# Section 1: Consortium Information

ACCEL San Mateo County

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# Section 2: Comprehensive Regional Three-Year Plan

## 2.1 Executive Summary

ACCEL San Mateo County is comprised of eight agencies: Jefferson Adult Education, South San Francisco Adult Education, San Mateo Adult School, La Costa Adult School, Sequoia District Adult School, Skyline College, College of San Mateo, and Canada College.

ACCEL an acronym for “Adult, College, Career, and Educational Leadership.” ACCEL’s core principals are:

* Students are the center of what we do;
* Transparency of Process;
* Innovation and Promising Practices;
* Capacity Building;
* Collaborative Learning and Active;
* Partnerships: Community, Civic, Industry & Employers

ACCEL seeks to improve the educational and career outcomes of adult learners in the following program areas: programs leading to a high school diploma or high school equivalency through adult basic education (ABE), adult secondary education (ASE), programs for immigrants, including ESL, and workforce preparation through career technical education (CTE).

ACCEL’s steering committee in its inception 4 years ago adopted the following planning principles to guide our planning process:

1. Focus on adult learner’s success as our core commitment.

2. Incorporate best practices and innovation.

3. Engage new partners to expand resources, options and support.

4. Develop the sustainable collaborative capacity – the skills, competencies and systems for long term success.

5. Conduct a transparent process.

In April 2019, the ACCEL Management Team consisting of Directors/Deans from Skyline College, College of San Mateo, Canada College, Adult School Principals/Directors held a 3-Year Planning Retreat focusing on the following key questions: (1) Where has ACCEL been?; (2) What have we learned?; (3) What did we accomplish?; (4) Where do we want to go in the future?

In the past four years, we have accomplished some goals and are proud of what we have accomplished:

* Canada College – Sequoia Adult School: Well developed articulation and alignment of ESL classes, transition advisement, and a foundation providing financial support to adult school students transitioning to the community college.
* Skyline College, Jefferson Adult School and South San Francisco Adult Education:

Coordination and alignment of ESLA curricula and assessments. Development & implementation of Hospitality & Tourism Bridge Program. Introductory courses in Hospitality were held at the South San Francisco Adult School and further course completion held at Skyline College. Community College outreach and recruiting visits.

* College of San Mateo – San Mateo Adult School: Joint faculty teacher meetings and site visits to review curricula and assessments. Community college outreach and recruiting visits. Articulated Agreements for Certification Programs: Tax Preparer and Accounting Assistant.
* La Costa developed three levels of CTE Informational/Workforce Technology Pathways.

We learned more about our student populations, their characteristics and their needs. Now, looking toward the future, we are excited about our goals, strategies and working together with our adult learners, community partners, and industry we will achieve our goals of helping our students go from where they are to where they want to be by creating pathways to success.

## 2.2 Pre-Planning Assessment

The ACCEL Consortium envisioned and engaged in a planning approach that consisted of the following elements: (1) action-oriented; (2) inclusive and transparent; (3) Human Centered Design; (4) visionary/paradigm shifting; (5) ongoing learning over 3 – years; (6) data-informed; (7) inclusive of customer-stakeholders; (8) tied to capacity building; and (9) drive resources. ACCEL’s goal is to achieve its vision: to create pathways to success for adult learners – college, career, and community.

ACCEL’s planning process consisted of on-going discussions and input from Consortium steering committee members, input from faculty, staff, teachers, administrators, classified staff, students, work force development board and community partners. As well as discussions and meetings during ACCEL Steering Committee project based workgroup sessions, and meetings with stakeholders from NOVA Job Works, Job Train, and Allies 4 Innovation.

The Steering Committee consists of a representative from each member organization and the County Office of education, including an instructional professional from each segment. The Steering Committee uses a shared agreement model to develop technically sound and strongly supported solutions.

