



Cañada College

**COMPREHENSIVE
PROGRAM REVIEW
REPORT**

SparkPoint

Program Context

Mission (100 word limit)

1- How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

SparkPoint at Cañada College (SPCC) is a one-stop financial coaching and education center where students and community members access a full range of free services that lead toward financial stability. By accessing financial stability, students can afford to stay in school and access a quality education that allows them to transform their lives and shorten their time to completion. SparkPoint recognizes our shared responsibility towards addressing anti-racism by providing equitable solutions to support our underrepresented communities. SparkPoint also responsibly meets our communities' basic needs (food, housing, legal, etc...) by providing direct services, partner referrals and direct support.

Program Description (500 word limit)

2- Who does your program serve?

SparkPoint students who participate in one-on-one financial coaching.

Gender %: Female = 70, Male = 29, Other 1

Ethnicity %: Hispanic = 79; African American = 9; Other = 10; AANAPISI = 2

During SP24, SparkPoint at Cañada College (SPCC) supported approximately 83 students with one-on-one financial coaching and nearly 20,000 (duplicated) students with additional resources (Food market & Distribution, Food Grant Program, sandwiches, snacks, and partner referrals).

a. How many students are served by your program?

During 2024, SparkPoint has served:

Basic Needs

1. Food Market
 1. Over 6000 clients per year
 2. Providing food to our students and community in B5.
2. Food Distribution
 1. Over 12,500 clients per year
 2. Providing food to our community and students in Lot 6
3. Food Grant Program –
 1. SP24 = 450 students
 2. FA24 = 417 students
 3. \$100 monthly food cards are distributed to food insecure students
4. Grab and Go Sandwiches
 1. ~420 sandwiches distributed weekly (~20,100 / yr)
 2. Meals for hungry students (day and evening)

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5. Study Snacks

1. Over 2,500 bars distributed weekly (~120,000 / yr)
2. Quick nutritional bars for students on the go (day and evening)

6. Food Lockers

1. 66 unique students accessed the Food Lockers during FA24
2. Evening students access refrigerated and non-refrigerated food market items

Financial Coaching

1. One-on-one financial coaching

1. In FA24 alone, 66 students have met with their financial coaches at least once per week
2. Last year, SparkPoint served 89 students with financial coaching (~60% increase from FYH23)
3. Students meet with their financial coach to identify their financial goals and work towards financial stability

2. Cañada Cash students

1. 63 students have enrolled in Cañada Cash and have completed 131 behaviors earning them \$3525.
2. Students earn \$25 incentives for completing easy financial behaviors around reducing debt, saving money, and building / repairing credit.

3. Rapid Response Hotel Stay Program

1. 14 homeless students have been housed a total of 172 nights
2. Homeless and near-homeless students are awarded with 1-2 week hotel stays. During this time, students work with their financial coaches on achieving their financial goals and searching for long-term stable housing.

4. AB801 Homeless Youth Liaisons

1. 24 students, referred by A&R, have been connected to SparkPoint services
2. Financial coaches provide homeless youth with information on SparkPoint services

5. CalFresh screenings / applications

1. 88 students were screened for CalFresh and 37 were referred and met with San Mateo County representatives to apply for CalFresh benefits.
2. CalFresh supports individuals with applying for and receiving monthly awards. Up to ~\$210 per month in food supports

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b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

Programs that SparkPoint partners with include (but are not limited to) EOPS, CARE, CalWORKs, TRIO, Puente, International Students, ASCC, DRC, ESO Adelante, Dreamers, Undocumented Community Center, VROC, and Umoja. We also work with students who have an EFC of "0" and students who may find themselves experiencing food insecurities, homelessness or may under other circumstances be well but find themselves experiencing a one-off financial challenge.

