

**52 San Luis Obispo County Adult Education Consortium (2025-28)** CERTIFIED

## Details

### Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

**Consortium Name:**

52 San Luis Obispo County Adult Education Consortium

**Address:**

Po Box 8106 | San Luis Obispo, CA | 93403

**Website:**

<http://www.slocaec.org>

**Funding Channel 2025-26:**

Direct Funded

**CAEP Funds 2025-26:**

\$1,779,506

**CAEP Funds 2024-25:**

\$1,737,290

**CAEP Funds 2023-24:**

\$1,718,896



## Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Fiscal Contact	Karla Lovelace	<a href="mailto:karla_lovelace@cuesta.edu">karla_lovelace@cuesta.edu</a>	Fiscal Analyst	(805) 592-9441 ext: 9441
Primary Contact	Mia Ruiz	<a href="mailto:mruiz@cuesta.edu">mruiz@cuesta.edu</a>		(805) 591-6270
Primary Contact	Chris Green	<a href="mailto:cgreen@cuesta.edu">cgreen@cuesta.edu</a>	Director of Fiscal Services	(805) 546-3902
Primary Contact	Wes Martin	<a href="mailto:phillip_martin@cuesta.edu">phillip_martin@cuesta.edu</a>	Director, Continuing Education & Special Programs	(805) 592-9503

## Members

Auto-populated

Member Agency	Member Type	Contact	Phone
<a href="#">Lucia Mar Unified</a>	Unified School District	Jennifer Bowen	(805) 474-3222
<a href="#">San Luis Coastal Unified</a>	Unified School District	Leslie O'Connor	(805) 549-1222
<a href="#">San Luis Obispo County CCD</a>	District	Wes Martin	(805) 592-9503
<a href="#">Templeton Unified</a>	Unified School District	Cheryl London	(805) 434-5827

## Executive Summary

### Executive Summary \*

The San Luis Obispo County Adult Education Consortium (SLOCAEC) serves the residents of San Luis Obispo County which includes several cities and rural communities. SLOCAEC members and partners implement equity-minded adult education programs and services, integrating educational and workforce components that provide seamless transitions to assist students in attaining employment and/or civic engagement. The strategic planning process includes assessing the outcomes of the previous 3-Year Plan and evaluating current demographics, labor force data, and the economic climate. Student performance and demographic data were also reviewed to better understand needs and barriers. The San Luis Obispo County Adult Education Consortium plans to:

- Improve access and transition support for HSD/GED/HiSET/ESL students.
- Expand Career Technical Education (CTE) pathways.

- Enhance and expand Adults with Disabilities (AWD) programs at Cuesta College.
- Improve the effectiveness of the HSD/GED/HiSET programming.
- Identify the impact of services provided, identify and address gaps and duplication of services.

Funding will prioritize these programs, student transitions, and support services. Regular evaluations will ensure effective resource allocation, maximizing student success. SLOCAEC remains committed to transparency and accountability in fund utilization.

## Assessment

### Overview and Preparation \*

In order to assess the educational needs, regional alignment, and current levels and types of education and workforce services, the consortium members reviewed current Data Vista student data, the CAEP consortium Fact Sheet, the prior 2022-2025 three-year plan, and the 2023-2024 annual plan. The current CAEP fact sheet indicates that in San Luis Obispo there are:

- 8,373 English Language Learners, which is a 50% increase since 2022.
  - 65% of this population's educational attainment is below a high school diploma, which is a 5% increase since 2022.
- According to Data Vista 2023-2024, SLOCAEC served 2,510 learners, which is an increase of 43% since 2020-2021.
  - 93% of these students had more than 12 hours of instruction.
  - The majority of enrollments come from ESL, followed by ASE, Short Term CTE, and then AWD.
  - The Consortium currently does not offer Child Success programming.

Members then collaborated through meetings analyzing whether the objectives had been met from the previous plans including short-term and long-term outcomes. Activities were also discussed and assessed in terms of their effectiveness. The analysis revealed the following:

- ESL enrollment growth is a strength of our current services.
- Areas to continue working include:
  - Developing academic rigor in high school equivalency and GED programs.
  - Improving student transitions
  - Expanding CTE opportunities.
  - Increasing work and expanding on the Adults with Disabilities (AWD) program.
- Gaps in services identified include:
  - ESL community-based language courses
  - Programs for adults designed to develop skills to help children succeed in elementary and secondary schools.

