STUDENT EMERGENCY ASSISTANCE GRANT (SEAG) PROGRAM

2024 PROGRAM GUIDELINES

Workforce Education

Washington State Board for Community and Technical Colleges

PO Box 42495

Olympia, WA 98504

SBCTC.edu

The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

Deadlines and Milestones

Milestone	Dates (subject to change)
Applications available	April 13, 2023
Applications due	May 11, 2023
Applicants notified of approval status	Mid-June 2023
Allocations begin	July 1, 2023
Quarterly Program Reports	October 30, 2023 January 31, 2024 April 30, 2024 July 31, 2024 October 30, 2024 January 31, 2025 April 30, 2025 July 31, 2025
Year-end Summative Reports	July 31, 2024

Contacts

Program Questions

Deana Radar
Program Administrator, Student Support Programs
dradar@sbct.edu
360-704-3902

Policy Questions

Jennifer Dellinger
Policy Associate, Student Support Programs
jdellinger@sbctc.edu
360-704-4339

Fiscal Policy Questions

Denise Costello
Associate Director, Fiscal Management
dcostello@sbctc.edu
360-704-4344

Budget Questions

Marla Elmquist
Contracts Specialist
melmquist@sbctc.edu
360-704-1075

Table of Contents

Overview

The Washington State Legislature established the Student Emergency Assistance Grant (SEAG) Program in the passage of 2SHB 1893 during the 2019 legislative session. The Legislature funded the program on a pilot basis, adopting the governor's budget proposal of $750,000 for the 2019-21 biennium. During the 2021-23 biennium, the Legislature approved an additional $8 million with the passage of ESSB 5092 for the expansion of Student Emergency Assistance Grant program in the community and technical college system. The SEAG Program, administered by the State Board for Community and Technical Colleges (SBCTC), allows Washington Community and Technical Colleges to provide monetary assistance to students experiencing unforeseen emergencies or situations that affect the student's ability to attend classes.

College applicants must demonstrate need, which may include showing demographic data on student income levels, students experiencing homelessness or food insecurity, and other results from basic needs assessments. Applicants must also:

- ensure that students' access to emergency aid funds will be as low barrier as possible;

- allow flexibility in who may apply for funds and include students who may not necessarily meet the definition of "financial need" but who may be experiencing emergency situations;

- and indicate how they will prioritize the disbursement of emergency aid funds.

The SEAG program must not require a student to fill out the Free Application for Federal Student Aid (FAFSA) in order to receive SEAG, however, students seeking assistance must make their request(s) in writing to the SEAG program. Program funds must be used to provide monetary aid to students to assist them with, for example, purchasing food, and paying for transportation, child care, or other goods or services needed in order for the student to continue attending classes.

The SBCTC will facilitate submission of the required annual reports to the Legislature by December 1st of each year. SEAG Program colleges will comply with all reporting requirements to assist the SBCTC in this effort.

Applicant Guidelines

Who May Apply

During the 2021-23 biennium, the Legislature approved an additional $8 million with the passage of ESSB 5092 for the expansion of the Student Emergency Assistance Grant (SEAG) program in the community and technical college system. This allowed the State Board for Community and Technical Colleges (SBCTC) to expand the SEAG program from 16 to 27 community and technical colleges beginning July 1, 2021. All 27 current SEAG programs are encouraged to submit a grant application intent email that address how they will administer the program and prioritize the disbursement of SEAG funds, SBCTC Assurances Document, and the FY24 SEAG Budget Form for approval. Colleges should keep in mind when building SEAG program budgets the college's ability to support student need for emergency funding, the ability to implement a low-barrier process for students to access support and commitment to connecting students in need to other college and community resources. Consortiums will not be considered.

Program Period

Programs will be funded from July 1, 2023 through June 30, 2024.

Funding

The total amount of SEAG Program funding available for the system is over $4,650,000 per year. All current SEAG programs are able to apply for FY24 SEAG funding.

Colleges should calculate their budgets by assessing students' needs, evaluating existing available resources and identifying what additional resources are required to better support students' requests for emergency assistance. Colleges can request up to $172,200 per year. Some colleges may need less, and some colleges may need more, especially any colleges applying as previously approved districts. SBCTC will take care to utilize SEAG Program funding to award college grants based on demonstrated need and reserves the right to adjust actual allocations and scale proposals, as needed. Funding is subject to the amount of available resources.

Funding for approved grants will be allocated to colleges for each fiscal year. For FY24, funding becomes available July 1, 2023, and expires June 30, 2024. Funds do not extend beyond the end of the fiscal year (June 30, 2024). Work with your college's business office to access these funds. Allocated funds should be tracked through ctcLink. Colleges are expected to expend all SEAG funds by June 30, 2024. The SBCTC will use year to date expenditure reports to determine colleges quarterly and annual expenditure for future allocation and reporting to the legislature.

