



Office of the State
Superintendent of Education

THE EDUCATOR PREPARATION PROVIDER (EPP) LANDSCAPE IN THE DISTRICT OF COLUMBIA

SCHOOL YEAR 2024-25 BRIEF

Published June 2025

INTRODUCTION

A vital role of the Office of the State Superintendent of Education (OSSE) is to support the District’s educator pipeline so that all DC students have access to high-quality educators. By collecting and reporting data on how the District’s educator preparation providers (EPPs) respond to citywide talent demands, evaluating EPP quality, designing opportunities for strategic connection between EPPs and local education agencies (LEAs), and leveraging our convening power to bring together DC EPPs and LEA leaders, OSSE helps new teachers effectively lead classrooms and foster student success.

Teacher effectiveness is an important driver of students’ academic achievement. Research indicates that “teachers in the top 20 percent of performance generate five to six more months of student learning each year than low-performing teachers.”¹ Thus, providing educators, particularly new teachers, with the training and tools to be effective is critical to creating high-quality learning environments for all students.² This training starts in the institutions that prepare our future District educators and continues with ongoing professional learning throughout an educator’s career.

To support the development of well-prepared, locally trained educators, OSSE reviews and approves EPP programs to ensure that these institutions provide candidates with the content knowledge, skills, on-the-ground training, and support to meet the needs of the District’s students.³ Once approved by OSSE, EPPs are eligible to offer programs to educators that prepare them to acquire an educator credential. As part of its ongoing partnership with District EPPs, OSSE also collects and analyzes data about these institutions’ programs and candidate cohorts, as demonstrated by this brief and via the [OSSE Educator Preparation Provider Data Files](#).

This “School Year 2024-25 EPP Landscape Brief” discusses the employment and certification rates of EPP candidates and completers who were enrolled in their program at any point between Sept. 1, 2023 to Aug. 31, 2024; details the teacher vacancies filled by EPP candidates and completers; and analyzes the demographics of EPP candidates and completers compared to District teachers and students.⁴ OSSE designed this brief to help policymakers, practitioners, and the public better understand the relationship between the District’s educator workforce, including the supply of new educators stemming from the District’s EPPs, and OSSE’s initiatives to expand educator preparation opportunities so that every District learner has consistent access to well-prepared educators.⁵

PROGRAM TYPES

Alternate Route Organization or Institute (AROI): A type of EPP in which candidates must possess a baccalaureate degree earned or equivalent to a baccalaureate degree earned in the United States and serve as the teacher of record in a classroom, a school service provider, a school administrator, or participate in a year-long educator preparation residency in a school or LEA. An AROI may be based in an institution of higher education (IHE) or operate independently from an IHE.

Traditional Program: A type of EPP in which a candidate completes preparation before entering the classroom as a teacher, administrator or service provider of record.

KEY TERMS

Candidate: An individual enrolled in an EPP who is preparing for or serving in a position as a teacher of record in a school that serves students in some or all pre-school through adult education grades.

Completer: An individual who has met all the requirements of a state-approved EPP.

Educator Preparation Provider (EPP): An institution or organization that offers and directs the training and experiences that may lead to a candidate's eligibility to apply for an educator credential.

Local Education Agency (LEA): An entity that operates public elementary and secondary schools. District of Columbia Public Schools (DCPS) is its own LEA, and each charter network is its own LEA. Each LEA creates its own policies and helps ensure the on-the-ground implementation of federal and state policies.

State Public Agency (SPA): An entity for which the primary purpose is not education, but that have educational responsibilities under the law including the responsibility to implement the Individuals with Disabilities Education Act (IDEA). In DC, these include the Department of Youth Rehabilitation Services (DYRS) and the Department of Corrections (DOC).