**Looking Toward the Future**:

In April 2019, the ACCEL Management Team consisting of Directors/Deans from Skyline College, College of San Mateo, Canada College, Adult School Principals/Directors held a 3-Year Planning Retreat focusing on the following key questions: (1) Where has ACCEL been?; (2) What have we learned?; (3) What did we accomplish?; (4) Where do we want to go in the future?

During ACCEL’s pre-planning assessment process, several thought provoking questions also emerged:

* Who exactly are our students and/or our prospective students?
* Immigrant Integration: What’s next?
* How can we create awareness of possible opportunities as a road map to guide students to individualized learning and skills that can lead to various career pathways?
* What are we really helping our students achieve: enter and academically succeed in college; enter the trades; obtain CTE skills? How can this successfully be done?
* How are the adult school courses aligned with the community college curriculum; are the adult school students learning the skills necessary to assure their academic success at the next level in community college?
* Should we adopt an individualized pathway concept approach for career navigation?
* Leveraging resources: our students have many needs; there are many community-based organizations in our county; how do we determine what resources are needed, what resources exist; where are they located; what are the hours/days of operation; how can they be accessed with a warm handoff?
* Student barriers – how can we determine what they are?
* Adult school career exploration: how does it align with what the community colleges offer in terms of courses/skills/careers?
* How can we change and/or create shared vision between the adult schools and the community colleges to achieve our collective goals?
* Regarding our chosen projects for the upcoming 3-year plan, what universal, transferable skills are needed; what tools can we utilize to further assist student success?

In analyzing the data and feedback gathered from our workgroups, meetings, and retreat discussions, the following strategic themes emerged:

1. Career Pathway Projects/Employer Engagement Opportunities;
2. Curriculum Alignment: Teaching & Learning Opportunities;
3. Transition Strategy – Career Assessment & Planning, Transition Specific Opportunities;
4. External Service Alignment/Co-Enrollment: CBO’s, Public Agencies Opportunities;
5. Network Structure (Consortium Capacity & Organization).

The ACCEL management team retreat discussion and findings were shared with the ACCEL Steering Committee members. To further narrow our proposed strategy and focus, a survey was sent to all ACCEL Steering Committee members asking them to rate proposed project strategies according to needs reflected in the region.

### Table 1. Regional Service Providers

| **Provider Name** | **Provider Type** | **Address or location(s) where AE services are provided** | **Program Areas** | | | | | | | | **If other, provide a brief description of services provided** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ABE** | **ASE** | **ESL** | **CTE** | **AWD** | **WR** | **PA** | **ACS** |
| *XYZ Agency* | *Business / Industry* | *555 Adult Education Lane, Los Angeles, CA 90001* | *X* | *X* | *X* | *X* | *X* | *X* | *X* | *X* | *XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.* |
| Jefferson Adult Education | K12 Adult | 699 Serramonte Blvd, Daly City |  |  |  |  |  |  |  |  |  |
| South San Francisco Adult Education | K12 Adult | 825 Southwood Drive, SSF |  |  |  |  |  |  |  |  |  |
| San Mateo Adult School | K12 Adult | 789 E Poplar Ave., San Mateo |  |  |  |  |  |  |  |  |  |
| La Costa Adult Education | K12 Adult | 498 Kelly Ave., Half Moon Bay |  |  |  |  |  |  |  |  |  |
| Sequoia Adult Education | K12 Adult | 3247 Middlefield Rd, Menlo Pk |  |  |  |  |  |  |  |  |  |
| Skyline College | College | 3300 College Drive, San Bruno |  |  |  |  |  |  |  |  |  |
| College of San Mateo | College | 1700 W Hillsdale Blvd, S Mateo |  |  |  |  |  |  |  |  |  |
| Canada College | College | 4200 Farm Hill Blvd, R.C. |  |  |  |  |  |  |  |  |  |
| Puente de la Sur | CBO | 620 North St, Pescadero |  |  |  |  |  |  |  |  |  |
| Half Moon Bay Library | Library | 6220 Correas , Half Moon Bay |  |  |  |  |  |  |  |  |  |
| San Mateo Library/Project Read | Library | 55 W 3rd Ave., San Mateo |  |  |  |  |  |  |  |  |  |
| Job Train | CBO |  |  |  |  |  |  |  |  |  |  |
| San Mateo TIP |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

