

Financial Aid Department

AUP for Academic Year 2025-2026

October 2024

Describe Department/Unit

Connection to College Mission

The Financial Aid and Scholarship Office provides resources necessary to decrease financial barriers to higher education. This is accomplished by assisting a diverse population with the process of applying for and receiving aid through federal, state, institutional, and private organizations increasing student access to college. We are devoted to providing quality customer service, efficiency in application processing, and timely delivery of financial aid funds to students. We align with Cerro Coso Community College's (CCCC) commitment to student success by being a vital part of the college's comprehensive student support services. We support eligible students by increasing their ability to afford college and complete their educational goals. The Financial Aid programs are essential for economically disadvantaged students and families to afford college.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

- 1. Expanded Outreach Initiatives:** Over the past year, I have broadened our outreach efforts to include more local high schools and surrounding campuses, with a particular emphasis on underserved areas such as Mammoth, Bishop, Tehachapi, and Ridgecrest. This expansion has significantly increased our reach, providing students from rural and remote communities with better access to financial aid resources, demonstrating a commitment to improving equity in our service area.
- 2. FA 2 U Program Success:** The FA 2 U initiative has made notable strides in increasing access to financial aid support by bringing services directly to students. Staff members were available in diverse campus locations like the Library and the Student Activities Center, providing support to students who face challenges visiting the financial aid office in person.
- 3. Enhanced Scholarship Engagement:** This year, we increased the number of qualified scholarship applicants and introduced a dedicated scholarship newsletter, leading to greater awareness and engagement. These efforts have been instrumental in ensuring that more students, especially those who were previously uninformed, have access to scholarship opportunities.
- 4. California Dream Act Application (CADAA) Integration:** By fully integrating the CADAA into our financial aid processes, we have improved support for undocumented students, ensuring equitable access to critical financial resources. This change has provided more comprehensive support to a population that has historically faced barriers to higher education funding.
- 5. Increased SAP Awareness:** We introduced workshops to enhance students' understanding of Satisfactory Academic Progress (SAP) requirements. These efforts have been pivotal in helping students navigate the complexities of SAP, offering them the guidance they need to regain eligibility and persist in their academic journey.

	Term					
SAPR Code	201970	202070	202170	202270	202370	202470
null	1194	1004	927	1031	1345	1543
APPEAL			1		1	
APPROB	16	21	26	32	53	77
APSUSP	2	5	4	3		

DENIAL	2					
MAX	351	456	460	422	331	192
MAX90	26	24	10	6	9	6
MAXPRG	301	311	292	255	197	128
PROB	19	7	10	3	8	5
PROB2		1			2	
SAP	3503	3549	2758	2626	3163	2508
SUSP	214	248	231	333	329	206
SUSP90	84	90	90	87	80	57
UNC	5	3	3	3	3	2
WARN	69	121	101	61	49	76
WARNNE	119	150	340	262	497	106
X	63	72	25	30	19	21

6. Spanish FAFSA/CADAA Workshops: To better serve our Spanish-speaking students and their families, we launched workshops conducted in Spanish. During the last aid year, we held 2 workshops that were in Spanish.

7. Consistent Monthly Campus Visits: To ensure ongoing support for our students in outlying areas, we initiated monthly visits to our Bishop and Tehachapi campuses. In Bishop, for two visits, we have seen 8 students so far. In Tehachapi, for two visits, we have seen 29 students so far.

8. Improved Application Processing Times: Over the past year, we have significantly reduced the time required to process applications, from verification to professional judgments. This improvement has made financial aid more accessible by reducing delays, ensuring that students receive the support they need more quickly.

Average time frame across all schools and us:

Collecting Documents: 97 days, CC: 14 days

Re-Collecting documents: 46 days, CC: 10 days

Reviewing Files: 26 days, CC: 2 days

Reviewing Uploaded Documents: 12 days, CC: 5 days

Processing Corrections: 12 days, CC: 11 days

9: Improved FAFSA application submissions and demographics:

		Aid Year				
Type of Application	Ethnicity	1920	2021	2122	2223	2324
FAFSA	African American	269	234	299	277	440

American Indian	104	72	71	58	81
Asian	54	66	96	57	56
Filipino	39	32	35	44	53
Hispanic/ Latino	1252	1140	1189	1289	1573
Pacific Islander	16	15	28	16	45
Two or More Races	223	187	270	177	213
Unknown	34	15	105	23	14
White	1300	1180	3207	1712	3206
Total	3291	2941	5300	3653	5681

Gaps to be Addressed:

1. **Other Campus Needs:** We are currently assessing the need for a stronger financial aid presence in Bishop, Mammoth, and Tehachapi. Mammoth has reported that a key barrier to completing financial aid applications is the lack of privacy on their campus, as well as the absence of consistent financial aid support and education at our other locations.

This is especially concerning for our undocumented student population, who may fear disclosing their status over the phone or lack the privacy needed to share sensitive information at our Bishop/Mammoth Campus. One of the resolutions Kimberly Blackwell is working on is getting a location set up that offers privacy to students. This is a start in the right direction.

2. **Language barrier:** With the loss of our Spanish-speaking employee, we now face a significant gap in our ability to serve Spanish-speaking students and families effectively. To continue our outreach and support for this community, we need a permanent bilingual employee who can help us sustain and expand our Spanish-language initiatives.
3. **Pell eligible students:** The data shows the number of financial aid awards paid to students of different ethnicities over five academic years, from 2019-2020 to 2023-2024. While the total number of awards increased to 1,531 in 2023-2024, the overall percentage of students who received aid dropped to 48%. Some groups, like Asian and Filipino students, have higher percentages of students receiving aid (74% and 77%), whereas others, such as White students (41%) and Pacific Islanders (48%), are below the average. This suggests disparities in financial aid access among different student groups.

Pell Offered:

		Aid Year				
		1920	2021	2122	2223	2324
Pell	African American	178	138	135	154	275
	American Indian	78	38	37	32	46
	Asian	22	23	34	25	19
	Filipino	19	12	16	20	22
	Hispanic/ Latino	785	563	567	723	927
	Pacific Islander	13	10	12	9	27
	Two or More Races	143	111	112	93	132
	Unknown	16	6	25	8	6

White	791	573	952	685	1737
Total	2045	1474	1890	1749	3191

Pell Paid:

Type of Application	Ethnicity	Aid Year					Percentage paid 23/24
		1920	2021	2122	2223	2324	
FAFSA	African American	99	90	78	102	167	61%
	American Indian	35	22	20	24	24	52%
	Asian	13	13	23	16	14	74%
	Filipino	14	10	13	13	17	77%
	Hispanic/Latino	442	355	352	448	519	56%
	Pacific Islander	10	7	8	7	13	48%
	Two or More Races	75	67	72	55	66	50%
	Unknown	3	2	11	3	4	67%
	White	453	343	557	388	707	41%
	Total	1144	909	1134	1056	1531	48%
	Percentage Paid Total:	56%	62%	60%	60%	48%	

- **Growth in Total Awards but Drop in Overall Percentage Paid:**

- The total number of awards paid has increased over the years, peaking at 1,531 in the 2023-2024 aid year.
- However, the overall percentage of students who received awards in the 2023-2024 aid year dropped to 48%—a significant decline from previous years, where it was around 60-62%. This suggests that while more applications were processed or awarded, a lower proportion of eligible students received aid.

