

Alternative Routes for Teacher Certification in SREB States

State	Name of Program ¹	Board Adoption/ Legislation; Year	Purpose of Program	Grades	Subject Areas Open for Alternative Certification ²	Requirements for Entry to Provisional Status	Basic Requirements of the Program	Required Course Work	Other Requirements	Normal Time to Professional Certificate (years)	Class ³
Alabama ⁴	Alternative Baccalaureate-Level Approach	Education Improvement Act; 1992	Increase pool of applicants	K-12	K-8: specialty subjects 6-8/9-12: core and specialty subjects. Special education for all grades was added in 1993/1997.	Bachelor's; 48 semester hours of credit in subject or equivalent in the field OR 24 months of professional experience in the field of certification; meet all requirements of Alabama Prospective Teacher Testing Program	Must be employed with certifying school district for three out of four years; have mentor for first two years; referral from a superintendent or administrator to employ applicant in teaching field; pass Praxis II	12 semester hours; must earn C or above in each course	May not be employed more than three years with preliminary certificate	3	B
Arkansas ⁴	Non-Traditional Licensure Program	Board of Education; 1987	Help teacher shortage; increase pool of applicants	Pre-K-12	Core and specialty subjects	Bachelor's with 2.5 GPA; pass state skills test; pass subject-area test	Must pay \$1,200 fee yearly; During year 1: gain employment; issued certified mentor; background checks; summer sessions year 2: prep sessions; pass Praxis II and III	210 hours of intensive teacher preparation and 50 hours of preparation from site-based mentor; 15 days in summer and monthly Saturdays for two years	Teach both years of program; must teach a minimum of 120 days each year	2	B
Delaware ^{4,5}	Alternative Route to Certification	Board of Education; 1997	Help teacher shortage, mostly in critical areas and subjects; supervised by Professional Standards Council	Middle grades and high school	Critical-need subjects: science, agriculture, math, foreign language, English, business, technology education, music, art	Bachelor's with major in the subject area; basic skills test; background check; employment as teacher before school enrolls; pass Praxis I and II	Mentoring and school administrative supervision; evaluations at school	Five graduate courses, beginning with a summer institute; enter in cohorts; two to three weeks during summer all day, then Saturday sessions after school during year	Need recommendation from school supervisor	12-18 months	B
	91 days in lieu of student teaching		Gain teaching experience and certification after 91 days of substitute teaching in one assignment during one year			Requires a letter from the school superintendent to DOE verifying 91 days and performance; must gain employment as full-time, contracted teacher within one year of 91 days		15 hours of professional development, as determined by district/charter school		91 days of substitute teaching	

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Florida ^{4,6}	ABCTE	Board of Education; 2004									
	Alternative Certification Professional Preparation and Education Competence Program Via School District	System of State-Approved District Programs; created by the state, 2002-2003 school year	Help career-changers gain certification without enrolling in college courses while working in schools full time	Pre-K-12	Core and specialty subjects; vocational education and special education	Bachelor's; 2.5 GPA in subject; must gain employment in a school	Must pass Praxis I, Praxis II, and Florida Teacher Certification exams; have documentation of professional education competence from employing school district	Competency-based alternative certification program must be offered by every district (Web-based or district-made); all programs must include reading competency	Three-year temporary certificate is non-renewable	3	A
	Alternative Certification Program Through Educator Preparation Institutes	State Legislature made statute for creation of Educator Preparation Institutes (EPIs); 2004	Help mid-career changers and recent grads without an education major	Pre-K-12	Core and specialty subjects; vocational education and special education	Bachelor's; 2.5 GPA in subject; must gain employment in a school; must also be enrolled in Competency-Based Alternative Certification Program	Approved programs must provide field experiences with administrative supervision; EPIs provide a certification ombudsman; must pass Praxis I, Praxis II, and Florida Teacher Certification exams	Various courses and training through EPI	Three year temporary certificate is non-renewable	3	E
Georgia ^{4,5}	Georgia Teacher Alternative Preparation Program (TAPP)	Early 2000s	Respond to 2001-2002 teacher shortage	Pre-K-12	P-12: specialty subjects; P-5: early childhood education; 4-8: core subjects and reading; 6-12: core and specialty subjects, and geography, economics, political science, speech. <i>Special education has additional course requirements.</i>	Bachelor's; 2.5 GPA; background check; pass basic skills test; must gain employment as teacher first; acceptance to program provider, such as district program or online RESA at university	Phase I: one month of summer courses; Phase II: two years; classroom training period with mentor; must take Praxis II during first year of teaching	Summer courses or after school if teacher starts midyear		2	A

