



Executive Summary

Washington State is experiencing a shortage of teachers in particular geographic and subject areas, along with a lack of workforce diversity. To address these problems, the Washington State Legislature passed a bill in 2016 establishing the Teacher Shortage Conditional Grant (TSCG) program (E2SSB 6455, RCW 28B.102.090). The purpose of the TSCG program is to encourage individuals to become teachers by providing financial aid to candidates enrolled in the state's approved teacher preparation programs. In exchange for receiving the grant, recipients must teach at a Washington preK-12 public school for two years, or fulfill the obligation in half the time by serving in a shortage area. TSCG addresses college affordability barriers, prioritizes support for individuals from groups that are traditionally underrepresented in the teaching workforce, and incentivizes teaching in shortage areas.

First-Year Results

Initial results of TSCG suggest a strong program design that aligns with the policy purpose and priorities.

Demand for the program far exceeded funds available.

The initial appropriation of \$468,000 supported only seven percent of qualified applicants. Out of 885 total applicants, 826 met minimum qualifications, and 56 were awarded.

The program successfully targeted groups underrepresented in the teaching workforce.

Nearly all of the awardees were multilingual (95 percent) and/or people of color (98 percent). In addition, the vast majority were first-generation college students (89 percent). Although still below parity, males represented a larger proportion of awardees compared to the applicant pool (32 percent vs. 21 percent). Awardees had high levels of financial need, with a median family income of \$17,437.

Awardees are helping address shortage area needs.

One hundred percent of awardees pursued an endorsement in a statewide shortage area. The most common endorsements were in elementary education, English Language Learner, and bilingual education. Awardees reported higher levels of commitment to serving in areas of need compared to their non-awarded peers and attributed TSCG with strengthening their commitment.

Awardees reported being positively impacted by the program.

One hundred percent of awardees who responded to the follow-up survey reported that receiving TSCG had the following impacts on them:^a

^a All 885 applicants were invited to participate, and 483 completed the survey, for an overall response rate of 55 percent. The response rate was significantly higher among awardees (88 percent) than among the non-awarded applicants (52 percent). There were no significant demographic differences between respondents and non-respondents within group (awardee group and non-awarded applicant group), suggesting that survey respondents were representative of their overall group.

- Helped them progress toward their career goals.
- Enabled them to better concentrate on their studies.
- Enabled them to take on less debt.
- Inspired them to achieve.

In addition, nearly all awardees (93–98 percent) reported the following impacts of receiving TSCG:

- Decreased their (or their family's) financial burden.
- Gave them confidence.
- Enabled them to work less while enrolled.

"I am so thankful to have received the Teacher Shortage Conditional Grant. It has given me the opportunity to pursue my passion of becoming an educator. It supported me by allowing me to have the time to study, as well as focusing on developing my skill sets as a teacher instead of working more hours in order to cover tuition and loans." – Awardee

Initial results suggest high rate of success among awardees.

At the end of the 2017-18 academic year, 100 percent of the awardees had either completed their preparation program or were still enrolled and making satisfactory progress toward on-time completion. As of fall 2018, nearly all of the awardees were still on track in pursuing a teaching career.^b Initial results suggest that TSCG awardees were more likely to follow through on enrolling without delay and slightly more likely to have earned a residency teacher certificate compared to their non-awarded peers. Of survey respondents who completed their preparation programs, awardees were more likely than their non-awarded peers to have secured a contracted teaching position (vs. substitute) and to be teaching in a low-income, Title I eligible school.

"I think that the State cannot talk about a need for teachers, or a teacher shortage, if there is not a way for people to actually receive the licensure training they need to become certified teachers. Many people I have spoken to, including myself, would be interested in taking additional steps to becoming certified teachers, but are held back due to costs associated with programs and not working for a year."
– Non-awarded applicant

Applicants have favorable perceptions and support reinstatement of the program.

Among the applicants (awarded and non-awarded) who responded to the follow-up survey, nearly all believe that funding should be renewed and would recommend the program to friends and others pursuing teacher certification.^a The very small percentage (three percent) who would not recommend the program said it was because the acceptance rate was too low or because they did not receive the grant themselves. Open-ended comments reflect an imperative for increased funding.

Recommendations

Continue the TSCG program with increased funding.

This program offers a targeted approach, developed based on research and stakeholder input, with high unmet demand and strong initial results. The Washington Student Achievement Council (WSAC) recommends not only continuing the TSCG program, but also increasing the investment. WSAC submitted a budget request of \$1 million per year to support approximately 120 aspiring teachers through the TSCG program. The existing framework can be easily scaled to manage an

^b Of the 56 awardees, 31 (55 percent) had completed their preparation programs, 21 (38 percent) were still enrolled, three (5 percent) had unknown status, and only one (2 percent) had withdrawn from the preparation program.

expanded program. In addition, WSAC recommends prioritizing renewal awards to help ensure success for those who received the initial funding and have yet to complete their programs.

Reconvene the stakeholder workgroup to refine the selection criteria.

The collaboration and input of stakeholders was foundational to the development of the TSCG program framework. In order to build upon the initial success, WSAC recommends reconvening the stakeholder workgroup to strengthen the selection framework based upon our learnings from the first year of implementation.

Continue evaluating program outcomes.

This report highlights strong initial findings from the first year of implementation. However, it is too soon to assess the full impact of the program. WSAC will continue to track recipient outcomes and will share findings in the second legislative report due in fall of 2020.

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Background

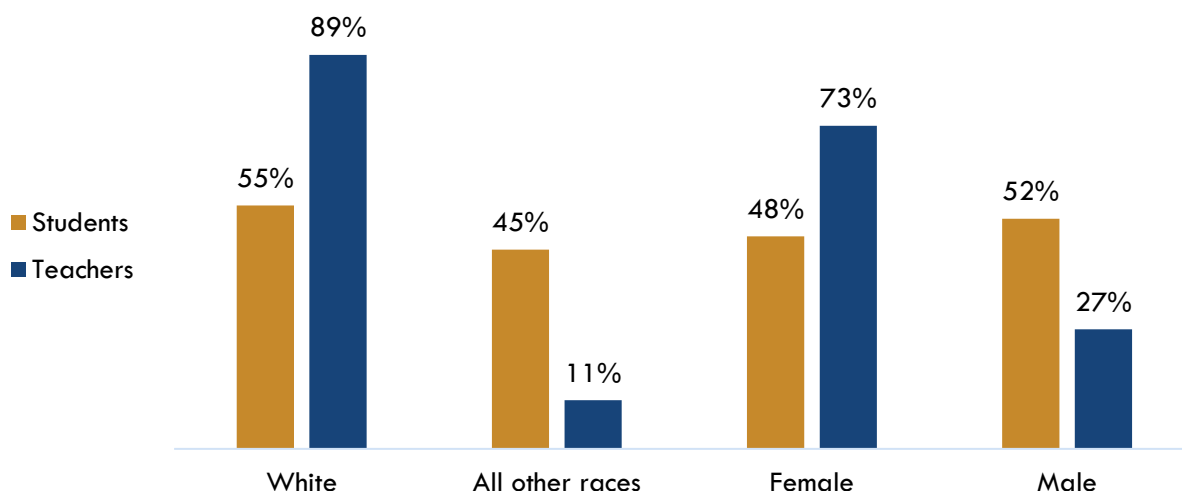
Washington State is facing a teacher shortage. The number of new teachers being hired is increasing, while the number of candidates graduating from the state’s teacher preparation programs has been stable, resulting in a hiring gap that is being filled largely by recruiting teachers from out-of-state.¹ In addition, the number of limited certificates issued to individuals who have not completed an educator preparation program has tripled in the past six years, from 2,982 in 2011-12 to 9,251 in 2017-18.¹

