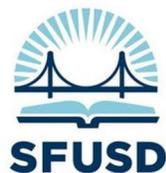


San Francisco Adult Education Consortium



AB86



Regional Comprehensive Plan

March 1, 2015 Final Report

TABLE OF CONTENTS

INTRODUCTION 3

CONSORTIUM OVERVIEW 5

OBJECTIVE #1: SERVICES AND PROGRAMS CURRENTLY PROVIDED..... 11

OBJECTIVE #2: EVALUATION OF CURRENT NEEDS..... 33

OBJECTIVE #4: RESPONSE TO GAPS IDENTIFIED IN THE REGION 43

OBJECTIVE #3: PLANS FOR PROGRAM INTEGRATION AND SEAMLESS TRANSITIONS..... 55

OBJECTIVE #5: PLANS TO IMPLEMENT ACCELERATION STRATEGIES..... 65

OBJECTIVE #6: PROFESSIONAL DEVELOPMENT PLAN..... 77

OBJECTIVE #7: PLAN TO LEVERAGE EXISTING REGIONAL STRUCTURES 85

ACKNOWLEDGEMENTS 91

INTRODUCTION

This San Francisco Adult Education Consortium's Regional Comprehensive Plan complements Reports submitted July 31, October 31, and December 31, 2014 by providing a final set of recommended strategies to improve Adult Education programs and services in San Francisco. These strategies address gaps that were identified in prior Reports; integrate existing programs and create seamless transitions into postsecondary education or the workforce; accelerate students' progress toward academic or career goals; and develop capacity to deliver high-quality instruction and student services.

Since November 1, the Consortium's Core Planning Team – inclusive of representatives of City College of San Francisco (CCSF), San Francisco Unified School District (SFUSD), and San Francisco Office of Economic and Workforce Development (OEWD) -- has met to design and implement an inclusive process that engages students, faculty, administrators, community-based partners, and other stakeholders in planning to improve the quality and adequacy of Adult Education programs and services. Four workgroups – addressing Access and Matriculation, High Quality Instruction, College Counseling & Support Services, and Transition to College-Level Education and Employment – met from December 2014 through February 2015 to lead planning and strategy development in these key areas.

In some regards, AB86 planning in San Francisco occurs in a different context and with different potential outcomes than it does in other regions across the state. Adult Education in San Francisco is delivered solely by the community college district, where ongoing funding is derived from apportionment. A single K12 district serves the region, and there are no Adult Schools or Regional Occupational Program (ROP). As this structure has been successful for decades, the Consortium partners have used the AB86 planning process to identify strategies to expand access to and heighten the impact of Adult Education delivered by CCSF, and as a result the planning process has been somewhat less about inter-agency collaboration than it has been about internal CCSF improvements and a deepening of the relationship between CCSF and SFUSD. Several of the identified strategies are new and reflect the creative thinking of the AB86 planning participants. Other strategies have already been implemented in San Francisco with documented benefits for students. In these cases, AB86 planning surfaced priority programs and services not for piloting but for replication, scaling, and institutionalization, with potential implications for the region and the State.

The Consortium welcomed the opportunity presented by AB86 to bring to light the unique needs and gaps associated with San Francisco's Adult Education student population, for whom classes in the five AB86 Program Areas promise to increase

independence and productivity in often life-changing ways. Through the recommended strategies described in this Plan, the Consortium proposes ways of equitably helping all Adult Education students to gain the skills and abilities they need to achieve their personal and professional goals.

The Consortium's Regional Comprehensive Plan places a response to Objective #4 ahead of the response to Objective #3, in order to more clearly represent the alignment of identified gaps with proposed strategies.

CONSORTIUM OVERVIEW

The San Francisco Adult Education Consortium initiated an inclusive planning process to improve the coordination and quality of Adult Education programs serving the City and County of San Francisco. As outcomes of this process, the Consortium aimed to:

- (1) Identify strategies to make most effective use of existing resources across public systems, and
- (2) Propose policy actions to resource and otherwise strengthen these systems.

Organizational Structure

The Consortium's work is overseen by its Core Planning Team, which includes representatives of City College of San Francisco (CCSF), San Francisco Unified School District (SFUSD), and San Francisco Office of Economic and Workforce Development (OEWD). The Core Planning Team designed and implemented an inclusive process that engaged students, faculty, administrators, the local bargaining unit, community-based partners and other stakeholders in planning to improve the quality and adequacy of Adult Education programs and services. Four workgroups – addressing Access and Matriculation, High Quality Instruction, College Counseling & Support Services, and Transition to College-Level Education and Employment – met during the planning process to lead and inform strategy development in these key areas.

Member and Partner Organizations and Leadership

The Consortium is comprised of two member institutions: San Francisco Community College District/City College of San Francisco (CCSF), and the San Francisco Unified School District (SFUSD). Participation on the Consortium's Core Planning Team has included CCSF faculty and administrators representing ESL, Basic Skills, Transitional Studies, Disabled Students Programs and Services, Counseling, Matriculation, Workforce Development, CTE Perkins, and other Adult Education programs and services. CCSF has also engaged the Learning Communities and Career Pathways Committee and the Noncredit Issues Committee of the Academic Senate, as well as the AFT2121 local bargaining unit, in AB86 planning by presenting and soliciting feedback at standing meetings. The Consortium's Workgroups expanded participation broadly to include a diversity of instructors, counselors, coordinators, deans and students directly involved in the delivery of Adult Education. (Please see Acknowledgements for a detailed list of participants and affiliations.)

The Consortium has engaged institutions that provide Adult Education services and that contribute to student success in San Francisco. These organizations have taken part in individual interviews and in community meetings, and data on selected Adult Education

programs (funded by OEWD or by WIA Title II, or delivering education in correctional facilities) is included in the tables included in this report. These organizations have also been involved in workgroup planning activities and 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.

- The ARC SF
- Bay Area Video Coalition
- Chinese for Affirmative Action
- Chinese Progressive Association
- CityBuild
- Communities United for Health and Justice
- Department of Children, Youth and Their Families
- Episcopal Community Services of San Francisco
- Five Keys Charter School
- Goodwill Industries of San Francisco, San Mateo and Marin Counties
- Jewish Vocational Service
- Mission Language and Vocational School
- New Door Ventures
- Refugee Transitions
- San Francisco Office of Economic and Workforce Development
- Self-Help for the Elderly
- Success Center SF
- Wu Yee Children's Services
- Young Community Developers

Business and industry partners were engaged indirectly through the participation of OEWD, rather than directly through the convening of regional employers, because the Consortium did not elect to develop recommendations specific to targeted career pathways as an aspect of AB86 planning. As the recommendations included in this Plan move into an implementation phase and, for example, contextualized bridge programs are developed to move Adult Education students into priority industries and occupations, employers will be involved more directly through CCSF's and OEWD's existing advisory bodies.

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 Transitional Studies Department and expansion of ESL and Disabled Students Programs and Services (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 Regional Occupational Program (ROP). San Francisco is served by the CCSF Ocean Campus and multiple Educational 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 AB86 process.

The singular role of the Community College District in San Francisco's Adult Education landscape means that several concurrent and recently completed planning and reporting processes at CCSF may contribute to or align with AB86 planning. CCSF's 2014-2020 Education Master Plan, approved in December 2014, will serve as the college's blue print for the next 6 years, guide institutional and program development, and assist the college in advancing student achievement and transforming infrastructure. Also recently completed is the college's Student Equity Plan (SEP), which identifies areas such as course completion, basic skills, and transfer where there are disproportionate success rates for different populations and proposes strategies to move the needle toward success for these underrepresented groups. CCSF's Student Success and Support Program (SSSP) Plan, developed recently in compliance with the Strengthening Student Success Act, details current and proposed student outreach, assessment, matriculation, and support services for credit students. CCSF's Basic Skills Initiative supports planning and improvements to serve students enrolled in basic skills courses or with basic skills needs. Finally, released in October 2014, CCSF's Institutional Self Evaluation report in application for Restoration Status includes descriptive summary, self-evaluation, and actionable plans for student learning programs and services, both credit and noncredit. Following a meeting of CCSF leadership on November 24 to discuss these processes and AB86 planning, a half-day retreat was held in January to explore further the potential for coordination and alignment. The Consortium's AB86 planning process engaged participants in these related processes and drew from their relevant findings and implementation strategies to develop a Regional Comprehensive Plan for Adult Education that leverages aligned efforts.

The Consortium's AB86 activities have led to development of a strategic Regional Comprehensive Plan to improve the sustainable, seamless, and systemic delivery of Adult Education in San Francisco, inclusive of the five AB86 program areas:

1. Adult Basic Education, Adult Secondary Education and Basic Skills (ABE/ASE/Basic Skills), including classes required for a high school diploma or high school equivalency certificate
2. Classes and courses for immigrants eligible for educational services in citizenship and English as a second language (ESL), and workforce preparation classes in basic skills
3. Education programs for adults with disabilities (AWD)
4. Short term career technical education (CTE) programs with high employment potential
5. Programs for apprentices

CCSF is a comprehensive community college that provides opportunities for student transfer, career and technical education, basic skills, and ESL instruction, as well as lifelong learning and personal enrichment. Some of these services are squarely in the purview of the AB86 planning processes, while others are no less important but outside its scope. The Consortium's commitment to a diverse range of community-based offerings means that this broad definition of Adult Education informed the AB86 planning process, and information addressing these areas is included in the narrative portion of the Regional Comprehensive Plan.

Planning Process, Communications, and Data Collection Methodology

The San Francisco Adult Education Consortium identified an inclusive, participatory, and transparent process of engaging members and stakeholders in AB86 planning. This included (1) a series of Core Planning Team meetings to guide the process, review findings, discuss issues, and direct the identification of gaps and strategies to address them, (2) large community meetings of Adult Education stakeholders across the AB86 program areas to identify gaps and strategies and to vet emerging recommendations, (3) focus groups, surveys, and a poll of more than 2,250 current Adult Education students, (4) individual interviews with Adult Education stakeholders to explore key issues, and (6) workgroup meetings to develop strategies to address identified gaps and plans for implementation. Outreach to encourage participation in the planning process took place through the Consortium's website; broad publicity through organizational, departmental and AFT2121 list-serves; targeted outreach to Adult Education faculty, counselors, administrators and students; and flyer distribution at all CCSF centers.

Between May and July 2014, the Consortium engaged in the following ground-laying AB86-related activities:

- Core Planning Team meeting May 1, 2014 to propose staffing, a hiring process, and key stakeholders;
- May presentations to CCSF's Learning Communities and Career Pathways Committee, and Noncredit Issues Committee to engage them in AB86 planning;
- Hiring of consultants and signing of contracts beginning July 1, 2014;
- Initial inventory of key constituencies and stakeholders;
- Initial compilation of existing demographic and institutional data; and
- Initiation of data collection by CCSF's Institutional Research and Business offices specific to AB86 requirements.

During August to October 2014, the Consortium furthered the planning process through the following activities:

- Core Planning Team meetings on August 12, September 15 and October 20 to guide the work, identify and refine strengths and gaps, and approve elements of the report;
- A community meeting, held October 1 at CCSF, which involved members and stakeholders in identification of strengths, gaps, and solutions;
- Two October focus groups conducted with CCSF students at the Mission and Chinatown centers;
- Compilation of data from members and stakeholders providing direct Adult Education to complete the AB86 tables;
- Participation in the AB86 Summit by a team representing member institutions CCSF and SFUSD; and
- Launch of the San Francisco Adult Education Consortium website (<http://sfab86.wordpress.com>) to enable broad and continuing communications with stakeholders.

During November and December 2014, Consortium activities continued as follows:

- Core Planning Team meetings on November 17 and December 15, where members confirmed an approach to and membership in workgroups and provided feedback on emerging themes and strategies;
- Three initial workgroup meetings, inclusive of instructional and counseling faculty, administrators, students, and community partners;
- A CCSF leadership meeting to coordinate efforts across complementary processes, including AB86, Education Master Plan development, Basic Skills Initiative, SEP, and SSSP; and
- Updates posted to the Consortium's public website.

In January and February 2015, the Consortium continued the planning process to refine and elaborate upon strategies, and to solicit additional student, faculty, administrator, and community input on emerging recommendations. This process involved:

- Core Planning Team meeting held January 26 to finalize approach to workgroup and community engagement in development of final plan;
- Online and hard-copy survey administered to 2,254 current CCSF students, to solicit additional information on academic and career goals, progress toward goals, and experiences at the college;
- Meetings of each workgroup, inclusive of instructional and counseling faculty, administrators, students, and community partners;
- Multi-workgroup meeting held February 2 to prioritize and refine recommendations;
- Walking poll on February 9-10 of 69 current CCSF students to solicit in-person feedback on emerging recommendations;
- Community meeting held February 10 to solicit feedback on emerging recommendations;
- Updates posted to the Consortium's website;
- Core Planning Team input on the draft Comprehensive Regional Plan; and
- Presentations to the CCSF Academic Senate on the AB86 planning process and Regional Comprehensive Plan, leading to approval of the Plan.

Data was collected to inform AB86 planning using existing sources, including CCSF's Education Master Plan, Student Equity Plan, Institutional Self Evaluation, Student Success and Support Program (SSSP) Plan, Annual Plan, Program Review documents, 2014 Student Surveys, Student Success Scorecard, and Dashboard; OEWD's Workforce Strategic Plan 2013-2017; evaluations conducted by the John W. Gardner Center for Youth and Communities; NCES American Community Survey 2007-2011; U.S. Census Bureau American Community Survey 2008-2012 DP02; and data provided by the AB86 Work Group.

OBJECTIVE #1: SERVICES AND PROGRAMS CURRENTLY PROVIDED

The Consortium compiled information on Adult Education programs and services currently provided in each of the five AB86 program areas.

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 – grantees under the California Department of Education’s WIA 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.

AB86 Consortium Members

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 13 preschools, 72 elementary and K-8 schools, 12 middle schools, 19 senior high schools (including two continuation schools and an independent study school), and 13 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 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. The two districts are in the process of negotiating articulation agreements related to these courses. 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; for this reason, SFUSD data is not included in AB86 tables 1.1A, 1.1B or 1.2. 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 AB86 definitions, and because they are a priority high-need population to be served by CCSF’s Adult Education programs. The AB86 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
- Students ages 18 or older who are enrolled in Special Education programs within SFUSD

SFUSD enrollment data for these students is included below, rather than in the AB86 tables:

Table N-1: Enrollment of Adult Students in SFUSD

	2008-2009	2012-2013	2013-2014
Special Ed age 18+	352	365	386
Continuation High Schools age 18+	273	227	246
International High School age 18+	0	84	112
Total	465	590	648

SFUSD also partners with the County of San Francisco to serve students enrolled in several schools targeting 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 the most at-risk students in grades 7-12 with instruction and County support services; the Early Morning Study Academy, where students referred by Juvenile Probation receive HSET-preparation assistance for up to 4 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.

CCSF offers a breadth of credit and noncredit courses available at eleven locations throughout San Francisco. On the credit side, nearly a third of enrollments are found in Education, Humanities (Letters), and Social Sciences. Among noncredit enrollments, more than two-thirds are found in ESL (credit and noncredit) and Transitional Studies, which includes Basic Skills. Many of these are enrolled in Academic Guidance, Learning Skills, and other courses that are geared toward student success. Career Technical Education (CTE) courses are offered for credit and noncredit, in 28 different departments. The largest category of noncredit Short Term CTE courses is Business and Management, followed by Education, Engineering and Industrial Technology, Information Technology, Child Development and Family Studies, and Commercial Services.

CCSF operates seven Educational Centers, each serving between 300 and 3,000 FTES. All Centers serve Adult Education students, including Chinatown (offering noncredit ESL and noncredit certificate programs in Accounting, Excel, Culinary and Hospitality, Home Health Aide, and House Keeping), Civic Center (ESL, Business Office Support Skills), Downtown (noncredit Business, noncredit ESL, Culinary Arts and Hospitality), Evans (vocational ESL, short-term CTE, and Apprenticeships), Mission (ESL, Transitional Studies, noncredit Business, High School Diploma), Southeast (short-term CTE, Transitional Studies), and John Adams (noncredit Business, Fashion, ESL, and Transitional Studies).

The description of current services and programs below is organized by AB86 program area.

ABE/ASE/Basic Skills

The Transitional Studies Department offers instruction in the CCSF High School Diploma Program, High School Equivalency Tests (HSET), Adult Basic Education, and Vocational Foundation Skills. All courses are free of charge and are designed to help students complete their adult education and, if desired, transfer to college degree or career/technical certificate programs. Programs and classes are available day and evening at four Centers. Courses are offered in individualized, self-paced, open-entry, and multi-level formats. Types of courses include basic reading, writing, and math; pre-HSET and HSET; high school diploma; vocational foundation skills; job communication skills; and income management. 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.

Several specialized programs and initiatives within Transitional Studies enhance ABE/ASE/Basic Skills offerings at CCSF. CCSF, SFUSD and OEWD collaborate on the *Bridge to Success* initiative, which aims to improve the postsecondary attainment of underrepresented students through service coordination and innovation. Through the *Gateway to College* program, CCSF tailors services to the needs of students who dropped out of or failed coursework in SFUSD, connecting them to courses in the Transitional Studies Department and other Adult Education offerings. In addition to providing an option for students who have not completed high school, the *CCSF High School Diploma Program* also provides the three years of high school required by AB540, which exempts certain non-resident students from paying non-resident tuition if they have attended high school in California and received a high school diploma or its equivalent. AB167 exempts former foster youth from the elective requirements, making the Transitional Studies department an expedient pathway to high school completion. A relief to many, the High School Diploma Program does not have the CAHSEE graduation requirement; students demonstrate competency by successful completion of both a high school level English and a high school level mathematics course taken at CCSF.

For the purpose of AB86 planning, the ABE/ASE/Basic Skills program area is defined to also include all non-degree applicable, non-transferrable, credit Basic Skills courses that are not ESL or CTE.

