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# Grow Your Own Teachers

## A 50-State Scan of Policies and Programs

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**Education Policy & PreK-12 Education**

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## **About the Author(s)**

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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.

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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

When we first published this report in 2020, Grow Your Own (GYO) educator programs were an emerging solution for addressing subject-area teacher shortages and increasing the racial and linguistic diversity of the teacher workforce.<sup>1</sup> Since then, GYO programs have expanded quickly: between 2020 to 2024, the number of states providing funding for GYO grew from 18 to 35 plus the District of Columbia (DC). This growth may have been related to the COVID-19 pandemic, which amplified teacher shortages<sup>2</sup> and led to an infusion of \$190 billion of federal aid to K-12 schools.<sup>3</sup>

GYO programs are attractive because they recruit community members and prepare them to become teachers in local schools. Many of these programs use partnerships between school districts, institutions of higher education, and community-based organizations to provide comprehensive support to candidates. These partnerships also foster alignment between school districts and teacher preparation programs to ensure that teacher candidates are engaged in coursework and clinical experiences that prepare them to work in local schools.

Despite evidence of a declining interest in teaching,<sup>4</sup> there are many individuals who want to become teachers but do not see a clear pathway to achieving their goal. By centering the needs of candidates and providing advising, financial support, paid work experience, and mentoring, GYO programs remove barriers that have kept some individuals from being able to access and persist in teacher preparation programs.<sup>5</sup> And research suggests homegrown teachers have higher rates of retention, which ultimately benefits schools and students.<sup>6</sup>

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 work in the community. As GYO researcher Elizabeth Skinner describes, the state program was born out of an effort in Chicago's Logan Square neighborhood to help parents and community members become bilingual teachers in their local schools.<sup>7</sup>

From its grassroots origins, GYO has garnered national attention as a strategy for strengthening and diversifying the teaching profession. GYO educator programs were included in the Biden administration's Build Back Better initiative and have been prioritized in multiple federal grants, such as the Teacher Quality Partnership and National Professional Development Program. In today's teacher preparation landscape, GYO is commonly paired with preparation approaches like teacher residency and teacher Registered Apprenticeship.

Given the expanding interest and reach of 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 updated the scan in 2022 and are doing so again now to capture growth and emerging trends. This report is the culmination of our research over the past five years. In it, we present six key findings about how GYO is defined, where the strategy is being adopted, how programs are designed and funded, and who programs are serving.

## Method

We examined programs that target high school students, paraeducators, noncertified school staff, and community members. The analysis was limited to programs that were geared toward local candidates (e.g., high school students, paraeducators, noncertified school staff) who would be teaching in their local communities. 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 list 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 a New America 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” or “[state name] paraprofessional to teacher.” We also used 50-state comparisons conducted by the Education Commission of the States on teacher retention and recruitment policies<sup>8</sup> and secondary Career and Technical Education Clusters,<sup>9</sup> state plans under the Every Student Succeeds Act (ESSA), and a Westat analysis of state teacher equity plans.<sup>10</sup> A reliability check was conducted for 30 percent of the states. In the summer of 2020, each state’s data were reviewed and, when necessary, updated to include new programs or to remove programs that had lapsed. These data were also reviewed and updated in the summer of 2022 and in the winter of 2024. Data on programs and policies in every state and DC can be found in Chapter 3 of this report.

We surveyed GYO program directors and leaders in the fall of 2023 and winter of 2024 to learn more about partners, target candidates, funding, degrees offered, and program graduates. The survey was publicized in New America newsletters, by partner organizations, and by a handful of state education agencies. Email solicitations were sent to 105 GYO program leaders, 40 of whom also received follow-up phone calls. FDR Group assisted with survey development and outreach. The Wisconsin Center for Education Research fielded a slightly modified version of the survey to programs across the state of Wisconsin as part of a separate research project. They shared their survey results with us and five of those responses were included in our national survey findings. The survey was also sent to members of New America’s GYO Educator National Network, a professional learning community of 25 GYO programs, which has helped inform our understanding of GYO. The data reported here come from 87 programs in 38 states, with the highest number of responses coming from Indiana, Oregon, Minnesota and Wisconsin. We heard from program leaders in public and charter

schools/districts, state education agencies, community based organizations, and educator preparation programs.

## Updated 50-State Scan Data

The table below presents our state-level data, highlighting policies and programs, target candidates, and examples and features of GYO programs in each state. A glossary of terms used to describe the different types of programs is also included at the end of this report.

- **Alabama**
- **Alaska**
- **Arizona**
- **Arkansas**
- **California**
- **Colorado**
- **Connecticut**
- **Delaware**
- **District of Columbia**
- **Florida**
- **Georgia**
- **Hawaii**
- **Idaho**
- **Illinois**
- **Indiana**
- **Iowa**
- **Kansas**
- **Kentucky**
- **Louisiana**
- **Maine**
- **Maryland**
- **Massachusetts**
- **Michigan**
- **Minnesota**
- **Mississippi**
- **Missouri**
- **Montana**
- **Nebraska**
- **Nevada**
- **New Hampshire**
- **New Jersey**
- **New Mexico**
- **New York**
- **North Carolina**
- **North Dakota**
- **Ohio**
- **Oklahoma**
- **Oregon**
- **Pennsylvania**
- **Rhode Island**
- **South Carolina**
- **South Dakota**
- **Tennessee**
- **Texas**
- **Utah**
- **Vermont**
- **Virginia**
- **Washington**
- **West Virginia**
- **Wisconsin**
- **Wyoming**

## Findings

Our analysis yields six main findings about the reach and scope of GYO policies and programs across the nation.

### **1. States and districts define 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. We observed a range of definitions, and some states used but did not define the term GYO. For example, Missouri’s guidance on GYO states that programs “provide a culture of collaboration between school districts, higher education and communities, serve as a workforce development initiative, and instill community pride when students return to teach.”<sup>11</sup> Texas frames GYO as a way to help local education agencies (LEAs) “[...] build strong, stable, and diverse teacher pipelines from within their own communities” and to address shortages, increase diversity, and boost high school students’ interest in teaching.<sup>12</sup> Delaware frames GYO as part of the larger goal to strengthen the state’s educator workforce pipeline, stating that these “programs offer support and guidance to candidates who are on a career path towards becoming future educators, starting as early as middle school, or through nontraditional routes, and continuing through their postsecondary education and training and culminating in their being hired, as an educator, by the district or charter school.”<sup>13</sup> Across LEAs and states, GYO is framed as a way to develop a strong and stable teacher workforce.

The definitions we found included varying levels of focus on community, as these three state examples illustrate. Yet, at its core, GYO is about building stronger communities. These programs recognize the assets of community members and the role they can play in supporting students and families. They provide a pathway to economic mobility for school staff such as paraprofessionals, bus drivers, and cafeteria workers.

### **2. All states and the District of Columbia have at least one GYO program, but policies vary.**

Every state and the District of Columbia has at least one GYO program.<sup>14</sup> We found programs for high school students, paraeducators, community members,

noncertified school staff, substitute teachers, or some combination. An estimated 900 school districts are engaged in GYO according to a 2023 working paper by teacher education researchers Danielle Edwards and Matthew Kraft.<sup>15</sup>

A total of 28 states and the District of Columbia have a GYO focused policy, which we define as a statute, bill, or executive order. These policies do not all name GYO but have a focus on recruiting and preparing community-based teachers. These policies include scholarship programs designed to help local high school graduates and paraeducators cover the cost of an educator preparation program, approval of alternative route programs for paraeducators, listing GYO as one potential approach in larger grant programs designed to diversify the educator workforce, and competitive grants to support GYO program development and implementation.

