# SKY SS CPR Report

## SKY SS - Sparkpoint

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# Program Information

## Assessment Unit Information

**Program Type**
Student Services
**Division**
Counseling, Advising and Matriculation (CAM)
**Assessment Contact**
Chad Thompson and Flor Lopez
**Comprehensive Program Review**
2022 - 2023
**Program Review Update**
Fall 2025,Fall 2027

**Student and Learning Support Services Comprehensive Review**

**Submitter Name:**
Chad Thompson
**Submission Date:**
03/31/2023

**BACKGROUND**

**1.A. DIVISION:**
Counseling, Advising, and Matriculation (CAM)
**PROGRAM NAME:**
SparkPoint
**1.B. YEAR OF REVIEW:**
2022-2023
**1.C. PROGRAM REVIEW TEAM**
Chad Thompson, Director of SparkPoint
Flor Lopez, SparkPoint Coordinator
Raul Amaya, SparkPoint Staff Assistant
Kevin Eifler, SparkPoint Office Assistant II
Trisha Tran, Adjunct Counselor (Grove Scholars)
**1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**

**i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**
SparkPoint is a financial capability and resource program designed to support students and community members as they attempt to reach their financial, educational and life goals.

When it launched in 2010, SparkPoint implemented a financial coaching model, which emphasized bundled support services in an effort to mitigate poverty.  Progress toward client outcomes were tracked in four key areas: increasing income, improving credit, reducing debt, and building assets. Since Skyline College was the first community college to launch a SparkPoint Center,  we also committed to increasing college access, persistence rates, and completion rates for all students, especially low-income and non-traditional students. Over the last few years, we have had to adapt to the needs of our students and prioritize services that support basic needs (housing, food and mental health). Over the course of this reporting period, the services and resources that SparkPoint has offered have fluctuated greatly, including, but not limited to:

-Financial Education Workshops
-Financial Coaching
-SparkPoint Cash (incentive program)
-Access to Banking Services
-Free Income Tax Preparation Assistance
-Public Benefits
-Food Pantry
-Walk-thru and Drive-Thru Grocery Distributions
-Student Food Grant

-Hotel Voucher and Rental Assistance Program
-Grove Scholars Program
-SparkPoint Snacks

SparkPoint contributes to Skyline College's mission by empowering students through financial capability services.  Financial coaching and financial education workshops are designed to share information, as well as teach critical thinking related to students' financial lives.  SparkPoint also transforms our community by being a visible access point for the public and by creating  relationships with partner organizations.

**ii.    Alignment with the College Values:**
Open Access,Student Success and Equity,Community Partnership,Social Justice,Campus Climate
**For each chosen Value, provide a concrete example of how each connects to your program.**
-Social Justice: SparkPoints many services not commonly seen at a community college because we offer an opportunity for economic mobility for those most in need of support.

-Campus Climate: SparkPoint has adapted over the years to provide the services that our students need.

-Open Access: Presenting in the community, at local high schools and in first year counseling classes, informs prospective students that SparkPoint can be a landing pad for them.

-Student Success and Equity: SparkPoint is designed to specifically serve those who have been underserved, particularly low-income and non-traditional students. The basic needs and financial services we provide are often crucial in allowing students to reduce the number of hours that they have to work and be able to focus on their studies.

-Community Partnership: SparkPoint has a unique role at Skyline because of its community partnerships and its relationship to the community, in general.  The regional SparkPoint initiative is a partnership with United Way Bay Area. We have developed a strong partnership with our local Core Service Agency, Samaritan House, through our rental assistance and housing referral program.  One of our longest standing partnerships is with Second Harvest Food Bank of Silicon Valley, which provides the groceries that we have distributed through our food pantry and various grocery distribution programs.  Finally, those grocery distribution programs are all open to the public and have cultivated a relationship with the food insecure members of our local community.

