

**Department of Education**  
**TEACHER EDUCATION ASSISTANCE OVERVIEW**  
**Fiscal Year 2012 Budget Request**

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DEPARTMENT OF EDUCATION FISCAL YEAR 2012 PRESIDENT'S BUDGET

(in thousands of dollars)						
Account, Program and Activity	Category Code	2010 Appropriation	2011 CR Annualized	2012 President's Budget	2012 President's Budget Compared to 2011 CR	
					Amount	Percent
<b>Teacher Education Assistance</b>						
1. Presidential teaching fellows (proposed legislation)	M	0	0	185,000	185,000	---
2. TEACH Grants ((HEA IV-A, subpart 9):						
(a) New loan subsidy	M	14,710	21,680	14,149	(7,531)	-34.7%
(b) New negative loan subsidy (non-add)	M	0	0	0	0	---
(c) Upward reestimate of existing loans	M	12,128	498	0	(498)	-100.0%
(d) Downward reestimate of existing loans (non-add)	M	(153)	(5,971)	0	5,971	-100.0%
(e) Net reestimate of existing loans (non-add)	M	11,975	(5,473)	0	5,473	-100.0%
Subtotal		26,838	22,178	199,149	176,971	798.0%
Subtotal, new negative loan subsidies and net reestimate (non-add)		11,975	(5,473)	0	5,473	-100.0%
Total	M	26,838	22,178	199,149	176,971	798.0%
Awards		108,712	131,360	67,798	(63,562)	-48.4%
Average award (in whole dollars)		\$3,000	\$3,000	\$2,700	(300)	-10.0%
Recipients (in thousands)		37	44	25	(19)	-43.2%

NOTE: Category Codes are as follows: D = discretionary program; M = mandatory program.

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### Teacher Education Assistance

(Higher Education Act of 1965, Title IV, Part A, Subpart 9)<sup>1</sup>

FY 2012 Authorization (\$000s): 0<sup>2</sup>

Budget Authority (\$000s):

	<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
Presidential teaching fellows <sup>3</sup>	0	\$185,000	+\$185,000
TEACH Grants (loans): <sup>4</sup>			
TEACH New Loan Subsidies	\$21,680	\$14,149	-7,531
TEACH Upward Re-estimate	+498	0	+498
TEACH Downward Re-estimate (non-add) <sup>5</sup>	<u>-5,971</u>	<u>0</u>	<u>+5,971</u>
TEACH Total Subsidy	22,178	14,149	-8,029
Total, Teacher Education Assistance	22,178	199,149	+176,971

<sup>1</sup> Legislation sought in FY 2012 for Presidential Teaching Fellows.

<sup>2</sup> FY 2012 authorization for Presidential Teaching Fellows is to be determined.

<sup>3</sup> The Administration is proposing a total of \$985 billion in mandatory funding over a period of 5 years beginning in 2012. This program would replace the TEACH Grant program.

<sup>4</sup> For budget and financial management purposes, this program is operated as a loan program under the Federal Credit Reform Act of 1990; budget authority reflects the estimated net present value of future Federal non-administrative costs for awards made in a given fiscal year. Negative numbers indicate estimated future Federal revenues exceed estimated future Federal costs.

<sup>5</sup> Downward re-estimate is reflected in the General Fund Receipt account, TEACH downward reestimate of loan subsidies.

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## Presidential Teaching Fellows

### PROGRAM DESCRIPTION

The Presidential Teaching Fellows program would provide formula grants to States that hold teacher preparation programs accountable for results, expand the field of effective providers, and make career milestones like certification and licensure rigorous and meaningful. The vast majority of funds would finance scholarships up to \$10,000 to talented individuals for the costs associated with attending the final year of one of the most effective teacher preparation programs in their State, with a priority for low-income students. Fellows would have to be prepared to teach a high need subject, such as mathematics or science, and commit to teach at least 3 years in a high need school.

