



**Access Programs  
Annual Unit Plan for Academic Year 2014-15  
Planning Year 2013**

**STEP I: DESCRIBE YOUR DEPARTMENT/UNIT**

**a. Department Mission/Connection to College Mission**

**Using a holistic approach and by modeling appropriate and effective behavior, Access Programs staff and services support students with additional barriers to education.** Access Programs, which includes Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs and Services (DSPS), uses an integrated model of staff and services to support students facing additional barriers to obtaining a college education. Program identified barriers include financial need, educational and social disadvantages, and all types of disabilities that impact a student's ability to fully engage in college educational programs without accommodations. Program staff deliver additional services that enhance students' financial resources, expand academic support services and experiences, provide case management support services that increase one on one counseling time for students, and support career preparation and personal growth opportunities. Staffing and additional services are supported by the State Chancellors Office by means of categorical grant funding with the intent to provide equity for those students who have been underprepared, disenfranchised and/or underrepresented in California Community Colleges. The goal of Access Programs is to facilitate students' successful completion of their educational goal and prepare for employment or transfer to another college.



## b. Partnerships

Access Programs require regular Advisory Board meetings each semester. The Advisory Board provides partnership and communication with community members serving similar populations as Access programs. The Advisory Board members provide resources, collaboration in providing services, and guidance for program activities and student needs. This past year two joint EOPS/CARE/DSPS advisory board meetings were held; one at the IWV campus and one at the KRV campus. Continuing Advisory Board members as well as new Advisory Board members participated in both meetings. Participants included:

- Sierra Sands United School District Special Projects Coordinator to discuss joint partnerships between college and local High School
- AVID coordinator from Burroughs High School to learn about transfer activities and how we can partner with HS activities. **(New)**
- Kern River Valley High School counselors, who assist in preparing and transitioning HS students to the college.
- Trona High School District Superintendent to learn more about Cerro Coso Colleges Access Programs and collaborate on mutual needs and resources. **(New)**
- Department of Human Services (DHS) representatives who serve mutual clients and need to exchange information with Access Programs to coordinate planning and services for students. Refer clients to college.
- Tribal TANF representatives to assist in transitioning clients to college and to share community resources such as GED preparation services in the Kern River Valley area.
- Veterans and Employment Development Department (EDD) representatives to share resources, identify needs of mutual clients and students, and coordinate transition of clients to college.
- CalWORKs representatives from DHS to coordinate mutual client services and avoid duplication of services.
- Vocational Rehabilitation representatives to coordinate mutual client services and transition clients to college
- Supervisor from KRV Career Services Center who collaborates with college in workforce preparation. **(New)**
- Representatives from Family Resource Center at both sites, who provides community services related to housing, food, clothing and child care. **(New)**
- Representative from Owens Valley Career Development Center located in Kern River Valley who collaborates with college in serving mutual clients. **(New)**
- EOPS, CARE, DSPS Students attended both Advisory Board meetings to provide feedback from the student perspective

Access Programs regularly sends a representative to attend the monthly Ridgecrest Community Collaborative meetings where community service agencies meet, share information about their services, and provide training opportunities for attendees. Participation in the Collaborative meetings provides new resources and services for Access students. Collaborative members are often invited to provide information and training at Access Programs activities, workshops, and events. This past year the following Community Collaborative members provided educational



opportunities to Access students during program sponsored events:

- Lorin Smith from Family Resource Center to discuss local resources for families (CARE workshop)
- Margarita Crane, Health advocate and coordinator of local Health Faires, discussed local low cost health care options (CARE workshop)
- Karin Stone, Women's Center and Shelter, discussing on protecting self from becoming a victim of abuse

Access Programs partners with transfer college representatives to provide resources and advisement. A Cal State Bakersfield EOPS representative, Rocky Maraccini, continues to attend fall events at both IWV and KRV campuses to provide presentations and one on one interview with EOPS students thinking about transferring to a CSU campus.