How to Apply

Current SEAG funded college will submit an email describing the college's intent to administer and disburse SEAG funds to students in need, a completed a FY24 signed Assurances document and a FY24 SEAG Budget Form to SBCTC to Deana Rader, SEAG Program Administrator drader@sbctc.edu no later than May 11, 2023, at 11:55 p.m. SBCTC staff are available for assistance until 4:00 p.m. on May 11, 2023.

Disclaimer

SBCTC reserves the right to refrain from awarding funds to any or all applicants. Additionally, SBCTC reserves the right to add additional award requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk awardee. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant's ability to adhere to program requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting funding.

SEAG Program Principles and Program Administration

Model Emergency Assistance Programs

The following principles should be incorporated in the design of the SEAG Program at each college:

Page 6

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

Trust Students

Granting money to students without requiring documentation to verify needs requires a significant amount of trust. Colleges will need to actively listen to and validate the experiences of students. Systematically disadvantaged students who choose to seek assistance through the college's SEAG program experience challenges in displaying a level of trust that may be perceived as a risk. Trust in students and their autonomy is essential in building student trust in your college.

Be Timely

Financial crises can derail a student's future in a matter of days. A key component to the SEAG Program is creating a process that works quickly and efficiently, so there is not a disruption in the student's learning or academic progress. This may mean thinking creatively to streamline inter-departmental processes that may normally require more time.

Create a Network of Support

Creating a network of support for students in need is one of the most important goals of the SEAG Program. Financial assistance is just one aspect of retention. The intention of this program is to provide immediate financial support to students who are experiencing an emergency that may impact their ability to attend classes, focus on studies or even remain enrolled in college; and it may not fully resolve all the student's underlying situation or additional needs. Colleges need a plan to support students beyond this financial assistance to help remedy underlying causes of need and to support the students' resilience and persistence in college. In addition to providing students with funds to address immediate needs, colleges should connect these students to other supportive services and programs.

This may mean collaborating with social service agencies, nonprofits, school districts, or other community-based programs in addition to collaborating with on campus services and programs.

Be Free from Bias or Discrimination

College SEAG Program staff should demonstrate a commitment to diversity, equity, and inclusion (DEI), cultural competency, and a dedication to students' rights and treat students fairly and humanely without discrimination of race, sex, gender identity/expression, sexual orientation, disability, ethnicity, religion, political affiliation, etc. Grant decisions should be fair and free from bias or discrimination. Staff should be dedicated to preserving the dignity of students who access these funds.

Track Outcomes/Provide Follow-up

Colleges will be required to report on a minimum set of data elements related to student and program information. Colleges should consider additional data collection elements that will be beneficial for formative evaluation to direct program redesign needs and summative evaluation to guide program outcomes reporting and recommendations to the legislature. Consideration should be given to the process of data collection in a way that maintains the low-barrier intentions of this program. Building relationships with students and connecting them to other support service staff at your college may increase your ability to collect follow-up information to ensure the student's emergency has been resolved and provide outcomes data for the effectiveness of the program.

Page 7

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

Leverage Available Resources

Colleges should leverage available college and community financial resources to most effectively impact student success. Colleges are also encouraged to connect students in need to college and community support services and programs to provide ongoing or additional support.

Enhance Student Access and Support

Colleges should design placement of dedicated SEAG Program staff in a way to ensure equitable access and enhanced connection to other student supports and services. Opportunities to access the SEAG Program should include options in addition to face-to-face and on-site options, including online, phone and satellite campus access points.

Organizationally Structure to Enhance Access & Student Support

Colleges should design placement of dedicated SEAG Program staff in a way to ensure equitable access and enhanced connection to other student supports and services. Opportunities to access the SEAG Program should include additional options to face-to-face/on-site options, including online, phone and satellite campus access points. Dedicated staff should work as a team to create and implement streamlined processes for accommodating student needs. Staff should be committed to working across departments, be passionate about issues of student retention and success, have the ability to connect students to other student services and support programs, and have the capacity to work within the SEAG Program.

SEAG Program Administration

The following policies and procedures are requirements for the SEAG Program:

- Access to SEAG funds will be low barrier and not require students to complete the FAFSA application

- Ensure all students needing emergency assistance are eligible for SEAG funding including students that may not meet the traditional definition of "needy student"

- Students must submit SEAG requests in writing and be supported in completing their written request (See Appendix A)

- Processes must be established to collect at least the minimum student and program data elements required for monthly and year-end reporting (See Appendix B)

- Colleges must engage in meaningful follow-up with students to document whether the emergency was fully resolved, partially resolved or unresolved. (See Appendix C)

- A plan for prioritization of fund disbursement must be identified

- Must ensure student access to SEAG funds at all times, even in the absence of key personnel

- Must ensure equitable access to SEAG funds by employing targeted and general outreach efforts and allowing for multiple access points

- SEAG funds cannot go towards a students' college tuition and fees

- SEAG funds may be used for book expenses only when other funding sources are exhausted

- Emergency aid must be considered a grant and students must not be required to reimburse college

- Must continue to accept SEAG requests after funds are exhausted, include unfunded requests in program reporting and connect unfunded students to on-campus or off-campus resources

SEAG Program Delivery

The following process elements are <u>suggested</u> for program delivery.