Surveys conducted by the Office of Superintendent of Public Instruction (OSPI) in conjunction with the Association of Washington School Principals help shed light on the teacher shortage situation from the perspective of principals and human resource directors. Of the principals surveyed in fall of 2016, 79 percent reported having classroom teacher positions that were unfilled as of mid-October.² Of the HR directors surveyed, nearly all (97 percent) reported they were struggling or in crisis mode when it came to hiring qualified candidates, and 74 percent reported it was more challenging to find qualified certificated teachers and substitutes compared to the previous fall.³ Moreover, the teacher shortage situation is expected to worsen, with Washington schools needing “thousands of new teachers in the coming years due to retirement, attrition, reduced class sizes, all-day Kindergarten, a booming economy, and other factors.”⁴

The extent of teacher shortage varies by subject and geographic area. Like other parts of the nation, Washington State has a consistently high need for teachers endorsed in special education, English Language Learner, math, and science.⁵ In addition, the state faces a growing need for elementary and early childhood education teachers given recent policy changes, including all-day Kindergarten and K-3 class size reduction. However, specific subject area needs vary locally, and some areas of the state have a harder time with recruiting and retaining teachers.

In addition to subject and geographic shortages, there is also a shortage of teachers of color, resulting in a teacher workforce that does not reflect the diversity of the student population (see Figure 1). In 2016-17, people of color accounted for only 11 percent of the teacher workforce, compared to 45 percent of the student population.⁶ Moreover, only 27 percent of classroom teachers were male, compared to 52 percent of students in 2015-16.⁷

Figure 1. Comparison of demographics between student population and teacher workforce



Research shows that the shortage of teachers and lack of workforce diversity can negatively impact student performance and exacerbate opportunity gaps.⁸ Teacher shortages disproportionately impact student groups that face opportunity gaps: students of color, students from low-income families, students with disabilities, and English Language Learners are “more likely to be taught by underqualified teachers than other students, with negative effects on their achievement.”⁹

Cost barriers serve as a major factor hindering the recruitment and retention of teachers in general, and especially teachers of color. More than two-thirds of individuals entering the field of education borrow money to pay for higher education, taking on an average debt burden of \$20,000 for earning a bachelor’s degree and \$50,000 for earning a master’s degree.^{5,10} In general, “the more college debt that students incur, the less likely they are to choose to work in a lower-wage profession such as teaching.”⁵

Service scholarships can offset the financial burden of student loan debt and increase future teachers’ overall compensation package at the time when it matters most to their career decisions.¹⁰ Service scholarships may be “especially effective for recruiting candidates from low-income and minority backgrounds,” who tend to perceive loans as a greater burden.¹⁰ The Learning Policy Institute (LPI) conducted a review of service scholarship and loan repayment programs, finding that successful programs are “effective at attracting strong teachers into the profession generally and into high-needs schools and fields in particular.”¹⁰ Not only do these programs support recruitment, but they are also “successful in promoting teacher retention.”¹⁰ Based on these findings, LPI proposed service scholarships and loan forgiveness programs as one of 15 policy recommendations for addressing the teacher shortage.⁵

Program Description

In response to the teacher shortage, the Washington State Legislature passed a bill in 2016 establishing the Teacher Shortage Conditional Grant (TSCG) program, amongst other educator workforce initiatives (E2SSB 6455, [RCW 28B.102.090](#)). The purpose of the TSCG program is to encourage individuals to become teachers by providing financial aid to candidates enrolled in the state’s approved teacher preparation programs. TSCG addresses college affordability barriers, prioritizes support for individuals from groups that are traditionally underrepresented in the teaching workforce, and incentivizes teaching in shortage areas.

More specifically, the program was designed to address the following set of priorities, which were proposed in the authorizing legislation:

- Recruiting individuals into the profession.
- Increasing the diversity of the teacher workforce.
- Providing support to students with financial need.
- Addressing geographic and subject area shortages.
- Promoting alternative routes to teacher certification, among other preparation program models.
- Strengthening the connection between preparation and district hiring.
- Increasing retention of teachers.

The program was added as a subprogram within the Future Teachers Conditional Scholarship program (RCW 28B.102), which was established in 1987 and suspended in 2010. The

Washington Student Achievement Council (WSAC) developed and administered the program, with an initial appropriation of General Fund – State for Fiscal Year 2017 in the amount of \$468,000 for grants and \$208,000 for development and administration of TSCG and a second program (Student Teaching Grant).¹¹

What is a conditional grant?

A conditional grant is need-based financial aid given in exchange for a commitment of service or work. For TSCG, the aid was provided to students during their teacher preparation program. In return for the funding received, the recipient committed to teach at a Washington preK-12 public school for two years, or fulfill the obligation in half the time by serving in a shortage area. If the recipient fails to fulfill the teaching service obligation, the recipient must repay the funding, adjusted for any service completed, plus interest and fees.

Need-based award amounts

The grant amount varied depending upon the individual awardee's financial need, with a maximum award of up to \$10,000 per academic year. Award amounts were customized to fit within each recipient's financial aid package, not to exceed financial need remaining after considering other state and federal grant aid received. In addition, the award amount was prorated for level of enrollment (half-, three-quarters, or full-time) and number of terms enrolled.

Determining financial need eligibility and customizing award amounts required close collaboration with college financial aid offices. Aid administrators certified students' eligibility and provided WSAC with information needed to calculate award amounts. WSAC sent award payments to college financial aid offices at the beginning of each term using established processes. Aid administrators were responsible for making adjustments to financial aid packages, as needed.

Development

WSAC took a collaborative approach to developing the TSCG program. Foundational work included reviewing existing research and conducting focus groups with potential applicants. This helped inform development work that was done in collaboration with a stakeholder workgroup and advisory group, as described below.

Research-based

To serve as a foundation for developing the program, WSAC reviewed existing research on the following:

- The teacher shortage situation in Washington State.
- Factors that contribute to teacher retention and recruitment.
- Why and how conditional scholarships help address the shortage.
- Features of successful scholarship programs.

Focus groups

WSAC conducted focus groups with 25 potential applicants from future teacher target audiences, including high school teacher academy participants, preparation program candidates enrolled in a traditional baccalaureate program, and paraeducators enrolled in an alternative route program. Participants shared valuable input on potential barriers and program design considerations (regarding eligibility criteria, award amounts, and contractual obligations) from the applicant perspective to help inform the development of the programs.

Stakeholder workgroup

The authorizing legislation required WSAC to collaborate with the Washington State School Directors' Association, the Professional Educator Standards Board (PESB), and the PESB-approved teacher preparation programs in developing the program framework. WSAC convened these partners as an advisory group, and also opted to facilitate a broader workgroup of stakeholders, consisting of 30 members representing education agencies and associations, preparation programs, school districts, and stakeholder organizations. The workgroup met three times between December and February of 2017. Both the advisory group and the workgroup were instrumental in helping design the program framework and promote the program.

Financial aid administrators

WSAC consulted with a workgroup of financial aid administrators to work through the technical details associated with certifying applicants' financial aid eligibility and disbursing grant funds.

Framework

Eligibility criteria

In order to be considered for an award, applicants were required to meet the following minimum qualifications (see Appendix B for details):

- Enroll in an approved teacher preparation program in 2017-18.
- Have unmet financial need.
- Address a shortage area need.
- Commit to the teaching service obligation.
- Meet other standard requirements of state financial aid.

