

53 Accel San Mateo County: Certified

Details

Consortium Information

Consortium Name:

53 Accel San Mateo County

Consortium Short Name:

53 ACCEL (San Mateo)

Address:

789 E. Poplar Avenue | San Mateo, CA | 94401

Website:

accelsmc.org

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$10,758,125

CAEP Funds 2021-22:

\$10,213,734

CAEP Funds 2020-21:

\$9,816,176



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Ka'Ryn Holder-Jackson	kholderjackson@smuhdsd.org	Executive Director	(650) 558-2111
Fiscal Contact	Angela Taylor	ataylor@smuhdsd.org	Director	(650) 558-2120

Member Agencies

Member Agency	Member Type	Contact	Phone
Cabrillo Unified	Unified School District	Matt Linton	(650) 712-7140
Jefferson Union High	High School District	Mark Beshirs	(650) 550-7874
San Mateo County CCD	District	Nereida Angulo	
San Mateo Union High	High School District	Angela Taylor	(650) 558-2120
Sequoia Union High	High School District	Cindy Dominguez	(650) 569-0919
South San Francisco Unified	Unified School District	Stephen Redmond	(650) 877-8844
La Honda-Pescadero Unified	Unified School District	n/a	
San Mateo Co. Office of Education	County Office of Education (COE)	Karen Gnusti	(650) 455-4327

Executive Summary

Executive Summary *

ACCEL (Adult-Education, College, Career, Educational Leadership) San Mateo County Consortium is one of 71 Adult Education Regional Consortia in the state of California. Its service region is located in San Mateo County. San Mateo County is located just south of San Francisco, bordered by the Pacific Ocean to the west and San Francisco Bay to the east. Within its 455 square miles San Mateo County is home to 20 cities and divided into 4 sub-regions: North (Daly City, Colma, South San Francisco, San Bruno), Central (Millbrae, Burlingame, San Mateo, Foster City, Hillsborough), Coast Side (Pacifica, Half Moon Bay, Pescadero), and South (Redwood City, Belmont, San Carlos, Menlo Park, Woodside, Atherton, East Palo Alto, La Honda, Portola Valley).

Such a vast area provides opportunities for ACCEL to serve as a vital resource for our communities, meeting the educational needs of adults who desire to advance their education and reach new career goals. However, these opportunities also present various challenges.

ACCEL consists of 9 member agencies located within the 4 sub-regions of San Mateo County: Jefferson Adult School – Daly City, South San Francisco Adult School – South San Francisco, San Mateo Adult School – San Mateo, La Costa Adult School – Half Moon Bay, Sequoia Adult School – Redwood City, Skyline College – San Bruno, College of San Mateo – San Mateo, and Canada College – Redwood City, and the San Mateo County Office of Education.

The Need:

According to the American Community Survey 2020, the following are the relevant facts regarding the San Mateo County region's demographics:

- Overall Population: 611,046
- Foreign Born: 251,579
- Limited English: 38,734
- Near poverty: 50,856
- No High School Diploma/HS Equivalency: 62,191

The employment status of those with educational levels of less than high school:

- 39% are employed
- 3% are unemployed
- 57% not in the labor force
- Economic Inequity:

San Mateo County is home to diverse 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, Gilead Sciences, Tesla, Kaiser Permanente, Visa, Inc., and the San Francisco International Airport. The San Mateo County region has enjoyed unparalleled economic growth; however, not everyone shares in the benefits. Advancing economic equity in San Mateo County is and continues to be a major challenge. In fact, income inequality has long plagued San Mateo County. The reality of the high cost of living in the county, especially for the high percentage of individuals who work in low-wage jobs exacerbates this challenge.