SEAG Program Student Eligibility Statement

SEAG Program colleges must define who is an enrolled student and therefore eligible for emergency assistance through the SEAG Program. The purpose of this program is "to provide students of community and technical colleges monetary aid to assist students experiencing unforeseen emergencies or situations that affect the student's ability to attend classes."

There are no additional student eligibility criteria other than, "the college must require the student to request assistance in writing." With this in mind, SBCTC's recommendation is to develop eligibility criteria that centers accessibility for students that may be typically marginalized, excluded and/or disproportionately impacted by financial instability and unforeseen emergencies.

We strongly encourage colleges to assist students in completing emergency assistance requests. Students must submit a request in writing for assistance to be eligible for SEAG funding. (See Appendix A Sample SEAG request form)

Identify Students with a Financial Emergency

Students will most likely approach a faculty member, academic advisor, or other staff when a crisis first occurs. Colleges must have a plan in place to create a student-centered, proactive "front line" to identify and refer students to the SEAG Program. This "front line" cannot be centralized into one role; multiple supportive staff across departments must be able to refer students to this program when there is potential for these funds to benefit them. Dedicated SEAG Program staff should be placed where they are best equipped to connect the student to additional college and community resources. Ideally, students will be walked or "handed off" to the appropriate office where they can receive services.

In addition to a front-line response plan, colleges must also develop and employ an outreach plan that includes both general and targeted efforts. General outreach includes such efforts as providing flyers or identifying the program on the college website. Targeted outreach includes identifying and notifying individual students who may need support in the future, including students already receiving other funding and direct service supports, at a certain income level, or those experiencing food or housing insecurity, or homelessness.

SEAG Request Process

The application process must be as low barrier for the student as possible. Multiple access points should be developed to increase equitable access to SEAG funds. Although the most beneficial

Page 9

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

access point is an in-person conversation, students should also be able to submit a written request online, at off-campus locations, or begin the process with a phone call. Colleges will need to develop a template for written requests (See Appendix A for a sample SEAG request form). In order to create a less burdensome process for students, college staff are encouraged to walk students through submitting their written requests. When discussing needs with the student and assisting them with the written request, staff should discuss additional resources that could be helpful for the student. Colleges will need to establish processes for collecting required and other beneficial student data while maintaining a low-barrier process (See Appendix B for minimum data requirements).

2SHB 1893 states, "the college must require the student to request assistance in writing." The following components should be incorporated into the application process in an effort to ensure equitable and low-barrier access to assistance:

- Multiple points of contact for students to access SEAG funds and be connected with additional assistance/services.

- Multiple methods for students to submit SEAG emergency fund applications. Students should be able to submit a written request in-person, online, at off-campus locations, and/or begin the process with a phone call.

- Standard application that is accessible and low barrier to complete. Colleges will need to develop a template for written student requests (See Appendix A – Sample SEAG Request Form). SEAG Program application processes may be combined with other emergency assistance programs as long as low-barrier access to the application can be maintained.

- No other "proof" or documentation required beyond the written request for assistance. If your business office believes they need documentation beyond the written request for auditing purposes, please notify SBCTC program staff immediately.

- Supported completion of application process to include discussion of students' needs and any additional resources available to the student.

- Data collection process that maintains low barrier intent of the SEAG Program (See Appendix B - SEAG Program Reporting Requirements for more details).

SEAG Request Review & Decision Processes

The college must establish an application review process. The process must define who will make the decision (a single person or a committee), include a decision-making rubric or criteria for prioritization of available funds, and identify how often a student can reapply or any award limits. Emergencies can escalate quickly, so the review and decision process should ensure a timely response to students. **This process should also not be hindered in the absence of key personnel requiring the college to develop a back-up plan.**

Notification

Students must be timely notified of SEAG funding approval or denial. Notifications must clearly identify next steps. If the student was not recommended for the SEAG funds, the notification must include an explanation of the decision and referrals and resources that may help alleviate the situation.

Disbursement

Colleges must establish a disbursement process that ensures students receive SEAG awards within a maximum of 4 business days of submitting an emergency fund application (a shorter time frame is preferred and could be critical to addressing the emergency). Sample forms of disbursement include: 1) a check written directly to the student, 2) a check written to a third-party vendor, or 3) a gift card/pre-paid credit card.

Follow-up

Colleges must follow up with the student at least once within 10 days, and then again within 45 days. Follow-up should include a comprehensive referral to campus and community resources in addition to ensuring the student received their funds. A key aspect of this follow-up is to collect information around whether or not the emergency was addressed, and the funds alleviated the immediate barrier to college attendance. A student survey should be administered and include evaluative questions around the impact of the grant program (See Appendix C for a survey sample).

If a student was not chosen to receive an emergency grant, the office must still follow up with them within 10 days of receiving their denial notification. This would be a good time to refer the student to other programs within your institution or in the community, if those referrals have not already been made.

