

Implementing the TEACH Grants

Washington, D.C.

June 18, 2008

Qualifier

All discussion of the TEACH Grants is based on the draft regulations.

Final regulations will be released at the end of June

TEACH Grants - An Overview

Dr. Bill Graves

Old Dominion University

TEACH GRANT - The Basics

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program

- Authorized by Title IV of the Higher Education Act
- Effective on July 1, 2008
- Serves teacher candidates entering high-need fields and serving as highly qualified teachers in low-income schools for four of eight years after completion of the TEACH Grant eligible program

The Regulatory Development Process

1. The Notice of Proposed Rulemaking (NPRM) was published in the *Federal Register* on March 21, 2008.
2. Three negotiated rulemaking sessions: 1/8-1/10; 1/22-24; and 2/6-08.
3. Session 1: Negotiators, organizational protocols, statutory language, agenda.
4. Session 2: Draft regulations, draft conforming language, session one summary, agenda.
5. Session 3: Draft regulations, draft conforming language, final summary of session one, draft summary of session two, and agenda
6. The Negotiators of the TEACH Grant PRM Committee reached consensus.

TEACH Grant PRM Non-Federal Committee

The committee consists of representatives from the following
Communities of Interest:

- **K-12/Alternative Certification** (Dallas Ind. School District; Nat. Assoc. for Alternative Certification; NEA; Quinsigamond Comm. College)
- **Four-Year Public Institutions** (ODU; Arizona; UCF; AACTE; TAMU; Pitt; CSU-San Bernadino; Kansas)
- **Four-Year Private Institutions** (Doane College; Boston College; Baker College; Nat. Assoc. Indep. Colleges & Universities; Georgetown)
- **Two-Year Public Institutions** (DE Tech & Comm. College, AACC)
- **For Profit Institutions** (Career Education Corp.; Career College Assoc.)
- **Associations** (ACE; Association of Jesuit Colleges and Universities)
- **Department of Education** (Office of Postsecondary Education)

TEACH Grants

- Non-need grants awarded by TEACH Grant Eligible Institutions
- Undergraduate students, graduate students, current teachers, and retirees who are completing, or intend to complete, coursework to begin or continue careers in teaching in a high-need fields at low-income schools
- Applications are made by the students through procedures similar to those for the Federal Pell Grant through the Institution's financial aid office
- Calculations of individual awards and eligibility for the award will be made by IHE's Financial Aid Office

Amount of Non-Need Based Grant Awards

- Maximum of \$4,000 per academic year
- \$4,000 per year for first undergraduate or post-baccalaureate (up to aggregate amount of \$16,000)
- \$4,000 per year for graduate students (up to aggregate of \$8,000)
- Post Baccalaureate student may receive \$4,000 per year up to \$8,000

TEACH Grant Eligibility (Tests)

All students may qualify for a TEACH Grant by scoring **above** the 75th percentile of scores achieved by all students taking the test [during the period took the test] on at least one of the batteries from a nationally-normed standardized undergraduate, graduate, post-baccalaureate admissions tests. **OR**

TEACH Grant Eligibility (High School GPA)

A student in the first year of a program of undergraduate education can qualify for a TEACH Grant with a cumulative secondary school GPA of 3.25 on a 4.0 scale. Must maintain this GPA to remain eligible for TEACH Grant award. (Note: Ineligibility due to low GPA does not remove service requirements for TEACH Grant recipient.)

TEACH Grant Eligibility (IHE GPA)

A student beyond the first year of a program of undergraduate education (including a post-baccalaureate program), as determined by the IHE, would need to achieve and maintain a 3.25 on a 4.0 GPA scale through the most recently completed payment period.

TEACH Grant Eligibility (Graduate)

- Scoring above the 75th percentile on at least one battery on a **standardized admissions test** (e.g., SAT, ACT, GRE, MAT, Praxis I)
- A graduate student may qualify for a TEACH Grant in the first [payment] period of graduate study based on a cumulative [under] graduate GPA of at least 3.25 on a 4.0 scale
- Graduate students beyond the first payment period would need to achieve and maintain a cumulative graduate GPA of at least 3.25 on a 4.0 scale

TEACH Grant Eligibility (Current or Former Teachers or Retirees)

- Applicant must pursue certification of licensure at the master's level from a IHE; OR
- Application must pursue certification or licensure through a high-quality alternative route of an IHE.
- Application must be enrolled in a TEACH Grant eligible institution in a TEACH Grant eligible program during the time period required for completion of a master's degree.