San Mateo County All Together Better 2022 Demographics reports:

- Average Household Income: \$214,979
- Median Household Income: \$148,701
- Families Below Poverty: 6,598
- Families with Children Below Poverty: 4,318

Get Healthy San Mateo County - Low Wage Worker Profile indicates:

Individuals with lower education achievement more likely to work in low wage jobs

- Nearly 30% of low wage workers in the County are 25-64 years of age
- 1/3 of low wage workers in the County reside in households whose earnings are 200% below the federal poverty level
- 80% of workers living below the poverty level are low wage earners.

Three Year Plan Barriers & Metrics:

Student Barriers:

- Low Income
- English Language Learner

Metrics:

- Number of Adults Served (1+ hours)
- Adults Served Who Become Participants (12+ hours)
- Percent of Available Funds Spent

Objectives, Activities & Outcomes:

1. Address Educational Needs:

Adult Basic Education/Adult Secondary Education

To address these gaps, 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.

2. Improve Integration of Services & Transitions

ACCEL member agencies have been working collaboratively on programs designed transition students from basic to college level skills. Our goal is to provide clear roadmap for students at their point of entry, to advance as quickly as possible to community, post-secondary programs, sustainable employment and/or advancement.

3. CAEP Objective: Effectiveness of Services

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

Funds Evaluation:

ACCEL member agencies planned allocations for program year 2022-2023 are in alignment with our three-year plan.

Assessment

Overview and Preparation *

The ACCEL Consortium's 3-year planning approach consisted of the following elements: (1) inclusive of students and stakeholders; (2) inclusive and transparent; (3) data informed; action-oriented; and (4) visionary/paradigm shifting. 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.

The CAEP Three Year Planning Self-Assessment Tool was utilized by the consortium's leadership team consisting of the adult school directors, college workforce deans/directors, NOVA job works (the workforce development board) and the county office of education. This self-assessment tool was used as a guide in the development of this strategic plan.

Key planning considerations consisted of change management strategies to increase the effectiveness of the consortium, address educational gaps in San Mateo County, and the regional impact of the economy due to COVID-19 it relates to adult education and transition to post-secondary education and or career.

The principles guiding our planning process:

1. Our core commitment: Adult Learner Success.
2. Incorporate best practices and innovation.
3. Engage new partners to expand resources, options and support.
4. The development of skills, competencies and systems for long term sustainability and success.

DATA SOURCES:

The consortium leadership team and steering committee reviewed the most current data from the following sources: (1) Demographic data and labor market data for the San Mateo County and SF Bay Area Region; (2) CAEP Consortium Fact Sheet, dated April 2021; and (3) Research Data compiled by ACCEL Workgroup Project Teams: Support Services & Career Technical Education to better understand regional needs, assess consortium capacity, and further develop strategies and goals.

Regional Alignment and Priorities *

COVID-19 caused major disruptions and destabilized systems that are critical to almost every area of daily life. No single entity, agency, or organization has the resources to address the wide range of COVID-19 recovery needs. ACCEL recognizes that no single organization can address the educational needs in our region. Collaboration among educational institutions, county

departments, nonprofit organizations, local government, industry, and small business is essential for the development and implementation of innovative strategies and ability to leverage resources and harness collective capacity to achieve our goals.

ACCEL has made significant strides in the development and implementation of shared processes, standards, and the alignment of curriculum and articulation of curricula between adult schools and community college members.

To ensure regional alignment and priorities, ACCEL Member Districts and Community Colleges collaborate on program implementation, the development of career pathways, and industry sector strategies. ACCEL's Executive Director regularly attends CAEP webinars, conferences, and currently serves as a member of CAEP's Leadership Advisory Team.

ACCEL acknowledges that this strategic planning environment continues to change due to a constant stream of data, new policies and information. In our planning process, ACCEL brought together stakeholders from the community and received input from local leaders from government, nonprofit, and community organizations. ACCEL plans to incorporate additional feedback from ongoing community engagement. Our stakeholders include: South San Francisco Library Services, San Mateo County Immigrant Services, San Mateo Library Project Read, Redwood City Library Services and Goodwill Industries, San Mateo.