### Table 2. Funding for Adult Education Programs and Services

|  |  |  |  |
| --- | --- | --- | --- |
| **Source and Type of Funds** | **Funding Estimates FY2019-20** | **Funding Estimates FY2020-21** | **Funding Estimates FY2021-22** |
| **State / Federal Funding** |  |  |  |
| **AEP** | $9,835,186 | $9,835,186 | $9,835,186 |
| **CalWORKs** | $0 | $0 | $0 |
| **CCD Apportionment** | $0 | $0 | $0 |
| **Corrections** | $0 | $0 | $0 |
| **LCFF / District Funds** | $0 | $0 | $0 |
| **Perkins V** | $0 | $0 | $0 |
| **WIOA II** | $1,299,566 | $1,299,566 | $1,299,566 |
| **Other** | **$0** | **$0** | **$0** |
|  | $0 | $0 | $0 |
|  | $0 | $0 | $0 |
|  | $0 | $0 | $0 |
|  | $0 | $0 | $0 |
|  | $0 | $0 | $0 |
|  | $0 | $0 | $0 |
| **Total** | **$0** | **$0** | **$0** |

## 

## 2.3 Community Need and Customers

**Demographics of the Region:**

|  |  |  |
| --- | --- | --- |
|  | **NUMBERS** | **PERCENTAGE** |
|  |  |  |
| Total Population | 718,451 |  |
| Population 18 Yrs. & Older | 601,114 |  |
| Foreign Born | 253,144 |  |
| Near Poverty | 103,900 |  |
| Limited English/Speak Less Than Well | 121,236 | 20% |

**Educational Levels:**

|  |  |  |
| --- | --- | --- |
|  | **NUMBERS** | **PERCENTAGE** |
|  |  |  |
| No High School Diploma | 65,719 | 11% |
| Have HSD or Equivalent | 98,762 | 16% |
| Some College | 160,621 | 27% |
| Bachelor’s Degree or Higher | 276,011 | 46% |

San Mateo County is located just south of San Francisco and features a strong thriving economy that is home to industry sectors such as: bioscience, computer software, green technology, hospitality, financial management, health care and transportation.

In the southern part of the county lies the heart of “Silicon Valley,” and is home to Stanford University, Facebook, Oracle, LinkedIn, Electric Arts, Box, Hewlett Packard and Tesla.

**Economic Inequities: Low Wages & Housing Crisis**:

While San Mateo County’s overall economy is strong, there are growing and acute inequities in the region. Middle and lower wage workers are less and less likely to make ends meet as the growing technology sector, as well as technology utilized in all sectors of the economy increases the number of affluent, highly educated households in formerly affordable areas of the County.

When many people think of San Mateo County, many assume that most of the County’s thousands of new jobs are high-paying positions in the technology sector. However, many of the jobs in San Mateo County are in the service and retail sectors; many of these jobs pay lower wages. Although throughout San Mateo County jobs wage levels have increased, middle-tier jobs which historically have made up the majority of employment now make up a smaller proportion which has contributed to a growing wage gap and economic inequity. 1

