

53 Accel San Mateo County

Plans & Goals - Consortium Approved

Executive Summary

ACCEL San Mateo County continues working toward its shared vision to improve the educational and career outcomes of adult learners throughout the region. The Consortia has a strong commitment to equity and continues to maintain its commitment to ensuring equitable access, growth, and results for all Adult Education students. The goals and strategies outlined in ACCEL's 3 Year Strategic Plan are being implemented through the development of the ACCEL's workgroup project teams. These project teams consist of consortia steering committee members, workforce development board member, transition staff, adult school directors, college workforce development directors, deans, faculty members and staff. The workgroup project teams create and develop project work plans, activities, assessments, and share their findings and data with the consortia's steering committee. Team members share in the work and have assigned responsibilities for the completion of the projects, as well as defining the parameters for evaluation and program effectiveness. The data derived from our workgroup project teams drive ACCEL's decisions for moving forward with strategic goals, resources, regular and ongoing analysis of programs. ACCEL San Mateo County accomplishments for program year 2019-2020: •Developed three workgroup project teams working towards the achievement our strategic goals as outlined in our 3 Year Strategic Plan: (1) Short Term CTE Certification & Training; (2) Packaging of Support Services; (3) Curriculum Alignment Between Adult Schools & Community Colleges. •Launched new in-demand short term CTE programs: Dental Assisting, Medical Billing and Coding, Pharmacy Tech, Optometric Assistant, and Professional Business Communications, and Office Support Specialist. •Established shared regional data system Community Pro. Also established Community Pro project team focused on customizing the program to align uniform data entry and collection procedures across all member agencies. Improved capacity to track student information across the region, customized the program to include a comprehensive course catalog of ACCEL classes, programs and services across the region; personal development tool for students; and a uniform intake form augmented by records from consortia member adult schools and community. •Convened meetings among project team members, adult school directors, community college staff at College of San Mateo in response to AB705 regarding the need for remedial math in the region. The team proposed a Late Start Math Class to be held at the college, designed for student population estimated to be 13% of College of San Mateo students with remedial math skills. Late Start Math Class proposed launch Spring 2021. •Executed curriculum alignment among adult schools: developed Office Support Specialist training programs across the region. •Strengthened relationship with consortia member Canada College; will host Accounting 101 class at the San Mateo Adult School with opportunities for dual enrollment. •Established collaborative partnership with Stanford University Immigrant Integration Policy Lab. Consortia project team working to develop research survey questionnaire regarding need for support services for ESL adult school students. •Developed collaboration with Renaissance Entrepreneurship Center and held a series of workshops at consortia member adult school. Primary Goals for the upcoming program year: ACCEL San Mateo County's planned allocations for program year 2020-2021 are in alignment with our three-year plan. The consortium will continue to move forward in its efforts and commitment to ensure that all students have effective pathways to success in career, college, and community. Building on the work and successful outcomes of our consortia and work group project teams in 2019-2020, ACCEL's primary goals for the program year 2020-2021: •Persist in its commitment to develop, implement, and sustain promising practice instructional and student services to meet unmet needs. •Continued development of the consortia's project work teams: curriculum alignment among adult schools & community colleges, short term career technical education & pathways, and support services •Create an additional workgroup project team: data and accountability. This work group project team will focus on the continued design and implementation of Community Pro and further alignment of member data systems. •Increase career readiness by expanding opportunities for contextualized learning, work-based learning opportunities, and professional programming, certificates, and certifications. •Cultivate community partnerships within the region aligned with ACCEL's three-year strategy and industry/employers, and professional associations/organizations to raise the visibility of the consortium and maximize opportunities

