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52 San Luis Obispo County Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The San Luis Obispo County Adult Education Consortium (SLOCAEC) serves the residents of San Luis Obispo County which includes several cities and rural communities. SLOCAEC members and partners implement equity-minded adult education programs 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. In accordance with AB104, SLOCAEC completes an Annual Plan each year and a Three Year Plan every three years. All members and partners participate in a comprehensive strategic planning process to complete each of the plans. The strategic planning process includes labor market data, community needs assessments, student surveys, and adult education reports such as TOPs Pro and MIS data. Through this process the consortium developed five SMART goals for the Three-Year Plan.During the 2019-2020 academic year SLOCAEC has made progress in meeting the goals set forth in the three-year plan, and more importantly in meeting the needs of the region's current and potential adult learners. As the consortium was making great strides COVID-19 interrupted the progress and forced all member districts to rapidly adjust programs to continue to serve students through the pandemic. To survive and continue offering services through the pandemic each member had to stop face-to-face instruction and implement a remote instruction in a very short period of time. In response to COVID-19, Cuesta College has moved all adult education programming to online synchronous instruction through Canvas and Zoom platforms, while K-12 members are using small group contact through email, zoom, google meets, Remind, text and phone calls. The disruption of COVID-19 has slowed progress of the consortium SMART goals as we rapidly adjusted to the new educational environments and platforms we were forced to implement to continue to serve students. Although the pandemic halted the implementation and strategies in motion, the consortium has made significant progress in achieving our Three-Year Plan goals. In the last year, SLOCAEC had revised its governance policy and bylaws to provide clear and direct expectations of the consortium. This has provided clear communication across the consortium members and community partners. Other key progress areas include: 1) Increased ESL enrollments across the consortium to meet our SMART goal. Our consortium increased outreach strategies by developing intentional outreach plans to target specific programs, 2) increased student support services across the consortium while working collaboratively with partners to develop an aligned system of tracking students services and needs, 3) increased retention and persistence through equity and diversity functions that provide students with motivation, a sense of belonging to the campus culture, and encouragement for goal attainment 4) establishing partnerships with community agencies and local employers to expand and meet the workforce needs of the county; and 5) leveraged resources to increase support and provide equitable educational opportunities for the adult education populations across the county. During the 2020-2021 academic year, SLOCAEC will continue to align consortium efforts with priorities and strategies outlined in the three-year plan. During the COVID-19 pandemic members and partners are working remotely to continue to achieve our mission to be responsive to the unique needs of adult learners in San Luis Obispo County. Through innovative educational programs and student support services, students will learn to think critically, progress academically, and participate as engaged citizens in their community. SLOCAEC will achieve this through logical next steps to improve and expand existing programs and services.

Regional Planning Overview

During these challenging times SLOCAEC will continue to implement programs to meet the adult education needs in our county and close regional gaps. We will continue to focus on state goals by leveraging resources, implementing innovative strategies, and shared professional development opportunities that will support both new and existing adult education students. We will work to provide equity for our adult learners who are often the most disproportionately impacted and in most need of assistance. The consortium will continue to work towards achieving the SMART goals outlined in the Three-Year Plan. In the 2020-21 academic year the consortium workgroups will continue to work efficiently and effectively to focus on Three-Year plan SMART goals. The areas of focus are:•develop shared procedures for tracking student support services from entry to exit •increase retention and persistence of our students by implementing new strategies•develop Career Technical Education pathways that reflect our local workforce needs•increase English as a Second Language enrollments•improve the process of seamless transitions to career or college pathways through models of best practice. A diverse group of faculty, staff, and administrators will:•develop programs and processes for each goal's implementation •create an assessment tool to monitor and measure the success of our implementation

and progress•identify data elements and accountability to present to consortium members, partners, and the community during scheduled consortium meetings. The consortium will implement the new three-year plan by strategically aligning with the local Workforce Development Board plan for the region, District Master plans, and state initiatives.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs
In response to COVID-19 face to face instruction needs to transition to quality online instruction. In March, members had to rapidly adjust to remote learning with little planning time to continue adult education programming. Districts are working to develop and implement quality online instruction that is equitable and inclusive that continue to offer educational opportunities for adult education learners in the county.

How do you know? What resources did you use to identify these gaps?
In March 2020, COVID-19 forced the shutdown of campuses and ended face-to-face instruction forcing member districts to rapid transition to online learning. The rapid transition left little planning time to develop and implement adequate online instruction.

How will you measure effectiveness / progress towards meeting this need?
The consortium will evaluate by January 2021 how many synchronous and asynchronous courses in all the program areas were offered throughout the county.

