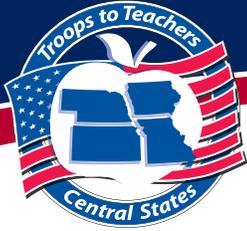


TROOPS TO TEACHERS



✦ JEFFERSON CITY OFFICE

877.530.2765

✦ ST. LOUIS OFFICE

314.729.2444

✦ KANSAS CITY OFFICE

816.241.1705

TROOPS TO TEACHERS FREQUENTLY ASKED QUESTIONS

Q - When was Troops to Teachers (TTT) created and who administers it?

A - Troops to Teachers (TTT) was established in 1994 as a Department of Defense program. The National Defense Authorization Act for FY 2000 transferred responsibility for program oversight and funding to the U.S. Department of Education but continued operation by the Department of Defense. The No Child Left Behind Act of 2001 provided for continuation of TTT. The National Defense Authorization Act for FY 2013 transferred responsibility for program oversight and funding back to the Department of Defense. TTT is managed by the Defense Activity for Non-Traditional Education Support (DANTES), Pensacola, Florida.

Q - What is the purpose of the TTT Program?

A - TTT's mission is to assist transitioning service members in becoming teachers and to facilitate employment of such members.

Q - Why should I register in the TTT program?

A - By registering for the program, TTT can assist you in several ways: There are state and regional offices across the U.S. helping military personnel make successful transitions to second careers in teaching. The TTT staff can assist you in many ways from helping you understand the certification requirements in the state you want to teach, to informing you about the various certification programs available to you, and finally helping you find employment opportunities as a teacher. Financial assistance may also be available based on availability of funds and eligibility criteria.

Q - How can I locate the TTT office for my state?

A - TTT offices cover all fifty states and US territories. TTT state contact information is located at: <http://troopstoteachers.net/Portals/1/National%20Home%20Page/stateoffices.pdf>.

Q - Are spouses eligible for the TTT program?

A - Spouses are not eligible to register with TTT.

Q - Do JROTC instructors qualify for TTT?

A - Yes.

Q - How does my GI Bill eligibility affect financial assistance from TTT?

A - If you are eligible for Post 911 GI Bill benefits you do not qualify for the stipend of up to \$5K for certification expenses. (Unless Post 911 GI Bill benefits are exhausted

or the certification program is not approved for GI Bill benefits). If you have transferred your benefits to a spouse or dependents and they have not exhausted all benefits, you are still considered to be eligible for Post 911 GI Bill benefits, thus not eligible for a TTT stipend. You could, however be eligible for a TTT bonus after you have gained employment as a teacher if you meet all other eligibility requirements for a bonus.

Q - Does TTT place me in a low-income school?

A - No, TTT does not place you in a school of any kind. TTT offers assistance in finding the right teacher certification program for you, and also uses its extensive network with school districts and schools to assist you in your employment search. Should you accept a teaching position in a "low-income school" you may be eligible for a TTT bonus. TTT encourages participants to become hired in low-income schools, but participants decide where they apply for teaching positions (obtaining a position is your responsibility). Our TTT state offices can give you guidance: <http://troopstoteachers.net/Portals/1/National%20Home%20Page/stateoffices.pdf> OR <http://www.troopstoteachers.net/FindaJob.aspx>.

Q - Who is eligible to register in the TTT program?

A - All current and former members of the U.S. Armed Forces are eligible to receive and counseling referral assistance through the TTT program. The last period of service must be characterized as honorable.

For a complete discussion of eligibility criteria go to: <https://secure.doded.mil/TTTRegistration/TTTProgramEligibilityAndRequirements.aspx>.

Q - Are there time restrictions for registering in the TTT program?

A - There are no time restrictions for those registering with the program for counseling and referral assistance. However, there are time restrictions for those seeking financial assistance. Specifically: Active duty and Selected Reserve personnel separated on or after January 8, 2002 for physical disability must register within three years after separation. Selected Reserve personnel who transition from active duty on or after January 8, 2002 must have served a minimum of four years on active duty immediately before separation and commit to three additional years with the Selected Reserve.

The various eligibility criteria are cited in depth at: <https://secure.doded.mil/TTTRegistration/TTTProgramEligibilityAndRequirements.aspx>.



TROOPS TO TEACHERS



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

ABOUT TROOPS TO TEACHERS

Military members with a baccalaureate degree or higher are eligible to begin the teaching certification process to become an academic subject teacher. However, many service members may already qualify to become a vocational/technical teacher. Military members only need the equivalent of one year of college courses and six years of experience in a vocational or technical field to begin the certification process.