Selection priorities

The stakeholder workgroup developed the following selection priorities to align with those priorities outlined in the authorizing legislation. They are presented below in order of their relative importance in the selection formula. Applications that met the minimum qualifications were scored based on these priorities, and the highest-scoring applications were selected for awarding.

1. Traditionally underrepresented groups among the teacher workforce.
 - Includes consideration of demographic underrepresentation, first-generation college student or foster care alumni, and multilingual skills.
2. Financial need.
3. Enrollment in an alternative route teacher certification program.
4. School district commitment to hire.
 - Required of applicants addressing a unique local need.
 - Optional for applicants addressing a state level endorsement or geographic shortage area.
5. Experience working with children or youth.

Service obligation requirements

Awardees are required to commit to the teaching service obligation of two full-time school years (360 full-time days) for each full-time year of funding received. This obligation can be fulfilled in half the time, or one full-time school year (180 full-time days), for service in a shortage area. To qualify for service credit, the recipient must teach at an approved Washington preK-12 public school as a classroom teacher, substitute teacher, or in another instructional role as pre-approved by WSAC. Part-time positions receive prorated service credit, as long as the recipient teaches for a minimum of 40 days of the school year. (See Appendix C for additional details about service requirements).

Repayment terms

If the recipient fails to meet the requirements of the service obligation, then the grant converts to a loan that must be repaid, with the amount due proportionate to the unsatisfied portion of the teaching service obligation, plus interest and fees. For example, if the recipient fulfills half the obligation through teaching service, then the initial loan balance would equal the remaining half of the grant award. Recipients in repayment status are expected to make monthly payments until the loan balance has been paid in full.

Infrastructure underlying successful implementation

WSAC built infrastructure to support the implementation of TSCG, including the following components:

- Robust IT automation and infrastructure that ensures consistency, objectivity, and efficiency.
- An application process for students that reduced barriers by being electronic and streamlined.
- An electronic financial aid certification, where need-based awards are tied to individual student financial need.
- Alignment with administrative standards of other state aid (e.g., State Need Grant and College Bound Scholarship).
- Repayment policy and procedures for cases in which the recipient does not fulfill the service obligation.

Methodology

This report examines data from the application, financial aid certification, professional certification, and follow-up survey. See Appendix D for descriptions of the data sources summarized in this report. Where possible, comparisons are made between awardees and non-awarded applicants.

Timing

Candidates applied for TSCG in May of 2017, and awardees were selected in June of 2017, with funding disbursed over the 2017-18 academic year. The awardees were at various points in their preparation program, with some just starting and others in their final year. At the time of this report (fall 2018), some of the awardees were expected to still be enrolled, while others were expected to be in their first year of teaching. WSAC will continue to track the progress of awardees, with another report due in fall of 2020, at which point we will have a better understanding of the program's longer term impact.

First-Year Results

Initial results of TSCG suggest a strong program design aligned with the policy purpose and priorities.

Demand for the program far exceeded funds available

The application was open for just four weeks in May of 2017, and in that short window of time, WSAC received a total of 885 completed applications. Of the 885 total applications, 826 met minimum qualifications, and 56 were awarded.^{c,d} In other words, the available funding supported only seven percent of the qualified applicants.

Table 1. Applicants and awardees

	N	%
Total number of completed applications	885	100%
Applicants that met minimum qualifications	826	93%
Awardees	56	6% of all 7% of qualified

Note: Sample sizes vary from table to table in this report depending on the data source.

Source: Application data.

The best source of recruitment was the institutions of higher education, with 60 percent of survey respondents (awardees and non-awardees combined) reporting that they heard about TSCG from a teacher preparation program, college, or university. The next most popular response, indicated by 23 percent, was from a school, district, or Educational Service District.

Demand for the program was wide ranging, with applicants from all 24 eligible preparation program providers (i.e., institutions of higher education) and all types of preparation programs, including traditional and alternative routes at the baccalaureate, post-baccalaureate, and master’s degree levels. The distribution of applicants across programs appeared roughly proportional to their size in the state (see Appendix A). The widespread demand reflects the success of promotional efforts, the ease of applying, and the high level of need for scholarships across all preparation program providers and models.

The first-year funds supported candidates at 13 of the 24 institutions. Awardees were concentrated at those institutions that were more likely to have candidates that fit with the selection priorities of the program. Institutions with the largest number of awardees were the University of Washington – Seattle, Central Washington University, and Heritage University.

Supporting candidates with financial need

Overall, TSCG applicants had high financial need. The vast majority of survey respondents (90 percent) reported that finances have hindered their pursuit of a teaching career. Among the total

^c The most common reason for disqualification was being a recipient of the Alternative Route Conditional Scholarship program, thereby having an unfulfilled service obligation. Several applicants had applied to both programs at the same time. Once awarded the other scholarship, they were no longer eligible for TSCG.

^d WSAC made the first round of offers to 53 candidates at the end of June 2017, fully committing the FY17 funds to be disbursed over the 2017-18 academic year. Note that WSAC’s earlier presentations and status updates are based on this group of initial offers. However, as expected, some declined or were disqualified based on financial aid certification updates made prior to starting the academic year. In fall of 2017, WSAC did a second round of offers, bringing the final count of awardees to 56. This report provides updated results based on the final official cohort.

applicant pool, 70 percent came from families with incomes at or below the low-income threshold of 70 percent of Washington’s median family income (MFI) given family size.^e The MFI of all applicants was \$30,513. Given that financial need factored into selection, awardees had significantly higher financial need, with 91 percent falling below the low-income threshold and an MFI of \$17,437.

Award amounts were customized to fit within each individual’s financial aid package and were prorated based on enrollment level. Awards ranged from \$1,890 to a maximum of \$10,000 for the 2017-18 academic year, with an average (mean) of \$8,419 and a median of \$10,000. The majority of awardees (63 percent) qualified for the maximum award.

Data on awardee financial aid packages shows that awardees had an average unmet need of \$17,319 after considering the family’s expected contribution and other scholarship and grant aid received (See Table 2). This supports the need for a substantial-sized TSCG grant award. Even after receiving TSCG, awardees had an average gap of \$8,899 unmet need, which they would need to cover through loans, personal savings, employment, or other support.

Table 2. Awardee Financial Aid Packages

	Mean	Approximate percentage of package
Cost of Attendance*	\$26,288	--
Expected Family Contribution	\$1,463	6%
Other Scholarships and Grants**	\$7,681	29%
Unmet Need	\$17,319	--
TSCG Award	\$8,419	32%
Remaining need after TSCG	\$8,899	34%

Note: Sample sizes vary from table to table in this report depending on the data source.

Source: Financial aid certification data on awardees (N=56).

*Cost of Attendance reflects a variety of enrollment levels (half-, three-quarters, or full-time) and terms of enrollment for the 2017-18 academic year. The vast majority of awardees were enrolled full-time, full-year (89 percent), but a minority were enrolled at a lower level and had correspondingly lower Costs of Attendance.

**Includes the federal TEACH grant, which unlike typical grants, entails a service obligation.

Survey results shed light on awardees’ perceptions of the impact of receiving TSCG on their debt load, with awardees estimating significantly more loan debt had it not been for receiving TSCG. Awardees estimated that loans account for 18 percent of their financial aid package on average, and that this percentage would have increased to 43 percent without TSCG. Put another way, awardees reported having already accumulated an average of \$14,109 in loan debt for the cost of attending their teacher preparation program. Without TSCG, awardees estimate their loan debt would be closer to \$24,000.

