



## TEACH Grants 2018 Fact Sheet

### *Student Financial Aid for Tomorrow's Teachers*

The Teacher Education Assistance for College and Higher Education (TEACH) grants<sup>1</sup> help to recruit teacher candidates for high-need fields in low-income schools. Institutions of higher education apply to the U.S. Department of Education to offer TEACH grants. Once their institution is approved to offer TEACH grants, undergraduates can receive up to \$4,000 a year for up to 4 years (\$16,000 maximum), and master's degree students can receive up to \$4,000 a year for up to 2 years, to cover tuition and other school expenses.

TEACH grant recipients qualify by scoring in the top 25th percentile on college admissions tests such as the SAT or ACT and remain eligible by maintaining at least a cumulative 3.25 GPA. Recipients are required to complete a 4-year teaching service obligation in a high-need field in a high-need school within 8 years of completing their degree. If the service obligation is not completed, the total amount of TEACH grants received reverts to a loan that the recipient must repay.

Due to [sequestration](#), the maximum award amount for award year 2017-18 was reduced by 6.6%, to \$3,736.<sup>2</sup>

### Summary of TEACH Grants

*To be updated as the U.S. Department of Education releases data on this program*

	Number of Institutions Disbursing Funds	Total Funds Disbursed	Number of Grant Recipients
2008-09	501	\$37,329,985	11,820
2009-10	731	\$95,774,525	30,674
2010-11	802	\$120,171,176	38,468
2011-12	803	\$117,873,150	37,972
2012-13	785	\$94,150,755	32,377
2013-14	791	\$96,513,421	32,937
2014-15	780	\$81,351,421	28,468
2015-16	774	\$89,427,922	30,816
2016-17	763	\$86,590,897	30,112
2017-18 (Q1, YTD)	572	\$25,424,118	15,188
<b>Total</b>		<b>\$844,607,370</b>	<b>288,832</b>

Institutions in every state, Puerto Rico, and Guam disbursed TEACH grants for the 2016-17 academic year. The grants have proven to be useful not only for recruiting students to the profession, but also for ensuring financial support for teacher candidates as they move through their educator preparation programs.

*"I am from a small town in southeastern Kentucky, the kind you hear about people never leaving. I left my small town to pursue a high school mathematics education degree at NKU, on scholarship. When I decided that the students that really needed me were those in middle grades, who often get the short end of the stick, I changed my major. I have worked incredibly hard in my college career to become the best teacher I can be, not for myself, not for the money, but for the students that deserve it. I hope one day to teach the underserved populations in Eastern Kentucky; none of that would be possible without the TEACH Grant I received. Help us continue to make a difference."*

*– Courtney Knox, undergraduate student, Northern Kentucky University, Newport, KY*

<sup>1</sup> All data retrieved from the U.S. Department of Education's Federal Student Aid Data Center, <https://studentaid.ed.gov/sa/data-center>

<sup>2</sup> Impact of Sequestration on Federal Student Aid Programs, U.S. Department of Education, <https://studentaid.ed.gov/sa/types/grants-scholarships/teach#sequestration>