

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 23, 2018, 12:30 AM UTC Action Taskman

49 San Francisco Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

Our vision for adult education in San Francisco: The Consortium prioritizes strategies to improve access to and success in high-quality instruction and support services for adult education students; foster seamless student transitions between SFUSD and CCSF and between school and work; and build adult education provider capacity through professional development. These goals were originally identified in our original three-year plan, and have been continually reaffirmed by our members and stakeholders in following years. Key accomplishments in 2017-18: 1. Provided SFUSD students ages 18+ with expanded college transition counseling, “on-ramp” college and career readiness courses, and access to CCSF through dual enrollment courses at the college and credit recovery classes 2. In collaboration with CBO partners, expanded community outreach for noncredit classes and programs to build enrollments and provide enhanced services for vulnerable populations 3. Increased the offerings of contextualized basic skills instruction through the expansion of the Supported Instruction co-teaching model 4. Developed and implemented a digital and print marketing campaign for CCSF’s adult education programs 5. Presented at four state-wide conferences about AEBG-funded projects 6. Completed curriculum development for new DSPS classes & workshops on Career Exploration, Financial Literacy, and Computer Literacy Goals for upcoming year: 1. Develop and implement Phase 2 of adult education marketing and outreach plan 2. Improve alignment with community partners to strengthen referral networks and leverage existing support services 3. Streamline matriculation processes for noncredit students 4. Expand collaboration with Student Development and Counseling to increase career and education planning services and promote improved job placement, wages, and self-sufficiency of adult education students 5. Work with CCSF’s new Office of High School Programs to deepen partnership programs and smooth transitions for English language learners, students with disabilities, and those with low basic skills 6. Explore provision of childcare & transportation assistance for noncredit students 7. Continue to evaluate Supported Instruction initiative; use data to inform further refinement and expansion of the program 8. Support technology upgrades for adult education facilities and classrooms

Regional Planning Overview

The development of the Consortium’s new three-year plan will involve extensive input from faculty, teachers, administrators, classified staff, students, and community partners, including: • Internal CCSF meetings between the AEBG team and the ESL, Transitional Studies, DSPS, Student Development, and CTE departments. • SFUSD team planning meetings with representatives of Special Education, Newcomer programs, Counseling, Alternative Education, Dual Enrollment, College and Career Readiness, and data management. • Regular CCSF-SFUSD planning meetings and collaborative work sessions to design and refine instructional programs and related projects. • Multiple public convenings to gather input from current and potential adult education students. • Group and individual meetings with community partners to solicit input on adult education priorities and collaborative opportunities. • Meetings with employer partners to hear input on the basic skills levels required of the workforce and the potential to restructure noncredit course offerings. In addition, we will align and coordinate our three-year plan with the WIOA Title I Regional Plan, the Strong Workforce Program Regional Plan, the K-12 Local Control and Accountability Plan, and CCSF’s plans for Institutional Effectiveness, Equity, SSSP, Basic Skills, and other categorical programs.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Significant number of San Francisco residents who speak English “less than well.”

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

According to the AEBG-prepared fact sheet, our region has 103,000 residents with limited English.

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

We anticipate at least an 8% increase in enrollments in our ESL classes in 2018-19. Student progress is measured through grades, SP signifier, and SLO reporting, as well as longer-term tracking of student outcomes into credit classes and/or employment.

Regional Need #2**Gaps in Service / Regional Needs**

Significant number of San Francisco residents with low basic skills and/or who lack a HS Diploma.

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

According to the AEBG-prepared fact sheet, our region has 134,000 residents with low basic skills and/or who lack a HS Diploma.

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

We anticipate an increase of at least 8% in enrollments in CCSF's Transitional Studies (TRST) classes in 2018-19. Student progress is measured through grades and SLO reporting, as well as longer-term tracking of student outcomes into credit classes and/or employment. We will also measure our success through increases in the number of students who successfully transition from SFUSD to CCSF.

Gaps In Service**New Strategies****Strategy #1**

Develop and implement Phase 2 of adult education marketing and outreach plan, with the goal of increasing applications to and enrollments in CCSF ESL, Transitional Studies, and non-credit Career and Technical education programs.

Strategy #2

Assist with development of programs that are attractive and attainable for students who have completed their initial education goals and could improve their employment prospects through additional training.

Seamless Transitions**New Strategies****Strategy #1**

Streamline matriculation processes for noncredit students at CCSF.

Strategy #2

Improve strategic alignment with community partners to strengthen referral networks and leverage existing support services.

Strategy #3

Work with CCSF's new Office of High School Programs, as well as counselors, teachers, and administrators, to deepen partnership programs and smooth transitions for English language learners, students with disabilities, and those with low basic skills.

Strategy #4

Expand collaboration with Student Development and Counseling to increase career and education planning services, and with the college's Career Services department to promote improved job placement, wages, and self-sufficiency of adult education students.

Student Acceleration**New Strategies****Strategy #1**

Continue to evaluate the progress of Supported Instruction courses and use data to inform further refinement and expansion of the program.

Strategy #2

Support technology upgrades for adult education facilities and classrooms.

Strategy #3

Expand intrusive counseling and Early Alert systems into all noncredit classes.

Professional Development**New Strategies****Strategy #1**

Continue to provide Professional Development for CCSF and SFUSD faculty & staff who serve AEBG-eligible students, in order to ensure that participants are familiar with the strengths and challenges endemic to target populations.

Strategy #2

Continue to offer Professional Development and Community of Practice meetings to faculty participating in the Supported Instruction initiative and other members of the community.

Strategy #3

Collaborate with the San Francisco Office of Economic and Workforce Development to develop and offer professional development to staff of community-based organizations on topics relevant to adult education.

Strategy #4

Collaborate with other consortia in the region to develop and offer professional development to adult education faculty, staff, and administrators.

Leveraging Resources**New Strategies****Strategy #1**

Explore provision of support services (childcare, transportation, case management) for noncredit students.

Strategy #2

Work closely with the San Francisco Office of Workforce and Economic Development to align and integrate noncredit programs and services with SF and regional workforce system.

Fiscal Management

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

The San Francisco Adult Education Consortium prioritizes strategies to improve access to and success in high-quality instruction and support services for adult education students; foster seamless student transitions between SFUSD and CCSF and between school and work; and build adult education provider capacity through professional development. These goals were originally identified in our original three-year plan, and have been continually reaffirmed by our members and stakeholders in following years. As in past years, the majority of our AEBG expenditures in 2018-19 will be on personnel costs relating to instruction, student support services, data and research, professional development and (to a lesser extent) grant administration. This allocation plan has been consistent throughout our work on AEBG.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

As of March 31, 2018, we had spent down the entirety of our 2016-17 AEBG funding, and have made significant progress in spending our 2017-18 funds. Following the principle of “first-in, first-out,” we plan to use these remaining funds for our 2018-19 activities as long as necessary before tapping into 2018-19 funds. Our workplans support this approach by emphasizing continuity of program development and expansion.

Certification**San Francisco CCD, Member Representative**

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Approved

2018-08-23

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2018-08-13



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