

# An investment in students' financial futures



Judy Starr, director of Corporate and Foundation Relations at Clark College Foundation, *center*, receives a check from David Reiter, senior vice president and private client manager for Bank of America, and Jessica Hewitt, vice president of Enterprise Business & Community Engagement for Bank of America.

The Bank of America Charitable Foundation recently awarded Clark College a \$20,000 grant to support a full-time financial literacy coach at Clark College. The coach works directly with students to help them stabilize their finances and increase the likelihood of students meeting their economic, educational, and career goals.

The grant, delivered to Clark College Foundation, provides ongoing support within Clark College's Career Services department for students. Assuring that a full-time financial coach remains on staff allows the college to continue providing workshops, classroom presentations, and individual sessions focusing on how to budget, balance a checkbook, set long-term financial goals, and understand credit cards, credit scores and loan repayments.

"The full-time coach has been highly valuable for our students," said Lisa Gibert, president and CEO of Clark College Foundation. "The coach assisted 64 students in one-on-one sessions over a seven-month period, held 27 different budgeting workshops for scores of other students and conducted specialty workshops for the Veterans Resource Center and the Pathways Center."

Jamie Madison was one of those students. She was ready to

graduate from Clark's nursing program in 2015 when unforeseen circumstances led her to withdraw. When she was contemplating a return, she was unsure if she had the resources to do so. She met with Clark's financial literacy coach, Craig Ebersole, who helped her outline her personal finances and discover ways to limit her spending and create a budget.

"I am now confident with my finances and proactively use the resources I have learned about," said Madison, who returned to Clark to finish her degree. "These resources help me through college and prepare me for my career after graduation."

Approximately 54 percent of Clark students come from families living below the poverty level, and 60 percent are unemployed or receive public assistance. Moreover, nearly three-quarters of Clark students are the first generation in their families to attend college.

"Bank of America understands that financial fluency and empowerment are key drivers for future financial mobility and success," said David K. Reiter, senior vice president at U.S. Trust Bank of America Private Wealth Management in Vancouver. "That is why we are proud to support Clark College Foundation on this important decision to retain a financial coach. When individuals feel financially secure and are able to achieve their financial goals, communities are made stronger and we all benefit."

A budgeting course delivered by the financial literacy coach was added to the College 101: College Essentials course last year. All students working toward an Associate of Arts degree are required to complete the course, which introduces students to campus resources, such as campus navigation, technology, tutoring support, and financial aid.

*Text and photo provided by the Clark College Foundation.*

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# Student Leader Profiles: Pathways Peer Mentors



Pathways Peer Mentors, *left to right*, Julie Mercado, Mark Damian, Alana Leon-Guerrero, Jamie Brindley-Bagent, Chantear Song, and Seunghyun Roh

Students who enroll in Basic Education at Clark College often find themselves facing a host of challenges.

What kind of challenges? “Oh my gosh, there are so many!” exclaims Pathways Peer Mentor Jamie Brindley-Bagent. “Everyone has different stories: if you don’t have money, if you don’t have parents to help you, if you don’t have a place to stay, if you think of yourself as dumb.”

Thankfully, students enrolled in Clark’s Adult Basic Education—as well as its English as a Second Language and IBEST programs—can turn to their Pathways Peer Mentors (PPMs) for support and advice when the road gets rough. PPMs are fellow students who have successfully transitioned from ABE, GED, and/or ESL programs to college-credit academic classes at Clark—or who are first-generation college students. Their unique experience gives them insight into the challenges faced by their peers, allowing them to provide necessary support, guidance and encouragement to help those peers stay in school and achieve their long-term educational goals.

This year’s Pathways Peer Mentors are:

**Jamie Brindley-Bagent**, 19, grew up in Vancouver. She is studying criminal psychology and hopes to earn her master’s

degree in this field, eventually becoming a detective. "I know it's really hard to go to college and I want to show people that they can do it," she says.

**Mark Damian**, 17, grew up in St. Petersburg, Russia. He is pursuing an associate transfer degree, with the goal of becoming an engineer. A Running Start student, he enjoys working as a Peer Mentor because "there's a lot of opportunity to make new friends."

**Alana Leon-Guerrero**, 21, is originally from the island of Saipan in the Northern Mariana Islands. Currently studying for her Associate of Arts degree, she plans to transfer to Washington State University Vancouver after graduating from Clark. "I decided to become a Pathways Peer Mentor because I want to help people and let them know that there are a lot of resources on campus."

**Julie Mercado**, 21, began at Clark taking ESL classes; she currently is enrolled in the I-BEST Academic program, which allows students to enroll in academic classes while simultaneously receiving Adult Basic Education assistance within the class. A native of Guadalajara, Mexico, she came to the United States at age 18. "Now that I am a Pathways Peer Mentor, I get the satisfaction of seeing how we help people," says the aspiring elementary teacher.

**Seunghyun Roh** is from South Korea, where he learned to enjoy helping students during his time as an English tutor. Now studying at Clark through International Programs, he decided to become a Peer Mentor because he "wanted to have more experience with people from other countries." He hopes to become an engineer.

**Chantear Song**, 26, grew up in Washington state. She is studying elementary education. "My goal for the future is to be a bright, influential teacher for students," she says, adding that she chose to become a Pathways Peer Mentor to

“challenge myself, get out of my comfort zone, and help people.”

This year, the PPMs have begun using a new tool in their work: bright-orange “Look for the Good and Praise It!” appreciation note cards. These notes offer students, staff, and others a vehicle for offering thanks and encouragement. “It’s one thing to talk about the power of appreciation; it’s another thing to experience its uplifting, invigorating impact,” says Marilyn Sprague, PPM Program Coordinator. “With the appreciation note cards, PPM mentors have a simple, easy-to-use tool guaranteed to build ABE/ESL students’ confidence.”

The notecards are available in the Pathways Center (TBG 229).

*Story co-written with Suzanne Smith*

*Photo: Clark College/Jenny Shadley*