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# *REPORT TO THE CONGRESS*

## Assessment Of The Teacher Corps Program B-164031(1)

Office of Education  
Department of Health, Education,  
and Welfare

*BY THE COMPTROLLER GENERAL  
OF THE UNITED STATES*

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JULY 14, 1972



COMPTROLLER GENERAL OF THE UNITED STATES  
WASHINGTON, D C 20548

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To the President of the Senate and the  
Speaker of the House of Representatives

This is our summary report on our assessment of the Teacher Corps program. This program is authorized by title V of the Higher Education Act of 1965 (20 U.S.C 1101) and is administered by the Office of Education, Department of Health, Education, and Welfare.

Our review was made pursuant to the Budget and Accounting Act, 1921 (31 U.S.C. 53), and the Accounting and Auditing Act of 1950 (31 U.S.C. 67).

Copies of this report are being sent to the Director, Office of Management and Budget, the Secretary of Health, Education, and Welfare; and the Commissioner of Education, Department of Health, Education, and Welfare.

A handwritten signature in black ink, reading "James B. Stacks", is positioned above the printed name of the Comptroller General.

Comptroller General  
of the United States

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### ABBREVIATIONS

GAO	General Accounting Office
HEW	Department of Health, Education, and Welfare
LEA	local educational agency

## CHAPTER 1

### INTRODUCTION

The Teacher Corps was established in the Office of Education, Department of Health, Education, and Welfare (HEW), pursuant to title V, part B, of the Higher Education Act of 1965, as amended (20 U.S.C. 1101).

The General Accounting Office (GAO) evaluated the effectiveness of the Teacher Corps program in accomplishing its legislative objectives, which are

- to strengthen the educational opportunities available to children in areas having concentrations of low-income families and
- to encourage colleges and universities to broaden their programs of teacher preparation.

To accomplish these objectives, the Teacher Corps is authorized to:

1. Attract and train qualified teachers who will be made available to local educational agencies (LEAs) for teaching in areas of low-income families.<sup>1</sup>
2. Attract and train inexperienced teacher-interns who will be made available to LEAs for teaching and inservice training in such areas in teams led by experienced teachers.
3. Attract volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by LEAs and by institutions of higher education serving such areas.

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<sup>1</sup>The enabling legislation permitted experienced teachers to be assigned to LEAs individually or as the head of a teaching team. Public Law 90-35, approved June 29, 1967, amended the legislation by permitting experienced teachers to be assigned only as heads of teaching teams.

4. Attract and train educational personnel to provide training, including literacy and communications skills, for juvenile delinquents, youth offenders, and adult criminal offenders.

The last two means of achieving the objectives were authorized after we began our review by Public Law 91-230--an act to extend programs of assistance for elementary and secondary education--approved April 13, 1970, and therefore were not within the scope of our review.

We reviewed programs conducted at the University of Miami, Northern Arizona University, Western Carolina University, the University of Southern California, Buffalo State University College, New York University, and the Bank Street College of Education and at LEAs which participated with these institutions of higher education. We also obtained information about the Teacher Corps program by sending a questionnaire to all the corps members in the Nation who graduated in 1968 and 1969.

#### OPERATION OF TEACHER CORPS PROGRAM

The Teacher Corps is basically a locally controlled and operated program. The Office of Education provides funds for Teacher Corps programs which have been locally conceived to meet local needs and which have been approved by the applicable State educational agency. To be eligible for approval, a program must be designed to serve children in areas having high concentrations of low-income families.

Persons eligible to be enrolled in the Teacher Corps are (1) experienced teachers, (2) persons who have baccalaureate degrees or their equivalents, and (3) persons who have completed 2 years in programs leading to baccalaureate degrees. After selection the corps members are placed in teams consisting of an experienced teacher (the team leader) and a number of teacher-interns. During their service the interns receive training and instruction leading to degrees from the participating colleges or universities and to qualification for State teaching certification. The training consists of academic courses, work in the classrooms of local schools, and participation in community-based education activities.

While in the schools, the teaching teams are under the direct supervision of officials of the LEA to which they are assigned. With certain exceptions, LEAs are authorized to (1) assign and transfer corps members within the school system, (2) determine the subject matter to be taught, and (3) determine the terms and continuance of the assignment of corps members within the system. Corps members may not, however, replace any teachers who are or would have otherwise been employed by the LEAs.

The Teacher Corps program operates on a cycle basis. A cycle generally consists of preservice training--a period of no more than 3 months during which corps members' suitability for acceptance into the program is determined--and 2 academic years with an intervening summer. The authorizing legislation provides for enrollment of corps members for periods up to 2 years; however, certain programs operate for a shorter period of time. A new Teacher Corps cycle starts each year; the first cycle began in 1966.

The Office of Education pays the cost of interns' coursework and the administrative costs of the colleges or universities and the LEAs. The LEAs are expected to pay at least 10 percent of the corps members' salaries and related benefits while they are in the schools; the Office of Education is to pay the remainder.

A team leader is to be paid at a rate agreed to by the LEA and the Commissioner of Education. At the time our review began, an intern was paid either at a rate which was equal to the lowest rate paid by the LEA for teaching full time in the school system and grade to which he was assigned or \$75 a week plus \$15 a week for each dependent, whichever amount was less.

Public Law 91-230 amended the payment authorized for interns by providing that an intern be paid either at a rate which did not exceed the lowest rate paid by the LEA for teaching full time in the school system and grade to which he was assigned or \$90 a week plus \$15 a week for each dependent, whichever amount was less.



## FUNDING

From inception of the Teacher Corps program in fiscal year 1966 through fiscal year 1972, funds authorized and appropriated by the Congress for the Teacher Corps program, nationwide, were as follows.

<u>Fiscal year</u>	<u>Authorization</u>	<u>Appropriation</u>
1966	\$ 36,100,000	\$ 9,500,000
1967	64,715,000	11,323,000
1968	33,000,000	13,500,000
1969	46,000,000	20,900,000
1970	80,000,000	21,737,000
1971	100,000,000	30,800,000
1972	<u>100,000,000</u>	<u>37,435,000</u>
Total	<u>\$459,815,000</u>	<u>\$145,195,000</u>

The seven individual programs included in our review had spent about \$15 million as of June 1971.

## PROGRAM PARTICIPATION

Certain nationwide data relating to Teacher Corps program participation from its inception in fiscal year 1966 through fiscal year 1971 is shown in the tabulation below.

<u>Cycle</u>	<u>Entered program</u>			<u>Completed program</u>			<u>Percent of dropout</u>		
	<u>Interns</u>	<u>Team leaders</u>	<u>Total</u>	<u>Interns</u>	<u>Team leaders</u>	<u>Total</u>	<u>Interns</u>	<u>Team leaders</u>	<u>All corps members</u>
I	1,279	337	1,616	627	170	797	51	50	51
II	882	152	1,034	674	143	817	24	6	21
III	1,029	186	1,215	832	170	1,002	19	10	18
IV	1,375	200	1,575	1,130	225	1,355	18	9	14
V (note a)	1,445	221	1,666	-	-	-	-	-	-
VI (note a)	1,385	209	1,594	-	-	-	-	-	-

<sup>a</sup>Participants had not completed the program at the time of our review

In the summer of 1971, 69 institutions of higher education were participating in the Teacher Corps program.

