



Adult Education Block Grant Consortium Annual Plan

SECTION 1: PLANS & GOALS

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017–18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

Our vision for adult education in San Francisco:

The Consortium prioritizes strategies to improve access to and success in high-quality instruction and support services for adult education students; foster seamless student transitions between SFUSD and CCSF and between school and work; and build adult education provider capacity through professional development and data alignment. These goals were originally identified in our original three-year plan, and have been continually reaffirmed by our members and stakeholders in following years.

Accomplishments in prior Program Year:

- Provided SFUSD students ages 18+ with expanded college transition counseling, “on-ramp” college and career readiness courses, and access to CCSF through dual enrollment courses at the college and credit recovery classes at the high schools.
- Provided CCSF NC students with peer lab aids, tutoring, and academic and retention counseling.
- Increased the offerings of contextualized basic skills instruction for CCSF NC students through the expansion of the Supported Instruction co-teaching model.
- In collaboration with CBO partners, expanded community outreach, wrap-around services for NC students, and community-based adult education courses.
- Supported delivery of high-quality adult education through maintenance of course sections.
- Strengthened structures for strategic use of data.
- Initiated Joint Professional Development between counselors at CCSF and SFUSD who serve adult education populations.
- Facilitated collaboration between SFUSD's Special Education Services department and CCSF's Disabled Students Programs and Services department to create smoother pathways between high school and college for students with disabilities.

- Began upgrade of 20 outdated classrooms with smart technology for ESL and NC CTE courses.
- Developed a strategic marketing plan for adult education programs in San Francisco.

Primary goals for the upcoming Program Year:

- Continue to fund low-enrolled adult education classes in order to protect them from cancellation.
- Evaluate the progress of Supported Instruction projects and use data to inform further refinement and expansion of the program.
- Provide Professional Development for faculty from AEBG-related departments; continue to expand Supported Instruction Community of Practice.
- Deepen collaboration with Student Development and Counseling to increase services for adult education students.
- Partner with CTE faculty and the San Francisco's Office of Economic and Workforce Development (OEWD) on the development of new noncredit career cluster pathways and pre-apprenticeship training in high-demand sectors.
- Complete curriculum development for a new certificate in DSPS, which will include Career Exploration, Financial Literacy, and Computer Literacy.
- Fully implement adult education marketing and outreach plan, based on effectiveness of initial project roll-out.
- Support technology upgrades for adult education students and programs.
- Expand learning supports, such as tutors, mentors, and lab aides, to all Centers.
- Develop new CBO partnerships and Instructional Service Agreements to build enrollments and provide enhanced supportive services for vulnerable populations.
- Further develop partnership programs with SFUSD to improve services and transitions for English language learners, students with disabilities, and those with low basic skills.
- Continue supporting implementation of an Early Alert system.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered

#	Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	What strategies do you plan to implement in the coming year to address these needs?	How will you measure effectiveness / progress toward meeting this need? Please be sure to indicate any local indicators planned for measuring student progress.
1	Significant number of San Francisco residents who speak English "less than well."	According to the AEBG-prepared fact sheet, our region has 103,000 residents with limited English.	We are developing a marketing campaign to promote our ESL classes (and other adult education programs) to the community.	We anticipate at least a 8% increase in enrollments in our ESL classes in 2017-18. Student progress is measured through grades, SP signifier, and SLO reporting, as well as longer-term tracking of student outcomes into credit classes and/or employment.
2	Significant number of San Francisco residents with low basic skills and/or who lack a HS Diploma.	According to the AEBG-prepared fact sheet, our region has 134,000 residents with low basic skills and/or who lack a HS Diploma.	In addition to our marketing campaign, we will continue to use AEBG funds to preserve low-enrolled TRST classes, as well as others that are AEBG-eligible. We will also expand summer credit recovery classes to additional high	We anticipate at least a 8% increase in enrollments in our Transitional Studies (TRST) classes in 2017-18. Student progress is measured through grades and SLO reporting, as well as longer-term tracking of student outcomes into credit classes and/or employment.

			schools that serve students over 18.	
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GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Fully implement adult education marketing and outreach plan, based on feedback and effectiveness of initial project roll-out. Our goal with the marketing plan is to increase awareness of adult education classes and programs available in the city, and increase enrollments.

