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## Section 1: Consortium Information

# San Luis Obispo County Adult Education Consortium (Slocaec)

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# Obispo County Adult Education Consortium (Slocaec)

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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

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The San Luis Obispo County Adult Education Consortium (SLOCAEC), which includes the San Luis Obispo County Community College District, Lucia Mar Unified School District, San Luis Coastal Unified School District, and Templeton Unified School District, provides accessible, high quality educational services and programs to support the success for adult learners in our communities. The SLOCAEC Mission Statement serves as the basis for setting our consortium priorities and guiding our practices, programs, and services. The SLOCAEC Statement reads:

"The San Luis Obispo County Adult Education Consortium is responsive to the unique needs of adult learners in the San Luis Obispo County. Through innovative educational programs and student support services, students will learn to think critically, progress academically, and participate as engaged citizens in their community."

To ensure our consortium is meeting the diverse educational and workforce needs of adult learners in our county, we are developing five workgroups specific to each SMART goal identified in our 2019-2022 plan. Our workgroups will improve participation, collaboration, and effectiveness to ensure we are working towards the objective stated in our mission.

In the process of developing the regional plan, stakeholders found that, while programming is improving and growing throughout the region, there is a lack of alignment across member sites. Although we have had workgroups in the past, developing SMART goals will allow us to measure outcomes with more specificity in the coming years. These SMART goals will serve as the guiding principles and outcomes for each workgroup. The workgroups will improve curriculum alignment and shared student support services to increase seamless transitions. Improved tracking mechanisms will be identified so members can report data to collectively assess the impact and effectiveness of strategies implemented. The respective workgroups will be evaluated quarterly to determine effectiveness in reaching our goals identified in the 2019-2022 plan.

Reflecting on the 2015-2018 plan, the SLOCAEC has made significant progress towards our primary goals of developing an integrated adult education system across local school districts and the community college. We have leveraged resources, improved transitions, implemented innovative strategies to develop educational programs, and shared professional development. We will continue to grow in all these areas. Specifically, the key goals of the 2019-2022 three-year plan are to improve program development and alignment, increase data collection, implement persistence and retention strategies, align College & Career pathways with labor market data, and revise our governance policy. Administrators, faculty, counselors, and staff will work diligently to provide students with high quality instruction, curriculum, counseling/advising and student support services. Achieving these goals



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will close gaps, address the lack of alignment across member sites, increase enrollments, and provide clear mapping for college and career pathways.

Executing this ambitious plan will require support from our community partners, input from our Executive Committee, as well as additional resources that will be provided largely through state funding. Resources needed may include faculty, counselors/advisors, staff, partners, technology integration, and professional development. Effectiveness of the plan will be measured by data collection and analysis coordinated by program area workgroups that include key partners.



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## 2.2 Pre-Planning Assessment

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The SLOCAEC used the pre-planning assessment as a tool to increase collaboration and facilitate program evaluation. The consortium applied the pre-planning assessment to review member output, alignment, and collaborations during the last three years. The assessment was disseminated to instructors in program areas, student services staff and counselors, administration, and key community partners. The pre-planning process allowed the SLOCAEC to reflect on our capacity and progress and identify gaps and areas for improvement. The process revealed areas of success that the consortium members will use as best practices when moving forward in the piloting and implementation phase of new courses, programs, and student support services. Along with our achievements, we learned from our assessment results the need to expand collaborations and increase input/feedback with our faculty and staff. It was echoed from our instructors and staff that there is a need to better understand the nature of the programs offered within the different districts and how they align and complement each other. Additionally, it was found that the community needs assessment was unclear and not well defined, so this area needs attention to better identify gaps. Our instructors, administrators, and staff also recognized the need to improve data for decision making, program development and member effectiveness. The pre-planning assessment guided the review of current levels and types of program offerings that our members have developed over the last three years and the future capacity of our programs. The consortium members have made progress in program development in English as a Second Language (ESL), High School Diploma/ High School Equivalency (HSD/HSE), Adult with Disabilities, Workforce Preparation, and Short-term CTE. Currently, our ESL and HSD/HSE programs are offered at various locations throughout the county and in the morning, afternoon, and evening. Cuesta College ESL and HSE courses and programs offer students a Career Development and College Preparation Certificate (CDCP), our K-12 adult schools provide an internal Certificate of Completion for these programs. However, in 2019-2022, we will focus on improving these programs to ensure high quality education that provides our adult learners with defined courses with clear mapping of our educational and workforce programs and services. Members have reached consensus regarding the benefits of defining courses and programs that include student learning outcomes in order to improve the student onboarding experience. This means improving services at a student's level of entry in all our programs, so we provide clear course mapping to help meet their educational and workforce goals. The enhancements of our courses, programs, and services will increase enrollments, retention, persistence, and student success. This work will improve our efforts to provide students with a seamless transition within our programs as well as with other educational agencies in our county. The following includes each consortium member's program development throughout the 2015-2018 period; including an evaluation of current levels and types of education and workforce programs.