Classes for Immigrants

ESL is the largest department at CCSF, with over 700 course offerings and 235 faculty members. The department includes both credit and noncredit Adult Education programs. The Credit ESL program requires a fee and is designed for students with academic goals 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 to help immigrant students develop their general ability to understand, speak, read, and write English. ESL/Citizenship courses are also noncredit. VESL for Office and Housekeeping trainings, while considered Short Term CTE, are also included in this AB86 program area. Enrollment in ESL and VESL programs involves application, ESL placement test, orientation, counseling, and registration. Students may qualify for a Certificate of Accomplishment in Advanced Academic ESL or in Advanced ESL Oral Communication Skills.

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 AB86 planning, CCSF has defined Short Term CTE to include all noncredit and enhanced noncredit CTE programs. These are currently offered in Building Maintenance, Business, Child Development and Family Studies, Construction, Culinary Arts and Hospitality, Health Care Technology, and Labor and Community Studies. Several credit CTE programs – such as bi-lingual Child Development – are offered concurrently with credit ESL, thus improving their accessibility to Adult Education students (though these credit CTE programs are not included in AB86 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.

AWD

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 Laboratory, Communication for the Blind, Lip-reading, and High School Learning Strategies. DSPS also runs two accessible computer laboratories designed for students with disabilities that offer an introduction to adaptive computer equipment and software for development of vocational, academic, and daily living skills.

In addition to classes, DSPS offers extensive counseling and support services. An in-person group orientation to prospective students with disabilities is offered up to three times a semester depending on demand. 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.

Apprenticeships

CCSF, in cooperation with the California Division of Apprenticeship Standards and local joint apprenticeship Committees, offers "related training" apprenticeship programs in designated trades or occupations. Apprenticeship on-the-job training is not offered by the College. Most apprenticeship programs are three to five years in length, similar to a four-year bachelor's degree program. Upon completion of an apprenticeship program,

the State of California Department of Industrial Relations California Apprenticeship Council awards a Certificate of Completion of Apprenticeship in the trade. Noncredit apprenticeship programs of 54 to 162 hours are currently offered in: Meat Cutting, Plastering, Plumbing, Roofing, Waterproofing, and Stationary Engineering. Noncredit Journeyman courses of 8 to 75 hours are offered in: Blueprint Reading, Computers, CFC, Hazardous Materials Refresher, HVAC Testing, Energy Conservation, Pneumatic Controls, Supervision, Electricity, Building Systems, Critical Facilities Fundamentals, AutoCAD 2000, and QuickPen Pipe Design. CCSF, in partnership with OEWD and community-based organizations, also offers the CityBuild pre-apprenticeship program for students interested in apprenticeship in the construction trades. AB86 planning provides an opportunity to integrate information related to apprenticeship into the curriculum for Adult Education programs and to focus on transitions from Adult Education into apprenticeship.

CCSF Student Outreach, Assessment and Support Services

San Francisco has benefited from several recent initiatives that have improved coordination and student outcomes. The Consortium's AB86 recommendations build off of these initiatives, and sharing information about them may serve other counties who intend to more closely connect their Adult Education programming with their community college system.

Outreach to prospective Adult Education students has benefited in recent years from CCSF's involvement with the Bridge to Success program, a partnership among CCSF, SFUSD, and the Mayor's Office. The goal of this grant-funded program is to ensure that San Francisco's youth have a supported pathway to post-secondary education at CCSF and beyond. Bridge to Success particularly focuses on increasing Latino and African American college-going rates. Key activities that reach and engage prospective students include:

- *Student Success and Support Program Services Provided at the High Schools.* CCSF Counselors travel to assigned SFUSD high schools to assist students in applying to CCSF, give a pre-assessment orientation, assist in placement testing, and provide students with an onsite orientation.
- *FRISCO Day.* As a follow up to high school outreach services, all SFUSD seniors are invited to the Ocean Campus to participate in FRISCO Day. FRISCO Day stresses the importance of attending and completing higher education and offers students a path towards their next steps in higher education. To streamline the transition from high school to college, counselors work with high school students to remove any barriers and ensure they are ready for assessment, for

matriculation, and to select their classes on Frisco Day. These students are granted priority enrollment and class selection privileges.

- *Student Ambassador Program.* Student ambassadors are a vehicle for strengthening the bonds between prospective and current students, community, faculty, and staff at CCSF. Student ambassadors staff information booths, lead tours, assist with Frisco Day outreach, assist with All-in-One Orientation Days, and give presentations to community-based organizations and local schools.
- *Dual/Concurrent Enrollment.* CCSF has a long-standing agreement and partnership with SFUSD to offer CTE dual enrollment courses to students in pathways and academies at their high schools, as well as high school equivalency programs and services. The College also provides a Concurrent Enrollment program that offers high school students the opportunity to take College courses while still in high school. A new waiver will allow fifth year high school students to accelerate their progress by earning college credit for coursework beyond six credits.

CCSF's *Office of Matriculation and Assessment* administers Credit Matriculation, Noncredit Matriculation, Testing and Assessment, and HSET Testing services, and coordinates and collaborates on matriculation functions with many departments and operational units at the College. Adult Education students may apply online for credit or noncredit admission. Each student must then pre-register for classes at a CCSF Center, which typically includes math, English, or ESL placement testing, orientation, and meeting with a counselor or faculty advisor. The student is then cleared to register for classes and to apply for financial aid if appropriate.

To ensure that students enroll in classes that appropriately meet their learning needs, the College provides placement assessment services that include:

- *Noncredit Placement Assessments* in ESL (for placement into levels 1-8) and Adult Basic Education Reading and Math testing for placement into CTE and Transitional Studies courses. In noncredit ESL, where students often have very limited education, the Comprehensive Adult Student Assessment Systems (CASAS) test is used to identify students' most urgent basic skills needs.
- *Credit Placement Assessments* in ESL (Reading, Grammar, Listening, Writing), English, and Math (Basic Skills to College Level) that utilize a multiple measures process and locally and nationally developed and validated placement tests approved by the California Community Colleges Chancellor's Office.
- *High School Equivalency Tests (HSET).* The Mission Center offers a Pearson Vue-approved computerized GED testing center that serves the entire district as well as the City and County of San Francisco. The Testing Center is currently

working with CCSF Matriculation to open a Center location where the HSET will be administered.

As a result of the Bridge to Success program, research was funded to identify Math and English course readiness indicators based on multiple measures, including high school performance criteria. Students are granted a bump-up of one level in English if they meet two of the three following criteria:

- Cumulative high school English GPA of 2.7
- Overall high School GPA of 2.5
- Junior year CST English result of “Proficient” or higher

Students are granted a bump-up of one level in math if they meet two of the three following criteria:

- Cumulative high school Math GPA of 2.7
- Overall high school attendance of 90%
- Junior year CST Math result of “Basic Proficiency” or higher

In addition to this use of bump-ups to ensure the most accurate placement and therefore accelerated completion, two other assessment strategies are being applied. High Schools students are educated about the importance of the placement tests so that they understand the importance of their test scores. If a student needs to retake an assessment, the delay before they are allowed to test again has been reduced from three months to two weeks.

Student support services are offered at CCSF through a variety of programs available to Adult Education students. Several of these are offered only to students enrolled in credit courses. Programs and services include the following:

- *Student counseling* provides orientation to students in both credit and 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.
- The *Multicultural Retention Services Department (MRSD)* consists of four academic retention programs -- the African American Scholastic Programs (AASP), the Asian Pacific American Student Success (APASS) program, the Latino Service Network (LSN) and TULAY (Tagalog for "BRIDGE")/Filipino American Student Success program -- that provide counseling, tutoring,

academic classes, and other program-specific activities primarily to underprepared, underrepresented students enrolled in credit courses.

- The *Guardian Scholars* program, for students exiting the foster care system, provides comprehensive support toward HSET attainment, certificate or degree completion, and/or transfer to a four-year college.
- The *Veterans Services Office* and *Veterans Resource Center* connect veteran students to counseling, advising, certification, VA social work and mental health benefits, and assistance in attaining veterans' educational benefits.
- The *Office of CalWORKs Education & Training* helps potential, current, and former welfare recipients to access CalWORKs support services, financial assistance, and tutoring.
- *Extended Opportunity Programs and Services (EOPS)* provides academic, career and personal counseling, educational planning, academic progress monitoring, peer advising and mentoring, priority registration, outreach and recruitment, orientation, financial aid advising, and instructional support services to low-income and educationally disadvantaged students, single parents, and students who are formerly incarcerated, on parole, on probation, or in rehabilitation.
- The *Homeless At-Risk Transitional Student Program (HARTS)* is dedicated to creating paths out of poverty and homelessness by providing access, advocacy, resources, and support for homeless, formerly homeless, and at-risk students within the college or considering a return to education.

Services of particular value to Adult Education students also include:

- Bilingual orientation and counseling sessions to place students into noncredit courses and programs;
- Topical workshops on areas of interest, such as CTE, financial aid and scholarships, health fairs, etc.;
- Noncredit educational planning and certificate petitions;
- Single Stop, which helps students to receive Federal and local benefits such as food stamps, health care, child care, and legal services;
- Welcome Back Center, which helps immigrant health care professionals enter the healthcare sector in the U.S.; and
- Information and referrals to various community resources.

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 not at consistent 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, 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 consistently 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 through a basic skills sequence or an accelerated sequence of classes and enroll several hundred Adult Education students annually. These programs deliver proven student success strategies, such as cohort support models, accelerated math and English, tutoring, mentoring, community-building and college success instruction. Through a campaign entitled "Find Your Community," CCSF and SFUSD coordinate these existing student success initiatives at CCSF, and counselors market them on site in the high schools to SFUSD students. These first year experience programs include:

- *Metro Academies* of Health and of Child Development serve approximately 140 CCSF students in cohorts during their first two years of college. Courses reinforce the foundational skills necessary for college and career success and fast track students toward majors in the field, while counselors provide dedicated academic and navigational support.
- *Puente* provides a focused, sustained, and engaging learning environment for Latino students, including an accelerated and culturally-relevant writing course sequence through which students progress from pre-transfer level writing (English 96) through the transfer-level English composition class (English 1A) in one year; academic and career counseling; and mentoring by a professional in the community.
- *Bridge to Biotech* provides students with three integrated courses that teach basic laboratory skills while strengthening basic math and English necessary for the biotechnology certificate program.
- *Year One (YO!)* offers first year students cohort-based instruction in math, English and counseling.
- *Gateway to College* serves approximately 150 students between 16-21 years of age who have dropped out of high school in San Francisco or may not graduate. Gateway students are predominantly low-income or the first in their family to go to college. CCSF faculty deliver SFUSD high school instruction, and students earn credit towards their high school diploma and a college degree or certificate at the same time. Participants have access to a wide variety of wraparound services and supports including the Wellness Center, tutoring, and the Guardian Scholars program.

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: workshops on topics such as placement test preparation; credit math, English and ESL placement assessment; credit orientations, including financial aid basics and support services; and counseling and education planning for credit programs. While faculty, staff and Centers make a sincere effort to 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.

AB86 Partners

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 at-risk 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. WIA 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. Table N-2 below details the training tracks and contracted providers delivering this training.

Table N-2: OEWD-funded Adult Education Programs

Sector Initiative Training Tracks	Short-Term CTE Providers
CityBuild	
<ul style="list-style-type: none"> • CityBuild Academy 	<ul style="list-style-type: none"> • CCSF

<ul style="list-style-type: none"> • Construction Administration Training Program (CATP) 	
Tech SF	
<ul style="list-style-type: none"> • Tech Support • Computer Networking & Security • Computer Programming • Multimedia 	<ul style="list-style-type: none"> • Academy X • Bay Area Video Coalition • Bayview Hunters Point Center for the Arts & Technology • CCSF • San Francisco State University • Tekmaca • YearUp Bay Area
Hospitality Initiative	
<ul style="list-style-type: none"> • Chinese Cooking • Western Cooking • Bartending/Table Waiting • Fundamentals of Cooking • Culinary Academy • Lobby Services • Security Guard Card 	<ul style="list-style-type: none"> • Charity Cultural Services Center • Community Housing Partnership • Episcopal Community Services • Mission Hiring Hall • Mission Language Vocational School • Self-Help for the Elderly • CCSF
San Francisco Healthcare Academy	
<ul style="list-style-type: none"> • Personal Care Giver • Certified Home Health Aide • Certified Nursing Assistant (CNA) • Medical Administrative Assistant 	<ul style="list-style-type: none"> • Jewish Vocational Service • Arriba Juntos • CCSF • Self Help for the Elderly • In-Home Supportive Services Consortium • University of California San Francisco

Five Keys Charter School educates inmates and ex-offenders within the jail and post-release systems 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 include Horticulture, Construction, Food Handling, and Bicycle Repair. To accommodate short sentences and to allow students to earn credits quickly, classes are offered year-round in intensive, one-month semesters. Five Keys partners with CCSF's Health Education and Child Development Departments to offer credit-bearing college courses in the San Francisco County jails.

Five Keys Charter School, the original school formed in 2003, educates inmates in the San Francisco jails through year-round classes in intensive, one-month semesters, allowing students to earn credits quickly. Five Keys Adult School officially opened in 2008, serving women in custody and post-release facilities in San Francisco. Five Keys Independence High, an independent-study-only school, operates in partnership with community-based organizations to provide individualized education services for students at wide ranging levels in all subjects. Students with disabilities are enrolled across these sites.

Five Keys Charter School participated actively in the AB86 planning process and provided data included in Table 2.

Success Center SF serves San Francisco residents ages 14-24 through a court-school high school equivalency program in partnership with SFUSD, Superior Courts, Juvenile Probation Department, and Department of Children, Youth and Families. Success Center SF data is not included in this Plan, though they participated in the Access and Matriculation workgroup.

Federal WIA Title II Adult Education and Family Literacy Act funds, administered locally by the California Department of Education (CDE), 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, WIA Title II grantees include **Catholic Charities of the Archdiocese of San Francisco, Episcopal Community Services, International Institute of the Bay Area, Jewish Family and Children’s Services, Jewish Vocational Service, Refugee Transitions, San Francisco Senior Center, and Self-Help for the Elderly** (as well as CCSF). These diverse and culturally competent providers offer community-based Adult Education at accessible locations throughout San Francisco’s neighborhoods, often leveraging other public and philanthropic dollars. Providers are required to utilize the CASAS assessment test and report participation as well as learning outcomes to the CDE. Several of these community organizations participated actively in AB86 planning and the definition of recommendations included in this Plan.

Evaluation of Adequacy and Quality

The AB86 planning process designed by the Core Planning Team and outlined in this Plan encouraged reflection and fostered discussion of the adequacy and quality of these current programs, as well as the outstanding needs for Adult Education services and programs in San Francisco.

The *adequacy* of Adult Education programs in San Francisco was assessed by comparing current student enrollment figures (included in Table 2) 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 available data. Findings of this analysis suggest the potential to serve hundreds of thousands of “opportunity students” in need of Adult Education in San Francisco, as described in Table N-3 below.

Table N-3: Evaluation of Adequacy of Adult Education in San Francisco – Comparison of Evidence of Student Demand and Program Supply

Evidence of Student Demand	Evidence of Program Supply	Evaluation of Adequacy
<ul style="list-style-type: none"> • 88,000 adults in San Francisco have no high school diploma or high school equivalency • About 900 SFUSD students annually graduate with basic skills below college-level • About 1,000 SFUSD students annually don’t enroll in college 	23,000 students were enrolled in ABE/ASE programs in 2013-2014	65,000 opportunity students
<ul style="list-style-type: none"> • Over 180,000 adults speak English “less than very well” • 26% of SFUSD students are English Language Learners 	ESL and Citizenship courses enroll 26,000 students per year	154,000 opportunity students
<ul style="list-style-type: none"> • 85,000 adult San Franciscans have a documented disability 	2,250 adults are enrolled in Adult Education for students with disabilities	82,750 opportunity students
<ul style="list-style-type: none"> • 23,300 San Francisco adults are unemployed 	Short-term CTE and Apprenticeship programs reach 10,000 students per year	13,300 opportunity students

It must be acknowledged that not all of the “opportunity students” indicated in the table above 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. The discrepancies between student demand and program supply are notable, however. There have been increases since 2008-2009 in San Francisco’s ABE/ASE/Basic Skills, AWD and CTE programs, and stability in ESL/Citizenship programs, according to Table 2. (See detailed analysis in narrative accompanying Objective #2 below.) But analysis of CCSF enrollment trends by subject area -- included in the Education Master Plan -- suggests that increases and declines have varied among Adult Education programs, due to broad economic and demographic trends, budget and funding adjustments as well as changes

in student interest and course scheduling. Table N-4 below summarizes significant recent changes in course enrollments among CCSF’s AB86 program areas.

Table N-4: Evaluation of Adequacy of Adult Education in San Francisco – Subject Area Enrollment Trends, 2008-2009 to 2012-2013

Increases	Declines
ESL – Vocational (CTE) (+7%)	ESL – Noncredit (-22%)
Academic Achievement and Personal Success (+73%)	Computer Science – Noncredit (-31%)
	Learning Assistance (-12%)
	DSPS (-33%)
	ESL – Focus (-10%)

This analysis of AB86 program adequacy suggests the need to re-visit outreach, matriculation, retention supports, resource allocation, and the leveraging and braiding of funding streams to expand student access and enrollment in Adult Education. It also suggests need for deeper analysis to understand whether demand for noncredit computer science and ESL classes, and for DSPS classes, is adequately addressed.

CCSF evaluates program *quality* through the internal processes of Student Learning Outcomes assessments (for courses, instructional programs, and counseling), Program Review, annual planning, use of the Student Success Scorecard and Dashboard, and development of the Education Master Plan and Student Equity Report. CCSF’s Education Master Plan recognizes that Adult Education and other community college students arrive with a wide variety of goals and deserve equitable opportunities to meet these goals. Program quality is defined in terms of students’ successful advancement toward these goals. Indicators of quality include student persistence, skill level advancement, completion, credit attainment, certificate or degree attainment, transfer to 4-year college, and entry into employment.

