



Using Adult Education Pipeline Data, CAEP Fact Sheets, and other Data Resources for Three-Year Planning

Session 1 : A Focus on Qualitative Data

April 5, 2022

Session 2: A Focus on Quantitative Data April 28, 2022





Today's Presenters



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Welcome



Mayra Diaz
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Agenda

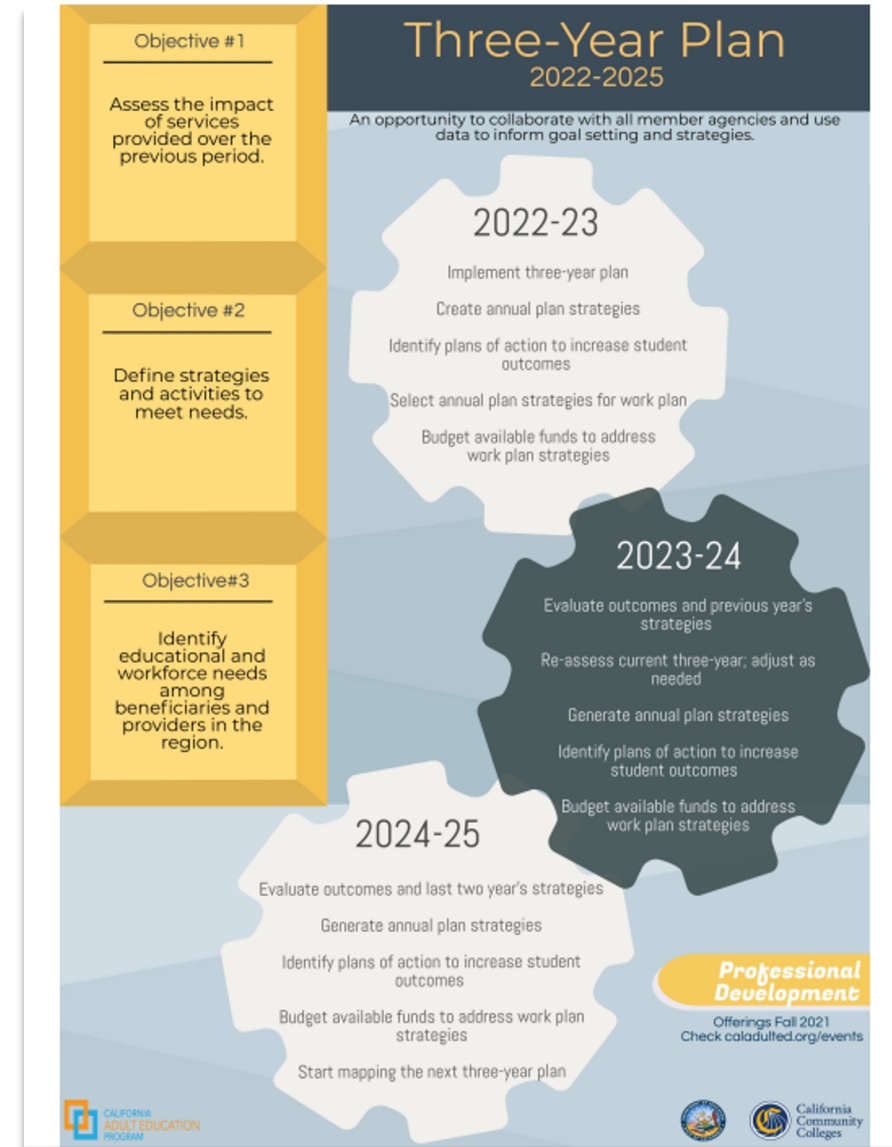
- Welcome
- Overview Adult Education Pipeline Dashboard and other Planning Tools
- Gathering Data from Stakeholders
 - Featured Speaker: Wendy Miller, City College of San Francisco
- Using Stakeholder Data: Data Stories
- Identifying Possibilities: Individual Planning Time



Objectives

- Identify data sources and uses for 3 Year Planning
 - Adult Education Pipeline Dashboard
 - CAEP Fact Sheets
- Identify and engage stakeholders relevant to 3 Year Planning
- Using student data stories to identify opportunities and strategies

3 Year Planning Process



Five Elements of Effective Planning

The three-year plan is organized around five elements of effective planning:

Section	Instructions
Section 2: Assessment	Gather data needed to describe existing adult education services, barriers, and needs; then evaluate both the needs for and the current levels and types of education and workforce services in the region to identify gaps in current services
Section 3: Metrics	Identify barriers and metrics to be addressed by the consortium and specific targets to be reached
Section 4: Objectives	Define the consortium's strategies to address the barriers and metrics
Section 5: Activities & Outcomes	Define the consortium's activities and their intended outcomes related to these strategies
Section 6: Funds Evaluation	Describe how the consortium's available funds will be leveraged to impact the barriers and metrics identified in the plan




Assessment, Metrics, & Strategies

- Who are your potential learners?
- What are barriers to program participation?
- What services do potential learners need?
- What are your community needs?
- What do local employers need?
- Who are you serving?
- What is being provided (by whom, dosage)?
- What areas of success?
- Who is getting jobs and where?
- What areas need improvement?
- What equity gaps exist for these areas?
- What is feasible?
 - Programming
 - Recruitment & Retention
 - Services
 - Pathways



Gather Data for Informed Decisions

Identify relevant data sources:



*Chat: Where are you
in the 3-year
planning process?*

- **Quantitative Data Sources**
 - Adult Education Pipeline
 - TopsPro Enterprise & COMIS
 - Demographic Data
 - Labor Market Data
- **Pathways & Best Practices**
 - Literature surveys (reports, research)
 - Notable Programs
 - Colleagues
- **Focus Groups & Interviews**
 - Adult Learners
 - Employers
 - Human Service Providers
 - Workforce Development Partners
 - Instructors & Transition Counselors
 - Data Entry/ Institutional Researchers
 - Administrators



Three Year Plan 2022-2025 Guidance

Evaluate the Educational Needs of Adults in the Region

Guiding Questions	Data Sources and Other Resources
<ul style="list-style-type: none">• Who are our <u>current customers</u>?• Where do they live?• What characteristics define the populations engaged in the programs we currently offer?• How many and what type of students are in which programs?	<ul style="list-style-type: none">• Adult Education Pipeline - LaunchBoard (see Appendix A for resources)
<ul style="list-style-type: none">• What characteristics define the <u>regional community</u>?• How do those align with profiles of students currently served by adult education programs?• Who is not being served by adult education and should be served?• What characteristics might be barriers to students coming to programs? (i.e. lack of public transportation; times and days of classes, etc.)• What characteristics might be barriers to employment in certain areas of the region or for certain populations?	<ul style="list-style-type: none">• CAEP Fact Sheets (see Appendix A)• U.S. Census• U.S. Census Income and Poverty tool• PIAAC Skills Map• Table of Consortia Counties and Associated Living Wage





Three Year Plan 2022-2025 Guidance

Evaluate the Educational Needs of Adults in the Region

Guiding Questions	Data Sources and Other Resources
<ul style="list-style-type: none">• What <u>industries</u> is the region home to?• What kind of skills are they looking for in their employees?• What kinds of credentials do they value?• Are there new industries expected to be moving into the region?	<ul style="list-style-type: none">• CCCCO Centers of Excellence LMI reports and supply/demand tools• CA Workforce Development Board (CWDB) 2020-2023 State Plan• Local Workforce Development Boards (LWDBs) local and regional plans• Strong Workforce Program (SWP) regional plans• Understanding Labor Market Information Resources• Adult Education Pipeline -• LaunchBoard (see Appendix A for resources)



Three Year Plan 2022-2025 Guidance

Evaluate the Educational Needs of Adults in the Region

Guiding Questions	Data Sources and Other Resources
<ul style="list-style-type: none">• What <u>outcomes</u> do our current students achieve?• How do student outcomes compare across different student populations and programs?• Are particular demographic groups achieving outcomes at higher rates than others?• How do our outcomes compare to state averages? Are graduates earning a living wage for the region?	<ul style="list-style-type: none">• CASAS Data Portal and TE accountability reports (see Appendix B for resources)• CASAS Employment and Earnings Survey• Adult Education Pipeline - LaunchBoard (see Appendix A for resources)
<ul style="list-style-type: none">• What <u>needs and goals</u> of students and area employers should be addressed by adult education?• What needs and goals of students and area employers are currently unmet?	<ul style="list-style-type: none">• WIOA Title II CIP• WIOA Program Implementation Survey• Perkins Comprehensive Local Needs Assessment• CASAS Employment and Earnings Survey• Student Technology Intake Survey

Adult Education Pipeline Dashboard

- Who are our current customers?
- What characteristics define the populations engaged in the programs we currently offer?
- How many and what type of students are in which programs?
- What outcomes do our current students achieve?
- How do student outcomes compare across different student populations and programs?
- Are particular demographic groups achieving outcomes at higher rates than others
- How do our outcomes compare to state averages?
- Are graduates earning a living wage for the region?