Regional Need #2

Gaps in Service / Regional Needs
In March all member districts were forced to transition all programs to online learning. This was incredibly challenging for adult education students. As the consortium worked within their district guidelines to transition programs online it was immediately identified that many students did not have access to technology necessary to persistence in their educational programming.

How do you know? What resources did you use to identify these gaps?
This gap was identified during the transition to online learning due to the COVID-19 response.

How will you measure effectiveness / progress towards meeting this need?
The consortium will leverage resources to assist students and provide and equitable learning opportunity by providing students with technology during the pandemic. Effectiveness will be measured by decreasing the number of students who need technology to continue their education.

Regional Need #3

Gaps in Service / Regional Needs
The consortium will leverage resources to assist students and provide and equitable learning opportunity by providing students with technology during the pandemic. Effectiveness will be measured by decreasing the number of students who need technology to continue their education.

How do you know? What resources did you use to identify these gaps?
The gap was identified during the transition to online learning. Students had counseling appointments to update and continue their student educational plans but this was interrupted due to COVID-19.

How will you measure effectiveness / progress towards meeting this need?
The consortium will identify the number of students who have received student support services and it will be documented and reported.

Regional Need #4

Gaps in Service / Regional Needs
The consortium has identified a gap for assessing students to determine student entry level and progress. This gap is due to COVID-19 and the inability to assess students through CASAS pre and post testing in person.

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

This gap was identified at the end of the 2019-2020 academic year when members were scheduled to CASAS posttest students but were unable due to COVID-19. Tops Pro data was used to identify the decline in students with a CASAS pre and post test.

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

The consortium will identify and report the number of students who have completed a CASAS pre and posttest. Tops Pro data will be used to evaluate the progress of this identified gap.

Regional Need #5

Gaps in Service / Regional Needs

Since the COVID-19 pandemic districts have been forced to transition to distance education. This is challenging for many adult learners in our county who are lacking technology skills to persist in this learning environment. This inequity has caused loss of enrollments across all program areas for each member. When the consortium is able to transition back to face-to-face instruction an intentional outreach plan will be developed to ensure we reach adult learners in need throughout the county.

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

As we approach fall, 2020 and continue with distance education all districts are experiencing a decline in enrollments across all program areas.

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

The consortium will evaluate the number of enrollments by June 2021, to compare to enrollments pre COVID-19.

Regional Need #6

Gaps in Service / Regional Needs

Contextualized instruction for ESL and ABE/ASE programs to accelerate student learning for gainful employment.

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

San Luis Obispo County has an immigrant population of nearly 28,000, which many are potential adult learners in our communities. The county also has nearly 21,000 residents with no high school diploma. The high cost of housing and the current economic crisi reveals the need to prepare adult learners for gainful employment that leads to substantial living.

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

The consortium will evaluate the number of contextualized classes across the consortium and the number of ESL and ABE/ASE students enrolled. The consortium will also report the number of students who transition to the workforce.

Gaps In Service

New Strategies

Strategy #1

The consortium will provide professional development for administrators, faculty, and staff to develop and implement quality online instruction in either synchronous or asynchronous methods for all program areas.

Strategy #2

The consortium will survey students to have accurate numbers of those that are lacking the technology resources needed to retain in their educational program. The consortium will also leverage resources to assist students with technology needs by checking out technology equipment and providing referrals for technology assistance to ensure students can participate in online instruction.

Strategy #3

The consortium will provide professional development opportunities for administrators, faculty, and staff to develop and implement embedded student supportive services such as but not limited to embedded counseling and advising, embedded tutoring, support with navigation of online learning platforms such as CANVAS, Google Classroom, and Zoom, and remote student services support for online registrations.

Strategy #4

The consortium will provide professional development opportunities to administrators, faculty, and staff to become certified in online CASAS remote testing as an option to continue entry and exit assessments to determine student progress during remote learning. Members will develop a plan for CASAS registration and pre and post testing to ensure students are reported, tracked, and assessed

Strategy #5

Each member will develop an intentional outreach plan to target each program area to bring awareness of the adult education opportunities throughout the county. Outreach will consist of flyering, digital media, social media, television, and radio. When allowable outreach will also include presentations with partners and community agencies.

Strategy #6

Lucia Mar is also developing an outreach effort called the Parent Empowerment Series through the district's Parent University. The purpose of the series is to empower English and Spanish speaking parents by teaching them how to navigate the K-12 educational system and to communicate with school staff and administration confidently in an effort to increase parent participation. Similarly, SLCUSD receives a local parent education grant that supports our work with English and Spanish speaking parents in Child School Success. SLCUSD is currently in the process of applying for an additional parent education grant with five local agencies to further enhance our Child School Success program.