Military members from all of the armed forces can use tuition assistance for their teaching certification while on active duty. Members may also be eligible for financial assistance for teacher certification expenses. A commitment to teach for three years in a high-need school district or at a high school with a high percentage of low-income families is part of the obligation for receiving some forms of financial aid.

There are 33 state TTT offices nationwide that offer placement assistance for the 45 states participating in the program. Offices can assist military members with state certification requirements. Service members can take advantage of the TTT Web site, www.ProudToServeAgain.com, to correspond with representatives and receive alternative certification

It's important to focus on where you want to teach, to start checking what your state's requirements are. Teacher certification is done state-to-state, not nationally. But some states will recognize another state's certification, said John Gantz, previous director of the TTT program.

The program began in 1994 as transition assistance towards a teaching career, and has since recruited more than 6,000 military members.

The military members who have become teachers have established a good reputation for the program with school administrators and principals. The TTT headquarters office sent out a survey to 1,000 principals regarding the teachers who have come from the program.

We received more than 800 replies from the survey. Of those, 17 percent received an average for performance, and more than 75 percent ranked above average and higher, said Gantz. School systems are finding former military members to be very valuable assets. They bring leadership skills, a concern for their students (similar to their troops) and a lot of experience to the classroom.

Schools are also seeing a higher retention rate from former military members than teachers who just finished college.

The cultural diversity of the military is proving an added bonus, as the program is providing individuals from a variety of backgrounds. Schools are looking for a stronger presence of male and minority teachers at the elementary level. A lot of kids are being raised by one parent, and schools are looking for positive role models to help fill that void, added Gantz.

Teaching positions are available at the elementary, middle and high school levels in suburban, small towns, rural and inner-city areas. There is a higher demand for math, science and special education teachers. Positions for other subjects are obtainable, but applicants may need to be more flexible with location.

Military Members can consult their TTT representative on job availabilities, or check the Department of Education Web site at www.teachers-teachers.com. The Web site lists teaching vacancies for each state.

Service members interested in the Troops to Teachers program can get more information from their state TTT office, stateside DSN 312-922-1241 or on-line at www.ProudToServeAgain.com.

To read entire article visit: <http://usmilitary.about.com/cs/jobopportunities/a/troopstoteacher.htm>

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

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fax: 573.526.5710

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

TEACHER CERTIFICATION CONTACT INFORMATION

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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-%202006-14.pdf>

VETERAN'S EDUCATION & TRAINING SECTION

MISSOURI STATE APPROVING AGENCY



MARINE GYSGT JOHN D. FRY SCHOLARSHIP

The Fry Scholarship is an amendment to the Post-9/11 GI Bill (chapter 33) that makes education benefits available to the surviving spouses and children of service members who die in the line of duty after Sept. 10, 2001.

The scholarship was created to honor the memory of Marine Gunnery Sergeant John D. Fry, 28, of Lorena, Texas. With only a week left in his Iraq tour in 2006, Fry injured his hand and was given the option of going home early with a Bronze Star. Fry declined the offer and volunteered to go on one last run to defuse bombs. Fry was killed March 8, 2006, by an improvised explosive device in Anbar province, Iraq, leaving behind his widow and three small children.

Like Post-9/11 veterans, eligible surviving spouses and children attending school may receive full tuition coverage at state-operated colleges and universities, plus a monthly living stipend and book allowance under this program.

Surviving spouses can use the Fry Scholarship for 15 years from the anniversary of the servicemember's death or until they remarry. A surviving spouse who is eligible for more than one GI Bill benefit must make an irrevocable written election of which benefit they wish to receive by completing a VA Form 22-5490. Eligible children can use the Fry Scholarship between the ages of 18 and 33. Children under age 18 cannot use this benefit even if they have completed high school. The child's marital status does not affect eligibility for the Fry Scholarship.

Eligible persons attending school may receive:

- Full tuition & fees paid directly to the school for all public school in-state students. For those attending private or foreign schools tuition & fees are capped at \$20,235.02 per academic year.
- A monthly housing allowance
- A books & supplies stipend

However, they are not eligible for the Yellow Ribbon Program.

Rules for eligible children serving, or who have served, in the Armed Forces:

- If the child is eligible under the Montgomery GI Bill Active Duty, Montgomery GI Bill Selected Reserve, and/or the Reserve Educational Assistance Program (REAP), then he or she must relinquish eligibility under one of those programs to receive benefits under Post-9/11 GI Bill.
- A child's character of discharge from his or her own service does not impact eligibility resulting from the line of duty death of a parent.
- A child on active duty will receive benefits at the active duty benefit rate.
- A child may only qualify for up to 36 months of benefits under Fry and Post-9/11 GI Bill based on their own service. However, an individual may receive additional entitlement if another parent transfers entitlement to the individual.

