

2023-24 Program Review

Program Name: SparkPoint CSM

Program Contact: Julie Gardner (Director of SparkPoint and Crisis Relief Programs)

Academic Year: 2022-2023

Status: Submitted for review

Updated on: 9/28/2023

Description of Program (200-400 words)

Provide a brief description of the program and how it supports the following:

- [CSM Mission and Values Statements](#)
- [CSM Statement of Solidarity](#)
- [CSM's Strategic Priorities](#)
- [SMCCCD's Strategic Goals](#)
- [CSM Forward 2028 - Education Master Plan](#)

Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

In San Mateo County, an environment with exceptionally high living expenses, experiencing food scarcity, housing insecurity, and financial distress disrupts a student's ability to reach their full college potential. Inadequate access to food and shelters negatively impacts a student's health outcomes, academic performance, persistence, and likelihood of graduation. Students who have experienced the impacts of systematic marginalized, oppression, de-prioritization, and disenfranchisement bear a disproportionate burden of hunger and homelessness, reinforcing equity gaps and stifling economic mobility opportunities. SparkPoint is an equity-driven program, founded by United Way Bay Area, that has been institutionalized at the College of San Mateo to support student achievement, disrupt cycles of poverty, advance economic mobility, and foster self-determination through the delivery of culturally relevant financial empowerment education and strength-based basic needs services. SparkPoint provides pathways for students to stabilize their basic needs and amplify their financial proficiency by providing services that cultivate resiliency and self-determination and celebrate diverse backgrounds and experiences.

In addition to being the campus lead for carrying out State basic needs directives (AB-132 and SB-129), SparkPoint co-leads CSM's homeless youth liaison efforts (AB-801) and serves as the campus lead for implementing CSM's food grant, hotel stay, and food distribution efforts as directed by SMCCCD. Beyond fruitful campus and District collaborations, SparkPoint also maintains key partnerships with various external community organizations including United Way of the Bay Area, Second Harvest Food Bank, and Samaritan House, serving as important extensions and referrals for students needing a warm introduction in navigating housing and public benefit institutions.

As the costs of food, housing, and transportation continue to rise in the Bay Area, SparkPoint anticipates that the volume of students seeking services will continue to increase. SparkPoint is at the maximum capacity for service potential in its current form, therefore there is a unique opportunity for CSM to leverage external and campus investment to increase staffing and services to anchor comprehensive campus basic needs services and become a Statewide model for supporting basic needs and financial literacy.

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SparkPoint CSM Services		
SparkPoint supports pathways for students to stabilize their basic needs and amplify their financial proficiency by providing direct services that cultivate resiliency and self-determination.		
Financial Empowerment	Food Access	Housing Crisis Response
Financial coaching Tax preparation Scholarships Public benefits enrollment (CalFresh, Medi-Cal) Budgeting and transfer prep Budget alleviation tools Personal care and school supplies	Free groceries available Monday – Friday via the SparkPoint Free Grocery center and the drive-thru grocery distribution Semester food grants Grab-and-go lunches CalFresh enrollment Grocery and gas gift cards	Emergency housing Rental assistance Housing navigation Pipelines to local programs

Results of Previous Program Review (200-500 words)
 Describe the results of your previous Program Review’s action plan and identified equity gaps.

- Previous Goals
- Results Achieved
- Changes Implemented
- Plans still in progress
- Any notable or surprising results and outcomes

Explain any curriculum or programmatic changes since last program review

- To specific courses, or to any discipline as a whole
- Includes degree, certificate, or course sequences, program delivery or structure, etc.

Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO
 - What did the assessment focus on?

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- Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
- Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented
 - What did you learn from it?
- What changed?

According to the independent study of more than 10,000 San Mateo County Community College District students, those who participated in SparkPoint were 127% more likely to remain enrolled in college and 86% were more likely to continue their education program and successfully earn their degrees or transfer to a four-year college (United Way of the Bay Area).

