

California Adult Education Program Produced: 06/20/2022 02:47 PM PDT Leslie O'Connor

52 San Luis Obispo County Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

52 San Luis Obispo County Adult Education Consortium

Consortium Short Name:

52 San Luis Obispo

Address:

Po Box 8106 | San Luis Obispo, CA | 93403

Website:

<http://www.slocaec.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$1,570,000

CAEP Funds 2021-22:

\$1,490,553

CAEP Funds 2020-21:

\$1,432,535



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Fiscal Contact	Karla Haerberle	karla_haerberle@cuesta.edu	Fiscal Analyst	(805) 546-3100 ext: 2441
Primary Contact	Daniel Troy	daniel_troy1@cuesta.edu	Assistant Superintendent/Vice President, Administrative Services	(805) 546-3120
Primary Contact	Mia Ruiz	mruiz@cuesta.edu		(805) 591-6270

Member Agencies

Member Agency	Member Type	Contact	Phone
Lucia Mar Unified	Unified School District	Jennifer Bowen	(805) 474-3000 ext: 1220
San Luis Coastal Unified	Unified School District	Leslie O'Connor	(805) 549-1222
San Luis Obispo County CCD	District	Mia Ruiz	(805) 591-6270
Templeton Unified	Unified School District	Cheryl London	(805) 434-5827

Executive Summary

Executive Summary *

The San Luis Obispo County Adult Education Consortium (SLOCAEC) serves the residents of San Luis Obispo County which includes several cities and rural communities. SLOCAEC members and partners implement equity-minded adult education programs and services throughout the San Luis Obispo County communities, integrating educational and workforce components that provide seamless transitions to assist students in attaining employment and/or civic engagement. The San Luis Obispo Adult Education Consortium in collaboration with partners, participate in a comprehensive strategic planning process to develop the Three-Year Plan. The strategic planning process includes a regional scan to evaluate current demographics, labor force data and the economic climate. The regional scan is enhanced with performance data available through Launchboard, MIS, and Tops Enterprise, as well as student demographic data to better understand needs and barriers. Using the results from the regional scan, the San Luis Obispo County Adult Education Consortium:

- Identified the impact of the Covid-19 pandemic and developed strategies and activities to enhance programming post-pandemic
- Identified the impact of services provided and identified gaps
- Established strategies and activities to meet regional needs
- Identified professional development opportunities to ensure leaders, staff, and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development
- Capitalized on opportunities to leverage resources within the consortium and SLOCAEC partners

The three year strategic planning process identified opportunities to expand educational programming, develop new programs to meet the educational and workforce needs of the county, and increase regional opportunities for greater collaboration to enhance leveraging of resources.

Assessment

Overview and Preparation *

The consortium assessed the needs of adult education and workforce services in San Luis Obispo County through a strategic planning process that includes a regional scan to evaluate the current demographics, labor force data, and economic climate. The regional scan is enhanced with performance data available through Launchboard and TopsPro Enterprise, as well as student demographic data to better understand the needs and barriers of this student population. The consortia members and partners examined regional data that includes enrollments, access to adult education courses (course scheduling) in all program areas, performance outcomes, and transitions to post-secondary education and the workforce. Student input was collected through student surveys to help identify the needs of the diverse populations throughout the micro communities within San Luis Obispo County. In addition, the consortia compared previous years data, annual plans, and three-year plans to the current data. The comparison revealed a drastic decrease in enrollments, lack of access to adult education courses in all program areas throughout the county, and a decrease in transitions of adult education students to post-secondary and career technical education programs. These gaps are primarily due to the Covid 19 pandemic, and the impact it had on adult education programming across the state. The current California Adult Education fact sheet identifies 5,553 English Language learners in San Luis Obispo County, nearly 60% of this population's educational attainment is below a high school diploma. SLOCAEC determined the need to improve collaboration and leverage funding to close the gaps in services for English Language Learners, high school diploma/equivalency programs, and services for adults with disabilities. SLOCAEC will continue to develop innovative programs and services that increase student success, increase co-enrollment in high school diploma/equivalency programs and develop college and career pathways to increase transitions to post-secondary education and the workforce.

