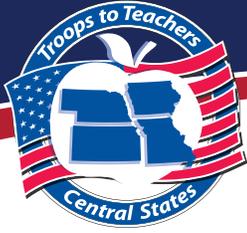


TROOPS TO TEACHERS



✦ JEFFERSON CITY OFFICE
877.530.2765

✦ ST. LOUIS OFFICE
314.729.2444

✦ KANSAS CITY OFFICE
816.241.1705

ELIGIBILITY

New Legislation January 2, 2013:

Recent changes to the legislation governing the Troops to Teachers (TTT) program expand eligibility requirements providing a greater number of military members with access to program benefits!

All current and former members of the U.S. Armed Forces whose last period of service is characterized as honorable may participate in the program for counseling and referral services. Those who meet certain education, military service and registration requirements may also be eligible to apply for TTT financial assistance to assist with their transition to the classroom.

Referral and Placement Assistance

Effective January 2, 2013, Troops to Teachers offices nationwide are now able to provide personalized counseling and referral assistance to all military members, past or present, who have served honorably. Troops to Teachers registration is open to all veterans regardless of time in service who have an interest in education in Pre-K public, Charter, Bureau funded and DoDEA as school teachers, resource teachers and non-instructional positions such as paraprofessionals, teacher's aides, counselors, psychologists, school nurses, librarians, media specialists, speech therapists, audiologists, physiotherapists, resource officers, school principals, and vice principals.

REGISTRATION

Registration is open to any veteran whose last period of service is characterized as Honorable with an interest in instructional positions such as teacher or resource teacher or non-instructional positions such as paraprofessional, teacher's aide, counselor, psychologist, school nurse, librarian, media specialist, speech therapist, audiologist, physiotherapist, resource officer, school principal, or vice principal. Financial assistance is available to eligible participants who are working to become certified teachers in public K-12, schools, charter schools or Bureau of Indian Affairs schools.

To register or find out more about Troops to Teachers go to:

www.proudtoserveagain.com

The national office at the Defense Activity for Non-Traditional Education Support (DANTES) is the final authority on all eligibility issues, we recommend you contact them directly if you have any questions.

A state office will assist you in identifying licensing pathways, teaching opportunities, and understanding your state's certification requirements. If you want to be a teacher, our state counselors want to help you!

Note: Former military personnel currently serving as certified teachers may qualify to use the stipend or bonus to seek an additional endorsement, particularly in high need areas such as math, science, and special education.

OBLIGATIONS

Individuals receiving financial assistance must agree to teach for three years. Reserve personnel must also commit to continue their reserve service for an additional three years or agree to continue reserve service until eligible for retirement, whichever is less.

RESERVES

Requires 6 good years then Reserve personnel must also commit to continue their reserve service for an additional three years or agree to continue reserve service until eligible for retirement, whichever is less.

EDUCATION REQUIREMENTS

Elementary or Secondary Education: Baccalaureate or advanced degree from an accredited institution at the time of application.

Vocational/Technical Education: Associates degree (or minimum of one year of college) and six years of work experience in a vocational or technical field. Eligible for vocational referral and, if applicable, vocational certification expenses only.



TROOPS TO TEACHERS



TO FIND OUT IF YOU ARE ELIGIBLE FOR GI BILL EDUCATION AND TRAINING BENEFITS, CALL 888.442.4551



The Missouri Department of Elementary and Secondary Education has launched Top 10 by 20, a major improvement effort that aims for student achievement in Missouri to rank among the top 10 states by 2020.

GOALS AND OBJECTIVES

Goal 1: All Missouri students will graduate college and career ready.

Objective 1: By 2020, student achievement will rank among the top 10 states in the U.S.

1] The percentage of students scoring at or above the proficient level on the National Assessment of Educational Progress (NAEP) will increase at each test administration.

2] The percentage of students scoring at or above the proficient level on state assessments will increase each year to meet or exceed the annual "on track" MSIP targets for all students and subgroups, placing the state on track to Top 10 performance by 2020.

3] The percentage of students scoring below basic on state assessments will decrease by 1 % annually.

Objective 2: By 2020, all students will qualify for entrance into postsecondary education/training.

1] The percent of students who achieve a qualifying score or above on a college and career readiness assessment will increase annually.

2] The percentage of students who graduate will increase annually.

Goal 2: All Missouri children will enter kindergarten prepared to be successful in school.

