CALIFORNIA ADULT EDUCATION

San Francisco Adult Education Consortium Three Year Plan

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SECTION 1: CONSORTIUM DETAILS

San Francisco Adult Education Consortium (SFAEC)
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Consortium Director: Wendy L. Miller, Associate Dean of Adult Education Programs, CCSF (non-voting)

Voting members: City College of San Francisco (CCSF) and San Francisco Unified School District (SFUSD)

- Joana Feit, Director of College and Career Programs, SFUSD
- Dr. Lisa Cooper-Wilkins, Vice Chancellor of Student Affairs, CCSF
- Kristin Charles, Associate Vice Chancellor of Institutional Advancement, CCSF

Website: https://www.sfadulted.org/

Executive Summary

Consortium Members and Participants in Three-Year Planning:
The San Francisco Adult Education Consortium's (SFAEC) comprehensive regional Adult Education Program (AEP) Three-Year Plan presents goals, proposed activities, and key indicators of progress for the 2022-2025 AEP planning cycle. An inclusive and data-driven process engaged Consortium members and partners (including faculty, administrators, classified staff, students, and other stakeholders) to determine how best to achieve the region's shared vision for Adult Education: *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 takes place in a different context than it does in other regions across California. San Francisco's Adult Education is delivered by the community college district, where ongoing funding is derived from apportionment. There has been no Regional Occupational Program (ROP) since 2006, there are no adult schools, and a single 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 have been to expand access to and heighten the impact of Adult Education delivered by City College of San Francisco (CCSF); to improve transitions from the community and from San Francisco Unified School District (SFUSD) to CCSF for students in AEP priority populations; and to fund activities and initiatives that accelerate student progress towards their individual goals.

SFAEC has identified three high-level goals that are aligned with the AEP Student Progress Framework, the CCSF Education Master Plan, the CCSF guided pathways efforts (locally renamed

Reimagining the Student Experience or RiSE), the Vision for Success, and other regional plans. These goals have informed our two previous three-year plans (2015-2018 and 2019-2022) and will guide the work ahead in the 2022-2025 SFAEC Three-Year Plan:

1. Improve Adult Education student points of ***connection and entry*** to CCSF from SFUSD and from the broader community.
2. Facilitate Adult Education ***student progress*** toward educational and career goals by improving academic and other support service offerings.
3. Increase the number of Adult Education 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. The Consortium still sees a significant regional need for ESL and ESL Civics programs for immigrants and adults with limited English proficiency. 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 Adult Secondary Education (ASE) services. The region has a low unemployment rate, but the pandemic has particularly impacted the Hospitality sector, and many of those who lost jobs need re-training for work in other sectors.

The Consortium identified the sorts of academic and other supports needed for students to succeed in their Adult Education programs. These include clear pathways, tutoring, counseling, and advising, access to online resources and technology, information and services in their preferred language, and equitable access to basic needs services (food and housing insecurity, childcare, health and mental health services, transportation, financial literacy). All of these are addressed in this plan.

Metrics, Objectives, Activities, and Outcomes:

During the next three years SFAEC and both of its member institutions will focus on addressing two barriers to student success: English Language Learner and Low Literacy. There is a strong correlation between these metrics and low income. Our plan is to pursue activities that will help remove these barriers for students so that they may succeed in further education or career.

The Consortium identified five strategies it will pursue to address the educational needs of Adult Education students in the region.

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

The Consortium will adopt strategies to improve the integration and effectiveness of services. These focus on "fixing the front door" to improve transitions to CCSF from SFUSD and the broader community, expanding outreach and marketing capacity, strengthening structures to collect and strategically use data, and provide professional development to employees.

Specific activities and anticipated outcomes are discussed in *Section 4*.

Funds Evaluation:

The SFAEC's annual allocation is distributed through direct funding to its two member entities; CCSF, as the primary provider of Adult Education services in the region, receives 90% of the annual allocation and SFUSD receives 10%. The members usually spend each annual allocation within 18 months, although current legislation allows up to three years to spend each annual allocation.

CCSF spends the bulk of AEP funds on activities that either directly support students or that improve the systems that support academic and student services for Adult Education students. SFUSD primarily uses their allocation to provide counseling and support services for their students 18 years or older in Newcomer Schools (English Language Learners), Special Education, and those who are likely to transition to CCSF through the dual enrollment or credit recovery programs.

The current level of funding is adequate for the strategies and activities outlined in this plan.

Summary of Accomplishments During Previous Three-Year Planning Period:

Despite the disruption of the pandemic, over the previous three-year planning period the Consortium achieved outcomes in each of these areas as follows:

1. Connection and Entry
    a. Funded a new Noncredit Outreach Specialist who began in January 2022.
    b. Contracted with Language Line Services, Inc. to provide on-demand interpretation services (audio and video) at all student services desks, and document translation services for all marketing and student-facing documents regarding matriculation.
    c. Provided SFUSD students ages 18+ with expanded college transition counseling, "on-ramp" college and career readiness courses, and access to CCSF through dual enrollment and credit recovery classes.
    d. Braided funding with other major categorical funds to purchase Signal Vine texting platform for text messaging to students.
2. Student Progress
    a. Began upgrade of outdated classrooms with smart technology for English as a Second Language (ESL), Transitional Studies (TRST), and noncredit Career Technical Education (CTE) courses at the college's Mission Center.
    b. Provided CCSF noncredit students with peer lab aids, tutoring, and academic and retention counseling.
    c. Supported the Mission Family Resource Center, which provides referrals and direct assistance, including childcare, to student parents.
    d. Supported the development of online and hybrid curriculum and faculty training to teach online in noncredit ESL and TRST.
    e. Funded software platforms and tools that support online learning, including Newsela and Pronto.
3. Transitions to Post-Secondary Education and Employment
    a. Facilitated collaboration between SFUSD's Newcomer and CTE programs and CCSF's CTE programs to develop internship possibilities and streamline transitions.

b. Collaborated with CCSF's guided pathways initiative, locally named Reimagining the Student Experience or RiSE, to map all noncredit CDCP Certificates to the Academic and Career Communities (meta-majors) adopted by the college.
c. Strengthened structures for strategic use of data on student transitions.

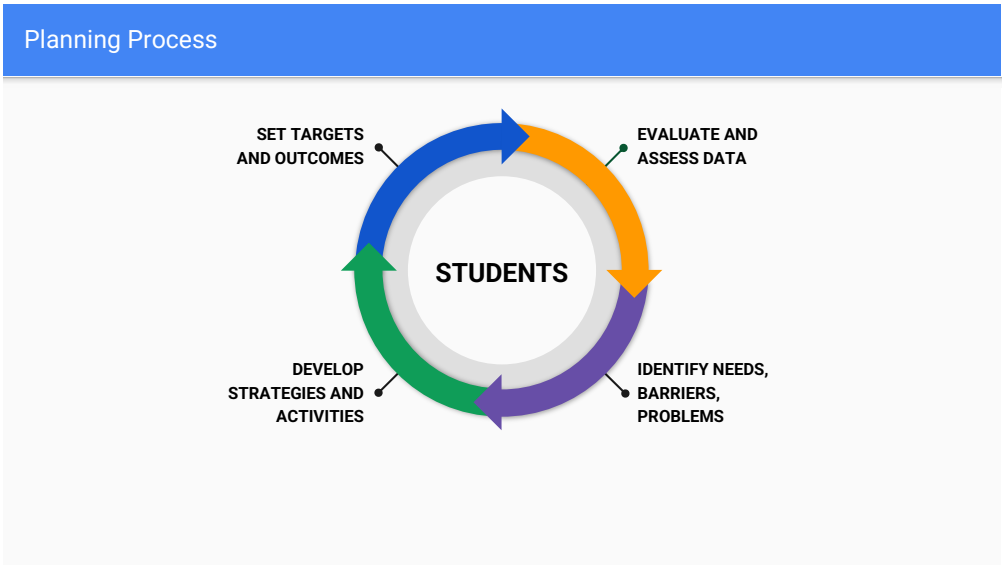
SECTION 2: ASSESSMENT

Overview and Preparation of the Plan

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.

