



# AASPA

American Association of School Personnel Administrators | Est. 1938



**MAPPING A JOURNEY TO ADDRESS  
THE NATIONAL EDUCATOR SHORTAGE**

**FINDINGS FROM THE 2024  
NATIONAL EDUCATOR SHORTAGE SUMMIT**







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## FOREWORD

As a follow-up to the 5 Shifts to Address the Educator Shortage, the American Association of School Personnel Administrators (AASPA), in collaboration with Experience Management Institute (EXMI), are excited to share the 2024 National Educator Shortage Summit results. More than 300 attendees from PK12 school districts, Education Preparation Programs (EPPs), state departments, state legislatures, professional associations, and the US Department of Education gathered to collaborate on this project and solutions to shortages and barriers.

The National Educator Shortage Summit participants were strategically placed at tables to ensure diverse representation across organization types for better brainstorming. Each table was given a fictional “Educator Persona” representing an individual who had entered the educator pipeline. Personas were inclusive of background, preparation path, and individual personal characteristics.

Tables were asked to address the different barriers and challenges as well as document opportunities and options for their fictional persona as they navigate the preparation, licensure, and process of gaining a position in a school.

What follows are instructions on how to utilize these personas to better recognize and understand the unique characteristics and needs of our future workforce in education. We hope that organizations consider using these or developing their own personas to make systematic changes to address the educator shortage.

## ACKNOWLEDGMENTS

This summit would not be possible if it were not for our planning partners, Jimmy Adams, Executive Director of the National Association of State Directors of Teacher Education and Certification (NASDTEC), Dr. Jacqueline King, Consultant for Research, Policy and Advocacy of the American Association of Colleges for Teacher Education (AACTE), Dr. Sara Skretta, Senior Director and Certification Officer from the University of Nebraska at Lincoln, and Experience Management Institute (EXMI).

Lastly, we thank the individuals and organizations represented below for helping support and drive the summit’s work.





## INSTRUCTIONS

This document contains ten personas, each representing an entry point into teaching or school counseling. Every persona is accompanied by a sample journey map illustrating the potential experience of the aspiring educator.

### USING THE PERSONAS

There are two recommended ways to use the personas—within an organization (e.g., a team of school district leaders) or across organizations (e.g., districts, regional service centers, educator preparation providers, state agencies).

If you are having a conversation within your organization, it is recommended that you talk to people who share the experiences of the personas you select. For example, if you choose the “Paraprofessional” persona, talk to paraprofessionals at your organization through focus groups, interviews, etc. in order to understand their experiences, pain points, and barriers to advancing their careers by becoming teachers. If you are having conversations across organizations, first think about who has relationships across the state and can effectively bring together all the appropriate entities. The goal of these conversations should be how to work together to support individuals who are coming into the education profession or transitioning jobs. This is especially important because a common pain point for candidates is when information is siloed or when information is being handed off from one organization to the next.

### SELECTING PERSONAS TO DISCUSS

It is not necessary to discuss all the personas in this document if they are not a priority for your organization. Intentionally choosing personas will help ensure discussions are relevant and useful. Consider choosing personas that represent candidates you already have (e.g., in your district or state) or would like to attract more of.

### USING THE SAMPLE JOURNEY MAPS

The journey maps provided in this document are samples derived from table conversations at the 2024 National Educator Shortage Summit. As such, they illustrate what a candidate experience could look like, but they may not exactly reflect the educator candidates in your organization or state. The recommended approach is to first create journey maps for your selected personas using the template provided, then cross-reference your journey map with the sample to decide if you would like to add or change anything on yours.

## Alternatively Certified Teacher From Another State Persona



*How do we get them into the pipeline?*

### Alternatively Certified Teacher from Another State | Hiroshi Kato

Hiroshi Kato has a bachelor's degree and completed an alternative certification program in secondary English. He has been teaching for 10 years. Hiroshi has recently moved to the Midwest and left his teaching job to be closer to his parents, who have health concerns and require his attention. Hiroshi wants to become certified in his new state to continue a career that he loves.

