



AB104 Adult Education Block Grant - Annual Plan Template for 2015-16

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Consortium Member Organizations and Representatives

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
CCSF	Anna Davies	415-239-3321	adavies@ccsf.edu	10/22/15
CCSF	Samuel Santos	415-452-5100	ssantos@ccsf.edu	10/22/15
SFUSD	Stephen Koffman	415-379-7750	koffmans@sfusd.edu	10/13/15

1.8 Governance Template: Please see attached.

1.9 Organizational Chart: Please see attached.

1.10 Fiscal Management

The Consortium's Block Grant is fiscally managed by the San Francisco Community College District. The Certifying Officer is David Martin, Chief Financial Officer. CCSF's Associate Dean of Adult Education will be responsible for rolling up CCSF and SFUSD grant expenditures in the State's reporting format. These reports will be certified and submitted by David Martin, Chief Financial Officer.

Section 2: Plan Summary for Program Year 2015-16

2.1 Executive Summary

The Consortium's 2015-2016 AEBG funding priorities are based upon the Regional Comprehensive Plan that was approved by the CCSF Academic Senate and by the California Department of Education in Spring 2015. The Consortium established the following 2015-16 goals:

- Increase number of Adult Education students served through targeted and sustained outreach;
- Improve Adult Education student outcomes (e.g., advancement to next proficiency level, progression to collegiate-level...);
- Conduct planning, lay groundwork, and build infrastructure for Year 2-3 projects.

The 2015-16 Action Plans included in this Annual Plan reflect the elements of the Regional Comprehensive Plan that were determined by the Members of the Consortium to best meet a set of criteria for priority activities. These were developed and discussed at a series of meetings in September-October 2015 among Consortium representatives, who will continue to meet to advise and oversee their implementation in the year ahead. The criteria for the selection of 2015-2016 priority activities included the following:

1. Address a gap in San Francisco's current delivery of Adult Education
2. May be implemented in an initial one-year timeframe.
3. Likely to increase CCSF student enrollments
4. Projected to have large impact on student retention, progression, and success
5. Contribute to sustainability and institutionalization of effective practices
6. Set stage for more complex and impactful projects beyond this academic year
7. Leverage – rather than unnecessarily duplicate - other initiatives

With these criteria in mind, the Consortium decided to dedicate significant attention in 2015-16 to two of the four Focus Areas identified in the Regional Comprehensive Plan: Access and Matriculation, and College Counseling and Support Services. The remaining two Focus Areas – High-Quality Instruction, and Transition to College-Level Instruction and Employment – will be the focus of planning and program development activities in 2015-16, with implementation intended to take place in subsequent years.

By the end of 2015-16, the Consortium anticipates reaching the following milestones in AEBG implementation:

1. Increased student enrollment, in particular due to recruitment from SFUSD's continuation high schools, English Language Development (ELD) programs, programs for students with disabilities, and parents of SFUSD students.
2. Establishment of welcoming Access Points for Adult Education students at priority CCSF's Centers.
3. Evidence of student enrollment, completion and success in Adult Education courses delivered at SFUSD and at community-based organization (CBO) locations.
4. Increased numbers of Adult Education students receiving academic and retention counseling.
5. Design and development of high-quality instructional programs that – in subsequent years -- will deliver contextualized, cohorted, CTE bridge programs and course sequences that ease transitions and

accelerate Adult Education student's progress toward academic and career goals.

6. Enhanced capacity of Consortium members to track and share data on Adult Education students.

To support attainment of these milestones, the Consortium will make substantial investments in 2015-16 in professional development for CCSF, SFUSD, and partner personnel, including instructors, counselors, and administrators.

Section 3: Consortium Services and Funding Allocations

3.1 and 3.2 Please see attached Consortium Members Allocation Form workbook.

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top 3-5 key activities for each of the Plan Objectives listed below. The original AB86 Objectives language has been adapted to the AB104 context.

4.1 Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.

4.1a Regional Assessment Plan

Assessment of Adult Education students is conducted by CCSF, where students may sign up for the placement test upon completion of the noncredit admissions application. Noncredit test subjects include ESL (for placement into levels 1-8) and Reading and Math testing for placement into GED, CTE, and Transitional Studies ABE/ASE courses. As mandated by SB 1456 (Student Success Act of 2012), all course placement assessment instruments are evaluated and approved by the CCCCO for use in credit and noncredit math, English and ESL course placement processes. CCSF currently administers a locally-developed placement test as part of the process to assess student readiness for courses in the noncredit ESL program. The noncredit Transitional Studies Department has been field-testing the CASAS ECS Appraisal, Form 130, for possible use in determining appropriate placement into TRST reading and math courses.

