



Section 1: Consortium Information

San Francisco Adult Education Consortium

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The San Francisco Adult Education Consortium’s comprehensive regional Adult Education Program (AEP) Three-Year Plan presents goals, proposed activities, and key indicators of progress for the 2019-2022 AEP planning cycle. An inclusive and data-driven process engaged Consortium members and partners (including faculty, administrators, students, community-based organizations, and other stakeholders) to determine how best to achieve the region’s shared vision for Adult Education: *that San Francisco residents may be aware of and able to access the breadth of CCSF noncredit programs, and that all noncredit students receive high-quality instruction and student supports that accelerate their progress toward educational and career goals.*

In some regards, planning for Adult Education in San Francisco takes place in a different context than it does in other regions across California. San Francisco’s Adult Education is delivered by the community college district, where ongoing funding is derived from apportionment. There has been no Regional Occupational Program (ROP) since 2006, there are no Adult Schools, and a single K12 district serves the region. High school diploma-granting charter schools operated by Five Keys have served adults in and out of custody in the San Francisco County Jails since 2003. The goals of the Consortium, then, have been to expand access to and heighten the impact of Adult Education delivered by City College of San Francisco (CCSF); to improve transitions from the community and from San Francisco Unified School District (SFUSD) to CCSF for students in AEP priority populations; and to deepen relationships between CCSF and community partners in order to achieve this impact. AEP defines its priority populations as: adults in need of English language skills, elementary and secondary skills, a high school diploma or high school equivalency certificate, citizenship, skills for reentry into the workforce, skills to assist children to succeed academically, career technical education, and adults with disabilities. Additional demographic information related to these priority populations is included in Section 2.3 of this Plan.

The Consortium has identified three high-level goals that are aligned with the AEP Student Progress Framework, the CCSF Education Master Plan, and other regional plans. These goals were informed by the previous AEP Three-Year Plan and will guide the work ahead under the 2019-2022 AEP Three-Year Plan:

1. Improve Adult Education students’ points of **connection and entry** to CCSF from SFUSD and from the broader community.
2. Facilitate Adult Education **student progress** toward education and career goals by improving instructional and student support service offerings.
3. Increase the number of Adult Education students who **transition to post-secondary education and employment**.

Over the previous three-year planning period, the Consortium achieved outcomes in each of these areas as follows:

1. Connection and Entry
 - a. In collaboration with CBO partners, expanded community outreach for noncredit classes and programs to build enrollments and provide enhanced services for adults in need of Adult Education across the broad range of AEP program areas and age groups.

- b. Developed and implemented two digital and print marketing campaigns for CCSF's Adult Education programs.
 - c. Provided SFUSD students ages 18+ with expanded college transition counseling, "on-ramp" college and career readiness courses, and access to CCSF through dual enrollment and credit recovery classes.
 - d. Created CCSF welcome packets and pathways maps to inform recruitment and counseling of noncredit students.
2. Student Progress
- a. Increased the offerings of contextualized basic skills instruction through the expansion of the SF-IBEST co-teaching model.
 - b. Completed curriculum development for new classes and workshops for adults with disabilities on Career Exploration, Financial Literacy, and Computer Literacy.
 - c. Upgraded outdated classrooms with smart technology for English as a Second Language (ESL) and noncredit Career Technical Education (CTE) courses.
 - d. Provided CCSF noncredit students with peer lab aids, tutoring, and academic and retention counseling.
 - e. Initiated Joint Professional Development between counselors at CCSF and SFUSD who serve Adult Education populations.
3. Transition to Post-Secondary Education and Employment
- a. Facilitated collaboration between SFUSD's Special Education Services and CCSF's Disabled Students Programs and Services (DSPS) departments to streamline pathways from high school to college for students with disabilities.
 - b. Strengthened structures for strategic use of data on student transitions.

For the 2019-2022 planning cycle, the Consortium has selected indicators of progress that reflect the priorities of Consortium members and will guide activities to address needs related to each of the three goals. These indicators define desired increases over the 2017-2018 baseline and include:

1. Student Connection and Entry: By June 2022, CCSF noncredit enrollments will have increased by a rate of 3-5% annually with an overall increase after three years of 9-15%.
2. Student Progress: By June 2022, CCSF noncredit student successful course completion and persistence to subsequent semester will increase by 15%.
3. Student Transition: By June 2022, CCSF noncredit students who transition to credit-bearing instruction or employment will increase by 15%.
4. Professional Development: By 2022, 70% of all full time, noncredit faculty will complete at least one Student Equity professional development training.

2.2 Pre-Planning Assessment

The San Francisco Adult Education Consortium (“the Consortium”), led by CCSF and SFUSD in collaboration with multiple public sector and community-based stakeholders, seeks to improve the educational and career outcomes of Adult Education students. The Consortium maintains a deep commitment to ensuring equitable access, progress, and outcomes for all Adult Education students and to student-centered inquiry, reflection, and design. The Consortium prioritizes strategies that improve educational access and success for Adult Education students; foster seamless student transitions into CCSF and between school and work; and build Adult Education provider capacity through professional development and data alignment.

1. Consortium and members’ capacity

This section provides a description of the current levels and types of education and workforce programs and services provided to adults in San Francisco by the two members of the SF Adult Education Consortium: CCSF and SFUSD. Table 1, which lists San Francisco’s Adult Education service providers, includes the two Consortium members and partners. Table 2 provides the current funding capacity of CCSF and SFUSD for Adult Education programs and services.

Background: SF Adult Education Consortium Members and Partner Organizations

The Consortium is comprised of two member institutions: San Francisco Community College District/City College of San Francisco (CCSF), and SFUSD. Participation on the Consortium’s Core Planning Team has included a SFUSD representative and CCSF faculty and administrators representing ESL, Basic Skills, Transitional Studies (TRST), DSPS, Apprenticeship, Counseling, Matriculation, Student Equity, Workforce Development, CTE/Perkins, and other Adult Education programs and services. CCSF has also engaged and solicited feedback from existing advisory and decision-making bodies at the college, including the Noncredit Issues Committee, the CTE Steering Committee, the Academic Senate, and the “Fan 5” Work Group. Fan 5 is inclusive of representatives of (1) CCSF’s Student Equity and Achievement Programs (SEAP), which include the previously distinct Basic Skills Initiative, Student Equity, and Student Success and Support Program (SSSP); (2) AEP; (3) Strong Workforce Program (SWP); (4) Carl D. Perkins Career and Technical Education Act of 2006 (CTEA); and (5) Guided Pathways Initiative, which has been locally renamed as Reimagining the Student Experience (RISE). Fan5 work group membership also includes the presidents of CCSF’s Academic and Classified Senates.

The Consortium has also engaged institutions that provide Adult Education services and that contribute to student success in San Francisco. These organizations were involved in an AEP Planning Summit in March 2019 and contributed to the development of strategies and recommendations. Outreach was conducted to more than 125 organizations, and those who have participated actively to-date are listed below.

- 100 College Prep
- 826 Valencia
- Communities in Harmony Advocating for Learning and Kids (CHALK)
- Felton Institute
- First 5 San Francisco
- Five Keys Schools and Programs
- Goodwill Industries of San Francisco, San Mateo and Marin Counties
- Jewish Vocational Service

- Larkin Street Youth Services
- Mission Anti-Displacement Coalition
- Positive Resource Center
- RAMS HireAbility
- San Francisco Office of Economic and Workforce Development
- Self-Help for the Elderly
- Success Center SF
- Year Up
- Young Community Developers

The Consortium is characterized by the predominant role of CCSF, which has served as the primary provider of Adult Education services in the City and County of San Francisco since the 1970's. SFUSD ceased to deliver Adult Education courses at that time due to financial constraints, and voters elected to move programs to the community college district. CCSF began offering an array of noncredit courses, leading to the establishment of the TRST Department and expansion of ESL and DSPS. Today, the vast majority of students enrolled in Adult Education in San Francisco are CCSF students, and the region has no system of Adult Schools or ROP. San Francisco is served by CCSF's Ocean Campus and multiple Centers, all administered by the San Francisco Community College District. This distinction is relevant to the planning and data collection undertaken by the Consortium; while current services and capacity for expansion lie largely within CCSF, members and stakeholders were engaged in a participatory process that tapped the experience and expertise of an extensive network of organizations delivering and supporting Adult Education. Distinct from other regions, San Francisco's forty-year history of integration of Adult Education programming into the Community College system provides valuable insights for the Legislature and other institutions as some Adult Education providers move towards greater integration of these systems through the AEP initiative.

The vast majority of Adult Education students in San Francisco are enrolled in CCSF. SFUSD and OEWD are critical partners in the delivery of these services but are not direct providers of Adult Education under the AB86 program area definitions. Additional partners – such as other grantees under the California Department of Education's WIOA Title II, and charter schools providing education in correctional facilities and to individuals on probation – are direct providers of Adult Education that operate outside the K-12 and community college systems. The roles and current activities of these institutions are described below.

Consortium Member: SFUSD

SFUSD is the seventh-largest school district in California and educates over 57,000 students who live in the City and County of San Francisco. SFUSD runs 12 preschools, 72 elementary and K-8 schools, 13 middle schools, 15 senior high schools (including two continuation schools and an independent study school), and 14 active charter schools authorized by the District. A key element of the SFUSD vision is that every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with the skills, capacities, and dispositions necessary for 21st century success.

SFUSD and CCSF have a long history of collaboration to facilitate student transition to college, including a variety of dual and concurrent enrollment opportunities for high school students. Students participating in SFUSD's CTE Academies enroll in introductory college-level coursework at CCSF during their junior and senior years, allowing for further exploration of career options while simultaneously earning high school and college credit. SFUSD high school

students may also enroll concurrently in CCSF academic classes to begin earning college credit while they are still in high school.

SFUSD does not deliver Adult Education through an Adult Education division or Adult Schools. SFUSD does provide services to several populations of students ages 18 and over whose education has deviated from the traditional K-12 sequence, however. These students are of particular interest to the San Francisco Adult Education Consortium, both because the students are of the age and skill level that meet AEP definitions, and because they are a priority high-need population to be served by CCSF’s Adult Education programs. The AEP planning process sought to identify and address the needs of these populations, defined as follows:

- Students ages 18 and older who are enrolled in one of SFUSD’s two continuation high schools and one independent study school: Downtown High School, Ida B. Wells High School, and Independence High School
- Students ages 18 and older who are enrolled in San Francisco International High School and other SFUSD Newcomer high schools
- Students ages 18 or older who are enrolled in Special Education programs within SFUSD
- Students ages 18 and older who are enrolled in credit recovery TRST courses through CCSF (and not included in categories above)

SFUSD enrollment data for these students is included below:

Enrollment of Adult Students in SFUSD

	2016-17	2017-18	2018-19
Special Ed age 18+	247	252	249
Continuation High Schools age 18+	27	37	38
International High School age 18+	85	88	79
Credit Recovery TRST age 18+	378	402	276
Total	737	779	642

SFUSD also partners with the County of San Francisco to serve students enrolled in several schools with high need populations: the Hilltop School Pregnant Minors program, in partnership with the Family Service Agency of San Francisco, which allows pregnant and parenting teens to progress toward completion of secondary education; Civic Center Secondary School, which provides students in grades 7-12 with instruction and County support services; the Early Morning Study Academy, where students referred by Juvenile Probation receive HiSET-preparation assistance for up to four months; and several Court Schools operated by the Juvenile Probation Department both in and outside of San Francisco. The Consortium also considered the needs of these students in designing an accessible, supportive, and high-quality Adult Education system.