Supporting candidates from traditionally underrepresented groups

TSCG was successful in targeting support to individuals from groups traditionally underrepresented in the teaching workforce, addressing a priority of the authorizing legislation. Nearly all of the awardees were multilingual (95 percent) and/or people of color (98 percent). In addition, the vast majority were first-generation college students (89 percent) and/or native speakers of languages other than English (84 percent). Although still below parity, males represented a larger proportion

^e 70 percent is used as a threshold because it is the maximum family income level used for eligibility in the state’s flagship financial aid program, the Washington State Need Grant.

of awardees compared to the applicant pool (32 percent vs. 21 percent). As described above, awardees had high levels of financial need, with a median family income of \$17,437.

Table 3. Summary of Applicant and Awardee Characteristics

Priority	All Applicants Total N = 885 [†]	Final Awarded Total N = 56 [‡]
Underrepresented race (person of color)	25%	98%
Median Family Income	\$30,513	\$17,437
First generation college student	39%	89%
Multilingual	20%	95%
Native speaker of non-English language	14%	84%
Underrepresented gender (male)	21%	32%

Note: Sample sizes vary from table to table in this report depending on the data source.

Source: Application data.

[†]Actual N for each priority varies as applicants may have chosen not to answer the particular question: Final Awarded (N = 53 – 56) and All Applicants (N = 828 – 883).

Testimonials from applicants and awardees shed light on the importance of this program to individuals from underrepresented groups and to the overall diversity of the teacher workforce:

“Among members of my cohort, the Teacher Shortage Conditional Grant was most needed by the racial minorities in my teacher certification program. Most, if not all, of them would never have been able to become teachers without it. I suspect that this grant significantly increases the racial diversity of our teachers in Washington public schools.” – Non-awarded applicant

“I would not have been able to easily afford taking time off my job to be able to pay for school during my student teaching. This scholarship was life changing. I reached my goals thanks to this scholarship given that I am unable to receive FAFSA and many other assistances [that] many of my peers can. I am forever grateful and happy to now be in a career where my students can see someone that came from their same roots grow into an educated professional.” – Awardee

Addressing shortage area needs

In order to be considered for the grant, applicants were required to address the teacher shortage in at least one of three ways:

1. Pursue an endorsement that is listed on the statewide endorsement shortage list.^f
2. Express intention to fulfill a geographic shortage need by teaching in a priority district.^g
3. Express intention to fulfill a unique local need. The district in question must verify that the applicant’s endorsement area is a shortage area for the district and provide a letter of commitment to hire the applicant.

These three options were provided in recognition that shortage needs vary by location (i.e., what is deemed a shortage at the state level may or may not be a shortage in a particular locale).

^f This list is determined annually by the Washington State Professional Educator Standards Board (PESB) in fulfillment of federal requirements established by the U.S. Department of Education. See Table 4 below for included areas.

^g WSAC collaborated with the Office of Superintendent of Public Instruction, Title II Part A, to identify districts that appeared to be experiencing a more severe teacher shortage situation relative to their Educational Service District and the state as a whole. The list of priority districts includes districts meeting two criteria: (1) tentative identification through analysis of the limited data available at the state level and (2) confirmation at the local level.

However, data to determine relative need in a fair and consistent manner at the local level are limited. Moreover, TSCG applicants, who are early in the pipeline to a teaching career, may not have established district relationships, or may change their plans by the time they begin teaching. This is consistent with focus group input, with the target audiences expressing concern about having to secure a district partnership in order to apply.

Only one applicant out of 885 applied under the “unique local need” option, and only four percent of applicants submitted a commitment-to-hire letter for priority consideration. Of those letters submitted, only about half met the requirements to receive credit. These findings suggest two conclusions: 1) the statewide list of shortage areas is very broad and inclusive, and 2) securing a district partnership posed an application barrier. Most applicants could meet the shortage requirement by virtue of their endorsement area being on the statewide list of shortage areas. Still, there was an incentive to obtain a district’s hiring commitment for the sake of priority consideration. The low rate of commitment letters submitted suggests that the challenge of securing a district’s commitment outweighed the incentive of receiving priority consideration. If this component had been required, rather than optional, the program may have had a hard time attracting enough applicants to expend the funds. On the other hand, using the very broad statewide list makes it hard to distinguish applicants by level of need for the area they will be serving. In the event of future funding, WSAC recommends revisiting this issue with PESB and the stakeholder workgroup to refine the definition of shortage area used by the program.

One hundred percent of awardees were pursuing an endorsement in a statewide shortage area. The most common endorsements were in elementary education, English Language Learner, and bilingual education. Given the selection priority for multilingual candidates, it comes as no surprise that awardees were significantly more likely than non-awardees to be pursuing an endorsement in bilingual education or English Language Learner. However, an unintended consequence was that the percentage of candidates pursuing special education was significantly lower among awardees than non-awardees. Endorsement area was not considered in the selection formula; rather, it was a minimum requirement that applicants be addressing shortage area needs. In the event of future rounds, WSAC recommends revisiting this issue with the stakeholder workgroup to determine whether distribution across endorsement areas should be addressed differently in the process of selection.

Table 4. Shortage Area Endorsements Pursued by Applicants and Awardees

Endorsement	All applicants Total N = 885	Awarded Total N = 56
Bilingual Education	5%	23%
English Language Learner	16%	32%
Early Childhood Education	8%	14%
Elementary Education	64%	70%
Math*	9%	11%
Science**	9%	5%
Special Education	25%	7%
Early Childhood Special Ed.	4%	2%

Note: Shortage area endorsements include those reported to ED by PESB. Percentages total to more than 100 percent because candidates may pursue multiple endorsements. Sample sizes vary from table to table in this report depending on the data source.