### **3. The number of states funding GYO programs has increased, but funding is not stable.**

While the number of states with a GYO-focused policy has remained largely unchanged since 2020, there has been a significant increase in the number of states that provide funding for GYO program development and implementation, from 18 to 35 plus DC.<sup>16</sup> Tennessee is the only state that funds a statewide center focused on developing resources, facilitating partnerships, and offering technical assistance. Fourteen states plus DC offer a competitive grant program designed to incentivize school district and educator preparation partnerships to develop and implement GYO programs. A handful of states have a significant number of GYO programs and a high level of investment. For example, Michigan has awarded \$128 million in GYO funding to 139 individual school districts and consortia,<sup>17</sup> while Texas funded over 350 districts using state GYO and Elementary and Secondary School Emergency Relief (ESSER) funds in 2022 alone.<sup>18</sup>

At least nine states used federal pandemic aid, such as ESSER, to implement GYO initiatives to help meet their teacher workforce needs. For example:

- **Georgia** provided \$2.4 million in grant funds to support paraprofessional-to-teacher pipelines in 75 rural school districts. Eligible paraprofessionals enrolled in a teacher preparation program received up to \$6,000 to help cover tuition, fees, and exam costs.
- **Maryland** created a noncompetitive grant, Maryland LEADS, that provides funding to all LEAs in the state for a variety of activities, including GYO educator programs. All but one LEA chose to pursue GYO with the funds, around \$48 million.

- **Mississippi** used ESSER funds to launch a new round of competitive grant funding for its state teacher residency program.
- **Missouri** leveraged \$50 million in ESSER funds to offer every school district funding for GYO program development or expansion. Districts were eligible to receive \$10,000.
- **Tennessee** invested \$6.5 million to launch a competitive grant for GYO program development with a focus on building partnerships between educator preparation programs and school districts.

Funding staffing needs through emergency relief funds was a choice that many warned against but seemed inevitable, given concerns about teacher shortages in nearly every state.<sup>19</sup> With ESSER funds expiring in September 2024 and looming budget cuts, the future of these programs is, unsurprisingly, now at risk. Among the program leaders that responded to our survey, 20 percent of them said that the largest source of federal funding comes from ESSER.

Surprisingly, only 1 to 2 percent of respondents reported using federal funds such as Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA) to support their efforts. A slightly higher percentage (between 6-8 percent) use funds from federal education sources like the Individuals with Disabilities Act (IDEA) and the Carl D. Perkins Career and Technical Education Act and federal workforce sources like the Workforce Innovation Opportunity Act. A small percentage (3 percent) have a Teacher Quality Partnership (TQP) grant that provides funding to institutes of higher education to design and implement a teacher residency program. Under the Biden administration, TQP has included invitational priorities for GYO, but it also has requirements (e.g., the need for matching funds) that many programs cannot meet.

State grants are an essential but fickle funding source for GYO programs. Budgets change and appropriations are not consistent from cycle to cycle. Consider: State legislatures that operate on a yearly cycle mean that some programs may only know their funding on a year-to-year basis. And for those on a biennial cycle, funding is only secure for two years at a time. As a result, program leaders cannot know if they will have the funding to take on additional students and to support them for the full amount of time it takes to earn their degree and become certified. For our survey respondents, local and state funds made up the largest share of funding sources.

About one-fourth of survey respondents (28 percent) reported using philanthropic funds to support their GYO efforts. National and local philanthropy has a key role to play in supporting community and economic development. Yet, this funding is not always sustainable, because of shifting priorities and investments.

#### **4. Tremendous variety exists in program design and strategy.**

The local nature of GYO programs is a key feature of their success, but it leads to substantial variation in program design. Some programs provide comprehensive wraparound supports to teacher candidates while others only offer scholarships to help cover some of the cost of earning a degree. And yet other programs provide funding to support robust clinical training or offer high school students the opportunity to gain exposure to a career in teaching through on-the-job learning experiences.

For example, the Bilingual Educators and Accelerated Community to Teaching Program (BE/ACTT) at Boston Public Schools is a 12-month training program for community-based candidates with bachelor's degrees. Candidates receive unpaid training at night and on Saturdays, work with a mentor to build a competency portfolio, and participate in a practicum experience. They then earn a provisional certification and apply for a teaching position in the district. Candidates can go on to earn graduate credit and apply for the district's bilingual inclusive education residency that is funded by a federal Teacher Quality partnership grant.<sup>20</sup> While in Colorado, the Rural Teaching Fellowship is a year-long clinical experience in a rural school or district for teacher candidates in the final year of their preparation programs. Fellows receive a \$10,000 stipend, the cost of which is shared by the state department of higher education and the college or university.<sup>21</sup> They must also commit to teaching in the rural school/district for two years upon completion of their preparation program and receipt of a teaching license. These programs are co-designed by rural schools, districts, charters schools and/or educational service agencies in partnership with educator preparation programs.

Indeed, partnership is a central component of high-quality GYO programs, and our survey results highlight the variety of partners that can be involved. While the most common program partners are four-year colleges and universities and school districts, survey respondents also indicated a moderate level of engagement with community colleges (43 percent) and state education agencies (41 percent). Teachers' unions appear to play less of a partnership role in those we surveyed, with 21 percent of respondents listing them as a partner, which could be indicative of the fact that they have varying degrees of influence within individual states. Some of the "other" partners mentioned included education service districts, state-level teacher standards boards, Head Start, and state workforce entities.

Each partner plays a unique role and provides additional layers of support to program candidates. This support can promote persistence and completion of the program. Nearly three-fourths of survey respondents reported offering academic advising, a cohort structure, mentorship, and scholarships/grants to program candidates. Just over 50 percent offer paid job-embedded learning, which can be an important incentive for candidates and help ensure they receive robust clinical

training. Fewer than half offer test preparation, which is a surprising finding, given research on how teacher certification exams can serve as a barrier to becoming fully licensed, particularly for candidates of color.<sup>22</sup>

GYO programs use a variety of preparation approaches. Increasingly, GYO is being paired with preparation approaches like teacher residency and teacher Registered Apprenticeship.<sup>23</sup> Both of these approaches offer aligned coursework and clinical training under the guidance of a mentor teacher, but apprenticeship also offers progressive wages. For example, Virginia's Grow Your Own-Registered Teacher Apprenticeship Program provides grants to local education agencies and educator preparation programs to create and implement teacher apprenticeship programs.<sup>24</sup> The grant stipulates that funds can be used for apprentice wages and tuition, mentor training and incentives, support staff positions, assessment fees, and other expected expenses. The aim of the program is to address financial barriers to entering and persisting in a teacher preparation program. However, it is not completely clear how the program integrates GYO, as state guidance does not offer any parameters regarding the recruitment of community-based candidates, for example.

The diversity of approaches is evident in our program survey data, with nearly equal representation among alternative routes (16 percent), teacher residency (16 percent), teacher apprenticeship (15 percent), and 2+2 programs (15 percent). Over one-third of survey respondents indicated that their program uses a traditional undergraduate model, meaning that participants are enrolled in an undergraduate-level educator preparation program. For high school programs, dual enrollment is the most common model, followed by education and training courses and Educators Rising. Some of the other models that respondents reported include Teacher Cadets, scholarships, community college baccalaureates, and early childhood education certificate programs.

