



CAREER CONNECT WASHINGTON
CAREER LAUNCH


Career Launch Endorsement Review (CLER) Post-Secondary Application

Seattle Central College
Dual Degree: AAS-T Para-education and AA-DTA
(Academy for Rising Educators)



Career Launch Endorsement Review Program Information	
Institution	Seattle Central College
Proposed Program	Education (Para-Education) AAS-T/AA DTA
Program CIP	13.1501
Program NAICS Code	
Program EPC (Legacy)	839
Plan Code (PeopleSoft)	

PROGRAM LEVEL (CHECK ALL THAT APPLY):	
	College Certificate
X	College Associate Degree
	College Bachelor Degree
	Industry Recognized Certificate(s)

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Date	Nov 22, 2021

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Applications reviewed monthly and are due the first business day of the month.
 Electronic submissions only to scopeland@sbctc.edu

Introduction

Seattle Central College (SCC), in partnership with regional K-12 school districts, seeks to increase the number of elementary school educators who identify as Black, Indigenous, and People of Color (BIPOC) through a 2+2 pathway that includes both an existing AA/AAS-T degree program and the development of a BAS degree in Teacher Preparation.

Students complete a unique 2-year para-education degree at SCC, referred to AA/AAS-T in this document. Designated as a dual degree, students earn both a traditional Associate of Arts-Direct Transfer Agreement (AA/DTA) degree that can transfer to four-year universities, while at the same time, earn an Associate of Applied Science-Transfer (AAS-T) degree providing opportunities to enter BAS degrees at regional two-year institutions.

The pathway will include high school dual credit; work-based learning opportunities, including paid work experience; and ultimately, teacher certification. Students who complete their degree, earn endorsements in English Language Learning or Special Education, and graduate with their teaching credential are guaranteed job placement as certified teachers. SCC will provide predictive scheduling, worker friendly hours and modalities; internal supports for students, including, navigation services and dedicated advising; Seattle Public Schools will provide mentorship. Through K-12 partnerships, graduates of this degree will be guaranteed employment as paraeducators while in school, and as certified teachers upon graduation. Students may also choose to complete a master's degree through articulations with SCC's university partners.

Program Checklist

P1. Program description including length of program in years and total hours (including split between classroom and worksite).

Graduates of the AA/AAS-T will be prepared to enter the education field as a para-educator, and will also have the credentials to enroll in a baccalaureate program aimed at teacher certification. Graduates will be culturally responsive, practicing relationship-centered pedagogy, and promoting critical community discourse.

Credential	Years	Hrs TTL	Classroom Hrs	Work-based Learning Hours
AAS-T/AA-DTA Para-education	2 years	1001 HY and F2F	1001	Up to 40 hours per week for 2 years

P2. Estimated number of hours per week at worksite and in classroom (this approach may shift throughout the program).

Enrolled students are not required to work as para-educators during the program. However, they are all given the opportunity to work as many as 40 hours per week. Currently, more than 60% of AA/AAS-T students are working full-time.

P3. Demonstration of labor market demand for specified skills/career in local region.

The proposed program targets Elementary School Teachers (SOC Code 25-2021). According to EMSI, the field of Elementary Education will grow nationally by nearly 4% by 2025. U.S. Department of Labor data show that the Elementary Education teaching profession in Washington state will grow by

nearly 17% by 2028. However, of the potential 1,200 annual openings, only half that number are completing degrees and entering the field in the state. In fact, a Seattle Times article reported, "principals in Washington are scrambling to fill a growing number of open classroom jobs, they're relying more and more on partially trained teachers." While new state legislation addressed the overall teacher shortage and added measures to assist in removing barriers that prevent teachers of color from entering the teaching profession, only 1% of elementary school teachers in King, Pierce and Snohomish Counties identify as Black/African American, while over 85% identify as white. Additionally, nearly 80% of elementary teachers in these counties are female.

P4. Projected count of student enrollment, student completion, and anticipated employer participation for 5 years, post-pilot.

