

**Administrative Services, President’s Cluster, and Student Success & Support Programs,
College Centers | Annual Program Planning Worksheet for 2026**

Program: Affinity Programs Center **Current Year:** 2025-2026

Last Year CPPR Completed: 2023-2024

Current Date: March 10, 2026 **Cluster:** Student Success and Support Programs

The Annual Program Planning Worksheet (APPW) is the process for:

- Reviewing, analyzing, and assessing programs on an annual basis
- Documenting relevant program changes, trends, and plans for the upcoming year
- Identifying program needs, if any, that will become part of the program’s Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- Highlighting specific program accomplishments and updates since last year’s APPW

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

I. General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. Indicate any changes that have been made to address equity gaps.

1 Program Update

The Affinity Programs Center (APC) advances student success by designing and delivering programs that recognize, affirm, and build upon the strengths, identities, and lived experiences of Cuesta College’s diverse student population. The APC provides dedicated support through LGBTQIA+ advocacy and affirming spaces; the Monarch Dream Program, which offers guidance, resources, and community for undocumented and mixed-status students; and NextUp, which delivers comprehensive support services that empower current and former foster youth to persist and achieve their academic goals.

APC’s work is grounded in an intersectional, asset-based framework that acknowledges how students’ multiple identities and lived experiences shape their educational pathways. By centering on belonging, holistic support, and culturally responsive programming, the APC fosters an environment where students can thrive academically, socially, and personally. This work directly advances the goals of Cuesta College’s 2026–2030 Educational Master Plan (EMP) and the 2025–2028 Student Equity Plan (SEP) by strengthening equitable access, improving retention and persistence outcomes, and cultivating a campus climate that promotes inclusion, affirmation, and student achievement.

1.1 Changes for Greater Impact

Over the past year, the APC has undergone strategic restructuring to strengthen program effectiveness and staff capacity in support of student retention, persistence, and completion. These changes were intentionally designed to align more closely with institutional student success priorities and to deepen coordinated equity efforts across the college.

In summer and fall 2025, the following key enhancements were implemented:

- a) **Reporting Structure.** All Student Completion Coordinators (SCCs) now report directly to the Supervisor of Affinity Programs. This shift has more fully integrated the SCCs into the daily operations and student-centered mission of the APC, ensuring clearer supervision, stronger alignment of services, and more consistent support for staff. Additionally, EOPS/CARE and CalWORKs were formally integrated into Student Equity and Support Programs (SESP), strengthening collaboration with the APC, and advancing a more coordinated, equity-focused approach to student support.
- b) **Emphasis on Holistic Case Management.** With the full launch of STAR Signal, the SCCs transitioned primarily to holistic, tailored, and individualized student support. SCCs focus on tracking student engagement and progress, coordinating student support, and enhancing proactive interventions to improve retention, persistence, and completion.
- c) **Documentation and Infrastructure.** In collaboration with the Associate Dean, the Supervisor of Affinity Programs developed comprehensive guides for Cuesta Connect (i.e., ConexED) and Cougar Compass (i.e., case management model). These guides clarify data tracking protocols, outline case management expectations, and establish consistent practices across the team. The guides have helped strengthen the operational infrastructure, improved data integrity for reporting and assessment, and supported the effective onboarding and training of new team members.

II. Data Analysis and Program-Specific Measurements

Programs are often impacted by institutional or other organizational changes. 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 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:

- Describe data collection tool(s) used.
- Include updates to program data results from the previous year, if any.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
- Identify areas if any that may need improvement for program quality and growth.
- Recommend any changes and updates to the program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

2 Data Analysis and Program Specific Measurements

2.1 Data Summary

In alignment with the goals outlined in Cuesta College's 2025–2028 SEP, the APC has systematically tracked the following data points to assess program reach and impact:

1) Student Engagement

- a. Participation and attendance at signature events, including Hispanic-Serving Institutions (HSI) Week and the First-Generation College Celebration, as indicators of connection, visibility, and sense of belonging.

