

49 San Francisco Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

49 San Francisco Adult Education Consortium

Consortium Short Name:

49 San Francisco

Address:

50 Frida Kahlo Way | San Francisco, CA | 94112

Website:

www.sfadulted.org

Funding Channel 2021-22:

Direct Funded

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CAEP Funds 2020-21:

\$3,947,738

CAEP Funds 2019-20:

\$3,947,738



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Member Agencies

Member Agency	Member Type	Contact	Phone
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San Francisco Unified	Unified School District	Gwen Lin	

Executive Summary

Executive Summary *

Consortium Members and Participants in Three-Year Planning: The San Francisco Adult Education Consortium's (SFAEC) Adult Education Program (AEP) Three-Year Plan presents goals, proposed activities, and key indicators of progress for 2022-25. An inclusive and data-driven process engaged Consortium members' faculty, administrators, classified staff, students, and partners to determine how to achieve the region's shared vision: *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.*

Planning for Adult Education in San Francisco is unique in that Adult Education is delivered by the community college district, and 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 County Jails since 2003. The Consortium's goals have been to expand access to and heighten the impact of Adult Education delivered by CCSF; to improve transitions from the community and from SFUSD to CCSF for students in AEP priority populations; and to fund activities and initiatives that accelerate student progress towards their individual goals.

Since 2015 SFAEC has focused on three high-level goals that are aligned with the AEP Student Progress Framework, CCSF's Education Master Plan, CCSF guided pathways efforts (locally renamed Reimagining the Student Experience or RiSE), the Vision for Success, and other regional plans. These goals will guide the work ahead.

1. Improve AE student points of connection and entry to CCSF from SFUSD and from the broader community.
2. Facilitate AE student progress toward educational and career goals by improving academic and other support service offerings.
3. Increase the number of AE students who transition to post-secondary education and employment.

Needs Assessment: About 35% of San Francisco adults are foreign-born, and 37% of the immigrant population says they speak English less than well. SFAEC still sees a significant regional need for ESL and EL Civics programs for LEP immigrants and adults. Although over 58% of San Francisco adults have a bachelor's degree or above, many residents lack a high school diploma or its equivalent and need ASE services. The region has low unemployment, but the pandemic particularly impacted the Hospitality sector, and many need re-training for work in other sectors. SFAEC identified academic and other supports needed for students to succeed in their programs, including clear pathways, tutoring, counseling/advising, access to online resources and technology, information and services in their preferred language, and equitable access to basic needs services.

CCSF and SFUSD have experienced enrollment declines and stop-outs during the pandemic. Many of our activities will focus on stabilizing enrollment and re-engaging with students who have interrupted their education.

Metrics, Objectives, Activities, and Outcomes: SFAEC and both member institutions will focus on two barriers to student success: English Language Learner and Low Literacy. There is a strong correlation between these metrics and low income. We plan to pursue activities to help remove these barriers for students so that they may succeed in further education or career.

The five strategies identified to address the educational needs of adults in the region are:

1. Maintain AE services in the region.
2. Provide clear pathways from AE programs to post-secondary education and career.
3. Provide equitable access to instructional support services.
4. Bridge the digital divide for AE students.
5. Address student basic needs to remove barriers to achieving educational and career goals.

SFAEC's strategies to improve the integration and effectiveness of services focus on fixing the front door to improve transitions to CCSF from SFUSD and the community, expanding outreach and marketing capacity, strengthening structures to collect and strategically use data, and professional development.

Funds Evaluation: CCSF, as the primary provider of Adult Education services in the region, receives 90% of the annual allocation and SFUSD receives 10%; each annual allocation is normally spent within 18 months. CCSF spends the bulk of AEP funds on activities that either directly support students or that improve systems that deliver academic and student support services. SFUSD uses their allocation to provide counseling and support services for their eligible students Newcomer Schools (English Language Learners), Special Education, and those likely to transition to CCSF AE programs through dual enrollment or credit recovery. The current funding level is adequate for the strategies and activities outlined in this plan.