Students with 12+ Instructional Contact Hours (Participants)

Among all adult education students, the unduplicated count of participants who enrolled in a recognized adult education program and who had 12 or more hours of instruction in the program year except for students enrolled in Spring 2020 where only enrollment in a recognized adult education program is required. ?

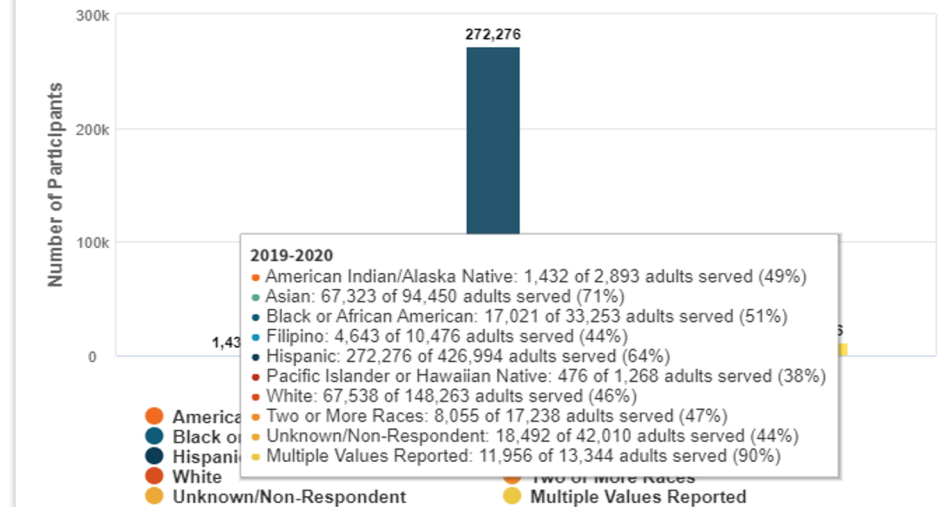
DRILL DOWN

Race/Ethnicity

STUDENT TYPE

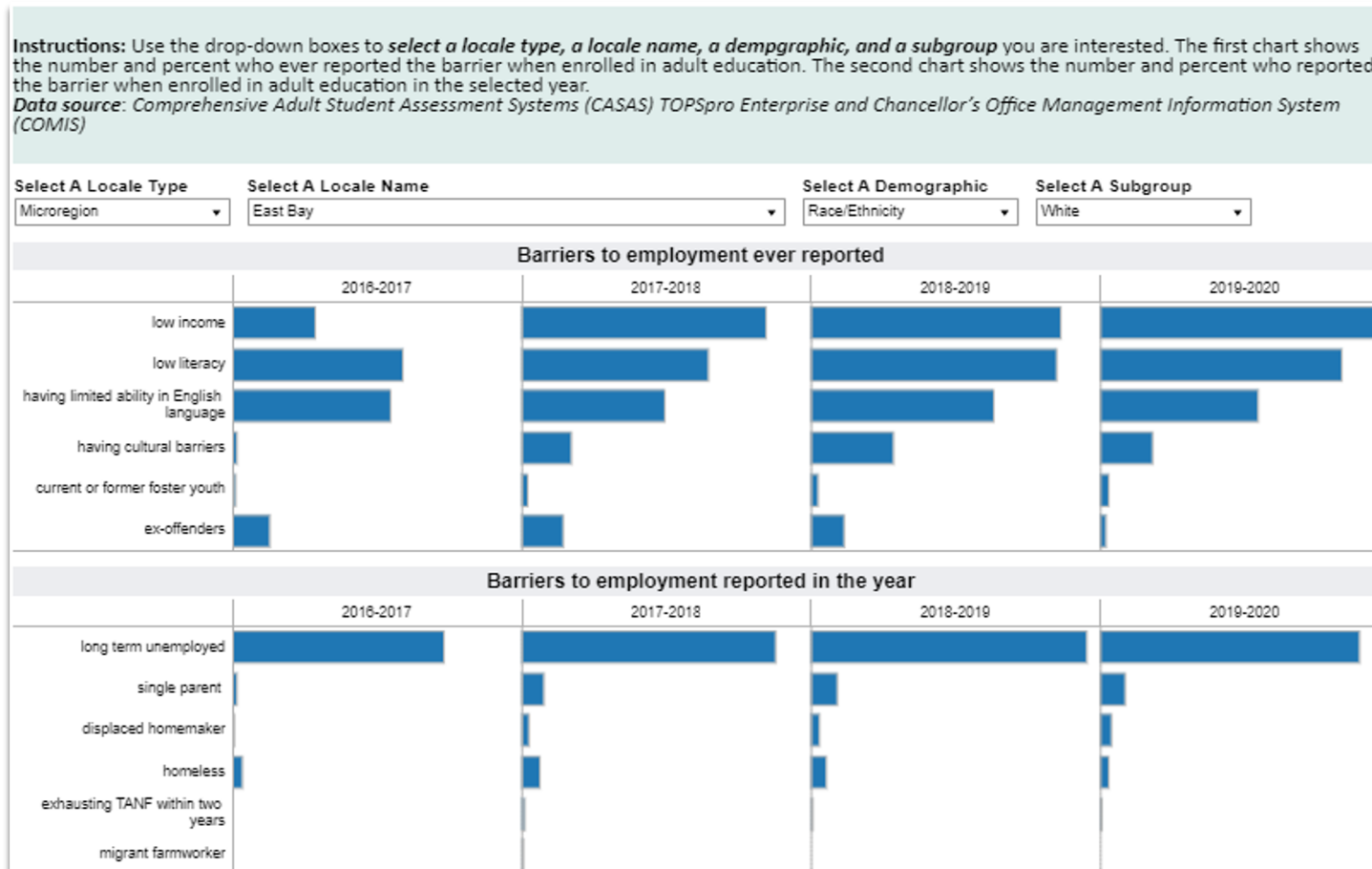
All

Statewide, 2019-2020



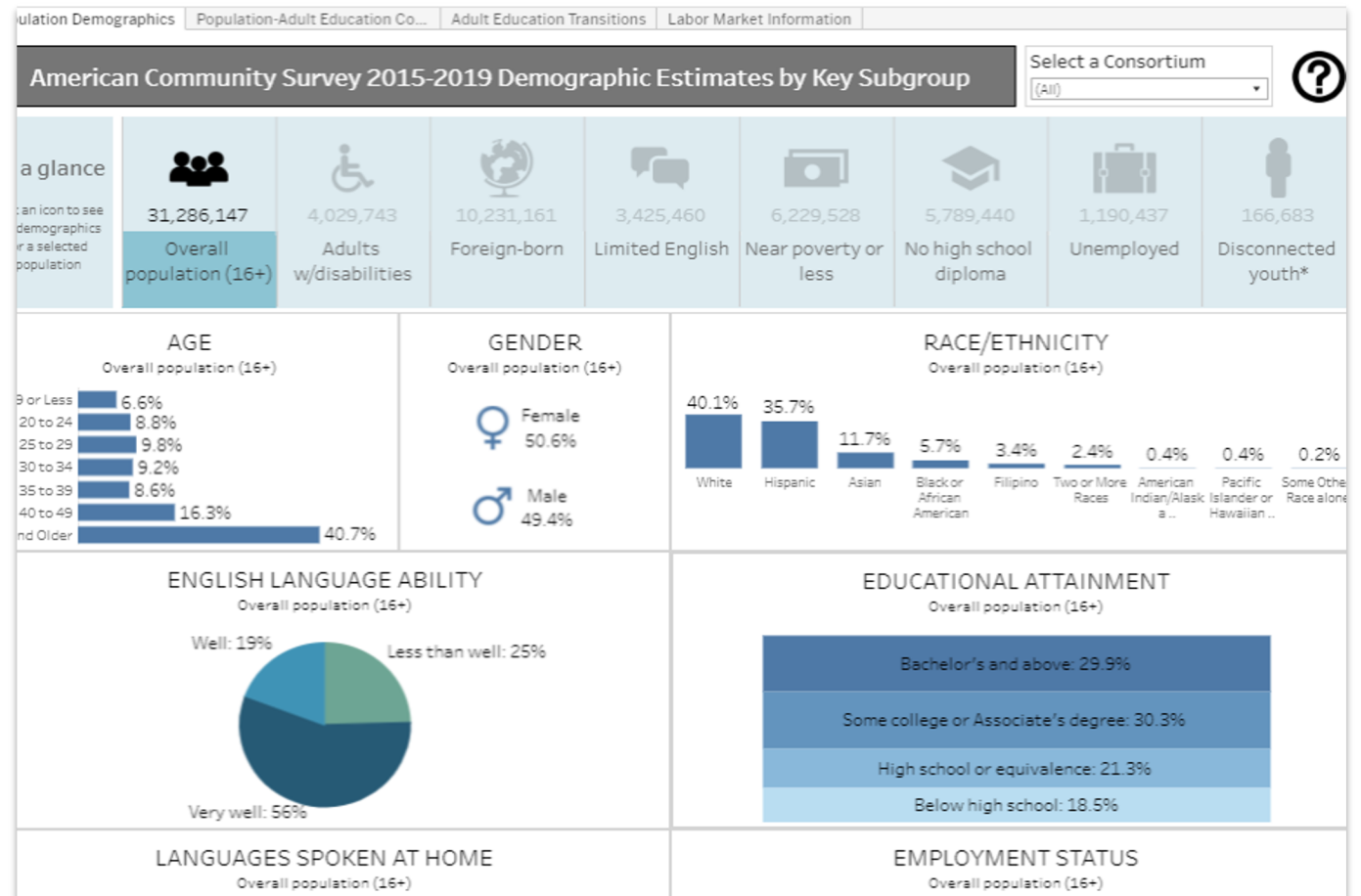
Dig a Little Deeper: Equity View

[AEP Data Story](#)