Cuesta College:

All Cuesta College's courses are linked to a Career Development College Preparation (CDCP) certificate.



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## English as a Second Language

- 10 courses
- 7 certificates

## High School Equivalency/ Adult Secondary Education

- 4 courses
- 2 certificates

## Adults with Disabilities

- 6 courses
- 3 certificates

## Workforce Preparation

- 110 courses
- 36 certificates

## Short-term CTE

- Autobody Repair: 4 courses, 1 certificate
- Welding: 3 courses, 1 certificate
- Hospitality: 15 courses, 4 certificates
- Computer Networking: 4 courses, 1 certificate
- Child Advocacy: 2 courses, 1 certificate

## San Luis Coastal Adult School:

### English as a Second Language



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- San Luis Coastal currently offers five Multi-Level ESL classes at three locations, with one course focusing on Child Development and Family Services

## High School Diploma/Equivalency

- High School Diploma/Equivalency are offered at two locations, Adult School and San Luis County Jail

## Workforce Preparation

- San Luis Coastal offers a variety of computer classes to improve computer skills for workforce preparation

## Short Term CTE

- Apparel Construction and Techniques is offered at the San Luis Obispo County Jail with a mirror program at San Luis Coastal Adult School

## Adults with Disabilities

- Ages 18-22 Adults with Disabilities are served in our school district's Adult Transition Program

## Training for Child School Success

- San Luis Coastal works with Parent Connection of San Luis Obispo County and our school district to offer classes for parents to support children's success

## Lucia Mar Adult School:

### English as a Second Language

- Lucia Mar currently offers 5 multi-Level ESL classes at two Adult Education locations.
- Lucia Mar offers ESL classes at two local hotels.

### High School Diploma/Equivalency

- High School Diploma/Equivalency are offered at two Adult Education locations.

### Adult with Disabilities

- Ages 18-22 Adults with Disabilities are served in our school district's Adult Transition Program.

### Workforce Preparation





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- In conjunction with the hotels, students are provided with the skills necessary to move forward in the hotel structure.
- Adult Education offers computer classes for workforce preparation.

## Training for Child School Success

- Lucia Mar, in conjunction with the school district, has been preparing to offer in fall 2019 Parent Institute for Quality Review (PIQE)

## Templeton Adult School:

High School Diploma program offered in the Northern Part of San Luis Obispo (SLO) County. During the last 3 years our curriculum was aligned with the other K-12 districts HSD programs in SLO County, collaborative professional development was implemented.

By collectively assessing the above course and program offerings and the impact of services provided, we were able to identify new approaches that our consortium will prioritize to meet the diverse educational and workforce needs of adult learners in our communities.

Another key finding was the need to better align our adult education services with other regional plans and planning processes, specifically Federal Workforce Innovation and Opportunity (WIOA) Title II and California Chancellor's Office Strong Workforce Program. Greater alignment and collaboration with these regional plans will assist our consortium with meeting our SMART goals for the next three years. It will also improve our transparency in the planning, implementation, and member effectiveness of the adult education programs and services we provide.

The pre-planning assessment tool allowed our members to extend our planning processes in a unified and organized manner to our faculty, staff, administration, and partners. During the regional planning process the consortium members and key stakeholders reviewed the input from the respective work groups and a PowerPoint was developed as a visual to guide us in identifying our goals, activities, and outputs for 2019-2022.



