

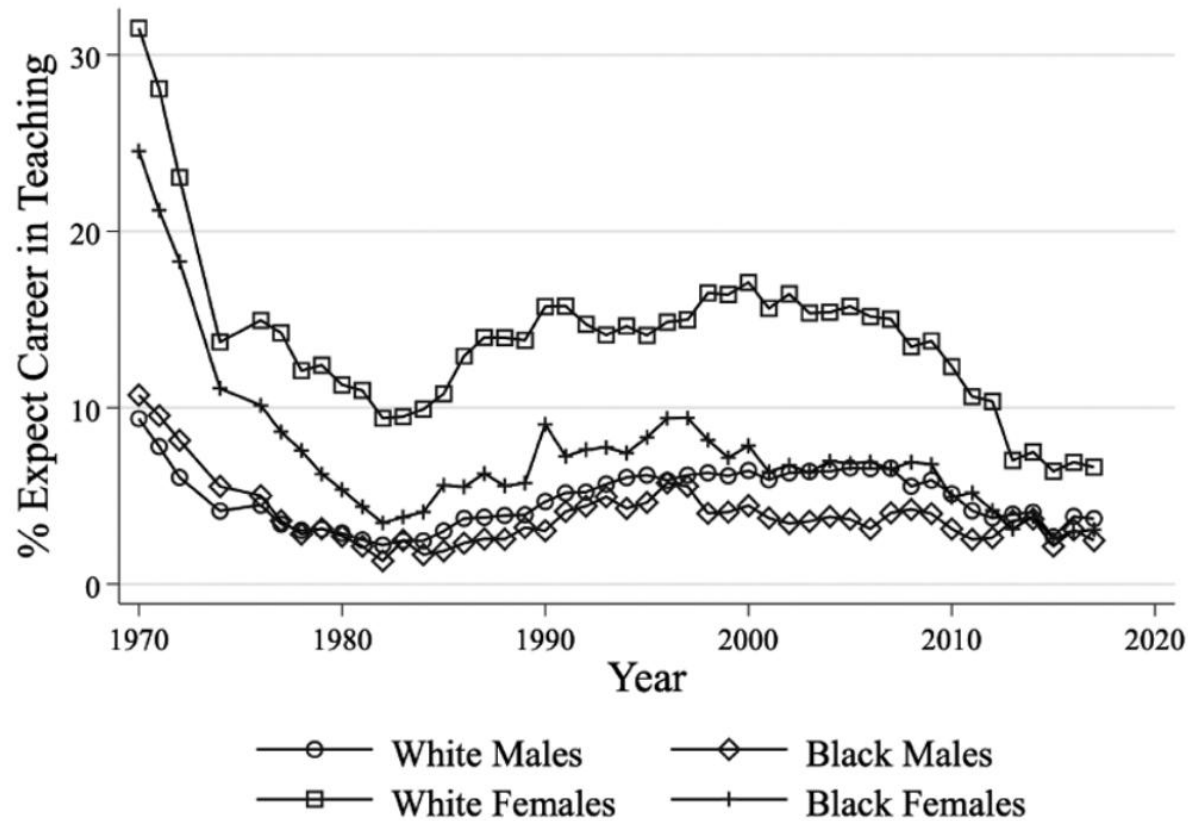
What Are Grow-Your-Own Teacher Programs? And Do They Work?

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Historical Context (in the United States)

Interest in Teaching is at a Historical Low, Particularly for Black Individuals



Source: Kraft, M. A., & Lyon, M. A. (2024). The rise and fall of the teaching profession: Prestige, interest, preparation, and satisfaction over the last half century. *American Educational Research Journal*, 61(6), 1192-1236.

Why?

