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

Program: EOPS/CARE & CalWORKs   **Current Year:** 2025-2026

Last Year CPPR Completed: 2024-2025

Current Date: March 6, 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 mission of the EOPS/CARE and CalWORKs Programs is to promote the enrollment, retention, transfer, and completion of students from historically marginalized and underserved communities. To advance this mission, the programs provide equity-driven, comprehensive support services—including academic counseling, financial assistance, and holistic case management—that empower students to achieve their educational, career, and life goals within a welcoming, inclusive, and affirming environment.

EOPS/CARE and CalWORKs build on students' strengths while implementing intentional strategies to close equity gaps. Through coordinated academic and student support services, the programs help students earn certificates and degrees, advance in the workforce, and establish sustainable pathways toward economic mobility. This work directly aligns with Cuesta College's new 2026–2030 Educational Master Plan (EMP) and 2025–2028 Student Equity Plan (SEP).

1.1 Restructuring for Greater Impact

Over the past year, EOPS/CARE and CalWORKs have undergone strategic restructuring to strengthen their capacity to support student retention, persistence, and completion and to better align with institutional student success priorities.

In summer and fall 2025, key structural enhancements were implemented:

a) **Reporting Structure.** EOPS/CARE and CalWORKs were integrated into Student Equity and Support Programs (SESP), increasing collaboration with the Affinity Programs Center, and advancing coordinated equity efforts. A new Supervisor began in August 2025 and reports to the Associate Dean of Student Equity and Special Programs who oversees SESP.

b) **Job Description Alignment.** The EOPS/CARE & CalWORKs Retention Specialist job description was revised to better reflect evolving operational demands and student-centered service expectations. The updated job description was reviewed by CCCUE and approved by the Board of Trustees in January 2026.

c) **Documentation and Infrastructure.** Core duties and processes for positions, including the Program Assistant, were documented to ensure continuity during extended absences and to strengthen onboarding. The CalWORKs handbook was also updated to reflect current regulations, student needs, and promising practices.

d) **Holistic Case Management.** With the launch of STAR Signal, the programs have strengthened data tracking within Cuesta Connect and enhanced collaboration of support across SSSPs.

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

Since 2016-2017, in support of the goals outlined in the college's previous EMP (2016-2026), EOPS/CARE and CalWORKs has tracked the following data:

a) Students served

b) First-year persistence

c) Student success as measured by course completion

To collect data and track student outcomes, programs utilize:

a) Institutional data,

b) Internal tracking tools developed via Excel, and

c) ConexED; starting fall 2024, all SSSP departments began using ConexED to track student in-reach and engagement.

2.2 Data Interpretation

2.2.1 Students Served

In 2016-2017, EOPS/CARE and CalWORKs established targets of serving 400 and 100 students, respectively, by 2025-2026. Because CARE is a supplemental program within EOPS—meaning students must first qualify for EOPS—the target accounts for both EOPS-only students and those participating in EOPS/CARE. Table 1 shows the number of students served across EOPS, EOPS/CARE, and CalWORKs from 2021-2022 through 2024-2025. While the total number of students served fluctuated during this period, the overall trend shows growth. In fact, CalWORKs surpassed the benchmark of 100 students by 2024-2025.

Preliminary data for the 2025-2026 academic year (see Table 2) indicate continued robust participation. In fall **2025, 244** students were served through EOPS/CARE (152 returning and 91 new students), increasing to **275** students in spring **2026** (207 returning and 68 new students). This growth reflects continued student demand, ongoing mid-year program entry, and steady progress in expanding the total number of students served.

Table 1

EOPS/CARE and CalWORKs Unduplicated Students Served from 2021-22 to 2024-25

Program	Students Served*			
	2021-22	**2022-23**	**2023-24**	**2024-25**
EOPS (Only)	216	201	242	266
EOPS and CARE	29	35	42	47
Total EOPS/CARE	245	236	284	313
CalWORKs (Only)	68	93	113	131

* All students designated as EOPS, EOPS and CARE, or CalWORKs according to CCCCO MIS in the academic year and who were enrolled in at least one course at census of that respective academic year.

Table 2

EOPS/CARE and CalWORKs Unduplicated Students 2025-26 Preliminary Numbers

Program	Fall 2025 Returning	Fall 2025 New	Fall 2025 Total	Spring 2026 Returning	Spring 2026 New	Spring 2026 Total
EOPS (Only)	128	82	210	175	61	236
EOPS and CARE*	25	9	34	32	7	39
Total EOPS/CARE	152	91	244	207	68	275
CalWORKs (Only)✚	41	22	63	40	13	53

*These data reflect the number of students in EOPS who are also in CARE.
✚While some EOPS and EOPS/CARE students are also enrolled in CalWORKs, the number shown here is only for CalWORKs participants.

