Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (   ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration −

Consortium Grant Number	Consortium Name
15-328-49	49 San Francisco

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Miller, Wendy	Associate Dean of Adult Education Programs	(415) 239-3370	wlmiller@ccsf.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Miller, Wendy	Associate Dean of Adult Education Programs	(415) 239-3370	wlmiller@ccsf.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Koffman, Stephen	San Francisco Unified School District	(415) 379-7750	koffmans@sfusd.edu	04/27/2016
Santos, Samuel	San Francisco Community College District	(415) 452-5100	ssantos@ccsf.edu	10/22/2015
Davies, Anna	San Francisco Community College District	(415) 239-3321	adavies@ccsf.edu	10/22/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)
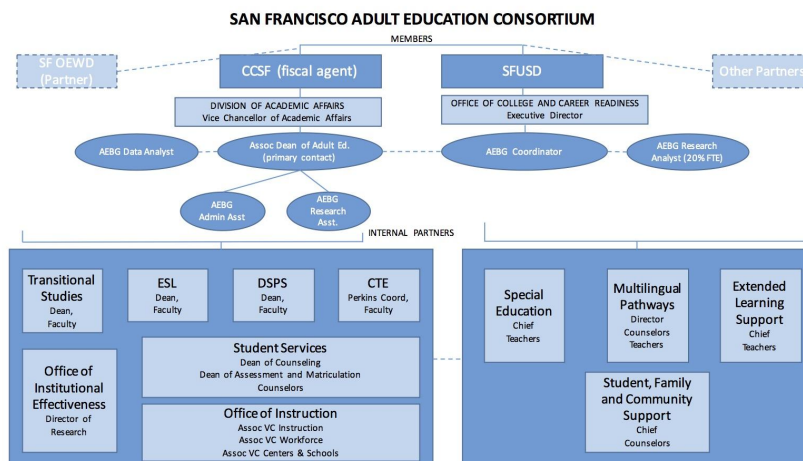
○ Yes
◉ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

⬇ Download Governance Plan Template

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

◉ Yes
○ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

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Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

San Francisco Community College District, as the fiscal agent, has assigned a unique fund number that allows the District Business Office to track all expenses charged to AEBG. A budget detail by category was established, and a grant accountant has been assigned. Member SFUSD also has a budget detail by category for its member allocation, and will report quarterly on expenditures in each budget category. The District's established internal accounting and reporting procedures allow for accurate tracking of all AEBG expenditures within any period of time. Additionally, CCSF has hired a staff person who is allocated 50% to this project, and will be responsible for managing the day to day budget expenses, including personnel assignments and salaries, contracts, purchases, travel expenses, and other expenditures. The Associate Dean for Adult Education Programs monitors the allowability and appropriateness of all expenditures.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

○ Yes
◉ No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 San Francisco Unified School District	$366,500
🔒 San Francisco Community College District	$3,298,559
Total	**$3,665,059**

Section 2: Plan Summary for Program Year 2016-17   −

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The San Francisco Adult Education Consortium's Year Two (2016-17) 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, and build upon Year One (2015-16) activities and accomplishments. Projects initiated in 2015-16 include:
1.   Expansion of SFUSD counseling to students ages 18+ to support transition to CCSF.
2.   Weekly SFUSD-CCSF planning sessions to align institutions and create clear pathways.
3.   Creation of CCSF welcome packets and pathways maps for non-credit (NC) students, and expanded community outreach to recruit these students.
4.   Staffing of CCSF Access Points at Centers to deliver enhanced student services.
5.   Relationship-building with community-based organizations (CBOs) to provide outreach and wraparound support services to CCSF NC students.
6.   Relationship-building between SFUSD Special Education and CCSF DSPS personnel to develop transition and support strategies.
7.   Maintenance of 312 adult education course sections at risk of closure due to shifting enrollment trends.
8.   Establishment of a community of practice to support expansion of Supported Instruction (adapted IBEST model of contextualized basic skills instruction) for CCSF's NC and career technical education (CTE) students.

