



Scan of State Policies and Guidance Resources Addressing Grow-Your-Own Programs

Background Information

As noted in the Pennsylvania Department of Education's (PDE) ARP/ESSR plan, Pennsylvania faces multiple significant challenges in developing and maintain teacher pipelines, including a steep decline in the number of qualified teaching candidates, especially in rural and urban school districts and for hard-to-staff areas like special education, English Language instruction, and science, technology, engineering, and mathematics (STEM). To support the educator workforce, Pennsylvania must strengthen the ways in which it identifies, recruits, enrolls, prepares, certifies, inducts, and provides continuing professional development to its educator workforce. In July 2021, PDE requested assistance from the Region 4 Comprehensive Center for information and examples that would inform the guidance of developing grow-your-own (GYO) programs.

After a scan of the literature and websites of state education agencies and other organizations, Region 4 CC staff obtained the following information and organized the scan to address PDE's request. This scan includes the following information:

- Main Types of Grow-Your-Own (GYO) Programs for Secondary School Students
- Key findings from the 2021 New America's State Policy Scan of GYO Programs
- Summary of REL Northwest's GYO Framework for Secondary Students
- Examples of State Resources and Guidance
- Other Resources That May Be Useful
- Glossary of Terms for High School Programs
- References

Main Types of Grow-Your-Own (GYO) Programs for Secondary School Students

In a 2017 brief, *Strategies for Designing, Implementing, and Evaluating Grow-Your-Own Teacher Programs for Educators*, the REL Northwest identified the following main types of GYO programs for secondary school students:

- **Teacher Cadet Programs** that offer an afterschool club, summer experience, or a course to introduce students to teaching. (State examples include Arkansas, [South Carolina](#))

- **Teacher Academy Programs** that offer a sequence of courses that may span several semesters and provide supports such as mentoring or college scholarships. (State examples include Washington, [Arizona](#), Maryland)
 - **College-based GYO Programs** that support students through the transition from high school to a teacher preparation program.
 - **Teacher Residences** that blend a rigorous, full-year classroom apprenticeship for pre-service teachers with academic coursework that is closely aligned with the classroom experiences. (State examples include California, Colorado, Tennessee)
- (Greenberg, Leong, & Young Yoon, 2017)

[New America 50 State Policy Scan of GYO Programs in 2021](#)

New America issued a brief that presents the findings of a 50-state scan designed to identify programs targeting high school students and to investigate state policies that support GYO program development, implementation, and sustainability (Garcia, 2021). Some of their key findings included:

- In 47 states—plus the District of Columbia, New America found GYO programs for high school students, paraeducators, community members, non-certified school staff, or some combination.
- At least 29 states have a GYO-focused policy, which New America defines as a statute, bill, or executive order. These policies vary from scholarship programs designed to help high school graduates cover the cost of an educator preparation program, to approving alternative route programs for paraeducators, to having GYO listed as one potential approach in larger grant programs designed to diversify the educator workforce.
- A total of 47 states—plus the District of Columbia—offer at least one type of program to expose high school students to careers in education. These programs are primarily offered through career and technical education (CTE), which provides students with career-related academic and technical skills. Dual enrollment is also widely offered to provide students with the chance to earn college credit while still enrolled in high school.
- Paraeducator pathways are offered in 35 states, with the majority being developed at the school district level.

[REL Northwest Grow-Your-Own Teacher Program Framework for Secondary Students](#)

Based on a review of literature, the REL Northwest issued a document, *Strategies for Designing, Implementing, and Evaluating Grow-Your-Own Teacher Programs for Educators*, which includes a program framework for secondary students. The framework includes the following three phases (design, implementation, evaluation) and steps:

Design Phase

- Establish clear purpose and goals
- Assess district needs (e.g., teacher shortage areas) and priorities
- Articulate program content and structure
- Establish recruitment goals and approach

- Recruit diverse students with an interest in teaching through a variety of strategies
- Articulate program and admission requirements
- Create accessible recruitment materials and resources
- Identify and recruit high-quality and diverse teachers and mentors for participation in program
- Establish pathways from secondary schools into higher education
 - Create collaborative partnerships between local education agencies local education agencies (LEAs) and higher education institutions (IHEs) focused on curriculum and instruction
 - Support postsecondary readiness and enrollment

Implementation Phase

- Provide opportunities for students to teach (e.g., field and clinical experiences, near-peer mentors, supports from teachers)
- Provide postsecondary supports (e.g., college visits, information and assistance with applications, academic and social supports, etc.)
- Provide financial support
 - Offer financial support to make program participation and postsecondary completion attainable (e.g., fee waivers, tuition grants and scholarships, stipends for books, living expenses, and transportation, summer programs)

Evaluation Phase

- Evaluate recruitment strategies and program features
 - Develop a process to monitor progress toward goals and data collection system
 - Coordinate among partners to collect and analyze data that can be used to evaluate recruitment strategies and program features
 - Participant feedback
- Evaluate implementation fidelity
 - Coordinate among partners to collect and analyze data that can be used to evaluate program implementation (e.g., attrition and retention rates, course completion and grades, participation in supports, participant feedback)
- Evaluate impact and success
 - Coordinate among partners to collect and analyze data that can be used to evaluate impact and success (e.g., program retention and completion rates, teacher placements)

Examples of State Resources and Guidance

Kentucky Department of Education

In 2021, the Kentucky Department of Education’s [Grow-Your-Own Programs: Build Your Local Teacher Pipeline](#) includes the following sections:

- Introduction – Why “Grow-Your-Own” Programs Are Vital
- Section 1 – Establishing a Teaching and Learning Pathway
 - Courses in the Teaching and Learning Pathway

