

California Adult Education Program : Annual Plan : 2020-21 Produced: Aug 4, 2020, 04:17 PM UTC Jen Fong

49 San Francisco Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

Allocations: Adult Education in San Francisco takes place in a different context than it does in other regions across California. Adult Education in San Francisco 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 K-12 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 are 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. Addressing systemic racism: CCSF will continue working in alignment with its Student Equity and Achievement Plan, and will implement Chancellor Oakley's call to action. SFUSD will continue to address systemic racism through five focus areas: (1) Student-centered – we put students' needs first; (2) Fearless – we persist through challenges; (3) United – we celebrate and build on each other's strengths; (4) Social justice – we stand with those most vulnerable in our community; and (5) Diversity-driven – we respect and seek to understand each person. 2019-20 Accomplishments: 1. TRST department completed first year of 3-year plan to develop and deliver high school classes online. Five faculty were trained and four classes were developed. 2. Mission Center Family Resource Center was opened. 3. Significant progress made on upgrading classrooms at Mission Center with smart classroom technology. 4. Mental Health First Aid training delivered to faculty and community partners. 5. AEP maintained the level of service in the county by supporting additional course sections in TRST and noncredit ESL that, were it not for AEP funding, were beyond CCSF's budgeted schedule. 6. As part of our dual-enrollment collaboration SFUSD Early College staff hosted at least two online sessions per CCSF course to support students with coursework, in addition to more intensive 1:1 support with students. 7. SFUSD and CCSF continued to collaborate on improving pathways and connections from K-12 to college, especially for students not on track to graduate with a high school diploma, immigrant and newcomer students aging out of SFUSD with limited English proficiency, and students with disabilities. Primary Goals for 2020-21: The COVID-19 emergency and subsequent shift to remote delivery of services have caused the Consortium to modify its priorities for the 2020-21 academic year. And, although equitable access to all services has been a core value of the Consortium since its inception, this year we will give particular focus on examining and seeking to remove elements of institutional racism that exist in our current programs, processes, and services. 1. Expand CCSF's capacity to train noncredit TRST and ESL faculty in developing and delivering hybrid and online courses, and correspondence education. 2. Develop best practices, assessment metrics, and faculty training for implementing SF-IBEST in various remote teaching and learning modalities (fully online, hybrid online, technology-enhanced) during Fall 2020, and institute those new standards in Spring 2021. 3. In collaboration with SFUSD, increase the capacity of the CCSF offices of Outreach and High School Programs to connect adult education students to educational resources. 4. Maintain the level of service in the county by supporting additional course sections in TRST and noncredit ESL that were it not for AEP funding, are beyond CCSF's budgeted schedule.

Regional Planning Overview

Although the core mission and values behind the goals and strategies in SFAEC's 2019-2022 Plan are unchanged, changes to instruction due to the COVID-19 emergency, and the urgency of addressing institutional racism have shifted our priorities. The Consortium's 2020-21 plan will include an equity-minded re-examination of previous processes, programs, and services; a

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 2020-21 program year, the Consortium will: 1. Transition to online noncredit application, registration, and attendance tracking systems (CCSF). 2. Support the development of clear pathways for adult education students by collaborating with SFUSD and the CCSF RiSE (Reimagining the Student Experience) guided pathways team (CCSF). 3. Expand the number of noncredit faculty trained to develop and deliver online courses. Specifically, we will support year two of the three-year TRST hybrid/online diploma program development, and initiate year one of the three-year noncredit ESL hybrid/online program development. 4. 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). 5. Convene faculty in communities of practice and professional development opportunities that encourage self-reflection and examination of programs, processes, and services to identify and eliminate institutional racism.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Comparison of Adult Education Needs to Program Supply: In 2018, 10% of adults (over 88,000) residing in San Francisco did not have a high school diploma or equivalent. Foreign-born residents number over 300,000, 39% of all residents over 18 (over 353,000) speak a language other than English at home, with roughly 170,000 speaking English "less than very well." Nearly 91,000 adult San Franciscans have a documented disability. In one of the most expensive cities in the country, poverty and unemployment rates have skyrocketed since the COVID-19 emergency. In 2018, only 2.5% of San Franciscans were unemployed: since the COVID emergency, at least 150,000 San Franciscans have filed for unemployment. Economic sectors seeing the greatest employment declines are hospitality (53% decrease), construction (28% decline), retail (19% decline), and personal services and nonprofits (17% job loss). Immigrants, those with limited English proficiency, and people of color are over-represented in these sectors, and in the growing ranks of the poor and unemployed. In comparison to the adult education needs of the county, in 2018 CCSF enrolled 2,931 students in ABE/ASE programs, 13,037 students in ESL programs, 959 students in DSPS programs, and 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 revisit outreach, matriculation, and the leveraging and braiding of funding streams to expand student access and enrollment in Adult Education, especially in our current climate of having to deliver all services remotely. 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 we tailor programs and services to best address Adult Education students' goals and the potential barriers they face. High-level priorities identified through the planning process include: 1. Expand virtual and remote student counseling, navigation, and support services, especially serving high-need Adult Education students, and providing

accessible points of contact;2.Expand and improve distance education options for Adult Education students, including digital literacy3.Provide critical information about college navigation, and all wraparound supports in multiple languages (“the San Francisco seven” – English, Spanish, Chinese, Vietnamese, Tagalog, Russian, and Arabic) 4.Continue to build upon pilots implemented during previous years, including TRST credit recovery, “on-ramps” and bridges to CCSF, and SF-IBEST in CTE classes;6. Provide on-going cross-training and other professional development for teachers, counselors, and staff on baseline and innovative services.