- **Racial/Ethnic Disparities in Award Distribution:**

- **African American Students:** The number of awards increased from 102 in 2022-2023 to 167 in 2023-2024, with 61% of those students paid out. This is above the total paid percentage of 48%, indicating a relatively better outcome compared to some other groups, but there is still room for improvement.
- **American Indian Students:** Their percentage paid in 2023-2024 is 52%, indicating they are slightly above the average paid rate but still have a low total number of awards.
- **Asian and Filipino Students:** Both groups have high percentages paid in 2023-2024 (74% and 77%, respectively). This suggests they are more likely to receive aid if eligible, but the overall number of students served is relatively low.
- **Hispanic/Latino Students:** As the largest group in terms of the number of awards, Hispanic/Latino students saw 519 awards in 2023-2024 but had only a 56% paid rate. This indicates a substantial gap and highlights a need to ensure that this group, despite being the largest in numbers, receives a higher percentage of aid.
- **Pacific Islander and Two or More Races:** These groups have lower percentages (48% and 50%, respectively) and fewer total awards, indicating a need for targeted support to improve their access to aid.
- **White Students:** While they have the largest number of awards in 2023-2024 (707), the percentage paid is 41%, which is below the overall average, indicating that a significant number of White students are eligible but may not be receiving aid.

- **Improving Equity:**

- **Outreach and Awareness Campaigns:**

- Focused outreach efforts to the Hispanic/Latino community could help increase the percentage of students paid. Ensuring that students understand the application process, deadlines, and follow-up steps can help more eligible students access funds.
 - Similarly, targeted campaigns to underrepresented groups like Pacific Islanders and American Indians can improve their engagement with the financial aid process.

- **Support Services:**

- Offer additional support services such as workshops or one-on-one advising sessions for students who are at risk of not receiving aid. This can be especially helpful for those who need help understanding verification processes or resolving application issues.

- **Collaboration with Community Organizations:**

- Partnering with community organizations that already work with underrepresented groups could provide valuable insights and help bridge gaps in service provision. They can act as trusted intermediaries, helping to boost awareness and trust in the financial aid process.

4. Financial Aid to the Athletics Department:

We are working on getting support to ensure we can get a technician out to the athletics department once a week to assist our athletes with their financial aid.

5. Keep Default rates low

We have seen a significant increase in student loan requests, which poses a risk to our default rate. To address this, I am partnering with ECMC to help keep our default rates as low as possible, ideally close to zero. In the 2022-2023 aid year, we had a total of 58 student loans, which increased to 90 in the 2023-2024 aid year. For the current fall semester of the 2024-2025 aid year, we have already reached 80 student loans.

6. Military-Connected outreach:

In the Spring, we conducted outreach for financial aid that was dedicated to military students.

Dedicated Financial Aid Application Assistance Occurred:

In-Person Workshops:

- 4/11/2024 9:15 AM – 10:15 AM, 12:45 PM – 1:45 PM, LRC 709
- Virtual Workshop: 4/11/2024, 5 PM – 6PM (Assistance available in Spanish)
- 4/15/2024 ESCC Bishop Open House
- 4/16/2024 ESCC Mammoth Open House
- 4/17/2024 Tehachapi Campus via Ocelot Live Chat
- 4/23/2024 IWV Campus Open House
- 4/26/2024 Desert Valley Credit Union

Of all the students (108) that were contacted either by email, phone, and text message, 4 FAFSA application have been received by the Office of Financial Aid:

- Awarded California College Promise Grant (CCPG), 3 students: these are students who were awarded the CCPG which waives enrollment fees for the aid year
- Ineligible for Federal Pell Grant or CCPG, 1 student: this student's FAFSA was received by Financial Aid but application data elements submitted did not fit the criteria for financial aid

3.7% of students submitted a financial aid application in total.

The goal to address this gap is to work with Admissions and Records to help drive in the message to encourage our military/veteran students to complete a FAFSA application. With the data, only one student was ineligible to receive anything.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Over the past year, we expanded outreach efforts to local high schools and satellite campuses, focusing on underserved areas like Mammoth, Bishop, Tehachapi, and Ridgecrest. This initiative enhances equity by making financial aid more accessible to students in rural and remote communities. Through the "FA 2 U" initiative, we brought financial aid services directly to students by placing staff in key campus locations. This semester, two events—one in the Library and one in the Student Activities Center—served 9 students, making it easier for those facing barriers to access financial aid support.

We also boosted scholarship engagement by increasing the number of qualified applicants and launching a dedicated scholarship newsletter to inform students, especially those previously unaware of financial aid opportunities. Additionally, we integrated the California Dream Act Application (CADAA) into our process to better serve undocumented students, promoting equitable access to resources for this population.

Our efforts to raise awareness of Satisfactory Academic Progress (SAP) included six workshops, attended by 73 students, aimed at helping them understand SAP requirements and regain financial aid eligibility. To further support equity, we initiated Spanish-language FAFSA/CADAA workshops, ensuring Spanish-speaking students and families can access financial aid resources in their preferred language.

We also established monthly visits to Bishop and Tehachapi campuses, providing consistent support for students at these locations. Improvements in our application processing times have made financial aid more accessible by reducing delays from verification to professional judgments.

In terms of FAFSA submissions, our data highlights trends among various ethnic groups. Applications from African American students increased from 269 in 2019-2020 to 440 in 2023-2024, while American Indian applicants have declined, suggesting potential barriers to access. Asian student applications peaked at 96 in 2021-2022 before declining to 56 in 2023-2024, indicating a need for targeted outreach. Meanwhile, Hispanic/Latino applications rose from 1,252 in 2019-2020 to 1,573 in 2023-2024, showing strong engagement, while Pacific Islander applicants remained low, peaking at 45 in 2023-2024. Applicants identifying as Two or More Races peaked at 270 in 2021-2022 but decreased to 213 in 2023-2024.

These trends underscore the need for targeted outreach and support to address barriers and maintain strong engagement with African American and Hispanic/Latino students.

Additionally, to enhance our processes, we hired a SIG consultant, Griffin Mitchell, who has provided vital expertise in improving our financial aid operations. He has helped streamline Banner processes for FAFSA Simplification, Cal Grant, and Pell calculations, as well as refine communication with students. Griffin has also been instrumental in updating our Policy and Procedural manual, ensuring compliance and accuracy, particularly with Return to Title IV (R2T4) procedures. His work has fostered greater collaboration across our campuses while maintaining necessary distinctions in processes to meet the needs of our unique populations.

