

**REPORT TO CONGRESS ON THE**

**TEACHER EDUCATION ASSISTANCE FOR COLLEGE**

**AND HIGHER EDUCATION (TEACH) GRANT PROGRAM**

**A Report to Congress**

***in response to***

**Section 420P of the Higher Education Act of 1965, as amended**

**United States Department of Education   
December 2019**

**Report to Congress on the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program**

**Award Years 2008–09 Through 2017–18**

**Introduction**

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program was authorized by the College Cost Reduction and Access Act (CCRAA), which was enacted on September 27, 2007. Pub. L. No. 110-84. The CCRAA requires the U.S. Department of Education (Department) to submit a biennial report to Congress on the TEACH grant program, which shall include: (1) the number of TEACH grant recipients; (2) the degrees obtained by such recipients; (3) the location, including the school, local educational agency, and State, where the recipients completed the service agreed to, and the subject taught; (4) the duration of such service; and (5) any other data necessary to conduct such evaluation. 20 U.S.C. §1070g-4.

In accordance with the CCRAA, the Department has disbursed TEACH Grants since 2008 to postsecondary students enrolled in teacher preparation programs who intend to teach in qualifying positions. The grants provide up to $4,000 per year to students who agree to serve as full-time teachers in a high-need field[[1]](#footnote-2) in a public or private elementary school, secondary school, or educational service agency that serves students from low-income families.[[2]](#footnote-3) TEACH Grant recipients must teach for at least four academic years within eight years of completing a program of study, regardless of how many TEACH Grants were received.

If a TEACH Grant recipient fails to meet the service obligation requirements, the Department converts the total amount of TEACH Grant funds received to a Federal Direct Unsubsidized Stafford Loan (Direct Unsubsidized Loan), with interest charged from the date of each TEACH Grant disbursement.[[3]](#footnote-4)

**Conversions and Completions**

In 2008, when promulgating the TEACH Grant program regulations, the Department made a budget estimate that 80 percent of the grant recipients would eventually fail to fulfill their service requirements and have their loans converted into Direct Unsubsidized Loans. This estimate is based, in part, on the assumptions that: (1) teachers leave the profession at high rates during the early years of their career, and (2) that some students would accept a TEACH Grant without intending to fulfill the service obligation, given that TEACH Grants expand Federal student aid eligibility.

Students enrolled in teacher programs can receive multiple TEACH Grants during the course of their study. Therefore, the number of grant recipients is less than the total number of grants. From 2008 to 2018, more than 180,000 students received approximately 333,000 grants. Of these, approximately 21,000 recipients completed their teaching obligations. The total completion rate remains unknown because many recipients are still working toward completing their service obligation.

Under current regulations, TEACH Grants convert to Direct Unsubsidized Loans that must be repaid in full, with interest accrual beginning on the date of each TEACH Grant disbursement, if:

1. The grant recipient requests the conversion;
2. Within 120 days of ceasing enrollment before completing the TEACH Grant-eligible program, the grant recipient fails to notify the servicer that he or she is employed as a full-time teacher performing qualifying teaching service, or that he or she is not yet employed but intends to satisfy the service obligation;
3. Within one year of ceasing enrollment before completing the TEACH Grant-eligible program the grant recipient has not been determined eligible for a temporary suspension of the eight-year period for completing the service obligation, re-enrolled in a TEACH Grant-eligible program, or begun qualifying teaching service;[[4]](#footnote-5)
4. The grant recipient completes the course of study for which a TEACH Grant was received, but does not actively confirm to the Secretary, at least annually, that he or she intends to satisfy the service obligation; or
5. The grant recipient has completed the course of study for which a TEACH Grant was received, but fails to begin or maintain qualifying teaching service within a timeframe that would allow the recipient to complete the required four years of teaching within the eight-year service obligation period.

As of March 2019, approximately 94,000 recipients had 164,000 of their TEACH Grants converted to loans, which represented 49 percent of the total grants.[[5]](#footnote-6) Since September 2013, 75 percent (approximately 53,000) TEACH Grant recipients’ conversions are a result of recipients failing to provide annual certifications of their teaching status.[[6]](#footnote-7) TEACH Grant recipients fail to provide annual certifications of their teaching status for a variety of reasons, which include not completing their service obligations and inadvertently missing filing deadlines. Approximately two-thirds of recipients whose grants converted to loans still have loans with an outstanding balance resulting from their TEACH Grant conversions. The remaining 70,000 recipients were either in school or within the timeframe to work toward completing their service requirements.