Objective 1: By 2020, increase the percentage of children participating in high-quality early childhood programs and services supported by the Department.

Objective 2: By 2020, Missouri early childhood program data representing at least 50 % of the children entering kindergarten will be included in the Missouri Comprehensive Data System (MCDS).

Goal 3: Missouri will prepare, develop and support effective educators.

Objective 1: By 2020, all preparation programs will be highly effective at preparing teacher candidates as defined by a uniform set of performance data points demonstrated by:

1] The proportion of preparation programs achieving each of the state's performance benchmarks will increase annually as demonstrated through the Annual Performance Report for Educator Preparation Programs (APR-EPP).

Objective 2: By 2020, all educators will be effective as defined by a local evaluation process fully aligned to Missouri's Essential Principles of Effective Evaluation.

1] All schools will align their evaluation systems to 6 of the 7 Essential Principles by 2016.

2] All Schools will include measures of student growth as a contributing factor of educator evaluation by 2017.

Goal 4: The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

Objective 1: Increase the efficiency and effectiveness of Department operations to support the implementation of the Top 10 by 20 initiative.

STATE TEACHER JOB VACANCY SITES

Looking for a new job? These are some links that may prove useful for finding certified and substitute teaching jobs. For a more complete listing go to our website:

WWW.TROOPSTOTEACHERS.MO.GOV

MO: <http://www.moteachingjobs.com/>

IA: <http://www.iowaeducationjobs.com/>

NE: <http://www.nebraskaeducationjobs.com/>

KS: <http://www.kansasteachingjobs.com/>

MISSOURI/IOWA/NEBRASKA/KANSAS

Chad Schatz, Director

Ron Marsch, Supervisor

Missouri Department of Elementary and Secondary Education

Veterans Education and Training Section

P.O. Box 480, Jefferson City, MO 65102-0480

p: 877.530.2765

fax: 573.526.5710

e-mail: dese.troopstoteachers@dese.mo.gov

TEACHER CERTIFICATION CONTACT INFORMATION

MISSOURI

Debbie Butcher p: 573.751.7863

e-mail: debbie.butcher@dese.mo.gov

IOWA

Dr. Mary Lou Nosco p: 515.725.2146

e-mail: marylou.nosco@iowa.gov

NEBRASKA

Bethina Garrett p: 402.471.0739

e-mail: nde.tcrtweb@nebraska.gov

<http://www.education.ne.gov/tcrt>

KANSAS

p: 785.296.2288



TROOPS TO TEACHERS MENTORS

We are pleased to have a list of mentors on our web site. These people have successfully been through the process from start to finish. They are offering their thoughts, insights, and encouragement to others pursuing their goals of becoming teachers.

WANT TO BECOME A MENTOR?

The advice and guidance you will provide is invaluable to fellow veterans interested in starting careers as K-12 public school teachers.

WOULD YOU LIKE TO VOLUNTEER TO BE A MENTOR?

Visit: DESE.TroopsToTeachers@DESE.mo.gov or

click here to join us: <http://dese.mo.gov/sites/default/files/TTT-MENTOR%20CONNECTION-%2006-14.pdf>

THE NATIONAL TROOPS TO TEACHERS WEBSITE IS LOCATED AT WWW.PROUDTOSERVEAGAIN.COM

VETERAN'S EDUCATION & TRAINING SECTION

MISSOURI STATE APPROVING AGENCY



ON-THE-JOB & APPRENTICESHIP TRAINING PROGRAMS

Both on-the-job (OJT) and apprenticeship training programs are available for Veterans using their VA education benefits, including the Post-9/11 GI Bill. These programs allow Veterans to learn a trade or skill through training on the job participation rather than attending formal classroom instruction. A Veteran generally enters into a training contract for a specific period with an employer or union, and at the end of the training period, the Veteran gains job certification or journeyman status.

Employers or unions generally pay a reduced OJT/apprenticeship wage (generally 40 - 50% of journeyman wages). Veterans in an approved program can use their GI Bill benefit and receive a tax-free stipend. The Post-9/11 GI Bill stipend is the equivalent of the Monthly Housing Allowance (MHA) of an E-5 with dependents, which is paid in addition to the entry-level wage.