SparkPoint at Cañada College supports undocumented, homeless, food insecure and financially insecure students. These students may be of color, 1st Gen, Foster Youth, formerly incarcerated, LGBTQIA+ and / or students who are low income or who have struggled financially. Many of these students come to SparkPoint in crisis or in vulnerable financial states and are striving to reach financial stability / prosperity by attaining a college education. Most of these students have learned their money management skills from their parents and have only learned how to live in cyclical poverty.

SparkPoint enrolls students in Cañada Cash, a program designed to incentivize them to complete achievable short-term financial behaviors. Incentives revolve around increasing income, decreasing debt, building credit, accessing public benefits, applying for financial aid, obtaining transfer skills and developing career searching strategies. By working with students to identify their financial goals and creating a plan of for completing achievable financial behaviors, SparkPoint financial coaches partner with students earn incentives for improving their financial stability, irrespective of where they find themselves on the financial stability spectrum.

Students can earn up to \$300 per year in incentives. Once students reach their maximum incentive, they continue working with their financial coaches because they realize that increasing their long-term money management skills far outweighs the \$25 incentives. More importantly, SparkPoint increases student success, persistence and retention while supporting students to reduce their time to completion.

SparkPoint also works to create a welcoming and inclusive environment for all students, regardless of their background or circumstances. This includes providing cultural and linguistic support, as well as offering a safe space for students to discuss their experiences and concerns.

3- How has student access, retention, and completion changed over the course of this program review cycle?

Student access, retention, and completion have increased over this program review cycle since our last program review was during COVID, when SparkPoint was 100% virtual. With students returning to face-to-face instruction, and with the increase in staffing to two full-time Coordinators, SparkPoint's ability to serve more students with a wider range of services has increased. Similarly, since we can deliver increased "just-in-time" supportive services, we are better suited to support our students in completing their education.

Cañada College's Planning Research and Institutional Effectiveness Office has shown that students who:

1. Participated in any SparkPoint service where 15% more likely to persist than similar students who did not participate in SparkPoint

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2. Received two or more financial coaching touchpoints from SparkPoint were about 28% more likely to persist, graduate or transfer than similar students who did not receive such service

4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?

SPCC primarily supports students in person on campus through scheduled and drop-in appointments. However, services are also delivered virtually to meet the needs and availability of our students. SPCC also collaborates with our college partners to deliver workshops, presentations, and tabling events within the community. This past year SPCC has also added food lockers to support our evening students with refrigerated and non-refrigerated food from our Food Market.

5- What are your on and off-campus community partnerships and how are they operationalized to support students?

On-campus partnerships include (but are not limited to) EOPS, CARE, CalWORKs, TRIO, Puente, International Students, ASCC, DRC, Cañada's Legal Clinic, Undocumented Community Center, Veterans, and Umoja. We also work with students who have an EFC of "0" and students who may find themselves experiencing food insecurities, homelessness or may under other circumstances be well but find themselves experiencing a one-off financial challenge.

Off-campus partnerships include:

1. [Fair Oaks Community Center](#) is a multi-service facility offering a variety of services to the broader Redwood City Community.
2. [Hip Housing](#) is a non-profit organization that creates a place to call home for thousands of people in San Mateo County.
3. [Monterra Credit Union](#) is a full-service, not-for-profit financial cooperative dedicated to helping our members and communities prosper.
4. [Patelco Credit Union](#) is a full-service, not-for-profit financial cooperative dedicated to helping our members and communities prosper.
5. [Samaritan House](#) delivers essential services and personalized support to connect the people living in poverty among us to the full range of resources and services they need.
6. [San Mateo County CalFresh](#) provides nutrition assistance to people with low income.
7. [San Mateo County Housing Authority](#) creates affordable housing opportunities for San Mateo County residents.
8. The [Office of Community Affairs' Immigrant Services](#) team works with County departments and community-based organizations to connect immigrant residents to information, resources, and services.
9. [Second Harvest Food Bank of Silicon Valley](#) is committed to doing whatever it takes to end hunger in our community.
10. [United Way Bay Area](#) brings together partners from the nonprofit, business, and government sectors to address Bay Area poverty.

