



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

San Luis Obispo County Adult Education Consortium (SLOCAEC) Final Regional Comprehensive Plan

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Submitted by:

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CONSORTIUM OVERVIEW

DEMOGRAPHIC PROFILE OF REGION

San Luis Obispo County has a total population of 276,443 and includes over 3,000 square miles of land. The county is divided into three geographic areas, with towns clustered along Highway 101 and Highway 1: North County/ North Coast (includes the cities and unincorporated towns of Paso Robles, Shandon, San Miguel, Atascadero, and Cambria) Central (San Luis Obispo, Morro Bay, Los Osos, and Cayucos), and South County (Arroyo Grande, Grover Beach, Pismo Beach, Shell Beach, Oceano, and Nipomo). According to 2012 City-Data.com, the ethnic background in the consortium’s region consists of 71.1% White Alone, 20.8% Hispanic, 3% Asian, 1.9% Black, .05% American Indian and Alaska Native and 2.3% are two or more races.

In addition, housing prices continue to soar. Only 28% of homes were affordable for a family with the median income, making the region one of the least affordable in the nation (National Association of Home Builders, 2nd Quarter 2014). A recent report defines the living wage for the region at \$25.23/hour for a family of one adult with two children (Vital Signs: Cost of Living in SLO County, Action for Healthy Communities Consortium). Nearly half of all jobs in the county pay less than a living wage.

The County as a whole has a poverty rate of 13.7% (U.S. Census 2013) and has experienced rising poverty as a result of the recession. Poverty levels for children continue to rise, as documented by free/reduced lunch program enrollment rates in county schools (<http://dq.cde.ca.gov/dataquest>).

The following charts depict the ethnic make-up of the population living within the consortium’s boundaries, the adult education needs, and the rising K-12 low income population (U.S. Census 2013):

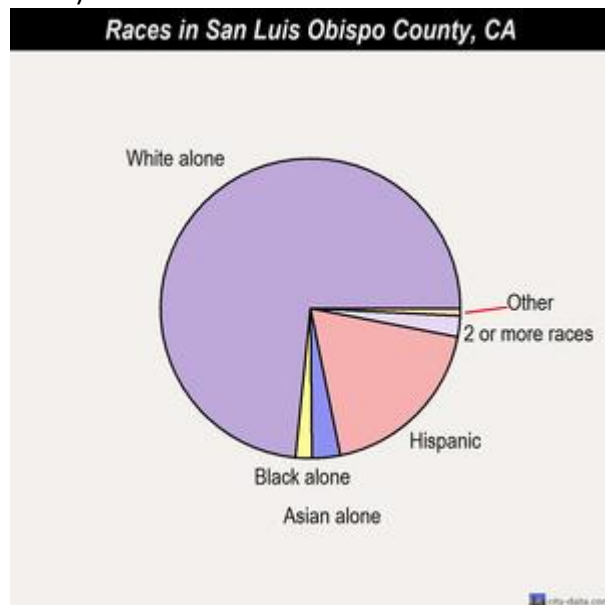


Chart I: SLOCAEC Percentage Of Population By Ethnic Background

San Luis Obispo County	Need
30,577	No High School Diploma
18,564	Unemployed
17,176	English Language Learners
27,634	Adults with Disabilities
39,003	Citizenship Needs
43,320	Literacy Needs

Chart II: SLOCAEC Number of people with Adult Education Needs

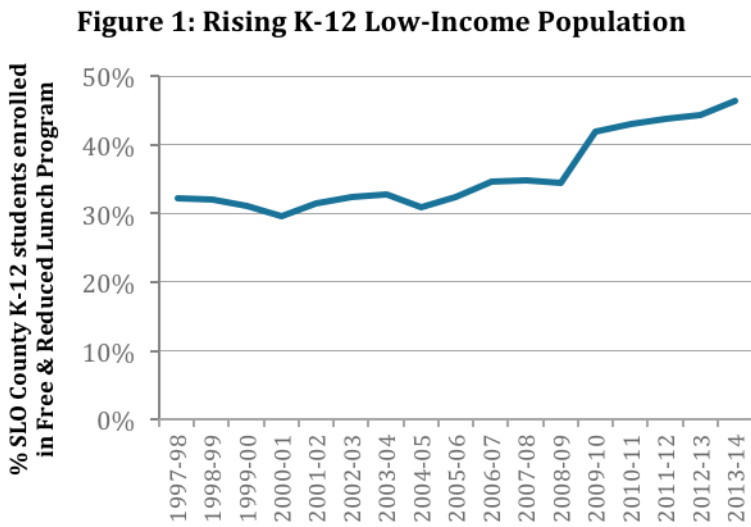


Figure I: Rising K-12 Low-Income Population

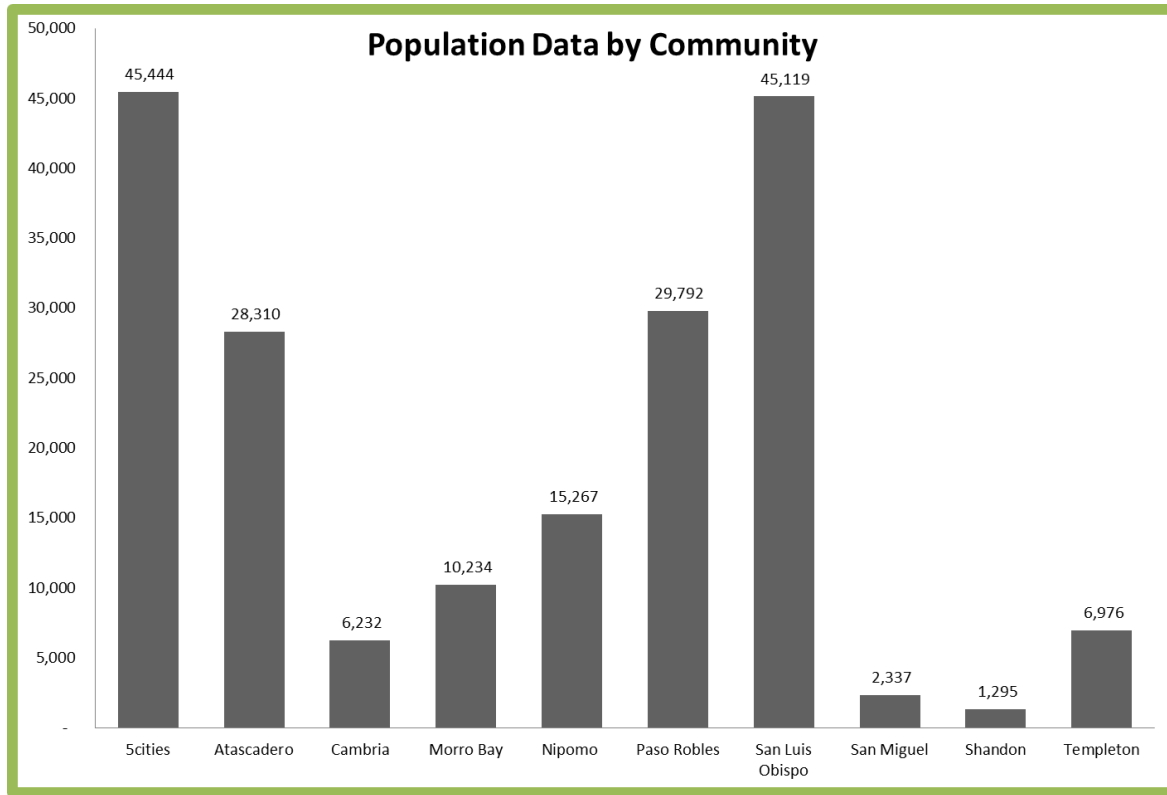


Chart III: San Luis Obispo County Population Data by Community

ECONOMIC PROFILE OF REGION

The County economy is a diverse mix of tourism, farming, small business, and government and infrastructure employers (e.g.: hospitals, schools, PG&E). A public/private partnership and driven by the Economic Vitality Corporation has resulted in six business clusters who are working as teams and across teams to build job growth and prosperity in San Luis Obispo County. The items below highlight a few projects and progress to date. The six cluster teams are:

- Building, Design and Construction
- Green Energy
- Health Services
- Knowledge & Innovation
- Specialized Manufacturing
- Uniquely SLO County (Food, Wine and Tourism)

The majority of workers by percentage are private wage or salary (49%), government (13%), self-employed, not incorporated (36%) and unpaid family work (2%). The Labor Market Information Division of the State of California Employment Development Department has documented county workforce needs. Large increases in job openings due to both attrition (retirements, etc.) and job growth are expected for entry-level positions with low education and training requirements in home health care, landscaping and farm work, manufacturing, and customer service-oriented occupations (which include the tourism industry). Job openings in

these areas are projected to grow faster than the average growth rate for all occupations in San Luis Obispo County. Following are key occupations with total job openings expected from 2010-2020:

Occupational Title	Total Job Openings, 2010-2020
Customer Service	
Retail Salespersons	2,550
Cashiers	1,960
Waiters and Waitresses	1,690
Maids/Housekeeping Cleaners	570
Hotel, Motel, and Resort Desk Clerks	430
Receptionists and Information Clerks	430
Customer Service Representatives	410
Counter and Rental Clerks	300
First-Line Supervisors of Food Prep and Serving Workers	280
Total Customer Service	8,620

Home Health Care	
Personal Care Aides	620
Home Health Aides	300
Nursing Aides, Orderlies, Attendants	220
Total Home Health Care	1,140

Landscaping/Farming	
Landscaping and Groundskeeping Workers	450
Farmworkers/Laborers, Crop, Nursery and Greenhouse	1,100
Total Landscaping/Farming	1,550

Manufacturing	
Team Assemblers	300
Packers and Packagers, Hand	300
Total Manufacturing	600

Chart IV: San Luis Obispo County projected job opening 2010-2020

PLANNING PROCESS

Member Organizations

The SLOCAEC is made up of the San Luis Obispo County Community College District- (SLOCCCD)- Cuesta College, and two of the K-12 school districts within the SLOCAEC boundaries: San Luis Coastal Unified School District (SLCUSD) and Lucia Mar Unified School District (LMUSD). The SLOCCD, SLCUSD, and LMUSD have a long history of working together to service the adult students in the region. There is a mutual respect among agencies and a shared mission to improve adult education for the growing population of adult learners throughout San Luis Obispo County. In addition to these members, several partners in the community have also joined the consortium.

There are six major sites where the consortium is planning to offer adult education: Cuesta College San Luis Obispo Campus and North County Campus, San Luis Coastal Adult School, Coastal Family Resource Center, Oceano Adult Learning Center, and Nipomo Adult Learning Center. Currently, there are limited adult education courses offered at four of the six major sites, which include Cuesta College North County Campus, and San Luis Coastal Adult School, Coastal and Oceano and Nipomo Adult Learning Centers. Cuesta College noncredit program also offers adult education courses in rural communities at ten off-site locations. These off-site locations are offered through partnering school districts and community agencies.

Members

- San Luis Obispo County Community College District (SLOCCCD)
- San Luis Coastal Unified School District
- Lucia Mar Unified School District

Partners

- San Luis Obispo County Sheriff's Department
- Atascadero State Hospital
- School districts: Paso Robles, Atascadero, San Miguel, Shandon, Coast
- Tri-Counties Regional Center, Path Point, Options
- People's Self Help Housing
- Paso Robles City Public Library
- YMCA
- Department of Social Services
- America's Job Center of California
- San Luis Obispo County Office Of Education (SLOCOE)

Partner organization representatives participate and contribute to the collective vision for the provision of adult education services in all program areas across the county, ensuring shared leadership and a collective vision to address the adult learner needs. Partner organizations participate in workgroups, which serve to inform, collaborate, and share expertise with the consortium members. The consortium members determine the key educational initiatives.

Regional Planning Process and Decision Making

The SLOCAEC met for the first time in March, 2014 and discussed the structure and planning process of the grant. There was representation from all three of the consortium members. The SLOCAEC has met at least bi-monthly to develop plans to meet the seven objectives of AB86. Meetings have focused on each of the program areas and the intersections between the program areas. All members and partners who have an interest are invited to attend and participate in the planning process. Initial meetings with partners and stakeholders were held to introduce the mission and objectives of AB86 and collect feedback to assist in the planning process. In addition to these consortium meetings, the project coordinator and other consortium members have met with community agencies, employers and non-profits in the region, held rounds of workgroup meetings and multiple one-on-one meetings with instructors and administrators to help evaluate the current needs of the adult education programs and ways to address the identified gaps.

The planning process to improve adult education in San Luis Obispo County is jointly convened and jointly owned by the consortium members. The consortium, which is comprised of the three consortium members, agreed on a consensus process for decision-making. Each agency has one vote. In the event a consensus is not reached, the Consortium Allocation Committee will resolve the issue.

Organizational Structure

The Jan. 9, 2015 Governor's Budget proposal stipulated that each AB86 consortium create a local governing board to allocate AB86 funds according to their approved AB86 plan. As such, the Allocation Committee will govern the consortium member's proposals in the process of implementing this plan. The Allocation Committee will be chosen by the consortium members. Each Allocation Committee representative receives one vote. If a member of the Allocation Committee cannot attend a meeting, a representative can attend in their place. If consensus cannot be reached by consortium members, the Allocation Committee will vote to resolve the issue based upon the voting structure described above. A simple majority is needed to pass a resolution. Memorandum of Understanding (MOU) will be issued to all consortium members and partners delineating specific roles, responsibilities, and voting membership.

Shared Leadership

The SLOCAEC has employed a variety of shared leadership strategies. Regular meetings have been held to plan, discuss, and evaluate each step of the process. The consortium has also agreed on agenda items, meeting days, times and locations. It was decided that the consortium would meet on the 2nd Tuesday of each month at San Luis Coastal Adult School as it is a centralized location for consortium members. However, site visits were scheduled at all member agency locations so that all consortium members can become more familiar with facilities of other agencies.

Representation and collaboration between subject area experts are important shared leadership qualities. In order to make sure that all interested parties were involved in the planning process, the consortium decided to put together workgroups. These groups are made up of a diverse group of instructors and administrators from different member and partner agencies. It is the goal of the SLOCAEC to have a collaborative workgroup to be able to advise and support the consortium through the planning process. So far, there have been several work group meetings held in the various program areas. Community liaisons, instructors and administrators have participated in the meetings, representing non-profit organizations, participants from K-12, credit, noncredit and enhanced noncredit and correctional facilities. The meetings were extremely successful and led to much of the information gathered in this report.

The consortium has also decided to continue to use documents and policies that have been in place between the current members and partners. The consortium will continue to use established agreements such as Memorandums of Understanding, Use of Facilities Agreements, and Instructional Services Agreements whenever possible. Also, depending on the situation, new or revised agreements will be created if needed.

During the initial planning meeting in March, the consortium decided how they wanted to allocate the work. After a vote, the consortium voted that the Associate Director of Continuing Education at Cuesta College would be assigned the role of the SLOCAEC project coordinator with clerical support. Two consultants were hired to assist with research, web design, and writing of the plan. The project coordinator, oversees the details of the grant, drafts the reports, co-leads the consortium meetings, and coordinates meetings and tasks with the members, partners and workgroups.

As a result of ongoing dialogue and collaboration, each of the consortium members has made significant structural changes to how the needs of adult learners with potential barriers to success are addressed. The conversation has shifted from a single member owning the responsibility for meeting the needs of these adult learners to the consortium owning the responsibility for educating this fragile population. Members have made substantive changes by focusing on what each member is in the best position to provide rather than each member trying to offer everything to every student. As a result, more courses are being offered through the non-credit program of Cuesta College. The silos that may have been a barrier for some adult learners are being drawn down and consortium members and partners are working with each other towards a common goal.

Teacher and Faculty Involvement

SLOCAEC has involved teachers and faculty in the planning process to better serve the adult learners of San Luis Obispo County. Faculty was informed of the consortium's progress through presentations made at faculty development workshops, committee meetings and through email communication. In addition, the SLOCAEC has set up a website where teachers can be informed about the AB86 project.

Teacher and faculty involvement is crucial to the consortium's planning and implementing of new curriculum practices. To date, seventeen teachers and faculty members have participated in writing and revising new curriculum to create new courses in ESL, ABE and AWSO that will facilitate the transition of students through noncredit and into credit programs and the workforce .

Informing teachers and faculty members of new best practices that the consortium is learning about throughout the planning process is another way that SLOCAEC is addressing faculty involvement. Instructors will take part in faculty development workshops to learn more about the ways to use career pathways to contextualize instruction.

Communication Plan

Because of the large geographic area encompassing San Luis Obispo County, significant planning is required when considering effective communication. Currently, the project coordinator communicates with members and partners via email and in—person meetings. The project coordinator ensures that all districts and working partners are informed of the ongoing planning and implementation process as it relates to each program area in three ways: 1) members of the Consortium will report the progress of AB86 to their respective district administration; 2) members of the Consortium Allocation committee will convene at least once per quarter to approve the SLOCAEC budget and program and fiscal reports, and; 3) partner agencies and other regional stakeholders will be informed through participation in the ongoing planning and implementation process via workgroups.

