

Archived Information

EISENHOWER NATIONAL ACTIVITIES: TRANSITION TO TEACHING

Goal: To recruit, prepare, place, and support talented career-changing professionals as teachers, particularly in high-poverty school districts and in high-need subject areas. Legislation: Title II, part A, of the Elementary and Secondary Education Act (ESEA) of 1965, as authorized through the Department of Education’s Consolidated Appropriations Act 2001 (P.L. 106-554.).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$	2000	\$0
	1990	\$	2001	\$0
	1995	\$	2002 (Requested)	\$30

Program Description

The Transition to Teaching program provides competitive grants to support the recruitment, training and placement of talented individuals from other fields into teaching positions and support them during their first years in the classroom. Transition to Teaching encourages two largely untapped groups of individuals to become licensed and successful teachers: 1) mid-career professionals, such as engineers, scientists, corporate professionals and returning Peace Corps volunteers with academic backgrounds and work experience in high-need areas; and 2) recent college graduates with outstanding academic records but without a degree in education. Eligible grantees for the program include local educational agencies (LEAs), state educational agencies (SEAs), educational service agencies, nonprofit agencies, and other organizations. Grant projects are funded by the Department of Education in three areas: 1) Projects where placement of new teachers would be in LEAs in more than one state; 2) Projects where placement of new teachers would be statewide or in LEAs scattered across a particular state; and 3) Projects where placement of new teachers would be in a single LEA or in a group of LEAs within a state in close proximity to one another.

Under the program, grantees are required to conduct several activities:

- Recruit individuals from one or both target groups to become teachers in academic fields in which specific local educational agencies face critical shortages (for example, in mathematics, science, foreign languages, bilingual education, reading and special education);
- Provide these individuals with intensive short-term training in areas such as pedagogy and classroom management that will enable them to begin teaching as soon as possible in the subjects they are qualified to teach;
- Work with specific LEAs (where the grantee itself is not an LEA) to ensure that these individuals are hired as teachers in schools that need them;
- Help these individuals to complete high-quality training in pedagogy, classroom management, and other requirements of licensure or certification, and pass any assessment the state requires for a teaching license;
- Ensure that these individuals receive special, high-quality support during at least their first 2 years of teaching, through activities such as mentoring, co-teaching, observation and consultation with experienced teachers. Grantees may also use funds to pay expenses related to becoming a licensed teacher and provide these individuals with a financial stipend or incentive of up to \$5000 per year for 2 years.

Program Performance

OBJECTIVE 1: GRANTEES WILL RECRUIT MID-CAREER PROFESSIONALS OR RECENT COLLEGE GRADUATES WHO HAVE THE SKILLS NECESSARY TO OBTAIN TEACHER CERTIFICATION AND TO BECOME EFFECTIVE TEACHERS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program in FY01. Explanation: New program. This program was authorized for one year as part of the Department's FY01 appropriations bill.	Source: Annual performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2003. Validation Procedure: No formal validation procedure. Limitations of Data and Planned Improvements: Data will be self-reported by program grantees.
FY 1999:	Not applicable	Not applicable		
FY 2000:	Not applicable	Not applicable		
FY 2001:	Program created in FY01	Not applicable		
FY 2002:		Continuous improvement		
FY 2003:		Continuous improvement		
FY 2004:		80 percent		
Indicator 1.2 At least 75 percent of participants will be certified to teach in high need subject fields identified by LEAs participating in the program, particularly mathematics, science, foreign language, bilingual education, reading and special education.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program in FY01. Explanation: New program. This program was authorized for one year as part of the Department's FY01 appropriations bill.	Source: Annual performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2003. Validation Procedure: No formal validation procedure. Limitations of Data and Planned Improvements: Data will be self-reported by program grantees.
FY 1999:	Not applicable	Not applicable		
FY 2000:	Not applicable	Not applicable		
FY 2001:	Program created in FY01	Not applicable		
FY2002:		Continuous improvement		
FY 2003:		Continuous improvement		
FY 2004:		75 percent		

OBJECTIVE 2: GRANTEES WILL SUCCEED IN PLACING AND RETAINING QUALIFIED PARTICIPANTS IN K-12 CLASSROOMS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program in FY01. Explanation: New program. This program was authorized for one year as part of the Department's FY01 appropriations bill.	Source: Annual performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2003. Validation Procedure: No formal validation procedure. Limitations of Data and Planned Improvements: Data will be self-reported by program grantees.
FY 1999:	Not applicable	Not applicable		
FY 2000:	Not applicable	Not applicable		
FY2001:	Program created in FY01	Not applicable		
FY2002:		Continuous improvement		
FY2003:		Continuous improvement		
FY 2004:		95 percent		

Indicator 2.2 At least 90 percent of grantees will report providing to participants support services, such as mentoring, co-teaching and observation, that lasted for two years or more.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: New program in FY01.</p> <p>Explanation: New program. This program was authorized for one year as part of the Department's FY01 appropriations bill.</p>	<p>Source: Annual performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2003.</p> <p>Source: Participant survey. <i>Frequency:</i> One-time. <i>Next collection update:</i> 2003. <i>Date to be reported:</i> 2004.</p> <p>Validation Procedure: No formal validation procedure.</p> <p>Limitations of Data and Planned Improvements: Data will be self-reported by program grantees.</p>
FY 1999:	Not applicable	Not applicable		
FY 2000:	Not applicable	Not applicable		
FY 2001:	Program created in FY01	Not applicable		
FY2002:		Continuous improvement		
FY2003:		Continuous improvement		
FY 2004:		90 percent		