

WASHINGTON STATE
OPPORTUNITY
SCHOLARSHIP



SCHOLAR LEAD PLAYBOOK

YOUR NAME: _____

Your Scholar Advisor's Contact Information

Contact Name: _____

Phone Number: _____

Email Address: _____

Notes:

Contact Information for Scholar Success Director

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Notes:



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WSOS is a unique, public-private partnership that provides low- and middle-income Washington students with financial assistance, career services and other student supports. WSOS is committed to preparing our students to be the face of Washington's workforce by reducing barriers to earning degrees in high-demand science, technology, engineering, math (STEM) and health care fields.

WASHINGTON STATE
OPPORTUNITY
SCHOLARSHIP

WSOS SCHOLAR LEAD ROLE AND RESPONSIBILITIES

WSOS is seeking current Scholars in their second, third or fourth year of college to assist the Scholar Success Team in supporting newly selected Scholars in their first, second and third year of college. Selected candidates, upon acceptance, will become a Scholar Lead at the institution they attend; some Scholar Leads may also support students at nearby colleges and universities through remote methods. Each Scholar Lead will be responsible for mentoring 10 to 15 younger WSOS Scholars with the supervision and support of a WSOS Success Advisor. This opportunity is not available for credit but includes a stipend of \$1,800. The stipend will be paid in three equal parts over the course of the academic year pending satisfactory completion of required activities and reports.

Responsibilities include:

- Serve as an enthusiastic, positive, energetic WSOS role model to new WSOS Scholars.
- Develop and maintain relationships with new WSOS Scholars by providing support and assistance as they learn to navigate college and the WSOS experience.
- Serve as a campus orientation and academic support resource to new WSOS Scholars.
- Assist new Scholars familiarize themselves with campus and other resources to support their discipline trajectory
- Attend an already-scheduled, on-campus event and invite all assigned Scholars to join twice per year (once in fall, once in spring).
- Contact new Scholars four times a year (twice in the fall, twice in the spring) via phone, text or email to do a “check in”
- Check in with assigned Success Advisor as needed.

Qualifications

The ideal candidate will possess the following assets:

- Be a rising junior, senior or fifth year Scholar.
- Have strong academic performance.
- Maintain at least a 3.0 GPA.
- Be willing to learn more and share information about available campus (e.g., surrounding community, student life and campus resources such as the financial aid office, career center, tutoring services and academic advising).

- Be willing to learn more and share information about WSOS resources to support students (e.g., WSOS eligibility requirements and available student engagement opportunities).
- Have a genuine desire to help other Scholars be successful.
- Have excellent leadership skills including active listening and communication skills as well as time management and organizational skills.
- Be self-motivated and positive, even in challenging situations.
- Must be available for Scholar Lead training in summer 2018.
- Access to a computer or smart phone to track engagements with assigned Scholars in a timely manner via the provided online form.

Compensation

All Scholar Leads will be provided a stipend of \$1,800 for approximately eleven months of work. This amount will be paid out in three equal payments to be paid out on provision of specific deliverables by the end of each of the following months: September, December and May.

In addition to the stipend compensation, benefits of becoming a Scholar Lead include the opportunity to:

- be featured in the WSOS e-newsletters;
- attend or be invited to speak at Opportunity (OTalks) Breakfast;
- represent WSOS with state legislators;
- network with and learn from industry professionals at exclusive WSOS events;
- participate in “Ask a WSOS Scholar” to provide feedback to WSOS staff on different ideas to assist WSOS programming;
- cite this activity on a resume with a strong reference upon successful completion of one year.

Please note: If you are selected for and accept this opportunity but later choose to leave the Scholar Lead program for any reason, your scholarship will NOT be in jeopardy unless you do not fulfill the requirements of the scholarship. The Scholar Lead opportunity and being a scholarship recipient are not related.



SCHOLAR LEAD GUIDELINES FOR MENTORSHIP

The role of a Scholar Lead is to serve as a peer mentor to Opportunity Scholars—not a teacher, counselor or social worker. Below you'll find some helpful guidelines.

Mentors will:

- help Scholars get to know the layout of their campus;
- help Scholars learn campus systems by referring them to appropriate campus resources;
- encourage Scholars to be their own best advocate;
- Scholar Leads are not expected to serve as a go-between for a Scholar and their professor or other campus staff
 - Scholars should be encouraged to develop their own relationships with campus advocates to increase their professionalism and maximize their personal growth.
- encourage Scholars to visit with their academic advisers regularly to stay on track;
- share resources that support time management, prioritization of work and goal-setting;
- reinforce campus expectations of academic honesty and integrity.

Mentors will not:

- do a Scholar's work;
- give advice based on personal opinions;
- make negative statements about instructors, professors, assignments or texts;
- serve as a Scholar's tutor (while not a job requirement, Leads may opt to do so);
- report all discussions with Scholars to Scholar Advisors
- take advantage of a Scholar in any way;
- recreate campus resources or support.

Keys to success include:

- listening well;
- asking open-ended questions;
- empowering Scholars to solve their ;
- knowing your campus resources well;
- and referring to and using them often.

