

PROGRAM YEAR 1 SUMMATIVE REPORT

AWARD YEARS 2018 - 2023

GRANT INFORMATION

AGREEMENT

Grant Agreement Number:	H98210-18-1-0012 PR NO(S) H9821085458			
Period of Performance:	Start Date:	5/15/2018	End Date:	5/14/2019
Period Amount:	\$145,321.00			

RECIPIENT

Recipient Organization Name:	Arizona Department of Education		
Recipient's Point of Contact			
Name:	Bruce DuPlanty, Deputy Associate Superintendent of Educator Preparation and Certification		
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PROGRAM YEAR END REPORT - YEAR 1

PROGRAM COORDINATOR INFORMATION

Program Title	Arizona Troop to Teachers			
Program Department	Arizona Department of Education - Certification			
Period of Performance:	Start Date:	5/15/2018	End Date:	5/14/2019
Recipient's Program Contact				
Name:	Lee E. Fernwault M. Ed - Arizona Troops to Teachers Coordinator			
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PERFORMANCE NARRATIVE

GRANTEE BACKGROUND

In 2018, Arizona had an overall population of over 6,800,000⁽¹⁾ of which 1,089,384 were students.⁽²⁾ Current data shows that Arizona has a statewide teacher shortage with over 2,500 teacher vacancies or not appropriately certified based on U.S. Department of Education, Title 1 guidelines.⁽³⁾ Arizona's participation in the Troops to Teachers Program (the Program) will help bridge this shortfall with highly trained and dedicated servicemembers and veterans who desire to serve again by developing Arizona's next generation of students.

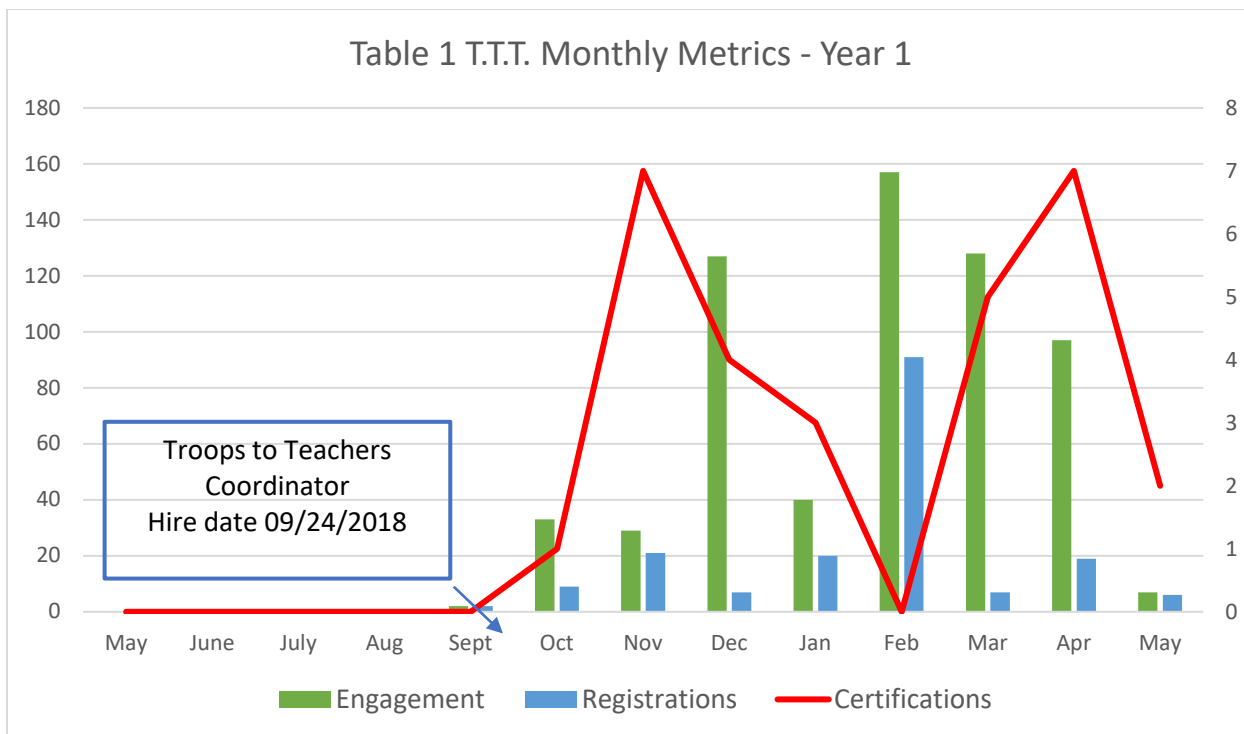
ACTIVITIES PERFORMED

PERIOD OBJECTIVES

#	Objective	Completed?	
		Yes	No*
1	Interact with 500 servicemembers about the Troops to Teachers Program.	✓	
2	Twenty servicemembers will receive their teaching certificate.	✓	
3	Five servicemembers will pursue their teaching certification via Arizona Teachers Academy or other Alternative Certification tracks.	✓	

