2018 SparkPoint Center Annual Program Plan

SPRK SparkPoint Center

I.A. **Program Profile: Purpose**
Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

SparkPoint at Skyline College implements a suite of services led by a financial education and coaching model based on the Annie E. Casey Foundation's Centers for Working Families in order to mitigate poverty and increase college access and completion. The program's goal is to provide bundled services and resources that students and other non-enrolled community members use to achieve financial stability and self-sufficiency in pursuit of their educational and economic goals.

SparkPoint services include:

- **Financial Education Workshops**: Customized curriculum is available for classes, support programs and community organizations, as requested by faculty, staff and external partners.
- **Individualized Financial Coaching**: One-on-One appointments are available as requested by students and community members or as designated by partner program requirements (TRiO, Guardians Scholars Program, etc.) Topics include budgeting, savings, safe financial products, credit reports, debt, etc.
- **Financial Game Plan (FGP)**: Workshops and one-on-one appointments are available to support Promise Scholars in completing the FGP document as a requirement for their program.
- **Free Income Tax Preparation Assistance**: Free tax services are available to students and community members as part of a partnership with the Accounting Program.
- **Public Benefits Support**: Support with benefits application pre-screening, processing and advocacy is available to students and community members through partnership with local Human Services Agencies.
- **Community Resource Referrals**: Information and referrals for off-campus resources are available to students and community members in the areas of housing, child care, health services, transportation, etc.
- **Food Pantry**: Fresh produce, dry goods, refrigerated goods, and canned goods are available to students and community members through a partnership with Second Harvest Food Bank.
- **Career & Employment Services**: Separate from the Career Services Center, SparkPoint has services available for job-seeking students and community members through co-located partners such as NOVA.

- **The Legal Clinic**: Partnership with Paralegal Program, which offers free legal services and referrals to students and community members in the areas of immigration status, tenant rights, domestic abuse, and others.
- **The Grove Scholars Program**: Scholarships, financial coaching and career counseling are available to students enrolled in Career and Technical Education programs.
- **The Dream Center**: Support services area available for undocumented students and community members.

These services are vital for SparkPoint participants to achieve outcomes in four key areas: increasing income, improving credit, reducing debt, and building assets. Positive outcomes in these areas also have a positive impact on college access, persistence rates, and completion rates for all students, especially low-income and non-traditional students. In this way, the goals of SparkPoint contribute directly to Skyline College's mission to empower and transform a global community of learners, as well as its vision to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Chad Thompson – Director for SparkPoint and Career Services

Flor López – SparkPoint Coordiantor/Financial Coach

Pamela Ortiz – Dream Center Program Services Coordinator

Raul Amaya – SparkPoint Staff Assistant

II.A.   **Analysis: Progress on Prior Program Objectives (Goals) and Activities**
Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative
Food Pantry:

During the 2016/2017 fiscal year the SparkPoint Food Pantry served 347 unique families by distributing 111,825 lbs. of food valued at $122,905. The food distributed to these families supported 1,421 unique individuals, including seniors, adults and children. Each of these outcomes was an increase over the previous year.

As of April 1st of the 2017/18 fiscal year, the SparkPoint Food pantry has already served 374 unique families for a total of 1,529 unique individuals supported. We anticipate an increase in all food pantry outcomes compared to last year.

Financial Coaching:

During the 2016/2017 fiscal year SparkPoint Financial Coaches provided 451 financial coaching efforts, enrolled 140 clients and collected financial outcome data from 71 measurable clients. Each of these outcomes was a decrease from the previous year, due to instability in financial coach staffing.

As of April 1st of the 2017/18 fiscal year, the SparkPoint Financial Coaches have already provided 445 financial coaching efforts, enrolled 161 clients and collected financial outcome data from 93 measurable clients. We anticipate an increase in all financial coaching outcomes compared to last year and a return to outcome levels of previous years.

Benefits Access:

During the 2016/2017 fiscal year the SparkPoint Benefits office provided 38 benefits screenings and 48 benefits applications. During that time 40 SparkPoint participants reported obtaining benefits and 69 SparkPoint participants reported maintaining their benefits. Each of these outcomes was a decrease from the previous year, due to instability in financial coach staffing.

As of April 1st of the 2017/18 fiscal year the SparkPoint Benefits office provided 89 benefits screenings and 47 benefits applications. During that time 18 SparkPoint participants reported obtaining benefits and 42 SparkPoint participants reported maintaining their benefits. Each of these outcomes was a

decrease from the previous year, due to challenges collecting follow up data from participants and turnover in the Benefits Office.

Financial Game Plan:
This year SparkPoint created a Financial Game Plan (FGP) document for students in the Promise Scholars Program to help these students understand their current financial aid/scholarship package and create an appropriate budget while they are at Skyline College and after they complete their educational goals. To support the completion of this document, SparkPoint Financial Coaches offered 10 workshops, as well as availability for one-on-one appointments and lab hours. Although all the data is not yet available from this pilot year, rates of workshop attendance and document completion are anticipated to be much lower than originally projected.

NOVA:

Skyline College was awarded a grant to launch a NOVA Job Center as a part of the SparkPoint program and provide employment services to job seeking students and community members in the 2017/18 fiscal year. A Program Services Coordinator and two adjunct Career Counselors were hired to conduct registrations, workshops and one-on-one Career Counseling.

Dream Center:

The Dream Center launched in February 2017 in response to the needs of Skyline College undocumented student community. From its launch in April 2017 until April 2018, the foot traffic count for the Dream Center is over 500 individual visits. This is the first year tracking this metric, but monthly foot traffic has increased as awareness of the center has increased on campus.

II.B. **Analysis: Program Environment**

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

In San Mateo County, home to some of the most affluent neighborhoods in California, one-fifth of the county's population struggles to make ends meet. In 2010, Skyline College became the first college in California to partner with United Way Bay Area (UWBA) and launch a SparkPoint Center in an effort to better serve these individuals and their families. Since then, community colleges throughout the bay area have launched SparkPoint Centers or partnered with existing SparkPoint Centers in an effort to replicate our model and serve their students and local community. UWBA has shifted the regional SparkPoint initiative to focus heavily on community college partnerships. The California Community College Chancellor's Office (CCCCO) has also shifted their focus to basic needs for students, which has led to regulations and funding related to addressing student food insecurity, housing security and financial wellness. Due to SparkPoint at Skyline College's role as a national leader in this field, we have consulted with UWBA and CCCCO on several summits, conferences, project launches and initiatives in the bay area and throughout the state.

Financial Game Plan:

In the 2018/19 academic year, the Promise Scholars Program plans to increase from 270 students to 500 students, which will impact the support needs for this service. The strategic design of the FGP program will also change to yield higher workshop attendance and document completion rates.

NOVA:

In preparation for next year, there will be a transition from Skyline College being a NOVA grant-funded partner to having NOVA provide services as a co-located partner. This shift is intended to increase NOVA service provision at Skyline College, but will have an impact on how SparkPoint services are bundled and referrals are made. Skyline College will no longer be contractually responsible for NOVA service numbers, but will provide support with logistics, outreach and referrals as a program partner.

Dream Center:

This year there has been an increase in anti-immigrant sentiment and a hostile national political climate, which has led to fear and uncertainty for immigrants in our local community.

- 09/05/17- DACA is rescinded

- 01/09/18- Federal court overturns DACA rescission/
- 01/15/18- DHS Begins taking DACA renewal applications
- 01/17/18- California warned about mass ICE raids targeting 1500 people
- 02/26/18- NY 9th Circuit Judge adds 2nd ruling preventing a full DACA rescission, Supreme Court refuses to hear DACA case and moves it back to lower court of appeals
- 03/05/18- Political deadline for "DREAMers" solution passes with no action

The Dream Center was initially supported by a network of volunteers, then by a short-term/Temporary Staff Assistant. By the end of the Spring 2017 semester, there was staffing transition to a new short-term/temporary Staff Assistant and in Spring 2018 that position was converted to a permanent Program Services Coordinator. This new permanent position has allowed for increased project planning and leadership for the center.

Swing Space:

SparkPoint and the Dream Center are scheduled to move to the Pacific Heights building in December 2018. This move will affect the number of students accessing services due to the distance from the main campus. This move will especially impact elderly participants with mobility issues and participants using public transportation who are accessing the food pantry and must carry their groceries across campus.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

In the 2016/2017 academic year, SparkPoint supported the following student learning outcomes:

PSLO: Students will engage SparkPoint services and resources by completing the SparkPoint Welcome Form and identifying SparkPoint services to pursue.

CRITERION: 250 students will complete Welcome Forms, identifying SparkPoint services to pursue.

RESULT: 531 SparkPoint participants completed welcome forms and identified desired SparkPoint services. (Measured by Efforts to Outcomes software.)

LESSONS LEARNED: The number of participants accessing all SparkPoint services is directly related to the number of students completing welcome forms. Maintaining strong outcomes in this area requires constant outreach on campus and special attention to program partnerships.

In the 2017/2018 academic year, SparkPoint is supporting the following student learning outcomes:

PSLO: Students will engage SparkPoint services and resources by completing the SparkPoint Welcome Form and identifying SparkPoint services to pursue.

CRITERION: At least 250 students will complete Welcome Forms, identifying SparkPoint services to pursue.

RESULT: N/A. Data will be collected and entered after 6/30/18 (Measured by Efforts to Outcomes software.)

