

CALIFORNIA
ADULT EDUCATION
PROGRAM

San Francisco Adult Education Consortium

Three-Year Plan 2025-2028

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SECTION 1: CONSORTIUM DETAILS

San Francisco Adult Education Consortium (SFAEC)
City College of San Francisco
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www.sfadulted.org

Consortium Director: Stephanie Chenard, Director of Adult Education Program, CCSF (non-voting)

Voting members: City College of San Francisco (CCSF) and San Francisco Unified School District (SFUSD)

- Zachary Gardner, Supervisor of Early College, SFUSD
- Dr. Lisa Cooper-Wilkins, Vice Chancellor of Student Affairs, CCSF
- Kristin Charles, Associate Vice Chancellor of Institutional Advancement, CCSF

Website: <https://www.sfadulted.org/>

Executive Summary

Consortium Members and Participants in Three-Year Planning:

The San Francisco Adult Education Consortium's (SFAEC) comprehensive regional Adult Education Program (AEP) Three-Year Plan presents goals, proposed activities, and key progress indicators for the 2025-2028 CAEP planning cycle. An inclusive and data-driven process engaged Consortium members and partners (including faculty, administrators, classified staff, students, and other stakeholders) to determine how best to achieve the region's shared vision for Adult Education: *that San Francisco residents may be aware of and able to access the breadth of CCSF noncredit programs, and that all noncredit students receive high-quality instruction and student supports that accelerate their progress toward educational and career goals.*

Planning for Adult Education in San Francisco takes place in a different context than it does in other regions across California. San Francisco's Adult Education is delivered by the community college district, where ongoing funding is derived from apportionment. There has been no Regional Occupational Program (ROP) since 2006, there are no adult schools, and a single K-12 district serves the region. High school diploma-granting charter schools operated by Five Keys have served adults in and out of custody in the San Francisco County Jails since 2003. The goals of the Consortium have been to expand access to and heighten the impact of Adult Education delivered by City College of San Francisco (CCSF); to improve transitions from the community and from San Francisco Unified School District (SFUSD) to CCSF for students in AEP priority populations; and to fund activities and initiatives that accelerate student progress towards their individual goals.

SFAEC has identified three high-level goals that align with the AEP Student Progress Framework, the CCSF Education Master Plan, the CCSF guided pathways efforts, CCCCCO's Vision 2030, and

other regional plans. These goals have informed our previous three-year plans (2015-2018, 2019-2022, and 2022-2025) and will guide the work ahead in the 2025-2028 SFAEC Three-Year Plan:

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

Needs Assessment:

About 38% of San Francisco adults are foreign-born, and 26% of the immigrant population says they speak English less than well. The Consortium still sees a significant regional need for ESL and ESL Civics programs for immigrants and adults with limited English proficiency. Although over 58% of San Francisco adults have a bachelor's degree or above, many residents (roughly 10%) lack a high school diploma or its equivalent and need Adult Secondary Education (ASE) services. San Francisco's unemployment rate is currently at 4%.

The consortium identified the academic and other supports needed for students to succeed in their Adult Education programs. These include clear pathways, tutoring, counseling and advising, access to online resources and technology, information and services in their preferred language, and equitable access to basic needs services (food and housing insecurity, childcare, health and mental health services, transportation, and financial literacy). All of these are addressed in this plan.

Metrics, Objectives, Activities, and Outcomes:

During the next three years, SFAEC and its member institutions will focus on addressing two barriers to student success: English Language Learner and Low Literacy. There is a strong correlation between these barriers and low income. We plan to pursue activities that will help remove these barriers for students so they may succeed in their further education and career.

The Consortium identified five strategies it will pursue to address the educational needs of Adult Education students in the region.

1. Maintain Adult Education services in the region.
2. Provide clear pathways from Adult Education programs to post-secondary education and career.
3. Provide equitable access to instructional support services.
4. Bridge the digital inclusion gap for Adult Education students.
5. Address students' basic needs to remove barriers to achieving educational and career goals.

The Consortium will adopt strategies to improve the integration and effectiveness of services. These focus on "fixing the front door" to improve transitions to CCSF from SFUSD and the broader community, expanding outreach and marketing capacity, strengthening structures to collect and strategically use data, and providing professional development to employees.

Specific activities and anticipated outcomes are discussed in *Section 4*.

Funds Evaluation:

The SFAEC's annual allocation is distributed through direct funding to its two member entities; CCSF, as the primary provider of Adult Education services in the region, receives 90% of the annual allocation, and SFUSD receives 10%.

Over the previous ten years CCSF has used AEP funds to support part of the cost of instruction for Adult Education classes that, were it not for those funds, the College would be unable to offer. During the previous three-year period, CCSF senior leadership decided to stop this practice. This has made it difficult to spend the full allocation within the projected 18-month time frame and has led to carrying over almost 100% of the 2024-25 allocation. The College has decided to reinstate its previous practice and expects to fully spend future allocations within 18-24 months.

CCSF spends the bulk of AEP funds on activities that either directly support students or improve the systems that support academic and student services for Adult Education students. SFUSD primarily uses its allocation to provide counseling and support services for its students 18 years or older in Newcomer Schools (English Language Learners), Special Education, and those who are likely to transition to CCSF through dual enrollment or credit recovery programs.

The current level of funding is adequate for the strategies and activities outlined in this plan.

Summary of Accomplishments During Previous Three-Year Planning Period:

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

1. Connection and Entry
 - a. Funded a Noncredit Outreach Specialist.
 - b. Contracted with several services to provide on-demand interpretation services (audio and video) at all student services desks and translation services for all marketing and student-facing documents regarding matriculation.
 - c. Provided SFUSD students ages 18+ with expanded college transition counseling, "on-ramp" college and career readiness courses, and access to CCSF through dual enrollment and credit recovery classes.
 - d. Funded staffing for the CCSF SparkPoint Basic Needs Center
2. Student Progress
 - a. Continued the process of upgrading outdated classrooms with smart technology for English as a Second Language (ESL), Transitional Studies (TRST), and noncredit Career Technical Education (CTE) courses at the college's Mission Center.
 - b. Provided CCSF noncredit students with peer lab aids, tutoring, and academic and retention counseling through the Library's Learning Assistance Center.
 - c. Supported the Mission Family Resource Center, which provides referrals and direct assistance, including childcare, to student parents.
 - d. Supported the development of online and hybrid curriculum and faculty training to teach online in noncredit ESL and TRST, and invested in Peer Online Course Review (POCR) to ensure those classes are of the highest caliber.
 - e. Expanded the technology loan program with new and additional equipment.
 - f. Funded multiple software platforms and tools that support online learning.