As noted above, teachers and faculty have been involved in and informed through various committee meetings, and faculty development workshops. Teachers and faculty members have been invited to participate in workgroup meetings to address each program area.

Additionally, it has been the consortium's goal to involve its community members in the planning process. Members of the community have been invited to informational meetings to hear about the consortium's plans and how they can get involved. Additional meetings are scheduled to take place in the spring. The SLOCAEC has also involved America's Job Center of California in discussions around the development of CTE and pre-apprenticeship programs. Other stakeholders in this process include the Workforce Investment Board, the Chamber of Commerce, and local businesses.

Since the AB86 Regional Summit in October, the SLOCAEC has reached out to neighboring consortia to develop a relationship and share planning efforts and ideas. A meeting is scheduled in spring with SLOCAEC, Allan Hancock Community College Consortium, and Santa Barbara AB86 consortium to share AB86 plans, best practices, and implementation processes, especially in contextualized short-term CTE courses.

The final plan review has involved review and endorsement by the Academic Senate of Cuesta College, Cuesta College Council, and Cuesta College Planning & Budget, a presentation to the

Cuesta College Board of Trustees, as well as reviewed by SLCUSD and LMUSD executive administration.

OBJECTIVE 1: CURRENT PROGRAMS AND SERVICES

Adult learners in San Luis Obispo County have access to a narrow scope of offerings in adult education, both in terms of geographical sites and program areas. Collectively, the three consortium members offer adult education programs in English as A Second Language (ESL), Adult Basic and Secondary Education (ABE/ASE), /ASE and short-term CTE. Currently, SLCUSD and LMUSD offer ABE/ASE programs with limited student support services and offerings. Cuesta College noncredit program offers ESL throughout the county, ABE in North County and North Coast and in San Luis Obispo County Jail, and a limited short-term CTE program at the Cuesta College North County campus and SLCUSD. Presently, programs for adults with substantial disabilities are offered at SLCUSD and LMUSD only for ages 18-22. Apprenticeships are not offered by any of the consortium members at this time.

In the current adult education offerings, comprehensive student support services are only provided within the Cuesta College noncredit program. Students who enroll at Cuesta College have access to the Student Success and Support Program (SSSP), whether their courses are noncredit, enhanced noncredit, or credit. The consortium recognizes that these services are critical to empowering students to meet their educational and career goals, as well as enhancing retention rates and transitioning students to credit programs. The consortium intends to adopt the SSSP core services as a model for student services for adult education throughout the San Luis Obispo County.

Cuesta College's noncredit program integrates funding from multiple categorical programs to provide educational programs and services to adult learners. At Cuesta College, the Basic Skills Initiative categorical fund provides retention specialists and tutors to support noncredit student success and also supports professional development for noncredit faculty. Workforce Initiative Act Title II funds provide students childcare, transportation, and textbook vouchers. WIA Title II funds also provide faculty, staff, and administrator's free professional development, technology hardware, software, and accessibility. Free professional development is offered to faculty through the California Adult Literacy Professional Development Project (CalPro), the Outreach and Technical Assistance Network (OTAN), and the Comprehensive Adult Student Assessment Systems (CASAS).

Additional funding will be required to ensure that all future adult education programs will provide these student support services and professional development that are critical for the success of adult education students and programs.

ADULT BASIC AND SECONDARY EDUCATION

As stated above, all three consortium members offer courses in adult basic and secondary education. Courses offered include Adult Basic Education (ABE) and high school equivalency certificate preparation. These courses are taught at the Cuesta College North County Campus, Cambria, San Luis Obispo, Oceano, and Nipomo. In addition, ABE/ASE is also offered at the San Luis Obispo Sheriff's Department. The ABE/ASE courses offered in North County and Cambria are

through Cuesta College's noncredit program and receive funding through the Adult Education and Family Literacy Act (AEFLA).

Adult school diploma is offered at SLCUSD and LMUSD. For the five unified school districts in North County, students do not have access to an adult school diploma program.

Current data in the region shows that the SLOCAEC does not have adequate programs and classes to meet the needs of adult learners. Approximately, 11% of the county population does not have a high school diploma in the San Luis Obispo County region. There is a lack of ABE/ASE services in some communities throughout the county. The rural nature of the region makes it difficult for this student population to attend classes at centralized locations, so these programs need to be brought into each community.

SLCUSD offers adult school diploma and preparatory classes for the GED and HiSET. The program has been drastically reduced due to the cut in state funding in the Basic Aid Fair Share Reduction and all categorical funds have been flexed into the district general fund. Due to this funding elimination, the ABE program is offered at a minimal level. There is insufficient funding for program evaluation, improvement, or professional development.

Lucia Mar Adult School no longer receives WIA Title II funding beginning in 2014-2015. This increased the challenge to continue an adequate ABE/ASE program. Due to the loss of funding there has been a decline in the services offered to adult education students.

At this point, San Luis Coastal and Lucia Mar Adult Schools are struggling to continue to offer basic services and do not have the opportunity to provide teachers and staff with professional development, program review, and evaluation; all of these critical components are required for a successful program.

San Luis Obispo County Correctional Facility offers a small ABE program in collaboration with Cuesta College. The program consists of limited high school equivalency certificate prep classes and, in collaboration with San Luis Coastal Adult School, HiSET testing. Since the beginning of 2014, high school equivalency preparation for men has been offered in the main jail dorms and high school equivalency preparation/Job Readiness for women has been offered on the Women's Honor Farm. Evaluation of existing programs is ongoing. One of the constants at the jail is that the student population in the classroom changes from class session to class session. Students may begin to attend classes and then do not return because they have been released, they have been moved to a higher security part of the jail, they have been moved to the Honor Farm, or they are sent to state prison. This makes it essential to evaluate program effectiveness weekly—new students enter every week, and it is important to meet the needs of the students in the room. Talking with students individually to determine the skills they need has proven to be the most effective way to meet their educational goals. There are several challenges in providing an effective ABE/ASE program in the correctional facility including: limited funding, instructor resources, classroom space, class size, jail constraints on times for classes, and inmate access to classes.

Atascadero State Hospital (ASH) offers an ABE/ASE program that includes high school equivalency certificate prep courses. ASH has experienced a loss of funding for its adult education program. Consequently, it has expressed to the SLOCAEC the need to expand services to meet the needs of patients. ASH has determined they lack adequate services for ABE/ASE, ESL and short-term CTE.

ENGLISH AS A SECOND LANGUAGE, CITIZENSHIP, AND WORKFORCE PREPARATION

The English as a Second Language (ESL) Program is the largest of the five program areas in the SLOCAEC. ESL courses are taught at four of the six major sites; the exception being the Cuesta College San Luis Obispo campus and Coastal Family Resource Center. All adult education ESL courses taught throughout the county are offered by the Cuesta College noncredit program and are enhanced noncredit courses and receive enhanced funding. To accommodate students' needs Cuesta College offers six levels: Literacy, Beginning, Beginning-High, Intermediate, Advanced, and Multi-level. Currently, the courses are offered as direct level instruction at the Cuesta College North County Campus. All off-site locations are offered as multi-level.

SLCUSD and LMUSD have each experienced a drastic reduction in funding that eliminated their ESL programs. Through consortium conversations regarding ESL, it was decided that Cuesta College would temporarily provide ESL services to students in the central and south county areas.

Students enrolled in the ESL program are predominately Hispanic (89%) and speak Spanish as their native language (86%). They have limited academic experience: 40% never started high school, and 72% did not complete high school or an equivalent (CASAS Demographic Summary report, October 2014. See Attachment A for full Summary). These students enter the program with personal barriers to success, very limited English, a lack of civic education, and low socio-economic status.

Citizenship is offered at one off-site location in Cambria through Cuesta College noncredit program and at the major site at SLCUSD. LMUSD lost their citizenship program this year. While there is a significant need for additional citizenship courses throughout the county, lack of funding has limited the professional development needed to offer a robust program.

Workforce preparation courses are currently provided for immigrant students through the non-credit enhanced vocational ESL (VESL) program at Cuesta's North County campus and the Cambria off-site location. These courses introduce students to the language and cultural information they will need in the workplace including reading, writing, conversation, and job search skills.

The San Luis Obispo County Jail and Atascadero State Hospital, each of which has a very small population of students who need ESL services offers little in the area of ESL. Both agencies have

small programs to serve their populations and are collaborating with the consortium to strengthen these offerings.

While the Cuesta College noncredit program provides many ESL classes throughout the county, there is still an unmet need in adult education ESL classes. The estimated enrollment of ESL non-credit classes is 489 yet there are over 17,000 San Luis Obispo County adults who identify themselves as speaking English less than “very well” (U.S. Census 2013).

EDUCATION PROGRAMS FOR ADULTS WITH SUBSTANTIAL DISABILITIES

Education programs for adults with substantial disabilities (AWSD) are provided through a number of agencies including K-12 districts, the Department of Rehabilitation (DoR), and the Tri-County Regional Center (TCRC), PathPoint, NCI, Options. San Luis Coastal and Lucia MarUSD operated an extensive AWSD program with classes offered at AWSD partner sites with many full-time faculty. This program was discontinued when Adult Education funds were swept. Current offerings in SLCUSD and LMUSD are limited to the 18-22 year old AWSD population. Tri-Counties Regional Center (TCRC), one of 21 non-profit regional centers in California, provides lifelong services and supports more than 12,000 people with developmental disabilities residing in San Luis Obispo, Santa Barbara and Ventura Counties. In San Luis Obispo County alone there are 153 young adults between the ages of 18-22 with significant disabilities. The mission of the Tri-Counties Regional Center is to provide person and family-centered supports for individuals with developmental disabilities to maximize opportunities and choices for living, working, learning, and recreating in the community. Tri-Counties Regional Center serves individuals who meet one or more of the five qualifying conditions for services from the regional center: Intellectual Disability, Cerebral Palsy, Autism, Epilepsy and other (disabling conditions similar to intellectual disability). As of the 2010 census, 5.9% of the San Luis Obispo general population has a substantial disability.

Other programs for adults with substantial disabilities include PathPoint, Options, and Achievement House. Their program goals and services, which have been created based on their knowledge of the adults with disabilities population, include:

- Improved daily living skills
- Maintenance of optimum health status
- Improved physical development, coordination, fitness.
- Promote social interaction in various social settings.
- Improve community awareness/independence
- Enhance expressive & receptive communication skills.
- Improve daily living skills such as hygiene & grooming

Communication with these stakeholders reveals a lack of resources to meet the needs of the adults with disabilities in these centers. These discussions have also identified the potential need to serve a segment of adults with disabilities population that is not currently adequately served through the day programs.

Daily living for young adults and adults after high school include:

- A day program
- Community activities with support as needed
- Work training
- Part-time or full-time work
- Enrollment or activity at a community college
- Volunteering

SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS

Currently, very limited short-term CTE programs are offered through a partnership with the San Luis Obispo County Department of Social Services at the Cuesta College North County Campus and also limited courses through SLCUSD. However, consortium members are working with instructors and partners/stakeholders, including local employers, the Workforce Investment Board (WIB), and Chambers of Commerce, to plan for the implementation of new, integrated programs. Programs will target employment paths to industries with high growth projections that are verified by local employers, including Home Health Care, Hospitality/Retail, Manufacturing, and Landscaping/Farming.

PROGRAMS FOR APPRENTICES

Programs for apprentices have never been offered to adult education students in San Luis Obispo County. Apprenticeship concepts will be integrated into the other four Adult Education curriculum areas (ABE, ASE, ESL, Adults with Significant Disabilities, and CTE). The AB86 Consortium is exploring the most effective means of concept integration. The consortium is also identifying all local apprenticeship programs and will evaluate the possibility of aligning the ABE and CTE curriculum to prepare them to enter those programs.

Note that Table 2 is a required spreadsheet that documents the Consortium's existing adult education enrollment. (See Attachment A)

OBJECTIVE 2: CURRENT NEEDS

ADULT BASIC AND SECONDARY EDUCATION

The SLOCAEC created an elementary and secondary basic skills workgroup to address the unmet needs of the adult learners in the region. According to the regional fact sheet (which includes the California Coastal regions) provided at the October 2014 AB86 Summit, there are 24,349 adults between the ages of 18-24 without a HS Diploma; 94, 040 people 25 and over with less than a 9th grade education and 70,695 people over 25 with at least a 9th grade education, but no high school diploma in the Coastal Region that includes Oxnard to San Luis Obispo. Specifically, 30,577 people in San Luis Obispo do not have a high school diploma, which represents 11% of the population.

The workgroup identified the following areas of significant need:

Lack of computer labs accessible to adult learners throughout the county

The consortium has identified the need for an ABE/ASE computer lab and instructional software at the following sites: Cuesta College North County Campus, San Luis Coastal Adult School, and Oceano and Nipomo Adult Learning Centers. These computer labs would offer the new computer-based GED curriculum that matches the new K-12 Common Core Standards which would better prepare ABE students for transition to credit programs.

Lack of alignment between credit and noncredit/ K-12

New courses and curriculum need to be developed to inform and guide students through the process of college readiness including developing a clear transitional pathway that will enable adult learners to not only access college programs and services, but also to succeed.

Accelerated noncredit programs are needed so that adult learners can transition from ABE/ASE to other noncredit and credit programs at a faster rate.

There is a need to align noncredit and K-12 students so that they can easily transition between programs within the consortium. Students need to be informed about the full scope about the academic and career options available to them. In addition to AA Degrees, it is especially vital to inform students about opportunities in alternative pathways such Certificate Programs and Short-Term CTE.

Lack of consistent ABE/ASE offerings throughout the county

High school equivalency certificate prep as well as adult school diploma courses are not equally available at all major sites and lacking at most off-site locations in the county. For example, there is no adult school diploma program for the north county, while it is available in central and south county. It is worth noting that the north county high school drop- out rate is 17%. Moreover, high school equivalency certificate prep courses are only offered at one off-site location.

Lack of preparation for the high school equivalency certificate

The need to align high school equivalency curriculum to the common core has revealed a significant gap between the current curriculum and what students need to successfully pass the exam and achieve certification and adult high school diploma.

Computer-based testing is the new testing method of the GED, yet many students lack basic computer literacy skills to pass the test in the allotted amount of time. It has been observed at the Cuesta College North County Campus that the majority of students entering the GED prep program are at an 8th grade level, whereas the new test is written at the 10th grade level. Instructional materials are needed to ensure that the course materials are current and there are enough to serve all ABE/ASE students in the county.

Lack of student support services throughout the county

Currently, there are no adult education counselors providing services to students. This is a critical need to support the transitions of noncredit and K-12 adult education students to post-secondary and the work force. Staffing to provide the SSSP model core services for major and off-site locations will be needed to ensure all students have equal and adequate access. Laptop computers and/or tablets will be needed to provide access to computer-based SSSP model core services. In addition, this will allow for counselors to communicate with students in off-site locations via Skype or similar technology.

Lack of child-care

Child care needs to be offered at each adult education site. Each of the consortium members observes a significant difference in attendance when no childcare is available. Student surveys from the past five years have indicated that a lack of childcare is the primary reason for not being able to pursue or complete their studies.

Lack of transportation

The rural nature of San Luis Obispo County makes it difficult for many students and potential students to access ABE/ASE programs. There is very limited bus service and many adult learners do not have reliable transportation. In an effort to ensure access to ABE/ASE programs throughout the San Luis Obispo County, funds will be needed to support transportation.

Lack of Outreach

The rural configuration of the county is a natural obstacle for communication and marketing of the adult education programs. Student surveys have confirmed that the most effective outreach strategy is a staff-intensive, in-person approach.

Lack of program support staff

To build the capacity of a county consortium adult education staffing will be needed to provide the full scope of services adequately and equally.

ENGLISH AS A SECOND LANGUAGE, CITIZENSHIP, AND WORKFORCE PREPARATION

A workgroup of consortium members and ESL faculty was created to review the ESL program. According the US Census, 2013 there are 17,176 English language learners in San Luis Obispo County. ESL is offered throughout the San Luis Obispo County, reaching the most rural communities. The workgroup has determined the need to reduce the number of multi-level course offering and expand direct level instruction to accelerate student learning. In addition, the need has been identified to develop two pathways within the noncredit ESL program. One pathway focused on life skills and civic participation and another for students intending to transition to credit programs.

SLCUSD and LMUSD members realize the importance of having personal relationships with the parents and community members in our school districts. We have a vested interest in meeting their needs, as what our parents do directly relates to the education of our own students. Having involved parents supports the school system and the health and welfare of the community at large.

There is a need to expand citizenship courses in the county for the 39,003 people in San Luis County who need citizenship services (according to the AB86 Sample Demographic Data). There is also a need to expand vocational classes, in particular computer classes for ESL students throughout the county.

The following chart depicts the rising number of English Language Learners in San Luis Obispo County.

