



STUDENT TEACHING GRANT

Spring 2017 Application Cycle Results



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PROGRAM DESCRIPTION

The Washington State Legislature created the Student Teaching Grant program in 2016 to support teacher preparation program candidates with financial need who are student teaching at Washington's Title I public schools.¹ The Legislature provided a 2016-17 appropriation of \$468,000 to the Washington Student Achievement Council (WSAC) for grants. Award amounts vary depending upon financial need and funds available, with a maximum award of up to \$7,250 for the 2016-17 academic year.

MINIMUM QUALIFICATIONS

In order to qualify for consideration, candidates must meet the following criteria:

1. Be enrolled in an eligible teacher preparation program (see [Appendix](#)). The program must lead to full residency certification, be approved by the Professional Educator Standards Board, participate in state financial aid, and have candidates currently participating in student teaching. The applicant must be enrolled at least half-time and be maintaining Satisfactory Academic Progress.
2. Be student teaching at a Title I eligible public school in Washington at any time during the designated grant cycle period (i.e., between February 1, 2017, and June 30, 2017).²
3. Demonstrate financial need by completing the 2016-17 [FAFSA](#) or [WASFA](#), meeting the following criteria:
 - a. Have family income at or below the amounts specified on the Family Income Eligibility Chart, adopted from the 2016-17 State Need Grant program (see *Table 1*).
 - b. Have unmet financial need after considering other state and federal grant aid received.

¹ Revised Code of Washington 28B.76.699. (2016). Retrieved May 8, 2017, from <http://app.leg.wa.gov/Rcw/default.aspx?cite=28B.76.699>

² Note: WSAC publishes a [list of eligible schools](#). The list includes all public schools eligible for Title I, Part A funds regardless of whether they actually receive Title I funding. This is the official list for the 2016-17 school year provided by the Office of the Superintendent of Public Instruction's Title I, Part A Office. If the student's placement school is not on the list, then the school is not a Title I eligible public school, and the student therefore does not qualify for the Student Teaching Grant.

TABLE 1. FAMILY INCOME ELIGIBILITY CHART

Family Size	Annual Income*
1	\$31,000
2	\$40,500
3	\$50,000
4	\$59,500
5	\$69,000
6	\$78,500
7	\$80,500
8	\$82,000
9	\$84,000
10	\$85,500

Source: [State Need Grant 2016-17](#)

* Adjusted Gross Income + Nontaxable Income

Note: These income amounts represent 70% of Washington's Median Family Income levels based on family size. An adjustment is made for families with more than one family member in college whereby the family size is increased by one for every family member beyond the first who is in college in 2016-17, excluding parents (e.g., a family of five with two non-parents in college is treated as a family of six on this chart).

4. Not owe a repayment to any state or federal grant or scholarship nor be in default on a state or federal student loan. (Having student loans is acceptable so long as the applicant is in good standing.)
5. Not pursue a degree in theology.

All candidates who meet these minimum qualifications are encouraged to apply.

Please note that there is no Washington residency requirement for grant eligibility. Non-residents may be eligible so long as they intend to teach in a preK-12 public school in Washington upon earning the residency teacher certificate.

PROCESS AND TIMELINE

The web-based application was open from February 1, 2017, through March 3, 2017. Financial aid certification took place over the month of March. This involved WSAC collaborating with the financial aid administrators at institutions to certify eligibility and

customize award amounts for the set of applicants initially selected. WSAC sent out award notifications to all applicants by the end of March. In the first week of April, WSAC sent the grant funds to recipients' financial aid offices. Financial aid administrators were responsible for incorporating the award into the recipient's financial aid package for the 2016-17 academic year and for making any necessary adjustments.

RESULTS

Count of applicants and awardees

During the one-month application window, WSAC received a total of 433 applications, of which 348 (or 80 percent) met the minimum qualifications (see *Table 2*). The main reason for disqualification (true for 88 percent of those disqualified) was not meeting the income eligibility criterion, set in statute, of being at or below 70 percent of the state's median family income. Other reasons for disqualification included applicants' not completing the FAFSA or WASFA, selecting a preparation program in which they were not actually enrolled, and selecting a placement school at which they were not actually student teaching.

The demand for the program far exceeded the available funding, with five times more qualified applicants than could be funded. Of the 348 qualified applications, 68 were awarded on the basis of having the highest financial need (i.e., being in the lowest quintile, or bottom 20 percent, of the family income distribution, among qualified applicants, after adjusting for family size and number in college).

