



A GREAT EDUCATION
CHANGES EVERYTHING

Overview: Delaware and National Grow Your Own Research 2020

What are Grow Your Own Programs?

Grow Your Own teacher preparation programs recruit and train local community members, career changers, paraprofessionals, after-school program staff, and others currently working in schools. Different types of Grow Your Own programs include:

- Paraprofessional teacher training programs
- “2 + 2” programs that allow candidates to begin teacher preparation at a community college and then finish at a 4-year institution
- High school pathways—which embed career-focused courses on education topics alongside work-based experiences to interest young people in pursuing a teaching career—can also be considered a Grow Your Own model.¹

Benefits to Grow Your Own Programs

Research shows that Grow Your Own Programs have been successful in addressing teacher shortages and increasing teacher retention.²

- GYO programs are able to leverage participants’ connections to the community, yielding positive results in both recruitment and retention in hard to staff schools.³

¹ Espinoza, Saunders, Kini, and Darling-Hammond. (2018). [Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession](#). Learning Policy Institute.

² Espinoza, Saunders, Kini, and Darling-Hammond. (2018). [Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession](#). Learning Policy Institute.

³ Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving the teacher shortage: How to attract and retain excellent educators. Palo Alto, CA: Learning Policy Institute.

- The Urban Institute reports that graduates from a national GYO program, The Pathways to Teaching Careers Program, remained in teaching longer than the typical beginning teacher and taught in high-need urban and rural schools at a very high rate.⁴

Delaware Grow Your Own Programs

New America provides state level data for Grow Your Own Programs and notes that Delaware Executive Order 61 established the Delaware Pathways Steering Committee a statewide workforce development program that’s helping to ensure that Delaware High School students graduate prepared for their next steps, whether in college, other education and training programs, or the workplace.⁵

Delaware-based Programs	Description	Other Information
Delaware Educators Rising	Delaware Educators Rising strives to create the "Grow Your Own" model in which Delaware school districts are supported in their early recruitment of teachers from within their own Teacher Academy.	The Delaware Teacher Academy Foundation is a 501c3 that was established to support the Delaware Teacher Academy for high school students and the Delaware Educators Rising programs.
K-12 Teacher Academy	State model career pathway offered in 16 out of 42 DE high schools.	Dual Enrollment, Career and Technical Education
District-based Programs	Indian River and Red Clay GYOT programs. (funding from DDOE Innovation Grants). Appoquinimink establishing relationships with IHEs to increase in-state matriculation and create scholarships for teacher pathway participants ⁶	DDOE Innovation Grants

National Examples of Grow Your Own Programs

⁴ Clewell, B. C., & Villegas, A. M. (2001). Absence unexcused: Ending teacher shortages in high-need areas. Evaluating the pathways to teaching careers program. Washington, DC: Urban Institute, 2001.

⁵ New America. (2020). [Grow Your Own Policies and Programs in the 50 states and District of Columbia.](#)

⁶ Teach Delaware. (2018). [Recommendations to Strengthen the Teacher Pipeline in Delaware.](#)

Grow Your Own programs are underway in many states, including Alaska, Arkansas, California, Colorado, Delaware, Minnesota, Mississippi, Pennsylvania, and South Carolina. The chart below samples various GYO programs across the nation.⁷

Program (State)	Classification	Descriptions	Data
Teacher Cadet Program (SC)	Pre-collegiate, Selective	<p>Participants: Secondary</p> <p>Based in South Carolina Center for Educator Recruitment, Retention, and Advancement</p> <p>Program Attributes:</p> <ul style="list-style-type: none"> - Dual credit - Field experiences - Classroom observations - Reflections - Self assessments. 	<ul style="list-style-type: none"> - In 2015-16, 32 percent of completers were non-White and 22 percent were males, many of them from rural communities - Program was available in 70 percent of all South Carolina public high schools. - Upon completing the Teacher Cadet course, a high percentage (39.4 percent) chose teaching as their career. - A majority of students (74 percent) who applied for admission into a pre-service, college teaching program indicated their prior involvement as Teacher Cadets.
Pathways2Teaching (CO)	Pre-collegiate, Non-Selective	<p>Participants: Secondary level, low-income schools in Denver area</p> <p>Based in University of Colorado Denver</p> <p>Program Attributes</p> <ul style="list-style-type: none"> - Dual credit/. - Research, writing and presentation skills - field experiences - Help with college applications. - Once enrolled at UCD: mentorship opportunities, regular exposure to scholars of color 	<ul style="list-style-type: none"> - Piloted in 1 high school in 2010-11, now has programs in nine Colorado high schools located in seven school districts, including three in Nashville. - In the first seven years, 434 enrolled with 43 percent among them being Latino and African American males of color. A significant number of these students go on to college

⁷ Angela Valenzuela. (2017). Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-based Approaches.

Program (State)	Classification	Descriptions	Data
<p>GYO Illinois (IL)</p>	<p>Community-originated, Community Focused</p>	<p>Participants: Parents, Paraprofessionals</p> <p>Based in Chicago, started from Logan Square Neighborhood Association</p> <p>Attributes:</p> <ul style="list-style-type: none"> - Early 1990s parents spent 2 hrs daily as classroom assistants. Received stipends, skill and leadership development, and pathway to become a paraprofessional - In 2005, expanded through state funding to 11 consortia of community groups, school districts and either two- or four-year universities. Although beginning with parents and paraprofessionals, the program explicitly targeted community members who specifically wanted to teach in their neighborhood public schools but could not afford college. - In 2015, GYO Illinois faced a budget impasse when the state's budget crisis began, leaving only one program standing at Northeastern Illinois University in Chicago. 	<p>In 2004, the LSNA and Action Now, another community organizing group in Chicago linked arms and formed a coalition with several other community organizations to pursue a policy solution to the teacher retention crisis. Specifically, they wrote and successfully advocated for the <i>Grow Your Own Teacher Education Act</i>, which institutionalized the LNSA's approach to teacher recruitment. This brought in a state-funded \$1.5 million planning.</p> <p>The success of this 10-year effort is the presence of "120 GYO teachers in 88 schools teaching more than 2,000 students"</p>

Program (State)	Classification	Descriptions	Data
Multilingual/ Multicultural Teacher Preparation Center (CA)	Community- focused, University Educator Initiated	<p>Participants: College Students</p> <p>Based in Cal State University Sacramento</p> <p>Program Attributes:</p> <ul style="list-style-type: none"> - curriculum is praxis-oriented, dialogical, promotes students' identity development, and is asset-based, tapping into students' funds of knowledge - Race-consciousness informs every aspect of its work, including recruitment and outreach efforts, candidate interview protocols, evaluation rubrics, and course content. - Early course advising, study groups, financial aid sources, tutoring, securing work as bilingual teacher aides, and helping students complete applications for the credential program. - peer support network, mentorship, extensive field experiences 	<ul style="list-style-type: none"> - Over 75 percent of the students are of color, and most of its White students are bilingual. - As of 2007, 37 percent of the faculty were Latino/a, 25 percent Asian, 25 percent White, and 12 percent African American. - Surveys using a tool that gauges candidates' knowledge base and orientation toward multicultural education and educational equity showed that in comparison to another similar center with an "urban focus," M/M Center candidates "listed at least twice as many strategies as the other group for creating democratic classroom structures and developing multicultural curriculum". - Finally, exit surveys indicate strong desires to work in culturally-diverse, low-income schools, including those very communities from which they emanate.