

Transition to Teaching Program Evaluation

Interim Report on the FY 2004 Grantees

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Transition to Teaching
Program Evaluation: Interim Report on the
FY 2004 Grantees

U.S. Department of Education
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EXECUTIVE SUMMARY

The Transition to Teaching (TTT) discretionary grant program is housed within the Office of Innovation and Improvement (OII) in the U.S. Department of Education.¹ The goal of the program is to increase the number of highly qualified teachers in high-need schools within high-need local educational agencies (LEAs) who are retained for at least three years. To accomplish this, the program provides five-year grants to eligible applicants to develop and implement comprehensive approaches to recruiting, selecting, preparing, placing, and certifying mid-career professionals, including highly qualified paraprofessionals, and recent college graduates for teaching positions, and supporting those individuals to improve retention rates. The distinctive approaches of the TTT grantees include developing alternative routes to certification and enabling individuals to be eligible for teacher certification within a reduced period of time.

This report presents the findings from WestEd's evaluation of the FY 2004 grantee reports. The report draws upon each project's Interim Performance Report and Interim Project Evaluation to highlight the successes and challenges faced by TTT projects as they seek to recruit, prepare, place, and support new teachers in the most challenging schools and districts. The analysis also includes data submitted by grantees on three program Government Performance Results Act (GPRA) measures through their data verification sheet, which was used by grantees to update measures after the Interim Performance Report and Interim Project Evaluation were submitted.²

Characteristics of Grantees

In FY 2002, the Department funded 94 projects across the country. Two years later, in FY 2004, 32 projects were funded,³ followed by 31 projects in FY 2006 and 42 projects in FY 2007. Eligible TTT applicants include State educational agencies (SEAs); high-need LEAs; for-profit organizations, non-profit organizations, or institutions of higher education (IHEs) in partnerships with SEAs or high-need LEAs; or consortia of SEAs or high-need LEAs.

The FY 2004 cohort of TTT grantees included 15 IHEs, 10 LEAs, 4 SEAs, and 3 non-profit organizations (Exhibit E-1). The FY 2004 cohort was roughly one-third the size of the FY 2002 cohort but had a comparable number of types of organizations as the FY 2006 and FY 2007 cohorts.

¹ The TTT program is authorized under Title II, Part C, Subpart 1, Chapter B of the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001 ESEA* (Pub. L. No. 107-110).

² The data in these sheets were submitted by grantees to the Department in October 2007, at the end of the third year for the 2004 cohort, and provided by the Department to WestEd in October 2008.

³ In FY 2004, 32 projects were originally funded but one project was terminated early on, resulting in 31 active projects. The remainder of the Executive Summary will refer to the 31 active FY 2004 grantees.

Exhibit E-1: Percentage and Number of TTT Grantees by Organization Type and Cohort

	2002		2004		2006		2007	
	%	Number	%	Number	%	Number	%	Number
IHE	52%	49	47%	15	58%	18	52%	22
LEA	27%	25	31%	10	19%	6	24%	10
SEA	15%	14	13%	4	13%	4	10%	4
Nonprofit	6%	6	9%	3	10%	3	14%	6
Total	100%	94	100%	32	100%	31	100%	42

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

The FY 2004 grantees operated in 14 States and the District of Columbia. Nearly one-third of the FY 2004 grantees were located in Texas. Seventeen of the organizations in the FY 2004 cohort placed participants in schools located in urban areas and 5 projects placed participants in rural schools. The remaining 10 grantees placed teachers in both urban and rural (i.e., mixed) schools (Exhibit E-2). Seventeen of the FY 2004 grantees were in operation (i.e., existing projects) as alternative certification projects prior to receiving a TTT grant. The remaining 15 organizations in the FY 2004 cohort began their alternative certification projects (i.e., start-up projects) after receiving TTT funding.

Exhibit E-2: Percentage and Number of TTT Grantees by Geographic Locale and Cohort

	2002		2004		2006		2007	
	%	Number	%	Number	%	Number	%	Number
Urban	50%	47	53%	17	61%	19	57%	24
Rural	7%	7	16%	5	10%	3	21%	9
Mixed¹	43%	40	31%	10	29%	9	21%	9
Total	100%	94	100%	32	100%	31	100%	42

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

¹Mixed is a combination of urban and rural schools.

Interim Report Findings

These findings reflect an analysis and summary of the self-reported data provided by FY 2004 TTT grantees on project implementation as it related to recruiting, selecting, and preparing candidates to become teachers of record (TORs).⁴ Because grantees were reporting on activities in the first three years of their grant period, a number of them had not fully engaged in

⁴ A teacher of record (TOR) is a TTT participant who is newly under contract to an eligible school district to teach and who has primary responsibility for instruction.

activities related to certifying and retaining TORs. Instead, these grantees reported that such activities would occur in the later years of the project.

Recruitment

By the end of the third year of implementation, the 31 active FY 2004 grantees had recruited 4,831 individuals as participants in the various TTT projects. Six of the grantees had already met or exceeded their five-year targets for recruitment. Another 15 grantees (i.e., about half of the total for FY 2004) were at least halfway to their target goals. Two projects recruited fewer than 25 percent of their expected targets at the time of their interim reports.

According to eleven grantee reports, many of these recruits were influenced to apply and enroll in a TTT project based upon “word of mouth” from current and past TTT participants, school administrators, or IHE partners who informed them of the opportunity. This approach was also reported by FY 2002 grantees to be successful in recruiting participants. Many grantees favored this strategy because it was free and typically attracted highly qualified candidates to the project. Six grantees also reported that in-person informational talks were an effective recruitment strategy. According to a four grantees, collaboration with districts was effective in reaching prospective teachers. Additionally, four grantees thought posting on district websites was effective. Grantees believed that these strategies were more successful because they were more “personal” and targeted potentially qualified teachers more so than other methods, such as billboards, radio and/or television advertising or attendance at job-fairs. Several grantees reported that they planned to change their recruitment strategies based upon feedback from participants and project staff to increase in-person communication with potential participants.

Selection

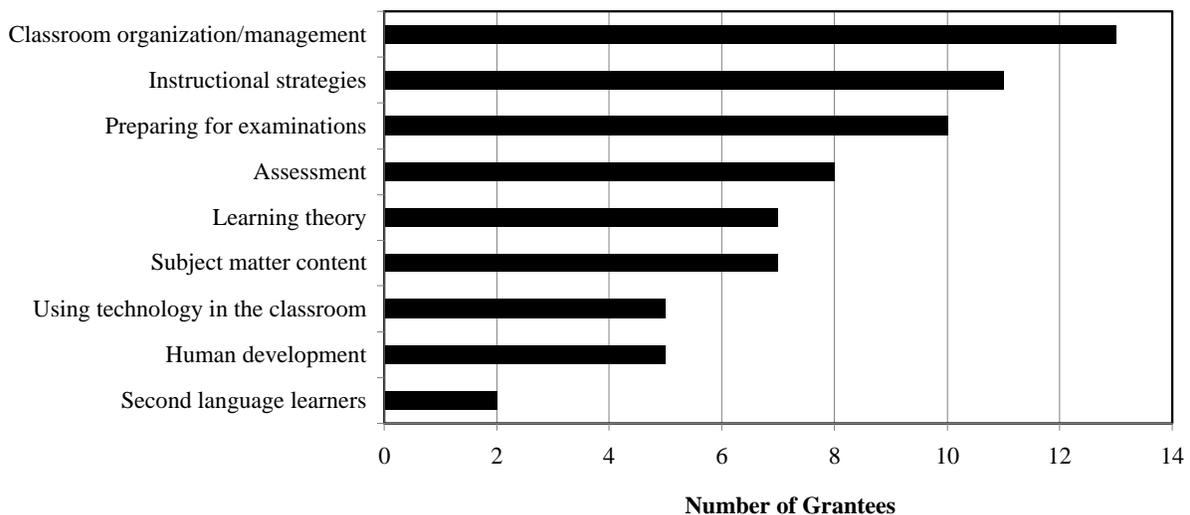
Grantees outlined a variety of criteria used to select TTT participants for their projects. Most required that candidates complete application forms, submit specific materials (e.g., letters of recommendation, transcripts), and participate in interviews with project staff and/or other partners (e.g., local district personnel). Grantees used these selection criteria in various combinations and not all selection criteria were weighted equally by projects. In general, certain criteria were used to establish a baseline of eligibility (e.g., application forms, test scores, education degree status) while other criteria were designed to elicit more information about the teacher candidate (e.g., interviews, letters of recommendation) and their potential compatibility with the project, the LEAs, and the student population to be served. In addition, staff from the

TTT project and district/IHE partners had different levels of involvement in certain stages of the process.

Preparation

For the most part, participant preparation consisted of coursework covering a variety of content and activities. In their reports, 20 of the grantees specified the required coursework for their project. The most popular courses offered by grantees included those on classroom management/organization, instructional strategies, and preparation for State-mandated exams. About one-quarter of the FY 2004 grantees reported offering courses that covered student assessment, learning theory, and content knowledge (Exhibit E-3). Courses were typically offered in-person, although 15 grantees reported using technology to provide distance learning opportunities, including on-line courses, video conferencing, and phone conferencing, to participants. Six of these 15 only reported offering distance learning opportunities while others reported to provide distance learning opportunities in addition to in-person courses.

Exhibit E-3: Coursework Topics as Reported by FY 2004 TTT Grantees



SOURCE: Transition to Teaching Grantee Interim Performance Reports and Interim Project Evaluation Reports (May 2007).

Grantees identified several successful preparation activities that seemed to all involve making resources (i.e., materials, information, training, and personnel) available to the participants. These successful activities included an online program with resources readily available to participants, professional development activities offered for small groups of participants, and academic advising. Conversely, the activities considered less successful were

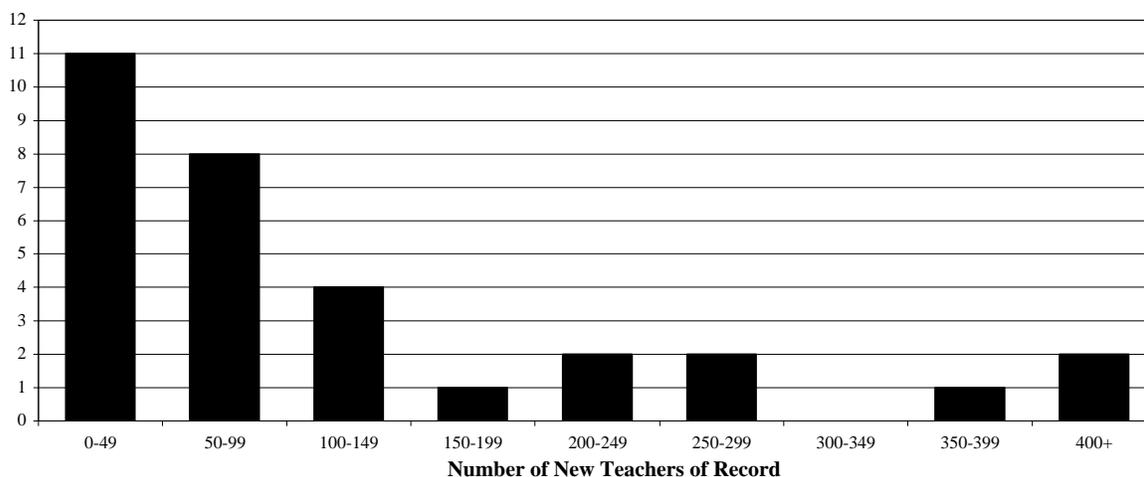
those that seemed to have less personal interaction with the instructor. These included attending professional conferences and larger group activities.

Placement

According to data provided in the grantee performance reports and data verification sheets, grantees reported that they produced a total of 3,989 new TORs during years 1-3 of the TTT project. As shown in Exhibit E-4, there was considerable variability with respect to the number of TORs produced by each grantee. The overall rate at which the project participants became TORs was 83 percent (i.e., 3,989 total TORs / 4,831 total participants). Five projects had less than 50 percent of their participants working as TORs at the end of the third year of implementation.

According to grantee reports, one factor that contributed to the low rates of participants becoming TORs was that some of the projects required participants to enroll in coursework prior to becoming a TOR. Conversely, other projects implemented systems requiring participants to secure a teaching position in the district prior to enrolling in the project or provided a guaranteed teaching position in the partnering districts to applicants that passed their rigorous selection process. As a result of such arrangements, these projects had 100 percent of their participants working as TORs. A final consideration is that grantees working with paraprofessionals may take longer to place the paraprofessionals because of their need to complete more coursework than mid-career professionals or recent college graduates. Many of the grantees working with paraprofessionals had not placed all of their participants as TORs.

Exhibit E-4: Number of Grantees that Produced New Teachers of Record (TORs) in Years 1-3



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

The most frequently cited barrier that prevented grantees from placing more individuals in high-need schools was the location of the eligible schools (i.e., the proximity of the schools to where the participants reside). This same difficulty was also noted in the Interim Report on the FY 2002 Grantees. Six of the grantees indicated there were not enough high-need schools close to where their projects' participants resided. As a result, five of the six grantees worked to place participants in rural schools or a combination of rural and urban schools (i.e., mixed). Four of the six grantees produced fewer than 45 new TORs. Other factors that negatively impacted placement efforts included a lack of positions available for participants at the partnering districts due to hiring freezes or teacher salary increases that reduced the number job openings for new teachers and the reluctance of some principals to hire alternatively trained teachers.

Certification

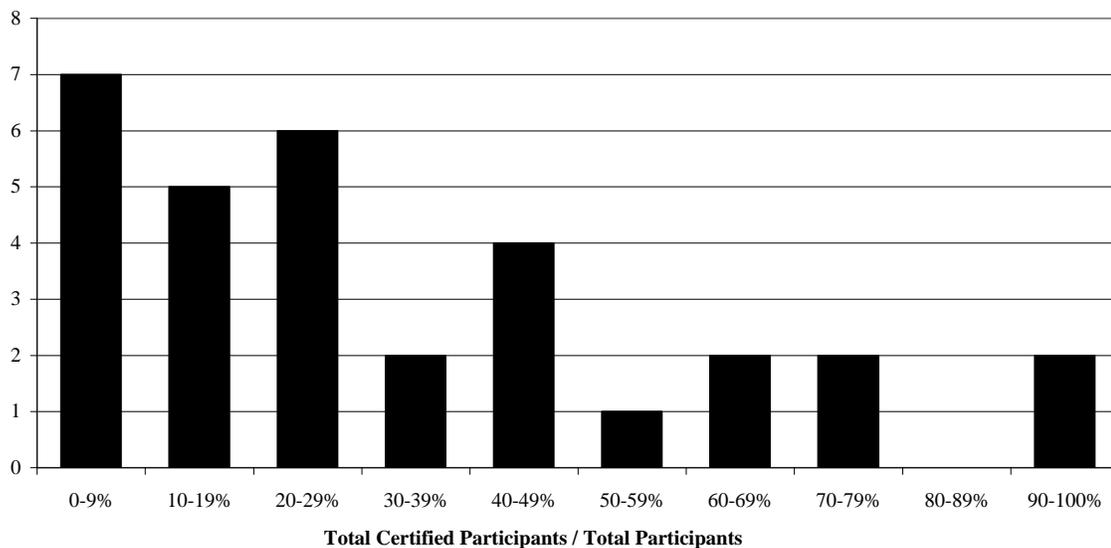
Grantees reported that a total of 1,679 participants received State certification⁵ during the first three years of their TTT projects. Grantees produced, on average, 55 certified teachers per project, with a median number of certified teachers of 29. Twenty-one grantees had fewer than

⁵ Level of certification refers to 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 project or other alternate route program and is transferable across districts.

50 participants receive certification and six grantees had over 100 participants receive certification.

The 1,679 participants who received certification by the end of FY 2007 represented 35 percent of the 4,831 total participants of the projects. Seven projects had less than 10 percent of their participants certified while two projects were able to support the certification of more than 90 percent of their participants (Exhibit E-5). The variability is due to a combination of factors, including differing State requirements, the educational backgrounds of the participants, and the support and coursework offered by the grantees. However, the level of detail in the reports did not allow for a conclusive analysis of the importance of these factors for the certification rate.

Exhibit E-5: Percentage of Participants Who Received Certification by FY 2007



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Some grantee reports highlighted activities that facilitated the certification process. For example, seven of the projects reported general support they offered participants for the certification process, which included mentoring, assistance registering for appropriate classes, and helping students navigate through their State processes. In addition, several grantees provided coursework and test preparation workshops tailored specifically to help participants complete the exams required for certification.