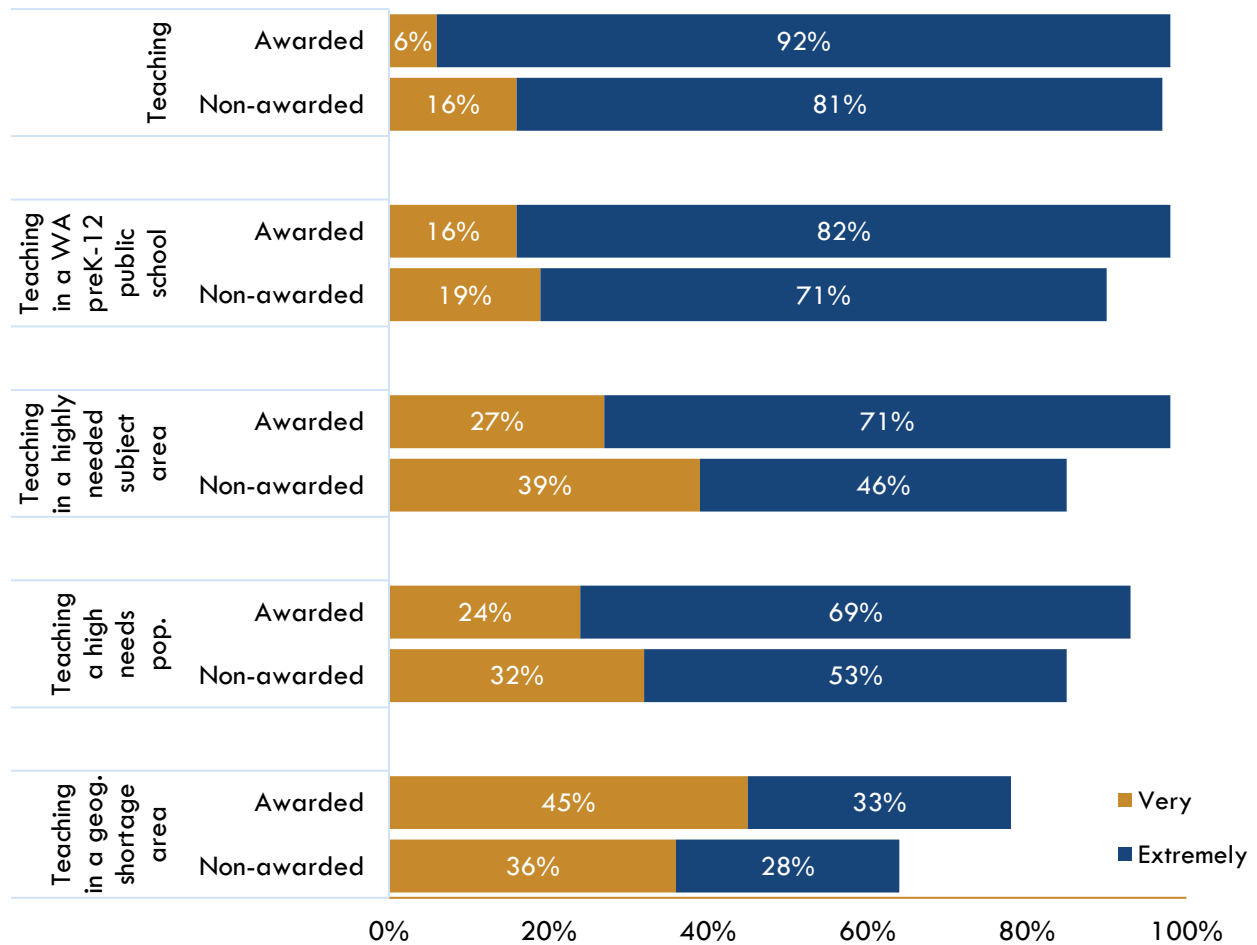
Source: Application data.

*Includes mathematics and middle-level mathematics.

**Includes biology, chemistry, earth and space science, middle-level science, physics, and science.

Survey results show that TSCG awardees had higher levels of commitment to teaching in general, and to teaching in high-needs areas specifically, compared to their non-awarded peers (see Figure 2). When asked how committed they are to teaching in a highly needed subject area, 71 percent of awardees said they were “extremely committed” compared to 46 percent of non-awarded applicants. Similarly, 69 percent of awardees compared to 53 percent of non-awarded applicants reported being “extremely committed” to teaching a high-needs population (e.g., low-income, special education, or English Language Learner). Commitment levels tended to be lower when it came to geographic shortage areas (defined as a location that struggles with recruiting and/or retaining teachers), with respondents more likely to report feeling “very committed” rather than “extremely committed.” Nevertheless, the combined proportion that reported feeling “very” or “extremely” committed to teaching in a geographic shortage area was higher for awardees than for non-awarded applicants (78 percent vs. 64 percent).

Figure 2. Comparison of Commitment Levels for Awardees and Non-Awarded Applicants



Note: Sample sizes vary from table to table in this report depending on the data source.
 Source: Survey data. Awardees (N=49) and non-awarded applicants (N=430–434). Response options were “Extremely,” “Very,” “Slightly,” and “Not at all.” The figure shows the percentage that selected the top two categories.

Not only did TSCG awardees report higher commitment levels, they also attributed receiving TSCG to *strengthening* their commitment. The vast majority of awardees who responded to the follow-up survey reported that receiving TSCG had strengthened to a “moderate” or “large” extent their commitments to the following: teaching in general (89 percent), teaching in a Washington preK-12 public school (96 percent), teaching in a highly needed subject area (96 percent), teaching in a geographic shortage area (85 percent), and teaching a high-needs population (96 percent). The quote at right from a TSCG awardee helps illustrate the influence of receiving the grant on commitment to serve needs.

“This program is a great relief because I know I can accomplish working in a geographic shortage area or in a high-needs population, therefore encouraging me to find districts that are in need, even before I finish my program. This is a great program to offer upcoming teachers!”
 – Awardee

Overcoming barriers on the pathway to a teaching career

Candidates applied for TSCG in May 2017, and awardees were selected in June 2017, with funding disbursed over the 2017-18 academic year. The awardees were at various points in their preparation program, with some just starting and others in their final year. At the time of this report (fall 2018), some of the awardees were expected to still be enrolled, while others were expected to be in their first year of teaching.

Enrollment in teacher preparation program

Survey results suggest that TSCG awardees were more likely than non-awarded applicants to follow through on enrolling in their preparation program without delay. One hundred percent of TSCG awardees enrolled in 2017-18 compared to 91 percent of the non-awarded applicants who responded to the follow-up survey. Of those non-awarded applicants who have not yet enrolled, 81 percent indicated that program cost and finances played a moderate or large role in their decision not to enroll. These findings suggest the impact of TSCG on candidates’ ability to enroll. In fact, about half (52 percent) of awardees reported that they probably or definitely would not have been able to enroll in a teacher preparation program in 2017-18 (or continue attending, if already enrolled) had they not been awarded TSCG.

Table 5. Preparation Program Status

	Awardees (N=56)	Non-awarded applicants (N=434)
Delayed enrollment to 2018-19	0%	2%
Have not enrolled	0%	7%
Enrolled in 2017-18	100%	91%

Note: Sample sizes vary from table to table in this report depending on the data source.

Source: Survey data and program records for awardees. Survey data only for non-awarded applicants.

Persistence and completion

At the end of the 2017-18 academic year, 100 percent of awardees had either completed their preparation program or were still enrolled and making satisfactory progress toward on-time completion. As of fall 2018, nearly all of the TSCG awardees were still on track in pursuing a teaching career. Of 56 awardees, 31 (55 percent) had completed their preparation programs, 21 (38 percent) were still enrolled, three (5 percent) had unknown status, and only one (2 percent) had withdrawn from the preparation program.^h

Among those who were expected to complete by now, the percentage who have earned the residency teacher certificate was slightly higher among awardees than non-awarded applicants (70 percent vs. 66 percent). The slightly higher rate of certification among awardees is noteworthy considering that awardees may have had to overcome more disadvantages given their backgrounds as low-income, first-generation, underrepresented students of color.

Those who were funded in 2017-18 and are still enrolled in 2018-19 reported being negatively impacted by not receiving TSCG funds this academic year. They reported having to take out more loans and work more, with increased stress and less time to concentrate on their preparation. The following sample of quotes illustrates this negative impact:

“There has been a huge impact of not receiving grant funding for the 2018-19 school year. This has resulted in working longer hours at my job and a new load of stress for funding and living expenses. Due to no funding, I now try to sell my teacher textbooks, which typically first-year teachers use for their first year. Also, as a result, I have lack of sleep and reduced time spent with family.”

“The first year of having this grant...helped me to keep going in my studies and concentrate. This year my family and I were affected because I was worried that I was not going to get enough for my studies, food, and rent money. I am still worried on how I am going to cover those needs. Please bring this grant back.”

“Now that I am not receiving the grant, I have much less time to work because I am in my practicum and I do not have the freedom to work less in order to focus on my placement because I am needing to make up for the loss of funds. It does make it very hard to juggle school work, placement in a preschool, a job, and family.”

