

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, SparkPoint, Financial Aid & Literacy

Response Types: All Responses Types

1 Executive Summary

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. [200 Word Limit]

Response Detail

No Response Information to Display

Narrative

The Financial Aid Department and SparkPoint strive to provide equitable access to financial education, resources and supports that assist students make measurable progress toward the completion of their educational goal(s) at Cañada College and within the SMCCCD.

We seek out a variety of solutions, whether it is additional staffing, technical support, networking and partnerships or specialized training so Financial Aid and SparkPoint have the capacity to provide professional and compassionate service to students who often come to us teetering on the edge of crisis. The current sociopolitical climate has exacerbated this and created a greater urgency to advocate and support for programs and services that help all students succeed and in particular, those without the social capital to do it alone.

The strengths of our programs are their collaborative nature and integration with other student support programs including Outreach, EOPS, CARE, CalWORKs, Puente, CWA, the DREAM Center, TRiO SSS and Upward Bound and other support services to address the economic, academic, and financial inequities found within our service area.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2 Program Context

1 Mission

How does your program align with the college's mission? If your program has a mission statement, include it here.

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Response Detail

No Response Information to Display

Narrative

Financial Aid Mission Statement:

It is the mission of the Cañada College Financial Aid Department to aid students and prospective students in their understanding, application, and timely receipt of all eligible financial aid resources they need to reduce the significant barriers the costs of higher education present. Our philosophy is that everyone is deserving of an education and we support this entitlement through education, compassion and respect.

SparkPoint Mission Statement:

SparkPoint is a one stop financial education and financial coaching service center for students and other members of the community. Individuals utilize SparkPoint services and resources to achieve financial stability. SparkPoint financial coaches work like personal trainers to support financial fitness.

Mission: How does your program align with the college's mission?

Cañada College's Mission Statement states that we provide our community with an environment that ensures students from diverse backgrounds have the opportunity to achieve their educational goals through a Vision that is committed to supporting inclusion of diverse cultures and the practice of personal support and development. The underlying values that support our Mission and Vision include a commitment towards transforming lives, supporting a diverse and inclusive environment and strengthening community relationships.

SparkPoint and Financial Aid services align with and support the College's Mission and Values by promoting access and inclusion for students from diverse backgrounds and communities that experience high economic stress and educational inequity in their pursuit of their educational goals. Though distinctly separate programs, the services and supports provided by SparkPoint and Financial Aid are complimentary. Access to SparkPoint services may provide for a more immediate relief for students facing food insecurity and other financial stressors while their state and federal financial aid eligibility is being determined. Students receiving financial aid and scholarship resources are strongly encouraged to become regular clients within the SparkPoint Financial Coaching framework. Students develop and reinforce positive money management and personal budgeting behaviors that help them stretch their limited resources further, make college completion more attainable, and have long term positive impacts on their credit worthiness, saving and debt management.

Our programs are inclusive and staff are well trained to support and respond to the diverse needs of our students and community while maintaining program integrity with our internal and external stakeholders.

Suggested Follow Ups

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2 Program Description

Program Description

Response Detail

No Response Information to Display

Narrative

Program Description

Both the Financial Aid Department and SparkPoint provide equitable access to resources and supports that assist students under varying levels of financial stress to make measurable progress toward the completion of their educational goal(s) at Cañada College and within the SMCCCD. Where these programs differ is that most financial assistance programs administered through the Cañada Financial Aid Department are highly regulated by both state and federal authority and SparkPoint has the flexibility to fill the financial gaps for students and families where conventional financial aid may be limited, delayed or prohibited.

The Financial Aid Department and SparkPoint program staff collaborate in the development and delivery of financial education opportunities for students, staff and the community. In tandem, both resources assist students to build a stable foundation from which they can be successful and overcome long-standing social inequities in both education outcomes and career potential.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

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Response Detail

No Response Information to Display

Narrative

Financial Aid

The FAFSA and CA Dream Act Application release date was moved up three months earlier beginning with the 2017-18 Aid Year (October 1 vs. January 1) creating higher demand for financial aid workshops and presentations to all of our feeder schools and community organizations. High schools are requesting earlier workshops and presentations to prepare their juniors for the earlier application while also continuing to request application workshops in early fall through the March 2 Cal Grant deadline. In turn this has increased the demand on staff time to support these activities with our community partners.

Due to the current sociopolitical climate leading up to and after the recent election, the Financial Aid Office staff are having to be more strategic, mindful and empathetic with the community we are serving. This is especially important were students are filling out financial aid applications that ask for student/parent residency status and documents all their personal information. There is a need to be connected with the DREAMers Task Force and other student groups to develop intentional methods to be with and in support of our undocumented, underserved and underrepresented students and community. Fears of information being released, ICE enforcement and loss of DACA are making students and their families hesitant to apply for financial aid (both FAFSA and CADAA filers). More assistance and guidance continues to be needed to ensure/reassure students and their families that financial aid applications will not place their families in any danger.

The Financial Aid Office has experienced a significant increase in the number of outside scholarships it receives by email on a weekly basis from tech, social media and private companies requesting us to promote their scholarships on our website. Many of these scholarship communications require some review to determine whether or not they are legitimate. It is a good problem to have, but difficult to find time to check every scholarship to ensure they do not pose any risk to our students before posting these resources on our website.

In order to be Section 508 compliant, since June 2016, the Financial Aid Office has been working on converting approximately 20 frequently used forms to meet the ADA accessibility requirements. This places an additional responsibility on the Financial Aid Office to train, learn, and produce these forms. Unfortunately, the new District accessibility specialist position has been assigned other priorities and is unable to assist us in completing this process.

As the development of a Promise Program evolves, the Financial Aid Department anticipates that a significant amount of administrative and technical work will be required to implement fee waiver changes, develop appropriate and new communications to students and prospective students, and update websites, outreach materials, etc. This is an unknown at this time and depends on the scope of supports and services that are incorporated into the Cañada Promise.