2.2.2 First-Year Persistence

Like the first-year persistence data reported in the previous APPW cycle, the most recent available data (2024–2025) reflect continued strength in EOPS and CalWORKs student outcomes (see Figures 1 and 2). Specifically, **first-year persistence** for EOPS students increased by 2.6% in **2024-2025**, rising to **87.2%**. Although the rate has not yet returned to its 2021-2022 peak, the data indicate a renewed upward trajectory. Notably, EOPS students continue to persist at higher rates than the overall college population. In 2024–2025, the first-year persistence rate for EOPS students (87.2%) exceeded the college-wide rate (58.3%) by nearly **29** percentage points.

CalWORKs students also demonstrate strong persistence outcomes. In 2024-2025, the first-year persistence rate for CalWORKs students increased by 6 percentage points from the previous year—from **66.7%** in 2023-2024 to **72.7%** in 2024-2025 (see Figure 2). Importantly, CalWORKs students persist at rates approximately **14** percentage points higher than students not participating in CalWORKs. Collectively, these data underscore the effectiveness of both programs' comprehensive, equity-centered support models in promoting student persistence and momentum.

Figure 1

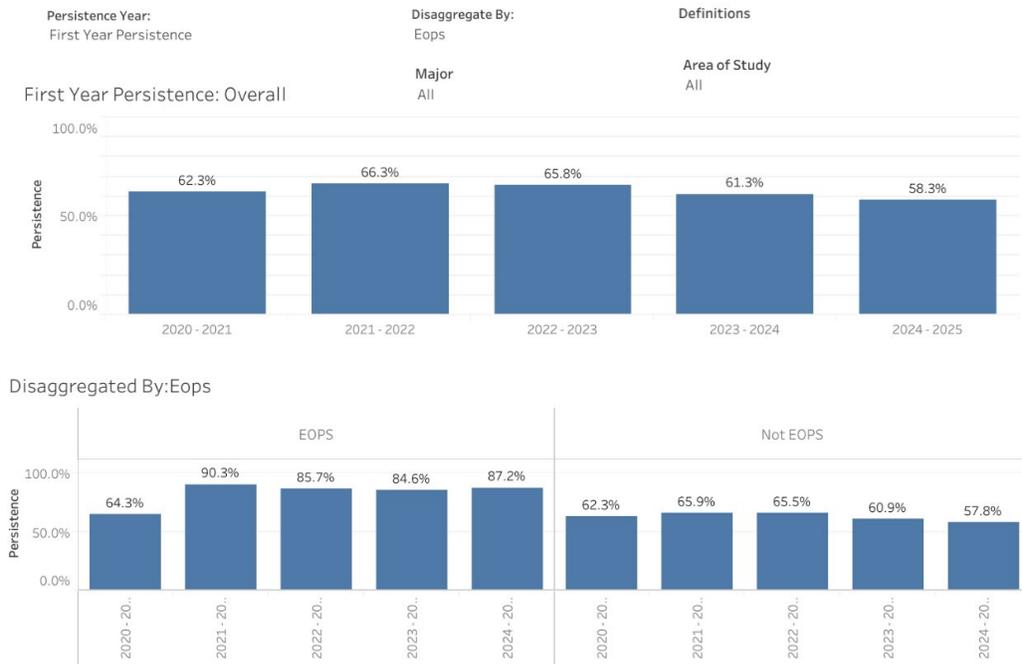*Students' First-Year Persistence Rate: Overall and Disaggregated by EOPS*

Persistence Year:
First Year Persistence

Disaggregate By:
Eops

Definitions

Major
All

Area of Study
All

First Year Persistence: Overall

Year	Persistence
2020 - 2021	62.3%
2021 - 2022	66.3%
2022 - 2023	65.8%
2023 - 2024	61.3%
2024 - 2025	58.3%

Disaggregated By:Eops

EOPS

Year	Persistence
2020 - 20..	64.3%
2021 - 20..	90.3%
2022 - 20..	85.7%
2023 - 20..	84.6%
2024 - 20..	87.2%

Not EOPS

Year	Persistence
2020 - 20..	62.3%
2021 - 20..	65.9%
2022 - 20..	65.5%
2023 - 20..	60.9%
2024 - 20..	57.8%

