



Maintaining Targeted Support and Expansion of the Washington Educator Workforce

2025–27 Operating Budget Decision Package

RECOMMENDATION SUMMARY

Washington state continues to face a persistent teacher shortage, particularly when it comes to educators who are specially trained and endorsed to teach special education. In recent years, the Legislature has invested in new and innovative educator workforce recruitment and retention strategies, including teacher residencies. The Office of Superintendent of Public Instruction (OSPI) requests funding to continue state support for a teacher residency apprenticeship program that has proven to be successful, placing over a dozen special education teachers in Washington classrooms following graduation of its first cohort in August 2024.

FISCAL DETAIL

Operating Expenditures	FY 2026	FY 2027	FY 2028	FY 2029
Fund 001-1 (Program 055)	\$9,063,000	\$12,453,000	\$15,868,000	\$19,337,000
Total Expenditures	\$9,063,000	\$12,453,000	\$15,868,000	\$19,337,000
Biennial Totals	\$21,516,000		\$35,205,000	
Staffing	FY 2026	FY 2027	FY 2028	FY 2029
FTEs	0.25	0.25	0.25	0.25
Average Annual	0.25		0.25	
Object of Expenditure	FY 2026	FY 2027	FY 2028	FY 2029
Obj. A	\$24,000	\$24,000	\$24,000	\$24,000
Obj. B	\$11,000	\$12,000	\$12,000	\$12,000
Obj. C	\$4,761,000	\$6,023,000	\$7,308,000	\$8,647,000
Obj. E	\$2,000	\$2,000	\$2,000	\$2,000
Obj. G	\$2,000	\$2,000	\$2,000	\$2,000
Obj. J	\$3,000	\$0.00	\$0.00	\$0.00
Obj. N	\$4,260,000	\$6,390,000	\$8,520,000	\$10,650,000
Revenue	FY 2026	FY 2027	FY 2028	FY 2029
Fund 001-1	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Biennial Totals	\$0.00		\$0.00	

PACKAGE DESCRIPTION

At the most foundational level, an effective classroom requires a well-prepared, qualified, and competent educator with a robust support network that allows them to focus their time, energy, and skill on teaching the students in their care. To supply all Washington classrooms with effective educators, the state must invest in the recruitment and retention of good teachers who feel sufficiently supported in and compensated for their passion and dedication to a profession that sits at the very heart of our nation. As the Washington State Supreme Court stated in their 2015 *McCleary* order, the state has a constitutional obligation to the actual costs of recruiting and retaining competent teachers. The Legislature recognized in House Bill 2261 (2012) that “continuing to attract and retain the highest quality educators will require increased investment.” In addition, the health of Washington’s educator workforce directly impacts the health of its K–12 education system and the academic outcomes and opportunities of Washington students. A healthy public K–12 system supports strong communities that in turn drive a vibrant and productive economy.

What is the problem, opportunity, or priority you are addressing with the request?

Washington, like the nation as a whole, faces a persistent and growing teacher shortage, the impact of which is felt in schools today, many of which struggle to find the educators they need and keep them not only in the school but in the teaching profession itself. The U.S. Department of Education’s annual Title II report has shown that Washington state’s traditional teacher preparation programs have seen a 30% reduction in enrollment over the past five years. Schools are also experiencing large numbers of educators near or at retirement age, the special challenges introduced by the COVID-19 pandemic, and long-standing barriers to entering the profession have made it increasingly difficult to staff schools with enough teachers to serve the 1+ million public school students in Washington¹.

The Washington State Report Card shows a slight increase in the number of teachers year-over-year. However, when you couple this data with decreases in teacher preparation programs, the data show that the system is making use of stopgap strategies to meet a surge in vacancies, high turnover, and a shrinking supply of new teachers entering the profession. Thirty percent of the state’s current educator workforce has a limited certificate, meaning that they may be operating under an emergency substitute certificate and likely teaching without required or recommended endorsements. The teacher shortage faced by Washington and the nation is more than just an insufficient number of adults willing and able to fill teaching roles; shortage refers specifically to a lack of trained, fully-certified teachers with the necessary and appropriate endorsements to match specific workforce needs. It isn’t a question of more teachers, but how does our state meet the constitutional obligation, as stated in the *McCleary* decision, to recruit and retain competent and qualified staff for Washington students beginning with school districts with the greatest workforce needs. How can districts find qualified candidates for their highest shortage areas?