Regional Planning Overview

This 2020-21 annual plan, and the strategies, are based on your new 3-year plan, how is your consortium implementing the new 3-year plan? (5000 Characters) ACCEL San Mateo County is committed to moving forward with its vision for the region

strengthening our communities by continuing in its efforts to increase effectiveness collaboratively and collectively in providing education, training support services, and community for adult learners. The goals and strategies outlined in ACCEL's 3 Year Strategic Plan are being implemented through ACCEL's workgroup project teams. These project teams consist of consortia steering committee members, workforce development board member, transition staff, adult school directors, administrators, college workforce development directors, deans, faculty members and staff. Workgroup project teams create and develop project work plans, activities, assessments, and share their findings and data with the Steering Committee. Team members share in the work and have assigned responsibilities for the completion of the projects, as well as defining the parameters for evaluation and program effectiveness. Data derived from our workgroup project teams drive ACCEL's decisions for moving forward with strategic goals, resources, regular and ongoing analysis of programs and their effectiveness. Building on the work of our project teams, we will continue to focus on our strategic priorities as specified in our 3 Year Strategic Plan: •Career Pathway Projects/Employer Engagement Opportunities•Curriculum Alignment Across Member Adult Schools and Community Colleges •Teaching & Learning Opportunities•External Service Alignment/Co-Enrollment: CBO's, Public Agencies Opportunities•Network Structure (Consortium Capacity & Organization)ACCEL San Mateo County has a history of working to develop collaborative infrastructure and capacity to serve our consortia members as well as our students. ACCEL will continue to incrementally develop, expand, and evaluate its existing coordinating structures, ongoing coordination, facilitation, data and fiscal management, leveraging resources and regional strategic partnerships in alignment with our three-year plan.ACCEL's Work Group Project Teams in conjunction with local ACCEL staff will continue to develop existing and new programs such as the ESL Academic Bridge to Skyline, hospitality bridge, health careers: clinical medical assisting with phlebotomy, dispensing optician, pharmacy technician, office support specialist, career exploration courses and assessments.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Adult Basic Education/Adult Secondary Education:

How do you know? What resources did you use to identify these gaps?

According to the most current educational data obtained from San Mateo County 2019, there are 68,934 individuals have no high school diploma, GED or high school equivalency: an increase of 3,215 individuals since 2018. San Mateo County has an 11% high school dropout rate.

How will you measure effectiveness / progress towards meeting this need?

ACCEL's Adult Basic Education/Adult Secondary Education program effectiveness will be measured by data such as: student assessment scores, completion of courses, certificates, and surveys.

Regional Need #2

Gaps in Service / Regional Needs

Programs for Immigrants

How do you know? What resources did you use to identify these gaps?

San Mateo County 2019 demographic data states that there are 765,935 individuals living in the county. Of these 735,935 individuals, 35% of county residents are foreign born and 45.8% of individuals living in the county are non-English speakers. The most common languages: Spanish - 131,510 (18%); Chinese (including Mandarin & Cantonese) - 69,746 (9.6%); Tagalog (including Filipino) - 50,273 (6.92%). Data resources also included population, drop out data, English language proficiency (ESL learners in schools as well as census data on English language ability) unemployment and poverty.

How will you measure effectiveness / progress towards meeting this need?

Assessment scores, completion of courses, certificates, and surveys.

Regional Need #3

Gaps in Service / Regional Needs

Short Term Career Education

How do you know? What resources did you use to identify these gaps?

Today's job markets and in-demand skills are vastly different than the ones of 10 or even five years ago; the advent of COVID-19 and the economic devastation it has caused will undoubtedly accelerate the pace of change. Governments, businesses and individuals alike are increasingly concerned with identifying and forecasting skills that are relevant not just today but that will remain or become so in the future to meet business demands for talent and enable those that possess them to seize emerging opportunities. Economic data on key industries and growth trends in the region were researched from existing sources. Source documents included the trends affecting workforce development in San Mateo County and the San Francisco Peninsula, SAMCEDA, the Labor Market Index, NOVA Job Works, the Economic Employment Department, and EMSI data provided by ACCEL member community college workforce development directors.

How will you measure effectiveness / progress towards meeting this need?

Assessment scores, completion of courses, certificates, industry certifications, strategic partnerships, surveys, intern/externships, and employment gains.