To receive funding, States are required to strengthen the rigor of licensure and certification systems; measure the effectiveness of teacher preparation programs based on their graduates' success in improving elementary and secondary student achievement among other outcomes; and shut down persistently low-performing programs. States would be allowed to set aside up to 20 percent of their allocations for these and related activities, including adoption of teacher performance based assessments. An additional 5 percent set-aside would be available to

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States that commit to work in consortia to recognize highly effective teachers by providing these teachers with a master teacher designation. Master teachers would be granted portable certification and could be eligible for additional compensation or leadership roles.

States would provide subgrants to top-tier preparation programs, which in turn would award scholarships to high-achieving candidates. Presidential Teaching Fellows would be selected based on grade point average, academic major, and demonstrated commitment to teach in high-need schools, with a priority in award for low-income teacher candidates. Fellows would receive scholarships up to \$10,000 to pay tuition and fees for the final year of study in either a top-tier traditional undergraduate or master's teacher preparation program, or an alternative route program. Funds are to be available on equal terms to traditional and alternative certification preparation programs.

The Secretary would be allowed to set aside up to 5 percent of funds for national activities to support States in improving the rigor of licensure and certification, including performance-based certification and portable certification, provide technical assistance to States in developing teacher preparation measurement and accountability systems, and conduct evaluation activities.

### **FY 2012 BUDGET**

The Administration proposes to use \$185 million in mandatory funding for fiscal year 2012 to support the Presidential Teaching Fellows program. A minimum of \$130 million would be provided in Presidential Teaching Fellow scholarships to high-achieving students (with a priority for those with financial need) attending top-tier teacher preparation programs. Ensuring high-quality teacher preparation is a crucial component of the Administration's efforts to better support teachers and ensure that low-income and minority students have access to effective teaching. Studies have found that many teacher preparation programs fall short in a number of critical respects. In two recent surveys, majorities of teachers reported that their preparation programs did not provide them with the skills, knowledge, and experiences they need to be effective in the classroom (Levine, 2006; MetLife, 2006). A recent study of undergraduate students learning at 29 4-year institutions found that students majoring in education had the lowest measurable gains over their undergraduate years on an assessment measuring critical thinking, complex reasoning, and written communication skills (Arum et al. 2011). Other studies have found that teacher preparation programs do not respond to the needs of schools and districts by recruiting and preparing teachers who are prepared to teach in the fields, subjects, and communities in which there are shortages of teachers (Ingersoll, 1999; Esch et al., 2005). Finally, preparation programs are generally not effective in recruiting and selecting teaching candidates who are most likely to be effective, with only 23 percent of new teachers ranking in the top 33 percent of college graduates (McKinsey, 2010). By contrast, in 1964, 24 percent of traditional education students placed in the top 10 percent on college entrance exams (Teaching at Risk, 2006).

There is, however, a great deal of variation in effectiveness among teacher preparation programs, and several States have established longitudinal data systems that illuminate these differences. Tennessee's recent analysis of outcome data of teachers that graduated from its preparation programs showed significant variation in graduate effectiveness, finding that 8 programs out of 41 were associated with a significantly positive difference in teacher effectiveness in at least one subject, and 14 programs were associated with a significantly negative difference in at least one subject. The most effective programs produced graduates who were two to three times more likely to be in the top quintile of teachers in the State, while

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the least effective programs produced graduates who were two to three times more likely to be in the bottom quintile (Tennessee State Board of Education, 2010). In Louisiana, alternative certification programs run by the University of Louisiana at Monroe, Northwestern State University, and The New Teacher Project prepared English language arts teachers whose students achieved at least as much growth in a year as students of even experienced teachers, while other programs produced teachers whose student progress was average or below average compared to other new teachers (Gansle, Burns, Noell, 2010).

### *Teacher Preparation Program Accountability*

Under current law, States receiving funds under Title II of the Higher Education Act (HEA) are required to publish an annual State report card on the quality of teacher preparation in the State, both for traditional and alternative route teacher preparation programs. In the annual report card, each State is required to describe its criteria for assessing the performance of teacher preparation programs, which must include indicators of the academic content knowledge and teaching skills of students enrolled in these programs. States are also required to conduct an assessment of teacher preparation programs in the State, to identify low-performing teacher preparation programs and programs at risk of low performance, and to provide technical assistance to these programs. Despite these long-standing requirements, very few States have taken action to identify and improve their low-performing teacher preparation programs or identify and expand their high-performing programs. Out of over 1,400 institutions of higher education, and significantly more preparation programs, States identified less than 40 low-performing and at-risk programs in the most recent year for which data was reported, and 38 States and the District of Columbia identified no programs.