The stipend is reduced 20% every six months thereafter as the Veteran's wages regularly increase until the Veteran has attained journeyman status and pay. Stipend payments for other GI Bill programs are found here: http://www.benefits.va.gov/GIBILL/resources/benefits_resources/rate_tables.asp

Approved employers can use this benefit as a recruiting tool by using wages + stipend to attract Veteran candidates.

State Approving Agencies (SAA)

The State Approving Agencies are responsible for approving OJT/apprenticeship programs in their respective states. Requirements generally entail submitting a training request form that specifically outlines the proposed program, wages, and standard workweek information, as well as the company contact name and phone number. Once all required documents are submitted, approval is generally completed in 1-2 months. For more information regarding OJT & apprenticeship programs, and how to apply see:

https://gibill.custhelp.com/app/answers/detail/a_id/910

Vocational Rehabilitation & Employment (VR&E) OJT/ Apprenticeships

In addition to the services listed above, VR&E also provides employers with other benefits through the Special Employer Incentive Program (SEI). Employers hiring Veterans with a service-connected disability who are approved for VR&E services may be entitled reimbursements up to 50% of the Veterans' salary for six months to offset training costs. Additional information about the SEI program is located here: <http://benefits.va.gov/vow/docs/seiflyerfinal.pdf>



STAFF

JEFFERSON CITY

Chad Schatz: Director

Ron Marsch: Supervisor

Debbie Butcher: Teacher Certification Supervisor

Loretta Fennewald: Administrative Assistant

ST. LOUIS

Michele Mueller: Supervisor

Robert Hummel: Approval Developer

Suzanne Adam: Secretary

John Hose: Education Specialist

KANSAS CITY

Turner Shipman: Supervisor

Leo Blakley: Approval Developer

Sharon Sawyer: Secretary

**Veterans Education & Training
Section Department of Elementary
and Secondary Education**
P.O. Box 480
Jefferson City, MO 65109
573.751.3487

**Veterans Education & Training
Section C/O Penn Valley
Community College Pioneer Campus**
Room 256
2700 East 18th St.
Kansas City, MO 64127
816.241.1705

**Veterans Education & Training
Section C/O Truman Middle
School**
Room 22
12225 Eddie and Park Rd.
St. Louis, MO 63127
314.729.2444



HOMELESS VETERANS' REINTEGRATION PROGRAM

The purpose of the Homeless Veterans' Reintegration Program (HVRP) is to provide services to assist in reintegrating homeless veterans into meaningful employment within the labor force and to stimulate the development of effective service delivery systems that will address the complex problems facing homeless veterans.

HVRP was initially authorized under Section 738 of the Stewart B. McKinney Homeless Assistance Act in July 1987. It is currently authorized under Title 38 U.S.C. Section 2021, as added by Section 5 of Public Law 107-95, the Homeless Veterans Comprehensive Assistance Act of 2001. Funds are awarded on a competitive basis to eligible applicants such as: State and local Workforce Investment Boards, public agencies, for-profit/commercial entities, and non-profit organizations, including faith based and community based organizations.

Grantees provide an array of services utilizing a case management approach that directly assists homeless veterans as well as provide critical linkages for a variety of supportive services available in their local communities. The program is "employment focused" and veterans receive the employment and training services they need in order to re-enter the labor force. Job placement, training, job development, career counseling, resume preparation, are among the services that are provided. Supportive services such as clothing, provision of or referral to temporary, transitional, and permanent housing, referral to medical and substance abuse treatment, and transportation assistance are also provided to meet the needs of this target group.

A dedicated toll-free hotline is now available
FOR SCHOOL CERTIFYING OFFICIALS (SCOS) ONLY.

Toll-free hotline number 1 (855) 225.1159

The hotline is available from 7:00 am to 5:00 pm, Central Time. SCOs must provide the school's facility code and be listed as a designated VA school certifying official to receive assistance through the dedicated hotline.

TO FIND OUT IF YOU ARE ELIGIBLE FOR VETERANS EDUCATION AND TRAINING BENEFITS, OR TO SEE HOW MUCH YOUR ENTITLEMENT IS, CALL 888.442.4551.



SWEET DREAMS PILLOW

The Sweet Dream Picture Pillows are available to the children of any family whose father or mother is on active duty and will be absent from their family for at least three months.