¹ Professional Educator Standards Board (PESB). (January 2024). *Washington State Educator Shortage Report, School Year 2022-23*. <https://drive.google.com/file/d/1xDI2vSTHkt9qKAP5UJ1Vq-rbNbx3dfnb/view>.

This shortage is particularly felt in areas that are more demanding of educators and require additional specialized training, the biggest being special education. OSPI data show that special education vacancies exist at a rate four times higher than general elementary school educators, and 1 in 5 current educators have three or fewer years of experience in the classroom². Nearly a thousand positions are currently filled with educators who do not hold a special education endorsement. This combination of longstanding teacher shortages and high turnover of appropriately endorsed teachers leaves the students with the most complex education needs without the properly trained educators to meet those needs. Schools do not have the option to leave positions unfilled. The state constitution requires that the state, and by extension school districts, provide students with a basic education. Federal laws require that special education students are provided a free and appropriate public education. These legal requirements leave school districts in the position to fill vacancies with limited certificate holders that are less than highly qualified for the position.

The state has acknowledged that communities experiencing a greater level of poverty may find it more difficult to recruit and retain qualified and competent teachers when the Legislature set the phase-in policies for all-day kindergarten and K–3 class size reduction to begin in the highest poverty schools in the state first and ending with the lowest poverty districts. These workforce dynamics still exist in Washington’s schools. Communities in higher poverty areas struggle to recruit and retain qualified educators. School districts in high poverty areas need additional support to participate in this program by providing teacher residents with a stipend for their work in the classroom.

Not only are the current workforce needs unsustainable in terms of certification, training, and endorsement, 85.5% of Washington educators identify as white, while more than half of students enrolled in the 2022–23 school year do not. Over a quarter of current Washington students identify as Hispanic/Latino, nearly 10% as Asian, and almost 5% as Black³. This data leads us to the question of what long-standing practices are leading a mismatch of our educators and students and what barriers exist for aspiring educators of color to enter the system. We know through a wealth of research the positive impact teachers of color have on students of color, and the benefit to all students of learning from educators that reflect the richness and diversity of the communities in which they live.⁴ A school that draws on the local community for its staff both reflects that community and also operates fully as part of that community. In turn, this fosters trust and confidence from students and families in teachers, districts, and the K–12 system as a whole; confidence that contributes to student belonging and success.

The Legislature has shown a commitment to supporting a diverse and representative educator workforce for many years. However, numerous systemic barriers faced by would-be educators of

² Office of Superintendent of Public Instruction (OSPI). (September 2023). *Recruiting and Retaining Special Education Teachers Through Effective Teacher Residencies*. <https://ospi.k12.wa.us/sites/default/files/2023-10/2024-p7-recruiting-and-retaining-special-education-teachers-through-effective-teacher-residencies.pdf>

³ Office of Superintendent of Public Instruction (OSPI). (22 August, 2024). Washington State Report Card. <https://washingtonstatereportcard.ospi.wa.k12.us/ReportCard/ViewSchoolOrDistrict/103300>.

⁴United States Department of Education. (July 2016). *The State of Racial Diversity in the Educator Workforce*. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

color have slowed this demographic shift. Chief among them is the cost of attending teacher preparation programs and particularly the need to complete an in-classroom student-teaching portion of that training, which has often meant candidates either strain themselves mentally and physically by taking on additional jobs or manage to support themselves and their families for a year without income. For many potential candidates, particularly those who cannot draw upon generational wealth or other resources available to more traditional middle-class candidates, and those who desire to enter the profession later in life and have families of their own to support, the cost of entering the teaching profession makes it economically infeasible.

Finally, while the constitution and the state supreme court expect Washington classrooms to be staffed with fully-certified and endorsed educators, emergency substitute teachers play an important and valuable role within Washington's current public K–12 system. An important and often overlooked element of the educator workforce, substitute teachers are called upon to fill short- and long-term vacancies while receiving none of the professional development available to and required of certificated educators. These individuals, with the right support, could eventually become fully certificated teachers.

What is your proposal?