Building upon these Year One activities, the Consortium identified the following 2016-17 priorities:
1.   Improve adult student enrollment processes through the development of a multi-language online/ mobile application and registration process for NC students.
2.   Provide SFUSD students ages 18+ with expanded college transition counseling, "on-ramp" college and career readiness courses, and access to CCSF through dual enrollment courses at the college and credit recovery classes at the high schools.
3.   Fully implement Access Points serving NC students at each CCSF Center.
4.   Provide CCSF NC students with peer lab aids, tutoring, and academic and retention counseling tailored to high-need populations.
5.   Increase the offerings of Math/English jams, introductory bridge courses on NC career cluster pathways, and contextualized basic skills instruction for CCSF NC students through the expansion of the Supported Instruction co-teaching model.
6.   Develop pathways from NC bridges into pre-apprenticeship and apprenticeship training at CCSF.

7.   In collaboration with CBO partners, expand community outreach, wrap-around services for NC students, and community-based adult education courses.
8.   Continue to support delivery of high-quality adult education through maintenance of course sections.
9.   Strengthen structures for AEBG professional development and strategic use of data.
10.   Upgrade 20 outdated classrooms with smart technology for ESL and NC CTE courses.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Chinese for Affirmative Action	CBO	Wraparound support, job search/job placement
Chinese Progressive Association	CBO	Wraparound support, job search/job placement
City and County of San Francisco Mayor's Office of Economic and Workforce Development (OEWD)	Workforce Development Board	Job search/job placement
Communities United for Health and Justice	CBO	Wraparound support, job search/job placement
Department of Children, Youth and Their Families	City & County Department	Youth development
Episcopal Community Services of SF	CBO	Wraparound support, job search/job placement
Five Keys Charter School	Educational agency	Corrections education, wraparound support
Goodwill Industries of San Francisco, San Mateo and Marin Counties	CBO	Wraparound support, job search/job placement
Jewish Vocational Service	CBO	Wraparound support, job search/job placement
Mission Hiring Hall	CBO	Wraparound support, job search/job placement
Mission Language Vocational School	CBO	Wraparound support, job search/job placement
New Door Ventures	CBO	Wraparound support, job search/job placement
Self-Help for the Elderly	CBO	Wraparound support, job search/job placement
The ARC SF	CBO	Wraparound support, job search/job placement
Wu Yee Children's Services	CBO	Wraparound support, job search/job placement
Young Community Developers	CBO	Wraparound support, job search/job placement

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

San Francisco is distinguished from other regions in California by the high number of CBOs serving adults with limited basic and career technical skills; yet few of these have established formal relationships with CCSF to support the enrollment and success of these individuals. In Year One, CCSF partnered with the local workforce development board, OEWD, to outreach to and engage CBOs in providing enrollment, wraparound, and job placement support to NC students. Several preliminary outcomes have demonstrated promise and pave the way for deepened and sustained partnerships: (1) formation of a CBO Advisory Committee to determine strong approaches to college-CBO collaboration, (2) development of a

toolkit for structuring formal CBO relationships with the college, (3) piloting use of an Instructional Service Agreement (ISA) between CCSF and the OEWD contractor Bay Area Video Coalition (BAVC) to co-teach an Encore Career Strategies course at a community location, with BAVC wraparound support. The CCSF-BAVC pilot project, in particular, presents an opportunity for learning and potential replication to serve greater numbers of adult education students, in the community and with robust support services.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

To date, the Consortium's activities have not significantly expanded the levels and types of adult education programs in the region; however, the Consortium has seeded activities in Year One that will bear fruit in subsequent years, resulting in increased availability of courses and services benefiting adult education students. SFUSD enrolled students ages 18+ in a pilot "on-ramp" college readiness and career exploration course that will be scaled to serve greater numbers; and launched an innovative partnership with CCSF's Transitional Studies department to deliver credit recovery courses at the high schools that could be expanded in future years. At CCSF, program development is underway to offer new supported instructional programs based on the IBEST model, a new certificate program serving adults with disabilities, and expanded Access Points serving adult education students with advising and support services, among other projects. The Consortium will continue to focus its efforts on the expansion of services for student populations with the highest unmet need, notably in ABE/ASE, ESL and AWD, and connecting these students to high-quality CTE instruction on pathways to continuing education and careers.