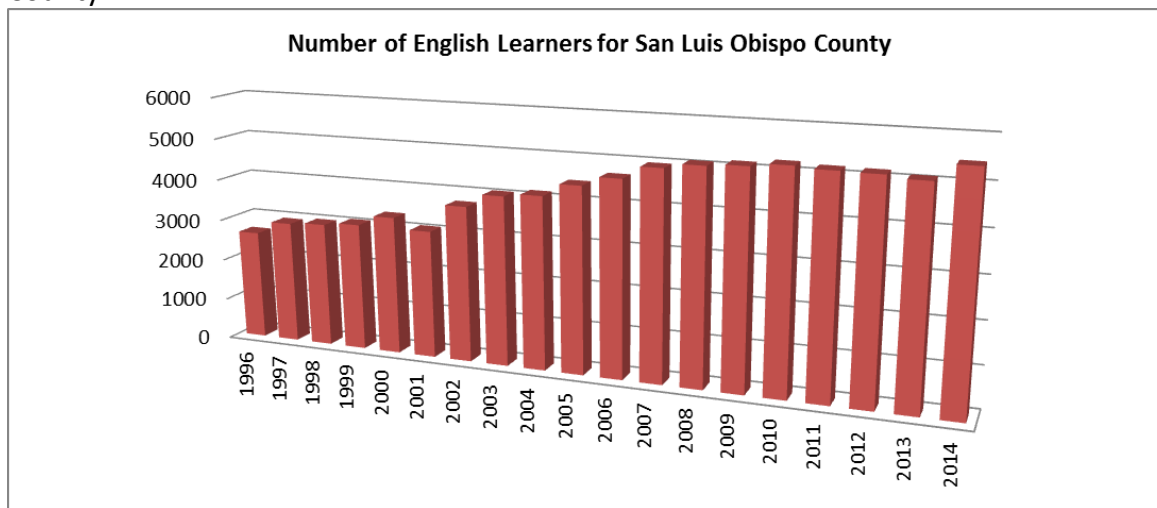


Chart V: Number of English Language Learner in San Luis Obispo County

Lack of consistent immigrant education offerings in the county

The consortium recognizes that there are insufficient immigrant course offerings at all six major sites. It also recognizes that ESL classes need to be offered at three rural communities that are

not being served at all. In addition, all six major sites and eleven of the rural communities are not meeting student needs in citizenship and vocational ESL class, particularly in computer skills.

Lack of support for students with disabilities

There is no support in noncredit or K-12 adult education to help ESL adult learners with disabilities. This is especially apparent in off-site locations. It was determined that there is a need to hire and train more counselors and assistants.

Lack of student support services throughout the county

Currently, there are no adult education counselors providing services to students. This is a critical need to support the transitions of noncredit adult education students. Staffing to provide the SSSP model core services for major and off-site locations will be needed to ensure all students have equal and adequate access. Laptop computers and tablets will be needed to provide access to computer- based SSSP core services. In addition, this will allow for counselors to communicate with students in off-site locations via Skype or similar technology.

Lack of child-care

Child care needs to be offered at each adult education site. Each of the consortium members observes a significant difference in attendance when no childcare is available. Student surveys from the past five years have indicated that a lack of childcare is the primary reason for not being able to pursue or complete their studies.

Lack of transportation

The rural nature of San Luis Obispo County makes it difficult for many students and potential students to access immigration education programs. There is very limited bus service and many adult learners do not have reliable transportation. In an effort to ensure access to immigration education programs throughout the San Luis Obispo County, funds will be needed to support transportation.

Lack of outreach

The rural configuration of the county is a natural obstacle for communication and marketing of the adult education programs. Student surveys have confirmed that the most effective outreach strategy is a staff-intensive, in-person approach.

Lack of program support staff

To build the capacity of the county’s consortium for adult education, staffing will be needed to provide the full scope of services adequately and equally.

EDUCATION PROGRAMS FOR ADULTS WITH SUBSTANTIAL DISABILITIES

There are currently no Adults With Substantial Disabilities (AWSD) programs offered by any consortium members. SLCUSD operated an extensive AWSD programs with classes offered at AWSD partner sites with 10 full-time faculty. This program was discontinued when Adult Education funds were swept. This program was discontinued due to a lack of funds and not to a

lack of need. San Luis Coastal does offer a program that serves a limited number of young adults ages 18-22. This workgroup was comprised of Tri-Counties Regional Center and several agencies that provide direct services to adults with substantial disabilities. The workgroup recognized the importance of the consortium developing a noncredit adult education program for the 27,634 adults with disabilities in San Luis Obispo County and 153 specifically identified youth ages 18-22 (AB86 Sample Demographic Data).

The workgroup emphasized that individuals with significant disabilities have considerable obstacles that preclude their participation in existing non-credit or credit programs. To be successful they require programs that recognize their highly individualized abilities and needs for accommodations. The local agencies that provide services to individuals with substantial disabilities have identified very clearly the need for a training program in employability skills as well as specific job related technical skills. As we build this model of adult education for our county, the current working groups have shown success in working together to discuss the needs of the consortium's learners. This collaborative articulation model will be extended moving forward.

Moreover, in a recent Tri-County Regional Center (TCRC) survey of families of transition age youth with autism, 40% expressed an interest in education beyond K-12. We know that a new group of young adults is emerging with different expectations than previous populations due to parental input and support, advancements in technology, and the increasing incidence of autism. These individuals may or may not be able to complete college level courses; however, they are expressing the need for and interest in vocational and educational opportunities along with the desire to be as independent as possible and to contribute to their communities.

Lack of detailed program design and curriculum

An outline of an AWSD program for San Luis Obispo County was developed by the AWSD workgroup. A detailed program structure needs to be designed identifying course offerings for campus-based and Day Center-based classes in Employability, life and social skills, and technical job-related skills. In addition, the program design also needs to identify appropriate classrooms and facilities, appropriate instructional equipment and materials, specialized student support services for AWSD, coordination and articulations with partner AWSD programs, employers and regional transportation providers.

Lack of AWSD program coordinator/lead faculty

A coordinator/lead faculty with specialization in AWSD is needed to lead the implementation of this program to ensure that it meets initially and on-going the needs of the local AWSD population and service providers.

Lack of noncredit faculty for adults with disability

Faculty who meet the minimum qualifications to teach noncredit AWSD courses are needed to design and teach the AWSD Employability and Technical skills courses.

Lack of curriculum

Curriculum needs to be developed for courses in Employability skills and Technical job-related skills specifically for AWSD leading to a certificate and reflecting the job placement and employment opportunities for AWSD of this county.

Lack of facilities adapted to serving adults with substantial disabilities

Classrooms need to be specified on the two Cuesta College campuses and at day center sites and assessed in terms of meeting the needs of AWSD. Program partners will assist in ensuring that the facilities accommodate the needs of AWSD.

Lack of equipment and materials needed for an AWSD program

Adapted instructional materials for AWSD courses in employability and technical job-related skills will be needed. The specific equipment and materials will be identified by AWSD workgroup and the faculty as the program design is established.

Lack of adult education liaison

The AWSD workgroup established that the focus of the AWSD program will be to prepare students to be successful in a job placement, whether assisted or unassisted by an AWSD job program. A program liaison is needed to communicate with existing agencies serving AWSD and current and potential employer partners employing AWSD in order to ensure that the training of the AWSD program is aligned with existing and potential job placement opportunities. The success of the AWSD is largely contingent on the placement opportunities available to the AWSD students who enroll.

Lack of professional development

Faculty and staff working with AWSD will need on-going professional development in order to remain current with content standards, teaching methodologies, resources and opportunities available to AWSD.

Lack of student support services throughout the county

Currently, there are no Adult education counselors providing services to students. This is a critical need to support AWSD students with a goal to transition to other noncredit adult education or credit programs. Staffing to provide the SSSP core services for AWSD will be needed to ensure all students have equal and adequate access.

Lack of transportation

The rural nature of San Luis Obispo County makes it difficult for many students and potential students to access AWSD programs. There is very limited bus service and many AWSD adult learners do not have reliable transportation. In an effort to ensure access to AWSD programs throughout the San Luis Obispo County, funds will be needed to support transportation.

Lack of outreach

The rural configuration of the county is a natural obstacle for communication and marketing of the AWSD adult education programs.

Lack of program support staff

To build the capacity of a county consortium AWSO adult education qualified support staff and instructional aides will be needed to provide the full scope of services adequately and equally.

SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS

The current CTE offering available to adult students consists of one course in employability skills on the Cuesta College North County campus and limited courses at San Luis Coastal Adult School. To address this gap the consortium will significantly expand the offerings. The SLOCAEC has identified four areas of need within the county workforce that are appropriate for the noncredit CTE program. These include Hospitality/Customer Service, Home-Health Care, Landscaping/Farming, and Manufacturing.

Lack of detailed program design and curriculum

An outline of a short-term CTE program for San Luis Obispo County was developed by the CTE workgroup. The Consortium CTE workgroup has identified four areas of need within the county workforce that include Hospitality/Customer Service, Home-Health Care, Landscaping/Farming, and Manufacturing. A detailed program structure needs to be designed identifying course offerings in Employability and technical job-related skills, appropriate classrooms and facilities, appropriate instructional equipment and materials, specialized student support services, coordination and articulations with partner programs and regional transportation providers.

Lack of Short-term CTE Certificate program coordinator/lead faculty

A coordinator/lead faculty with specialization in a relevant short-term CTE area (for San Luis Obispo County) is needed to lead the implementation of this program to ensure that it aligns initially and on-going with the employment opportunities available in the county.

Lack of CTE faculty

Faculty who meet the minimum qualifications to teach short-term CTE courses are needed to design and teach the short-term CTE Employability and Technical skills courses.

Lack of curriculum

Curriculum needs to be developed for short-term CTE courses in Employability and Technical job-related skills leading to certificates recognized by local employers and that specifically reflect the job placement and employment opportunities of this county.

Lack of facilities adapted to teaching CTE

Classrooms need to be specified on consortia member and partner sites and assessed in terms of meeting the needs of the short-term CTE certificate programs that will be developed.

Lack of equipment and materials needed for a short-term CTE program

Appropriate instructional materials for CTE courses, tentatively identified in the areas of Hospitality/Customer Service, Home-Health Care, Landscaping/Farming, and Manufacturing, will

be needed. The specific equipment and materials will be identified by short-term CTE workgroup and the faculty as the program design is established.

Lack of professional development

Short-term CTE Faculty will need on-going professional development in order to remain current with content standards, teaching methodologies, resources and opportunities available in their area of instruction.

Lack of student support services throughout the county

Currently, there are no adult education counselors providing services to students. There is a critical need to support short-term CTE students with a goal to transition to other credit programs. Staffing to provide the SSSP model core services for short-term CTE students will be needed to ensure all students have equal and adequate access.

Lack of transportation

The rural nature of San Luis Obispo County makes it difficult for many students and potential students to access short-term CTE programs. There is very limited bus service and many adult learners do not have reliable transportation. In an effort to ensure access to short-term CTE programs throughout the San Luis Obispo County, funds will be needed to support transportation.

Lack of outreach

The rural configuration of the county is a natural obstacle for communication and marketing of the short-term CTE programs.

Lack of program support staff

To build the capacity of a county consortium short-term CTE qualified support staff and instructional aides will be needed to provide the full scope of services adequately and equally.

PROGRAMS FOR APPRENTICES

No consortia member district or partnership agency has ever offered an Apprenticeship program nor does any K-12 School District. There is an opportunity to collaborate with the apprenticeship programs of the local trade unions, which could include, for example the electricians union (IBEW local 639), the pipefitters union (local 403 Plumbers and Steamfitters), and Carpenters Local Union 1800. The consortium determined that the focus of the Apprenticeship program will be aligning the ABE and CTE programs to prepare adult education students to transition into Apprenticeship programs.

Lack of detailed program design

A preliminary outline of a Pre-Apprenticeship program for San Luis Obispo County was developed by the consortium. The consortium will focus on providing all adult learners with the skills, knowledge, and understanding that will help expand their opportunities for gainful employment and open as many pathways as possible into apprenticeship. A detailed program structure needs to be designed identifying course offerings in adult basic education skills, and

employability and technical job-related skills, relevant to prepare student to be successful in an apprenticeship program.

Lack of Pre-Apprenticeship faculty

Faculty who meet the minimum qualifications to teach pre-apprenticeship courses in specific technical areas are needed to design and teach the pre-apprenticeship courses.

Lack of curriculum

Direct curriculum content preparing students for pathways aligned with regional workforce demands needs to be developed.

Lack of facilities

Classrooms and facilities, appropriate instructional equipment and materials, specialized student support services, coordination and articulations with partner programs and regional transportation providers.

Lack of equipment and materials needed for a pre-apprenticeship program

Specific equipment and materials will be identified by pre-apprenticeship workgroup and the faculty as the program design is established.

Lack of career exposure opportunities

Students in the pre-apprenticeship program or students in ABE/ASE or CTE programs will become more engaged when exposed to the work environment pre-apprenticeship careers through field trips, job shadowing, work experience, or other opportunities to obtain a hands-on experience.

Lack of professional development

Pre-apprenticeship faculty will need on-going professional development in the identified course topics to integrate apprenticeship concepts into the curriculum.

Lack of student support services throughout the county

Currently, there are no adult education counselors providing services to students. There is a critical need to support pre-apprenticeship students with a goal to transition to local apprenticeship programs. Staffing to provide the SSSP model core services for pre-apprenticeship students will be needed to ensure all students have equal and adequate access.

Lack of transportation

The rural nature of San Luis Obispo County makes it difficult for many students and potential students to access pre-apprenticeship noncredit programs. There is very limited bus service and many adult learners do not have reliable transportation. In an effort to ensure access to noncredit pre-apprenticeship programs throughout the San Luis Obispo County, funds will be needed to support transportation.

Lack of outreach

The rural configuration of the county is a natural obstacle for communication and marketing of the pre-apprenticeship programs.

Lack of program support staff

To build the capacity of a county consortium pre-apprenticeship qualified support staff and instructional aides will be needed to provide the full scope of services adequately and equally.

OBJECTIVE 3: SEAMLESS TRANSITIONS

AB86 Consortium members, faculty, and teachers, with community partner input, have worked through workgroups to identify strategies to ensure seamless transitions through adult education programs to postsecondary education and the workforce for all adult education students. In order to provide this, the consortium recognizes the importance of integrating the SSSP model across all program areas establish curriculum alignment between adult education, noncredit, and credit programs, and developing clear educational and career pathways. The following are preliminary strategies to achieve seamless transitions.

3A: EXPAND STUDENT SUCCESS AND SUPPORT PROGRAM CORE SERVICES ACROSS ALL PROGRAM AREAS

Purpose

Access to student support services is critical for adult students to achieve their goals and transition through adult education/noncredit to credit programs and the workforce. Support services need to be available and these services need to be consistent regardless of where the student begins the intake process. Providing each adult education student these services enhances the likelihood that they will make a successful transition.

Outcomes

- All adult education students will receive SSSP model core services in all program areas at all major and off-site locations.
- Students will have access to support services to establish an educational plan, identify barriers to educational access, refer students to appropriate resources, and directly provide supports available through the Consortium.
- Adult Education counselors advising on career and education pathways

Implementation Process

Administration from Cuesta College's noncredit program and K-12 Adult Education will coordinate with key stakeholders to design, pilot, and implement aligned student services and intake processes including creation of a task force, hiring of key personnel, and development of a student tracking system.

Key stakeholders:

- Vice President, Student Services, Cuesta College
- Adult Education Principal, Lucia Mar USD
- Adult School Coordinator, San Luis Coastal USD
- Consortium Members
- Director of Counseling and SSSP Coordinator

- Adult Education Counselors

Potential Action Steps:

- Create task force to assess current services and recommend timeline for enhancement and expansion of services across the consortium
- Develop intake form to identify student goals, academic readiness, barriers, adult learner status to place in correct program
- Identify and hire key personnel to implement comparable services across the consortium
- Develop process for communication and tracking of students across the consortium
- Implement SSSP model for students throughout the consortium

3B: ESL AND OTHER REMEDIAL COURSES MOVE TO NON-CREDIT

Purpose

Alignment of curricula, pedagogy, and resources for all non-credit students. Facilitation of student transition to college and careers once remedial coursework is completed.

Outcomes

- Students have access to resources at a comprehensive adult education learning center.
- Elimination of overlaps and gaps between current credit and non-credit courses that teach similar content.
- Focusing and consolidating resources serves to eliminate duplication of efforts.

Implementation Process

Cuesta College has already begun the collaborative process of aligning curriculum between credit and non-credit ESL courses. Continuing and ongoing collaborative action-oriented work sessions will continue to transition ESL, then other remedial courses to noncredit courses.

Key stakeholders:

- Vice President, Academic Affairs, Cuesta College
- Consortium Members
- Division Chair, Student Development and Success
- Basic Skills Faculty
- Credit and Adult Education Counselors

Potential Action Steps:

- Working collaboratively with credit and noncredit ESL faculty, complete course alignment
- Submit new courses to Chancellor's Office for approval

- Identify which courses are offered on the Cuesta campus and which will be offered at major and off-site locations
- Share curriculum with consortium members
- Align support services such as transportation, child care, textbook vouchers, etc. at all sites
- Prioritize next program area for transition
- Repeat with each program until transition is complete

3C: ALIGN AND INTEGRATE ESL CURRICULA CONSORTIUM-WIDE

Purpose

Currently, Cuesta credit and noncredit faculty and administration are collaboratively revising ESL noncredit courses 701-706 (Literacy- Advanced) to establish a sequence of courses for students whose goals reflect a life skills and civic education path. At the same time, a different sequence of noncredit ESL courses is being developed for noncredit students who have identified an academic path. Continuing this work is critical for the successful transition of students to other noncredit and credit programs.

