



# TEACHER SHORTAGE CONDITIONAL GRANT

*Program Guide for Prospective Applicants*



APRIL 2017

## TABLE OF CONTENTS

Program Description .....	1
Minimum Qualifications .....	1
Awarding Priorities .....	2
Process and Timeline.....	2
Contact the Author.....	3
Appendix A. Teaching Service Obligation .....	4
Appendix B: Eligible Teacher Preparation Programs.....	7
Appendix C: Statewide Endorsement Shortage Areas.....	8
Appendix D: Geographic Shortage Priority Districts.....	9
Appendix E: Unique Local Need Instructions .....	11
Appendix F: Commitment to Hire Instructions.....	13

## PROGRAM DESCRIPTION

The Teacher Shortage Conditional Grant program was established by the Washington State legislature in 2016 with the purpose of encouraging individuals to become teachers by providing financial aid to teacher preparation program candidates who commit to teaching in designated shortage areas (authorizing legislation: [RCW 28B.102.090](#)). The program is administered by the Washington Student Achievement Council (WSAC).

Grant amounts vary depending upon financial need and funds available, with a maximum award of up to \$10,000 per academic year. Award amounts are customized to fit within each recipient's financial aid package, not to exceed financial need. With an initial appropriation of \$468,000, WSAC anticipates awarding about 50 grants in spring of 2017 for disbursement in the 2017-18 academic year.

In exchange for receiving the grant, recipients must teach at a Washington preK-12 public school for two school 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 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 (see [Appendix A](#) for more information about the service obligation).

## MINIMUM QUALIFICATIONS

In order to be considered, candidates must meet the following minimum qualifications:

1. Be enrolled in an eligible teacher preparation program (see [Appendix B](#)) 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. Demonstrate unmet financial need through the 2017-18 [FAFSA](#) or [WASFA](#). Applicants must submit their financial aid application prior to applying for this grant and no later than May 19.
3. Address at least one of the following shortage area needs:
  - a. Pursue an endorsement that is listed on the statewide endorsement shortage list (see [Appendix C](#)).
  - b. Express intention to fulfill a geographic shortage need by teaching in a priority district (see [Appendix D](#)).
  - c. Express intention to fulfill a unique local need (see [Appendix E](#)). 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. 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 [Appendix A](#).
5. 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.
6. 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.)
7. 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; however, recipients should apply only if they are confident in their ability to fulfill the Washington teaching service obligation to avoid monetary repayment.

## AWARDING PRIORITIES

In the likely event that the program receives more applications than can be awarded, the following priorities will be considered:

- Traditionally underrepresented groups among the teacher workforce
- Financial need
- Experience working with children and/or youth
- Enrollment in an alternative route teacher certification program
- School district commitment to hire (see [Appendix F](#)). This component is required of applicants addressing a unique local need and optional for applicants addressing a state level endorsement or geographic shortage area.

## PROCESS AND TIMELINE

The web-based grant application will **launch on May 1<sup>st</sup>** with a link posted at [readyssetgrad.org/teachers](http://readyssetgrad.org/teachers).

Applicants must submit their financial aid application ([FAFSA](#) or [WASFA](#)) for the 2017-18 academic year prior to applying for this grant and **no later than May 19<sup>th</sup>**.

Applicants must submit their complete grant application by the **deadline of 5:00 P.M. on May 26<sup>th</sup>**. Incomplete or late applications will not be accepted.

WSAC will send out award notifications to all applicants, whether selected or not, **by the end of June**. The grant funds will be sent to the recipients' financial aid offices for disbursement in the 2017-18 academic year. Financial aid administrators are responsible for adjusting the recipient's financial aid package, if necessary.

## CONTACT

For more information about this program, contact WSAC staff via phone at 888-535-0747, Option 6, or email at [teachers@wsac.wa.gov](mailto:teachers@wsac.wa.gov).

## APPENDIX A. TEACHING SERVICE OBLIGATION

The Teacher Shortage Conditional Grant is a **CONDITIONAL GRANT** that converts to a **LOAN** if the conditions are not met. In order to avoid conversion to a monetary repayment of the remaining loan principal (plus interest and fees), award recipients must (i) earn a residency teacher certificate, and (ii) complete their entire teaching service obligation (as specified below) within the allowed time.

Upon acceptance of the grant, recipients must sign a Promissory Note, which is a legal document that outlines the terms of the obligation and enforces the recipient's promise to fulfill them. What follows is a **summary** of the terms of the obligation, which are outlined in more detail in the Promissory Note. Recipients are responsible for reviewing and understanding the Promissory Note.

