

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2020

Program: CalWORKs/ Foster Youth/EOPS/CARE (CaFE) **Planning Year:** 2021/2022 **Last Year
CPPR Completed:** 2019/2020

Unit: Student Services **Cluster:** Student Services

Please complete the following information. Please note that responses are not required for all elements of this document.

I. **GENERAL PROGRAM INFORMATION**

- A. Describe changes to program mission, if applicable.

The program seeks to be more explicit about our equity-minded approach to serving our students toward the goal of closing equity gaps in achievement. In order to achieve this goal, we believe in providing a welcoming and safe environment.

CaFE Center Program's Mission: To provide **equity-minded** comprehensive support, services, resources and referrals to CalWORKs, foster youth, and EOPS/CARE students in order to empower, motivate and encourage them to reach their educational, career and life goals **in a welcoming and safe environment.**

- B. Describe any changes in primary relationships, internal and external, to the District.

The Department of Social Services (DSS) is experiencing challenges in the transition to remote work. The system Chancellor's Office (CCCCO) continues to experience staffing transitions which impacts our primary contacts.

- C. List any changes to program service, including changes and improvements, since last year, if applicable.

Since March 13, the college unexpectedly transitioned to mostly remote. CaFE has been primarily remote since April 2020. As a result, we have shifted many of our communications to virtual and have developed a virtual lobby for client communication, a Microsoft Teams site for staff communication, and a Canvas shell for program participant communication. We have engaged in a variety of call campaigns to reach out to our program participants in order to equip them with the supplies and support they need to successfully complete in a mostly online academic environment. Additionally, we have developed a full suite of workshops for our students that we call, "Virtual Communities."

- D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

Because of the pandemic and its impact on service delivery to students and program participation, much of Title V has been suspended to ensure maximum flexibility in

supporting our students in EOPS/CARE. Additionally, there has been increased flexibility in our categorical budgets with carryover from 2019-2020 into 2020-2021.

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

The CaFE Program supports the Mission of Cuesta College by inspiring a particularly diverse student population of low income, first generation, and educationally disadvantaged students, including parents with children, Foster Youth, and DACA/undocumented students to meet their educational goals and become self-sufficient. Our efforts are directed specifically toward helping improve participants' foundational skills, so that they in turn may earn certificates, associate or transfer degrees, and advance in the workforce; lifting themselves from poverty. Specifically, we support our students by providing the following services:

- Safe and welcoming virtual environments created for students: virtual lobbies, virtual communities, Canvas site
- Continued work-study placements with increased flexibility from DSS to ensure regular support for our participants
- Chromebooks, laptops and hot spots have been added to the supplies we have to offer students who are taking more online courses
- Virtual Communities developed to engage and inform program participants to support their completion goals
- Completion grants awarded to students to further support their financial need
- Increased partnership with Financial Aid
- Areas of Study case management approach in alignment with a guided pathways model
- Expanded evening and Friday counseling appointments to reach more students
- eSARS implementation to create better access to counseling appointments
- Offer school supply and courseware assistance through online ordering and home delivery

B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer readiness overall for all students.

Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs

- Embedded contact checklist into SARS notes to support a consistent contact check-in for all CaFE students

- Develop and offer workshops and activities focused on equipping our students with the information they need to reach their goals: transfer workshops, major selection workshops, career exploration
- Include digital materials fee reimbursement for students who opt to purchase digital books
- Enhance our probation/dismissal process
- Designate Areas of Study liaison counselors for CaFE to connect with general counselors and students in ways that support the goal of guided pathways

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

- Create Virtual Communities that include topics like CAREGiving for student parents, Lunch with Friends to develop Emotional Intelligence, Let’s Talk to give students a place to check-in, Motivational Mondays to stay motivated, and Inside Scoop to get on-time program and college updates
- Launch call campaigns throughout the semester to check-in with and encourage our students
- Staff a virtual lobby where students can pop-in and get on-demand assistance from our CaFE staff
- Maintain a Canvas site for participants to get on-time communications about upcoming activities and available resources

Institutional Goal 2: Access

Increase student access to higher education.

Institutional Objective 2.1: Increase the enrollment of low-income and underrepresented students through targeted outreach efforts

- Continue to collaborate with our local Housing Authority to continue to provide community resources to support students and connect with potential signs

Institutional Objective 2.2: Increase enrollment opportunities for community members who are 55 years of age or older.

- Continue participate in outreach events targeting mature student cohort

Institutional Objective 2.3: Expand financial support opportunities for students

- Increase scholarship workshops to support students with the application
- Issue additional grants to students based on units enrolled
- Secure additional funding from SEAP for Foster Youth book grants
- Develop a budgeting workshop series for students

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1 Increase the number of partnerships with four-year Institutions to strengthen and streamline students’ transfer opportunities.