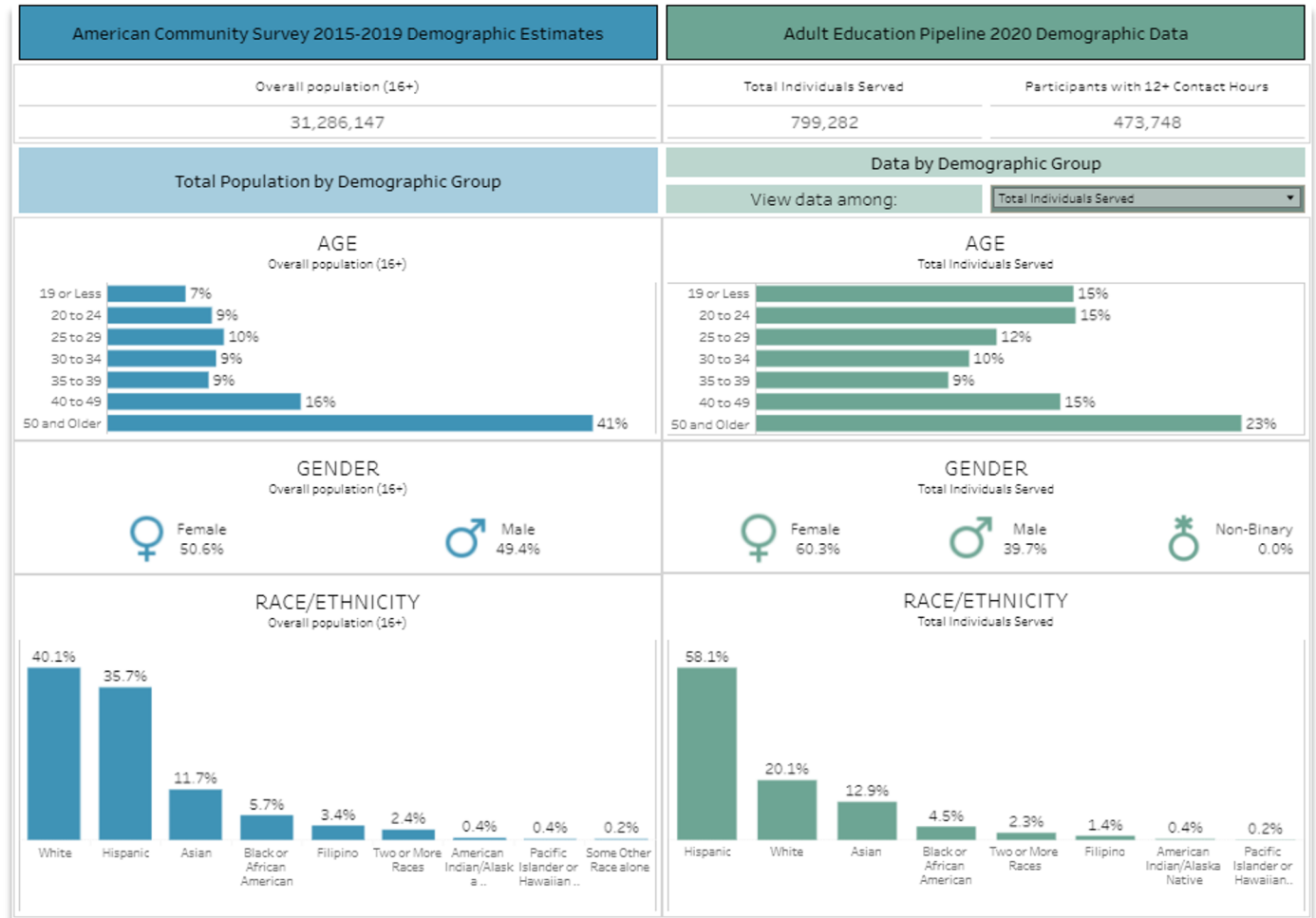
CAEP Fact Sheet: American Community Survey

- What characteristics define the regional community?
- How do those align with profiles of students currently served by adult education programs?
- Who is not being served by adult education and should be served?
- What characteristics might be barriers to students coming to programs? (i.e. lack of public transportation; times and days of classes, etc.)



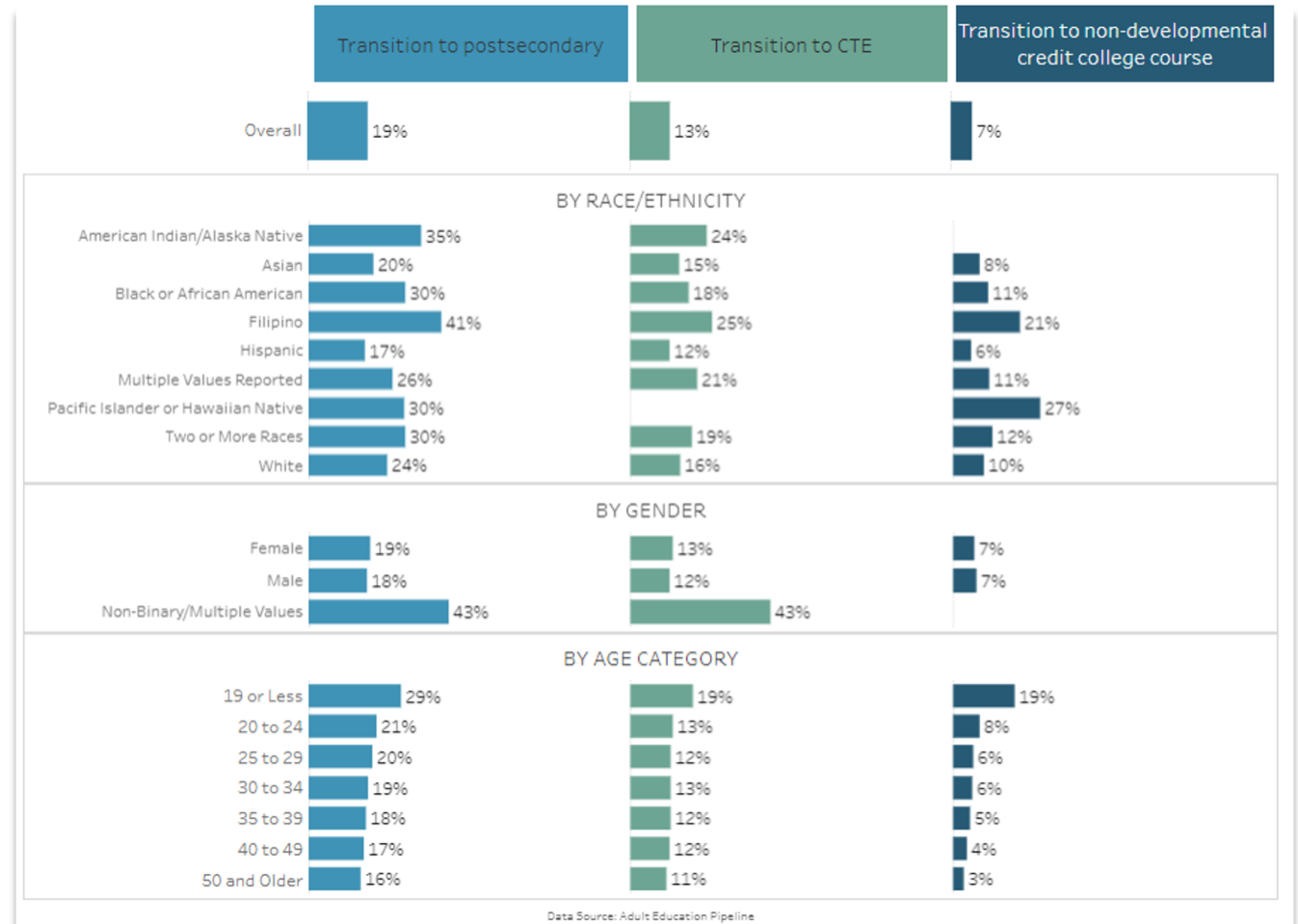
Demographic & CAEP Learner Comparison

- How do community characteristics align with profiles of students currently served by adult education programs?