3. Transitions to Post-Secondary Education and Employment
 - a. Facilitated collaboration between SFUSD's Newcomer and CTE programs and CCSF's CTE programs to develop internship possibilities and streamline transitions.
 - b. Collaborated with CCSF's guided pathways initiative, locally named Reimagining the Student Experience or RiSE, to map all noncredit CDCP Certificates to the Academic and Career Communities (meta-majors) adopted by the college.
 - c. Strengthened structures for strategic use of data on student transitions.

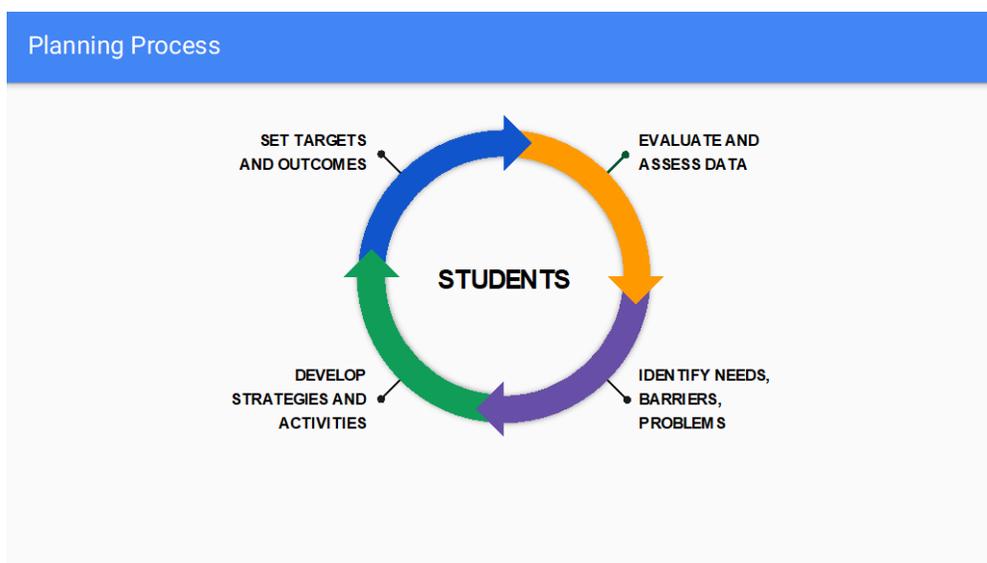
SECTION 2: ASSESSMENT

Overview and Preparation of the Plan

Overall Approach:

The Consortium approaches planning as an ongoing, iterative process of continuous quality improvement. Those serving Adult Education students are invited to participate in planning activities to reflect on who our students are, what their experiences are, how they are currently being served, what student needs are not being adequately addressed, what is working, and what can be improved. Planning is guided by four principles:

1. Keep students at the center of the plan
2. Make progress on SFAEC's goals
3. Collaborate and leverage to maximize impacts
4. Balance specificity with flexibility



Assessment and Planning Process:

CCSF has contracted with WestEd to conduct a comprehensive regional needs analysis which will inform specific activities and areas of focus. The final findings will be available after this plan is filed with the State. Internally, the Adult Education team conducted a stakeholder survey that asked about the importance of each of the activities in the previous three-year plan, and also the level of satisfaction with those activities. Respondents ranked almost all activities as moderately to extremely important; however, their satisfaction with most activities ranked lower than their assessment of their importance. The highest delta between importance and satisfaction concerned individual assistance with registration and onboarding for new students. The Adult Education team interprets this to mean there are many opportunities to expand and improve the implementation of planned activities. More informally, the Consortium Director is in ongoing conversations with key academic department chairs and faculty leadership about ideas for activities and improvements. CCSF's planning includes reports to and reviews by various Academic Senate committees, Classified Senate, Associated Students Council, and Participatory Governance committees.

Assessment and Planning Activities:

The Consortium conducted the following planning activities:

- Consultant WestEd is conducting a comprehensive needs assessment (preliminary findings and gap analysis are incorporated in this plan).
- CCSF's Adult Education office holds regular check-ins with departments and faculty serving Adult Education students
- CCSF's Adult Education office conducted an internal stakeholder survey
- The Consortium Director seeks input from the Noncredit Adult Education Committee (NCAEC) of the Academic Senate

The Consortium considered both qualitative and quantitative data from a variety of sources.

Qualitative Data Sources:

- Qualitative data gathered from the various planning conversations and activities described above
- Discussions at the Noncredit Adult Education Committee of the Academic Senate
- Assessments of student needs, and the success of previously adopted strategies discussed in the Program Reviews prepared by CCSF departments and divisions that serve Adult Education students
- Review of current institutional plans, policies, practices, priorities, and capacities of SFUSD and CCSF
- The preliminary findings and gap analysis of the WestEd comprehensive needs assessment

Quantitative Data Sources:

- Adult Education Pipeline – LaunchBoard, DataVista
- CAEP Fact Sheets
- Internal data on Adult Education student outcomes for both CCSF and SFUSD
- Internal CCSF data regarding equity and opportunity gaps
- The preliminary findings and gap analysis of the WestEd comprehensive needs assessment
- Regional economic sector opportunities data from the Bay Area Community College Consortium (BACCC), Strong Workforce Program (SWP), Center of Excellence (COE), and San Francisco Office of Economic and Workforce Development (SFOEWD)

Regional Alignment and Priorities

Regional Plans and Priorities:

Workforce strategies for the county are outlined in the San Francisco Office of Economic and Workforce Development (SFOEWD) WIOA Local Plan for 2025-2028. The county maintains a sector strategy approach that prioritizes Healthcare, Technology, Hospitality, and Construction. City College contributed to the plan, has a permanent seat on the Workforce Investment board, and is a required partner in the America's Job Centers of California (AJCC).

As the main provider of Adult Education services in San Francisco, CCSF uses CAEP funding for innovation and to enhance services primarily paid for with State apportionment dollars. Where possible, CCSF also leverages the work of other student success initiatives. All instructional and

student support services are guided by the College’s Educational Master Plan (EMP). Other institutional plans at the College are created with broad input from administrators, faculty, classified staff, and students. The plans focus on specific initiatives, student populations, or areas of instructional and support services, and each is aligned with the EMP and the CCCC’s Vision 2030. These other plans include:

- Student Equity and Achievement Program (SEAP) plan – focused on closing equity and opportunity gaps for minoritized and disproportionately impacted students
- Strong Workforce Program (SWP) plan – focused on providing more and better career education and short-term training as part of the pandemic economic recovery
- Student Services Plan – focused on providing responsive services for student success
- Basic Needs Center and United Way Bay Area Spark Point Center plans – focused on providing all students with basic needs and financial literacy assistance

Other Adult Education and workforce services in the region are provided by various community-based organizations, many of which receive funding from OEWD. Five Keys Charter School provides high school completion courses to incarcerated and formerly incarcerated individuals, and partners with CCSF to provide college courses in the jails.