Assessment

Overview and Preparation *

Overall Approach: The Consortium approaches planning as an ongoing, iterative process of continuous quality improvement. Those serving Adult Education students are invited to participate in planning activities to reflect on who our students are, what are their experiences, how they are currently being served, what student needs are not being adequately addressed, what is working, and what can be improved. Planning is guided by four principles:

1. Keep students at the center of the plan
2. Move the needle on SFAEC's goals
3. Collaborate and leverage to maximize impacts
4. Balance specificity with flexibility

Assessment and Planning Process: During the last two years we have conducted a series of collaborative planning activities that allowed constituents to analyze data, ask questions, and discuss student needs, regional gaps in services, the success of previously adopted strategies, and areas for improvement or innovation. Because of the pandemic these sessions were conducted virtually, using Zoom, Jam Board, Google Docs, Padlets, and other digital tools that allow for interactive participation. Each session was facilitated, recorded, and later analyzed. CCSF's planning included reports to and review by various Academic Senate committees, Classified Senate, Associated Students Council, and Participatory Governance committees.

Where possible, planning activities were conducted collaboratively and in alignment with other CCSF student success initiatives, including RiSE (guided pathways initiative), Strong Workforce Program (SWP), Student Equity and Achievement Program (SEAP), Spark Point and Basic Needs Center planning, the CCSF Student Affairs Strategic Action Plan, and Equitable Access to Services Evaluation (EASE) plan.

Assessment and Planning Activities: The Consortium conducted the following planning activities:

- Ongoing focused conversations with personnel from CCSF and SFUSD divisions and departments that serve Adult Education students focused on student needs and strategies to address them
- "Data Dive" discussions with CCSF noncredit ESL and Transitional Studies department chairs and faculty to reflect on who we currently serve (or don't serve), and possible areas of need that could be addressed in this planning cycle
- Several "Listen and Learn" sessions attended by CCSF students, and employees from SFUSD and CCSF, about the goals of AEP, the planning process, our current efforts, and ideas for innovation and improvement
- "What do you need to succeed?" noncredit student listening sessions conducted in multiple languages

- Discussions with SFUSD, CCSF's CTE Steering Committee, Curriculum Committee, Strong Workforce Program, and Extension Program regarding opportunities for short-term vocational program growth
- Collaborative planning discussions with RiSE (CCSF's guided pathways initiative) and the Student Equity and Achievement Program (SEA) to assure alignment of efforts
- Consistent involvement of CCSF's Office of Research and Planning in all planning discussions
- Professional development (Flex Day) workshops for CCSF employees to learn about AEP and contribute to this new three year plan

The Consortium considered both qualitative and quantitative data from a variety of sources.

Qualitative Data Sources:

- Qualitative data gathered from the various planning conversations and activities described above
- Discussions at the Noncredit Adult Education Committee of the Academic Senate
- Assessments of student needs, and the success of previously adopted strategies discussed in the Program Reviews prepared by CCSF departments and divisions that serve Adult Education students
- Review of current institutional plans, policies, practices, priorities, and capacities of SFUSD and CCSF

Quantitative Data Sources:

- Adult Education Pipeline – LaunchBoard
- CAEP Fact Sheets
- Internal data on Adult Education student outcomes for both CCSF and SFUSD
- Internal CCSF data regarding equity and opportunity gaps
- Regional economic sector opportunities data from the Bay Area Community College Consortium (BACCC), Strong Workforce Program (SWP), Center of Excellence (COE), and San Francisco Office of Economic and Workforce Development (SFOEWD)

Regional Alignment and Priorities *

Regional Plans and Priorities:

Workforce strategies for the county are outlined in the San Francisco Office of Economic and Workforce Development (SFOEWD) WIOA Local Plan for 2021-2024. The county maintains a sector strategy approach that prioritizes Healthcare, Technology, Hospitality, and Construction. City College contributed to the plan, has a permanent seat on the Workforce Investment Board, and is a required partner in the America's Job Centers of California (AJCC).