Griffin will continue to assist with FAFSA Simplification issues as we encounter defects, ensuring timely resolutions so our students can receive their financial aid efficiently.

Outcomes Assessment: Results of Last Year's Assessments

Success rates of students who are appealing. To evaluate the success rates of students going through the appeal process, we will use Institutional Research (IR) reports to track the numbers of students on APPROB (appeal status) who are meeting Satisfactory Academic Progress (SAP), on warning, in a maximum program, or suspended. As the data shows, there has already been a significant improvement in the number of students who are eligible for aid. Term SAPR Code
201970 202070 202170 202270 202370 APPROB 18 27 30 36 53 SAP 3503 3549 2758 2626 3163
WARN 69 121 101 61 49 WARNNE 119 150 340 262 497 Total Eligible 3709 3847 3229 2985 3762

**SUSP 214 248 231 333 329 SUSP90 84 90 90 87 80 MAXPRG 301 311 292 255 197 MAX90 26 24 10
6 9 Total Ineligible 625 673 623 681 615**

Target Met?

Yes

Student Satisfaction Survey We will continue the practice of distributing our Student Satisfaction Survey to our student body each spring semester. This ongoing effort will enable us to assess our current standing in terms of customer service and identify areas that require improvement.

Target Met?

Did Not Assess

FAFSA/CADAA Application Completion We will persist in our efforts to oversee FAFSA/CADAA applications and motivate students to finalize them. We'll increase our outreach by sending additional notifications to those who have not yet completed their applications. We will also distribute Shopping Sheet notifications, outlining the potential financial aid they could access upon application submission. We'll emphasize that submitting an application broadens their opportunities. Furthermore, we'll maintain detailed records of application completion rates for each semester. The completion rates significantly increased based on the data below: Aid Year Type of Application All 1920 2021 2122 2223 2324 FAFSA All 3291 2941 5300 3653 5681 CADAA All 12 26 22 21 30 Grand Total 3303 2963 5322 3672 5705

Target Met?

Yes

Outcomes Assessment: Missed Targets

Student Satisfaction Survey

Type:

AUO

Target Missed/Gap Detected:

Type of Gap:

Other (explain in Analysis).

Analysis and Plan for Improvement:

Survey was not sent out last spring, then this year's student survey that was sent for all campus departments data has not been assessed. We will be visiting the usage of the optional surveys utilizing a closing on our signatures within FA. This way we can collect data at all times and the data can be stored with FA and for the campus.

We will continue the practice of distributing our Student Satisfaction Survey to our student body each spring semester. This ongoing effort will enable us to assess our current standing in terms of customer service and identify areas that require improvement.

Anticipated Semester for Implementing Planned Improvements:

Spring 2025

Anticipated Semester of Next Assessment:

Fall 2026

Outcomes Assessment: Schedule of This Year's Assessments

FAFSA Completion: The data reflects a notable increase in FAFSA application submissions compared to previous years. This increase indicates that more students are taking the necessary steps to access federal financial aid, allowing for greater opportunities for them to fund their education.

California Dream Act Application (CADAA): The data also shows a rise in California Dream Act Application (CADAA) submissions, indicating that our outreach efforts towards undocumented students have been effective. This increase is a testament to our commitment to supporting undocumented students and ensuring they are aware of their eligibility for state financial aid and other resources.

Aid Year

Type of Application	All	1920	2021	2122	2223	2324	
FAFSA	All		3291	2941	5300	3653	5681
CADAA	All		12	26	22	21	30
Grand Total			3303	2963	5322	3672	5705

Total Awards:

		Aid Year					
Type of Application	Types of Aid	1920	2021	2122	2223	2324	2425
FAFSA	Pell	2045	1474	1890	1749	3191	1293
	CCPG	2900	2576	4652	3214	4984	1975
	Other type	610	683	810	791	917	558
	Total awards	3023	2668	4789	3345	5255	2060
CADAA	CCPG	11	19	20	20	25	26
	CC Emergency Dreamer Fund				3		
	Other type	1	6	11	12	11	12
	Total awards	12	25	31	23	36	38

Outreach Efforts: Our outreach team has been proactive in connecting with students and families within the community. In early October, our office organized visits to high schools in Bishop and Mammoth, reaching out to students in these schools and their neighboring districts. These in-person events provided valuable information and support to students and their families about financial aid options, making the process more accessible to those in remote areas.

CampusLogic: The implementation of CampusLogic has significantly enhanced the efficiency and timeline of our financial aid processes. This platform has streamlined the submission and verification of required documents, reducing processing times and simplifying the experience for students. As a result, we've been able to allocate aid more quickly and accurately, improving overall student satisfaction.

Average time frame across all schools and us:

Collecting Documents: 97 days, CC: 14 days

Re-Collecting documents: 46 days, CC: 10 days

Reviewing Files: 26 days, CC: 2 days

Reviewing Uploaded Documents: 12 days, CC: 5 days

Processing Corrections: 12 days, CC: 11 days

Satisfactory Academic Progress (SAP): We have hosted several SAP workshops, which have seen great attendance from students. These workshops provide guidance on maintaining Satisfactory Academic Progress and the steps required to regain eligibility if a student falls behind. As a result, we have observed an improvement in both SAP compliance and the completion rate of appeals compared to last year, demonstrating the positive impact of these targeted support sessions.

Term					
SAPR Code	201970	202070	202170	202270	202370
APPROB	18	27	30	36	53
SAP	3503	3549	2758	2626	3163
WARN	69	121	101	61	49
WARNNE	119	150	340	262	497
Total Eligible	3709	3847	3229	2985	3762
SUSP	214	248	231	333	329
SUSP90	84	90	90	87	80
MAXPRG	301	311	292	255	197
MAX90	26	24	10	6	9
Total Ineligible	625	673	623	681	615

Program Review

Financial Aid and Scholarships

Year of Last Program Review:

2023

Actions Taken in the Prior Year to Address Strategies:

Over the past year, I have expanded our outreach efforts to local high schools and surrounding campuses, with a particular focus on underserved areas such as Mammoth, Bishop, Tehachapi, and Ridgecrest. This initiative aims to improve equity by making financial aid more accessible to students from rural and remote communities. Through the FA 2 U initiative, our office brought financial aid services directly to students by placing staff in various campus locations. This semester, two occurrences—one in the Library and one in the Student Activities Center—served a total of 9 students, making financial aid support more accessible for those who face barriers in visiting the financial aid office in person.

We also increased scholarship engagement by boosting the number of qualified applicants and launching a dedicated scholarship newsletter. This effort ensures that more students, especially those previously unaware or unengaged, are informed about financial aid opportunities. Additionally, we integrated the California Dream Act Application (CADAA) into our financial aid process to better serve undocumented students, providing equitable access to resources for a population that might otherwise be overlooked.