Alignment and Gaps:

CCSF’s career technical education programs are aligned with San Francisco’s economic sector strategies and are mapped to pathways reflected in the College’s Academic and Career Communities (meta-majors). Although CCSF has a robust catalog of career education offerings, most of the programs are at the post-secondary level (transfer pathway, for-credit programs). CCSF currently maintains several high-quality noncredit CTE programs in Child Development, Culinary Basic Skills (Hospitality sector), Custodial Training (Construction sector), and Construction Administrative Assistant (Construction sector). There is significant student demand for each of these programs, and employer demand for the graduates.

Although the number of noncredit CTE offerings has diminished over the past few years, there is renewed interest in creating new industry-responsive, short-term noncredit career training courses in CTE departments that align with the City’s sector strategies. CAEP funds will be used to support the cost of new course development by faculty*, as informed by the WestEd gap analysis, SFOEWD’s sector strategies, departmental advisory committees, and local opportunities.

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SFUSD maintains Newcomer Schools that help recent immigrants, many of them 18 years or older, learn English as they adapt to the US education system. SFUSD’s career education pathways align with and feed into many of the CCSF programs. Newcomer and other students participate in dual enrollment with CCSF. Additionally, SFUSD and CCSF have partnered to provide dual enrollment students with internships (learn and earn) and with post-completion employment at the K-12 District.

Evaluation of the Educational Needs of the Adults in the Region

Data Considered:

The primary data points reviewed to evaluate the educational needs of adults in San Francisco were:

- Demographics (race/ethnicity, age, gender)
- English language proficiency
- Prior educational attainment
- Employment status
- Poverty levels
- What students said about what they need to succeed

The adult population of San Francisco is increasingly white (40%), well-educated (58.5% with a bachelor’s degree or above), employed (4% unemployment), and aging (48% over 45 years). The cost of living is one of the highest in the nation, and many of the traditional Adult Education populations are moving away. This indicates a downward trend in the number of residents in need of Adult Education services. *Source: CAEP Fact Sheet*

The chart below shows the demographic differences between the students in the Adult Education pipeline at City College, as compared to overall adult population in San Francisco. There is an overrepresentation of Asian, Hispanic, and African American students in CCSF’s Adult Education programs, and the student populations within its two main AE programs differ from each other. Transitional Studies (ASE) students skew younger, male, and more Hispanic than CCSF’s noncredit ESL students, who are more likely to be older, Asian, and female.

2021-2022 Participants compared to San Francisco Adults 18+ years

	ABE n=293	ASE n=1,558	ESL n=11,273	CTE n=2,095	AWD n=798	SF n=734,941
Race/Ethnicity:						
Asian	17.8%	20.3%	38.7%	41.9%	32.4%	35.7%
Hispanic	63.3%	56.5%	50.4%	32.1%	27.5%	14.3%
Black/African American	7.3%	9.1%	0.7%	4.6%	16.6%	4.9%
White/Caucasian	7.3%	8.5%	9.8%	19.7%	19.5%	40%
Gender:						
Male	51.9%	49.2%	37.2%	29.5%	50.4%	51.5%
Female	48.1%	49.8%	62.8%	70.5%	49.6%	48.5%
Age:						
16-24	45%	72.8%	18.8%	10.1%	22.3%	8%
25-44	31.7%	19.1%	51.9%	59.0%	38.7%	44%
45-54	9.9%	4.9%	13.9%	15.8%	13.8%	15%
55-59	3.4%	0.8%	4.6%	4.9%	6.4%	7%
60+	9.9%	2.3%	10.9%	10.1%	18.8%	26%

Source: CAEP Fact Sheet and Adult Education Pipeline - LaunchBoard

Educational Needs of Adults in the Region:

ESL and ASE: San Francisco has 85,745 adults with limited English ability. They are overwhelmingly Asian (73% are Cantonese or Mandarin speaking), over 65 years of age (44%), and lacking basic education or a high school diploma (51.9%). Over half are not in the labor force, but 41% are employed (*Source: CAEP Fact Sheet*). Although not all students in Transitional Studies are English language learners, many are. There is a clear need in the region for both the high school completion and ESL programs, and for providing critical information and support services in first language to assure student access and understanding. Additionally, there is a need for credit recovery programs for SFUSD school students not on track for graduation, and dual enrollment opportunities for students to accelerate their progress.

Short Term Vocational Training and Career Pathways: The correlation between speaking English less than well, lacking a college certificate or degree, and poverty is clear. The 2021 annual living wage for a single adult living in San Francisco is \$60,232. For a single adult with two school-age children it increases to over \$142,000 (*Source: Washington University Center for Women's Welfare 2021 Self-Sufficiency Calculator*). The gross pay of someone working full time for \$18.67/hr (SF's minimum wage as of March 2025) is only \$37,340 per year. Poverty in San Francisco is concentrated in the southeast sector (Bayview, Hunter's Point, Sunnyside, and Excelsior districts), the Tenderloin, and Chinatown. CCSF has centers in and draws many students from these same neighborhoods.

Jobs in the retail, hospitality, and service sectors were particularly impacted by the pandemic, and our downtown has been slow to recover. However, employment in hospitality has rebounded. "For San Francisco County alone, almost 73,000 individuals are employed in Accommodation and Food Services (Lightcast; 2024 Quarter 4). The average earnings are above the national average at \$51,743 (compared to \$32,260). Within this industry, 72.9% of jobs are Food Preparation and Serving." (*Source: SFOEWD PY 2025-2028 Plan*).

The Center of Excellence identified several occupations in the Bay Area that are middle-skill with median hourly earnings of \$26, and 90+ openings per year. These are: heavy & tractor-trailer drivers, automotive service technicians, telecommunications equipment installers, medical and dental assistants, nursing assistants, licensed practical or vocational nurses (LPN/LVN). The largest number of unfilled positions are for heavy & tractor-trailer drivers and automotive service technicians (*Source: WestEd Gap Analysis, 5/2025*).

There are many workers in need of re-skilling for employment in other areas, and there is a need to improve and expand pathways from ESL, VESL, and Transitional Studies to career training that leads to living wage employment. Last year's State budget included funding for health care pathways for Adult Education English language learners. The CCSF department chairs for Community and Public Health and Health Care Technology plan to use the next three years to launch programming to take advantage of these funds to create new Adult Education pathways in the healthcare sector.

