

Afterschool as a Teacher Pathway



A Briefing Paper

By Sam Piha & Samantha Fasen

ABOUT THE AUTHORS

Sam Piha has served as founder and president of Temescal Associates since 2007. Sam began his career in 1974 as an afterschool worker, an experience that led to 13 years of classroom teaching and work as a child and family counselor and school social worker. Between 1989 and 2006, Sam managed school-based youth programs at the regional and national levels. He served as editor and contributing author of several important practice guides and journal articles on afterschool programming. Sam holds a Masters Degree in Social Welfare.

Samantha Fasen joined Temescal Associates and the How Kids Learn Foundation in 2019 and has fully embraced her work with the afterschool field. She helps to coordinate and develop marketing campaigns and multimedia elements to reach a wider audience and share with people the importance of out-of-school time and youth development.

ABOUT THE ORGANIZATIONS

Temescal Associates is dedicated to building the capacity of leaders and organizations in education and youth development who are organizations, and policy makers.

The How Kids Learn Foundation (HKL) is a 501(c)(3) organization. It is dedicated to improving the effectiveness of settings that support the education and healthy development of youth. This includes schools and out-of-school time programs. The HKL Foundation provides educational and training activities that promote the capacity of organizations that support the education and healthy development of youth. Examples of activities include conferences, speaker forums, screenings of relevant films, training sessions, coaching sessions, the awarding of digital badges to acknowledge exemplar programs and the learning that happens within these settings. Activities also include the development and distribution of educational materials (papers, self-assessment tools, videos, program guides, etc.).

ACKNOWLEDGEMENTS

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Source: [California Teaching Fellows Foundation](#)

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Source: [California Teaching Fellows Foundation](#)

INTRODUCTION

Our national teacher shortage predated COVID-19, however there is growing evidence that suggests that the shortage of educators will grow in coming years due to the pandemic. According to Linda Darling-Hammond *“The COVID-19 pandemic has further strained an already faltering pipeline of qualified teachers. Resuming in-person instruction and meeting the needs of students will require a stable, high-qualified teacher workforce. It’s more important than ever that states and districts invest in proven solutions that address ongoing teacher shortages.”*¹

We also know that families of color were disproportionately affected by COVID-19. This will only exacerbate the shortage of teachers of color. Why is this important? Research findings from [*Teachers of Color: In High Demand and Short Supply*](#) tell us, *“Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college; students of color and white students report having positive perceptions of their teachers of color, including feeling cared for and academically challenged, and greater diversity of teachers may mitigate feelings of isolation, frustration, and fatigue that can contribute to individual teachers of color leaving the profession when they feel they are alone.”*²

*“The majority of California’s Expanded Learning educators—which includes anyone who works in a before or after school program, in a summer program, or in an extended day program — are young, bilingual people of color who come from the same communities they serve and have strong knowledge and abilities in youth development, making them well-positioned to become the teachers of tomorrow.”*³ – California Afterschool Network

ADVANTAGES THAT AFTERSCHOOL WORKERS BRING TO TEACHING

Afterschool/ out of school time (OST)/ expanded learning programs (ELP) can be part of the solution. There are many reasons to think about OST as a teacher pathway. The first is that the knowledge and skills that OST workers gain is very similar to those required of teachers. According to the California Afterschool Network (CAN), the competencies of afterschool workers include: expertise in Social Emotional Learning (SEL), training in trauma informed practices, classroom management experience, designs activities for students with diverse learning needs, practices child and youth development principles, engages families and are commonly from the same communities.⁴

A second reason is that many OST workers are people of color and bring a unique understanding of the communities that their young people reside in. Third: many afterschool workers are very interested in teaching. In a 2021 staff survey, conducted by the Claremont University Evaluation Center, 45% of LA’s BEST (California’s largest afterschool provider) staff were interested in obtaining a pre K- 12 teaching position after their employment with LA’s BEST, and 70% of the staff stated that LA’s BEST has significantly shaped their interest in teaching as a career.⁵ Lastly, most afterschool programs are designed around program standards⁶ that are very similar to those for K- 12 classroom education.⁷

*“After-school/OST workers bring essential skills in building relationships with students and families, fostering positive classroom communities, and managing instruction. As teachers of color, they also bring an understanding of the varied strengths and needs of students of color and find a great deal of meaning and commitment in working with students of color. Yet these essential skills are not sufficiently recognized and viewed as assets in the teacher preparation experience.”*⁸ - Lina Cherfas, Eric Duncan and Wing Yi Chan

