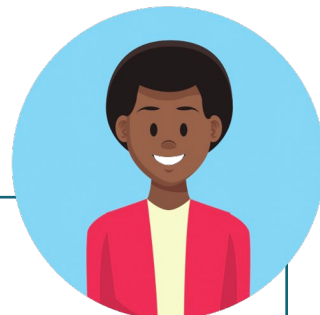


Community College Student Persona

How do we get them into the pipeline?



Community College Student | Leo Mendoza

Leo Mendoza is a recent graduate from high school, where he was involved in Educators Rising and took dual enrollment courses during his junior year and senior year. Leo is currently enrolled at the local community college, where he is majoring in Early Education. Leo's plan is to continue for two years at the community college and transfer to the state university.

Goal

Identify ways to get Leo into an educator pipeline and fully licensed with the state department for employment in a district.

Questions

Note: When responding to the questions below, please consider your current role/affiliation (i.e., state agency, EPP, PK–12 organization) and imagine that your institution is in the same state/region as your counterparts at your table.

1. What information does Leo need to earn his degree and certification (e.g., educational requirements, certification requirements, job prospects)? What role does your organization play in supplying that information?
2. What supports does Leo need (e.g., financial, academic)? How can your organization ensure they receive those supports?
3. What barriers prevent your selected organization(s) from doing more?
4. How could your selected organization(s) partner with other organizations to help Leo get into the educator pipeline—from degree attainment to certification to hire?

5 Shifts to Address the Educator Shortage

Shift 1 - Reduce barriers to careers in education while preserving standards of excellence

- Information about different careers in education available to Leo while he is still in high school/community college
- Requirements to get a teaching certificate are accessible and clearly communicated
- Options of internships are available to help Leo decide if education is the right field for him
- Supports are available to increase affordability

Shift 2 - Design comprehensive human capital management systems

- Information is available to districts, EPPs and state departments that make them aware of Leo, including his path and where he is in his journey
- Information about Leo's certification completion is available to districts so that they can leverage a competitive advantage to gain a student teacher and potentially, a future teacher candidate

Shift 3 - Establish transparent and equitable total rewards systems

- Information is available to Leo about benefits or incentives provided to teachers beyond base salary (e.g., state retirement system, health insurance, growth opportunities, physical and mental support) Statewide salary information and benefits information are shared with and easily accessible to Leo
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Leo

Shift 4 - Strengthen educators' sense of purpose, belonging and connection

- Supports are available to make Leo feel welcomed to the profession
- Supports are available to Leo now to build professional networks and social relationships in education

Shift 5 - Deliver exceptional employment experiences

- There is a contact person(s) from every institution across the pipeline (e.g., EPPs, state agencies, PK–12 organizations) who Leo can go to with questions while he is in the pipeline to be an educator (e.g., opportunities in a school before they complete the program, should they consider an advanced degree, what are the different types of certifications)

SAMPLE PIPELINE JOURNEY MAP

Community College Student | Leo Mendoza

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Journey Phases	Awareness	Preparation & Support
Process	<p>When preparing to enroll in college, Leo learns about:</p> <ul style="list-style-type: none"> • Requirements for becoming an early education teacher. • Selecting an accredited preparation program • Ensuring dual credits earned in high school are recognized and transferable. • Ensuring community college credits are transferable and aligned to state university program requirements. • Financial aid opportunities and total cost he will have to pay • Supports offered by the community college 	<p>While completing the program Leo receives the following supports:</p> <ul style="list-style-type: none"> • Mentorship and advising to ensure successful completion of all program and licensure requirements. • Designated person at the community college and/or university who oversees credit articulation • Assistance with course selection. • Financial assistance (e.g., paid tuition, books and fees, vouchers for state exams, loans) paid for through grants, scholarships, and loans • Residency/Apprenticeships that allow compensation while completing the program • Tutoring for help with coursework or certification exams
Process Owners	<ul style="list-style-type: none"> • State Department of Education: Clarify license requirements, Communicate high-demand fields of education • Ed Preparation Programs: Clearly define program requirements and transfer articulation process; 	<ul style="list-style-type: none"> • Ed Preparation Programs: Connect new students with financial, social, and academic supports; Provide clear pathway and supports for licensure • Government/State Department of Education: Identify and provide

Journey Phases	Awareness	Preparation & Support
	<p>connect new students with financial, social, and academic supports</p> <ul style="list-style-type: none"> ● High School/Educators Rising: Connect Leo to university and community resources, assist him with researching options and the enrollment process 	<p>financial resources, facilitate partnerships between districts and educator preparation programs and among educator preparation programs, Develop credit transfer policies</p> <ul style="list-style-type: none"> ● District: Offer student teacher and/or residency/ apprenticeships, Provide assistance with passing licensure exams
Touchpoints	<ul style="list-style-type: none"> ● Mentorship provided by teachers in Educators Rising ● Guidance session with High School Counselor ● Leo calls College Admissions Office for more information ● College application process ● Leo reviews the licensure website for the State Department of Education 	<ul style="list-style-type: none"> ● College/University advisor ● College/University courses ● College/University supports (e.g., course enrollment, tutoring)
Problems, Barriers, and Pain Points	<ul style="list-style-type: none"> ● Confusion over the steps to obtain licensure. Information provided is unclear or incomplete. ● Uncertainty about whether will be accepted into ed prep program at the state university ● Confusion about credit articulation ● Program costs ● Program entrance requirements 	<p>Financial</p> <ul style="list-style-type: none"> ● Costs of educator preparation programs ● Loss of credit hours that don't transfer <p>Logistical</p> <ul style="list-style-type: none"> ● Disorganization and confusion if there are no articulation agreements between high school/community college/4-year college ● Lack of coordination between districts and educator prep programs <p>Academic</p> <ul style="list-style-type: none"> ● Rigid credit transfer policies ● No alternatives to the licensure exam to demonstrate mastery

Journey Phases	Awareness	Preparation & Support
		<p>Social/Cultural</p> <ul style="list-style-type: none"> • Not knowing who to ask/where to find answers to questions • Lack of support for minority students/first generation college students