

52 San Luis Obispo County Adult Education Consortium

CONSORTIUM APPROVED

2025-26

Plans & Goals

Executive Summary

Executive Summary *

During the 2024–25 program year, the NOVA CAEP Consortium advanced key priorities from the 2025–28 Three-Year Plan, including equitable access, expanded CTE offerings, and stronger transitions to postsecondary education and the workforce. The four-member consortium—Cuesta College, Lucia Mar, San Luis Coastal, and Templeton—collaborated to respond to student needs through programming, partnerships, and innovative delivery models. These accomplishments highlight our ongoing commitment to expanding access, enhancing educational quality, achieving higher recognition for program rigor, and fostering community partnerships.

Cuesta continued its growth in serving ESL learners throughout San Luis Obispo County. ESL enrollments were 1,266, representing a 4.8% increase and the highest in 7 years.

ESL and GED course completion rates were higher than the college's average: ESL above 78% and GED almost 82%. To improve retention, several strategies were implemented to build a sense of community for students, and provide additional counseling and academic support. Additional staff were hired to provide comprehensive student support in onboarding, succeeding in class, navigating resources, and transitioning to other programs.

Adults with Disabilities (AWD) enrollment surged by 19% to 482, continuing a three-year growth trend.

The newly launched CDL program responds directly to regional workforce demands in the transportation sector. With a robust curriculum aligned to industry standards, the program aims to equip students with the skills and certifications necessary for success in commercial driving careers.

Lucia Mar continued to lead in Career Technical Education (CTE) implementation, with its newly established Cosmetology pathway providing students with both theoretical instruction and hands-on experience leading to licensure and job readiness. The program also supports transition-age youth from continuation high school settings, offering a bridge into adult programming that results in both a diploma and a career-ready skill set.

LMUSD is preparing to launch two new health care training pathways—Medical Assistant and Phlebotomy Tech. These pathways are being developed in collaboration with AUMT educational partners and regional employers.

Lucia Mar's overall enrollment during 2024–25 reached 244 students, with 27 graduates earning high school diplomas or equivalency certifications.

San Luis Coastal, total including jail: 158 continued to offer short term Career Technical Education (CTE) courses in Culinary and Digital Literacy. Both programs afforded the students the opportunity to gain hands-on experience to earn their food handlers certification. In the 2024-2025 academic year, 29 students were enrolled in the Culinary course offerings. The Digital Literacy courses were offered in Spanish and English and in partnership with the Workforce Development Board (WDB).

The transitional ESL courses had 27 students enrolled in the 2024-2025 academic year.

During the 2024-2025 academic year, 33 adult ed. students enrolled in the HSD program. Offering in-person teaching, remote and a hybrid instructional model, students were able to access the program offerings through Imagine Edgenuity. During the 2024-2025 academic year, 10 of the 33 enrollees completed their HSD and graduated.

SLCUSD continued its partnership with the San Luis County Jail education program. Personal Finance classes began in 24-25 with short-term program offerings to better prepare students for the return to their communities upon release. The jail HSD

program enrolled 27 students, with 13 students receiving their diplomas, and 26 students completed a Personal Finance course.

Templeton had the largest enrollment in the HSD program with 71 students working toward their diploma. We had 36 graduates with many of them completing their program after working sporadically for a few years. We have been able to partner with Cuesta College to bring in success coaches to help our graduates with enrollment in Cuesta College to continue their education. We are working with the WDB/AJCC to help students obtain jobs but there is still work to be done.

During the 2025-26 year we will be offering a digital literacy course in partnership with the WDB and researching the possibility of offering CTE program through a partnership with either Cal Regional or AUMT. We will also continue to update and expand the rigor of our high school diploma program.

Collectively, the CAEP consortium is committed to strengthening adult education access and impact across San Luis Obispo County.

Our shared vision remains focused on offering adult learners clear and supported pathways to self-sufficiency, economic mobility, and lifelong learning. The consortium's continued progress and collaboration position it as a critical education and workforce partner for the Central Coast region.

Plans & Goals

How (if at all) do the consortium's previous program year goals differ from the current year's goals?

Goals remain the same

How much progress did the consortium make towards its previous program year goals?

A good deal of progress - most goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional)

In the 2023/2024 the following goals were identified in the annual plan:

- Improve ESL and GED student retention by implementing student success activities and events to build community.
- Improve student transition to college coursework.
- Provide academic support outside the classroom.