SCC currently serves two cohorts of 30 students each (60 students per year) for the AA/AAS-T degree in para-education. By Year 2 of the expansion, SCC will serve 90 students, with an additional 20 served in the dual-credit portion of the pathway. It is expected that 25 students per year will enter the BAS in Teacher Preparation, with 20 of those students completing the degree within two years. BAS program enrollments will start in Fall 2023 (Year 3 of the expansion), so these enrollments are not reflected in the chart below:

	Dual-Credit	AAS-T	Total	Completions
Current#	0	60	60	27
Target #-Year 1	0	60	60	52
Target #-Years 2-5	20	90	110	75

Current#	One (1): Seattle Public Schools (SPS)
Target #-Year 1	Two (2): SPS, Renton School District
Target #-Years 2-5	Four (4): School districts listed above, plus Kent School District, and potentially Tacoma School District

The program’s first cohort of 20+ students graduated in Spring 2021 and are planning to enroll in a bachelor’s degree program in the fall.

P5. Concise description of development process to create the Career Launch program (e.g., who was involved, when, how was the program piloted, etc.). Include a listing of program advisory committee members and their affiliation to the program.

The AA/AAS-T program was the vision of Dr. Pattenaude, Superintendent of Seattle Public Schools, and Dr. Edwards Lange, former President of Seattle Central College in 2017. Over the next year, leadership at SCC and SPS, along with faculty and staff, worked together to create the AA/DTA pathway and to establish the added benefits for students, including employment and tuition assistance. In addition, a small team met with City University and Seattle University for articulation agreements. After completing the degree pathway and providing for additional education toward a bachelor’s degree and teacher certification, we also realized that this program contained 30 credits of professional/technical coursework.

Subsequent conversations with Highline College and North Seattle College led SCC to resubmit paperwork to the state board for a dual-listed degree pathway (as an AAS-T and an AA/DTA). Through that process and through articulation agreements currently in process, students can either transfer to a 4-year university, enroll in Highline College’s Teacher Prep BAS degree, or enroll in North Seattle College’s Early Childhood Education BAS degree. Additionally, SCC is currently developing a BAS in Teacher Education.

The chart below is a concise list of the leadership team who developed the degree pathway. However, this list is not all-inclusive. There were many participants who worked behind the scenes and were integral in the development of the degree pathway.

Name	Employer
Dr. Keshia Scarlett	Chief of Equity, Partnerships and Engagement, SPS
Mike Simmons	Director, Talent Management, SPS
Patricia MacDonald	Co-Chair of Education Center of Excellence, Highline College
Kendrick Wilson	Program Manager, SPS
Dr. Clover Dodd	Chief Human Resources, SPS
Dr. Damien Pattenau	Superintendent, SPS
Dr. Pat Russell	Dean, City University
Chris Sullivan	Executive Dean, Workforce Education, SCC
Dr. Kimberly McRae	Lead Counselor, SCC
Dr. Daudi Abe	Lead Faculty, ARE - SCC
Karleen Wolfe	Faculty, SCC

P6. Signed letter of endorsement from all relevant partners, stakeholders and regional networks (including employers, labor organizations, academic institutions, community-based organizations, individuals, and other relevant stakeholders in support of the proposed Career Launch program). Regional network endorsement preferred.

See appendix for letter from Seattle Public Schools. Due to interest from other school districts, including Snohomish, Tukwila and Federal Way, SCC is excited to partner directly with Puget Sound Educational Services District. This partnership will allow SCC to work with one entity, who will represent the local school districts, instead of SCC having to work with individual school districts. SCC is still working out the details and can provide a letter of support when the partnership is finalized.

P7. Description of resources, supports, or other processes to recruit and support students from underserved backgrounds (e.g. including students of color, students from low income families, English language learners, students with disabilities, foster students, students experiencing homelessness, students from single parent homes, and other populations that face barriers to employment); or create an implementation plan to do so.