Consortium Member: CCSF

CCSF offers a breadth of credit and noncredit courses available at one main campus, eight Centers, and neighborhood sites throughout San Francisco. Among noncredit enrollments, more than two-thirds are found in ESL and in TRST, which includes Basic Skills as well as Academic Guidance, Learning Skills, and other courses that are geared toward student success. CTE courses are offered for credit and noncredit in 10 career clusters aligned with

the regional labor market. Most noncredit CTE courses are in Business, Engineering and Technology, Information Technology, and Child Development and Family Studies.

CCSF operates eight Centers, and almost all Adult Education students attend classes at five of these: Mission (ESL, TRST, Business, Child Development (CDEV), High School Diploma, DSPS), Downtown (Business, ESL, Culinary Arts and Hospitality), Chinatown (ESL, Accounting, Business, CDEV, Culinary, Custodial), Evans (Vocational ESL (VESL), TRST, Fashion, Custodial), and John Adams (Accounting, Business, CDEV, Fashion, DSPS, ESL). Almost half of noncredit students take weekday morning classes, just over one-third take weekend classes, and just over one-quarter take weekday evening classes.

CCSF defines AEP courses according to the program areas defined in the LaunchBoard Adult Education Dashboard Data Element Dictionary. A description of CCSF offerings in each program area is provided below.

ABE/ASE

The TRST Department offers instruction in the CCSF High School Diploma Program, High School Equivalency Tests (HiSet/GED), Adult Basic Education, and Vocational Foundation Skills, which in 2017-2018 generated 652 FTES in AEP-eligible courses. All instruction is free of charge and is designed to help students complete their adult education and, if desired, transfer to a college degree or career/technical certificate program. Programs and classes are available day and evening at the Mission and Civic Center locations. Courses are offered in individualized, self-paced, open-entry, and multi-level formats. Types of courses include basic reading, writing, and math; high school equivalency preparation; high school diploma; vocational foundation skills; job readiness and communication skills; and health education. Transitional Studies uses its Student Learning Outcomes (SLO) assessment to identify appropriate placement levels for students. Noncredit certificates are available in Academic Skills, ABE, ASE, and Vocational Foundation Skills.

Programs for Immigrants

ESL is the largest department at CCSF, with over 400 class offerings, 200 faculty members, and 3,536 FTES generated by AEP-eligible courses in 2017-2018. The department includes both credit and noncredit Adult Education programs. The credit ESL program requires a fee and is designed for students who wish to complete a two-year degree or vocational certificate at CCSF and/or to transfer to a four-year college or university. The noncredit ESL program is free of charge and is designed as an open-entry/open-exit program to help immigrant students develop their general ability to understand, speak, read, and write English for academic and career preparation and community participation. ESL/Citizenship courses are also noncredit. VESL trainings, while considered short-term CTE, are also included in this AEP program area. Enrollment in ESL and VESL programs involves application, an ESL placement test, counseling, and registration. Noncredit ESL students may qualify for sixteen ESL Career and Academic Preparation (CDCP) and eleven Vocational ESL CDCP certificates.

Classes Supporting Entry or Reentry into the Workforce

CCSF offers noncredit courses in multiple departments that prepare adults with barriers to employment for entry or reentry into the workforce. These CTE, vocational, and other “workforce preparation” noncredit courses serve students who are adults aged 55 or over, English language learners, individuals with cultural barriers, displaced homemakers, formerly incarcerated, foster care youth, individuals with disabilities, homeless, long-term unemployed, low-income, migrant or seasonal farm-workers, single parents, those exhausting TANF/CalWORKs within two years, and those with low literacy. Eligible courses in this program area generated 959 FTES in 2017-2018. (The student-level filter was not applied in this dataset.)

Classes Supporting Children’s Academic Success

CCSF’s Adult Education programs supporting children’s academic success include parenting courses offered by the CDEV department. These courses, identified by the Consortium and AEP as appropriate to this program area, include: Parents and Infants, Infant Development, Child Observation, Parent Participating Class, Positive Parenting, Foster Parenting, and Parenting & Working Families. In 2017-2018, AEP-eligible CDEV courses generated 161 noncredit FTES.

Short Term CTE

CCSF offers over 140 low-cost credit and free noncredit certificate and degree programs to help students achieve educational and career goals. For the purpose of AEP, CCSF has defined short-term CTE to include all noncredit and enhanced noncredit CTE programs, which in 2017-2018 generated 739 FTES. These courses are currently offered in Building Maintenance, Business, Child Development and Family Studies, Construction, Culinary Arts and Hospitality, Healthcare Technology, and Labor and Community Studies. Several credit CTE programs – such as bilingual Child Development – have been offered concurrently with credit ESL, thus improving their accessibility to Adult Education students (though these credit CTE programs are not included in AEP data collection). To enroll in short-term CTE programs, students are asked to submit an application, take a placement test, attend an orientation, and meet with a counselor before registering. CCSF awards Certificates for completion of a short-term CTE program.

Programs for Adults with Disabilities

CCSF’s DSPS provides a selection of free, noncredit course offerings that include: Accessible Arts and Crafts, Accessible Theater Arts, Job Search Skills, Coping with Acquired Brain Injury, Stroke Communication, Accessible Computer Essentials/Laboratory, Communication for the Blind, Lipreading, Breath Sound Motion Well-being, Adapt Fitness Circuit Training, Learning Strategies, and Job Search Preparation. DSPS also runs two accessible computer laboratories designed for students with disabilities that offer an introduction to adaptive computer equipment and software for the development of vocational, academic, and daily living skills, and two Strategy Lab classes, offering instruction and drop-in support related to study strategies. In 2017-2018, DSPS’s AEP-eligible courses generated 181 noncredit FTES.

In addition to classes, DSPS offers extensive counseling and support services. DSPS counselors conduct intake and gather disability related documents to assess functional limitations in the classroom and provide academic accommodations to the student. DSPS counselors also offer placement and classroom testing accommodations, academic counseling, disability management counseling, information about special support classes, auxiliary aides, information about financial aid, learning disability testing, hearing screenings, and advocacy representing the student’s needs to faculty and administration as necessary.

Pre-Apprenticeships

AEP provides an opportunity for CCSF to develop pre-apprenticeships, integrate information related to apprenticeship into the curriculum for Adult Education programs, and focus on transitions from Adult Education into apprenticeship. CCSF currently partners with OEWD and community-based organizations to offer the CityBuild pre-apprenticeship program for students interested in apprenticeship in the construction trades. CCSF also offers an Automotive Mechanic pre-apprenticeship, which earns completers a 20-point bonus on the apprenticeship examination. Noncredit apprenticeship programs are currently offered in: Cybersecurity, Plastering, Plumbing, Roofing, Gardening/Horticulture, and Information Security Analyst. The Information Security Analyst apprenticeship

program is CCSF's newest and includes a mandatory pre-apprenticeship in network security fundamentals (or equivalent training and certification).

CCSF Student Outreach, Assessment and Support Services

The Consortium's AEP Three-Year Plan builds upon several recent initiatives that have improved student services coordination and student outcomes.

Outreach to prospective Adult Education students involves collaboration among CCSF, CBO partners, and SFUSD. To reach SFUSD students in need of Adult Education – and with a complementary goal of increasing Latinx and African American college-going rates – CCSF, SFUSD, and the Mayor's Office collaborate on the Bridge to Success program, which includes the following elements:

- CCSF counseling services, orientation, and college application assistance offered onsite at high schools;
- The annual FRISCO Day, which provides approximately 1,000 SFUSD seniors with an introduction to the college matriculation and enrollment process, educational programs, services, and resources;
- CCSF Student Ambassadors, who staff information booths, lead tours, assist with outreach events, and give presentations in the high schools;
- Dual and concurrent enrollment opportunities, including high school equivalency programs and CTE courses.

To reach community members in need of Adult Education, CCSF continues to deepen collaborative partnerships with CBOs. The new CBO Advisory Committee convenes regularly to share information and develop collaborative strategies. Workshops called "CCSF 101" are delivered twice per semester at different CCSF campuses to orient CBOs to the range of Adult Education services available through the college and to spark dialogue about potential cross-referrals and other forms of collaboration. CCSF has a regular presence at community events, such as Sunday Streets, Cinco de Mayo, and the Chinese New Year festival, where information on Adult Education programs and services is distributed. Outreach is also conducted to engage parents of high school students, employers, and other stakeholders in the region's Adult Education programs.

New this year and through an investment of AEP funds, CCSF has hired a Noncredit Outreach Coordinator to increase the Consortium's capacity to reach prospective Adult Education students in the communities where they live, work, and seek out services. The Noncredit Outreach Coordinator works closely with the Consortium's CBO and other community partners to strengthen referral networks. Based at the Ocean campus but with offices at Mission and Civic Center, the Noncredit Outreach Coordinator supports each of the Centers that offer noncredit courses and will oversee the hiring and supervision of Center Ambassadors, who will further improve the capacity to outreach to potential and current noncredit students. The Center Ambassadors will play a key role in outreach events, including noncredit FRISCO Day.

CCSF's *Office of Matriculation and Assessment* administers Credit Matriculation, Noncredit Matriculation, Testing and Assessment, and HiSet/GED Testing services, and coordinates and collaborates on matriculation functions with many departments and operational units at the College. Adult Education students currently apply in-person at Centers for noncredit courses; an online noncredit application is not available at this time. Students enrolling in ESL or CTE classes may need to take a placement test at the Center.

Student support services are offered at CCSF through a variety of programs available to Adult Education students. Programs and services include the following:

- *Student counseling* provides orientation to students in noncredit courses who are new to the College; guides students in the development of their educational plan; leads students to support services; and assists students with personal concerns and the development of good study skills.
- The *Learning Assistance Center (LAC)* assists students in achieving their academic, vocational, and personal goals through the provision of academic-support services that include professional and peer tutoring, workshops, peer- collaborative small groups, and supplemental instruction groups.
- *DSPS* offers counseling to students with a verified disability, helping them to plan for a variety of support services that will help them progress toward their goals.
- The *Guardian Scholars* program, for students exiting the foster care system, provides comprehensive support toward HiSet/GED attainment, certificate or degree completion, and/or transfer to a four-year college.
- The *CalWORKs Education & Training Program* helps potential, current, and former welfare recipients to access CalWORKs support services, financial assistance, and tutoring.