Academic Supports: In the previous three-year planning cycle, CCSF noncredit students provided input on what they needed to succeed. The areas where they wanted more support included a streamlined registration and enrollment process, educational planning, assistance with Canvas (CCSF’s online learning platform) in multiple languages, access to loaned technology, career guidance, textbook assistance, tutoring, and better communication about where they can access help. This input continues to inform the Consortium during this planning cycle.

Help with Basic Needs: The CCSF noncredit students also provided input on supports that would help them overcome barriers to staying in school and completing a program. They requested access to mental and physical health services (not currently available to noncredit students), help with childcare, transportation, food and housing insecurity, immigration and DACA information.

Contributions by Entities to the Plan

Because CCSF is the primary provider of Adult Education services in the region, most contributions to the plan were made by City College students and employees. SFUSD’s Office of College and Career Readiness provided valuable input from high school counselors, teachers in the credit recovery program, and administrators on improving the warm handoff from high school to community college. As described in the Assessment section of this plan, the AEP office engaged with students and employees through existing governance structures: Academic Senate, Associated Students, Classified Senate, employees (administrators, faculty, staff) from all divisions and departments that serve AE students, RiSE team, SWP team, SEA team, Library and Learning Resources, Office of Online Learning and Educational Technology (OLET) teams.

Regional Service Providers

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

Refugee & Immigrant Transitions	CBO	870 Market St # 718, San Francisco, CA 94102	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Help for the Elderly	CBO	multiple	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SF Office of Economic and Workforce Development	LWDB	multiple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation of the Current Levels and Types of Education and Workforce Services for Adults in the Region

San Francisco’s **Office of Economic and Workforce Development (OEWD)** connects residents to Adult Education services under a workforce services framework designed to increase the number of San Francisco residents who obtain a marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, disabled, and other high-barrier populations. At Access Points throughout the City individuals are assisted with career exploration, career pathway planning, training program identification and enrollment, and access to subsidized training resources. OEWD’s Assessment and Education Services Coordinator coordinates assessment and education services across these Access Points, provides assessment services to identify job seekers’ academic skill levels and academic readiness for sector training and employment, and recommends and links participants to appropriate accredited and approved academic skills providers.

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

Currently, OEWD offers multilingual training programs for the healthcare and hospitality sectors. Programs use designated course materials translated into multiple languages and/or bilingual staff who translate course materials into Chinese (Cantonese and/or Mandarin) or Spanish. OEWD continues to explore relevant programming expansions, consistent with labor market analysis and stakeholder input.

Five Keys Schools and Programs educates county jail inmates, formerly incarcerated adults, and transitional age youth and adults who have dropped out of the SFUSD system by providing high school classes and access to community-based programs that offer recovery, parenting, work skills, and case management. In addition to a traditional high school curriculum, CTE class offerings in the jail include Horticulture, Culinary Arts, Business & Entrepreneurship, and Bicycle Repair. To accommodate short sentences and to allow students to

earn credits quickly while in jail, classes are offered year-round in intensive, one-month semesters. Five Keys partners with various CCSF academic departments, including Health Education, Sociology, Business, Psychology, English, Interdisciplinary Studies, and Child Development to offer credit-bearing college courses in the SF County jails. The Five Keys Independence High School operates community-based learning centers in partnership with over twenty non-profit and government entities in San Francisco to provide high school credit recovery and equivalency preparation and ESL services to transitional aged youth and adults.

Federal WIOA Title II Adult Education and Family Literacy Act funds support ABE and ESL – including English Literacy and Civic Education (EL Civics) – classes designed to enable adults to become employable, productive, and responsible citizens, workers, and family members. In San Francisco, WIOA Title II grantees (in addition to CCSF, which received 59% of ABE/ESL and 40% of San Francisco’s Title II funding total this year) include: Five Keys School and Programs, Immigration Institute of the Bay Area, Refugee & Immigrant Transitions, and Self-Help for the Elderly. This network of diverse and culturally competent community providers offers Adult Education at accessible locations throughout San Francisco’s neighborhoods, often leveraging other public and philanthropic dollars.

SECTION 3: BARRIERS, METRICS, & TARGETS

The Consortium and its members will each focus strategies on removing the student barriers of Low Literacy, and English Language Learner.

The metrics we will use to track the efforts will be:

Metric	Low Literacy	English Language Learner	Consortium Target	SFUSD Target	CCSF Target
Enrollment (Number of adults served)	X	X	Maintain current levels	Maintain current levels	Maintain current levels
Number of adults served who become participants	X	X	Increase by 2% by 2028	N/A	Increase by 2% by 2028
Percentage of funds spent	X	X	Maintain current balance	Maintain current balance	Maintain current balance

SECTION 4: OBJECTIVES AND STRATEGIES

All strategies and activities in this three year plan are aimed at removing Low Literacy and English Language Learner as barriers to success for adults in our region. Because there is a strong correlation between these student characteristics and low income, the Consortium anticipates the planned activities will also help move Adult Education students out of poverty.

Planned strategies are responsive to the three mandated CAEP objectives and are calculated to make progress on the three goals adopted by SFAEC. The crosswalk graphic below represents the overlap between these two.

How SFAEC Goals Map to CAEP Objectives		SFAEC Goals		
		Improve and expand points of connection and entry	Student progress	Transitions to post-secondary education and career
CAEP Objectives	Address the educational needs of adults in the region		X	X
	Improve integration of services in the area and support student transitions	X		X
	Improve the effectiveness of services provided	X	X	X

Additionally, the Consortium as a whole, and the College in particular, are prioritizing strategies and activities that are high-impact, scalable, sustainable, and that leverage and build upon other student success initiatives underway at the College and the Unified School District.

Strategies and Activities to Address Educational Needs

The Consortium identified strategies and activities that address the educational needs of Adult Education students in the region. These correspond to SFAEC goals to facilitate student progress and to increase transitions to post-secondary education and career.

Strategy – Maintain Adult Education services in the region.

Activity: Support a portion of the cost of instruction for classes that, in the absence of AEP funds, CCSF would be unable to offer.

Outcome: The CCSF Adult Education schedule is adequate to meet student demand.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction

Strategy – Provide clear pathways from Adult Education programs to post-secondary education and career.

Activities:

- Collaborate to improve bridges and onramps to CTE pathways and career services for AE students (SFUSD & CCSF)
- Streamline and clearly map Adult Education program sequences in ESL and TRST
- Provide clear pathways from those programs to college Academic & Career Clusters (meta-majors) or careers (CCSF)
- Re-invigorate and expand short-term, noncredit career courses

Outcomes: Adult Education students plan their educational journeys and are aware of their next steps.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, employment, wage gain

Strategy – Provide equitable access to instructional support services for Adult Education students.