Outreach and onboarding will deliberately tackle the structural and social barriers that result in fewer BIPOC students (especially individuals identifying as Black/ African American or Hispanic) in the teaching profession. BIPOC students often have a harder time seeing themselves as teachers given

that regionally, over 85% of elementary school teachers identify as white. SCC and project partners are committed to incorporating Grow Your Own best practices including the intentional recruitment, preparation, placement, and retention of diverse teachers who are from the same communities that they serve. Using a cohort model to support community building, SCC will recruit BIPOC students, including current high school students, paraeducators, and others who may be interested in a career change, which is particularly relevant during the pandemic. ARE will utilize an intrusive advising model that "involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence" (Varney, 2007). Recognizing that funding is often a barrier, ARE will offer SPS graduates up to two years of free tuition toward their associate degree (through the Seattle Promise program).

As a main strategy for reaching underserved populations, SCC is in the process of expanding the ARE program to include dual credit courses in education. This will help to ensure that students are exposed to careers in education early on in high school and provide them with the tools and skills needed to successfully enter teacher education and career pathways. To ensure that underrepresented students access this pathway during high school, SCC is partnering with regional school districts to identify high schools that enroll a large percentage of students of color and English Language Learners (ELL). SCC has begun working directly with high school administration and staff in the development of the program and associated supports. In addition to dual-credit expansion, SCC is also developing a BAS degree in Teacher Education. BAS degrees provide pathways for students from a variety of educational backgrounds, including low-income, place-bound, students of color and other traditionally underserved populations, such as out of school youth, homeless youth, and foster children. These degrees incorporate both theoretical and hands-on knowledge and skills in a professional-technical field and engage industry to meet identified workforce demands of regional economies.

ARE provides multiple pathways for youth and adults with little to no prior academic credit, and for those who are currently employed as paraeducators to enter the teaching profession. Through program expansion, SCC will continue current strategies that have proven successful, including predictive scheduling, worker friendly hours and modalities, as well as intensive support for recruiting, preparing, placing, and retaining diverse classroom teachers.

Industry-Related Checklist

I-RI. Address of worksite(s) where Career Launch students will complete supervised training.

Students enrolled in the program are a combination of high school graduates and incumbent workers. There is no requirement to be a current employee of any school district, nor are potential students required to be employed. However, all enrolled students will be offered paid supervised employment at any one of Seattle Public Schools' institutions (from elementary schools to high schools) as para-educators for the duration of the 2+2 degree (and will be offered full-time employment upon teacher certification).

Students who are not currently certified as a para-educator will receive financial and academic support to complete the certification prior to enrolling in the program – and can subsequently be hired as a para-educator.

In year 2, students may complete supervised training at schools within the Federal Way, Kent, Renton and Tacoma School Districts.

I-R2. Hourly wage rate or stipend (total stipend must cover the total number of hours worked divided by no less than the state minimum hourly rate) for Career Launch participants.

As noted, while attending SCC, students will be guaranteed employment (supervised, paid work-based learning) with the sponsoring school district as instructional assistants/paraeducators. For example, enrolled students will be employed based on the SPS salary schedules (which range from ~\$29,000-~\$60,000), earn professional development incentives, and a wage increase for completing the SCC program. In total, increases of approximately \$15,000 can be realized. All salary schedules are adjusted based on minimum wage laws.

SOC Code 25-9042 Teaching Assistants	18% (Growth 2018-2028)	\$29,010 (Entry Level) \$38,000-\$50,000 (Five + years)
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I-R3. List of entry-level positions and associated job descriptions for which a Career Launch student would be eligible for upon completion.

SOC Code 25-9042 Teaching Assistants	18% (Growth 2018-2028)	\$29,010 (Entry Level) \$38,000-\$50,000 (Five + years)
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Teaching Assistants (para-educators) assist a preschool, elementary, middle, or secondary school teacher with instructional duties. They serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

I-R4. List of specific skills and competencies required for completion of Career Launch program, with demonstrated alignment to entry-level positions, job descriptions, and average local salary ranges.

- Exercise critical consciousness in guiding learning behaviors and managing classrooms.
- Develop connections between educators and the community, and act in accordance with current governmental policies and professional standards.
- Practice student-centered social justice through self-awareness and the application of best practices in teaching and learning.
- Develop and cultivate positive personal relationships through knowledge of various cultures and family structures.
- Apply knowledge of diverse learners to develop curriculum, prepare lessons and deliver classroom content.
- Observe, document, and assess student learners from various cultures and backgrounds.