CCSF’s course design and assessment processes help to ensure that students develop skills and advance through Adult Education and toward their academic and career goals. In the development of curriculum, faculty identify student learning outcomes (SLOs) that are reviewed on a three-year cycle. These then serve as evaluative tools to ensure that all students, regardless of their path through the curriculum, receive the necessary instruction to achieve the program’s competencies. All departments engage in annual program review, and courses and programs are on a six-year review cycle

(two-year for CTE programs), in order to verify the relevancy and currency of curriculum and buoy the continuous improvement process. Course design, student learning outcomes, and evaluation are the purview of faculty within a discipline or department, following the guidelines developed by the College’s Curriculum and SLO Committees.

Career Technical Education (CTE) departments and programs, both credit and noncredit, have additional evaluative processes beyond those described above to assess and maintain currency and relevance of their courses, student learning outcomes, and programs. Faculty in CTE departments use data from multiple sources, including labor market, Core Indicators, CTE Outcomes Survey, and gainful employment data to evaluate their courses and programs in order to identify areas for improvement and then propose projects to make needed changes.

At this time, a thorough analysis of student outcomes specific to and limited to the AB86 program areas is not available; however a most recent draft of CCSF’s 2014-2020 Education Master Plan compiles the indicators of Adult Education quality summarized here in Table N-5. (It should be noted that the Education Master Plan’s assessment of noncredit programs – used here as proxy for Adult Education quality assessment -- also includes Parenting classes, Family and Consumer Awareness classes, and classes for Older Adults; and does not include credit ABE, ESL, AWD and Apprenticeship programs included in AB86 Adult Education definitions. See Table N-7 below for detail on these definitions.)

Table N-5: Evaluation of Quality of Adult Education in San Francisco – Summary of CCSF’s 2014-2020 Education Master Plan Data

Quality Indicator	Evaluation of Quality
Completion of developmental sequences	Students placed below transfer-level complete developmental sequences at rates of 34% in Math and English and 13% in ESL. (A 2010 study of a similar population found completion rates of 33% in Math and 46% in English. ¹)
	Students placed below transfer-level by three levels in Math, five levels in English, or 6-8 levels in ESL complete their developmental sequences at single-digit rates. (The same study cited above found completion rates of 17% in Math and 29% in English for students 3+ levels below transfer-level.)

¹ Bailey, Thomas; Dong Wook Jeong; and Sung-Woo Cho, “Student Progression Through Developmental Sequences in Community Colleges,” Community College Research Center, Columbia University, September 2010. Retrieved online at: <http://files.eric.ed.gov/fulltext/ED512395.pdf>

Persistence to Next Academic Year	Students with low placement rates in English, math or credit ESL experience at least a 10% greater chance of persisting into the next academic year than those placed into the upper ranges of developmental education.
Enrollment in College-Credit-Bearing Courses	In an analysis of 2008-2009 noncredit students, 16% of Transitional Studies and 9% of ESL Noncredit (Level 4 and above) students took credit classes within 4 years of their last term in noncredit (i.e., by 2012-2013) ²
	While enrollment in credit programs at CCSF may indicate progression on a pathway beyond Adult Education, this is not necessarily the case. In 2012-2013, 17% of Noncredit students also enrolled in Credit classes, and 30% of Credit students also enrolled in Noncredit, suggesting the permeability of the two program areas at CCSF.
Attainment of degree, certificate or transfer	A 2006-2012 cohort analysis shows CCSF students achieve these goals within 6 years at higher rates than students statewide, particularly among under-prepared students, although females outperform males, and Native American and Filipino students achieve below statewide rates

CCSF has also compiled data on the quality of its specialized first year experience Adult Education programs, which are designed to support students through a basic skills sequence or an accelerated sequence of classes. An estimate of 230 SFUSD students enrolled in these CCSF programs in Fall 2014, representing a significant commitment to strategies designed to ease the transition of basic skills students between the K-12 and community college systems. Highlights of the accomplishments of these programs are described in Table N-6 below.

Table N-6: Evidence of Quality of CCSF First Year Experience Programs

First Year Experience Program	Quality Indicator
Metro Academy	80% of Metro students complete or persist after three years, versus a control of 45%

² Source: CCSF Office of Research and Planning, September 2014

Puente	62% of students transfer to the UC system
YOI/Writing Success Project	Students persist from one English class to class to another at a rate of 66%
Project Survive	36.2% of students surveyed have earned a Bachelor's Degree
Accelerated Math Gateway	Students are 21% more likely to pass Advanced Algebra than a control group of students
Bridge to Biosciences	83% of participating students passed CHEM 32 (Medical Chemistry)

Additional information on the quality of Adult Education programs in San Francisco is found within independent evaluations of selected programs. Though limited in their scope, these reports provide some indication of the strengths and gaps in the current Adult Education system, as follows:

- A 2011 study by the John W. Gardner Center for Youth and Communities found that among a cohort of SFUSD students, a higher percentage of students who enrolled in CCSF (27%) than of those who did not enter post-secondary education (7%) had earned CCSF credits prior to high school graduation. (Gardner Center, "Youth Data Archive Snapshot: Supporting the Transition to Post-Secondary Education, June 2011)
- Since 2006, over 670 San Francisco residents have graduated from the CityBuild Academy pre-apprenticeship program, an initiative of CCSF and OEWD. 570 graduates have entered union apprenticeship programs in various construction trades. (San Francisco Local Hiring Policy for Construction, 2013-2014 Annual Report to the S.F. Board of Supervisors)
- The 2014 report "Asian and Pacific Islander Health and Wellness: a San Francisco Neighborhood Analysis" finds that San Francisco's short-term CTE programs typically require high levels of English proficiency, thereby excluding significant numbers of Asian and Pacific Islanders and isolating them from skills development and employment opportunities. (Chang, J, Ja, D., Church, L., Sato, S., Herr, L., May 2014)

CCSF faculty and staff are involved in on-going improvement processes, testing innovative approaches to address the achievement gap. One example of this is the recent curriculum work that the English and Mathematics Departments have done to experiment with shorter sequences of developmental courses, and to establish assessment methods that will allow them to determine the effectiveness of these

sequences in achieving the desired learning outcomes. For example, of the 214 students who enrolled in condensed MATH 40 for the first half of Fall 2012, 75 passed both this and the subsequent course in the math sequence with C or higher (35 percent). The CCSF Research Office estimates that about 21 percent of students who enroll in a regular full-semester MATH 40 succeed in the subsequent regular full-semester math course in the following semester. So, the condensed classes demonstrate higher success rates in one semester than regular classes have in two semesters. Pilot efforts such as this have provided evidence of program effectiveness, and it is the intent of the AB86 process to design and implement similar pilots that address Adult Education gaps and strategies.

As an element of AB86 planning, the Consortium solicited qualitative information on the adequacy and quality of current programs from a diverse constituency of students, faculty, staff, and institutional leaders through October and February community meetings, two student focus groups, and two student surveys. These planning activities identified strengths and gaps among current Adult Education offerings, which are referenced in the narrative related to Objective #4.

Table 1.1A

Table 1.1A documents current services and programs provided by CCSF based on unduplicated enrollment, Full Time Equivalent Students (FTES), and operational costs for FY 2012-2013 and FY 2013-2014, by AB86 program area. Per instructions of the monitor, headcounts for enrollment within a single program area are not broken down into Credit, Enhanced Noncredit, and Noncredit. Also per instructions of the monitor, data for consortium member SFUSD is not included in the table, as the programs offered by the District do not fall within the definition of Adult Education. Basic Skills expenditures included in the table are estimates, as they cannot be calculated at the course level. The proportion of FTES in credit Basic Skills courses (embedded within the English and Math departments) was calculated, and then applied to the expenditures in these departments; and these were combined with the expenditures from the noncredit Transitional Studies department.

Table 1.1A has been used by the Consortium to illustrate the extent of services currently offered, and to inform evaluation of the adequacy of these services to address demonstrated need. The most striking aspect of the data (further illustrated in Table 2) is the stability or growth of enrollment in the AB 86 program areas from 2008-2009 to the present, despite CCSF's steep overall enrollment decline during that same time period. 2008-2009 was a high mark in CCSF's overall enrollment, at roughly 102,000 students. Current overall enrollments hover at between 77,000 and 80,000 students.

During the same time period, Adult Education enrollments have grown by more than 1,000 students, or 2% of total Adult Education enrollment, suggesting consistently high need for these services within the region and reflecting CCSF's continued commitment to their delivery. Table 1.1A also describes the funding cuts that occurred over this two-year period – nearly 13% for Classes for Immigrants and Short-term CTE – which did not correlate with drops in enrollment in these program areas.

Table 1.1B

Table 1.1B details the sources of funding currently dedicated to CCSF's programs, at the level of the institution. Data is derived from CCSF budget documents. This table was referenced during the planning process to identify available resources, approaches to braiding funding in support of Adult Education objectives, and potential opportunities for resource leveraging and strategic investment in the solutions identified in the Regional Comprehensive Plan.

Table 1.2

Table 1.2 paints a picture of current Adult Education programs and services in San Francisco, by AB86 program area and by provider, by compiling unduplicated enrollment and cost data from a range of partners identified by the Consortium. Through discussion and interviews with key stakeholders, the Core Planning Team determined partners to include grantees of OEWD that deliver short-term CTE programs, a provider of Adult Education in correctional facilities (Five Key Charter School), and WIA Title II grantees of the CDE.

Analysis of Table 1.2 data shows that roughly 5,000 San Francisco residents are served through partners' Adult Education programs. Year-to-year comparison across partners' programs is compromised because CDE WIA Title II enrollment data has not yet been compiled for 2013-2014; however, available data shows a significant increase in enrollment in OEWD-funded programs (44%, or 200 students) and consistent enrollment in Five Keys Charter School. Five Keys has experienced a drop in operational costs of 11% since Education Protection Act funding decreased from approximately \$1200/ADA to \$911/ADA.

This table has been reviewed by the Consortium and supported discussions of further opportunities for collaboration, coordination, and leveraging of resources toward realization of the strategies identified in the Regional Comprehensive Plan.

Table N-7: SF Adult Education Consortium AB86 Program Area Definitions

	Members		Partners	
	CCSF	SFUSD	OEWD	Other Partners
1. ABE/ASE	Primarily Transitional Studies Department programs, including credit pre-collegiate level, non-transferrable, non-degree applicable courses that are not ESL or CTE; and noncredit basic skills and HSET/adult high school courses MIS CB08="B" and not included in other categories	none	none	Courses in correctional facilities (Five Keys Charter School) Courses delivered by CBOs using CDE Title II funds
2. ESL/Cit	Both credit and noncredit ESL and Citizenship classes, including VESL CTE Credit ESL (by Subject) or MIS CB22="A" (ESL) or "B" (Citizenship)	none	none	Courses delivered by CBOs using CDE Title II funds
3. AWD	Both credit and noncredit DSPS courses Course/Subject="DSPS"	none	none	none
4. CTE	Noncredit CTE courses, excluding health & nutrition, consumer education, parenting classes, and older adults MIS CB22="I" (high employment potential) or "J"	none	Short-term CTE courses funded through sector Academies (and not included in	none

	(workforce preparation) and not apprenticeship		CCSF counts)	
5. Apprenticeship	Both credit and noncredit Apprenticeship, Journeyman and Pre-Apprenticeship programs MIS CB09="A"	none	(included in CCSF counts)	none

* Although these are not technically considered AB86 program area enrollments, the SF Adult Education Consortium considered data on the following SFUSD student populations: (1) students ages 18+ in credit recovery and in programs co-delivered with Juvenile Probation, (2) students ages 18+ in International High School, and (3) students ages 18+ in Special Education.

OBJECTIVE #2: EVALUATION OF CURRENT NEEDS

Demographics of the Region and the Student Population

The regional area served by the San Francisco Adult Education Consortium is the 49-square-mile City and County of San Francisco. San Francisco has a population of 807,755 with a median household income of \$73,802. (U.S. Census Bureau, 2008-2012 American Community Survey) The unemployment rate is 4.5%, among the lowest in the state (California Employment Development Department, June 2014); however, San Francisco is a city of vast disparities. The poverty rate is 13.2%, 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 26.8% of San Francisco households do not earn enough to be able to pay for basic expenses without receiving assistance. (The Insight Center for Community Economic Development's 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. Other demographic data relevant to demand for Adult Education programs is included in Table N-8 below.

Table N-8: Demographics of San Francisco, California

	#	%
Total population	807,755	
Population 25 years and older	624,779	
Less than 9th grade education	52,188	8.4
9th-12th grade education, no diploma	35,835	5.7
High school graduate, or equivalent	85,628	13.7
Some college, no degree	92,510	14.8
Associate's degree	33,912	5.4
Bachelor's degree	198,019	31.7
Graduate professional degree	126,687	20.3
High school graduate or higher		85.9
Bachelor's degree or higher		52
Civilian, non-institutionalized population	803,509	
With a disability	85,030	10.6
Population 5 years or older	771,944	
Speaks language other than English at home	349,021	45.2
Do not exclusively speak English at home and speak English "less than very well"	180,783	23.2
Foreign born population	288,346	35.7
Naturalized U.S. citizen	176,468	61.2
Not a citizen	111,878	38.8
Asian	183,538	63.7

Latin American	56,078	19.4
----------------	--------	------

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Among San Franciscans who report speaking English “less than very well,” more than half are Chinese-speakers. Other languages spoken by more than 5,000 San Franciscans with limited English include Spanish, Tagalog, Vietnamese and Russian.

As indicated in Table N-8, 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. Disparities also exist across neighborhoods: while only 1% of San Franciscans in the high-income Marina district have no high school diploma, the rate soars to 30% in the diverse, low-income neighborhoods of Portola, Visitation Valley, Excelsior, Bayview and Hunter’s Point (2011 American Community Survey, 5-year Estimates, table S1501).

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.

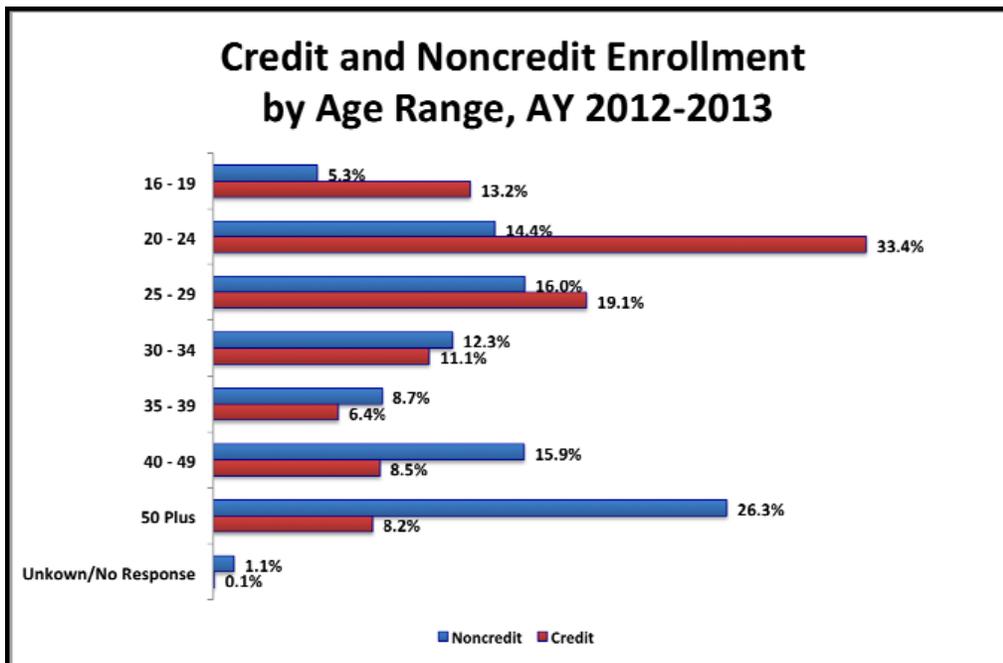
Table N-9: Student Population of SFUSD

	San Francisco	California
Student Population	56,970	6,227,881
Eligible for Free or Reduced Price Lunch	57.3%	58.0%
English Language Learners	26.0%	21.6%
4-year Drop Out rate	9.0%	4.0%

Source: DataQuest, 2012-2013

CCSF serves a highly diverse student population, with noncredit-enrolled students disproportionately older than those enrolled in credit courses. (See Table N-10 below.) Over 40% of students at the college are Asian or Pacific Islander, 23% are Hispanic, 18% are White and 7% are African American. (CCCCO DataMart, 2012-2013) More than 90% of noncredit students and 71.5% of credit students are San Francisco residents.

Table N-10: Credit and Noncredit Enrollment by Age Range

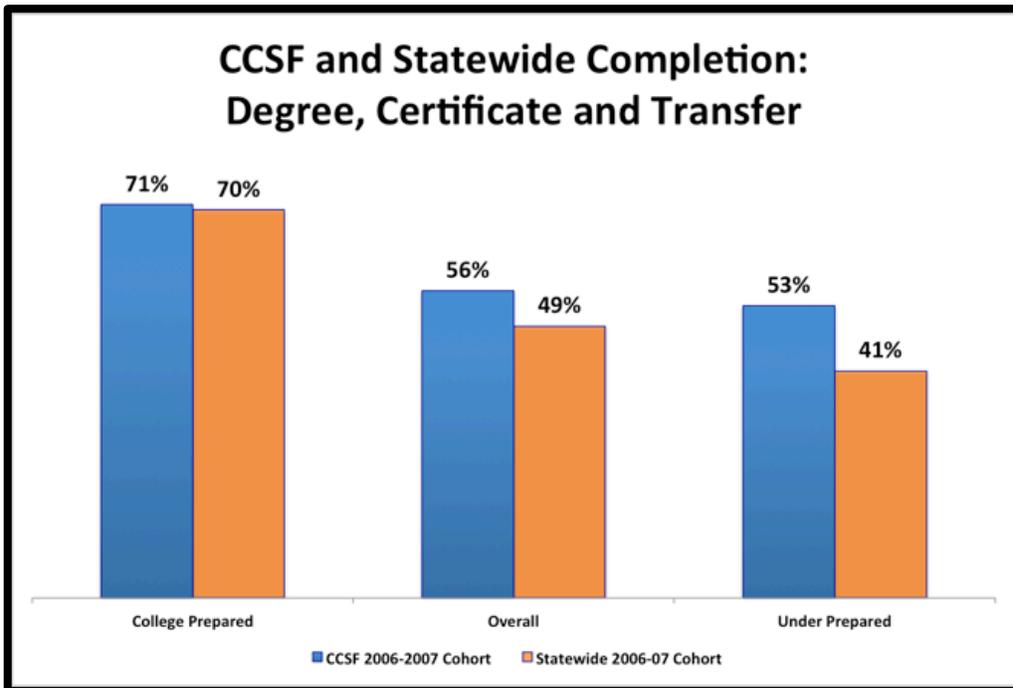


Source: CCCCO DataMart.

