



CULTURE AND CLIENT JOURNEY

Goals for this section:

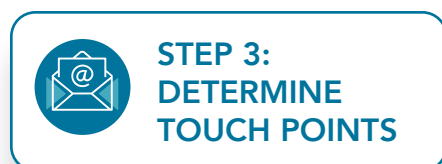
- Understand and shape the student experience from program entry through completion
- Identify and address gaps in the client experience

Client Journey Mapping is an exercise to map the journey that users go through from the beginning of their time with SparkPoint to becoming and remaining engaged as clients. This process helps determine how SparkPoint integrates with the campus community, see the various

touchpoints where clients interact with the programming, focus on the client needs at different stages, and identify if the client journey follows a logical order. This process can also show the gaps between the desired client experience and the actual outcome. It is important to work with students while designing this process to ensure that needs are being addressed.

Below is a 7-step process for creating the client journey for your SparkPoint center:

CLIENT JOURNEY PROCESS



Review overall SparkPoint Goals. Questions to Answer:

- What outcomes are we trying to achieve?
- Any additional outcomes that we should include?
- Over what length of time are we measuring?

REVISIT: Visioning Section and Evaluation and Learning Section

Who is the Target Audience? Questions to Answer:

- What do we know about students who might access services?
- What do students, partners and staff think of existing services?

REVISIT: Target Audience Section

Identify Touchpoints when you are outreaching or engaging with students. Questions to Answer:

- How will students learn about the program? How will they become aware of opportunities within the program? How are referrals made to SparkPoint from and to other departments? Can students access SparkPoint services from other departments?
- How will students engage with SparkPoint? (website, social media, email, phone, text, in person, etc.) Will these platforms be shared with other departments on campus?
- What kinds of resources are needed to address these touchpoints? (who will they talk to if they call, is there a chatbot, is someone responding to emails, etc.)

REVISIT: Marketing Section

TOOL: [Brainstorming Worksheet](#)

CLIENT JOURNEY PROCESS (CONTINUED)



STEP 4: DRAW THE JOURNEY



This activity is used to sketch the student experiences through SparkPoint from entry to completion. Answer the questions in the Client Journey Map:

- How does a student become **aware** of SparkPoint?
- How does a student **decide** to use SparkPoint services?
- How does a student **use** SparkPoint services?
- How does a student **complete** SparkPoint services?
- How does a student **re-engage** with SparkPoint services?

TOOLS: [Client Journey Map](#)



STEP 5: ANSWER EMPATHY MAPPING QUESTIONS



Empathy mapping connects the client journey to gaps in programming through asking a set of questions throughout the stages of the client journey. Conduct empathy mapping after you complete your client journey to identify potential obstacles and gains that may occur to prevent or support students from achieving established goals.

Use the [brainstorming worksheet](#) to answer the questions:

- **Outreach**
 - What does a student hear?
 - What does a student see at SparkPoint?
 - Any pain points? What obstacles might arise?
 - What does a student gain?
- **Contemplation**
 - What does a student hear?
 - What does a student see at SparkPoint?
 - How does a student “think and feel” at SparkPoint?
 - Any pain points? What obstacles might arise?
 - What does a student gain?
- **Connection**
 - How does a student “think and feel” at SparkPoint?
 - What does a student say and do at SparkPoint?
 - What does a student hear?
 - What does a student see at SparkPoint?
 - Any pain points? What obstacles might arise?
 - What does a student gain?
- **Accesses**
 - How does a student “think and feel” at SparkPoint?
 - What does a student say and do at SparkPoint?
 - What does a student hear?
 - What does a student see at SparkPoint?
 - Any pain points? What obstacles might arise?
 - What does a student gain?
- **Re-Engagement**
 - How does a student “think and feel” at SparkPoint?
 - Any pain points? What obstacles might arise?
 - What does a student gain?

REVISIT: Space Section

TOOL: [Brainstorming Worksheet](#)

CLIENT JOURNEY PROCESS (CONTINUED)



STEP 6: CREATE ACTION PLANS TO ADDRESS PAIN POINTS



Utilize this plan to establish approaches that address the pain points or obstacles identified in the empathy mapping exercise. Centers can use multiple approaches for each obstacle. Outline the outcomes of successful barrier removal and by who and when the approach will be administered. Identify the pain points, what approach you take, what success looks like, who will take action, and when will actions take place. The action plan should consider other sections of the toolkit including: services, partnerships, space, staffing, scheduling, marketing, and outreach.

- Use the client journey action plan worksheet to answer the questions:
 - Are there gaps between goals established and the student experience?
 - What factors might affect student behaviors related to our goals? Are there barriers preventing students from moving from the beginning to the end?
 - How will you address these gaps or barriers?