## CHAPTER 2

### PROGRAMS INCLUDED IN THE REVIEW

The seven Teacher Corps programs we reviewed were cooperative efforts involving universities or colleges, elementary or secondary schools, local communities, and State departments of education. These programs were operational during various combinations of the first six cycles, as shown below.

	<u>Cycles</u>					
	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
Miami program	x	x	x	x		
Navajo-Hopi program			x	x		x
Western Carolina program	x	x	x	x		
University of Southern California urban program	x	x	x	x	x	
University of Southern California rural-migrant program		x	x	x		x
Buffalo program	x		x		x	
New York University program	x	x	x	x		x

Our review was concerned with program operations during the first four cycles. We issued separate reports to the Congress on five of the above programs, (See app. 1.)

### PROGRAM CHARACTERISTICS

Although the programs' objectives were basically the same, the racial and ethnic makeup of the populations served and the types of areas in which the programs were located differed. A brief discussion of each program and its special emphasis follows.

#### Miami program

The Miami program involved LEAs and communities in south Florida in Dade, Broward, and Collier Counties; the Florida Department of Education; and the University of Miami. The program was designed to train individuals with

noneducation degrees to teach children from low-income families. The corps members worked largely with black, Mexican-American, and Cuban children from inner-city ghettos, migrant camps, and other rural and urban poverty areas.

#### Navajo-Hopi program

The Navajo-Hopi program involved Northern Arizona University, elementary schools operated by the Department of the Interior's Bureau of Indian Affairs, public elementary schools, local communities, and the Arizona Department of Education. One of the participating schools is located on the Hopi Indian Reservation; all the rest are located on the Navajo Indian Reservation.

The program was intended to improve the educational opportunities available to children on the reservations by providing a curriculum for the interns which was geared specifically to the Indian children's culture and by developing teachers, primarily of Navajo or Hopi descent, who, without the program, might not have actually tried teaching. At the time of our review, only 5 percent of the teachers in Bureau of Indian Affairs' schools on the reservations were Navajo or Hopi Indians. About 42 percent of the interns who participated in this program were Indians.

#### Western Carolina program

The Western Carolina program was a cooperative effort by LEAs, the North Carolina Department of Public Instruction, and Western Carolina University. The program recruited college graduates (primarily noneducation majors) for internship in small, rural schools, some with combined grades.

The program served a geographical area involving eight counties in western North Carolina. The area is primarily mountainous and rural and is located in the Appalachian region generally west of Asheville, North Carolina.

#### University of Southern California urban program

This program involved the University of Southern California, several school districts in Los Angeles and Riverside

Counties, local communities, and the California Department of Education. The goal of the program's first four cycles was to train as teachers of economically disadvantaged children of different cultures individuals who had undergraduate degrees in areas other than education. The special educational needs of urban Mexican-American and black children were emphasized. In its fifth cycle the program concentrated on training teachers to understand the causes of delinquency and to have a special awareness of the unique educational and emotional problems of the delinquency-prone child.

#### University of Southern California rural-migrant program

This program involved the University of Southern California, several school districts in Tulare County, local communities, and the California Department of Education. The program was designed to improve the educational opportunities of children of migrant families in rural areas of Tulare County. Prospective teachers were trained to bring about better communication and understanding between migrant and residential communities for the benefit of the children. Teachers were to expand the curriculums of the schools to compensate for the children's lack of educational experiences.

Corps members were given special classes in the Spanish language, in the Mexican-American culture, and in teaching English to children from homes where English was not the predominant language.

#### Buffalo program

The Buffalo, New York, program involved Buffalo State University College, the New York State Department of Education, the Buffalo Board of Education, and schools and communities within the Buffalo public school system. Teachers were trained to educate children in Buffalo's predominately black inner-city schools. These schools had a high percentage of teachers with limited teaching experience and qualifications, and the pupils' achievement levels were generally below the city average.

## New York program

The first three cycles of the Teacher Corps program in New York City involved New York University, the New York State Department of Education, the New York City Board of Education, and local schools and communities. The fourth-cycle program was administered by an association known as the Harlem Institute for Teachers. The association comprised a consortium of organizations that included the New York University School of Education, the Bank Street College of Education, the New York City Board of Education, the Harlem School Board, and the Harlem Teams for Self-Help, Inc.-- a local community action agency.

All four cycles of this program were designed to prepare teachers to educate children from low-income families in inner-city schools. These children were primarily black or Spanish speaking.

During the fourth cycle each teaching team assigned to a school consisted of a team leader, an intern engaged in undergraduate studies at New York University, an intern engaged in graduate studies at the Bank Street College of Education, and a high school graduate teacher-aide (para-professional) who took courses at Manhattan Community College. The Harlem Teams for Self-Help, Inc., monitored the college activities of the paraprofessionals.

## SELECTION OF INTERNS

The selection processes at the programs we reviewed were generally effective in providing interns qualified to be trained as teachers of children from low-income families.

Teacher Corps guidelines contained general criteria for the selection of interns but permitted grantees to establish more specific criteria. Although the selection process varied somewhat from program to program, interns were generally selected by a panel of representatives from the universities; LEAs, communities, and, in some cases, corps members from previous program cycles. Most interns were recruited locally; some were selected from a national pool of applicants maintained by Teacher Corps headquarters.

Each program we visited had established eligibility criteria for the selection of interns. To be accepted into the programs, interns were expected to have one or more of the following qualifications.

- A grade average of at least C.
- No more than minimal training in the field of education.
- A desire to teach children from low-income families.
- Graduate record examination scores of at least 800 for interns working toward master's degrees.
- Some degree of proficiency in the Spanish language if Spanish-speaking children were to be involved in the program.

Exceptions were made for some applicants who did not meet the desired eligibility criteria. These applicants were enrolled because the selection panels believed that they could achieve the objectives of the program.

During the first four cycles of the Teacher Corps program, the seven programs in our review had accepted 820 interns to be trained to teach children from low-income families. As of the summer of 1970, 428 interns had completed the programs, 197 were still enrolled, and 195 (about 24 percent) had dropped out. The interns who dropped out of the program generally did so because of

- personal or financial problems,
- health problems,
- dissatisfaction with program, or
- acceptance of other employment or transferral to other programs.

During the first four cycles, the seven programs recruited 177 experienced teachers to serve as team leaders. Of these 177 teachers, 124 (70 percent) either completed the

programs or were still participating as of the summer of 1970 and 53 (30 percent) had dropped out. The records at the colleges and universities generally did not indicate why these team leaders had not completed the programs.