### Teaching service obligation requirements

In order to fulfill the obligation through teaching service, 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 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 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 ([Appendix C](#))
  2. Teaching in a geographic shortage priority district ([Appendix D](#))
  3. Teaching in an endorsement area that fulfills a unique local as specified on the recipient's grant application ([Appendix E](#))
- 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., resource room for Special Education)
      - Teaching in a mainstream classroom in which you support students in the special population, incorporating the special population endorsement competencies into the 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 document 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 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 teaching 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 B: ELIGIBLE TEACHER PREPARATION PROGRAMS

In order to be considered for the Teacher Shortage Conditional Grant, applicants must 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 Washington State Professional Educator Standards Board, and participate in state financial aid.

Students enrolled in the following programs are eligible to apply:

### **Eligible teacher preparation programs**

- Antioch University
- Central Washington University
- Centralia College
- City University of Seattle
- Eastern Washington University
- Gonzaga University
- Grays Harbor College
- Heritage University
- Northwest University
- Pacific Lutheran University
- Pierce College
- 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

If your preparation program is not listed, you do not qualify for consideration.

See our website ([readyssetgrad.org/teachers](http://readyssetgrad.org/teachers)) for more information. If you have any questions, please contact us at [teachers@wsac.wa.gov](mailto:teachers@wsac.wa.gov).

## APPENDIX C: STATEWIDE ENDORSEMENT SHORTAGE AREAS

In order to be considered for the Teacher Shortage Conditional Grant, applicants must address a shortage area need. One way to fulfill this eligibility criterion is to earn an endorsement in one of the statewide endorsement shortage areas.

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.

### Statewide Endorsement Shortage Areas

- Bilingual Education
- Biology
- Chemistry
- Early Childhood Education
- Early Childhood Special Education
- Earth and Space Science
- Elementary Education
- English Language Learner
- Mathematics
- Middle Level Mathematics
- Middle Level Science
- Physics
- Science
- Special Education

If your endorsement is not listed, you may still qualify for consideration if you address another shortage area need by either committing to teach in a geographic shortage area ([Appendix D](#)) or pursuing an endorsement that fulfills a unique local need ([Appendix E](#)). See our website ([readyssetgrad.org/teachers](http://readyssetgrad.org/teachers)) for more information. If you have any questions, please contact us at [teachers@wsac.wa.gov](mailto:teachers@wsac.wa.gov).

## APPENDIX D: GEOGRAPHIC SHORTAGE PRIORITY DISTRICTS

In order to be considered for the Teacher Shortage Conditional Grant, applicants must address a shortage area need. One way to fulfill this eligibility criterion is to express the intention to fulfill a geographic shortage need by teaching in one of the priority school districts listed below.

