



# **COMPREHENSIVE PROGRAM REVIEW REPORT**

CalWORKS

## 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>

Our CalWORKs Program aligns with the College and District missions by advancing equitable access to higher education for disproportionately impacted student-parents. The program supports the College and District's commitment to student success, equity, and community engagement by reducing barriers to education and fostering persistence. We empower students to achieve their educational and career goals through comprehensive support services.

### Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

The California Work Opportunity and Responsibility to Kids (CalWORKs) Program is a state-funded support program designed to assist low-income student-parents receiving County cash aid in achieving self-sufficiency through education and employment. Our program serves as a vital bridge between County welfare departments, the College, and community agencies. We provide individualized academic counseling, educational planning, and case management services. CalWORKs students benefit from priority registration, assistance with books and supplies, food assistance, transportation support, and access to work-study and job placement opportunities. We connect students to on-campus resources such as the SparkPoint Center, Financial Aid Office, Career Center, and Disability Resource Center, as well as community services including childcare, housing, and mental health support.

### Assessing Program Impact on Diverse Student Populations

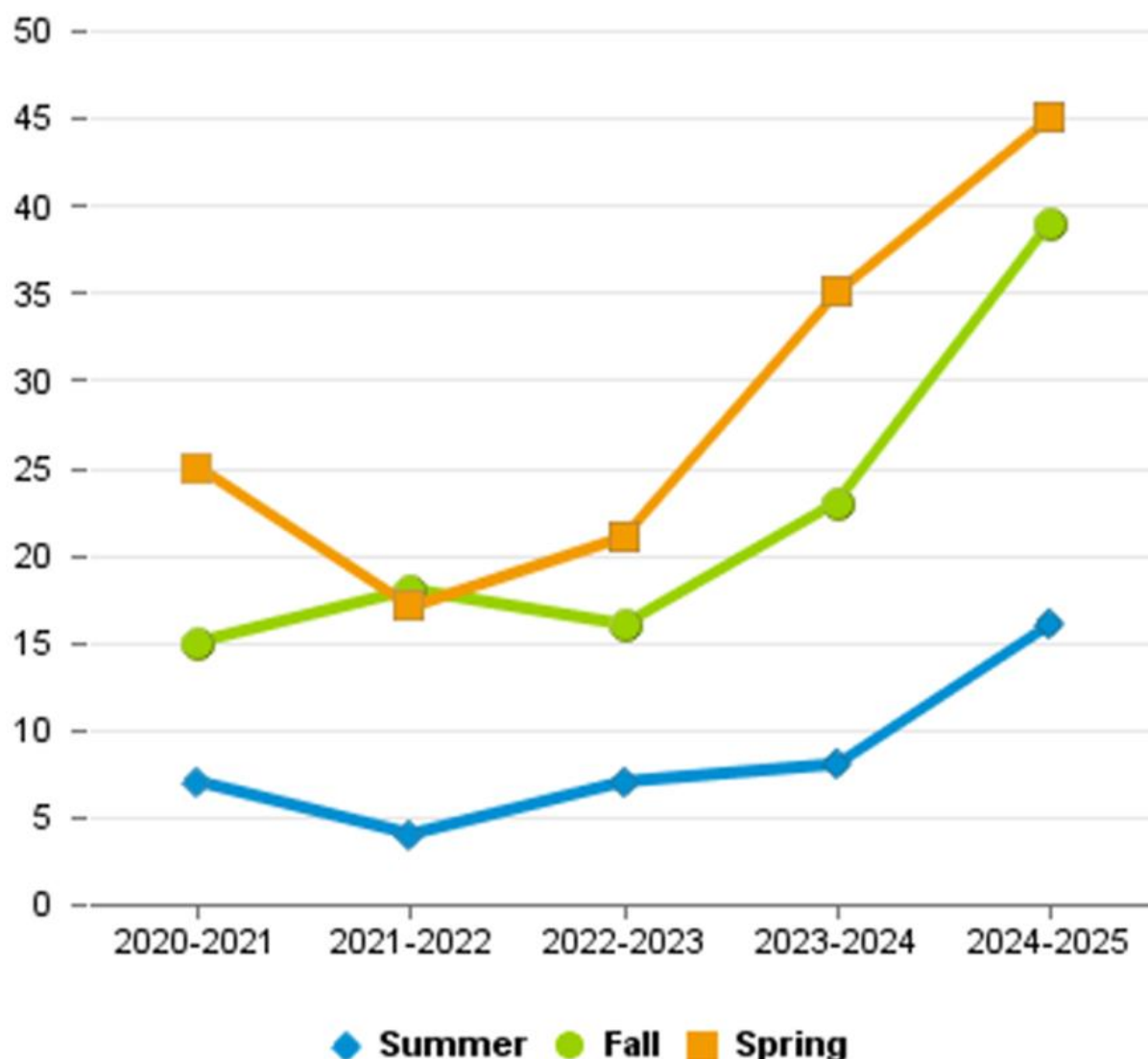
3. How many students are served by your program?

Over the past five years, our program has served an average of approximately 34 unduplicated students annually. Enrollment has increased from 30 students in 2020–2021 to 54 students in 2024–2025, representing an overall growth of about 80%. We are proud to support low-income student-parents in achieving their educational and career goals.