According to Oakland Unified School District's (OUSD) Priscilla Parchia (Program Manager, Expanded Learning) and Soo Hyun Han-Harris (Coordinator, Retention and Employee Development), *"After-school staff are uniquely suited to teaching, particularly here in Oakland. Youth development practices are relationship-centered and focused on the whole child which is directly related to culturally competent teaching practices. Furthermore, many after-school staff have an already established interest in working with youth and often through their experience discover a desire to expand their career trajectory in education. Their work in afterschool gives them a unique and important perspective and experience of students and families that they can bring to bear in their teaching practice. In many ways the creative space within after-school programs allows staff to connect with students in ways that classroom teachers often can't. In addition, many after-school instructors and program coordinators are not only local to Oakland but to the 10 - 15 block radius of the school. This gives them an unprecedented perspective of a student's experience.*

We are also very drawn to the diversity of after-school program staff as it more closely reflects the demographics of our student populations. We know from experience and from research that being taught by somebody who shares your cultural background can have a tremendous impact on student outcomes."



Source: [A Natural Fit: Supporting After-School Staff of Color in Teacher Pipelines](#)

TERMS AND DEFINITIONS

Below we offer some definitions to terms used when discussing an afterschool to teacher pathways.

Teacher Shortage

"A shortage is typically defined as the inability to fill vacancies at current wages with individuals qualified to teach in the fields needed. Using this definition, some states are clearly experiencing high rates of shortages. ... Recent media reports of teacher shortages across the country are confirmed by the analysis

of several national datasets reported in this brief. Shortages are particularly severe in special education, mathematics, science, and bilingual/English learner education, and in locations with lower wages and poorer working conditions. Shortages are projected to grow based on declines in teacher education enrollments, coupled with student enrollment growth, efforts to reduce pupil-teacher ratios, and ongoing high attrition rates.”⁹

“A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students’ ability to learn and reduce teachers’ effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating the shortage. In addition, the fact that the shortage is distributed so unevenly among students of different socioeconomic backgrounds challenges the U.S. education system’s goal of providing a sound education equitably to all children. The teacher shortage is real, large and growing, and worse than we thought.”¹⁰

Grow Your Own Programs

“A grow your own program is designed to recruit, develop, and retain teachers who are already in the community. It draws from people who are connected to the school or community but may not have considered teaching or who need (or want) additional support to enter the profession. Grow your own programs typically include financial support, guidance, and the promise of a job upon graduation. The program is run by a school district, or a partnership between a school district, higher education institution, and a community organization. The goal of a grow your own program is to create teachers who are already connected to the community, and ideally, share lived experience with the students they serve.”¹¹

Teacher Pipelines / Pathways

Teacher pipelines or pathways are often developed to attract teaching candidates and address the teacher shortage. Sometimes they are also focused on retention of teachers. *“The pipeline includes preparatory activities – considering teaching, student teaching as an undergraduate, becoming certified to teach, applying for teaching jobs – as well as teaching experiences and plans for teaching in the future.”¹²*

Expanded Learning Programs (ELP), Afterschool, and Out-of-School Time (OST) Programs

These terms refer to community-based and school-based youth learning programs that are conducted before or after the school day and/or during the summer.

Teachers of Color

This term refers to teachers/ educators who identify racially as anything except Caucasian. *“Research shows that teachers of color help close achievement gaps for students of color and are highly rated by students of all races—a fact that is all the more relevant in light of data from the National Assessment of Educational Progress (NAEP). This year’s NAEP results show persistent achievement gaps between students of color and from low-income families and their peers who are White or from more affluent families. Unfortunately, although more teachers of color are being recruited across the nation, the pace of increase is slow and attrition rates are high, leaving growing gaps between the demand for such teachers and the supply.”¹³*



Source: [WINGS for Kids](#)

Teaching Practicum

“Practicum refers to experiences that teacher trainees have in the classroom before they take on the full range of responsibilities required for student teaching. Practicum teachers partner with a professional teacher who directs their activities and gives them feedback on any work they do.