### What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ K12 School District representatives

### Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

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

#### Data Collection Process - Further Context \*

To further elaborate on our process for collecting data to identify and assess the needs of adults served by the SLOCAEC consortium, we utilized a variety of key sources. DataVista, TOPSPro, and CASAS provided detailed insights into learner demographics, enrollment trends, instructional hours, and program outcomes. These data sources were instrumental in understanding the scale and impact of our educational services, tracking student progress, and identifying areas for improvement.

Cuesta College's Institutional Research complemented the aforementioned data sources by providing additional insights into program enrollment and completion rates. In an effort to gather direct student feedback, Cuesta developed a survey for current and former GED students to assess program effectiveness and identify barriers to completion. However, the response rate was low, making it difficult to collect input from students.

Regular meetings with consortium members, community partners, and local employers provided valuable qualitative insights into community needs and workforce demands. These discussions helped ensure our planning process remained responsive to the realities faced by adult learners in our region.

A key success in our data collection efforts was the identification of a growing need for ESL courses. Cuesta's institutional research data showed a nearly 5% increase in ESL enrollments, reaching 1,266 students, with over 560 certificates awarded, primarily in Levels 2 and 3. However, high demand led to waitlists for several ESL classes, particularly at the North County Campus, underscoring the need to expand course offerings. While survey response rates remain an area for improvement, our use of multiple data sources has provided a solid understanding of student needs, program effectiveness, and areas for growth. These insights serve as the foundation for our three-year plan, ensuring our strategies are informed by data-driven decision-making.

## Regional Alignment and Priorities

### Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. \*

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Paso Robles Joint Unified	Unified School District
Coast Unified	Unified School District
San Miguel Joint Unified	Unified School District

Partner Organization Name	Partner Organization Type
San Luis Obispo County	Workforce Development Board
America's Job Center of California	Community Organization
Eckerd Connects	Community Organization
CA Department of Rehabilitation	Community Organization
Tri-County ROP	Regional Occupation Center/Program (ROC/P)
NCI Affiliates	Community Organization
Community Action Partnership of San Luis Obispo County	Community Organization

**What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?**

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- ✓ Accreditation Institutional Self-Studies (i.e., WASC, COE)

**What are the top priorities in relation to regional alignment?**

- ✓ Identifying emerging industries for development of CTE programming aligned with regional needs
- ✓ Increasing access to and awareness of services
- ✓ Pooling resources to streamline service provision across providers
- ✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

**Alignment with Other Education and Workforce Plans \***

The San Luis Obispo County Adult Education Consortium (SLOCAEC) aligns its adult education and workforce services with regional education and workforce plans to enhance service delivery and meet community needs.

Relevant Education and Workforce Plans and Participating Entities

**1. Workforce Innovation and Opportunity Act (WIOA) Local Plan**

- Participating Entities: San Luis Obispo Workforce Development Board (WDB), San Luis Obispo County Office of Education, Eckerd Connects
- Summary of Services: The WIOA Local Plan focuses on career services, job training, and support for youth and adults to improve employment outcomes. The WDB collaborates with the County Office of Education to administer youth

programs, while Eckerd Connects serves as the America's Job Center of California (AJCC) service provider.

## 2. South Central Coast Regional Consortium (SCCRC) Strong Workforce Program Plan

- Participating Entities: Cuesta College and workforce partners across the South Central Coast region
- Summary of Services: This plan prioritizes data-driven decision-making, expansion of high-quality Career Technical Education (CTE) programs, work-based learning opportunities, and addressing CTE faculty shortages.

## 3. Cuesta College Guided Pathways and Student Equity and Achievement Plan

- Participating Entity: Cuesta College
- Summary of Services: These initiatives support student success through structured educational pathways, strong academic and career transitions, and equitable access to resources for diverse student populations.

### Alignment of CAEP-Supported Services with Regional Plans

SLOCAEC continues to enhance its alignment with regional education and workforce plans by expanding career pathways, improving ESL transitions, refining literacy and high school diploma offerings, and addressing identified gaps.