- Exploring program partnerships with Cal Poly SLO

Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential based learning opportunities

Through the CalWORKs work study program students are placed in a variety of work-study positions on campus and within the community. Placements for the 2020-2021 year include the following locations:

Off-campus placements	Cuesta College Departments
The Haven	ASCC
Bryan's Home (Recovery)	CaFE Offices NCC/SLO
Cambria Elementary School	Children's Center
CAPSLO Headstart	Cuesta Miosi Gallery
Restorative Partners	Human Resources
Sierra Vista ICU	Cuesta Drama Department
RISE	Cuesta Plant Science Department
	Student Success Center

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities

Institutional Objective 4.1: Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan

- Increased the number of Chromebooks available for CaFE students
- Ordered hot spots to loan to students in need of stable internet connection

Institutional Goal 5: Fiscal

Build a sustainable and stable fiscal base

Institutional Objective 5.2: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness

- Partner with Department of Social Services to expand grant opportunities for student work study placements within the college and the community.

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary

In 2018-19 the Student Services cluster started to use a standard set of common data elements; A) Students Served, B) First-year Persistence, C) Student Success. Each department/program has been tracking these elements to gauge progress towards the goals listed in the 2016-2026 Educational Master Plan. The data provided below will serve as a benchmark from which progress will be measured.

A. Students Served/Enrollment

Figure 1 – CalWORKs Students Served

Students Served	2016/2017	2017/2018	2018/2019	2019/2020	2021-22 Target	2025-26 Target
District wide	143	138	111	102	103	205
- North County	72	57	66	60	60	132
- SLO	80	90	60	40	42	122
- South County	2	1	1	0	1	13

Since 2015-16, the CalWORKs Program has been slowly decreasing the number of students served. We continue to reach out to our community partners for referrals to our program, however several mitigating circumstances have caused this temporary trend:

- Low unemployment and a vibrant economy
- High cost of living
- Shortage of available low-cost housing
- Less overall participants in “the system” to be referred
- Slowing population growth in the group raising children in SLO County

In 2020, the pandemic and remote course offerings has impacted a decline in enrollments, program participation, and CalWORKs eligible students. However, our program retention rate for students who were already participating in the program has been stable. We are aiming to continue to outreach to our community partners to strengthen the pipeline into Cuesta.

In order to increase our total numbers of students served, the CaFE Program will be specifically targeting new students through multiple channels including:

- Updating our DSS presentation and finding more opportunities to connect with potential students
- Direct outreach to students who have left the program due to pausing their academic journey
- Developing a FLEX workshop to share program information with faculty so they can help us alert their students of our program
- Identifying other community outreach opportunities for presentation such as Child Welfare
- Collaborating with Outreach & Enrollment Services to promote CaFE programs

Figure 2-EOPS and CARE Students Served

Total Students Served*	2016-2017	2017-2018	2018/2019	2019/2020	2021-22 Target	2025-26 Target
District-wide EOPS	260	278	434	452	452	295
• North County	80	92	149	129	129	110
• SLO	205	213	38	316	315	234
• South County	7	7	4	7	8	8
District-wide CARE	57	59	59	47	55	45
• North County	26	31	38	26	26	21
• SLO	39	42	37	28	28	36
• South County	1	0	0	0	1	2

Students Served: All students designated as EOPS/CARE according to CCCCO MIS in the academic year and who enrolled in at least one course at census of that respective academic year are counted. These numbers are provided by the Institutional Research.

The first common data element is total students served by both EOPS and CARE (Figure 1). Note that district-wide numbers reflect unduplicated students, while location specific numbers include duplicated students who may have attended courses at multiple locations.

The EOPS target, as stated in the 2016-2026 Educational Master Plan, is to increase the total number of students served by approximately 8% by 2020-2021 and by an additional 8% by 2025-2026. The CARE target as stated in the 2016-2026 Educational Master Plan is to increase the total number of students served by approximately 8% by 2020-2021 and by an additional 8% by 2025-2026. The capacity to grow will be contingent upon:

- An increase in EOPS and CARE categorical funding
- The hiring of additional staff
- Outreach to high schools and community programs such as Department of Social Services.

B. Persistence

Figure 3-CalWORKs Persistence

Program Title	1st Year Student Persistence CalWORKs	1st Year Student Persistence College
Annual 2016/2017	50.00%	54.08%
Annual 2017/2018	30.00%	55.51%
Annual 2018/2019	40.00%	55.37%
Annual 2019/2020	71.42%	52.61%
Target 2021	72%	-
Target 2025	53%	53%

CalWORKs students have a higher first-year persistence rate than that of all Cuesta College students indicating that the enhanced supports we provide are effective in keeping CalWORKs students moving toward their completion goal.

