

## Your Question:

You asked for information on state approaches to funding grow-your-own programs and requirements for teacher apprenticeship programs.

## Our Response:

**Grow-Your-Own** (GYO) programs can be targeted to different groups, including high school students and paraprofessionals, or teaching positions, including hard-to-staff subjects and schools, but they are typically focused on recruiting and preparing community members to address local teacher shortages. While GYO programs have emerged as a popular state and local strategy to address shortages, states use the term “grow-your-own” to describe several different program types, including dual or concurrent enrollment programs, residencies, apprenticeships or more traditional scholarship programs. These programs commonly rely on partnerships between local education agencies, postsecondary institutions and community organizations.

New America conducted a comprehensive [50-state review](#) of state GYO policies and identified five main findings from their analysis:

- 1) Localities use the term “grow-your-own” in different ways to address common problems.
- 2) Most states have at least one GYO program, but tremendous variety exists in program design and strategy.
- 3) More than half of states have a GYO policy, but funding for GYO programs is inconsistent.
- 4) Pathways for high school students are the most common type of GYO program.
- 5) Programs for paraeducators are widely available and targeted to school and student needs.

Just as GYO programs vary at the state and local level, so do the funding mechanisms and sources. Based on New America’s 50-state review and Education Commission of the States’ [50-State comparison](#) of teacher recruitment and retention policies, we identified four primary approaches to funding GYO programs. These include:

- 1) Block Grants.
- 2) Competitive Grants.
- 3) Scholarships/Loans.
- 4) Direct Appropriations.

GYO programs and more recently registered apprenticeship programs have continued to garner attention as popular state policy options to address teacher shortages. There are several states that are launching pilot programs for registered apprenticeship pathways ahead of the 2022-23 school year and additional states that are in other development stages. The [National Center for Grow-Your-Own](#) has launched a new [National Registered Apprenticeship in Teaching network](#) with seven states, **California, Florida, Missouri, North Dakota, Texas, West Virginia** and **Wyoming**, as founding members. These states are in various stages of building their registered apprenticeship programs. Additionally, [Tennessee](#) and [West Virginia](#) have registered teacher apprenticeship programs with the United States Department of Labor (USDOL).

Below, you will find examples of state efforts to fund GYO or apprenticeship programs and programmatic requirements.

## **Funding**

### *Block Grants*

**Washington's** alternative routes block grant [program](#) provides funding to support individual teacher candidates in districts implementing GYO strategies. Teacher candidates, school districts and teacher preparation programs receive a total of \$14,000 with the following funding allocation:

- Teacher Preparation Program: \$3,000.
- Local Education Agency: \$2,500.
- Mentor Teacher: \$500.
- Teacher Candidate: \$8,000 conditional loan.

The legislature appropriates \$600,000 annually to cover teacher preparation program and local education agency costs, while the Washington Student Achievement Council appropriates \$800,000 annually to cover the cost of conditional loans. This funding supports 100 candidates per year. This [report](#) from the state professional educator standards board highlights successes of the alternative routes program.

Finally, the state professional standards board utilized private funding to support a [pilot program](#) to build GYO infrastructure from 2016 to 2019.

### *Competitive Grants*

**Illinois** [appropriates funding](#) to [Grow-Your-Own Illinois](#) to administer a [competitive grant program](#). Once admitted, participants in Grow-Your-Own Illinois receive up to \$25,000 in tuition, fees and books in the form of forgivable loans that are applied after other financial aid has been applied. Participants must complete all program requirements including meeting regularly with an assigned coordinator, attending monthly meetings, passing all required tests and maintaining a 2.5 GPA. Upon graduation, participants are required to teach for at least five years in a hard-to-staff school.

**Iowa** utilized [\\$9 million](#) in Elementary and Secondary School Emergency Relief funding to develop a registered apprenticeship program for high school students and paraprofessionals. An additional [\\$45.6 million](#) in ESSER funding was awarded to 134 school districts through a competitive grant process. Grants are utilized to cover tuition and fees, in addition to hourly wages for participants. The students will complete part of their training in partnership with local community colleges or four-year universities. The [Pilot Program](#) launching for the 2022-23 school year will ultimately create over 500 new paraeducators and 500 new teachers.

