



Logic Model

INPUTS, ACTIVITIES, OUTPUTS

3YP = CONSORTIUM THREE YEAR PLAN

AP 16/17 = ANNUAL PLAN 2016/2017

AP 17/18 = ANNUAL PLAN 2017/2018

AP 18/19 = ANNUAL PLAN 2018/2019

Goal 1: Curriculum Alignment (CAEP Objective #3: Seamless Transitions)

Credit and noncredit/k-12 curriculum needs to be aligned to enable students to transition between programs within the consortium(3YPpp. 18, 28).

Goal 2: Expand Student Support Services (CAEP Objective #3: Seamless Transitions)

Comprehensive student support services throughout the county are needed (3YP pp. 13, 19, 21, 28). This includes developing job descriptions and hiring adult education counselors and staff to implement the Student Success and Support Program (SSSP) model of core services at all locations (3YP pp. 41, 62 & AP 16/17 p. 4).

Goal 3: Expand Outreach (CAEP Objective #3 & #4: Seamless Transitions & Gaps in Services)

The consortium requires enhanced outreach to communicate the range of offerings and opportunities for adult education across program areas and regions (3YP p. 35).

Goal 4: Employ Retention and Persistence Strategies (CAEP Objective #5: Student Acceleration)

The consortium aims to increase course enrollments as well as student retention, persistence, and overall satisfaction (3YP p. 64 & AP 17/18 p. 1).

Goal 5: ADDRESS Gaps in Immigrant Education (CAEP Objective #4: Address Gaps)

The Consortium identified several needs in immigrant education including: direct level instruction expansion, pathways for ESL, short-term CTE courses, citizenship, and Vocational ESL (3YP p. 41).

Goal 6: Program Development (CAEP Objective #2: Current Regional Needs)

The Consortium will develop programs in support of the CAEP mission including Adults with Disabilities, Short-term CTE, Pre-apprenticeship, and consistent ABE/ASE offerings (3YP pp. 18, 21, 24).

Goal 7: Create/implement mutually agreed upon assessments (CAEP Objective #3 & #4: Seamless Transitions & Address Gaps)

The Consortium will use mutually agreed upon data pieces and/or assessments for ABE, ASE, and ESL and integrate the State developed Common Assessment Initiative (3 YP pp. 34, 44)

Goal 8: Professional development (CAEP Objective #6: Shared Professional Development)

The Consortium will “engage in monthly, purposeful dialogue regarding student success in meeting outcomes consortium-wide” (3 YP p. 73)

2.4 IDENTIFYING GOALS AND STRATEGIES

Guiding Principles:

3-5 SMART Goals (Specific, Measurable, Attainable, Realistic, and Time-bound)

- How will the members ensure access to all adults needing services in the region?
- How will members coordinate programs to eliminate duplication and maximize program potential?
- How will members ensure that adults can transition from program or service to other programs and services?
- How will we concretely identify or quantify our outputs – e.g. which specific occupations or industries we will focus on, how many new training programs we intend to build, where and how we will increase engagement and outreach to new customers, etc.
- How will data be used to evaluate effectiveness?
- How will members be held accountable for effective services?

CAEP Objective #3: Seamless Transitions

GOAL 1: CURRICULUM ALIGNMENT

Credit and noncredit/k-12 curriculum needs to be aligned to enable students to transition between programs within the consortium(3YPPp. 18, 28).

- San Luis Coastal and Lucia Mar will develop an ESL program in 2017-2018 by identifying two representatives from each district to participate in the ESL workgroup to ensure ESL curriculum alignment (AP 17/18 p. 3).
- Cuesta College will revise ESL curriculum to consolidate credit and noncredit to eliminate duplication and establish seamless transitions (3YPP pp. 29-30).
- High School Diploma and Equivalency curriculum will be aligned to reflect current standards (3YPP pp. 32-33).
- Placement, curriculum, assessments, progress indicators, and student learning outcomes will be aligned to support seamless transitions (AP 15/16 p. 5).

Goal 1: Curriculum Alignment

Next steps

Cuesta	Lucia Mar	SLO Coastal	Templeton
<ol style="list-style-type: none"> 1. Articulate alignment across consortium members. 2. Identify needs of students transitioning from CSS/ESL to CTE and other college courses. 	<ol style="list-style-type: none"> 1. Develop leveled ESL courses 2. Align ESL levels across consortium using CASAS levels and/or curriculum. 3. Establish a consortia wide ESL workgroup 4. Continue to update curriculum as needed 5. Implement the new CASAS GOALS for common core assessment and placement 6. Implement additional classes on elementary school sites. 7. Create a better system for tracking students between agencies. 	<ol style="list-style-type: none"> 1. Develop leveled courses in ESL 2. Establish a consortia wide ESL "workgroup" 3. Align ESL levels across consortium using CASAS levels and/or curriculum 4. Update curriculum as needed (HSD, ESL) 5. Implement GOALS CASAS for common core assessment/placement 6. Develop system to track students moving between agencies. 	<ol style="list-style-type: none"> 1. Continue to review and update the curriculum as new resources are released. Ongoing process to make sure we are presenting the best and most current instruction possible. 2. Continue using the software recommended from the state by all members of the consortium. 3. Continue to strengthen the partnerships by increasing the number of referrals that are occurring between members and partners. 4. Track the outcome of the referrals from both the sending and receiving site. (record in TOPS/SSID numbers) 5. Increase persistence of HSE/HSD students by reviewing best practices and applying what will work for our programs.