- **Career Pathways Expansion:** Lucia Mar has established a licensed Cosmetology program whereby students exit with their 1000 hours of Cosmetology School and are ready for the state board testing. LMUSD is also developing Medical Assistant and Phlebotomy pathways. Expanding CTE opportunities across all consortium members, including SLCUSD and TUSD, remains a priority, ensuring students have access to structured, high-quality training aligned with regional workforce needs. Additionally, addressing CTE faculty shortages and increasing work-based learning opportunities will further strengthen career training options.
- **Transitional ESL Classes:** Lucia Mar and San Luis Coastal are working to develop bridge and drop-in ESL classes where students can access ESL introductory lessons on an open enrollment basis with the goal of transitioning them into Cuesta College's semester ESL courses and other offerings. This will create a clear, structured pathway for academic and career advancement.
- **Basic Literacy and High School Diploma Offerings:** The consortium is refining basic ed by creating basic literacy instruction and expanding in-person, direct instruction high school diploma options to improve access and completion rates for adult learners.
- **Transparency and Accessibility:** A key focus is improving program transparency, ensuring students and staff have clear information about available pathways, requirements, and career outcomes. Strengthening data-sharing and collaboration will enhance student tracking, program evaluation, and continuous improvement.

### Identified Gaps in Alignment

Despite these efforts, certain gaps remain:

- **Data-Driven Decision-Making:** While SCCRC emphasizes data-informed strategies, SLOCAEC can further develop data collection and analysis specific to adult learners to tailor programs more effectively. Enhancing access to data across the consortium will also provide insight and future guidance to funding allocation and equity across members and programs provided.
- **CTE Faculty and Program Development:** Addressing CTE needs and expanding industry-aligned training opportunities across all consortium members will support regional workforce needs.
- **Integrated Service Delivery:** Enhancing coordination among consortium members and external partners will ensure that adult learners receive seamless support across educational and workforce services.

By addressing these priorities and strengthening alignment with workforce and education initiatives, SLOCAEC is working to ensure equitable access to quality education and career training opportunities for all adult learners in San Luis Obispo County.

#### **Evaluate the Educational Needs of Adults in the Region \***

Key Data Points Identified by the Consortium:

##### SLOCAEC Consortium Data

- Enrollment in all programs has had a 26% increase between the 2021/22 and 2023/24 academic year. Cuesta College has had the largest increase in enrollment - primarily due to a large increase in ESL classes. (DataVista)
- Consortium has had an 38% increase in the completion of the Educational Functioning Level Gain between 2021/22 - 2023/24
- Immigration Integration Milestone has increased by 23% between 2021/22 and 2023/24. (DataVista)
- Transitions to Postsecondary Coursework has also increased 30% since 2021/22 - 2023/24 academic years. (DataVista)

##### Adult Basic Education (ABE) and Adult Secondary Education (ASE):

- Enrollment in ABE and ASE in SLO County has remained static between the 2022/23 and 2023/24 academic year. (Datavista)
- The number of diplomas, GEDs, and Equivalences improved by 13% between 2022/23 and 2023/24 academic year (Datavista)
- Update marketing to help citizens be aware of programs offered around the county to obtain their high school diploma.
- Adapt presentation formats (online/hybrid/in-person) to meet the needs of students while maintaining rigor in programs.
- 18,000 adults do not have a diploma in SLO County (Statistical Atlas)

##### English as a Second Language (ESL):

- Cuesta College's data indicates an increase of enrollment of adult learners in ESL courses by over 200% between 2021/22 - 2022/23. This increase was maintained during the 2023/24 academic year. (SLOCCCD Program Review Data)
- Cuesta College's North County Campus (NCC) has a waitlist for students and will need to provide more sections beginning in the 2025/26 school year.
- Establish ESL introductory classes on an open enrollment basis which will help to provide a bridge for students who wish to enroll mid year in courses to support their language and academic needs.

##### Short-Term Career Technical Education (CTE) and Workforce Reentry:

- Cuesta College had a spike of enrollment in 2022/23 in Noncredit Short-Term CTE & Vocational Education of 50% higher than 2021/22 and 2023/24 academic years. Through all of the years Cuesta has maintained a success rate of 88%-95%.

- Lucia Mar developed a Cosmetology program that has had 3 cohorts begin since its inception in 2022/2023. (Put in the number of successful completers)
- All K-12 will explore and implement CTE programs during the next 3 years.

#### Adults with Disabilities

- Enrollment for AWD programs at Cuesta College continues to grow from 2021- 2024, going from a low of 139 to high of 482.

