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Transformation from soldier to student to teacher: Historical collaborative affiliations  
between universities and the United States Armed Forces

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## **Introduction**

The purpose of this paper is to provide information about collaborative affiliations between Drury University and the branches of the U.S. Armed Forces stationed at Fort Leonard Wood, Missouri. The historical background of Drury University's presence on Fort Leonard Wood will be presented along with a discussion of the history and current status of the Troops to Teachers program at Drury University.

For the Troops to Teachers program, information will be presented on its development, unique benefits, and requirements. Additionally, information will be provided on current participants and program completers, including demographic breakdowns.

### **Part 1 History of Drury University at Fort Leonard Wood, Missouri**

During the post-war period in 1947, “Drury College initiated an evening college for adults . . . (which) was designed to provide both credit and non-credit, vocationally-oriented classes, liberal arts curriculum, and general interest courses at hours convenient for working adults” (Clippinger, 1982, p. 262).

Clippinger (1982) indicates Dr. Wilber Bothwell was put in charge of the program because he had encouraged President Findley to develop the program. By 1951, Clippinger states the curriculum had expanded enough so that students could complete the requirements for a degree through the evening college.

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By 1959, the Evening college has extended its services by offering special off-campus college classes in some of the larger communities in southwest Missouri . . . The most fruitful of these efforts, one which led to a permanent residence center, was with Fort Leonard Wood. Fort Leonard Wood is a major military installation of the Fifth Army which provides basic training and preparation for combat engineering. Officials from the Fort asked the College for an on-going program there. A substantial number of military personnel were already enrolled in evening courses on the campus. Initially, it was agreed that Fort Leonard Wood would provide free transportation for students from the fort to attend classes on campus one night a week and that Drury would offer one or more courses at the Fort. (p. 264)

According to an Adult Education Division Self Study for the years 1960 to 1962, the off-campus enrollments at Fort Leonard Wood increased from 36 in 1959 to 153 in 1962. During that same period, Fort Leonard Wood personnel taking classes in Springfield yielded just 14 enrollments.

The self study recommended that the Fort Leonard Wood program be considered as a Residential Center since it met the qualifications by having educational staff available. Once a site becomes a Residential Center, “residence credit could be given without required trips to campus” (Drury College, 1962, p. A-6). Clippinger (1982) goes on to state that in the fall of 1962, the Army elected to make Fort Leonard Wood a residence center and agreed to fund a library to serve the center. The buildings that housed the classes were at first inadequate; however, the Truman Education Center was eventually completed to support the site-based education programs. Classes were

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instructed by full-time and part-time instructors who commuted from the main Drury College campus in Springfield.

In 1973, the board of trustees voted to create the associate of arts (now the associate of science) degree programs in business administration, law enforcement and general studies. In 1974, the master in education degree was approved for Ft. Leonard Wood. With increasing participation in classes, the site soon became a degree completion center. (Hughes, 2004)

By 1975, when the Truman Education Center opened, Drury College offered six associate degree programs, ten bachelor degree programs, and two master's programs: a master's in education degree program and a masters in business administration (added in 1972).

Approximately 2000 students were enrolled in 50 different classes.

In January 2000, Drury College officially became Drury University. Marsha Hughes, the site Director from 1986 to 2004, (personal communication, June 28, 2004) in a 2004 letter to Karen Sweeney (then Executive Vice President) explained the need to establish a presence off of Fort Leonard Wood.

...September 11 showed us what a problem it would be if the Fort was closed to outside traffic. ...an agreement with the City of St. Robert resulted in the ...construction of our facility in St. Robert which was completed in March 2003. Drury University still maintains an office and classes in the Truman Education Center to accommodate the military student.

Today, Drury University in the Fort Leonard Wood/St. Robert area serves approximately 1000 students, offering 24 associate and bachelor's degree programs, one graduate-level program, and scheduling more than 100 classes per semester.