Application Process

Application Guidance

In preparing the college's SEAG budget please consider the following items:

- Demonstrated need for the SEAG program within your college including basic needs assessments, demographic information, projected number of students served, student income levels, students experiencing homelessness, food insecurity and/or other unmet basic needs.

- Capacity and commitment to leveraging existing student supports

- Services already offered within your college as well as ability to make referrals to external community resources and how integration of resources is done to connect students to emergency funding and long-term basic needs supports

- Other support programs and services your college has established to support students' emergency and long-term basic needs

- Ensure cross-departmental collaboration to connect students to the SEAG Program and additional student supports

- Staffing plans and departmental location(s) of the SEAG Program at your college

- Ensure students' access to SEAG funds are low barrier as possible and demonstrate a commitment to equity and diversity

- Provide access for all students needing emergency assistance including those who may not

Page 11

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

necessarily meet the traditional definition of "financial need"

- Demonstrate a commitment to an efficient review and decision process that ensure a minimum lapse of time between application and disbursement and indicates how the college will prioritize disbursement of emergency assistance funds

- Commitment to support beyond SEAG funds – demonstrate plan to connect student in need, regardless of SEAG funding, to additional campus and community support services and programs

- Evaluation plan to record student and program data, follow up with students and document effectiveness of the SEAG Program

- Increase efficiencies in program operation such as adherence to 4-day disbursement turnaround time and timely follow up with students post disbursement to assist in reducing barriers

Application Requirements

The following is required to be considered a complete application:

Supporting Documents

A. Intent email - All applicants must submit an email describing the applicant's intent to administer the SEAG grant, plans to serve basic student needs and priority disbursement of SEAG funds.

B. Assurances Document - All sections of the assurances document must be reviewed, signed and attached to the applicant's email sent to the program administrator.

C. Budget Form - Applicants must submit a budget using the provided budget form and attach the form to the applicant's email sent to the program administrator.

  - Administration costs may not exceed 10 percent of the total budget.

  - Indirect costs are not an allowable expenditure with these allocated state funds.

Review Process

The State Board will review intent emails, assurances documents and budget forms to meet minimum application criteria. The SBCTC will make recommendations to scale budgets based on the evaluation criteria. The State Board will confirm final approval. Colleges will be notified regarding application status by mid-June 2023.

SEAG Program Financial Aid Guidance

The monetary assistance provided to students through SEAG Programs should be considered a grant and must not be required to be paid back. Therefore, it should be counted as Estimated Financial Assistance regardless of the amount and the method of disbursement. According to NASFAA,

The definition of estimated financial assistance is in 685.102(b), as well as the discussion of EFA in Volume 3 of the FSA Handbook. Generally speaking, assistance provided to a student because of his

or her enrollment in a postsecondary education program is EFA. There are some specific exclusions. Funds from the institution are not excluded from the definition of EFA. Neither are funds awarded on the basis of an emergency experienced by the student. The school must treat the funds as EFA.

Another reason to make sure the financial aid office is aware of these circumstances is to determine whether the use of professional judgment (PJ) would be appropriate. For example, an FAA might determine, based on the circumstances the student is experiencing, that an increase to the student's cost of attendance (COA) is warranted. The COA increase might offset the EFA, with the net effect that the student's eligibility for Title IV funds is not impacted. As with all PJ decisions, documentation of the student's circumstances and the rationale of the decision must be maintained.

Examples of Estimated Assistance

Estimated Financial Assistance (EFA)

Any educational benefits paid because of enrollment in postsecondary education, such as:

- The student's Pell Grant eligibility;

- Direct Unsubsidized and Subsidized Loans;

- PLUS Loans;

- Long-term loans made by the school (short-term emergency loans are not considered to be Estimated Financial Assistance);

- Grants, including Federal Supplemental Educational Opportunity Grants (FSEOGs) and state grants;

- Scholarships, including athletic scholarships and scholarships that require future employment but are given in the current year;

- Employer reimbursement of employee's tuition

- Waivers of tuition and fees;

- Fellowships or assistantships;

- Income from insurance programs that pay for the student's education;

- Net income from need-based employment such as FWS;

- AmeriCorps funds (except when packaging Direct Subsidized Loans);

- McNair Postbaccalaureate Achievement Program; and

- TEACH Grant funds.

- Private education loans are not considered EFA UNLESS the loan substitutes for the EFC and exceeds it, in which case the loan funds which exceed the EFC are considered EFA

Not EFA

- The Iraq and Afghanistan Service Grant is not considered EFA.

- Wages from non-need-based employment are not EFA.

- Veterans from non-need-

- based employment are not EFA.

- Veterans education benefits are not considered EFA.

- When awarding Campus-Based funds, you may exclude from EFA; funds up to the amount of any Direct Subsidized Loan that you award to the student when the student received AmeriCorps of Chapter 30 benefits.

- When determining eligibility for subsidized Direct Loans, you must exclude the entire amount of AmeriCorps benefits.

