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A 50-State Scan of Grow Your Own Teacher Policies and Programs

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About New America

We are dedicated to renewing the promise of America by continuing the quest to realize our nation's highest ideals, honestly confronting the challenges caused by rapid technological and social change, and seizing the opportunities those changes create.

About Education Policy

We use original research and policy analysis to help solve the nation's critical education problems, crafting objective analyses and suggesting new ideas for policymakers, educators, and the public at large.

About PreK-12 Education

The PreK-12 initiative works to ensure that all children attending public elementary and secondary schools have access to and receive high-quality educational experiences, with a particular emphasis on improving equity and outcomes for traditionally underserved students.

About Grow Your Own Educators

Grow Your Own (GYO) is a teacher preparation strategy focused on developing and retaining teachers from the local community. GYO is often used to address teacher shortages and increase the diversity of the teacher workforce.

About Educators

Our goal is to ensure that all students have access to highly-skilled educators who reflect the communities they serve and provide rigorous and relevant instruction to all students. Our team provides research, policy analysis, and field-building initiatives to help strengthen educator workforce policies and practices across the country.

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Introduction

Over the past four years, New America has been researching Grow Your Own (GYO) programs as a strategy for growing and diversifying the teacher workforce. GYO programs—partnerships between school districts, institutions of higher education, and community-based organizations to recruit and prepare community members to become teachers in local schools—are increasingly popular as a strategy for teacher recruitment and development. We began this work with a focus on bilingual teacher development and the need for more bilingual teachers to support the needs of English learner students.¹

The need for GYO is clear. States are experiencing teacher shortages across subject areas, such as special education and bilingual education, and regions, particularly in rural areas. Research on GYO suggests that homegrown teachers have higher rates of retention and that these programs remove barriers that have kept some individuals from being able to access and persist in a teacher preparation program.² At the same time, states are making efforts to increase the racial and linguistic diversity of the teacher workforce. Students of color make up the majority of the K-12 student population, yet their teachers are majority white, female, and monolingual. GYO programs often focus on recruiting and preparing teachers of color³ who are invested in promoting social justice and changing the education system from within.

While GYO is not a new approach, the majority of research has focused on district-level programs⁴ that were not widely scaled or sustained⁵ and much of the work on program development has been done without state policy and investment. In 2005, Illinois became the first state to fund and implement a competitive GYO grant program designed to forge partnerships between community organizations and institutes of higher education that would prepare educators from the community for the community. As researcher Elizabeth Skinner describes, the state program was born out of a grassroots effort in Chicago's Logan Square neighborhood to help parents and community members become bilingual teachers in their local schools.⁶ Today seven states fund statewide GYO programs to help local school districts recruit and prepare the teachers they need.⁷

From its grassroots origins, GYO has recently garnered national attention as a strategy for strengthening and diversifying the teaching profession. GYO educator programs have been proposed by former presidential candidates Kamala Harris⁸ and Elizabeth Warren,⁹ with the College Affordability ACT HEA reauthorization bill,¹⁰ and in the Classrooms Reflecting Communities Act of 2019 introduced by Alabama Senator Doug Jones.¹¹

Given the expanding interest in GYO, we set out to learn more about these programs across the country. We conducted a 50-state scan to identify GYO programs—including target candidates, types of programs, and their design—and to investigate state policies that support GYO program development, implementation, and sustainability.

We found that the landscape of GYO educator pathways mirrors that of the broader educator pathway: highly localized with wide variability in program design. At the same time, GYO programs share a common goal of preparing teachers from the community for the community, and they face common challenges in designing programs that can meet candidates where they are.¹² This brief will highlight our findings to help uncover the current state of GYO programs.

Method

We examined programs that target high school students, paraeducators, non-certified school staff, and community members. The analysis was limited to programs that were geared toward local candidates (e.g., high school students, paraeducators, non-certified school staff) who would be teaching in their local community. However, to be as comprehensive as possible, we captured a broad range of programs that includes career and technical education, alternative certification, career ladders, and those that are more limited in scope (e.g., scholarships, student clubs).