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11. Woodside Giving Circle

6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?

SparkPoint supports all students with increasing their financial stability, including our HSI (Latinx) and AANAPISI students. Last year, of the students who engaged in one-on-one financial coaching, 79% identified as Latinx, 9% as African American, and 2% as AANAPISI.

The majority of the students who participate in SparkPoint are experiencing some level of financial crisis or vulnerability. These students may be undocumented, homeless, food insecure and or experiencing some level of debt or financial hardship. SparkPoint Coordinators can work with students to address immediate food insecurity by connecting them to the Food Market, the food Distribution, the Food Grant Program, screen them for CalFresh eligibility, and inform them about Grab and Go Sandwiches and Study Snacks. Individuals who are experiencing a financial hardship can be introduced to Cañada Cash for up to \$300 in support per semester or referred to the Woodside Giving Circle for up to a \$500 one-time emergency grant. Homeless students can be connected to community resources and/or signed up for an emergency hotel stay. Our undocumented community, who are often ineligible for state and federal resources, are connected to SB893 and our Six or Fewer, Non-resident Tuition Fee Waiver. Every student is also eligible to participate in Cañada Cash where they can earn up to \$300 per year in monetary awards, regardless of their demographics and everyone is encouraged to complete the FAFSA / CADA as well.

Looking Back

7- Describe major accomplishments since the last program review cycle.

1. Increased the number of clients served at the Food Market by 25%
2. During FY24, SPCC distributed nearly 590,000 lbs of food totaling over \$1.5M in grocery offset for our students and community. 218,741lbs and \$589,523 for the Food Market and 558,599lbs and \$968,740 for the Distribution.
3. Launched a food locker program to support evening students with food from the Food Market. Currently, 66 students have visited the Food Lockers.
4. Over \$52,000 was distributed in Study Snacks and over \$61,000 was distributed in Grab & Go Sandwiches
5. SPCC has launched a new Food Market that is 5 times larger than the previous one and includes an office for a SparkPoint Coordinator.
6. Began delivering financial coaching at the Food Market. Clients now speak directly with a financial coach, identify financial goals, and set up a financial plan while visiting the Market.

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7. The Food Distribution has also grown by 40% since last FY averaging about 360 clients per week. Cañada's Food Grant Program has served nearly 900 students with food cards with \$100 monthly food cards in the Fall, Spring, and Summer of FY24.
8. SPCC increased the number of students receiving one-on-one financial coaching to 81, a 93% increase from FY23.
9. Students continue to participate in Cañada Cash, an incentive program that rewards students for completing simple financial behaviors. 87 students completed 277 positive behaviors. Students meet with a financial coach, identify financial goals, and work towards achieving them. Students who participate in Cañada Cash show a 20-25% increase in retention.
10. SPCC housed 14 students for a total of 172 night stays in SPCC's Rapid Response Hotel Stay Program during FY24. This program supports homeless or near-homeless students with up to 2 weeks of hotel stays. Extensions are approved if a student is actively working with their coach to explore long-term housing.
11. Increased SPCC's bandwidth for classroom presentations to underrepresented communities.
12. Connected with 24 AB801 homeless students (FY24) to provide SparkPoint information and services.
13. Trained 10 student Food Access Ambassadors to reduce stigma around picking up food by creating a welcoming environment at the Food Market and Distribution.

a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

Studies at the national, state and college district level all demonstrate that that food insecurity not only exists but is one of the major challenges impacting students today. According to the Hope Survey 29% of students cited that during the last 30 days, they sometimes or very often, "... the food they bought just didn't last, and they didn't have enough money to get more." The Real College CA Survey reported that 47% of students were food insecure with 50% indicating that they couldn't afford to eat balanced meals. And the Fall 2022 San Mateo County Community College (SMCCCD) Food and Housing Insecurity Survey reported that 41% of our students "cut the size of their meals or skipped meals because there wasn't enough money to buy more food.

