

52 San Luis Obispo County Adult Education Consortium

2023-24

Annual Plan Template

Plans & Goals

Guidance

The annual plan and the outlined strategies/activities will be based on the consortium's 2022-25 three-year plan. The Plans and Goals section will include an executive summary, a regional planning overview, and a description on how the annual plan will meet the identified regional needs.

Executive Summary *

Please provide an Executive Summary of your consortium's implementation plan for the **2023-24** Program Year. The summary will include a narrative justifying how the planned allocations are consistent with the consortium's current three-year adult education plan. Additionally, include a clear and concise description of the consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. **This executive summary will be used in the consortium snapshot for the California Legislature.**

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

- Assessed strategies and activities that were implemented to support programming post pandemic
- Assess and evaluate services provided and identified gaps
- Establish strategies and activities to meet regional needs
- Identify professional development opportunities to for administrators, staff, and faculty that are aligned with CAEP, Student Equity & Achievement Program, and Guided Pathways
- Identify opportunities to leverage resource within the consortium and SLOCAEC partners

Annual allocations, budgets, and work plans are derived from the Three-Year Plan, and specifically, from the regionally needs identified in the annual plan to ensure alignment and support the development of innovative educational programs and student support services that will lead to student success.

The three year strategic planning process identified opportunities to expand educational programming, close equity gaps, develop new programs to meet the educational and workforce needs of the county, and increase regional opportunities for greater collaboration to enhance leveraging of resources to support disproportionately impacted students. The Annual Plan process determined the priorities for implementation during the 2023-2024 academic year.

2022-2023 Key Accomplishments:

- Increased the number of course offerings and teaching modalities for HSD/HSE (in-person, virtual, and hybrid)
- San Luis Coastal Adult School implemented Remote Area Community Hotspot for Education and Learning (RACHEL) to improve access and learning opportunities for the county jail educational programming
- Templeton Adult School increased learning gains by nearly 20%, through individualized academic support services
- Lucia Mar Adult School developed a seamless transition for the Cosmetology program in collaboration with their districts CTE department
- Implemented student support services, including individualized student educational planning to increase student success
- Implemented new onboarding strategies aligned with Guided Pathways
- Integrate Guided Pathways and Student Equity & Achievement Plan in the strategies to develop seamless transitions.
- Developed noncredit courses in the Student Development & Success department to increase student preparedness in post-secondary education
- Expanded ESL course offerings throughout San Luis Obispo County in collaboration with K-12 members in rural areas to include; Oceano, Nipomo, Los Osos, and Cambria. In-person course offerings have increased at Cuesta College's San Luis Obispo, South County, and North County Campus.
- ESL student enrollments increased by 37% from the 2020/2021 to 2021/2022 academic year. Below is the 2022/2023 ESL enrollment data:

Semester	Total Enrolled	Enrolled at Community Sites
Fall 2022	497	128
Spring 2023	549	124

Characters : 3889/5000

Regional Planning Overview *

Provide an overview of how the consortium will implement the three-year plan.

The consortium assessed the needs of adult education and workforce services in San Luis Obispo County through a strategic planning process that includes a regional scan to evaluate the current demographics, labor force data, and economic climate. The regional scan is enhanced with performance data available through Launchboard and TopsPro Enterprise, as well as student demographic data to better understand the needs and barriers of this student population. The consortia members and partners examined regional data that includes enrollments, access to adult education courses (course scheduling) in all program areas, performance outcomes, and transitions to post-secondary education and the workforce. Student input was collected through student surveys to help identify the needs of the diverse populations throughout the micro communities within San Luis Obispo County. SLOCAEC members and partners created activities and initiatives for each objective in its Three-Year Plan. Performance measures are outlined in the plan to provide a process for program review, and monitor implementation and progress. The Annual Plan incorporates the short-term goals and strategies outlined in the Three-Year Plan to ensure the Annual Plan directly accomplishes the implementation of the longer-term goals. The activities of the annual plan are assessed and evaluated quarterly to determine progress and achievements.

Characters : 1412/5000

Meeting Regional Needs

In this section, the consortium will identify and describe the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered.

Identify and describe the following:

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Regional Need #1

Description of Gaps in Service or Regional Needs *

Increase student retention for English as a Second Language Learners and students enrolled in the Highschool Diploma/Equivalency Programs.

Characters : 138/5000

Description of How the Gaps Were Identified *

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

The consortia conducted a thorough data analysis to identify retention rates for ESL and HSE/HSDE learners throughout the consortium. The consortium achieved the goal from the last annual plan to increase student enrollments in these identified programs but this year the consortium has prioritized

developing student success strategies that are aligned with Guided Pathways and implemented through an equity lens

Characters : 414/5000

Description of How Effectiveness Will Be Measured *

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

- 1. Implement successful student success activities that promote retention for students
- 2. Increase retention rate for ESL and HSE/HSD students by 3% from the previous year.

Characters : 165/5000

Regional Need #2



Description of Gaps in Service or Regional Needs *

Initiate WASC accreditation for San Luis Coastal and Lucia Mar Unified School district.

Characters : 87/5000

Description of How the Gaps Were Identified *

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

The districts are not currently WASC accredited.

Characters : 48/5000

Description of How Effectiveness Will Be Measured *

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Lucia Mar and San Luis Coastal Adult Schools will initiate the WASC accreditation process.