SEAG Program and Satisfactory Academic Progress

While the purpose of the SEAG Program is to provide monetary aid that supports students in remaining enrolled in classes, students receiving SEAG funding are not subject to the same satisfactory academic progress criteria as FAFSA. Furthermore, academic progress may look very different for students during a time of emergency. The recommendation for SEAG Program Colleges is to focus efforts on supporting the student through the emergency, connecting them with additional resources and supportive staff, and working with the student to remain enrolled in the number of credits they are able to complete during the quarter they receive assistance and subsequent quarters.

SEAG Program - Financial Aid Disbursement Codes

Item types have been developed to assist colleges in processing SEAG funds related to these request/need categories as either disbursable or non-disbursable to students.

Most current data FY20-21 financial aid data available here: https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/financial-aid-dashboard. The financial aid dashboard provides information about students funded from a variety of programs.

Request/Need Categories and Common Allowable Expenses

There are 9 common request/need categories for the SEAG Program. For the purposes of the SEAG Program, requests are the items students include in their application and needs are any additional items college staff discover the student needs to stay enrolled in their classes. Often, students will prioritize their requests based on what is most pressing and may not request assistance for all items because they believe they will only receive assistance for part of what they need. Requests and needs are tracked separately to help relay more comprehensive information to the legislature. The 9 request/need categories are defined in the following ways:

1. Books (& Supplies) - Printed and online books are an allowable expense as long as all other funding sources have been exhausted. Other examples of allowable book and supplies expenses include: access codes, study and exam costs, tools or other supplies needed to

Page 14

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

complete coursework.

2. Child-related: Child-related includes any child-related expense including childcare provider, child healthcare, etc.

3. Fees and Fines include any non-tuition related fees and fines that inhibit the student's ability to continue in classes, may include non-utility or non-housing related bills or debts.

4. Food includes food and nutrition related expenses.

5. Health-related: Health-related includes health expenses or bills related to medical, dental, vision, etc. care.

6. Housing includes any expenses related to housing or shelter. Some examples may include: hotel room, rent, and mortgage if a student is at-risk of foreclosure without resources to remain housed.

7. Technology includes any technology expenses related to attending classes. Some examples include computers, cell phones, Wi-Fi connection and devices, printer, headphones, cables and cords, etc.

8. Transportation includes expenses related to getting to and from classes. Some examples include: auto repair, gas, public transportation, etc.

9. Utilities are expenses specifically related to electricity and heating/cooling, water, sewer and garbage.

The following global item type numbers have been reserved for SEAG funding. All SEAG Emergency Funds Assistance must be awarded through the financial aid system. Colleges will establish Financial Aid Program Codes to uniquely identify those awards funded through the SEAG program. Colleges in ctcLink will use the following WorkFirst Global Item Types.

Peoplesoft ctcLink FA Item Types

Item Type	DESCR
912000001001	SEAG Books Non Disb
912000001002	SEAG Books
912000001003	SEAG Childcare Non Disb
912000001004	SEAG Childcare
912000001005	SEAG Fees Non Disb

Page 15

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

912000001006	SEAG Fees
912000001007	SEAG Food Non Disb
912000001008	SEAG Food
912000001009	SEAG Healthcare Non Disb
912000001010	SEAG Healthcare
912000001011	SEAG Housing Non Disb
912000001012	SEAG Housing
912000001017	SEAG Technology Non Disb
912000001018	SEAG Technology
912000001013	SEAG Transportation Non Disb
912000001014	SEAG Transportation
912000001015	SEAG Utilities Non Disb
912000001016	SEAG Utilities

Instructions for Setting Up FA Item Types

If your college has not yet requested to have these created for your institution, please submit a single ticket containing all applicable SEAG Item Types and the Campus Solutions team will activate them for your college. To request these item types be created for your college, please open a Ticket under the following SolarWinds request type: ctcLink Support • Campus Solutions • Student Financials • Item Types. For additional ctcLink FA Item Type instructions, please review the ctcLink Reference Center:http://ctclinkreferencecenter.ctclink.us/m/92427/l/936452-9-2-creating-a-new-fa-item-type

SEAG Program Student Coding

New SEAG Program student coding has been implemented for use starting summer quarter 2021 to

Page 16

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

better track students that receive SEAG funding and meet the reporting requirements established in 2SHB 1893.

PeopleSoft ctcLink Coding

SEAG students are coded with a Student Group Code of SEAP. Student Groups are not associated with a specific YRQ, so you will need to deactivate students once they are no longer receiving assistance as part of the SEAG program. Make sure you deactivate students in the quarter for which they should no longer be counted.

To ensure the SBCTC is able to capture the student data, you need to inactivate the student's SEAG Student Group Code after the quarter term end date for the term they received assistance and prior to the following term. This way when the State Board pulls data at the end of winter quarter, the student's most recent effective dated SEAG record makes them inactive and they will not count for the next quarter. This is similar to how Legacy works as you want the students' coding to be correct by the last day of your quarter. For accuracy, do not make modifications for the next quarter until you are past your current quarter's MIS run date.

