

Education Sector

Sector Strategy Update: June 2025

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.

Below are brief descriptions of factors currently impacting the educator workforce 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 workforce putting more strain on remaining practitioners and left many positions empty at all levels within the 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.

The key factors that are impacting the teacher shortage taken from the 2025-2027 OSPI [Operating Budget Decision Package](#) are:

- COVID pandemic emergency funds are running out which is supporting even more layoffs
- Enrollment in Educator Preparation Programs has declined 30% over the past five years
- The state of federal funding being withdrawn in relation to DEI programs with layoffs and ending of programs
- Barriers to entry into the profession with a key component being the requirement of a BA to get a teaching license.
- Unpaid labor for student teaching/practicum is not a reality that most teacher candidates that aren't part of the dominant culture can accommodate and cannot leave their full time employment while also attending an EPP program.

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 pathways that support a “traditional” route, i.e.: pursuing a BA, MA or alternative route towards becoming certificated educators. However, there are characteristics within these existing systems that do not lead to them being as equitable and responsive to future educators’ needs. To make these pathways more equitable, below are some areas that CCW and other ecosystem actors could consider top

priority:

- District and Educational Service District support to develop more thorough and streamlined pathways for paraeducators and substitutes to pursue becoming certificated educators
- Secure funding for Educational Service districts, and other regional or statewide entities to publicize, recruit, and shepherd teacher candidates into pathways that align to their career goals in the education sector and support ESDs and others to have a more significant role and impact in contributing to careers in education for their region.
- Funding to support higher education institutions to adopt residency-based models that offer stipends to teacher candidates during their student teaching/practicum/internship or full program, and work with districts to support them to hire paraeducators while enrolled in educator prep programs.

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, dissemination of information, and certification
- Supporting and inviting institutes of higher education to adopt more accessible and industry-aligned onsite work experience through residency models or apprenticeships
- 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
 - Paraeducators and substitute pathways to certification

As the Sector Lead for Education with Career Connect Washington, the mission of our work is 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 (Special Education [SPED], Dual Language, or Multilingual Learners) throughout the state. The work will center on the following strategic priorities:

- Guide the ESDs in having a more significant role in contributing to careers in education

- Support paraeducators and substitutes to full teacher certification programs across Washington
- Support the development of the structure to develop a model that could be replicated in other regions such as the the ESD-U program, the PSESDs para to full cert, WEA Registered Apprenticeship Program etc.
- Coordinate and host regional meetings (in person 1/year and virtual support quarterly) 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.
 - Collaborate and gather CTE Directors regionally to discuss the barriers to entry for careers in education, cross sector analysis to discern potential best practices that can be adopted into the Education sector CTE pathway.

Intentionally support the recruitment, professional and personal development support of BIPOC educators in ways that are authentic, meaningful, and highly impactful.

Between now and June of 2026, 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
- Certificated substitutes

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 \$70,307 - \$134,113 depending on their years of experience, advanced degrees, and continuing education hours accrued over time.

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

There are two certificates that exist in WA with two different West-E endorsement exams.

- One that is for ages birth to third grade which is Early Childhood SPED endorsement which includes all disabilities and all subjects.
- One that is a general SPED endorsement for birth through transition.

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

Having a dual endorsement as a Special Education 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. 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 content-specific class, biology for example, they need a co-teacher who is endorsed in that specific content area. 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.

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. There are opportunities for individuals to pursue administration or district-level positions, however, they require a different level of certification, typically at the expense of the employee.

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.

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.

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:

- 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

Occupation: Substitute Teacher

Sub-sector:

Daily substitutes
Long term subs

Average Wage

In Washington, substitute teacher pay varies by district and experience, with some districts offering daily rates and others using an hourly rate, with long-term substitutes potentially earning more after a certain number of consecutive days. The average daily rate of a substitute in Washington is an average of \$192 (47,846 per year) per day which will depend on the district and length of service

General Information:

Pay Methods:

Districts can pay substitute teachers on a daily rate, hourly rate, or a combination of both.

Daily Rates:

Some districts pay a set amount per day, while others have different rates for half-day and full-day assignments.