TIPS AND ADVICE

- Ask open-ended questions. Questions that elicit more than a one-word answer will help the Scholar open up and assist you in finding ways to help them. Ask a Scholar: “What did you learn at the student session yesterday?” instead of “Did you go to the study session?”
- Empower Scholars: Scholars often know the answers to their own questions or how to solve their own problem. You can prompt them to use their resources by asking the right questions.
- Refer to campus resources: You are not a trained counselor. Know your campus resources and have them available when meeting with Scholars. If appropriate, share a similar situation you experienced and how campus staff assisted you.
- Remember: You may need to be flexible regarding any requested one-on-one meetings or conversations as these Scholar are a busy as you are. Please offer to reschedule appointments as necessary. You may even consider changing the appointment format, taking advantage of phone, Face Time, Skype, Zoom, Google Hangout, etc.



IMPORTANT SCHOLAR AND SCHOLAR LEAD DEADLINES FOR 2018-19

| MONTH | WSOS TIMELINE | WSOS SCHOLAR RESPONSIBILITIES | WSOS SCHOLAR LEAD RESPONSIBILITIES |
|------------------|---|---|--|
| July | July 1: Deadline to complete annual Graduation / Renewal process | July 1: Deadline to complete annual Graduation / Renewal process | |
| August | August 9: Fall scholarship disbursements sent | | |
| September | | | <p>September 1: Deadline to complete Scholar Lead training</p> <p>September 1: Deadline to make welcome calls to Scholar group</p> <p>September 30: Monthly report due</p> |
| October | October 1: WSOS Award Increase due | October 1: Deadline to submit WSOS Award Increase | October 31: Monthly report due |
| November | | | November 30: Monthly report due |
| December | December 13: Winter quarter or spring semester scholarship disbursement sent | December 1: Deadline for submission of academic plan | <p>December 1: Deadline for 1st communication with each Scholar group member</p> <p>December 1: Deadline for connecting with Scholar group at 1st campus event</p> <p>December 15: Monthly report due</p> |
| January | | | January 31: Monthly report due |
| February | | | February 28: Monthly report due |
| March | March 7: Spring scholarship disbursements sent (quarter schools only) | | March 31: Monthly report due |
| April | | April 30: Deadline for submission of draft resumé (Second or third year Scholars only) | <p>April 1: Deadline for 2nd communication with each Scholar</p> <p>April 1: Deadline for connecting with Scholar group at 2nd campus event</p> <p>April 30: Final monthly report due</p> |
| May | May 1: Annual Graduation/ Renewal Process opens | May 1: Annual Graduation/ Renewal Process opens | |

ADDITIONAL ACTIVITIES TO RECOMMEND TO SCHOLARS

There are a wide range of great campus activities, resources and clubs at every college and university. We encourage you to share these with Scholars—in addition to the activities you are required to complete as Scholar Leads—to foster community-building and engagement on campus.

First-Year Scholars: Orientation to Campus

- Join at least one club or organization.
- Meet with a faculty member in Scholar's desired department or field of study.
- Identify location and offerings at specific campus resources, such as:
 - advising center
 - admissions
 - financial aid
 - career services
 - counseling services
 - diversity/multicultural center
 - tutoring center
 - attend a campus-based event of interest

Second and Third-Year Scholars: Academic Planning

- Attend a career fair or research symposium.
- Go to career center to prepare or strengthen a resume.
- Meet with a campus adviser to declare and be accepted into a major.
- Community college Scholars: Go to a transfer fair or talk with a transfer adviser.

SCHOLAR AWARDS

The Scholar Awards team is responsible for disbursing scholarship funds to colleges and universities, processing requests and determining and determining current Scholar eligibility. As a Scholar Lead, you will be the first line of contact for your Scholars, many of whom will have questions about their scholarship.

Below you'll find definitions and explanations for our commonly used terminology. In the Scholar Awards section of our website you'll also find answers to some of our most frequently asked questions, which may be helpful. If you still can't find the answer, you can always contact your assigned Scholar Success Advisor or the Scholar Awards team at awards@waopportunityscholarship.org.

COMMONLY USED SCHOLARSHIP TERMINOLOGY AND DEFINITIONS

- **Scholar Portal:** A website for Scholars to access all scholarship information and submit requests and forms for changes to their scholarship.
- **Award Increase Process:** The process students use to move up to the next award level (from \$2,500 to \$5,000) based on total earned credits and major status.
- **Leave of Absence (LOA) or Extended LOA:** Students can remain eligible for WSOS funding even if they are unenrolled for one term by requesting a leave of absence. Scholars may request an extended leave of absence for a total leave of up to one academic year, which will only be approved based on evidence of extenuating circumstances. This is not a deferment. During an LOA or Extended LOA, students forfeit funds that would have been disbursed.
- **Eligible Major:** Scholars must pursue or intend to pursue one of the majors approved by WSOS as a high-demand STEM or health care field. Eligible majors are determined by a Classification of Instructional Program (CIP) code that defines the major and field of study.
- **Eligible College/University:** To be eligible for WSOS funding, Scholars must be attending one of the colleges or universities approved by WSOS.
- **Annual Renewal/Graduation Process:** A mandatory process that Scholars must complete annually between May and July to indicate whether Scholars will be renewing their scholarship, graduating or not renewing because he or she no longer meets the eligibility criteria during the following academic year.