“It hurt my finances a lot. I had to pick up more hours at work to be able to pay for bills out of school and had to take out about \$3,000 in loans to finish up my last year in school.”

Employment

Nearly all program completers who responded to the follow-up survey (98 percent) reported that they had secured employment as a teacher for the 2018-19 school year. Employment rates were similarly high regardless of whether the candidate was awarded TSCG. However, TSCG completers were more likely than non-awarded completers to be working in a contracted teaching position (96 percent vs. 81 percent) and less likely to be serving as a short-term substitute teacher (0 percent vs. 12 percent). Awardees and non-awardees who had secured teaching positions were equally likely to be teaching at a Washington preK-12 public school (96 percent and 95 percent), but awardees were more likely than non-awardees to be teaching at a low-income, Title I eligible school (87 percent vs. 70 percent).

^h Program staff were unable to reach three of the awardees for a status update in fall 2018. Nevertheless, program records indicate these students successfully completed the 2017-18 academic year.

Other positive impacts of receiving the grant

Of the awardees who responded to the follow-up survey, 100 percent reported that receiving TSCG had the following impacts on them:

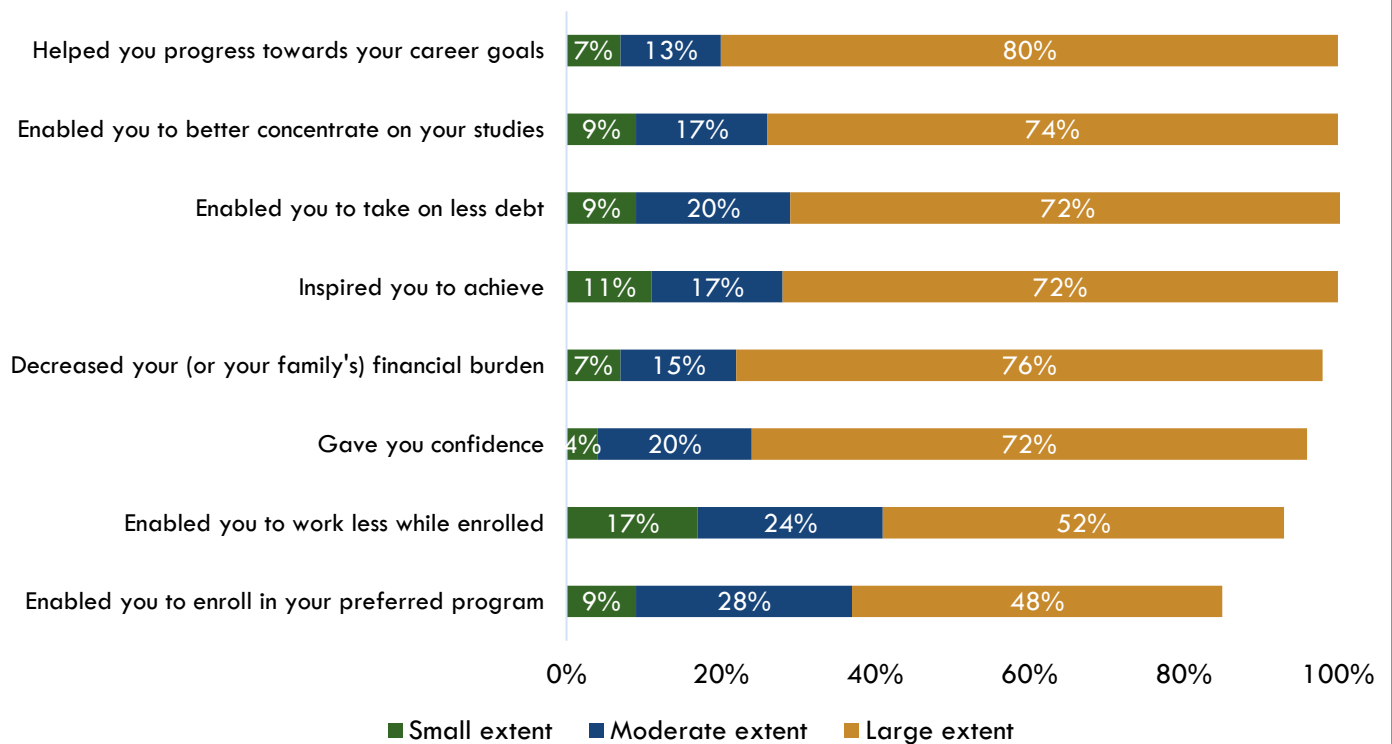
- Helped them progress toward their career goals.
- Enabled them to better concentrate on their studies.
- Enabled them to take on less debt.
- Inspired them to achieve.

In addition, nearly all awardees (93–98 percent) reported the following impacts of receiving TSCG:

- Decreased their (or their family’s) financial burden.
- Gave them confidence.
- Enabled them to work less while enrolled.

Figure 3 breaks these results down further, showing the extent of impact reported by awardees, from small to moderate to large. Across the board, the majority of awardees reported that receiving TSCG had impacted them “to a large extent” in all the listed ways, except for enabling them to enroll in their preferred program.

Figure 3. Impacts of receiving TSCG



Note: Sample sizes vary from table to table in this report depending on the data source.
Source: Survey data.

When asked if there was anything else awardees would like to share about the impact of the program, the most common theme was that it reduced their stress, allowing them to better focus on their preparation, which will make them better teachers for the benefit of their students. In addition, many awardees expressed thanks for reducing their financial burden and enabling them to achieve their dreams. The following sample of quotes illustrates these themes:

“This teaching grant does not only allow for preservice educators to reduce the stress and burden, but most importantly, it allows educators to focus and engage thoroughly throughout the teaching program without stress. In return, educators can provide the most adequate education not only for themselves but for our future!”

“I am so thankful to have received the Teacher Shortage Conditional Grant. It has given me the opportunity to pursue my passion of becoming an educator. It supported me by allowing me to have the time to study, as well as focusing on developing my skill sets as a teacher instead of working more hours in order to cover tuition and loans.”

“I am so thankful for this grant. Becoming a teacher in this state takes dedication and commitment to excellence. Having the financial burden off of me allowed me to fully concentrate on my performance.”

“Teachers already have a hard time making ends meet with their salary, having loans on top of that makes it almost impossible to pursue the career. This grant makes teaching possible!”

“I truly appreciate the freedom this grant has granted me emotionally and financially. It gave me the freedom to truly focus on my studies so that I can be the best educator I can be for my future students. This grant has given me the springboard to become the best educator I know how to be, impacting my prospective students’ lives and well-being.”

Satisfaction with the program

Unsurprisingly, awardees tended to rate their satisfaction with program components more favorably than did non-awarded applicants, with a higher percentage of awardees rating the following components as “good” or “very good”: promotional materials (77 percent vs. 29 percent), web-based application process (94 percent vs. 52 percent), application instructions (89 percent vs. 55 percent), and support provided by program staff (83 percent vs. 32 percent). In addition, awardees rated the following components as “good” or “very good”: ease of receiving grant funds (93 percent), explanation of the service obligation requirements (78 percent), and overall experience as a recipient (98 percent).

Nearly all applicants recommend continuing the program with more funding

When asked whether they think funding for TSCG should be renewed, 99 percent of survey respondents said “probably” or “definitely” yes. The percentage responding “definitely yes” was significantly higher among awardees than non-awarded applicants (94 percent vs. 81 percent), but nearly all respondents responded affirmatively, whether or not awarded.