The Program finished above the benchmarks set for year 1 with a total of 620 engagements, 24 standard certifications, and five following an alternative path to certification. (See Table 1) The support of Arizona's Department of Education (ADE) leadership team and the efforts of the project coordinator were able to overcome the program's late start due to a longer than anticipated recruitment search. Q1 FY2019 was the first full quarter having a program coordinator whose military and educational background could effectively relate to servicemembers transitioning into a teaching career. The coordinator's development of work processes and systems to expand and monitor the program throughout the state was instrumental in assisting servicemembers with expedited and individualized plans leading to certification and job referral assistance. Continued improvements remain a focus as the coordinator moves to improve the overall program experience for all participant interactions.

Table 1 T.T.T. Monthly Metrics - Year 1



Goals	Year 1 Benchmark	Year 1 Total	Notes	Year 2 Benchmark
Engagements	500	620	<i>Dec. – Participant Outreach & regular base visits begin</i> <i>Feb. – AZ National Guard 4 - year muster</i> <i>Mar.-Apr – ADE site launched, base visits continue</i>	650
T.T.T. Registrations (<i>not specified</i>)	<i>not specified</i>	182		<i>not specified</i>
Standard Certifications	20	24		26
Educator Prep Prog. or Alt. Certifications	5	5		5
Job Placement Assistance (<i>not specified</i>)	<i>not specified</i>	13		<i>not specified</i>

PERIOD ACCOMPLISHMENTS

- Exceed Program- Year 1 goal's for a combined total of 120%.
- Developed/modified a customer relationship management (CRM) tool to track and maintain participant engagements, registrations, certifications, and job placement assistance.
- Informational cards, brochures, posters, SWAG, and an Arizona Resource Guide were created to expand the program and to provide a roadmap for transitioning servicemembers into education. Each guide contains program information, pre-separation tips, resume hints, and a list of state resources covering a wide range of servicemember needs.

- Over 278 districts and schools were contacted throughout the state announcing the program and to solicit a direct point of contact for participants seeking job placement assistance. Close to 10% of districts are actively seeking program participants and advertising the Arizona Troops to Teachers program.
- Program information, marketing, and presentations at Luke AFB, Davis Monthan AFB, Fort Huachuca Army base, MCAS-Yuma, Papago Military Installation, Community College Vet Centers, state and private universities, ADE job fairs, and other community outreach activities, has been well received with scheduling surpassing year one's events.
- Participated in the Arizona Veterans Symposium T.T.T., an event for all veteran support services to showcase their services and products.
- The coordinator completed the "BeConnected" Navigator training and certification program to be listed as a veteran resource and to provide additional resources for servicemembers pursuing a second career in education. The "BeConnected" program is a pilot program centralizing all resources for veterans with case manager support. This program is monitored by the Department of Defense and the Department of Veteran Affairs for possible future implementation nationwide.

PROGRAM GOALS – YEAR 1

Goal # 1: Attract and increase the number of eligible current and former members of the armed forces in the T.T.T. program.

Goal #1 Outcomes

All five active duty military bases were regularly visited throughout the state, with three bases actively assisting in program outreach. MCAS Yuma has been by far the hardest to establish a beneficial presentation or briefing schedule. The Yuma Proving Ground – Army is very receptive; however, they have very limit duty station servicemembers on base. Presentation and recruiting at Papago Park Military Reservation has proven to be a great asset to the program via yellow ribbon events and program advertising. The three bases offering the most access for program delivery and advertisement has been Davis Monthan AFB, Luke AFB, and Ft. Huachuca Army base. Regularly scheduled meetings with these three bases throughout the month have allowed for a systematic rotation implementation.

Goal #2: Reduce barriers that prevent veterans from meeting teacher certification requirements for transitioning into teaching careers.

Goal #2 Outcomes

Developed and continually modified systems to improve participant onboarding, access to certification information, and teacher certification.