Some states offer multiple GYO pathways for different types of candidates. For example, Minnesota offers two pathways, one for adult school employees or community members connected to the district, which provides tuition support and stipends to help them enroll and persist in a teacher preparation program and the other for high school students, particularly students of color and American Indian students, so they can gain exposure to a teaching career.<sup>25</sup> Oregon offers three types of programs: pre-collegiate programs for high school students, school-community programs led by school districts to support employees and community members who want to become teachers, and co-designed university-district partnerships that prepare candidates to teach in certain communities.<sup>26</sup> The state also has a program for the nine federally recognized tribes of Oregon to develop GYO programs for American Indian and Alaska Native educators.<sup>27</sup>

Some school districts also offer multiple GYO programs and pathways. Los Angeles Unified School District (LAUSD) and Tucson Unified School District are two such examples. LAUSD has two career ladder programs for school employees

who want to become teachers; the programs offer scholarships, courses, and materials to help candidates pass credentialing exams. LAUSD also has a program for high school students to help them gain employment in the district after graduation.<sup>28</sup> Tucson has partnerships with multiple universities and community colleges that offer alternative routes into the teaching profession for district employees. It also offers a program called Make the Move that offers tuition reimbursement, professional development, and hiring and retention bonuses. School district employees with a bachelor's degree, including current teachers, can pursue certification in special education or an endorsement in bilingual education or English as a second language (ESL).<sup>29</sup>

Notably, 41 percent of the programs we surveyed offer endorsements in special education, which has historically been the highest teacher shortage area. About 26 percent offer an endorsement in ESL and 14 percent offer a bilingual/dual language endorsement. These findings point to the ways that GYO programs seek to address shortage areas and to respond to districts' hiring needs.

## **5. Pathways for high school students are the most common type of GYO program.**

A total of 48 states plus DC 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.<sup>30</sup> Dual enrollment is also widely available, to provide students college credit while still enrolled in high school.<sup>31</sup> Teacher Cadets (TC), a program that began in South Carolina and has since expanded nationally, is another common offering.<sup>32</sup> TC is designed as a college-level course for high-achieving students, to help them consider careers in teaching. 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.<sup>33</sup> Some of its programs serve as interest clubs for students, while others utilize the Educators Rising curriculum that can be integrated into CTE courses and opportunities for students to earn micro-credentials<sup>34</sup> to demonstrate their growing skills and competencies.

Several states, such as Massachusetts and Ohio, have scholarship programs to support high school students who want to become teachers. Ohio's GYO Teacher Scholarship Program provides scholarships up to \$7,500 per year over four years, for example. These scholarships come with some strings attached: Recipients must agree to teach in the state for a specified number of years and may risk having to pay the money back if they do not fulfill their service requirements. Localities also offer scholarship programs. For example, the Palm Beach Future Educators Scholarship in Florida provides recipients with \$1,000 each fall and spring semester for up to five years.

West Virginia's GYO program, which is focused exclusively on high school students, provides a full pathway to earning a teaching degree. Starting in their first year, students begin taking introductory courses in education and other courses such as English and chemistry for dual credit.<sup>35</sup> The goal is for students to graduate from high school having earned at least one year of college credit, enroll in college and in an educator preparation program, complete a one-year teacher residency, and graduate with a bachelor's degree in education. Some of the programs in West Virginia have incorporated Registered Apprenticeship in the program to facilitate paid work experience and alleviate some of the financial burden for students.

Apprenticeship models have also been implemented at the local level in states like California, Colorado, and Indiana. For example, Ball State University in Indiana operates a teacher apprenticeship program in partnership with six school districts in a largely rural county. Students begin taking dual-credit courses in their junior year while working as a paid classroom assistant. Upon graduation, they matriculate into Ball State, where they continue taking courses and working in schools. Their final year is a paid residency working at a school in their home district. Students are paired with a mentor teacher during each of their work experiences.<sup>36</sup>

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, yet there is limited data on the outcomes of precollegiate GYO programs.<sup>37</sup> A 2024 study of the Teacher Academy of Maryland, a CTE program that provides high school students with exposure to a career in teaching through coursework and an internship, found a small but significant increase in the likelihood of becoming a teacher among program participants. Effects were strongest for white females (the dominant demographic among teachers), but increases were also noted among Black females.<sup>38</sup> The authors note that these increases are not enough to close the teacher diversity gap but provide evidence of the value in targeting GYO programs to racially diverse students.

## **6. Paraeducators are a popular recruitment pool, but the support they receive varies.**

Paraeducator pathways are offered in 38 states and DC, and many are supported by state funding. Paraeducators are often tapped by their building administrator to enroll in a GYO program because of their significant instructional experience, knowledge of the district, and potential interest in becoming a licensed teacher. Paraeducators are more likely to match the racial and linguistic diversity of the K-12 student population.<sup>39</sup> These essential educators are particularly suited to GYO

programs geared toward developing bilingual teachers and special education teachers because paraeducators often support English learners and students with disabilities in the classroom. Yet, they can face multiple barriers in accessing, enrolling in, and paying for an educator preparation program and so stand to greatly benefit from participating in a comprehensive GYO program.

Comprehensive programs offer wraparound supports such as financial assistance, academic advising, test preparation, and job-embedded learning. Providing one-on-one assistance is high-touch work that requires significant staff time and capacity, which limits the number of individuals who can be served. These programs rely on partnerships between educator preparation programs, school districts, and, in some cases, community-based organizations. Through our research, we have found that the number of paraeducators enrolled in comprehensive GYO programs is kept small, usually around 20.

Most programs are designed to serve paraeducators who either already hold a bachelor's degree or have an associate degree or 60 hours of college credit. These programs are designed to offer a structured pathway that allows participants to complete them in a specified time frame. For example, the Bilingual Teaching Fellows program at Highline Public Schools, offered in partnership with Western Washington University, is a two-year program where fellows work in a school while fulfilling requirements for a bachelor's degree and teaching certification to work in a dual language school. Fellows receive tuition support, mentorship, a paid paraeducator position, and advising and they participate in a cohort.<sup>40</sup> But not all GYO programs for paraeducators are designed with this level of support.

Scholarship programs are widely used and are sometimes seen as a more efficient strategy for helping paraeducators become teachers. California's Classified School Employee Teacher Credentialing Program, which provides up to \$4,000 per year over five years to help paraeducators and other school staff earn an undergraduate degree and teaching credential, is an example of this strategy. Launched in 2016, the competitive grant program has issued two rounds of funding to LEAs and served thousands of classified employees. However, by the end of the five-year grant period in 2022, only 16 percent of participants had earned a teaching credential and were working as a teacher, according to a program report.<sup>41</sup> Some of the challenges reported by grantees include participants working multiple jobs; having a difficult time balancing work, school, and family responsibilities, and struggling to pass required certification exams. As one grantee is highlighted as explaining in the program report, classified employees "[...] need extra support to be successful as receiving money is not always enough. They need emotional support as well as guidance while on this journey to become a credentialed teacher."<sup>42</sup>

The research base on GYO programs for paraeducators remains limited. Most of the studies on GYO are from 10 to 20 years ago and are focused on the design

elements that make the strategy impactful for participants. Only a few have examined key outcomes such as retention in the teaching profession, but they suggest strong rates of retention overall.<sup>43</sup> Beatriz Chu Clewell and Ana María Villegas conducted an evaluation of the Pathways to Teaching Careers program for the Urban Institute in 2001 and found that paraeducators had the highest three-year retention rates in teaching compared to other candidates.<sup>44</sup> Given the rapid acceleration and adoption of GYO, research will soon begin to catch up, and with it will come a greater understanding of the impacts of GYO on program graduates, their students, and their school communities.