CCSF's *Career Services* are of particular benefit to Adult Education students with employment and career goals. Career Services offers a variety of resources and assistance for career planning, job search, internships, and employment. All students regardless of program or plan of study can access Career Services, which include career counseling, career exploration courses, work experience and internship programs, online job search resources, and employer events such as career panels, workshops and career fairs. The CCSF Employment Specialists provide students with industry-specific job search support for the region's thriving industry clusters, including: Arts, Media & Entertainment; Business; Education, Public & Social Services; Information Technology & Computer Science; Transportation; Building & Construction Trades, and Healthcare. CCSF partners with OEWD and community-based organizations to refer students to the city's workforce development system of services.

Core student support services such as admissions, academic counseling, financial aid, matriculation, placement and testing, new student orientations, and registration are available at all locations, although at inconsistent levels across the Centers. All service departments have websites and dedicated email addresses. DSPS has offices on the Ocean Campus and at the John Adams, Mission, Downtown, and Chinatown/North Beach Centers, and meets students' needs at other locations by dispatching a counselor on a case-by-case basis. Counseling faculty working at the Centers communicate and collaborate with the other support service offices to make arrangements to bring those services to the Centers via workshops, presentations, or individual appointments.

CCSF offers a variety of specialized *first year experience programs*, which are designed to support students (including Adult Education students) as they transition into the college and increase their chances of successfully completing a degree or credit certificate. These programs deliver proven student success strategies, such as cohort support models, accelerated math and English, tutoring, mentoring, community-building and college success instruction. First year experience programs include Metro Transfer Academies, Puente, Bridge to Bioscience, and the Writing Success Project.

CCSF's Steps to Credit program facilitates the *transition of students from noncredit to credit courses*. Each Center arranges and publicizes its own schedule of services to assist students in transitioning to credit courses. These services include credit interest workshops, application assistance, orientation, and counseling and education

planning for credit programs. While faculty, staff and Centers support students in making a transition from noncredit to credit courses, there is widespread acknowledgement that existing efforts are not currently supported by the resources they need to become fully consistent and coordinated. CCSF Counselors are currently working to improve the measurable outcomes of Steps to Credit, including tracking participants' credit enrollments.

CCSF's WIOA Title II-Funded Programs

CCSF receives 87% of San Francisco's WIOA Title II funding total of \$1,140,046 for 2018-2019. CCSF's fulfills the required Title II activities, data collection and reporting, using both standardized exams as well as performance-based and holistic forms of testing to document learning gains and help instructors plan and adjust instruction to maximize student success. CASAS data for CCSF ESL and TRST students are used to report outcomes for both WIOA 231 and AEP.

Office of Student Equity

CCSF's Office of Study Equity (OSE) supports the integration of equity as a core value at all levels of the college. OSE conducts regular equity-themed data analysis sessions and assists faculty and staff with the evaluation of disproportionate impact and opportunity gaps. OSE offers professional development training available to Adult Education faculty and other college and community personnel involved in Adult Education.

Office of Research & Planning

CCSF's Office of Research and Planning (ORP) supports data-informed planning and decision-making across the College and for initiatives such as AEP, RiSE, and Student Equity to improve student learning, student success, and institutional effectiveness. ORP's roles include:

- Producing institutional reports and responding to requests for data on enrollment, productivity, student success, and student equity;
- Developing and maintaining CCSF fact sheets;
- Partnering and consulting on emerging and evolving projects that rely heavily on data and evaluation;
- Facilitating collection of, access to, and use of accurate and meaningful data;
- Conducting training on data analysis, assessment, and evaluation;
- Developing and deploying periodic college-wide and project-based surveys;
- Coordinating program review and annual planning;
- Supporting the development of and assess implementation of college-wide plans;
- Facilitating outcomes assessments for courses, programs, and services;
- Maintaining systems and webpages to provide access to data, reports, assessments, program reviews, and college-wide plans;
- Complying with mandated data reporting (federal, state, ACCJC).

2. Key partners

San Francisco's **Office of Economic and Workforce Development (OEWD)** connects residents to Adult Education services under a workforce services framework designed to increase the number of San Francisco residents who obtain a marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, disabled, and other high-barrier populations. At Access Points throughout the City, individuals are assisted with career exploration, career pathway planning, training program identification and enrollment, and access to subsidized training resources. OEWD's Assessment and Education Services Coordinator coordinates assessment and education services across these Access Points, provides a range of

academic assessment services to identify job seekers' academic skill levels and academic readiness for sector training and employment, and recommends and links participants to appropriate accredited and approved academic skills providers.

OEWD is a funder of Adult Education activities delivered by CCSF and by contracted non-profit organizations under several sector-based workforce development initiatives: CityBuild, TechSF, Hospitality Initiative, and the Healthcare Academy. WIOA Title I, Community Development Block Grant (CDBG), and general fund dollars are granted for the delivery of these Adult Education services, inclusive of wrap-around support and job placement assistance. A high school diploma or equivalent is a prerequisite for participation, suggesting the importance of building pathways into OEWD-funded programs for Adult Education students who have not achieved this milestone.

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

Five Keys Schools and Programs educates county jail inmates, formerly incarcerated adults, and transitional age youth and adults who have dropped out of the SFUSD system by providing high school classes and access to community-based programs that offer recovery, parenting, work skills, and case management. In addition to a traditional high school curriculum, CTE class offerings in the jail include Horticulture, Culinary Arts, Business & Entrepreneurship, and Bicycle Repair. To accommodate short sentences and to allow students to earn credits quickly while in jail, classes are offered year-round in intensive, one-month semesters. Five Keys partners with various CCSF academic departments, including Health Education, Sociology, Business, Psychology, English, Interdisciplinary Studies, and Child Development to offer credit-bearing college courses in the SF County jails. The Five Keys Independence High School operates community-based learning centers in partnership with over twenty non-profit and government entities in San Francisco to provide high school credit recovery and equivalency preparation and ESL services to transitional aged youth and adults.

Federal WIOA Title II Adult Education and Family Literacy Act funds support ABE and ESL – including English Literacy and Civic Education (EL Civics) – classes designed to enable adults to become employable, productive, and responsible citizens, workers, and family members. In San Francisco, WIOA Title II grantees (in addition to CCSF, which receives 87% of San Francisco's Title II funding total this year) include: **Episcopal Community Services, International Institute of the Bay Area, Refugee Transitions, and Self- Help for the Elderly**. This network of diverse and culturally competent community providers offers Adult Education at accessible locations throughout San Francisco's neighborhoods, often leveraging other public and philanthropic dollars.

3. Alignment of AE services provided by the consortium with other regional plans and planning processes

Alignment with OEWD and Regional Workforce Innovation and Opportunity Act (WIOA)-funded Services

The Consortium regularly engages with OEWD, Workforce Investment San Francisco (WISF, the region’s local workforce development board), and community-based organization (CBO) partners to streamline client referrals, support services, and training, and to share in broad-level planning for workforce development in the region. CCSF administrators serve on the WISF and the San Francisco Youth Council and participate in quarterly partner planning and cross-organizational learning meetings. As a result of the historically close relationship between OEWD and Consortium members, the Consortium’s Three-Year Plan is aligned with OEWD’s Local Strategic Plan FY 2017-2020 and its draft Local WIOA Plan Modification in several significant ways, as outlined below:

- Local Strategic Plan Vision 1, “fostering ‘demand-driven skills attainment’ via regional sector-based career pathways,” describes a regional commitment to career pathways in high-priority sectors such as Construction and names the Construction pathway’s partnership with CCSF to deliver the CityBuild pre-apprenticeship.
- Local Strategic Plan Goal 2, “Re-engage youth disconnected from the education system and labor market to achieve academic credentials, transition to post-secondary education, and/or secure living wage employment,” is addressed by OEWD’s Young Adult Workforce Services and by AEP strategies serving SFUSD Adult Education students and young people without a high school diploma or GED.
- Local Strategic Plan Goal 3, “Increase access to workforce services for populations underserved by the workforce system,” is addressed by AEP programs such as outreach and marketing, SF-IBEST, counseling to support goal-setting and planning, CTE pathway mapping, and pre-apprenticeship to apprenticeship pathways.
- Local Strategic Plan Goal 6, “Strengthen policy and programmatic coordination between the workforce system and the city’s educational institutions, specifically the SFUSD and CCSF,” describes a commitment to participate in joint planning and to facilitate access to educational services - including Adult Education - through OEWD’s America’s Job Centers of California (AJCCs) and cross-referrals. OEWD’s participation in AEP planning helps to ensure that strategies are aligned at the level of community service provision and that customers of the workforce and Adult Education systems are connected to the breadth of services needed.

Specifically, current methods of CCSF’s engagement and partnership with the workforce system include:

- Serving as a mandated partner in the OEWD Neighborhood Access Point (NAP) plan, which attempts to provide a seamless array of workforce services to assist jobseekers;
- Partnering with Goodwill Industries of San Francisco, who was awarded a contract in 2017 to serve as a Comprehensive Access Point (CAP), to co-locate (along with San Francisco Human Services Agency and others) at Goodwill’s site. This includes weekly visits to share CCSF materials and speak to potential students;
- Engaging in quarterly WIOA regional partner meetings with Employment Development Department (EDD), Department of Rehabilitation (DOR), OEWD, and others to coordinate and streamline services and partnerships across all agencies;
- Convening monthly calls with OEWD and CBOs where all stakeholders can provide updates, share information, and engage in cross-organizational learning; and
- Participating in DOR-led meetings with SFUSD to develop and implement a Local Partnership Agreement (LPA) focused on transitional age youth populations, with specific focus on students with disabilities.