All 50 states plus the District of Columbia were included in the scan. In the summer of 2018, we developed a coding framework that would allow us to gauge the policies and programs in place to support GYO. The framework was designed based on a review of external GYO educator literature and research, New America's existing research on GYO educator programs, and guidance from our GYO advisory group. The primary coding was conducted by three individuals. We relied on Google searches using the term "[state name] grow your own teachers," 50-state comparisons conducted by the Education Commission of the States on teacher retention and recruitment policies¹³ and secondary Career and Technical Education Clusters,¹⁴ state plans under the Every Student Succeeds Act (ESSA), and a Westat analysis of state teacher equity plans.¹⁵ Because the development of bilingual educators has been a key focus of New America's GYO research, we included a focus on GYO programs for bilingual educators and so also used the search term "[state name] grow your own bilingual teachers" and searched through programs funded by National Professional Development grants under Title III of ESSA.¹⁶ A reliability check was conducted for 30 percent of the states. In the spring of 2020, each state's data were reviewed and, when necessary, updated to include new programs or to remove programs that had lapsed. And in the spring of 2022, a similar review was conducted to identify new programs, policies and funding streams. The data and findings have been updated to reflect those changes.

In addition, we partnered with FDR Group to survey state Title II (e.g., teacher recruitment and preparation) and Title III (e.g., English learners) directors about efforts to recruit and prepare educators through GYO programs and other efforts to prepare and support bilingual educators. We administered the survey in the summer of 2018 and again in the spring of 2020. The first survey garnered responses from 42 states plus the District of Columbia and the second survey extracted responses from 46 states plus DC. The findings of the survey were used to supplement and confirm the information that we conducted in our independent review of GYO policies and programs.

A Look at the Data

Our state-level data are shown in the table below. The data feature policies and programs, with a focus on those for high school students and paraeducators, as they emerged as the two most prominent kinds of programs. We include a list of the different types of programs in each state and information on programs specific to bilingual educators. (See [here](#) for a glossary of terms).

Grow Your Own Policies and Programs in the 50 States and District of Columbia - Updated									
State	Does the State Have a GYO Policy?	Does the State Fund GYO Programs?	Are There GYO Programs for Teachers at the State Level?	What Types of GYO Programs are Offered?	Are There GYO Programs for Teachers at the District Level?	What Types of GYO Programs are Offered?	Are There GYO Programs for Teachers at the School Level?	Program	Notes
Alabama	Yes	No	No	Teacher Career Development	No	No	No		
Alaska	Yes	Yes	Yes	Education Career and Technical Education	Yes	Scholarship	Yes		
Arizona	No	No	No	Education Career and Technical Education	Yes	Scholarship	Yes		
Arkansas	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
California	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Colorado	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Connecticut	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Delaware	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
District of Columbia	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Florida	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Georgia	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Hawaii	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Idaho	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Illinois	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Indiana	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Iowa	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Kansas	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Kentucky	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Louisiana	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Maine	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Maryland	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Massachusetts	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Michigan	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Minnesota	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Mississippi	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Missouri	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Montana	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Nebraska	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Nevada	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
New Hampshire	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
New Jersey	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
New Mexico	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
New York	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
North Carolina	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
North Dakota	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Ohio	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Oklahoma	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Oregon	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Pennsylvania	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Rhode Island	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
South Carolina	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
South Dakota	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Tennessee	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Texas	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Utah	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Vermont	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Virginia	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Washington	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
West Virginia	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Wisconsin	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		
Wyoming	Yes	Yes	Yes	Teacher Career, Education Career and Technical Education	Yes	Scholarship	Yes		

Findings

Our scan yielded five main findings about the reach and scope of GYO policies and programs across the nation:

1) Localities use the term GYO in different ways to address common problems.

New America defines Grow Your Own as partnerships between educator preparation programs, school districts, and community organizations that recruit and prepare local community members to enter the teaching profession and teach in their communities. However, we did not impose this definition on the states and localities that were included in this scan. Broadly, a range of definitions were observed and some states did not define the term at all. For example, Missouri's guidance resource on GYO describes it as a strategy to "help districts grow their own teacher pipeline...by attracting and supporting students in their home districts to become future teachers."¹⁷ Minnesota frames GYO in terms of the program's stated goal, which is to diversify the state's educator workforce.¹⁸ Hawaii leans on both the intended targets of GYO, noting that the scholarship funding is for individuals working as emergency hires, substitute teachers, or educational assistants, and the aim to address teacher shortages.¹⁹ Overall, we found that GYO is being leveraged as a strategy for solving teacher shortages and increasing the diversity of the teacher pipeline.

2) Most states have at least one GYO program, but tremendous variety exists in program design and strategy.

Only one state (WY) did not have some type of GYO program.²⁰ In 49 states plus the District of Columbia we found programs for high school students, paraeducators, community members, non-certified school staff, or some combination. The number of program types offered varied widely, with nine states (FL, ID, LA, ND, NH, OH, RI, VT, and WV) only having one type of program and nine states (AR, CA, CO, KS, MN, MO, NY, OR, and SC) having more than five program types. At the state level, we counted the number of GYO program types offered and not the number of individual programs funded through those efforts. If we were to count individual programs, Texas would be at the top, with more than 200 programs offered.²¹ The large number of programs is attributed to the state's Ready, Set, Teach program for high school students. In addition, hundreds of school districts have received funding to develop programs through the state's competitive grant program.