Regional Alignment and Priorities *

Our consortium is working to provide adult learners with a robust education and specific training opportunities to expand and improve the overall quality and reach of adult education with an emphasis on improved literacy skills. By leveraging our shared regional resources, our consortium will be able to target and accelerate our students' progress towards their academic and professional goals within the seamless transitions that our consortium continues to develop. The strategies and activities outlined in the WIOA Continuous Improvement Plan, Cuesta College's Guided Pathways, and Student Equity and Achievement plan align with CAEP efforts. The intent of the alignment is to build college and career pathways and strong student supportive services, thereby providing seamless transitions for adult education populations in workforce sectors and post-secondary education. The consortium is tackling both language fluency and digital literacy by partnering with the Workforce Development Board. The consortium members are working collaboratively around outreach, enrollment and scheduling of classes to maximize opportunities and services to meet the needs of this target group. By working alongside the Workforce Development Board, the consortium will create meaningful opportunities for our diverse student populations to bridge the gap between their current workplace readiness skills and future employment by enhancing their digital literacy skills. The cross pollination of technology and development of language skills will build pathways and strategies as required by WIOA.

Evaluate the Educational Needs of Adults in the Region *

The strategic planning process to develop the Three-Year Plan includes a regional scan to understand the local community, labor market, and economic environment. The evaluation conducted by the San Luis Obispo County Adult Education Consortium reviewed the needs and current levels and access to adult education programs and workforce services. Data elements included demographics such as population, educational attainment, poverty levels, median income, and language usage. Labor market information includes industry and occupation employment, unemployment rates, and labor force data. The regional scan results are used by the consortia and partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested. The California Adult Education Program 2021 Fact Sheet along with Launchboard data showing the demographics of students and outcomes, are also used to understand the student populations. In addition, data to understand the impact of the COVID-19 pandemic on the local community were reviewed during the Three-Year planning process to identify additional needs of the community. The data revealed key gaps and needs for the region. The San Luis Obispo County is home to over 5,500 limited English residents, 2,687 of this total are not in the labor force, and 60% of this population's educational attainment is below a high school diploma or equivalency. Although there could be several reasons why 48% of this population is not in the labor force, SLOCAEC has determined that most of this population does not have easy access to programs and services in rural areas in the county, and personal barriers are preventing them from participating in adult education programs. The pandemic affected participation with this population since 49% are age 50 and older and struggled with participating virtually in an online learning environment as well as having concerns with safety, kept them from enrolling in programs. Based on the data, another key gap identified are the 15,932 San Luis Obispo County residents who lack a high school diploma or equivalency. Only 39% of this population is employed. SLOCAEC has determined the pandemic played a key role in the decrease of enrollments of the High School Diploma and Equivalency programs across the county. Students struggled with personal barriers that prevented them from enrolling in these programs. Lastly, the data revealed over 36,000 residents across the county are identified as Adult with Disabilities. The majority of this population is age 50 and older, and 28,897 are not in the labor force. SLOCAEC has identified the need to expand partnerships to provide employment opportunities for this population. Expanding and customizing services to meet the needs of these target populations, including college and career pathways, remains a priority for the SLOCAEC.

Contributions by Entities *

Consortium member representatives from each district worked collaboratively and collectively through a strategic planning process that utilized the SWOT matrix to help the consortium identify member strengths, weaknesses, opportunities, and threats as the three-year plan was developed. The SWOT situational assessment promoted consortium members to begin the process with a humble, honest, transparent, and reflective perspective that provides stronger leadership connections within member institutions. The exercise increased a deeper understanding and stronger collaboration amongst members. Through different meeting modalities including, virtual, in-person, and retreats, all consortium members contributed in the three-year

planning process. Below is a list of all consortium members and partners who contributed to the strategic planning process of the Three-Year Plan:

Consortium Members

- Cuesta Community College District
- Lucia Mar Unified School District
- San Luis Coastal Unified School District
- Templeton Unified School District

Consortium Partners

- Paso Robles Unified School District
- San Miguel Joint Unified School District
- Coast Unified School District
- San Luis Obispo County Workforce Development Board
- America’s Job Center of California
- Eckerd Connects
- Department Of Rehabilitation
- Tri-Counties Regional Center
- NCI Affiliates
- Literacy For Life
- Promoters of San Luis Obispo County
- CAPSLO

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Lucia Mar Unified	Member Representative	0	145	123	0	0	0	0	0	0
*San Luis Coastal Unified	Member Representative	29	79	82	0	0	0	0	0	0
*San Luis Obispo County CCD	Member Representative	0	235	59	253	302	0	340	0	0
*Templeton Unified	Member Representative	49	49	0	0	0	0	0	0	0
Total Participants		78	508	264	253	302	0	340	0	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

