WASHINGTON STEM STRATEGIC PLAN

2025–2028

WASHINGTON STEM

WHAT DRIVES US TO ACTION

A note from our CEO, Lynne Varner

STEM education is the right of all students.

Imagine a future where everyone has access to a cradle-to-career education that sparks curiosity, fuels innovation, and leads to career pathways rooted in science, technology, engineering, and math—like aerospace, agriculture, music, or medicine.

At Washington STEM, we believe preparing students for well-paying, sustainable jobs and empowering communities to thrive and shape the world in bold new ways requires fluency in STEM. We unapologetically focus our aspirations on those farthest from opportunity so that access and opportunity are not determined by race, gender, or zip code. When equity drives, we all reach our destination.

I am excited to introduce Washington STEM's new strategic plan. It harnesses our strengths in Partnerships, Data & Evidence, and Advocacy to tackle major barriers to STEM education. Our plan comes at a critical juncture in our 14-year history, and a critical moment for our state and our country. These are not ordinary times, nor do we intend to meet them with an ordinary plan, but rather one requiring a sense of urgency, collaboration, and courage.

In our fast-paced, ever-evolving world, postsecondary education or training is increasingly the only pathway to middle-class jobs, with two-thirds of positions in Washington state requiring such qualifications. Our state is one of the top leaders in innovation, technology, and entrepreneurship. We cannot prepare the next generation for a future of anything less.

Our strategic plan tackles barriers in education from cradle to career. It is ambitious. I liken it to climbing one of the beautiful mountains that dot our state. Climbing requires preparation, critical support, and training. Completing postsecondary education or training requires similar tools. Right now, only 44% of high school graduates in Washington earn a degree within eight years, despite most students aspiring to a career or credentials beyond high school. Students are not short on aspirations. They need help navigating the paths they have set out upon.

The summit is in sight. Let's transform education together so they can reach their destinations.

Lynne K. Varner

Lynne K. Varner

WHERE WE'RE COMING FROM

Since 2011, Washington STEM has been hard at work improving this state's approach to the cradle-to-career education system. Based in Seattle, our nonprofit is made up of dedicated education and STEM professionals passionate about making a difference. We're tackling the root causes of educational inequity by teaming up with others and using data to drive our advocacy efforts. STEM isn't just about science, technology, engineering, and math; it's about problem-solving and discovery—essential skills that lead to stable, family-supporting careers and long-term economic security. The opportunities in STEM are unique and valuable, but we know that students of color, students living in low-income conditions, students living in rural areas, and girls need to have equal access to these pathways.

At Washington STEM, we're committed to ensuring that every student can experience the transformative power of STEM. Together, we can make sure that all students benefit from the incredible opportunities that STEM can offer!

2022–2024 Strategic Plan Outcomes

Our 2022–2024 Strategic Plan outlined strategies to impact Early Learning, K-12 STEM, and Career Pathways. After three years of convenings, collecting and distilling data, communicating our findings, and advocating for transformative policy solutions, we're proud to share how we did in the graphic on the right.

See the Appendix for more details about our 2022-2024 Strategic Plan impact.

EARLY LEARNING

- ✓ Increase access to Early Learning.
- ✓ Improve quality STEM in Early Learning.
- ✓ Develop math identity among children, families, and educators.

K-12 STEM EDUCATION

- ✓ Understand barriers to successful transitions from high school to postsecondary education and careers.
- ◌ Establish STEM Teaching Workforce baseline data to drive change.
- ⏸ Integrating STEM into K-12 education.

CAREER PATHWAYS

- ✓ Align our Career Pathways work with Career Connect Washington.
- ✓ Legislation and policies are in place to enable a robust career pathways system for our state.
- ◌ All regions are using the Career Pathways Ready Framework in their strategic work.

✓ Completed ⏸ Paused ◌ In progress

EVOLVING TO MEET THE MOMENT

The work in this strategic plan reflects a more precise focus and a deepening commitment to the students, families, and communities we serve. As always, our vision, mission, and values guide us as we create the conditions for a more just and equitable education system in Washington state.

Vision

We envision equitable, accessible cradle-to-career STEM education that nurtures students' aspirations and well-being.