Our efforts to raise awareness of Satisfactory Academic Progress (SAP) included implementing six workshops, attended by 73 students, to help them better understand the requirements. This initiative promotes equity by guiding students who may struggle academically on how to regain financial aid eligibility. To support Spanish-speaking students and their families, we initiated

Spanish-language FAFSA/CADAA workshops, ensuring they have access to financial aid resources in their preferred language, reducing barriers to higher education.

We also established monthly visits to our Bishop and Tehachapi campuses, ensuring consistent support for students at these locations. Additionally, improvements in our application processing times have made financial aid more accessible by reducing delays in processing, from verification to professional judgments.

Regarding FAFSA application submissions, our data reveals important trends among non-White ethnicities over recent years. Applications from African American students rose significantly from 269 in 2019-2020 to 440 in 2023-2024, indicating increased engagement with financial aid. However, the number of American Indian applicants has declined, suggesting barriers to access such as lack of awareness or support. Asian applicants peaked at 96 in the 2021-2022 aid year before dropping to 56 in 2023-2024, highlighting the need for more targeted outreach. Applications from Filipino students have seen modest growth, while Hispanic/Latino applicants increased from 1,252 in 2019-2020 to 1,573 in 2023-2024, showing strong engagement. Pacific Islander applicants remain consistently low, peaking at 45 in 2023-2024. Applicants identifying as Two or More Races fluctuated, peaking at 270 in 2021-2022 and then decreasing to 213 in 2023-2024.

These varied trends underscore the need for targeted outreach and support initiatives tailored to each group's unique needs. Addressing barriers is crucial for improving access among underrepresented groups, while maintaining strong engagement among African American and Hispanic/Latino students remains vital. While there are positive improvements in some areas, ongoing efforts are necessary to ensure equitable access to financial aid for all students, especially those facing challenges.

Strategies Still to be Addressed:

Two-Year Goals/Strategies:

Action Plan for 2-Year strategy 1:

Concise Description of Strategy: Find out which students require assistance in filling out the FAFSA/CADAA and provide them with support in completing the process.

Measurement of Completion: Examine enrolled students and collaborate with various departments, such as IR, Outreach, Admissions & Records, EOP&S, and Counseling to identify individuals who have indicated financial need on their admissions application. Evaluate non-U.S. Citizens to determine if they are eligible for CADAA. Enhance efforts to reach out to all the regions we cater to and motivate them to finish their applications.

Timeline: 2025-2026 Academic Year

Responsible Person: Financial Aid

Current Process: Utilizing Basic Needs, Navigate, and counseling lists

Action Plan for 2-Year strategy 2:

Concise Description of Strategy: Have a fully trained staff that is completely verse in Financial Aid

Measurement of Completion: Annual evaluations, frequent trainings, and staff meetings to ensure we are all on the same page.

Timeline: 2025-2026 Academic Year

Responsible Person: Financial Aid

Current Process: We are newly hiring again, we need two new employees. This is going to be an ongoing process.

Action Plan for 2-Year strategy 3:

Concise Description of Strategy: Speed up processing of applications (FAFSA, CADAA, Appeals, Professional Judgements)

Measurements of Completion: You can use Campus Logic (CL) to keep track of application recipients and request documents for appeals and professional judgements. Additionally, CL can measure the duration it takes to process a file from the time

documents are received. We can leverage CL to send email/text notifications to students, urging them to log in and access the required documents. Our team will monitor the system daily for new files that require review. After completing the review, any necessary corrections will be communicated within a week, and then the aid for the file can be processed. CL can also keep tabs on the time it takes to complete the file from receipt of the documents until the end.

Timeline: 2024-2025 Academic Year

Responsible Person: Financial Aid

Current Process: Campus logic is being utilized. We started at 4-6 timeline review, we are now reviewing files within a week.

Five-Year Goals/Strategies:

Action Plan for 5-Year Strategy 1:

Concise Description of Strategy: Increase Scholarship Applications

Measurements of Completion: Confirm the submission of scholarship applications through Academic Works: Ensure that our Program Coordinator is organizing workshops. Visit classrooms and ask professors to dedicate a day for application submissions

Timeline: 2026-2027 Academic Year

Responsible Person: Financial Aid

Current Process: Already reaching out to instructors, sending out mass Navigate messages to students via text and email letting them know scholarships are available. For the 23/24 aid year, we increased to 166 applications and doubled in eligible recipients. The goal is to increase throughout the next couple of months

Action Plan for 5-Year Strategy 2:

Concise Description of Strategy: Decrease the number of students on warning and suspension from financial aid

Measurement of completion: Observe a reduction in suspension and max program occurrences. Utilize Institutional Research to assess the completion rates of students who use financial aid and those who do not. Experience a decline in the frequency of FA appeals, while ensuring success for those who still need an appeal.

Timeline: 2026-2027 Academic Year

Responsible Person: Financial Aid

Action Plan for 5-Year Strategy 3:

Concise Description of Strategy: Hiring of a Scholarship and Professional Judgement Manager and a Department Assistant III

This measure is no longer a goal, the new goal is to hire a new technician and change the Department Assistant II position into a Department Assistant III position.

Measurement of Completion: Demonstrate the need of a financial aid representative in Tehachapi as well as the need of a DAIII for our office

Timeline: 2026-2027 Academic Year

Responsible Person: Financial Aid

Last Year's Initiatives

Campus Logic

1. Secure Funding:

- Identify potential funding sources, such as state funding (technology funding) and institutional budget allocations.
- Outcome: Achieved funding necessary to support the project, covering costs for software implementation and training programs.

2. Sign Contracts:

- Outcome: Completed the signing of all necessary contracts within the required time frame, keeping the project on track.

3. Implement Campus Logic:

- Coordinate with the Campus Logic team for a smooth implementation of the software on campus.
- Set up a timeline and checklist for each stage of the implementation process, ensuring all technical and logistical requirements are met.
- Conduct regular meetings with IT and support staff to monitor progress and address any challenges.
- Outcome: Campus Logic is fully operational, with technical issues resolved and the system integrated into the existing financial aid infrastructure.

4. Train Staff and Students:

- Develop a comprehensive training program for staff, focusing on using Campus Logic effectively and managing common issues.
- Organize workshops, online training sessions, and hands-on tutorials for both staff and students to familiarize them with the new system.
- Create user guides, FAQs, and video tutorials to support ongoing learning for both staff and students.
- Outcome: Staff are confident and proficient in using Campus Logic, and students are increasingly comfortable with the new system, resulting in fewer service delays and support requests.

5. Navigate Transition Period for Current Students:

- Develop a plan to address the transitional challenges faced by current students during the implementation of the new system.
- Provide targeted support for students struggling with the new processes, offering one-on-one assistance and drop-in help sessions.
- Outcome: After a year or two of support and adjustment, current students have adapted to the new system, leading to a smoother onboarding process for future students as the new approach becomes the standard.

