

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

Program: CalWORKs/ Foster Youth/EOPS/CARE (CaFE) **Planning Year:** 2020/2021 **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.

No changes to program mission.

CaFE Center Program's Mission: To provide 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.

CalWORKs: The Department of Social Services (DSS) has restructured. We have a new Program Director, Jennifer Bierman and our DSS work study contract has not found a new reporting home. We continue to send our quarterly report to Trish Avery, and are awaiting confirmation for our new point of contact.

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

Our Dean of Student Services, Catherine Riedstra resigned.

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

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:

- Dedicated and invested staff
- Caring and nurturing environment
- In person orientation and personal assistance with all facets of admission
- Advocacy services and planning with DSS
- Work study placements in students' specific area of education
- Dedicated Job Developer to assist with subsidized and unsubsidized work placements
- Gas vouchers and bus passes
- CaFE application assistance
- Financial Aid application assistance
- Outreach activities
- Computer lab with free printing
- Book vouchers
- Alpha Gamma Sigma fee assistance
- Graduation Regalia
- Lending Library
- Back packs and school supplies
- Pre-Admission services
- Cuesta College Food Pantry support
- Food Bank Distribution Center Leaders
- Academic and Career Counseling
- Educational Workshops
- LLN and MEChA club advising
- Scantrons and Blue Books
- Cultural activities
- Annual Educate Conference participation
- Flash drives
- EOPS/CARE grants
- CaFE online orientation
- Faculty Feedback forms and early intervention
- Evening Counseling
- Foster Youth, EOPS/CARE/CalWORKs Advisory Committee
- Region VI Summer Institute
- Letters of Recommendation
- Transfer assistance
- North County Support Group "Lunch with Friends" for CARE students
- SLO Campus Parenting Group
- Chromebooks
- Laptop Loaners

- 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

- Require three EOPS counseling contacts
- Require current comprehensive Student Educational Plans (SEP) that incorporate career and major selection guidance
- Monitor students' academic progress in the counseling appointment and provide early intervention when needed
- Provide priority registration with supported registration preparation activities
- Provide work study funding to enhance hands on skills with work study job placements
- Refer students to Job Developer for Career workshops and Career goal setting
- Support students with university transfer support by providing timelines for transfer, process guidance, transcript evaluation, and fee assistance
- Provide letters of recommendation for the EOP program at the university level
- Provide book assistance and materials for courses
- Provide retention strategies
- Provide life coaching to assist students in overcoming barriers

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

- Require three EOPS counseling contacts
- Require current comprehensive Student Educational Plans (SEP)
- Provide book Vouchers and educational supplies
- Support Goal Setting
- Offer workshops - Budgeting & Money Management, Health & Wellness, Stress Reduction, Scholarship Application, and Career Exploration
- Offer group counseling sessions for a variety of students with educational barriers
- Provide Peer Mentors to engage and connect students to resources and other students' general areas of educational engagement
- Provide Retention Strategies - Meet with the Retention Specialist, Academic Success Coach, and Tutors, attend CaFE workshops, referrals to other on campus resources
- Distribute Gas Vouchers & Bus Passes
- Monitor students' self-reported academic progress and provide early intervention
- Provide academic, career and personal counseling in Spanish to support ESL students
- Provide work study and on the job work experience

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

- Network with Department of Social Services, County Office of Education, and the Family Care Network
- Provide in service training for community groups to educate staff on CaFE and Cuesta educational resources specifically designed to assist their clientele
- Participate as community liaisons for community focused non-profit agencies
- Collaborate with our local Housing Authority
- Participate in Educate Si Se Puede annual event
- Outreach to local high schools and churches

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

- Participate in outreach events targeting mature student cohort
- Network with Department of Social Services
- Collaborate with the Re-Entry program on campus

Institutional Objective 2.3: Expand financial support opportunities for students

- Assistance with financial aid application and SAP appeals
- Publish monthly newsletter informing students of local financial support services
- Participate in on campus SLO County Food Bank distribution
- Facilitate applications to grants and scholarship opportunities
- Provide emergency grants for housing assistance to homeless students
- Refer students to Financial Aid for emergency book loans
- Provide subsidized work study placements to supplement students' income

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.