SparkPoint:

SparkPoint and Financial Aid have also intentionally collaborated with Outreach to connect High School and Adult School students to SMCCCD courses throughout the district. By connecting students to multiple financial supports, perspective students (high school students, high school graduates, existing students, returning students) are provided with increased support structures designed to make education affordable.

On-campus outreach has also grown through increasing partnerships with ASCC, CTE CWD, EOPS/CARE, CalWORKs, Proactive Registration and Workforce Development. These efforts have led to increased collaborations within the community and the opportunity for these students to access multiple entry points thus strengthening the "multiple entry" and "no wrong door" approach to financial supports.

Collaborations with community partners strengthen community relationships and increase access to educational opportunities for previously under-served populations. SparkPoint and Financial Aid have combined to increase collaborations with ACCEL, the Menlo Park Center, Strong Workforce Program and SparkPoint Redwood City. Each of these partnerships will contribute to increasing student academic achievement and employment.

Launching a new Free Legal Clinic in partnership with the DREAMER's Taskforce to provide free legal consultation for low-to medium income communities. Efforts to address legal consultation began last summer and have intensified due to increased post-election demand for updated and accurate information. Tenant rights are also addressed as rising costs of housing have lead to an increase in the number of individuals who have been evicted or whose rents have increased.

SparkPoint is also looking to open a Volunteer Income Tax Assistance (VITA) site on-campus and explore the possibility of establishing a need-based scholarship at Cañada College. Last year, local VITA sites closed which now makes it more challenging for low-income individuals in the area to have their taxes completed free of charge and to receive the Earned Income Tax Credit, Childcare Credit and Renter's Credit.

SparkPoint is exploring starting a Grove Scholars Program. This \$2000.00 per semester need-based scholarship program is designed to connect students to CTE pathways, embeds financial literacy into the program and can be repeated once.

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Suggested Follow Ups

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No Suggested Follow Ups to Display

3	Looking Back
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4	Major Accomplishments
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Describe major accomplishments.

Response Detail

No Response Information to Display

Narrative

Financial Aid

Implemented Borrower Connect which is a comprehensive default prevention plan that allows us to reach out to borrowers while they are still in school, send emails and letters when they are in grace period and delinquency status, make calls to borrowers in late stage delinquency, and offer one on one counseling for students who need help navigating the complexities of loan servicers and multiple repayment options.

Implemented upgrade to Blackboard's refund product, our third party disbursement servicer, allowing designated staff to monitor active checks (un-cashed financial aid checks) more efficiently and frequently. Students are now contacted via email, letter and, if needed, phone calls to inform them of their active checks. We are able to cancel and reissue funds before checks become dormant, and have been able to persuade students to utilize the more secure ACH (direct deposit) or debit card options. Hosted and co-presented CSAC High School Counselors Workshop attended by over 100 local high school counselors and non-profit program staff that work with local youth to promote college attendance.

Designed, created and promoted the use of an online form for high schools and other community partners through Outreach to use when requesting financial aid services including application workshops, presentations, tabling at events, etc.

Collaborated with Outreach and San Mateo Credit Union to host 18 financial aid events (workshops, presentations, parent information sessions, etc.) from August to February of this year.

Presented financial aid workshops for COLTS I and II, PEP and Connect2College.

Implemented FATV GetAnswers in fall 2016 and added the Spanish Internationalization feature in February that "translates" the audio and text transcripts into Spanish for the full library of over 600 videos.

We are in the process of implementing GetSAP, a customized online learning platform that we will use to educate students about their Satisfactory Academic Progress Requirements. We plan to use the testing features for a new 2017-18 SLO.

All staff participated in different equity training events this year. Two of these trainings, Courageous Conversations and Skyline's Equity Summit were well attended by Department staff. The opportunity to receive this kind of training during a time of much civil unrest due to the current sociopolitical climate is invaluable as we work together to in supporting our diverse communities.

SparkPoint

Grew partnership with the Financial Aid Office that is intentional in building Financial Education across campus. Currently, in the process of collaborating with the Financial Aid Office to promote "Financial Literacy Month" (April 2017).

Collaborated with JobTrain to provide 2 cohorts (40+ students) with a 16-week Web / Coding Training program that includes ten college credits, a financial literacy component and access to additional community college classes.

Collaborated with the following two ACES Inquiry Projects

VROC - provided dedicated and intentional workforce preparation workshops targeted for Veterans including the "Boots to Suits" campaign designed to address Veterans workforce needs. (Inquiry Project)

STOP - provided staff and faculty with information on student warning signs to be aware of and on-campus resources designed to address barriers to student success.

Provided financial literacy workshops for various student programs including COLTS Academies (first year and returning students) students, PEP, Priority Registration, and Career and Technical Education (CTE) students.

Enrolled 11 students into College Savers Individual Development Accounts. Students enrolled receive a 2:1 match so students can save up to \$2,000 and earn up to \$4,000 in matched savings in an effort to initiate medium to long-term savings behaviors.

Partnered with the EOPS/CARE, CalWORKs, Basic Skills departments, the Puente Program, and TRiO to provide low-income, often educationally or financially underrepresented populations with financial literacy, benefit supports and workforce services.

Continued to provide low-income students with access to the food pantry on campus by serving over 209 families with almost

69,000 lbs. of food valued at nearly \$114,500. This offset other expenses.

Presented several professional development workshops for faculty and staff (flex day, regional and state-wide conferences, and stand-alone trainings) designed to provide financial resources for students in crisis and/or at risk of dropping out of school. Collaborated with the Dreamers Task Force on campus to open a Free Legal Clinic focusing immigration issues, tenant rights and housing, and family law. To date, the Clinic has a 1-2 week waiting period and we have extended the number of hours of consultation.

Implemented a tremendously successful Cañada Cash campaign that incentivizes students to begin positive financial behaviors. In just over one semester, 110 students expressed interest, 59 have agreed to join, 31 have met with a financial coach and 25% have already met their goal of saving \$100.

Continued to disseminate best “financial stability” practices to 19 community colleges nationwide through the Working Students Success Network (WSSN) framework.