In 2011, more than 1,000 SFUSD graduates, or 29% of total graduates, enrolled in CCSF, a percentage that has varied considerably during the past ten years. Many more SFUSD students could benefit from Adult Education at CCSF but either never enter the college or never progress through the sequences of pre-collegiate level coursework. In addition to those SFUSD students who drop out of high school, about 1,000 SFUSD graduates annually don't enroll in a post-secondary program. A report by the John W. Gardner Center for Youth and Communities (September 2013) cites that "in a typical year, approximately 90% of SFUSD graduates who enroll at CCSF are placed into remedial English and 75% are placed into remedial math. Depending on the results of their entrance placement tests, these students may begin CCSF up to four levels below college-level math or five levels below college-level English, meaning that they must take four or five courses before being eligible to take courses that earn college credit. Data have shown that CCSF students who have to take long remedial course sequences have very low rates of completing their studies."

CCSF exceeds the statewide rate of completion of degrees, certificates or transfer when comparing the cohorts chosen according to CCCCO methodology, particularly for underprepared students. (See Table N-11 below). As documented in the college's 2014 Student Equity Plan, CCSF also demonstrates strength in the retention and success of Basic Skills students (83.94% and 62.25%, respectively) as compared to retention and success rates for students in all credit courses (84.62% and 69.49%, respectively).

Table N-11: CCSF and Statewide Completion

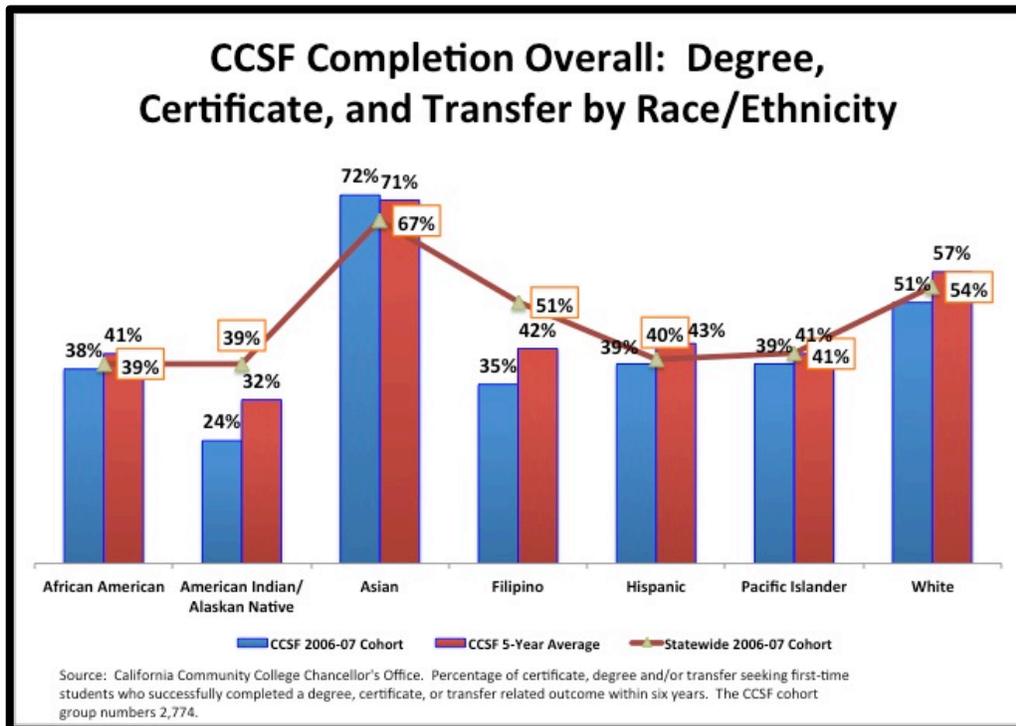


Source: CCCCO DataMart from CCSF Education Master Plan

The data for ethnicity is more variable for this cohort, with some groups exceeding the statewide average while others are below it. (CCCCO DataMart, from CCSF Education Master Plan) The completion rates of African American, Hispanic, Pacific Islander, and White students are comparable. Overall, Asian students exceed completion rates, while Filipino and American Indian/Alaskan Native student completion is below statewide averages. (See Table N-12 below) These ethnic and racial achievement gaps are evident at the state and federal levels, as well as at CCSF, and will necessarily remain the focus of many reform efforts.

Inadequate data is available on the progressions of Adult Education students, suggesting the value of additional research to disaggregate these student populations and understand their momentum and loss points. Several analyses mentioned in the 2014 Student Equity Plan are relevant to AB86 planning: The current data on noncredit ESL students shows significantly higher rates of sequence completion for Asian ESL students than for all ethnic subgroups. And as described elsewhere in this Plan, initial data on accelerated English and math sequences is promising and encourages expansion of this approach.

Table N-12: CCSF Completion Overall



Source: CCCC DataMart from CCSF Education Master Plan (Draft)

Survey Evidence of Student Need

The Consortium conducted a survey, administered both in-person and online, of current CCSF Adult Education students to solicit information about goals, access to services, and desired services. The survey was completed by 2,254 students who are fairly representative of the student body (with Latino students somewhat over-represented and White and Asian students somewhat under-represented). Forty-five percent of respondents were immigrants, 34% parents, 18% first in their family to attend college, 7.5% undocumented, 3% homeless, and 3% LGBTQ. Survey findings are summarized in Tables N-13 through N-17 below.

Table N-13: Summary of Student Survey Results – Adult Education Student Goals

	#	%
I want to learn to speak English	1244	55.2%
I want to get a job (or get better at a job)	1211	53.7%
I like learning	1191	52.8%
I want to have better English, Math, or Computer skills	1035	45.9%
I want to be more independent	922	40.9%
I want to get a certificate or degree at CCSF	770	34.2%

I want a high school diploma or HSET certificate	500	22.2%
I want to go on to a 4 year college (like San Francisco State, UC San Francisco or UC Berkeley)	490	21.7%

Survey respondents were permitted to select more than one goal related to their participation in Adult Education. More than half of the students were taking classes in order to learn to speak English or to improve their basic English, math or computer skills, while 40% indicated the goal of greater independence, which may relate to improved basic skills. More than half of the students want to get a job or improve their job-related skills, nearly a quarter hope to achieve a high school diploma or earn a HSET certificate, and more than one in five aspire to transfer to a 4-year college or university.

Table N-14: Summary of Student Survey Results – Sources of Information and Support

	#	%
Family and friends	1176	52.2%
Teacher, counselor or other staff	932	41.3%
CCSF resource/office	650	28.8%
Another student	572	25.4%
Community organization	373	16.5%
CCSF Website/Internet (write-in)	10	0.6%

The majority of survey respondents rely on family and friends to help them with information and support related to their education. More students access information and support from a teacher than from another CCSF resource.

Table N-15: Summary of Student Survey Results – Benefits Gained from Adult Education

	#	%
English, Math or Computer skills	1085	48.1%
Confidence	964	42.8%
Job-related skills	713	31.6%
A job	423	18.8%
A certificate or degree	369	16.4%

Nearly as many students say they have gained confidence due to participation in Adult Education as say they have gained basic skills. Nearly one third have gained job-related skills, and 18% cite a job as a benefit of their CCSF education.

Table N-16: Summary of Student Survey Results – Difficulties Faced Signing Up for Classes

	#	%
Getting into classes	436	19.3%
Figuring out where to apply	411	18.2%
Figuring out what to do after you apply	294	13.0%
Finishing assessment and placement test	278	12.3%
Getting to an orientation	269	11.9%
Meeting deadlines	157	7.0%
Meeting prerequisites	140	6.2%
<i>None/Nothing (write-in)</i>	71	3.1%
<i>Misinformation about signing up/website confusing (write-in)</i>	5	0.2%
<i>Dropping/cancelling classes (write-in)</i>	3	0.1%
<i>No online registration (write-in)</i>	3	0.1%
<i>More classes needed (write-in)</i>	2	0.1%
<i>More time to apply (write-in)</i>	2	0.1%

The survey asked students what was most challenging about signing up for CCSF classes. The most popular response was getting into classes, suggesting the need for more Adult Education course sections. Students also indicated challenges figuring out where to apply and what to do to complete the matriculation process, and finishing assessment and placement tests. Seventy-one students chose to indicate in the “Other” box that they experienced no challenges signing up for classes.

Table N-17: Summary of Student Survey Results – Additional Support That Would Be Most Helpful

	#	%
Practice using what I learn	1363	60.5%
One-on-one counseling	593	26.3%
Financial aid	573	25.4%
Tutoring	471	20.9%
Quiet study space	376	16.7%

Survey responses to the question, “What is one support that would help you meet your educational and career goals?” suggested strong desire for practical application of skills gained in Adult Education. This may be interpreted as a wish for work-based learning relevant to acquiring and retaining employment, as well as real-world practice using basic academic skills such as English, math and computers. One-quarter of students identified the need for financial assistance. Although the majority of Adult Education

programs are tuition-free, these students may be taking both free noncredit and fee-based credit classes; enrolled in credit ESL, ABE, ASE or apprenticeship classes; or struggling to cover non-tuition expenses such as fees, books, transportation, childcare, etc.

Disaggregation of survey data by student subpopulation reveals interesting differences among student experiences and needs.

- Getting a job was the most popular goal for first generation college students as opposed to the rest of respondents, whose primary goal was learning to speak English.
- For LGBTQ students, confidence was the most popular response to what they have gained at CCSF.
- Veterans were more likely to say they seek support from a teacher, counselor or other staff than other respondents, who were more likely to indicate the support role of friends and family. Sixty-five percent of veterans say they have gained confidence from their studies at CCSF compared to 43% of total respondents.
- People with Disabilities were more likely than other respondents to say "I like learning" as their goal for their studies, and to say they seek support from a teacher, counselor or other staff rather than friends or family.

Description of the Regional Economy

Economic indicators suggest that San Francisco has rebounded strongly from the nationwide recession. As of June 2014, the County's unemployment rate (4.5 percent) was the third lowest among California's 58 counties. Yet 22,300 residents remain unemployed and more than 100,000 live below the federal poverty line, in a city where the average monthly rent is \$3,200. (CA Employment Development Department, June 2014). Major sectors of San Francisco's economy – technology, hospitality, health care, and construction – are leading the growth of the local job market. These and the region's other large industries hire employees with elevated technical skills, educational levels, and experience, presenting challenges for lower-skilled workers. San Francisco's fastest-growth jobs are in biomedical engineering, microbiology, software development, computer science, and marketing.

The low unemployment rate creates challenges and opportunities. Those who are left behind are those with the highest barriers to employment, which creates a unique opportunity to focus on serving high-need job seekers. On the other hand, the barriers faced by these individuals are multiple and challenging, requiring more work and more supports to help them to build skills and succeed.

Adult Education will play an important role in the coming years in improving lower-skilled San Franciscans' competitiveness in the job market. Examples include the following:

- In the higher-skilled technology sector, research suggests that a “multiplier effect” creates as many as five local jobs for each tech job. In all, over 1,700 technology firms, including anchor companies such as Twitter, Yelp, Zynga, and Salesforce.com, call San Francisco home, many of them projecting growth in the years to come. OEWD has identified a range of occupations in the Information and Communications Technology (ICT) sector, such as Computer Support Specialists and Graphic Designer positions, which students can access with relatively short-term certifications. The OEWD analysis describes a “chaotic” education landscape of 2- and 4-year institutions as well as community-based organizations providing training. Despite this diversity of education providers, employers are still having difficulties hiring and retaining skilled candidates. (SF Workforce Investment Strategic Plan, 2013-2017)
- The hospitality industry is stronger than ever in San Francisco: within the past year, hotels saw their highest ever occupancy and room rates, while San Francisco International Airport welcomed over 43 million total passengers in 2012, making it the seventh busiest airport in North America. There are easy access points in this sector, though wages and benefits are not as strong as in other sectors. However, with more education and training such as classes offered by CCSF's culinary program, there are opportunities to increase earning potential. This sector is likely to continue to grow and provide middle-skill employment to thousands of San Francisco residents.
- The health care sector is projected to grow by 13% by 2020, solidifying its role as a vital San Francisco industry. This role will be further enhanced by the completion of major public and private hospital projects, including the recently completed rebuild of Laguna Honda Hospital, the current rebuild of San Francisco General Hospital, and California Pacific Medical Center's (CPMC) proposed construction of two San Francisco hospitals. Short Term CTE programs in Allied Health and Medical Science are expected to see increased demand. A Community Benefits Agreement that governs the CPMC project creates incentives to hire San Franciscans in construction and health care roles.
- Construction has been booming in San Francisco since the end of the recession and is expected to continue. According to the San Francisco Planning Department, the total cost of construction associated with building permits in 2011 was \$3.4 billion, exceeding the average of the previous nine years by a billion dollars, and over 4,200 units of residential housing began construction in 2012, twenty times the number of housing units built in 2011. Pre-apprenticeship programs such as CityBuild will play an important role in preparing workers to drive this sector's growth.

While not designated priority industry sectors for the City and County, several other fields provide stepping-stone opportunities for entry-level workers who are improving their basic skills. In the field of Child Development, for example, San Francisco projects need to fill 225 replacement positions and 463 new openings by 2016, and there is a waiting list of 3,000 children whose families need childcare. The San Francisco Fire Department's July 2014 audit indicates that population growth has driven up service calls by 20%, suggesting demand for graduates of CCSF's Fire Fighter Academy. The wide array of short-term CTE courses offered by CCSF's Business Programs will continue to prepare job-seekers with the foundational skills they need to enter San Francisco's consistently large numbers of office and administrative positions.

Table 2

This table documents past, current, and projected enrollment for all Consortium members and partners in each of the five AB86 program areas. Partner data is incomplete – WIA Title II data is not yet available for FY 2013-2014, and Five Keys Charter School is unable to break down enrollments by program area for FY 2008-2009; however, the table suggests some enrollment trends, strengths and gaps.

ABE/ASE Basic Skills courses have seen a 53% increase in enrollments; in fact, the largest providers – CCSF, SFUSD and Five Keys – have all experienced growth in services to this population. ESL course enrollments have remained consistent at CCSF, while smaller providers have experienced minor increases or decreases in numbers served, resulting in nearly equal overall enrollments across academic years. AWD courses have experienced a small increase at each of the three providers reporting data. Short-term CTE courses show a sizeable increase; though only CCSF data is available for the three fiscal years, each of the three providers has served higher numbers for each year that data is reported. Only Apprenticeship programs have seen a decrease, with 44% fewer students served by CCSF.

This data was used to calculate changes in enrollment by program area, included in the narrative related to Objective #1 above. The strengths and gaps in current services and programs revealed by this analysis are addressed by strategies included in this Regional Comprehensive Plan.

OBJECTIVE #4: RESPONSE TO GAPS IDENTIFIED IN THE REGION

The Consortium's collaborative AB86 planning process resulted in a set of strategies to address current 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.

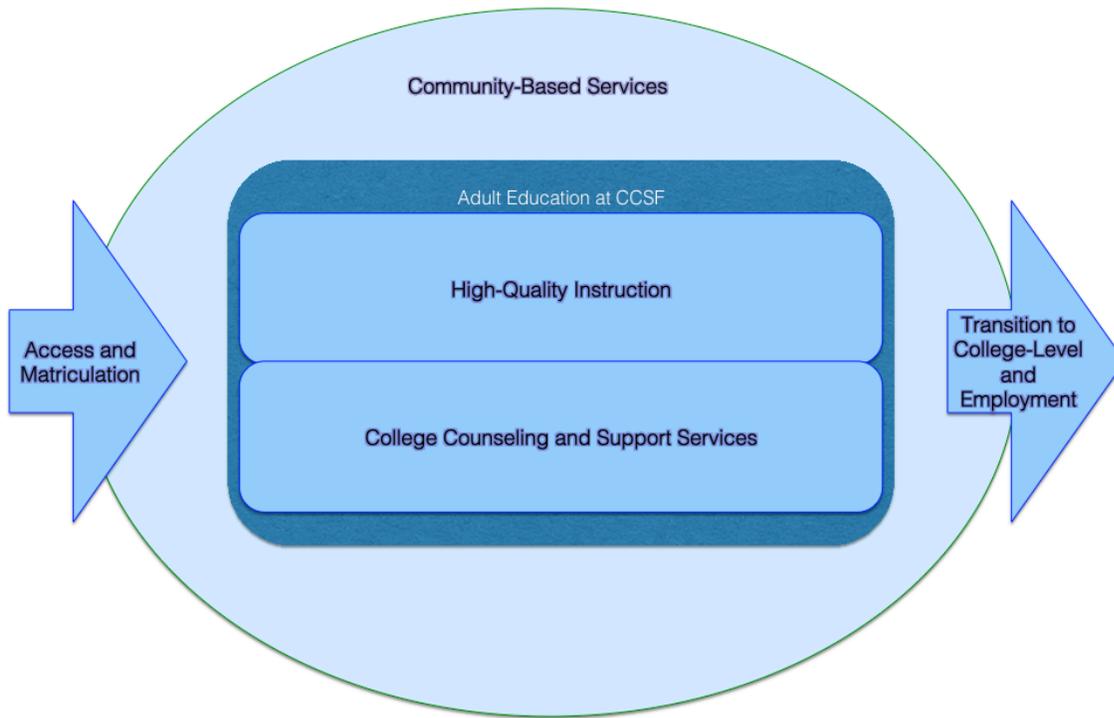
The Consortium's inclusive planning process began with key stakeholder interviews, initial focus groups, and the first community meeting, held in October 2014. Between December and February, workgroups convened to develop a set of implementation strategies to address the needs and gaps identified in this Plan. These strategies relate to several areas identified by the AB86 Work Group as foci of AB86 planning: availability and capacity of providers, extent and quality of services (including instructional and support services), student access to available services, and indicators of successful student attainment or performance. The Consortium members identified costs and resources needed to implement the strategies, responsible parties, methods of assessment, and – whenever possible -- timelines.