We understand that when students don't have food or are hungry, they can't focus in class and have trouble concentrating and studying. To support these under-resourced and disproportionately impacted students, SparkPoint awards both electronic and on-campus \$100 monthly food cards for students to purchase food at the supermarket or eat hot meals on campus. In addition, SparkPoint provides Grab and Go Sandwiches and study snacks on campus so hungry students can stay on campus and avail of the multitude of academic resources without having to leave campus. Finally, SparkPoint also runs both a Food Market and Food Distribution to support students and their families since we understand that by supporting the families, we are also supporting the student. These strategies both increase student success and reduce students' time to completion.

8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

With the return to in-person instruction, students contacting SparkPoint now find themselves in a financial crisis or vulnerability. This is especially true for our disproportionately impacted, underserved, or racially minoritized students. As a result, they require a greater number of

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appointments and longer appointments with their financial coaches to make meaningful financial improvements.

Students are increasingly coming to SPCC seeking support with services that are out of our scope. These may include long-term secure housing, mental health, childcare, and transportation.

SparkPoint is limited in the amount of housing, childcare, and transportation support available to students. Our partners are also at capacity and their screening process often excludes many of our high-need, under-resourced students.

Impact of Resource Allocations Process (250 word limit)

9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

1. Hiring a 2nd SparkPoint Coordinator (FY22) has been critical to increasing support for our students which in turn leads to client satisfaction. SPCC has:
 1. Increased the number of students served with high-touch support by 92% in our first year
 2. Launched the expanded Food Market
 3. Increased the number served at the Food Distribution to 360 clients weekly - a 40% increase.
 4. Provided additional class presentations and outreach both on and off-campus
 5. Coordinated the Food Grant Program & Rapid Response Hotel Stay Program
 6. Launched the Food Lockers to support our evening students with food access
2. Funding to support Cañada College's Food Distribution covers overtime for Facilities to set up and breakdown for the Food Distribution. This funding ensures that our State funding directly supports students (Study Snacks, Grab and Sandwiches, personal hygiene kits, ... etc).
3. Requesting a SparkPoint Staff Assistant - not approved

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

Hiring a 2nd SparkPoint Coordinator has allowed SPCC to serve 30-80% more students across the landscape of financial education and basic needs. SPCC has been able to respond in a more timely manner, connect with more students and increase the range of services available to our students. These results are evident by the 93% approval rating of SparkPoint services demonstrated by SAO #3 (see below).

Funding to support Cañada College's Food Distribution covers overtime for Facilities to set up and breakdown for the Food Distribution allows SparkPoint to dedicate funding to direct student services (sandwiches, snacks hygiene kits, hotel stays, etc...) which in turn, feeds into greater client satisfaction.

b. What have you been unable to accomplish due to resource requests that were not approved?

Not hiring a SparkPoint Staff Assistant has reduced SparkPoint Coordinators' bandwidth to increase financial education and access to basic needs for students.

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c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

The majority of clients who engage with SparkPoint start in either critical or vulnerable financial stages and require high-touch support. Hiring a coordinator and securing funding for the Distribution increases SPCC's capacity to support our impacted students. However, the lack of a Staff Assistant requires our coordinators to focus on clerical tasks rather than directly supporting disproportionately impacted students.

SAOs and SLOs (100 word limit)

10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

SAO #1 - Identify Financial Goals

Students will be able to identify personal financial goals by utilizing SparkPoint services and resources.

SAO #2 - Financial Literacy Knowledge

70% of clients will demonstrate knowledge around financial literacy.

SAO #3 - Client Satisfaction

80% of SparkPoint clients will report that they are satisfied with SparkPoint services.

11- Describe how your program assessed your SAOs and/or SLOs.

SAO #1 - Identify Financial Goals Assessment Method

SparkPoint staff will meet with students to complete the SparkPoint Welcome Form and identify financial goals. Data will be tracked using Exponent Case Management (ECM), United Way's CRM.