Washington state public school students need competent and qualified teachers in their classrooms to provide them with their positive right to a program of basic education. The state must take immediate action to tackle Washington's teacher shortage in a way that is responsive to the K–12 system's need not just for more teachers, but for the best teachers for Washington students, requires a multi-faceted approach that casts a wider net. The state must invest in both the workforce we have and the one we want to build by funding new and innovative programs, both traditional teacher residencies and apprenticeship models that tap into both the high-quality instructional practices of traditional teacher residency programs and the proven benefits of work-based learning and compensation models. State support for more and different types of educator workforce recruitment programs will allow targeted state funding to meet the unique needs of different potential candidate pools while continuing to support existing programs with proven success in recruiting, training, and placing Washington educators. Traditional strategies aimed at recruiting candidates directly out of high school can pair alongside programs that reach out into the existing workforce, and encourage these nontraditional candidates, particularly those with experience within the K–12 system in roles like paraeducator and substitute teacher who are looking to transition into certificated educators. Programs hoping to recruit nontraditional candidates need to offer the financial support and security that make such a transition both attractive and feasible.

As noted above, while the state works to address a current teacher shortage, emergency substitutes are increasingly relied upon to meet many of the immediate classroom staffing needs. As emergency substitutes spend more and more time instructing students, it is essential to invest in connecting, supporting, and developing substitute teachers, providing the training and professional growth they miss by not going through a certification program. A modest investment in supports and professional growth opportunities for Washington's 15,000 emergency substitutes will enrich the thousands of classrooms in which these educators are serving Washington's students.

Special Education Apprenticeship Residency in Teaching

To address the specific and most urgent need for special education teachers, OSPI proposes additional state investment in an existing teacher residency apprenticeship program that has proven successful in training high-quality, diverse, special education-endorsed teachers in special education classrooms around Washington state. This state-approved program runs a high-quality, two-year apprenticeship that follows the teacher residency model combining formal teacher preparation courses and curricula with a full year and a half of in-class co-teaching. Cohorts of apprentices are paired with experienced mentor teachers and supported by both a field supervisor who gives feedback and provides instructional support to members of the cohort, as well as a coach who focuses on the partnership between the program, the district, and the communities in which the program operates. Apprentices start out as paraeducators in special education classrooms, and over the course of a year and a half of in-classroom experience, gradually take on more responsibility as primary classroom instructors, always under the supervision of their mentor and co-teacher who remains the teacher of record. The program provides four clinical style rotations for apprentices to teach in different special education classroom settings such as life-skills, resource, behavioral, and general education inclusion. The rotations also occur through all the grade bands of the K–12 school. Mentors are current classroom teachers who are accomplished in their practice and understand the true impact of skillful and inclusive instruction. Apprentices also participate in both onboarding and offboarding to help them transition into the apprenticeship and then from the apprenticeship into their permanent placement as special education teachers.

The apprenticeship in teacher residency program is an approved apprenticeship program through the Washington State Department of Labor and Industries and meets or exceeds U.S. Department of Labor standards. Apprenticeship programs provide at least 2,000 “on the job” paid, job-embedded training hours. Additionally, programs must provide wage progression that allows for an increase in salary as the apprentices’ skills and responsibilities increase.

Though only in operation a short time, with its first cohort of apprentices completing the program in summer 2024, this Residency Apprenticeship program has proved successful at recruiting diverse candidates that better reflect the students and communities they serve and are passionate about working with students receiving special education services. The program trains candidates in Washington-approved instructional practices, including those unique and necessary for a special education endorsement; works with districts to offer candidates competitive compensation and benefits allowing candidates access to the career pathway regardless of their socioeconomic status or background; and places every single one of those candidates in permanent special education teaching roles in their home communities immediately following program completion. All of the first cohort candidates received provisional job offers during their final months of in-classroom co-teaching in spring 2024, with those offers becoming official as of the cohort’s completion of summer off-boarding in August 2024. Residents have shared that they feel very prepared to start their first year of teaching special education and are very familiar with district special education curricula, resources, and approaches. Residents build relationships within their district and professional organizations through their tenure in the program which allows them to seek additional support and informal mentorship during those first crucial years of teaching. Residents make a commitment to stay in their school district for a minimum of three years.