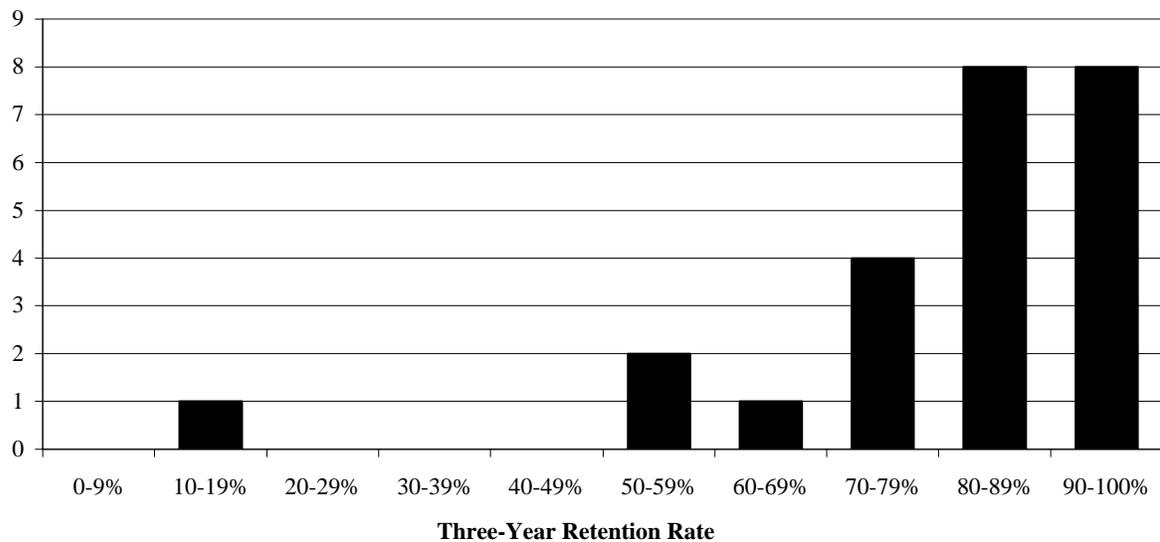
Other grantees outlined some of the challenges participants faced as they worked toward certification. Four grantees cited financial obstacles that prevented participants from receiving certification, including the need to work full-time while attempting to complete the certification process and the high cost of tuition for the coursework. Three grantees indicated that some of

their participants lacked the knowledge and skills needed to pass the State-mandated exams and two other grantees noted that participants postponed the exam or dropped out of the project because they were not confident they could complete the certification process. To alleviate these problems, grantees offered a variety of solutions, including project staff advising these students regarding the appropriate preparation needed to pass the exams and increasing the amount of time spent with the mentor to support the participants while they completed the certification requirements.

Support and Retention

Twenty-four of the grantees placed participants as TORs in high-need schools in the 2004-2005 school year and could therefore calculate their three-year retention rates. Overall, the 24 grantees reported that 898 of the 1,110 TORs that began teaching in the 2004-2005 school year remained in high-need schools three years later. In other words, the three-year retention rate for these 24 projects was 81 percent. The three-year retention rates for the individual projects ranged from a low of 19 percent to a high of 100 percent (Exhibit E-6). The vast majority of projects (n = 20) had three-year retention rates over 70 percent. The three-year retention rates were very similar for projects placing participants in urban, rural, and mixed (i.e., urban and rural) locations. Additionally, IHE and LEA grantees had nearly identical three-year retention rates.

Exhibit E-6: Three-year Retention Rates for FY 2004 TTT Grantees



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Grantees provided much of the support for TORs after placement through workshops, ongoing professional development, and mentoring. Some projects also grouped recent TTT graduates in the same schools in order to create a peer support group. According to many grantees, mentors played a significant role in supporting TORs. Nineteen grantees reported that their project provided some type of mentoring for participants (although not all provided details about how or when the mentors interacted with teachers). Across projects, mentors demonstrated effective teaching, provided lesson planning assistance, facilitated networking, and led discussions among participants. A key role of the mentor for many of the projects was to observe and provide formative feedback in order to improve instruction. The use of mentors was considered by projects to be one of the most successful ways to support participants in the teaching profession.

Limitations

We can draw only limited conclusions from the data sources used in this evaluation. WestEd did not engage in any primary data collection activities to conduct the current evaluation and instead relied solely on secondary data. As such, WestEd's data sources were dependent on the level of information provided by the grantees in their project reports, which did not contain consistent format or content. Although the Department provided grantees with guidance designed to streamline the reporting process, not all grantees used the suggested format and the data included in the reports were not consistent across the grantees. Throughout this report, there are places where more detailed and consistent information would provide a better understanding of *why* certain processes were more or less successful than others in recruiting, selecting, preparing, placing, certifying, supporting, and retaining high-quality participants. To address these limitations in future evaluation activities, the TTT office, with the aid of WestEd, will administer a survey to the grantees that will include questions dealing with each of the TTT program components.

Conclusions and Recommendations

This report summarizes the data provided by FY 2004 TTT grantees in their Interim Performance Reports, Interim Project Evaluations, and data verification sheets, and provides examples of how projects recruited, selected, prepared, placed, certified, supported, and retained new teachers in high-need schools in high-need districts. The report showed that the 31 active FY 2004 grantees recruited 4,831 teacher candidates during the first three years of implementation. Eighty-three percent of these candidates (3,989) became TORs and 35 percent

(1,679) received State certification during that time. Further, these rates were expected to increase as projects continued to operate for the duration of their five-year grant period.

The projects implemented by FY 2004 grantees had varying goals based upon the requirements of the targeted high-need districts and high-need schools, and the contributions of partnering institutions. However, there were some common themes that emerged at the end of the third year of implementation that spoke to the successes and challenges faced by projects as they identified nontraditional teaching candidates and prepared them for the classroom.

- Projects that **recruited** potential teachers through “word of mouth” or through informal or formal presentations generally found those candidates to be better qualified and more willing to join the TTT project than those who were recruited using other means, such as “mass media” communications (e.g., listservs, newspaper advertisements). Further, when grantees worked closely with their partnering LEAs, they generally identified and **selected** candidates that better matched the needs of the schools in which they could be placed.
- Projects **prepared** participants for teaching with courses on a variety of topics, most commonly classroom management and instructional strategies. About half of the grantees reported offering courses online, and more planned to use this medium and other distance learning strategies in the future to deliver information to participants.
- Projects typically negotiated with partnering LEAs to develop a plan for **placing** TORs in high-need schools. In a few cases, the projects required participants to secure a teaching position prior to or as a condition of joining the TTT project, thereby ensuring placement. Some projects also provided lists of qualified participants to the LEAs and/or a list of position openings to their qualified participants. After identifying position openings, some projects also helped candidates revise resumes and practice job interviewing skills.
- The number of **certified** teachers across projects varied greatly due, in part, to differences in State certification requirements and the fact that many projects had devoted significant resources to recruiting and preparing teachers in the first three years of implementation. Several projects noted that providing specific test-taking assistance, such as courses tailored to the exam, test preparation workshops and even staffing a “certification specialist,” helped teachers complete the certification process in a timely manner.

- Grantees provided **support** to TORs, primarily in the form of mentoring and professional development workshops and seminars, to help them adjust to the challenges of the classroom. The data suggest that a relationship exists between this type of support and the high retention rates.
- Twenty-four grantees placed teachers in high-need schools as early as 2004-05. Of these 1,110 TORs, 898 remained in their school three years later, for a **retention** rate of 81 percent. The retention rate was high across almost all projects, with 20 of the 24 projects retaining at least 70 percent of teachers in high-need schools. Projects reported little information about why participants who were not retained may have left their school or project prior to the three-year benchmark.

The Department can use the information in this report to understand, in part, the extent to which grantees met their goals related to teacher recruitment and retention by the end of their third year of implementation. However, the amount and quality of the data presented in the grantee reports varied substantially, making it difficult to aggregate data across grantees and accurately describe to the Secretary and Congress the extent of program implementation. The incomplete data set, in conjunction with the fact that projects were in various stages of implementation at the time of their interim report, preclude us from making recommendations for individual TTT grantees. Further, the contexts for each project vary so much that no set of recommendations would be useful for all projects.

The analysis of the reports provided by each project does illuminate the challenges faced by the TTT program in providing support for projects and describing the trends and issues faced by projects across the FY 2004 and other cohorts. This section, therefore, provides the following recommendations for data collection and reporting activities:

- **Use survey data to closely monitor project implementation in the third year of the grant.** WestEd's analysis of the Interim Performance Reports and Interim Project Evaluations revealed issues that were not captured in the information provided by grantees on the 524B. One example, as noted below, was the challenge several grantees experienced in finding high-need schools close to where their teacher candidates lived. The TTT office, with the aid of WestEd, developed a survey for grantees that will collect common data across projects on the activities implemented at each stage of the project. The TTT program submitted this survey as part of an Information Collection Request to OMB to collect data from FY 2006 and future grantees. OMB approval was granted in May 2009.
- **Follow-up with those grantees who reported that the lack of high-need schools near the participants' residences was a barrier that prevented**

them from placing more TORs. WestEd's analysis revealed that six of the FY 2004 grantees indicated that the lack of high-need schools near the participants' residences was a barrier that prevented them from placing more TORs. The data verification sheet showed that four of these six grantees each placed less than 45 TORs, which reinforces the grantees' assertions. It is recommended that TTT program staff followup to determine issues that may have contributed such as lack of a proper needs analysis or a selection process that did not adequately identify appropriate teaching candidates.

- **To the extent possible, convene more regional TTT meetings, similar to the California grantees meeting held annually in partnership with California State University, Dominguez Hills.** These meetings allow grantees to discuss areas of concern that are particularly relevant to their region, and allow for greater networking and sharing of ideas beyond the annual Project Directors Meeting convened by the Department. These meetings can also be used by Department staff to uncover areas of concern and/or best practices that can be shared with all grantees.
- **Consider providing specific guidance in the grant application on the requirements of the project evaluator.** The quality of the project evaluations analyzed by WestEd varied greatly and it was unclear if projects allocated the same amount of funding to their evaluations. The quality of the data collection, analysis and reporting made some evaluations much more useful to project staff than others. The Department may want to specify the minimum qualifications for an evaluator or a minimum funding amount to ensure that the projects receive valid information in a timely manner.

INTRODUCTION

This report presents the findings from WestEd’s interim evaluation of the Transition to Teaching (TTT) program for the FY 2004 grantees. The U.S. Department of Education contracted with WestEd to conduct this evaluation of the FY 2004 grantees and prepare the required report to Congress. The goal of the evaluation is to highlight the successes and challenges faced by TTT projects as they seek to recruit, select, prepare, select, place, certify, support, and retain new teachers in the most challenging schools and districts. Specifically, the evaluation draws upon each grantee’s Interim Performance Report and Interim Project Evaluation to create a summary of the TTT program implementation for the FY 2004 grantees at the end of the cohort’s third year. The analysis also includes data submitted by grantees through their data verification sheet, which was used by grantees to update project measures after the Interim Performance Report and Interim Project Evaluation were submitted.

This report begins with a brief description of the TTT program and its components and then provides an overview of the evaluation activities that led to this document, including the technical assistance provided by WestEd to facilitate grantee reporting, and the formation of the evaluation questions. The findings are then presented and discussed for each program component. In each program component section, the report summarizes the strategies and activities that grantees reported implementing in the first three years, and highlights some of the successes and challenges faced across all projects. The report also includes a number of “examples from the field” that summarize or excerpt reports from selected projects in order to further illustrate one or more particular successes or challenges.

Goals of the TTT Program

The goals of the TTT program are to recruit and retain highly qualified mid-career professionals and recent college graduates as teachers in schools where they are most needed, and encourage the development and expansion of alternative routes to certification under State-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time⁶.

⁶ The expectation is that the funded projects have in place or develop preparation programs that lead to certification in a way different from the traditional 4 or 5-year route. In most cases, the model was that individuals become the teacher of record the fall after they become a TTT participant, after some initial training (usually in the summer) and they 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 the 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.

The TTT program is authorized under Title II, Part C, Subpart 1, Chapter B of the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001 (ESEA)* (Pub. L. No. 107-110). The program provides five-year grants to eligible applicants, which include high-need LEAs, State educational agencies (SEAs), for-profit organizations, non-profit organizations, and institutions of higher education (IHEs) collaborating with SEAs or high-need LEAs.⁷ According to NCLB, teachers in alternative routes to certification fulfill the requirement as highly qualified teachers.

In FY 2002, the TTT office funded 94 projects across the country. Two years later, in FY 2004, 32 projects were funded,⁸ followed by 31 projects in FY 2006 and 42 projects in FY 2007. In each cohort, about half of the grantees were IHEs. More information about each cohort and the FY 2004 grantees in particular is presented in the discussion of findings.

TTT Eligibility Requirements

The program's authorizing statute defines eligibility requirements for high-need districts, high-need schools, and individual participants.

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.

A high-need school, as defined in Section 2312 of the ESEA, is 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; or located in an area with a high percentage of out-of-field teachers;

⁷ There are no for-profit organizations among the FY 2004 grantees.

⁸ In FY 2004, 32 projects were originally funded but one SEA was terminated early on, resulting in 31 active projects.

- is within the top quartile of elementary schools and secondary schools State-wide, as rated by the number of unfilled, available teacher positions at the schools; or
- is 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.

There are three types of potential participants: (1) mid-career professionals; (2) paraprofessionals⁹; and (3) recent college graduates. To be eligible to participate in the program, potential teachers must have “substantial demonstrable career experience, including a highly qualified paraprofessional” or have graduated from an institution of higher education fewer than 3 years prior to enrolling in the TTT program and, in cases where teaching in a secondary school, have majored in the subject matter to be taught. These teachers are then placed in high-need schools in districts that meet the poverty and teacher requirements to be an eligible high-need LEA. The TTT program additionally requires participants teach academic subjects¹⁰ that are determined to be high-need by the districts in which they are placed.

TTT Program Components

The major components of the TTT program generally correspond to the process by which grantees move from identifying eligible candidates to placing highly qualified teachers in the classroom and retaining them for a period of three years. These components reflect the overall purpose of TTT and the application content and uses of funds identified in the authorizing legislation.

- **Recruitment:** Identifying and attracting eligible TTT participants, sometimes from specific target populations or demographic categories, and providing information to applicants about the TTT project.
- **Selection:** Determining eligibility requirements for candidates to be enrolled in a TTT project, including requisite content knowledge, skills, and commitment to teach in a high-need school in a high-need LEA.

⁹ For the purposes of the TTT program, a highly qualified paraprofessional (as defined in Title II of the ESEA) means a paraprofessional who has not less than two years of experience in a classroom and postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

¹⁰ For the purposes of the TTT program, a high-need subject means 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.

- Preparation: Providing a route to certification that is accelerated, integrates coursework and field experience, is adapted to participants' learning needs, and yields highly qualified teachers who are prepared to teach in a high-need school in a high-need LEA.
- Placement: Identifying the needs of eligible partner LEAs and working with these LEAs to hire highly qualified teachers of record (TORs) in high-need schools.
- Certification: Ensuring that teacher preparation activities fulfill the relevant legislative requirements for certification through State-approved alternate routes.
- Support/Retention: Providing mentoring and other supports to TORs so that they will remain in high-need schools in high-need districts for at least three years.

OVERVIEW OF THE EVALUATION

Purpose of the 2004 Interim Program Evaluation

The purpose of this program evaluation is to describe the extent to which grantees that received TTT funding have met goals related to teacher recruitment, certification, and retention as described in their application. In summarizing the strategies and activities that grantees reported implementing in the first three years, the evaluation also used reports by grantees to identify the successes and challenges each project faced as they identified, prepared, placed, and supported nontraditional teaching candidates in high-need schools in high-need districts.

WestEd analyzed data from grantee reports submitted to the Department in order to respond to a series of evaluation questions regarding each program component. In order to facilitate grantee reporting, WestEd developed suggested guidelines and templates for grantees to use when submitting reports to the TTT office, and also provided some technical assistance to grantees as they organized and submitted their reports. The goal of these activities was to help grantees produce reports that would accurately describe project activities for TTT program staff, and also provide data that WestEd could analyze and synthesize for the purposes of reporting on the program's implementation.

Data Collection Methods

WestEd developed a list of program evaluation questions for grantees in order to facilitate reporting and to further explain the purpose of the program evaluation. 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 for grantees. It is important to note that individual TTT grantees were not required to directly answer any or all of these program evaluation questions. Instead, the questions were designed to inform projects of the areas of inquiry that guided the program evaluation, and to provide grantees with one example for organizing and reporting their own project's implementation progress to date. (The final set of program evaluation questions can be found in the Appendix.)

The 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 requests for clarification and guidance from

TTT grantees to assist with their own project reporting. The *Guidelines* consisted of the following documents:

- 524B Form¹¹ Template for TTT Grantees, specifically for reporting the Government Performance Results Act (GPR) program measures – FY 2004 Cohort
- TTT Program Evaluation Questions
- Suggested Outline for Interim and Final Evaluation Reports

TTT program staff disseminated the guidance documents along with instructions for completing grantee reports. The TTT program staff reminded grantees that they were not required to answer any of the program evaluation questions. Instead, the TTT staff noted that the purpose of the guidance documents was to streamline the reporting process for TTT grantees while providing more consistent data across grantees for the TTT program evaluation. Copies of these guidance documents can be found in the Appendix.

The findings for this evaluation were drawn from an analysis of each grantee's Interim Performance Report and Interim Project Evaluation, in addition to the data submitted by grantees through their data verification sheet, which was used by grantees to update project measures after the Interim Performance Report and Interim Project Evaluation were submitted.¹² The Interim Project Evaluations were conducted by external evaluators or the project staff, and generally followed WestEd's outline provided in the *TTT Performance Report and Evaluation Guidelines*.

Limitations

We can draw only limited conclusions from the data sources used in this evaluation. The U.S. Department of Education's Office of Planning, Evaluation, and Policy Development funded a previous interim evaluation of the FY 2002 grantees. Whereas the interim program evaluation of the FY 2002 cohort included similar data collected from each grantee through a survey approved by the Office of Management and Budget (OMB), as well as a survey of a random selection of TORs, and case studies of eight grantees, the data for the FY 2004 interim evaluation were more limited. The evaluation of the FY 2004 projects draws from a smaller cohort of grantees than the FY 2002 report and does not include any primary data collection.