As the main provider of Adult Education services in San Francisco, CCSF uses CAEP funding for innovation and to enhance services that are primarily paid for with State apportionment dollars. Where possible, CCSF also leverages the work of other student success initiatives. All instructional and student support services are guided by the College's Educational Master Plan (EMP). Other institutional plans at the College are created with broad input from administrators, faculty, classified staff, and students. The plans focus on specific initiatives, student populations, or areas of instructional and support services, and each is aligned with the EMP and the CCCCO's Vision for Success. These other plans include:

- Student Equity and Achievement Program (SEAP) plan – focused on closing equity and opportunity gaps for minoritized and disproportionately impacted students
- RiSE guided pathways plan – focused on removing barriers to success and developing clear pathways and success networks for students
- Strong Workforce Program (SWP) plan – focused on providing more and better career education and short-term training as part of the pandemic economic recovery
- Equitable Access to Services Evaluation (EASE) – focused on assuring student access to all key services regardless of location

- Basic Needs Center and United Way Bay Area Spark Point Center plans – focused on providing all students with basic needs and financial literacy assistance

Other Adult Education and workforce services in the region are provided by various community-based organizations, many of which receive funding from OEWD. Five Keys Charter School provides high school completion courses to incarcerated and formerly incarcerated individuals, and partners with CCSF to provide college courses in the jails.

Alignment and Gaps:

CCSF's career technical education programs are aligned with San Francisco's economic sector strategies and are mapped to pathways reflected in the College's Academic and Career Communities (meta-majors). Although CCSF has a robust catalog of career education offerings, most of the programs are at the post-secondary level (transfer pathway, for-credit programs). The number of noncredit CTE offerings has diminished over the last three years. Several factors have contributed to this, including the Free City program, which made credit instruction free to San Francisco residents and reduced the appeal of free noncredit instruction, and reductions in instructional budgets as the College has experienced budget shortfalls.

CCSF still maintains several high-quality noncredit CTE programs in Child Development, Culinary Basic Skills (Hospitality sector), Custodial Training (Construction sector), and Construction Administrative Assistant (Construction sector). There is significant student demand for each of these programs, and employer demand for the graduates. CCSF has primarily provided online instruction throughout the pandemic, which has impacted its ability to provide hands-on or face to face instruction in these short-term vocational programs. The College is prioritizing a return to in-person instruction (in compliance with current public health guidance) which will allow a reinstatement and expansion of these important training programs.

The Governor's January 2022 budget proposal includes \$130 Million for health care pathways for Adult Education English language learners. As information about this is finalized the Consortium will explore how SFUSD and CCSF, in collaboration with our K-12 and CCSF Strong Workforce partners, might participate in this funding to create new Adult Education pathways in the healthcare sector.

SFUSD maintains Newcomer Schools that help recent immigrants, many of them 18 years or older, learn English as they adapt to the US education system. SFUSD's career education pathways align with and feed into many of the CCSF programs. Newcomer and other students participate in dual enrollment with CCSF. Additionally, SFUSD and CCSF have partnered to provide dual enrollment students with internships (learn and earn) and with post-completion employment at the K-12 District.

Evaluate the Educational Needs of Adults in the Region *

ESL and ASE: Over 84,479 (27%) adult residents report speaking English less than well; they are overwhelmingly Asian (Cantonese or Mandarin speaking), over 50 years of age (76.6%), and lacking basic education or a high school diploma (48%). Over half are not in the labor force, but 40% are employed (Source: CAEP Fact Sheet). Although not all students in Transitional Studies are English language learners, many are. There is a clear need in the region for both the high school completion and ESL programs, and for providing critical information and support services in first language to assure student access and understanding. Additionally, there is a need for credit recovery programs for SFUSD school students not on track for graduation, and dual enrollment opportunities for students to accelerate their progress.

Short Term Vocational Training and Career Pathways: The correlation between speaking English less than well, lacking a college certificate or degree, and poverty is clear. The 2020 self-sufficiency standard table for California by county shows that the annual living wage for a single individual in San Francisco is \$55,505, while the gross pay for someone working full time for \$15/hour is only \$30,000 per year. Poverty in San Francisco is concentrated in the southeast sector (Bayview, Hunter's Point, Sunnyside, and Excelsior districts), the Tenderloin, and Chinatown. CCSF has centers in and draws many students from these same neighborhoods.

