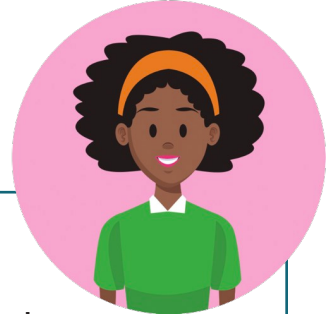


Career Tech Persona

How do we get them into the pipeline?



Career Tech | Desirée Harris

Desirée Harris is a successful business owner with a background in marketing and entrepreneurship. She is ready for the next phase of her career and is seeking an opportunity that will allow her to make a difference in young people's lives. She is excited about the possibility of teaching, but is worried that if she pursues a career in education, she will have trouble balancing coursework with her full-time job or that she will need to quit her job to complete the student teaching requirement. Doing so would not be feasible for her financially.

Goal

Identify ways to get Desirée 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 Desirée need to earn her 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 Desirée 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 Desirée 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 Desirée while she is still working
- Requirements to get a teaching certificate are accessible and clearly communicated
- Options like dual enrollment or internships are available to help Desirée decide if education is the right field for her
- 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 Desirée, including her path and where she is in her journey
- Information about Desirée certification completion is available to districts so that they can leverage a competitive advantage to gain a future teacher candidate

Shift 3 - Establish transparent and equitable total rewards systems

- Information is available to Desirée 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
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Desirée

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

- Supports are available to make Desirée feel welcomed to the profession
- Supports are available to Desirée 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 Desirée 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

Career Tech | Desirée Harris

Desirée Harris is a successful business owner with a background in marketing and entrepreneurship. She is ready for the next phase of her career and is seeking an opportunity that will allow her to make a difference in young people’s lives. She is excited about the possibility of teaching but is worried that if she pursues a career in education, she will have trouble balancing coursework with her full-time job or that she will need to quit her job to complete the student teaching requirement. Doing so would not be feasible for her financially.

Journey Phases	Awareness	Preparation & Support
<p>Process</p>	<p>Desirée’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 Desirée first contacted her local district and was connected with a liaison specializing in licensure.</p> <p>The liaison does some information gathering by asking Desirée:</p> <ul style="list-style-type: none"> • Whether she has a bachelor’s degree • If she wants to teach in the CTE field or prefers a different content/certification area <p>Depending on Desirée’s interests and educational attainment, the liaison will walk her through the following:</p> <ul style="list-style-type: none"> • (If she has a bachelor’s degree) Requirements to enroll in an alternate certification program and complete the necessary content exams so she can be hired as a teacher of record while completing the program 	<p>If Desirée chooses the alternative certification route, she will likely need help with the following:</p> <ul style="list-style-type: none"> • Applying for programs • Taking content area exams • Securing financial aid • Paying for initial certification, exams, etc. • Being placed at a school • Enrolling in coursework • Completing coursework (especially if she has been out of school for a while) • Navigating her first few years as the teacher of record in her classroom via mentoring and other supports • Passing licensure exams • Work-life balance <p>If Desirée chooses a paraprofessional, Grow Your Own, substitute teaching, or teacher residency programs, she will still need financial, academic, and professional supports similar to those above, but tailored to her specific pathway.</p>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> • (If she does not have a bachelor’s degree) Paraprofessional, Grow Your Own, substitute teaching, or teacher residency programs • What to expect financially in these programs, including financial aid, out-of-pocket costs, and what she would be paid while completing the program • Expected time commitment in the district following the alternative certification program or other options 	
<p>Process Owners</p>	<ul style="list-style-type: none"> • District: Serve as a point of contact for understanding what is needed to teach at the district; help Desirée navigate requirements and alt cert (or related) programs • Maintain a user-friendly website for housing important information for potential applicants and districts 	<ul style="list-style-type: none"> • District: Place Desirée in a school as the teacher of record. Provide mentoring, buddy systems, and other new teacher supports to help her succeed in her first two years. Provide training, support, and compensation for mentors. Provide financial aid if possible (e.g., using Title II or Title IV dollars). • Alternative certification program: Coordinate between the district and EPP. Provide Desirée with professional development, mentorship, and other supports. Help her secure financial aid if possible. • EPP: Offer the necessary coursework, provide financial aid if possible • State Department of Education: Create and maintain a user-friendly licensure website, be easily available to contact with questions

Journey Phases	Awareness	Preparation & Support
		<p>and support needs, assist with navigating the process, advocate for streamlined certification processes</p>
Touchpoints	<ul style="list-style-type: none"> ● Outreach by the district to Desirée ● Website of alt cert program 	<ul style="list-style-type: none"> ● Alt cert application process ● Assistance with EPP course enrollment (from EPP and alt cert program) ● Communication with the district to find the most appropriate placement for Desirée ● Contact with district, alt cert, and or EPP for financial aid ● EPP coursework ● Alt cert mentors and supports ● District mentors and supports ● State DOE website
Problems, Barriers, and Pain Points	<ul style="list-style-type: none"> ● Misaligned requirements and lack of reciprocity across states ● Lack of informed personnel 	<p>Financial</p> <ul style="list-style-type: none"> ● Costs of higher education ● Other costs (e.g., testing) ● Decreased/lack of income due to stepping away from the business <p>Logistical</p> <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>

Journey Phases	Awareness	Preparation & Support
		<ul style="list-style-type: none">• GPA requirements• Required exams Social/Cultural <ul style="list-style-type: none">• Time commitment• Childcare