2) Students Served

- a. Direct student support interactions, including scheduled and drop-in meetings conducted in person, via Zoom, or by phone, as measures of individualized case management and service utilization.

To collect data and track student outcomes, APC utilizes:

- a) Institutional data,
- b) Internal tracking tools developed via Excel, and
- c) ConexED; starting fall 2024, all Student Success and Support Programs (SSSP) began using ConexED to track student in-reach, engagement, and retention efforts.

2.2 Data Interpretation

2.2.1 Students Engaged

In fall 2025, the APC hosted the HSI Week celebration in September and the First-Generation College Celebration in November. These signature events are designed to affirm students' identities, highlight institutional commitments to equity, and cultivate a sense of belonging across campus.

As outlined in **Table 1**, attendance data demonstrate consistent and meaningful student engagement over time. HSI Week, first celebrated in fall 2024—prior to fall 2024 the college had not recognized or celebrated HSI Week—engaged **198** attendees and grew to **274** attendees in fall 2025, representing a **38%** increase in participation. This growth reflects expanded outreach efforts, stronger cross-campus collaboration, and increased visibility of Cuesta College's identity and commitment as an HSI.

The First-Generation College Celebration has also maintained strong engagement. Attendance increased from **247** students in fall 2023 to **378** in fall 2024, before moderating to **253** in fall 2025. While fall 2025 participation reflects a decrease from the prior year's peak, attendance remains comparable to or higher than initial baseline levels and continues to demonstrate sustained interest and institutional relevance.

Collectively, these data suggest that identity-affirming, culturally responsive programming remains a critical strategy for student engagement. Beyond attendance numbers, these events contribute to strengthening students' sense of belonging, increasing awareness of campus resources, and reinforcing pathways toward persistence and completion.

Table 1

Affinity Programs Center Events and Number of Students Engaged

Event	Semester		
	Fall 2023	Fall 2024	Fall 2025
Hispanic-Serving Institutions Week	N/A	198	274
First-Generation College Celebration	247	378	253

In spring 2025, the APC launched the Affinity Programs Center Welcome Back Event to intentionally welcome new students and re-engage returning students at the start of the term. The event was designed to build early connections, increase awareness of services, and foster a sense of belonging within the first weeks of the semester. Since its inception, participation has steadily increased (see **Table 2**). There was a **69%** increase in student attendance from **spring 2025** to **fall 2025**, reflecting growing visibility and student interest in APC programming. While the increase from **fall 2025** to **spring 2026** was more modest at **16.5%**, it nevertheless demonstrates sustained momentum and continued growth

in student engagement. Collectively, these trends suggest that the event is becoming an established and effective strategy for strengthening early-term connection and community building.

Table 2

Affinity Programs Center Welcome Back Event Student Attendees by Semester

Welcome Back Event	Semester		
	Spring 2025	Fall 2025	Spring 2026
Number of Attendees	118	200	233

2.2.2 Students Served by the Monarch Dream Program and NextUp

In alignment with the SSSP’s case management model, coordinators have implemented proactive and program-specific outreach strategies, including emails, phone calls, and individualized meetings. For example, the Foster Youth Services Coordinator reaches out to NextUp students as well as those who are self-identified as current or former foster youth. This personalized approach makes it feasible for the coordinators to engage in more meaningful conversations with students. For instance, the Monarch Dream Coordinator is positioned to address questions about residency, reclassification, the California Dream Act Application (CADAA) and connect students with available legal services to support immigration-related questions. By centering students’ questions and lived experiences, the coordinators can deliver timely, informed support to reduce enrollment and financial aid access barriers.