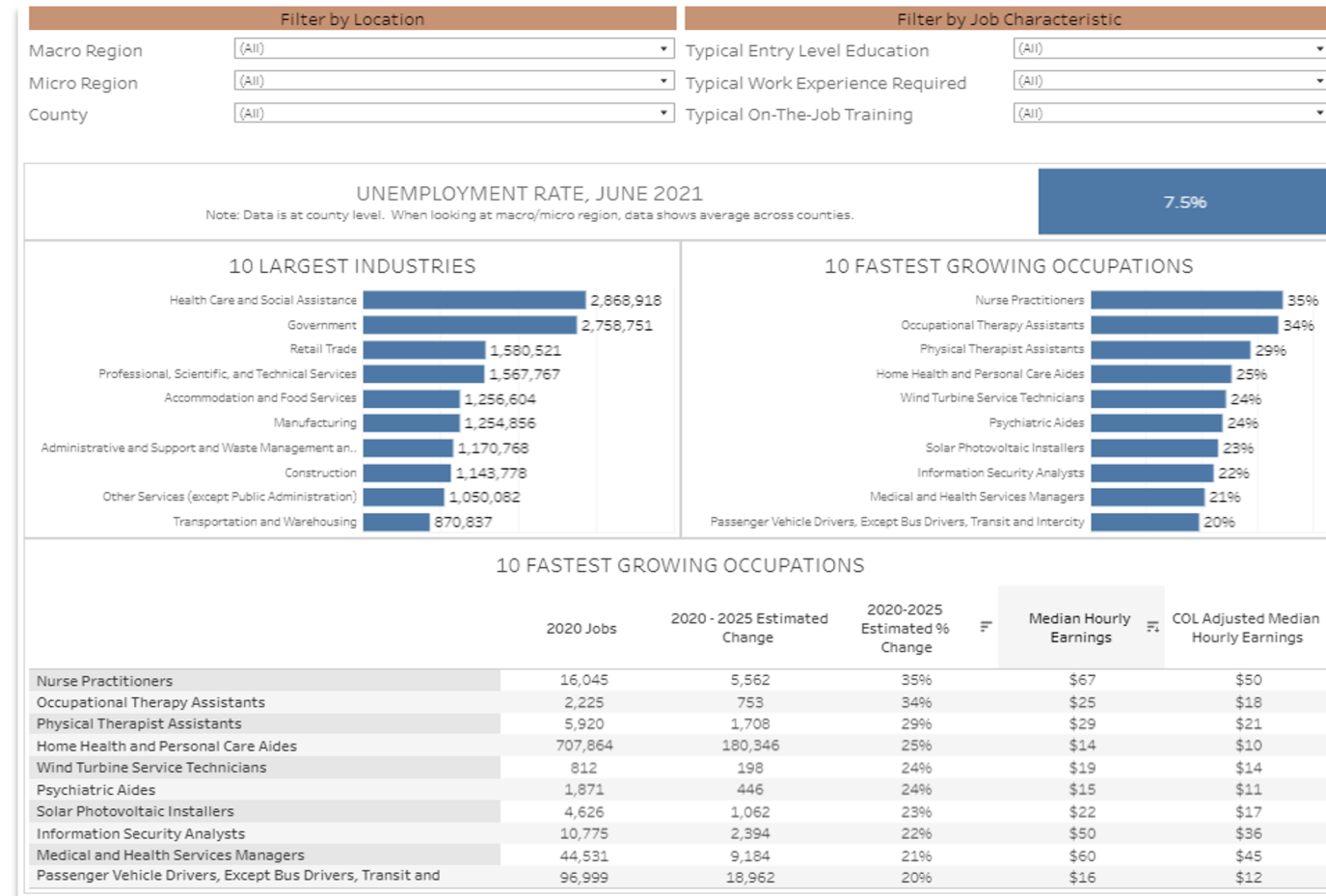
Transitions

- What outcomes do our current students achieve?
- How do student outcomes compare across different student populations and programs?
- Are particular demographic groups achieving outcomes at higher rates than others?



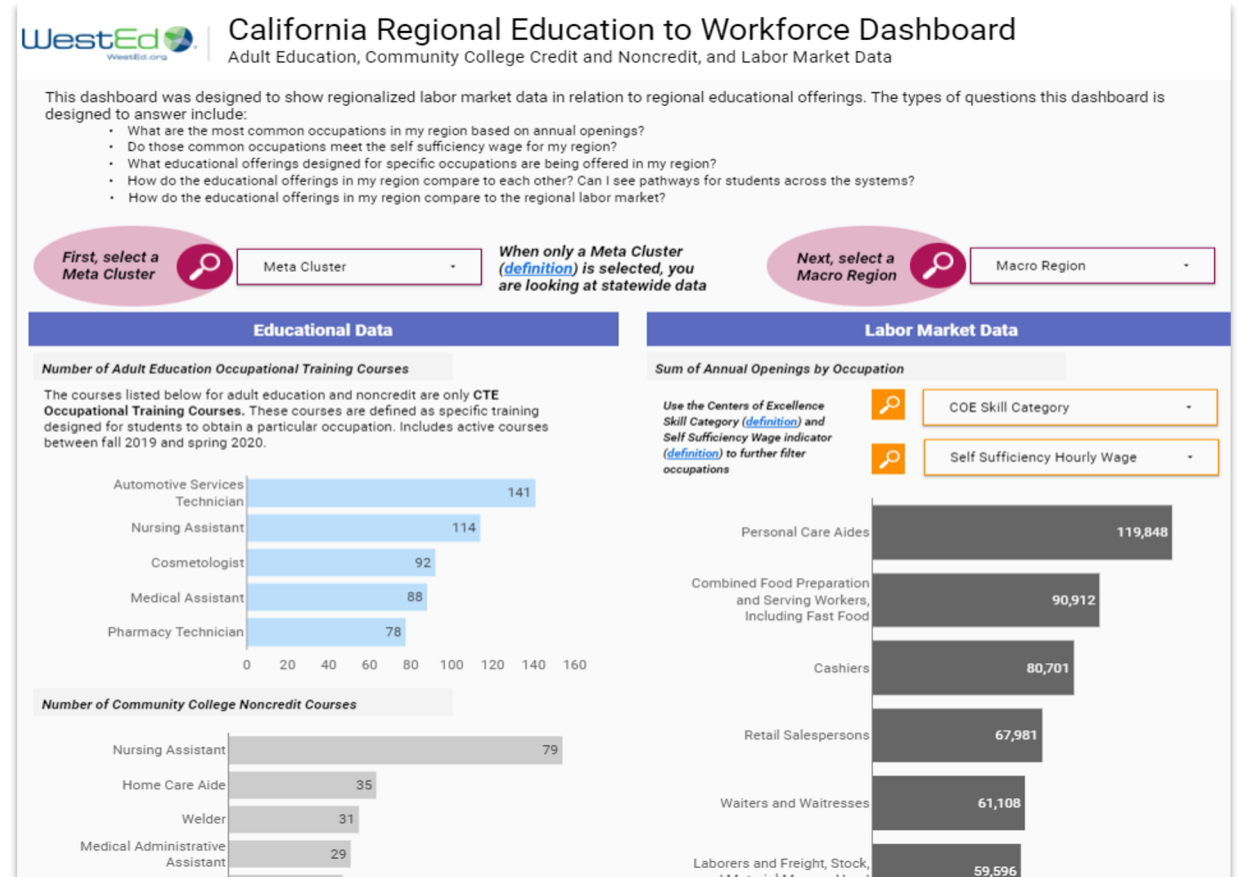
Labor Market Information Data

- What industries is the region home to?
- What kind of skills are they looking for in their employees?
- What kinds of credentials do they value?
- Are there new industries expected to be moving into the region?
- What needs and goals of students and area employers should be addressed by adult education?
- What needs and goals of students and area employers are currently unmet?