¹¹ Grant Performance Report

¹² The data in these sheets were submitted to the Department by grantees in October 2007, at the end of the third year for the 2004 cohort, and provided by the Department to WestEd in October 2008.

Although grantees were provided with guidance documents to streamline the reporting process, not all grantees (or their external evaluators) used the suggested format. This variation in reporting produced information on different measures and varying levels of detail, and thus impacted the consistency of the information WestEd could provide for this evaluation. In addition, many of the Interim Project Evaluations conducted by external evaluators included data from a variety of sources. While data from numerous sources provides opportunities for a synthesis of data, the use of numerous sources by only some grantees again calls attention to the lack of consistent data and analysis across grantees.

There was also a difference in terms of the quality of the evaluation reports, regardless of whether or not they followed the provided evaluation questions or used numerous sources of data. The stronger external evaluations differed from the weaker external evaluations in a number of ways. Lower quality evaluations did not support claims with data. For instance, some evaluations indicated that word of mouth or advertising at schools was the most effective recruitment method, without explaining how they arrived at that deduction. In contrast, one high-quality project report indicated surveying the participants when they were accepted into the project to determine how they found out about it. The report also included the number of participants who learned about the project from various methods. Another grantee calculated the cost per project recruit for certain recruitment activities.

In addition to the usage of data to support their statements, the higher quality reports displayed their data in tables and figures that were easily understandable. The stronger evaluations also outlined research questions that were answerable with the available data, revealed difficulties the projects were encountering, and highlighted the changes the projects made to overcome these obstacles or included recommendations to minimize them.

The weaker evaluation reports did not provide a high level of detail or evidentiary support in their responses. The questions did not appear to lead the grantees to report and/or collect data to support their statements. In addition, some evaluations attempted to use methods that were not feasible given the circumstances. One grantee sought to use an online assessment to evaluate the project participants' teaching proficiency. However, this assessment took roughly eight hours to complete and only half of the participants completed it. This limited the conclusions that could be drawn from the results. Finally, these grantees rarely produced tables or figures with data in response to the questions, and they were less likely to answer the *why* aspects of the questions. It seemed in many cases that the grantees were responding with anecdotal evidence.

Throughout this report, there are places where more and consistent information would provide a better understanding of *why* certain processes were more or less successful than others in recruiting, selecting, preparing, placing, certifying, supporting, and retaining high-quality

participants. For future program evaluations, the Department will attempt to address these deficiencies by requesting and collecting more consistent, systematic data across grantees.¹³

¹³ To this end, the TTT program submitted an Information Collection Request to OMB to collect consistent data from FY 2006 and future grantees. OMB approval was granted on May 27th, 2009.

FINDINGS FROM THE 2004 INTERIM REPORTS

We begin by describing the FY 2004 grantees and, when appropriate, making comparisons to other TTT cohorts (from FY 2002, 2006, and 2007) to understand how similar the FY 2004 projects are to all grantees. The subsequent sections summarize the strategies and activities that the FY 2004 grantees reported implementing in the first three years, and highlight some of the successes and challenges faced across all projects. When possible, we have created tables and exhibits to summarize quantitative findings across projects. Each section also includes an “example from the field” that summarizes or excerpts reports from selected projects in order to further illustrate particular successes or challenges.

Overview of the FY 2004 Cohort of TTT Grantees

In this section, we will provide an overview of the 32 projects¹⁴ in the FY 2004 cohort and make comparisons to other recent cohorts of TTT grantees. We outline the types of organizations in the cohort and the settings (i.e., urban, rural, or mixed schools) in which these organizations placed teachers. In addition, we summarize the projects’ status (i.e., start-up or existing project) at the time of award.¹⁵

Organization Type

The FY 2004 cohort of TTT grantees included 15 IHEs, 10 LEAs, 4 SEAs, and 3 non-profit organizations (Exhibit 1). With the exception of one community college, the IHEs were all universities. The grantees classified as LEAs included county offices of education, school districts, a regional education service agency in Texas, and an organization operating a network of charter schools.

The FY 2004 cohort was roughly one-third the size of the FY 2002 cohort (94 projects) but had a comparable number of organizations as the FY 2006 (31 projects) and FY 2007 (42 projects) cohorts. As shown in Exhibit 1, the proportions of each cohort composed of IHEs, LEAs, SEAs, and non-profit organizations did not differ substantially.

¹⁴ In FY 2004, 32 projects were originally funded but one SEA was terminated early on, resulting in 31 active projects.

¹⁵ There are different types of grants in terms of areas served: local (serve one eligible high-need LEA or two or more in a single area of the state), statewide (serve eligible high-need LEAs statewide or eligible high-need LEAs in more than one area of the state), and national/regional (serve eligible high-need LEAs in more than one state).

Exhibit 1: Percentage and Number of TTT Grantees by Organization Type and Cohort

	2002		2004		2006		2007	
	%	Number	%	Number	%	Number	%	Number
IHE	52%	49	47%	15	58%	18	52%	22
LEA	27%	25	31%	10	19%	6	24%	10
SEA	15%	14	13%	4	13%	4	10%	4
Nonprofit	6%	6	9%	3	10%	3	14%	6
Total	100%	94	100%	32	100%	31	100%	42

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Organization Locale

The FY 2004 grantees operated in 14 States and the District of Columbia. Nearly one-third of the FY 2004 grantees were located in Texas. Seventeen of the organizations in the FY 2004 cohort placed participants in schools located in urban areas and 5 projects placed participants in schools in rural settings. The remaining 10 grantees placed teachers in both urban and rural (i.e., mixed) schools (Exhibit 2).

Exhibit 2: Percentage and Number of TTT Grantees by Locale and Cohort

	2002		2004		2006		2007	
	%	Number	%	Number	%	Number	%	Number
Urban	50%	47	53%	17	61%	19	57%	24
Rural	7%	7	16%	5	10%	3	21%	9
Mixed¹	43%	40	31%	10	29%	9	21%	9
Total	100%	94	100%	32	100%	31	100%	42

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

¹Mixed is a combination of urban and rural schools.

As displayed in Exhibit 2, roughly half of the organizations in all four cohorts were situated in urban areas. The percentage of the organizations placing individuals in both urban and rural locations ranged from a high of 43 percent among FY 2002 grantees to a low of 21 percent among FY 2007 grantees. Alternately, the percentage of grantees operating in rural settings increased during that time from 7 percent among FY 2002 grantees to 21 percent among FY 2007 grantees.

Start-up/Existing Status

Seventeen of the FY 2004 grantees, referred to as existing projects, were in operation as alternative certification projects prior to receiving a TTT grant. The remaining 15 organizations in the FY 2004 cohort were start-up projects, and began their alternative certification projects when they received TTT funding. Across cohorts, the distribution of start-up and existing projects varied considerably. For instance, start-up projects constituted 64 percent of the FY 2002 cohort and only 20 percent of the FY 2006 cohort. This change is due, in part, to the trend for a number of the organizations with start-up projects in the FY 2002 cohort to receive funding again as part of the FY 2006 cohorts.¹⁶ However, the percentage of start-up projects increased again in the FY-2007 cohort to 43 percent (Exhibit 3).

Exhibit 3: Percentage and Number of TTT Grantees by Start-up/Existing Status and Cohort

	<i>2002</i>		<i>2004</i>		<i>2006</i>		<i>2007</i>	
	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>
Start-up	64%	60	47%	15	20%	6	43%	18
Existing	36%	34	53%	17	80%	24	57%	24
Total	100%	94	100%	32	100%	30	100%	42

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

¹⁶ Any current grantee applying for a new award is required to apply for a new project that carries out new and different activities with new partners.

RECRUITMENT AND SELECTION

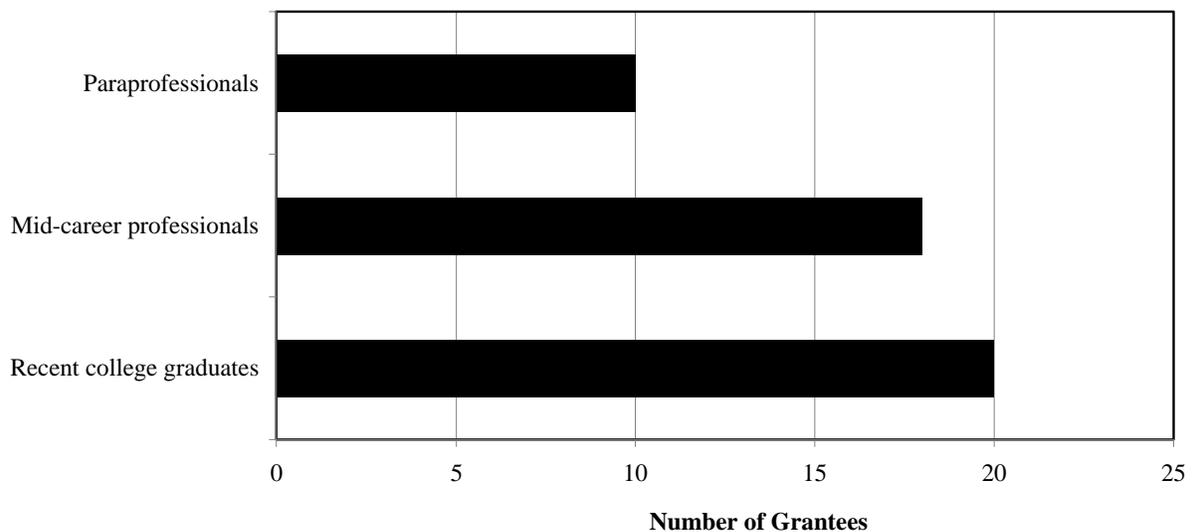
Grantees varied their recruitment strategies according to the needs of the local school districts, the resources available in the community (e.g., access to local radio programs, conferences held in the region), and the strategies found previously to be effective. The selection process, however, was relatively similar across projects. Overall, participants were selected based on prerequisites (e.g., minimum GPA, previous classroom experience) and compatibility with the 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 discuss challenges to recruitment as well as any changes in recruitment strategies identified by grantees over the course of implementation. We also present the qualifications participants needed to gain admission to the projects and details of the selection process.

Recruitment

Recruitment focused on recent college graduates with a non-education degree, mid-career professionals, and highly qualified paraprofessionals (Exhibit 4). In some cases, these categories included retired military personnel, long-term substitutes, and teachers on temporary certificate. Roughly one-third of the grantees also sought to recruit minority applicants, depending on the ethnic make-up of the school districts in which teachers would be placed.

Exhibit 4: Recruitment Targets for FY 2004 Grantees



SOURCE: Transition to Teaching Grantee Interim Performance Reports and Interim Project Evaluation Reports (May 2007).

In all, 4,831 individuals who were recruited by 31 FY 2004 TTT grantees¹⁷ became participants of the programs during the first three years of implementation. At the end of the third year of implementation, six of the grantees had met or exceeded their five-year target for recruitment, based upon data submitted in their data verification sheets. These six grantees had more participants than their target goals. Another 16 grantees (i.e., over 50 percent of the total for FY 2004) were at least halfway to their target goals. Only three projects had recruited less than 25 percent of their expected target at the time of their interim reports.

Overall, there was little evidence in the performance reports indicating whether the six grantees that met or exceeded their recruitment targets differed from the grantees that recruited less than their targets. The proportions of the six grantees that reported they aimed to recruit recent college graduates, mid-career professionals, and paraprofessionals did not differ dramatically from the proportions in the entire cohort. Further, they were not clustered by organization type. Consistent with the proportions in the entire cohort, three of the six grantees were LEAs and two were IHEs. On the other hand, the six grantees did differ somewhat from their cohort peers in that they were more likely to be located in urban areas (i.e., four of the six grantees) and also more likely to be start-up projects compared with the entire FY 2004 cohort.

Strategies Considered to be Most Effective

Eighteen of the FY 2004 grantees identified in their reports the recruitment strategies that were considered to be most effective in attracting teacher candidates. The two strategies that were identified as most effective were word of mouth and in-person informational talks. Eleven of these 18 grantees reported that most of their participants learned of their project through current and former participants, school administrators, and family and friends. In addition, informational talks were identified by six of the grantees as one of the most effective recruitment strategies.

Word of Mouth

Word of mouth was considered the most successful recruitment strategy for many projects. Most projects considered this an informal or incidental method of recruiting, although one project noted it as a deliberate strategy. Project reports commented on the consistent interest of high-quality candidates generated through word of mouth. One project called word of mouth “the most reliable and productive recruitment method,” with their current participants being the best source of contact with potential new teachers due to their high level of satisfaction with the

¹⁷ The remainder of the report will refer to the 31 active FY 2004 grantees.

project. Another project reported word of mouth as costing the least, as compared to other recruitment strategies, but producing “the most qualified and retainable candidates.” While most reports provided only anecdotal evidence to support the effectiveness of word of mouth in recruiting, one grantee surveyed participants when they were accepted into the project to determine how they found out about it, with the results indicating that word of mouth was the most frequently reported. In comparing across cohorts, the FY 2002 grantees also reported that word of mouth was successful in recruiting participants.

Informational Talks/Presentations

Informational talks were given at numerous venues, including principal/administrator meetings, in community meetings, with district human resource personnel, with college advisors, at community colleges, professional conferences, job and graduate fairs, and at military bases. For example, one project found success in targeting their informational talks to the audience. This project sponsored a job fair for career changers, paraprofessionals, and recent college graduates. The project also held informational nights at schools for paraprofessionals interested in furthering their career in education. At the job fairs and informational talks, project staff disseminated information about the project and teaching opportunities in the area. The project report indicated this strategy was considered to be effective, as many of their participants heard about the project at one of the job fairs or informational nights.

Tailoring the Recruitment Strategies

One project considered a recruitment strategy that was tailored to each specific type of candidate to be its most effective. Hillsborough County Public School’s (HCPS) project targeted two groups of potential teachers and employed different strategies for recruiting each. In order to recruit paraprofessionals who were currently employed in the district, HCPS used personal connections with school district and school officials to encourage specific individuals to join. Conversely, when trying to attract mid-career professionals and recent college graduates the project relied on a broad dissemination of information to advertise to large numbers of potential candidates (see box).

Recruitment for Different Target Populations

(excerpted from the Hillsborough County Public School's (HCPS) Interim Performance Report)

HCPS Transition to Teaching project is an important element of the district's efforts to ensure that all students in all schools are taught by highly qualified, effective teachers. The TTT project targets two promising groups of potential teachers: degreed non-education majors, and currently-employed paraprofessionals. The design of the TTT project considers the unique needs of each of its target groups by providing two distinct programs: The Paraprofessional Program and the Degreed Candidate Program.

Recruitment and selection of experienced paraprofessionals for a program leading to the completion of a Bachelor's Degree in Education and full certification:

Information about the Paraprofessional Transition to Teaching Program (PTTP) was disseminated through e-mails and mailings to school principals and announcements made at administrative meetings. Interviews and surveys indicated that participants most often learned of the project through the flyer placed on an office bulletin board. Often the encouragement of their principal or of a colleague motivated them to attend the information session. Since school-based administrators are the key persons for informing paraprofessionals about the PTTP program, a survey assessing their knowledge and support was distributed and collected at principal meetings in spring of 2007. Just over half of the principals surveyed were familiar with the PTTP program. While fewer paraprofessionals reside in high schools, high school principals reported having the most knowledge of the PTTP program.

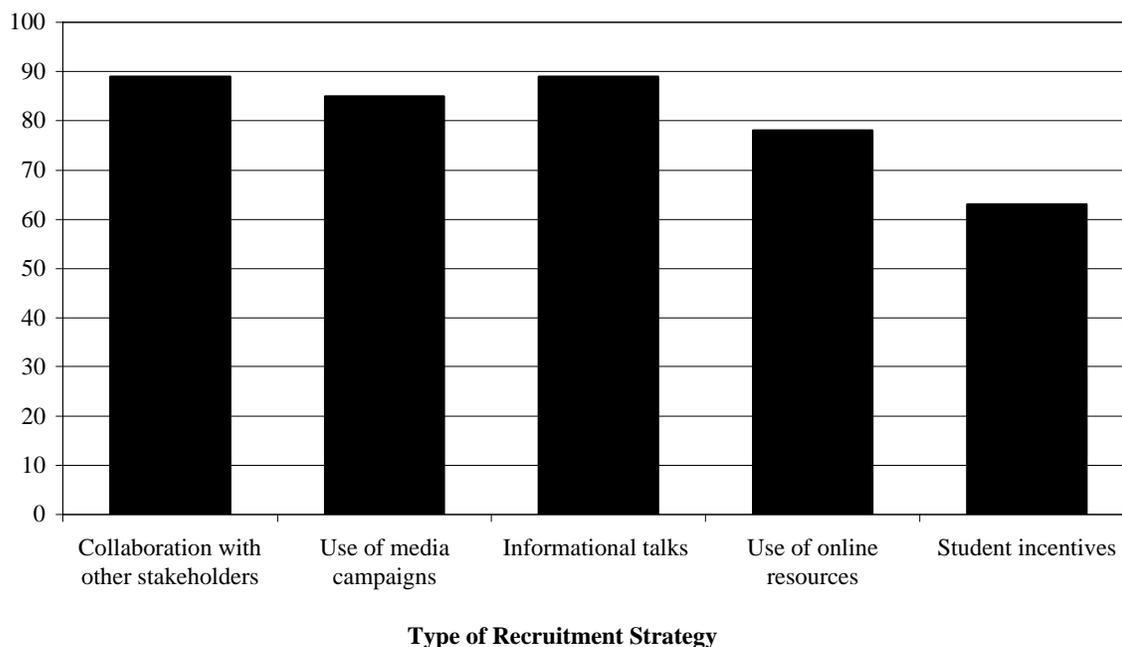
Recruitment and hiring of degreed non-Education candidates for the Transition To Teaching Program:

Current recruitment methods for recruiting mid career changers and recent college graduates to the ACP include advertising through flyers at local schools, the distribution of ACP literature at new teacher hiring events, and maintaining a grant website. Word of mouth continues to be a primary and an effective means for recruiting of ACP participants. Participants reported that information about the TTT project was effectively marketed and readily available.