Visit our website at:

<http://www.pillowprojectusa.com>

SHARE THIS NEWSLETTER This newsletter is being e-mailed to one person at each school. Please share this newsletter with all other Certifying Officials, Education officers, Unit Commanders and personnel, the Bursar's or Comptroller's Office, Human Relations office, Financial Aid Office and other interested individuals at your school/business/Unit.

It is extremely important that the information in this newsletter receives the widest dissemination in order that veterans receive the GI Bill and other educational benefits to which they are entitled.



TRANSITIONING TO CIVILIAN EMPLOYMENT Vocational Rehabilitation and the Transition Assistance Program (TAP)

Explore your career options by attending a Transition Assistance Program (TAP) briefing. TAP is a joint effort by the Department of Defense, Department of Labor, and Department of Veterans Affairs to inform Servicemembers and Veterans about many programs and services including Vocational Rehabilitation and the potentially life changing opportunities available. During the TAP briefing, there will be a component focusing on services for individuals with disabilities.

If you haven't already participated in a briefing, talk to your chain of command or call the Department of Veterans Affairs at 1.800.827.1000 to be put in touch with a Vocational Rehabilitation Counselor.

We do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to:

Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act) 205 Jefferson Street, Jefferson City, MO 65102-0480p: 573.526.4757 or Relay Missouri p: 800.735.2966.

KANSAS

KANSAS TEACHER LICENSURE REGULATION CHANGES

House Bill 2506, recently signed into law by Governor Brownback, calls for several changes to be made to teacher licensing as it relates to STEM degree holders, out-of-state license holders and career technical education. A special meeting of the state board was called on Tuesday, June 3rd in order to expedite the approval process of temporary and permanent teacher licensure regulations in order to comply with new state law that goes into effect July 1.

STEM LICENSE for STEM degree holders with five years of experience and an offer for hire:

Applicant:

- Holds a degree in life science, physical science, earth and space science, mathematics, engineering, computer technology, finance or accounting
- Has five years of professional work experience in the subject matter
- Has verification a district will employ and assign him or her to teach only the subject matter specified on the license based on the degree and experience

License:

- One year license valid for current/upcoming school year for grades 8-12
- Renewable with application and verification of continued employment

OUT OF STATE LICENSED APPLICANTS

Applicant:

- Holds an unexpired out-of-state license to teach at the secondary level
- Has an offer for hire by a KS district

License:

- Type of license issued determined by the applicant's testing history (content and pedagogy tests) and/or ex-emptions from testing based on experience for grades 8-12

OR

Applicant:

- Earned their out-of-state license by completing an alternative teacher preparation program (did not student teach)

- Has five or more years of accredited experience, three of which are consecutive in the same district under a standard license

License:

- Professional level license and appropriate endorsements/grade level

CAREER AND TECHNICAL EDUCATION CREDENTIALS:

CTE Specialized Certificate:

- Allows individual with appropriate occupational knowledge and skills* to instruct in CTE pathway assignment
- Request for issuance by a hiring district to teach identified course(s). Limited to teaching the specified course(s) for that district
- Three years, renewable upon request and for grades 8-12

*Must verify:

- Industry recognized certificate in the technical profession and five years of full-time work experience in that technical profession

OR

- If hired in a .5 FTE or less assignment, verify occupational competency via multiple options depending on the technical area. Verification of competency may include a recognized competency exam; occupational license; industry recognized credential; or 4000 hours of work experience in the CTE area.

Revision of the Restricted/Full Technical Certificate:

- Aligns with pathways language and increases the number of pathways where a technical certificate is appropriate
- An approved provider other than a university may deliver the required professional education
- Creates the ability for educators to add a new CTE subject based only on verification of occupational competency

For more information call: **785.296.2288** or visit: www.ksde.org

More information about educator preparation in Kansas can found at www.ksde.org

MISSOURI

MISSOURI LEADERSHIP FOR EXCELLENCE, ACHIEVEMENT AND DEVELOPMENT EXPANDS TO NORTHEAST MO

More Missouri educators have the opportunity to receive effective leadership training through the Missouri Leadership for Excellence, Achievement and Development (MoLEAD) program. MoLEAD recently expanded its reach to include northeast Missouri.

"Strong instructional leadership directly impacts the direction of education and curriculum development in a school building," said Ted Sampson, principal at Hannibal High School. "A strong leader has the ability to motivate staff in their efforts in challenging students to achieve at a high level. MoLEAD is a catalyst for developing strong leaders throughout Missouri."