In the 2024–25 program year, Lucia Mar Adult Education made notable progress toward our CAEP goals of expanding CTE offerings and increasing access to diploma completion. Our Cosmetology program continued to thrive, with full enrollment, strong attendance, and several students transitioning from our continuation high school into licensure training. LMUSD has already celebrated 6 “completers” in this Adult Ed Pathway thus far. In response to regional labor market needs, we also laid the groundwork for two new CTE pathways in Medical Assisting and Phlebotomy, scheduled to launch in 2025–26.

Graduation numbers increased this year, with 27 students earning diplomas, supported by enhanced Learning Center access. One standout student worked full-time during the day and attended evening classes consistently, ultimately completing her diploma and enrolling at Cuesta College—proof of our program's flexibility and impact.

Templeton was successful in increasing enrollment by updating advertising of its program as well as increasing hours and opportunities for students to access teachers to help them achieve their goals. We also have a good working relationship with Cuesta College to help graduates move on to Cuesta to continue their education.

To improve retention, Cuesta College implemented several strategies including: a semester GED and ESL newsletter highlighting program updates and student success, coffee breaks and workshops at each location, classroom visits from staff promoting resources. Efforts to improve transition to college coursework included embedding Academic Coach meetings in the highest ESL level and GED classes. The coaches develop an educational plan with students and meet with them throughout their first

semester of transition. The department also obtained a grant to support students transitioning to credit classes, and ESL Certificate earners and GED completers were included in the Cuesta College Commencement.

The ESL and GED programs have been supported not only by Academic Success Coaches but also by embedded tutors and tutors at the College's Student Success Center. Two former ESL and one former GED student were employed last year to support current students outside the classroom. Cuesta added their Commercial Driving License (CDL) CTE program to support the transportation industry needs in SLO County. Noncredit certificates in Auto Body, Welding and Hospitality are also available. Cuesta offered Vocational ESL classes to language learners working in local hotels.

SLCUSD Highlights: In addition to HSE/HSD classes offered, a financial literacy class was added at the SLO County Jail. By the end of June 2025, we expect to have 26 students complete this 10-hour course. Our ESL programs have maintained enrollment throughout the year. Digital Literacy and Culinary classes continued to support the need in our community. Our Adult Education increased access to our program by increasing hours the classroom is open to our students. Additionally, we opened a classroom in Morro Bay for students who are unable to attend classes at our San Luis Obispo campus. As our primary goal, we continue to offer access to high-quality instruction and support.

What barriers did the consortium face in making progress towards its previous program year goals?

- ✓ Lack of financial resources
- ✓ Lack of human resources
- ✓ Lack of time

Please provide further context on the barriers faced towards achieving the consortium's previous program year goals. (Optional)

SLOCAEC faced several barriers in achieving all of its 2024–25 goals, many of which reflect broader challenges in the Central Coast region. A significant barrier continues to be the complex needs of adult learners, many of whom are working multiple jobs, caring for family, or returning to education after long absences. Transportation, housing insecurity, and limited access to childcare remain common obstacles to consistent attendance and persistence. Additionally, while demand for Career Technical Education (CTE) has grown, expanding programs has required significant time for partnership development, facility planning, district leadership approval and appropriate staffing—delaying full implementation. Despite these barriers, progress was made and goals will continue into the coming school year.

One barrier to SLOCAEC's goals includes a shortage of teachers. Cuesta's ESL department continues to rely on a single full-time faculty member alongside 24 part-time instructors. Faculty leadership is critical to improving course rigor and consistency, yet this remains challenging, particularly in the GED program, as many part-time faculty balance multiple jobs and external commitments. Staffing vacancies and turnover in classified and management roles during the past program year further impacted progress on key initiatives. Several positions at Cuesta, including Director, Coordinator and support staff roles, were vacant for extended periods or saw transitions, which delayed onboarding efforts, program development, and the delivery of student services. Additionally, the primary barrier to student retention and success remains the limited time available to adult learners, many of whom manage work, family, and personal responsibilities alongside their education. San Luis Coastal will continue to recruit staff to meet the needs of our ESL learners.