The San Luis Obispo County Adult Education Consortium serves the residents of San Luis Obispo County, which includes several cities and rural communities. SLOCAEC members in collaboration with partners implement equity-minded, adult education program and services throughout the San Luis Obispo County communities, integrating education and workforce components that provide seamless transitions to assist students in attaining employment, post-secondary, and/or civic engagement. The SLOCAEC will continue to develop innovative educational programs and offer student support services to help our students succeed. Our adult education programs and supportive services will teach students to think critically, progress academically, and participate as engaged citizens in their communities. The SLOCAEC program, courses, and educational levels and types of workforce services are below:

English as a Second Language

Literacy to Advanced

Integrated English Language Civics

Adult High School Diploma

High School Equivalency

GED Preparation

HiSet English

HiSet Spanish

Adults with Disabilities

Life Skills

Work & Community Skills

Transition Readiness Preparation

Employability Skills

Vocational Education

Business

Design

Technology

Bilingual Computer classes

Welding

Autobody Repair

Hospitality

California Conservation Employment

Workforce Preparation

Workplace Readiness Fundamentals

Workplace Standards

Workplace Communications

Time Management

Personalized Career Planning

Strategic Job Search

Planning Your Next Career

The consortia determined that many courses and programs are not accessible to students in rural areas. The SLOCAEC members will increase collaboration and leverage resources to expand ESL course offerings through various instructional service delivery models to ensure we are meeting the diverse needs of English Language Learners throughout the county. The consortia will collaborate with the San Luis Obispo County Workforce Development Board to leverage resources to offer digital literacy through various modalities across the region to meet the diverse digital literacy needs of students in the county. As we move past the pandemic, we will implement strategies to increase outreach and community awareness of HSD/HSE programs and AWD. Consortium members are working towards innovative instructional strategies to increase student persistence and performance. The consortia will continue to develop college and career pathways to transition students to the workforce and post-secondary education.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Literacy (AE 311 - Overall)

✗ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	2,577	1,718		1,861	2,286	2,819
Student Barriers	English Language Learner (AE 305 - Overall)	1,131	593		1,089	1,361	1,701
Student Barriers	Low Literacy (AE 311 - Overall)	2,147	1,363		772	925	1,118

Member Level Metric Targets

* Mandatory for all members

Lucia Mar Unified (Reported by Lucia Mar Unified School District (LMUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	264	159		207	238	274
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	29	32		36	41	47
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	15			1	3	5
Transition	Participants with Transition to ASE (AE 500 - Overall)				13	15	17

San Luis Coastal Unified (Reported by San Luis Coastal Unified School District (SLCUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	145	135		113	135	160
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	36	32		12	20	32
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	4	6
Transition	Participants with Transition to ASE (AE 500 - Overall)	23			42	44	46

San Luis Obispo County CCD (Reported by San Luis Obispo District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,583	1,149		1,486	1,858	2,323
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	80	18		19	24	30
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	120			10	13	17
Transition	Participants with Transition to ASE (AE 500 - Overall)	96			15	19	24

Templeton Unified (Reported by Templeton Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	49	58		50	55	62
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	21	26		21	23	28
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	4	6
Transition	Participants with Transition to ASE (AE 500 - Overall)	25			5	8	10

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Lucia Mar Unified	100%	100%	27%	80%	82%	85%
San Luis Coastal Unified	100%	100%	24%	80%	82%	85%
San Luis Obispo County CCD	100%	50%	0%	80%	82%	85%
Templeton Unified	100%	100%	54%	80%	82%	85%

Objectives

Address Educational Needs

Description of Objective *

To meet the needs of the more than 5,500 English Language Learners in San Luis Obispo County, the SLOCAEC members have determined that Cuesta College will provide English as a Second Language (ESL) programming throughout the county in collaboration with K-12 member districts. This decision was made through the strategic planning process and data review of ESL enrollments and student success measures by each member district. SLOCAEC consortia members recognize the commitment and investment Cuesta College has made in adult education through the Continuing Education Department and has approved Cuesta College to take the lead in offering the English as a Second Language program. Cuesta College's ESL program was established 32 years ago, and has since developed into a comprehensive sequence of beginner to advanced level courses. Over the last few years, the program has undergone several major changes, as it has evolved and responded both to statewide success measures and the needs of the local ESL student population. The consortium will leverage resources to expand, improve, and align English as a Second Language programming throughout the consortium. Cuesta College will collaborate with K-12 member districts to utilize elementary school facilities, integrate outreach, increase access to technology for students, expand ESL course offerings throughout rural communities in the county, targeting socio-economically disadvantaged ESL populations. This commitment to leveraging resources and increasing collaboration among consortia members will provide opportunities to increase college and career pathways and develop innovative student support services that promote seamless transitions.