San Luis **Obispo County Adult Education Consortium (Slocaec)**

**Table 1. Regional Service Providers**

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Cuesta College	Education	Highway 1, SLO 93403	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Luis Coastal Adult School	Education	1500 Lizzie Dr, SLO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Lucia Mar Adult School	Education	1425 19 <sup>th</sup> St. Oceano	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Templeton Adult School	Education	950 Old Counrty Rd	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Eckerd Connects	Workforce	880 Industrial Way	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Literacy for Life	Nonprofit	995 Palm St.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



# San Luis Obispo County Adult Education Consortium (Slocaec)

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
<b>State / Federal Funding</b>			
AEP	\$1,435,309	\$1,435,309	\$1,435,309
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$409,058	\$409,058	\$409,058
<b>Other</b>			
Student Equity & Achievement	\$110,000	\$110,000	\$110,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
<b>Total</b>	<b>\$1,954,367</b>	<b>\$1,954,367</b>	<b>\$1,954,367</b>



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## 2.3 Community Need and Customers

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San Luis Obispo County is home to the famous Hearst Castle, the Paso Robles wine region and the Santa Lucia Mountains, as well as several small coastal tourist and rural communities. Our county economy is a diverse mix of tourism, farming, small business, government and infrastructure employers. The county's workforce is diverse and while only 10.2 percent of the population aged 25 and older has less than a high school diploma our region suffers from high cost of living and high housing prices. Only 28 percent of homes were affordable for a family with the median income and nearly half of all jobs in the county pay less than a living wage.

The regional demographics of our potential customers are stated in Figure 1:

FIGURE 1. (as of 5/21/2019 in California Adult Education Plan Regional Fact Sheet)

Populations	Number (N)
Adults 18+	229,997
No Diploma	20,962
Limited English	16,183
Unemployed	5,959
Foreign-Born	27,996
Near Poverty or Less	59,045
Adults W/ Disabilities	30,610
Veterans	19,347

The regional demographics reveal the critical need for various adult education programs and services in our county. These include GED, ESL, Citizenship, Workforce Preparation, Adults W/ Disabilities, Short-term CTE, and Training for Child School Success. The SLOCAEC developed goals during the 2019-2022 regional planning process to maximize our services and meet the needs of these populations. By aligning curriculum that complements each member's programs, the consortium will be better equipped to meet the needs of our adult learner demographics.

The regional demographics reveal the critical need for various adult education programs and services in our county. These include GED, ESL, Citizenship, Workforce Preparation, Adults W/ Disabilities, Short-term CTE, and Training for Child School Success. The SLOCAEC developed goals during the 2019-2022 regional planning process to



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maximize our services and meet the needs of these populations. By aligning curriculum that complements each member's programs, the consortium will be better equipped to meet the needs of our adult learner demographics.

During the regional planning process with key stakeholders SLOCAEC identified local industries and current in-demand jobs. These areas of growth include the sectors of food/service, healthcare, and personal care. The information below provided by the Workforce Development Board shows potential jobs and average wages. Our consortium will focus on program development that will lead to industry certificates during the 2019-2022 period.

## FOOD PREPARATION AND SERVING RELATED OCCUPATIONS

- Cooks, Restaurant

- o Average Annual Wages: \$28,900

- o Current Employment: 1,497 jobs

- o Total Growth Demand: 208 jobs

- o Total Replacement Demand: 432 jobs

- Combined Food Preparation and Serving Workers, Including Fast Food

- o Average Annual Wages: \$23,000

- o Current Employment: 3,280 jobs

- o Total Growth Demand: 288 jobs

- o Total Replacement Demand: 1,098 jobs

## HEALTHCARE SUPPORT OCCUPATIONS

- Home Health Aides

- o Average Annual Wages: \$28,900

- o Current Employment: 288 jobs

- o Total Growth Demand: 100 jobs



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o Total Replacement Demand: 65 jobs

- Nursing Assistants

o Average Annual Wages: \$28,500

o Current Employment: 874 jobs

o Total Growth Demand: 150 jobs

o Total Replacement Demand: 200 jobs

- Medical Assistants

o Average Annual Wages: \$35,100

o Current Employment: 570 jobs

o Total Growth Demand: 133 jobs

o Total Replacement Demand: 122 jobs

## PERSONAL CARE AND SERVICE OCCUPATIONS

- Personal Care Aides

o Average Annual Wages: \$23,900

o Current Employment: 2,138 jobs

o Total Growth Demand: 497 jobs

o Total Replacement Demand: 241 jobs

Our consortium will engage with key stakeholders to ensure our educational programs are aligned with the current needs of employers and the industry sectors in our region to provide students with workforce skills that will lead them to employment and higher wage gains.