The number of programs initiated at the district level outnumbers those that are supported by state investments. The highly local nature of GYO programs is precisely what makes them effective, but this also means there is substantial variation across program design, reliance on partnerships, and the amount and type of supports offered to candidates. For example, Waterloo Public Schools in Iowa partnered with a local teacher preparation program to launch a small GYO program for paraeducators and has structured it so that participants only work part time and have the rest of their time covered by a different staff member. The district does not provide tuition support but does cover the cost of the additional staff members and participants' full-time salaries. By comparison, the STEP UP and Teach program offered by Los Angeles Unified School District offers paraeducators guidance on requirements and teacher preparation programs along with tuition reimbursement and assistance covering the cost of state-mandated licensure exams.

State-funded GYO initiatives also vary in terms of the number of pathways offered and the level of support provided to candidates. Minnesota offers two GYO pathways, one for paraeducators to participate in a pilot residency program and another for high school students to enroll in education-focused courses and earn dual credit. Texas has three pathways: one for high school students, one for paraeducators, and one for current teacher candidates to provide them year-long clinical teaching assignments, leveraging partnerships between school districts and educator preparation programs. Other states such as California, Maryland, Nevada, and New Mexico offer scholarships but lack comprehensive supports to help candidates persist in their preparation programs.

3) More than half of states have a GYO policy, but funding for GYO programs is unstable.

A total of 29 states plus the District of Columbia have a GYO focused policy, which we define 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 slightly higher number of states fund GYO initiatives, with 31 states and the District of Columbia currently funding some type of GYO program. Of these states, ten (CA, IA, IL, MA, MN, OR, NY, TN, TX, and WA) and the District of Columbia fund competitive grant programs designed to incentivize school district and educator preparation partnerships to develop and implement GYO programs. Since 2020, there has been a noticeable increase in the number of states that provide funding for these initiatives, from 19 to 31, which is partly due to the infusion of federal recovery funds, such as Elementary and Secondary School Emergency Relief Fund (ESSER), that have allowed states to offer one-time funding opportunities

for GYO. It remains to be seen if this funding will be sustained through other mechanisms and how it will impact the longevity of the strategy in individual states.

Looking more closely at individual states, Arizona is an outlier, as they do not have a GYO policy but do fund a scholarship program to help paraeducators earn a teaching degree in the area of special education. Washington State currently funds four different GYO programs, which is more than any other state. These programs include the Alternative Routes Block Grant, which brings together school districts and institutes of higher education to develop GYO programs; Recruiting Washington Teachers, which offers high school students courses and exposure to careers in education; Recruiting Washington Teachers Bilingual Educators Initiative, which is a spin-off focused on producing bilingual teachers; and the Pipeline for Paraeducators Conditional Loan Scholarship, which provides financial assistance toward associate degrees for paraeducators interested in becoming teachers.

4) Pathways for high school students are the most common type of GYO program.

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.²² Dual enrollment is also widely offered to provide students with the chance to earn college credit while still enrolled in high school.²³ Teacher Cadets (TC), a program that began in South Carolina and has since expanded nationally, is another common offering.²⁴ That program is focused on high-achieving students and aims to help them consider careers in teaching. It utilizes a curriculum developed by TC and is designed as a college-level course. Educators Rising, a national organization that exposes middle and high school students to careers in education, is also common, with students participating in a variety of ways.

²⁵Some of their programs are linked to CTE and others serve more as interest clubs for students. Educators Rising also offers a curriculum that can be integrated into CTE courses and opportunities for students to earn micro-credentials²⁶ to demonstrate their growing skills and competencies.

Several states, such as Maryland, Nevada, and Oklahoma, have scholarship programs to support high school students who want to become teachers. While they are called scholarships, these programs come with some strings attached: recipients must agree to teach in the state for a specified number of years and in some cases risk having to pay the money back if they do not fulfill their service requirements. Scholarship programs are often closely linked to shortage areas. In Nevada, recipients of Teach Nevada Scholarships must get an endorsement in

either English as a second language or special education.²⁷ A majority of state GYO competitive grant programs include tracks for high school students. In Texas, high school students are a primary focus of states's GYO efforts. Consider: its GYO grant application mandates that applicants interested in creating a GYO pathway for paraeducators can only do so if they apply in conjunction with a program for high school students.²⁸

Apprenticeship models are also emerging in the mix of high school educator pathways. There are youth apprenticeship programs in at least four states (CA, CO, GA, and KY) that prepare students for careers in education through a mix of high school and college coursework and paid work-based learning.²⁹

High school students are seen as an attractive pool of potential teachers who will be invested in returning to teach in their home communities. Some studies suggest that early recruitment of middle and high school students is a more effective strategy than pulling from adult populations.³⁰ However, even though these pre-collegiate GYO programs have been widely adopted, there is almost no data on their efficacy in producing teachers. GYO experts Conra Gist, Margarita Bianco, and Marvin Lynn note in a 2019 study that often these programs lack data “on the number of students who have completed the program, achieved state licensure, and entered the classroom as teachers.”³¹ Some states are making efforts to collect these data moving forward. For example, Washington State has added a code to its Comprehensive Education Data and Research System (CEDARS) that will allow tracking of how many alumni of the Recruiting Washington Teachers program have enrolled in an educator preparation program and become teachers in the state.³²

5) Programs for paraeducators are widely available and targeted to school and student needs.

Paraeducator pathways are offered in 39 states plus the District of Columbia, with the majority being developed at the school district level. Paraeducators are often tapped by their building administrator to enroll in a GYO program due to their significant instructional experience, knowledge of the district, and interest in becoming a licensed teacher. In addition, paraeducators are more likely to match the racial and linguistic diversity of the K-12 student population.³³ These essential educators are particularly suited to GYO programs geared toward developing bilingual teachers (see below **Grow Your Own Programs for Bilingual Educators**) and special education teachers given that paraeducators are often utilized to support English learners and students with disabilities.

The reach of these GYO programs for paraeducators remains limited because they are often specific to a school district and it is unclear how many paraeducators are served in each program. In our research, we have found that the number of paraeducators enrolled in comprehensive GYO programs is kept

small, usually under 20. Comprehensive programs offer wraparound supports such as financial assistance, academic advising, test preparation, and job-embedded learning, which also constrain program size. Often programs are designed to meet the individual needs of students. Providing one-on-one assistance is high-touch work that requires significant staff time and capacity, limiting the number of individuals who can be served.³⁴

Scholarship programs likely have a wider reach and may be a more efficient strategy for producing teachers. California's Classified School Employee Teacher Credentialing Program, which provided annual scholarships of \$4,000 to help paraeducators and other school staff earn an undergraduate degree and teaching credential, reached over 2,000 participants. The program has had three rounds of funding, the most recent offered in 2021. Of the over 900 credentialed staff who were provided funding in 2016, 198 have earned a credential and are working as teachers in the state, according to a 2019 program report.³⁵ The low rate of earned credentials could be due to the fact that participants are working while enrolled, which limits the number of courses they can take and lengthens the time spent in the program. More research is needed to examine the outcomes of different types of GYO programs, including their cost and return on investment.

The majority of programs are designed to serve paraeducators who either already hold a bachelor's degree or have an associate degree/60 hours of college credit. GYO programs that are structured as partnerships with educator preparation programs can prepare paraeducators with bachelor's degrees in about 15 months and in about two years for those with associate degrees. These programs are designed to offer a structured pathway that allows participants to complete them in a specified time frame. For example, the Chicago Public Schools bilingual teacher residency program is structured so that paraeducators work as teacher residents during the first year of the program and earn their teaching certification in the process.³⁶ They start their work as classroom teachers in the second year of the program while simultaneously taking classes to earn their bilingual endorsement.

→ GROW YOUR OWN PROGRAMS FOR BILINGUAL EDUCATORS

English learners are a growing segment of the U.S. student population and are best served in bilingual programs that support

their English development and continued growth in their home language. Currently, the country is not producing enough bilingual educators to meet the needs of English learners. In 2016, 31 states and the District of Columbia reported shortages of bilingual, dual language immersion, and English as a second language teachers.³⁷ GYO programs are a promising strategy for developing more bilingual teachers due to their focus on recruiting high school students and paraeducators³⁸ and their design, which provides a range of supports to promote persistence and success in a teacher preparation program.

Our GYO policy and program scan included a special focus on programs for bilingual educators, due to our longstanding interest in how these programs can strengthen the bilingual teacher pipeline. We found GYO programs for bilingual educators in 11 states (AK, AR, CA, GA, IL, NY, OK, OR, TX, WA, and WI) plus DC. The majority of programs are district-level initiatives, such as the Bilingual Teacher Pipeline Project led by Oklahoma City Public Schools. Washington State stands out as the only jurisdiction to currently offer a statewide program focused on recruiting bilingual high school students into the teaching profession. California's Bilingual Teacher Professional Development Program, which was authorized once in 2017, provided funding to 10 local education agencies to prepare more bilingual teachers, including by helping paraeducators earn a teaching credential, but is no longer active.³⁹ However, the state does offer a pathway to earning a bilingual credential through the Teacher Residency Grant program.