Previous Goal	Reopen food pantry for in-person services.	Increase student retention and program sustainability.	Increase program engagement among students who identify as male and are Pell Grant Recipients																																																															
Results Achieved	<p>SparkPoint successfully re-opened the SparkPoint Free Grocery (SPFG) starting in Fall 2021. In AY 22-23 the SPFG experienced the highest number of students served in the history of the program.</p> <table border="1"> <thead> <tr> <th colspan="5">SparkPoint Free Grocery</th> </tr> <tr> <th>AY</th> <th>19-20</th> <th>20-21</th> <th>21-22</th> <th>22-23</th> </tr> </thead> <tbody> <tr> <td>Students Served <small>Unduplicated</small></td> <td>449</td> <td>N/A</td> <td>423</td> <td>836</td> </tr> </tbody> </table>	SparkPoint Free Grocery					AY	19-20	20-21	21-22	22-23	Students Served <small>Unduplicated</small>	449	N/A	423	836	<p>Retention: Students who utilized SparkPoint services had a high rate of college persistence. In Fall 2021, 95% of SparkPoint students (626) persisted to the Spring semester, and 65% persisted to Fall 2022. In Fall 2022, 91% of SparkPoint students (1,264) persisted to the Spring semester.</p> <p>SparkPoint successfully retained 137 students in the Bulldog Dollars financial coaching program resulting in participants enhancing personal financial wellness knowledge, budgeting skills, credit elevation, debit reduction, planning for college transfer. Each student was awarded a \$500 scholarship for progressively working towards their goals.</p> <p>Sustainability: SparkPoint hired a dedicated Director in Fall 2022 and received approval to recruit and hire an additional full-time Program Services Coordinator (PSC) in Spring 2023, bringing the program up to 3 FT staff. While awaiting approval for a second PSC, SparkPoint hired two short-term, part-time adjunct personal counselors in AY 22-23 to attend to high-need student cases. This model worked particularly well to address the complexity of circumstances SparkPoint students tend to present.</p>	<table border="1"> <thead> <tr> <th colspan="4">2021-22</th> </tr> <tr> <th>Gender</th> <th>Pell grant recipients (n)</th> <th>%</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>86</td> <td>76.1%</td> <td>401</td> </tr> <tr> <td>Male</td> <td>25</td> <td>22.1%</td> <td>302</td> </tr> <tr> <td>Unreported</td> <td>2</td> <td>1.8%</td> <td>8</td> </tr> <tr> <td>Grand Total</td> <td>113</td> <td>100.0%</td> <td>711</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">2022-23</th> </tr> <tr> <th>Gender</th> <th>Pell grant recipients (n)</th> <th>%</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>101</td> <td>66.9%</td> <td>800</td> </tr> <tr> <td>Male</td> <td>46</td> <td>30.5%</td> <td>699</td> </tr> <tr> <td>Unreported</td> <td>4</td> <td>2.6%</td> <td>29</td> </tr> <tr> <td>Grand Total</td> <td>151</td> <td></td> <td>1528</td> </tr> </tbody> </table> <p>The number of male-identified students who participated in SparkPoint services significantly increased from 302 in AY 22-23 to 699 in AY 23-24. The percentage of those students who were Pell Grant Recipients increased from 22% to 31%.</p>	2021-22				Gender	Pell grant recipients (n)	%	Grand Total	Female	86	76.1%	401	Male	25	22.1%	302	Unreported	2	1.8%	8	Grand Total	113	100.0%	711	2022-23				Gender	Pell grant recipients (n)	%	Grand Total	Female	101	66.9%	800	Male	46	30.5%	699	Unreported	4	2.6%	29	Grand Total	151		1528
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		<p>Following a rapid increase of students accessing food pantry services, SparkPoint reached the food supply threshold that the current food pantry space can accommodate. This resulted in the program frequently running out of food before serving all students in need. In response, SparkPoint worked with campus leadership to successfully identify a program space equipped to handle the program's growing, food pantry output and new staff. Final approvals to move SparkPoint's services to Build 10 are expected to be completed in Fall 2023.</p>	
<p>Changes Implemented</p>	<p>To meet the growing demand, SparkPoint exponentially increased the amount of food ordered from Second Harvest Food Bank, reaching maximum capacity in the current space.</p> <p>SparkPoint established a partnership with Ruby's Kitchen, a program of Samaritan House, to provide over 2,200 hand-prepared nutritious meals for students, and launched a personal care program to alleviate student's budgets by providing essential care supplies such as shampoo, shaving supplies, laundry detergent, and toilet paper.</p>	<p>New staff hired, inaugural dedicated Director onboarded and two short-term, part-time adjunct personal counselors hired for late Fall 2022 and Spring 2023 semesters.</p> <p>Expanded community partnerships for service delivery and referrals.</p>	<p>Male adults are less likely to seek support services than their female counterparts. In addition to large-scale campus outreach, SparkPoint placed a special focus on building relationships with campus groups and organizations that foster community amongst male students including the CSM football team and men's basketball team, the Veterans Resource Center, and campus Learning Communities, supporting a culture of encouraged participation in SparkPoint services.</p>
<p>Plans still in progress</p>	<p>SparkPoint has outgrowth it's current space and is in the process of moving the SPFG to a larger, more centrally located space in the College Center.</p>	<p>SparkPoint considers program sustainability as a goal that is still in progress. In Fall 2022, more than 1 in 2 CSM students surveyed reported experiencing food insecurity and 13% had faced homelessness in the last year. While SparkPoint has made great strides to expand resources, the program remains ill-equipped to manage this volume of need.</p>	<p>SparkPoint hopes to build strong relationships with the CSM athletics program as a whole, as well as a stronger bridge to Brother's Empowering Brothers and Project Change.</p>

