

PRAC PRESENTATION STUDENT ACTIVITIES AND ADVOCACY

December 1, 2020

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GUIDING PRINCIPLES

Equity and excellence cannot be divided.

--Ernest L. Boyer

PRAC Guiding Principles

- All recommendations must be *student centric*, meaning that they should not only impact the least number of students possible, but also consider how we can better help as many students as possible reach their educational goals, whether by changing what we do or how we do it.
- All recommendations must be *equity-minded*, meaning that they should call attention to patterns of inequity in student outcomes by critically reassessing our practices, policies, and structures and recognizing stereotypes that harm student success.
- All recommendations must be *anti-racist*, meaning that they should produce or sustain racial equity in educational outcomes.
- All recommendations must focus on *protecting and improving teaching and learning* by illustrating efforts to employ cogent best practices and innovation.
- All recommendations must acknowledge that as a community college we are *responsive to our diverse community*, but cannot be all things to all people all the time so we must find creative ways to stay true to our mission.

AREA OVERVIEW

The true measure of our success will be the number of people touched and transformed by our success.

--Angela Ahrendts

Who We Are and What We Offer...

The Student Activities and Advocacy Office (SAA) is the primary source of information about:

- Associated Students of the College of Marin (ASCOM) – Student Government
- College success, life skills, equity and social justice, and leadership programs and workshops
- Marin County and Bay Area community resources and services
- Basic needs coordination and support
- Standards of Student Conduct
- Student clubs
- Welcome Week

SAA is committed to facilitating learning that complements students' academic goals, while cultivating opportunities to empower and strengthen student participation in the life, governance, and success of the College.

We aim to provide learning that supports and reflects our diverse student population. Through active engagement in campus activities and the student conduct process, students will enhance their critical thinking and communications skills, their social, cultural, and intellectual interactions, as well as, better understand their responsibility for oneself and the community.

Staff:

4 FTE

- Administrator – Director
- Confidential – Student Conduct Officer
- Classified
 - Activities and Equity Coordinator
 - Administrative Assistant

COLLEGE OF MARIN MISSION, STRATEGIC PLAN, AND EMP

Area Overview Continued

- Equity as the foundation and center
 - Preparation for transfer
 - Associate degrees and certificates
 - CTE
 - Basic skills improvement
 - ESL
 - Lifelong learning
 - Community and cultural enrichment

Strategic Plan and EMP

- Reduce barriers...create a welcoming atmosphere with increased human contact. (Student Access and Success, Goal 1)
- Decrease towards elimination of existing racial equity gaps at the college. (Equity, Goal 1)
- ...be a leader in promoting equity throughout the county. (Equity, Goal 3)
- Make the College a center for community engagement and cultural enrichment. (Community Engagement and Responsiveness, Goal 3)

BUDGET OVERVIEW

Leadership is the art of accomplishing more
than the science of management says is
possible.

--Colin Powell

Student Activities and Advocacy

Discretionary	Non-Discretionary	Hunger Free Grant
6,356	349,408	210.69

NOTE: The Hunger Free Grant of approximately \$35,000 was discontinued in May 2020 when the impact of the pandemic on the financial state of the CCCs was realized.

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THREE YEAR VISION, PERSONNEL PROJECTIONS, AND PROGRAM SPOTLIGHT(S)

Change is hard because people overestimate
the value of what they have—and
underestimate the value of what they may gain
by giving that up.

--James Belasco & Ralph Stayer

Over the next 3-5 years...

Reframe our approach.