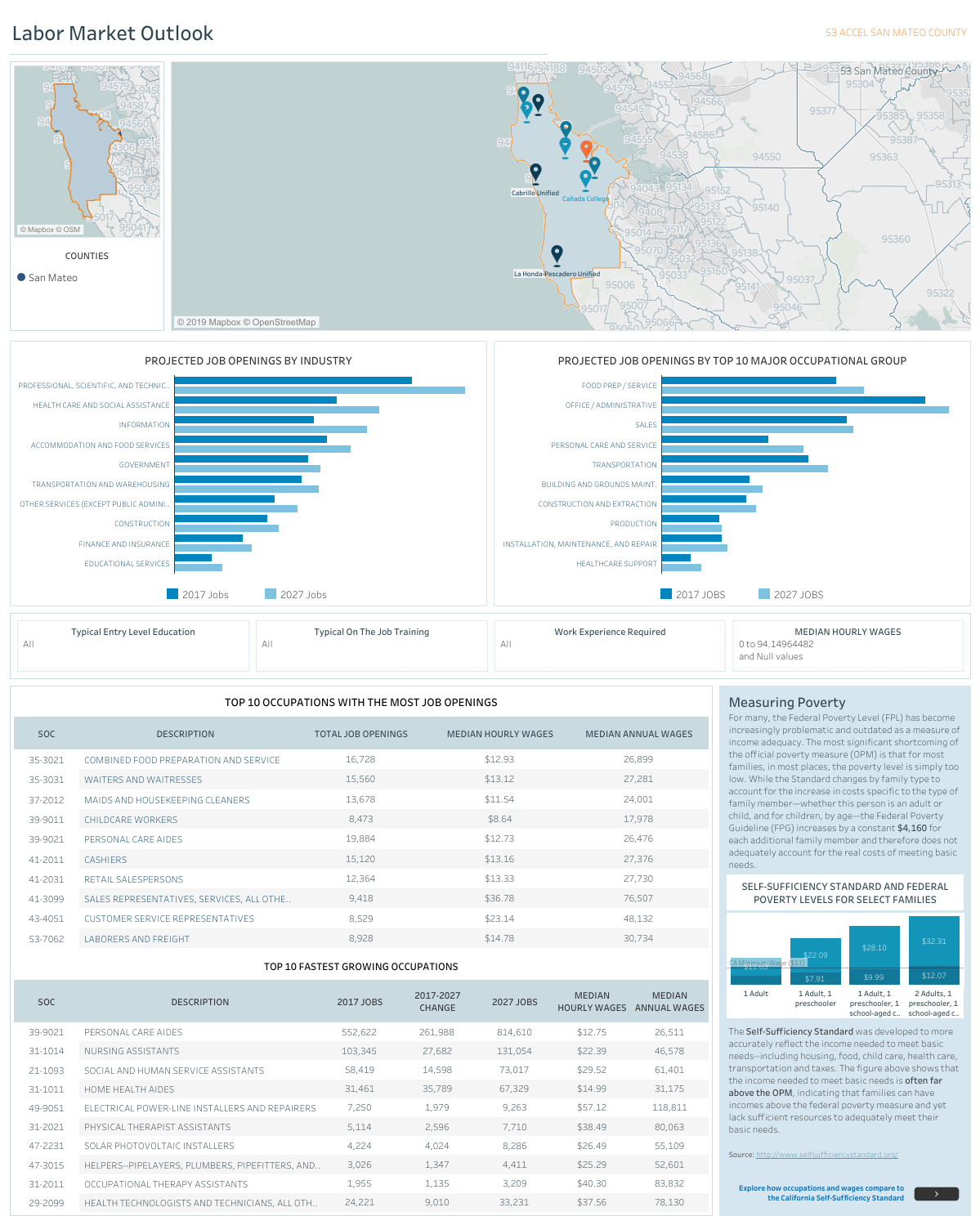
There is a housing crisis in San Mateo County. The gap between income and housing costs are difficult for many, even those who earn high salaries. However, the greatest burden is found in communities of color and low income households. Rentals are out of reach for many. For example, to afford a two-bedroom apartment rental in San Mateo County, an annual income of $118,000 is needed; for those employed in the service or retail sector, this means two to three times his or her salary.2