The Department published a study in 2018 that examined why TEACH Grant recipients did not meet the service obligation requirements.[[7]](#footnote-8) The study found that most recipients did not fulfill service requirements because: (1) they taught in a position that did not qualify as a TEACH Grant service (39 percent), or (2) they faced challenges understanding the service requirements and navigating the administrative process required for annual certification (32 percent).

**Administration and Monitoring**

The Department’s Federal Student Aid (FSA) office administers the TEACH Grant program and, through a designated student loan servicer (FedLoan), monitors the progress of grant recipients in fulfilling their service obligations. FSA maintains data on grant recipients, their institutions, amounts disbursed, recipient progress toward fulfilling service obligations, and details on the grants that are converted to loans.

**Proposed Regulatory Changes to the TEACH Grant Program**

The Department convened a negotiated rulemaking committee in January 2019 to examine, in part, a number of changes to the TEACH Grant program regulations.[[8]](#footnote-9) In April 2019, the negotiated rulemaking committee reached consensus on proposed changes to the TEACH Grant program regulations.

The consensus language is designed to: (1) simplify the process for TEACH Grant recipients to document progress toward satisfying the service obligation; (2) reduce the number of TEACH Grants that are inadvertently or inappropriately converted to Direct Unsubsidized Loans; and (3) expand qualifying service opportunities to include elementary school teachers in high-need schools. The Department plans to publish a notice of proposed rulemaking in December 2019 that will reflect the consensus language reached during negotiated rulemaking. The Department will then consider public comments and publish a final rule.

**TEACH Grant Data from 2008 to 2018**[[9]](#footnote-10)

**Table 1: Number of TEACH Grant recipients with grant service requirements pending and number of grants converted to loans, reported by qualifying years of teaching, award years 2008–09 through 2017–18\***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Award Year of TEACH Grant | Number of grant recipients with pending requirements | | | | Number of grant recipients with converted loans\*, ± | | | |
| Qualifying Years of Teaching | | | | Qualifying Years of Teaching | | | |
| 0 years | 1 year | 2 years | 3 years | 0 years | 1 year | 2 years | 3 years |
| 2008–09 | 35 | 16 | 39 | 77 | 1,673 | 265 | 206 | 125 |
| 2009–10 | 173 | 88 | 213 | 393 | 6,100 | 938 | 642 | 344 |
| 2010–11 | 460 | 221 | 511 | 867 | 10,816 | 1,526 | 802 | 395 |
| 2011–12 | 996 | 485 | 932 | 1,585 | 16,254 | 1,541 | 711 | 297 |
| 2012–13 | 1,865 | 843 | 1,618 | 2,322 | 18,378 | 1,335 | 616 | 218 |
| 2013–14 | 3,279 | 1,582 | 2,480 | 3,364 | 17,043 | 918 | 330 | 97 |
| 2014–15 | 6,119 | 2,586 | 3,839 | 3,358 | 14,411 | 532 | 169 | 19 |
| 2015–16 | 11,087 | 4,015 | 3,850 | 967 | 10,498 | 193 | 31 |  |
| 2016–17 | 19,076 | 3,815 | 1,192 | 154 | 5,832 | 16 | <10 |  |
| 2017–18 | 26,709 | 916 | 172 |  | 2,000 | <10 |  |  |

\*As required by the Privacy Act of 1974, the Department omits data for cells with fewer than 10 individuals. 5 U.S.C. §552a.

±This chart excludes TEACH Grant recipients whose grants converted to loans prior to July 2013, the contract initiation date with the current TEACH Grant servicer.

As Table 1 indicates, most conversions from grants to loans took place before recipients completed any qualified years of teaching. Note that recipients who fully satisfied the teaching requirements are excluded from the table, and that grant recipients are counted multiple times if they received TEACH Grants in multiple award years. If a recipient received more than one TEACH Grant in a single award year, the recipient is counted once within that award year. As a result, the total number of TEACH Grant recipients is less than the total number of grants shown in the table.