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Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

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AY 2022-2023 was a milestone year for SparkPoint at College of San Mateo. With institutional support to expand staffing, SparkPoint CSM was able to serve the highest number of students since opening 1,595 and effectively expanded basic needs support and partnerships.

SparkPoint 2019-202 - Students served unduplicated

In AY 12% of CSM's students (headcount of 13,180) engaged with at least one direct SparkPoint service. This impressive reach reinforces the need for CSM to adequately resource SparkPoint with aligning staffing and space allocations.

	19-20 (n= 178) <i>Excludes food pantry and food grant</i>	20-21 (n=216) <i>Excludes food pantry and food grant</i>	21-22 (n=711) <i>All services</i>	22-23 (n = 1,528) <i>All services</i>
Ethnicity	Latinx 46% Asian 17% White 12% Filipino 7% Black 6% Pacific Islander 6% Multi Races 4% Unknown 2%	Latinx 42% Asian 24% White 11% Pacific Islander 8% Black 6% Multi Races 5% Filipino 3% Unknown 1%	Latinx 45% White 13% Asian 12% Pacific Islander 8% Black 7% Multiraces 7% Filipino 5% Unknown 3%	Latinx 41% Asian 19% White 15% Multiraces 7% Filipino 6% Pacific islander 6% Black 4% Unknown 3%
First Gen (students who are the first in their family to go to college)	67%	57%	66%	53%
Gender	Female 69% Male 30% Unreported 1%	Female 59% Male 40% Unreported 2%	Female 56% Male 43% Unreported 1%	Female 52% Male 46% Unreported 2%
Age (years old)	24 under 68% 25-34 21% over 35 11%	24 under 72% 25-34 16% over 35 12%	24 under 76% 25-34 14% over 35 10%	24 under 78% 25-34 14% over 35 8%
Low Income (as determined by financial aid)			Low income 66% Not low income 38%	Low income 45% Not low income 57%
Disability			Reported disability 14% No reported disability 87%	Reported disability 10% No reported disability 90%

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In Spring 2023, SparkPoint received CSM's Equity and Justice Impact Award, recognized by Campus Life and Leadership for courageous efforts that challenge the institution and/or society to become more equity and justice-focused.