SLOCAEC will establish common student learning standards/outcomes for ESL curriculum delivered by each member agency.

Outcomes

- Courses at all major and off-site locations progress in a connected sequence that allows for seamless transitions.
- Student materials reflect the rigor needed for successful transition from adult education to other noncredit and credit programs.

Implementation Process

Cuesta College and K-12 administrators will work with faculty to coordinate with key stakeholders to pilot, and implement aligned curricula and progress assessments at all major and off-site locations.

Key stakeholders:

- Vice President, Academic Affairs, Cuesta College
- Adult Education Coordinator, SLUCSD
- Adult Education Principal, LMUSD
- Consortium members
- Division Chair, Student Development and Success
- Cuesta Outreach/Retention and Outreach/Support staff

Potential Action Steps:

- Establish courses following the CB-21 coding and K-12 curriculum standards
- Identify current content standards and the rigor needed for success in post-secondary education
- Identify instructional approach best suited to bring about student success
- Identify instructional materials best suited to reach anticipated outcomes
- Train faculty and administration on new instructional approach and curriculum
- Revise curriculum and instruction as needed

3D: ESTABLISH CAREER AND EDUCATION PATHWAYS IN ALL PROGRAM AREAS

Purpose

Career and Education Pathways links a singular education activity, class, or program to a long-term education and career outcome. Students who identify a long-term career and education goal are more likely to persist in their educational activity and transition to the next program on their way to reaching their long term goals. Career and Education Pathways will be established for all program areas identifying clear transitions through the various adult education programs into academic programs and careers in the workforce.

Outcomes

- Clear career and educational pathways for all program areas
- All adult learners enrolled in adult education programs identify a career or education pathway
- Clearly identified career opportunities aligned with training available through adult education programs

Implementation Process

Cuesta College and K-12 administrators, faculty, consortia members, and counselors will coordinate with key stakeholders to design, pilot, and implement established career and educational pathways.

Key stakeholders:

- Director, Workforce Economic Development & Community Programs, Cuesta College
- CTE Coordinator, Lucia Mar USD
- Adult Education Coordinator, SLCUSD
- Consortium members
- Workforce Investment Board
- AWSO partners
- America's Job Center of California

- Local Employers
- Adult Education counselors and Academic credit counselors
- Noncredit, credit faculty, and adult education teachers
- Adult Education Liaison

Potential Action Steps:

- Assess and inform about existing programs
- Convene all stakeholders within each program area to establish workgroups to identify appropriate short and long goals and transition points within pathways for the diverse population of adult learners

3E: ALIGN AND INTEGRATE ADULT BASIC AND SECONDARY EDUCATION COURSE CURRICULA CONSORTIUM-WIDE

Purpose

Currently, each member is providing different ABE/ASE curriculum at each of its locations resulting in a wide variance of experiences for adult students depending on where they receive services. Aligning the ABE/ASE curriculum and materials to reflect current standards in high school education provides students a seamless transition from high school curriculum to college and careers regardless of the site where the instruction is provided.

Outcomes

- Courses at each major and off-site location progress in a connected sequence that allows for seamless transitions.
- Student materials reflect the content standards and the rigor needed for successful transition to credit programs.

Implementation Process

Cuesta College and K-12 Adult School administrators and faculty will coordinate with key stakeholders to design, pilot, and implement aligned curricula and progress assessments.

Key stakeholders:

- Consortium members
- Cuesta College and Adult School faculty and administration
- Cuesta Outreach/Retention and Outreach/Support staff

Potential Action Steps:

- Identify current content standards and the rigor needed for success in post-secondary education
- Identify instructional approach best suited to bring about student success
- Identify instructional materials best suited to reach anticipated outcomes
- Train faculty and administration on new instructional approach and curriculum
- Revise curriculum and instruction as needed

3F: PROFESSIONAL DEVELOPMENT

Purpose

Developing new programs, alignment of curricula, shifting courses from credit to noncredit, expansion of services across a wide geographic area, and new materials will only support students when implemented with ongoing, job-embedded professional development. Utilizing the professional learning community model empowers faculty with expertise to lead their colleagues in their professional growth and has been shown to be one of the most effective service delivery models for adults.

Outcomes

- Faculty engage in ongoing Professional Learning Communities (PLC) lead by their colleagues
- Faculty implement changes in their instruction based upon the discussions and decisions reached in their PLC.
- Faculty are provided on-going professional development opportunities that support instructional methodologies for adult learners.

Implementation Process

Identified faculty will attend training on Professional Learning Communities (PLCs) and then lead their team in regular, ongoing Professional Learning Community dialogues and processes. Begin with ESL and ABE/ASE faculty moving onto CTE/ Apprenticeship, and AWSD faculty in second phase.

Key stakeholders:

- Cuesta College and K-12 faculty and administration
- Consortium members

Potential Action Steps:

- Train identified faculty at each major location
- Phase in with ESL and ABE/ASE faculty in Spring 2016

- CTE/ Apprenticeship and AWSO faculty phased in Fall 2017
- Lead teachers facilitate ongoing PLCs for their content department

3G: CREATE/IMPLEMENT MUTUALLY AGREED UPON ASSESSMENTS

Purpose

If students are to have a seamless transition through adult education programs across the consortium to credit programs, common placement and progress assessments are needed. This allows for accuracy and consistency of placement and progress measurement across ABE/ASE and ESL programs.

Outcomes

- Accuracy and consistency of placement and progress measurement for all students regardless of whether they access services at major site or off-site location.
- Students will have access to support services to identify barriers to educational access, refer students to appropriate resources, and directly provide supports available through the Consortium.

Implementation Process

Adult School and Cuesta College administrators and faculty will coordinate with key stakeholders to design, pilot, and implement aligned student services and intake processes including creation of a workgroup, hiring of key personnel, and development of a student tracking system. Faculty will determine through their PLCs, the data to be collected.

Key stakeholders:

- Consortium members
- Adult School and Cuesta College faculty and administration

Potential Action Steps:

- Identify data to be collected
- Determine development needs
- Investigate use of CASAS at SLCUSD to align with LMUSD and Cuesta
- Provide professional development based on determined needs

3H: EXPAND OUTREACH FOR ALL PROGRAM AREAS

Purpose

This adult education consortium with seamless transitions across program areas and regions that include rural off-site locations will require enhanced outreach to communicate the full range of offerings and opportunities that the system represents.

Outcomes

- Adults throughout the county are aware of the diverse programs and courses available to them regardless of where they live in the county.
- Increase in enrollment, retention, and successful completion in all program areas

Implementation Process

The plan for enhanced outreach will be established by all consortium members with particular attention to the more remote and underserved areas of the county. The plan will then be implemented and revised as needed.

Key stakeholders:

- Consortium members
- Cuesta Outreach/Retention and Outreach/Support staff
- Adult Education Counselors
- Adult School and Cuesta faculty and administration
- Consortium partners

Potential Action Steps:

- Create implementation plan
- Articulate outreach plan to all consortium members
- Implement outreach plan
- Modify and adjust outreach plan as needed.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
A. Expand support services for all adult students at all major locations	<ul style="list-style-type: none"> • Create workgroup to assess current services and recommend timeline for transition to each major location • Identify and hire key personnel needed to match services across the consortium • Develop process for communication and tracking of students across the consortium • Implement SSSP model for students throughout the consortium 	<ul style="list-style-type: none"> • Extra duty pay for part time faculty • Substitutes for part time faculty that are teaching • Key personnel hires articulated in table 4.1 	<ul style="list-style-type: none"> • \$45/hr x 40 hrs hours x 13 teachers x 14% benefits = \$26,200 (annually) • \$45/hr x 40 hrs x 2 teachers x 14% benefits = \$4,679 (annually) 	<ul style="list-style-type: none"> • Associate Dir Continue. Ed, Cuesta College • Program Coordinator, SLCUSD • Admin, LMUSD 	<ul style="list-style-type: none"> • SSSP data collection (Orientation, registration, assessment, counseling/advis e, student plan) • CASAS data • Enrollment rates • Persistence rates • % of students exit w/ certificates • % of students transfer to credit courses 	<ul style="list-style-type: none"> • Present – June 2016 Counselors • Jan 2015 – Dec 2015 Task Force • Fall 2016 – 2018 Communication of student data • 2016 – 18 SSSP implement
B. ESL and other remedial courses move from Cuesta College credit to noncredit program	<ul style="list-style-type: none"> • Ongoing, collaborative, action-oriented work sessions between credit and noncredit department faculty to transition first ESL and then other remedial courses • Submit revised course to Chancellor's Office 	<ul style="list-style-type: none"> • Extra duty pay for part time faculty • Substitutes for part time faculty that are teaching during workgroup sessions 	<ul style="list-style-type: none"> • \$45/hr x 40 hours x 13 teachers x 14% benefits = \$26,200 • \$45/hr x 40 x 2 = \$4,104 	<ul style="list-style-type: none"> • Associate Dir Continue. Ed, Cuesta College • Division Chair, Student Development & Success 	<ul style="list-style-type: none"> • Course outline submission and approval 	<ul style="list-style-type: none"> • ESL Begin Nov 2014 – ongoing after that • ESL Dec 2015 • Math/English June 2016

<p>C. Align and integrate ESL curriculum consortium- wide</p>	<ul style="list-style-type: none"> • Ongoing PLC conversation with all ESL faculty, part and full time regarding curriculum implementation • Identify key assessments that reveal student success in new curriculum • Monitor new curriculum by formative, benchmark, and summative student data • Make needed changes as identified by student data 	<ul style="list-style-type: none"> • Extra duty pay for part time faculty • Substitutes for part time faculty that are teaching 	<ul style="list-style-type: none"> • \$45/hr x 20 hours x 15 teachers= \$13,500s x 14% benefits = \$3,078 Total= \$16,578 (one-time) 	<ul style="list-style-type: none"> • Associate Dir Continue. Ed, Cuesta College • Division Chair, Student Development & Success • Program Coordinator, SLCUSD • Admin, LMUSD 	<ul style="list-style-type: none"> • Faculty evaluations • Assessed student learning outcomes • Formative data used in PLCs • Persistence rates 	<ul style="list-style-type: none"> • Fall 2015 - June 2016
<p>D. Establish Career and Educational Pathways in all program areas</p>	<ul style="list-style-type: none"> • Assess and inform about existing programs • Convene all stakeholders within each program 	<ul style="list-style-type: none"> • Two Full-time Adult Education Liaison Positions to connect with and convene partners and employers 	<ul style="list-style-type: none"> • Total= \$67,198 (salary and benefits) x2= \$134,395 (annually, on-going) 	<ul style="list-style-type: none"> • Director, Workforce Economic Development • Associate Dir. Continue Ed. • Consortium Members 	<ul style="list-style-type: none"> • Number of pathways establish • Number of students with defined career and educational pathways 	<ul style="list-style-type: none"> • Fall 2015 on going until complete
<p>E. Align and integrate Adult Basic and Secondary Education course curricula consortium wide</p>	<ul style="list-style-type: none"> • Ongoing PLC conversation with all ESL faculty, part and full time regarding curriculum implementation • Ongoing, collaborative, action-oriented articulation conversations across the consortium by course department (ESL, ABE, etc) 	<ul style="list-style-type: none"> • Extra duty pay for part time faculty • Substitutes for part time faculty that are teaching 	<ul style="list-style-type: none"> • ESL/ABE \$45/hr x 20 hours x 15 teachers = \$13,500s x 14% benefits = \$3,078 Total= \$16,578 (one-time) • ESL/ABE \$45/hr x 4 hrs = \$180 x 2 substitutes = \$360 x 14% 	<ul style="list-style-type: none"> • Associate Dir Continue. Ed, Cuesta College • Cuesta College Faculty • Adult Ed. Teachers • Program Coordinator, SLCUSD • Administrator LMUSD 	<ul style="list-style-type: none"> • CASAS • Enrollment rates • Persistence rates • % of students exit w/ certificates • % of students that transfer to college prep courses 	<ul style="list-style-type: none"> • ESL/ABE Spring 2015 Task Force/dev. Fall 2015 - Fall 16 Create course outlines Spring 2017 Submit

<p>F. Professional development on Professional Learning Communities (PLCs) for</p>	<p>Initiate ongoing, collaborative, action-oriented conversations across the consortium for CTE</p> <ul style="list-style-type: none"> Initiate ongoing, collaborative, action-oriented conversations across the consortium for AWSD Initiate ongoing, collaborative, action-oriented conversations across the consortium for apprenticeship offerings 	<ul style="list-style-type: none"> Substitutes for identified faculty 	<p>benefits = \$411(one-time)</p> <ul style="list-style-type: none"> CTE \$45/hr x 50hrs = \$180 x 5 faculty = \$11,250 x 14% benefits = \$1,575 Total= \$12,825 (annually) AWSD \$45/hr50hrs = \$180 x 5 faculty = \$11,250 x 14% benefits = \$1,575 Total= \$12,825 (annually) Appren \$45/hr50hrs = \$180 x 5 faculty = \$11,250 x 14% benefits = \$1,575 Total= \$12,825 (annually) 	<ul style="list-style-type: none"> AWSD Administrator Cuesta College Job Developer, Cuesta College 	<ul style="list-style-type: none"> Conference registration and completion 	<p>course outlines for approval</p> <p>Fall 2017 Implement program</p> <ul style="list-style-type: none"> CTE Fall 2015 – Spring 2016 Hire Job Developer Fall 2016 - Spring 2018 Plan Implemented AWSD Spring 2015 Appren Fall 2015 – Spring 2016 Hire Job Developer Fall 2016 – Spring 2018 Plan Implemented Fall 2015 – Spring 2018
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<p>identified faculty across the consortium</p>	<ul style="list-style-type: none"> Phase in w/ ESL and ABE faculty 2015 CTE & AWSDD 2nd phase Lead teachers facilitate ongoing PLC's for their content department 		<ul style="list-style-type: none"> \$7,388 (annually) \$1,231/faculty when additional phases implemented. Anticipate 12 (4/Hub) additional faculty x \$1,231 = \$14,775(annually) 	<ul style="list-style-type: none"> Program Coordinator, SLCUSD Admin, LMUSD 		
<p>G. Mutually agreed upon data pieces and/or assessments</p>	<ul style="list-style-type: none"> Identify data to be collected Provide professional development about using data to inform instruction in an ongoing way Provide substitutes so that all consortium faculty are engaged in the PLC conversations 	<ul style="list-style-type: none"> Extra duty pay for meeting time of 4 hrs/teacher Substitutes for release of teachers 	<ul style="list-style-type: none"> \$45/hr x 40 hrs hours x 13 teachers x 14% benefits = \$26,200 (annually) \$45/hour x 4 hours x 2 teachers x 14% benefits = \$411 (annually) 	<ul style="list-style-type: none"> Associate Dir Continue. Ed, Cuesta College Program Coordinator, SLCUSD Admin, LMUSD 	<ul style="list-style-type: none"> Proposal Justification and Approval Faculty evaluations 	<ul style="list-style-type: none"> Fall 2016 – Spring 2018
<p>H. Expand outreach to all program areas across consortium</p>	<ul style="list-style-type: none"> Create implementation plan Articulate outreach plan to all consortium members Implement outreach plan Modify and adjust outreach plan as needed 	<ul style="list-style-type: none"> 1 Full-time outreach staff for all program areas Outreach materials(printing costs, flyers, etc.) publication and distribution 	<ul style="list-style-type: none"> \$65,657 salary & benefits (annually, ongoing) TBD- \$50,000 	<ul style="list-style-type: none"> Associate Dir Continue. Ed, Cuesta College Program Coordinator, SLCUSD Admin, LMUSD Outreach Specialists 	<ul style="list-style-type: none"> Survey results Consortium Member Review 	<ul style="list-style-type: none"> Fall 2015- Spring 2018

OBJECTIVE 4: ADDRESS GAPS

OVERVIEW

Educational opportunities within the SLOCAEC are being strengthened through the development of a model to be offered at the five major adult education locations and an expanded number of off-site locations to serve the rural communities of San Luis Obispo County. The SLOCAEC is going to establish new programs in AWSD, CTE, and Apprenticeship and expand and enhance the existing programs of ESL and ABE/ASE to meet the needs of the diverse adult learners of San Luis Obispo County. The consortium members will propose program development and invest in the resources needed to establish this innovative and collaborative system of adult education for the county. The consortium will also invest in the support elements needed for students to be successful.

