

# **CHAPTER 5**

## **Employment and Retention**

Employment and Retention Overview	
State Office Services Regarding Employment.....	1
Reporting Employment Information.....	1
Qualifying School Districts and Schools	
Original Legislation (October 23, 1992) Qualifying Employment.....	2
New Legislation (January 8, 2002) Qualifying Employment.....	2-3
Redefined Qualifying Employment (September 13, 2005) .....	3-4
Qualifying Schools for the Stipend or Bonus .....	5
Determining Qualifying School Districts / Schools	
Poverty Level Data (Census Bureau).....	6-8
Free and Reduced Price Lunch Percentage .....	8-10
High Percentage of Students with Disabilities .....	11-13
Feeder School Patterns .....	13
Five Year Coin.....	14
TTT Hire in Advance.....	15-16
Sample HIA Memorandum of Agreement .....	17-18
Sample HIA Letter of Intent .....	19



## **EMPLOYMENT AND RETENTION OVERVIEW**

### **State Office Services Regarding Employment.**

The ultimate goal of the program is employment and retention. The State Office should be knowledgeable in and be able to assist participants with the following:

- State requirements for teaching employment.
- The criteria for qualifying employment for participants that have an outstanding financial obligation and schools within the state that will satisfy that obligation.
- Teacher shortages in the state and which schools experience shortages.
- Familiar with the participants interested in employment in the state and their program status.
- Able to identify participants that are eligible for employment using the Jobs2Teach program, especially those with an outstanding financial obligation that need to obtain qualifying employment. In addition to criteria for qualifying employment and which schools satisfy the employment obligation; need to understand the time-frames (deadlines for obtaining employment, extensions granted by the National Office due to hardship or recall to active duty) involved with employment obligation. *(See the Jobs2Teach section of Chapter 6 – TTT Online for information on using Jobs2Teach)*
- Market to school district personnel in leadership or recruitment positions.
- Have a working relationship with state school district HR personnel, especially those that experience high annual teacher shortages.
- Able to assist interested school district HR personnel with access to Jobs2Teach to identify participants for contact and post vacancies.
- Engage in activities that build a “sense of community” that will bolster mentorship for new participants and assist in promoting retention.

### **Reporting Employment Information.**

The State Office should report changes of employment to the National Office. Although the State Office may not have all the information, if available, the National Office would like the following information provided:

For new employment: 1) School District Name, 2) School Name, 3) Subject, 4) Grade Level, 5) Start Date (1<sup>st</sup> day in the classroom).

Termination of Employment (either by the school or the participant): 1) Employment End Date, 2) Reason for employment termination, 3) Will the participant be seeking employment as a teacher, and 4) Does the participant want to be referred

## QUALIFYING SCHOOL DISTRICTS AND SCHOOLS

Participants that receive the stipend or the bonus are required to complete three years as a full-time teacher in a U.S. public school that meet the high-need criteria. The State Office should know the criteria used to determine if an employing school will fulfill the employment obligation and should be familiar with status of the districts/schools in their state. The data used to determine eligibility is acquired from various sites and is updated annually.

The criteria used to evaluate a school for employment credit has changed over the years.

### **Original Legislation (October 23, 1992) Qualifying Employment**

Under the original legislation P.L. 102-484 of October 23, 1992, a participant receiving financial assistance must obtain a position as a teacher or teacher's aide for a term not less than five years at a "high-need" school which was defined as:

local education agencies that are receiving grants under title I of the Elementary and Secondary Education Act of 1965 . . . as a result of having within their jurisdictions concentrations of children from low-income families and are also experiencing a shortage of science, mathematics, or engineering teachers or teacher's aides.

### **New Legislation (January 8, 2002) Qualifying Employment**

When the P.L. 107-110 was passed January 8, 2002, the National Office interpreted the legislation to define eligible employment as follows:

- 1) For the stipend, three years of employment as a full-time teacher in a high-need Local Education Agency (LEA). This was defined as a U.S. public school district:
  - a) that served at least 10,000 children from families with incomes below the poverty line, or
  - b) that at least 20 percent of the children served by the agency were from families with incomes below the poverty line

Note: Poverty line for a and b was based on census bureau data.

The qualifying school criteria under the original legislation was still applicable for participants that had an outstanding financial obligation under the original legislation.

## **QUALIFYING SCHOOL DISTRICTS AND SCHOOLS (cont.)**

### **New Legislation (January 8, 2002) Qualifying Employment (cont.)**

- 2) For the bonus, three years as a full-time teacher at a high-need school which was defined as a public elementary school, public secondary school, or public charter school that meets one or more of the following criteria:
  - a) low-income children – at least 50 percent of the students enrolled in the school were from low-income families (based on NCES National School Lunch Program (NSLP) numbers), or
  - b) children with disabilities – the school has a large percentage of students who qualify for assistance under part B of the Individuals with Disabilities Education Act (IDEA).

Note: Percentage of low income families was determined by NCES National School Lunch Program (NSLP) percentages, also referred to as free and reduced lunch. The only site which provides any IDEA numbers was school matters otherwise the percentage was identified by the employing school.

### **Redefined Qualifying Employment (September 13, 2005)**

The Department of Education re-interpreted the legislation and on September 13, 2005, the National Office signed a policy memo (Figure 5-1) changing the eligibility definition as defined by the Department of Education. The same rules apply except that, to meet the employment criteria for the bonus, the schools identified in 2a and 2b above must also be within a U.S. public school district

- a) that served at least 10,000 children from families with incomes below the poverty line, or
- b) that at least 10 percent of the children served by the agency were from families with incomes below the poverty line

The qualifying school district and school criteria for participants that were accepted into the program prior to September 15, 2005, would remain. The new criteria would apply to participants that registered on or after that date. Figure 5-2 provides is a quick reference chart showing the qualifying school district / school criteria for new participants

**Figure 5-1.** Policy statement of September 15, 2005 implementing changes to qualifying school district / school criteria

### Policy Statement

Subject: Implementing Department of Education Troops to Teachers Operating Rules

Date: 13 September 2005

Reference: Federal Register: July 1, 2005 (Volume 70, Number 126)