### → A CLOSER LOOK AT GYO PROGRAM CANDIDATES

We were curious about the number of candidates being served in the programs we surveyed, the number of graduates, and the number of graduates who are teaching in the state where they trained. While growing your own teachers is a popular strategy, there is a general dearth of data on how many individuals are being reached by GYO. A total of 16,793 candidates were enrolled in the 78 programs that responded to this survey question. Three statewide programs made up a significant portion of this total and are therefore outliers: Delaware's Educators Rising program reported 6,893 students participating and Michigan reported 4,000 and 900 candidates enrolled in its two GYO pathways, respectively. The median number of candidates enrolled is 30 (with the three outliers removed), which reflects the small and targeted nature of GYO.

Almost two-thirds of respondents indicated a focus on recruiting Black, Indigenous, and other people of color (BIPOC), which aligns with larger trends in the field toward using GYO to help increase the racial diversity of the teacher workforce.<sup>45</sup> Nearly 50 percent reported a focus on multilingual candidates, which is an encouraging finding, given the growth in the English learner student population. Research is clear that these students are best served in bilingual programs that support their English development and continued growth in their home language.<sup>46</sup>

There were a total of 4,725 graduates across the 65 programs that responded to the survey question. The program with the highest number of graduates (1,500) was Pathways2Teaching, a high school-focused program that began in Colorado in 2010 and has since expanded to other states. The median number of graduates is 18 (with the outlier removed) for our survey respondents. Several programs were newly developed and so had not yet had any graduates.

A total of 1,706 GYO program graduates were teaching in a local school, across the 54 programs that answered this question. Part of the low response was due to the fact that some programs are new, while other programs do not lead directly into a teaching position. In addition, it can be challenging to track program graduates due to gaps in state data systems.

## Conclusion

Our scan reveals GYO to be a widespread strategy that has been leveraged in different ways to address 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 seem unified in the reason for promoting and investing in GYO: the belief that recruiting and preparing teachers from the local community will increase educator retention and give schools well-prepared teachers who are knowledgeable about the needs of students and families in the community.

Over the past five years, states have moved to increase teacher pay and to invest in innovative preparation approaches like GYO, teacher apprenticeship, and teacher residency. These investments have helped move us closer to having accessible and affordable pathways into teaching. Emerging data show that these programs are recruiting high proportions of racially diverse teachers, but we need more research on the design features, costs, and impacts of these preparation approaches on students and communities.

But what we do know is that we cannot overlook the role of community in the development of teachers. We need GYO to help cultivate the assets of the community to build a strong teacher workforce that can help grow the next generation of engaged citizens.

# Glossary

## Glossary of Terms for High School Programs

**Youth Apprenticeship** is a structured, work-based learning program designed to start when apprentices are in high school. High-quality youth apprenticeship programs are built on partnerships that include employers, high schools, and providers of postsecondary education, most often a community college. For more see New America's [Partnership to Advance Youth Apprenticeship](#)

**Career and Technical Education** 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. Education and training programs offer students with exposure to careers in education through coursework, internships, and in some cases can lead to a certification such as a CDA or paraeducator. For more see Advance CTE's [Training Sample Plan of Study](#)

**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.

**Early College** programs are co-led by school districts and institutes of higher education to offer high school students the opportunity to earn a high school diploma and an associate degree or up to 60 hours of college credit. For more about these programs see the American Institutes for Research's project [Evaluating the Impact of Early College High Schools](#).

## Glossary of Terms for Paraeducator Programs

**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.

**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](#).

**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 Ladder](#) programs offered by Los Angeles Unified 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](#).

**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 an extracurricular program. For more see [Educators Rising](#).

**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.

**Conditional Loans** are a form of financial assistance provided to help cover the cost of college tuition while earning a degree. 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. For more see [Washington state's conditional loan programs](#).

**Forgivable Loans** are a form of financial assistance provided after a candidate has already earned a degree and begun working. 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. For more see MHEC's brief [Understanding State Loan Forgiveness and Conditional Grant Programs](#).

**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. For more see New America's [GYO Toolkit](#).

**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 Registered Apprenticeship** is a program that must be registered with either the U.S. Department of Labor or a State Apprenticeship Agency. These programs are employer-driven career pathway that provide paid work experience, progressive wages, related instruction, and an industry recognized credential. Apprentices work in schools under the guidance of mentor teachers and many programs are structured to be low to zero cost. For more information on apprenticeship programs in education see [Apprenticeship USA](#).

**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. [California](#) offers an example of state-funded scholarship programs designed for Paraeducators and other non-certified school staff.

**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 Pathway Alliance report [Towards a National Definition of Teacher Residencies](#).