TABLE 2. NUMBER OF QUALIFIED AND AWARDED APPLICANTS

Group	<i>n</i>	%
All applicants	433	100%
Applicants that met the minimum qualifications	348*	80%
Applicants officially awarded	68*	16% of all 20% of qualified

** Early reports indicated 350 qualified and 70 initially selected, but it was discovered through financial aid certification that two of those selected were not actually enrolled in the programs they indicated, and therefore not eligible, bringing these counts down to 348 qualified and 68 officially awarded.*

Award amounts were customized to fit within each recipient's financial aid package, not to exceed financial need. The majority of awardees (87 percent) received the maximum award of \$7,250. The others received custom award amounts for partial year enrollment (prorated by terms enrolled) or because their remaining unmet need fell below the maximum award amount. The custom awards ranged from \$1,800 to \$7,025. As mentioned above, financial aid administrators were responsible for determining how

to incorporate the grant award into the recipient's financial aid package for the 2016-17 academic year. Depending on the recipient's situation, this could involve the college disbursing the funds to the recipient, applying the funds towards an existing loan, or making other adjustments to the recipient's financial aid package.

Applicant characteristics

Candidates of color represented 37 percent of all applicants, 39 percent of those qualified, and 37 percent of those awarded (see Table 3). As a point of comparison, the current teacher workforce is comprised of only 10 percent teachers of color.³

TABLE 3. RACE/ETHNICITY OF APPLICANTS AND AWARDEES

Race/ethnicity	All applicants Total N = 425 ^a		Qualified applicants Total N = 342 ^a		Awardees ^b Total N = 68	
	n	%	n	%	n	%
American Indian / Alaskan Native	3	1%	2	1%	0	0%
Asian	23	5%	21	6%	5	7%
Black / African American	14	3%	14	4%	3	4%
Hispanic / Latino	71	17%	64	19%	9	13%
Native Hawaiian / Other Pacific Islander	2	<1%	2	1%	1	1%
White	269	63%	207	61%	43	63%
Other	6	1%	4	1%	1	1%
Two or more races	37	9%	28	8%	6	9%

^a Excludes applicants who did not respond to the race/ethnicity question (8 of all applicants and 6 of those qualified)

^b Awardees were selected on the basis of being in the lowest quintile of the Median Family Income Percent distribution among qualified applicants.

Males accounted for 19 percent of all applicants, 20 percent of those qualified, and 21 percent of those awarded (see Table 4). In comparison, 27 percent of the current teacher workforce is male.³

³ Office of Superintendent of Public Instruction - Executive Services. (2016, September 14). Key Facts about Washington's Public Schools. Retrieved May 8, 2017, from <http://www.k12.wa.us/AboutUs/KeyFacts.aspx>

TABLE 4. GENDER OF APPLICANTS AND AWARDEES

Gender	All applicants Total N = 433		Qualified applicants Total N = 348		Awardees ^a Total N = 68	
	n	%	n	%	n	%
Female	351	81%	278	80%	54	79%
Male	82	19%	70	20%	14	21%

^a Awardees were selected on the basis of being in the lowest quintile of the Median Family Income Percent distribution among qualified applicants.

Table 5 shows the family income distribution using quintiles based on the qualified applicant pool. Of all the applicants, 75 (or 18 percent) had family incomes above the threshold set at 70 percent of the state's Median Family Income, disqualifying them from consideration. Qualified applicants are evenly distributed across the quintiles, and awardees include those in the first quintile only, having family incomes at or below 11.64 percent of the state's Median Family Income. To summarize the results in another way, the Median Family Income was \$21,074 for all applicants, \$17,511 for qualified applicants, and \$1,162 for awardees. These results demonstrate the high level of financial need amongst the total applicant pool, and especially for those awarded.

TABLE 5. FAMILY INCOME QUINTILES AND MEDIAN FAMILY INCOME

Quintiles (% MFI)	All applicants Total N = 428 ^a		Qualified applicants Total N = 348		Awardees ^b Total N = 68	
	n	%	n	%	n	%
First quintile (<0% – 11.64%)	72	17%	68	20%	68	100%
Second quintile (11.76% – 23.07%)	70	16%	70	20%	0	0%
Third quintile (23.16% – 38.94%)	70	16%	70	20%	0	0%
Fourth quintile (39.43% – 50.58%)	71	17%	70	20%	0	0%
Fifth quintile (50.67% – 69.85%)	70	16%	70	20%	0	0%
Ineligible (70.02% and higher)	75	18%	0	0%	0	0%
Median Family Income	\$21,074		\$17,511		\$1,162	

^a Excludes five of the 433 applicants who did not complete the FAFSA/WASFA or whose financial aid application was rejected.