Beneficiaries who have used or wish to use entitlement under Dependents' Educational Assistance (DEA)

- If a child is eligible for the Fry Scholarship, he or she may be eligible for VA's Dependents' Educational Assistance Program (DEA). Although the benefits cannot be used at the same time, a child may be eligible for up to 48 months of benefits between the two programs.
- If a surviving spouse is eligible for both the Fry Scholarship and the DEA program, they must make a written election of which benefit they wish to receive by completing a VA Form 22-5490.
- Find out more about DEA here.

How to apply:

Complete and submit a VA Form 22-5490. A parent or guardian must sign the application if the child is under age 18.

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Room 22

12225 Eddie and Park Rd.

St. Louis, MO 63127

314.729.2444

CLICK HERE FOR SCHOOL CERTIFYING OFFICIAL TRAINING & INFORMATION RESOURCES

or go to: http://www.benefits.va.gov/gibill/school_training_resources.asp

THE GI BILL APPLICATION PROCESS

4 EASY STEPS TO GETTING YOUR BENEFITS

If you haven't used your GI Bill benefits yet, you may be put off by the application process. Fear not - if you follow the 4 easy steps, you'll find that the process is simple and painless. The application process for receiving your monthly GI Bill benefits is much simpler than you may think. Depending on the school you are applying to, the process could take you 4 steps, or less!

STEP ONE

Find and apply to a college or university that is approved for VA training or education. If you are not clear on this point, VA will inform you and the school or company about the requirements. Note: Most regionally and nationally accredited colleges and universities have programs that are approved by the VA.

STEP TWO

Complete VA Form 22-1990, Application for Education Benefits. Your school's registrar's office usually has copies of the form on hand.

- If you are on Active Duty you will need to have your Education Service Officer or Command representative complete and sign Section II of the VA Form 22-1990.

Note: Speak to a counselor in your Education Services Office or Navy College representative to determine if you should use the GI Bill. It is seldom a good idea to use the GI Bill while active duty, and your ESO can help you find the best funding resources for your situation.

In addition you may be eligible to participate in the GI Bill Buy-up program, if so you should consider paying into that program before you start using your GI Bill. It could be worth up to an extra \$5,400 in benefits.

- If you are a Veteran you will need to include a copy of your DD 214 Discharge Paperwork.
- If you are a member of the Selective Reserve you may need to include a copy of DD Form 2384-1, Notice of Basic Eligibility which was given to you by your unit when you became eligible for the MGIB-SR.

STEP THREE

In most cases the school will send your application along with their paperwork to the VA regional office with jurisdiction over the State or area where you will train. This will expedite the process. However if you have not found a school yet, you can still apply for your VA Eligibility Determination by mailing your completed VA Form 22-1990 to your VA Regional Office.

Within 4-8 (sometimes longer) weeks you should receive a declaration of eligibility and a letter explaining your VA GI Bill benefits. Keep in mind that it is not uncommon to get a letter from the VA requesting more information. You will have to answer VAs requests to be determined eligible and complete the process.

STEP FOUR

Once you receive your benefit payments through Direct Deposit you will have to complete the VA's Web Automated Verification of Eligibility (WAVE) each month to continue to receive your monthly benefits payments.

The WAVE is a simple process that requires you to either log-on to the VA WAVE website or call their toll-free number at 1-888-GIBILL-1. It only takes a couple of minutes, but you will not get your monthly payment until you do.

These four simple steps will lead to over \$40,000 in education benefits -- the ones you paid for! It's well worth the effort, so don't wait until it is too late, get started today!

Getting Started

If you haven't found a school yet, then the best way to get started is Military.com's "School Finder". It will help you get information from fully accredited colleges and universities that have VA-approved programs and experience with helping service members and veterans earn their degrees.

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.



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.

NEBRASKA



NEARLY THREE OF EVERY FOUR NEBRASKA STUDENTS MEET STATE STANDARDS

While the preliminary test scores released today are good news, showing that nearly three of every four Nebraska public school students met state standards in 2015, Education Commissioner Matt Blomstedt encouraged parents and the public to look at test results over time to evaluate the performance of individual students and schools - not a single test score from one year. "Overall this year, more Nebraska students met our state standards in reading, writing, math and science," Blomstedt said, noting a 3 percent increase in student reading scores this year compared to 2014, and an 11 percent increase since 2010. "Moving the needle from year-to-year is not easy. It takes hard work on the part of our students and Nebraska teachers," Blomstedt said. Nebraska educators administered about 451,000 tests statewide in 2015.