Training and Support for Emergency Substitutes

Another important element of the educator workforce are substitute teachers, the individuals called upon to fill short- and long-term classroom instructional vacancies. The more the workforce is impacted by the teacher shortage, the more the K–12 system relies on substitutes. When no certificated substitute is available, school districts employ emergency substitute teachers to fill instructional vacancies. The emergency substitute teacher certificate does not have a bachelor's degree requirement and has no training requirement. Many paraeducators are tapped to become emergency substitute teachers for short and longer-term assignments. While Washington navigates and addresses the larger issue of teacher shortage, it is essential to invest in the adults that serve students where certificated staff are not available. Connecting, supporting, and developing emergency substitute teachers, and providing the training and professional growth they miss by not going through a certification program, will enrich the thousands of classrooms in which they are currently supporting Washington's students. For those interested in pursuing certification, these supports can help them grow professionally and to pursue teacher certification through an educator preparation program, including an apprenticeship program. Through five strategic investments, Washington can support the over 15,000 substitute teachers currently working in our schools. These investments include online and in-person professional development, SubCommunities, career coaching, and SubPosium—each of which is described in more detail below.

Online Professional Development

Many educators prefer the convenience and affordability of online professional learning, particularly those in remote parts of the state. Three-hour training modules, trained and facilitated by practicing substitute teachers, focus on high-demand topics like classroom management, culturally responsive instructional practices, student behavior support, social/emotional learning strategies, and stepping into classrooms without substitute plans.

In-Person Professional Development

Through in-person conferences, substitute teachers have the chance to take longer and more substantial courses that are best instructed in person. These courses have high levels of participant interaction, including role plays and simulations around challenging substitute teaching scenarios.

SubCommunities

These regional affinity groups of substitute teachers provide an ongoing learning community over seven meetings during the course of the academic year. SubCommunities builds camaraderie and support among substitute teachers and helps them develop and practice effective teaching strategies in a safe and supportive environment. Building a support network through this community helps substitutes work through challenging issues and helps retain them in the profession.

Career Coaching

There are many barriers to finding the right educator preparation program. For emergency substitute teachers interested in seeking full teacher certification, the Career Coaching program

provides one-on-one support from certificated teachers to navigate each step of the process:

1. Determining teaching interests;
2. Researching programs (tuition costs, in-person/online/hybrid modalities, endorsements offered, and more);
3. Comparing program options;
4. Developing and submitting applications; and
5. Navigating financial aid options.

Career coaches also host regional events for substitutes interested in teacher certification to meet with and have informational interviews with representatives from educator preparation programs.

SubPosium

One of the most important and credible individuals for substitute teachers is the school district substitute coordinator. Annual two-day SubPosium conferences pull together substitute coordinators and others who support substitutes (school office managers, association leaders, etc.) to network with each other, share best practices in substitute recruitment and retention, and to learn about the different professional development options described above. SubPosium participants are a key resource in connecting substitute teachers with the menu of support options.

How is your proposal impacting equity in the state?

1. This proposal is directly connected to equitable access to educational opportunities for Washington students. See above for more details.
2. At the forefront of every program, policy, and decision, OSPI actively focuses on ensuring all students have access to the instruction and support they need to succeed in our schools. This proposal is focused on the needs of our most vulnerable students, particularly students with disabilities, students of color, American Indian/Alaska Native students, and highly mobile students including migrant students, those in foster care, and those experiencing homelessness. These student groups face unique systemic barriers to completing their K–12 education, barriers which perpetuate larger systemic inequities that persist along racial and socioeconomic lines.
3. See above.
4. See above.

What are you purchasing and how does it solve the problem?

Special Education Apprenticeship Residency in Teaching

OSPI requests funding for four cohorts of special education teacher resident apprentices to begin the program in the 2026 fiscal year, six cohorts in the 2027 fiscal year, eight cohorts in the 2028 fiscal year, and 10 cohorts in the 2029 fiscal year. Each cohort consists of:

- A minimum of 15 apprentices enrolled in an approved educator preparation program and seeking a special education endorsement.
- A dedicated preservice mentor matched to each apprentice to co-teach with and guide

the apprentice.

- One field specialist, such as a Teacher on Special Assignment (TOSA) or a retired teacher to provide feedback, instructional support, and evaluation for apprentices.
- One coach to build partnerships between the district, the local education association, the educator preparation program, and community partners. Coaches leverage relationship-building to make progress on diversifying the district's educator workforce and to attract potential educators from the community. They support the residents in navigating the teacher apprenticeship program, as well as school district processes and structures.

Funding supports three cost components critical to the success of this educator workforce recruitment strategy:

1. *Wages and Benefits for Special Education Apprenticeship Cohorts*

OSPI requests funding for grants to school districts employing resident apprentices and mentor teachers. These funds will cover the annual salary and benefits for each resident, and a program stipend of \$10,000 for mentor teachers.