CAEP Objective #3: Seamless Transitions

GOAL 2: EXPAND STUDENT SUPPORT SERVICES

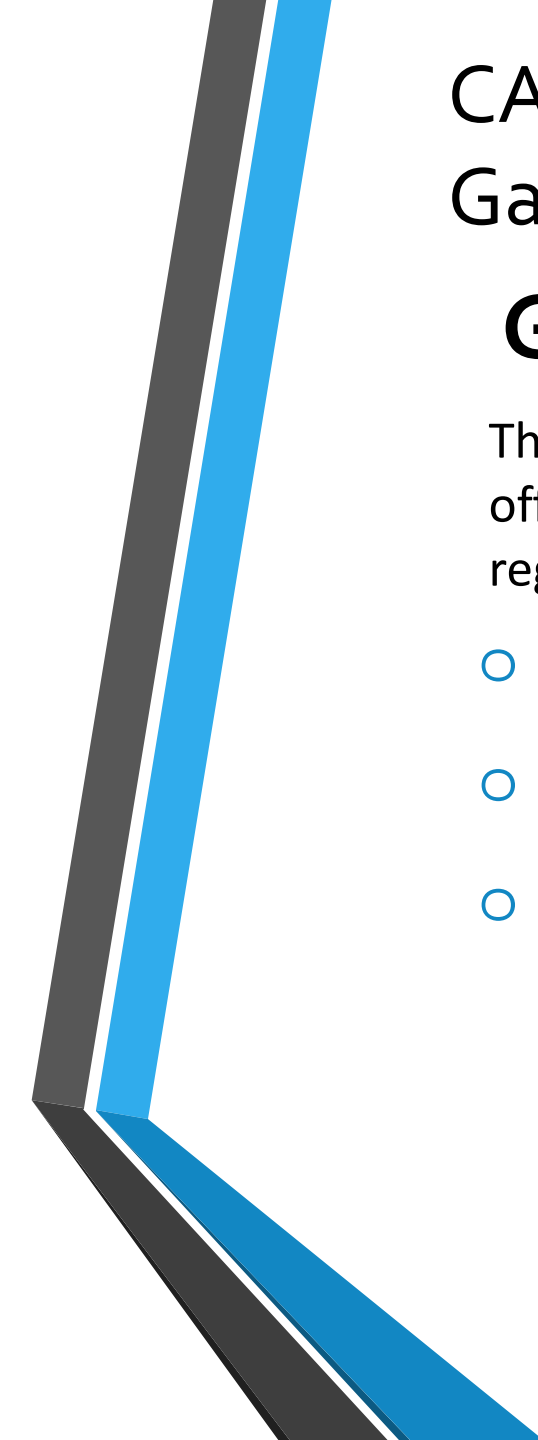
Comprehensive student support services throughout the county are needed (3YP pp. 13, 19, 21, 28). This includes developing job descriptions and hiring adult education counselors and staff to implement the Student Success and Support Program (SSSP) model of core services at all locations (3YP pp. 41, 62 & AP 16/17 p. 4).

- All members will hire support staff to build capacity to provide the full scope of services adequately and equally (3YP pp. 19, 21, 24, 27, 28, 40).
- All adult learners enrolled in adult education programs will identify a career or education pathway (3YP p. 31).

Goal 2: Expand Student Support Services

Next Steps

	Cuesta	Lucia Mar	SLO Coastal	Templeton
Next Steps	<ol style="list-style-type: none"> 1. Hire additional PT counselor to meet the need of increased enrollments and program growth. 2. Develop a consortium student services workgroup to provide seamless transitions and share SSSP model tools 	<ol style="list-style-type: none"> 1. Continue to improve referral system and follow-up practice 2. Invite agencies in more often to share what is happening outside our classrooms. 	<ol style="list-style-type: none"> 1. Referral and follow-up process 	<ol style="list-style-type: none"> 1. -Cuesta counselors presence to 2 times per semester to encourage more students to take advantage of their CTE/degree programs. 2. Increase Eckerd to once per semester to help us share/place students in both programs.



