

Grow Your Own: A Systemic Approach to Securing an Effective Educator Talent Pool

An Introduction to Grow Your Own Programs

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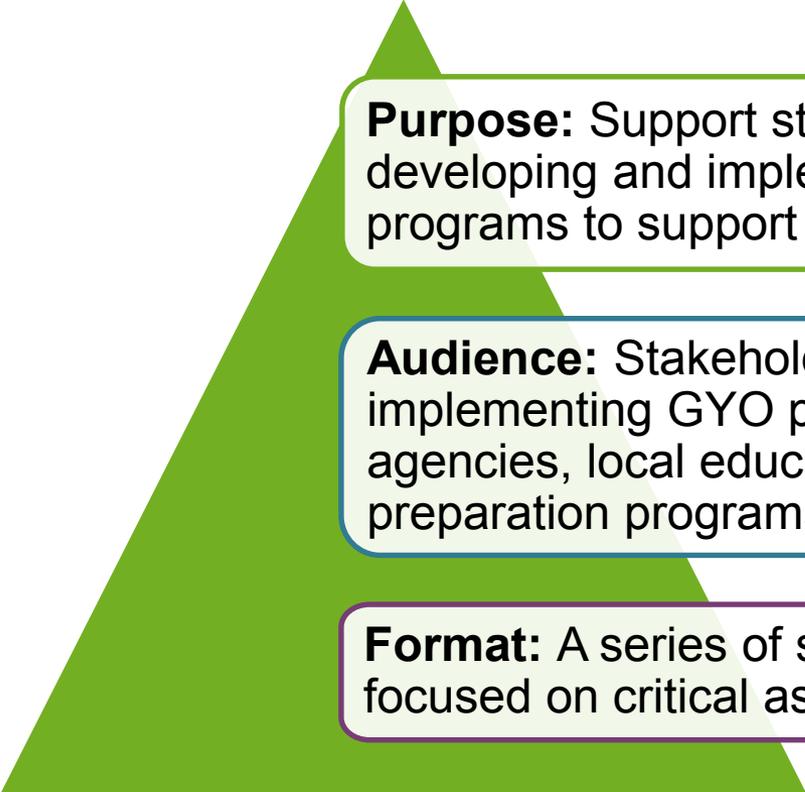
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Grow Your Own Learning Series Overview

Grow Your Own Learning Series

Overview



Purpose: Support stakeholders in successfully developing and implementing Grow Your Own (GYO) programs to support an effective education talent pool

Audience: Stakeholders interested in designing and implementing GYO programs including state education agencies, local education agencies, educator preparation programs and community organizations

Format: A series of short, narrated, online modules focused on critical aspects of a GYO program

GYO Learning Series Topics

1. An Introduction to GYO Programs
2. Using Data to Determine When and Why GYO
3. Developing a GYO Strategic Plan
4. Essential Components of a GYO Program

Module 1: Overview of GYO Program Objectives

- Develop a common understanding of GYO program definitions, goals, structures, and stakeholders
- Discuss emerging research on GYO
- Explore emerging GYO programs

What Is GYO?

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Defining GYO



*A **localized** approach to developing a **pipeline of educator candidates** to meet **local workforce needs***



Plan and recruit for specific workforce needs:

- School-level shortages
- Subject-level shortages
- Community demographics

Common GYO Structures

Precollegiate:

High school students participate in cocurricular programs/career exploration courses.

Community Focused:

District provides support to current school staff for vacant teaching positions.

University Initiated:

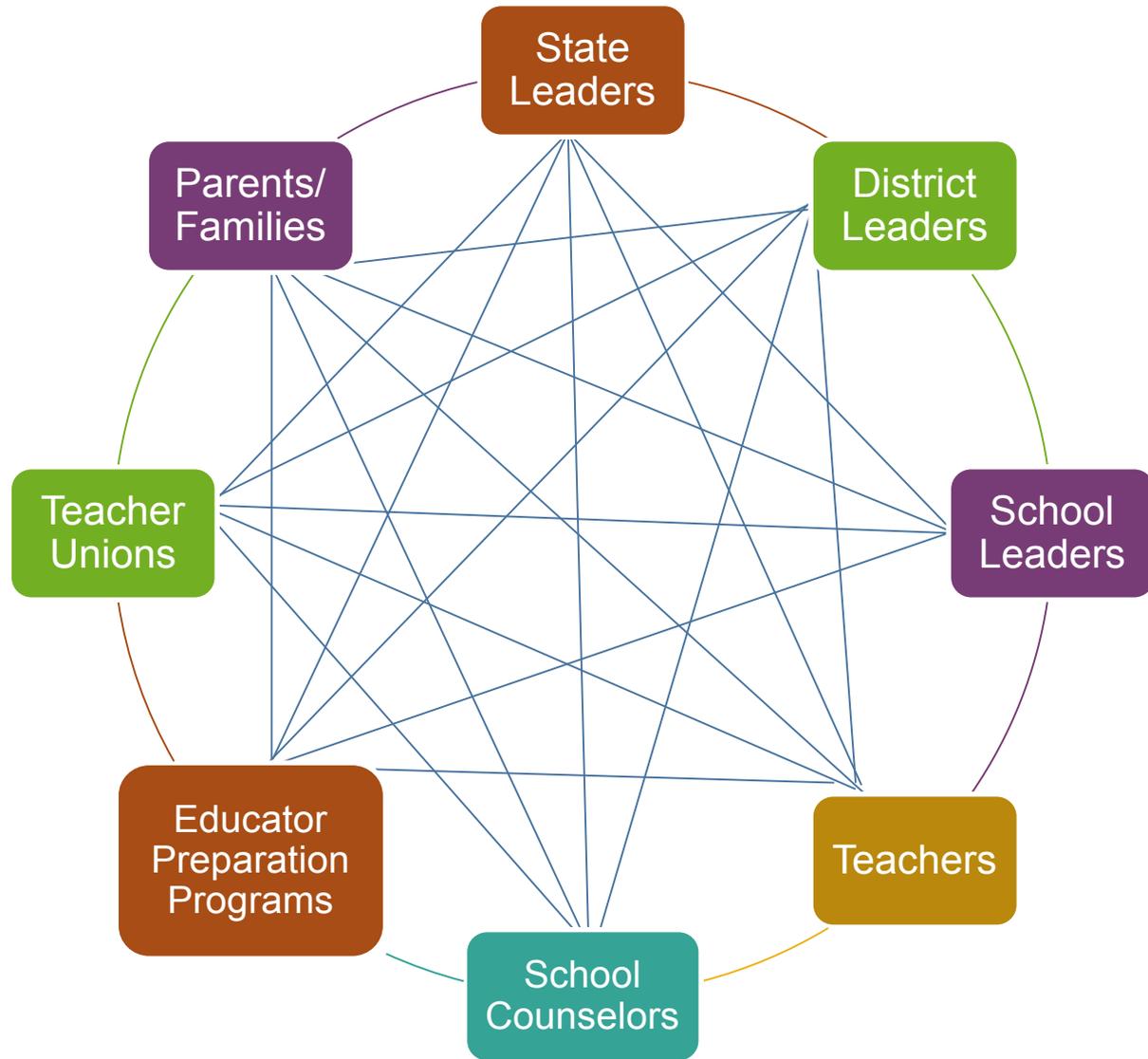
Preparation providers and districts codesign clinical experiences and coursework.

Common GYO Program Goals

- 1: Ensure equitable access to effective educators for all students.*
- 2: Diversify the teaching workforce.*
- 3: Support student career exploration.*
- 4: Increase students' college and career readiness.*
- 5: Meet local workforce needs.*



Key GYO Stakeholders



Making the Case for GYO Programs

(Limited) Research on GYO Programs

Rural Teacher Recruitment and Retention

60% of teachers teach within 20 miles of their high school (Reininger, 2012).

Teachers from **RURAL** communities are more likely to teach in rural schools (Cannata, 2010; Engel, Jacob, & Curran, 2014).

RURAL school districts struggle more than urban and suburban districts to recruit and retain highly prepared teachers (Gibbs, 2000; Monk, 2007; Hodges, Tippins, & Oliver, 2013).

Diversifying the Teacher Workforce

- **Teachers of color** reflecting student demographics have positive student effects.
- The educator pipeline **loses potential teachers** at various stages of a student's career pathway (Ahmad & Boser, 2014).
- GYO initiatives recruiting and supporting teachers of color **have higher retention** in hard-to-staff positions (Achinstein, Ogawa, & Freitas, 2010).
- **More likely to want to** work in schools with a large minority population (Villegas & Irvine, 2010; Achinstein et al., 2010).

Effectiveness of Career Pathways Programs

Career and technical education (CTE) serves **94% of all high school students.**

CTE concentrator **high school graduation rate is 93%**, compared to 80% for non-concentrators.

91% of high school graduates who earned 2–3 CTE credits **enrolled in college.**

High school students involved in CTE are **more engaged, perform better, and see higher earnings.**

Source: ACTE 2018.

Emerging GYO Programs

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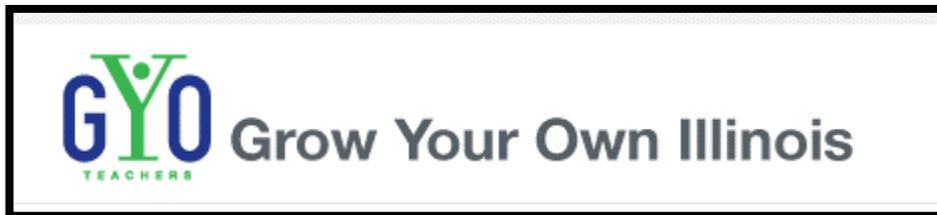
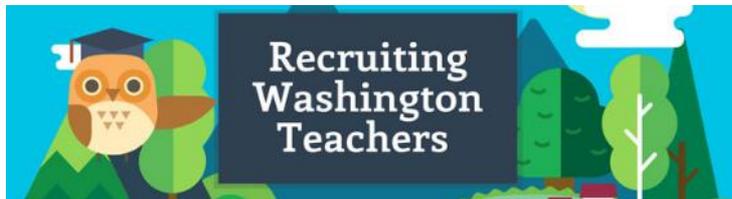
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Example GYO Programs



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