53 ACCEL (San Mateo) | Consortium 2017-18 Annual Plan

*INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here:* [http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit (http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit)](http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit).

*Click on the **Section 1: Plans & Goals** header to begin.*

Section 1: Plans & Goals   −

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

San Mateo County Accel's planned allocations for the program year 2017-2018 are aligned with our three-year plan. Our vision: All students have effective pathways to success in careers, college and community. Building on the work in 2016-2017 of the four Collaborative Action Teams (CATS), North County, Central County, South County and Coast, ACCEL's primary goals for program year 2017-2018:

1.   Continued development by the CATS: The Collaborative Actions Teams (CATS) in conjunction with local ACCEL staff continuing existing or planned programs such as the ESL Academic Bridge to Skyline, ECE Pathway, Hospitality Bridge, Sustainable construction, Career Exploration Courses and assessments, Certification programs including North Star Digital Literacy, ServSafe Food Handler, Microsoft Office, Career Advancement Academies, assessment prep (ESL and GED Jam), SMAS-CSM College Bridge, VESL programming on the Coast, Entrepreneurship, Medical Assisting (a partnership between JobTrain, Sequoia Adult School and Canada College), Introduction to Health Careers Pathway.

2.   Adult Pathway Bridge Development: an integrated Pathway Bridge model for adults with progressive levels of transition. The overall bridge development supported by the Implementation Design Team (IDT), a cross section of ACCEL staff and instructional advisors. Each team will be supported by targeted and ongoing professional development activities.

·   Bridge Prep: Intentional focus on work, social and community integration embedding these skills into beginning adult basic education and ESL.
·   Bridge 1: Adult school students beginning at Intermediate ESL and ABE levels complete an interest inventory, learn about local job opportunities and pathways to careers.
·   Bridge 2: Occupational specific bridge using dual enrollment, cohorts, work experience, contextualized instruction, co-designed classes for students entering college classes including Allied Health, Early Childhood Education, and Sustainable Construction pathways.
·   Other College or other CTE training: Stackable certificate programs leading to family sustaining careers.

3.　　Adult Education Needs: ACCEL will continue to sustain, develop and implement promising practice instructional and student services to meet unmet needs.　Expanded programs will be aligned to the ACCEL Pathway Bridge model.　ACCEL will also continue to support the ongoing development of LaCosta, the recently restored adult school on the coast.

4.　　Collaborative Infrastructure:　ACCEL continuing ongoing coordination and facilitation, data and fiscal management, leveraged purchases, and regional strategic partnerships.

Accomplishments:

North CAT (Collaborative Action Team): ESL Math Class, College Readiness Workshop Series,　Immigration Workshop; financial literacy workshop (with Skyline College SparkPoint); job fairs (South San Francisco and Jefferson Adult schools).

South CAT: 130　Sequoia students enrolled in community college; transition to community college workshops; accelerated medical assisting courses (with JobTrain), and incorporated technology into ESL classes piloting Burlington English.

Coast CAT:　LaCosta implemented a new 4th level of ESL; Spanish language classes (4 locations); integrated Workforce ESL, GED software instruction, educational and career goal planning with transition navigator.

Central CAT: Pathway created – matriculation and skip placement; pre-advising at San Mateo Adult School for College of San Mateo; Transition Navigators' roles defined and aligned with Transition Coordinators; San Mateo ACES cohort priority registration, and College Readiness Series (workshops, fairs and tours).