I-R5. Employer attests that Career Launch program is in compliance with required federal, state, and local regulations.

See attached endorsement letters from Seattle Public Schools.

I-R6. Employers will outline a student supervision and mentorship model.

Both the Washington Academic Code (WAC) and OSPI describe paraprofessionals as employees who work under the direct supervision of a teacher, and whose duties could include helping the teacher with reading, writing and math instruction. However, personnel decisions, including hiring and evaluation are typically performed by the school unit administrator.

I-R7. Description of common career pathway(s) beginning with entry-level position specified with demonstration of likely salary growth over specified time period.

While attending SCC, students will be guaranteed employment (supervised, paid work-based learning) with the sponsoring school district as instructional assistants/paraeducators. For example, enrolled students will be employed based on the SPS salary schedules (which range from ~\$29,000-~\$60,000), earn professional development incentives, and a wage increase for completing the SCC program. In total, increases of approximately \$15,000 can be realized.

After completing the AA/AAS-T, students will eventually transfer to partner universities, or with the potential to stay at SCC (once the BAS in Teacher Education has been developed). Students complete endorsements in English Language Learning and Special Education, earn their teaching credential, and then are guaranteed job placement as certified teachers in their sponsoring school district for a minimum of three years.

SOC	Growth (2018-2028)	Salary
25-9042 Teaching Assistants	18%	\$29,010 (Entry Level) \$38,000-\$50,000 (Five + years)
25-2021 Elementary School Teachers	17%	\$60,750 (entry-level) \$69,244 (five-years)

I-R8. Demonstrated competency alignment with relevant professional standards for specified entry-level positions when applicable.

In accordance with the Professional Educator Standards Board (PESB), students who complete an associate’s degree meet the minimum requirements to be an employed para-educator in Washington state.

Additionally, based on articulation agreements with partner institutions, the program meets entrance requirements for students to enroll and complete their teacher certification program.

I-R9. Signed letter from employers partners attesting that Career Launch completers will be ready for specified entry-level jobs, including an optional, non-binding commitment estimating number of Career Launch completers they plan to interview/hire over the first three years of the program.

See appendix. Central Washington University is currently finalizing an articulation agreement with SCC.

Academic-Related Checklist

A-R1. List of academic institution(s) providing career-aligned instruction for Career Launch program.

Seattle Central College

A-R2. Curriculum scope and sequence aligned to skills and competencies provided in employment checklist.

Qtr	Prefix	#	Course Name	Cr.	Distribution
Fall Yr 1	EDUC&	115	Child Development	5	Restricted Elective (RE)
Fall Yr 1	EDUC&	130	Guiding Behavior	3	Restricted Elective (RE)
Fall Yr 1	HDC	101	Orientation to College Success	2	Restricted Elective (RE)
Fall Yr 1	ENGL&	101	English Composition	5	Basic Requirement (Bas)
Winter Yr 1	ART	101	Introduction to Design	5	Visual Literary & Performing Arts (VLPA)
Winter Yr 1	ENGL&	102	English Composition II	5	Basic Requirement (Bas)
Winter Yr 1	ENVS	101	Introduction to Environmental Science	5	Natural World (NW)
Spring Yr 1	AME	201	Diversity & Social Justice	5	Individuals, Cultures & Society (ICS)
Spring Yr 1	HDC	101	Orientation to College Success	1	Elective
Spring Yr 1	PSYC&	100	Introduction to Psychology	5	Individuals, Cultures & Society (ICS)
Spring Yr 1	HUM&	105	Intercultural Communication	5	Visual Literary & Performing Arts (VLPA)
Fall Yr 2	BIO&	100	Survey of Biology	5	Natural World (NW) & Lab Science
Fall Yr 2	CMST&	220	Public Speaking	5	Visual Literary & Performing Arts (VLPA)
Fall Yr 2	EDUC&	202	Introduction to Education	5	Unrestricted Elective (UE)
Winter Yr 2	ANTH	275	Medical Anthropology	5	Natural World (NW)
Winter Yr 2	EDUC&	205	Introduction to the Education Field	5	Unrestricted Elective (UE)
Winter Yr 2	MATH&	107	Math in Society	5	Basic Requirement (Bas)
Spring Yr 2	SOC	245	Sociology of Education	5	Individuals, Cultures & Society (ICS)
Spring Yr 2	ECED&	160	Curriculum Development	5	Restricted Elective (RE)
Spring Yr 2	EDUC	230	The Democratic Classroom	5	Unrestricted Elective (UE)
				91	