The Rise and Fall of the Teaching Profession

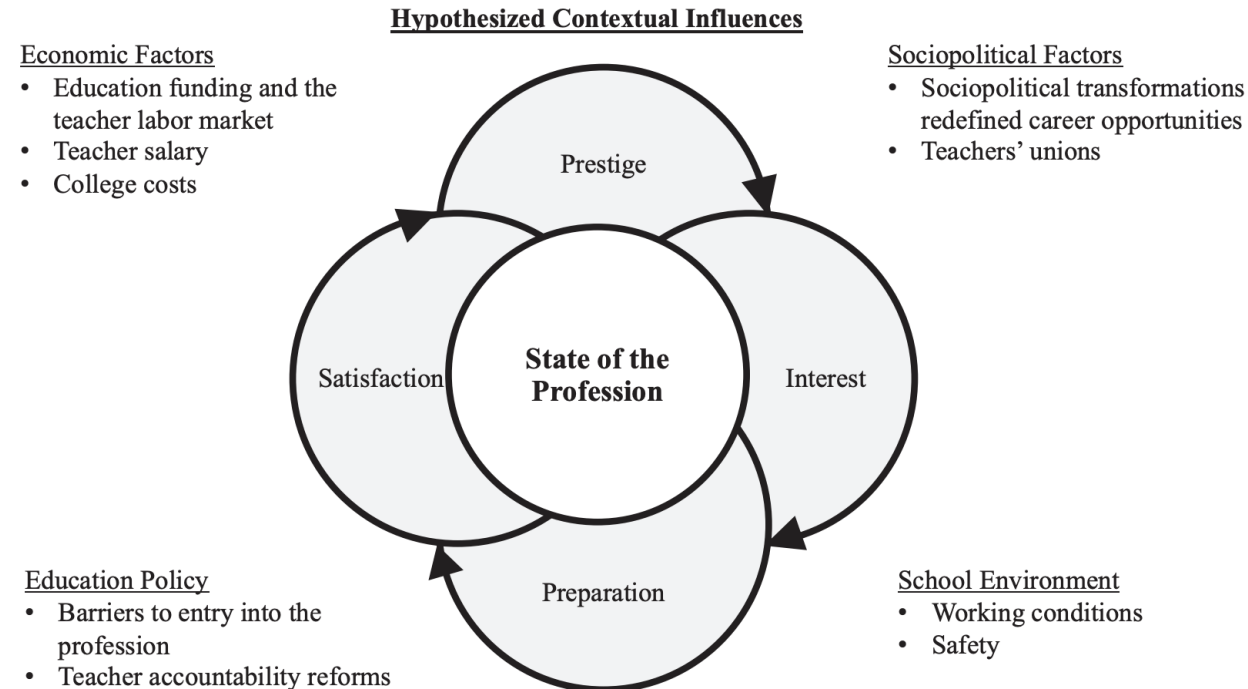


Figure 1. Conceptual model.

Source: Kraft, M. A., & Lyon, M. A. (2024). The rise and fall of the teaching profession: Prestige, interest, preparation, and satisfaction over the last half century. *American Educational Research Journal*, 61(6), 1192-1236.

Why?

The Unintended Consequence of Brown v. Board: A 'Brain Drain' of Black Educators

In 74 Interview, author Leslie T. Fenwick said the effects were so damaging that 'the nation's public schools still have not recovered'