- **Disbursement:** A payment of scholarship funds made to a college/university on behalf of the Scholar.

FINANCIAL AID TERMS

- **Free Application for Federal Student Aid (FAFSA):** A form students must complete to apply for federal, state and campus-based aid (i.e. grants or loans).
- **Washington Application for State Financial Aid (WASFA):** Washington state offers financial aid programs to students who aren't eligible for federal financial aid because of immigration status. These students can apply for state aid using the WASFA form.
- **Financial Aid Award Letter:** A letter from a college or university that lists the type and total amount of financial assistance a student can receive for the academic year in the form of a scholarship, grant, work study or loan.
- **Satisfactory Academic Progress (SAP):** A set of academic standards that a student must meet to continue receiving financial aid, including WSOS funding. SAP policies are determined by the college or university the student attends.
- **Enrollment status:** The number of credits a student is registered for each term, which determines the amount of aid a student is eligible to receive.
- **Add/Drop Period:** A timeframe that allows a student to change their courses without penalty. Each college/university sets their own add/drop period.
- **Cost of Attendance:** An estimate of the total amount it will cost a student to go to college each year, including tuition, fees, housing, books, supplies, transportation and food.

ELIGIBILITY REQUIREMENTS

Scholars must meet certain criteria in order to remain eligible for their scholarship funding. Scholars who do not meet the requirements listed below will be withdrawn from WSOS:

- Enroll in at least one STEM or health care course every year.
- Pursue an eligible STEM or health care major.
- Pursue a bachelor degree.
- Meet the SAP policy.
- Meet minimum credit enrollment requirements.
- Attend an eligible Washington state college or university.
- Complete the FAFSA or WASFA of each year.

- If eligible, Scholars and/or their families should take advantage of federal education tax credits when filing annual tax returns. WSOS cannot verify a Scholar or family's eligibility for this tax credit. Not being eligible for the tax credits does not mean a Scholar is no longer eligible for WSOS funding, provided they meet all the other renewal criteria.
- Complete the Annual Renewal/Graduation Process: All Scholarship recipients must complete the annual Renewal/Graduation Process beginning in May through the Renewal/Graduation Portal. In the Renewal/Graduation Form Scholars indicate whether they will:
 - renew the scholarship for the next academic year;
 - graduate with a bachelor degree; OR
 - not renew the scholarship because he or she no longer meets renewal criteria.



ELIGIBLE MAJORS AND CIP CODES FOR WSOS FUNDING

as of June 2018

Each major at every college or university has a Classification of Instructional Program (CIP) code that defines the major and field of study. WSOS uses the CIP code to designate eligible majors. The registrar at each college and university can confirm whether a CIP code is offered at a specific college or university.

Please note: Not all CIP codes are offered at every institution. It is important to confirm that the major (defined by the CIP code) you plan to pursue is offered at the college or university you will be attending.

| MAJOR TITLE | CIP CODE |
|--|----------|
| Accounting and Computer Science | 30.1601 |
| Acupuncture and Oriental Medicine | 51.3301 |
| Aerospace, Aeronautical and Astronautical/Space Engineering | 14.0201 |
| Agricultural Engineering | 14.0301 |
| Agricultural Teacher Education | 13.1301 |
| Agronomy and Crop Science | 1.1102 |
| Animal Genetics | 26.0804 |
| Animal Sciences, General | 1.0901 |
| Applied Mathematics, General | 27.0301 |
| Applied Mathematics, Other | 27.0399 |
| Architecture | 4.0201 |
| Astronomy | 40.0201 |
| Astrophysics | 40.0202 |
| Athletic Training/Trainer | 51.0913 |
| Atmospheric Chemistry and Climatology | 40.0402 |
| Atmospheric Sciences and Meteorology, General | 40.0401 |
| Audiology/Audiologist | 51.0202 |
| Audiology/Audiologist and Speech- Language Pathology/Pathologist | 51.0204 |
| Automotive Engineering Technology/Technician | 15.0803 |
| Biochemistry | 26.0202 |
| Biochemistry and Molecular Biology | 26.0210 |
| Bioengineering and Biomedical Engineering | 14.0501 |
| Bioinformatics | 26.1103 |
| Biological and Biomedical Sciences, Other | 26.9999 |