Example: If a student applies for SEAG on 9/21/2021 (fall quarter) and you code the student with the Student Group Code on this day, the effective date becomes 9/21/2021. When the State Board pulls data at the end of fall quarter, it looks for active codes that are dated less than or equal to your college's term end date. Therefore, this student would be counted as SEAG for fall quarter.

System and College Quarterly Monitoring

It is essential that SEAG staff verify their college's student tracking data quarterly before it is transmitted and work with campus registrars for quarterly reporting dates and timelines. The SBCTC (or data warehouse) can provide the colleges with outcome data. These reports will be deemed official and final. For accurate reporting and program measurements, it is important that colleges count the same students.

Reporting Requirements

SEAG colleges must commit to submitting quarterly and year-end program reports as part of the formative and summative evaluation processes that will inform the legislature and guide program changes to better meet student needs.

The following reports will be due on the last day of the month following the end of the previous quarter. Please see the following detailed schedule of report due dates:

FY24 Quarterly Reports Due Dates
1. Summer Quarter - October 30, 2023
2. Fall Quarter - January 31, 2024
3. Winter Quarter - April 30, 2024
4. Spring Quarter - July 31, 2024

Quarterly Reporting

Students Served

Using the SEAG quarterly reporting PDF template provided by SBCTC, SEAG colleges will report, at minimum, the data elements outlined in Appendix B and submit this report via email..

1. Describe your SEAG Request Process.

   - What options will students have to submit a request for SEAG funds?

   - What support will be provided to students to complete their submission?

   - Which staff will be involved in this process and what is your back-up plan to ensure this support is available?

   - How will the request process be as low barrier as possible and ensure equitable access for students?

   - How will you ensure all students are eligible to apply - not just those who meet the traditional definition of "financial need."

2. Describe your SEAG Review and Decision Processes.

   - How will you conduct your application review process?

   - Which staff will be involved in this process and what is your back-up plan to ensure this support is available?

   - How quickly will the review and decision occur?

   - What criteria will your college use to make decisions about which applicants get funded? Include a decision-making rubric or criteria for prioritization of available funds.

   - What award limits will your college have for the SEAG Program and what will you do if a student requests more than that amount?

   - How often can a student reapply?

3. Describe your SEAG Notification Process.

   - How will you notify applicants of award and denial decisions?

   - How quickly will the notification occur after a decision is made?

   - Which staff will be involved in this process and what is your back-up plan to ensure this support is available?

   - What is your plan to provide additional information to students about other support services and programs at time of notification?

4. Describe your SEAG Disbursement Process.

Page 18

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

- How will funds be disbursed for each type of financial emergency you expect to see?

- Which staff will be involved in this process and what is your back-up plan to ensure this support is available?

5. Describe your SEAG Follow-up Process.

- How will your college follow-up with recipients to ensure that the emergency has been resolved and/or that they have been able to access additional assistance and support?

- How soon and how often will you follow up with students?

- What is your plan to continue to connect students seeking SEAG funds to additional resources, support services and programs?

- How will you conduct a student follow-up survey to gather information about the impact of the SEAG funds?

- Which staff will be involved in this process and what is your back-up plan to ensure this support is available?

6. Implementation Timeline

- Provide a projected timeline for implementation and disbursement of SEAG Program funding. Describe any reasons why immediate implementation and/or disbursement of SEAG Program funding may be delayed.

Formative Evaluation Report

Using the Formative Evaluation template supplied by SBCTC, funded colleges will share course corrections, technical assistance needs, key findings, and institutional learnings. Additionally, funded colleges must commit to conducting formative evaluation processes throughout the implementation process and report shifts in program design during quarterly and individual check-in meetings, reporting processes and directly to the SBCTC when necessary.

Year-end Summative Reports

Spring quarter report will serve as the year-end report and is due to the SBCTC by July 31, 2024. At minimum, year-end reports will include aggregated data from the quarterly reports and a summary of institutional learnings. Colleges will also include student and staff testimonials concerning program access and effectiveness. The SBCTC will work with colleges to fulfill annual reporting requirements to the legislature by December 1 of each year and present recommendations to better serve students.

Colleges will also work with SBCTC to share lessons learned with the college system via printed materials, a web-based forum and/or in-person presentations. Colleges may also be selected to participate in information sessions with the legislature and provide testimony during legislative hearings as appropriate.

Evaluation Plan:

- Describe your college's plan to ensure ongoing formative evaluation of your program

Page 19

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

including which personnel will be responsible for ensuring evaluations are conducted on a quarterly basis.

- Identify which data elements you plan to include in your formative and summative evaluations in addition to the minimum requirements identified in Appendix B.

- And, explain how your college plans to evaluate equitable access to SEAG Program funding?

Expenditures Report

Using the SEAG quarterly reporting PDF template supplied by SBCTC, funded colleges will track actual expenditures for quarterly and year-end reporting periods.