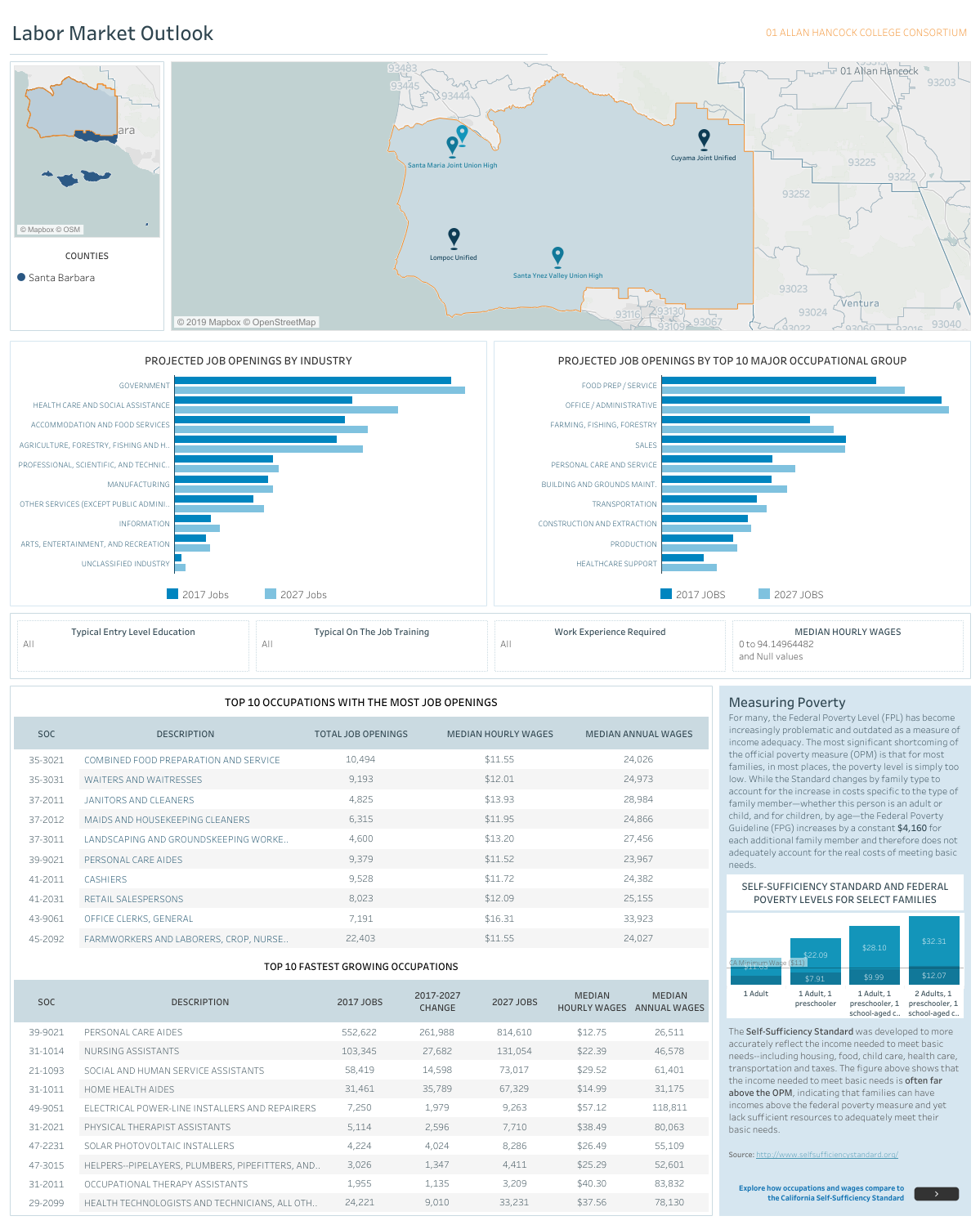
**Employment**:

A growing knowledge based economy demands that more workers have postsecondary credentials - training beyond high school. Today’s work environment requires a higher level of skills to remain gainful employed. A number of employers are requiring existing workers to upgrade their skills to remain employed, while other employers are using educational and occupational credentials in the hiring process to find the most qualified workers, and as a measure to determine a candidate’s adaptability and trainability. Economic Data and growth trends in the region have led to the forecast of the fastest growing top 10 employment sectors by industry and occupation from 2017-2027.