**Table 2: Fields of study of TEACH recipients by status of TEACH Grant, award years 2008–09 through 2017–18\***

| Field of Study | Converted± | Pending^ | Satisfied^^ |
| --- | --- | --- | --- |
| Unknown Field of Study | 48,317 | 14,177 | 20,607 |
| Agriculture, Agriculture Operations, and Related Sciences | <10 | 25 | <10 |
| Natural Resources and Conservation | <10 | 22 | <10 |
| Architecture and Related Services | <10 | <10 | <10 |
| Area, Ethnic, Cultural, Gender, and Group Studies | <10 | <10 | <10 |
| Communication, Journalism, and Related Programs | <10 | 15 | <10 |
| Communications Technologies/Technicians and Support Services | <10 | <10 | <10 |
| Computer and Information Sciences and Support Services | <10 | <10 | <10 |
| Personal and Culinary Services | <10 | <10 | <10 |
| Education | 22,771 | <10 | 890 |
| Engineering | <10 | <10 | <10 |
| Engineering Technologies and Engineering-Related Fields | <10 | <10 | <10 |
| Foreign Languages, Literatures, and Linguistics | 178 | 374 | <10 |
| Family and Consumer Sciences/Human Sciences | 28 | 82 | <10 |
| Legal Professions and Studies | <10 | <10 | <10 |
| English Language and Literature/Letters | 287 | 569 | <10 |
| Liberal Arts and Sciences, General Studies and Humanities | 495 | 1,547 | <10 |
| Library Science | <10 | 18 | <10 |
| Biological and Biomedical Sciences | 172 | 416 | <10 |
| Mathematics and Statistics | 374 | 1,086 | <10 |
| Military Technologies and Applied Sciences | <10 | <10 | <10 |
| Multi/Interdisciplinary Studies | 764 | 2,321 | 27 |
| Parks, Recreation, Leisure, and Fitness Studies | 27 | 75 | <10 |
| Basic Skills and Developmental/Remedial Education | <10 | <10 | <10 |
| Leisure and Recreational Activities | <10 | <10 | <10 |
| Philosophy and Religious Studies | <10 | <10 | <10 |
| Theology and Religious Vocations | 10 | 11 | <10 |
| Physical Sciences | 87 | 186 | <10 |
| Science Technologies/Technicians | <10 | <10 | <10 |
| Psychology | 91 | 240 | <10 |
| Homeland Security, Law Enforcement, Firefighting, and Related Protective Services | <10 | <10 | <10 |
| Public Administration and Social Service Professions | 41 | 30 | <10 |
| Social Sciences | 60 | 143 | <10 |
| Construction Trades | <10 | <10 | <10 |
| Precision Production | <10 | <10 | <10 |
| Transportation and Materials Moving | <10 | <10 | <10 |
| Visual and Performing Arts | 90 | 184 | <10 |
| Health Professions and Related Programs | 170 | 373 | <10 |
| Business, Management, Marketing, and Related Support Services | 36 | 104 | <10 |
| High School/Secondary Diplomas and Certificate4s | <10 | <10 | <10 |
| History | 87 | 198 | <10 |

\* As required by the Privacy Act of 1974, the Department omits data for cells with fewer than 10 individuals. 5 U.S.C. §552a.

±The term “converted” in this table means recipients who had their grants converted to loans. This excludes any TEACH Grant recipients whose grants converted to loans before July 2013. Due to the timing of program-level reporting, the program associated with those TEACH Grant disbursements is unknown.

^The term “pending” means recipients who have not yet satisfied their service requirements.

^^The term “satisfied” means recipients who have satisfied their service requirements.

Institutions of higher education determine which academic programs are eligible for TEACH Grants. Table 2 shows the fields of study pursued by TEACH Grant recipients. Education was the most commonly reported field of study. Multi/interdisciplinary studies; liberal arts and sciences; general studies and humanities; and mathematics and statistics are other fields of study with large numbers of TEACH Grant recipients.