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please# provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Adult Basic Education/Adult Secondary Education	To help establish the need for adult education services, demographic data was collected from the California Department of Education, the US Census, and the National Center on Education Statistics. Data provided from the AEBG website was used to validate the local needs.	Assessment scores, completions of courses, certificates and surveys.
Programs for Immigrants	Data collected included population, drop out data, English Language proficiency (English learners in schools as well as census data on English language ability) unemployment and poverty.	Assessment scores, completions of courses, certificates and surveys.
Short Term Career Technical Education	Economic data on key industries and growth trends in the region were sought from existing sources. Source documents included the trends affecting workforce development in San Mateo County and the San Francisco Peninsula published by the Silicon Valley Institute for regional Studies and the San Mateo Regional CTE Pathway Consortium Career Pathways Trust Application. ACCEL now has the ability to access EMSI data through the College Workforce Development deans.	Assessment scores, completions of courses, certificates and surveys.
Programs for Apprentices.	Qualitative data from through the Workforce Development deans at the colleges and from the Central Labor Council provides information on trades and apprentice opportunities.	Assessment scores, completions of courses, certificates and surveys.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Adult Basic Education/Adult Secondary Education: ACCEL will continue to sustain, develop and implement promising practice instructional and student services to meet unmet needs for education and training. Expanded programs will be aligned to the ACCEL Pathway Bridge model. ACCEL will continue to support the ongoing development of La Costa, the recently restored adult school on the coast.

ACCEL will continue to explore the potential use of new and emerging technology to support adult learning on various platforms including home computers and mobile devices.

Immigrant Programs: ACCEL has developed and will implement a "One Childhood - Two Languages Learning Community." The goal of this learning community is to assist second language learners in ECE acquire English language skills. This program will be implemented by the La Honda/Pescadero Adult School. Bridge Prep features an intentional focus on work, social, and community integration by embedding these skills into beginning adult basic education and ESL. Bridge 1 adult school students beginning at Intermediate ESL and ABE levels will complete an interest inventory and learn about local job opportunities and pathways to careers. Program effectiveness will be measured by assessment scores, completions of courses, certificates and surveys.

The Executive Director and navigators attended newly formed regional support services meetings convened by the County Office of Immigration Services. The direct connection to community partners at these meetings has led to better outreach to isolated populations and a better coordination of services to keep vulnerable students persisting.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
1. Region-wide development of Bridge Prep and Bridge 1	5 - Fully implemented	N/A		
2. CATS Pilot Projects to build Bridge 2	5 - Fully implemented	N/A		
3. Transition Coordinators and Career Navigators	5 - Fully implemented	N/A		
4. ACCEL collaborative infrastructure	5 - Fully implemented	N/A		
5. Provide technology, facilities improvements, equipment, supplies and other supports for effective collaboration and transitions	4 - Mostly implemented	A continuing challenge remains; the level of resources provided makes it difficult to expand services to isolated populations who lack transportation and/or time to attend the Adult Schools. ACCEL lost a education site in Foster City; and Sequoia Adult School is lacking physical capacity to accept more students. Sequoia Adult School presently has a waiting list of 150 indivdiuals for its ESL class.		

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

ACCEL will implement the Hospital and Tourism Adult School bridge. This program at the South San Francisco Adult School will allow students to earn the Guest Service entry level professional skills certificate at Skyline College in two semesters. This program will provide opportunities for students to improve their English language,service skills, and learn about careers in the hotel and hospitality industry. Program effectiveness will be measured by assessment sources, completion of courses, certificates and surveys.

Programs for Apprentices: ACCEL will continue to support the ongoing development of La Costa, the recently restored adult school on the coast. ACCEL will implement an early childhood education "Associate Teacher Certification" with the Pescadero Adult School and Canada College on the Coast. Program effectiveness will be measured by assessment scores, completions of courses, certificates and surveys.

CSM and SMAS developed an assessment process that allows students to bypass the college placement test and to be placed in appropriate college classes based on scores of tests taken at the Adult School. This model will be used as a template to develop the same ability to bypass placement at each of the colleges.