Evaluation of the Educational Needs of the Adults in the Region

Data Considered:

The primary data points reviewed to evaluate the educational needs of adults in San Francisco were:

- Demographics (race/ethnicity, age, gender)
- English language proficiency
- Prior educational attainment
- Employment status
- Poverty levels
- What students said about what they need to succeed

The adult population San Francisco is increasingly white (40.9%), well-educated (58.5% with a bachelor's degree or above), employed (3.3% unemployment)[1], and aging (53% over 40 years). The cost of living is one of the highest in the nation, and many of the traditional Adult Education populations are moving away. This indicates a downward trend in the number of residents in need of Adult Education services. *Source: CAEP Fact Sheet*

There is an overrepresentation of Asian, Hispanic, and African American students in CCSF's Adult Education programs, and the student populations within its two main AE programs differ from each other. Transitional Studies (ASE) students skew younger, male, and more Hispanic than CCSF's noncredit ESL students, who are more likely to be older, Asian, and females. ESL faculty recently conducted an online student survey and saw a slight increase in younger students.

[1] More recent unemployment data from *sf.gov* shows December 2021 SF unemployment at 3.3%, down from a pandemic high of 5.9%.

2019-2020 Participants compared to San Francisco Adults 16+ years

	ASE	ESL	San Francisco
Race/Ethnicity:			
Asian	17.8%	53.2%	32.5%
Hispanic	60.5%	40.9%	15.5%
Black/ African American	10.2%	0.6%	5.7%
White/ Caucasian	3.3%	4.9%	40.9%
Gender:			
Male	54.7%	33.2%	51%
Female	45.2%	66.2%	49%
Age:			
19 or below (for ASE includes 16-17 yrs)	72.5%	3.8%	3.1%
20-24	2.5%	11.9%	6.9%
25-29	4.3%	11.7%	13.3%
30-34	3.4%	11.7%	13%
35-39	3.5%	10.2%	10.8%
40-49	5.0%	18.0%	14.3%
50+	5.3%	32.7%	38.7%

Source: CAEP Fact Sheet and Adult Education Pipeline - LaunchBoard

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 to the Plan

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, RiSE team, SWP team, SEA team, Library and Learning Resources, 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

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas							
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS
City College of San Francisco	Community College	multiple	☒	☒	☒	☒	☒	☒	☐	☒
San Francisco Unified School District	K12 District	multiple	☒	☒	☒	☒	☒	☐	☐	☐
Five Keys Schools and Programs	Charter School	70 Oak Grove St, San Francisco, CA 94107	☒	☒	☐	☐	☒	☐	☐	☐
Catholic Charities of SF	CBO	990 Eddy St, San Francisco, CA 94109	☐	☐	☒	☐	☐	☐	☐	☐
Episcopal Community Services	CBO	165 8th St, San Francisco, CA 94103	☒	☒	☒	☐	☐	☐	☐	☐
International Institute of the Bay Area	CBO	1111 Market St 4th floor, San Francisco, CA 94103	☐	☐	☒	☐	☐	☐	☐	☐
Jewish Vocational Service	CBO	225 Bush Street, San Francisco, CA 94104	☐	☐	☒	☒	☐	☐	☐	☐
Refugee Transitions	CBO	870 Market St # 718, San Francisco, CA 94102	☐	☐	☒	☐	☐	☐	☐	☐
Self-Help for the Elderly	CBO	multiple	☐	☐	☒	☐	☐	☐	☐	☐
SF Office of Economic and Workforce Development	LWDB	multiple	☐	☐	☐	☒	☐	☐	☐	☐

Evaluation of 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. At Access Points throughout the City individuals are assisted with career exploration, career pathway planning, training program identification and enrollment, and access to subsidized training resources. OEWD's Assessment and Education Services Coordinator coordinates assessment and education

services across these Access Points, provides a range of academic assessment services to identify job seekers' academic skill levels and academic readiness for sector training and employment and recommends and links participants to appropriate accredited and approved academic skills providers.