Educational Offerings & Local Labor Market Information

California Regional Education to Workforce Dashboard - User Guide



San Francisco Adult Education Consortium Planning Process

April 5, 2022

WestEd Professional Development Session 1

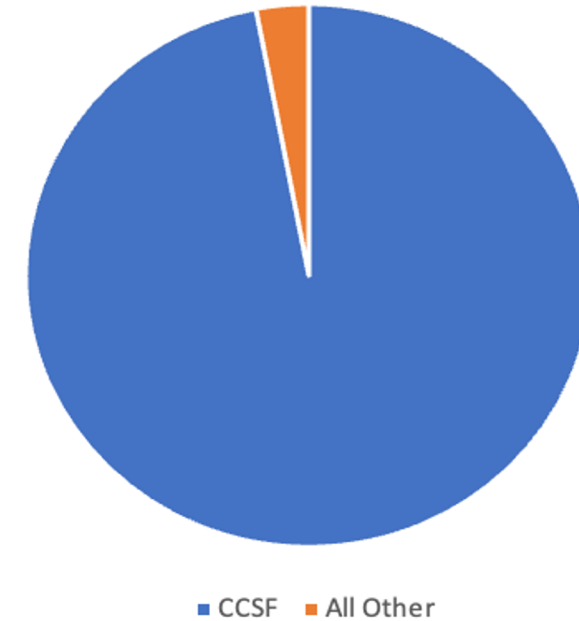
Agenda

What I'll cover today:

- Context for San Francisco Adult Education Consortium planning
- SFAEC's planning principles
- Planning activities
- Connecting the dots
- Constituency approvals

Context

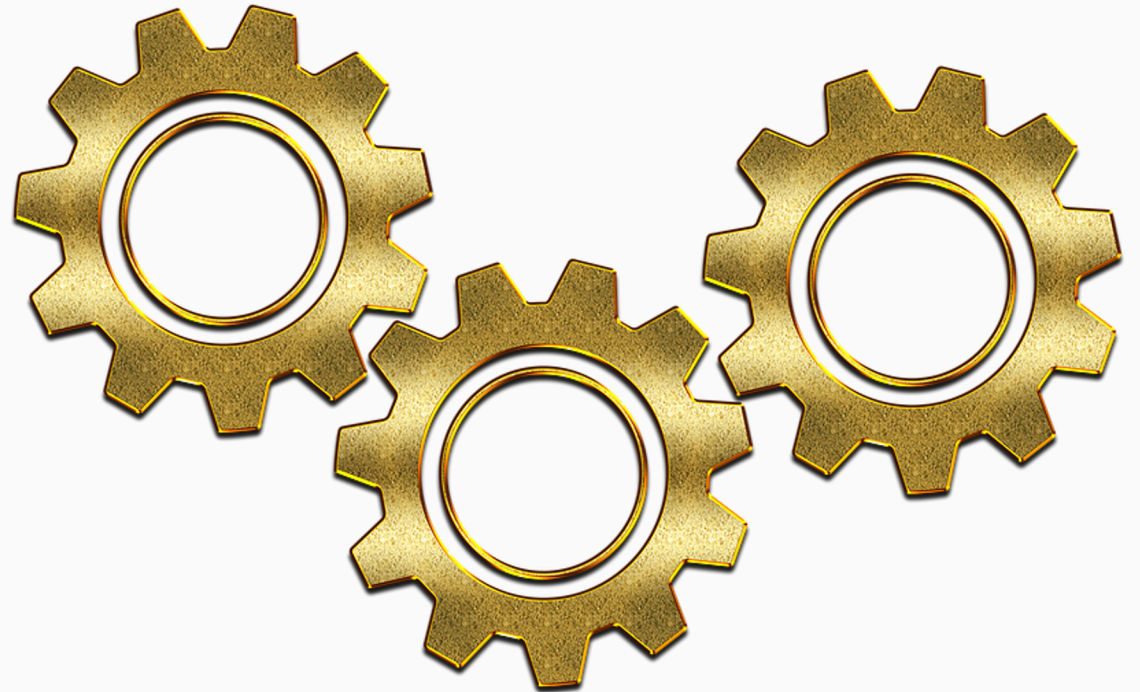
- Region is the City and County of San Francisco
- Consortium has two members:
 - City College of San Francisco (CCSF) is single college district
 - San Francisco Unified School District (SFUSD) is only K-12 district
- No adult schools since 1970s, no ROPs since 2006
- CCSF provides 97% of adult education services in region, SFUSD serves a few students 18+, CBOs and Five Keys provide remaining 3% of services



Planning at CCSF

Since almost all adult education in San Francisco is provided by CCSF, most of the planning happens at CCSF.

All formal planning at CCSF is governed by the Roles, Responsibilities, and Processes handbook (RRP), and must move through our Participatory Governance structure.

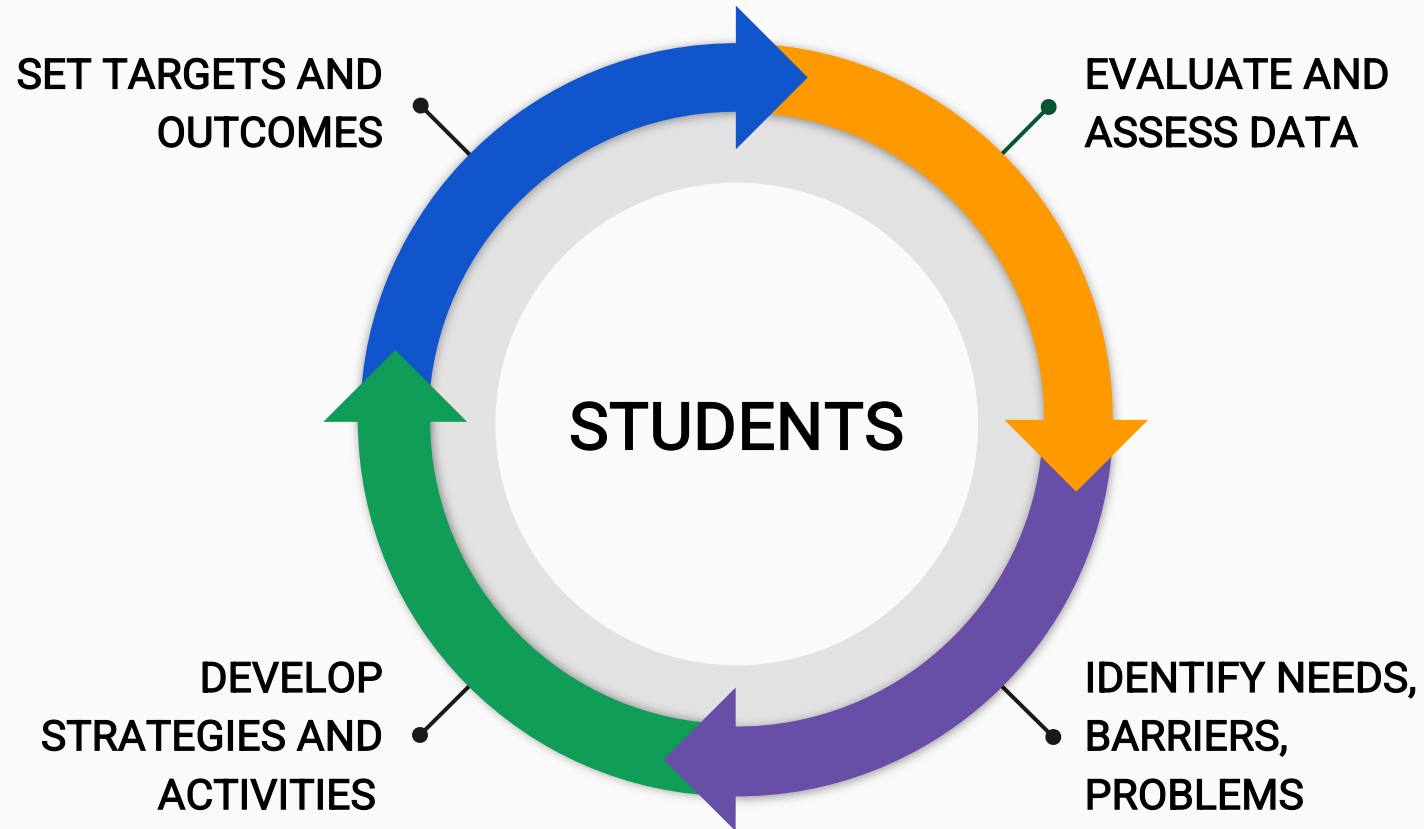


Planning Principles

All SFAEC planning activities were aligned with 5 main planning principles



Keep Students at the Center of the Plan



Provide Opportunities for Participation

**Thinking
allowed**



- Provide as many opportunities for input, learning, and participation as possible.
- Involve students, classified staff, faculty, administrators, partners
- More input = more ideas
- Participation = ownership

Move the Needle on SFAEC's Goals

Focus on strategies and activities that meet local needs and address AEP goals.