A challenge to the expansion of high-quality instructional programs serving adult education students has been the reliance upon 1960's classrooms lacking in modern equipment. While CCSF is gradually bringing its facilities up to date, many NC classrooms had not been prioritized for investment. The Consortium conducted an inventory and selected twenty ESL and NC CTE classrooms to receive a full upgrade in 2016-17. These rooms will be equipped with smart technology, and faculty professional development will be offered on on the use of this equipment to improve instruction and student outcomes.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

CCSF and SFUSD laid the groundwork in Year One for the expansion of high-quality instructional opportunities that accelerate adult student progress toward completion, certificates, degrees, and employment. Improved and expanded adult education programs are expected to increase CCSF's NC enrollments in future years, addressing the high unmet need in the region. AEBG resources were used to establish a community of practice of faculty and administrators committed to these goals, and to deliver a series of trainings in the IBEST model of supported instruction. A cadre of trained faculty members will deliver pilot NC CTE courses with integrated basic skills instruction and support services beginning Fall 2016, and the Consortium will track student outcomes and evaluate opportunities for the continued expansion and scaling of this promising model. In alignment with the college's shift toward "meta majors," AEBG intends to support the design and delivery of NC bridges into priority career clusters, utilizing the supported instruction model to ensure equitable access and academic success among adult learners. And through a deepened partnership between SFUSD and CCSF, adult participants in SFUSD's "on-ramp" courses will transition into these bridges with the assurance of substantial support and high-quality instruction.

While the current need for adult education in the region remains consistent with that identified in the Consortium's AB86 Plan and the AEBG Three Year Plan, in Year One the Consortium faced the unanticipated challenge of decreased enrollment in NC courses resulting from accreditation issues, the high cost of living in the region, and other factors. Under the college's current policy, nearly all the ABE/ASE and many noncredit ESL classes would have been cancelled due to under-enrollment, despite the persistent high need for adult education in the region and evidence that enrollments elsewhere in the Bay Area have not increased as CCSF has contracted. In response to this unique situation, CCSF both expanded community outreach and utilized AEBG funds to partially support 312 sections, maintaining these classes for thousands of adult education students. In Year Two, AEBG outreach and program development - in addition to improvements in enrollment management - are expected to contribute to preserving and adapting courses that are optimally responsive to current student demand and need in the region.

Section 3: Consortium Expenditures by Program Area and Objective   –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

	2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
	Budgeted			Spent			+/-		AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
Program Areas	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total										
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-		AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   −

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

CCSF students who complete a new NC admissions application are directed to sign up for placement testing in ESL, Reading and Math. All assessment instruments are evaluated and approved by the CCCCO. 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 NC ESL or CASAS tests.

CCSF uses multiple measures to appropriately place students in NC courses, including an oral interview performed by NC teachers and counselors. In fact, in 2014-15, only 32% of CCSF's NC students took a placement test, while the remainder were assessed and placed using a faculty recommendation.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ECS Appraisal (Form 130)	CASAS	English and math assessment
ESL Assessment (levels 1-9)	Locally developed	ESL assessment

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

CCSF and SFUSD track assessment, enrollment, demographic, and performance data that will be available for AEBG reporting. Since submission of the AB86 Regional Comprehensive Plan, no significant changes have been needed to accommodate this tracking, though recent changes to AEBG definitions may require the Consortium to adjust tracking of special populations. SFUSD has assigned an AEBG Data Analyst to compile and analyze data on students ages 18 and older who are enrolled in SFUSD. CCSF's Office of Research and Planning addresses AEBG data-related needs and has hired an AEBG Data Analyst position to begin July 2016. CCSF and SFUSD will continue to explore opportunities to improve data-sharing, analysis, evaluation, and use of data to continuously improve adult education programs.