#### Implications for Consortium's Prioritization of Adult Education Services:

The data underscores a substantial demand for ABE, ASE, and ESL programs, highlighting the necessity for foundational skill development and language acquisition among adult learners. The significant enrollment in Short-Term CTE and Workforce Reentry programs at Cuesta College reflects a strong community interest in acquiring job-specific skills and support for re-entering the workforce. (NOVA)

In response, SLOCAEC should consider the following strategic actions:

- Resource Allocation: Prioritize funding and resources to expand ABE, ASE, and ESL offerings, ensuring accessibility across the county. (NOVA)
- Program Development: Enhance Short-Term CTE and Workforce Reentry programs to align with local labor market needs, facilitating smoother transitions into employment. (NOVA)
- Support Services: Implement comprehensive support services, including academic counseling, career exploration, and child care services, to address barriers to adult education participation. (SLOCAEC)
- Collaborative Partnerships: Strengthen collaborations with local employers and community organizations to create pathways that integrate education with practical workforce opportunities.

By focusing on these areas, SLOCAEC can effectively address the identified educational needs, fostering an environment where adult learners are equipped with the skills and knowledge necessary for personal and professional advancement. (SLOCAEC)

#### Please identify the categories of needs of your region.

- ✓ Access for underserved populations
- ✓ Access to technology
- ✓ Address broad needs of diverse populations served
- ✓ Alignment of education and workforce needs
- ✓ Basic skills attainment
- ✓ English language needs
- ✓ Improving accessibility of programming
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Lack of transportation
- ✓ Lack of childcare
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Rebuilding programs to pre-pandemic levels
- ✓ Rural geographic needs
- ✓ Short term CTE training

- ✓ Strengthening partnerships

### Needs - Further Context (optional)

The San Luis Obispo Adult Education Consortium serves a diverse population of adults with unique educational, personal, and professional needs.

- A living wage for single adults is \$55,000 with no kids, \$99,000 with one kid, and \$129,000 with two kids. Outside of CTE, there is a significant challenge to providing workforce preparation programming that transitions students to jobs with a living wage.
- There is a need to provide ABE literacy for students interested in receiving language acquisition courses, as there are currently no ABE courses available offered by the Consortium.
- The lack of diversity in CTE courses create limiting opportunities for adult students in SLO county, only providing up to 5 CTE pathways.
- Currently, our AWD courses are only offered in two areas of the county, with South County and rural areas having limited opportunities for their adults with disabilities.

### What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity
- ✓ Labor market issues (e.g., teacher shortages, etc.)
- ✓ Internet access challenges
- ✓ Staff turnover and burnout
- ✓ Diverse regional needs
- ✓ Lack of CTE credentials to expand programming
- ✓ Waiting list for students / not enough program capacity for number of qualified applicants
- ✓ Other

Adult Ed or equivalent teaching credentials

### Challenges - Further Context (optional)

The San Luis Obispo Adult Education Consortium serves a diverse population of adults with unique educational, personal, and regional challenges. Its agricultural hotspot, economic disparity within the county's population, and need of additional vocational education programs, make this small but stretched county a difficult one to serve:

- SLO County is known for its extensive agricultural and service industry opportunities. This creates not only an influx of students interested in language acquisition and receiving a high school diploma, but also causes a certain population of students to miss attending classes due to the extended hours they may work throughout the year.
- The economic disparity amongst the county is visible through the beauty of its tourist hotspots, increased population of retired individuals in the larger cities of the county, while smaller towns receive limited support and opportunities. There is a challenge in being able to provide equitable resources to all areas of the county as the county is stretched and those further away from main learning spaces have accessibility difficulties to attend these spaces.

- Because the living wage is so high in the area, there is a challenge in providing programming for students as their time is limited and can often not attend courses due to holding multiple jobs.

#### Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Disconnected youth
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Residents of underserved rural areas
- ✓ Incarcerated individuals or those who have been previously incarcerated
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Veterans
- ✓ Workers in need of upskilling

#### Contributions by Entities\*

Name	Role	Three-Year Plan Contribution
Wes Martin	Administrator	Participated in planning meetings
Jose Real Galaviz	Classified staff	Participated in planning meetings
Amy Kayser	Community college faculty	Participated in planning meetings
Jennifer Bowen	Principal	Participated in planning meetings
Leslie O'Connor	Teacher employed by local educational agencies	Participated in planning meetings
Cheryl London	Adult Ed Program Director	Participated in planning meetings

## Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Lucia Mar Unified	Member Representative	48	164	1	0	0	14	0	49	0	
*San Luis Coastal Unified	Member Representative	0	73	0	0	0	47	0	41	0	
*San Luis Obispo County CCD	Member Representative	99	475	772	0	0	1,266	0	425	0	
*Templeton Unified	Member Representative	20	41	0	0	0	0	0	0	0	
<b>Total Participants</b>		<b>167</b>	<b>753</b>	<b>773</b>	<b>0</b>	<b>0</b>	<b>1327</b>	<b>0</b>	<b>515</b>	<b>0</b>	

\* Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry
San Luis Obispo County Library	Community Organization	✓	✗	✗	✗	✗	✓	✗	✗	✗
PathPoint	Community Organization	✗	✗	✓	✗	✗	✗	✗	✗	✗
Achievement House	Community Organization	✗	✗	✓	✗	✗	✗	✗	✗	✗
Options	Community Organization	✗	✗	✓	✗	✗	✗	✗	✗	✗
Eckerd Connects	Community Organization	✓	✓	✗	✗	✗	✗	✗	✗	✗
San Luis Obispo County Jail	Other	✗	✓	✗	✗	✗	✗	✗	✗	✓

What industries do you currently serve/plan to serve in the future?

✓ Agriculture

- ✓ Construction
- ✓ Education
- ✓ Healthcare
- ✓ Hospitality/Food services
- ✓ Manufacturing
- ✓ Retail

**Industries Served - Further Context (optional)**

What are the industries served within the consortium? What does the job survey state?SLOCAEC identifies growing needs within the Construction, Health Care, Hospitality and Tourism, Retail, Technology and Transportation industries within SLO County.

- Lucia Mar has launched a Cosmetology Program and is in the process of developing and offering a Medical Assistant, Phlebotomy and EKG program beginning in the Summer or Fall of 2025
- Cuesta has added their Commercial Driving License (CDL) CTE program to support the transportation industry needs in SLO County. Non credit certificates in Auto Body, Welding and Hospitality.
- Cuesta is starting to offer Vocational ESL classes to language learners working in local hotels.
- San Luis Coastal offers Culinary Preparation program to support students in their attainment of a Food Handlers Certification. SLCUSD is also starting to in partnership with SLO County Jail to offer Food Handlers Certification.

**Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \***

SLOCAEC serves the residents of San Luis Obispo County, which includes small cities and rural communities. Semester long ESL integrated skills classes from literacy to advanced are offered in the North County, main San Luis Obispo Campus, the South County center, three community sites, and online. The courses are scheduled for either 108 or 90 hours per semester. The lower ESL levels integrate life, work, and community building skills and the higher levels are more academic in nature. All levels integrate study skills, EL Civics, and educational technology. Additionally, 54 hour conversation courses and 54 hour grammar courses are offered. The highest level ESL classes and related certificates are relatively new, and there is a need to develop pathways for students to transition to credit coursework, no credit certificates, or the workforce. Citizenship classes are only offered in South County. In terms of ASE and ABE, semester-long GED preparation courses in both English and Spanish are offered online and in the North County and main San Luis Obispo Campus for 54 hours, while High School Diploma is offered in Templeton to serve the needs of north county residents. Templeton offers 21 hours of instruction.

**Metrics: CAEP Barriers & Metrics**

✓ **Student Barriers**

**Adult Ed Metrics**

- English Language Learner (149AE)
- Low Literacy (155AE)

✗ **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

**Adult Ed Metrics**

- Transitioned to ASE (500AE)
- Transitioned to CTE (636AE)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

**Adult Ed Metrics**

- Diploma, GED or High School Equivalency (633AE)

× **Employment & Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

## Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

**Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below**

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	2,506	2,510		2,585	2,662	2,741
Student Barriers	English Language Learner (149AE)	1,105	1,228		1,264	1,301	1,340
Student Barriers	Low Literacy (155AE)	1,902	1,878		1,934	1,992	2,051

### Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

**Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below**

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

**Lucia Mar Unified (Reported by Lucia Mar Unified School District (LMUSD))**

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	237	234		241	248	255
Success	Diploma, GED or High School Equivalency (633AE)	23	28		36	41	47
Transition	Transitioned to ASE (500AE)				13	15	17
Transition	Transitioned to CTE (636AE)				1	3	5