The Department’s Teacher Shortage Areas Data Collection for academic year 2018–19 shows that out of the 57 states and territories, more than half report shortages in special education, mathematics, science, world languages, language arts, English as a second language, and career and technical education.[[10]](#footnote-11)

**Table 3: Number of TEACH Grant recipients who have satisfied their grant service requirements or have requirements pending, by state and by number of years of qualifying service, award years 2008-09 through 2017-18\***

| State | Satisfied± | | | | Pending^ | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 year | 2 years | 3 years | 4 years | 1 year | 2 years | 3 years |
| AK | <10 | <10 | <10 | 46 | 17 | 12 | 17 |
| AL | <10 | <10 | 12 | 248 | 58 | 58 | 71 |
| AR | <10 | <10 | 22 | 252 | 110 | 108 | 98 |
| AZ | 32 | 41 | 22 | 786 | 340 | 302 | 224 |
| CA | 39 | 35 | 45 | 1,578 | 849 | 748 | 500 |
| CO | 15 | 22 | 14 | 354 | 145 | 139 | 101 |
| CT | <10 | <10 | <10 | 72 | 18 | 17 | 24 |
| DC | <10 | <10 | <10 | 39 | 19 | 17 | 14 |
| DE | <10 | <10 | <10 | 64 | 23 | 25 | 23 |
| FL | 33 | 21 | 42 | 591 | 193 | 168 | 198 |
| GA | 27 | 31 | 35 | 1,342 | 275 | 243 | 257 |
| HI | <10 | <10 | <10 | 70 | 28 | 25 | 24 |
| IA | 10 | 14 | 26 | 632 | 248 | 285 | 237 |
| ID | <10 | <10 | 10 | 205 | 65 | 66 | 55 |
| IL | 24 | 23 | 62 | 961 | 386 | 418 | 322 |
| IN | 11 | <10 | <10 | 190 | 41 | 42 | 20 |
| KS | <10 | 12 | 13 | 348 | 159 | 150 | 126 |
| KY | 15 | 11 | 13 | 451 | 149 | 112 | 116 |
| LA | <10 | 12 | 19 | 398 | 120 | 105 | 96 |
| MA | 14 | <10 | 19 | 460 | 162 | 153 | 158 |
| MD | 13 | 14 | <10 | <10 | 42 | 61 | 53 |
| ME | <10 | <10 | <10 | 17 | <10 | <10 | <10 |
| MI | 19 | 11 | 31 | 521 | 143 | 146 | 125 |
| MN | 14 | 12 | 30 | 529 | 206 | 188 | 151 |
| MO | 15 | 14 | 24 | 501 | 188 | 170 | 131 |
| MP | <10 | <10 | <10 | 13 | <10 | 11 | 10 |
| MS | 12 | <10 | 28 | 374 | 82 | 92 | 89 |
| MT | <10 | <10 | <10 | 36 | 23 | 20 | 12 |
| NC | 31 | 32 | 22 | 344 | 94 | 72 | 81 |
| ND | <10 | <10 | 12 | 45 | 19 | <10 | 12 |
| NE | <10 | <10 | <10 | 236 | 83 | 83 | 83 |
| NH | <10 | <10 | <10 | 12 | <10 | <10 | <10 |
| NJ | <10 | <10 | <10 | 263 | 102 | 111 | 90 |
| NM | <10 | <10 | 23 | 258 | 63 | 59 | 71 |
| NV | <10 | 12 | <10 | 112 | 130 | 121 | 57 |
| NY | 12 | 25 | 52 | 922 | 260 | 349 | 301 |
| OH | 18 | 29 | 38 | 1,337 | 435 | 420 | 392 |
| OK | 10 | 10 | 18 | 283 | 135 | 129 | 82 |
| OR | 15 | 22 | 20 | 367 | 93 | 126 | 125 |
| PA | <10 | <10 | <10 | 231 | 55 | 62 | 49 |
| PR | <10 | <10 | 11 | 154 | 64 | 48 | 69 |
| RI | <10 | <10 | <10 | 11 | 10 | <10 | <10 |
| SC | 16 | 18 | 15 | 304 | 154 | 139 | 113 |
| SD | 11 | <10 | <10 | 117 | 56 | 43 | 44 |
| TN | 19 | 28 | 25 | 557 | 187 | 189 | 140 |
| TX | 39 | 39 | 40 | 1,639 | 740 | 645 | 512 |
| UT | <10 | <10 | <10 | 89 | 53 | 43 | 36 |
| VA | 20 | 18 | 17 | 337 | 162 | 150 | 116 |
| VT | <10 | <10 | <10 | 12 | <10 | <10 | <10 |
| WA | 20 | 18 | 13 | 507 | 236 | 211 | 186 |
| WI | <10 | <10 | <10 | 129 | 48 | 48 | 49 |
| WV | <10 | <10 | <10 | 118 | 50 | 56 | 41 |
| WY | <10 | <10 | <10 | 34 | 12 | <10 | 14 |
| Other | <10 | <10 | <10 | <10 | <10 | 13 | <10 |

\* As required by the Privacy Act of 1974, the Department omits data for cells with fewer than 10 individuals. 5 U.S.C. §552a.