Activities:

- Expand academic supports for noncredit students, including educational planning, tutoring, mentorship, career guidance, and access to technology (CCSF)
- Provide key information and services to students in their first or preferred language (CCSF)

Outcome: Greater numbers of Adult Education students are aware of and access services that facilitate their academic progress.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, number of students accessing services

Strategy – Bridge the digital inclusion gap for Adult Education students.

Activities:

- Improve and expand development of hybrid and online course offerings, including technology, training, curriculum, Peer Online Course Review (POCR), Open Educational Resources (OER) in TRST and noncredit ESL (CCSF)
- Invest in software platforms that support Adult Education teaching and learning (CCSF)
- Expand the technology loan program (CCSF)
- Invest in smart classrooms (CCSF)

Outcomes: Greater numbers of Adult Education students enroll in and complete their programs online or in hybrid modalities (asynchronous, synchronous, bichronous), and have access to the appropriate technology to do so.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career

Strategy – Address student basic needs to remove barriers to success.

Activity: Provide access to basic needs services (childcare, health services, food/housing insecurity, transportation, financial literacy) through the Spark Point/Basic Needs Center (CCSF)

Outcomes: Greater numbers of Adult Education students enroll in, persist, and complete their programs.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, number of students accessing Spark Point/Basic Needs Center services

Strategies and Activities to Improve Integration of Services and Transitions

To improve integration of services and transitions, the Consortium will primarily focus on expanding and improving the points of entry to CCSF from SFUSD and the broader community and providing clear pathways from Adult Education programs to post-secondary education and career. These correspond to the SFAEC goals to improve and expand points of connection and entry into CCSF, and to increase transitions to post-secondary education and career.

Strategy – “Fix the front door” of CCSF to improve transitions from SFUSD and the broader community

Activities:

- Expand in-person assistance to students at noncredit Admissions & Records service counters (CCSF)
- Expand use of on-demand interpretation services at all student-facing service counters (CCSF)
- Conduct in-person “all in one” registration events at various centers (CCSF)
- Collaborate to improve transition / “warm handoff” of SFUSD Special Education students to CCSF DSPS programs and services (SFUSD & CCSF)
- Collaborate to improve delivery and outcomes of Credit Recovery program (SFUSD & CCSF)

Outcomes: Adult Education students successfully navigate the enrollment and registration processes at CCSF.

Metrics: Enrollment

Strategy – Expand capacity for noncredit outreach and marketing

Activities:

- Fund Noncredit Outreach Specialist to conduct in-person and virtual events to reach Adult Education students (CCSF)
- Collaborate with community-based organizations to refer adults to CCSF programs (CCSF)
- Maintain a social media presence (CCSF)

Outcomes: Greater numbers of adults in the region are aware of and access Adult Education services at CCSF.

Metrics: Enrollment

Strategy – Strengthen structures for strategic use of data

Activities:

- Expand online CASAS testing capabilities in collaboration with WIOA Title 2 AEFLA grant (CCSF)
- Use *Attendance Plus +* or other technology to track student attendance in open-entry classes (CCSF)
- Strengthen structures for strategic use of data on student transitions (CCSF)

Outcomes: CCSF's data collection and reporting is complete and accurate. Data is available to inform policies and decisions regarding Adult Education.

Metrics: Enrollment, # and % of students who complete 12+ hours of instruction, persistence, skill or level gain, completion of certificates, transitions to college or career, employment, wage gain

Strategies and Activities to Improve the Effectiveness of Services

SFAEC's strategies to improve the effectiveness of Adult Education services in the region apply to all three Consortium goals – connection and entry, student progress, and student transitions.

Strategy – Strengthen structures for collection and strategic use of data (CCSF)

Described above.

Strategy – Professional development

Activities:

- Invest in collaborative professional development (SFUSD & CCSF)
- Provide professional development and communities of practice re teaching and learning online, anti-racist syllabi and teaching practices, equity and opportunity gaps, growth and equity mindsets, student-centered teaching, trauma-informed communication, and discipline-specific topics (CCSF)

Outcomes: Faculty, staff, and administrators attend professional development activities and apply their learning to improve their delivery of Adult Education services.

Metrics: Numbers and types of professional development events attended

SECTION 5: FUNDS EVALUATION

Level of Funding – SFAEC Allocations Over Time:

	2022-2025 Three-Year Plan			2025-2028 Three-Year Plan		
	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27*	FY 2027-28*
CCSF	\$3,893,903	\$4,259,646	\$4,295,593	\$4,413,516	\$4,413,516	\$4,413,516
SFUSD	\$432,655	\$473,294	\$477,288	\$490,391	\$490,391	\$490,391
Unallocated**	\$50,526	\$3,943	\$0	\$0	\$0	\$0
Consortium Allocation	\$4,377,084	\$4,736,883	\$4,772,881	\$4,903,907	\$4,903,907	\$4,903,907

*projected funds for subsequent years, assuming the same level of funding as in FY 2025-26.

**Unallocated funds represent a difference between the preliminary CAEP allocation and the final CAEP allocation after the State Budget was approved in June. Unallocated funds were distributed to members using the 90%-10% formula.

The Consortium members prioritize and plan their activities to align with the current funding level. CCSF currently has almost 100% carryover from 2023-24’s allocation. During the previous three-year period, senior leadership decided against the Consortium’s practice of funding part of the cost of noncredit instruction for courses that, in the absence of CAEP funds, the College would be unable to offer. This made it challenging to spend the full allocation within the previously projected 18-month time frame. The College has decided to reinstate the practice of supporting part of the cost of instruction for eligible Adult Education classes in the spring semester of 2025, and the Adult Education team has allocated roughly \$1.5 million to support that activity in the Spring semester of 2025. Continuing to do so for the duration of this three-year plan should restore the balance of spending down each annual allocation within 18 months.

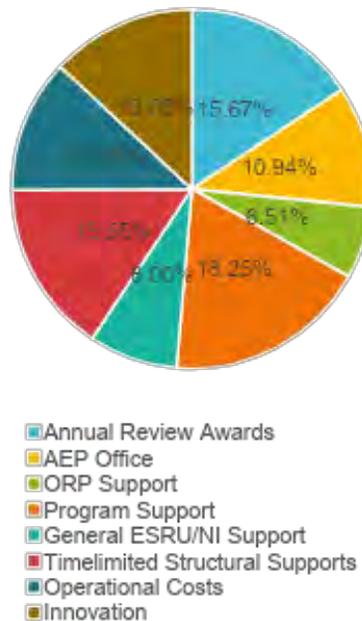
Budget Priorities:

Both SFUSD and CCSF have prioritized direct services to students and system improvements in their AEP budgets since the inception of the Consortium in 2015. The majority of the funds are spent on salaries for the teachers, counselors, and staff working directly on the strategies and activities described in the plan.