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.

Currently, OEWD offers multilingual training programs for the health care and hospitality sectors. Programs use designated course materials translated into multiple languages and/or bilingual staff who translate course material into Chinese (Cantonese and/or Mandarin) or Spanish. Current program availability in Chinese includes: Food Prep and Production, Chinese Cooking Training, Western Cooking Training, Japanese Cooking Training, Custodial Training, Hospitality Vocational Training, Healthcare Career Preparation, Home Care Provider II, and Home Care Provider III. The Certified Home Health Aide training, which leads to a State certification, includes combined English and Cantonese classroom instruction and course materials. Current program offerings in Spanish include: Culinary Academy, Home Care Provider II, Home Care Provider III. OEWD continues to explore relevant programming expansions, consistent with labor market analysis and stakeholder input.

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. To accommodate short sentences and to allow students to earn credits quickly while in jail, classes are offered year-round in intensive, one-month semesters. Five Keys partners with various CCSF academic departments, including Health Education, Sociology, Business, Psychology, English, Interdisciplinary Studies, and Child Development 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, WIOA Title II grantees (in addition to CCSF, which receives 87% of San Francisco's Title II funding total this year) include: **Episcopal Community Services, International Institute of the Bay Area, Refugee Transitions, and Self- Help for the Elderly**. This network of diverse and culturally competent community providers offers Adult Education at accessible locations throughout San Francisco's neighborhoods, often leveraging other public and philanthropic dollars

SECTION 3: BARRIERS, METRICS, & TARGETS

The Consortium and its members will each focus strategies on removing the student barriers of Low Literacy, and English Language Learner.

The metrics we will use to track the efforts will be:

Metric	Low Literacy	English Language Learner	Consortium Target	SFUSD Target	CCSF Target
Enrollment (Number of adults served)	**X**	**X**	Maintain current levels	Increase by 2.5% by 2025	Maintain current levels
Number of adults served who become participants	**X**	**X**	Increase by 2% by 2025	**N/A**	Increase by 2% by 2025
Percentage of funds spent	**X**	**X**	Maintain current balance	Maintain current balance	Maintain current balance

SECTION 4: OBJECTIVES AND STRATEGIES

All strategies and activities in this three year plan are aimed at removing Low Literacy and English Language Learner as barriers to success for adults in our region. Because there is a strong correlation between these student characteristics and low income, the Consortium anticipates the planned activities will also help move Adult Education students out of poverty.

Planned strategies are responsive to the three mandated CAEP objectives and calculated to move the needle on the three goals adopted by SFAEC. The crosswalk graphic below represents the overlap between these two.

Crosswalk of CAEP Objectives and SFAEC Goals

CAEP Objective		SFAEC Goal
Address the educational needs of adults in the region		Improve and expand points of connection and entry
Improve integration of services in the area and support student transitions		Student progress
Improve the effectiveness of services provided		Transitions to post-secondary education and career

Additionally, the Consortium as a whole, and the College in particular, are prioritizing strategies and activities that are high-impact, scalable, sustainable, and that leverage and build upon other student success initiatives underway at the College and the Unified School District.

Strategies and Activities to Address Educational Needs

The Consortium identified strategies and activities that address the educational needs of Adult Education students in the region. These correspond to SFAEC goals to facilitate student progress and to increase transitions to post-secondary education and career.

Strategy – Maintain Adult Education services in the region.

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 – Provide clear pathways from Adult Education programs to post-secondary education and career.

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 – Provide equitable access to instructional support services for Adult Education students.

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 – Bridge the digital divide for Adult Education students.

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

Strategy – Address student basic needs to remove barriers to success.