SLOCAEC continues to share strategies as a consortium to meet the needs of the community, including students with disabilities. Many of these students share similar challenges that created barriers to finishing their education in the K-12 environment. We recognize that creating a supportive classroom environment with qualified and caring instructors can assist these students in achieving their educational goals. Reaching these students in our community continues to be a challenge.

What are the goals for the consortium for the current program year?

- ✓ Add new program offerings
- ✓ Align offering with regional needs
- ✓ Collect and review data

- ✓ Develop career pathways
- ✓ Increase transitions to postsecondary
- ✓ Increase transitions to workforce

Please provide further context on the consortium's goals for the current program year. (Optional)

1. The consortium will expand Career Technical Education (CTE) programming to better meet the educational needs of adult learners and the workforce demands of local employers.
 - a. Launch at least two new short-term CTE programs by June 2026, based on local labor market data and employer input.
 - b. Conduct at least five targeted outreach campaigns (e.g., social media, community events, flyers at partner agencies) by May 2026 to increase awareness of CTE opportunities and boost enrollment.
2. Improve transitions
 - a. Data will be used to monitor students who have completed programming and are ready to transition.
 - b. Develop ongoing systems of communication between the K-12 agencies and the local community colleges and AJCC agency within the consortium.
 - c. Students within the justice system will be onboarded and supported in their transition to K-12 agencies or Cuesta College depending on specific academic and social and emotional needs. Structure referral ESL & GED strategies within Cuesta itself, building systems of communication, referral and review for transitioning ESL students at the semester breaks for GED preparation, non-credit and credit classes and next steps toward employment opportunities.
 - d. K-12 agencies within the consortium will work to develop systems of communication, referral and for transitioning ESL students at the semester breaks for credit, non-credit, GED enrollment either to the local community college (warm hand off) or staying within the local K-12 agency for next steps.
3. Improve effectiveness and quality of ABE and ASE programs. The first step in improving the GED/HSD programs will involve a consortium workgroup that is tasked with research and information gathering. This will include:
 - a. Researching GED/HSD programs at other adult schools and community colleges across the state, focusing on course length, content area, and program structure.
 - b. Surveying current and former students and teachers to gather input on the strengths and weaknesses of the current programs.
 - c. Investigating instructional and student support practices associated with students' success in these programs.
 - d. Creating a consortium-wide tracking system from time of enrollment to passing GED/HSD exams.

How will the consortium measure progress towards the goals set for the current program year?

- ✓ Course completion/graduation
- ✓ Participant surveys or interviews
- ✓ Student assessment scores
- ✓ Student enrollment numbers
- ✓ Student retention

Please provide further context on how the consortium will measure progress towards goals in the current program year. (Optional)

Not Entered

Assessment

Regional Needs Assessment

Please identify the categories of needs in your region.

- ✓ Alignment of education and workforce needs (incl. addressing labor shortages)
- ✓ Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
- ✓ Living wage job attainment/career development
- ✓ Services for adults with disabilities
- ✓ Short-term Career Technical Education (CTE) training
- ✓ Strengthening partnerships

Please identify resources used to identify these gaps.

- ✓ DataVista
- ✓ Employer input
- ✓ Labor market data (U.S. Bureau of Labor Statistics, Labor Market Index (LMI), California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Student data (TOPSPro, MIS)

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

In developing the 3-year plan that guides this annual plan, we used DataVista, Partner meetings, employer input, Population demographic data, student data, and the labor market. After using these data points, we determined that our focus would be on assisting with transitions to post-secondary and work, developing more CTE programs to address the needs of students, and improving the effectiveness of ASE programs.

The NOVA CAEP Consortium will measure effectiveness and progress toward meeting identified adult education needs through a combination of statewide metrics and locally defined indicators. Consortium members will monitor student progress using CASAS pre- and post-assessments, high school diploma and equivalent attainment, CTE course completion, and transition rates to postsecondary education or employment.

Locally, members also track student attendance, barriers to persistence, and enrollment trends by program type to inform service delivery. Regular data reviews and consortium-wide discussions will help identify gaps, highlight successes, and guide mid-year adjustments. Each member agency may also implement internal surveys or outreach data to understand student experience and improve program alignment.

Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. *

San Luis Obispo County faces a mix of statewide and locally specific needs related to economic mobility, workforce alignment, and equitable access to adult education. Our rural geography, high housing costs, and seasonal employment in key industries create unique challenges. Limited public transportation adds to access barriers, particularly for low-income residents, adults with disabilities, and those balancing work and family responsibilities.