±The term “satisfied” means recipients who have satisfied their service requirements.

^The term “pending” means recipients who have not yet satisfied their service requirements.

Table 3 shows the progress of TEACH Grant recipients toward satisfying their teaching obligations. Note that the data show there are recipients satisfying their teaching obligation by teaching in more than one state.[[11]](#footnote-12) Data from the latest issues of the Department’s report, *Preparing and Credentialing the Nation’s Teachers: The Secretary’s Report on Teacher Quality*, show that the states with the largest number of enrollees in teacher preparation programs are New York, Arizona, Texas, Pennsylvania, and California. [[12]](#footnote-13) Likewise, Table 3 shows that these states are among those with the greatest number of TEACH Grant recipients who have satisfied the teaching requirements or are working to satisfy the teaching requirements.

**Table 4: TEACH Grant recipients who have satisfied their service requirements or who have requirements pending, by state and subject taught, award years 2008–18\***

| State  (of Service School) | Satisfied by Subject Taught | | | | | | | | Pending by Subject Taught | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual and  English  Acquisition | Foreign  Language | Mathematics | Reading  Specialist | Science | Special  Education | Other | Bilingual and  English  Acquisition | | Foreign  Language | Mathematics | Reading  Specialist | Science | Special  Education | Other |
| AK | <10 | <10 | 21 | <10 | 18 | 40 | <10 | <10 | | <10 | 16 | <10 | 14 | 24 | 10 |
| AL | 27 | <10 | 104 | 11 | 72 | 118 | 42 | 22 | | <10 | 67 | <10 | 57 | 83 | 28 |
| AR | 32 | <10 | 110 | 30 | 89 | 108 | 93 | 21 | | <10 | 124 | 13 | 100 | 111 | 101 |
| AZ | 247 | 25 | 399 | 53 | 324 | 312 | 242 | 194 | | 20 | 344 | 50 | 273 | 325 | 186 |
| CA | 446 | 86 | 681 | 120 | 543 | 734 | 205 | 576 | | 74 | 756 | 80 | 691 | 832 | 396 |
| CO | 195 | 12 | 168 | 70 | 141 | 142 | 49 | 150 | | 16 | 197 | 55 | 157 | 90 | 70 |
| CT | 15 | <10 | 26 | <10 | 26 | 30 | 19 | <10 | | <10 | 17 | <10 | <10 | 28 | 10 |
| DC | 12 | <10 | 25 | <10 | 10 | 15 | 12 | <10 | | <10 | 13 | <10 | 12 | 27 | 10 |
| DE | 18 | <10 | 38 | <10 | 22 | 47 | 14 | 21 | | <10 | 27 | <10 | 19 | 46 | 17 |
| FL | 187 | 19 | 323 | 146 | 248 | 311 | 150 | 132 | | 14 | 314 | 78 | 260 | 186 | 138 |
| GA | 240 | 32 | 765 | 135 | 601 | 559 | 415 | 95 | | <10 | 390 | 32 | 286 | 317 | 90 |
| HI | 17 | <10 | 41 | 13 | 33 | 45 | 10 | 11 | | <10 | 32 | <10 | 23 | 40 | 15 |
| IA | 61 | 26 | 228 | 71 | 170 | 291 | 177 | 84 | | <10 | 253 | 69 | 176 | 318 | 145 |
| ID | 39 | <10 | 122 | 40 | 89 | 45 | 111 | 28 | | <10 | 88 | 22 | 74 | 36 | 72 |
| IL | 391 | 48 | 427 | 141 | 341 | 473 | 164 | 373 | | <10 | 430 | 110 | 343 | 435 | 176 |
| IN | 45 | 11 | 104 | 47 | 83 | 72 | 60 | 15 | | <10 | 38 | <10 | 27 | 43 | 21 |
| KS | 97 | 17 | 165 | 34 | 113 | 129 | 32 | 154 | | 18 | 189 | 39 | 138 | 156 | 78 |
| KY | 41 | 17 | 185 | 34 | 126 | 216 | 100 | 36 | | 15 | 138 | 28 | 82 | 143 | 78 |