**Tennessee** also [utilized federal funding](#) (CARES Act) to establish a competitive grant program to create and expand GYO partnerships between teacher preparation programs and local education agencies. In the first two years of the program, the state awarded a total of \$6.5 million in funding. The state has built on the progress of these partnerships and provided sustainable funding by establishing a grow-your-own [registered apprenticeship model](#), which is funded through state and federal workforce allocations. Currently, Tennessee has 65 GYO programs.

### *Scholarships*

**New Mexico** [established](#) a grow-your-own teachers fund to [award scholarships](#) directly to qualified candidates. Under the [Grow Your Own Teachers Act](#), paraprofessionals enrolling in a teacher preparation program are eligible for a \$6,000 scholarship. Qualified paraprofessionals may receive a leave of absence from their place of employment to pursue a teaching credential.

## Direct Appropriation

**Colorado** [established](#) the [Teacher Recruitment Education and Preparation](#) program to provide the opportunity for qualified students in a teaching career pathway to concurrently enroll in postsecondary courses for the two years after the 12th grade year. Per-pupil funding is allocated to the local education agency and used for course costs at the partnering postsecondary institution. Funding is subject to legislative appropriation. The legislature appropriated funding to the state education agency for 200 students for the 2022-23 school year.

## Program Requirements

**Florida** recently announced a [Teacher Apprenticeship Temporary Certification Pathway](#). Applicants to the program must have an associate degree, a 3.0 GPA and pass a background check. The apprentice will receive a temporary certificate and then spend two years in the classroom of a mentor teacher using team teaching to fulfill the on-the-job training component of the apprenticeship.

**Tennessee** established the first teacher apprenticeship program registered with the USDOL. This program is a partnership between the Clarksville-Montgomery County School System and Austin Peay State University's Teacher Residency program. The program is free and [requires](#) three years to become a full-time teacher. Participants are paid to work as instructional aides and study under mentor teachers. The program sets [flexible admissions criteria](#) to encourage participants to enroll. Requirements to enter the apprenticeship program include: 2.5 GPA in 12 credits of college coursework, a completed introductory college course in teacher education and passing an FBI/TBI security clearance. For apprentices to be admitted into the teacher education program, requirements include: 2.75 GPA on introductory college coursework, a passing Praxis 1 score and a score of 21 or higher on the ACT.

**West Virginia** has [a registered apprenticeship](#) with the USDOL. The program is [sequenced](#) starting with students in their junior year of high school, where students are in the Youth Apprenticeship program, through attainment of a bachelor's degree and completion of the Pre-Apprenticeship Program. In their junior year of high school, students can begin taking dual enrollment courses and must complete 15 hours of paid field experience. Senior year, students take more dual enrollment or Advanced Placement courses and the Praxis 1 exam (subsidized with a voucher), complete 100 hours of paid field experience, and apply to the college of education, and become certified as teacher aides. The Praxis requirements are waived if the student meets an SAT/ACT benchmark.

The program continues through college, where students enroll in the Pre-Apprenticeship program. Students complete required courses and a paid field service under the supervision of a licensed teacher. Their final year in the program, students complete a yearlong residency as the teacher of record, or, if no vacancies are available, complete a traditional yearlong residency under the direction of a cooperating teacher at an hourly rate determined by the local board of education. Upon graduation, students will have earned a Bachelor of Arts in Education and be certified teachers.

**Wyoming** is launching a [pilot program](#) for teacher apprenticeships with three school districts participating for the 2022-23 school year. The goal is to expand the program statewide the following year. The program will provide the apprentice with an opportunity to earn a bachelor's degree. The apprentice will complete 6,000 hours of on-the-job training in three years in the classroom, working with a primary mentor teacher. Following a gradual release model, the apprentice will be required to show on-the-job competencies. They will also be required to pass Praxis exams and complete other licensing requirements.