\* Mandatory for all members

**San Luis Coastal Unified (Reported by San Luis Coastal Unified School District (SLCUSD))**

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	113	107		110	113	116
Success	Diploma, GED or High School Equivalency (633AE)	19	24		30	36	42
Transition	Transitioned to ASE (500AE)				42	44	46
Transition	Transitioned to CTE (636AE)				2	4	6

\* Mandatory for all members

**San Luis Obispo County CCD (Reported by San Luis Obispo)**

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	2,024	2,003		2,063	2,125	2,189
Success	Diploma, GED or High School Equivalency (633AE)	25	36		42	50	58
Transition	Transitioned to ASE (500AE)	84			231	238	245
Transition	Transitioned to CTE (636AE)	129			133	137	141

\* Mandatory for all members

**Templeton Unified (Reported by Templeton Unified School District)**

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	39	42		44	46	48
Success	Diploma, GED or High School Equivalency (633AE)	24	21		24	27	30
Transition	Transitioned to ASE (500AE)				5	8	10
Transition	Transitioned to CTE (636AE)				2	4	6

\* Mandatory for all members

## Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Lucia Mar Unified	100%	100%	56%	80%	82%	85%
San Luis Coastal Unified	100%	100%	100%	80%	82%	85%
San Luis Obispo County CCD	100%	100%	68%	80%	82%	85%
Templeton Unified	100%	100%	47%	80%	82%	85%

## Objectives

### Objective #1: Address Educational Needs

#### Strategies \*

To meet the needs of the growing English Language learner population in SLO, Cuesta will continue to provide ESL programming throughout the county. In order to keep up with demand, hiring more instructors is necessary. To serve students in rural areas, Cuesta will continue to collaborate with K-12 districts to utilize their facilities, integrate outreach, and transition students to certificate coursework and better employment opportunities. Because the ESL program at Cuesta has been so impacted, there is a need to provide ESL programming to learners at community sites when they are unable to register at Cuesta or when an instructor is not available for the community class. The consortium members will collaborate to develop this programming to ensure that it is aligned with the ESL program offered at Cuesta yet not a duplication of services. K-12 partners may also consider developing a Child Success curriculum to address the unmet need in our region.

The consortia will continue with the HSE workgroup to improve curriculum and quality of instruction. The goal is to increase course rigor and develop exit assessments to identify student progress and transition readiness. At Cuesta, the goal will be to expand offerings in person and improve the consistency of instruction. ABE is an identified gap in services. As the sole provider of Adults with Disabilities programming, Cuesta College will continue to collaborate with community partners to offer more in-person classes, expanding course offerings to community partnering facilities, and increasing on campus day programs.

In terms of meeting the CTE needs in the county, Cuesta is collaborating with local industries and the Workforce Development Board to offer Commercial Truck Driving Program, and Ranch Education has recently been launched. Digital Literacy course offerings in partnership with the Workforce Development Board will be offered throughout various K-12 agencies within the consortium. LMUSD will continue with its Cosmetology Program which launched last year, and is in the process of developing Medical Assisting and Phlebotomy pathways with a potential partnership with CalRegional. SLCUSD will continue to offer its Culinary course to students providing them the opportunity to get their food handlers/safe serv certification process for possible entry level positions in the culinary industry. In addition, SLCUSD is working with the SLO County Jail program on integrating personal finance and food handlers certification to the incarcerated adults.

## Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

### 1. Utilizing Data

- ✓ Quarterly reviews of student data

### 2. Providing Professional Development

- ✓ Attendance for education providers at workshops, webinars, and conferences
- ✓ Training in technology and student tracking

### 3. Identifying Best Practices

- ✓ Alignment of practices and procedures across the consortium
- ✓ Creating SMART goals

### 4. Offering Flexible Courses and Services

- ✓ Hybrid and hybrid delivery to meet students where they are
- ✓ Virtual and in-person tutoring and support centers

### ✓ Other

Outreach to students by going to their location (e.g., workplace)

### Additional Context (optional)

To improve both the integration of services and transitions to post-secondary education and the workforce, consortium members will implement a variety of coordinated strategies.

- Data will be used to monitor students who have completed programming and are ready to transition.
- Members will develop ongoing systems of communication between K-12 agencies, Cuesta College, and AJCC partners.
- The consortium will collaborate to identify and align best practices across programs, including the development of student educational plans and individualized support through Academic Success Coaches (ASCs).
  - These coaches will serve as liaisons across adult education programs, postsecondary institutions, and workforce services.
  - ASCs will also help students identify resources, set goals, and navigate their transitions.
  - They will meet with consortium members each semester during monthly management meetings to review data, share updates, celebrate successes, identify areas of need, and plan next steps.