Figure 2

Students' First-Year Persistence Rate: Overall and Disaggregated by CalWORKs

Persistence Year:
First Year Persistence

Disaggregate By:
CalWORKs

Definitions

Major
All

Area of Study
All

First Year Persistence: Overall

Year	Persistence
2020 - 2021	62.3%
2021 - 2022	66.3%
2022 - 2023	65.8%
2023 - 2024	61.3%
2024 - 2025	58.3%

Disaggregated By:CalWORKs

CalWORKS

Year	Persistence
2020 - 20..	66.7%
2021 - 20..	80.0%
2022 - 20..	77.8%
2023 - 20..	66.7%
2024 - 20..	72.7%

Not CalWORKS

Year	Persistence
2020 - 20..	62.3%
2021 - 20..	66.3%
2022 - 20..	65.7%
2023 - 20..	61.3%
2024 - 20..	58.2%

2.2.3 Course Completion

EOPS students continue to demonstrate strong course completion outcomes, performing at or above the institutional average in both academic years reviewed. In 2023–2024, the course success rate for EOPS students was **74.53%**, slightly exceeding the overall college rate of 74.05% (see Figure 3). In 2024–2025, EOPS student success increased to **75.10%**, reflecting a **0.57** percentage point gain year over year (see Figure 4). This upward trend signals positive academic momentum among students receiving EOPS support.

Notably, EOPS students consistently outperform their non-EOPS peers (see Figures 3 and 4):

a) 2023–2024 performance gap: +0.48 percentage points

b) 2024–2025 performance gap: +0.66 percentage points

Although the margin is modest, the consistent positive differential indicates that EOPS students are not experiencing disproportionate impact in course completion. Rather, they are achieving outcomes slightly above the institutional average.

Figure 3

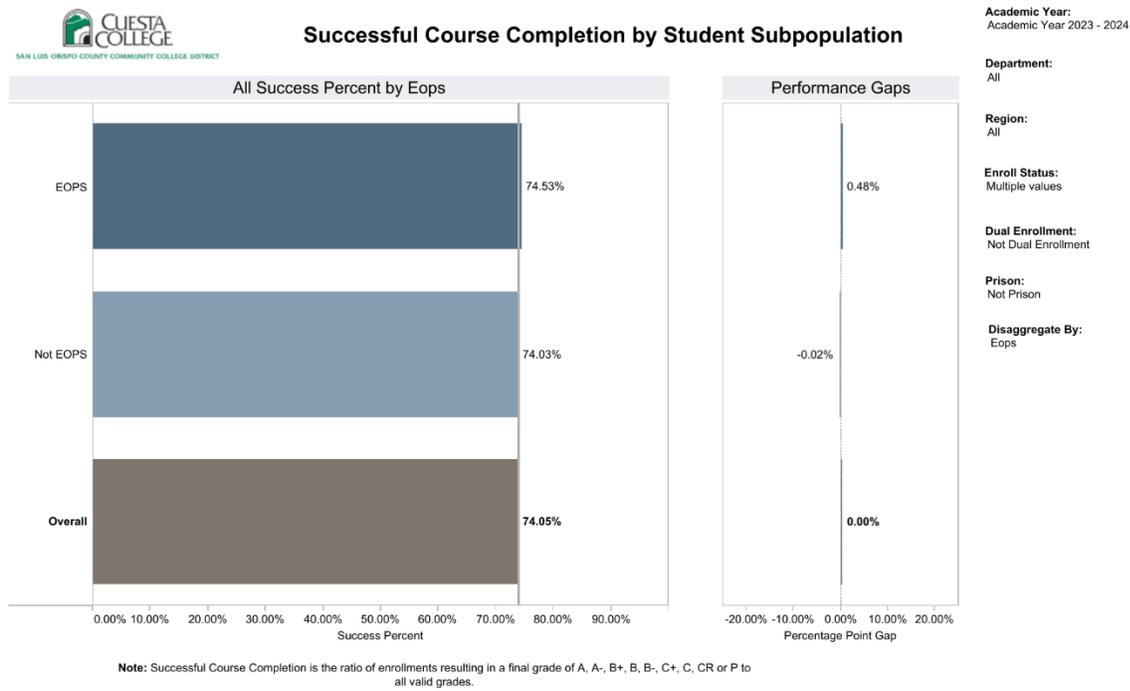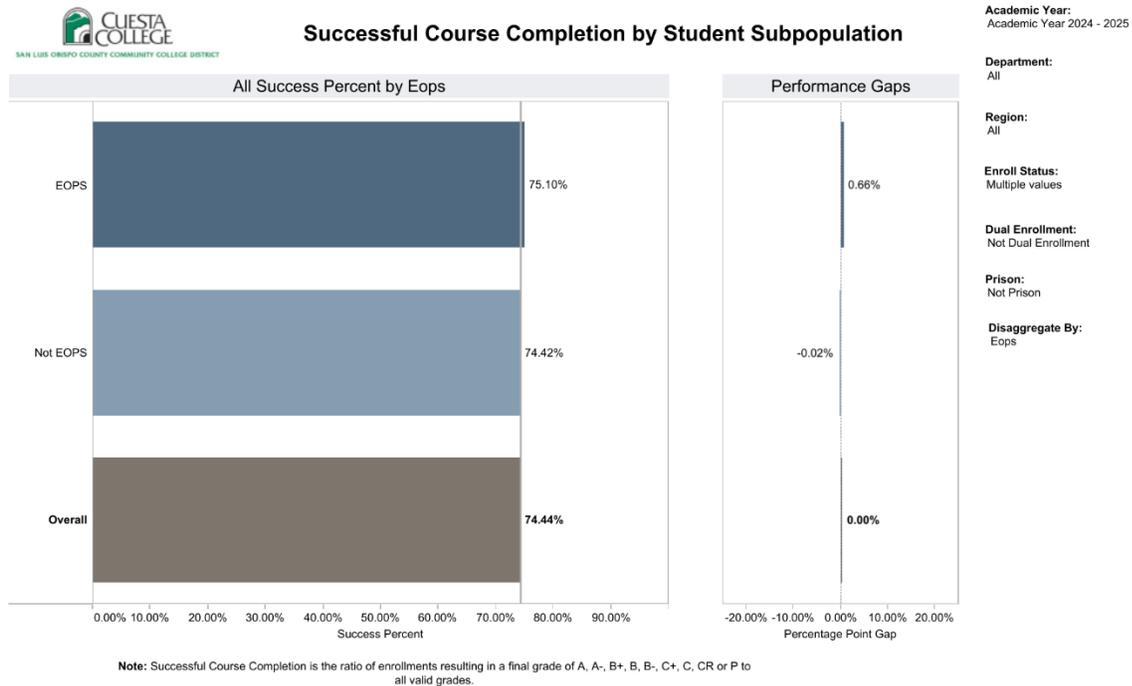*2023-2024 Successful Course Completion by Student Subpopulation: EOPS*

Figure 4

2024-2025 Successful Course Completion by Student Subpopulation: EOPS

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Course success outcomes for CalWORKs students show meaningful improvement between 2023-2024 and 2024-2025 (see Figures 5 and 6). In 2023–2024, the course success rate for CalWORKs students was **69.57%**, which was **4.48** percentage points below the institutional average (74.05%). This gap indicated a disproportionate impact relative to the overall student population (see Figure 5). In 2024–2025, CalWORKs students' success rate increased to **74.28%**, representing a **4.71** percentage point increase from the previous academic year. This improvement effectively eliminated the prior equity gap. In 2024–2025, the difference between CalWORKs students (74.28%) and the overall rate (74.44%) narrowed to just **0.17** percentage points, reflecting near parity.

Figure 5

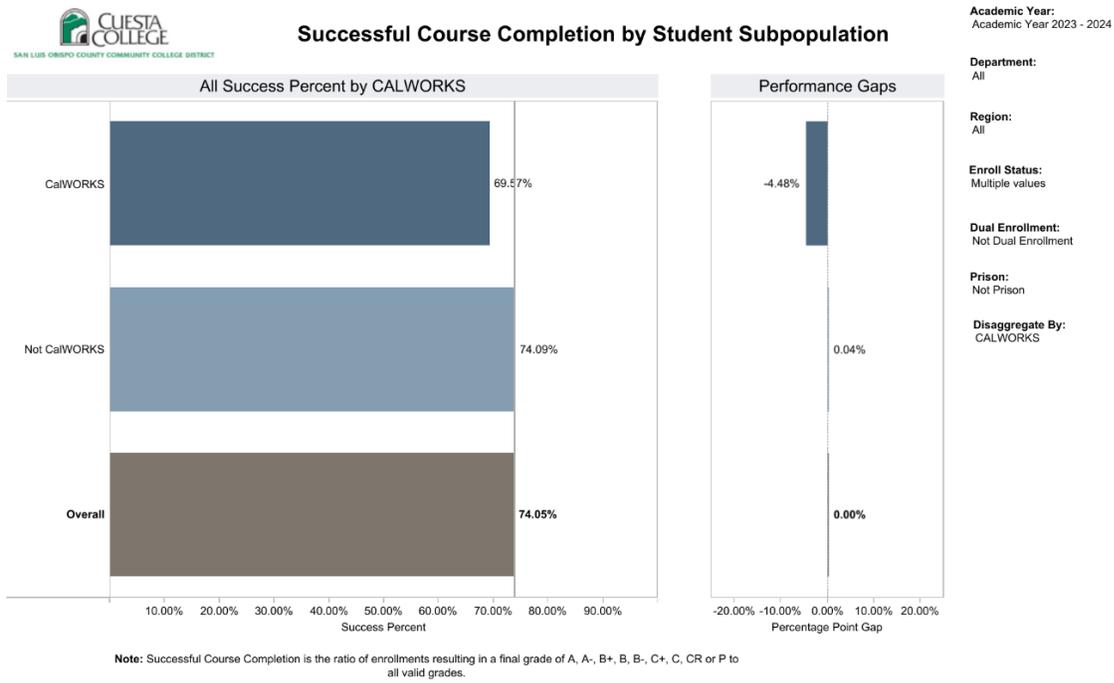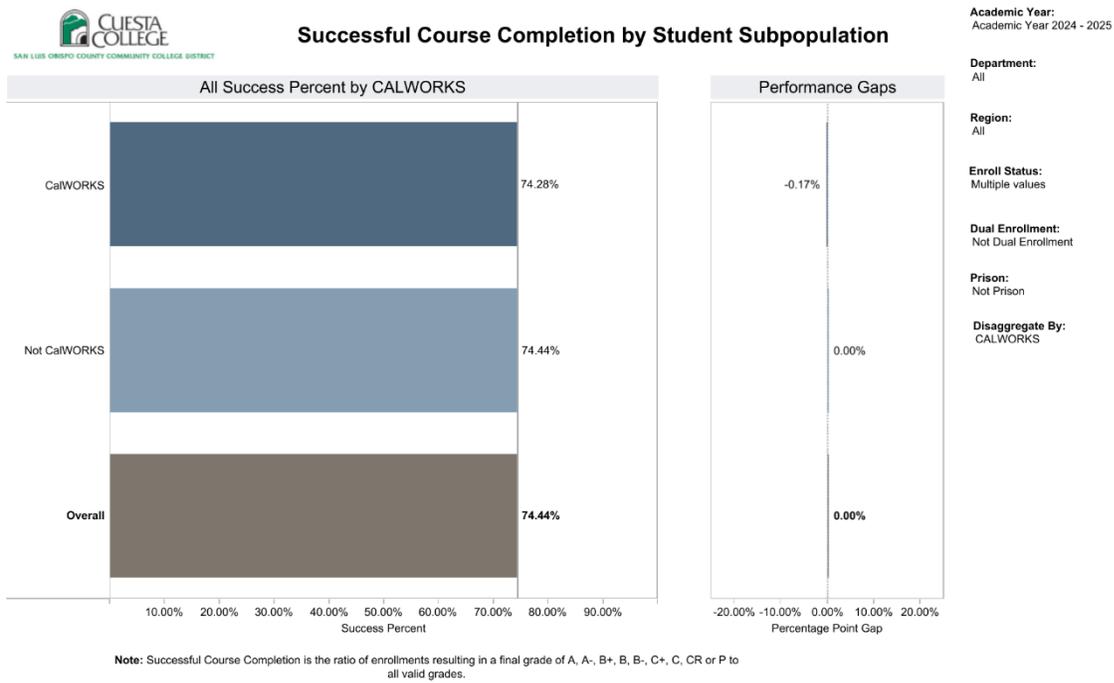*2023-2024 Successful Course Completion by Student Subpopulation: CalWORKs*

Successful Course Completion by Student Subpopulation

All Success Percent by CALWORKS

CalWORKS	69.57%
Not CalWORKS	74.09%
Overall	**74.05%**

Performance Gaps

-4.48%
0.04%
0.00%

Academic Year:
Academic Year 2023 - 2024

Department:
All

Region:
All

Enroll Status:
Multiple values

Dual Enrollment:
Not Dual Enrollment

Prison:
Not Prison

Disaggregate By:
CALWORKS

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Figure 6

2024-2025 Successful Course Completion by Student Subpopulation: CalWORKs

Successful Course Completion by Student Subpopulation

All Success Percent by CALWORKS

CalWORKS	74.28%
Not CalWORKS	74.44%
Overall	**74.44%**

Performance Gaps

-0.17%
0.00%
0.00%

Academic Year:
Academic Year 2024 - 2025

Department:
All

Region:
All

Enroll Status:
Multiple values

Dual Enrollment:
Not Dual Enrollment

Prison:
Not Prison

Disaggregate By:
CALWORKS

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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

EOPS/CARE and CalWORKs have focused on two student service outcomes (SSOs):

1) Increase the percentage of EOPS/CARE and CalWORKs students who complete certificates, degrees (non-ADT's) and ADT's.