NASFAA Value Plus Membership

Staff and myself successfully utilize NASFAA for trainings and questions on a daily basis.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

FAFSA completion

California Dream Act Application (CADAA) increase and more outreach to Undocumented students

Outreach

Campus Logic

Satisfactory Academic Progress (SAP)

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Hire and Train 1-2 new technicians

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Create the requisition for two technicians

Get the info out to the public through HR

Interview potential employees

Hire two technicians

Begin the training process for financial aid

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Financial Aid Director

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy

Outreach

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The outreach initiatives will continue to expand upon the successful strategy of placing staff across all campus locations, including our satellite campuses, to enhance financial aid awareness. We are also leveraging Outreach to provide essential financial aid education. Currently, we are focusing on high school outreach. In October, our team visited Bishop and Mammoth high schools, where we assisted a total of 90 students, offering much-needed support from Cerro Coso Community College. This initiative has been instrumental in helping students better understand their financial aid options.

Early Observational Data, or "Lead" Measure(s):

We plan to measure the success of these outreach initiatives by tracking the number of student interactions across all locations. A running list will be maintained to document every student engaged at outreach events. Additionally, we will collaborate with Institutional Research (IR) to determine whether the high school students we interacted with eventually enroll at Cerro Coso Community College, allowing us to assess the long-term impact of our efforts.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy

FAFSA/CADAA completion

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Continue to improve on application completion. With 24/25 FAFSA simplification, it is going to be a multi layer approach due to all the issues that are continuing to happen. Utilize Outreach department to support in this initiative. Train staff member on FAFSA/CADAA completion and workshop support.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy

Satisfactory Academic Progress (SAP) awareness and success

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Continue to improve on SAP awareness and initiatives.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy

Evaluate Resource Needs

Facilities

1. Facility needs encompass several important considerations. First, there is an imminent requirement for office expansion. In due course, this expansion will entail dividing my current office into two separate spaces to accommodate the Admissions and Records Director as well as the Financial Aid Director.
2. Financial Aid requires a permanent location in the gym to better support our growing athletic population. As our sports programs expand, we are seeing an increase in student-athletes. Our goal is to have a technician available in the area 2-3 times a week during peak periods. This location should provide both easy access and privacy for students.

Currently, we have set up a temporary workspace in the 427 area with a desk, docking station, monitor, mouse, keyboard, and chair. However, this setup is not sustainable long-term. To properly support our staff and students, we need a more secure and dedicated office space in the gym area. A potential solution could be creating this space in the back section of 427.

According to the Director of Athletics, peak times are from 9:00 AM to 1:00 PM. It would be ideal to have the athletic technician available during these hours, in coordination with the counseling support that is needed 2-3 times a week during the same time frame.

Information Technology

NA

Marketing

Creating Multilingual Outreach Materials:

The initiative to create outreach materials in multiple languages serves as a response to the diverse linguistic needs within our student population, with a particular focus on Spanish speakers and other non-English-speaking communities. By diversifying our outreach materials, we aim to break language barriers and ensure that vital information about financial aid and academic progress is accessible to all students. This effort aligns with our commitment to inclusivity and equity, facilitating clear communication and understanding of complex concepts, ultimately improving student engagement and success.

Maintaining Outreach Momentum for Satisfactory Academic Progress:

Upholding the momentum in the distribution of outreach materials designed to educate students on Satisfactory Academic Progress (SAP) is pivotal in ensuring continued student success and compliance with academic requirements. These materials play a crucial role in conveying the importance of SAP, the potential consequences of falling short, and the available support resources. Consistent distribution and engagement efforts help students remain informed, make informed academic decisions, and take appropriate actions to meet SAP standards. This ongoing commitment to SAP education is integral to student retention and achieving the institution's academic goals.

Outreach materials for advertisement and mailers:

Support is needed for purchasing outreach materials and advertisements to promote key events, including Financial Aid Awareness Month, the launch of scholarships, the annual release of the new FAFSA application, and initiatives aimed at increasing financial aid awareness. These efforts are crucial for ensuring that students are informed and engaged with the available financial aid opportunities.

Professional Development

Attendance at Conferences:

Active participation in conferences is a cornerstone of our commitment to staying updated with the latest developments and best practices in the field of financial aid. These events offer a valuable platform for networking, knowledge sharing, and exposure to innovative solutions. By attending conferences, our team gains insights into emerging trends, regulations, and technologies, equipping us to make informed decisions that enhance the delivery of financial aid services to our students. It also provides opportunities to share our experiences and contribute to the collective wisdom of our industry.

Attendance at NASFAA Webinars and Utilizing NASFAA U for Financial Aid Certifications:

Engagement with the National Association of Student Financial Aid Administrators (NASFAA) through webinars and certification programs is an essential part of our professional development strategy. NASFAA webinars offer a wealth of expertise and insights from industry leaders, enabling us to remain at the forefront of federal financial aid regulations and best practices.

Additionally, utilizing NASFAA U for financial aid certifications is instrumental in equipping our staff with the necessary skills and credentials to navigate the complex landscape of financial aid. This continuous learning process empowers our team to provide high-quality support to our students and ensures that our institution remains compliant and responsive to the evolving financial aid landscape.

Other Needs

Expanding Financial Aid Awareness Month across all our campuses is vital for increasing student engagement and providing equitable access to financial aid resources. Traditionally focused on the IWV campus, this initiative will ensure that students at all campuses receive the same opportunities, tailored support, and relevant information, meeting the unique needs of each location. This aligns with our commitment to equity and inclusivity, fostering a unified approach to student success.

To support this expanded effort, I request funding to cover travel and hotel accommodations in Bishop and Mammoth for my staff during February's Financial Aid Awareness Month. This financial support is essential for placing our staff at different campuses, ensuring they can provide in-person guidance and support to students. Additionally, we propose offering students a voucher for a complimentary item from our food services area when they complete a FAFSA or CADAA application. This incentive encourages student participation and ensures that more students access the financial support they need, ultimately

enhancing their academic experience and retention.

Staffing Requests

1000 Category - Certificated Positions

ECMC

Location:

CC Online, EKC Edwards/Cal City, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley, Ridgecrest/IWV

Justification:

We have significantly increased in student loans since 2022/2023 aid year.

22/23: 58 loans total

23/24: 90 loans total

24/25 in the fall semester alone, we already have 85 student loans

ECMC (Educational Credit Management Corporation) Student Loan Solutions offers a range of services to assist institutions in managing and reducing their student loan default rates. Here's how ECMC can support your school in managing default rates:

1. Default Prevention and Outreach:

- **Proactive Communication:** ECMC can help identify students who are at risk of defaulting on their loans and reach out to them before they fall into delinquency. They provide customized communication strategies, including calls, emails, and letters, to remind students of repayment deadlines and offer assistance with repayment options.
- **Borrower Counseling:** ECMC offers personalized counseling services to borrowers, educating them about repayment options like income-driven repayment plans, deferment, and forbearance. This support helps students make informed decisions about managing their debt.
- **Grace Period Outreach:** ECMC connects with recent graduates during their grace period to prepare them for repayment. This proactive communication helps ensure that borrowers are aware of their repayment obligations and understand their available options before their first payment is due.