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Numerous partners assisted in our on-going community-wide needs analysis for our Adults with Disabilities programs. The Tri-Counties Regional Center, Department of Rehabilitation (DOR), Path Point, NCI, Achievement House, Escuela del Rio, and Options, along with members of our community met multiple times for stakeholders' meetings to determine the programming needs of this population. After several meetings and various program implementations the community college was able to establish a program in collaboration with several agencies, for example, Path Point, Escuela del Rio, Achievement House and NCI that provides life and employability skills classes to adults with disabilities. Our program has provided this population with life-long learning and a college opportunity at both college campuses and at agency locations. These students are gaining confidence and life skills that will help them succeed.

One feature of the need's assessment of adults with disabilities in San Luis Obispo County addressed the local need for a campus-based program for adults on the autism spectrum. This need was initially identified and prioritized by the stakeholder group and confirmed in subsequent inquiries with school districts, agencies, family and community members. Classes were offered on the two campuses of the college, but the enrollment did not reveal that there is adequate demand for this program at this time. The focus has turned to coordinating with the college DSPS program to address the needs of this population.

The data reveals that many of our students enter our programs with common barriers to success. San Luis Obispo County is made up of several unique micro communities. In the northern part of our county we have the rural communities of Shandon, San Miguel, and Santa Margarita and the bigger towns of Paso Robles, and Atascadero. Central to our county is San Luis Obispo, with surrounding coastal communities of Cambria, Morro Bay, Los Osos and Cayucos. Our south county consists of Avila Beach, Pismo Beach, Grover Beach, Arroyo Grande, Oceano and Nipomo. These towns are divided by rural roads and mountain ranges making the rural landscape of our county a transportation barrier for adult learners to enter our programs and services. To address this barrier the consortium will expand programming throughout these rural communities and provide off site student support, including orientation, counseling/advising, and follow-up services. Some members provide transportation assistance for students experiencing economic hardships who prefer to attend classes at our main campuses and learning centers. Another common barrier for our current and potential students is the need for childcare. To minimize this barrier for students throughout our consortium most members offer a no cost childcare program while students are attending class. Our consortium is dedicated to addressing our student barriers and providing resources through leveraged resources to eliminate some of these barriers and help our students succeed. The SLOCAEC looks forward to the next 2019-2022 phase to continue program growth, implementation, and student success.



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# Obispo County Adult Education

## Consortium (Slocaec)

### 2.4 Identifying Goals and Strategies

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The SLOCAEC has collaborated with various community partners as a consortium to identify goals and strategies to meet the needs of adult learners in San Luis Obispo county. Cuesta College has partnered with the Workforce Development Board, Chambers of Commerce, the credit programs at the college, and the local hospitality industries. A Cuesta College consortium representative has been a member of the Workforce Development Board, Services and Strategies committee during the last three years with includes Department of Social Services, NCI-Adults with Disabilities, and Community Action Partnership of San Luis Obispo County (CAPSLO). The participation in this committee has enriched the SLOCAEC's understanding of the diverse community needs of adult learners. Cuesta College has also worked with the Chambers of Commerce throughout the San Luis Obispo County to identify the needs of local employers for skilled workers and discuss how adult education can help meet these needs. Cuesta College has also consulted credit programs at the college in order to determine how noncredit can best serve as a resource for basic skills English and Math students with the new implementation of AB705. Finally, the community college has met with Travel Paso and other Hospitality industries to prepare for the Fall 2019 Hospitality program implementation.