^b Awardees were selected on the basis of being in the lowest quintile of the Median Family Income Percent distribution among qualified applicants.

Preparation program characteristics

Out of 21 eligible institutions, all but one had applicants, 19 had qualified applicants, and 18 had awardees (see *Table 6*). The distribution of applicants across preparation program providers appears similar to the distribution of candidates overall, with the larger programs having more applicants.

Likewise, the distribution of applicants across program type appears roughly as one would expect, based on the limited data available on enrollment by program type. For example, the percentage of applicants who are enrolled in alternative route programs (10 percent) is comparable to the percentage of preparation program candidates statewide who are enrolled in alternative routes (estimated at 8 to 9 percent⁴) (see *Table 7*).

The percentage of qualified applicants who were awarded varies somewhat by preparation program provider and program type. However, it should be noted that neither the provider nor the program type factored into the awarding decision, which was based entirely on financial need.

⁴ A. Manuel, Professional Educator Standards Board, personal communication, April 14, 2017

TABLE 6. DISTRIBUTION OF APPLICANTS AND AWARDEES BY PREPARATION PROGRAM PROVIDER

Provider	All applicants Total N = 429 ^a		Qualified applicants Total N = 348		Awardees ^b Total N = 68	
	n	%	n	%	n	%
Antioch University	0	0%	0	0%	0	0%
Central Washington Univ.	68	16%	57	16%	10	15%
City University of Seattle	22	5%	14	4%	2	3%
Eastern Washington Univ.	33	8%	26	7%	5	7%
Gonzaga University	3	1%	1	<1%	1	1%
Heritage University	43	10%	38	11%	8	12%
Northwest University	4	1%	3	1%	0	0%
Pacific Lutheran University	14	3%	13	4%	3	4%
Saint Martin's University	4	1%	4	1%	1	1%
Seattle Pacific University	24	6%	15	4%	2	3%
Seattle University	10	2%	8	2%	2	3%
The Evergreen State College	6	1%	6	2%	2	3%
University of Puget Sound	10	2%	10	3%	2	3%
University of WA - Bothell	9	2%	8	2%	3	4%
University of WA - Seattle	41	10%	35	10%	7	10%
University of WA - Tacoma	17	4%	17	5%	4	6%
Walla Walla University	1	<1%	0	0%	0	0%
Washington State University	28	7%	24	7%	2	3%
Western Governors Univ.	41	10%	30	9%	8	12%
Western Washington Univ.	46	11%	36	10%	5	7%
Whitworth University	5	1%	3	1%	1	1%

Not listed: Centralia College, Grays Harbor College, and Pierce College are new providers that do not yet have candidates in student teaching. Northwest Educational Development is not Title IV eligible and therefore cannot participate in need-based state financial aid programs.

^a Excludes four of the 433 applicants who were not enrolled in a PESB-approved program (i.e., selected a program in which they were not enrolled).

^b Awardees were selected on the basis of being in the lowest quintile of the Median Family Income Percent distribution among qualified applicants.

TABLE 7. DISTRIBUTION OF APPLICANTS AND AWARDEES BY PROGRAM TYPE

Program type (Self-reported by applicant)	All applicants Total N = 429 ^a		Qualified applicants Total N = 348		Awardees ^b Total N = 68	
	n	%	n	%	n	%
Traditional Baccalaureate	208	48%	167	48%	29	43%
Traditional Post-bacc.	19	4%	17	5%	2	3%
Traditional Master's	153	36%	128	37%	33	49%
Alternative Route	43	10%	30	9%	2	3%
Other	6	1%	6	2%	2	3%

^a Excludes four of the 433 applicants who were not enrolled in a PESB-approved program (i.e., selected a program in which they were not enrolled).

^b Awardees were selected on the basis of being in the lowest quintile of the Median Family Income Percent distribution among qualified applicants.

Most applicants were pursuing endorsements in shortage areas, including 92 percent of all applicants, 92 percent of qualified applicants, and 95 of awardees (see Table 8).

TABLE 8. SHORTAGE AREA ENDORSEMENTS

	All applicants Total N = 420 ^b		Qualified applicants Total N = 337 ^b		Awardees ^c Total N = 63 ^b	
	n	%	n	%	n	%
Pursuing an endorsement in a shortage area ^a	388	92%	310	92%	60	95%

^a Shortage area endorsements (see those flagged in Table 9) include those areas on the list that PESB submits to ED, plus English Language Arts, which was added based on recent data analysis conducted by OSPI Title II Part A suggesting ELA may also be a shortage area. If ELA were excluded from the list of shortage areas, then the percentage pursuing an endorsement in a shortage area would be as follows: 87% of all applicants, 91% of qualified applicants, and 87% of awardees.