The Consortium plans to use the AEBG Data Tracking System when it becomes available in 2017. The Consortium has agreed to dedicate a portion of its data allocation funds to support the Bay Area Community College Consortium's plan to co-fund a consultant to look at possible data systems. The Consortium is also pleased to participate in the statewide effort led by WestEd and funded by CCCCO to utilize a new Adult Education tab on the Launchboard.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Banner	Elucian	Student and community college system data collection and reporting
CurricuNET	CurricuNET	Course and program-level assessments, and program review
Synergy	Edupoint	Student Information System

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

> *(A) Improved literacy skills*
> *(B) Completion of high school diplomas or their recognized equivalents*
> *(C) Completion of postsecondary certificates, degrees, or training programs*
> *(D) Placement into jobs*
> *(E) Improved wages*

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

In Year One, AEBG supported a major redesign of CCSF's outreach and enrollment assistance to for adult education students, including the marketing of "meta majors." Two FTEF were devoted to outreach for CCSF NC programs, and

accessible Access Points were established at each CCSF Center.

Five SFUSD counselors were oriented to CCSF NC programs this year, and SFUSD piloted an on-ramp class for International High School newcomer students ages 18+. The on-ramp course will continue to be offered in the 2016-17 year, and adaptation for continuation high school and special education students will be explored. Special Ed began meeting this year with DSPS to explore transition strategies and piloted a parent education workshop.

Partnerships with CBOs are being explored as a means of easing access among populations underutilizing CCSF programs and services. CCSF has proposed a model of career education delivered by the college, at the college or a community location, with outreach and wrap-around support services provided by a CBO knowledgeable of the targeted community. This form of "on-ramp" will serve as an entry point to NC and C college enrollment.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Expand CCSF's community outreach and enrollment, with focus on special populations (homeless, ELL, veterans, re-entry) and using targeted NC informational materials and online enrollment tools	Increased student enrollment	# enrolled in CCSF
Extend targeted outreach, co-counseling, enrollment and transition support to SFUSD ELD, Special Ed, and continuation students age 18+ and their parents, with focus on transition into CTE Supported Instruction programs	Increased student enrollment from SFUSD continuation sites	# enrolled in CCSF
Hold "All in One" matriculation day at Centers (using FRISCO Day model) to promote CTE and other Adult Ed courses	Increased student enrollment	# enrolled in CCSF
Create and launch a new mobile registration app for NC students	Increased student enrollment	# enrolled in CCSF
Fully implement CCSF Access Points serving Adult Ed students	Adult Ed students served by Access Points	# Counselor contacts at Access Points
Deliver short-term, vocational classes and certifications (warehousing, computer skills, tax preparation) in collaboration with community partners	Increased student enrollment and completion	# enrolled in CCSF # skill gains # completions # certifications
Deliver short-term "Math Jam" or "ESL Jam" to improve basic skills and assessment test readiness	Increased student placement in college-level English and Math courses	# skill gains # completions # placements in college-level English/Math
Expand newcomer "on-ramp" courses at SFUSD high schools, bridging into CCSF Supported Instruction programs as they are developed (see Objective 5 below)	Increased student completion of "on-ramp" Increased enrollment in CCSF	# enrolled in CCSF # literacy gains # completions
Pilot SFUSD summer bridge/mini first-year experience to build math and English skills, beyond current focus on transfer path students	Increased student completion at SFUSD schools Increased enrollment in CCSF	# enrolled in CCSF # literacy gains # completions
Pilot college readiness/CCSF program overview course for SFUSD credit recovery students/summer grads	Increased student completion at SFUSD schools Increased enrollment in CCSF	# enrolled in CCSF # literacy gains # completions
Pilot NC Intro to College Success course (TRST 0038) co-taught by SFUSD and CCSF counselors	Increased student completion at SFUSD schools Increased enrollment in CCSF	# enrolled in CCSF # completions
Improve the Consortium's systems to track and share data on Adult Ed students	Local data system alignment, data-sharing agreements	Ability to produce local aggregate student data reports
Contribute to development of a regional AEBG data dashboard	Regional data aggregation and analysis	Ability to produce regional aggregate student data reports