#### Unduplicated Headcount by Term

|        | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--------|-----------|-----------|-----------|-----------|-----------|
| Summer | 7         | 4         | 7         | 8         | 16        |
| Fall   | 15        | 18        | 16        | 23        | 39        |
| Spring | 25        | 17        | 21        | 35        | 45        |
| Total  | 30        | 22        | 25        | 38        | 54        |

### Unduplicated Headcount by Term



**4. 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.)? Support this with data.**

Our program is intentionally designed to serve underrepresented, low-income student-parents, many of whom face multiple barriers to pursuing higher education. An analysis of the past five years of enrollment data highlights the diversity of our student population.

Approximately 86.3% of participants identified as female, 11% as male, and 2.7% did not report their gender. These figures reflect the program's critical role in supporting mothers who balance parenting responsibilities, school, and work.

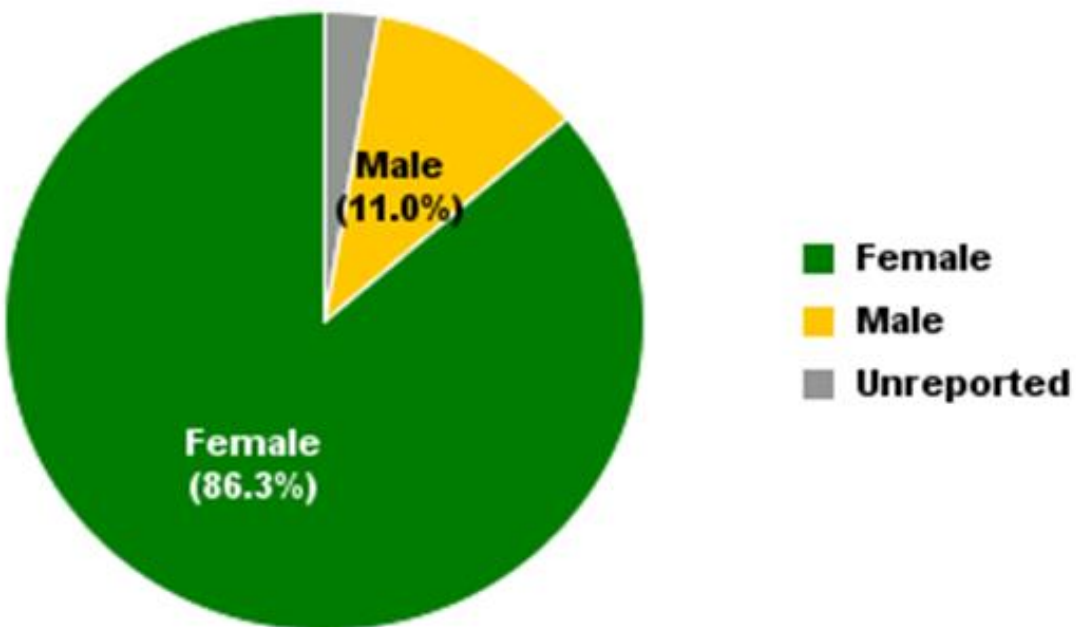
The CalWORKs student population is racially and ethnically diverse, including Hispanic/Latino, White, Black, Asian, Filipino, Pacific Islander, American Indian/Alaska Native, and multiracial students. This diversity underscores the program's commitment to advancing equitable access to education for historically underrepresented and disproportionately impacted populations.

## Program Review

In terms of age, the majority of participants are between 29–39 years old, followed by those aged 40–49 and 23–28. This demonstrates that our program primarily serves adult learners who are pursuing higher education while raising families, working, or managing other responsibilities.

### Unduplicated Headcount by Gender

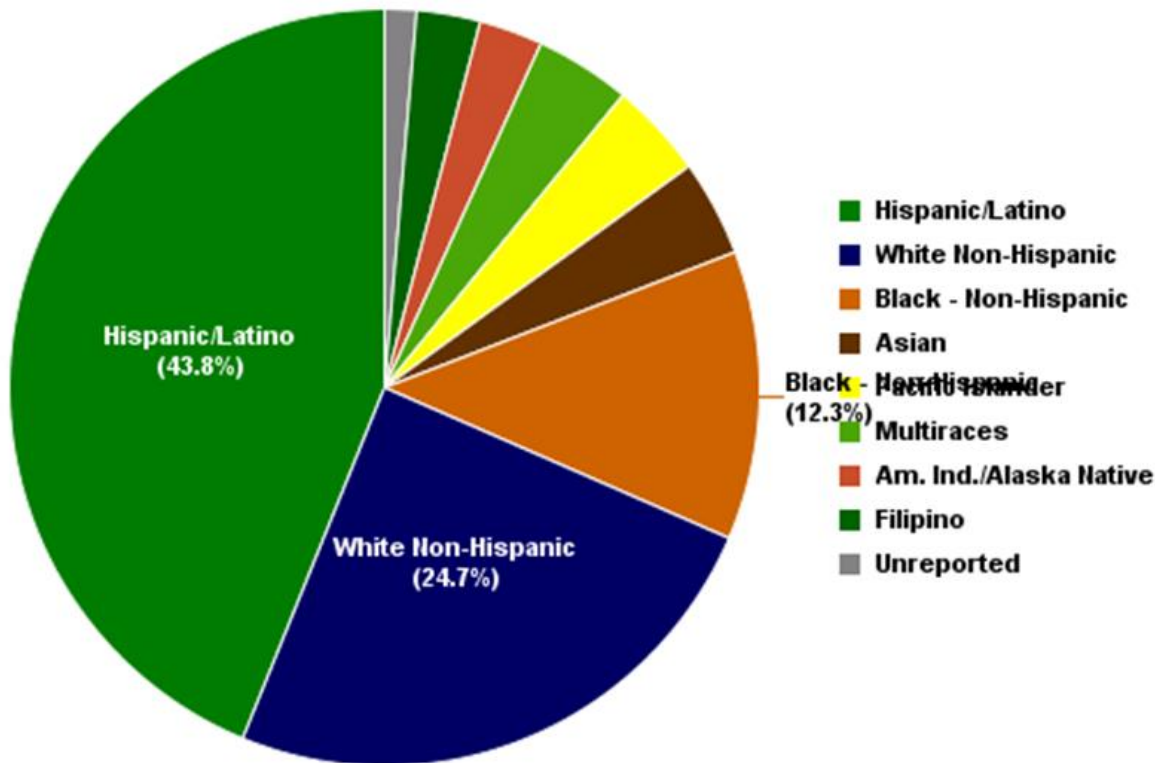
|           | Female |        | Male |       | Unreported |      |
|-----------|--------|--------|------|-------|------------|------|
| 2020-2021 | 27     | 90.0%  | 3    | 10.0% |            |      |
| 2021-2022 | 21     | 95.5%  | 1    | 4.5%  |            |      |
| 2022-2023 | 25     | 100.0% |      |       |            |      |
| 2023-2024 | 36     | 94.7%  | 1    | 2.6%  | 1          | 2.6% |
| 2024-2025 | 47     | 87.0%  | 5    | 9.3%  | 2          | 3.7% |
| Total     | 63     | 86.3%  | 8    | 11.0% | 2          | 2.7% |