The Department of Education has established operating rules that defines those schools where Troops to Teachers participants who accept financial assistance may fulfill their three-year teaching obligation. As of 15 September 2005, the following rules will apply for any Troops to Teachers participant registering for the program on or after the implementation date:

Troops to Teachers participants who accept financial assistance in the form of a Stipend or Bonus incur an obligation to teach for three years in schools or school districts that meet specified criteria as outlined below:

- **STIPEND:** Participants accepting the \$5K stipend are obligated to teach for three years in:
  - (a) any school within a school district that has at least 20% of the students who come from families living below the poverty level,
  - or
  - (b) a school house where at least 50% of students are eligible for the free or reduced cost lunch program or have a “high percentage” (determined annually) of students with disabilities, so long as that school is in a school district that has between 10 and 20% of students who come from poverty level families.
- **BONUS:** Participants may accept a bonus of \$10K in lieu of the stipend if they are employed as a teacher in a school district that has at least 10% or greater of the students who come from families living below the poverty level and are:
  - (a) teaching in a school house where at least 50% of students are eligible for the free or reduced cost lunch program,
  - or
  - (b) teaching in a school house that has a “high percentage” (determined annually) of students with disabilities.

Participants who registered prior to 15 September 2005 may fulfill their teaching obligation under the operating rules in affect as of their date of registration.

#### DEFINITIONS:

**Poverty level:** Poverty level refers to students within a school district who come from families with incomes below the poverty level for that area. The Census Bureau determines the percentage of poverty level students for a school district. Poverty level data is available by state by selecting the file for the most current school district (SD) year from the Census Bureau web site at the following address: <http://www.census.gov/housing/saipe>.

**Free or Reduced Cost Lunch:** Free or reduced cost lunch refers the National School Lunch Program based on the level of family income. The percentage is based on data available from the U.S. Department of Education at their web site: <http://nces.ed.gov/ccd/schoolsearch/>.

**Students with Disabilities:** Students with Disabilities are those who qualify for assistance under part B of the Individuals with Disabilities Education Act (IDEA). The Standards and Poor’s web site <http://www.schoolmatters.com> provides percentage of students with disabilities by school house, but data is not available for all states.

**High percentage of Students with Disabilities:** A “high percentage” is considered to be any percentage over the nation wide average for students eligible for assistance under part B of IDEA. If data is not available from the Standards and Poor’s web site, individual school districts may have this information available for their schools.

Revised 01/07/08

**Figure 5-2.** Qualifying Schools for the Stipend or Bonus for Participants that Registered on or after September 15, 2005

**Qualifying Schools for the Stipend or Bonus**

TTT participants that receive financial assistance from Troops to Teachers in the form of the stipend or bonus must teach for three years in a school that meets one of the criteria listed under the appropriate category.

<u>STIPEND</u>	<u>BONUS</u>
<p>A</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Any public school whose District's Poverty Level is 20% or more</div>	<p>A</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Any public school whose School District's Poverty Level is 10% or more <b>and</b> the school's free/reduced cost lunch percentage is 50% or more</div>
<p>B</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Any public school whose District serves 10,000 or more students from Poverty Level families</div>	<p>B</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Any public school whose District's Poverty Level is 10% or more <b>and</b> the school has a "high percentage" (determined annually*) of students with disabilities</div>
<p>C</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Any public school whose District's Poverty Level is 10% or more <b>and</b> the school's free/reduced cost lunch percentage is 50% or more</div>	
<p>D</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Any public school whose District's Poverty Level is 10% or more <b>and</b> the school has a "high percentage" (determined annually*) of students with disabilities</div>	

The IDEA percentage is updated annually based on the national average.

Rev 03/16/06

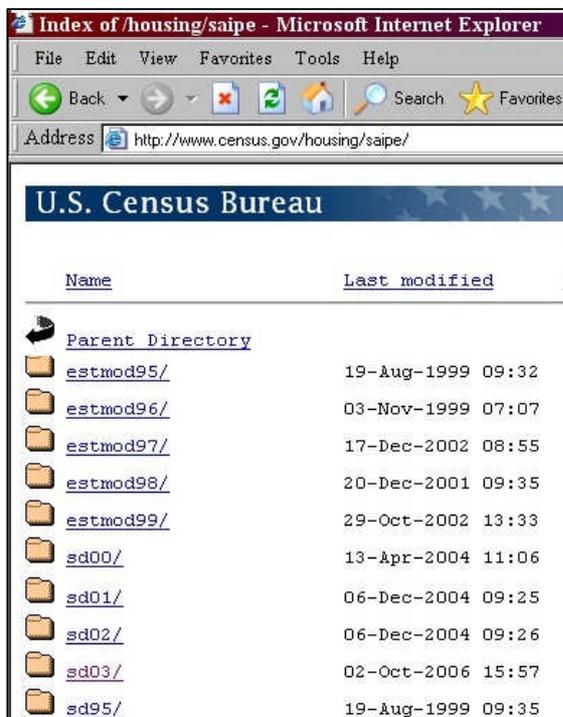
## DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS

The State Office should know the criteria for qualifying employment for participants that have an outstanding financial obligation and schools within the state that will satisfy the obligation and update the information annually. A school that qualifies one year may not be eligible the next. There are four web sites that the National Office uses to determine qualifying school districts; U.S. Census Bureau, National Center for Education Statistics (NCES), and the Standard & Poor’s sites School Matters and School Data Direct.