Jobs in the retail, hospitality, and service sectors were particularly impacted by the pandemic. There are many workers in need of re-skilling for employment in other areas, and there is a need to improve and expand pathways from ESL, VESL, and Transitional Studies to career training that leads to living wage employment.

Academic Supports: CCSF noncredit students have informed this plan by providing input on what they need to succeed. Most students were satisfied with the quality of their courses and teachers. They discussed areas where they wanted more support,

including a streamlined registration and enrollment process, educational planning, assistance with Canvas (CCSF's online learning platform) in multiple languages, access to loaned technology, career guidance, textbook assistance, tutoring, and better communication about where they can access help. (Source: [AEP Listen & Learn Brief](#))

Help with Basic Needs: The CCSF noncredit students also provided input on supports that would help them overcome barriers to staying in school and completing a program. They requested access to mental and physical health services (not currently available to noncredit students), help with childcare, transportation, food and housing insecurity, immigration and DACA information. (Source: [AEP Listen & Learn Brief](#))

Contributions by Entities *

Because CCSF is the primary provider of Adult Education services in the region, most contributions to the plan were made by City College students and employees. SFUSD's Office of College and Career Readiness provided valuable input from high school counselors, teachers in the credit recovery program, and administrators on improving the warm handoff from high school to community college. As described in the Assessment section of this plan, the AEP office engaged with students and employees through existing governance structures: Academic Senate, Associated Students, Classified Senate, employees (administrators, faculty, staff) from all divisions and departments that serve AE students, the RiSE team, the SWP team, the SEA team, and Library and Learning Resources and Office of Online Learning and Educational Technology (OLET) teams. SFUSD's Office of College and Career Readiness participated in multiple planning and listening sessions convened by CCSF.

Each conversation or planning activity was grounded in the Consortium's three primary goals: improve entry and access, accelerate student progress, and increase transitions.

Participants

- explored the implications of data about the region and our Adult Education students and programs,
- discussed student needs and barriers to success at each point of their educational journey,
- brainstormed activities and strategies that would improve the student experience and student outcomes, and
- reviewed collaborations between SFUSD and CCSF to improve pathways in CTE, dual enrollment, credit recovery, HS completion, and the transition of SFUSD Special Education students to CCSF.

The follow up to many of these planning activities included "dot connecting" between ideas raised during the planning discussions, and ongoing work across the College. For example, there was considerable input from students and faculty about the difficulty English language learners have navigating the registration and enrollment process. That feedback was discussed with IT services and the Admissions and Records office (who "own" those processes), and who were able to share what improvements had already been made and the resources needed to make other planned improvements.

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Appro
*San Francisco CCD	Member Representative	659	2429	13575	Not Entered	1230	979	4512	841	No
*San Francisco Unified	Member Representative	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	No
Total Participants		659	2429	13575	0	1230	979	4512	841	

* Member Agency required to input number of Participants

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

No Service Providers for this consortium.

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

San Francisco’s Office of Economic and Workforce Development (OEWD) connects residents to Adult Education services under a workforce services framework designed to increase the number of San Francisco residents who obtain a marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, disabled, and other high-barrier populations.

OEWD is a funder of Adult Education activities delivered by CCSF and by contracted non-profit organizations under several sector-based workforce development initiatives: CityBuild, TechSF, Hospitality Initiative, and the Healthcare Academy. WIOA Title I, Community Development Block Grant (CDBG), and general fund dollars are granted for the delivery of these Adult Education services, inclusive of wrap-around support and job placement assistance. A high school diploma or equivalent is a prerequisite for participation, suggesting the importance of building pathways into OEWD-funded programs for Adult Education students who have not achieved this milestone.