90% of SparkPoint Clients will have identified their Financial Goals Assessment Frequency (yearly): July 1, 2023 - June 30, 2024

SAO #2 - Financial Literacy Knowledge Assessment Method

SparkPoint staff will meet with students to identify SparkPoint services and resources. SparkPoint clients will then be asked to identify at least two financial goals. Data will be collected and tracked using ECM and surveys. After meeting with your Financial Coach, clients will be asked, "Do you have an increased understanding on (how to create a budget, how to build your credit, how to create a savings plan)?"

Responses will be captured using a Likert scale and will include: a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

Assessment Frequency (yearly): July 1, 2023 - June 30, 2024

SAO #3 - Client Satisfaction Assessment Method

Assessment Frequency (yearly): July 1, 2023 - June 30, 2024 Procedure: SparkPoint Clients will be asked to complete a survey that uses a Likert scale to rank satisfaction with information / services received. The survey will be administered yearly. The survey will ask clients to respond to the following question: "I am satisfied with the information / services I received at SparkPoint." Responses: - Strongly agree - Agree - Disagree - Strongly Disagree

Assessment Frequency (yearly): July 1, 2023 - June 30, 2024

12- Summarize the findings of your program's SAO/SLO Assessments.

SAO #1 - Identify Financial Goals Assessment Method

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90% of SparkPoint Clients will have identified their Financial Goals Assessment Frequency (yearly): July 1, 2023 - June 30, 2024

SAO #2 - Financial Literacy Knowledge Assessment Method

SparkPoint staff will meet with students to identify SparkPoint services and resources. SparkPoint clients will then be asked to identify at least two financial goals. Data will be collected and tracked using ECM and surveys. After meeting with your Financial Coach, clients will be asked, "Do you have an increased understanding on (how to create a budget, how to build your credit, how to create a savings plan)?"

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Responses will be captured using a Likert scale and will include: a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
Assessment Frequency (yearly): July 1, 2023 - June 30, 2024

SAO #3 - Client Satisfaction Assessment Method

Assessment Frequency (yearly): July 1, 2023 - June 30, 2024 Procedure: SparkPoint Clients will be asked to complete a survey that uses a Likert scale to rank satisfaction with information / services received. The survey will be administered yearly. The survey will ask clients to respond to the following question: "I am satisfied with the information / services I received at SparkPoint." Responses: - Strongly agree - Agree - Disagree - Strongly Disagree
Assessment Frequency (yearly): July 1, 2023 - June 30, 2024

a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

Having met all three of this SAOs from this past comprehensive program review, SparkPoint plans on expanding / updating it's SAOs for the next cycle. SparkPoint plans on:

1. Increasing our outreach to AANAPISI and African American students. Our client demographics showed that the percentage of African American and AANAPISI served was under 10% each. Future SAOs will be directed to measure SparkPoint's ability to increase supporting these two demographics.
2. Developing SAO's to measure Food Pantry and Food Distribution satisfaction. With the growth of both areas, and the increase in number of student assistants supporting here, SparkPoint strives towards maintaining client satisfaction around their client experience.
3. Working with United Way to drill down on detailed financial behaviors. Capturing this data will provide SparkPoint with relevant data on measuring student's financial outcomes

b. How did your program's SAO/SLO assessment address antiracism?

SparkPoint's mission statement centers around leading students and community members towards financial stability. Clients facing crisis, vulnerability or even stability, success or prosperity can access SparkPoint services. However, most of the clients that SparkPoint's supports are under resourced, low income, marginalized and / or high need. Supporting students from all backgrounds is also part of SparkPoint's philosophy.

SparkPoint's current SAOs seek feedback from every SparkPoint client who receives one-on-one financial coaching with a SparkPoint Coordinator. They measure a client's understanding and satisfaction of the SparkPoint program regardless of the student's background and is often targeted towards marginalized communities seeking to break the cycle of poverty.

c. How did your program's SAO/SLO assessment address equity?