Mission

In collaboration with our statewide partners, Washington STEM confronts the inequities in our state's education systems through evidence-based strategies, advocacy, and policy changes so all students leverage STEM for economic and civic health and lifelong learning.

Values

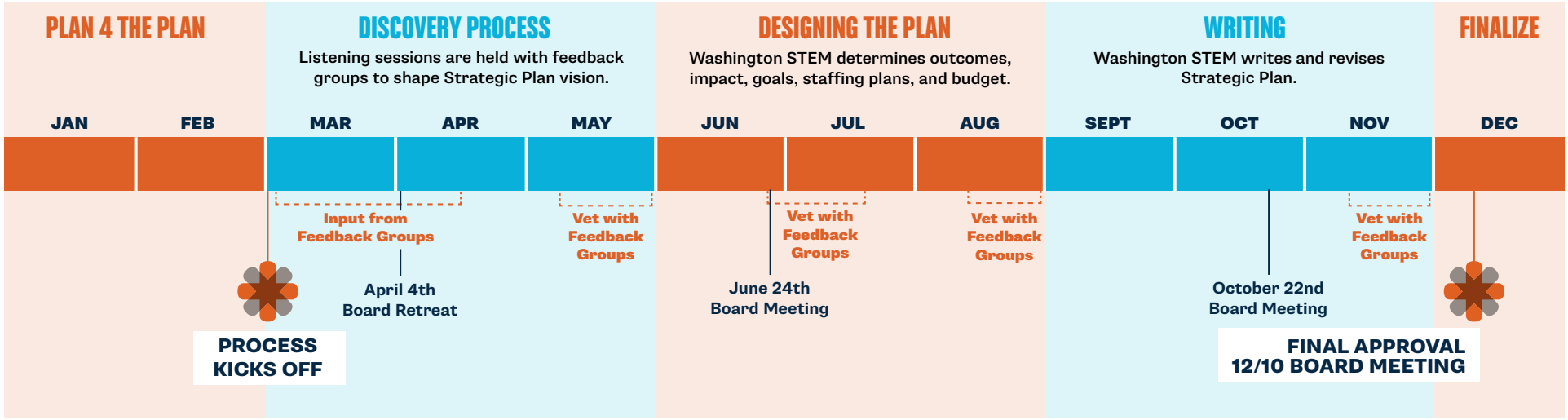
- **Community**
- **Collaboration**
- **JEDI** (Justice, Equity, Diversity, and Inclusion)
- **Learning & Innovation**
- **Trust**

ABOUT THE PROCESS

Our team led a thoughtful, inclusive strategic planning effort informed by the people we work with and for.

We began by identifying a set of principles to guide each phase of the work. Our approach to gathering insights, developing the plan, and communicating our vision was anchored in our values, shared learning, what we do best, and what we believe is possible.

Leads from each one of our departments: Program, Impact, Policy, Finance & Operations, Communications, and Development worked throughout the year to solicit insights, design strategies, and vet feedback. We're grateful to all the partners who helped us in this journey.



GUIDING PRINCIPALS

- All that we do is informed by Justice, Equity, Diversity, and Inclusion (JEDI) principles.
- Students and their families are at the center of our efforts.
- We bridge industry and organization partnerships to increase economic inclusion.
- We rely on data collected with and for the communities impacted by our work.
- We can change systems by engaging with the people who comprise them.

During the Discovery Phase, we held listening sessions with 450+ people in sectors and communities across the state. We heard from regional partners, educators, donors, legislators, and more.

We asked: What differentiates Washington STEM from other organizations? What future trends can we anticipate that will influence our work? How do we show up as JEDI leaders? What areas in cradle-to-career education need our service the most? **What are our superpowers?**

WHO WE HEARD FROM

*"Our advocacy work with Washington STEM has been transformative. It's given those of us working at the regional level **an influential voice in legislative priorities** that impact workforce development and educational equity."*

- Sinead Plagge
Northwest Educational Service District 189

*"Washington STEM's ability to facilitate **collaborative development of data tools** and resources has been instrumental to how we engage and build trust in our community."*

-Linden Obel,
First 5 FUNdamentals

*"Previously, school districts and postsecondary institutions weren't engaging in discussions about data or the barriers students face in these settings. With [Washington STEM], we've seen a real shift toward **systemic change.**"*

- Particpant,
High School to Postsecondary Collaborative

After a month of compiling feedback, we identified unanimous themes that mirrored our intent and validated our approach—Washington STEM remains a trusted partner. We heard loud and clear that **our superpowers is how we do our work.**

We also heard that we should continue working within the cradle-to-career ecosystem but focus our efforts—our superpowers—on where we can create the most impact. As an independent, agile nonprofit, we are able to drive systems-level change where other key players (government, school districts, and academic partners) remain disconnected.

