

Education Sector

Sector Strategy Update: June 2024

Prepared by the Center for Strengthening the Teaching Profession (CSTP)

Please describe the greatest workforce needs facing your sector, with a focus on needs that career connected learning strategies can help to address.

There are a few factors that are currently impacting the educator workforce. Below are brief descriptions of each factor and possible ways that Career Connected Strategies might be able to address these challenges:

Teacher shortage: The impact of COVID-19 and navigating reentry into in-person educational experiences is still very present within the education sector. Converting to distance learning, to hybrid models, and back to in-person instruction placed an exceptionally high demand on the education system, the effects of which we might not fully understand for years to come. Additionally, with two full academic years interrupted by a global pandemic, the requirements for assessments of student learning, loss of learning, and increases in adjusting to student behavior for learners who had limited opportunities to engage in the social-emotional learning afforded in schools have left educators struggling to meet standards requirements. As a result, many educators have left the educator workforce which puts more strain on those practitioners still in the classroom and left many positions empty at all levels within the education system. [This research study by UW](#) illustrates the teacher burnout as a result of the pandemic, particularly those of novice teachers who we are aiming to retain for full careers.

One Career Connected Learning Strategy that can support this shortage is to ensure that pathways for prospective educators are equitable, accessible, and robust. Currently, the market for teacher preparation programs in WA state is flooded with candidates that are interested in a “traditional” route, i.e.: pursuing a BA, MA or alternative route towards becoming certificated educators. However, there are opportunities within these existing systems to be more equitable such as:

- Funding to support thorough and streamlined pathways for paraeducators and substitutes to pursue becoming certificated educators
- Funding that supports the recruitment and career exploration for current and future teacher candidates across regions and assists Educational Service Districts to serve a more significant role in contributing to careers in education.
- Funding to support higher education institutions to adopt residency-based models that offer stipends to teacher candidates during their student teaching/practicum/internship

Supporting educator workforce needs also means implementing strategies that support educator retention and recruitment, like career prep and career launch programs. This [study prepared for OSPI by the University of Washington](#) specifically highlights the

following key findings that impact the retention of new to career teachers including 1) leadership and structures that build capacity and address equity, 2) a systemic approach to professional learning, 3) recruitment, hiring and onboarding, and 4) the role of state-level supports.

Programs highlighted in this strategy update are those that aim to focus energy on the following:

- Promote better interagency communication and collaboration among state agencies that impact educator licensure and certification
- Supporting and inviting institutes of higher education to adopt more accessible and industry-aligned onsite work experience through residency models
- Supporting K-12 programs that focus on approaching careers in education from an equity-focused and/or social justice framework
- Expand or build targeted programs that support pathways for high need demographics of educators such as;
 - educators of color and growth opportunities with mentors in pursuing leadership roles and career advancement
 - SPED endorsed educators
 - Dual language endorsed educators

As the Sector Lead for Education with Career Connect Washington, the mission of our work on this contract will be to develop more robust, accessible, and equitable pathways (paraeducators and substitutes to full certs and residency and pathway bridging models) for aspiring educators that prioritize opportunities for BIPOC teachers and high-needs endorsements (SPED, Dual Language, or MLL) throughout the state. The work will center on the following strategic priorities:

- Assist the ESDs in having a more significant role in contributing to careers in education
 - Support paraeducators and substitutes to full teacher certification programs in the 9 ESDs across Washington
 - Expand the ESD-U program to other regions as an alternative route toward certification
- Coordinate and host regional meetings to bring relevant parties together to clearly articulate educator workforce careers and pathways needs and promote the exploration and potential implementation of more residency and pathway-bridging programs.
- Expand the entry points and pathways for a prospective educator's journey starting in high school within the Career Connect Learning framework of traveling from career explore, to career prep, to career launch in a seamless and thriving transition.
- Support the recruitment, professional and personal development support of BIPOC educators in ways that are authentic, meaningful, and highly impactful.

Additionally, it should be worth noting that Education is not named as a priority sector in any of the Regional Networks strategies. It could be that as Education is still newer as a Sector, it hasn't become internalized as a potential priority, or perhaps regions have

their projects that have historically worked well and might keep to those specific sectors as priorities. Our strategy and best course of action is to continue to reach out to the different regions to have those conversations about reflecting education as a priority in the regions we've been in conversations with.