Approved District EPPs During the 2023-24 School Year:

- American University
- The Catholic University of America
- City Teaching Alliance
- Gallaudet University
- Georgetown University Teacher Residency Program
- The George Washington University
- Howard University
- KIPP DC - Capital Teaching Residency
- Moreland University
- Relay Graduate School of Education DC
- Trinity Washington University
- University of the District of Columbia

EPPs: A PIPELINE FOR THE DISTRICT’S EDUCATOR WORKFORCE

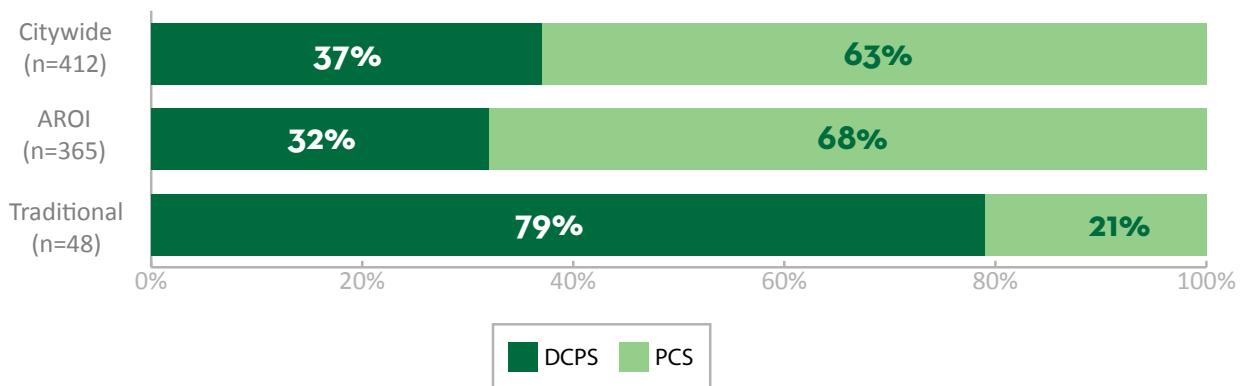
To develop and sustain the District’s educator workforce, OSSE, in partnership with our LEAs and EPPs, focuses on preparing, recruiting, developing, and retaining educators who are committed to serving District students. Since the 2022-23 school year, [the District’s overall teacher retention rate has increased by four percentage points](#). Despite this increase in retention rates, 13 percent of teachers left the District (approximately 1,139 teachers) between the 2023-24 and 2024-25 school years for various reasons, including relocation, performance, and retirement.⁶ Therefore, it is critical for the District to recruit and prepare effective new teachers every year. While District EPP candidates and completers fill a portion of these vacancies, educators who were prepared to teach outside of DC fill the majority of new hire roles.

School Year 2024-25 Workforce Data

2024-25 Teachers in the District	Individuals in the 2023-24 Cohort of Candidates and Completers Available to Teach	2023-24 Completers from Traditional Programs	2023-24 Candidates and Completers from AROIs	Individuals in the 2023-24 Cohort of Candidates and Completers Employed in the District with Any Experience During 2024-25
8,939	2,809	178	2,631	412

DC EPPs’ program lengths, structures and formats vary as much between AROI and traditional programs as they do within these types of programs. Therefore, EPP candidates and completers may pursue teaching positions at different points in time based on programmatic design. Traditional program candidates often pursue full time employment upon completion of their program, whereas both current candidates and recent completers from AROIs may be employed as teachers in DC. In the 2023-24 school year, 2,809 individuals who had completed either a traditional or AROI program, or were currently enrolled in an AROI program, were available to serve as teachers in District schools. Of the 8,939 teachers employed by the District during the 2024-25 school year, 412 (approximately 4.6 percent) were cohort 2023-24 candidates and completers. These data demonstrate that while District EPPs provide a necessary pipeline to the District’s educator workforce,

Citywide Percent of Candidates and Completers in SY 2023-24 Employed as Teachers with Any Experience by Sector in SY 2024-25



District EPPs are preparing a relatively small proportion of new teachers for DC schools.

In the 2024-25 school year, the District employed 412 District EPP candidates and completers—approximately 15 percent of the pool of 2023-24 candidates and completers (2,809 individuals). District public charter schools employed the majority of these educators (64 percent), while DCPS employed 37 percent of DC EPP candidates

and completers. Notably, a higher number of candidates and completers employed by both DCPS and public charter schools attended alternate organizations or institutions compared to traditional programs.