During this past year it has been difficult to continue attending our Community College region 9 meetings in person. Since all of our Region 9 members are located at campuses more than 130 miles away, Program staff have elected to use phone conferencing to maximize staff time for student appointments and contact. But this has not been very satisfactory. Program staff do attend conferences held annually by each categorical program and report back to the entire staff with updates and resources. Staff receive listserv information from the State offices as well as other program Associations that inform and provide discussion on new issues as they occur within programs. Contact with other college staff assists in the development of new services and in reworking continuing services that better serve our students. Continual communication with State representatives for the categorical programs helps Access Programs stay compliant with the rules and regulations that govern the use of the funding provided.

Access Program staff work closely with other campus programs, departments, and faculty, to advocate for Access students who require assistance in obtaining necessary services such as tutoring, accommodations in the classroom, financial aid assistance, and expertise in areas of the transfer process. This facilitates referrals to Access programs from faculty and other departments on campus and allows for collaboration and sharing of resources. Faculty are invited to participate in Access program activities and events. This past year the Dean of Career Technical Education (CTE) attended the IWV Advisory Board meeting and introduced the C6 grant funded accelerated certificate programs being offered at Cerro Coso. Faculty member Lucila Gonzalez-Cirre talked to students about her own experience as a single parent, the struggles, and emotional hardships of being a single parent at the CARE workshop. Direct connections with students outside of the classroom helps students to build relationships with faculty and staff that can lead to meaningful support that bonds the student closer to the college as a whole.



### **c. Special Initiatives for Student Engagement**

Access Programs continues to hold semester and yearly events to inform, provide resources, and celebrate student successes. A yearly Awards Ceremony is held to acknowledge and celebrate those Access students who complete certificates or degrees. Students are individually honored for their success, and acknowledged if they are moving on to other four year colleges or employment. A former Access student is invited back to speak to the honorees about their success since graduating from the college, and discuss how their experience in Access Programs helped to prepare them for the next step.

Another yearly event offered by the Program is the CARE/CalWORKs workshop, offered this past year on April 12. CARE and CW students are invited to attend an all day educational workshop that focuses on career development and personal skill building to improve their daily lives. Students are hosted for lunch, and a variety of community guest speakers provide training and information to the students. This past year's workshop focused on community resources including access to low cost health care, self-development in the areas of time management and goal setting.

Each semester EOPS, CARE and DSPS orientations are held for new students to the programs. These orientations are in addition to the college general orientation. Any Access Program student who is on academic, progress or program probation is also required to attend an Access program probation workshop before the semester begins. These workshops focus on specific services that the Program offers that can help increase success, and assists students in remaining eligible for services.

Access Programs offer two events each semester for all Access students. The first event happens during the third or fourth week of the semester where students are invited to come for a lunch and learn more about the services available for the semester. Updates on campus resources and activities are provided, Access staff are introduced, and an activity to promote student to student relationships is provided. The second event is held after mid semester. Last year the CSUB/EOPS representative talked to students about transfer and how to continue EOPS services when transferring to a CSU campus. Students are also hosted for lunch, receive updates on registration for the next semester, and other program services.

Access Programs sponsor the Student Services United Club and an EOPS counselor provides advisement for the club. Access students must attend a minimum of two Program events to be eligible for Program services the following semester. Club meetings assist students to meet this requirement. The club offers students the opportunity to get involved in campus activities and community service. Last year's club raised money for the Curt Sherwood Fund, community holiday baskets, and sponsored a CARE holiday activity for CARE students and their children. Guest speakers are invited to club meetings, and student activities are planned during the club to encourage students getting to know one another.

Two field trips were offered to Access students last year; a tour/presentation of the Cal State Bakersfield campus to encourage student transfer,



and a field trip to the Getty Museum where students could explore and experience art in a cultural and historical context.

This past year Access Programs partnered with the Workforce Recruitment Program (WRP) offered through the Department of Defense and Department of Labor to encourage the recruitment of disabled students attending the college. Five Access programs students were interviewed locally by representatives from the WRP. Students were placed on a national recruitment list and two students were offered employment through the program.

All new EOPS students must enroll in a student success course, either PDEV 101 or COUN 101. Access students are referred to the courses taught by the two EOPS counselors. This regular interaction with their counselors as instructors strengthens their relationship and provides greater opportunity to learn about the academic needs of the student so additional support can be put into place.