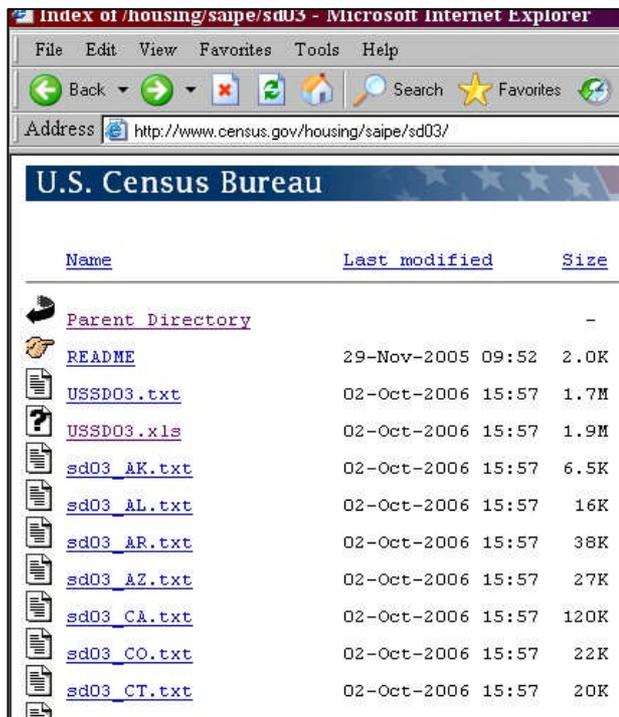
### Poverty Level Data (Census Bureau)

Where the term “poverty level” is used regarding the qualification of school districts, use data from the census bureau to determine the percentage of students at or below the poverty level. The data is available from the U.S. Census Bureau website at [www.census.gov/housing/saipe](http://www.census.gov/housing/saipe) (Figure 5-3) and is updated annually usually between October and December. From this site, select the folder for the most current year. For example, “sd03/” contains the school district poverty data for 2003. Within each folder are data files for each state and a file that contains all state data (see Figure 5-4). It also contains a file named “README” which will explain the data contained in the folder and provide column headers which are not available when you download the file.

**Figure 5-3.** Census Bureau site with folders containing poverty level data for school district by year.



**Figure 5-4.** Census Bureau files containing poverty level data for each state.



## DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS (cont.)

### Poverty Level Data - Census Bureau (cont.)

The file that is downloaded (see Figure 5-5) will contain eight columns of data: 1) FIPS state code, 2) District ID, 3) District Name, 4) Total Population, 5) Population of Relevant Children 5 to 17 Years of Age, 6) Estimated Number of Relevant Children 5 to 17 Years in Poverty Related to the Householder, 7) File Name and Date of Creation.

**Figure 5-5.** Sample file of data downloaded from the Census Bureau site.

District ID	District Name	Total Population	Population of Relevant Children 5 to 17 Years of Age	Estimated Number of Relevant Children 5 to 17 Years in Poverty Related to the Householder	File Name and Date of Creation
02 00050	ALASKA GATEWAY SCHOOL DISTRICT	2532	565	123	sd03_AK.txt 13SEP2006
02 00010	ALEUTIAN REGION SCHOOL DISTRICT	490	69	4	sd03_AK.txt 13SEP2006
02 00007	ALEUTIANS EAST BOROUGH SCHOOL DISTRICT	2695	259	26	sd03_AK.txt 13SEP2006
02 00180	ANCHORAGE SCHOOL DISTRICT	272687	56132	4837	sd03_AK.txt 13SEP2006
02 00525	ANNETTE ISLAND SCHOOL DISTRICT	1358	299	28	sd03_AK.txt 13SEP2006
02 00020	BERING STRAIT SCHOOL DISTRICT	5794	1628	429	sd03_AK.txt 13SEP2006
02 00030	BRISTOL BAY BOROUGH SCHOOL DISTRICT	1103	221	18	sd03_AK.txt 13SEP2006
02 00730	CHATHAM REGION SCHOOL DISTRICT	1421	287	46	sd03_AK.txt 13SEP2006
02 00800	CHUGACH SCHOOL DISTRICT	463	89	7	sd03_AK.txt 13SEP2006
02 00070	COPPER RIVER SCHOOL DISTRICT	2995	669	90	sd03_AK.txt 13SEP2006
02 00060	CORDOVA CITY SCHOOL DISTRICT	2398	477	45	sd03_AK.txt 13SEP2006
02 00090	CRAIG CITY SCHOOL DISTRICT	1311	276	46	sd03_AK.txt 13SEP2006
02 00100	DELTA GREELY SCHOOL DISTRICT	3616	854	147	sd03_AK.txt 13SEP2006
02 00770	DENALI BOROUGH SCHOOL DISTRICT	1943	309	20	sd03_AK.txt 13SEP2006
02 00120	DILLINGHAM CITY SCHOOL DISTRICT	2467	595	59	sd03_AK.txt 13SEP2006
02 00600	FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT	85930	17769	1236	sd03_AK.txt 13SEP2006
02 00130	GALENA CITY SCHOOL DISTRICT	657	172	2	sd03_AK.txt 13SEP2006
02 00270	HAINES BOROUGH SCHOOL DISTRICT	2233	375	49	sd03_AK.txt 13SEP2006
02 00300	HONAH CITY SCHOOL DISTRICT	785	158	18	sd03_AK.txt 13SEP2006
02 00330	HYDABURG CITY SCHOOL DISTRICT	359	89	25	sd03_AK.txt 13SEP2006
02 00520	IDITAROD AREA SCHOOL DISTRICT	1294	341	85	sd03_AK.txt 13SEP2006
02 00210	JUNEAU BOROUGH SCHOOL DISTRICT	31118	5969	421	sd03_AK.txt 13SEP2006
02 00360	KAKE CITY SCHOOL DISTRICT	669	153	33	sd03_AK.txt 13SEP2006
02 00005	KASHUNAMIUT SCHOOL DISTRICT	817	296	91	sd03_AK.txt 13SEP2006
02 00390	KENAI PENINSULA BOROUGH SCHOOL DISTRICT	51563	10509	1042	sd03_AK.txt 13SEP2006
02 00150	KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT	13248	2636	236	sd03_AK.txt 13SEP2006
02 00450	KILWOCK CITY SCHOOL DISTRICT	802	159	34	sd03_AK.txt 13SEP2006
02 00480	KODIAK ISLAND BOROUGH SCHOOL DISTRICT	13276	3040	271	sd03_AK.txt 13SEP2006
02 00760	KUSPIK SCHOOL DISTRICT	1663	503	136	sd03_AK.txt 13SEP2006
02 00485	LAKE AND PENINSULA SCHOOL DISTRICT	1584	431	75	sd03_AK.txt 13SEP2006
02 00001	LOWER KUSKOKWIM SCHOOL DISTRICT	13854	3710	855	sd03_AK.txt 13SEP2006
02 00003	LOWER YUKON SCHOOL DISTRICT	6154	1924	564	sd03_AK.txt 13SEP2006
02 00510	MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT	72278	15658	1670	sd03_AK.txt 13SEP2006
02 00540	MENANA CITY SCHOOL DISTRICT	391	78	9	sd03_AK.txt 13SEP2006
02 00570	NOME CITY SCHOOL DISTRICT	3569	772	38	sd03_AK.txt 13SEP2006
02 00610	NORTH SLOPE BOROUGH SCHOOL DISTRICT	7002	1797	205	sd03_AK.txt 13SEP2006

The FIPS state and district ID are the same identification numbers used by NCES to identify school districts. This data can be used to link data to NCES NSLP data.