QUESTIONNAIRES SENT TO-  
FIRST- AND SECOND-CYCLE CORPS GRADUATES

At the time our review began, the first and second cycles of the Teacher Corps program were completed. To obtain the views of the corps members who had participated in these early cycles, we obtained the names and addresses of all the individuals in the Nation who graduated from these program cycles in 1968 and 1969 and sent them each a questionnaire. Our returns were as follows:

Usable questionnaires:

Completed questionnaires received from first-cycle corps members	317	
Completed questionnaires received from second-cycle corps members	<u>330</u>	<u>647</u>

Unusable questionnaires:

Data incomplete	119	
No response	<u>848</u>	<u>967</u>

Total		<u>1,614</u>
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A comparison of the number and percentage of team leaders and interns who responded to our questionnaire is shown below for each program cycle.

	<u>First cycle</u>	<u>Second cycle</u>	<u>Total</u>
Number of graduates:			
Team leaders	170	143	313
Interns	<u>627</u>	<u>674</u>	<u>1,301</u>
Total	<u>797</u>	<u>817</u>	<u>1,614</u>
Number of graduates who responded:			
Team leaders	52	45	97
Interns	<u>265</u>	<u>285</u>	<u>550</u>
Total	<u>317</u>	<u>330</u>	<u>647</u>
Percent of graduates who responded:			
Team leaders	31	31	31
Interns	42	42	42



Of the 550 respondents, 173 (31 percent) reported that they had experience as student teachers, regular classroom teachers, or substitute teachers prior to joining the Teacher Corps, as follows:

<u>Type of experience</u>	<u>First cycle</u>	<u>Second cycle</u>
Student teaching	45	19
Regular classroom teaching	35	24
Substitute teaching	9	11
Combination of above	<u>11</u>	<u>19</u>
Total	<u>100</u>	<u>73</u>

About 65 percent of the 173 interns had previously taught children from low-income families.

Prior to joining the Teacher Corps, 31 percent of the first-cycle intern respondents and 11 percent of the second-cycle intern respondents had teacher certification.

We received responses from corps members who had participated in all but one of the 50 first-cycle programs and in all the 30 second-cycle programs. Their comments are discussed in chapters 3 and 4.

### CHAPTER 3

#### DID THE PROGRAM STRENGTHEN EDUCATIONAL OPPORTUNITIES

##### FOR CHILDREN OF LOW-INCOME FAMILIES?

The Teacher Corps program strengthened the educational opportunities for children from low-income families who attended the schools where corps members were assigned. From our review of programs in operation at selected locations throughout the Nation, and from the responses to questionnaires we had sent to first- and second-cycle corps members, we learned that children in participating schools had been helped in a number of ways both by corps members and by the schools' regular teachers who were influenced by the programs.

Children received more individualized and small-group instruction than would otherwise have been provided to them; they were exposed to new teaching methods which stimulated their interest in learning; and they became involved in new or expanded classroom and extracurricular activities.

Some of the new approaches to educating children were continued by the schools and their teaching staffs after the corps members had completed their assignments. Other new methods of instruction and special educational projects and services were discontinued, however, because the school districts either did not evaluate them and determine their usefulness or did not have sufficient manpower and financial resources to carry them on.

All but one of the Teacher Corps programs covered in our review emphasized the involvement of corps members in community activities which were designed to increase the educational opportunities for children and their parents.

About 60 percent of the first- and second-cycle intern graduates who completed our questionnaire stated that they were employed as teachers in schools serving low-income areas, and at least 50 percent of the interns who had completed the first three cycles of the programs included in our review became, or planned to become, teachers in such schools.

## WORK PERFORMED BY CORPS MEMBERS IN SCHOOLS

Corps members were assigned to the schools in teams consisting of an experienced teacher--the team leader--and from four to nine interns. Interns generally spent about 60 percent of their time teaching or assisting regular teachers, 20 to 30 percent of their time taking academic courses, and 10 to 20 percent of their time participating in education-related community activities.

While in the local schools, interns (1) prepared lesson plans, (2) tutored individuals and small groups of children, (3) observed other teachers in classroom situations, (4) taught classes under the guidance of regular teachers, and (5) taught selected subjects to classes without the assistance of regular teachers.

For example, during the first year of one of the programs, interns spent weekday mornings observing classes, tutoring children, working with regular teachers, and holding conferences with children's parents. In the second year of the program, each intern taught a class all day for at least 10 weeks and, in the remaining weeks, taught classes, either with other corps members or with regular teachers, and provided individualized instruction. In another program interns supplemented the regular teaching staffs by working with small groups of slow learners and by teaching selected subjects in full-classroom situations.

Principals and teachers told us that the assistance provided by interns in the classrooms made it possible for regular teachers to devote more time to individualized instruction and to make classes more relevant to the particular needs of children from low-income families.

Besides evaluating the interns under their supervision, team leaders helped interns plan lessons; demonstrated teaching techniques; and promoted the activities of the teams by acting as liaison between the interns and the regular teachers, principals, and university officials.

Most school officials and interns whom we interviewed believed that the team leaders were useful and competent in carrying out their responsibilities. Some interns believed

that team leaders should have provided them with more leadership and guidance.

New teaching methods and  
special educational projects

Most interns informed us that they were permitted to develop their own teaching methods and special educational projects when instructing the children. As a result the teams introduced several innovative teaching methods and projects not previously used in the schools. Some of these included

- using materials more relevant to the interests of the children in reading classes;
- dramatizing stories to improve children's reading and language skills,
- helping children to learn by using materials, expressions, and concepts that related to their culture and environment;
- stimulating children to learn how to spell by using words in which they had shown a particular interest;
- using tape recorders, closed-circuit television, photography, and other audiovisual aids;
- organizing classes into different work groups and individualizing each group's activities, rather than having the entire class perform a particular activity;
- using team teaching, whereby two or more teachers shared the responsibility for teaching a group of students,
- developing and operating learning centers which provided the children with laboratory materials for, and experience in, mathematics, science, and social studies;
- introducing new subjects and taking children on educational field trips; and

--using special techniques to improve the self-image and confidence of low-achieving children.

Some of the teaching methods and special projects were continued in the schools after the corps members completed their assignments. Other Teacher Corps approaches to educating children were not continued because the school districts lacked the necessary staffs and funds.

School officials and regular teachers believed that some of the corps members' innovations were not of particular benefit in educating the children. They informed us, however, that many of the teaching techniques and special projects had not been evaluated to identify those that should be continued.

#### Former corps members' comments on school-related matters

Our questionnaire asked corps members who graduated from the first- and second-cycle Teacher Corps programs to give their views on the effect the program in which they had participated had on children in the schools and the attitude of teachers in the school.

#### Effect on children in the schools

About 95 percent of the 550 interns who responded to our questionnaire stated that children in the schools served by the program had benefited from it. The benefits cited are listed below in the order of their frequency. The children:

- Received more personal attention and individual help.
- Showed more interest in school and more eagerness to learn.
- Had a wider range of educational experiences and exposure to new teaching methods and techniques.
- Established better rapport with interns than with regular teachers and were more relaxed.

- Improved academically or improved their attendance.
- Improved their self-image and self-confidence.
- Knew someone cared about them.

Children who came from homes lacking fathers were provided with a "father image" by the presence of male interns in schools dominated by women teachers.

All but one of the 97 team leaders who responded to our questionnaire believed that the children in the schools to which their teams were assigned had benefited from the program. The benefits cited by the team leaders were similar to those cited by the interns.