Gaps In Service**New Strategies****Strategy #1**

Adult Basic/Adult Secondary Education: Develop tools and promising practice guidelines to support the integration and contextualization of basic skills to educational and career pathways. Support collaboration between ESL, ABE/ASE, CTE, and community college faculty to promote contextualization and seamless transition. Students served through ABE/ASE are diverse. Students range from very low reading and writing skills to those requiring only a few courses or preparation to complete a high school diploma or high school equivalence examination, such as the GED. The common educational factor is that these students speak fluent or near-fluent English but have reading and writing skills or content knowledge insufficient to meet the standards for a high school diploma or equivalency certificate. Many ABE/ASE students are long-time English learners. Some are first generation immigrants who arrived in the US before age 13 and developed spoken fluency. However, they need skills upgrades to succeed in reading and writing, especially to succeed at the collegiate level. Some second-generation immigrants (i.e., born in the U.S.) live in linguistically isolated households and have similar needs. Research indicates that due to baby boomer deaths and outmigration, 100% of net workforce growth will come from first- and second-generation immigrants. As summarized in the statewide Adult Education Strategic Plan (Linking Adults to Opportunity: Transformation of the California Adult Education Program): "The replacement generation" lacking skills. ... the interaction of California's aging population and high levels of immigration will have significant impacts on California's economy. As the highly educated baby boom generation retires in the period 2011 to 2029, they will be replaced in the workforce by those who are currently 18-44 years old. As this group is more heavily drawn from first-and second-generation immigrants, especially people with lower levels of educational attainment, a skills gap is predicted to develop unless there is a focused response.

Strategy #2

Programs for Immigrants: In addition to offering ESL classes and programming, ACCEL will collaborate with the Stanford University's Immigrant Policy Lab (ILP) on a project to determine the need for and access to support services for immigrants and English language learners within our consortium. This project will include the development of a research instrument (survey questionnaire) to be administered through the consortia's transition staff and results analyzed by Stanford's ILP. The research proposal assumes that data obtained from the survey questionnaire will also to discover and/or identify needs for support services not identified at the time of school enrollment, needs which have arisen due to the onset of COVID-19, shelter-in-place orders and not yet met, business closures, and possible identification of support service providers previously unknown.

Strategy #3

Employment: continuing development of strategic connections, relationships, partnerships and collaborations with the following entities: regional workforce development, strong workforce deputy sector navigators, small business development centers (SBDC) associated with ACCEL member colleges: (Skyline, College of San Mateo Canada), labor, industry leaders, and employers. The focus and goal of this relationship establishment and maintenance is for the development and alignment of

education and career technical education programming, opportunities for job shadowing, intern/externships, and job placement in entry level careers with opportunities for advancement and upward economic mobility. The effectiveness of the new strategies as set forth in this annual plan will be evaluated through program data, ongoing analysis and evaluation of programs, course completion, certificates, educational and employment gains.

Seamless Transitions

New Strategies

Strategy #1

Curriculum Alignment Across Adult Schools. 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.

Strategy #2

Curriculum Alignment Between Schools, Colleges, and Training Partners. ACCEL's member adult schools and community colleges will continue to engage, discover, and implement promising practices for coordination and alignment. ACCEL member adult school and community colleges respectively have significant collaborative initiatives. Strategies to accomplish this goal: 1. Shared professional development [may include professional development workshops taught by college instructors for adult school faculty]; 2. Create faculty teams to compare adult school and community college curriculum in transition programs; 3. Revise the curriculum as needed; 4. Prepare adult school students for college classes; 5. Inform them of what is expected in college; 6. Assignments, study time per credit hour; 7. Instructor's expectations; 8. Host community college class at the adult school.

Strategy #3

Establish collaboration/dual enrollment opportunity with ACCEL member Canada College: host Accounting 100 college class at the adult school. The accounting 100 class can lead to short term certification pathways at Canada College and College of San Mateo.