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

The Consortium elected during AB86 planning and again in Year One to organize activities related to Objective 4, "Response to Gaps Identified in the Region," under Objectives 3 and 5 rather than in a unique table. This is in part due to the unique service area and membership of the San Francisco consortium, which is comprised of a single City, County, K-12 district, and community college district. Gaps identified during the planning process are not due to limited geographic coverage or reach of consortium members; rather they are service gaps related to integration, transition, or acceleration.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
No Data		

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

In Year One, CCSF instructors participated in two trainings and in a community of practice to collaboratively adapt CTE curricula to an IBEST model of integrated basic skills instruction. Teams are now working on these "Supported Instruction" programs in Computer Networking, Community Health Worker, Child Development, Culinary, Drug and Alcohol Studies, Business Communication, and Microsoft Office, and exploring co-teaching of classes targeting older adults and adults with disabilities. CCSF is also streamlining NC certificate programs and developing NC bridges into pre-apprenticeship. SFUSD and CCSF are exploring dual enrollment, Middle College, early release times and other means for students ages 18+ to connect directly to Supported Instruction and other CCSF programs. The Consortium also partially supported adult education course sections at risk of closure due to wavering enrollment, while exploring means of linking them to high-quality pathways. To expand academic and retention support services, the Consortium worked to secure NC counselors at each CCSF Access Point; partner with CCSF's HARTS, Second Chance, and WayPass programs to support re-entry and homeless students; replicate the Culinary program's pilot of peer lab aids; expand tutoring for NC students at each CCSF Learning Assistance Center; and formalize and launch new CBO wraparound support partnerships.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Replicate ICT and Biotech models of course alignment and supported transitions in priority Adult Ed pathways	Decreased # of SFUSD students ages 18+ who enter CCSF below college-level	# transition to college-level
Deliver Culinary Basic Skills training with CBO partner and the Department of Probation	Increased availability of high quality, accelerated Adult Ed programs	# enrolled in CCSF # completions # other student outcomes per goals
Increase SFUSD student concurrent/dual enrollments at CCSF	Increased number of SFUSD Adult Ed students who acquire college credit and transition to CCSF	# with early college credit # enrolled in CCSF # completions
Deliver CTE Supported Instruction programs for Adult Education students	Increased availability of high quality, accelerated Adult Ed programs	# enrolled in CCSF # completions # other student outcomes per goals
Design and deliver NC courses on pre-apprenticeship-to-apprenticeship pathways	Increased availability of high quality, accelerated Adult Ed programs	# enrolled in CCSF # completions # other student outcomes per goals
Conduct planning and program development for Middle College (to implement Spring 2018)	Increased availability of accelerated Adult Ed options	# enrolled in CCSF # completions # other student outcomes per goals
Upgrade Adult Ed classrooms with technologies that support high-quality instruction	Improved quality of Adult Ed instruction	# "smart" NC classrooms
Implement an early alert system for NC students	Increased course completion and persistence	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)
Expand CCSF academic and retention counseling and peer mentoring for homeless or formerly incarcerated Adult Ed students enrolled in Second Change, HARTS, and WayPass	Increased # of homeless, formerly homeless and re-entry students who access counseling and mentoring services	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)
Expand CCSF academic and retention counseling for Adult Education students through Access Points at each Center, staffed by PT counselors focused on NC	Increased # of students who access counseling and mentoring services	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)
Expand CBO partnerships to deliver wrap-around retention support and counseling to Adult Education students in targeted programs, including Supported Instruction	Increased # of students who access counseling and mentoring services	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)
Expand services of peer lab aids in Adult Ed courses (pending evaluation of effectiveness in Culinary)	Increased # of students who access peer assistance and mentoring services	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)
Expand Learning Assistance Center tutoring to reach more NC students	Increased # of students who access academic tutoring	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)
Evaluate opportunities to expand academic and retention counseling for adults with disabilities through DSPS	Increased # of students with disabilities who access counseling services	# completions (course, HSD, certificate, degree, program) # transitions (to credit, to college level)

