

## High School Student Persona

*How do we get them into the pipeline?*



### High School Student | Quinn Miller

Quinn Miller is a junior in high school. Although they get good grades and participate in extracurricular activities such as arts honor society and speech and debate, they have yet to fully commit to knowing what they want to do after high school. College is part of the plan. The speech and debate coach has encouraged them to consider being a teacher. Quinn is intrigued by this possibility and begins to explore options. There is an Educators Rising program at Quinn's high school, but coming into their decision so late and with other extracurricular activities, they have not joined. When applying for college at the state university, they declare education as their major. The only people who know this besides Quinn's parents are their debate coach and school counselor. Quinn's parents are supportive, but loans will be necessary to send Quinn to college.

### Goal

Identify ways to get Quinn 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 Quinn need to earn their 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 Quinn 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 Quinn 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 Quinn while they are still in high school
- Requirements to get a teaching certificate are accessible and clearly communicated
- Options like dual enrollment or internships are available to help Quinn decide if education is the right field for them
- 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 Quinn, including their path and where they are in their journey
- Information about Quinn'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 Quinn 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 Quinn
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Quinn.

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

- Supports are available to make Quinn (as a non-binary person) feel welcomed to the profession
- Supports are available to Quinn 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 Quinn can go to with questions while they are 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

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Journey Phases	Awareness	Preparation & Support
<b>Process</b>	<p>Through communication with someone at the school or district, Quinn learns about:</p> <ul style="list-style-type: none"> <li>● Requirements for becoming a teacher</li> <li>● How to get connected and potentially enrolled in the Educators Rising Program as a senior</li> <li>● Grow Your Own/teacher residency programs that may be a good fit</li> <li>● Information and access to different financial assistance and resources (ex. grants, scholarships, loans) and total costs they will have to pay</li> <li>● Support offered by the high school, school district, and college (e.g., scholarships, academic supports)</li> <li>● Available classes and dual enrollment opportunities that count towards education credits</li> </ul>	<p>While preparing their application for college, Quinn receives the following support:</p> <ul style="list-style-type: none"> <li>● Designated school counselor at high school who oversees meeting graduation requirements; help with high school course enrollment aligned with Quinn’s intended college major</li> <li>● Career planning process at the high school level and beyond, including selecting an area of focus within the education major</li> <li>● Mentorship and advising to discuss their career plans, career goals, etc. from teachers/school counselors</li> <li>● Navigation support for the massive amount of information about opportunities and colleges</li> <li>● How to complete FAFSA documents and apply for scholarships and</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> <li>• Mentorship opportunities and instructional assistant roles (ex. paraprofessional, tutor)</li> <li>• Program logistics</li> </ul>	<p>programs (ex. Elevate Edu, Hawkin Grant for BIPOC students)</p> <ul style="list-style-type: none"> <li>• Assistance meeting deadlines and application requirements (e.g., SATs) for college</li> <li>• Networking and professional development through Educators Rising (if Quinn joins during their senior year)</li> </ul>
<b>Process Owners</b>	<ul style="list-style-type: none"> <li>• High School Counselors: Connect Quinn to colleges, assist them with researching options and meeting application deadlines. Provide career advice.</li> <li>• Educators Rising (local chapter): Help Quinn explore their passion for teaching by providing exposure to classroom settings, core teaching practices, and leadership opportunities. Maintain a network of aspiring teachers so Quinn can connect with like-minded peers. Connect Quinn with scholarship opportunities.</li> <li>• State Department of Education: Provide general information about certification requirements, provide financial resources, and facilitate partnerships between districts and educator preparation programs. Website can offer guidance on state-specific certification processes and financial aid programs.</li> </ul>	<ul style="list-style-type: none"> <li>• High School Counselors and Educators Rising: Continue support by ensuring Quinn is taking the necessary courses for graduation in alignment with Quinn’s intended college major, and help with college applications as well. Connect Quinn to relevant high school and college resources.</li> <li>• State Department of Education: Continue to provide resources and facilitate partnerships between high schools and colleges to support students through their education journey. Continue to advocate for Educators Rising so it has the necessary funding and support.</li> </ul>
<b>Touchpoints</b>	<ul style="list-style-type: none"> <li>• Sessions with high school counselors</li> </ul>	<ul style="list-style-type: none"> <li>• College application process</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> <li>Information sessions about Educators Rising and other programs</li> <li>Quinn calls the college admissions office for more information</li> </ul>	<ul style="list-style-type: none"> <li>Communication of deadlines for application requirements (e.g., SATs)</li> <li>Ongoing mentorship and guidance from teachers and counselors</li> <li>College/University courses (e.g., through dual enrollment program)</li> <li>Networking and professional development through Educators Rising (if Quinn joins during their senior year)</li> </ul>
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>Initial costs of higher education</li> <li>Loans and other financial assistance needed to cover tuition and other expenses</li> <li>Disorganization or lack of initial support from the guidance counselor</li> <li>Lack of representation of educators from underrepresented populations (creating uncertainty for Quinn about whether they can be a teacher)</li> <li>Uncertainty about whether they will be accepted into college program</li> <li>College entrance requirements</li> </ul>	<p>Financial:</p> <ul style="list-style-type: none"> <li>Ongoing costs of higher education</li> <li>Continued costs for tuition, books, and other materials</li> <li>Ensuring access to scholarships, grants, and loan forgiveness programs</li> </ul> <p>Logistical:</p> <ul style="list-style-type: none"> <li>Managing workload while participating in Educators Rising</li> <li>Coordinating between different educational institutions and districts for dual enrollment courses</li> <li>Timing of application, requirements, and access to initial funding</li> </ul> <p>Academic:</p> <ul style="list-style-type: none"> <li>Potential challenges with providing enough classroom experience to help Quinn confirm their interest in teaching</li> </ul> <p>Social/Cultural:</p> <ul style="list-style-type: none"> <li>Ongoing need for mentorship and guidance</li> <li>Support for aspiring educators from underrepresented populations</li> </ul>