

49 San Francisco Adult Education Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals

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.

Goals and Vision:

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.

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 Former State 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.

2022-23 Accomplishments:

1. TRST and ESL departments continued the third year of their 3-year plans to develop and deliver online programs.
2. Coming out of COVID, Mission Center Family Resource Center returned to providing its services in-person, as well as online, to continue to provide reach of the center to student-parents of the Mission Campus.
3. As part of our dual-enrollment collaboration SFUSD College and Career Readiness hosted online sessions to support students with online learning, in addition to more intensive 1:1 support with students.
4. The Learning Assistance Department implemented tutoring programs and trained qualified staff to serve the noncredit students in their TRST and ESL studies.

5. 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 2023-24:

The COVID emergency and subsequent shift to remote delivery have spotlighted increased need for academic, career, and social support of AE students. 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. Continue to expand CCSF's capacity to train noncredit TRST and ESL faculty in developing and delivering hybrid and online courses, and correspondence education.
2. Explore developing an Academic and Career Community for noncredit students and how that could support noncredit students beyond what's already available, including hiring an Employment and Training Specialist for this population of students.
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. Identify and expand accelerated workforce trainings, and short-term CTE and pre-apprenticeship programs.

Regional Planning Overview

The Consortium's 2023-24 plan includes continuation of previous successful efforts and pursuing newer strategies and activities that surfaced during the pandemic. SFAEC has adopted the following guidelines for our planning: (1) service gaps and student needs are identified through data and evidence, and (2) planned strategies and activities must be responsive to needs, realistic, and measurable.

Continuing 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; providing professional development opportunities to those who serve adult education students; bringing technology upgrades to adult education classes; expanding hybrid and online course and program options for noncredit students; and increasing CCSF's capacity to collect and use data to improve adult education in the region.

Newer strategies: CCSF is working across departments to expand academic supports for non-credit students, including educational planning, mentorship, career guidance, and access to technology. This upcoming year CCSF will expand support through the Spark Point/Basic Needs Center to provide access to basic needs services to help our Adult Ed students enroll in, persist, and complete their program. Additionally, CCSF and SFUSD will continue to work together create and sustain clear pathways for adult education students, and 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.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

As described in our previous three-year plan, San Francisco is home to many more potential adult education students (adults lacking a high school diploma or its equivalent, speaking English less than very well, having a documented disability, or who are un- or under-employed) than are served by CCSF's noncredit programs. Although the demographics of the city are changing -- a growing number of residents with advanced degrees, a lower immigration rate, and fewer students in the SFUSD system -- there is still evidence of an unmet need for adult education services. During the pandemic and the resulting switch to remote delivery of almost all adult education services, CCSF's enrollment in noncredit has continued to decrease. This suggests

the need to re-visit outreach efforts and create easier points of entry to expand AE student access and enrollment based in a deeper understanding of the potential student population and of the AE student experience. We are continuing to work to tailor programs and services to best address Adult Education students' goals and the potential barriers they face. Declining enrollment, and fewer potential students in the region also highlights the importance of retaining and supporting the students we have by providing the academic and socio-emotional support they need to attain their goals.

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; and (4) consideration of the alignment between the needs for Adult Education in the region and the level and types of services offered by the Consortium. The data analysis was complemented and reinforced through a collaborative planning process undertaken by the Consortium to develop the AEP Three-Year Plan. Findings have been expanded by subsequent deep-dive discussions with CCSF and SFUSD departments and divisions that serve AE students to identify unmet student needs and possible solutions.

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

For the 2023-2024 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 include: (1) Student Connection and Entry: CCSF noncredit enrollments will stabilize, after decreasing annually for the past twelve years; (2) Student Progress: CCSF noncredit student successful course completion and persistence to the subsequent semester will increase by 3-5% cumulatively over the course of the current three-year plan; (3) Student Transition: CCSF noncredit students who transition to credit-bearing instruction or employment will increase by 3-5% cumulatively over the course of the current three-year plan; and (4) Professional Development: 25% of all full time CCSF faculty serving adult education students will complete at least one Student Equity professional development training.

Address Educational Needs

2023-24 Strategies

Strategy Name

Bridge the digital divide for Adult Education students.

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

Strategy Description

To effectively increase enrollment of Adult Education students enrolling in and completing their programs in person, online, or in hybrid modalities, we will need to address the digital divide that exists for the region's Adult Education students. Specific activities include: (1) 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; (2) invest in software platforms that support Adult Education teaching and learning; (3) expand the technology loan program; and (4) Invest in smart classrooms.

Strategy Name

Address student basic needs to remove barriers to success.

Activity that Applies to this Strategy

Basic needs services

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Many of our Adult Education students struggle to meet some of their basic needs, which presents serious barriers to their success. To help our students enroll in, persist, and complete their programs, CCSF is committed to helping remove these barriers so that they can better focus on their educational goals. Activities identified towards helping our noncredit students is to provide access to basic needs services (childcare, health services, food/housing insecurity, transportation, financial literacy) through the Spark Point/Basic Needs Center.

Improve Integration of Services & Transitions**2023-24 Strategies****Strategy Name**

Expand capacity for noncredit outreach and marketing

Activity that Applies to this Strategy

Expand noncredit outreach & marketing capacity

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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) continue to fund Noncredit Outreach Specialist to conduct in-person and virtual events to reach Adult Education students, (2) collaborate with community-based organizations to refer adults to CCSF programs, (3) maintain a social media presence, and (4) explore ways to identify students who have stopped out during the pandemic and conduct outreach to encourage them to return

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

Professional development

Activity that Applies to this Strategy

Professional development

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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) Continue to expand the capacity of CCSF's Office of Online Education and Technology to train adult education faculty in teaching distance learning courses, online course development, and online attendance tracking; (2) invest in collaborative professional development between SFUSD & CCSF, and (3) 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)

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 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. Most current services, planned improvements, and expansion surfaced during the planning process lie largely within CCSF. SFUSD remains a critical partner in the delivery of these services. The Consortium opts for the direct allocation method for its two members. The Consortium is characterized by the predominant role of CCSF, which has served as the primary provider of Adult Education services in the City and County of San Francisco since the 1970's. SFUSD ceased to deliver Adult Education courses at that time due to financial constraints, and voters elected to move programs to the community college district. CCSF began offering an array of noncredit courses, leading to the establishment of the TRST Department and expansion of ESL and DSPS. Today, most 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.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

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 ensure continuity of staffing and services to adult education students.

Certification

San Francisco CCD - Member Representative

Stephanie Chenard

Director - Contract Ed, Adult Ed, and Extension Programs

schenard@ccsf.edu

(415) 267-6560

Approved by Stephanie Chenard

08/14/2023 07:06 PM PDT

San Francisco Unified - Member Representative

Gwen Lin

Supervisor

ling1@sfusd.edu

Patrick West

Director

westp@sfusd.edu

Approved by Gwen Lin

08/15/2023 04:48 PM PDT



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