1. Moving San Mateo County Forwards: Housing and Transit at a Crossroads. <http://hlcsmc.org/wp-content/uploads/2018/06/HLC2018-MovingReport-v7web.pdf>/

2. Defining Housing Affordability. “U.S. Department of Housing & Urban Development. Office of Policy Development and Research. [https://www.huduser.gov/portal/pdredge/pdr-edge-featd-artcle-08147.html Accessed may 24](https://www.huduser.gov/portal/pdredge/pdr-edge-featd-artcle-08147.html%20Accessed%20may%2024), 2018.





## 2.4 Identifying Goals and Strategies

In April 2019, ACCEL’s management team held a one-day retreat to discuss and plan its strategic direction. ACCEL’s steering committee in its inception 4 years ago adopted the following planning principles to guide our planning process:

1. Focus on adult learner’s success as our core commitment.

2. Incorporate best practices and innovation.

3. Engage new partners to expand resources, options and support.

4. Develop the sustainable collaborative capacity – the skills, competencies and systems for long term success.

5. Conduct a transparent process.

During this retreat, we reviewed our mission, vision, where the consortium is now and where we would like it to be. ACCEL’s management team also reviewed our program/course offerings by program areas, shared information, discussed challenges, as well as potential student barriers to success in an ever changing robust, technological skills based 21st century economy. The data from this retreat was shared with the ACCEL consortia steering committee together with recommendations for our 3-year strategic plan.

Our planning questions and discussions also included the following key questions; specifically, how could we as a consortia offer:

* Well connected and transparent education, training, credentials, and support services;
* Multiple entry points to ABE/ASE, CTE, apprenticeship, college as well as multiple exit points;
* Increasing skills, competencies, and credentials informed by industry/employers.

**GOALS & STRATEGIES**:

**Goal No. 1**. **Packaging of Support Services:**

Students served through the ACCEL consortium are very diverse. Students range from very low reading, writing skills to those requiring only a few courses or preparation to complete a high school diploma or high school equivalence examination. Many students face multiple barriers to success. Typical challenges include low income, work schedule conflicts, logistical barriers (transportation, childcare, housing, food insecurity, and health care) low awareness of the requirements for educational success, and undiagnosed learning disabilities. This goal will focus on support for students on their individual pathway to college, career, or community.

Strategies to accomplish this goal:

* Develop support services networks and host regional network resources events consisting of community based organizations, local government, and industry partners, Title 1 & Title II referrals, and community colleges.
* Increase awareness and alignment of services between partners
* Use Community Pro as a resource and a referral mechanism.

**Goal No. 2. Curriculum Alignment Across Adult Schools:**

The student’s first experience sets a foundation for success. Curriculum alignment across the adult schools will include aligned assessments which will allow the student to clarify their long-term educational, career, and/or community objective, develop an individualized plan and understand the pathway to achieve it.

Strategies to accomplish this goal:

* Align adult school courses so that students across the region are learning the same set of skills in the following areas: literacy, numeracy, technology/digital literacy, communication/soft skills (power skills) and contextualized learning.
* Facilitate professional learning among adult school teachers

**Goal No 3. Curriculum alignment between schools and colleges, training partners:**

ACCEL’s member adult schools and community colleges have over the years pioneered promising practices for coordination and alignment. As independent segment, both the adult schools and the community colleges respectively have significant collaborative initiatives.