## **Part 2 Troops to Teachers program at Drury University**

### **Introduction to Troops to Teachers**

J. H. “Jack” Hexter, a former university professor, recognized “that the waning of the Cold War and the downsizing of the U. S. military would spur the retirement of thousands of soldiers in their 40s and early 50s (and) . . . saw a golden opportunity to fill the chronic need for public school teachers” (Bank, 2007, p. 4). Hexter’s ambitious objective related to his personal experiences as an educator. After retiring from Yale University, due to a compulsory retirement policy, Hexter spent an additional 15 years teaching at Washington University located in St. Louis. Hexter devoted six years to his project and eventually “convinced Senator John Danforth from Missouri to help secure federal funding for the program in the 1993 defense spending bill – a year before Hexter died” (Bank, 2007, p. 4). Numerous reports verify the positive aspects of Troops to Teachers, including “cost-effective recruitment and retention of high-quality teachers” (p. 5), yet this program suffered funding decreases. In 1999, Senator John McCain and Senator Mike DeWine tapped into “money in the budget of the Department of Education, reflecting the program’s increasing emphasis on teacher recruitment, rather than military outplacement” (p. 6). Troops to Teachers became a component within No Child Left Behind Act in 2002. Former First Lady Laura Bush (2001), while speaking at a Troops to Teachers event in San Diego, California, acknowledged that the

“men and women of the United States military, you answered the call to serve your country in the finest Armed Forces in the World. And as you prepare to

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leave the military, we ask you to turn your attention to the home front...to Uncle Sam's classrooms...where we need your service as teachers” (para. 5).

At the U.S. Congress Subcommittee on Benefits of the Committee on Veterans' Affairs in 2003, Brown, Chairman of the Subcommittee, states the “Nation faces a teacher shortage” (U.S. House of Representatives, 2003, p. 1). In his opening statement during the Congressional hearings, Michaud emphasizes a concern regarding military personnel as they return from engagements in foreign hostilities “to a civilian labor market in which good jobs are disappearing” (U.S. House of Representatives, 2003, p. 2). He claims that “the thrust of the Troops-to-Teachers program appears to address two very important goals (as) it allows service members to gain quality employment as teachers, and it helps relieve teacher shortages in high-need school districts in a variety of subject areas, including technical subjects like math and science” (p. 2). Teacher shortages were documented in 1941 and “by 1942 they were the greatest in twenty years” (Eliassen & Anderson, 1943, p. 126). The period of teacher shortages following World War II also coincided with concern regarding the impact the substantial number of released military personnel would have on the economy of the United States. The government wanted to avoid duplicating the post-war recession that occurred after World War I; therefore, President Franklin Delano Roosevelt signed the Servicemen's Readjustment Act of 1944, which was generally called the GI Bill of Rights or the GI Bill (Sage, 2006). Sweeney, the Legislative Director of the National Association of State Approving Agencies for the Troops-to-Teachers Program in New England, claims the alternative certification programs which “include apprenticeship-like programs under a mentor or master teacher for individuals hired on a conditional basis . . . (provide an) increased opportunity to

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approve the learning experiences as on-the-job training under the G.I. Bill” (U.S. House of Representatives, 2003, p. 17). Rees, Deputy Under Secretary for Innovation and Improvement at the Department of Education, asserts the “Troops-to-Teachers program promotes high standards by identifying and bringing these talented men and women, and their top-notch skills and abilities, into our Nation’s public schools” (U.S. House of Representatives, 2003, p. 4). She indicates that Math, science, and special education are the three fields . . . identified at the national level as the fields that need the most attention” (p. 7).

In January 2002, the Troops to Teachers program was reinstated at Drury University following a period of relative inactivity. In the eight years since its reorganization, the program has been responsible for certifying a total of twenty-five new middle school teachers in Missouri.

The original Troops to Teachers program at the national level was proposed in 1993 and authorized by the U.S. Congress in 1994. The original program helped to place more than 3,000 veterans in the public school classrooms of the United States primarily through providing funds to school districts providing for up to half of the salary of the participants (Hewitt & Siew, 1998). The U.S. Department of Defense was responsible for the original program.