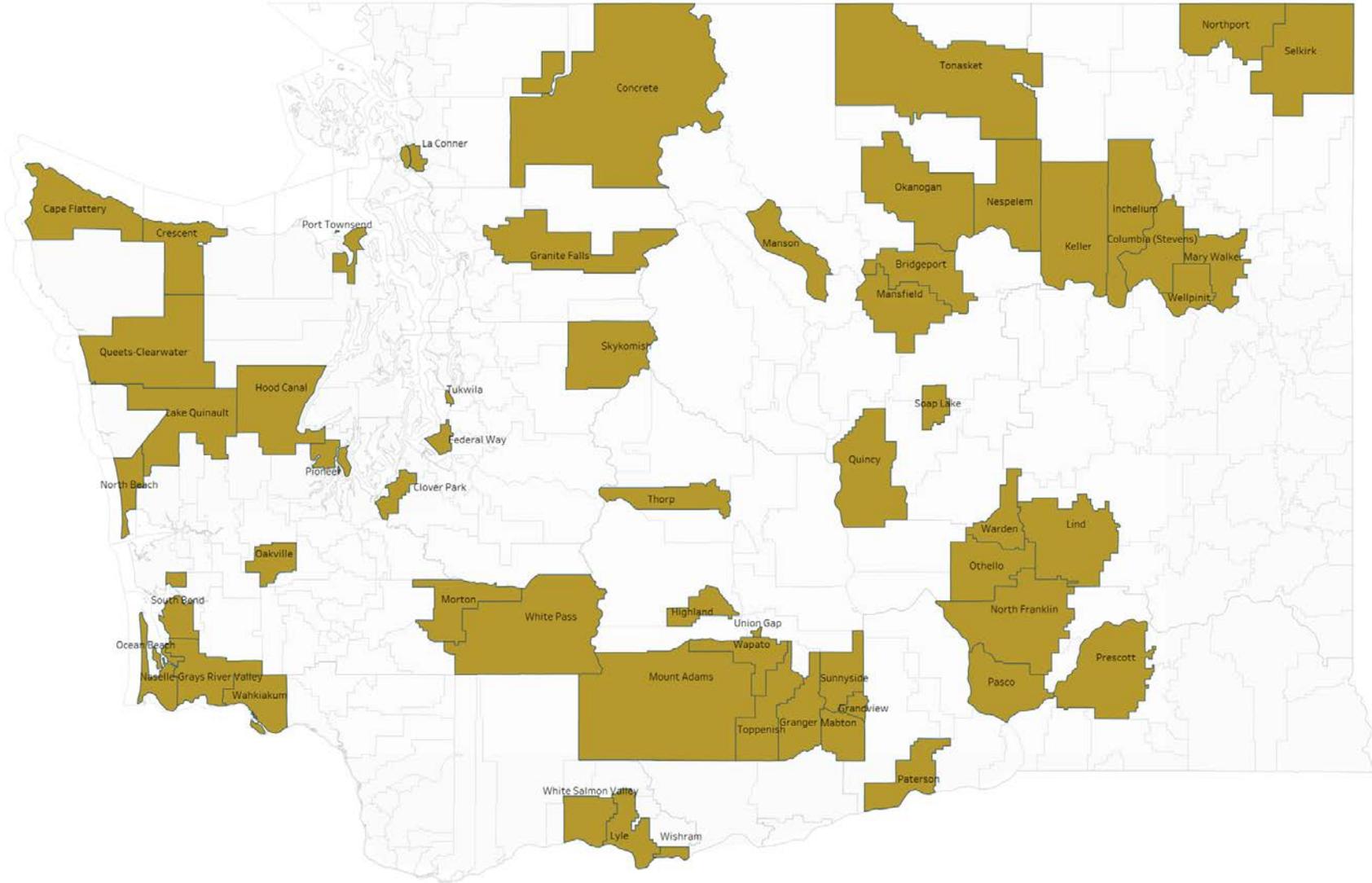
Priority School Districts			
• Bridgeport	• Lake Quinault	• Oakville	• Sunnyside
• Cape Flattery	• Lind	• Ocean Beach	• Thorp
• Clover Park	• Lyle	• Okanogan	• Tonasket
• Columbia (Stevens)	• Mabton	• Othello	• Toppenish
• Concrete	• Mansfield	• Pasco	• Tukwila
• Crescent	• Manson	• Paterson	• Union Gap
• Federal Way	• Mary Walker	• Pioneer	• Wahkiakum
• Grandview	• Morton	• Port Townsend	• Wapato
• Granger	• Mount Adams	• Prescott	• Warden
• Granite Falls	• Naselle-Grays River	• Queets-Clearwater	• Wellpinit
• Highland	Valley	• Quincy	• White Pass
• Hood Canal	• Nespelem	• Selkirk	• White Salmon
• Inchelium	• North Beach	• Skykomish	Valley
• Keller	• North Franklin	• Soap Lake	• Wishram
• La Conner	• Northport	• South Bend	

See map on following page

If you do not intend to work in a geographic shortage area, you may still qualify for consideration if you address another shortage area need by pursuing an endorsement that is on the list of statewide endorsement shortage areas ([Appendix C](#)) or that fulfills a unique local need ([Appendix E](#)). See our website ([readyssetgrad.org/teachers](http://readyssetgrad.org/teachers)) for more information. If you have any questions, please contact us at [teachers@wsac.wa.gov](mailto:teachers@wsac.wa.gov).

**How were priority districts identified?** The Washington Student Achievement Council collaborated with the Office of Superintendent of Public Instruction, Title II Part A, to identify districts that appear to be experiencing a more severe teacher shortage situation relative to their Educational Service District and the state as a whole. The list 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.

## GEOGRAPHIC SHORTAGE PRIORITY DISTRICTS



## APPENDIX E: UNIQUE LOCAL NEED INSTRUCTIONS

In order to be considered for the Teacher Shortage Conditional Grant, applicants must address a shortage area need. One way to fulfill this eligibility criterion is to pursue an endorsement that fulfills a unique local need.

### **Before you begin**

This option is designed for applicants who are unable to address one of the state-level shortage needs. Before pursuing this option, please check to see whether you already fulfill the shortage requirement by one of the following options:

- Pursuing an endorsement in one of the statewide endorsement shortage areas ([Appendix C](#))
- Intending to teach in a geographic shortage priority district ([Appendix D](#))

If neither of the above applies to you, then you may still qualify to be considered for the Teacher Shortage Conditional Grant by addressing a unique local need.

In order to pursue this option, you must establish a relationship with a sponsoring district that fulfills both of the following criteria:

- Is experiencing difficulty filling a position in your endorsement area.
- Commits to hiring you once you have earned the residency teacher certificate.