Tests are typically administered to groups of 20-30 students on a weekly basis. Students may take part in placement assessment at any CCSF location and use the placement results at other CCSF campuses or centers. Results are stored and maintained in the Banner data system for faculty to view and retrieve. Test results are viable indefinitely. CCSF does not limit the number of times students take the non credit ESL or CASAS tests, and has not established a test retake policy.

CCSF does not offer noncredit placement test preparation assistance. Sample questions for credit placement tests are on the CCSF website and are distributed as part of Steps to Credit services before students take the credit placement test.

CCSF also uses multiple measures to appropriately place students in noncredit courses, including an oral interview performed by noncredit faculty (teachers and counselors).

Course placement in both credit and noncredit CCSF programs is a “multiple-measures” process, i.e. additional student background information is gathered and evaluated together with student test results to determine the most appropriate course level placements. In fact, in 2014-2-15, only 32% of CCSF’s noncredit students took a placement test, while the remainder were assessed and placed using multiple measures. CCSF counselors and ESL Center Coordinators provide this holistic, multiple-measures assessment of student readiness for noncredit ESL and ABE/ASE courses. Noncredit faculty (teachers and counselors) also conduct oral interviews and in-class assessments to determine a student’s appropriate course level.

4.1b Tracking of Student Enrollment, Demographics, and Performance

CCSF’s Division of Institutional Development oversees data collection, research, planning, outcomes and assessment for all college centers. CCSF uses the CCCC Management Information System (MIS) to track student enrollment, demographics and performance. Additionally, the Banner system is used to maintain and provide faculty and staff access to student records and academic history. Faculty assess student progress and report course and program level SLO assessments in the CurricUNET assessment program. The college’s Banner Advisory Group (BAG) is a committee of data managers with responsibility for Banner implementation and MIS reporting. It meets every other month to keep the members up to date with various Banner projects as well as to make sure that CCSF is completing its MIS reports in an accurate and timely manner. CCSF also uses CAPP (Computerized Assessment and Placement Program) software to store student assessment results. Each of these systems will contribute to CCSF’s ability to collect and report on student data relevant to AEBG, and to use this data to inform program activities and improvements.

SFUSD’s Research, Planning and Accountability (RPA) Data Center manages data and reporting on behalf of the District, including tracking of student enrollment, demographics and performance. The Data Center produces the annual District Accountability Report Card (DARC) and School Accountability Report Cards (SARCs) and maintains all data required by the California Department of Education. SFUSD will work closely with CCSF to develop a streamlined process for enrolling noncredit 19+ students, and will track those students using Synergy (SFUSD’s student information program).

Both CCSF and SFUSD adhere to FERPA (Family Educational Rights and Privacy Act) guidelines in the management and sharing of student data. Both members will have the capacity to disaggregate data in a variety of ways.

CCSF’s and SFUSD’s existing data systems will allow for the collection of student and classroom-level data to inform AEBG activities and support attainment of targeted outcomes. However, neither institution currently has the capacity to conduct on-going research specifically on the needs, participation and outcomes of Adult Education students. For this reason, both CCSF and SFUSD have dedicated AEBG resources in 2015-2016 to increasing staff capacity for Adult Education student data collection and management. CCSF will engage one 100% FTE Data Analyst devoted to AEBG and Adult Education student data. SFUSD will secure the time of one 20% FTE Research Analyst for this shared purpose. These two individuals will maintain close communication

with each other; coordinate metrics definition and data reporting; share data across institutions as appropriate; provide education and training on quality data collection and the effective use of data; participate in AEBG Community of Practice activities in the region; and support data reporting and analysis as needed to support the initiative. Initially in 2015-2016, these staff members will work with the CCSF Associate Dean of Adult Education and the SFUSD AEBG Coordinator to establish baselines for all required AEBG performance measures, and to set up mechanisms for tracking and reporting on progress toward targets for this and subsequent years.