The consortia will continue with a High School Diploma/High School Equivalency workgroup that consists of administrators, faculty, and staff to improve curriculum and quality of instruction. Consortia members will offer various instructional modalities throughout the county to improve HSD/HSE curriculum. Consortia are working to increase course rigor and develop exit assessments to identify student progress and transition readiness.

Cuesta College is the sole provider of Adults with Disabilities programming and will continue to collaborate with community partners to re-build the program as we move past the pandemic.

The consortia will continue to develop bridge programs and vocational and workforce preparation courses to help students transition successfully to the workforce and post-secondary education.

Members will collaborate with the Workforce Development Board to develop industry-driven career pathways that prepare students for in-demand occupations in high growth industry sectors based on annual labor market data and review.

Improve Integration of Services & Transitions

Description of Objective *

The SLOCAEC consortium members have improved and increased collaboration that will directly impact the success of how we integrate services and successfully transition students to postsecondary education and the workforce. Consortium members are increasing academic rigor and implementing program improvements that will ensure students are better prepared for postsecondary education. Consortia members are developing bridge programs using the IBEST model to better prepare students to enter and promote in the workforce.

The consortium is reviewing the student onboarding experience to better align with the guided pathways framework to ensure students are informed of options and motivated to reach their short and long term goals.

Cuesta College has two Academic Success Coaches that will work with all students enrolled in programs throughout the consortia to assist with their academic success, provide holistic and academic support, and help students reach their goals. These positions will work within inner agencies to provide program information and student support resources that Cuesta College offers as well as AJCC and other workforce opportunity programs. These positions will be the liaison between adult education programming and postsecondary education and the workforce.

The consortia is prioritizing it's program alignment, service integration, and continuous improvement using data to support evidence-based decision making.

Improve Effectiveness of Services

Description of Objective *

The consortium is implementing the following strategies to improve its effectiveness of services:

- Increase collaboration between member agencies to improve leveraging resources
- Collaborate as a consortium to offer ESL programming throughout the county to increase enrollment and improve program quality
- Identify measurable outcomes for consortium goals that will be reviewed by members and regional partners during scheduled meetings
- Strengthen communication and coordination between regional partners to meet labor market needs
- Regularly review data determine the effectiveness of programming and enhance evidence-based decision making

Activities & Outcomes

Activity Name *

English as a Second Language Programming

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The consortium has approved that Cuesta College will take the lead in offering the English as a Second Language programming throughout the San Luis Obispo County. This activity will ensure the consortia is meeting the educational needs of ESL learners in the county. The consortia leads and representatives from Cuesta College, Lucia Mar Unified School District, and San Luis Coastal Unified school district will be responsible for the implementation of the activity. These members will collaborate to schedule

Short-Term Outcomes (12 Months) *

By June 30th 2023, Cuesta College will collaborate with San Luis Coastal and Lucia Mar USD to provide ESL instruction for at least one K-12 district school site.

Intermediate Outcomes (1-3 Years) *

By June 30th 2024, the consortium will develop outreach strategies and integrate services to increase ESL enrollments by 6% from 2021-2022 program year.

Long-Term Outcomes (3-5 Years) *

By June 30th, 2025 the consortium will collaborate to implement the IBEST model with at least 10 ESL students enrolled.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Jennifer Bowen
Leslie O'Connor
Mia Ruiz
Tricia Lubin

Activity Name *

HSD/ HSE Program Improvement

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

San Luis Coastal and Lucia Mar USD members are increasing academic rigor in the High School Diploma program by providing teachers with professional development opportunities that will provide a curriculum review process and training to improve instructor knowledge of the student learning platform(s). This activity will improve instructor and student interface and will enhance student feedback and increase student success.

All three K-12 members who offer HSD are developing new policies and procedures to increase student retention and performance. Districts are redefining student expectations and re-establishing procedures, post-pandemic that will increase student accountability and student success.

Cuesta College will review the onboarding process for the GED program to align with the "Equity in Onboarding Students into Programs of Study" to better help students explore, connect, and develop a noncredit educational plan to gain momentum in a field of interest. This will ensure equitable program onboarding for noncredit students.