Likewise, the K-12 members have also collaborated with various community organizations. San Luis Coastal collaborates with Center for Family Strengthening and Parent Connection to determine needs for the Child School Success Program. San Luis Coastal also works with CAPSLO to offer literacy and workforce skills to students interested in working with children individually or in a school setting. Lucia Mar Adult School offers ESL for the Workplace classes at two local hotels, Sea Crest Sea Venture. These classes help advance current employee's English skills at the same time as improve their soft skills so that students have the opportunity to promote and increase their wages. Templeton Adult School offers high school diploma classes at Treasury Wine Estates in Paso Robles to assist students with achieving their HSD and promoting within the wine industry. San Luis Coastal Adult School collaborates closely with the County Sheriff's Department to offer a high school equivalency and CTE program in the county jail. Cuesta College Student Services is included in those collaborations to develop and implement services and programs intended for ex-offenders to increase their success outside of the jail and minimize recidivism.

These extensive activities have enabled the SLOCAEC to better understand community needs and determine appropriate ways to continue and improve program development. SLOCAEC has been able to determine specific goals with measurable outcomes that will show effectiveness in this next three-year planning cycle. Specifically, we have developed five specific goals.

#### 1. Revise the SLOCAEC's governance policy

As the consortium began regional planning for 2019-2022 using the pre-planning assessment tool, it was immediately recognized that the governance policy and structure needed to be revisited. The policy needs to



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include by-laws that clarify the role of the executive committee, voting structure, and assessment of member effectiveness. A clearer governance policy will improve transparency, and member effectiveness. The consortium has come to a consensus that this is a priority and needs to be addressed and a new policy implemented by December 2019.

## 2. Improve ESL alignment and program development

To improve ESL student outcomes, increase coordination, eliminate duplication and maximize ESL program potential, the consortium will strategically identify faculty, administrators, and staff to participate in a workgroup that will align ESL curriculum and standards. Cuesta College offers a core ESL program with five distinct levels, four elective classes specific to grammar and conversation, and two vocational ESL classes designed for workforce preparation and transitions. The K-12 members, through the workgroup process will develop leveled courses with course outlines that define student learning outcomes and content standards and are aligned with the curriculum and content standards of the California Department of Education English Language Proficiency Standards. Students success and progress in each level will be measured and defined by progress indicators and benchmarks and ESL programs across the consortium will implement formative and summative assessment to measure outcomes. The SLOCAEC understands when instructors and students have clear standards, competencies, benchmarks, and curricula to guide their teaching and learning, the result will be systematic learning in the ESL classrooms across the consortium. The ESL workgroup will develop a community needs assessment based on best practices to ensure their teachers are receiving a defined course outline with clear goals to guide their instructional choices. K-12 ESL programs will define levels with clear standards that will clearly indicate what is to be taught at each level as well as the exit competencies. This alignment will result in a clear framework for ESL students across the consortium. In order to reach this goal, the identified workgroup participants will conduct research and participate in professional development.

## 3. Improve student support services to promote seamless transitions

Another area for improvement in our region is integration of services and seamless transitions. To meet this goal a workgroup will be identified to conduct research and develop strategies for implementation. To improve integration of services specifically for our ESL programs across the region, the workgroup will develop an aligned intake system that includes multiple measures for placement in the ESL programs. Currently, CASAS is the common instrument used by all members to assess student's level of English proficiency. The community college has developed other measures to assess student's level during onboarding to ensure students are placed in the proper level. The K-12 members will develop multiple measures for the ESL intake process to allow for seamless transitions between all consortium programs.

To align the intake process for all programs and provide better placement for adults seeking education and workforce services the SLOCAEC will develop a shared procedure for tracking student support services which



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include; orientations, counseling/advising, and follow-up services such as, a common referral system. To ensure effectiveness consortium members will provide these services to at least 75% of students.

#### 4. Increase retention and persistence

Retention and persistence are ongoing challenges for all adult education programs. We serve some of the most vulnerable student populations who face numerous barriers to success. To address this issue across the consortium, each member will develop and implement retention and persistence strategies with supporting data that outlines the effectiveness of each strategy. It is critical that we retain students in our programs and help them increase persistence so that they may achieve their goals of transitioning to post-secondary education and the workforce.

