

Services and Activities Committee
Meeting Minutes
February 28, 2025

Called to order:

Eli called the meeting to order at 2:01 pm.

Attendance:

Erin Sargent, Ian Seymour, Arik Spring, Robbi Goninan, Oscar Martinez, Eli Alvarado, Mia Young, Nick Moreno, Marisol Torres Alcantar

Absent: Yahir Calderon Sotelo, Nicholas Villa

Guests: Genevieve Doshier, James Paton, Tyler Shannon, Joy Stochosky, Mal Stewman, Justin Santoli, Victoria Linder, Salima Oulcaid, Evelyn Aguiar, Javi Garcia-Sanchez, Michelle Hill, Rose Montano , Verónica Gómez-Vilchis, Joseph Pearsons, Trent Bucy, Dr. T. André Feagin

Agenda:

MOTION: Ian made a motion to approve the agenda from 02/28/25. Arik seconded.

Motion Carried. 3 (yes), 0 (no), 1 (abstentions)

Minutes:

MOTION: Ian made a motion to approve the minutes from 2/21/25. Arik seconded. Motion Carried. 3 (yes), 0 (no), 1 (abstentions)

- Nick M came after this vote

Reports

- I. Chair:
 - a. None
- II. Advisors:
 - a. None.
- III. ASCWU:
 - a. None.

Communications Received

Kurt Kirstein presented last week on The University Centers and West Side Student Life. He was asked how there was such an increase from FY22/23 to FY23/24 in Student Life. The answer is – positions were vacant. The Lynnwood/Sammamish and the Pierce/JBLM Student Services Specialists (Positions #00100334 and #00100723) were both vacant until 1/16/2023. In addition, the Eastside Student Services Specialist (Position #00100726) was vacant until 11/20/2022. These salary savings and together with less spending on goods and services during that time amount to approximately \$90,000.00 remaining in the ending fund balance.

Public Comment

None.

New Business:

A. Base Funding Request – Presentations

a. Equity & Service Council

Presented by Justin S, Javi, Evelyn Aguiar, Salima Oulcaid

i. ESC Orgs

1. Black Student Union (**BSU**)
2. Movimiento Estudiantil Chicano de Aztlan (**MEChA**)
3. Latinx Student Association (**LSO**)
4. African Student Association (**ASA**)
5. Japanese Student Association (**JSA**)
6. Filipino American Student Association (**FASA**)
7. Equality Through Queers and Allies (**EQuAl**)
8. First Generation Student Organization (**FGSO**)
9. Asia University America Program (**AUAP**)
10. Pacific Islander Student Association (**PISA**)

a. **All have different diverse groups**

ii. Staff – The executive team to lead the orgs, make sure they meet all their goals, and assist these groups in getting everything they need to continue

1. Justin Santoli, Advisor
2. Javi Garcia Sanchez, ESC Chairperson
3. Salima Oulcaid - Community Programmer
4. Evelyn Aguiar - Executive Assistant
5. 10 Organizations

iii. Budget at a Glance - \$54,703

(a bit more than this due to supplemental funding request 2507)

1. Previous year: \$64,357
2. Staff Salaries / ESC Programs / Annual Org Allocations
 - a. Staff Salaries – student positions are funded on their dept, but pro staff funded by other areas on campus
 - b. ESC Programs – Programmer required to put one event per quarter and office expenses
 - c. ORG Allocations – represents historically marginalized communities.
 - i. There is an intensive yearlong process to join which includes showing up to meetings, engaging in community service, and being voted in by current council members.
 - ii. Being a branch of the student government allows them to advocate for the needs of their communities in addition to creating cultural programming

iv. Staff Salaries – \$26,997

1. Executive Assistant - **\$13,498.50/year**

- a. Responsible for day-to-day org management, attendance tracking, funds requests, meeting agendas, meeting minutes, emails, etc.

2. Community Programmer – **\$13,498.50/year**

- a. Responsible for digital presence, website upkeep, council programming and support
- b. Social media management and plans events at least one a quarter to promote all of the orgs

v. Executive Team Operations - \$1,750

Programmer Budget - max \$1,750	
Fall Quarter - \$250	
Fall Block Party	\$200.00
ESC Closet Cleanout	\$100
Winter Quarter - \$500	
Night Market	\$400
Ballroom Event	\$100
Spring - \$1,000	
ESC Gala	\$700.00
TBD	\$300.00
Total	\$1,500.00
Office Purchases - max \$1,050	
Name tag - Programmer	\$14.00
Office Supplies	\$0.00
Canva Pro Account	\$240.00
Equitea stickers	\$100.00
ESC Crewnecks	

1.

2. The programmer plans about 3 events per quarter

- a. Fall block party for the orgs to table and promote to the new students.
- b. Winter Night Market, which is the biggest event for orgs to sell goods and foods.
- c. End of the year Gala to celebrate ESC and orgs accomplishments.
- d. Office supplies which include nametags and Canva for ESC and org promotions.
 - i. Canva is shared to the rest of the orgs, which gives them access to the digital marketing platform.

vi. ESC Org Annual Allocation - $\$3,500 \times 10 = \$35,000$

- 1. As its stated in their organization constitution – they are dedicated the \$3,500 dedicated to programming

- a. RSO funds are not always secured
- b. Programs put on a wide range of cultural programming
 - i. Haru Matsuri, ESC Block Party, Una Noche Para, Showtime, PolyFest, etc.
 - ii. Takes a year to plan these programs. Those that attend learn a variety of cultural aspects.
 - iii. The labor does not include cultural graduations, which takes a lot of labor and time to put on the programming.
 - 1. ESC Graduations are funded by the President’s Office but planned by ESC Orgs!
 - iv. Year long timeline that they spend in fall for these event.
- vii. Program Data: Fall 2023 – Fall 2024
 - 1. 3,550 Students engaged with ESC
 - 2. 110 General Meetings hosted
 - a. This includes weekly and bi-weekly meetings
 - b. Average attendance per meeting - 20 students
 - 3. 19 Events, programs, and activities hosted.
 - a. Highest attended event: FASA Barrio (230+ students)
 - 4. 400 hours of community service completed.
 - a. Each org is required to do 10 civic hours each quarter.
 - 5. 19 Collaborative events
 - a. In partnership with: DEC, SLICE, Dining Services, Publicity
 - 6. Identities represented – First Generation, Black, Filipino, Japanese, Latinx/Mechiste/Chicane, LGBTQ+, International, AAPI
 - a. They are hoping to expand to more identities on campus
- viii. Quadrennium Request

	Equity and Services Council			
	FY26	FY27	FY28	FY29
Resources				
S&A Allocation	64,357	67,857	67,857	71,357
Self-Support Funds				
Other Funds Received				
Total Resources	64,357	67,857	67,857	71,357
Expenses	26,208	26,208	26,208	26,208
Student Payroll	786	786	786	786

Student Payroll Benefits				
Non Student Payroll Benefits				
Goods & Services	37,363	40,863	40,863	44,363
Total Expenses	64,357	67,857	67,857	71,357