### Goal

Identify ways to get Hiroshi 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 Hiroshi 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 Hiroshi 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 Hiroshi 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 in the state is available to Hiroshi 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 transferring his license, experience and education from another state.
- 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 Hiroshi, including his path and where he is in the process
- Information about Hiroshi's 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 Hiroshi 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 Hiroshi
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Hiroshi

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

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

### Alternatively Certified Teacher from Another State | Hiroshi Kato

Hiroshi Kato has a bachelor’s degree and completed an alternative certification program in secondary English. He has been teaching for 10 years. Hiroshi has recently moved to the Midwest and left his teaching job to be closer to his parents, who have health concerns and require his attention. Hiroshi wants to become certified in his new state to continue a career that he loves.

Journey Phases	Awareness	Preparation & Support
<p><b>Process</b></p>	<p>Hiroshi reviews information on the State Department of Education website and reaches out to a licensing specialist to learn how to become certified in a new state.</p> <ul style="list-style-type: none"> <li>● Requirements for becoming licensed in the state as an alternatively certified teacher.</li> <li>● Receives academic transcript auditing support to identify any qualification gaps</li> <li>● License types including supplemental licenses and endorsements</li> <li>● Opportunities to obtain a temporary/emergency license.</li> <li>● Costs to complete requirements for licensure (e.g., additional coursework, exams, background check)</li> <li>● Cost to apply for a license.</li> <li>● Resources/organizations that can assist with completing requirements for licensure (e.g. test preparation, coursework)</li> <li>● Discounts and/or financial aid available to complete requirements and apply for a license</li> </ul>	<p>While completing the requirements to obtain out-of-state licensure, Hiroshi receives the following supports:</p> <ul style="list-style-type: none"> <li>● Mentorship and advising to ensure successful completion of licensure requirements.</li> <li>● Test preparation assistance</li> <li>● Financial assistance (e.g., Discounted/paid tuition, books and fees, vouchers for state exams, background checks) paid for through grants, scholarships, and loans</li> </ul>

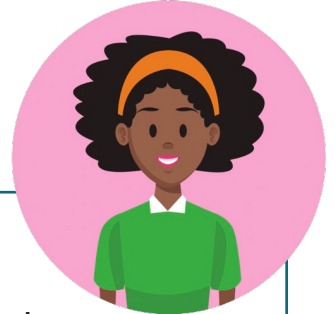


Journey Phases	Awareness	Preparation & Support
	<p>Hiroshi also reaches out to the local district to introduce himself and learn about:</p> <ul style="list-style-type: none"> <li>● Opportunities for employment with the district</li> <li>● Opportunities to receive assistance with obtaining an in-state license</li> <li>● Moving/relocation assistance</li> </ul>	
<b>Process Owners</b>	<ul style="list-style-type: none"> <li>● State Department of Education: Clarify license requirements for individuals who completed out-of-state licensure programs.</li> <li>● School District: Connect Leo to educator preparation and community resources, assist him with researching how to satisfy out-of-state license requirements</li> </ul>	<ul style="list-style-type: none"> <li>● Government/State Department of Education: Identify and provide financial resources, Develop agreements with other states, Manage license application process</li> <li>● District: Provide support while navigating license requirements and application</li> </ul>
<b>Touchpoints</b>	<ul style="list-style-type: none"> <li>● Hiroshi reviews the licensure website for the State Department of Education</li> <li>● Guidance provided by a licensing specialist</li> <li>● Conversation with HR representative from a local school district</li> <li>● Application process for financial assistance</li> </ul>	<ul style="list-style-type: none"> <li>● School district supports</li> <li>● Providers for missing coursework and/or certification exams</li> <li>● Application process for teaching license</li> </ul>
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>● Difficulty finding information about licensure reciprocity</li> <li>● Confusion over the steps to obtain licensure. Information provided is unclear or incomplete.</li> <li>● Limited collaboration between State Departments of Education</li> <li>● Capacity to navigate license requirements while also caring for</li> </ul>	<p>Financial</p> <ul style="list-style-type: none"> <li>● Costs associated with obtaining in-state license (when unemployed and paying for moving expenses)</li> <li>● Lack of budget to provide financial assistance to out-of-state candidates</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<p>parents and relocating to another part of the country</p>	<p>Logistical</p> <ul style="list-style-type: none"> <li>● Disorganization and confusion when there are no agreements between states</li> <li>● Capacity to support Hiroshi with navigating the licensure process</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>● Rigid preparation program requirements. Not accepting out-of-state coursework and/or alternative pathway preparation</li> </ul> <p>Social/Cultural</p> <ul style="list-style-type: none"> <li>● Not knowing who to ask/where to find answers to questions</li> <li>● Lack of support alternatively certified out-of-state candidates</li> </ul>