1. Webpage based Arizona participation form leads to participant profile creation and encrypted delivery of participant transcripts, resume, and DD-214 information. The review of participant documentation, when applied to certification requirements, allows for the development of a customized plan for participants to become certified.

2. Continual monitoring and process improvement of participant tracking forms and program letters, ensure all avenues to certification have been review for the participant. Completed worksheets and corresponding documentation for each participant is maintained for reference and follow-up

Goal #3: Provide individualized counseling to assist T.T.T. participants with meeting the educational and certification requirements to transition into a teaching career.

Goal #3 Outcomes

1. An online presence with increased marketing resulted in 182 registrations listing Arizona as their first choice of relocation for the program. Every individual who submitted their transcripts, resume, and DD-214 (if available), was reviewed and provided a recommendation letter outlining eligible certifications along with the specific applications required. Individuals with deficiencies for certification are given information about Arizona's Teachers Academy for each state university, scholarship opportunities, or other teacher credentialing programs to meet their specific need.
2. Participants needing further assistance or other resources now have one additional point of contact to assist when seeking certification. The Program Coordinator has completed "BeConnect" Navigator training and certification. This pilot program, only available in Arizona, centralizes all possible state and federal resources into one site for veterans and their families. Providing resources to meet the unique needs of the veteran and their families will reduce barriers to educator certification.

Goal #4: Explore and implement innovative educational models to award academic credits for prior career experience/training or other relevant military training.

Goal #4 Outcomes

1. To meet the growing need for qualified teachers in the classroom, the Arizona Legislature, Arizona State Board of Education, and the Arizona Department of Education have added two additional certifications to the list of certifications already in place. Individuals not specifically trained to be a teacher may be eligible for Subject Matter Expert or Teacher Intern certification based on their work experience, on the job training, and coursework. These additional certificates add to a similar certificate for Career and Technical Education, which allows for individuals with specific skills to teach in their respective profession.
2. As of May 14, 2019, the certification unit in conjunction with T. T. T. coordinator has issued 6 Subject Matter Expert Certificates, and 8 Career and Technical Education certificates.

Goal #5: Address geographic areas with critical teacher shortages, especially in high-need schools (as defined in subsection (a) of such section 1154), in particular, the shortage of science, mathematics, special education, foreign language, or career or technical teachers in elementary schools or secondary schools.