| MAJOR TITLE | CIP CODE |
|---|----------|
| Biological and Physical Sciences | 30.0101 |
| Biology Teacher Education | 13.1322 |
| Biology/Biological Sciences, General | 26.0101 |
| Biomedical Sciences, General | 26.0102 |
| Biomedical Technology/Technician | 15.0401 |
| Biophysics | 26.0203 |
| Biotechnology | 26.1201 |
| Botany/Plant Biology | 26.0301 |
| Cell/Cellular Biology and Histology | 26.0401 |
| Ceramic Sciences and Engineering | 14.0601 |
| Chemical and Biomolecular Engineering | 14.0702 |
| Chemical Engineering | 14.0701 |
| Chemistry Teacher Education | 13.1323 |
| Chemistry, General | 40.0501 |
| Chemistry, Other | 40.0599 |
| Civil Engineering, General | 14.0801 |
| Clinical Laboratory Science/Medical Technology/Technologist | 51.1005 |
| Communication and Sciences Disorders, General | 51.0201 |
| Community Health and Preventive Medicine | 51.2208 |
| Computational Mathematics | 27.0303 |
| Computational Science | 30.3001 |
| Computer and Information Sciences, General | 11.0101 |
| Computer and Information Sciences, Other | 11.0199 |
| Computer and Information Systems Security | 11.1003 |
| Computer Engineering Technology/Technician | 15.1201 |
| Computer Engineering, General | 14.0901 |
| Computer Graphics | 11.0803 |
| Computer Programming, Specific Applications | 11.0202 |
| Computer Programming/Programmer, General | 11.0201 |
| Computer Science | 11.0701 |
| Computer Software Engineering | 14.0903 |
| Computer Systems Analysis/Analyst | 11.0501 |
| Computer Systems Networking and Telecommunications | 11.0901 |
| Construction Engineering Technology/Technician | 15.1001 |
| Dental Hygiene/Hygienist | 51.0602 |

| MAJOR TITLE | CIP CODE |
|--|----------|
| Diagnostic Medical Sonography/Sonographer and Ultrasound Technician | 51.0910 |
| Direct Entry Midwifery | 51.3401 |
| Earth Science Teacher Education | 13.1337 |
| Ecology | 26.1301 |
| Ecology, Evolution, Systematics and Population Biology, Other | 26.1399 |
| Electrical and Electronic Engineering Technologies/Technicians, Other | 15.0399 |
| Electrical and Electronics Engineering | 14.1001 |
| Electrical, Electronic and Communications Engineer Technology/Technician | 15.0303 |
| Emergency Medical Technology/Technician (EMT Paramedic) | 51.0904 |
| Engineering Science | 14.1301 |
| Engineering, General | 14.0101 |
| Engineering, Other | 14.9999 |
| Entomology | 26.0702 |
| Environmental Health | 51.2202 |
| Environmental Science | 3.0104 |
| Environmental Studies | 3.0103 |
| Exercise Physiology | 26.0908 |
| Financial Mathematics | 27.0305 |
| Fishing and Fisheries Sciences and Management | 3.0301 |
| Foodservice Systems Administration Management | 19.0505 |
| Forest Engineering | 14.3401 |
| Forest Management/ Forest Resources Management | 3.0506 |
| Forest Sciences and Biology | 3.0502 |
| Forestry, General | 3.0501 |
| Forestry, Other | 3.0599 |
| Geochemistry | 40.0602 |
| Geological and Earth Sciences/Geosciences, Other | 40.0699 |
| Geology/Earth Science, General | 40.0601 |
| Geophysics and Seismology | 40.0603 |
| Health Information/Medical Records Administration/Administrator | 51.0706 |
| Health Information/Medical Records Technology/Technician | 51.0707 |
| Health Services Administration | 51.2211 |
| Health Teacher Education | 13.1307 |
| Health/Health Care Administration/Management | 51.0701 |
| Herbalism/Herbalist | 51.3702 |

| MAJOR TITLE | CIP CODE |
|---|----------|
| Hospital and Health Care Facilities Administration | 51.0702 |
| Human Computer Interaction | 30.3101 |
| Industrial Engineering | 14.3501 |
| Informatics | 11.0104 |
| Information Science/Studies | 11.0401 |
| Information Technology | 11.0103 |
| Information Technology Project Management | 11.1005 |
| Management Information Systems, General | 52.1201 |
| Management Science | 52.1301 |
| Manufacturing Engineering | 14.3601 |
| Marine Biology and Biological Oceanography | 26.1302 |
| Materials Engineering | 14.1801 |
| Mathematics and Computer Science | 30.0801 |
| Mathematics and Statistics, Other | 27.0503 |
| Mathematics and Statistics, Other | 27.9999 |
| Mathematics Teacher Education | 13.1311 |
| Mathematics, General | 27.0101 |
| Mathematics, Other | 27.0199 |
| Mechanical Engineering | 14.1901 |
| Mechanical Engineering/Mechanical Technology/Technician | 15.0805 |
| Mechatronics, Robotics, and Automation Engineering | 14.4201 |
| Metallurgical Engineering | 14.2001 |
| Microbiology, General | 26.0502 |
| Mining and Mineral Engineering | 14.2101 |
| Modeling, Virtual Environments and Simulation | 11.0804 |
| Molecular Genetics | 26.0802 |
| Music Therapy/Therapist | 51.2305 |
| Natural Resources Management and Policy | 3.0201 |
| Natural Resources/Conservation, General | 3.0101 |
| Natural Sciences | 30.1801 |
| Neurobiology and Anatomy | 26.1503 |
| Neuroscience | 26.1501 |
| Nutrition Sciences | 30.1901 |
| Occupational Safety and Health Technology/Technician | 15.0701 |
| Oceanography, Chemical and Physical | 40.0607 |

