



TO: Student Services Commission and Councils
FROM: Washington State Board for Community and Technical Colleges, Student Services
RE: **2021 Winter Student Services State Board Report**

Meet Our New Student Services Policy Associate



Yokiko Hayashi-Saguil

We welcome our newest student services policy associate, Yokiko Hayashi-Saguil. Yokiko comes to us from the Washington Student Achievement Council. She has worked in advising, admissions, and financial aid access up and down the west coast. She began working in higher education in 2009. Over the past decade she has dedicated her work to advocating for students with a focus on equity, racial, and social justice. Her passion is to ensure that students of color, first-generation, and LGBTQ+ have equitable access to get into and through their postsecondary education. Her policy work will be in Multicultural Student Services, Financial Aid, Student Activities, and Veteran Student Services. Yokiko earned her Bachelor of Arts and Master of Public Administration degrees from the Evergreen State College

and is currently working on her Educational Leadership Doctoral degree at the University of Washington – Tacoma.

WorkFirst Update

The WorkFirst Delivery Agreement (WFDA) grant Take Back Policy, as a part of the WorkFirst Funding Policies, was recently implemented. In FY18, newly approved WorkFirst Delivery Agreement Funding Policies were put into effect. The intention of the Funding Policies was to ensure funds are redistributed in our system throughout the year to meet student need and prevent unspent funding at the end of the fiscal year. WorkFirst Delivery Agreement funds are awarded based on expected program need and past performance. The Funding Policies include financial support tools. The support tools built into the Funding Policies assist colleges in fully expending grant funds or returning funds to meet system needs. SBCTC staff are also always available to provide support with budget management and expenditure planning. WorkFirst Funding Policies description can be found in the FY21 WFDA grant guidelines.

We hope the suspension of this policy will enhance stability as we navigate this current environment together and we ask that all colleges evaluate their funding needs and return funds to redistribute where possible to support student need.

Equitable Access to Running Start

To offset the widening equity gap that the COVID-19 pandemic has created, SBCTC staff have been reaching out to community and technical colleges, community partners, and high school administrators to discuss the current gaps in Running Start enrollment for students of color and low-income students. Our goal is to develop a statewide approach to improve equitable participation in the Running Start program and to implement innovative outreach strategies to better engage our historically underrepresented communities. Surveys were sent to key stakeholders with the request for participants to identify key barriers, as well as, ideas on targeted and effective messaging strategies to both students and families. In addition to surveys, focus groups were held to dive deeper into the barriers that are preventing equitable access into the Running Start Program.

Our recommendations are as follows:

1. Partner with Office of Superintendent for Public Instruction to restructure the Running Start Enrollment Verification form to be more accessible in an easy to use online format for students, families, counselors, and Running Start staff.
2. Develop a statewide plan to better engage our community partners to help with Running Start information sharing that will also include marketing materials to ensure accurate and consistent information.
3. Partner with the Office of Superintendent for Public Instruction to improve students accessing lunches and other support services as it relates to their free and reduced-price lunch status.
4. Develop statewide communication plan to better reach students and families that will also include 7th, 8th, 9th grade students.
5. Address the funding model to neutralize the tension between school districts and colleges.
6. Create a template/best practices document to encourage alignment with high school and college scheduling to be student centered and encouraging of providing all options for students.

Meet our 2021 Legislative Interns

The SBCTC is excited to introduce our Legislative Session Interns! During the 2021 Legislative session they will be working virtually with the State Board's Legislative Director and other staff in support of our system's legislative priorities and goals.



Sydney Sharp

Sydney Sharp is a student at Skagit Valley College pursuing a dual major in Physics and Bioengineering. In her time at Skagit Valley College, she has grown to love math and chemistry which inspired her decision to pursue a career as a Biomedical Engineer. Sydney tutor's college level STEM courses and is a member of Phi Theta Kappa Honor Society, where she serves as the President of her chapter and of the Greater Northwest Region

Sydney is originally from south Louisiana and moved to Anacortes, Washington in 2011. Her ethnicity is Cajun French and she loves sharing her Cajun culture with other people, especially through cooking.



Da'Mea Birdsong

Da'Mea Birdsong is a first-generation junior at Whatcom Community College majoring in Political Science with a direct transfer degree. Da'Mea intends to transfer to Western Washington University to pursue a BA in political science and take courses for Pre-law. At 17, Da'Mea rallied peers in East King County to participate in the March for Our Lives and to register to vote, organizing assemblies and guest speakers at ten schools to start the conversation about gun control. At Whatcom, Da'Mea created a weekly seminar called Workshop.About.Politics (W.A.P) to keep the campus engaged and informed on in-depth politics in an aim to weaponize the power that American citizens have in our democracy. Currently, Da'Mea interns for the Washington State Board for

Community and Technical Colleges, speaking up and representing college students at the legislative level. Da'Mea's goal is to be a congresswoman who unites broken communities, specifically low-income, minority communities, through reversing gentrification.

2021 Legislative Update

Here are some of the student services related bills we are monitoring in the 2021 Legislative Session. We often seek subject matter expertise from the field to inform our position on bills and provide testimony.

Please let Student Services Director Joe Holliday know if you want to know more about these bills or wish to provide input.

STATE LEGISLATURE

House Bill 1009 expands student health plan coverage to include termination of pregnancy if plans include coverage for maternity services

House Bill 1016 makes “Juneteenth” (June 19th) a legal state holiday, a day of remembrance for the day African slaves learned of their freedom

House Bill 1166 expands pilot program serving homeless students and former foster youth from four to eight community and technical colleges and from two to four 4-year institutions

House Bill 1182 establishes a coordinated crisis hotline center and crisis services system

House Bill 2864 (2020). The Running Start Summer pilot will begin Summer 2021. Due limited funding and legislative constraints, only 3 out of 19 colleges were selected, they include: Yakima Valley College, Skagit Valley College, and South Puget Sound Community College. During the next few months OSPI and SBCTC will be working closely with the selected colleges and participating high schools to ensure a successful implementation for summer. The pilot is limited to 5 credits per summer session for incoming 11th and 12th grade students in Summer 2021 and Summer 2022. Additionally, seniors who are one class short of receiving their AA may take 5 credits as well.