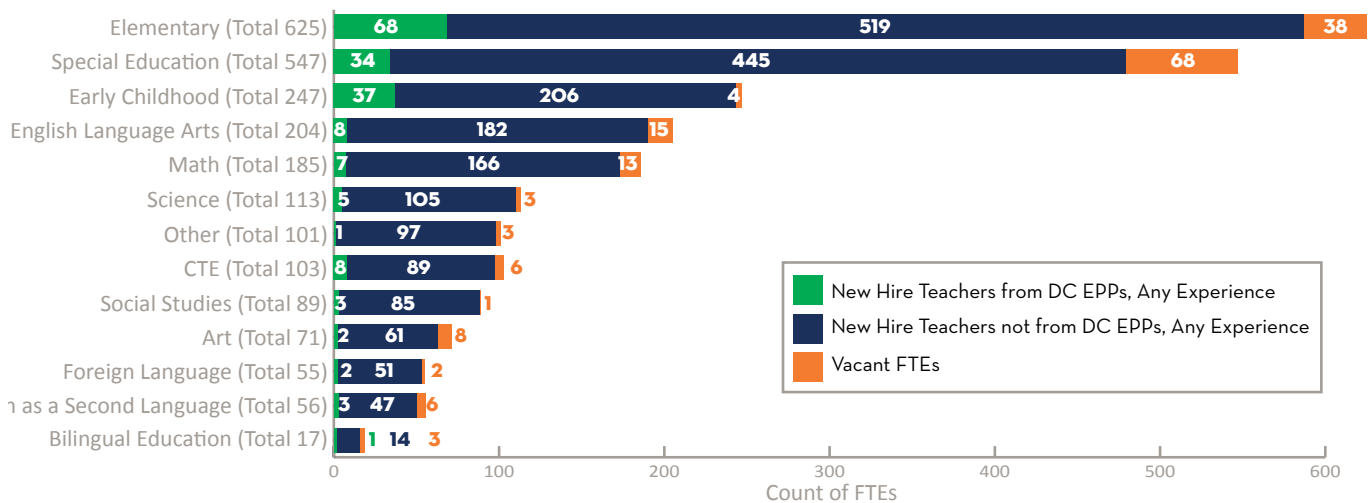
Percent of 2023-24 Candidates and Completers Earning an Added Endorsement, Provisional, Initial, or Standard Credential

	Provisional Credentials	Initial Credentials	Standard Credentials	Added Endorsement
Candidates (n = 1,691)	1%	3%	1%	0%
Completers (n = 1,486)	1%	5%	28%	3%

District EPPs provide a pathway for individuals to earn a standard [OSSE Educator Credential](#) while participating in or upon completion of an approved program. During the 2023-24 school year, 12 EPPs trained 1,691 candidates and 1,486 completers. Of those individuals, approximately 416 completers (28 percent) and approximately 16 candidates (1 percent) earned an OSSE standard credential, a renewable certification that is issued by the District of Columbia to applicants who have successfully completed all requirements for the subject area of the credential. In addition, 3 percent of candidates and 5 percent of completers earned an initial credential, a nonrenewable certification that is issued by the District of Columbia to applicants who meet certain requirements, but do not yet qualify for a standard (e.g., full) teaching credential. One percent of candidates and completers held a provisional credential, a nonrenewable certification that is issued by the District of Columbia to teacher applicants who have not previously held a DC teacher credential and have been selected for employment by a DC LEA in a teaching assignment area where an initial or standard credential qualified individual is not available. Three percent of completers and no candidates added an endorsement, an add-on certification that may be issued by the District of Columbia as an additional authorization to an existing full teacher credential held in another subject area.⁷

Ultimately, the data reveal that the majority of EPP completers, 63 percent, did not earn a District credential during the 2023-24 school year, a similar trend to the previous school year. When analyzing credential rates,

Citywide EPP New Hires, Non-EPP New Hires, and Vacancies* in SY 2024-25



it is important to note that DC’s licensure landscape is unique; due to requirements set forth in the District’s public charter school law, licensure and certification requirements do not apply to educators teaching in a public charter school.