Strategy #4

In Response to AB705, ACCEL will be working with its members to develop a plan with appropriate timelines, milestones, and evaluation to respond to the need for remedial math. Community Pro. ACCEL has purchased and implemented a new data base management and referral system (Community Pro. Our transition navigators (adult schools), transition coordinators (colleges) created a comprehensive catalog of ACCEL classes, programs, and services offered by our consortia member schools and community partner. To implement this strategy, ACCEL will develop an additional work group project team: data and accountability. This workgroup will consist of data staff from both the adult schools, community college, as well as the consortia's transition navigators, coordinators, adult school staff and the consortia executive director. Work group project team members will identify and assess current intake, registration processes across all member agencies. The workgroup will review existing tools and procedures, processes currently used to evaluate student data collection and orientation content align across member agencies. The work group project team will present findings to the Steering Committee and propose policies, procedures, and new tools (if necessary) to regionally standardize student data collection and data entry into Community Pro.

Strategy #5

Short Term Career Technical Education & Training: Identify and assess what CTE/certificate programs exist within the community colleges, adult schools, non-profit providers. Strategies to accomplish this goal: 1. Convene college CTE Directors, workforce development partners and Adult School Directors to examine the most current labor market index and other labor market economic indicators and employment forecasts. Discuss potential careers of opportunity for adult learners based on labor market ,economic indicators and forecast data; 2. Create short term career education classes in alignment with college

pathways to in-demand high income potential careers; 3. 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.

Student Acceleration

New Strategies

Strategy #1

ACCEL's Adult School Transition Navigators and Community College Coordinators will continue to work together to inform students regarding dual enrollment, the promise program, and other educational, career, or community/civic engagement opportunities. These opportunities may expedite student exposure, experience, and allow them to move forward expeditiously and successfully in their transition to career, college, and/or community.

Strategy #2

Basic information technology skills training, along with google suite will be embedded in ESL courses. Technology training will be available separately to enable students to simultaneously gain technology and English language skills.

Strategy #3

ACCEL will continue to implement career exploration and assessment instruments for use across the Adult Schools to assist students in creating their personalized educational/career roadmap for transition to college, career, and/or community.

Professional Development

New Strategies

Strategy #1

Conduct regional shared professional development on relevant timely topics such as: contextualized teaching, learning, and leadership. Professional development may include workshops taught by college instructors for adult school faculty.

Strategy #2

Promote and share information on upcoming educational conferences and webinars. Convene meetings with Community College vice presidents of instruction, deans, directors, workforce development staff, and California regional strong workforce deputy sector navigators.

Strategy #3

Professional Development speakers will be conducting presentations on timely and relevant topics selected by the consortia members periodically during consortia meetings.

Leveraging Resources

New Strategies

Strategy #1

Leverage existing community-based and local government support services to address barriers faced by students in the ACCEL region to provide holistic support.

Strategy #2

ACCEL will continue its collaboration and partnership with workforce development board NOVA Job Works. ACCEL's Directors will engage in discussions with NOVA job works and develop plans and strategies to meet the career and employment service needs of ACCEL's students resulting from COVID-19.

Strategy #3

ACCEL will continue to strengthen its relationships with California's regional strong workforce deputy sector navigators for ongoing conversations and opportunities to develop programming leading from the Adult School to career, college, certification, life-long learning, skill attainment, and economic self-sufficiency.

Strategy #4

The development of a regional advisory council consisting of members from industry, small business, faiths, and community to further inform and shape educational programming for career technical education and entry level employment with upward mobility and increased earning potential. This advisory council will also assist in the development of opportunities for ACCEL students to engage in intern/externships, job shadowing, and employment opportunities.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

ACCEL member agencies are implementing the strategies and activities developed through our strategic planning process under the direction of the Executive Director. ACCEL's annual plan is consistent and in alignment with our CAEP 3-Year Strategic Plan. With California state assurances that funding will be ongoing, all members are committed to implementing our annual plan and spending the 2020-2021 in the same manner.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

ACCEL consortium members use the FIFO (First In – First Out) methodology to manage CAEP expenses. Members will use any carryover funds to meet their agencies responsibilities for the provision of consortium supported programs and services. CAEP funds not spent within the year they were allocated are rolled into the subsequent year's budget to ensure continuity of staffing and services to adult education students.

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