In contrast to fall 2024, increased familiarity with Cuesta Connect and clearer expectations for documentation and data tracking improved data integrity and reporting accuracy. As depicted in **Tables 3** and **4**, there has been a substantial growth in both appointment volume and the number of unduplicated students served across programs. The Monarch Dream Program appointments increased significantly from fall 2024 (**112** scheduled; 18 drop-in) to spring 2025 (**387** scheduled; 185 drop-in), reflecting expanded outreach efforts and increased student awareness of services. While scheduled appointments moderated in fall 2025 (**270** scheduled; **159** drop-in), levels remained higher than fall 2024, indicating sustained engagement beyond the initial growth period.

NextUp appointments show a similar upward trajectory. Scheduled meetings increased from **56** in fall 2024 to **121** in spring 2025 and **248** in fall 2025. Although drop-in visits fluctuated (**37** in fall 2024; **73** in spring 2025; and **76** in fall 2025), this variation may be attributed to a change implemented in fall 2025. Beginning that term, the program encouraged students to participate in monthly check-ins. These check-ins provide students with an opportunity to discuss any areas where they may need support while also allowing the coordinator to engage in more proactive case management.

Table 3*Number of Scheduled and Drop-In Appointments by Semester and Program*

Academic Semester		Fall 2024		Spring 2025		Fall 2025	
Meeting Type		Scheduled	Drop-In	Scheduled	Drop-In	Scheduled	Drop-In
Program	Monarch	112	18	387	185	270	159
	NextUp	56	37	121	73	248	76

Table 4*Number of Unduplicated Students Served by Semester and Program*

Academic Semester		Fall 2024	Spring 2025	Fall 2025
Program	Monarch	64	193	126
	NextUp	25	52	57

Collectively, these data suggest that the shift toward structured, program-specific case management—combined with improved outreach and data tracking practices—has expanded the APC’s reach and strengthened sustained student engagement. The increases in both appointment volume and unduplicated students served indicate meaningful progress toward building consistent, relationship-centered support systems that promote retention and persistence.

2.2.2.1 Monarch Dream Program Residency Initiative

In fall 2025, in collaboration with Admissions, Registration, and Student Records, the Monarch Dream Program launched a Residency Initiative to proactively identify students who may have been eligible for AB 540 exemption or residency reclassification. Through a comprehensive review of student records, **194** students were identified as potentially eligible for reclassification or exemption. By the end of the term, **99** students (**51%**) had successfully been reclassified. This reclassification allowed students to access in-state tuition rates and, where applicable, become eligible for state-based financial aid through CADAA. As a result, students experienced reduced financial barriers, increased affordability, and improved access to resources that support persistence and degree completion.

Moreover, this initiative reflects a shift from reactive to proactive support; removing systemic barriers through cross-departmental collaboration and data-informed outreach to ensure students receive the benefits for which they qualify. Through this work, the Monarch Dream Program also developed a documented internal process for determining AB 540 eligibility. This process supports Admissions, Registration, and Records personnel in understanding recent policy expansions and facilitates more consistent identification of students who qualify for the exemption. Additionally, for students who do not yet meet AB

540 eligibility requirements, the process allows them to work with the Monarch Dream Coordinator to develop an AB 540 plan to become eligible in the future.

2.2.3 Students Served by the Student Completion Coordinators

In alignment with Cuesta College’s 2025–2028 SEP and the SSSP case management framework, the Student Completion Coordinators (SCCs) design and implement intentional initiatives to support students who are not affiliated with categorical or affinity-based programs (e.g., MESA, DSPS, EOPS/CARE, etc.). This structure ensures that students outside of designated programs still receive proactive, coordinated, and equity-centered support.

SCCs also serve as the primary point of contact for STAR Signal referrals. When a STAR Signal is submitted for a student affiliated with a specific program, SCCs open and manage the case in collaboration with the appropriate program staff and are responsible for facilitating the case through resolution. For students who are not affiliated with a program, SCCs conduct direct outreach, assess needs, and provide individualized support to connect students with relevant academic and student support resources (e.g., Academic Counseling, Student Success Center, etc.).