Teaching practicum activities are usually part of a university class. Commonly, a college course on teaching methodology will include regular university course lectures, textbook readings, homework assignments, and visits to local K-12 schools for practicum. The practicum requirements for a teaching methodology course will be fairly concrete. A specific number of hours will be required, usually in a specific type of classroom (an elementary school homeroom, an ESL classroom, a physical education class, etc.).”¹⁴

Teacher Residency Programs

“Teacher residency programs typically are an alternative pathway to teaching for prospective educators who already have a bachelor’s degree. In the teacher residency model, teachers-to-be integrate master’s-level education content with a yearlong classroom internship in a public school. Unlike other alternative teaching certification models, residents do not serve as the teacher of record in the classroom.

Resident teacher programs typically share similar characteristics:

- *Attract smart, capable individuals who have content knowledge in the discipline*
- *Occur in high-needs public schools that typically struggle to staff and retain teachers*
- *Encompass the whole school year*
- *Tie classwork to experience in the classroom*
- *Allow interns opportunities to develop the craft of teaching as they address the challenges students face*
- *Include structured feedback and coaching*

- *Provide opportunities to take on increased teaching responsibilities under the guidance of an experienced classroom teacher, eventually serving as lead teacher, roughly similar to a student teaching practicum.”¹⁵*

GROW YOUR OWN (GYO) PROGRAMS

Wouldn't it be great if an aspiring teacher had a supportive guide, financial assistance, and a job lined-up before even completing their teaching degree? What if a school district could have a new teacher that was connected to the community and had training in areas important to the district? Both things happen with great grow your own programs.¹⁶ – Educator FI

To learn more about *grow your own* programs we interviewed Priscilla Parchia (Program Manager, Expanded Learning) and Soo Hyun Han-Harris (Coordinator, Retention and Employee Development) about [Oakland Unified School District's \(OUSD\) After School to Teacher Pipeline](#) program.



Q: Can you describe what the Afterschool to Teacher Pipeline is about?

A: OUSD's *After School to Teacher Pipeline* is a program designed to support out-of-school-time professionals to make progress towards a California Teaching Credential. We do this through intentional test prep support, peer support through a cohort model, guidance navigating the licensure process, professional development for resumes, interviewing, and

professional conduct support as well as a small stipend to support with testing and application fees. Our goal is to help create and nurture a support system that they can continue to use throughout their career in OUSD. The program is also part of a larger umbrella of *Grow Our Own* initiatives designed to attract and retain teachers in OUSD. Participants commit to teaching in Oakland for 2 years for the support they receive.

Q: What are the responses of OST workers to the program and what results have you seen?

A: Participant responses have been overwhelmingly positive. The California teacher licensure process can be complicated, and the demystification and resource sharing can go a long way in lighting the path for someone who is intent on becoming a classroom teacher. Many are placed at schools they are familiar with and are swiftly thrust into leadership roles because of their experience with classroom culture and engagement.

Q: Is this program particularly important as a result of the COVID pandemic?

A: This program has long been considered important regardless of the pandemic. Expanded learning support during the pandemic has created a space for more exposure for the afterschool workforce as they support classroom teachers with technology, SEL, and family outreach.

(Below, under Resources, are a number of examples and readings on Grow Your Own programs.)

AFTERSCHOOL AS A TRAINING GROUND FOR FUTURE TEACHERS

We also interviewed Malia Villarreal (Public & Strategic Development Manager) and Mike Snell (CEO) at [California Teaching Fellows Foundation \(CTFF\)](#) which views afterschool programs as a valuable experience for future teachers. They provided a profile on one of their teaching fellows to show how the she has benefitted from becoming a teaching fellow.



Q: Can you describe how the California Teaching Fellows Foundation works?

A: CTFF at Fresno State University (FSU) links college students with opportunities for paid placements working in afterschool, summer, and regular school day programs in public schools, charter schools, and community centers. These college students gain experience working with school site leaders, students, and families so they know the climate and culture of the school well before becoming a teacher. They're diverse and have built relationships so they're well prepared and reflect the community they serve. We also provide ongoing monthly paid professional development via our Teaching Fellow Academies; where tutors gain access to incredible out-of-school time professionals as well as K-12 and Higher Education leaders who help professionally develop them.