A-R3. Demonstration of student supports (e.g. mentoring, advising, financial aid, tutoring) available for Career Launch students enrolled in the course.

SCC is committed to the intentional recruitment and retention of students who reflect the rich diversity of the community, while providing a culturally responsive and inclusive environment. This commitment is reflected in SCC's Strategic and Operational Plans, which include the goal of Equity, Diversity, Inclusion, and Community to ensure that the college frames decisions and actions through this lens and is accountable to the community. To support the students we serve, SCC offers robust student services, including academic advising and career coaching, as well as innovative programs such as the childcare assistance program and emergency fund program that supports persistence and completion by helping students address immediate and emergent needs (e.g., rent, food, gas, auto repairs, childcare, etc.).

Further, SPS, a primary partner, will provide access for high school students to dual credit coursework that leads to the AA/AAS-T and BAS degrees at SCC. Students who participate will pay less tuition due to the launch of the Seattle Promise Scholarship in the 2018-19 academic year. This collaboration between the Seattle Colleges, SPS, and City of Seattle guarantees Seattle public high school graduates with up to two years of free tuition toward their associate's degree; students who earn 45 college credits while in high school have their second year toward an associate's degree at one of the Seattle Colleges covered.

To further support students in the pathway, teacher mentors will emphasize both technical skills and interpersonal skills, such as communication and networking that industry has identified as most important for employees (U.S. Department of Labor). To ensure a seamless transition, SCC will engage faculty and student services, navigators, and community-based organizations. At the same time, SCC employs career coaches, retention specialists, disability support navigators and other student support professionals who are committed to student success.

As part of the dual credit pathway, SCC will assist school districts to identify job shadow or related opportunities for students to work with a mentor within the school districts or at SCC. Work-based learning opportunities for transitioning high school students will be an essential practice in narrowing the employment gap for BIPOC K- 8 teachers. Currently, BIPOC high school students consistently express concerns about the lack of teachers in which they can see themselves. These work-based learning opportunities seek to encourage BIPOC high school students to break racial barriers in regional schools, enroll at SCC, and become certified teachers.

ARE provides multiple pathways for youth and adults with little to no prior academic credit, and for those who are currently employed as paraeducators to enter the teaching profession. Through program expansion, SCC will continue current strategies that have proven successful, including predictive scheduling, worker friendly hours and modalities, as well as intensive support for recruiting, preparing, placing, and retaining diverse classroom teachers. Internal data show that BIPOC students without academic cultural capital tend to fall through the cracks. In 2018-19, only 40% of BIPOC students at SCC completed first-year courses with passing grades as compared to over 60% for white students. The ARE expansion will apply the pillars of Guided Pathways with an intentional focus on African American and Black males, as well as Hispanic/Latinx students. ARE faculty will develop personal relationships and positive expectations within classrooms and schools. Foundational to engaging students is the recognition of and support for students navigating society that can be racially traumatizing. While completing their pathway, students will work with existing K-12 faculty mentors and will engage with a program navigator and management staff outside of class