In 2000, the National Defense Authorization Act transferred responsibility for oversight and funding to the U.S. Department of Education. The program is now coordinated by both the Department of Defense and the Department of Education and received continuation through fiscal year 2010. For fiscal year 2010 a total of \$14,389,000 was appropriated (U.S. Department of Education, 2010.).

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### **Benefits of the Troops to Teachers program**

Persons who have spent a large portion of their lives in service to the United States of America are given another opportunity to serve--this time in the public schools. These military veterans bring with them a wealth of world knowledge that makes them attractive to school districts. During a recent school year in Florida, thousands of students were being taught by military veterans (Bailey, Fantz, Pinzur, & Sampson, 2006).

Many school districts surrounding military installations prefer to hire former military veterans since they understand the population of the district. Schools in rural and high poverty areas benefit from being able to hire individuals who prefer to remain in close proximity to military installations. This enables such schools the opportunity to hire persons from minority groups and men. These groups are typically underrepresented in rural area schools, especially in southern Missouri. The schools are also able to hire individuals who bring significant subject area knowledge to the classroom, resulting in improved instruction for their students.

In addition, many military veterans bring with them extensive technical training in mathematics and sciences, areas that are traditionally hard to staff in small rural schools. This creates a "win-win" situation for the school district and the potential faculty member. According to Ong, "The program benefits schools because many of its teachers are hard to find minorities or males, and many teach high-demand specialties like science, math, and special education" (2006, August 8).

### **How the Troops to Teachers program was developed**

Drury University was a participant in the original Troops to Teachers program established in 1993 through P.L. 102-484, National Defense Authorization Act for Fiscal



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Year 1993. This program differed from subsequent iterations of the program in that Title I school districts received monetary compensation directly from the program to hire teachers (up to \$50,000), in addition to monetary compensation being channeled through the actual Troops to Teachers participant to help defray educational expenses.

In subsequent authorizations the program was changed to provide stipends directly to Troops to Teachers participants rather than providing incentives to school districts to hire military veterans. While Drury University actively promoted the Troops to Teachers program during these early years, no formal program was established to provide a seamless avenue for military veterans to earn certification. No data exist from the original Troops to Teachers program at Drury University.

During the 2000-2001 academic year, an investigation was conducted by Drury University into the extent of Troops to Teachers programs in the United States and individuals were interviewed from each state offering alternative certification programs. In September 2001 a fact-finding trip was taken to examine the Troops to Teachers program at Armstrong Atlantic State University, considered by many to be the national model for such programs. Following this fact-finding trip, a report was prepared and the proposed Troops to Teachers revisions were accepted by the Teacher Education Council at Drury University. The Chair of the School of Education cooperated in gaining the necessary approvals from the Missouri Department of Elementary and Secondary Education. The program was launched in January 2002.

Spouses were eligible to participate at the beginning of the program. Spouses of military personnel face many of the same challenges as veterans with regard to completing a Baccalaureate degree. With the ever present possibility that they will PCS

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(Permanent Change of Station) many of them end up with a few credits from several different colleges and universities without ever staying in one location long enough to complete a degree.

With these limitations in mind, the U.S. Department of Defense created a companion program to Troops to Teachers. This program is known, appropriately enough, as Spouses to Teachers ("Spouses to Teachers," 2004). Due to unforeseen considerations the inclusion of spouses in the Troops to Teachers program was terminated after the first semester. Drury University allowed those spouses who had already begun the certification process to complete it. Drury also works with individuals who wish to utilize the Spouses to Teachers program.

The advent of streamlined post-baccalaureate certification programs and the creation of the new Master of Arts in Teaching (MAT) program in 2010 have enabled Drury University to more effectively respond to the needs of both Troops to Teachers and Spouses to Teachers participants. It remains to be seen how the creation of the MAT program will ultimately affect future participants.

