee that prepared middle and secondary math and science teachers reported the following:

During April and May, candidates spend a minimum of three full days observing the teaching of science or mathematics at selected public and private school sites in interested school districts. During the third week of the summer program, candidates have an opportunity to observe seasonal cooperating teachers presenting a problem-based learning unit to a class of children in Grades 6-9.

ADDITIONAL PREPARATION ACTIVITIES

Other preparation activities that were commonly reported by grantees included: (1) lesson planning; and (2) developing a work portfolio.

LESSON PLANNING

Seven grantees reported incorporating lesson planning into their preparation activities. Although there was little explanation given about the details of how lesson planning was incorporated into grantees' preparation activities, grantees reported covering lesson planning during coursework.

PORTFOLIO DEVELOPMENT

Five grantees reported requiring participants to develop a portfolio as part of their project's preparation activities. While each grantee had different portfolio requirements, participants were

generally required to demonstrate mastery of their state or district’s teaching standards. For example, one grantee required participants to analyze his or her experiences in the TTT project, while another grantee required participants to describe his or her professional growth and competence in teaching.

CHALLENGES TO PREPARATION

The two most commonly reported challenges to preparing participants were: (1) providing participants with sufficient training in classroom management or instructional skills for special education and bilingual students; and (2) providing participants who were unable to attend classes on campus with access to courses.

COURSE CONTENT

Three grantees reported that participants were not receiving all the training that they needed to be successful in the classroom. In particular, some grantees found that participants needed more time to develop their classroom management skills and needed more information on instructing special education and bilingual students. For example, one grantee noted the need for more information on at-risk learners: “As the project progressed, it was clear that the candidates needed additional information and support regarding at-risk learners, and this support was provided both through modifications in the university coursework and with more targeted professional development.”

COURSE ACCESSIBILITY

Additionally, two grantees identified challenges with making courses accessible to participants who lived in rural areas or who were unable to commute to and from campus to take courses. One grantee with many participants in rural areas noted, “Although the face-to-face seminars received high ratings, especially as a way to develop group feeling and a support system, travel to the seminars was one of the greatest stressors of the year for some participants.”

CHANGES TO PREPARATION

In response to the challenges faced by grantees in preparing participants, many grantees reported that they changed their preparation strategies in order to better meet participants’ needs. These changes included revising course content in order to enhance participants’ classroom management and pedagogical skills, and increasing the use of technology in order to provide distance learning options to participants who were unable to attend classes on campus.

REVISING COURSES TO MEET PARTICIPANTS’ NEEDS

Eighteen grantees reported revising their coursework over the life of their grant in order to meet participants’ needs. In particular, six grantees added more coursework on special education, including how to instruct students with intensive disabilities. Two other grantees adjusted their bilingual education and classroom management coursework in order to respond to participants’

requests for more preparation in these areas. In addition, two grantees reported offering participants more options for scheduling courses (such as offering weekend and evening courses). Other changes to courses included adding more information on diversity within the classroom, job interviewing, test preparation, instructional delivery, incorporating technology into the classroom, meeting the needs of at-risk learners, and mastering math and science content.

INCREASED USE OF TECHNOLOGY

Seven grantees applied grant funds to increase the use of technology in order to better prepare their participants. Technological enhancements included offering courses online, enhancing online connections between grantee partners' websites to allow for increased collaboration in delivering coursework and training through distance education, and Web-based platforms that allowed participants to communicate with one another, their mentors, and their IHE professors and faculty.

Preparation: Example from the Field

The TTT Regional (Idaho and Washington) Partnership through Lewis-Clark State College increased technology use in their project to meet the needs of their teacher candidates. The following excerpt from the project's Final Performance Report illustrates these changes:

We successfully and effectively used distance learning technologies to recruit, train, support, and retain teachers in remote, isolated areas of Idaho and eastern Washington. We added this as a goal in the third year of the grant. With funds from our Transition to Teaching grant, we purchased web cameras and desktop video-conferencing appliances. Many of our candidates were non-traditional students who, because of location or employment obligations, were unable to attend classes on campus. The cameras allowed face-to-face advising, supplemented online instruction, and permitted college faculty to supervise candidates during their internships without excessive travel. The cameras also made it possible to provide mentoring to the candidates during their induction year. Continuing support was provided through a variety of strategies, such as regional electronic networks and professional development, as well as through planned mentoring and supervision. These technologies offered an exciting and viable solution to training and professional development problems faced by rural school districts; we have an exemplary demonstration model for dissemination to other IHEs working with rural schools.

Placement

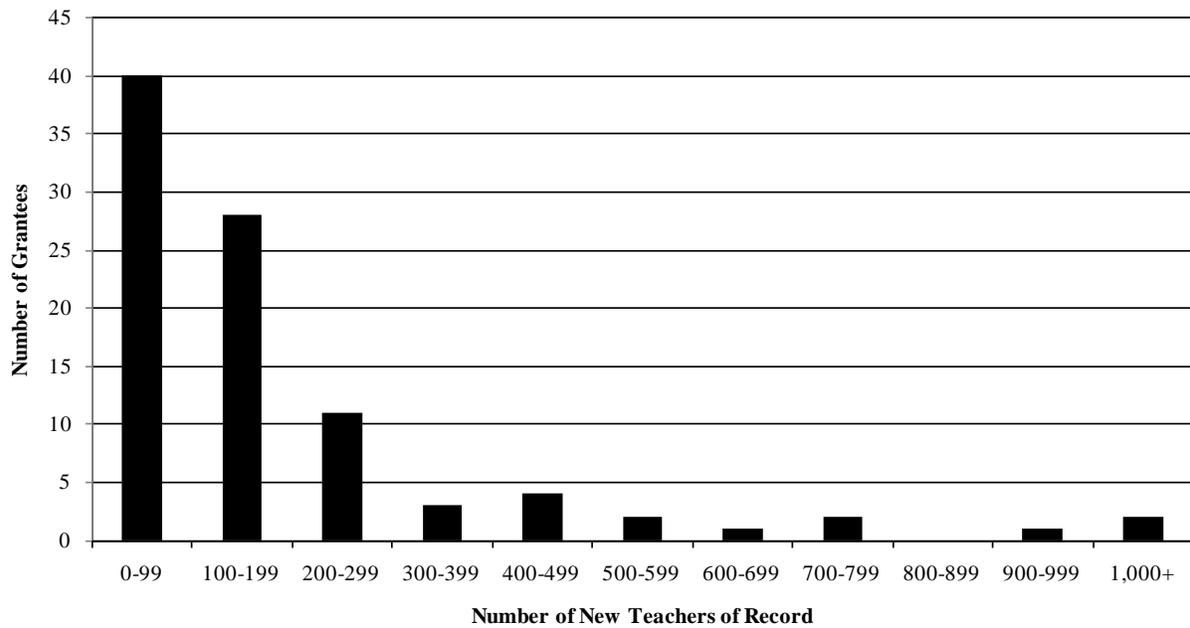
Placement refers to the process by which grantees assist participants with finding, applying, and becoming hired Teachers of Record (TORs) in high-need schools in a partner high-need LEA. During the course of the grant, grantees encountered various challenges to the placement process, resulting in varying levels of success in placing participants as TORs. In this section, we present information on the number of TORs placed and the cost per TOR, the strategies employed to place participants, the challenges experienced by grantees in placing participants, and changes made to the placement process.

NUMBER OF TEACHERS OF RECORD

During years 1-5, grantees reported placing 19,056 participants as new TORs. The number of new TORs produced by each grantee varied substantially (Exhibit 3). For example, 40 grantees produced less than 100 TORs¹⁶ while three grantees produced more than 900 TORs. The grantees that produced over 900 TORs were all existing alternative route to teacher certification programs (i.e., in place prior to the TTT grant), whereas the grantees that produced less than 100 TORs included almost half of the start-up projects.

¹⁶ Of the 40 grantees that produced less than 100 TORs, four of these met their target number of TORs.

Exhibit 3: Number of New Teachers of Record (TORs) Placed by Grantees in Years 1-5

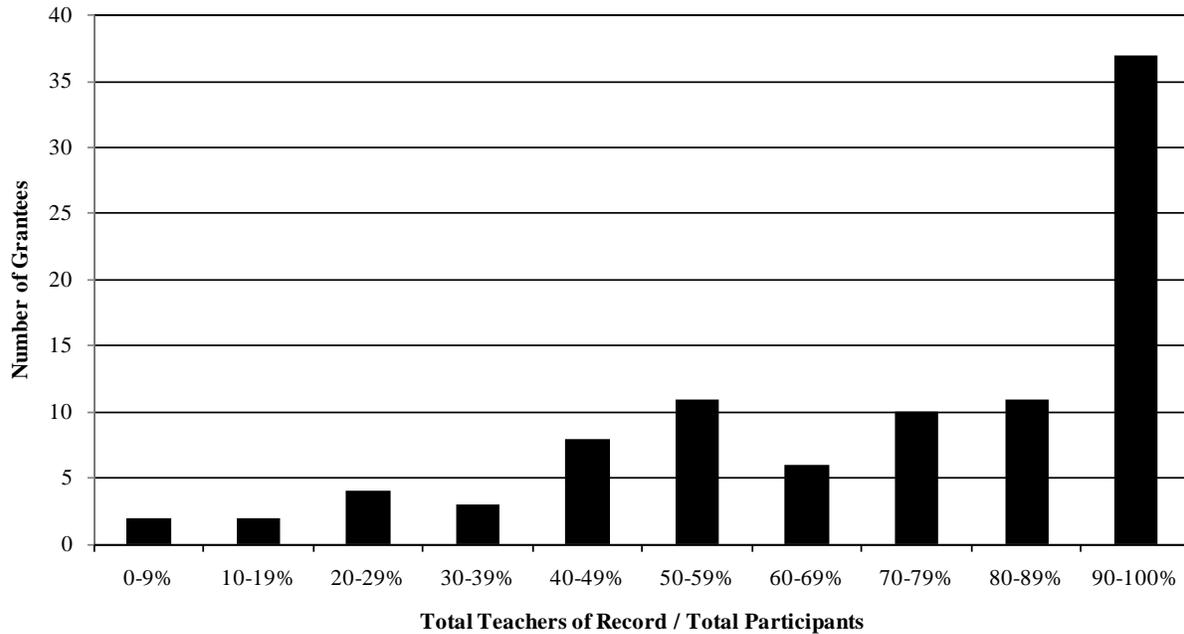


SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

Across all of the grantees, approximately 76 percent of the participants became TORs (19,056 Total TORs / 25,235 Total Participants).¹⁷ Fifty-eight grantees had more than 70 percent of their participants placed as TORs. Conversely, eight of the grantees had less than 30 percent of their participants placed as TORs (Exhibit 4).