Alignment within CCSF Across Multiple Funding Streams and Planning Processes

Alignment with CCSF’s Education Master Plan

The Consortium's AEP Three-Year Plan references and aligns with CCSF's Education Master Plan (EMP), which reaffirms the college's commitment to high-quality Adult Education serving the San Francisco region. The EMP's eight goals for the 2019-2025 period informed the AEP planning process, and activities toward achievement of these goals will reinforce and integrate with the activities described in the AEP Three-Year Plan. These goals include:

1. Improve the student experience
2. Institutionalize equity
3. Improve communication
4. Strengthen credit and noncredit programs
5. Improve operation of the college
6. Strengthen community, education, and industry partnerships
7. Maintain, improve, and build facilities
8. Expand and encourage opportunities for professional development

Alignment with CCSF's Integrated Planning Efforts

CCSF has deepened its commitment over the past three years to integrated planning, budgeting, and implementation to ensure the most effective use of AEP resources and the greatest impact for Adult Education students. The College now uses an integrated planning approach under the leadership of a work group team called "Fan5". The Fan5-led process brings together all categorical funds with College-wide mandates. Fan5 leverages common goals across all initiatives and categorical funds to help ensure student access and success, promote student equity, commit to best practices through professional development, streamline student services, and improve assessment and evaluation. The [Fan5](#) team (which has now grown to include more than 5 areas) includes leaders representing the following initiatives: (1) CCSF's Student Equity and Achievement Programs (SEAP), which include the previously distinct Basic Skills Initiative, Student Equity, and Student Success and Support Program (SSSP); (2) AEP; (3) Strong Workforce Program (SWP); (4) Carl D. Perkins Career and Technical Education Act of 2006 (CTEA); and (5) Guided Pathways Initiative, which has been locally renamed as Reimagining the Student Experience (RiSE). Fan5 work group membership also includes the presidents of CCSF's Academic and Classified Senates.

Building on the success of these integration efforts, the CCSF Office of Workforce and Economic Development began issuing an internal, yearly Request for Proposals (RFP) to support the strengthening of career education, noncredit programs and pathways, and student support and success across Fan5 initiatives. This RFP provides the background information and procedures for applying for funds for each fiscal year and serves as a combined, electronic application process for three major funding streams: AEP, CTEA, and SWP. It also intentionally aligns with the larger movement at CCSF toward integrated planning and budgeting. In an effort to streamline processes, the application includes questions based on allowable uses of AEP, CTEA and SWP funding and generates information applicable to each of the funding streams. Departments and collaborations that are interested in applying for funds are invited to respond to the RFP by the designated deadline. An Academic Senate Allocation Subcommittee, in partnership with College administrators and overseeing Deans, reviews applications and proposals and makes recommendations about utilizing AEP, CTEA and/or SWP funds to support quality proposals. For the 2019-2020 academic year, these funds identified the following as areas of greatest need and priority:

- Program design improvements and pathways mapped to a student's end goal of certificate, degree, and transfer in both credit and noncredit programs (integrated and aligned with RiSE efforts);

- Projects that help achieve the system-wide goals of the new California Community College Chancellor’s Office (CCCCO) Student-Centered Funding Formula, with particular focus on student equity and achievement and enhanced enrollment;
- Collaborative approaches across programs to support students with a first semester experience, which helps students choose and enter a program pathway (in alignment with all Fan5 initiatives);
- Increased professional exchange among instructional faculty, counseling faculty, classified staff, administrators, and external stakeholders (such as employers, universities, and CBOs) to ensure program alignment with career opportunities and further education (integrated and aligned with all Fan5 initiatives).

More broadly, AEP, CTEA, and SWP created a Student Success Metrics chart, using the Student Success Metrics created by the [CCCCO](#), to codify and pinpoint critical milestones and accomplishments that align with the CCCCCO Vision for Success and the new funding formula. These metrics also align across various CCSF initiatives and funding streams and present opportunities for integrated planning and implementation. The chart below summarizes the alignment of the AEP metrics, Perkins Core Indicators, and SWP metrics. Organized around common goals, such as skills gains in ABE, ESL, and short-term career education, and attainment of a credential, certificate, degree, or transfer, the metrics capture progression along students’ educational journey from recruitment to completion, transfer, and entrance into the workforce.

Student Success Metrics: AEP, CTEA and SWP

Student Success Metrics	AEP Metrics	Perkins Core Indicators	SWP Metrics
Enrollment	Number of adults served	CI5a: Nontraditional participation	Number of enrollments
Learning Progress	Skills gains in ABE, ESL, workforce preparation		
Momentum	Improvement in one or more educational outcome measures	CI1: Technical Skill Attainment	
Success	Completion of a credential, diploma, certificate and/or college credit awards	CI5b: Nontraditional completion	Attainment of a degree or certificate
	Transition into postsecondary education and college credit	CI2: Credential, certificate, or degree attainment	Transfer
Employment	Employment in 2nd and 4th quarter	CI3: Persistence or transfer	Employment in 2nd and 4th quarter
		CI4: Placement	Job closely related to field of study
Earnings	Annual earnings		Median earnings in 2nd quarter after completion
	Earnings gains		Median change in earnings
	Attainment of living wage		Attainment of living wage

Alignment Between AEP and CTEA

Perkins/CTEA and AEP funding at CCSF is effectively braided to support CTE departments with noncredit offerings, and both CTEA and AEP student outcome goals are aligned with CCSF’s unified Student Success Metrics. San

Francisco's FY 2018-2019 CTEA Plan describes several priority improvement issues and investments that are intentionally aligned with AEP:

- Outreach and marketing of CTE programs, including noncredit programs, to high schools, CBOs, new and existing students, industry partners, and the community at large;
- Mapping of CTE career pathways, and development of on-ramps and industry connections to support student access and success;
- Delivery of career guidance and academic counseling for CTE students, including upgrades to CCSF's CTE Guide, website, and materials for nontraditional and undecided students;
- Programs and services for special populations, including the use of data disaggregation to understand patterns of access and success;
- Use of integrated curriculum/SF-IBEST to meet the basic academic skills needs of CTE students;
- Upgrades of technology and other equipment for noncredit CTE programs;
- Faculty professional development on the integration of academic and CTE instruction.

Alignment Between AEP and SWP

CCSF's distribution of FY 2017-2018 and 2018-2019 SWP funds has taken place through the Fan5 application process, and internal reporting has been aligned with CCSF's Student Success Metrics for AEP, CTEA, and SWP. Funds have been invested primarily in credit CTE programs; however, these programs are marketed to Adult Education students and are a likely next step for students enrolled in adult basic skills or noncredit CTE programs. CTE departments with noncredit programs will continue to be encouraged to apply for SWP funds through the Fan5 process.

Most recently, CCSF and SFUSD collaborated on the submission of an application for K-12 SWP funding, which describes activities that would benefit Adult Education students. The proposed K-12 SWP funding would serve students at schools with the highest dropout rates and increase support for students with limited English at San Francisco International High School through deepened collaboration between SFUSD and CCSF faculty and counselors and better facilitated student transitions to Adult Education and college. The K-12 SWP application describes the intent to deliver CCSF noncredit basic skills courses that are designed to prepare and introduce SFUSD students to college. The Early College (dual enrollment) hybrid model described in the application facilitates an early school-day dismissal and access to CCSF Adult Education courses as an in-time intervention that supports student graduation. Finally, Strategy 3 in the K-12 SWP application directly references AEP and describes an intentional, partnership approach to addressing dual enrollment and college-going equity gaps.

Alignment Between AEP and Guided Pathways

CCSF is currently undertaking a year-long inquiry process to inform the college's design and implementation of guided pathways; locally branded as Reimagining the Student Experience (RiSE). Active work groups are conducting program mapping, defining communications strategies, identifying key metrics to assess student success with an equity lens, conducting qualitative inquiry regarding the student experience, and designing professional development. In 2019-20, the process will expand to incorporate and address the needs of Adult Education students.

To date, the RiSE process has arrived at several goals that relate directly to AEP. These include the identification of shared metrics across programs and initiatives, including those currently addressed by Fan5; supporting guided major and career exploration, including expansion of career pathway mapping to support transition from Adult Education into post-secondary education and careers; and defining clear program requirements, including streamlined basic skills course sequences and a more strategic intake process for noncredit students transitioning to credit pathways.

Table 1. Regional Service Providers

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

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$3,955,383	\$3,955,383	\$3,955,383
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$ 25,422,072	\$ 25,422,072	\$25,422,072
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$76,950	\$76,950	\$76,950
WIOA II	\$995,525	\$995,525	\$995,525
Other			
Strong Workforce Program (SWP)	\$76,000	\$76,000	\$76,000
Total	\$30,525,930	\$30,525,930	\$30,525,930

2.3 Community Need and Customers

This section describes the Consortium's current Adult Education students, the demographics of the San Francisco community, and the regional labor market. It also considers the alignment between the needs for Adult Education in the region and the level and types of services offered by the Consortium.

Demographics of the Student Population

In 2017-2018, 24,172 students took noncredit classes at CCSF, a decrease of nearly 50% over the ten years preceding. Credit enrollments also dropped over this time period, but by less than 25% to a total credit student headcount of 40,313. The college's noncredit FTES of 6123 in 2017-2018 was approximately one quarter of total (noncredit and credit) FTES.

The vast majority of CCSF's noncredit students (84%) are residents of San Francisco and more than half live in the city's lowest-income zip codes, in neighborhoods such as the Excelsior, Mission, Chinatown/North Beach, Visitacion Valley, and Bayview Hunter's Point. Comparing CCSF's noncredit and credit student populations, a much greater proportion of noncredit students are Asian (41.3%) or Latino (28.8%), reflective of the large numbers of Adult Education students enrolled in ESL courses. Thirty-seven percent of Adult Education students identify as male and 60% identify as female.

San Francisco's Adult Education students are distributed across age groups, with equal numbers of students in their 30's as in their 20's (17-18%) and nearly equal numbers in their 40's, 50's, 60's and even 70+ (12-13%). This is remarkable in comparison to both CCSF's credit student enrollments, which are highly skewed toward the 20-29 age range (44%), and statewide Adult Education enrollments, of which the majority are in their 20's and 30's and only 16% are 55 and older.

Most noncredit students take classes at one of five CCSF centers: Mission, Chinatown/North Beach, Downtown, John Adams, and Civic Center. Over 60% of noncredit students' FTES is in the ESL department, 20% is in CTE programs, 10% is in TRST, and 3.3% is in DSPS. Enrollments of limited-English speakers, adults with disabilities, and adults in need of a high school diploma or equivalency are evidenced by the FTES generated by AEP courses in CCSF's ESL (3,536), DSPS (181), and TRST (652) programs.

Many CCSF credit students have prior noncredit enrollments. More than half of students enrolled in credit ESL in 2017-2018 had enrolled in noncredit ESL in a prior term. Of all students enrolled in a credit class in 2017-2018, 17% had enrolled in a noncredit class in a prior term.

In 2017-2018, 953 Adult Education students earned a CTE certificate, and 3,510 improved an educational functioning level. Among exiters in 2016-2017, 29% were employed two quarters after exit and 41% demonstrated a change in earnings between the second quarter prior to college entry and the second quarter after exit.