### Unduplicated Headcount by Gender and Ethnicity

## Program Review

|                        | 2020-2021 |       | 2021-2022 |       | 2022-2023 |       | 2023-2024 |       | 2024-2025 |       |
|------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| Am. Ind./Alaska Native | 1         | 3.3%  |           |       | 2         | 8.0%  | 2         | 5.3%  | 2         | 3.7%  |
| Asian                  | 3         | 10.0% | 3         | 13.6% | 1         | 4.0%  | 1         | 2.6%  | 1         | 1.9%  |
| Black - Non-Hispanic   | 3         | 10.0% | 3         | 13.6% | 4         | 16.0% | 5         | 13.2% | 6         | 11.1% |
| Filipino               | 1         | 3.3%  | 1         | 4.5%  | 1         | 4.0%  | 2         | 5.3%  | 2         | 3.7%  |
| Hispanic/Latino        | 13        | 43.3% | 9         | 40.9% | 11        | 44.0% | 16        | 42.1% | 25        | 46.3% |
| Pacific Islander       | 1         | 3.3%  | 2         | 9.1%  | 1         | 4.0%  | 1         | 2.6%  | 2         | 3.7%  |
| White Non-Hispanic     | 6         | 20.0% | 4         | 18.2% | 4         | 16.0% | 10        | 26.3% | 14        | 25.9% |
| Unreported             | 1         | 3.3%  |           |       |           |       |           |       |           |       |
| Multiraces             | 1         | 3.3%  |           |       | 1         | 4.0%  | 1         | 2.6%  | 2         | 3.7%  |



## Unduplicated Headcount by Age

|             | 2020-2021 |       | 2021-2022 |       | 2022-2023 |       | 2023-2024 |       | 2024-2025 |       |
|-------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| Age 18 - 22 | 1         | 3.3%  | 1         | 4.5%  |           |       | 1         | 2.6%  |           |       |
| Age 23 - 28 | 4         | 13.3% | 2         | 9.1%  | 3         | 12.0% | 5         | 13.2% | 6         | 11.1% |
| Age 29 - 39 | 15        | 50.0% | 12        | 54.5% | 16        | 64.0% | 24        | 63.2% | 34        | 63.0% |
| Age 40 - 49 | 10        | 33.3% | 7         | 31.8% | 6         | 24.0% | 8         | 21.1% | 12        | 22.2% |
| Age 50 - 59 |           |       |           |       |           |       |           |       | 2         | 3.7%  |
| Total       | 30        |       | 22        |       | 25        |       | 38        |       | 54        |       |

**5. How has student access, retention, and completion changed over the course of this program review cycle?**  
Over the past five years, our program has effectively supported primarily single-parent students - averaging three children per household- to achieve a 61.7% success rate and an 84.4% retention rate. Retention reflects an increase from 73% in the previous program review cycle. These outcomes underscore the program's essential role in helping student-parents balance family responsibilities while achieving academic success and persistence toward their educational goals.

## Program Review

### Annual Course Success and Retention

|           | Enrollments | Success Count | Success Rate | Retention Rate | Withdrawal Rate |
|-----------|-------------|---------------|--------------|----------------|-----------------|
| 2020-2021 | 81          | 47            | 58.0%        | 93.8%          | 6.2%            |
| 2021-2022 | 80          | 39            | 48.8%        | 86.3%          | 13.8%           |
| 2022-2023 | 101         | 53            | 52.5%        | 73.3%          | 26.7%           |
| 2023-2024 | 185         | 132           | 71.4%        | 88.6%          | 11.4%           |
| 2024-2025 | 224         | 143           | 63.8%        | 81.7%          | 18.3%           |
| Total     | 671         | 414           | 61.7%        | 84.4%          | 15.6%           |

The CalWORKs program has demonstrated steady progress in student achievement between 2024–2025 and the projected outcomes for 2025–2026. In 2024–2025, eight CalWORKs students graduated, earning a total of 14 certificates and four degrees. For 2025–2026, the program anticipates 17 graduates, who are expected to earn 16 certificates and eight degrees. This upward trend reflects ongoing efforts to support student persistence, completion, and goal attainment.