2) Decrease the percentage of EOPS/CARE and CalWORKs students on academic notice (i.e., probation).

Table 3 provides an overview of each SSO as well as the assessment associated with the SSO.

3.1 SSO #1 – Certificate and Degree Completion

Disaggregated award data show steady and meaningful participation of EOPS and CalWORKs students in degree and certificate attainment over the past six years. EOPS students consistently earn awards across all categories, with a particularly strong representation in Certificates of Achievement (see Figure 7). Key trends include:

a) Certificates of Achievement remain in the highest award category for EOPS students, peaking at 66 awards in 2024 and remaining strong at 40 awards in 2025.

b) Associate degrees (AA and AAT) show continued participation, with AA awards increasing again in 2024 (32) and maintaining solid numbers in 2025 (25).

c) Career-focused awards remain steady, with modest fluctuations year to year.

While there is a slight dip in 2025 across some categories, award counts remain aligned with longer-term trends and reflect continued degree and certificate completion among

EOPS students. Moreover, the data suggest that EOPS students are not only persisting and completing courses at strong rates (refer to Figures 1, 3, and 4) but are also translating that momentum into degrees and workforce-aligned certificates (see Figure 7).

Figure 7

EOPS Award Completion Trends

Disaggregated Award Count													Variable
	EOPS						Not EOPS						EOPS
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025	
AA	20	12	32	10	32	25	417	371	1,493	820	1,050	731	Program
AAT	12	16	5	2	14	9	329	410	410	360	368	339	All
AS	4	4	2	11	6	8	203	222	307	274	229	248	
AST	3	5	10	4	7	7	214	250	273	268	215	255	
CA	25	64	32	59	66	40	863	2,691	1,525	2,172	1,952	1,331	
CS	20	26	11	8	7	12	364	1,227	465	403	332	319	
Noncr..							65	130	7	406	247	106	

Overall Award Count						
	2020	2021	2022	2023	2024	2025
AA	437	383	1,525	830	1,082	756
AAT	341	426	415	362	382	348
AS	207	226	309	285	235	256
AST	217	255	283	272	222	262
CA	888	2,755	1,557	2,231	2,018	1,371
CS	384	1,253	476	411	339	331
Noncredi..	65	130	7	406	247	106

Table 3

EOPS/CARE & CalWORKs Student Service Outcomes (SSOs) and Assessment

	#1 Increase the percentage of EOPS/CARE and CalWORKs students who complete certificates, degrees (non-ADTs), and ADTs.	**#2** Decrease the percentage of EOPS/CARE and CalWORKs students on academic probation.
SSO		
Assessment	Comparison of the previous year's combined degree and certificate completions by EOPS/CARE and CalWORKs students with the most recent year of available data to assess year-over-year trends and program impact.	Evaluation of the combined GPAs of all EOPS/CARE and CalWORKs students is conducted from semester to semester and aggregated annually.

CalWORKs students also demonstrate consistent award attainment with visible growth in several categories over time (see Figure 8). While the overall award numbers fluctuate year to year, this is expected given the smaller CalWORKs student population. Key trends include:

a) Certificates of Achievement represent the largest award category for CalWORKs students, increasing significantly to 17 awards in 2024 and 11 in 2025, compared to earlier years.

b) AA and AAT degrees show modest but steady participation, with a slight increase in AA awards in 2025 (11).

Figure 8

CalWORKs Award Completion Trends

Disaggregated Award Count	CalWORKS						Not CalWORKS					
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
AA	9	3	7	5	7	11	428	380	1,518	825	1,075	745
AAT	3	1	3	2	5	3	338	425	412	360	377	345
AS	1	3	4	1	2	1	206	223	305	284	233	255
AST	1		2		1	1	216	255	281	272	221	261
CA	6	11	12	4	17	8	882	2,744	1,545	2,227	2,001	1,363
CS	10	5	4	4	2	2	374	1,248	472	407	337	329
Noncr..					1		65	130	7	406	246	106

Variable
CalWORKS

Program
All

Overall Award Count						
	2020	2021	2022	2023	2024	2025
AA	437	383	1,525	830	1,082	756
AAT	341	426	415	362	382	348
AS	207	226	309	285	235	256
AST	217	255	283	272	222	262
CA	888	2,755	1,557	2,231	2,018	1,371
CS	384	1,253	476	411	339	331
Noncredi..	65	130	7	406	247	106

Collectively, the EOPS and CalWORKs award data demonstrate:

a) EOPS and CalWORKs programs are actively contributing to institutional award totals.

b) Certificates of Achievement are a key completion pathway for both EOPS and CalWORKs students, aligning with workforce entry and economic mobility.

c) EOPS and CalWORKs students are progressing to achieve degrees and certificates that advance their transfer, employment, and long-term economic stability.

3.2 SSO #2 – Decrease in Academic Notices

As outlined in Table 2, 91 new students (unduplicated) participated in EOPS and CARE in fall 2025. Of these students, **77 (85%)** finished the term in good academic standing (see Table 4), indicating strong early academic progress among most new participants. Fourteen students (15%) received an academic probation notice. In alignment with program policy, all students who received an academic notice were required to meet with an EOPS/CARE and CalWORKs academic counselor to develop a personalized plan of action focused on academic recovery, skill-building, and connection to campus resources.

Of the 14 students who received an academic probation notice in fall 2025, 9 continued participating in the programs in spring 2026. While this represents an attrition rate of

approximately 36% among this subgroup, it is unclear to what extent the academic notice itself contributed to students not continuing with the programs. Other factors—such as employment obligations, family responsibilities, financial pressures, or enrollment decisions—may also have influenced students' participation. Overall, these data suggest that while academic outcomes for new students are positive, expanding proactive academic engagement and support during the first term may further strengthen early academic momentum and help reduce the likelihood of academic notices.

Among the 152 students who returned to EOPS/CARE in fall 2025, **147** (97%) completed the term in **good academic standing.** Five students received an academic notice (one academic probation and four dismissal notices). Of these five students, three continued participating in the programs in spring 2026. Although the number of returning students experiencing academic difficulty is small, these cases highlight the importance of timely outreach, early intervention, and continued case management when students first show signs of academic challenge.

Table 4

Academic Standing of EOPS/CARE Fall 2025

Type of Academic Standing		Good Standing	Academic Notice Probation	Academic Notice Dismissal
EOPS/CARE Students	Fall 2025 Returning	147	1	4
	Fall 2025 New	77	14	0
Spring 2026 Continued with Programs		Yes		No
EOPS/CARE Students	Fall 2025 Returning – Received Notice	3		2
	Fall 2025 New – Received Notice	9		5

3.3 Updates and Changes Moving Forward

The assessment of SSOs indicates that EOPS/CARE and CalWORKs continue to support strong student progress toward degree and certificate completion while maintaining important levels of academic standing among participating students. Recent program data show that many students remain in good academic standing, persist from term to term, and successfully translate their academic momentum into certificates and degrees.

To further strengthen student retention, persistence, and completion, and in alignment with Cuesta College's 2026–2030 EMP, moving forward EOPS/CARE and CalWORKs will focus on the following areas:

a) Strengthening early educational planning and milestone tracking to support students' progress toward certificates, degrees, and transfer goals.

b) Expanding proactive academic engagement and early intentional strategies to support students experiencing academic challenges.

c) Enhancing holistic case management and coordinated support services that address both academic and non-academic barriers to student success.

Guided by these priorities, the Student Service Outcomes (SSOs) outlined in Table 5 will be assessed for the upcoming 2026-2027 academic year and thereafter. Assessment of these outcomes will inform ongoing program improvement and guide strategies that strengthen retention, persistence, and completion among EOPS/CARE and CalWORKs students. These efforts align with Cuesta College's equity goals by supporting student populations that have historically experienced disproportionate impact.