Demographics of the Region

The regional area served by the Consortium is the 49- square-mile City and County of San Francisco. San Francisco has a population of 864,263 with a median household income of \$96,265. (U.S. Census Bureau, 2013- 2017 American Community Survey) The unemployment rate is 2.6%, among the lowest in the state (Bureau of Labor Statistics, January 2019); however, San Francisco is a city of vast disparities. The poverty rate is 11.7%, lower than the state's

poverty rate of 23.5% but leaving more than 100,000 with income hugely inadequate to meet basic needs. An estimated 28% of San Francisco households do not earn enough to be able to pay for basic expenses without receiving assistance, up from 26.8% when the Consortium’s first Three-Year Plan was developed. (Insight Center for Community Economic Development, Self Sufficiency Standard) The city has an exceptionally high cost of living and is in the midst of a housing crisis. Families struggling to survive in an expensive region with high income inequality rely upon CCSF's free noncredit courses to get a leg up out of poverty.

San Francisco also displays troubling disparities in median income across neighborhoods. Based upon the citywide median household income of \$96,265 in 2017, 12 of the city’s 27 zip codes have median household incomes below the median, and 45% of the city’s households reside in these neighborhoods.

As indicated in the table below, San Francisco’s population has a relatively high rate of high school graduates and post-secondary degree holders; however, high need for Adult Education exists among the City and County’s large populations of foreign-born individuals who speak a language other than English, non-citizens, and working adults with middle or low academic and career skills.

San Francisco Demographics

	#	%
Total Population	864,263	
Population 25 years and older	683,074	
Less than 9th grade education	51,612	7.6
9th-12th grade education, no diploma	31,006	4.5
High school graduate, or equivalent	84,072	12.3
Some college, no degree	99,030	14.5
Associate degree	36,288	5.3
Bachelor's degree	228,294	33.4
Graduate professional degree	152,772	22.4
High school graduate or higher	600,456	88
Bachelor's degree or higher	381,066	55.8
Civilian, non-institutionalized population	859,959	
With a disability	90,976	10.6
Population 5 years or older	825,057	
Speak a language other than English at home	360,996	43.8
Do not exclusively speak English at home and speak English "less than very well"	170,041	20.6
Foreign-born population	300,542	
Naturalized U.S. citizen	188,038	62.6
Not a citizen	112,504	37.4
Asian	295,347	34.2
Hispanic or Latino	131,949	15.3

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Elementary and secondary school enrollment data for San Francisco reveals a population of English Language Learners disproportionate to the state and a notably high drop-out rate, also indicators of need for Adult Education in the City and County.

San Francisco and California K-12 Student Demographics

Student Population	SF	CA
Eligible for Free or Reduced-price Lunch	37.9%	59%
English Language Learners	27.9%	20.4%
4-Year Drop Out Rates	15.7%	12.7%

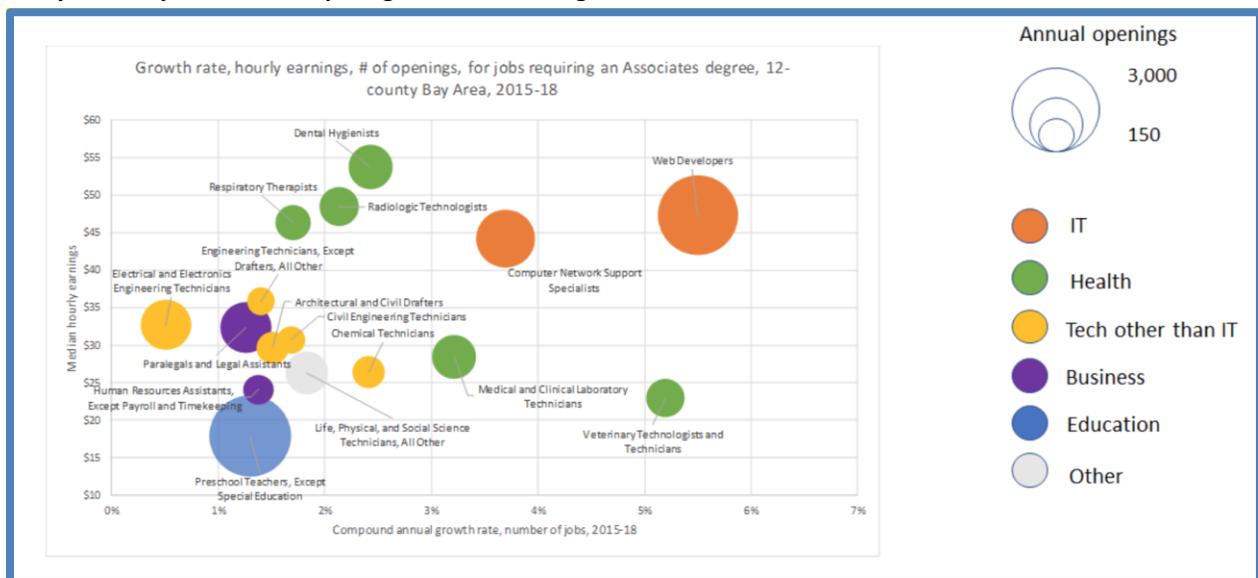
Source: CDE DataQuest, 2017-2018; CDE Student Poverty FRPM Data 2017-2018.

Profile of the Regional Labor Market

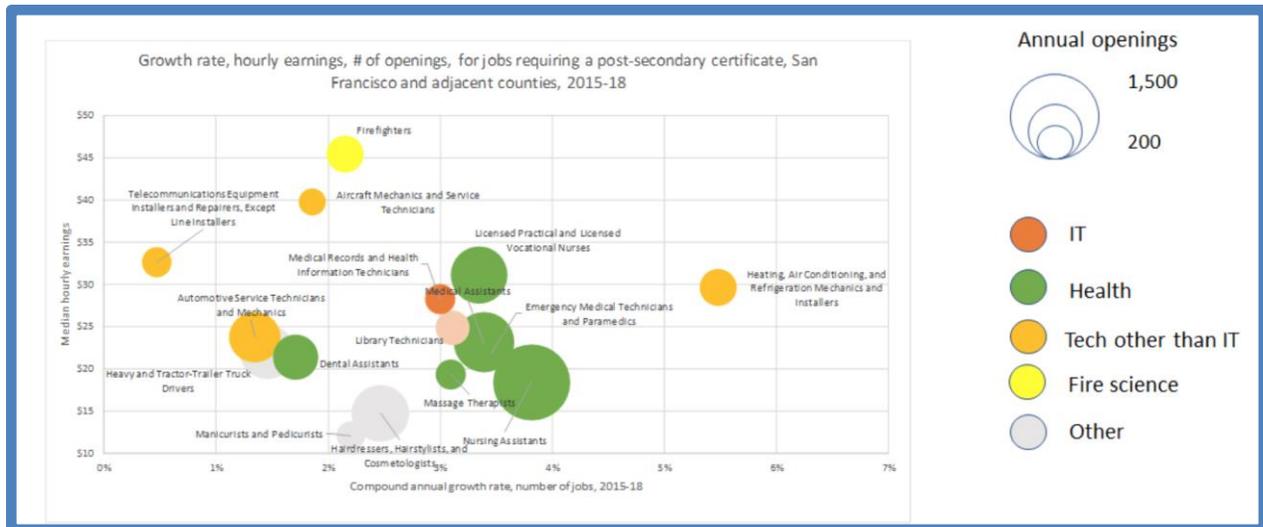
The recent development of CCSF’s [Education Master Plan](#) (Draft March 2019) involved in-depth analysis of labor market data available through the Center of Excellence at CCSF. Data was extracted for two regions: (1) San Francisco and adjacent counties (San Mateo, Alameda, Contra Costa, and Marin); and (2) the 12-county Bay Area (Sonoma to Santa Cruz). CCSF calculated the compound annual growth rate (CAGR) for each occupation and graphed the occupations that account for 80% of job openings. Separate graphics were created for jobs that typically require an Associate degree and jobs that typically require a certificate but not a degree, for each of the two regions. Bubble graphs were used to visualize the data because of the multiple variables they capture:

- The size of the bubble indicates the number of annual job openings;
- The color of the bubble shows the job family (i.e. Health, IT);
- The horizontal axis shows the annual growth rate in the number of jobs;
- The vertical axis shows the median hourly wage.

Analysis of Bay Area Jobs Requiring an Associate Degree



Analysis of Bay Area Jobs Requiring a Post-Secondary Certificate



These bubble graphs are used to project areas of desired enrollment growth for noncredit and credit certificate and degree programs. Using the new noncredit pathway maps to be developed under this Three-Year Plan, job categories with projected high growth, large numbers of annual job openings, and high median wage will be communicated to students as opportunities to secure employment and career growth. Adult Education students will be advised to pursue basic skills education on pathways to these jobs and career clusters, and to consider short-term CTE and pre-apprenticeship programs that are entry points on these pathways. Examples of high-growth jobs requiring a certificate rather than a degree, for example, include:

- HVAC Mechanics and Installers: 200 local annual job openings, with median hourly wages of \$30
- Licensed Practical Nurses: 510 local annual job openings, with median hourly wages of \$31
- Medical Assistants: 565 annual openings, with median hourly wages of \$23
- Nursing Assistants: 910 local annual job openings, with median hourly wages of \$18

OEWD’s Regional Plan identifies four high-growth sectors that offer career pathways to self-sufficiency: construction, health care, hospitality/retail, and information and communication technology. According to Economic Modeling Information Systems’ (EMSI) industry cluster analysis, these sectors have remained high-growth in recent years and provide training opportunities for in-demand, sector-specific occupations across industries. CCSF partners with OEWD and its service provider partners to deliver training in these priority sectors, including short-term CTE programs such as the CityBuild pre-apprenticeship program and introductory computer classes.

Alignment Between Needs and Levels and Types of Services Available

CCSF’s and SFUSD’s robust Adult Education programs for English language learners, students who did not complete high school, adults with disabilities, and adults with less than a college certificate or degree align with the profile of need among San Francisco’s diverse adults. The investment of WIOA Title II and AEP funding to augment CCSF’s ESL programs is well justified by the large numbers of immigrants who speak English “less than very well,” for example, as is the depth of collaboration between SFUSD and CCSF to serve young adults ages 18 and above who have not yet attained a high school diploma. CCSF’s DSPS programs serve a sizable population with diverse abilities or needs and educational goals, and investment can support transitions from SFUSD’s SPED programs and into postsecondary

education and careers. CTE and pre-apprenticeship programs serve as critical bridges to the workforce for individuals whose prior education has not prepared them to compete in the region’s labor market.

CCSF’s delivery of Adult Education also aligns well with San Francisco’s neighborhoods with the lowest median household incomes. An ORP analysis of CCSF noncredit student headcount by neighborhood of residence showed that of the five neighborhoods over-represented among CCSF students, four have median incomes below the citywide figure. Of the six zip codes with the largest percentage of noncredit student residents, five have median incomes below the citywide median.