Between now and June of 2025, what are your sector's 3-6 occupations that are highest-priority for building supportive career connected learning pathways? Please focus on occupations that lead to economic self-sufficiency.

- SPED endorsed teachers
- Bilingual/MLL endorsed educators
- Thriving BIPOC educators
- Certificated paraeducators

For each of the occupations identified above, please provide the information below to help inform pathway development efforts and investments.

Occupation: Special Education teachers	Sub-sector: N/A
Average wage: According to the WEA pay schedule for 2023-2024 the salary range can vary between between \$70,307 - \$134,113 depending on their years of experience, advanced degrees, and continuing education hours accrued over time.	
<p>Which skills/competencies do employers use as a benchmark to hire someone in this occupation?</p> <p>There are two certificates that exist in WA with two different West-E endorsement exams.</p> <ul style="list-style-type: none"> ● One that is for ages birth to third grade which is Early Childhood 	<p>Which credentials do employers cite as a valuable benchmark to hire someone in this occupation?</p> <p>Having a dual endorsement as a SPED teacher is incredibly valuable in hiring for this type of position. A dual-endorsed teacher can be the primary teacher of record for any student in their classroom and allows students to access core content from a core content specialist. Having a special education certificate allows a teacher to teach any content as well as give specially designed instruction to any student who is identified as requiring special education services as well as writing individual education plans.</p>

<p>SPED endorsement which includes all disabilities and all subjects.</p> <ul style="list-style-type: none"> • One that is a general SPED endorsement for birth through transition. 	<p>This does limit their ability to gain core content training and expertise however. This means that if a SPED teacher wants to teach in a general education biology class they need a co-teacher who is endorsed in biology. But, if they are dual endorsed in a different content area such as math, sciences, social studies etc., they can teach a mixed class student population of general education students and those with special needs. In a dual endorsement situation, they can be the primary teacher of record in the classroom. This also increases the special education students' access to core content from a content specialist.</p>
<p>Please describe possible career progression opportunities for this occupation: There are several good options for teacher leadership progression, such as becoming a grade-level team lead, becoming a TOSA (Teacher on Special Assignment), or an Instructional coach through the district.</p>	
<p>Please share the data, employer feedback, and/or Regional Network feedback that helped you identify this as a high-priority occupation: We reached out to colleagues who are administrators for SPED in local districts and also to faculty at higher education institutions who are directors of SPED programs to gather information.</p>	
<p>Please describe the top barriers employers have identified to hiring for this occupation: With this position there is a significant increase in responsibility, legality, and liability without more reward through higher compensation or benefits. These do not offset the increased responsibility and liability for SPED endorsed educators.</p>	
<p>Please describe the type of programs or approaches employers have found helpful in hiring for this occupation: There are some districts that offer small rewards for SPED educators such as:</p> <ul style="list-style-type: none"> • Additional compensation for documentation, for example, \$50 for every IEP that's completed • Additional planning or prep time throughout the school day • Additional time for serving more than one education site, or stipend pay or release time 	
<p>Occupation: Bilingual Dual Endorsed Educators</p>	<p>Sub-sector: N/A</p>
<p>Average wage: According to the WEA pay schedule for 2023-2024 the salary range can vary between \$70,307 - \$134,113 depending on their years of experience, advanced degrees, and continuing education hours accrued over time.</p>	

<p>Which skills/competencies do employers use as a benchmark to hire someone in this occupation?</p> <ul style="list-style-type: none"> • Dual language educators will get endorsed in both their content area such as biology, math, social studies and also get endorsed in their world language 	<p>Which credentials do employers cite as a valuable benchmark to hire someone in this occupation?</p> <p>Having a dual endorsement as a bilingual or ELL instructor as a general education teacher is incredibly valuable in hiring. The ability to support multilingual learners in the classroom is a huge benefit to supporting learning, feelings of inclusion and belonging, and being culturally responsive to diverse student population needs.</p>
<p>Please share the data, employer feedback, and/or Regional Network feedback that helped you identify this as a high-priority occupation:</p> <p>There are statewide initiatives to increase bilingual educators both in beginning roles in schools, but also in National Board Certification and other advanced leadership opportunities.</p>	
<p>Please describe the top barriers employers have identified to hiring for this occupation:</p> <p>Dual endorsements are highly sought after as a way for multilingual educators to use their linguistic assets in classroom instruction; however, they are not compensated more for additional labor they might employ in communicating and instructing in multiple languages.</p> <p>The requirements to become dual endorsed require the educator to sit for more endorsement exams which cost money to prepare for and sit for.</p>	
<p>Please describe the type of programs or approaches employers have found helpful in hiring for this occupation:</p> <p>Schools that are dual language are a great recruitment opportunity for this role. Schools with diverse linguistic populations are a great recruitment opportunity for this role Increasing careers in education courses and programs in high schools that focus on multilingual and bilingual students</p>	
<p>Occupation: Paraeducators</p>	<p>Sub-sector: N/A</p>
<p>Average wage: According to the WEA pay schedule for 2023-2024 the salary range can vary between \$34,737 - \$70,965 depending on their years of experience, certificates, or additional endorsements.</p>	