Strategy #7

The consortium will develop contextualized instruction through IELCE and the IBEST model to accelerate student learning in ESL and ABE/ASE.

Seamless Transitions

New Strategies

Strategy #1

Continue developing and implementing career pathways with community partners to address the needs of students with multiple barriers as well as address the counties workforce development needs.

Strategy #2

Continue partnering with America's Job Center of California, Career Connections, CalWorks, Department of Rehabilitation, North County Affiliates, Achievement House, Eckerd, PathPoint, and Courtney House to include career exploration, work experience, and work study opportunities to adult learners prepared to transition to the workforce.

Student Acceleration

New Strategies

Strategy #1

Continue College and Career Pathways as a preparation to enter career pathways.

Strategy #2

WIOA II members with section 243 funding will continue to implement IELCE in ESL programs to accelerate workforce preparation and workforce training.

Strategy #3

Continue to develop and implement the IBEST model to accelerate basic skills and workforce training.

Professional Development

New Strategies

Strategy #1

SLOCAEC is committed to providing administrators, faculty, and staff with professional development to foster learners' persistence and goal attainment. This provides an opportunity to learn together, network with other adult education programs, and learn strategies to implement best practices. Professional development is critical to stay up-to-date on policy changes, program effectiveness, and strategies to effectively and efficiently implement our Three Year Plan. SLOCAEC has sent several teams of administrators, faculty and staff to various conferences and trainings such as:•CASAS Summer Institute, •Association of Community and Continuing Education (ACCE) Annual Conference, •Commission on Adult Basic Education (COABE)•Academic Senate for California Community Colleges Curriculum Institute•EL Civics Conference•CAEAA•CCAE •CAEP Webinars•CAEP SummitThrough these professional development opportunities and experiences administrators, faculty, and staff have worked cooperatively to develop curriculum, programming, outreach, and student services to help students succeed through their educational, personal, and career pathway. During COVID-19 these opportunities will continue through virtual and online training opportunities.

Strategy #2

SLOCAEC members provide monthly professional development to all staff to increase collaboration and effectiveness of programs. Individually, we are participating in site based staff development, OTAN and CAEP training, as well as additional professional development that is deemed necessary for a particular site and/or staff member - to meet the needs and expectations of their curriculum or student needs. Any new ideas/techniques will be shared with the entire consortium through workgroups or scheduled meetings as appropriate.

Leveraging Resources

New Strategies

Strategy #1

The consortium will actively research and apply for grant opportunities that can assist adult education students during the current economic crisis in an effort to help them minimize barriers to achieving their educational and workforce goals.

Strategy #2

Continued integrated partnership with the San Luis Obispo County Workforce Development Board to leverage resources and increase employer engagement.

Strategy #3

Continue to participate in district wide committees and regional and local planning to ensure adult education is recognized, supported, and aligned with the consortium plans.

Fiscal Management

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

The CAEP allocation has not increased and has remained the same for each member making it challenging to expand programs and services without leveraging resources. However, the SLOCAEC is leveraging resources with other funding sources such as the Student Equity and Achievement Plan, Workforce Innovation and Opportunity Act, Title II funding, LCAP funding, district general

funds, donations as well as with several partnerships that provide in-kind services to continue to improve programming, develop new programs and meet regional needs. Consortia allocation spending is consistent with the annual and three year plan by supporting administration, staff and faculty to develop, implement, and manage programs. Dedicated funding is also used to support student services that include; book vouchers, and childcare programs. Consortia members have identified specific student services positions to focus on intentional program outreach, student pre-enrollment services (orientation, assessment, and follow-up services), embedded counseling, tutoring, and childcare services. CAEP allocations will also provide student support services through the form of textbook vouchers, GED/HiSet test vouchers, graduation ceremonies for student recognition, and civic engagement events that prepare students to be active members of their community. Faculty stipends will support the increase of part-time faculty inclusion in work group opportunities to expand, improve, and develop new programs and student success strategies through professional development opportunities.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.
All consortia members will be using their carry over funds during the 2012-2021 program year to achieve our consortium SMART goals:•to increase ESL alignment and program development•improve student success and support services••increase retention and persistence•develop CTE pathways that respond to local workforce needs. This will be done through faculty stipends, staff salaries, additional classes, increased counseling/advising to meet program growth, and student supportive services to minimize barriers, such as childcare services, transportation assistance, textbook vouchers, and GED/HiSet test vouchers. These activities will support meeting our goals for seamless transitions, student acceleration, and professional development

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