## 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><b>Process</b></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"> <li>• Whether she has a bachelor’s degree</li> <li>• If she wants to teach in the CTE field or prefers a different content/certification area</li> </ul> <p>Depending on Desirée’s interests and educational attainment, the liaison will walk her through the following:</p> <ul style="list-style-type: none"> <li>• (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</li> </ul>	<p>If Desirée chooses the alternative certification route, she will likely need help with the following:</p> <ul style="list-style-type: none"> <li>• Applying for programs</li> <li>• Taking content area exams</li> <li>• Securing financial aid</li> <li>• Paying for initial certification, exams, etc.</li> <li>• Being placed at a school</li> <li>• Enrolling in coursework</li> <li>• Completing coursework (especially if she has been out of school for a while)</li> <li>• Navigating her first few years as the teacher of record in her classroom via mentoring and other supports</li> <li>• Passing licensure exams</li> <li>• Work-life balance</li> </ul> <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"> <li>● (If she does not have a bachelor’s degree) Paraprofessional, Grow Your Own, substitute teaching, or teacher residency programs</li> <li>● What to expect financially in these programs, including financial aid, out-of-pocket costs, and what she would be paid while completing the program</li> <li>● Expected time commitment in the district following the alternative certification program or other options</li> </ul>	
<b>Process Owners</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Maintain a user-friendly website for housing important information for potential applicants and districts</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● EPP: Offer the necessary coursework, provide financial aid if possible</li> <li>● State Department of Education: Create and maintain a user-friendly licensure website, be easily available to contact with questions</li> </ul>

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

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



# 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

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.

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

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

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

## 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

### 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.

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>

## 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

### 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.

Journey Phases	Awareness	Preparation & Support
<p><b>Process</b></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"> <li>● Licensure requirements</li> <li>● How her transcript compares to the requirements</li> <li>● Whether she can transfer her certification directly or if additional steps are needed</li> <li>● Reciprocity between states (should be available on the DOE’s website)</li> <li>● (In the absence of reciprocity) alternative licensure routes, such as emergency/interim licensure options in high-need areas</li> <li>● Whether it is necessary to enroll in an EPP, and how to do so (independently or through district partnerships)</li> <li>● State-specific testing requirements and any preparation resources</li> <li>● Fees or expenses</li> <li>● Expected timeline</li> </ul>	<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"> <li>• Supports available for completing the necessary steps for licensure</li> <li>• Options for developing connections at the district, such as substitute teaching (and any related requirements)</li> </ul> <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><b>Process Owners</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Federal government: Maintain DOD and DOL websites outlining supports for military spouses</li> </ul>	<ul style="list-style-type: none"> <li>• District: Help Jenna navigate through the state requirements for a certificate, offer financial support if possible, acclimate her to the district</li> <li>• EPP: Offer the necessary coursework, provide financial aid if possible (e.g., scholarships, GA positions)</li> <li>• 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</li> </ul>

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

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



## Paraprofessional Persona

*How do we get them into the pipeline?*



### Paraprofessional | Rashida Hijjo

Rashida Hijjo immigrated to the United States 15 years ago when her husband's engineering firm relocated them. Rashida received an associate's degree from the university in her home country and currently serves as a paraprofessional in her local school district. She has discovered her love of teaching and wants to be a special education teacher. Her district has been approved by the state to implement a brand new Grow Your Own/Registered Apprenticeship program. Rashida has heard about the program through the grapevine, but is not sure how to participate or if she qualifies.