1. 1st year = base funding to maintain full operations for 10 organizations & 2 part time executive team positions
 - a. The \$64,357 is the bare min needed to provide their \$3,500 allocation for their 10 orgs.
 - b. Funds 2 part time executive team student positions.
 - i. If not funded, the distinct important work would have to be shared the ESC Director and Advisor
 2. Every 2 years = increase of \$3,500 to allow for one new org to join ESC every other year.
 - a. ESC continues to grow each year. Especially coming out of programs they have seen increases in attendance and engagement.
 - b. Bringing in a new group every couple of years
 - c. Started conversations that there are groups that are interested in getting integrated into the University such as:
 - i. Native American Student Union and ABLE (disability)
 - ii. Having the ability to bring them back to provide key perspectives and demographics to represent the university. Also allows for the cultural appreciation and joy that ESC focuses on celebrating
 3. Targeted identity groups – Native American Student Union, Muslim Student Association, Desi Student Association, ABLE
- ix. Cultural
- x. Questions? Comments
1. Eli acknowledged that ESC is a fun place on campus and appreciates the environment they make
 2. They want to expand every two years. Are the extra allotments already designed in their budget?
 - a. It's not but they get creative with it. When a RSO is undergoing the process to become an ESC org, they are entitled to \$1,000 of programming until they join the ranks of ESC. They would have to be creative in exploring other funding avenues.
 - b. They'd like to never turn away a group that interested. They'd consider:

- i. Reducing programming supplemental allocation
 - ii. Requesting supplemental funds
 - iii. Spending less on executive programming
 - c. This request will ensure that the baseline for the orgs they know to continue existing and not reduce their funding.
 - i. They have about 9-10 big scale events that they are doing in Spring alone bringing in hundreds of students attending and engaging.
 - ii. Uses all of their \$3,500.
 - d. As they grow into the MCC and increase capabilities it will bring more eyes onto what they do.
- 3. Have they done any budget reduction since the last baseline cycle.
 - a. They had the reduction, which was previously a \$10K reduction. They reached out to S&A for supplemental funds (supplemental funding request 2507) to be able to hire a programmer which has been crucial in supporting programs, keeping the orgs unified, and creates security in programming and other things.

b. DEC/MCC

Presented by Mal Stewman, Victoria Linder, and Justin Santoli

- i. Who are we? Create a space for students to explore their own identities and other cultures

1. **Exploration:**

- a. Culture Corner
 - i. Snacks and explores topics
- b. Workshops
 - i. Includes workshops and discussion trainings
- c. Find Your People
 - i. A space for people to find their space

2. **Community:**

- a. THRIVE
 - i. Women in Power
- b. Q Fam
- c. MOCA
 - i. Men of Color Affinities and meets weekly
- d. DEC Living Room
 - i. No appt required. Walk in and hang out or just meet and connect.
 - ii. Many ESC orgs meet in the space since they open later than other offices.

3. **Activism:**

- a. Empower Students to Take Action
 - i. Students loves to be politically engaged. They give them the space and materials they need to create posters and signage. Helping them know their rights.
 - 1. In accordance with University policy.
 - b. They provide something for really shy people and the big signature events
- ii. DEC Org Chart
 - 1. **Director (Mal)**
 - a. Program Alignment & Budget Oversight
 - b. Strategic Visioning
 - c. Supervision & Guidance to staff
 - d. Growing partnerships with faculty & other departments
 - e. Social & External Media Lead
 - 2. **Program Manager (Justin)**
 - a. Student Staff Supervision & Professional Development
 - b. ESC Support & Advising
 - c. Facilitation Team & Workshops
 - d. Identity & Cultural Program Support
 - e. Website Updates & Maintenance
 - 3. **Program Manager (Victoria)**
 - a. Affinity Program Support
 - b. Culture Corner Program Support
 - c. Social & External Media Lead
 - d. Newsletter Development & Oversight
 - e. Identity & Cultural Program Support
 - f. Assessment Support
 - 4. **OA3 (Michele)**
 - a. Purchasing & Preapprovals
 - b. Office Facilities & Oversight
 - c. Budget Reconciliation & Support
 - d. Scheduling, Time, & Attendance (Payroll)
 - 5. **Student Programmers (11 student staff)**
 - a. Develop and implement programs and experiences
 - i. What students want on campus
 - ii. Diverse group that varies in identity and class standing
 - b. Front desk
 - 6. **Graduate Assistant (1 student)**
 - a. Supervision of special projects

- b. Program oversight & development
- c. Assessment support
- 7. **Marketing Team (3 students)**
 - a. Promote events
 - b. Graphic design
 - c. Social media engagement
 - i. Staying in the PULSE of the culture and promoting engaging content
- iii. Identity-Based & Cultural Programs
 - a. Programming focuses a myriad of different things. It can be hard for students that are away from home for the first time.
- 2. Year Long Programs
 - a. The R.A.P Podcast
 - i. Real authentic people talking about topics live.
 - b. Culture Corner
 - i. Talk about social topics.
 - c. Find Your People
- 3. Identity-based programing – shared affinity and space to foster on campus
 - a. Cultural Welcomes
 - b. Q*Fam: 2LGBTQIA+ support group
 - c. THRIVE: a Woman of Color Empowerment Program
 - d. MOCA: a Men of Color affinity group
 - e. Indigenous student led events
- 4. Heritage Month/Event Programing
 - a. Hispanic Heritage Month – Dia de Los Muertos
 - i. Guest Speaker in Fall 2024: Cheech Marin
 - b. Black History Month
 - i. Taste of Soul Dinner had almost 300 people
 - ii. Guest speakers: Raymond Santana and Shaquem Griffin
 - c. Women's History Month
 - d. AAPI Month
 - e. Parade of Nations
- iv. Signature Programs
 - 1. Past events such as Q Prom, which was CWU's first focus on the LGBTQI+ event or those who may have not experienced prom.
 - a. Black History
 - b. Indigenous centered programming
 - c. Cheech Marin
 - d. Many ways to celebrate their identity

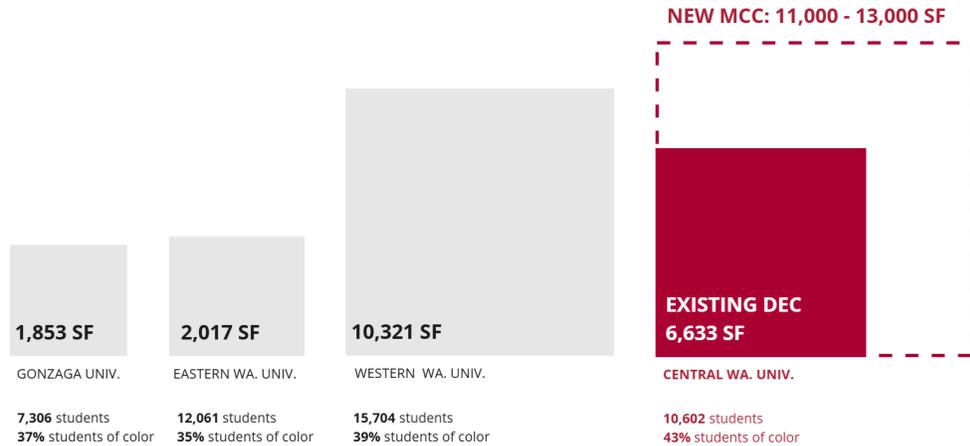
v. Program Data – Fall 2020-Fall 2024

Year (Fall – Spring)	2020-2021	2021-2022	2022-2023	2023-2024	Fall 2024	TOTAL
DEC Hosted Event # of Attendees	276	1,109	1,727	1,658	1,047	5,817
Daily Check In Attendee #s	847	2,860	2,244	2,749	713	9,413
Total Attendees	1,123	3,969	3,971	4,407	1,760	15,230
Unique attendees	315	973	813	1,076	540	3,717

- a. Increasing in those attending and daily check-ins.
 - i. Check-ins include using space, hangouts and workshops.
 - b. Fall 2024 they had 1,760 people interact in some way shape or form
 - c. Roughly 15K people have interacted with the DEC in any capacity
 - d. Participation has been increasing since CVOID.
2. A brief overview of the Diversity and Equity Center's attendance for programs, events, daily check ins, collaborative events, workshops, and more.
 - a. How many people are going
 - b. Is this hitting the right audience
 3. Please note that this information comes from a combination of Presence Data and the Diversity and Equity Center's Comprehensive Calendars
- vi. Coming Soon...
The CWU Multicultural Center!