2. Loan Rehabilitation and Repayment Solutions:

- **Loan Rehabilitation Programs:** ECMC offers support to borrowers who have already defaulted by guiding them through the loan rehabilitation process. By rehabilitating a loan, a borrower can remove the default status from their credit report, potentially improving their credit score and getting back on track with regular payments.
- **Income-Driven Repayment Assistance:** For borrowers struggling with high monthly payments, ECMC can assist them in enrolling in income-driven repayment (IDR) plans, which cap payments based on income and family size. This can make repayments more manageable and reduce the risk of default.

3. Data Analysis and Reporting:

- **Default Rate Analysis:** ECMC can help schools analyze their student loan default data to identify trends, such as specific demographics or programs that are more likely to default. This analysis helps schools understand the root causes of defaults and implement targeted strategies to address them.
- **Custom Reporting Tools:** With ECMC's reporting tools, schools can track default rates in real-time, allowing financial aid staff to monitor progress and make data-driven decisions about default management initiatives.

4. Financial Literacy Programs:

- **Workshops and Online Resources:** ECMC provides financial literacy resources and workshops for students, helping them understand the implications of borrowing and how to manage their loans after graduation. This education aims to empower students with the knowledge they need to make sound financial decisions, reducing the likelihood of default.
 - **Debt Management Resources:** ECMC offers a variety of resources like budgeting tools, loan repayment calculators, and guides to managing credit and debt. By helping students understand how to balance their finances, they can better prepare for repayment.
5. **Support for Financial Aid Staff:**
- **Training for School Staff:** ECMC provides training for financial aid staff on best practices for default prevention and borrower outreach. This ensures that the staff is equipped with the knowledge and tools to assist students effectively.
 - **Consulting Services:** ECMC can work closely with your school's financial aid department to design and implement a customized default prevention plan that aligns with your institution's needs and goals.

Benefits of Working with ECMC for Default Management:

1. **Lower Cohort Default Rates (CDR):** By providing targeted outreach and support to borrowers, ECMC helps reduce the cohort default rate, which is a critical metric for schools in maintaining eligibility for federal student aid programs.
2. **Improved Borrower Outcomes:** Students receive the support they need to understand their repayment options, reducing financial stress and increasing the likelihood that they will successfully repay their loans.
3. **Enhanced Reputation and Compliance:** A lower default rate can help maintain the school's good standing with the Department of Education, enhancing the institution's reputation and ensuring compliance with federal regulations.

2000 Category - Classified Staff

Financial Aid Technician

Location:

EKC Tehachapi

Salary Grade:

42.5

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

100766.43

Justification:

The addition of a fifth financial aid technician is essential for maintaining and enhancing the quality of our services. Currently, our financial aid office consists of four technicians, each managing over 500 contacts per semester, which includes phone calls, in-person interactions, outreach on campus and in our community, outreach to our satellite campuses, and outreach to our high schools in all our surrounding areas, conferences and trainings, internal team chats with other departments, emails, and Ocelot chat support. While not every student requires constant communication, processing financial aid applications demands significant time and effort. Although CampusLogic has improved our document processing efficiency, staff still need to allocate extra time to upload essential documents, such as appeals, into the system to ensure students can complete their applications.

While this method proves to be the most efficient in the long run, it still takes approximately 10 minutes to create documents for each student.

To meet each student's needs effectively, we must respond to inquiries, assist with applications, and resolve any issues that arise. Given the complexity of financial aid processes and the regulations governing them, it is not feasible to distribute this workload among our existing staff without compromising the accuracy and timeliness of our services. Therefore, adding another technician would allow us to maintain high-quality support while preventing our current team from becoming overburdened.

As you can see in the data, we are not paying out pell to all our potentially eligible students. While the reasons are not due to our processing of applications, the additional effort we could make in reaching these students could help improve our pay rate significantly. This can help address students' questions promptly, reducing the risk of financial barriers that could prevent them from enrolling or continuing their education, which in turn could negatively impact our enrollment and retention rates.

As the demand for financial aid services in the Tehachapi area has grown, the new building on that campus will bring additional needs that our current team cannot fully address remotely. A dedicated technician based in Tehachapi would ensure that students in that area receive timely, in-person support, reducing the likelihood of errors or incomplete applications and promoting student success.

Since we do not have a permanent person in this role, so our permanent staff has been handling the workload. I have had to send a technician to Bishop and Tehachapi, and the extensive travel has been taxing on our employees. Unlike Bakersfield College, whose satellite campuses are just 35 minutes apart, our travel distances can be nearly four hours. This has required our staff to juggle multiple responsibilities, such as processing applications, conducting outreach, and providing individualized support. However, this arrangement is not sustainable, particularly as the demand for financial aid services in Tehachapi, Bishop, and Mammoth continues to grow. Our team often has to coordinate remotely for document verification, which is time-consuming and inefficient. Adding a fifth technician would help streamline these processes, provide more direct support to students, and allow us to engage in more effective outreach in underserved areas.

To get an understanding of the workload, here are items my financial aid staff has taken on, with the additional person, I can have them take on some of these tasks which will help with the stress on each technician.

2024-2025 Technician Duties

Tech	Tech	Tech
A-D, H-J Alpha	E, F, G, K, N Alpha	L, M, O-R, U, V Alpha
Outreach	Outreach	Outreach
Appeals	Appeals	Appeals
Cal Grant Awarding	Cal Grant Awarding	Cal Grant Awarding
Mismatch Report	Mismatch Report	Mismatch Report
Completion Grant Awarding	Completion Grant Awarding	Completion Grant Awarding
Counter interaction	Counter interaction	Counter interaction
Fraud Review	Fraud Review	Fraud Review
CVC Exchange	CVC Exchange	CVC Exchange
Batch Packaging	Batch Packaging	Batch Packaging
SEOG	SEOG	SEOG
Missing ISIRs	Missing ISIRs	Missing ISIRs
Scholarships	R2T4/Overpayments	Consumer Information
ISEP CCPGs	SEOG	P&P Manual
Record Load	Stale Dated Checks/Voided Checks	Federal Workstudy
Mass letters	CHAFEE	Basic Needs

Batch Packaging
Americorps

Dream Act
CMD GI Bill

Direct Loans
Arranging Events f

Cal Grant/Completion Grant Recon

Spanish Speaking Outreach to All Sites

Disbursements

Cal Kids

Campus Logic

Access

Investing in additional financial aid staff is directly tied to our college's mission of providing accessible education. Financial aid is often the deciding factor for students considering higher education, and having the necessary support to navigate the process can significantly impact their enrollment and retention. National data shows that students who receive timely financial aid are more likely to enroll and persist in their studies. By increasing our staff, we can ensure equitable access to financial aid resources, strengthen our presence in communities like Tehachapi, and ultimately support the academic success of all students.