# Appendix: Updated 50-State Scan Data

State	Does the State Have a GYO Policy?	Does the State Offer Financial or Other Support for GYO?	Who Do GYO Programs Recruit and Serve?	What are Some of the GYO Programs in the State?	Program Features	Notes
Alabama	Yes: <a href="#">Ala. Admin. Code 290-4-3-.01</a> and <a href="#">Executive Order No. 732</a>	No	High School Students	<a href="#">Future Teachers of Alabama</a>	Career exploration	
Alaska	Yes: <a href="#">Alaska Admin. Code tit. 4, § 12.375</a>	No	High School Students Middle School Students Paraeducators Community Members	<a href="#">Educators Rising</a> <a href="#">Career Ladder</a> at Lower Kuskokwim School District <a href="#">Sustaining Indigenous Local Knowledge, Arts and Teaching</a> at University of Alaska Fairbanks <a href="#">Alaska Indigenous Teacher Corps</a> at the University of Alaska Fairbanks  (For full list of paraprofessional pathway programs see the <a href="#">Alaska Paraeducators Pathway Report</a> by Marzano Research)	Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)  Financial support to cover tuition and other costs  Support obtaining teaching license and professional learning  Peer network, financial assistance	
Arizona	Yes: <a href="#">AZ Rev Stat § 15-553 (2017)</a>	Yes: <a href="#">Special Education Teacher Tuition Assistance</a>	High School Students Classified Staff Paraeducators Educational Interpreters	<a href="#">Grow Your Own Teacher Program</a> at Maricopa Unified School District (multiple pathways offered)  <a href="#">Educators Rising Arizona</a> at Arizona State University  <a href="#">Pathways to Teaching</a> at the University of Arizona  <a href="#">Pathways to Teaching</a> at Tucson Unified School District (multiple pathways offered)	Partnership that offers support, guidance, and resources for financial assistance and licensing  Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)  Tuition, stipend, hands-on experience in schools, flexible course offerings  Multiple pathways that each offer different supports and incentives	
Arkansas	Yes: <a href="#">Ark. Code Ann. § 6-17-310</a>	Yes: <a href="#">Arkansas Teacher Registered Apprenticeship</a>	High School Students Paraeducators Certified teaching assistants	<a href="#">Paraprofessional Transition Pathway</a> at the University of Arkansas  <a href="#">Project ELEVATE</a> at the University of Arkansas  <a href="#">JAP Local Talent</a> at Reach University  <a href="#">Educators Rising</a>	Online BA degree program  Academic advising and wraparound supports  Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework and low cost tuition)  Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions). Participating students can also earn a Arkansas Certified Teaching Assistant (CTA) credential.	The state also has a scholarship program to help residents pay for higher education, <a href="#">Arkansas Academic Challenge Scholarship Program</a>
California	Yes: <a href="#">Cal. Educ. Code Ann. § 44393</a> and <a href="#">Ca. Educ. Code § 52200</a>	Yes: <a href="#">California Classified School Employee Teacher Credentialing Program</a> and <a href="#">Bilingual Teacher Development Grant Program</a>	High School Students Paraeducators Classified Staff (employed in a position that does not require certification)	<a href="#">Grow Your Own Residency Program</a> at Lindsay Unified Schools  <a href="#">Step Up and Teach Program</a> at Los Angeles Unified School District (LAUSD has <a href="#">multiple career ladder</a> programs)  <a href="#">Teach-Lead</a> at San Diego Unified School District  <a href="#">Educators Rising</a> at San Diego Unified School District  <a href="#">Teacher Pipeline Programs</a> at Fresno Unified School District	Teacher residency (with cohort structure, coaching, and mentorship)  Mentorship, financial assistance, and guidance on pathways, credential requirements and educator preparation programs. Professional development is also offered.  1:1 coaching  Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)  Multiple pathways that offer different types of supports	
Colorado	Yes: <a href="#">HB 18-1002</a> and <a href="#">HB 18-1332</a>	Yes: <a href="#">Colorado Rural Teaching Fellowship</a>	Teacher Candidates (in the final year of teacher preparation) High School Students Adult Community Members Paraeducators	<a href="#">ASPIRE to Teach</a> and <a href="#">Pathways2Teaching</a> at the University of Colorado Denver  <a href="#">Teacher Cadets</a> at participating school districts  <a href="#">P-TEACH</a> at St. Vrain Valley Schools	Wraparound supports (tutoring, paid work based learning, cohort, financial aid, and more). One-on-one coaching Dual enrollment  Career and technical education (high school course and field experience)  Dual enrollment and enrichment activities	
Connecticut	Yes: <a href="#">Conn. Gen. Stat. Ann. § 10-155I</a> and <a href="#">Conn. Gen. Stat. Ann. § 10-145w</a>	Yes: Seed funding to help districts launch <a href="#">Educators Rising</a>	Adult Community Members High School Students	<a href="#">Connecticut Teacher Residency</a>  <a href="#">Educators Rising</a>  <a href="#">Today's Students, Tomorrow's Teachers</a>	Teacher residency  Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)	
Delaware	Yes: <a href="#">Executive Order 61</a> and <a href="#">House Bill 430</a>	Yes: <a href="#">Delaware Pathways</a> and <a href="#">Grow Your Own Educator Program</a>	High School Students Paraeducators	<a href="#">Educators Rising</a>  <a href="#">Grow Your Own Teacher Pipeline Program</a> at Wilmington University  <a href="#">Teacher residency program</a> at Colonial School District	Career development Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)  Dual enrollment and test preparation  Teacher residency	
District of Columbia	Yes: <a href="#">Grow Your Own Teacher Preparation Support Program</a>	Yes: <a href="#">Educator Preparation 'Grow Your Own' Program Grant</a>	High School Students Paraeducators	<a href="#">Teacher Pipeline Project</a> at American University  <a href="#">Teacher Residency Program</a> at Georgetown University  <a href="#">Grow Your Own Teacher Preparation Program</a> at Trinity University	Dual enrollment (with pathway to DC graduates to earn a scholarship if admitted to the university's teacher preparation program)  Teacher residency and financial assistance  Multi-year teacher residency and financial assistance	

State	Does the State Have a GYO Policy?	Does the State Offer Financial or Other Support for GYO?	Who Do GYO Programs Recruit and Serve?	What are Some of the GYO Programs in the State?	Program Features	Notes
Florida	Yes: <a href="#">HB 5001 – General Appropriations Act</a> , and Rule	Yes: <a href="#">Pathways to Career Opportunities Grow Your Own Teacher Grant</a> and <a href="#">Para to Teacher Tuition Support Program</a>	High School Students Paraeducators Non-instructional Employees Temporary Employees	<a href="#">“Grow Your Own Educator” Program</a> at Martin County School District  <a href="#">Palm Beach Future Educators (PBFE) Scholarship</a> at the School District of Palm Beach County  <a href="#">Grow Your Own Teacher Scholarship</a> program at the School District of Lee County	Tuition support  Scholarship  Scholarship for non-education majors who plan to change their major to the College of Education (STEM, elementary education, or exceptional student education fields)	
Georgia	No	Yes: <a href="#">Rural Paraprofessional-to-Teacher Grants</a> and <a href="#">Cultivating Teachers Grant</a> (through June 2024)	High School Students; Undergraduate Students; Paraeducators	<a href="#">GIFT Residency</a> at Georgia Gwinnett College  <a href="#">Realizing Inspiring and Successful Educators Undergraduate Program (RISE UPI)</a> at Hall County Schools and the University of North Georgia  <a href="#">Aspiring Teacher Program</a> at Gainesville City Schools and the University of North Georgia  <a href="#">“Grow Your Own Teacher Program”</a> at Baldwin County Schools	Teacher residency with wraparound supports (cohort, academic advising, flexible course scheduling, and more)  Tuition support and paid work experience  Tuition support, paid work experience, and wraparound supports (tutoring, peer mentorship opportunities, and assistance with teacher certification exams)  Dual enrollment and hands-on training	
Hawaii	Yes: <a href="#">House Bill 1070, Act 116</a>	Yes: <a href="#">Grow Our Own Teachers Initiative</a>	Community Members High School Students Public School Employees	<a href="#">Ka Lama Education Academy</a> at INPEACE  <a href="#">Growing Our Own Teachers on Kauai</a>  <a href="#">Grow Our Own Teachers Initiative</a> at University of Hawai'i at Mānoa	Wraparound supports (academic advising, mentorship, financial resources, and test preparation.)  Financial assistance  Stipends to help cover tuition and fees	The state offers a <a href="#">Teaching as a Career</a> pathway as part of their career and technical education programs of study.
Idaho	No	No	Paraeducators Career Changers	<a href="#">Non-Traditional Educator Preparation (NTEP) Program</a> at the College of Southern Idaho  <a href="#">Grow Your Own Program</a> at Blaine County School District  <a href="#">Grow Our Own Grant Program</a> at New Plymouth School District	Online program, lower tuition costs  Financial support for tuition, books, etc.  Grants to reimburse tuition and fees	
Illinois	Yes: <a href="#">10 ILCS 48</a>	Yes: <a href="#">GYO Illinois</a> and <a href="#">Education Career Pathway</a>	Recent High School Graduates Paraeducators Parents Community Members	<a href="#">Teach Chicago Tomorrow Pathways Partnership Program</a> at Chicago Public Schools  <a href="#">CPS Teacher Residency</a> at Chicago Public Schools  <a href="#">Educators Rising</a>  <a href="#">Grow Your Own</a> in Peoria Public Schools	2+2 program with renewable scholarships and guaranteed job at Chicago Public schools upon completion of program  Teacher residency (paid salary position with benefits, working under guidance of mentor teacher)  Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)  Forgivable loan and wraparound support (cohort, monthly meetings, financial assistance, academic advising, test preparation and mentoring)	
Indiana	No	Yes: <a href="#">Attract, Prepare, Retain (APR) Grant: Expanding and Diversifying Indiana's Educator Pipeline</a> (sunsetting in September 2024)	High School Students Paraeducators	<a href="#">Grow Your Own Teacher Pipeline</a> at the Center of Excellence in Leadership and Learning  <a href="#">Tomorrow's Teachers: Growing Our Own</a> at Indiana University Kokomo  <a href="#">Cardinal Pathway to Teaching</a> at Ball State University	Multiple pathways and entry points starting in high school  Education related coursework in high school (can count for dual enrollment credits), school-based field experience, and on-campus engagement activities  Dual enrollment and Teacher Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework)	
Iowa	No	Yes: <a href="#">Teacher and Paraeducator Registered Apprenticeship Program</a>	High School Students Paraeducators	<a href="#">Purple Pathway for Paraeducators</a> at the University of Northern Iowa  <a href="#">Grow Our Own</a> at the Iowa City Community School District  <a href="#">Educators Rising</a>	Online coursework, cohort, mentorship, financial resources, tutoring and personalized academic advising.  Tuition support, monthly professional development, and guaranteed job in the district upon successful completion of program  Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)	
Kansas	No	No	High School Students (district graduates) Classified Staff Substitute Teachers	<a href="#">Grow Your Own</a> at North Kansas City Schools  <a href="#">Grow Your Own Teacher</a> at Wichita Public Schools  <a href="#">Future Educators Academy</a> at Olathe Public Schools	Dual Enrollment, mentorship, work experience in schools, scholarship (through state's A+ scholarship program)  Forgivable loan (3 year service commitment)  Career and technical education (Future Educators Academy)	