CARE students are offered monthly meetings. Guest speakers are invited to provide more resources and training opportunities to the students or the Program staff present an activity to assist students with personal skills such as budgeting and financial planning. Some of the CARE monthly meetings focused on current CalWORKs resources, personal development tools for staying motivated, guest speaker (former CARE student) discussed National Women's History month, as well as provide opportunities for students to share and discuss their struggles with balancing college, parenting and other life challenges.

CARE staff provided outreach and recruitment services to the local alternative High School, Mesquite, to discuss the opportunities available at the college. CARE staff presented information on college resources that could assist with the cost of attending college and academic supports such as tutoring. High School students were informed of college CTE programs that would increase job opportunities after completing High School and training. High School students were again invited to participate in the summer Bridge Program offered through Access Programs. Program staff partner with general counseling services in many of the outreach activities such as the Career Exploration Day held annually for local High School Seniors, Parent's Night for incoming graduating Seniors, and Open House. Participation in these events provides a broader reach of persons who may not know of Access Program services.

## **STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES**

### **a. Progress Made on Program Review**



Access Program's last program review occurred in 2005. The difference in funding, program processes and decreases in staffing compared to the current situation for Access Programs shows substantial changes have occurred over the past 8 years. The number of students served now is almost half of those served in 05-06 through 08-09 and funding is down by almost half for all three programs. Many of the processes that were used to track student data were lost three years ago. New tracking processes have been developed in cooperation with district office assistance and reported student data is now compiled for review by district Institutional researchers. Due to a substantial decrease in staff, many procedures had to become more streamlined in order to meet student needs and provide services. Electronic forms have facilitated efficiency and are easier to store and compile data.

Demographically the student population has changed slightly, with the exception of more than twice the number of students identifying as Hispanic since 2003-2004. This does have relevance to one of the Programs current strategic objectives, with a focus on needs of students from different cultural backgrounds. Data has not been collected as to the financial status of our past students compared to the current student population, but it is reported by students that their lack of financial stability creates a significant barrier to college for them. In response to this increase in financial need, EOPS grants have been increased in the past two years to assist students in meeting costs while attending college.

**b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].***

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Fall 2012, Spring 2013	Develop more comprehensive EOPS orientation that includes interactive activities to establish relationships between students and staff at the entry of a new student to the EOPS Program.	<p>Student success and retention rates have been trending down. Strategy designed to increase rates and help students achieve greater success as soon as they enter the EOPS Program.</p> <p>Both retention and success rates increased in 2012-13 compared to 2011-12 rates. Outcome supports the redesigned orientation more effective. Success rates still slightly below overall success rates for all students at college.</p>	Orientation was redesigned and contains two activities requiring student participation with facilitator and other students. Students required to address reasons for attending college through writing exercise that helps them identify their educational and personal goals. Staff encouraged to attend orientation so students can meet and immediately establish relationship with them.	End of fiscal year when success and retention rates compiled for 2012-13