SparkPoint staff presented on Financial Capabilities and best practices at the national Dream Conference, three statewide conferences (SSSP16, CCAE16, WSSN Statewide Convening 2016) and several United Way of the Bay Area Regional Meetings. Maintained an Outreach Log that tracked SparkPoint Outreach activities performed by SparkPoint staff and impact.

SparkPoint met it's Working Students Success Network deliverables for years 1 & 2 (2014-2016). See table below for low and high touch activities across the three pillars of service: Education and Employment, Income and Work Supports and Financial Asset Building.

SparkPoint Activities - Year 1 & 2

WSSN Service Year 1 Year 2

Students Served /

On Course

to reach goals Update IndividualsServed /

Current Students

On Track to reach goal? Update

Low-touch Education and Employment service 41

Yes · (S3) Began working with the Career Center to coordinate promoting of Career Center Workshops

· (S8) Completed one Web Coding cohort (lead directly to jobs) in partnership with JobTrain. Students were invited to financial coaching and given option to continue their studies at Cañada College. 868

Yes · Reduction in staff impacted rolling out of Career Center Workshops – New Coordinator will improve these efforts in Year 3

· Completed one Web Coding cohort (lead directly to jobs) and started another in partnership with JobTrain. Strengthened financial coaching for students and now providing high touch financial coaching on site at JobTrain. Also working in partnership with CTE faculty to provide SparkPoint services to students enrolled in Cañada College CTE programs delivered at satellite campus.

· Presented COLTS Academy (1st and 2nd Year students), EOPS/CARE, CalWORKs, CTE, and Basic Skills students.

· Effectively marketing SparkPoint services campus-wide through the Marketing Office and Financial Aid.

Low-touch Income and Work Supports (benefits access component embedded in student success or like course) 504

Yes · (S5) Collaborated with Financial Aid Office staff to lead the “Know Before You Owe” workshop.

· (S5) Explored online and hard copy financial tools to deliver to financial coaching students

· (S5) – SparkPoint began conversations with Business Office tom

· Food Pantry opened. Students receive nutritious food and offset other expenses. 868

Yes · Effectively marketing SparkPoint services campus-wide through the Marketing Office and Financial Aid.

· Continued to work with the Financial Aid office to develop financial tools for students

· Promoted and supported bi-annual Job Fair

· Conducted multiple workshops for low-income students promoting financial literacy, public benefits and Employment services.

· Conducted over 30 class presentations informing students of SparkPoint services

· Conducted numerous financial literacy workshops for students.

· Effectively marketing SparkPoint services campus-wide through the Marketing Office and Financial Aid

Low-touch Financial Asset Building services (financial literacy component embedded in student success or like course) 979

Yes · ((S2) Trained Welcome Center team

· (S2) Worked with EOPS, CalWORKs and TRiO coordinators to schedule financial literacy / asset building workshops for students.

· (S4) Developed financial literacy curriculum and delivered financial literacy workshops to campus community

· 868

Yes · Continued to explore with faculty the development of curriculum for a 1 unit financial literacy course

· Provided workgroup and support sessions for EOPS/CARE and CalWORKs students

· Expanded financial asset building workshops by partnering with CFR to create new curriculum.

· Connected with administration to explore likelihood of opening a VITA site on campus.

· Effectively marketing SparkPoint services campus-wide through the Marketing Office and Financial Aid.

High-touch Education and Employment 4

Yes · Partnered with JobTrain and Sequoia Adult School to develop a Web Coding Class where SparkPoint provided the financial literacy component. 23/17

Yes · Provided additional support to two additional Web Coding Class cohorts by providing campus tours and delivering financial literacy workshops.

· Began one-on-one financial coaching sessions on site at JobTrain for Coding students

High-touch Income and Work Supports 9

Yes · Screened students for CalFresh and Medical Eligibility

· Connected students to Food Pantry services so they could offset expenses and access financial coaching. 152/116

Yes · Successfully held “CalFresh In a Day” event where students were screened by County reps and received their EBT cards on the same day

- Continued Food Pantry efforts to offset student expenses and connect them to CalFresh
- Delivered monthly financial workshops covering income and work supports
- High-touch Financial Asset Building services (financial coaching) 28

Yes · Began delivering one-on-one financial coaching to students and the community. Connected students to budgeting, savings, credit building/repair and asset building.

- Began utilizing ETO as a data collection tool
- Promoted and enrolled students in IDAs
- Continued to develop financial coaching workshop curriculum 105/88

Yes · Increased one-on-one financial coaching to students and the community. Continued connecting students to deeper budgeting, savings, credit building/repair and asset building resources

- Continued utilizing ETO as a data collection tool
- Increased the number of students who enrolled in IDAs
- Continued to develop financial coaching workshop curriculum
- Successfully promoted Cañada Cash as an incentive program designed to lead students to continued and lasting positive financial behaviors.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5 Impact of Resource Allocations

Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

Response Detail

No Response Information to Display

Narrative

Financial Aid

Addition of Temporary Staff - The Financial Aid Department received funding through Student Equity and one-time funding allocated for financial literacy-related support to hire a fulltime hourly Financial Aid Assistant. We have benefited greatly from this position as the current staff member brings excellent customer service, a good baseline knowledge of financial aid and a deeply rooted commitment for social justice, equity and advocacy for the diverse students and communities we serve.

Reallocated BFAP-SFAA Funds - In May, 2016, the Financial Aid Department was advised that its request for reallocated categorical funding through the Chancellors Office was approved. The additional funding was used to translate our shared forms into Spanish and begin converting all of the online forms into a Section 508 compliant format. Because these were reallocated funds, they had to be spent by June 30, 2016 and only a portion of the forms were completed so staff are struggling with both the time and expertise needed to continue making the rest of online forms compliant with ADA accessibility standards.

FTSSG Implementation Funding - In fall 2015, we received funds through our BFAP-SFAA categorical allocation to implement the new Full Time Incentive Grant through the CCC Chancellors Office. These funds were approved so late by the legislature that for the 1516 year, awarding the funds to qualified students was a completely manual process. In spring 2016, Financial Aid and District ITS staff were able to develop an automated process for awarding the funds which incentivizes students to be fulltime.