Which skills/competencies do employers use as a benchmark to hire someone in this occupation?

- Paras are required to obtain a paraeducator certificate which typically happens through a para cert program that includes some type of “practicum”

Which credentials do employers cite as a valuable benchmark to hire someone in this occupation?

- Similar to other types of roles in educators, having multiple endorsements is highly beneficial. Additionally, for paraeducators, prospective student populations are those that are already members of the school community (parents and guardians who volunteer, career changes etc).

Please describe possible career progression opportunities for this occupation:

Paraprofessionals begin by meeting the minimum employment requirements and then earning their general certificate by completing the fundamental course of study. Once they have completed this they can get the para endorsements that move them up the pay scale by earning subject matter certificates and ultimately the advanced para certificate. Paras can also enroll in teacher prep programs to become fully licensed teachers of record and continue into teacher leadership as mentioned above for SPED educators.

Please describe the top barriers employers have identified to hiring for this occupation:

Compensation for this role is not sustainable and would require potentially another source of income.

There is still the perception that paraeducators are not as highly regarded as those who pursue a “traditional” pathway to becoming an educator, with lingering traces of classism.

As a pathway that is more financially accessible for communities of color, the path towards both competitive salary progression, professional development, and further advanced degrees– all needed to become a full-time educator– are not feasible, which contributes to an overwhelmingly white educator workforce.

Please describe the type of programs or approaches employers have found helpful in hiring for this occupation

Recruitment and dual credit programs in HS for early childhood education courses

Para certification programs in the HS level that have clear pathways to higher education institutions such as the Teaching Bridge program.

Between now and June of 2025, where is there regional momentum to support pathway development in these occupations?

For each region listed, please describe:

1. **Key momentum factors** (e.g., interested employers, high-priority for Regional Network, opportunity to improve equitable access, opportunity to scale existing programs, portions of CCW pathway already built)
2. **High-potential opportunities** to support pathway development

3. *Is supporting those high-potential opportunities a **shared priority** across SL and RN?*

Below are the regions where there is engaging conversation between the Sector Lead and either both the CCLC and RN Director or just one and the key interests discussed to address pathway and bridging programs in the region.

- **Mid-Columbia 123**

- Key momentum factors: Super engaged and responsive and ready to turn meetings into actionable next steps.
- High-potential opportunities:
 - A paraeducator to a full cert program. Modeled after what the Program Builders of PSESD have done with educators of color but perhaps used as a template guide for partnering with Walla Walla and a few smaller districts and maybe a way to include SPED and or MLL endorsements
 - Piloting an Educational Service Pathway Navigator role that would be responsible for developing a teacher candidate mapping system that coordinates with districts to help find open positions that suit their needs and actively recruits at different higher education institutions to represent the region.
 - Expansion of the NAKIA academy, a professional development training program specifically for mentors of color. With Program Builder funding the Nakia Academy could better serve pre-service and early career educators of color and their recruitment and retention by having more access to mentors of color.
 - Educational Service District pilot of a region-wide professional development training series for administrators and leaders led by the Center for Strengthening the Teaching Profession that is a “train the trainer” format to help white educators better meet the needs of their diverse student populations and their colleagues of color.
- Shared priority?
 - Not listed in the regional strategy as a priority, but collaboration moving forward

- **East 101**

- Key momentum factors: Enthusiastic about potential opportunities and starting connections and invitations of key community partners that would be helpful in the work such as the Asst. Superintendent and program directors.
- High-potential opportunities:
 - Expansion of the [Youth Build](#): Designing a para-cert program for the Youth Build program could be an amazing chance to explore having these learners pursue becoming teachers. This population of students includes young adults 16-24 years of age earning a high school diploma or GED and overcoming barriers to employment, including poverty, foster care, juvenile justice, and homelessness. Youth Build already has programming that supports careers in construction and health care.
 - Expansion of the ESD-U model similar to ESD 112. The pieces of this program that make it a great example are that it was a program designed by and for educators, specifically those endorsed in SPED, and is fantastic as an alternative route to teaching certification. The program could also be modified to include other high-needs endorsements to the region such as dual language or STEM.

