

California Adult Education Program : Annual Plan : 2021-22 Produced: Sep 20, 2021, 09:44 PM UTC Mark Beshirs

## 53 Accel San Mateo County

### Plans & Goals - Consortium Approved

#### Executive Summary

COVID-19 proved to be a challenging time for adult education throughout our region. ACCEL member adult schools and community colleges rose to the challenge, swiftly adapted to online learning platforms and continued to provide education and services to our students. ACCEL's planned allocations for 2021-22 were guided by the consortium's three-year plan and ACCEL's primary core and guiding principal: students are the center of what we do. ACCEL remains committed to our mission and vision of improving 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 is committed to the continuous improvement of our program offerings and governance by actively reviewing curriculum, programs, processes, best practices, and innovation. ACCEL members are actively engaged in developing new collaborations and partnerships, maintaining established collaborations/partnerships across the region. ACCEL's mission is to provide adult learners with the basic knowledge and skills they need participate in civic life and workforce. Our vision is to help students get from where they are to where to want to be by creating pathways to success.

**ACCOMPLISHMENTS:**

- The continued development of 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) Support Services; (3) Curriculum Alignment Between Adult Schools & Community Colleges.
- The support services project team together with Stanford's IPL team developed and administered a survey questionnaire among the consortium's four adult schools identifying support services utilized, services needed but inaccessible, and barriers the adult students are facing.
- The CTE Project Team developed and administered a survey questionnaire to gauge the interest of students and prospective students regarding career technical education resulting in 800 survey respondents. The survey data will provide guidance as to the type of training programs desired, the creation of new programs, and student barriers.
- Launched new in-demand short term CTE programs: 1) Early Childhood Education: South San Francisco Adult School & Skyline College 2) Dispensing Optician: San Mateo Adult School & Canada College 3) AWS Amazon Cloud Computing: San Mateo Adult School & College of San Mateo 4) Accounting 100: San Mateo Adult School & Canada College. San Mateo Adult School hosted the Canada College Class taught by college faculty.
- Technology: distribution of chrome books, laptops, hotspots.
- Worked in collaboration with Community Pro Project Manager to align uniform data entry and collection procedures across all ACCEL 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.

**PRIMARY GOALS:** ACCEL San Mateo County Consortium's planned allocations for program year 2021-2022 are in alignment with our three-year plan. The consortium will move forward in its efforts and commitment to ensure that all students have effective pathways to success in career, college and community. ACCEL seeks to continuously improve adult education throughout the region, improve literacy skills, increase completion of high school diplomas, college preparation and transition to postsecondary study, completion of postsecondary certificates, degrees, and/or training programs. Building on the work and successful outcomes of our consortia and work group project teams in 2020-2021, ACCEL's primary goals are:

- Continue to develop, implement, and sustain promising practice instruction and student services.
- Persist in its commitment to develop, implement, and sustain promising practice instruction and support services to meet unmet needs.
- Continued development of the consortia's workgroup teams: support services, career technical education & pathways, and data & accountability.
- Create an additional workgroup: Marketing & Community Engagement. This group will focus on marketing and promotion strategies to raise the visibility of the consortium and increase student enrollment in ACCEL's high school diploma/equivalency and career technical education programs.
- Cultivate community partnerships within the region aligned with ACCEL's three-year strategy: industry, employers, nonprofit/community-based organizations, and professional associations/organizations to raise the visibility of the consortium, leverage and maximize resources and opportunities.

#### Regional Planning Overview

The goals and strategies outlined in ACCEL's 3 Year Strategic Plan continue to be implemented through ACCEL's project teams. These project teams consist of consortia steering committee members throughout the region, workforce development board member, transition staff, adult school directors, administrators, college workforce development directors, deans, faculty members and staff. ACCEL project teams develop and implement strategic work plans in alignment with its three-year and annual plans, share data, findings, program recommendations and best practices with ACCEL's Steering Committee. Project team members work collaboratively and share responsibility for the achievement of project milestones, as well as defining the parameters for evaluation and program effectiveness. Data derived from the project teams guide ACCEL's strategies for the identification of regional needs, addressing regional gaps, and identification of resources and potential collaboration/partnership. 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 in collaboration with its regional member agencies will continue to develop existing and new programs such as: the Early Childhood Education Program, AWS Amazon Cloud Computing, clinical medical assisting, dispensing optician, pharmacy technician, office support specialist, career exploration courses and assessments. 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.

## 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 2020, there are 54,674 individuals 25 years and older who have no high school diploma, GED or high school equivalency. The educational data by gender 25 years or older:• Females with less than 9th grade education: 16,171• Females some high school – no diploma: 10,937 •Males with less than 9th grade education: 15,191• Males some high school – no diploma: 2,375In addition, there are 7,857 families in San Mateo County who are living below the poverty; and there are 4,889 families with children living below poverty.

#### 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/Support Services for Immigrants

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

San Mateo County 2020 demographic data states that there are 770,038 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 English language proficiency (ESL learners in schools as well as census data on English language ability) unemployment and poverty. Surveys conducted in partnership with Stanford's Immigration Policy Lab revealed a regional need for support services for immigrants. Data showed there is a significant gap between the support services that students want and the services they have used.

