

## Second Career Persona

*How do we get them into the pipeline?*



### Second Career | Dennis Crane

Dennis Crane has a bachelor's degree in Computer Engineering from the state university. He has been working for a private company for seven years, where he spends most of his days designing code for new applications in the fitness industry. In recent years, Dennis has volunteered with his local computer engineering association to teach coding to local high school students who would like to move into the field of computer science. Dennis even helps organize and host a summer camp through the local YMCA. This experience has made Dennis realize he has a passion for teaching. Dennis feels called to pursue a career in teaching and would like to be a high school computer science teacher.

### Goal

Identify ways to get Dennis 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 Dennis 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 Dennis need (e.g., financial, academic)? How can your organization ensure he 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 Dennis 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 is available to Dennis while he 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 getting credit for what Dennis has learned about education through his volunteer activities
- 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 Dennis, including his path and where he is in his journey
- Information about Dennis'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 Dennis 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 Dennis
- It can be hard to find IT professionals willing to teach. To what extent does the salary structure enable schools to pay someone like Dennis a competitive salary
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Dennis

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

- Supports are available to make Dennis feel welcomed to the profession
- Supports are available to Dennis 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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Dennis Crane has a bachelor’s degree in Computer Engineering from the state university. He has been working for a private company for seven years, where he spends most of his days designing code for new applications in the fitness industry. In recent years, Dennis has volunteered with his local computer engineering association to teach coding to local high school students who would like to move into the field of computer science. Dennis even helps organize and host a summer camp through the local YMCA. This experience has made Dennis realize he has a passion for teaching. Dennis feels called to pursue a career in teaching and would like to be a high school computer science teacher.

Journey Phases	Awareness	Preparation & Support
<p><b>Process</b></p>	<p>Through the local computer engineering association, Dennis is able to connect with local school districts to learn about teaching opportunities including:</p> <ul style="list-style-type: none"> <li>• High-needs areas of teaching and anticipated job openings</li> <li>• Assistance with learning about licensure pathway options</li> <li>• Opportunities to substitute teach and/or obtain sponsorship for a temporary or emergency teaching permit.</li> <li>• Supports/resources/programs available from the district to pursue a teaching license if commit to teach in the district</li> </ul> <p>While exploring the State Department of Education website, Dennis learns about alternative certification and career-technical certification pathways including:</p>	<p>While completing the program Dennis receives the following supports from the EPP:</p> <ul style="list-style-type: none"> <li>• Mentorship and advising to ensure successful completion of all program and licensure requirements.</li> <li>• Financial assistance (e.g., paid tuition, books and fees, vouchers for state exams, loans) paid for through grants, scholarships, and loans</li> </ul> <p>While completing the program Dennis receives the following supports from the district:</p> <ul style="list-style-type: none"> <li>• Paid employment while completing the program (e.g., Residency/Apprenticeships, temporary/emergency license, or substitute teaching)</li> <li>• Guaranteed full time employment upon completing the licensure requirements.</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> <li>● Eligibility requirements to apply for alternative certification pathway and career-technical education pathway.</li> <li>● Requirements to obtain alternative certification as a computer science teacher.</li> <li>● Career fields and requirements to obtain certification as a career-technical education teacher.</li> <li>● Contact information for someone who can answer questions about pathway options.</li> <li>● State grant or loan forgiveness opportunities</li> <li>● Accredited Educator Preparation Providers</li> </ul> <p>Dennis contacts Ed Preparation Providers (EPPs) to learn about:</p> <ul style="list-style-type: none"> <li>● Program logistics (e.g., timing of classes, working during the program, progressing through the program)</li> <li>● How to enroll (e.g., requirements, deadlines)</li> <li>● Cost of the program</li> <li>● Financial aid/loan/grant opportunities</li> <li>● Supports offered by the EPP to assist students with completing the program</li> </ul>	<ul style="list-style-type: none"> <li>● Mentorship from a teacher and an instructional coach to assist with lesson planning, pedagogy, and classroom management</li> <li>● Opportunities for co-teaching and observing effective classroom instruction.</li> <li>● Opportunities to participate in district professional development</li> <li>● Assistance with preparing for licensure exams.</li> </ul> <p>After completing licensure requirements, Dennis applies for a teaching license.</p>

Journey Phases	Awareness	Preparation & Support
<b>Process Owners</b>	<ul style="list-style-type: none"> <li>● Association: Connect Dennis with someone at local school districts.</li> <li>● State Department of Education: Clarify license requirements and licensure pathway options on their website. Include contact information for someone who can assist with questions and provide guidance for selecting a pathway.</li> <li>● District: Assist Dennis with navigating the process of learning how to become a teacher.</li> <li>● Ed Preparation Providers: Clearly define program requirements and provide support for navigating the enrollment process.</li> </ul>	<ul style="list-style-type: none"> <li>● District: Provide practical experiences to grow Dennis’s teaching skills</li> <li>● EPP: Provide relevant coursework and training, help students be academically successful</li> <li>● State Department of Education: License application process</li> </ul>
<b>Touchpoints</b>	<ul style="list-style-type: none"> <li>● One or more phone calls/ meetings between Dennis and the district</li> <li>● Dennis reviews licensure website for the State Department of Education</li> <li>● Dennis reviews the websites for EPPs</li> <li>● Application process for educator preparation program</li> <li>● Application process for a substitute or temporary license</li> </ul>	<ul style="list-style-type: none"> <li>● School district supports</li> <li>● Interactions with district building administration, mentors/ coaches, teachers, and students</li> <li>● Educator Preparation advisor</li> <li>● Educator Preparation courses</li> <li>● Educator Preparation supports (e.g., course enrollment, tutoring, guidance documents)</li> <li>● Financial aid providers.</li> <li>● Application process for license</li> </ul>
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>● Lack of understanding of the different pathways for becoming a teacher. Information provided is unclear or incomplete.</li> <li>● Uncertainty over where to find information and who to contact to ask questions.</li> <li>● Difficulty comparing and selecting a pathway (e.g., evaluating costs, flexibility, and career opportunities).</li> </ul>	<p>Financial</p> <ul style="list-style-type: none"> <li>● Costs of educator preparation</li> <li>● Decrease in salary after leaving current job with a private company</li> </ul> <p>Logistical</p> <ul style="list-style-type: none"> <li>● Lack of coordination between EPP and district to support Dennis’s needs</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> <li>• Program costs and/or duration</li> <li>• Program entrance requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of district readiness to support individuals completing alternative pathways</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>• Difficulty transitioning back into student life (e.g., study skills, test taking skills, test anxiety).</li> <li>• No alternatives to the licensure exam to demonstrate mastery</li> </ul> <p>Social/Cultural</p> <ul style="list-style-type: none"> <li>• Working conditions: Isolation</li> <li>• Lack of support for career changers</li> </ul> <p>Work-life Balance</p> <ul style="list-style-type: none"> <li>• Challenges managing school, personal responsibilities, and work</li> </ul>