

49 San Francisco Adult Education Consortium

Plans & Goals

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.

Regional Planning Overview

Most of the strategies and activities outlined in the SFAEC 2022-2025 are either underway or in the early stages of implementation. All of the planned strategies move forward one or more of the SFAEC goals of access, progress, and transition.

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.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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. Although not all students in TRST are ELLs, 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: There is a clear correlation between speaking English less than well, lacking a college certificate or degree, and poverty. The 2020 self-sufficiency standard table for California by county shows 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 SF is concentrated in the southeast sector, the Tenderloin, and Chinatown. CCSF has centers in and draws many students from these same neighborhoods.

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

Academic Supports: CCSF AE students informed this plan by providing input on what they need to succeed. Most students were satisfied with the quality of their courses and teachers, and shared areas where they wanted more support, including a streamlined enrollment process, educational and career planning, assistance with online learning in multiple languages, access to technology, textbook assistance, tutoring, and better communication about where they can access help.

Help with Basic Needs: The CCSF AE 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.

The Consortium identified five strategies that address the educational needs of AE students, which 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.

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

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)

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

SFAEC will measure the effectiveness of planned strategies and activities through some of the following data sources:

1. enrollment/ headcount (MIS)
2. # of students becoming participants (CASAS)
3. level or frequency of access of services by students (internal data)
4. Educational Functional Level gain (CASAS)
5. Retention, Persistence, Completion (MIS)

Address Educational Needs

2022-23 Strategies

Strategy Name

Improve and expand points of connection and entry

Activity that Applies to this Strategy

Maintain Adult Education services in the region

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Activity: Support 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 Adult Education schedule is adequate to meet student demand.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction

Strategy Name

Improve and expand points of connection and entry

Activity that Applies to this Strategy

Provide clear pathways from AE to college & career

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Activities: Collaborate to improve bridges and onramps to CTE pathways and career services for AE students (SFUSD & CCSF)

Streamline and clearly map Adult Education program sequences in ESL and TRST Provide clear pathways from those programs to college Academic & Career Clusters (meta-majors) or careers (CCSF) Outcomes: Adult Education students plan their educational journeys and are aware of their next steps. Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, employment, wage gain

Strategy Name

Improve and expand points of connection and entry

Activity that Applies to this Strategy

Equitable access to instructional supports

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Activities: 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)

Outcome: Greater numbers of Adult Education students are aware of and access services that facilitate their academic progress.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, number of students accessing services

Strategy Name

Improve and expand points of connection and entry

Activity that Applies to this Strategy

Bridge the digital divide for Adult Ed students

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Activities:

Improve and expand development of hybrid and online course offerings, including technology, training, curriculum, Peer Online Course Review (POCR), Open Educational Resources (OER) in TRST 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 classrooms (CCSF) Outcomes: Greater numbers of Adult Education 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.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Student progress

Activity that Applies to this Strategy

Fix the front door of CCSF

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Activities:

- 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.

Metrics: Enrollment

Strategy Name

Student progress

Activity that Applies to this Strategy

Expand noncredit outreach & marketing capacity

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Activities:

- Fund Noncredit Outreach Specialist to conduct in-person and virtual events to reach Adult Education students (CCSF)
- Collaborate with community based organizations to refer adults to CCSF programs (CCSF)
- Maintain a social media presence (CCSF)
- Explore ways to identify students who have stopped out during the pandemic and conduct outreach to encourage them to return (SFUSD & CCSF)

Outcomes: Greater numbers of adults in the region are aware of and access Adult Education services at CCSF.

Metrics: Enrollment

Strategy Name

Student progress

Activity that Applies to this Strategy

Strengthen structures for strategic use of data

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Activities:

- 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.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, employment, wage gain

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Transitions to post-secondary education and career

Activity that Applies to this Strategy

Strengthen structures for strategic use of data

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Activities:

- 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.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, employment, wage gain

Strategy Name

Transitions to post-secondary education and career

Activity that Applies to this Strategy

Professional development

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Activities:

- 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.

Metrics: Numbers and types of professional development events attended

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.

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 CCCCCO 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.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

The Consortium and its member institutions practice the FIFO model for carryover funds. Frequently these funds are used to complete projects begun in previous fiscal years, to augment existing strategies and activities, or to fund new strategies that will improve the student experience.

Certification

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