Table 1

EOPS/CARE and CalWORKs Student Service Outcomes 2026-2027

SSO #1 Certificate and Degree Completion					
Outcome	**Measure**	**Benchmark/Target**	**Strategies**	**Data Source**	**Timeline**
Increase the percentage of EOPS/CARE and CalWORKs students who complete a certificate, associate degree (AA), or associate degree for Transfer (ADT).	The number and percentage of EOPS/CARE and CalWORKs students earning a certificate, AA degree, or ADT during the academic year.	a) Increase the percentage of EOPS/CARE students earning a certificate or degree by 3-4% compared to the prior academic year. b) Increase the percentage of CalWORKs students earning a certificate or degree by 2-3% compared to the prior academic year.	▪ Strengthen early educational planning and degree mapping with counselors. ▪ Monitor student progress through milestone tracking in Cuesta Connect.	Institutional award data, disaggregated by program participation.	Assessment will occur annually using 2025–2026 academic year award data as the baseline.
SSO # 2 Academic Standing					
Outcome	**Measure**	**Benchmark/Target**	**Strategies**	**Data Source**	**Timeline**
Decrease the percentage of EOPS/CARE and CalWORKs students placed on academic notice (academic probation).	The number and percentage of EOPS/CARE and CalWORKs students placed on academic probation each primary term.	a) Maintain at least 90–95% of EOPS/CARE and CalWORKs students in good academic standing each term. b) Reduce the percentage of students placed on academic notice by 2–3% compared to the previous academic year.	▪ Implement early-term academic check-ins for new students. ▪ Continue utilizing STAR Signals to identify and support students.	Institutional academic standing data and program-level tracking.	▪ Academic standing will be reviewed each primary term, with a comprehensive evaluation at the end of the academic year. ▪ 2025-2026 data as the baseline
SSO #3 Persistence and Continued Enrollment					
Outcome	**Measure**	**Benchmark/Target**	**Strategies**	**Data Source**	**Timeline**
Increase the percentage of EOPS/CARE and CalWORKs students who persist from their first primary term to the subsequent primary term.	The number and percentage of EOPS/CARE and CalWORKs students who enroll in the subsequent primary term following their initial term of participation.	Increase the persistence rate of EOPS/CARE and CalWORKs students by 2–3% compared to the previous academic year	▪ Strengthen proactive case management and student outreach throughout the term. ▪ Continue using STAR Signals to support early identification of those who may need help.	Institutional persistence data and program enrollment tracking.	Persistence will be reviewed each primary term, with annual evaluation using 2025–2026 academic year data as the baseline.

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 and Economic Changes

The cost of living in the region continues to rise, including increases in housing, transportation, and essential needs such food. Many students served by EOPS/CARE and CalWORKs are pursuing their educational goals while navigating complex financial realities.

In October 2025, the federal government shutdown temporarily paused SNAP (Supplemental Nutrition Assistance Program) benefits and as of February 1, 2026, federal changes to SNAP eligibility and work requirements took effect. One change in particular—the expanded household work requirement—may disproportionately affect the students served by EOPS/CARE and CalWORKs. Under the new guidelines, parents and other household members must meet additional work requirements if a dependent in the household is aged 14 or older. For students with dependents who are already balancing coursework, employment, and caregiving responsibilities, this adds another layer of coordination and compliance.

As external resources become more restrictive, the financial assistance, wraparound services, and long-term skill building provided by EOPS/CARE and CalWORKs are critical to strengthening student retention, persistence, and completion, while advancing lasting academic and economic mobility.

4.2 Staffing Changes and Service at Multiple Sites

EOPS/CARE and CalWORKs are currently operating with limited personnel due to retirements in summer 2025, the prolonged review process of the Retention Specialist

position through CCCUE, and internal staff promotions. As a result, maintaining consistent in-person staff presence at both SLO and the NCC has been challenging.

To strengthen on-site support at both locations and to advance student success efforts, it is critical to hire two Retention Specialists and fill the currently vacant Program Assistant position. 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 outcomes.

4.3 Role of Technology

In fall 2024, Student Success and Support Programs (SSSP) adopted Cuesta Connect (ConexED) as the primary case management and student engagement platform. 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. The Supervisor is also implementing periodic audits and check-ins to reinforce accountability and promote data integrity. By improving consistency and accuracy in Cuesta Connect, EOPS/CARE and CalWORKs will be better positioned to track student engagement, identify emerging needs, and support continuous program improvement.

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

Categorical funds will be used

B. Equipment/furniture (other than technology)

C. Technology

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 6, 2026
Associate Dean Student Equity & Special Programs	Signature	Date

Tracy Thorne	Tracy Thorne	Mar 9, 2026
	Tracy Thorne (Mar 9, 2026 08:33:05 PDT)	
Supervisor, EOPS/CARE & CalWORKs	Signature	Date

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.

April McGee	Technician	April McGee	Mar 6, 2026
Name	Title	Signature	Date

Corinna Nielsen	Retention Specialist	Corinna A Nielsen	Mar 10, 2026
Name	Title	Signature	Date

Luis Ayala	Academic Counselor	Luis Ayala Garcia	Mar 9, 2026
Name	Title	Signature	Date

Chase Amos	Academic Counselor		Mar 6, 2026
Name	Title	Signature	Date

APPW-2025-2026_EOPS-CARE-CalWORKs_FINAL

Final Audit Report
2026-03-10

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