

STATE PERSONNEL DEVELOPMENT GRANT (SPDG) PATHWAYS PRIORITY

OFFICE OF SPECIAL EDUCATION PROGRAMS



SPDG 2024 Notice Inviting Applications

- ▶ The priorities specified in this notice are designed to support pathways and professional development for personnel to improve outcomes for children with disabilities. For more on the Department's work to eliminate educator shortages, see <https://www.ed.gov/about/ed-initiatives/raise-bar/raise-bar-eliminate-educator-shortage>

Competitive priority 1 encourages applications that provide pathways for becoming **fully certified special education teachers...**

- ▶ that are **affordable** and provide for **robust preservice classroom experience**.
- ▶ By reducing the cost of earning a license and offering flexible scheduling, teacher residency, GYO, and registered apprenticeships programs are designed to bring more people into the profession.
- ▶ These programs may open doors to the profession for those who may otherwise face barriers to entrance, including multilingual, racially and ethnically

- ▶ **...such as those drafted by the Pathways Alliance** and approved by the Department of Labor, registered apprenticeship programs
- ▶ have the potential to be an effective, high-quality “earn and learn” model that allow candidates to earn their teaching credential while earning a salary
- ▶ by combining coursework with structured, paid on-the-job learning experiences with a mentor teacher (Pathways Alliance, 2023).

Grow Your Own (GYO) - An approach to developing a pipeline of educator candidates to meet specific workforce needs

- ▶ That seeks to **eliminate any barriers** that may prevent local candidates from entering or remaining in the field.
- ▶ GYO programs are distinguished from other pipelines by whom they target, focusing on **recruitment of high school students, career changers, paraprofessionals, non-teaching-school faculty, and community members** (Espinoza et al., 2018).
- ▶ Offering **financial aid** (e.g., loan forgiveness and scholarships) to candidates completing GYO programs,
- ▶ **targeting communication to specific populations**, and
- ▶ **establishing systems** for candidates **to receive continuous coaching and mentoring from entrance into the GYO program through early service**
 - can all aid in the success of these programs (Carver-Thomas, 2018; Professional Educator Standards Board, 2018; Texas Comprehensive Center, 2018).
 - GYO programs can help address shortages in high-need areas and subjects, such as in rural schools and in special education (Jessen et al., 2020); it can also result in improved recruitment and retention of teachers of color (Gist et al., 2019).

Competitive Preference Priority 1

Providing Career Pathways for Those Interested in Becoming Fully Certified Special Education Teachers, Including Paraprofessionals, Through Residency, Grow Your Own (GYO), and Registered Apprenticeships Programs

(up to 5 points)

Projects designed to increase the number of certified special education teachers

- ▶ by establishing a **new**, or enhancing an **existing**, teacher **residency**, **GYO**, or **registered apprenticeship** program
- ▶ that **minimizes or eliminates the cost** of certification for **special education teacher candidates** and
- ▶ provides opportunities for candidates **to be paid**,
 - including being provided with a **stipend** (which, for programs that include paid experience for the duration of the certification program, can be met through paragraph (i), below), to cover the time spent gaining classroom experience during their certification program.
 - (i) Provide increasing levels of responsibility for the resident/GYO participant/apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record; and

A project implementing a new or enhanced teacher residency, GYO, or registered apprenticeship program must--

- (a) Use **data-driven strategies** and **evidence-based approaches** to increase **recruitment, successful completion**, and **retention** of the special education teachers supported by the project;
- (b) Provide **standards** for participants to **enter into** and **complete** the program;
- (c) Be aligned to **evidence-based practices for effective educator preparation**;
- (d) Have **little to no financial burden** for program participants, or provide for **loan forgiveness**;

Must also --

- (e) Provide **opportunities for candidates to be paid**, including being provided with a stipend, **to cover time spent in clinical experience** during their certification program;
- (f) **Develop a plan to monitor program quality;**
- (g) **Require completion of a bachelor's degree either before entering or as a result of the residency, GYO, or apprenticeship program;**

Must also --

- (h) **Result in the satisfaction of all requirements for full State teacher licensure or certification**, excluding emergency, temporary, provisional, or other sub-standard licensure or certification;
- (i) **Provide increasing levels of responsibility for the resident/GYO participant/apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record; and**
- (j) **Develop a plan to ensure the program has funding after the end of the project period.**

Helpful Articles & Resources

- ▶ Texas Comprehensive Center. (2018). Grow your own teachers initiatives resources. American Institutes for Research.
<https://compcenternetwork.org/resources/resource/4290/grow-your-own-teachers-initiatives-resources>
- ▶ Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Learning Policy Institute.
https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf

Helpful Articles & Resources

- ▶ Gist, C. D., Bianco, M., & Lynn, M. (2019). Examining grow your own programs across the teacher development continuum: Mining research on teachers of color and nontraditional educator pipelines. *Journal of Teacher Education*, 70(1), 13-25.
<https://doi.org/10.1177/0022487118787504>.
- ▶ Jessen, S., Fairman, J., Fallona, C., & Johnson, A. (2020). Consider “Grow-Your-Own” (GYO) models by examining existing teacher preparation programs in Maine. Maine Education Policy Research Institute. 121.

Helpful Articles & Resources

- ▶ Pathways Alliance. (2023). National guidelines for apprenticeship standards for K-12 teacher apprenticeships. www.thepathwaysalliance.org/reports
- ▶ Professional Educator Standards Board. (2016). Grow your own teachers report: Enhancing educator pathways to address teacher shortage and increase diversity. www.pesb.wa.gov/resources-and-reports/reports/grow-your-own-teachers-report/
- ▶ Silva, T., McKie, A., Knechtel, V., Gleason, P., & Makowsky, L. (2014). Teaching residency programs: A multisite look at a new model to prepare teachers for high-need schools (NCEE 2015–4002). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Questions?

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