

ARE YOU READY TO



THE REPRESENTATION IN EDUCATION PIPELINE PROJECT

EmpowerEd Teacher Leaders Propose "Grow Your Own" Educator Program Investment to Boost DC Teacher Diversity

Having a diverse teacher workforce that reflects DC students couldn't be more important. A majority of DC students are students of color. We know that when students have educators who look like them and share their experiences, it dramatically improves student engagement and outcomes. We also know that teachers who have deep roots in the communities where they teach in are more likely to stay. That's why, after two years of research and design, we're proposing DC create a formal structure to bolster and fund "Grow Your Own" educator programs to allow DC students and paraprofessionals a pathway to become licensed DC educators- with scholarship funding & mentorship support.

WHAT CAN YOU DO?



- 1** Learn more about our proposal, developed in collaboration with local partners, on page 2.
- 2** Join the "Representation In Education Pipeline Project" at www.weareempowered.org/REPPDC
- 3** Testify, make a video of support, or contact elected officials in support of the REPP DC proposal!



THE REPP DC PROPOSAL

WHAT?

A city-wide coordinated effort to support DC students & paraprofessionals become licensed educators through existing high quality prep programs.

WHY?

Students deserve career pathways. DC needs diverse educators. Educators of color matter for DC students. 'Grow Your Own' pathways improve retention.

HOW?


Competitive grants through OSSE to prep programs who partner with LEAs + financial assistance & mentorship support for candidates through licensure and first years as a lead teacher

Paraprofessional Track:

- Support paraprofessionals with a BA & interested in earning a BA to become fully licensed teachers
- Partner with local higher education institutions to take courses while continuing as para
- Begin with credit for school experience

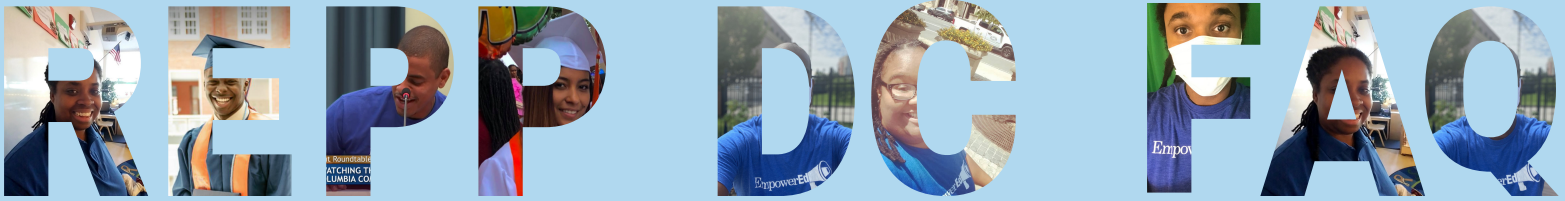
HS Dual Enrollment Track:

- Expose HS students to teaching as a fulfilling profession
- Partner with DCPS and charter LEAs + higher ed. institutions
- HS students take courses at the university, alongside current students
- Support HS students transition to college ed programs

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- Both would be open to candidates from **any** DC High School or para who qualifies- not only matching a specific HS to a prep program (a small patchwork of these already exists)
 - Both would utilize a cohort model that offers support and guidance throughout
 - Proposal would create a new office at OSSE with two full-time positions (one to manage HS program, other for paraprofessional program) to coordinate local prep programs that participate and manage scholarship funding.
 - OSSE administers competitive grants to qualifying partner prep programs, city funds on per candidate basis (hope is to grow over time)

In developing this plan, EmpowerEd teacher leaders studied DC educator diversity data, conducted research on similar "Grow Your Own" programs in other states and met with representatives from several local universities, elected officials and community stakeholders. We look forward to engaging with you as we work towards a formal legislative proposal.





WOULD THIS PROPOSAL CREATE A NEW TEACHER PREPARATION PROGRAM OR SUPPORT EXISTING ONES?

This proposal does NOT create a new preparation program but aims to build structure for district-level support for students and paraprofessionals to take advantage of current high quality prep programs, expand their capacity, support student candidates' tuition through grant funding and mentor educator candidates through licensure and their first years in the classroom.

WOULD CURRENT DC STUDENTS OR PARAPROFESSIONALS WHO PARTICIPATE GET FULL TUITION SUPPORT?

Our aim would be to achieve high enough funding to virtually eliminate or completely eliminate the student contribution with a combination of scholarship funding and discounted tuition from the partner programs. If our goal is to recruit and support candidates of color who might not otherwise consider education as a career, eliminating the fear of student debt is one of the most important tools we have.

WHAT ARE THE BIGGEST GAPS IN EDUCATOR REPRESENTATION WE'RE LOOKING TO ADDRESS?

DC currently has a wide gap in representation between our Latinx student and Latinx educator population. In Wards 1 and 4, there is between a 30 and 40+ % gap. There are currently some educator preparation programs serving bilingual teacher candidates but are very limited in size and capacity. With additional funding and support, a Grow Your Own program that funds additional student and paraprofessional candidates could bring us closer to meeting the huge need for additional Latinx educators. In addition, while DC has a higher share of Black educators than other cities, we still have significant gaps in Wards 5 and 6 and a need for more Black male educators across the city. We know that our paraprofessionals are much more representative of our student population, and supporting them in acquiring a BA and ultimately teacher licensure can close the critical representation and retention gaps.

HOW MUCH WOULD THIS COST?

Our first year budget would cost only \$1.2 million which would set up the infrastructure for the program and fund the first 20 DC high school students and 20 paraprofessionals. This is a tiny amount to set us on a path for huge progress in teacher diversity and retention. Especially in light of the \$40 million we currently spend annually on high teacher turnover.

WWW.WEAREEMPOWERED.ORG/REPPDC