Multi-Cultural Center (MCC) Comparisons

total student population data provided is from 2022-2023



1. Increasing their size nearly doubling what they have right now
2. Mockups show their front door area, walk-in area, welcome desk, a new room/space for clubs or anyone to use, workspace, living room, a hang out space with a kitchen near, and ESC will have a home as an activity space.
3. More mockups showing a kitchen for students to use to cook their own food. Library space to be used for students to be / chill.
4. They will be going from having one space to meet in to 4-6 spaces for students.

vii. Quadrennium Request

	Diversity and Equity Center / Multicultural Center			
	FY26	FY27	FY28	FY29
Resources				
S&A Allocation	493,602			
Self-Support Funds				
Other Funds Received				
Total Resources	493,602			
Expenses	116,319			
Student Payroll	3,490			
Student Payroll Benefits	239,847			
Non Student Payroll Benefits	83,946			
Goods & Services	50,000			
Total Expenses	493,602			

1. Budget Notes

- a. 2026-29 funding request represents a 9.21% reduction from 2022-2025 funding request
 - i. \$543,689 to \$493,602
 - ii. They found a way to make space for possibilities in the MCC
- b. Current funds request reflects the transition from the DEC to the MCC model.
 - i. Increased budget needs for the space
 - ii. Similar to the SURC model for students to use the space to study. They have a separate workspace that would probably be closed during different hours. The overall space would be a free use space for all students to spend time. There will be specific space for meetings and other things like that.
- c. Budget reflects:
 - i. Increased student staffing needs (space management, monitoring, setup/clean-up).
 - 1. This is something that they are still managing
 - ii. Increased hours of operation (Extended nighttime hours and weekends). Current hours = 43. Projected hours = 82 hours per week.
- d. They are discussing with the ESC orgs to merge with the best fits for what the students want and need from it.

viii. Questions? Comments

- 1. How many staff are they looking to hire?
 - a. It would be 2-4 student staff. Like the SURC. Being open later they need people to close. They may be able to fill some gaps with the Grad Assistant but they need about 2-4 people to cover things.
 - b. Hiring new staff would address the nature of the roles too. They have student programmers and social media. They need more unique job descriptions like building managers, which will affect the programming side of the MCC.
- 2. Erin asked how the remodel is funded
 - a. It's funded separately through the state legislature, and they received \$6 million, so it's not coming out of any student dollars.
 - b. This is only for the construction, so they will only have challenges with staffing double their building size.

3. Erin asked if it would include furnishings too?
 - a. Furnishing Fixtures and Equipment is a separate line of that budget which is getting carved out of that \$6 million budget.
 - i. Capitol planning is addressing this and creating a budget for all that.
 - ii. They have links and diagrams in their space that they are happy for others to explore.
4. Do they have data addressing how many people use the facility each day?
 - a. They do track that through presence. Presence is not being used so they are changing that. They still count how many people are coming into that space each day and keep note of groups and orgs meeting in that space separately.
 - b. Last 4 years show consistent day to day data but this quarter has been wonky.
 - i. Program Data Slide show last 3 years
 - ii. Presence tracks each day so that they can compare that to the ESC Presence Data.
 - iii. The newer tracking is harder to navigate for their daily check-in. They are considering connection card check ins or clickers.
5. How does unique attendees calculate in Presence?
 - a. It's typically tracked as those who haven't attended before
 - b. Many attendees are re-occurring so unique are those who have not checked into the space on Presence before
 - i. This does not include international because their student IDs don't scan properly.
 - c. Does not track Faculty and Staff who use the space but don't check-in.
 - d. Students on the recruiting side such as admissions brings people into those space for tours. They can't track that because those prospective students because they do not have connection cards.
 - e. Overall it has been increasing.
6. They want to follow the SURC model for the MCC. Will they be charging people for using the facility?
 - a. They may need to explore models for non-student and other folks.

- b. They don't know the costs at this time. Students using the space right now are not being charged for the technology and space, so they would like to use that same model.
- 7. MCC was funded by the state are they going to be trying to use other funding through the space or subsidize this at some point?
 - a. They applied for a \$75,000 grant to do men's programming, which they hope to get. Some foundation and some naming opportunities from the rooms and the spaces. Conversations with foundation to pay for a room and help co-fund the work that they do.
 - i. They're always looking for grants and funding opportunities.
 - b. Partnership with student government, who were one of the key players into bringing this MCC project. As the MCC opens and they see what the needs are, they hope to have them as key partners to bring awareness and need for that funding and advocate for them.
- 8. The wage salary for staff in 2022 was quite high but dropped in 2023. Why?
 - a. They have less professional staff than they did. Due to previous budget challenges. They had an assistant director position which duties transitioned to the Director. They weren't allowed to change that because the money was swept back, which did not let them to hire back.
 - b. The Office Assistant position was reduced to halftime prior to Mal coming but would like to bring that back to fulltime due to the needs the center requires.
- 9. 2022 travel went up and down. Where does travel fit into this program?
 - a. All of them have the opportunity, as members of professional organizations, to discover upcoming trends through conferences. They try to build that into a place to continue learning but they are not always able to.

Marisol came at the beginning of the questioning portion

c. ECLC

Presented by Michelle Hill – Trent Bucy and Joseph Pearson

- 1. opened 1983 (open 42 years)
- 2. opened to infants and toddlers September 2005 (open 20 years)
 - a. was in Michaelson 109
- ii. The Program

1. ECLC offers care and early learning for up to 79 children in two separate facilities
 - a. 56 at ECLC in Brooklane
 - b. 23 at Rainbow Room
 - c. Annex next door for infants and toddlers
2. ECLC and Rainbow Room (infant and toddlers) are located in Brooklane Village, Suite 101 and 102.
 - a. ECLC serves ages 2-8 and Rainbow Room serves ages
 - b. Take as young as 4 weeks-36 months.
3. Green Room School agers are in Michaelsen Building Room 109, serving children from ages 5-12 with a max of 23 children.
- iii. The ECLC is designed to provide quality childcare services and Early Learning through
 1. an educational curriculum, Creative Curriculum, to serve the needs of young children from one month to twelve years in age.
 2. OSPI food program
- iv. The primary goal is to sustain curiosity and eagerness to learn in all young children.
 1. We follow the Creative Curriculum in all classrooms. Teaching to the child's area of development and education; cognitive, emotional, social, creative and physical.
- v. We also offer family events throughout the year;
 1. Harvest Fest in November, Winterfest in January, Spring Fling BBQ in June, Parent Night Out (night out for parents to study or extracurricular activities from 6-9PM), Dr. Seuss Night (March 17), Dinosaur Stomp, Parents in the Classroom (Parents showcase), End of Summer Luau BBQ in August (last week of summer session), and Field Trips in our Pre-K classroom throughout the year.
 2. Number of events for the year are between 4-6.
- vi. How many years has this program received S&A funding?
 1. 31 years
- vii. ECLC
 1. ECLC Brooklane Village ages 2-8
 2. Rainbow room suite 102
 - a. Ages 4 weeks-36 months
 - b. Brooklane village
 3. There's a playground behind the buildings
- viii. Green Room After school Age - Michaelsen Hall Room 109
- ix. Organization Chart 2024-25
 1. Report to Joseph Pearson