Continue to support low-enrolled sections of adult education classes in order to preserve availability of services.

Expand summer credit recovery classes to additional high schools that serve students over 18.

SEAMLESS TRANSITIONS

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

In 2016-17 what strategies were planned ?	To what extent have these strategies been implemented ?	What challenges prevented full implementation?	What intervention strategies are planned for the	What state support would be most helpful to fully
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			future?	implement this strategy?
a. Deliver short-term “Math Jam” or “ESL Jam” to improve basic skills and assessment test readiness	3 – Somewhat implemented	This was selected as a “Leading from the Middle” project and is moving forward in partnership with CCSF’s ESL, English and Math departments, but will require more time to fully implement. The “Skills Jams” have been renamed “Skills Refreshers.”	Ongoing participation in planning meetings and curriculum development for Skills Refreshers. Fund pilots.	None
b. Deliver short-term, vocational classes and certifications (warehousing, computer skills, tax preparation) in collaboration with community partners	3 – Somewhat implemented	CCSF and CCC curriculum development processes and timelines. Identifying faculty champions and home departments for courses.	Explore the need for new short-term NC classes and certifications in collaboration with CCSF departments and community partners.	None
c. Fully implement CCSF Access Points serving adult Ed students	1-not implemented at all	CCSF prioritized implementation of plan for equitable delivery of basic services at all locations, which answered this need.	Continue to support Student Development division as needed to improve student services to	None

			adult education students	
d. Create and launch a new mobile registration app for NC students	1-not implemented at all	It was determined that this intervention is not appropriate at this time.	Continue to support Admissions & Records as needed to implement technology improvements for NC students	None
e. Hold “All in One” matriculation day at Centers (using FRISCO Day model) to promote CTE and other adult Ed courses	3 – somewhat implemented	All-in-one days have been held at CCSF’s two largest NC Centers; events at other centers have taken longer to plan than anticipated.	Continue to support these and support expansion as needs are identified.	None
f. Expand CCSF’s community outreach and enrollment, with focus on special populations (homeless, ELL, veterans, re-entry) and using targeted NC informational materials and online enrollment tools	3-somewhat implemented	Compliance with district procurement policies regarding selection of a marketing vendor required more time than expected. We have now identified a vendor and completed the design phase for our Adult Ed marketing campaign.	We will begin implementation of our Adult Ed marketing campaign in Fall 2017.	Information sharing among consortia about what has worked and what hasn’t in marketing Adult Education providers and programs.
g. Contribute to development of a	3 – Somewhat	The Bay Area region has	Ongoing	Consistent and timely

regional AEBG data dashboard	implemented	collaborated to explore the possibility of a regional data dashboard, and CCSF has contributed both funding and staff time to this effort. It remains to be seen whether a regional data dashboard is feasible and practical.	participation in the Bay Region Adult Education Data workgroup.	guidance on data submission requirements that takes into account the existing data systems of community colleges.
h. Expand newcomer “on-ramp” courses at SFUSD high schools, bridging into CCSF Supported Instruction programs as they are developed	3-somewhat implemented	It is difficult to enroll newcomer students into “on ramp” courses because of the demands on newcomers’ schedules. Many have to work and so will only take classes outside of the school day if absolutely necessary.	Determine if there are ways to integrate on ramp courses into the school day.	None
i. Extend targeted outreach, co-counseling, enrollment and transition support to SFUSD ELD, Special Ed, and continuation students age 18+ and their parents,	4-mostly implemented	SFUSD is still developing strategies to best support ELD, SPED, and continuation students age 18+ and their parents. It is an ongoing process	Continue to work as a team on best practices in both systems to support the special populations.	A comprehensive crosswalk of the different rules and regulations governing secondary schools and community