CAEP Objective #3 & #4: Seamless Transitions & Gaps in Services

GOAL 3: EXPAND OUTREACH

The consortium requires enhanced outreach to communicate the range of offerings and opportunities for adult education across program areas and regions (3YP p. 35).

- Create and implement an outreach plan, that includes one full time staff for all program areas (3YP p. 39).
- San Luis Coastal, Lucia Mar, and Templeton USD will increase district parent enrollments in ESL and/or HSD through more effective outreach (AP 17/18 p. 2).
- Increase awareness of adult education programs and services throughout the county (AP 18/19 p. 2).

Goal 3: Expand Outreach

Next Steps

	Cuesta	Lucia Mar	SLO Coastal	Templeton
Next Steps	<ol style="list-style-type: none"> 1. Continue tv media 2. Continue partnership collaborations 3. Increase intentional outreach for program areas 	<ol style="list-style-type: none"> 1. Use Peachjar and other district avenues for reaching prospective students. 2. Implement district's version of PIQUE 3. Continue to improve communication between AE and school sites 4. More social media 	<ol style="list-style-type: none"> 1. Our student advocate is working to increase our outreach efforts 2. Continue to develop connections with partners and local businesses 	<ol style="list-style-type: none"> 1. Continue to work to bring HSD to students at work site(s) 2. Continue to improve the relationships with local counselors at north county high schools 3. Establish relationships with employers in the area to advertise HSD program for their employees

CAEP Objective #5: Student Acceleration

GOAL 4: EMPLOY RETENTION AND PERSISTENCE STRATEGIES

The consortium aims to increase course enrollments as well as student retention, persistence, and overall satisfaction (3YP p. 64 & AP 17/18 p. 1).

- Increase students successfully completing each level of ESL (3YP p. 41).
- Provide differentiated instruction that utilizes data throughout the course to increase retention and persistence (3YP p. 75).
- Increase course completion and transition to improve retention and persistence (AP 18/19 p. 1).
- High School Diploma and ESL curriculum will use contextualization and imbedded workplace curriculum to help students achieve their vocational and educational goals (3 YP pp. 61, 67, AP 16/17 p.7, AP 17/18 p. 4, & AP 18/19 p. 4)

Goal 4: Employ Retention & Persistence Strategies

Next Steps

	Cuesta	Lucia Mar	SLO Coastal	Templeton
Next Steps	<ol style="list-style-type: none"> 1. Expand/ Improve transitional services and tracking mechanism 2. Hire PT counselor to meet need of enrollment and program growth 3. Job fair/ EL Civic fair 4. Institutionalize Latina Leadership Network (LLN) to increase support for Latinx students 	<ol style="list-style-type: none"> 1. Continue with our retention and persistent goal and strategies for completion 2. Utilize Peach Jar system (district) 3. Work with district to personally invite ESL families to classes and district events 	<ol style="list-style-type: none"> 1. Continue retention and persistence focus 2. Implement Parent Square (SLCUSD communication system) 	<ol style="list-style-type: none"> 1. Continue with retention and Persistent strategies 2. Attend CASAS Seminar on Retention 3. One focus of 3 year plan

CAEP Objective #4: Address Gaps

GOAL 5: ADDRESS GAPS IN IMMIGRANT EDUCATION

The Consortium identified several needs in immigrant education including: direct level instruction expansion, pathways for ESL, short-term CTE courses, citizenship, and Vocational ESL (3YP p. 41).

- Lucia Mar and SLO Coastal will develop ESL courses focusing on literacy, work and family goals/parents of school children within school communities “and provide improved access to family literacy courses for ELL parents in rural communities” (AP 18/19 p. 2).
- Cuesta College will develop two noncredit pathways for ESL students, one for life and work skills/civics and one for academic preparation(3YP p. 41).
- The Consortium will expand citizenship “and vocational ESL” offerings “particularly in computer skills” throughout the county (3YP pp. 21, 41).

Goal 5: Address Gaps in Immigrant Education

Next Steps

	Cuesta	Lucia Mar	SLO Coastal	Templeton
Next Steps	<ol style="list-style-type: none"> 1. Continue new course development: lead teachers. 2. I-BEST in CTE/other college courses 	<ol style="list-style-type: none"> 1. Leveled ESL classes 2. Contact local growers to offer classes for their workers 3. Host additional classes at elementary school sites 4. Spanish HSE classes 5. Work with site Principals more closely to offer classes to their parents on their sites 	<ol style="list-style-type: none"> 1. Begin citizenship classes 2. Offer Leveled ESL classes 3. Increase classes at elementary sites. 4. Strengthen pathways with other organizations 	<ol style="list-style-type: none"> 1. Develop ESL program for Templeton USD 2. Evaluate program after the pilot year.