- Development of a pathway bridging program starting in an HS that feeds into, and is in strong partnership with, a higher ed institution such as Eastern or Spokane Falls
- Shared priority?
 - Not listed in the regional strategy as a priority, but collaboration moving forward
- **King and Pierce 121**
 - Key momentum factors: Highly engaged and responsive collaborators and PSESD recently was awarded a Program Builder Grant and is gaining momentum.
 - High-potential opportunities:
 - Expanding the PSESD para-full cert model to other regions to build more pathways towards full certification,
 - Development of more residency models in higher education as alternative pathways that are more equitable to teacher candidates
 - Shared priority?
 - Not listed in the regional strategy as a priority, but collaboration moving forward
- **South West ESD 112**
 - Key momentum factors
 - Highly engaged and responsive collaborators in Vickei Hrdina, Chad Mullen, Melanie Walker and now others
 - High potential opportunities
 - Expansion and or scaling of the ESD-U to other regions
 - Shared priority
 - Not listed in the regional strategy as a priority, but collaboration moving forward
- **Capital 113**
 - Key momentum factors
 - Highly engaged and responsive collaborators Danielle Bryant, Cecily Kiester
 - High potential opportunities
 - Regional educational gathering
 - Para-Full cert pathway program
 - Support the expansion of NAKIA Academy program
 - Shared priority
 - Not listed in the regional strategy as a priority, but collaboration moving forward

- **South Central 105**
 - Key momentum factors:
 - Highly engaged partners Melissa Matzack from ESD 105
 - Collaboration with the Centers of Excellence
 - High Potential Opportunities
 - Perkins Innovation and Modernization Grant Involvement, this grant is coming out of ESD 105 and includes a partnership with OSPI, PESB, CWU, COE and CSTP. It's funded to create a Teacher Academy Consortium that results in para-educators who are fully ready to enter the workforce, not just with a para certificate but also the fundamental course of study and other professional development opportunities to allow them to continue up the career ladder.
 - Shared priority
 - Not listed in the regional strategy as a priority, but collaboration moving forward

For each region below, which workforce education & training programs are *effectively* meeting employer needs, or could effectively meet their needs with adjustment or expanded capacity? Where relevant, please color code responses to reflect their relevance to specific occupations.

Please provide your color coding key below:

Has an HS Diploma

Seeking an AA

Seeking a BA or higher

Wrap Around/ Pathway Bridging programming support could be funded or expanded

CCW Programs

Capital

- Teacher Academies in the region (North Thurston High School, Timberline High School, W.F. West High School, Yelm High School)
- South Puget Sound Community College
- Gray's Harbor Community College
- Pierce College
- Centralia College
- Northwest University
- Centrailia

	<ul style="list-style-type: none"> ● The Evergreen State College ● St. Martin's University ● UW Bothell ● UW Tacoma
East	<ul style="list-style-type: none"> ● Teacher Academies in the region (Lind-Ritz HS) ● Spokane Community College ● Spokane Falls ● Whitworth ● Gonzaga ● Eastern University ● Youth Build Program through the ESD
King & Pierce	<ul style="list-style-type: none"> ● Puget Sound Skills Center ● Seattle Skills Center ● Highline College ● Des Moines, WA ● Bates Technical College ● Cascadia Technical College ● Seattle Central College (Seattle Colleges) ● N. Seattle (Seattle Colleges) ● Pierce College ● Bellevue College ● Green River College ● (Auburn, WA) ● Tacoma College ● Lake Washington Institute of Technology ● Highline College ● Green River ● Pierce College ● Central Washington University (CWU) -Des Moines or Pierce campus ● WWU- Bilingual Teaching Fellows Program (Auburn, Highline, Kent, Renton SD) ● WWU- Woodring Inclusive Education Teaching Scholars- (Auburn, Highline, Kent, Renton SD) ● UW- Tacoma ● WWU- (Highline SD, Kent SD)

