



AEBG
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CALIFORNIA WORKFORCE

AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-049

1.2 Consortium Name:

San Francisco Adult Education Consortium

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

Background

The San Francisco Adult Education Consortium ("the Consortium") is a partnership led by CCSF and SFUSD – and involving multiple public sector and community-based stakeholders – to improve the educational and career outcomes of students in seven program areas: programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency; programs for immigrants, including citizenship, ESL, and workforce preparation; short-term career technical education (CTE) programs with high employment potential; programs related to entry or reentry into the workforce; programs for adults with disabilities; pre-apprenticeship programs; and programs designed to develop adults' knowledge and skills to assist children to succeed academically in school.

From November 2014 through February 2015, the Consortium conducted an inclusive planning process and developed a Regional Comprehensive Plan, which was submitted to the California Department of Education as a condition for the award of funding under the new Adult Education Block Grant (AEBG) included in the Governor's 15-16 budget. The Plan was approved, and the Consortium has now prepared an Annual Plan and Budget for the proposed use of AEBG funds in San Francisco.

Goals

The goals of the Consortium are to:

- Implement strategies that leverage AEBG and existing resources across systems to significantly improve outcomes for Adult Education students
- Reform policies and procedures to sustain, scale, and institutionalize strategies that improve Adult Education student outcomes.

Vision

The Consortium envisions an integrated regional system of Adult Education that eases transitions: (1) from SFUSD to CCSF, particularly for students over age 18 who are enrolled in the K-12 district's continuation sites, English Language Development (ELD) programs, and programs for students with disabilities; (2) from the community into CCSF Adult Education, for adults disconnected from the region's educational systems; (3) from CCSF's extensive non-credit courses into for-credit and college-level instruction leading to career-related skills and credentials; and (4) from CCSF's non-credit and CTE programs into employment with opportunities for wage and career progression. AEBG investments will facilitate collaborative planning and implementation of integrated services and academic programs that support these transitions.

The Consortium envisions a regional Adult Education system that accelerates students' progress toward academic and career goals through the delivery of high-quality instruction and support services. Consortium members CCSF and SFUSD have identified strong internal practices that, if replicated and taken to scale, have the potential to reach and serve much higher numbers of Adult Education students. The region is fortunate in its ability to leverage multiple funding streams toward this end, including Student Equity, SSSP, Professional Development, San Francisco Office of Economic and Workforce Development (OEWD), San Francisco Department of Children, Youth and their Families (DCYF), and a new California Career Pathways Trust (CCPT) grant. Capitalizing upon these leveraging and scaling possibilities, the Consortium envisions an Adult Education system that enrolls students in programs and services highly tailored to their needs and strengths, utilizing contextualized teaching and learning, cohort-based instruction, work-based learning, intrusive counseling, and other evidence-based practices.

Focus Areas

Through the planning process, the Consortium elected to focus AEBG strategies in four areas:

- Access and Matriculation
- High-Quality Instruction
- College Counseling and Student Support Services
- Transition to College-Level Instruction and Employment

These areas coincide roughly with AEBG Objective 3 (Access and Matriculation, access-related College Counseling and Student Support Services, and Transition to College-Level Instruction and Employment) and Objective 5 (High-Quality Instruction, and academic and retention-related College Counseling and Student Support Services). The Consortium elected to address Objective 4, "Response to Gaps Identified in the Region," through these four focus areas aligned with Objectives 3 and 5.

Three-Year Priorities and Timeline

With the adoption of AB104, the Consortium evaluated ways to advance strategies in the four focus areas over the 2015-2018 period. The Consortium elected to concentrate 2015-16 efforts in the areas of Access and Matriculation, and College Counseling and Student Support Services. High-Quality Instruction will be advanced in 2015-2016 through the scaling of several of CCSF's effective Adult Education programs, while concurrently conducting planning activities that will support expansion of these and related instructional strategies in Years 2 and 3.

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.

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.

Goals for subsequent years will be developed following analysis and review of data on Adult Education student demographics, enrollments, and outcomes, supported by AEBG investments in shared and aligned data systems and management.

To support attainment of annual milestones, the Consortium will make substantial investments in professional development for CCSF, SFUSD, and partner personnel, including instructors, counselors, support staff, and administrators; and in the coordination of regional collaboration with Consortium partners, including OEWD, DCYF, the San Francisco Public Library, SB1070, sf311.org, 1deg.org, sftay.org, and multiple community-based partners.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

The Consortium's AB86 Final Plan contains data on AB104 program areas 1, 2, 5, 6 and 7. This update to the AB86 Final Plan includes information on AB104 program areas 3 and 4.

Program Area 3: Programs for Adults, including but not Limited to Older Adults, that are Primarily Related to Entry or Reentry into the Workforce

According to the U.S. Census Bureau, 14.4% of San Francisco's population is 65 or older, roughly equivalent to the proportion in the U.S. and up 1.5% from 2010. This amounts to more than 115,000 San Francisco residents who are older adults. Furthermore, population projections suggest a growing number of older adults in the City and County over the coming 15 years.