4.1c Objective #3 Action Plan: Program Integration and Seamless Transitions

The Consortium has prioritized 2015-2016 activities that will significantly increase awareness of and enrollment in Adult Education classes at CCSF, particularly through a significant deepening of the relationship between CCSF and SFUSD’s programs serving students ages 19 and older. Targeted and highly coordinated outreach and recruitment activities will involve both Consortium members, increasing staff capacity to design and deliver innovative and effective strategies to serve greater numbers of eligible students with tailored and effective educational programs. CCSF will meet the needs of these students through welcoming Access Points at the college’s Centers delivering large numbers of noncredit classes; and through accessible “on-ramp” classes offered at SFUSD and at community-based locations.

The Consortium will also begin Year One of AEBG implementation with a sizable investment in the management, sharing, and analysis of Adult Education student data. This represents a meaningful change for both CCSF and SFUSD, who until now have had limited staff or system capacity to pull out and make sense of this data. As AEBG activities get underway, it will be very important to the Consortium that data is readily available, that questions can be posed, and that Consortium members and stakeholders are able to engage in intentional discussions about Adult Education students, their progress and their success at attaining academic and career goals. Investments in data capacity will contribute to the improvement of all Adult Education programs and services; these activities are included under Objective 3 because of their important role in integrating institutional systems for the benefit of transitioning students.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Activity #1: Targeted Outreach, Enrollment and Transition Support				
Expand CCSF’s community outreach and enrollment	Spring 2016(for Summer and Fall 2016 enrollment)	CCSF (Counselors, Instructors)	Increased student enrollment	# enrolled in CCSF
Extend targeted outreach, co-counseling, enrollment and transition support to SFUSD continuation students age 19+	Spring 2016	SFUSD (Counselors, site leads) CCSF (Counselors)	Increased student enrollment from SFUSD continuation sites	# enrolled in CCSF
Extend targeted outreach, co-	Spring 2016	SFUSD (Counselors, ELD	Increased student enrollment from	# enrolled in CCSF

counseling, enrollment and transition support to SFUSD ELD students age 19+		teachers) CCSF (Counselors, bilingual support staff)	SFUSD ELD programs	
Extend targeted outreach, co-counseling, enrollment and transition support to SFUSD students with disabilities age 19+	Spring 2016	SFUSD (Counselors, teachers) CCSF (Counselors)	Increased enrollment of SFUSD students with disabilities	# enrolled in CCSF
Extend targeted outreach, co-counseling, enrollment and transition support to SFUSD parents	Spring 2016	SFUSD (Counselors) CCSF (Counselors, bilingual support staff)	Increased student enrollment among SFUSD parents	# enrolled in CCSF
Activity #2: CCSF Adult Education Access Points				
Create CCSF access points inviting Adult Ed students	Spring 2016	CCSF (Assoc. Dean of Adult Ed., Counselors)	Access Points established at priority Centers	# Counselor contacts at Access Points
Activity #3: Community and SFUSD "On-Ramp" Classes				
Deliver community access classes and services in collaboration with CBOs and SFUSD	Spring 2016	CCSF (Assoc. Dean of Adult Ed., Instructors)	Increased student enrollment and completion at CBO locations	# enrolled in CCSF # literacy gains # completions
Deliver "on-ramp" course at SFUSD high schools	Spring 2016 planning (for Summer or Fall delivery)	SFUSD (Coordinator) CCSF (Assoc. Dean of Adult Ed., Instructors)	Increased student enrollment and completion at SFUSD schools	# enrolled in CCSF # literacy gains # completions
Activity #4: CCSF-SFUSD Data-Tracking and Sharing				
Improve systems to track and share data on Adult Ed students	Spring 2016 and ongoing	SFUSD (data analyst) CCSF (research analyst)	Data system alignment, data-sharing agreements	Ability to produce aggregate student data reports

4.2 Objective #4: Activities to address the gaps identified in Objective 1 (evaluation of current levels and types of adult education programs within its region, and Objective 2 (evaluation of current needs for adult education programs within the Consortium's region), updated in your Updated AB104 3-year Plan.

In the Regional Comprehensive Plan and the updated AB104 3-Year Plan, the Consortium elected to address identified gaps through strategies tied to Objectives #3 and #5, rather than through separate Objective #4 strategies. This decision was influenced by the small membership of the Consortium (CCSF and SFUSD) and the need to scale up and improve offerings within these two institutions, rather than increase capacity beyond them or into geographic gap areas. Objective #3 and #5 strategies

address gaps in four focus areas: Access and Matriculation, High-Quality Instruction, College Counseling and Student Support Services, and Transition to College-Level Instruction and Employment.

4.3 Objective #5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

The Consortium will dedicate time and resources in 2015-16 to the scaling of existing models known in the region to produce positive results for Adult Education students, while investing in the planning, design and development of additional programs targeting these students and addressing their academic and support service needs. The acceleration and retention strategies included in the table below will increase the numbers of Adult Education students enrolled in and completing programs that accelerate their progress, while establishing these programs at the center of CCSF’s Adult Education offerings. Several new programs will be offered as pilots, with the intention to learn from, document, and continue delivery of effective program models. AEBG funding will support these pilots, moving the Consortium toward institutionalization of strong programs using apportionment funds.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Activity #1: Course Sequencing and Alignment				
Align courses for streamlined placement and advancement	Spring 2016 planning	CCSF (Assoc. Dean of Adult Ed., Instructors) SFUSD (Coordinator, Teachers)	Decreased # of SFUSD students ages 19+ who enter CCSF below college-level	# transition to college-level
Activity #2: Instruction for Adult Education Student Acceleration				
Deliver combined/ contextualized/ cohorted ABE/ESL and CTE bridge programs and sequences	Spring 2016 planning (for Fall 2016 and ongoing delivery)	CCSF (Assoc. Dean of Adult Ed., Instructors)	Increased availability of high quality, accelerated Adult Ed programs	# enrolled in CCSF # completions # other student outcomes per goals
Deliver Middle College, summer Bridge, and other programs designed to ease transition to CCSF	Spring 2016 planning (for Fall 2016 and ongoing delivery)	CCSF (Assoc. Dean of Adult Ed., Instructors) SFUSD (Coordinator, Teachers and Counselors)	Increased availability of high quality, accelerated Adult Ed programs	# enrolled in CCSF # completions # other student outcomes per goals
Deliver pre-apprenticeship and apprenticeship programs	Spring 2016 planning (for Fall 2016 and ongoing delivery)	CCSF (Assoc. Dean of Adult Ed., Apprenticeship Coordinator, Instructors)	Increased availability of pre-apprenticeship and apprenticeship programs	# completions # employed # increased wages

Activity #3: Academic and Retention Support				
Expand academic and retention counseling and peer mentoring for Adult Ed students	Spring 2016	CCSF (Counselors, Social Workers, peer mentors bilingual support staff)	Increased # of students who access counseling and mentoring services	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)
Expand academic and retention counseling for Adult Ed students with disabilities	Spring 2016	CCSF (Counselors, Social Workers, bilingual support staff)	Increased # of students with disabilities who access counseling services	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)

4.4 Objective #6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

The Consortium will establish a Community of Practice comprised of instructors, counselors, administrators and other stakeholders representing CCSF, SFUSD, OEWD, and invited partners. The Community of Practice will be a venue for sharing of vision and goals, progress toward goals, lessons learned, effective practices, challenges and means of addressing them, student demographic and outcome data, alignment between AEBG and complementary initiatives, and future planning related to Adult Education.

An on-going series of AEBG workshops at CCSF and SFUSD will engage key personnel involved in Adult Education in training and hands-on collaboration on selected topics to be prioritized by the Community of Practice and Consortium leadership. These workshops will invite internal “experts” and champions, as well as others with relevant expertise, and will be closely tailored to the AEBG implementation priorities and Action Plans. Whenever possible, Adult Education student data will be used to inform content areas and target professional development activities.

Selected key personnel will also be invited to participate in conferences and peer program visits, as prioritized by the Community of Practice and Consortium leadership. CCSF and SFUSD personnel will take these opportunities to deepen their shared understanding of effective practices with potential for application in the region, then return home to integrate learnings into shared AEBG strategies.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Activity #1: SFUSD-CCSF Adult Education Community of Practice				
Community of Practice	Fall 2015 and ongoing	SFUSD (all) CCSF (all)	AEBG activities designed and	# participants

		Partners (invited)	implemented	
Activity #2: Peer Learning about Adult Education Effective Practices				
Model program visits (contextualized basic skills, cohort-based)	Fall 2015 – Spring 2016	SFUSD (Teachers, Counselors) CCSF (Instructors, Counselors)	Model program understanding and materials	Participant survey
Collaborative conference participation	Spring 2016	SFUSD (Teachers, Counselors) CCSF (Instructors, Counselors)	Understanding of best practices and possible adaptation	Participant survey
Activity #3: Regional Professional Development Workshops				
Workshops on understanding needs of Adult Ed student populations	Fall 2015 – Spring 2016	SFUSD (Teachers, Counselors) CCSF (Instructors, Counselors)	Improved understanding	Participant survey
Workshops on transition co-counseling strategies	Spring 2016	SFUSD (Counselors) CCSF (Counselors)	Shared strategies	Participant survey
Workshops on contextualized teaching and learning	Spring 2016	SFUSD (Teachers) CCSF (Instructors)	Shared understanding and tools for course development	Participant survey
Workshops on outreach and enrollment strategies	Fall 2016	SFUSD (Counselors) CCSF (Counselors)	Shared strategies	Participant survey
Workshops for CBOs on CCSF pathways	Spring 2016	CCSF & CBO partners	Improved CBO understanding	Participant survey
Workshops on academic and retention counseling strategies for Adult Ed	Spring 2016	CCSF (Counselors)	Shared strategies	Participant survey
Workshops on access, academic support, and retention strategies for adult students with disabilities	Spring 2016	SFUSD (Counselors, Teachers) CCSF (Counselors, Instructors)	Shared strategies	Participant survey
Workshops on AEBG data collection and use	Fall 2015 – Spring 2016	SFUSD (all) CCSF (all)	Effective reporting and use of data	Participant survey

4.5 Objective #7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas.

As proposed in the Regional Comprehensive Plan, the Consortium will leverage the momentum behind several

complementary initiatives addressing the needs of Adult Education students within CCSF and in the region. These will include CCSF's Noncredit SSSP, Student Equity, Equal Access to Services Emergency Task Force (EASE), Basic Skills, and Professional Development initiatives. Each of these will be active in 2015-2016, and efforts will be on-going to align and integrate AEBG activities. In addition, the Coalition will work especially closely with the San Francisco Office of Economic and Workforce Development (OEWD) to coordinate and leverage funding for CTE programs in high-demand sectors, such as the community-based VESL Culinary training program that has been prioritized for scaling using AEBG funds, and to connect Adult Education students to available WIOA resources.

In future years, the Consortium will build upon groundwork laid in 2015-2016 to improve coordination and regional structures involving community-based organizations in the delivery of Adult Education and support services. Year One activities will deepen high-priority community partnerships by expanding community-based CCSF classes and broadening outreach through neighborhood- and population-based networks. With greater regional coordination in the years to come, these models may be expanded and supportive services enhanced through partnerships.

The Consortium has not used the table provided for Objective 7 because activities under this Objective are expected to fall under Objectives 3, 5, and 6, as described above. Many of these activities leverage structures internal to CCSF, while others leverage regional partnerships (such as OEWD) to further a wide range of activities related to the activities described in this Plan. As the Consortium works in subsequent years to strengthen regional structures supporting broader community-based partnership development and coordination, members expect to develop more specific work plans and methods of assessing the impact of these initiatives.

Section 5: Estimated Budget by Objective

Please see Estimated Budget Workbook

Section 6: Levels of Service and Assessment of Effectiveness

6.1 and 6.2 Please see Performance Measures Workbook.

6.3 Additional Measures (Optional)

The Consortium has elected not to track additional measures during 2015-16.

6.4 Evaluation of the Effectiveness of the Consortium

The Consortium will evaluate its effectiveness at tri-annual Consortium meetings, to be held at the end of the Fall, Spring and Summer sessions. At these meetings, Consortium members will be joined by the CCSF Research Analyst and SFUSD Data Analyst, as well as key personnel involved in AEBG implementation, to review available data on student demographics, enrollments, and outcomes. The Consortium will assess its effectiveness primarily in terms of its attainment of student outcomes. The Consortium will also consider at these meetings the following questions

regarding its effectiveness:

- Are all proposed positions filled with qualified personnel who are able to carry out their job responsibilities?
- Are all proposed meetings of Consortium personnel and key implementation partners occurring and demonstrating progress toward Action Plan goals?
- Is the Consortium's governance structure supporting the initiative's necessary level of collaboration and progress toward objectives?

Section 7: Consortium Member Signature Block

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