The SLOCAEC workgroups will continue meeting after the planning stage and throughout the implementation stage to continue the collaborative dialogue and program decision-making regarding adult education and noncredit programs for adult learners consortium-wide, that have been traditionally served by the community college and the K-12 school districts. Meetings will also continue with partners, stakeholders, and community members to receive feedback on the implementation process. Data will be reviewed to assess enrollments in each program area. Program evaluation of new programs will be assessed by the methods described in the Plan Tables

STRATEGY 4A: PROVIDE ACCESS TO SUPPORT SERVICES CONSORTIUM-WIDE

Purpose

Presently, not all model core services of SSSP are available in the consortium and not all adult learners have access to the services that are currently being provided. Also, it has been recognized that there are a number of adult education students who enter noncredit and adult education programs with learning disabilities. Currently, there is no support for these students. To address these gaps the consortium will fund counselors and SSSP model support staff who are specifically trained in the barriers many adult learners experience. Technology purchases will ensure service to all adult education students in all program areas and geographic locations. In addition, the consortium will collaborate with Cuesta College Disabled Student Programs & Services (DSPS) and consortium partners to expand support services for students with disabilities.

Outcomes

- Students receive support services at each major and off-site location
- Increased student retention, persistence, and completion
- Increased student outcomes

Implementation Process

Cuesta College and K-12 Adult Education administrators will hire adult education counselors and SSSP support staff and purchase tablets with internet hotspots.

Key stakeholders:

- Vice President, Student Services, Cuesta College
- Adult Education Principal, LMUSD
- Adult Education Coordinator, SLCUSD
- Consortium members
- Director of Counseling
- SSSP Coordinator
- Adult Education Counselors
- Adult School and Cuesta Administrators
- Cuesta Outreach/Retention and Outreach/Support staff

Potential Action Steps:

- Develop job description for Adult Education Counselor
- Hire 3 Adult Education Counselors
- Hire 6 SSSP support staff to service major and off-site locations
- Purchase laptops and tablets with internet hotspots
- Train newly hired staff

STRATEGY 4B: EXPAND IMMIGRANT EDUCATION COURSE OFFERINGS TO MAXIMIZE LEVELS

Purpose

Acquisition of English is the most important skill to education and workforce success. To address this gap the consortium will expand immigrant education course offerings through the major and off-site locations. The consortium will also fund student support specialists and computer hardware and software.

Outcomes

- Adult learners have access to courses and programs for their learning needs and goals throughout the consortium
- Expand direct level instruction offerings and minimize multi-level course offering to accelerate ESL students progression.
- Develop two noncredit pathways for ESL students, one for students that identify life skills/ civic participation as a goal and another for students with credit academic goals.
- Students successfully completing each level of ESL
- Students successfully transitioning to short-term CTE or other credit courses
- Expand citizenship offerings throughout the county

- Expand vocational ESL courses, specifically in computer skills

Implementation Process

SLOCAEC will continue workgroup discussions to expand immigrant education courses throughout the consortium. Administrators and faculty will continue work group efforts to schedule immigrant education courses throughout the county by student need.

Key stakeholders:

- Vice President Academic Affairs, Cuesta College
- Adult Education Principal, LMUSD
- Adult Education Coordinator, SLCUSD
- Consortium members
- Noncredit and credit faculty and adult education teachers

Potential Action Steps:

- Determine number of courses to be added and faculty to be hired
- Hire additional faculty, if needed
- Hire 3 Instructional Aides to assist teachers with multi-level classes at off-site locations.
- Purchase computer hardware and software for each major location
- Dispatch Outreach Specialists to recruit students

STRATEGY 4C: EXPAND ABE/ASE COURSE OFFERINGS THROUGHOUT THE CONSORTIUM

Purpose

Adequate ABE/ASE programs and courses are not currently provided at all major and off-site locations. To address this gap the consortium will fund computer labs at all major locations which will be equipped with up-to-date instructional software reflecting current standards in high school education and prepares students for a seamless transition from high school curriculum to college and careers regardless of the site where the instruction is provided. The consortium will also fund instructional materials, outreach support, and professional development for faculty.

Outcomes

- Reduction in the number of adults without a high school diploma or equivalency
- Enrollment of students living in rural areas of the county
- Increased transfer of students into college and the workforce

Implementation Process

Adult basic and secondary education faculty will provide continuous input to the consortium for expanding ABE/ASE throughout the county. The SLOCAEC will fund computer labs and instructional software for all major sites. Expanded outreach will inform potential students of the course offerings.

Key stakeholders:

- Vice President, Academic Affairs, Cuesta College
- Adult Education Principal, LMUSD
- Adult Education Coordinator, SLCUSD
- Consortium Members
- Noncredit and credit faculty and adult education teachers
- Cuesta Outreach/Retention and Outreach/Support staff
- Adult Education Counselors

Potential Action Steps:

- Purchase computer lab and instructional software for all major sites
- Identify possible number and location of additional ABE/ASE courses
- Expand high school equivalency to the north county
- Dispatch Outreach Specialists to recruit students
- Hire/train new faculty
- Purchase necessary instructional materials

STRATEGY 4D: ALIGN ABE/ASE CURRICULUM CONSORTIUM-WIDE

Purpose

Currently, the ABE/ ASE offerings are not aligned throughout the consortium and do not all reflect the Common Core State Standards. To address this gap the consortium will fund faculty time to develop new course outlines that will align ABE/ASE curriculum consortium wide. In addition, the consortium will fund instructional materials needed for the new curriculum.

Outcomes

- Increased number of students earning a high school diploma
- Instruction delivered using a variety of instructional strategies so that each student is successful in understanding the content
- Increased percentage of students completing remedial courses
- Increased, seamless transitions for students to CTE, credit programs, and the workforce.

Implementation Process

Adult Schools and Cuesta Adult Education administrators with faculty collaboration will facilitate the alignment of all ABE/ASE curricula.

Key stakeholders:

- Cuesta College Administration
- Cuesta College Faculty
- Adult School Administration
- Adult School Teachers
- Consortium Members

Potential Action Steps:

- Align ABE/ASE curricula consortium-wide
- Purchase new materials to reflect new, rigorous curricula
- Train faculty on instructional strategies to engage each student
- Train faculty on new course materials

STRATEGY 4E: IDENTIFY/DEVELOP AND IMPLEMENT COMMON CONSORTIUM-WIDE ASSESSMENTS

Purpose

Currently, there is not a common assessment in ABE/ASE and ESL across the consortium. To address this gap the consortium will identify and adopt a common assessment. The consortium will fund part-time faculty to participate with full-time faculty to identify appropriate common assessments for ABE, ASE, and ESL. This process will integrate the State developed Common Assessment Initiative

Outcomes

- Developed common assessments
- Accurate student placements
- Accurate measure of student progress
- Increased student outcomes
- Increased percentage of students transition to academic courses

Implementation Process

Adult Schools and Cuesta Adult Education administrators will coordinate with faculty to design, pilot, and implement assessments aligned to course outcomes.

Key stakeholders:

- Cuesta College Faculty
- Cuesta College Administration
- Adult School Teachers
- Adult School Administration

- Consortium Members

Potential Action Steps:

- Create Assessment workgroup
- Research and select common assessment
- Coordinate and disseminate data between adult schools and community colleges.

STRATEGY 4F: ESTABLISH ADULTS WITH SUBSTANTIAL DISABILITIES PROGRAM

Purpose

There are currently no adult with substantial disabilities programs offered by any consortium members for the student population beyond 18-22 year olds. To address this gap the consortium will establish an AWSD program located at the two main campuses of Cuesta College and at day centers throughout the county. The program will consist of courses in employability and technical job related skills leading to a certificate recognized by local employers. The consortium will fund the necessary action steps to develop and implement a successful AWSD program.

Outcomes

- Established campus-based and day center-based AWSD program
- Successful job placements
- AWSD students transitioning into ABE, ASE, and CTE, and credit programs.
- Effective integration of AWSD ages 18-22 (in collaboration with K-12)

Implementation Process

Cuesta College noncredit program, K-12 Adult Education, and AWSD consortium partners will facilitate the development and implementation of the AWSD program.

Key stakeholders:

- Vice President, Academic Affairs, Cuesta College
- Adult Education Principal, LMUSD
- Adult Education Coordinator, SLCUSD
- Consortium Members
- Adult School, Cuesta, and AWSD consortium partners
- Certified Rehabilitation Counselor
- DSPS Administrators
- Cuesta Outreach/Retention and Outreach/Support staff
- AWSD noncredit faculty

Potential Action Steps:

- Build upon current workgroup planning and proposals to implement vision
- Propose program plan to Cuesta College Council
- Hire AWSD coordinator/ lead faculty
- Hire AWSD faculty
- Hire AWSD program liaison
- Establish classroom facilities to accommodate AWSD
- Develop curriculum in employability and technical job-related skills for AWSD
- Identify assessment tool for AWSD
- Identify and purchase instructional materials
- Coordinate with AWSD partners on job placement opportunities
- Identify and ensure access to supportive services
- Hire Certified Rehabilitation Counselor to implement SSSP with AWSD students
- Create and implement outreach plan

STRATEGY 4G: EXPAND CHILDCARE TO ALL MAJOR AND OFF-SITE LOCATIONS

Purpose

Adults attending adult education/noncredit courses can have multiple barriers that impact the possibility of them achieving their educational and vocational goals: affordable childcare is one of these barriers. The expanded scope of offerings in this plan will result in a critical gap in childcare resources across all sites. To address this gap the consortium will fund additional childcare staff and necessary materials.

Outcomes

- Childcare is provided for all adult learners at all major and off-site locations

Implementation Process

Adult Schools and Cuesta Adult Education administrators will facilitate and oversee the hiring and implementation of childcare at each of the locations they supervise.

Key stakeholders:

- Associate Director, Continuing Education, Cuesta College
- Adult Education Principal, LMUSD
- Adult Education Coordinator, SLCUSD
- Consortium Members
- Cuesta Outreach/Retention and Outreach/Support staff
- Adult Education Counselors

Potential Action Steps:

- Hire 8 (or as needed) instructional assistants to provide childcare at major and off-site locations

STRATEGY 4H: EXPAND SHORT-TERM CTE PROGRAM

Purpose

The current CTE offering available to adult students consists of one course in employability skills on the Cuesta College North County campus. To address this gap the consortium will significantly expand the offerings. The SLOAEC has identified four areas of need within the county workforce that are appropriate for the CTE program. These include Hospitality/Customer Service, Home-Health Care, Landscaping/Farming, and Manufacturing. The consortium will fund the necessary action steps to develop and implement a successful short-term CTE program.

Outcomes

- Establish CTE programs in areas identified with high local employment opportunities
- Student enrollment in CTE courses
- Student completion of CTE certificates

Implementation Process

Adult Schools and Cuesta Adult Education, will facilitate and oversee the creation of bridges to successful transitioning into CTE pathways. Courses will be hands-on and include students of all ability levels from all program areas. Course offerings and instructional strategies will be regularly evaluated and adjusted as programs are put in place.

Key stakeholders:

- Vice President Academic Affairs, Cuesta College
- Adult Education Principal, LMUSD
- Adult Education Coordinator, SLCUSD
- Consortium Members
- Adult School, Cuesta, and Special Education Administrators and Faculty
- Adult Education Liaison
- Cuesta Outreach/Retention and Outreach/Support staff
- Adult Education Counselors
- Certified Rehabilitation Counselor
- CTE Consortium Partners

Potential Action Steps:

- Create adult education CTE Advisory Committee
- Collaborate with current Consortium Members, Cuesta Student Services and Support Committee, and Consortium Partners to expand career pathways consortium-wide

- Explore opportunities for new career pathways in Hospitality/Customer Service, Home-Health Care, Landscaping/Farming, and Manufacturing
- Create Employment Skills Bridge course for AWSD
- Create center-based workplace readiness course to teach adults with developmental disabilities the skills for success in workplace and classroom settings
- Engage and articulate with ROP partners consortium-wide
- Identify which Consortium Member is best suited to provide specific CTE programs based upon facilities and interest
- Identify faculty to create course outlines consortium-wide
- Prioritize implementation of specific CTE pathways
- Implement first phase of course delivery

STRATEGY 4I: NONCREDIT/ ADULT EDUCATION CONSORTIUM STAFF AND INSTRUCTION

Purpose

To successfully implement the SLOCAEC vision of adult education for San Luis Obispo County and operate effectively across all program areas and at all major and off-site locations will require adequate staffing. There is currently a lack of staffing at all major and off-site locations to provide comprehensive and consistent services across program areas. Funds to support instruction for pilot courses will be required to develop and expand all program areas. To address this gap the consortium has identified positions that will need to be either enhanced or created. The consortium will fund the positions identified in the action steps.

Outcomes

- All major and off-site locations will have adequate staffing
- Funding to support pilot courses
- Increase in stakeholder agreements and participation
- Increase in numbers of staffing for adult education/ noncredit programs consortium wide

Implementation Process

The consortium prioritizes positions to be enhanced and created.

Key stakeholders:

- Consortium Members

- SLOCAEC Allocation Committee
- Cuesta College Administration
- SLCUSD Administration
- LMUSD Administration

Potential Action Steps:

- Fund 100% of Adult Education Coordinator, SLCUSD
- Fund 100% of Adult Education Principal, LMUSD
- Fund 100% of Programmer Position, Cuesta College
- Fund 100% of Research Assistant, Cuesta College
- Fund 100% of Associate Director, Continuing Education and Special Programs, Cuesta College
- 6 Full-time clerical positions - one at each major location
- 3 Adult Education Specialist
- 1 Full-time Outreach Specialist for SLOCAEC
- Create positions for 2 Full-time Adult Education Liaisons
- 6 Part-time Adult Education Counselors
- Fund 15 instructors for pilot courses

STRATEGY 4J: DEVELOP APPRENTICESHIP PROGRAM

Purpose

To date, no member of SLOCAEC has offered an Apprenticeship program. To address this gap in services, the consortium will integrate an appropriate level of information related to apprenticeship into the curriculum for all adult education program areas. The program will consist of relevant ABE, ASE, and CTE, and apprenticeship prep specific courses. The consortium will fund the necessary action steps to establish the program.

Outcomes

- Pre-Apprenticeship program with identified pathways is in place
- Students will demonstrate the skills, knowledge, and understanding that will help expand their opportunities for gainful employment and open as many pathways as possible into apprenticeship.
- Students successfully transitioning into apprenticeship fields

Implementation Process

Cuesta College and Adult Education administrators, faculty and consortium members will facilitate and oversee the development of a pre-apprenticeship program. Stakeholders will collaborate with consortium members and partners to identify appropriate courses for local apprenticeship opportunities.

Key stakeholders:

- Vice President Academic Affairs, Cuesta College
- Adult Education Principal, LMUSD
- Adult Education Coordinator, SLCUSD
- Consortium Members
- Cuesta College faculty and Adult School Teachers
- Local Unions
- Workforce Investment Board
- America's Job Center of California
- Local Employers
- Adult Education Liaison
- Cuesta Outreach/Retention and Outreach/Support staff
- Adult Education Counselors

Potential Action Steps:

- Create adult education CTE Advisory Committee
- Collaborate with current Consortium Members, Cuesta Student Services and Support Committee, and Consortium Partners to expand career pathways consortium-wide
- Propose adult education/ noncredit pre-apprenticeship program to Cuesta College Council, LMUSD administration, and SLCUSD administration
- Align ABE, ASE, and and CTE courses with the apprenticeship requirements
- Develop pre-apprenticeship courses specific to local apprenticeship opportunities
- Develop fieldtrips, job shadowing, work experience, and other opportunities to obtain a hands-on experience.

STRATEGY 4K: ACCESSIBLE TRANSPORTATION FOR ADULT EDUCATION STUDENTS

Purpose

The rural nature of San Luis Obispo County makes it difficult for many students and potential students to access adult education programs. There is very limited bus service and many adult learners do not have reliable transportation. To address this gap, the SLOCAEC will fund transportation support for all adult education students.

Outcomes

- Increase in program enrollment
- Increase daily attendance
- Increased student completions

Implementation Process

Consortium members will develop a process for funding transportation support for adult learners through a specific needs assessment process.