The Teaching Fellow Academies have intentionally provided additional content and training around social and emotional learning supports, trauma-informed practices, and social and cultural pedagogy. In addition to the Teaching Fellows Academies, CTFF offers the DREAM Initiative which provides personal development to Teaching Fellows. Examples of DREAM services are one on one life coaching, CBEST prep workshops, group meetups, home buying workshops, financial literacy, a care fund, and so many other great benefits that help Teaching Fellows reach their full potential.



Erika Martinez

Q: Can you give an example of how CTFF works from the perspective of a teaching fellow?

A: The story of Erika Martinez is a powerful illustration of the Teaching Fellows program and our quest to strengthen and diversify the pipeline of future teachers in the Central Valley. Erika is currently in the Fresno Unified Teacher Residency Program and will be a credentialed teacher with a Master's in Social and Emotional Learning upon graduation from the school district's program. Erika will soon join the ranks of hundreds of teachers in the Central Valley who gained early field experience working in afterschool programs through the CTFF. We are proud to call Erika a Teaching Fellows Alumni.

Erika started as a Teaching Fellow tutor working in an afterschool program in 2014. After over two years as a tutor managing a classroom of 20 students, then Erika was promoted to a Site Coordinator where she served for two more years. As a Site Coordinator, Erika managed the school's afterschool program and a team of 12 tutors and one ASL. Her school site regularly served 220 students a day. In 2020, Erika

earned a bachelor's degree in Liberal Studies. While Erika's story is amazing, she is not unlike many amazing Teaching Fellows who take advantage of CTFF's model.

Q: Can you explain how the experience of afterschool workers are relevant to becoming a teacher. What advantages do these experiences offer?

A: As Erika leaves the CTFF, she takes with her nearly 3,000 hours of hands-on classroom experience, more than 120 hours of professional and personal development via the Teaching Fellows Academies (paid professional development), and a deep understanding of school systems and the communities they serve. Erika represents the demographics we see throughout the Teaching Fellows program: diverse, educated, first-generation, bi-lingual college students, and highly motivated to make a difference in her community. As she graduates from her Teacher Residency program, Erika will be day 1 ready to teach. Erika, like so many Teaching Fellows, has tremendous capital; she is culturally competent, linguistically diverse, aspires for a better future, and is acutely aware of what it takes to work with school-age youth, families, and educational professionals. Erika's experiences' like so many others who work in afterschool programs, perfectly prepare her to take advantage of career path.



Erika Martinez practicing "youth voice and leadership" by signing up her students to attend the Afterschool and Summer Challenge at the state capitol to talk to Legislators and the Governor's Office about the importance of afterschool. (Pictured left to right back row: Sanger High School student, Malia Villarreal, Senator Melissa Hurtado, Mike Snell, Erika Martinez, front row: West Fresno Elementary School students).

While teachers have the [California Standards for the Teaching Profession \(CSTP\)](#), fortunately, afterschool (also referred to as expanded learning professionals) have the [Learning In Afterschool & Summer's Principles \(LIAS\)](#) and [California Quality Standards for Expanded Learning Programs](#). The LIAS and quality standards are the framework we provided to Teaching Fellows who are serving as educators and leaders for students. There are natural similarities between the standards in afterschool and the standards of the teaching profession. While more research needs to be done to connect the afterschool quality

standards to the teaching profession standards, it is clear that the pre-service experiences in afterschool programs help leaders like Erika in their pursuits of becoming a teacher.

Q: What are the responses of teaching fellow participants to the afterschool experience and what results have you seen?

A: Reflecting on her experience as a student-teacher during the pandemic, Erika made connections on how her experience and training in the afterschool program enabled her to rise to the occasion. Erika expressed that the culture of afterschool taught her some very important lessons, “afterschool never happens how it is supposed to, but I was taught no matter what, it (the after-school program) needs to work out for the students.” She learned early on that she must always have a plan A, B, C, and D. Her experience as a tutor first, and later as a site coordinator taught her to think on the spot and basic classroom management skills, which she admitted didn’t come naturally to her in the beginning. It took a lot of coaching and patience to master those skills. Looking back on her journey in afterschool, Erika revealed she never would have gone through with pursuing a teaching career if she didn’t have the opportunity to practice and receive consistent feedback.

Erika stated the cycle of training, hands-on practice, and feedback were the keys to her success. Erika credits much of her current success to her time spent working in expanded learning programs.



Source: [NHP Foundation](#)

Q: Is this program particularly important now because of the COVID pandemic?