¹⁷ After removing from the analysis the three projects that placed more than 900 TORs, the overall placement rate was 72%.

Exhibit 4: Rate at which Participants Became Teachers of Record (TORs) in Years 1-5



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

The rate at which participants became TORs was related to a grantee’s organizational type (i.e., LEA, SEA, IHE, for-profit, or nonprofit organization) and the geographical location (rural, urban, or mixed) of the high-need schools in a high-need LEA in which the participants were placed. Specifically, IHEs placed 70 percent of their participants as TORs, and had a lower placement rate than LEAs (77 percent), SEAs (83 percent), and non-profit organizations (83 percent). Grantees that placed participants in high-need schools in rural high-need LEAs had 53 percent of their participants become TORs, which was 26 percentage points lower than the placement rate for grantees that placed participants in high-need schools in urban high-need LEAs (79 percent), and 21 percentage points lower than grantees that placed participants in high-need schools in mixed high-need LEAs (74 percent). In addition, the rate at which participants became TORs was greater for grantees with existing projects (80 percent) in comparison to the rate of start-up projects (70 percent).

COST PER TOR

Together the 94 FY 2002 grantees expended a total of nearly \$145,000,000 during years 1-5 of their TTT grants and produced a total of 19,056 TORs during this time, which resulted in an overall cost per TOR of \$7,595. As shown in Exhibit 5, there was an association between the grantees’ organization types and their cost per TOR. The cost per TOR for the LEAs and SEAs was less than \$6,000. Conversely, the cost per TOR for IHEs and nonprofit organizations was greater than \$10,000. It should be noted, however, that there was considerable variability in the cost per TOR

for grantees within each organization type. For instance, the cost per TOR ranged from \$1,334 to \$101,908 for the IHEs and from \$1,576 to \$33,066 for the LEAs.

**Exhibit 5: Number of New Teachers of Record (TORs) and Cost per TOR
by Organization Type**

	Number of New TORs	Total Expended in FY 03-08	Cost per TOR
IHE (n = 49)	7,462	\$74,687,064	\$10,009
LEA (n = 25)	6,772	\$37,182,639	\$5,491
SEA (n = 14)	3,835	\$22,425,845	\$5,848
Non-profit (n = 6)	987	\$10,430,208	\$10,568
Total (n = 94)	19,056	\$144,725,756	\$7,595

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

The number of new TORs and the cost per TOR are shown separately in Exhibit 6 for the grantees that placed teachers in high-need schools in urban, rural, and mixed high-need LEAs. The grantees that placed teachers in urban schools had the lowest cost per TOR ratio, whereas grantees that placed teachers in rural schools had the highest cost per TOR ratio.

**Exhibit 6: Number of New Teachers of Record (TORs) and Cost per TOR
by Geographic Locale of High-Need LEA**

	Number of New TORs	Total Expended in FY 03-08	Cost per TOR
Urban (n = 47)	11,041	\$73,585,663	\$6,665
Rural (n = 7)	849	\$10,691,174	\$12,593
Mixed (n = 40)	7,166	\$60,448,919	\$8,436
Total (n = 94)	19,056	\$144,725,756	\$7,595

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

Exhibit 7 shows the number of new TORs and the cost per TOR for the start-up and existing projects. The cost per TOR for the start-up projects was over 2.5 times greater than the cost per TOR for the existing projects, which is a logical trend considering that existing projects established partnerships with other organizations and had prior experience with preparing and placing participants.

**Exhibit 7: Number of New Teachers of Record (TORs) and Cost per TOR by
Start-up and Existing Status**

	Number of New TORs	Total Expended in FY 03-08	Cost per TOR
Start-up (n = 60)	7,981	\$94,813,180	\$11,880
Existing (n = 34)	11,075	\$49,912,576	\$4,507
Total (n = 94)	19,056	\$144,725,756	\$7,595

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

PLACEMENT STRATEGIES

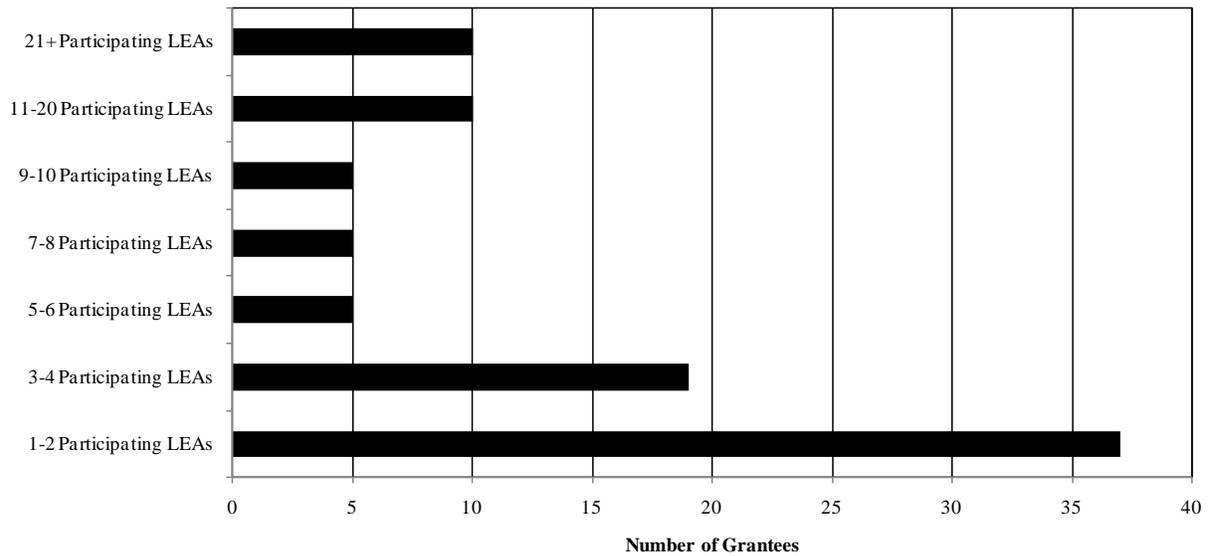
There were two common strategies used to place participants. Grantees either worked with their partner LEAs to place participants as TORs, or they required participants to find teaching positions on their own.

PARTNERING WITH DISTRICTS

As shown in Exhibit 8,¹⁸ 37 grantees worked with one or two participating LEAs to place TORs. Of the 25 grantees that served one LEA, 15 were school districts that placed participants only within their district.

¹⁸ Data on the number of participating LEAs were available for 91 FY 2002 grantees.

Exhibit 8: Number of High-Need LEAs Served by FY 2002 Grantees



Source: U.S. Department of Education, Transition to Teaching Cohort Database (November 2007).

As required, grantees partnered with districts in some capacity in order to place participants; however, the level of involvement from the districts varied across grantees. Thirteen grantees closely partnered with district staff to place participants in high-need schools with supportive school environments. In some cases, the district was reported as being responsible for TOR placement. The district’s human resource personnel, curriculum director, or school administration took part in the selection and placement process. Several grantees reported that districts helped select applicants using vacancies as a criterion, then learned about the applicants during the selection process, and were ready to offer participants letters of employment upon being admitted into the project. For other grantees, partner districts assisted with job placement by coordinating job fairs.

Five grantees developed less formal, long-term arrangements with school districts and continued to regularly place participants in them. This less formal approach included directly sending lists of available applicants to districts and principals. Grantees reported that districts were continually sent updates of available candidates who had not yet been hired. One project sent district representatives profiles of their candidates, which included participant strengths and accomplishments.

Another way grantees notified principals and districts of available candidates was by providing a list of available participants via an online database. Grantees reported that online databases allowed principals and district personnel to search for candidates by content area, certification area, and teaching experience. One grantee reported hosting training sessions in order to help facilitate principals’ awareness and use of the online database. Grantees with formal partnerships had an

overall placement rate of 79 percent, while those without formal partnerships had a placement rate of 73 percent.¹⁹

INDEPENDENT JOB SEARCH

Nine grantees relied on participants to actively seek out their own employment in a partner high-need LEA. Although these participants were responsible for finding and obtaining a teaching position on their own, project staff provided technical assistance by identifying vacancies, providing interview training sessions, assisting with completing applications, and providing references. In most cases, project staff looked for openings in all partnering high-need LEAs and then informed their newly credentialed teachers of the available teaching positions. One project noted that the independent job search tended to lead to quicker placement and greater satisfaction among participants, since participants chose the teaching position themselves. Grantees that relied on their participants to find their own teaching position had an overall placement rate of 74 percent.

Placement: Example from the Field

The following excerpt is from Baldwin Park Unified School District's (BPUSD) report. BPUSD is located in the San Gabriel Valley, near Los Angeles, California. This passage describes how participants were prepared and supported by the project to conduct an independent job search and find a teaching position:

As participants completed their requirements to become TORs, they were counseled and trained in how to look for teaching positions. This was handled primarily through group workshops and one-on-one appointments with our program staff at the LEA, external consultants, and through assistance given at the IHE career centers. It was a team effort to find teaching positions for most of the participants. The workshops conducted for participants covered a myriad of topics designed to help them search for positions and submit application packets that were professional and complete. Many of these new teachers have been placed into teaching positions within our LEA.