Loss of BOGFW Implemtnation - Unfortunately, we have not received any further funds to help offset the staff time needed to implement all of the technical requirements to operationalize the Loss of BOGFW regulations this past year nor the technical work needed to fully automate communications, automatic appeals and other processing enhancements.

SparkPoint

Loss of Staff & Office Space – In January of 2016, SparkPoint lost a 0.5FTE Retention Specialist when the staff member accepted a 1.0 FTE position with EOPS/CARE as a result of EOPS/CARE receiving increased funding. In losing the position, SparkPoint also lost access to an office along with its data manager and half time financial coach / benefits specialist.

Addition of New Staff – In Spring of 2016, SparkPoint at Cañada College was successful in creating a new job description titled SparkPoint Coordinator and in May of 2016, hired Julie Lamson to this new position. The SparkPoint Coordinator’s functions are a) to provide program coordination, b) to manage data and c) to deliver financial coaching. Due to the lengthy new hire approval process and hiring process, SparkPoint was understaffed for nearly 5 months.

Continued Partnership and Funding by UWBA and WSSN – United Way of the Bay Area (UWBA) and the Working Students Success Network (WSSN) continue to provide technical assistance, participation in advisory and steering committees, development of marketing materials, data collection tools/ETO and networking.

Student Assistants – SparkPoint has hired several student assistants who have performed a remarkable job at supporting the Food Pantry efforts designed to address the food insecurity needs of our community. However, due to scheduling limitations, SparkPoint has not been able to expand hours of service nor can these students be left unsupervised given the remoteness of the pantry.

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No Suggested Follow Ups to Display

4 Current State of the Program

6.A. State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

Response Detail

No Response Information to Display

Narrative

Strengths: Financial Aid

Financial Aid staff are well trained, deliver excellent service, work well together and across the College and District to streamline processes and improve service delivery.

There is strong collaboration between the Financial Aid Department and SparkPoint to strengthen the connection between financial aid applicants and SparkPoint services.

Financial Aid staff are responsive to student and community needs and are creative in their approaches to meet those needs. Financial Aid staff effectively manage multiple programs that have complicated eligibility requirements and participate in regular training opportunities to maintain program integrity and compliance though current funding is hampering this ongoing need. Financial Aid staff participate in District workgroups and meetings including FASC, ESC and other ad hoc groups to ensure communication is occurring across the District in regards to regulatory changes and programmatic needs that affect other areas.

Strengths: SparkPoint

Provides one-on-one financial coaching for students designed increase their success and retention by building financial fitness and capabilities. This is accomplished by coaching to students on how to decrease debt, increase income, improve credit and build assets.

Connects students to additional resources designed to remove financial barriers:

Financial Coaching connects students to public benefits screenings, savings strategies and housing resources.

The food pantry addresses food insecurities.

The Free Legal Clinic provides immigration, tenant rights, and family law consultation.

Hiring a 100% SparkPoint Coordinator has led to increased Financial Coaching capacity and scope of services provided.

Coordination and delivery of services has increased to provide a greater number of students with needed services, data collection has become increasingly robust as the data grows increasingly statistically relevant, and one-on-one coaching capacity has increased to address the growing demand for financial coaching and workshops.

SparkPoint continues to weave itself into the fabric of the college and is consistently seeking to provide equitable solutions for our low-income and disproportionately impacted students by collaborating with programs and resources across campus including Financial Aid, EOPS/CARE, CalWORKs, Career Center, Puente, TRiO, and Outreach.

In it's commitment to social justice and equity, SparkPoint actively participates on several committees on campus including the Equity Committee (ACES), Adult Education (ACCEL), Professional Development, Student Services, Counseling, College Counsel, Classified Council and chairs several hiring committees.

SparkPoint continues to build new partnerships and cultivate existing ones with numerous CBOs and external partners designed to increase resources and services to new and existing students and serve as an outreach strategy for the campus.

Challenges: Financial Aid

Staffing is a critical need. We requested a 1.0 FTE Financial Aid Assistant in last hiring cycle that was not approved. The need was recognized and we were fortunate to be allocated funds to hire a short term position for 2016-17 but there is no guarantee for continued staffing in the next fiscal year which is of concern to all staff. Even with the added support for this year, staff are feeling stretched thin in keeping up with work and having the capacity to take on any additional responsibilities. This pressure impacts there bandwidth to also take on the emotional toll of working with students concerned about whether or not they should apply for financial aid due to deportation and similar fears.

Our 2016-17 BFAP-SFAA allocation was reduced and our personnel costs increased leaving us with minimum discretionary funding to support staff training needs. For financial aid, in particular, it is extremely important for the integrity of our programs to ensure appropriate staff participate in key regional, state and national training on a regular basis. A lack of appropriate training can also be an audit finding as it is an indicator of a deficiency in institutional administrative capability. For this year, we are fortunate to have staff from CSM and Skyline share information from these trainings but this is not sustainable for our Department to thrive. A resource allocation to address this funding gap is part of this program review.

Program complexity is problematic for automation and integration. An example of this is the Cal Grant Program. Cal Grants are an excellent resource for our students, especially our Dreamers. The current process for determining eligibility, processing and reporting to CSAC is incredibly labor intensive, requires manual steps and leaves room for errors and missing students. Having the resources to fully automate the process would save staff time, improve timely payment and reporting, and would allow us to improve the cash flow from CSAC. The College was cited with an audit finding for failing to award three eligible students in a 2014-15 Cal Grant Compliance Audit conducted in July 2016.

Challenges: SparkPoint Staffing

The anticipated demand for financial coaching, the cultivation of community partnerships, and the growing outreach to underserved and under-represented populations, requires additional staffing in order to meet the growing demand for SparkPoint services both on campus and at the Menlo Park Center.

