

CONSORTIUM ANNUAL PLAN

FY 2019-2020



San Francisco Adult Education Consortium

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Executive Summary

Adult Education in San Francisco takes place in a different context than it does in other regions across California. San Francisco's Adult Education is delivered by the community college district, where ongoing funding is derived from apportionment. There has been no Regional Occupational Program (ROP) since 2006, there are no Adult Schools, and a single K12 district serves the region. High school diploma-granting charter schools operated by Five Keys have served adults in and out of custody in the San Francisco County Jails since 2003. The goals of the Consortium, then, have been to expand access to and heighten the impact of Adult Education delivered by City College of San Francisco (CCSF); to improve transitions from the community and from San Francisco Unified School District (SFUSD) to CCSF for students in AEP priority populations; and to deepen relationships between CCSF and community partners in order to achieve this impact.

Vision: The San Francisco region's shared vision for Adult Education is *that San Francisco residents may be aware of and able to access the breadth of CCSF noncredit programs, and that all noncredit students receive high-quality instruction and student supports that accelerate their progress toward educational and career goals.* The San Francisco Adult Education Consortium ("the Consortium"), led by CCSF and SFUSD in collaboration with multiple public sector and community-based stakeholders, seeks to improve the educational and career outcomes of Adult Education students. The Consortium maintains a deep commitment to ensuring equitable access, progress, and outcomes for all Adult Education students and to student-centered inquiry, reflection, and design. The Consortium prioritizes strategies that improve educational access and success for Adult Education students; foster seamless student transitions into CCSF and between school and work; and build Adult Education provider capacity through professional development and data alignment.

Accomplishments: The Consortium achieved outcomes in each of these areas as follows:

1. Connection and Entry
 - a. In collaboration with CBO partners, expanded community outreach for noncredit classes and programs to build enrollments and provide enhanced services for adults in need of Adult Education across the broad range of AEP program areas and age groups.
 - b. Developed and implemented digital and print marketing campaigns for CCSF's Adult Education programs.
 - c. Provided SFUSD students ages 18+ with expanded college transition counseling, "on-ramp" college and career readiness courses, and access to CCSF through dual enrollment and credit recovery classes.
 - d. Created CCSF welcome packets and pathways maps to inform recruitment and counseling of noncredit students.
2. Student Progress
 - a. Increased the offerings of contextualized basic skills instruction through the expansion of the SF-IBEST co-teaching model.
 - b. Completed curriculum development for new classes and workshops for adults with disabilities on Career Exploration, Financial Literacy, and Computer Literacy.
 - c. Upgraded outdated classrooms with smart technology for English as a Second Language (ESL) and noncredit Career Technical Education (CTE) courses.
 - d. Provided CCSF noncredit students with peer lab aids, tutoring, and academic and retention counseling.
 - e. Initiated Joint Professional Development between counselors at CCSF and SFUSD who serve Adult Education populations.

3. Transition to Post-Secondary Education and Employment
 - a. Facilitated collaboration between SFUSD’s Special Education Services and CCSF’s Disabled Students Programs and Services (DSPS) departments to streamline pathways from high school to college for students with disabilities.
 - b. Strengthened structures for strategic use of data on student transitions.

Goals: The Consortium has identified high-level **goals and strategies** for implementation that are aligned with the AEP Student Progress Framework, the CCSF Education Master Plan, and other regional plans. These goals and strategies were informed by the previous AEP Three-Year Plan, the capacities of the members, and evaluation of what has been successful in the past:

AEP Goals	Strategies
1. Improve Adult Education students’ points of <i>connection and entry</i> to CCSF, from SFUSD and from the broader community.	<ul style="list-style-type: none"> · General Marketing and Outreach · SFUSD-CCSF Adult Education Entry · Community-CCSF Adult Education Entry
2. Facilitate Adult Education <i>student progress</i> toward education and career goals by improving instructional and student support service offerings.	<ul style="list-style-type: none"> · Adult Education Instruction · Adult Education Student Supports
3. Increase the number of Adult Education students who <i>transition to post-secondary education and employment</i> .	<ul style="list-style-type: none"> · Transition to Post-Secondary Education · Transition to Employment

REGIONAL PLANNING OVERVIEW

The Consortium’s 2019-20 plan will include continuation of previous successful efforts, and piloting new strategies that surfaced during the planning process for the 2019-2022 plan.

Continuation of successful efforts: Both CCSF and SFUSD will continue working on projects and strategies that have been successful in previous years. This includes building on-ramps for SFUSD students to transition to CCSF, embedding language and basic skills instructors in CCSF CTE classes, providing professional development opportunities to those who serve adult education students, bringing technology upgrades to adult education classes, and increasing CCSF’s capacity to collect and use data to improve adult education in the region.

Piloting new strategies: From among the AEP goals and strategies that are described in the Logic Model and section 2.4 of the Consortium’s 2019-2022 Three Year Plan, the Adult Education Workgroup selected several priority activities that will involve prototyping, learning, and refining of program models over the coming three years. These pilot projects were selected because they met several criteria:

1. There has been groundwork laid in terms of existing concepts, plans, and efforts.
2. In several cases, an application has already been submitted for AEP funding through the coordinated Fan5 funding mechanism.
3. The project idea came up in Adult Education Planning Summit small group discussions.
4. The project came up in Adult Education Workgroup discussions as a priority.

5. The new strategy lends itself to a rapid prototyping approach, including listening to users, prototyping an initial concept, soliciting feedback, and improving on the concept in subsequent iterations.
6. There is administrative leadership to champion the project and oversee implementation and evaluation.
7. Project implementation and scaling are anticipated to contribute measurably to the Consortium’s Progress Indicators and to CCSF’s Student Success Metrics.
8. There is interest and capacity to incorporate measurement and evaluation in project activities through formative and summative data collection.

In the 2019-2020 program year, the Consortium will initiate work on the five pilot projects identified in the 2019-2022 plan:

1. A large-scale Noncredit outreach event, based on the successful model of FRISCO Day (CCSF, SFUSD, community partners).
2. Transition to online noncredit application, registration, and attendance tracking systems (CCSF).
3. Development of noncredit apprenticeship exam preparation “boot camps,” modeled after the successful Math Jam (CCSF, OEWD, community partners).
4. Supporting clear pathways for adult education students by collaborating with the CCSF RISE (Reimagining the Student Experience) guided pathways team (CCSF).
5. Support transition to credit through the design and delivery of noncredit bridge courses that prepare students for success in transfer-level English and Math courses at the college and increase integrated student support and counseling to increase rates of college transition and success (CCSF, SFUSD).

MEETING REGIONAL NEEDS

Gaps in service/regional need:

Comparison of Evidence of Student Demand and Program Supply (2017-2018)

Evidence of Student Demand	Evidence of Program Supply (AEP Unduplicated Student Headcount)
82,000 adults in SF have no high school diploma or equivalency	2,931 students in ABE/ASE programs
170,000 adults speak English “less than very well”	13,037 students in ESL programs
Nearly 91,000 adult San Franciscans have a documented disability	959 students in DSPS programs
22,000 adults in SF are unemployed	3,396 students in short-term CTE and pre-apprenticeship programs

This analysis of the alignment between need for Adult Education in San Francisco and the level of the Consortium’s programming suggests the need to re-visit outreach, matriculation, and the leveraging and braiding of funding streams to expand student access and enrollment in Adult Education. It highlights the importance of accessibility for potential students who may be disconnected from education and employment and need additional support to

attain their goals. It also suggests a need to deepen understanding of the potential student population and of the Adult Education student experience, so that programs and services may be tailored to best address Adult Education students' goals and the potential barriers they face.

High-level priorities identified through the planning process include:

1. Raise the profile of noncredit and CTE programs in the eyes of students, faculty, administrators, parents, and community through strategic marketing and communications;
2. Expand student counseling, navigation, and support services, especially serving high-need Adult Education students, and providing accessible points of contact;
3. Provide wraparound supports, such as childcare, transportation, mental health counseling, and other services available through partnerships and referral to community-based providers and resources;
4. Continue to build upon pilots implemented during the first three years of AEBG/AEP, including TRST credit recovery, "on-ramps" and bridges to CCSF, and SF-IBEST in CTE classes;
5. Improve use of technology, including online and mobile access and student support;
6. Provide on-going cross-training and other professional development for teachers, counselors, and staff on baseline and innovative services.

Resources used to identify these gaps:

Gaps in service and regional needs were identified through extensive data analysis. Sources included:

1. demographic data of the Consortium's current Adult Education students from CCSF, SFUSD, and community partners;
2. demographic data of the San Francisco community from the US Census and the WIOA Regional plan;
3. regional labor market data; and
4. consideration of the alignment between the needs for Adult Education in the region and the level and types of services offered by the Consortium.