| MAJOR TITLE | CIP CODE |
|--|----------|
| Operations Research | 14.3701 |
| Physical Sciences | 40.0101 |
| Physics Teacher Education | 13.1329 |
| Physics, General | 40.0801 |
| Physics, Other | 40.0899 |
| Physiology, General | 26.0901 |
| Plant Sciences, General | 1.1101 |
| Plastics and Polymer Engineering Technology/Technician | 15.0607 |
| Public Health Education and Promotion | 51.2207 |
| Public Health, General | 51.2201 |
| Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other | 51.3899 |
| Science of Nursing | 51.3801 |
| Science Teacher Education/General Science Teacher Education | 13.1316 |
| Science, Technology and Society | 30.1501 |
| Speech-Language Pathology/Pathologist | 51.0203 |
| Statistics, General | 27.0501 |
| System, Networking, and LAN/WAN Management/Manager | 11.1002 |
| Technology Teacher Education/Industrial Arts Teacher Education | 13.1309 |
| Therapeutic Recreation/ Recreational Therapy | 51.2309 |
| Urban Forestry | 3.0508 |
| Veterinary Sciences/Veterinary Clinical Sciences, General | 51.2501 |
| Web Page, Digital/Multimedia and Information Resources Design | 11.0801 |
| Wildlife, Fish and Wildlands Science and Management | 3.0601 |
| Wood Science and Wood Products/Pulp and Paper Technology | 3.059 |
| Zoology/Animal Biology | 26.0701 |



ELIGIBLE COLLEGES AND UNIVERSITIES FOR WSOS FUNDING

as of June 2018

| | |
|--|---|
| Antioch University Seattle | Renton Technical College |
| Bastyr University | Saint Martin's University |
| Bates Technical College | Seattle Central College |
| Bellevue College | Seattle Pacific University |
| Bellingham Technical College | Seattle University |
| Big Bend Community College | Shoreline Community College |
| Cascadia College | Skagit Valley College |
| Central Washington University | South Puget Sound Community College |
| Centralia College | South Seattle College |
| City University – Seattle | Spokane Community College |
| Clark College | Spokane Falls Community College |
| Clover Park Technical College | Tacoma Community College |
| Columbia Basin College | The Evergreen State College |
| Cornish College of the Arts | University of Puget Sound |
| DigiPen Institute of Technology | University of Washington Bothell |
| Eastern Washington University | University of Washington Seattle |
| Edmonds Community College | University of Washington Tacoma |
| Everett Community College | Walla Walla Community College |
| Gonzaga University | Walla Walla University |
| Grays Harbor College | Washington State University Everett |
| Green River College | Washington State University Pullman |
| Heritage University | Washington State University Spokane |
| Highline College | Washington State University Tri-Cities |
| Lake Washington Institute of Technology | Washington State University Vancouver |
| Lower Columbia College | Wenatchee Valley College |
| North Seattle College | Western Governors University-WA |
| Northwest College of Art and Design | Western Washington University |
| Northwest Indian College | Whatcom Community College |
| Northwest University | Whitman College |
| Olympic College | Whitworth University |
| Pacific Lutheran University | Yakima Valley Community College |
| Peninsula College | |
| Pierce College | |



LEVELED SCHOLARSHIP AWARD FUNDING

The maximum award over the lifetime of the scholarship ranges from \$17,500 to \$22,500 over three to five years. Information specific to Running Start students is listed in the section titled “Impact of Running Start on Funding”.

All Scholars are first awarded funds at Level One, which is \$2,500. As Scholars demonstrate their success in the field they can advance to Level Two funding by completing the Award Increase Process (see section below). Once a student advances to Level Two, he or she will automatically advance across Levels Three and Four as long as he or she continues to meet the other eligibility requirements.

| LEVEL | ANNUAL AWARD AMOUNT | CREDITS EARNED / SEMESTER | CREDITS EARNED / QUARTER |
|-------|---------------------|---------------------------|--------------------------|
| 1 | \$2500 | 0-59 | 0-89 |
| 2 | \$5000 | 60-89 | 90-134 |
| 3 | \$7500 | 90-119 | 135-179 |
| 4 | \$5000 | 120-149 | 180-225 |

SCHOLARSHIP DISBURSEMENT SCHEDULE

Scholarship checks will be sent directly to the financial aid office where the Scholar is enrolled at the start of each term. The scholarship award amount will be equally divided over the number of terms the student is enrolled. Scholars can log into their Scholar Portal to track their scholarship disbursement at any time. The college will receive the funds on the following dates and terms:

| TERM | QUARTER | SEMESTER |
|--------|-------------------|-------------------|
| Fall | August 9, 2018 | August 9, 2018 |
| Winter | December 13, 2018 | N/A |
| Spring | March 7, 2019 | December 13, 2018 |

Scholarship disbursements typically take two to three weeks to reflect on students’ accounts. Scholars should direct questions to their financial aid office if the date above has passed and funds have not been received in a student’s account.

AWARD INCREASE PROCESS

Scholars are required to complete the Award Increase Process to move from Level One to Level Two funding. In the year the student submits their increase documentation, the scholarship amount will increase based on the number of credits earned. Scholars should request their increase as soon as they meet the following requirements:

1. Earn at least 90 quarter credits or 60 semester credits.
2. Get accepted into a high-demand STEM or health care major.
3. Be enrolled at an eligible institution.