We hope to continue this upward trend in persistence for our CalWORKs students despite the pandemic with increased program activities and financial support such as:

- Individualized new student intakes and program orientation
- Group continuing student semester kick-off workshops
- Virtual communities and virtual lobby connection opportunities
- Timely communication through Canvas site
- Collaborating with DSPS, Financial Aid, Academic Success Center, Health & Wellness, and community resource agencies
- Refining Peer Mentoring program
- Implementing an Areas of Study Case Management approach

Figure 4-EOPS/CARE Persistence

EOPS/CARE	1st Year Student Persistence EOPS/CARE	1st Year Student Persistence College
Annual 2016/17	80.95%	54.08%
Annual 2017/18	66.65%	55.51%
Annual 2018/19	74.36%	55.37%
Annual 2019/20	73.13%	52.61%

The relatively high 1st year persistence rates (Figure 2) of EOPS/CARE students can be attributed to the nature of the EOPS/CARE programs which include required contacts and high impact activities and wrap-around services. We will continue to provide these services to all CaFE students.

- EOPS/CARE online orientation
- Three EOPS counseling contacts
- Current comprehensive Student Educational Plans (SEP)
- Book Assistance
- Individualized new student intakes and program orientation
- Group continuing student semester kick-off workshops
- Virtual communities and virtual lobby connection opportunities
- Timely communication through Canvas site
- Collaborating with DSPS, Financial Aid, Academic Success Center, Health & Wellness, and community resource agencies
- Refining Peer Mentoring program
- Implementing an Areas of Study Case Management approach to increase student engagement and retention

The EOPS/CARE target, as stated in the 2016-2026 Educational Master Plan, is to increase the persistence rate by 2% by 2020 and an additional 1% by 2025. Identify areas if any that may need improvement for program quality and growth.

- Increasing access to one-on one- tutoring to improve student success rates
- Improving program processes to be more efficient and streamlined
- Recommend any changes and updates to program based on the analysis above.
 - Hire more peer advisors

Figure 5-CalWORKs Student Success

Program Title	Student Success Units Completed/ Units Attempted CalWORKs	Student Success Units Completed/ Units Attempted College
Annual 2016/2017	74.37%	77.52%
Annual 2017/2018	72.67%	78.69%
Annual 2018/2019	75.54%	78.55%
Annual 2019/2020	79.2%	82.49%
Target 2021	81%	-
Target 2025	75%	75%

The CalWORKs student success rate in 2019-2020 was 79.2% compared to 82.49% for all students. (Figure 2). While the rate does not quite meet the college success rate, it is still an increase from the prior year's program success rate.

The CaFE staff as a whole and our ongoing initiatives have contributed to this continuing increase in success rates. We are connecting earlier with our students, assisting with barriers that can limit success, and creating a high-touch environment in which students feel welcome and comfortable to receive the assistance that they need. This year, we have really focused on messaging a future-oriented and growth-minded approach to our students through our virtual communities and individual contacts.

The CalWORKs target as stated in the 2016-2026 Educational Master Plan is to increase course completion. CalWORKs students are, by definition, financially disadvantaged; most are also single parents. We are collectively working hard to remove or minimize barriers that our CalWORKs students experience through program collaboration and student coaching.

Figure 6-EOPS/CARE Student Success

	Student Success Units Completed / Units Attempted EOPS/CARE	Student Success Units Completed /Units Attempted College
Annual 2016/17	75.57%	77.52%
Annual 2017/18	72.92%	78.69%
Annual 2018/19	72.92%	78.55%
Annual 2019/20	80.22%	82.49%

The third common data element is student success as measured by the units completed versus the units attempted. The EOPS student success rate in 2019-2020 was 80.22% and the success rate for all students was 82.49% (figure 2). While the EOPS success rate is slightly lower than the college success rate, we have been able to increase our success rate from the prior year.

IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

SSO#1: Increase the number of CaFE students who complete certificates, degrees (non-ADT's) and ADT's.

Assessment methods and criteria

SSO#1 will be assessed based on the comparison between the previous year's combined degree and certificate completion by CaFE students and the current year available.

CalWORKs-Degrees and Certificates Awarded

CalWORKs-Type of Award	2016-2017	2017-2018	2018/2019	2019/2020
Certificates of Specialization	3	3	17	5
Certificates of Achievement	7	9	38	11
AA/AS Degrees	16	20	24	13
AST/AAT Degrees	NA	NA	16	4
Totals	26	32	95	33

EOPS-Degrees and Certificates Awarded

EOPS-Type of Award	2016-2017	2017-2018	2018/2019	2019/2020
Certificates of Specialization	20	10	22	20
Certificates of Achievement	8	4	30	33
AA/AS Degrees	23	23	34	33
AST/AAT Degrees	23	7	14	18
Totals	74	44	100	104

In the last year, we saw an increase in the number of awards for our EOPS students and a decrease in awards for our CalWORKs students. The 2019-2020 year had a challenging end as our college pivoted to remote instruction midway through the Spring 2020 semester. We did see some students drop their courses due to the change in modality and the impact of the pandemic on their personal lives. However, the pandemic also brought forward opportunities in our work to continue to hone in on this completion goal by way of our virtual communities. We look forward to continuing to promote and leverage our virtual communities as contact points to keep momentum going towards completion. We have introduced topics such as time management, emotional intelligence, budgeting, motivation and information. These engagement communities are in addition to our current application and on-boarding processes which are focused on identifying the right supports for students and setting expectations from the beginning. We have added peer mentors into our team, and will continue to refine how we leverage their roles to support this completion goal.