Strategies to accomplish this goal:

* Shared professional development [may include professional development workshops taught by college instructors for adult school faculty].
* Create faculty teams to compare adult school and community college curriculum in transition programs; revise the curriculum as needed.
* Prepare adult school students for college classes;
* Inform them of what is expected in college:

1. Assignments, study time per credit hour;
2. Instructor’s expectations;
3. Present Sample College Activities at the Adult Schools

**Goal No. 4. Pathways: Short Term CTE Certificates and Training**

Identify and assess what CTE/certificate programs exist within the community colleges, adult schools, non-profit providers, and apprenticeships.

Strategies to accomplish this goal:

1. Convene college CTE Directors and Adult School Directors to identify careers of opportunity for adult learners;
2. Identify and/or develop college pathways to in-demand high income potential careers:
3. Business/Entrepreneurship
4. Medical Assistant
5. Proposed: Health Careers
6. Build on existing programs relevant to industry/employers that are in-demand, with high earning potential and align them with adult school courses to assist with smoother transitions and academic success;
7. Establish guidelines and define the process for referring students to CTE Certification Training [some of the colleges are registered training providers via WIOA Title I.]
8. Determine what students may be eligible for WIOA Employment.

### Figure 1. Logic Model

Goal Statement: ACCEL San Mateo County is committed to supporting adult learners achieve success. Our vision is that all students have effective pathways to success in careers, college and community.

*Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address*

| **Inputs** | **Activities** | **Outputs** | **Immediate (Short-Term) Outcomes** | **Intermediate Outcomes** | **Long-Term Outcomes / Impact** |
| --- | --- | --- | --- | --- | --- |
| *In order to accomplish our set of activities we will need the following:* | *In order to address our problem or asset we will accomplish the following activities:* | *We expect that once accomplished, these activities will produce the following evidence or service delivery:* | *We expect that if accomplished these activities will lead to the following changes in the next year* | *We expect that if accomplished these activities will lead to the following changes in 1-3 years* | *We expect that if accomplished these activities will lead to the following changes in 3-5 years* |
| Increased CAEP Funding to sufficiently fund the work and goals & strategies as outlined in ACCEL’s 3-Year Plan  Hire Additional Adult School Teachers and Counselors  ACCEL Consortia Members & Partners Supporting the 3-Year Plan  ACCEL Consortia Members & Partners Actively Participating in Project Work Groups  Professional Development for Teachers, Adult School Directors, Career Navigators, Career Coordinators  Additional Funding for CTE Programs and Additional Staffing Needs | Assess Student Resource Needs  Develop Support Services Networks  Host Regional Network Resources Events Consisting of CBO’s, Agencies, Industry Partners, and Community Colleges.  Develop Curriculum Alignment Work Group(s) among Adult Schools  Develop Curriculum Alignment Work Group(s) among Adult Schools, Training Partners, and Community Colleges  Facilitate Professional Learning Among Adult School Teachers  Develop Pathway & CTE Work Group: Identifying & Assessing CTE Certification Programs & Training | Student Resource Needs Across Adult Schools Assessments completed by December 2019.  Create Regional Network Resource Work Group by July 2019.  Outreach & Relationship Development – Student Resource Network [CBO’s, Agencies, Industry, Partners]  Begin by July 1st.  Host First Regional Network Resource Event – March 2020.  College Prep Workshop/Course Curriculum Developed by December 2019.  Increase students entering and completing CTE Certification and Training in Adult Schools by 15% by June 2020. | Regional Resource Network – [12-15 member agencies] Quarterly Convening Schedule by August 2020.  Two of Four New CTE Short Term Certification & Training courses starting in the Adult School and Completed at the Community College by August 2020.  Curriculum Alignment Between Adult Schools Completed and Implemented by September 2020.  College Prep Course, Workshop fully implemented at the Adult Schools by Fall 2020. | Two of Four New CTE Short Term Certification programs /Pathways completed by or before June 2022.  The Development of two CTE classes taught at the Adult School and Completed at the Community College by December 2022. | Increase in the number of adult learners completing pathways leading to:  HSD or HSE  Increased English Language Skills and/or Citizenship  CTE Certification  Enrollment to ACCEL Member Colleges  Entrance into the Workforce |