Conclusion

Our scan reveals GYO to be a widespread strategy that has been leveraged in myriad ways in an attempt to solve teacher shortages and increase the racial and linguistic diversity of the educator workforce. While much variation exists in program design and delivery, states and districts are unified in the reason for promoting and investing in GYO: the belief that recruiting and preparing teachers from the local community will increase retention and equip schools with well-prepared teachers who are knowledgeable about the needs of students and families in the community.

We are facing unprecedented challenges across the nation. The COVID-19 pandemic coupled with state-level efforts to curtail what teachers can say and teach in their classrooms threatens to push teachers out of the profession altogether. The expansion of GYO programs and policies is a signal that states and localities are eager to adopt new and more accessible pathways into the teaching profession and create incentives to pursuing a degree in education. For example, in California, the 2021-22 state budget included \$2.8 billion for educator preparation, retention and training in an effort to help address the state's teacher shortages.⁴⁰ However, these cannot be one time investments and must be part of a broader strategy to attract new teachers, strengthen teacher preparation, and improve the working conditions of teachers.

Glossary

Glossary of Terms for High School Programs

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 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. For more information see [this explainer from](#) the US Department of Education.

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. For more see [Educators Rising 2019-2020 Guide](#).

Glossary of Paraeducator Programs

Alternative Route programs provide accelerated pathways to teacher certification for individuals with a bachelor's degree. These programs can be offered by educator preparation programs at institutes of higher education, for-profit providers, and more. For more information see the ECS brief [Mitigating Teacher Shortages: Alternative Teacher Certification](#).

Apprenticeships provide paid-on-the-job learning and coursework to promote career advancement. For more on apprenticeships in education see New America's report [Rethinking Credential Requirements in Early Education](#).

Career Ladder models are usually offered by school districts as a way to assist paraeducators move up the career ladder and earn their teacher certification. These programs employ varying designs, but usually include financial assistance. For an example see the [Career Training Program](#) offered by New York City Public Schools.

Cohort models provide prospective teachers with the opportunity to matriculate through a teacher preparation with a group of peers that can provide an added layer of support. For more on cohort models see the Center for the Study of Child Care Employment report [Learning Together: A Study of Six B.A. Completion Cohort Programs in ECE](#).

Community College Baccalaureate programs are four-year bachelor degree programs offered at community colleges. These programs offer a more accessible and affordable option to earning a degree. For more see New America's report [Community College Baccalaureate Programs: A State Policy Framework](#).

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

Scholarship programs that support high school students to pursue a degree in teaching. Many of these scholarships take the form of conditional loans, meaning that students who accept the money must commit to teaching for a specified number of years in the state or risk having to pay back a portion of the loan.

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](#).

Conditional Loans are a form of financial assistance provided to help cover the cost of college tuitions. These loans come with the expectation that the recipient will teach in the district or state for a specified number of years. If the recipient fails to fulfill the specified teaching obligation, they have to pay back the loan on a prorated scale. These programs are also known as forgivable loans. For more see [Washington state's conditional loan programs](#).

A teaching **micro-credential** is a verification of a discrete skill or competency that a teacher has demonstrated through the submission of evidence. For more see New America's blog post [Teacher Micro-credentials: State Considerations for Professional Development and License Renewal](#).

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.

Scholarship refers to program that provide paraeducators with financial assistance to cover the costs of tuition. These scholarships have varying requirements and often do not cover the full cost of tuition, books, and fees. [New Mexico](#) and [California](#) offer examples of state-funded scholarship programs designed for paraeducators.

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 see the [National Center for Teacher Residencies](#).

2+2 programs allow teacher candidates to attend a community college and then transfer to a four-year college/university. These programs help reduce the cost of higher education and increase access for non-traditional students and first-generation college students. For more information see this article in the [Community College Review](#).

Notes

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- 9 Warren Democrats (website), “A Great Public School Education for Every Student,” <https://elizabethwarren.com/plans/public-education>
- 10 College Affordability Act, H.R. 4674, 116th Cong. (2019) https://edlabor.house.gov/imo/media/doc/REINTRO_xml.pdf
- 11 Classrooms Reflecting Communities Act of 2019, S. 2887, 116th Cong. (November 18, 2019), <https://www.govtrack.us/congress/bills/116/s2887/text>
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