#### Effect on teachers' attitudes in the schools

About one-third of the team leaders believed that the regular teachers and principals were cooperative and receptive at the beginning of the Teacher Corps program, but the remaining two-thirds believed that the teachers and principals were either indifferent, skeptical, or resentful. Most team leaders believed that the attitudes of the teachers and principals improved as they worked with the interns during the program.

About two-thirds of the team leaders and about 40 percent of the interns stated that regular teachers had changed some of their teaching methods as a result of the Teacher Corps teams in the schools. They pointed out that teachers had become more sensitive to children's needs and had tailored their teaching techniques to meet these needs by making greater use of individualized and small-group instruction, audiovisual aids, and other educational materials.

## EDUCATION-RELATED COMMUNITY ACTIVITIES

Although the authorizing legislation does not specifically provide for community activities, Teacher Corps guidelines encourage corps members to participate in community-based education programs that are planned and undertaken with parents and other community members. The Teacher Corps position is based on the belief that children learn not only in school but also from other children both in and out of school and from their parents and neighbors. Each of these areas must be strengthened if children from low-income families are to receive an education comparable to that of more advantaged children.

Corps members' involvement in education-related community activities was emphasized in six of the seven programs that we reviewed. One program placed little emphasis on community activities because the area served was mountainous and the populace was rural, scattered, and isolated. Many families living in this area did not have adequate transportation and school buses were not available after school hours.

### Types of activities in which corps members participated

Community activities in which corps members participated primarily provided extracurricular programs and projects for children during nonschool hours. Corps members organized and participated in activities that were intended to involve parents in school programs. For example, corps members

- provided recreation programs for children; assisted scout troops; and organized field trips to museums, zoos, and recreational areas;
- participated in parent-teachers' association meetings and visited parents in their homes to discuss problems relating to their children's education;
- organized special education programs for adults, such as classes for Spanish-speaking adults learning English as a second language;

- operated community centers which provided books, arts and crafts programs, and other educational materials and activities for children and adults;
- devised and carried out a cultural exchange project which enabled Navajo Indian children to visit Hawaii and to increase their interest in social studies; and
- established summer educational programs which provided remedial instruction to children who had reading and mathematics deficiencies.

School officials, teachers, and corps members generally said that the community activities had benefited children and their parents. They stated that some projects had given children opportunities to do and see things that would not otherwise have been possible and that other projects had strengthened the parent-teacher relationship.

Some of the projects were continued after the corps members had completed their assignments, but others were discontinued because the school districts did not have sufficient qualified staff and funds to carry them on.

Former corps members' comments on  
their participation in community activities

Of the corps members who responded to our questionnaire, 92 percent stated that they had participated in community activities while enrolled in the Teacher Corps program. Most expressed the belief that their community work had been of benefit to both children and adults. Following are examples of typical comments.

- One intern stated that he and his wife had traveled from house to house teaching adults to read, playing games with preschool children, and helping the older children with their schoolwork. He said that they had taught children the importance of learning to read and had showed them that they really cared about their education.
- Another intern stated that he and other corps members had convinced community leaders of the need for garbage collection and for a playground for the children.



--A third intern pointed out that some community workers had been surprised to see the corps members at community meetings. She believed that the corps members had begun to dispel the idea that teachers generally were not concerned with community problems. She also mentioned that she had organized sewing clubs which had helped the girl students to have a real sense of pride in themselves because of tangible accomplishments.

--A fourth intern said that corps members had rebuilt a community center that had burned down.

--A team leader stated that corps members had shown parents how to help children learn better and to adjust to school. He said that the corps members also had helped adults with community improvement projects and had helped children find constructive outlets for talents.

--Another team leader stated that corps members had provided afterschool activities for children and had made it possible for many children to develop talents in music and art. He said that children who were ill had been tutored at home and that, as a result, better school-community relationships had developed.

--A third team leader pointed out that corps members had visited homes to show the parents that they were interested in the education of the children. He believed that corps members could better help a child once they saw the type of home environment in which he lived.

Some interns said that their work in the communities was of little or no benefit. Generally, they attributed this to poor planning and implementation on the part of the team leaders administering the activities and to the communities' lack of support for the types of activities undertaken.

RETENTION OF PROGRAM GRADUATES  
AS REGULAR TEACHERS

As of the summer of 1970, 428 interns and 84 team leaders had completed the seven Teacher Corps programs included in our review. At least 287 of the interns, or 67 percent, remained in the field of education, including 208 who accepted or planned to accept teaching positions in schools serving low-income areas. Information was not available at all the colleges and universities where we made our review to show how many of the 84 team leaders had remained in the field of education.

Principals and other school officials at some of the programs we visited expressed the opinion that Teacher Corps graduates were better prepared to teach children from low-income families than were new teachers graduating from conventional teacher preparation programs. One Teacher Corps program was successful in training corps members of Navajo and Hopi descent to become teachers in reservation schools, where there was an acute shortage of Indians qualified to teach Navajo and Hopi Indian children.

At another program, however, many of the interns who graduated did not remain as teachers in the program area. The program director informed us that the low retention rate was due to such factors as low teacher turnover, low salaries, geographic isolation of the area, lack of available housing, and lack of cultural facilities.

Of the 550 intern graduates who responded to our questionnaire, 427, or 78 percent, were employed as teachers; 328, or 77 percent, were serving in low-income-area schools.

We received the following information regarding the employment status of the 97 former team leaders who responded to our questionnaire.

<u>Employment status</u>	<u>Number</u>
Teachers	44
School principals, counselors, or other educational positions	31
Educational positions under federally supported programs	13
Other (not related to education)	<u>9</u>
Total	<u>97</u>

As indicated above, 88 of the 97 former team leaders, or 91 percent, remained in the field of education. Most of them stated that they were employed in schools serving low-income areas.

#### UNAUTHORIZED USE OF CORPS MEMBERS

We noted that two programs were using corps members in a manner which was not authorized by the enabling legislation.

In our report of May 20, 1971, to the Congress, we pointed out that 18 interns in the fourth cycle of one of the programs had shared nine State-allotted or locally allotted teaching positions--two interns for each position--and that team leaders had occupied individual State-allotted or locally allotted teaching positions. The program director informed us that these corps members were supplanting teachers who would otherwise have been hired by the LEAs. Since section 517 of the Higher Education Act of 1965, as amended (20 U.S.C. 1107), directs that no member of the Teacher Corps be used to replace any teacher who is or would otherwise be employed by an LEA, we expressed the belief that this arrangement was not authorized.

Our report also pointed out that the State and local funds that would have been expended for regular teacher salaries had been applied to the cost of this program and thereby had reduced the amount of Federal funds needed. Since the funding procedure was also being implemented at other locations and could provide LEAs with the impetus to continue successful features of a Teacher Corps program after Federal funding has ceased, we suggested that the Congress might wish to consider whether section 517 of the Higher Education Act of 1965 should be amended to specifically authorize arrangements of the type conducted under this program.