Five Keys Schools and Programs educates county jail inmates, formerly incarcerated adults, and transitional age youth and adults who have dropped out of the SFUSD system by providing high school classes and access to community-based programs that offer recovery, parenting, work skills, and case management. In addition to a traditional high school curriculum, CTE class offerings in the jail include Horticulture, Culinary Arts, Business & Entrepreneurship, and Bicycle Repair. They partner with various CCSF academic departments to offer credit-bearing college courses in the SF County jails. The Five Keys Independence High School operates community-based learning centers in partnership with over twenty non-profit and government entities in San Francisco to provide high school credit recovery and equivalency preparation and ESL services to transitional aged youth and adults.

Federal WIOA Title II Adult Education and Family Literacy Act funds support ABE and ESL – including English Literacy and Civic Education (EL Civics) – classes designed to enable adults to become employable, productive, and responsible citizens, workers, and family members. In San Francisco, CCSF receives 87% of this funding for the region. Other grantees include a network of diverse and culturally competent community providers that offer AE at accessible locations throughout San Francisco.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Literacy (AE 311 - Overall)

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

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

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

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

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

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	25,938			24,000	24,000	24,000
Student Barriers	English Language Learner (AE 305 - Overall)	10,081			8,000	8,000	8,000
Student Barriers	Low Literacy (AE 311 - Overall)	11,870			8,000	8,000	8,000

Member Level Metric Targets

* Mandatory for all members

San Francisco CCD (Reported by San Francisco District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	19,764			18,000	18,200	18,450
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	163			8,000	8,100	8,200
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	5,590			8,000	8,100	8,200

San Francisco Unified (Reported by San Francisco Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
San Francisco CCD	100%	57%	0%	60%	60%	60%
San Francisco Unified	100%	74%	0%	80%	80%	80%

Objectives

Address Educational Needs

Description of Objective *

The Consortium identified five strategies that address the educational needs of AE students in the region. These correspond to SFAEC goals re student progress and transitions to post-secondary education and career, and address barriers Low Literacy

and ELL.

1. **Maintain Adult Education services in the region** by supporting a portion of the cost of instruction for classes that, in the absence of AEP funds, CCSF would be unable to offer. Outcome: The CCSF AE schedule is adequate to meet student demand.
2. **Provide clear pathways** from AE programs to post-secondary education and career. Includes collaborating to improve bridges/ onramps to CTE pathways and career services for AE students (SFUSD & CCSF), streamline and clearly map Adult Education program sequences in ESL and TRST in alignment with AB705, and provide clear pathways from those programs to CCSF's Academic & Career Clusters (meta-majors) or careers (CCSF). Outcomes: Adult Education students plan their educational journeys and are aware of their next steps.
3. **Provide equitable access to instructional support services** to AE students by expanding academic supports for noncredit students (educational planning, tutoring, mentorship, career guidance, and access to technology) (CCSF); create and implement a noncredit student success network to connect AE students to existing academic and social supports (CCSF); and provide key information and services to students in their first or preferred language (CCSF). Outcome: Greater numbers of Adult Education students are aware of and access services that facilitate their academic progress.
4. **Bridge the digital divide** for AE students. Includes improve and expand development of hybrid and online course offerings, technology, training, curriculum, Peer Online Course Review (POCR), Open Educational Resources (OER) in TRST and noncredit ESL (CCSF); invest in software that supports AE teaching and learning (CCSF); expand the technology loan program (CCSF); invest in smart classrooms (CCSF).
Outcomes: Greater numbers of AE students enroll in and complete their programs online or in hybrid modalities (asynchronous, synchronous, bichronous), and have access to the appropriate technology to do so.
5. **Address students' basic needs** such as childcare, health and mental health services, food and housing insecurity, transportation, and financial literacy through the SparkPoint/Basic Needs Center (CCSF). Outcomes: Greater numbers of AE students enroll in, persist, and complete their programs.

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Improve Integration of Services & Transitions

Description of Objective *

The three identified strategies correspond to SFAEC goals of connection and entry, and transitions to post-secondary education and career, and address barriers Low Literacy and ELL.