This graph shows the number of full-time equivalent (FTE) positions filled by EPP candidates and completers, those filled by non-EPP candidates and completers, and the number of vacancies in each subject area at the start of the 2024-25 school year. District-wide, LEAs filled high-demand teaching roles with candidates and

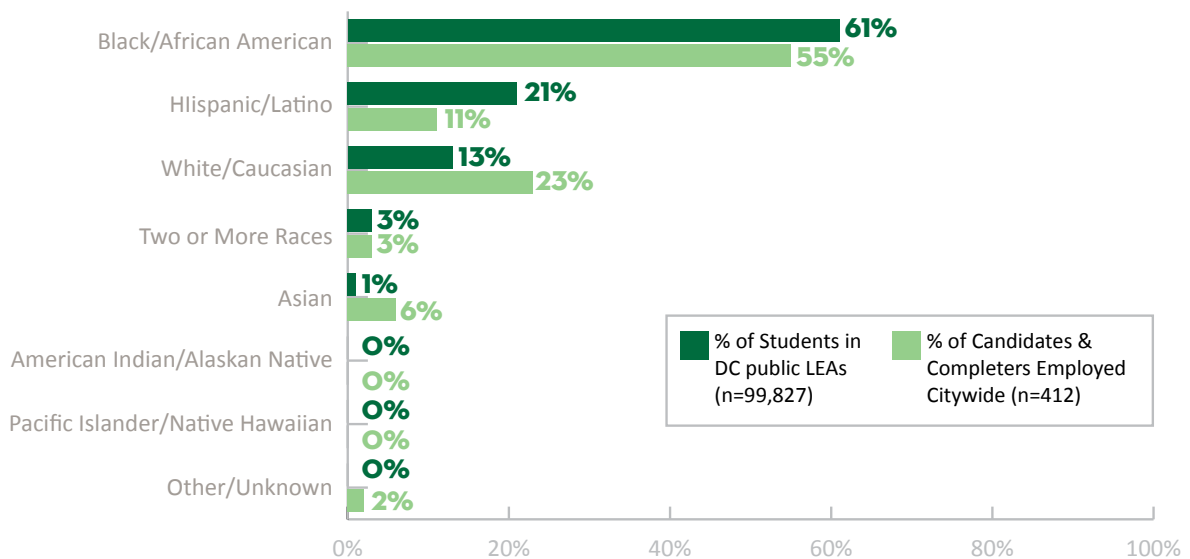
completers from DC EPPs. Elementary positions were filled with candidates and completers at the highest rate (68.33 FTEs), followed by Early Childhood (36.8 FTEs) and Special Education (34.47 FTEs). LEAs employed the lowest number of EPP candidates and completers in Bilingual Education positions (0 FTEs).

While EPP candidates and completers filled positions in nearly all subject areas, the data illustrate that there is an opportunity for LEAs to hire more locally prepared teachers to address vacancies and fill all positions by the start of the academic year. In addition, there is a need for EPPs to recruit and prepare new teachers to fill vacant positions in high-demand subjects.

DEMOGRAPHICS OF EPP CANDIDATES AND COMPLETERS

Research indicates that having a racially diverse educator workforce positively impacts students’ academic

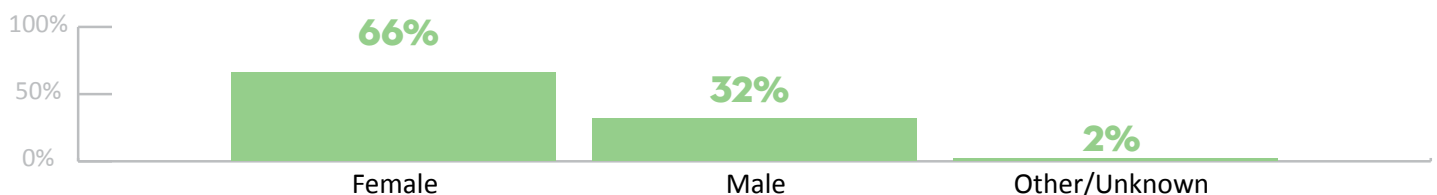
Citywide Racial and Ethnic Diversity of Candidates and Completers Employed as Teachers with Any Experience in DC Compared to the Diversity of DC Students in SY 2024-25



achievement. Further, having teachers who reflect their racial identity increases students’ probability of graduating high school and pursuing higher education. These findings signify that it is critical for an educator workforce to reflect the students it serves.⁸

The 2023-24 cohort of EPP candidates and completers working in District schools was racially and ethnically diverse. Notably, new teachers from the cohort were more diverse than the national teacher workforce.⁹

Citywide Percent of Candidates and Completers by Gender in SY 2023-24



Yet, during the 2024-25 school year, DC teachers trained by DC EPPs were more likely to identify as white compared to DC students (23 percent vs. 13 percent). Students who identified as Hispanic/Latino were most underrepresented by the EPP teacher cohort, with 21 percent of District students and 11 percent of teachers from DC EPPs identifying as Hispanic/Latino.