Other Recruitment Strategies

Grantees employed additional strategies other than word of mouth and in-person informational talks to recruit participants. These additional recruitment strategies generally fell into four categories: (1) collaboration with other stakeholders; (2) use of media campaigns; (3) use of online resources; and (4) offering student incentives (Exhibit 5). Many grantees employed more than one strategy, in order to maximize recruitment efforts and to also target their message to specific teacher-candidates. Consistent with HCPS's conclusion about tailoring the recruitment methods to its two types of candidates, different recruitment strategies were considered by grantees to be more effective for different teacher candidates.

Exhibit 5: Percentage of Grantees that Employed Various Formal Recruitment Strategies



SOURCE: Transition to Teaching Grantee Interim Performance Reports and Interim Project Evaluation Reports (May 2007).

Collaboration with Other Stakeholders

The majority of grantees (IHEs, SEAs, and nonprofits) worked closely with partnering LEAs in their recruiting efforts, although the extent of such collaboration varied. For example, one IHE project utilized active participation with their partner districts, which included meetings with human resource personnel on recruiting matters. In some cases, the grantees posted fliers in and around school district offices. In other cases, the district had final say in which applicants were admitted to the project.

Many SEA, LEA, and nonprofit grantees worked with local colleges and universities. College/university involvement ranged from allowing project staff to post fliers, to funneling participants directly into projects. Other partners in recruiting included SEAs, a high school Regional Occupational Program (ROP), community churches, and charter schools.

Media Campaigns

Use of media campaigns included advertising in local newspapers, on television, and during radio programs. For example, one project used two radio spots and a radio interview with weekly re-airings to reach prospective applicants. Projects also created and distributed print

materials (e.g., fliers, brochures), posted advertisements in scholarly journals, and used banners and billboards to inform potential applicants.

Online Resources

Many grantees used online resources to post information about their projects. For example, one project recruited candidates by placing ads online at washingtonpost.com, on idealist.org, and at the D.C. Charter Schools online job bank. Online resources included various websites, online educational databases, and online newsletters. Websites typically included district, college/university websites, in addition to other, more widely used websites, like craigslist.com and monster.com.

Incentives

Over half of the grantees reported offering participants financial and non-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. The grantees reported that the financial incentives they provided were tuition assistance, scholarships, money for books and supplies, laptop computers, rent reduction, and signing bonuses. Some projects offered a mix of financial and non-financial incentives, such as professional development activities and support to participants. According to some participant surveys, one of the reasons many students opted for a certain project was that their coursework would count toward a master's degree, another attractive student incentive. Another important incentive was that some grantees guaranteed their participants a job upon completion of the program.

Recruitment Using Multiple Strategies: Example from the University of Texas at El Paso (UTEP)

The University of Texas at El Paso's (UTEP) Online Alternative Certification Program enables diverse candidates interested in a career in teaching to become eligible for State certification. UTEP employed all the categories of strategies listed above and has shown great success with recruitment. UTEP's recruitment rate is 219 percent (Total Participants/Target Number), which means they recruited over twice as many participants as intended. A chief component of their recruitment efforts was a major media campaign on area television and radio. Superintendents from local school districts participated in the television advertisements to show their support of the project and their intentions to hire candidates from the project. UTEP also advertised in journals, newspapers, and through professional organizations. Online, UTEP advertised in educational databases and on websites, such as Careerbuilder.com.

UTEP participated in several job fairs offered on campus through different departments. UTEP also aggressively targeted military bases in the area to reach troops and their spouses, conducting weekly informational sessions at the largest local military base. These meetings have been successful as many soldiers reported looking to transition out of the military or retiring. At all in-person meetings, UTEP staff distributed colorful bookmarks with information about the project.

UTEP collaborated with the Region 19 Education Service Center, a 2006 grantee, in their recruitment efforts. UTEP sent those students not interested in obtaining a master's degree to Region 19 while Region 19 would send those students who intended to earn a master's degree to UTEP. UTEP staff believes their most successful strategies were the in-person sessions and the media campaign in getting the word out to potential applicants.

Strategies Considered to be Least Effective

In contrast to the most effective strategy, which grantees reported was word of mouth, there was no one strategy deemed least effective by a majority of grantees. Some of the methods labeled ineffective were e-mails, billboards, radio, television, and newspaper advertisements, posting fliers, and attendance at job fairs and conferences. For example, one project found that attendance at job fairs was one of the most time consuming recruiting strategies, yet it did not yield high levels of interest. Interestingly, three of the methods deemed most effective for some projects were reported least effective for other grantees (i.e., television advertisements, radio advertisements, and attendance at job fairs).

Changes in Recruitment Strategies

Projects reported changing their recruitment strategies based on early feedback from participants and project staff and to meet the needs of potential applicants and their target LEAs. Changes to recruitment strategies used to attract these teacher candidates fell into three categories: (1) increasing use of online resources; (2) increasing use of partners in recruiting; and (3) increasing in-person communication with potential participants.

Several grantees modified their recruitment efforts by using more online resources. For example, two California projects added postings of their project to the EDJOIN website (a public education job search website). Another project expanded their online advertising by adding postings to the popular websites craigslist.com and monster.com, listservs, and scholarship websites. Several projects expanded their website to include a downloadable application and checklist to assist potential participants.

Increasing the use of partners was a common change among projects. These partners in recruiting included local schools districts, specifically district human resource personnel and administrators, charter schools, and in one case, a community church.

Increasing the number of face-to-face sessions was a modification for four projects. These face-to-face sessions came in the form of attendance at job and graduate fairs, school festivals, and informational talks at various forums, including principal and community meetings. One project increased the number of informational sessions each year to attract career changers and paraprofessionals.

In most cases, projects reported that such changes increased the number of teachers recruited to their project, but did not provide specific data about how many new teacher candidates were recruited or the quality of such recruits. However, one project – The New Teacher Project (TNTP), which already exceeded their recruitment target – monitored their recruitment efforts to determine which strategy worked best for each population and used such evaluation data to adjust recruitment strategies as necessary (see box).

How Data Drive Recruitment Strategies
(excerpted from TNTP's Interim Performance Report)

We have also monitored specific recruitment strategies, such as on-line postings and on-campus recruitment initiatives, to evaluate the impact of those strategies on applicant pools and project participation. In Oakland, campus strategies worked well. Project staff maintained a large database of universities, put flyers at area universities, maintained e-mail contact with professors/advisors, made class presentations at area universities, and ensured an online presence for the project on area/State colleges and universities. These strategies led to positive results: In 2006, more than five percent of complete and eligible applications (compared to two percent the year prior) and nine percent of Fellows who started teaching cited college campus recruitment as the way they learned about the project. In Miami, project staff learned that grassroots activities—including maintaining a large database of community organizations and attending local chamber of commerce meetings—were effective. More than seven percent of Miami Teaching Fellows who started teaching cited e-mail/letter as the way they learned of the project; nine percent of the “second-source” complete and eligible applicants (those who learned of the project through more than one source) cited e-mail/letter (including e-mail/letter from an organization).

Utilizing TNTP's proprietary applicant tracking system, TeacherTrack, the projects in Miami and Oakland can track the impact of recruitment strategies and fine-tune them to meet district needs. For example, the Oakland Teaching Fellows project received media coverage in the March 25, 2005 issue of the *Oakland Tribune*. During the two weeks after the story was published, applications to the project increased by 10 percent in the first week (over the previous week) and 14 percent in the second week. Those increases were higher than the project's average week-over-week application increase of seven percent. Similarly, on April 17, 2005, OTF staff members participated in a radio interview discussing the project. In the two weeks after the radio interview, applications increased nine percent during the first week and 11 percent during the second week. Publicity clearly has an impact for the project in Oakland. Over the course of the entire recruitment campaign, OTF received two percent of its total complete and eligible applications through publicity, compared to a one percent combined site average across all TNTP alternate route projects.

Recruitment Challenges

The most common challenges to recruiting eligible applicants that projects reported included competition from other certification projects and geographic barriers, such as getting participants who live too far to come to a campus. In order to address these challenges, projects employed aggressive marketing campaigns and offered attractive incentives to make their certification project more appealing to quality candidates (e.g., credit toward a master's degree, laptop computers). Grantees also added distance learning to their project (if they did not already have it in place) in order to attract participants in remote locations.

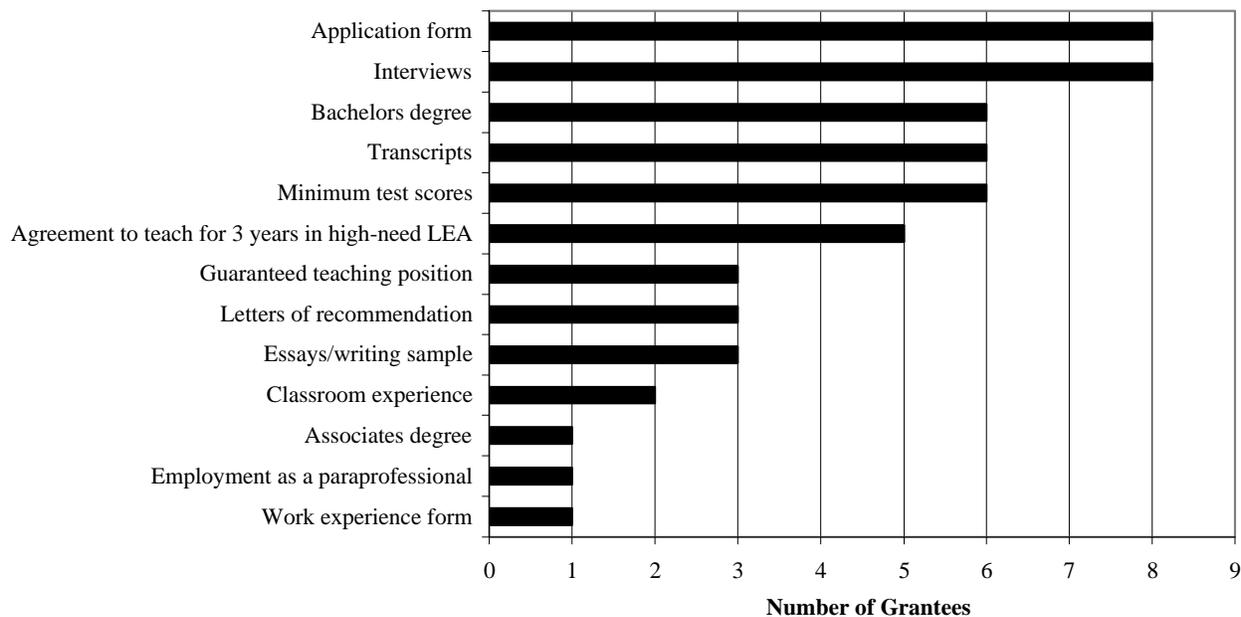
Some projects in the South experienced a unique challenge to recruiting from the natural disasters, hurricanes Katrina and Rita, which displaced countless individuals and closed many LEAs. The devastation caused by the storms closed the doors of one project's partner institutions and several partnering LEAs, thus negatively impacting their project.

Selection

Selection refers to the process of determining the eligibility requirements for teacher candidates and selecting the best, most suitable participants in a TTT project. Fifteen projects identified specific selection criteria in their interim performance reports¹⁸. Up to 13 different criteria were listed across projects, with most projects reporting that they required candidates to submit various application forms and participate in interviews with project staff and/or other partners (Exhibit 6). Nearly half of the projects that provided information on the selection process also reported that they required applicants to have completed a bachelor's degree, submit transcripts, and attain a minimum score on certain admission tests. In smaller numbers, applicants were required to possess some classroom experience, be employed as a paraprofessional, have secured a teaching position, and/or commit to teaching for a minimum of three years in a high-need school in a high-need LEA. In one project, an associate's degree was accepted as the minimum education requirement. However, applicants were required to complete an introductory course on pedagogy and content courses before being granted acceptance to the project.

¹⁸ The expectation is that that all projects had selection criteria, however, only 15 of the 31 grantees specifically outlined the criteria used in their reports.

Exhibit 6: Selection Criteria for Teacher Candidates Identified by FY 2004 TTT Grantees



SOURCE: Transition to Teaching Grantee Interim Performance Reports and Interim Project Evaluation Reports (May 2007).

Projects applied such selection criteria in various combinations. One project reported that candidates only had to submit to an interview to be considered for the project. In contrast, another project listed seven criteria for eligibility, including interviews, minimum test scores, writing samples and letters of recommendation, among others. Among the 15 projects that provided information on selection criteria, the number (or type) of criteria was not found to be related to the type of candidate recruited for the project. For example, projects with multiple selection criteria were not found to be targeting different candidates or applying different criteria to certain candidates. Further, based upon information from the interim performance reports, there did not seem to be a relationship between selection criteria and the success rate in recruiting candidates to the project. Of the six projects mentioned previously that had met or exceeded their recruitment targets, eight different selection criteria were used to admit teacher candidates. The only common criterion across these projects was a candidate interview with project staff and/or other partners.

Selection Process

The selection process in which the criteria for admission were examined and weighted was somewhat similar across projects, although the weight given to various criteria and the extent to

which school district staffs were involved in the selection process varied. In general, certain criteria were used to establish a baseline of eligibility while other criteria were designed to elicit more information about the teacher candidate and their potential compatibility with the project. In addition, staffs from the TTT project and district and IHE partners were found to be more or less involved in certain stages of the process.

The selection process typically began with a sorting procedure, in which those with higher levels of experience and/or education were identified as having the most potential. After sorting applicants, several projects arranged for in-person interviews with applicants who passed the initial paper review. These interviews involved various project personnel, and in some cases, district personnel who contributed to participant selection. For some projects, this interview was described as a relatively casual way for project staff to meet with potential participants, and in other reports, the interview was described as a rigorous screening tool designed to aggressively narrow the field. For example, one project invited applicants to a daylong interview that included a sample teaching session, a personal interview, and a group discussion.

Some projects involved personnel from local school districts in the selection process. For example, the selection process for one project included representatives from ten independent school districts who helped the grantee assess applicant qualifications, competencies, and teaching aspirations. For Region 20's (Texas) Teacher Alternative Preparation Program (one of the six grantees that met or exceeded their recruitment target as mentioned earlier), the district served as the "gatekeeper," screening, interviewing, and recommending candidates to the project. Region 20 project staff believed that working closely with district personnel and allowing them to refer candidates that better matched the district's needs (see box).

Selection Criteria and Process
(excerpted from the Region 20 Teacher Alternative Preparation Program (TAPP)
Interim Performance Report)

Minimum eligibility requirements for participants:

All must have undergraduate degrees and meet English language requirements as outlined by State rule. We also preferred a [minimum of a] 2.5 GPA and basic skills tests that was not required in our grant proposal.

Who selected participants:

Participants were selected by District HR personnel in cooperation and mutual agreement with campus administration and project leadership.

The process used to select participants included:

Interview and screening, reference checks and qualification review by district personnel and final proposed hiring submitted to ESC representative for approval and referral.

Changes in the selection process:

When we first initiated the grant effort we recruited widely with little or no consultation from the district. This resulted in a number of candidates eligible for the project that began training but subsequently were not offered teaching positions. The districts had concerns that our pool of teachers did not align with their pool of possible hires. So we began to consult more closely with districts and only accepted referrals from the districts that assured all teachers would be hired as Teachers of Record. In summary the Districts have become the “gate keepers” to TAPP. Small rural districts do not have a large number of teacher vacancies from year to year so it is important to support district efforts to identify, recruit, screen and train those community members that districts refer.

As projects must recruit to meet the high-need subject demands of the district, special consideration was given to individuals with a math or science background, those interested in teaching special education, bilingual individuals, and those interested in teaching other high-need subject areas. As such, selection criteria based upon these desired characteristics and competencies were applied when reviewing teacher candidates. For example, one project was designed to increase the number of qualified bilingual teachers and, therefore, targeted their selection process to those with a second language.