- Transfer assistance
- Field Trips to Universities

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

The CalWORKs program as part of the CaFE Center was developed and is sustained with the involvement of numerous community partners, in particular the Department of Social Services. In addition, we partner with civic organizations, businesses and industries to provide supportive services, employment, and job shadowing opportunities for CalWORKs students.

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 2019-2020 year include the following locations:

Off-campus placements	Cuesta College Departments
Arroyo Grande Hospital	Admissions & Records
Atascadero Chamber	ASCC
Bryan's Home (Recovery)	CaFE Offices NCC/SLO
Cambria Elementary School	Children's Center
CAPSLO Headstart	Counseling
Casa di Bambini	Career Connections
Equestrian Therapy	DSPS NCC & SLO
Restorative Partners	Fiscal Services
RISE	Health Center
Sierra Vista ICU	Library-SLO & NCC
Templeton Tennis Club	
The Haven	

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

- Chromebooks for CaFE students
- Update and maintain student computer lab
- Smart Pens for CaFE students
- Install new bulletin boards in North County offices
- Provide white boards for tutoring services
- Provide Peer Tutor computer stations and office space for community liaisons

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.
- Work with Cuesta College Foundation to seek out local, state and private grant opportunities specific to our student population and needs
- Apply to in-house grants that can support student success by supplying educational needs not otherwise covered by Title 5 funding sources

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

Program Title: CalWORKs

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	2020-21 Target	2025-26 Target
District wide	143	138	111	191	205
- North County	72	57	66	123	132
- SLO	80	90	60	113	122
- South County	2	1	1	12	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 order to increase our total numbers of students served, the CaFE Program will be specifically targeting new students through multiple channels including:

- CalWORKs Funded “pull up”, “Got Kids?” on campus promotion
- DSS presentation Revamp
- Health Department new mother’s program information
- In class presentations to NCC campus classrooms
- New Faculty Orientation
- Presentation at Child Welfare
- Training for ESSs to promote CaFE

B. Figure 2-CalWORKs Persistence and Student Success

Program Title	1st Year Student Persistence CalWORKs	1st Year Student Persistence College	Student Success Units Completed/ Units Attempted CalWORKs	Student Success Units Completed/ Units Attempted College
Annual 2016/2017	50.00%	54.08%	74.37%	77.52%
Annual 2017/2018	30.00%	55.51%	72.67%	78.69%
Annual 2018/2019	40.00%	55.37%	75.54%	78.55%
Target 2020	50%	50%	73%	73%
Target 2025	53%	53%	75%	75%

Data Interpretation-Persistence

The first-year persistence of all students is 55.37%. The first-year persistence rate of CalWORKs students is 40%. As one would anticipate CalWORKs students first year persistence rate is lower than that of all Cuesta College students. The larger number of additional issues impacting their lives affects their success:

- Poverty
- Housing insecurity
- Food insecurity
- Parenting
- Trauma (past and ongoing)
- Domestic abuse
- Poor academic preparation
- Transportation
- DSS Compliance
- Deficient “soft skills”

The CalWORKs program will reach the first-year persistence rates of 50% and 53% in 2020 and 2025 respectively by implementing these and other initiatives:

- Holding first year orientations for new students to introduce students to their “Resource TEAM” members including Technicians, Specialists, Peer Mentors and Coordinators
- Follow up with new students’ multiple times throughout the semester to help through barriers and find resources for success
- Working with DSPS for direct referrals
- Providing DSPS support in CaFE offices once a week
- Expanding Mental Health Support and encouraging utilization of services through promotion of Preventative Services
- Making direct referrals to Health Services and walking students over as needed
- Expanding range of group therapy support groups including basic life skills
- Educate new and returning students on unit load
- More promotional items throughout campus for CaFE programs
- Hiring additional Specialist staff
- Implementing Peer Mentoring program
- Additional support of math, ESL writing

Data Interpretation-Student Success – Course Completion (See figure 2 above)

The third common data element is student success as measured by the units completed versus the units attempted. The CalWORKs student success rate in 2018-2019 was 75.54%. The District wide data indicates that the success rate of all students in 2018-2019 was 78.55% (Figure 2). While the CalWORKs student population does not meet the College wide percentage, the CalWORKs completion rate has nevertheless increased almost 3% from the 2017-2018 percentage of 72.67% to 75.54%.