## **Requirements of the Troops to Teachers program**

### National requirements

Drury University operates its Troops to Teachers program under the umbrella of the national Troops to Teachers program managed by DAN TES (Defense Activity for Non-Traditional Education Support). The program requirements are broken down into two options. Option one is for referral and placement assistance from DAN TES. In order to qualify for this track, former military personnel must have either retired from active duty, be active duty personnel who separate from active duty with six or more years of

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service on or after October 1, 1990, or must be current members of the Selected Reserve with at least six years of creditable service. In all cases, the service must be honorable. In addition, applicants must possess a Baccalaureate or advanced degree from an accredited institution at the time of application.

The second option is for financial assistance and includes all of the preceding requirements for option one as well as additional stipulations based upon active duty or reserve component status. Financial assistance is in the form of stipends or bonuses, awarded to the military veteran, which carry with them the requirement to teach for a specified period of time in "high need" districts or those with a large number of low income students (the stipend awards are \$5,000 for "high need" districts; and the bonus awards are \$10,000 for districts with a high percentage of disadvantaged students). Acceptance of the stipend or bonus requires a commitment to teach for three years in these schools ("Troops to Teachers," 2005).

## Drury University requirements

There are two tracks within the Drury University Troops to Teachers program. The first track was developed for those with a baccalaureate degree. The second is for those who lack a baccalaureate degree. Drury University does not require a certain number of years of military service in order for persons to participate in their program. Interested individuals are asked to check their eligibility with DANTES to determine if they qualify for referral and placement services or financial assistance.

For former military veterans with a Baccalaureate or advanced degree from an accredited institution the following requirements must be met in order to enter the Troops to Teachers program at Drury University:

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1. Written communication skills (grades of "C" or higher in six hours of composition).
2. Oral communication skills (grade of "C" or higher in an oral communication course).
3. Cumulative grade point average of 2.50 or higher based upon all undergraduate course work. At least 12 hours of credit at Drury University must be completed with a 2.75, or higher, grade point average.
4. Letters of recommendation from three persons familiar with the applicant's potential for success as a teacher. (One letter of reference must be from a faculty member familiar with the applicant's undergraduate course work.)
5. No felony convictions.
6. Background check: A background check must be conducted through the Family Care Safety Registry.
7. A passing score on the Praxis II Subject Area Specialty Test for all persons seeking middle school teacher certification.
8. A résumé or biography of the applicant attached to a properly completed application for admission to the teacher certification program.
9. Qualifying status for the U.S. Department of Education Troops to Teachers program.

Military veterans who lack a Baccalaureate degree from an accredited institution receive academic advising to help them complete their degree while taking those courses that will be required for certification. Once the applicant has completed the Baccalaureate

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degree, they seek admission to the Troops to Teachers program in the same manner outlined immediately above.

### Academic requirements for certification

Individuals who wish to be certified in middle school education in Missouri through the Troops to Teachers program at Drury University must, at a minimum, complete the following courses:

#### General education requirements

Nine hours of communication skills (six hours of composition, three hours of speech)

#### Professional education requirements

Three hours of educational foundations  
Three hours of human development  
Three hours of educational psychology  
Three hours of education of exceptional children

#### Teaching methods requirements

Three hours of middle school philosophy  
Three hours of middle school curriculum  
Two hours of teaching reading in the content field  
Three hours of improvement of reading instruction  
Three hours of teaching and evaluation of writing  
Three hours of methods of teaching in the specialty area

#### Clinical and field experiences requirements

Two hours of teaching in diverse classrooms  
Eight hours of student teaching at the middle school level

#### Teaching field requirements

A minimum of 21 hours in the teaching field

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Participants can be awarded credit for several courses based upon their military experiences. Some of these courses include technology in the classroom, classroom management, and one of the field experience components. These courses are waived on the strength of platform teaching experiences that many of the Troops to Teachers participants bring with them from the military.

Troops to Teachers participants can enroll in any of the general education, professional education, or teaching field courses without being admitted to the teacher education program at Drury University. However, in order to enroll in any of the teaching methods or clinical and field experiences courses, the participant must be admitted to the Drury University Teacher Education program. The requirements for admission to the teacher education program are: admission to Drury University, a grade of "C" or better in two writing courses and one oral communication course, a passing score on either the C-BASE test or the Praxis II examination (in participant's teaching field), at least 30 hours of college work (with at least 12 hours completed at Drury University), a grade point average of at least 2.50 for all college work, submission of an admissions portfolio, and completion of a criminal background check.