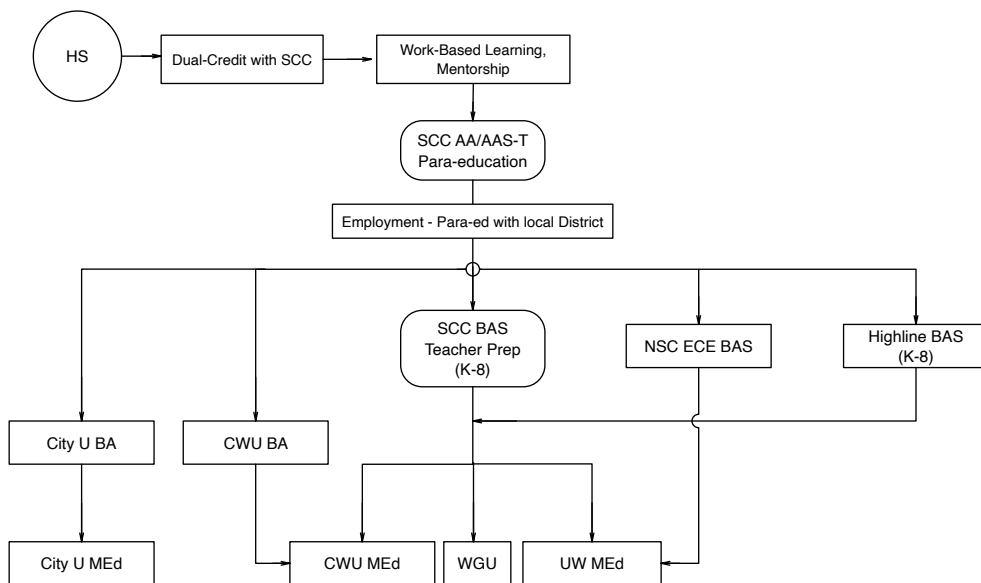
hours. Supports will include onboarding and navigation, dedicated advising and counseling, and mentorship. Additionally, partnering school districts will cover residual educational costs that financial aid, scholarships or workforce funding do not cover; such costs may include childcare and transportation. These internal supports have proven successful for current ARE students who have a 90% retention rate.

A-R4. Number of postsecondary credits provided and / or credential earned upon completion of program.

Postsecondary Credential	Credits
AAS-T in Para-education and an AA-DTA	91

A-R5. Demonstrated curricular alignment with relevant professional and / or academic standards associated with coursework and credential, when applicable.

Students will have numerous options for their educational pathway from high school to a master's degree and beyond. Paraeducators are guaranteed a wage increase upon completion of their two-year degree, and SCC coursework will count toward professional development incentives offered by SPS. Students who graduate from SCC's BAS in Teacher Preparation, pass the Washington Educator Skills Test (WEST) certification exam(s), and are endorsed in English Language Learning or Special Education, will be guaranteed employment within their sponsoring district. Articulation agreements will be developed with universities that will provide opportunities for bachelor's degree holders to earn their master's degree. Although SCC is currently in dialog with City University, Seattle University and Central Washington University, additional options for educational partners will be explored as programming is expanded.



A-R6. Details of potential for current or future partnerships and/or scalability of the program within and across sectors and/or geographic locations (e.g. articulation, degree pathways), when applicable.

Education Partners: SCC's faculty lead, with administrative assistance, will create MOUs and articulation agreements that provide options for students pursuing a career in education. SCC and school district partners will work together to align the high school curricula with the appropriate on-ramp competencies at SCC, establishing a dual credit pathway into the AA/AAS-T and BAS degrees at SCC. These partnerships will provide an accelerated path to a fulfilling career, saving students time and money toward that end. Dual-credit articulations will be developed with:

- Seattle Public Schools (SPS) (2021-2022)
- Renton Public Schools (2021-2022)
- Kent Public Schools (2022-23)
- Tacoma Public Schools (TBD)

SCC will also partner with other institutions of higher education to provide multiple pathways for students to achieve their teaching certificate. Articulations will include:

- Highline College for students who choose to complete their BAS at a two-year institution other than SCC
- North Seattle College (NSC) for students who choose to pursue a BAS degree in Early Childhood Education after completing their two-year degree
- Central Washington University (CWU) and City University for students with their two-year degree to enter their respective education schools

Industry Partners: SPS is the key industry partner, as the employer of instructional assistants/paraeducators who are enrolled in SCC's education pathway, as well as the future employer of students who complete the program and earn their teaching certificate. SCC will expand its industry partnerships to include Renton and Kent School Districts, with the possibility of also partnering with Tacoma Public Schools. Through the MOU process and contracts directly with participants, students will be employed as paraeducators, and those who are currently employed will retain employment, within their respective districts while attending SCC.