Trend data showed state test scores have improved incrementally since testing began six years ago on reading standards, with testing in other subjects phased in yearly. Over 5 years, the percentage of students proficient on mathematics standards improved by 9 percent, science by 5 percent in four years and writing proficiency increased 4 percent over three years.

"Generally, we are seeing not only an increase in the percentage of students proficient on standards but also an increase in the percentage of students exceeding the standards," Blomstedt said. "That means, Nebraska teachers are successfully increasing their students learning and knowledge of the standards, in general, at all grade levels." Even though the percentage of Nebraska students meeting state standards has improved, overall, Blomstedt said Nebraska can do better. "Going forward, we know we must focus on equity of educational opportunity and work to close the educational achievement gap among groups of students." Historically, higher percentages of white students have met state standards when compared to groups of students by race and ethnicity as well as English Language Learners and students with special needs. The test results for groups of students will be released later. Detailed results for schools and districts are available on the Nebraska Department of Education's homepage at www.education.ne.gov

STATE OF THE SCHOOLS REPORT NEW: AQuESTT RESULTS

"Focusing on every student every day is key to student success and school improvement," Blomstedt said. "At the state level, a big part of our job is to build and support educational systems for continuous school improvement."

In December, the first-ever state accountability results for AQuESTT Accountability for a Quality Education System, Today and Tomorrow will be available. Under AQuESTT, Nebraska public schools and districts will be classified in four levels and also recognized for having programs and initiatives that support student learning in specific areas.

"AQuESTT is an accountability system that builds on the student test scores released today and other data to create a broader, bolder and better system to support schools and students," Blomstedt said.

2010, Under AQuESTT, schools and districts will be surveyed for evidence of programs and initiatives that:

1] support student success through positive school partnerships and relationships 2] help students successfully transition between grades, schools, programs 3] provide student access to comprehensive Instructional opportunities 4] help students prepare for college and their careers 5] use multiple assessments to measure student learning, and/or 6] support educator effectiveness. Those six AQuESTT tenets are at the core of a survey and follow-up analysis that could improve the classification of a School and district and encourage further improvement.

"AQuESTT is a system focused on school improvement not test scores from a single year," Blomstedt said. "It's the next generation of an accountability system that will be more fully developed over time to ensure student success."

For more information contact Betty VanDeventer at betty.vandeventer@nebraska.gov or call 402.471.4537

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

MISSOURI

MISSOURI RECOGNIZED FOR PLAN TO IMPROVE ACCESS TO EXCELLENT TEACHERS

Thursday, 09/10/2015

Missouri is being recognized for its plan to recruit, prepare and retain effective teachers for all public schoolchildren in the state, especially in high-poverty, high-minority or rural districts. The U.S. Department of Education is highlighting Missouri's educator equity plan in three areas:

- Preparing educators: Missouri's plan includes long-term strategies to recruit highly skilled, diverse individuals into the teaching pipeline and to work with higher education institutions to ensure effective and relevant preparation in content and performance.
- Identifying critical shortages: The Department's plan includes a shortage predictor model to identify educator shortages in content areas, grades and regional locations that present recruiting challenges.
- Supporting principals and school leaders: Missouri's plan highlights its leadership development system to support school leaders through their preparation, their induction into schools, and throughout their careers.

Missouri's plan also earned praise for stakeholder engagement. Department staff met with education association representatives from around the state to determine the plan's timeline, root causes of inequity, and innovative strategies to address the problem. Department staff organized regional focus groups to provide feedback on proposed strategies for improving educator equity.

"We are eager to move forward to improve equal access to quality education for Missouri students," said Paul Katnik, assistant commissioner in the Office of Educator Quality. "All kids deserve to have qualified, effective teachers and school leaders no matter where they live or how big or small their school may be."

Missouri is among 16 states earning first-round approval for efforts to achieve educator equity. All 50 states were required to submit educator equity plans earlier this year to the U.S. Department of Education.

Preparing, developing and supporting effective educators is one of the ways Missouri is working to ensure that all Missouri students reach the Top 10 by 20 goal of college and career readiness.

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





IOWA

STATE BOARD OF EDUCATION BEGINS PROCESS OF ADOPTING A NEW STATE ASSESSMENT

Thursday, September 17, 2015

Members of the State Board of Education today voted to start the formal process of adopting a new state assessment to replace the current state tests in math and reading taken each year by Iowa students.