The current 1.25 FTE for SparkPoint Coordination, data collection and financial coaching does not allow for increased capacity. Limited funding has allowed for SparkPoint to pursue hiring an additional short-term SparkPoint Coordinator. However, the high cost of living, low unemployment rate and the fact that this short-term position is non-benefited, have made it very difficult to find a qualified candidate to fill the position. The position has been open for 3.5 months as of the end of February. Therefore, additional funding will be necessary in order to attract qualified candidates.

Training of qualified individuals to coordinate, manage the data and deliver financial coaching is a lengthy process that takes years if the staff member does not already possess financial literacy training.

Financial Coaching is time-intensive and requires a long-term relationship from a student/individual. Effective coaching is performed in a one-on-one relationship over a six month to 36-month relationship. On average, a coach can see about 6-8 students per day if they only perform financial coaching.

With the expected growth of SparkPoint at Cañada College, SparkPoint will require increased office space and technology needs.

Currently, on Tuesdays, when we have two SparkPoint Coordinators working simultaneously, one coordinator is left without an office. If she is scheduled to meet with a student, she utilized the Director's office and her laptop to hold confidential meeting regarding finances.

When SparkPoint lost its 0.5FTE Retention Specialist, it also lost access to the office that his staff member occupied.

As coaching increases, Innovative solutions will include having the coach meet with students in the Learning Center, at the Pantry, at the Menlo Park Center, and in our Coastal Communities.

Innovative solutions will include having the coach meet with students in the Learning Center, at the Pantry, at the Menlo Park Center, and in our Coastal Communities. However, ongoing and consistent confidential space is often challenging to find whether on campus or off campus.

Continued and increased sustainability (funding) will be necessary to allow the SparkPoint Center to fully develop and connect to and serve at-risk and difficult to serve populations both on campus, off campus, at the Menlo Park Center, and in the Coastal communities.

Current State of Financial Aid Department:

The Financial Aid Department is currently stable though under stress. We are stretched to meet the increased requests for participation in a broad range of activities, we are fortunate to have been funded for an hourly Financial Aid Assistant for the 2016-17 year. Without this additional staffing, we would be unable to adequately serve our current students without significantly reducing the number and frequency of activities and events for which Financial Aid's participation is requested. Because this additional staffing is temporary, we are concerned that we could lose this support in July.

There continues to be substantial legislative and regulatory changes that impact our institutions that are administratively linked to financial aid such as the Loss of BOGFW which was an outcome of SSSP legislation. The significant lift to implement and operationalize the Loss of BOGF provisions that went into effect in fall 2016 was substantial. While it still needs tweaks, we are proud of the accomplishment in getting it off the ground and the collaboration across multiple departments and staff in making it happen.

Of particular importance is recognizing the commitment by all of the Financial Aid staff to be appropriately trained to effectively administer all programs for which they have responsibility AND to be able to support serve and appropriately advise students and families in the communities we serve.

Unfortunately, both of these imperatives have been challenged this year due to a lack of adequate funding for training the uncertainty of what the future holds for immigrant students and their families.

Current State of SparkPoint:

SparkPoint Staff – (3.05 FTE)

Director – (1.0 FTE) – duties include envisioning, planning, implementing, coordinating, and supervising the day-to-day activities

of the SparkPoint Center.

SparkPoint Coordinator – (1.0 FTE) – provides day-to-day program coordination, data management, and financial coaching for individuals

Office Assistant II – (0.2 FTE) – (20% SparkPoint / 80% various students services) Provides general support for SparkPoint services

Financial Aid Technician – (0.25 FTE) – (25% SparkPoint / 75% Financial Aid) duties include providing one-on-one financial coaching for students and community members

Accounting Technician – (0.10 FTE) – (10% SparkPoint / 90% various) – Provides accounting support for SparkPoint efforts

Office Assistant II – (0.50 FTE) – Supports general SparkPoint, Food Pantry & Legal Clinic efforts.

Secured funding for the 2016 – 2017 school year through United Way of the Bay Area (UWBA), Working Students Success Network (WSSN), the San Francisco Foundation, Sobrato Family Foundation, and Innovation Funds.

Developed a full service SparkPoint Center that delivers financial literacy and support services for student, perspective students and the community. Students are starting to realize 30% improvements in savings, credit, income or reduction of debt.

Continued to develop and grow partnerships with the Financial Aid Office and the Career Center that are intentional in building the Financial Education and Workforce Service Areas

Continued our collaboration with JobTrain to train 5 cohorts of students (over 100 students) in a Web/Coding Training Program that includes a financial literacy component and 10 college credits.

Increased the number of students accessing College Savers Accounts, a 2:1 matched savings program for students. To date, 31 students are enrolled in College Savers.

On pace for our Food Pantry to provide low-income families students with nearly 100,000 lbs. of food valued at nearly over \$150,000 in an effort to offset other expenses.

In collaboration with the DREAMERs Taskforce and in partnership with a local attorney, SparkPoint opened a free legal clinic and has now expanded hours due to the incredible demand. This semester, we also plan on delivering workshops for students on campus and potentially at the Menlo Park Center around immigration, family law and tenant rights.

SparkPoint staff has disseminated best practices on delivering financial capabilities at several conferences to both state and national audiences.

Successfully launched Cañada Cash, a financial education program that rewards students for performing smart money management. By choosing 4 self-selected positive financial pathways, students earn up to \$100 in incentives. Cañada Cash has been SparkPoint's most effective marketing strategy to date. 25% of enrolled students have already earned the maximum reward.

Collaborated with the STOP Inquiry Group to deliver two Flex Day presentations designed to increase faculty awareness of resources for students facing financial challenges

Provided financial literacy workshops for various student programs including COLTS Academies (first year and returning) students and CTE students.

Consistently participate in Outreach events , including High School Visits and community building events), PEP, Priority Registration, and other campus-wide events.

SparkPoint staff delivered over 20 class presentations to ESL students to date. See Outreach Log.

Participation in numerous on and off campus committees including:

ACES - Academic Committee for Equity & Success

ACCEL - Adult Education, College, and Career Educational Leadership

Classified Council

Redwood City SparkPoint Workgroup

SparkPoint Masterminds Meetings

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. State of the Program - Evaluation

What changes could be implemented to improve your program?