As part of your grant application, you must submit evidence that both of the above conditions have been met:

- Verification of Unique Local Need (see form on following page)
- Commitment to Hire (see [Appendix F](#))

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Applicants who pursue this option are responsible for finding a district to sponsor them. District contact information can be found in the [Education Directory](#) published by the Office of Superintendent of Public Instruction.

See our website ([readysetgrad.org/teachers](http://readysetgrad.org/teachers)) for more information. If you have any questions, please contact us at [teachers@wsac.wa.gov](mailto:teachers@wsac.wa.gov).



**Teacher Shortage Conditional Grant Program  
Application Deadline: May 26, 2017**



**Verification of Unique Local Need**

**Instructions for Applicant:** Complete Section A of this form. The information you include must match what you indicate on your grant application to avoid disqualification. After you fill out your information, send the form to your sponsoring school district. After the district returns the completed form to you, you will need to upload the document (scanned to PDF) as part of your web-based application.

**SECTION A**

TO BE COMPLETED BY APPLICANT	
1. Full name:	
2. Email:	3. Primary phone:
4. Teacher preparation program (institution):	
5. Endorsement(s) that address local need:	
6. Other endorsement(s), if applicable:	
7. Anticipated completion date (month and year):	

**SECTION B**

TO BE COMPLETED BY DISTRICT REPRESENTATIVE		
<p><b>Instructions for District:</b> The above named is an applicant for the Teacher Shortage Conditional Grant program. Complete information in Section B. To be valid, this form must be signed by the district Superintendent, the Superintendent's designee, or the Human Resources Director. Once complete, please return this form to the applicant.</p>		
<p>For the purposes of this grant program, <u>teacher shortage</u> is defined as difficulty filling teaching positions with fully-certified teachers who meet the job qualifications.</p>		
<p>A. Is your district struggling with teacher shortage in the endorsement area(s) indicated by the applicant in #5 above? <span style="float: right;"><input type="checkbox"/> Yes   <input type="checkbox"/> No</span></p>		
<p>B. What local evidence indicates your district is experiencing a teacher shortage in the endorsement area(s) indicated in #5 above? (Check all that apply)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulty filling positions</li> <li><input type="checkbox"/> Positions left unfilled by the start of the school year</li> <li><input type="checkbox"/> Positions filled by teachers who hold limited certificates</li> <li><input type="checkbox"/> Positions filled by teachers outside their endorsement area</li> <li><input type="checkbox"/> High teacher turnover (trend or anticipated)</li> <li><input type="checkbox"/> Need for additional teachers due to growth in student body and/or specific sub-population needs</li> <li><input type="checkbox"/> Inability to offer desired courses and/or number of sections due to lack of qualified teachers</li> <li><input type="checkbox"/> Other, please specify:</li> </ul>		
C. District Name:	<p><b>By signing this form, I attest that the above information is true and accurate to the best of my knowledge.</b></p>	
D. Signer's Name (print):		
E. Signer's Title:		
F. Phone:	G. Email:	H. Signature:
<b>RETURN COMPLETED FORM TO THE APPLICANT</b>		I. Date signed:

Please visit [readyssetgrad.org/teachers](http://readyssetgrad.org/teachers) for more information. Direct any questions to [teachers@wsac.wa.gov](mailto:teachers@wsac.wa.gov).

## APPENDIX F: COMMITMENT TO HIRE INSTRUCTIONS

The Teacher Shortage Conditional Grant program has several awarding considerations, including priority for applicants who obtain a district's commitment to hire.

This component is optional for applicants who are addressing a state-level shortage need (endorsement or geographic) and required for applicants who are addressing a unique local need.

Your sponsoring district is responsible for drafting the letter. The letter must convey a commitment to hire you once you have earned the residency teacher certificate. Letters that only go so far as committing to interview you, to flag your application, or to consider you as a priority candidate will not be accepted. In order for the letter to count for the purposes of this grant priority, it must include the following details:

- Your full name
- District name
- Position of employment (e.g., teacher)
- Type of contract (e.g., 1.0 FTE certificated non-supervisory contract)
- School year of anticipated employment
- Any contingencies
- Any obligations of you upon your acceptance of the offer
- Name and title of the official district representative, typically the Superintendent or Human Resources Director
- Signature of the official district representative and date of signing
- Your signature and date of signing

For an example of a letter that meets all these criteria, please see the [Contingent Offer of Employment from Seattle Public Schools](#).

You will need to upload the letter (scanned to PDF) where indicated in the web-based application by the application deadline in order for your letter to be considered.

See our website ([readyssetgrad.org/teachers](http://readyssetgrad.org/teachers)) for more information. If you have any questions, please contact us at [teachers@wsac.wa.gov](mailto:teachers@wsac.wa.gov).