### Goal

Identify ways to get Rashida 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 Rashida 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 Rashida 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 Rashida 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 Rashida while she is still currently working
- Requirements to get a teaching certificate/special education certification now are accessible and clearly communicated
- Requirements for full licensure are accessible and clearly communicated
- Information on getting credit for what Rashida has learned and education from her home country and done as a paraprofessional
- Information on the Grow Your Own/Registered Apprenticeship program is accessible and clearly communicated
- 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 Rashida, including her path and where she is in her journey
- Information about Rashida'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 Rashida 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 Rashida
- It can be hard to find special education teachers. To what extent does the salary structure enable schools to pay someone like Rashida a competitive salary
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Rashida

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

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

### Paraprofessional | Rashida Hijjo

Rashida immigrated to the United States 15 years ago when her husband’s engineering firm relocated them. She received an associate’s degree from the university in her home country and currently serves as a paraprofessional in her local school district. She has discovered her love of teaching and wants to be a special education teacher. Her district has been approved by the state to implement a brand new Grow Your Own/Registered Apprenticeship program. Rashida has heard about the program through the grapevine, but is not sure how to participate or if she qualifies.

Journey Phases	Awareness	Preparation & Support
<p><b>Process</b></p>	<p>Through communication with someone at the district, Rashida learns about:</p> <ul style="list-style-type: none"> <li>● Requirements for becoming a special education teacher</li> <li>● How her transcript compares to the requirements</li> <li>● How to enroll in a Grow Your Own program through the district and partner education preparation program, or EPP (e.g., requirements, deadlines)</li> <li>● Program logistics (e.g., timing of classes, working full-time as a paraprofessional during the program, progressing through the program)</li> <li>● Whether she would have to pay (and if so, how much)</li> <li>● Supports offered by the district and the EPP</li> <li>● What happens after program completion (e.g., guaranteed job, requirement to stay in the district for X years)</li> </ul>	<p>While completing the program Rashida receives the following supports:</p> <ul style="list-style-type: none"> <li>● Mentorship from a supervising teacher and an instructional coach</li> <li>● Gradually increasing responsibilities in the classroom with scaffolding and support</li> <li>● Financial assistance (e.g., paid tuition, other fees or materials paid for, loans) paid for through Title II funds, federal grants, university grants</li> <li>● Designated person at the district who oversees pathways</li> <li>● Tutoring for help with coursework</li> </ul>

Journey Phases	Awareness	Preparation & Support
<b>Process Owners</b>	District	<ul style="list-style-type: none"> <li>● District: Connect Rashida to university and community resources, assist her through the process (e.g., licensure)</li> <li>● EPP: Provide relevant coursework and training, help students be academically successful</li> <li>● State Department of Education: Guide the work, be innovative, identify and provide financial resources, facilitate partnerships between districts and higher education</li> </ul>
<b>Touchpoints</b>	<ul style="list-style-type: none"> <li>● Outreach by the district to Rashida</li> <li>● One or more meetings scheduled by the district</li> </ul>	<ul style="list-style-type: none"> <li>● EPP courses</li> <li>● EPP supports (e.g., course enrollment, tutoring)</li> <li>● Supports from the school where Rashida works</li> <li>● District supports, including logistical and financial</li> </ul>
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>● Reconciling international certification with local degree requirements</li> <li>● Lack of awareness of opportunities like GYO</li> <li>● Effectively advertising and recruiting</li> <li>● Internal assumptions or fears: Thinking there are certain barriers when there really aren't</li> </ul>	<p>Financial</p> <ul style="list-style-type: none"> <li>● Costs of higher education</li> <li>● Other costs: Mentors, etc.</li> <li>● Wrap-around services: Childcare, bus passes</li> </ul> <p>Logistical</p> <ul style="list-style-type: none"> <li>● Potential disorganization if there is not someone to take the lead on unifying the process</li> <li>● Lack of people at the district to oversee the program</li> <li>● Lack of district readiness for alternative pathways</li> <li>● The need to work with teacher unions</li> </ul>

Journey Phases	Awareness	Preparation & Support
		<p>Academic</p> <ul style="list-style-type: none"> <li>● CAEP requirements</li> <li>● Reliance on seat hours instead of competencies</li> <li>● Lack of innovation/tendency to train teachers using old methods</li> </ul> <p>Social/Cultural</p> <ul style="list-style-type: none"> <li>● Working conditions: isolation, more time needed to do the job of teaching</li> <li>● Having opportunities to collaborate</li> <li>● Lack of support for minority educators</li> </ul>

# School Psychologist Persona

*How do we get them into the pipeline?*



## School Psychologist | Anjali Bhatt

Anjali Bhatt is an undergraduate student pursuing a degree in psychology. She knows she wants to work with kids or adolescents and is considering a career as a school psychologist, but wants to make sure it's a good fit for her before pursuing graduate studies.