The AEP budget for CCSF is also aligned with the size of the different Adult Education program areas. ESL is by far the largest program, with the greatest number of teachers, course sections, enrolled students, and participants. The high school completion program is smaller and consequently receives a proportionately smaller amount of funding. Investments in system improvements are budgeted based on the proportion of noncredit Adult Education students who access those systems and services.

CCSF's AEP Budget Prioritizes Direct Support for Students and System Improvements:

24-25 Budget



Leveraged Funds and Resources:

The Consortium and its member entities leverage existing regional resources and structures to improve services to adult education populations. These include restricted funding, services provided by other agencies, and ongoing efforts to improve the student experience. These include

- WIOA Title II Adult Education and Family Literacy Act. CCSF currently receives 40% of the region's Federal WIOA funds that support ABE and ESL, which the Consortium leverages to expand services and progress assessments for students.
- Perkins and Strong Workforce Program (both K-12 and community college funds) to create more and better career education, improved pathways to living wage jobs, and technical skill development.

apprenticeship instruction to expand the offering of pre-apprenticeships accessible to Adult Education students.

- Student Equity and Achievement Program funds to make the CCCC Vision 2030 a reality by closing equity and opportunity gaps for racially minoritized and disproportionately impacted students.
- United Way Bay Area Spark Point, Basic Needs, and Asian American Native American Pacific Islander Serving Institution (AANAPISI) funds to provide basic needs services to all students, including noncredit Adult Education students.

- RiSE funds and work to institutionalize pathways and efforts to meet students where they are.
- The CARP (formerly Fan5) integrated planning, budgeting, and implementation structure to align the Consortium's activities with those of other categorical funds (SEAP, RiSE, SWP, Perkins), to achieve common goals of improving student access and success, promote student equity, commit to best practices through professional development, streamline student services, and improve assessment and evaluation.
- CCSF Office of Extension and Contract Education to pilot short term vocational trainings.
- Partnerships with community based organizations that serve Adult Education populations (primarily funded by OWED) for referrals, case management, and other services

Appendix A, WestEd Gap Analysis, follows on page 24.

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COE Bay Region Supply and Demand Dashboard

Demand Side (Jobs)

Filters: County (San Francisco), Middle Skill, Median Hourly Earnings (\$26), 90+ annual openings per year

Table: San Francisco High-Demand Occupations with Entry Level Education of Postsecondary Nondegree Award

SOC Code	TOP Codes	CIP Codes	Occupation	Avg. 2023-2028 Annual Openings	2023 Jobs	2023-2028 % Change
53-3032	094750	49.0205	Heavy & tractor-trailer drivers	250	2,420	1%
49-3023	094800 094840	49.020515.080747.060447.061247.061747.6014	Automotive service tech	90	1,030	-3%
49-2022	093430	15.030547.0103	Telecommunications Equipment Installers	90	710	9%
31-9092	120800 120810	51.0710 51.071451.0801	MedicalAssistant	650	3,740	18%
31-9091	124000 124010	51.060151.060251.069951.0601	DentalAssistant	210	1,450	3%
31-1131	122400 123000 123030 123080	51.2299 51.390251.380151.390151.260151.2602	NursingAssistant	580	3,060	18%
29-2061	123000 123020	51.390251.380151.3902	LPN/LVN	230	2,090	14%



Supply Side (Awards)

Table: San Francisco Adult Education Consortium Supply of Graduates in High-Demand Occupations (Certificates or Noncredit awards)

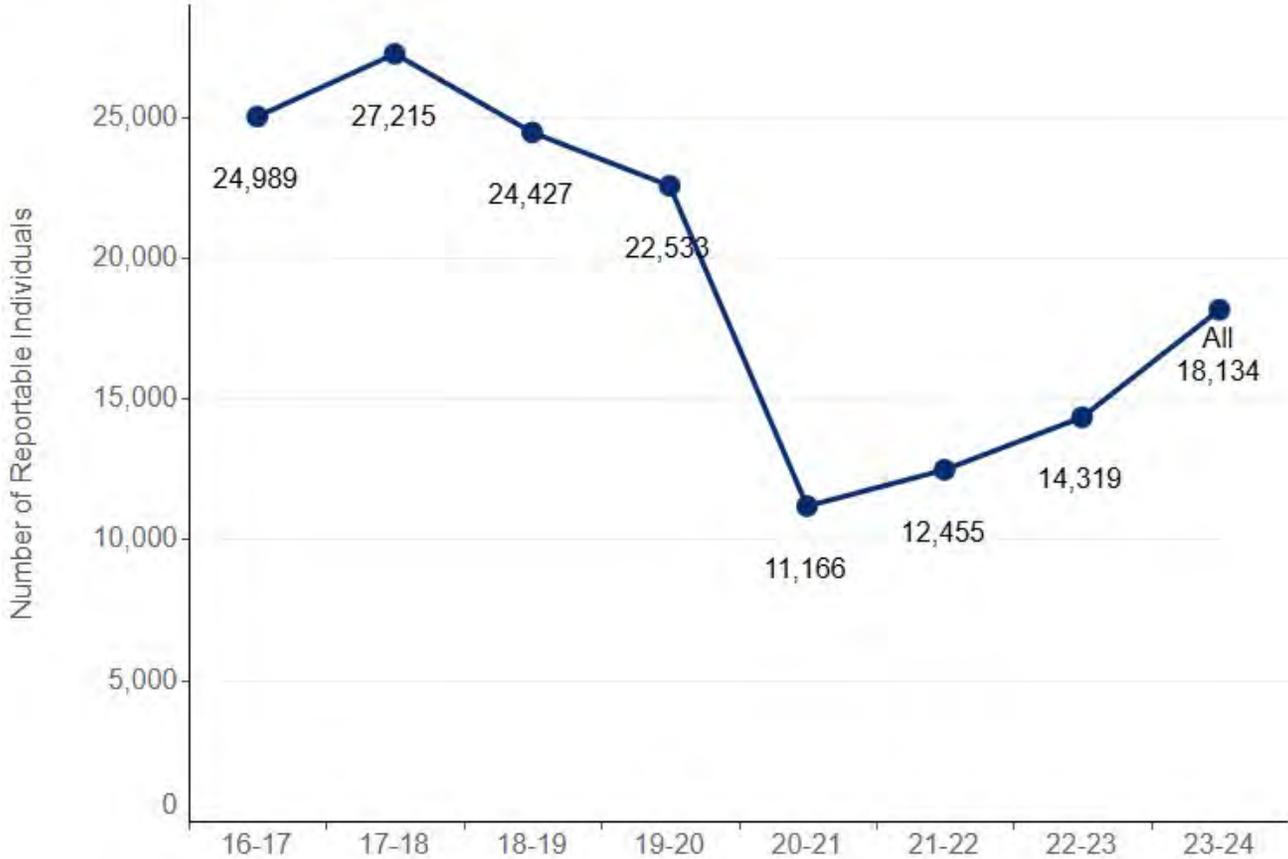
TOP/CIP	Program Title	Institution	2021-2022 Awards (IPEDS)
094750	Heavy and Tractor-Trailer Truck Drivers	None	None
094800	Automotive Tech	San Francisco	3
094840	Alternative Fuels and Adv. Transportation Tech.	San Francisco	5
093430	Telecommunications Equipment Installers	None	None
120800	Medical Assisting	San Francisco	45
51.0801	Medical/Clinical Assistant	Bay Area Medical Academy	90
124010	Dental Assistant	San Francisco	14
123080	Home Health Aide	San Francisco	18
123020	Licensed Vocational Nurse	San Francisco	22



San Francisco Adult Education Consortium The CAEP Scorecard metrics show strong growth year-over-year on all but one metric. The time trend on Participants shows that enrollment across all programs has recovered to pre-pandemic levels

Reportable Individuals by Overall

All Adult Education Learners in All Programs at San Francisco Adult Education Consortium





Enrollment Trends: ESL has historically made up the majority of enrollments with a low of **62%** of enrollment in PY 20-21 and a high of **80%** in PY 23-24. After a sharp drop in enrollment from PY 19-20 to PY 20-21, enrollment has been steadily increasing and has nearly recovered to pre-pandemic levels.

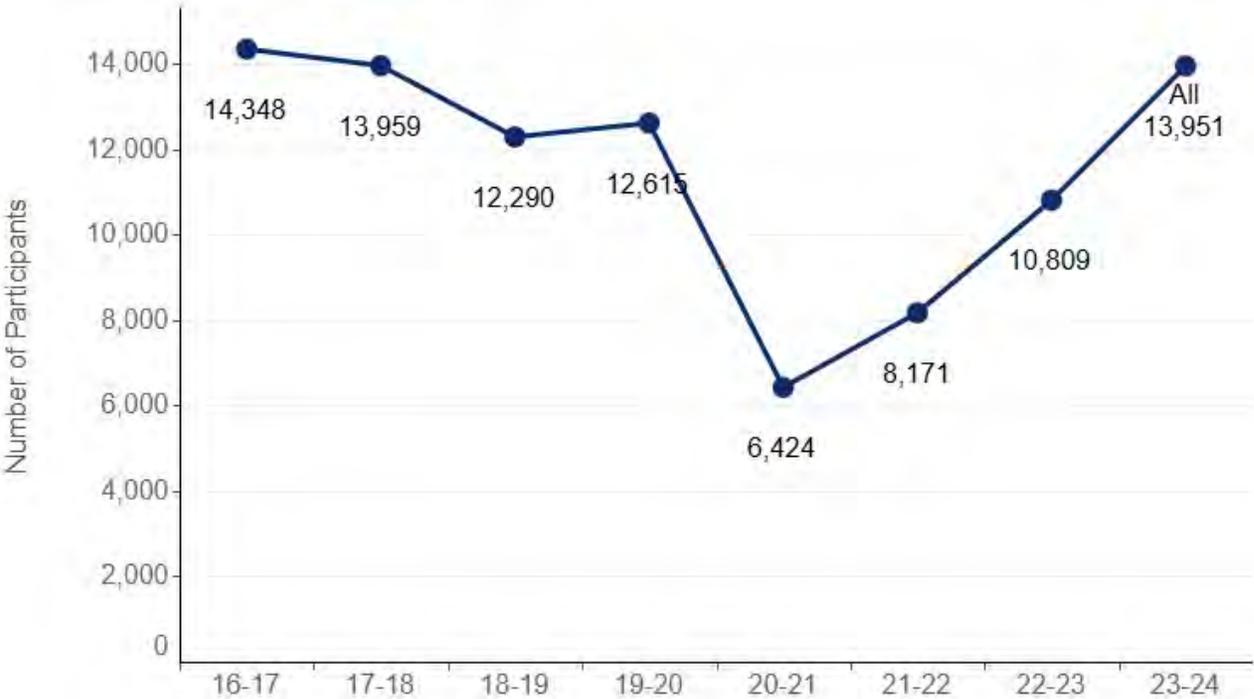
Participants by Overall

All Adult Education Learners in All Programs at San Francisco Adult Education Consortium



Participants by Overall

All Adult Education Learners in English as a Secondary Language (ESL) at San Francisco Adult Education Consortium

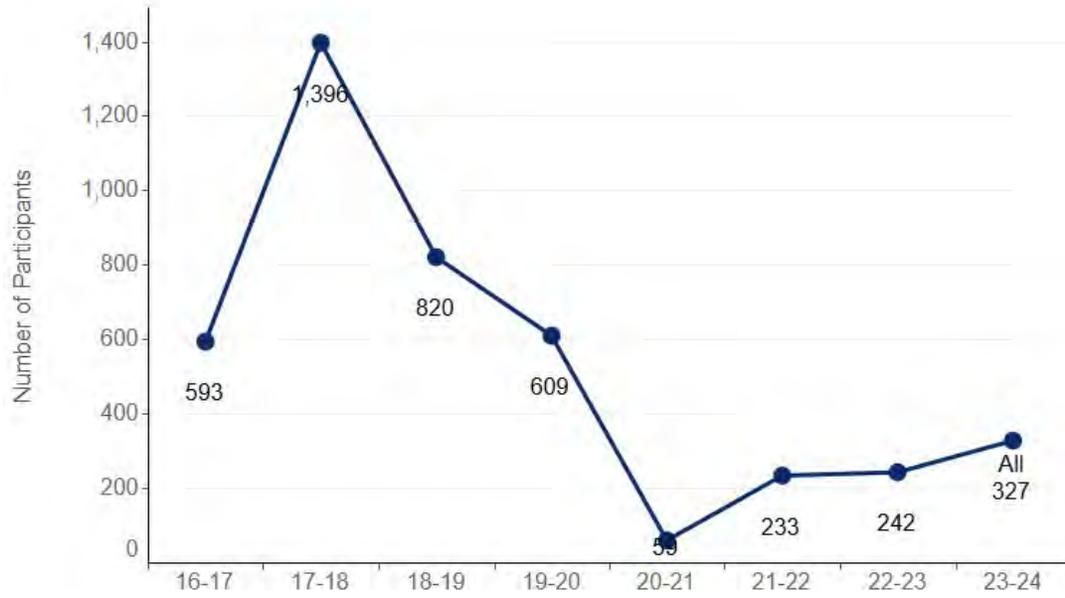


	Value	All Denom	Perc
16-17	14,348	19,686	73%
17-18	13,959	20,485	68%
18-19	12,290	18,439	67%
19-20	12,615	18,817	67%
20-21	6,424	10,297	62%
21-22	8,171	11,514	71%
22-23	10,809	13,671	79%
23-24	13,951	17,346	80%

Enrollment trends for ABE: ABE has the lowest number of enrolled students. It's steadily increasing overtime.