2. *Program Administration*

OSPI requests funding to contract with a special education teacher residency apprenticeship provider to cover the administrative costs of preparing cohorts. These costs cover onboarding for apprentices and training for mentors, field supervisors and coaches for each cohort, materials and supplies, and ongoing investment in curriculum development.

3. *Agency Administrative Support*

OSPI requests funding for 0.25 full-time equivalent (FTE) dedicated staff to support school districts and partner with other state agencies, including the Professional Educator Standards Board (PESB) and the Department of Labor and Industries (L&I), to implement state-funded teacher residencies. A portion of this administrative funding will also support internal grant and contract processes.

4. *Dynamic Cost Impact*

This program will create dynamic cost savings for local school districts to allow them the flexibility to repurpose existing funding back into the classroom to address students' needs.

- *Lower costs related to recruitment and retention:* Teacher resident candidates joining this program have already worked in schools and shown a passion for educating children and a desire to create a career from this work. Keeping teachers in the profession reduces teacher churn on schools, which saves money.
 - The cost of hiring a new teacher to a district can range from \$7K in remote/rural schools to \$30K in urban districts.⁵
 - Prepared to Teach, a national advocacy non-profit for teacher residencies, finds that, "Studies show new teachers who graduate from high-quality teacher

⁵ Jessica Cardichon et al., "Inequitable Opportunity to Learn: Student Access to Certified and Experienced Teachers" (Palo Alto, CA: Learning Policy Institute, 2020), https://learningpolicyinstitute.org/sites/default/files/product-files/CRDC_Teacher_Access_REPORT.pdf.

residency programs, where they spend a full year in clinical placements alongside accomplished teachers before being hired as teachers of record, have retention rates after four years as high as 93% in programs that were specifically designed to recruit, prepare, and support new teachers for district hiring needs.”

- *Less overload costs:* Increased vacancies due to lack of qualified applicants and high turnover lead to increased staff costs for taking on additional caseloads.
- *Potential for lower costs related to compliance requirements:* Well-prepared special education teachers better understand federal and state compliance requirements for special education, which will lead to fewer complaints and due process hearings. The cost avoidance of staff time related to complaints, legal fees for the district and awarded by the courts, awarded compensatory services, public disclosure requests, and the broken trust of families should be considered. Costs include personal service contracts for investigations, legal and settlement costs, and ongoing costs for awarded compensatory services for students whose rights were violated.
- *Better overall school climates:* Well-prepared teachers in special education providing high-quality instruction to students and support to general education teachers will positively impact the overall culture of a school building. This could have the potential of also keeping the general education teachers within the building and the district and reducing the high cost of employee turnover.

Training and Support for Emergency Substitutes

OSPI is requesting ongoing funding to contract with an organization providing a suite of supports and professional development opportunities for emergency substitute teachers across Washington. These costs include:

- Online and in-person professional development opportunities;
- 10 regional groups of emergency substitute teachers to build affinity, learn together, and share best practices at 7 in-person meetings per region;
- One-on-one coaching support for emergency substitute teachers across the state; and
- An annual SubPosium to bring together substitute coordinators from across Washington to connect with one another, share experience and best practice, and to learn about the professional development opportunities available to substitutes in their district through the activities described above.

In addition, one professional staff position and one associate staff position will be needed to lead Emergency Substitute Teacher training.

What alternatives did you explore and why was this option chosen?

OSPI has modeled and requested a statewide teacher residency program⁶ as recently as the 2023 Legislative Session. However, ongoing conversations among lawmakers around defining teacher residency and apprenticeship and establishing state policy based on that definition continue to inform more modest, targeted funding requests for programs with proven success meeting the state.

⁶ Office of Superintendent of Public Instruction (OSPI). (September 2022). *Sustaining a Strong Educator Workforce Through Teacher Residencies*. <https://ospi.k12.wa.us/default/files/2023-08/p7-sustaining-strong-educator-workforce-through-teacher-residencies.pdf>.

What resources does the agency already have that are dedicated to this purpose?