## Goal

Identify ways to get Anjali 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 Anjali 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 Anjali 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 Anjali 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 Anjali while still in undergraduate school
- Requirements to get a teaching certificate are accessible and clearly communicated
- Options like dual enrollment or internships are available to help Anjali 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 Anjali, including her path and where she is in her journey
- Information about Anjali's certification completion is available to districts such 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 Anjali 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 Anjali

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

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

### School Psychologist | Anjali Bhatt

Anjali Bhatt is an undergraduate student pursuing a degree in psychology. She knows she wants to work with kids or adolescents and is considering a career as a school psychologist but wants to make sure it's a good fit for her before pursuing graduate studies.

Journey Phases	Awareness	Preparation & Support
<p><b>Process</b></p>	<p>From a career counselor at her school, Anjali learns about:</p> <ul style="list-style-type: none"> <li>• Requirements for becoming a school psychologist in her state, including education, internship, and licensure requirements</li> <li>• The job outlook for school psychologists, including demand, compensation, similar jobs, and opportunities to progress in the position</li> <li>• Various pathways into the profession</li> <li>• What to expect in graduate school</li> <li>• Costs of graduate school, as well as any financial aid opportunities</li> <li>• Important networks or contacts, such as peer groups, mentoring, current school psychologists to observe to talk to, professional associations (e.g., National Association of School Psychologists)</li> </ul>	<p>Given the various program types and pathways into the profession Anjali has access to the following financial and professional support options depending on the pathway and program she decides to pursue:</p> <ul style="list-style-type: none"> <li>• Committing to a district for five years in exchange for paid tuition for a master's degree</li> <li>• A school psychologist hybrid position or fellowship program in which Anjali would perform relevant duties (e.g., student evaluations, student support) while working on her certification</li> <li>• Paid internship opportunities</li> <li>• Opportunities for (in-person or virtual) mentoring, job shadowing</li> <li>• Wraparound supports once hired, including onboarding, mental health, comprehensive benefits, and workplace flexibilities (e.g., four-day week)</li> </ul>



Journey Phases	Awareness	Preparation & Support
<p><b>Process Owners</b></p>	<p>University</p>	<ul style="list-style-type: none"> <li>● District: Partner with universities, provide new hire resources, (depending on financial structure and resources available) assume some of the financial responsibility</li> <li>● University: Partner with districts/schools, provide relevant coursework and training, (depending on financial structure and resources available) assume some of the financial responsibility</li> <li>● State Department of Education: identify and provide financial resources, facilitate partnerships between districts and higher education, serve as a “one-stop shop” through resources like a website with a map/information about the area where prospective hires want to work</li> <li>● Federal government: Continue providing Mental Health Services Grants</li> </ul>
<p><b>Touchpoints</b></p>	<ul style="list-style-type: none"> <li>● One or more meetings with the career counselor</li> <li>● Interaction with online resources about requirements and job prospects</li> <li>● Connections with relevant networks/contacts—such as peer groups, mentoring, current school psychologists, professional associations—while deciding whether to pursue the profession</li> </ul>	<ul style="list-style-type: none"> <li>● University enrollment</li> <li>● University coursework</li> <li>● District during entry into internship, hybrid program, and/or as a new hire</li> <li>● Connections with relevant networks/contacts—such as peer groups, mentoring, current school psychologists, professional associations—during the training/education and early career period</li> </ul>