**6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)**

Our program shares a front desk with the EOPS/CARE program and is open Monday through Friday, with extended evening hours on Tuesdays and Wednesdays. The CalWORKs counselor provides services in person, via Zoom, and by phone, and also offers evening appointments to accommodate students' schedules. Every other Thursday, the counselor provides off-site counseling and collaborates with the County to support students enrolled in classes there. Since more than 50% of our students take courses at the County, offering off-site services significantly enhances accessibility and ensures equitable support for all participants.

**7. What data and/or feedback do you use to evaluate the success of these delivery methods?**

We use student feedback collected through our SAO survey to evaluate the effectiveness of our service delivery methods. One survey question asked students to describe their experience accessing CalWORKs support services. All respondents reported being satisfied, noting that services were easily accessible. This feedback will continue to guide the program in monitoring and improving service delivery to ensure that all students have convenient and equitable access to CalWORKs support and resources.

**8. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.**

We actively collaborate with multiple on-campus and off-campus partners to support student success. On campus, we work closely with the EOPS/CARE program and encourage eligible students to apply for additional resources and support. In partnership with the Financial Aid Office, we assist CalWORKs students with on-campus work study placements. We also connect students with SparkPoint representatives to access savings programs, financial coaching, the food pantry, and food grants.

Off campus, we collaborate with the San Mateo County Human Services Agency to increase program participation and provide documentation that helps students maintain eligibility for childcare and cash aid benefits. Our CalWORKs program coordinator and counselor maintain weekly communication with County representatives to coordinate services and provide early interventions for students on academic notice.

## Program Review

**9. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.**

Our program actively supports Cañada College's mission as a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) through intentional recruitment, student engagement, and culturally relevant campus activities.

Nearly 50% of our CalWORKs student population identifies as Hispanic/Latino, and 3–5% identify as Asian American and Native American Pacific Islander. We are committed to ensuring that our services reflect the cultural, academic, and personal needs of these populations, as well as other BIPOC students we serve.

We actively participate in campus-wide celebrations such as Latinx Heritage Month and have contributed to the planning and implementation of Asian American, Native Hawaiian, and Pacific Islander Heritage Month events. These efforts foster an inclusive campus environment that affirms and celebrates the diverse identities of our students.

Our workshops are intentionally designed to address the unique challenges and strengths of our CalWORKs student population. Topics have included financial literacy, bilingual nutrition education, and mental health support, all tailored to align with students' cultural backgrounds and lived experiences.

## Looking Back: Accomplishments and Challenges

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**10. Describe major accomplishments since the last program review cycle.**

### County Partnerships

Since Spring 2020, the San Mateo County Human Services Agency has partnered with Cañada College through the Work-Study Program, offering college courses at the County site. Our program has actively collaborated with the Community, Continuing, and Corporate Education to support student access and success.

To date, four Cañada College courses have been offered at the County location, with six planned for Spring 2026, including CRER 137, taught by our CalWORKs counselor. This collaboration has contributed to a significant increase in CalWORKs student participation, from 25 students in 2022–2023 (last program review year) to 54 students in 2024–2025, representing a 116% increase. In addition, a County representative is outposted on our campus one Thursday each month to assist students in applying for public assistance programs, including Medi-Cal, CalFresh, and CalWORKs/WTW.

### Certificate Completion Highlights

In Fall 2025, ten students participating in the General Office Certificate program at the County location are expected to complete their certificates, marking the largest graduating cohort for this program to date. This achievement represents an important milestone for CalWORKs students in pursuing a college education. After completing their coursework at the County location, many continue their studies by enrolling in courses on campus.

### Peer Tutoring

Peer tutoring continues to be offered at the County location. A successful CalWORKs student was recruited to serve as a tutor, providing academic support to fellow students. In Spring 2026, the program will expand to two tutors, increasing tutoring availability and offering opportunities for successful CalWORKs students to serve as peer tutors.

### Offsite Counseling

## Program Review

Off-site counseling is offered every other Thursday from 12:00 PM to 3:00 PM to enhance accessibility for students attending courses at the County location. This initiative ensures that students can access academic and program support without needing to travel to the main campus.

### Student Direct Support

We have allocated a significant budget to provide direct support to students, including school supplies, payment of student fees, and participation in student retreat conferences. In addition, we provide CalWORKs students with \$50 per month in transportation assistance and \$50 per month in food assistance. These supports play a critical role in helping students navigate the challenges of economic uncertainty and the high cost of living in the Bay Area.

### Monthly Workshops

Our monthly workshops continue to be a major highlight of the program. We offer a variety of workshops tailored to student needs, including parenting, financial literacy, nutrition, mindfulness, and mental health. Students also value the opportunity to connect with other CalWORKs participants, share resources, and enjoy hot lunches during the workshops.

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

Our accomplishments have significantly contributed to closing the opportunity gap by expanding access to higher education and meeting students where they are. The program serves low-income parents receiving state cash assistance through CalWORKs. Many of our students are enrolling in college-level courses for the first time through classes offered at the County. A large proportion had been out of school for several years and would not have had the opportunity to pursue higher education otherwise. Notably, more than half of these students continue their education after completing the County-offered courses, highlighting the program's effectiveness in promoting student persistence and long-term success.