**1.E.  PROGRAM PERSONNEL**
**i.      Provide the current Full-Time Equivalent (FTE) of each category of personnel:**
**Full-time Faculty FTE:**
0
**Adjunct Faculty FTE:**
0.38
**Classified Professionals FTE:**
3
**Manager/ Director FTE:**
1
**Dean FTE (if applicable):**
0
**ii.    Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)?  If yes, please specify.**
There have been substantial changes to SparkPoint's staffing since the last CPR, but the most impactful change has been the staffing structure changes surrounding our Program Services Coordinator, Financial Aid Technician (Financial Coach) and SparkPoint Coordinator positions. The original SparkPoint staffing structure included a permanent Program Services Coordinator and a short-term/temporary Financial Aid Technician, who provided financial coaching.  In 2016, our district created a new position entitled

"SparkPoint Coordinator," which combined financial coaching and coordination duties.  Our intention was to hire 2 SparkPoint Coordinators to take the place of the PSC and Financial Aid Technician, with the goal of increasing financial coaching capacity and coordination flexibility within the program. Although we were able to hire a permanent SparkPoint Coordinator in 2017, we were unable to hire our second permanent SparkPoint Coordinator and complete our staffing structure strategy during this CPR period. Since this position was created, SparkPoint has had a reduction of 1.0 FTE.

The SparkPoint Coordinator's key responsibilities are financial coaching, financial literacy workshops, but this position also supports basic needs, public benefits, data tracking efforts and other coordination duties. The financial coaching capacity limits SparkPoint's overall capacity since it is the cornerstone of our bundled service strategy. A SparkPoint Coordinator with an annual capacity of 150-200 financial coaching clients and 10-20 workshops, but this has not been enough to meet the needs of our service population. The SparkPoint Coordinator has had to consistently schedule financial coaching appointments weeks in advance and turn down classroom workshop requests.

Since the design of this dual SparkPoint Coordinator strategy, SparkPoint has had to move away from an emphasis on financial coaching and take on responsibilities related to basic needs supports.  Once the second permanent SparkPoint Coordinator position is hired, this position would now be leading our food and housing insecurity services, such as the Free Community Market, CalFresh applications, food pantry, student food grant, rental assistance and the Hotel Voucher Program. These basic needs and financial planning services have become even more crucial since the COVID pandemic and will continue to increase in importance as our students and community attempt to recover in the coming years.

Until SparkPoint is back to it's full staffing structure, our students and community will have the following unmet needs:

 -SparkPoint will not be able to meet the financial coaching and financial literacy workshop needs of the Skyline College community. The overall impact of the program will not grow.

-SparkPoint will continue to be in a precarious staffing position. With our current staffing structure, financial coaching services would be dramatically affected by turnover or a leave of absence in the SparkPoint Coordinator position. The specific skillset of this position makes it extremely challenging to replace, in the short-term, and hire for, in the long-term.

-SparkPoint will not be able to support the increasing level of new and planned basic needs services.

Below are some key staffing transition dates during this CPR period:

June 2015: Interim Director of SparkPoint is hired
November 2015: Interim Director of SparkPoint position is changed to Interim Director of SparkPoint and Career Services
December 2015-Short-term/Temporary Financial Coach leaves
July 2016: Short-Term/Temporary Financial Coach (1) is hired
July 2016: Short-Term/Temporary Financial Coach (2) is hired
April 2016: Permanent Staff Assistant leaves
May 2016: Short-Term/Temporary Staff Assistant Hired
October 2016: Permanent Staff Assistant is hired
November 2016: Short-term/Temporary Financial Coach (1) leaves
November 2016: Short-term/Temporary Financial Coach (2) leaves
August 2016: Permanent Program Services Coordinator leaves
January 2017: Permanent SparkPoint Coordinator (1) hired
January 2017: Short-term/Temporary SparkPoint Coordinator (2) is hired
June 2017: Short-term/Temporary SparkPoint Coordinator (2) leaves
June 2017: Interim Director of SparkPoint becomes permanent
August 2017: Short-term/Temporary SparkPoint Coordinator (2) is hired
May 2018: Short-term/Temporary SparkPoint Coordinator (2) leaves
December 2018: Director of SparkPoint and Career Services is changed to Director of SparkPoint
May 2019: Adjunct Grove Counselor (1) leaves

# SKY Student and Learning Support Services Comprehensive Review

August 2019: Adjunct Grove Counselor (1) is hired

## 1.F. PROFESSIONAL DEVELOPMENT

**i.     Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

SparkPoint personnel have participated in all mandatory district training and professional development opportunities during the CPR period, as well as training opportunities associated with our partner programs and our key service areas of financial coaching, housing resources, food resources. Below is a list of some of the key trainings:

Financial Trainings:
-EARN Starter Account Training
-Train the Trainer – Financial Education and Coaching Skills
-Financial Coaching Training (United Way Bay Area)
-Credit Smart Training Series
-Understanding Student Loan Debt

Food, Housing and Basic Needs trainings:
-Fostering Resilience and Healing through Food Security Programs
-CalFresh's Role: Addressing Student Hunger
-Food Safety (Second Harvest Food Bank)
-CalWIN Benefits
-Eviction and Housing Resources

Skyline/SMCCCD Trainings:
-Title IX/Mandated Reporter Training
-Classroom & Campus Crisis Training
-COVID Safety Training
-OSHA Respirator Training
-Sexual Harassment Prevention Training


Partner Program and Organizational Trainings:
-Undocu-Ally Training (Skyline Dream Center)
-Keeping Foster Youth in the Conversation (Guardian Scholars)
-Serving Our Veterans (Skyline Veterans Resource Center)
-Disability Resource Center Overview (Educational Access Center)
-Peninsula Family Resource – Overview of Services
-Financial Aid for Foster Youth (Financial Aid)

Other Trainings:
-Social Media Best Practices
-Creating a Culture of Care
-Helping Students in Distress
-Customer Service training
-First Aid Mental Health
-Multicultural Competency and Diversity Training

**ii.     Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

Due to the nature of our work and the changing financial, legislative and basic needs landscape, there will always be a need for ongoing professional development in these areas. Similarly, there will always be a need to revisit professional development around equity topics, customer service and first aid, so that our

program can continue to offer the best possible support to our students and community.

## CURRENT STATUS

### 2.A. ACHIEVEMENTS
**Describe the program's achievements since the last CPR.**
Program Model
-In 2015-2016 SparkPoint at Skyline College was one of only sixteen colleges across the nation selected to join Achieving the Dream's Working Families Success Network. That year, SparkPoint was also featured in two publications, Promoting Pathways to Financial Stability: A Resource Handbook on Building Financial Capabilities of Community College Students and Building Financial Capability: A Planning Guide for Integrated Services.

-In 2016-2017, SparkPoint at Skyline College's status as national leader in implementing financial capabilities work at the community college level was amplified through our participation in the Achieving the Dream's Working Families Success Network. We hosted tours and site visits for over a dozen community colleges and non-profit organizations and our staff presented on the SparkPoint model and outcomes at several prestigious conferences across the nation. SparkPoint was also highlighted in another publication, What It's Worth: Strengthening the Financial Future of Families, Communities and the Nation.

Financial Coaching
-In 2018-2019, we used President's Innovation Funds to launch SparkPoint Cash, which uses financial incentives and behavioral economic concepts to increase goal achievement and habit formation. Implementation of this program increased the number of clients achieving goals, but it also increased the number of clients who booked follow up appointments as well as the rate at which clients showed up for their appointments.
Growing Grocery Distribution Impact
-For years, the SparkPoint Food Pantry was unable to increase our impact above 80 households served, due to the limitations of our physical space.  In February 2019, we launched a "farmers' market" style free grocery distribution called the Free Community Market with 200 participants and by May it had grown to 275 participants each week.  This service was in addition to our existing Food Pantry model, which means that we more than tripled our impact in addressing food insecurity.
 -In fall 2019 we also launched SparkPoint Snacks, which resulted in the distribution of over 15,000 individual snack items to students across the campus throughout the year.
 -Before the March 2020 shelter-in-place order stopped all in-person services, our Food Pantry and Market had grown to over 400 households served each week and we were on pace to shatter our previous records for households served and groceries distributed in an academic year.
-In September 2020, we launched the Skyline College Drive-thru Grocery Distribution. This distribution started with 300 households served, but by June 2022, it had grown to over 1,100 households/week.
-In March 2022, we also relaunched the Food Pantry as a student-only, appointment based program and by May we were serving over 55 students/week.

Growing Housing Resources Impact
-In 2020-2021, SparkPoint provided 25 United Way emergency rental assistance grants of $1,750 to individuals in danger of being evicted.
-In 2021-2022, SparkPoint implemented the SMCCCD Rapid Rehousing Hotel Stay program, which provided short-term hotel stays to homeless students.
Implementing Student Food Grant Program

-In fall 2021, SparkPoint took over responsibility for this program, which provides monthly gift cards for 400 food insecure students to purchase groceries and hot meals.