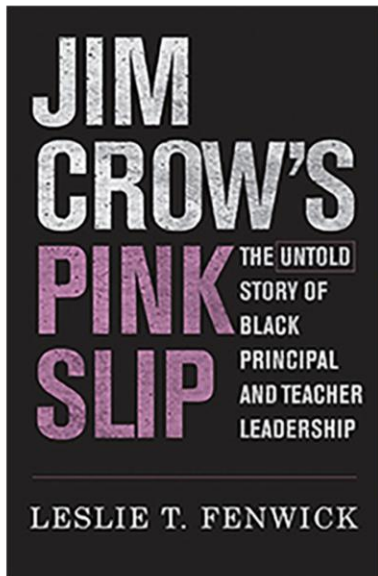
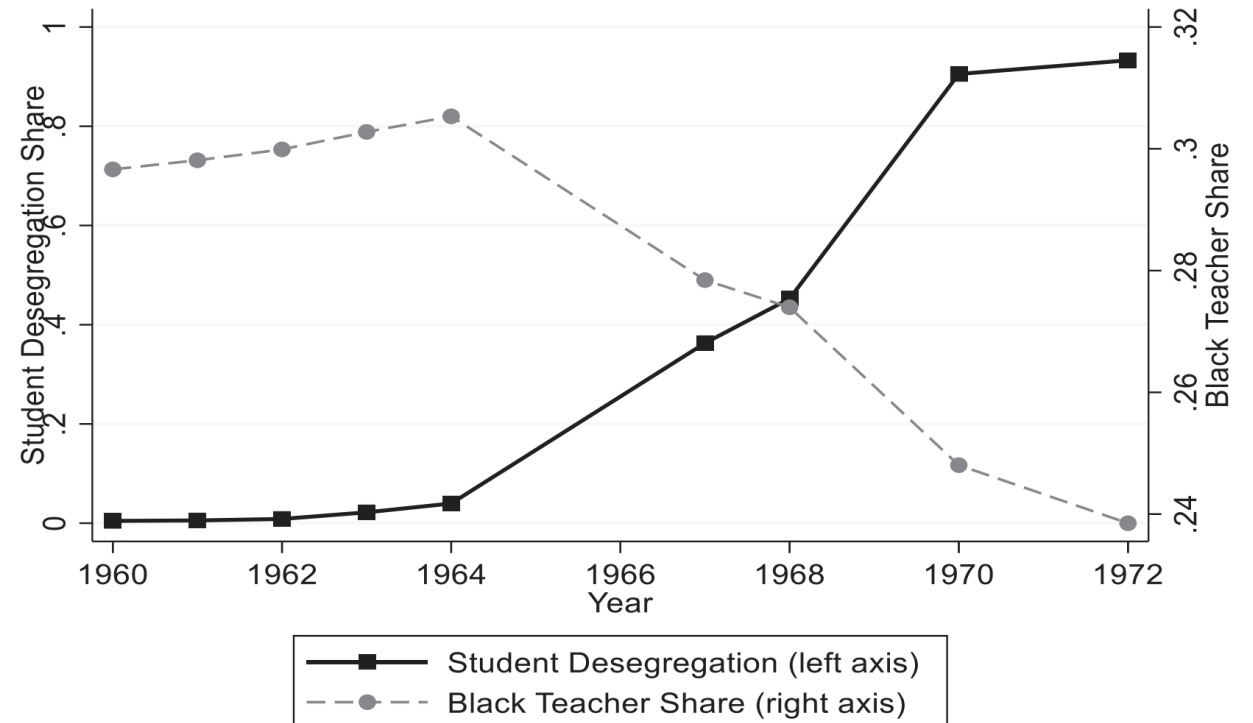