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Professional development activities in Year One centered around building understanding of existing adult education programs and services across the two members, CCSF and SFUSD; and launching a regional initiative to expand a Supported Instruction model of contextualized basic skills education on adult education career cluster pathways.   Representatives of SFUSD visited CCSF's NC CTE programs, and a CCSF team toured SFUSD's International High School and its programs for older newcomer students. Consortium representatives from SFUSD and CCSF together participated in meetings of the Bay Area Community College Consortium and the AEBG Summit, developing a common understanding of the Consortium's relationship to regional and statewide efforts and jointly learning about effective practices. SFUSD established a counselor Learning

Community this year that will help deepen SFUSD's partnership with CCSF to smooth student transitions; professional development for this group will include training by CCSF's TRST faculty on how to deliver orientations for incoming NC students, and training by CCSF counselors on NC options and on the use of transition tip sheets. As CCSF strengthens partnerships with CBOs to deliver outreach and wraparound services to adult education students, the Consortium will explore the need for training CBO personnel, as well.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
AEBG Community of Practice Meetings at least twice per semester	Supported Instruction and other AEBG activities designed and implemented	# participants # events held # Supported Instruction courses delivered
Peer learning visits for SFUSD and CBO partners to CCSF Supported Instruction and other adult education programs	Increased enrollments in CCSF Supported Instruction and other adult education programs	# peer learning visits # participants # enrollments
Workshops for instructors, counselors, and CBO partners on understanding needs of Adult Ed student populations and strategies to address them	Improved understanding of needs of Adult Ed student populations and strategies to address them	# participants Participant survey
Workshops on transition co-counseling strategies, tip sheets, NC Frisco Day approach, orientation delivery	Shared strategies and tools	# participants # receiving transition counseling # participants in FRISCO Day # receiving orientation
Marketing training for Counseling staff	Outreach and marketing activities	# increased enrollments
Workshops for faculty on incorporating use of smart technology in the classroom	Improved use of smart technology	# participants participant survey

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Within CCSF, leveraging took root in Year One between AEBG programs and the college's Noncredit SSSP, Student Equity, Equal Access to Services Emergency Task Force (EASE), Basic Skills, California Career Pathways Trust (CCPT), Bridge to Success, and Professional Development initiatives. AEBG and SSSP are working together on the development of the mobile registration app that will serve NC students; while Counseling, CCPT and AEBG are contributing the college's re-framing of programs and credentials into meta majors that will guide adult education students' goal-setting and progression along career pathways. The AEBG office was moved this year to co-locate with CCPT and Student Equity for enhanced collaboration. At a joint meeting held in May 2016, the leadership of AEBG, SSSP, Student Equity, CCPT and EASE elected to meet periodically to review data and prioritize joint projects.

The Consortium worked closely with OEWD this year to coordinate and leverage funding for CTE programs in high-demand sectors, and to engage CBO partners. A community-based VESL Culinary training program, initially funded by OEWD, is being scaled using AEBG dollars. Seven CBOs have now joined CCSF to form a CBO Advisory Committee, which will advise on the formalization of service agreements to benefit AEBG students.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
No Data				

Section 5: Annual Plan Submission   −

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

Wendy Miller

☑ Click here to confirm that you are ready to submit your Annual Plan.