1. **“Fix the front door” of CCSF.** Expand in-person assistance to students at noncredit Admissions & Records service counters (CCSF); expand use of Language Line interpretation services at all student-facing service counters (CCSF); conduct in-person “all in one” registration events at various centers (CCSF); collaborate to improve transition / “warm handoff” of SFUSD Special Education students to CCSF DSPS programs and services (SFUSD & CCSF); collaborate to improve delivery and outcomes of Credit Recovery program (SFUSD & CCSF).
Outcomes: Adult Education students successfully navigate the enrollment and registration processes at CCSF.
2. **Expand capacity for noncredit outreach and marketing.** Fund Noncredit Outreach Specialist to conduct in-person and virtual events to reach AE students (CCSF); collaborate with CBOs to refer adults to CCSF programs (CCSF); maintain a social media presence (CCSF); encourage students who have stopped out during the pandemic to return (SFUSD & CCSF).
Outcomes: Greater numbers of adults in the region are aware of and access Adult Education services at CCSF.
3. **Strengthen structures for strategic use of data.** Expand online CASAS testing capabilities in collaboration with WIOA Title 2 AEFLA grant (CCSF); standardize use of Attendance Plus or other technology to track student attendance in open-entry classes (CCSF); strengthen structures for strategic use of data on student transitions (CCSF).
Outcomes: CCSF’s data collection and reporting is complete and accurate. Data is available to inform policies and decisions regarding Adult Education.

Improve Effectiveness of Services**Description of Objective ***

SFAEC’s strategies to improve the effectiveness of Adult Education services in the region apply to all three Consortium goals – connection and entry, student progress, and student transitions.

1. **Strengthen structures for collection and strategic use of data.** Expand online CASAS testing capabilities in collaboration with WIOA Title 2 AEFLA grant (CCSF); standardize use of Attendance Plus or other technology to track student attendance in open-entry classes (CCSF); strengthen structures for strategic use of data on student transitions (CCSF). Outcomes: CCSF’s data collection and reporting is complete and accurate. Data is available to inform policies and decisions regarding Adult Education.
2. **Professional development.** Invest in collaborative professional development (SFUSD & CCSF); provide professional development and communities of practice re teaching and learning online, anti-racist syllabi and teaching practices, equity and opportunity gaps, growth and equity mindsets, student-centered teaching, trauma-informed communication, and discipline-specific topics (CCSF). Outcomes: Faculty, staff, and administrators attend professional development activities and apply their learning to improve their delivery of Adult Education services.

Activities & Outcomes**Activity Name ***

Maintain Adult Education services in the region

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

To prevent additional reductions in the size of the noncredit schedule at CCSF, we will support a portion of the cost of instruction for noncredit ESL, high school completion, and noncredit CTE classes taught by adjunct faculty that, in the absence of AEP funding, CCSF would be unable to offer.

Short-Term Outcomes (12 Months) *

ELLs and Low Literacy students continue to have access to free ESL and ASE classes.

Intermediate Outcomes (1-3 Years) *

The ongoing declines in ASE and ESL enrollment slow and stabilize.

Long-Term Outcomes (3-5 Years) *

ASE and ESL services available to the community are maintained at a level sufficient to meet the demand and need for those services.

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Tary Acebey
Wendy Miller

Activity Name *

Provide clear pathways from AE to college & career

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Collaborate to improve bridges and onramps to CTE pathways and career services for Adult Education students (SFUSD & CCSF). Streamline and clearly map Adult Education sequences within ESL and Transitional Studies, and from those programs to CCSF Academic and Career Clusters (meta-majors) or careers (CCSF).

Short-Term Outcomes (12 Months) *

Clear pathway maps are created for noncredit ESL and TRST (by June 2023).

Intermediate Outcomes (1-3 Years) *

The noncredit ESL program is streamlined and curricular changes are instituted (by June 2025). The time to completion and transition is shortened for ESL students.