<p>with focus on transition into CTE Supported Instruction programs</p>		<p>as the population and its needs change.</p>		<p>colleges in the areas of student progress measurement, institutional performance measurements, credentialing requirements for instructors, curriculum development requirements, governance structures, and regulatory bodies.</p>
<p>j. Improve the Consortium’s systems to track and share data on adult Ed students</p>	<p>3 – somewhat implemented</p>	<p>Lack of clarity from state AEBG office on data tracking and reporting requirements, as well as challenges with developing data sharing tools and processes that will ensure student privacy.</p>	<p>Ongoing participation in the Bay Region Adult Education Data workgroup, as well as local meetings regarding data collection and sharing within our consortium. The majority of this work will be funded through the Data & Accountability Allocation.</p>	<p>Consistent and timely guidance on data submission requirements that takes into account the existing data systems of community colleges.</p>
<p>k. Pilot NC Intro to College Success</p>	<p>1-not at all implemented</p>	<p>It was</p>	<p>None</p>	<p>None</p>

course (TRST 0038) co-taught by SFUSD and CCSF counselors		determined that this intervention is not appropriate at this time.		
l. Pilot SFUSD summer bridge/mini first-year experience to build math and English skills, beyond current focus on transfer path students	1-not implemented at all	We are concentrating on developing English and Math “skills refreshers” that will serve all adult education students, in lieu of this project.	None	None
m. Pilot college readiness/CCSF program overview course for SFUSD credit recovery students/summer grads	4-mostly implemented	This is currently being implemented as TRST courses for credit recovery students. We have yet to expand this to summer grads because of the high stakes in their graduation status.	Explore the possibility of expanding TRST into summer graduation site.	None

For 2017-18, what strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

We will expand collaboration between SFUSD’s Special Education Services department and CCSF’s Disabled Students Programs and Services department to create smoother pathways between high school and college for students with disabilities. In addition, we will further develop programs and services to help English language learners and students at risk of dropping out transition smoothly into CCSF noncredit ESL, Transitional Studies, and/or CTE programs. One strategy to assist with this process is to ensure that all SFUSD students who participate TRST Credit Recovery classes meet with a CCSF counselor and get an Education Plan.

We will complete development of “Skills Refreshers” – short-term Math and English review sessions that can help adult education students to perform better on college placement tests, thus shortening their time to completion.

STUDENT ACCELERATION

Explain how your consortium members and partners have employed approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

In 2016-17 what strategies were planned ?	To what extent have these strategies been implemented ?	What challenges prevented full implementation?	What intervention strategies are planned for the future?	What state support would be most helpful to fully implement this strategy?
a. Expand CBO partnerships to deliver wrap-around retention support and	3 – Somewhat implemented	Lack of staff capacity to complete multiple wide-ranging projects in a short time-	We will continue to meet with our CBO Advisory Group members, as	None

counseling to adult education students in targeted programs, including Supported Instruction		frame.	well as representatives from other CBOs in the city, to assess the need for wrap-around services and create partnership programs.	
b. Expand CCSF academic and retention counseling and peer mentoring for homeless or formerly incarcerated adult Ed students enrolled in Second Change, HARTS, and WayPass	1 – not implemented at all	Lack of staff capacity to complete multiple wide-ranging projects in a short time-frame.	Primary responsibility for this has been assumed by the CCSF Student Equity office	Information and resources regarding best practices for improving outcomes for homeless and formerly incarcerated Adult Ed students.
c. Expand CCSF academic and retention counseling for adult education students through Access Points at each Center, staffed by PT counselors focused on NC	1 – not implemented at all	A part-time pool of counselors was created and positions have been posted, but the positions have not been filled yet.	None	None
d. Implement an early alert system for NC	5 – fully implemented	n/a	This project is continuing but will be funded	None

students			by Basic Skills and SSSP.	
e. Upgrade adult Ed classrooms with technologies that support high-quality instruction	3- somewhat implemented	Purchasing and installation of technology has taken longer than expected.	Complete purchasing and installation of smart technology in Adult Ed classrooms.	None
f. Design and deliver NC courses on pre-apprenticeship-to-apprenticeship pathways	1-not implemented at all	Lack of staff capacity to complete multiple wide-ranging projects in a short time-frame.	CCSF is hiring a Director of Apprenticeship Programs in Fall 2017. That person will be responsible for determining the need for NC pre-apprenticeship programs and working with the appropriate departments to create them.	Examples of successful models of NC pre-apprenticeship programs.
g. Deliver CTE Supported Instruction programs for adult education students	5 – fully implemented	n/a	Ongoing support for contextualized basic skills training, and expanded learning supports to promote student retention and success.	As recommended in the CLASP report, more legislative and funding support for full implementation of IBEST/ contextualized education methodology in both K-12 and community college systems.
h. Deliver Culinary Basic	5 – Fully implemented	n/a	n/a	n/a