- a. Vacant site supervisor and Vacant Assistant Director
 - b. Lead teacher for infants
 - c. Lead teacher for toddlers
 - d. Classrooms broken up by age 2 and 3 with a lead teacher in each classroom
 - e. A cook
 - f. 30-40 student staff a quarter
 - g. Variety of Practicum volunteers vary between 5-10 a quarter
 - h. 3-4 part time temps
- x. They serve approx. 75-100 students at their center during the year. (main campus)
 - 1. Some student parents take classes or go to branches
 - 2. They are also able to serve student parents taking online classes through CWU.
- xi. Student parent Demographics
 - 1. ECLC %
 - a. Ethnicity:
 - i. Hispanic or Latino 10%
 - ii. Not Hispanic or Latino 90
 - b. Race: White 90%, Black or African American 2%, Asian 1%, American Indian 1%, Native Hawaiian 1%, Multi-racial 5%
 - 2. Rainbow Room %
 - a. Ethnicity:
 - i. Hispanic or Latino 5
 - ii. Not Hispanic or Latino 95
 - b. Race: White 90, Black or African American 1, Asian 0, American Indian 1, Multi-Racial 7
- xii. Non-students served winter 2025
 - 1. 39
 - 2. Every quarter is different and after June when the student parents graduate the number fluctuates again.
 - a. They go down but come up in fall and winter with more student parents.
- xiii. Classrooms at ECLC
 - 1. Children are enrolled in 4 class groups, 15 children per classroom except the Pre-K class is 17 children
 - a. The classroom with 17 is just based on the square footage
 - 2. Red Room is 2-3 year olds (ratio 1:7)
 - 3. Yellow Room for 3-4 year olds (ratio 1:10)

4. Blue Room for 4-5 year olds (ratio 1:10)
Ratios (teacher:students) are determined by the state
5. Rainbow Room in Suite 102
 - a. 4 weeks to 36 months mixed age group
 - b. Staff to child ratio for infants is 1:4
 - c. Staff to child ratio for toddlers is 1:7
- xiv. Green Room: Michaelson Hall Room 109
 1. Green Room is our Afterschool program
 - a. ages 5-12. (ratio 1:15)
 - b. max capacity is 23
 2. Opened April 2018
- xv. Michaelson 109 – green room visual
- xvi. 2. How many students does this area employ?
 1. Summer 2024
 - a. Student staff: 18
 - b. Practicum 2
 2. Fall 2024
 - a. Student staff: 38
 - b. Practicum: 6
 3. Winter Quarter 2025
 - a. Student staff: 34
 - b. Practicum: 5
 4. Spring quarter 2025
 - a. Student staff: 30
 - b. Practicum 7
- xvii. 7. Student learning objectives
 1. Through student employment at the ECLC Central students are able to gain valuable experience hands on in the classroom with children age one month to 12 years of age. Thus enabling building their resume for future employment once graduating from CWU.
- xviii. 3. What is the prevailing wage paid to student employees?
 1. \$16.66 per hour
 2. \$16.99 for lead students
- xix. 4. How do we decide which program/services to offer students
 1. The ECLC is designed to provide quality childcare services through an educational curriculum to serve the needs of young children ranging from one month to eight years in age.
 2. The primary goal is to sustain curiosity and eagerness to learn in all young children. We follow the Creative Curriculum in all classrooms. Teaching to the areas of a child's development and education; cognitive, emotional, social, creative and physical.

- xx. 5. How do we solicit student input for program/service direction and growth
 - 1. Offer a parent survey once a year to solicit parent input and for program/service direction and growth.
- xxi. 6. We have collaborated with the following areas to support student services:
 - 1. Family and Child Life Program with Dr. Amy Claridge
 - 2. Department of Education with Dr. Dia Gary
 - 3. Asia University America Program (AUAP)
- xxii. 9. How do your program goals support university goals?
 - 1. Important to recruitment and retention of students with families
 - 2. ECLC provides students with employment and educational benefits and work experience that increases their career marketability immediately upon graduation
 - 3. Teaching/learning lab for students in variety of broad fields such as Human Resources and Interior Design
- xxiii. Rates

<u>Student</u>	<u>Faculty/Staff</u>
Infant full day \$40	Infant full day \$54
Toddler full day \$38	Toddler full day \$51
ECLC full day \$36	ECLC full day \$49
School age full day \$36	School age full day \$49
- xxiv. **10. Wait list for Students, Faculty/Staff and Alumni**
 - 1. Infants ages 4 weeks-12 months old:
 - a. Student parents: 2 children
 - b. Faculty/staff 16 children
 - c. Alumni: 3 children
 - 2. Toddlers ages
 - a. Student parents 18-19 children
 - b. Faculty/Staff: 64 children
 - c. Alumni: 3 children
 - 3. If they remove themselves from the wait list, then they will go to the bottom of the wait list. The list may look long but it may taper off. They seek summer because it is limited in town.
- xxv. **11. Wait list for Students, Faculty/Staff and Alumni**
 - 1. Red room ages two-three:
 - a. Student parents: 4
 - b. Faculty/Staff parents: 8
 - c. Alumni: 7
 - 2. Yellow room ages three-four:
 - a. Student parents: 4

- b. Faculty/staff: 5
- c. Alumni: 1

3. Blue room ages four-five:

- a. Student parents: 5
- b. Faculty/staff: 7
- c. Alumni: 3

xxvi. **12. Wait list for Students, Faculty/ Staff and Alumni**

1. School agers 5-12 years old

- a. Student parents: 12
- b. Faculty/staff: 17
- c. Alumni: 2

xxvii. **FY 2021-25**

- 1. Admin and teaching salaries \$
- 2. Student payroll expense \$372,500.00
- 3. Benefits \$268,901.00
- 4. Goods and services \$124, 895.00

xxviii. **Questions? Comments**

- 1. What is the Self support funds?
 - a. Auxiliary has their own funds, so there is no money from the state .
 - b. They only get funds from charges for services and S&A support, which offsets the costs for students.
 - i. Self-support comes from the daily charges
 - c. They get reimbursement for the food program.
 - d. Student parents can apply for the WSAC grant (Washington Student Achievement Council) which is given out between \$430-\$600 a quarter. This is to help parents with childcare expenses which are extremely expensive especially if they have multiple children.
- 2. Erin noted that the Winter quarter had 39 students that were staff and faculty but their capacity is 62. Are 63% of the children at the ECLC of staff and faculty?
 - a. They can have even more over that capacity due to children coming in at different times, so they shared that full day rate. They still do morning and afternoon sessions, but it gets tricky to explain thus why the full rate was shared. They still offer AM/PM sessions
 - b. Student parents are priority to their spots. After Fulfilling that then they go to faculty staff
- 3. Do staff and faculty have to leave at the end of the quarter to make room for a student parent?