Long-Term Outcomes (3-5 Years) *

Adult Education students are empowered to plan and monitor their educational journeys, and are aware of their next steps. Greater numbers of ESL and ASE students transition to college or career in a shorter time.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Gwen Lin
Wendy Miller

Activity Name *

Equitable access to instructional supports

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expand academic supports for noncredit students, including educational planning, tutoring, mentorship, career guidance, and access to technology (CCSF). Create and implement a noncredit student success network to connect adult education students to existing academic and social supports (CCSF). Provide key information and services to students in their first or preferred language (CCSF).

Short-Term Outcomes (12 Months) *

Noncredit student success network is launched, and students receive services (by June 2023)

Intermediate Outcomes (1-3 Years) *

Learning Assistance Center is expanded to provide tutoring services to noncredit students. AE students are aware of and access services (by June 2025).

Long-Term Outcomes (3-5 Years) *

Greater number of adult education students are aware of and access services that facilitate their academic progress.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Wendy Miller

Activity Name *

Bridge the digital divide for Adult Ed students

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Improve and expand the development of hybrid and online course offerings, including technology, training, curriculum, Peer Online Course Review (POCR), Open Educational Resources (OER) in Transitional Studies and noncredit ESL (CCSF). Invest in software platforms that support Adult Education teaching and learning (CCSF). Expand the technology loan program (CCSF). Invest in smart classroom technology (CCSF).

Short-Term Outcomes (12 Months) *

At least 10 additional adult education courses are developed for online delivery (by June 2023)

Intermediate Outcomes (1-3 Years) *

POCR reviewers are trained for noncredit courses, and POCR review is completed for all online noncredit courses/ instructors that are willing to participate (by June 2025).

Long-Term Outcomes (3-5 Years) *

Adult education students are able to access high-quality online courses that help them meet their goals on their own schedule

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Wendy Miller

Activity Name *

Basic needs services

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

In collaboration with the United Way Bay Area Spark Point (competitive grant) and Basic Needs Center (CCCO-mandated), provide access to basic needs services to noncredit adult education students to remove barriers to their persistence and Ssuccess. Includes childcare, health and mental health services, food and housing insecurity supports, transportation, financial literacy training (CCSF).

Short-Term Outcomes (12 Months) *

Spark Point/ Basic Needs Center opens and adult education students begin accessing services (by June 2023).

Intermediate Outcomes (1-3 Years) *

A higher percentage of Adult Education students persist and complete their programs because they receive assistance with life issues that might otherwise cause them to stop out (by June 2025)

Long-Term Outcomes (3-5 Years) *

Adult Education and noncredit students feel valued and supported as part of the CCSF community.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Wendy Miller

Activity Name *

Fix the front door of CCSF

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Expand in-person assistance to students at noncredit Admissions & Records service counters (CCSF). Expand use of Language Line interpretation services at all student-facing service counters (CCSF). Conduct in-person "all-in-one" registration events at various Centers (CCSF). Collaborate to improve transitions and "warm hand-off" of SFUSD Special Education students to CCSF DSPS programs and services (SFUSD & CCSF). Collaborate to improve delivery and outcomes of Credit Recovery program (SFUSD & CCSF).

Short-Term Outcomes (12 Months) *

Noncredit students consistently receive the assistance they need to successfully navigate the enrollment and registration process at CCSF (by June 2023).

Intermediate Outcomes (1-3 Years) *

The business processes and technology affecting CCSF's noncredit enrollment processes are consistently reviewed to identify areas for improvement, and corrective action is taken in a timely manner to improve the student experience (by June 2025).

Long-Term Outcomes (3-5 Years) *

The noncredit enrollment and registration process at CCSF is simple, intuitive, and easily navigated online and in person.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Wendy Miller

Activity Name *

Expand noncredit outreach & marketing capacity

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Maintain a noncredit outreach specialist in the CCSF outreach office. Collaborate with community based organizations to refer adults to CCSF programs and services. Maintain a social media presence. Identify students or populations that have stopped out during the pandemic and conduct targeted outreach to encourage them to return to their studies (SFUSD & CCSF)

Short-Term Outcomes (12 Months) *

The rate of enrollment decline in adult education slows at both SFUSD and CCSF (by June 2023).