MoLEAD combines online and face-to-face training with hands on experience and mentoring opportunities to enhance best practices in schools. Nearly 500 superintendents, principals, assistant principals and teachers have participated in the program so far. The program includes 27 days of instruction and 40 hours of online learning. "MoLEAD helps build the leadership capacity of building and district leaders to support the work of principals and teachers in a meaningful way," said Mexico Superintendent Kevin Freeman.

This is the fourth round of training offered through MoLEAD. Previous sessions took place in St. Louis and Kansas City, as well as central, southeast, southwest and northwest portions of the state. Twenty-five educators from northeast Missouri are taking part in the fourth round of training.

"Our Top 10 by 20 plan focuses on ensuring every Missouri school has an effective leader," said Missouri Commissioner of Education Margie Vandeven. "We are thrilled to see this opportunity for high-quality instructional leadership training expanding across the state."

Added Paul Katnik, assistant commissioner for the Office of Educator Quality: "Effective leadership has a direct correlation to student success. All Missouri students and teachers deserve strong leaders in their schools."

Preparing, developing and supporting effective educators is one of the goals of Missouri's Top 10 by 20 initiative, an effort to raise student achievement in the state to rank among the top 10 states by 2020.

More information about educator preparation in Missouri can found at dese.mo.gov/eq/ep/.



IOWA

GRANT AIMS TO IMPROVE SPECIAL EDUCATION RESULTS *Monday, August 17, 2015*

A \$5.3 million grant received by the Iowa Department of Education will be used to get more students with disabilities to meet their reading benchmarks by the end of third grade.

The grant, which runs over a five-year period, is being called Ensuring Effective Specially Designed Instruction in Iowa. Both the University of Northern Iowa and ASK Resources are partners in the development of the program.

The program focuses on Specially Designed Instruction, commonly referred to as SDI, in which the delivery of instruction is designed to maximize the educational experience for all students. The grant is specifically aimed at students on Individualized Education Programs, or IEPs. The program will focus on learners in preschool through the third grade. In order to be awarded the grant, said Barbara Guy, the state's special education director, the Department had to establish a results-oriented, measurable plan. "We had to identify an area of focus," she said. "The strategy we are using is increasing the effectiveness of SDI."

Guy said there are four components to developing an effective framework of SDI:

- Diagnose for instructional design, which means being able to get assessment information, look at the information, identify what that the student needs to learn, and develop instruction that will work.
- Design for instructional delivery, which means identifying strategies that match what the child needs to know with how the child learns best.
- Deliver instruction in a format that will maximize the learner's engagement with the teacher and content.
- Engage for results, which aims to create strong parent-school relationships to maximize the student's outcomes.

"We must be able to measure the effectiveness of specially designed instruction," Guy said. "We all want to be able to talk about it in the same way. That's what the grant is all about: creating effective SDI, and ensuring that everyone in the state is implementing effective specially designed instruction."

There are two intended outcomes: increasing student outcomes and helping teachers with their work. "Special education instructors want to do a good job, and this will provide them the tools," Guy said.

Starting this fall, work will be dedicated to the development of material and processes, and providing supports for coaches so that they have some knowledge of the SDI framework before they start providing supports for teachers. The coaches have not been identified yet.

In year two, the pilot program will roll out in 70 as-yet-to-be-named schools around the state. Within the five years, there will be a total of 210 schools involved.

More information about educator preparation in Iowa can found at <http://educateiowa.gov/>

NEBRASKA

ACCOUNTABILITY FOR A QUALITY EDUCATION SYSTEM, TODAY AND TOMORROW

We've gone beyond measuring against standard requirements to create a next-generation accountability system that supports and rewards continuous improvement for every student, school, and educator. The result is an innovative approach that views each student holistically, classifies all schools into four performance levels, and provides opportunities for every Nebraskan to get involved. The Six Tenets of AQuESTT for Nebraska:

Positive Partnerships, Relationships & Student Success

The State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, family and community engagement to enhance educational experiences and opportunities.

Transitions

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.

Educational Opportunities and Access

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

College & Career Ready

The State Board of Education believes that every student upon completion of secondary education shall be prepared for postsecondary educational opportunities and to pursue their career goals.

Assessment

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Educator Effectiveness

The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success.

For additional information visit the following website: <http://aquestt.com/about> .

More information about educator preparation in Nebraska can found at www.education.ne.gov/tcert