Ultimately, we work with the adults who are positioned to change systems. We identify partners who want to disrupt the status quo and then support them in learning from their peers and using data and research to inform solutions. Through cross-sector, cross-state collaboration, we amplify what's working to change local and statewide policies.

IMPROVING STUDENT OUTCOMES REQUIRES SYSTEMS CHANGE

WE KNOW that our state's current **education system** creates **inequitable student outcomes and experiences,** particularly for students of color, students living in low-income conditions, students living in rural areas, and girls.

"So, why don't you work directly with kids?"*

Well, because the education system is made up of different organizations, policies, and norms **which are run by adults**. To ensure lasting change for **all students,** we work with adults—from educators to legislators to business leaders to parents.

WAVES OF CHANGE:
THE RIPPLE EFFECT OF WORKING WITH ADULTS

ADULTS CHANGE

Adults learn **new skills** and **practices,** or they change their **perspective** or **mindset** about students and families.

ORGANIZATIONS AND INSTITUTIONS CHANGE

This means schools and other education spaces enact different **practices,**

adult mindsets change to respond to student aspirations and voice,

legislators pass **laws** to scale successful new practices,

and **high-quality, cradle-to-career STEM** learning gets funded.

STUDENT OUTCOMES AND EXPERIENCES IMPROVE

As a result of the changes in the system, students recieve a **high-quality, cradle-to-career STEM education** that nurtures their **aspirations** and **well-being.**

*Direct service is important, and there are so many amazing organizations already doing that work. Students need both direct service and a better education system to thrive.

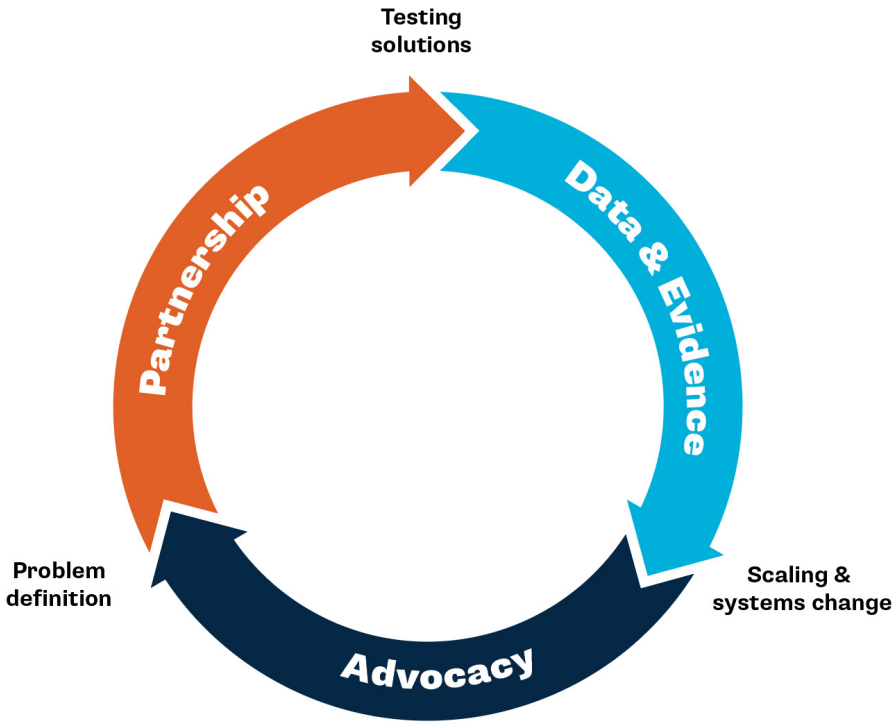
LEANING INTO OUR SUPERPOWERS

We affect change at the systems level through Partnerships, Data & Evidence, and Advocacy.

Partnerships

Changing systems and driving equitable outcomes requires engaging with people and organizations across Washington. We find and partner with groups of adults who are dissatisfied with current practices in the education system. We bring these adults together to learn from each other and access data and information to inform decisions and changes.

Our place-based and statewide partners include leaders of regional cross-sector networks, coalitions, educators, advocates, state agencies, and decision-makers and legislators. We provide targeted community investments and technical assistance to our partners.



Data & Evidence

For generations, data has often been collected and used to harm marginalized communities. Washington STEM believes that sourcing and using data should be humanizing and adhere to the tenets of data justice. We provide direct support through targeted community engagement, open-source access to data and measurement tools, and technical assistance.

Advocacy

We advocate for transformative policy solutions that make access to STEM learning more equitable. We do this by educating decision-makers, storytelling, and collaborating with state agencies, educators, and statewide coalitions to create the foundation for lasting change in Washington's education system.

We amplify changes that are working and changes that are needed—and with partners and data—advocate for necessary local and statewide policy change.

BUILDING THE PLAN

Our plan for action and impact is rooted in our vision to bring about "equitable, accessible cradle-to-career STEM education that nurtures students' aspirations and well-being."

We spent several months designing our strategies using feedback from the listening sessions. We asked ourselves, "What conditions must be true for students to have an equitable and accessible STEM education?"

Building on our previous work and experience in partnership, data & evidence, and advocacy, we landed on **three overarching conditions** to focus on:

1. All learners have equitable access to high-quality early care and education
2. All learners graduate STEM literate*, with the knowledge, skills, and sense of belonging to thrive in their chosen career paths—and to solve local and global problems.
3. All learners have equitable access to credentials and careers via multiple pathways and are supported as they transition from high school to postsecondary education systems.

These three conditions are our keystones:

Like a central stone at the summit of an arch or a keystone species—an organism that is paramount to the health of an entire ecosystem—our keystones are necessary for students, families, and communities to thrive. We recognize that these keystones are ambitious and will take decades to achieve, so you'll likely see them driving our work over the next 10+ years.

We then asked, what barriers must we overcome to realize these keystones? And what is Washington STEM uniquely positioned to do over the next three years, given our competencies and resources?

KEYSTONES & BARRIERS

This section includes details about our keystones, the barriers we'll tackle, our approach and activities, the goals we're accountable to, and the intended impact. Below are two important ways that our approach is changing.

Refining our priority population focus

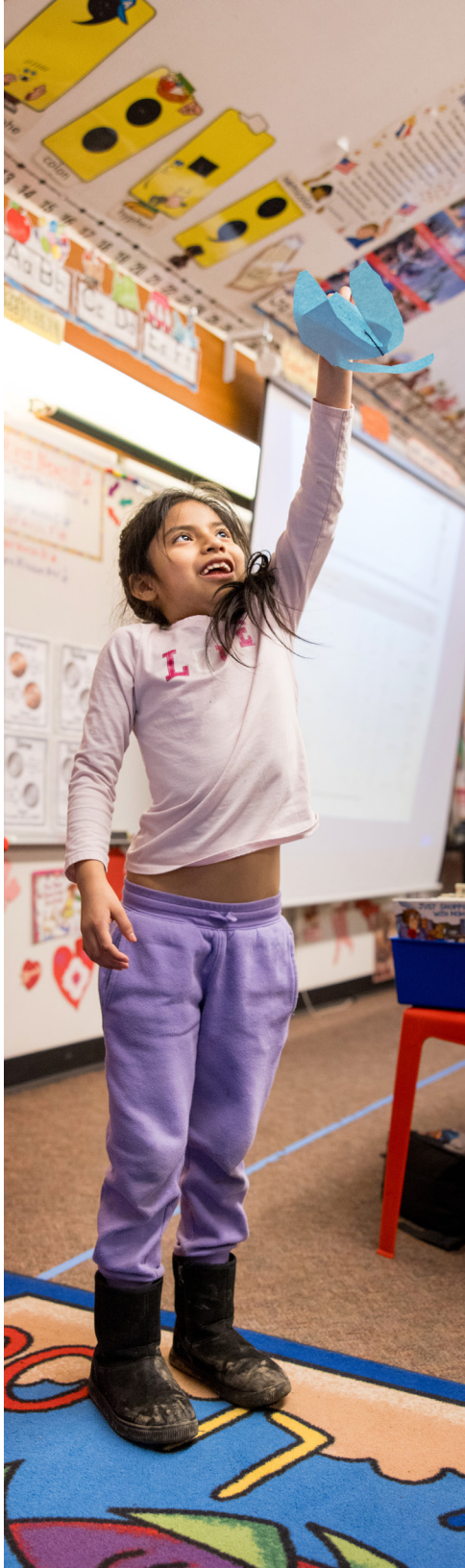
Our strategies have always centered students of color, students living in low-income conditions, living in rural areas, and girls. However, needs vary depending on the program, geographic region, and intended outcome. As such, we've expanded and clarified our definitions. Within the Keystones & Barriers, you'll see strategies focused on defined populations that will be impacted by our work.

Overall, our work is grounded in the available demographic data demonstrating how race, gender, and zip code impact student outcomes. When data is incomplete or unavailable, we convene community partners to identify gaps and develop strategies rooted in the Data Justice Framework to source new data.

Expanding our definition of STEM Literacy*

"STEM" refers to developing and applying knowledge and skills across science, technology, engineering, and math disciplines. However, it is not limited to the learning that occurs within the courses and curriculum of the same names. Essential STEM learning happens at home and in early learning settings; it develops through K-12 in and out of school and continues through adulthood. STEM powers everything around us. From growing food to writing music to supporting clean energy. *STEM literacy* permeates jobs, careers, and everyday life. STEM learning is leveraged and enhanced in language arts, social sciences, art, computer science, and career and technical education. **STEM is and always has been for everyone.** Our definition seeks to expand conceptions of STEM that have been historically limited to particular interests and pathways.

"Literacy" in this context does not refer specifically to the ability to read and write. It encompasses an individual's knowledge, skills, competence, and identity as they relate to STEM. **One who is "STEM literate" is comfortable with and equipped to engage in STEM**—through their education, career, and everyday life. A STEM literate person considers *how* engaging and innovating in STEM can improve their local and global communities' social, cultural, economic, health, and environmental conditions.



EARLY CARE & EDUCATION

KEYSTONE 1: All learners have equitable access to high-quality early care and education (ECE).

Why this keystone?

Access to high-quality ECE contributes to children's lifelong outcomes, specifically their STEM literacy and engagement. It also supports families' economic mobility and employers'/businesses' profits and innovations. The majority of Washington's children and families do not yet benefit from early care and education, with inequitable barriers to access for dual language learners, BIPOC families, students with disabilities, and families working non-traditional hours.

We can address these needs by improving and expanding our ECE systems, offering more and different kinds of high-quality early care and education, and coordinating across programs and systems to meet all needs.

70%+

of Washington's children and families lack access to high-quality early care and education.

Why Washington STEM?

Many organizations and agencies are working to expand ECE and rely on various data sources to support their efforts. However, these sources are often disconnected and do not track how systems serve specific populations of children and families. Local and state leaders need data to prioritize valuable resources and measure how systems serve these populations.

Washington STEM can ensure that agencies and organizations collect and make available the data needed to track and understand the supply and demand of ECE within our mixed-delivery system, especially for disenfranchised populations. We hold the relationships necessary to help legislators, state agency leaders, and local/regional ECE leaders use data and information to effectively and equitably close ECE access gaps.