In 2011, the Department will work with States and the teacher preparation community to make these requirements and the data collected through them more meaningful by focusing on the most important indicators of preparation program effectiveness, and reducing collection of data not required by statute. These indicators of effectiveness would include the achievement growth of students taught by program graduates, graduate job placement and retention rates, and graduate and employer satisfaction. State-level funding under the Presidential Teaching Fellows program would be conditioned on the establishment of a meaningful accountability system that designates teacher preparation programs as top-tier or low-performing based on these criteria and would support implementation of systems to collect and report these data.

Traditional or alternative certification teacher preparation programs designated as top-tier programs would receive funds to award Presidential Teaching Fellows scholarships to high-caliber students, with a priority for talented, low-income candidates. Programs would be authorized to set aside a portion of funds for dissemination activities to support the improvement of other preparation programs. States would be required to establish rigorous standards for identifying low-performing programs and to establish a clear process by which those programs would be provided with technical assistance, and, if they do not show improvement after a limited number of years, have their approval revoked.

### *Teacher Certification and Licensure Policies*

In order to receive formula grants under the Presidential Teaching Fellows program, States would also have to commit to removing barriers to the creation of effective alternative certification programs, and ensuring that each stage of certification and licensure requires demonstrated effectiveness in improving student learning.

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States would have the option of reserving additional State-level funds to work in consortia with other States to create a master teacher designation based on multiple years of demonstrated classroom effectiveness. Master teachers would receive a portable certification allowing them to teach in participating States, and would also be eligible for additional leadership roles or compensation as determined by the State or districts.

### *State Allocations and Activities*

The Administration proposes to allocate funds among States based on the number of students completing teacher preparation programs in the previous year, as reported by each State through the HEA Title II data collection. States would be required to subgrant the majority of their allocations to top-tier teacher preparation programs with demonstrated effectiveness in producing teachers who raise student achievement in high-need schools and subject areas, have excellent placement and retention rates, and receive high customer satisfaction ratings from program graduates and the schools or school districts (as applicable) that employ them.

Top-tier teacher preparation programs would select exceptional teaching candidates to serve as Presidential Teaching Fellows who would receive scholarships up to \$10,000 in their final year of a teacher preparation program, and would be required to teach in a high-need school for at least 3 years. By targeting funds to high-performing programs and high-achieving candidates in their final year of a program, Presidential Teaching Fellows would be more effective in recruiting high-performing candidates into the teaching profession.

The Presidential Teaching Fellows program would complement efforts already underway in the Administration to recruit and support exceptional teachers, including the TEACH Campaign. In addition to having the distinction of being recognized as a top-tier program, high-performing teacher preparation programs would be eligible to partner with districts and States to compete for expansion funds under the proposed Teacher and Leader Pathways program, for which \$250 million is requested in 2012.

### **PROGRAM OUTPUT MEASURES (\$000s)**

	<u>2012</u>
Presidential Teaching Fellows:	
Estimated number of State formula grants	35-56
Total Aid Available	\$133,570
Minimum State award	\$600
Average State award	\$3,362
Number of Presidential Teaching Fellows	13,357

### **PROGRAM PERFORMANCE INFORMATION**

The Department of Education will establish goals and performance measures for the Presidential Teaching Fellows program. In the short-term, the Department intends to assess the quality of program inputs by tracking the grade point averages of teacher candidates selected as Presidential Teaching Fellows and other indicators of academic success and selectivity, as well as the number of Fellows with undergraduate majors in mathematics, sciences, or other high-

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need subject areas. The Department would also track State identification of both low-performing programs and top-tier programs, and the rigor of their standards for each. In the medium-term, program performance would be assessed by tracking whether Presidential Teaching Fellows are retained in their teacher preparation programs, complete their programs, and earn initial licensure or certification. The long-term impact of the Presidential Teaching Fellows would be determined based on the extent to which fellows fulfill their commitment to teach in a high-need school for 3 years, the achievement levels of their students, and their job performance.