The level of Adult Education programs delivered by the Consortium is insufficient to address the level of need, however. The adequacy of programs was assessed by comparing current student enrollment figures with data on populations with identified need for educational services. While not precise, this evaluation of student demand and program supply provides a basis for planning that is grounded in the available data. Findings of this analysis suggest the potential to serve hundreds of thousands of students who are in need of Adult Education in San Francisco and who have not yet enrolled in CCSF, as shown in the table below. It must be acknowledged that not all of these students are interested or able to enroll in Adult Education and that some San Francisco residents may fall into more than one of the categories indicated. Discrepancies between student demand and program supply remain notable.

Evaluation of the Adequacy of Adult Education in San Francisco - Comparison of Evidence of Student Demand and Program Supply (2017-2018)

Evidence of Student Demand	Evidence of Program Supply (AEP Unduplicated Student Headcount)
82,000 adults in SF have no high school diploma or equivalency	2,931 students in ABE/ASE programs
170,000 adults speak English “less than very well”	13,037 students in ESL programs
Nearly 91,000 adult San Franciscans have a documented disability	959 students in DSPS programs
22,000 adults in SF are unemployed	3,396 students in short-term CTE and pre-apprenticeship programs

This analysis of the alignment between need for Adult Education in San Francisco and the level of the Consortium’s programming suggests the need to re-visit outreach, matriculation, and the leveraging and braiding of funding streams to expand student access and enrollment in Adult Education. It highlights the importance of accessibility for potential students who may be disconnected from education and employment and need additional support to attain their goals. It also suggests a need to deepen understanding of the potential student population and of the Adult Education student experience, so that programs and services may be tailored to best address Adult Education students’ goals and the potential barriers they face.

The data analysis described here was complemented and reinforced through a collaborative planning process undertaken by the Consortium to develop the AEP Three-Year Plan. This process of broad engagement surfaced concerns about unmet need for Adult Education in the region. The planning work group, as well as participants in the planning Summit, considered ways to improve the efficacy and quality of Adult Education offerings in response to this need. High-level priorities identified through the planning process include:

1. Raise the profile of noncredit and CTE programs in the eyes of students, faculty, administrators, parents, and community through strategic marketing and communications;

2. Expand student counseling, navigation, and support services, especially serving high-need Adult Education students, and providing accessible points of contact;
3. Provide wraparound supports, such as childcare, transportation, mental health counseling, and other services available through partnerships and referral to community-based providers and resources;
4. Continue to build upon pilots implemented during the first three years of AEBG/AEP, including TRST credit recovery, “on-ramps” and bridges to CCSF, and SF-IBEST in CTE classes;
5. Improve use of technology, including online and mobile access and student support;
6. Provide on-going cross-training and other professional development for teachers, counselors, and staff on baseline and innovative services.

The following sections of this plan describe the goals and strategies that were defined by the Consortium to respond to the outstanding need for Adult Education programs and services.

2.4 Identifying Goals and Strategies

The Consortium’s collaborative planning process prioritized a set of strategies to address current needs and gaps in Adult Education offerings in San Francisco. These strategies – and the plans to implement them – leverage existing strengths, systems, and structures, and focus on levers of lasting change that promise results at scale for Adult Education students.

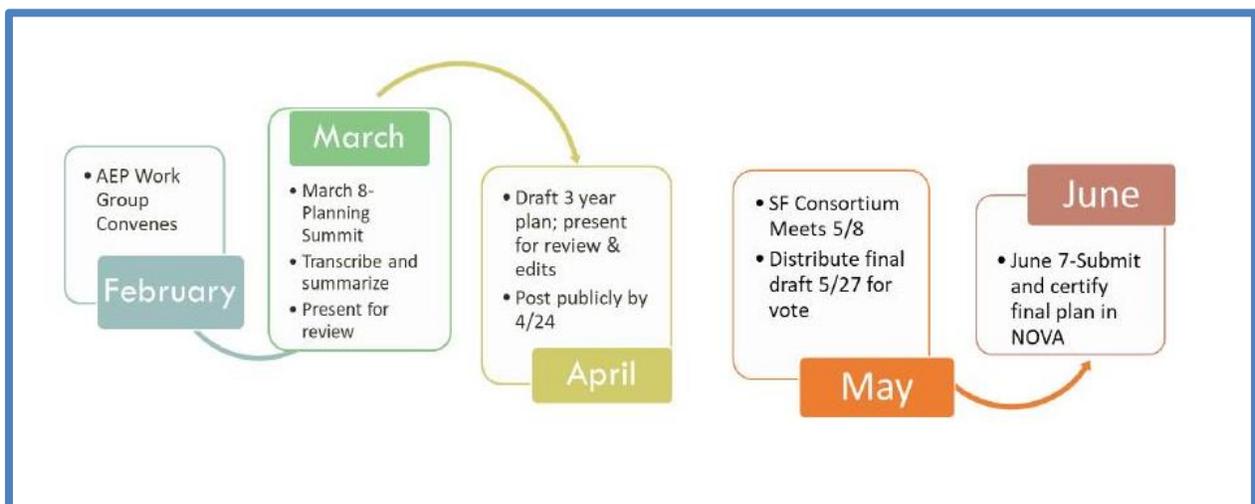
The San Francisco Adult Education Strategic Planning Process

Creating a Timeline and Broad Stakeholder Engagement

The strategic planning process for the Consortium’s AEP Three-Year Plan began with broad engagement of all constituents in Fall 2018. Using existing shared governance processes - including Academic Senate, noncredit committees, and other key existing stakeholder forums - an Adult Education Workgroup was created comprised of faculty, staff, counselors, and administrators representing both CCSF and SFUSD, with expertise in noncredit and Adult Education. The workgroup had [27 participants](#) with 15-18 members regularly attending and participating. Beginning in February, the workgroup met bimonthly to discuss existing Adult Education data; review past Three-Year Plan goals, objectives, strategies, and activities; and design the March Adult Education Planning Summit inclusive of a broader stakeholder audience. The Adult Education Workgroup:

- Crafted designing and guiding principles
- Shared updates with Academic Senate
- Reviewed and analyze data
- Provided recommendations
- Supported planning
- Provided subject matter experts
- Served as thought partners/planners
- Provided ongoing feedback during plan creation

Links to the workgroup’s agendas can be accessed [here](#). The timeline for the workgroup’s planning activities is shown below.



Holistic Data-Driven Decision-Making Approach

The Adult Education Workgroup took a three-pronged approach to defining goals and strategies: (1) analysis of quantitative data on Adult Education students and community needs, (2) review of existing planning documents and synthesis of relevant strategies; and (3) triangulation and analysis of Adult Education student-level data, qualitative data, and consortium strategies into a cohesive three-year plan.

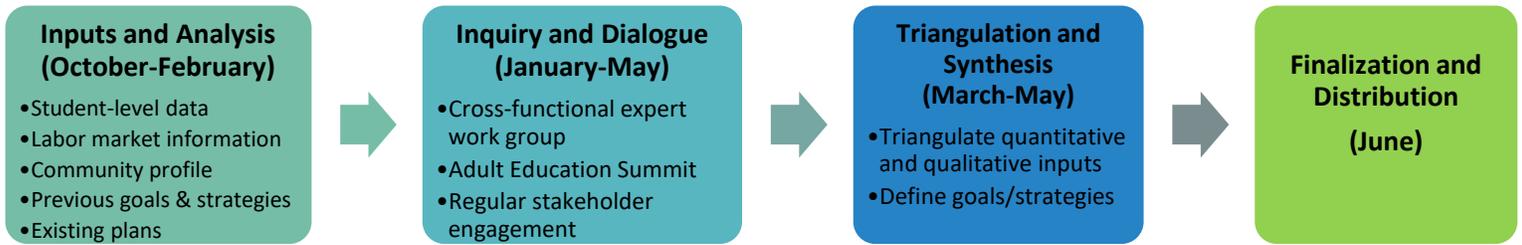
On March 8, the Consortium welcomed over 75 CCSF, SFUSD, CBO, and workforce development partners to the Adult Education Planning Summit. During this interactive forum for all key San Francisco Adult Education stakeholders, attendees reviewed past three-year outcomes, engaged in facilitated roundtable discussions, and contributed to the development of the three-year plan. The [summit presentation](#) and event [photos can be viewed here](#). The Adult Education Workgroup team of experts facilitated three thirty-minute rounds of world-café-style inquiry and dialogue using the thematic strands listed below. These themes were identified as broad-based goals and areas of need that align with the AEP Student Progress Framework of Connection, Entry, Progress, Completion:

- 1. Outreach, Partnerships & Marketing - *How do we increase awareness and access?***
Addressed high school and community outreach, CBO and other community referral partnerships, marketing and media campaigns, and general messaging of the value of Adult Education and noncredit courses;
- 2. Student Transitions and Support - *How do we remove barriers and embed supports?***
Addressed transitions from SFUSD to CCSF, counseling on college and career pathways, use of the Early Alert system to identify need for counseling intervention, and use of technology for online applications, case management, and data tracking;
- 3. Accelerating Student Progress - *What instructional innovations are needed for access and success?***
Addressed integrated basic skills and career education, hybrid/online courses, and supplemental basic skills instruction;
- 4. Workforce & CTE Programs - *What training leads to meaningful work and sustainable wages?*** Addressed short-term, noncredit vocational training, certification courses, and pre-apprenticeships.

At the end of the two-hour dialogue, participants viewed posted documentation of the dialogue and learning that took place in several areas: 1. Current Strengths and Promising Practices; 2. Areas for Refinement; 3. New Opportunities and Innovations; and 4. Needs for Implementation. Throughout the three-hour inquiry, participants were asked to consider: What are the technology implications? What are the professional development implications? And, what are the implications for San Francisco's defined equity populations?

Over 97% of surveyed Summit attendees felt the event successfully provided an opportunity for cross-functional discussions with community college, high school, CBO, and workforce development partners, and 94% of respondents indicated that the event was interactive and provided guests with opportunities to share their thoughts and feedback. The next phase of planning produced the draft AEP Three-Year Plan, which was posted at www.sfadulthood.org on April 24 for public review and comment.

Framework for SF Adult Education Planning and Data Driven Decision Making



Goals and Activities to Address Needs, Improve Integration of Services, and Improve Student Outcomes

The Consortium’s Adult Education Workgroup tailored the AEP Student Progress Framework slightly to better integrate with broader CCSF and Consortium activities. Three high-level goals were identified that are aligned with the AEP Student Progress Framework. For each of these three goals, the Workgroup identified several related strategies, as displayed here:

AEP Goals	Strategies
1. Improve Adult Education students’ points of <i>connection and entry</i> to CCSF, from SFUSD and from the broader community.	<ul style="list-style-type: none"> · General Marketing and Outreach · SFUSD-CCSF Adult Education Entry · Community-CCSF Adult Education Entry
2. Facilitate Adult Education <i>student progress</i> toward education and career goals by improving instructional and student support service offerings.	<ul style="list-style-type: none"> · Adult Education Instruction · Adult Education Student Supports
3. Increase the number of Adult Education students who <i>transition to post-secondary education and employment</i> .	<ul style="list-style-type: none"> · Transition to Post-Secondary Education · Transition to Employment

Figure 1, Logic Model, describes the inputs, activities, outcomes, and short- and medium-term outcomes identified for each of the three goals and related strategies. The Consortium will use this Logic Model to develop actionable workplans and accountability metrics for the three-year period of the Plan.