Student Equity Analysis			
Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>What has changed from the last program review?</p>	<p>What factors do you feel contribute to these gaps?</p>	<p>If you were granted a resource request, please note what that was and the impact it had.</p>	<p>What has your program done to address these gaps Include information on:</p> <ul style="list-style-type: none"> - interventions implemented - any successes in closing gaps - ongoing challenges
<p>SparkPoint serves primarily BIPOC students, with Latinx students accessing services at the highest rate.</p> <p>SparkPoint generally serves 10% more Latinx students, 3x more Pacific Islander students and 2x more Black students when compared to CSM's overall student headcount.</p> <p>SparkPoint serves a higher proportion (between 10-20%) of first-generation students in comparison to CSM's overall student headcount.</p>	<p>Students who have experienced the impacts of systematic marginalized, oppression, de-prioritization, and disenfranchisement bear a disproportionate burden of hunger and homelessness, reinforcing equity gaps and stifling economic mobility opportunities. SparkPoint is committed to supporting the persistence and achievement of BIPOC students by addressing food, housing and financial barriers that disrupt educational advancement.</p>	<p>Student assistant salary – this resource enabled us to operate the SparkPoint Free Grocery Monday – Thursday and the Food Distribution on Fridays.</p> <p>SparkPoint was able to hire two part-time, temporary adjunct personal counselors in AY 22-23. This significantly expanded SparkPoint's ability to support high-need students facing food and housing insecurity. To institutionalize this model of support, SparkPoint plans to request ongoing campus resources to enable the program to provide case management.</p>	<p>SparkPoint strives to create a culture where students feel comfortable and proud to access services. Through student feedback and formal assessments, SparkPoint worked to evolve services and offerings to meet student's needs. SparkPoint partnered with STEM @ CSM to provide focused services for Latinx-identified students and CSM's learning communities to provide streamlined outreach and access for students who were connected with Katipunán, Mana, Puente and Umoja.</p> <p>Gaps: Staffing and adequate funding for food grants. SparkPoint witnessed an exponential increase in student access. Currently, SparkPoint does not have adequate staffing allocated to meet the needs of students. Students often experience long wait times for appointments and vital services. To address this SparkPoint will request additional FTE staffing via the campus resources request process. Additionally, SparkPoint hopes to advocate for additional funding to support the food grant program, with the goal of approving all eligible applications.</p>

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<p>While students who identify as female tend to access SparkPoint services at higher rates than students who identify as male, the gap has been closing. In AY 19-20, 39% more female students accessed services, whereas in AY 22-23 only 6% more female students accessed services than student who identified as male.</p>	<p>Social constructs reinforce gendered behavior that tends to reinforce the acceptability of help seeking among women and less acceptability of men seeking out care or services.</p>		<p>SparkPoint works to intentionally build a culture of entitlement around services, supporting students in accepting the belief that food, housing, and economic mobility are fundamental human rights that they deserve. Within this practice, SparkPoint has partnered closely with campus organizations that foster community for male-identified students including CSM sports teams, the Veteran’s Resource Center and Brother Empowering Brothers. By inserting service outreach in spaces where male-identified students already trust, cultural and stigma-related barriers are reduced.</p>
<p>SparkPoint primarily serves students who are 19-24 years of age. This is especially important in guiding the design of SparkPoint’s financial wellness coaching approach, gearing support towards individuals and families who may be at the start of their financial journey.</p>	<p>Young people are often left out of the financial wellness conversation. Services, education, and products tend to be focused on individuals who are at later life stages and may have higher earning and spending potentials. By positioning financial education services within the CSM campus, tailoring services to folks’ circumstances and identity, younger students have increased access to financial wellness.</p>	<p>SparkPoint Coordinator – this role is able to provide financial coaching and other services that are specific to CSM student’s experiences, identities and goals.</p>	<p>SparkPoint has addresses gaps in participation of financial wellness services by younger demographics by tailoring services to meet the unique circumstances and needs of college students. For example, SparkPoint provides financial coaching for students who may have just received their first lump sum of money via financial aid, or who may need help financially preparing to transfer, or who want to leverage cost saving programs like the Sparkpoint Free Grocery services and CalFresh to alleviate financial distress on themselves and their families. By helping build relevant and applicable skills, young students find services more enticing and accessible.</p> <p>Additionally, SparkPoint helps students jump start their financial wellness by providing a \$500 scholarship to eligible students who successful work towards their goals. Not only does this serve are an incentive for personal development but provides tangible resources for students to start saving, reducing debt or build credit.</p>

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Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

"THANK YOU! This program is simply the best... I really appreciate the way it supports students and how it shows that the college cares about us. Thank you so much again SparkPoint!" – CSM student

- 100% of food grant students surveyed reported increased food security.
- 9/10 Students reported services helped them do better in school.
- 90% of students who were provided an emergency hotel stay persisted in the following semester.