Journey Phases	Awareness	Preparation & Support
<p><b>Problems, Barriers, and Pain Points</b></p>	<ul style="list-style-type: none"> <li>Declining enrollment in traditional university/ed prep programs</li> </ul>	<p>Financial</p> <ul style="list-style-type: none"> <li>Costs of higher education</li> <li>Costs of paid internships and/or hybrid, paid positions while pursuing degree</li> <li>Competitive pay in the private sector</li> <li>Competitive pay in nearby districts</li> <li>Student loans</li> </ul> <p>Logistical</p> <ul style="list-style-type: none"> <li>Lack of people at the district and/or capacity to provide mentoring or other supports</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>Certification requirements/a need for the option to teach while pursuing a psychology degree</li> </ul> <p>Social/Cultural</p> <ul style="list-style-type: none"> <li>Enticing school psychologists to work in rural areas</li> <li>Declining enrollment in traditional university/ed prep programs</li> <li>A need for more alternate pathways for career changers or other non-traditional students</li> </ul>

## 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

### 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.

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>



## Substitute Teacher With An Associates Degree

*How do we get them into the pipeline?*



### Substitute Teacher with an Associates Degree | Betty Draper

Betty Draper is in her 40's and has two teenage children. Betty has an associate's degree in business administration, but left her job at an architecture firm when she decided to stay home and raise her kids. When her children were in Elementary School, Betty received her substitute teacher certification. Betty mostly substitutes in the elementary school. As she gained more time with her kids growing up, she substituted more. Betty has decided she would like to have a full career as an elementary teacher. This second life stage career will help put her kids through college.

### Goal

Identify ways to get Betty 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 Betty 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 Betty 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 Betty 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 Betty 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 getting credit for what Betty has learned, education from her degree and experience as a substitute teacher
- 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 Betty, including her path and where she is in her journey
- Information about Betty'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 Betty 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 Betty
- Information about possible tax incentives, housing incentives and perks to becoming a teacher are shared with and easily accessible to Betty

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

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

### Substitute Teacher with an Associate Degree | Betty Draper

Betty Draper is in her 40's and has two teenage children. Betty has an associate's degree in business administration, but left her job at an architecture firm when she decided to stay home and raise her kids. When her children were in Elementary School, Betty received her substitute teacher certification. Betty mostly substitutes in the elementary school. As she gained more time with her kids growing up, she substituted more. Betty has decided she would like to have a full career as an elementary teacher. This second life stage career will help put her kids through college.