LESSONS LEARNED: Although this PSLO has not been assessed in 2017/18, we have learned that this PSLO and criterion needs to be updated.

PSLO: SparkPoint clients who engage in Financial Coaching will improve their financial stability by identifying financial goals, creating a budget and taking up two or more SparkPoint Services.

CRITERION: At least 80% of Financial Coaching clients are taking up two or more SparkPoint Services.

RESULT: N/A. Data will be collected and entered after 6/30/18 (Measured by Efforts to Outcomes software.)

LESSONS LEARNED: Although this PSLO has not been assessed in 2017/18, we have learned that this PSLO and criterion needs to be updated.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative
Food Pantry:

To address access concerns for elderly participants with mobility issues and participants using public transportation, SparkPoint will need to launch a satellite distribution site closer to the bus stop and the center of campus.

To increase food pantry distribution, SparkPoint will need to launch a monthly mobile distribution program in partnership with Second Harvest Food Bank.

Financial Coaching:

To maintain number of financial coaching efforts, enrolled clients and measurable clients compared to 2017/18 outcomes, SparkPoint will need to hire a second permanent SparkPoint Coordinator/Financial Coach.

Benefits Access:

To increasing the number of benefits screenings and benefits applications submitted compared to 2017/18 outcomes, SparkPoint needs to develop a more intentional recruitment, training and on-boarding process for Benefits Office Student Assistants.

Financial Game Plan:

To meet the needs of the growing Promise Scholars Program, SparkPoint will need to allocate more financial coaching resources to the Financial Game Plan services launch a Financial Game Plan peer coaching program. Similar to the Benefits Office Student Assistant model, Student Assistants will need to be hired and trained to provide Financial Game Plan support to Promise Scholars in workshops, one-on-one appointments and small group lab hours. This new approach will allow for FGP support capacity to grow in conjunction with the anticipated Promise Scholar Program growth.

Dream Center:
Because the Dream Center only has a single staff member who is responsible for coordination and direct support during operating hours, the reception desk is often left unstaffed. To address these challenges, a student assistant must be hired to support the center in reception, basic services and foot traffic tracking

when the PSC is not in the Dream Center. Opening this opportunity to non-work study applicants would allow for the possibility of a DACA recipient to be hired.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:
(1) What are the findings and/or conclusions drawn?
(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

In 2016/17, SparkPoint assessed one SLO related to student engagement of SparkPoint services through completion of Welcome Forms.

In 2017/18, SparkPoint will assess two SLOs related to student engagement of SparkPoint services through completion of Welcome Forms and bundling of two or more services within financial coaching. Through financial coaching and uptake of multiple services, participants build social capital and practice positive behavioral economics towards the following four outcomes: 1) Improving Credit, 2) Decreasing Debt, 3) Increasing Savings, and 4) Building Assets. SparkPoint's SLOs are mapped specifically to the ISLOs of Effective Communication, Critical Thinking, and Lifelong Wellness.

Effective Communication:

Upon completion of the Welcome Form and interest cards (PSLO #1), participants are able to effectively identify and communicate their initial needs for SparkPoint services. Through uptake of services and engagement in financial coaching (PSLO #2), clients employ effective communication allowing for deeper exploration of participant needs and referrals.

Critical Thinking:

Both SparkPoint PSLOs map to the ISLO of Critical Thinking in that the students engage in activities which require deep self-reflection and critical thinking of internal and external factors which contribute to one's financial self-sufficiency. Through financial coaching, students work to develop budgets, requiring critical thinking around spending habits and flexible/inflexible monthly expenses. Students engaged in financial coaching also work to reduce debt and build credit, requiring them to think critically about the elements of credit (lenders, borrowers, credit reporting agencies) and how their present actions affect future opportunities and goals.

Lifelong Wellness:

Both SparkPoint PSLOs map to the ISLO of Lifelong Wellness in that the students must identify and communicate their initial personal needs for SparkPoint services. Through working with a financial coach students develop their ability to determine resources, and access appropriate services to address

financial barriers and achieve financial stability. This financial stability ultimately leads to student persistence and overall academic success.

ISLOs were not assessed this year.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

SparkPoint is continuing implementation with much of the last CPR strategy, but strategic components related to the Financial Game Plan and Dream Center have been added.

SparkPoint 2016 CPR Action Plan:

SparkPoint will continue to ensure campus leadership, and department heads are aware of SparkPoint's services and goals by presenting in Academic Senate, Student Services Leadership Team meetings, Classified Senate, and campus-wide professional development activities (Flex Days). In addition, SparkPoint will maintain and strengthen its campus networks in an effort to intentionally embed services into programs and campus forums in which low-income students are already involved. This includes the Disability Resource Center, TRiO, learning communities, Health Center, Psychological Services, Veterans' Center, Financial Aid, Learning Center, and EOPS. To support these efforts, SparkPoint staff will develop curriculum to inform and actively engage the campus community in SparkPoint's financial literacy work, offering avenues for varying levels of engagement. These strategies will continue to catalyze culture change across the campus by embedding services into existing systems and structures of the college.