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Kentucky ⁴	Local District Certification	Legislation; 1990	Create a path to teaching for professionals; programs developed and supported on the district level	Pre-K-12	All, except no special education	Bachelor's; 2.5 GPA; have 30 hours of study in subject OR five years of work experience in field; pass subject-area test; must gain employment as teacher with a district having an approved program	Must complete program and one-year KTIP internship; pass Praxis exam; formal evaluation by support team with written recommendation	Eight weeks of training before teaching; 18 weeks of partial classroom supervision; 18 weeks of full classroom supervision	250 hours of formal instruction; basic outline of program, with each district developing own curriculum	44 weeks total: 8 full-time seminar, 18 part-time teaching; 18 full-time teaching	B
	Veterans of the Armed Forces	General Assembly; 2000	Help teacher shortage and get professionals into the schools	Pre-K-12	All	Bachelor's in subject or related field; 2.5 GPA; pass EPSB (Education Professional Standards Board) subject test; must be released from active duty under honorable conditions after six years of active duty immediately before the discharge; then get "statement of eligibility"; must gain employment	Must complete a Kentucky Teacher Internship Program (KTIP) during the first year of teaching for professional license		No courses needed; can also apply to Troops To Teachers for funding and counsel		K
	Exceptional Work Experience Certification	Legislation; 1998	Attract people with professional experience in subject matter; rigorous review process	Pre-K-12	All	Bachelor's with 2.5 GPA; must major in subject area OR pass subject test/Praxis II; must have 10 years of work experience in the subject; submit application to district & EPSB; three to five recommendations from employers in the field	After meeting requirements, get temporary certificate; must complete one-year KTIP internship for professional certificate; submit all documents to Board of Education for review		No courses needed	1	K
	University-Based Alternative Teacher Certification	General Assembly; 2000	Help teacher shortage	Pre-K-12	All	Bachelor's; meet teacher and university admission requirements	Must complete a Kentucky Teacher Internship Program (KTIP); must pass assessments	Must complete all requirements before KTIP begins	Get certified while working full time in school; must complete in three years	3 maximum	D