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

Although the number of students has increased dramatically, program funds have slightly decreased. This is due to the current CalWORKs Program funding formula from the Chancellor's Office, which guarantees 95% of the prior year's allocation. While this formula provides financial stability across colleges, it does not adequately support those experiencing significant enrollment growth. Revising the funding formula to promote both equity and stability is currently a key state-level priority. Despite these funding challenges, we continue to expand and accept students year-round. Savings from our Office Assistant position (salary and benefits; see response to Question #13) have greatly helped us maintain direct support for students.

## Impact of Resource Allocations Process (250 word limit)

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#### **13. 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.**

In our 2022–2023 program review, we requested permanent funding to cover 15% of the Office Assistant's salary and benefits previously paid by CalWORKs, but it was not approved. In Spring 2024, the Dean of Counseling secured another categorical fund to cover the front desk salary, reducing CalWORKs' contribution from 15% to 5%. This adjustment has allowed us to allocate more CalWORKs funds toward direct student support, including food, transportation, and school supplies.

## Program Review

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

We have maintained direct student support by reallocating funds saved from our Office Assistant's salary and benefits. Despite a 116% increase in student enrollment, staffing levels have remained the same, as we aim to avoid incurring additional program costs that would reduce direct support services to students. Current staffing includes:

- 0.5 FTE CalWORKs Coordinator/Counselor
- 0.15 FTE Program Services Coordinator
- 0.15 FTE Office Assistant
- 0.04 FTE Accounting Technician.

## SAOs and SLOs (Suggested 250 word limit)

### 15. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

We conducted a Student Satisfaction Survey (SAO) to evaluate our current services and identify areas for improvement. Our criterion for success is to have at least 80% of students satisfied with our services.

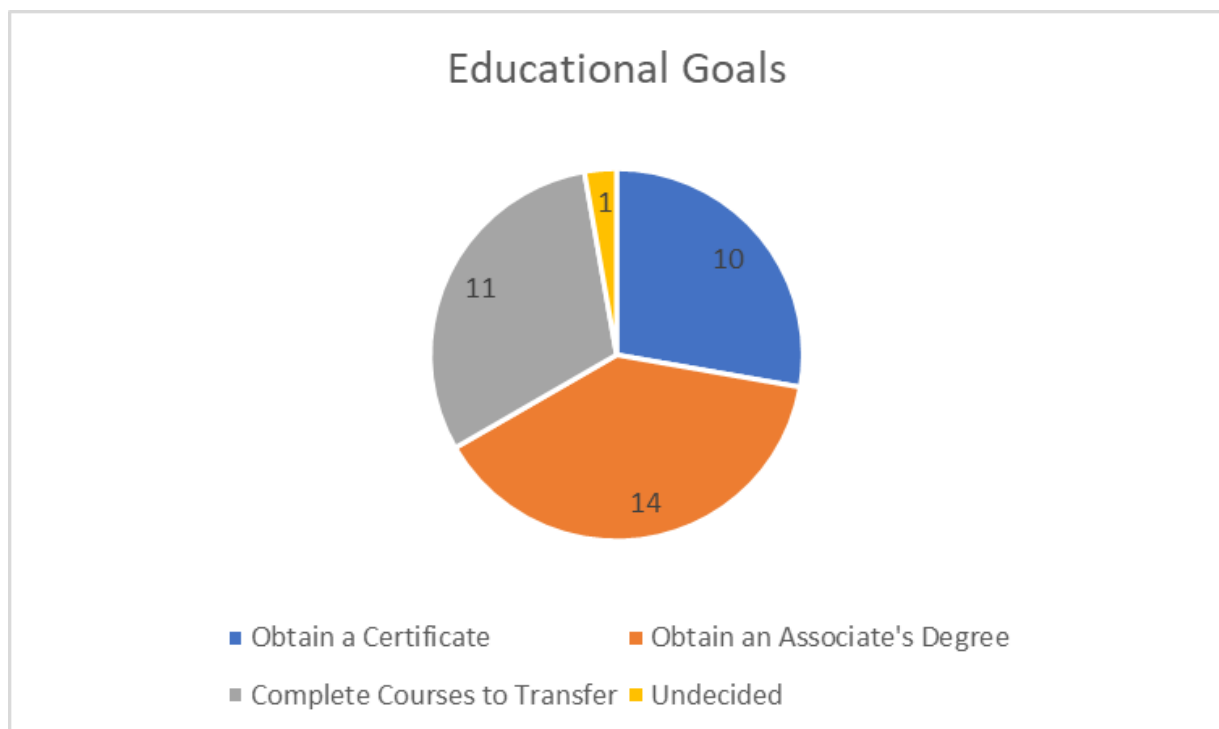
### 16. Describe how your program assessed your SAOs and/or SLOs.

We conducted our SAO in Spring 2025 by sending an anonymous survey to all CalWORKs students. The following summarizes the survey results, with 54% of our students participating.

#### 1. What are your educational goals at Cañada College? Select all that apply.

##### Key Findings:

Survey results show that the majority of CalWORKs students at Cañada College have defined educational goals. The most common goal is to obtain an Associate's Degree (14 responses), followed by completing transfer coursework (11) and obtaining a certificate (10). Only one student reported being undecided.