SFAEC's Goals:

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



Collaborate and Leverage

- Build on what is working to scale up successful projects
- Collaborate with other initiatives, CBOs, and services to maximize student success

making $2 + 2 = 5$

**Specificity
and clarity**

**Room for change
and innovation**



Planning Activities

Putting principle into
practice

Constituency input forms the building blocks of the plan



Starting with Shared Assumptions and Agreements

Assumptions and shared agreements:

- All plans, strategies, and activities will be based in **data**
 - Responsive to documented needs
 - Attached to AEP metrics that are measurable
 - Demographic trends of the city
- Less is more & go big or go home:
 - Commit to fewer projects that are more impactful and calculated to move the needle, instead of laundry list of possibilities
 - Partner and collaborate across divisions and units to better serve students
 - Be willing to break with past practice (be bold!)
- All strategies and activities must **align** with EMP, Student Equity Plan, EASE, RiSE, and CAEP guidelines and priorities. The AEP plan should fill in & amplify the NC student part of each of those plans
 - Partner and collaborate across divisions and units to better serve students
 - Be willing to break with past practice
- All plans, strategies, and activities must be **realistic** and do-able
 - Grounded in current CCSF policies re faculty assignments & workload
 - Grounded in the current context of the college's fiscal situation
 - Must be things that the institution can actually commit to implementing
 - Reflect demographic trends of the city

Focused conversations about student needs with departments and units that serve NC Students

- ESL & EL Civics
- Transitional Studies (HS Completion)
- Noncredit CTE departments (CDEV, Business, Culinary, Construction)
- Library & Learning Resources
- Counseling
- Outreach
- Noncredit A&R
- Office of High School Programs
- ITS
- Office of Online Learning
- Student Activities
- Office of Research & Planning

Guiding questions:

- What unmet Adult Education student needs are you seeing? What is the evidence for that need?
- Do you think this is a departmental issue, or one that is more broadly seen across the college?
- How might we meet that need?
- How would we assess the success of any proposed solution?

Listen and Learn Sessions

A series of sessions open to all college employees, constituency leaders, partners, and students August 2021 - January 2022.

- Educate about AEP and the Consortium
- Share the planning process and timeline
- Invite participation in the planning process
- Discuss previous and ongoing strategies, activities, and outcomes
- Discuss unmet student needs
- Brainstorm ideas
- Identify connections to other college efforts



What we learned:

- Shared understanding of challenges faced by NC students
- Similar ideas of how to address student needs
- Deep dedication to improving the NC student experience and outcomes.

Quantitative and qualitative data analysis to identify service gaps, areas of focus, and opportunities

About Adults living in San Francisco:

- Population
- Ethnicity/Race
- Age
- Gender
- Educational attainment
- Employment status
- Poverty levels and locations
- English language proficiency
- Language spoken at home

About our AE students:

- Numbers enrolled in each program
- Number completing 12+ hrs of instruction
- Ethnicity/Race
- Age
- Gender
- Educational progress and level gains
- Transitions to credit instruction or work

Data sources: CAEP Fact Sheets, Adult Ed Pipeline, SF.gov, Poverty Maps, internal CCSF data, comprehensive program reviews and annual plans, experiences of students and faculty

Departmental Data Dives

Jamboard Data Dive sessions with ESL and TRST in collaboration with Research Analysts in November 2021

- CAEP Factsheet and Adult Ed Pipeline
- Departmental data

<https://jamboard.google.com/d/1S67zjdIE0FyfVAkNI93FxdgiYoMtJt89Hn4kx5fKy5A/edit?usp=sharing>

Our Associated Students Council helped us include noncredit students in forming the plan.

- Presentations about the planning process to Associated Students Executive Council in September and October 2021
- Students formed Noncredit Student Issues Workgroup to assist with planning
- Student listening sessions “What do you need to succeed?” using jamboard – conducted in multiple languages in November 2021
- Regular planning updates to Executive Council in February and March 2022

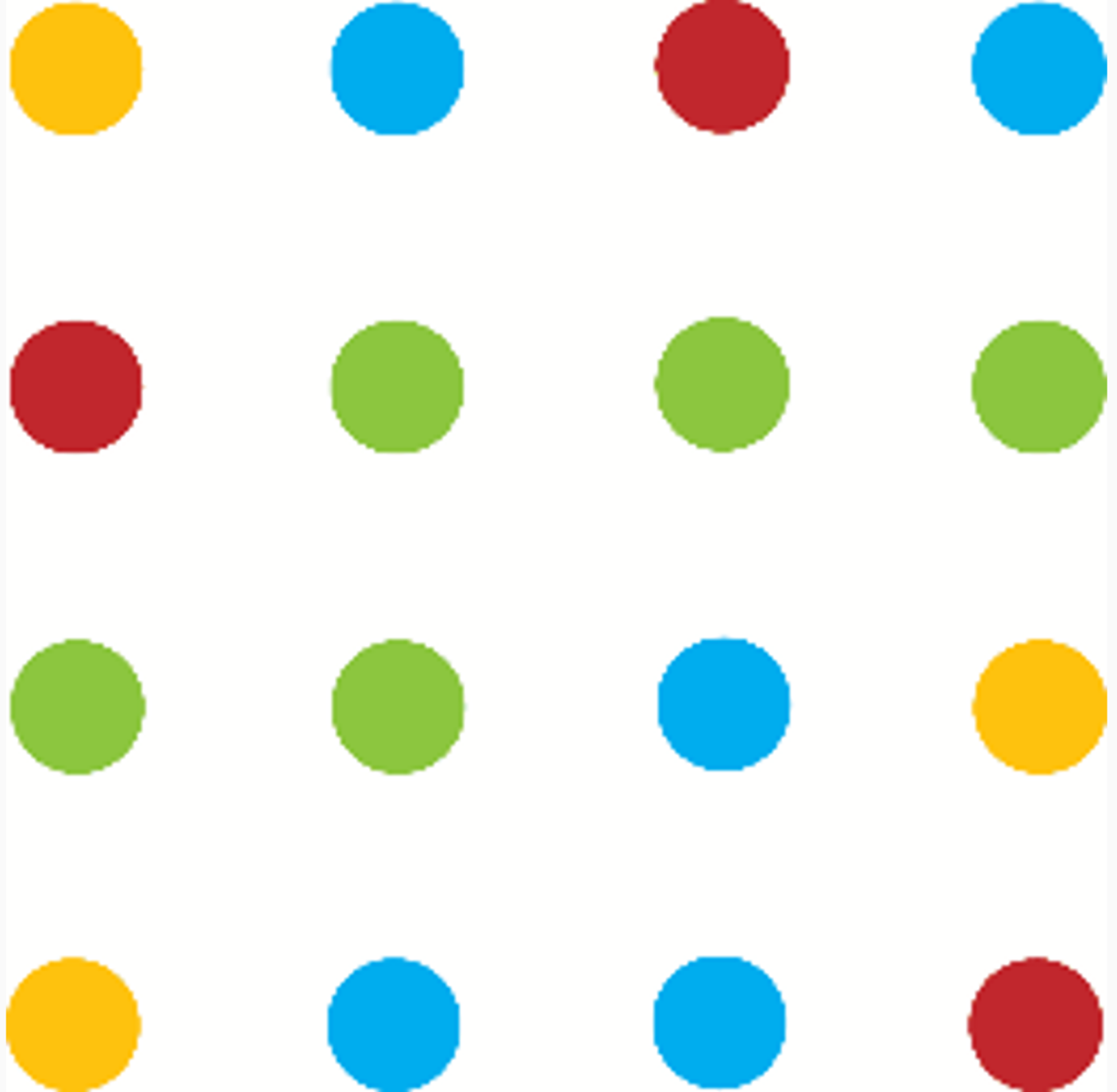


What we heard:

- Academic supports
- Equal access to services
- Socio-emotional supports and Basic Needs assistance
- Access to and help with technology
- Services in their first language

Connecting the Dots

Building the plan around strategies that are calculated to achieve SFAEC's goals, and map to other college plans