Activity: Provide access to basic needs services (childcare, health services, food/housing insecurity, transportation, financial literacy) through the Spark Point/Basic Needs Center (CCSF)

Outcomes: Greater numbers of Adult Education students enroll in, persist, and complete their programs.
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 Spark Point/Basic Needs Center services

Strategies and Activities to Improve Integration of Services and Transitions

To improve integration of services and transitions, the Consortium will primarily focus on expanding and improving the points of entry to CCSF from SFUSD and the broader community and providing clear pathways from Adult Education programs to post-secondary education and career. These correspond to the SFAEC goals to improve and expand points of connection and entry into CCSF, and to increase transitions to post-secondary education and career.

Strategy – "Fix the front door" of CCSF to improve transitions from SFUSD and the broader community

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 – Expand capacity for noncredit outreach and marketing

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 – Strengthen structures for strategic use of data

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

Strategies and Activities to Improve Effectiveness of Services

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.

Strategy – Strengthen structures for collection and strategic use of data (CCSF)

Described above.

Strategy – Professional development

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

SECTION 5: FUNDS EVALUATION

Level of Funding – SFAEC Allocations Over Time:

2019-2022 Three Year Plan *2022-2025 Three Year Plan*

	FY 2020-21	FY 2021-22	FY 2022-23*	FY 2023-24*	FY 2024-25**
CCSF	$3,552,200	$3,696,860	$3,893,902	$3,893,902	$3,893,902
SFUSD	$395,538	$410,762	$432,656	$432,656	$432,656
Consortium Allocation	**$3,947,738**	**$4,107,622**	**$4,326,558**	**$4,326,558**	**$4,326,558**

**Preliminary allocations announced Jan 2022, subject to change during State budget process.*
***No information available, assume same allocation as previous year.*

The Consortium members prioritize and plan their activities to align with the current funding level. In most years there is a small amount of unspent funds that have been rolled over to the next fiscal year. This has been especially true during the pandemic, which has stalled or disrupted planned activities. However, both members have routinely spent down each annual allocation within 18 months.

Budget Priorities:

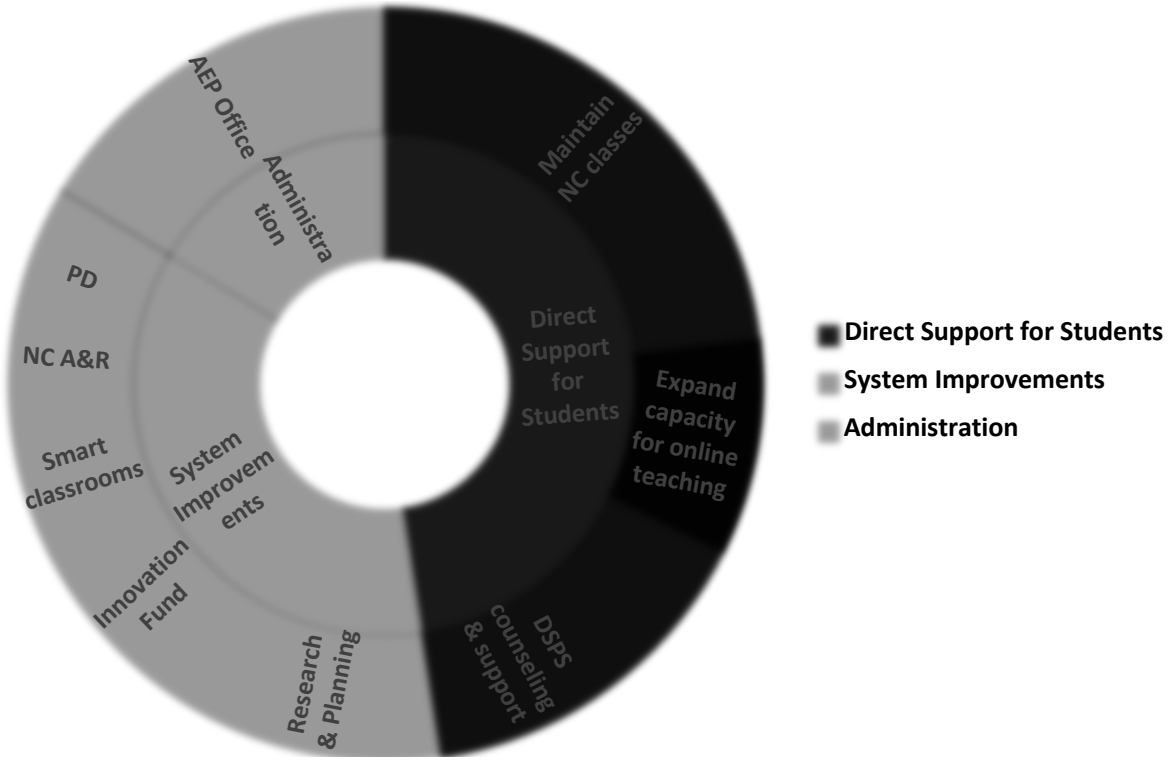
Both SFUSD and CCSF have prioritized direct services to students and system improvements in their AEP budgets since the inception of the Consortium in 2015. The majority of the funds are spent on salaries for the teachers, counselors, and staff working directly on the strategies and activities described in the plan.