### 2.B. IMPACTS ON PROGRAM
**Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.**

AB801: Homeless Youth Liaison

In 2016-2017, AB801 was passed, which required that each California Community College identify a Homeless Youth Liaison to ensure that homeless students were able to take advantage of the financial aid support that they were eligible for and that they were also connected to any other resources that the college or community was able to offer. Although most colleges identified a Financial Aid Coordinator to take on this responsibility, SparkPoint and Financial Aid worked on this collaboratively.

SMCCCD COVID Response

In 2020-2021, the COVID pandemic prompted the San Mateo County Community College District to work more closely together to create the Basic Needs Task Force  and to implement powerful basic needs services. Representatives from our 3 colleges and the district office, with support from the board, launched the Drive-Thru Grocery Distribution programs at CSM and Skyline, as well as the district-wide Hotel Voucher Program.  The Student Food Grant program had been officially launched before the pandemic, but this task force shifted the approach to make it more impactful in the COVID era.

AB132: Basic Needs

In 2021-2022, AB132 was passed, which created guidelines for California community colleges basic needs services and increased funding to implement those services.  Skyline College was already ahead of many colleges due to the existing SparkPoint service offering, but AB132 prompted us to increase our grocery and housing service efforts, as well as increase our direct service capacity by hiring an additional SparkPoint Coordinator who could be directly responsible for these services.

## ACCESS

### 3.A. DATA COLLECTION OVERVIEW
**What program data about usage or access is relevant to your program, and why? How is it collected?**
SparkPoint at Skyline College collects "service data" using a Salesforce system called Exponent Case Management (ECM).  Through this system we can keep track of each of the types of services that students and community members have received, over what time period, how much time the service took and what staff performed the service.  We also use ECM to track a variety of self-reported financial data points and other outcomes. This Salesforce system and data collection approach is in alignment with our regional SparkPoint Network and our partner United Way Bay Area, who provide technical assistance.

Using this system, we can provide PRIE with G-number lists of students who have accessed specific services and they are able to show us student demographics, academic persistence and completion for students receiving those services.  Unfortunately, there was a data software transition in FY17 that may account for a lower number of students with G-numbers in our system during the earlier portion of our CPR period.

We do not use our ECM system to track our large scale free grocery distribution programming due to the size and scope of these efforts, but this has minimal impact on our PRIE data requests because the majority of that service population is non-student community members.  Therefore, we rely on the data collection and tracking methods of our partner organization, Second Harvest Food Bank of Silicon Valley.

**3.B. USAGE TRENDS**

**Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.**

-Financial Coaching: This service has had large fluctuations over the years, which have reflected high turnover and staffing challenges in the financial coach and SparkPoint Coordinator positions. Because relationships and trust are so important to financial coaching services, staffing gaps have dramatic impacts.

-Benefits: This service has seen the most fluctuation during the CPR period. When staffing challenges arose In 2017, 2018 and 2019, benefits would be the first resource that we had to cut. However, funding, interest and awareness for benefit programs grew after COVID, so we were able to offer new types of benefits services and allocate the appropriate staffing to implement them.

-Grove Scholars: This scholarship program awards 25 scholarships each semester, as well as requires financial coaching and career counseling meetings. The number of students enrolled in this program has remained consistent throughout the CPR period.

-Drive-Thru Grocery Distributions: In the first year of our Drive-Thru Grocery Distribution, 2020-2021, we served 2,767 unique households for a total of 31,463 touchpoints. In the second year, 2021-2022, the program grew to 2,884 unique households and 47,568 touchpoints. This means that the average household was served over 11 times per year and 16 times per year, respectively.

-Food Pantry: There was steady growth in the Food Pantry from FY17 to FY20, including a spike in FY19 and FY20 due to the addition of our walk-thru Free Community Market grocery distribution model. Our Food Pantry was closed for all of FY21, due to the pandemic and then we were able to resume operations in FY22. It is worth noting that we never brought back the walk-thru Free Community Market, but once we started the Drive-Thru Grocery Distribution in FY21 we started tracking those two programs separately. When we look at the data for only the Food Pantry, it is clear that it has now surpassed pre-pandemic service levels. Furthermore, with this relaunch we transitioned the Food Pantry away from serving non-student community members, which means that the number of students that we serve has more than quadrupled

**Supporting Documents**

[Food Pantry Data Table-Second Harvest 2016-2023.docx](#)

[Second Harvest Food Bank Data-CPR 2023.xlsx](#)

**3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA**

**Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.**

-Financial Coaching: We consider financial coaching our hub service and although this is not the service with the highest number of student participation, it is the service with the highest likelihood for participants using other SparkPoint services. This is reflected in the financial coaching disaggregated data being the service that most closely reflects the broader SparkPoint disaggregated data.