The 2023-24 cohort of EPP candidates and completers' gender demographics mirrored the national context, in which the majority of teachers identify as female.¹⁰ In the 2023-24 school year, the majority of EPP candidates and completers (66 percent) identified as female. In comparison, 32 percent of EPP candidates and completers identified as male, while 2 percent of EPP candidates and completers identified as Other/Unknown.

OSSE INITIATIVES TO SUSTAIN, STRENGTHEN AND EXPAND EDUCATOR PREPARATION PATHWAYS

Regulations for Educator Preparation

On June 24, 2022, OSSE finalized regulations establishing requirements for EPPs and subject area programs preparing candidates to earn an educator credential in the District of Columbia. Along with establishing requirements for EPPs and subject area programs, these regulations:

- Require all DC EPPs and SAPs to meet uniform, national standards aligned with those from specialized professional associations;
- Establish a new needs assessment requirement that enables educator preparation providers and subject area programs to describe their recruitment and enrollment strategies to meet LEA and student needs in the District;
- Ensure that all elementary, special education, reading, and early childhood subject area programs, as well as any subject area program preparing candidates with primary responsibility for literacy instruction, provide evidence that candidates are required to complete coursework and demonstrate competency in each of the five components (phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) of scientifically based reading instruction; and
- Reinforce OSSE's commitment to educator data transparency and accountability.

The final regulations were enacted on July 24, 2022, and are found in [Section 1700 of the District of Columbia Municipal Regulations \(DCMR\) Title 5, Subtitle A](#) of the District of Columbia Municipal Regulations (DCMR).

Expanding the DC Educator Pipeline: The OSSE Apprenticeship in Teaching Program

Beginning in 2022, OSSE has partnered with several DC EPPs on initiatives designed to increase the number of District educators prepared by District EPPs who become teachers at our District LEAs. In April 2022, OSSE announced funding to two DC EPPs through the first iteration of the OSSE Educator Preparation "Grow Your Own" grant. This grant was implemented through legislation enacted by the DC Council under the [Teacher Preparation Emergency Act of 2021](#) to strengthen the teacher pipeline by preparing local community members (e.g., paraprofessionals, non-certified school staff, and high school students) to enter the teaching profession and teach in their communities. From April 2022 to September 2024, OSSE provided funding to four EPPs that supported 38 individuals seeking either a bachelor's or master's degree in education.

In response to lessons learned through implementing the OSSE Educator Preparation "Grow Your Own" grant, OSSE launched the OSSE Apprenticeship in Teaching Program, which was officially registered with the DC Apprenticeship Council on April 11, 2024. The OSSE Apprenticeship in Teaching Program works to remove financial barriers to entering the teaching profession by providing prospective DC educators with a cost-free bachelor's degree, flexible coursework offerings, and paid on-the-job learning. At the close of the 2024-25 school year, there are 44 apprentices who are enrolled in and working toward their bachelor's degree program through the University of the District of Columbia and have committed to teaching in the District for the amount of time served in the apprenticeship program. OSSE will welcome a second cohort of apprentices into the program starting in July 2025.

CONCLUSION

OSSE is committed to ensuring that District EPPs meet the District’s educator workforce needs and that program completers are prepared to lead classrooms and advance student success. District EPPs play a critical role in preparing educators to serve and teach diverse student populations, grade levels, and subject areas throughout the District. Data from the 2023-24 school year indicate that EPP candidates and completers are diverse along racial, ethnic, and gender lines but that there is a need to continue to increase the number of candidates and completers of color who accept positions in District public schools to better mirror the student population being served.

Additionally, there is significant opportunity to strengthen the overall pipeline from District EPPs to District schools. Data from school year 2024-25 demonstrate that approximately 4.6 percent of teachers employed in the District were from the 2023-24 cohort of District EPP candidates and completers. These data suggest that school leaders and hiring teams should design and strengthen partnerships with DC EPPs to fill annual vacancies and increase the number of new hires coming from the locally prepared talent pool. Further, EPPs should consider how to improve local recruitment strategies and highlight the benefits of becoming a teacher in the District – including DC’s status as the highest starting pay jurisdiction in the country – to candidates and completers, with a specific emphasis on deliberately responding to trends in citywide vacancies and high-demand subjects.

