



**durham  
global  
equity  
project**

# Budget: Implementation Year Participants

## **Year 1 (2020-2021) Cohort 1, 10 students**

\$90,000-school scholarships

\$40,000- summer teaching residencies

\$50,000- PD and experiential learning

\$20,000- Administrative costs

Year 1 Total \$200,000

## **Year 2 (2022-2023) Cohort 1 + 2, 20 students**

\$180,000-school scholarships

\$80,000-summer teaching residencies

\$60,000- PD and experiential learning

\$20,000- Administrative costs

Year 2 Total \$340,000

## **Year 3 (2023-2024) Cohort 1+2+3, 30 students**

\$270,000- school scholarships

\$120,000- summer teaching residencies

\$70,000- PD and experiential learning

\$65,000- Administrative costs

Year 3 Total \$460,000

## **Year 4 (2024-2025) Cohort 1+2+3+4, 40 students**

\$360,000-school scholarships

\$160,000- summer teaching residencies

\$80,000- PD and experiential learning

\$65,000 Administrative costs

Year 4 Total \$525,000

## **Year 5 (2026-2027) Cohort 2+3+4+5, 40 students + 10 DPS first year teachers**

\$360,000-school scholarships

\$200,000- summer teaching residencies

\$90,000- PD and experiential learning

\$65,000- Administrative costs

Year 5 Total \$715,000

**Comprehensive Totals**

**50 teachers**

**\$2,240,000**



**durham  
global  
equity  
project**

# **Budget: Implementation Year Participants**

## **Implementation timeline:**

Our goal is to recruit students to become a part of this and have a cohort of 10-20 selected by March of 2020. Based on the funding needs, we anticipate targeted recruitment of students who are at Middle College, Josephine Dobbs Clement Early College and other students who have participated in the College Promise program and have accrued college credentials. This will make the initial investment into the program significantly lower in year one. Our goal is that we can secure the partnerships and funding to open this program up to all students by the 2020-2021 school year.

## **SCALING:**

**THE MAJORITY OF THE AMERICAN POPULATION UNDER 16 ARE ALREADY PEOPLE OF COLOR. IT WILL BE MORE IMPERATIVE TO DEVELOP A PIPELINE OF TEACHERS WHO REPRESENT THE POPULATION AND CAN CONNECT TO STUDENTS CULTURALLY. THIS EFFORT SERVES AS A MODEL FOR OTHER CITIES AND SCHOOL DISTRICTS NATIONALLY.**