The AEP budget for CCSF is also aligned with the size of the different Adult Education program areas. ESL is by far the largest program, with the greatest number of teachers, course sections, enrolled students, and participants. The high school completion program is smaller, and consequently receives a proportionately smaller amount of funding. Investments in system improvements are budgeted based on the proportion of noncredit Adult Education students who access those systems and services.

Possible Changes to CAEP Funding Level and Model:

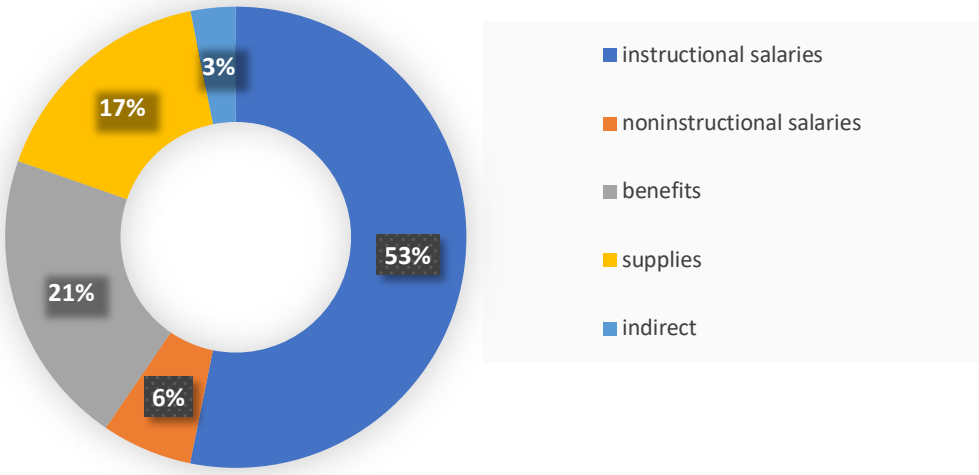
The Consortium recognizes that there may be changes in the both the level of funds and the fund allocation model within the term of this plan. This has been alluded to In several CAEP Technical Assistance webinars presented during this planning period. The Consortium and members will adjust their plans as needed should those changes occur.

CCSF AEP Budget Prioritizes Direct Support for Students and System Improvements



Based on FY 2020-21 Budget and Final Report of Expenditures

SFUSD AEP Budget Prioritizes Direct Support for Students



Based on FY 2020-21 Budget and Final Report of Expenditures

Leveraged Funds and Resources:

The Consortium and its member entities leverage 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. These include

- WIOA Title II Adult Education and Family Literacy Act. 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 Strong Workforce Program (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 California 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 and Achievement Program funds to make the CCCCO 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.
- The Fan5 integrated planning, budgeting, and implementation structure to align the Consortium's activities with those of other categorical funds (SEAP, RiSE, SWP, Perkins), to achieve common goals of improving student access and success, promote student equity, commit to best practices through professional development, streamline student services, and improve assessment and evaluation.
- CCSF Office of Extension and Contract Education to pilot short term vocational trainings.
- Partnerships with community based organizations who serve Adult Education populations (primarily funded by OWED) for referrals, case management, and other services.