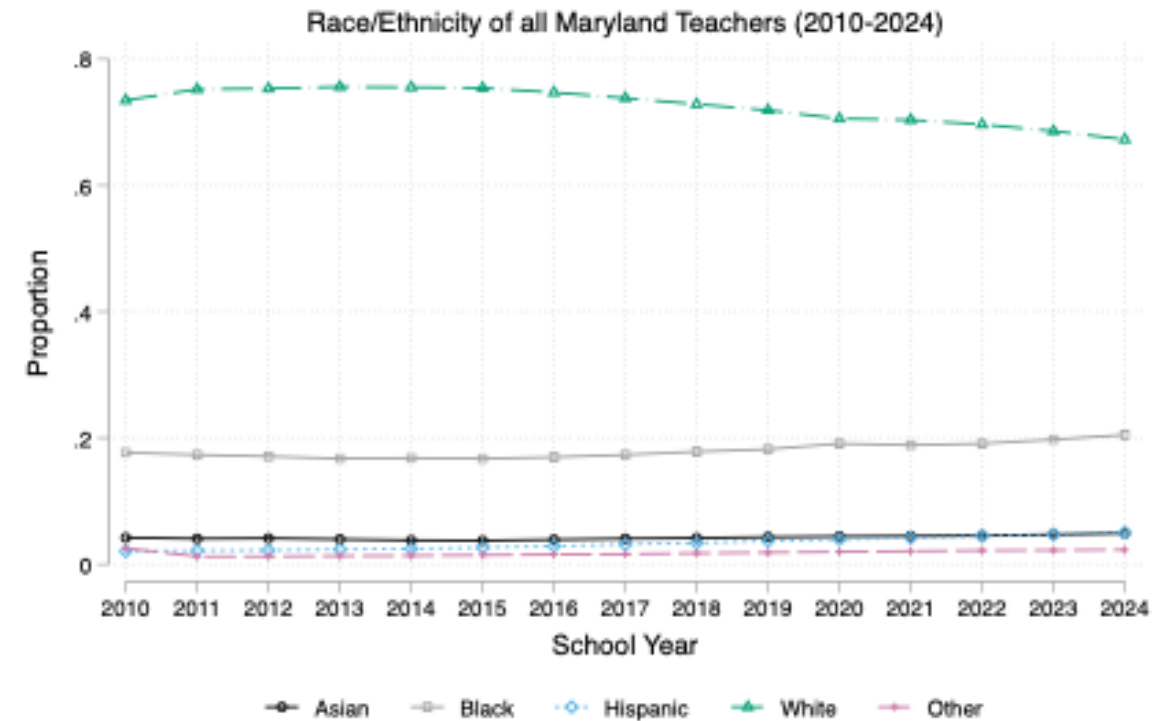
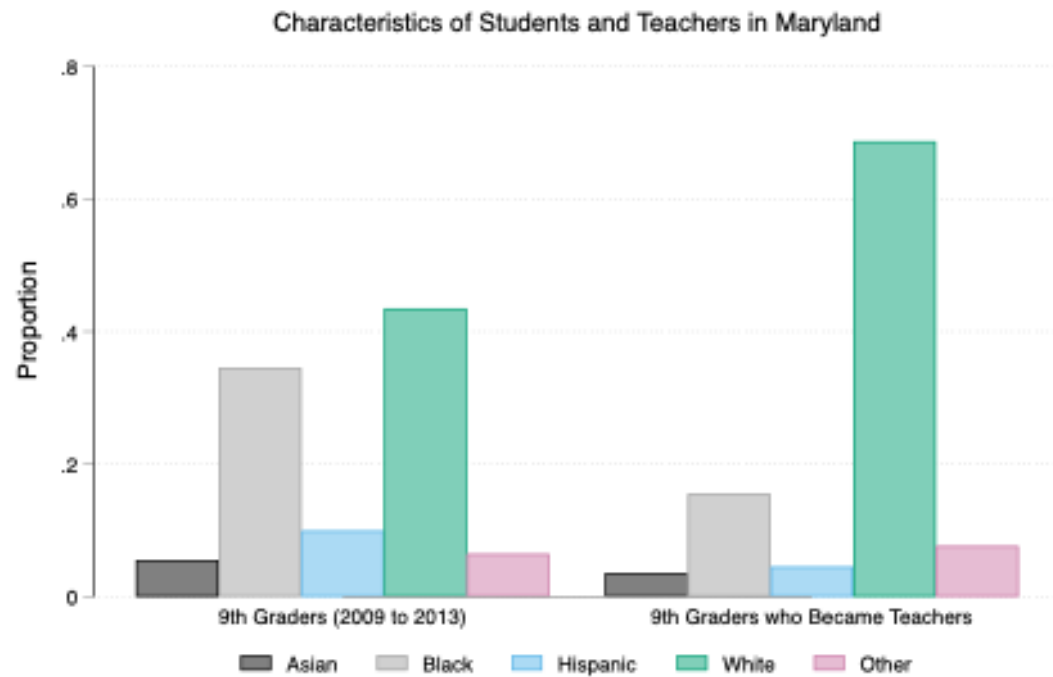