Fiscal

SEAG Program Redistribution of Funds

SBCTC will utilize the SEAG Program Report survey to monitor expenditures. As part of the SEAG Program Report survey, colleges will have the ability to request or return funds, as needed. SBCTC is instituting redistribution policies to ensure program funds are fully expended to assist students with remaining enrolled in their classes by June 30th of each fiscal year. Unexpended SEAG Program funds from any given fiscal year cannot roll over to the following fiscal year.

Schedule of Expenditures

SEAG Program colleges are expected to expend SEAG Program funds by the following timeline and corresponding percentages. Colleges will be encouraged to voluntarily return any unspent funds outside of the allowable range for redistribution to meet system needs. The following percentages are applied to the original funding awards and not applied to additional funds received from funding survey requests.

1. By the end of December, SEAG Program colleges are expected to have expended 33 percent of their annual SEAG Program budget. If the college has not met this target, the college must identify a plan for meeting the expenditure target for the end of March and/or will be encouraged to return funds to be utilized by other SEAG Program colleges that have met targets and have requested funds.

2. By the end of March, SEAG Program colleges are expected to have expended 66 percent of their annual SEAG Program budget. If the college has not met this target, the college must identify a plan for meeting the expenditure target for the end of June and/or will be encouraged to return funds to be utilized by other SEAG Program colleges that have met targets and have requested funds.

3. By the end of June, SEAG Program colleges are expected to have expended 100 percent of SEAG Program funds. Any college that ends the fiscal year with more than 10 percent unexpended SEAG Program funds will receive a budget reduction for the following fiscal year.

Mid-year Budget Modifications

SEAG Program Colleges may request budget modifications in the following ways:

Page 20

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

- Request or return funds through funding surveys

- Request to revise the existing SEAG Program budget by moving funding between budget categories

If a college would like to request a budget modification that represents 10percent or more of any affected budget category SEAG program colleges will need to complete the following steps:

1. Email the details of the desired budget modification to the SEAG Program Administrator.

2. The SEAG Program Administrator will confirm whether the budget modification is approved or denied by email.

3. Revise your college's SEAG Program Budget with the approved budget amounts and email the revised budget form to the program administrator.

4. The SEAG Program Administrator will send the approval/disapproval email to the college administrator once the budget revision decision has been made.

Annual Budget Reductions

If unexpended SEAG Program funds exceed 10 percent in any fiscal year, the college is subject to a reduction in funds in the next fiscal year. The reduction is equal to 75 percent of the difference between the award amount and the actual funds expended by categories.

If any SEAG Program college within a reduction year expends their award within the 10 percent allowance, they will renew their eligibility to receive a full award in the following fiscal year. SEAG Program Colleges in a budget reduction year are permitted to request additional funds through the quarterly report survey process, however additional funds are not guaranteed.

To avoid a reduction in future funding, colleges should notify SBCTC as soon as possible of any unusual circumstances that may prevent the college from meeting the expenditures schedule and/or fully expending funds for the year. At minimum, each college should utilize the request/return feature provided within the quarterly report survey. Additionally, college staff are encouraged to meet with the SEAG Program Administrator to discuss concerns and/or processes for fully expend SEAG program funds.

Additional Emergency Assistance Resources

Emergency Assistance Guidance

In April 2020, SBCTC released Emergency Assistance for Students Guidance in response to the COVID-19 crisis and corresponding CARES Act emergency assistance funding provided in the Higher Education Emergency Relief Fund. Colleges are close to or have fully expended CARES Act funds. Prudent leveraging of available college and community financial resources will most effectively impact student success by connecting students in need to college and community support services and programs to provide ongoing or additional support. For example, SEAG Program funding may be leveraged for BFET 50percent reimbursement. However, when leveraging with BFET, Participant Reimbursement policies apply, which often require additional documentation and may not maintain low-barrier access required for administering SEAG Program funding. A leveraging approach for

Page 21

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

colleges who are awarded Support Students Experiencing Homelessness (SSEH) by serving students experiencing unstable housing through the SSEH funds and support students with SEAG funds with other basic needs.

Emergency Assistance Quarterly Meetings

Quarterly SEAG program Meetings will serve as a space for all SEAG Program colleges to learn from one another. Additional efforts were explored to develop a broader learning environment to work through challenges, solutions, and best practices for providing emergency assistance funding to students and now have provided College Collaboration Hub where the focus is on college's best practices and open dialog on program improvements. SEAG program colleges will continue to help guide the formation of this larger collaboration group.

Student Supports Canvas Community

The Student Support Programs have developed a shared space for learning about various programs and student supports. Please contact Deana Rader drader@sbctc.edu to receive an invitation to join the Student Services, Student Support Programs Canvas Community.

Additional Resources

SBCTC Program Staff have continued to develop resources to share with SEAG Program colleges and the broader community and technical college system, as well. Some of the resources that continue to inform and shape the SEAG Program development include:

- State Strategies for Building Equitable Access to and Success in Postsecondary Education

- https://wsac.wa.gov/media-2023-01-18-Basic-Needs-Insecurity-Report

- https://wsac.wa.gov/sites/default/files/2022.InterGenEconMobilityFinAid.Snapshot.pdf

Open Licensing Policy Requirement

The SBCTC requires that all digital software, educational resources, and knowledge produced as part of this competitive funding be placed under the Attribution license from Creative Commons. This license allows others to use, distribute, and create derivative works based upon the digital works, while still allowing authors to receive credit for their efforts.