- a. No. Faculty/staff are the same schedules at Monday-Friday.
 - b. Full day students are the ones they get the schedule from every quarter because their classes change.
 - i. One quarter they may attend 7:30-5:30, which is open to close. The next quarter might not offer a whole lot of classes and only need an afternoon session.
 - c. They go into the waitlist for the quarter to quarter. Sometimes they can only offer childcare for that quarter only.
 - i. 8-10 always say yes even if they don't have care for the next quarter because they want to get into the ECLC.
 - ii. They are always high on faculty/staff, especially after June when most student parents graduate
4. Erin asked if they can get the enrollment information for the last few quarters or for last year and this year?
- a. It varies but they can go back to get that information.
5. All of the infants are from student parents
- a. When they turn 12 months they have to go to the toddler room in accordance with licensing for age.
 - b. Whoever they bring in, if it's not students, it might be filled up with faculty staff. Then the toddler room would be filled up with student parents then the ratio changes again. Every quarter is different and the moving up and aging up changes things.
 - c. Some students go into internships or get full time employment on campus. They had someone go from a student parent to a faculty staff rate.
6. Joseph noted that most of the ECLC budget is labor for staff, students, and food. Most of it is labor. Over the last three years they were able to absorb the reductions from S&A funding. 15% reduction is steep for a large budget such as this one. They've had to make staff changes and reduce hours. Despite those pressures, they try to keep the cost low for parents, but they must pay the bills to keep the lights on.
- a. The first time in 15 years they had to raise the rates for student parents. S&A funds help keep that rate low for students.
 - b. Staff and faculty experience that 3-5% every year.
 - c. S&A helps the funding support for students.

d. They've tried to keep their rates as low as possible but due to financial pressures they've experienced, they had to raise rates for students to cover the costs.

7. Erin asked What are the rates charged for students versus staff.

a. Per the Rates Slide:

<u>Student</u>	<u>Faculty/Staff</u>
Infant full day \$40	Infant full day \$54
Toddler full day \$38	Toddler full day \$51
ECLC full day \$36	ECLC full day \$49
School age full day \$36	School age full day \$49

8. Robbi asked if the rate changes if someone is only there for a half day?

a. Yes. Screen was full, which is why the only included the full days.

b. For example, a 2 year old for a morning block is \$28 for a student parent.

9. Erin asked with if the student parents are able to use DSHS (Department of Social and Health Services) benefits? Is that a barrier for student parents to be able to bring their children?

a. No, in 2014 that ended. It's private pay only so just state.

10. Erin asked about the budget deficit which has been growing over the last 2 years is there a plan to address that?

a. There is a conversation about where that budget deficit came from. They tried to keep the rates low but due to minimum wage increase and the 3-5% increase on staff across every year, they didn't raise rates enough to keep up with that.

b. This year was their attempt to get out of that situation. There was a 15% reduction in S&A funding support plus the 15%+ increase in labor cost. They were not prepared for that in their planning.

c. The rates went up significantly for faculty/staff.

d. They have to charge appropriately for the services provided and childcare is expensive. On top of the increased rates, they had to make a 12% reduction in labor.

e. This is the first time with the contracts at the new rate with the increase of \$8 a day for faculty staff and \$10 for student parents.

11. The goal for ECLC is to cover costs. They are not here to increase money or make revenue but to operate at \$0 profit.

12. What's the impact of having fulltime staff versus having part time staff?
- a. They have a mix of both and the lead teachers are Early Childhood Program specialists³, which is the state considers for their title. They have to keep the ratio that the state requires for the WACs (Washington Administrative Code). They could not just have 7 babies with 1 teacher it *must* be 1:4. If there is an increase in babies then there must be an increase in staff. They have part time professional lead staff as well as full time. They're all cyclic employees, some have Summers off, but they're not 12 month employees. Michelle Hill is the only 12 month employee.
 - i. It is necessary for the WAC and ratio requirements from the state. Not everyone is part time.

13. Joseph noted that the ECLC is a learning center and not a daycare. There is a difference.

- a. They have a curriculum. There's a reason why there's a waitlist. It's a learning center. A daycare is a daycare and there is a difference.
 - i. Students, faculty, and staff benefit from having these services provided to their community. Michelle and her team are experts at this.
- b. They are bound by state rules in order to operate. There's a lot of codes that are hundred and hundreds of pages, which Michelle is an expert on.
- c. The requirements they have to go through just to operate and they do a great job at what they're doing at ECLC

- **Eli left prior to this motion**

MOTION: Oscar made a motion to extend the Questions by 5 more minutes. Arik seconded the motion. 3 (yes), 0 (no), 1 (abstentions)

14. Oscar noted for clarification that all of their funds come from S&A and self-support service rates from students and staff.
- a. There are contract charges for the use of staff time.
15. Oscar asked if there any plans to reduce costs for students since it's supposed to benefit students more?
- a. No, it was just raised as of Fall 24. The grant, which most of them qualify for, helps offset it and eliminates their bill in half or three-fourths
 - b. The math has to = 0, so they would need more funding from S&A funding back to the initial funds from four years ago. Then they could potentially reduce the cost.

- i. Labor has increased 3-7% over several years plus reduction by 15% over the past four years.
 - ii. They either need the campus or the state to help support that labor cost in order to provide a smaller rate to provide the needed care.
 - iii. They have already reduced labor costs by 12% in order to keep the lights on. There is no other way for them to reduce those costs and continue to provide the care for the children because they are already operating at the minimum staffing ratio.
16. Oscar asked how many student parents are using this service for this and past quarter?
 - a. Every quarter is different so it's around 30. Fall and summer is different. Summer depends on whether or not students can get financial aid for summer. It depends every quarter.
17. Michelle noted that when looking at school agers, when they get there they finish a majority of their school. A lot of the student parents start with infants but depending on how long it takes to finish Central, which is why the Green Room school agers are predominantly faculty/staff children. It may change a little bit by Summer. Maybe one or two will be a student parent finishing something or coming back to do an endorsement, certificate, etc. and come in with an older kid. The heart of their program is filled with the 4 week-36 month during the academic year.
18. Marisol asked about how the debt is going to be managed in the future to avoid?
 - a. They are cut in their workforce and raising their rates so the rates will have to increase in Fall like other childcare centers have to do.
 - b. The ECLC is what they call the *system*, which is any non-state allocated funds. Thus S&A dining, housing, bookstore, parking is part of the system. The system is going to subsidize any losses
 - i. For example the bookstore has been operating at a loss for 5 years. They've burned through \$1.2 million of surplus. This year the system is going to cover that loss as well. Although it's covered with other revenues that are brought in with the *system*, it's not sustainable. Thus the changes they have been making to try to operate at \$0 profit.