The data analysis was complemented and reinforced through a collaborative planning process undertaken by the Consortium to develop the AEP Three-Year Plan. This process of broad engagement surfaced concerns about unmet need for Adult Education in the region. The planning work group, as well as participants in the Planning Summit, considered ways to improve the efficacy and quality of Adult Education offerings in response to this need.

Measuring effectiveness and progress:

For the 2019-2020 program year, the Consortium has selected indicators of progress that reflect the priorities of Consortium members and will guide activities to address needs related to each of the three goals. These indicators define desired increases over the 2017-2018 baseline and include:

1. Student Connection and Entry: CCSF noncredit enrollments, which have decreased annually for the past ten years, will stabilize or grow.
2. Student Progress: CCSF noncredit student successful course completion and persistence to subsequent semester will increase by 3-5%.

3. Student Transition: CCSF noncredit students who transition to credit-bearing instruction or employment will increase by 3-5%.
4. Professional Development: 25% of all full time CCSF faculty serving adult education students will complete at least one Student Equity professional development training.

2019-20 STRATEGIES: Gaps in Service

Strategy #1: General marketing and outreach:

In order to improve Adult Education students' points of connection and entry to CCSF from the broader community, we need to deepen and substantiate connections between CCSF's Outreach department and noncredit programs through dedicated staffing and collaborative activities to improve visibility and access.

Specific planned activities include:

1. CCSF's dedicated noncredit outreach specialist will conduct broad community outreach and maintain a presence at events to publicize adult education offerings;
2. Develop a noncredit media campaign and implement website improvements (CCSF);
3. Host quarterly CCSF 101 workshops for community service providers (CCSF);
4. Host noncredit welcome events, including development of a noncredit FRISCO Day (CCSF); and
5. Convene an Annual Adult Education Summit for community partners and stakeholders (CCSF).

Strategy #2: Improve transitions from SFUSD to CCSF:

In order to improve Adult Education students' points of connection and entry to CCSF from SFUSD, we need to improve coordination between SFUSD and CCSF—building upon a long history of collaboration through Bridge to Success, California Career Pathways Trust, AEBG, and the newly proposed K-12 SWP—to deliberately improve student awareness of and enrollment in noncredit courses; and facilitate access to CCSF noncredit programs through bridge programs and an online application.

Specific planned activities include:

1. Develop new on-ramp programs into CCSF noncredit programs (SFUSD);
2. Co-design improved SFUSD-CCSF transition counseling for summer credit recovery students (SFUSD & CCSF); and
3. Deliver Transitional Studies (TRST) courses to SFUSD students in need of summer credit recovery (CCSF).

Strategy #3: Utilize technology to improve noncredit enrollment, registration, and attendance tracking systems.

In order to allow prospective noncredit students to enroll and register online, CCSF will migrate NC enrollment and registration to an online and automated system. Additionally, CCSF is piloting online attendance tracking for noncredit classes. The technology will need to align with broader college infrastructure, processes, and policies. Faculty and staff will receive training on the new systems.

2019-20 STRATEGIES: Seamless Transitions

Improve resources to assist students' transition from noncredit to credit or to work

In order to increase the number of adult education students transitioning out of noncredit courses into credit (post-secondary) education, or to work, we need to improve the resources available to them.

Specific planned activities include:

1. In collaboration with CCSF's guided pathways team, locally called the RiSE (Reimagining the Student Experience) team, CCSF instructional and counseling faculty will create and disseminate noncredit to credit pathway maps (CCSF, SFUSD);
2. identify opportunities to design pre-apprenticeships and appropriate curriculum (CCSF); and
3. design and implement a new collaborative approach to career services for noncredit students (CCSF, community partners).

2019-20 STRATEGIES: Student Acceleration

Develop and implement improvements to Adult Education Instruction and support service offerings

In order to facilitate Adult Education student progress toward education and career goals we need to continue to make improvements to instructional and student support service offerings.

Specific planned activities include:

1. Continue to develop new SF-IBEST courses that contextualize basic English and math skills into career education programs, train faculty, and maintain a community of practice;
2. increase the use of distance learning in noncredit, train TRST and ESL faculty in teaching online, develop new noncredit flipped or hybrid courses;
3. deliver equity-centered professional development training to instructional and counseling faculty, and staff;
4. pilot a new family resource center at the Mission campus;
5. train noncredit faculty to successfully adopt Starfish Early Alert; and
6. provide "Mental Health First Aid" training to faculty and staff serving adult education students.

