

## Paul Douglas Teacher Scholarship Program (CFDA No. 84.176)

### I. Legislation

Higher Education Act (HEA) of 1965, Title V, Part C, Subpart 1, P.L. 99-498, as amended by P.L. 102-325 (20 U.S.C. 1104 to 1104k) (expires September 30, 1997).

### II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1986	\$9,570,000
1987	15,500,000
1988	14,840,000
1989	15,235,000
1990	14,922,000
1991	14,639,000
1992	15,000,000
1993	14,731,000
1994	14,731,000
1995	229,000
1996	0

### III. Analysis of Program Performance

#### A. Goals and Objectives

The purpose of the program was to make available scholarships to outstanding high school graduates to encourage and enable them to pursue teaching careers at the preschool, elementary school, or secondary school level. This is a close-out report on the program.

#### B. Strategies to Achieve the Goals

This program awarded scholarships to high school seniors or graduates who were planning to pursue a career in teaching. Awards were for up to four years of higher education, and were to equal the cost of attendance but not exceed \$5,000 per year.

To be eligible for a scholarship, the applicant had to have graduated from high school, have been scheduled to graduate from high school by the end of the secondary school year, or have received a certificate of high school equivalency (GED). The applicant had to have ranked in the top 10 percent of the graduating class or to have had GED test scores equivalent to ranking in the top 10 percent of graduates in the state or in the nation. Furthermore, states had to establish selection criteria that best met their teaching needs in order to select scholars from among the eligible applicants. These selection criteria had to be reviewed and approved by the Secretary before a state used them.

The Douglas Program was administered by the state agency that administered the State Student Incentive Grant Program, the Federal Family Education Loan Program (formerly the Guaranteed

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Student Loan Program), or any other appropriate agency approved by the Secretary. A selection panel or a grant agency in each state established specific scholar selection criteria. Particular efforts were made to attract students from low-income backgrounds; ethnic and racial minority students; individuals with disabilities; other persons from groups historically underrepresented in teaching; persons who expressed a willingness or desire to teach in rural schools, urban schools, or schools having less than average academic results or serving large numbers of economically disadvantaged students; or women or minorities who showed interest in pursuing teaching careers in mathematics and science and who were underrepresented in such fields.

Forty-seven states, the District of Columbia, Puerto Rico, and the Northern Mariana Islands participated in the program. In addition, five insular areas consolidated Douglas funds under other Department programs.

The following table shows that between 1987-88 and 1992-93, the number of scholarships and the average award remained relatively constant.

Table 1

Number of Paul Douglas Scholarships  
Awarded, FYs 1986-1994

Fiscal Year	Total Awards	First-time Awards	Renewal Awards	Average Amount of Awards
1986	1,694	1,694	0	\$4,098
1987	3,025	1,928	1,097	\$4,555
1988	3,614	1,902	1,712	\$4,583
1989	3,615	1,263	2,352	\$4,600
1990	3,248	1,132	2,116	\$4,669
1991	3,202	1,299	1,903	\$4,620
1992	3,436	1,200	2,236	\$4,496
1993	3,404	1,204	2,200	\$5,000
1994	2,910	1,013	1,683	\$5,000

Source: V.1.

Note: Total scholarships times average awards does not equal appropriations for a given year because funds not expended in a given year were returned and could have been used for awards in a later year.

### **C. Program Performance—Indicators of Impact and Effectiveness**

The congressionally mandated evaluation had not produced any outcome data on the program before the program and the evaluation were discontinued. Therefore, information on program outcomes are based solely on data from the annual performance reports. These reports show that the total number

of students who ever received a Douglas Scholarship (through 1992-93) was 11,622.<sup>1</sup> The 1992-93 reports indicated that as of FY 1992, 7,278 scholarship recipients, or 62.6 percent of the scholarship recipients overall, had completed their teacher certification course of study. Of those, 66.72 percent had taught in the past or were teaching as of the 1992-93 school year. Approximately 2,348 recipients (20.2 percent) had completed their scholarship obligation, and 2,131 (18.34 percent) had completed their obligation through teaching and not at all through repayment. As of FY 1992, 465 scholarship recipients--4 percent of the recipients overall--were in repayment. In addition, less than 1 percent of the recipients overall--26 recipients--were in default. See also Office-Wide Performance Indicators for the Office of Postsecondary Education displayed in the Overview (OPS) to the postsecondary education programs.

#### **IV. Planned Studies**

None.

#### **V. Sources of Information**

Program files.

#### **VI. Contacts for Further Information**

Program Operations: Darlene Collins, (202) 260-3394

Program Studies: Liz Eisner, (202) 401-3630

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<sup>1</sup>The data from one state were missing for the 1992-93 program year.