-Benefits: In general, SparkPoint serves a higher percentage of female students than the college, but our benefits program serves an even higher percentage of female students at 69.5% compared to SparkPoint general (65.1%) and college-wide (53.5%). Although we still serve a much higher percentage of black

students through benefits (5.6%) than college-wide (2.7%), it is surprisingly lower than our sparkpoint general percentage (7.3%)

-Grove Scholars: In general, SparkPoint serves a higher percentage of older students than the college, but Grove Scholars serve specifically a higher percentage of students age 23-49 compared to general sparkPoint services, 79.6% to 72.2%. This program also serves more Hispanic/Latino (34.4%) and Black students (10.8%) compared to general SparkPoint services, 33.9% and 7.3%, respectively, which is substantially higher than the college wide percentages, 30.1% and 2.7%. Since this program is focused on supporting students in Career and Technical Education programs, it makes sense that the goals for students enrolled in this program were much more focused on CTE Certification and Career Development at 23.7% compared to SparkPoint general (14.3%) and college-wide (10.5%).

-Drive-Thru Grocery Distributions: Data for this program is collected by Second Harvest Food Bank, which uses different methods and categorizations than we do for our other programs.  Furthermore, the vast majority of individuals served in this program are non-students, which means that we do not have access to additional data for this program through PRIE. An overwhelming majority of participants did not fill out the demographic information, but this is what we were able to learn from those that did.  Our largest service demographic was Asian community members (58%), but Filipino populations were not separated out so an exact comparison to the campus demographics isn't possible.  The second largest service population was Hispanic/Latino community members (19.5%).  In both years, the average household size was 3.6 individuals (i.e. adults, children and seniors).

-Food Pantry: Although all of our other SparkPoint programs serve a lower percentage of Asian students than the college, the food pantry is the exception. This program's service population is 25.2% Asian, compared to the college wide (20.8%) and the other SparkPoint services average of 13.1%. We attribute this to differences in the perception of free groceries in some Asian cultures, but also partly because of the engagement with our international students from Asian countries and the recent financial and political situations that have affected them.

**Supporting Documents**

SparkPoint_Program_Data_1617-2122-Benefits.xlsx

SparkPoint_Program_Data_1617-2122-Career.xlsx

SparkPoint_Program_Data_1617-2122-Financial_Coaching.xlsx

SparkPoint_Program_Data_1617-2122-Pantry.xlsx

**3.D. EQUITABLE ACCESS TO THE PROGRAM**
**Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:**
**i.     What usage trends do you observe, and what may account for these trends?**
This answer is outlined in the next section with supporting documents attached.


**ii.    How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?**
-Gender: Female students have made up 61.1% of SparkPoint participants during this CPR period, compared to college wide of 53.5%.  In 2020-2021, there was a spike increase in female students served by SparkPoint, 70.8%, compared to the college wide 55.7%. This shift coincides with the first full academic year of the pandemic, but it could be attributed to a number of societal, college and programmatic factors.

-Race/Ethnicity: SparkPoint serves a higher proportion of Hispanic/Latino (33.9%), Filipino (17%), and Black – Non-Hispanic (7.3%) students, compared to the college's 30.1%, 13% and 2.7%, respectively.   The higher uptake of SparkPoint services for these groups could be linked to the socio-economic disadvantages that they face in our region.

-Men of Color: When we disaggregate gender and race/ethnicity, it becomes clear that SparkPoint has consistently underserved men of color. For example, in Fall 2021 our service population included Filipino (2.5%) and Hispanic/Latino (7.6%) males compared to the college 8.3% and 13.7%.  That same semester, our service population also included 15.2% Filipina females and 30.4% Hispanic/Latino Females, which highlights the race and gender discrepancies.