Through a series of workgroup meetings – leading to a community meeting in February 2015 – the Consortium conducted planning to address gaps identified in four major areas related to Adult Education in San Francisco:

- (1) Access and Matriculation
- (2) High-Quality Instruction
- (3) College Counseling and Student Support Services
- (4) Transition to College-Level Instruction and Employment

The Consortium's workgroup structure is described in Table N-14 at the end of this response to Objective #4. Although the five AB86 program areas are recognized as a valuable organizing structure and provide definition to the areas of instruction considered Adult Education, the Consortium chose not to organize workgroups by program area; instead, representatives across program areas contributed to each of the workgroups. Focus areas for the Consortium's workgroups represent the key elements of the Adult Education student experience, as illustrated in Figure N-1 below.

Figure N-1: AB86 Focus Areas and Workgroup Structure



Because college leaders involved in CCSF’s Student Equity Plan (SEP), Basic Skills Initiative, Student Success and Support Program (SSSP), Professional Development, Academic Senate Advisory Committees on Learning Communities and Career Pathways, and Noncredit Issues processes aim to address many similar issues, the Consortium’s workgroups included participants in these processes and identified opportunities to leverage and align with their work.

Each workgroup took as its starting point a compilation of data derived from previous AB86 planning activities, as well as quantitative data included in this Plan. This data surfaced priority needs and gaps, along with a vision for the strategies to address them. This response to Objective #4 includes a summary, by workgroup area, of the discussion topics that guided the work of the Consortium; and describes the overarching themes that emerged through the inclusive planning process. This section also provides an overview of the alignment across the goals of the various CCSF initiatives of significance to Adult Education students. The responses to Objectives #3 and #5 that follow provide detail on the strategies themselves that are proposed to improve student access, transitions, and progression toward academic and career goals.

Access and Matriculation

CCSF's seven Educational Centers extend Adult Education services throughout San Francisco's neighborhoods. Community-based providers and charter schools such as Five Keys and Success Center SF further expand accessibility to targeted high-need populations and communities. Nevertheless, a high level of unmet need and the multiple barriers faced by Adult Education students require providers' flexibility, adaptability and creativity to ensure equitable access to courses and programs. In particular, the transition from high school to CCSF presents opportunities for refinement and improvement, as evidenced by the persistent numbers who would benefit from and do not enroll in Adult Education. This issue has been recognized and is already the focus of multiple programs and a comprehensive initiative, Bridge to Success. SFUSD and CCSF are exploring various models of credit recovery and diploma/high school equivalency attainment, such as online and modular, short-term, stackable course options. Further, for prospective students who do find their way to CCSF, work remains to streamline and facilitate enrollment and assessment, so that no step in the matriculation process is itself a barrier.

The Consortium's Access and Matriculation Workgroup explored ways to improve access to Adult Education programs and services, and to ease matriculation into these programs. Topics discussed include the development or scaling of innovative programs to facilitate transitions from high school or from community-based programs into CCSF; improved assessment allowing for more accurate placement into Adult Education and accelerated completion; bringing early college enrollment to high school students (particularly fifth year students), with an increased emphasis on noncredit and bridges to CTE pathways; deepening of relationships between community-based organizations and CCSF; simplification of enrollment requirements and expansion of enrollment assistance; and improved coordination and collaborative delivery of services to benefit students needing a high school diploma or equivalent. The workgroup also looked at the need to improve student data sharing systems and to increase communication among various institutions and providers who touch the lives of prospective or transitioning students. The San Francisco Department of Children, Youth and Families (DCYF) expects to develop a re-engagement initiative that may be able to support many of these strategies, and opportunities for regional collaboration with DCYF and other partners were explored.

High Quality Instruction

CCSF Adult Education students are fortunate to have the option of a variety of innovative programs that incorporate practices known to accelerate advancement toward vocational and college-level coursework. CCSF instructors have developed contextualized basic skills curricula and work-based learning activities with evident

impact upon student success. San Francisco's unique adaptation of the I-BEST model, as well as the linking of vocational and basic skills/ESL classes successfully implemented in the Bridge to Biosciences program, demonstrate effective strategies with potential to scale. Short-term CTE programs are varied and responsive to local labor market demand, and CityBuild is a model pre-apprenticeship program whose graduates transition to union apprenticeships at high rates. CCSF helps to ensure that learning is accessible to all through its longstanding commitment to serving the community by providing classes for older adults, and on topics such as parenting and nutrition.

Perhaps the greatest contributor to ease of transition between Adult Education and post-secondary level courses in San Francisco is the long-established role of CCSF housing both programs within a single institution. Practices such as co-locating noncredit and credit ESL within the same department, and dually listing classes in both credit and noncredit, contribute to aligned instruction and ease of transition to credit coursework. The significant number of students who enroll in credit and noncredit classes concurrently illustrates the permeability of the college's various programs; however, the advancement through ESL and basic skills sequences and into collegiate-level and credit coursework is persistently challenging.

The existence of proven models currently offered at CCSF suggests the value of their institutionalization and scaling to benefit greater numbers of students. Acceleration pilots may be expanded and replicated with other populations and courses. Teams of CCSF faculty are already involved in developing programs based upon the evidence-based Career Advancement Academy (CAA) and Integrated Basic Education and Skills Training (I-BEST) models. Additional topics such as life skills and communication skills may be incorporated into Adult Education programs to ease transition to the workplace. Linkages between ESL programs and CTE need to be formalized and strengthened. The High Quality Instruction Workgroup considered these and other strategies.

College Counseling and Student Support Services

The extent of CCSF's counseling and student support services is described in this Plan and benefits many Adult Education students. Individual faculty and staff members are also recognized for the extensive support they provide to students, such as assisting them with enrollment and re-registration and connecting them to support services when needed. For example, a recent outreach effort by DSPS voiced concern about the large numbers of Adults with Disabilities who go unrecognized and underserved on campus; faculty responded positively to opportunities for professional development related to recognizing disability-related needs, and they stepped up by referring and connecting students to DSPS in large numbers.

The College Counseling and Student Support Services Workgroup looked at ways to improve upon available services for the benefit of CCSF's Adult Education students. Strategies considered by the workgroup include: expansion of dedicated counseling capacity, including involvement of peer mentors; social workers based at the college, following SFUSD's Wellness Center model; expanded orientation offerings, tailored to the needs of student populations; and the delivery of counseling and support services via a mobile van or kiosk. This workgroup also considered ways technology can be better employed to centralize informational resources and more efficiently meet counseling needs. A workgroup priority was the consistent and equitable provision of support services at every CCSF Center, including those with a majority noncredit student population who are currently underserved.

San Francisco is home to an exceptionally large number of community-based service providers that address the multiple barriers faced by Adult Education students, including transportation, housing, childcare, physical and mental health, criminal justice system involvement, and disability, as well as academic and workforce development needs. Examples of strong partnership exist, such as between CCSF and community-based providers of job search assistance and of support services for adults with developmental disabilities; however, students typically must identify community services on their own, delivery of these services on-site at CCSF is limited, and little structure exists to facilitate coordination across providers and with CCSF.

Transition to College-Level Instruction and Employment

For students whose goals include rapid employment or career advancement, the college's internal resources to support career advising, job search and job placement assistance are limited. Examples exist of CCSF programs with strong work-based learning components, such as the Bridge to Biosciences program, and of successful partnerships with community-based organizations to enhance employment-related student support services. Many programs and services were stronger in recent memory than they are now, largely due to cuts in grant funding following the 2008 downturn, when counseling positions were terminated and innovative projects such as Bay Area Career Guide and CareerConnections could not be sustained.

Many Adult Education students do aspire to transition beyond ABE, ASE, ESL and short-term CTE programs and into college-level instruction, as demonstrated in responses to the AB86 student survey. While instructional strategies such as those explored by the High Quality Instruction Workgroup help to accelerate student progress along career pathways toward these goals, the Transition to College-Level Instruction and Employment Workgroup considered the importance of counseling and skill-building assistance to bridge the gap between Adult Education and stackable, credit-bearing coursework.

The Transition to College-Level Instruction and Employment Workgroup explored ways to leverage CCSF's instructional offerings to increase the rates at which students attain their goals of academic and career success. The workgroup mapped the existing services that support the transition to certificate and degree programs and employment, including career pathway counseling and dedicated job search support, and looked at ways to coordinate with CBOs and other institutions who provide job placement to help students with their transition to the workforce.

As an immediate outcome of AB86 planning, CCSF's Counseling, ESL, and Transitional Studies Departments launched an inaugural Career Fair for Adult Education students at the John Adams Campus on February 25, 2015. Designed specifically to promote educational and career opportunities for students currently enrolled in the AB86 Program Areas, this event was designed to raise awareness and assist students with navigation across various departments and CBO service providers.

Cross-Cutting Themes

Through discussion and research related to AB86 planning, the following cross-cutting themes emerged with significance across AB86 program areas, Objectives and workgroup topics:

1. Importance of common vision and leadership in support of Adult Education in San Francisco, including dedicated staffing of CCSF's noncredit and CTE programs;
2. Need to raise the profile of noncredit and CTE programs in the eyes of students, faculty, administrators, and community through strategic marketing and communications;
3. Critical need for expansion of student counseling and support services, in light of reductions in recent years;
4. Prevalence of student need for supports, such as childcare, transportation, mental health counseling, and other services available through partnerships and referral to community-based providers and resources;
5. Interest in replicating and scaling current effective practices, and in reviving past practices that were successful;
6. Need for coordination, points of contact, and "homes" for each Adult Education strategy;
7. Desire to institutionalize systems for employer engagement in the classrooms and for job placement;
8. Opportunities to improve use of technology, including online and mobile access, and data-sharing;

9. Commitment to develop meaningful ways to measure outcomes for noncredit students in open-entry/open-exit classes, and to participate in statewide efforts to measure successes of all CTE students (skills builders & completers); and
10. Importance of cross-training and other professional development for teachers, counselors, and staff on baseline and innovative services.

Alignment Across CCSF Initiatives

The AB86 planning objectives are closely related to those of four other current initiatives at the college: Student Equity (SEP), Student Success and Support Program (SSSP), Basic Skills, and Professional Development. Each of these initiatives is working to ensure equitable student access, increase successful outcomes, improve efficiencies, provide targeted professional development, and utilize evaluation to implement improvements. Through high-level coordination among the initiatives – as well as with the college’s Research and Planning division, Student Learning Outcomes (SLO) process, and Academic Senate -- AB86 is contributing an “adult learner lens” on the needs of CCSF students and the priorities for systemic change. The AB86 workgroups have engaged participants from each of the planning processes, to ensure that these efforts are complementary rather than duplicative and to identify opportunities for alignment and leveraging. The set of comprehensive strategies to emerge from the five initiatives will inform CCSF policies and programs to benefit all students, including adults with the most limited basic academic and vocational skills. Through an institutional commitment to alignment across AB86, Student Equity, SSSP, Basic Skills and other initiatives -- in the interest of the most vulnerable and underrepresented students – CCSF will demonstrate a model for the integration of Adult Education into the public postsecondary education system and the braiding of resources to equitably benefit all students.

CCSF’s 2014 Student Equity Report states that, “Because the greatest disproportionate impact is currently seen in course completion with African American, Pacific Islander and American Indian/Alaskan Native students and in transfer and attainment with African American, Filipino, Pacific Islander and Latino students, our 2014-2017 student equity goals focus on supporting these students and creating clear pathways to transfer success, as well as contextualized CTE pathways.” The Report proposes several strategies and activities relevant to AB86 planning, which include:

- Increase the placement results of basic skills students by standardizing and encouraging use of “bump-up” practices, and by expanding summer bridge programs;

- Increase the percentage of basic skills students that complete the matriculation process by streamlining steps in the process and providing more support for new students;
- Scale first year experience programs, contextualized learning communities, and CTE certificate programs with a proven track record, such as Metro Academies and Bridge to Biotech;
- Scale accelerated basic skills pathway courses, develop new approaches to acceleration, and expand these to noncredit ESL;
- Improve alignment between ESL and English course sequences;
- Leverage technologies, both new and existing, to implement relationship-based early alert systems and student counseling; and
- Create an Office of Student Equity and Success that will serve as a hub for the coordination of equity work on campus, a center for faculty and staff professional development, and a community support center for students, faculty, and staff.

As mandated by the California Community Colleges Chancellor's Office, the goal of the Student Success and Support Program (SSSP) is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist students in achieving their educational goal and declared course of study. The goals of CCSF's SSSP initiative – each one relevant to AB86 priorities -- include:

- Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement;
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students;
- Provide students with any assistance needed to define their course of study and develop a comprehensive student education plan (SEP) by the end of the third term but no later than completion of 15 units;
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation);
- Conduct institutional research related to the provision or evaluation of core SSSP services;
- Adopt technology that directly relates to the delivery of services, such as online orientation, advising, and student educational planning; and
- Provide faculty and staff professional development related to implementation of SSSP.

CCSF's Basic Skills Committee has developed a set of goals that are already guiding work during the current year and further the objectives of AB86, namely:

- Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit;
- Increase the success, retention and/or persistence of students with basic skills needs enrolled in general education, career and technical education, and degree-applicable and certificate courses and programs, both credit and noncredit;
- Increase the integration of instruction to and student services for students with basic skills needs; and
- Establish effective practices in basic skills Mathematics, English, ESL and/or Transitional Studies courses and programs by providing professional development of faculty/staff serving students with basic skills needs.

CCSF faculty are leading the development of a comprehensive Professional Development Plan that will further the objectives of each of these complementary initiatives, including AB86. The Plan describes cyclical processes of needs assessment, implementation, and evaluation, coordinated centrally through CCSF's Office of Professional Development. AB86's alignment with this Plan will ensure that institutional resources contribute to the development of CCSF's capacity to undertake the proposed strategies, in partnership with Consortium members and stakeholders.

In addition, CCSF's Education Master Plan (EMP) identifies a goal of "advancing student achievement in meeting educational goals." (Goal One) The process leading to the EMP identified several gaps and student support strategies that overlap with the AB86 process. AB86 planning built upon these identified areas, sought to understand them better, and developed plans to address gaps. These areas of focus include:

- Acknowledging the achievement gap among particular student demographics that exists across California, nationally, and also at CCSF, using outcome measurement and assessment to improve student learning and achievement;
- Prioritizing enrollment strategies and enrollment management techniques to ensure that CCSF is attracting and retaining students;
- Aligning programs and services with learner needs and developing targeted interventions for underperforming and underrepresented student groups;
- Building transparent structures that systematically engage students, faculty, staff, administrators, and community members in collaborative communication about improvements in access and success; and
- Exploring the expansion of flexible models of instructional delivery such as short-term courses, online, hybrid, and tech-enhanced delivery models.

A Note on Costs and Timelines

Throughout this Regional Comprehensive Plan, costs and timelines related to the recommended strategies are addressed, though not always with great specificity. The Consortium acknowledges that not all recommendations can or will be implemented immediately; however, they may be phased in over time as funding and capacity allow, and as they are integrated within the work of complementary initiatives and regional structures. Timelines are specified to the extent they are known or can be projected, with allowance for further discussion and coordination with institutional and regional stakeholders.

The Consortium has attempted to estimate the costs of these strategies as if each were a discrete project, largely through calculation of staffing needs and expenses. In many cases, economies of scale may be realized (for example, where a coordinator may be responsible for multiple projects), thereby reducing costs.

Because no “maintenance of effort” funds are dedicated to Adult Education programs and services through the K12 district or Adult Schools in San Francisco, the availability of dedicated resources to fund the proposed AB86 strategies is uncertain. Yet need is great, adequacy of programs and services is insufficient to meet student demand in the region, and additional resources will be necessary to address the gaps identified through the AB86 planning process. CCSF will continue to align planning and financing efforts in support of Adult Education, and the Consortium will seek to identify state and other funding to further its goals of high-quality instruction and student services for adult learners.

Table 4.1

Table 4.1 indicates the high-level gaps identified in the AB86 planning process and prioritized for the attention of the workgroups. Rather than duplicate Tables 3.1, 5.1, and 6.1, Table 4.1 references those tables, showing alignment between gaps and strategies.

Table N-14: San Francisco Adult Education Consortium AB86 Workgroup Structure

Workgroup	Topics of Focus	Key Members
Access and Matriculation	Marketing and outreach SFUSD & Charter links to CCSF Continuation high school link to CCSF Improved assessment CCSF matriculation experience	SFUSD Charter Schools CBOs CCSF DSPS
High-Quality Instruction	First year experience Learning communities/cohorts Contextualized basic skills Acceleration strategies Articulated sequences Multiple entry and exit points Core competencies	CCSF (All AB86 Areas) Academic Senate Advisory Committee on Learning Communities and Career Pathways Students DSPS CBOs
College Counseling and Support Services	Dedicated, trained counselors Goal-setting and planning Navigation Barrier removal/social services	CCSF Counseling DSPS Noncredit Issues Committee CBOs
Transition to College-Level Instruction and Employment	Concurrent enrollment Career pathway counseling Articulated sequences Partnerships supporting job placement	CCSF (All AB86 Areas) OEWD Academic Senate Advisory Committee on Learning Communities and Career Pathways DSPS, Veterans Services

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Access to Adult Education	High school, continuation high school, disconnected individuals and other transition strategies	(see Table 3.1)				
Persistence and Completion Toward Academic and Career Goals	High-quality instruction strategies	(see Table 5.1)				
	Transition to employment strategies	(see Table 3.1)				
Student Counseling and Supports	Counseling-related transition strategies	(see Table 3.1)				
	Counseling-related acceleration strategies	(see Table 5.1)				
Employment	Transition to employment strategies	(see Table 3.1)				
Instructor, Counselor, Administrator and Community Partner Professional Development	Professional development strategies	(see Table 6.1)				

OBJECTIVE #3: PLANS FOR PROGRAM INTEGRATION AND SEAMLESS TRANSITIONS

The Consortium's workgroups determined strategies to connect San Francisco residents in need with CCSF Adult Education programs and services; facilitate Adult Education students' transition from noncredit into credit programs; and connect Adult Education students with employment opportunities, all relevant to Objective #3.

Adult Education students at CCSF are fortunate that the college offers a vast array of noncredit and credit academic and/or career pathways leading to employment. Because Adult Education is integrated within San Francisco's single community college district, questions of placement, assessment, curriculum, and student performance outcomes alignment are looked at in terms of the SFUSD-CCSF transition, as well as in terms of student progression within the CCSF system.

As summarized in Table 3.1, the workgroups identified several existing practices at CCSF and in partnership with SFUSD that should be scaled to reach additional current and potential Adult Education students:

- The Bridge to Success program, which instituted **co-counseling between SFUSD and CCSF counselors** and **early college enrollment in the high schools**. Since a start-up grant from the Gates Foundation has ended, elements of the program will continue, while others cannot be sustained; however, its value toward creating seamless transitions between the districts is evident, and it should be continued and expanded as a model initiative.
- Through Bridge to Success and other efforts, CCSF has recently **improved assessment and placement** practices. The college has shortened the period required to re-take an assessment test and has instituted "bump-up" policies to place students in higher levels of basic English and Math based upon high school performance. The college should continue to explore needs and opportunities to expand innovative practices such as these.
- Early college credit initiatives have established **articulation agreements** between SFUSD and CCSF and secured college credit for SFUSD students in their fifth year of high school who earn credits 7 to 11 through **concurrent enrollment**. Such practices can be expanded to benefit greater numbers of students, preparing them to place out of noncredit and accelerating their progress along credit sequences.
- Gateway to College serves students ages 16 to 21 who have dropped out of SFUSD or may not graduate. Students take **dual enrollment** courses at CCSF that fulfill requirements toward a high school diploma and a college degree or certificate. The program serves small numbers, but elements that make this

model successful could be expanded to CTE pathways and other first year experiences.

- **FRISCO Day**, described elsewhere in this Plan, is an effective communication and marketing opportunity connecting SFUSD students with CCSF programs; to date, however, it has not promoted noncredit and CTE programs in favor of credit and transfer pathways. Consortium members would like to expand collaboration on this event to reach greater numbers of students with information about the full range of educational options.
- SFUSD special education counselors cite the immense value of CCSF education for students with disabilities, yet many fail to transition to college when they age out of the K12 district. More dedicated guidance and enrollment assistance could **direct high school students with disabilities to DSPS programs and services** at the college
- CCSF's **high school diploma programs** – such as Gateway to College, which empowers youth who have dropped out of high school or are not on track to graduate to earn a diploma and dual credit – could be expanded in partnership with SFUSD to serve greater numbers of students.
- CCSF's LERN courses and DSPS Strategy Labs provide Adult Education students with **college success, study skills, and job search instruction** that is critical to their academic and career success. These concepts should be integrated within a wider selection of Adult Education offerings, adapting the LERN and DSPS models, and could be made a pre-requisite or requirement for CTE programs. Job search skills training and support has also been provided through CBO partnerships, which could be expanded and sustained.
- CCSF's ESL Department currently offers several courses that are **dually listed as credit and noncredit**, leaving it at the discretion of the student to determine the best fit for their academic and career goals. This has been found to ease students' transition from noncredit to credit (and back again, as appropriate) and could easily be applied to other Adult Education courses.
- CCSF currently delivers ESL **noncredit and credit courses within a single department**, easing transition and facilitating coordination across classes and programs. This arrangement could change under a proposed departmental restructuring; AB86 workgroup members recommend that it be maintained for the benefit of Adult Education students.
- Steps to Credit is a set of **services designed to facilitate students' transition from noncredit to credit courses**, including workshops, orientations, placement assessment, financial aid information, education planning, and counseling. This successful program could be better publicized and expanded to include "bridge to credit" classes that equip students with the information and skills they will need to succeed. Building upon the Steps to Credit mission, CCSF should consider

offering priority registration to participating students, delivering first courses in the credit sequences accessibly at the Mission and Chinatown centers, and bringing the credit placement test into noncredit programs and centers.

- Several existing Adult Education programs at CCSF – Bridge to Biosciences, CityBuild, Vocational Office Training Program, and others -- utilize **work-based learning** experiences to prepare students for employment and improve their chances of securing a job right out of college. These programs may serve as models for a greater expansion of work experience to ease transition to the workforce. For high school students, this could include experiential introductions to CTE programs and related careers.
- **Expansion of counseling services** is critical to seamless transitions. SFUSD and CCSF would each benefit from increased counseling staff capacity, especially given the significant cuts made to these services in recent years. Additionally, practices such as **embedded counseling** and faculty release time for one-on-one program advising in Adult Education programs have demonstrated results. The Consortium supports increased resource allocation to counseling services, with equitable access for Adult Education and other CCSF students.

Additionally, the workgroups have named several strategies that should be the focus of future innovation and reform, including:

- Increased **marketing of noncredit and CTE options**, in addition to the transfer track toward a 4-year degree. This is critical if the innovative high-quality instructional strategies described in this Plan are to reach greater numbers of Adult Education students. Targeted outreach is needed to engage priority “opportunity student” populations, such as disconnected youth, 1.5 generation students, AB540-eligible individuals, former foster youth, veterans, adults with disabilities, and CCSF students with unclear pathways.
- **Courses delivered at community locations**, in collaboration with OEWD and community-based organizations. Successful past models exist and were typically grant-funded, suggesting the need for strategies to institutionalize effective practices and partnerships.
- A coordinated, collaborative system to guide students into CCSF and onto appropriate career pathways. This should encompass:
 - Universal, streamlined and consistent **assessment and admissions practices**, offered equitably across CCSF Centers and to noncredit and CTE students;
 - Access to **multiple enrollment options**, including online, in-person and offsite enrollment for credit and noncredit students;

- Access to an **online menu of program options**, inclusive of dual enrollment, concurrent enrollment, high school diploma and equivalency programs, and the full range of Adult Education courses;
- Structured **counseling**, consistent across CCSF Centers and partners, that helps a student navigate this menu, define an Education Plan (deemed by the Consortium to be critical not only for credit students, but for noncredit students as well), set out on a pathway, and pursue employment;
- Selected counseling and informational resources available by **mobile van**, to maximize accessibility;
- **Orientation tailored to the needs of the student**, i.e. high school graduate, high school non-completer, re-entry, veteran, DSPS, English language learner, etc.;
- **Summer bridge and/or first-year experience programs** that orient the “opportunity student” to campus and college instruction

Beyond these specific strategies, the workgroups looked at ways to deepen relationships and integrate services across the large network of community-based providers, educators, public agencies and others who reach current and potential Adult Education students. These partnerships may engage underserved and high-need populations and support their successful transitions into and out of CCSF Adult Education. In particular, AB86 planning identified the following priorities:

- Improved **student data sharing** across SFUSD, CCSF and other public systems. This is not a new effort and builds upon significant past work and current statewide and regional initiatives, such as the SB1070 consortium, the CCCCO LaunchBoard and Cal-PASS Plus, and efforts overseen by San Francisco’s Department of Children, Youth and their Families (DCYF). Work remains to establish data sharing norms and protocols and to use the data to better support students transitioning across systems. It is also essential that partners develop meaningful ways to measure outcomes for noncredit students in open-entry/open-exit classes, and to participate in statewide efforts to measure the successes of all CTE students, both “skills builders” and those pursuing a certificate and degree; and
- A **coordinating body** of instructors, counselors, and staff members across secondary and post-secondary education, other public agencies, and community-based organizations, to facilitate on-going communication, information-sharing, problem-solving, cross-site presence, cross-referrals, advocacy, and systems reform efforts.

A walking poll of 69 students at CCSF’s Downtown, Evans and John Adams centers aimed to validate and gain additional input on the workgroup recommendations by asking students to identify priorities among them. Transition strategies favored by the students included accessible online applications for noncredit classes, and availability of a “job developer who will help find a job in the field I’m interested in.”

Table 3.1

Table 3.1 summarizes strategies and plans to create seamless transitions into and beyond Adult Education in San Francisco. The column “Estimates of the Cost” includes rough figures and average costs that may be used in the future to calculate detailed budgets; at this time, the scale and specifics of implementation have not yet been determined, so more precise calculations are not possible.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
High school to noncredit (NC) and CTE	High school transition strategies, including improved placement/assessment, early enrollment, and collaborative counseling (Bridge to Success model)	Counselor time (SFUSD and CCSF)	Past foundation grant funding \$3 million/5 years	CCSF, SFUSD	# early enrollments while in SFUSD # higher placements in Basic Skills sequence # progressing in Basic Skills sequence following improved placement	Bridge to Success work ongoing; fundraising priority
	Early college credit strategies, including concurrent enrollment, dual enrollment and articulation agreements	Instructor and administrator time (SFUSD and CCSF)	Incremental staff costs	CCSF, SFUSD	# receive college credit prior to high school completion	TBD
	Expanded annual FRISCO Day to include NC and CTE marketing	Counselor time (SFUSD and CCSF)	\$2000 non-instr. hours	CCSF, SFUSD	# students at FRISCO Day indicate interest in NC and CTE	April 2015
	Direction of SFUSD students with disabilities into CCSF	SFUSD and CCSF disabled student services personnel	Incremental staff costs	CCSF, SFUSD	# SFUSD students with disabilities who enroll in CCSF	TBD
	Summer NC courses marketed as a chance to try college	Instructor time Counselor time	Average instructional cost of \$6-7,000 per class	CCSF, SFUSD	# new students enroll in summer NC courses	May 2015

Continuation high school to NC and CTE	Expanded high school diploma or equivalency programs that form connections to the college and graduate students with college credit (Gateway to College model)	Instructor time Counselor time	Roughly \$94,000/ FTE teacher/ counselor	CCSF, SFUSD	# enrolled # attain diploma # persist in next semester	TBD
Disconnected individuals to NC and CTE	Targeted outreach and marketing to disconnected youth, AB540-eligible individuals, 1.5 generation students, CCSF students with unclear pathway, former foster youth, veterans, adults with disabilities, and other target populations	Counselor time (SFUSD and CCSF) CBO staff time Marketing Coordinator Marketing materials	Roughly \$94,000/ FTE counselor, \$25,000, negotiated marketing contract, and incremental staff costs	CCSF, SFUSD, DCYF	# student enrollments, disaggregated by target population	FRISCO Day April 2015; TBD
	Orientation tailored to needs of target populations	Counselor time	Roughly \$94,000/ FTE counselor	CCSF	# attend orientation	Fall 2015
All to NC and CTE	Delivery of CCSF classes at accessible community locations	Instructor time Facilities	Average instructional cost of \$6-7,000 per class, facilities expenses or in-kind	CCSF, CBOs	# student enrollments	TBD
	Streamlined, more friendly and efficient assessment, application, and matriculation process,	Administrator time	Incremental staff costs	CCSF	Survey evidence of ease of matriculation process # student enrollments	TBD

	available equitably at all CCSF Centers					
	Expanded access to enrollment through offsite, online, and in-person assistance options	Technology costs Counselor time Marketing costs	\$50,000	CCSF	Survey evidence of ease of matriculation process # student enrollments	TBD
NC to credit (C)	Dual-listed (C and NC) ESL and Basic Skills courses	Minimal instructor coordination time	\$0	CCSF	# dual-listed ESL/Basic Skills courses	Ongoing
	Maintenance of NC and C courses within single department (ESL example)	No additional resources needed	\$0	CCSF	Maintain current status	Ongoing
	Expanded and improved NC student advising, counseling and “bridge to credit” courses (Steps to Credit model)	Counselor time	Roughly \$94,000/ FTE counselor	CCSF	# served by Steps to Credit # enroll in Credit courses out of NC	TBD
NC and CTE to employment	Centrally coordinated career supports across pathway programs and system-wide	Dean time Technology expenses	Incremental staff costs, technology costs TBD	CCSF	Demonstration of coordinated systems and supports # gain work experience # secure paid employment	TBD
	Job readiness/soft skills/job search courses and integrated curriculum	Instructor curriculum development time Instructor time	Average instructional cost of \$6-7,000 per class	CCSF	# complete job readiness/soft skills/job search modules	TBD

	Integrated work experience/ internships (Pre-apprenticeship, apprenticeship, Hospitality Vocational Training Program, Vocational Office Training Program, and Bridge to Biosciences models)	Coordinator time CTE and ESL/Basic Skills instructor coordination and curriculum development time Industry in-kind contributions of supervision time and/or student wages	Roughly \$94,000/ FTE faculty Coordinator, or \$55/ hr instructor release time	CCSF, OEWD, CBOs, industry partners	# gain work experience Employer satisfaction # secure paid employment	TBD
	Improved CCSF-CBO connections to provide job search support	Contracts to CBOs to deliver job search support	Variable costs of CBO contracts	CCSF, CBOs, industry partners	# secure paid employment	TBD; align with OEWD grant cycles
All transition strategies	Expansion/re-staffing of enrollment and matriculation counseling equitably at all CCSF Centers	Counselor time Volunteer time	Roughly \$94,000/ FTE counselor	CCSF, CBOs	# Counselors # students served by counseling # students enrolled (vs. # who inquire or begin matriculation process)	TBD
	Expansion/re-staffing of employment counseling, equitably at all CCSF Centers, including general Counselor availability and integrated/embedded	Counselor time Volunteer time	Roughly \$94,000/ FTE counselor	CCSF, CBOs	# Counselors # students served by counseling # job placements	TBD

	Counselors					
	Use of technology-enabled counseling resources – including a mobile van/kiosk -- to expand and improve current counseling capacity, including matriculation and career services	Technology-related expenses Mobile van/kiosk	Van, equipment, personnel \$380,000	CCSF	New technology-enabled services implemented # students served by counseling	TBD
	Education Plan development and use as a counseling tool for NC students	Counselor time	Roughly \$94,000/ FTE counselor	CCSF, SFUSD	# students develop an Education Plan	Fall 2015
	Improved sharing and use of NC and CTE student academic and employment data across systems, using Cal-PASS Plus and other tools	Coordination time Technology-related expenses (TBD)	Roughly \$50,000 for .5FTE coordinator	CCSF, SFUSD, other partners	Integrated data-sharing systems, norms, protocols, and procedures for review and reflection upon data	TBD
	CCSF-CBO coordinating body to facilitate and expand student support partnerships	Coordination time	Roughly \$50,000 for .5FTE coordinator	CCSF, CBOs	Coordinating body established and meeting regularly with consistent participation	Fall 2015

OBJECTIVE #5: PLANS TO IMPLEMENT ACCELERATION STRATEGIES

The Consortium's workgroups were tasked with developing and documenting plans to accelerate San Francisco students' progress through and completion of Adult Education courses and along career pathways. The High Quality Instruction Workgroup focused on aspects of this objective related to classroom instruction, while the College Counseling and Support Services Workgroup recommended ways student supports may be integrated and embedded within instructional programs to accelerate progress and support retention and completion. The Access & Matriculation Workgroup also contributed to these strategies, with particular interest in the importance of cohort-based instruction and structured first- year experience programs for easing the transition to college.

The workgroups identified a number of effective practices that are either currently offered by CCSF or proposed for expansion at the college. Workgroup members noted the success of several existing programs as impetus to replicate and scale them; however, analysis of resource needs and costs makes clear that this cannot be achieved with existing apportionment funding alone. Flexible funding will be required to start up programs (design approach, develop or adapt curricula, deliver professional development, plan for evaluation and refinement), and a strategic funding model and institutional commitments will be necessary to sustain them. The recommendation of the Consortium is that the following programs be prioritized for replication, due to their demonstrated effectiveness at accelerating Adult Education student progression:

- The **Career Advancement Academy (CAA)** cohort-based bridge programs, inclusive of contextualized basic skills instruction, career focused coursework, and extensive student support services. CAAs have been implemented successfully at CCSF in four departments and provide a framework for scale: the Academic Senate Advisory Committee on Learning Communities and Career Pathways is currently working with the CCSF Evans Center to build a contextualized bridge program for automotive and motorcycle maintenance students who need basic reading, writing, and communication skills
- The **Bridge to Biosciences (B2B)** model of linked contextualized ESL/Basic Skills and CTE courses. CCSF's Student Equity Planning (SEP) co-chairs and the Academic Senate Advisory Committee on Learning Communities and Career Pathways are working to develop several of these Bridges, including the Bridge to PhyTech (Physical

- Sciences for Technology Jobs), which will offer students relevant job training in a high demand field while creating a bridge to transfer pathways.
- CCSF's **modified I-BEST** model, offering co-taught contextualized ESL/Basic Skills and vocational training and work experience. CCSF has experimented with various ways of utilizing Adult Education instructors in the classroom and holds this up as a model career pathway program for students with limited basic skills, easing their transition from noncredit to credit courses and positioning them on a career pathway in a high-demand sector.
 - The **Metro Academy** model, which establishes cohorts of transfer-focused CTE students. CCSF is adapting its current Metro Academy model (in health and in early childhood education) to a Metro STEM that articulates to both CSU and UC systems. The B2B and Bridge to PhyTech students interested in transferring will have a direct link to the Metro STEM Academy, extending their pathways to careers. This program will also recruit from SFUSD and other CCSF programs and services.
 - CCSF's **high school diploma and HSET programs** serve as bridges into other Adult Education and college level classes. Course sections could be tailored to the needs of English-language learners by integrating ESL instruction, or for job-seekers through **concurrent high school diploma or equivalency instruction and coursework leading to a CTE certificate**. This may require a waiver for students taking CTE courses without a high school diploma.
 - San Francisco has a long history of successful **partnerships between CCSF and community-based organizations to deliver CTE and ESL/basic skills instruction integrated with counseling and support services**. These programs, such as the Chinatown Restaurant Worker Career Ladder Program, reach populations that might otherwise not access college and provide them with comprehensive education and supports to facilitate their retention and success. Typically grant-funded, the programs can be hard to sustain but are recognized for their unique ability to bring quality Adult Education into accessible community settings.
 - **Pre-apprenticeship and apprenticeship programs** are a demonstrated earn-and-learn strategy that supports students along an educational pathway and into a high-demand field. CCSF has a model public-private partnership in the CityBuild program, and the expansion of apprenticeships with accessible on-ramps has the potential to benefit increased numbers of Adult Education students.

The strong track records of these existing programs present opportunities to leverage expertise from within to replicate and scale them, for the benefit of greater numbers of students in need. Workgroup members acknowledge, however, that this goal cannot be realized independent of the other AB86 strategies included in this Plan. These innovative programs require extensive marketing to enroll full cohorts; training and coaching of faculty to instill understanding of their key elements; engagement of employers to fulfill work-based learning objectives; ongoing time dedicated to inter-departmental coordination; and rigorous collection and review of student data to ensure that new approaches yield results. Each of these essential ingredients is addressed by the AB86 recommendations, and implemented in unison they promise strong outcomes for program participants.

In the future, additional attention should be given to evaluating the effectiveness of these programs, as this evidence will be key to their further expansion in San Francisco and statewide.

The Consortium also recognizes the importance of lifelong learning, including courses in Health and Nutrition, Physical Fitness, and Computer Literacy, which are vital resources for the region's older adults, adults with disabilities, immigrants, and other vulnerable populations.

Student counseling and support services are a critical ingredient in many of the proven models that accelerate Adult Education student success, and their inclusion in this Plan was prioritized by each of the Consortium's workgroups. An overarching concern was the highly limited availability of student **counseling and advising**, both in the high schools and at CCSF. Since 2005, twelve counseling positions at the college have been lost, and noncredit students in particular have little opportunity to speak with someone about their course selection, career pathway aspirations, navigation of college resources, or employment needs. As mentioned in the response to Objective #3 above, collaborative counseling between SFUSD and CCSF is needed to ease student transition, yet capacity is currently inadequate for the school site visits, orientations, enrollment assistance and college advising that are envisioned by the Consortium. Informed counseling for students with disabilities is also essential to their access to and success on a skill-building pathway. Counseling that is embedded within a basic skills or CTE program is most accessible and customizable to the needs of the students and the industry sector, as has been demonstrated by many of the program models recommended in this Plan for expansion; however, universal high need suggests the importance of equitable access to counseling services across Adult Education student populations. Counseling must include academic advising, college navigation support,

Education Plan development, and career pathway advising, as well as referrals to an array of college and community-based support services. This Plan recommends a significant expansion of counseling resources accessible to Adult Education students; and the equitable distribution of counselors across CCSF centers and programs, making use of student data to allocate counselor time based on relative need above a baseline.

Several other forms of vital student services were identified and prioritized by the Consortium. **Peer mentoring** has been shown to deepen student connections to the campus community, provides accessible advising and navigation support, and may expand the capacity of the counseling department to reach greater numbers of Adult Education students with personalized assistance. **Academic tutoring** also supports student acceleration along sequences of basic skills and CTE coursework and could be made more available to Adult Education students. Instruction in **college success and study skills** – whether integrated within Adult Education courses or offered as stand-alone courses – is also valuable, particularly as students transition from noncredit to credit. For students with need for more intensive support services, the Consortium recommended dedicating **licensed social workers** to assist with barrier removal and retention strategies. SFUSD’s Wellness Centers locate social workers on high school campuses, and this model may be adapted to the community college setting by the Consortium.

As the expansion of support services was discussed, the Consortium recognized the barriers to Adult Education student awareness of and familiarity with available resources. Proposed solutions include an annual **student resource fair**, which would invite CCSF departments and programs, as well as community-based providers, to market their services; and the re-establishment of a **Student Teaching and Learning Center** at CCSF as a central hub for student support.

To support the advising, navigation and referral work of counselors, case managers and instructors, the Consortium recommends the centralization of information on Adult Education programs and services, eligibility, enrollment requirements, and points of contact in a **searchable database**. Driven by CCSF -- though ideally inclusive of other education and service providers -- this database will address a need for accessible, complete and up-to-date online resources as the foundation of a student-friendly Adult Education system. Consortium members identified several databases existing in the region that could be optimized for this purpose (www.sf4tay.org, www.sf311.org, www.1deg.org, and others), though ultimately a system housed within CCSF may be most valuable to the college’s Adult Education students.

When 69 students at the Downtown, Evans and John Adams centers were asked their preferences among the AB86 recommendations, favored strategies included programs “with counseling and supports to help me understand my options and achieve my goals” and “that include job training and the English/math classes I need,” and apprenticeship programs. Students also indicated preference for information resources on “what CCSF classes will help me quickly learn skills for a career,” “online information about all my classes,” “counseling to help me navigate the college,” “tutoring and other academic assistance,” and work-based learning opportunities such as internships.

Table 5.1

Table 5.1 summarizes the programs and services recommended for implementation or expansion to accelerate Adult Education student progress toward academic and career goals. The column “Estimates of the Cost” includes rough figures and average costs that may be used in the future to calculate detailed budgets; at this time, the scale and specifics of implementation have not yet been determined, so more precise calculations are not possible.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
High Quality Instruction						
Cohort-based Bridge programs, with career focus, contextualized basic skills content, and support services (CAA model)	<ul style="list-style-type: none"> • ID opportunity departments/ courses • Identify funding • Identify faculty • Professional development • Curriculum development • Recruitment and implementation 	Instructor curriculum development, coordination, and mentoring time	Roughly \$94,000/ FTE coordinat or	CCSF	# enrolled # complete # units attained/student GPA # persist to next semester	Fall 2015
Inter-departmental high school diploma or equivalency programs, such as programs with ESL focus and/or concurrent with CTE certificate program	<ul style="list-style-type: none"> • Prioritize new program developments • Identify funding • Identify faculty • Curriculum development • Recruitment and implementation 	Instructor curriculum development, coordination	Roughly \$35,000/. 3 FTE coordinat or	CCSF, SFUSD	# enrolled # attain diploma # attain CTE certificate	TBD

Co-taught contextualized ESL/Basic Skills and career training (modified I-BEST model)	<ul style="list-style-type: none"> • ID opportunity departments/ courses • Identify funding • Identify faculty • Professional development • Curriculum development • Recruitment and implementation 	Instructor co-teaching, curriculum development, mentoring and coordination time	Roughly \$35,000/. 3 FTE coordinator	CCSF	# enrolled # complete # units attained/student GPA # attain CTE certificate	TBD
Linked contextualized ESL/Basic Skills and CTE courses (Bridge to Biosciences model)	<ul style="list-style-type: none"> • ID opportunity departments/ courses • Identify funding • Identify faculty • Professional development • Curriculum development • Recruitment and implementation 	Instructor curriculum development and coordination time	Roughly \$35,000/. 3 FTE coordinator	CCSF	# enrolled # complete # units attained/student GPA # attain CTE certificate # secure paid employment # persist to next semester Employer satisfaction	TBD
Cohort-based, transfer-focused CTE programs (Metro Academy model)	<ul style="list-style-type: none"> • ID opportunity departments/ courses • Identify funding • Identify faculty 	Instructor curriculum development and coordination	Roughly \$35,000/. 3 FTE coordinator	CCSF	# enrolled # complete # units attained/student GPA	TBD

	<ul style="list-style-type: none"> • Professional development • Curriculum development • Recruitment and implementation 	time			# transfer	
Collaborative CCSF-CBO CTE programs	<ul style="list-style-type: none"> • Identify replicable models • Collaborative program and curriculum development • Recruitment and implementation 	CBO contracts CCSF and CBO curriculum development and coordination time	Roughly \$35,000/. 3 FTE coordinat or	CCSF CBOs CCSF-CBO Coordinating Body	# enrolled # complete # units attained # transition from CBO to CCSF enrollment	TBD; align with OEWD grant cycle
Expanded pre-apprenticeship and apprenticeship programs	<ul style="list-style-type: none"> • Employer engagement • Partner engagement • ID opportunity departments/ courses • Define funding model • Register apprenticeship • Identify funding • Identify faculty • Professional 	Employer engagement and coordination staff time; instructor curriculum development and coordination time	Roughly \$35,000/. 3 FTE coordinat or	CCSF, industry partners	# enrolled # apprentices registered # complete Employer satisfaction	TBD

	<ul style="list-style-type: none"> development • Curriculum development • Recruitment and implementation 					
Sustained and expanded non-vocational programs for lifelong learners	<ul style="list-style-type: none"> • Expand course sections 	Instructor time	Average instructional cost of \$6-7,000 per class	CCSF	# enrolled	Fall 2015
Student Counseling and Support Services						
Searchable database of information on NC and CTE programs and services, eligibility, points of contact	<ul style="list-style-type: none"> • Gather information • Design approach • Develop online system • Train in use of system • Designate staff to keep up to date on an ongoing basis 	Technology development costs, possible outsource to contractors Dean and Instructor time	Negotiated contract, up to \$150,000	CCSF, CBOs	# website hits Survey evidence of value of database	CTE Summit March 13 launch; prototype by Fall 2015
Expanded, integrated, and embedded navigation and academic counseling services, equitably serving NC and C and across all CCSF	<ul style="list-style-type: none"> • ID priority needs • Identify funding • Hire counselors • Identify effective practices/approaches • Professional 	Counselor time; Counselor professional development	Roughly \$94,000/FTE counselor	CCSF, CBOs	# served by counseling # FTE counselors	TBD

Centers	<ul style="list-style-type: none"> development • Coordinate with Adult Ed programs 					
Use of data to rotate counselor availability as needed across centers	<ul style="list-style-type: none"> • Assess institutional feasibility • Design approach • Define data points • Collect data and systematize • Launch counselor rotation 	Research time, planning and coordination time	Incremental staff time, roughly \$94,000/FTE additional counselor	CCSF	# served by counseling, by center	Dependent upon institutional feasibility assessment
Re-establishment of Student Teaching and Learning Center as student service hub	<ul style="list-style-type: none"> • Revisit past practices and lessons learned • Design approach • Hire and train counselors • Launch Center 	Dean, Instructor and Counselor planning, program development and coordination time Counselor time	Roughly \$94,000/FTE counselor	CCSF	# served by STL Center	TBD
Annual student resource fair	<ul style="list-style-type: none"> • Establish coordinating team • Plan and market event • Hold event 	Counselor and administrator time Marketing Informational materials	Roughly \$5000 per event	CCSF, CBOs	# attend event Survey evidence of services accessed	Fall semester (annual)
Expanded access to college success/study	<ul style="list-style-type: none"> • Develop curriculum • Professional 	Instructor time	Average instructio	CCSF	# complete college	TBD

skills instruction	development <ul style="list-style-type: none"> • Embed in existing or offer new courses 		nal cost of \$6-7,000 per class		success/study skills modules	
Expanded tutoring resources	<ul style="list-style-type: none"> • Design approach • Hire and implement 	Coordinator time Tutor time	Roughly \$50,000 per teaching assistant	CCSF, CBOs	# enroll in and receive tutoring assistance	TBD
Peer mentoring for academic and social support	<ul style="list-style-type: none"> • Define peer mentoring model • Identify funding • Establish Coordinator • Develop training program • Recruit peer mentors • Deliver training • Coordinate with Adult Ed programs 	Coordinator time Peer mentor marketing, training, stipends, materials	Roughly \$94,000/FTE Coordinator or Roughly \$5,000 per PD event/8 participants	CCSF	# peer mentors # served by peer mentor Retention and success of students served by peer mentor	TBD
Expanded DSPS counseling	<ul style="list-style-type: none"> • Assess needs • Hire and train Counselors 	Counselor time	Roughly \$94,000/FTE counselor			TBD
CCSF social workers	<ul style="list-style-type: none"> • Access professional development and peer support on 	Social Worker time	Roughly \$94,000/FTE social	CCSF, SFUSD	# served by social worker Retention and success of	TBD

	SFUSD Wellness Center model <ul style="list-style-type: none">• Adapt SFUSD Wellness Center model• Identify funding• Hire licensed social workers• Implement program		worker		students served by social worker	
--	---	--	--------	--	----------------------------------	--

OBJECTIVE #6: PROFESSIONAL DEVELOPMENT PLAN

Throughout the AB86 planning process, the Consortium and its workgroups noted priorities and opportunities for professional development to support the effective implementation of strategies. This collaborative professional development plan is aligned with the strategies identified in Objectives #3, 4 and 5, as well as with the complementary interests of aligned CCSF initiatives and the regional structures described in response to Objective #7 below.

As mentioned previously in this Plan, the AB86 Consortium's recommendations will be integrated with the priorities of several related CCSF initiatives in order to establish and resource a comprehensive professional development plan for CCSF and its partners. CCSF's recent Education Master Plan and Student Equity Report identify several specific goals and strategies related to professional development. The Education Master Plan states the college's intention to "create sound and sustainable professional development opportunities for all administrators, classified staff, and faculty; create opportunities for the entire college community including students, to engage in learning experiences that promote communication, leadership skills, and ethical decision-making; and identify scalable effective innovation and promote innovation (e.g. through collaborations and partnerships)." The Student Equity Report articulates plans to implement annual workshops and professional development institutes with an equity focus. It also describes a goal to create faculty inquiry groups and learning communities to support acceleration strategy and pathway design and development, and to provide venues for training about innovative and multicultural curriculum for underrepresented students. CCSF's Academic Senate Professional Development Committee, with input from the Student Equity Strategies Committee and others, guides the development of the District Professional Development Plan, which will be advised by the Consortium to incorporate priorities identified through AB86 planning.

Due to the central role of CCSF in the delivery of Adult Education in San Francisco, many of the professional development activities described here involve collaboration across departments and programs within CCSF. Others involve collaboration among regional partners to foster improved systems integration and common understanding of effective practices.

The Consortium has not specified the frequency and delivery mode of every collaborative professional development strategy, in part because this seems premature given the uncertainty about availability of resources, and in part due to a desire to align development of a professional development plan with CCSF's multiple related initiatives. Planning will continue over the coming months to add a greater level of detail to a list of collaborative professional development priorities for the coming year and ongoing.

Current Professional Development Activities

Current professional development activities involving the region's Adult Education faculty and staff include:

- Annual Flex Day workshops. Recent topics have included Improving Student Retention, Success, and Persistence with Contextualized Basic Skills Courses, and Finding Student Voices Through Pedagogy: College Student Development;
- Workshops offered through the Multicultural Infusion Project (MIP) focused on Multicultural Critical Pedagogy, Multiple Intelligences and Culture, Cultural Wealth and the Cultural Dimensions of Education, in the service of creating more dialogue around issues of equity and engaging pedagogy;
- Annual CCSF Pathways Summit, offered by CCSF, SFUSD, and OEWD this year on March 13, which invites counselors and CBOs to learn about career pathway programs;
- Annual ESL Colloquium, the next to be offered March 7, 2014 on the topic "Pathways to Success." The Colloquium invites CCSF faculty and staff and the broader ESL community to workshops on instructional strategies, use of technology, student equity, career pathways, student data analysis, and coordination between noncredit and credit programs;
- Annual ESL Tech Camp, where instructors learn and share ideas about using technology for instruction;
- Annual CCSF Equity Institute, which offers workshops and presentations on teaching and learning strategies to support diversity and equity at the college;
- Hosted by OEWD and the Mayor's Office of Civic Innovation, a 2014 design workshop to create digital solutions for accelerated English language learning to increase employment opportunities involved multiple AB86 partners and may be repeated in the future;
- Regular CCSF department meetings and trainings;
- Customer service and other training for CCSF classified staff; and
- Participation in professional conferences.

Professional Development Gaps

AB86 planning identified several professional development gaps that are addressed through this Plan:

- For Adult Education faculty, training on cohort-based instruction and other high-quality instructional strategies (CAAs, I-BEST, Bridge to Biosciences, Metro Academy, and apprenticeship programs); integration of work-based learning

methods; diversity and cultural competency; and to build awareness of the life situations of Adult Education students;

- For counselors and staff, training and updated manuals on matriculation procedures; current Adult Education options; peer mentoring; innovative uses of technology; Education Plan development; and diversity and cultural competency;
- For administrators, training on effective practices in assessment and placement; early college credit; high school equivalency; matriculation and orientation; counseling and student support; uses of technology; and instructional methods; and
- For community-based organizations and workforce development professionals, education on the availability of Adult Education and referral resources.

Through AB86 planning, the Consortium also identified needs for capacity that may not be addressed through professional development and training, but which nevertheless must be considered if the proposed strategies are to be implemented and their benefits are to be sustained. One of these is the need for dedicated leadership and staffing to represent the needs and interests of CCSF's noncredit and CTE programs. The other is the need for "homes" for each proposed strategy, or designated point persons to coordinate and oversee the results of the work. These two needs may be addressed not through specific professional development strategies but under a strategic approach to staffing and structuring of Adult Education programs and services at the college.

Proposed Professional Development Strategies

The attached Table 6.2 describes professional development strategies that will engage multiple programs, departments, and organizations in collaborative learning, problem solving, and implementation of solutions to address gaps in Adult Education. Most strategies have the potential to involve and improve services across the AB86 Program Areas. Costs are estimated based upon a standard fee to deliver training in an in-person, small group setting, which is the preferred delivery mode; however, further exploration may identify cost effective means of disseminating information and building capacity using online or hybrid modes, or by integrating professional development within existing events such as the Pathways Summit or ESL Colloquium.