TEACH Grant Service Requirements

- Sign a service agreement provided by the USDOE
- Serve as a full time teacher in a high-need field and in a low-income school for four years within eight years after completing the course of study for which the individual received a TEACH Grant
- Submit evidence of employment as certified by the CAO of the low-income school
- Comply with the state's requirements for highly qualified teacher

High Needs Fields

- Section 420N (b) (1) (C) of the HEA defines high-need fields as mathematics, science, a foreign language, bilingual education, special education, reading specialist
- Other fields so documented by the Federal Government, State government, or a LEA, and approved by the Secretary
- *Teacher Shortage Areas Nationwide Listing 1990-91 thru 2006-07* is official USDOE source for listing of teacher shortage areas. A new edition is published annually by the USDOE/OPE.

Schools Serving Low-Income Students

- Low-income school is an elementary or secondary school that is in the school district of an LEA that is eligible for assistance from Title 1 or the ESEA, has been determined by the Secretary to be a school in which more than 30 percent of the school's total enrollment is made up of children who qualify for services provided under Title 1 of the ESEA.
- School is listed in the USDOE's *Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits* and all Bureau of Indian Education schools

Essential Elements of the TEACH Grant Service Agreement

- Service as a full-time teacher for a total of not less than 4 elementary or secondary academic years within 8 calendar years after completing the program for which the recipient received the TEACH Grant or otherwise ceasing enrollment;
- Teach in a low-income school;
- Be a highly qualified teacher;
- Teach in a high-need field in the **majority of classes** during each elementary or secondary year;
- Submit documentation of such service each year certified by the CAO of the school in which the TEACH Grant recipient teaches.

TEACH Grant “small print”

- Completion of a service obligation of EACH program of study
- Service obligation begins following the completion or other cessation of enrollment in a TEACH Grant eligible program
- CREDITABLE teaching service may apply to MORE THAN one service obligation
- The TEACH Grant recipient who completes a TEACH Grant eligible program in a high-need field listed in the Nationwide List **cannot** satisfy his or her service obligation to teach in that high-need field unless such field is listed in the Nationwide List for the State in which the grant recipient begins to teach at the time of recipient begins teaching.

WARNING !!!!! TEACH Grant converts to an unsubsidized student loan when:

- The TEACH Grant recipient, regardless of enrollment status, requests the conversion.
- Within 120 days of ceasing enrollment, the recipient fails to notify the Department of Education that he or she is employed, or intends to pursue employment, as a full-time teacher in accordance with the Agreement to Serve.
- Within one year of ceasing enrollment:
 - The recipient has not been determined eligible for a suspension
 - The recipient has not re-enrolled in a TEACH-Grant eligible program, or
 - The recipient has not begun teaching service in accordance with Agreement of Serve
- The grant recipient completes the course of study and
 - Does not actively confirm to the Department, at least annually, his or her intention to satisfy the Agreement to Serve, and
 - Fails to begin or maintain qualified employment within a timeframe that would allow recipient to complete teaching service.

COUNSELING Requirements

- Initial Counseling
- Subsequent Counseling
- Exit Counseling
- Formats
 - Person-to-person
 - Electronic
 - Printed materials
 - Mail

Advice to AACTE Colleagues

- Work closely with you Chief Financial Officer
- High-need fields - predictability
- Suitability of TEACH Grant for traditional aged freshmen
- Admission to Teacher Education program may be optimal timing of TEACH Grant award
- Potential for graduate programs and service to current teachers
- TEACH Grants are designed for committed students and for IHE-based TEACH Grant eligible programs attuned to needs of teachers serving low-income students

What Do You “Tell” Your Students?

- Application will be on FAFSA in Spring 2008
- Emphasize need to teach in low-income schools and in a high need field
- TEACH Grant in a non-need based grant
- Four years of service regardless of number of years received TEACH Grant or converts to unsubsidized loan
- Verification to USDOE annually by CAO of low-income school when begin teaching service

FAFSA Instruction as of 2/14/08

Are you planning on completing coursework, now or in the future, necessary for you to become an elementary or secondary school teacher?

A 'YES' response will inform your school that you may be interested in a new Federal aid program for students who meet certain conditions and plan on becoming teachers.

?Questions?

Implementing the TEACH Grants
A SCDE Perspective

Dr. Sandra Robinson
University of Central Florida

BETWEEN NOW AND SEPTEMBER.....

A BEGINNING LIST OF ACTION ITEMS
FOR COLLEGES AND UNIVERSITIES...