<p><b>Spring 2013</b></p>	<p>Separate probation workshops will be held for EOPS students who are on academic/progress probation and students who are on academic/progress probation and also not compliant with the EOPS Program.</p>	<p>The following is comparative data or students who attended separated workshops in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester.</p> <p><u>Sp/Sum 2013</u> 36 students attended 20 completed semester w. 2.0 or higher 4 did not complete the semester 12 completed with GPA lower than 2.0</p> <p><u>Fall 2012</u> 20 attended combined workshop 9 completed semester w. 2.0 or higher 4 did not complete the semester 7 completed with GPA lower than 2.0</p> <p>16 from fall continued to next semester 11 completed w. 2.0 or higher 5 completed w. GPA lower than 2.0</p> <p>Data indicates that separating workshops was more effective for students.</p>	<p>Compliant students not in good academic standing have better access to resources through their compliance and need different information and incentives to increase their success. Non program compliant students are not connected to available resources and need to utilize program services to support success in their educational goals. Staff will continue to provide separated workshops due to success in spring and summer semester.</p>	
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<p><b>Fall 2012, Spring 2013</b></p>	<p><b>Reestablish Peer Mentor program to increase student engagement. Peer Mentors not only benefit from working as a Peer Mentor, but also engage and support other students in on campus activities and services.</b></p>	<p><b>Outcome was to increase number of Peer Mentors developed and employed during the 2012-13 year. There was no increase in Peer Mentors for the 2012-13 year. Five Peer Mentors were employed for the 2011-12 academic year. Three were employed for the 2012-2013 academic year.</b></p> <p><b>Staff input has been that they have not been able to spend enough time with students to mentor and develop viable Peer Mentors. Lack of staff impacts amount of contact time available for one on one work with students.</b></p>	<p><b>Increased student engagement is a best practice for increasing student success and retention rates.</b></p> <p><b>1 and 1/2 days of training offered to interested students. Over 20 students participated in training. Few students offered work study as Peer Mentors. Need to reassess how to target potential Peer Mentors instead of depending on self identification by the student who may not be ready to take on this type of work study position.</b></p>	<p><b>End of fiscal year, 2012-13.</b></p>
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**c. Progress Made on Department/Unit Strategies**





EOPS/CARE/DSPS retention and success rates have been trending down over the past five years. Access Programs stabilized staffing last year and was ready to increase student engagement within the programs with the intent to increase student support, resources, and services. An overall Program goal was to offer more activities to increase student participation. The EOPS program offered two big events during both the fall and spring semesters at both campuses. CARE program offered monthly meetings. DSPS students were invited to an orientation of High Tech center resources each semester. All three programs saw increases in their retention and success rates. CARE student data showed the biggest percentage gains in retention and success rates compared to previous years.

Results of minimum attendance of two CARE activities per semester are as follows:

<b>Academic Year</b>	<b>Success Rate</b>	<b>Retention Rate</b>	<b>Persistence Rate</b>
2012-2013	71.6%	91.1%	77%
2011-2012	50.5%	76.9%	52.0%
2010-2011	58.8%	80.4%	62%
2009-2010	52.2%	77.6%	73%
2008-2009	55.7%	78.3%	-

Additional data as a result of implementing monthly CARE activities:

<b>Fall 2012 semester</b>	<b>Spring 2013 semester:</b>
0-1 activities attended = 41%	0-1 activities attended = 29.5%
2 activities attended = 14%	2 activities attended = 33%
3 or more activities = 45%	3 or more attended = 37.5%

(This is the first time that this type of data has been kept so no comparison from previous year available.)

Program staff concludes that during the 2012-13 academic year more contact time and increased student engagement activities did impact overall retention and success rates. But as seen with the Peer Mentor project, it is still difficult to focus on programs that are more narrow in scope and limited in the number of students impacted by this type of Program project. Need to implement student engagement that results in reaching large numbers of students. This is consistent with what is being discussed at the State level in regards to implementing projects that can be scaled up to greater numbers of students.

**d. Department/Unit Strategies for Next Academic Year.**



**Strategy 1: 100% completion of matriculation components (Orientation, Assessment, Long term Educational Plan) for all DSPS students.**

1. DSPS students will establish an educational goal and will have a better understanding of how to complete their goal after participating in all of the matriculation components including completing a long term educational plan with a Program counselor. This ties to the college objectives 1.1 and 1.2.

2. Action Plan: Identify DSPS students who have not completed all three matriculation components. Contact students and request student to attend Program orientation and that they meet with their counselor to complete assessment and a Long Term Educational Plan. Develop incentives for their participation. (Staff will develop incentives to assist with student participation during the spring 2014 semester.) At the end of each semester staff will check to see if DSPS students completed matriculation components using SWACOUN in student database.

3. Measure of Success: Completion of all matriculation components by all DSPS students.

4. Expected Completion Date: Begin fall semester, 2014. Complete end of spring semester, 2015.

5. Person Responsible: Director of Access Programs

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake

Remediation

First Year

2nd Year/Program Completion

Post-Graduation

**Strategy 2: Increase work study opportunities for EOPS students.**

1. Student work study assists students in developing work skills and experience that are applicable to future employment. Students in work study positions learn transferable skills needed in the classroom and are more fully engaged in campus activities. This goal supports college objectives 2.4 and 3.4.