How do you know? What resources did you use 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; and4.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.

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

For the 2020-2021 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.

Gaps In Service

New Strategies

Strategy #1

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 activities include: 1.CCSF’s outreach team will employ student ambassadors to conduct outreach and provide encouragement to incoming Adult Education students at events to publicize adult education offerings;2.Implement website improvements (CCSF); 3.Host CCSF 101 workshops for community service providers (CCSF);4.Host noncredit welcome events, virtually or in-person;5.Convvene a virtual or in-person Annual Adult Education Summit for community partners and stakeholders (CCSF); and6.Outreach material will be translated into the seven major languages of San Francisco (English, Spanish, Chinese, Vietnamese, Tagalog, Russian, and Arabic).

Strategy #2

Strategy #2: Expand access to student navigation and support services through technology: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. Adult Education students will be able to access the new “virtual campus” and student support services menu from the Canvas landing page for each course. Critical information on accessing CCSF’s online services will be translated into the seven major languages of San Francisco (English, Spanish, Chinese, Vietnamese, Tagalog, Russian, and Arabic). We will continue to employ Language Line Services for real-time, on-demand interpretation for limited English proficiency students in order to assure they receive accurate information and timely services in their preferred language.

Strategy #3

Strategy #3: Increase capacity of CCSF to deliver remote teaching & learning for ABE/ASE and ESL: The COVID-19 emergency has required all Adult Education courses to switch from face-to-face to remote instruction until it is safe for students and faculty to return to the classroom. This has strained the capacity of CCSF's educational technology office to train faculty to teach online. We will dedicate a significant amount of funds to increase training and online course development for ESL, TRST, DSPS, and noncredit CTE courses. Additionally, we will support the acquisition of technology packages and software platforms that enhance teaching and learning for Adult Education students in the online environment.

Strategy #4

Strategy #4: 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 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).

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

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 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 within the academic and career clusters (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).

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

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 activities include: 1. Convene a working group of faculty from CTE, ESL, and ABE/ASE to develop best practices, assessment metrics, and faculty training for implementing SF-IBEST in various remote teaching and learning modalities (fully online, hybrid online, technology-enhanced) during Fall 2020, and institute those new standards in Spring 2021; 2. 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; 3. increase the use of distance learning in noncredit, train TRST and ESL faculty in teaching online, develop new noncredit flipped or hybrid courses; 4. deliver equity-centered professional development training to instructional and counseling faculty, and staff; and 5. train noncredit faculty to successfully adopt Starfish Early Alert.

Professional Development

New Strategies

Strategy #1

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 activities include: 1. Provide sessions of CCSF 101 to inform community partners of CCSF services (CCSF); 2. Train adult education faculty in teaching distance learning courses, online course development, and online attendance tracking (CCSF); 3. Engage CCSF and SFUSD faculty in a community of practice to develop and document best practices for SF-IBEST in a remote teaching environment; 4. Continue to make training available to CCSF noncredit adult education faculty, counselors, librarians, and staff on equity-minded practices, Teaching Men of Color, Supporting Men of Color, Racial Micro-aggressions, Implicit Bias, and bridging the digital divide.

Leveraging Resources

New Strategies

Strategy #1

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 activities include: (1) CCSF has applied for and is hoping to be awarded another WIOA Title II Adult Education and Family Literacy Act grant (we expect notification in July). In previous years CCSF received 87% of the region's WIOA Title II funds to 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 at CSF 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, institutionalize student equity, commit to best practices through professional development, streamline student services, and improve assessment and evaluation. (3) Leverage CCSF's expanding "CityOnline" and educational technology division to increase training of noncredit faculty in the delivery of remote instruction during the COVID-19 emergency, and pro-actively develop online and hybrid offerings of ESL and high school completion courses. (4) Leverage SFUSD's structure of high school academic and counseling programs specifically focused on the successful transition of recent immigrants, English language learners, students with disabilities, or other disproportionately impacted students to college or work.

Fiscal Management

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

Allocation among membership is driven by planning: Our 2019-2022 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 DSPTS. 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: (1) 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; (2) Students ages 18 and older who are enrolled in San Francisco International High School and other SFUSD Newcomer high schools; (3) Students ages 18 or older who are enrolled in Special Education programs within SFUSD; (4) Students ages 18 and older who are enrolled in credit recovery TRST courses through CCSF (and not included in categories above).

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Incorporating carry-over funds from prior year(s) into strategies for 2020-21: 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 staing and services to adult education students.

Certification

San Francisco CCD - Member Representative

Wendy Miller

Interim Dean of Grants, Resource Development and Adult Education Programs

wlmiller@ccsf.edu

(415) 239-3370

Approved by Wendy Miller

08/03/2020 02:00 PM PDT

San Francisco Unified - Member Representative

Jen Fong

Director, College & Career Readiness

FongJ2@sfusd.edu

(415) 271-5745

Gwen Lin

Supervisor

ling1@sfusd.edu

Teresa Shipp

Director

shippt@sfusd.edu

Approved by Dr. Jen Fong, Ed.D.

Approved by Dr. Jen Fong Ed.D.

08/04/2020 09:17 AM PDT



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