Participants by Overall

All Adult Education Learners in Adult Basic Education (ABE) at San Francisco Adult Education Consortium

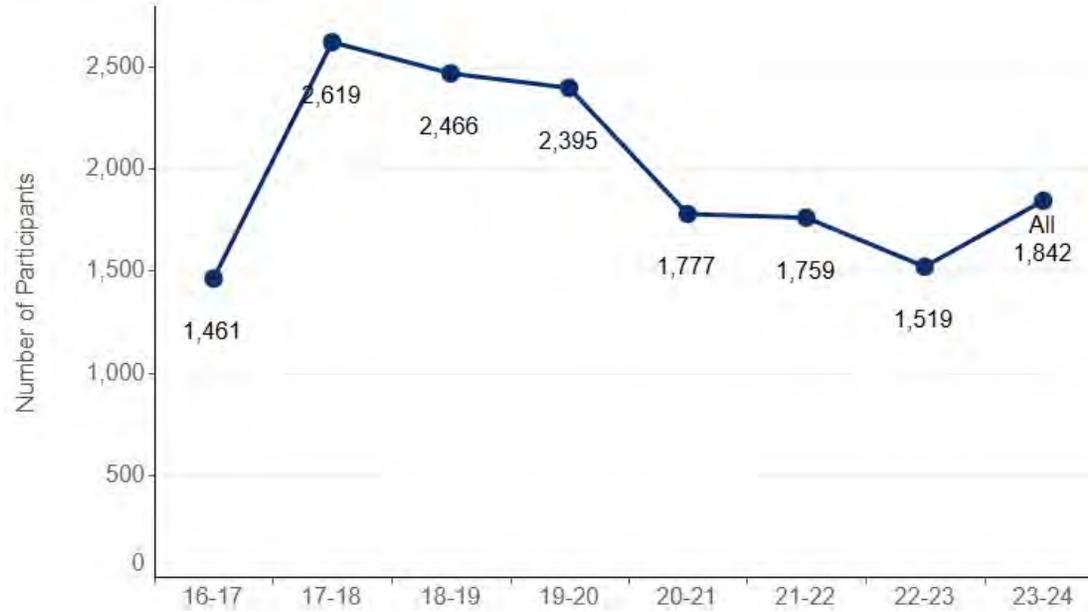


	Value	All Denom	Perc
16-17	593	19,686	3%
17-18	1,396	20,485	7%
18-19	820	18,439	4%
19-20	609	18,817	3%
20-21	59	10,297	1%
21-22	233	11,514	2%
22-23	242	13,671	2%
23-24	327	17,346	2%

Enrollment trends for ASE: ASE enrollments are the third largest program. Enrollments are increasing steadily year over year.

Participants by Overall

All Adult Education Learners in Adult Secondary Education (ASE) at San Francisco Adult Education Consortium

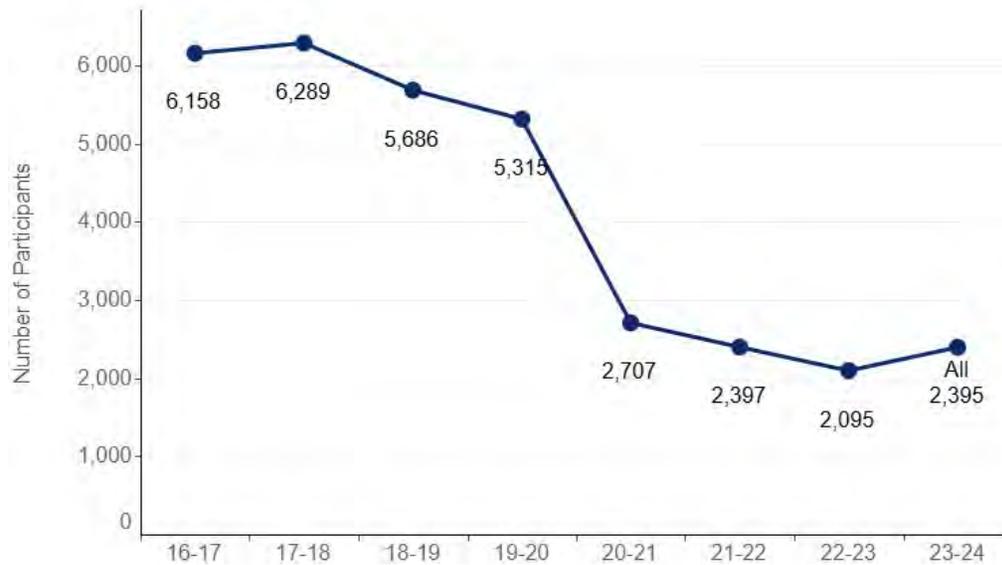


	Value	All Denom	Perc
16-17	1,461	19,686	7%
17-18	2,619	20,485	13%
18-19	2,466	18,439	13%
19-20	2,395	18,817	13%
20-21	1,777	10,297	17%
21-22	1,759	11,514	15%
22-23	1,519	13,671	11%
23-24	1,842	17,346	11%

Enrollment trends for CTE: CTE is the second largest program, but enrollment has not recovered post-COVID in PY20-21. This is an area of concern and where there are gaps in services that can be addressed.

Participants by Overall

All Adult Education Learners in Career Technical Education (CTE) at San Francisco Adult Education Consortium



	Value	All Denom	Perc
16-17	6,158	19,686	31%
17-18	6,289	20,485	31%
18-19	5,686	18,439	31%
19-20	5,315	18,817	28%
20-21	2,707	10,297	26%
21-22	2,397	11,514	21%
22-23	2,095	13,671	15%
23-24	2,395	17,346	14%

CAEP Fact Sheets *with updated 23/24 PY data