To determine the percentage of poverty level children per school district, using the following formula:

$$\frac{\text{Column 6 - Estimated Number of Relevant Children 5 to 17 Years in Poverty Related to the Householder (total students below the poverty level per school district)}}{\text{Column 5 - Population of Relevant Children 5 to 17 Years of Age (total student population per school district)}}$$

The school districts should be separated into three categories: 1) at least 20%, 2) between 10% and 19.9%, and school districts below 10%. The state office identifies these as A, B and C districts, respectively. After each school district is categorized, resort the school districts by Column 6 - Estimated Number of Relevant Children 5 to 17 Years in Poverty Related to the Householder (total students below the poverty level per school district). Any districts with a total population of 10,000 or more qualifying students are grouped with those with at least 20% of the student population is below the poverty level (group A) regardless of the actual percentage.

## DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS (cont.)

### Poverty Level Data - Census Bureau (cont.)

Schools within Group A school districts qualify as employment credit for participants with an outstanding stipend obligation.

Schools within Group B school districts will need further evaluation (*see section on NCES Data in this chapter*).

Schools within Group C school districts will not qualify as employment credit.

### Free and Reduced Price Lunch Percentage – National Center for Education Statistics (NCES)

Free and reduced price lunch is also referred to as the National School Lunch Program (NSLP) Where either of these terms is used regarding the qualification of schools, use data from the National Center for Education Statistics (NCES) to determine the percentage of students in the NSLP program. The data is available from the NCES website at [nces.ed.gov/ccd/schoolsearch/](http://nces.ed.gov/ccd/schoolsearch/) (see Figure 5-4) and is updated annually. The school year for the current data is indicated at the bottom of the NCES search screen in Figure 5-6.

Figure 5-6. NCES School Search

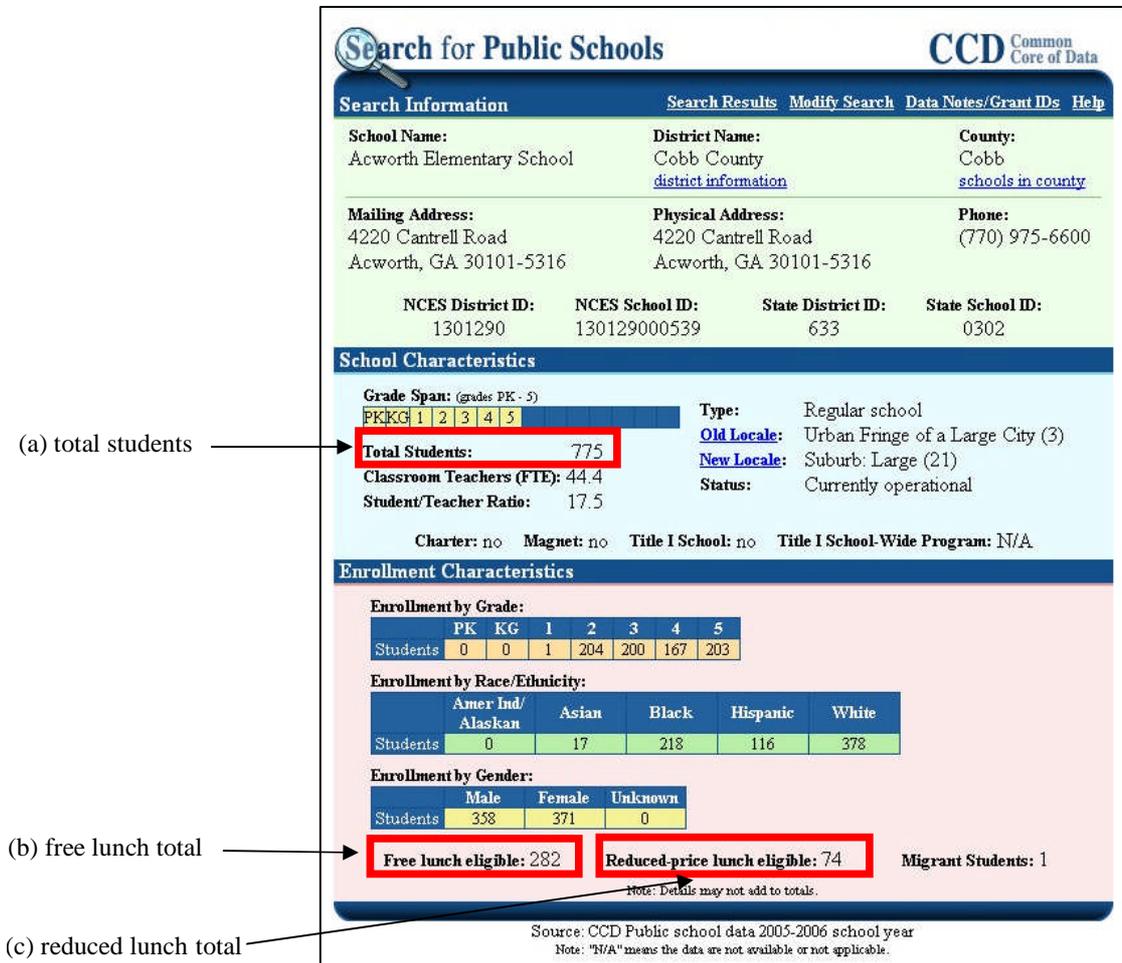
The screenshot shows the NCES School Search interface within a Microsoft Internet Explorer browser window. The address bar shows <http://nces.ed.gov/ccd/schoolsearch/>. The page header includes the NCES logo and navigation links like NewsFlash, Staff, Contact, Site Index, and Help. The main content area is titled "Search for Public Schools" and "CCD Common Core of Data". It features a "School Information" section with fields for School Name, NCES School ID, Street Address, City, State, Zip Code, Distance, County of District, and Phone #. There is also a "District Name" and "NCES District ID" field. A "SEARCH TIP" on the right explains that searches are based on all information entered and that more specificity yields fewer results. Below the search fields is an "Additional Characteristics" section with checkboxes for School Description (Regular, Special Education, Vocational, Other/Alternative) and Specific School Type (All, Charter School, Magnet School). A "Grade-Span" section includes radio buttons for "Includes Grade", "Low Grade", and "High Grade" with corresponding grade level options (PK, KG, 1-12). A "SEARCH" button and a "Clear" button are located to the right of the search fields. At the bottom of the page, the source is cited as "Source: CCD Public school data 2005-2006 school year".

**DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS (cont.)**

**Free and Reduced Price Lunch Percentage – National Center for Education Statistics (cont.)**

Using the search screen, the NSLP percentage can be determined for an individual school or the data for the entire state can be downloaded and calculated. By entering identification data into the search screen, a school or list of schools is retrieved. Double-click on the applicable school to view the data for the school (Figure 5-7). Add (b) “total free lunch students” and (c) “total reduced lunch students” and then divide by (a) “total students” to get the percentage of free and reduced priced lunch percentage for the school. Some schools do not have NSLP data available. If data is not available through the NCES site, a letter from the school or school district can be submitted verifying the schools NSLP percentage.

**Figure 5-7. NCES School Details**



## DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS (cont.)

### Free and Reduced Price Lunch Percentage – National Center for Education Statistics (cont)

To download data for the entire state, enter the state name only in the search screen (Figure 5-6). When the list of schools opens, click on the “Download Excel File” button at the bottom of the screen (Figure 5-8) and follow instructions.

Figure 5-8. NCES Data Download

**Search for Public Schools** CCD Common Core of Data

Search Results (records: 4) [Modify Search](#) [New Schools](#) [Data Notes/Grant IDs](#) [Help](#)

School Name	Phone	County	Students	Grades
1. <a href="#">ACWORTH ELEMENTARY SCHOOL</a> 4220 Cantrell Road, Acworth, GA 30101	(770) 975-6600	Cobb	775	PK-5
2. <a href="#">ALTERNATIVE EDUCATION CENTER/LANGUAGE ACADEMY/TRAN</a> 1550 Pebblebrook Circle, Mableton, GA 30126	(770) 819-2378	Cobb	0	KG-12
3. <a href="#">GREEN ACRES ELEMENTARY SCHOOL</a> 2000 Gobar Avenue, Smyrna, GA 30080	(678) 842-6905	Cobb	678	PK-5
4. <a href="#">H.A.VEN. ACADEMY</a> 1593 Hawthorne Street, Smyrna, GA 30080	(678) 842-6943	Cobb	N/A	N/A

Source: CCD Public school data 2005-2006 school year  
Note: "N/A" means the data are not available or not applicable.

**Similar Search**  
Based on your geographic search for Public Schools, you can also search for...  
[Public School Districts](#) | [Private Schools](#) | [Public Libraries](#)

**Download This Data**  
 [Download Excel File](#) Your data file will be created based on the selection criteria you have entered.  
Depending on the amount of data needed to create the file, this may take a few minutes. The option will also be available to download the Excel file as a compressed Zip file.

An Excel file will be downloaded containing the data for the entire state. Use the same formula as above to determine the percentage. Column X contains “total students”, column AI contains “free lunch total” and column AJ contains “total free lunch”.

With some “know-how”, the “FIPS State” and “District ID” in the Census Bureau list can be used to combine with the NCES download using the “NCES District ID” in column C. Once this is complete, you will be able to identify the schools that will qualify as employment credit for the stipend and the bonus. Schools in an “A” or “B” school district where at least 50% of the students are eligible for free or reduced lunch would qualify as employment credit for a participant with an outstanding stipend obligation or qualify an eligible participant to apply for the bonus. Schools in an “A” school district with less than a 50% free and reduced lunch percentage would only qualify as employment credit for a participant with an outstanding stipend obligation. Any school within a “C” school district would not qualify as employment credit for either the stipend or the bonus. Neither would a school within a “B” school district where the free and reduced lunch percentage is less than 50%, unless the school has a high percentage of students with disabilities. See the “High Percentage of Students with Disabilities” section in this chapter for more information.

## DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS (cont.)

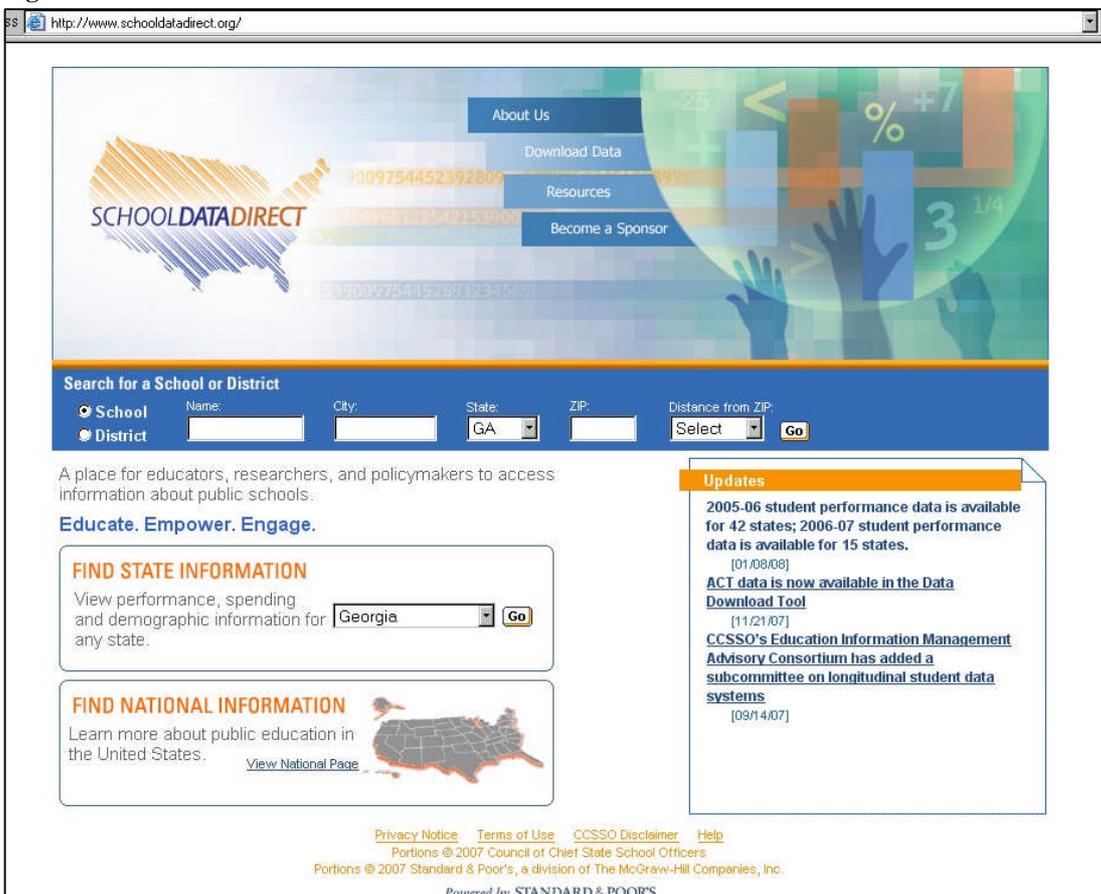
### High Percentage of Students with Disabilities – SchoolDataDirect

The final qualification factor is percentage of students with disabilities, or more appropriately, a students that qualify under the Individuals with Disabilities Education Act (IDEA). The National Office adjusts the number annually based on the national average that is posted on the NCES site. The National Office will advise the State Offices when the IDEA percentage is revised.

We have been unable to locate a database with complete IDEA data. The only available source is through the Standards & Poor’s sites SchoolMatters (<http://www.schoolmatters.com/>) and SchoolDataDirect (<http://www.schooldatadirect.org/>). The site indicates that the source of the data is the U. S. Department of Education. Within the site, some state’s have fairly complete IDEA data, others some data, while some states have no data at all. If data is not available through the site, a letter from the school or school district can be submitted verifying the schools IDEA percentage.

To locate the IDEA percentage, access the SchoolDirectData site (Figure 5-9). To locate the IDEA percentage for a particular school, enter school or district identification data into the search fields.

Figure 5-9. SchoolDataDirect Search Screen



## DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS (cont.)

### High Percentage of Students with Disabilities – SchoolDataDirect (cont.)

The school or a list of schools will open. Double-click on the applicable school. The school details screen will open. Scroll down towards the bottom. If an IDEA percentage is available, it will be located in a section labeled “Enrollment of Students with Special Needs” (Figure 5-10).

**Figure 5-9.** SchoolDataDirect Enrollment of Students with Special Needs section

Enrollment of Students with Special Needs (2006)			
The percentage of students with special needs is important to consider when viewing student performance because these students often require additional instruction and resources to help them achieve their full potential. <a href="#">More...</a>			
	This School	District	State
Economically Disadvantaged (%)	47.7	33.1	47.5
English Language Learners (%)	8.3	8.5	4.9
<b>Students with Disabilities (%)</b>	<b>15.9</b>	12.6	13.1

To view the IDEA percentage for all the state schools (or at least 25 at a time which is the limit per screen), only enter the state in the search field (Figure 5-9). When the list of schools opens, click on the “Advanced Search” button near the top of the screen (Figure 5-10).

**Figure 5-10.** SchoolDataDirect Advance Search Button

The screenshot shows the SchoolDataDirect website interface. At the top, there is a search bar with fields for School Name, City, State (set to GA), and ZIP. A "Go" button is next to the search fields. Below the search bar, there is a "View State Facts" link and a red box highlighting the "Advanced Search" button. An arrow points from the text "Advanced Search Button" to this button. Below the search bar, the page shows search results for Georgia Public Schools & Districts. The results are displayed in a table with columns for Name, District, Reading/ELA Proficiency (%), Math Proficiency (%), Students Per Teacher, and Enrollment. The first two results are visible: 9th Grade Academy (Habersham County) and A. B. Clark Elementary School (Crisp County).

**DETERMINING QUALIFYING SCHOOL DISTRICTS / SCHOOLS (cont.)**

**High Percentage of Students with Disabilities – SchoolDataDirect (cont.)**

An advanced search screen will open, do not enter any data. Click on the “Search” button at the bottom of the screen. If IDEA information is available for the state, when the list of schools re-opens, a column will be added to the table titled “Students with Disabilities” (Figure 5-11).

**Figure 5-11.** School List with “Students with Disabilities” column

sort by A Name	sort by Reading/ELA Proficiency (%)	sort by Math Proficiency (%)	sort by Enrollment	sort by Economically Disadvantaged (%)	sort by English Language Learners (%)	sort by Students with Disabilities (%)	sort by Students Per Teacher	sort by Grade Levels
<input type="checkbox"/> 9th Grade Academy 3115 Demorest/Mount Airy Highway Demorest, GA 30535	n.a.	n.a.	497	36.4	5.0	15.1	12.4	9
<input type="checkbox"/> A. S. Clark Elementary School 401 15th Street North Cordele, GA 31015	74.6	91.3	435	76.3	2.1	11.5	13.8	3-5
<input type="checkbox"/> A.Z. Kelsey Middle School 200 Kelsey Avenue Griffin, GA 30223	72.5	63.6	395	89.4	0.0	22.0	12.0	6-8
<input type="checkbox"/> Abbotts Hill Elementary School 5575 Abbotts Bridge Road Duluth, GA 30097	94.4	96.8	709	5.2	2.5	13.7	15.3	PreK- 5
<input type="checkbox"/> Abney Elementary School 4555 Dallas-Acworth Highway Dallas, GA 30132	89.0	90.7	607	22.4	1.3	10.9	14.8	PreK- 5

There is a download data feature available at the top of the results screen but initial efforts have been unsuccessful and will have to be investigated further.