-Age: SparkPoint serves a much older student population compared to the college. The Skyline College student population has been following a trend toward increasingly younger students with an average of 80% of students under 28 years old.  However, SparkPoint has maintained a student population with an average of only 50% of students under the age of 28. A large factor for this is due to the colleges increasing focus on students under 18 years old, which grew to 29.6% of all students in 2021-2022.  SparkPoint has had low engagement with this age demographic because most of our services cater to students who are fiscal decision makers in their household, which is rare for these students.

-Foster Youth: SparkPoint consistently serves an high percentage of foster youth, compared to the college, but this percentage has increased in the past few years.  By the fall of 2021, foster youth made up 13.9% of SparkPoint participants compared to .9% of the college.  This increase can be explained by the close partnership and referral system between SparkPoint and the foster youth advocates around campus.

-Disability students: SparkPoint has consistently served 2-3 times the percentage of students with disabilities compared to the college.  In fall 2020, 11.2% of SparkPoint students identified as having a disability, compared to 3.8% college wide.  Although SparkPoint has a strong relationship with the Educational Access Center, it seems more likely that these students are more likely to be participating in support programs that encourage them to access a variety of resources.

**Supporting Documents**
SparkPoint CPR Persistence-Demographic Data 2016-2022.xlsx
SparkPoint_Program_Data_2016-2017.xlsx
SparkPoint_Program_Data_2017-2018.xlsx
SparkPoint_Program_Data_2018-2019.xlsx
SparkPoint_Program_Data_2019-2020.xlsx
SparkPoint_Program_Data_2020-2021.xlsx
SparkPoint_Program_Data_2021-2022.xlsx

**iii. What are the implications for how you will provide services and conduct outreach for your program?**
We will design curriculum and outreach strategies to better support students under 18 years old and Men of Color, by partnering with programs like Middle College and Brothers Achieving Milestones.

**EFFECTIVENESS**

**4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**
**i.     How frequently were PSLOs assessed for the last five years?**
Annualy

**ii.    What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?**

Our PSLO for measuring Engagement with SparkPoint allows us to have an accurate understanding of the number of individuals who choose to use our SparkPoint services and ensures that they are being informed and connected to any relevant services within our program.

Our PSLO for measuring financial coaching reflects one of the primary measurements of success that our partner program, United Way Bay Area, uses when awarding grant funding. It also is an indicator of our ability to bundle our various services, which is a key aspect of our program model.

**iii.    Are the PSLOs still relevant to your program? If not, what changes might be made?**
Yes

**iv. Please check the boxes to indicate that the following tasks have been completed.**
**Updated the Improvement Platform with new or changed PSLOs after approval by the appropriate person(s).**
Not Applicable
**Updated new or changed PSLOs on the program website after approval by the appropriate person(s).**
Not Applicable
**Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness**
Yes
**4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS**
**i.    Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.**
Due to the volume of our grocery distribution efforts and our partnership with Second Harvest Food Bank, we rely on their data collection protocols and support to keep track of our impact.

In the first year of our Drive-Thru Grocery Distribution, 2020-2021, we served 2,767 unique households for a total of 31,463 touchpoints. In the second year, 2021-2022, the program grew to 2,884 unique households and 47,568 touchpoints. This means that the average household was served over 11 times per year and 16 times per year, respectively. An overwhelming majority of participants did not fill out the demographic information, but this is what we were able to learn from those that did.  Our largest service demographic was Asian community members (58%), but Filipino populations were not separated out so an exact comparison to the campus demographics isn't possible.  The second largest service population was Hispanic/Latino community members (19.5%).  In both years, the average household size was 3.6 individuals (i.e. adults, children and seniors).

Second Harvest Food Bank was unable to disaggregate the data for our Food Pantry and since the majority of the participants were not students during this time period, we do not have access to comprehensive demographic data.  However, we can clearly see steady growth from FY17 to FY20, including a spike in FY19 and FY20 due to the addition of our walk-thru Free Community Market grocery distribution model.  Our Food Pantry was closed for all of FY21, due to the pandemic and then we were able to resume operations in FY22.  It is worth noting that we never brought back the walk-thru Free Community Market and the Drive-Thru Grocery Distribution is not included here in this data set.  When we look at the data for only the Food

Pantry, it is clear that it has now surpassed pre-pandemic service levels. Furthermore, since the Food Pantry is no longer open to the public, our student service numbers have more than quadrupled.