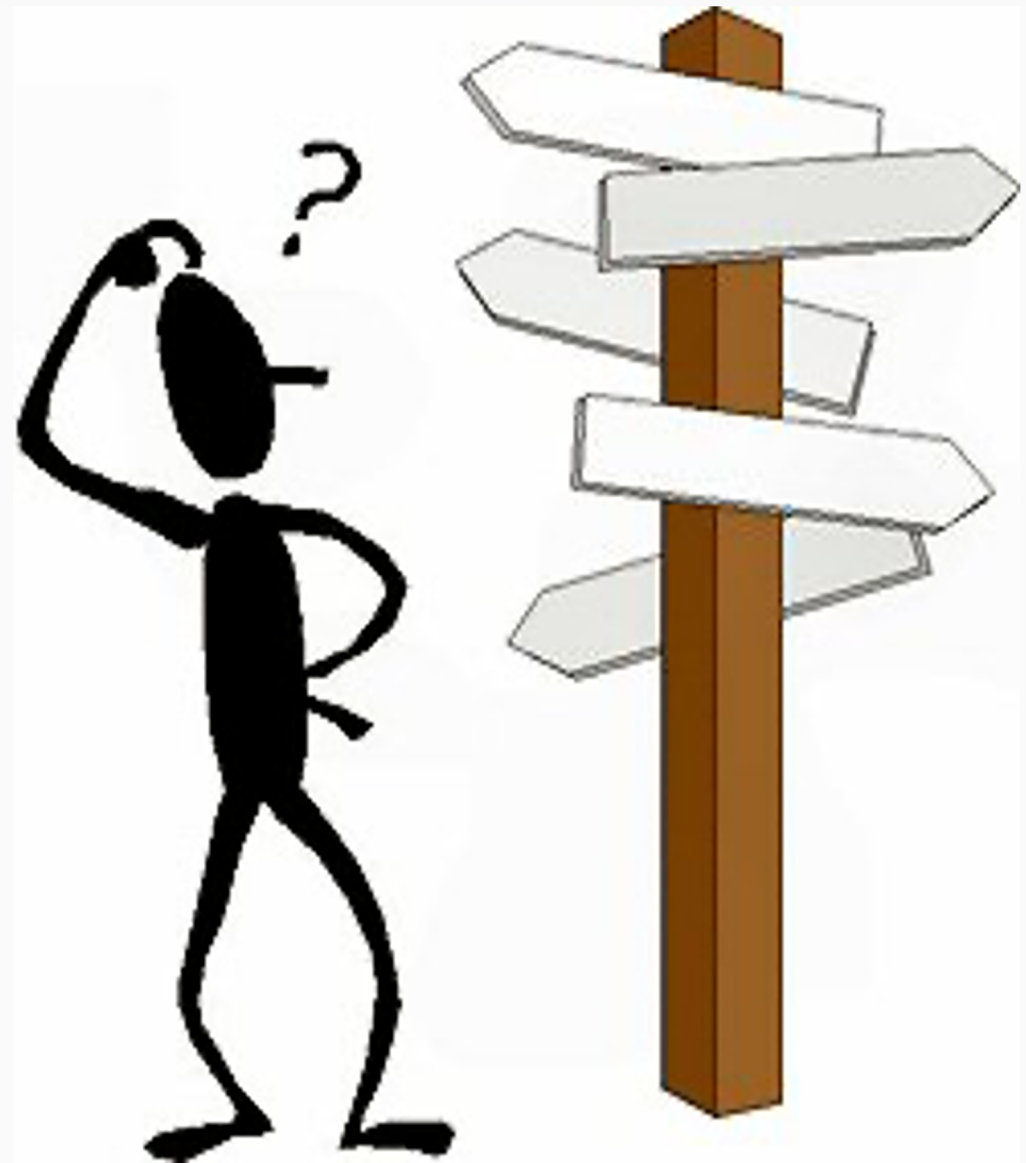
Building the Plan

- **Synthesize** what we have learned in a **logic model** as basis of plan
- **Set targets** for what we want to achieve in the next three years
- Finalize **strategies and activities** to meet those targets
- Design an **evaluation plan** for planned activities
- Build a **budget** that supports the plan



Observations and Planning Challenges

- Changing San Francisco demographics
- We can only infer student goals from their course-taking behavior
- A large number of our NC ESL students appear to have goals that do not align with SFAEC goals
- TRST & NC ESL student populations are quite different
- Diminished NC CTE offerings at CCSF
- Continuing decline in NC ESL enrollments
- Constraints due to funding formulas, falling enrollment, & budget shortfalls





Guiding questions:

- How have we allocated resources in the past?
- What assets are currently in place?
- What projects and initiatives are ongoing?
- What is working, and where are there opportunities for improvement?
- Are there new strategies or ideas we want to try?
- How will we measure what we do?
- What resources do we need?
- Who else needs to be involved?

Our Plan

We created a public-facing plan to share with our community.

Our public-facing plan includes all the required CAEP template elements, but contains graphics, charts, and more comprehensive narrative to make it readable.



Connection and Entry

Strategies to improve Adult Education students' point of **connection and entry** to CCSF from SFUSD and from the broader community:

- Fix the front door of CCSF
- Staffing for Outreach office
- Staffing for NC A&R office
- Translation of key information into multiple languages
- Real-time interpretation services for student service counters
- Collaboration with SFUSD

Metrics: Enrollment, headcount





Strategies to facilitate Adult Education ***student progress*** toward education and career goals by improving instructional and student support service offerings.

- Clear pathways
- Online and hybrid course options in NC ESL and TRST
- Software that supports learning
- Technology loans
- Learning assistance, tutors, mentors
- Address basic needs
- Professional development

Metrics: Complete 12+ hours of instruction, level & skills gain, program progress

Student Transitions

Strategies to increase the number of Adult Education students who ***transition to post-secondary education and employment.***

- Clear pathways
- Career services
- Dual enrollment and credit recovery
- Short-term vocational training
- Internship opportunities
- Professional development

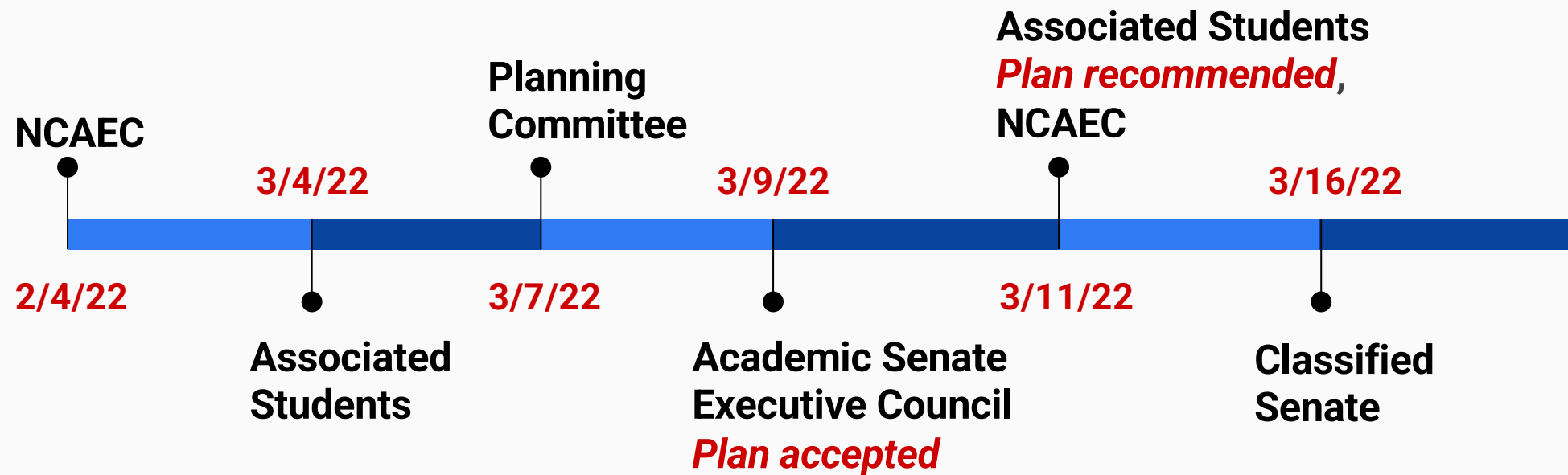
Metrics: Certificate completion, transition to credit, employment, wage gain



AEP Planning Timeline – Where are we now?

✓	Sept - Oct 2021	Conduct training, information, and listening sessions about planning process. Assemble planning team
✓	Sept - Dec 2021	Data collection and analysis, gather constituency and partner input, formulate strategies, identify metrics and goals
✓	Jan - March 2022	Refine plan with input from participatory governance bodies (Academic Senate Executive Council, Classified Senate, Associated Students)
➔	Mar - April 2022	Finalize plan, seek recommendation for adoption from participatory governance bodies, including PGC

Constituency Approvals





Questions or
Comments?

Thank you!