Long-Term Substitutes:

After a certain number of consecutive days in the same assignment (e.g., 10 or 20 days), substitute teachers may be placed on the certificated salary schedule, earning more.

Benefits:

Substitute teachers generally do not receive benefits such as health insurance, life insurance, or vacation pay, but may if they are assigned a long term, or building based role.

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

There are two certificates that exist in WA with two different West-E endorsement exams.

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

In Washington state, applicants are required to possess:

Bachelor's degree
WA state teaching certificate
Fingerprinting
Pass a background check

Emergency certificates can be attained through an application by the employer (typically the school district) and fingerprint submission

Please describe possible career progression opportunities for this occupation:

There are many avenues for career progression. Daily subs can become long term subs given the timing. Since substitutes either have a WA state teaching cert, or have an emergency cert, they would make great applicants for full time teaching positions.

Please share the data, employer feedback, and/or Regional Network feedback that helped you identify this as a high-priority occupation:

The teacher workforce as a whole is experiencing a shortage. The reason this is such a high priority occupation is that classroom teachers cannot take time off if there are no substitutes to cover their classrooms. An inability to take time off for health and family needs puts added stress onto already full teachers' responsibilities which heightens the likelihood for teachers to burnout from the profession. Statewide it has become common place to have teachers cover for substitutes in one another's classrooms and post covid it has been increasingly hard to find substitute teachers in most districts.

Occupation: Bilingual Dual Endorsed Educators

Sub-sector: N/A

Average wage: According to the WEA pay schedule for 2023-2024 the salary range can vary between \$71,094 to \$93,888 depending on their years of experience, advanced degrees, and continuing education hours accrued over time.

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

- Dual language educators will get endorsed in both their content area such as biology, math, social studies

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

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.

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| and also get endorsed in their world language | |
| <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.</p> <p>Schools with diverse linguistic populations are a great recruitment opportunity for this role</p> <p>Increasing careers in education courses and programs in high schools that focus on multilingual and bilingual students</p> | |
| Occupation: Paraeducators | Sub-sector: N/A |
| <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> | |
| <p>Which skills/competencies do employers use as a benchmark to hire someone in this occupation?</p> <ul style="list-style-type: none"> Paras are required to obtain a paraeducator certificate which | <p>Which credentials do employers cite as a valuable benchmark to hire someone in this occupation?</p> <ul style="list-style-type: none"> Similar to other types of roles in educators, having multiple endorsements is highly beneficial. Additionally, for paraeducators, prospective student |

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| typically happens through a para cert program that includes some type of “practicum” | populations are those that are already members of the school community (parents and guardians who volunteer, career changes etc). |
| <p>Please describe possible career progression opportunities for this occupation:</p> <p>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.</p> | |
| <p>Please describe the top barriers employers have identified to hiring for this occupation:</p> <p>Compensation for this role is not sufficient to cover cost of living 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.</p> | |
| <p>Please describe the type of programs or approaches employers have found helpful in hiring for this occupation</p> <p>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.</p> | |
| <p>Between now and June of 2025, where is there regional momentum to support pathway development in these occupations?</p> <p><i>For each region listed, please describe:</i></p> <ol style="list-style-type: none"> 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. <i>Is supporting those high-potential opportunities a shared priority across SL and RN?</i> | |
| <p>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.</p> <ul style="list-style-type: none"> • Mid-Columbia 123 <ul style="list-style-type: none"> ○ Key momentum factors: Very responsive and on-going conversations with the CCLC. While we haven’t been able to land a regional gathering yet for ESD 123, the possibility of them wanting to attend an East Region gathering in the | |

future is very promising.

- High-potential opportunities:
 - The ELAP program successfully completed an application for Program Builder Round 13 and presented for their early learning stackable credits apprenticeship pathway. This program drives at a high regional need for early child care practitioners across the region
- Shared priority?
 - Not listed in the regional strategy as a priority, but collaboration is 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:
 - 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
 - Expand the first regional gathering to create an Eastern Washington region gathering that will include ESDs 101, 171 and 123
- Shared priority?
 - Not listed in the regional strategy as a priority, but collaboration is 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. PSESD participated as a key presenter at each of the 5 regional gatherings that we have hosted over the past 5 months and are strong partners.
- 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.
 - Seattle Teacher Residency successfully completed their RFP for round 13 Program Builder and presented this past January, and part of their request was to create a “how-to” manual for other higher education institutions to develop residency-based models in their programs as a pathway for teacher candidates.
 - While this program did not receive funding, other programs could learn from their experience and skill for building strong, solid relationships with local school districts to better serve students with special needs.

- 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
 - Successful first regional gathering taking place in fall of 2025
 - High potential opportunities
 - Continue to engage in conversation about what an expansion and or scaling of the ESD-U to other regions could look like by bringing the right people to the table within the higher ed bubble in that region.
 - Development of the “well lit path” for rural students to enter a pathway after HS, those students have some SW options that are para, classified employee, instructional coach. Development/pathway identification for how to make those options clear to students, identify what is the way to communicate that to students and families, where they are, where they might go from there.
 - Collaborating with regional networks around if there is something to pilot with the high school and beyond plan
 - 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
 - Successfully hosted the first educator pathway regional gathering
 - WEA as a presenter made great connections to a few school districts present and as a result North Thurston is now in the process of being a new partner in the Registered apprenticeship program
 - 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 Dr. Melissa Matzack from ESD 105

- Collaboration with the Centers of Excellence
 - Facilitated our first regional gathering and have been asked to return for an ongoing educator pathways with higher education representatives to engage in a collaborative series with the regional institutes of higher education for the region (Heritage, CWU, WSU, and Yakima Valley College) around educator pathways that better serve students with access, equity, and responsiveness.
- 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
 - Education is a priority
- **Northwest ESD 189 Anacortes**
 - Key momentum factors:
 - After having the ESD189 workforce director attend the ESD 112 Regional Gathering down in Vancouver, they reached out with the CCW team and worked to co-design an educator pathway regional gathering.
 - The purpose for this region was interwoven with their successful application in Round 13 Program Builder for their Teachers for the People program supporting Indigenous youth into a teaching profession.
 - High potential opportunities
 - If successful in their application, they will be a great program builder partnership to collaborate with and potentially grow with broader impact in the future.
 - Shared priority
 - Education is an emerging sector and is the 6th largest employer for the region
- **West Sound ESD 114**
 - Key momentum factors
 - After an onboarding time for the new CCLC to join the ESD 114 team, CCLC and Regional Director were invited and able to attend the ESD 189 regional gathering to get an understanding of what an educator pathway gathering could be like and what possible applications one could have in their region.
 - High potential opportunities
 - ESD 114 reached out to affirm their excitement of the possibility of hosting a gathering for their own region and

we are currently working to schedule time to connect to discuss the vision and hopeful impact of a gathering for their region.

- Shared priority: At this point Education is not a priority sector.

- **North Central 171**

- Key momentum factors:
 - An Asst Dean of a higher ed institution CWU reached out after having attended the 105 regional gathering and asked if there would be a similar style gathering for their region stating that an experience like that is much needed and could benefit ongoing work in the region with their LEADER initiative
- High-potential opportunities
 - The prospect of having an East region gathering that includes ESD 101, 171, and 123 together centered on educator pathways would be an incredible opportunity for cross-regional support, as at the CCW Convening in small groups. We are discussing with ESD 171 that the lack of higher ed institutions in the region is a huge barrier that they need to tackle while also supporting their rural communities, just like 123 and 101.
- Shared priority: At this time, education is not a priority or emerging sector, but there's more momentum this year than before.

Please describe the types of employers in your sector who are most eager to participate in career connected learning to meet their workforce needs. Why are these types of employers interested in participating in career connected learning, and what type of career connected learning programs are most valuable to them?

Employers who have already invested in initiatives in the region that align with CCW programming and support the overall goal of an educator workforce that is diverse, responsive, and supported. For example, regions that we have seen the strongest interest and willingness to collaborate already have LEADER funds from College Sparks' initiative for recruitment and retention of BIPOC teachers and leaders or Perkins loans dedicated to supporting state-wide tools for teacher academies and Grow Your Own initiatives, dedicated efforts to create alternative pathways and opportunities such as ESD-U or WEA's apprenticeship program.

The types of career connected learning programs that are the most valuable are the ones that aide and focus on ease of transition between phases of prospective employment and in particular, barriers to entry into a career in education such as positions requiring a BA, pathways that offer dual/transferable credits, pathways that accept prior work experience towards credentialing or licensure, or programs that bridge challenging transitions for prospective educators particularly recent high school graduation to paraeducator, or AA to BA/cert programs in desired endorsements.

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

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| Capital | <ul style="list-style-type: none"> 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 Grays Harbor Community College Pierce College Centralia College Northwest University Centralia 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

- 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)
- 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)

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| | <ul style="list-style-type: none"> 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 |
| Mid-Columbia | <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 |
| North Central | <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 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> |

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| | <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. Support ESDs to establish Educator Pathway Committees that bring together entities that impact the prospective educator journey to develop regional and contextual strategies and measures of accountability that support educator workforce development needs in the highest priority areas
2. Expand the entry points and pathways for a prospective educator's journey from high school through the buckets of CCW (explore, prep and launch) to be seamless
3. Continued support of the recruitment, professional and personal development support of BIPOC educators in ways that are authentic, meaningful, and highly impactful.
4. Increased cross-sector collaboration with other sectors where they have people who are working with apprentices and recruiting more CTE teachers from these fields to become CTE teachers.

Please describe the types of activities and tactics you believe are needed to make progress against each recommendation between now and June of 2026, including:

1. **Key activities and tactics you would like to prioritize as a fully-funded Sector Leader**
2. **Key activities other partners should consider advancing**

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 on the recruitment and retention of educators, particularly those who are BIPOC or are seeking high-need endorsements 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.

Recommendation #1: Support ESDs to establish Educator Pathway Committees that bring together entities that impact the prospective educator journey to develop regional and contextual strategies and measures of accountability that support educator workforce development needs in the highest priority areas

- a. Key activities we plan to prioritize:
 - i. Invite and engage system actors from higher education, union leadership, HR Directors, CTE Directors, student voice, CBOs and nonprofits invested in the work to join each regional committee that has 1-2 representatives for the state-wide committee. 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.
 - ii. Coordinate and facilitate 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.
- b. Key activities other partners should consider:
 - i. Regional committees will determine their own frequency of meetings once established with priority concerns of de-siloing their work relative to one another.
 - ii. Regional committees collaborate to understand the opportunity to tap into an existing talented teaching workforce that is rooted in their local communities.

Recommendation #2: 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.

- c. Key activities we plan to prioritize:
 - i. Finalize content and copy editing for website.
 - ii. Launch and roll out of the educator pathway website made in collaboration with the Center of Excellence.
 - iii. Co-develop a communication campaign to advertise and promote the launch of the website.
- d. Key activities other partners should consider:
 - i. Design and facilitate training and support for classroom teachers, counselors and pathway navigators to be trained in the usage of the new website as a resource and tool.
 - ii. Outreach to state agencies to get cross-referenced on their own websites to direct people to the new website hub.

Recommendation #3: Continued support of the recruitment, professional and personal development support of BIPOC educators in ways that are authentic, meaningful, and highly impactful.

- e. Key activities we plan to prioritize:
 - i. Highlight and center programs that prioritize the professional and personal development of BIPOC educators, mentors, and leaders to have a clear path within the WA state education system and are highlighted at the district, regional, and state levels
 - ii. Serve as technical assistance to ensure that the environment, when they get hired, will support them and create the conditions that would encourage them to stay and grow
- f. Key activities other partners should consider
 - i. Prioritize portions of budgets get allocated to professional development and trainings to create better work environments for vulnerable populations
 - ii. Assess their internal practices for equity, access, and opportunity gaps that more significantly impact historically marginalized populations

Recommendation #4: Increased cross-sector collaboration with other sectors where they have people who are working with apprentices and part of the whole, getting more CTE teachers from these fields to become CTE teachers.

- g. Key activities we plan to prioritize:
 - i. Collaborate with regional partners to determine where we can find these potential career change experts that could be recruited to become CTE teachers
 - ii. Create and host convenings to share teaching opportunities and licensure pathways
- h. Key activities other partners should consider:
 - i. Partner with local institutes of higher education to develop CTE certificate pathways that include residency-based models