### 4.C. STUDENT FEEDBACK
**If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.**

Every year until 2021, SparkPoint would do between 1 and 2 in-person student focus group with a specific SparkPoint related topic to address. These topics included housing resources, grocery access, sparkPoint services, food pantry logistics, etc.   We sometimes partnered with othe organizations such as HIP housing and Second Harvest Food Bank.  These focus groups were purely qualitative and notes were always taken.  Depending on the situation, student workers were sometimes designated as the note takers and staff did not participate, in an effort to increase participant comfort and honest feedback.  Unfortunately, we were unable to recover the notes for these focus groups. However, some of the discussion leaders for the focus groups still work at SparkPoint and their recollection was that students were always grateful for the services offered, but often felt like they still needed more support and that there was more that the college and partner organizations could do.

### 4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES
**Identify cohorts and upload reports on the relevant success metrics for the program. Provide analysis of the data. Specific questions to answer in your response:**
**i.     What have you learned from reviewing the cohort retention, success, and/or persistence data?**
-Male persistence rates have been trending up for the last 4 years (80% to 100%) while female persistence rates have been trending down (81.5% to 75.4%).

-In 2020-2021, persistence rates for full-time students spiked up to 92.6%, while simultaneously persistence rates for part-time students dropped to an all-time low of 68.2%.

-Over the last 4 years, there has been an up-trend in Filipino student persistence (81.3% to 92.9%) and a simultaneous trend down in hispanic/latino persistence (90% to 77.4%).

**Supporting Documents**
SparkPoint-CPR Combined Outcome Data 2018-2022.xlsx
**ii.     How do the cohorts' results compare to the overall College's results?**
-SparkPoint persistence rates have been consistently 17%-28% higher than the college.

-Part-time SparkPoint students persist at a rate between 21% and 32.5% higher than other part-time students.

-Over the past few years, male SparkPoint student persistence rates have grown steadily compared to the college and compared to female SparkPoint student persistence rates, peaking at 45.3% higher than the general college male student population in 2021-2022.

-Black, Filipino and Hispanic/Latino persistence rates for SparkPoint students has consistently been much higher than the college-wide rates for those populations. However, over the last 4 years Filipino SparkPoint student persistence rates have been trending upward with 11.9% to 29.9% higher persistence compared to the college-wide Filipino population.

**iii.     What factors may be contributing to these outcomes?**
The economic impacts of COVID, remote learning, and other societal factors must have contributed to the spikes and trends that we have seen over the last 4 years.

-For example, Female persistence rates could have been negatively affected due to increased caregiving responsibilities for children engaged in remote learning.

## ACTION PLAN

**Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.**

**5.A. CHALLENGES AND CONCERNS**

**Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.**

Supporting Men of Color

-We have identified that male students and particularly male Black, Filipino and Hispanic/Latino students persist at a higher rate when participating in SparkPoint. However, we have also seen that SparkPoint is undeserving those same populations. Sparkpoint staff will develop new outreach strategies and curriculum to actively engage these students on campus. Our first step will be to collaborate with Brothers Achieving Milestones for feedback, but we plan to work with other programs who may be seeing the same trends.

Supporting Younger Students

-We have identified that we are underserving younger students, so we will collaborate with Middle College and counselors working with first year students to solicit input on new outreach strategies, curriculum and services.

Financial Coaching and Benefits Access Expansion

-Financial Coaching and Benefits Access services have been inconsistent over the years and we have been unable to meet the needs of our students.  We will work to increase our resource offering and service capacity in these areas beyond the number of specific staff as we move from a hub model to a more distributed service model.

Food Pantry and Just-in-Time Grocery Distribution

-Food Pantry and Just-In-Time Grocery Distributions have been our highest growing services over the last few years.  However, as we enter a new post-COVID phase as a college and community, we will need to improve and adjust these services to accommodate the ever-changing needs of our students.

**GOAL**

Food Pantry and Just-in-Time Grocery Distribution

**Goal and Desired Impact on Students**

-Goal: Provide a greater number of students with free groceries during times and modalities that are most convenient for them.

-Desired Impact: Food Pantry and Just-In-Time Grocery Distributions have been our highest growing services over the last few years. However, as we enter a new post-COVID phase as a college and community, we will need to improve and adjust these services to accommodate the ever-changing needs of our students.

**Year Initiated**

2022 - 2023

**Implementation Step(s) and Timelines**

-Send out quarterly surveys to our food pantry participants to ascertain preferences for modality, schedules, types of grocery items and suggestions.