OSSE continues to support EPPs by ensuring high-quality preparation through the state review and approval process, seeking feedback from EPP leaders, and expanding educator preparation pathways through the OSSE Apprenticeship in Teaching Program. For more information about OSSE’s work with EPPs, please visit the OSSE website: [Educator Preparation Providers and Subject Area Programs](#).

Approved District EPPs, As of March 2025

- American University
- AppleTree Early Learning Teacher Residency
- The Catholic University of America
- City Teaching Alliance
- Gallaudet University
- Georgetown University Teacher Residency Program
- The George Washington University
- Howard University
- KIPP DC- Capital Teaching Residency
- Moreland University
- Relay Graduate School of Education DC
- Trinity Washington University
- University of the District of Columbia

METHODOLOGY

Methodology Notes

All Analyses

- DCPS: Displays aggregate data for all District of Columbia Public Schools.
- PCS: Displays aggregate data for all public charter schools within the District.
- Candidates and completers included in these analyses are limited to those who participated in or graduated from one of the District's 12 state-approved EPPs between Sept. 1, 2023 and Aug. 31, 2024.
- Employment analyses include candidates and completers from AROIs and only completers for traditional programs. Candidates from AROIs can teach while still completing their programs.
- Data Sources:
 - OSSE EPP Data Collection
 - OSSE Credential Database
 - OSSE Faculty and Staff Data Collection for SYs 2023-24 and 2024-25
 - OSSE Enrollment Audit

Specific Analyses

- **Employment Rate of Candidates and Completers by Sector in 2024-25:** DC schools are split into traditional public - DCPS - and public charter - sectors. OSSE only includes individuals who matched to unique identifiers in OSSE's teacher database in the numerator and denominator for this analysis. Totals may exceed 100 percent across sectors as teachers may teach in more than one sector. OSSE counts teachers in both sectors where they teach but only counts them once in the denominator.
- **Candidates and Completers Earning a Provisional, Initial, or Standard Credential or Adding an Endorsement:** The analyses only show credentials candidates earned in the school year 2023-24 to account for the fact that candidates may apply for an initial credential before completing their program. OSSE does not yet have data covering 2024-25 candidates and completers making it hard to identify whether or not an individual was still a candidate when they received their license. Individuals may go on to apply for OSSE credentials in future school years and after they complete their program. For more information, visit [OSSE's Educator Credentialing and Certification webpage](#).
- **Candidates and Completers Employed as Teachers in SY 2024-25:** The total EPP FTEs employed by subject is a count by subject of teachers in the 2024-25 school year who were candidates/completers in a DC EPP in the 2023-24 school year.

ENDNOTES

- 1 United States Department of Education, "[Improving Teacher Preparation: Building on Innovation](#)"
- 2 United States Department of Education, "[Improving Teacher Preparation: Building on Innovation](#)"
- 3 For more information about the approval process, please review the [State Educator Preparation Provider and Subject Area Program Approval Handbook \(dc.gov\)](#).
- 4 This brief analyzes data from Educator Preparation Provider (EPP) candidates and completers who participated in or graduated from one of the District's 12 state-approved EPPs between Sept. 1, 2023, and Aug. 31, 2024. The analyses in this brief include data from school years 2023-24 and 2024-25, as EPP completers from 2023-24 would have become teachers in 2024-25. This brief aims to provide an overview of recent candidates' and completers' demographic, employment, and credential data and their relationship to the District's education landscape.
- 5 For additional analyses of the District's educator workforce, please visit [OSSE's District of Columbia Educator Workforce Data site](#).
- 6 OSSE, "[2023-24 District of Columbia Educator Retention Brief](#)"; OSSE, [2024-25 District of Columbia Education Retention Brief](#)
- 7 For additional information about credentials, please see the "Methodology" section.
- 8 TNTP, "[A Broken Pipeline: Teacher Preparation's Diversity Problem](#)"
- 9 U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher and Private School Teacher Data Files," 2020–21.
- 10 Ingersoll, Richard M. et al., "[Five Trends Shaping the Teaching Force](#)"



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