FIGURE 1.—TRENDS IN STUDENT DESEGREGATION AND BLACK TEACHER EMPLOYMENT



Source: Thompson, O. (2022). School desegregation and Black teacher employment. *Review of Economics and Statistics*, 104(5), 962-980.

Maryland Context





There must be a `conscious effort' to grow, diversify Maryland's teacher workforce

Dr. Carey Wright
Secretary of K12 Education





- Teachers are by far the most important within-school resource we can provide to children to support academic, socio-emotional, and long-run outcomes (e.g., Chetty et al., 2014; Jackson, 2018)
- Black teachers have very large effects on these outcomes, not just for Black students (Dee, 2004; Gershenson et al., 2022) but for *all* students (Blazar, 2024)

What Are School Systems Doing?

Recruit locally, particularly amongst youth/high school students



Grow-Your-Own

...is as much a **call to action** as a description of any given program

- **High School:** clubs, formalized curriculum
- **College:** scholarships/incentives to major in teaching with requirement to work in the state
- **Career Changers:** programs to recruit and train individuals already working in (close proximity to) schools (e.g., instructional assistants)

By 1988, several recommendations of the Task Force had been achieved in two general categories--recruitment of teachers in critical shortage areas, and promotion of teaching as a career. The recruitment initiatives taken at that time that are still in operation are:

- Annual development of supply and demand reports to determine critical teacher shortages (available upon request from MSDE).
- Alternative teacher education models at several colleges and universities which are tailored to the needs of career changers and early retirees. Most offer flexible scheduling of classes and special advisement for career changers (Appendix A).
- Several hundred information packets including teacher supply and demand information, certification requirements, a listing of personnel directors and a recruitment brochure mailed to persons interested in teaching in Maryland.
- A statewide network of Future Teachers of Maryland clubs in high schools and colleges.