19. The S&A committee can send the advisor any additional questions they may have.

d. Office of Case Management

Presented by Joy Stochosky

1. 1 of five teams within the Health & Wellness Unit
2. Joy was CWU's first case manager in 2012. The S&A funds are why the position was brought forward as a 1 year pilot project, part-time FTE. Over the past 13 years it's grown into a much larger team to support the larger percentage of students.

ii. Services Provided to CWU students

1. Mission is for case managers to connect with the students experiencing obstacles to success through assessment support and connections to other formal and informal resources.
2. Students don't have to come looking for a Case manager – someone else in the community (peers, Resident Assistants, Staff/Faculty, club members, police, etc.) expresses a concern about a student's wellbeing.
3. Most students get connected with case management get connected not by their choosing but by and outreach
 - a. Across the nation they are seeing an increase in significant tragedies related to college student well-being.
 - b. Students falling through the cracks and not taking care of themselves. Some didn't grow up seeking help or have stigmatized views about seeking help.
 - c. This captures those who don't already know how to get the help they need right off the gate.
4. Referrals come from: Suicide Concern Reports, Concern & Support Forms (formerly Behavior of Concerns Form), Referrals from Behavior Intervention Team, Staff & Faculty Support Requests, Student Self-Referrals
 - a. Behavior Intervention Team (BIT) is a multidisciplinary team made up of Police, housing, counseling, medical, and case management. They discuss what occurred over the past week and see who needs help. Case Managers tend to take the bulk of the referrals that come out of that group.
 - b. Staff & Faculty Support Requests for when they do not want Case Management to reach out to students but they do not know how to approach the student about their concern. They do coaching for that but it can lead to a referral to direct care with case management.
 - i. Gives tools to colleagues across campus.

- c. Sometimes students contacted but didn't reach out then reach out later, had a good experience, or heard from a friend
 - i. Used to be 0 but has grown over time
 - 5. NO hard stops to student care
 - a. As long as their a SID was recently activated through Enrollment.
 - b. Ellensburg, Center student, online, Running Start, non-matriculated, etc.
 - 6. Don't cut services just because they are an inactive student
 - a. Retention is a big focus. Some students need a break and get counseling to get out without too much debt or academic concerns.
 - b. Staying in touch with them to ensure that they are okay.
 - c. Sometimes they want to come back and then have a better chance of being successful moving forward.
 - 7. Students graduating without a game plan can get support from services post-graduation.
 - a. Transitional support which typically means being connected with other teams and resources.
- iii. Students receiving case MANAGEMENT SERVICES
 - 1. Last fiscal year their numbers were consistent with previous
 - a. a bit over 10% of student population
 - 2. 976 referrals for 884 individual students
 - i. Each percentage is out of the 884
 - b. High-Risk/Suicide Risk: 29%
 - c. Mental Health: 54%
 - d. Basic Needs (food, Housing, \$): \$29%
 - 3. Other Top Referral Categories:
 - a. Physical/Medical Health, Academic Concerns, Grief & Loss, Communication/Relational, Stress Management, Welfare Check, Family Issues, General Distress, and Legal/Process Support
- iv. Students Served: 2023-24 Demographics
 - 1. Gender:
 - a. Female: 50%
 - b. Male: 39%
 - c. Other: 11%
 - d. OCM higher service #s for trans/other, lower for male/female
 - 2. Race/Ethnicity:

- a. White: 61%
 - b. PI: 1%
 - c. Other: 7%
 - d. Hisp/Lat/Chic: 10%
 - e. Black: 11%
 - f. Asian: 7%
 - g. AI/AN: 3%
 - h. Hispanic and Latina and nonwhite stats were lower than the general populations numbers
 - 3. (compared to general CWU demographics)
- v. Students served: class standing (2023-24)
 - 1. 1st year: 66%
 - a. Could be because they live on campus and are more visible or lack of understanding on how they can help themselves.
 - 2. 2nd year: 11%
 - 3. 3rd year: 7%
 - 4. Senior/4th year: 4%
 - 5. Grad: 1%
 - 6. Other: 11%
 - a. Each year the number drops.
 - b. Assistance is about helping the students help themselves find the way without getting lost in the process.
- vi. OCM: Who we are Today
 - 1. 2 Full Time Case Managers:
 - a. James Paton & Tyler Shannon
 - b. Staffing changes occurred but these twos salaries are dependent on the S&A funds.
 - 2. Director position is recently vacant/on-hold due to resignation (January 2025).
 - a. They opted to hold on fulfilling that position due to budgeting.
 - 3. 3rd CM position (vacant since Fall 2022)
 - a. This is because they haven't been able to seek a third due to budgeting.
 - 4. OA3 position for daily administrative support is recently posted (split support plan)
 - a. First time in 13 years to support them administratively
 - b. Increases access
 - i. Right now, they have to go into another lobby space and check into a more formal office setting

5. Supervision provided by Joy Stochosky, Executive Director of Health & Wellness
 - a. Supervision and in the same office space
- vii. Committees & Memberships
 1. CWU Committees:
 - a. Campus Suicide Prevention Team
 - b. Behavior Intervention Team
 - c. Threat Assessment Team
 - d. Wildcat Essentials Coalition
 - e. Emergency Funds Committee
 - f. Various Search Committees (SES & Other Divisions)
 2. Regional & National:
 - a. Kittitas County Health Network (KCHN)
 - b. Higher Education Case Management Association (HECMA)
 3. Monday morning mental health radio show
- viii. Campus & community partnerships:
 1. Campus: CAMP, TRiO, Student Support Services, Disability Services, Diversity & Equity Center, Exploratory/Professional Advisors, Faculty Senate, Financial Aid/SFS, Housing & Residence Life, International Studies, Wildcat Essentials/BNRC, Student Counseling Services, Student Health Services, Registrar Services, Student Rights & Responsibilities, Transfer Center, Veterans Center, University Police & Public Safety, PATH, Advocates/OHP, and CWU Centers
 2. Community: Comprehensive Health Care, Kittitas Valley Healthcare, Dept Social & Health Services, Foodbanks: FISH & APOYO, Community Health of Central WA, Kittitas County Health Network, HopeSource, Merit Resource Services, Northwest Justice Project, Justice for our Neighbors (JFON), ASPEN (Victim Advocacy), and Central Washington Disability Resources (CWDR)
 - a. This is not an exclusive list.
- ix. S&A annual Base funding request: \$136,290
 1. This reflects a 20% reduction of prior annual funding (\$170,363)
 - a. This didn't cover all salary and benefits.
 - b. As salary and benefits cost rise they've found creative ways to make their positions whole.
 2. This is for two 1.0 FTE Case Managers - salary + benefits only
 3. Additional funds to balance these costs are needed and increase yearly

- a. No goods/services included
 - 4. Anticipated Challenges if not fully funded:
 - a. COLA and benefit cost increases each year may not have a clear source
 - b. May have to reduce FTE status or other OCM staffing efforts/services
- x. Feedback from our community:
 1. “My Case Manager was very helpful and understanding. He was not judgmental and talked to me as an equal.” – Student, 2024
 2. “Students always tell me about how much help they received from you all. They learn how to advocate for themselves, what resources are available to them, and get coaching on how to deal with the situation at hand.” – CWU Faculty Member, 2024
 3. “I am very happy that there is a system that is concerned about me. Everything that could have gone better is on my end. Your people did the right thing.” – Student, 2024
 4. “This university cannot keep its promises and support our diversified student body without Case Management. [This team] is critical to fulfilling this university’s mission.” – CWU Staff Member, 2024
- xi. How to connect with them?
 1. Bouillon Hall RM 203
 - a. Their front door will be unlocked once they fulfill their Office Assistant position.
 2. Phone: 509-963-1515
 3. www.cwu.edu/about/offices/case-management/index.php
- xii. Questions? Comments
 1. What other funds are received in their total resources?
 - a. This year they are getting creative. They projected for the full \$170K request. They are going to have to come up with another \$22K-\$23K from a mental health airmark state fund which has not grown and is meant to backfill staffing and resources related to mental health.
 - i. They will try to scrape the bottom from those funds and see where they need to go.
 2. It’s only for one year, but how will that effect following years? Are there any other things that they can apply for to help support?
 - a. They are at the mercy of the state budget. In the past it’s been more stable and have been told not to worry. S&A feels like the most stable thing out there and are trying not to panic. It may mean continuing without hiring vacant