We collect data through a collaborative and ongoing process. Quantitative sources such as DataVista, CASAS, TOPSpro, MIS, U.S. Census, LMI, and BLS data provide insight into population demographics, educational attainment, and workforce demand. Qualitative input from student surveys, employer feedback, and staff observations ensures decisions reflect lived experience as well as statistics.

Meeting identified needs involves strengthening existing programs and developing new approaches:

- Awareness of services: expanded outreach, multilingual materials, and coordinated referral processes.
- Education-workforce alignment: short-term CTE pathways in high-demand sectors like healthcare, construction, and early childhood education.
- Living wage job attainment: integrated education/training with career readiness and job placement.
- Services for adults with disabilities: partnerships with disability agencies, assistive technology access, and universal design in instruction.
- Short-term CTE training: stackable credentials, flexible scheduling, hybrid delivery.
- Stronger partnerships: joint grants, co-location of services, shared professional development.

Planned efforts include leveraging employer partnerships for work-based learning, expanding the use of local indicators (attendance, persistence, student goal tracking) to guide in-year adjustments, and enhancing support services like childcare, transportation assistance, and career navigation. Digital literacy will continue to be integrated across all program areas.

Our region's needs are shaped by the intersection of geographic isolation, cost-of-living pressures, and industry-specific labor patterns. By combining robust data analysis with community-informed strategies, the consortium aims to create clear pathways to sustainable employment and improved quality of life for adult learners.

Activities & Outcomes

Objective #1: Address Educational Needs

Expansion of CTE Pathways THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

The consortium will expand Career Technical Education (CTE) programming to better meet the educational needs of adult learners and the workforce demands of local employers. This initiative includes increasing the number of short-term CTE training programs, aligning offerings with in-demand industries, and strengthening partnerships with employers to establish direct pathways to employment.

Consortium members will collaborate with the Workforce Development Board and industry partners to design and implement these programs. Key deliverables will include the development of new short-term CTE courses informed by regional labor market data, as well as the creation of work-based learning opportunities, such as internships and apprenticeships.

This expansion aligns with CAEP objectives by increasing educational attainment, enhancing workforce readiness, and supporting economic mobility for adult learners. In the short term, efforts will focus on program launch and student recruitment. Intermediate outcomes will emphasize course completion and job placement, while long-term goals aim at sustainable program growth and expanded career advancement opportunities.

Additionally, the initiative is designed to address barriers faced by adult learners—including financial limitations, lack of work experience, and restricted access to career training—ensuring equitable opportunities for all.

- Launch at least two new short-term CTE programs by June 2026, based on local labor market data and employer input.
- Conduct at least five targeted outreach campaigns (e.g., social media, community events, flyers at partner agencies) by May 2026 to increase awareness of CTE opportunities and boost enrollment.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Literacy (155AE)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Lucia Mar Unified	06/30/2026
Director	San Luis Obispo County CCD	06/30/2026
Teacher	San Luis Coastal Unified	06/30/2026
Director	Templeton Unified	06/30/2026

Objective #2: Improve Integration of Services & Transitions

Transitions to College and Career THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Transitions to college and career for high school graduates will be strengthened by work on a streamlined referral process and partnerships with county partners through monthly meetings. Through more research, intentional coordination, and development of standardized procedures, the consortium will improve integration of services and transitions to better support our students.

- Develop a data tracking system for students who have completed programming and are ready to transition
- Develop on-going systems of communication between the K-12 agencies and the local community colleges and AJCC agency within the consortium.
- Students within the justice system will be on-boarded and supported in their transition to K-12 agencies or Cuesta College depending on specific academic and social and emotional needs. Structure referral ESL & GED strategies within Cuesta itself, building systems of communication, referral and review for transitioning ESL students at the semester breaks for GED preparation, non-credit and credit classes and next steps toward employment opportunities.
- K-12 agencies within the consortium will work to develop systems of communication, referral and for transitioning ESL students at the semester breaks for credit, non credit, GED enrollment either to the local community college (warm hand off) or staying within the local K-12 agency for next steps.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Literacy (155AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Transition: Transitioned to ASE (500AE)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Lucia Mar Unified	06/30/2026
Director	San Luis Obispo County CCD	06/30/2026
Teacher	San Luis Coastal Unified	06/30/2026
Director	Templeton Unified	06/30/2026

Objective #3: Improve Effectiveness of Services

ASE (High School Diploma or Equivalency) Program THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Offering ABE and ASE education is an identified need in the area as 18,000 adults do not have a High School diploma in San Luis Obispo County. Although there were functional gain increases and an increase in those who earned a GED or High School Diploma, enrollments in these programs have either remained static or decreased in recent years. In addition, improving course rigor was a goal in the last three year plan, but consortium members agree that it has not been sufficiently improved across the consortium.