In our report to the Congress of August 25, 1971, we pointed out that corps members in one of the programs had assumed the responsibilities of the two full-time regular teaching positions at a school serving about 35 children. This arrangement, which lasted for 2 school years, was made because the school district could not obtain regular teachers

for the beginning of the 1969-70 school year. Thereafter the school district made no further attempt to obtain regular teachers. The arrangement resulted in Teacher Corps funds' supplanting State and local funds that otherwise would have been used for regular teacher salaries.

Our report recognized that, because regular teachers were not available, the initial assignment of corps members to State-allotted or locally allotted teaching positions at the school might not have been a violation of legislation governing the Teacher Corps program. We expressed the belief, however, that the arrangement under which the team of corps members operated had resulted in a violation of the legislation when the school district had not continued its search for regular teachers during the 2 years that the corps members were assigned to the school.

HIGH ATTRITION IN A  
TEACHER CORPS GRADUATE INTERN PROGRAM

One fourth-cycle program covered by our review experienced a problem in keeping interns. The program cycle began with 69 interns, 36 of whom were receiving graduate training from an institution of higher education and 33 of whom were receiving undergraduate training from another institution. By the beginning of the second year of the program cycle, 33 of the 36 graduate interns, or 92 percent, had dropped out of the program.

One of the State requirements for teacher certification was the completion of 12 graduate course credits in education. The graduate interns had fulfilled this academic requirement in the first year of the program cycle, and many of them had dropped out to accept full-time teaching positions in the city where the program operated.

The high attrition rate among the graduate interns led Teacher Corps headquarters to terminate funding at the participating institution during the second year of the program cycle. The institution providing the undergraduate training was funded for the full 2-year program cycle.

CONCLUSIONS

The Teacher Corps program has accomplished its legislative objective of strengthening educational opportunities available to children in low-income-area schools where corps members were assigned. As a result of the program

- individuals were recruited, trained, and employed as teachers who could understand and deal with the special educational needs of disadvantaged children;
- greater use was made of individualized and small-group instruction;
- new teaching methods and techniques were introduced in the classrooms;
- the range of classroom and extracurricular activities was expanded; and

--community activities were undertaken for the benefit of children and their parents.

Because many of the educational services introduced in the schools and communities under the Teacher Corps program were not continued or evaluated after corps members had completed their assignments, the impact of the program was considerably less than could have been achieved.

Although one of the original Teacher Corps goals was that LEAs would carry on the successful features of the Teacher Corps program after Federal funding ceased, the guidelines for the first four cycles did not require that LEAs develop specific plans for ensuring the availability of financial support or other resources needed to continue the more effective teaching methods and projects initiated by the Teacher Corps.

We noted that Teacher Corps guidelines issued for the fifth and sixth cycles included explicit requirements that LEAs show how successful features of the program ultimately would be integrated into their regular programs. We consider it important that the LEAs' implementation of these requirements be effectively monitored by Teacher Corps officials to help achieve the fullest measure of benefits reasonably obtainable from this federally funded program.

#### RECOMMENDATIONS TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

We recommend that the Office of Education

--assist LEAs in adopting procedures adequate for evaluating the effectiveness of new teaching approaches and concepts initiated as a result of the Teacher Corps and

--monitor the LEAs' progress in integrating successful teaching approaches and concepts into their regular education programs.

- - - -

We met with HEW and Office of Education officials in April 1972 to discuss a draft of this report. They told us that the report presented an accurate account of the strengths and weaknesses of the Teacher Corps program, and they concurred in our recommendations for making the program more effective.

The officials stated that, after the sixth cycle program began in the summer of 1971, the Teacher Corps began to take steps to promote the adoption of effective evaluation procedures and to assure the integration of successful program features into LEAs' regular programs. The Teacher Corps is

- encouraging and providing funds for regular teachers to participate with corps members in training experiences which will enable them to learn about and carry on the innovative teaching methods developed during the program;
- encouraging and providing funds for institutions of higher education and LEAs to work together at selected schools to develop and evaluate new instructional techniques and curriculums and to systematically phase them into other schools in the districts;
- furnishing technical expertise to help LEAs to establish evaluation procedures; and
- placing greater importance on program evaluation during onsite visits to program locations.

## CHAPTER 4

### DID THE PROGRAM BROADEN TEACHER PREPARATION PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION?

The Teacher Corps program had some degree of success in broadening the teacher preparation programs at the institutions of higher education included in our review. Five of the seven institutions developed special curriculums for preparing Teacher Corps interns to teach children from low-income families. The curriculum consisted of new courses and existing courses that were modified to make their content more relevant to the interns' needs. The other two institutions used existing courses to prepare the interns for teaching.

As a result of their experience with the Teacher Corps program, all seven institutions made some changes in their regular teacher preparation programs. The impact of the program was lessened, however, because much of the special curriculum offered to the Teacher Corps interns was not made available to non-Teacher Corps students, and some of the institutions had not developed adequate procedures to identify those training approaches that would warrant incorporation into their regular teacher preparation programs.

### CURRICULUM OFFERED TO TEACHER CORPS INTERNS

Five of the seven institutions offered interns curriculums different from those offered to students in the regular teacher preparation programs.

- New courses were developed or existing university courses which had not previously been offered to students majoring in education were used.
- Existing teacher education courses were modified to prepare the interns for coping with the special problems involved in teaching children from low-income families.
- New techniques were used to train the interns



One of the two institutions that relied entirely on existing teacher education courses to train interns had been heavily involved in training teachers for disadvantaged children before it engaged in a Teacher Corps program. Officials at both of these institutions believed that the existing teacher education courses lent themselves readily to preparing teachers to work with children from low-income families.

Most of the interns we interviewed believed that their academic courses and instruction were relevant to their needs. They said their coursework provided valuable experiences which made them more aware of the educational needs of the disadvantaged child and which helped them in their understanding of teaching methods that met these needs.

Interns in two of the programs, however, believed that much of their curriculum was not related to their work with children from low-income families. One of these programs had developed a special curriculum and served black children in inner-city schools, the other program had used existing courses and served children in a mountainous and rural area. The interns and the director of the program that served the inner-city children stated that the university courses became more relevant after the interns formed a committee and suggested modifications in the special course content and instruction.

#### INFLUENCE OF TEACHER CORPS ON REGULAR TEACHER PREPARATION PROGRAMS

Each institution made some changes in its regular teacher preparation program as a result of its experience with the Teacher Corps.

Two institutions each developed a teacher internship program patterned somewhat after the Teacher Corps program. These programs were undertaken in cooperation with LEAs and required students to take academic courses and to engage in student teaching. One program was designed to train teachers who could meet the educational needs of Spanish-speaking children in rural schools, and the other program was oriented toward training teachers for children in inner-city schools.

Another institution used its experience with the Teacher Corps program to establish student-teaching centers away from the university where students enrolled in its regular teacher preparation program could live, teach, and take academic courses. This approach had been successful in providing courses to Teacher Corps interns while they were training on the Navajo and Hopi Reservations, many miles from the university.