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Changes Since Last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>Students are navigating food scarcity and homelessness at growing rates.</p> <p>In Fall 2022, SMCCD implemented a survey to better understand students' basic needs. Of the 1,218 CSM students who responded, one in two (51%) of students reported experiencing food scarcity, an 8% increase from 2018. One in eight (13%) of CSM students had experienced homelessness in the last year. SparkPoint experienced an associated increase in program access during this program review cycle. SparkPoint served 1,595 individual students, an explosive increase from the previous year (711), and in partnership with Second Harvest, provided over 7,400 San Mateo County residents with groceries via a weekly drive-thru food distribution program.</p> <p>With limited staffing, space, and financial resources SparkPoint faced challenges meeting the growing demand for essential services.</p> <p>With SparkPoint providing the highest number of financial coaching and basic needs appointments in the history of the program, students faced wait times from 2-5 weeks. These wait times pose a threat to program effectiveness as the nature of student's needs tends to be crisis-oriented.</p> <p>The number of students who picked up free groceries from the SparkPoint Free Grocery in AY 22-23 (826) nearly doubled from the previous year (423), resulting in SparkPoint reaching the maximum food supply threshold capable of the current food pantry space. This resulted in food pantry supplies running out prematurely each week. While SparkPoint made strides in expanding other food access programs including launching a heat-n-serve meal program and making more snacks available for students there was a clear desire from students to have consistent access to free groceries throughout the week.</p> <p>Limited funding for food grants resulted in high rates of application denials of eligible students.</p>	<p>Growing income inequity – The economic fall out of the COVID-19 pandemic disproportionately impacted economic and health outcomes for communities who have experienced the impacts of systematic marginalized including BIPOC, low-income and undocumented individuals and families.</p> <p>Inflation and cost of living increases - A SMCCD student basic needs report noted that in the summer 2022, food prices have increased 10% and gas prices increased 60% from the previous year, and that the monthly U.S. consumer index was the highest in 20 years. This level of inflation pushed households who were on the cusp of basic needs insecurity over the edge, establish insecurity for secure households and depleted households already facing basic needs insecurity.</p> <p>Reduction in overall basic aid after the pandemic – Following the pullback of emergency resources activated to respond to the pandemic, students faced</p>	<p>Increase SparkPoint staffing to adequately meet critical student need including allocating resources for an additional PSC 1.0 FTE, a Staff Assistant .50 FTE and a Personal Counselor (adjunct) .50 FTE</p> <p>Relocate the SparkPoint Free Grocery (food pantry) to a larger space in the College Center, enabling the program to increase the amount of food offered each week.</p> <p>Advocate for increased District funding for the Student Aid Meal (SAM) Card, food grant program, avoiding the denial of hundreds of CSM students facing food scarcity.</p> <p>Advocate for the use of District SB-893 funds to implement innovative and far reaching student meal programs, that expand beyond limited monthly food grants.</p> <p>Advocate for ongoing campus funding for the emergency hotel stay program</p> <p>Support District efforts to build student housing, advocating for the designation of units for students who are, or have, experienced homelessness.</p>