Department Assistant III

Location:

Ridgecrest/IWV

Salary Grade:

38

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

85225.65

Justification:

I propose upgrading my Department Assistant from a DA II to a DA III to take on additional responsibilities, specifically in managing our numerous budgets. Right now, we rely heavily on Tanner for tasks like completing travel requests, coordinating trainings, processing budget transfers, and ordering supplies for our office and outreach materials. This dependency can be a bottleneck, especially since the Financial Aid department is managing 19 budgets and counting.

Having a DA III with expertise in budget management would not only streamline these processes but also free up my time to focus on more strategic initiatives. For instance, I could dedicate more attention to developing and refining our Annual Unit Plan (AUP), managing the BFAP (Board Financial Assistance Program) report, and completing the FISAP (Fiscal Operations Report and Application to Participate). With FAFSA Simplification coming up, there's a need for me to stay ahead of changes and train my team accordingly, especially regarding the rejected Student Aid Reports (SARS). Additionally, updating the ECAR (Eligibility and Certification Approval Report) to reflect new certificate programs will be critical as we adapt to changing offerings.

With a DA III's support, I can also better prepare my team for new initiatives like the proposed Ability-to-Benefit (ATB) process, which could allow non-high school graduates to qualify for financial aid—a pilot program that may significantly impact our student base. The extra support would also allow me to be more hands-on with outreach efforts, guiding my staff as they manage their own workloads and ensuring that we are consistently meeting student needs. This adjustment in staffing would be a strategic move to increase our efficiency and responsiveness as a department, allowing us to better serve our students and adapt to the evolving landscape of financial aid.

AUP Budget Worksheet for Financial Aid - FY25

Fund	Org Description	Account Description	Program Title	Activity	Location	2024		2025		2026	Notes	Increase?	If requesting increase of %5 or more			
						Adopted Budget	Actual Expenses	Adopted Budget		Request			In planning document	Data?	Relevance?	Operational Efficiency?
GU001	Financial Aid	Non-inst Students	Financial Aid Administration	CI		\$ -	\$ 670.24			\$ -	NA	no	no	NA	NA	NA
GU001	Financial Aid	Non-inst Students	Admissions & Records	CI		\$ -	\$ 51.39			\$ -	NA	no	no	NA	NA	NA
GU001	Financial Aid	Non-inst Supplies & Materials	Financial Aid Administration	CI		\$ 1,500.00	\$ -	\$ 1,500.00		\$ 350.00		no	AUP	Asking for assistance with office supplies needed during the fiscal year. This year, so far for fall, I have spent \$195.31. I am anticipating another \$150 for spring which will total \$350	NA	NA
GU001	Financial Aid	Outreach Materials	Financial Aid Administration	CI		\$ 1,000.00	\$ 909.01	\$ 1,000.00		\$ 1,000.00		no	AUP	Every fall semester, we place a large order for outreach materials. This fall, the cost of these supplies totaled \$7,676.05, which is being covered by my categorical budget. I am requesting an additional \$1,000 in support to cover any additional materials needed throughout the semester, such as folders, swag bags, water bottles, and other items. The total cost for CASFAA this fiscal year amounted to \$6,149.73 for just one conference with two employees. I am covering this expense with categorical funding, but additional support would be appreciated to help supplement costs for future conferences.	NA	NA
GU001	Financial Aid	Employee Travel	Financial Aid Administration	CI		\$ 3,000.00	\$ 180.30	\$ 3,000.00		\$ 3,000.00	Utilize for travel to conferences, trainings, and outreach events	no	AUP		NA	NA
GU001	Financial Aid	Employee Travel DO	Financial Aid Administration	CI		\$ -	\$ 39.51			\$ -	NA	no	no	NA	NA	NA
GU001	Financial Aid	Employee Travel DO	Financial Aid Administration	CM		\$ -	\$ 483.71			\$ 1,516.00	Need a budget to support every other month travel and stay to Mammoth	yes	AUP	The cost for a hotel in Mammoth is typically \$314 per night. If we need to send a technician to Mammoth four times during the fiscal year for financial aid purposes, the total cost for hotel accommodations would be \$1,256. Additionally, gas for each round trip is estimated at \$65, which totals \$260 for all four trips. In total, we would require \$1,516 for hotel stays and gas for the entire fiscal year.	NA	NA
GU001	Financial Aid	Employee Travel DO	Financial Aid Administration	CB		\$ -	\$ 517.60	\$ -		\$ 1,000.00	Need a budget to support every other month travel and stay to Bishop	yes	AUP	The estimated gas cost for each trip to Bishop is \$55 and we anticipate traveling to Bishop for 9 months out of the fiscal year, resulting in a total of \$495 for gas. Additionally, we will require at least two nights of accommodation in Bishop, with the average hotel costing \$200 per night, bringing the total for hotel stays to \$400. Therefore, the total budget request for trips to Bishop comes to \$895.	NA	NA
GU001	Financial Aid	Employee Travel DO	Financial Aid Administration	CT		\$ -	\$ 360.83			\$ 450.00	Need a budget to support monthly travel to Tehachapi	no	AUP	The estimated gas cost for each trip to Tehachapi is \$50, and we anticipate traveling there 9 months out of the fiscal year, resulting in a total of \$450 for gas.	NA	NA
GU001	Financial Aid	(Local) Online Training/Webinar	Financial Aid Administration	CI		\$ -	\$ 1,764.00			\$ 1,500.00	NASFAAU Trainings	yes	AUP	NASFAAU provides multiple training opportunities, with each session costing an average of \$300. If 5 employees attend one training each, the total budget request would be \$1,500.	NA	With NASFAAU, we have the opportunity to attend one major conference each year, which will help reduce training costs. This arrangement allows me to select two individuals for in-person conference attendance, while the remaining staff can participate in virtual training sessions. This approach maximizes our resources and ensures that our team stays informed and up-to-date on essential financial aid topics.
GU001	Financial Aid	Food/Meetings	Financial Aid Administration	CI		\$ 1,000.00	\$ -	\$ 1,000.00		\$ 500.00	we have not been able to have meetings this aid year due to the busy times. I am going to hire three employees, much training will be needed. Food supply will be appreciated.	no	AUP	The training sessions help ensure that our team is aligned and working cohesively, which is vital for effective file processing. By participating in these trainings, we can maintain consistent communication with students, addressing their questions and concerns uniformly. This alignment fosters a shared understanding of our policies and procedures, enhancing our overall efficiency. Moreover, when everyone is on the same page, we can provide a more seamless experience for students, ultimately contributing to their success. Regular training not only strengthens our team dynamics but also reinforces our commitment to delivering high-quality service.	NA	Conducting these training sessions helps to minimize significant errors and reduce the likelihood of human mistakes. By providing clear guidance and addressing any uncertainties, we ensure that all team members have a solid understanding of our processes. This proactive approach not only enhances accuracy but also promotes confidence in our decision-making, ultimately leading to improved outcomes for our students.
GU001	Financial Aid	Refreshments/Meetings	Financial Aid Administration	CI		\$ -	\$ 174.73			\$ 300.00	I would like to explore making our events bigger and offering more refreshment incentives	yes	AUP	We are incentivizing attendance and participation from students by providing refreshments and snacks. For Financial Aid Awareness Month, we spent \$465.94, which attracted a total of 56 students across all campuses.	NA	Demonstrates community support, promotes the completion of applications, and strengthens our connection to the community.