Key stakeholders:

- Consortium Members
- Cuesta Outreach/Retention and Outreach/Support staff
- Adult Education Counselors
- Adult School and Cuesta Administrators
- Tri-Counties Regional Staff

Potential Action Steps:

- Develop specific needs assessment process
- Assess transportation barriers for students in all program areas
- Develop implementation process for providing transportation support

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
A. Access to support services consortium-wide	<ul style="list-style-type: none"> Develop job description for Adult Education Counselor Hire 3 Adult Education Counselors Purchase laptops & tablets with internet hotspots to be used at off-site locations Train new hired staff 	<ul style="list-style-type: none"> 5 Adult Education Counselors 6 SSSP part-time positions 10 laptops & 10 tablets 	<ul style="list-style-type: none"> Salary TBD(part time – 20 hrs/wk 10 months)x3 (annually) Salary TBD(part time – 20 hrs/wk 10 months) x 6 (annually) 10 laptops= \$18,000 (initial purchase with a replacement in 5-7yrs) 10 tablets= \$7,000 (initial purchase with a replacement in 5-7yrs) 	<ul style="list-style-type: none"> Associate Dir Continue. Ed, Cuesta College SSSP coordinator, Cuesta College Program Coordinator, SLCUSD Admin, LMUSD 	<ul style="list-style-type: none"> Persistence Rates % of students with SSSP core services completed % of students exit with certificate % of students transfer to credit or other noncredit programs 	<ul style="list-style-type: none"> Spring 2015 Workgroup development Fall 2016 implement support services
B. Expand Immigrant Education course offering to maximize levels	<ul style="list-style-type: none"> Develop two noncredit pathways for ESL students. One for students that identify life skills/ civic participation as a goal and another for students with academic goals. Maintain and expand ESL course offerings using current funding structure Add immigrant education courses; ESL, citizenship, vocational Purchase computer software and hardware for instruction 	<ul style="list-style-type: none"> 3 instructional aides for multi-level classes Instructional materials and supplies 30 laptops, 30 media projectors, 30 hotspots 	<ul style="list-style-type: none"> \$13.01/hr x 32/hrs wk = \$417 x 52 wks = \$21,649 x 3 Total=\$21,649 \$60,00 for all major and off-site locations 30 computers x \$1800=\$54,000 (initial purchase with a replacement in 5-7yrs) 30 projectors x \$750=\$22,500 (one-time) 30 hotspots x \$1,000=\$30,000 (one-time) 	<ul style="list-style-type: none"> Associate Dir Continue. Ed, Cuesta College Program Coordinator, SLCUSD Admin, LMUSD 	<ul style="list-style-type: none"> CASAS Student Surveys Enrollment rates Persistence rates 	<ul style="list-style-type: none"> Spring 2015 Workgroup Fall 2015 create course outlines Spring 2016 submit course outlines for approval Fall 2016 implement program

<p>C. Expand ABE and ASE course offerings throughout the consortium</p>	<ul style="list-style-type: none"> Implement ABE and ASE courses consortium-wide including off-site locations Pilot ABE/ASE courses Determine the number of faculty needed Expand high school equivalency to the north county Establish ABE/ASE computer lab at all major locations 	<ul style="list-style-type: none"> New instructional materials including textbooks, software, licenses, and databases for current and new courses 100 computers for ABE/ASE computer lab 	<ul style="list-style-type: none"> Odysseware \$8,250/yr x5 = \$41,250 (one-time) ASAP student support database for SLCUSD \$4,460/yr x2 = \$8,920 (one-time) Textbooks \$12,280x5=\$61,400(on e-time) 100 computers x \$650=\$65,000 (initial purchase with a replacement in 5-7yrs) \$45/hr x 40 = \$1,800 x 5 faculty = \$9,000 x 14% benefits = \$10,260(annually, on-going) \$45/hr x 40 hrs x 2 teachers x 14% benefits = \$4,679 (one-time) 	<ul style="list-style-type: none"> Associate Dir Continue. Ed, Cuesta College Program Coordinator, SLCUSD Admin, LMUSD 	<ul style="list-style-type: none"> Student need surveys Enrollment rates Ongoing high school diploma/GED rates Number of students completing high school diploma or high school equivalency 	<ul style="list-style-type: none"> Spring 2015 Workgroup Fall 2015 Create course outlines Spring 2016 Submit course outlines for approval Fall 2016 implement program
<p>D. Align ABE/ASE curriculum consortium-wide</p>	<ul style="list-style-type: none"> High school diploma curriculum aligned consortium-wide ABE curriculum aligned consortium-wide 	<ul style="list-style-type: none"> Extra duty pay for part time faculty Substitutes for part time faculty that are teaching New instructional materials including textbooks, software licenses, and databases for current and new courses 	<ul style="list-style-type: none"> \$45/hr x 40 = \$1,800 x 5 faculty = \$9,000 x 14% benefits = \$10,260(annually, on-going) \$45/hr x 40 hrs x 2 teachers x 14% benefits = \$4,679 (one-time) 	<ul style="list-style-type: none"> Associate Dir Continue. Ed, Cuesta College Program Coordinator, SLCUSD Admin, LMUSD 	<ul style="list-style-type: none"> New course outlines reflecting alignment of curriculum 	<ul style="list-style-type: none"> Spring 2015 Workgroup Fall 2015 Create course outlines Spring 2016 Submit course outlines for approval Fall 2016 Implement program
<p>E. Identify/Develop</p>	<ul style="list-style-type: none"> Create Assessment workgroup consisting of noncredit, adult 	<ul style="list-style-type: none"> Extra duty pay for part time 	<ul style="list-style-type: none"> \$45 x 20 hrs = \$900 x 5 faculty = \$4,500 x 14% 	<ul style="list-style-type: none"> Associate Dir Continue. Ed, 	<ul style="list-style-type: none"> Developed common assessments 	<ul style="list-style-type: none"> Fall 2016

<p>and implement common consortium-wide assessments</p>	<p>education, credit, and student support staff</p> <ul style="list-style-type: none"> • Research and select common assessment integrating CB-21 coding and K-12 curriculum standards • Coordinate and disseminate data between adult schools and community college 	<p>faculty</p> <ul style="list-style-type: none"> • Substitutes for part time faculty that are teaching 	<p>benefits = \$5,130 (one-time)</p> <ul style="list-style-type: none"> • \$45/hr x 20 hrs = \$900 • 2 substitutes = \$1,800 • 14% benefits = \$2,052 (one-time) 	<p>Cuesta College</p> <ul style="list-style-type: none"> • Admin, SLCUSD • Admin, LMUSD • AWS • administration • Certified Rehab counselor • AWS • consortium partner • Cuesta faculty • Adult Ed faculty 	<ul style="list-style-type: none"> • Access accurate student placement • Accurate measure of student progress • Increased percentage of students transition to academic courses 	
<p>F. Establish noncredit adults with substantial disabilities and enhance K-12 AWS</p>	<ul style="list-style-type: none"> • Establish campus-based and day center-based AWS program • Propose program to Cuesta college council • Build upon current workgroup planning and proposals to implement vision for AWS • Establish common facilities to accommodate AWS • Develop curriculum in employability and technical job-related skills in AWS • Identify assessment tool • Coordinate with AWS partners on job placement opportunities • Identify and ensure access to supportive services • Create and implement outreach plan 	<ul style="list-style-type: none"> • Hire AWS coordinator/lead faculty • Hire AWS faculty • Hire AWS Program Liason • Hire Certified Rehabilitation Counselor to coordinate AWS program and advise students • Hire instructional aides trained to work with AWS 	<ul style="list-style-type: none"> • Coordinator- TBD (annually, on-going) • Adult ED AWS teachers- TBD (annually) • Instructional materials TBD (one-time) • Assessment Tool - TBD(annually-on-going) • \$45x60 hrs = \$2,700x 14% benefits= \$3078 (annually) • 50% of \$65,434/yr=\$32,717x benefits = \$37,298 (annually, on-going) 	<ul style="list-style-type: none"> • Associate Dir Continue. Ed, Cuesta College • Admin, SLCUSD • Admin, LMUSD • AWS • Administration • Certified Rehab. Counselor • AWS consortium partners 	<ul style="list-style-type: none"> • Establish campus based and center based AWS program • Successful job placement • AWS student transition into ABE, CTE, and credit programs • Effective integration of AWS ages 18-22 (in collaboration with K-12) 	<ul style="list-style-type: none"> • Spring 2015workgroup • Fall 2015 create course outlines • Spring 2016 submit course outlines for approval • Fall 2016 implement program

<p>G. Expand childcare to all major and off-site locations</p>	<ul style="list-style-type: none"> • Provide childcare at all major and off-site locations • Hire 8 (or as needed) assistants to provide childcare at major and off-site locations 	<ul style="list-style-type: none"> • 8 assistants to provide childcare at all major and off site locations 	<ul style="list-style-type: none"> • \$12/hr x 16 hr/wk = \$192 x 40 wks = \$7,680 x 8 = \$61,440 x 14% benefits = \$70,042(annually, ongoing) 	<ul style="list-style-type: none"> • Associate Dir • Continue. Ed, Cuesta College • Admin, SLCUSD • Admin, LMUSD 	<ul style="list-style-type: none"> • Childcare provided at each major and off-site location 	<ul style="list-style-type: none"> • Spring 2016
<p>H. Expand adult education/ noncredit short-term CTE program</p>	<ul style="list-style-type: none"> • Create consortium academic advisory committee • Collaborate with current consortium members, student services, and partners to expand career pathways consortium wide • Propose noncredit CTE program to Cuesta College council • Propose adult education CTE program to K-12 administration • Expand vocational ESL offerings • Explore opportunities for new career pathways in hospitality/customer service, home health care, landscaping, manufacturing • Create employment skills bridge course for AWSO • Create center based workplace readiness course to teach adults with developmental disabilities the skills for success in the workplace and in classroom setting • Engage and 	<ul style="list-style-type: none"> • CTE faculty • Instructional Materials 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Associate Dir • Continue. Ed, Cuesta College • Admin, SLCUSD • Admin, LMUSD • Cuesta faculty • Ad Ed faculty 	<ul style="list-style-type: none"> • Establish CTE programs in areas identified with high local employment opportunities • Student enrollment in CTE courses • Student completion of CTE courses 	<ul style="list-style-type: none"> • Fall 2015 – Spring 2017

<p>I. Noncredit/ Adult Education Consortium Staff and Instruction</p>	<ul style="list-style-type: none"> • Fund 100% of Adult Education Coordinator, SLCUSD, Adult Education Principal, LMUSD, and Associate Director, Continuing Ed. Cuesta College • 6 Full time clerical positions for each major site • 3 Full time Adult education specialist for program areas 1-4 • Full time outreach recruiter • Create positions for 2 adult education liaisons for all 5 program areas • Full-time Institutional Research Assistant • Full-time Programmer 	<p>Consortium funds all proposed positions to implement successful SLOCAEC plan</p>	<ul style="list-style-type: none"> • \$354,000 for adult education administration (on-going) • \$52,391/ salary and benefits for one full time clerical III x6= \$314,345 (on-going) • \$208,500/ salary and benefits for 3 full time adult education specialist (annually) • \$66,506/ salary and benefits for 1 full time outreach (annually) • \$77,700/ salary and benefits for Research analyst • \$86,910 for programmer 	<ul style="list-style-type: none"> • Consortium members • Admin., Cuesta College • Admin, SLCUSD • Admin, LMUSD 	<ul style="list-style-type: none"> • All consortium members will have adequate staffing to implement SLOCAEC plan 	<ul style="list-style-type: none"> • Spring 2015 – 2018
<p>J. Develop Apprenticeship Program</p>	<ul style="list-style-type: none"> • Create consortium advisory committee • Collaborate with current consortium members and partners to expand career pathways • Propose noncredit pre-apprenticeship program to member administration • Align ABE and CTE courses with apprenticeship requirements • Develop pre-apprenticeship courses specific to local apprenticeship opportunities • Develop fieldtrips, job shadowing, work experience, and other opportunities to 	<p>• Faculty</p>	<ul style="list-style-type: none"> • \$45x60 hrs = \$2,700x 14% benefits= \$3078 (annually) 	<ul style="list-style-type: none"> • Dean Aca Affairs/Workfo, Cuesta College • Assoc. Dir. Continue Ed., Cuesta College • Admin, SLCUSD • Admin, LMUSD • Job Developer, Cuesta College 	<ul style="list-style-type: none"> • Pre-apprenticeship program with identified pathways is in place • Student will demonstrate the skills, knowledge and understanding that will help expand their opportunities for gainful employment • Students successfully transition into apprenticeship fields 	<ul style="list-style-type: none"> • Fall 2015 – Spring 2018

<p>K. Accessible transportation for adult education students</p>	<p>obtain a hands-on experience.</p> <ul style="list-style-type: none"> • Develop specific needs assessment process • Assess transportation barriers for all student in all program areas • Develop implementation process for providing transportation support 	<ul style="list-style-type: none"> • Fund transportation options- bus passes, gas cards, and agreements with local transport companies 	<ul style="list-style-type: none"> • \$25,000 for transportation support for adult learners (annually) 	<ul style="list-style-type: none"> • Consortium members 	<ul style="list-style-type: none"> • Increase in program enrollment • Increase in daily attendance • Increased student completion 	<ul style="list-style-type: none"> • Fall 2015
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OBJECTIVE 5: STUDENT ACCELERATION

The following narrative identifies the plans to implement and improve specific evidence-based strategies across the San Luis Obispo County Adult Education Consortium region, within and between systems where they currently don't exist, to accelerate student's progress.

CURRENT PRACTICE

All Adult Education faculty, regardless of the program where they teach, use a differentiated approach tailored to meet each student's individual need. Research suggests that balance is achieved by modifying four specific curriculum elements: content, process, product, and affect. These are integrated with individual student need factors, including readiness, interests, and learning profile. Faculty apply research to the classroom by preparing parallel lessons for learners at different levels in multi-level classes. Lesson plans include multiple strategies and approaches for targeting groups, individual, and paired work groups.

Using differentiated instruction requires formative assessments to ensure that students are learning and progressing. Ongoing needs assessment includes Comprehensive Adult Student Assessment System (CASAS) standardized pre- and post-tests, student learning outcomes, one-on-one interviews, course assessments, group discussions, and teacher and learner observations. The needs assessment process allows students to express their individual needs and provides teachers with data that helps adjust the content of the class to meet student needs.

SLOCAEC's instructional approach supports the varied learning styles of the program's targeted participants. The program's staff and faculty use a combination of self-directed and individualized support. Classroom-based instruction employs teaching methods that address different learning styles, including visual, kinetic, tactile, oral, experiential, and hands-on learning. Instructor-developed curricula addresses course content in multiple teaching modalities, including lecture, active engagement, role-play, discussion, reflection, and writing. Instructional practices also include promoting interaction among learners and teaching learning strategies explicitly.

A key feature of the curriculum used in Adult Education programs are contextualization, not simply focusing on the possession of basic skills and knowledge, but rather, focusing instruction on the active application of those skills and knowledge "in a context." In this program, contexts on which instruction are focused are work, community, and cultural applications.

A significant outcome of the collaborative planning efforts created by the AB86 legislation has been the alignment of credit and noncredit/adult education ESL courses. ESL faculty are actively engaged in reviewing course curricula, materials, and instructional practices considering how best to meet the varied needs of each student enrolled in their program. This process has enabled ESL faculty to begin conversations about aligning the ESL outcomes to support

students' transition to credit and CTE programs and will serve as a model as we move forward to expand and align all program areas across the consortium.

The Student Support and Success Program (SSSP) is a critical element for student acceleration. Currently, the Cuesta College noncredit program offers limited student support services. However, by expanding the core services of the SSSP to include adult education counselors and noncredit/adult education student plans will successfully support student's acceleration by providing an initial mapping of the student's goals and requirements to achieving them. An adult education counselor will meet with students for on-going support to ensure they reach their goals identified on the noncredit/adult education student plan.

Although there are strategies currently in place to support student acceleration there is still a lack of student support services for noncredit and adult education students across the consortium. As the consortium begins to expand program offering, student acceleration approaches will be implemented throughout all program areas. Student support services and faculty collaboration are critical to improve and maintain successful student acceleration.

PLAN TO ACCELERATE STUDENT PROGRESS

The AB86 planning has allowed intensive collaboration between the Associate Director of Continuing Education, Division Chair of Student Development & Success, and credit and noncredit ESL faculty. The outcome of this collaboration has resulted in a comprehensive structure that includes two noncredit pathways for ESL students. One pathway will prepare students in life skills and civic participation and another pathway will prepare students for successful transition to other academic programs. The strategies used by this work group will be a model moving forward for future transitions for all program areas.

Because faculty, staff, and administrators consortium-wide view noncredit/adult education as an opportunity for an additional pathway for student success, the level of rigor is also being evaluated within the noncredit and k-12 adult education program. Using the successful, constructive, and collaborative work of the ESL department as a model, ABE/ASE, math, English, and Career Development College Preparation (CDCP) courses will also be aligned consortium-wide. Both full and part-time faculty will be engaged in job-embedded, collaborative, action-oriented workgroups to evaluate the rigor of their current courses and instructional materials, and develop revised course curricula with the transition of students to post-secondary CTE, academic, or other credit programs as the desired outcome for all students. Substitute instructors will be provided so that part-time faculty are able to engage in this critical work. Additionally, AB86 funds will be allocated for the purchase of instructional materials that align to the revised course curricula.

Plans are under development to create short-term career technical education certificates for adult education/noncredit students that will accelerate student progress by offering a pathway from ESL and ABE/ASE to career training. Concurrent enrollment in ESL, ABE/ASE, and CTE is also a strategy for accelerating student progress. Certificates for adult education/noncredit students will focus on high-demand occupations and the content of these short-term classes

will be organized around needs assessment results from employers and students. These certificates will be included in Cuesta College noncredit programming and will be added by the Adult Schools through classroom instruction and on-line learning.

Apprenticeship readiness curricula will be integrated with the CTE certificates discussed above. Job shadowing and internships will provide transitional support for students as they move into new careers or advance in existing careers.

At Cuesta College, a noncredit work experience course that focuses on employability skills is offered. This course motivates students by connecting language skills and academic achievement to employability skills. Based on input from employers and other partners the current plan includes adding instruction in four targeted areas of employee need: hospitality/retail, landscaping, manufacturing, and home health care. Students will have opportunities for job shadowing and internships with local employers who plan to hire in the near future. Consortium members have begun coordination with the local hospitality and manufacturing industry to begin identifying entry-level positions that meet the need of the adult learners in the community. This course will be replicated through member Adult Schools.