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<p>The Student Aid Meal (SAM) Card program provides supplemental monthly food funds for CSM students navigating food scarcity. Students can request food funding each semester by completing a SAM Card application. SMCCD allocated \$1 million dollars, \$500,000 per semester, \$166,666 per campus, to the program, enabling CSM to award 417 food grants per semester.</p> <p>While in Fall 2022, increased one-time funding for the program, enabled CSM to award all eligible students who applied (1,124), in Spring 2023, CSM received more applications (1,070) than SAM Cards available. While 417 students were successfully awarded, 670 applicants were denied. Approximately 190 students denied were categorized as low-income and attested to food insecurity. This trend is projected to continue, in Fall 2023, CSM received a record-breaking 1,231 applications, 417 students were awarded, while 759 students were denied, 195 of which had an EFC under the Pell Grant maximum.</p> <p>Housing insecurity remains one of the most challenging and complex issues that CSM students face.</p> <p>SparkPoint worked to support students facing housing crises, providing 403 nights of shelter that included meals, Wi-Fi, and transportation to unhoused students via a short-term hotel stay. Through a partnership with United Way Bay Area and Samaritan House, SparkPoint provided 5 times more emergency rent grants than the previous program review cycle. Provided rental assistance kept students and their families housed. Additionally, SparkPoint provided 1:1</p>	<p>disruptions in services, benefits and protections including lifts on eviction moratoriums, reductions in CalFresh benefits, reduction in food pantry supplies and exhaustion of rental assistance and basic aid funding.</p>	
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housing coaching sessions to, support students in problem-solving, navigating landlord or housemate conflict, and explore options to find new housing.

In Fall 2022 SparkPoint was able to use State basic needs grant funding to hire two part-time adjunct personal counselors. This additional staffing support, though temporary, alleviated extensive wait times for appointments, and provided access MSW trained professionals who were able to support students in addressing the complex needs associated with housing insecurity and homelessness, including referrals to County programs and case management.

Despite the range of services offered, SparkPoint experienced significant challenges in adequately responding to the growing needs of student housing crisis.

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Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
 - What will your assessment focus on?
 - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
 - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
 - What is the planned activity or intervention?
 - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
 - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p>Rooted in efforts to confront systemic disparities in access to financial wellness services, students will participate in culturally relevant, and equity-minded financial coaching sessions to develop strategies and utilize tools to establish personal finance goals, leverage SparkPoint and County budget alleviation resources and implement a plan to increase income, savings and credit while reducing debt (if applicable).</p>	<p>Track the number of students who successfully complete the Bulldog Dollars program and receive a scholarship.</p> <p>Measure the number of students who move from crisis to vulnerable to stable, per United Way of the Bay Area’s metrics.</p> <p>Compile qualitative student feedback about services and impact.</p>	<p>\$45,000 grant per year from United Way Bay Area to fund the Bulldog Dollars Scholarship.</p> <p>Financial coaching certification for SparkPoint Coordinators via the Association for Financial Counseling & Planning Education (AFCPE).</p> <p>SparkPoint Coordinators</p> <p>Space to deliver confidential services.</p>

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<p>In efforts to support food security via wrap-around, sustainable grocery support, students will work with SparkPoint staff to initiate a CalFresh eligibility screening and application submission obtain CalFresh benefits, monthly grocery dollars up to \$281 per individual.</p>	<p>Track the number of students who successfully complete a CalFresh eligibility screening, and those who apply.</p> <p>Track the number of campus CalFresh outreach and enrollment events, aimed at screening large numbers of students in a confined time.</p> <p>Launch and track peer-to-peer CalFresh application assistance.</p> <p>Compile qualitative student feedback about services and impact.</p>	<p>SparkPoint Coordinators Student Assistants</p> <p>Space to host peer-to-peer CalFresh assistance services.</p> <p>CalFresh enrollment training provided by Second Harvest Food Bank.</p> <p>Access to Assister analytics profile provided by Second Harvest Food Bank.</p>
<p>Students experiencing a housing crisis who attend a housing navigation appointment will engage in a needs assessment and establish action items, with SparkPoint staff, to address immediate shelter needs and build skills around securing mid-long-term housing options including referrals to County and local programs and skill building around housing rights, search and acquisition.</p>	<p>Track the number of students who receive a housing needs assessment, emergency hotel placement and/or an external referral.</p> <p>Track, to the best of our ability, housing outcomes after engaging with SparkPoint services.</p> <p>Compile qualitative student feedback about services and impact.</p>	<p>SparkPoint Coordinator</p> <p>Space to deliver confidential services</p> <p>Ongoing campus allocation to support the emergency hotel stays program.</p> <p>Fruitful relationships with County and local resources and housing providers.</p>

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Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