A: COVID-19 continues to teach us many new lessons while reinforcing much of what we already knew as educators and humans. Now more than ever, students need social and emotional support from our expanded learning and school staff, and our working parents need a safe and supportive environment for their children during the critical out-of-school time hours.

COVID-19 has exacerbated the teacher shortage crisis and we’re seeing record college dropout rates which is a recipe for a student equity disaster (Carver-Thomas et al, 2021). Our role as a community benefit organization is to elevate the voices of our two critical stakeholders: K-12 students and our college students (Teaching Fellows). We know our community needs and deserves highly qualified and

diverse teachers, especially in our historically underserved communities. Our experience working with diverse first-gen college students for the last 20 years has taught us that despite their navigational capital, managing the process of graduating college and entering a credential program is complex.

The pandemic has made college even less accessible to students. When we ask Teaching Fellows why they're dropping out of college and teacher credential programs, they say *"I can't afford college anymore."* Being mostly first-gen college students, our Teaching Fellows need to be able to work and support their families while they attend college. They say their largest barriers are test and tuition costs, inconsistent class schedules that don't allow them to work, credential programs/college classes being (geographically) too far from where they live, and an overwhelming feeling that they do not belong.

Expanded Learning programs and models like the CTFF have tremendous opportunities to challenge traditional teacher education models, to work to align systems that serve youth and communities and share our knowledge and experiences to further this important work and foster a sense of belonging.



Source: [YMCA of Greater Long Beach](#)

"Needless to say, Erika credits much of her current success to her time spent working in expanded learning programs." - Malia Villarreal, California Teaching Fellows Foundation

AFTERSCHOOL TO TEACHER PATHWAY INITIATIVES

There may be many local Afterschool to Teacher initiatives. You can check with your [State Afterschool Network](#) to learn more. Below is an example of an initiative developed by the California Afterschool Network (CAN):

CAN'S Expanded Learning Teacher Apprenticeship Pathway Project

"Clear pipelines for Expanded Learning professionals into teaching and other educational careers can help grow teachers from within the community, diversify the teacher workforce, and prepare educators with meaningful skills and experiences to create safe classrooms and strong relationships with students. The Expanded Learning Teacher Apprenticeship Pathway project aims to create pathways for Expanded Learning professionals to become teachers equipped to support multi-lingual students. The project will examine the viability of a partnership role for Expanded Learning program providers in a

teacher residency program model and explore other teacher pathway and apprenticeship models. The project will also expand training and professional development resources for Expanded Learning staff to address the unique needs of multi-lingual students. Live, virtual trainings, as well as bite-size training videos, will be available for Expanded Learning professionals to grow their skills.

Ultimately, increasing access for Expanded Learning professionals into and through teacher preparation programs will result in more diverse teachers and teachers better prepared to meet the needs of students, particularly for students of color and multi-lingual students, as well as pathways for Expanded Learning professionals to thrive in their careers.”¹⁷ - CAN

To learn more:

- [Contact Leslye](#) at CAN
- CAN sponsored a virtual convening on this topic. It includes: remarks from state leaders; discussion of why and how Expanded Learning educators are well-positioned to become credentialed teachers; an exploration of potential models for preparing Expanded Learning educators to become high-quality teachers; and how these models can support retention. To view a video of the convening entitled *Paving the Way: Developing Pathways for Expanded Learning Educators into Teaching*, click [here](#).
(https://www.youtube.com/watch?v=w6MKVdsL_IQ)

“The principal and superintendent state that they use the [afterschool] program as a proving ground. I’ve had staff members at another site say that this was the best preparation they could possibly have had for their teaching careers. They saw a side of student life that teachers rarely see, as they had far more involvement with low-income families than those in the regular day have.”¹⁸ - Bricca Sweet, Alleghany County, SC



PROMOTING AN AFTERSCHOOL TO TEACHER PATHWAY IN YOUR PROVIDER ORGANIZATION

Below are some steps for successfully promoting an afterschool to teacher pathway.