- positions. Their team will have to keep taking on more work and they will do their best.
- b. Maintaining current staff and providing good work is their number one priority.
3. In CWU Transfers there was 0 for year 2022-2023. In regard to the carry forward or leftover budget ask, what would they plan to do with the leftover money?
- a. Erin noted that there was a \$10K which was what was left over from the year before. There was a leftover amount from the \$10,570 because their finance person (Erin) made a mistake.
 - b. This was unspent from the year before. Their allocation goes down. The \$22K transfer out is up a little bit higher and what was unspent from last year.
 - i. Last year they had an entire quarter where the two positions were vacant prior to hiring their two case managers.
4. How does it look with just 2 people managing 800+ people?
- a. Most of the time, all 800 don't need something at the same time. Prior to their arrival, COVID Care was exhausting. They did a lot of contact tracing support and outreach to students who were in quarantine.
 - b. Some of them were working 60-70 hours a week.
 - i. It's their mission to get the job done and take care of themselves.
 - c. They started with 1 position over the course of 10.5 months. Over time it slowly grown because they reach a certain point where they're about to lose staff because it's too much work and not enough people.
 - i. Both of their Case Managers ability to weather the stress is something that Joy appreciates the most. Things that she's worried about in the past is something that is refreshingly easy going with this team.
 - ii. They hire if workload is unmanageable for the team
 - d. They talk to students who are psychiatrically hospitalized, help parents get their students stuff moved out, help with student death notifications, and postvention work. They take care of themselves, and the team takes care of each other.

- e. They are hopeful that they can continue to build the team up but if not then they will do their best.
- e. Marching Band & Pep Band
Presented by Dr. T. André Feagin
- i. CWU Band Faculty
 - 1. **Dr. T. André Feagin** - *Director of Bands*
 - a. **Oversees the operations**
 - 2. **Prof. Kyle Edwards** - *Lecturer of Band & Bassoon*
 - a. Former student. Instructor of record for both the marching band and the pep band.
 - ii. Next year the band is celebrating their 100 years.
 - 1. Pep band was one of the very first organizations on campus.
 - iii. Who We *ARE* | **MARCHING BAND**
 - 1. A co-curricular organization that integrates music education with leadership, teamwork, and community engagement
 - 2. A vital spirit leader and musical ambassador, strengthening CWU pride and enhancing the university experience for students & community.
 - 3. One of the largest and most visible student organizations, engaging 120-150 members and annually impacting thousands in the CWU and Ellensburg communities.
 - 4. Performers at key university events, athletic games, and community celebrations fostering town-gown relations
 - a. The gown refers to the academia and the town is the connection to the greater city.
 - 5. An inclusive space for students of all backgrounds, proving leadership, mentorship, and artistic growth regardless of major and academic concentration
 - iv. What We *NEED* | **MARCHING BAND**
 - 1. **\$36,932.00** upcoming fiscal/academic year
 - 2. **\$147,728.00** over the next quadrennial
 - 3. **49% DECREASE** in their ask from the previous quadrennium.
 - a. They've had a reduction in their operating budget which sought them to seek how they can trim their financial operations without diminishing the quality of the experience for the students and those in contact with the organization.
 - b. They are at the bare bones to continue.
 - c. They had a major reduction of staffing.
 - i. They had nonstudent employees in the color guard and percussion but eliminated the positions in 2022.

1. They've had to be creative to fill that gap through student staff on the percussion side.
 2. Professor Edwards has an extensive background in the marching arts and color guard, so he has been taking that role. This is challenging since he already must manage the operations and the performance quality of the Ensemble itself.
- ii. Creates a rotating door. Consistency of instruction is important. When both positions eliminated it affected them and their greater sense of consistency.
 1. When the color guard position went away so did the color guard.
 2. They've been trying their best to rehash that and are seeing great dividends thanks to Professor Edwards, who has that skillset and experience.
 - iii. On the percussion side. The student percussion assistant is a senior and will be losing them soon.
 1. They have a plan to provide student leadership opportunities for senior percussionists throughout the season to have consistency. They can do this by training those in underclass positions to move forward in the future.
- v. How We Use FUNDS | Marching Band
1. Expenses: **\$36,932.00**

CATEGORY	AMOUNT
Student Payroll	\$6,000.00
Student Payroll Benefits	\$720.00
Goods & Services	\$30,212.95

- 2.
- vi. Overview of Student Funded Positions (3-4)
 1. Percussion Instructor
 2. Marching Band Music Librarian
 3. Student Assistant for Operations & Logistics
 - a. 2 of them this past season
 4. Last quadrennium every position in the marching band funded about 32 of them.

- a. They still have those leadership positions but they are no longer paid positions. Regardless, they are critical positions for the marching band.
 - b. Allows for leadership opportunities for the students and relieves the burden off the instructor.
- vii. Overview of Good & Services | MARCHING BAND
 - 1. Rehearsal Equipment
 - a. They practice on the McIntyre field. They balance between that with the Football field.
 - b. Mid-Day is prime opportunity for stadium use. It's hard to teach the marching band on the ground so a scissor lift allows for them to see and evaluate drill (150-200 ft in the air).
 - 2. Technology to promote learning & sustainability
 - a. 4 years ago they incorporated a program called ultimate droll book, which eliminated paper.
 - b. It creates a graph
 - i. Students used to have 200+ pages of paper
 - ii. Now it's all on their smartphones and reduced paper use.
 - c. Helps with learning and efficiency of that learning.
 - d. Marching learns a new thing for each performance.
 - 3. Music/Licensing for public performance
 - a. Copyright laws are complex but this is how they can secure the music itself or originate music.
 - 4. Uniform maintenance & cleaning
 - a. They over-extended the deadline for seeking out new uniforms. They are using them until the threads fall off but they are beginning to fall off.
 - i. It's a great cost to ensure that they have clean uniforms.
 - b. Uniforms that they are using now are impossible to wash on their own.
 - i. Uniforms that are made now are machine washable. Dry cleaning situation will become obsolete because they will be able to wash them on campus.
 - 5. Motor pool transportation
 - a. Not far but there are a lot of equipment on game days (4-5 times a season) needing to get from A-B.
 - i. Any means necessary, such as throwing it in person vehicles, to get to where it belongs.