Appendix A: Crosswalk of AEP Strategies to College Plans

AEP STRATEGY	Education Master Plan Goals	RiSE (Guided Pathways) Action Areas	Student Affairs Action Plan Priorities	Strong Workforce Plan Goals	2022-25 Student Equity Plan Principles
Maintain Adult Education services in the region	I, II, IV, V			1, 2	
Provide equitable access to instructional support services for Adult Education students	I, II, III, IV, V	2, 3, 4	III, V	1, 2	A, C, E
Bridge the digital divide for Adult Education students	I, II, III, IV, V, VII	2, 3, 4	III, V	1, 2	A, C, E
Address student basic needs to remove barriers to success	I, II, VI	3	III, V	1, 2	B
Provide clear pathways from Adult Education programs to post-secondary education and career	I, II, III, IV	1	V	1, 2	E
"Fix the front door" of CCSF to improve transitions from SFUSD and the broader community	I, II, III, IV, V, VI	2	II, III, IV	2	C, E
Expand capacity for noncredit outreach and marketing	IV, V, VI	2	IV	2	C
Strengthen structures for strategic use of data	V	4	IV	4	F
Professional development	VIII	1, 2, 3, 4	I, V	1, 2, 3, 4	A, D, E

Key on next page

Key to Crosswalk

Education Master Plan Goals:	***RiSE Action Areas:***	***Student Affairs Action Plan Priorities:***	***Strong Workforce Program Plan Goals***	***2022-25 Student Equity Plan Principles***
I. Improve the student experience II. Institutionalize equity III. Improve communication IV. Strengthen credit and noncredit programs V. Improve operation of the College VI. Strengthen community, education, and industry partnerships VII. Maintain, improve, and build facilities VIII. Expand and encourage opportunities for professional development	1. Map pathways to students' end goals 2. Help students choose and enter a program pathway 3. Keep students on the path 4. Ensure that students are learning	I. Employee Recognition & Talent Development II. Community Partnerships III. Campus Partnerships IV. Student Affairs Structure, Stability, & Service V. Student Success & Equity	1. Support all CCSF students in realizing their career aspirations 2. Increase CE student enrollment, success, and completion 3. Increase CE student work-based learning opportunities and post-program job placement, retention, and earnings in students' chosen field of study 4. Align CCSF CE programs and occupational clusters with regional workforce development supply and demand	A. Center and institutionalize equity B. Meet students' basic needs C. Provide student services that foster community & sense of belonging D. Create inclusive classrooms, race-conscious curriculum and culturally responsive teaching and learning E. Implement equity advancing systems, policies and promising practices F. Make evidence-based, data-informed decisions

Appendix B: Planning Participants

In addition to the Adult Education Office staff, we wish to thank the following for their contributions to this plan:

Office of College and Career Readiness, SFUSD

Academic, Institutional Development, and Student Affairs Departments:

- Automotive, Motorcycle, and Construction Department
- Business Department
- Child Development Department
- Contract Education Office
- Counseling Departments
- Culinary Arts and Hospitality Studies Department
- Disabled Students Programs and Services
- English as a Second Language Department
- Library and Learning Resources Department
- Noncredit Admissions and Records
- Office of High School Programs and Outreach
- Office of Research and Planning
- Office of Student Activities
- Office of Student Equity
- Online Learning and Educational Technology Department
- Transitional Studies Department
- Center Deans for Mission, Chinatown, Downtown, and Evans
- Student Affairs Strategic Planning team
- Strong Workforce and Career Services

Academic Senate Committees:

- Curriculum Committee
- Noncredit Adult Education Committee
- Student Learning Outcomes Committee

Participatory Governance Bodies:

- Academic Senate Executive Council
- Administrators Association
- Associated Students Executive Council, and the Noncredit Student Issues Workgroup
- Classified Senate
- PGC Planning Committee
- Participatory Governance Council