- **Step 1: Do Your Research** – There are probably successful afterschool to teacher pipelines at your local university, school district or afterschool intermediary. Once you have identified them, ask them how it works and if they have available resources to learn more.
- **Step 2: Assess Organization Commitment** – Provide organizational leaders with an overview of the afterschool to teacher pipeline. Consider if you are planning to simply educate your afterschool staff on their options to participate in an existing pathway. Or if you want to do more, which could include training, test prep, stipends, etc- all of which have related costs in terms of staff time and actual dollars.
- **Step 3: Assess Staff Interest** – Survey and/or meet with afterschool staff to learn how many staff members are thinking about a career in teaching or would be interested if there was a supported pathway. Be prepared to share the results of your research, the level of organization commitment and the actual supports that would be offered. This can be illustrated in a simple “Road Map.” You might consider having a speaker from an existing pathway program to meet with your staff. (Some people may already have their 4-yr bachelor’s degree and could enter a teaching prep program. Others would need support to first complete their bachelor’s degree.)
- **Step 4: Partnership with Other CBO Providers** – Reach out to form partnerships with local CBO providers. This work is done more effectively with everyone in on the plan. This way the CBOs can recommend folks based on their trajectory and not feel like you are poaching.
- **Step 5: Next Steps** – Based on the results of Steps 1-3, develop a plan of how you want to move forward. Remember it is more work to reinvent an existing wheel. Explore how you can partner with an existing afterschool to teacher pathway at a local university, school district or afterschool intermediary.

If you want to contact an afterschool provider about their current efforts building an afterschool to teacher pathway, you can contact Laura Beebe (LA’s BEST) laura.beebe@lacity.org.

“Through innovative programming and an eye towards professional support and development, afterschool is an ideal platform through which to recruit, retain, and support America’s teachers.”¹⁹ - Afterschool: A Powerful Path to Teacher Recruitment and Retention

VOICES FROM THE FIELD: AFTERSCHOOL WORKERS WHO BECAME TEACHERS

Below we share quotes from afterschool workers who advanced their career by becoming teachers. These quotes are from an important publication from The Education Trust entitled, [A Natural Fit: Supporting After-School Staff of Color in Teacher Pipelines](#).²⁰

“Even though we were an after-school program, part of the staff was there during the school day, too. So, we did things similar to what a student teacher would do to support daytime teachers in their classrooms. Seeing what teachers did and taking that knowledge and experience and trying to implement it in the after-school portion of it, made me feel like I could be a teacher, too.”

“The after-school program let me exert all kinds of my potential. It also brought out my true character of wanting to serve and help people — especially kids and people of the community.”

"[The after-school/OST experience] just made [becoming a teacher] more concrete for me that I wanted to work in my own community, or communities of color."

"It was different because I had that experience of connecting with students, especially students from different backgrounds. My other colleagues who didn't really have experience had a harder time being able to ^{teach} the students because they couldn't make that connection."

"It prepared me to work with parents, because as an after-school counselor, we had to connect with families and speak to and communicate with them very often."

"We had groups of students, we had lesson plans, unit plans, curricula, we had to internalize it. There was professional development on teacher voice, teacher presence, warm-strict, classroom management. We weren't trained as though we were after-school babysitters. We were trained like we were teachers."

"It's made me think about struggles that the students might face. In the after-school program, I've noticed a lot of students who are always hungry, or stuff like that. It's influenced me to have snacks inside my classroom or to be more understanding of why a certain child is acting a certain way, because there are other outside factors that might be involved."

"I absolutely loved building those relationships [in after-school/OST work], having those moments when students came to me to talk about things that were college-related or things that didn't relate to school at all. Just having someone to relate to because I was someone like them."

RESOURCES TO LEARN MORE: In addition to the resources listed below, take a look at the resources cited in the end notes.

- [VIDEO: California Afterschool Network- Paving the Way: Developing Pathways for Expanded Learning Educators into Teaching \(8/23/21\)](#)
- [A Natural Fit: Supporting After-School Staff of Color in Teacher Pipelines](#) by Lina Cherfas, Eric Duncan and Wing Yi Chan Ph.D.
- [VIDEO: A Natural Fit: Supporting After-School Staff of Color in Teacher Pipelines](#)
- [A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.](#) by Leib Satcher, Linda Darling-Hammond, and Desiree Carver-Thomas
- [Teachers of Color: In High Demand and Short Supply](#), Learning Policy Institute
- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#) by Desiree Carver-Thomas
- [Examining the factors that play a role in the teacher shortage crisis: Key findings from EPI's 'Perfect Storm in the Teacher Labor Market' series](#) by Elaine Weiss and Emma Garcia
- [Afterschool: A Powerful Path to Teacher Recruitment and Retention](#)