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Louisiana ^{4,5}	Certification-Only Program Alternative Path to Certification	2010	Provide a flexible means to certification; help teacher shortage, mostly in rural areas	Pre-K-12	K-12: general education and specialty subjects; birth to five years; hearing impaired; significant disabilities; visual/blind	Bachelor's; 2.5 GPA for private provider program OR 2.0 GPA for college program; pass basic skills test/Praxis I and II OR ACT score of 22/SAT score of 1030	Professional guidance during 80 contact-hours; attend courses through college or private provider	27-33 credit-hours total OR 80 contact-hours of classroom-readiness training, including 12 hours of Knowledge of the Learner training; six hours of method; six hours of internship	Must work three years in a state school; three years for Practitioner License	3 maximum; varies by participant	E
	Practitioner Teacher Program	Created by Blue Ribbon Commission; piloted in 2001-2002 with nine providers	Attract "highly qualified" candidates to the profession	K-12	Pre-K-3; 1-5; 4-8; 6-12; K-12: specialty subjects; special education (mild-moderate)	Bachelor's; 2.5 GPA for private program or 2.2 GPA for college program; pass basic skills test/Praxis I; pass subject test/Praxis II OR ACT 22/SAT 1030	Full-time internship in schools with direct supervision and mentors; pass Praxis exams	21-33 hours with summer or fall teacher course training; attend two seminars once employed	Do internship after 21-33 hours; one-year license that can be renewed twice	1-3; varies by participant	A
Maryland ^{4,5}	Maryland Approved Alternative Preparation Program (MAAPP) with a Resident Teacher Certification	Board of Education framed MAAPP	Help teacher shortage; draw more "highly qualified" candidates into the schools	K-12	Early childhood and elementary education secondary education: core subjects TESOL and special education	Bachelor's; 2.75 GPA; major in subject OR have 30 semester core hours in subject OR pass content test; pass basics test; gain employment in a school	Enter a MAAPP through a Maryland school district, college or partnership; MAAPP requires a minimum 90 hours of study and a four-to eight-week internship prior to employment; additional courses and mentored residency of two weeks, as well	135 clock hours of study (90 before employment)	Revised in May 2010; now passing state content test enters program	6 months to 1 year for full-time employment with temporary certificate; 2 years for full professional certificate	A
	Urban Teacher Center Residency Program- Baltimore City School	Designed with Lesley University in Massachusetts; piloted in Baltimore, 2002	Train teachers for urban setting; for urban, challenge schools, using model in other cities	Pre-K-12	Core and specialty subjects; special education	Bachelor's with 2.75 GPA; must pass Praxis I and II to enter; pass pedagogy test; interview; background check	Summer orientations; multiple mentors and clinical supervision; one year of residency, followed by two of full-time teaching; prove one successful year of teaching subject; highly supportive with portfolio and observations	Seminars through MD Practitioner Teacher Program (MPTP) AND literacy courses at a university; all course work developed by Lesley University; dual-masters program; 50 hours, September to May	Four-year minimum commitment to district; three to four residents per school; all residents earn general and special education certificate	4; First year as resident, the next two years full-time teaching	B

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Mississippi ^{4, 6}	ABCTE	Board of Education; 2006									
	Teach Mississippi Institute (TMI)	Legislation, 2002; began Jan. 1, 2003		Pre-K-12	Core and specialty subjects, except in elementary K-3; <i>Special education for 7-12 only</i>	Bachelor's with a non-education major; pass Praxis I and II in specialty area; apply for TMI	Summer seminars or online course, followed by a one-semester/three-hour internship; intern while employed by school; mentor available	Before initial license and entering school, eight-week/nine college course hour summer program at TMI OR eight-week online course for no college credit			B
	Mississippi Alternative Path to Quality Teachers (MAPQT)	Sponsored by Mississippi Community College Foundation	Find more quality teachers	Pre-K-12	Core and specialty subjects, except in Elementary K-3; <i>Special education for 7-12 only</i>	Bachelor's; GPA in major of 2.0 if graduated more than seven years ago and 2.5 if less than seven years ago; pass Praxis I and II; must gain employment in a school	Attend Teach MS Institute or college; induction program and evaluations by local school district in first year; mentor through internship	90 clock hours or three weeks of MAPQT training at participating college for initial license; nine Saturday seminars during first year internship for professional license		3	B
North Carolina ^{4, 5}	Lateral Entry License	General Assembly, 1984; began Jan. 1, 1985	Place skilled professionals in schools; only school system can begin lateral entry license process		Core subjects	Bachelor's; 2.5 GPA; Major in subject OR 24 semester hours of related course work OR five years of relevant work experience; pass basic skills test; gain employment in a school	Complete teaching program at university OR Regional Alternative Licensing Centers; pass Praxis I and II within three years; need referral by IHE or RALC; one year of successful teaching; mentor; constant feedback; pass subject test/Praxis II	Two weeks of training before teaching as provided by school system; attend six hours of courses each school year; do NC TEACH modules through approved program	Must meet all requirements within three years of lateral license's issuance	2; can extend initial license for 1 more year if applicant has earned 6 course hours per year; if do not complete in 3, must wait 6 years and pass Praxis II to reissue initial license	A