State	Does the State Have a GYO Policy?	Does the State Offer Financial or Other Support for GYO?	Who Do GYO Programs Recruit and Serve?	What are Some of the GYO Programs in the State?	Program Features	Notes
Kentucky	Yes: <a href="#">HB 277</a>	Yes: <a href="#">Teaching and Learning Career Pathway</a>	High School Students, School District Employees, Community Members	<a href="#">Grow Your Own program</a> at Hardin County Schools <a href="#">Grow Your Own</a> at Fayette County Public Schools <a href="#">Grow Your Own Scholarships</a> at Warren County Public Schools	Tuition support <a href="#">Multiple options offered.</a> Scholarship	
Louisiana	Yes: <a href="#">La. Stat. Ann. § 17:74</a>	Yes: <a href="#">Pre-Educator Pathway</a>	High School Seniors Paraeducators College Students Community Members	<a href="#">Grow Your Own Teacher Apprenticeship</a> at Louisiana Delta Community College and University of Louisiana Monroe <a href="#">NOLA SEED</a> program at Tulane University <a href="#">Educators Rising</a>	Teacher Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework) Teacher Residency (tuition support, mentorship, one-year clinical training with mentor teacher) Career and Technical Student Organization (curriculum, clinical experiences, competitions)	
Maine	No	No	High School Students	<a href="#">Westbrook Future Teachers Academy</a> at Westbrook High School	Dual enrollment, field experience and career exploration	
Maryland	Yes: <a href="#">HB 1432</a>	Yes: <a href="#">Teaching Fellows for Maryland Scholarship and Maryland Leads Grant Program</a>	High School Students Paraeducators School Support Staff Career Changers Conditionally Hired Teachers	<a href="#">Grow Your Own Paraprofessional Program</a> at Bowie State University <a href="#">Creative Initiatives in Teacher Education (CITE)</a> at the University of Maryland-College Park	Cohort, test preparation, flexible course scheduling Cohort, classroom-based internship, support from school-site teachers and administrators and university faculty	
Massachusetts	Yes: <a href="#">Mass. Gen. Laws Ann. ch. 15A, § 19</a>	Yes: <a href="#">Teacher Diversification Pilot Program and Paraprofessional Teacher Preparation Program.</a>	High School Students Paraeducators Substitute teachers School District Employees	<a href="#">Grow Your Own Teacher Pathway</a> at Lowell High School (now funded with a state grant) <a href="#">Bilingual Education / Accelerated Community To Teaching Program (BE/ACTT)</a> at Boston Public Schools	Dual enrollment Weekend and evening training, support apply for teaching position, no cost to participants, earn salary and benefits	The state also has multiple scholarship programs for prospective teachers including: <a href="#">Tomorrow's Teachers Scholarship Program</a> and <a href="#">Incentive Program for Aspiring Teachers Tuition Waiver</a>
Michigan	Yes: <a href="#">SB 848</a>	Yes: <a href="#">Future Proud Michigan Educator Grow Your Own (GYO) Programs School Personnel Grant and Future Proud Michigan Educator Explore Initiative</a>	High School Students School Support Staff Community Members	<a href="#">Pathways for Future Educators</a> at Eastern Michigan University <a href="#">Educators Rising</a> (in partnership with Michigan Education Association) <a href="#">Grow Your Own Teacher Education</a> at Western Michigan University	Pathway program (offers support and financial assistance into college) Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions) Fully-funded for candidates, test costs covered, salary, benefits and work experience.	The state also offers an <a href="#">Career and Technical Education program</a> for future teachers.
Minnesota	Yes: <a href="#">Statute 122A.73</a>	Yes: <a href="#">Grow Your Own Grant Program</a>	Community Members High School Students Paraeducators School District Employees Substitute Teachers Reading Corps Members	<a href="#">Southwest Teacher Preparation Partnership</a> at Worthington School District <a href="#">Pathways2Teaching</a> at Duluth Public Schools <a href="#">Work and Learn</a> at University of St. Thomas <a href="#">Multiple Pathways to Teaching Programs</a> at the University of Minnesota-Twin Cities	Partnership with non-traditional pathway to licensure High school course with opportunity to earn college credit plus work experience Online coursework, reduced costs, maintain employment, cohort Hybrid coursework, integrated student teaching, cohort, financial assistance, mentorship	
Mississippi	No	Yes: <a href="#">Mississippi Teacher Residency</a>	Community Members High School Students Paraeducators Veterans	<a href="#">Grow Your Own Teacher Education Collaborative</a> at William Carey University <a href="#">Professional Advancement Network for Teachers and Administrators</a> at Mississippi State University-Meridian	Dual enrollment, accelerated schedule and tuition waivers with a pathway to 4-year-degree Teacher Residency (clinical training in schools, mentorship, academic advising, career services support, and test preparation)	
Missouri	No	Yes: <a href="#">"Grow Your Own" Grants</a>	Career Changers High School Students Non-certified School Staff (e.g. paraeducators, substitute teachers)	<a href="#">Grow Your Own Teacher Program</a> at St. Louis University <a href="#">Pathways for Paraprofessionals</a> at Missouri State University <a href="#">Grow Your Own Teachers</a> at Blue Springs School District	Scholarship Teacher Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework) Forgivable loan with mentorship and comprehensive supports	The state's Grow Your Own grants also include the <a href="#">Developing an Educator Workforce that Expands Yearly (DEWEY)</a> that awards grants to educator preparation programs implementing innovative strategies to recruit and retain teacher candidates.
Montana	Yes: <a href="#">HB 403</a>	No	Community Members High School Students	<a href="#">Teachers of Promise Pathways Program</a> at Great Falls College Montana State University and Montana State University Northern <a href="#">2+2 Build Tribal Community Teacher Capacity</a> program at Blackfeet Community College and the University of Montana (UM) Western	Dual enrollment plus additional supports 2+2 program	

