

# 52 San Luis Obispo County Adult Education Consortium

## Plans & Goals

### 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. Through that process the consortium is able to develop a strategic planning process to develop the Annual 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. The Annual Plan process determined the priorities for implementation during the 2022-2023 academic year.

### Regional Planning Overview

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.

The San Luis Obispo County Adult Education 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.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

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.

#### How do you know? What resources did you use to identify these gaps?

The consortia reviewed data from TopsPro and MIS to determine the gaps in service for English Language Learners throughout the county. The consortium identified a deficit in the number of ESL learners enrolled in a program, county wide. Enrollment and completion data was compared to the county wide ESL population to determine the deficit in accessible ESL programming throughout the county.

#### How will you measure effectiveness / progress towards meeting this need?

1. Enhance consortium member collaboration to leverage resources by expanding Cuesta College ESL programming to K-12 member sites.
2. Increase ESL enrollments by 3% from previous year

3. Increase in ESL student performance
4. Increase in ESL student transitions

## Regional Need #2

### Gaps in Service / Regional Needs

Accessible HSD/HSE programming throughout the county. The consortium also identified the need to improve curriculum and quality of instruction for the High School Diploma program. 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.

### How do you know? What resources did you use to identify these gaps?

The consortia reviewed data from TopsPro and MIS to determine the gaps in service for the High School Diploma/Equivalency programs throughout the county. The consortium identified a deficit in the number of HSD/HSE learners enrolled in a program, county wide. Enrollment and completion data was compared to the number of San Luis Obispo County residents who lack a high school diploma/equivalency.

### How will you measure effectiveness / progress towards meeting this need?

1. Increase number of course offerings of HSD/HSE throughout the county
2. Increase the available instructional modalities for HSD/HSE programming
3. Increase Student Performance (CASAS, Progress Indicators)
4. Increase student completion rates

## Regional Need #3

### Gaps in Service / Regional Needs

It has been determined that there is a need to improve and enhance transitional services for adult education students and programming.

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.

### How do you know? What resources did you use to identify these gaps?

The consortia reviewed data from TopsPro and MIS to determine the gaps in transitional services and success for adult education students throughout the county. The consortium identified a deficit in the number of students who transition to post-secondary education and the workforce.

**How will you measure effectiveness / progress towards meeting this need?**

1. Increase in the number of students who will transition to post-secondary and the workforce
2. Increase collaborations with community partners and community college departments to increase transitional services for students

**Address Educational Needs****2022-23 Strategies****Strategy Name**

Increase ESL enrollments

**Activity that Applies to this Strategy**

English as a Second Language Programming

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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.

**Strategy Name**

Improve effectiveness and enhance High School Diploma and Equivalency Program

**Activity that Applies to this Strategy**

HSD/ HSE Program Improvement

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

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.

### Strategy Name

Increase and enhance transitional services

### Activity that Applies to this Strategy

Increase Seamless Transitions

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

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.

## Improve Integration of Services & Transitions

### 2022-23 Strategies

#### Strategy Name

Enhance and expand ESL programming

#### Activity that Applies to this Strategy

English as a Second Language Programming

#### Metrics that Apply to this Activity/Strategy

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

#### Strategy Description

1. Enhance collaboration between member agencies to improve leveraging resources
2. Cuesta College will lead the ESL program offering in collaboration with consortium members
3. Expand Cuesta College ESL program throughout the San Luis Obispo County communities through leveraging resources with K-12 member districts
4. Expand outreach through K-12 member districts
5. Improve quality of ESL instruction and programming throughout the San Luis Obispo County

**Strategy Name**

Improve effectiveness and enhance High School Diploma and Equivalency Program

**Activity that Applies to this Strategy**

HSD/ HSE Program Improvement

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

1. Provide professional development for instructors to enhance and improve HSD curriculum
2. Develop a more rigorous HSD curriculum
3. Expand HSD/HSE outreach

**Strategy Name**

Increase and enhance transitional services

**Activity that Applies to this Strategy**

Increase Seamless Transitions

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

1. Enhance community partnerships
2. Develop student success plan to identify students short and long term goals
3. Hire Academic Success Coaches to support student transitions
4. Offer intervention activities (e.g. workshops, counseling) to support student transition
5. Increase awareness and information on post-secondary education and workforce opportunities

**Improve Effectiveness of Services****2022-23 Strategies****Strategy Name**

Enhance and expand ESL programming

**Activity that Applies to this Strategy**

English as a Second Language Programming

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

1. Increase collaboration between member agencies to improve leveraging resources
  2. Collaborate as a consortium to offer ESL programming throughout the county to increase enrollment and improve program quality
- 

**Strategy Name**

Improve effectiveness and enhance High School Diploma and Equivalency Program

**Activity that Applies to this Strategy**

HSD/ HSE Program Improvement

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

1. Identify measurable outcomes for consortium goals that will be reviewed by members and regional partners during scheduled meetings
- 

**Strategy Name**

Increase and enhance transitional services

**Activity that Applies to this Strategy**

Increase Seamless Transitions

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

1. Strengthen communication and coordination between regional partners to meet labor market needs
2. Regularly review data to determine the effectiveness of programming and enhance evidence-based decision making

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**

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.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

During the last two years of the COVID pandemic our district received CARES funding that funded most of our student support activities during the pandemic. The pandemic also drastically impacted our in person instruction and student support activities that caused the budget to be underspent. Our class schedule across all program areas was impacted and during this program year we are slowly resuming our services and increasing our course offerings in all programs. In the 2022-2023 academic year our Three Year Plan outlines steps to increase enrollment, student success, and transition to workforce and/or post secondary education. The activities that will be implemented to support these goals will improve our targeted budget expenses and address the increase in carry over we have experienced during the pandemic. The following activities will support our efforts to meet our spending targets: \* Hire full time Bilingual Academic Success Coach \* Provide instructor mentorships for new ESL/ ABE faculty \* Hire faculty lead for Adults with Disabilities Program \* Increase in person student support activities on campus and off campus locations \* Increase wraparound services for all program areas

## Certification

### Lucia Mar Unified - Member Representative

**Jennifer Bowen**

Principal of Alternative Education

[jennifer.bowen@lmusd.org](mailto:jennifer.bowen@lmusd.org)

(805) 474-3000 ext: 1220

Approved by Jennifer Bowen

09/12/2022 04:36 PM 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

09/14/2022 08:14 AM PDT

**San Luis Obispo County CCD - Member Representative**

Mia Ruiz  
mruiz@cuesta.edu  
(805) 591-6270

Approved by Mia Ruiz

09/12/2022 02:36 PM PDT

**Templeton Unified - Member Representative**

Cheryl London  
clondon@templetonusd.org  
(805) 434-5827

Approved by Cheryl London

09/12/2022 03:17 PM PDT



California  
Community  
Colleges



2022 © California Community Colleges  
NOVA Site Version: 5.0.7