The range and amount of financial coaching and basic needs support offered is tailored and modified based on the client's unique needs and is continuously available.

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)

13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

SPCC clients will 1). demonstrate financial literary knowledge, 2.) report on satisfaction with SparkPoint services & 3) report on satisfaction with Basic Needs services. With the goal of continuous program improvement and increased client satisfaction, SPCC will use data from FY24 SAOs to identify FY25 SAOs.

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SparkPoint will:

Seek out partnerships to support our client's socio-economic growth while delivering a range of one-on-one tailored financial literacy services and resources, regardless of how clients identify.

Meet clients where they're at and support them from crisis to prosperity.

Review areas from FY23 SAOs cited as not "strongly" met and explore areas for improvement.

All staff (including student assistants) will complete the District's antiracism training.

SPCC will identify socio-economic "service gaps" to increase support in these areas.

SPCC will grow our collaboration with the Equity and Anti-racism Planning Council (EAPC) to strengthen a feedback loop to promote equity.

Program Improvement Initiatives/Resource Requests (250 word limit)

14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.

All staff (including student assistants) will complete the District's antiracism training.

SPCC will identify socio-economic "service gaps" to increase support in these areas.

SPCC will grow our collaboration with the Equity and Anti-racism Planning Council (EAPC) to strengthen a feedback loop to promote equity.

15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

SparkPoint will look to see what demographic groups are not supported based on their percentage of population on campus and direct services for them.

a. What additional antiracism training do you/your program need in the upcoming year?

SPCC will explore the CCC Financial Wellness and Vision Aligned Resource website to identify strategies for delivering financial education using an antiracist framework.

SPCC will work with the Cultural Center and campus leadership to identify training, supplies, equipment, and facilities for SparkPoint to address antiracism unapologetically.

SparkPoint will look to see what demographic groups are not supported based on their percentage of the population on campus and direct services for them.

b. What research or training will you need to accomplish these plans?

Staff will add Antiracism as a topic to discuss at our weekly meetings.

c. What supplies, equipment, or facilities improvements do you need?

Staff will discuss what supplies, equipment and facilities may be needed.

If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

SparkPoint

Item Requested

Support for Food Distribution

Item Description

SparkPoint is requesting \$15,000 to support Facilities OT charges for Setup of the Outdoor Food Distribution

Program Goals this Request Supports

Student Access, Success and Completion, Equity-Minded and Antiracist College Culture, Community Connections

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

12,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This funding will support closing the equity gap by allowing SparkPoint at Cañada College to use its unrestricted Chancellor's Office funding to directly support our under-resourced and at-risk students with basic needs like food and housing. These programs include our SAM Card (\$100 monthly Food Card) program, our Grab and Go Refrigerators (Sandwiches that support our food insecure students), our Food Market expansion and our Rapid Response Hotel Stay Program (2 weeks of hotel stay for our homeless students).

Those who benefit from these resources include Cañada's under-represented, under-served, under-resourced, marginalized and disproportionately impacted students, staff, their families and the community (EOPS, CARE, CalWORKs, TRIO, Puente, International Students, ASCC, DRC, ESO Adelante, undocumented students, veterans and Umoja) We also serve students who have an EFC of "0" and students who may find themselves experiencing food insecurities, homelessness (AB801) or who may find themselves experiencing a one-off financial challenge

Critical Question: How does this resource request support Latinx and AANAPISI students?

Based off of 2022 data, 82% of students served are either Latinx or AANAPISI (76% Latinx and 6% Asian American) and 81% of 2024 data were either Latinx or AANAPISI. These students include our undocumented students who are often ineligible for state and federal funding due to their status. They also include students who are disproportionately impacted by cyclical poverty and students who have normalized their poverty in San Mateo County, the most expensive county to live in in California.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Improve the financial stability of students

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Better share what Cañada offers

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Help meet the basic needs of Cañada students and other community members