To ensure a continuum of CTE opportunities for adults with significant disabilities (AWSD), a center-based approach delivered at select San Luis Obispo County day program locations to prepare identified students for transition to the integrated CTE curriculum planned for the four major locations. An outcome-based Workplace Readiness course will be developed that is aligned with the proposed CTE curriculum and the requirements of AB86.

The goal of the proposed Workplace Readiness course is to develop fundamental workplace skills and awareness that enable adult students to succeed when transitioned to a major site CTE program. Students will be identified for participation through pre-test, individualized program planning (IPP) goals in the curricular context, and satisfactory demonstration of knowledge and skills through post-testing.

The proposed Workplace Readiness course will teach critical skills for success in classroom and workplace settings. Suggested areas of concentration include:

- Self-determination
- Communication
- Self-Help Skills
- Self-Advocacy Skills
- Workplace Protocols
- Classroom Protocols
- Health and Safety
- Social/Interactive Skills with Co-Workers, Supervisors, and the General Public
- Hygiene and Professional Image
- Behavioral/Professional Norms in Integrated Settings

STRATEGY 5A: INTEGRATE AND CONTEXTUALIZE ABE/ASE AND ESL COURSES WITH CTE PATHWAYS

Purpose

In order to support ABE/ASE and ESL program students in achieving their educational and vocational goals, the curriculum needs to be engaging and relevant. Contextualizing these courses so that there is a seamless transition into new and existing CTE pathways is critical to achieving that goal.

Outcomes

- Increased retention/persistence of students in ABE/ASE and ESL courses
- Increase of students completing CTE certifications
- Increase enrollment of students in ABE/ASE, ESL, and CTE programs
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Adult School and Cuesta Adult Education administrators will facilitate the collaborative revision of all ABE/ASE and ESL courses consortium-wide to include specific, intentional contextualization resulting in students transitioning to CTE pathways if that is their vocational and educational goal.

Key stakeholders:

- Consortia Members
- Adult School and Cuesta Administrators and Faculty
- Adult Education Counselors
- Adult Education Liaison

Potential Action Steps:

- Align ABE/ASE curricula consortium-wide
- Purchase new materials to reflect new, rigorous curricula
- Train faculty on instructional strategies to engage each student
- Train faculty on new course materials

STRATEGY 5B: INTEGRATE INSTRUCTIONAL STRATEGIES TO ACCELERATE STUDENT SUCCESS CONSORTIUM-WIDE

Purpose

Using instructional strategies that engage, empower and accelerate student learning as research suggests, may require a shift in instructional practice for some faculty. All students

become more successful in their learning when content is relevant, purposeful, and at their instructional level.

Outcomes

- Increased numbers and percentages of students transitioning to academic coursework
- Increased retention/persistence rates
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Cuesta College and Adult School Education administrators will facilitate the participation of all faculty in Professional Learning Communities (PLCs). The work in the PLC will focus on identifying and implementing best practices in instructional strategies for student acceleration.

Key stakeholders:

- Consortium members
- Adult School and Cuesta Administrators and Faculty

Potential Action Steps:

- Faculty engage in departmental PLCs to collaborate on the implementation of new curricula and successes and areas of growth utilizing new instructional strategies
- Faculty collaborate with job-alike peers through observation and dialogue to shift instructional practice

STRATEGY 5C: IMPLEMENT STUDENT SUPPORT AND SUCCESS PROGRAM MODEL CONSORTIUM-WIDE

Purpose

To provide access of all SSSP model core services to all noncredit and adult education students consortium-wide.

Outcomes

- Students have completed all core services of the SSSP model
- Increased numbers and percentages of students transitioning through their personal and educational goals
- Increased retention/persistence rates
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Cuesta College and Adult School administrators will facilitate the implementation of the SSSP model across all program areas consortium-wide.

Key stakeholders:

- Consortium members
- Adult School and Cuesta Administrators and Faculty
- Adult Education Counselors
- Tri-Counties Regional Center

Potential Action Steps:

- Develop job description for Adult Education Counselors
- Hire three Adult Education Counselors
- Implement SSSP plan across all program areas consortium-wide

STRATEGY 5D: CREATE CTE CAREER EXPLORATION OPPORTUNITIES FOR AWSD, ABE/ASE, AND ESL PROGRAM STUDENTS

Purpose

Successful completion of student educational and vocational goals and transition to the workforce requires the purposeful integration of real life CTE experiences into students' courses.

Outcomes

- Increased numbers and percentages of students earning a CTE certifications regardless of their Adult Education program
- Increased retention/persistence rates
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Cuesta College, Adult Schools, and Special Education administrators will facilitate and oversee the integration of CTE career experiences for their student population.

Key stakeholders:

- Adult School, Cuesta, and Special Education Administrators and Faculty
- CTE Coordinator, LMUSD
- Adult Education Coordinator, SLCUSD
- Tri-Counties Regional/DSS Leadership
- Adult Education Liaison
- Certified Rehabilitation Counselor
- Adult Education Counselors
- CTE Partners

- Cuesta Outreach/Retention and Outreach/Support staff

Potential Action Steps:

- Convene the workgroup developed in Objective 4,
- Identify the appropriate and needed course enhancements and alignments for specific CTE integration

STRATEGY 5E: ENHANCE RIGOR IN ABE/ASE, ESL, AWSO, AND CTE COURSES TO PREPARE STUDENTS FOR SUCCESSFUL TRANSITION TO COLLEGE/CAREERS CONSORTIUM-WIDE

Purpose

Scaffold curricula and instruction to prepare all students for successful completion of their education and vocational goals. Align courses for successful transition to credit courses, CTE pathways, and employment.

Outcomes

- Increased numbers and percentages of students transitioning to academic coursework
- Increased numbers and percentages of students successfully completing academic coursework
- Increased retention/persistence
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Cuesta College, Adult School, CTE, and Special Education administrators will facilitate the revision, development, and implementation of courses that provide appropriate levels of support and also the necessary rigor for successful transition to college, careers, and the military.

Key stakeholders:

- Consortium members
- Adult School, Cuesta, and Special Education Administrators and Faculty
- Tri-Counties Regional/DSS Leadership
- Adult Education Liaison
- Certified Rehabilitation Counselor
- Adult Education Counselors
- CTE Partners
- Cuesta Outreach/Retention and Outreach/Support staff

Potential Action Steps:

- Align curriculum for all courses consortium-wide
- Identify/ Develop and implement common consortium-wide assessments
- Create bridges to existing career pathways and create new pathways
- Engage employers to promote career alignment and work transitions

STRATEGY 5F: ENHANCE CERTIFICATION OFFERINGS FOR STUDENTS IN ESL, AWSD, ABE/ASE, AND CTE COURSES WITHIN CDCP AND ADULT EDUCATION PROGRAMS

Purpose

Clearly communicating incremental progress towards achievement of educational and vocational goals through certificates of completion for adult education/ noncredit programs incentivizes student persistence and retention resulting in increased levels of completion.

Outcomes

- Increased numbers and percentages of students transitioning to academic coursework
- Increased retention/persistence rates in ESL and ABE/ASE programs
- Increased completion rates in ESL and ABE/ASE programs
- Increased enrollment

Implementation Process

Adult School, Cuesta College, CTE, and Special Education administrators will facilitate the revision, development, and implementation of courses that provide appropriate levels of support and also the necessary rigor for successful transition to college and careers.

Key stakeholders:

- Consortium members
- Adult School, Cuesta, and Special Education Administrators and Faculty
- Tri-Counties Regional/DSS Leadership
- Adult Education Liaison
- Certified Rehabilitation Counselor
- Adult Education Counselors
- CTE Partners
- Cuesta Outreach/Retention and Outreach/Support staff

Potential Action Steps:

- Increase collaboration with credit programs
- Determine type of certifications currently in place and what is needed
- Specify certifications to implement

Chart VI: Outlines the core components of the strategies for accelerated learning for adult learners in San Luis Obispo County.

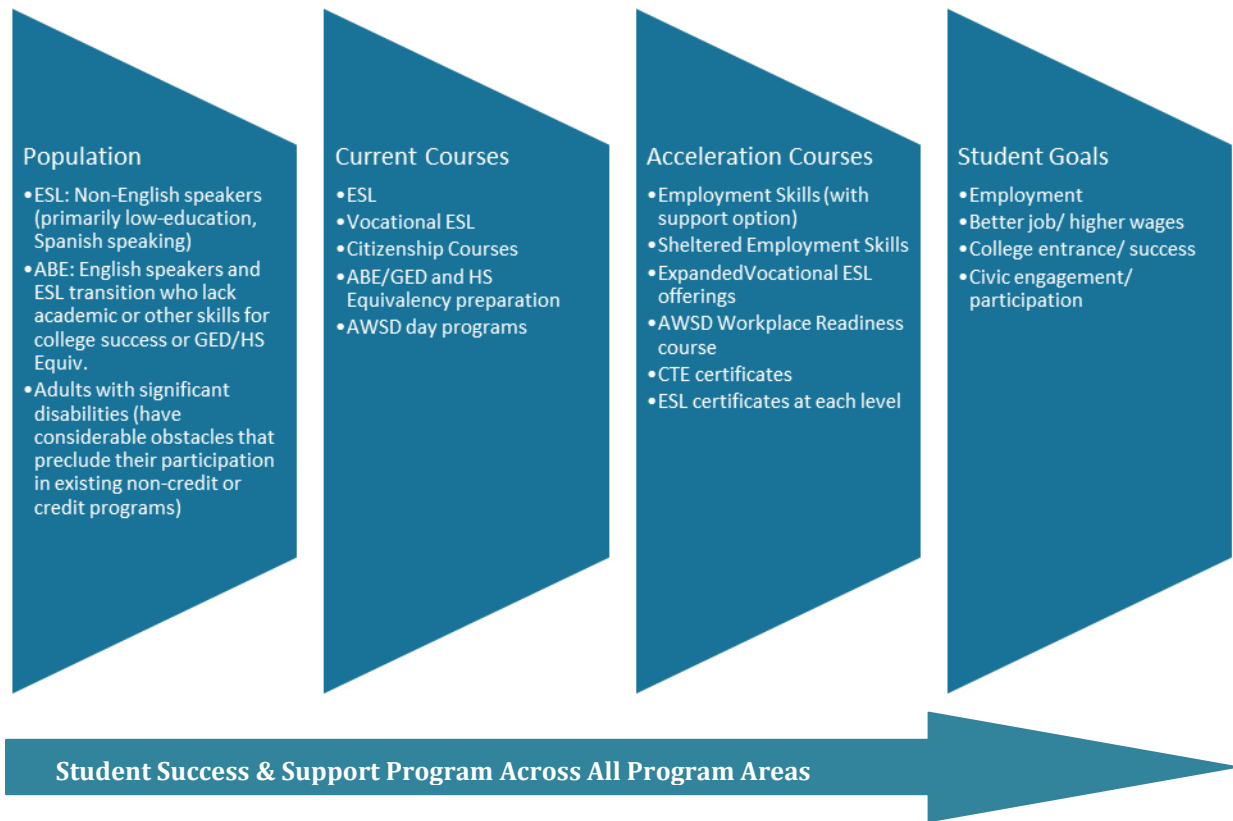


Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
A. Integrate and contextualize ABE/ASE and ESL with CTE pathways	Align curriculum across all program areas consortium-wide Purchase instructional materials Professional Development	Faculty time Textbooks and other instructional materials Professional Develop.	No additional cost from the costs identified in Table 4.1	<ul style="list-style-type: none"> Associate Director Continuing Ed, Cuesta College Admin, SLCUSD Admin, LMUSD Cuesta College noncredit & credit faculty Adult Ed. Teachers 	Completed alignment of curricula Instruction with contextualized learning Trained faculty Number and timeline of students completing programs	<ul style="list-style-type: none"> Spring 2015 workgroup/dev. Fall 2015 Create course outlines Spring 2016 Submit course outlines for approval Fall 2016 Implement program
B. Integrate instructional strategies to accelerate student success consortium-wide	Faculty engage in departmental PLC's Faculty collaborate	Faculty time	No additional cost from the costs identified in Table 4.1	<ul style="list-style-type: none"> Associate Dir-Continuing Ed, Cuesta College Admin, SLCUSD Admin, LMUSD Noncredit & Credit faculty Adult Ed. Teachers 	TBD based on instructional strategies Implemented	Fall 2015-Spring 2017

	<p>integration</p> <p>Develop fieldtrips, job shadowing, work experience, and other opportunities to obtain a hands-on experience.</p>				<p>students entering the workforce</p>	
<p>E. Align rigor in ABE/ASE, ESL, AWSD and CTE courses to prepare students for transition to college / careers consortium-wide</p>	<p>Align curricula for all courses consortium-wide</p> <p>Identify/Develop and implement common consortium-wide assessments</p> <p>Create bridges to existing career pathways and create new</p>	<p>Faculty time</p> <p>Instructional materials</p> <p>Professional Development</p>	<p>No additional cost from the costs identified in Table 4.1</p>	<ul style="list-style-type: none"> • Associate Dir Continue. Ed, Cuesta College • Admin, SLCUSD • Admin, LMUSD • Noncredit & Credit faculty • Adult Ed. Teachers • Executive Director, Tri-Counties Regional Center 	<p>Number of students completed programs</p> <p>Number of students transitioning to other college programs/career</p>	<p>Fall 2015-Spring 2017</p>

<p>F. Enhance certification offerings for students in ESL, ABE/ASE, and CTE courses within CDCP and adult education programs</p>	<p>Engage employers to promote career alignment and work transitions</p>	<p>Faculty time Instructional materials Professional Development</p>	<p>No additional cost from the costs identified in Table 4.1</p>	<ul style="list-style-type: none"> • Associate Dir. Continue Ed, Cuesta College • Noncredit & credit faculty • Adult Ed. Teachers • Admin, SLCUSD • Admin, LMUSD 	<p>Number of CDCP courses and certificates offered Number of students completed programs Number of students transitioning to other college programs/career</p>	<ul style="list-style-type: none"> • Fall 2015 work group/dev. • Fall 2015 Create course outlines • Spring 2016 Submit course outlines for approval • Spring 2017 CDCP courses and certificate implementation
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OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

CURRENT PROFESSIONAL DEVELOPMENT (TABLE 6.1)

Professional development has occurred sporadically throughout the consortium. School districts providing adult education have severe budgetary constraints resulting in the virtual elimination of professional development with the exception of one training on a student information system software program. Noncredit Cuesta faculty are trained through the California Adult Literacy Professional Development Project (CALPRO) to learn and implement the mission of the Professional Learning Community. Noncredit faculty meet monthly to address adult education program areas. These opportunities are offered to all ABE/ASE and ESL noncredit staff via online courses (e.g. CALPRO, OTAN, CASAS), with annual skills assessments to identify training needs in the delivery of instruction. However, part-time staffing limits the ability of noncredit program staff to fully engage in high-quality professional development. Due to overlapping schedules and second jobs, Adult School instructors are often unable to meet together.

Professional development for part-time, noncredit faculty members takes place through monthly trainings. Professional Learning Communities (PLCs), both in-person and via Skype, support staff in implementing new evidence-based instructional practices and bring teachers together in intensive discussion with student data around specific topics. All noncredit faculty are part time employees so their participation is compensated through funds from the Basic Skills Initiative categorical fund. Eight teachers have been in the program for many years and take the lead on PLCs, facilitating faculty growth around core questions. This professional development is required of all faculty, however substitutes for faculty that are teaching are not currently available.

A critical component of the professional development of the PLC will be to respond to the conclusions drawn from the student data collected across all program areas consortium wide. Faculty will identify areas of need for professional development, and subsequently plan training, and attend workshops and conferences.

Several instructors each year, generally those who have been in the program for many years, attend the annual California Teachers of English as a Second Language (CATESOL) conference and the regional CATESOL conference. Faculty are provided with incentives for participation in professional development whenever possible. Instructors also participate in regular faculty meetings via CCC Confer for programmatic information.

The new Student Success and Support Plan Model (SSSP) will require consortium-wide faculty and staff development in order to introduce SSSP core services consortium-wide. Professional development for SSSP will occur in workshops developed by the Associate Director of Continuing Education in collaboration with the SSSP coordinator. Faculty and staff will participate in professional development to learn about student placement, orientation, education plans, and transition.