CAEP Objective #2: Current Regional Needs

GOAL 6: PROGRAM DEVELOPMENT

The Consortium will develop programs in support of the CAEP mission including Adults with Disabilities, Short-term CTE, Pre-apprenticeship, and consistent ABE/ASE offerings (3YP pp. 18, 21, 24).

- CTE programs for medical assisting, construction, automotive, and business will be planned and developed in year two (AP 16/17 pp. 6, 7).
- Develop and implement the following programs:
 - Adults with Disabilities Program (3YP p. 45 & AP 16/17 p. 7)
 - Adult Training to Support Student Success (AP 16/17 p. 7)
 - CTE programs (with assistance from a coordinator/lead faculty to implement this program) with high employability that were identified in year one (3 YP p. 24 & AP 16/17 p. 7)
- The 2018-2019 Annual plan will prioritize outreach for increase program development in collaboration with community partners (AP 18/19 p. 4).

Goal 6: Program Development

Next Steps

	Cuesta	Lucia Mar	SLO Coastal	Templeton
Next Steps	<ol style="list-style-type: none"> 1. Hospitality program implementation Fall 2019 2. CASA Child advocacy program implementation fall 2019 3. Increase partnership with Travel Paso to support hospitality program 	<ol style="list-style-type: none"> 1. Hire CTE staff to offer classes at our local high school in automotive and culinary when construction is complete. 2. Improve referral system to Short-term CTE coursework at local junior colleges. 3. Increased efforts at the hotels. 4. Better outreach to immigrants 5. Bigger ISP program 	<ol style="list-style-type: none"> 1. -Formalize pathways and trainings for district employment 2. -Improve referral system to CTE coursework at local community colleges 3. -Increase partnerships with local businesses for Apparel Construction 4. -Development of CTE programs after high school campus construction is complete. 5. -Research state programs for "School Success" 	<ol style="list-style-type: none"> 1. Develop persistence and enrollment in HSD 2. Help with CTE programs in the county 3. Improve referral systems.

CAEP Objective #3 & #4: Seamless Transitions & Address Gaps

GOAL 7: CREATE/IMPLEMENT MUTUALLY AGREED UPON ASSESSMENTS

The Consortium will use mutually agreed upon data pieces and/or assessments for ABE, ASE, and ESL and integrate the State developed Common Assessment Initiative (3 YP pp. 34, 44)

- Data collection will meet the needs of all consortia members (AP 16/17 p. 3) and share TE (TOPSPro Enterprise) data at consortium meetings (AP 17/18 p. 3).
- Consortia members will use data from CASAS assessments to “determine student skill level and measure student progress” (AP 17/18 p.3).

Goal 7: Create/implement mutually agreed upon assessments

Next Steps

	Cuesta	Lucia Mar	SLO Coastal	Templeton
Next Steps	<ol style="list-style-type: none">1. Implement new CASAS GOALS series for HSE2. -Develop an exit assessment as a multiple measure with CASAS for HSE/HSD students to identify level of basic skills after achieving HSD/HSE3. Identify TOPS reports to evaluate effectiveness	<ol style="list-style-type: none">1. -Implement new GOALS Reading and Math series for HSD/HSE in 2019 (ESL when state approved)2. -Share CASAS data quarterly at SLOCAEC meetings	<ol style="list-style-type: none">1. -Implement new GOALS Reading and Math series for HSD/HSE in 2019 (ESL when state approved)2. -Share CASAS data quarterly at SLOCAEC meetings	<ol style="list-style-type: none">1. Share DIR quarterly at SLOCAEC meetings

CAEP Objective #6: Shared Professional Development

GOAL 8: PROFESSIONAL DEVELOPMENT

The Consortium will “engage in monthly, purposeful dialogue regarding student success in meeting outcomes consortium-wide” (3 YP p. 73)

- Professional Development across the consortium will utilize PLCs to focus on “the specific needs of students, to increase student outcomes, and engage in collegial dialogue to refine instructional practices” throughout each program year (3YP p. 77, AP 17/18 p. 5).
- Professional development will utilize OTAN and CALPRO sponsored online workshops and courses (3 YP pp. 74, 75)
- Participants will use conclusions drawn from the student data collected across all program areas consortium wide (3YP p. 71, AP 16/17 p. 7, AP 17/18 p. 1)
- Workgroups from each program area present at consortium meetings to share on-going work and progress (AP 18/19 p. 4)

Goal 8: Shared Professional Development

Next Steps

	Cuesta	Lucia Mar	SLO Coastal	Templeton
Next Steps	<ol style="list-style-type: none">1. Continue to implement IBEST/ IELCE2. Meetings of consortia wide program workgroups3. Curriculum alignment4. Student Services alignment5. Data collection and reporting across consortium	<p>-Meetings of consortia wide program workgroups</p>	<ol style="list-style-type: none">1. -Meetings of consortia wide program workgroups	<ol style="list-style-type: none">1. Develop more CTE pathways