OSPI does not have permanent, consistent funding to support either the special education teacher residency apprenticeship program or the investment in professional learning for substitute teachers. OSPI initially contracted with a statewide labor organization to pilot the teacher residency apprenticeship program using COVID-19 federal relief funds, with the state stepping in to keep the program running in the 2024 Supplemental Operating Budget (Senate Bill 5950, Sec. 515[2][g]). OSPI also funded professional learning and supports for substitute teachers with federal emergency relief dollars, with the state taking on funding of the program in the 2024 Supplemental Operating Budget (Senate Bill 5950, Sec. 515[2][h]). Agency administrative support for both programs is funded by these same provisos and included in this request.

ASSUMPTIONS AND CALCULATIONS

Expansion, reduction, elimination or alteration of a current program or service:

This proposal allows ongoing support for both the teacher residency apprenticeship program and the professional learning and supports for the substitute teacher program, initially funded with COVID-19 federal relief dollars. The state funded the continuation of these programs in the 2024 Supplemental Operating Budget (Senate Bill 5950, Sec. 515[2][g], \$3,500,000, and Sec. 515[2][h], \$621,000).

Detailed assumptions and calculations:

Special Education Apprenticeship Residency in Teaching

There are three cost components critical to the success of this educator workforce recruitment strategy, described below.

Wages and Benefits for Special Education Residency Cohorts

OSPI assumes an annual salary of \$40,000 with benefits of \$21,000 for each resident, plus a stipend of \$10,000 for each mentor teacher. The total investment to support 60 educators in fiscal year 2026 would be \$4,260,000. The total investment to support 90 educators in fiscal year 2027 would be \$6,390,000. The total investment to support 120 educators in fiscal year 2028 would be \$8,520,000. The total investment to support 150 apprentices in fiscal year 2029 would be \$10,650,000.

Program Administration

OSPI projects the need for a contract with a residency provider to cover the administration costs of preparing the cohorts. The estimated cost for this agreement is \$3,640,000 in fiscal year 2026, \$4,887,000 in fiscal year 2027, \$6,157,000 in fiscal year 2028, and \$7,480,000 in fiscal year 2029.

Agency Administrative Support

Staffing impacts are captured in the Workforce Assumptions Section.

Training and Support for Emergency Substitutes

OSPI projects the need for a contract with an organization providing a suite of supports and professional development opportunities for emergency substitute teachers across Washington. This includes one professional staff position and one associate staff position to lead emergency substitute teacher training. The estimated cost for this agreement is \$1,121,000 in fiscal year 2026; \$1,136,000 in fiscal year 2027; \$1,151,000 in fiscal year 2028; and \$1,167,000 in fiscal year 2029.

Workforce assumptions:

Fiscal Year 2026 (Total = \$42,000)

Program Supervisor: 0.25 FTE

- Salary: \$24,247
- Benefits: \$11,631
- Goods/Services: \$1,670
- Travel: \$1,670
- Equipment: \$2,782 (one time)

Fiscal Year 2027 and Ongoing (Total = \$40,000 Annually)

Program Supervisor: 0.25 FTE

- Salary: \$24,247
- Benefits: \$12,413
- Goods/Services: \$1,670
- Travel: \$1,670

Historical funding:

Fiscal Year 2026

- FTE = 0 FTE
- Total Funds = \$0 million
- Near General Fund = \$0 million
- Other Funds = \$0 million

Fiscal Year 2027

- FTE = 0 FTE
- Total Funds = \$0 million
- Near General Fund = \$0 million
- Other Funds = \$0 million

STRATEGIC AND PERFORMANCE OUTCOMES

Strategic framework:

While this proposal supports the first three of Superintendent Reykdal's four Strategic Goals, it particularly serves to advance Goal #3, ensuring Washington's schools have a Diverse, Inclusive, and Highly Skilled Workforce. This workforce is an essential component of both a world-class education and a prosperous economy, the first two of the Governor's Results Washington goals.

Performance outcomes:

By funding this request, Washington state will prepare 28 cohorts of special education teacher resident apprentices over the next four years, graduating and placing over 400 special education teachers in Washington schools. Funding this request will also provide continued professional learning and networking opportunities to approximately 15,000 emergency substitute teachers.

OTHER COLLATERAL CONNECTIONS

Intergovernmental:

None.

Stakeholder impacts:

This proposal is supported by the Washington Education Association and the Professional Educator Standards Board. OSPI anticipates broad support from school districts and both statewide and local organizations and associations connected to K–12 education.

Legal or administrative mandates:

None.

Changes from current law:

None.

State workforce impacts:

None.

State facilities impacts:

None.

Puget Sound recovery:

N/A

Governor's salmon strategy:

N/A