1. Convene meetings of Financial Aid and Education personnel to develop a TEACH Grant Counseling Advisory Protocol

PROTOCOL

2. Meet with the Florida Commissioner of Education to discuss the State/LEA high need areas

3. Develop an information piece for the website that could be linked between College of Education and Financial Aid with basic information

4. Develop an infrastructure to monitor checking of GPA and Satisfactory Academic Progress for award and disbursement purposes

5. Discuss with faculty those courses that are graded Pass/Fail and implications for TEACH Grant recipients

6. Invite Community College leaders to discuss TEACH grants

7. Work with school district leadership to:
 - Identify low income schools for potential intern placement sites
 - Identify cohort groups for graduate study in high need fields in low income schools

8. Develop Parent Information form for
Orientation for summer sessions

9. Plan and conduct August workshops for students

Implementing the TEACH Grants
*A Financial Aid Administrator
Perspective*

Joan Berkes

National Association of Student
Financial Aid Administrators

TEACH Grant Program: Participation

- Decision required: To participate or not
- Who should be involved in recommendation?
 - Financial aid director, responsible dean, VP
 - Teacher education director, academic dean, VP
- What should be considered?
 - TEACH Grant-eligible programs
 - Required supervisions and support provisions
 - Nature of student populations
 - Relationships with other eligible schools
 - Recruitment, retention

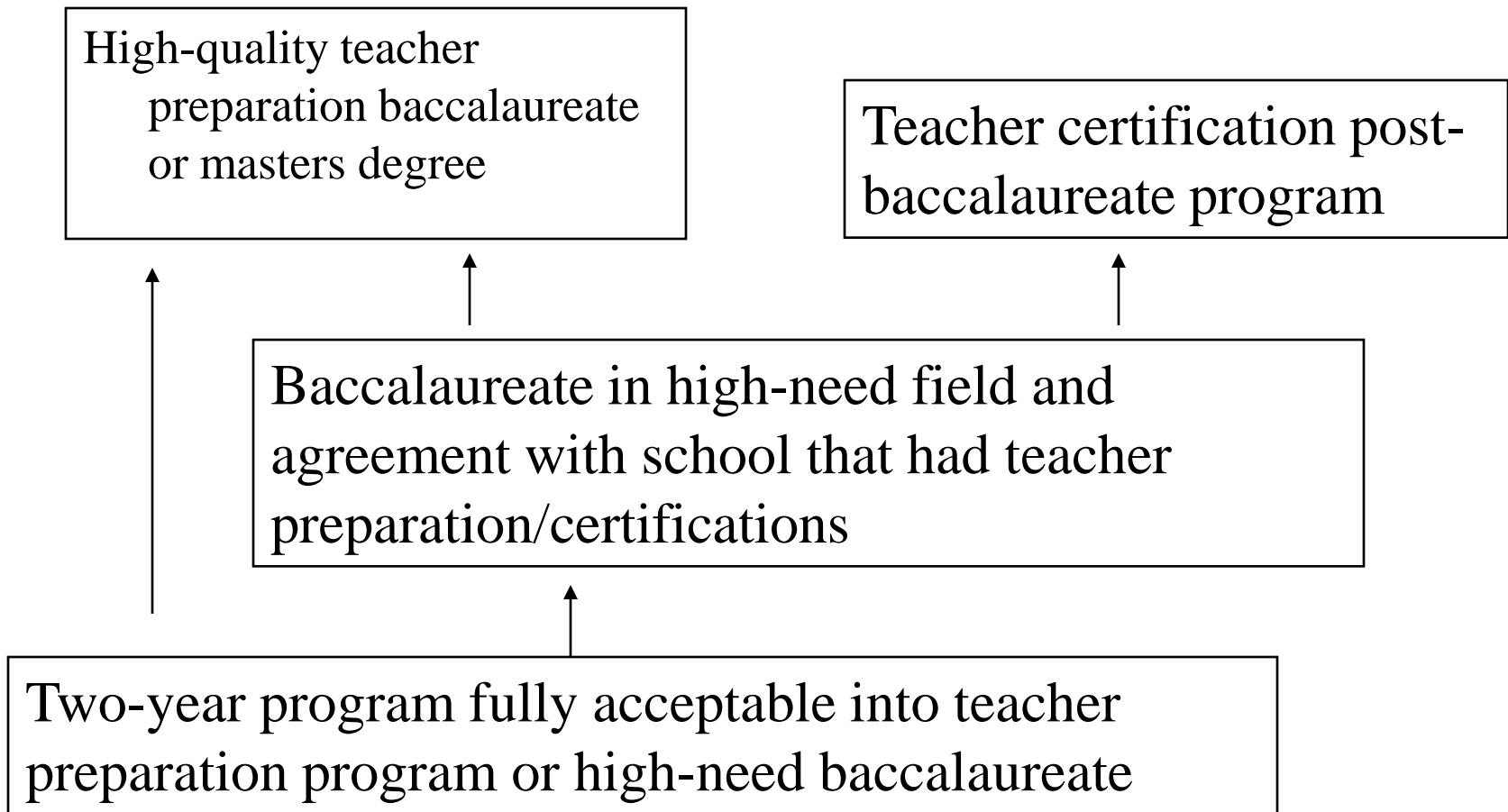
Eligible Program

- Prepares individual to teach in high-need field, and leads to a baccalaureate or master's degree, or is a post-baccalaureate program or study
- Two-year program acceptable for full credit toward a baccalaureate is a program of study that leads to a baccalaureate degree
- Bachelor program that does not include a teacher preparation component must provide a major in a high-need field
- Outstanding questions, pending guidance