Response Detail

No Response Information to Display

Narrative

Both Financial Aid and SparkPoint could benefit from additional permanent staffing and other discretionary resources as would most other programs. Because of an increase in numerous financial stressors affecting our students as well as our staff, and more complex requirements for data collection, reporting and compliance that differ from program to program, the following needs rise to the top in terms of "improving our programs".

Financial Aid:

Permanent staffing by hiring a 1.0 FTE Financial Aid Assistant would help maintain stability in the Financial Aid Department and continue to improve the in-person experience student and families receive at our front counter. We have relied for years on student staffing to fill this service gap. While they have been helpful and a valuable resource, the complexity of issues students face when applying for financial aid and the very nature of the services we provide requires that our first point of contact is a professional staff member.

Increased Training and Networking Opportunities: With a new administration and Secretary of Education, we can expect changes in our federal programs to be forthcoming. Having funding for training and conferences is more important now than ever. Changes to Cal Grants, the addition of the FTSSG and Loss of BOGFW are all state programs that have, and continue to, change. Keeping current on these changes is as important to staff as it is to directors.

SparkPoint:

Hiring an additional SparkPoint Coordinator will enable SparkPoint at Cañada College with the ability to meet the increased demand for financial coaching.

By offering a benefited full-time position, SparkPoint at Cañada College will be in a stronger position to attract an experienced individual with proven financial education experience. This will translate into effective and timely financial coaching which in turn will lead towards increased success and retention for students across multiple disciplines.

An experienced financial coach also reduces training time and will be more experienced in serving students' financial needs.

Hiring a 2nd SparkPoint Coordinator will bring us to par with the 2 financial coaches that SparkPoint at Skyline College employs. Other SparkPoint Centers regionally employ at least 2 financial coaches.

An increase in financial coaching will allow for SparkPoint to gather more statistically relevant data which will lead to better service delivery for students.

Creation of a CRER 401 class is expected to increase student retention and success by providing students with "in-time" intervention. The potential CRER 401 curriculum would introduce financial education to students and assist them with increasing their income, decreasing their debt, and building assets so they are better educated in managing their limited income at an earlier stage.

Creation of a VITA (Volunteer Income Tax Assistance) program would provide individuals (students and the community (including staff)) earning under \$53,000 per year with free tax preparation and greater access to the Earned Income Tax Credit, Renter's Credit, and Childcare Credit.

Additional funding to cover SparkPoint and Financial Aid expenses designed to fill the "financials gap" that existing campus programs and services may not be able to address.

Providing SparkPoint Coordinators with additional training by either sending the coordinators to receive training or bring the training to Cañada College. Increased training would provide coordinators with improved resources designed to better address student individual financial needs.

Develop a focus group to identify how SparkPoint and Financial Aid can better address student and community needs.

Create marketing materials in Spanish.

Increase marketing efforts to connect students with SparkPoint and Financial Aid "where they are at" (e.g. classroom visits, ASCC and student club meetings, and in the community, etc.).

To date, SparkPoint is meeting its Working Students Success Network low and high touch deliverables across the three pillars: Education and Employment; Income and Work Supports & Financial Asset Building

SparkPoint Low and High Touch Activities - Year 3

WSSN Service Update – all services detailed below are captured in Efforts to Outcomes (ETO)

Low-touch Education and Employment service

908 students received services – Yes, we are on track to meet goal.

- All SparkPoint presentations (Low-Touch) include information about all three pillars of service (Education and Employment, Income and Work Supports and Financial Asset Building).
- SparkPoint delivered presentations to/at: Colts Academy 1 & 2, Dreamers Center Grand Opening, ASCC Senators; Club Rush, Immigration Forum, all ESL classes, JobTrain Coding Class, College Savers (3), Study Abroad, Redwood City High School, Proactive Registration, Phi Theta Kappa, CTE Day.
- SparkPoint Coordinator has successfully integrated into the day-to-day operations of the SparkPoint Center and is assisting with coordination, data input/quality control and financial coaching.
- Financial Coaching appointments are running at capacity with a 2-3 week wait for financial coaching appointments. SparkPoint is seeking to hire an additional SparkPoint Coordinator in an effort to increase financial coaching appointment availability and reduce wait time. However, due to having a limited budget which leads to only being able to hire a short-term, non-benefited position, a low unemployment rate and being locked into a salary schedule which pays only \$23.15 to start, we have been unable to fill this position.
- Promoting Cañada Cash (our prototype) has led towards a definite increase in students entering financial coaching relationships.
- These low-touch services were delivered to high school students, new/incoming students and existing students.

Low-touch Income and Work Supports (benefits access component embedded in student success or like course)

Low-touch Financial Asset Building services (financial literacy component embedded in student success or like course)

High-touch Education and Employment 41 students received services – Yes, we are on track to meet goal.

· SparkPoint, in partnership with JobTrain (a local employment one-stop) and Sequoia Adult School, has continued offering the Web Coding Class off campus at JobTrain. During the Fall 2016 semester, cohort 4 was completed and cohort 5 started.

· ETO Efforts recorded include: Acquire Vocation Skills, Increase Educational Level, Obtain Employment

High-touch Income and Work Supports 183 students received services – Yes, we are on track to meet goal.

- Assist students in accessing the Food Pantry and applying for CalFresh
- ETO Efforts recorded include: Advocate for benefits, food pantry, Obtain Financial Aid, Obtain affordable housing, Obtain benefits
- High-touch Financial Asset Building services (financial coaching) 68 students received services – Yes, we are on track to meet goal.
- Increased one-on-one financial coaching to students and the community
- Successfully launched and implemented Cañada Cash as a strategy for increasing student engagement in financial literacy and education.
- Continue to explore new opportunities for connecting with students on campus.
- ETO efforts recorded include: Access Banking Products, Budget/Spending Plan, Decrease Debt, Financial Goals, IDA Workshops, IDA, Increase Credit Score

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.A. Current SAOs and SLOs

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).