CCSF's Older Adults Department offers free, non-credit classes specially designed for those 55 plus, though all are welcome to attend. The classes are held in over thirty locations throughout San Francisco, in neighborhoods that are accessible by bus or BART train. Classes are open for enrollment at any time during the semester, as long as the class is not already full, and are open to all levels of experience.

Older Adult course offerings span several different disciplines, including computers, health & wellness, language arts, and the arts. Courses that are primarily related to entry or re-entry into the workforce include introductory classes in Computers, Internet, PowerPoint, Digital Media, and Encore Career Strategies.

CCSF's 2013-2014 baseline enrollment in these workforce-related Older Adult classes was 305. SFUSD does not provide Older Adult classes.

CCSF evaluates Older Adult program quality through the internal processes of Student Learning Outcomes assessments (for courses, instructional programs, and counseling), Program Review, and annual planning. The adequacy of Older Adult programs at CCSF has not been fully evaluated; however, clearly large numbers of San Francisco's older adults do not participate in these programs. While expansion of Older Adult programs has not been identified as a priority in 2015-2018, AEBG may present opportunities to expand outreach, funding allocation and course offerings to make CCSF a more valuable resource to older adults who are entering or re-entering the workforce.

Program Area 4: Programs for Adults, including but not Limited to Older Adults, that are Primarily Designed to Develop Knowledge and Skills to Assist Elementary and Secondary School Children to Succeed Academically in School

San Francisco is home to nearly 108,000 residents under age 18, or 13.4% of the total population. With an average household size of 2.31 individuals, San Francisco's family size is smaller than the country's as a whole. San Francisco parents who are foreign-born (35.6%), speak a language other than English at home (45%), or struggle with poverty (13.8%) typically exhibit particular need for and interest in parenting classes, though this community resource can benefit all parents and guardians of young children.

CCSF's Child Development and Family Studies program offers several non-credit parenting classes and a non-credit certificate program (Introduction to Child Development), in addition to multiple for-credit certificate and degree programs. Non-credit parenting courses include:

- Courses for parents/guardians and their children ages 0 to 5, including Child Observation, Infant Development, and Parents and Infants. Many courses are taught by instructors fluent in both English and either Spanish or Cantonese.
- Courses for parents, including Foster Parenting, Parenting in the Business Community, and Current Issues in Childcare

CCSF's ESL Department offers non-credit VESL for Child Development classes, designed for students enrolled in Child Development courses whose first language is not English. Some of these classes may be attended by parents and children together.

All Parent Education classes assist parents in becoming better advocates for their children as they enter the K-12 system. The classes provide resources and support for the school selection process and for developing the skills needed to assist their children in school. The shared parent education and ESL partnership classes allow ESL parents to develop the critical language skills and vocabulary needed to perform basic parent functions in English, including participation in school enrollment and understanding of basic developmental ages and stages.

The AB86 Final Plan included enrollment data for VESL for Child Development classes in the definition of ESL programs, and excluded enrollment data for Child Development parenting courses from the definition of CTE programs. Academic year 2013-14 baseline enrollment was 4,031 in these Child Development parenting courses, and this figure is included in the current Three-Year Plan as the number of enrollments in programs for adults designed to develop knowledge and skills to assist children to succeed academically in school.

SFUSD's Office of Family and Community Engagement offers an annual Family Empowerment Conference and other activities, but does not provide parenting classes.

CCSF evaluates Parenting program quality through the internal processes of Student Learning Outcomes assessments (for courses, instructional programs, and counseling), Program Review, and annual planning.

There is currently a dearth of free or no-cost parenting support programs in San Francisco, especially for new parents with low income levels. Only 65 % of parents with babies born at San Francisco General Hospital participate in parent enrichment activities, compared to 98 % of parents with children born at California Pacific Medical Center. The San Francisco Department of Public Health and pediatricians affiliated with SF General Hospital have linked this disparity in parent education levels to poor outcomes for infants and children of low-income families. Although need is high, CCSF's Parenting education sites have been reduced in recent years from 25 to 6, largely due to rent increases. The City's low-income Western (Richmond, Parkside, Sunset) and Southeast (Bayview, Visitacion Valley) districts currently have no Parenting classes, while at one time there were 7 sites serving these areas. This analysis of adequacy suggests the need for dedicated resources to expand course offerings and student access and enrollment in Parenting programs.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

The Consortium's AB86 Final Plan includes an overview of the City and County of San Francisco's local economy and unmet needs that remains current. This Update addresses program areas 3 and 4.

As described in response to 2.2a above, the levels of Older Adult and Parenting classes at CCSF do not adequately reach all residents who would potentially benefit from these programs. Furthermore, CCSF's 2014-2015 Program Review process indicated unmet need within the Older Adult and Parenting programs. The Parenting program has identified need for additional supervision and program development capacity to support its many community sites. As stated in response to 2.2a, these sites could be expanded to reach underserved neighborhoods across the City. The Older Adult program is in need of additional marketing and outreach materials and capacity, since many older adults do not identify CCSF as an education resource for themselves and are unlikely to reference the college Catalog.