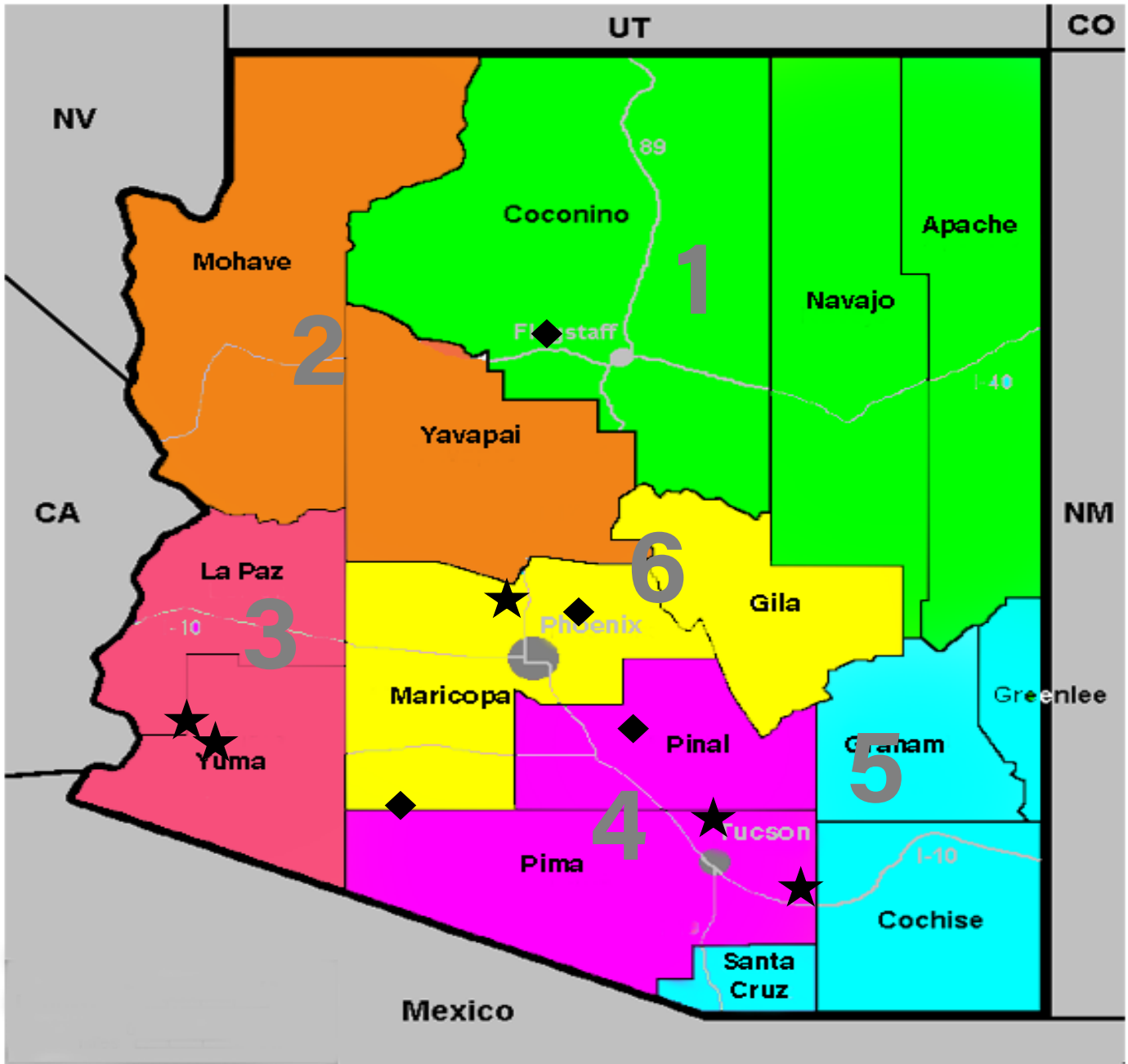
Goal #5 Outcomes

1. In 2018, Arizona had an overall population of over 6,800,000 ⁽¹⁾ of which 1,089,384 were students. ⁽²⁾ Current estimates indicate that 200 people are moving to Arizona daily. ⁽³⁾ Extrapolating data from each geographic area with a critical teacher shortage can be targeted by referring to Table 2, Arizona Department of Education's Teacher Shortage/Not Appropriately Certified report. Arizona counties that meet the U.S. Department of Education, Title I guidelines, are indicated in red as has to have a shortage, (See Table 2). Continually building a relationship, as previously stated, with area colleges, universities, veteran support services, and community organizations should further aid in placement of T.T.T. participants in these critically identified geographic areas. Additionally, counties serving the greatest population should not be ignored. For example, Maricopa County has 1274 teachers not appropriately certified (AC). Though this is a very significant number, T.T.T. participants could greatly benefit with this potential opportunity.
2. To best meet the needs of areas with critical teacher shortages, the T.T.T. coordinator has teamed up with area colleges, universities, veteran support centers, community organizations, and individual districts to address educator shortages. By grouping Arizona counties into serviceable geographical areas, see Diagram 1, the T.T.T. Coordinator can target specific resources and locales to help reduce critical teacher shortages.

Table 2 – 2018 AZ Dept. of Education Teacher Shortage/Not Appropriately Certified (AC)

County	Not AC Certified	Certified	% Not AC	Shortage Indicated	Population	% of Poverty
Apache	49	125	28.2	No	71,602	36.2
Cochise	97	212	31.4	Yes	126,516	17.1
Coconino	44	183	19.4	No	138,639	23
Gila	37	70	34.6	No	53,145	21.6
Graham	23	68	25.3	No	37,700	22.3
Greenlee	8	13	38.1	No	9,368	16
La Paz	17	30	36.2	Yes	20,477	19.4
Maricopa	1274	7914	13.9	No	4,155,501	16.7
Mohave	78	174	31	No	204,691	19.4
Navajo	59	195	23.2	No	107,902	30.3
Pima	352	1759	16.7	No	1,007,257	19.2
Pinal	162	488	24.9	Yes	405,537	15.6
Santa Cruz	48	158	23.3	Yes	46,358	26.3
Yavapai	60	258	18.9	Yes	220,972	15.8
Yuma	216	426	33.6	Yes	204,281	20.2
Totals	2524	12,073			6,809,946	

Diagram 1.