July 7th, 2020

To Whom It May Concern:

It is my pleasure write a letter in support of the AAS-T in Education being submitted by Seattle Central College (SCC).

My name is K.O. Wilson, Ph.C. and I am the Program Director of the Academy for Rising Educators (ARE) at Seattle Public Schools (SPS). The Academy for Rising Educators (ARE) was created in 2018 to support local teaching candidates of color to teach in Seattle Public Schools for a minimum of three years. Based on multiple pathways and entry points, ARE begins with candidates as students taking evening classes at Seattle Central College, eventually transferring to partner universities, or with the potential to stay at SCC. Students complete endorsements in English Language Learning and Special Education, earn their teaching credential, and then are guaranteed job placement as certified teachers in SPS; all at no cost to the candidate. ARE is thus designed as a systemic approach to building a local pathway to teaching that reflects Seattle's rich historic communities of color and recent immigrants, with an approach to preparing teachers to navigate racial barriers so they can, in turn, help transform schools.

Critical to ARE's success is the intentional design of multiple pathways for adults with little to no prior academic credit, and for those who are currently employed as para-educators within SPS. Regardless, SCC's internal supports for ARE students are vital, and include faculty learning communities, dedicated advising and counseling, and mentorship. The ARE model has proven successful; and critical for the success of ARE students earning teacher certification, is the continuation of the ARE model into a BAS in Teacher Education. To allow for this 2 + 2 model, SCC needs the approval of an AAS-T in para-education (that has been submitted to the state). We [SPS] have a signed MOU with SCC to guarantee jobs for candidates upon completion. As it stands now, over 60 candidates have enrolled in the program (all candidates of color and over 20 African-American Males). Any disruption in the approval process of the AAS-T in Education for SCC will be felt most by candidates; especially candidates of color who have been disenfranchised by higher education systems for decades.

In conclusion, I [SPS] fully support the efforts SCC is seeking to establish an AAS-T in para-education to support ARE students who then have the opportunity to pursue a BAS in Teacher Education at SCC. This will benefit our community at large.

Kenderick O. Wilson, Ph.C. (K.O.)
Program Director- Academy for Rising Educators

**Human
Resources**

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August 17th, 2020

To Whom It May Concern:

Seattle Central College (SCC) students who complete their two-year degree, earn endorsements in English Language Learning or Special Education, and graduate with their teaching credential are guaranteed job placement as certified teachers within Seattle Public Schools (SPS). Students who enroll in the two-year SCC program may be high school graduates with no college experience, while others may have earned college credits and are currently working as an instructional assistant (para-educator). Thus, the benefits of the two-year degree pathway are two-fold. First, high school graduates are guaranteed employment as an instructional assistant within SPS upon enrollment at SCC. Last, current para-educators are guaranteed a wage increase upon program completion. In addition, SCC coursework will count toward professional development incentives offered by SPS.

Regardless of the pathway, students will remain employed as an instructional assistant with SPS while completing their degree. They will also earn salary increases based on SPS salary schedules (which range from ~\$29,000-~\$60,000) and professional development incentives, in addition to the wage increase for completing the SCC program. In total, increases of approximately \$15,000 can be realized. However, this is based on completing the SCC program.

SCC is an essential partner in creating a pathway for Seattle's rich historic communities of color and recent immigrants. Their internal supports are vital, and include faculty learning communities, dedicated advising and counseling, and mentorship. Leaders within SPS agree that a BAS degree from SCC needs to be developed to further support SPS candidates. To allow for this 2 + 2 model, SCC also needs the approval of an AAS-T in para-education (that has been submitted to the state).

Kenderick O. Wilson, Ph.C. (K.O.)
Program Director- Academy for Rising Educators

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SCC_CareerLaunchEndorsementReview_Rev2

Final Audit Report

2021-11-22

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