Coorinators at the college and navigators at the adult schools have developed strategies to follow students once they have entered college and to help students continue on to college career pathways.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
1. Develop tools and promising practice guidelines to support integration and contextualization of basic skills to educational and career pathways.	5 - Fully implemented	N/A	ACCEL will continue to sustain, develop and implement promising-practice instructional and student services to meet unmet needs for education and training. Expanded programs will be aligned to the ACCEL Pathway Bridge model.	
2. Provide regional professional development and technical assistance for acceleration approaches (contextualization, compression, individualized instruction, competency-based models).	5 - Fully implemented	N/A		
3. Support collaboration between ESL, ABE/ASE and CTE faculty to promote contextualization.	5 - Fully implemented	N/A		
4. Align assessments for placement based on successful promising practices such as ESL alignment at Sequoia-Cañada and Skyline-Jefferson-South San Francisco.	5 - Fully implemented	N/A		

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

ACCEL will continue to explore the potential use of new and emerging technology to support adult learning on various platforms including home computers and mobile devices. Potential programs being considered include Career Ready 101, Burlington English, and Revolution English.

A new math class, using project based learning to teach statistics and algebra, will be delivered at the Adult Schools using college professors as co-teachers. The expectation is that students will be able to bypass college remedial math classes.

The adult schools will work to develop Integrated EL Civics, IELCE, pathways which will combine learning opportunities in digital literacy, workplace and basic skills for students.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
1. Conduct regional professional development on programs that support implementation of the Pathway Bridge such as Work Keys Career Ready 101, Leading from the Middle Project Management, Contextualized Teaching and Learning.	5 - Fully implemented	N/A	During the 2017-2018 year, ACCEL will conduct two regional professional development workshops: case management and housing.	

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

> As new IELCE pathways are developed, training on them will be integrated in to existing Professional Learning Communites time that is currently being used by teachers to develop lessons on teaching Transition Skills using the TIF model.

> During the 2017-2018 year, ACCEL will conduct two regional professional development workshops: case management and housing.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
1. Explore collaboration with WIB to support ACCEL Pathway Bridge Model.	5 – Fully implemented	Lack of funding for the WDB and their location in a different county makes collaboration difficult.	None	More Funding.
2. Continue discussions with partners to identify collaborative projects and referral processes.	5 – Fully implemented		None	
3. Conduct an annual CBO convening.	1 – Not at all implemented	The annual CBO convening did not occur due to a lack of leadership at the time of the proposed scheduling of the actual convening.	An annual CBO convening is being planned for 2018. San Mateo ACCEL will be researching, networking, and building relationships with CBO's to develop a resource network that meets the needs of our student population.	More Funding.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

> ACCEL with the assistance of Dr. Vera Jacobson-Lundeberg, San Mateo County Office of Education Career Technical Education Coordinator will implement a facility management certificate program to the College of San Mateo in spring 2018. This program will be aligned with ACCEL's Pathway Bridge Model.

> In the development of an Entrepeneur skills program, ACCEL will leverage the resources of local Chambers of Commerce including the Hispanic CC, as well as other business oriented resources such as Small Business Administration and SCORE.

Section 2: Fiscal Management −

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$9,044,423	$9,044,423	$0
2016-17	$9,113,286	$8,809,628	$303,658
Total	**$18,157,709**	**$17,854,051**	**$303,658**

Please identify challenges faced related to spending or encumbering AEBG funding.

With state assurances that funding is ongoing, all schools are now spending and encumbering funds.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

All schools are implementing the strategies and activities developed through the Steering Committee process and under the direction of the Executive Director. All 2015-2016 funds have been spent as has 96 % of the 2016-2017 allocation. The schools and colleges have committed to spending the 2017-2018 funds in the same manner.

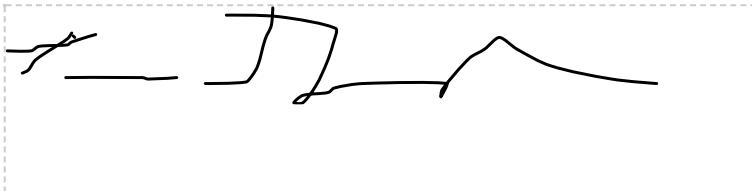## Section 3: Certification and Submission ‒

*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017–18 AEBG General Assurances Document**.*

Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

☐ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan