

Emergency Substitute Pipeline

Budget Language

\$621,000 of the general fund—state appropriation for fiscal year 2025 is provided solely for the office of the superintendent of public instruction to contract with a statewide labor association that represents educators to provide a suite of supports and professional development opportunities for 15,000 emergency substitute teachers.

Proviso Purpose

To address the diverse needs for supporting emergency substitute teachers, funding was provided to develop and implement online and in-person professional development opportunities.

Services Provided

The Washington Education Association (WEA) ran six different Emergency Substitute projects in fiscal year 2025, including: online professional development, affinity spaces, in-person professional development, career coaching and resource development.

The Emergency Substitute Teacher Project held monthly virtual professional development for emergency substitute and substitute educators and substitute coordinators. The online professional development was aligned to monthly affinity group meetings (SubCollaborative) where attendees would dive deeper into the professional development topics and discuss application of the learning targets within their own professional practice.

Career Coaches also hosted monthly virtual sessions to provide guidance for individuals interested in pursuing teacher certification, including goal setting, funding considerations, certification requirements, routes, and programs. Career Coaches also provided 1-on-1 career coaching, up to five 1-hour sessions, for individuals interested in additional coaching to determine the next steps.

The Project also hosted regional, in-person SubAcademies and Subposiums in Spokane, Federal Way, and Vancouver, and regional in-person Career Coaching events in Everett, Poulsbo, and Federal Way.

Criteria for Receiving Services/Grants

WEA's Emergency Substitute offerings were open access, with primary attendance among Emergency Substitutes and Certificated Substitutes. Those seeking career coaching support were encouraged to attend informational meetings to receive one-on-one consultative support.

Substitute coordinators and other district personnel who support emergency substitute educators and substitute educators were invited to attend the monthly virtual Subposium events and the in-person Subposiums.



All virtual and in-person professional development opportunities, as well as career coaching, were published on the WEA website and professional development registration database. The monthly events were scheduled weekly so that there was a program offering nearly every week of the respective month. In addition, the program maintained an email listserv of emergency substitutes who were emailed monthly about upcoming professional development opportunities.

Beneficiaries in the 2024-25 School Year

Number of School Districts:	97
Number of Schools:	N/A
Number of Students:	N/A
Number of Educators:	473

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$621,000	\$618,615

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

See above.

Programmatic Changes Since Inception (If Any)

While this program was previously started and funded by Elementary and Secondary School Emergency Relief (ESSER) funds in fiscal year 2023, this was the first and last year of dedicated proviso funding.

Program(s) Evaluation or Major Findings

In fiscal year 25, WEA provided 7 virtual PD sessions for emergency substitute and substitute educators, 7 online SubCollaborative sessions, 7 virtual Subposium events, 7 virtual career coaching sessions, 4 in-person career coaching events, 3 in-person SubAcademies, which also included career coaching, and 3 in-person Subposium events.

In total, approximately 80 districts had emergency substitute educators, substitute educators, or substitute coordinators or other district personnel to attend at least one of our events. These 80

districts have 793,009 students enrolled, which represents 71.74% of total student enrollment for Washington state.

On the personnel side, 17 districts attended at least 1 Subposium event. Those 17 districts have 242,326 students enrolled, which represents 21.9% of total student enrollment for Washington state. In total, WEA's events had 473 attendees, with many attending multiple events.

Major Challenges Faced by Program(s)

Program funding decreased from 2023-24, when this program was previously funded by Elementary and Secondary School Emergency Relief (ESSER) funds, to 2024-25, which impacted program offerings and staffing.

SubCommunity events were moved from regional in-person events (36 regional events in 2023-24 occurring every other month) to monthly virtual events and rebranded as SubCollaborative. This was done to respect the work of SubCommunities in hopes that SubCommunities might return with increased future funding, while also changing expectations for attendees who were regular SubCommunity participants. Moving from in-person to virtual, staffing expenses were reduced, while eliminating facility fees and catering expenses. While we had a consistent group of emergency substitute and substitute educators to attend the SubCollaborative sessions with positive feedback, overall attendance dropped sharply for these affinity groups. Moving the groups from in-person to virtual likely reduced the motivation for many educators to attend because they were no longer meeting over dinner with familiar colleagues. However, a benefit of making the SubCollaborative virtual was that it allowed educators to attend who were not previously in regions where SubCommunities existed.

We did see reduced registration for in-person events, although the percentage of registrants who attended increased overall. The SubAcademies had a 71% attendance rate for registrants (50/70), and the Subposiums had a 100% attendance rate for registrants (31/31).

Independent of program costs, emergency substitute educators are a challenging group to consistently communicate with. There is a high turnover of emergency substitutes in districts, and we often only have district emails of emergency substitutes, which often get filtered by district email systems. For these reasons, it became challenging to maintain a database of current emergency substitute educators.

Also, while certificated educators need clock hours to renew their certifications, emergency substitute educators are not typically motivated to earn free clock hours, as they are not needed to maintain an emergency certificate.

Future Opportunities

OSPI staff will continue to work with WEA staff to administer an annual Emergency Substitute Teacher survey, which informs professional learning and other support needs. This will also allow

WEA to identify emergency substitute educators statewide who may be interested in career coaching for a pathway towards teacher certification.

The resources developed during this Program have been archived. With future grant support, the Program could be reimplemented efficiently statewide.

Other Relevant Information

N/A

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

Program Contact Information

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