#### 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?

COVID-19 has caused economic devastation and disruption of employment and career choices in San Mateo County. This economic crisis has a disproportionate impact on immigrants, individuals of color, and workers with less than a high school diploma. 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. According to the National Skills Coalition, workers with less than a high school diploma or high school equivalency were affected by job losses at nearly three times the rate of those with a bachelor's degree. The Bureau of Labor Statistics reports a 47% reduction in the leisure and hospitality sectors, as well as an 11% reduction of jobs in transportation, trade, and utilities; many of these jobs will not return. Women, individuals of color and immigrants have experienced the greatest job loss impacts as they are overrepresented in low wage service sector jobs. Conversely, many higher-skilled, better paying jobs are still in demand and are likely to grow.

### 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:ACCEL will continue its regional efforts to expand and advance quality equitable adult education by improving literacy and digital technology skills, increase completion of high school diplomas/equivalency, college preparation and transition to post-secondary education, completion of career technical education certificates and certification. Post-Pandemic, ACCEL will offer its programs on-ground, online and in a hybrid format to meet the needs of adult learners in the region. ACCEL will also continue to 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 extremely 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. 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,

#### Strategy #2

PROGRAMS/SERVICES FOR IMMIGRANTS:ESL classes and programming will be offered on-ground, online, and in a hybrid format to meet the needs of students in a post-Covid-19 environment. ACCEL will also continue to collaborate with the Stanford University's Immigrant Policy Lab (ILP). ACCEL's Support Services Team developed and administered a regional survey in collaboration with Stanford University's Immigration Policy Lab among the consortium's four-member adult schools. Survey data revealed a large discrepancy between support services utilized and services desired by the students across seven service areas. Support services project team members will identify agencies who provide the support services needed to address gaps identified by survey data. Team members within the region will begin to network with service providers in their

area, develop relationships and identity opportunities for students and support services providers to connect and increase the uptake of support services.

### Strategy #3

**CAREER TECHNICAL EDUCATION & TRAINING:**Continuing development of strategic connections, relationships, partnerships, and collaborations with the following entities: regional workforce development board NOVA Job Works, 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 especially people with lower levels of educational attainment, a skills gap is predicted to develop unless there is a focused response. 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

**DATA & ACCOUNTABILITY:**Data & Accountability Project Team to review ACCEL's current data collection across the region. The project team will work to develop data collection alignment and uniformity in the collection and reporting of student enrollment, progress, and outcomes. The project team will work collaboratively with the ACCEL's project teams and propose strategies for improving program performance and how to best capture student transitions to post-secondary education, workforce, and ascertain the best methods for capturing student's utilization of support services. The project team will use ACCEL data to evaluate the consortium's effectiveness in the achievement of its objectives as outlined in the three-year strategic plan and annual plan. The work of this project team will also spark conversations among consortium members and stakeholders, program innovations, possible new collaborations.

#### Strategy #2

**CURRICULUM ALIGNMENT BETWEEN SCHOOLS, COLLEGES & 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: 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 informing them of what is expected in college [assignments, study time per credit hour, Instructor's expectations]; Host member community college classes at member adult schools.

#### Strategy #3

**SHORT TERM CAREER TECHNICAL EDUCATION & TRAINING:**Convene ACCEL college workforce directors/deans, workforce development partners and adult school directors to examine the most current labor market economic indicators, labor market index, and employment forecasts. Discuss potential careers of opportunity for adult learners based on labor market, economic indicators and forecast data; Create short term career education classes in alignment with college pathways leading to in-demand high income potential careers; 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**

DUAL ENROLLMENT:ACCEL's Adult School Transition Navigators and Community College Coordinators will continue to work together to help students clarify their educational, career objectives, develop an individualized plan and understand the pathway(s) to achieve it. 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**

TECHNOLOGY SKILLS TRAINING: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**

CAREER EXPLORATION: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**

REGIONAL SHARED PROFESSIONAL DEVELOPMENT:Conduct regional shared professional development on relevant timely topics such as: equity, contextualized teaching, learning, and leadership. Professional development may include workshops taught and/or hosted by ACCEL's community colleges.

**Strategy #2**

SHARED RESOURCES: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**

GUEST SPEAKERS:ACCEL will invite speakers to conduct presentations on timely and relevant topics selected by the consortia members periodically during consortia meetings.

**Leveraging Resources****New Strategies****Strategy #1**

ACCEL recognizes that no single organization can get through this post-COVID 19 season alone. ACCEL plans to work together with community-based organizations and nonprofits, foundations, donors, businesses, and community stakeholders to harness the collective capacity and resources into coordinated action.ACCEL will leverage existing community-based and local government support services to address barriers faced by students in the ACCEL region to provide holistic support. ACCEL will also continue to develop and strengthen its relationship with the County of San Mateo Office of Immigrant Services.

**Strategy #2**

ACCEL will continue its collaboration and partnership with its workforce development board NOVA Job Works. ACCEL will seek to develop and maintain relationships with the San Francisco's Office of Economic Workforce Development and San Mateo

Economic Development Association. 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 the public libraries within the San Mateo County Region, identifying opportunities for collaboration and/or referrals.

## 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 for the program year 2021-2022 in the same manner.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

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.

## Certification

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