To assess the needs of the students in our region, ACCEL's workgroup project teams developed and administered survey questionnaires to students in our member districts and colleges. The survey data is currently being used to guide programming for the upcoming program year.

Evaluate the Educational Needs of Adults in the Region *

San Mateo County is located just south of San Francisco, bordered by the Pacific Ocean to the west and San Francisco Bay to the east. Within its 455 square miles San Mateo County is home to 20 cities, categorized into 4 sub-regions: North (Daly City, Colma, South San Francisco, San Bruno), Central (Millbrae, Burlingame, San Mateo, Foster City, Hillsborough), coast side (Pacifica, Half Moon Bay, Pescadero), and South (Redwood City, Belmont, San Carlos, Menlo Park, Woodside, Atherton, East Palo Alto, La Honda, Portola Valley).

San Mateo County is home to diverse 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, Gilead Sciences, Tesla, Kaiser Permanente, Visa, Inc., and the San Francisco International Airport.

The coast side Recovery Report of 2022 states that over half of its households earn less than \$150,000 annually; the amount necessary for a family of four to meet self-sufficiency standards for San Mateo County. Many of its low-income residents find themselves in low-wage jobs that govern the coast side economy. Intensifying this issue is the fact that median wages for low-income workers stand still and even slightly declined. Rising costs of housing, transportation, childcare, health care and other living fundamentals place a significant burden on low wage workers.

Demographics of the Region:

According to the American Community Survey 2020, in San Mateo County there are 62,191 individuals over 18 years of age without a high school diploma or high school equivalency. The overall population of the County is 611,046; 251,579 are foreign born, 38,734 have limited English, and 50,856 are near poverty.

The County's race/ethnicity: 54.1% Hispanic, 27.5% Asian, 14.5% White, 1.5% African American 0.6% Pacific Islander or Hawaiian.

The employment status of those with educational levels of less than high school: 39% are employed, 57% not in the labor force, and 3% are unemployed.

The total languages spoken at home (those with educational levels less than high school): Spanish 44.0%, English 29.8%, Tagalog 5.9%, Chinese 5.5%, Cantonese 4.2%.

Contributions by Entities *

ACCEL's planning process included of on-going discussions and input from the consortium's steering committee members, input from faculty, staff, teachers, administrators, classified staff, students, workforce development board and community

partners. In addition, discussions were held during ACCEL's Management Team meetings, Steering Committee Meetings, project-based workgroup sessions, and meetings with its workforce development board Nova Job Works.

Support Service Workgroup/Project Team Survey:

In 2020, ACCEL entered a collaboration with Stanford University's Immigrant Integration Lab. The team developed a survey questionnaire gather information regarding support services needed but not able to access, as well as the types of services the students were currently accessing.

The survey was administered in the four ACCEL member adult school between October 27, 2020, and December 2020. Due to the COVID-19 pandemic and shelter in place orders, the project team was unable to administer the survey to the consortium's member colleges.

The survey data revealed the following from 552 survey respondents;

(1) ACCEL students face economic challenges: 19.4% of our students have household incomes of less than \$15,000 per year; even though 37% of the students' report that they are employed full-time.

(2) Students have a high need for access to: childcare, transportation, medical care/services, housing assistance, food assistance, immigration assistance, relationship assistance, and employment assistance.

Career Technical Education Workgroup/Project Team Survey:

The project team's goal was to ascertain ACCEL student and prospective students' career technical education interests, preferred class schedules, and affordable training costs.

In 2020, the CTE project team developed a CTE survey program to determine student and prospective student career technical education interests. The survey was administered in the first quarter of program year 2021 among ACCEL member adult schools, colleges, and community partner organizations, resulting in 495 survey responses.