Intermediate Outcomes (1-3 Years) *

Greater numbers of adults in the region who may benefit from adult education services are aware of and access courses and programs at CCSF (by June 2025).

Long-Term Outcomes (3-5 Years) *

Community based organizations consistently refer their clients to CCSF for adult education courses and services.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Gwen Lin
Wendy Miller

Activity Name *

Strengthen structures for strategic use of data

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Expand online CASAS testing capabilities in collaboration with WIOA Title 2 AEFLA grant (CCSF). Standardize use of *Attendance Plus+* or other technology to track attendance in open-entry classes (CCSF). Support capacity of Office of Research and Planning to provide essential data on noncredit students and programs to support planning and improvements (CCSF). *This activity also supports the Objective Improve Effectiveness of Services.*

Short-Term Outcomes (12 Months) *

Full implementation of *Attendance Plus+* or other technology to track attendance in open-entry classes completed (by June 2023).

Intermediate Outcomes (1-3 Years) *

Full implementation of online CASAS testing in ESL and Transitional Studies completed (by June 2025).

Long-Term Outcomes (3-5 Years) *

Accurate and timely data and analysis is available to guide planning and decision making.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Wendy Miller

Activity Name *

Professional development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Invest in collaborative professional development (SFUSD & CCSF). Provide professional development and communities of practice about teaching and learning online, anti-racist syllabi and teaching practices, equity and opportunity gaps, growth and equity mindset, student-centered teaching, trauma-informed communication, and discipline-specific topics (CCSF).

Short-Term Outcomes (12 Months) *

At least two Adult Education professional development events are provided to faculty and staff in academic year 2022-2023.

Intermediate Outcomes (1-3 Years) *

Faculty, staff, and administrators attend professional development activities and apply their learning to improve their delivery of Adult Education services (by June 2025)

Long-Term Outcomes (3-5 Years) *

Adult Education courses and teaching practices are transformed to be student-centered, anti-racist, and equity-minded.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Gwen Lin
Wendy Miller

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
San Francisco CCD	\$3,568,735	Certified
San Francisco Unified	\$267,500	Certified
Totals	\$3,836,235	2/2 Certified

Funds Evaluation *

SFAEC members plan their activities to align with the current funding level, and routinely spend each annual allocation within 18 months. Budgets prioritize direct services to students and system improvements, primarily funding salaries for the teachers, counselors, and staff working directly on the strategies and activities in the plan. Should there be changes to the funding model and level within the term of this plan, as mentioned in several CAEP Technical Assistance webinars, SFAEC members will adjust their plans as needed.

SFAEC leverages existing regional resources and structures to improve services to adult education populations. These include restricted funding, services provided by other agencies, and ongoing efforts to improve the student experience, including:

- WIOA Title II AEFLA. CCSF currently receives 87% of the region's Federal WIOA funds that support ABE and ESL, which the Consortium leverages to expand services and progress assessments for students.
- Perkins and SWP (both K-12 and community college funds) to create more and better career education, improved pathways to living wage jobs, and technical skill development.
- CCSF CA Apprenticeship Initiative funds, which have a long history of apprenticeship instruction to expand the offering of pre-apprenticeships accessible to Adult Education students.
- Student Equity & Achievement Program funds to make the CCCC Vision for Success a reality by closing equity and opportunity gaps for racially minoritized and disproportionately impacted students.
- United Way Bay Area Spark Point, Basic Needs, and Asian American Native American Pacific Islander Serving Institution (AANAPISI) funds to provide basic needs services to all students, including noncredit Adult Education students.
- RiSE funds and work to institutionalize pathways and efforts to meet students where they are.
- CCSF's Fan5 integrated planning, budgeting, and implementation structure to align the Consortium's activities with those of other categorical funds 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.
- CCSF Office of Extension and Contract Education to pilot short term vocational trainings.
- Partnerships with CBOs serving AE populations (primarily funded by OWED) for referrals, case management, and other services.

Certification

San Francisco CCD - Member Representative

Wendy Miller

Associate Dean of Adult Education Programs

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Approved by Wendy Miller

04/26/2022 12:08 PM PDT

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