★ Arizona Active Duty Military Bases ◆ National Guard/Training/Reserve Bases

Geographic Area - Primary Engagement Locations

1. Northern Arizona University, College of Education, and Veteran and Military Services
Camp Navajo – An intermittent use facility, primarily overseer Arizona National Guard
2. Embry Riddle University
Prescott – Mayor’s Coalition for Veteran Support
Yavapai County Superintendents Office
3. Marine Corps Air Station-Yuma
Yuma Proving Grounds (Army)
Northern Arizona University – Yuma
4. Davis Monthan Air Force Base.
University of Arizona Veteran and Military Services
Pima Community College – College of Education and Veteran and Military Service
Pima County Community Services
Pima County One-Stop Career Center(s)
Military Mission Assistance
Southern Arizona VA Health Care System – Vocational Development
Vet Center Readjustment Counseling Service
5. Fort Huachuca – Army base.
Vail School District – (The only district approved to be an E.P.P.)
Southern Arizona VA Health Care System – Vocational Development
6. Luke Air Force Base – Airman & Family Readiness Center
Arizona Department of Emergency and Military Affairs (Arizona National Guard)
Arizona State University – College of Education, and Pat Tillman Veteran Support Centers
Maricopa County Community College District
Arizona Veterans and Family Coalition
Robert Noyce Masters in Elementary Education Scholarship
Disabled American Veterans
Grand Canyon University
Arizona Teachers of Tomorrow
Vet Center Readjustment Counseling Service
National Guard Employment Support Program

Goal #6: Increase the number of veterans employed as teachers.

Goal #6 Outcomes

1. Employment of veterans as teachers when looked at broadly has had remarkable success. There have been 9 Substitute Certifications issued, with each participant actively employed in a classroom setting throughout the state. Many participants have indicated a desire to start with this certification to test the waters before committing to the profession.
2. One participant is employed as an Emergency Certified Teacher due to the unique needs of the district making the request.
3. Two Subject Matter Expert certified teachers and five Elementary certified educators have been hired mid-term during the 2018-2019 school year.

4. Beginning FY2019 Q2 through Q3 districts and schools will start the hiring process for the upcoming 2019-2020 school year. Advertising for two of largest teacher job fairs was advertised on ADE's Troops to Teachers webpage, (www.azed.gov/troops2teachers) with much success. The page layout and ease of use have led to a significant increase in newly seeking program participants on the site.

PROGRAM CHALLENGES – YEAR 1

Goal # 1: Attract and increase the number of eligible current and former members of the armed forces in the T.T.T. program.

Goal #1 Challenges

As previously indicated, some bases are more receptive to the program than others. Davis Monthan AFB and Luke AFB are advantageous in their efforts when setting up events for presentations, and one on one meetings. Exasperating the issue is varying base access requirements, which further leads to access limitations. Ft. Huachuca and Davis Monthan AFB provide a yearly pass making routine visits a breeze. Using the family status for Luke AFB at least allows for a 30-day pass and is not too cumbersome. I would recommend T.T.T investigate a means to allow access to military installations to further the mission of the program.

Goal #2: Reduce barriers that prevent veterans from meeting teacher certification requirements for transitioning into teaching careers.

Goal #2 Challenges

Arizona understands that traditional educator degrees are not necessarily required to develop students to be the next great generation. Ample paths to certification are available no challenges to this goal exist.

Goal #3: Provide individualized counseling to assist T.T.T. participants with meeting the educational and certification requirements to transition into a teaching career.

Goal #3 Challenges

No Challenges. As more opportunities become available to expand the program coordinator's knowledge and community interactions, participants will surely benefit.

Goal #4: Explore and implement innovative educational models to award academic credits for prior career experience/training or other relevant military training.

Goal #4 Challenges

See Goal #2 Challenges

Goal #5: Address geographic areas with critical teacher shortages, especially in high-need schools (as defined in subsection (a) of such section 1154), in particular, the shortage of science, mathematics, special education, foreign language, or career or technical teachers in elementary schools or secondary schools.

Goal #5 Challenges

The distance between the two large metropolitan centers and other less densely populated areas is often 2 hours or more. As previously stated, every district or school in the state were contacted. Continued efforts in promoting the program should occur regularly and should be attained with the pains of startup behind us.

Goal #6: Increase the number of veterans employed as teachers.

Goal #6 Challenges

Once participants have received the services of the program coordinator and have either obtained the necessary certification or information, further communication has been limited. Follow up data is often obtained through reports from the national office. Recognition efforts are being developed now to stay connected to those individuals who have successfully finish the program from beginning to end. Currently, Arizona Superintendent of Public Education recognition awards is being developed to give participants along with a backpack and T.T.T shirt. These items will lend itself to promoting an active program and a sense of pride for the holder.