

TEACH Grant

Planning and Implementation Considerations

Institutional Participation in TEACH

- Does the institution meet eligibility requirements?
 - Which institutional offices and administrators need to be involved in these determinations?
 - Which campus offices will have a stake in administering the program?
 - When does the institution believe it can be ready to participate?
 - What procedure must be followed to notify the U.S. Department of Education (ED) of the institution's desire to participate in the TEACH Grant Program?
- Who should be involved in implementation planning?
- How will the institution identify its TEACH-eligible programs?
 - Who at the institution will have the responsibility for accomplishing this task?
 - To what extent will academic departments need to be apprised of the program (and student) eligibility criteria?
- If the institution does not itself provide a high-quality teacher preparation program or qualifying post-baccalaureate teacher certification program, do required written agreements or program transferability documentation already exist?
 - If so, who is responsible for maintaining these relationships with other institutions?
 - If not, who will be responsible for establishing them?

Providing Potential TEACH Grant Candidates with Information

- What informational resources will be made available for students?
 - Who is responsible for designing and reviewing them?
- Should information be made available as part of early awareness efforts?
- How can TEACH Grants be used as a recruiting tool?
 - What populations will the institution target for its most proactive outreach efforts?
 - Who will be involved in that outreach (admissions, financial aid, academic departments, etc.)?

Awarding Grants

- What can be done to ensure that applicants who apply for a TEACH Grant on the FAFSA understand the service obligation?
- Who will be responsible for meeting the regulatory requirements for counseling students?
 - Who will conduct initial counseling?
 - Who will conduct subsequent counseling?

- Who will conduct exit counseling?
- Should counseling encourage a student to develop and discuss an educational plan that will lead to high-quality teacher status?
- Can/will TEACH Grant counseling be combined with loan counseling for borrowers who also receive TEACH Grants?

Campus-Wide Coordination

- What degree of campus coordination between financial aid offices, campus departments of education, other academic departments, academic advisors, etc. will be necessary to counsel students effectively on:
 - TEACH eligibility?
 - Teacher preparation?
 - Service obligation?
 - Ramifications of withdrawal from the TEACH-eligible program?
 - Careers in education that would not satisfy the TEACH service obligation, i.e. administrative jobs, guidance counseling, pre-K, postsecondary, library sciences, part-time substitute teaching, private schools, etc.?
 - The climate for meeting the agreement to serve provisions?
 - Suspensions of the 8-year service period?
 - Triggers to loan conversion?
 - Repayment strategies if grants are converted?
- How do you get faculty on board with the TEACH Grant?
- What systems need to be established to share information on GPA, TEACH-eligible programs, and eligible fields of study not only to counsel students but to meet administrative capability requirements?
- How will the financial aid office confirm that a grant applicant has signed ED's Agreement to Serve?

Coordination at State Level

- What degree of coordination will be necessary at the state and secondary school level to:
 - Inform students and counselors of the TEACH Grant?
 - Counsel students who want to become teachers?
 - Ensure that states and LEAs keep ED's list of eligible schools up-to-date and in a timely manner?