CHALLENGES TO PLACEMENT

Significant barriers to placing TTT participants included the initial lack of confidence in teachers coming from alternative routes to certification programs and the geographic location of the high-need schools.

¹⁹ The remaining 81% of projects ($n = 76$) did not specify if they had a formal or informal relationship with the LEA.

LACK OF CONFIDENCE IN ALTERNATIVE ROUTES TO CERTIFICATION PROGRAMS

Eleven TTT grantees reported that the lack of confidence in alternatively trained teachers by some principals and district human resource personnel was a barrier to placement. One project reported, “Many districts only approached the pool of available TTT candidates after all hopes for a licensed candidate had evaporated. Many job fairs did not allow eligible candidates to compete with pre-service candidates, and some districts had written policies precluding the hiring of teachers prepared through alternative routes to certification if any traditionally licensed candidates were available.” These sentiments were reported by several other grantees as a barrier to placement.

One grantee reported that, although the retention rate of their placed teachers was almost 20 percent higher than the regular retention rate in the district, there was still a bias toward alternatively certified teachers. If participants were chosen by districts, they were often placed in the least sought-after positions, as they had the lowest seniority and were often the last staff to be placed. Project staff said they were working hard to address this bias with district personnel (see *Example from the Field*).

Placement: Example from the Field

The following excerpt from Northside Independent School District (NISD) located in San Antonio, Texas, again describes how the economy has impacted their placement goals and also how the lack of confidence in alternatively trained teachers has impeded their efforts:

Another factor that inhibited the attainment of the goal was the change in the economy. School districts ‘tightened their belts’ as a result of funding shortages. More teachers did not retire for financial reasons, and school districts were careful to avoid filling vacancies until they were sure all lateral moves were in place. At NISD, the number of teachers hired was cut in half because of these issues. The district had over 20,000 applications for approximately 400 vacancies. Many certified teachers resorted to working as instructional aides. Some TTT participants are still currently working as instructional aides in hopes of ‘getting their foot in the door’ for a teaching position. Many of those seeking positions are teachers certified through traditional routes and, very often, principals select traditionally certified teachers over alternatively certified teachers because of the perception that they are better prepared to teach.

GEOGRAPHIC BARRIERS

Geographic barriers were a challenge to placement for four grantees. Geographic barriers generally referred to job locations being too far from the candidates’ homes or a lack of positions in rural high-need LEAs.

According to several grantees, a concern raised by many prospective teachers was the distance between the school and their home. Two grantees reported that they would have better placement results if they focused on training people who already lived in the communities that the rural high-need LEA served rather than expecting participants to move into or commute to teach in these communities.

Grantees reported that in remote rural high-need LEAs low teacher salaries and the limited number of available positions was a challenge to placement. One grantee reported, “Some rural districts only have one or two positions every five or six years.” The limited number of schools and positions made it difficult for grantee to place many participants. In addition, grantees reported that small rural high-need LEAs were not immune to the economic downturn, as several rural districts faced low enrollment and cuts to their few existing positions.

CHANGES TO PLACEMENT

The vast majority of the grantees did not report any changes to the placement process or cited only minor changes to their process since the start of the grant. In fact, one grantee reported that the placement process became easier for participants over the course of the grant after the project earned a reputation of producing quality teachers. However, two grantees reported making more aggressive efforts to connect eligible candidates with school district human resources personnel. These grantees hoped to increase their TTT projects’ visibility and reputation as a high-quality alternative route to teacher certification program.

Certification

Certification refers to the process of helping participants successfully complete state-requirements for certification as a non-provisional teacher. In this section, we report on the number of individuals who received certification across the FY 2002 grantees, describe the certification process, and identify the successes and challenges in helping participants earn certification.

NUMBER OF PARTICIPANTS CERTIFIED

During years 1-5 of their TTT projects, grantees reported a total of 13,273 participants received State certification.²⁰ The average grantee had 141 participants receive certification, with the majority of the grantees having fewer than 200 participants receiving certification. Specifically, 52 grantees had less than 100 participants receive certification, and 29 grantees had 100-199 participants receive certification.

Across all grantees, nearly 53 percent of the participants received the certification required by their state to teach by FY 2008 (13,273 Certified Participants/25,235 Total Participants).^{21,22} Twenty-four grantees had 80-100 percent of their participants receive certification. Conversely, 18 grantees had 0-29 percent of their participants receive certification (Exhibit 9).²³ The rate at which the participants earned certification was related to the type of organization administering the TTT project and the geographical locale of the high-need schools in which participants were placed as teachers. For example, nonprofit organizations certified 72 percent of participants. In contrast, the rates for IHEs (59 percent), LEAs (43 percent), and SEAs (52 percent) were 13-29 percentage points lower than nonprofits. Grantees did not provide any data to explain the difference in certification rates.

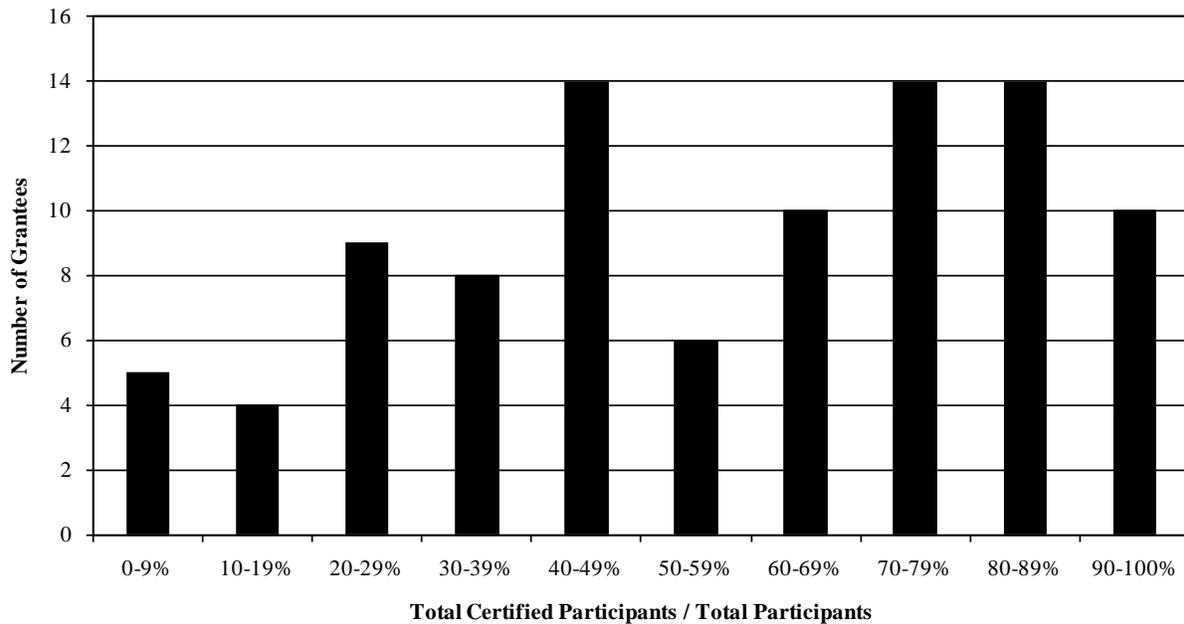
²⁰ State certification refers to the level of certification required by the state to teach. It is the level of certification that is not dependent on being currently enrolled in a TTT or other alternative route program and is transferable across LEAs in a state.

²¹ In general, it takes participants two to three years to gain certification, therefore, participants who were enrolled during project Years 4-5 may not be reflected in the 53% certification rate (as they were completing coursework, testing, and other requirements), and, as such, the certification rate for the FY 2002 cohort may be higher.

²² After removing from the analysis three clear outliers (projects with high numbers of participants certified), the overall certification rate was 49%.

²³ Of these 18 projects, 28% ($n = 5$) exclusively prepared paraprofessionals and 17% ($n = 3$) prepared paraprofessionals along with mid-career changers and recent college graduates. Paraprofessionals take longer to certify because they have to earn a bachelor's degree, as opposed to mid-career changers and recent college graduates who start the project with a bachelor's degree. This additional effort on the part of paraprofessionals could have impacted certification rates.

Exhibit 9: Percentage of Participants who Received Certification by FY 2008



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

Grantees that placed participants in high-need schools in mixed high-need LEAs had 63 percent of their participants receive certification. Whereas grantees that placed participants in high-need schools in urban and rural high-need LEAs certified 47 percent and 38 percent, respectively. The certification rates of start-up projects versus existing projects were also different. Start-up projects had a slightly higher certification rate of 55 percent, as compared to the 50 percent certification rate of existing projects.

MOST COMMON CERTIFICATION ACTIVITIES

Thirty-seven grantees provided information on the requirements participants needed to complete to become certified. Twelve grantees reported aligning the project activities with the certification criteria established by the state.²⁴

COMPLETION OF PROJECT REQUIREMENTS

In general the requirements for earning a non-provisional teaching certificate consisted of three elements. First participants were required to take a coordinated sequence of coursework. Second, participants needed to achieve a passing score on state-required certification exams. Finally, participants were required to complete a teaching internship or field experience.

²⁴ None of the grantee reports specifically indicated that their requirements did not align with their state's definition of certification.

In addition to completing coursework, exams, and field experience, six grantees specifically noted that participants were required to complete a final portfolio or Teacher Work Sample, which demonstrated participants' professional competencies. One grantee noted, "This is [a] strength of our project. Colorado has adopted Performance Standards for Teachers, and the program has aligned course content and learning activities, assignments, and all requirements with the standards. The TORs develop a portfolio as they proceed through the program, documenting their proficiency on these standards."

FORMAL RECOMMENDATION

After completing the necessary requirements, seven grantees reported that their participants were required to receive a formal recommendation and notification of completion of all program requirements prior to receiving certification. Depending on the grantee, the formal recommendation came from the school principal, district administrator, university faculty, project mentor, or TTT project director. Once a participant received a formal recommendation, he or she could apply and receive his or her certification or licensure.