As reflected in **Tables 5** and **6**, SCC activity during fall 2025 demonstrates significant reach and responsiveness. These figures indicate an important level of direct student interaction and sustained engagement, underscoring the role of SCCs in providing ongoing, individualized support to a broad cross-section of the student population. Additionally, engagement from 46 instructors suggests growing campus-wide utilization of STAR Signal.

Table 5

Student Completion Coordinators: Number of Scheduled and Drop-In Appointments and Unduplicated Students Served

Fall 2025	
Scheduled Meetings	582
Drop-Ins	311
Unduplicated Students	477

Table 6

STAR Signals Submitted Fall 2025

Number of STAR Signals Submitted	273
STAR Signals Resolved	273
Number of Instructors Who Submitted a STAR Signal	46
Unduplicated Students Served	263
Unduplicated Students Affiliated with a Program	90
Unduplicated Students not Affiliated with a Program	173

Collectively, these data reflect an increasingly integrated, proactive support structure that strengthens early intervention, improves communication between instructional and student services areas, and promotes student persistence and retention.

III. 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.

- A. Current Program Outcomes
- B. Describe your program assessment
- C. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year
- D. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

3 Annual Program Outcomes, Assessment, and Improvements

3.1 Current Program Outcomes

Given that the APC is a part of Student Equity and Support Programs (SESP), the 2025-2026 program outcomes of the APC were those established by the Associated Dean. As outlined in **Table 7**, for the 2025-2026 academic year, objectives were aligned with SSSP's division goals and EMP. The table provides an overview of each objective, the corresponding metric(s), and the current outcome/status.

3.2 Program Assessment

Since fall 2024, program assessment has been primarily operationalized through the use of Cuesta Connect. The platform has enabled SESP and the APC to effectively track:

- a) Student appointments, including details such as modality (e.g., in-person, Zoom, phone call), purpose, and duration.
- b) Student participation in events.

Additionally, following each APC event, a debrief is conducted to assess the event's success. The debrief focuses on identifying "what went well" during both the planning and execution phases, as well as areas for improvement, highlighting opportunities for future enhancements.

Table 7*Student Equity and Support 2025-2026 Objectives and Metrics*

Goal 1 Advancing Equity by Strengthening Student Outcomes	
Objective 1A	Provide ongoing support to team members in using Cuesta Connect and Cougar Compass to ensure comprehensive, coordinated referrals and follow-up.
Metric(s)	Outcome/Status
Conduct quarterly audits of Cuesta Connect data (e.g., reported reason codes, number and status of referrals/cases, documentation of in-meeting notes) to identify training needs and inform updates to procedural guides.	This is ongoing. Audits from the fall informed updates to the Cuesta Connect and Cougar Campus guides.
By the end of fall 2025, achieve 70% of tracking in Cuesta Connect (e.g., reported reason codes, referrals/cases closed with appropriate documentation, in-meeting notes entered). By the end of spring 2026, increase this rate by 10%, reaching 80% of tracking in Cuesta Connect.	This is ongoing. While EOPS/CARE and CalWORKs have been actively utilizing Cuesta Connect, there has been inconsistency in the tracking of reported reason codes, service contacts, and meeting notes. This has limited the programs' ability to generate reliable reports, assess service trends, and fully demonstrate the scope and impact of student support efforts.
Objective 1B	Measure the engagement of students who receive STAR Signals.
Metric(s)	Outcome/Status
Conduct quarterly audits of STAR Signal forms to evaluate response trends and inform outreach adjustments.	This is ongoing. Audits from the fall informed adjustments for spring 2026.
By the end of fall 2025, achieve at least 60% student engagement among those who receive a STAR Signal, as measured by documented actions such as email responses, scheduled meetings, or other follow-up interactions. By the end of spring 2026, increase this rate by 10%.	In fall 2025, 263 unduplicated students received a STAR Signal referral. Of these, 173 students were not affiliated with a program and required direct outreach from an SSC. This outreach resulted in 135 students (78%) engaging in a phone conversation or meeting with an SCC.
Goal 2 Advancing Equity by Expanding Educational Pathways	
Objective 2A	Enhance and expand community partnerships to ensure community partners are informed about the programs and resources available to post-traditional students.
Metric(s)	Outcome/Status
By the end of fall 2025, review and update 100% of existing community partner contacts for accuracy.	Completed rosters have been updated.