-Re-institute bi-annual focus groups to collect qualitative feedback about our grocery services.

-Purchase additional refrigeration units to increase our weekly food pantry capacity.

**Mapping**

- SKY College Values: (X - Selected)

- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

**Resource Request**

**Division Name**

Counseling, Advising, and Matriculation (CAM)

**Year of Request**

2022 - 2023

**Resource Type**

Other

**Resource Name**

Pallet Jack

**Resource Description**

Pallet Jack

**Funds Type – Mark all that apply.**

One-time Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

This equipment allows us to move large amounts of groceries to make loading groceries for the food pantry and just-in-time grocery distributions more efficient.

**Cost**

5,000

**Level of need, with 1 being the most pressing**

3

**FOR ADMINISTRATIVE USE ONLY**

**Resource Request**

**Division Name**

Counseling, Advising, and Matriculation (CAM)

**Year of Request**
2022 - 2023
**Resource Type**
Other
**Resource Name**
Commercial refrigerator and freezer
**Resource Description**
One commercial refrigerator with a glass door and one commercial freezer with a glass door for use in the food pantry.
**Funds Type – Mark all that apply.**
One-time Cost
**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**
We currently have industrial freezer and refrigerator inside of our food pantry, but it is filled to capacity when we receive our grocery distribution each week. We plan to redesign the layout in our SparkPoint Front Office to be an extension of the Food Pantry and this commercial refrigerator/freezer set would allow students to pick up their own milk, eggs and chicken when they come in to pick up their groceries.
**Cost**
3,000
**Level of need, with 1 being the most pressing**
1
**FOR ADMINISTRATIVE USE ONLY**


## GOAL

Supporting Men of Color
**Goal and Desired Impact on Students**
Goal: Serve more Black, Filipino and Hispanic/Latino male students.
Desired Impact: We have identified that male students and particularly male Black, Filipino and Hispanic/Latino students persist at a higher rate when participating in SparkPoint. However, we have also seen that SparkPoint is undeserving those same populations. By serving more of these student populations, we hope to increase their persistence rates.

**Year Initiated**
2022 - 2023
**Implementation Step(s) and Timelines**
-Sparkpoint staff will develop new outreach strategies and curriculum to actively engage these students on campus.
-Collaborate with Brothers Achieving Milestones to collect feedback.
-Partner with other programs who may also share the goal of increasing persistence for these populations.
**Mapping**
- SKY College Values: (X - Selected)
* Academic Excellence:  X
* Campus Climate:  X
* Open Access:  X
* Social Justice:  X
* Student Success and Equity:  X


## GOAL

Supporting Younger Students
**Goal and Desired Impact on Students**

Goal: Serve more students age 18-22 and under 18.
Desired Impact: We have identified that we have historically underserved young students and particularly students age 18-22 and under 18. By serving more of these student populations, we hope to increase their persistence rates.

**Year Initiated**
2022 - 2023
**Implementation Step(s) and Timelines**
-We will collaborate with Middle College and counselors working with first year students to solicit input on new outreach strategies, curriculum and services.
**Mapping**
- SKY College Values: (X - Selected)
- Academic Excellence:  X
- Campus Climate:  X
- Open Access:  X
- Social Justice:  X
- Student Success and Equity:  X

**GOAL**

Financial Coaching and Benefits Access Expansion
**Goal and Desired Impact on Students**
Goal: Increase the number of students receiving benefits support services and financial coaching.
Desired Impact: Increased bundling of SparkPoint services, and increased persistence for SparkPoint participants.

**Year Initiated**
2022 - 2023
**Implementation Step(s) and Timelines**
-We will work to increase our resource offering and service capacity in these areas beyond the number of specific staff as we move from a hub model to a more distributed service model.
-Re-establish peer-to-peer CalFresh support model by hiring and training skilled student workers.
-Build up Basic Needs services knowledge and skills for newly hired SparkPoint Program Services Coordinator. Once they have additional capacity for Basic Needs services, this will also increase the financial coaching capacity for our other SparkPoint Coordinator.
-Engage in on-going professional development around financial coaching and benefits programs.

**Mapping**
- SKY College Values: (X - Selected)
- Academic Excellence:  X
- Campus Climate:  X
- Open Access:  X
- Social Justice:  X
- Student Success and Equity:  X