The Consortium’s strategies are designed to improve the integration of services, eliminate duplication, and maximize program potential in the following ways:

- Deepen and substantiate connections between CCSF’s Outreach department and noncredit programs through dedicated staffing and collaborative activities to improve visibility and access;
- Improve coordination between SFUSD and CCSF—building upon a long history of collaboration through Bridge to Success, California Career Pathways Trust, AEBG, and the newly proposed K-12 SWP—to deliberately improve student awareness of and enrollment in noncredit courses;
- Facilitate access to CCSF noncredit programs through bridge programs and an online application;
- Deliver instruction that improves integration between adult basic skills and career education (such as through the SF-IBEST model piloted using AEP funds) and provide related faculty professional development;
- Provide counseling for Adult Education students using maps that show possible noncredit-to-credit and noncredit-to-employment pathways and encourage goal-setting and tracking toward success metrics;

- Improve the accessibility of student supports, including childcare, textbook-free classes, and social services, to minimize barriers to Adult Education student success;
- Deliver CTE classes that are tailored to the needs and skill levels of Adult Education students and marketed to them with clarity as to pathways to employment.

The Consortium has developed these strategies with the intention of broadening access among greater numbers of adults in need of Adult Education services in the region. This will be achieved through strengthening connections between Outreach and noncredit programs and with CBO partners, dedicating the time and effort of a Noncredit Outreach Specialist, making improvements to the CCSF website and marketing materials, continuing investment in a media campaign focused on noncredit student enrollments, moving noncredit class application and registration to an online system, and holding an annual Adult Education Summit with community partners and CCSF faculty and staff.

The Consortium will use data throughout the period of the three-year plan to evaluate the effectiveness of each strategy and its activities and to ensure the accountability of Consortium members. CCSF will track outputs continuously and will coordinate with SFUSD and partners to track and use data. CCSF will compile data to share at Consortium meetings, the annual Adult Education Summit, and internal CCSF meetings such as Fan5, Noncredit Issues, Academic Senate, and others.

Figure 1. Logic Model

Goal #1: Improve Adult Education students' points of connection and entry to CCSF from SFUSD and from the broader community.

	Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
GENERAL MARKETING AND OUTREACH						
1	<p>Noncredit (NC) Outreach Specialist position</p> <p>Marketing consultant</p> <p>Website consultant</p>	<p>Refine CCSF NC marketing materials</p> <p>Update and improve CCSF noncredit web pages</p> <p>Create and conduct marketing and outreach campaign to reach potential NC students and CBO partners</p>	<p><u>NC media campaign and website improvements</u></p> <p>Annual <u>NC FRISCO Day</u></p> <p><u>NC welcome events</u></p> <p>Quarterly <u>CCSF 101 workshops</u> and cross-training of stakeholders</p> <p>Broad <u>community outreach</u> and presence at events to publicize AE</p>	<p>Increased visibility of NC programs in the community</p> <p>By 6/2020, CCSF NC enrollments increase by 3-5% from 2018-2019 enrollments</p>	<p>By 6/2022, CCSF NC enrollments increase by 9-15% overall.</p>	<p>SF residents in need of Adult Education are aware of the breadth, flexibility, availability, and affordability of CCSF NC programs and services and able to access them easily.</p>
2	<p>Associate Dean of Adult Education</p> <p>Meeting material</p> <p>Refreshments</p>	<p>Hold annual Adult Education Summit at CCSF</p>	<p>Annual <u>Adult Education Summit</u> event</p>	<p>Consortium stakeholders representing CCSF, SFUSD, OEWD, CBOs, and others deepen ties, increase collaboration, and participate in joint planning</p>	<p>By 6/2022, Consortium stakeholders contribute to collaborative activities and planning for next three-year period</p>	
ADULT EDUCATION ENTRY						
3	<p>SFUSD teachers</p> <p>CCSF instructors</p> <p>SFUSD and CCSF counselors</p>	<p>Develop new on-ramps into CCSF NC programs</p> <p>Market and enroll in on-ramps</p>	<p><u>On-ramp programs</u> to facilitate SFUSD students' transition to CCSF NC</p>	<p>By 6/2020, 300 SFUSD students register as new CCSF students</p>	<p>By 6/2022, 1,200 SFUSD students register as new CCSF students</p>	<p>SFUSD students and community members access introductory NC course experiences and online registration that facilitate their enrollment in CCSF programs.</p>

		Market and enroll SFUSD parents in CCSF ESL courses				
4	CCSF instructors SFUSD and CCSF counselors	Co-design improved SFUSD-CCSF transition counseling for summer credit recovery students Deliver Transitional Studies (TRST) courses to SFUSD students in need of summer credit recovery	<u>Summer Transitional Studies (TRST) courses for SFUSD students in need of credit recovery</u> SFUSD-CCSF transitional counseling sessions	By 6/2020, 100% of SFUSD’s summer TRST credit recovery students receive transition counseling By 6/2020, 70% of completers of summer TRST courses enroll in a subsequent level CCSF course (credit (C) or NC)	By 6/2022, 100% of SFUSD’s summer TRST credit recovery students receive transition counseling By 6/2022, 70% of completers of summer TRST courses enroll in a subsequent level CCSF course (C or NC)	
5	Software upgrades Website upgrade Classroom laptops/tablets Data mgmt. staff capacity Tech support	Migrate NC enrollment, registration, and attendance tracking to an online and automated system	<u>Online NC enrollment, registration, and attendance tracking system</u> aligned with broader college infrastructure, processes, and policies Professional development on website content and use of online registration and attendance tracking	Prospective NC students complete enrollment and registration online NC instructors track attendance online in classes	By 6/2022, 50% of CCSF NC students have registered online By 6/2022, 80% of CCSF NC faculty use online attendance tracking	

Goal #2: Facilitate Adult Education student progress toward education and career goals by improving instructional and student support service offerings.

	Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
ADULT EDUCATION INSTRUCTION						
1	TRST, ESL and CTE faculty	Collaboratively develop new SF-IBEST programs, including online/hybrid courses	New <u>SF-IBEST programs</u> that contextualize basic English and math	By 6/2020, 1000 students successfully complete a SF-IBEST course	By 6/2022, 4000 students successfully complete a SF-IBEST course	SF Adult Education students receive high-quality instruction that facilitates and

		Deliver SF-IBEST Convene faculty community of practice	skills in career education programs Meetings of faculty community of practice			accelerates their progress toward education and career goals.
2	TRST and ESL faculty	Train AE faculty in distance learning teaching and course development Develop new NC flipped/hybrid courses Deliver new NC flipped/hybrid courses	Professional development sessions on distance learning teaching and design New NC flipped/hybrid courses that improve accessibility for AE students	By 6/2020, 1-3 new NC flipped/hybrid courses are developed at CCSF	By 6/2022, 50% of AE faculty eligible to teach these courses complete training in distance learning teaching and design By 6/2022, at least 15% increase in NC courses offered using a flipped/hybrid model, over the 2017-2018 baseline	
3	All NC faculty, staff and administrators Office of Student Eq. Center for Org. Responsibility and Advancement (CORA)	Deliver equity-centered professional development training	Professional development sessions on teaching Men of Color and on Equity in Education	By 6/2020, 25 NC faculty complete a Student Equity professional development training	By 6/2022, 70% of all full time NC faculty complete at least one Student Equity professional development training	
ADULT EDUCATION STUDENT SUPPORTS						
4	CCSF Student Affairs Division CCSF Counselors	Design improvements to NC counseling Design a NC student goal-setting and support system	NC student Counseling that is (1) at CCSF Centers, (2) in multiple languages, (3) relationship-based, (4) including goal-setting and check-ins at key benchmarks, (5) using	By 6/2020, 80% of NC programs map their course sequences and pathways By 6/2020, 10% of NC students receive counseling and define goals (using Starfish	By 6/2022, 100% of NC programs map their course sequences and pathways By 6/2022, 25% of NC students receive	SF Adult Education students receive support services that facilitate and accelerate their progress toward education and career goals.

		Implement NC counseling improvements	pathway maps, (6) aligned with CCSF's RiSE strategies	system when fully implemented) By 6/2020, 5% increase in NC students who succeed and persist in NC	counseling and define goals By 6/2022, 15% increase in NC students who succeed and persist in NC	
5	CDEV department Learning Asst. Center CBO partners Assistant Director AE	Offer support services to increase persistence and success in NC classes, in partnership with CBOs	Increased availability of <u>childcare, tutoring, and student supports</u> provided by CBOs	By 6/2020, 5% increase in NC students who persist in NC or transition to credit	By 6/2022, 15% increase in NC students who persist in NC or transition to credit	
6	TRST, ESL, and CTE faculty CCSF Counselors	Increase NC faculty use of Starfish Early Alert system	<u>Starfish Early Alert</u> fully implemented for NC, and faculty trained on its use	By 6/2020, 5% of NC faculty (instructional and counseling) use Starfish Early Alert	By 6/2022, 15-20% of NC faculty (instructional and counseling) use Starfish Early Alert	
7	Health Education Assistant Director AE CCSF NC personnel CBO partners	Develop and offer Mental Health First Aid training for CCSF and CBO faculty and staff	<u>Mental Health First Aid training</u> sessions	By 6/2020, 200 people have attended Mental Health First Aid training	By 6/2022, CCSF has developed and regularly offers a NC Mental Health Intervention strategies training for the community	

Goal #3: Increase the number of Adult Education students who transition successfully to post-secondary education and employment

	Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
TRANSITION TO CREDIT-BEARING POST-SECONDARY EDUCATION						
1	CCSF instructional and counseling faculty	Create and disseminate NC-to-C pathway maps for use in counseling around NC student transition to C (and other goals)	NC-to-C <u>pathway maps</u>	By 6/2020, 5% increase in NC students who transition to C	By 6/2022, 15% increase in NC students who transition to C	SF Adult Education students transition to credit-bearing courses related to education and career goals.