According to the information provided in the grantee interim performance reports, the selection process for most grantees did not change during the first three years of implementation (aside from the Region 20 project example given above). However, some grantees reported that changes will be made when selecting teacher candidates in future years. For example, one project indicated that they will revise their interview protocol to collect more detailed information on each candidate. Further, several projects noted that they were reviewing the selection criteria for

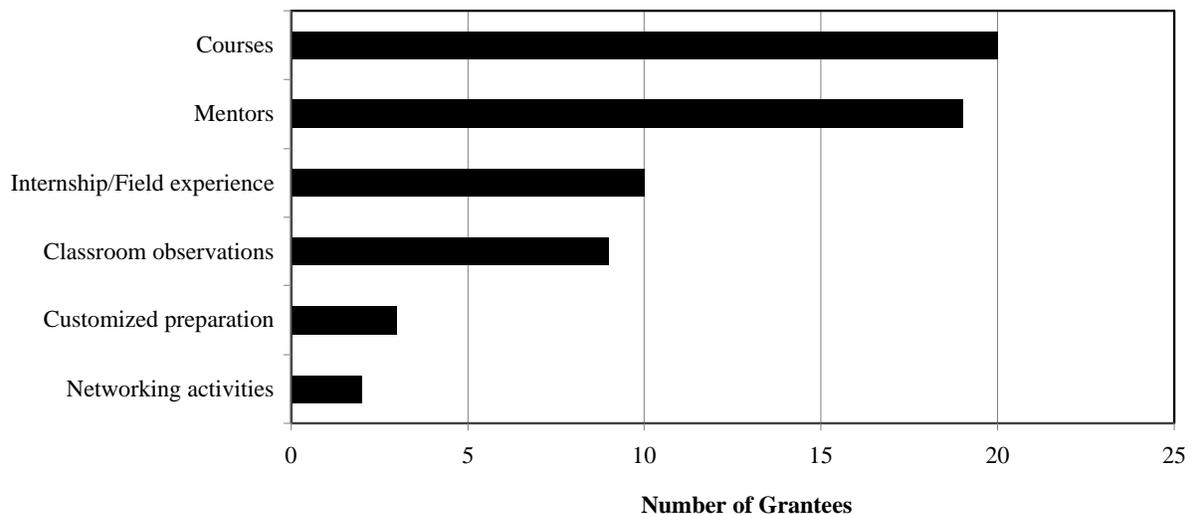
future cohorts at the time the interim performance report was being written, and thus could not provide additional details on the type of change expected.

PREPARATION

Ensuring that the project thoroughly and properly prepared teachers was a recurring theme among grantees. In this section, we detail the methods of preparation across the projects. We also detail how the various projects utilized partners in their preparation, the course evaluation methods, and changes in preparation.

For the most part, participant preparation consisted of coursework, which included a variety of content and activities (Exhibit 7). About one third of the grantees also reported that they provided some opportunities for internships for their teacher candidates and required that candidates observe other teachers in the classroom as part of the learning process. Three grantees reported providing customized preparation activities tailored to the needs and experiences of their teacher candidates (these grantees all targeted paraprofessionals and recent college graduates). (Many projects reported mentoring as a preparation activity, but for this report, mentoring is discussed in the subsequent *Support and Retention* section. Aside from these, the other projects reported providing courses and preparation activities consistent with what a traditional education major would experience.

Exhibit 7: Preparation Activities for Teacher Candidates Identified by FY 2004 TTT Grantees



SOURCE: Transition to Teaching Grantee Interim Performance Reports and Interim Project Evaluation Reports (May 2007).

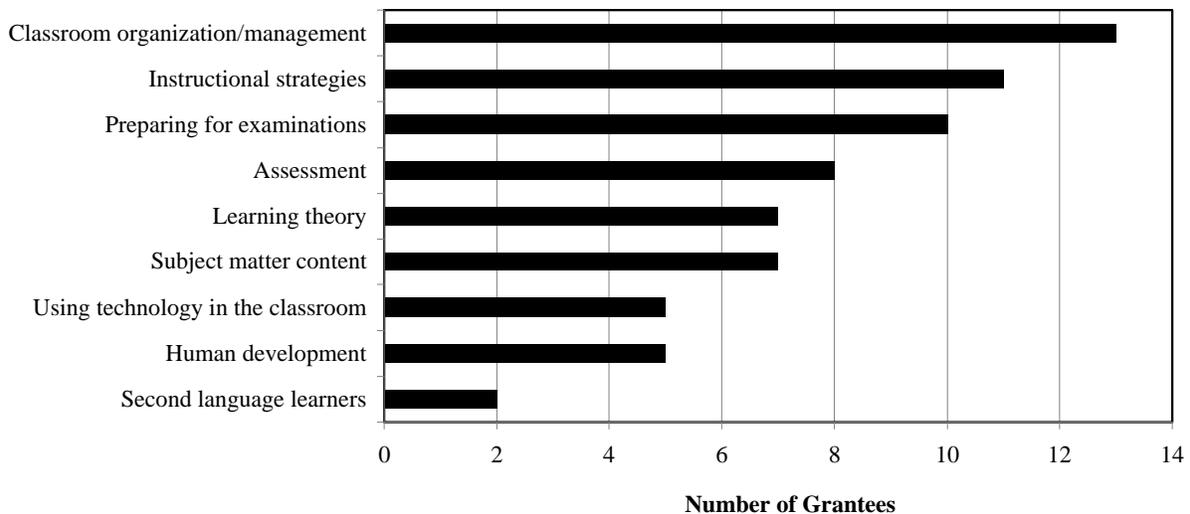
NOTE: Only those projects that reported these preparation activities were included in this figure. Other grantees may have been implementing these activities but did not specify this in their report.

Coursework

Coursework and course content were relatively consistent across projects; however, the time allotted and the methods of instruction varied by grantee. For example, some grantees conducted the majority of their training pre-service. Other grantees trained their teachers while they were placed as TORs.

In their reports, 20 of the grantees specified the required coursework for their project (Exhibit 8). Grantees reported offering courses on classroom management/organization, instructional strategies, and preparation for the State-mandated exams. Courses covering student assessment, learning theory and content knowledge were reported being offered by about one-quarter of the grantees. Other courses offered in smaller numbers included those on technology, standards, ethics, legal issues, exceptional students, foundations of education, second language learners, record-keeping, grading procedures, crisis intervention, special education, curriculum, and working with parents. Some courses offered were reflective of the local area. For example, some grantees located in more urban areas also required courses such as, “Teaching in an Urban School” and “Multicultural Education.”

Exhibit 8: Coursework Topics as Reported by FY 2004 TTT Grantees



SOURCE: Transition to Teaching Grantee Interim Performance Reports and Interim Project Evaluation Reports (May 2007).

Courses were offered over the summer, in the evenings, and on weekends, depending on the grantee. The class medium was either face-to-face classes and/or distance learning. Of the 20 grantees who reported on coursework, 15 offered distance learning. Two of these 15 were projects located in rural areas (the other three grantees serving rural areas did not provide any

information regarding the type of coursework or its delivery.) Distance learning came in the form of on-line courses, video conferencing, and phone conferencing. According to staff at one project for example, on-line coursework was a key component of their preparation project, where seven required courses were offered online. Similar to several other grantees, one project used MOODLE, an online course management system, to facilitate communication between students and instructors, conduct course discussions, post assignments, and archive student work.

Courses included a variety of modes including 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, simulations of the classroom experience, journal writing, and online discussions.

Classroom Observations

Classroom observations conducted by teacher candidates were reported to be a significant part of the preparation activities for nine grantees. During these observations, participants observed successful teachers in action, specifically, teacher-student relations, as well as examples of teachers implementing the State curriculum and differentiating instruction for students. According to many grantees, these observations were crucial in providing participants with information about how a classroom operates. For example, one project reported that participants were required to complete their classroom observation hours in the high-need district where they will be hired in order to acquaint them with actual classroom experiences they will face on the job (see box).

Preparation Example from the Field
(excerpted from the Texas A&M International University Interim Performance Report)

Texas A&M International University's (TAMIU) Alternative to Transition to Teaching Project prepares participants to work in high-need schools through academic coursework, internships, and mentoring. TAMIU utilized a three-phase approach to preparing teacher candidates. During the first phase, the pre-assignment phase, participants took a pre-test in their area of certification and attended training seminars that targeted the competencies addressed in the Texas Examinations of Educator Standards (TExES) Generalist exam. The second phase, the pre-service phase, included classroom observations, and a continuation of the training seminars in the area of Pedagogy and Professional Responsibility to prepare for that exam. Participants had to obtain a teaching assignment in order to enter the final phase, the in-service/internship phase. During this phase of preparation, interns became teachers of record and attended university courses (one per semester) in their area of certification. Interns were required to complete four university courses and several pedagogy seminars.

During the in-service phase, participants were assigned two mentors: a campus mentor and a university teaching mentor. Mentors were matched with interns according to their location and teaching assignment. Mentors provided guidance and support, in addition to observing the interns a minimum of three times per semester. Mentors used an observation instrument they were previously trained on in order to assess and document interns' teaching skills. Mentors then provided feedback to the interns to improve their teaching performance. Interns were recommended for certification to the State Board of Educator Certification after completing all required coursework and passing the TExES exams.

Successful Preparation Activities

Five grantees reported that participants and partners provided feedback on ways to improve or facilitate teacher preparedness. The courses and other activities were evaluated using paper-based and online surveys, interviews, and focus groups. For example, one project employed post-training surveys of participants to assess their sense of preparedness to enter the classroom and their satisfaction with the training experience. This project also surveyed principals to assess the performance of their participants compared with other new teachers. In addition, project staff conducted exit interviews with those who chose to discontinue the project to understand the reasons for their decision.

Grantees used course feedback to refine materials and processes and provide input to instructors. Based on the feedback from the course evaluations, grantees were able to identify what preparation activities were successful or unsuccessful. The more successful preparation activities included having a strong online project with resources readily available to participants, small professional development activities, and academic advising. Courses and workshops that addressed classroom management were considered highly beneficial. In addition, any material that gave teachers information on how to deal with individual student differences, including ethnicity, age, language, and culture, were valued by participants. The activities considered less

successful included attending professional conferences and participating in larger group activities where the impersonal dynamic led to reduced individual interaction with the instructor.

Six grantees reported that they assessed participant knowledge and preparation through the use of observations, course grades, certification test scores, and other instruments. For example, one project reported utilizing the Teacher Skills Assessment Program (TSAP) to assess teaching competencies. The TSAP is comprised of seven instruments that identify teaching skills and areas for improvement. However, most grantees (16) provided no specific information about how they determined that teachers were ready to be placed in the classroom or needed additional preparation activities.

Changes in Preparation

According to many grantee reports, the process of preparing teachers is ongoing and consistently changing to meet the needs of the new cohorts of participants. Based on their experiences with previous cohorts and feedback from participants, 17 grantees made changes to their project over the first three years of implementation or planned to make changes as the project moved forward.

One change noted by several grantees was the increased use of technology, including online discussions/virtual conference rooms and podcasts. Changes in technology also included creating online portfolio development, offering more courses online, refining the online participant survey, purchasing webcams, redesigning the website to increase usefulness, and improving the actual internet connection to improve facilitation online. For example, one project reported plans to improve their internet connection, as their connection problems led to dropped links during distance learning broadcasts. Other notable changes were modifying the course sequence, revising the course content, creating a library of professional development materials, incorporating relevant topics such as school violence and classroom management, and increasing participant assessment.

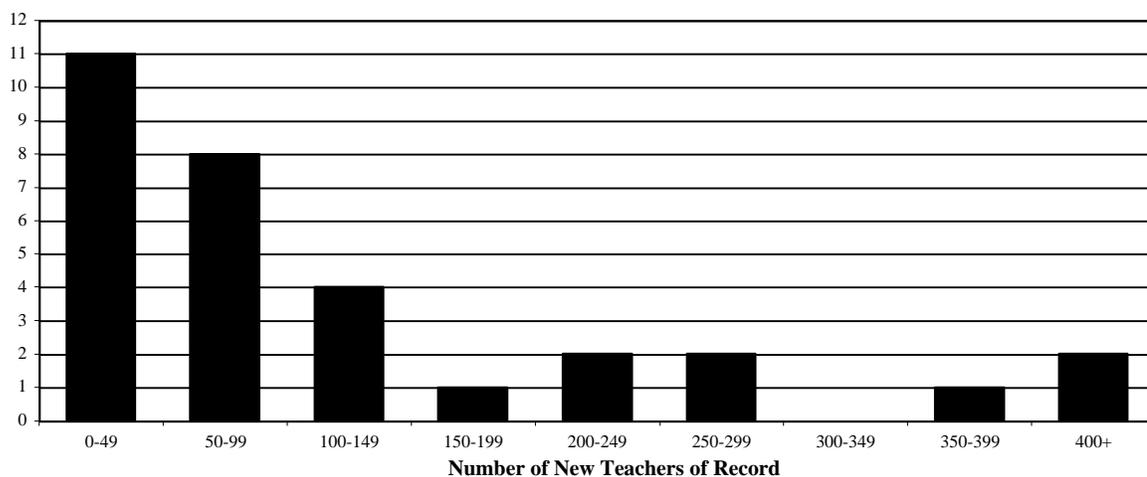
PLACEMENT

The grantees utilized a number of methods to place new TORs and encountered various challenges during the placement process. Grantees' success placing TORs varied substantially. Overall, their reports contained a considerable amount of information on the placement process, but the amount of information and the level of detail in the reports differed across projects. In this section, we present information on the methods used to place participants, the number of TORs produced, the factors associated with efficient placement of TORs, and changes made to the placement process.

Teachers of Record Produced

The grantees reported that they produced a total of 3,989 new TORs during the first three years of their TTT projects, according to data provided in the grantee interim performance reports and data verification sheet. As depicted in Exhibit 9, the number of TORs produced by each grantee varied considerably. For example, one project reported 702 new TORs over the first three years of implementation while four projects had six or fewer new TORs. Consequently, the factors that may be associated with the variability in the number of new TORs produced by the programs warrants investigation.

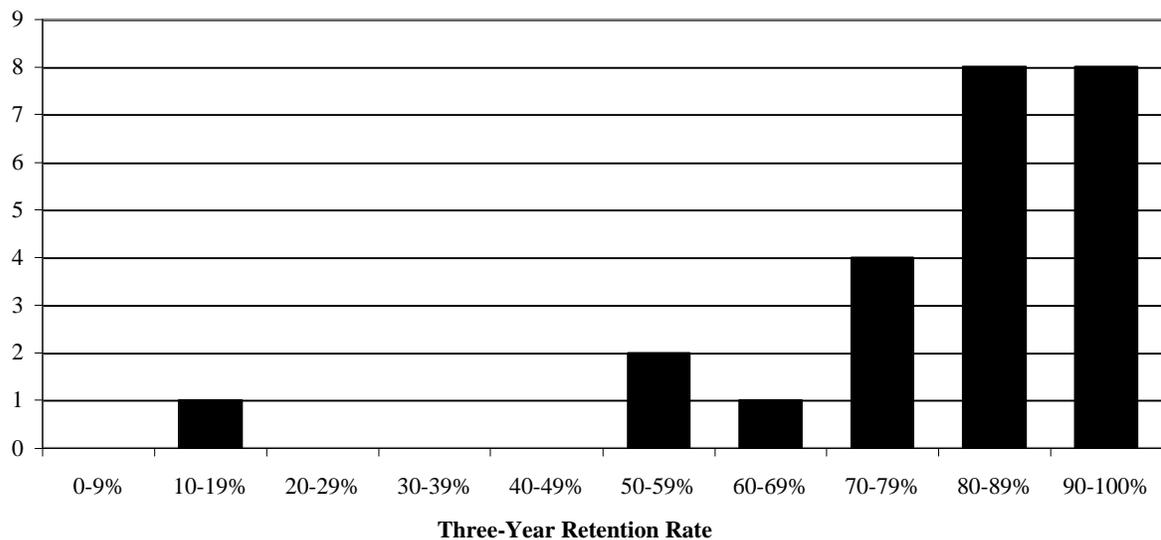
Exhibit 9: Number of Grantees that Produced New Teachers of Record (TORs) in Years 1-3



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Eighty-three project participants became TORs (i.e., 3,989 Total TORs / 4,831 Total Participants). Six projects had less than 50 percent of their participants working as TORs (Exhibit 10). The type and scope of the projects was related to the rate at which participants become TORs. For example, a number of projects required participants to complete coursework and pass State-mandated exams prior to becoming TORs, which meant they could not teach immediately. The placement rates for these projects will likely increase as participants finish the pre-teaching requirements. On the other hand, 14 of the grantees had 90 to 100 percent of their participants working as TORs. Two LEAs implemented systems requiring participants to secure a teaching position in their districts prior to enrolling in the project. One IHE and one SEA that formed partnerships with school districts also effectively utilized a similar system whereby the participants first secured a teaching position. In addition, applicants that completed one non-profit's rigorous selection procedure were guaranteed a teaching position in partnering districts. As a result, these projects had 100 percent of their participants working as TORs. Finally, grantees working with paraprofessionals may have taken longer to place the paraprofessionals because of their need to complete more coursework than mid-career professionals and recent college graduates. The extended period for coursework may explain why many of the grantees working with paraprofessionals had not placed all of their participants as TORs.

Exhibit 10: The Rates at which Project Participants Became Teachers of Record



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Factors Associated with Efficient Placement of TORs

The grantees' type of organization was related to the efficiency with which they placed participants as TORs. During the first three years of the projects, the entire cohort produced 3,989 new TORs at a total cost of just over \$28,000,000. This equates to an average cost per TOR of just over \$7,000. LEA grantees produced TORs much more cost-effectively than the other three types of organizations (Exhibit 11). The LEAs included county offices of education, school districts, a regional education service agency in Texas, and an organization operating a network of charter schools. These types of organizations produced half of the new TORs in the first three years of the grant period, but accounted for only 29 percent of the budget for the entire cohort. The more direct connection the LEAs had to the hiring agents for high-need schools may have made it easier for them to place new TORs.