The Department will also examine whether the number of applications for admission to teacher preparation programs increase after they receive the top-tier designation. As demand for placements in high-performing programs increases, the Administration would expect that States and institutions of higher education would invest in these programs and that the number of teachers prepared by these programs would increase.

### TEACH Grants

#### PROGRAM DESCRIPTION

The TEACH Grant program—created by the College Cost Reduction and Access Act of 2007—awards annual “grants” of up to \$4,000, to eligible undergraduate and graduate students who agree to serve as a full-time mathematics, science, foreign language, bilingual education, special education, or reading teacher at a high-need school for not less than 4 years within 8 years of graduation. For students who fail to fulfill this service requirement, grants are converted to Direct Unsubsidized Stafford Loans with interest accrued from the date the grants were awarded.

To be eligible for a TEACH award, enrolled students must have a grade point average of at least 3.25 on a zero to 4.0 scale and be completing academic coursework and other requirements necessary to begin a career in teaching, or plan to complete such coursework and requirements prior to graduation. (For first-year students, grade-point-average is determined using cumulative secondary school grades.) In addition, teachers, retirees from another occupation with expertise in a field in which there is a shortage of teachers, or current or former teachers using a high-quality alternative certification route are eligible to receive TEACH awards to obtain a graduate degree. All applicants must sign an agreement acknowledging that grants will be converted to loans if the required service is not completed.

Participating institutions of higher education must provide high quality teacher preparation and professional development services, including extensive clinical experience as part of pre-service preparation; be financially sound; provide pedagogical coursework, or assistance in the provision of such coursework, including the monitoring of student performance, and formal instruction related to the theory and practice of teaching; and provide supervision and support services to teachers, or assistance in the provision of such services, including mentoring focused on effective teaching skills and strategies.

#### FY 2012 BUDGET REQUEST

The Administration proposes to overhaul the TEACH Grant program after academic year 2011-2012. (The Budget proposes to allow undergraduate students who received a TEACH Grant in the 2010-2011 academic year to continue to receive annual awards up to \$16,000 throughout

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their undergraduate enrollment.) In place of TEACH Grants, the Administration proposes to establish the **Presidential Teaching Fellows program**, beginning July 1, 2012, with a requested level of \$185 million for FY 2012.

The TEACH program began making awards on July 1, 2008. Consistent with the requirements of the Credit Reform Act of 1990, budget authority for this program reflects the estimated net present value of all future non-administrative Federal costs associated with awards made in a given fiscal year.

Based on data from national surveys and existing teacher loan forgiveness programs, the Administration estimates that as many as 75 percent of students receiving TEACH grants will fail to complete the required service commitment and will have their grants converted to loans; in the interim, they will have missed the opportunity to obtain other institutional grant aid that would not otherwise be converted into a loan. This may be due, in part, to the fact that students are eligible to receive TEACH grants early in their undergraduate education, before they have the maturity or experience to commit to the teaching profession. For this reason, many have questioned the effectiveness of awards under the TEACH Program as an incentive for promising individuals to enter the teaching profession.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012<sup>1</sup></u>
Recipients	36,650	44,285	25,082
Aid available to students	\$108,712	\$131,360	\$67,798
Maximum award (in whole \$)	\$4,000	\$4,000	\$4,000
Average award (in whole \$)	\$2,966	\$2,966	\$2,703

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<sup>1</sup> The FY 2012 budget anticipates that the TEACH Grants program will make grants available through June 30, 2012.

### PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2012 and future years, and the resources and efforts invested by those served by this program.

Because the programs in the TEACH account rely on the same performance data as the Federal student aid programs, the performance measures, strategies, and program improvement activities that apply to all of the programs are discussed in the **Student Aid Overview** and are not repeated here.