Grow Your Own (GYO) Staff: Expanding the Teacher & School Leader Pipeline

Educator attrition and shortages signal the need to rethink how we recruit, attract, prepare, and retain a high-quality and diverse workforce. The Maryland State Department of Education aims to elevate the stature of the teaching profession through support for Grow Your Own staff programs.

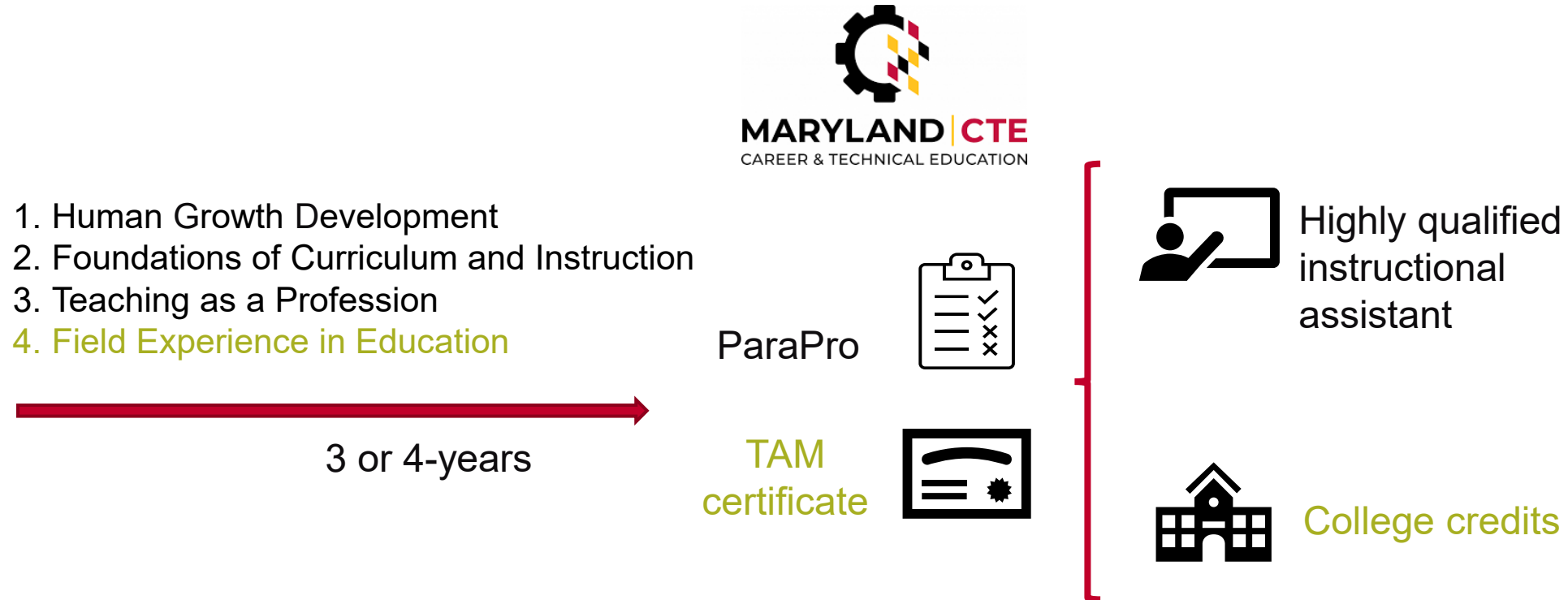
Grow Your Own programs are strategies and partnerships between educator preparation programs, school district, and community organizations that recruit and prepare local community members to enter the teaching profession and lead in their communities. They are designed to expand teacher and school leader pipelines, address shortages, and increase diversity to better align with student demographics.

In 2022, MSDE awarded \$47,486,941 in Maryland Leads grants to 23 local school systems to implement GYO programs. In Frederick County, there are efforts to grow certified behavior analysts, special education teachers, as well as the implementation of an administrator residency program to grow new school leaders. Similarly, Montgomery County offered tuition assistance for current high school seniors and paraeducators to pursue a teaching degree at Bowie State University or Montgomery College; and provided deliberate and structured mentorship opportunities for students interested in teaching careers to diversify hires and make teaching staff more representative of the district.