Exhibit 11: Number of New Teachers of Record (TORs) and Cost per TOR by Organization Type

<i>Organization Type</i>	<i>New TORs</i>	<i>Total Expended in FY 05, 06, 07</i>	<i>Cost per TOR</i>
IHE (n = 15)	1,321	\$13,830,622	\$10,470
LEA (n = 10)	2,022	\$8,102,333	\$4,007
SEA (n = 3)	141	\$1,660,545	\$11,777
Non-profit (n = 3)	505	\$4,495,027	\$8,901
Total (n = 31)	3,989	\$28,088,527	\$7,041

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

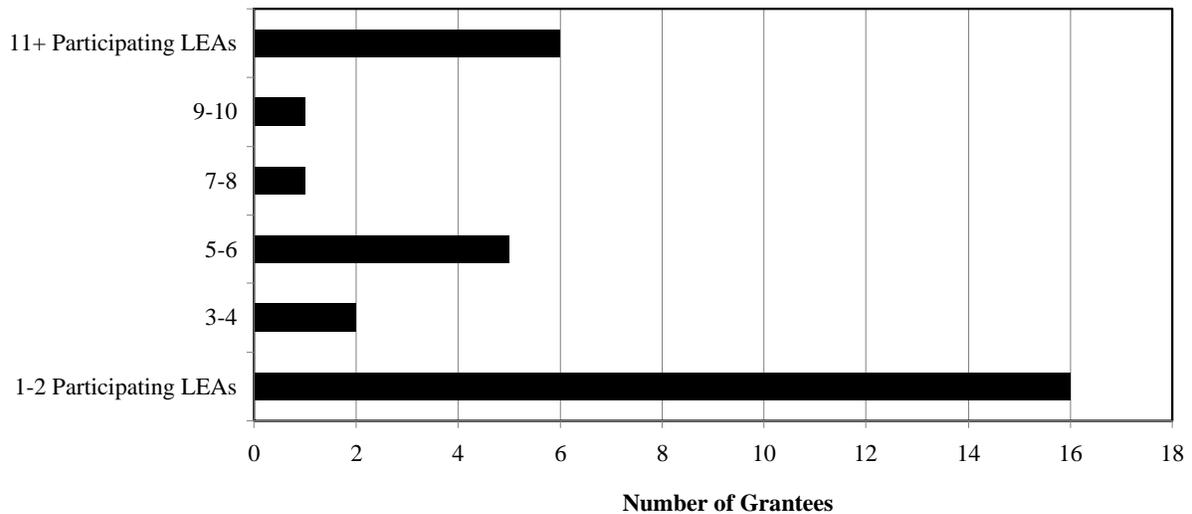
Within the group of LEAs, school districts had four of the five lowest costs-per-TOR ratios and were some of the most successful grantees at placing their participants as new TORs. The districts engaged in a number of activities that may have also contributed to their effectiveness. For instance, two districts created database systems that allowed principals to search through the projects' participants to fill teaching positions. Another district streamlined the process for hiring mid-career professionals and recent college graduates by creating a paperless electronic process (see *Streamlined Hiring* section for more details).

Strategies Employed to Place Participants in High-Need Districts

Nearly all of the grantees noted the formation of partnerships with the schools and districts that hire the projects' participants, as set forth in their original grant application. Roughly half of the grantees worked with one or two LEAs to place new TORs (Exhibit 12). Four of these grantees worked with one LEA that placed participants only in their own districts. On the other

hand, six grantees worked with more than 10 LEAs, and one project had the highest number of partnerships with 27 participating LEAs.

Exhibit 12: Number of Participating LEAs that Collaborated with the FY 2004 Grantees



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Ten grantees indicated they formed relationships and made contacts with individuals in the districts that would likely hire their projects’ participants in order to facilitate the placement of TORs. For example, one project formed a “project advisory committee” that included representatives from five school districts. The committee helped determine the material covered in the project and provided the districts’ perspectives on what a successful interview entails. The external evaluator noted this committee was vital in facilitating the placement of the project’s teachers. Additionally, five of the grantees cited networking with human resources staff at the partnering districts as one of their important activities. One project noted that networking allowed project staff to more easily put participants in contact with human resources staff at the districts and helped to guarantee the participants found placements. However, grantees generally did not indicate the specific outcomes associated with their networking activities or what their networking entailed.

Five of the grantees reported they made lists of their participants available to district personnel and principals by sending the information directly or by posting it online, in order to assist in the placement of their projects’ participants. One project, for instance, indicated they provided partnering districts with an “up-to-date listing” of participants looking for teaching positions. However, the districts still frequently contacted the project to inquire about whether the project had any new candidates or whether candidates on the list would consider certain

positions that did not match with their stated preferences. One project noted that providing lists of participants to schools throughout the State was particularly helpful for small rural districts because it was a more convenient way for them to find candidates. The ability to access lists of participants benefited principals in urban settings as well. The online system operated by one project allowed principals to view the participants' resumes and contact them via e-mail to arrange for an interview (see *Streamlined Hiring* for more details).

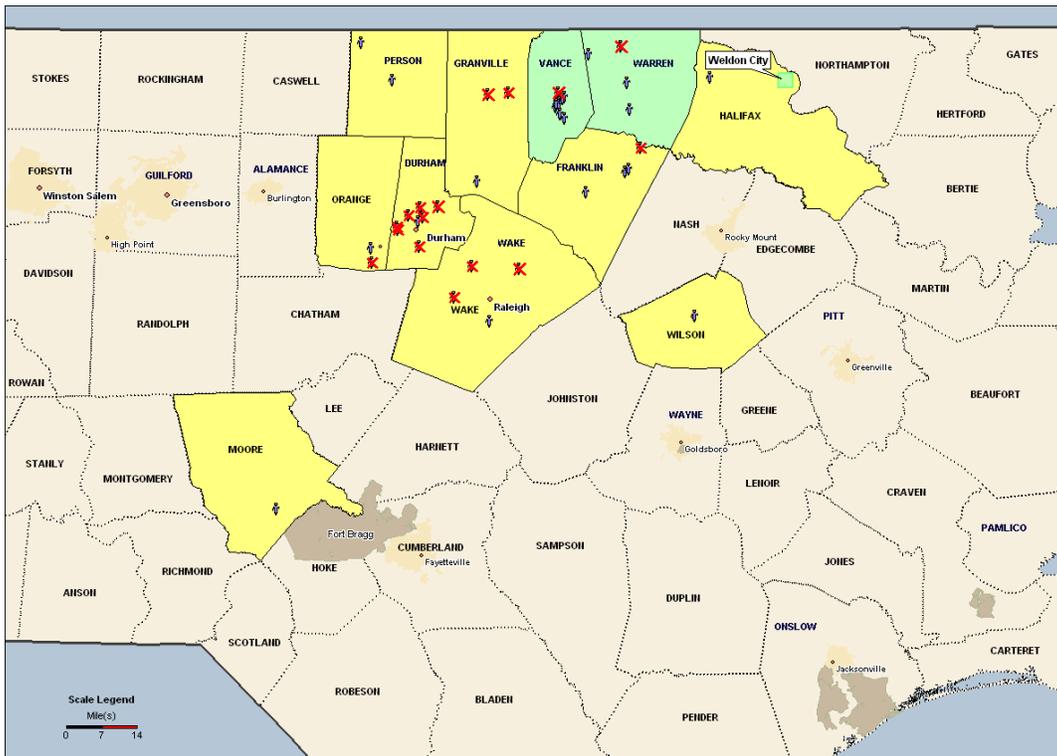
The grantees highlighted a variety of other activities that assisted in the placement of new TORs. Seven grantees monitored school districts' hiring needs and alerted their participants when there were vacancies and job fairs. One project monitored the districts hiring needs, which they felt allowed them to better serve those districts. Two of the projects reported providing their participants with resume assistance and four grantees conducted mock interviews or provided interview tips. One project began conducting mock interviews when they found that poor interviewing skills prevented their participants from obtaining teaching positions. Another project report included a recommendation suggesting the project provide workshops dedicated to interviewing skills in order to increase participants' chances of securing teaching positions. Finally, another project videotaped interviews for school district personnel to view at a later date to help inform their hiring decisions.

Challenges to the Placement Process

The most frequently cited barrier that prevented grantees from placing more individuals in high-need schools was the geographic location (i.e., distance from the TTT participants' homes) of the eligible schools. Six of the grantees indicated there were not enough high-need schools close to where their projects' participants resided. This same difficulty was also noted in the *Interim Report on the FY 2002 Grantees*. Four of the six grantees that indicated this was an issue produced fewer than 45 new TORs, so this barrier may be a significant factor limiting the placement of new TORs. Further, five of these six grantees placed participants in rural schools or a combination of rural and urban schools (i.e., mixed). For one grantee, the use of mapping software helped illuminate the relationship between location and placement (see box).

Placement Example from the Field
(excerpted from the North Carolina Central University Interim Performance Report)

North Carolina Central University operates the Leave No Educator Behind project which aims to place mid-career professionals and recent college graduates in three rural school districts in North Carolina. At the time of the evaluation, 17 of the project's participants had yet to secure a teaching position in the partnering districts or had dropped out of the project. The evaluator plotted the addresses of these 17 participants and the 30 participants who had already obtained teaching positions on a map of the region. The map (see below) revealed participants from an urban part of the State had a greater likelihood of not obtaining a teaching position in the partnering districts. The report suggested the rural environment of the partnering districts might have been too large of an adjustment for the participants residing in urban areas. The majority of the participants who obtained teaching positions lived in or near the partnering districts so the distance between the participants' residences and the partnering districts may have been a factor. As a result of this information, the project began recruiting individuals who were already teaching¹⁹ or residing in the partnering districts. The project leaders felt this change helped them place a larger number of participants and decrease the number of TORs that left their positions prior to fulfilling their teaching commitments.



The grantees highlighted a number of other factors in addition to location that had an effect on their ability to place TORs. Consistent with the *Interim Report on the FY 2002 Grantees*, five

¹⁹ TTT statute states that while eligible participants may include individuals who are teaching on a provisional, temporary, or emergency license prior to recruitment into a TTT project, and who otherwise qualify either as a mid-career professional or a recent college graduate, this pool of eligible participants should not constitute the majority target group of candidates for a TTT project.

grantees indicated a lack of positions available for their participants at the partnering districts because of hiring freezes or teacher salary increases that reduced hiring. Four of these five schools produced fewer than the average number of TORs. In addition, one project report noted many elementary school principals did not have confidence in hiring alternatively trained teachers. Nevertheless, even with the principals' hesitation to hire TTT participants, the project placed over 700 new TORs. Finally, three projects indicated the subject matter specialties of their participants did not correspond to the needs of the local schools. For instance, two projects noted the need for more participants with qualifications to teach math.

Changes Made to the Placement Process

The vast majority of the grantees did not indicate that they instituted any changes to the placement process or cited only minor changes to the process since the start of the grant. Three grantees began admitting project participants only after the partnering districts approved the participants. Interestingly, only one project indicated that this amounted to a large change in the placement process. To deal with the limitations due to the locations of the eligible schools and the lack of available positions, three grantees added additional LEAs as partners. Moreover, North Carolina Central University indicated that they began putting a greater emphasis on recruiting individuals in areas closer to the partnering districts so that they would have more placement opportunities (see preceding box). To accommodate the partnering district's need for more math teachers, one grantee began admitting more individuals planning on becoming math instructors. Two grantees reported that they began strengthening their relationships with human resources staff at the partnering LEAs to increase their projects' visibility and to facilitate the placement process. Two grantees believed that the placement process became easier for the participants of their projects after the projects earned reputations for producing quality teachers

Streamlined Teacher Hiring Systems, Timelines, and Processes

The FY 2004 competition included a competitive priority for high-need LEAs that proposed to streamline their hiring systems, timelines, and processes. In order to receive additional points, participating high-need LEAs needed to conduct both of the following activities:

- Examine its current hiring system, processes, and policies to identify the critical barriers to hiring highly qualified teachers.

- Design and implement efforts to remove the identified barriers and put in place systems that streamline the hiring process.

Eight of the grantees wrote to the streamlining priority and the priority language from the application notice. In this section, we summarize the information provided across reports to highlight how these eight grantees streamlined their hiring processes.²⁰

Although this priority was limited to LEAs, several of the eight grantees noted the streamlining of processes began with recruitment. Two grantees noted their work in streamlining the recruitment phase. One project streamlined their recruitment efforts by making the most of their face-to-face time with applicants at job fairs. Prior to attending job fairs, this project conducted a needs assessment of what specific types of teachers the districts considered necessary (e.g., high school math teachers). The project set up on-site interviews at job fairs where participant interviews were recorded. Videoconferencing was also utilized between the candidate at the job fair and the district hiring personnel to expedite the process. With the use of videoconferencing, selection committees were able to quickly interview candidates who possessed knowledge and skills needed in the district.

Another project also worked on streamlining their recruitment efforts. This grantee first reduced the number of alternative certification projects available in the district (from 14 to 7) for all content areas and grade levels. This reduction was conducted to ensure efficient monitoring of the quality and accountability of the remaining projects. The project also made use of its website to control the volume of applicants in a timely and efficient manner and track applicants through the recruiting process.

Barriers in hiring included delayed notification of vacancies and position offers. A variety of strategies were utilized by grantees to address the inefficient and untimely LEA hiring systems and processes. One common method of streamlining was to initiate partnerships with local districts and include district personnel in the hiring process. One project partnered with identified high-need districts and worked closely with their Human Resource personnel to place teachers. Another project also spent time with Human Resource personnel, discussing ways to eliminate barriers in hiring in order to implement system-wide solutions to streamline the hiring process. Finally, a third project attributed their accelerated placement to their collaboration with partner districts in hiring and their use of research-based interview strategies that allowed them to better screen the project's applicants.

²⁰ The information compiled in this section is what was reported by grantees regarding streamlining their processes. Two of the eight grantees failed to mention streamlining in their reports and for those who did report on the priority, there was a broad definition of what constituted streamlining, making it unclear how their programs worked to expedite the hiring process.

Another streamlining strategy was to develop or improve support structures for teachers and hiring personnel. For example, one project improved their hiring support structures by enhancing the principal recruitment tools. This grantee created the Principal Candidate Viewer, which allows principals to search online for candidates by content area and then e-mail the applicant directly for an interview. This project also offered principal training workshops to help principals employ effective hiring techniques, like identifying quality candidates, interviewing, and marketing their schools. For this project the district provided release time from class for participants and meeting places.

One project examined the district’s hiring system and tried to expedite the process for participants who met “best candidate” criteria. These criteria included an overall college GPA of 3.5, minimum scores on State-required exams, and interview screening tools. The top 20 percent of each cohort who met these “best candidate” criteria were guaranteed teaching positions in district’s high need schools.

Finally, one project streamlined the hiring process by creating a center that served as the hub for recruiting participants, posting open positions, and tracking employees (see box).

Streamlining Example from the Field: The School Board of Broward County

The School Board of Broward County (Broward) took an interesting approach to streamlining their hiring processes. Broward created the Streamlined One-Stop (SOS) Center with everything an applicant needs in one place. The SOS Center served as the single point of entry for all recruits. The SOS Center had a focus on recruiting non-education mid-career professionals and recent college graduates and was marketed throughout district departments. Through this center, Broward created a paperless electronic process to update the posting of vacancies, and to track the status of vacancies and the number of position requests. This new system helped Broward decrease the number of days it took to create and advertise teaching positions and the number of days to hire a teacher. Broward also created clearer hiring objectives and an employee database so stakeholders could track employees online. A final system change was earlier notification for applicants, reducing the number of days until an applicant was informed of their position.

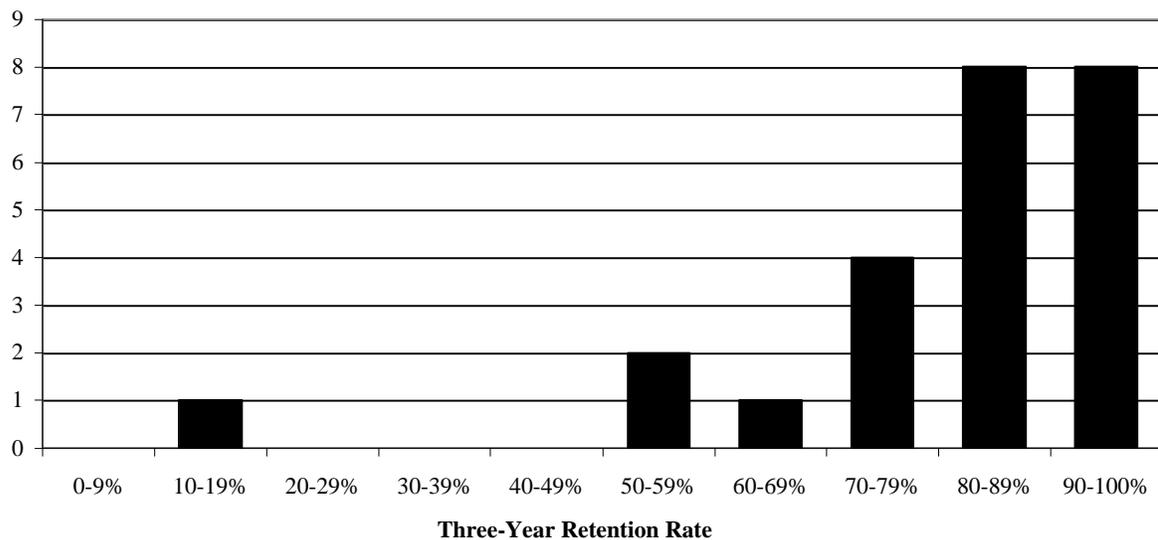
CERTIFICATION

The process for certification for the TTT participants was primarily determined by the various State requirements and the subject matter that the participants intended to teach. In this section, we report on the number of individuals that received certification, the certification process, and successes and challenges in the process.