Questions? Wendy Miller wlmiller@ccsf.edu



Breakout Room: Identifying Opportunities

Breakout Room Directions



10 Minutes

- Identify a notetaker who can share key ideas from your discussion
- Introduce yourself
- Discuss any of the following questions:
 - What strategies have you used to gather stakeholder input?
 - What information did you gain?
 - What would you do differently in the future, if anything?
 - What additional strategies or activities do you think you could use to get more information?
 - Are there new strategies or stakeholders that you would like to engage for your 3 Year plan or in the future as you revisit your plan?

Debrief

- Please share the top 3 highlights from your conversation.
 - What strategies have you used to gather stakeholder input?
 - What information did you gain?
 - What would you do differently in the future, if anything?
 - What additional strategies or activities do you think you could use to get more information?
 - Are there new strategies or stakeholders that you would like to engage for your 3 Year plan or in the future as you revisit your plan?



Using Data Stories to Inform Planning

Student Stories

Combining data and stakeholder voices to tell a story

[HOME](#)
[ADMINISTRATORS](#)
[2021 FACT SHEETS](#)

[Population Demographics](#)
[Population-Adult Education Co...](#)
[Adult Education Transitions](#)
[Labor Market Information](#)
[Student Stories](#)

Lucas

Cynthia

Lucas' Story

Lucas* is an adult learner in the California Adult Education Program. He is one of the three percent of learners that successfully earned a High School Equivalency certificate.

Traditional school did not offer Lucas what he needed and wanted

When Lucas was in the tenth grade, he was kicked out of school due to tardiness and low attendance -- which, he later found out, was related to undiagnosed sleep apnea.

After enrolling in a continuation school, Lucas left school a second time -- with only 10 credits left -- because he found working to be more interesting than school.

Looking for new opportunities

Lucas thrived in the working world, where he earned promotions from forklift driver to auto mechanic and technician. While he liked his job, he wanted a career that would offer growth opportunities. Thanks to the encouragement of his wife, who was enrolled in an early childhood education program at their local community college, Lucas faced his fear of returning to school and enrolled in a GED program.

"Teachers are heroes when they care about their jobs."

Lucas' counselors, teachers, and fellow students made him feel like he belonged from his first moment in class. He appreciated that the program made it possible to fit school into his life and reach his goal -- even in the midst of the COVID-19 pandemic.

Thanks to their support, Lucas completed his high school equivalency and is transferring to community college, where he plans to explore his many career interests, from physical therapy to engineering to real estate.

Lucas appreciated the flexibility and support the program offered, including:

- flexible testing dates
- test vouchers
- active academic support
- coaching on how to navigate educational systems

Having people reach out and check-in on him made all the difference.

Nearly 400,000 Californians between the ages of 20 and 29 do not have a high school diploma

Fewer than 4,500 people between the ages of 20 and 29 earned a high school diploma or equivalency in 2020

19% of adult education learners transitioned to postsecondary education in 2018-2019

16% of first-time community college students who enrolled in 2015-2016 earned an award within four years

What opportunities exist to support learners like Lucas?

How might we support learners to return to school, earn their high school equivalency, transfer to postsecondary education, and explore new pathways to reach their goals?



Breakout Room: Identifying Opportunities

Breakout Room Directions



10 Minutes

- **Identify a notetaker who can share key ideas from your discussion**
- **Read through Cynthia's Story**
 - Access: <https://bit.ly/3uFH51S>
- **Discuss the following questions:**
 - What did you learn from Cynthia's story?
 - How do data points and narrative help create a more informed picture of the learner?
 - What opportunities exist to set targets or identify strategies?
 - How can this inform planning?
 - Who could you interview to bring more perspective to your data and 3-year planning?

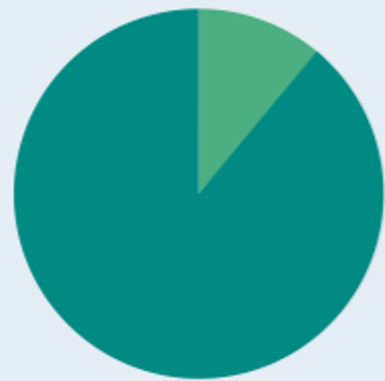
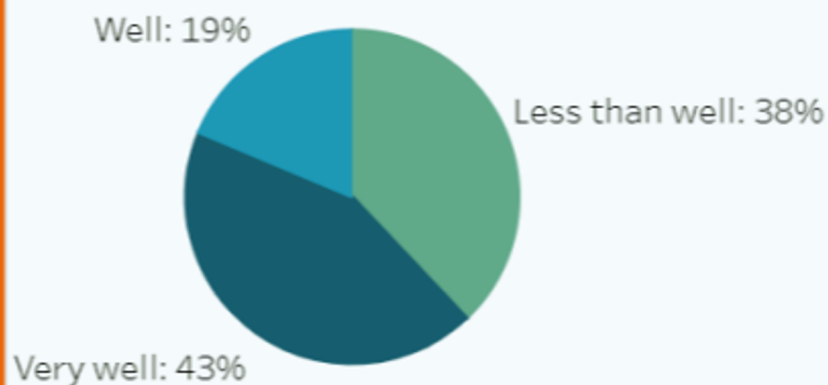
Meet Cynthia

Cynthia is one of nearly a quarter of a million learners who enrolled in English as a Second Language courses through the California Adult Education Program.

Eager to learn and a figure of resiliency

Cynthia immigrated to the United States with her husband. Cynthia always loved school and learning. In her home country, she wanted to study health, but earned computer science degree instead based on the wishes of her husband. When they came to the United States, Cynthia put her degree aside and stayed home to care for her family - until her husband abruptly left, leaving her to provide for herself and her children.

More than a third of Californians whose income is near poverty or less speak English less than well



Only 12% of ESL students transitioned to a Career & Technical Education Course in 2019 - 2020

ESL courses created a pathway for Cynthia to pursue her dream

Cynthia enrolled in her local adult school with the goal of learning English so that she could earn money to support her family. After an advisor who informed her about the local health education center, and Cynthia realized that she had an opportunity to fulfill her lifelong dream of working in the health field.

"There are lots of schools that charge lots of money and only teach to the exam. [My school] isn't like that... they teach for the knowledge."

Cynthia threw herself into the opportunities offered at the health education center, where she completed medical interpretation courses and Certified Nursing Assistant courses. Her drive and passion for health care drew her to the phlebotomy program.

Cynthia was taking care of her family while completing medical assisting and language courses. She would study late into the night, only get a few hours of sleep - and even still, she was not scoring high enough on the entrance exam to get into the phlebotomy program. Cynthia knew there were other programs in which she could enroll, but she wanted to quality education offered by the health education center, and so she remained focused on her goal. The pandemic brought an unexpected opportunity: entrance exam requirement was waived, and she was she able to enroll in the program.

Cynthia enrolled, successfully completed the program, and is now focused on her next goal: to enroll in community college to become a

80 PERCENT

of women who completed
CTE courses go on to earn a
GPA of 2.0 or higher in
community college



What opportunities exist to support learners like Cynthia?

How might we support English Language Learners to understand the opportunities that exist, complete requirements, and earn high-demand certifications and degrees that they can leverage to support their families and reach their goals?

Debrief

- **Please share your top 3 highlights from your conversation.**
 - What did you learn from Cynthia's story?
 - How do data points and narrative help create a more informed picture of the learner?
 - What opportunities exist to set targets or identify strategies?
 - How can this inform planning?
 - Who could you interview to bring more perspective to your data and 3-year planning?



Building Your Own Data Stories

[Guide: Educational Planning: Learner Profile Development: Centering CAEP Learners' Needs and Experiences to Inform Adult Education Program Pathways & Planning](#)



Exploration Activity for Session 2

April 28 at 12:00 pm Action Planning

- Using the data point that you chose and shared, or another one, identify a stakeholder to interview.
- Interview that stakeholder.
- Come prepared to share your experience, what you learned from the interview, and how it informed your 3-Year Planning.



Last Thoughts

Upcoming Webinars

Individual Webinar Opportunities

4/29/2022	AEP 2022 is LIVE: New Features and Updates to the Adult Education Pipeline
5/10/2022	Adult Education Pipeline Data for Continuous Improvement and 3 Year Planning
6/9/2022	Adult Education Pathways Through Education to Workforce

Two Session Professional Development Opportunities

4/5/2022 & 4/28/2022	Part I & 2: Using Adult Education Pipeline Data, CAEP Fact Sheets, and other Data Resources for Three-Year Planning
5/5/2022 & 5/17/2022	Part I & 2: Exploring Equity in CAEP Programming using AEP Dashboard Data and other Data Tools
6/14/2022 & 6/28/2022	Part I & 2: Creating Career Pathways Using the Updated Adult Education to Workforce Dashboard Tool



Thank You!



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