Skills training with CBO partner and the Department of Probation				
i. Conduct planning and program development for Middle College (to implement Spring 2018)	1-not implemented at all	It was determined that this is not an appropriate use of AEBG funds.	None	None
j. Increase SFUSD student concurrent/dual enrollments at CCSF	5-fully implemented	N/a	N/a	None
k. Replicate ICT and Biotech models of course alignment and supported transitions in priority adult Ed pathways	5-fully implemented	N/a	N/a	None
l. Evaluate opportunities to expand academic and retention counseling for adults with disabilities through DSPS	5 – fully implemented	n/a	Ongoing collaboration with DSPS to develop a job readiness certificate to meet their students' needs.	Examples of other job readiness certificates in DSPS.
m. Expand Learning Assistance	5 – fully implemented	n/a	n/a	n/a

Center tutoring to reach more NC students				
n. Expand services of peer lab aids in adult Ed courses (pending evaluation of effectiveness in Culinary)	5 – fully implemented	n/a	Depending on success in job placement for Child Development lab aides, we may continue to expand this project.	None

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

We plan to continue to refine and expand our Supported Instruction initiative, which is based on the IBEST model. We have ESL or Transitional Studies instructors embedded in 18 different CTE classes in five different departments for Fall 2017, and have plans in place to spread the project to other departments in Spring 2018.

We will expand learning supports, such as tutors, mentors, and lab aides, to all Centers.

We will also explore the creation of an alignment rubric between SFUSD and CCSF ESL levels to reduce the number of incoming students who need to take the ESL placement test.

SHARED PROFESSIONAL DEVELOPMENT

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

In 2016-17 what strategies were planned ?	To what extent have these strategies been implemented ?	What challenges prevented full implementation?	What intervention strategies are planned for the future?	What state support would be most helpful to fully implement this strategy?
a. AEBG Community of Practice Meetings at least twice per semester	5 – Fully implemented	n/a	Ongoing development and expansion of Supported Instruction Community of Practice, including regular IBEST trainings.	None
b. Marketing training for Counseling staff	1-not implemented at all	It was determined that this intervention is not appropriate at this time.	n/a	None
c. Peer learning visits for SFUSD and CBO partners to CCSF Supported Instruction and other adult education programs	1-not implemented at all	Lack of faculty and staff capacity to participate in multiple meetings and events while balancing their normal responsibilities.	SFUSD and CBO staff will continue to attend CCSF's Supported Instruction Community of Practice meetings.	None
d. Workshops for faculty on incorporating use of smart technology in	1-not implemented at all	Because smart technology is still in the process of being installed, workshops were	We will survey faculty once smart classroom technology is	None

the classroom		not appropriate at this time.	fully installed to determine their need for training.	
e. Workshops for instructors, counselors, and CBO partners on understanding needs of adult Ed student populations and strategies to address them	3 – somewhat implemented	Lack of faculty and staff capacity to participate in multiple meetings and events while balancing their normal responsibilities.	Regular joint professional development and resource sharing events for SFUSD and CCSF counselors and instructors who work with adult education students.	Referrals to experts in adult education topics who can provide professional development trainings.
f. Workshops on transition co-counseling strategies, tip sheets, NC Frisco Day approach, orientation delivery	5-fully implemented	n/a	n/a	None

For 2017-18, what strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Ongoing development and expansion of Supported Instruction Community of Practice, including regular IBEST trainings.

Expanded support for internal and external professional development for adult education faculty.

Regular joint professional development and resource sharing events for SFUSD and CCSF counselors and instructors who work with adult education students.

LEVERAGING RESOURCES

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

In 2016-17 what strategies were planned ?	To what extent have these strategies been implemented ?	What challenges prevented full implementation?	What intervention strategies are planned for the future?	What state support would be most helpful to fully implement this strategy?
a. Collaboration between AEBG and Noncredit SSSP, Student Equity, Perkins/Strong Workforce Program, Basic Skills, California Career Pathways Trust (CCPT), and Bridge to Success initiatives at CCSF to identify potential areas for collaboration and leverage resources.	5 – Fully implemented	n/a	Ongoing collaboration and resource-sharing with other college initiatives.	Information-sharing regarding best practices and model programs from other consortia.
b. Creation of CBO Advisory Group	5 – Fully implemented	n/a	Ongoing meetings of	None

to develop partnership strategies to better serve adult education populations.			CBO Advisory Group.	
c. Collaboration with San Francisco's Office of Economic and Workforce Development (OEWD) on WIOA-funded training programs.	5 – Fully implemented	n/a	Ongoing collaboration with OEWD regarding potential braiding of funding between AEBG and WIOA-funded training programs.	None

For 2017-18, what strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

AEBG planning and project development will continue to be coordinated internally at CCSF with Noncredit SSSP, Student Equity, Perkins/Strong Workforce Program, Basic Skills, California Career Pathways Trust (CCPT), and Bridge to Success initiatives.

In addition, the college works closely with San Francisco's Office of Economic and Workforce Development (OEWD) regarding implementation of WIOA Title II and the local workforce development funding. As a result, we are able to braid AEBG funding with other funding streams to enhance and expand programs and services for target populations. In 2017-18, we plan to partner with OEWD on the development of new short-term CTE programs and pre-apprenticeship training in high-demand sectors. We will also work within the college to explore

block scheduling for ESL and CTE programs that target SFUSD graduates who are English Language Learners.

Lastly, the Consortium works with a large number of publicly and privately-funded local CBOs that provide adult education and workforce development services. By partnering with CBOs we can build enrollments in college classes and programs and provide enhanced supportive services for vulnerable populations.

SECTION 2: FISCAL MANAGEMENT

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

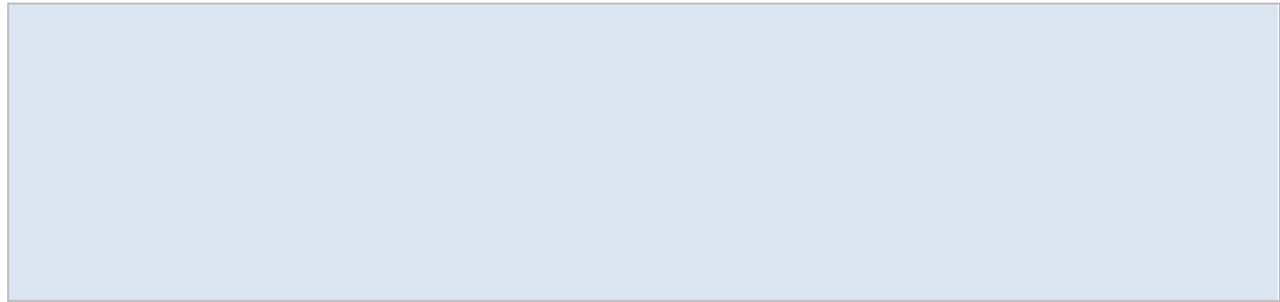
	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$0	\$	\$0
2016-17	\$0	\$	\$0
Total	\$0	\$0	\$0

Please identify challenges faced related to spending or encumbering AEBG funding.

Our biggest challenge with spending AEBG funding is the prohibition against supplanting. Because CCSF already had a robust array of adult education courses and programs in place prior to the creation of AEBG, we have had difficulty identifying large-scale projects that would make a significant impact on the availability of services in the City. For this reason, the primary focus of our work to date has been on preserving existing sections that are low-enrolled, increasing awareness of adult education classes and programs, and smoothing transitions into our existing ESL, Transitional Studies, and CTE programs for students coming from SFUSD and the community at large.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

As of June 30, 2017, we have spent down the entirety of our 2015-16 AEBG funding. In addition, we have spent more than half of our 2016-17 funds. We anticipate completely expending 2016-17 funds by June 30, 2018. Following the principle of “first-in, first-out,” we plan to use these remaining funds for our 2017-18 activities as long as necessary before tapping into 2017-18 funds. Our workplans support this approach by emphasizing continuity of program development and expansion.



SECTION 3: CERTIFICATION AND SUBMISSION

As a condition of receiving AEBG funds, each Consortium must confirm they have read,

[Download 2017-18 General Assurances](#)

*understand, and agree to adhere to the measures put forth in the **2017–18 AEBG General Assurances Document**.*

Failure to meet the requirements listed in the *2017–18 AEBG General Assurances Document* may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.