

## Your Question

You wanted to know what states are doing to recruit high school students into the teaching profession.

## Our Response

As mentioned in [this 2018 Education Commission of the States report](#), many states and districts are creating career pathways and grow-your-own programs to recruit local high school students into the profession, provide them high-quality training and prepare them for lifelong teaching careers in their community. These programs are often used to recruit teachers of color and/or to recruit teachers to urban and isolated, rural schools. Some of these programs include formalized partnerships with postsecondary institutions and award college credit for related coursework. Examples are provided below.

### **Enacted State Legislation (2017 and 2018)**

- **Colorado [H.B. 18-1309](#)** (2018): Requires the departments of education and higher education to create a framework for the creation of grow-your-own educator programs and distribute grants to districts that employ students from the program. The bill allows local education providers to implement a one- or two-year teacher of record program to fill critical shortage positions for which there are no other qualified teachers.
- **Illinois [H.B. 4882](#)** (2018): Amends the Grow Your Own Teacher Education Act, so that a high school student enrolled in a dual credit course may be included in a teacher education cohort. Adds the definition of “dual credit course” to the act. Includes high school students enrolled in dual credit courses on a list of considerations for selecting candidates for the program. Allows an institution of higher education to offer a high school student a dual credit course under the program, subject to the requirements under the Dual Credit Quality Act.
- **Michigan [SB 848](#)** (2018): Creates a teacher recruitment program to provide resources and programming to high school students who are interested in teaching and who are members of underrepresented groups in the teaching profession. Requires the department of education to create a process for nomination and admission of pupils to the program; advertise the program; invite postsecondary institutions in Michigan that operate teacher preparation programs to participate in the training program; connect pupils in the program with representatives of teacher preparation programs in Michigan; at least once, conduct conferences for pupils in the program in locations that are geographically convenient; and provide research and resources to pupils in the program and postsecondary institutions on successful activities and programs. (Section 233)

- **Minnesota [H.F. 2](#)** (2017): Amends the alternative teacher professional pay system to fund a grow-your-own initiative. Provides access to grants and encourages schools, districts and postsecondary institutions to offer introduction to teaching/education concurrent enrollment courses.
- **North Carolina [S.B. 257](#)** (2017): Creates the Future Teachers of North Carolina program to provide high-achieving high school students with access to college-level teacher preparation courses in their respective high schools. The program is aligned to the [CTE Education and Training](#) career cluster and pathway and requires that dual credit courses be offered by high schools in conjunction with state college partners.
- **Washington [H.B. 1445](#)** (2017): Creates the Bilingual Educators Initiative to recruit, prepare and mentor bilingual high school students to become future bilingual teachers and counselors. Subject to the availability of funds, the bill requires pilot projects in two to four school districts where the immigrant student population is growing rapidly. Pilot projects must include middle school outreach, activities in ninth and 10th grade that help build student initiative and promote careers in teaching and counseling, and college preparedness activities and credit-bearing curricula in 11th and 12th grades. The bill requires that eligible program participants continue to receive supports in college, including mentoring and loan forgiveness.

### Additional Resources

[Encouraging More High School Students to Consider Teaching](#) (ACT, 2018)

[Grow Your Own Teachers Initiatives Resources](#) (Texas Comprehensive Center at AIR, 2018)

[Diversifying the Teacher Workforce through Grow Your Own: A Snapshot of Three Programs](#) (Center for Great Teachers and Leaders at AIR, 2017)

[Hometown Disadvantage? It Depends on Where You're From: Teachers' Location Preferences and the Implications for Staffing Schools](#) (Educational Evaluation and Policy Analysis, 2011)

[Georgia's Grow-You-Own Teacher Programs Attract the Right Stuff](#) (The High School Journal, 2011)

### National and State Program Examples

- [Educators Rising](#) (formerly known as Future Educators Association) is a national network guiding “young people on their path to becoming teachers, beginning in high school and extending through college and into the profession.” As noted in [this Education Week article](#), the organization provides a “free service [that] connects teachers and school leaders with expertise and resources to support them in preparing students interested in teaching.” Educators Rising schools create and run their own teacher preparation co-curricula programs or electives at the high school level. The organization provides standards, lesson plans, teaching materials and other resources — such as the Virtual Campus, which provides online resource access to students and teachers. The network has partnerships in at least 11 states and has also worked with postsecondary institutions to establish dual enrollment and transfer agreements.
- [The Center for Educator Recruitment, Retention, and Advancement](#) (CEERA – South Carolina) runs several programs aimed at recruiting individuals into the teaching profession and supporting teachers as they advance in their careers. CEERA’s [Teacher Cadets Program](#) provides high-achieving high school students access to a “dual credit accrual course [that is] taught for a minimum of one class per day for a year or the equivalent of that amount of time in contact hours.” The program began as a pilot in 1985-86 and now operates in 170 high schools. Twenty-two [college partners](#) in the state grant college credit for the course. In

2016-17, more than 2,900 students completed the program — 35 percent of whom were non-white and 23 percent of whom were males.

- The [California Teacher Pathway](#) program recruits young people interested in becoming educators; supports them through the process of earning their associate’s degree, bachelor’s degree, and teaching credential; and helps them gain stable employment in after-school programs, as they are studying to gain experience working with youths and to support those youths through their studies. [Similar programs](#) in California have received [California Career Pathways Trust](#) grants (established in 2013 with the passage of [A.B. 86](#)) to support their work.