<p>Before the end of spring 2026, identify and initiate contact with at least three new community partners who can serve as conduits for outreach to post-traditional students.</p>	<p>In progress. For example, NextUp works closely with community partners including the Department of Social Services, Family Care Network (a local foster family agency), and the San Luis Obispo County Office of Education, to ensure a warm handoff and coordinated support before students begin taking classes at Cuesta College. This approach helps ensure that students are connected with services on the first day of the semester and are set up for success from the start.</p>
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Goal 3 Advancing Equity in Student Support Programs by Fostering a Culture that Values Individuals, Innovation, Effectiveness, & Efficiency

Objective 3A	Conduct regular reviews of internal processes to identify areas for improvement and inform necessary updates.	
	Metric(s)	Outcome/Status
	<p>Conduct quarterly audits of key internal processes starting fall 2025, document findings, and implement at least one process improvement before the end of spring 2026.</p>	<p>While EOPS/CARE and CalWORKs have been actively utilizing Cuesta Connect, there has been inconsistency in the tracking of reported reason codes, service contacts, and meeting notes. This has limited the programs' ability to generate reliable reports, assess service trends, and fully demonstrate the scope and impact of student support efforts. In response, the programs are in the process of standardizing data entry practices and strengthening documentation protocols. This includes clarifying expectations for the consistent use of reason codes and the timely documentation of notes.</p>

3.3 Updates and Changes Moving Forward

To further strengthen student engagement, retention, persistence, and completion and in alignment with Cuesta College's 2025–2028 EMP, the APC will focus on the following priority areas moving forward:

- a) Student engagement and belonging,
- b) Persistence of students affiliated with APC programs,
- c) Removing structural barriers to enrollment and financial aid, and
- d) Early, intentional, and coordinated support.

Guided by these priorities, the Student Service Outcomes (SSOs) outlined in **Table 8** will be assessed during the 2026–2027 academic year and in subsequent cycles. The assessment of these outcomes will inform ongoing program improvement and guide strategies that strengthen student retention, persistence, and completion. These efforts also align with Cuesta College's equity goals by intentionally supporting student populations that have historically experienced disproportionate impact, ensuring that students have equitable access to the resources, guidance, and opportunities necessary to achieve their academic goals.

Table 8

Affinity Programs Center Student Service Outcomes (SSO) 2026-2027

SSO #1 Student Engagement and Belonging					
Outcome(s)	Measure(s)	Benchmark / Target	Strategies	Data Source	Timeline
A) Students who participate in APC events will demonstrate increased awareness of campus resources and an enhanced sense of belonging.	<ul style="list-style-type: none"> ▪ Track attendance at APC signature events and administer post-event questionnaires assessing students' awareness of campus resources and sense of belonging. 	a) Increase or maintain event participation by 5% annually. b) For 2026-27, at least 30% of participants will report increased awareness of campus resources and a strengthened sense of belonging, with a 5% increase annually thereafter.	<ul style="list-style-type: none"> ▪ Continue hosting signature events (e.g., HSI Week, First-Generation College Celebration, Welcome Back). ▪ Expand outreach and collaboration across campus to increase participation and awareness. 	<ul style="list-style-type: none"> ▪ Event attendance tracked through Cuesta Connect ▪ Post-event questionnaires 	<ul style="list-style-type: none"> ▪ Assessment of event participation will occur annually using 2025-26 as the baseline year. ▪ Assessment of awareness and sense of belonging will occur annually, with 2026-27 data establishing the baseline.
SSO #2 Persistence of Students Affiliated with APC Programs					
Outcome(s)	Measure(s)	Benchmark / Target	Strategies	Data Source	Timeline
A) Students affiliated with APC programs (Monarch Dream Program, NextUp) will persist from their primary term to their subsequent primary term.	<ul style="list-style-type: none"> ▪ Compare persistence rates of students affiliated with APC programs with overall college persistence rates. 	a) For 2026-27, achieve a persistence rate equal to or greater than the college average among students affiliated with APC programs. b) Starting 2027-28, increase persistence rate of APC affiliated students by 2-3% annually.	<ul style="list-style-type: none"> ▪ Continue and refine case management practices. ▪ Encourage ongoing student engagement with APC programs and staff. 	<ul style="list-style-type: none"> ▪ Institutional Research data ▪ Cuesta Connect data 	<ul style="list-style-type: none"> ▪ Assessment will occur annually with 2026-27 as the baseline year.