An interesting component of the Troops to Teachers program at Drury University is that participants have the option of taking many of the required courses for certification at the graduate level, thereby enabling them to work toward the Master in Education degree at the same time they are fulfilling certification requirements. If a participant takes all of the courses possible at the graduate level, they will earn a total of 21 hours applicable to the Master in Education degree leaving them with only 15 more hours to complete in order to graduate. This is an important consideration because in Missouri,

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like many other states, a teacher's salary increases in proportion to the number of graduate hours completed in their teaching field. With the advent of the MAT program, Troops to Teachers participants will be able to complete a 36 hour program resulting in both teacher certification and conferral of an MAT.

In order to receive graduate credit, Troops to Teachers participants must meet the admission requirements for the graduate program. These requirements are: submission of a graduate admission form, payment of the graduate application fee, official transcripts must be sent from previous institutions, two letters of recommendation, a personal statement indicating the desire to pursue a graduate degree in education, and a score report from either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) not more than five years old.

Another important component of the Troops to Teachers program at Drury University is that the clinical and field experiences requirements are to be completed on the job. Participants in the program are encouraged to apply for teaching positions in local schools while they complete the certification requirements. This enables the participant to gain valuable experience while receiving the salary and benefits requisite for a teaching position. In Missouri this is possible through the use of Temporary Authorization Certificates (TAC) or provisional certification. School districts have the option of hiring individuals to staff teaching positions who lack certification as long as they have an approved program of completion, possess at least a Baccalaureate degree, and obtain a passing score on the specific Praxis II examination for their teaching field. Because the new MAT program is considered an "alternative certification route" by the

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Missouri Department of Elementary and Secondary Education, participants enter the classroom with provisional certification.

Once the Troops to Teachers participants have completed all of their coursework, they complete an application for student teaching. The student teaching experience is conducted without the requirement that the participant give up their teaching position. They continue to receive their salary and benefits while completing the student teaching component. The student teaching requirement is otherwise identical to that for any other prospective teacher. The Troops to Teachers participants must complete lesson plans, be evaluated by university supervisors, complete all required paperwork, and submit a student teaching portfolio.

### **Current breakdown of Troops to Teachers participants at Drury University**

As of September 1, 2010, Drury University had worked with a total of 259 individuals in this program. See Table 6 for a summary of the growth of the Troops to Teachers program at Drury University. Table 1 shows the breakdown of participants by prior military service.

Table 1

#### *Prior military service of participants*

<u>Branch of service</u>	<u>Number of participants</u>	<u>Percentage</u>
United States Army	177	68
United States Air Force	22	8
Non-specified*	15	6
United States Navy	13	5
United States Marine Corps	10	4
Army Reserve	8	3
Spouses	6	2
Army National Guard	4	2
Air National Guard	3	1
United States Coast Guard	1	<1



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Total 259

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\*denotes those individuals who have indicated an interest in the program and have begun taking courses but have not met with an advisor

Table 1 shows that 68% of the participants come from the United States Army. According to the United States Government Accountability Office (2006) the percentages of participants since the inception of the Troops to Teachers program in 1994 are as follows: U.S. Army 33%, U.S. Air Force 26%, U.S. Navy 15%, Reserves 12%, National Guard 8%, U.S. Marine Corps 4%, and U.S. Coast Guard 1%.

A percentage of 68% is not surprising for the Drury University Troops to Teachers program since it is based at Fort Leonard Wood, Missouri, a large Army post. The next largest group is the United States Air Force with roughly 8%. The remaining percentages for participants consist of numbers lower than 6% each.