State	Does the State Have a GYO Policy?	Does the State Offer Financial or Other Support for GYO?	Who Do GYO Programs Recruit and Serve?	What are Some of the GYO Programs in the State?	Program Features	Notes
Nebraska	No	No	High School Students Paraeducators Community Members	<a href="#">Education Pathway</a> at Grand Island Senior High School <a href="#">Indigenous Roots</a> at the University of Nebraska-Lincoln <a href="#">Grow Our Own – Wood River Teacher Cadet Program</a> at Wood River Rural Schools <a href="#">Para Pathway to Teaching</a> at Lincoln Public Schools	Career academy Financial support (tuition, fees, books, stipend) and tutoring Scholarship Tuition and fees covered, take classes while working)	
Nevada	Yes: <a href="#">NRS 391A.575</a>	Yes: <a href="#">Teach Nevada Scholarship</a>	Paraeducators Community Members	<a href="#">Teacher Pathway Program</a> at the Public Education Foundation <a href="#">Grow Your Own</a> program at Carson City School District <a href="#">Paraprofessional Pathways Project</a> at the University of Nevada Las Vegas	Mentorship, wraparound supports, and financial support Alternative route Teacher Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework, and no cost to participants)	The state has additional scholarships for pre-service and in-service teachers: <a href="#">Incentivizing Pathways to Teaching</a> Grant Program that provides tuition assistance and paid clinical field experience stipends to pre-service teacher candidates. <a href="#">Nevada Teacher Advancement Scholarship</a> that provides scholarships to in-service teachers who wish to pursue a master's degree.
New Hampshire	No	No	High School Students	<a href="#">Educators Rising</a>	Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)	
New Jersey	No	No	High School Students Community Members	<a href="#">Red Hawks Rising</a> at Newark Public Schools and Montclair State University <a href="#">Pioneer Education Center</a> at William Patterson University	Dual enrollment Academic support, flexible pathways, mentorship, and paid work experience	
New Mexico	No	No	High School Students	<a href="#">Educators Rising</a>	Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)	The state has a <a href="#">Teacher Preparation Affordability Scholarship</a> program for prospective teachers and current teachers who want to earn additional credentials.
New York	Yes: Assembly Bill A68A/ <a href="#">Senate Bill S2140B</a>	Yes: <a href="#">Upskilling Paraprofessionals Program</a>	High School Students Paraeducators Community Members	<a href="#">Take a Look at Teaching/Grow Your Own</a> led by New York State United Teachers (multiple programs throughout the state) <a href="#">LEAP to Teacher</a> program led by CUNY School of Labor and Urban Studies <a href="#">Bilingual Pupil Services (BPS)</a> Program at New York City Public Schools <a href="#">Grow Your Own</a> at Kennedy Children's Center	Multiple types of activities (clubs, college visits, career exploration, information sessions, mentorship, etc) Financial Assistance and College/Career support Tuition support, mentorship, paid work experience Workforce development, course and support to earn teacher assistant certification	
North Carolina	Yes: <a href="#">§ 115C-269.31</a>	Yes: <a href="#">Teacher Assistants Reimbursement Pilot Program</a>	Career Changers Current District Employees District Graduates High School Students Teacher Assistants (Paraeducators)	<a href="#">Bull City Teaching Scholarship</a> at Durham Public Schools <a href="#">Almance Scholars</a> program at Alamance Burlington Schools <a href="#">North Carolina Teacher Cadet</a> <a href="#">North Carolina Teaching Fellows</a> at the University of North Carolina System	Forgivable loans Dual enrollment with pathway to 4-year degree Education and training courses Forgivable loans	
North Dakota	No	Yes: <a href="#">Paraprofessional to Teacher Pathway</a> and <a href="#">Registered Teacher Apprenticeship</a>	Community Members High School Students Non-instructional School staff Paraeducators Substitute Teachers	<a href="#">Grow Your Own Teacher Apprenticeship</a> at the University of Mary <a href="#">VCSU Grow Your Own Scholarship Program</a> at Valley City State University <a href="#">Aspire Scholars</a> program at Minot State University	Teacher Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework, costs for tuition, fees and books covered) Scholarship Dual credit, mentorship, on-campus experience, individualized pathway development	
Ohio	Yes: <a href="#">Ohio Rev. Code Ann. § 3319.57</a> and Ohio Revised Code sections <a href="#">3333.393</a> and <a href="#">3333.394</a>	Yes: <a href="#">Educators Rising Ohio Chapter Grant</a> and <a href="#">Grow Your Own Teachers Scholarship Program</a>	High School Students School Employees Paraeducators	<a href="#">Capital City Teacher Residency</a> at Capitol University <a href="#">Paraprofessional to Teacher Track</a> program at Cleveland Metro Schools	2+2 degree program Tuition assistance	The state's GYO scholarship is only open to school staff and high school students at qualifying schools, <a href="#">defined as</a> "public school districts and joint vocational districts that have difficulty attracting and retaining licensed teachers."
Oklahoma	No	No	High school students and recent graduates Paraeducators	<a href="#">Teacher Pipeline Programs</a> at the Oklahoma City Public Schools Foundation <a href="#">Dove Grow Your Own Teacher Scholarship</a> at the Dove Science Academy Alumni Association	Financial and academic support Scholarship	The state's <a href="#">Inspired to Teach Scholarship</a> provides up to \$25,000 to qualifying college students to complete an educator preparation program and become a teacher in the state. They must agree to teach for a minimum of 5 years in grades PreK-12 in an Oklahoma public school.

