

2017 SparkPoint Center Annual Program Plan

SPRK SparkPoint Center

I.A. 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? (**Program Profile: Purpose**)

Narrative

SparkPoint at Skyline College implements 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
- Individualized Financial Coaching
- Access to Banking Services
- Credit Education
- Asset Development Programs
- Free Income Tax Preparation Assistance
- Public Benefits Enrollment & Advocacy
- Food Pantry
- Career & Employment Services
- The Community Legal Services Clinic
- The Grove Scholars Program

These services are vital for clients to achieve outcomes in four key areas: increasing income, improving credit, reducing debt, and building assets. This program is also committed to increasing college access, persistence rates, and completion rates for all students, especially low-income and non-traditional students.

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

Narrative

SparkPoint at Skyline College provided over 10,000 services to 2015 people.

SparkPoint at Skyline College serves 30% of all clients served by the ten SparkPoint Centers located throughout the Bay Area. Anticipated outcomes were exceeded. SparkPoint services are becoming known throughout the college campus and found to be desirable supports. Students are seeking financial stability services and resources at a higher than expected levels.

Individualized financial coaching was provided to 451 people.

94% of financial coaching clients take up more than one service.

The Food Pantry distributed 91,000 lbs. of food valued at \$152,650.

Forty-five \$2000 Grove Scholarships were distributed.

Tax preparation yielded a return to the community valued at \$297,567.

Client profile: 64% female, 34% Latino, 21% Asian, 16% African American.

The most used services in order are: 1) Financial education - budget development, 2) Increase education level, 3) Obtain financial aid, 4) Food Pantry, 5) Establish financial goals including savings, 6) Develop spending plans, 7) Obtain benefits, 8) Obtain employment, 9) Increase credit score, 10) Financial education workshops.

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

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. To better serve these individuals and their families, Skyline College became the first college in California to host a SparkPoint Center. Accessing SparkPoint at Skyline College resources, students and community members are more likely to succeed in education and achieve financial stability.

New technology has improved the accessibility of SparkPoint at Skyline College. With the support of the Marketing Department, SparkPoint staff has updated its website to create automated appointment booking processes for the legal clinic as well as an online application process for the Grove Scholarship. SparkPoint staff has also focused on improving the program's social media presence on Facebook, as well as Instagram, so that students and community members can get updates about SparkPoint services, resources, workshops, events, and awards.

SparkPoint at Skyline College is continuously building relationships with community based organizations, nonprofit agencies, high schools, community colleges, foundations, private businesses, philanthropic foundations, local, state and federal agencies. These partnerships increase SparkPoint at Skyline College visibility in the community and increases service integration, which is important for students and community members to excel academically and financially.

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

Narrative

SparkPoint at Skyline College services and resources support 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. 250 students will complete Welcome Forms, identifying SparkPoint services to pursue.

RESULT - 2015 SparkPoint participants completed welcome forms and identified desired SparkPoint services. (Measured by Efforts to Outcomes software.)

PSLO - 80% of students 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.

RESULT - 88% of SparkPoint clients who engaged in financial coaching improved financial stability.

These outcomes occur in the context of SparkPoint at Skyline College providing over 10,000 services to 2015 people. Anticipated outcomes were exceeded. SparkPoint services are becoming known throughout the college campus and found to be desirable supports. Students are seeking financial stability services and resources at a higher than expected levels.

III.A. 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. **(Reflection: Considering Key Findings)**

Narrative

Previous APP targeted benefits access and SparkPoint engaged in a six-month planning grant as one of six colleges in the nation to be funded by the Center for Law and Social Policy to implement a two year demonstration project to increase public benefits utilization among financial aid applicants and to engage in state level policy work to scale increased benefits utilization throughout California. We are now in the final year of that project. We are working toward institutionalization of benefits access work by targeting the points of contact with potentially eligible students, to embed benefits access within the objectives of those departments and programs already serving those students.

Previous APP identified outreach to targeted populations as part of leadership initiatives presented by the President on Opening Day. SparkPoint provides targeted outreach to: English language learners, middle school and high school youth through Rock The School Bells sponsorship, CTE students with \$45 \$2000 scholarships, customers of the CA Employment Development Department (co-located within SparkPoint Center) food insecure students community members, tax filers, under-banked students and community members, CAA students, and Goodwill students.

III.B. If the 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. (**Reflection: ISLOs**)
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IV.A. 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. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

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 Summer Scholars Institute, Skyline College Promise, 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 last year's Comprehensive Program Review has highlighted some populations that SparkPoint has underserved in the past. SparkPoint staff will continue to make efforts to make 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.

SparkPoint and Career Services will continue to integrate by bundling services and combine data tracking efforts and systems. This will provide a higher quality of wrap around services for students and community members, while also leveraging a more robust collection of data for analysis and, eventually, grant applications and partnership opportunities.

Questions focus of inquiry

Can causality be shown between SparkPoint services and persistence rates, separate from other factors?
Are Skyline college's Filipino and White student populations less prone to financial barriers, and therefore less in need of SparkPoint services? Or in need of improved outreach?



Is there a substantial discrepancy in service uptake between male and female students within specific racial or ethnic populations?

Answering these questions will more accurately explain the impact SparkPoint services have on student persistence rates, as well as the needs of Skyline College's student population.

Professional Development Needs:

- Banner training on Student information
- Budget training
- Customer service training for student assistants (on regular basis)

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