Survey data revealed program interests in allied health careers, business, and entrepreneurship.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Cabrillo Unified	Member Representative	17	17	135	0	0	0	22	0	0
*Jefferson Union High	Member Representative	0	203	748	0	0	0	35	24	0
*San Mateo Co. Office of Education	Member Representative	0	0	0	0	0	0	0	0	0
*San Mateo County CCD	Member Representative	0	35	0	0	0	0	0	0	0
*San Mateo Union High	Member Representative	120	115	2,008	0	0	0	73	0	0
*Sequoia Union High	Member Representative	216	227	810	0	0	0	204	0	0
*South San Francisco Unified	Member Representative	29	101	486	0	0	40	29	0	0
Total Participants		382	698	4187	0	0	40	363	24	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Project Read San Mateo County Library	Other	x	x	✓	x	x	x	x	x	x
South San Francisco Community Learning	Other	x	x	✓	x	x	x	x	x	x
Redwood City Library	Other	✓	x	✓	x	x	x	x	x	x
Goodwill Industries	Other	x	x	✓	x	x	x	✓	x	x
Ability Path	Other	x	x	x	x	✓	x	x	x	x
CA Department of Rehabilitation	Community Organization	x	x	x	x	✓	x	x	✓	x
San Mateo Labor Council - San Mateo TIP	Other	x	x	x	x	x	x	x	✓	✓
Job Train	Community Organization	x	x	✓	x	x	x	✓	x	x
Providence Vocational School	Other	x	x	x	x	x	x	✓	x	x
Northern California Nursing Academy	Other	x	x	x	x	x	x	✓	x	x
Unitek College	Other	x	x	x	x	x	x	✓	x	x

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

The COVID-19 pandemic caused economic devastation and disruption in our region. This economic crisis has had a disproportionate impact on immigrants, individuals of color, and workers with less than a high school diploma.

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. Women, individuals of color and immigrants have experienced the greatest job loss impacts as they are overrepresented in low wage service sector jobs.

In the San Mateo County region, ACCEL is the primary resource to address the gap of providing ESL, high school diploma/high school equivalency, and high quality, low cost in-demand career technical education and training.

There are similar educational needs shared by adult learners throughout the region. According to the demographic data and a review of education providers throughout the county, there is a high demand for ESL and high school diploma programs, with an emphasis on basic skills such as math, literacy and English proficiency. The data also indicates that there is a significant need for quality, low cost, in-demand career technical education, training, and certification.

ACCEL's mission is to provide adult learners with the basic knowledge and skills they need participate in civic life and the workforce. Our vision is to help students get from where they are to where to want to be by creating pathways to success. The consortium is affected by a shortage of adult school teachers and is challenged by the difficulty in hiring the same.

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, partnerships, as well as maintaining established relationships with the entities across the region.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)
- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	6,276	4,955		5,202	5,462	5,735
Student Barriers	English Language Learner (AE 305 - Overall)	5,099	3,758		3,945	4,142	4,349
Student Barriers	Low Income (AE 310 - Overall)	781	728		764	802	842

Member Level Metric Targets

* Mandatory for all members

Cabrillo Unified (Reported by La Costa Adult Ed - Cabrillo and La Honda (Pescadero))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	151	69		72	76	80
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				5	7	10
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	7	10
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	27	37		29	31	35
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	7	10

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	21			23	25	27
Transition	Participants with Transition to ASE (AE 500 - Overall)	10			12	14	16

Jefferson Union High (Reported by Jefferson Union High School District (JUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	926	452		476	500	525
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	42			44	46	48
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	49			51	53	56
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	308	16		320	336	353
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	22			23	25	28

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	19			22	24	26
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	34			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	55			0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	39			41	43	45

San Mateo Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

San Mateo County CCD (Reported by San Mateo District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	35	137		40	45	50
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	11			13	15	18
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				2.5%	2.5%	2.5%
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)		17		20	23	25
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				5	7	10
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	7	10
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