CERTIFICATION SUPPORT

TTT grantees reported that their projects facilitated the certification process by providing numerous support services to their participants. These support services included mentoring, assistance registering for classes, providing online courses that met participants' demanding schedules, and weekend, evening, and summer test preparation workshops. Three grantees also reported hiring additional staff to closely monitor participants' progress toward certification.

OTHER CERTIFICATION STRATEGIES

Three grantees had tremendous success with participants earning certification. The New York State Education Department, the South Carolina Department of Education, and the Texas A&M Research Foundation each produced over 500 certified participants, accounting for 23 percent of the FY 2002 cohort's total number of certified participants. We took a closer look at their certification processes in order to identify the ways in which these grantees facilitated the certification process and were able to successfully produce so many certified teachers. Interestingly, each grantee had a distinct feature that seemed to facilitate the certification process for its participants. These features included an online tracking system, hiring certification staff, and providing intensive test preparation.

ONLINE TRACKING SYSTEM

The New York State Education Department's (NYSED) TTT project utilized an online system, called TEACH, which tracked and maintained individuals' certification records in New York State. Individuals applying for certification in New York created a personal account via the TEACH system. Administrators from both the LEA and IHE also had access to the TEACH system and were able to view limited information on an individual's certification status. For example, the New

York City Department of Education (NYCDOE) was able to track TTT participants' certification status. Additionally, the NYCDOE was able to use the TEACH system to track participants TOR status in June and September of each year of the grant. The grantee reported that teachers who were recommended by an IHE and who applied through the online TEACH system could obtain a certificate within as little as two days, depending on the completeness of their application and the number of applications already in the system. The efficiency with which teachers obtained certification using the TEACH system facilitated NYSED's high numbers of certified participants.

HIRING CERTIFICATION STAFF

South Carolina's Program of Alternative Certification for Educators (PACE) utilized four Alternative Certification Analysts and four part-time Alternative Certification Call Center staff to facilitate the certification process for their participants. These staff provided ongoing assistance to the grantee's participants. The PACE project reported that the staff "continue to process an average of over 600 phone calls, over 350 emails, and over 1200 certification file inquiries from potential and current PACE participants each month." Having access to this advanced level of support from the certification staff allowed PACE participants to obtain the assistance they needed in order to become certified.

INTENSIVE TEST PREPARATION

The TTT project, through the Texas A&M Research Foundation, provided intensive test preparation to its participants, which included the use of online tools, the hiring of experts in the field, and providing resource materials. The grantee provided workshops and seminars to assist interns with preparing for the Texas Examination of Educator Standards (TExES) state certification tests. According to their final report, "Testing review sessions have also been offered 'system-wide' to the interns through video conferencing. Subject matter experts were hired to present TExES preparation reviews via video conferencing to all interns throughout the nine Texas A&M University System (TAMUS). Resource materials were also purchased and distributed to the universities and interns. Online TExES review modules were available in summer 2007 to all TAMUS ACP interns."

CHALLENGES TO CERTIFICATION

Among the challenges faced by grantees in regards to certification, three emerged as the most common across grantees: (1) difficulty passing state-required certification exams; (2) personal reasons that prevented participants from completing the requirements; and (3) financial costs associated with becoming certified.

PASSING EXAMS

Fifteen grantees reported that participants experienced difficulty in passing state-required certification exams. The exams identified as a challenge to participants by most grantees were the

PRAXIS examinations. Many participants did not pass the exams on their initial attempt and in such cases; grantees provided workshops and trainings to help participants pass the certification exams.

PERSONAL CIRCUMSTANCES

Six grantees reported personal reasons as a major barrier to participants earning certification. These grantees reported that most of their participants were the primary wage earner or were single parents with many family obligations and responsibilities. For some participants, family obligations prevented them from taking more than one or two courses at a time, and thus reduced their ability to complete the credential program within a reduced period of time. Three of the six grantees specifically reported illness as an issue to achieving certification. In addition, one grantee, located in a rural community, noted that participants often had to leave the area due to their spouses' job requiring a transfer to another part of the state or to another state altogether.

Certification: Example from the Field

The Southern Colorado Teacher in Residence Program through Colorado State University-Pueblo provided a description of the personal issues some participants were facing. According to the following excerpt from their evaluation report, the project's responsibilities, combined with participants' family obligations, negatively impacted participants' learning and their attitudes toward the work required to achieve certification:

Competing responsibilities of work, of becoming a teacher (program requirements), and of family were just too much for some candidates. When this occurred, completion of requirements for the program suffered. These students often missed class and failed to do the minimum in terms of completing assignments. For a few, this affected their status in the program. For others, this affected how much they really learned and the learning they integrated into their teaching. For some students, the difficulties in managing all responsibilities resulted in an attitude that they knew everything they needed to know about teaching and that formal coursework and assignments were a ridiculous waste of their time. Although the program continually emphasized theory to practice, some TORs took the attitude that this approach was worthless if it required them to complete additional work beyond what was required by their schools.

FINANCIAL BURDENS

Four grantees reported that the financial burden associated with earning a teaching certificate was a major barrier. The major financial barriers to certification were tuition, exam fees, and the application fee for applying for certification. Despite receiving, in some cases, the maximum tuition stipend that is permitted by the TTT statute, some participants still experienced financial issues and were unable to complete the requirements for certification. One grantee reported that the TTT project staff helped participants who experienced financial struggles by finding access to other funds in order to help them become certified.

CHANGES TO CERTIFICATION PROCESS

The main change to the certification process among grantees included providing more support to participants in order to help them pass the state-required certification exams. Due to the number of participants who experienced difficulty in this area, many grantees provided additional certification support, such as mentoring and test preparation workshops in order to help participants earn their certification.

Support and Retention

The TTT's authorizing statute allows grantees to use funds to provide ongoing mentoring and support services to participants in order to ensure that participants remain as TORs in high-need schools in high-need LEAs for at least three years. Grantees' reports revealed that they conducted a number of support activities, including mentoring, offering professional development workshops, and providing resource materials in order to retain teachers and improve their instructional practices. In this section, we report on the number of TORs that remained in high-need schools in high-need LEAs for three years and describe some of these support activities. We also outline grantees' successes and challenges as they supported their participants.

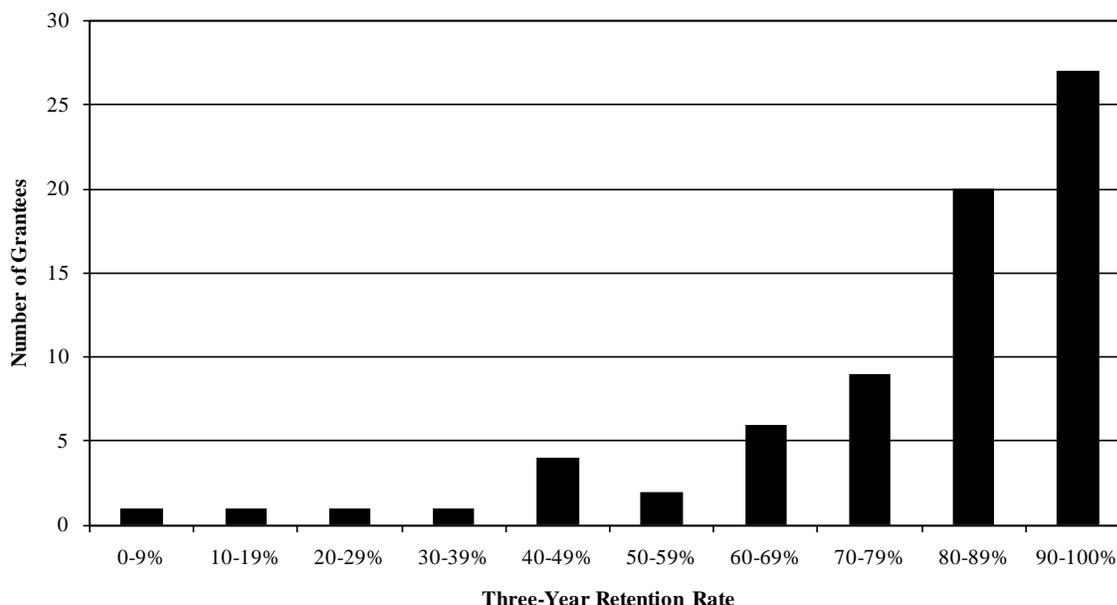
NUMBER OF TEACHERS OF RECORD RETAINED

Across grantees,²⁵ 79 percent of the TORs that began teaching in 2006-07 remained in high-need schools in a high-need LEA three years later (2,914 Retained TORs/3,673 New TORs).²⁶ As shown in Exhibit 10, 47 grantees had three-year retention rates above 80 percent. In contrast, eight grantees had retention rates below 40 percent.

²⁵ Exhibits 10-11 include data only for the 72 grantees that placed participants as TORs in the 2006-07 school year and reported the number of these TORs that were retained for the 2006-07, 2007-08, and 2008-09 school years.

²⁶ After removing from the analysis the one outlier in terms of high retention rates, the overall retention rate was 78%.

Exhibit 10: Rate at which Grantees Retained Teachers of Record (TORs) Between FY 2006 - 2008



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

As shown in Exhibit 11, the three-year retention rates were very similar for the TORs participating in grantees operated by IHEs, LEAs, and SEAs. Although the retention rate for nonprofit organizations is based on only four grantees, it is worth noting that the retention rate for these four grantees was nearly 10 percentage points higher than the rate for the other three types of organizations.

Exhibit 11: Number of Retained Teachers of Record (TORs) and Three-Year Retention Rate by Organization Type

	New TORs in 2006-2007	Retained TORs	Retention Rate
IHE (n = 38)	1,679	1,328	79 percent
LEA (n = 20)	1,067	841	79 percent
SEA (n = 10)	701	545	78 percent
Non-profit (n = 4)	226	200	88 percent
Total (n = 72)	3,673	2,914	79 percent

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (March 2010).