While it may be convenient to attribute this increase to an overall lower CalWORKs caseload, we must remind ourselves that the lions’ share of CaFE students are assisted with only 2 CaFE Specialists who shared a caseload of 549 students in 2018-2019 versus a caseload of 416 in 2017-2018. We believe that the CaFE staff as a whole and our ongoing initiatives have played a contributing role in this substantial increase. Hopefully, we are getting connected earlier to our students, assisting with barriers that can limit success and creating a high-touch environment in which students feel welcomed and comfortable to receive the assistance that they need.

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. The relatively low success rates of CalWORKs students as compared to all students in the District can be attributed to these barriers. However, we are encouraged by the increase in overall completion year over year.

- Although many of the barriers faced by CalWORKs students can be remediated by the support and services students receive as a part of the program, many outside factors cannot be addressed by the CalWORKs Program and will continue to impact their success.

A. Data Summary

Program Title: EOPS/CARE

A. Students Served/Enrollment

Figure 1-EOPS and CARE Students Served

Total Students Served*	2016-2017	2017-2018	2018/2019	2020 – 2021 Target	2025 – 2026 Target
District-wide EOPS	260	278	434	274	295
• North County	80	92	149	102	110
• SLO	205	213	38	218	234
• South County	7	7	4	8	8
District-wide CARE	57	59	59	42	45
• North County	26	31	38	19	21
• SLO	39	42	37	33	36
• South County	1	0	0	2	2

Students Served: All students designated as EOPS/CARE according to CCCC MIS in the academic year and who enrolled in at least one course at census of that respective academic year. These numbers are provided from Cuesta’s Institutional Research Department

The first common data element is total students served by both EOPS and CARE (Figure 1). Note that district-wide numbers reflect actual totals, while students may be counted twice in the location-specific numbers if they 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 at these rates will be possible with the opportunities developed in the 2018-2019 academic year.

- An increase in EOPS and CARE categorical funding
- The hiring of additional staff
- Outreach to Department of Social Services

B. Figure 2-EOPS Persistence and Student Success

EOPS/CARE	1st Year Student Persistence	1st Year Student Persistence College	Student Success Units Completed / Units Attempted	Student Success Units Completed /Units Attempted College
Annual 2016/17	80.95%	54.08%	75.57%	77.52%
Annual 2017/18	66.65%	55.51%	72.92%	78.69%
Annual 2018/19	74.36%	55.37%	72.92%	78.55%

The relatively high 1st year persistence rates (Figure 2) of EOPS/CARE students can be attributed to the nature of the EOPS/CARE programs, the high impact activities in which EOPS/CARE students participate and the wrap-arounds services they receive. 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)
- Above and beyond academic, career, and personal counseling
- Book Assistance
- Goal Setting
- Transfer field
- Retention Interventions - Meet with the Retention Specialist, Academic Success Coach, and Tutors, attend EOPS workshops, referrals to other on campus resources
- Gas Vouchers & Bus Passes
- Student academic progress monitoring with Faculty Feedback Forms and early intervention
- Social gatherings, potlucks, cultural events
- Food Pantry
- EOPS peer support network

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.