	<ul style="list-style-type: none"> ● City U- Alternative Routes to Certification ● Western Governors University (WGU) ● UW- Seattle ● UW- Tacoma ● PLU- (MIT/Alt Routes)- Tacoma campus ● Antioch- ARTC- Kent SD ● City U- alt Routes ● SPU- Alt Routes (ARC) and accelerated MAT and (AMAT) and Accelerated MAT for math and science (AMTMS) or Master's in Teaching (MAT) ● Seattle University ● CWU (@ Highline College or Pierce College ● University of Puget Sound (Tacoma) ● Washington Education Association Residency Program ● Martinez Fellowship Program for BIPOC pre-service early career educators ● ESD 121's Para to Full cert Pathway for BIPOC Educators ● Academy for Rising Educators ● UW Danforth Educational Leadership Program ● PSESD's ECLC Educators of Color Leadership Community <p>CCW Programs:</p> <ul style="list-style-type: none"> ● Pacific Education Institute: ● The Pathways to Teacher Education ● Pacific Education Institute: ● The Pathways to Teacher Education
<p>Mid-Columbia</p>	<ul style="list-style-type: none"> ● Walla Walla College ● Columbia Basin College ● Washington State University ● Washington State University <p>CCW Programs:</p> <ul style="list-style-type: none"> ● Teaching Bridge Program WSU
<p>North Central</p>	<ul style="list-style-type: none"> ● Teacher Academies in the region (Chelan High School, Chiawana High School, Eastmont High School - Waterville High School ● Big Bend Community College

	<ul style="list-style-type: none"> ● Wenatchee Valley College ● Eastern Washington University ● CWU principal certification program, grow-your-own in districts, ● NCESD leadership mentoring program
Northwest	<ul style="list-style-type: none"> ● Everett Community College ● Skagit Valley College (main campus Mt Vernon, additional in Oak Harbor and Langley) ● Whatcom Community College ● Edmonds Community College ● Western Washington University ● Maestros Para el pueblo work with WWU and local high school to help Latino/a/e students achieve goals to pursue their career in education <p>CCW Programs:</p> <ul style="list-style-type: none"> ● Pacific Education Institute ● The Pathways to Teacher Education
South Central	<ul style="list-style-type: none"> ● Teacher academies in the region (Grandview High School, Granger High School, Selah High School) ● Yakima Valley College ● Heritage University ● Washington State University ● Yakima Valley College ● Superintendent, Principal and Program Administrator certificate programs at WSU ● WSU Bridges Program
Southwest	<ul style="list-style-type: none"> ● CTE courses/pathways in Early Childhood education and Teacher Academies. ● We are currently working with PESB to implement a RWT/BEI pathway within the SW WA Rural CTE Cooperative. ● RWT/BEI programs, Rising Educators Programs ● Clark College ● Lower Columbia College ● ECE Certificate of Proficiency ● Columbia Basin College ● Lower Columbia Basin ● ESD-U <p>CCW Programs:</p>

	<ul style="list-style-type: none"> • Pacific Education Institute • The Pathways to Teacher Education
West Sound	<ul style="list-style-type: none"> • Olympic Community College (Bremerton) • Peninsula College in Port Angeles • Northwest Indian College • Skagit Valley College (main campus Mt Vernon, additional in Oak Harbor and Langley) • Whatcom Community College • Bellingham Technical College • Western Washington University

What is needed to increase participation of BIPOC students in your sector’s high priority occupations? To increase participation of students from rural areas? Which programs are doing this well? (2 pages max)

Needs to increase BIPOC students in the education sector:

- Financial accessibility of a teaching credential. The financial burden for candidates of color is oftentimes higher than their white colleagues as multigenerational wealth is not as present to support the cost of tuition to traditional or even some accelerated programs.
 - Residency models at least offer their student teachers a stipend during their program to offset financial tolls
- Professional development that centers BIPOC educators and leaders' needs in predominantly White spaces.
 - Training and support for HR Directors, DEI Directors, and Professional Development at the regional and district level through the Educational Service District can support this needed work.
 - Programs that are doing this work well:
 - The Martinez Fellowship Program supports the professional and personal development for pre-service BIPOC and early career teacher candidates access the state in partnership with institutes of higher education teacher prep programs. To date, Martinez partners with 12 colleges and universities across the state. The program has a 95% retention rate for educators of color, compared to a national retention rate below 85%. University partners of the program also typically offer financial assistance to candidates that join the Martinez Fellowship Program, or offer to replace the cost of certain courses of their program for participation in the Program as it aligns with their curriculum. Increased funding for a program such as this could scale the program to establish partnerships with more colleges and universities, particularly east of the mountains and expand their recruitment of prospective educators of color at the high school level.