Scholars who meet these three requirements should visit the Scholar Portal to complete the Award Increase Process, which includes submitting the Award Increase Request Form and uploading the following documents into the Scholar Portal:

- A letter on letterhead, or an email, from the Scholar's college or university registrar or the department from which the Scholar will receive his or her degree. The letter must include the name of the major the Scholar was accepted into, the date the Scholar was accepted and the CIP code of the scholar's major.
- An unofficial transcript that verifies the student has earned the required number of credits. If the student is transferring, they must submit an unofficial transcript from the new institution that shows the total number of credits that were accepted at the new college/university upon transferring.

Failure to request an increase within the required timeframe may result in forfeiting the scholarship.

IMPACT OF RUNNING START ON FUNDING

You may work with Scholars who have earned Running Start credits while in high school. As a result these Scholars may end up receiving less than five years of funding based on their credits earned.

It is critical these students are aware of their funding eligibility. Please encourage any of your Scholars who participated in Running Start to contact Scholar Awards to see how this will impact their maximum years of funding.

WSOS SCHOLAR PORTAL

All Opportunity Scholars have a Scholar Portal account which can be found at: webportalapp.com/sp/login/wsosscholars. **Make sure to bookmark this link!** Scholars can access everything they need to know about their scholarship through the Scholar Portal.

The screenshot shows the WSOS Scholar Portal login interface. At the top right, the logo reads "WASHINGTON STATE OPPORTUNITY SCHOLARSHIP". On the left, a "Welcome to the Scholar Portal!" message is displayed. Below it, a section titled "Coming back to the Scholar Portal:" contains three bullet points: "Sign in using your email.", "Enter your password.", and "If you forgot your password, click the 'forgot your password' and an email will be sent for you to reset your password." To the right, the "Sign In" section features input fields for "Email" and "Password", a blue "Log In" button, and a "Forgot your password?" link. Below the login fields, a "Need an Account?" section includes a "Sign Up" button.

FORMS AVAILABLE ON THE SCHOLAR PORTAL

The forms available on the Scholar Portal allow students to notify WSOS of changes that may affect a student's scholarship funding. Forms available in the Scholar Portal include:

- Change in Enrollment (Credit Load):
- Change College/University of Attendance
- Update Contact Information
- Award Increase Process
- Leave of Absence (LOA) or Extended LOA
- Extended LOA
- Associate Degree in Nursing-Direct Transfer Agreement (ADN-DTA) One-Year Deferment
- Petition for Reinstatement for ADN-DTA Deferment

WSOS EQUITY STATEMENT

WSOS is committed to establishing an equitable pathway for future high-demand science, technology, engineering, mathematics (STEM) and health care talent who represent the diverse communities throughout Washington state by:

- implementing strategies to serve all Washington students;
- fostering the skills, strengths and perspectives of a diverse team; and
- developing strong public-private partnerships to fulfill our role as a champion of economic and social diversity for the future of Washington state.

Our understanding of equity is always evolving. We seek to use an equity lens in all aspects of our work by empowering under-resourced Scholars to access social and economic mobility.

WSOS recognizes the educational and socio-economic inequalities throughout Washington state. We acknowledge that systemic barriers, institutional racism and poverty exist—disproportionally affecting historically disadvantaged and oppressed communities.

We challenge ourselves to work rigorously and reflectively to improve our knowledge and dismantle these barriers through our organizational structure, mission, strategies, board of directors, staff, donors and vision.



PRINCIPLES OF EQUITY AND DIVERSITY

WSOS strives to be equitable in its service to and support of Scholars; therefore, it is critical that Scholar Leads understand the basic principles of equity and how they apply to their work.

Equity

The quality of being fair and impartial; fairness or justice in the way people are treated and impacted through all systems.ⁱ

Unconscious Bias/Implicit Biasⁱⁱ

- Implicit people's preferences, formed by socialization.
- Past experiences which influence our thinking in the background.
- Exposure to others' views about groups of people.

Inclusiveness

Inclusiveness provides an environment of mutual respect, equity, and recognition of the value of differences that each individual brings to the conversation or situation regardless of background or disability.ⁱⁱⁱ

Applying these Principles as a Scholar Lead

As a Scholar Lead, you are encouraged to view your role through an anti-bias perspective. Use these questions, adapted from C. Lamm's "Anti-Bias Perspective Seminar," to guide your work.^{iv}

1. To what degree, or in what ways, do I nurture construction of a knowledgeable, confident self-identity and group identity in myself?
2. How do I promote my own comfortable, empathetic interactions with people from diverse backgrounds?
3. In what ways do I foster my critical thinking about bias?
4. Under what circumstances do I cultivate my ability to stand up for myself and for others in the face of bias?
5. What are the challenges to achieving these goals in my life?
6. What might be ways for me to develop each of these goals in my work? In my personal life?

Please note: Additional professional development opportunities in this area will be made available to Scholar Leads as requested.



CAMPUS RESOURCE CONTACT INFORMATION

The WSOS team understands that awareness of campus resources and how to access them is crucial to Scholar success. The space below is provided to ensure you can keep such information close at hand.