San Mateo Union High (Reported by San Mateo Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,130	1,232		1,294	1,359	1,427
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	28			0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				2.5%	2.5%	2.5%
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	36	23		38	40	42
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	801	228		273	287	301
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	12	27		29	31	33

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	101	18		20	22	24
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	83			87	91	96
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	90			94	99	106
Transition	Participants with Transition to ASE (AE 500 - Overall)	59			62	65	68

Sequoia Union High (Reported by Sequoia Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,020	637		669	703	738
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	15			17	19	21
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				2.5%	2.5%	2.5%
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	94	217		228	239	251
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	279	157		165	173	182
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	47	72		76	80	84

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	57			59	62	65
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	73			77	81	85
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	237			249	261	274
Transition	Participants with Transition to ASE (AE 500 - Overall)	143			0	0	0

South San Francisco Unified (Reported by South San Francisco Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	616	423		444	466	489
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	37			39	41	43
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	24			26	28	30
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	203	77		81	85	89
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	41	24		43	45	47

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	18			20	22	24
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	19			21	23	25
Transition	Participants with Transition to ASE (AE 500 - Overall)	30			0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Cabrillo Unified	100%	100%	31%	100%	100%	100%
Jefferson Union High	100%	100%	36%	100%	100%	100%
San Mateo County CCD	100%	100%	42%	100%	100%	100%
San Mateo Union High	100%	100%	68%	100%	100%	100%
Sequoia Union High	100%	100%	57%	100%	100%	100%
South San Francisco Unified	100%	100%	77%	100%	100%	100%

Objectives

Address Educational Needs

Description of Objective *

Adult Basic/Adult Secondary Education:

According to the most current data from American Community Survey 2020, there are 62,191 individuals 18 yrs. of age or older who have no high school diploma. San Mateo County demographic data 2021 reports the following educational attainment by 25 years and older:

Less than 9th grade: 31,362

Some High School, No Diploma: 23,312

- Limited English: 38,734
- Near Poverty: 50,856

To address these gaps, 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.

Programs for Immigrants: ESL

ESL classes and programming will be offered on-ground, online, and in a hybrid format to meet the needs of students as we continue to navigate through this ever-changing environment. 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, and increase collaboration between ESL, ABE/ASE, CTE, and community college faculty to promote contextualization and seamless transition.

Career Technical Education:

Develop short term career education classes with high earning potential in collaboration and alignment with ACCEL's member colleges. Build upon existing programs based upon the labor market index, student interest, and industry/employer's demand.

Align career education programs with adult school courses to assist with smoother transitions and academic success.

Improve Integration of Services & Transitions

Description of Objective *

ACCEL remains committed to meeting the ever-changing needs of the region as it emerges from the challenges of the COVID-19 pandemic through flexibility in its strategies and activities. ACCEL will leverage existing community-based and local government support services to address barriers faced by students in the region to provide holistic support.

The consortium will develop a data workgroup project team. The project team will conduct quarterly reviews of the consortium's program data, and work to develop data collection alignment and uniformity in the collection and reporting of student enrollment, progress, and outcomes.

The project team will also work collaboratively across the region with ACCEL's member agencies and workgroup project teams developing strategies for improving program performance and best practices.

Improve Effectiveness of Services

Description of Objective *

The creation of a data workgroup project team will assist ACCEL in working to develop uniform regional data collection processes and analysis of data. This process will be a fundamental tool to inform change and improve program effectiveness. Collaboration across member agencies across the region will be key in improving our capacity to collect and share data, and guide future programming decisions.

Effectiveness will also be measured by assessment scores, completion of courses, certificates, industry certifications, strategic partnerships, surveys, intern/externships, and employment gains.

Activities & Outcomes

Activity Name *

Data Collection & Analysis

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Review and revise data collection and analysis process and procedures to align with CAEP barriers, metrics and WIOA. This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

Standardize data collection and reporting procedures across the region.