BARRIER	APPROACH	GOALS	IMPACT
Our systems lack useful, population-specific data to guide decisions about the supply and demand for ECE.	1. Broker with and influence agencies and organizations to pass legislation providing access to data about ECE supply and demand that was previously unavailable. 2. Create new dashboards and reports and update existing ones; new and updated data will provide a more functional picture of supply and demand for various family needs. 3. Form and lead an advocacy coalition specifically focused on ECE data and accountability.	By June 2028, Washington STEM will have delivered enhanced and actionable ECE supply-demand data through various products designed with input from and for different audiences. These insights will clarify which populations' needs are being met and which are not, thus guiding how to improve our ECE mixed-delivery system.	Access to high-quality ECE contributes to children's lifelong outcomes, specifically their STEM literacy* and engagement. It also supports families' economic mobility and employers'/businesses' profits and innovations. The majority of Washington's children and families do not yet benefit from early care and education, with inequitable barriers to access for dual language learners, BIPOC families, students with disabilities, and families working non-traditional hours. We can address these needs by improving and expanding our ECE systems, offering more and different kinds of high-quality early care and education, and coordinating across programs and systems to meet all needs.
When data is accessible, state and local leaders need support to identify needs and gaps and then change ECE policies, practices, and procedures.	1. Develop an assessment of data literacy, capacity, and use for ECE leaders to track their uptake and application of information over time to make changes. 2. Provide regional investments and technical assistance to support data use among local/regional leaders. 3. Train and influence state agencies to provide relevant and useful data independently.	By June 2028, Washington STEM will have improved the data literacy, capacity, and use of agency, regional, and state-level partners. This will enable them to make data and evidence-based changes to policies, practices, and procedures that increase access to high-quality ECE.	

PRESCHOOL – 12TH GRADE STEM

KEYSTONE 2: All learners graduate STEM literate with the knowledge, skills, and sense of belonging to thrive in their chosen career path—and to solve local and global problems.

Why this keystone?

The concept of "STEM" has been ill-defined and unnecessarily limiting since it was introduced over 20 years ago. There has been a persistent mindset that STEM education is only for students choosing pathways squarely in the STEM disciplines. However, the application of STEM knowledge and skills is all around us in technology, healthcare, environmental and sustainability issues, art, and the built environment. Research—and growing accounts of Washingtonians' lived experiences—indicate that STEM literacy and a strong sense of belonging can ensure students are prepared to explore the many pathways available toward economic justice and thriving communities.

Key influencers in the education system–including educators at all levels, business and industry, community organizations, and legislators—are siloed within their spheres of influence and sometimes compete for resources and students' attention. This discord creates insufficient and inequitable P-12 STEM experiences for students. A shared understanding of what it means to graduate "STEM literate," along with a model for coordinated action across systems and influencers, will create more robust learning experiences for students that begin early and prepare them for their chosen pathway.

94%

of surveyed students mentioned belonging and non-belonging. Students felt their belonging in STEM, even from a single event, significantly impacted their outcomes.

Beyond 100k "Charting a Path to STEM Belonging and Success for Every Student."

Why Washington STEM?

The work of this keystone will support the coordination and alignment of our collective efforts and resources and strategically invest in new programming where gaps are co-identified with partners. There are several ongoing efforts across the education system—local to legislative—focused on improving and sustaining STEM education in Washington. They include contributions of tribes, regional and culturally responsive STEM organizations, state agencies, the STEM Education Innovation Alliance, multiple education leads (including CTE and Computer Science), and others. Washington STEM has a pivotal role in convening these partners. necessary to help legislators, state agency leaders, and local/regional ECE leaders use data and information to effectively and equitably close ECE access gaps.

BARRIER	APPROACH	GOALS	IMPACT
A lack of support for coordinated action across layers of the education system inhibits equitable STEM literacy development from early learning through 12th grade.	Within the areas of the STEM Teaching Workforce, Early STEM Foundations, and Equitable STEM Pathways and Opportunity: • Co-create a shared vision and model for coordinated action across layers of the education system that supports WA students graduating STEM literate. • Engage select partners to better understand innovative models of coordinated action, amplify what works, and test solutions to persistent barriers. • Facilitate an inclusive learning network of partners to test, refine, and measure the impacts of coordinated action across layers of the education system (e.g., community + school district, families + schools, intermediary + school districts) • Enhance partners' data awareness, capacity, and use related to STEM literacy in the education system. • Leverage findings from learning networks to inform relevant legislative policy and advocacy.	By June 2028, Washington STEM will enable decision-makers across the education system to coordinate effective changes in policy and practice in the areas of the STEM Teaching Workforce, Early STEM Foundations, and Equitable STEM Pathways and Opportunity that support Washington students graduating high school STEM literate.	**Short-term:** We will deliver 3 to 5 case examples of coordinated policy and practice change across layers of the education system. We will show demonstrable impact on student outcomes (knowledge, skills, sense of belonging) in these three areas: STEM Teaching Workforce, Early STEM Foundations, and Equitable STEM Pathways and Opportunity. **Long-term:** By aligning actions and policies across layers of the education system, we will observe improvements in STEM outcomes (including but not limited to employment in family-sustaining, in-demand jobs), particularly for students who have historically and currently been marginalized in STEM learning opportunities. **Lever/outcome:** Greater alignment of actions and policies across layers of the education system. **Impact:** Students who have historically and currently been marginalized in STEM learning opportunities will benefit from improvements in STEM outcomes (including but not limited to employment in family-sustaining, in-demand jobs).