The three-year retention rates were similar for grantees that placed participants in high-need schools located in urban and mixed high-need LEAs. However, grantees that placed TORs in high-need schools located in rural high-need LEAs had a retention rate approximately 20 percentage points lower than grantees that placed participants in high-need schools in urban or mixed high-need

LEAs. It should be noted, however, that only seven grantees placed participants in rural high-need LEAs.

MENTORING

Mentoring was the most commonly used strategy to support and retain TORs. In total, 43 grantees reported including a mentoring component as part of their projects' services. Mentors included experienced teachers, National Board Certified teachers, master teachers, administrators, and retired teachers and administrators. Across grantees, the frequency, duration, and type of support activities conducted by mentors varied.

According to grantees' reports, the formal mentor/mentee relationship typically lasted one to two years, with the most intensive mentoring occurring during the first year. In general, mentoring was provided to participants on both a one-on-one basis as well as in group sessions. Some grantees reported tailoring their mentoring sessions to the specific needs of a participant. Grantees also reported that mentors would meet with participants on a regularly scheduled basis (i.e., weekly, monthly, quarterly) and would conduct mentoring in-person or online. For example, one grantee created an online mentoring program, which was available at any time and provided participants with assistance in a wide variety of areas:

Mentor Online is a web-based program that provides 24-hour access to college/university experts, as well as to seasoned teachers and administrators in these key areas: math, science, reading, social studies, physical education and special education, as well as classroom management and technology. During Year 5, the original online mentoring system was enhanced using blog technology to provide greater ease for interaction with beginning in-service teachers. It allows mentors for math, science, English, special education, classroom management, social sciences, physical education, and art and music the ability to post lesson plans, answer questions new teachers may post to it, and allows other teachers to respond to any postings. As of April 2008, Mentor Online has more than 600 registered users and has received more than 17,400 topic views and more than 550 cumulative postings.

Mentors provided support and information on a variety of topics, including differentiated instruction, general pedagogy, assessment tools, various content areas, lesson planning and preparation, lesson presentation, analysis of student work, and teacher standards. Grantees reported that their mentors guided participants as they reflected, planned, and problem-solved in their classrooms. In addition, mentors helped with modeling lessons, co-teaching, observing and providing feedback to participants on their teaching, as well as providing personal friendship and emotional support to participants. Other mentors shared their best practices with mentees, or shared best practices that other teachers discovered.

Thirty-one grantees reported that their mentoring program had a positive impact on participants' experiences in the classroom. One grantee specified that both participants and project staff agreed on the importance of mentoring support to new teachers:

Mentoring was by far the most important support activity. TORs in our program had two mentors - a building-level mentor during Year 1 and a project coach for the entire time they were in the program. Project

staff and TORs agree that the support by project coaches is critical to success. These individuals were there on a weekly basis, provided feedback, co-taught, collaborated with the building principal and project staff to develop and implement “interventions,” and provided materials and resources. The fact that coaches were largely recently retired teachers was essential to their effectiveness.

The benefits resulting from a mentor program included an increase in content expertise, real-life connections, increased motivation, professional growth and understanding of the teaching cycle (i.e., planning, preparing, and presenting), and helping to cope with problems encountered in the first year of teaching. One grantee’s participants reported that the mentoring component, “made all the difference in their decision to remain in teaching.” Another grantee utilized the mentor program to provide support in a variety of areas, which they also considered to be useful in promoting retention (see *Example from the Field*).

Support and Retention: Example from the Field

The TTT project at the University of Hawai’i at Manoa utilized its mentor program to provide support in a variety of areas, which they considered useful for retaining participants. This excerpt from the project’s Final Performance Report provides more information on their mentoring program:

A positive retention strategy used by the Hawai’i TTT program was to hire mentors to assist the new graduates (teachers of record). In addition to the expert teacher in mathematics that conducted workshops last year, TTT hired four more mentors. The contracted five mentor teachers provide support to the TTT graduates and other teacher candidate grantees that are at the final stages of their teacher preparation program by encouraging discussions on topics that are not covered in their formal program of study, i.e., logistics, classroom management, and motivational strategies. Four mentors were responsible for visiting the recent graduates in their classrooms to provide “hands on” assistance. The fifth one, who was hired for fewer hours, coordinates the workshops and takes the lead in planning, organizing workshop activities and demonstrating teaching strategies. Mentors are needed to discourage attrition due to frustrations or misunderstandings about teaching in the public schools. Each grantee has been assisted between two to nine times per semester. The number of visits to individual classrooms is determined by the needs of each participant. Most frequently mentioned areas that new teachers need help with relate to classroom management and include the challenge of engaging students to focus on their work, on learning different instructional strategies for use in teaching their content field and in dealing with a heavy workload. In every visit, the mentor teacher documents the need areas and indicates what they did to help the TTT participants address the need.

PROFESSIONAL DEVELOPMENT

Twenty grantees described providing TORs with workshops, professional development, or other training opportunities after they began teaching in the classroom. Additional training covered a range of topics including classroom management, lesson planning, writing for bilingual teachers, and addressing student non-engagement. Some professional development sessions were structured more like a community meeting and allowed TTT participants to discuss the challenges they faced working in high-need schools and to share strategies with one another for how these challenges were or could be overcome. The grantees or a partner university or school district coordinated many of

the professional development sessions. Grantees reports revealed that these sessions were conducted in the evenings, on weekends, during in-service days, and online.

OTHER SUPPORT AND RETENTION STRATEGIES

Grantees identified other support strategies that were used to retain participants. These included: (1) using support teams; (2) providing resources, books and materials; and (3) providing induction programs.

SUPPORT TEAMS

Reports from 14 grantees cited employing a support team as a retention strategy. Members of support teams consisted of a number of stakeholders, including principals, other school leaders, program coordinators, student support coordinators, mentors, other new teachers, literacy coaches, math teacher leaders, curriculum generalists, and regional coordinators. Support teams met to set academic goals for students, addressed the challenges that existed within the school, reviewed teachers' lesson plans, and exchanged ideas and strategies for providing support services to new teachers. One grantee adopted a well-rounded support system to ensure participants' success and completion of the certification program:

Each grant participant received graduation team support consisting of enrollment, academic, and finance counseling, as well as personalized teacher certification information from a teacher education specialist. Academic counselors contacted participants periodically or upon request to address potential concerns or obstacles affecting academic performance. Finance counselors supported participants through the financial aid process, sent payment reminders, and applied grant disbursements appropriately.

Some grantees reported placing multiple candidates in the same high-need school in order to allow participants to create a support system for themselves. Another grantee promoted “e-mentoring,” which allowed participants to receive support as well as network with teacher from outside their individual school.

Seven grantees reported that their high-need LEA partners' support services provided an important piece to new teachers' success in the classroom. In most cases, district support came from the school principal observing or providing support to the new teacher. This was critical because according to grantees reports, principals have a significant impact on teachers' job satisfaction and an individual's decision to remain in the teaching profession.

RESOURCE MATERIALS

Nine grantees provided resource books and materials to TORs as a form of support. Some grantees provided funding, such as gift certificates or stipends, to help teachers pay for classroom supplies. One grantee provided participants with a subscription to Math Forum, a first year teacher's professional development resource binder and CD, and access to a reference library that was stocked with educational videotapes, books, and activity guides. A couple of grantees reported

putting together actual kits that included materials and supplies (such as reams of colored paper, pens, and markers), which were beneficial to participants because high-need schools are often in short supply of these goods:

Repeatedly identified by the participants as a positive result from the grant is a program we were able to initiate (called) the “Teacher Toolbox”. The “Teacher Toolbox” provides free supplies for first-year teachers. Supplies were chosen based upon brain research to provide resources for teachers to provide educational opportunities based upon multiple intelligences and learning styles. The schools provide basic resources, but the Toolbox provided supplies teachers would normally have to pay for themselves. Nearly all beginning teachers state that money is usually an issue when entering the teaching profession, so these supplies provided a much-needed resource.

INDUCTION PROGRAMS

Six grantees reported providing an induction program as part of their project’s support services to beginning teachers. Induction programs ranged anywhere from one to five years after the participant’s first year in the classroom. The programs themselves were primarily run by either organizations (e.g., Associated Colleges of Illinois) or universities, and were staffed by induction specialists, teacher mentors, program staff, and school staff. Activities and topics covered during these induction programs included peer support exercises, best practices in classroom management, using technology in the classroom, and differentiated instruction.

Support and Retention: Example from the Field

The TTT project through the Associated Colleges of Illinois incorporates an induction program that is long-term and comprehensive in nature. The following excerpt from the project's Final Performance Report illustrates this support component:

In order to build support mechanisms for the TTT interns, ACI's Teacher Induction Academy was piloted using Year 1 grant funds. Using in-kind and matching funds from The Chicago Community Trust, Citibank, and the Griswold Foundation, five sessions were offered each year from Year 1 through Year 5, providing professional development to first through fifth-year teachers. Interviews with the program staff and event documentation show that the five Induction Academies took place, including session tracks specific to first through fifth-year teacher needs, such as classroom management, assessment, differentiated instruction, classroom research, technology, and National Board Certification requirements. ACI member IHEs provided faculty presenters and local LEAs provided experienced teacher/mentors and presenters. LEAs were involved in the marketing efforts used to encourage new teachers to participate. ACI collaborated with Chicago Public Schools (CPS), for example, to ensure that all of the topics addressed at the Induction Academies are fully aligned with the standards and professional development required of new teachers in CPS, making the transition much more seamless and efficient. CPS partnered with ACI to offer the Induction Academy opportunities that are specifically designed for alternative certification interns during their internship year. Exit survey data were used to develop topics and sessions for future Academies based on participant needs and perceived deficiencies.

CHALLENGES TO SUPPORT AND RETENTION

Data from grantees reports revealed a number of challenges to retaining participants in high-need schools in high-need LEAs for three years. These challenges ranged from a lack of support for TTT participants from school or district administrators to personal reasons such as, family emergencies or dissatisfaction with pay or the teaching profession.