Likewise, when asked whether they would recommend the program to friends and others pursuing teacher certification if the program received more state funding, 97 percent of survey respondents said “probably” or “definitely” yes. Again, the percentage responding “definitely yes” was significantly higher among awardees than non-awarded applicants (92 percent vs. 70 percent), but the vast majority responded affirmatively, whether or not awarded.

The small percentage of respondents (three percent) who said they would definitely or probably not recommend the program were asked to explain why not. Nearly all said the reason they would not recommend the program was because the acceptance rate was too low (too competitive) and/or because they did not receive the grant themselves.

In response to an open-ended question asking for recommendations, the most common theme by far—accounting for about two-thirds of the responses—was to fund more awards. The following sample of quotes illustrates this theme:

“Need more opportunities with more funding. If only six percent of applicants get aid, then the program is not filling the needs of the public.”

“More than six percent of applicants should be chosen – that is an insanely low number of people being helped that want to and strive to work for the neediest areas/communities. It lessens incentive to continue working in these harder areas, as supports are often less and money for our students is also often less than choosing to work for districts/schools that have access to more support, volunteers, extracurricular support, etc.”

“I think that the State cannot talk about a need for teachers, or a teacher shortage, if there is not a way for people to actually receive the licensure training they need to become certified teachers. Many people I have spoken to, including myself, would be interested in taking additional steps to becoming certified teachers, but are held back due to costs associated with programs and not working for a year. So many people are in limbo.”

“I keep hearing about this program as a great way to help people become teachers and meet needs. But, if only six percent of applicants will get help, then it is really not much help. I sure hope I get a job to help pay for all my loans.”

“Considering the amount of debt that many teachers have to go in for certification, it seems like access to this grant is so limited. It barely addresses the overall issue of addressing the teacher shortage. There needs to be a more radical and drastic approach to address the teacher shortage and access to fund students for teacher preparation programs.”

Other recommendations from applicants

A few respondents suggested adding other factors into consideration when making selections for awarding, such as consideration for single parents, academic performance, interests and commitment level, content area, disability status, and service in a high-need school. In addition, a few respondents mentioned that student teaching poses a unique hardship and recommended extra support during that phase, especially to help with cost of living (vs. tuition). Finally, a few respondents suggested clarifying the eligibility and service requirements and increasing promotions and marketing efforts.

Recommendations

Continue the TSCG program with increased funding

This program offers a targeted approach, developed based on research and stakeholder input, with high unmet demand and strong initial results. The program invests in teacher recruitment early in the pipeline by reducing affordability barriers, with the added benefits of requiring teaching service after certification and incentivizing service in shortage areas. After just one year of implementation, the program has already received national recognition as an example of how Washington State is addressing the teacher shortage.⁹

It is important to note that there are TSCG recipients who are still in the process of completing their preparation programs. These candidates received TSGG funding during the 2017-18 academic year, but do not have TSCG during the current 2018-19 academic year due to lack of

appropriation. The negative impact of losing grant funding partway through their program is described above (see page 16). To the extent that persistence is jeopardized, the state could lose the benefit of its investment by not continuing to support these candidates through completion. WSAC recommends prioritizing renewal awards with the reinstatement of program funding.

WSAC recommends not only continuing the TSCG program, but also increasing the investment. WSAC submitted a budget request of \$1 million per year to support approximately 120 aspiring teachers through the TSCG program. This funding level would parallel the state's previous investment in the long-standing Future Teachers Conditional Scholarship program prior to the recession.ⁱ The existing framework can be easily scaled to manage an expanded program.

Reconvene the stakeholder workgroup to refine the selection criteria

The collaboration and input of stakeholders was foundational to the development of the TSCG program framework. In particular, the selection criteria suggested in the authorizing legislation and developed by the stakeholder workgroup proved highly successful in selecting a diverse set of recipients from groups that are traditionally underrepresented in the teacher workforce. In order to build upon this initial success, WSAC recommends reconvening the stakeholder workgroup to strengthen the selection framework based upon our learnings from the first year of implementation.

- Share lessons learned from offering three ways for applicants to address the teacher shortage, and refine the definition of shortage used for the program.
- Examine the unintended consequence of imbalance in the representation of endorsement areas (i.e., overrepresentation of bilingual and ELL, underrepresentation of special education) and develop an approach for taking the distribution of endorsement areas into account in awarding.
- Consider applicant feedback, including the suggestion to expand selection criteria to consider other factors.

Continue evaluating program outcomes

This report highlights strong initial findings from the first year of implementation; however, it is too soon to assess the full impact of the program. WSAC will continue to track recipient outcomes and will share findings in the second legislative report due in fall of 2020.

ⁱ The Teacher Shortage Conditional Grant program was established as a subprogram within the Future Teachers Conditional Scholarship program (RCW 28B.102), which was established in 1987 and suspended in 2010. Future Teachers carry-forward funding has typically been \$1 million in the base budget.

Sources

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- ¹¹ The Student Teaching Grant program was established through the same legislation (E2SSB 6455). For more information, see: <https://wsac.wa.gov/sites/default/files/2017.STG.ApplicationCycleResults.pdf>

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Appendix A: Distribution of Applicants

Table A1. Preparation Program Provider

Provider	All applicants Total N = 885	Awarded Total N = 56
Antioch University	1%	0%
Central Washington Univ.	9%	20%
Centralia College	1%	0%
City University of Seattle	2%	2%
Eastern Washington Univ.	6%	5%
Gonzaga University	1%	2%
Grays Harbor College	<1%	0%
Heritage University	7%	20%
Northwest University	2%	0%
Pacific Lutheran University	3%	2%
Pierce College	2%	0%
Saint Martin's University	1%	0%
Seattle Pacific University	2%	0%
Seattle University	1%	0%
The Evergreen State College	2%	2%
University of Puget Sound	1%	0%
University of WA - Bothell	<1%	0%
University of WA - Seattle	10%	21%
University of WA - Tacoma	3%	2%
Walla Walla University	<1%	0%
Washington State University	5%	7%
Western Governors Univ.	30%	11%
Western Washington Univ.	7%	5%
Whitworth University	2%	2%

Source: Application data.

Note: To be eligible, the preparation program must lead to full residency certification, be approved by the Washington State Professional Educator Standards Board, and participate in state financial aid. This table includes all PESB-approved preparation programs as of Spring 2017, except for Northwest Educational Development, which was not Title IV eligible and therefore could not participate in need-based state financial aid programs.

Table A2. Distribution of Applicants and Awardees by Program Type

Program Type	All applicants Total N = 885	Awarded Total N = 56
Traditional Baccalaureate	58%	55%
Traditional Post-Bacc.	3%	4%
Traditional Master's	28%	27%
Alternative Route	9%	11%
Other	1%	4%

Source: Application data.