PATHWAYS TO CREDENTIAL & CAREER

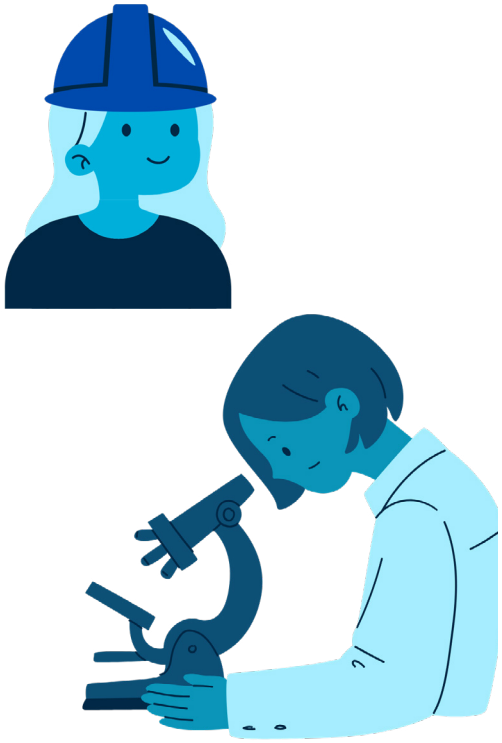
KEYSTONE 3: All learners have equitable access to credentials and careers via multiple pathways and are supported as they transition from high school to postsecondary education systems.

Why this keystone?

In Washington, most in-demand, family-sustaining jobs require STEM education beyond high school, with 90% of young people in our state aspiring to pursue post-secondary education to qualify for these positions. Yet not all youth, especially young women, BIPOC, rural, and gender-diverse youth, have access to well-lit pathways in their region that lead to post-secondary credentials and careers. In many cases, the pathways either don't exist, are incomplete, aren't scaled, or are not equitably accessible.

Even when well-lit and equitable pathways are available, practitioners and local leaders lack cohesive best practices, policies, and procedures for supporting students in the transition from high school to postsecondary. Significant research and piloting exist on how to advise students, support their access to dual credit, and help them complete financial aid. Still, these approaches are not being implemented comprehensively across our state. We know that historically disenfranchised groups are the least likely to receive cohesive support in this transition.

70%+
of Washington's high-paying jobs require STEM skills.



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BARRIER	APPROACH	GOALS	IMPACT
Many local organizations and institutions lack multiple, well-developed, cohesive pathways that take students from credentials to careers.	1. Lead on CCW; provide useful data and technical assistance to regional leaders; create, share, and scale opportunities. 2. Collect and provide comprehensive data on complete pathways for each region. 3. Influence and work to change policies and practices statewide and advocate for funding.	By June 2028, Washington STEM will ensure that all local leaders and practitioners have comprehensive information about their pathways. They will feel supported in acting on that information to increase equitable availability of and access to pathways.	More students (especially students of color, migrant students, students living in low-income conditions, first-generation students, students living in rural areas, and other disenfranchised groups) will complete postsecondary pathways, earn credentials, and step into in-demand, family-sustaining jobs—especially jobs that require STEM literacy. More and different kinds of high-quality early care and education, and coordinating across programs and systems to meet all needs.
Our state, and therefore local practitioners, lack a cohesive approach to supporting students' postsecondary aspirations and transitions.	1. Manage partnerships to pilot comprehensive supports for postsecondary transitions. 2. Provide technical assistance to 26+ other partnerships that are learning to provide comprehensive postsecondary support. 3. Lead on statewide data strategies. 4. Influence legislation that removes barriers to comprehensive support.	By June 2028, Washington STEM will have significantly increased access to and use of relevant data and effective partnership practices (in alignment with key state agencies) for increasing equitable postsecondary enrollment. We will have identified scalable and sustainable approaches to enabling improvements at the regional level.	