Intermediate Outcomes (1-3 Years) *

Coordinated plan and calendar for data review and program evaluation.

Long-Term Outcomes (3-5 Years) *

Coordinated plan and calendar for data review and program evaluation.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Improve outreach and marketing to target identified populations resulting in increased visibility and enrollment for all ACCEL member districts. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) *

List of Available Training Programs and Classes in our regional recreated.

Intermediate Outcomes (1-3 Years) *

Increase Student Enrollment.

Long-Term Outcomes (3-5 Years) *

Increase in Enrollment & Completion of Programs

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Ka'Ryn Holder-Jackson
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Increase High Diploma o.r HS Course Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Sustain, expand, and increase the number of Adult Basic and Adult Secondary course offerings as indicated by data sources (enrollment demand, course waiting lists, and increased student persistence rates). This aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

Increase HSD/HSE enrollment rates by 5%

Intermediate Outcomes (1-3 Years) *

Increase HSD/HSE enrollment rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase HSD/HSE enrollment rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Align High School Diploma Graduation Credits

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Adjust the High School Graduation Requirement to 150 Credits for all of ACCEL’s Member Adult Schools in the Region. Adult School Directors to submit this proposal to their respective school districts/boards. This aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

Increase HSD/HSE enrollment rates by 5%

Intermediate Outcomes (1-3 Years) *

Increase HSD/HSE enrollment rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase HSD/HSE enrollment rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Increase HSD/HSE graduation rates.

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Through development of additional course content on the online learning platform (Canvas), enhancing and standardizing common core aligned curriculum across all HSD/HSE classes, learners will have access to more robust materials to better prepare them for program completion and transition to postsecondary and/or workforce. This activity is in alignment with the AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Increase HSD/HSE graduation rates by 2.5%

Intermediate Outcomes (1-3 Years) *

Increase HSD/HSE graduation rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase HSD/HSE graduation rates by 7.5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Program Graduation/Completion

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Increase graduation and/or completion rates across all program areas resulting in a greater number of students transitioning to postsecondary and/or workforce. This activity is in alignment with the AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Increase student completion/graduation rates by 5%

Intermediate Outcomes (1-3 Years) *

Increase student completion/graduation rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase student completion/graduation rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Create and Expand Accelerated Learning

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Review and identify potential practices, course alignments, and tools that support accelerated learning and course completion.

Short-Term Outcomes (12 Months) *

Collaborate bi-regionally to build bidirectional transition supports.

Intermediate Outcomes (1-3 Years) *

Increase student completion/graduation rates by 2.5%

Long-Term Outcomes (3-5 Years) *

Increase student completion/graduation rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Revise ESL writing Proficiency Standards

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Review current peer-reviewed literature regarding evidence-based writing strategies for adult ESL. ESL coordinator and teachers reviews student writing assignments evaluating them using the English Language and Proficiency Standards Rubric. This activity is in alignment with the AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Increase ESL student writing proficiency rates by 5%

Intermediate Outcomes (1-3 Years) *

Increase ESL student writing proficiency rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase ESL student writing proficiency rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Pathways for ESL Students

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Establish clear ESL graduation requirements. This activity is in alignment with the AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Increase student completion/graduation rates by 5%

Intermediate Outcomes (1-3 Years) *

Increase student completion/graduation rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase student completion/graduation rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Pathway to Support ESL Student Transit to College

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Expand and enhance collaborative partnership with College of San Mateo (CSM) to establish an ESL Clear Pathway Exam for adult school ESL advanced students. This activity is in alignment with the AB104 Objective of Seamless Transitions and the CAEP State Priorities of Learner Transition and Equity.