- The NAKIA academy is a mentor model through BEST (Beginning Educator Support Team) that specifically prioritizes training mentors of color throughout the state. The strength of a program like the NAKIA Academy is that they are in partnership with the Washington Education Association and OSPI. Additionally, data from a recent survey of NAKIA participants demonstrated that ~1 in 3 (31%) of respondents have changed roles at work since their participation in NAKIA Academy, meaning as a result of the program, many went on to a leadership role. Funding for this program would support their reach expansion beyond the regions they are in currently (King, Pierce/Olympic, NW Region, Eastern, and Southwest) to all regions in the state.

Needs to increase students in rural areas in the education sector:

- Recruitment incentives
 - Educational Service Districts having more capacity to develop more targeted recruitment that incentivizes learning and professional growth opportunities in rural communities could support more students coming back to their communities to teach if they traveled out of their region to get their certificates.
- Increased access to teacher certification programs in their region
 - Expanding the ESD-U model in cert desert regions could increase graduates with high-needs endorsements
- Pathway bridge development to address the gap of High school graduates to an AA and a BA or higher.
 - Para-full cert programs specifically for high-needs endorsements

What overarching strategies do you recommend to support pathway development for the highest-priority occupations in your sector? (2 pages max)

Based on the strategic priorities outlined above, here are the overarching objectives that will guide our work and measure progress in the coming year and a half.

1. Assist the ESDs in having a more significant role in contributing to careers in education
 - a. Objective 1: All regions are familiar with the para to full cert program model and can internalize the inherent benefits and opportunities it can have for the local regional educator needs
 - b. Objective 2: All regions understand the opportunity to tap into an existing talented teaching workforce that is rooted in their local communities
2. Coordinate and host regional meetings to bring relevant parties together to clearly articulate educator workforce careers and pathways needs and promote the exploration and potential implementation of more residency and pathway-bridging programs.
 - a. Objective 1: State agencies and state-wide organizations that have an impact on the training, development, and

- hiring of educators have a deeper understanding of both the residency and pathway-building program models for how to train future educators
- b. Objective 2: Through a series of gatherings, state players engage in community with one another to answer driving questions about supporting a diverse, and thriving educator workforce that serves our students by addressing the question of “How can Washington progress in the ways that we recruit, train, and retain our future educators?”
3. Expand the entry points and pathways for a prospective educator’s journey starting in high school within the Career Connect Learning framework of traveling from career explore, to career prep, to career launch in a seamless and thriving transition.
 - a. Objective 1: The Education sector has a developed system and protocols that can be developed and shared with neighboring districts to build small coalitions within regions to increase the number of CCW programs
 - b. Objective 2: Future Educators have access to a website that can inform their potential pathway to attaining a teaching certificate
 4. Support the recruitment, professional and personal development support of BIPOC educators in ways that are authentic, meaningful, and highly impactful.
 - a. Objective 1: Programs that prioritize the professional and personal development of BIPOC educators, mentors, and leaders have a clear path within the WA state education system and are highlighted at the district, regional, and state level

Between now and June of 2025, how will you prioritize your time, attention, and resources as a sector leader to support regional pathway development and advance the recommendations above? What specific actions will you take?

After spending time identifying the pathways as they exist within each region and now having identified gaps in the journey for prospective educators to become certificated, the first focal point will be around building programming that supports those gaps. This includes the transitions from para to full cert, pre-service to experienced/veteran teacher, and BIPOC educator professional development programming. In each of these pathway entry points there will be a high emphasis around the recruitment and retention of educators, particularly those that are BIPOC or are seeking high endorsement needs across the state (SPED, Multilingual learners). Using the **strategic priorities** as our guide in our work, below are the **aspirational targets** for each priority and **deliverables** required to accomplish our work.