Journey Phases	Awareness	Preparation & Support
<p><b>Process</b></p>	<p>Betty connects with an HR representative at the school district where she currently works as a substitute. This person helps her navigate the process of selecting and enrolling in an educator preparation program. For this journey map, we assume that the school district where she works does not have a grow-your-own program.</p> <ul style="list-style-type: none"> <li>● Pathway options for becoming an education teacher including information about:               <ul style="list-style-type: none"> <li>○ fastest path to certification</li> <li>○ scheduling flexibility to be able to continue working as a substitute</li> <li>○ determining if any credits from her associate's degree are transferable</li> </ul> </li> <li>● Requirements for becoming an elementary education teacher.</li> <li>● Selecting an accredited preparation program</li> <li>● Learn about temporary licensing options</li> </ul>	<p>While completing the program Betty receives the following supports:</p> <ul style="list-style-type: none"> <li>● Mentorship and advising to ensure successful completion of all program and licensure requirements.</li> <li>● Academic advisor who can assist with course selection based on the remaining credits she needs for graduation.</li> <li>● Financial assistance (e.g., paid tuition, books and fees, vouchers for state exams, loans) paid for through grants, scholarships, and loans</li> <li>● Residency/Apprenticeships that allow compensation while completing the program</li> <li>● Tutoring for help with coursework</li> <li>● Opportunities to participate in educator professional development and assistance with exam preparation from the district</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<p>In addition, she contacts educator preparation providers to learn about:</p> <ul style="list-style-type: none"> <li>• Financial aid opportunities and total cost she will have to pay</li> </ul> <p>How to be eligible for loan forgiveness/loan repayment opportunities</p>	
<p><b>Process Owners</b></p>	<ul style="list-style-type: none"> <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.</li> <li>• Ed Preparation Providers: Clearly define program requirements and provide support for navigating the enrollment process. Designated person with the educator preparation provider or institution who oversees credit transfer.</li> <li>• School District: Connect Betty to university and community resources. Assist her with researching options.</li> </ul>	<ul style="list-style-type: none"> <li>• Government/State Department of Education: Identify and provide financial resources. Provide assistance with understanding and navigating licensure requirements. Facilitate partnerships between districts and educator preparation programs and among educator preparation programs. Develop credit transfer policies.</li> <li>• Ed Preparation Providers: Communicate credit transfer policies and develop agreements with other institutions. Connect new students with financial, social, and academic supports; Provide clear pathways and supports for licensure.</li> <li>• District: Offer student teacher and/or residency/ apprenticeships. Flexibility to continue working at the district part time. Provide assistance with passing licensure exams and access to professional development.</li> </ul>
<p><b>Touchpoints</b></p>	<ul style="list-style-type: none"> <li>• Betty reviews the licensure website for the State Department of Education</li> <li>• Betty contacts a licensing expert to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• School District supports</li> <li>• Educator Preparation advisor</li> <li>• Educator Preparation courses</li> <li>• Educator Preparation supports (e.g., course enrollment, tutoring)</li> <li>• Financial aid providers.</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> <li>Betty contacts the College Admissions Office to confirm what credits will transfer from her associate degree.</li> <li>The school district where Betty subs helps her explore pathway options and requirements.</li> <li>Application process for financial aid</li> <li>Application process for educator preparation program</li> </ul>	
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>Confusion over the steps to obtain licensure. Information provided is unclear or incomplete. Uncertainty over who to contact to ask questions.</li> <li>Difficulty comparing and selecting an educator preparation program (e.g., evaluating costs, flexibility, and program quality).</li> <li>Confusion about what credits will transfer and count towards her educator preparation program requirements.</li> <li>Program costs</li> <li>Program entrance requirements</li> </ul>	<p>Financial</p> <ul style="list-style-type: none"> <li>Costs of educator preparation programs</li> <li>Loss of credit hours that don't transfer/count toward degree attainment.</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>Not knowing who to ask/where to find answers to questions</li> <li>Lack of support for older students</li> </ul> <p>Work-life Balance</p> <p>Challenges managing school while continuing to substitute teach</p>

## Teacher from Spain

*How do we get them into the pipeline?*



### Teacher from Spain | Alejandro Martín

Alejandro Martín is a Spanish language teacher from Madrid, who is passionate about teaching and traveling. He recently attended a virtual information session, hosted by your district, where he learned about the opportunity to teach in the United States through a J-1 visa program. Intrigued by the district's commitment to foreign language education and the opportunity to live in a new county, Alejandro sends the district a follow-up email expressing his interest in the program.

### Goal

Identify ways to get Alejandro 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 Alejandro 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 Alejandro 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 Alejandro 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 Alejandro while still in Madrid
- Requirements to get a teaching certificate are accessible and clearly communicated
- 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 Alejandro, including his path and where he is in his journey
- Information about Alejandro's certification completion is available to districts such 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 Alejandro 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 Alejandro

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

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

### Teacher from Spain | Alejandro Martín

Alejandro Martín is a Spanish language teacher from Madrid, who is passionate about teaching and traveling. He recently attended a virtual information session, hosted by your district, where he learned about the opportunity to teach in the United States through a J-1 Visa program. Intrigued by the district’s commitment to foreign language education and the opportunity to live in a new county, Alejandro sends the district a follow-up email expressing his interest in the program.

Journey Phases	Awareness	Preparation & Support
<p><b>Process</b></p>	<p>Through the virtual session and communicating with a representative from the district, Alejandro learns about:</p> <ul style="list-style-type: none"> <li>● Certification requirements and fees for prospective teachers from the <a href="#">U.S. Department of State J-1 Visa website</a></li> <li>● What he is eligible to do for work in education</li> <li>● How to apply for the Educator certification in the state where the district is located</li> <li>● How to apply for the licensure J-1 Visa and the necessary documentation</li> <li>● The licensure fees and the visa</li> <li>● Experiences about other teachers on J-1 Visa and the environment that he will be working in</li> <li>● Links and resources to learn more about district and community</li> <li>● Documents outlining total rewards package</li> <li>● Information on housing and relocation</li> </ul>	<p>While applying to the program, we assume Alejandro has the necessary coursework to move forward with the process. He receives the following support:</p> <ul style="list-style-type: none"> <li>● Preparing the documents/ information on the application process, including requirements and necessary documentation.</li> <li>● Assistance with finding housing and understanding transportation options</li> <li>● Understanding the curriculum and teaching methods used in the district.</li> <li>● Accessing support services offered by the district (e.g., mentoring, professional development).</li> <li>● Connecting with local resources for cultural adaptation and community integration.</li> <li>● Understanding the process for renewal after the three-year term</li> </ul>