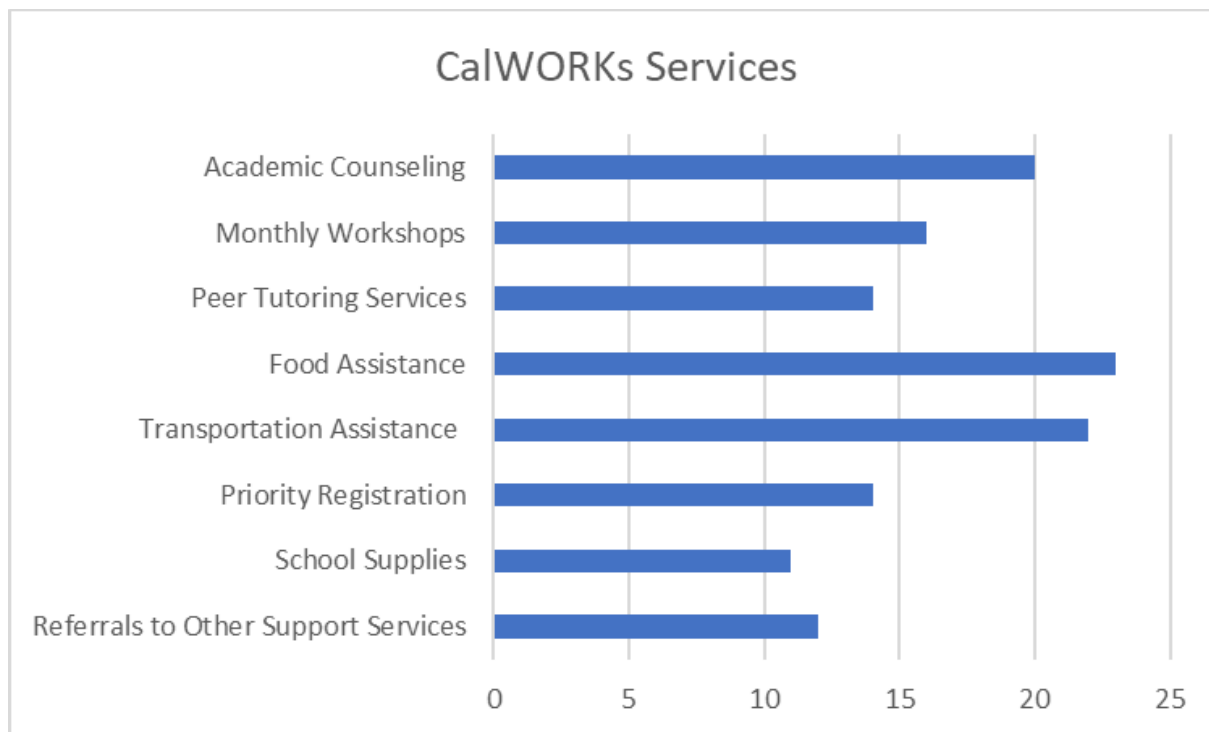


## Program Review

**2. Which of the following CalWORKs services have you used? Select all that apply.**

### Key Findings:

These results suggest that basic needs (food and transportation), academic counseling, and monthly workshops are the most critical and frequently used services among CalWORKs students.