Four institutions developed new courses or study materials for students in their regular teacher preparation program or made some Teacher Corps courses available to them. These courses were designed for such purposes as

- preparing students to teach English to children and adults who were not fluent in the language,
- preparing non-Spanish-speaking students to converse in Spanish,
- providing students with an understanding of the Mexican-American and Indian histories and cultures, and
- providing students with an understanding of the special educational problems of minority and poverty children.

The other three institutions did not change the class-work required of education majors as a result of Teacher Corps but did expand student-teaching practices and improve relationships with LEAs.

The changes that the institutions made in their regular teacher preparation programs were in line with the objectives of the Teacher Corps program. However, many of the courses that the institutions developed or adapted for corps members were not made available to non-Teacher Corps students majoring in education. At the time of our review these institutions had not established procedures adequate for evaluating the specialized courses and techniques used in the Teacher Corps program to identify those that would warrant inclusion in the institutions' regular teacher preparation programs. Also, the institutions that used existing courses for Teacher

Corps had not evaluated these courses for effectiveness in preparing corps members to teach disadvantaged children.

The directors of some of the programs told us that the universities would have to discontinue their Teacher Corps departments if Federal funds were no longer available for the Teacher Corps program. They stated that the universities did not have sufficient funds to continue programs like the Teacher Corps.

## FORMER CORPS MEMBERS' COMMENTS ON THEIR ACADEMIC COURSEWORK

Approximately 60 percent of the interns who responded to our questionnaire stated that their academic coursework properly prepared them to teach school in low-income areas. However, some corps members pointed out that their course material was irrelevant to teaching disadvantaged children or that their instructors had limited knowledge and experience in dealing with the educational problems of disadvantaged children.

About 430 team leaders and interns commented on the impact that the Teacher Corps program had in changing the regular teacher preparation programs at the institutions of higher education where the interns were trained. Over half of these corps members mentioned that positive changes had been made, such as:

- New courses had been added or existing courses had been modified.
- Professors had become more aware of the problems in teaching disadvantaged children.
- Professors had broadened their teaching techniques.
- New internship programs had been developed to prepare students for teaching disadvantaged children.

## CONCLUSIONS

Although the Teacher Corps program had some success in encouraging institutions of higher education to broaden their teacher preparation programs, the program's impact was limited because many of the special courses that were developed or adapted for Teacher Corps interns had not been made available to other students majoring in teacher education.

If the Teacher Corps is to have an impact extending beyond the duration of the federally funded program, the successful features of the program must be incorporated into the institutions' regular teacher preparation programs.

Such action is of particular significance in the light of the problem that some institutions would have in carrying on programs of the nature of the Teacher Corps, once Federal funds are discontinued.

Institutions of higher education need to establish an adequate system for evaluating and identifying the techniques and approaches of their Teacher Corps programs that should be included in their regular teacher preparation programs. Institutions that do not develop special curriculums for Teacher Corps should evaluate their existing courses to ensure that interns are provided with an education that will adequately prepare them for teaching children from low-income families.

Teacher Corps headquarters strengthened its guidelines for fifth- and sixth-cycle programs (1970-72 and 1971-73) by requiring that colleges and universities adopt into their regular teacher preparation programs those elements which prove successful in their Teacher Corps programs. The guidelines require that program proposals specify the new approaches to be undertaken in the Teacher Corps program and the timetable for general adoption should these new approaches be evaluated favorably.

In accordance with the revised guidelines, most of the institutions of higher education included in our review planned to increase their emphasis on evaluation. The Office of Education should assure itself that this guideline requirement is effectively implemented at all institutions participating in the Teacher Corps program.

#### RECOMMENDATIONS TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

We recommend that the Office of Education

--monitor the implementation of the evaluation requirement contained in the Teacher Corps guidelines to help ensure that institutions of higher education identify and incorporate successful program techniques and approaches into their regular teacher preparation programs and

--identify institutions that are using existing, instead of specially tailored, curriculums to train Teacher Corps interns and require these institutions to evaluate the effectiveness of the curriculums in meeting the needs of the interns.

- - - -

HEW concurred in our recommendations and stated that the Teacher Corps had enlarged the scope of its program-monitoring efforts to oversee implementation of its strengthened guideline requirements. HEW said that the Teacher Corps intended to stay abreast of the progress being made by institutions of higher education through onsite visits to program locations and through correspondence and telephone conversations with school officials responsible for program evaluation. HEW also plans to provide school officials with special training and techniques for field testing and evaluating program elements that warrant inclusion in regular teacher preparation programs.

HEW advised us that it was requiring all participating institutions of higher education to develop curriculums for Teacher Corps interns designed to meet their special needs as determined by the participating LEAs, communities, and interns. These curriculums are to be evaluated by faculty committees which are not associated with the Teacher Corps staff, and interns are to be given frequent opportunities to request changes that are needed to make the curriculums more relevant to their needs.

## CHAPTER 5

### ROLE OF STATE DEPARTMENTS OF EDUCATION

#### IN THE PROGRAM

Teacher Corps legislation requires that the appropriate State educational agency approve program proposals submitted by institutions of higher education and by LEAs. The Office of Education encourages the State agency to review proposals in the light of the State's educational objectives and priorities.

Officials of the State departments of education responsible for approving the programs covered in our review stated that they had satisfied themselves that the program proposals were educationally sound and that, when necessary, they had obtained clarification of the contents before informing the Office of Education of their approval. Officials of some of the departments told us that they had monitored the progress of the programs to a limited extent through visits to program sites, telephone conversations, and trip reports prepared by Office of Education program specialists. We were informed that other departments did not have the resources to participate more extensively in the Teacher Corps program.

Through our discussions we learned that officials of the State departments of education had not disseminated information about Teacher Corps activities to other areas of their States that did not have such activities. We suggested that these officials could help to achieve Teacher Corps objectives by obtaining information on successful techniques and results of the Teacher Corps program and disseminating this information to other educational institutions in their States that could benefit from such knowledge. Some of the State departments of education informed us that they planned to take more active roles in the Teacher Corps program.

Under section 412 of the General Education Provisions Act (20 U.S.C. 1231a), the Office of Education is required to prepare and disseminate to all State agencies and LEAs information concerning the effectiveness of programs affecting education. Since successful features of a Teacher Corps

program in a State could have applicability in other States, the Office of Education could play a greater role in the dissemination of such information by acting as a central information referral and distribution point.

### CONCLUSIONS

State departments of education could intensify the Teacher Corps program's effectiveness by disseminating information concerning experiments and teaching methods successfully used in the Teacher Corps programs in their States. Such information would particularly benefit educational institutions that have not undertaken Teacher Corps programs.

To enable the Teacher Corps program to serve as a catalyst for change at educational institutions not participating in the program, the Office of Education should encourage all State departments of education to engage in dissemination activities by pointing out the benefits that could be derived through the dissemination of successful program features.

We believe that the Office of Education, in carrying out its responsibilities under the General Education Provisions Act, can further improve the effectiveness of the Teacher Corps program by accumulating and disseminating nationwide data on successful aspects of the programs to State departments of education.

