

53 Accel San Mateo County

Plans & Goals

Executive Summary

Current trends in workforce and education in this post-covid 19 pandemic has accelerated the need for education and training to address our region's labor shortage. As our region continues to recover from the pandemic, ACCEL San Mateo County continues in its commitment 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

ACCEL's mission is to provide adult learners with the basic knowledge and skills they need participate in civic life and the workforce. ACCEL is committed to supporting adult learners achieve success and have effective pathways to success in careers, college, and community. The vision of ACCEL is to help students get from where they are to where to want to be by creating pathways to success.

ACOMPLISHMENTS 2021-2022:

During the 2021-22 program year, ACCEL San Mateo County made progress across the strategies identified in the consortium's annual plan. ACCEL member organizations continued advancing its priorities of collaboration, shared processes, aligning career and academic standards, establishing relationships with nonprofit and community based organizations to leverage resources for student support services, increasing accelerated learning and on-going development of short term career technical education programs.

ACCEL's planned allocations for the upcoming program year 2022-23 were guided by the consortium's three-year plan (2022-2025) 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).

PRIMARY GOALS:

ACCEL San Mateo County's planned allocations for program year 2022-2023 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. 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 postsecondary study, completion of postsecondary certificates, degrees, and/or training programs.

Building on the work and successful outcomes of our consortia in 2021-22, ACCEL's primary goals for the program year 2022-2023:

- 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.
- Increase career readiness by expanding opportunities for contextualized learning, work-based learning opportunities, and professional programming, certificates, and certifications.
- Cultivate relationships within the region through engagement with community based and faith-based organizations, nonprofits, and small businesses, and professional associations/organizations for the establishment of collaboration and partnerships aligned with ACCEL's three-year strategy to raise the visibility of the consortium, leverage and maximize resources and marketing opportunities.

Regional Planning Overview

The goals and strategies outlined in ACCEL's 3 Year Strategic Plan will be implemented through ACCEL's member agencies and its strategic action project teams. These strategic action 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's 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, leveraging resources, and potential collaboration/partnership with local government, non-profit and community-based agencies.

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, which include but are not limited to

- Career Pathway Projects/Employer Engagement Opportunities
- Alignment of Data Systems Across Member Adult Schools and Community Colleges
- Network Structure (Consortium Capacity & Organization)

ACCEL in collaboration with its regional member agencies will continue to develop existing and new in-demand, short term career education programs such as: AWS Amazon Cloud Computing, clinical medical assisting with phlebotomy, introduction to medical terminology, dispensing optician, pharmacy technician, medical billing and coding, office support specialist, career exploration courses and assessments.

In addition, 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

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

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 2022, there are 62,191 adults 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: 16,784
- Females some high school – no diploma: 10,151
- Males with less than 9th grade education: 14,418
- Males some high school – no diploma: 11,387

In addition, there are 6,598 families in San Mateo County who are living below the poverty; and there are 4,318 families with children living below poverty.

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

- Individuals with lower educational 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.

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 2022 demographic data states that there are 765,773 individuals living in the county. Of these 7 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.

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

ACCEL's program's for immigrants' effectiveness will be measured by data such as: assessment scores, completion of courses, certificates, and surveys.

Regional Need #3

Gaps in Service / Regional Needs

Short Term Career Technical Education

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

COVID-19 has caused economic devastation and disruption in our labor market. 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.

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.

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.

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:

- Approximately 50% of workers in San Mateo County are highly educated having earned a bachelor's degree or higher
- 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

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

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

Address Educational Needs

2022-23 Strategies

Strategy Name

Align High School Graduation Credit Requirement

Activity that Applies to this Strategy

Increase HSD/HSE graduation rates.

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Create and Expand Opportunities for Accelerated Learning

Activity that Applies to this Strategy

Create and Expand Accelerated Learning

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

ESL Graduation Requirements

Activity that Applies to this Strategy

Revise ESL writing Proficiency Standards

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Revise ESL Writing Curriculum to Meet ESL Proficiency Standards

Activity that Applies to this Strategy

Revise ESL writing Proficiency Standards

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Workforce Skills Training for ESL Students

Activity that Applies to this Strategy

Pathways to Support ESL Students to Workforce

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

ESL Student Transition to College

Activity that Applies to this Strategy

Pathway to Support ESL Student Transit to College

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

ESL Program Graduation Requirements

Activity that Applies to this Strategy

Pathways for ESL Students

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

ESL Clear Pathway Exam

Activity that Applies to this Strategy

Pathway to Support ESL Student Transit to College

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

ESL Students to Workforce

Activity that Applies to this Strategy

Pathways to Support ESL Students to Workforce

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Short Term In-Demand Career Technical Education Credit Programs

Activity that Applies to this Strategy

Career Technical Education For Credit Programs

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Career Pathways

Activity that Applies to this Strategy

Career Technical Education For Credit Programs

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Community Engagement

Activity that Applies to this Strategy

Community Outreach

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Training & Partnership Development

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Standardize Data Processes

Activity that Applies to this Strategy

Data Collection & Analysis

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Outreach

Activity that Applies to this Strategy

Marketing

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

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 2022-2023 in the same manner.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

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

Cabrillo Unified - Member Representative

Drew Gamet

Director

gametd@cabrillo.k12.ca.us

(650) 712-7140

Approved by Drew Gamet

08/31/2022 04:45 PM PDT

Jefferson Union High - Member Representative

Mark Beshirs

Principal
mbeshirs@juhsd.net
(650) 550-7874

Approved by Mark Beshirs

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San Mateo Co. Office of Education - Member Representative

Karen Gnusti
kgnusti@smcoe.org
(650) 455-4327

Katia Sturtevant
ksturtevant@smcoe.org

Approved by Karen Gnusti

09/01/2022 01:05 PM PDT

San Mateo County CCD - Member Representative

Nereida Angulo
Transition Coordinator
angulon@smccd.edu

Russell Waldon
Dean, Strategic Partnerships and Workforce Development
waldonr@smccd.edu
(650) 738-7099

Approved by Nereida Angulo

09/01/2022 02:12 PM PDT

San Mateo Union High - Member Representative

Angela Taylor
Director
ataylor@smuhsd.org
(650) 558-2120

Araceli Pena
Account Technician
apena@smuhsd.org
(650) 558-2124

Approved by Angela Taylor

08/31/2022 04:43 PM PDT

Sequoia Union High - Member Representative

Cindy Dominguez

Assistant Director

cidominguez@seq.org

(650) 569-0919

Tatiana Roganova

Director

troganova@seq.org

(650) 306-8866 ext: 77902

Approved by Tatiana Roganova

08/31/2022 04:24 PM PDT

South San Francisco Unified - Member Representative

Seema Prasad

Principal

sprasad@ssfusd.org

(650) 827-8455 ext: 2701

Approved by Seema Prasad

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