Senate Bill 5023 changes income/copayment eligibility for working connections childcare program, exempting certain federal benefits from the calculation for students receiving pandemic unemployment and/or lost wages benefits

Senate Bill 5070 provides access to menstrual hygiene products at no cost to students in all gender-neutral and female bathrooms at all k12 (grades 6 through 12), community and technical colleges, and 4-year institutions

Senate Bill 5194 creates a multitiered goal across SBCTC campuses to increase access and retention for students with a focus on Diversity, Equity and Inclusion. This will expand on financial aid (including stipends), advising ratios, childcare services, academic and basic skills programs as well as mentoring for College Bound, Washington College Grant and Pell Grant eligible students. Campuses will provide support to students of color in accessing and completing their education through programming and advising.

Senate Bill 5209 companion bill to HB 1182

Senate Bill 5215 adjusts maximum Washington College Grant amount for private, non-profit higher education institutions

Senate Bill 5227 establishes diversity, equity, and inclusion/anti-racism professional development training for all faculty, staff, and students at every higher education institution

FEDERAL LEGISLATION

HR 133: Expanding Access to SNAP - The Coronavirus Aid, Relief, and Economic Security Act implements the following provision for impacted students:

Eligibility for Supplemental Nutrition Assistance Program (SNAP) benefits shall not be limited for a student who -

1. Is enrolled at least half-time in an institution of higher education; and
2. Is eligible to participate in a State or federally funded work study program during the regular school year as determined by the institution of higher education; or
3. In the current academic year, has an expected family contribution (EFC) of \$0 as determined in accordance with part F of the title IV of the Higher Education Act of 195

The eligibility standards authorized in HR 133 shall be in effect for initial applications for SNAP until 30 days after the COVID-19 public health emergency is lifted.

The state board is partnering with the Washington Student Achievement Council (WSAC) to provide common messaging to college staff in an effort to increase access and awareness to students who are facing food insecurities.

Guided Pathways Update

GUIDED PATHWAYS IDEAL STUDENT FELLOWSHIP

In December, the application was released for the first Guided Pathways IDEAL Fellowship. Applications closed January 15, with 558 applications. Thanks to the generous support of College Spark Washington, 35 students will make up the 2021 cohort. Students will be notified by January 31, with the first fellowship seminar occurring February 5, 2021. The goal of the Guided Pathways *Initiative in Diversity, Equity, and Anti-racism Leadership (IDEAL) Fellowship* is to encourage, empower and equip IDEAL student activists to advocate for justice, not just in the classroom, but also at the policy and procedural level. Fellows will be building their understanding of what equity can look like in the community college system, as well as society writ large. They will examine how community colleges can disrupt macrostructural inequity through design principles that affect practices, processes, and policies. Students will spend time analyzing literature on educational equity and justice, and they will become skilled in applying their knowledge to real life situations. By the end of the program, IDEAL Fellows will have the opportunity to present to their respective colleges (as well as at a convening) regarding ways for their campus to become equity-advancing based on their project and learning.

GUIDED PATHWAYS COACHING

Guided Pathways coaches have now completed nearly all initial meetings with colleges. Those early sessions provided an opportunity for college leaders to connect with their coach team, and begin to consider what they hoped to accomplish over the coming academic year. Spring virtual site visit scheduling is now underway, and can be a single 6-hour visit or broken up into 1-3 shorter visits depending on the college's needs. Coaches continue to receive additional professional development and mentoring by experienced coaches including an upcoming Coaching for Equity training this spring.

GUIDED PATHWAYS WORK PLAN V 2.0

Guided Pathways work plan templates will be released no later than March 15, 2021, and will be due May 15, 2021.

2020-2021 Guided Pathways Learning Agenda Events

Jan. 19 th , 2021 9:00-1:00 pm	Aspen/JFF Webinar Part 1*
Jan. 21 st , 2021 9:00-Noon	Placement Series 2 with Dr. Laura Schueller, Dr. Kopko & Dr. Edgcombe*
Jan. 21 st , 2021 9:00-10:30 pm	Ethnographies of Work, Session #1/ 3 with Dr. Nancy Hoffman and Dr. Mary Gatta*
Jan. 21 st , 2021 1:00-4:00 pm	Designing an Equity Infused FYE Course with Christine Harrington P. 1*
Jan. 22 nd , 2021 9:00-12:30 pm	Designing an Equity Infused FYE Course with Christine Harrington P.2*
Feb. 2 nd , 2021 9:00-1:00 pm	Aspen/JFF Webinar Part 2*
Feb. 9 th , 2021 9:00 – 10:30 am	Ethnographies of Work, Session p.2 with Guttman & Bunker Hill Community Colleges Faculty*
Feb. 10 th , 2021 9:00-11:00 am	Equity tools opening session with NCII and supported by JFF
March 2 nd , 2021 9:00-10:30 am	Ethnographies of Work, Session p.3 with Guttman & Bunker Hill Community Colleges Faculty*

April 7th, 2021 9:00-12:00 pm Designing an Equity Infused FYE course with Christine Harrington P. 3*

May 12th, 2021 9:00-12:00 pm Designing an Equity Infused FYE course with Christine Harrington P. 4*

** denotes cohort college only attendees*