SSO #3 Removing Structural Barriers to Enrollment and Financial Aid					
Outcome(s)	Measure(s)	Benchmark / Target	Strategies	Data Source	Timeline
A) Students supported through the Monarch Dream Program will increase access to in-state tuition and financial aid through residency reclassification and AB 540 eligibility support.	<ul style="list-style-type: none"> Track number of students identified as potentially eligible for residency reclassification or AB 540 exemption, as well as the number successfully reclassified. 	a) Increase the residency reclassification/AB 540 exemption rate by 2-3% annually. b) Increase by 2-3% annually the number of students accessing CADAA following reclassification.	<ul style="list-style-type: none"> Conduct proactive review of student residency status. Collaborate with Admissions, Enrollment, & Records to identify and support students. 	<ul style="list-style-type: none"> Institutional Research data Admissions Enrollment, & Records data 	<ul style="list-style-type: none"> Assessment of reclassification/exemption will occur annually, using 2025-26 as the baseline year. Assessment of CADAA access to occur annually, using 2026-27 as the baseline year.
SSO #4 Early, Intentional, and Coordinated Support					
Outcome(s)	Measure(s)	Benchmark / Target	Strategies	Data Source	Timeline
A) Students who receive STAR Signal referrals and engage with SCCs will connect with appropriate campus resources and receive coordinated support.	<ul style="list-style-type: none"> Track outreach responses, follow-up meetings, and referrals to campus resources following STAR Signal submissions. 	a) Maintain a 70–80% engagement among students receiving STAR Signals. b) Increase by 2-3% annually the number of students receiving documented referrals to support services.	<ul style="list-style-type: none"> Provide timely outreach to students receiving STAR Signals. Coordinate support across SSSP. Document follow-up interactions and referrals in Cuesta Connect. 	<ul style="list-style-type: none"> STAR Signal tracking data in Cuesta Connect. 	<ul style="list-style-type: none"> Engagement assessment will occur annually, using 2025-26 as the baseline. Assessment of documented referrals will occur annually, using 2026-27 as the baseline year.
B) Students who receive STAR Signal referrals and engage with SCCs will persist from their primary term to their subsequent primary term.	<ul style="list-style-type: none"> Compare persistence rates of students who receive STAR Signal referrals and engage with SCCs with overall college persistence rates. 	a) For 2026-27, achieve a persistence rate equal to or greater than the college average. b) Beginning 2027-28, increase the persistence rate of students by 2-3% annually.	<ul style="list-style-type: none"> Continue and refine case management practices. Encourage ongoing engagement between students and SCCs. 	<ul style="list-style-type: none"> Institutional Research data Cuesta Connect data 	<ul style="list-style-type: none"> Assessment will occur annually, with 2026-27 as the baseline year.