Appendix B: Eligibility Criteria

In order to be considered for an award, applicants were required to meet the following minimum qualifications:

1. **Preparation program enrollment:** Be enrolled in an eligible teacher preparation program during the 2017-18 academic year. The program must lead to full residency certification, be approved by the Professional Educator Standards Board, and participate in state financial aid. The applicant must be enrolled at least half-time and be maintaining Satisfactory Academic Progress.
2. **Financial need:** Demonstrate unmet financial need through the 2017-18 Free Application for Federal Student Aid (FAFSA) or Washington Application for State Financial Aid (WASFA).
3. **Shortage area:** Address at least one of the following shortage area needs:
 - a. Pursue an endorsement that is listed on the statewide endorsement shortage list.^j
 - b. Express intention to fulfill a geographic shortage need by teaching in a priority district.^k
 - c. Express intention to fulfill a unique local need. The district in question must verify that the applicant's endorsement area is a shortage area for the district and provide a letter of commitment to hire the applicant.
4. **Teaching service obligation:** Commit to the teaching service obligation of two school years for each year of funding received. This obligation can be fulfilled in half the time, or one school year, for service in a shortage area. To qualify for service credit, the recipient must teach at an approved Washington preK-12 public school and meet other requirements as specified in the award contract.
5. **Other:** Meet other eligibility requirements:
 - a. Have no existing Washington State service obligations (federal obligations like the TEACH Grant are okay). Candidates who have already received a state conditional grant or scholarship that includes an unsatisfied teaching service obligation do not qualify.
 - b. 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.)
 - c. Not pursue a degree in theology.

^j This list is determined annually by the Washington State Professional Educator Standards Board in fulfillment of federal requirements established by the U.S. Department of Education.

^k WSAC collaborated with the Office of Superintendent of Public Instruction, Title II Part A, to identify districts that appeared to be experiencing a more severe teacher shortage situation relative to their Educational Service District and the state as a whole. The list of priority districts includes districts meeting two criteria: (1) tentative identification through analysis of the limited data available at the state level and (2) confirmation at the local level.

Appendix C. Summary of Service Obligation Requirements

What follows is a **summary** of the terms of the obligation, which are outlined in more detail in the Promissory Note and in RCW 28B.102.090.

Teaching service obligation requirements

In order to fulfill the obligation through teaching service, grant recipients must:

- Complete the teacher preparation program and earn the residency teacher certificate within three years of the preparation program start date (extensions may be granted with pre-approval from WSAC).
- Secure employment as a teacher or substitute teacher at a Washington public school. Comparable employment in other instructional roles may be acceptable with pre-approval from WSAC.
- Fulfill the teaching service obligation of **two full-time school years (360 full-time days) for each full-time year of funding received**. This obligation can be fulfilled in half the time, or one full-time school year (180 full-time days), for service in a shortage area.

Additional terms and conditions for earning service credit:

- The recipient must teach at an **approved Washington preK-12 public school** (serving students between birth and 12th grade), including charter public schools, tribal compact schools, and other schools that are primarily supported with state or federal funding, as determined by WSAC.
- Recipients can earn service credit for full-time or part-time positions so long as they teach for at least the minimum of 40 full-time days during the school year (i.e., no credit is earned for teaching fewer than 40 days/year). Partial days earn prorated service credit. For example, 80 half-time days equal 40 full-time days.
- Recipients earn service credit for each day they teach from the minimum of 40 days up to the maximum of 180 days per school year.
- Recipients earn service credit at double the rate whereby one day of teaching earns two days of service credit, fulfilling the obligation in half the time (or 180 full-time days), for qualified teaching service addressing any of the following shortage needs:
 1. Teaching in a statewide endorsement shortage area (Exhibit A)
 2. Teaching in a geographic shortage priority district (Exhibit B)
 3. Teaching in an endorsement area that fulfills a unique local as specified, if applicable, in Recipient Information field #16
- Recipients addressing statewide or local endorsement shortages (#1 or #3 above) earn service credit at double the rate only for those school days in which the Recipient teaches in the shortage endorsement area for at least one period of the school day.
 - For teachers with content area endorsements, the following assignments are acceptable:
 - Teaching a course with a course code that matches with the endorsement according to state assignment policy set by the Professional Educator Standards Board (WAC 181-82-105)
 - Providing instructional coaching services in your endorsement area for teachers and/or paraprofessionals at the building and/or district level

- For teachers with endorsements in non-content areas (e.g., Bilingual Education, Early Childhood Special Education, English Language Learners, Special Education – henceforth referred to as special populations), the following assignments are acceptable:
 - Teaching in a classroom position working exclusively with the special population (e.g., English language development class, resource room for Special Education)
 - Teaching in a mainstream classroom in which you support students in the special population by incorporating the special population endorsement competencies into content area instruction
 - Providing instructional coaching services in your endorsement area for teachers and/or paraprofessionals at the building and/or district level
- Recipients are responsible for submitting documentation of teaching service to WSAC at the end of each school year.

Deferments

If special circumstances prevent the recipient from being able to continue in the preparation program or in teaching, the recipient may request, in writing, a deferment to temporarily postpone their obligation. Deferments must be pre-approved by WSAC and are only granted when the recipient's circumstances qualify based on WSAC's deferment policies.

Monetary repayment

If the recipient does not start teaching, or stops teaching prior to fulfilling the entire obligation, and is not in an approved deferment or grace period, then the grant is converted into a loan that must be repaid. The amount due will be proportionate to the unsatisfied portion of the teaching service obligation, plus interest and fees. For example, if the recipient fulfills half of the obligation through teaching service, then the initial loan balance would equal the remaining half of the grant award. Recipients in repayment status are expected to make monthly payments over the maximum term defined below. Recipients are allowed to make a prepayment or additional principal payments to potentially reduce the fee and interest charges and the time it takes to pay off the loan.

Grace period

Recipients are granted a single six-month grace period before they must begin service or making repayments. The grace period begins whenever the recipient leaves the preparation program, drops below half-time enrollment, or earns the residency teacher certificate. No interest is charged during the grace period.

Maximum term

The recipient must fulfill the entire obligation, via teaching service or monetary repayment or a combination of the two, within 10 years, not including the six month grace period. The obligation can be cancelled only in the event of the recipient's death or total and permanent disability.

Appendix D. Description of Data Sources

Application data

Data on applicant and preparation program characteristics come from information applicants provided on the original application to the TSCG program.

Financial aid certification data

Financial aid administrators at the institutions of higher education provided information on each awardee's financial aid package, including enrollment level, terms enrolled, total cost of attendance, expected family contribution, and other funding sources. WSAC used these data to determine individual award amounts.

Professional certification data

The Office of Superintendent of Public Instruction's Office of Professional Certification provided certification data on all first issue residency teacher certificates issued between July 1, 2017, and October 9, 2018, allowing WSAC to compare the certification rate of awardees to that of non-awarded applicants.

Survey data

WSAC conducted a follow-up survey in fall of 2018. The survey was open for a two-week window between September 24, 2018, and October 8, 2018. A \$10 Amazon gift card incentive was offered. All 885 applicants were invited to participate, and 483 completed the survey, for an overall response rate of 55 percent. The response rate was significantly higher among awardees (88 percent) than among the non-awarded applicants (52 percent).

Table D1. Survey Response Rate

	Awardees	Non-awarded applicants	Total
Number invited	56	829	885
Number responded	49	434	483
Response rate	88% [†]	52% [†]	55%

[†] $p < 0.001$ (Pearson Chi-Square)

A comparison of demographic characteristics between respondents and non-respondents within group (awardee group and non-awarded applicant group) showed no significant differences in terms of race/ethnicity, gender, first-generation college student, native language, multilingualism, or family income level, suggesting survey respondents were representative of their overall group.

About the Washington Student Achievement Council

The Washington Student Achievement Council is committed to increasing educational opportunities and attainment in Washington. The Council has three main functions:

- Lead statewide strategic planning to increase educational attainment.
- Administer programs that help people access and pay for college.
- Advocate for the economic, social, and civic benefits of higher education.

The Council has nine members. Four members represent each of Washington's major education sectors: four-year public baccalaureates, four-year private colleges, public community and technical colleges, and K-12 public schools. Five are citizen members, including one current student.



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