Response Detail

No Response Information to Display

Narrative

2016-17 Service Area Outcomes

Financial Aid SAO 1: Implement FATV Get Answers, Get SAP and Get BOGG/EP Platform.

Financial Aid SAO 2: Implement to Loss of BOGGFW Regulations effective Fall 2016.

SparkPoint SAO 1: SparkPoint will provide workshops to develop financial awareness

2016-17 SLO

Financial Aid SLO: Students in SAP Disqualification who participate in the in-person SAP Workshops (required as of summer 2015) will demonstrate measureable improvement in their academic success as compared to students who previously failed to meet SAP requirements and were not required to complete a SAP Workshop.

SparkPoint SLO: SparkPoint Clients will identify changes in financial behavior

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.B. SAO Assessment Plan

Describe your program's SAO Assessment Plan.

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, SparkPoint, Financial Aid & Literacy

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Financial Aid SAO 1 Assessment: The SAO was partially achieved as of March 1, 2017 and should be fully achieved by the end of the spring 2017 semester. The FATV GetAnswers platform was successfully implemented and demonstrated to college faculty, staff and administrators in multiple meetings including a Counseling Meeting, SSPC and College Council. Financial Aid staff have worked with our Visual Communication staff to embed and link FATV GetAnswers videos and playlists throughout the Cañada website.

The implementation of both the GetSAP and GetBOG/EP (Enrollment Priority) platforms was delayed because of the Financial Aid Director's inability to get all of the set-up documentation to FATV prior to the winter break. At this time, the Get SAP platform is in video production. The Get BOG/EP platform requires some further review of College policies before the set-up documentation can be returned.

Financial Aid SAO 2 Assessment: The SAO was fulfilled in stages. Throughout the spring 2016 semester, the Financial Aid Director and Interim Dean of Counseling went on a Loss of BOGFW "Road Show" to inform every planning body, student group, division meeting, department meeting, etc. of the impending regulatory changes affecting BOGFW eligibility. In July 2016, the Cal B Banner release containing the Loss of BOGFW regulations and academic standing audit tables were installed and student eligibility could be calculated. Through the fall 2016 semester, Financial Aid staff worked with the ITS Programmer to develop automated posting processes for ineligible applicants, reports to identify students who are subject to approval without appeal (seeking to automate this) and those who are ineligible at the time the BOGFW eligibility for the aid year is first assessed. The rules are complex and the process can still be refined but the heavy lifting to implement this regulatory requirement where met.

SparkPoint SAO 1 Assessment: SparkPoint achieved its SAO1 by providing workshops that developed financial awareness.

Workshops included: (SparkPoint staff delivered the workshops)

Individual Development Account (IDA) workshops

Flex Day Presentations for Students

Cañada Cash Orientations and enrollments

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.C. SAO Assessment Results and Impact

Summarize the findings of your program's SAO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, SparkPoint, Financial Aid & Literacy

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

SAO Assessment Results and Impact

Financial Aid

SAO 1: The timeline for fully meeting SAO 1 was not met. In part, it can be attributed to an overly optimistic expectation that the technical set-up was going to be "easy". The positive is that we have these wonderful tools to use with our students that they can access independently that also have data analytics to help inform us of areas where they may need additional support, etc.

We have not adequately promoted the GetAnswers product. Had the SAO included some measurement of students use in the assessment that would have prompted more attention in marketing its availability.

SAO 2: Even though SAO 2 is "complete", there is an ongoing need for staff training because students are being sent back and forth to different departments when they have questions about the Loss of BOGFW and the appeal process. As a follow up to the implementation, there needs to be some ongoing training as well as an assessment of how the process is working so our students are better served by staff who can connect them with appropriate resources since this really is a SSSP mandate.

SparkPoint

Although SparkPoint was successful in meeting SAO 1, the action plan listed was not an effective plan to measure success for SAO 1. Instead, success will be measured using:

The number of students who enrolled in the IDA program. These individuals attended the workshop, learned more about the program and successfully enrolled in the program (31 students)

Partnered to deliver two Flex Day presentations to faculty and staff on, "STOP – How to Identify Warning Signs For Students" and, "Beyond the Warning Signs".

Delivered daily and weekly individual and small group Cañada Cash orientations where students learned about the program, selected their behaviors, enrolled, began high-touch financial coaching.

Moving forward, SparkPoint will update its SAO to better reflect SparkPoint efforts and also increase the number of SAOs to address additional program goals.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.D. SLO Assessment Plan

Describe your program's SLO Assessment Plan.

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, SparkPoint, Financial Aid & Literacy

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Financial Aid

SLO 1 appears to be successful.

The objective was to demonstrate that student attending a required Financial Aid SAP Workshop as part of the appeal process would be more likely to be successful in maintaining their financial aid eligibility that student who were not required to attend a workshop as part of the appeal process.

Assessment Plan:

Forty students who first became disqualified as a result of not maintaining Satisfactory Academic Progress standards for the fall 2014 semester were compared with 40 students who first became disqualified from financial aid as of the fall 2015 semester after the requirement to attend a Financial Aid SAP Workshop was implemented.

The fall 2014 students are "Cohort 1" and the fall 2015 student are "Cohort 2".

Assessment Outcome:

Of the students identified as Cohort 1, 50% (n = 20) were again disqualified from financial aid in their subsequent term for failing to meet the conditions of their previously approved appeal.

Of the students identified as Cohort 2, 30% (n = 12) were again disqualified from financial aid in their subsequent term for failing to meet the conditions of their previously approved appeal.

Cohort 2 achieved a 20% higher rate in maintaining their financial aid eligibility for the subsequent term.

Because of the manual review process to assess these students, a shortcoming was that I randomly selected the student without using a randomizing program. Also, if a large number of student had been reviewed, it might be more statistically relevant.

For the 2016-17 year we will be changing our SLO to use the new GetSAP Counseling platform to do a pre and post assessment.

SparkPoint

SLO 1 was achieved.