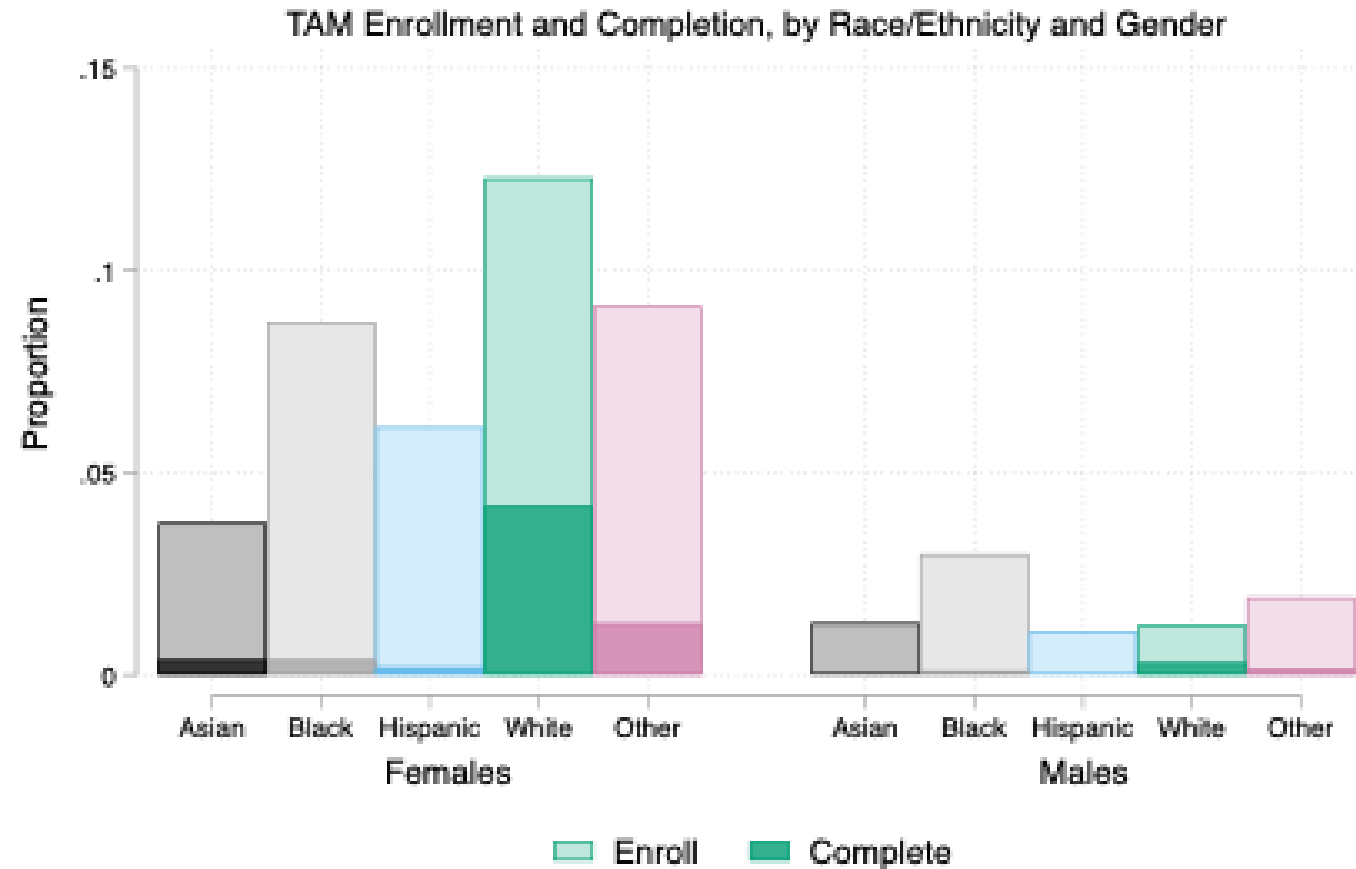


Empirical Study

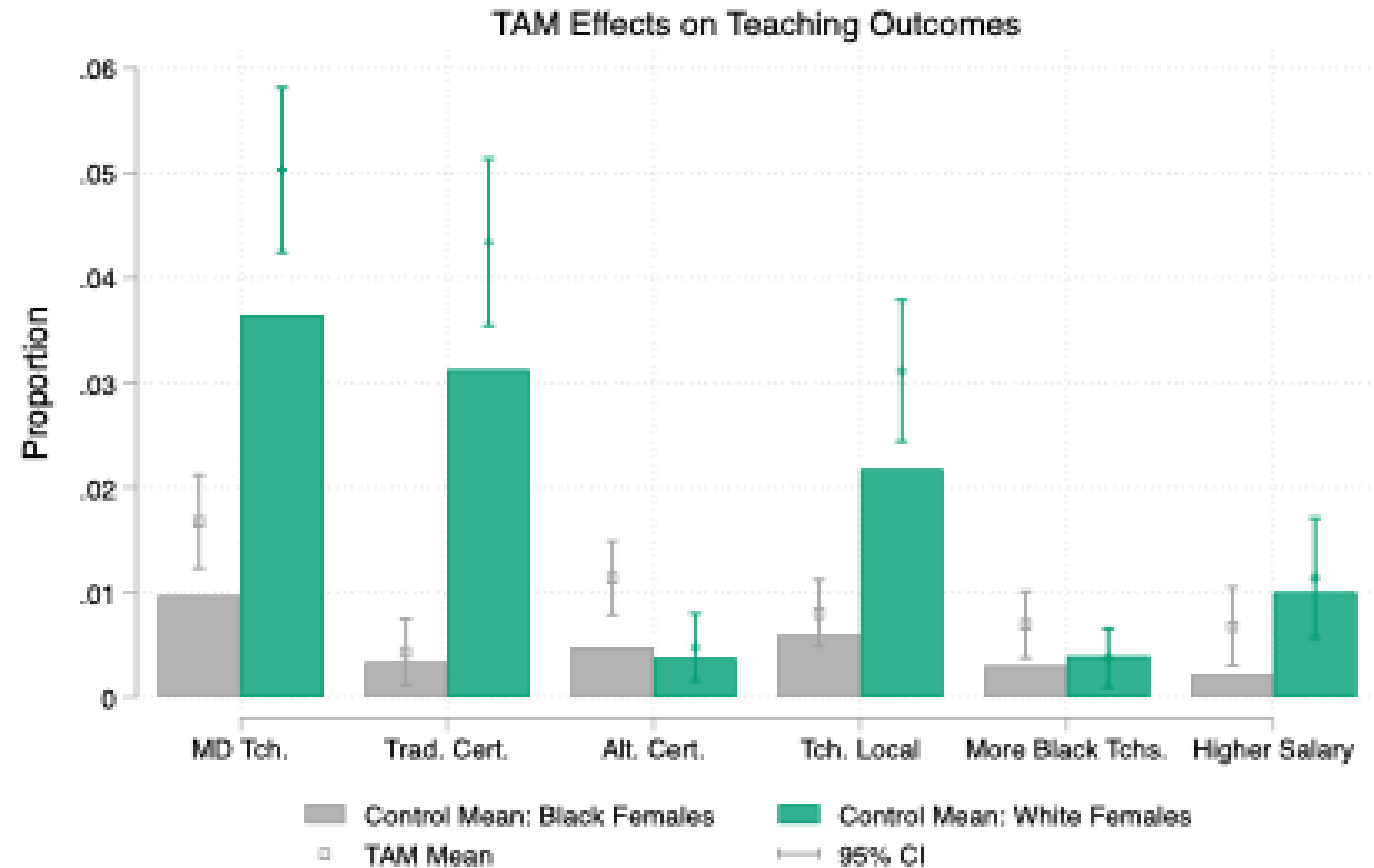
An Example: The Teacher Academy of Maryland