**Feeder School Patterns**

Feeder School Patterns does not provide an additional qualification criteria, it only enhances. For high school students, free and reduced lunch is more of a stigma and we often find that, as a result, students may be eligible but are not utilizing the NSLP program. Feeder school patterns provide a method to determine if the number of eligible students has been under reported by analyzing the elementary school NSLP percentages that feed into the high school. If the result is over 50% eligible for NSP, the school would qualify as employment credit for the stipend or bonus. Figure 5-12 is an example of how to use the feeder pattern formula.

**Figure 5-12.** Sample of Feeder School Formula

DISTRICT	ENROLLMENT	LOW-INCOME #
<b>(Elementary Schools)</b>		
School A	568	450 (79%)
School B	329	170 (52%)
School C	588	240 (41%)
School D	836	350 (42%)
<b>Total</b>	<b>2,321</b>	<b>1,170 (52%)</b>
<b>(Middle School)</b>	<b>2,000</b>	<b>1,020 (52%)</b> (Estimated)

- Calculate average percentage of poverty for the four elementary school attendance areas by dividing the total number of low-income children by the total enrollment (1,170 ÷ 2,321). The average percentage of poverty is 52.1%.
- Because these four elementary schools feed into the middle school, the poverty percentage of the high school is projected to be 52.1%.
- To calculate the number of low-income students in the high school, multiply the total school enrollment by the average percentage of poverty for the four elementary feeder schools (2,000 x 52.1%).

## FIVE-YEAR SERVICE COIN

Annually, the National Office will evaluate participant employment history. Those that meet the criteria, will receive a five-year service coin (Figure 5-13) and certificate to show our appreciation for their continued service. Use of the five-year coin is restricted to this purpose.

**Figure 5-13.** Five-Year Service Coin, front and back



### **Five-Year Service Coin Eligibility Criteria**

Evaluation will adhere strictly to these criteria. A participant must have completed five years of full-time teaching and the employment must meet the following criteria:

- U.S. K-12 public school – DODDS, non-U.S., or private school employment does not count
- Position classified as teaching - time spent as a substitute, administration, counselor, or JROTC will not be counted. The participant does not have to currently be in a teaching position to receive the coin as long as five years was completed as a teacher in eligible employment.
- Employment must have been verified (annual update submitted by the participant)
- Full-time position – although, partial years will count but not as a full-years credit. Partial years will be totaled based on a standard 185 day school year and the date at which 900 days of eligible employment is/was completed will be the five year mark.

A participant must be in an active status with the program although exceptions can be considered upon request of the state office.

### **Procedure**

The National Office will evaluate the participant employment and status based on the above criteria. Certificates will be printed and signed by the Chief of the National Office. Coins and certificates for each eligible participant will be provided to the State Office for disbursement. The list is reviewed and National Office advised of any discrepancies The State Office program manager signs the certificates and arranges for disbursement. Any unawarded coins are to be returned to the National Office.

### **Disbursement of Coins and Certificates**

Disbursement methods are left up to the state office. However, coin disbursement is a good opportunity for marketing and “community building”.

In the past, state offices have coordinated with Department of Education events and increased marketing exposure. Another suggestion is planning a lunch for recipients and include other TTT teachers in the area to help build a “sense of community”.

## **TTT Hire in Advance**

**Concept.** Hire in Advance is a concept where an agreement is drawn up between a school district and service member prior to certification stating that, if all criteria are met within set timeframes, a teaching position is guaranteed. Ideally this would happen 1-2 years prior to separation from the military but would be at the discretion of the employing institution.

**Promote to Hiring Officials.** The first step to establishing a Hire in Advance program in your state is to promote the idea to hiring officials. A sample Memorandum of Agreement (Figure 14a and 14b) and a Sample Letter of Intent (Figure 15) can be used in the presentation. You may meet some resistance. Below are some ideas to help promote the concept.

- Start off with one or two school districts which you have already established a report, preferably a school district that meets the stipend criteria. Once successful at one school district, it will be easier to promote at other school districts.
- Promote it as a pilot program.
- Most school districts know what their annual teaching shortages will be and this provides some assurances of positions that will be filled to meet that quota.
- The concept is really not that different from schools that recruit from universities or certification programs prior to licensure.
- Be careful not to make promises beyond our available resources.
- Contact other state offices who have had successful experiences with the Hire in Advance concept for additional ideas to promote the concept.

**Promoting to Service Members.** Once a school district(s) is onboard, promote to service members. Candidates can come from a variety of sources such as call-ins, Teaching as a Second Career Seminars, and the Jobs2Teach site. If not yet a member of Troops to Teachers, it is important to have them register as soon as possible even if they are more than year from separation. It is a good idea to pre-screen candidates, especially when trying to first establish a Hire in Advance program. You don't want to recommend candidates that are not fully committed to a career in education. Candidates should be made fully aware of all pertinent information; certification requirements, applicable time-frames, potential cost involved, starting salary, implications of moving to the applicable school district. Some promotional points include:

- Provides the service member their next "duty assignment" and allows them to prepare with some sense of stability.
- If still actively part of the service, tuition assistance may be available through the military.
- If they meet the TTT criteria for financial assistance and come within eligible time-frames, funding may be available from TTT for certification expenses or the bonus. NOTE: Be careful with this one and make no promises. There are a lot of parameters in play that need to be considered. It is best to refer them to the National Office for clarification if money is going to be an issue.