Table 2

### *Gender of participants*

<u>Gender</u>	<u>Number of participants</u>	<u>Percentage</u>
Male	166	64
Female	93	36
Total	259	

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Table 2 shows that 64% of the participants are male while 36% are female. According to The National Center for Education Information (as cited in "Troops to Teachers fast facts," 2004), 90% of the participants since the inception of the Troops to Teachers program in 1994 have been male. A more recent assessment by the National Center for Education Information (NCEI) reports that 82% of teachers entering through

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Troops to Teachers were male (Feistritz, 2005). The program at Drury University is a little more balanced than the national percentage, but still reflects the preponderance of males in the United States armed forces.

Table 3

### *Ethnic background of participants*

	<u>Number of participants</u>	<u>Percentage</u>
Caucasian	133	60
African American	61	28
Non-specified*	39	n/a
Hispanic	21	10
Asian American	3	1
Total	220	

\*denotes those who have not met with an advisor (not included in total or percentages)

Table 3 shows that 39% of the participants are minorities. This compares favorably with the national average of 29% for all participants since the inception of the Troops to Teachers program in 1994, and very favorably with the national average of 10% for traditional teachers ("Troops to Teachers fast facts," 2004). An NCEI study shows that 37% of Troops to Teachers participants are persons of color, compared to 15% overall (Feistritz, 2005).

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Table 4

*Area of certification sought by participants*

	Number of participants	Percentage
Social Studies	131	51
Non-specified	36	14
Science	27	10
Mathematics	21	8
Language Arts	15	6
Social Studies and Language Arts	9	3
Social Studies and Science	10	4
Mathematics and Science	4	2
Social Studies, Science, and Language	1	<1
Social Studies, Science, and Mathematics	1	<1
Science, Math, and Language	1	<1
Math and Social Studies	1	<1
Special Education and Social Studies	1	<1
Math, Science, and Social Studies	1	<1
Total	259	

Table 4 shows that slightly over half (51%) of the participants are seeking certification in middle school social studies while 10% are seeking science certification, 8% mathematics, and 6% language arts. The national average for all participants since the inception of the Troops to Teachers program in 1994 who teach mathematics is 29% ("Troops to Teachers fast facts," 2004). According to a recent NCEI study, 41% of Troops to Teachers participants teach science, compared to 18% overall while 27% teach mathematics (Feistritzer, 2005).

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Table 5

*Former rank of participants*

	Number of participants	Percentage
Enlisted	187	72
Officer	42	16
Non-specified*	26	10
Spouses	4	2
Total	259	

\*denotes those who have not met with an advisor

Table 5 shows that 72% of the participants are former enlisted personnel while 16% are former officers. According to the Government Accountability Office (2006) the percentage of all participants since the inception of the Troops to Teachers program in 1994 who were former officers was 36%. The program at Drury University is overwhelmingly comprised of former enlisted personnel.

An indication of the vitality of the Troops to Teachers program at Drury University can be seen in a review of the numbers of students who have enrolled in the program since its inception. Table 6 shows the number of students and total hours of enrollment for the program since 2002.

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Table 6

*Enrollment in Drury University Troops to Teachers program*

<u>Term</u>	<u>Students</u>	<u>Total hours</u>
Spring 2002	15	117
Fall 2002	24	185
Spring 2003	28	192
Fall 2003	29	238
Spring 2004	36	325
Fall 2004	27	200
Spring 2005	29	227
Fall 2005	22	194
Spring 2006	28	244
Fall 2006	35	280
Spring 2007	38	313
Fall 2007	32	290
Spring 2008	32	246
Fall 2008	23	183
Spring 2009	28	270
Fall 2009	31	243
Spring 2010	29	225
Fall 2010	28	204
Average	28.6	232

Table 6 shows that the enrollment in the Troops to Teachers program has grown from 15 in the spring 2002 semester to a high of 38 in the spring 2007 semester. The average number of participants has been 28.6 over the past nine years.

The enrollment shows a decline during the summer semesters. This is typical of all undergraduate and graduate programs at Drury University. During the summer enrollment usually declines as students are preoccupied with vacations and other activities. During the previous nine years an average of 23.4 participants have registered for an average of 134 hours in the summer semesters. See Table 7 below.