TRANSITION TO EMPLOYMENT						
2	<p>Director of Apprenticeships</p> <p>TRST, ESL, and CTE faculty</p> <p>CBO partners</p>	<p>Design pre-apprenticeships and curriculum</p> <p>Market and deliver pre-apprenticeships</p>	<p>New <u>NC pre-apprenticeship programs</u> linked to registered apprenticeships</p>	<p>By 6/2020, at least one NC pre-apprenticeship developed</p>	<p>By 6/2022, at least two NC pre-apprenticeships offered</p>	<p>SF Adult Education students secure living wage employment and career advancement.</p>
3	<p>CCSF instructional and counseling faculty</p> <p>CCSF Employment & Training Specialists and career advisors</p> <p>CBO partners</p>	<p>Design & implement collaborative NC career services approach</p> <p>Market and deliver career services to NC students</p>	<p>Individual and small group <u>NC student career services</u></p>	<p>By 6/2020, 250 NC students receive career services, of whom at least 100 transition to employment</p>	<p>By 6/2022, 1000 NC students receive career services, of whom at least 500 transition to employment</p>	

Table 3. Progress Indicators

Note: The Consortium’s 2019-2022 progress toward these indicators will be calculated in terms of increases over 2017-2018 baseline figures.

1. Student Connection and Entry: By June 2022, CCSF noncredit enrollments will have increased by a rate of 3-5% annually with an overall increase after three years of 9-15%.
2. Student Progress: By June 2022, CCSF noncredit student successful course completion and persistence to subsequent semester will increase by 15%.
3. Student Transition: By June 2022, CCSF noncredit students who transition to credit-bearing instruction or employment will increase by 15%.
4. Professional Development: By 2022, 70% of all full time, noncredit faculty will complete at least one Student Equity professional development training.

2.5 Piloting and Implementation

1. Plan to prototype new strategies

From among the AEP goals and strategies that are described in the Logic Model and section 2.4, the Adult Education Workgroup selected several priority activities that will involve prototyping, learning, and refining of program models over the coming three years. These pilot projects were selected because they met several criteria:

1. There has been groundwork laid in terms of existing concepts, plans, and efforts.
2. In several cases, an application has already been submitted for AEP funding through the coordinated Fan5 funding mechanism.
3. The project idea came up in Adult Education Planning Summit small group discussions.
4. The project came up in Adult Education Workgroup discussions as a priority.
5. The new strategy lends itself to a rapid prototyping approach, including listening to users, prototyping an initial concept, soliciting feedback, and improving on the concept in subsequent iterations.
6. There is administrative leadership to champion the project and oversee implementation and evaluation.
7. Project implementation and scaling are anticipated to contribute measurably to the Consortium's Progress Indicators and to CCSF's Student Success Metrics.
8. There is interest and capacity to incorporate measurement and evaluation in project activities through formative and summative data collection.

The five pilot projects are described briefly below.

(1) Supporting Student Connection

CCSF proposes a new approach to connecting adults in need of Adult Education to the college through an open-house-like event based upon a successful model. Since 2011, on a specified day in May, CCSF has hosted approximately 1,000 SFUSD seniors for FRISCO Day, an introduction to the college matriculation and enrollment process, educational programs, services, and resources. This is a highly collaborative effort, involving staff, faculty, students, trustees, administrators, and community volunteers to build a bridge from SFUSD to CCSF for these students.

Since FRISCO Day is designed to orient high school students to CCSF and its credit offerings, it has not benefited the large numbers of San Francisco residents for whom noncredit Adult Education would be a preferable next step on their educational pathways. Now, the Consortium proposes to build upon the successful FRISCO Day model to pilot the first Noncredit FRISCO Day. The goal of this large-scale event will be to increase the visibility of Adult Education programs and services and to support enrollment in noncredit courses. The day will include workshops on what it means to enroll in noncredit courses, the range of Adult Education offerings, available support services (including bilingual support), resources offered through public sector and CBO partners, financial aid, and options to transition from noncredit to credit coursework. Participants will be invited to explore CCSF's main campus and centers, meet faculty and staff, ask questions, and receive assistance with course selection and enrollment. The event will involve Consortium members and partners, including multiple CCSF departments such as Outreach, Admissions and Records, Financial Aid, Student Development, and academic departments.

Measurable outcomes of the noncredit FRISCO Day will be the number of participating community members and the numbers of enrollments in Adult Education programs.

(2) Supporting Organizational Improvement

CCSF is currently using paper applications, which are available in English, Spanish, and Chinese, and is participating in the state-wide CCC Apply Noncredit Pilot Committee. Over the next 18 months, CCSF will be evaluating the feasibility of adopting this system for all noncredit classes, with particular attention paid to the linguistic diversity of our students and the broad range of digital literacy among adult learners. Regardless of which application tool is chosen, AEP will support the inquiry, development, and implementation process involved in adoption of a new application system. The College is also exploring solutions for online registration for noncredit classes and plans to access AEP funding for implementation and staff training.

Closely related to the implementation of the online noncredit application and registration solutions will be the use of an online tool for noncredit attendance tracking. CCSF's Office of Admissions and Records has identified the aPlus+ tool in Canvas as the most appropriate software to address this need. An AEP-supported pilot project will be launched in summer 2019 with the participation of 20 noncredit ESL, TRST, and DSPS faculty early adopters, 10 of whom will enter attendance directly into Canvas and 10 of whom will use a scanner to record attendance. To evaluate the effectiveness of this pilot, instructors and staff will be invited to provide extensive feedback. The Office of Admissions and Records will provide faculty and staff training, oversee pilot implementation, and facilitate the use of data on pilot outcomes to inform future iterations of the system, which are likely to involve rapid scaling across the CCSF Centers.

Measurable outcomes of CCSF's transition to online noncredit application, registration, and attendance tracking will be increased noncredit enrollments, as well as more accurate and accessible data on student momentum and success.

(3) Supporting Pre-Apprenticeship Training

CCSF proposes to build upon a long history of apprenticeship instruction by expanding the offering of pre-apprenticeships accessible to Adult Education students. In partnership with the City and County of San Francisco and leveraging California Apprenticeship Initiative funds, CCSF recently piloted an Auto Technician pre-apprenticeship training program that has yielded strong student outcomes and received positive attention from the press. In the coming three years, CCSF will build upon this experience by exploring the development of new programs and implementing noncredit offerings in existing programs in several areas: (1) high-quality pre-apprenticeships that include on-the-job training and link to apprenticeships in additional in-demand sectors, such as Cybersecurity, Computer Networking, and Teaching; (2) noncredit apprenticeship exam preparation "boot camps," modeled after the successful Math Jam; (3) special initiatives to enroll and support priority populations in pre-apprenticeship and exam prep programs through CBO partnerships.

Measurable outcomes for pre-apprenticeship activities will be enrollments, skills gains, momentum, certificate attainment, employment as apprentices or in a related field, and increases in earnings.

(4) Supporting Clear Pathways

In Fall 2018, CCSF's guided pathways faculty team, locally called RiSE, began supporting the creation of clear program maps for degree, certificate, and transfer-seeking students collegewide. These maps serve as a catalyst for

envisioning and documenting educational pathways and programs with the student experience at the center of course-taking pattern recommendations. Each department map includes general education requirements, academic and non-academic milestones, and recommendations for student support resources. The RiSE mapping team worked closely with Academic Affairs, Student Affairs, and the college's Starfish Coordinator to support student-first scheduling and an early alert system responsive to the needs of a diverse student body.

Beginning in 2019, the RiSE Team will begin to engage noncredit instructional faculty, counseling faculty, staff, and students in the work of clearly organizing courses, sequences, and programs into recommended course-taking patterns for all noncredit students. The RiSE mapping team will explore labor market demand for the certifications offered through these programs, as well as how noncredit courses can be used as skills builders for students who may need additional scaffolding before entering or while enrolled in a credit pathway. These efforts will also include the mapping of clear connections to support services and resources, and clear points of entry, momentum, exit, and reentry for students, particularly for those who seek to transition to credit programs. By 2020, at least 50% of noncredit programs and departments will create comprehensive maps with input from counselors and students, as well as Adult Education stakeholders. These maps will be leveraged to revisit and revise existing course sequences if needed, to ensure students have clear points of entry, transition, and exit, and to create student-facing programmatic maps for at least 50% of noncredit programs by 2022. By 2022, 80% of all noncredit programs will have mapped existing sequences and engaged in pathway inquiry and implementation to support improved student access and entry, improved momentum and success, and increased transitions to employment and credit programs.

(5) Supporting Transitions to Credit

Since Summer 2016, CCSF and SFUSD have partnered to offer classes for high school students needing to make up credits through CCSF's Transitional Studies (TRST) program. Classes are open to all and are located at both high school and CCSF locations (after school, Saturdays, and summers) for convenience. The program is offering 110 sections for Summer 2019, serving approximately 1,600 high school students entering grades 10-12. Many of the students participating in the TRST classes face the potential of not graduating high school due to course failures and/or credit deficits. Those who do graduate generally experience a lower rate of post-secondary success than their peers. In 2018, of the 3,682 students who graduated from SFUSD, 75% enrolled in college (with 23% attending CCSF); but of the 555 students from the Class of 2018 who had participated in the TRST program, just 47% went on to college (with 20% attending CCSF).

The TRST program provides an opportunity to better support completion and transition for students early and to provide the support and guidance needed for continued postsecondary success once students graduate. Based on data indicating that roughly 30% of SFUSD seniors who participate in TRST (approximately 1600 students served each summer) are currently 18 or will be 18 years old by June 2019, TRST proposes to expand support for students' transition to college-level instruction. In partnership with SFUSD, CCSF will explore design and delivery of noncredit bridge courses that prepare students for success in transfer-level English and Math courses at the college and increase integrated student support and counseling to increase rates of college transition and success. Measurable outcomes of noncredit bridges and increased student support will include an increase of students attending CCSF and a decrease in the number of students not transitioning to post-secondary education by a rate of 10%.

2. Plan to Evaluate the Effectiveness of Pilots

In addition to the data tracking and reporting to be conducted for all AEP activities, CCSF proposes an added level of formative and summative evaluation of each of the five proposed pilots to determine their effectiveness and inform future iterations of the projects. This will include the following:

- Collect formative data on project design and implementation (activities conducted, outputs, participation levels, breakdowns of participation by demographic groups, etc.), develop reports on this data, and use this data to inform subsequent iterations of the project;
- Collect summative project outcome data (based upon CCSF's Student Success Metrics and the Consortium's Progress Indicators), develop and disseminate reports on this data, and use this data to assess the impact of these strategies and identify opportunities for sustainability and scale;
- Share lessons learned from the pilots and their evaluation, including through the AEP Practices with Promise website, conferences, webinars, and other methods.

Capacity to design and conduct evaluation will be offered through CCSF's Office of Research and Planning (ORP), which supports data-informed planning and decision-making for various initiatives, including AEP, RiSE, and Student Equity. To support evaluation of AEP pilots, ORP will partner and consult on evolving projects, facilitate collection and use of accurate and meaningful use of data, conduct training on use of data, respond to data requests, produce reports, and advise on and facilitate formative and summative evaluation.