Short-Term Outcomes (12 Months) *

Develop ESL Clear Pathway Exam and agreement with CSM

Intermediate Outcomes (1-3 Years) *

5% of adult school ESL advanced students pass the ESL Clear Pathway Exam

Long-Term Outcomes (3-5 Years) *

Increase adult school ESL Clear Pathway Exam pass rate by 7%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Pathways to Support ESL Students to Workforce

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Evaluate and modify program offerings and instructional delivery to support economic recovery. Develop curriculum and EL Civics objectives for workforce skills training in ESL classes. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priority of Learner Transition, Equity and Immigrant Integration.

Short-Term Outcomes (12 Months) *

Increase student completion/graduation rates by 5%

Intermediate Outcomes (1-3 Years) *

Increase student completion/graduation rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase student completion/graduation rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Pathways to Support ESL Students to Community

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Develop relationships with community-based organizations resulting in opportunities for ESL graduates to serve as community volunteers resulting into integration into community. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priority of Learner Transition, and Immigrant Integration.

Short-Term Outcomes (12 Months) *

Increase student completion/graduation rates by 5%

Intermediate Outcomes (1-3 Years) *

Increase student completion/graduation rates by 5%

Long-Term Outcomes (3-5 Years) *

Increase student completion/graduation rates by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Angela Taylor
Cindy Dominguez
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Support Services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Develop and implement outreach strategies to build relationships with regional community-based organizations and local government agencies who provide support services. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priority of Learner Transition, Equity, and Immigrant Integration.

Short-Term Outcomes (12 Months) *

Collaborative partnerships and referral pathways with existing and new local service providers are created.

Intermediate Outcomes (1-3 Years) *

Referral process aligned across Consortium members. Referrals conducted thru Community Pro.

Long-Term Outcomes (3-5 Years) *

Increase in student referrals to appropriate support services. Psychosocial needs of CAEP students are met more quickly and effectively.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Community Outreach

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Develop and implement outreach strategies to build relationships with business and industry partners. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priority of Learner Transition, Equity, and Leadership.

Short-Term Outcomes (12 Months) *

Referral pathways and collaborative partnerships with local business and industry partners are developed.

Intermediate Outcomes (1-3 Years) *

Referrals for student enrollment and student employment increase by 5%

Long-Term Outcomes (3-5 Years) *

Referrals for student enrollment and student employment increase by 5%

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Career Readiness

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Expand career readiness opportunities for adult learners through contextualized learning, sector/industry aligned curricula, and work-based learning opportunities. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priority of Learner Transition, and Equity.

Short-Term Outcomes (12 Months) *

Collaborative partnerships and referral pathways with existing and new sector/industry partners created.

Intermediate Outcomes (1-3 Years) *

Student employment opportunities thru sector/industry partners increase by 5%.

Long-Term Outcomes (3-5 Years) *

Student employment opportunities thru sector/industry partners increase by 5%.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Workforce Board Alignment

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Stronger engagement with the Workforce Development Board NOVA Job Works by all Consortium Members resulting in the development of policies and procedures for cross-agency collaboration. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Program Development and Equity.

Short-Term Outcomes (12 Months) *

Work plan developed including action steps, timelines, deliverables and outcomes.

Intermediate Outcomes (1-3 Years) *

Employment gains; Increase in job promotions; increased wages.

Long-Term Outcomes (3-5 Years) *

Review workplan outcomes; revise and implement new action steps, timelines, deliverables and outcomes

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

College & Career Pathways

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create transitional courses using contextualized instructional approaches within and between program areas to assist with program readiness measured by student outcomes for course completion and transition. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priorities of Learner Transition, Leadership, Equity, and Program Evaluation.

Short-Term Outcomes (12 Months) *

Review labor market data. Access regional economic development and partnership collaborative to inform focused training and career pathway efforts.

Intermediate Outcomes (1-3 Years) *

Increase outreach, marketing and partnerships focused on recruitment and enrollment.

Long-Term Outcomes (3-5 Years) *

Evaluate and modify program offerings and instructional delivery as directed by labor market and student data.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Short Term Career Technical Education

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Perform labor market index analysis to identify employment sector trends and in-demand jobs in the San Francisco Bay Area. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priorities of Learner Transition, Leadership, and Equity.