- Implementing the Peer Advising Program
- Increasing access to one-on one- tutoring to improve student success rates
- Improving program processes to be more efficient and streamlined
- Tracking of Tutor contacts
- Recommend any changes and updates to program based on the analysis above.
 - Hire more peer advisors

Data Interpretation-Student Success-Course Completion (See figure 2 above)

The third common data element is student success as measured by the units completed versus the units attempted. The EOPS student success rate in 2018-2019 was 72.92%. The District wide data indicates

that the success rate of all students in 2018-2019 was 78.55% (figure 2). While the EOPS student population does not meet the college wide percentage rate, the percentage rate has remained the same in 2017-2018 and has not decreased.

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 percentage of CaFE students who complete certificates, degrees (non-ADT’s) and ADT’s.

Assessment methods and criteria

SSO#1 will be assessed base on the comparison between the previous year’s combined degree and certificated completion by CaFE students and the current year available.

CalWORKs-Degrees and Certificates Awarded

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

Summary

The CalWORKs program as part of the CaFE Center has increased the total number of Degrees and Certificates substantially since the inception of the CaFE Center in 2016. Much of this increase can be attributed to our CaFE team who provide wrap around services to our students throughout the year. In particular, as the first point of contact, our CaFE Technicians assist the Coordinator with a smooth transition into the CaFE program. Technicians are an important asset to the program in that they assist with the complex application process that must be completed for each new student to start Cuesta. Guiding them through this process by assuring new students that they have someone to whom they can turn for questions is an important aspect of the onboarding process after Department of Social Services (DSS) sends us a referral. Many new CalWORKs students lack confidence and need this support just to get through the initial process. Our Technicians are that initial support and once they have completed the onboarding application process, complete a warm handoff to the next layer of staff support.

The CaFE Specialists become the warm handoff for each of these new students as they identify an educational goal, complete a Student Education Plan and start the Registration process. Specialists are imperative to ensure that students don't overload themselves the first semester back at school and that they have access to all of the supportive services provided throughout the college and the Department of Social Services. Specialists become the "case manager" for each student; assisting with everything from Financial Aid appeals to working with faculty in times of student family crisis. Specialists are the "go to" person that each student has when faced with barriers, a bad grade on an exam or a housing issue. In this role, we find that our Specialists are often swamped with appointments. Their support of the students has been an intricate part of our success and our sustainable and growing success needs additional Specialists to continue this trend.

As a support mechanism for our Specialists we have started a Peer Mentor Program which targets our first-time students with a personal mentor from our CaFE program. This mentor is recruited from our current CaFE students as a work study student. They have travelled the pathway that our new students will now travel. They have overcome many of the barriers that our new students face and they have been successful in doing so. These mentors work hand in hand with our Specialists to guide our new students toward in-house supportive services such as DSPS, Counseling, the Student Success Center and Math lab. Mentors also assist with monthly paperwork that is required by DSS to continue supportive services such as housing, Family Stabilization, CalFRESH, Cash-aid, book purchases, school fees and transportation assistance. Most importantly, Peer Mentors can help new students become acclimated to the new college environment; introducing them to others who may be in the same major and leading them into activities such as workshops where they can meet others who share similar experiences.

SSO#2: Decrease the percentage of CaFE students on academic probations.

Assessment methods and criteria

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

Students on Academic Probation	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Total Students	102	100	88	83
Total on Probation	17	24	18	22
Percentage	16%	24%	20%	26%

Recommended changes and updates

Program interventions will include:

- Follow-up with all new students within the first 2 weeks of the start of the semester
- Increase focus on 2nd semester students in Spring semester
- Informal Cohorts of certain classes, e.g. Math 247
- Utilize Peer Mentors to direct referrals for all new students to Student Success Center, DSPS

and Financial Aid

- Help students identify career paths within majors and utilize work study monies to get practical hands on experience.
- Design workshops that promote the transition to a self-sufficient future.
- Build relationships between Meta Majors and Area of Interests by generating workshops grouped by majors
- Promote CSS 225 to newer students
- More signage at North County Campus for resources
- Collaborative reporting with the Student Success Center
- Embedded tutors at both CaFE Center locations
- The use of the Faculty Feedback form to target students who may potentially end up on academic probation.

- 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 with these students 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 student barriers and academic needs and less time helping students complete paperwork.