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The total number of hours enrolled in by Troops to Teachers participants has grown from 117 in the spring 2002 semester to a high of 325 hours in the spring 2004 semester. While the number of credit hours enrolled in has fluctuated, the average number of credit hours for the fall and spring semesters since the inception of the program has been 232 hours.

Table 7

### *Summer enrollments in the Troops to Teachers program*

<u>Term</u>	<u>Participants</u>	<u>Total hours</u>
Summer 2002	16	94
Summer 2003	26	152
Summer 2004	27	176
Summer 2005	24	111
Summer 2006	22	127
Summer 2007	30	180
Summer 2008	19	115
Summer 2009	25	137
Summer 2010	22	115
Average	23.4	134.1

## **Demographics of Troops to Teachers Program completers**

Since its inception, the Troops to Teachers program at Drury University has certified a total of 26 middle school teachers in Missouri. While this is a very small sample size, the following tables and explanatory notes are included.

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Table 8

*Prior military service of Program completers*

<u>Branch of service</u>	<u>Number of completers</u>
United States Army	14
United States Air Force	5
Spouses	4
United States Marine Corps	1
United States Navy	1
United States National Guard	1
Total	26

Table 8 shows that 54% of the program completers served in the United States Army, 19% served in the United States Air Force, 15% were spouses of military personnel, and 12% served in the United States Marine Corps, United States Navy or the National Guard.

Table 9

*Gender of Program completers*

<u>Gender</u>	<u>Number of completers</u>
Male	16
Female	10
Total	26

Table 9 shows that 62% of the program completers are male and 38% are female.

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Table 10

### *Ethnic background of Program completers*

<u>Ethnic background</u>	<u>Number of completers</u>
Caucasian	23
Hispanic	2
African-American	1
Total	26

Table 10 shows that just 12% of the program completers are from a minority background. As shown previously, 32% of the current participants are minorities, and the small sample size of program completers discourages drawing conclusions.

Table 11

### *Area of certification for Program Completers*

<u>Area of certification</u>	<u>Number of completers</u>
Social studies	5
Mathematics	4
Science	3
Language Arts	1
Total	13

Table 11 shows that 38% of program completers were certified in social studies, while 31% were certified in mathematics, 23% were certified in science, and 8% were certified in language arts. The national average for all participants since the inception of the Troops to Teachers program in 1994 who teach mathematics is 29%, and while this is a small sample, the percentage at Drury is essentially the same (31%).



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Table 12

*Former rank of Program completers*

<u>Former rank</u>	<u>Number of completers</u>
Enlisted	7
Spouses	4
Officer	2
Total	13

Table 12 shows that the percentage of program completers who served as enlisted personnel was 54% while those who were former officers was 15%. Even if the four spouses are discounted, the ratio of former enlisted personnel to officers remains more than 3:1 which while not similar to the current participant ratio of more than 4:1 still shows a preponderance of former enlisted personnel. This is very different from the average of 59% at the national level who served as officers, but is in line with the total participants at Drury where 73% are former enlisted personnel.

**Summary of Troops to Teachers program at Drury University**

The Troops to Teachers program at Drury University has been reasonably successful since being revamped. While not producing enormous numbers of teachers the program consistently turns out two or three teachers each year. In the region of Missouri where Fort Leonard Wood is located, there are limited numbers of schools. It would not be beneficial to saturate the market with large numbers of qualified teachers with little chance of employment. In addition, the smaller size of the Drury program enables personal service for each participant. The high standards of Drury University insure that the program completers are sought out by local school districts. In the future the program

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will have to be refined in order to continue to meet the needs of local schools as well as state and federal teacher certification guidelines.

### **Summary**

This paper has provided information relative to a vitally important program operated by Drury University. The Troops to Teachers program provides qualified teachers to rural school districts in mid-Missouri through alternative means. Without this program, key teaching positions in these hard to staff schools would either go unfilled or could be filled with unqualified and ineffective professionals. The service provided by Drury University through this program will be evident for years to come.

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