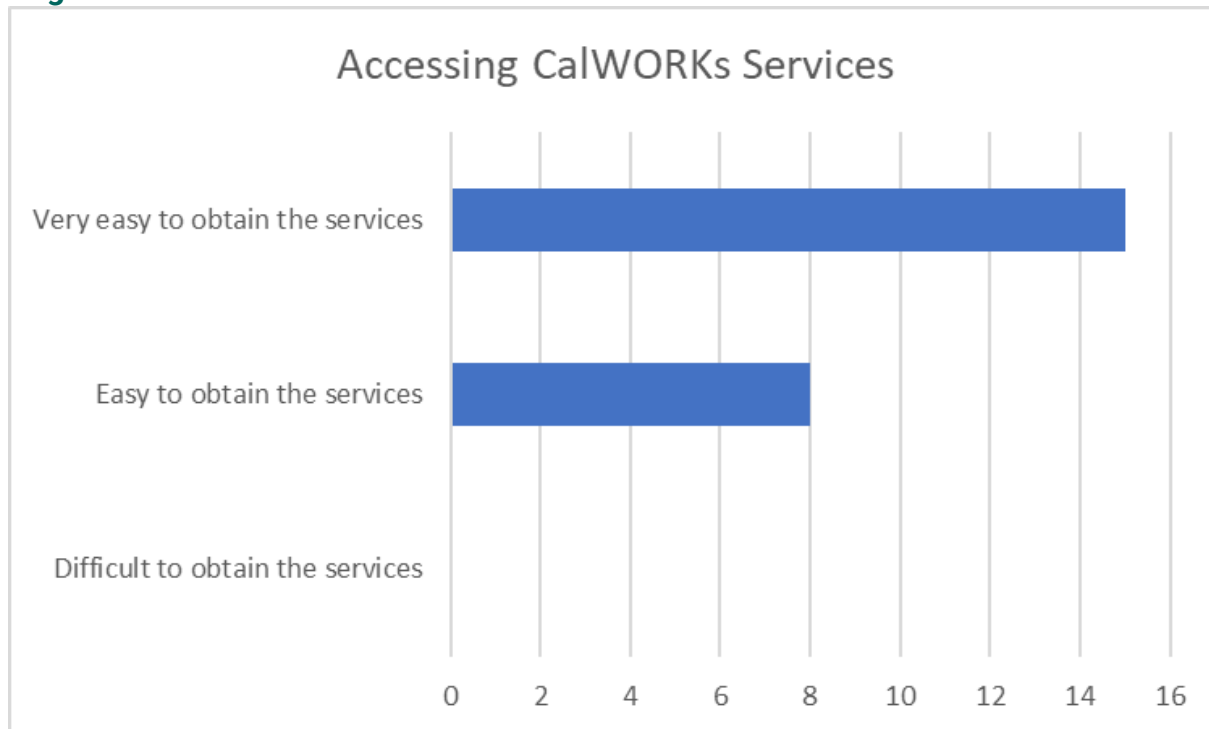


**3. How was your experience accessing the CalWORKs services you selected?**

### Key Findings:

These results suggest that the CalWORKs program is effectively delivering services to students in a timely and accessible manner, with no reported barriers to access.

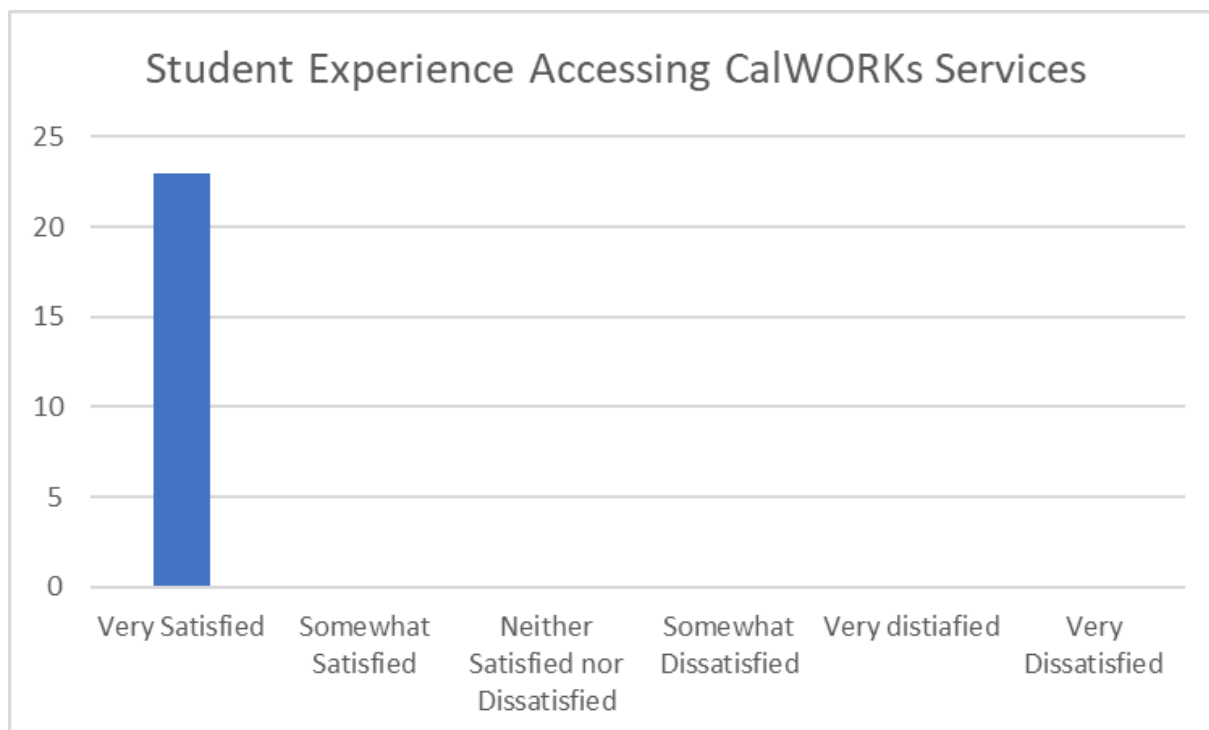
## Program Review



#### 4. Overall, how satisfied are you with the CalWORKs program at Cañada College?

##### Key Findings:

Survey results demonstrate that students have a highly positive experience accessing CalWORKs services and express strong satisfaction with the program overall.



#### 5. Please share your ideas on how the CalWORKs program could be improved to better support you.

## Program Review

- The CalWORKs program has been very helpful and supportive throughout my time at Cañada College. The staff has always been responsive, and services like transportation and food assistance have truly helped me stay focused on my studies. I also appreciated that the workshops were thoughtfully chosen to cover relevant and useful topics.
- More tutor hours at the county office, more Safeway/gas cards.
- It's been such a huge support! thank you
- Everyone is great, thank you for your help and support.
- CalWORKs has been great in supporting everything that I have needed so far.
- Sarah is a really amazing teacher, she always makes time for her students and offers a lot of support.
- Providing after-school activities for my children.
- I believe you guys are up to date. You guys have supported me and my classmates tremendously. I know you guys don't need any improvement as you guys are perfect. Thank you!
- The CalWORKs program is a great support for me. It can be improved by providing food and transportation assistance in the summer and winter semesters.
- It's been great!

**17. 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.**

Assessment results continue to highlight the importance of basic needs support, counseling services, and monthly workshops for our students. In the previous program review, workshops were offered virtually; however, we have since transitioned them to in-person sessions to foster greater engagement and connection. Attendance has remained strong, with at least 50% of enrolled students participating regularly. We have also expanded our basic needs resources by increasing the availability of food, transportation assistance, and school supplies. In addition, we now offer off-campus counseling services in Belmont, where the majority of our students live, work, and attend classes.