2019-20 STRATEGIES: Shared Professional Development

Provide professional development to faculty, staff, and partners who serve adult education populations:

CCSF, SFUSD, and community partners will continue to collaborate to provide professional development to those who serve adult education populations in the region.

Specific planned activities include:

1. Provide four sessions of “Mental Health First Aid” training -- two for CCSF faculty and staff, two for community partners (CCSF);
2. Provide quarterly sessions of “CCSF 101” to inform community partners of CCSF services (CCSF);
3. Train adult education faculty in teaching distance learning courses, online course development, and online attendance tracking (CCSF);
4. Train adult education faculty on Starfish Early Alert (CCSF); and
5. Facilitate noncredit faculty participation in equity-minded professional development such as “Teaching Men of Color” (CCSF).

2019-20 STRATEGIES: Leveraging Resources

Leverage existing regional resources and structures to improve services to adult education populations:

The Consortium will continue to leverage existing regional resources and structures to improve services to our adult education populations.

Specific planned activities include:

1. CCSF currently receives 87% of the region’s Federal WIOA Title II Adult Education and Family Literacy Act funds that support ABE and ESL, which the Consortium leverages to expand services and progress assessments for students.
2. Leverage the Fan5 integrated planning, budgeting, and implementation structure to align the Consortium’s activities with those of other categorical funds (SEAP, RiSE, SWP, Perkins), to achieve common goals of improving student access and success, promote student equity, commit to best practices through professional development, streamline student services, and improve assessment and evaluation.
3. Leverage CCSF California Apprenticeship Initiative funds and a long history of apprenticeship instruction to expand the offering of pre- apprenticeships accessible to Adult Education students.

FISCAL MANAGEMENT

Allocation among membership is driven by planning:

Our new three-year plan and this annual plan reflect the unique characteristics of the San Francisco Consortium, and drive how the Consortium allocates funds among the members. Roughly 10% of our annual allocation goes to SFUSD; the remaining 90% is allocated to CCSF. The vast majority of current services, planned improvements and expansion surfaced during the planning process lie largely within CCSF. SFUSD remains a critical partner in the delivery of these services. The Consortium opts for the direct allocation method for its two members.

The Consortium is characterized by the **predominant role of CCSF**, which has served as the primary provider of Adult Education services in the City and County of San Francisco since the 1970’s. SFUSD ceased to deliver Adult Education courses at that time due to financial constraints, and voters elected to move programs to the community college district. CCSF began offering an array of noncredit courses, leading to the establishment of the TRST Department and expansion of ESL and DSPS. Today, the vast majority of students enrolled in Adult

Education in San Francisco are CCSF students, and the region has no system of Adult Schools or ROP. San Francisco is served by CCSF's Ocean Campus and multiple Centers, all administered by the San Francisco Community College District.

SFUSD does not deliver Adult Education through an Adult Education division or Adult Schools. SFUSD does provide services to several populations of students ages 18 and over whose education has deviated from the traditional K- 12 sequence, however. These students are of particular interest to the San Francisco Adult Education Consortium, both because the students are of the age and skill level that meet AEP definitions, and because they are a priority high-need population to be served by CCSF's Adult Education programs. The AEP planning process sought to identify and address the needs of these populations, defined as follows:

- Students ages 18 and older who are enrolled in one of SFUSD's two continuation high schools and one independent study school: Downtown High School, Ida B. Wells High School, and Independence High School
- Students ages 18 and older who are enrolled in San Francisco International High School and other SFUSD Newcomer high schools
- Students ages 18 or older who are enrolled in Special Education programs within SFUSD
- Students ages 18 and older who are enrolled in credit recovery TRST courses through CCSF (and not included in categories above)

Incorporating carry-over funds from prior year(s) into strategies for 2019-20:

Consortium members CCSF and SFUSD use the "first in – first out" (FIFO) method to manage AEP expenditures. A large percentage of the members' respective budgets is used to fund personnel involved in ongoing operations, multi-year projects, and new pilots. Although allowed three years to spend each annual allocation, members attempt to spend funds within 18 months. Funds not spent within the year they were allocated are rolled into the subsequent year's budget to insure continuity of staffing and services to adult education students.