To support the implementation of student access and matriculation strategies, the Consortium proposes to train counselors and staff on effective practices such as those offered through Bridge to Success, so that these may be scaled and institutionalized. This may involve inviting guest speakers from CCSF and from other high schools and colleges, and sharing tools and materials used locally and at other sites. Because an individual's initial point of contact is so critical to successful matriculation, the Consortium also recommends training all CCSF front-line staff on available noncredit

and CTE programs – including training on use of the searchable database, once available – and on noncredit and credit application and matriculation processes. Specifically to increase the enrollment of students with disabilities, the Consortium recommends cross-training SFUSD special education and CCSF DSPS counselors on ways to direct these students to CCSF courses and encourage their successful transition.

The professional development of counselors serving Adult Education students is a priority, both to build the capacity of and improve collaboration among current counselors, as well as to onboard an expanded counseling staff. Cross-training among CCSF, SFUSD and CBO counselors will result in common understanding and application of effective practices, while increasing general awareness of noncredit and CTE program options. When a searchable database of Adult Education programs has been developed, training on its content and use will be essential to realizing its potential.

The delivery of high-quality Adult Education instruction – in particular the interdisciplinary programs proposed for replication and institutionalization – will require not only faculty time for planning and curriculum development, but also training on effective practices to improve student acceleration and success. CCSF has in-house capacity – or may invite outside speakers – to train on models such as Bridge to Biosciences, CAAs, Metro Academy and the adapted I-BEST model used in San Francisco. Across programs and departments, training on employer engagement and the effective integration of work-based learning activities will inform the implementation of this strategy.

A recommendation to facilitate CCSF students' transition to employment is the centralization of coordinated employer engagement and job search/job placement support, and this will require training of instructors, counselors, deans and others on the services available and the means of accessing them. This training may involve OEWD and other community partners in sharing information and resources available to Adult Education students, as well as collaborative design of ways to maximize student access to these resources across departments and programs.

Collaborative training will be necessary to realize stronger connections between CCSF Adult Education and community-based providers of education, employment, and support services. This may be designed and delivered through the proposed CCSF-CBO coordinating body, which will convene partners to identify and address needs for such collaborative efforts. Through the AB86 planning process, partners identified the need for a CCSF Partnership Toolkit, which will outline opportunities and practical steps

necessary for effective collaboration with noncredit and credit programs; once developed, training of CCSF and community partners will encourage the application of the toolkit to build and strengthen these partnerships.

Apart from the specific training and capacity-building strategies described above, the Consortium recommends that staffing be dedicated to building, strengthening and sustaining Adult Education instruction at CCSF. Staff positions necessary to implement particular acceleration and transition strategies are described in the responses to Objectives #3 and #5 above. Included in Table 6.2 is the recommendation to establish dedicated staff positions with oversight over noncredit and CTE programs.

Tables 6.1 and 6.2

Tables 6.1 and 6.2 describe current and proposed professional development activities to further the objectives of the Consortium.

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Effective practices in ESL instruction and transitions	Annual ESL Colloquium	2	Invite consortium-wide participation through expanded marketing, at little additional cost
Development of innovative approaches to ESL instruction and support services utilizing technology tools and resources	Annual ESL Tech Camp	2	
Effective practices and key contacts for career pathway counseling and support services	Annual CCSF Pathways Summit	1-5	
Approaches to increasing study equity	Annual CCSF Equity Institute	1-5	
Development of multicultural curriculum and teaching methods	Multicultural Infusion Project	1-5	
Development of innovative approaches to education- and workforce-related challenges	OEWD/Mayor’s Office of Civic Innovation design workshops	1-5	Open participation; could expand marketing
Various topics related to annual priorities	Annual CCSF Flex Day Workshops	1-5	Currently limited to CCSF participation, but workshops could be offered in other settings at cost of roughly \$5,000 per workshop

Table 6.2 Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Adult Education Leadership	Establishment of dedicated staff position(s) with oversight over CCSF Adult Education program adequacy, quality, development, implementation, evaluation, partner coordination, and alignment with career pathways	All 5 AB86 Program Areas	Roughly \$200,000 annually for a mid-level Dean
Access and matriculation	Training of front-line staff across centers on NC and CTE programs and matriculation	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
	Training of CCSF and SFUSD counselors and instructors on transition-to-CCSF strategies, such as Bridge to Success model and dual enrollment	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
	Cross-training of CCSF and SFUSD personnel working with students with disabilities to increase direction of SFUSD students into CCSF and support these students' success	4	Roughly \$5,000 per PD event/ 8 participants
NC and CTE career pathway counseling	Cross-training of SFUSD and CCSF counselors on prioritized career pathway counseling strategies, including promotion of NC and CTE offerings	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
	Cross-training of CCSF and CBO counselors on career pathway counseling and referral strategies, including promotion of NC and CTE offerings	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
	Cross-training of CCSF counselors across centers, to build awareness of district-wide NC and CTE programs and facilitate rotation among centers	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
	Training of CCSF, SFUSD and CBO counselors, instructors and staff on use of new searchable database of NC and CTE programs and services	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
High-quality instruction	Training of personnel across departments on replicable instructional models for student acceleration and success (B2B, I-BEST, CAA, Gateway to College, Metro	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
	Academy...), as prioritized for expansion and institutionalization		
	Training of personnel across departments on integration of work-based learning opportunities into NC and CTE curriculum	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
Transition to Employment	Training of counselors and faculty on centrally coordinated employer engagement and employment services, including OEWD services	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
CCSF-CBO partnerships	Training of CCSF deans, instructors and counselors on CBO support services available	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants
	Development and dissemination of, and training on, a Partnership Toolkit to facilitate CCSF-CBO partnerships	All 5 AB86 Program Areas	Roughly \$5,000 per PD event/ 8 participants; development of Toolkit through negotiated contract up to \$50,000

OBJECTIVE #7: PLAN TO LEVERAGE EXISTING REGIONAL STRUCTURES

The Consortium's Core Planning Team and workgroups discussed ways that existing regional structures and resources may be leveraged to implement strategies proposed in this Plan, establish the infrastructure and capacity necessary to sustain the impact of these strategies, and achieve the Consortium's long-term goals of a robust, coordinated and effective Adult Education system of services and supports serving San Francisco. The overarching goals of these regional efforts are to improve countywide coordination, marketing, data-sharing, and communication across CCSF, SFUSD and other providers, for the benefit of Adult Education students and "opportunity populations" not yet connected to Adult Education.

Because the delivery of Adult Education in San Francisco is so concentrated within CCSF, the integration and collaboration across multiple regional structures did not hold as central a place of importance as it may have for other consortia. In fact, greater significance was placed upon the opportunity to **leverage the momentum behind various CCSF initiatives**, namely SEP, SSSP, Basic Skills, and professional development, which will continue to meet jointly to identify areas of overlap and the potential to braid or combine resources. Nevertheless, Consortium members acknowledged the immense importance of connections between the college and the K12 district, the public workforce system, and a wealth of community-based organizations in order to realize an accessible and accommodating system of Adult Education for the region's diverse residents.

Greatly apparent is the need to persistently strengthen communication and collaboration to **facilitate transitions into CCSF Adult Education programs** for San Francisco residents connected to SFUSD, correctional facilities and re-entry programs, school-based and community programs serving adults with disabilities, WIA Title I providers of workforce development services, WIA Title II education providers, libraries, afterschool and short-term CTE programs enrolling "opportunity" youth, and employers that hire apprentices. Through enhanced coordination across these multiple structures, CCSF may expand access to noncredit and credit, basic skills and CTE instruction along pathways into well-paid careers.

A new coordinating body for CCSF and community-based partners serving Adult Education students and "opportunity students" will be needed to strengthen communication and pave the way for more collaborative programming and transition services in the future. The Consortium has prioritized the establishment of this body by Fall 2015.

Improved coordination between CCSF and OEWD may also help Adult Education students to **access the full range of workforce development resources** available through the federally-funded America's Job Centers (Access Points in San Francisco) and other contracted providers. These services augment the limited counseling and job search supports offered by CCSF and strengthen linkages to employment during training and upon graduation. CCSF may build this relationship through heightened involvement on the Workforce Investment San Francisco board, as well as through improved communication among direct service providers, counselors, and instructors serving students with employment needs. Furthermore, the public workforce system's convening of sector-specific industry Advisory Groups can serve to inform the design and improvement of CTE programs that prepare students for available jobs in the regional economy.

Consortium members CCSF and SFUSD will continue to explore ways to **ease transitions from high school into the full range of noncredit, CTE certificate, Associate's degree and 4-year transfer options** available through the community colleges. These efforts are furthered by regional initiatives such as the SB1070-funded Southwest Pathways Consortium, which seeks to align K-14 strategies across 14 Bay Area colleges and their feeder districts; and the California Career Pathways Trust, to which San Francisco recently submitted an application for grant funding to strengthen K-14 career pathways. San Francisco's Department of Children, Youth and their Families (DCYF) is also a key partner with interest in transition strategies: DCYF is working on developing a peer network among providers of Adult Education and support services for transition-age youth; maintains the www.sf4tay.org online database of youth services; and is promoting an initiative to establish a youth data archive for San Francisco.

While the Consortium is recommending the development of a searchable database devoted to information on Adult Education programs – with a focus on CCSF noncredit and CTE classes – its members also recognize the value of leveraging other regional efforts to **aggregate information on websites widely available to the public**. Toward this end, the Consortium recommends working with several existing websites – namely www.sf311.org, www.1deg.org, and DCYF's www.sf4tay.org -- to expand and improve the information they provide on Adult Education offerings.

For the purpose of future program evaluation and planning, a regional initiative to **aggregate data across Adult Education providers** will provide essential information on student enrollment patterns, progress, retention and success. The Consortium has identified Cal-PASS Plus as a valuable statewide tool for this purpose and proposes to convene key partners to define goals for its local use, potential barriers to be overcome, and processes for data gathering and sharing.

Table 7.1

Table 7.1 describes regional structures, strategies and their partner institutions. Partner contributions are included to the extent they could be estimated, though in many cases these are difficult to determine with accuracy and are not included for this reason.

Table 7.1 Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
CCSF SEP	1-5	Continue convening of CCSF cross-initiative planning and coordination meetings Identify areas of overlap and potential to leverage resources	CCSF (Transitional Studies, ESL, DSPS, CTE, Apprenticeship)	SEP investment to be determined through planning process	January – June 2015
CCSF SSSP	1-5		CCSF (Transitional Studies, ESL, DSPS, CTE, Apprenticeship)	SSSP investment to be determined through planning process	
CCSF Basic Skills Initiative	Especially Program Areas 1 and 2		CCSF (Transitional Studies, ESL, DSPS, CTE, Apprenticeship)	BSI investment to be determined through planning process	
CCSF Professional Development	1-5		CCSF (Transitional Studies, ESL, DSPS, CTE, Apprenticeship)	PD investment to be determined through planning process	

SF OEWD Grantees	1-5	CCSF faculty coordination with Access Points to facilitate job search and job placement assistance, work-based learning, and access to labor market information	CCSF	Varying annual WIA service delivery contracts	Ongoing
SF Sector Advisory Groups	3	Involve CCSF representatives in regional sector strategies and their advisory groups, such as San Francisco's ICT Advisory Group	CCSF	Incremental staff costs	Ongoing
San Francisco Public Library	1	Expand coordination between online high school diploma program and CCSF Adult Education to facilitate cross-referrals and career pathways	CCSF	Incremental staff costs	Fall 2015
SB1070	1-5	Align regional K-14 CTE strategies; CCSF one of 14 colleges in SW Pathways Consortium	Consortium	\$1,839,884 over 3 years 2014-16	Ongoing
www.Sf4tay.org/ DCYF	1-5	Work together to expand and improve information resources on www.sf4tay.org website	CCSF, SFUSD	Estimate not feasible	Ongoing
Youth Data Archive/DCYF	1-5	Participate in data-sharing on TAY youth	CCSF, SFUSD	Estimate not feasible	Ongoing
www.sf311.org	1-5	Work together to expand and improve information resources on sf311.org website	CCSF, SFUSD	Estimate not feasible	Ongoing
www.1deg.org	1-5	Work together to expand and improve information resources on 1deg.org website	CCSF, SFUSD	Estimate not feasible	Ongoing
Cal-PASS Plus	1-5	Convene key partners to define goals, intent, process, potential barriers Use Cal-PASS Plus to aggregate student data across systems	CCSF, SFUSD	Possible training needs to be determined	Ongoing
CBOs	1-5	Convene key partners to define vision, structure and governance	CCSF, CBOs	\$50,000 annual cost of	Fall 2015

		Establish regional CCSF-CBO coordinating body with regular meeting schedule		.5 FTE Coordinator	
CCSF	1-5	Establish searchable database of CCSF NC and CTE programs	SFUSD, CBOs	Negotiated contract up to \$150,000	TBD

ACKNOWLEDGEMENTS

The San Francisco Adult Education Consortium would like to thank the following individuals and organizations for their participation in the AB86 planning process.

LEADERSHIP

Wendy L. Miller, AB86 Lead/ CTE Perkins Coordinator, CCSF; AFT2121 Executive Board Member-at-Large

CORE PLANNING TEAM

Emylene Aspilla, Director of Strategic Initiatives, SF OEWD

John Carrese, Director, Center of Excellence, CCSF

Kristin Charles, Dean of Institutional Advancement, CCSF

Rick Fillman, Director of Research, CCSF

Carl Jew, Dean of Civic Center and John Adams Center, CCSF

Gregory Keech, ESL Department Chair, CCSF

Susan Lamb, Vice Chancellor of Academic Affairs, CCSF

Susan Lopez, ESL Instructor, CCSF

Vinicio Lopez, Dean of ESL, International Education and Transitional Studies, CCSF

Joanne Low, former Vice Chancellor of Academic Affairs, CCSF

Phyllis McGuire, Consultant and former Associate Vice Chancellor of Workforce, CCSF

Pamela Mery, Dean of Institutional Effectiveness, CCSF

Muriel Parenteau, Chair of Disabled Students Programs and Services (DSPPS)

Randolph Quezada, Community Partnerships Project Manager, SF OEWD

Margaret Sanchez, Associate Dean of Matriculation and Assessment, CCSF

Jane Sneed, Transitional Studies Department Chair, CCSF

Kathleen White, Child Development and Family Studies Department Chair, CCSF

James Wong, New Student Counselor, CCSF

David Yee, Dean of Science and Technology, Engineering and Mathematics, CCSF

Sharon Zimmern, Supervisor, Career Readiness, SFUSD

ACCESS AND MATRICULATION WORKGROUP

Tracy Burt, Instructor, Child Development & Family Studies Department, CCSF

Neela Chatterjee, ESL Instructor, CCSF

Mariana Chavez, Head Counselor, SFUSD

Glenn Eagleson, Senior Planner and Policy Analyst/CitywideTAY Lead, DCYF

Steven Good, Executive Director, Five Keys Charter School

Meg Hudson, Dual Enrollment Coordinator, SFUSD

Liz Jackson-Simpson, Executive Director, Success Center SF

Carl Jew, Dean of Civic Center and John Adams Center, CCSF

Reymon LaChaux, Business Relations Coordinator, Success Center SF

Susan Lopez, ESL Instructor, CCSF

Cindy Matheson, Counselor, SFUSD

Margaret Sanchez, Associate Dean of Matriculation and Assessment, CCSF

Dorick Scarpelli, Director of Workforce Education, Five Keys Charter School

Jessica Wan, Employment Program Manager, Chinese for Affirmative Action

Sharon Zimmern, Supervisor, Career Readiness, SFUSD

HIGH QUALITY INSTRUCTION WORKGROUP

Connie ShukHan Lau, Business Instructor, CCSF

Terri Massen, ESL Instructor, CCSF

Melissa McPeters, CityBuild Academy Coordinator, CCSF

Salvador Ortiz, Student

Maria Rosales-Uribe, Transitional Studies Instructor, CCSF

Susan Schall, ESL Instructor/Learning Communities Subcommittee Member, CCSF

Michelle Simotas, English Instructor/Learning Communities Subcommittee
Member/SEP Member, CCSF

Jenny Lau, Student

Jessica Wan, Employment Program Manager, Chinese for Affirmative Action

COLLEGE COUNSELING AND SUPPORT SERVICES WORKGROUP

Ling Busche, Head Counselor, Counseling & Post Secondary Success, SFUSD

Jessica Buchsbaum, ESL Teacher, CCSF; Secretary, AFT2121

Kathleen Duffy, DSPS Counselor, CCSF

Robert Fitch, DSPS Instructor/Noncredit Issues Committee, CCSF

Jose Santos Goussen, Veterans Services School Certifying Official, CCSF

Cindy Mathison, Head Counselor, Counseling & Post Secondary Success, SFUSD

Jim Wong, New Student Counselor, CCSF

TRANSITION TO EMPLOYMENT WORKGROUP

John Carrese, Director, Center of Excellence, CCSF

Tracey Faulkner, Program Coordinator, CCSF Family Resource Center

Kate Ryan, Counselor and Community Liason, CCSF

Josephine Ubungen, Career Counselor, CCSF

Ciara Wade, Program Director, New Door Ventures

Kathleen White, Child Development and Family Studies Department Chair, CCSF

INTERVIEW PARTICIPANTS

Emylene Aspillia (OEWD), Torrance Bynum (CCSF), Kristin Charles (CCSF), Glenn Eagleson (DCYF), Robert Fitch (CCSF), Steve Good (Five Keys), Peggy Guichard (CCSF), Terry Hall (CCSF), Kevin Hickey (JVS), Jenny Lam (Chinese for Affirmative Action), Susan Lamb (CCSF), Susan Lopez (CCSF), Vinicio Lopez (CCSF), Joanne Low (CCSF), Marc Majors (OEWD), Jason McMonagle (The ARC SF), Patrick Mulligan (OEWD), Muriel Parenteau (CCSF), Manuel Saavedra (CCSF), Margaret Sanchez (CCSF), Samuel Santos (CCSF), Jane Sneed (CCSF), Minh-Hoa Ta (CCSF), Chase Torres (OEWD), Ciara Wade (New Door Ventures), Jessica Wan (CAA), Shamann

Walton (Young Community Developers), Kathleen White (CCSF), James Wong (CCSF), David Yee (CCSF), Sharon Zimmern (SFUSD)

CONSULTANT TEAM

Julie Roberts-Phung, Maritza Martinez and Jennie Mollica