Within Cuesta, structured referral systems will guide ESL students at semester breaks toward GED preparation, noncredit and credit classes, and employment opportunities.

Similarly, K-12 agencies will build communication and referral systems to help ESL students transition either into local college programs—through a warm handoff—or remain within K-12 for their next steps.

- A celebration event will be held in partnership with Cuesta to welcome and support ESL students beginning their college journey.

K-12 agencies and Cuesta will also coordinate with AJCC to place and support students entering the workforce.

Finally, students in the justice system will receive onboarding and transition support based on their academic, social, and emotional needs, with placement into either K-12 programs or Cuesta College, as appropriate.

## Objective #3: Improve Effectiveness of Services

**Select the programmatic strategies that your consortium is using to improve effectiveness of services:**

- ✓ Develop or Improve Pathways/Maps for Students
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Close Gaps in Services
- ✓ Develop or Improve Wraparound Services for Students and Families
- ✓ Develop or Improve Dual Enrollment or Onramp to Community College
- ✓ Utilize Guest Speakers
- ✓ Develop or Improve GED Programs
- ✓ Develop or Improve Basic Skills Education Programs
- ✓ Work with Students in the Justice System

Not Entered

**Select the operational strategies that your consortium is using to improve effectiveness of services:**

- ✓ Better Use of Data and Analytics to Evaluate Services
- ✓ Enhance Marketing and Messaging Efforts
- ✓ Enhance Student Completion
- ✓ Enhance Student Recruiting
- ✓ Enhance Student Retention
- ✓ Conduct Exit Surveys

Not Entered

**Additional Context (optional)**

By developing and committing to monthly consortium management team meetings, we feel that we will build alignment within members to best support student needs.

**Activities & Outcomes****Objective #1: Address Educational Needs****Activity Name \***

Expansion of CTE Pathways

**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.

**Outcomes**

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

**Short-Term Outcomes (12 Months) \***

- 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.

**Intermediate Outcomes (1-3 Years) \***

- Increase overall CTE program enrollment by at least 10% over baseline (2023–24 levels) by June 2028 through expanded offerings and outreach.
- Establish work-based learning opportunities with three to five local employers to offer externships, apprenticeships, or job shadowing experiences by the end of Year 3 (June 2028).

**Long-Term Outcomes (3-5 Years) \***

- Strengthen and formalize partnerships with three to five industry leaders or employer groups by 2030 to ensure CTE programs remain responsive to evolving workforce needs and regional priorities.
- Implement a long-term graduate tracking system by 2027 to monitor employment status, job retention, and career advancement of CTE program completers, with annual outcome reports starting in 2028.

**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	06/30/2028
Director	San Luis Obispo County CCD	06/30/2028
Teacher	San Luis Coastal Unified	06/30/2028
Director	Templeton Unified	06/30/2028

**Objective #2: Improve Integration of Services & Transitions**

**Activity Name \***

Transitions to College and Career

**Brief Description of Activity and Significance of Activity to Outcome \***

Transitions to college and career for high school graduates will be strengthened by a streamlined referral process and partnerships with county partners through monthly meetings. Each student will have a path to follow based on their desired educational and career goals. The consortium goal is to have partners at each junction to seamlessly transfer students as they progress from one program to the next one in their individual journey. This begins with the initial orientation where the student is not only introduced to the program they are entering but looking forward to their next step. As students finish one program they will be guided to the next step. After transfer, there will be reporting done quarterly or semi annually to allow both sides to view successes and failures in their collaboration. Additional refinement of the process will occur at those meetings and reporting periods. This will require coordination, standardized procedures, and follow-up reports. This will allow our consortium to quantify how our transition of students is functioning in relation to our goals of having more transitions as well as having more of our students achieving and increase in education, employment and wages.

**Outcomes**

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

**Short-Term Outcomes (12 Months) \***

- Data will be used to monitor 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.