IV Anticipated Service Challenges/Changes

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

Suggested Elements:

- A. Regulatory changes
- B. Internal and external organizational changes
- C. Student and staff demographic changes
- D. Community economic changes – workforce demands
- E. Role of technology for information, service delivery, and data retrieval
- F. Providing service to multiple off-campus sites
- G. Anticipated staffing changes/retirements

4 Challenges and/or Changes

4.1 Regulatory Changes

With the transition in U.S. presidential administration in January 2025, shifts in federal policy have created uncertainty that has directly affected students' sense of stability, trust, and willingness to seek support. For many students served by APC, including undocumented and mixed-status students, current and former foster youth, and LGBTQIA+ students, policy changes and public discourse have heightened concerns about safety and access to resources. At the same time, the regional cost of living continues to rise, including sustained increases in housing, transportation, and essential needs such as food. Many APC students are balancing coursework with employment, caregiving responsibilities, and financial pressures while pursuing their educational goals.

In October 2025, the federal government shutdown temporarily paused SNAP (Supplemental Nutrition Assistance Program) benefits, creating additional strain for students experiencing food insecurity. Moreover, as of February 1, 2026, federal changes to SNAP eligibility and work requirements took effect. The following changes may disproportionately impact students served by APC:

- a) **Expanded household work requirements.** Under updated guidelines, parents and other household members must meet additional work requirements if a dependent in the household is aged 14 or older. Veterans, individuals age 24 and younger who recently aged out of foster care, and individuals experiencing homelessness are no longer exempt from certain work requirements, potentially increasing vulnerability for these student populations.
- b) **Elimination of eligibility for certain legally present individuals.** Changes eliminate SNAP eligibility for some individuals who are legally present in the

United States, including those with conditional entry under asylum or refugee laws or those admitted for urgent humanitarian reasons, such as survivors of domestic violence or human trafficking.

As external safety net resources become more restrictive, campus-based support structures become increasingly critical. The financial assistance, advocacy, and wraparound services provided by APC play a vital role in mitigating basic needs insecurity, stabilizing students during periods of uncertainty, and reinforcing pathways to retention, persistence, and completion. In this evolving policy landscape, APC's work is not only supportive but essential to advancing equitable access to education and long-term academic and economic mobility.

4.2 Anticipated Staffing Changes

The current APC team is operating with limited personnel due to resignations and a recent promotion. To fully support APC initiatives and student success efforts, there is a need to hire a Supervisor, Clerical Assistant, and Student Completion Coordinator. Although recruitment for these roles is scheduled for spring 2026, additional time will be needed to fully onboard and train new team members to ensure they are well-equipped to provide high-quality, holistic support. Additionally, as new staff are integrated into the team, attention will need to be given to onboarding, role clarity, and team dynamics to ensure a cohesive and collaborative work environment that supports program effectiveness and student service outcomes.

V. Overall Budget Implications

Provide a brief description of the immediate budget request(s) made in your Resource Plan ([download from this folder](#)) (after having reviewed the [Resource Allocation Rubric](#)). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

Covered by categorial funds.

B. Equipment/furniture (other than technology)

N/A

C. Technology

N/A

D. Facilities

Signature Page

List the names and titles of managers, faculty, and classified staff who contributed to the annual planning and program review process.

Araceli Espinoza-Wade, Ph.D.		Mar 10, 2026
Associate Dean Student Equity & Special Programs	Signature	Date

Signature	Date
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Student Success and Support Programs, College Centers, and Administrative Services Programs:
Managers completing this process must sign. All full-time director(s), managers, faculty, and/or classified staff in the program must sign this form.

Elise Caloca,		Mar 10, 2026
Student Completion Coordinator	Signature	Date

Dulce Corum		
Monarch Dream Program Coordinator	Signature	Date

Jadyn Snaer		Mar 10, 2026
Student Completion Coordinator	Signature	Date

Lucy Ruiz	 <small>Lucy Ruiz (Mar 10, 2026 10:50:50 PDT)</small>	Mar 10, 2026
Foster Youth Services Coordinator	Signature	Date

APPW-2025-2026_Affinity Programs Center_FINAL

Final Audit Report

2026-03-10

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Signature Date: 2026-03-10 - 6:04:51 PM GMT - Time Source: server- IP address: 209.129.64.83

 Agreement completed.

2026-03-10 - 6:04:51 PM GMT