2. Action Plan: Develop work study positions fully funded by EOPS work study funds and support student's work experience with mandatory training workshops provided by EOPS staff.

3. Measure of Success: Work study student success and persistence rates will be compared to overall EOPS rates to determine if student employment increases student success.

4. Expected Completion Date: end of Fall 2014 semester

5. Person Responsible: Director of Access Programs

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake

Remediation

First Year

2nd Year/Program Completion

Post-Graduation

**Strategy 3: Assess service needs of Access Program students.**

1. Trend data shows an increasing % of EOPS students identify having a more diverse background, both ethnically and culturally, than past EOPS populations. Access Programs needs to obtain student feedback regarding their experience as an EOPS student and determine if there are issues or types of services that are not benefitting our current population. Ties to college objectives 1.1, 1.2, 2.4.

2. Action Plan: Review CCSSEE results to identify patterns between specific groups of students. Develop follow up survey and/or focus group

for Access students to further explore patterns noted in CCSSEE and obtain specific feedback regarding Access processes, activities and services.

3. *Measure of Success: Compile data obtained from surveys and focus groups. Analyze data through group review by Access staff and other appropriate staff.*

4. *Expected Completion Date: end of fall 2014*

5. *Person Responsible: Director of Access Programs*

6. *Which of the following is **primarily** true of this strategy? Choose one.*

*It is designed to improve internal unit operations*

*It is designed to increase student success*

7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.*

*Intake*

*Remediation*

*First Year*

*2nd Year/Program Completion*

*Post-Graduation*

**STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)**



a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other	
							G	O
Adjunct EOPS Counselor	KRV	1	1.1 and 1.2	EOPS and DSPS students must meet with an EOPS qualified counselor to schedule classes, complete educational plans, and allow counselor to complete necessary documentation in order to receive and maintain funding for Program. Since full time counselor position lost at site, counselors from other campus have been traveling to provide services. Population of Access students large enough at KRV requiring more dedicated counseling time. In order to fully serve all KRV students some student support and success program funds will be used in addition to EOPS funds.	\$33,648.	On going		X

**Full-Time Faculty Staffing Justification: NA**



**b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].***

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check <u>one</u> ): G = General Fund, O = Other  G            O	
Special Services Assistant	IWV	1	1.1,1.2,2.4	33.5	20 weeks	19	\$5,375.		X
Department Assistant II	IWV	1	2.4, 4.3	35	20 weeks	25	\$7,610.		X

1. Access Programs mission is to provide additional support services to Program students. Additional staff time is needed to meet with students and assess their needs, provide referrals, and monitor student progress. SSA staff provides one on one contact time with students to facilitate referrals, promote study skills and personal behavior that leads to successful completion of classes. Students are more likely to come into Program for services and to discuss problems they are having if they know staff are available. The Programs also need additional assistance with student data input and tracking, planning activities to increase student engagement, and maintaining office hours to provide student services. By using the additional EOPS funds allocated this fiscal year we can restore some of the student and classified office time lost in past years. This supports previous Program goals for the past two years and the current goals of increasing student contact time and having more staff available to provide services to students and input data required to meet State regulations.

2. Current staff work large caseloads. More documentation and monitoring is needed than in past and staff numbers are down from previous years while workload is increasing.

3. Access Programs is not able to grow with current staff. Required Program needs will be difficult to complete. Categorical Program funding could lessen as a result. Access Program funding provides additional services to students with the greatest needs.

**c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].***



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other	
							G	O
Heavy duty shredder	IWV	1	2	An enhancement to the overall functioning of office to meet student needs and meet program requirements related to confidentiality.	\$525	One time	X	
Scanner	IWV	1	2	An enhancement to the overall functioning of office to meet student needs including sending requests for confidential information and support program reporting requirements.	\$185	One time	X	

**d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other	
							G	O



e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other  G      O	

**STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)**

The annual EOPS, CARE and DSPS program plans and budgets required and submitted to the State will be used instead of budget worksheet.