^b Excludes applicants who did not indicate their endorsement (13 of all applicants, 11 of qualified applicants, and 5 of awardees)

^c Awardees were selected on the basis of being in the lowest quintile of the Median Family Income Percent distribution among qualified applicants.

Table 9 shows the detailed breakdown by endorsement area. The most common endorsements were Elementary Education (pursued by 50 percent of all applicants and 43 percent of awardees) and English Language Learner (pursued by 24 percent of all applicants and 35 percent of awardees). It should be noted that candidates may pursue more than one endorsement, and many did, including 49 percent of all applicants, 49 percent of qualified applicants, and 56 percent of awardees.

TABLE 9. ENDORSEMENTS PURSUED BY APPLICANTS AND AWARDEES

Endorsement	All applicants Total N = 420 ^a		Qualified applicants Total N = 337 ^a		Awardees ^b Total N = 63 ^a	
	n	%	n	%	n	%
Agriculture Education	2	<1%	2	1%	0	0%
Bilingual Education*	15	4%	14	4%	3	5%
Biology*	16	4%	13	4%	2	3%
Business & Marketing Ed.	1	<1%	0	0%	0	0%
Chemistry*	2	<1%	2	1%	0	0%
Computer Science	0	0%	0	0%	0	0%
Dance	1	<1%	0	0%	0	0%
Deaf Education	0	0%	0	0%	0	0%
Early Childhood Education*	17	4%	14	4%	6	10%
Early Childhood Special Ed.*	3	1%	2	1%	1	2%
Earth and Space Science*	3	1%	2	1%	1	2%
Elementary Education*	209	50%	164	49%	27	43%
Elementary Math Specialist	1	<1%	1	<1%	0	0%
English Language Learner*	100	24%	89	26%	22	35%
English Language Arts*	41	10%	34	10%	11	17%
Environ. & Sustainability Ed.	0	0%	0	0%	0	0%
Family & Consumer Sciences	1	<1%	1	<1%	0	0%
Gifted Education	0	0%	0	0%	0	0%
Health/Fitness	4	1%	3	1%	0	0%
History	9	2%	7	2%	2	3%
Library Media	0	0%	0	0%	0	0%
Mathematics*	30	7%	22	7%	7	11%
Middle Level Humanities	10	2%	9	3%	2	3%
Middle Level Mathematics*	25	6%	18	5%	2	3%
Middle Level Science*	4	1%	4	1%	1	2%
Music (Choral, Instr., or Gen.)	3	1%	1	<1%	0	0%
Orientation & Mobility	0	0%	0	0%	0	0%
Physics*	1	<1%	1	<1%	0	0%
Reading	26	6%	20	6%	3	5%
Science*	18	4%	15	4%	2	3%
Social Studies	22	5%	19	6%	6	10%
Special Education*	83	20%	65	19%	7	11%
Teacher of Visually Impaired	0	0%	0	0%	0	0%
Technology Education	1	<1%	1	<1%	0	0%
Theater Arts	0	0%	0	0%	0	0%
Traffic Safety	0	0%	0	0%	0	0%
Visual Arts	4	1%	4	1%	1	2%
World Languages	7	2%	5	1%	0	0%

Note: Percentages total to more than 100% because candidates may pursue multiple endorsements.

*Considered a shortage area for the purposes of the Student Teaching Grant

^a Excludes applicants who did not indicate their endorsement (13 of all applicants, 11 of qualified applicants, and 5 of awardees)

^b Awardees were selected on the basis of being in the lowest quintile of the Median Family Income Percent distribution among qualified applicants.

CONTACT THE AUTHOR

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APPENDIX: ELIGIBLE TEACHER PREPARATION PROGRAMS

In order to be considered for the Student Teaching Grant, applicants must be enrolled in an eligible teacher preparation program. The program must lead to full residency certification, be approved by the Washington State Professional Educator Standards Board, participate in state financial aid, and have candidates currently participating in student teaching.

Students enrolled in the following programs are eligible to apply:

Eligible teacher preparation programs

- Antioch University
- Central Washington University
- City University of Seattle
- Eastern Washington University
- Gonzaga University
- Heritage University
- Northwest University
- Pacific Lutheran University
- Saint Martin's University
- Seattle Pacific University
- Seattle University
- The Evergreen State College
- University of Puget Sound
- University of Washington-Bothell
- University of Washington-Seattle
- University of Washington-Tacoma
- Walla Walla University
- Washington State University
- Western Governors University-Washington
- Western Washington University
- Whitworth University