**18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?**

The SAO data findings reveal that CalWORKs students report a high level of satisfaction with the accessibility and quality of services provided. All respondents indicated that they were satisfied with the program and found services to be easily accessible. This reflects a strong commitment to equity and antiracism, as it demonstrates that students, particularly those from historically underserved backgrounds, feel included, supported, and empowered within the program. The positive feedback suggests that our services are meeting the needs of diverse student populations and are delivered in a way that affirms their identities and experiences. These outcomes align with our ongoing efforts to create an inclusive, anti-racist environment where all students can thrive.

### Looking Ahead

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

19. State your SAOs and SLOs for the next review cycle.

**1. CalWORKs Student Satisfaction Survey (Continuing SAO)**

We will continue to ask CalWORKs students to complete a Student Satisfaction Survey. This helps us understand how well we are supporting them and where we can make improvements. We plan to add new questions that ask students how included, respected, and supported they feel in our program. Our goal is to ensure that all students, especially those from underrepresented backgrounds, feel welcomed, heard, and valued.

Measurable Outcome: At least 85% of survey respondents will report being satisfied or very satisfied with our services. Feedback from the survey will also be used to identify areas for improvement.

**2. Focus Group Interview (New SAO)**

We plan to hold a small focus group with 3–5 CalWORKs students to have open and honest conversations about their experiences, challenges, and what support they need to succeed. This will help us better understand how we can improve our program and close equity gaps. We will partner with the PRIE office to create the questions and make sure students feel safe and supported during the conversation.

Measurable Outcome: Complete at least one student focus group by the next program review cycle, summarize key findings, and identify at least one action item to improve services in response to student feedback.

#### Program Improvement Initiatives (250 word limit)

20. State your goals for the next 3 years.

**1. Implement an embedded peer tutor** in the CalWORKs-designated CRER 137 course to provide targeted academic support and improve course retention and completion rates among CalWORKs students by Fall 2026.

**2. Increase the number of peer tutors at the County location** to ensure students have accessible, on-site academic assistance where they receive services and attend classes, reducing barriers to support by Spring 2027.

**3. Offer at least one mental health workshop per semester** focused on the emotional well-being of CalWORKs students, addressing topics such as stress management, parenting challenges, and resilience building, from Fall 2026 through Spring 2028.

**4. Expand basic needs support**, including increased access to food and transportation assistance, to ensure all registered CalWORKs students can meet their essential needs and remain focused on their academic goals by Fall 2027.

21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?

- Continue collaboration with San Mateo County to recruit and support CalWORKs students from HSI, AANAPISI, and other underrepresented populations.
- Utilize bilingual staff, including Spanish-speaking support, to improve outreach and accessibility for non-English-speaking families.

## Program Review

- Provide year-round counseling, including summer sessions, to support recruitment, retention, and ongoing student success.

**22. With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.**

The CalWORKs Program serves one of the most vulnerable and historically marginalized student populations, low-income parents with young children who receive cash assistance through the County's social services. These students often face multiple, intersecting barriers to education, including financial insecurity, childcare responsibilities, housing instability, and limited access to academic support. Our commitment to equity and antiracism requires a proactive approach in identifying and removing these barriers to promote students' academic success.

Since Spring 2025, we have implemented key changes aimed at improving access and reducing equity gaps, including:

- **Offering off-site counseling services** at the County location to support students who face transportation or scheduling challenges.
- **Supporting the expansion of course offerings** at the County site, enabling students to attend classes closer to where they receive services and work, making education more convenient and attainable.

To continue improving our program, we will remain engaged in ongoing professional development. This includes quarterly meetings with the CalWORKs State Office, trainings offered by the California Community Colleges Chancellor's Office, and participation in the annual CalWORKs Association Training. These learning opportunities keep us up to date on state and institutional policies, best practices, and equity-minded strategies to better serve our diverse student population.

**23. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

- Allocate at least 80% of TANF funds toward basic needs, focusing on food and transportation.
- Continue collaborating with SparkPoint to support the monthly food grant for CalWORKs students.
- Partner with the County to recruit successful CalWORKs students as peer tutors and expand academic support.
- Increase off-site counseling availability to every Thursday from 12–3 PM starting Fall 2026 to improve student access to services.

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

## Non-Personnel Item (2025 - 2026)

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**Requested Year**

2025 - 2026

**Program Requesting Resources**

CalWORKs Program

**Item Requested**

Funding for Food and Transportation Assistance

**Item Description**

Request for Basic Needs Support (Food and Transportation Assistance) for CalWORKs Students.

**Program Goals this Request Supports**

The California Work Opportunity and Responsibility to Kids (CalWORKs) Program supports low-income student-parents in achieving self-sufficiency through education and employment. This funding will provide food and transportation assistance, helping students meet basic needs and stay focused on their academic and career goals.

**Status**

New Request - Active

**Type of Resource**

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

**Cost**

8,000

**One-Time or Recurring Cost?**

One-time Cost

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

Our underrepresented, low-income student-parents face multiple barriers to pursuing higher education. The funding will enhance equitable access to education for CalWORKs students, empowering them to achieve their educational goals and attain self-sufficiency.

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

Nearly 50% of our CalWORKs student population identifies as Hispanic/Latino, and 3–5% identify as Asian American and Native American Pacific Islander (AANAPI).

## Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

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

Improve the financial stability of students

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