SparkPoint clients identified positive changes in financial behavior by meeting with their financial coaches and enrolling in Cañada Cash. Participants identify 1 of 11 pathways that they wish to complete. Upon demonstrating completion of a pathway, students earn a \$25 incentive (max of 4 incentives). Pathways to choose from include organizing financial documents, opening a free checking account, completing a spending tracker, setting up direct deposit, reviewing their credit scores, using online banking, setting up a recurring bill payment, improving their credit scores, obtaining a secure credit card and paying down a debt.

Additional examples of students identifying financial behavior includes students enrolling in College Savers (matched savings account) and applying for public benefits (CalFresh & Medical).

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.E. SLO Assessment Results and Impact

Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment?

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, SparkPoint, Financial Aid & Literacy

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

SparkPoint

SLO 1 – SparkPoint clients will identify changes in financial behavior

Cañada Cash Participation

Results after one semester demonstrate that: (see table below)

61% of students who have met with a financial coach have completed at least one positive financial behavior

20% of Cañada Cash students who have signed up have completed Cañada Cash (4 pathways)

College Savers Enrollment

To date, 31 students have enrolled in Opportunity Fund's College Savers Matched Savings Program. Each of these students has the potential of saving up to \$2000 and being matched \$4000 for a total savings of \$6000 that does not need to be paid back.

Please note that Cañada Cash can not be completed in less than 3 months.

Phase Total

Students interested 161

Signed up for Orientation 115

Attended Orientation 108

Signed Cañada Cash Contract 106

Signed up for Financial Coaching 104

Met with Financial Coach 82

Received \$25 22 (44%)

Received \$50 10 (20%)

Received \$75 8 (16%)

Received \$100 10 (20%)

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5 Looking Ahead

7.F. SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement.

Response Detail

No Response Information to Display

Narrative

SAOs and SLOs for the Next Review Cycle:

Financial Aid

2017-18 Service Area Outcome (SAO):

By August 1, 2017, the Financial Aid Office will develop and implement a new in-person loan counseling curriculum as part of its participation in the Department of Education Loan Counseling Experiment.

SAO Assessment: Loan counseling curriculum will be finalized and workshops scheduled by August 1, 2017.

2017-18 Student Learning Outcome (SLO):

The FATV GetSAP Counseling platform will be used for the 2017-18 SLO assessment cycle to assess students' pre- and post-workshop understanding of key concepts related to the College's Financial Aid Satisfactory Academic Progress requirements. Because the customized GetSAP platform is currently in video and content production, we have not yet decided on the specific assessment but will work with the FATV School Support team to design it once the customized video content is finalized. The system will be set to require an 80% pass rate in each module for students to progress through the GetSAP Counseling content.

It is anticipated that a pre and post assessment will be designed and ready to use by the end of the spring 2017 semester so students utilizing the GetSAP Counseling platform as part of their financial aid appeal requirements will start being assessed for the next cycle as early as June 2017.

SparkPoint

SLO/SAO	Action Plan	Timeline	Responsible Party/ Resources Required	Opportunities for Improvement
SparkPoint SAO 1:	SparkPoint will increase financial coaching to individuals			Financial Coaches will enter efforts into the ETO database.

SparkPoint will then track and report the number of students accessing financial education and coaching Fall 2017 and ongoing **SparkPoint Staff**

ETO

SparkPoint Coordinators & support staff

Increased staffing

SparkPoint financial coaching will increase term to term

SparkPoint SAO 2:

SparkPoint will assist individuals with accessing supportive services in the three program areas: a) finances, b) work supports, and c) career and education **SparkPoint will capture data in ETO and track the number of students that have been served in each program area** Fall 2017 and ongoing **SparkPoint Staff**

ETO

SparkPoint Coordinators & support staff

Increased staffing

SparkPoint efforts will increase

SparkPoint SAO 3:

Individuals can bundle services in the three program areas **SparkPoint will track the number of individuals served in the 3 program areas** Fall 2017 and ongoing **SparkPoint Staff**

ETO

SparkPoint Coordinators & support staff

Increased staffing

SparkPoint bundling will increase

SparkPoint SLO 1:

Individuals who utilize SparkPoint financial coaching services will learn about budgeting, tracking spending, credit reports, credit scores, savings and debt management **Efforts to Outcomes (ETO) will track the number of financial coaching clients** Fall 2017 and ongoing **SparkPoint Staff**

ETO

SparkPoint Coordinators & support staff

Increased staffing

SparkPoint participants will accomplish increased efforts

SparkPoint SLO 2:

Individuals will learn about supportive services in the program areas of: a) finances, b) work supports, and c) career and education **ETO will track the number of individuals served at SparkPoint** Fall 2017 and ongoing **SparkPoint Staff**

ETO

SparkPoint Coordinators & support staff

Increased staffing

SparkPoint participants will accomplish increased efforts

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

8 Personnel Projections

Describe your recent history requesting new staff positions. List the current and near-future new or replacement staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

9 Program Improvement Initiatives

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need? Construct Planning Objectives (through the Associated Planning Objectives field below) that you intend to accomplish over the upcoming two-years. Be sure to add Action Plans and Resource Requests that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative**Financial Aid**

Implement Loan Counseling Experiment (fall 2017)

Implement GetSAP Counseling (late Spring 2017)

Strategize ways to expand financial aid outreach with flat/declining funds

Promise Program Planning and Impelemnatim (TBD)

Develop more user accessible and manageable process for promoting external scholarships

Anticipate changes in regaultions due to new administration and Secretary of Education

SparkPoint

Offer a VITA program

Offer Grove Scholarships

Increase Career Services Support

Provide/add Housing / Transportation / Childcare Resources

Professional Development

Financial Content Training for SPCC staff & campus

Poverty coaching / training for SPCC staff & campus

Be in partnership with College Promise planning and implementation

Install SparkPoint signage

Upgrade FLL computer station

Grow partnership with SMCU/Able Works

Grow partnership between SparkPoint and Financial Aid / Career Center / Legal Clinic

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	