We hope to develop a comprehensive peer mentoring program in the Spring of 2020 to help new students navigate the resources and assist them with day to day operations on Canvas, at DSPS and the Student Success Center so that they can become familiar and comfortable with all the resources that are available to them and learn vital aspects of their new educational journey. Peer mentors will also guide them 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.

Due to the combining of all CaFE programs into one CPPR in the 2018-2019 CPPR, The CaFE Programs have adopted 2 *NEW* SSOs. As this is the first year we will be assessing these SSOs we have not added any *additional* recommended changes or updates at this time.

SSO#1: Increase the percentage 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 certificated completion by CaFE students and the current year available.

EOPS-Degrees and Certificates Awarded

EOPS Student awards	1819	1718	1617
Associate in Arts	22	18	16
Associate in Arts Transfer	9	4	14
Associate in Science	12	5	7
Associate in Science Transfer	5	3	9
Certificate 18-30 (End 2019)	1	1	1
Certificate 30-60 Credits	23	3	7
Certificate 6 or less Credits	5	5	10
Certificate 60 or more Credits	6		
Certificate 6-18 Credits	17	5	10
Grand Total	100	44	74

Summary

The EOPS program as part of the CaFE Center has increased the total number of Degrees and Certificates since the 2017/2018 academic year. You’ll see a very high spike in the 30-60-unit certificate in the 1819 academic year (23 awards) I highlighted it in yellow; this is due to the pilot test of auto-awarding the CSU general Breath.

Much of the increase can be attributed to the CaFE team and the wrap around services the team provides (**Please see Summary information above for SSO#1 above**).

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 combined GPAs from semester to semester. This evaluation will be analyzed on a yearly basis to provide the information for the percentage each year.

Please see recommended changes and updates, SSO#2 above.

	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Total Students	255	259	235	254
Total on Probation	95	99	103	97
Percentage	37.25%	26.16%	23.73%	38.18%

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
 - CalWORKs- the Federal Government is proposing budget cuts across the TANF (Temporary Aide to Needy Families) Program which may affect how we provide services in the coming year.
 - AB 705- While the data shows that many students have benefitted from the new assessment and placement changes in English and Math, our students which are mainly re-entry struggle to meet the same entry level coursework completion that students coming to Cuesta directly from High School do. This affects our students' probation status, Financial Aid and course completion rates.
2. Internal and external organizational changes
 - CaFE Centers- We have received several Recommendation cards in our Feedback boxes that have made it clear that the open space now allocated in the new Student Services building in the North County Center is not conducive to our students' study habits and does not promote the sense of community that they are looking for and have at the SLO campus. Our students complain that the NCC CaFE Center does not have the sense of confidentiality that they feel in SLO.
 - As staff members we have a difficult time providing specialized services for our students that we receive categorical funding for due to equipment that has been provided for all students that cannot be specially aligned with CaFE services.
3. Student and staff demographic changes
 - CalWORKs- Students that are being referred are more difficult to serve because of barriers and homelessness issues.
4. Community economic changes – workforce demands
 - CalWORKs-a fully employed workforce with a strong economy creating many employment opportunities is beneficial to families and is especially beneficial to those with less education and work experience. Less families filing for Welfare means less families in the Welfare to Work CalWORKs Program which means less students to serve with greater barriers and more needs.
5. Role of technology for information, service delivery and data retrieval
 - Computers at North County campus are General use computers and not assigned just to the CaFE programs. This causes printing issues as we

cannot have a dedicated printer for these computers that can serve our students.

6. Providing service to multiple off-campus sites
 - Staffing is currently sufficient to staff both sites on a regular basis.
7. Anticipated staffing changes/retirements
 - None at this time

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
 - Full time Mental Health Counselor
 - .75 Specialist for SLO office
 - .75 Administrative Assistant NCC
- 2.) Equipment/furniture (other than technology)
 - None at this time
- 3.) Technology
 - None at this time
- 4.) Facilities
 - None at this time

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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