Nature of Student Pool

- Traditional student; Undergraduate, post-baccalaureate, graduate
- Current or former teachers, or retirees from other professions
- History of graduates going on to teacher certification or graduate school
- Job placement history

Relationships with Other Schools



Student Consumer Information

- What institutional products need to be updates?
 - Catalog, Web site
- Extent of information provided
- Extent of outreach, active recruitment
- Contact personnel
 - Both financial aid and teacher education

TEACH Grant: Impact on Packaging

- Decision: How is TEACH Grant packaged?
- Non-need-based
 - *May* replace EFC like unsubsidized Stafford loan
 - Amount not used to replace EFC counts as aid
- Grant + other aid may not exceed COA
 - Grant may be reduced to avoid overaward
- Grant could become an unsubsidized loan

TEACH Grant: Impact on Packaging

- Packaging philosophy
 - Grant in proportion to self-help
 - TEACH Grant is gray because of potential to become a loan
 - Order of awarding

TEACH Grant Counseling Requirements

- More extensive than current loan requirements
- Includes elements specific to teaching obligation
- Who will conduct?
 - Initial
 - Subsequent
 - Exit

Monitoring Student Progress

- Academic advisement
- Agreement to Serve
 - Must be renewed each year
 - Counseling opportunity
- GPA requirements (if standardized test score inapplicable)
 - Likely term-by-term after first year
 - In addition to normal satisfactory progress

National Association of Student
Financial Aid Administrators

TEACH Grant Program

Resources

June 2008

Regulations

- Notice of Proposed Rulemaking (NPRM):
Published in the *Federal Register* on March 21, 2008
- Final Rule: Will be published in the *Federal Register*, expected soon (this month)
- NPRM preamble explains rationale for rules
- Final rule preamble responds to comments on NPRM

Other *Federal Register* Notices

- Notice of Agreement to Serve (ATS) with public comment period - forthcoming

Federal Student Aid Handbook

- FSA Handbook
 - Explains how to apply regulations
 - Volume One, Chapter 7 (Student Eligibility, “Other Programs”)
- COD Technical Reference
 - Common Origination and Disbursement
 - Volume II, Section 1.b

Dear Colleague Letters

- DCLs provide new information or clarify areas of confusion, misunderstanding, errors
- GEN-08-01 (June 3, 2008)
 - Institutional Eligibility for the TEACH Grant Program
- GEN-08-01 (Jan. 8, 2008)
 - The College Cost Reduction and Access Act of 2007 (CCRAA), Public Law 110-84

Electronic Announcements

- 4/9/08
 - TEACH Grant Operational Implementation Overview
 - High-Level Implementation Schedule
- 12/21/2007
 - CCRAA Operational Implementation Guidance
 - New TEACH Grant Program Question Added to 2008-09 FAFSA on the Web
- Very soon: Implementation details

ED Web Sites

- Information for Financial Aid Professionals (IFAP): <http://ifap.ed.gov>
 - Location for Dear Colleague Letters, Electronic Announcements, Training Announcements, FSA Handbook, etc.
- Schools Portal: <http://fsa4schools.edu.gov>
- Agreement to Serve (ATS) Web site- available July 1, 2008

Application Materials

- ED: FAFSA
 - Paper
 - FAFSA on the Web (FOTW)
- Student Aid Report (SAR)
- Institutional Student Information Record (ISIR)

Other ED Sources

- Training workshops
- Webinars (live and posted recordings of them)
 - Ann-08-05 (Training Announcement)
- Training officers in Regional Offices
- Policy personnel in Washington, DC
 - Office of Student Financial Assistance (SFA)
 - Office of Postsecondary Education (OPE)

Professional Associations

- NASFAA (Institutional contact: Financial Aid)
 - Training activities
 - News articles
 - Web site
- AACTE

Schools: Ultimate Resource for Students

- Student Consumer Information
 - Catalogs
 - Web sites
 - Financial Aid Office
 - Academic divisions or departments

Q & A