- Transition Readiness
- Frequently Asked Questions
- Section 2 – Dual Credit
 - Scholarship Opportunity for Dual Credit
 - Dual Credit Policy
 - Partnering Institutions of Higher Education
 - Dual Credit Partner Table
- Section 3 - Starting Your Educators Rising Chapter
 - What Is Educators Rising?
 - Benefits
 - Membership
 - Student Recruitment
 - Teacher Leader’s Role
 - Student Retention
- State Contacts

[Michigan Department of Education. Grow-Your-Own: Addressing Vacancies and Shortages.](#)

This 2020 three-page guidance document focuses on the existing pool of potential candidates for addressing current school vacancies and staffing needs in the State of Michigan. The department recommends that local districts consider specific categories of candidates for addressing vacant teacher positions that may already illustrate some of these competencies. Along with proper supports and partnerships with educator preparation providers (EPPs), these candidates have the potential to meet both short-term and long-term vacancy needs.

[Missouri Department of Elementary and Secondary Education’s Resource Guide](#)

The 2021 [Missouri Grow Your Own Resource Guide](#) for districts focuses on how to create their own teacher pipelines. The resource guide includes the following sections:

- Key Aspects of GYO
- Advantages of GYO
- Steps to Construct a GYO Model
- Ideas to Generate Student Interest
- Strategies to Cultivate Prospective Teacher Talent
- Opportunities to Engage Students in the Profession
- Examples of Successful School District Models
- Future Teachers of America Chapters
- Educators Rising Chapters
- Percent of GYO Programs by Region

[Washington’s Recruiting Teachers: District Informational Packet](#)

The State of Washington Professional Educator Standards Board issued the [Recruiting Washington Teachers: District Informational Packet](#) (2017).

The purpose of Recruiting Washington Teachers (RWT) is to “grow-our-own” diverse group of future teachers from within local communities who more closely reflect the population of Washington’s children and youth.

The Informational Packet includes:

- Overview
- Curriculum Which Features Five Thematic Units and Hands-On Experiences with Resources (for Teacher Academy)
- Curriculum Infographic
- Course Code Information
- Funding
- Identifying the Right Teacher
- Who Can Teach the Course?
- Recruiting Students to the RWT Program
- Forming Partnerships
- Building a Teacher Academy Team Worksheet

Other Resources That May Be Useful

[Using ESSR Funds to Support Teacher Residences](#) (2021).

Prepared to Teach, Bank Street College. New York, NY.

This document details the opportunity that LEAs have to leverage Elementary and Secondary Emergency Relief Funds (ESSER) to develop teacher residency programs at their school sites. It is not only allowable, but also advisable under federal guidance that these funds can support teacher candidates working for a full year, co-teaching within classrooms with accomplished mentor teachers, helping lead to a more diverse teacher workforce, reducing teacher turnover, and improving instructional outcomes.

[South Carolina Center for Educator Recruitment, Retention, and Advancement](#). (2019). Teacher Cadet Program. Teacher Cadets Overview. Rock Hill, SC.

The South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) Teacher Cadet program is a state-funded program supporting the recruitment of high-achieving high school students into teaching. Piloted in four South Carolina high schools in 1985–86, the Teacher Cadet Program has grown to include 188 South Carolina high schools with 233 classes serving 2,991 juniors and seniors annually. Cultivating teachers for rural areas experiencing shortages is an important aspect of the program. While in high school, students take a dual-credit course taught by a certified teacher introducing them to the education profession, key education problems, and critical issues. The Center includes a variety of resources for districts, including male and minority recruitment videos.

Glossary of Terms for High School Programs

The New America scan (Garcia, 2021) includes a glossary of common terms for high school programs involved in the teacher pipeline.

Apprenticeship programs allow students to complete high school, start their postsecondary education at no cost, get paid work experience alongside a mentor, and start along a path that broadens their options for the future. For more information, see New America's [Partnership to Advance Youth Apprenticeship](#).

Call Me MISTER recruits and supports males of color to enter the teaching profession. The program offers financial assistance, mentorship, academic support, a cohort structure, and assistance with job placement.

Career and Technical Education programs offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Dual Enrollment allows students to take and earn credit for college courses while still in high school.

Educators Rising is a national career and technical student organization that provides high school and middle students with exposure to careers in education. The program is linked to state/district Career and Technical Education programs but is also offered as extracurricular programs.

Future Educators of America is a national organization that promotes clubs for students who are interested in becoming teachers. For more information, see Florida's [Future Educators of America program](#).

Partnership refers to GYO programs whereby school districts partner with institutes of higher education and/or community based organizations to recruit and prepare teachers from the local community. Oftentimes, these partnerships are designed to provide candidates with wraparound supports to facilitate access and persistence in a teacher preparation program.

Pathway programs provide students with support along the pathway to becoming teachers by making connections between high school, community colleges, and universities. For an example see New America's profile of Skagit Valley's Supported Teacher Pathway. Some pathway programs create pathways for high school students/college students to work as paraeducators in their school district while enrolled in a teacher preparation program. For an example, see Oklahoma City Public School's Pathway to Bilingual Teaching Careers program.

Teacher Academy is a model that can incorporate elements of career and technical education and Dual Enrollment. For an example, see Washington's Recruiting Washington Teachers program.

Teacher Cadets is a national program that exposes high school students to careers in teaching through coursework, including dual enrollment. Originally started in South Carolina, the program has expanded to over 30 states.

Teacher Residency programs provide teacher candidates with the opportunity to get hands-on experience and mentorship by working in a classroom alongside a more experienced teacher before they take on responsibility for leading their own classroom. This approach to teacher preparation typically lasts for an entire school year and is paired with coursework that will result in a graduate degree in education and a teaching license. For more information, refer to the [National Center for Teacher Residencies](#).

References

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