AUP Budget Worksheet for Financial Aid - FY25

GU001	Financial Aid	Refreshments/Meetings	Financial Aid Administration	CM	2024	2024	2025	2026	I would like to explore making our events bigger and offering more refreshment incentives	yes	AUP	We are incentivizing attendance and participation from students by providing refreshments and snacks. For Financial Aid Awareness Month, we spent \$465.94, which attracted a total of 56 students across all campuses.	This initiative is essential for enhancing students' understanding of the FAFSA, CADAA, and scholarship applications, as well as the Satisfactory Academic Progress (SAP) and financial aid processes. By providing clear information and guidance, we can alleviate confusion surrounding these critical topics, making it easier for students to navigate the financial aid landscape. This support not only empowers students to complete their applications accurately but also increases their chances of securing the funding they need for their education. Ultimately, improving comprehension of these processes fosters greater confidence and success among our student population.	Demonstrates community support, promotes the completion of applications, and strengthens our connection to the community.
					\$	-	\$ 87.36	\$ 100.00						
GU001	Financial Aid	Refreshments/Meetings	Financial Aid Administration	CT	\$	-	\$ 116.49	\$ 200.00	I would like to explore making our events bigger and offering more refreshment incentives	yes	AUP	We are incentivizing attendance and participation from students by providing refreshments and snacks. For Financial Aid Awareness Month, we spent \$465.94, which attracted a total of 56 students across all campuses.	This initiative is essential for enhancing students' understanding of the FAFSA, CADAA, and scholarship applications, as well as the Satisfactory Academic Progress (SAP) and financial aid processes. By providing clear information and guidance, we can alleviate confusion surrounding these critical topics, making it easier for students to navigate the financial aid landscape. This support not only empowers students to complete their applications accurately but also increases their chances of securing the funding they need for their education. Ultimately, improving comprehension of these processes fosters greater confidence and success among our student population.	Demonstrates community support, promotes the completion of applications, and strengthens our connection to the community.
GU001	Financial Aid	Refreshments/Meetings	Financial Aid Administration	CB	\$	-	\$ 87.36	\$ 100.00	I would like to explore making our events bigger and offering more refreshment incentives	yes	AUP	We are incentivizing attendance and participation from students by providing refreshments and snacks. For Financial Aid Awareness Month, we spent \$465.94, which attracted a total of 56 students across all campuses.	This initiative is essential for enhancing students' understanding of the FAFSA, CADAA, and scholarship applications, as well as the Satisfactory Academic Progress (SAP) and financial aid processes. By providing clear information and guidance, we can alleviate confusion surrounding these critical topics, making it easier for students to navigate the financial aid landscape. This support not only empowers students to complete their applications accurately but also increases their chances of securing the funding they need for their education. Ultimately, improving comprehension of these processes fosters greater confidence and success among our student population.	Demonstrates community support, promotes the completion of applications, and strengthens our connection to the community.
GU001	Financial Aid	Institutional Dues/Memberships	Financial Aid Administration	CI	\$	1,676.00	\$ 2,335.00	\$ 1,676.00	\$ 2,424.00	WASFAA, NASFAA, and CASFAA	yes	AUP	CASFAA is \$300, NASFAA is \$1,734, \$390	With NASFAA, WASFAA and CASFAA memberships, we have the opportunity to attend one major conference each year, which will help reduce training costs. This arrangement allows me to select two individuals for in-person conference attendance, while the remaining staff can participate in virtual training sessions. This approach maximizes our resources and ensures that our team stays informed and up-to-date on essential financial aid topics.
GU001	Financial Aid	Postage/Express Overnight Svcs	Financial Aid Administration	CI	\$	-	\$ 5.01	\$ 60.00	Priority mail for deadlines such as FISAP, BFAP, and sending FAFSA applications out for students who cannot complete an online application	yes	no	FISAP and BFAP are completed once a year, but there is an increase on mailing out FAFSA applications for students that cannot complete online. Estimating a total of \$60 for the new fiscal year.	Assists with getting required documentation in to the state or federal agencies on time. Assists students with completing their FAFSA application due to the FAFSA Simplification issues we are encountering.	Tracking the applications we submit enhances our efficiency by ensuring that both we and the students can confirm receipt of their submissions. This organized approach minimizes confusion and reduces anxiety during what can already be a stressful process for students. By maintaining accurate records of applications, we can quickly address any issues that arise and provide timely updates to students, ultimately fostering a smoother experience. This efficiency not only streamlines our workflow but also builds trust and confidence in our services.

Resource Requests					
Type of request	1 time or ongoing?	Requested amount	Description/Explanation	In planning document	Data? Relevance? Operational Efficiency?
Marketing	ongoing	\$ 3,000.00	<p>We aim to utilize various marketing channels, including radio ads, newspaper advertisements, digital billboards, posters, banners, and flyers, to raise awareness about FAFSA/CADAA completion and scholarship application submissions. By reaching out through these diverse platforms, we can effectively engage the community and ensure that more students are informed about financial aid opportunities. This multi-faceted approach will help us connect with a wider audience and encourage them to take action on their applications. Increasing visibility around these important topics is crucial for supporting students in navigating the financial aid process. Ultimately, our goal is to empower more students to access the funding they need for their education.</p>	AUP	<p>Increasing awareness of FAFSA/CADAA, scholarships, financial wellness, and Satisfactory Academic Progress (SAP) is essential for enhancing student success. By promoting these topics, we can help students understand the importance of financial aid and the resources available to them. This awareness fosters a culture of financial literacy, equipping students with the knowledge they need to make informed decisions about their education. Additionally, raising awareness about SAP emphasizes the significance of maintaining academic performance, which directly impacts students' eligibility for financial aid. Ultimately, this proactive approach not only supports individual students but also strengthens the overall educational community.</p> <p>Increasing awareness of FAFSA/CADAA, scholarships, financial wellness, and Satisfactory Academic Progress (SAP) enhances our operational efficiency by reducing the need for repetitive explanations and minimizing errors in applications. This allows staff to focus on addressing more complex issues and providing targeted support to students.</p>