All members are developing outreach strategies to increase enrollments in HSD/HSE across all member districts.

Short-Term Outcomes (12 Months) *

By June 30th, 2023 the SLOCAEC will develop outreach strategies to increase HSD/HSE enrollments by 3% from program year 2021-2022.

Intermediate Outcomes (1-3 Years) *

By June 30th, 2024 the SLOCAEC will increase retention by 5% from 2021-2022 program year, by developing and implementing innovative retention and persistence activities to increase student support services and academic progress.

Long-Term Outcomes (3-5 Years) *

By June 30th, 2025 the SLOCAEC will improve academic rigor for the HSD program by providing professional development opportunities for instructors and staff. This work will include increasing the rigor of HSD curriculum. The consortium will ensure quality HSD/HSE instruction by

- Increasing measurable skill gains by 3% from program year 2021-2022 across all NRS levels
- Increase student learning outcome achievement by 3% from program year 2021-2022
- Increase HSD/HSE completion by 5% from 2021-2022

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Responsible person(s)

Name
Cheryl London
Jennifer Bowen
Leslie O'Connor
Mia Ruiz
Tricia Lubin

Activity Name *

Increase Seamless Transitions

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Each consortium member will increase collaboration with partners to improve seamless transitions for students across all program areas. SLOCAEC members will develop an onboarding process through an equity lens that will meet the individual needs of students. The process will better identify students short and long term goals. Members will develop an effective student educational plan that will improve student awareness of post secondary education and workforce training programs.

Short-Term Outcomes (12 Months) *

By May 2023, Cuesta Continuing Education staff will offer inter-agency hours at K-12 member districts to assist with onboarding of the ESL program and provide presentations on different program and resources available at Cuesta College. Staff hours inter-agency

By June 2023, co members will participate in professional development that shares and informs of best practices for onboarding adult education students through an equity lens.

By June 2023, consortium members will identify key partners.

Intermediate Outcomes (1-3 Years) *

By June 2024, develop seamless referral system across consortia and community partners.

Long-Term Outcomes (3-5 Years) *

By June 2025, the consortium members will implement a seamless referral process across consortia and partners.

By June 2025, increase the number of students transitions by 3% across all program areas.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Cheryl London
Jennifer Bowen
Leslie O'Connor
Mia Ruiz
Tricia Lubin

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Lucia Mar Unified	\$417,649	Certified
San Luis Coastal Unified	\$540,841	Certified
San Luis Obispo County CCD	\$1,189,764	Certified
Templeton Unified	\$71,261	Certified
Totals	\$2,219,515	4/4 Certified

Funds Evaluation *

The CAEP funds are allocated through the San Luis Obispo County Adult Education Consortia governance process. The CFAD process ensures that all expenditures are in compliance with AB104 and directly benefit and support student learning and goal achievement. Classified salaries directly support student services, outreach, and the onboarding experience, while instructor salary focus on delivery of instruction, curriculum development, and professional development. Adult education funds will provide students with quality and rigorous instruction, access to technology, eliminate student barriers, and college and career transitional assistance. Allocations will be aligned with the goals, objectives, activities, and strategies identified and developed in the Three-Year Plan. Funds will allocated to ensure each member can successfully implement and sustain quality programs while providing student support services identified through best practices. The consortium will leverage resources through the community college Student Equity & Achievement Plan (SEA), Strong Workforce, Workforce Innovation & Opportunity Act (WIOA II), and grant opportunities from the Workforce Development Board. The SLOCAEC members will coordinate and collaborate funds to ensure adult education programming needs are met throughout the county.

Certification

Lucia Mar Unified - Member Representative

Jennifer Bowen
 Principal of Alternative Education
jennifer.bowen@lmusd.org
 (805) 474-3000 ext: 1220

Approved by Jennifer Bowen

06/17/2022 10:03 AM PDT

San Luis Coastal Unified - Member Representative

Leslie O'Connor
 Director of Adult Education
loconnor@slcusd.org

(805) 549-1222

Approved by Leslie O'Connor

06/20/2022 02:47 PM PDT

San Luis Obispo County CCD - Member Representative

Mia Ruiz

mrui@cuستا.edu

(805) 591-6270

Approved by Mia Ruiz

06/17/2022 10:01 AM PDT

Templeton Unified - Member Representative

Cheryl London

clondon@templetonusd.org

(805) 434-5827

Approved by Cheryl London

06/17/2022 12:13 PM PDT



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