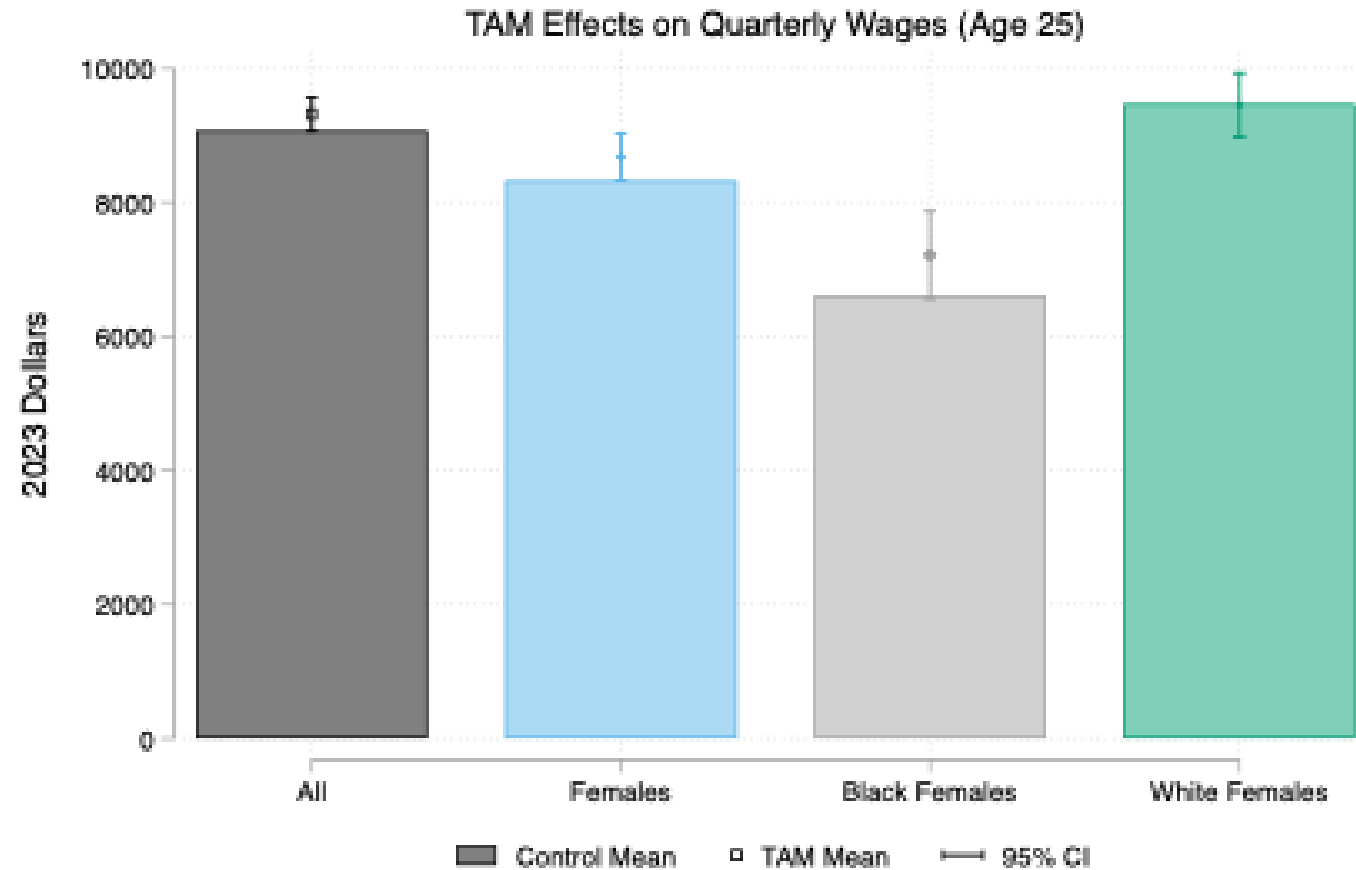
Voluntary Enrollment



Large Positive Effects on Teaching



Large Positive Effects on Wages, For Black Women



Strengths, Challenges, and Future Directions

Summary of Findings

- **Strengths:**

- Positive effects on employment and earnings, particularly for Black women
- No declines in wages for any group, which addresses concerns that teaching may leave one worse off than other labor market opportunities

- **Challenges:**

- Low take-up amongst several student groups, many of whom are underrepresented in teaching
- Very different routes into the profession between Black and White females suggests that the underlying theory of change may not be working fully as intended

Future Directions

- Focus on recruitment *into* the program by engaging students and families about factors that make teaching an attractive (or not attractive) career)
- Revisit the curricula, focusing in particular on « cultural responsiveness »
- Ensure that the program supports high school students in their transition into college teaching programs, including direct support to apply for college scholarships

Thank you!

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