Additional research is needed to better understand the needs of older adults and parents who could potentially benefit from AEBG programs and services. The student survey conducted as an element of AB86 planning did not request information specifically on need for or interest in Older Adult or Parenting education. With increased AEBG data management capacity, available student data may be analyzed and surveys specific to these populations may be developed.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as

part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Under the Consortium's Access & Matriculation strategy, improved placement of Adult Education students will be a priority in Years 1 through 3. This will involve several approaches:

- Continued and expanded "bump-up" policy to place students in higher levels of basic English and Math based on high school performance.
- Increased availability of counseling support around assessment and placement, since the AB86 student survey indicated this is an area of difficulty for many Adult Education students.
- Expansion of Steps to Credit services, designed to facilitate students' transition from noncredit to credit courses. These services may include credit placement testing at the noncredit programs and centers, and assistance with preparing for and completing placement tests.
- Education of SFUSD students – especially those 18 and above -- about the importance of placement tests.
- On-site placement testing at SFUSD high schools to reach eligible Adult Education students.
- Continued use of a shortened wait period (two weeks) between assessment re-tests.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Consortium members currently offer a single pre-apprenticeship program, CityBuild, which is described in the AB86 Final Plan. In Year 1, the Consortium will establish an Apprenticeship Working Group with dedicated staffing to explore ways of expanding pre-apprenticeship and apprenticeship offerings in the region. This will involve collaboration with the California Division of Apprenticeship Standards and its regional representative, as well as with the San Francisco Office of Economic and Workforce Development (OEWD). The Working Group will identify high-priority sectors and evidence of employer demand for new and innovative apprenticeship programs. OEWD was just awarded a grant from the U.S. Department of Labor's American Apprenticeship Initiative to expand apprenticeship programs through its TechSF initiative, so the Consortium will consider ways for partners to ensure the accessibility of these to Adult Education students.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

As described in section 2.2a and b above, CCSF currently offers limited parenting classes. In 2015-2016, the Consortium will dedicate resources to expanded counseling services for students in these noncredit Child Development classes, as well as expanded VESL classes for SFUSD students who are age 19 and above and are transitioning into CCSF Child Development programs with limited English skills. Planning will begin in 2015-2016 to explore and define several possible strategies for implementation in subsequent years:

- Establishment of a Parent-Child Observation classroom in CCSF's Southeast Center, where noncredit parenting classes could reach high-priority populations;
- Establishment of a noncredit Child Development/ESL certificate program as a bridge to credit credentials and employment;
- Targeted recruitment of SFUSD and other Adult Education students – including parents -- with potential interest in pursuing a career working with children.

2.3d Collection and availability of data. (REQUIRED)

SFUSD and CCSF currently have very limited capacity to aggregate and analyze data on Adult Education students. Using AEBG funds beginning in Year 1, CCSF will hire one 100% FT Research Analyst dedicated to Adult Education programs and students. SFUSD will also dedicate a 20% FTE Data Analyst to facilitate data management and analysis for students ages 19 and above, as well as data sharing between SFUSD and CCSF. In Years 1 through 3, the priorities of these research staff will include:

- Establishment of systems for on-going aggregation and analysis of Adult Education student data
- Establishment of data-sharing agreements between SFUSD and OEWD – and potentially with other AEBG partners – to facilitate data sharing and analysis
- Further definition of AEBG evaluation plan, including proposed performance measures and assessment of effectiveness
- Support for use of data by the Consortium and its members and partners to continuously improve Adult Education programs

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

Because CCSF is the single district providing Adult Education programs in the region, uniformity of instructor qualifications has not been identified by the Consortium as a priority issue. CCSF and SFUSD will continue to adhere to each system's minimum requirements and standards for teaching professionals.

In Year 1, the Consortium will pursue the expansion of community-based Adult Education courses. These are anticipated to be taught by CCSF faculty. Should courses be taught by non-CCSF instructors, the Consortium will evaluate the need to address the issue of minimum qualifications and standards.

The Consortium will follow closely the progress of the recommendations put forward by the CCCCCO Board of Governors' Task Force on Workforce, Job Creation and a Strong Economy. These include: clarifying legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience; considering options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs; establishing general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines; and creating effective local, regional, and statewide practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation. CCSF would welcome the opportunity to contribute to this dialogue and seek solutions that expand the pool of highly qualified CTE instructors with industry experience.

2.3f and 2.3g (OPTIONAL) – please see the Consortium's Regional Comprehensive Plan

Section 3: Consortium Member Signature Block

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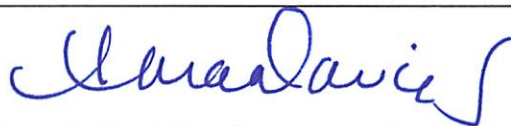
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