1. Assist the ESDs in having a more significant role in contributing to careers in education
 - a. Support paraeducator and substitute to full teacher certification programs in the 9 ESDs across Washington, to have all 9 regions with a plan for full cert programs developed by June 2025
 - i. Collaborate with PSESD to develop a way to showcase their para to full cert program plan.
 - ii. Invite ESDs to convene to think, wonder, and determine how they could potentially modify existing programs

- for their own regional needs.
- iii. Identify key players who will be program builders, district partners, and invigorated CTC
- iv. Develop a loose onboarding process for other regions to go through to address concerns, answer questions, and hear testimonials of the success of the program
- v. Develop a timeline for planning and future implementation
- vi. Educational Service Districts draft RFPs according to the timeline to secure funding
- b. **Expand the reach of ESD-U model and have at least two other ESDs support that work**
 - i. Collaborate with ESD-U leadership and community members to build a learning experience to showcase their program to other regions and their path to where they are currently
 - ii. Collaborate with PESB to learn more about what are the requirements for approval to grow good programs, learn about once a program is approved by PESB, what's the process of an institution to maintain its accreditation
 - iii. ESD-U holds an event for other regional representatives to learn more about the model, share highlights, challenges, and potential next steps for partnering to be program builders and expand the program
- 2. **Coordinate and host regional meetings to bring relevant parties together to clearly articulate educator workforce careers and pathways needs and promote the exploration and potential implementation of more residency and pathway-bridging programs.**
 - a. **Representatives from state-wide agencies attend regional meetings to engage in the conversation series with an emphasis on HR Directors. Possible relevant agencies also that could be included but are not limited to the following: OSPI, WEA, WACTE, PESB, L&I , BEST, TPEP, AWSP, Paraeducators Union, ESD leadership, (Superintendents and Directors), Graduates of residency programs, HS students, Office of Native Education, District Superintendents/HR Directors**
 - i. Initial outreach to identified key players
 - ii. Identify a clear ask and outline of expected commitment to this conversation series this could include data about different roles and pathways in the region including substitutes, paraeducators, and full time classroom teachers.
 - iii. Share and organize a planning committee that will shape the direction of the conversations that is open to one representative per group
 - iv. List/brainstorm driving questions to guide the conversations that model liberatory mindsets and practices for more pathways into the field that blend paid learning and on-the-job mentoring, and prioritize pathway-bridging
 - v. Develop a timeline and anticipated outcomes for different sessions
 - vi. Prepare and schedule 1:1s with different members to identify key needs, wonderings, concerns, and hopes for the future outcomes of the series

3. Expand the entry points and pathways for a prospective educator's journey starting in high school within the Career Connect Learning framework of traveling from career explore, to career prep, to career launch in a seamless and thriving transition.
 - a. The Education Sector has at least one model that illustrates a full spectrum of the CCW framework resulting in teaching certification starting from MS/HS
 - i. Identify partial components of the journey (for example a stand-alone career launch with no prep or explore program attached) and determine what is needed to expand that runway in at least 1- 2 regions
 - ii. Identify key people and districts who would be part of the program-building
 - iii. Host a series of events to support a strong RFP
 - b. The Education Sector has an online platform that demonstrates educator pathway opportunities for prospective educators with all 9 Educational Service Districts represented
 - i. Subcontract the Center of Excellence to research, develop, and launch a website that prospective educators can use to identify their certification pathway
 - ii. Attend regular check-ins to assess progress, provide input or feedback, answer questions
 - iii. Develop a communication campaign to advertise and promote the launch of the website
 - c. Support higher institutions to create residency or apprenticeship programs in their current pathways
 - i. Supporting applications for grants to convert their set up to other routes
 - ii. Help develop relationships with local districts that would be future employers and partners of the pathways created
 - iii. Assist higher education institutions to articulate preliminary strategic plans for considerations and or requirements they would need to have to launch a new pathway
4. Support the recruitment, professional and personal development support of BIPOC educators in ways that are authentic, meaningful, and highly impactful.
 - a. Programs that prioritize the professional and personal development of BIPOC educators, mentors, and leaders have a clear path within the WA state education system and are highlighted at the district, regional and state level
 - i. Research into non-profits or state-wide initiatives that center this work to build a working database showcasing what exists regionally and at more local levels through conversations in district leadership roles, Educational Service District Roles, School board, and others.
 - ii. Outreach and information sharing about Career Connected Learning in WA program and funding opportunities