- ii. It's a lot of money for a lot of fundamental things that are necessary for their function
- viii. Marching Band Organizational Chart
 1. Marching Band Director – Kyle Edwards
 2. Number of Drum majors, which depends on the season
 3. The leadership team for next season has yet to be selected but it will happen in the Spring quarter.
 4. Section Leaders, Percussion Instructor, Color Guard Instructor, and Student Assistant for Operations Management
 - a. They were all a part of student staff that was on payroll but is no longer
- ix. Who We *ARE* | **PEP BAND**
 1. Extracurricular activity/organization housed with the Department of Music
 - a. Marching Band is a class, which is required for those studying instrumental music education. They have to spend 2 quarters / years as part of their degree program. It's one of their jobs they have to do at the high school level.
 - b. It's the only music degree that is connected to that.
 - i. They do have other majors that participate in it.
 2. A high-energy spirit leader and musical ambassador, strengthening CWU pride and enhancing the university experience for students and community.
 3. 36-member student organization that showcases musical excellence, leadership, and professionalism.
 - a. Most funding from S&A goes directly to student payroll. They have created a stipend system for them, which has been the same for the past 10 years.
 4. Performers at major university events, athletic games, and community celebrations fostering town-gown relations.
 5. An inclusive space for students of all backgrounds, proving leadership, mentorship, and artistic growth regardless of major.
 6. Athletic event, wildcat welcome, basketball event, or an event connected to homecoming this organization changes the environment and experience for their students.
 - a. Populations at other large institutions that are near 45K-55K students tend to have a band that is the most famous part of campus. It is a symbol that belongs to the university.
 - b. Marching band is the front door to the university.
 - c. e.g. Louisiana University – band creates friends and community connections in classrooms

- d. It's a testament to the environment changing atmosphere that these organizations are.
 - 7. They are grateful for the support that S&A has provided over the years, which allows them to continue to be.
 - 8. The 3
- x. What We *NEED* | **PEP BAND**
 - 1. **\$18,626.00** upcoming fiscal/academic year
 - 2. **\$75,504.00** over the next quadrennial
 - 3. **13% DECREASE** in ask from previous their quadrennial
 - a. They understand the unique and challenging position the S&A Committee is in and he sits in on budget meetings. They've talked to staff and students about how they operate and function.
 - b. How can they reduce without compromising the quality of what they are delivering?
- xi. How We Use FUNDS | Pep Band
 - 1. Expenses: **\$18,626.00**

CATEGORY	AMOUNT
Student Payroll	\$15,300.00
Student Payroll Benefits	\$676.00
Goods & Services	\$2,650.00
 - 2.
 - 3. 17-18 performances from the end of Fall Quarter through the beginning of the Spring Quarter.
 - a. The bulk of the performances and appearances occur during the winter quarter.
 - 4. Marching band and pep band are interrelated as athletic bands, so they can share some resources to bring down costs.
 - a. Such as flip folders that can be used in both bands. They try to find every corner they can to bring in a reduction.
- xii. Overview of Student Funded Positions (36)
 - 1. For pep band musicians
 - a. Woodwind: piccolo, clarinet, and saxophone
 - b. Brass: mellophone, baritone, trumpet, trombone, and sousaphone
 - c. Rhythm Section: drum set, bass guitar, and electric guitar
 - 2. Bulk of funding goes to student funded positions.
- xiii. Overview of Goods & Services | PEP BAND
 - 1. Music/Licensing for public performance.

2. Music folio and lyre replacements
 - a. Gets more damaged during basketball season (winter) due to the higher amount of performances result in more wear and tear.
3. Pep Band Apparel/Uniform
 - a. Replace a uniform that is not the marching band uniform.
- xiv. Pep Band Organizational Chart
 1. Pep Band Director
 2. Student Assistant for Operations and Logistics
 3. Student Leaders from the woodwind, brass, and electric bass category. They help operate the group
- xv. How to Find CWU Marching Band & Pep Band
 1. They live in McIntyre building. They are also on the website, Facebook, and Instagram.

MOTION: Arik an made a motion to extend the S&A Meeting by 15 minutes. Marisol seconded the motion. 3 (yes), 0 (no), 1 (abstentions)

- **Chair motions to extend by 15 minutes due to lack of quorum**

- xvi. Questions? Comments
 1. The travel for marching band. For any of those events in 2024 outside of the university or just events on campus?
 - a. Just events on campus.
 2. Erin clarified that marching band didn't have any travel. It was just the pep band that travels?
 - a. They both could travel but sometimes don't due to the large amount of people.
 - b. They take a pep band to a location. They had an event in Naches a few weeks ago and something in the community. The desire to take the band to play at a western Washington is awesome but costly so they don't.
 3. Pep band CWU programs was decreased from 2022 to 2024.
 - a. They had a reduction in the middle of the year. They discussed with their fiscal about how that was going to be reduced because programs across the board were going to be reduced and it was in the middle of the previous quadrennium. They don't recall the exact percentages.
 - i. 10-12% but in the middle of an operating year.
 4. Goods and Services in past years says 33 but they wrote 30,000 for the marching band.
 - a. Robbi clarified that it's what they spent last year but the ask for this year is the \$30,212 presented.

5. Original request had \$28K for goods and service but the presentation was \$30K.
 - a. They looked at some operations post end of marching band and made an adjustment knowing that they would be able to come and make an ask.
 - b. Their overall number is still less than.
6. Payroll decreased for students for this quadrennium. In 2023 was it more staff?
 - a. It was a lot more. They'd like to offer that but know it may not be possible. Students still want to take leadership positions despite no financial ticket to it.
7. Marching Band had a huge increase on the programming side. This is the programming statement from last year. There was a growth in programming cost. The growth in programming?
 - a. Cleaning, shirts, piccolos, new podium, new apparel, which is the equipment mentioned in the presentation.
 - b. Podium and instrument equipment don't need to be replaced. It's a once in a decade purchase.
8. Robbi asked how the music department supports the marching band and the pep band?
 - a. This comes up every time they present
 - b. Once upon a time the support from the dept was in the decade because the decade had some funding out this organization.
 - i. Currently, both the marching band and pep band financial support is at 0.
 - c. It's also 0 with their athletic partners. When thinking about the benefit and where that support can come from – it's a free service because it's expected but not required.
 - d. Marching band could function on the McIntyre field as a teaching resource and tools for future teachers.
 - i. It could be a great outlet for students across the campus, never seeing the light of day in performance and could still be a viable ensemble.
 - ii. The impression from the previous 85 years is that it's deeply connected to athletics - when you see them they go.
 - iii. Those are the two areas where they probably should have support from those areas and that's not the case at this time.

9. Robbi asked if they directly, or indirectly, receive pay for Mr. Edwards salary through the music department. They have storage space in the music department and they could use it for rehearsal space. Perhaps it's not direct funding.
 - a. Resources but not direct funding.
10. Dr. T. André Feagin added that a majority of the ensembles housed in the department (via a request from the Music Department many years ago from the BOT) have student fees associated with the course.
 - a. Because of the ask, marching band has not collected student fees.
 - b. Robbi clarified that it is still attached to an academic course for credit.
 - c. Yes and it requires through instrumental music education specifically.

Old Business

A. Supplemental Funding Request – Deliberation

- a. 2513: ASCWU Sweezy Day- \$2,950.00
 - i. **Not at quorum so the Deliberation has been moved to next week.**

Public Comment – Second Call

None.

Adjournment:

MOTION: The Chair adjourned the meeting at 4:00PM.

Our next meeting will be March 7, 2025 (SURC 301) at 2:00pm.

Check out our website at www.cwu.edu/services-activities