Characters : 90/5000

Regional Need #3**Description of Gaps in Service or Regional Needs ***

SLOCAEC will continue to improve and enhance transitional services for adult education students and programming. The SLOCAEC consortium members have improved and increased collaboration that will directly impact the success of how we integrate services and successfully transition students to postsecondary education and the workforce. Consortium members are increasing academic rigor and implementing program improvements that will ensure students are better prepared for postsecondary education. Consortia members are integrating the Guided Pathways framework to improve retention, completion, and transition. The consortium is reviewing the student onboarding experience to better align with the guided pathways framework to ensure students are informed of options and motivated to reach their short and long term goals. The Consortium will review student support positions such as Cuesta College's Academic Success Coaches to continue to support students and increase student success, through innovative success strategies. These positions will work within inner agencies to provide program information and student support resources that Cuesta College offers as well as AJCC and other workforce opportunity programs. These positions will be the liaison between adult education programming and postsecondary education and the workforce. The consortia is prioritizing it's program alignment, service integration, and continuous improvement using data to support evidence-based decision making.

Characters : 1496/5000

Description of How the Gaps Were Identified *

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

The consortia completed a data analysis to identify the gaps in transitional services and successful transitions for adult education students throughout the county. The consortium identified a deficit in the number of students who transition to post-secondary education and the workforce.

Characters : 289/5000

Description of How Effectiveness Will Be Measured *

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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

services for students

Characters : 223/5000

Address Educational Needs

Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)

2023-24 Strategies

Strategy Name *

Increase ESL student retention

Activity that Applies to this Strategy

English as a Second Language Programming

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Continue to integrate the Guided Pathways framework, increase faculty academic support, workshops to provide a sense of belonging and navigating the educational system.

Strategy Name *

HSD- WASC accreditation

Activity that Applies to this Strategy

HSD/ HSE Program Improvement

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Lucia Mar and San Luis Coastal Adult Schools will initiate the WASC accreditation process.

Strategy Name *

Increase and enhance transitional services

Activity that Applies to this Strategy

Increase Seamless Transitions

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Improve Integration of Services & Transitions**Guidance**

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)

2023-24 Strategies**Strategy Name ***

Increase ESL student retention

Activity that Applies to this Strategy

English as a Second Language Programming

Metrics that Apply to this Activity/Strategy

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

Strategy Description

- Enhance collaboration between member agencies to improve leveraging resources
- Cuesta College will lead the retention efforts through the the Guided Pathways framework for ESL students
- Continue to expand Cuesta College ESL program throughout the San Luis Obispo County communities through leveraging resources with K-12 member districts
- Expand outreach through K-12 member districts 5. Improve quality of ESL instruction and programming throughout the San Luis Obispo County
- Enhance recruitment efforts for ESL faculty

Strategy Name *

Improve effectiveness and enhance High School Diploma through WASC accreditation

Activity that Applies to this Strategy

HSD/ HSE Program Improvement

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Lucia Mar and San Luis Coastal Adult Schools will initiate the WASC accreditation process.

Strategy Name *

Increase and enhance transitional services

Activity that Applies to this Strategy

Increase Seamless Transitions

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Enhance community partnerships

Develop student success plan to identify students short and long term goals

Identify and hire positions to specifically work on support student success and transition

Offer intervention activities (e.g. workshops, counseling) to support student transition

Increase awareness and information on post-secondary education and workforce opportunities

Implement an early alert system

Improve Effectiveness of Services**Guidance**

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)

2023-24 Strategies**Strategy Name ***

Increase ESL student retention

Activity that Applies to this Strategy

English as a Second Language Programming

Metrics that Apply to this Activity/Strategy

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

Strategy Description

- Increase collaboration between member agencies to improve leveraging resources
- Provide academic support outside the classroom
- Implement student events that builds a sense of community and belonging
- Expand childcare services

Strategy Name *

HSD/WASC Accreditation

Activity that Applies to this Strategy

HSD/ HSE Program Improvement

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Lucia Mar and San Luis Coastal Adult Schools will initiate the WASC accreditation process.

Strategy Name *

Increase Seamless Transitions

Activity that Applies to this Strategy

Increase Seamless Transitions

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Strengthen communication and coordination between regional partners to meet labor market needs

Regularly review data determine the effectiveness of programming and enhance evidence-based decision making

Fiscal Management

Guidance

The financial management section will address the consortium’s planned allocations and outline how they will be consistent with the annual plan. This section will also require the consortium to address how it will incorporate carry-over funds into the plan.

Overview *

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP three-year plan.

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

Approach to Incorporating Remaining Carry-over Funds *

Please describe the consortium's approach to incorporate remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

In the 2023-2024 academic year our Three Year Plan outlines steps to increase enrollment, student success, and transition to workforce and/or post secondary education. The activities that will be implemented to support these goals will improve our targeted budget expenses and address the increase in carry over we have experienced during the pandemic. The following activities will support our efforts to meet our spending targets: * Hire full time Bilingual Academic Success Coach * Provide instructor mentorships for new ESL/ ABE faculty * Hire faculty lead for Adults with Disabilities Program * Increase in person student support activities on campus and off campus locations * Increase wraparound services for all program area. Members will also fill vacant positions that were already existent.



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