| LA | 129 | 12 | 242 | 46 | 190 | 140 | 176 | 57 | | <10 | 143 | 18 | 119 | 89 | 109 |
| MA | 166 | 22 | 230 | 64 | 193 | 253 | 94 | 138 | | 16 | 182 | 42 | 136 | 208 | 72 |
| MD | 41 | 11 | 75 | <10 | 58 | 95 | 27 | 25 | | 10 | 56 | <10 | 44 | 80 | 26 |
| ME | <10 | <10 | <10 | <10 | <10 | 15 | <10 | <10 | | <10 | <10 | <10 | <10 | 12 | <10 |
| MI | 64 | 38 | 220 | 56 | 175 | 297 | 78 | 51 | | 17 | 157 | 28 | 132 | 177 | 50 |
| MN | 124 | 24 | 182 | 69 | 98 | 271 | 62 | 116 | | 23 | 164 | 53 | 113 | 228 | 72 |
| MO | 43 | 22 | 194 | 46 | 169 | 245 | 62 | 52 | | 16 | 177 | 29 | 140 | 204 | 85 |
| MP | 10 | <10 | 10 | <10 | 12 | <10 | <10 | <10 | | <10 | <10 | <10 | <10 | <10 | <10 |
| MS | 44 | 10 | 210 | 63 | 176 | 147 | 42 | 26 | | <10 | 119 | 33 | 102 | 95 | 29 |
| MT | <10 | <10 | 22 | <10 | 14 | 20 | <10 | <10 | | <10 | 30 | <10 | 20 | 18 | 15 |
| NC | 70 | 12 | 195 | 52 | 147 | 173 | 66 | 34 | | <10 | 107 | 18 | 91 | 107 | 24 |
| ND | <10 | <10 | 18 | <10 | 14 | 25 | 13 | <10 | | <10 | <10 | <10 | <10 | 15 | <10 |
| NE | 35 | 15 | 68 | 26 | 53 | 104 | 55 | 32 | | 13 | 74 | 20 | 51 | 82 | 73 |
| NH | <10 | <10 | <10 | <10 | <10 | <10 | <10 | <10 | | <10 | <10 | <10 | <10 | 10 | <10 |
| NJ | 85 | 11 | 115 | 14 | 68 | 126 | 33 | 109 | | 12 | 101 | 17 | 70 | 135 | 43 |
| NM | 132 | <10 | 122 | 38 | 100 | 124 | 55 | 86 | | <10 | 77 | 24 | 71 | 77 | 46 |
| NV | 27 | <10 | 45 | 14 | 32 | 67 | 46 | 63 | | <10 | 114 | 24 | 86 | 106 | 131 |
| NY | 307 | 59 | 353 | 91 | 274 | 509 | 170 | 222 | | 33 | 310 | 54 | 226 | 463 | 142 |
| OH | 158 | 33 | 556 | 221 | 386 | 726 | 242 | 138 | | 26 | 455 | 109 | 327 | 583 | 242 |
| OK | 36 | 10 | 115 | 66 | 82 | 94 | 102 | 18 | | <10 | 134 | 40 | 103 | 73 | 136 |
| OR | 159 | 25 | 150 | 37 | 131 | 163 | 57 | 127 | | 13 | 153 | 25 | 118 | 128 | 62 |
| PA | 45 | <10 | 102 | 26 | 60 | 118 | 41 | 21 | | <10 | 54 | <10 | 37 | 87 | 11 |
| PR | 43 | 10 | 28 | <10 | 21 | 107 | 14 | 32 | | <10 | 20 | <10 | 24 | 116 | <10 |
| RI | <10 | <10 | <10 | <10 | <10 | <10 | <10 | 13 | | <10 | 11 | <10 | <10 | <10 | <10 |
| SC | 46 | 13 | 143 | 28 | 104 | 114 | 82 | 39 | | 18 | 151 | 18 | 136 | 117 | 107 |
| SD | <10 | <10 | 33 | 13 | 31 | 69 | 19 | <10 | | <10 | 45 | <10 | 25 | 59 | 26 |
| TN | 115 | 23 | 307 | 67 | 208 | 190 | 78 | 84 | | 17 | 215 | 42 | 158 | 164 | 79 |
| TX | 864 | 74 | 908 | 220 | 714 | 492 | 243 | 739 | | 47 | 936 | 156 | 749 | 459 | 257 |
| UT | 22 | <10 | 41 | <10 | 27 | 49 | <10 | 33 | | <10 | 76 | <10 | 55 | 45 | 22 |
| VA | 50 | 10 | 168 | 40 | 123 | 148 | 109 | 51 | | 16 | 148 | 24 | 128 | 149 | 124 |
| VT | <10 | <10 | 11 | <10 | <10 | <10 | <10 | <10 | | <10 | <10 | <10 | <10 | <10 | <10 |
| WA | 172 | 17 | 268 | 65 | 217 | 194 | 72 | 208 | | 17 | 285 | 58 | 216 | 219 | 104 |
| WI | 67 | <10 | 67 | 11 | 36 | 52 | 23 | 72 | | <10 | 46 | <10 | 38 | 44 | 16 |
| WV | <10 | <10 | 45 | 14 | 29 | 69 | 35 | <10 | | <10 | 47 | 11 | 35 | 56 | 42 |
| WY | <10 | <10 | 15 | 13 | 10 | 23 | 14 | 10 | | <10 | 17 | <10 | 16 | <10 | 16 |
| Other | <10 | <10 | <10 | <10 | <10 | <10 | <10 | <10 | | <10 | <10 | <10 | <10 | <10 | <10 |