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Oklahoma ⁶	ABCTE	Legislation; 2009									
	Alternative Placement Program	State Legislature passed; 1991 (replaced Alternative Certification Program of 1990)	Help teacher shortages; expand areas for certification	K-12	Pre-K-12, 6-12: general education; 6-12: career technology; <i>No early childhood (pre-K-3), elementary (1-8) or special education</i>	Bachelor's; 2.5 GPA and major in the subject area; pass general education tests; gain employment as teacher; document two years of work in the subject area; file a plan to meet certification requirements within three years; cannot have been denied admission to teaching program in the past	Have three years to pass Professional Subject Area Competency Test; submit materials to Teacher Competency Review Panel after passing the general education and subject competency exams for license; can appeal panel ruling to Board of Education	Have three years to complete 18 hours OR 270 clock hours of professional education; cannot have failed any courses needed for certification in the past or during program	No student teaching; if have bachelor's and no work experience, the State Board of Education can grant an exemption	3	D
South Carolina ⁶	Program of Alternative Certification for Educators (PACE)	General Assembly 1984	Help teacher shortage; for "critical-need" areas and subjects, as defined by Board of Education	Middle grades and high school (some areas are K-12)	Critical need only , changes yearly; core and specialty subjects; special education	Bachelor's in "critical-need" subject; pass subject test; two years of work experience in the field; find employment as part- or full-time teacher	Pre-service training first, after admitted; Year 1: continue training (14 days) and work with support team, then begin three graduate courses; Year 2: finish seminars (12 days) and formal evaluation process; Year 3: submit transcripts of graduate work to state DOE; pass state exam; finish evaluation with portfolio	Courses must be selected from the list approved by the Division of Teacher Quality on behalf of the State Board of Education; three graduate courses over three years	Cohorts; receives a mentor; works in school all three years of program; must pay all expenses	3	B
	ABCTE	General Assembly; 2007									

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Tennessee ^{5,6}	Transitional License Approach	Board of Education; 2008, with revised format	Get content area experts into schools	High school only	Core and specialty subjects; vocational education and special education; <i>also school counseling</i>	Bachelor's; major in subject OR have 24 semester hours in content area OR pass subject area/Praxis II exam	Pass licensing tests and prove teaching successfully under temporary certificate; must be accepted to a Transitional Program (online/out-of-state private/college) before first renewal and have written plan of study; must pass content tests before second renewal	No courses if meet one of the entry requirements; 18-30 course hours; must complete core courses before first renewal	Temporary license for three years maximum; issued for one year at a time; expires on 8/31	1	D
	Teach Tennessee	Special project of the Office of the Commissioner of Education; 2005 for Governor Fellowship, and 2010 for Commissioner Fellowship	Create two programs: Governor's Fellows (for career-changers) and Commissioner's Fellows (for recent, non-education graduates); for high-need areas	Grades 7-12	Math, science, and foreign language focus; other subjects allowed	Governor's: Bachelor's with at least 24 hours courses in subject area and five years of work experience in field; 3.0 GPA OR pass Praxis II in subject; Commissioner's: Bachelor's in relevant field; 3.0 GPA OR pass Praxis II in subject	Attend two-week Teach Tennessee Institute, then seek employment; 40 hours of professional development the first year for Governor's, and eight Saturday sessions for Commissioner's; must receive a study plan (IPEP) after Years One and Two; mentoring	Institute and seminars; more college courses, depending on IPEP			
	ABCTE	Only Putnam County pilot									
Texas ^{4,5}	Alternative Teacher Certification	Started with a Houston school district initiative; 1985; now has 170 district programs	Originally to help shortages; 1989 legislation eliminated shortage requirement; intensive, one-year program	Pre-K-12	Core and specialty subjects; vocational education and special education; <i>also principal, superintendent, educational diagnostician, master teacher</i>	Bachelor's with 2.5; pass basic skills test; pass subject test; minimum of 12 semester hours in subject; must gain employment	One-year paid internship OR 12-week unpaid clinical teaching, observed by field supervisor and campus mentor; pass content exam; pass Pedagogy and Professional Responsibilities exam	Minimum 80 clock hours of course work and 30 hours of classroom observation before internship or clinical; more during internship; 300 clock hours total; online or blended		1; can renew probationary license for 2 additional years	A