### RECOMMENDATIONS TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

We recommend that the Office of Education

- identify State departments of education that are not disseminating information on the results of their Teacher Corps programs and encourage them to establish systems adequate for apprising educational institutions in their States of the successful program features and
- accumulate nationwide data on successful aspects of the Teacher Corps program and make it available to all State departments of education through the Office's National Center for Educational Communication.



HEW concurred in our recommendations. HEW stated that it would contact appropriate officials of the State departments of education and would encourage them to accumulate and disseminate information on the Teacher Corps programs in their States. HEW pointed out, however, that some State departments of education might prefer to delay such actions until they had the time and personnel with sufficient expertise to establish effective dissemination systems.

HEW advised us that it has been accumulating nationwide data on Teacher Corps accomplishments and that it planned to make this data available to representatives of State departments of education during a series of regional meetings to be conducted in June 1972. HEW stated that the Teacher Corps headquarters' staff would meet with officials of the National Center for Educational Communication and with other components of the Office of Education to work out the most feasible arrangements for improving its data gathering system and for developing an adequate dissemination system.

## CHAPTER 6

### ASSESSMENT OF THE TEACHER CORPS PROGRAM

#### BY CONSULTANTS ENGAGED BY THE OFFICE OF EDUCATION

In June 1969 the Office of Education awarded a contract for about \$71,500 to a private consulting firm to assess the effectiveness of the Teacher Corps program in achieving its stated goals and to identify the program characteristics that contributed to its successes or failures. The report resulting from this assessment was submitted to the Office of Education in August 1970.

To assist the consultants in conducting the assessment, the Office of Education provided them with a listing of seven broad goals that it had developed for the Teacher Corps program. These goals were to:

- Stimulate changes in the schools to strengthen the educational opportunities available to children in areas having concentrations of low-income families.
- Encourage colleges and universities to broaden their programs of teacher preparation by encouraging changes in schools of education that would result in a more effective program for preparing teachers to educate children from low-income families.
- Provide educational services to the schools through teams of teacher-interns and team leaders, to strengthen educational opportunities available to children in areas having concentrations of low-income families.
- Provide support for teams that will help introduce or expand programs of community-based education in order to strengthen the educational opportunities available to children in areas having concentrations of low-income families.
- Encourage school systems, State departments of education, colleges, and the community to develop and adopt cooperative programs for the training, retraining, and utilization of teachers.

--Create broader professional and public awareness of the goals and accomplishments of local programs and the techniques for achieving them to encourage others to adopt the practices that are successful.

--Recruit and train as teachers of disadvantaged children qualified candidates who may not otherwise have entered the teaching profession.

The consultants visited 10 third- and fourth-cycle Teacher Corps programs and conducted interviews with Teacher Corps program directors, school coordinators, principals, cooperating teachers, interns, team leaders, and community representatives.

The consultants' report stated that the Teacher Corps program was most successful in performing a service for schools in low-income areas and in recruiting individuals who may not have otherwise entered the teaching field. Teacher Corps interns had provided needed individualized instruction to children in overcrowded schools and a host of extracurricular services to children and their parents. The interns, many of whom were from minority groups, seemed energetic, sympathetic, and emotionally committed to helping the disadvantaged child.

The report pointed out, however, that the Teacher Corps had not been very successful in prompting instructional changes in the schools or in influencing the way universities trained teachers. Also there was no indication that programs would continue under local funding when Federal funding ceased. The report recognized that, beginning with the fifth cycle, the Teacher Corps had placed greater emphasis on program continuity.

The consultants' report recommended that the Office of Education monitor the Teacher Corps program more closely to help ensure that individual programs accomplish the national goals of the Teacher Corps program.

There is a clear similarity between the consultants' observations and conclusions and our observations and conclusions as discussed in this report.

## CHAPTER 7

### ADMINISTRATIVE WEAKNESSES IN

#### THE TEACHER CORPS PROGRAM

We noted certain weaknesses in the manner in which the Teacher Corps program was being administered and reported them to the Commissioner of Education while our review was still in process so that appropriate and timely corrective action could be taken. Our findings were as follows.

- Instead of promptly returning unexpended Federal grant funds to Teacher Corps headquarters as required by the governing guidelines, 22 grantees participating in Teacher Corps programs in our review had retained about \$340,000 of these funds up to 3 years beyond the grant period. From a random sample of financial reports submitted by 60 additional grantees, we identified another \$88,000 of outstanding unexpended funds.
- Grantees accumulated some excess grant funds because the Teacher Corps allowed them to use predetermined amounts of funds in their budget requests for certain expense items without taking into account available information indicating that lesser amounts would suffice.
- Many grantees did not adhere to Teacher Corps guidelines which require them to submit final financial reports within 60 days after the completion of a budget period. About 30 percent of the approximately 1,100 reports that should have been submitted to the Teacher Corps from 1966 through mid-December 1970 had not been furnished. Our analysis of a random sample of available reports showed that many of the reports had been several months overdue at the time they were submitted.
- Grantees in one program had incurred certain expenditures that were not authorized under Teacher Corps guidelines. Grant funds of \$12,000 were used for the

purchase or lease of five automobiles without Teacher Corps approval, and grant funds of \$13,000 were used for principals' salaries.

The Commissioner of Education told us that Teacher Corps officials had been asked to give their highest priority to the recovery of unused Federal grant funds and delinquent financial reports and that they had assigned a staff member to this task. He mentioned that the Office of Education had received \$42,381 of unexpended grant funds from one program and expected to receive \$28,000 from another program that we had reviewed. He said that he had asked Teacher Corps officials to provide him with periodic reports on the progress being made in collecting all unused grant funds.

The Commissioner of Education also stated that he had requested Teacher Corps officials to revise the budget guidelines to require that budget negotiations consider a program's previous fiscal activity, as well as its current needs, in requesting Federal funds.

The Commissioner stated that the unauthorized expenditures had been disallowed.

## CHAPTER 8

### OBSERVATIONS ON TEACHER SUPPLY AND DEMAND

At the time the Teacher Corps program became operational, the Nation was faced with a shortage of qualified teachers. The Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor discussed this shortage in their June 1967 reports<sup>1</sup> on amending and extending title V of the Higher Education Act of 1965. The reports stated that in 1966 the Nation was faced with an unprecedented shortage of almost 170,000 qualified teachers and that the shortage was most acute in urban slums and in depressed rural areas. In recent years, however, record numbers of prospective elementary and secondary school teachers have graduated from colleges and universities, and many school districts now report a surplus of applicants for teaching positions.

Each year State departments of education furnish the National Education Association with information on the teacher supply-and-demand situation in public schools in their States. The following chart summarizes the information furnished by the departments for the 6-year period ended in the fall of 1971.