Please take the time to read the license at Creative Commons. If awarded Student Emergency Assistance Grant Program funds, you must agree to allow the SBCTC to distribute the digital software, educational resources, and knowledge created through this funding under the terms of the Creative Commons Attribution License available at the website above. Creative Commons (CC) is a nonprofit corporation dedicated to making it easier for people to share and build upon the educational and scientific work of others, consistent with the rules of copyright.

Page 22

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

Appendix A - Sample SEAG Request Form

<p align="center">Student Emergency Assistance Grant
Request for Funds</p>

Name:
SID:
Phone:
Email:

Amount Requested:

Type of Need:
☐Housing/Rent ☐Automobile ☐Gas ☐Public Transportation ☐Child-related ☐Health-related ☐Groceries ☐Meal/Nutrition ☐Utilities ☐Books ☐Other:

Personal Statement:
Please describe the emergency related to this request. Include any information that can help us understand why you are requesting SEAG funds.

How does this emergency impact your ability to complete this quarter of college?

Do you foresee any factors OTHER than this emergency that may impact your ability to complete this quarter of college? Please explain.

Please circle which best describes your situation.

How likely are you to drop out or take a break from college at this point in time?

Extremely Likely   Very Likely   Likely   Not Likely   Not at all Likely

If you were to receive emergency grant funds, how likely are you to complete the current quarter?

Extremely Likely   Very Likely   Likely   Not Likely   Not at all Likely

If you were to receive SEAG funds, how likely are you to enroll in this college next quarter?

Extremely Likely   Very Likely   Likely   Not Likely   Not at all Likely

By signing this document, I commit to using the student emergency assistance grant for its intended purposes, outlined in this application. I also agree to allow college staff and/or staff from the State Board for Community and Technical Colleges to contact me to follow up on my progress after the application is submitted. I verify that all information provided in this application is true and verifiable.

Student Signature_____ **Date** _____

Note to colleges: The request form should also document the decision process and final decision.

Appendix B - Program Data Collection

Student Information

While maintaining the low-barrier intention of this program, colleges will attempt to collect the following information for evaluation of student need and development of program reports and recommendations for further resource assistance. Student Identifier (SID) numbers will be used to collect additional student demographic information available in the data warehouse.

Student Identifier (SID)

Family Status

Number of Dependents

Employment Status

Housing Security Status

Food Security Status

SNAP Recipient

Program Information

At minimum, the following data elements must be collected and included in your monthly and year-end reporting:

Program Data:

- Number of requests

- Number of first-time and repeat requests

- Number of approved requests

- Number of denied requests

- Total amount of SEAG funds requested

- Total amount of SEAG funds awarded

- Average SEAG award amount

- Number of requests by request/need type

- Total amount of other emergency assistance funds awarded by source

- Number of students connected to other support services by program

Request and Award Data by Student:

- Student Information (noted above)

Page 24

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

- Amount requested

- Amount disbursed

- Request/need categories

  - Disbursement method (check, gift card, vendor payment, etc.)

  - Time Lapse between application and decision

  - Time lapse between decision and award disbursement

The SBCTC reserves the right to adjust required data elements for quarterly and year-end reporting in collaboration with SEAG Program Colleges to effectively report findings and recommendations to the legislature.

Page 25

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023

Appendix C - Student Follow-up Survey

At a minimum, the following elements should be included in a student follow-up survey. Additional questions may be added. Results will be aggregated to provide additional information for our reporting requirements.

Before receiving Student Emergency Assistance Grant funds, how likely would you have left or taken a break from attending college?

EXTREMELY LIKELY   VERY LIKELY   LIKELY   NOT LIKELY

After receiving Student Emergency Assistance Grant funds, how likely will you leave or take a break from attending college?

EXTREMELY LIKELY   VERY LIKELY   LIKELY   NOT LIKELY

On a scale from 1 to 10, 1 being the lowest level of satisfaction and 10 being the highest, how satisfied are you with the Student Emergency Assistance Grant process?

1   2   3   4   5   6   7   8   9   10

Comments:

Which statement best reflects the current status of the emergency that you listed on your Student Emergency Assistance Grant request (circle one or more)?

My emergency is completely resolved.
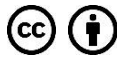
My emergency is somewhat resolved.

My emergency is not resolved at all.

My emergency will never be resolved.

If your emergency is not resolved, what will it take to be resolved?

Did someone at the college help you connect with **additional resources?**

If yes, have you accessed or attempted to access any of the resources that you were referred to **by the staff member,** and **what were they?**

Washington State Board for Community and Technical Colleges

Page 27

Washington State Board for Community and Technical Colleges
2024 STUDENT EMERGENCY ASSISTANCE GRANT PROGRAM GUIDELINES // April 2023