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Virginia ⁴	Career-Switcher Alternative Route to Licensure	Response to Senate Joint Resolution 384 and 1999 Appropriation Act; piloted in 2000 with military and in 2001 for professionals; six pilots held in 2002	Expand applicant list for those with much life experience in field; started with military personnel, now includes all professionals	Pre-K-12	All, except <i>no special education</i>	Bachelor's; pass basic skills tests; pass Virginia Reading Assessment for pre-K/elementary; five years of experience in field; acceptance to a career-switcher program	Level 1: 180 clock hours of courses and field experience; Level 2: awarded provisional license; gain employment; five seminars, including 20 course hours; complete one year of teaching with mentor; referral from Virginia education agency; if agency deems necessary, may extend to third year	180 hours in Level 1 and 20 hours/five seminars in Level 2	Yearly license issued; fee may be involved with providers	Varies by individual	D
	Alternative Route to Licensure with a Provisional License	1998	Expand applicant pool	Pre-K-12	All, except <i>no special education</i>	Bachelor's; pass subject-area test; must gain employment in Virginia school and have recommendation from school	One year of successful, full-time teaching experience; Mentor assigned for Provisional License holder; Meet all endorsement area requirements; Must pass professional teacher's assessment of the Board of Education	Course work for subject area as deemed by college or alternative program provider; 15-18 hours, based on content area	Three years and nonrenewable	3	D
	Alternative Route to Licensure with a Provisional License in Special Education	1998	Expand applicant pool	Pre-K-12	Special education; <i>not including speech pathologists</i>	Bachelor's; must pass professional teacher's assessment from the Board of Education; gain employment in a school as special educator and have recommendation from school	Have assigned mentor in special education; have a planned program of study and make progress each of the three years of the license; pass Professional Teacher's Assessment; prove one year of successful teaching	Courses in competencies educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements of students with disabilities; 18 hours at college or alternative program	Three years and nonrenewable	3	D

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West Virginia ⁴	Alternative for General Education Certification		Expand applicant pool	Middle grades and high school	Critical-need schools	Bachelor's	Three phases of training, with direct supervision by support team, formal observation and evaluations	18 semester hours through three universities/online courses; all programs must include three hours in diversity and special education	Limited colleges offering programs; three locations at this time	3 maximum	B
	Alternative for Special Education Certification		Expand applicant pool; for special education certification only	Pre-K-12	Special education (with optional core subject restricted content endorsement through DOE)	Bachelor's; 2.5 GPA; pass Praxis I or have an exemption; FBI and police background checks	Candidates without special education degree require clinical experience	Minimum 21 semester hours in special education, through college or RESA online		3 maximum	E
	Alternative for Special Educators to Obtain a Content Endorsement Certification		Expand applicant pool; meet "highly qualified teacher" qualification with restricted content endorsement	Pre-K-12	Special education (with optional core subject restricted content endorsement through DOE)	Bachelor's; 2.5 GPA; pass Praxis I or have an exemption; FBI and police background checks	Candidates without special education degree require clinical experience	Need 21 semester hours in content endorsement area; must also meet special education course requirements		3 maximum	D
	Local Charleston Program	2006		Middle grades and high school	English, math, sciences, special education, foreign language	Bachelor's; 2.5 GPA; Interview; pass basic skills test; pass subject tests; background check; must be U.S. citizen	Must be offered employment in shortage area; pass Praxis I and II; receive mentoring; evaluations by support team; referral by school district personnel	College courses (available online); 18 hours, including three hours of diversity and special education		3	

¹ All SREB states have the Teach for America and Troops to Teachers programs. See National Alternative Routes for Teacher Certification, page 11, for details.