Number of Participants who Received Certification

The grantees reported that a total of 1,679 participants received State certification²¹ during the first three years of the TTT grants. Additionally, 20 of the grantees indicated that participants in their projects were in the process of completing their required coursework or finishing the State-mandated exams. As a result, grantees expected that more participants would receive certification in the coming months and years. Grantees produced, on average, 54 certified teachers, with a median number of certified teachers of 29. Twenty-one grantees had fewer than 50 participants receive certification and six grantees had over 100 participants receive certification (Exhibit 13).

Exhibit 13: Number of Teachers of Record (TORs) Who Received Certification During Years 1-3

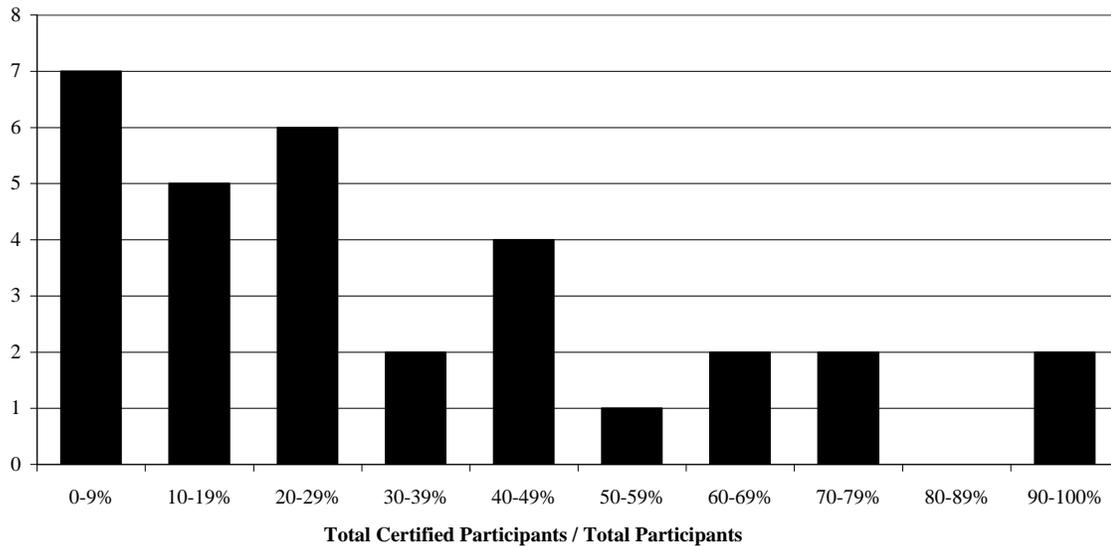


SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

²¹ Refers to the number of individual participants in each fiscal year of the grant who received the level of 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 in a State.

The 1,679 participants who received certification by the end of FY 2007 represent 35 percent of the 4,831 total participants of the projects and 42 percent of the 3,989 TORs. The percentage of the project participants who received certification by the end of FY 2007 (i.e., total certified teachers / total participants) varied substantially across the grantees (Exhibit 14). Seven projects had fewer than 10 percent of their participants certified while two projects were able to support the certification of more than 90 percent of their participants. The variability is due to a combination of factors that include the differing State requirements, the educational backgrounds of the participants, and the support and coursework offered by the grantees. However, the level of detail in the reports did not allow for a conclusive determination of the reasons behind the varying certification rates.

Exhibit 14: Percentage of Participants Who Received Certification by FY 2007



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

The Certification Process

Twenty of the grantee reports included information on the requirements participants needed to complete in order to become certified. Of these 20 grantees, 12 indicated their project activities were aligned with their respective State’s definition of certification. One project specifically stated that they “designed [their] project based on the State standards.” None of the grantee reports specifically indicated that their requirements did not align with their State’s definition of certification.

All of the grantee reports described certification processes that involved multiple requirements. With some minor exceptions, participants of each project needed to complete the same requirements. The certification process did, however, vary by State. For instance, one project report indicated that their participants residing in Alabama only needed to complete four courses while their participants studying in Pennsylvania had to finish seven courses.

Grantee reports highlighted three main requirements that participants needed to fulfill in order to receive certification: (1) coursework; (2) exams; and (3) teaching experience. First, many grantees indicated that their participants needed to complete a set of courses as part of the certification process. In some cases, the projects' coursework led to a Master of Arts in Teaching (MAT) degree. One project left participants only a few units shy of obtaining a MAT and they reported that most students opted to finish the degree. Second, most of the grantees reported that their projects' participants had to pass certain State-mandated exams. For example, one California-based project noted that participants needed to pass a subject matter exam or take an accredited subject matter course in addition to passing the California Basic Educational Skills Test (CBEST). Three of the projects mentioned that the certification process varied slightly depending on the subject matter that the participants planned to teach. A few grantees stated that bilingual teachers had to pass an additional exam to receive certification. Third, many of the projects noted the need for two to three years of teaching experience or a fieldwork/internship experience to receive certification.

All of the grantees indicated the certification process lasted from one to three years, depending on the various State requirements. Further, grantees noted that it took participants within each project different lengths of time to pass the required exams and complete the specified coursework. The variability of the length of time that the projects' participants needed to complete the certification process was particularly evident in the report from one project, in which 11 individuals received certification within nine months while six individuals received certification after 19 months. The length of time required to receive certification also depended upon the area of study. For instance, one project's report noted that the certification process lasted three years for participants seeking to become special education teachers and two years for participants studying to teach in all other subject areas.

Successes in Certification

In their reports, the TTT grantees highlighted a number of their activities that facilitated the certification process. Seven of the projects offered general support for the certification process, which included mentoring, assistance registering for appropriate classes, and helping students with difficulties they had with their State processes. One project report indicated an increase in

its capacity to provide these types of assistance after receiving feedback from participants indicating they desired such support. Another grantee encouraged its participants to complete the required tests as early in the project as possible. Two grantees reported they hired an individual that worked as a certification specialist. One project report, in particular, noted that the position “has proven invaluable to the project and participants.” In addition to general support, four grantees implemented a system that closely monitored the progress of each participant toward certification. These types of activities were exemplified by a Teacher Improvement Plan (TIP) utilized by one grantee, which allowed the project to better intervene with participants having difficulty with the certification process. According to that report, the TIP contributed to the success of the participants becoming certified. This type of monitoring system was also highlighted in the *Interim Report on the FY 2002 Grantees*.

The grantees provided coursework and test preparation workshops tailored specifically to help the participants complete the exams required for certification. One project made all courses available during the summer to assist the participants in completing the certification requirements in a more accelerated fashion. The flexibility provided by having online courses aided the certification process for the participants of another project. This project also provided assistance finding appropriate study guides for the certification tests, which led to more participants passing the certification exams on their first attempt. One project provided guidance to participants regarding the courses they needed to enroll in to become certified. With regards to test preparation workshops, a paid consultant provided instruction on the material in the certification tests for the participants of another project. This grantee’s report indicated that more teachers would become certified to teach math and science because of the consultant’s efforts and the project better aligning their coursework with the certification exams.

Challenges in Certification

According to the reports, several challenges affected the certification process. Four of the grantees cited financial obstacles that prevented participants from receiving certification. This included difficulties related to balancing a job and the certification process. Another financial obstacle was the high cost of tuition for the projects’ coursework. For example, one report noted that a number of participants did not have sufficient funds to complete the coursework needed for certification after a portion of the participants’ scholarships was spent on laptops. In the third year of the project, this grantee changed the policy so more resources were available for tuition.

Other barriers to certification included lack of knowledge and skills, limited English proficiency, and procrastination on the part of participants to take the certification exams. Three grantees indicated that some of their participants lacked the knowledge and skills needed to pass

the State-mandated exams. In addition, a number of the participants taking part in the project operated by one grantee had difficulty passing the tests required for certification because they were not native English-speakers. To help deal with this problem, project staff advised these students regarding the appropriate preparation needed to pass the exams. In a related problem, two of the grantees mentioned that participants delayed taking the exams or enrolling in the coursework required to become certified. One project report, for instance, indicated that participants procrastinated due to their anxiety about failing the certification exam. However, the grantees generally did not indicate the specific numbers of participants who encountered these types of difficulties so the prevalence of the highlighted barriers remains unclear.

Dropping out of the project before completing the certification process and making slower than expected progress towards certification were each noted as challenges by only two grantees. Attrition was a problem for one project, which lost eight individuals from the 22 participants (i.e., 36 percent) that began during the first two years of the project. Due to the amount of time and money this project had invested in the participants, the external evaluator recommended providing more support for the remaining 14 participants from the first two years. Similarly, in an effort to alleviate the problem of participants dropping out of the project before they received certification, another project increased the amount of mentoring provided to support the participants while they completed the certification requirements.

A number of projects encountered challenges when dealing with State and local processes regarding certification (some of the same issues were raised by FY 2002 TTT grantees when they noted that some States changed the certification requirements while the projects were preparing individuals for certification). One project had difficulties because their participants finished their coursework just after the deadline that would have allowed them to apply for certification and attend job fairs that recruited for the following year. The project began lobbying the SEA to permit the project's participants to apply for certification sooner. However, the project did not report on the outcome of these efforts. In addition, another project encountered a problem when one of their partnering school districts required participants to obtain an intern certification prior to starting their teaching positions even though it was agreed upon by the project and district beforehand that they did not need such a certification. As a result, the project instituted a supplementary component to their project that culminated in an intern certification.

SUPPORT AND RETENTION

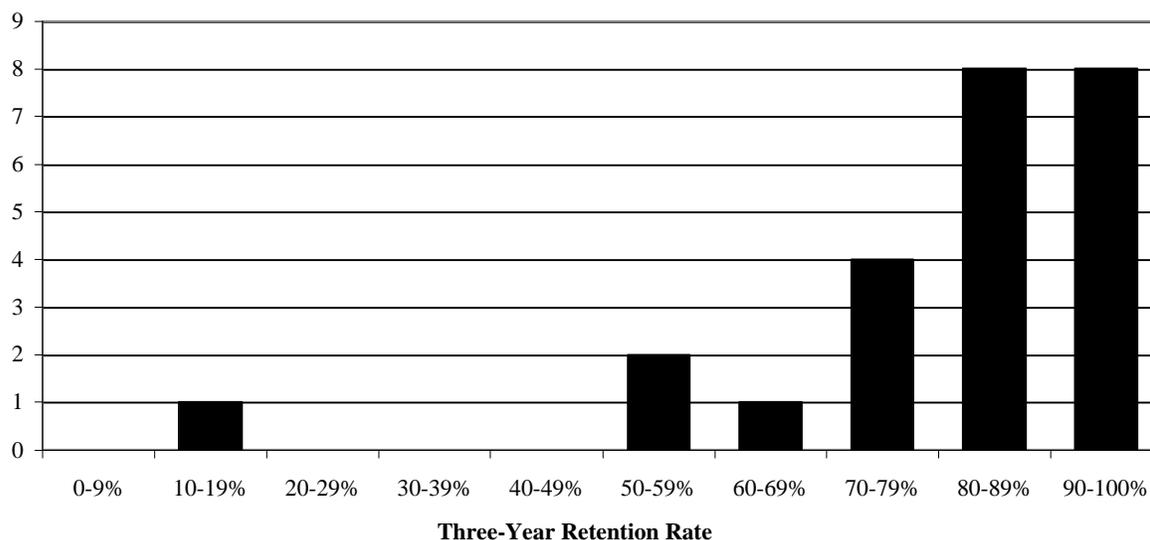
After the TORs were placed in high-need schools in high-need LEAs, the grantees provided a range of support to help retain them as teachers. The interim project reports highlighted a number of support activities, such as mentoring and professional development workshops. In this section, we report on the number of TORs that remained in high-need schools in high-need LEAs for three years and describe the grantees' support activities. We also outline the grantees' successes and challenges as they supported their participants.

The Number of TORs that Remained in High-Need Schools for Three Years

Twenty-four of the grantees placed participants as TORs in high-need schools in high-need LEAs in the 2004-2005 school year and could therefore calculate their three-year retention rates.²² Several projects did not begin placing participants as TORs during their first year of operation (i.e., the 2004-2005 school year) because of logistical issues related to starting the projects or the need for participants to complete coursework before placement as a TOR. Overall, the 24 grantees reported that 898 of the 1,110 TORs (81 percent) that began teaching in the 2004-2005 school year remained in high-need schools three years later. The retention rates for the individual projects ranged from a low of 19 percent to a high of 100 percent. The vast majority of projects had three-year retention rates over 70 percent.

²² TTT calculates retention by asking how many from one cohort are still teaching 3 years later. Then, TTT looks at the next cohort and asks how many of these individuals are still teaching 3 years later. Once retention is calculated for one cohort, TTT does not look at the retention for that cohort again.

Exhibit 15: Three-year Retention Rates for FY 2004 TTT Grantees



SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Retention rates and efficiencies were similar for projects placing participants in urban, rural, and mixed (i.e., urban and rural) locations (Exhibit 16). It should be noted however, that the total amount expended does not account for how the grantees used the funds. Cost data submitted by grantees revealed that the cost per retained TOR was roughly \$25,000 for the projects placing participants in urban, rural, and mixed locations.

Exhibit 16: Number of Retained Teachers of Record (TORs), Three Year Retention Percentage, and Cost Per Retained TOR²³

	<i>New TORs in 2004-2005</i>	<i>Retained TORs</i>	<i>Retention Percentage</i>	<i>Total Expended in FY 05, 06, 07</i>	<i>Cost Per Retained TOR</i>
Urban (n = 14)	739	579	78%	\$13,848,932	\$23,919
Rural (n = 3)	135	111	82%	\$2,851,169	\$25,686
Mixed (n = 7)	236	208	88%	\$5,559,064	\$26,726
Total (n = 24)	1,110	898	81%	\$22,259,165	\$24,787

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Additionally, IHEs and LEAs had nearly identical three-year retention rates (Exhibit 17). Consistent with the cost per TOR data presented in the *Placement* section, LEAs were much more efficient than IHEs. The cost per retained TOR for IHEs was over three times higher than the cost per retained TOR for LEAs. The small number of SEAs and nonprofits that placed

²³ Exhibits 15 and 16 include data only for the 24 grantees that placed participants in the 2004-2005 school year.

participants in the 2004-2005 school year prevented any conclusion from being drawn with regards to the retention rates for these two types of organizations.

Exhibit 17: Number of Retained Teachers of Record (TORs), Three Year Retention Percentage, and Cost Per Retained TOR¹⁸

	<i>New TORs in 2004-2005</i>	<i>Retained TORs</i>	<i>Retention Percentage</i>	<i>Total Expended in FY 05, 06, 07</i>	<i>Cost Per Retained TOR</i>
IHE (n = 13)	373	306	82%	\$11,825,193	\$38,644
LEA (n = 8)	594	508	86%	\$6,395,613	\$12,590
SEA (n = 1)	17	9	53%	\$540,530	\$60,059
Nonprofit (n = 2)	126	75	60%	\$3,497,829	\$46,638
Total (n = 24)	1,110	898	81%	\$22,259,165	\$24,787

SOURCE: U.S. Department of Education, Transition to Teaching Cohort Database (October 2008).

Strategies Employed to Support and Retain the TORs

Nearly all of the grantee reports highlighted activities intended to support the TORs after they began teaching in high-need schools. Twenty-two of the grantees indicated their projects' participants received some form of mentoring after placement. This is consistent with results from the *Interim Report on the FY 2002 Grantees* indicating that the vast majority of those projects also offered some type of mentoring. Mentors included experienced teachers at the new TORs' schools, experienced teachers employed by the grantees, and individuals from partnering universities. In addition to the mentors, six of the grantees indicated that the projects' supervisors, coordinators, or staff members provided support to new TORs.

In addition to helping prepare TORs, as indicated earlier, mentors and project staff offered a wide range of continuing support after placement. They stayed in contact with new TORs through e-mails, phone calls, and in-person visits. Across projects, mentors helped with demonstrations, provided lesson-planning assistance, facilitated networking for trainees, and led discussions between participants. A key role of the mentor for many of the projects was to observe their assigned trainees and provide formative feedback to improve instruction. Furthermore, mentors provided guidance on professional and campus standards. The participants of one project believed mentor support was most valuable in understanding school culture, policies, and practices; implementing classroom management strategies and disciplining students; and handling paperwork.

The grantees indicated that workshops and various types of professional development activities were the second most commonly implemented form of support. Sixteen of the grantees reported carrying out this type of activity after the participants began teaching. The grantees generally conducted these workshops in the evenings or on weekends. One project noted

difficulties due to low attendance at their evening workshops. Consequently, they provided substitutes for the TORs and began conducting full-day workshops once a semester, which the TORs appreciated. Overall, the projects' workshops focused on important topics for first-time teachers, such as classroom management strategies and creating lesson plans.