2023-24 Program Review

Timeline AY 2023-2025				
Goal	Actions	Measurable Outcomes	Responsible Party	Support Needed
Provide 700 students/households, per academic year, with free food from the SparkPoint Free Grocery (food pantry).	Provide free groceries, snacks, and heat-n-serve meals at the SparkPoint Free Grocery (SPFG) weekly.	Track the number of unduplicated individuals who access food at the SPFG via the electronic check-in system. Track the number of heat-n-serve lunches provided to students. Compile qualitative student feedback about services and impact.	SparkPoint Director SparkPoint Coordinator Student Assistants	Food products and delivery from Second Harvest Food Bank. Partnership with Sameritan House, providing hand prepared heat and serve meals. Staff to pick up heat-n-serve meals. Increase SparkPoint' s staffing to adequately coordinate a growing demand for grocery distribution. Relocate the SparkPoint Free Grocery (food pantry) to a larger space in the College Center, enabling the program to increase the amount of food offered each week.
Provide financial coaching to 120 students, per academic year, with 60 students completing the Bulldog Dollar program and receiving the associated scholarship.	Culturally relevant, equity-minded financial coaching sessions to build skills, strategies, and tools to establish personal finance goals, leverage SparkPoint and County budget alleviation resources, and implement a plan to increase income, savings, and credit while reducing debt (if applicable).	Track student attendance and engagement in financial coaching services. Measure the number of students who move from crisis to vulnerable to stable, per United Way of the Bay Area's metrics. Compile qualitative student feedback about services and impact.	SparkPoint Coordinator	\$45,000 grant per year from United Way Bay Area to fund the Bulldog Dollars Scholarship. Financial coaching certification for SparkPoint Coordinator staff via the Association for Financial Counseling & Planning Education (AFCPE). SparkPoint Coordinators Space to deliver confidential services.
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<p>Provide 750 San Mateo households with free groceries weekly.</p>	<p>In partnership with Second Harvest Food Bank, operate a weekly drive-thru food distribution program.</p>	<p>Track the number of grocery sets received to distribute each week.</p> <p>Track the number of households who picked up groceries.</p> <p>Track the number of CSM affiliated household pick up each week.</p> <p>Record efficiency, operational challenges, and trends in client needs.</p>	<p>SparkPoint Coordinator</p> <p>Second Harvest Food Bank</p>	<p>Food products and delivery from Second Harvest Food Bank.</p> <p>Parking lot space to operate the program.</p> <p>Weekly volunteers up to 30 people.</p> <p>Increase SparkPoint staffing to adequately coordinate a growing demand for grocery distribution.</p>
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SparkPoint is directed by CSM's values:

Accountability – SparkPoint actively provides opportunities for student and campus feedback to continuously improve programs, services, and advocacy efforts.

Authentic care – SparkPoint strives to provide strength-based student services that celebrate our student's identity, history, journey, and future through one-on-one coaching services as well as the distribution of vital resources.

Celebration – SparkPoint works to foster a culture of services that celebrate the small and large victories of our students, as well as the campus and community partners that work together to provide outstanding programming.

Critical Reflection – From student feedback efforts and formal evaluation to strategic planning each semester, SparkPoint strives to continuously transform programs and services to meet the evolving needs of our students.

Empowerment – SparkPoint views financial empowerment and basic needs security as foundational aspects of economic mobility and liberation. We strive to provide services that center students as the experts of their own lives.

Excellence – SparkPoint works with campus, District, and local partners to offer students the highest quality of financial coaching, food access, and crisis relief programs available. These services support students in reaching their full potential at CSM.

Growth – SparkPoint supports student's personal development and growth in areas of well-being, finances, and self-advocacy to strengthen life skills that support long-term stability and lifelong economic mobility.

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Inspiration & innovation – SparkPoint strives to be an innovative and responsive student support program that embeds services not traditionally provided within the college setting.

Integrity – SparkPoint upholds the value that students deserve dignified access to vital support services and access to basic needs and education is an undeniable human right that is worth prioritizing.

Solidarity – SparkPoint views services and programs as part of a larger ecosystem of student services at CSM, striving to connect students with the array of support offered for their benefit.