#### 5. Develop three CTE pathways that respond to local workforce needs

To concretely identify and quantify our outputs the consortium will develop appropriate short-term CTE and Workforce Preparation programs. These programs and courses will align across the consortium and with college credit programs. Students will be provided with a comprehensive program map and job search career/employment supportive services and resources that will coordinate with local workforce development agencies. To increase awareness and engagement of these new programs the workgroup will develop intentional outreach strategies to market the new programs and services. Cuesta College has a designated Outreach Director and Coordinator while the K-12 members are seeking to employ staff to work on program outreach.

The SLOCAEC realizes there has been a lack of data and input from stake holders on the work that has been done thus far. During the 2019-2022 period the consortium members will report data quarterly to the Executive Committee (including community college district Vice President of Academic Affairs, K-12 Administration, and key stakeholders) to evaluate member effectiveness of the measurable outcomes. It has yet to be determined how members will be held accountable for effective or lack of effective services. This will be determined through the new governance plan and hopefully new guidelines from the state. The consortium looks forward to greater transparency and input from key stakeholders as we move forward with the goals and strategies of the 2019-2022 plan.



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**Figure 1. Logic Model**

Goal Statement: See PDF of Consortium developed Logic Model Template

*Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address*

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>



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Assumptions	External Factors



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# Obispo County Adult Education Consortium (Slocaec)

## Table 3. Progress Indicators

*Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.*

*Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.*

1. By September 2021, the SLOCAEC will establish and ESL workgroup that will serve the needs of our students and provide transition to career or college pathways and citizenship. This work will include leveled curriculum alignment, increased enrollments (students/classes/sites) and a common assessment (besides CASAS) to improve ESL level placement and support transitions. K-12 agencies will increase enrollments to a minimum of 10 and Cuesta College will increase enrollments to a minimum of 20 students in each ESL class. The consortium members offering ESL classes will have 50% of students completing a CASAS pre and post-test.
2. By June 2022, the SLOCAEC, along with partners, will develop a shared procedure for tracking student support services from entry through exit (orientations, counseling/advising, and follow up services), including a common referral system among consortium members and partners. Each member district will provide at least 75% of students with these services
3. By June 2021, each SLOCAC educational agency will develop and share a minimum of two specific retention and persistence strategies with agreed upon supporting data that outlines the number of students participating. Program Year 2018-2019 will serve as the base for a comparison of retention to PY 2019 -2020 and PY 2020-2021.
4. By May 2022, the consortium will develop three CTE sectors and pathways that respond to local workforce development needs and develop appropriate short-term CTE and Workforce Preparation programs. These programs and courses will align across the Consortium and with college credit programs. Students will be provided with a comprehensive program map and job search career/ employment supportive services and resources that coordinate with local workforce development agencies.



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5. By December 2019, the SLOCAEC will revise its governance policy. The revisions will include the development of bylaws that will address an executive committee, meeting dates, voting structure, adding and subtracting membership, member effectiveness and members with a corrective action plan.





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## 2.5 Piloting and Implementation

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To achieve the five goals there will be workgroups assigned to develop the strategies and activities for implementation. The first step is to revisit our governance policy to develop a governing body. The SLOCAEC will develop a governing body to improve transparency, accountability, and member effectiveness during 2019-2022. This governing body will review formative and summative data to evaluate effectiveness and assess the overarching impact of the members strategies and pilot implementations.

The consortium has determined that the need to align curriculum and have established course outlines with defined objectives and clear exit competencies is priority. The ESL workgroup will use a best practice approach to align curriculum and develop course outlines for K-12 ESL programs. The workgroup will use state proficiency standards to develop these courses. Minimum enrollments and retention will be used to assess success or failure of ESL program pilots.

To improve student support services the consortium will develop tools to administer matriculation services and a tracking mechanism to assess the effectiveness of services. Each member will present data to measure the success of each service provided to students and the number of students who received the different services will also be reviewed.

The consortium will develop three CTE sectors and pilot each sector as a cohort to determine the success and student outcomes of course completions.

Workgroups will be assigned for each goal to develop strategies and implementation processes as well as identify the criteria to assess the success and failures of the program implementations. These strategies and assessments have yet to be identified. Workgroup participants will have professional development opportunities to learn best practices and models for strategies and effective pilot implementations. As the workgroups move forward these strategies and criteria for assessments will be further developed and explained in the SLOCAEC's 2019 annual plan.