Board members reviewed proposed state administrative rules that would put in place the Smarter Balanced Assessments as recommended by a legislatively created task force of Iowans. Board members then voted unanimously to start the rule-making process required for adoption. The state's administrative rules process, which includes public hearings and reviews by a legislative committee, takes at least 108 days.

Board members gave several reasons they support the Smarter Balanced Assessments, including the need to accurately measure how students have progressed in reaching expectations set by Iowa's academic standards, which outline what students in kindergarten through 12th grade should know and be able to do in math, English-language arts, science, social studies and 21st century skills.

"We need to know that Iowa schools are preparing students to be ready for the demands of college and career training," said Charlie Edwards of Des Moines, the board's president. "Iowa took a huge step years ago with putting the right state standards in place, and now we must follow that with an assessment that effectively tells us whether students are meeting those standards."

Iowa law says a new state assessment must be in place by the 2016-17 school year. Students currently take the Iowa Assessments in grades 3-8 and 11 in math and reading to meet state and federal accountability laws.

The Smarter Balanced Assessments were developed by a consortium of states, including Iowa, guided by the belief that a high-quality assessment system aligned to rigorous academic standards can improve teaching and can help prepare students for success in college and in the workplace.

Adopting the Smarter Balanced Assessments was the centerpiece of a Dec. 2014 report from the Iowa Assessment Task Force, created by lawmakers in 2013 to study the state's assessment needs and to make a recommendation.

State Board of Education members closely studied the task force's work and endorsed the recommendations earlier this year.

"Choosing a state assessment requires expertise to ensure that it reflects what is being taught in classrooms, appropriately measures student progress, and gives teachers and parents valuable feedback," said Mary Ellen Miller, a board member from Wayne County. "The Assessment Task Force has this expertise and invested more than a year into a recommendation that is right for Iowa."

The proposed rules will be published in the Iowa Administrative Bulletin, the state's official notice of all proposed and adopted changes to the rules in the Iowa Administrative Code. The Iowa Department of Education will hold a public hearing on the proposed rules on Nov. 3 and will accept written comments (see page 1 of the proposed rules). For more information on Iowa's administrative rules process, visit the following:

- Flowchart on the process: <https://www.legis.iowa.gov/docs/ACO/RulesHelpDocs/PDF/Flowchart.pdf>
- The Iowa Legislature's website: <https://www.legis.iowa.gov/law/administrativeRules/howDoRulesWork>

For more information about the Smarter Balanced Assessments, visit: www.smarterbalanced.org/ or contact Staci Hupp Ballard at 515-281-5651 or staci.hupp@iowa.gov.

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

KANSAS

KANSAS CITIZENS, BUSINESS COMMUNITY SAY STUDENTS NEED MORE THAN JUST ACADEMICS TO SUCCEED

Denise Kahler, Director of Communications - August 21, 2015

Kansas citizens, business community say students need more than just academics to succeed after high school

TOPEKA – The Kansas State Board of Education (KSBE) is reviewing the tabulated results from the Community Conversation events held throughout the state earlier this year where education officials asked Kansas residents and members of the business community what they want from their state education system. The board is using these results to support the development of its vision for K-12 education in Kansas.

Kansas Commissioner of Education Dr. Randy Watson and members of the board conducted 20 events across the state with nearly 1,700 Kansas residents, teachers, parents, students, and higher education representatives and seven events with more than 120 members of the business community to hear what they believe to be the characteristics, qualities, abilities and skills of a successful 24-year old Kansan.

The general community cited non-academic skills (soft skills – social-emotional, personality skills) 70 percent of the time and academic skills 23 percent of the time as characteristics of the ideally-educated Kansas youth, while the business community cited non-academic skills 81 percent of the time and academic skills 15 percent of the time.

"We don't interpret this focus on soft skills to mean that Kansans don't think academics are important," said Commissioner Randy Watson. "We believe they are telling us that the importance of soft skills needs to be elevated. If a student excels academically, but can't show up to work on time, that kid isn't likely to be too successful. Similarly, if a straight A student in high school is suddenly a C student in college, will he or she have the emotional skills needed to persevere?"

Among non-academic skills, conscientiousness was the most frequently cited by both the community focus groups and the business focus groups, including its components, dependability, achievement striving (pursuing goals), and self-discipline (persistence, a strong work ethic).

Among academic skills, respondents emphasized instrumental skills and critical thinking over traditional academic skills. Instrumental skills are defined as applied knowledge and skills gained through study and training and applied in a profession or job.

The Kansas State Department of Education will announce the board's vision for Kansas education at the KSDE Annual Conference scheduled for October 26-28 in Wichita.

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