Below are additional resources and tools to support OST professionals Pathway to Teaching, as

- [TEACH California: Become a teacher in California](#)
- [Six Steps to Becoming a Teacher](#)
- [Make and Follow Your Career Plan](#)
- [Find the Right Teacher Preparation Program](#)
- [Find Financial Aid](#)
- [Understand the Requirements](#)
- [Links to Key Organizations to Becoming a CA Teacher](#)

Below are additional resources on *Grow Your Own Programs*

- [Grow Your Own Teacher Programs: A Win For All](#) from EducatorFI.com
- [Grow Your Own Collective](#)
- [Grow Your Own Illinois](#)
- [Fairfax County Public Schools Grow Your Own](#)
- [Hamilton County Schools Grow Your Own Programs](#)
- [New Mexico Higher Education Department Grow Your Own Teachers](#)
- [Washington State Professional Educator Standards Board Grow Your Own Teachers Report](#)

Temescal Associates and The How Kids Learn Foundation sponsored and conducted a webinar on this topic entitled, *Afterschool as a Teacher Pathway*. To view the webinar, click [here](#).



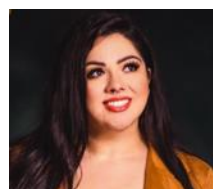
MORE ABOUT INTERVIEWEES



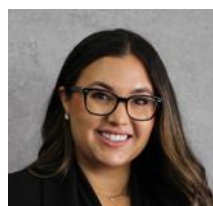
Priscilla Parchia is the Program Manager, Expanded Learning with OUSD. For the past 13 years, she has worked in the Bay Area with OUSD as a youth developer, teaching artist, teacher, and curriculum specialist. Priscilla stands for equity, empowerment, and peace for herself and all others and hopes to uplift the innovative and transformative work that is done in the out-of-school time field while cultivating space for this work to inform daytime school efforts to grow thriving, productive youth leaders with authentic agency.



Soo Hyun Han-Harris is the Coordinator for Retention and Employee Development with OUSD. She has been an educator with OUSD since 2002. She discovered a passion for supporting the development of teachers while teaching and as the Coordinator of Retention and Employee Development, she supports the development of teacher pathways in OUSD and current and aspiring teachers to become credentialed.



Erika Martinez, Teaching Credential Candidate and Former Teaching Fellow
Erika Martinez is a first year, first-grade teacher at Williams Elementary. I am currently working on my Master's in Social-Emotional Learning. She recently graduated from the Fresno Unified Teacher Residency Program through National University, where she obtained her Multiple Subject Teaching Credentials. Prior to that, she attended Fresno Pacific University, where she completed her Bachelor's in Liberal Studies. She has two years of experience teaching Drama through Fresno Unified School District (FUSD), and six years of experience working in afterschool programs through California Teaching Fellows Foundation (CTFF) where she gained nearly 3,000 hours of hands-on experience and more than 120 hours of professional and personal development.



Malia Villarreal, Public & Strategic Development Manager, California Teaching Fellows Foundation
Malia Villarreal has worked in the expanded learning field for six years at the CTFF where she has worked on a plethora of projects and strategic initiatives. She has graduated over 100 college interns in an innovative pipeline that yields talent and champions of the out-of-school time field in the Central Valley, and has built relationships with local, state, and federal elected officials, multisector stakeholders, and community influencers to promote afterschool programs and the California Teaching Fellows model in the San Joaquin Valley and beyond.



Mike Snell, CEO, California Teaching Fellows Foundation
Mike Snell is the Chief Executive Officer of CTFF. The mission of CTFF is to inspire next-generation leaders with a passion for teaching and learning while impacting the lives of youth. Mike's personal mission is to link talent to opportunity in the kindergarten through the college pipeline. Mike invests a significant portion of his off-work hours serving and supporting organizations aligned with his personal and professional goals and making a significant impact in California's Central Valley. Mike serves and has served on various committees at the California Department of Education Expanded Learning Division.

ENDNOTES

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- ¹⁵ NYU Steinhardt, *Teacher Residency Programs: A Clinical Way to Prepare Educators*, <https://teachereducation.steinhardt.nyu.edu/teacher-residency-programs/>
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