General condition of teacher supply and demand	Number of States reporting condition as of fall					
	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>
Substantial shortage of applicants	20	19	5	2	-	-
Some shortage of applicants	11	14	17	12	2	-
Shortage of applicants in some subject areas and excess in others	8	11	19	32	35	24
Sufficient applicants to fill positions	-	1	1	1	7	-
Some excess of applicants	-	-	-	2	1	11
Substantial excess of applicants	-	-	-	-	4	13
Valid appraisal not pos- sible with present information	11	5	8	1	1	2

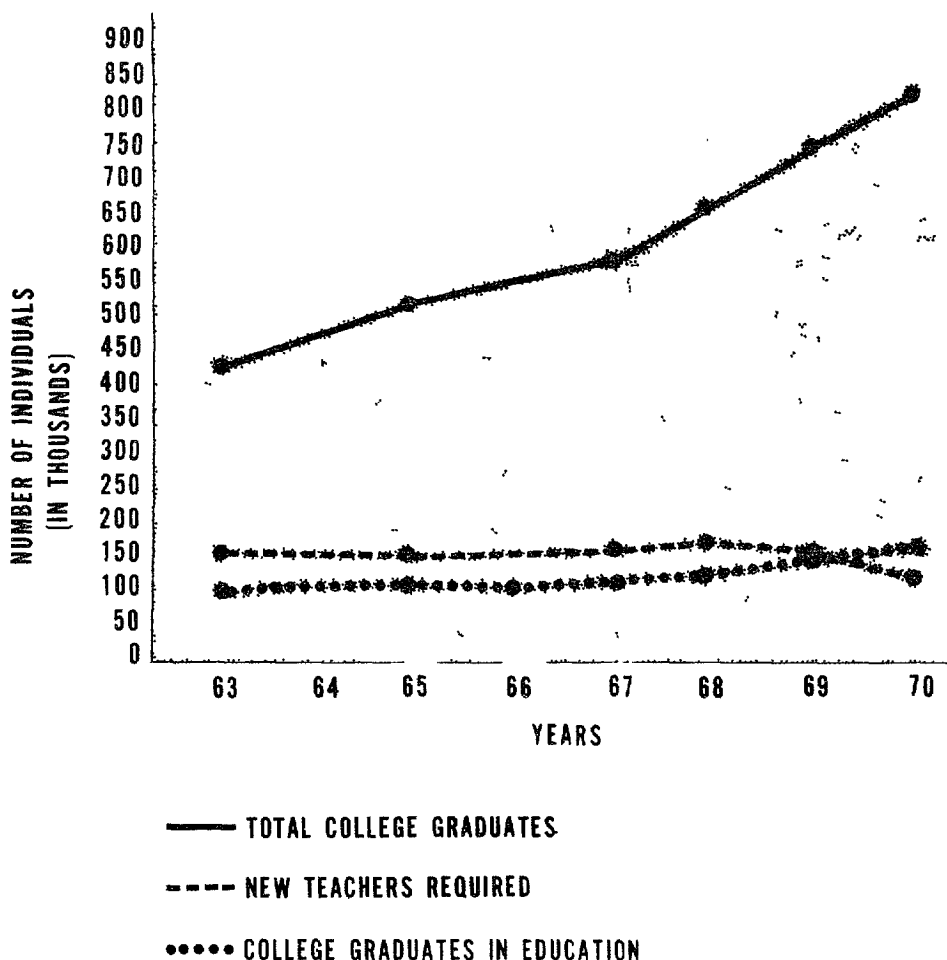
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<sup>1</sup> S. Rept. 363 and H. Rept. 373, 90th Cong.

According to statistics compiled by the Department of Labor, the most significant reason for the sudden change in the teacher supply-and-demand situation was a sharp increase in the number of new college graduates (including teachers) at the end of the 1960's when college graduations began to reflect the upsurge in births after World War II. At the same time, the demand for new school teachers, which had risen persistently over most of the postwar period, slackened because of a marked slowdown in the growth in the school-age population.

These trends are depicted in the following chart which we prepared on the basis of data obtained from the Office of Education.

### CHANGING DEMAND FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS



Although officials of the Department of Labor, Office of Education, and National Education Association will agree that the Nation is facing a problem with respect to surplus teachers, they recognize that there are insufficient teachers qualified for such fields as special education, bilingual education, remedial reading, speech correction, and other specialized fields directed to children who are handicapped or educationally and economically disadvantaged.

In testifying before a subcommittee of the House Committee on Appropriations in March 1971, the Office of Education's Deputy Commissioner for Development stated that a critical teacher-shortage problem still existed in remote rural areas and inner-city schools.

#### CONCLUSION

Although there appears to be a nationwide surplus of elementary and secondary school teachers, a shortage of teachers who can be assigned to deal with the educationally and economically deprived child may still exist. The Teacher Corps program is helping to place qualified teachers in these special assignment areas.



## CHAPTER 9

### SCOPE OF REVIEW

We reviewed the legislative history of the Teacher Corps program and the related policies, procedures, and guidelines of the Office of Education. We also reviewed records relating to corps-member selection, corps-member activities in the schools and communities and at the institutions of higher education, retention of corps members in teaching after completion of Teacher Corps service, and various administrative aspects of the program. Our review was performed at Teacher Corps headquarters in Washington, D.C., and at schools, institutions of higher education, and State departments of education participating in the seven Teacher Corps programs described on pages 9 to 12.

We interviewed interns, team leaders, teachers, and officials of the local schools, the participating institutions of higher education, the State Departments of Education, and the Teacher Corps. We also sent questionnaires to all corps members who completed the first and second Teacher Corps program cycles.

GAO REPORTS ON  
REVIEWS OF THE TEACHER CORPS PROGRAM  
AT SELECTED UNIVERSITIES  
AND LOCAL EDUCATIONAL AGENCIES

<u>Report title</u>	<u>B- number</u>	<u>Date issued</u>
Assessment of the Impact of the Teacher Corps Program at the University of Miami and Participating Schools in South Florida	B-164031(1)	Apr. 16, 1971
Assessment of the Teacher Corps Program at Northern Arizona University and Participating Schools on the Navajo and Hopi Indian Reservations	B-164031(1)	May 13, 1971
Assessment of the Teacher Corps Program at Western Carolina University and Participating Schools in North Carolina	B-164031(1)	May 20, 1971
Assessment of the Teacher Corps Program at the University of Southern California and Participating Schools in Los Angeles and Riverside Counties	B-164031(1)	July 9, 1971
Assessment of the Teacher Corps Program at the University of Southern California and Participating Schools in Tulare County Serving Rural-Migrant Children	B-164031(1)	Aug. 25, 1971

## APPENDIX II

### PRINCIPAL OFFICIALS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE RESPONSIBLE FOR THE ADMINISTRATION OF ACTIVITIES DISCUSSED IN THIS REPORT

	<u>Tenure of office</u>	
	<u>From</u>	<u>To</u>
SECRETARY OF HEALTH, EDUCATION, AND WELFARE:		
Elliot L. Richardson	June 1970	Present
Robert H. Finch	Jan. 1969	June 1970
Wilbur J. Cohen	Mar. 1968	Jan. 1969
John W. Gardner	Aug. 1965	Mar. 1968
COMMISSIONER OF EDUCATION:		
Sidney P. Marland, Jr.	Dec. 1970	Present
Terrel H. Bell (acting)	June 1970	Dec. 1970
James E. Allen, Jr.	May 1969	June 1970
Peter P. Muirhead (acting)	Jan. 1969	May 1969
Harold Howe II	Jan. 1966	Dec. 1968

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