Equity Pathways Conference, 2020

THE LANDSCAPE OF BASIC NEEDS

- WHERE WE ARE AND WHAT WE NEED -

- COM Care System - Primary reporting system to understand student crisis and needs.
 - Repurposed in March 2020 due to Shelter In Place.
 - Student Conduct Officer— during high volume times spends 20-30 hours coordinating basic needs a week. Lower volume times is 10-20 hours.
- Technology
 - Laptops - 489 requests
 - Hotspots – 141 requests (since May 2020)
 - Food access – 170 requests
- Community partnerships – SparkPoint, Center for Domestic Peace, SF/Marin food bank
- Student Emergency Assistance Funding (SEAF)

THE STUDENT VOICE AND EXPERIENCE

- *“I am a single parent taking care of my elderly mother and my young son. I am currently living paycheck to paycheck to cover the basics of food and rent,- Help!”*
- *“My parent works in construction and hasn’t had a job since the start of COVID. I help out by paying for a portion of my family bills.”*
- *“I am a single mother of a young child and I am currently in a housing program.*
- *I am struggling with getting essential things like soap, laundry detergent, clothing, and basic hygiene products.”*

DATA – WHAT ARE OUR STUDENTS MANAGING?

To provide a snapshot from the SEAF data collected between June and October from 300 students, here are what they are reporting:

- 84% are experiencing job loss or reduction in work hours (either from themselves or their primary caregiver)
- 34% do not have regular access to food
- 22% lack access to basic medical or mental health care
- 13% have lost their housing or have received eviction notices
- 4% are living in unsafe conditions.

BASIC NEEDS - TECHNOLOGY

	Laptops	Hotpots
Student requested through COM CAREs	477	98
Distributed to students	282	36
Unmet need of students	195	62
Cost per unit	\$550	\$50
Total financial needed	\$107, 250	\$3,100

NOTE: Since this data was collected, all student needs have been met with the purchase of additional devices – laptops and hotspots

WHERE DO WE GO FROM HERE? WE CAN NO LONGER IGNORE WHAT IS IN FRONT OF US

- **According to the Brookings Institution and CDC,**
 - *Black and African American people have suffered higher infection and death rates. Black and African American, Native American and Indigenous, and Latinx people are more likely to hold **employment** positions as “essential workers” and have lost employment and housing at disproportionate rates (Brookings Institution, CDC).*
 - **Finally, more than ever, and as our College data demonstrates, since March 2020, food and housing insecurity is at an all-time high.** According to Brookings Institution survey in April, “food insecurity during COVID-19 hit a national rate of 23% - the highest on record - including a ⅓ of Black households. Unstable renter protection during COVID-19 has increased worry and stress.”
- More than 70 percent of current students who took the Student Aid Commission (76,000 participants) survey reported losing **some or all of their sources of income**. Nearly half of all students faced disruptions in their living situations in the spring. Increased worries about paying for tuition and housing, as well as, taking care of family members and taking full course loads (Inside Higher Ed., July 8, 2020).
- **Additionally, systemic racism is a factor that we cannot ignore during this pandemic.** History of racism and white supremacy has culminated in more recent events - killing of George Floyd and Breonna Taylor, and numerous other Black and African American people. This has “**increased stress, trauma, and anxiety** among Black and African American students and families” (CORA learning - Black Minds Matter series), which has exacerbated the mental health support needed for our communities of color.

REQUEST

REQUEST: Basic Needs Specialist Position

We must be proactive and center the needs of our most marginalized students.

- Focused attention on developing holistic and social justice centered outreach and delivery of basic needs services – food access coordination and development, and housing support.
- Manage day to day operation for food distribution – inventory, organize, expand offerings (ex. toiletries and supplies, family needs).
- Collaborate with campus and community partners - EOPS/CARE, CalWorks & Foster Youth, Financial Aid, Outreach and School Relations, Marketing and Communications, ASCOM, Inter-Club Council, SparkPoint, SF/Marin Food Bank, and ExtraFood.
- Develop and maintain referral network to provide resources to students in need.

Budget proposed: \$30.32/hr. (based on 12 month SAS Support Services Specialist – CSEA Salary Schedule).

❖ **Consideration of alternate framework:** part-time position and/or assess current employee assignments.

NOTE: Technology long-term plan

- Library distribution

QUESTIONS/DISCUSSION

The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.

--Albert Einstein