RESOURCES TO SUPPORT THE WORK

Finance

The Washington STEM Finance team is dedicated to ensuring the organization's overall financial health, allowing us to focus on empowering our staff and partners to overcome the barriers outlined in this strategic plan.

We will continue to manage our financial resources, focusing on programmatic success, compliance, and risk mitigation. In addition to leading on financial compliance (reporting, form 990, annual audit, etc.), we will guide our programs on proposals, negotiations, project budgets, decision-making, and resource planning. Finance will also collaborate with our Development team to ensure that our revenue goals exceed our expense goals. Through this and diligent resource management, we hope to grow our unrestricted net assets, making our organization more flexible and sustainable.

These performance indicators will help us monitor our financial commitments while contributing to our future net assets.

- Revenue over budgeted* expenses by at least 2%
- Maintain our working capital of at least 6 months and work to develop an operating reserve
- of 2 months of operating expenses by 2027
- Maintain at least 73% of programmatic expenses on a functional basis
- Investments will not exceed 10% of our total expenses annually (excluding pass-thru grants).

*Factoring in the impact of new restricted/earned revenue sources that add both revenues and expenses.

Development

The Washington STEM Development team is committed to securing revenue to provide the necessary resources to fulfill our strategic goals. We will set ambitious, though realistic, annual goals to retain donors and dollars, build relationships that lead to new sources of support, and seek government funding. Our North Star is a flow of income for the organization that supports the programmatic goals of the strategic plan, is sustainable and scalable, and maximizes Washington STEM's impact and execution of its mission.

These indicators will ensure we are implementing a sustainable resource development plan.

- Raise unrestricted or lightly restricted revenue within our functional areas to cover our expenses.
- Retain at least 50% of mid-level and major donors and 80% of dollars ($5,000 or more) year over year.
- Diversify funding sources with at least 30% of revenue coming from new mid- to large-sized donors, government funding, and earned revenue each year.

Staffing

To resource this ambitious strategic plan, Human Resources is committed to building capacity through partnership investments, consultative support, and hiring staff. Partnership is central to how we execute our work, and we will continue to rely heavily on the expertise of our regional and statewide partners to help remove barriers for our students.

Staffing (continued)

In preparation for this new strategic plan—using funding from new grants and repurposing the salaries of prior positions—we created and filled nine new jobs in 2024 while staying under our annual expense budget. We anticipate limited new hires to support this new strategic plan. We will only add positions if a new grant or contract, including federal grants, fund them.

Organizational culture

Washington STEM believes our staff is our greatest asset.

Our objective is to support the mission by continuing to recruit, develop, and retain the high talent contributing to our stellar statewide reputation. We will lead internal training and programs that reinforce our core values: learn & innovate, collaboration, and justice, equity, diversity, and inclusion (JEDI). We will focus on succession planning, invest in strong managers, and continue to foster an inclusive, flexible, and kind workplace culture.

By prioritizing learning, collaboration, trust, inclusion, accountability, and balance, we empower our employees, enhance organizational effectiveness, and create a supportive environment that aligns with our mission.

CONCLUSION

Our plan represents our best ideas and strategies, carried out with urgency, collaboration, and courage. It starts with taking action. As Mae Jemison, the first African American woman to travel in space, said, “Think of ideas as potential energy. They’re really wonderful, but nothing will happen until we risk putting them into action.” Join us in putting this framework of ideas into collective action.

APPENDIX

2022-2024 Strategic Plan Impact

Keystone Details - Barrier Goals, Activities, Impact and Resources

- **Keystone 1:** All learners have equitable access to high-quality early care and education (ECE).
- **Keystone 2:** All learners graduate STEM literate with the knowledge, skills, and sense of belonging to thrive in their chosen career path—and to solve local and global problems.
- **Keystone 3:** All learners have equitable access to credentials and careers via multiple pathways and are supported as they transition from high school to postsecondary education systems.