SparkPoint will utilize the Efforts-To-Outcomes database as an assessment tool to monitor progress toward our PSLOs, Annual Program Plan and Skyline College's ISLOs, as well as its various grant reporting requirements. SparkPoint will continue efforts to integrate its assessment tools with those of the college in order to capture data that demonstrates the impact SparkPoint services have on student access, success, and completion. Collecting and analyzing this data will strengthen the program's evidence base and provide a database for evaluation. This data will also inform decision-making for continuous process improvement of the program's outreach and service provision.

The data analysis from this year's Comprehensive Program Review has highlighted some populations that SparkPoint has underserved in the past.

Moving forward, SparkPoint staff will be more intentional about making services available for evening and weekend students by establishing special service hours that cater to their needs. By offering online financial education workshops and resources, SparkPoint will also increase access for distance learners. Outreach strategies will also address SparkPoint's lack of male students and students under 28 years of age, by implementing a student ambassador program that features positive role models with whom the target population can identify.

New Strategy-Financial Game Plan:

To support the completion of the FGP document, SparkPoint Financial Coaches will continue to offer workshops, one-on-one appointments and lab hours, as well as detailed resources on the SparkPoint website. In the 2018/19 academic year, the Promise Scholars Program plans to increase from 270 students to 500 students, and then to 750 students in the 2019/20 academic year. To meet the needs of the growing Promise Scholars Program, SparkPoint will allocate more financial coaching resources to the Financial Game Plan services and launch a Financial Game Plan peer coaching program. Similar to the Benefits Office Student Assistant model, Student Assistants will be hired and trained to provide Financial Game Plan support to Promise Scholars in workshops, one-on-one appointments and small group lab hours. This new approach grow FGP support capacity in conjunction with the anticipated Promise Scholar Program growth.

New Strategy-Dream Center:

The Dream Center will address the fear and uncertainty of our local immigrant community by increasing awareness and understanding, while continually adapting services in the face of the growing anti-immigrant sentiment and hostile ever-changing national political climate. Trainings and workshops will educate the faculty and staff, while intentional events, a network of allies and specialized services will create a safe space for students and community members. Student workers, volunteers and club members will receive extensive training to ensure high quality services and precise data tracking,

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
📕 538-Increase Dream Center Foot Traffic
📕 535-Increase Financial Game Plan Document Completion
📕 534-Increase Financial Game Plan Workshop Attendance
📕 530-Increase Food Pantry service numbers
📕 537-Increase NOVA service outcomes
📕 533-Increase Public Benefits Access
📕 531-Launch Produce Truck Grocery Distribution
📕 532-Maintain Financial Coaching Outcomes
📕 539-Support 50 students with submitting California Dream Act Application
📕 Budget and Objectives of SparkPoint Center

Objectives of SparkPoint Center

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2340SPRK00	**SparkPoint Center**	**Thompson, Chad**

Objective Status: New/In Progress

530   Increase Food Pantry service numbers

Food Pantry-Increase families served, individuals served and pounds of food distributed compared to 2016/17 and 2017/18 outcomes by increasing awareness on campus, increasing distribution points on campus and maintaining access to students and community members after moving to the Pacific Heights swing space.

531   Launch Produce Truck Grocery Distribution

Increase families served, individuals served and pounds of food distributed compared to 2016/17 and 2017/18 outcomes by launching a monthly Second Harvest Food Bank Produce Truck distribution site on campus.

532   Maintain Financial Coaching Outcomes

Maintaining number of financial coaching efforts, enrolled clients and measurable clients compared to 2017/18 outcomes.

533   Increase Public Benefits Access

Increasing number of benefits screenings and benefits applications submitted compared to 2017/18 outcomes.

534   Increase Financial Game Plan Workshop Attendance

Reach more Promise Scholars in Fall 2018 FGP workshops compared to Fall 2017.

535   Increase Financial Game Plan Document Completion

Launch Financial Game Plan peer coaching program in order to provide FGP services to more Promise Scholars and collect FGP documents from more Promise Scholars in Spring 2019 compared to Spring 2018.

537   Increase NOVA service outcomes

Increase number of clients served by NOVA program in 2018/19 fiscal year compared to 2017/18.

538   Increase Dream Center Foot Traffic

To reach a foot traffic count of 700 students and community members visiting the center for its various services during the 2018/19 academic year.

539   Support 50 students with submitting California Dream Act Application

To support at least 50 students with submitting the California Dream Act Application during the 2018/19 academic year.