State	Does the State Have a GYO Policy?	Does the State Offer Financial or Other Support for GYO?	Who Do GYO Programs Recruit and Serve?	What are Some of the GYO Programs in the State?	Program Features	Notes
Oregon	Yes: <a href="#">OAR 581-018-0400</a>	Yes: <a href="#">Grow Your Own/Teacher Partnership Pathway Grant</a> and <a href="#">Tribal Grow Your Own Partnerships</a>	High school students and grads Local community members Paraeducators	<a href="#">Bilingual Teacher Pathway</a> at Portland State University <a href="#">Portland Dual Language Teacher Residency Program</a> at Portland Public Schools <a href="#">Flexible Licensure Educator Pathway (FLEX)</a> program and <a href="#">Bilingual and Diverse Teacher Scholars</a> (BDTS) program at Western Oregon University For a list of all state-funded GYO programs see <a href="#">here</a>	Partnership with multiple school districts (flexible scheduling, financial aid) Alternative Certification 2+2 program with wraparound supports (academic advising, financial assistance, cohort model, test preparation and mentoring) (FLEX) Scholarship program with academic support, individualized advising, and professional learning opportunities (BDTS)	In 2021, the Oregon Educator Advancement Council created a <a href="#">Tribal Nations Educator Collaborative</a> that is focused on the recruitment and retention of American Indian (AI) and Alaska Native (AN) educators. The collaborative also provides professional learning to non-Native teachers.
Pennsylvania	No	No	High School Students Paraeducators School support staff	<a href="#">BridgeUP</a> program at Allegheny Intermediate Unit <a href="#">Grow Your Own</a> program at Philadelphia Public Schools <a href="#">Para2Teacher</a> program at Pittsburgh Public Schools	Online classes offered asynchronously, with tuition paid by the school district Financial assistance (paid student teaching and tuition/fees) Partnership (paid salary, tuition assistance, test prep assistance and preferential hiring)	In 2023, the state launched a <a href="#">career and technical education pathway</a> that can help prepare students to become educators.
Rhode Island	No	No	Community members High School Students Non-certified school staff Paraeducators Parents Substitute teachers Tutors	<a href="#">TA to BA</a> program at the Equity Institute <a href="#">Grow Your Own Teacher Apprenticeship Program</a> at Providence Public School District <a href="#">Pathways to Education</a> at the University of Rhode Island	Bachelor's degree and support with entrance into teacher certification program Teacher Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework, no cost for participants) Career and technical education and dual enrollment	
South Carolina	No	Yes: <a href="#">SC CREATE</a> and <a href="#">South Carolina Grow Your Own (SC GYO) Program</a>	Career Changers High School Students School District Staff	<a href="#">Teacher Cadet</a> <a href="#">Grow Your Own</a> program at Clemson University <a href="#">Grow Your Own</a> program at the Citadel <a href="#">SC Grow Your Own</a> Project at USC Upstate	Dual enrollment Financial assistance to pay for coursework, books, certification testing fees	
South Dakota	No	Yes: <a href="#">South Dakota Teacher Apprenticeship Pathway</a>	High School Students Paraeducators	<a href="#">Educators Rising</a> <a href="#">Teacher Pathway</a> at University of South Dakota	Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions) Dual credit (with pathway to earning a teaching degree)	
Tennessee	No	Yes: <a href="#">Tennessee Grow Your Own Center</a> (and <a href="#">scholarships for apprentices</a> )	Classified staff High School Students Paraeducators	<a href="#">Hamilton County Schools Grow Your Own Programs</a> <a href="#">Grow Your Own Teacher Licensure Program</a> at the University of Tennessee-Knoxville <a href="#">Grow Your Own Teacher Apprenticeship</a> at the University of Memphis <a href="#">Grow Your Own: Pathway to Teaching</a> at Tennessee State University	Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework)	The state established the <a href="#">Tennessee Future Teacher Scholarship</a> in 2023 that will pay full tuition and fees for eligible Tennessee juniors and seniors enrolled in an educator preparation program. Scholarship recipients must teach in a K-12 public school (in a high-need school or targeted shortage area) the state for four years.  The state also offers <a href="#">multiple education and training programs</a> of study via career and technical education.
Texas	Yes: <a href="#">General Appropriations Act, Article III, Rider 40, 87th Texas Legislature</a>	Yes: <a href="#">Grow Your Own Grant Program</a>	High School Students Paraeducators	<a href="#">Community Teacher Equity Development</a> program at the University of Houston <a href="#">Grow Your Own Competitive Grant</a> at Houston Independent School District <a href="#">Grow Your Own program</a> at Fort Bend Independent School District For full list of 2023-2025 state grant awardees see <a href="#">here</a>	Financial resources, mentorship, and test preparation Financial support (all tuition and associated costs are covered) Financial support (fees and exams), professional development, mentorship	
Utah	Yes: <a href="#">HB 391</a> (original) <a href="#">SB0251</a> (updated) and <a href="#">Rule R277-526</a>	No: <a href="#">programs were not funded</a> in 2023 legislative cycle	Community members High School Students Paraeducators Parents	<a href="#">Grow Your Own Educators</a> at Salt Lake City School District  <a href="#">Educators Rising</a>	Academic advising, mentorship, test preparation and other social support  Career and Technical Student Organization (career exploration, curriculum, clinical experiences, and competitions)	
Vermont	No	No	High School Students Provisionally licensed teachers	<a href="#">GrowVT-ED Academy</a> led by the Vermont National Education Association <a href="#">Education Training &amp; Leadership</a> program at Burlington Technical Center	Coaching and test preparation  Career and technical education with dual enrollment	

State	Does the State Have a GYO Policy?	Does the State Offer Financial or Other Support for GYO?	Who Do GYO Programs Recruit and Serve?	What are Some of the GYO Programs in the State?	Program Features	Notes
Virginia	Yes: <a href="#">§ 22.1-290.01</a>	Yes: <a href="#">Grow Your Own Teacher Apprenticeship Program</a> and <a href="#">Virginia Teaching Scholarship Loan Program</a> and <a href="#">Hometown Teacher Program</a>	High School Students Non-Certified School Staff Paraeducators	<a href="#">"Grow A Teacher"</a> program at Alexandria City Public Schools  <a href="#">Future Teacher</a> programs in Prince William County Public Schools  <a href="#">Grow Your Own Teachers</a> program at the University of Lynchburg  <a href="#">Grow Your Own</a> initiatives at James Madison University	Partnership with University of Virginia (tuition assistance, online courses, cohort, mentorship)  Dual enrollment Career and technical education Educators Rising  2+2 program (in partnership with Central Virginia Community College  <a href="#">Campus Teaching Fellows</a> for local high school grads: financial assistance, cohort advising <a href="#">Paraprofessional Teaching Fellows</a> : financial assistance and other supports	
Washington	Yes: <a href="#">Chapter 181-80 WAC</a> and <a href="#">RCW 28A.180.120</a> and <a href="#">RCW 28A.415.370</a> and <a href="#">RCW 28B.102.120</a>	Yes: <a href="#">Alternative Routes Block Grant</a> and <a href="#">Recruiting Washington Teachers - Bilingual Educators Initiative</a> and <a href="#">Recruiting Washington Teachers and Pipeline for Paraeducators</a> and <a href="#">Conditional Scholarship</a>	High School Students Non-Certified School District Staff Paraeducators	<a href="#">Transition to Teaching</a> at Eastern Washington University  <a href="#">Bilingual Teaching Fellows</a> at Highline Public Schools  <a href="#">BAS in Teaching</a> program at Highline College	Academic advising, mentorship, test preparation, and financial resources  Conditional loan, on the job learning, flexible course scheduling  Individualized support and academic advising	
West Virginia	No	Yes: <a href="#">Grow Your Own Pathway</a>	High school students	<a href="#">Grow Your Own</a> at Bluefield State University  <a href="#">Grow Your Own</a> at West Virginia Wesleyan College	Dual enrollment (earning up to 30 hours of college credit with pathway into a degree program). Apprenticeship is also available in some participating school districts.	
Wisconsin	Yes: <a href="#">Wis. Stat. § 106.277</a>	No	High school students School district staff (Paraeducators and those in non-instructional roles)	<a href="#">Academies of Racine Education Pathway</a> at Racine Unified School District  <a href="#">Accelerated Licensure in Special Education (ALSE)</a> at Madison Metropolitan School District	Dual enrollment Education and Training  Tuition support, mentoring, academic advising, testing support, flexible coursework	
Wyoming	No	Yes: <a href="#">Wyoming Teacher Apprenticeship</a>	Paraprofessionals Substitute Teachers	See state level program	Registered Apprenticeship (paid clinical training, mentor teacher, progressive wages, related coursework)	

## Notes

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