\* As required by the Privacy Act of 1974, the Department omits data for cells with fewer than 10 individuals. 5 U.S.C. §552a.

Table 4 shows that the most common subjects for satisfying teaching obligations were mathematics and special education, followed by science and bilingual and English acquisition.

**Conclusion**

The primary goal of the TEACH Grant program, as outlined in the authorizing statute, is to provide incentives for postsecondary students to become teachers and teach in high-need fields at low-income schools. The consensus language from the recent negotiated rulemaking, if adopted, helps advance this goal by making it easier for TEACH Grant recipients to fulfill their service obligation requirements. The Department expects that this will, in turn, increase the numbers of teachers who teach in high-need fields at low-income schools.

1. States report annually to the Department the subjects, levels, and geographic areas with critical teacher shortages. <https://tsa.ed.gov/#/reports>. [↑](#footnote-ref-2)
2. States report to the Department the elementary schools, secondary schools, and educational service agencies serving low-income populations. <https://studentloans.gov/myDirectLoan/tcli.action>. [↑](#footnote-ref-3)
3. *See* <https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>. [↑](#footnote-ref-4)
4. *See* <https://studentaid.ed.gov/sa/types/grants-scholarships/teach#canceling-service-obligation>. [↑](#footnote-ref-5)
5. In February 2019, the Department began implementing a process to convert some loans back to grants. The data included in this report may not reflect this activity because that process is ongoing. [↑](#footnote-ref-6)
6. This data excludes TEACH Grant recipients whose grants were converted to loans prior to July 2013, the contract initiation date with the current TEACH Grant servicer. [↑](#footnote-ref-7)
7. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, Study of the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, Washington, DC, March 2018. <https://www2.ed.gov/rschstat/eval/highered/teach-grant/final-report.pdf>. [↑](#footnote-ref-8)
8. *See* <https://www2.ed.gov/policy/highered/reg/hearulemaking/2018/index.html>. [↑](#footnote-ref-9)
9. The Department used data derived from FSA records on the TEACH Grant program from 2008 through 2018 to produce this report. Specifically, this report leverages data from the National Student Loan Data System (NSLDS) and the current TEACH Grant servicer (FedLoan). [↑](#footnote-ref-10)
10. States report annually to the Department the subjects, levels, and geographic areas where teacher shortages exist. <https://tsa.ed.gov>. [↑](#footnote-ref-11)
11. The Department counts recipients multiple times if they taught in more than one state. For example, if the satisfied recipient taught one year in California and three years in Arizona, the Department lists the recipient under "1 year and California" and "3 years and Arizona." [↑](#footnote-ref-12)
12. *See* <https://title2.ed.gov/Public/SecReport.aspx>. [↑](#footnote-ref-13)