LACK OF SCHOOL SUPPORT

Grantees reported that TTT teachers who left teaching prior to completing their three-year service obligation did so because of cuts to teaching positions due to budget shortfalls or reorganizations, unsatisfactory evaluations, low salaries, and negative student teaching experiences. As previously noted, principals played a major role in a participant's decision to remain in the teaching profession. Grantees reported that some principals understood the difference between the needs of a new traditionally prepared teacher versus the needs of a new alternatively certified teacher, and were able to provide appropriate and essential support. However, some principals did not or could not meet the needs of beginning TTT teachers. In fact, some principals reportedly resented the level of support some TTT teachers needed during their first year of teaching. This lack of support for TTT teachers by some principals was reported to have negatively affected participants' success. One grantee reported that among its participants, "No teachers indicated they would leave because of coursework or lack of mentoring, but candidates did note that they would leave because of dissatisfaction with the school culture and leadership."

PERSONAL REASONS

Grantees also reported that TTT participants left teaching for personal reasons. Such personal reasons included participants moving out of state, being offered a higher salary in another industry, experiencing hardship traveling between work and home, encountering family emergencies, or simply realizing that teaching was not the right fit for them.

CHANGES TO SUPPORT AND RETENTION

Most grantees did not report any changes to their methods of supporting their new teachers. Of those grantees that did, most reported making changes to their mentoring services. For example, a small number of grantees noted increasing the use of mentoring in order to address concerns by both the mentors and the participants that there were not enough opportunities to work together.

Additional Findings

As grantees neared the end of their TTT projects, a number of them reflected on the ways in which their projects impacted neighboring organizations and systems and also discussed the ways in which they planned to sustain their project beyond the life of the grant. This section describes some of the overall challenges and benefits noted by grantees as they completed their projects. In addition, we present information on project sustainability beyond the life of the grant.

OVERALL CHALLENGES

Twenty-one grantees reported on the overall challenges that they experienced in implementing their TTT project. The main challenges identified by grantees included: (1) dealing with staff turnover; and (2) keeping accurate participant records.

STAFF TURNOVER

The main challenge noted by 13 grantees was dealing with staff turnover, in terms of project directors and other support staff. For most of these grantees, changes in leadership and staff produced a lack of consistent direction, philosophy, and continuity, resulting in a loss of momentum. One grantee noted, “While some changes were beneficial, the overall effect of the constant changes was significantly disruptive.” One grantee noted that as a result of their staff turnover, two no-cost time extensions were requested in order to provide sufficient time to fulfill the goals and objectives of their TTT project.

Staff turnover at partnering LEAs also produced significant issues for grantees. Grantees noted changes in staff at the school and district levels, including district superintendents and human resources personnel. One grantee reported, “Orienting new hires to the goals of the grant and training them with regard to the policies, procedures, and record-keeping requirements have been difficult and time-consuming.”

MAINTAINING ACCURATE DATA

Another challenge reported by two grantees was the issue of maintaining accurate data. One grantee noted that keeping correct contact and demographic information on participants was difficult as participants would move without providing forwarding information. Another grantee reported that keeping accurate records throughout the life of their grant was an issue at first, but toward the end of the grant period they improved their systems so they could determine their TTT project’s successes and challenges.

OVERALL BENEFITS TO THE FIELD

Twenty-six grantees noted in their reports that there were specific benefits associated with developing and implementing their TTT project. The main benefits fell into the categories of: (1) disseminating information about the TTT project through papers and presentations; (2) developing meaningful collaboration with entities; (3) being able to fill hard-to-staff positions; (4) becoming a known resource for mentor training; and (5) creating useful databases.

DISSEMINATION OF RESEARCH

For nine grantees, one major benefit of the TTT grant was the opportunity to disseminate information about their work. Modes of dissemination included professional conferences and publications.

During the course of the grant, presentations on alternative routes to certification programs were shared at various national, state, and local professional conferences. These conferences were held by the National Center for Alternative Certification, the National Association for Alternative Certification, the Transition to Teaching Program, the Consortium for Research and Educational Accountability in Teacher Education, the Association of Educators for Teaching Science, the Georgia Association of Teacher Education, and the American Association of School Personnel Administrators, in addition to others. Presentation topics included challenges, changes, and best practices in alternative certification; mentoring as a significant factor in retention; and mentoring novice teachers. Many grantees believed this local- and national-level exposure to share successes and best practices for meeting the needs of beginning teachers helped eliminate negative attitudes about teachers prepared through alternative routes to teacher certification programs.

Three grantees noted that their work has been included in publications. One article entitled, “Teacher Induction for a New Generation: Success Stories from the Ranks,” was written by a TTT project director. Another project director worked with project staff to develop a teacher preparation guidebook for potential teachers. The guidebook provides information on teacher licensure, alternative and standard teacher preparation programs, and guidance on preparing for job interviews. According to the grantee’s report, the guidebook has been distributed statewide.

COLLABORATION BETWEEN AGENCIES

Five grantees noted that the grant brought meaningful collaboration between partnering agencies. The formation of partnerships between IHEs, LEAs, SEAs, businesses, and other agencies was reported to have produced great working relationships that benefited all parties.

Through developing partnerships, grantees reported that they improved the lines of communication across agencies, gained a wealth of information with regard to school and district needs in terms of teacher shortages and, thus, had a tremendous impact on meeting the needs of communities and

their students. In addition, through these partnerships, projects created networks of resources, including statewide collaboration among professional-development providers.

EXPANSION OF MENTORING PROGRAMS

Four grantees reported that their TTT project helped them receive recognition from their respective states for their mentor training services. One grantee reported that their mentoring program, including their mentor training and five pedagogical courses, became a permanent part of their district's and state's induction programs (see *Example from the Field*).

Mentor Training: Example from the Field

The Four-Corners TTT Project in New Mexico reported how their project not only became a state resource in mentor training, but also helped to change attitudes about the importance of mentor training. The following excerpt from their final evaluation report highlights this achievement:

The project has become a state resource for mentor training and development. The project trained an excess of 750 mentors over the past six years. As a consequence of NCLB (2001), the state of New Mexico mandated that all new teachers would be assigned a mentor, but did not require that mentors be trained. The project recognized the need to help the mentors understand that mentoring new teachers is adult education and requires a different skill set. One of the added benefits of the TTT funds has been the change in administrative attitudes toward the importance of supporting new teachers and mentors. There have been a significant number of testimonials from principals with regard to the change of school climate through knowledge sharing that is inherent in new teacher and mentor development.

ESTABLISHMENTS OF DATABASES

Three grantees reported that the development of databases was a major benefit of their TTT project. For example, one grantee noted that the development of their teaching vacancies and demographics database greatly assisted in placing teachers. Another grantee created databases that included information on high-need LEAs and high-need schools, a teacher shortage report, and a comprehensive system to match teachers seeking employment to school districts with open positions. Project staff worked with a partner agency to include “sophisticated search capabilities and credential management services, to allow applicants to research districts based on need.”

PROJECT SUSTAINABILITY

Fourteen grantees reported on sustainability in terms of securing funding for their project after the life of the grant. Of these fourteen grantees, seven reported that they received funding from within their organization, whereas the other seven grantees did not indicate from where the funding was coming. Of the seven grantees that reported receiving funding from within their organization, six of them were IHEs. In these cases, grantees reported that their success in recruiting, placing, and retaining high-quality teachers demonstrated the need for their IHE to continue to fund the project.

The continued funding was reported to cover costs associated with personnel, travel, materials, and marketing and advertising support. Several grantees noted that their TTT projects became a permanent budget line item in their organization. For example, one project reported that “The funding and support from TTT made it possible to build a self-sustaining, high-quality program that became part of the institutional structure and continues on its own merits.” Two grantees reported that state funding helped sustain their TTT projects after the life of the grant. These grantees used their TTT projects’ successes to demonstrate the importance of their work to their states. One grantee gave a presentation to the state legislature on the positive effects of inducting and mentoring new teachers, which resulted in increased funding for mentoring services in the state.

While receiving additional funding was achievable for some grantees, two grantees reported difficulty securing adequate funding for their projects, which they attributed to the economic recession. One other grantee noted difficulty in securing funding in what it described as “tough economic times.”

Conclusion

This final report summarized the data provided by FY 2002 TTT grantees in their Final Performance Reports, Final Project Evaluations, and data verification sheets. In addition, the report provided examples of how grantees recruited, selected, prepared, placed, certified, supported, and retained new teachers in high-need schools in high-need districts. Of the 94 FY 2002 grantees, 25,235 teacher candidates were recruited during the course of the grant. Of these candidates, approximately 76 percent (19,056) became TORs and nearly 53 percent (13,273) received state certification by FY 2008.

The FY 2002 grantees developed and implemented TTT projects to meet the demands of their partner high-need districts. Over the course of the grant period, grantees made adjustments to their projects based on the changing needs of partnering high-need districts, as well as, the lessons learned from implementing the strategies and methods used to recruit, select, prepare, place, certify, support and retain TTT participants. Overall conclusions regarding the successes and challenges of the TTT projects included in this report are:

- Grantees reported having the most success recruiting mid-career professionals, rather than recent college graduates and highly qualified paraprofessionals. Further, grantees found that word-of-mouth and the use of project websites were the most effective methods of recruitment. Grantees also worked closely with their partner organizations to recruit and select candidates who most likely would complete their TTT program and who met the targeted high-need districts' needs and expectations.
- Grantees used a number of methods to prepare participants to become highly qualified teachers of record. However, TTT participants in general were prepared by completing coursework, field experiences (e.g., internships, summer institutes, classroom observations) and training activities such as, lesson planning and completing work portfolios that demonstrated their proficiency in district or state teaching standards. Grantees typically prepared participants by offering courses over the summer, in the evening, and on weekends to facilitate participants with completing their preparation requirements within a reduced period of time.
- The number of new TORs produced by each grantee varied substantially. The rate at which participants became a TOR was related to a grantee's organizations type (i.e., LEA, SEA, IHE, for-profit, and nonprofit organization) and the geographical locale (i.e., urban, rural, mixed) of the high-need school in a high-need LEA in which participants were placed (Exhibit 5 and 6). In addition, there was a notable difference in the placement rates of grantees that had an existing alternative certification project and those that were start-up projects (Exhibit 7). In general grantees used one of two main strategies to place participants as TORs. Grantees either worked closely with district personnel to find and place participants in vacant teaching positions, or required participants to find teaching positions on their own. The grantees that worked closely with district personnel to assist participants with applying to vacant teaching positions appeared to have higher placement rates than the grantees that did not.