² Core subjects generally include English, mathematics, sciences, social studies. Specialty subjects include such subjects as art, ESOL, foreign language, music, physical education and technology.

³ These class distinctions were established by the National Center for Education Information. Class A is mentor-heavy, usually involves pre-service training, and does not restrict certification to subject area or grade level. Class B has subject and grade requirements, typically for shortage areas. Class D entails heavy background and transcript analysis, and an institute of higher education is responsible for most of the program design. Class E programs are based at an institute of higher education. Class K programs are for specific populations of applicants, such as Teach for America and Troops to Teachers.

⁴ State has federal Transitions to Teaching grant program. See National Alternative Routes for Teacher Certification, page 11, for details.

⁵ State has a fellowship program through The New Teachers Project. See National Alternative Routes for Teacher Certification, page 10, for details.

⁶ State has an ABCTE program. See National Alternative Routes for Teacher Certification, page 10, for details.

Sources: National Center for Alternative Certification and state certification agencies.

National Alternative Routes for Teacher Certification

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American Board for Certification of Teacher Excellence (ABCTE) Passport to Teaching	Federal grant, U.S. Department of Education; 2001	For career-changers to fill teacher shortages	K-12: select subjects	Varies by state	Bachelor's; pass subject test; background check; computer-based Professional Teaching Knowledge Exam; college transcripts	Must complete the ABCTE program, including the ABCTE Professional Teaching Knowledge exam, ABCTE subject-area exam, and complete 60 contact-hours in the classroom; then obtain teaching position; complete any additional state professional certification requirements, if not included in ABCTE program; then apply for professional certificate	Includes: study plans, Prepare to Teach workshops, online refresher course; various practice and ABCTE exams	Program costs \$1,995	1 year of ABCTE training, then two years for mentoring	A
The New Teacher Project; State Fellowship Program	Founded by Michelle Rhee; 1997	Expedite certification process for career-changers and recent graduates	Pre-K-12	"High-need" subjects; varies by state; typically core subjects and specialty subjects, with an emphasis on foreign language and special education	Varies some by fellowship program; most contain: bachelor's; 2.7 GPA or higher; non-education major; meet all subject-area requirements; pass state-required testing; U.S. citizenship and background check	Pass Praxis I and II before training; enter internship through college or local program; must teach "successfully" for one year	Six-week summer institute, then biweekly, evening seminars in school year; select courses through College Certification Program	Program costs are high, \$3,000-\$6,000; some states offer stipend of \$2,000	Varies by fellowship	

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Teach for America	Grant funding established by Ross Perot; 1990	Train new teachers for "high-risk" areas	Pre-K-12	"High-need" subjects; varies by region; typically science, math, special education, ESOL and early childhood education	Bachelor's; 2.5 GPA; must be U.S. citizen or national/permanent resident	Pass state teaching examinations; receive learning team support; internship while teaching; online support, including webinars and blogs	Five-week summer training institute, including teaching experience	Program costs up to \$6,000; offer benefits and educational stipend		
Transition to Teaching	Federal grant, U.S. Department of Education; funding to create alternative certification programs	Supply "quality" teachers in "high-need" areas; stop use of uncertified teachers		Math, science, foreign language focus; special education and ESOL; varies by state	Bachelor's in one of the "high-need" areas; personalized requirements by state grant	Personalized requirements by state grant	15 hours of graduate courses at participating college, typically		Varies by program/grant	
Troops to Teachers	Funded by U.S. Department of Education; administered by the Department of Defense through the Defense Activity for Non-Traditional Education Support (DANTES)	Find mature and motivated educators; focus on high-demand areas, such as urban and rural areas	"High-need" schools	"High-need" subjects	Varies by program	Varies by program	Varies by program	Provides financial support to ex-military enrolled in an alternative certification program	Varies by individual program	

¹ Core subjects generally include English, mathematics, sciences, social studies. Specialty subjects include such subjects as art, ESOL, foreign language, music, physical education and technology.