ACCESS/DISABILITY CENTER

Contact Name: _____

Phone Number: _____

Email Address: _____

ADMISSIONS

Contact Name: _____

Phone Number: _____

Email Address: _____

ADVISING CENTER

Contact Name: _____

Phone Number: _____

Email Address: _____

CAREER SERVICES

Contact Name: _____

Phone Number: _____

Email Address: _____

COUNSELING SERVICES

Contact Name: _____

Phone Number: _____

Email Address: _____

DEAN OF STUDENTS/STUDENT AFFAIRS

Contact Name: _____

Phone Number: _____

Email Address: _____

DIVERSITY/MULTICULTURAL CENTER

Contact Name: _____

Phone Number: _____

Email Address: _____

FINANCIAL AID

Contact Name: _____

Phone Number: _____

Email Address: _____



STUDENT ADVOCATE OR CAMPUS SAFETY

Contact Name: _____

Phone Number: _____

Email Address: _____

TUTORING CENTER

Contact Name: _____

Phone Number: _____

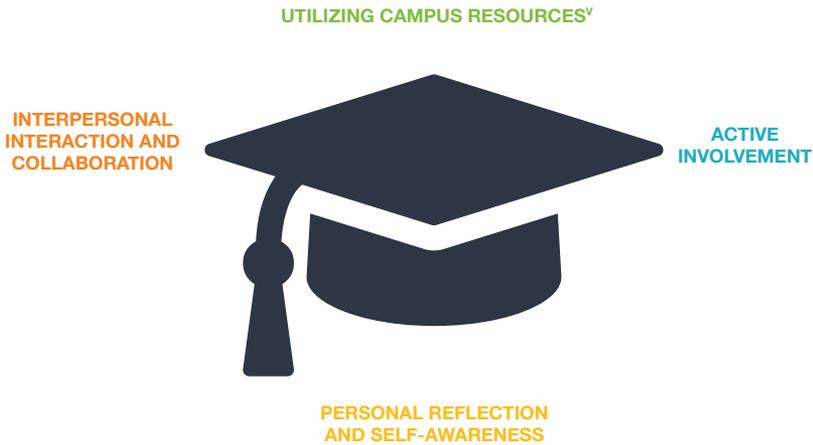
Email Address: _____





CAMPUS RESOURCE CONCEPTS AND TERMINOLOGY

The concepts below are used regularly in the college/university context. We hope that this additional context will prove useful to you in your support of Scholars.



DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)

The program was implemented by executive order action by President Obama in June 2012. Under the program, people who came to the U.S. as children and met specific requirements were safe from deportation for two years and could apply to renew their status as a DACA recipient. Those who were approved were eligible for work authorization.

Scholars may or may not disclose their DACA status. WSOS is proud to support DACA. For additional information and resources regarding DACA, please visit <http://realhopewa.org/>.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a law that protects the privacy of student academic records. More information is available at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. In other institutions—especially State organizations—they are governed by FERPA in addition to institutional confidentiality guidelines.

FIRST-GENERATION COLLEGE STUDENTS

A first-generation college student is someone who will be the first in their immediate family to attend college.^{vi} Research shows that these students, due to no fault of their own, may struggle with:

- applying to college;
- filling out the FAFSA/WAFSA;
- seeking scholarships;
- determining a career path;
- understanding the return on investment that a college education can bring;
- asking for guidance;
- coping with the transitions inherent in a college experience;
- completing their college studies.

Being a first-generation college student is a proud accomplishment. Having a relationship with someone who can mentor or guide them through times of doubt, confusion, or struggle greatly enhances their ability to keep moving forward confidently and meet their academic and professional goals.



NURSING STUDENTS

Nursing Scholars are on an academic pathway that will take them beyond the five-year limit of WSOS funding. Our nursing Scholars are strongly encouraged to meet regularly with their adviser. There are various academic pathways for pre-nursing Scholars which may include:

- **AAS-T:** Associate of Applied Science Transfer Degree
- **ADN:** Associate Degree in Nursing
- **CAN:** Certified Nurse Assistant
- **DTA:** Direct Transfer Agreement
- **LPN:** Licensed Practical Nurse
- **MA:** Medical Assistant
- **NAC:** Nursing Assistant Certified
- **RN-BSN:** Baccalaureate pathway for a Registered Nurse licensed in the state of Washington to a Bachelor of Science in Nursing degree.

Nursing students must follow a unique academic pathway, which is especially true for those who begin at a community college. WSOS has made some accommodations in our program to assist these students. If you or your mentees are pursuing nursing from a community college pathway, please seek advising directly from the Scholar Awards team.

RUNNING START STUDENTS

Created in 1990, Running Start is a program that allows high school juniors and seniors to simultaneously earn high school and college credit. This program option is only offered at certain higher education institutions, including community colleges. For more information on how Running Start could impact WSOS funding, please see page 21.

TRANSFER STUDENTS

WSOS recognizes that many of our community college Scholars have specific needs related to the transfer process to a four-year college or university. It is important to understand the different academic pathways available to these students. These include:

- **Direct Transfer Agreement (DTA):** A flexible and general transfer degree pathway
- **Associate of Science-Transfer (AS-T):** A transfer degree pathway for students focused on STEM

Both DTA and AS-T students can enter a four-year institution with 90 transferrable quarter credits or 60 semester credits and junior standing. Students begin at their four-year institution with a significant portion of their degree completed.