- The number of participants who earned certification varied across grantees. The rate at which participants earned certification was related to a grantee's organizations type (i.e., LEA, SEA, IHE, and for-profit and nonprofit organization) and the geographical locale (i.e., urban, rural, mixed) of the high-need school in a high-need LEA in which participants were placed. Nonprofit organizations certified participants at the highest rate (72 percent) in contrast to IHEs (52 percent), LEAs (43 percent), and SEAs (52 percent). Participants that were placed as TORs in high-need schools located in a rural or urban high-need LEA had considerably lower certification rates (38 and 47 percent respectively), than those who were placed in a high-need school located in a mixed high-need LEA (63 percent). In order to achieve certification, in general participants were required to complete or pass coursework, field experience, and state certification exams. In some cases, passing the required state examinations became an inhibitor to participants attaining certification or licensure. Grantees attempted to address this challenge by offering more intensive test preparation or by requiring candidates to pass state exams prior to being admitted into the TTT project.
- In retaining new TORs in high-need schools in high-need LEAs, grantees established support systems that included mentoring, induction programs, professional development opportunities, and access to resources. Grantees reported that the use of mentors and strong school support were the most effective support mechanisms in retaining teachers in high-need schools in high-need LEAs. For the FY 2002 grantees, 79 percent ($n = 2,914$) of the TORs that began teaching in 2006-07 remained in high-need schools in a high-need LEA three years later. The retention rate was high across almost all projects, with 76 of the 94 projects retaining at least 70 percent of teachers in high-need schools in high-need LEAs for three years. Reasons why TORs did not remain in high-need schools in high-need LEAs included school or district factors (including budget shortfalls, unsatisfactory evaluations, or low salary) or personal reasons.

This report provided information that helped to illustrate, in part, the extent to which grantees met their goals, from recruitment to retention. In addition, this report identified the common methods and strategies used by grantees to recruit, select, prepare, place, certify, and support and retain participants as classroom teachers in high-need schools in high-need LEAs. Although the type and quality of data reported in grantees' reports varied greatly across projects, the analysis of grantees' reports revealed that the FY 2002 cohort was successful in recruiting individuals to become TTT participants. Overall, the FY 2002 cohort of TTT grantees helped high-need school districts address their teacher shortages by recruiting, preparing, and supporting talented, highly skilled individuals to teach in high-need schools in high-need LEAs.

Appendices

WestEd's Performance Report and Evaluation Guidelines

- 1) 524B Form Template for TTT Grantees (specifically for reporting the GPRA program measures) – FY 2002 Cohort (Required U.S. Department of Education reporting form)
- 2) TTT Program Evaluation Questions
- 3) Suggested Outline for Interim and Final Evaluation Reports



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instruction.
 Annual Performance Report Final Performance Report

OMB No. 1890-0004
 Exp. 10-31-2011

General Information

1. PR/ Number #: _____
(Block 5 of the Grant Award Notification - 11 Characters.)
2. NCES ID#: _____
(See Instructions - Up to 12 Characters.)
- 3 Project Title: _____
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification):* _____
5. Grantee Address *(See Instructions.)*
6. Project Director Name: _____ Title: _____
 Ph #: () ____ - ____ Ext: () _____ Fax #: () ____ - ____
 E-mail Address: _____

Reporting Period Information *(See Instructions.)*

7. Reporting Period: From: 10/01/02 To: 09/30/07 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	10/01/05-09/30/06	
b. Current Budget Period	Enter Actual \$\$ Expenditures Here 10/01/06-09/30/07	
c. Entire Project Period <i>(For Final Performance Reports only)</i>	10/01/02-09/30/07	

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs
- a. Are you claiming indirect costs under this grant? ___Yes ___No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? ___Yes ___No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ___ED ___Other *(Please specify):* _____
 Type of Rate *(For Final Performance Reports Only):* ___ Provisional ___ Final ___ Other *(Please specify)* _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 ___ Is included in your approved Indirect Cost Rate Agreement?
 ___ Complies with 34 CFR 76.564(c)(2)?

Human Subjects *(See Instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? ___Yes ___No ___N/A

Performance Measures Status and Certification *(See Instructions.)*

11. Performance Measures Status
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ___Yes ___No
- b. If no, when will the data be available and submitted to the Department? ___/___/___ (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

 Name of Authorized Representative: Title: _____
 _____ Date: ___/___/___

Signature:
 ED 524B

U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890-0004
Exp. 02-28-2011

PR/ Number # (11 characters) _____

Provide a two to three page Executive Summary. Provide highlights of the project's goals, the extent to which the expected outcomes and performance measures were achieved, and what contributions the project has made to research, knowledge, practice, and/or policy. Include the population served, if appropriate. This summary should relate to the original application and should summarize the goals and objectives of the grant, what has been achieved and learned to date, and any evaluation results. (Note: The Executive Summary for the Final Performance Report covers the entire project period.).



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-20011

PR/Award # (11 characters):

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Program Objective Check if this is a status update for the previous budget period.

Note: When reporting a single number (not percentage), only complete the Raw Number columns for Target and Actual.

1. To place TTT participants as teachers of record* in high-need schools in high-need LEAs

<u>1.a.</u> Performance Measure	Measure Type	Quantitative Data					
The number of new participants in year 5 (If approved by program officer) (October 1, 2006– September 30, 2007) <i>[Please report raw number.]</i>	GPRA_1	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		<i>Enter # here</i>			<i>Enter # here</i>		
<u>1.b.</u> Performance Measure	Measure Type	Quantitative Data					
The number of Participants in years 1-5 (October 1, 2002 – September 30, 2007) <i>[Please report raw number.]</i>	GPRA_1	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		<i>Enter # here</i>			<i>Enter # here</i>		

1.c. Performance Measure	Measure Type	Quantitative Data					
The number of new teachers of record in year 5 (October 1, 2006 – September 30, 2007) <i>[Please report raw number.]</i>	GPRA_1	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		Enter # here			Enter # here		
1.d. Performance Measure	Measure Type	Quantitative Data					
The number of teachers of record in years 1-5 (October 1, 2002 – September 30, 2007) <i>[Please report raw number.]</i>	GPRA_1	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		Enter # here			Enter # here		

Explanation of Progress:

(Include Qualitative Data and Data Collection Information) This is your opportunity to explain the numbers and data that appear for the GPRA measures. When appropriate, explain what data (quantitative and/or qualitative) were collected and when they were collected, the evaluation methods that were used, and how the data were analyzed. Also, identify and describe findings or outcomes, including information to show whether you were successful in accomplishing each performance measure. If expected data were not attained, expected progress was not made toward meeting a performance measure or project objective, or a planned activity was not conducted as scheduled, provide an explanation. Include a description of the steps and schedules the project took in order to address the problem(s) or issue(s).

An effective and appropriate explanation of progress will address each of the following:

- Description of data
- Progress toward goal
- Activity description
- Unintended problems/steps to address issue
- How used data from your evaluation

If possible, please organize your explanation of progress using these headers.

:

* *Teachers of Record:* The number of individual participants in each fiscal year who are under contract to an eligible school district to teach and who have primary responsibility for instruction.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters):

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Program Objective Check if this is a status update for the previous budget period.

Note: When reporting a single number (not percentage), only complete the Raw Number columns for Target and Actual.

2. To ensure TTT participants achieve State certification²/licensure in an expedited manner (within three years.)

2.a. Performance Measure	Measure Type	Quantitative Data					
The number of participants receiving certification in Year 5 (October 1, 2006 – September 30, 2007). <i>[Please report raw number.]</i>	GPRA_2	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		<i>Enter # here</i>			<i>Enter # here</i>		
2.b. Performance Measure	Measure Type	Quantitative Data					
The number of participants receiving certification in Years 1-5 (October 1, 2002 – September 30, 2007). <i>[Please report raw number.]</i>	GPRA_2	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		<i>Enter # here</i>			<i>Enter # here</i>		

² *Newly Certified*: the number of individual participants in each fiscal year of the grant who received the certification required by the state to teach. (That is, the level of certification that is not dependent on being currently enrolled in a TTT or other alternate route program and is transferable across districts.)

Explanation of Progress (Include Qualitative Data and Data Collection Information) This is your opportunity to explain the numbers and data that appear for the GPRA measures. When appropriate, explain what data (quantitative and/or qualitative) were collected and when they were collected, the evaluation methods that were used, and how the data were analyzed. Also, identify and describe preliminary findings or outcomes, including information to show whether you were successful in accomplishing each performance measure. If expected data were not attained, expected progress was not made toward meeting a performance measure or project objective, or a planned activity was not conducted as scheduled, provide an explanation. Include a description of the steps and schedules the project took in order to address the problem(s) or issue(s).

An effective and appropriate explanation of progress will address each of the following:

- Description of data
- Progress toward goal
- Activity description



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters):

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Program Objective Check if this is a status update for the previous budget period.
3. To ensure that TTT participants are retained in high-need schools in high-need LEAs as teachers of record for three years.

Note: When reporting a single number (not percentage), only complete the Raw Number columns for Target and Actual.