The first step in improving the GED/HSD programs will involve a consortium workgroup that is tasked with research and information gathering. This will include:

- Researching GED/HSD programs at other adult schools and community colleges across the state, focusing on course length, content area, and program structure.
- Surveying current and former students and teachers to gather input on the strengths and weaknesses of the current programs.
- Investigating instructional and student support practices associated with students' success in these programs.
- Creating a consortium-wide tracking system from time of enrollment to passing GED/HSD exams.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Literacy (155AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Transition: Transitioned to ASE (500AE)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Lucia Mar Unified	06/30/2026
Director	San Luis Obispo County CCD	06/30/2026
Teacher	San Luis Coastal Unified	06/30/2026
Director	Templeton Unified	06/30/2026

Fiscal Management

Alignment & Carryover

Alignment with Three-Year Plan *

The fiscal management section outlines our consortia approach to planned allocations and their alignment with the annual and three year plan, while also detailing the integration of carry-over funds. Our strategy ensures that financial resources are allocated efficiently and effectively to support our educational objectives. We prioritize funding for key areas such as program development, instructional materials, professional development, instruction, student services, and administrative support.

To ensure consistency with the annual plan, we will review and adjust our budgetary allocations based on data, emerging needs, and feedback from stakeholders. This dynamic approach allows us to stay responsive to changes and maintain alignment with our strategic objectives. Quarterly financial reviews will be conducted to monitor progress and make necessary adjustments. Working team members will report to the executive team quarterly.

We will continue to monitor and track program expenditures through each district's tracking mechanism to monitor use of funds and ensure accountability. Regular financial reports will be reviewed to assess expenditures and make adjustments as needed. We will provide transparent updates to stakeholders and executive team members to keep them informed about financial management and the impact of allocated resources.

By adhering to these practices, our consortium will effectively manage financial resources, ensuring that they are used in a manner that supports our mission and aligns with the strategic objectives of our annual and three-year plans.

Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities. *

SLOCAEC designed a tool for addressing carryover funds through a corrective action plan. The consortium has worked together to address needs across the county to ensure funds are allocated appropriately to maximize services throughout the county.

Carry-over funds from previous fiscal periods are strategically incorporated into the current plan to enhance program effectiveness and sustainability. These funds are allocated based on identified needs and opportunities for improvement. We prioritize using carry-over funds for initiatives that will advance our long-term goals.

In the 2025-2026 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 carryover we have experienced.

Usage

How does the consortium plan to use allocated funds in the upcoming year?

- ✓ Fund new adult education programs
- ✓ Fund staff salaries
- ✓ Fund teaching salaries
- ✓ Improve student learning
- ✓ Increase marketing and outreach
- ✓ Provide new/additional wraparound services
- ✓ Purchase program materials
- ✓ Strengthen existing activities
- ✓ Support existing adult education programs

Please provide further context on how funds will be used in the upcoming year. (Optional)

Not Entered

Consortium Objectives & Activities Overview

Objectives & Activities

✓ = consortium has included this activity in an Annual Plan from the 2025-28 Three-Year Plan

✗ = consortium has NOT selected this activity in an Annual Plan from the 2025-28 Three-Year Plan

Activity	Origin	Included in Annual Plan
Objective #1: Address Educational Needs		
Expansion of CTE Pathways	THREE-YEAR PLAN 2025-28	✓
Objective #2: Improve Integration of Services & Transitions		
Transitions to College and Career	THREE-YEAR PLAN 2025-28	✓
Objective #3: Improve Effectiveness of Services		
ASE (High School Diploma or Equivalency) Program	THREE-YEAR PLAN 2025-28	✓

Certification

Lucia Mar Unified - Member Representative

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08/14/2025 04:13 PM PDT

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08/12/2025 12:17 PM PDT

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