**Registration with the National TTT Office.** There are no special considerations regarding TTT Program eligibility or eligibility for funding for Hire in Advance candidates. They have the same service and education criteria and eligibility time-frames as other TTT registrants. However, if the candidate has not yet registered with TTT, have them register immediately. Although they may be more than a year from registration and will not be activated in TTT until they come within eligibility time-frames, this will allow us to track them and make sure they don't miss out on any TTT benefits for which they may become eligible.

**Follow-Up with Participant.** Once a participant has signed a Hire in Advance agreement, you want to do everything you can to ensure success. Milestone deadlines should be set and the participant should be contacted at these milestones to verify their progress and identify any problems for which you may be able to provide guidance or assistance.

**Follow-Up with National Office.** The State Office should forward the Hire in Advance information to the National Office using the Hire in Advance form provided. If a certification program was not identified at the time that the form was forwarded to the National Office, provide the information once a program has been identified. It is recommended that the State Office retain the original form and use the same form to provide follow-up information so that it is easily identifiable as Hire in Advance data. The back of the form is to be used to provide Agreement Resolution Information. If agreement completed, provide the appropriate dates. Use the comment field to provide additional information or explain why a agreement was ended prior to termination.

Figure 5-14a. Hire in Advance Sample Memorandum of Agreement, pg 1

**SAMPLE**

**MEMORANDUM OF AGREEMENT**

This Memorandum of Agreement outlines responsibilities and actions required to support the \_\_\_\_\_ School District/ (State) Troops to Teachers "**Hire-In-Advance**" program.

\_\_\_\_\_ **School District Agrees To:**

*General*

- a. Designate a person within the Recruitment Department to serve as a point of contact for TTT applicants and the **Hire-In-Advance** program.
- b. Receive and distribute information about the Troops to Teachers program to the Recruitment Department so that the **Hire-In-Advance** program is widely and routinely used.
- c. Refer present and former military members to the (state) Troops to Teachers toll-free number for application, stipend and bonus information and assistance.
- d. Provide cooperation and coordination to the (state) Troops to Teachers office in marketing, advertising and other programs as appropriate and beneficial to both parties

*Specific*

- a. Agrees to consider the applications of former and present military members that possess appropriate degrees for employment up to two years in advance. Issues **Hire-In-Advance** letter to those selected for employment with contingency that applicants meet licensing requirements prior to start date.
- b. Reviews TTT produced marketing mail-outs, advertisements, promotional materials that are directed specifically for employment with (school district) for approval
- c. Agrees to fully counsel applicants on district employment opportunities and appropriate teacher certification programs
- d. Agrees to support (state) TTT marketing and advertising for this program in the amount of \$x,xxx over the next 12 months
- e. Provide (state) TTT a quarterly report identifying the disposition status of TTT referred applicants

**(State) Troops to Teachers Agrees To:**

*General*

- a. Develop marketing and recruitment plans to increase employment opportunities with (school district)
- b. Develop informational packages that outline **Hire-In-Advance** opportunities to applicants
- c. Educate military Education Offices and Transition Offices on the **Hire-In-Advance** program available through (school district).
- d. Counsel applicants concerning their opportunities for \$5,000 stipends to defray educational expenses or \$10,000 bonuses to teach in high need schools
- e. Designate a person within the (state) Troops to Teachers office to serve as a point of contact for Troops to Teachers applicants and the **Hire-In-Advance** program.
- f. Provide cooperation and coordination to the (school district) in marketing, advertising and other programs beneficial to both parties.

*Specific*

- a. Devise a plan and materials to make Troops to Teachers applicants aware of the **Hire-In-Advance** program available with (SCHOOL DISTRICT)
- b. Develop an advertising plan that is inclusive of major military installations within the (State) and neighboring states.

**Figure 5-14b.** Hire in Advance Sample Memorandum of Agreement, pg 2

c. Develop and coordinate a comprehensive plan to make military leaders State-wide aware of opportunities available with the **Hire-In-Advance** program at (SCHOOL DISTRICT)

d. Coordinate marketing, advertising and (SCHOOL DISTRICT) recruitment activities with the (STATE MILITARY BASES)

e. Ensures the efficient use of (SCHOOL DISTRICT) marketing and recruiting funds.

f. Provides (SCHOOL DISTRICT) with quarterly update referral list. Coordinates with (SCHOOL DISTRICT) to identify opportunities to enhance the **Hire-In-Advance** program.

g. Coordinates with National TTT to provide **Hire-In-Advance** program visibility and applicant referral

h. Develop mail-out list using the National TTT database

i. Provide military base Education Officers with a marketing materials.

Figure 5-15. Hire in Advance Sample Letter of Intent

**SAMPLE**

**\_\_\_\_\_ SCHOOL DISTRICT**

**Letter of Intent for Employment**

Dear NAME,

Congratulations! Based on your recent interview and interest form, the (name) School District is pleased to offer you employment in DATE, as a SUBJECT teacher.

This offer is contingent upon your receipt of a teaching license from the state of (state) or successful completion of the (district alternate route to certification) program. Additionally, as a requirement of employment, you will be required to submit two completed fingerprint cards. Conditions of employment include a one-time deduction from your first paycheck for fingerprint processing required by (state) law. The (name) School District requires that you successfully complete the background check.

If you attend and successfully complete the (district alternate route to certification) program, you will be required to pass (appropriate) tests (secondary teachers must also pass the content knowledge test) before you are able to teach.

You are also required to submit proof of an Honorable Discharge before reporting for work to (district office address)

Please see the enclosed information concerning salaries and other school district personnel information. Your position on the salary schedule will be determined when you sign your contract and will be based upon (x) years teaching experience and level of education, which is determined by the Negotiated Agreement between the (name) School District and the (Teacher Contract agency).

Additionally, you are encouraged to contact the Troops to Teachers program and inquire about possible stipend and bonus opportunities. The\_(state) Troops to Teachers can be contacted at (phone) or ( e-mail)

The \_(name)\_School District has a group of former service men and women who are now successful teachers. They have volunteered to aid you in your settlement into the (local area) and into your new profession. You will be contacted by one of them soon. Primary point of contact is: (name) (e-mail)\_

Again, we are very pleased that you have made the decision to become a (school district) teacher! Please stay in contact with our office at (phone number) if you have questions or comments.

Sincerely,