<u>3.a.</u> Performance Measure	Measure Type	Quantitative Data					
The number of new TORs in Year 3 - between October 1, 2004 – September 30, 2005 (three years ago). <i>[Please report raw number.]</i>	GPRA_3	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
					Enter # here		
<u>3.b.</u> Performance Measure	Measure Type	Quantitative Data					
The number of new TORs between October 1, 2004 – September 30, 2005 who remain as TORs October 1, 2006 – September 30, 2007 (three years later). <i>[Please report raw number.]</i>	GPRA_3	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
					Enter # here		

Explanation of Progress (Include Qualitative Data and Data Collection Information) This is your opportunity to explain the numbers and data that appear for the GPRA measures. When appropriate, explain what data (quantitative and/or qualitative) were collected and when they were collected, the evaluation methods that were used, and how the data were analyzed. Also, identify and describe preliminary findings or outcomes, including information to show whether you were successful in accomplishing each performance measure. If expected data were not attained, expected progress was not made toward meeting a performance measure or project objective, or a planned activity was not conducted as scheduled, provide an explanation. Include a description of the steps and schedules the project took in order to address the problem(s) or issue(s).



Note: Please use as many additional forms as necessary to report on all Project Objectives and Performance Measures!

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective Check if this is a status update for the previous budget period.
[Type your project objective here]

Note: When reporting a single number (not percentage), only complete the **Raw Number** columns for Target and Actual.

4.a. Performance Measure [Type your measure here]	Measure Type	Quantitative Data					
	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		<i>Enter # here</i>					
4.b. Performance Measure	Measure Type	Quantitative Data					
	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		<i>Enter # here</i>					
4.c. Performance Measure	Measure Type	Quantitative Data					
	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	percent	Raw Number	Ratio	percent
		<i>Enter # here</i>					

Explanation of Progress:



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): _____

SECTION B - Budget Information

Information (See Instructions. Use as many pages as necessary.)

In order to assess how funding was used during your project's performance period (10/1/02 – 09/30/07), we need you to complete the attached ED 524 Budget Summary form.

(Please attach the separate 524 Budget Form).

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Please use this space to provide responses to the following questions.

1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.
2. What would you recommend as advice to other educators that are interested in your project? How did your original ideas change as a result of conducting the project?
3. If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.



Transition to Teaching (TTT) Performance Report and Evaluation Guidelines

TTT Program Evaluation Questions

Listed below are the evaluation questions for the TTT program evaluation. The program evaluation, being conducted by WestEd, is required by Congress to determine the effectiveness of the TTT program. The evaluation questions are organized around the major components of the program: recruitment; selection; preparation; placement; certification; and support/retention.

It is important to note that you are not required to directly answer any or all of these program evaluation questions. However, since WestEd will base its evaluation on these questions, grantees are encouraged to include any relevant project data available to them that would allow them to report on these evaluation questions as they submit their performance reports and project evaluations.

Each TTT project is required to submit to the U.S Department of Education (ED) an annual performance report, an interim evaluation in the third year, and a final evaluation at the conclusion of the grant. Several grantees have requested additional guidance and specific outlines to guide their reporting, particularly for the interim and final evaluations. So we have provided these evaluation questions, along with other materials that we hope will streamline the reporting process, while providing more consistent data across grantees for the TTT program evaluation.

RECRUITMENT:

- What strategies were used to recruit TTT participants? How did this differ from more “traditional” recruitment strategies?
- What did TTT recruits look like (e.g., recent college graduates, paraprofessionals, minority candidates, etc.)?
- What resources were leveraged to support recruitment?
- What were the most effective and least effective recruitment strategies?
- How did recruitments strategies change over the course the project, and why?
- How will projects recruit participants in the future, and why?
- How did partnering agencies (universities, districts, State educational agencies, etc.) participate or assist in recruiting participants?

SELECTION:

- How did projects select participants (e.g., what were the minimum eligibility requirements for participants)?
- Who selected the participants (all partners, all project staff, project director, etc.)?

- What was the process used to select participants?
- Did the selection criteria change over the course the project, and why?
- What changes, if any, will projects make in selecting participants in the future, and why?

PREPARATION:

- How do projects prepare participants to become a Teacher of Record (TOR)? What pre-service (pre-TOR) activities are provided (e.g., coursework, competencies, etc.)?
- What is the process for delivering preparation activities (courses, competencies, etc.) to participants? Where and when (in-person or online, during the school year and/or through summer workshops) were activities offered?
- What criteria (e.g., participation in minimum number of activities over a period of time) did each participant need to meet in order to become a TOR?
- How did projects assess the effectiveness of preparation activities, or determine when participants were sufficiently prepared to become a TOR?
- What role, if any, did partners play in developing and/or delivering preparation activities to participants?
- What activities were more or less successful in creating and preparing TORs to teach in high-need schools and districts?
- Did the process of preparing TORs change over the course the project, and why?
- What changes, if any, will projects make to prepare participants in the future, and why?

CERTIFICATION:

- How do projects define “certification” and how do participants become certified?
- How does each State’s definition of “certification” align with project activities?
- How many TORs, from each participant and demographic category, have received State certification/licensure?
- What is the process for certification and how did the process vary, if at all, by participant type? What are the major barriers to certification?

PLACEMENT:

- How many TORs, from each participant and demographic category, have been placed in high-need schools and districts?
- What is the process for placing TORs in high-need schools? What are the major barriers to placement?
- What role does the project staff, TORs and/or LEAs play in placing TORs in high-need schools?

- Has the process for placing participants in high-need schools changed during the performance period, and why?

SUPPORT/RETENTION:

- How do projects support TORs after placement? What are the in-service support activities provided (e.g., mentoring, team teaching, common planning times, etc.) and how they were provided to TORs?
- What role do partners play in developing and/or delivering support activities to TORs?
- How many TORs remained at a high-need school in a high-need LEA for 3 years? How many remained for more than 3 years? If applicable, why did TORs not remain at a high-need school for 3 years?
- Which support activities (mentoring, team teaching, common planning times, etc.) were more or less successful in retaining teachers at high-need schools in high-need LEAs for three years and beyond, and why?

Transition to Teaching (TTT) Performance Report and Evaluation Guidelines

Suggested Outline for Interim and Final Evaluation Reports

This is a suggested outline that TTT grantees and their evaluator can use for their interim and final evaluation reports. Many TTT grantees have requested an outline to help organize their evaluation reports, **however, it is not mandatory that you follow this outline.** Instead, the outline presents a suggested format for organizing and presenting data for the interim and final reports.

Within the outline are prompts highlighting the type of data and the discussion that could be included in each section. Whenever possible, please respond to the prompts and present the appropriate data as you describe each component of your TTT project. If you have any questions or comments on this *Suggested Outline for Interim and Final Evaluation Reports* or the program evaluation, you can contact John Flaherty (jflaher@wested.org; 562-799-5114) or Jaclyn Ziobrowski (jziobro@wested.org; 562-799-5420) at WestEd.

- 1) Executive Summary
- 2) Project History/Introduction
- 3) Overview of the Evaluation
 - a) Evaluation questions
 - b) Methodology
 - c) Data sources
- 4) Project Areas
 - a) Recruiting
 - Describe the strategies used to recruit participants for your project. Describe how this may have differed from more “traditional” recruitment strategies.
 - Describe who you recruited and how many of each (e.g., recent college graduates, paraprofessionals, minority candidates, etc.).
 - Describe what resources the project used for recruitment. Describe how resources were leveraged to support recruitment activities.
 - Describe your most effective and least effective recruitment strategies. Provide any evidence you have to support this observation.
 - Describe how recruitments strategies changed over the course the project, and why.
 - Describe the changes, if any, the project will make in recruiting participants in the future, and why.
 - Describe how partnering agencies (universities, districts, State educational agencies, etc.) participated or assisted in recruiting participants.
 - b) Selection
 - Describe how the project selected participants (e.g., what were the minimum eligibility requirements for participants).
 - Describe who selected the participants (all partners, all project staff, project director, etc.).
 - Describe how the selection process and criteria changed over the course the project, and why.
 - Describe the changes, if any, the project will make in selecting participants in the future, and why.
 - c) Preparation

- Describe what your project provided for participants in order to prepare them to become a Teacher of Record (TOR). Describe the pre-service (pre-TOR) activities provided by the project (e.g., coursework, competencies, etc.).
- Describe the process for delivering preparation activities (courses, competencies, etc.) to participants. Describe where and when (in-person or online, during the school year and/or through summer workshops) activities were offered.
- Define the criteria (e.g., participation in minimum number of activities over a period of time) each participant needed to meet in order to become a TOR.
- Describe how your project assessed the effectiveness of preparation activities, or how your project determined when participants were sufficiently prepared to become a TOR.
- Describe the role, if any, that partners played in developing and/or delivering preparation activities to participants.
- Describe those project activities that were more or less successful in creating and preparing TORs to teach in high-need schools and districts.
- Describe how the process of preparing TORs changed over the course the project, and why.
- Describe the changes, if any, the project will make in preparing participants in the future, and why.

d) Certification

- Define “certification” for your project and how participants in your project become certified.
- Describe your State’s definition of “certification” and how your project fits with current alternative certification programs in your State.
- Provide the number of TORs from your project, broken down by professional and demographic categories, that have received State certification/ licensure.
- Describe the process for certification and how the process varied, if at all, by participant type. Describe any barriers to certification faced by your participants.

e) Placement

- Provide the number of TORs, broken down by professional and demographic categories, that have been placed in high-need schools and districts.
- Describe the process for placing participants in high-need schools. Describe any barriers to placing TORs in high-need schools.
- Describe the role that project staff, TORs and/or LEAs play in placing TORs in high-need schools.
- Describe how the process for placing participants in high-need schools may have changed during the performance period, and why.

f) Support/Retention

- Describe how the project supported TORs after placement. Describe these in-service support activities (e.g., mentoring, team teaching, common planning times, etc.) and how they were provided to TORs.
- Describe the role, if any, that partners played in developing and/or delivering support activities to TORs.
- Provide the number of TORs that remained at a high-need school for 3 years. Provide the number that remained for more than 3 years. Describe the reasons why TORs did not remain at a high-need school for 3 years.
- Describe which support activities (mentoring, team teaching, common planning times, etc.) were more or less successful in retaining teachers at high-need schools for three years and beyond, and why.

5) Discussion

- Major Findings
- Limitations
- Recommendations

6) Appendices

- Program materials (i.e. recruitment flyer)
- Evaluation documents (i.e. participant survey)