**Intermediate Outcomes (1-3 Years) \***

- Implement a consortium-wide referral system, aligning practices across all agencies by June 2026
- Utilize Academic Success Coaches (ASCs) to support planning and transitions for at least 25 graduated students from K-12 agencies by June 2026

- Host at least one ESL onboarding celebration with Cuesta, aiming for 5% participation growth year-over-year by June 2027
- Establish and solidify partnership with AJCC to place transitioning students into workforce opportunities by June 2027
- Launch a tracking system to monitor at least 90% of student transitions and outcomes across programs by June 2028
- Create ESL to Cuesta transition systems at from K-12 agencies, increased by 3–5% annually by June 2028
- Utilize Academic Success Coaches (ASCs) to support planning and transitions for at least 50 graduated students from K-12 agencies by June 2028

**Long-Term Outcomes (3-5 Years) \***

- Evaluate data and make adjustments to the established systems of practice to improve effectiveness of the system and support for the next 3-year plan.

**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	06/30/2028
Director	San Luis Obispo County CCD	06/30/2028
Teacher	San Luis Coastal Unified	06/30/2028
Director	Templeton Unified	06/30/2028

**Objective #3: Improve Effectiveness of Services**

**Activity Name \***

ASE (High School Diploma or Equivalency) Program

**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. Ultimately, members plan to improve their programs so that the course outcomes align with HS

Diploma or GED attainment. In addition, the effectiveness of instruction and wrap-around services can be improved in order to accelerate learning and reduce the amount of time it takes to achieve the Diploma or pass the GED tests.

### **Outcomes**

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

#### **Short-Term Outcomes (12 Months) \***

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 by June 2026.
- Surveying current and former students and teachers to gather input on the strengths and weaknesses of the current programs by June 2026.
- Investigating instructional and student support practices associated with students' success in these programs by June 2026.
- Creating a consortium-wide tracking system from time of enrollment to passing GED/HSD exams by June 2026.

#### **Intermediate Outcomes (1-3 Years) \***

During this phase, strategies identified after the first year should be implemented at each level.

- One identified improvement will be made to each of the following areas and monitored during this time period: scheduling, course content/design, instruction, and student support service by June 2027.
- The consortium-wide tracking system for duration of time from enrollment to passing GED/HSD exams will be implemented by June 2027.

#### **Long-Term Outcomes (3-5 Years) \***

The identified improvements in each of the following areas will be evaluated: scheduling, course content/design, instruction, and student support service.

- Data will be compared to see if improvements were made in student retention and completion by June 2028.
- The consortium-wide tracking system for duration of time from enrollment to passing GED/HSD exams will be evaluated by June 2028.

The results of these evaluations will inform the next three-year plan.

### **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	06/30/2028
Director	San Luis Obispo County CCD	06/30/2028
Teacher	San Luis Coastal Unified	06/30/2028
Director	Templeton Unified	06/30/2028

## Funds Evaluation

### Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Lucia Mar Unified</a>	\$912,805	Certified
<a href="#">San Luis Coastal Unified</a>	\$1,014,098	Certified
<a href="#">San Luis Obispo County CCD</a>	\$1,750,927	Certified
<a href="#">Templeton Unified</a>	\$134,835	Certified
<b>Totals</b>	<b>\$3,812,665</b>	<b>4/4 Certified</b>

**Funds Evaluation \***

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 will 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 be 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 community college Student Equity and Achievement Plan (SEA), Strong Workforce, Workforce Innovation and 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.

## Certification

**Lucia Mar Unified - Member Representative**

**Jennifer Bowen**  
Principal of Adult Education  
[jennifer.bowen@lmusd.org](mailto:jennifer.bowen@lmusd.org)  
(805) 474-3222

Approved by Jennifer Bowen

05/01/2025 12:10 PM PDT

**San Luis Coastal Unified - Member Representative**

**Leslie O'Connor**  
Lead Teacher of Adult Education  
[loconnor@slcusd.org](mailto:loconnor@slcusd.org)  
(805) 549-1222

Approved by Leslie O'Connor

06/25/2025 11:36 AM PDT

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

**Wes Martin**  
Director, Continuing Education & Special Programs  
[phillip\\_martin@cuesta.edu](mailto:phillip_martin@cuesta.edu)  
(805) 592-9503

Approved by Wes Martin

05/02/2025 06:23 PM PDT

**Templeton Unified - Member Representative**

**Cheryl London**  
[clondon@templetonusd.org](mailto:clondon@templetonusd.org)  
(805) 434-5827

Approved by Cheryl London

05/01/2025 02:33 PM PDT



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