Professional development will also address the need to build capacity for contextualized learning and enhancing rigor for all program area curricula. In an effort to meet the state-wide focus moving toward career readiness and creating seamless transitions to career pathways, as well as supporting accelerated learning, faculty will work in PLC's, professional experts in CTE areas will train faculty in best practices, faculty will participate in relevant conferences and other professional development trainings.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<p>A. Odysseyware Software Enhancement</p>	<p>Professional development for ABE/ASE faculty consortium-wide</p>	<p>ABE/ASE</p>	<p>• \$45 x 20 hrs = \$900 x 5 faculty = \$4,500 x 14% benefits = \$630 Total = \$5,130 (annually on-going))</p> <p>\$45/hr x 20 hrs = \$90 x 2 substitutes = \$1,800 x 14% benefits = \$2,052 (one-time) Conference and workshop costs for 5 attendees = \$ 6,000 (annually on-going)</p>
<p>B. Monthly PLCs</p>	<p>Engage in monthly, purposeful dialogue regarding student success in meeting outcomes consortium-wide. Online and face-to-face.</p>	<p>All Program Areas</p>	<p>• \$45 x 20 hrs = \$900 x 40 faculty = \$36,000 x 14% benefits = \$5,040 Total = \$41, 040 (annually on-going)) Trainings for PLC implantation for 10 faculty Total=</p>

			\$15,000 (annually on-going)
C. Student Success and Support Plan Training	Inform faculty, adult education counselors and SSSP staff on the new SSSP model Plan and implantation.	All Program Areas	\$45/hr x 20 hrs = \$900 x 40 faculty = \$36,000 x 14% benefits = \$5,040 Total = \$41,040 (annually on-going) Conference and workshop costs for 15 attendees = \$ 22,500 (annually on-going)
D. OTAN sponsored online workshops	Online workshops on various technology strategies and issues. This includes topics such as creating online courses, using smart technologies, cell phones and tablets and use of PowerPoint in the classroom.	All Program Areas	No cost for OTAN professional development for WIA II agencies
E. CALPRO sponsored online courses	Online courses on various topics including lesson planning, critical thinking and multi-level instruction.	All Program Areas	No cost for OTAN professional development for WIA II agencies

PROPOSED PROFESSIONAL DEVELOPMENT (TABLE 6.2)

To bridge the gaps in professional development of existing programs and to implement the full vision of an enhanced and expanded adult education system as proposed in this plan the SLOCAEC has proposed a professional development plan that includes both job-embedded PLCs and face-to-face offerings for all faculty and virtual offerings of a faculty member's choice.

STRATEGY 6.2A: DATA-BASED INSTRUCTION

Purpose

Providing differentiated instruction at a learner's instructional level requires not only accurate placement and pre-test data, but also ongoing data to be collected and analyzed throughout the duration of a course.

Outcomes

- Instruction delivered at a learner's instructional level
- Increased numbers and percentages of students transitioning to academic coursework
- Increased retention/persistence rates in ESL and ABE/ASE programs
- Increased completion rates in ESL and ABE/ASE programs
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Cuesta College and Adult School Education, CTE, and Special Education administrators will coordinate the selection of a speaker, arrange for substitute instructors, and facilitate debriefing of learning after the session.

Key stakeholders:

- Consortium members
- Cuesta College and Adult School, and Special Education Administrators and Faculty

Potential Action Steps:

- On-going program assessment based on student data
- Identify professional experts for training
- Identify workshops
- Identify conferences
- Faculty attend workshops and conferences
- Integrate training and conference materials into PLC

STRATEGY 6.2B: NEW CURRICULUM IMPLEMENTATION CONSORTIUM-WIDE

Purpose

All departments will be revising, aligning, contextualizing and adding rigor and student supports and scaffolding to their curricula. This will also include the exploration of new instructional materials. Both part and full-time faculty will work together to complete these responsibilities and will need specific professional development regarding new curriculum implementation.

Outcomes

- Faculty implementing new curricula
- Increased numbers and percentages of students transitioning to academic
- Increased retention/persistence rates in ESL and ABE/ASE programs
- Increased completion rates in ESL and ABE/ASE programs
- Increased enrollment

Implementation Process

Cuesta College and Adult School Education, CTE, and Special Education administrators will coordinate the selection of a speaker, arrange for substitute instructors, and facilitate debriefing of learning after the session.

Key stakeholders:

- Consortium members
- Cuesta College and Adult School, and Special Education Administrators and Faculty

Potential Action Steps:

- On-going program assessment based on student data
- Identify professional experts for training
- Identify workshops, including for instructional software
- Identify conferences, including for instructional software
- Faculty attend workshops and conferences
- Integrate training and conference materials into PLC

STRATEGY 6.2C: ASSESSING STUDENT LEARNING OUTCOMES

Purpose

Assessment is a critical component for student success. Once new courses and curricula have been developed, the next step is to create valid and reliable assessments so that faculty can monitor and adjust their instruction to ensure student learning outcomes are being achieved.

Outcomes

- Increased numbers and percentages of students transitioning to academic coursework
- Increased retention/persistence rates in ESL and ABE/ASE programs
- Increased completion rates in ESL and ABE/ASE programs
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Cuesta College and Adult School Education, CTE, and Special Education administrators will coordinate the selection of a speaker, arrange for substitute instructors, and facilitate debriefing of learning after the session.

Key stakeholders:

- Consortium members
- Cuesta College and Adult Education, and Special Education Administrators and Faculty

Potential Action Steps:

- On-going program assessment based on student data
- Identify professional experts for training
- Identify workshops, including for instructional software
- Identify conferences, including for instructional software
- Faculty attend workshops and conferences
- Integrate training and conference materials into PLC

STRATEGY 6.2D: HOW PLCS FUNCTION CONSORTIUM-WIDE

Purpose

Professional Learning Communities (PLCs) have been used effectively to focus educational communities on the specific needs of students, to increase student outcomes, and engage in collegial dialogue to refine instructional practices. In order to utilize PLCs to their fullest advantage, faculty members will need to learn what a PLC is and what a PLC is not; otherwise, the PLC will be just another meeting faculty attend.

Outcomes

- Increased numbers and percentages of students transitioning to academic
- Increased retention/persistence rates in ESL and ABE/ASE programs
- Increased completion rates in ESL and ABE/ASE programs
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Adult School, Cuesta Adult Education, CTE, and Special Education administrators will coordinate the selection of a speaker, arrange for substitute instructors, and facilitate debriefing of learning after the session.

Key stakeholders:

- Consortium members
- Cuesta College and Adult School Education, and Special Education Administrators and Faculty

Potential Action Steps:

- On-going program assessment based on student data
- Identify professional experts for training
- Identify workshops, including for instructional software
- Identify conferences, including for instructional software
- Faculty attend workshops and conferences
- Integrate training and conference materials into PLC

STRATEGY 6.2E: ONGOING PROFESSIONAL LEARNING COMMUNITIES FOR ALL FACULTY

Purpose

Professional Learning Communities (PLCs) have been used effectively to focus educational communities on the specific needs of students, to increase student outcomes, and engage in collegial dialogue to refine instructional practices.

Outcomes

- Increased numbers and percentages of students transitioning to academic coursework
- Increased retention/persistence rates in ESL and ABE/ASE programs
- Increased completion rates in ESL and ABE/ASE programs
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Cuesta College and Adult School Education, CTE, and Special Education administrators will coordinate the selection of a speaker, arrange for substitute instructors, and facilitate debriefing of learning after the session.

Key stakeholders:

- Consortium members
- Adult School, Cuesta, and Special Education Administrators and Faculty

Potential Action Steps:

- On-going program assessment based on student data
- Identify professional experts for training
- Identify workshops, including for instructional software
- Identify conferences, including for instructional software
- Faculty attend workshops and conferences

STRATEGIES 6.2F-O: CALPRO ONLINE PROFESSIONAL DEVELOPMENT

Purpose

Each of the virtual offerings presented by CALPRO is based upon best practice instruction for adult learners. The sessions are engaging and informative and provide faculty with multiple strategies for engaged students and increases student outcomes.

Outcomes

- Increased numbers and percentages of students transitioning to academic coursework
- Increased retention/persistence rates in ESL and ABE/ASE programs
- Increased completion rates in ESL and ABE/ASE programs
- Increased enrollment
- Increased student satisfaction as indicated by student survey responses

Implementation Process

Adult School, Cuesta Adult Education, CTE, and Special Education administrators will facilitate and schedule professional development via CALPRO's online virtual offerings.

Key stakeholders:

- Consortium members
- Adult School, Cuesta, CTE, and Special Education Administrators and Faculty

Potential Action Steps:

- Facilitate opportunities for faculty interested in similar offerings to view together
- Debrief faculty on next steps after session

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
A. Data-based instruction	<p>One 4 hr face to face pd session on how to utilize CASAS or other identified database in daily instruction.</p> <p>Provided to all ABE/ASE and ESL consortium faculty in 2015-2016</p> <p>Provided to all CTE and AWSD faculty in 2016-17</p> <p>Provided to all Apprenticeship faculty in 2016-17</p>	<p>ABE/ASE, ESL in yr 1</p> <p>CTE and AWSD in yr 2</p> <p>Apprenticeship in yr 3</p>	<p>TBD</p> <p>Number of faculty x 4 hours x (\$45/hr + \$6.30 - benefits)</p>
B. New curriculum implementation	<p>Face-to-face professional development workshop format where teachers collaboratively learn about the curriculum that pertains to their content area in a hands-on approach similar to how they are asked to teach.</p>	ALL	<p>\$45 x 8 hrs = \$360 x 30 faculty = \$10,800 x 14% benefits = \$12,312</p>
C. Assessing student learning outcomes	<p>Face-to-face, ongoing professional development (1/quarter x 4 hrs each) totaling 16 hours/teacher.</p>	ALL	<p>\$45 x 16 hrs = \$720 x 30 faculty = \$21,600 x 14% benefits = \$24,624</p>
D. How PLCs function	<p>Face-to-face 4 hrs/teacher</p>	ALL	<p>\$45 x 4 hrs = \$180 x 30 faculty = \$5,400 x 14% benefits = \$6,156</p> <p>\$45/hr x 4 = \$180 x 14% = \$196 / each new faculty member</p>
E. Ongoing PLCs for all faculty	<p>Quarterly PLCs utilizing data to enhance student learning</p>	ALL	<p>\$45 x 30 faculty = \$1,350 x 4 quarters = \$5,400 x</p>

				14% = \$6,156
F. Strategies for multi-level instruction	Online w/ face-to-face follow up conversation Implementation support with from CALPRO	ALL		\$45/hr x 5 hrs = \$225 x 30 faculty = \$6,750 x 14% benefits = \$7,695
G. Integrating technology in the adult classroom	Online w/ follow up conversation Implementation support with from CALPRO	ALL		
H. Contextualized learning	Online w/ follow up conversation Implementation support with from CALPRO	ALL		
I. Instructional planning	Online w/ follow up conversation Implementation support with from CALPRO	ALL		
J. Instructor technology skills	Online w/ follow up conversation Implementation support with from CALPRO	ALL		
K. Vocational programs for AWSD	Online w/ follow up conversation Implementation support with from CALPRO	CTE, AWSD		
L. Best practice instruction	Online w/ follow up conversation Implementation support with from CALPRO	ALL		
M. Setting and using student learning goals	Online w/ follow up conversation Implementation support with from CALPRO	ALL		

<p>N. Increasing engagement for students in their learning</p>	<p>Online w/ follow up conversation Implementation support with from CALPRO</p>	<p>ALL</p>	
<p>O. Using questioning and discussion techniques to deepen learning/ quality of questions</p>	<p>Online w/ follow up conversation Implementation support with from CALPRO</p>	<p>ALL</p>	

OBJECTIVE 7: LEVERAGE RECOURSES

Discussion is currently taking place regarding leveraging existing regional structures. A thorough inventory of potential partners has been conducted and includes the following agencies and organizations:

Consortium members: San Luis Obispo County Community College District, Lucia Mar Unified School District, and San Luis Coastal Unified School District provide the time of senior leadership personnel to serve on the steering committee, service delivery sites (classrooms) for program instruction and child care; referrals of potential students; outreach links.

School district partners: San Luis Obispo County Office of Education- provide Steering Committee representative. Paso Robles Unified School District; Shandon Joint Unified School District; San Miguel Joint Unified School District (USD); Pleasant Valley Joint USD; Atascadero USD; and Coast USD – provide service delivery sites (classrooms) for program instruction and child care; referrals of potential students; outreach links.

Community partners: Paso Robles Housing Authority; People’s Self-Help Housing; Community LINK Family Resource Center; San Luis Obispo City and County Library system; San Luis Obispo Literacy Council; The Georgia Brown Neighborhood Team, San Luis Obispo County Community Action Partnership, SLO and Coastal Family Resource Centers, Paso Robles City Library, South County SAFE, First 5 of San Luis Obispo County, YMCA – support program outreach/networking; support the identification of students and families with needs; provide service delivery sites; provide funding; and/or provide referrals to other family services.

Agency partners: The San Luis Obispo County Department of Social Services, WIB/America Job Center of California (Steering Committee Representative), San Luis Obispo County Sherriff's Department(Steering Committee Representative), California State Correctional facility- California Men's Colony, Grizzly Academy,– provide referrals of potential students; links to employment services; educational and job training opportunities; referral of prospective students; and links to other social services programs that may support program participants.

Workforce partners: San Luis Obispo County WIB/regional One Stop Centers, America's Job Center of California, Chambers of Commerce, Local Labor Unions, Employment Development Department, San Luis Obispo County Local Employers, Economic Vitality Corporation of San Luis Obispo County, San Luis Obispo County Department of Rehabilitation, Tri-Counties Regional Center – provide local labor market information, facilitate workforce needs assessment and provide support for career technical education career readiness courses.

Adults with substantial disabilities partners: Tri-Counties Regional Center (Steering Committee Representative), PathPoint, Options, Achievement House, Department of Rehabilitation, Transitions Mental Health Association – potential collaboration on adult education offerings.

Childcare partners: Head Start, Cuesta College Children’s Center – provide support through childcare services and personnel and referral of prospective students/families in need of literacy, education, and training services, San Luis Coastal Unified School District, Lucia Mar Unified School District.

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
County School Districts: Paso Robles, Cambria, Shandon, San Miguel, Atascadero, Pleasant Valley, San Luis Coastal USD, Lucia Mar USD	ALL	<ul style="list-style-type: none"> Review facility needs for each off-site location Develop/renew K-12 partners/members MOU Complete all facility requests 	<ul style="list-style-type: none"> Partner/Member Superintendents 	<ul style="list-style-type: none"> Staff personnel for collaboration Facilities Custodial 	<ul style="list-style-type: none"> Bi-Annually
San Luis Obispo County Office of Education	ALL	<ul style="list-style-type: none"> Informational 	<ul style="list-style-type: none"> Superintendent or designee 	<ul style="list-style-type: none"> Information 	<ul style="list-style-type: none"> Annually
People's Self-Help Housing	ESL	<ul style="list-style-type: none"> Develop/renew partner MOU 	<ul style="list-style-type: none"> Regional Director, People's Self Help Housing 	<ul style="list-style-type: none"> Facilities Custodial 	<ul style="list-style-type: none"> Annually
YMCA	ESL	<ul style="list-style-type: none"> Develop/renew partner MOU 	<ul style="list-style-type: none"> YMCA County Director 	<ul style="list-style-type: none"> \$9,000 	<ul style="list-style-type: none"> Annually
Atascadero State Hospital	ESL, ABE/ASE	<ul style="list-style-type: none"> Develop/renew partner MOU 	<ul style="list-style-type: none"> Education Program Manager 	<ul style="list-style-type: none"> Staff personnel for collaboration Facilities 	<ul style="list-style-type: none"> Annually
San Luis Obispo County	ESL, ABE/ASE	<ul style="list-style-type: none"> Develop/renew partner MOU 	<ul style="list-style-type: none"> Program Manager 	<ul style="list-style-type: none"> Staff personnel for collaboration 	<ul style="list-style-type: none"> Annually

Correctional Facility					<ul style="list-style-type: none"> • Allocation Committee Representative • Facilities 	<ul style="list-style-type: none"> • Annually
Tri-Counties Regional Center	AWSD	<ul style="list-style-type: none"> • Continue partnership through work group participation 	<ul style="list-style-type: none"> • Regional Consultant 		<ul style="list-style-type: none"> • Allocation Committee Representative 	<ul style="list-style-type: none"> • Annually
AWSD Service Providers	AWSD	<ul style="list-style-type: none"> • Continue partnership through work group participation 	<ul style="list-style-type: none"> • Program Manager 		<ul style="list-style-type: none"> • Staff personnel for collaboration • Facilities 	<ul style="list-style-type: none"> • Annually
Paso Robles City Library	ESL	<ul style="list-style-type: none"> • Develop/renew partner MOU • Complete facility request 	<ul style="list-style-type: none"> • Librarian 		<ul style="list-style-type: none"> • Facilities • Custodial 	<ul style="list-style-type: none"> • Bi-Annually
Workforce Investment Board American Job Center of California	ALL	<ul style="list-style-type: none"> • Continue partnership through work group participation 	<ul style="list-style-type: none"> • Director 		<ul style="list-style-type: none"> • Allocation Committee Representative • Staff personnel for collaboration 	<ul style="list-style-type: none"> • Annually
Department of Social Services	ALL	<ul style="list-style-type: none"> • Ongoing dialogue regarding student progress in CTE programs 	<ul style="list-style-type: none"> • DSS Regional Manager 		<ul style="list-style-type: none"> • Allocation Committee Representative 	<ul style="list-style-type: none"> • Annually

ATTACHMENTS

Attachment A: Tables 1.1A, 1.1B, 1.2, 2

Attachment B: CASAS Demographic Summary, October 2014