

Military Spouse

How do we get them into the pipeline?



Military Spouse | Jenna Meier

Jenna Meier's husband is a career Air Force member, and the family has just relocated to a new state. Jenna is an elementary teacher who has held active teaching certificates in two other states for the past seven years and would like to begin teaching in her new community. She needs to obtain an active teaching license in the new state to do so. Being fully employed and bringing in additional income as soon as possible is important to Jenna's family.

Goal

Identify ways to get Jenna 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 Jenna need to get her certification in her new state (e.g., educational requirements, certification requirements, job prospects)? What role does your organization play in supplying that information?
2. What supports does Jenna need (e.g., financial, academic)? How can your organization ensure she receives 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 Jenna get into the educator pipeline from state 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 in her state is available to Jenna while she is still currently working
- Requirements to get a teaching certificate now are accessible and clearly communicated
- Requirements for full licensure are accessible and clearly communicated
- Information on transferring her license and education from another state. Can Jenna take advantage of the Interstate Compact or a reciprocity agreement
- Supports are available to increase affordability if needed

Shift 2 - Design comprehensive human capital management systems

- Information is available to districts, EPPs and state departments that make them aware of Jenna, including her path and where she is in the process
- Information about Jenna's state 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 Jenna 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 Jenna
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Jenna

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

- Supports are available to make Jenna feel welcomed to the state and profession
- Supports are available to Jenna now to build professional networks and social relationships in education in her new state

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 Jenna can go to with questions while they are in the pipeline to be an educator in your state (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

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Journey Phases	Awareness	Preparation & Support
<p>Process</p>	<p>Jenna’s first point of contact could potentially be her state’s department of education or a local school district. For this journey map, we assume that Jenna first contacted her local district and was connected with a liaison specializing in licensure. Through communication with the liaison, Jenna learns about:</p> <ul style="list-style-type: none"> ● Licensure requirements ● How her transcript compares to the requirements ● Whether she can transfer her certification directly or if additional steps are needed ● Reciprocity between states (should be available on the DOE’s website) ● (In the absence of reciprocity) alternative licensure routes, such as emergency/interim licensure options in high-need areas ● Whether it is necessary to enroll in an EPP, and how to do so (independently or through district partnerships) ● State-specific testing requirements and any preparation resources ● Fees or expenses ● Expected timeline 	<p>Depending on whether Jenna can transfer her certification directly or must take additional steps, she needs a multifaceted support system addressing financial, academic, administrative, and cultural adaptation needs.</p> <p>Financially, Jenna may require assistance to cover expenses related to certification programs, testing fees, and any ancillary costs associated with obtaining licensure. This financial aid could be sourced from districts, unions, partnering universities that offer scholarships or grants specifically for educators in transition, or the military.</p> <p>Academically, Jenna needs support in evaluating her academic credentials, especially if she has earned degrees or credits from international institutions. This process entails understanding how her academic history aligns with the new state’s licensure requirements and identifying any gaps that need to be addressed.</p> <p>Administratively, navigating the</p>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> • Supports available for completing the necessary steps for licensure • Options for developing connections at the district, such as substitute teaching (and any related requirements) <p>Jenna also explores her state DOE website and learns about requirements for teaching at charter and private schools. She also visits a military spouse employment partnership program on the U.S. Department of Defense (DOD) website to learn about financial aid opportunities and other assistance (e.g., license reimbursement). Lastly, she looks into the U.S. Department of Labor’s (DOL) American Job Centers program; services they provide include training, financial support, and childcare.</p>	<p>licensure process can be complex, involving numerous steps and extensive paperwork. Jenna would benefit from guidance by individuals well-versed in state-specific licensure protocols, ensuring she completes all necessary procedures efficiently and correctly.</p> <p>Culturally, transitioning into a new educational environment requires more than just administrative preparation; understanding and integrating into the local educational culture is crucial. This could involve orientation sessions, mentorship programs, or professional development opportunities aimed at acclimatizing new teachers to the community’s educational values, practices, and expectations.</p>
<p>Process Owners</p>	<ul style="list-style-type: none"> • District: Provide a liaison to serve as a point of contact for understanding what is needed to teach at the district, help Jenna navigate requirements and resources, provide support to help Jenna receive her certification and get started at the district • State Department of Education: Create and maintain a user-friendly licensure website, be easily available to contact with questions and support needs, assist with navigating the process • Federal government: Maintain DOD and DOL websites outlining supports for military spouses 	<ul style="list-style-type: none"> • District: Help Jenna navigate through the state requirements for a certificate, offer financial support if possible, acclimate her to the district • EPP: Offer the necessary coursework, provide financial aid if possible (e.g., scholarships, GA positions) • State Department of Education: Create and maintain a user-friendly licensure website, be easily available to contact with questions and support needs, assist with navigating the process, advocate for streamlined certification processes

Journey Phases	Awareness	Preparation & Support
		<ul style="list-style-type: none"> ● Federal government: Provide financial aid and other supports for military spouses
Touchpoints	<ul style="list-style-type: none"> ● Outreach to the district by Jenna ● One or more meetings scheduled by the district ● State DOE website ● Outreach to state DOE by Jenna ● Federal DOD and DOL websites 	<ul style="list-style-type: none"> ● Outreach by Jenna to EPP for supports (e.g., course enrollment, financial aid) ● Outreach by Jenna for district supports, including logistical and financial ● Exploration of state DOE website ● Outreach by Jenna to state licensure office ● Outreach by Jenna to DOD/DOL for financial aid and other supports for military spouses ● Completion of applications for courses, financial aid, and other supports by Jenna ● Completion of state licensure exams if needed by the state (depending on reciprocity)
Problems, Barriers, and Pain Points	<ul style="list-style-type: none"> ● Misaligned requirements and lack of reciprocity across states ● Lack of informed personnel ● Unhelpful or outdated websites 	<p>Financial</p> <ul style="list-style-type: none"> ● Costs of higher education ● Other costs (e.g., testing) ● Inability to make money while earning certification ● Resource constraints in small districts (financial and administrative) <p>Logistical</p>

Journey Phases	Awareness	Preparation & Support
		<ul style="list-style-type: none"> ● Misaligned requirements and lack of reciprocity across states ● Need for more flexibility with different types of educators (e.g., special education, content-specific licenses) ● Lack of informed personnel <p>Academic</p> <ul style="list-style-type: none"> ● Decreased enrollment in EPPs, leading to lack of funding and closing of programs ● Stress and frustration of taking exams, coursework <p>Social/Cultural</p> <ul style="list-style-type: none"> ● Political barriers (e.g., difficulty coming to consensus around reciprocity) ● Relocating to a new area and adapting to cultural and community norms ● Need for professional supports (e.g. mentorship, PD)