Major-related Programs (MRP) are course plans that fit within either the DTA or the AS-T degree pathways. When supporting Scholars at community colleges please consider these academic planning components; understanding the transfer process and related timelines; knowing where to look for summer courses and understanding your major-specific academic expectations.



SCHOLAR SUCCESS CONFIDENTIALITY STATEMENT

Effective Scholar Leads will create a safe environment where Scholars can openly:

- ask their questions;
- share their struggles;
- articulate their thinking;
- confidently seek referrals for tutoring, counseling and other supports.

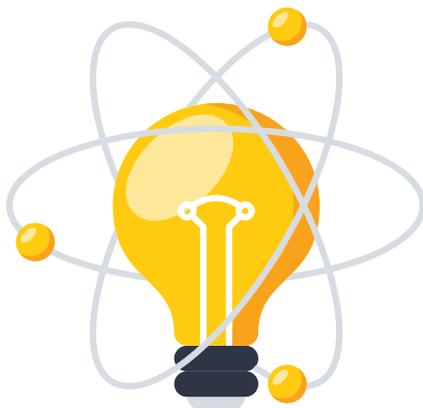
Sharing information with others can compromise the trusting relationship between you and a Scholar; therefore, please take the following statement in consideration when performing your work:

Scholar Leads cannot share a Scholar's information with: parents/guardians (please refer parents/guardians to your Scholar Advisor), a Scholar's significant other, a Scholar's friend(s) or a Scholar's roommate.

The partnership between a Scholar Lead and a Scholar is based on confidentiality. This means that anything discussed is private and should not be repeated by the Scholar Lead to other Leads.

- If a Scholar requests a resource that can be found on campus, please refer the student to a campus staff person. If an outside resource is necessary, please consult your Scholar advisor.
- If the Scholar Lead believes that there is a risk of harm to the Scholar or another person based on something that the Scholar has said, a Lead is obligated to report this to a campus advocate or campus safety or police.
- If the Scholar Lead believes that a crime has been or is going to be committed, a Lead is obliged to report the issue to campus safety or police.





SKILLS THAT SHINE

LOOKING AHEAD: SCHOLAR PLACEMENT RESOURCES

The college experience moves quickly! Faster than many of your new Scholars may imagine, they will be upper classmen laying the ground work for life after their degree. When it comes time to shift towards career planning, the team at WSOS is ready to host events and promote opportunities at colleges and businesses while also connecting with industry professionals through the Skills that Shine (StS) mentorship program.

Highly successful people, from Michelle Obama to Bill Gates talk about the importance of having a mentor in their life to provide them with helpful advice and encouragement. Mentors can also prepare their mentees for professional careers and assist with their workplace skills by:

- helping Scholars set career goals and taking steps to realize them;
- using personal contacts to help young people network with industry professionals, find internships and locate possible jobs;
- developing skills for seeking and interviewing for a job.

This is why every third-year Scholar can turn to WSOS for mentorship! Starting with the Scholars who are selected in 2018, participation in StS will be a mandatory part of the Opportunity Scholarship experience. Through StS, Scholars will be matched with an industry professional ideally

positioned to respond to the expressed needs of Scholars. Mentees will “graduate” from StS with:

- a professional and adaptable resume and cover letter;
- the confidence and skills to network and interview with professionals;
- and an influential experience with a caring professional.

Important

Scholar Leads will positively influence the compulsory experience that 3rd year Opportunity Scholars have in StS. With their Lead’s help, third year Scholars will enter this stage of their college life enrolled in their major and confidently accessing valuable, career-launching resources and advisors at their school. Additionally, we appreciate your conscientious nudging of your reports as to this new WSOS scholarship program requirement. Specifically, all third year Scholars must:

- register their mentor preferences in the StS platform before October 1 of their third year in WSOS;
- complete the StS modules—leading to a polished resume and cover letter being completed and uploaded to the Scholar’s WSOS Scholar Portal before December 1 of their third year in WSOS. Failure to do so will result in scholarship forfeiture.

If you have any questions about your Scholars’ next steps, please contact the Skills that Shine team at skillsthatshine@waopportunityscholarship.org.

Citations

I Steven E Mayer, Effective Communities LLC

II Imperial College London: Unconscious Bias
www.imperial.ac.uk/equality/equality-and-you/unconscious-bias

III National Institutes of Health, Office of Deputy Director of Research
oir.nih.gov/sites/default/files/uploads/sourcebook/documents/mentoring/guidelines-mentoring_deaf_trainee.pdf

IV Adapted from C. Lamm, “Anti-Bias Perspective Seminar,” unpublished manuscript (ECE Department, Fullerton College, CA, Spring 2007)

V Cuseo, Joseph B., et al. *Thriving in the Community College & Beyond*. 2nd ed., Kendall Hunt Publishing Company, 2013.

VI Krolczyk, Virginia, Ph.D., *First Generation Students*, retrieved March 15, 2018 from www.nacacnet.org/globalassets/call-to-action-blocks/professional-development/essentials-of-professional-development/firstgenerationstudents.pdf



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