Short-Term Outcomes (12 Months) *

Research existing local career pathways and short-term training options.

Intermediate Outcomes (1-3 Years) *

Identify and rank the most viable career pathway options that match student career interests, abilities, and labor market demand.

Long-Term Outcomes (3-5 Years) *

Explore partnering with local government agencies, unions, nonprofit organizations, and WDB for creating career pathways and leveraging resources.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Career Technical Education For Credit Programs

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

From a prioritized list, develop and implement Career Pathways. Develop strategies for classes beginning at the adult school and completed at the college. This activity is in alignment with the AB104 Objective of Seamless Transitions, CAEP State Priorities of Learner Transition, Leadership, Equity, and Program Evaluation.

Short-Term Outcomes (12 Months) *

Research funding to support chosen pathways.

Intermediate Outcomes (1-3 Years) *

Develop and implement marketing strategy to drive student recruitment & enrollment.

Long-Term Outcomes (3-5 Years) *

Explore partnering with local government agencies, unions, nonprofit organizations, and WDB for creating career pathways and leveraging resources.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Consortia will engage in ongoing professional development and training responsive to the needs of the region and staff resulting in instructional strategies, anti-racist practices, and partnership engagement. This activity aligns with AB104 Objective of Professional Development and the CAEP State Priorities of Leadership, Program Development, Evaluation, and Equity.

Short-Term Outcomes (12 Months) *

Research funding to support chosen pathways.

Intermediate Outcomes (1-3 Years) *

Develop and implement marketing strategy to drive student recruitment & enrollment

Long-Term Outcomes (3-5 Years) *

Explore partnering with local government agencies, unions, nonprofit organizations, and WDB for creating career pathways and leveraging resources.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Alex Kramer
Andrea Vizenor
Angela Taylor
Cindy Dominguez
Julian Branch
Mark Beshirs
Matt Linton
Stephen Redmond

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Cabrillo Unified	\$388,435	Certified
Jefferson Union High	\$1,334,650	Certified
San Mateo Co. Office of Education (Optional)	\$0	Draft
San Mateo County CCD	\$60,000	Certified
San Mateo Union High	\$2,837,946	Certified
Sequoia Union High	\$2,365,424	Certified
South San Francisco Unified	\$867,295	Certified
Totals	\$7,853,750	6/7 Certified

Funds Evaluation *

ACCEL member agencies planned allocations for program year 2022-2023 are in alignment with our three-year plan. ACCEL seeks to continuously improve adult education throughout the region, improve literacy skills, increase completion of high school diplomas/ high school equivalency, college preparation and transition to community, postsecondary study, completion of postsecondary certificates, degrees, and/or training programs.

Certification

Cabrillo Unified - Member Representative

Matt Linton
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Approved by Matt Linton

06/21/2022 12:42 PM PDT

Jefferson Union High - Member Representative

Mark Beshirs
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(650) 550-7874

Approved by Mark Beshirs

06/20/2022 01:41 AM PDT

San Mateo Co. Office of Education - Member Representative

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Approved by Karen Gnusti

06/21/2022 01:10 PM PDT

San Mateo County CCD - Member Representative

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Approved by Nereida Angulo

06/20/2022 05:28 PM PDT

San Mateo Union High - Member Representative

Angela Taylor

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Araceli Pena San Mateo Adult School

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(650) 558-2124

Approved by Angela Taylor

06/21/2022 10:08 AM PDT

Sequoia Union High - Member Representative

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Anna Tang

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Approved by Cindy Dominguez

06/21/2022 09:33 AM PDT

South San Francisco Unified - Member Representative

Stephen Redmond

Alternative Education Principal

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Seema Prasad

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Approved by Stephen Redmond

06/21/2022 08:42 AM PDT



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Community
Colleges



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