Eight of the projects arranged opportunities for the participants to receive support from their peers. For example, the projects operated by two school districts created learning communities. Another project organized their participants into cohorts of students that enrolled in the same classes together. Moreover, another grantee assigned at least two of their participants to individual schools so the participants would not feel isolated.

A number of the grantees indicated that partnering schools played an important role in providing support to new TORs. Six of the grantees reported that the schools provided general support or assistance with most of the support activities. More specifically, six of the grantees indicated that principals or schools provided mentors for the new TORs. One project's partnering districts also played an important role in training experienced teachers so they could mentor TORs more effectively. Lastly, two of the grantees reported that principals met with TORs to provide support.

Successes and Challenges in Support and Retention

Six of the reports highlighted mentoring as a particularly successful support activity. Survey data in Houston Independent School District's report indicated the participants generally had positive experiences with their mentors (see box). Similarly, 89 percent of the participants of another project reported they were satisfied with their school district mentors and 75 percent reported they were satisfied with their mentors from the university.²⁴ Some of the other projects had mixed success with the mentoring. For instance, qualitative data reported in one grantee's report indicated the effectiveness and extent of the mentoring provided to the participants varied greatly.

²⁴ Data were collected by the individual project's external evaluator, not WestEd, and presented in their interim project report.

Support and Retention Example from the Field
(excerpted from the Houston Independent School District Interim Performance Report)

The Transition to Teaching Cohort Project (TTCP), which is operated by the Houston Independent School District (HISD), aims to place mid-career professionals and recent college graduates as TORs in HISD schools. The project focuses on finding teachers for the core academic subjects as well as instructors for special education and ESL. Participants of TTCP received the following support:

- A pre-assignment supervisor provided general training and workshops focusing on the certification exams.
- A post-assignment supervisor observed the participants in their classrooms six times during the first year for 35 minutes or more and acted as a “counselor, coach, and problem solver.”
- An experienced teacher, generally at the participant’s school, acted as a mentor and conducted six additional classroom observations.
- Participants attended a number of professional development workshops and completed practice certification exams.

During the teachers’ second and third years, they attended Critical Friends Groups (CFGs), which “are small professional learning communities that meet monthly for several hours to improve participants’ practice through collaborative, reflective learning.”

HISD surveyed the project’s first cohort of participants to evaluate how they viewed the support they received. The results revealed the participants generally rated the support provided to them positively. At the start of their second year of the project, 73 percent of the participants indicated their interactions with their mentors were “good” and only 13 percent indicated their interactions were “bad.” Additionally, at the end of the second year, 86 percent felt the “CFG meetings help teachers make friends with other teachers.” The final set of analyses highlighted the potential importance of mentoring for retaining teachers in HISD. These analyses showed that participants indicating they had “very good” interactions with their mentors intended to teach in HISD schools for longer periods of time than participants reporting less favorable interactions with their mentors.

Several grantees adapted in order to increase the involvement of mentors. Four grantees said they had increased the role of mentors over the course of the project as staff became aware of the contributions of mentors. Among the projects that already utilized mentors, changes included increasing the leadership role of mentors, adding more professional development activities for mentors, adding a mentor coordinator to their staff, and increasing the number of mentor activities with participants. One project created lead mentors to serve as the liaison between principals and teachers. The lead mentors attended leadership training, held mentors accountable for their roles and responsibilities, and provided professional development to mentors and new teachers. This project also added an additional full-time released mentor to assist with co-teaching, modeling lessons, and differentiating instruction.

In contrast to the projects highlighting the benefits of mentoring, some of the projects did not provide mentors to all of their participants. One project report indicated that 32 percent of their participants did not receive a mentor. Similarly, 18 percent of the participants of another project were not assigned a mentor by the project and much of the mentoring did not begin until

halfway through the school year. The late assignment of mentors was a constant difficulty for this project. In contrast, 82 percent of the teachers with a mentor in another project indicated that they were assigned within one month of the start of school. However, only 59 percent of the alternatively trained teachers in this project received a mentor. In addition, the reliance of this project on principals to assign mentors was a challenge because many principals did not fulfill their duty. The development of the lead mentors, as previously noted, helped remedy this difficulty, making lead mentors responsible for assigning mentors and overseeing them. Overall, the figures from these three projects are consistent with the survey results from the *Interim Report on the FY 2002 Grantees* that found that 63 percent of the TTT participants had a mentor.

The amount of contact the participants had with their mentors varied within and across the projects. The participants of one project generally met with the mentors from their school on a weekly basis. According to another report, project participants met with their mentors for two to three hours a week. Additionally, the majority of the mentors (i.e., 74 percent) from another grantee indicated they met with their mentees on a daily basis, while another project reported they met with their mentees at least twice a month. This variability is consistent with the survey data from the *Interim Report on the FY 2002 Grantees*, which found that 32 percent of the TTT participants indicated they meet “once or twice a week” with their mentors while 14 percent of the participants reported meeting only “once or twice a semester.”

Three grantees mentioned the importance of the support TORs received from their peers. One project in particular indicated that by taking the coursework in cohorts, the participants gained more by sharing ideas and learning how their peers handled certain classroom situations. Peer support was the second most commonly cited factor impacting the decision of participants of another project to continue teaching.

Three grantees also noted the success of the workshops and professional development activities. For instance, 93 percent of one project’s participants indicated they learned valuable information from the project’s professional development activities that focused on topics such as study strategies for online courses and creating lesson plans.

In the *Interim Report on the FY 2002 Grantees*, participants reported that “administrative issues,” “working conditions,” and “student issues” were the three most frequently reported causes for leaving the projects. Unfortunately, only three of the grantees in the FY 2004 cohort reported reasons why some participants left their teaching positions. Two of the projects indicated that participants did not remain as TORs when they moved out of State or returned to their previous jobs in industry. Participants also left due to difficulties with their schools’ leadership, heavy workloads, and high levels of stress. Others left the profession without providing an explanation. One project’s data suggested “the retention of new teachers is strongly influenced by school-based/principal-based factors that are beyond the reach of a central

program.” It would benefit both the individual projects and the program to collect data related to why participants leave in order to possibly curb these departures and retain more qualified teachers in the future.

CONCLUSIONS AND RECOMMENDATIONS

This report summarized the data provided by FY 2004 TTT grantees in their Interim Performance Reports, Interim Project Evaluations, and data verification sheets and provided examples of how projects recruited, selected, prepared, placed, certified, supported, and retained new teachers in high-need schools in high-need districts. The report showed that the 31 active FY 2004 grantees had recruited 4,831 teacher candidates during the first three years of implementation. Eighty three percent of these candidates (3,989) became TORs and 35 percent (1,679) received State certification during that time. Further, these rates were expected to increase as projects continued to operate for the duration of their five-year grant period.

The projects implemented by FY 2004 grantees had a variety of goals based on the requirements of the targeted high-need districts and high-need schools, and the contributions of partnering institutions. However, there were some common themes that emerged by the end of the third year of implementation that spoke to the successes and challenges faced by projects as they identified nontraditional teaching candidates and prepared them for the classroom.

- Projects that **recruited** potential teachers through “word of mouth” or through informal or formal presentations generally found those candidates to be better qualified and more willing to join the TTT project than those who were recruited using other means, such as “mass media” communications (e.g., listservs, newspaper advertisements). Further, when grantees worked closely with their partnering LEAs, they generally identified and **selected** candidates that better matched the needs of the schools in which they could be placed.
- Projects **prepared** participants for teaching with courses on a variety of topics, most commonly classroom management and instructional strategies. About half of the grantees reported offering courses online, and more planned to use this medium and other distance learning strategies in the future to deliver information to participants.
- Projects typically negotiated with partnering LEAs to develop a plan for **placing** TORs in high-need schools. In a few cases, the projects required participants to secure a teaching position prior to or as a condition of joining the TTT project, thereby ensuring placement. Some projects also provided lists of qualified participants to the LEAs and/or a list of position openings to their qualified participants. After identifying position openings, some projects also helped candidates revise resumes and practice job interviewing skills.
- The number of **certified** teachers across projects varied greatly, due, in part, to differences in State certification requirements and the fact that

many projects devoted significant resources to recruiting and preparing teachers in the first three years of implementation. Several projects noted that providing specific test-taking assistance, such as courses tailored to the exam, test preparation workshops and even staffing a “certification specialist,” helped teachers complete the certification process in a timely manner.

- Grantees provided **support** to TORs, primarily in the form of mentoring and professional development workshops and seminars, to help them adjust to the challenges of the classroom. The data suggest that a relationship exists between this type of support and the high retention rates.
- Twenty-four grantees placed teachers in high-need schools as early as 2004-05. Of these 1,110 TORs, 898 remained in their school three years later, for a **retention** rate of 81 percent. The retention rate was high across almost all projects, with 20 of the 24 projects retaining at least 70 percent of teachers in high-need schools. Grantees provided little information about why those who were not retained may have left their school or project prior to the three-year benchmark.

The TTT program can use the information in this report to understand, in part, the extent to which grantees met their goals related to teacher recruitment and retention by the end of their third year of implementation. However, the amount and quality of the data presented in the grantee reports varied substantially, making it difficult to aggregate data across grantees and accurately describe the extent of program implementation. The incomplete data set, in conjunction with the fact that projects were in various stages of implementation at the time of their interim report, preclude us from making recommendations for individual TTT grantees.

The analysis of the reports provided by each project does illuminate the challenges faced by the TTT program in providing support for projects and describing the trends and issues faced by projects across the FY 2004 and other cohorts. This section, therefore, provides recommendations for future data collection and reporting activities.

- **Use survey data to closely monitor project implementation in the third year of the grant.** The TTT office, with the aid of WestEd, developed a survey for grantees that will collect common data across projects on the activities implemented at each stage of the project. In addition, this survey will provide additional information about activities and outcomes specific to each grantee so that more targeted technical assistance may be provided. The TTT program submitted this survey as part of an Information Collection Request to OMB to collect data from FY 2006 and future grantees. OMB approval was granted in May 2009.

- **Follow-up with those grantees who reported that the lack of high-need schools near the participants' residences was a barrier that prevented them from placing more TORs.** Six of the FY 2004 grantees indicated that the lack of high-need schools near the participants' residences was a barrier that prevented them from placing more TORs. The data verification sheet showed that four of these six grantees each placed less than 45 TORs, which reinforces the grantees' assertions. The Department may follow up to determine contributing factors, such as lack of a proper needs analysis or a selection process that did not adequately identify appropriate teaching candidates.
- **To the extent possible, convene more regional TTT meetings, similar to the California grantees meeting held annually in partnership with California State University, Dominguez Hills.** These meetings allow grantees to discuss areas of concern that are particularly relevant to their region, and allow for greater networking and sharing of ideas beyond the annual Project Directors Meeting convened by the Department's TTT program office. These meetings can also be used by Department staff to uncover areas of concern and/or best practices that can be shared with all grantees.
- **Consider providing specific guidance in the grant application on the requirements of the project evaluator.** The quality of the project evaluations varied greatly, and it was unclear if projects allocated the same amount of funding to their evaluations. The quality of projects' data collection, analysis, and reporting made some evaluations much more useful to project staff than others. The Department may specify the minimum qualifications for an evaluator or a minimum funding amount to ensure that the projects receive valid information in a timely manner.

APPENDIX

- 1) WestEd's Performance Report and Evaluation Guidelines
 - a) 524B Form Template for TTT Grantees (specifically for reporting the GPRA program measures) – FY 2004 Cohort (Required U.S. Department of Education reporting form)
 - b) TTT Program Evaluation Questions–2007
 - c) Suggested Outline for Interim and Final Evaluation Reports

524B FORM TEMPLATE FOR TTT GRANTEES – FY 2004 COHORT

About the 524B

There are three sections to this reporting form: the ED 524B Cover Sheet, Executive Summary, and Project Status Chart. You must complete all three sections as part of your reporting requirements. Please see the INSTRUCTIONS FOR GRANT PERFORMANCE REPORT (ED 524B) for general information and instructions on completing this 524B form.

- 524B Instructions: http://www.ed.gov/fund/grant/apply/appforms/ed524b_instructions.pdf
- 524B Cover Page: http://www.ed.gov/fund/grant/apply/appforms/ed524b_coverfill.pdf
- 524B Project Status Chart: http://www.ed.gov/fund/grant/apply/appforms/ed524b_statusfill.pdf

FY 2007 Reporting Schedule for TTT Grants

The following table lists the reporting requirements and due dates for your TTT cohort.

Required Submittal	Date Due
<ul style="list-style-type: none"> • Interim Evaluation Report (using 524B, including Budget form 524 and budget narrative) • Interim Project Evaluation <ul style="list-style-type: none"> ➤ Both reports cover the period from 10/01/04 to 4/30/07 	05/30/07
<ul style="list-style-type: none"> • Updated data verification sheet for year 3 Covers period from 10/01/06 to 9/30/07 	10/19/07

Instructions for the Project Status Chart

In Section A of the Project Status Chart, you will report on the results to date of your project evaluation as required under EDGAR, 34 CFR 75.590. For each project objective included in your approved grant application, provide quantitative and/or qualitative data for each associated performance measure. Also, each TTT grantee must provide project data to be used for the calculation of the program's GPRA measures.

You are required to provide the following information:

- The number of **new participants in year 3** (October 1, 2006 – April 30, 2007).
- The number of **participants in years 1–3** (October 1, 2004 – April 30, 2007).
- The number of **new teachers of record in year 3** (October 1, 2006 – April 30, 2007).
- The number of **teachers of record in years 1–3** (October 1, 2004 – April 30, 2007).
- The number of participants receiving **certification** within three years from October 1, 2006 – April 30, 2007. (Year 3)
- The number of participants receiving **certification** within three years from October 1, 2002 – April 30, 2007. (Years 1-3)
- The number of **new TORs** between October 1, 2004 – September 30, 2005 (three years ago which is year 1).
- The number of new TORs between Oct. 1, 2004 – Sept. 30, 2005 **who remain as TORs** Oct. 1, 2006 – April 30, 2007 (three years later).

Explanation of Progress (Include Qualitative Data and Data Collection Information)

This is your opportunity to explain the numbers and data that appear in the tables. When appropriate, explain what data 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 are making progress towards meeting each performance measure. Include a description of the steps and schedules for addressing 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 and Additional final report information. Please organize your explanation of progress using these headers.



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

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

Check only one box per Program Office instruction.
 Annual Performance Report Final Performance Report

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: ___/___/___ To: ___/___/___ (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		
b. Current Budget Period		
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

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:



**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.)

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

1.a. Performance Measure	Measure Type	Quantitative Data					
The number of new participants in year 3 (October 1, 2006 – April 30, 2007) <i>[Please report raw number.]</i>	GPRA 1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<i>Enter # here</i>			<i>Enter # here</i>		
1.b. Performance Measure	Measure Type	Quantitative Data					
The number of participants in years 1–3 (October 1, 2004 – April 30, 2007) <i>[Please report raw number.]</i>	GPRA 1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<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 3 (October 1, 2006 – April 30, 2007) <i>[Please report raw number.]</i>	GPRA_1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<i>Enter # here</i>			<i>Enter # here</i>		
1.d. Performance Measure	Measure Type	Quantitative Data					
The number of teachers of record in years 1–3 (October 1, 2004 – April 30, 2007) <i>[Please report raw number.]</i>	GPRA_1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<i>Enter # here</i>			<i>Enter # here</i>		

Explanation of Progress:

* *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 within three years from October 1, 2006 – April 30, 2007. (year 3)	GPRA_2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<i>Enter # here</i>			<i>Enter # here</i>		
2.b. Performance Measure	Measure Type	Quantitative Data					
The number of participants receiving certification within three years from October 1, 2002 – April 30, 2007. (years 1-3)	GPRA_2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<i>Enter # here</i>			<i>Enter # here</i>		

Explanation of Progress:

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.)



**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.

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

3. To ensure that TTT participants are retained in high-need schools in high-need LEAs as teachers of record for three years.

3.a. Performance Measure	Measure Type	Quantitative Data					
The number of new TORs between October 1, 2004 – September 30, 2005 (three years ago which is year 1).	GPRA 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					<i>Enter # here</i>		
3.b. 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 – April 30, 2007 (three years later).	GPRA 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					<i>Enter # here</i>		

Explanation of Progress:



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	%	Raw Number	Ratio	%
		<i>Enter # here</i>					
4.b. Performance Measure	Measure Type	Quantitative Data					
	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<i>Enter # here</i>					
4.c. Performance Measure	Measure Type	Quantitative Data					
	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		<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

See INSTRUCTIONS FOR GRANT PERFORMANCE REPORT (ED 524B). Use as many pages as necessary.

- Report budget expenditure data in items 8a-8c of the cover sheet.
- If all Federal funds have not been expended, provide the amount and an explanation.
- Describe any significant changes to your budget resulting from modification of project activities.
- Describe any changes to your budget that affected you're ability to achieve your approved project activities and/or project objectives.

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

See INSTRUCTIONS FOR GRANT PERFORMANCE REPORT (ED 524B). Use as many pages as necessary.

This space is provided for you to provide any other information you wish for us to know and to provide analysis of the information contained above. Also, attach the required final evaluation conducted of your program activities.

Transition to Teaching (TTT) Performance Report and Evaluation Guidelines

TTT Program Evaluation Questions–2007

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

- a) Major Findings
- b) Limitations
- c) Recommendations

6) Appendices

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