TOOLS: [Client Journey Action Plan Worksheet](#)



STEP 7: REVISIT AND REVISE THE CLIENT JOURNEY MAP

The Client Journey Map should be updated after the action plan is completed to reflect any modifications. It should also be revisited as programming shifts are made, or as new services, staff, technology, or partners are introduced to SparkPoint. Demographic, economic, or environmental changes can also impact changes in the client journey. As this is an iterative process, revisit the client journey map and action plans as needed.

- Things to consider during revisions:
 - The client journey map should be adapted to changing environments, tools and resources.
 - It's helpful to have a schedule to review the client journey map.
 - During the revision process, point out changes and make sure to address.

REVISIT: Completed Client Journey Map and Completed Client Journey Action Plan Worksheet

TOOL: [Client Journey Map](#)

The example below outlines how this process works:

EXAMPLE SITUATION: Because of the current housing crisis, students are seeking support to stay housed. As a way to support their financial stability, SparkPoint will provide rental assistance by partnering with a direct service agency.

1 STEP 1: REVIEW GOALS

The goal is to ensure students can pay their rent in an emergency. Up to 30 students will be provided with rental assistance over the course of this academic year.

2 STEP 2: CONSIDER TARGET AUDIENCE

We want to target students who may have a number of barriers to accessing traditional programs including: no formal leases, no w-9, renting from family members, and/or undocumented and mixed status families.

3 STEP 3: DETERMINE TOUCH POINTS

Students hear about SparkPoint offering rental assistance through referrals from the DREAM center. Touchpoints after they connect with a SparkPoint coach could be through phone, email and in-person visits.

4 STEP 4: DRAW THE CLIENT JOURNEY

➤ **Outreach:** Students hear about SparkPoint offering rental assistance from a variety of sources, including staff and counselors from the Dream Center, EOPS, Veterans Services, and CalWorks.

➤ **Outreach:** Students continue to hear about rental assistance from counselors at the Dream Center, EOPS, Veterans Services, and CalWorks. A Dream Center staff member refers students to the SparkPoint center. SparkPoint coaches reach out to the referred student.

➤ **Contemplation:** Students meet with SparkPoint coaches and learn about the process and requirements (documentation needed) of accessing rental assistance. The students determine if they can meet the requirements.

➤ **Connection:** SparkPoint Coaches work directly with clients to collect or produce required documentation. SparkPoint Coaches make referrals to the direct service agency partner and send required documentation to them to process rent checks.

➤ **Access:** Students (or the students' landlords) receive rental assistance from the direct service partner agency.

➤ **Access:** Students continue meeting with SparkPoint coaches to continue one on one coaching to support long-term goals. Students access additional services including credit building, savings counseling, food pantry access, and career coaching.

➤ **Re-Engagement:** Students continue working with their SparkPoint coaches for the next 6 to 24 months or until they achieve their financial goals. Once students successfully transfer or complete their time at the college, they can continue to meet with their coaches or access services as needed. Students can also reengage with SparkPoint if the need arises in the future.

View an example client journey map on page 58

OR download the activity sheet here!



CLIENT JOURNEY

Use this activity to sketch a student's experiences with SparkPoint from entry to completion. This activity outlines how a student learns about SparkPoint, when and how they decide to connect with SparkPoint, how they access student services and their completion of programming.

OUTREACH

How does a student become aware of SparkPoint?

Students hear about SparkPoint offering rental assistance from a variety of sources, including staff and counselors from the Dream Center, EOPS, Veterans Services, and CalWorks.

OUTREACH

How does a student learn more about SparkPoint?

Students continue to hear about rental assistance from counselors at the Dream Center, EOPS, Veterans Services, and CalWorks. A Dream Center staff member refers students to the SparkPoint center. SparkPoint coaches reach out to the referred student.

CONTEMPLATION

How does a student decide to use SparkPoint services?

Students meet with SparkPoint coaches and learn about the process and requirements (documentation needed) of accessing rental assistance. The students determine if they can meet the requirements.

CONNECTION

How does a student connect to SparkPoint services?

SparkPoint Coaches work directly with clients to collect or produce required documentation. SparkPoint Coaches make referrals to the direct service agency partner and send required documentation to them to process rent checks.

ACCESS

How does a student access SparkPoint services?

Students (or the students' landlords) receive rental assistance from the direct service partner agency.

ACCESS

How does a student continue or complete SparkPoint Programming?