Journey Phases	Awareness	Preparation & Support
<b>Process Owners</b>	<ul style="list-style-type: none"> <li>● District: Initial exposure to the J-1 Visa program. Provides information about the program, connects Alejandro with the necessary resources</li> <li>● State Licensing Agency: Provides detailed certification requirements, processes applications, and issues eligibility statements.</li> <li>● U.S. Citizenship and Immigration Services (USCIS): the government agency that will be able to provide Alejandro with the J-1 Visa (administers lawful immigration to the USA)</li> <li>● U.S. Department of State: Administers and oversees the J-1 Visa Program/Exchange Visitor Program (EVP)</li> </ul>	<ul style="list-style-type: none"> <li>● District: Assists with relocation logistics, provides professional development, support services and information about the school/district</li> <li>● School: Provide a welcoming environment and ongoing support to Alejandro</li> <li>● State Licensing Agency: Processes certification paperwork and ensures compliance with state-specific requirements.</li> <li>● State or City Government: Connects Alejandro with wrap-around services and community resources</li> <li>● U.S. Department of State: Manages the J-1 Visa process and provides guidelines for maintaining visa status and returning procedures</li> <li>● Community Groups/Houses of Worship: Provide support to individuals that have relocated from another country</li> </ul>
<b>Touchpoints</b>	<ul style="list-style-type: none"> <li>● Virtual information session hosted by the district</li> <li>● Follow-up email communication with the district</li> <li>● District website with detailed program information</li> <li>● Learning about the state licensing process</li> <li>● U.S. Department of State website for visa application details and requirements</li> </ul>	<ul style="list-style-type: none"> <li>● Community integration efforts</li> <li>● Regular communication with district representatives</li> <li>● Access to online resources and support networks for international teachers</li> <li>● Digital resources such as a website for information on certification and moving to the state</li> <li>● Virtual affinity spaces with other international teachers</li> </ul>
<b>Problems, Barriers, and Pain Points</b>	<ul style="list-style-type: none"> <li>● Cost of living</li> <li>● Limited support due to human capital limitation in small/rural districts</li> </ul>	Financial: <ul style="list-style-type: none"> <li>● Costs of relocation and initial settlement</li> </ul>

Journey Phases	Awareness	Preparation & Support
	<ul style="list-style-type: none"> <li>● Language barriers and cultural differences</li> <li>● Limited awareness of the program's benefits and opportunities</li> <li>● Certification obstacles</li> <li>● Knowledge that the J-1 Visa will expire in 3 years and must return back to home country</li> </ul>	<ul style="list-style-type: none"> <li>● Expenses related to certification and licensure</li> <li>● Potential delays in payment due to Social Security number processing (potentially can obtain a temporary SSN)</li> <li>● Cost of living challenges</li> </ul> <p>Logistical:</p> <ul style="list-style-type: none"> <li>● Managing relocation logistics, including housing and transportation</li> <li>● Limited resources the district to provide adequate support</li> <li>● Understanding the process of how to continue as a teacher in the US: <ul style="list-style-type: none"> <li>○ Continue on a J-1 Visa through an extension</li> <li>○ Change visa status (H1-B)</li> </ul> </li> </ul> <p>Academic:</p> <ul style="list-style-type: none"> <li>● Recognizing and translating foreign teaching credentials</li> </ul> <p>Social/Cultural:</p> <ul style="list-style-type: none"> <li>● District capacity to: <ul style="list-style-type: none"> <li>○ Involve exchange teachers in school and community cultural activities</li> <li>○ Building connections within the local community and school</li> <li>○ Creating affinity spaces and support networks for international teachers</li> </ul> </li> </ul>

