Teacher Shortage Conditional Grant

Senate Higher Education & Workforce Development Committee

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J. Lee Schultz
Associate Director of External Affairs
About the Council

Our Mission:

We advance educational opportunities and attainment in Washington. In pursuit of our mission, the **Washington Student Achievement Council:**

- Leads statewide strategic planning to improve educational coordination and transitions.

- Supports Washingtonians through the administration of financial aid, a college savings plan, and support services.

- Advocates for the economic, social, and civic benefits of postsecondary education.
Teacher shortage

Shortage of teachers

- Hard-to-fill subjects
- Geographic areas
- Under-represented groups
Teacher Shortage Conditional Grant

Program description

To encourage individuals to become teachers by providing financial aid to individuals enrolled in PESB-approved teacher preparation programs.

E2SSB 6455 (2016), Section 15
Codified in RCW 28B.102.090

<table>
<thead>
<tr>
<th>Target</th>
<th>Teacher preparation candidates who commit to teaching in specified shortage areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application window</td>
<td>May 1 – May 26, 2017</td>
</tr>
<tr>
<td>Appropriation</td>
<td>$468,000 FY17 funds committed for AY17-18</td>
</tr>
<tr>
<td>Award amount</td>
<td>Up to $10,000 (need based)</td>
</tr>
<tr>
<td>Awarding priorities</td>
<td>Traditionally underrepresented groups, financial need, alternative route program enrollment, district commitment to hire, experience working with children/youth</td>
</tr>
<tr>
<td>Service obligation</td>
<td>2 years for each year of funding (shortened to 1 year if in shortage area)</td>
</tr>
</tbody>
</table>
Priorities

• 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
• Strengthening connection between preparation and district hiring
• Increasing retention of teachers
• Promoting alternative routes
Collaborative approach to program development

School districts, prep programs, state agencies, education associations, and non-profit organizations

Advisory Group

Financial Aid Admins

Focus Groups

Advisory Group

PESB

WSAC

Prep Programs

WSSDA

Workgroup

Washington Student Achievement Council
Demand far exceeded funds available

Only 7 percent of qualified applicants were awarded

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of completed applications</td>
<td>885</td>
<td>100%</td>
</tr>
<tr>
<td>Applicants that met minimum qualifications</td>
<td>826</td>
<td>93%</td>
</tr>
<tr>
<td>Awardees</td>
<td>56</td>
<td>7% of qualified</td>
</tr>
</tbody>
</table>
Effective at targeting underrepresented candidates

<table>
<thead>
<tr>
<th>Category</th>
<th>All applicants (N = 828-883)*</th>
<th>Awardees (N = 53-56)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of color</td>
<td>25%</td>
<td>98%</td>
</tr>
<tr>
<td>Multilingual</td>
<td>20%</td>
<td>95%</td>
</tr>
<tr>
<td>First generation college student</td>
<td>39%</td>
<td>89%</td>
</tr>
<tr>
<td>Males</td>
<td>21%</td>
<td>32%</td>
</tr>
<tr>
<td>Median family income</td>
<td>$30,513</td>
<td>$17,437</td>
</tr>
</tbody>
</table>

*Sample size varies because some applicants chose to skip optional questions on the application*
Helping address shortage area needs

97% of all applicants and 100% of awardees were pursuing an endorsement in a statewide shortage area

<table>
<thead>
<tr>
<th>Bilingual Education*</th>
<th>English Language Learner*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Middle Level Mathematics</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Middle Level Science</td>
</tr>
<tr>
<td>Early Childhood Special Ed.</td>
<td>Physics</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>Science</td>
</tr>
<tr>
<td>Elementary Education*</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

*Most popular among awardees
Awardees reported higher commitment levels and attributed receiving TSCG to strengthening their commitment.

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.
Positive impacts on awardees

- 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
- Decreased their (or their family’s) financial burden
- Gave them confidence
- Enabled them to work less while enrolled
Initial results suggest high rate of success

• At end of 2017-18 academic year, 100% of awardees had either completed or were still enrolled and making satisfactory progress toward on-time completion

<table>
<thead>
<tr>
<th>Fall 2018 awardee status</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>31</td>
<td>55%</td>
</tr>
<tr>
<td>Still enrolled</td>
<td>21</td>
<td>38%</td>
</tr>
<tr>
<td>Unknown status*</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>withdrew</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Did not complete follow-up survey
Initial results suggest high rate of success

More likely than non-awarded peers to:

• Enroll without delay\textsuperscript{a}
• Earn a residency teacher certificate\textsuperscript{b}
• Secure a contracted teaching position (vs. substitute)\textsuperscript{c}
• Be teaching in a low-income, Title I eligible school\textsuperscript{c}

Source notes:
\textsuperscript{a}Among those who responded to the follow-up survey  
\textsuperscript{b}Among those expected to complete by now. Source: OSPI Professional Certification Data  
\textsuperscript{c}Among survey respondents who had completed their programs
“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.”
“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 [other assistance 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.”
Legislative highlights

• WSAC submitted Decision Package

• Governor’s budget proposal
  - $3.6 M for 19-21 Biennium
  - Expands program to serve ~220 students annually
  - Makes program permanent

• E2SHB 1139 (Santos) on Educator Workforce
  - Includes Teacher Shortage Conditional Grant as part of a comprehensive suite of streamlined programs
Continue the conversation

J. Lee Schultz
jlees@wsac.wa.gov
360.753.7791