Students continue meeting with SparkPoint coaches to continue one on one coaching to support long-term goals. Students access additional services including credit building, savings counseling, food pantry access, and career coaching.

RE-ENGAGEMENT

How does a student access additional SparkPoint services after completion?

Students continue working with their SparkPoint coaches for the next 6 to 24 months or until they achieve their financial goals. Once students successfully transfer or complete their time at the college, they can continue to meet with their coaches or access services as needed. Students can also reengage with SparkPoint if the need arises in the future.

Things to consider:

- Create multiple client journey maps for different populations as they interact differently with services.
- Design a journey that allows clients to move smoothly through the program to access multiple services without stigma.
- Continuously update this as the process changes with technology, staff turnover, and demographic changes.
- Account for every touchpoint where the client interacts with your centers.
- As many people access SparkPoint through basic needs services, determine how this may be different from accessing other services.
- Learn from both negative and positive experiences when making decisions.

The example below outlines how this process works: (CONTINUED)

EXAMPLE SITUATION: Because of the current housing crisis, students are seeking support to stay housed. As a way to support their financial stability, SparkPoint will provide rental assistance by partnering with a direct service agency.

5 STEP 5: ANSWER EMPATHY MAPPING QUESTIONS

- **Outreach:** Students are relieved to hear that there are services to help with paying their rent. Students wonder if there are barriers to accessing the assistance. They see their peers getting assistance. Students get information and feel encouraged yet hesitant.
- **Contemplation:** Students are relieved to hear that there will be coaches who help them gather and submit documents to access rental assistance. Students hear the program requirements. They see coaches supporting other students. Students share concerns about providing the necessary documentation and precious experiences with being declined for assistance from the direct service agency. Students think about their relationships with their landlords and how they do not want to bother them in collecting documents. Students will gain the ability to pay rent and follow-up support.
- **Connection:** Students think about the benefits of going through this process and getting rental assistance outweighing the cost of time and effort. They see coaches as they are collecting information. They see coaches speaking with the partner agency staff. Students continue to share concerns about not wanting to bother their landlords. Students gain confidence in the process that SparkPoint has in place to help them pay their rent.
- **Access:** Students feel burdened by the various forms that they need to fill out, but they are able to complete their financial baseline assessments with the support of their coaches. They also complete the rental application with the support of their coaches. They also hear about other services that SparkPoint provides. Students access additional services. They are able to build their credit, open a savings account, access the food pantry, and seek advice on their career path.
- **Re-Engagement:** Students feel supported by SparkPoint. They know that they can continue to access services and meet with their coaches. Students have built a relationship with SparkPoint and are able to turn to trusted coaches when they need support. are relieved that there are services to help. Once they graduate, it becomes more difficult to stay engaged, but they are relieved that coaches are willing to meet with them virtually. Students gain the skills and supports to not only stabilize their financial situation through food or rental support; they built their savings, repaired their credit, and have a long-term plan beyond graduation.

The example below outlines how this process works: (CONTINUED)

EXAMPLE SITUATION: Because of the current housing crisis, students are seeking support to stay housed. As a way to support their financial stability, SparkPoint will provide rental assistance by partnering with a direct service agency.

6 CREATE A CLIENT JOURNEY ACTION PLAN TO ADDRESS PAIN POINTS

Pain Point Identified During Empathy Mapping	Students share concerns about providing the necessary documentation and precious experiences with being declined for assistance from the direct service agency.
Possible Approaches to Address Obstacles	SparkPoint coaches will: <ul style="list-style-type: none"> • Listen to students' concerns • Work with students to gather necessary documentation • Share program eligibility guidelines • Reassure students that they will be working together throughout the process • Connect with a staff member at the direct service agency together to confirm eligibility requirements, the list of documents, and steps required to receive rental assistance
Success	Students understand eligibility requirements, receives rental assistance, and establishes trust in the process. Students also build relationships with their coaches and the SparkPoint center.

Pain Point Identified During Empathy Mapping	Students think about their relationships with their landlords and how they do not want to bother them in collecting documents.
Possible Approaches to Address Obstacles	SparkPoint coaches will: <ul style="list-style-type: none"> • Listen to students' concerns to understand their situations and discuss the best possible approaches • Discuss options for moving forward, including: <ul style="list-style-type: none"> – support with writing an email or letter to the landlord explaining the program and process and why the W9 from the landlord is necessary – collecting additional verification of students paying the landlord and what additional documentation is necessary should students decide to get the rental assistance check directly • Share concerns with their program director and the direct service agency as they arise to determine if any program or partnership shifts need to be made
Success	Students (or their landlords) receive rental assistance. Relationships with their landlords are not harmed.