| **Assumptions** | **External Factors** |
| --- | --- |
| 1. Adult Learners need clearly defined individualized career plans with multiple entry and exit points so they may envision their success.  2. Economic mobility requires in-demand skills as well as high level English language, communication, and soft [power skills].  3. Adult school courses must adequately prepare adult learners for college, career, and/or community; contextualized curriculum may increase student success. | 1. The continuation of funding to support the ACCEL San Mateo County Consortium’s 3 Year Strategy.  2. Ongoing enrollment of Adult Students to ACCEL’s Adult Schools and Community Colleges.  3. Outreach to Adult Learners seeking to upgrade their skills through CTE Programs at the Adult Schools or Community Colleges.  4. Economic conditions: high employment, high cost of housing, in-demand skills and funding for training. |

### Table 3. Progress Indicators

*Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.*

*Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.*

|  |  |
| --- | --- |
|  | By Fall 2022, two new Short Term CTE Certification Programs aligned with Regional Workforce Demand will be implemented with two courses beginning at ACCEL member Adult Schools and completed at the Community Colleges. |
|  |  |
|  | By August 2022, ACCEL Adult School CTE Programs student enrollment will increase by 10%. |
|  |  |
|  | By Fall 2022, the transition from ACCEL Adult Schools to ACCEL Community Colleges will increase by 10% |
|  |  |
|  | By Fall 2022, ACCEL will increase the number of Adult Learners completing pathways to HSD, HSE, CTE Certification, English Language Acquisition, Employment, Citizenship and transition to ACCEL Community Colleges by 10% |
|  |  |
|  |  |

## 

## 2.5 Piloting and Implementation

The goals and strategies of this 3 Year Plan will be implemented through the development of workgroups via the Consortium’s Steering Committee. The workgroups will create and develop project work plans, activities, and assessments and will share their findings and data with the ACCEL Steering Committee. Workgroup members will share in the work and have assigned responsibilities for completion of the projects., and will also define the parameters for effectiveness. The data derived from the workgroups will drive our decisions for moving forward, resources, and regular and ongoing analysis will indicate what activities or practices need to be scaled up or need revision.

The following goals will serve as “Project Workgroups” and will be presented to our Steering Committee so members can volunteer to serve on the workgroup that most appeals to them.

**1**. **Packaging of Support Services:**

* Develop support services networks and host regional network resources events consisting of community based organizations, local government, and industry partners, Title 1 & Title II referrals, and community colleges.
* Increase awareness and alignment of services between partners
* Use Community Pro as a resource and a referral mechanism.

**2. Curriculum Alignment Across Adult Schools:**

* Align adult school courses so that students across the region are learning the same set of skills in the following areas: literacy, numeracy, technology/digital literacy, communication/soft skills (power skills) and contextualized learning.
* Facilitate professional learning among adult school teachers

**3. Curriculum alignment between schools and colleges, training partners:**

* Prepare adult school students for college classes;
* Inform them of what is expected in college:

1. Assignments, study time per credit hour;
2. Instructor’s expectations;
3. Present Sample College Activities at the Adult Schools
4. Shared professional development [may include professional development workshops taught by college instructors for adult school faculty]

**4. Pathways: Short Term CTE Certificates and Training:**

1. Convene college CTE Directors and Adult School Directors to identify careers of opportunity for adult learners;
2. Identify and/or develop college pathways to in-demand high income potential careers:

a. Business/Entrepreneurship

b. Medical Assistant

c. Proposed: Health Careers

d. Information/Workforce Technology

e. Hospitality/Tourism

1. Build on existing programs relevant to industry/employers that are in-demand, with high earning potential and align them with adult school courses to assist with smoother transitions and academic success;
2. Establish guidelines and define the process for referring students to CTE Certification Training [some of the colleges are registered training providers via WIOA Title I.]
3. Determine what students may be eligible for WIOA Employment.