SSO#2: Decrease the percentage of CaFE students on academic probation and EOPS probation.

Assessment methods and criteria

SSO#2 will be assessed based on the evaluation of all CaFE students term GPAs from semester to semester. This evaluation will be analyzed on a yearly basis to provide the information for the percentage each year.

CalWORKs-Academic Probation (by Term)

	2017-2018		2018-2019		2019-2020	
	F17	S18	F18	S19	F19	S20
Total Students	102	100	88	83	73	85
Total on Probation	17	24	18	22	15	23
Percentage	16%	24%	20%	26%	20%	27%

EOPS-Academic Probation (by Term)

	2017-2018		2018-2019		2019-2020	
	F17	S18	F18	S19	F19	S20
Total Students	270	255	259	235	254	252
Total on Probation	73	95	99	103	97	44
Percentage	27.03	37.25%	26.16%	23.73%	38.18%	17.46%

Recommended changes and updates

This SSO is meant to serve as a dismissal prevention focus. Program interventions will include:

- College probation/dismissal letter edited to highlight connecting with their program counselors
- Increase focus on 2nd semester students in Spring semester
- Utilize Peer Mentors to direct referrals for all new students to Student Success Center, DSPS and Financial Aid
- Continue to offer and refine Virtual Communities offerings
- Continue to refine AoS case management approach to support students academically at-risk
- Collaborate with the Student Success Center

A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

The CaFE Center staff have made concerted efforts to contact first-time students within the first semester and develop a high-touch relationship to assist them toward early success. From the data it appears that we are having more success with this in the fall semester than in the Spring. In addition, we have tried to re-distribute the workload of the Specialists so

that they can focus more time on working with removing student barriers and academic needs and less time helping students complete paperwork.

We will continue developing a comprehensive peer mentoring program to help new students navigate the resources and connect continuing students to resources to add to the contact points that our staff and faculty are providing. Peer mentors will also guide students through the maze of paperwork needed to complete appeals for Financial Aid, attendance requirements for DSS and Scholarship and FAFSA application deadlines.

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheets](#) and review the Resource Allocation Rubric.

We would like to add a 3rd SSO to measure success rates for CaFE students in transfer-level Math and English 201A in this next year. We would like to determine how guided self placement has impacted our students in CaFE and if there is a need to focus supports in these areas.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Suggested Elements:

1. Regulatory changes
 - Course Program of Study has been implemented at Cuesta college and will impact Title IV (Federal Financial Aid) funding for our students as it relates to courses enrolled in that are not in a student's program of study.
2. Internal and external organizational changes
 - Shift to remote service delivery has impacted our work with students. In the absence of a physical space and in-person contacts, the team has pivoted well to the virtual environment. However, we have noted that some students have expressed a hardship with the online learning modality.
 - There continues to be a lack of clarity on how our programs are being promoted at the high schools and in the community through our Outreach & Enrollment Services department
 - Invite ESSs to Advisory Committee Meeting
 - Invite HS counselors to Advisory Committee Meeting
3. Student and staff demographic changes
 - CalWORKs- Students that are being referred are more difficult to serve because of barriers and homelessness issues.
 - Interest in identifying a disaggregated look at our program demographics including high school attended
 - Expand program outreach efforts to free & reduced lunch high school seniors; first-time freshman beyond the FA email; re-entry students

4. Community economic changes – workforce demands
 - COVID19 pandemic has caused a number of slowdowns in our community economy due to shelter-in-place orders and other public health guidance
5. Role of technology for information, service delivery and data retrieval
 - Utilization of Canvas has expanded our reach and response from program participants
6. Providing service to multiple off-campus sites
 - Staffing continues to be sufficient
7. Anticipated staffing changes/retirements
 - Tenured CaFE Counselor is retiring effective June 30, 2021 and will be replaced by a tenure-track Bilingual CaFE Counselor position
 - CaFE Assistant is planning to retire by June 30, 2021

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#) (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

- 1.) Personnel
None at this time
- 2.) Equipment/furniture (other than technology)
None at this time
- 3.) Technology
None at this time
- 4.) Facilities
None at this time